

# Kid Writing

## Kindergarten and 1<sup>st</sup> Grade

**Definition:** *Kid Writing* is an integrated approach to teaching writing that includes systematic, rigorous, and planned phonics instruction. It is based on the social interaction between teachers and children and focuses on the children's individual needs and abilities.

### Structure:

#### 1. Student Writing

- In Kindergarten and the beginning of 1<sup>st</sup> grade, children draw their picture first (as a form of prewriting).
- Mid to end of 1<sup>st</sup> grade, children continue or discontinue drawing pictures as appropriate.
- Children write as they think words should be spelled and sentences should be formed (see *Letter to Parents and Caregivers* for Stages of Writing Development).
- There are multiple opportunities and ways to write across the curriculum (e.g. journals, story response, prompt).
- Use journals with student's own topics.
- Teachers may decide which writing tools students use (e.g. pencil, crayon).

#### 2. Adult Writing (teachers/aides/volunteers)

- Child reads his/her writing to adult.
- Adult discusses the strengths and gives instruction on areas of need (Individual Mini-lesson).
- Adult writes the correct spelling of words.
- When spelling is mostly phonics-based, adult writing is written at the bottom of the page.
- When spelling becomes mostly conventional, adult writing is written above/below the words.

#### 3. Sharing

- In each Kindergarten writing session, 1-2 students share.
- In each First Grade writing session, 2-3 students share.
- Each sharing session is structured to provide the child with 2 positive comments about his/her piece and 1 "push". A "push" is an encouragement for the child to work on a specific skill. The teacher will identify the skill and give an example of how to apply it.
- The goal is to provide a mini-lesson to showcase exemplars and find teaching points that reflect the curriculum.