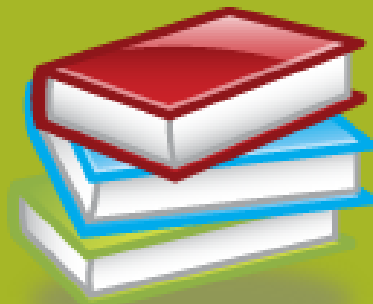


WRAPPED UP IN WRITING

*A Kindergarten Approach
to Reading and Writing*



The Connection Between Reading and Writing

You learn to *write* better by *reading*.

You learn to *read* better by *writing*.

Reading and writing *work together* to improve your Ability to *think!*

How Children Learn about Reading and Writing

- They experiment and pretend play at reading and writing and use trial and error.
- Children learn to read and write in creative ways; they decorate letters, symbols, and words. They mix drawing and writing and they invent messages in all different forms.
- When they read, they make up what they think the words in the book may say by reading the pictures.
- We teach children phonics skills so they can read words independently. When they write they need to use the same phonics skills to produce their writing selections.
- It is important to realize the similarities between reading and writing and to involve children in both reading and writing daily.

Student: _____
 Teacher: _____
 Year 20____-20____

Kindergarten Progress Report
 Riverview Elementary—Lisa Muirbrook, Principal

Key: X = Mastery / + Introduced-Not Mastered / Blank = Not Introduced/Teamed

Phonemic Awareness/Phonics	1	3	4
Writes name correctly			
Recognizes beginning sounds			
Orally Rhymes			
Counts # of syllables in a word			
Orally blends sounds			
Orally segments sounds			
Recognizes ending sounds			
Decodes 3 letter words			

Math Concepts	1	3	4
Recognizes numbers up to 10-20			
Recognizes 3 dimensional shapes			
Models one to one counting			
Counts by 1's to			
Counts by 10's			
Writes numbers up to 10-20			
Solves addition problems			
Solves subtraction problems			
Demonstrates greater than, less than, equal to			

Social Growth & Development	1	3	4
LISTENS attentively			
Follows directions			
Uses time wisely			
Works well with others			
Participates in class activities			
Does neat and careful work			
Completes and returns homework			

Reading Level

Understands basic concepts/print	Points to each word as read	Beginning to relate letters to sounds	Beginning to blend letters to form words	Reading with help	Reading using reading strategies for comprehension

Writing Level

Pre-writing: Letters not recognizable	Beginning: random letters	Consonant: One letter represents words	Multiple Consonants: represents words	Vowels & Consonants: represents words	Words: All syllables sounds represented	Spelling: Begins to spell correctly

Alphabet Skills			
	Upper	Lower	Sound
A	a		
B	b		
C	c		
D	d		
E	e		
F	f		
G	g		
H	h		
I	i		
J	j		
K	k		
L	l		
M	m		
N	n		
O	o		
P	p		
Q	q		
R	r		
S	s		
T	t		
U	u		
V	v		
W	w		
X	x		
Y	y		
Z	z		

**2nd Term is "Walking Report Cards"

Sight Words

I	will
like	be
the	go
and	for
see	make
we	play
a	said
to	good
come	she
me	all
with	he
my	no
you	do
what	down
are	have
now	help
is	look
how	out
find	off
this	take

Comments:

Comments:

