

WRITING

KINDERGARTEN

The writing competencies common to all four ELA standards in which students are making adequate progress during kindergarten are:

Print Awareness

- Use left-to-right and top-to-bottom direction when writing English
- Use spacing between letters and words when writing on a line

Spelling

- Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)
- Use conventional spelling to spell some common or familiar words
- Write correctly own first and last names and the names of some friends or family

Handwriting

- Write legibly some uppercase and lowercase letters

Composition

- Label drawings with letters or words
- Write as part of play (e.g., playing school, store, restaurant)
- Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, and provide information)

Motivation to Write

- Write voluntarily to communicate for different purposes
- Share writing with others

Specific performance indicators that kindergarten students are developing as they learn to write include:

Standard 1: Students will read, write, listen, and speak for **information and understanding.**

- Copy letters and words from books, magazines, signs, charts, and own dictation (Units 1-6)
- Write own name on pictures, drawings, paintings, and written products (Unit 1)
- Draw or write facts and ideas gathered from personal experiences (Units 1-6)
- Use graphics such as posters to communicate information from personal experiences (Units 1-6)
- Maintain a portfolio of informational writings and drawings, with assistance (Units 1-6)
- Draw pictures to record facts from a lesson, with assistance (Units 1-6)
- Use resources such as a picture dictionary or word wall to find and write words, with assistance (Units 1-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

- Draw or write original literary texts to
 - create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance (Units 2-6)
 - create poems or jingles, using pictures/drawings and some words, with assistance (Units 1-6)
- Draw or write to respond to text to
 - express feelings about characters or events in a story (Units 1-6)
 - describe characters or events (Units 1-6)
 - list a sequence of events in a story, with assistance (Units 3-6)
 - retell a story (Units 4-6)
- Maintain a portfolio of writings and drawings in response to literature, with assistance (Units 1-6)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Draw and/or write to express opinions and judgments to
 - share what they know and have learned about a theme or topic (Units 1-6)
 - respond in pictures or words to an experience or event shared by a classmate (Units 1-6)
 - depict an opinion about statements, illustrations, characters, and events in written and visual texts (Units 1-6)
 - compare characters and settings within and between stories (Units 1-6)
 - describe the differences between real and imaginary experiences, with assistance (Units 1-6)
- Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance (Units 1-6)

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group (Units 1-6)
- Respect the age, gender, and culture of the recipient, with assistance (Units 1-5)
- Write friendly letters to others (Unit 5)
- Maintain a portfolio of writings and drawings for social interaction, with assistance (Units 1-6)

GRAMMAR MECHANICS USAGE

UNIT 1:

- Saying and Writing Name
- Describing Words (adjectives)
- Action Words (verbs)
- Naming Words for People, Animals, Places, and Things (nouns)
- Proper Nouns
- Capitalization
- Sentence Structure- complete thought, capital letters, punctuation mark-period

UNIT 2:

- Plural Nouns
- Proper Nouns
- Adjectives-colors, shapes, sizes, numbers, opposites,
- Sentence Structure- complete thought, capital letters, punctuation mark-period

UNIT 3:

- Verbs
- Verbs that add –s
- Verbs-past and present
- Sentence Structure- complete thought, capital letters, punctuation marks-period and question mark
- Adjectives
- Subject-Verb Agreement

UNIT 4:

- Nouns
- Verbs

- Sentence Structure-complete thought, capital letters, punctuation marks
- Sentence Types-telling (declarative)
- Pronoun-I
- Sentence Parts-predicate and subject
- Punctuation-period

UNIT 5:

- Sentence Types-questions (interrogative) and telling (declarative)
- Sentence Structure-complete thought, capital letters, punctuation marks
- Dates-how to write one using a comma
- Nouns
- Proper Nouns
- Verbs
- Pronoun-I
- Punctuation-period and question mark

UNIT 6:

- Verbs that add –s
- Adjectives
- Sentence Types-questions (interrogative) and telling (declarative)
- Sentence Types-exclamation (exclamatory)
- Sentence Structure-complete thought, capital letters, punctuation marks
- Sentence Parts-subject and predicate
- Subject-Verb Agreement
- Punctuation-period, question mark, and exclamation point