



Unit Planner: Unit 5: Focus on Writing English Language Arts PreK4

Sunday, August 1, 2020

*Archdiocesan Essential Curriculum > 2020-2021 > Pre-Kindergarten > English Language Arts > English Language Arts PreK4 (BP) > Week 25 - Week 31

Unit 5: Focus on Writing

Stage 1: Desired Results	
General Information Writing is best learned through repeated experiences with writing and with texts. The more students practice writing the sounds they hear, the more they will become comfortable with writing. The more they are exposed to text, the more they will learn about the principles of writing.	Essential Question(s) • How do authors express opinions and feelings? • How do illustrations support a story? • How can I write about my opinions and feelings?
Enduring Understandings and Knowledge Students will: Reading • Understand that illustrations and photographs support a story. • Understand that the speaker in a story has their own point of view.	Skills Students will be able to: Reading • Answer questions about details in a text • Answer questions about details in an informational text • Tell how the illustrations / photographs support a text • Identify details that support points in a text Writing • Use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book Speaking and Listening • Evaluate a speaker's point of view
Connections to Catholic Identity / Other Subjects Social Studies: • Students can write opinion pieces about music they have heard from around the world as they explore cultures. • Students can write opinion pieces about experiences they have had in other subject areas, such as games they have played, field trips they have been on, foods they have cooked, etc.	Vocabulary experience opinion photograph speaker

Standards & Frameworks Addressed

MD: College & Career Ready: Reading/ELA Frameworks PreK-5

MD: PreK

Reading: Literature

Key Ideas and Details

RL1 CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL1 With modeling and prompting, answer questions about details in a text.

Integration of Knowledge and Ideas

RL7 CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

RL7 With modeling and support, tell how the illustrations support the story.

Reading: Informational Text

Key Ideas and Details

RI1 CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI1 With modeling and support, answer questions about details in an informational text.

Integration of Knowledge and Ideas

RI7 CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

RI7 With modeling and support, tell how the illustrations/photographs support the text.

RI8 CCR Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI8 With modeling and support identify the reasons an author gives to support points in a text.

Writing

Text Types and Purposes

W1 CCR Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

Share the topic or name the book.

Share an opinion on a topic or book.

Speaking and Listening

Comprehension and Collaboration

SL1 CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL3 CCR Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Teaching Ideas/Resources

- [Content Area Expert Resources](#)