

**AMHERST PUBLIC SCHOOLS
KINDERGARTEN - ELEMENTS OF QUALITY WRITING**

	FOCUS	STRUCTURE	ELABORATION	STYLE	CONVENTIONS
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Curriculum Units:	<p>Begins to decide what to draw and write to convey thoughts.</p> <p><i>*What event from my life will I choose to write a story about?</i></p>	<p>Builds an understanding that writers structure their texts in various ways by exploring and attempting to use multiple genres.</p> <p><i>*What do I notice about logical order from books we read aloud?</i></p> <p><i>*What kind of paper will I choose to convey message?</i></p> <p><i>*What kind of detail can I show to tell my story?</i></p>	<p>Attempts to expand ideas in pictures and text.</p> <p><i>*How can I work like a writer who understands that when writing is done, I've just begun?</i></p> <p><i>*How can I reread and add to my piece to say more about the story?</i></p>	<p>Begins to understand that writing may be read by others and uses pictures and words to communicate ideas.</p> <p><i>*How can I show what I want to say?"</i></p> <p><i>*How do I begin to see myself as a writer?</i></p>	<p>Recognizes that there are rules for placing text on the page and attempts to use these in their own writing.</p> <p><i>*Do I make a picture to tell a story and have my words match my picture?</i></p> <p><i>*Does my writing reflect my growing awareness of print concepts?</i></p>
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<p>UNIT 1:</p> <p>Launch - How We Work As Writers</p> <p>Explores the way writers work.</p> <p>Learns routines for the Writing Workshop.</p> <p>Participates in establishing a supportive community of writers who share their work.</p>	<p>Becomes immersed in mentor author texts.</p> <p>Engages in Shared and Interactive Writing with teacher modeled writing of topics from personal and shared experiences and memories.</p> <p>Begins to generate ideas through talking, dramatizing, drawing.</p> <p>Launches into life as writer: -tells story -touches page(s) while telling story -puts story ideas on paper</p>	<p>Demonstrates awareness of organization and procedures for Writing Workshop: -pencils -paper -writing folders, journals -accessing and returning supplies</p> <p>Explores picturing a story and then drawing it.</p> <p>Explores making a plan like a writer: -pictures story in mind -draws picture -tells partner the story</p>	<p>Explores the way writers work: observe, talk, research, recall, picture, imagine.</p> <p>Practices picturing a story in mind.</p> <p>Begins to draw pictures to tell story.</p> <p>Begins to show self and others in the story.</p> <p>Attempts looking at finished picture to include more details in the story.</p>	<p>Begins to understand that writing has a message.</p> <p>Explores idea of self as an author.</p> <p>Begins to understand how to draw a picture to tell one true story.</p> <p>Experiments drawing a figure.</p> <p>Begins to use tools of writing workshop: -pencil -paper -writing folder.</p>	<p>Begins to understand that there are conventions for placing text on a page: left to right and top to bottom.</p> <p>Begins to demonstrate proper writing posture.</p> <p>Practices holding pencil correctly with or without a pencil grip.</p> <p>Begins to draw a picture to tell a story.</p> <p>Begins to use date stamp to indicate when story is</p>
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	<p>Explores collecting ideas for writing topics in a tiny topic notepad/list booklet.</p> <p>Observes teacher modeling to learn ways: -to decide on topic that is true -to picture it in mind -a picture can tell a story -to sketch to record personal meaning with representational drawings Attempts to emulate what to do when finished by dating finished work and placing in writing folder.</p>	<p>Explores selecting paper to suit purpose for writing.</p>	<p>Begins to understand what to do when writing is done: -reread to add more details -begin a new story</p>	<p>Begins to understand the difference between a true story and fantasy and includes real rather than imagined events in stories.</p>	done.
<p>UNIT 2:</p> <p>Pictures Tell Our Stories: Representational Stories</p> <p>Oral Storytelling</p> <p>Tell True Stories from Our Lives</p> <p>Draw Pictures</p> <p>Label Pictures</p>	<p>Begins to generate ideas for writing about topics taken from personal experiences, memories, and shared experiences.</p> <p>Engages in ways to remember (construct) stories in one’s mind to make meaning and remember tiny details.</p> <p>Continues to engage in teacher modeled Shared Writing and Interactive Writing to understand how writers write stories: -generate an idea -compose a story -use ways to add details -use ways to revise by adding labels.</p> <p>Engages in teacher modeled writing activities learning how to draw more efficiently by sketching a picture rather than</p>	<p>Begins to understand that writers make a plan: -recalls personal story -pictures story in mind -draws picture -tells partner/peer the story</p> <p>Attempts to work as writer: - pictures story in mind -tells story to self or others -represents story in drawing.</p> <p>Begins to draw representationally.</p> <p>Begins to choose paper to suit writing purpose.</p> <p>Begins to write focused, true story.</p>	<p>Experiments with adding written labels to drawings through use of: -approximated letter -initial and/or final letter -word</p> <p>Explores sketching rather than coloring to use time wisely for more productive work.</p> <p>Experiments with ways to revise and expand story by looking at the picture and: -including a sentence that matches the picture -labeling more than self in the picture -adding color to details</p>	<p>Grows in understanding that words and pictures work together to convey meaning.</p> <p>Becomes aware of self as an author.</p> <p>Grows in understanding that a picture can tell one true story.</p> <p>Begins to draw representationally.</p> <p>Begins to write focused, true story.</p> <p>Attempts to read own writing as a reader.</p>	<p>Begins to gain awareness of paper position from top to bottom.</p> <p>Begins to hold pencil in proper position.</p> <p>Begins to understand the concept of a letter and a word and is able to recognize, identify, sort and name them.</p> <p>Begins to label self in picture by: -first letter -name -“me”</p> <p>Attempts writing by using approximated letter sounds and words to label a picture.</p>

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	<p>drawing it to boost productivity.</p> <p>Engages in teacher modeled writing activities learning how to draw representational stories that show crucial elements in the story:</p> <ul style="list-style-type: none"> -people in story -time of day -details about the setting <p>Begins to attempt using an alphabet chart to write labels and words.</p> <p>Begins to share writing with peers and family members.</p>	<p>Begins to label self in picture by writing:</p> <ul style="list-style-type: none"> -first letter -“me” -name 	<p>Explores what to do when finished:</p> <ul style="list-style-type: none"> -tells story to a partner/peers -uses stamp date -files story in folder -begins a new story 		
<p>UNIT 3:</p> <p>Small Moment Stories</p>	<p>Recognizes that stories come from:</p> <ul style="list-style-type: none"> -personal experiences -memories -shared experiences -smaller stories within stories <p>Listens to small moment stories in mentor texts to become familiar with how one small part of an event can be told as a story.</p> <p>Practices strategy of slowly replaying own story in mind like a movie to recall more details:</p> <ul style="list-style-type: none"> -thinks of a story to tell -pictures what happened -sketches real events with details -writes words 	<p>Attempts to write small moment story of true events making the tiny moment big.</p> <p>Tells story aloud and attempts to record actual words used to tell the story.</p> <p>Pictures what happened and stretches out the action across a collection of 2-3 pages to:</p> <ul style="list-style-type: none"> -make a tiny moment feel important and interesting -include characters and what they did -convey a sequence within one small moment 	<p>Experiments using a writer’s notepad to collect memories, lists, and drawings for story ideas.</p> <p>Begins to add more labels to pictures to convey names, objects, sounds, action, or dialogue.</p> <p>Begins to use labels to retell story and attempts writing simple sentences to match pictures.</p>	<p>Begins to notice concept and content of small moment stories in peer, teacher, or mentor author’s writing.</p> <p>Grows in awareness that there is an audience for story.</p> <p>Attempts to reread work as a reader to look for words and details left out.</p> <p>Identifies self by writing first/last letter of name or full name.</p>	<p>Grows in awareness at writing left to right, top to bottom of page.</p> <p>Grows in awareness of concept of letter, word, and sentence.</p> <p>Gains ability to hold and grip pencil correctly.</p> <p>Attempts to record more letters/words by listening to sounds in words and using references like an alphabet chart or word wall.</p>

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	<p>Observes teacher modeled lessons showing how to tell a story step-by-step across fingers to self or peers to help produce stories with a beginning, middle and end.</p> <p>Attempts stretching one story across pages by practicing touching each page.</p> <p>Begins to practice writing more efficiently by sketching the moment quickly rather than drawing the picture: -sketches the moment -writes labels, words or sentence -goes back and adds details</p> <p>Experiments with zooming in on one small moment in shared writing experiences and in personal storytelling to practice saying more to add details: -setting (trees/cars/people) -time of day (sun/moon) -labels people, objects, dialogue, action</p>	<p>Begins to use storytelling paper with picture space and lines to support keeping pictures and story related on a single topic or event.</p> <p>Experiments with using words that denote sequence: <i>first, next, then.</i></p>	<p>Experiments with expanding pictures and story on a single topic or event by adding lines or pages or by including: -details about setting -details about time of day -additional people in story</p> <p>Begins to explore adding feelings: -on faces of characters in pictures -expressed in words at end the story.</p> <p>Attempts to reread with a partner/peer to consider more details to add to story.</p> <p>Experiments using transition words <i>then, next, but</i> to expand writing.</p>		<p>Attends to using two-finger spacing between words.</p> <p>Grows in use of applying simple sight words to writing sentences.</p>
<p>UNIT 4:</p> <p>Writing for Readers: Teaching Skills and Strategies</p>	<p>Continues to practice rehearsing for and writing stories daily by: -thinking of story idea or topic -sketching on paper -adding details</p>	<p>Continues to develop and practice writing processes learned in previous writing units – true, focused stories and small moment stories written about real adventures and events.</p>	<p>Attempts to record more letters and sounds in words.</p> <p>Increases use of known sight words to write more efficiently and improve readability for the reader.</p>	<p>Grows in understanding of self as a writer and that writers use strategies to help them write for themselves or an audience of peers, teachers, and others.</p>	<p>Becomes increasingly aware of conventions for writing: -invented spelling -word wall words -lower and upper case letters</p>

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<p>Label Books</p> <p>Pattern Books</p> <p>Small Moment Stories</p>	<p>Attends to mentor texts and teacher modeled writing to learn print concepts.</p> <p>Begins to consider content, genre and qualities of good writing to write so others can appreciate and understand the story or writer’s intent.</p> <p>Explores ideas of what is necessary to make writing more readable to the reader including use of letters and words, letter formation, and spacing.</p> <p>Begins to use strategies to write more letters in words: -says word slowly -listens for sounds in word -writes letter to match sound -rereads -hears next sound -uses alphabet chart for support</p> <p>Observes teacher modeled writing showing how writers use environmental print, word walls and word lists to help them write words.</p> <p>Begins to learn how to quickly write word wall words to produce more efficient writing without sounding out words.</p>	<p>Pictures what happened, draws the story in order and tells and writes story across several pages.</p> <p>Grows in use of pictures and words to tell a story.</p> <p>Begins to use paper with more lines to support writing productivity and growing ability to say more.</p>	<p>Experiments with expanding story by including: -details of characters in pictures -more precise steps in a sequence of events -details about setting or time of day -dialogue in speech bubbles -additional people in story -more actions and responses to the action -adding more pages of drawing and writing sentences to match pictures</p> <p>Works to select paper with more lines to support growing ability to say more.</p> <p>Attempts to reread own writing alone or with peer to improve writing for readers.</p>	<p>Begins to understand writing as a way to make and convey meaning - rereads to check if story makes sense.</p> <p>Practices rereading previously written stories as a new reader to decide if they are readable or unreadable writing.</p> <p>Increases use of details in pictures and words to show more of the story.</p>	<p>Begins to increase legibility of writing with consideration of neatness, spacing, letter formation, and accurate spelling of known sight words.</p> <p>Attempts to record more letters and consonant sounds in words.</p> <p>Grows in awareness that sentences begin with a capital letter.</p> <p>Practices using lower case letters in writing.</p> <p>Experiments with ending punctuation.</p> <p>Begins to learn that the word “I” is always capitalized.</p> <p>Begins to observe use of initial capitalization in morning message, shared writing and interactive writing.</p>

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<p>UNIT 5:</p> <p>Authors as Mentors</p> <p>Author Study</p>	<p>Listens to mentor author texts to notice writer’s craft and features of mentor author’s writing and begins to compile a class list.</p> <p>Explores mentor author texts for literary language that makes stories come alive in vivid ways.</p> <p>Participates in teacher modeled shared writing and interactive writing experiences using mentor authors’ craft.</p> <p>Uses knowledge of how mentor authors get story ideas and continues using tiny topic notepads/list booklets to collect small moment stories for future writing.</p> <p>Attempts ways to implement authors’ craft in own writing: -how author’s get an idea -developing tiny seed ideas for small moment stories from a larger event or experience rather than writing the entire story</p> <p>Begins to reread finished work to add more details like mentor author.</p>	<p>Uses tiny seed ideas to write focused small moment stories.</p> <p>Experiments writing like mentor author by applying author’s craft to small moment stories: -conveys a sequence within one small moment -makes a small moment big or interesting by adding details -tells and writes story to span several pages -includes beginning, middle, end</p>	<p>Begins to reread to add-on to beginning, middle and end of story.</p> <p>Tries out ways to expand writing by responding to conferring prompts or questions from teacher: <i>-Can you picture exactly what happened?</i> <i>-How did it start?</i> <i>-What did you do (or say)?</i></p> <p>Attempts to include more detail and words in stories like mentor author.</p> <p>Rereads finished story and attempts to add emotion and drama to pictures and words like mentor author.</p> <p>Rereads finished story and adds dialogue/speech bubbles like mentor author.</p> <p>Attempts to use punctuation to grow suspense like mentor author - dashes, ellipses.</p> <p>Experiments adding a cover and title to finished story like mentor author.</p>	<p>Begins to see self as author.</p> <p>Becomes aware of writing like mentor author by using specific craft techniques: -dialogue -speech bubbles -sound words to pull attention to something important -feelings</p> <p>Understands that writing needs to be readable to self and others.</p> <p>Begins to use strategies to plan and revise that improve their writing before, during and after the writing process.</p> <p>Understands that authors write across many pages to tell their stories and uses that understanding to select paper with more lines for personal stories as stamina and writing productivity increases.</p>	<p>Increases in ability to listen for sounds in words and begins to write middle sounds including use of some vowel sounds.</p> <p>Grows in use of print concepts including: - legible writing -two finger spacing -initial capitalization -“T” is always - lower case letters -correctly spelled word wall words -punctuation at end of thought</p>

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			<p>Experiments personalizing writing like mentor author: -dedication page -about the author page</p>	<p>Experiments writing like mentor author: -enlarged print to create drama -ellipses/dashes to slow down action -repeats lines for emphasis</p>	
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<p>UNIT 6:</p> <p>Non-fiction Writing: Procedural and Informational</p> <p>How-To Books</p> <p>All-About Books</p>	<p>Explores difference between non-fiction and fiction texts through teacher-modeled activities and mentor texts.</p> <p>Explores non-fiction genre through: -classroom texts -student interests -personal experiences -shared experiences</p> <p>Engages in teacher modeled writing of non-fiction texts through shared experiences and interactive writing.</p> <p>Engages in teacher modeled writing showing how to choose a topic to write about - <i>How do I know I am an expert?</i></p> <p>Begins to learn how to gather information about one topic.</p> <p>Begins to share expertise or</p>	<p>Develops growing awareness in variety of non-fiction texts to support understanding of genre.</p> <p>Begins to understand logical, sequential order of procedural texts.</p> <p>Attempts to choose a topic, something to teach or tell in which he/she is expert. Begins to explore writing all about one topic through categories and features by using <i>How and Wh-</i> questions and the 5 senses: -<i>Why is it important?</i> -<i>What do you need for__?</i> -<i>Where can you find it?</i> -<i>When do you use __?</i> -<i>Who can play__?</i></p>	<p>Engages in beginning research writing as answers to questions.</p> <p>Explores ways pictures enhance the meaning of words and illustrate steps in directions or instructions.</p> <p>Practices using pictures to illustrate steps taken in the directions.</p> <p>Begins to use page numeration to support sequencing.</p> <p>Begins to use sequenced words to guide How-To book: -<i>first, second...</i> -<i>next</i> -<i>then,</i> -<i>after that,</i> -<i>finally</i></p> <p>Attempts to research using:</p>	<p>Begins to explore how writing can take on authority or expertise.</p> <p>Becomes aware of ability to teach audience about non-fiction topic.</p> <p>Grows in awareness of personal knowledge as an expert.</p> <p>Grows in understanding that the words must match picture.</p> <p>Explores choosing paper to match writing purpose: -headings -diagrams -close-up -contents page -glossary -index</p>	<p>Explores writing in the 3rd person.</p> <p>Experiments using features of non-fiction texts in All-About book: -chapter headings -diagrams -close-up pictures -contents page -glossary -index -labels -bold words</p> <p>Experiments using features of non-fiction texts in how-to book: -headings -diagrams -labels -page numbers -sequential language</p> <p>Grows in use of strategies to get words on the paper –spelling more</p>
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	<p>interests with others to develop topics for writing.</p> <p>Engages in teacher modeled lessons showing sequenced how-to structures in a variety of mentor texts.</p> <p>Participates in writing sequenced text during teacher modeled writing of: - How-To books - directions, e.g., How to sharpen a pencil. - recipes</p> <p>Begins to learn how writers research their topic to find out more information about it.</p> <p>Begins to learn development of procedural text by acting out step-by-step sequence with partner/peers.</p>	<p>Explores and discusses features of expository texts to gain better understanding of uses: - headings - diagrams - close-up pictures - glossary - index - captions - labels - bold words</p> <p>Explores paper choice as a guide to writing within genre.</p>	<p>-classroom library -environmental print -guided reading Experiments writing step-by-step instructions or directions to: -do something -play something -make something</p>		<p>phonetically, using more high frequency words and word wall words. Grows in use of final punctuation.</p> <p>Grows in use of initial capitalization and use of lower case letters.</p>
<p>UNIT 7: Poetry</p>	<p>Listens to mentor author poems for ways to look with poet’s eyes. (ordinary vs. poetic)</p> <p>Listens to mentor poems to attempt to see how poets use language to convey meaning and feeling in poems.</p> <p>Engages in ways through teacher modeled shared writing and</p>	<p>Reads and listens to a variety of poems and styles.</p> <p>Begins to use tiny topic notepad to collect big topics or little topics for poems.</p> <p>Attempts to compare drawing details to writing details to give readers pictures in minds .</p>	<p>Notices and explores use of sensory images – look at ordinary objects in new ways.</p> <p>Experiments with selecting words in deliberate ways to make meaning and improve imagery.</p> <p>Attempts to use show don’t tell to create mental images</p>	<p>Begins to look for significance in ordinary details in life.</p> <p>Begins to see self as a poet.</p> <p>Begins to use voice as a writer to support meaning.</p> <p>Explores use of repetition</p>	<p>Experiments with new words to develop vocabulary.</p> <p>Grows in awareness of print concepts for poetry: -line breaks -white space</p>

