

Kindergarten ►

Unit Three

PRE-INSTRUCTION CHECKLIST

ACQUAINTANCE & ANALYSIS	WRITING ON DEMAND
<input type="checkbox"/> Communicative—Friendly Letter	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Things are complete when they have all their pieces.

NOTES

The emphasis in this unit is on developing collaborative friendly letters.

Three important ideas are introduced in this unit, and these are reflected in the rubric.

First, a friendly letter should have all five pieces in place.

Second, a friendly letter should be interesting to read. It should share anecdotes instead of just listing things the writer has experienced.

Third, a friendly letter should avoid being self-centered. The writer should inquire about the receiver and ask questions that could prompt a reply.

In developing the collaborative drafts, leave items that can be revised in future sessions. This will help students develop an understanding of revision and begin to view the rubric as a tool for it.

ADDITIONAL NOTES

The pattern, *Things are complete when they have all their pieces*, can be illustrated by having students work in small groups to assemble items with most but not all the essential pieces (EX-ex). Possible items include a jigsaw puzzle, something built with interlocking blocks, a pattern formed with tangrams. Have the students assemble the items as far as possible. Then engage them in discussing the following (EX-co):

- What were you supposed to do with the materials?
- Why couldn't you complete the task?
- What would it take for you to finish putting the _____ together?
- What can we say about things, like a puzzle, their pieces, and when they are complete?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Things are complete when they have all their pieces* (EX-el). The EXperience strand can conclude with students identifying examples of things that need to have all their pieces to be complete (EX-ap).



GENRE

EXPOSITORY: Communicative—Friendly Letter			
Definition		Objective	
<p>Letter written to a friend or family member—an individual the writer knows well—characterized by a casual tone. Common components include:</p> <ol style="list-style-type: none"> 1. Date in upper right hand corner of first page. Optional: writer's address included above date. 2. Salutation: Casual, addressing the receiver in the name commonly used by the writer, e.g., Dear Mom, Dear Joe, Dear Aunt Freida 3. Body: Casual communication, often recounting recent experiences, may comprise as many paragraphs as desired 4. Valediction: Closing line before signature, e.g., Yours truly, Love, Sincerely 5. Signature 		<p>With teacher prompting and support, students write, as a class with the teacher taking dictation, a friendly letter, such as a thank you note to a recent guest or to an organization that hosted a recent field trip.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a friendly letter to an appropriate receiver. ▶ Letter includes all essential pieces. ▶ The letter features short stories about the writer's experience with enough details to interest the receiver. ▶ Letter asks the reader for information, showing an interest in the receiver's well-being and/or experiences. ▶ Additional revisions may minimally improve the letter. 	<ul style="list-style-type: none"> ▶ Writing presents a friendly letter to an appropriate receiver. ▶ Letter includes all essential pieces. ▶ The letter features short stories about the writer's experience with enough details to interest the receiver. ▶ Letter is very writer-centered (i.e., self-centered). It does not ask the receiver any questions. It seems to not be interested in the receiver except as someone to tell about the writer's experiences. ▶ Additional development or revision could improve the letter's focus, making it more communicative and less like a report. 	<ul style="list-style-type: none"> ▶ Writing presents a friendly letter to an appropriate receiver. ▶ Letter includes all essential pieces. ▶ Letter reads like a list in sentence form AND/OR Letter lacks enough content/detail to be interesting to the reader. ▶ Additional development or revision could significantly improve the letter's flow and/or interestingness. 	<ul style="list-style-type: none"> ▶ Writing fails to present a friendly letter to an appropriate receiver with all essential pieces included. ▶ Additional development or revision could significantly improve the letter's content and/or structure.