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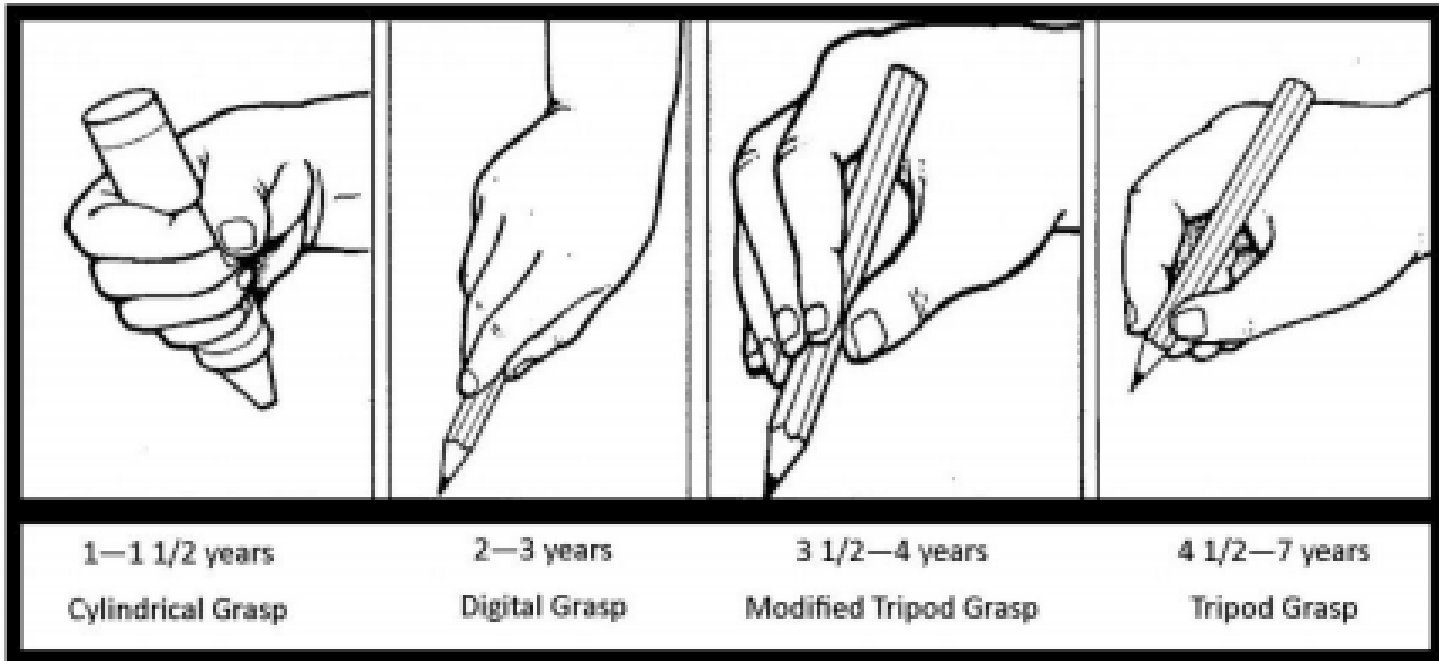
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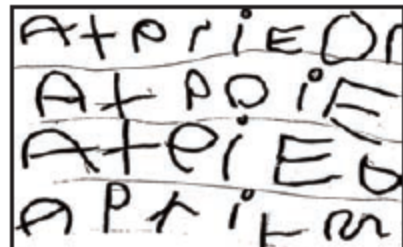
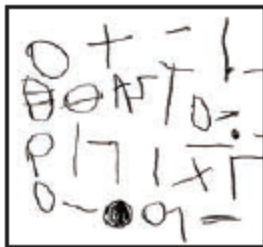
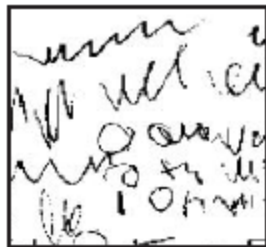
Teaching Your Child the Correct Way to Hold their Pencil



Correct Letter Formation is Important!



Kindergarten Writing Rubric



1. Pre-Writing

Includes: Drawing, scribbling, symbols that represent letters, and random letters with no relationship between letters chosen and the sounds in a word. Random letters do not progress from left to right.

2. Letter Strings

Letters progress from left to right and from top to bottom as the child "reads" their paper back to an adult. Letter sounds have no relationship between letters chosen and the sounds in a word.

the I is 1 2 3 4 5
see I like onb mt

I see the pig

(I see the pig.)

3. Environmental Print

Child copies words from the room around him. He usually does not know what words he has copied, and they do not form a sentence.

