

Kindergarten Writing Curriculum Map Kennedy School

	Essential Question	Content	Skills	Assessment	Resources
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September	<p>Launching the Writing Workshop What are the procedures and expectations of writer's workshop and why are they important for writers?</p> <p>How do writers use written language to represent stories?</p>	<p>Writing Process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses writing workshop supplies appropriately and independently -Works independently for 10 minutes -Uses pictures to tell a story -Uses pictures that are lifelike and meaningful -Generates their own topics based on personal experiences</p> <p>-Writes name on their story -Stamp the date on their story</p> <p>-Exhibits spatial awareness through illustrations or letters in name</p> <p>-Writer can orally retell their story -Writer shares their story with their peers -Writer shows awareness of being an author (publishing)</p>	<p>Individual Student Conferences</p> <p>Anecdotal notes</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written or Verbal Responses</p> <p>Teacher Observation</p>	<p>Lucy Calkins Launching the Writing Workshop Book 1</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
	Essential Question	Content	Skills	Assessment	Resources

October

Writing Workshop

What are the procedures and expectations of writer's workshop and why are they important for writers?

How do writers use written language to represent stories?

Graphophonics

Mechanics

Editing/Revision

appropriately and independently

- Works independently for 10-15 minutes
- Uses pictures and labels to tell a story
- Uses pictures and labels that are lifelike and meaningful
- Generates their own topics based on personal experiences

- Labels self in story
- Uses beginning sounds to label pictures
- Shows an awareness of resources to assist in writing (alphafriends, color words, word wall)

- Labels are next to correct picture
- Begins to use sight words/color words in their writing

- Writer can orally retell their story
- Writer shares their story with their peers
- Writer can retell story by pointing to labels
- Writer shows an awareness of being an author (publishing)

Student Conferences

Anecdotal notes

Table Conferences

Written or Verbal Responses

Teacher Observation

Launching the Writing Workshop Book 1

Teacher Created Mini Lesson Book Bags

Read Alouds

Writer's Workshop Toolboxes

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November

Small Moments:
Personal Narrative
Writing

What is a small
moment story?

Writing process

- Chooses paper appropriately
- Works independently for 10-15 minutes
- Understands a small moment is a snapshot from their life
- Writes one sentence that matches pictures and labels
- Uses pictures, labels and/or a sentence that are meaningful
- Generates their own topics based on personal experiences

Graphophonics

- Uses letter/sound knowledge to write words
- Begins to use sight/ color words to form a sentence
- Shows an awareness of resources to assist in writing (alphafriends, color words, word wall)
- Begins to form uppercase and lowercase letters on a line

Mechanics

- Begins to show an awareness of directionality
- Begins to show an awareness of punctuation at the end of a sentence

Editing/Revising

- Writer can orally retell their story
- Writer shares their story with their peers
- Writer can retell story by pointing to labels or sentence
- Writer understands that they are an author

Individual
Student
Conferences

Anecdotal notes

Table
Conferences

On Demand
Writing Rubric

Written or
Verbal
Responses

Teacher
Observation

Report card

Lucy Calkins Small
Moments: Personal
Narrative Writing
Book 2

Teacher Created
Mini Lesson Book
Bags

Read Alouds

Writer's Workshop
Toolboxes

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December	<p>Personal Narrative Writing</p> <p>What is a small moment story?</p>	<p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Publishing</p>	<p>(one page vs. booklets)</p> <ul style="list-style-type: none"> -Works independently for 10-15 minutes -Understands a small moment is a snapshot from their life -Begins to stretch small moment stories into a beginning, middle, and end -Writes one sentence that matches pictures and labels on each page of their story -Uses pictures, labels and/or a sentence that are meaningful <ul style="list-style-type: none"> -Uses letter/sound knowledge to write words -Uses sight/ color words to form a sentence -Uses resources to assist in writing (alphafriends, color words, word wall) -Forms uppercase and lowercase letters on a line <ul style="list-style-type: none"> -Begins to show an awareness of spacing between words -Shows an awareness of directionality -Shows an awareness of punctuation at the end of a sentence <ul style="list-style-type: none"> -Writers plan and share their story with their peers -Writer can read story by one to one word matching -Writer understands that they are an author 	<p>Student Conferences</p> <p>Anecdotal notes</p> <p>Table Conferences</p> <p>Written or Verbal Responses</p> <p>Teacher Observation</p>	<p>Moments: Personal Narrative Writing Book 2</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
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	Essentials Question	Content	Skills	Assessment	Resources
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January	<p>Personal Narrative Writing (focusing on establishing a partnership)</p> <p>What is a small moment story?</p>	<p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revising</p>	<p>(booklet w/ one line vs. booklet w/ multiple lines)</p> <ul style="list-style-type: none"> -Works independently for 15 minutes -Establishes a relationship with their writing partner (respect and friendship) -Plans stories orally with their partner -Understands a small moment is a snapshot from their life -Stretches small moment stories into a beginning, middle, and end with more detail (five finger storytelling) -Writes 1-2 sentences that match pictures and labels on each page of their story -Uses pictures, labels and/or sentences that are meaningful <ul style="list-style-type: none"> -Stretches out words to hear multiple sounds in words (slinky/rollercoaster) -Uses sight/ color words to form a sentence -Uses resources to assist in writing (alphafriends, color words, word wall) -Forms uppercase and lowercase letters on a line <ul style="list-style-type: none"> -Shows an awareness of spacing between words -Shows an awareness of directionality -Uses punctuation at the end of a sentence <ul style="list-style-type: none"> -Writer revises story by adding details Writers plan and share their 	<p>Student Conferences</p> <p>Anecdotal notes</p> <p>Table Conferences</p> <p>Written or Verbal Responses</p> <p>Teacher Observation</p>	<p>Moments: Personal Narrative Writing Book 2</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

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February

Teaching skills and strategies

How can I write a story so that others can read it?

