

Scope and Sequence

Kindergarten

Scope of Standards

| Unit | Standards | | | |
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| Unit 1 | Writing W.K. 5 | Reading Foundations RF.K.1 a RF.K.1 b RF.K.1 c RF.K.1 d | Speaking and Listening SL.K.1 SL.K.5 | Language L.K.1.a L.K.2.a |
| Lesson | Objectives | | | |
| Week 1 | | | | |
| Lesson 1 | Understand why authors write | | | |
| Lesson 2 | Use upper and lowercase letters when writing your own name | | | |
| Lesson 3 | Use upper and lowercase letters when writing names | | | |
| Lesson 4 | Use upper and lowercase letters when writing names | | | |
| Lesson 5 | Use upper and lowercase letters when writing names | | | |
| Week 2 | | | | |
| Lesson 1 | Complete a guided line tracing | | | |
| Lesson 2 | Complete a guided line tracing | | | |
| Lesson 3 | Create a picture using traced lines | | | |
| Lesson 4 | Create a picture using traced lines and triangles | | | |
| Lesson 5 | Create a picture using a traced rectangle | | | |
| Week 3 | | | | |
| Lesson 1 | Trace circles to gain strength and pencil control | | | |
| Lesson 2 | Trace curves to gain strength and pencil control | | | |
| Lesson 3 | Draw a picture from traced circles and curves | | | |
| Lesson 4 | Create a picture from traced circles | | | |

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| Lesson 5 | Create a picture from traced circles and curves | | | |
| Week 4 | | | | |
| Lesson 1 | Trace lines and curves | | | |
| Lesson 2 | Complete a guided drawing of a flag using previously traced lines | | | |
| Lesson 3 | Complete a guided tracing of circles and squares | | | |
| Lesson 4 | Complete a guided tracing, add and share details | | | |
| Lesson 5 | Trace a triangle, draw details, and share added details of the picture | | | |
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| Unit | Standards | | | |
| Unit 2 | Writing W.K.1 W.K.2 W.K.3 W.K.5 | Reading Foundations RF.K.1 a RF.K.1 b RF.K.1 c RF.K.1 d RF.K.3 a | Speaking and Listening SL.K.1 SL.K.2 SL.K.4 SL.K.5 | Language L.K.1.a L.K.1.b L.K.2.a L.K.2.b L.K.2.d |
| Lesson | Objectives | | | |
| Week 5 | | | | |
| Lesson 1 | Model writing a personal narrative sentence with correct concepts of print | | | |
| Lesson 2 | Model writing a personal narrative sentence with correct concepts of print | | | |
| Lesson 3 | Model writing a personal narrative sentence with correct concepts of print | | | |
| Lesson 4 | Model writing a personal narrative sentence with correct concepts of print | | | |
| Lesson 5 | Use classroom resources to complete an interactive writing about farm animals | | | |
| Week 6 | | | | |
| Lesson 1 | Make a word bank of synonyms for big and small | | | |

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| Lesson 2 | Complete a shared writing using size words |
| Lesson 3 | Complete a shared writing using size words |
| Lesson 4 | Complete an interactive writing using size words |
| Lesson 5 | Complete an interactive writing using size words |
| Week 7 | |
| Lesson 1 | Complete a modeled sentence using a family word and the high-frequency word 'can' |
| Lesson 2 | Complete a word bank of family words and use it to create a sentence |
| Lesson 3 | Complete a shared sentence using family words |
| Lesson 4 | Complete an interactive writing of a personal narrative using a previous topic |
| Lesson 5 | Independently write a sentence about families |
| Week 8 | |
| Lesson 1 | Complete a modeled sentence about the sense of taste |
| Lesson 2 | Complete a word bank of taste words and use them to create a sentence |
| Lesson 3 | Write a shared sentence using the taste word bank |
| Lesson 4 | Complete an interactive opinion sentence about taste |
| Lesson 5 | Independently write an opinion sentence about taste |
| Week 9 | |
| Lesson 1 | Complete a model sentence using a shape word and the high-frequency word 'and' |
| Lesson 2 | Complete a word bank for shape words and use it to create a sentence |
| Lesson 3 | Create a shared sentence using shape words and the high-frequency word 'and' |
| Lesson 4 | Complete an interactive writing description using color, size, and shape words |
| Lesson 5 | Independently write a sentence describing something in the room |