4. Sight Words in a Sentence

Child writes a sentence that he or she can read back. Spaces between the words are not necessary, nor is end punctuation. Any other words included that are not sight words were found as environmental print in the classroom.

Theh can r

(The horse can run.)

5. Beginning Sounds

Sentence includes sight words and some beginning sounds of a word that the child can read back. Vowel sounds and ending sounds in the words written with inventive spelling are not necessary. Spaces between words and end punctuation are not necessary.

We wn to the s

(We went to the store.)

6. Early Developmental Spelling

Uses sight words and some beginning sounds of a word in a sentence that the child can read back. Some ending sounds of words may begin to appear. There are spaces between most words. Punctuation is not necessary. Child also draws a matching picture to go with the sentence.

To daye i wot to play
withf the white board and
the shapes and I won
to PLAY with my fen

(Today I want to play with the white board and the shapes, and I want to play with my friend.)

7. Developmental Spelling

There are spaces between all of the words. When using inventive spelling, some medial and ending sounds are written, including some vowels. Punctuation may be added but is not necessary, Child also makes a matching picture.

One day I saw my
Frid it was Israel and
Antonio and Thay got
lost I fad Thim.
The end

(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)

8. Transitional Spelling

Child writes two or more sentences, using some real spelling that includes words with silent letters. Capitals and punctuation and spaces are used correctly at least some of the time, and the child makes a matching picture.

What Your Child Needs to Know about Writing in Kindergarten *(Writing Standards)*

Use a combination of drawing, dictating, and writing to:

- Compose opinion pieces and state an opinion or preference about the topic of or book (My favorite book is...
- Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Narrate events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

What Your Child Needs to Know Continued...

With guidance and support from adults:

- Respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Recall information from experiences or gather information from provided sources to answer a question.

Participate in shared research and writing projects. For example: explore a number of books by a favorite author and express opinions about them.

At Home Writing Activities:

Information Writing:

- Make a menu
- Write lists: Wish list, grocery list, Christmas list, etcetera
- Make a topic book: Seasons, shapes, colors, etcetera
- Draw/cut out pictures and label them
- Make a map

Opinion Writing- Write about a topic and express their feelings about it:

- Book they have read, or a book that has been read to them
- Foods
- Toys
- Activity






Narrative Writing:

- School events
- Activities
- Fictional event or activity
- Writing for Fun:
- In a Journal

Write a letter

- Write a picture story
- Thank you notes
- Make a card
- Type on the computer any of the above

Writing Process for Kindergarten

1. Think of your idea. 
2. Draw a picture. 
3. Think of your sentence. 
4. Say your sentence and count the words. Draw the number of lines that matches your sentence. 
5. Sound out and write your sentence.
6. Color and add detail to your picture. 

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Feed Me a Story!

What difference can reading aloud to a child 30 minutes per day make?

If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food!

Reduce the experience to just 30 minutes a week and the child's hungry mind loses 770 hours of nursery rhymes, fairy tales, and stories.

A kindergarten student who has not been read to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

Source: U.S. Department of Education, America Reads Challenge

Preparation for Kindergarten

Upon entering Kindergarten your child should have these literacy concepts:

- Most of the letters of the alphabet
- Most letter sounds
- Understand concepts of print
- Able to retell a story read to them
- How to write own name and form many letters
- Draw pictures that depict a story
- Rhyming skills

Expectations

- **By December:**
 - Know all upper and lowercase letters
 - Know all letter sounds
 - Identify beginning and ending sounds of words
 - Developing sight word vocabulary
 - Orally rhyme
 - Drawing detailed pictures with written labels and inventive spellings using multiple consonants to represent words
- **By the end of Kindergarten:**
 - Reading on level C independently
 - Developed a sight vocabulary of greater than 40 words
 - Able to write a logical story of 1-3 sentences

Prerequisites for Independent Reading

- Knowledge of phonemes (sounds in a word) and the ability to isolate phonemes in a word (Ex. m-o-p)
- Secure knowledge of all letters and their primary sound
- Secure knowledge of short vowel sounds
- Developing knowledge of sight words (aka. High frequency words)- “the,” “a,” “and,” “was,” etc.
- Understanding of 1:1 correspondence
- Experimenting with spelling and writing
- Daily interaction with text

Online/Multi-Media Resources for Kindergarten

- www.starfall.com
- Leap Frog Letter Factory DVD
- www.pbskids.org
- www.abcmouse.com
- Imagine Learning

Five for Families!