Graphophonics

Mechanics

Editing/Revising

(booklet w/ one line vs. booklet w/ multiple lines)
-Works independently for 15 minutes
-Writer understands that good writing has: spaces, punctuation, has a lot of letters in each word, is neat, and is finished (Treasure chest)
-Writer begins to write for other readers
-Writer maintains a writing relationship with their partner
-Stretches small moment stories into a beginning, middle, and end with more detail (five finger storytelling)
-Writes 1-2 sentences that match pictures and labels on each page of their story

-Uses multiple letters to represent words
-Uses and takes ownership of resources to assist in writing (alphafriends, color words, word wall)
-Forms uppercase and lowercase letters neatly on a line

-starts to use correct spacing between words
-starts to use an uppercase letter at the beginning of a sentence
-Uses punctuation at the end of a sentence

-Writer revises story by adding details
-Writers plan and share their story with their partner
-Writer can read story by one to

Student Conferences

Anecdotal notes

Table Conferences

Written or Verbal Responses

Teacher Observation

Writing for Readers: Teaching skills and strategies Book 3

Teacher Created Mini Lesson Book Bags

Read Alouds

Writer's Workshop Toolboxes

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<p style="text-align: center;">March</p>	<p>Teaching skills and strategies</p> <p>How can I write a story so that others can read it?</p>	<p>Graphophonics</p> <p>Mechanics</p> <p>Editing</p>	<p>(booklet w/ one line vs. booklet w/ multiple lines)</p> <ul style="list-style-type: none"> -Works independently for 15-20 minutes -Writer understands that good writing has: spaces, punctuation, has a lot of letters in each word, is neat, and is finished (Treasure chest) -Writer writes for other readers -Begins to write more focused small moment stories with details (hand gestures, zooming, 5 W's) -Writes 1 or more sentences that match pictures and labels on each page of their story <ul style="list-style-type: none"> -Uses multiple letters to represent words -Uses and takes ownership of resources to assist in writing (alphafriends, color words, word wall) -Forms uppercase and lowercase letters neatly on a line <ul style="list-style-type: none"> -starts to use correct spacing between words -starts to use an uppercase letter at the beginning of a sentence -Uses punctuation at the end of a sentence <ul style="list-style-type: none"> -Writer begins to edit work with their partner (peer editing/treasure chest) -Writers plan and share their story with their partner -Writer can read story by one to one word matching -Writer understands that they 	<p>Student Conferences</p> <p>Anecdotal notes</p> <p>On Demand Writing Rubric</p> <p>Table Conferences</p> <p>Written or Verbal Responses</p> <p>Teacher Observation</p> <p>Report card</p>	<p>Writing for Readers: Teaching skills and strategies Book 3</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
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April	<p>The Craft of Revision</p> <p>What is revising and how can revising make my writing better?</p>	<p>Writing process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revising</p>	<p>-Works independently for 20 minutes</p> <p>-Writer writes for other readers</p> <p>-Writes 1 or more sentences that match pictures and labels on each page of their story</p> <p>-understand how revising makes their writing better</p> <p>-begins to revise by adding to pictures, adding feelings, adding detail words to characters and setting, adding dialogue, and editing with treasure chest</p> <p>-Uses multiple letters to represent words</p> <p>-Uses and takes ownership of resources to assist in writing (alphafriends, color words, word wall)</p> <p>-Forms uppercase and lowercase letters neatly on a line</p> <p>-Uses correct spacing between words</p> <p>-Uses an uppercase letter at the beginning of a sentence(s)</p> <p>-Uses punctuation at the end of a sentence(s)</p> <p>-Writer uses revising chart to revise their writing</p> <p>-Writer edits work with their partner (peer editing/treasure chest)</p> <p>-Writers plan and share their story with their partner</p> <p>-Writer can read story by one to one word matching</p> <p>-Writer understands that they are an author</p>	<p>Individual Student Conferences</p> <p>Anecdotal notes</p> <p>Table Conferences</p> <p>Written or Verbal Responses</p> <p>Teacher Observation</p>	<p>Lucy Calkins The Craft of Revision Book 4</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
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May/June

Revision

What is revising and how can revising make my writing better?

Graphophonics

minutes
-Writes 1 or more sentences that match pictures and labels on each page of their story
-understands how revising makes their writing better
-begins to revise by adding to pictures, adding feelings, adding detail words to characters and setting, adding dialogue, and editing with treasure chest
-begins to create and revise a good beginning and ending of a story

Mechanics

-Uses multiple letters to represent words
-Uses and takes ownership of resources to assist in writing (alphafriends, color words, word wall)
-Forms uppercase and lowercase letters neatly on a line

Editing/Revising

-Uses correct spacing between words
-Uses an uppercase letter at the beginning of a sentence(s)
-Uses punctuation at the end of a sentence(s)

-Writer uses revising chart to revise their writing independently or with their partner
-Writer edits work with their partner (peer editing/treasure chest)
-Writers plan and share their story with their partner
-Writer can read story by one to one word matching

Conferences

Anecdotal notes

On Demand Writing Rubric

Table Conferences

Written or Verbal Responses

Teacher Observation

Report card

Craft of Revision Book 4

Teacher Created Mini Lesson Book Bags

Read Alouds

Writer's Workshop Toolboxes

