

Unit Overview

In this unit, you teach kindergarteners that they can write to make their classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific real audiences. They will be thinking about what their readers need to know and to write with audience awareness. This unit is designed so that the children do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, they meanwhile also learn more about persuasive writing and writing in general. With your help, children apply what they learn not only to the newest piece they are about to write, but also to their growing folder, full of completed pieces. The Common Core prioritizes opinion/argument writing. Thus, this unit lays the foundation for some of the work the Common Core considers essential to students' academic and professional success.

For additional information regarding the unit please see Units of Study for Teaching Writing Kindergarten Book 4.

Common Core State Standards Aligning with Kindergarten Unit 5 <i>Persuasive Writing of All Kinds: Using Words to Make a Change</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.1	RI.K.7, RI.K.8, RI.K.10	SL.K.1, SL.K.2 , SL.K.3, SL.K.6	L.K.1, L.K.2
2	W.K.1 , W.K.5, W.1.1	RL.K.2, RI.K.8	SL.K.1 , SL.K.2, SL.K.3	L.K.1, L.K.2, L.K.6
3	W.K.1	RL.K.1, RL.K.2, RL.K.3, RL.K.10, RI.K.8	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6
4	W.K.1, W.K.5 , W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2, SL.K.3, SL.K.4 , SL.K.5	L.K.1, L.K.2
5	W.K.1, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2.c,d
6	W.K.1, W.K.5, W.K.6, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.4, SL.K.5, SL.K.6	L.K.1., L.K.2, L.K.6
7	W.K.1 , W.1.1	RL.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4 , SL.K.5 , SL.K.6	L.K.1, L.K.2, L.K.6
8	W.K.1, W.1.1 , W.K.5	RI.K.1 , RI.K.8 , RI.K.10	SL.K.1, SL.K.3, SL.K.4, SL.K.5	L.K.1 , L.K.2
9	W.K.1, W.K.8, W.1.1	RI.K.2	SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
10	W.K.1 , W.1.1	RI.K.1	SL.K.1, SL.K.3	L.K.5, L.K.6
11	W.K.1 , W.K.5, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3	L.K.1, L.K.2
12	W.K.1, W.K.5, W.K.8, W.1.1	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.6
13	W.K.1, W.K.2 , W.K.8 , W.1.1, W.1.2	RI.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
14	W.K.1, W.K.2 , W.K.8 , K.1.2	RI.K.1	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.6
15	W.K.1, W.K.2 , W.K.5, W.1.1, W.1.2	RI.K.1, RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.4, SL.K.5	L.K.1, L.K.2, L.K.6
16	W.K.1, W.K.5	RFS.K.1, RFS.K.3, RFS.1.3	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2 , L.K.6
17	W.K.1, W.K.5, W.1.1	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.6	L.K.1, L.K.2, L.K.6
18	W.K.1, W.K.5, W.1.1	RFS.K.1 , RFS.K.2, RFS.K.3	SL.K.1, SL.K.5	L.K.1 , L.K.2
19	W.K.6	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.3, SL.K.6	L.K.6

*Bold indicates Priority Standards that are a major emphasis

Common Core State Standards Aligning with Kindergarten Unit 5 <i>Persuasive Writing of All Kinds: Using Words to Make a Change</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.1 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 (e.g., <i>My favorite book is . . .</i>).		SL.K.2 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.	
2	W.K.1 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 (e.g., <i>My favorite book is . . .</i>). W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
3	W.K.1 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 (e.g., <i>My favorite book is . . .</i>).			
4	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
5				L.K.2.c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	W.K.1 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		SL.K.4 Describe familiar people, places, things, and events and, with prompting	

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Writing Workshop: Mar./Apr.

	are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).		and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
8	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding.		L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	W.K.1 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 (e.g., <i>My favorite book is . . .</i>).			
11	W.K.1 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 (e.g., <i>My favorite book is . . .</i>).			
12	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
13	W.K.2 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. W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

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14	<p>W.K.2 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.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>			
15	<p>W.K.2 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.</p>			L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16			SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
17			SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
18		RFS.K.1 Demonstrate understanding of the organization and basic features of print.		<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
19			SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause. • Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them. • Writers look at the world in a new way seeing not just what it is, but what could be and write to help make a change. 	<ul style="list-style-type: none"> • How can writers look at the world around them in a new way to see what could make things better? • How can our writing spread our opinions and convince people to agree with us? • How can we join together to make a change in our world? • How can I use my words? 	<ul style="list-style-type: none"> • Write a persuasive letter • Write about topics in their neighborhood and the wider world • Write for specific audiences by considering what the reader needs to know
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> • Create and refer to anchor charts from UoS Writing Book 1. • Explain that writers use specific tools such as Use two-pocket folders for each student to organize writing, whiteboards, post-its and alphabet charts for individual use and engagement. • Study pages from exemplar writing and model writing across pages in a 3-5 page booklet. • Provide and present mentor texts as models. • Teach children to read like writers using mentor texts. • Create an on-going class book for modeling 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> • provide support as needed during individual teaching sessions. • provide feedback in small group setting. • provide personal copies of teaching charts. • provide modified and/or alternate grade level checklists and rubrics. • provide modified writing paper. • provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> • <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin • <i>Corduroy Writes a Letter</i> by Allison Inches • Other suggestions provided in book 4.

<p>and trying out new skills- conferring toolkit.</p> <ul style="list-style-type: none">● Tap, sketch, or jot across the pages as a way of planning stories.● Practice creating mental movies and acting out a story in order to make writing come alive.● Add dialogue to writing to bring characters alive.● Set mini-writing goals as you move through the writing process.● Write long and strong to build stamina.● Provide editing checklist to improve writing.● Plan to celebrate the conclusion of classroom writing projects.		
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.