## Kindergarten Writing Overview 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

### Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- [Practice Writing Letters and Words](#)
- [How to Help Children Write a Story](#)
- [How to encourage Higher Order Thinking](#)

### Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing Workshop, Phonics and Word Study.
Interactive Read Aloud - Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

Reading Workshop - During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

Writing Workshop - During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

Phonics and Word Study - During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

Adopted Resources
Elementary: https://www.fortbendisd.com/Page/93917

Grading Period 1

<table>
<thead>
<tr>
<th>Unit 1: Oral Storytelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Date Range: 8/14 – 8/23</td>
</tr>
<tr>
<td>Estimated Time Frame: 8 days</td>
</tr>
</tbody>
</table>

Unit Overview:
This foundational unit lays the groundwork for writing workshop. This unit is based on the belief that writing begins with oral telling of stories. It begins with building on what children already know how to do: talk.

In this unit, students learn that everyone has a story to tell. Students learn to share their stories with others. Once students understand they have stories to tell they begin to translate their oral stories into drawings and share their drawings with others.

Big Ideas:
- Writers talk and draw stories about their favorite memories.

Essential Questions
- How do writers tell stories?

Concepts within Unit #1

<table>
<thead>
<tr>
<th>Concept #1: Writers are Storytellers</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Writers are Storytellers</td>
<td>K.1(A), K.1(B), K.1(C), K.1(D), K.10(A), K.10(B), K.2(E), K.10(E), K.11(A), K.9(A)</td>
</tr>
</tbody>
</table>

Integrated Standards:
- K.1(E), K.9(E)

Phonics, Spelling and Word Study
- K.2(A), K.2(A)vi, K.2(A), K.2(A)iv, K.2(A)vi, K.2(D), K.2(D)iv, K.2(D)ii, K.2(A)iii

Unit 2: Writers Build Good Habits

Estimated Date Range: 8/26-9/20
Estimated Time Frame: 19 days
Unit Overview:
The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students. Teachers follow a framework to teach the writing process and to model writing strategies:
• Mini-lesson- teach the writing process and model writing strategies
• Independent Writing- provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics
• Conferring- provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions
• Share time- provides opportunities for students to discuss and share what they have written

In the first concept, *We Are All Writers*, writers will learn the expectations, procedures, and routines for writing workshop. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

In the second concept, *Writers Use the Writing Process*, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

In the third concept, *Writers Work With the Teacher*, writers learn the procedures for conferring and working in a small group with the teacher.

Big Ideas:
• Writing partners help us problem solve and make our stories better.
• Writers try strategies that they teacher models. They take risks to try new things.
• Writers re-read their work and add more details to their picture and words.
• Writers write about memories, things they are learning about, places they go, the world around them, the books they read, etc.

Essential Questions
• What makes a good writing partner?
• What is my role during writer’s workshop?
• How do writers make their best work?
• What do writers write about?

<table>
<thead>
<tr>
<th>Concepts within Unit # 2</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: We Are All Writers</td>
<td>K.10(A), K.10(B), K.10(C), K.10(D), K.10(A), K.10(B), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A)</td>
</tr>
<tr>
<td>Concept #2: Writers Learn the Writing Process</td>
<td>K.10(A), K.10(B), K.9(A), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A)</td>
</tr>
<tr>
<td>Concept #3: Writers Work With the Teacher</td>
<td>K.10(A), K.10(C), K.10(D), K.2(E), K.10(E), K.11(A), K.11(B), K.9(A), K.10(A), K.10(B)</td>
</tr>
<tr>
<td>Integrated Standards:</td>
<td>K.1(E), K.9(E)</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study:</td>
<td>K.2(A)vi, K.2(B), K.2(B)ii, K.2(A)iii, K.2(D)v</td>
</tr>
</tbody>
</table>

Unit 3: *Writers Write Books About Their Lives*
Estimated Date Range: 9/23-11/1
Estimated Time Frame: 27 days
Unit Overview:
In this unit, writers will use the writing process to make books about their lives. This can be in the form of a list. Kindergarten students come to our classrooms as budding authors full of stories and information from their own lives. Students will share facts about their lives across the pages.

