

**Strategic Writing Plan- Jackson-Madison County Schools
Grade Level: Kindergarten**

Ongoing Expectations :

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

First Nine Weeks

Writing Conventions	Writing Processes	Writing Applications	Research
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.
Checks for Understanding	Checks for Understanding	Checks for Understanding	Checks for Understanding
See Language Arts Guide	Pre-Writing Brainstorm ideas with teachers and peers to identify a topic before writing. (0001.3.1)	Develop critical speaking skills essential for effective communication. (0001.2.2)	Use the family and community as resources of information. (0001.4.2)
	Drafting Compose simple stories with teacher assistance. (0001.3.4)	(Ongoing) Compose simple stories with teacher assistance. (0001.3.4)	
		-Draw pictures of family members.	
		-Dictate a sentence about your family to the teacher.	

Second Nine Weeks

Writing Conventions	Writing Processes	Writing Applications	Research
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.
Checks for Understanding	Checks for Understanding	Checks for Understanding	Checks for Understanding
Pre-Writing Brainstorm ideas with teachers and peers to identify a topic before writing. (0001.3.1)	Teach/use basic knowledge of simple capitalization and punctuation rules. (0001.3.1)	Develop critical speaking skills essential for effective communication. (0001.2.2)	Use the family and community as resources of information. (0001.4.2)
Drafting Compose simple stories with teacher assistance. (0001.3.4)		(Ongoing) Compose simple stories with teacher assistance. (0001.3.4)	
		-Draw pictures of community helpers.	
		-Dictate one or more sentences to the teacher about community helpers.	

Third Nine Weeks

Writing Conventions	Writing Processes	Writing Applications	Research
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.
Checks for Understanding	Checks for Understanding	Checks for Understanding	Checks for Understanding
<p>See Language Arts Guide</p>	<p>(On-going) Create legible documents for reading by forming legible uppercase and lowercase letters, writing from left to right, and top to bottom, tracing and reproducing letters and words.</p>	<p>(On-going) Define and narrow a research question appropriate to grade level and ability. (0001.4.1)</p>	<p>(On-going) Define and narrow a research question appropriate to grade level and ability. (0001.4.1)</p>
	<p>Use temporary/creative spelling to spell independently as needed. (0001.3.2)</p>	<p>Dictate as asking question related to the current curriculum to the teacher.</p>	

Fourth Nine Weeks

Writing Conventions	Writing Processes	Writing Applications	Research
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.	Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.
Checks for Understanding	Checks for Understanding	Checks for Understanding	Checks for Understanding
<p>See Language Arts Guide</p>	<p>(On-going) Create legible documents for reading by forming legible uppercase and lowercase letters, writing from left to right, and top to bottom, tracing and reproducing letters and words.</p>	<p>(On-going) Define and narrow a research question appropriate to grade level and ability. (0001.4.1)</p>	<p>(On-going) Define and narrow a research question appropriate to grade level and ability. (0001.4.1)</p>
	<p>Use temporary/creative spelling to spell independently as needed. (0001.3.2)</p>	<p>Present the answers to a research question orally to the class. (0001.4.3)</p>	

