

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: Kindergarten

Enduring Understanding: **WRITING** is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills	
Writers understand concepts about how print and texts work.	I can use the space on the paper to record/show my story ideas.	Writers see their life as a source for a story. They can tell these stories and then record them to share with others.							K.2.01 K.2.02 K.2.03 K.2.04	<ul style="list-style-type: none"> • Top • Bottom • Left • Right • First • Last • Print 	<p><u>Performance Assessments</u></p> <ul style="list-style-type: none"> ▪ Anecdotal notes (in small and whole group settings during interactive writing and shared writing) ▪ Conference Notes ▪ Dominie Dictation Class Analysis Sheet ▪ Dominie Dictation Task <p><u>Product Assessments</u></p> <ul style="list-style-type: none"> ▪ Drawing/ Writing in Response to Reading ▪ Writing Samples 	<p><u>LEARNING SKILLS OBJECTIVES</u></p> <p><u>Information & Communication Skills</u></p> <p>PK-2.1.TT1 PK-2.1.TT2 PK-2.1.TT3 PK-2.1.TT4 PK-2.1.TT7</p> <p><u>Thinking & Reasoning Skills</u></p> <p>PK-2.2.TT1 PK-2.2.TT3</p> <p><u>Personal and Workplace Skills</u></p> <p>PK-2.3.TT1 PK-2.3.TT2 PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6</p> <p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration • MS Paint • MS PowerPoint 	
	I can use the space on my paper in an organized way.	Writers think about how to use the space on their paper to help them clearly record their ideas and share them with others.											
	I can write going from left to right.	Writers know there is a specific direction we follow to write											
	I can write going from left to write and top to bottom.	our ideas on paper so others can read it.											
	I can tell the difference between a letter and a word when my teacher helps me. (Use highly supported writing experiences. e.g. interactive, shared, guided reading settings)	Writers know that there is a difference between letters and words, and they use these to record their ideas.							K.1.10				<ul style="list-style-type: none"> • Letter • Word
	I can tell where words begin and end. (Use highly supported writing experiences. e.g. interactive, shared, guided reading settings)								K.2.01 K.2.04				

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Writers distinguish letters by form and sound.	I can sometimes write using letters. (may write with scribbles and mock letters)	Writers use letters to record their story.							K.2.01 K.2.02 K.2.03	<ul style="list-style-type: none"> • Capital • Upper case • Lower case • Same • Different • Sound • Tools • Alphabet 		<ul style="list-style-type: none"> • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
	I can control how I use my writing tools.	Writers are in charge of the tools they use. They can learn to use them in a way that helps them record their ideas.										
	I can name some letters.	Writers know the letters of the alphabet. They use these to record their ideas.										
	I can write my letters instead of drawing them.	Writers practice so they can learn to write letters clearly and correctly to make it easier to read what they have written.										
	I can write some letters correctly.											
	I can write most letters correctly. (sometimes confusing tricky letters)											
	I can use letters to write about my story. (may record random letters; letter-sound correspondence not evident)											
	I can think about letters I hear and write them down. (Begins to use class name chart and/or ABC chart as a resource to record temporary spellings that reflect some initial attempts at matching letters and sounds)	Writers think about the letters they hear and write these down to help them and others read what they write.						K.2.04 K.2.05 K.2.07	<ul style="list-style-type: none"> • ABC chart • Name chart 			
	I can write a message. (may not make sense)	Writers know that writing has a message.						K.2.01 K.2.02 K.2.04 K.2.05				

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	I can write simple 2-4 word sentences. (prompted and unprompted)	Writers put their ideas into sentences for others to read.							K.2.01 K.2.02 K.2.04	• Sentence		
	I can make sure my letters and sounds match when I write.	Writers think about the letters they hear and write those down to help them and others read what they write.							K.2.01 K.2.04 K.2.07			
	I can spell by saying words slowly. (Use highly supported writing experiences. e.g. interactive, shared, guided reading settings)		K.2.02 K.2.04	• Interactive writing • Shared writing • Guided reading								
	I can say words slowly to figure them out while I'm writing by myself.	Writers know how to say words slowly to help them record the sounds they hear.							K.2.04			
	I can say words slowly to figure out the beginning, ending and middle consonants. (may include vowels)		K.2.04	• Medial								
	I can write stories that are in order and have some details that are in my oral stories.	Writers know that stories have to be in order to make sense.							K.2.02 K.2.03	• Details		
	I can write one or two sentences. (prompted or unprompted)	Writers put their ideas into sentences for others to read.							K.2.01 K.2.04 K.2.05 K.2.06			
	I can tell what letters come at the beginning and end of words.	Writers know how to say words slowly to help them record the sounds they hear.							K.2.04			
	I can write using mostly lower case letters.	Writers know that most of their message is written in lower case letters.							K.2.01 K.2.04 K.2.05			

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	I can use words to figure out new words to help me write.	Writers use words they already know when spelling new words.							K.2.04	• Analogy		
Writers develop a core of known words.	I can write my first name without a model.	Writers can learn a lot about letters and words using their names.										
	I can write my first and last name without a model.											
	I can find and tell how a set of words are the same and/or different. (e.g. number of letters, beginning letter, ending letter)											
	I can write and spell a few words on my own.	Writers learn to write words correctly that they use often.							K.2.02 K.2.04	• Sight words • High frequency words		
	I can spell about 10-15 words I use a lot.								K.2.04			
Writers distinguish how letters and words look or sound different.	I can tell when words rhyme.	Writers know when words have a rhyming part. They can use rhyming parts to learn new words.								• Rhyme		

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	I can tell how many beats are in a word.	Writers know that words must have a different number of beats. The beats often connect to how long a word is.										
	I can sort pictures by the beginning consonant sounds.	Writers connect how they say words to how words sound. Knowing how words begin will eventually help them read and write words.								<ul style="list-style-type: none"> • Beat 		
Writers use a range of strategies to record words and ideas.	I can use things around the room to help me think about how to write my stories. (Begins to use class name chart and/or ABC chart as a resource to record temporary spellings that reflect some initial attempts at matching letters and sounds)	Writers use resources that are around them to help them record their ideas.							K.2.04 K.2.05 K.2.07	<ul style="list-style-type: none"> • Name chart • ABC chart 		
	I can use lots of things around the room to help me think about how to write my stories. (Begins to use class name chart, ABC chart, books)		K.2.02 K.2.07									
	I can copy words from around the room. (word wall, etc.)		K.2.04 K.2.07									
Writers are actively engaged in thinking and talking about their work before, during, and after writing.	I can tell a little story from my life.	Writers see their life as a source for story ideas. They can tell these stories.							K.2.02 K.2.03	<ul style="list-style-type: none"> • Action • Event • Order • Make sense 		
	I can tell stories that have more than one action/event and go in order. (tells a story orally with more sequence evident)	Writers tell stories that are in order so they make sense.										

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	I use my writing time to draw pictures that show my ideas or stories. (draw pictures, though not always recognizable objects)	Writers can use letters, pictures, and words to record their stories/ideas.										
	I can draw things that help others understand what my story is about. (communicates meaning in drawings)	Writers use drawings/ illustrations to help others understand what their piece is about							K.2.02 K.2.03	<ul style="list-style-type: none"> • Ideas • Record 		
	I can draw things with more details that help others understand what my story is about. (communicates meaning in drawings)										<ul style="list-style-type: none"> • Illustration 	
	I can talk about what I have drawn/written. (Writer is sometimes able to tell the meaning of attempted writing.)	Writers talk with other writers/people about what they have drawn/written. Writers share their work with others.							K.2.02 K.2.03			
	I can label things in my stories. (begins to represent a written message, may be labels or phrases)	Writers sometimes label things in their drawings to help others understand what their pieces are about.							K.2.01 K.2.02 K.2.04 K.2.05	<ul style="list-style-type: none"> • Label 		
	I can tell that when I write I am recording a message or story. I can talk about what I am trying to write. (begins to understand that writing carries a message; tells meaning of attempted writing)	Writers talk about what they are trying to write to help them plan and check that they have recorded what is important.							K.2.02 K.2.03	<ul style="list-style-type: none"> • Message • Check 		
	I can think of things to write about.	Writers see their life as a source for story ideas. They can tell							K.2.02 K.2.03 K.2.07			

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	I can write stories that I hear or tell.	these stories and then write them down for others to read.							K.2.02 K.2.03			
	I can tell a simple story orally.								K.2.02 K.2.03			
Writers search and revise their writing to check that it makes sense.	I can reread my writing to check and see if it makes sense.	Writers reread their work to make sure that it makes sense.							K.2.02 K.2.03 K.2.04	• Reread		
	I can reread my writing to check and see if it makes sense. I can fix some errors in my writing.								K.2.02 K.2.03			
	I can write related sentences and reread to make sure they make sense.							K.2.02 K.2.03				
	I can recognize capitalization and punctuation in writing. (Use highly supported writing experiences. e.g. interactive, shared, guided reading settings)	Writers know that end marks make it easier for someone else to read.							K.2.05 K.2.06	• Capitalization • End punctuation • Period • Exclamation Mark		
I can use ending punctuation. (may not be used correctly)								K.2.06				
Writers have specific techniques for organizing their writing.	I can use stories I hear to help me write.	Writers know that stories they hear can be written down.							K.2.02 K.2.03			

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Writers develop a sense of purpose about their writing.	I can write about things.	Writers communicate by writing.							K.2.02 K.2.03			
	I can write more as the year goes on.	Writers develop their writing skills over a period of time.							K.2.01 K.2.07	• Stamina		
	I can use writing to communicate.	Writers communicate by writing.							K.2.02 K.2.03 K.2.07			

References/Resources:

- Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
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- Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
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- Ray, Katie Wood, *What You Know by Heart*, Portsmouth, New Hampshire, Heinemann, 2002.

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