Researchers have identified five areas where the home and family can influence reading development in children:

1. **Value Placed on Literacy:** Parents show their own interest in reading by reading in front of their children and encouraging them to read, too.
2. **Press for Achievement:** Parents let children know that they are expected to achieve and help them develop reading skills.
3. **Availability and Use of Reading Material:** Homes with reading and writing materials for children—such as books, newspapers, writing paper, pencils, and crayons—create more opportunities to develop literacy.
4. **Reading with Children:** Parents who read to preschoolers and listen as older children read aloud help children become readers.
5. **Opportunities for Verbal Interaction:** The quantity and content of conversation between parents and children influence language and vocabulary development, both building blocks for later reading success.

Source: Hess & Holloway, 1984. Family and School as Educational Institutions

The Value of Words

- Research demonstrates that the size of a young child's vocabulary is a strong predictor of reading—preschoolers with large vocabularies tend to become proficient readers (National Research Council, 1998). Children's vocabulary can be greatly enhanced by talking and reading with parents. In fact, the vocabulary of the average children's book is greater than that found on prime-time television (Hayes & Ahrens, 1988).

Action Steps for Parents

Action Steps for Parents

There are a number of steps that parents can take to help prepare their young children to become readers and to support the reading habit once they are in school. These include:

- Feed your child a diet of rich language experiences throughout the day. Talk with your infants and young children frequently in short, simple sentences. Tell stories, sing songs, recite nursery rhymes or poems, and describe the world around them to expose them to words. Name things. Make connections. Encourage your child's efforts to talk with you.
- Try to read aloud to your children for 30 minutes daily beginning when they are infants. Ask caring adults to be your children's daily reader when you are unavailable.
- Have your child's eyesight and hearing tested early and annually. If you suspect your child may have a disability, seek help. Evaluations and assessments are available at no cost to parents. Call the early childhood specialist in your school system or call the National Information Center for Children and Youth with Disabilities at (800) 695-0285 (Voice/TTY).
- Seek out child care providers who spend time talking with and reading to your child, who make trips to the library, and who designate a special reading area for children.
- Limit the amount and kind of television your children watch. Seek out educational television or videos from the library that you can watch and discuss with your children.
- Set up a special place for reading and writing in your home. A well-lit reading corner filled with lots of good books can become a child's favorite place. Keep writing materials such as non-toxic crayons, washable markers, paints and brushes, and different kinds of paper in a place where children can reach them.
- Visit the public library often to spark your child's interest in books. Help your children obtain their own library cards and pick out their own books. Talk to a librarian, teacher, school reading specialist, or bookstore owner for guidance about what books are appropriate for children at different ages and reading levels.
- You are your child's greatest role model. Demonstrate your own love of reading by spending quiet time in which your child observes you reading to yourself. Show your child how reading and writing help you get things done every day—cooking, shopping, driving, or taking the bus.
- If your own reading skills are limited, consider joining a family literacy program. Ask a librarian for picture books that you can share with your child by talking about the pictures. Tell family stories or favorite folktales to your children.
- Consider giving books or magazines to children as presents or as a recognition of special achievements. Special occasions, such as birthdays or holidays, can be the perfect opportunity to give a child a new book.
- Connect your children with their grandparents and great-grandparents. Encourage them to read books together, talk about growing up, tell stories, and sing songs from their generation.
- Ask about free readings and other programs at bookstores in your community.