

Indicator #12
Writing Process

Student engages in the writing process by choosing a topic of focus and then dictates, draws or writes a related story.

Research

Emergent writing techniques are strongly correlated with a child’s understanding of text. The beginning stages of writing start with children drawing pictures and focusing on what is happening in their picture to tell a story. Children begin with drawing pictures to tell stories but this is followed up by adding “words” to accompany their drawings. The goal of the writing process is to help children feel confident in their abilities to express ideas and information. Early writing is one of the best predictors of children’s later reading success. Early writing is part of a set of important foundational literacy skills that serve as necessary precursors to conventional reading, including developing understanding of both print and sound. Kindergartners begin to realize they are writers! Encouraging students to see themselves as writers will increase the likelihood to practice and hone the skill.

Cabell, S. Q., Totorelli, L. S., & Gerde, H. (n.d.). How Do I Write...? Scaffolding Preschoolers' Early Writing Skills. Retrieved June 02, 2016, from <http://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills>

Informative / Explanatory Focus

1.4.PK.B

With prompting and support, draw/dictate about one specific topic.

The learner will:

- Establish “who” and “what” a narrative will be about (PLANNING) and tell, draw, or write a related story (FOLLOW THROUGH)

The learner may also:

- Create a picture about a nonfiction topic and talk about it with the teacher

Effective Practices:

- Create charts of children’s ideas about topics of interest to facilitate children’s choice of a particular topic
- Talk about the focus of books and pictures that children see

ACTIVITIES

Activity:

“Picture This!”

Encourage students to engage in the writing process after being given a topic focus. Students will dictate, draw or write a related story.

Activity Prompts

1. Teacher will have pictures of animals (included below).
2. Teacher will show the pictures of the animals to class.
3. Teacher will ask students to think about their favorite animal and what they already know about the animal.
4. They will be prompted to share what their favorite animal and what they know about that animal with their partner (think, pair, share) (PLANNING)
5. After sharing, they will be encouraged to draw and write about the animal (FOLLOW THROUGH)

Evidence Collection Strategies:

- Teacher will collect papers and note whether drawing or writing describes “who” and “what” based on the given topic. This will provide evidence of planning and engagement in the activity.

Extension:

Students will be encouraged to write or use descriptive words when asked to tell about their story.



Picture card ideas:



Home School Connection:

- Child can keep a journal at home
- Provide authentic writing opportunities for child (shopping list, restaurant orders for takeout, thank you notes for gifts, pen pal letters to family or friends)
- Ask questions when they write
 - “How did that happen?”
 - “How did that make you feel?”
 - “Can you tell me more about that?”

Activity:

Materials

Label T-chart with “Who”, “Did What” and include the punctuation mark “period” at the end.

Prompts for sentence building (noun, verb) that include separate index cards with nouns and action verb/statements (e.g.

My dog, The cat, Mom, My sister, My brother, barks, drinks milk, plays, cooks, meows, etc.)

Have the students build the sentence using the cards and then check to see how well they can put a sentence together.

Students will then demonstrate the ability to establish their own who and what in a story. Students will be asked to tell, write, or draw a story about a specific topic. The teacher will then invite students to share their story with the class. Students could also share out in small groups.

Evidence Collection Strategies:

Teachers will observe and document students' ability to understand the "who" and "what" in a narrative/sentence.

Activity:

Materials:

Blank white paper, pencils, coloring utensils

1. Teachers will prompt students to visualize a story
 - Think about a place, the time, who you were with and what you were doing.
 - Encourage students' to create a picture of what they just visualized.
 - Encourage students to use great detail in their illustration (color, background, etc.)

Extension activity:

Materials:

Blank white paper and pencils

1. Have the students verbalize their story for dictation.
2. Have students write the words for their story using classroom resources (e.g. word wall, charts, posters)
 - Encourage students to identify the "who" and the "what."

Activity Prompts:

The teacher will then ask the students the following questions to assess their understanding of the "who" and the "what" of a story: "Who were the people in your story? What were they doing?" Ask questions to prompt more detail such as "What were the characters doing?" or "What does your picture show?"

Evidence Collection Strategies:

Create student portfolios and include writing samples and illustrations to document progress and growth.

Home School Connection:

- Encourage children to have a conversation about family experiences before, during, and after the event. Ask questions to provoke elaboration with detail including who was present, what were they doing and how were they doing it.
- Read a favorite book and engage children in follow up discussions about the characters, plot, and detail surrounding the story. Encourage children to retell the story through drawings or dictation.