

# Kindergarten Grade Level Writing Map

Grade: K

Course: Kindergarten Writing


South Seneca Elementary School


Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigliotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p><b>Welcome (2 weeks)</b></p> <p><b>Look At Us (1 week)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>	<p><b>Look At Us (2 weeks)</b></p> <p><b>Colors All Around (2 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"><li>• Morning Meeting/Message</li><li>• Rhyming (orally)</li><li>• Weather Observation and Representation</li><li>• About Signs</li><li>• Imaginative texts, stories, poems</li></ul> <p><b>Literature Response:</b> (Used in a multitude of forms throughout the year.) pictorial response</p> <p><b>Journal Writing:</b> pictorial with dictation</p> <ul style="list-style-type: none"><li>• on-topic picture (if assigned)</li><li>• on-topic dictation that matches picture</li><li>• dictation may be label, list, or full sentences</li></ul> <p><b>On-Demand Task:</b> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (start in October)</p> <p> <a href="#">Graphic Org k-1-2.doc (File size: 19KB.)</a></p> <p><a href="#">Checklist for revising and editing (model)</a></p> <p><b>Benchmark for Composition:</b> Hold a pencil and acknowledge it is for writing</p> <p><b>Six Traits of Writing:</b> Organization, Word</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"><li>• Morning Meeting/Message</li><li>• Rhyming (orally)</li><li>• Weather Observation and Representation</li><li>• About Signs</li><li>• Order words: leader, caboose</li></ul> <p><b>Literature Response:</b> (Used in a multitude of forms throughout the year.) pictorial response</p> <p><b>Journal Writing:</b> pictorial with dictation</p> <ul style="list-style-type: none"><li>• on-topic picture (if assigned)</li><li>• on-topic dictation that matches picture</li><li>• dictation may be label, list, or full sentences</li></ul> <p><b>On-Demand Task:</b> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><a href="#">Checklist for revising and editing (model)</a></p> <p><b>Benchmark for Composition:</b> Drawing a picture in response to an oral clue</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions</p>

	Choice, Conventions	
<b>Skills</b>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In (daily) (late Sept -- first name recognition)</li> <li>• Naming words: family</li> <li>• Holds a pencil for writing</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> </ul> <p><u>Reference Materials:</u> Model and use concrete examples of environmental print</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Late September -- start "sign - in" name recognition</li> </ul> <p><u>DOL/DLP:</u> Morning Message - model writing -- capitalization and proper nouns</p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In (daily): first name recognition</li> <li>• Recognize and identify letters: S, s, M, m</li> <li>• Naming words</li> <li>• Draws a picture in response to an oral clue</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (K) and exposure to color, sound box books, words (Friday Folder and/or extended writing activities)</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in -- name recognition. last name recognition</li> </ul> <p><u>DOL/DLP:</u> Morning Message includes focus letters (see above) and high frequency words</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per theme</li> <li>• Anecdotal records <ul style="list-style-type: none"> <li>• Rubric: Kdg. ELP -- SCS</li> </ul> </li> </ul> <p> <a href="#">Writing Continuum for Kindergarten 1.doc (File size: 44KB )</a></p>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per theme</li> <li>• Anecdotal records</li> <li>• Continuum: from SCS Writing Assessment and K -- ELP</li> </ul>
<b>Resources</b>		

# Kindergarten Grade Level Writing Map

Grade: K

Course: Kindergarten Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigliotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p><b>Colors All Around (1 week)</b></p> <p><b>We're a Family (2 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>	<p><b>We're a Family (1 week)</b></p> <p><b>Friends Together (2 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order words: leader, caboose, and others</li> <li>• Functional writing: menu, grocery list</li> <li>• Listing</li> </ul> <p><b>Literature Response:</b> Pictorial responses</p> <p><b>Journal Writing:</b> Attempts at use of initial consonants and inventive words</p> <p><b>On-Demand Task:</b> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><u>Checklist for revising and editing</u> (model)</p> <p><b>Benchmark for Composition:</b> Illustration and printed text should begin to match</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Rhyme: write in workbook as base words</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order words: leader, caboose</li> <li>• Social writing: cards</li> <li>• Personal experience</li> <li>• Cards for families (technology)</li> </ul> <p><b>Literature Response:</b> Pictorial response and labeling with letters and words</p> <p><b>Journal Writing:</b> Begin to use high frequency words and finish sentence starters, match with illustrations</p> <p><b>On-Demand Task:</b> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><u>Checklist for revising and editing</u> (Introduce)</p> <p><b>Benchmark for Composition:</b> Write first name correctly by end of December, use of letter (initial consonants) to label illustrations</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>

