

Kindergarten Writing and the Common Core: CCSS Progression Overview

by Nellie Edge 10/2013

Narrative Writing: *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.*

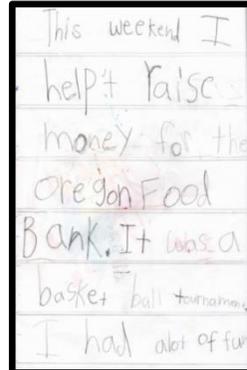
See our Pinterest boards for additional samples.



Published Books



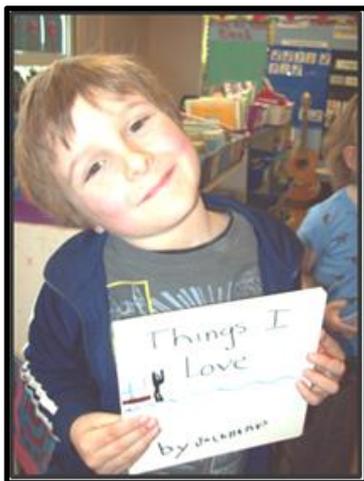
Weekend News Journals



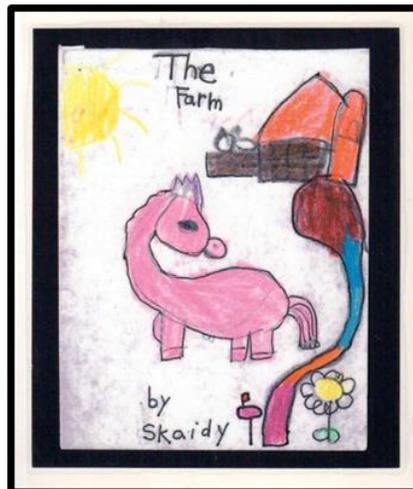
On-Demand Reflection

- Early in the year, we cement knowledge of letters and sounds through musical multisensory strategies: **Children learn ABC Phonics: Sing, Sign, and Read!** We also provide systematic, personalized **handwriting** instruction beginning with each child's name. *(If handwriting motions are not efficient, it interferes with the whole writing process.)* Ch. 2&3.
- **Based on familiar songs, we use drawing, dictating, writing, and photos** to make class books about our lives together as kindergarten friends and learners. *(Our lives are worth talking, singing, drawing, and writing about!)* Ch. 1.
- We build fluency with high-frequency "**heart words**" and **power sentences**: "I love you." "I see the dog." "This is my house." Ch. 4.
- **The Writing/Thinking Workshop** provides authentic phonics practice. Children learn to listen and record sounds, using phonetic spelling. Additional short **CVC word practice** (small groups) is provided as needed to support the writing-to-read process. Ch. 5 (142, 143)
- **Interactive Story Songs and Musical Dramas are used as models** for building narrative stories, vocabulary, and sequencing for writing. ♪ "Here's a Little Birdie" ♪ (25b) "The Bear Went over the Mountain" ♪ "Peanut Butter and Jelly": First you take the dough...then, next, last. (176)
- **Begin with predictable texts!** Children internalize language and story patterns from mentor texts, using the frames for their own ideas: *I Have a Cat*, (246) *I Love the Mountains*. (250)
- Making "**Stamp and Read Skinny Books**" teaches concepts about print, and builds high-frequency sight vocabulary: "I see the..." "This is a ..." Stamping is soon replaced with fluency writing of power sentences: "I see a dog." "This is the cat." "I love Mom." (206-212)
- The *Sing, Sign, Spell, and Read!* song "This Is My House" provides an aesthetic experience with the word "house" while building narrative storytelling and drawing with details. (125)
- **Narrative News Stories:** Family News, Good News, Bad News, Ouch News invite children to independently craft personal narratives. Minilessons explore ways to provide a reaction to what happened. Student samples are shared, celebrated, and emulated. (204)
- Engagement in Read and Sing Big Books™ such as *I Can Read Colors*, *I Have a Cat*, *The More We Get Together*, *I Love the Mountains* and *Miss Mary Mack* builds motivation for Nellie Edge **Read and Sing Book Club**, and establishes the **nightly Reading-at-Home habit**.(237-251)

