

# Writing Curriculum Map for Kindergarten

	September	October	November	December	January	
Unit Name or Theme	Welcome to Kindergarten My Family and Me Names	Fall Apples and Pumpkins Halloween	The First Thanksgiving Giving Thanks	Celebrations	Friendship Dreams (Martin Luther King) Winter	Unit Name or Theme
Enduring Understandings & Performance Indicators	I am a writer.  Writers use many tools.  Writers think before they write.	Writers write for many purposes.	Writing follows rules.  Writers follow one topic.	Writers tell a story.  Writers match an illustration with words, phrases or sentences.	Writers communicate information.	Enduring Understandings & Performance Indicators
Essential Questions	What tools can I use to write?  What ideas do I want to share on paper?  How can I share my ideas on paper?	Why do writers write?  How can I communicate what I am thinking effectively?	How can I help a reader read my writing?  How can I help a reader understand my writing?	How can I communicate my story?  How can I use the letters and words I know to help me communicate my story?	How can I document information I want to remember or retell?	Essential Questions
Assessment Strategies Formative & Summative	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Assessment Strategies Formative & Summative

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<b>Instructional Skills &amp; Strategies</b>	<p><b>Instructional Skills &amp; Strategies:</b> Generate ideas through class discussion</p> <p>Generate independent ideas</p> <p>Draw a picture about ideas generated through class discussion &amp; independently</p> <p>Dictate an idea or opinion</p> <p>Create a group draft scripted by the teacher</p> <p>Use a variety of writing tools and paper to illustrate ideas</p>	<p><b>Instructional Skills &amp; Strategies:</b> Communicate by drawing or writing for a purpose (narrative, message, idea)</p> <p>Use pictures to convey meaning</p> <p>Use labels, captions, environmental print to expand meaning</p> <p>Develop a writer’s notebook</p>	<p><b>Instructional Skills &amp; Strategies:</b> Space appropriately between words</p> <p>Print left to right, top to bottom</p> <p>Hold pencil accurately</p> <p>Maintain writing focus throughout piece</p>	<p><b>Instructional Skills &amp; Strategies:</b> Create pictures or text with personal style and originality</p> <p>Write to share a story or idea with matching illustration(s) and print</p>	<p><b>Instructional Skills &amp; Strategies:</b> Participate in creating a collaborative expository text (labels, lists, observations, journals, summaries) through drawing and writing</p> <p>Write a variety of functional text independently (labels, lists, observations, messages, posters, graphs, experiments, rules, journals, summaries)</p>	<b>Instructional Skills &amp; Strategies</b>
<b>Primary Resources</b>	<p>SRA Open Court: SCHOOL unit</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<p>SRA Open Court: SHADOWS unit</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p> <p>Kindergarten Literacy Assessment (by Franzen)</p>	<p>SRA Open Court: FINDING FRIENDS unit</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<p>SRA Open Court: WIND unit</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<p>SRA Open Court: STICK TO IT unit</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<b>Primary Resources</b>
<b>Learning Standards</b>	<p>Early Learning Standards 1.4.1, 1.5.1, 1.5.2, 1.5.6</p> <p>CCSS: Text Types &amp; Purposes 1, Production &amp; Distribution of Writing 6</p>	<p>Early Learning Standards 1.4.1, 1.4.2, 1.5.1, 1.5.2</p> <p>CCSS: Text Types &amp; Purposes 1, Production &amp; Distribution of Writing 6</p>	<p>Early Learning Standards 1.5.1, 1.5.6</p> <p>CCSS: Production &amp; Distribution of Writing 6</p>	<p>Early Learning Standards 1.4.1, 1.5.1, 1.5.2, 1.5.3, 1.5.6</p> <p>CCSS: Text Types &amp; Purposes 3, Production &amp; Distribution of Writing 6</p>	<p>Early Learning Standards 1.4.2, 1.5.2, 1.5.6</p> <p>CCSS: Text Types &amp; Purposes 2, Research to Build &amp; Present Knowledge 8, Production &amp; Distribution of Writing 6</p>	<b>Learning Standards</b>