In concept one, *Writers Use Sketches and Labels to Teach Readers About Their Lives*, writers think about what they want to share about their lives and sketch, list, and label it.

In concept two, *Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others*, writers add labels and their sketches into more elaborate drawings to help the reader understand their writing better. Students will learn about descriptive words in this concept to help their writing be more interesting to readers.

Big Ideas:
- Good writers add details to their picture and add letters and words to their picture.
- Writers add color and details to pictures to help the reader understand what the writer is trying to say.

Essential Questions
- How do I make my writing sparkle?
- How do writers use pictures to add to the meaning of their writing?

<table>
<thead>
<tr>
<th>Concepts within Unit # 3</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Writers Use Drawings and Labels to Teach Readers about Their Lives</td>
<td>K.10(A), K.10(B), K.9(A), K.2(E), K.11(B), K.10(D)vii, K.10(D)ix, K.2(C)ii, K.9(C)</td>
</tr>
<tr>
<td>Concept #2: Writers Elaborate in Their Writing and Illustrations to Teach Readers About Their Lives and Share Their Work with Others</td>
<td>K.10(C), K.10(D), K.10(D)vii, K.10(E), K.9(A), K.2(E), K.11(B), K.10(D)v, K.10(D)vii, K.10(D)ix, K.2(C), K.2(C)ii, K.9(C)</td>
</tr>
<tr>
<td>Integrated Standards:</td>
<td>K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E)</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study:</td>
<td>K.2(A)v, K.2(A)x, K.2(B)i, K.2(B)ii, K.2(A)iii, K.2(D)v</td>
</tr>
</tbody>
</table>

Grading Period 2

**Unit 4: Writers Write Books About What They Know**

Estimated Date Range: 11/4-12/19
Estimated Time Frame: 29 days

Unit Overview:
In this unit, students choose a topic they know about and write about it across the pages. Students will continue to work on how to elaborate in their writing so the reader understands their message better. This type of writing is informational writing, but requires no research. Students will think about what they know and write about those topics.

In concept one, *Writers Use Sketches and Labels to Teach the Reader About a Topic*, students will generate a list of topics they know a lot about, choose their best idea, and write about it by using sketches and labels.

In concept two, *Writers Elaborate and Share Their Writing with Others*, students use descriptive words to make sentences about their topic. Students also learn about different types of punctuation in this concept. Once students have created their books, they will share their work with others and celebrate the hard work that went into the unit.
Big Ideas:
- Writers can write about things they know a lot about and like.
- Writers add details and share their work with others to make sure it is their best work.

Essential Questions
- What can writers write about to teach others?
- How do writers make their best work?

<table>
<thead>
<tr>
<th>Concepts within Unit # 4</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Writers Use Sketches and Labels to Teach the Reader About a Topic</td>
<td>K.10(A), K.10(B), K.10(C), K.9(A), K.1(E), K.11(B), K.10(D), K.10(D)iii, K.10(D)ix, K.2(C), K.2(Cj), K.9(C), K.9(D)</td>
</tr>
<tr>
<td>Concept #2: Writers Elaborate and Share Their Writing with Others</td>
<td>K.10(B), K.10(C), K.10(D), K.10(D)vi, K.10(D)j, K.10(D)ii, K.10(E), K.9(A), K.2(E), K.11(B), K.10(D), K.10(D)iii, K.10(D)vi, K.10(D)ix, K.2(C), K.9(C), K.9(D)</td>
</tr>
</tbody>
</table>

Integrated Standards:
- K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.2(C)ii

Phonics, Spelling and Word Study:
- K.2(A)j, K.2(A)iv, K.2(A)v, K.2(A)vi, K.2(A)j, K.2(B)ii, K.2(B)iv, K.2(D)iv, K.2(D)v, K.2(E), K.2(A)iii

Unit 5: Writers Write Personal Narratives
Estimated Date Range: 1/7-2/7
Estimated Time Frame: 23 days

Unit Overview:
In this unit, students focus on writing personal narratives. This writing will require students to think about a moment that was meaningful and write a series of sentences that are in chronological order.

