# Writing Grade K Big Ideas

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

Big Idea: We are all Writers

Enduring	<b>Essential Questions</b>	Skills	Standards
Understandings	Essential Questions	Skills	Standards
Writers use words	What is a story?	Draw a picture and tell a story	W.K.2 Use a combination of drawing, dictating and writing to
and pictures to tell	177	<b>D</b>	compose informative/explanatory texts in which they name what
us stories.	How can you share story?	Draw a story in the order it happened	they are writing about and supply some information about the topic.
Writers can			<b>W.K.3</b> Use a combination of drawing, dictating, and writing to
brainstorm ideas to	Where can you get	Edit and confer	narrate a single event or several loosely linked events, tell about the
write about.	ideas to write your		events in order in which they occurred and provide a reaction to what
	story?	Write upper and lowercase	happened.
Writers know that			
when they think	How/Why do you	Use prepositions	<b>W.K.5</b> With guidance and support from adults, strengthen writing
they're done	decide when you are	when speaking or writing in	through response and self-reflection using questions and suggestions
they've just begun.	finished or how to	complete sentences	from peers (e.g., adding details).
, , , , , , , , , , , , , , , , , , ,	add more details to		
Vocabulary:	your writing?	Use capitalization,	<b>L.K.1</b> Demonstrate command of the convention of standard English
Draw		punctuation and sight words	grammar and usage when writing or speaking.
Picture	SE,ELL,BSI,GT	when writing	a. Print many upper/lowercase letters
Story	<b>Modifications:</b>		• c. Use the most frequently occurring prepositions (to, from, in,
Details	Anchor Charts	Create stories using pictures	out, on )
Narrative	Peer partners	and words	• f. Produce and expand complete sentences in shared language
Author	Leveled Books		activities.
Readers	Manipulatives	21 <sup>st</sup> Century Skills	
Illustration	Picture clues	CRP4. Communicate clearly	<b>L.K.2a-d</b> Demonstrate command of the conventions of standard of
Illustrator	Small group	and effectively and with	English capitalization, punctuation, and spelling when writing.
Words	instruction	reason.	
Letters	Visual Aids	CRP8. Utilize critical	
Share	Graphic organizers		
	Pre-teach	thinking to make sense of	
	vocabulary	problems and persevere in	
	Use positive	solving them.	
	reinforcement		
	Give directions in		
	small, distinct steps		
	_		

Writing-September

**Big Idea: List and Label Books** 

Big Idea: List and Lab		CI 433	Writing-Octobe
Enduring	<b>Essential Questions</b>	Skills	Standards
Understandings			
Scientist and writers, both, observe carefully and then work to capture exactly what they see on the page.  Good writers are resourceful word solvers, saying words slowly and listening for the sounds, representing each sound with a letter.	Why do writers want to think like a scientist?  Why do writers learn to look really closely at the world like a scientist and write down what they see?  Why do writers notice what mentor authors do in their books?	Dictate, draw and write an informative/ explanatory piece  Write upper and lowercase letters  Create a writing piece using pictures and words  Demonstrate command of capitalization and punctuation	<ul> <li>W.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.</li> <li>W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</li> <li>L.K.1 Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</li> <li>Print many upper/lowercase letters</li> <li>Produce and expand complete sentences in shared language activities</li> </ul>
Writers use what they know to spell the words (and parts of words) they don't know.  Vocabulary:  Inform Explain Questions Drawing Details Complete Sentences Short vowel sounds	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?  SE,ELL,BSI,GT Modifications: Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary Check often for understanding/revie w Peer Buddies Give oral clues	21st Century Skills CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	L.K.2 Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing c. Write a letter or letters for most consonant and short vowel sounds

