

**Level A**  
(kindergarten)

In **Level A**, students are taught through drawing how to focus on a main idea. As students become emergent readers and writers, they use words, phrases and simple sentences to provide supporting details. Students have fun learning and illustrating the meanings associated with common similes, metaphors and idioms. Emotion words and transition words are incorporated to model the proper writing format. Content area topics are incorporated in each lesson.

“Teach Me Writing” is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

**Teacher Handbook includes:**

- over **180** days of lessons with instructions
- **black line master and transparencies** for each lesson
- blank Writing Rectangle format for teacher adaptation
- **narrative webs/transparencies** for teacher implementation
- bulletin board word lists
- **standards, benchmarks and assessment**

Parks are fun. I love to go to the park.

SAMPLE

I see \_\_\_\_\_

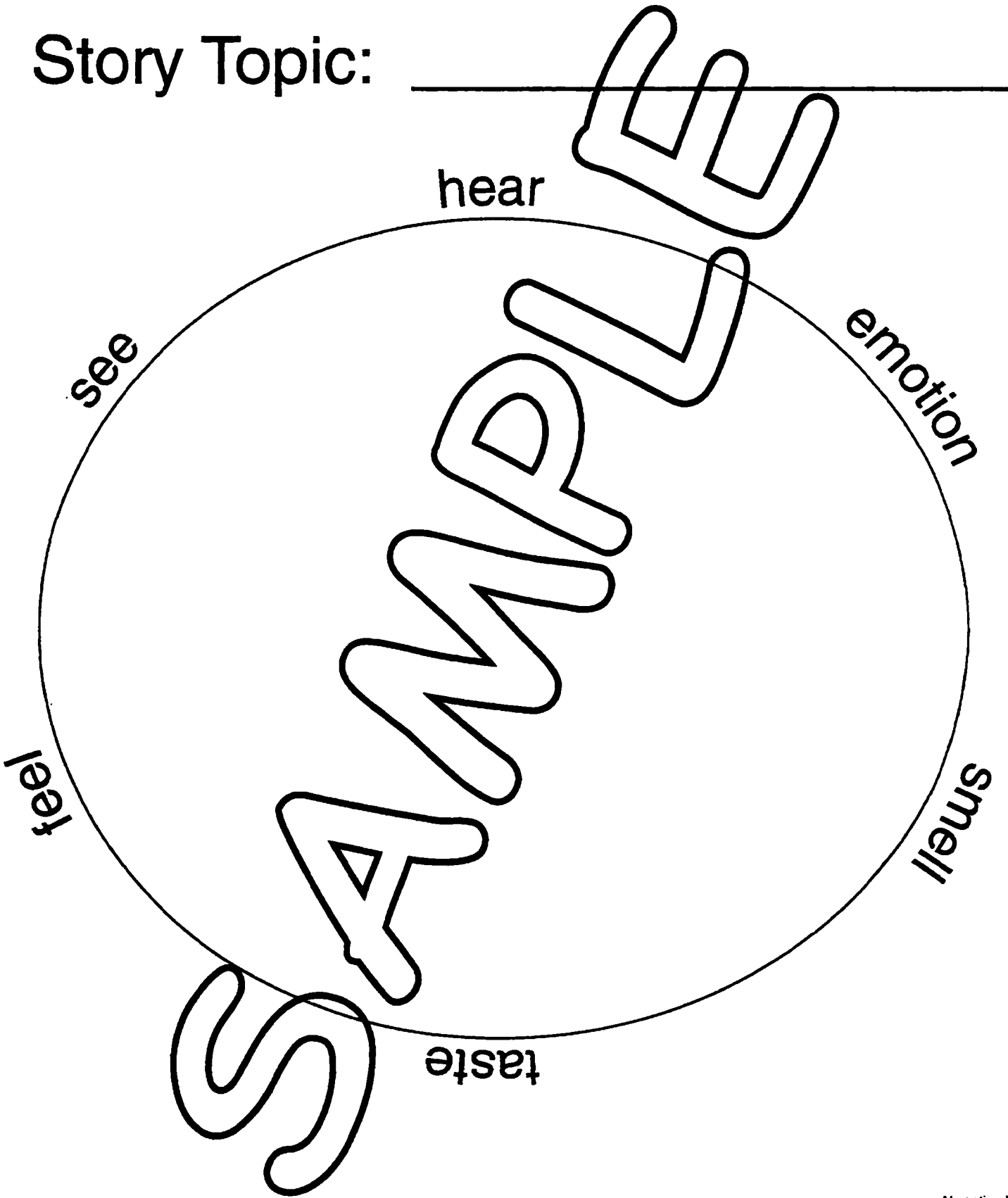
I hear \_\_\_\_\_

I smell \_\_\_\_\_

I feel \_\_\_\_\_

I love to play at the park. The park is a fun place.

Story Topic: \_\_\_\_\_



November is a very interesting month. I remember all of the things that I did and learned in November.

<p>First, I learned _____.</p>	<p>Then, I learned _____.</p>
<p>Next, I _____.</p>	<p>Last, I _____.</p>

**SAMPLE**

I had fun in November. I learned a lot of things. I remember all of the things that I did.

