

**Writing  
Grade K  
Big Ideas**

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
<b>Big Idea:</b>  <b><u>Writing:</u></b> We are all Writers: Drawing and Telling a Story (Launching Writer's Workshop)	<b>Big Idea</b>  <b><u>Writing:</u></b> Labels and List Books	<b>Big Idea</b>  <b><u>Writing:</u></b> Strategies for learning to write sentences.  (Teaching Skills and Strategies)	<b>Big Idea</b>  <b><u>Writing:</u></b> Small Moments: Personal Narrative Writing	<b>Big Idea</b>  <b><u>Writing:</u></b> Opinion Writing
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
<b>Big Idea</b>  <b><u>Writing:</u></b> Non-Fiction Report Writing  Cross Curricular	<b>Big Idea</b>  <b><u>Writing:</u></b> Non-Fiction Writing: How-to  Cross Curricular	<b>Big Idea</b>  <b><u>Writing:</u></b> Fiction/Author Study	<b>Big Idea</b>  <b><u>Writing:</u></b> Story Elements	<b>Big Idea</b>  <b><u>Writing:</u></b> Poetry

**ELA Curriculum Map  
Grade K**

**Big Idea: We are all Writers**

**Writing-September**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers use words and pictures to tell us stories.</p> <p>Writers can brainstorm ideas to write about.</p> <p>Writers know that when they think they're done they've just begun.</p> <p><b>Vocabulary:</b>            Draw            Picture            Story            Details            Narrative            Author            Readers            Illustration            Illustrator            Words            Letters            Share</p>	<p>What is a story?</p> <p>How can you share story?</p> <p>Where can you get ideas to write your story?</p> <p>How/Why do you decide when you are finished or how to add more details to your writing?</p> <p><b>SE,ELL,BSI,GT Modifications:</b>            Anchor Charts            Peer partners            Leveled Books            Manipulatives            Picture clues            Small group instruction            Visual Aids            Graphic organizers            Pre-teach vocabulary            Use positive reinforcement            Give directions in small, distinct steps</p>	<p>Draw a picture and tell a story</p> <p>Draw a story in the order it happened</p> <p>Edit and confer</p> <p>Write upper and lowercase</p> <p>Use prepositions when speaking or writing in complete sentences</p> <p>Use capitalization, punctuation and sight words when writing</p> <p>Create stories using pictures and words</p> <p><b>21<sup>st</sup> Century Skills</b>  <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i>  <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.2</b> 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.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>L.K.1</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● a. Print many upper/lowercase letters</li> <li>● c. Use the most frequently occurring prepositions (to, from, in, out, on )</li> <li>● f. Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>L.K.2a-d</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing.</p>

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**Big Idea: List and Label Books**

**Writing-October**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Scientist and writers, both, observe carefully and then work to capture exactly what they see on the page.</p> <p>Good writers are resourceful word solvers, saying words slowly and listening for the sounds, representing each sound with a letter.</p> <p>Writers use what they know to spell the words (and parts of words) they don't know.</p> <p><b>Vocabulary:</b></p> <p>Inform Explain Questions Drawing Details Complete Sentences Short vowel sounds</p>	<p>Why do writers want to think like a scientist?</p> <p>Why do writers learn to look really closely at the world like a scientist and write down what they see?</p> <p>Why do writers notice what mentor authors do in their books ?</p> <p>Why do writers become problem-solvers, stretching our words they want to use, whispering to a friend for help, or looking at a chart or book without anyone telling?</p> <p><b>SE,ELL,BSI,GT Modifications:</b></p> <p>Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Check often for understanding/revie w Peer Buddies Give oral clues</p>	<p>Dictate, draw and write an informative/ explanatory piece</p> <p>Write upper and lowercase letters</p> <p>Create a writing piece using pictures and words</p> <p>Demonstrate command of capitalization and punctuation</p> <p><b>21<sup>st</sup> Century Skills</b> <b>CRP1.</b> <i>Act as a responsible and contributing citizen and employee.</i> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.2</b> 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.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>L.K.1</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Print many upper/lowercase letters</li> <li>• Produce and expand complete sentences in shared language activities</li> </ul> <p><b>L.K.2</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p> <p>c. Write a letter or letters for most consonant and short vowel sounds</p>

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**Big Idea: Strategies for learning to write sentences (Teaching Skills and Strategies)**