Writing-October

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

Dig fuea. Strategies to	of learning to write sen	tiences (Teaching Skins and St	rategies) writing-november
Enduring	<b>Essential Questions</b>	Skills	Standards
<b>Understandings</b>			
Writers use sentences to organize their writing, which allows readers to be able to	What is a sentence? Why is punctuation, capital letters, and	Dictate, draw and write an informative/explanatory piece	<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.
experience and	proper spacing	Stretch words and write	topic.
understand information.	important to have in my writing?	letters for the sounds heard  Groups of words create	<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
Writers organize their sentences to share	Why do writers organize their	sentences	to what happened.
stories that make sense and have a correct sequence.	writing? SE,ELL,BSI,GT	Demonstrate command of the English Language by creating sentences make	<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).
oorroor soquenes.	<b>Modifications:</b>	sense	
Vocabulary:	Small group	Sense	<b>L.Kf</b> Demonstrate command of the convention of standard
Word Phrases	instruction	Respond to suggestions to	English grammar and usage when writing or speaking.
Sentence	Visual Aids	add details to strengthen	
Punctuation (.,?,!)	Graphic organizers	writing	<b>L.K.2</b> Demonstrate command of the conventions of standard of
Capital letters	Pre-teach		English capitalization, punctuation, and spelling when writing
Share	vocabulary	Demonstrate command of	a. Capitalize the first word in a sentence and the pronoun I.
Reader	Use positive	capitalization and	b.Recognize and name end punctuation.
Spaces	reinforcement	punctuation	
-	Peer Buddies		
	Use concrete	21 <sup>st</sup> Century Skills	
	reinforcement	CRP4. Communicate clearly	
	Give directions in	and effectively and with	
	small, distinct steps	reason.	
	Allow copying from	CRP6. Demonstrate	
	paper/book/word	creativity and innovation.	
	wall	CRP8. Utilize critical	
		thinking to make sense of	
		problems and persevere in	
		solving them.	

Writing-November

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

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

**December - Writing** 

**Big Idea: Opinion Writing** 

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

**Writing-January** 

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

Big Idea: Non-Fiction, How-To; Cross Curricular Writing-Ma			
Enduring	Essential	Skills	Standards
Understandings	Questions		
Writers use ordinal	What are "ordinal	Use drawing/writing to	<b>W.K.2</b> Use a combination of drawing, dictating and writing to
words to communicate	words"?	compose and add details to	compose informative/explanatory texts in which they name what
steps in the writing		strengthen a story	they are writing about and supply some information about the
process.	Why do writers		topic.
	organize their	Demonstrate command of	
Writers organize facts	thoughts when	mechanics including correct	<b>RL.K.7</b> With prompting and support, describe the relationship
using a variety of	writing a "how	spacing and punctuation	between illustrations and the story in which they appear
graphic organizers.	to"?		
***		Recall information to write	<b>SL.K.4</b> Describe familiar people, places, things, and events, and,
Writers edit their work	****	factual sentences	with prompting and support, provide additional detail.
to make it more	Why do writers use		
interesting and clear for	illustrations?	Express thoughts, feelings and	<b>SL.K.5</b> Add drawings or other visual displays to descriptions as
the reader.		ideas clearly	desired to provide additional detail.
XX7 '. '11	SE,ELL,BSI,GT		
Writers illustrate their	<b>Modifications:</b>	2181 G ( G1.71	SL.K.6 Speak audibly and express thoughts, feelings and ideas
text to increase reader	Small group	21 <sup>st</sup> Century Skills	clearly.
understanding and	instruction	CRP4. Communicate clearly	I I/ 2- 1D
interest.	Visual Aids	and effectively and with	<b>L.K.2a-d</b> Demonstrate command of the conventions of standard
V	Graphic organizers Pre-	reason.	English capitalization, punctuation, and spelling when writing.
Vocabulary: Non-fiction	teach vocabulary	CRP8. Utilize critical	
Fact	Use positive	thinking to make sense of	
Opinion	reinforcement	problems and persevere in	
Details	Peer Buddies	solving them.	
Illustrations	Use concrete	solving mem.	
First	reinforcement		
Next	Give directions in		
Last	small, distinct		
Edit	steps		
Graphic Organizer	P		
Ordinal Words			
Sequence			
1			

**Big Idea: Fiction/Author Study** 

Enduring	Essential	Skills	Standards
Understandings	Questions		
S		Use drawing/writing to compose and add details to strengthen a story  Demonstrate command of mechanics including correct spacing and punctuation  Tell about events and provide a reaction  Respond to suggestions to add details to strengthen writing  21st Century Skills CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	W.K.1 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.  W.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.  W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).  SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing-April

**Big Idea: Story Elements** 

Enduring	Essential	Skills	Standards Witting-Way
Understandings	Questions		
S	Essential	Dictate, draw and write using story elements  Stretch words and write letters for the sounds heard  Demonstrate command of the English Language by creating sentences make sense  Respond to suggestions to add details to strengthen writing  Demonstrate command of capitalization and punctuation  Identify characters, settings, and major events in story.  21st Century Skills CRP4. Communicate	<u> </u>
	steps	clearly and effectively and with reason.	
		create thinking to make sense of problems and persevere in solving them.	

Writing-May

Big Idea: Poetry Writing-June

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