

## Kindergarten Writing Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
KR6, KR7, KRF1a, KRF1b, KRF1c, KRF1e, KRF3a, KRF4, KW3, KW4, KW6, KW7, KSL1a, KSL1b, KSL1c, KSL2, KSL4, KSL5, KSL6, KL5c, KL6	Developing Writing Routines and Launching Kindergarteners as Writers Through Storytelling and Creating Detailed Drawings	<ul style="list-style-type: none"> <li>• Writers understand they have many narratives to tell from their lives.</li> <li>• Writers understand how to rehearse and draw their stories in a variety of ways (e.g. using shapes, colors, different materials).</li> <li>• Writers understand the structure of a writing workshop (mini-lesson, independent writing/teacher conferring and/or small group instruction/mid-workshop interruption/share).</li> <li>• Writers label their illustrations and attempt to represent sounds they</li> </ul>	Olivia Wahl UOS Mentor Texts Teacher Resource Texts Crayons Pencils/Pens Stapler Date Stamp Sketchbook Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper	Conferring Checklists Celebration Days Teacher Observations	29 Days

		<p>hear with the letter that matches the sound or a mark on the paper (if they do not know the letter).</p> <ul style="list-style-type: none"> <li>• Writers know how to gather writing materials, in service of being self-directed (e.g. pencils, paper choices, erasers, writing folders, alphabet charts).</li> <li>• Writers select paper choices that match the structure of their narratives and include their name and the date.</li> </ul> <p>Oral Rehearsal Read Aloud Shared Reading Modeled Writing Shared Writing Interactive Writing</p>			
KR6, KR7, KRF1a, KRF1b, KRF1c, KRF1e, KRF2d,	Matching Our Pictures with Labels for Our	<ul style="list-style-type: none"> <li>• Writers craft label books where each page within</li> </ul>	Olivia Wahl UOS Mentor Texts Teacher Resource	Conferring Checklists Celebration Days Teacher Observations	15 Days

<p>KRF3a, KRF3c, KW2, KW4, KW6, KW7, KSL1a, KSL1b, KSL1c, KSL2, KSL3, KSL4, KSL5, KSL6, KL5a, KL5c, KL6</p>	<p>Readers</p>	<p>their booklet sticks to the book's main topic.</p> <ul style="list-style-type: none"> <li>• Label books include print (labels) that match pictures.</li> <li>• Writers label their illustrations and attempt to represent sounds they hear with the letter(s) that matches the sound or a mark on the paper (if they do not know the letter).</li> <li>• Writers understand purpose of an alphabet chart in service of using resources from their Environment.</li> </ul> <p>Oral Rehearsal Read Aloud Shared Reading Modeled Writing Shared Writing Interactive Writing</p>	<p>Texts Crayons Pencils/Pens Stapler Date Stamp Label Books Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper</p>		
<p>KR2, KR5, KR6, KR7, KRF1a,</p>	<p>Creating Pattern Books Using</p>	<ul style="list-style-type: none"> <li>• Writers craft pattern books where</li> </ul>	<p>Olivia Wahl UOS Mentor Texts</p>	<p>Conferring Checklists Celebration Days</p>	<p>11 days</p>

