

Kindergarten ▶

Unit Two

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

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Comma Use: Items in a Series ● <input type="checkbox"/> Sentence: End Marks ● <input type="checkbox"/> Sentence: Identification and Formation ●	<input type="checkbox"/> Expository: Step-by-Step How-To/How It Happens
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

GENRE FOCUS

Expository: Step-by-Step How-To/How It Happens

NOTES

The emphasis in this unit is on developing collaborative directions for a well-known, frequently experienced process.

Since the directions 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

Many things happen in steps

ADDITIONAL NOTES

The pattern, *Many things happen in steps*, can be illustrated by engaging students in activities that require actions to be completed in an order (EX-ex). For example, the childhood song and dance the "hokey-pokey" features a series of actions that are completed in a sequence and repeated for multiple body parts (e.g., arm, elbow, leg). Then engage the students in discussing the following (EX-co):

- What did we have to do to do the hokey-pokey? (Make a list, in order, of the steps.)
- (Select one of the steps) If we had only done this one step, would we have been doing the hokey-pokey? Why not?
- Look at our list. What do we have to do to do the hokey-pokey? One step? Two steps? All the steps?
- What can we say about our list and doing the hokey-pokey?

Using additional questioning, the teacher can guide students to recognize the pattern: *Many things happen in steps* (EX-el). The EXperience strand can conclude with students identifying examples of things they do that happen in steps (e.g., getting ready for school, making a sandwich) (EX-ap).

K
grade

unit
TWO

GENRE

Expository:
Step-by-Step
How-to/How It
Happens

GENRE

EXPOSITORY: Step-by-Step How-To/How It Happens			
Definition		Objective	
Presents clear explanation or directions for a complete process		With teacher prompting and support, students write, as a class with the teacher taking dictation, cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, such as how to get ready for school in the morning or how to get ready for bed at night.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, AND ▶ The writing includes good connections that help it flow smoothly, AND ▶ The writing features tools, such as examples, that make it interesting and clear for the reader. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, AND ▶ The writing includes good connections that help it flow smoothly. ▶ Writing lacks some tools, such as examples, that would make it clearer and more interesting for the reader. ▶ Additional development or revision could increase the writing's clarity and level of interest. 	<ul style="list-style-type: none"> ▶ Writing presents cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process. ▶ Though not presented as a list, the writing reads very much like a list. It lacks connections that would help it flow more smoothly. ▶ Additional development or revision could improve the flow of the writing. 	<ul style="list-style-type: none"> ▶ Writing fails to present cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process. ▶ Additional development or revision could significantly improve the writing's content or structure.