

Writing in Kindergarten

LaTaya Dixon
Kristin Haley
Meagan Lacks

Journal Writing in Whole Group

Independent Writing in Stations

Writing Strategies in the Classroom

Christian County- Hopkinsville, Kentucky

We are all kindergarten teachers in Christian County, Kentucky. This year we taught in-person from September 8th through November 20th, and January 29th through the current date. During our Non-Traditional Instruction (NTI) dates we used tools such as Google Classroom, Google Meet, Boom Learning Cards, and paper packets.

LaTaya Dixon teaches at Dr. Martin Luther King, Jr Elementary School and has been teaching for 18 years. This year she is teaching in a self-contained classroom.

Kristin Haley teaches at Sinking Fork Elementary School and has been teaching for 10 years. This year she is teaching in a self-contained classroom.

Meagan Lacks teaches at South Christian Elementary School and has been teaching for 8 years. This year she is teaching in a self-contained classroom.

The following slides describe how we incorporate writing into our kindergarten classrooms.

Journal Writing in Whole Group

Meagan Lacks

During this KRP RTA+1 project daily journal writing was a recurring theme. We heard about the benefits of it, and how important it is. Of course, I have heard this my whole teaching career. I knew it was important. I knew that it would help them be better readers if they were better writers. I knew these two concepts worked together hand in hand. There is TONS of research to support this theory, this data, this knowledge. But, how could I fit DAILY writing into my plans? Where was the time?

Of course we wrote in kindergarten. I did not always have time every day, so we got to it when we could. Everyone knows there is SO much content and so little time.

Writing happened at least once a week in my reading block, but I just could not find time for every single day.

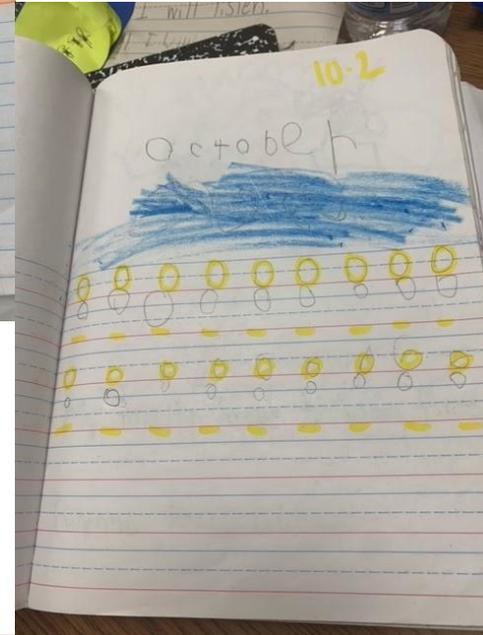
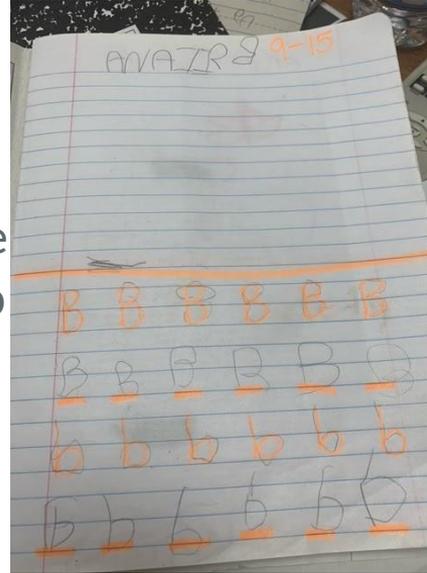
This year, after listening to multiple keynote speakers, I decided to make it a priority and just see how much could daily journal writing really help?

Journal Writing in Whole Group

Meagan Lacks

So we started in September, we eased into this. I decided that I would do a morning journal writing every day before we even dove into our reading lesson.. kind of like a warm up for the day. I protected this time and we have done daily journal writing every day.

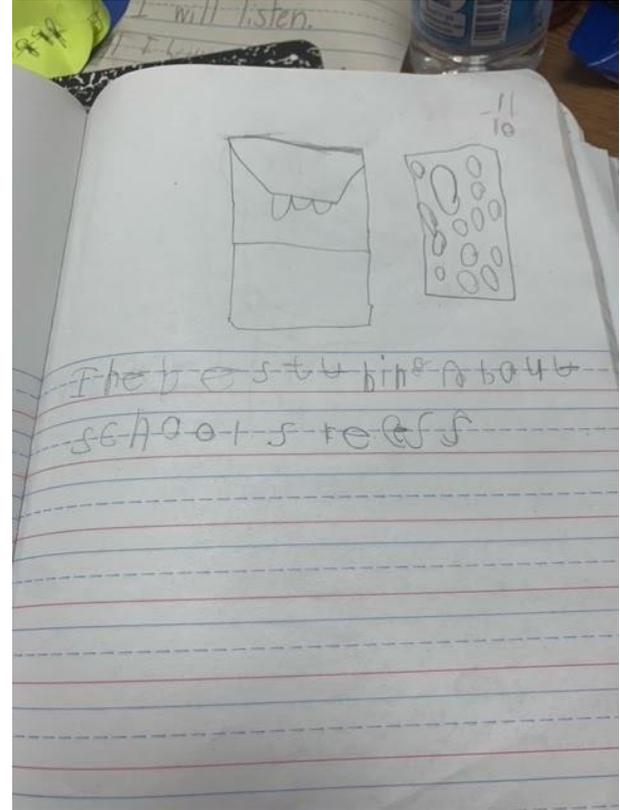
We started with letter tracing, and independent letter formation. This lasted September & October.



