

Pre-K Grade Level Writing Map

Grade: PK

Course: Pre-K Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Karen Murphy, Tricia Engineri*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Welcome (3 weeks)</p> <p>Bus Safety (3 weeks)</p> <p>Apples (1 week)</p> <p>Suggested time spent writing weekly: 50 min</p>	<p>Caterpillars to Butterflies (4 weeks)</p> <p>Fire Safety (1 week)</p> <p>Suggested time spent writing weekly: 50 min</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> - Sign-in, name recognition - Non-fiction: story sequence "How Do Apples Grow?" - Functional writing: family - Personal Experience/Communicating Information: apple orchard field trip <p>Literature Response: oral</p> <p>Journal Writing: pictures and dictation</p> <p>Graphic Organizer: (modeling beginning, middle, and end)</p> <p>Benchmark for composition: mark on the paper</p> <p>Six Traits of Writing: Organization</p> <p>Special Programs Used: BEST</p>	<p>Genre:</p> <ul style="list-style-type: none"> - Sign-in, name recognition - Non-fiction: story sequence -- butterflies, - Poetry: pumpkins, fall - Functional writing: note, pad, phonebook - Social writing: note to firefighters <p>Literature Response: oral</p> <p>Journal Writing: pictures and dictation</p> <p>Graphic Organizer: (modeling beginning, middle, and end)</p> <p>Benchmark for composition: forming lines and circles</p> <p>Six Traits of Writing: Organization, Fluency</p> <p>Special Programs Used: BEST</p>
Skills	<p>Composition Skills: (modeled)</p> <p>Participates in:</p> <ul style="list-style-type: none"> - Thank you letter to apple orchard - "Bus Book": students draw a picture and dictate a sentence for class book - "Apple Orchard Book": using photos and class dictation - Calendar, weather 	<p>Composition Skills:</p> <p>Participates in:</p> <ul style="list-style-type: none"> - Thank you letter to firefighters - Caterpillar/pumpkins: beginning, middle, end; what happens first, second, etc. - Write name on work (copying from a model) - Calendar, weather

	<p>Six Traits of Writing:</p> <ul style="list-style-type: none"> Begins to notice details of a story <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (2) (modeled) -beginning/end (modeled) -left to right progression (modeled) <p><u>DOL/DLP:</u> Daily message</p>	<p>Six Traits of Writing:</p> <ul style="list-style-type: none"> Begins to notice beginning, middle, end of stories Begins to understand repeating language <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (2) (modeled) -beginning/end (modeled) -left to right progression (modeled) <p><u>DOL/DLP:</u> Daily message</p>
Assessment	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year. Bus Book -- individual response/whole group activity Observation -- left to right progression, top to bottom Anecdotal records 	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year. Caterpillar Book and Pumpkin Book -- individual response/whole group activity Observation -- left to right progression, top to bottom Anecdotal records
Resources		

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Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Families (3 weeks)</p> <p>Thanksgiving (1 week)</p> <p>Responsibility (3 weeks)</p> <p>Suggested time spent writing weekly: 50 min</p>	<p>Caring and Sharing (3 weeks)</p> <p>Holiday Celebrations (3 weeks)</p> <p>Suggested time spent writing weekly: 50 min</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> - Sign-in, name recognition - Communicating information using drawings: family - Communicating using words: Thanksgiving group experience chart - Present a story sequence: family - Personal experience: autobiographies <p>Literature Response: oral</p> <p>Journal Writing: pictures and invented spelling and dictation</p> <p>Graphic Organizer: (modeling beginning, middle, and end)</p> <p>Benchmark for composition: using lines and circles to form a pictorial representation, starting to form letters</p> <p>Six Traits of Writing: Ideas</p> <p>Special Programs Used: BEST</p>	<p>Genre:</p> <ul style="list-style-type: none"> - Sign-in, name recognition - Communicating information using drawings: holiday celebrations - Functional writing: checklist of what a magnet picks up <p>Literature Response: oral</p> <p>Journal Writing: pictures and invented spelling and dictation</p> <p>Graphic Organizer: (modeling beginning, middle, and end)</p> <p>Benchmark for composition: starting to form first letter in name</p> <p>Six Traits of Writing: Ideas</p> <p>Special Programs Used: BEST</p>
Skills	<p>Composition Skills:</p> <p>Participates in (All dictation):</p> <ul style="list-style-type: none"> - Family picture (Ind) (some are able to copy family words) - Responsible Picture (Ind): "I am responsible when I _____" 	<p>Composition Skills:</p> <p>Participates in (All dictation):</p> <ul style="list-style-type: none"> - Journal response - "What does your family do during the holidays?" - Draw a picture and finish sentence: "I care when...." "I share when ..."