<p><b>Skills</b></p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: name recognition and begin writing first name</li> <li>• Introduce letters: R, r, T, t, B, b</li> <li>• Naming words</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Uses some text to match illustrations</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Voice)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (k), sound box books, words (Friday Folder and/or extended writing activities)</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in procedure -- name recognition and begin writing first name</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message includes focus letters (see above) and high frequency words; model end punctuation, introduce and teach: capitalization, left to right progression and left/right sweep, top to bottom</p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: name recognition and begin writing first name</li> <li>• Introduce letters: N, n, H, h</li> <li>• Label coloring papers, journal drawings, etc. with initial consonants</li> <li>• Introduced to "at" word family</li> <li>• Naming words</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes first name correctly</li> <li>• Uses letters (initial consonants) to label illustrations</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in procedure -- name recognition and begin writing first name</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message includes focus letters (see above) and high frequency words; model end punctuation, introduce and teach: capitalization, left to right progression and left/right sweep, top to bottom; introduce differences between letters, words, and sentences</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per theme</li> <li>• Anecdotal records</li> <li>• Individual testing of letter/sound/word skills</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per theme</li> <li>• Anecdotal records</li> </ul>

<b>Resources</b>		

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Course: Kindergarten Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigliotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
<b>Theme</b>	<p><b>Friends Together (1 week)</b></p> <p><b>Let's Count (2 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>	<p><b>Let's Count (1 week)</b></p> <p><b>Sunshine and Raindrops (2 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>
<b>Content</b>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order words: leader, caboose, and others</li> <li>• Functional writing: menu, grocery list</li> <li>• Listing</li> </ul> <p><u>Literature Response:</u> Pictorial responses with labeling and attempts at words with spacing and punctuation</p> <p><u>Journal Writing:</u> Illustrations and written text should start to match</p> <p><u>On-Demand Task:</u> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year</p> <p><u>Writing Process Steps:</u></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><u>Checklist for revising and editing</u> (Introduce)</p> <p><u>Benchmark for Composition:</u> Pick out environmental print and word wall words to write</p> <p><u>Six Traits of Writing:</u> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Rhyme: write in workbook as base words</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order words: leader, caboose</li> <li>• Social writing: cards</li> <li>• Non-fiction: Teeth</li> <li>• Personal experience</li> </ul> <p><u>Literature Response:</u> Pictorial response and use of words, attempts at sentences, use of inventive spelling</p> <p><u>Journal Writing:</u> Writes on topic using high-frequency words, encourage inventive spelling</p> <p><u>On-Demand Task:</u> Integrated into journal writing beginning with pictures and ending with actual writing at the end of the year -- introduce timed entries</p> <p><u>Writing Process Steps:</u></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><u>Graphic Organizer:</u> group brainstorming (orally), simple hamburger (model - teacher led), tied into reading program</p> <p><u>Checklist for revising and editing</u> (with teacher assistance)</p>

		<p><b>Benchmark for Composition:</b> Start sentences with a capital letter</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>
<p><b>Skills</b></p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: add last name recognition, begin writing last name for those who are ready (model of name is provided)</li> <li>• Introduce letters: V, v, C, c, P, p, G, g, A, a</li> <li>• Label using inventive spelling</li> <li>• Introduce the "an" word family</li> <li>• Naming words</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes words from environmental print and word wall</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Write first name on bottom line -- name written for them on top</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message become more interactive, more questions are asked with one word responses; still includes focus letters, words, capitalization, end punctuation</p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: add last name recognition, begin writing last name for those who are ready (model of name is provided)</li> <li>• Introduce letters: F, f, L, l, K, k, I, i</li> <li>• Label using inventive spelling</li> <li>• Introduce the "it" word family</li> <li>• Write words that rhyme using word families</li> <li>• Naming words</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Begins to write sentences</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books, Picture Dictionary</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Write first and last name (for those who are ready) on bottom line -- name is written on top for a guide</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> <li>• Starts sentence with a capital letter</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message: model finger spacing between words, continue with everything else</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> </ul>

