

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.1**

**Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).**

#### **CCR Anchor Standard:**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### **Essential Understanding**

- Identify a topic sentence or title of a book
- Draw a picture, retell, or write about the book
- State an opinion about a topic or book

#### **Academic Vocabulary**

- Draw
- Tell
- Write
- Topic
- Book title
- **Opinion\***
- Preference
- Reason
- Reaction
- **Compose\***

#### **Content Elaborations**

Student writers explore and mirror the fictional and informational texts with which they interact. Writing occurs in developmental stages: emergent, early, developing, transitional, expanding, bridging, and conventional. Therefore, the kindergarten standards encourage students to communicate ideas (opinions, informative/explanatory, or narrative) through the developmental progression of emergent writing skills such as drawing, talking, labeling, dictating, and written words.

#### **Next Grade Level Progression Statement**

In first grade, students are expected to write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

## Question Ideas

- What are you writing about?
- How will you begin your writing?
- What is your favorite...? Can you explain why that is your favorite...?
- Can you draw a picture of your favorite...? Can you explain why you chose to draw that picture?
- What is your favorite part of the book? Explain why you like that part of the book.

### Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: *Samples of Student Writing* – An example of a Kindergarten Argument (Opinion) writing sample with annotation can be found on page 7. In this writing sample titled “*My fabit Book is do you Want to be my FRIEND*”, the student wrote their opinion about the book “*Do You Want to Be My Friend*” by Eric Carle.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Writer's Workshop**

Components of a writer's workshop include a focused mini-lesson targeting a specific writing strategy, independent writing (drawing, labeling, dictating, and written word), conferencing with peers and teachers, sharing and publishing. Provide students with a variety of paper choices (paper with no lines, paper with one line, or paper with more than one line). This allows the students to select a presentation type that reflects their developmental writing stage. The utilization of graphic organizers to organize thoughts can help student maintain a proper sequence to their storytelling and organization of informational details.

Students who struggle need to be seen more frequently in the “conferencing rotation” than other students. Depending on ELL student's development and language, it may be beneficial to allow the student to record their story in their native language and help them translate it to English. The final copy could be bilingual. More information on writer's workshop can be found at the [Children's Literacy Initiative](#) website.

#### **Resources: Resources for Writer's Workshop**

CCS Digital Resource Binder contains an explanation of Writer's Workshop and suggested mini-lessons and planning tools and writing rubrics. Videos, rubrics, sample student work, and other resources can be found at [Reading and Writing Project](#). Student work examples and printable resources: [Little Minds at Work](#)

#### **Pre-K (Prior Grade Standard)**

Use a combination of drawing, dictating, and emergent 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

#### **W.1.1 (Future Grade Standard)**

Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.2**

**Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.**

#### **CCR Anchor Standard:**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **Essential Understanding**

- Choose a topic to write about
- Draw a picture, retell, or write about a topic
- Provide details about a topic
- Organize ideas

#### **Academic Vocabulary**

- Draw
- Tell
- Write
- **Informative/Explanatory Writing\***
- Explain
- Text
- Topic
- Details

#### **Content Elaborations**

Student writers explore and mirror the fictional and informational texts with which they interact. Writing occurs in developmental stages: emergent, early, developing, transitional, expanding, bridging, and conventional. Therefore, the kindergarten standards encourage students to communicate ideas (opinions, informative/explanatory, or narrative) through the developmental progression of emergent writing skills such as drawing, talking, labeling, dictating, and written words.

#### **Next Grade Level Progression Statement**

In first grade, students are expected to write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

## Question Ideas

- What are you writing about?
- How will you begin your writing?
- What would you like to tell about?
- Can you draw a picture of what you would like to tell about? Can you explain your picture?
- What details will help the reader understand your picture/writing?

## Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C Samples of Student Writing:* An example of a Kindergarten Informative/Explanatory writing sample with annotation can be found on pages 8-9. In this writing sample titled "Fraggs (Frogs)," the student provides information about frogs.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Anchor Charts**

Anchor charts are large charts created collaboratively by the teacher and the students during a mini-lesson. The chart is conspicuously posted where it can be referenced often to scaffold students' thinking. Information on the chart can be added or edited as learning continues. When using anchor charts in the classroom, it is very helpful to switch colors between lines of text. You do not need to use a different color for every single line. Even switching back and forth between just two different colors is very useful in helping students who struggle to differentiate between lines of text and to visually track the text. Also, it is very useful to have picture clues (even very simply sketched ones) to help young students to get the gist of the words if they cannot read it yet.

### **Resources: [Writing assessment resources](#)**

[Writing assessment resources](#), writing strategies, and additional tip sheets for teachers on how to help kindergarteners build strong writing skills. You will also find video of children's authors, classroom instruction, and literacy experts.

