Kindergarten Writing Curriculum Map

Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations/ Modifications	Vocab
August, September, October - Weeks 1-10	Back to School	• Holding a pencil • Drawing as a form of prewriting during the How to Draw Unit • Teach using scribble writing or random letters, and "magic lines" if students cannot do more conventional writing. • Teach handwriting skills- letters A-Z during Alphabet Boot Camp (uppercase and lowercase) • Use interactive writing for whole-class mini lesson writing projects • Name Writing- children will practice writing their own name and names of classmates. • Write morning messages. • "Me Bag" Student Interview • Labeling picture as a form of prewriting. • Have children "write the classroom" by making lists of familiar words they find in the classroom.	The students will be able to: o Show interest in writing o Distinguish between writing and drawing o Write letters and letter-like forms or scribble randomly on a page. o Form introduced letters o Develop an understanding of directionality when writing o Write their first names	o CC.1.4.K.A o CC.1.4.K.B o CC.1.4.K.C o CC.1.4.K.D o CC.1.4.K.E o CC.1.4.K.F o CC.1.4.K.J o CC.1.4.K.L o CC.1.4.K.M o CC.1.4.K.R o CC.1.4.K.T o CC.1.4.K.X o CC.1.1.K.B o CC.1.1.K.D o CC.1.2.K.F o CC.1.2.K.G	o *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing* by Eileen G. Feldgus and Isabell Cardonick o McGraw Hill Book and Online Resources o Alphabet Boot Camp Packets o Student's Writing Journals o Pocket Chart o High Frequency Word Cards o Name Cards o Word/Sound Wall o ECRI o Mc Graw Hill "Fix the Sentence" o Write the Room	• *Handwriting Without Tears* handwriting sheets • Alphabet Boot Camp Packets • Students' Individual Writing Journals o How to Draw Unit o Labeling Prompts • Complete the sentence for Memory Book o I am... (name). o On the first day of school I... o This Summer I... o I firefighter uses... o On Halloween I dressed up as... o What should my teacher be for Halloween? • Teacher Observation • Unit Writing Prompt o Label the parts of a cat • Interview (Career Goal) o I like...	• Will vary as per individual IEPs • Extension activities for accelerated learners.	letters, words, sentence, number, pictures, authors, illustrators, capital, uppercase lowercase, details

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November and December- Weeks 11-18	Fall	• Name Writing- children will practice writing their own name and names of classmates • Daily Journals and conferencing • Daily handwriting practice • Children list words they know how to write • Have children "write the classroom" by making lists of familiar words they find in the classroom • Use interactive writing for whole-class *and* small-group writing projects- My favorite game webs, KWL charts, etc. • Write morning messages • Have children use frames such as, "I like _____" and "I see a _____" to write sentences	The students will: • Form introduced letters correctly • Develop an understanding of directionality in writing • Write 5-20 familiar or high-frequency words • Use sentence frames to write a sentence • With guidance, write sentences using a capital letter, finger spaces, and punctuation • Write their first and last names	• CC.1.4.K.B • CC.1.4.K.C • CC.1.4.K.D • CC.1.4.K.E • CC.1.4.K.F • CC.1.4.K.G • CC.1.4.K.H • CC.1.4.K.I • CC.1.4.K.J • CC.1.4.K.L • CC.1.4.K.M • CC.1.4.K.O • CC.1.4.K.P • CC.1.4.K.R • CC.1.4.K.T • CC.1.4.K.W • CC.1.4.K.X • CC.1.1.K.B • CC.1.1.K.D • CC.5.3.K.C	• *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing* by Eileen C. Feldgus and Isabell Cardonick • McGraw Hill Book and Online Resources • *Handwriting Without Tears* • Kid's Alphabet Journals • Student's Writing Journals • Pocket Chart • High Frequency Word Cards • Name Cards • Word Wall • Word/Sound Wall • ECRI • Mc Graw Hill "Fix the Sentence" • Write the Room	• Student's Writing Journals o USA Prompts o Transportation Prompts o My Where is the Gingerbread Man Journal o My Elf Adventure Journal o Holiday Opinion Prompts • Unit Writing Prompts (complete the Sentence) o I can draw a (shape). o I like to eat (favorite type of cookie). • Complete the sentence for Memory Book o My favorite thing to do in Fall is... o The turkey is (verb). o How to cook a turkey? o I am thankful for... o Under my Christmas tree I hope to see... o My favorite gift this Christmas was...	• Will vary as per individual IEPs. • Extension activities for accelerated learners.	letters, words, sentence, number, pictures, authors, illustrators, capital, uppercase lowercase, details, spaces, punctuation, period, exclamation point, question mark

