

KPBSD ELA CURRICULUM

KINDERGARTEN – WRITING STANDARDS

Desired Results

<p>PRIORITY STANDARDS</p> <p>K.W.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.</p> <p>K.W.3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.</p> <p>SUPPORTING STANDARDS</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to convey information in written form to others on a chosen topic. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers think of an idea, remember it, and record it. • Writing can teach the reader how to do something, share their opinion, give information on a topic, or tell about an event. • Using a story map or graphic organizer can help them write effectively. • Writers can add details to their writing or illustrations to relay more information about their topic. • Listening to others provide feedback can improve their writing. • Books and technology can be used as resources for developing and gathering information for writing purposes. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • How do writers use what they know to help them begin to write? • How can drawing, dictating, and writing expand my ability to convey real or imagined experiences and events? • Why should writers add details to their writing or illustrations to better inform or explain? • How can I express my opinions about a topic or book? • How can listening to others make my writing better? • How can I gather useful information for writing about true information? • How can I use various digital tools to produce and publish writing?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to draw or write to help share what they think. • How to draw or write to help explain about a topic. • How to draw or write to tell an organized story about something that has happened. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Telling stories to partners. • Recording ideas on paper using pictures. • Recording ideas using labels and words. • Knowing that a sentence is comprised of a series of words that tell a common idea. • Identifying supplies and tools of the classroom to write. 	

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	<ul style="list-style-type: none"> • How to listen to friends' ideas to help add details to their stories. • How to use a computer or tablet to publish their writing. • Helping their class learn about a subject and then write about it. • How to use what they know and have read about to answer questions. • They are authors who have ideas worth recording. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
CQA standards aligned rubric Developmental writing rubric	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Shared writing • Journal writing • CQA writing 	
	OTHER EVIDENCE: Teacher Observation	
Vocabulary		
Draw Tell Write Letter Word Sentence Compose Inform Explain Opinion	Combine Details Edit Peers Order Events Suggestions Complete Topic Reaction	Descriptive Publish Present Collaborate Partner Fact/Fiction Like/Dislike Reason Explain

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Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with my own id and password and shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, and double click.
- Use gestures to navigate a handheld device (swipe, click, zoom, open, and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, and printer.
- Use and talk about the keyboard keys: Enter, Backspace, letter keys, and number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet can be used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.