

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 1

Strand: Writing Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. I	With help, I can ask and answer questions about my writing. I can add details to my writing.	Application	Details Questions Suggestions
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Colorado SS: W.5

Strand: Writing Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) I 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. I	I can add information to a class project. With help, I can write about events or information.	Application Comprehension	Author Events Explore Information Opinion
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Colorado SS: W.7, W.8

1. Identify a clear purpose for research or inquiry (if the class is learning about trees, is my need to know more about pets related?)
2. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.
3. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)
4. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
5. State, elaborate, and exemplify the concept of fair-mindedness.
6. Dictate questions that arise during instruction.
7. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.

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SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. I d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why how</i>). I e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). I 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation. I c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). I d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. I</p>	<p>I can write upper and lowercase letters.</p> <p>I can use question words.</p> <p>I can tell where by using prepositions when I write.</p> <p>I can correctly name end punctuation. I can write a letter for consonant or short vowel sounds. I can spell simple words by writing the sounds that I hear.</p>	<p>Application</p> <p>Comprehension</p> <p>Knowledge</p> <p>Knowledge Application</p> <p>Analysis</p>	<p>Consonant Exclamation Point How Lowercase Period Punctuation Question Mark Question words Short Vowel Uppercase What When Where Who Why</p>
<p>Colorado SS: L.1a, L.1d, L.1e, L.2b – L.2d 1. Use proper spacing between words 2. Write left to right and top to bottom 3. Use appropriate pencil grip</p>			

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GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

<p>Strand: Language Vocabulary Acquisition and Use 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. I b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). I c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). I d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. I</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. I</p>	<p>I can sort objects into categories.</p> <p>I can name opposites.</p> <p>I can make real life connections between words and their use.</p> <p>I can act out the meanings of similar words.</p> <p>I can use new words and phrases that I've learned from reading text.</p>	<p>Comprehension</p> <p>Comprehension</p> <p>Analysis/Synthesis</p> <p>Application</p> <p>Application</p>	<p>Action Category Connections Group Meanings Opposites Phrases Sort</p>
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Colorado SS: L.5a – L.5d, L.6

1. Express words and word meanings as encountered in books and conversation
2. Use new vocabulary that is directly taught through reading, speaking, and listening
3. Relate new vocabulary to prior knowledge

i-Ready lesson (5a): Categorizing Words

i-Ready lessons (6): Primary Color Words; Secondary Color Words; Other Color Words; Size Words; More Size Words; Direction Words; Position Words; More Position Words; Words for Children; Words for Family Members; Days of the Week; Words for Pets; Words for Zoo Animals; Words for Farm Animals; Classroom Words: Activities; Action Words for Play; More Action Words for Play; Action Words for Every Day; Words for Seasons; Classroom Words: Written Directions; Classroom Words: Math; Classroom Words: How Many and How Much; Playground Words; Words for Forest Animals; Firefighter Words; Words for Winter Clothing; Words for Vacation Places; Dog Words; More Dog Words; Words for the Five Senses; Words for City Places; More Words for City Places; Words for People; Words for Holidays; More Words for Holidays; Words for Time; More Words for Animals; Words for Musical Instruments; Words for Compass Directions; Words for Exercise

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

RESOURCES AND NOTES FOR QUARTER 1:

