

# Kindergarten: Writing Text Types and Purposes Examples

Standards alignment:

W.K.1

Building:

Lincoln Elementary

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Grade(s):

K

Quarter taught:

1 2 3 4

Team members:

Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

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## Step 1

Standard:

W.K.1

*Directions: Copy and paste from the vertical alignment tool.*

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., My favorite book is ...)

## Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to use a combination of drawing, dictating, and writing to tell about a topic or the name of the book they are writing about.
- We are learning to state our opinion about the topic or book.

## Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

- *What prior knowledge, vocabulary, and skills are needed?*
- What are the important parts of a story?
  - Beginning
  - Middle
  - End
  - Setting
  - Character
- What does topic mean?
- What is an opinion?
- How do I give my opinion about a book?
- Label pictures in my drawing.
- How do I write letters and words?
- Which way does the paper go and where do I start?

## Step 4

### Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- For extended time:
  - Students can add more details to their drawing.
  - Students can write more words on their paper.
- Additional opportunities:
  - The teacher can write their sentence.
  - Provide sentence stems.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Opinion
- Topic
- Setting
- Characters
- Beginning
- Middle
- End
- Key details
- Sentence
- Period
- Capital letter

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment: W.K.2 Building: Lincoln Elementary

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Grade(s): K Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

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## Step 1

Standard: W.K.2

*Directions: Copy and paste from the vertical alignment tool.*

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.

## Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to use a combination of drawing, dictating, and writing to share information about a topic.
- We are learning to give some information about a topic.

## Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

- *What prior knowledge, vocabulary, and skills are needed?*

1. What is an informational text? (It gives facts about the topic.)
2. What is a topic?
3. How do I know what information I need to share?
4. Label pictures in my drawing.
5. How do I write letters and words?
6. Which way does the paper go and where do I start?

## Step 4

Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- For extended time:
  - Give more information about the topic by providing books or objects on the topic.
- Additional opportunities:
  - Write the information about the topic for the student.
  - Provide sentence stems.

## Step 5

Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Information
- Main topic
- Informational text
- Sentence
- Period
- Capitol letter

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- *I can (include an example or description of proficient work) ...*

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment: W.K.3 Building: Lincoln Elementary

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Grade(s): K Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

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## Step 1

Standard: W.K.3

Directions: Copy and paste from the vertical alignment tool.

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.

## Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We can learn to use a combination of drawing, dictating, and writing to tell about one or more events.
- We can list the events in order that they happened.
- We can write a reaction to what happened.

## Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- What prior knowledge, vocabulary, and skills are needed?

1. What is narrative writing
2. What are details
3. What does it mean to sequence events.
4. Label pictures in my drawing.
5. How do I write letters and words?
6. Which way does the paper go and where do I start?

## Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
  - Students could write about another event.
  - Add details to their narrative they already have written.
- Additional opportunities:
  - Dictate the sentence for the students.
  - Give students a sentence stem.

## Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Narrative writing
- Topic
- Sequence of events
- Sentence
- Period
- Capitol letter

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- *I can (include an example or description of proficient work) ...*

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies: