



# The Kindergarten Chronicles

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## Working with the Writing Standards

Southern Nevada  
Regional Professional  
Development Program

Volume 8, Issue 5

February 2013

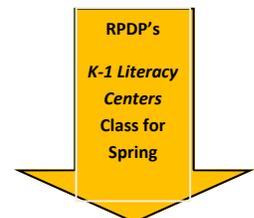
[www.rpdp.net](http://www.rpdp.net)



Bill Hanlon, Director



[www.corestandards.org](http://www.corestandards.org)



### 524C K-1 Literacy Centers

*Save the Date!*

April 6th and April 13th at Givens ES

We are waiting for the UNLV call number for registration. If you'd like to reserve a space, please email Robyn Markovic via InterAct.



### Text Types and Purposes

**W.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...*).**

- A Colorful Time with Rhythm and Rhyme - In this Common Core Curriculum Map, students listen for rhythm and rhyme in literature. This unit also takes a look at colors through gathered objects. Students write an opinion piece on their favorite color.

**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.**

- Animals on the Move - Students will choose an animal, draw the animal, write a sentence naming their animal and write a sentence about what their animal can do using inventive as well as conventional spelling.
- From Fact to Fiction: Drawing and Writing Stories - In this lesson, students use factual information gathered from the Internet as the basis for creating a nonfiction story. Story elements, including setting, characters, problem, solution, and endings, are then used as a structure for assembling students' ideas into a fiction story.

**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.**

- Tell A Story, 1-2-3 - This six week unit focuses on sequence in stories. There are sample activities and assessments included.
- Telling a Story About Me: Young Children Write Autobiographies - This lesson plan helps to develop ideas collaboratively, plan writing projects before executing them, and learn to compose sentences related to a specific topic. These are important skills for students to master.

### Production and Distribution of Writing

**W.K.4 (Begins in grade 3)**

**W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

- Collaborative Stories: Revising - Using a story which has been written collaboratively, students engage in a whole-group revising process.
- Classroom Strategies: Writing Conferences - This article describes how teachers can use writing conferences to allow for a non-threatening venue for peers and/or teachers to provide feedback on student writing, either through pairs or small groups.

**W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

- Moving Your Kindergarten into Web 2.0 with 5 Different Tools - This article by educator Özge Karaoglu gives an overview of introducing digital technology to kindergartners; it also provides links to five tools that can be used with kindergartners to increase digital skills.

### Research to Build and Present Knowledge

**W.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).**

- Writing Reports in Kindergarten? Yes! - This lesson encourages young students to see themselves as writers with a message to convey. Three types of reports are provided to show what kindergartners and emergent writers can do.
- America: Symbols and Celebrations - Building on asking questions about neighborhoods, students begin this unit by asking questions about a local symbol. Through shared writing, students also learn to expand complete sentences by using more details about American symbols.

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

- Adventures in Nonfiction: A Guided Inquiry Journey - Students are guided through an informal exploration of nonfiction texts and child-oriented websites, learning browsing and skimming techniques for the purpose of gathering interesting information.

**W.K.9 (Begins in grade 4)**

### Range of Writing

**W.K.10 (Begins in grade 3)**

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