	<ul style="list-style-type: none"><li>• Houghton-Mifflin observation checklist per theme</li><li>• Anecdotal records</li></ul>	<ul style="list-style-type: none"><li>• Houghton-Mifflin observation checklist per theme</li><li>• Anecdotal records</li><li>• Individual testing of letter/sound/word skills</li><li>• Continuum: South Seneca Writing Assessment</li><li>• Writing Folder</li></ul>
<b>Resources</b>		

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Course: Kindergarten Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kristine Hunt, Jyl Olschewske, Jennifer Gigliotti, Marie Roloson*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p><b>Sunshine and Raindrops (1 week)</b></p> <p><b>Wheels Go Round (3 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>	<p><b>Spring Is Here (3 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order Words: leader, caboose, placement of racing cars (see HM)</li> <li>• Standard 3: KWL (What I <u>K</u>now, What I <u>W</u>ant to Know, What I <u>L</u>earned chart)</li> <li>• Persuasive Writing (model interactive, pictorial)</li> </ul> <p><b>Literature Response:</b> Pictorial response and use of words, attempts at sentences, inventive spelling</p> <p><b>Journal Writing:</b> writes using high-frequency words and inventive spelling with environmental print</p> <p><b>On-Demand Task:</b> timed journal entries</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><b>Graphic Organizer:</b> group brainstorming (orally), simple hamburger (model, interactive orally, teacher lead)</p> <p><b>Checklist for revising and editing</b></p> <p><b>Benchmark for Composition:</b> attempt to use finger spacing and end punctuation, use inventive</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order Words: leader, caboose and others</li> <li>• Persuasive Writing (model interactive, pictorial)</li> </ul> <p><b>Literature Response:</b> Pictorial response and use of words, attempts at sentences, inventive spelling</p> <p><b>Journal Writing:</b> initiates own topic for writing</p> <p><b>On-Demand Task:</b> timed journal entries</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model all steps)</p> <p><b>Graphic Organizer:</b> children do as interactive with teacher; webs, hamburger, circles, etc used in draft written by the students</p> <p><b>Checklist for revising and editing</b></p> <p><b>Benchmark for Composition:</b> attempt to use finger spacing and end punctuation, use inventive spelling</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>

	<p>spelling</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>	
<p><b>Skills</b></p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: add first and last name on 3 lines</li> <li>• Introduce letters: Q, q, D, d, U, u</li> <li>• Attempts to use finger spacing and end punctuation</li> <li>• Introduce the "ig" word family</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes a sentence</li> <li>• Uses inventive spelling</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><b><u>Reference Materials:</u></b> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books, Picture Dictionary</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Begin top/middle/bottom lined paper, first name only, name printed on top as a guide</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> <li>• Attempts to use finger spacing</li> <li>• Attempts to use end punctuation</li> </ul> <p><b><u>DOL/DLP:</u></b></p> <p>Morning Message: Children are starting to help compose some parts of the message.</p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: some children are ready to print without a model</li> <li>• Introduce letters: W, w, Y, y, E, e, O, o</li> <li>• Incorporate opposites in the writing process</li> <li>• Practice writing skills and attempt to expand sentences</li> <li>• Introduce the "et" and "en" word families</li> <li>• Write words that rhyme using word families</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes a sentence</li> <li>• Uses inventive spelling</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><b><u>Reference Materials:</u></b> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books, Picture Dictionary</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Some children are printing by themselves w/out a guide at the top.</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> <li>• Attempts to use finger spacing</li> <li>• Attempts to use end punctuation</li> </ul> <p><b><u>DOL/DLP:</u></b></p> <p>Morning Message: includes some errors in capitalization, end punctuation, and finger spacing which children will identify</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> <li>• Teacher/student interaction</li> <li>• Houghton-Mifflin observation checklist per</li> </ul>

	<p>theme</p> <ul style="list-style-type: none"><li>• Anecdotal records</li></ul>	<p>theme</p> <ul style="list-style-type: none"><li>• Anecdotal records</li><li>• Individual testing of letter/sound/word skills</li></ul>
<b>Resources</b>		

