

## Kindergarten Writing

### Standard 1: Students write clearly and effectively.

1. Organize text in paragraphs with clear beginning, middle and end.
  - Explore sequence by writing stories with scribbles, pictures and letters
2. Develop a main idea through some supporting details.
  - Explore main idea orally
  - Begin to focus on main idea
3. Demonstrate awareness of personal voice, sentence structure and word choice.
  - **Voice**-communicate feelings
  - **Sentence Structure**-explore sentences through scribbles, pictures, letters
  - **Word Choice**-explore new vocabulary
4. Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.
  - **Spelling**
    - Begin to use letter/sound correspondence
  - **Capitalization**
    - Begin to use upper and lower case letters
  - **Punctuation**
    - Explore punctuation
  - **Grammar/Usage**
    - Participate in language experience activities

### Standard 2: Students apply a range of skills and strategies in the writing process.

1. Plan writing by generating and organizing ideas and by considering purpose and audience.
  - Plan writing by talking and/or drawing
  - Discuss writing for a variety of purposes
2. Write a draft that captures and organizes ideas.
  - Verbalize a pre-writing draft
3. Revise writing at the word, sentence and paragraph levels using feedback and guidance from others.
  - Confer with instructor for feedback
4. Edit, with assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage)
  - Confer with instructor for feedback
5. Share/publish a legible final product.
  - Produce finished written product to share

### Standard 3: Students evaluate and reflect on their growth as writers.

1. Set goals and become aware of success in own and others' writing.
  - With guidance set personal writing goal

- Give and receive verbal feedback on own and others' writing with teacher modeling
2. Share writing with others, listen to responses, ask questions and offer positive comments to others.
  - Share writing or illustrations with others
  - Listen to responses, ask questions and offer positive comments to others with teacher modeling
3. Identify his/her strengths as a writer.
  - See self as an author

### Standard 4: Students write for a variety of purposes and audiences.

1. Identify the purpose for their writing and write appropriately.
  - Explore different purposes for writing
2. Choose audience (e.g. self, peers, adults)
  - Explore writing for different audiences
3. Experience writing in a different genre (e.g. descriptive writing).
  - Explore various types of writing (e.g. picture story, word story)

### Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

1. Identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).
  - Explore different forms
2. Write using characteristics of different forms.
  - Explore using different forms (e.g. schedules, letters, sentences, stories)

### Standard 6: Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

1. Pose questions or identify problems.
  - Pose questions on topic with teacher modeling
2. Use selected technologies and information sources.
  - Explore using selected technologies and information sources
3. Identify explanations or solutions and draw a conclusion based on the information.
  - Explore drawing conclusions based on the information
4. Share information in appropriate ways for intended audiences.
  - Produces finished written material
  - Share with audience in appropriate format