

Kindergarten ▶

Unit One

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Capitalization: Beginning of Sentence ● <input type="checkbox"/> Capitalization: People's Names ● <input type="checkbox"/> Sentence: End Marks ● <input type="checkbox"/> Sentence: Identification and Formation ●	<input type="checkbox"/> Story: Short Story
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

GENRE FOCUS

Story: Short Story

NOTES

In this unit, the emphasis is on developing collaborative short stories.

Since the stories will be collaborative, the unit provides a good opportunity to guide students through using the rubric as a guide for improving writing. As you review the paragraph, consult the rubric and engage the students in figuring out which achievement level best describes the story's current state. Then engage them in figuring out what to do to move it to the next level of achievement. Again, support as needed but engage the students in the thinking as much as possible.

PATTERN STATEMENT

When something begins, we want to see how it ends

ADDITIONAL NOTES

The pattern, *When something begins, we want to see how it ends*, can be illustrated by showing students a photo or video clip that stops right before something happens, such as roller coaster cars just cresting the first hill. If possible show several examples (EX-ex). Then engage the students in discussing the following (EX-co):

- What is happening in these photos/videos?
- Do the photos/videos make you want to know something? If so, what?

Using additional questioning, the teacher can guide students to recognize the pattern: *When something begins, we want to see how it ends* (EX-el). The EXperience strand can conclude with students identifying examples of things they like to experience from beginning to end (e.g., TV shows, movies, stories) (EX-ap).

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GENRE

Story:
Short Story

GENRE

STORY: Short Story			
Definition		Objective	
Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel		With teacher prompting and support, students write, as a class with the teacher taking dictation, a paragraph-length story that features a problem to be solved or challenge to be met and a resolution.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution, <p>AND</p> <ul style="list-style-type: none"> ▶ The story is developed enough to provide the reader with a satisfying experience. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ The story does not have a satisfying conclusion—some details are not settled. ▶ Additional development or revision could improve the story's conclusion. 	<ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ The problem/challenge does not seem original. It reads like something the writer may have seen recently on television or in a movie, <p>AND/OR</p> <ul style="list-style-type: none"> ▶ The problem/challenge and the resolution are roughly connected; the story does not flow smoothly from beginning to end. ▶ Additional development or revision could improve originality or flow of the story. 	<ul style="list-style-type: none"> ▶ Writing fails to present a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ Additional development or revision could significantly improve the story's content.