- **Home/School Book Buddy Bags** are a motivating opportunity for children to draw, dictate, and write about class mascots and **encourage family literacy**. Photos are often added. (182)
- Children use small **Folded Books** (aka "squish books") to frame their narrative writing which encourages use of smaller print, book title, and invites multiple sentences about an event or story. (242a-246)
- Mo Willems **Elephant and Piggie books** (and our Book Club!) encourage children to try on the narrative style of author and illustrator Mo Willems. (252)
- We learn to sing and sign comprehension questions ♪ **Who? What? Where? When? Why? and How?** These are soon embedded in long-term memory to support the drawing, storytelling, reading, writing, and thinking process—K-12!
- We build handwriting and word work fluency, stamina, and joyful learning through writing engaging **"secret messages"**: I love you, Thank you. Josh was here. (124a)
- The Home/School **Weekend News Journal** is an authentic and powerful invitation to narrate a single event or several loosely-linked events and provide a reaction: "I went to..." "It was fun!" (184a)
- We create **"About the Author"** pages to celebrate our prolific illustrators and authors throughout the year. (307)
- **Song Picture Books** simultaneously build English language fluency and writing-to-read success. (237)
- **End-of-year published books** feature a child's first draft which is **proofed, edited, revised, polished,** and shared with the world! (Copies are made and used as future mentor texts.) (207)
- **P.S.** We memorize, recite, and perform (illustrate and read!) Poetry and Song: I Love the Mountains, I Can Read Colors, I Love the Earth, What a Wonderful World, Bugs, Always Be Kind to Animals: Oral language fuels prolific kindergarten writers! (261)



Publishing books



Writing-to-Read



Writing like Mo Willems

Joyful pathways to writing in the Common Core...and so much more!

Opinion Writing: 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...*).



News Stories



Published books: Because...

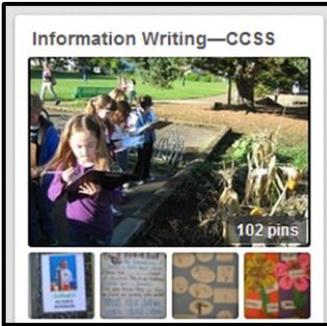


My Favorite Book

In kindergarten we create a safe and joyful community of friends and learners. We sing, talk, and write a lot, and we value each other's opinion.

- We emphasize that good **handwriting matters**: right from the start! (*We have the opportunity to plant lifelong habits for efficient handwriting.*) Ch. 3
- **Name tickets** are used for **opinion graphs**: Which is your favorite version of *The Gingerbread Man*? **How shall we carve our pumpkin?** Which is your favorite color? (72, 249)
- We learn to write as we **Sing, Sign, Spell, and Read!** important opinion words "by heart"— ♪ **because, like, favorite**. We do "quick writes" of opinion words to build fluency. More proficient writers begin using the words "because" and "favorite" early in the year. (313a)
- **Writing Workshop** is a **thinking/drawing/planning/rehearsing/rereading experience**. We build stamina for the hard work of being a writer. Ch. 5 (152)
- Children take **writerly/scientific walks** and notice the changing seasons. What do you like about the season? Which season do you like best? Why? Minilessons connect nature and writing. (177a)
- Diverse learners all have the scaffold to be successful and voice their preferences with **List Writing**: My favorite animals, My favorite colors, My favorite costumes... (Independent **Word Work**) (199)
- After we build fluency with **the secret message "I love you,"** we teach the word "**because**" and expect children to state their opinions. This may lead to (first draft) **Folded Books** or later published books: *Things I Love, Cats are the Best, I Do Not Like Bugs!* (250)
- **Literature responses** to stories and poems: *What Made the Ladybug Grouchy?* Children share opinions and respond on Post-It notes. Which is your favorite version of *The Three Little Pigs*? **Why?**
- Mother's Day invites opinions: "**I love my Mom because...**" Pet study also culminates in writing.
- **Memorized poems** such as *Bugs* by Karla Kuskin inspire responses: I like/do **not like** bugs because...
- **Children as journalists state opinions**: *Good News/Sad News*. Work is honored and displayed. (204)
- **6-page blank Folded Books** naturally invite the writer to **name their book** and elaborate on one topic. Texts may become published books. *My Book* soon becomes *Bugs* or *I Have a Dog*. (246)
- Children discuss and **write about favorite books**: My favorite Nellie Edge Read and Sing Big Book is *Goodnight Irene* because... My favorite Mo Willems book is... because...and because... (251)
- An in-depth October study of **Nocturnal Animals** with much drawing and labeling later becomes a writing piece: My Favorite Nocturnal Animal is... because... (88)
- The year-long theme of **How to Be a Friend** becomes an on-demand writing piece in spring.
- The song ♪ **I love the Earth** ♪ is a mentor song text for Earth Day and nature writing, and provides inspiration and language for end-of-year published books: *The World is Beautiful*. (300a)
- Reflection: "**What I liked about kindergarten**" becomes end-of-year, on-demand writing piece. (318)