	<ul style="list-style-type: none"> - Write name on work (attempting with teacher intervention as needed) - Picture and dictation: "What I am Thankful For" (Ind) - How to Make a Thanksgiving Dinner (Group) - Biographies - Calendar, weather <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> Begins to identify what personal stories are about <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> - sentences (2-3) (modeled) - beginning/end (modeled) - left to right progression (modeled) <p><u>DOL/DLP:</u> Daily message</p>	<ul style="list-style-type: none"> - Write name on work (attempting with teacher intervention as needed) - Calendar, weather <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> Begins to identify what personal stories are about <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> - sentences (2) (modeled) - beginning/end (modeled) - left to right progression (modeled) - look for letters, which are recognized (letters in name) <p><u>DOL/DLP:</u> Daily message</p>
Assessment	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: forming more letters. Family Pictures: labeling/copying of family names (mom and dad) Observation -- left to right progression, top to bottom Responsibility: picture and dictation Thanksgiving Dinner Formal assessment Anecdotal records 	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: forming more letters. Letter to Santa: labeling Observation -- left to right progression, top to bottom Responsibility: picture and dictation Anecdotal records
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Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Winter (4 weeks)</p> <p>Goals (4 weeks)</p> <p>Arctic Animals (2 weeks)</p> <p>Suggested time spent writing weekly: 50 minutes</p>	<p>Post Office (2 weeks)</p> <p>Honesty (3 weeks)</p> <p>Valentine's Day (1 week)</p> <p>Suggested time spent writing weekly: 50 minutes</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • - Sign-in, name • - Poetry: winter, snow • - Personal experience: goals • - Explain connection between personal experience and ideas in text: mittens (winter) <p><u>Literature Response:</u> oral</p> <p><u>Journal Writing:</u> pictures and invented spelling and dictation</p> <p><u>Graphic Organizer:</u> (modeling beginning, middle, and end)</p> <p><u>Benchmark for composition:</u> form first letter in name + others</p> <p><u>Six Traits of Writing:</u> Conventions, Fluency</p> <p>Special Programs Used: BEST</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • - Sign-in, name • - Functional writing: Post Office (in housekeeping) • - Social writing: Thank-you letter to the post office • - Social writing: Valentine's Day card to family <p><u>Literature Response:</u> oral</p> <p><u>Journal Writing:</u> pictures and invented spelling and dictation</p> <p><u>Graphic Organizer:</u> (modeling beginning, middle, and end)</p> <p><u>Six Traits of Writing:</u> Presentation</p> <p><u>Benchmark for composition:</u> form first letter in name + others</p> <p>Special Programs Used: BEST</p>
Skills	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • - Poem about winter (group) • - Poem about snow (group) • - "When I grow up, I want to be _____." (Ind) • - "My Mittens Book": "If you lost your mittens, what would you do?" (Ind) 	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • - Letter to parents (Ind) • - "Thank-you letter to the post office (group) • - "I am honest when _____" or "Honesty means _____." • - Post Office Book: using photos and

	<ul style="list-style-type: none"> - Name: print at least the first letter with support as needed - Calendar, weather <u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> • Begins to identify repeating language • Uses capital in first name • Beginning to explore punctuation in sentences and messages <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • -sentences (3+) (modeled) • -beginning/end (modeled) • -left to right progression (modeled) • -look for specific letters (high frequency) <p><u>DOL/DLP:</u> Daily message</p>	<p>students' dictation</p> <ul style="list-style-type: none"> - Name: print at least the first letter with support as needed - Calendar, weather <p>Six Traits of Writing:</p> <ul style="list-style-type: none"> • Shares and answers questions about writing <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • -sentences (3+) (modeled) • -beginning/end (modeled) • -left to right progression (modeled) • -look for specific letters (high frequency) <p><u>DOL/DLP:</u> Daily message</p>
Assessment	<ul style="list-style-type: none"> • Journal used as assessment tool throughout the year: less dictation, more invented/real spelling • Observation -- left to right progression, top to bottom • Class books and individual writing pieces used to document children's understanding and growth • Anecdotal records 	<ul style="list-style-type: none"> • Journal used as assessment tool throughout the year: less dictation, more invented/real spelling • Observation -- left to right progression, top to bottom • Class books and individual writing pieces used to document children's understanding and growth • Anecdotal records
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Mapping Category	March 2009	April 2009
Theme	<p>Feelings (5 weeks)</p> <p>Five Senses (5 weeks)</p> <p>Suggested time spent writing weekly: 50 min</p>	<p>Spring -- Life Cycle of Frog and Plant (5 weeks)</p> <p>Personal Safety and Fire Safety (5 weeks)</p> <p>Suggested time spent writing weekly: 50 min</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • - Sign-in: name • - Copy words (personal): feelings • - Social and imaginative writing: letter to a leprechaun • - Imaginative texts: green • - Communicating information: 5 senses • - Imaginative texts: "If I Had a Pot of Gold" <p><u>Literature Response:</u> oral</p> <p><u>Journal Writing:</u> pictures and invented spelling and dictation</p> <p><u>Graphic Organizer:</u> hamburger (modeling beginning, middle, and end)</p> <p><u>Benchmark for composition:</u> write most of the letters in name</p> <p><u>Six Traits of Writing:</u> Presentation</p> <p>Special Programs Used: BEST</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • - Sign-in: name • - Social writing: letter to firehouse, letter to police officer • - Copying words: healthy bodies • - Present a story sequence: life cycles • - Non-fiction: personal experience, communicating information: life cycles, fire safety, stranger danger <p><u>Literature Response:</u> oral</p> <p><u>Journal Writing:</u> pictures and invented spelling and dictation</p> <p><u>Graphic Organizer:</u> hamburger (modeling beginning, middle, and end)</p> <p><u>Benchmark for composition:</u> write most of the letters in name</p> <p><u>Six Traits of Writing:</u> Word Choice</p> <p>Special Programs Used: BEST</p>
Skills	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • - "I feel _____." (copying) • - "If I had a pot of gold, I would _____." • - Letter to the Leprechaun (group) • - "5 Senses Book": I see a _____. 	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • - "Spring is.... (copy first two words and dictate/copy ending) • - "Use "hamburger" graphic organizer to document the life cycles of plants and frogs • - "The one way I stay healthy is _____." (Ind)