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 2

Strand: Writing Text Types and Purposes 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. I	I can write about an event or a series of events.	Application	Dictating Drawing Narrate Writing
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Colorado SS: W.3			
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Strand: Writing Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. C	With help, I can ask and answer questions about my writing. I can add details to my writing.	Application	Details Questions Suggestions
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Colorado SS: W.5			
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Strand: Writing Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) C 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. C	I can add information to a class project. With help, I can write about events or information.	Application Comprehension	Author Events Explore Information Opinion
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Colorado SS: W.7, W.8 1. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?) 2. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve 3. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.) 4. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking 5. State, elaborate, and exemplify the concept of fair-mindedness 6. Dictate questions that arise during instruction 7. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry			
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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. M b. Use frequently occurring nouns and verbs. I d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why how</i>). C e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). C</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i>. I b. Recognize and name end punctuation. M c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). C d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. C</p>	<p>I can write upper and lowercase letters. I can use nouns and verbs. I can use question words.</p> <p>I can tell where by using prepositions when I write.</p> <p>I capitalize the first word in a sentence. I can capitalize the pronoun <i>I</i>. I can correctly name end punctuation. I can write a letter for consonant or short vowel sounds. I can spell simple words by writing the sounds that I hear.</p>	<p>Application Application Comprehension</p> <p>Knowledge</p> <p>Knowledge Application Knowledge Application</p> <p>Analysis</p>	<p>Consonant Short Exclamation Point How Lowercase Punctuation Period Question Mark Question words Uppercase Vowel What When Where Who Why</p>
<p>Colorado SS: L.1a – L.1b, L.1d – L.1e, L.2a – L.2d 1. Use proper spacing between words 2. Write left to right and top to bottom 3. Use appropriate pencil grip</p>			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>.) I</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. M b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C c. Identify real-life connections between words and their use (e.g., note places at school that are <u>colorful</u>). C d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. C</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. I C</p>	<p>I can tell two meanings for a word.</p> <p>I can sort objects into categories.</p> <p>I can name opposites.</p> <p>I can make real life connections between words and their use.</p> <p>I can act out the meanings of similar words.</p> <p>I can use new words and phrases that I've learned from reading text.</p>	<p>Comprehension</p> <p>Comprehension</p> <p>Comprehension</p> <p>Analysis Synthesis</p> <p>Application</p> <p>Application</p>	<p>Action Category Connections Group Meanings Opposites Phrases Sort</p>

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Colorado SS: L.4a, L.5a – L.5d, L.6

1. Express words and word meanings as encountered in books and conversation
2. Use new vocabulary that is directly taught through reading, speaking, and listening
3. Relate new vocabulary to prior knowledge

i-Ready lesson (5a): Categorizing Words

i-Ready lessons (6): Primary Color Words; Secondary Color Words; Other Color Words; Size Words; More Size Words; Direction Words; Position Words; More Position Words; Words for Children; Words for Family Members; Days of the Week; Words for Pets; Words for Zoo Animals; Words for Farm Animals; Classroom Words: Activities; Action Words for Play; More Action Words for Play; Action Words for Every Day; Words for Seasons; Classroom Words: Written Directions; Classroom Words: Math; Classroom Words: How Many and How Much; Playground Words; Words for Forest Animals; Firefighter Words; Words for Winter Clothing; Words for Vacation Places; Dog Words; More Dog Words; Words for the Five Senses; Words for City Places; More Words for City Places; Words for People; Words for Holidays; More Words for Holidays; Words for Time; More Words for Animals; Words for Musical Instruments; Words for Compass Directions; Words for Exercise

RESOURCES AND NOTES FOR QUARTER 2:

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 3

<p>Strand: Writing Text Types and Purposes 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., <i>My favorite book is . . .</i>). I</p> <p>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. I</p> <p>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. C</p>	<p>I can write about something I like or do not like.</p> <p>I can write to tell someone about a topic.</p> <p>I can write about an event or a series of events.</p>	<p>Application</p> <p>Application</p> <p>Application</p>	<p>Dictating Drawing Informative Narrate Opinion Writing</p>
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Colorado SS: W.1, W.2, W.3