<p>KRF1b, KRF1c, KRF1e, KRF2d, KRF3a, KRF3c, KW2, KW4, KW6, KW7, KSL1a, KSL1b, KSL1c, KSL2, KSL3, KSL4, KSL5, KSL6, KL5a, KL5c, KL6</p>	<p>Words and Phrases We Know</p>	<p>each page within their booklet sticks to the book's main topic.</p> <ul style="list-style-type: none"> <li>• Writers use words from the word wall to move from writing label books to pattern books that hold a pattern with one or more high frequency words and the label item.</li> <li>• Pattern books include print (labels) that match pictures.</li> <li>• Writers label their illustrations and attempt to represent sounds they hear with the letter that matches the sound or a mark on the paper (if they do not know the letter).</li> <li>• Writers understand purpose of the word wall and alphabet chart in service of using resources from their</li> </ul>	<p>Teacher Resource</p> <p>Texts Crayons Pencils/Pens Stapler Date Stamp Pattern Books Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper</p>	<p>Teacher Observations</p>	
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		<p>environment.</p> <ul style="list-style-type: none"> <li>• Writers attempt to place spaces between words to make their writing clear for their audiences.</li> </ul> <p>Oral Rehearsal Read Aloud Shared Reading Modeled Writing Shared Writing Interactive Writing</p>			
W.K.2, W. K.3, W.K.5, W.K.6, W.1.3	Launching the Writing Workshop	<p>Bend I: We Are All Writers (Sessions 1-6)</p> <p>Bend II: Writing Teaching Books (Sessions 7-11)</p> <p>Bend III: Writing Stories (Sessions 12-17)</p> <p>Bend IV: Preparing for Publication</p>	<p>UOS in Writing Book 1</p> <p>Crayons Pencils/Pens Stapler Date Stamp Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper 3 Page Booklets Post-It Notes Heinemann Resources</p>	<p>Conferring Checklists Celebration Days Teacher Observations Pre/Post Assessment</p>	25 Days

<p>W.K.3, W.K.5, W.1.3, W.1.5</p>	<p>Writing For Readers</p>	<p>Bend I: Writing Stories that People can Really Read(Sessions 1- 5)</p> <p>Bend II: Tools Give Writers Extra Power (Sessions 6 -12)</p> <p>Bend III: Partnering for Revision: Making stories more fun to Read(Sessions 13-16)</p> <p>Bend IV: Preparing for Publication</p>	<p>UOS in Writing Book 2 Crayons Pencils/Pens Stapler Date Stamp Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper 3 Page Booklets Post-It Notes Heinemann Resources</p>	<p>Conferring Checklists Celebration Days Teacher Observations Pre/Post Assessment</p>	<p>25 Days</p>
<p>W.K.2, W.K.3, W.K.5, W.K. 8</p>	<p>How-To books: Writing to Teach Others</p>	<p>Bend I: Writing How-to Books, Step by Step (Sessions 1- 7)</p> <p>Bend II: Using Mentor Texts For Inspiration (Sessions 8-12)</p> <p>Bend III: Keeping readers in Mind (Sessions 13-16)</p>	<p>UOS in Writing Book 3 Crayons Pencils/Pens Stapler Date Stamp Writing Folder Alphabet/Blend Chart Anchor Charts Word Wall Chart Paper How-To Booklets Post-It Notes Heinemann Resources</p>	<p>Conferring Checklists Celebration Days Teacher Observations Pre/Post Assessment</p>	<p>25 Days</p>

		Bend IV: Giving how-to Books as Gifts (Sessions 17-19)			
W.K.1, W.K.2, W.K.5, W.K.8, W.1.1, K.1.2	Persuasive Writing of All Kinds	<p>Bend I: Exploring Opinion Writing; Making Our School a Better Place(Sessions 1- 6)</p> <p>Bend II: Sending Our words Out into the World: Writing Letters to Make a Change (Sessions 7- 11)</p> <p>Bend III: Persuasive Writing Projects (Sessions 12- 19)</p>	<p>UOS in Writing Book 4</p> <p>Crayons</p> <p>Pencils/Pens</p> <p>Stapler</p> <p>Date Stamp</p> <p>Writing Folder</p> <p>Alphabet/Blend Chart</p> <p>Anchor Charts</p> <p>Word Wall</p> <p>Chart Paper</p> <p>Opinion Booklets</p> <p>Post-It Notes</p> <p>Heinemann Resources</p>	<p>Conferring Checklists</p> <p>Celebration Days</p> <p>Teacher Observations</p> <p>Pre/Post Assessment</p>	25 Days