

Indicator #11
Stages of Writing

Student demonstrates age appropriate writing skills.

Research

Name writing has been shown to be a strong indicator of children's print-related knowledge and phonological awareness skills. It is also a good reflection of preschoolers' alphabet knowledge and conventional literacy skills. Name writing plays an important role in the development of spelling for young children. It is considered to be a window into a child's emergent literacy development and a foundation on which to build other literacy skills. The ability to write letters also plays a large role on children being able to write their name correctly and associate letters to their sounds. Letter writing is a good reflection of the beginnings of orthographic knowledge and this knowledge has been shown to be important to spelling in older children. Kindergarten students enter the school year with varying levels of writing ability. The key is to begin with where they are. We all know that kindergartners are full of thoughts and ideas. They just don't know how yet to express what they're thinking in writing.

Puranik, C. S., Lonigan, C. J., & Kim, Y. (2011). Contributions of emergent literacy skills to name writing, letter writing, and spelling in preschool children. *Early Childhood Research Quarterly*, 26(4), 465-474. doi:10.1016/j.ecresq.2011.03.002

Informative / Explanatory Conventions
1.4.PK.F and 1.4.PK.R

Emerging to...Spell simple words phonetically.

The learner will:

- Attempt to reproduce own name and/or simple words, with most letters correct

The adult will:

- Provide a variety of materials and opportunities for children to write daily
- Encourage children to write their name
- Have children think of how to spell words that have the same sounds as their name
- Have children sign in and out for the day (e.g. attendance)

ACTIVITIES

Activity:

Materials

"I can write my name with a..."pencil, crayon, marker, fancy pen free printable (Miss Kindergarten)

Encourage students to write their names with the different writing utensils.

Activity Prompts:

If a child is struggling to hold their pencils correctly, remind them to pinch and rest it on the "table" (their hand). Remind them where to start their letters and correct formation. Remind them of the order of the letters in their name.

Evidence Collection Strategies:

- Use observation and document students' ability to write their name.

Home School Connection:

- Encourage families to engage in name writing activities at home:

In the kitchen:

Use magnetic letters to form simple words.

In the bathtub:

Use colored bath markers

Use foam letters to form names and cvc words

Activity:

Stages of Writing Self- Assessment Sort - Students will complete a short writing prompt/sample on a simple topic such as “Draw a Self Portrait with your Name”

Teacher instructs a mini lesson on the Stages of Writing Rubric – showing what each stage of writing looks like using kid friendly examples. A large rubric chart/poster with examples is introduced and stays posted in the classroom where students attach the latest examples of their work throughout the year.

As students finish their writing, help them to self-reflect by clipping their piece of writing near the corresponding example/sample.

Activity Prompts:

Encourage students to add detail to both drawings and writing – some students will have much more detailed drawings and descriptive writings. A good teachable moment is to encourage students to add detail to their drawing and writing. (E.g. even though this doesn’t necessarily look like a tiger I can tell it’s a tiger because it’s black and orange.)

Teacher can use the same chart/procedure throughout the year with new sight words, different topics/prompts, etc.

Evidence Collection Strategies:

- Teacher will save introductory writing samples that include the student’s self-reflection stage as well as teacher’s assessment.

Home School Connection:

- This is something that should be introduced to parents by the teacher at back to school night or curriculum night – the visual is a great way to show parents how writing is staged/assessed. The rubric chart/poster can be used during report card conferences to show families what a proficient writing sample looks like.

Activity:

Provide students with a piece of paper that’s divided into four boxes and ask them to write their name in the top box and the words mom, dad, and bag in the remaining three boxes. The teacher will assess how the students phonetically spell the words given and if they know how to spell their name correctly. The paper will be collected for documentation.

Activity Prompts:

The teacher will ask students to think of the sound that each letter makes when they are stretching out the words phonetically. The teacher will demonstrate with a word that is not on the list by saying, “I am going to stretch out the word cat by breaking down the sounds, listen: ccc aaa tttt and now I will write the sounds that I hear by writing cat.

Evidence Collection Strategies:

The paper that is collected from the students will be evidence of the students ability to spell phonetically.

Home School Connection:

Use refrigerator magnets to stretch out and spell words phonetically and then write them on a piece of paper.