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	February	March	April	May	June	
Unit Name or Theme	Celebrations: Groundhogs Day, Valentines Day, Presidents Day, 100 <sup>th</sup> day, USA	Wind & Weather Lions & Lambs Leprechauns Spring Solar System	Spring Rain & Rainbows Seeds & Plants Earth Day	Beautiful Bugs Animal Babies	Summer Fun	Unit Name or Theme
Enduring Understanding & Performance Indicators	Writers write to persuade.	Writers write to entertain.  Writers attempt to spell words correctly.	Writers write words in a logical sequence.  Writers apply the rules when writing.	Writers add details to ideas.	Writers edit their work.	Enduring Understandings & Performance Indicators
Essential Questions	How can I persuade an audience through my writing?	How can I entertain an audience with my writing?  Why is it important to sound out words and copy words from the word wall?	How can I organize my ideas?  Why are capital letters at the beginning of a sentence important?  Why is punctuation at the end of a sentence important?	Why is it important to expand my thinking about a topic and add details?	Why do writers edit?  How can I use the edits my teacher suggested to improve my writing?	Essential Questions
Assessment Strategies Formative & Summative	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Formal reading assessments (3 times a year) Independent writing assignments Journals Experience stories Group writing projects (participation) Workbooks	Assessment Strategies Formative & Summative

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Instructional Skills & Strategies	<p><b>Instructional Skills and Strategies:</b> Develop a persuasive argument and idea to communicate</p> <p>Participate in creating a persuasive written work (e.g. poster, journal, slogan)</p>	<p><b>Instructional Skills and Strategies:</b> Participate in a collaborative idea meant to entertain an audience</p> <p>Develop an entertaining idea (e.g. illustration, narrative, cartoon, song lyric, slogan, play script)</p>	<p><b>Instructional Skills and Strategies:</b> Practice using punctuation (e.g. !, ?, .)</p> <p>Practice using capital letters at the beginning of sentences and names</p> <p>Develop a sequence of events or timeline within writing and/or illustration(e.g. two and three steps in a process, birth to age five, beginning-middle-end, first-next-last, morning-noon-night)</p>	<p><b>Instructional Skills and Strategies:</b> Develop a a main idea with 2-3 details to strengthen writing</p> <p>Illustrate and/or expand upon a topic with 2-3 details</p> <p>Apply describing words in text</p> <p>Publish a collective body of writing (i.e. portfolio, book, journal, writer’s notebook)</p>	<p><b>Instructional Skills and Strategies:</b> Review and/or attend to teacher feedback with writing</p> <p>Respond to questions and suggestions from peers and teacher</p> <p>Recognize editing notes (e.g. periods, capital letters, spaces between words, “www” for word wall word, “more detail” needed)</p>	Instructional Skills & Strategies
Primary Resources	<p>SRA Open Court: RED, WHITE &amp; BLUE</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p> <p>Kindergarten Literacy Assessment (by Franzen)</p>	<p>SRA Open Court: TEAMWORK</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<p>SRA Open Court: BY THE SEA</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	<p>SRA Open Court</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p> <p>Kindergarten Literacy Assessment (by Franzen)</p>	<p>SRA Open Court</p> <p>Internet resources</p> <p>Workbooks</p> <p>Zaner-Bloser Handwriting</p> <p>Month by Month Reading, Writing and Phonics (by Hall &amp; Cunningham)</p> <p>Teachers Guide to Building Blocks (by Hall &amp; Williams)</p>	Primary Resources
Learning Standards	<p>Early Learning Standards 1.5.1, 1.5.2</p> <p>CCSS: Text Types &amp; Purposes 1, Production &amp; Distribution 6</p>	<p>Early Learning Standards 1.5.1, 1.5.2, 1.5.6</p> <p>CCSS: Text Types &amp; Purposes 1, Production &amp; Distribution 6</p>	<p>Early Learning Standards 1.4.2, 1.5.2, 1.5.3, 1.5.6</p> <p>CCSS: Text Types &amp; Purposes 3, Production &amp; Distribution 6</p>	<p>Early Learning Standard 1.5.2, 1.5.3, 1.5.6</p> <p>CCSS: Production &amp; Distribution 5&amp;6</p>	<p>Early Learning Standards 1.5.5, 1.5.6</p> <p>CCSS: Production &amp; Distribution 5&amp;6</p>	Learning Standards