

CARTERVILLE SCHOOL DISTRICT
WRITING CURRICULUM
KINDERGARTEN
Revised 2009

FIRST NINE WEEKS

1. Print first name using correct capital and lower case letters.
2. Copy messages from the board.
3. Represent a story or thought through pictures, dictation and written words.
4. Use blank paper and My 1st Journal to draw and/or write about independent thoughts.
5. Draw and tell about recognizable pictures.
6. Draw to convey a message using letters or random strings of letters to share thoughts and ideas.
7. Begin to identify and count words in sentences.
8. Introduce “spaghetti and meatball” and/or “spaceman” spaces.
9. Introduce capital letters in names and other proper nouns.
10. Introduce directionality (left to right and top to bottom).
11. Write or list meaningful words and/or names (i.e.: write 5 of your friends’ names, write 5 words that you know).
12. Use morning messages or class letters to introduce and model directionality, structure, format and writing for meaning.
13. Model class letters for meaningful purposes (i.e.: birthdays, thank you, holidays).
14. Begin to share drawings and writing with peers.
15. Introduce classroom resources for writing aids (word wall, charts, picture cues, etc.)

SECOND NINE WEEKS

1. Introduce the use of capital letters at the beginning of sentences.
2. Print first and last names using correct capital and lower case letters.
3. Introduce the use of a punctuation mark at the end of a sentence.
4. Introduce sentence structure including “who” and “what”.
5. Practice independent journal writing using pictures and labels.
6. Begin to independently write/draw cards for meaningful purposes (i.e.: birthdays, thank you, holidays, etc.)
7. Share writing with peers.
8. Attempt to write text related to pictures/drawings.
9. Reinforce spacing within and between words.
10. Continue to model left to right and top to bottom directionality.
11. Introduce return sweep and reinforce the concept using sentence strip mini-lesson.

12. Write to convey a message and attempt to read it back to others.
13. Begin to correctly use some letters to match sounds.
14. Begin to use correct beginning letter to write a word.
15. Model how to use classroom resources when writing.

THIRD NINE WEEKS

1. Begin independent journal writing using pictures, words and sentences to express thoughts and ideas.
2. Use emergent/inventive/phonemic spelling = “brave spelling”.
3. Introduce letter structure, including: greeting, message and closing.
4. Continue to write cards and letters to others for a variety of purposes.
5. Share writing with others.
6. Reinforce spacing between words.
7. Begin to master the use of capital letters in own first and last name.
8. Write using left to right directionality.
9. Begin to represent beginning and ending consonant sounds.
10. Spell some high frequency words correctly and consistently.
11. Begin to include some vowels when writing.

FOURTH NINE WEEKS

1. Continue to encourage the use of capitalization, punctuation and spacing in independent writing.
2. Write using left to right directionality with return sweep.
3. Continue to write cards and letters for a variety of purposes.
4. Independently write one or more sentences.
5. Begin to independently use simple punctuation.
6. Correctly spells many high frequency words in sentences.
7. Uses classroom resources during all writing times (word walls, charts, labels, picture cues).
8. Complete orange writing portfolio with a career focus based on a class generated list of careers. Each student should include the focus and at least one support/detail in his/her independently written sentence(s). Students will provide illustrations based on their writing.

Mini-Lessons

Kindergarten Mini-Lessons will take place throughout the year. As each skill is introduced, students should be encouraged to implement the use of that skill into their own writing. Mini-Lessons may be and should be repeated as often as necessary. Each Mini-Lesson should be designed to introduce and model a skill for students to use. Each Mini-Lesson should include a time for independent practice which includes feedback, follow-up, reinforcement and re-teaching as necessary.

Some examples of kindergarten Mini-Lessons are listed but are not limited to the following:

- Alphabet naming and recognition
- Modeled writing
- Copying from the board
- Stretching out / Sounding out words
- Meatball and Spaghetti spaces or Spaceman spacing
- Left to right directionality
- Magic lines for unknown sounds
- Capital letters
- Punctuation
- Write to label and/or describe pictures
- Return sweep
- How to find and use resources/words in the room
- Blends and digraphs
- Phonemic awareness
- Rhyming
- Onset, final and medial sounds
- Blending
- Segmenting, chunking
- Vocabulary
- High frequency words
- Phonics / letter-sound correspondences
- Word patterns
- Vowels