

# KINDERGARTEN - WRITING CURRICULUM

## Prewriting

*involves deciding on topic and audience, gathering and organizing information,  
and selecting appropriate form for writing*

<b>The student generates ideas. (Brainstorm)</b>	
Brainstorms with class	I/D
Brainstorms independently	I
Generates ideas from verbal prompt	I
<b>The student considers purpose.</b>	
Informs	I
Describes	I
Creates	I
<b>The student considers audience.</b>	
Self	I
Family	I
School	I
Community	I
Group/Individual	I
<b>The student focuses ideas.</b>	
Narrows topic with class	I
<b>The student gathers information.</b>	
Experiences	I
Observations	I
<b>The student uses strategies to organize ideas:</b>	
Utilizes sketches	I/D
<b>The student considers genre.</b>	
Narrative: [e.g. journal, story]	I
Narrative: Friendly Letter	I
Creative: [e.g. story, poems, song, play script]	I
Expository: Early nonfiction writing	I
<b>Drafting</b>	
<i>involves developing idea/topic through sentences and/or paragraphs</i>	
<b>The student connects pre-write process.</b>	
Apply pre-write activities to create the draft.	I
<b>The student creates text from ideas.</b>	
Matches text with pictures.	I/D
Creates text that makes sense.	I
Develops text with purpose.	I
Uses developmental spelling.	I
<b>The student rereads as necessary. (while writing draft)</b>	
Rereads with teacher help	I/D
Rereads independently	I
<b>The student writes independently or as a team.</b>	
Writes independently	I
<b>The student composes in a variety of ways.</b>	
Uses sketches	I/D
Handwritten (uses letters and words with paper/pencil)	I/D

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## Conference/Respond

*involves the process of reflecting and sharing to improve writing*

<b>The student reads own work to improve writing.</b>	
Student uses resources with teacher assistance.	I
<b>The student shares writing with the teacher to receive feedback to improve text.</b>	
Student is able to converse about their writing.	I/D
Student considers and applies teacher feedback for revision.	I

## Revising

*involves the process of improving the meaning and content for clarity  
(reread, reorder, remove or elaborate upon)*

<b>Adds text.</b>	
Adds labels to sketches	I
Adds drawings/graphics to enhance text.	I
<b>Adds own personality to writing.</b>	
Understands concept of voice	I

## Editing

*involves proofreading the written work for wording, mechanics, spelling, and punctuation*

<b>Addresses CAPITALIZATION errors.</b>	
The word "I"	I/D
Beginning of a sentence	I/D
Proper nouns: names of	
People	I
Holidays	I
Days of week, months of year	I/D
<b>Identifies and corrects PUNCTUATION errors</b>	
Periods	
End of sentences	I

## Publish

*involves preparing and bringing a final product  
to the attention of the audience*

<b>Applies penmanship and/or word processing skills.</b>	
Publishes using sketches and labels	I/D
Publishes by printing letters and words	I/D
<b>Uses appropriate format. (title, cover page, heading)</b>	
Creates a heading according to teacher expectation	I
<b>Shares writing with intended audience.</b>	
Shares writing with home	I/D
Shares writing with peers	I
Shares with community or organization	I
Displays work in school	I/D
Shares writing from genre grade level focus	I/D
<b>Appropriately utilizes visual aids (including illustrations, charts, tables, graphs, etc.)</b>	
Incorporates illustrations and text (handmade books)	I

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## Genre

*involves developing a variety of writing styles*

<b>Narrative - Nonfiction</b>	
Sketches / retells stories or personal experiences	I/D
Writes personal experiences in basic narrative form (beginning, middle and end, characters, details)	I
Sketches pictures of self and self experiences	I/D
Writes simple autobiography	I
<b>Narrative: Creative / Expressive</b>	
Writes in personal journal / writer's notebook	I/D
Sketches / retells fictional stories	I
Writes fictional stories in basic narrative form (beginning, middle and end, characters, details)	I
Writes early poetry (mimics form)	I
<b>Expository</b>	
Sketches / labels biography information (specific people and characters)	I
Sketches / labels to describe places and things	I
Writes to describe observations	I
Writes to describe places and things	I
<b>Timed Writing</b>	
Sketches / labels meaningful piece with time limit	I/D
Writes meaningful piece in 30 minutes (no prompt-chooses own genre)	I
Writes meaningful piece in 30 minutes (prompt-chooses own genre)	I
<b>Assessment Response</b>	
Manages time in assessment situation	I
<b>Craft</b>	
<i>involves using the craft of a published author to serve as a writing mentor</i>	
<b>Reads and rereads own writing as a reader</b>	
Reflects on own writing after publishing (teacher guided)	I
<b>Reads and rereads literature like a writer (recognizes craft &amp; recognizes literature as published writing)</b>	
Understands concept of author as writer	I
Understands that a writer can learn from other writers (peer or professional author)	I
Recognizes that literature is published writing	I