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GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Writing Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. C</p>	<p>With help, I can ask and answer questions about my writing. I can add details to my writing.</p>	<p>Application</p>	<p>Details Questions Suggestions</p>
<p>Colorado SS: W.5</p>			
<p>Strand: Writing Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) C</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. C</p>	<p>I can add information to a class project.</p> <p>With help, I can write about events or information.</p>	<p>Application</p> <p>Comprehension</p>	<p>Author Events Explore Information Opinion</p>
<p>Colorado SS: W.7, W.8</p> <ol style="list-style-type: none"> 1. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?) 2. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve 3. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.) 4. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking 5. State, elaborate, and exemplify the concept of fair-mindedness 6. Dictate questions that arise during instruction 7. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry 			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs. C</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why how</i>). C</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). C</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>. C</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). C</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. C</p>	<p>I can use nouns and verbs.</p> <p>I can use question words.</p> <p>I can tell where by using prepositions when I write.</p> <p>I can correctly name end punctuation.</p> <p>I can write a letter for consonant or short vowel sounds.</p> <p>I can spell simple words by writing the sounds that I hear.</p>	<p>Application Comprehension</p> <p>Knowledge</p> <p>Knowledge</p> <p>Application</p> <p>Analysis</p>	<p>Consonant Short Vowel Exclamation Point How Punctuation Period Question Mark Question words What When Where Who Why</p>
<p>Colorado SS: L.1b, L.1d – L.1e, L.2a, L.2c – L.2d</p> <p>1. Use proper spacing between words</p> <p>2. Write left to right and top to bottom</p> <p>3. Use appropriate pencil grip</p>			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>.) C</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). M c. Identify real-life connections between words and their use (e.g., note places at school that are <u>colorful</u>). C d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. C</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. M</p>	<p>I can tell two meanings for a word.</p> <p>I can name opposites.</p> <p>I can make real life connections between words and their use.</p> <p>I can act out the meanings of similar words.</p> <p>I can use new words and phrases that I've learned from reading text.</p>	<p>Comprehension</p> <p>Comprehension</p> <p>Analysis Synthesis</p> <p>Application</p> <p>Application</p>	<p>Action Connections Meanings Opposites Phrases</p>

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GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Colorado SS: L.4a, L.5b – L.5d, L.6

1. Express words and word meanings as encountered in books and conversation
2. Use new vocabulary that is directly taught through reading, speaking, and listening
3. Relate new vocabulary to prior knowledge

i-Ready lessons (4a): Primary Color Words; Secondary Color Words; Other Color Words; Size Words; More Size Words; Direction Words; Position Words; More Position Words; Words for Children; Words for Family Members; Days of the Week; Words for Pets; Words for Zoo Animals; Words for Farm Animals; Classroom Words: Activities; Action Words for Play; More Action Words for Play; Action Words for Every Day; Words for Seasons; Classroom Words: Written Directions; Classroom Words: Math; Classroom Words: How Many and How Much; Playground Words; Words for Forest Animals; Firefighter Words; Words for Winter Clothing; Words for Vacation Places; Dog Words; More Dog Words; Words for the Five Senses; Words for City Places; More Words for City Places; Words for People; Words for Holidays; More Words for Holidays; Words for Time; More Words for Animals; Words for Musical Instruments; Words for Compass Directions; Words for Exercise

i-Ready lesson (5a): Categorizing Words

i-Ready lessons (6): Primary Color Words; Secondary Color Words; Other Color Words; Size Words; More Size Words; Direction Words; Position Words; More Position Words; Words for Children; Words for Family Members; Days of the Week; Words for Pets; Words for Zoo Animals; Words for Farm Animals; Classroom Words: Activities; Action Words for Play; More Action Words for Play; Action Words for Every Day; Words for Seasons; Classroom Words: Written Directions; Classroom Words: Math; Classroom Words: How Many and How Much; Playground Words; Words for Forest Animals; Firefighter Words; Words for Winter Clothing; Words for Vacation Places; Dog Words; More Dog Words; Words for the Five Senses; Words for City Places; More Words for City Places; Words for People; Words for Holidays; More Words for Holidays; Words for Time; More Words for Animals; Words for Musical Instruments; Words for Compass Directions; Words for Exercise

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GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

RESOURCES AND NOTES FOR QUARTER 3:

