

New Paltz Central School District
Writing
Kindergarten

Time	Essential Questions/ Content	Standards/Skills	Assessments
September - October	<p><u>Unit 1: Launching the Writers’ Workshop: Personal Narrative and Science Journals</u></p> <ul style="list-style-type: none"> • What is writers’ workshop? What is my job during writers’ workshop? • How do I learn to write? • How do I share my writing with others? ----- • Introduce and model routines, structures, and key elements of the writing process and writers’ workshop. • Small moments • Science journals 	<ul style="list-style-type: none"> • Establish and use routines. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • With guidance and support from adults, respond to questions and suggestions from peers to add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Personal narratives • Science Journals • Teacher observation/ writing conferences
November	<p><u>Unit 2: Nonfiction Label Books</u></p> <ul style="list-style-type: none"> • What is a label? • What is a label book? • How do I label like a scientist? • How can I write my own label book? ----- • Label books are informational books and 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Label book • Teacher observation/ writing conferences

**New Paltz Central School District
Writing
Kindergarten**

Time	Essential Questions/ Content	Standards/Skills	Assessments
	<p>drawings gathered from personal experience or content knowledge. Each page depicts one aspect of the topic labeled with one or a few words.</p> <ul style="list-style-type: none"> • Recording observations with accuracy and detail 	<ul style="list-style-type: none"> • Copy letters and words from informational texts such as books, magazines, signs, charts, and own dictation. • Use graphics and labels to communicate information from personal experiences. • Use graphics and labels to communicate understanding of classroom science and social studies curricula. 	
December	<p><u>Unit 3: Writing Pattern Books About Families (Culture and Diversity)</u></p> <ul style="list-style-type: none"> • What is a pattern book? • How can I write my own pattern book? • What common characteristics do families around the world share? • What are traditions and why are they important? • How do traditions unite people? • Why do we keep these traditions? <p>-----</p>	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • With guidance and support from adults, recall information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Pattern book about families and traditions • Opinion writing piece about a family tradition • Student participation • Class activities

**New Paltz Central School District
Writing
Kindergarten**

Time	Essential Questions/ Content	Standards/Skills	Assessments
	<ul style="list-style-type: none"> • Kindergarten children focus on the family, learning how families the world over care for each other in different ways, discussing family traditions, sharing favorite family foods, songs, and stories. • People are alike and different in many ways. • All people need others. • All people need to learn and learn in different ways. • My family and other families are alike and different in many ways. • Many cultures are reflected among the families in our school. • Every family has traditions, foods, songs, music, dances, and stories. • Every family cares about each other, but they may show it differently. • Every family has problems and works to solve them. • People use stories, music, and celebrations to teach values, ideas, and traditions. • Introduce idea of other alphabets. • Kindergarten children will learn what an opinion is and how to express their own opinion about a familiar family tradition. • Kindergarten children will create a pattern book using the information learned about families. 		

**New Paltz Central School District
Writing
Kindergarten**

Time	Essential Questions/ Content	Standards/Skills	Assessments
January - February	<p><u>Unit 4: Personal Narrative/Authors as Mentors</u></p> <ul style="list-style-type: none"> • How can my experiences become a story? ----- • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Craft • Revision 	<ul style="list-style-type: none"> • Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	<ul style="list-style-type: none"> • Picture book • Teacher observation/ writing conferences
March	<p><u>Unit 5: Persuasive Letter</u></p> <ul style="list-style-type: none"> • What is an opinion? How is it different from a fact? • How can I use writing to share my opinion? • Why and how do we write letters? ----- • Letter format 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 	<ul style="list-style-type: none"> • Persuasive letter • Teacher observation/ writing conferences

New Paltz Central School District
Writing
Kindergarten

Time	Essential Questions/ Content	Standards/Skills	Assessments
April	<p><u>Unit 6: Poetry</u></p> <ul style="list-style-type: none"> • What is a poem? • What kinds of words create powerful images in readers’ minds? • How can we work together to understand the poems we read? • How can we use drawings, dictation and/or writing to tell others about our favorite parts of the poems we read? <p>-----</p> <ul style="list-style-type: none"> • Exploring word relationships and nuances in word meanings • Creating strong images with words • Identifying structures of poems • Peer conferencing • Visualization • Reading response • Producing and publishing writing 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Recognize common types of texts (e.g., storybooks, poems). • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Use a combination of drawing, dictating, and writing to compose...pieces in which they tell a reader the topic...and state an opinion or preference about the topic.... • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. • Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers.... • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Speak audibly and express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Teacher observation/writing conferences • Students’ Poetry Writing checklist (for independent self assessment) • Published poem, presented in a digital form, such as a Photo Story or page of a Class Poetry Anthology • Descriptive Language Rubric (for teacher assessment of finished work)

New Paltz Central School District
Writing
Kindergarten

Time	Essential Questions/ Content	Standards/Skills	Assessments
May - June	<p><u>Unit 7: All About Books</u></p> <ul style="list-style-type: none"> • How can I write to teach someone what I know? • How can I make sure my writing is clear to my reader? • How can I make sure my illustrations (drawings, diagrams, maps) are clear to the reader? • How can I use research materials to gather information about my topic? <p>-----</p> <ul style="list-style-type: none"> • Informational writing • Creating diagrams, maps, and informational drawings • Procedural writing • Begin to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • Participate in shared research and writing projects. • With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Copy letters and words from informational texts such as books, magazines, signs, charts, and own dictation. • Use graphics and labels to communicate information from personal experiences. • Use graphics and labels to communicate understanding of classroom science and social studies curricula. • Extract important information from pictures and/or text. 	<ul style="list-style-type: none"> • All About Book checklist • Teacher observation/writing conferences