

Highland Park Kindergarten Reading Curriculum

Standard Title: Writing

Course Information

Course: *Kindergarten Reading*

Length: *1 year- 90 minutes per day*

Brief Basic Description: Writing at the kindergarten level will focus on a combination of drawing, dictating and writing. With guidance and support students will respond to questions and suggestions from peers and add details to strengthen writing as needed. Students will explore a variety of digital tools to produce and publish writing. Finally, students will participate in shared research and writing projects.

ESSENTIAL UNDERSTANDING:

Kindergarten literature curriculum is designed to:

- ✓ Use a combination of drawing, dictating, and writing to compose opinion pieces.
- ✓ Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- ✓ Use a combination of drawing, dictating, and writing to narrate a single event or tell the events in the order in which they occurred and provide a reaction to what happened.
- ✓ Respond to questions and suggestions from peers and add details, with guidance and support.
- ✓ Explore a variety of digital tools to produce and publish writing with prompting and support.
- ✓ Participate in shared research and writing projects.
- ✓ Recall information from experiences or gather information from provided sources to answer a question, with prompting and support.

Course Objectives and Expectations:

EX:

- ✓ Write name correctly
- ✓ Form letters correctly

Student Objectives-

EX:

- ✓ I can tell others if I like or don't like a book.
- ✓ I can give others information about a book.

- I can give others information about what happened in a story and tell you how it made me feel.
- I can add describing words to writing.
- I can use digital tools to make a story.
- I can tell what books are written by the same author.
- I can recall information or get information different things.

Pacing:

These standards are practiced through all trimesters, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

Writing

<i>Writing Trimester One Twelve Weeks</i>	<i>RW.K.2</i>	With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.
	<i>RW.K.3</i>	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.
	<i>RW.K.5</i>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<i>Weeks 6-12</i>	<i>RW.K.7</i>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians.
	<i>RW.K.8</i>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians.

<i>Trimester Two Twelve Weeks</i>	<i>RW.K.9</i>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.
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<i>Trimester Three Twelve Weeks</i>	<i>RW.K.1</i>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an
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		opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
	RW.K.6	With prompting and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Timeline:

- Trimester 1 (12 weeks)
- Trimester 2 (12 weeks)
- Trimester 3 (12 weeks)

Montana Content Standards:

Text Types and Purposes

RW.K.1 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 . . .*).

RW.K.2 With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

RW.K.3 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.

Production and Distribution of Writing

RW.K.4 Begins in grade 3

RW.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **RW.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

RW.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians. **RW.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians. **RW.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

RW.K.10 Begins in grade 3

Resources:

- ✓ **Montana Content Standards**
- ✓ **Reading Street Reading Series**
- ✓ **Highland Park Kindergarten Reading Matrix**
- ✓ **Havre Public Schools K-5 Standards Based Report Card Parent Handbook**