Story Topic: \_\_\_\_\_

I remember

SAMPLE

Some situations make me feel very happy.

**S**  
I feel happy as a lark when \_\_\_\_\_.  
\_\_\_\_\_.

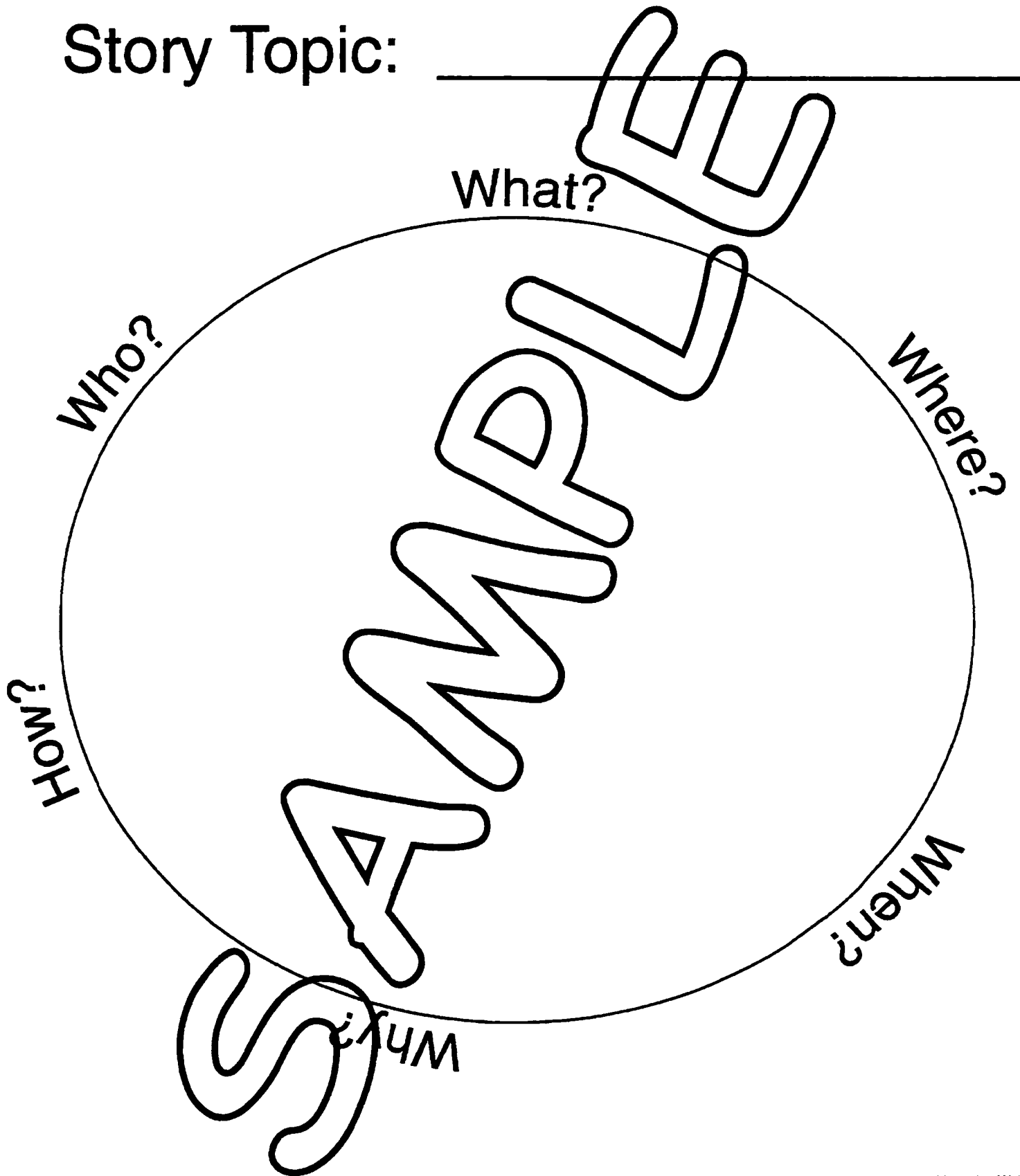
I feel as happy as a pig in mud  
when \_\_\_\_\_.

I have as much fun as a barrel full of monkeys. These are very  
happy situations.

I feel as happy as a flea on a dog  
when \_\_\_\_\_.

**P**  
I jump for joy when \_\_\_\_\_.

Story Topic: \_\_\_\_\_



## Standards (Pre-K-2)

The student uses writing processes effectively.

The student makes a plan for writing that includes a central idea and related topics.

The student drafts and revises simple sentences and passages, stories and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail; and
- are in legible print.

The student produces final simple documents that have been edited for

- correct spelling;
- appropriate end punctuation;
- correct capitalization of initial words, "I," and names of people;
- correct sentence structure.

The student writes to communicate ideas and information effectively.

The student writes questions and observations about familiar topics, stories, or new experiences.

The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

The student understands the nature of language; recognizes basic functions of language such as asking questions, expressing oneself, describing objects or experiences, and explaining.

The student understands the power of language and uses developmental/inventive spelling, pictures/drawings to represent words and ideas.

The student will write informal friendly letters, personal stories using descriptive words.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.