In concept one, *Writers Tell Stories From Their Lives Using Pictures and Words*, students study personal narratives written by others. Then will brainstorm events in their life they would like to write about and talk to their partners about them. Students will then prewrite and draft the idea they want to write about the most.

In concept two, *Writers Revise by Adding Details, Edit, and Celebrate*, students will think about where they were, what was said, and the details of what they saw to make their writing clear and interesting for the reader. Students will end the unit by creating a final draft and sharing their work with others. Students will take time to celebrate their work as writers throughout this unit as well as celebrate their growth as writers.

Big Ideas:
- Writers choose moments that they remember well and are meaningful to write about.
- A good personal narrative has a beginning, middle, end, and details to help the reader understand what happened.

Essential Questions
- How do writers choose a moment in their lives to write about?
- What makes a good personal narrative?

<table>
<thead>
<tr>
<th>Concepts within Unit # 5</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Writers Use Sketches and Labels to Teach the Reader About a Topic</td>
<td>K.10(A), K.10(B), K.9(A), K.9(C), K.10(C), K.10(D), K.10(D)ii, K.10(D)ix, K.2(C), K.11(A), K.9(D)</td>
</tr>
<tr>
<td>Concept #2: Writers Elaborate and Share Their Writing with Others</td>
<td>K.10(B), K.10(C), K.10(D)ii, K.10(D)vi, K.9(D), K.10(E), K.10(D)ii, K.10(D)ix, K.2(Cj), K.2(C)iii, K.11(A)</td>
</tr>
</tbody>
</table>
Integrated Standards: K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.10(D)ii, K.10(D)vii, K.2(C)ii, K.9(C)

Phonics, Spelling and Word Study: K.2(A)ii, K.2(A)vii, K.2(B)ii, K.2(B)iv, K.2(C), K.2(C)ii, K.2(C)iii, K.2(D)iv, K.3(C), K.2(E), K.2(A)ii

Grading Period 3

Unit 6: Writers Learn from Authors
Estimated Date Range: 2/10 – 3/6
Estimated Time Frame: 18 days

In this unit, students will study the work of mentor authors. Students will notice what authors do to make their writing great and try it out in their own writing. The focus will be on editing and revising pieces that have already been written. However, students will still be working on choice pieces.

Big Ideas:
- Writers learn from mentor authors by noticing what the author has done and then trying it in their own writing.
- Writers use craft to make their writing exciting and to help them achieve their purpose.

Essential Questions
- How can writers learn from authors?
- Why do writers use author’s craft?

Concepts within Unit #6

Concept #1: Writers Notice What Authors Do and Try it Out
Concept #2: Writers Use What They’ve Learned From Authors and Publish New Pieces
Integrated Standards:
Phonics, Spelling and Word Study:

Grading Period 4

Unit 7: Writers are Researchers
Estimated Date Range: 3/16 – 4/17
Estimated Time Frame: 23 days

In this unit, students will engage in researching topics and writing research text and how the genre may be used to teach the reader. Kindergartners will gather facts and create sentences about a topic of interest or wonder. Students will organize their sentences over pages and add nonfiction text features to their writing. This unit is very closely linked to the reading research unit.

In concept one, Researchers Think About What They Want to Research and Read More, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, Researchers Gather Facts, students continue to read informational texts and look for facts applicable to their research.
In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

**Big Ideas**
- Readers discover what they are interested in and do research to learn more.
- Researchers use all they know about reading to find facts about a topic of their choosing.
- Researchers organize their information and share what they’ve learned with others.