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January, February and March – Weeks 19-27	Winter	• Daily Journals and conferencing • Daily handwriting practice • Children list words they know how to write. • Have children "write the classroom" by making lists of familiar words they find in the classroom. • Use interactive writing for whole-class and small-group writing projects- My favorite game webs, KWL charts, etc. • Write morning messages • Have children use frames such as "I like _____" and "I see a _____" to write sentences. • Encourage children to remember what they write so they can read it.	• The students will: • Form introduced letters correctly. • Write from left to write • Write first and last names • Begin to spell phonetically • Write one sentence with guidance • Write 20-40 familiar or high-frequency words • Use sentence frames to write a sentence • Use periods at the end of sentences • Reread their writing	• CC.1.4.KA • CC.1.4.KB • CC.1.4.KC • CC.1.4.KD • CC.1.4.KE • CC.1.4.KF • CC.1.4.KG • CC.1.4.KJ • CC.1.4.KL • CC.1.4.KM • CC.1.4.KT • CC.1.4.KV • CC.1.4.KW • CC.1.4.KX • CC.1.1.KB • CC.1.1.KD • CC.1.5.KD • CC.1.5.KE • CC.1.5.KG	• *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing* • by Eileen G. Feldgus and Isabell Cardonick • McGraw Hill • Book and Online Resources • *Handwriting Without Tears* • Student's Writing Journals • Pocket Chart • High Frequency Word Cards • Word Wall • Word/Sound Wall • ECRI • Mc Graw Hill "Fix the Sentence" • Write the Room	• Student's Writing Journals • Complete the sentence for Memory Book o I can be a friend by... o I love... o If I were the president I would... o My favorite thing to do in the Winter is... o How to catch a yeti o I wish I had 100... o My favortie season is... o Cloudy with a chance of... o Write a rainbow • Unit Writing Prompts o Draw a picture and write about ▪ Favorite animal ▪ weather • Arctic Animal/Bird Research Project • Water Cycle o evaporation	• Will vary as per individual IEPs. • Extension activities for accelerated learners.	letters, words, sentence, number, pictures, authors, illustrators, capital, uppercase lowercase, details, spaces, punctuation, period, exclamation point, question mark,

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March, April and May – Weeks 28-40	Spring	• Use interactive writing to teach concepts about print and spelling skills • Provide daily opportunities to write for a variety of purposes and different forms • Introduce the writing process • Teach children to develop a single idea in their compositions • Teach children to proofread their compositions • Teach children to spell the high frequency words • Teach capitalization and punctuation skills • Have children share their writing	• Write from left to right • Print the upper and lowercase letters • Write one sentence independently using capital letters to begin, periods, question marks, or an exclamation point to mark the end of sentences • Add a title • Spell phonetically	• CC.1.4.K.B • CC.1.4.K.C • CC.1.4.K.D • CC.1.4.K.E • CC.1.4.K.F • CC.1.4.K.G • CC.1.4.K.H • CC.1.4.K.I • CC.1.4.K.J • CC.1.4.K.L • CC.1.4.K.M • CC.1.4.K.N • CC.1.4.K.T • CC.1.4.K.U • CC.1.4.K.V • CC.1.4.K.X • CC.1.1.K.B • CC.1.1.K.D • CC.1.3.1.3 • CC.1.3.2.3	• *Kid Writing: A Systematic Approach to Phonics, Journals, and Writing* • by Eileen G. Feldgus and Isabell Cardonick • McGraw Hill • Book and Online Resources • *Handwriting Without Tears* • Student's Writing Journals • Pocket Chart • High Frequency Word Cards • Word Sound Wall • ECRI • Mc Graw Hill "Fix the Sentence" • Write the Room	• Student's Writing Journals • Complete the sentence o My favorite thing to do in Spring is… o My friends are… o My favorite animal at the LV Zoo was… o When I grow up I want to be… o My favorite special subject is… o My favorite thing to do in school is… • Unit Writing Prompts o Draw a picture and write about ▪ The moon, space or Earth ▪ Trees, plants and flowers • Opinion Writing Prompts • Parts of a flower • Life cycle of a butterfly	• Will vary as per individual IEPs; • Extension activities for accelerated learners	letters, words, sentence, number, pictures, authors, illustrators, capital, uppercase lowercase, details, spaces, punctuation, period, exclamation point, question mark, Interview, Career/Jobs

***Big Idea page will be added**

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Essential Questions

1. How do authors and illustrators teach what they know?
2. How do authors and illustrators tell stories?
3. How do authors and illustrators make their writing better?

Big Ideas

1. Drawing and writing are important ways to communicate information and stories.
2. Adding details strengthen a writer's message.

Essential Questions:

1. How do writers build and develop ideas to write about?

Big Ideas

1. Writers write about things in the world around them.
2. Writers label pictures to say more about a topic or event.

Essential Questions:

1. How do authors and illustrators tell stories?
2. Why is it important to re-read my writing?
3. Why is it important for me to check my work?

Big Ideas

1. Drawing and writing are important ways to communicate stories.
2. Writers look for ways to make their writing better.
3. Using standard English conventions is important when writing to make the piece readable.

Essential Questions:

1. What type of information can be shared through writing?
2. How can we communicate our ideas through writing?
3. How can we learn from authors?
4. Why is it important for me to check my conventions when editing my writing?