

Kindergarten Writing and the Common Core: CCSS Progression Overview

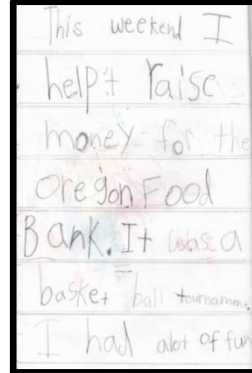
Narrative Writing: *W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.* See our Pinterest boards for additional samples.



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." "I like my cat." "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 the dog." "This is my cat." "I love Mom." (206-212)
- The **Sing, Sign, Spell, and Read!** song "This Is My House" provides an illustration study and an aesthetic experience exploring the word and image "house" while building skills in 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*, *Mary Wore Her Red Dress*, 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 language fluency and writing-to-read success. (237)
- Monthly on-demand writing samples and Writing Workshop Notebook pages provide ongoing assessment.
- **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



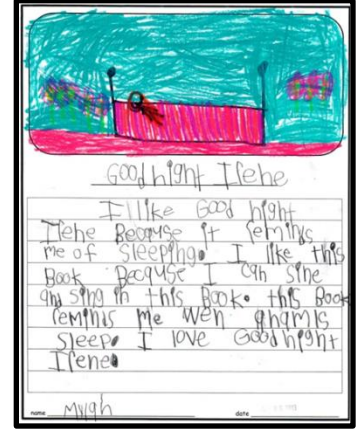
Writing-to-Read



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...*).



In kindergarten we create a safe and joyful community of friends and learners. We engage in deep studies and learn questioning strategies. 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 work of being a writer. Ch. 5 (152) "**I Can**" **Writing Goals Chart** documents progress.
- 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 **Friendship** becomes an on-demand writing piece: I like my friend because....
- 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)

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

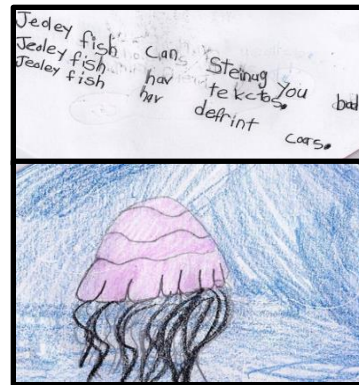
Information Writing: *W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*



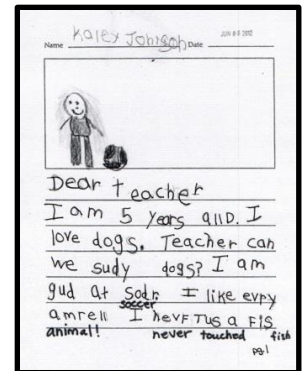
Writerly/Scientific Walks



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 word sentences". 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 and sciencing songs** encourage children to notice details, record observations, and 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/drawing. (377a) Assessment samples are studied.
 - **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) ♪ Fall Is Here ♪ Spring Is Coming
 - **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, songs, and connections to the natural world provide joyful pathways to the Common Core...and so much more!**