

Writing Continuum—Kindergarten

Category	Writing Behaviours
Communication (Content, Purpose, Voice, and Audience)	The student: <ul style="list-style-type: none"> • creates a picture and talks about the message or story it conveys • creates a picture that includes scribble writing, letter-like shapes, random letters, and/or numbers and talks about the message or story it conveys • understands that writing has a purpose (e.g., “This is my shopping list” or “It tells you how to feed my dog”) • is aware that talk can be written down (e.g., dictates a message for an adult to scribe) • has initial awareness of voice (e.g., “I write like I talk”) • is aware that writing contains a message that can be read (e.g., asks an adult to read a writing attempt or rereads own writing attempt; this “rereading” may contain different content each time it is read) • begins to develop an awareness of an audience for writing (e.g., “This card is for my mom”)
Language Structure	<ul style="list-style-type: none"> • orally retells the content of a writing attempt • orally dictates a message for an adult to scribe; the adult needs to ask clarification questions to confirm the message • begins to recognize that written language is in complete sentences (e.g., orally dictates a message for an adult to scribe and uses sentences matching oral pace to the written scribing, or rereads own writing attempt in whole sentences)
Writing Process	<p>Planning and Research</p> <ul style="list-style-type: none"> • talks about ideas for writing • draws ideas for a plan • gathers information by: <ul style="list-style-type: none"> - asking others - using picture books - watching visual media (e.g., films, videos, DVDs) <p>Drafting</p> <ul style="list-style-type: none"> • produces a writing attempt <p>Revising</p> <ul style="list-style-type: none"> • adds ideas after discussion with others <p>Editing</p> <ul style="list-style-type: none"> • checks for simple punctuation conventions (e.g., capitals and periods) <p>Sharing and Publishing</p> <ul style="list-style-type: none"> • orally shares writing attempts with others
Conventions	<ul style="list-style-type: none"> • explores with a pencil, pen, crayon, or marker (drawing and scribble writing) • prints or scribbles randomly down or across a page • creates letter-like forms • demonstrates an interest in consistency of letter-like shapes (e.g., repeats a shape frequently or creates patterns including several letter-like shapes) • demonstrates an awareness of directionality (e.g., scribbles left to right along the lines, or produces letter-like or letter shapes in left-to-right sequence) • prints letters (reversals will occur) • prints letters across a page in a left-to-right direction • prints letters and word attempts in a left-to-right direction and moves to a new line (line movement may be inconsistent) • copies print around the classroom • copies own name • prints own name