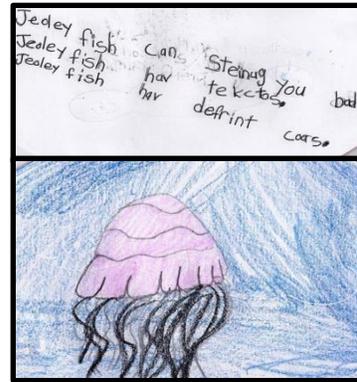
Information Writing: *W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*



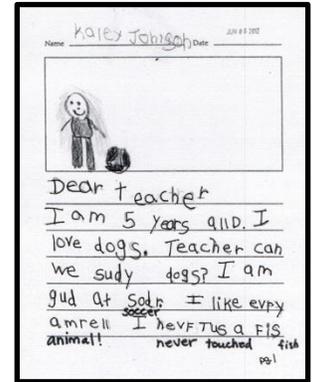
Writerly/Scientific Walks



Science Notebooks



Independent Book Making



On-Demand Writing

- We teach children how to **draw with detail and to label their drawings**: cat, tree, me, house...
- Children use labeled photos and **write lists**: groceries, favorite ABC/Phonics animals, names of friends. They build independence and stamina as writers and learners. (58)
- Children discuss the **names of books and paintings** ("Starry Night" by Van Gogh, "Sunflowers" by Monet). Minilessons teach the **concept of naming** paintings and pieces of writing. (79)
- Proficient writers—and all children—are invited to become **animal researchers** and to present their learnings; they take home ABC/Phonics Science Notebooks, and become "experts." (54)
- **Interactive and modeled writing** occurs before and after **field trips**: New writing grows from our trip to the pumpkin patch, apple orchard, pond, and fire station... (175, 176)
- Children make "**Rubber Band Books**" to further develop drawing skills and fluency with high-frequency "heart words." They use writing conventions: spacing, capital/lowercase, punctuation, and sentence patterns. **Stamina, fluency, and independence underlie Word Work.**
- **Weekly Science Notebook** entries develop observational drawing and writing: Children document scientific inquiry, close observation and hands-on science experiments. (264)
- **Fall writerly/scientific walks** teach children to notice details, record observations, and/or collect leaves. **Dramatizing songs and poems about leaves builds vocabulary and metaphors** for writing throughout the year. The study of trees, leaves, seasons, and weather is reflected in children's writing and drawing. (377a)
- **Children use Folded Books, Rubber Band Books, and Skinny Books** to do independent **word work** and writing pieces about their study of nocturnal animals, ocean animals, the rain forest, Chinese New Year, class pets, and individual topics of fascination.
- Children delight in procedural writing of **How-to Books**: How to Make Play Dough • How to Be a Friend • How to Do a Fire Drill • How to Line Up • How to Be a Princess (Choose topic and rehearse the language "First, next, then, last...") (307b)
- Spring **study of birds** becomes a family research project including poetry, song, and dance.
- The animal version of the song ♪ "Goodnight Irene" and ♪ "The Habitat Song" support writing.
- Our "**Sciencing Songs**" are often models for Information Writing: ♪ Metamorphosis ♪ Oviparous ♪ Here's a Little Birdie ♪ Peanut, Peanut Butter. (269)
- **Nonfiction home/school Book Buddy Bags** inspire writing about reptiles, horses, bears... (182)
- All about Me: **A Letter to My First Grade Teacher** becomes a powerful, motivating, end-of-year, on-demand writing piece. (235)
- Memorized and illustrated collections of children's songs and poems are gathered weekly into individual "I Can Read" Notebooks. Oral language fuels the writing process all year long. (261)

Kindergartners learn to observe, think and draw like scientists: Inquiry and connections to the natural world provide joyful pathways to the Common Core and so much more...