**Writing-November**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers use sentences to organize their writing, which allows readers to be able to experience and understand information.</p> <p>Writers organize their sentences to share stories that make sense and have a correct sequence.</p> <p><b>Vocabulary:</b> Word Phrases Sentence Punctuation ( ., ?, !) Capital letters Share Reader Spaces</p>	<p>What is a sentence?</p> <p>Why is punctuation, capital letters, and proper spacing important to have in my writing?</p> <p>Why do writers organize their writing?</p> <p><b>SE,ELL,BSI,GT Modifications:</b> Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Peer Buddies Use concrete reinforcement Give directions in small, distinct steps Allow copying from paper/book/word wall</p>	<p>Dictate, draw and write an informative/explanatory piece</p> <p>Stretch words and write letters for the sounds heard</p> <p>Groups of words create sentences</p> <p>Demonstrate command of the English Language by creating sentences make sense</p> <p>Respond to suggestions to add details to strengthen writing</p> <p>Demonstrate command of capitalization and punctuation</p> <p><b>21<sup>st</sup> Century Skills</b> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP6.</b> <i>Demonstrate creativity and innovation.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.2</b> 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.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>L.K.-f</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing a.Capitalize the first word in a sentence and the pronoun I. b.Recognize and name end punctuation.</p>

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**Big Idea: Small Moments: Personal Narrative Writing**

**December - Writing**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers write true stories from their lives.</p> <p>Writers add details about actions, characters, and setting to their pictures and stories.</p> <p>Writers use feelings and reactions to make their writing more interesting.</p> <p>Writers use a sequence of events to tell their stories.</p> <p><b>Vocabulary:</b>  Story  Storytelling  Details  Feeling  Reaction  Characters  Setting  Action  Illustrations</p>	<p>What do writers share about themselves with readers?</p> <p>How do writers add details to make my writing more interesting?</p> <p>Why do writers use feelings and reactions to build up writing?</p> <p>What is the sequence of events a story?</p> <p><b>SE,ELL, BSI, GT Modifications:</b>  Small group instruction  Visual Aids  Graphic organizers  Pre-teach vocabulary  Use positive reinforcement  Peer Buddies  Use concrete reinforcement</p>	<p>Write a story in the order it happened and share a feeling or reaction to it</p> <p>Recall details to strengthen a story</p> <p>Demonstrate command of English mechanics including correct spacing and punctuation when writing</p> <p>Create stories using pictures and words</p> <p><i><b>21<sup>st</sup> Century Skills</b></i>  <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i>  <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>L.K.1 a-f</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.2 a,b</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p>

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**Big Idea: Opinion Writing**

**Writing-January**

Enduring Understandings	Essential Questions	Skills	Standards
<p>Writers use their writing to share opinions.</p> <p>Writers can write opinions about the stories they read.</p> <p>Writers add details to make their writing more interesting.</p> <p><b>Vocabulary:</b> Opinions Details Feelings Likes Dislikes Interesting Illustrations</p>	<p>Why do writers share opinions in writing?</p> <p>After reading a story, how do writers share their feelings about it?</p> <p>Why do writers add details?</p> <p><b>SE,ELL, BSI, GT Modifications:</b> Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Peer Buddies Use concrete reinforcement Give directions in small, distinct steps</p>	<p>Draw/write a story and state an opinion about it</p> <p>State opinions about a story and write about them</p> <p>Respond to suggestions to add details to strengthen a story</p> <p>Demonstrate command of mechanics including correct spacing and punctuation when writing</p> <p>Create stories using pictures and words</p> <p><i><b>21<sup>st</sup> Century Skills</b></i> <i><b>CRP4.</b> Communicate clearly and effectively and with reason.</i> <i><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.1</b> 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.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.1a-f</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p>

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**Big Idea: Non-Fiction, Report Writing; Cross Curricular**

**Writing-February**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers include facts from the non-fiction stories they read in their writing to make it more believable.</p> <p>Writers add factual details to make their writing more interesting.</p> <p>Writers express their opinions about non-fiction stories they read.</p> <p><b>Vocabulary:</b> Non-fiction Fact Opinion Details Interesting Illustrations</p>	<p>Why do writers pay attention to facts?</p> <p>Why do writers add details?</p> <p>What is nonfiction and fiction?</p> <p><b>SE,ELL,BSI,GT Modifications:</b> Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Peer Buddies Use concrete reinforcement Give directions in small, distinct steps Allow copying from paper/book/word wall</p>	<p>Use drawing/writing to compose and add details to strengthen a story</p> <p>Demonstrate command of mechanics including correct spacing and punctuation</p> <p>Recall information to write factual sentences</p> <p><i><b>21<sup>st</sup> Century Skills</b></i> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.2.</b> 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.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects.</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.2 a-d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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**Big Idea: Non-Fiction, How-To; Cross Curricular**