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| Week 10 | | | | |
| Lesson 1 | Create a family word bank and use it to write a sentence | | | |
| Lesson 2 | Independently write a sentence about helping a family member | | | |
| Lesson 3 | Use shared writing to write about what you like to do with a family member | | | |
| Lesson 4 | Write a personal narrative using interactive writing strategies | | | |
| Lesson 5 | Independently write about a family activity | | | |
| Week 11 | | | | |
| Lesson 1 | Complete a shared opinion sentence using a feeling word and the high-frequency word 'me' | | | |
| Lesson 2 | Complete a word bank for feeling words, then use it to create a sentence | | | |
| Lesson 3 | Create an interactive sentence using a feeling word and the high-frequency word 'like' | | | |
| Lesson 4 | Complete interactive writing of an opinion using feeling words | | | |
| Lesson 5 | Independently write an opinion sentence about music | | | |
| Week 12 | | | | |
| Lesson 1 | Create a word bank of animal sounds to use in an interactive sentence | | | |
| Lesson 2 | Independently write a sentence about an animal and its sound | | | |
| Lesson 3 | Independently write a sentence about an object and its sound | | | |
| Lesson 4 | Create a word bank of texture words to use in an interactive sentence | | | |
| Lesson 5 | Independently write a sentence about an object and its texture | | | |
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| Unit | Standards | | | |
| Unit 3 | Writing W.K.1 W.K.2 W.K.3 W.K.5 | Reading Foundations RF.K.1.a RF.K.1.b RF.K.1.c RF.K.1.d | Speaking and Listening SL.K.1 SL.K.2 SL.K.4 SL.K.5 | Language L.K.1.a L.K.1.b L.K.1.c L.K.2.a L.K.2.b |

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| | | RF.K.3.a | | L.K.2.d |
| Lesson | Objectives | | | |
| Week 13 | | | | |
| Lesson 1 | Complete a shared opinion sentence about a book | | | |
| Lesson 2 | Create a sentence using a word bank of feeling words and the high-frequency word 'is' | | | |
| Lesson 3 | Create an interactive opinion sentence about a character in a book | | | |
| Lesson 4 | Complete an independent opinion sentence about a favorite character | | | |
| Lesson 5 | Independently write an opinion of a book | | | |
| Week 14 | | | | |
| Lesson 1 | Complete a shared writing on how to make hot cocoa | | | |
| Lesson 2 | Begin an interactive how-to writing for bathing a dog | | | |
| Lesson 3 | Complete interactive how-to writing for bathing a dog | | | |
| Lesson 4 | Complete a partner writing activity on how to draw a house | | | |
| Lesson 5 | Complete an extended sharing time for how to draw a house | | | |
| Week 15 | | | | |
| Lesson 1 | Create word banks of animals and modes of transportation | | | |
| Lesson 2 | Use interactive writing strategies to write the beginning of a story | | | |
| Lesson 3 | Use interactive writing strategies to write the middle of a story | | | |
| Lesson 4 | Use interactive writing strategies to write the end of a story | | | |
| Lesson 5 | Draw and share fictional narratives | | | |
| Week 16 | | | | |
| Lesson 1 | Use an animal word bank to write an interactive sentence | | | |
| Lesson 2 | Use an animal word bank to write the beginning of a fictional narrative | | | |
| Lesson 3 | Write the middle of a fictional narrative | | | |

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| Lesson 4 | Write the end of a fictional narrative |
| Lesson 5 | Share fictional narratives |
| Week 17 | |
| Lesson 1 | Understand that summarizing is retelling only the most important part of a story, in your own words |
| Lesson 2 | Understand that summarizing is retelling only the most important part of a story, in your own words |
| Lesson 3 | Use interactive writing strategies to write the first part of a summary |
| Lesson 4 | Use interactive writing strategies to write the middle part of a summary |
| Lesson 5 | Use interactive writing strategies to write the last part of a summary |
| Week 18 | |
| Lesson 1 | Identify the characteristics of fiction and informative writing |
| Lesson 2 | Use interactive writing strategies to create informative writing |
| Lesson 3 | Make word banks on familiar topics and use interactive writing strategies for informative writing |
| Lesson 4 | Independently write informative sentences |
| Lesson 5 | Share informative writing |
| Week 19 | |
| Lesson 1 | Identify the characteristics of fact and opinion |
| Lesson 2 | Generate topics for opinions and use interactive writing strategies to write an opinion |
| Lesson 3 | Use interactive writing strategies to write an opinion |
| Lesson 4 | Independently complete opinion writing |
| Lesson 5 | Share opinion writing |
| Week 20 | |
| Lesson 1 | Use interactive writing strategies to describe an illustration |
| Lesson 2 | Use interactive writing strategies to describe an illustration |

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| Lesson 3 | Use interactive writing strategies to describe an illustration | | | |
| Lesson 4 | Use interactive writing strategies to describe an illustration | | | |
| Lesson 5 | Use interactive writing strategies to describe an illustration | | | |
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| Unit | Standards | | | |
| Unit 4 | Writing W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 | Reading Foundations RF.K.1.a RF.K.1.b RF.K.1.c RF.K.1.d RF.K.3.a RF.K.3.b | Speaking and Listening SL.K.1 SL.K.2 SL.K.4 SL.K.5 | Language L.K.1.a L.K.1.b L.K.1.c L.K.2.a L.K.2.b L.K.2.c L.K.2.d |
| Lesson | Objectives | | | |
| Week 21 | | | | |
| Lesson 1 | Understand the trait of Idea | | | |
| Lesson 2 | Identify details that support topics | | | |
| Lesson 3 | Understand the trait of Organization and the importance of organizing details in writing | | | |
| Lesson 4 | Understand the trait of Organization and the importance of organizing details | | | |
| Lesson 5 | Understand the importance of Voice and identify words that reflect emotions | | | |
| Week 22 | | | | |
| Lesson 1 | Understand the importance of Word Choice by adding details to sentences | | | |
| Lesson 2 | Use Word Choice to revise sentences from plain to colorful | | | |
| Lesson 3 | Understand the trait of Sentence Fluency and the structure of complete sentences | | | |
| Lesson 4 | Understand the importance of the Conventions trait and edit simple sentences | | | |

