


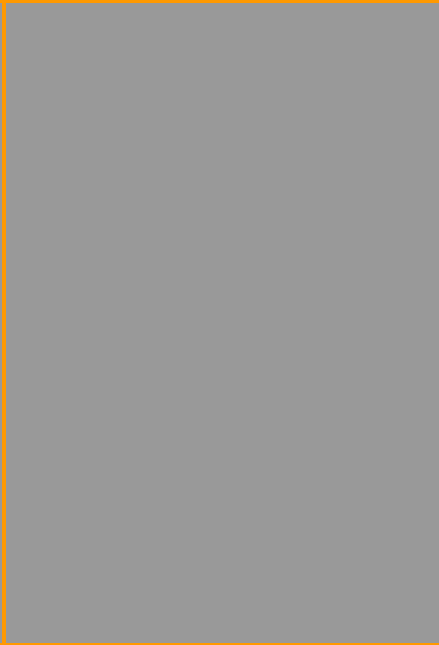


Grade K: Text Types and Range of Writing

Skills	Description of Writing	Knowledge	Description of Writing
1	<p>Unit 1 Writing: Prerequisite Skills Students learn and practice how to use writing instruments to form a range of writing strokes, including vertical lines, horizontal lines, circles, squares, and diagonal lines.</p>	1	<p>Nursery Rhymes and Fables Writing: Students focus on the elements of literary texts, including main characters, events, and sequencing events for the beginning, middle, and end of stories. Students draw in response to questions and prompts about the texts. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
2	<p>Unit 2 Writing: Prerequisite Skills Students learn and practice to form a range of writing strokes, including cups, humps, zig-zags, wavy lines, spirals, canes, hooks, and symbols + and x. Students practice tracing their own names.</p>	2	<p>The Five Senses Writing: Students draw to describe what they have learned about each of the five senses from the daily Read-Alouds. Students also learn to use graphic organizers to categorize words and ideas. Students complete the domain unit by drawing scenes from the lives of Ray Charles and Helen Keller. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
3	<p>Unit 3 Writing: In this unit, handwriting is integrated with the introduction of basic code sounds and their letter symbols. Students are also learning that letter symbols can be combined to form words, and that the letters in a word are written from left to right. Students practice writing CVC words connected with daily</p>	3	<p>Stories Writing: Students focus on retelling literary text, including story elements and sequencing events. Students participate in a shared writing activity to retell a story using images as a guide and complete graphic organizers in other shared activities. Sentence frames are used to help students write opinions about what makes a hero and</p>

	phonics instruction.		about their favorite character. Pausing Points and Culminating Activities include additional opportunities for student writing.
4	<p>Unit 4 Writing: Students continue to write letter symbols for the new sounds introduced in the unit, write CVC words, and begin to take dictation of sounds spoken aloud.</p>	4	<p>Plants Writing: Students provide words and ideas during shared writing activities that include comparing and contrasting types of plants and the life cycle of a plant. Students draw in response to text in Drawing the Read-Aloud activities. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
5	<p>Unit 5 Writing: Students continue to write letter symbols for the new sounds introduced in the unit, write CVC words and Tricky Words, and take dictation of sounds spoken aloud. Students are introduced to sentence writing conventions, such as writing the first word in a sentence with a capital letter and ending the sentence with punctuation.</p>	5	<p>Farms Writing: Students draw pictures of the animals and tools on a farm using details from the Read-Aloud text. Students continue to contribute words and ideas to complete graphic organizers, such as a K-W-L chart, in shared activities. Students draw in response to questions and prompts about the text. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
6	<p>Unit 6 Writing: Students begin using Student Readers that act as models for word and sentence conventions, and how stories are conveyed in connected text. They are prompted to answer oral comprehension questions in complete sentences. Students write CVC, CCVC, and Tricky Words to complete sentences. Students also take dictation of</p>	6	<p>Native Americans Formal Writing: Informative Students begin writing informative texts with short sentences to accompany their drawings about topics in the text. Informal Writing: graphic organizers with short words and pictures, descriptions about environment, details from the text, Pausing Points, Culminating Activities</p>

	CVC and CCVC words spoken aloud, and practice writing during chaining exercises.		
7	<p>Unit 7 Writing: Students continue to learn about writing conventions by reading the Student Reader stories. They focus on writing CVC CVCC (digraphs), and Tricky Words to complete sentences. Students also take dictation of CVC and CVCC words spoken aloud and practice writing during chaining exercises.</p>	7	<p>Kings and Queens Formal Writing: Narrative Students write their own narratives about Old King Cole. Students share their writing with peers for feedback and revise to add details. Informal Writing: Drawing the Read-Aloud, graphic organizers in shared writing, Pausing Point, Culminating activities</p>
8	<p>Unit 8 Writing: Demonstration stories are still used to highlight sentence writing conventions, including punctuation such as periods, question marks, and apostrophes to show possession. Word writing, word dictation, and sentence completion practice continues. Students also write the correct phrase to match pictures in labeling exercises.</p>	8	<p>Seasons and Weather Formal Writing: Opinion Students observe, record, and track daily weather conditions and use the information to form an opinion about the next day's weather. Informal Writing: weather diary, storm safety drawing, Pausing Points, Culminating Activities</p>
9	<p>Unit 9 Writing: Students begin to independently write short answers to story comprehension questions. They draw illustrations to demonstrate the meaning of words and phrases from the text. Handwriting practice continues with uppercase and lowercase letters. Punctuation is reviewed. Students continue to take word dictation and write words to complete sentences.</p>	9	<p>Columbus and the Pilgrims Formal Writing: Informative Students draw and write a series of travel journal entries about both Columbus' and the Pilgrims' journeys based on details from the text. Informal Writing: drawing in response to questions or prompts, Pausing Points, Culminating Activities</p>

<p>10</p>	<p>Unit 10 Writing: Students independently write short answers to comprehension questions. They draw illustrations to demonstrate the meaning of words and phrases from the text. Handwriting practice continues with uppercase and lowercase letters. Students continue to take word dictation and write words to complete sentences.</p>	<p>10</p>	<p>Colonial Towns and Townspeople Writing: Students continue to write short sentences and phrases and draw pictures based on details in the text. They participate in shared activities to complete graphic organizers such as Venn diagrams and K-W-L charts. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
		<p>11</p>	<p>Taking Care of the Earth Formal Writing: Narrative Students use information from the text to write a narrative about composting. Informal Writing: shared writing, Drawing the Read-Aloud, opinion, graphic organizers, class book, Pausing Points, Culminating Activities</p>
		<p>12</p>	<p>Presidents and American Symbols Writing: Students retell the legend of George Washington and the cherry tree using words and pictures. They use peer feedback to add details to their drawings. The legends can be published using various digital tools, if desired, and compiled into a class book. Additional writing includes graphic organizers and Drawing the Read-Aloud. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>