

## Kindergarten

### Kindergarten - E2 Writing

Children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and/or acted out along with their attempts to print letters and words. With partners, they respond to one another’s work and help each other - most often by encouraging “add that” – to extend the story and make it more interesting to a reader.

#### **E2a: Habits and Processes**

As early as kindergarten, children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and acted out along with their attempts to print letters and words.

With partners, they respond to one another’s work and help each other – most often by encouraging “add that” to extend the story and make it more interesting to a reader. Young writers don’t always make the suggested additions in writing because the physical act of forming letters and the concentration required to sound out and spell words tire them out. What appears on the page usually only hints at the rich composing kindergarten children do mentally. By the end of the year, we expect kindergarten students to:

- write daily;
- generate content and topics for writing;
- write without resistance when given the time, place and materials;
- use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and
- make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

#### **E2b: Writing Purposes and Resulting Genres**

Kindergartners write to understand and make themselves understood and to participate in the grown-up world of written words and communication. Typically, they are determined and inventive in their often hybrid productions of writing. Kindergarten writing is practically a genre unto itself until children learn to control word boundaries.

##### **E2b.1: Sharing Events, Telling Stories: Narrative Writing**

By the end of the year, we expect kindergarten students to produce narratives that:

- contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate,

sum up or tie together;

- tell events as they move through time (control for chronological ordering);
- may include gestures, drawing and/or intonations that support meaning; and
- may incorporate storybook language (for example, “and they lived happily ever after”).

##### **E2b.2: Informing Others: Report or Information Writing**

Kindergarten writers on target to meet standards usually are full of their own new knowledge, and they delight in reporting it to others. They make lists that tell “all about” a particular topic (for example, “all about my brother”, “about whales”, “about me”) and with prompting can reread these texts, leaving out information that is not about the topic. They may mimic the informational reporting style of books they have encountered in the classroom.

By the end of the year, we expect kindergarten students to:

- gather, collect and share information about a topic;
- maintain a focus – stay on topic; and
- exclude extraneous information when prompted.

##### **E2b.3. Getting Things Done: Functional Writing**

Kindergartners should write for functional purposes both within the classroom and outside of school.

Youngsters on their way to meeting standards find innumerable reasons for writing to get things done. A child who has erected a block castle might post a warning to classmates not to wreck it. A student whose birthday is coming up might create invitations to a party.

By the end of the year, we expect kindergarten students to be able to use writing to:

- tell someone what to do (for example, give directions, send messages); and
- name or label objects and places.

##### **E2b.4: Producing and Responding to Literature**

Children on target for meeting the standards re-enact, retell, borrow and burrow into all forms of literature, including stories, songs, poems and plays. They do this both formally and informally throughout the day. Initially, children’s engagement with literature is mostly oral. Over the course of the year, children also will respond to literature in writing. It is

important to emphasize that children's proficiency at producing literature is dependent upon how deeply they are immersed in literary reading activities.

- create their own stories, poems, plays and songs; and
- use literary forms and language.

### **E2c: Language Use and Conventions**

Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, capitalization and other conventions that will become important later. As a result, most of their writing is readable only by the author.

#### **E2c.1: Style and Syntax**

Kindergarten is early for young writers to notice conventional elements of style; however, the writings of kindergarten children do have a strong voice, even if it consistently one of naïveté' and wonder. The kindergarten writer's voice usually conveys a sense that the author is central to the message. As children grow, their voices will change; their writing will become easier to read aloud and will sound more like natural or story language.

By the end of the year, we expect kindergarten students to produce writing that:

*Use one's own language.*

- uses the syntax of oral language so it is easy to read aloud.

*Take on language of authors:*

- approximates some of the phrasing and rhythms of literacy language.

#### **E2c.2: Vocabulary and Word Choice**

Just as kindergarten writers get their sense of syntax from the language they hear spoken, so do they rely on oral language for the vocabulary that captures their ideas.

By the end of the year, we expect kindergarten students to:

*Use one's own language:*

- use words in their writing that they use in their conversation, usually represented phonetically.

By the end of the year, we expect kindergarten students to:

- re-enact and retell stories;

*Take on language of authors:*

- use in their writing some words they like from the books read to them.
- make choices about which words to use on the basis of whether they accurately convey the child's meaning.

#### **E2c.3: Spelling**

By the end of the year, we expect kindergarten students to:

- independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher.
- reread their own text, with a match between what they say and the words they have written on paper.
- pause voluntarily in the midst of writing to reread what they have written (tracking).
- leave space between words
- control for directionality (left to right, top to bottom).
- represent words frequently with the initial consonant sound.

#### **E2c.4: Punctuation, Capitalization, and Other Conventions**

At this stage we do not expect the child to show any regularity in-or even awareness of-punctuation and conventions. Most kindergartners are so preoccupied with the letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or page. Eventually, they will use the conventional placement of a period at the end of a sentence.