### **Pre-K (Prior Grade Standard)**

With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

### **W.1.2 (Future Grade Standard)**

Write informative/explanatory texts **that** name a topic, supply some facts about the topic, and provide some sense of closure.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.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.**

#### **Essential Understanding**

- Choose an event to write about
- Draw a picture, retell, or write about the event
- Organize events in sequence
- Describe their reaction to the event

#### **Academic Vocabulary**

- Draw
- Tell
- Write
- Personal narratives
- Retell
- Event
- Event order
- Sequence of events
- Reaction

#### **CCR Anchor Standard:**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Content Elaborations**

Student writers explore and mirror the fictional and informational texts with which they interact. Writing occurs in developmental stages: emergent, early, developing, transitional, expanding, bridging, and conventional. Therefore, the kindergarten standards encourage students to communicate ideas (opinions, informative/explanatory, or narrative) through the developmental progression of emergent writing skills such as drawing, talking, labeling, dictating, and written words.

#### **Next Grade Level Progression Statement**

In first grade, students will write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## Question Ideas

- What would you like to tell about?
- Draw a picture of the event. Can you explain what is happening in your picture?
- How will you begin your writing?
- What were your thoughts about the event? What did others think about the event?
- How did the event make you feel?
- Are the events in your story in order?

### Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C: Samples of Student Writing* – An example of a Kindergarten Narrative writing sample with annotation can be found on pages 10-11. In this writing sample titled, “*I Went to Disnand*” the student tells about a trip they took to Disneyland.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Community Writing**

The students and teachers collaborate to write a text together. Shared writing is when the teacher writes the students ideas; teacher is acting as a scribe. Interactive writing is when the students and teacher write together. When looking for student input in community writing, have students “Turn & Talk” to someone sitting next to them before calling on students for answers. This gives everyone an opportunity to have an answer prepared, not just the quick thinkers.

#### **Resources: Resources for Writer's Workshop**

Videos, rubrics, sample student work, and other resources: [Reading and Writing Project](#) Student work examples and printable resources: [Little Minds at Work](#)

[Units of study](#) for opinion, narrative, informational, and research: Portland Oregon Writers' Workshop

[Writing assessment resources](#), writing strategies, and additional tip sheets for teachers on how to help kindergarteners build strong writing skills. You will also find video of children's authors, classroom instruction, and literacy experts.

#### **Pre-K (Prior Grade Standard)**

With prompting and support, 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.

#### **W.1.3 (Future Grade Standard)**

Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.5**

**With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

#### **CCR Anchor Standard:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Essential Understanding**

- Provides a response to questions and suggestions from peers.
- Adds details that strengthen writing as needed after review of drafts.
- Generate a topic to write about.
- Write sentences with details.

#### **Academic Vocabulary**

- **Publish\***
- Draft
- Details
- **Revise\***
- **Edit\***
- Topic

#### **Content Elaborations**

The focus of Production and Distribution of Writing is the process of collaboration and discussion to improve the quality of student writing as they prepare their finished piece. Sharing personal writing with others gives student writers a sense of pride and purpose for their work. In addition, this reinforces the reading-writing connection; as students share their work they revise their understanding of how print carries messages (writing) that must be understood (reading) by others. The teacher and students should build a writing community in order to strengthen students' ability to communicate an idea and give/receive feedback in order to improve their writing.

#### **Next Grade Level Progression Statement**

In first grade, students are expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with the guidance and support from adults.

## Question Ideas

- Who will you write about?
- What will you tell about in your writing?
- Be sure to write what happened first, next and last.
- What will you be writing about today?
- What did you like the most? Can you write about that?

## Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C: Samples of Student Writing* – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Peer Review**

Students meet with partners to review and offer feedback about each other's writing. Teachers can model this process beforehand and offer checklists and guides for students as a scaffold for their conversations and work. Examples of this process can be found [here](#) and on the [ReadWriteThink.org website](#).

**Resources: Writing Samples available from Appendix C of Ohio's Learning Standards for English Language Arts**  
[on our website.](#)

An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.

### **Pre-K (Prior Grade Standard)**

With prompting and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **W.1.5 (Future Grade Standard)**

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### W.K.6

**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

#### CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Essential Understanding

- Uses a variety of digital tools to produce and publish writing.
- Collaborates with peers to produce and publish writing, using a variety of digital tools.

#### Academic Vocabulary

- Digital
- **Publish\***
- **Edit\***
- Collaborate
- Topic

#### Content Elaborations

Ohio's current academic content standards for technology ask students to show familiarity with keyboard functions beginning in kindergarten. Through shared experiences with peers and adults, kindergarten students should be exposed to a variety of digital tools to produce and publish their writing including, but not limited to drawing, labeling, dictation, and written word

#### Next Grade Level Progression Statement

In first grade, students are expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with the guidance and support from adults. Students use a variety of digital tools to produce and publish writing.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Can you turn on the computer?</li><li>• Would you like to type, or should I?</li><li>• Would your writing be best as on one page, or should we use the PowerPoint?</li></ul> | <ul style="list-style-type: none"><li>• How will your group decide how to present your story?</li><li>• Did you remember to save your work?</li><li>• Can you drag this picture to your writing page?</li></ul> |
|--|---|

## Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C: Samples of Student Writing* – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

## Ohio's Model Curriculum Instructional Supports

### Strategies: Digital Stories / Digital Portfolio

#### Digital Stories

A variety of websites and application allow teachers and students to collaborate on publishing personal books, such as Storybird, Littlebirdtales, Storyboardthat, and/or blabberize. Some websites allow students to add voices to the writing, and even share them with others. Students can use Storybird to create their own books by dragging and dropping pictures. Teachers can create a class for students to join in to review students' work.

