

Writing Curriculum Grades K-5

Grade K

Type of Writing	Activity (Writing Assignment)	Minilessons taught	Skills	Standard(s)
<u>Narrative</u>	Story telling	Use mentor texts to introduce topics Understanding narrative writing tells a story. Narrative writing can be real or make believe. It has a beginning, middle, and end. Narrative writing has characters and a setting. Ordering events in a story.	Express and translate ideas in graphic forms. Identify and write about one specific topic (focus). Write a series of simple thoughts in a logical order (organization).	W.K.3 W.K.5 L.K.1 and L.K.2 L.K.4, L.K.5, L.K.6 S.L.1 through 6
<u>Informational</u>	Students use a combination of drawing, dictating, and writing to explain steps needed to complete tasks (a recipe, craft or game)	Use mentor texts Informational writing explains. Choose a topic. Organize facts about the topic Add details to strengthen writing	Express and translate ideas in graphic forms. Identify and write about one specific topic (focus). Write a series of simple thoughts in a logical order (organization).	W.K.2 W.K.5 W.K.8 L.K.1 and L.K.2 L.K.4, L.1.5, L.K.6 SL.K.1 through 6

<u>Argumentative</u>	<p>Students illustrate responses to prompts that require opinions or preferences about a book they are reading. Students respond to opinion stems, such as:</p> <ul style="list-style-type: none"> • I like ____ • The best thing about ____ • My favorite ____ <p>(All using a combination of drawing, dictating and writing)</p>	<p>Persuasive writing tells your opinion. It tries to make people feel the same way you do about the topic. It gives facts and examples to support your opinion.</p>	<p>Express and translate ideas in graphic forms. Identify and write about one specific topic (focus). Write a series of simple thoughts in a logical order (organization).</p>	<p>W.K.1 W.K.5 W.K.8 L.K.1 and L.K.2 L.K.4, L.K.5, L.K.6 SL.K.1 through 6</p>
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Writing Standards

- RW.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- RW.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- RW.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- RW.K.4** (Begins in grade 3)
- RW.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- RW.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- RW.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

RW.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun
- b. Recognize and name end punctuation
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking and Listening Standards

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

