

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Writing

**Course Length:** Full Year

**Grade:** Kindergarten

**Date Last Approved:** April 13, 2016; **Reviewed** Spring 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

In Kindergarten, students will develop writing skills through whole group, small group, and individual opportunities and conferences. The foundation of these skills is rooted in the study of phonological awareness: how letters and sounds can be manipulated to make words. Students will learn the writing process to draft, revise, and publish their writing. Students are introduced to various writing genres, such as narrative, expository nonfiction, opinion writing, poetry and letter writing, where they will practice communicating thoughts and ideas.

**Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing**

#### **Enduring Understanding(s):**

1. Writing expands understanding of the world, people and oneself.
2. Effective writers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.
8. Writing across content areas strengthens the knowledge base of each area.

#### **Essential Question(s):**

1. How do writers generate ideas?
2. How do writers express their thoughts and feelings?
3. How does audience and purpose influence the format of my writing?
4. What is the purpose of applying correct grammar and mechanics to writing?
5. In what ways are ideas effectively communicated?
6. How do writers revise and edit their writing?
7. How do writers use feedback from others to improve their writing?
8. How do writers publish and share their writing?

#### **Learning Targets:**

1. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
2. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
3. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading  
W=Writing  
S=Speaking  
L=Listening

## Stage 2: Learning Plan

### I. Personal Narrative

- A. Definition: A written story including actual events
- B. How to write effectively:
  - a. teacher modeling
  - b. classroom discussions
  - c. mentor texts
  - d. partner talk
  - E. teacher conferring
- C. What tools can help us write:
  - a. graphic organizers
  - b. writing samples
  - c. peer conferring
- D. Student application and reflection

#### Standards:

CCSS: W.K.3, W.K.5, W.K.6, W.K.8, SL.K.4, SL.K.5, SL.K.6  
CCRA: W.3, W.4, W.5, W.10

#### Learning Targets Addressed:

- 3. Students can create written work for a variety of tasks, purposes, and audiences.
- 4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- 5. Students can organize and communicate ideas to others.

#### Key Unit Resources

- Being a Writer implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"><li>• Teacher modeling</li><li>• Student journals</li></ul>
Formative	skill	<ul style="list-style-type: none"><li>• Student journals</li><li>• Student/teacher conferring</li></ul>
Summative	product	<ul style="list-style-type: none"><li>• Writing sample</li></ul>

### II. Expository Nonfiction

- A. Definition: Writing used to explain or describe something that is factual
- B. How to write effectively:
  - a. teacher modeling
  - b. classroom discussions
  - c. mentor texts
  - d. partner talk
  - E. teacher conferring
- C. What tools can help us write:
  - a. graphic organizers
  - b. notes
  - c. outlines
  - d. writing samples
  - e. peer conferring
- D. Student application and reflection

#### Standards:

CCSS: W.K.2, W.K.5, W.K.6, W.K.7, W.K.8, RI.K.2, SL.K.4  
CCRA: W.2, W.3, W.4, W.5, W.6, W.7, W.9, W.10, L.6

#### Learning Targets Addressed:

- 3. Students can create written work for a variety of tasks, purposes, and audiences.
- 4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- 5. Students can organize and communicate ideas to others.

#### Key Unit Resources

- Being a Writer implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"><li>• Teacher modeling</li><li>• Nonfiction research writing</li></ul>

Formative	Skill	<ul style="list-style-type: none"> <li>• Nonfiction research writing</li> <li>• Teacher conferring</li> </ul>
Summative	product	<ul style="list-style-type: none"> <li>• Independent research project</li> </ul>

### III. Opinion writing

- A. Definition: Writing that establishes a supported position on a topic
- B. How to write effectively:
- teacher modeling
  - classroom discussions
  - mentor texts
  - partner talk
  - teacher conferring
- C. What tools can help us write:
- graphic organizers
  - notes
  - writing samples
  - peer conferring
- D. Student application and reflection

#### Standards:

CCSS: W.K.1, W.K.5, W.K.6, W.K.7, RI.K.8, SL.K.5  
 CCRA: W.1 W.4, W.5, W.10, SL.1

#### Learning Targets Addressed:

- Students can create written work for a variety of tasks, purposes, and audiences.
- Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- Students can organize and communicate ideas to others.

#### Key Unit Resources

- Being a Writer implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Student written responses</li> </ul>
Formative	skill	<ul style="list-style-type: none"> <li>• Writing prompts</li> <li>• Teacher conferring</li> </ul>
Summative	product	<ul style="list-style-type: none"> <li>• Writing prompts</li> </ul>

### IV Poetry

- A. Definition: Writing that uses aesthetic and rhythmic qualities of language
- B. How to write effectively:
- teacher modeling
  - classroom discussions
  - mentor texts
  - partner talk
  - teacher conferring
- C. What tools can help us write:
- graphic organizers
  - notes
  - writing samples
  - peer conferring
- D. Student application and reflection

#### Standards:

CCSS: W.K.5, W.K.6, RL.K.5, RF.K.2.A  
 CCRA: W.4, W.5, W.10, L.5, SL.6

#### Learning Targets Addressed:

- Students can create written work for a variety of tasks, purposes, and audiences.
- Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- Students can organize and communicate ideas to others.

#### Key Unit Resources

- Being a Writer implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>• Student poetry notebooks</li> </ul>
Formative	skill	<ul style="list-style-type: none"> <li>• Teacher conferring</li> </ul>
Summative	product	<ul style="list-style-type: none"> <li>• Teacher conferring</li> </ul>

**V. Letter writing**

- A. Definition: Writing or printed communication directed to a person or organization.
- B. How to write effectively:
- teacher modeling
  - classroom discussions
  - mentor texts
  - partner talk
- C. What tools can help us write:
- graphic organizers
  - notes
  - writing samples
  - peer conferring
- D. Student application and reflection

**Standards:**  
 CCSS:W.K.5, SL.K.4, SL.K.5  
 CCRA:.L.3, W.4, W.5, W.10

**Learning Targets Addressed:**

- Students can create written work for a variety of tasks, purposes, and audiences.
- Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- Students can organize and communicate ideas to others.

Key Unit Resources
<ul style="list-style-type: none"> <li>• Being a Writer implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Letter writing</li> </ul>
Formative	skill	<ul style="list-style-type: none"> <li>• Student letter writing sample</li> </ul>
Summative	product	<ul style="list-style-type: none"> <li>• Student letter writing samples</li> </ul>

**VI. Grammar**

- A. Definition: The study of English language structures
- B. How to use grammar effectively
- teacher modeling
  - classroom discussions
  - mentor texts
  - daily practice
- C. What tools can help us write:
- daily lessons
  - Quick Word dictionary
  - practice (provided by teacher)
  - writing samples
  - peer edits

**Standards:**  
 CCSS: W.K.5  
 CCRA: L.1, L.2, L.3

**Learning Targets Addressed:**

- Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.

Key Unit Resources
<ul style="list-style-type: none"> <li>• Being a Writer implemented via the workshop model</li> </ul>

D. Student application and reflection

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"><li>• Teacher modeling</li><li>• Student work</li></ul>
Formative	skill	<ul style="list-style-type: none"><li>• Student samples</li><li>• Teacher conferring</li></ul>
Summative	product	<ul style="list-style-type: none"><li>• Writing prompt focusing on mechanics</li></ul>