	<p>hear a _____. I smell a _____, etc.</p> <ul style="list-style-type: none"> - Calendar, weather - Name: writes most of the letters in name with teacher help as needed <p>Six Traits of Writing</p> <ul style="list-style-type: none"> Shares personal writing and answers questions <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>DOL/DLP:</u> Daily message</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (3+) (modeled) -beginning/end (modeled) -left to right progression (modeled) -look for other letters -discuss: indenting, capital letter at the beginning of a sentence, period at the end 	<ul style="list-style-type: none"> - Thank-you letters: firehouse, police officer - Class book: firehouse trip using photos and class dictation - Calendar, weather - Name: writes most of the letters in name with teacher help as needed <p>Six Traits of Writing</p> <ul style="list-style-type: none"> Begins to identify words that are "powerful" <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>DOL/DLP:</u> Daily message</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (3+) (modeled) -beginning/end (modeled) -left to right progression (modeled) -look for other letters -model and discuss: indenting, capital letter at the beginning of a sentence, period at the end
Assessment	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: less dictation, more invented/real spelling Observation -- left to right progression, top to bottom Class books and individual writing pieces used to document children's understanding and growth Anecdotal records Formal Assessment 	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: less dictation, more invented/real spelling Observation -- left to right progression, top to bottom Class books and individual writing pieces used to document children's understanding and growth Anecdotal records
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Mapping Category	May 2009	June 2009
Theme	<p>Farm animals (2 weeks)</p> <p>Zoo animals (2 weeks)</p> <p>Suggested time spent writing weekly: 50 minutes</p>	<p>Wrap-up: Transitioning to kindergarten</p> <p>Suggested time spent writing weekly: 50 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> - Signing-in: name - KWL Chart: trip to farm and zoo - Social writing: thank-you letter to farm <p>Literature Response: draw a picture in response to a story (Brown Bear)</p> <p>Journal Writing: pictures and invented spelling and dictation</p> <p>Graphic Organizer: hamburger (modeling beginning, middle, and end)</p> <p>Benchmark for composition: forms letters in name -- works towards use of a capital at the beginning and the remaining letters lower case</p> <p>Six Traits of Writing: Voice</p> <p>Special Programs Used: BEST</p>	<p>Genre:</p> <ul style="list-style-type: none"> - Signing-in: name - Personal experience: Memory Book <p>Literature Response: draw picture in response to a story</p> <p>Journal Writing: pictures and invented spelling and dictation</p> <p>Graphic Organizer: hamburger (modeling beginning, middle, and end)</p> <p>Benchmark for composition: writes first name working towards use of a capital at the beginning and the remaining letters lower case</p> <p>Six Traits of Writing: Review</p> <p>Special Programs Used: BEST</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none"> - Farm Book: photos and student dictation - Zoo Book: photos and student dictation - Brown Bear...What do You See?: Class Book after zoo trip - Name writing: writes name as independently as possible - Calendar, weather 	<p>Composition Skills:</p> <ul style="list-style-type: none"> - "Memory Book" - Name: writes name as independently as possible - Calendar, weather <p>Six Traits of Writing</p>

	<p>Six Traits of Writing</p> <ul style="list-style-type: none"> Begins to understand the author/student as the owner of the writing <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (3+) (modeled) -beginning/end (modeled) -left to right progression (modeled) -look for other letters -model and discuss: indenting, capital letter at the beginning of a sentence, period at the end <p><u>DOL/DLP:</u> Daily message</p>	<ul style="list-style-type: none"> Review all prior skills <p><u>Reference Materials:</u> environmental print, songs, poems, finger plays, class books, rules posted</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> -sentences (3+) (modeled) -beginning/end (modeled) -left to right progression (modeled) -look for other letters -model and discuss: indenting, capital letter at the beginning of a sentence, period at the end <p><u>DOL/DLP:</u> Daily message</p>
Assessment	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: less dictation, more invented/real spelling Observation -- left to right progression, top to bottom Class books and individual writing pieces used to document children's understanding and growth Anecdotal records Kindergarten Screening 	<ul style="list-style-type: none"> Journal used as assessment tool throughout the year: less dictation, more invented/real spelling Observation -- left to right progression, top to bottom Class books and individual writing pieces used to document children's understanding and growth Anecdotal records
Resources		