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 4

<p>Strand: Writing Text Types and Purposes</p> <p>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., <i>My favorite book is . . .</i>). M</p> <p>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. M</p> <p>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. M</p>	<p>I can write about something I like or do not like.</p> <p>I can write to tell someone about a topic.</p> <p>I can write about an event or a series of events.</p>	<p>Application</p> <p>Application</p> <p>Application</p>	<p>Dictating Drawing Informative Narrate Opinion Writing</p>
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Colorado SS: W.1, W.2, W.3

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GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Writing Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. M</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. I M</p>	<p>With help, I can ask and answer questions about my writing. I can add details to my writing.</p> <p>I can use the computer to publish my work.</p>	<p>Application</p> <p>Application</p>	<p>Details Questions Suggestions</p>
<p>Colorado SS: W. 5, W.6</p>			
<p>Strand: Writing Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) M</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. M</p>	<p>I can add information to a class project.</p> <p>With help, I can write about events or information.</p>	<p>Application</p> <p>Comprehension</p>	<p>Author Events Explore Information Opinion</p>
<p>Colorado SS: W.7, W.8</p> <p>1. Identify a clear purpose for research to inquiry (If the class is learning about trees, it is my need to know more about pets related?)</p> <p>2. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve</p> <p>3. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)</p> <p>4. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking</p> <p>5. State, elaborate, and exemplify the concept of fair-mindedness</p> <p>6. Dictate questions that arise during instruction</p> <p>7. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry</p>			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. M c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). I M d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why how</i>). M e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). M f. Produce and expand complete sentences in shared language activities. I M</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i>. M c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). M d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. M</p>	<p>I can use nouns and verbs. I can add the s or es sound to words when there is more than one. I can use question words. I can tell where by using prepositions when I write. I can write and add to sentences as part of a class project. I can correctly name end punctuation. I can write a letter for consonant or short vowel sounds. I can spell simple words by writing the sounds that I hear.</p>	<p>Application Application Comprehension Knowledge Application Knowledge Application Analysis</p>	<p>Consonant Exclamation Point How Period Punctuation Question Mark Question words Short Vowel What When Where Who Why</p>
<p>Colorado SS: L.1b – L.1f, L.2a, L.2c – L.2d 1. Use proper spacing between words 2. Write left to right and top to bottom 3. Use appropriate pencil grip</p>			

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>.) M b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. I M</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are <u>colorful</u>). M d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. M</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. M</p>	<p>I can tell two meanings for a word.</p> <p>I can use the beginning or ending of a word as a clue to figure out a word's meaning.</p> <p>I can make real life connections between words and their use.</p> <p>I can act out the meanings of similar words.</p> <p>I can use new words and phrases that I've learned from reading text.</p>	<p>Comprehension</p> <p>Application</p> <p>Analysis Synthesis</p> <p>Application</p> <p>Application</p>	<p>Action Connections Meanings Opposites Phrases</p>

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: Kindergarten

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Colorado SS: L.4a – L.4b, L.5c – L.5d, L.6

1. Express words and word meanings as encountered in books and conversation
2. Use new vocabulary that is directly taught through reading, speaking, and listening
3. Relate new vocabulary to prior knowledge

i-Ready lessons (4a and 6): Primary Color Words; Secondary Color Words; Other Color Words; Size Words; More Size Words; Direction Words; Position Words; More Position Words; Words for Children; Words for Family Members; Days of the Week; Words for Pets; Words for Zoo Animals; Words for Farm Animals; Classroom Words: Activities; Action Words for Play; More Action Words for Play; Action Words for Every Day; Words for Seasons; Classroom Words: Written Directions; Classroom Words: Math; Classroom Words: How Many and How Much; Playground Words; Words for Forest Animals; Firefighter Words; Words for Winter Clothing; Words for Vacation Places; Dog Words; More Dog Words; Words for the Five Senses; Words for City Places; More Words for City Places; Words for People; Words for Holidays; More Words for Holidays; Words for Time; More Words for Animals; Words for Musical Instruments; Words for Compass Directions; Words for Exercise

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RESOURCES AND NOTES FOR QUARTER 4: