

**Southington Public Schools**  
**Curriculum Map**  
**Subject: English Language Arts - Writing**

**Grade: Kindergarten**

UNIT TITLE	Launching Writers Workshop	Looking Closely: Observing, Labeling and Listing Like Scientists	Personal Narrative Writing: Writing for Readers
<b>CONTENT</b>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to work independently in the writing workshop.</li> <li>• How to use writing, along with pictures to tell each story.</li> <li>• How to write longer, more thoughtful pieces.</li> <li>• How to preparing for publication.</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> <li>• Shared &amp; Interactive Lessons</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to write like scientists.</li> <li>• How to write more! Elaboration, writing sentences, adding details and information.</li> <li>• How scientists think, make connections, predict, have ideas, compare and contrast – just as writers do!</li> <li>• (Optional) How to revise, edit and celebrate what they’ve learned.</li> <li>• How to become inspired to write for readers.</li> <li>• How to focus on writing resources.</li> <li>• How to preparing for publication.</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> <li>• Shared &amp; Interactive Lessons</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to launch the unit and the writing.</li> <li>• How a writer works hard to tell stories using many words and pictures.</li> <li>• How a writer asks, “Can I add more to my story?”</li> <li>• How to get ready for publication: revise, edit and publish.</li> </ul> <p><b>Content Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>Mentor Text Dependent</i></li> <li>• <i>Shared &amp; Interactive Lessons</i></li> </ul>
<b>CT CORE STANDARDS</b>	<p><b>Writing Standard 1</b> – 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., My favorite book is...).</p> <p><b>Writing Standard 2</b> – 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><b>Writing Standard 3</b> – 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.</p>	<p><b>Writing Standard 1</b> - 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., My favorite book is...).</p> <p><b>Writing Standard 2</b> – 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><b>Writing Standard 5</b> – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Language Standard 1</b> – Demonstrate command of the conventions of standard English grammar</p>	<p><b>Writing Standard 3</b> – 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.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Speaking and Listening Standard 4</b> – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>Speaking and Listening Standard 5</b> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

		<p>and usage when writing or speaking.</p> <p><b>Language Standard 2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Language Standard 1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language Standard 2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<b>UNIT TITLE</b>	<b>Procedural Writing: How-To Books &amp; All About Books</b>		
<b>CONTENT</b>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to write How-To Books.</li> <li>• How to write in a way that readers can read our writing.</li> <li>• How writers reread their How-To Books and think, “How can I make my next book even better?”</li> <li>• How to preparing for celebration!</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> <li>• Shared &amp; Interactive Lessons</li> </ul>		
<b>CT CORE STANDARDS</b>	<p><b>Writing Standard 2</b> – 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><b>Writing Standard 5</b> – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Writing Standard 8</b> – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening Standard 3</b> – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Language Standard 2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		

