

DRAFT

Writing Guidance Document:
Kindergarten

Narrative (1st & 6th six weeks)

developed with 2014 Indiana Academic Standards



Narrative Writing

NARRATIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

What students should be making during this unit

During this unit students will learn skills that will help produce quality narratives in different formats.

Narratives can take several formats including but not limited to these:

- | | | | |
|---------|---------------------|---------|------------|
| Memoirs | Personal Narratives | Stories | Plays |
| Songs | Fantasy | Poems | Fairytales |

Links to Reading Street

Narrative Lessons		Language lessons	
		U1.W1	say our name
		U1.W2	write our name
		U1.W3	what we look like
		U1.W4	what we can do
		U1.W5	nouns for people & animals
		U1.W6	nouns for places and things
		U6.W1	pronouns I & me
		U6.W2	preposition Phrases
		U6.W3	Telling sentences
		U6.W4	questions
		U6.W5	exclamations
		U6.W6	complete sentences

RCS - Writing

Narrative

Kindergarten

Exemplar works

These will be collected and added throughout the year.

ALL http://www.corestandards.org/assets/Appendix_C.pdf

K <https://docs.google.com/gview?url=http://www.nellieedge.com/pdf/2011/Writing-Samples-Diane-Bonica.pdf&chrome=true>

<http://www.ode.state.or.us/search/page/?id=528>

http://old.sandi.net/depts/literacy/writing_samples/3.pdf

Genre Specific Rubrics

Narrative Writing Rubric					
Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative clearly tells what the character does.	Narrative has an easy-to-follow event (plot).	Narrative includes effective use of details.	Narrative uses sensory language.	Narrative has correct use of conventions.
3	Narrative tells what the character does.	Narrative has an event (plot).	Narrative includes adequate use of details.	Narrative uses some sensory language.	Narrative has a few errors but is completely understandable.
2	Narrative may tell a little about what the character does.	Narrative's event is confusing.	Narrative includes only a few details.	Language in narrative is not sensory.	Narrative has some errors in standard conventions.
1	Narrative may be confusing.	Narrative has little or no apparent plot.	Narrative includes few or no details.	Language in narrative is confusing.	Narrative is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

Writing Guidance Document: Kindergarten

Persuasive (2nd & 4th six weeks)

developed with 2014 Indiana Academic Standards



Persuasive Writing

Argumentative writing not only gives information but also presents an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is to persuade people to change beliefs that many of them do not want to change.

An [argumentative essay](#) is similar to a [persuasive essay](#), in which you set out to persuade the reader to agree with your position on a topic. You make a [thesis statement](#) and use facts, data, and other evidence to prove why your thesis is correct and logical.

NEED to EDIT / CHANGE

What students should be making during this unit

During this unit students will learn skills that will help produce quality persuasive writing

Persuasive writing can take several formats:

Review

Advertisement

Sign/ poster

Persuasive Letter

RCS - Writing

Persuasive

Kindergarten

Exemplar works

These will be collected and added throughout the year.

ALL http://www.corestandards.org/assets/Appendix_C.pdf

K <https://docs.google.com/gview?url=http://www.nellieedge.com/pdf/2011/Writing-Samples-Diane-Bonica.pdf&chrome=true>

<http://www.ode.state.or.us/search/page/?id=528>

http://old.sandi.net/depts/literacy/writing_samples/3.pdf

Genre Specific Rubrics

Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Paragraph clearly states and supports opinion.	Organization includes a clear opinion, strong reasons, and a concluding statement.	Evidence includes sufficient facts and details.	Persuasive words are effectively used.	Use of conventions is clearly shown
3	Paragraph adequately states and supports opinion.	Organization includes an opinion, reasons, and a concluding statement.	Evidence includes some facts and details.	Persuasive words are used.	Use of conventions is somewhat shown.
2	Paragraph somewhat states opinion; includes unnecessary details.	Organization lacks an opinion or conclusion; reasons are unclear.	Evidence does not include facts and details.	Few persuasive words are used.	Use of conventions is uneven.
1	Paragraph is confusing; opinion is not supported.	Organization lacks opinion, reasons, and conclusion.	Evidence is poor or nonexistent.	There is little or no use of persuasive words.	There is very little correct use of conventions.
0	The response shows no evidence of the ability to construct a coherent persuasive paragraph using information from sources				

Writing Guidance Document:

Kindergarten

Informative (3rd & 5th six weeks)

developed with 2014 Indiana Academic Standards



Informative Writing

Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns. The writer of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. Since clarity requires strong organization, one of the most important mechanisms to improve skills in exposition is to improve the organization of the text. The patterns (description, sequence or process, compare / contrast, cause / effect, problem / solution) are frequently used to create an expository essay. Additionally, more than one pattern may be used within an expository essay.

NEED to EDIT / CHANGE

What students should be making during this unit

During this unit students will learn skills that will help produce quality informative writing

Informative writing can take several formats:

Instructions / Directions

Recipe

Thank-You Note

Friendly Letter

Report / Research

lists

RCS - Writing Informative Kindergarten

Links to Reading Street

Informative Lessons		Language lessons	
		U3.W1	verbs
		U3.W2	verbs for Now & the Past
		U3.W3	verbs that add s
		U3.W4	verbs for now & the future
		U3.W5	meaningful word groups
		U3.W6	sentences
		U5.W1	questions
		U5.W2	question marks & uppercase letters
		U5.W3	prepositions
		U5.W4	nouns
		U5.W5	nouns in sentneces
		U5.W6	verbs

Exemplar works

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K <https://docs.google.com/gview?url=http://www.nellieedge.com/pdf/2011/Writing-Samples-Diane-Bonica.pdf&chrome=true>

<http://www.ode.state.or.us/search/page/?id=528>

http://old.sandi.net/depts/literacy/writing_samples/3.pdf

Genre Specific Rubrics

Informative/Explanatory Writing Rubric					
Score	Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Main idea is clearly stated.	Organization is clear.	Evidence includes many facts and details.	Ideas are clearly and effectively conveyed, using precise language.	Command of conventions is strongly demonstrated.
3	Main idea is adequately stated.	Organization is clear, though minor flaws may be present.	Evidence includes some facts and details.	Ideas are adequately conveyed, using precise language.	Command of conventions is sufficiently demonstrated.
2	Main idea is somewhat stated.	Organization is inconsistent.	Evidence has insufficient use of facts or details.	Ideas are unevenly conveyed, using overly-simplistic language.	Command of conventions is uneven.
1	Response may be unfocused.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent informative/explanatory paragraph using information from sources.				