#### Digital Portfolio

An application or program that allows the students to display their understanding in a variety of formats such as photos, videos, writing, and drawing. Students can use Littlebirdtales to upload their own stories and add their own voice recording. SeeSaw is another application that can be used to create a digital portfolio.

**Resources: Writing Samples available from Appendix C of Ohio's Learning Standards for English Language Arts [on our website.](#)**

An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.

### **Pre-K 6 (Prior Grade Standard)**

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### **W.1.6 (Future Grade Standard)**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.7**

**Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

#### **CCR Anchor Standard:**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **Essential Understanding**

- Participates in shared research and writing projects.
- Know that an opinion is not a fact.
- Know how to copy a title.
- Know how to copy an author's name.

#### **Academic Vocabulary**

- Explore
- Research
- Project
- Fact
- Opinion
- Author

#### **Content Elaborations**

The focus of **Research to Build Knowledge** is that writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Student readers and writers must understand that research is a tool to build knowledge. It is important to tap the curiosity students bring through the door by providing scaffolding for research. Guiding the listening, looking and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently.

#### **Next Grade Level Progression Statement**

In first grade, students will work with their peers in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Using their background knowledge students will answer content specific questions based on what is being read.

## Question Ideas

- What is the name of your favorite book?
- Who wrote that book?
- Would you like to read/hear another book by that same author?
- This book \_\_\_\_\_ and this book are by the same author. Which one did you like best and why?

- What are some of your favorite things? Why do you like them?
- Which do you like better? Choose one, and give two reasons why you like it.

## Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C: Samples of Student Writing* – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Writing Partnerships**

Pair students with different writing strengths together to work and review each other's writing. When pairing students consider strengths, weaknesses, personality, and even organizational habits in order to ensure success. Seat partners near each other during independent writing so they can easily encourage one another. Model good partner behavior before groupings and address partner issues with individual conferences or whole-group mini-lessons. For more information, [click here](#).

### **Resources: Writing Samples available from Appendix C of Ohio's Learning Standards for English Language Arts [on our website](#).**

An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.

### **Pre-K (Prior Grade Standard)**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **W.1.7 (Future Grade Standard)**

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Writing

### Grade K

#### **W.K.8**

**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

#### **CCR Anchor Standard:**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

#### **Essential Understanding**

- Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing.
- Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.

#### **Academic Vocabulary**

- Recall
- Dictate
- Gather
- Experience
- Knowledge
- Information

#### **Content Elaborations**

Student readers and writers must understand that research is a tool to build knowledge. It is important to tap the curiosity students bring through the door by providing scaffolding for research. Guiding the listening, looking and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently.

#### **Next Grade Level Progression Statement**

In first grade, students will work with their peers in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Using their background knowledge students will answer content specific questions based on what is being read.

## Question Ideas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• What are some of your favorite things? Why do you like them?</li><li>• Which do you like better? Choose one, and give two reasons why you like it.</li></ul> | <ul style="list-style-type: none"><li>• What were the best sources you used?</li><li>• Did you find information in books and magazines?</li><li>• Where can you go to gather/collect information to help you understand?</li></ul> |
|--|--|

## Ohio's Learning Standards for English Language Arts Supports: Appendix C

*Appendix C: Samples of Student Writing* – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Wonder Center**

Through inquiry and shared experiences, students record observations and wonderings. New learning/ research is developed through peer conversation. Wonder centers can be set up as centers or shared whole class experiences. The strategy begins by introducing the wonder/ topic to the class. Next, students engage in observations through the inquiry process and record their wonderings about the topic. Then, the class comes together and converses about their wonderings by asking and answering questions, citing evidence of thinking, and researching new wonders. During this time, the teacher is facilitating the conversation. Finally, the students write about their new learning. Author Georgia Heard discusses wonder centers [here](#).

During ALL writing centers/stations/activities: Have various types of paper (unlined, lines, raised lines, boxes for text, etc.) and writing utensils (fat markers or pencils, standard pencils, etc.) and various pencil grips available for students who need them or who have definite preferences.

### **Resources: Heard, Georgia, and Jennifer McDonough.**

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009

### **Pre-K (Prior Grade Standard)**

Begins grade K

### **W.1.8 (Future Grade Standard)**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.