

## Highland Park Kindergarten Reading Curriculum

### Standard Title: Writing

#### Course Information

*Course: Kindergarten Reading*

*Length: 1 year- 90 minutes per day*

***Brief Basic Description:*** Writing at the kindergarten level will focus on a combination of drawing, dictating and writing. With guidance and support students will respond to questions and suggestions from peers and add details to strengthen writing as needed. Students will explore a variety of digital tools to produce and publish writing. Finally, students will participate in shared research and writing projects.

#### ESSENTIAL UNDERSTANDING:

*Kindergarten literature curriculum is designed to:*

- Use a combination of drawing, dictating, and writing to compose opinion pieces.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- Use a combination of drawing, dictating, and writing to narrate a single event or tell the events in the order in which they occurred and provide a reaction to what happened.
- Respond to questions and suggestions from peers and add details, with guidance and support.
- Explore a variety of digital tools to produce and publish writing with prompting and support.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question, with prompting and support.

#### Course Objectives and Expectations:

**EX:**

- Write name correctly
- Form letters correctly

#### Student Objectives-

**EX:**

- I can tell others if I like or don't like a book.
- I can give others information about a book.

- I can give others information about what happened in a story and tell you how it made me feel.
- I can add describing words to writing.
- I can use digital tools to make a story.
- I can tell what books are written by the same author.
- I can recall information or get information different things.

**Pacing:**

**These standards are practiced through all trimesters, with a goal that students will apply a greater depth of knowledge by the end of trimester three.**

**Writing**

<b><u>Writing</u></b> <b><u>Trimester One</u></b> <b><u>Twelve Weeks</u></b>	<b><i>RW.K.2</i></b>	With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.
	<b><i>RW.K.3</i></b>	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.
	<b><i>RW.K.5</i></b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b><i>Weeks 6-12</i></b>	<b><i>RW.K.7</i></b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians.
	<b><i>RW.K.8</i></b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians.

<b><u>Trimester Two</u></b> <b><u>Twelve Weeks</u></b>	<b><i>RW.K.9</i></b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.
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<b><u>Trimester Three</u></b> <b><u>Twelve Weeks</u></b>	<b><i>RW.K.1</i></b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an
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		opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
	<b>RW.K.6</b>	With prompting and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Timeline:**

- Trimester 1 (12 weeks)
- Trimester 2 (12 weeks)
- Trimester 3 (12 weeks)

**Montana Content Standards:**

**Text Types and Purposes**

**RW.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 . . .*).

**RW.K.2** With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

**RW.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.

**Production and Distribution of Writing**

**RW.K.4** Begins in grade 3

**RW.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **RW.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**RW.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians. **RW.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians. **RW.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.

**RW.K.10** Begins in grade 3

**Resources:**

- **Montana Content Standards**
- **Reading Street Reading Series**
- **Highland Park Kindergarten Reading Matrix**
- **Havre Public Schools K-5 Standards Based Report Card Parent Handbook**