

## **Kindergarten Skills, Strategies and Outcomes**

### **District 102 Priority Standards - Kindergarten**

*By the end of the year, a kindergartner should be able to write a couple of sentences for each type of writing, but it's important to remember that under the Common Core standards, drawing as well as dictating sentences to reflect their opinion, what they've learned, and to tell a story, all are defined as writing.*

#### **Skills and Strategies Used During the Writing Process**

- Follows directions, routines, and writing workshop procedures
- Thinks about and discusses an author's process, from considering what to tell to deciding how it will be told
- Works with partner cooperatively, listens carefully, and shares information
- Makes and writes about connections to books read aloud and uses illustrative techniques modeled or shown
- Identifies how a combination of drawing, dictating, and writing can work together in a text
- Thinks about what he/she knows or likes to do to generate writing/drawing ideas
- Considers purpose, audience, and commitment to his or her idea when deciding what to develop and publish
- Reflects on and rereads work to select an idea to stick with and publish
- Recognizes how stories can focus on one event, told in sequential order, and tries this story structure
- Rereads draft to see what changes could be made and adds details to enhance the writing piece
- Considers audience and partner's feedback to determine if revisions need to be made in order to improve writing
- Learns about and understands the editing process in order to check writing for correct mechanics
- Shares or presents writing to others
- Reflects on the writing that has been done and its meaning as part of his/her growth as a writer
- Sets goals for future writing pieces

#### **Writing Fundamentals: Mentor and Anchor Texts**     [Kindergarten](#)

##### **How Writers Work Unit**

*Student Outcomes - In Grade K, with prompting and support children will:*

- Learn the routines, rituals, and resources of the Writing Workshop
- Demonstrate an interest in collaborating and sharing thoughts and ideas with their classmate(s)
- Listen to published books as a reader and a writer
- Begin to think about the decisions writers make in their writing and the reasons why they make them
- Explore what inspires writers to write
- Recognize the important roles that pictures play when developing or telling a story
- Incorporate strategies, skills or techniques they have learned from the mentor texts into their own writing
- Learn about themselves as writers by developing a writing identity

#### **How Writers Work Overview for Families**

##### **Personal Narrative Unit**

*Student Outcomes - In Grade K, children will:*

- Make personal connections with story characters, ideas, and themes presented in the mentor texts
- Understand the features and structures of personal narrative writing
- Compare books and authors, closely looking at topic, theme, illustrations, author's craft, and/or style
- Understand how words and pictures work together to tell the details of a story
- Identify words that create images, sound interesting and evoke feelings
- Use a combination of drawing and writing to narrate a single event or several loosely linked events

- Write and draw about personal experiences or events in the order in which they occurred
- Reread and/or revise their writing to ensure clarity and to elaborate on their stories
- Publish a personal narrative by developing, planning, revising, editing, and preparing their piece for an audience of readers

### Personal Narrative Overview for Families

#### **List and Label Unit**

*Student Outcomes - In Grade K, children will:*

- Explore the various reasons or purposes for list and label books
- Discover and name the features of list and label books
- Listen for the sound of various list and label books
- Recognize the key role illustrations play in list and label books
- Draw on knowledge of sound-letter relationships to label pictures
- Notice the different looks or layouts of list and label books
- Focus on a topic and provide information using a list structure
- Add details to their pictures and words when revising their writing
- Edit and publish a list and label book to share with an audience.

### List and Label Overview for Families

#### **Nonfiction: How-to Books Unit**

*Student Outcomes - In Grade K, children will:*

- Participate in shared research as they learn about different types of informative and procedural writings and their features
- Participate in discussions with diverse partners about the informative and instructional nature of how-to texts and their features
- Consider how some words convey actions (verbs) and others convey time
- Understand the relationship between illustrations and text for procedural writing
- Understand that steps in a process are sequenced chronologically
- Name a topic and supply procedural information about that topic
- Make choices about audience, purpose, and structure
- Publish a how-to book, using a combination of drawing and writing to inform and explain a familiar procedure or process to an audience of readers

### Nonfiction: How-to Overview for Families

#### **FUNctional Writing Unit**

*Student Outcomes - With guidance and support, students in Grade K will:*

- Listen to and discuss the various stories, learning about different types of functional writing from these books and seeing themselves as functional writers
- Recognize that all writing involves purpose and all writers take their audiences into account
- Consider how illustrations communicate and enhance meaning
- Examine the roles of persuasion and purpose in functional writing
- Recognize and appreciate the functional writing in the world around us
- Engage in active learning by being asked questions about functional writing while also asking their own questions about it
- Use a combination of drawing, dictating, and writing to create various types of functional writing, such as letters, lists, labels, maps, postcards, advertisements, and signs
- Respond to questions and suggestions from teachers and peers to revise and strengthen writing as needed
- Publish a persuasive letter in which they state an opinion about a topic and give supporting reasons

### FUNctional Writing Overview for Families

