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Meeting Standards

Each lesson in *Classroom Authoring: Guided Writing (Kindergarten)* meets one or more of the following standards, which are used with permission from McRel. (Copyright 2000, McRel, Mid-continent Research for Education and Learning. Telephone: 303-337-0990 Website: www.mcrel.org.)

| Language Arts Standards | Page Number |
|---|---|
| <p>Uses the general skills and strategies of the writing process</p> <ul style="list-style-type: none"> • Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations) • Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus) • Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available appropriate technology to compose and publish work; shares finished product) • Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions) • Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences • Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experiences, narratives, messages, responses to literature) • Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) | <p>11, 14, 39, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 84, 86, 88, 90</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91–94, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91–94, 96</p> |

Meeting Standards *(cont.)*

| Language Arts Standards | Page Number |
|---|---|
| <p>Uses the stylistic and rhetorical aspects of writing</p> <ul style="list-style-type: none"> • Uses descriptive words to convey basic ideas • Uses declarative and interrogative sentences in written compositions | <p>26, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>26–33, 36–37, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> |
| <p>Uses grammatical and mechanical conventions in written composition</p> <ul style="list-style-type: none"> • Uses complete sentences in written compositions • Uses nouns in written compositions • Uses verbs in written compositions • Uses adjectives in written compositions • Uses adverbs in written compositions • Uses conventions of spelling in written compositions (e.g., spells high-frequency, commonly misspelled words from appropriate grade level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled and consonant blend patterns; uses a dictionary and other resources to spell words) • Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence) • Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words) | <p>26–33, 36–37, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>26–33, 36–37, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>26–33, 36–37, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 67, 69, 71, 73, 75, 77, 79, 85, 87, 89, 91, 96</p> <p>11, 14, 26–33, 36–37, 39–79, 84–91, 96</p> <p>11, 14, 26–33, 36–37, 39–79, 84–91, 96</p> <p>11, 14, 26–33, 36–37, 39–79, 84–91, 96</p> |

Word Banks

Word Walls

As students acquire a sight word, add it to a word wall. A sample list has been provided on page 13. There are several methods of arranging word walls. One method is to place the alphabet letters around the room, leaving space for words to be placed under the beginning letter of the word (e.g., under A on the wall, the class might add *alligator*, *apple*, and *ape*). The teacher can prompt the addition of words to the wall, while allowing students to actually make the suggestions. This inspires ownership in the process of collecting words. Word walls also reinforce the use of conventional spellings during independent writing.

Word Charts

Post charts to list category words from themes, topics, or parts of speech. Have students help create a list of words for each chart. Display the word charts so that students can refer to them during independent writing.

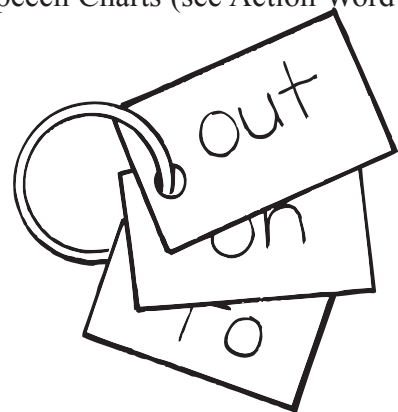
Collect words related to themes, such as animals, or from stories in texts or books. Use pictures or icons on the charts to make it easy for students to understand what each list is composed of. For example, a picture of a group of animals at the top of the Animals Word Chart would remind students that animal words can be found on that chart.

Parts of Speech Charts are helpful to young writers. Like the noun-centered charts (see Thematic Words above), illustrations should accompany the words on Parts of Speech Charts (see Action Word Charts on pages 15–16).

Word Rings

Materials

- 6 one-inch (2.5 cm) metal book binding rings for each student
- 6 sheets of cardstock for each student
- hole-punch
- scissors



Directions for the Teacher

1. Copy pages 17–22 onto cardstock for each student. **Note to Teacher:** If desired, copy each set of words onto a different color of cardstock. This will help visual learners easily retrieve words from each of the different sets.
2. Cut the cards apart and laminate for durability.
3. Make a hole in each card using a hole-punch.
4. Separate the cards so that you are only working with one set. One set has been provided for each of the following: *verbs*, *pronouns*, *prepositions*, and *other words*.
5. To create a Word Ring, place a ring through the card set.
6. Additional cards may be created and added to the corresponding Word Ring.

Action Words Chart

build
built



climb
climbed



come
came



dance
danced



eat
ate



fall
fell



go
went



hear
heard



help
helped



Verb Cards

Use the cards below to create Word Rings. (See page 12.)

| | |
|--------|--------|
| ○ am | ○ are |
| ○ be | ○ can |
| ○ is | ○ was |
| ○ were | ○ will |

Modeling Sentence Building

Kindergarten students can learn to write sentences with a subject and predicate. Some texts call it naming part and telling part, while others say “who or what” and “what happened.” In this text, we will use the terms *subject* and *predicate*.

A sentence is a whole thought. A whole thought names who or what, and it tells what happened.

Say, “I want to write a sentence about my friend, Sandy. I will write *Sandy* on the line over the subject.”



| | | |
|---------|--|-----------|
| Sandy | | |
| subject | | predicate |

Say, “Notice that I wrote a capital letter in front of Sandy’s name. I wrote a capital letter because it was her name and because it was the first word of a sentence. I had two reasons to use a capital letter.

“Now I am going to write what happened. I will write about Sandy chasing a bird. I will write *chased a bird* over the predicate because that is what happened.”

| | | |
|---------|--|----------------|
| Sandy | | chased a bird. |
| subject | | predicate |

Say, “Did you notice that I put a period at the end of the sentence? I put a period at the end because I wrote a whole thought. I wrote who, Sandy, and I wrote what happened, chased a bird.”

“Now I will write another sentence. I will write what happened next.”

| | | |
|----------|--|------------|
| The bird | | flew away. |
| subject | | predicate |

Say, “I put a capital at the beginning of the sentence and a period at the end of the sentence. I did not put a capital for the word *bird* because that is not the bird’s name.”