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	<p><b>Down on the Farm (3 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>	<p><b>A World of Animals (3 weeks)</b></p> <p>Suggested time spent writing weekly: 100 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order Words: leader, caboose, and others</li> <li>• Personal Experience</li> <li>• Social Writing: cards</li> <li>• Persuasive Writing (model interactive, pictorial)</li> </ul> <p><b>Literature Response:</b> Pictorial response and use of words and attempts at sentences, inventive spelling</p> <p><b>Journal Writing:</b> Initiates own topic, carries on all prior learning</p> <p><b>On-Demand Task:</b> time journal entries</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model as appropriate): Teacher models -- drafts a piece all the way through the process</p> <p><b>Graphic Organizer:</b> group brainstorming (orally), simple hamburger (model)</p> <p><b>Checklist for revising and editing</b></p> <p><b>Benchmark for Composition:</b> Continue to practice whole sentences with beginning, capital, ending punctuation and finger spacing</p> <p><b>Six Traits of Writing:</b> Organization, Word</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Morning Meeting/Message</li> <li>• Rhyming (orally)</li> <li>• Weather Observation and Representation</li> <li>• About Signs</li> <li>• Order Words: leader caboose</li> <li>• Persuasive Writing (model interactive, pictorial)</li> </ul> <p><b>Literature Response:</b> Pictorial response and use of words and attempts at multiple (2+) sentences, inventive spelling</p> <p><b>Journal Writing:</b> writes free-choice with beginning, middle, and end</p> <p><b>On-Demand Task:</b> timed journal entries</p> <p><b>Writing Process Steps:</b></p> <p>Plan, Draft, Revise, Edit, Final Copy (model as appropriate): Teacher models -- drafts a piece all the way through the process</p> <p><b>Graphic Organizer:</b> group brainstorming (orally), simple hamburger (model);</p> <p><b>Checklist for revising and editing</b></p> <p><b>Benchmark for Composition:</b> Write a complete story sentence with a capital to start, punctuation at the end</p> <p><b>Six Traits of Writing:</b> Organization, Word Choice, Conventions, Voice, Sentence Fluency</p>

	Choice, Conventions, Voice, Sentence Fluency	
<b>Skills</b>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: printing is continued, children vary format with individual development</li> <li>• Introduce letters: X, x</li> <li>• Introduce the "it", "ox", "ig" word families</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes whole sentence</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books, Picture Dictionary</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Printing is continued, children vary with mastery</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> <li>• Begin sentences with a capital letter</li> <li>• Capitalize people and places (some students)</li> <li>• Use end punctuation</li> <li>• Use proper finger spacing</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message: Children become more skilled in reading and identifying the letters, words, nouns, end punctuation</p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sign In: printing is continued, children vary format with individual development</li> <li>• Introduce letters: J, j</li> <li>• Introduce the "ug" and "ut" word families</li> <li>• Adjectives (teach and model writing, interactive, pictorial depiction)</li> <li>• Writes a complete story sentence</li> <li>• Encourage independent writing of 2+ sentences</li> </ul> <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> <li>• model and introduce Six Traits terms (add Sentence Fluency)</li> <li>• use examples to increase term understanding</li> <li>• use "hamburger" graphic organization to exemplify the trait of "organization"</li> <li>• complete sentence starters using word patterns, sounds, and "making sense"</li> </ul> <p>Compose a complete, independent sentence with a capital letter at the beginning, correct spelling of the kindergarten high-frequency words, inventive/phonetic spelling (using word families), and ending with punctuation</p> <p><u>Reference Materials:</u> letter/alphabet posters, begin use of the word wall for reading vocabulary (add word family posters), sound box books, words (Friday Folder and/or extended writing activities), alphabet posters, posters with labels, Word Books, Picture Dictionary</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• Sign-in Procedure: Printing is continued, children vary with mastery</li> <li>• Capitalize name</li> <li>• Capitalize "I"</li> <li>• Begin sentences with a capital letter</li> <li>• Capitalize people and places (some students)</li> <li>• Use end punctuation</li> <li>• Use proper finger spacing</li> <li>• Use appropriate directionality</li> </ul> <p><u>DOL/DLP:</u></p> <p>Morning Message: Children become more skilled in reading and identifying the letters, words, nouns, end punctuation</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Teacher observation</li> </ul>

	<ul style="list-style-type: none"><li>• Teacher/student interaction</li><li>• Houghton-Mifflin observation checklist per theme</li><li>• Anecdotal records</li></ul>	<ul style="list-style-type: none"><li>• Teacher/student interaction</li><li>• Houghton-Mifflin observation checklist per theme</li><li>• Anecdotal records</li><li>• Individual testing of letter/sound/word skills</li><li>• Continuum: South Seneca Writing Assessment, ELP (SSCS)</li><li>• Writing Folder</li></ul>
<b>Resources</b>		