**Essential Questions**
- Why do readers research?
- How do researchers gather facts?
- What do researchers do with the information they discover?

<table>
<thead>
<tr>
<th>Concept #1: Researchers Think About What They Want to research and Read More</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.10(A), K.10(C), K.10(D)i, K.10(E), K.9(A), K.12(A), K.2(C)i, K.2(C)ii, K.11(B), K.10(D), K.10(B)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept #2: Readers Gather Facts</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.12(A), K.12(C), K.12(D), K.12(E), K.2(C)i, K.2(C)ii, K.11(B), K.10(D)i, K.10(A), K.10(B), K.10(C), K.10(D), K.10(E), K.9(A)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept #3: Researchers Make a Research Plan and Publish Their Work</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.10(A), K.10(B), K.10(C), K.10(D)i, K.10(D)ii, K.10(E), K.9(A), K.12(A), K.12(B), K.12(C), K.12(D), K.12(E), K.2(C)i, K.2(C)ii, K.11(B), K.10(D)</td>
<td></td>
</tr>
</tbody>
</table>

**Integrated Standards:**
K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)ii, K.10(D)iii, K.10(D)iv, K.10(D)v, K.2(C)i, K.2(C)ii, K.2(C)iii, K.2(C)iv, K.2(C)v, K.2(C)vi, K.2(C)vii, K.2(C)viii

<table>
<thead>
<tr>
<th>Phonics, Spelling and Word Study</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.2(B)i, K.2(B)ii, K.2(B)iii, K.2(C)i, K.2(C)ii, K.2(C)iii, K.2(D)i, K.2(D)ii, K.2(D)iii, K.2(D)iv, K.3(C), K.2(A)i, K.2(A)ii, K.2(A)iii, K.2(A)iv, K.2(A)viii</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 8: Writers Show Off Their Skills**
Estimated Date Range: 4/20 – 5/28
Estimated Time Frame: 28 days

This is the culminating unit of Kindergarten, in which students will show off their skills in multiple genres of writing. This unit is meant to celebrate the growth of their writing as Kindergarteners.

In Concept 1, *Writers Write and Revise in Many Genres*, writers will think about the different genres they know and choose a genre to draft a piece of writing. As students continue to explore craft they will try out what authors do in their own pieces.

In Concept 2, *Writers Publish and Celebrate Their Writing in Kindergarten*, students will spend several days publishing their work and sharing it with others. Students should spend time reflecting on their growth and celebrating their success at writers.

<table>
<thead>
<tr>
<th>Concept #1: Writers Write and Revise in Many Genres</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.10(A), K.10(B), K.10(C), K.10(D)ii, K.10(D)i, K.10(E), K.9(A), K.9(B), K.9(C), K.9(D), K.10(D)ix, K.2(C)i, K.2(C)ii, K.11(A), K.11(B)</td>
<td></td>
</tr>
<tr>
<td>Concept #2: Writers Publish and Celebrate Their Writing in Kindergarten</td>
<td>K.10(C), K.10(E), K.9(A), K.9(B), K.10(D)vii, K.10(D)i, K.10(D)ix, K.2(C)ii, K.2(C)iii, K.11(A), K.11(B), K.9(C), K.9(D), K.10(B)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integrated Standards:</td>
<td>K.2(E), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.9(E), K.10(D)iv, K.10(D)iii, K.10(D)v, K.10(D)iiii, K.10(D)i, K.10(D)ii, K.10(D)vi, K.2(C)ii</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study:</td>
<td>K.2(A)i, K.2(A)ii, K.2(A)vi, K.2(A)vii, K.2(A)viii, K.2(A)ix, K.2(A)x, K.2(B)i, K.2(B)ii, K.2(B)iii, K.2(B)iv, K.2(C)i, K.2(C)ii, K.2(C)iii, K.2(D)v, K.2(E), K.3(C), K.2(A)i, K.2(A)iv, K.2(A)vii, K.2(B)i</td>
</tr>
</tbody>
</table>