



Writing

Overview of the Assessment

Journal writing provides children with an opportunity to systematically explore written language in the supportive environment in which they are learning by doing for an authentic purpose – to communicate their ideas. Children do this through cooperative learning situations in which reading, writing, speaking, and listening are integrated in natural ways. It is also important for children to watch teachers write and for teachers to explain how they approach the creative process of writing. In striving to incorporate theory from the professional field into our own classroom practices, we have come to understand that children need many opportunities to experience language in much the same playful way that they learn about spatial relationships through using blocks. Children learn about block building by stacking blocks in various configurations and figuring out which ones are likely to stand and which will come crashing down. They learn to build more imaginative and complex structures through experimentation free from criticism of partially successful attempts. Teachers should be creating joyful, experimental environments where children can learn how written language works while coming to understand the varied and critical roles written language plays in their lives." (Kid Writing, Eileen Feldgus)

Expectations

- By the end of Kindergarten, children will:
(Language Overall)
- B. Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
 - C. Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
 - D. Communicate in writing, using strategies that are appropriate for beginners.

How to Administer the Assessment

- Observe the student writing sample.
- Use the indicators found within the Writing Continuum to determine the writing behaviours observed.
- Record (✓) under indicators observed.
- Using the "Summary Sheet", record student names in the appropriate boxes to help with a teaching focus and group formations.

Resources

- The Kindergarten Program, 2006
- Kindergarten Teacher's Resource Book by Miriam Trehearne pages 48, 66, 122-126, 267-273, 310, 500-506
- A Guide to Effective Instruction in Writing, Kindergarten to Grade 3



Kindergarten Writing Continuum – “Summary Sheet”

Teacher Name: _____

	Emerging/Pictorial Phase 1	Pre-Communicative Phase 2	Semi-Phonetic Phase 3	Phonetic Phase 4	Transitional Phase 5