**Writing-March**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers use ordinal words to communicate steps in the writing process.</p> <p>Writers organize facts using a variety of graphic organizers.</p> <p>Writers edit their work to make it more interesting and clear for the reader.</p> <p>Writers illustrate their text to increase reader understanding and interest.</p> <p><b>Vocabulary:</b> Non-fiction Fact Opinion Details Illustrations First Next Last Edit Graphic Organizer Ordinal Words Sequence</p>	<p>What are “ordinal words”?</p> <p>Why do writers organize their thoughts when writing a “how to”?</p> <p>Why do writers use illustrations?</p> <p><b>SE,ELL,BSI,GT Modifications:</b> Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Peer Buddies Use concrete reinforcement Give directions in small, distinct steps</p>	<p>Use drawing/writing to compose and add details to strengthen a story</p> <p>Demonstrate command of mechanics including correct spacing and punctuation</p> <p>Recall information to write factual sentences</p> <p>Express thoughts, feelings and ideas clearly</p> <p><i><b>21<sup>st</sup> Century Skills</b></i> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.2</b> 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.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings and ideas clearly.</p> <p><b>L.K.2a-d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



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**Big Idea: Fiction/Author Study**

**Writing-April**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers compose fictional pieces.</p> <p>Writers communicate their opinion on a book through telling sentences.</p> <p><b>Vocabulary:</b> Fiction Author Illustrator Opinion Telling Sentence</p>	<p>What are the characteristics of a fictional piece?</p> <p>What is an opinion statement?</p> <p><b>Suggested Modifications:</b> Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Peer Buddies Use concrete reinforcement Give directions in small, distinct steps</p>	<p>Use drawing/writing to compose and add details to strengthen a story</p> <p>Demonstrate command of mechanics including correct spacing and punctuation</p> <p>Tell about events and provide a reaction</p> <p>Respond to suggestions to add details to strengthen writing</p> <p><i><b>21<sup>st</sup> Century Skills</b></i> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the book.</p> <p><b>W.K.3</b> 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.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>L.K.2a</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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**Big Idea: Story Elements**

**Writing-May**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers use story elements to write a story.</p> <p>Writers share about characters that are people, animals, or things.</p> <p>Writers include a setting in their stories.</p> <p><b>Vocabulary:</b>            Characters            Fiction            Magic            Retell            Beginning            Middle            End            Problem            Solution            Setting            Plot</p>	<p>Why do writers write stories?</p> <p>Why do writers include characters and settings when writing a story?</p> <p><b>SE,ELL, BSI, GT Modifications:</b>            Peer partners            Leveled Books            Manipulatives            Picture clues            Small group instruction            Visual Aids            Graphic organizers            Pre-teach vocabulary            Use positive reinforcement            Give directions in small, distinct steps</p>	<p>Dictate, draw and write using story elements</p> <p>Stretch words and write letters for the sounds heard</p> <p>Demonstrate command of the English Language by creating sentences make sense</p> <p>Respond to suggestions to add details to strengthen writing</p> <p>Demonstrate command of capitalization and punctuation</p> <p>Identify characters, settings, and major events in story.</p> <p><b>21<sup>st</sup> Century Skills</b>  <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i>  <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>L.K.2 a,b</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings and major events in a story.</p>

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**Big Idea: Poetry**

**Writing-June**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Standards</b>
<p>Writers explain feelings, experiences, senses and sounds when creating poetry.</p> <p>Writers often use rhyming words in their poetry.</p> <p>Writers create different kinds of poetry.</p> <p><b>Vocabulary:</b> Poems Forms Rhyming Senses Feelings/Emotions Narrative Informational</p>	<p>Why do writers write poetry?</p> <p>Why do writers use rhymes in their poetry?</p> <p>Why do writers create different forms of poetry?</p> <p><b>Suggested Modifications:</b> Anchor Charts Peer partners Leveled Books Manipulatives Picture clues Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Use positive reinforcement Give directions in small, distinct steps</p>	<p>Demonstrate understanding of rhyming words</p> <p>Use combination of drawing, dictating and writing to create a poem</p> <p>Demonstrate command of the English Language by creating sentences that make sense</p> <p>Demonstrate command of capitalization and punctuation</p> <p>Participate in shared writing activities with digital tools</p> <p><b>21<sup>st</sup> Century Skills</b> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i> <b>CRP8.</b> <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>W.K.2</b> Use a combination of drawing, dictating and writing compose informative/ explanatory texts in which they name what they are writing about supply some information about the topic</p> <p><b>W.K.6</b> With guidance and support from adults, explore digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects.</p> <p><b>L.K.2 a,b</b> Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p>