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	<p>interactive writing how to generate both big and small topics for writing.</p> <p>Attempts to find personally meaningful big topics in the world around self: -fills the heart -small object or idea that gives a big feelings -big feeling that carries importance</p> <p>Engages in teacher modeled writing to learn ways to describe ordinary objects in poetic ways with honest, precise words.</p> <p>Practices generating topics by zooming in on one small thing that holds a big feeling.</p> <p>Explores using senses, feelings, hearts, and imagination as a way to take in details in fresh ways.</p> <p>Engages in teacher modeled writing showing ways to generate meaningful topics that give a big feeling about one subject.</p> <p>Generates personally meaningful topics for writing poems.</p>	<p>Uses repetition as an organizing tool for emphasis.</p> <p>Begins to use line breaks and paper that narrows the width of writing in order to make it look like a poem.</p>	<p>and express strong feelings.</p>	<p>and rhythm to emphasize meaningful points.</p> <p>Experiments with line breaks and shape to influence the sound and look of poem.</p> <p>Experiments using comparisons and artful language to convey: -sound -image -observation -idea</p>	<p>Rereads finished work for: -spaces between words - letter reversals -correctly spelled word wall words</p>

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<p>UNIT 8:</p> <p>Writers Write for Many Purposes: Functional Writing</p> <p>Lists</p> <p>Letters</p> <p>Signs</p> <p>Responses to Literature</p>	<p>Begins to understand the many purposes and reasons for writing through teacher modeled shared writing and interactive writing: -sending a greeting -sharing news with others -response</p> <p>Begins to attempt to choose paper to fit purpose of writing.</p> <p>Begins to explore different genres of writing by looking mentor texts, classroom walls, and real world examples.</p> <p>Explores how there are many kinds of writing related to the same topic: -lists -all about texts -stories -letters</p> <p>Engages in teacher modeled writing and mentor texts how to write in many different genres about one topic. -write a letter -write a list -make a card</p> <p>Begins to understand how topic</p>	<p>Begins to develop an understanding that there are real world purposes for writing.</p> <p>Begins to select paper to suit purpose: -letter -envelope -list -story -post card -card -sign</p> <p>Experiments how to write a letter using the specific words (dear, from)</p>	<p>Grows in ability to record sounds in words by using an alphabet chart.</p> <p>Grows in ability to write more and more clearly by learning and using more sight words.</p> <p>Grows in ability to reread finished work and revise to add more words and correct unreadable work.</p>	<p>Grows in understanding and use of writing for real world purposes.</p> <p>Begins to understand how writers write for many reasons and in many genres.</p> <p>Attempts to match purpose and format in functional writing.</p>	<p>Grows in use of approximated spelling, and uses letter/sound correspondence to write words.</p> <p>Begins to use and correctly spell more sight words in writing.</p> <p>Becomes more aware of conventions for writing: -spelling -punctuation -capital letters -high-frequency words</p> <p>Begins to write more legibly with: -neatness -spacing -spelling attempts</p> <p>Attempts to write in multiple genres.</p> <p>Experiments with ending punctuation.</p> <p>Begins to check that the word "I" is always capitalized.</p>

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	choice stems from personal or a shared class experience.				
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