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| Lesson 5 | Understand the importance of presentation in written work | | | |
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| Unit | Standards | | | |
| Unit 5 | Writing W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 | Reading Foundations RF.K.1.a RF.K.1.b RF.K.1.c RF.K.1.d RF.K.3.a RF.K.3.b | Speaking and Listening SL.K.1 SL.K.2 SL.K.4 SL.K.5 | Language L.K.1.a L.K.1.b L.K.1.c L.K.2.a L.K.2.b L.K.2.c L.K.2.d |
| Lesson | Objectives | | | |
| Week 23 | | | | |
| Lesson 1 | Choose one clear topic to write a personal narrative | | | |
| Lesson 2 | Write a topic sentence that matches the picture for a personal narrative | | | |
| Lesson 3 | Draw and write events in the order they happened | | | |
| Lesson 4 | Draw and write the last event of a narrative | | | |
| Lesson 5 | Share narratives, using student feedback to edit for complete sentences | | | |
| Week 24 | | | | |
| Lesson 1 | Identify and understand how to use complete sentences | | | |
| Lesson 2 | Write a topic sentence for an opinion of a book, including the title | | | |
| Lesson 3 | State an opinion of a book and write reasons supporting it | | | |
| Lesson 4 | Write reasons supporting an opinion of a book | | | |
| Lesson 5 | Share opinion papers, with the book title, and revise after student feedback | | | |
| Week 25 | | | | |
| Lesson 1 | Understand the importance of complete sentences | | | |
| Lesson 2 | Create a topic list for an informative essay and select a topic | | | |
| Lesson 3 | Write details of a family member describing how they look and act | | | |

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| Lesson 4 | Use adjectives to add details in informative sentences |
| Lesson 5 | Share informative essays, with pictures that match, and revise from student input |
| Assessment | Use the elements in the genre chart to independently write a description |
| Week 26 | |
| Lesson 1 | Understand the personal narrative genre and select one clear topic |
| Lesson 2 | Write a topic sentence that matches the picture for a personal narrative |
| Lesson 3 | Draw and write events in the order they happened |
| Lesson 4 | Use adjectives to add details to a personal narrative |
| Lesson 5 | Add a concluding sentence that expresses how you feel to a personal narrative |
| Assessment | Use the elements in the genre chart to independently write a personal narrative |
| Week 27 | |
| Lesson 1 | Understand that summarizing is using your own words to retell only the most important parts of a story |
| Lesson 2 | Understand that summarizing is retelling only the most important part of a story and begin independent summarizing |
| Lesson 3 | Write the middle and end of a summary |
| Lesson 4 | Add adjectives to summaries to describe the most important details |
| Lesson 5 | Share summaries of a fictional narrative |
| Assessment | Use the elements in the genre chart to independently write a summary |
| Week 28 | |
| Lesson 1 | Write a fictional narrative using interactive writing strategies |
| Lesson 2 | Choose a character and setting and draw a picture for a fictional narrative |
| Lesson 3 | Write the beginning and middle of a fictional narrative |

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| Lesson 4 | Write the ending of a fictional narrative |
| Lesson 5 | Add adjectives to a fictional narrative |
| Week 29 | |
| Lesson 1 | Understand the importance of complete sentences and create complete sentences |
| Lesson 2 | Write a topic sentence to state an opinion of a book |
| Lesson 3 | Write two reasons that support an opinion of a book |
| Lesson 4 | Complete the opinion of a book by writing two reasons that support the opinion |
| Lesson 5 | Share opinion papers, identifying the title of the book, and papers according to student feedback |
| Assessment | Use the elements in the genre chart to independently write an opinion of a book |
| Week 30 | |
| Lesson 1 | Understand the importance of complete sentences and identify them in writing |
| Lesson 2 | Create a topic list for an informative essay and select one clear topic to write about |
| Lesson 3 | Write details for an informative essay |
| Lesson 4 | Use adjectives to describe details in informative sentences |
| Lesson 5 | Draw a picture to match the essay and share the essay to revise |

Sequence of Instruction

Kindergarten

Writing by Design is a meticulously organized curriculum for teaching writing to kindergarteners, structured to be followed in the order presented in the manual. This sequencing ensures that foundational skills are established effectively, paving the way for students to develop independent writing capabilities. The curriculum is crafted to enhance each child's educational progression by systematically developing writing skills in a coherent and supportive environment.