Journal Writing in Whole Group

Meagan Lacks

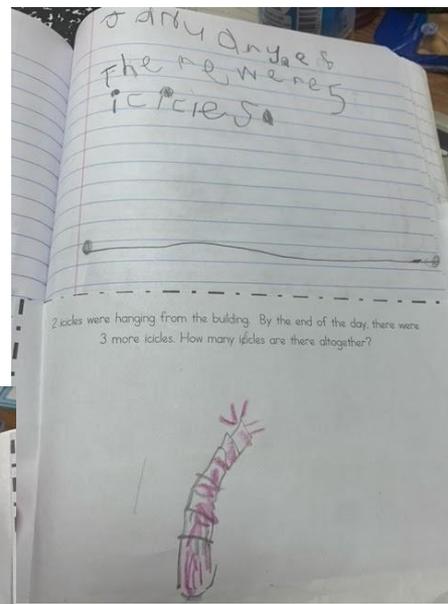
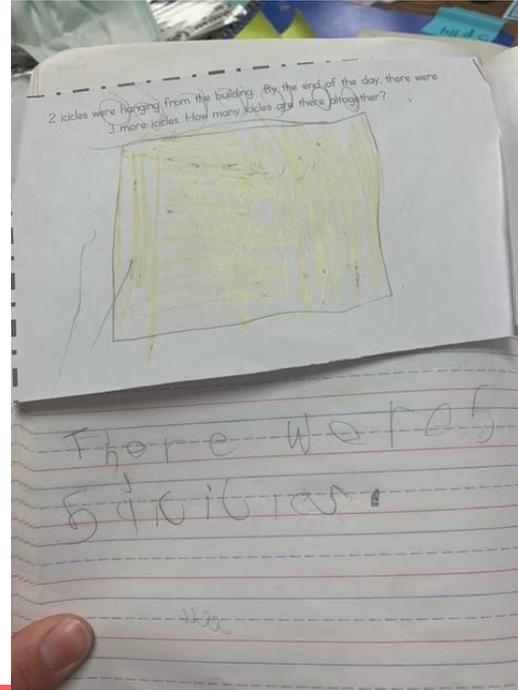
In November, we started journal prompts. We read the question, talked about it, answered it, and then I modeled the writing for them. They were encouraged to write their own answer or copy my modeled writing if they needed to. Most kids just copied my modeled writing which was fine. In December we were NTI.



Journal Writing in Whole Group

Meagan Lacks

Started back to traditional learning in January and I picked up where we left off as sort of a refresher for them. We moved to math journal prompts but I modeled the writing for them. This lasted through February.



Journal Writing in Whole Group

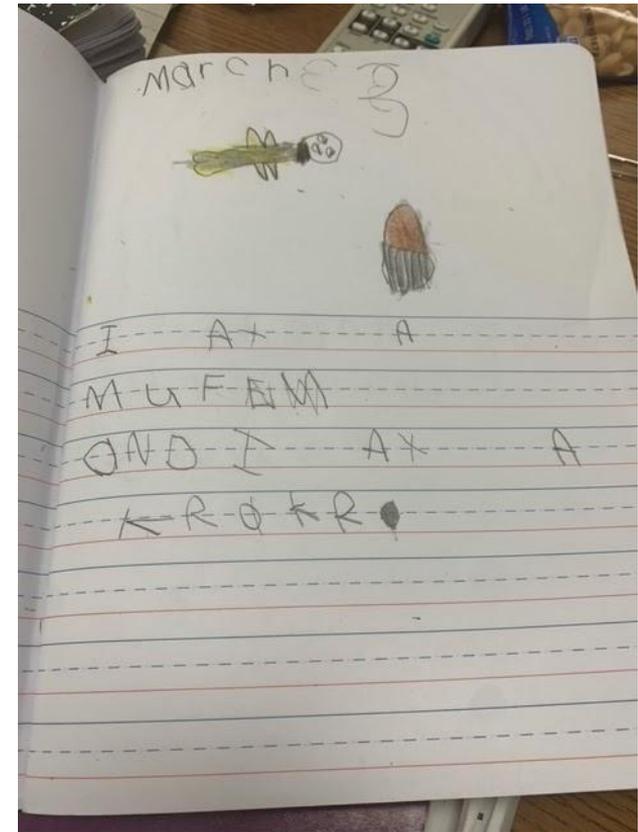
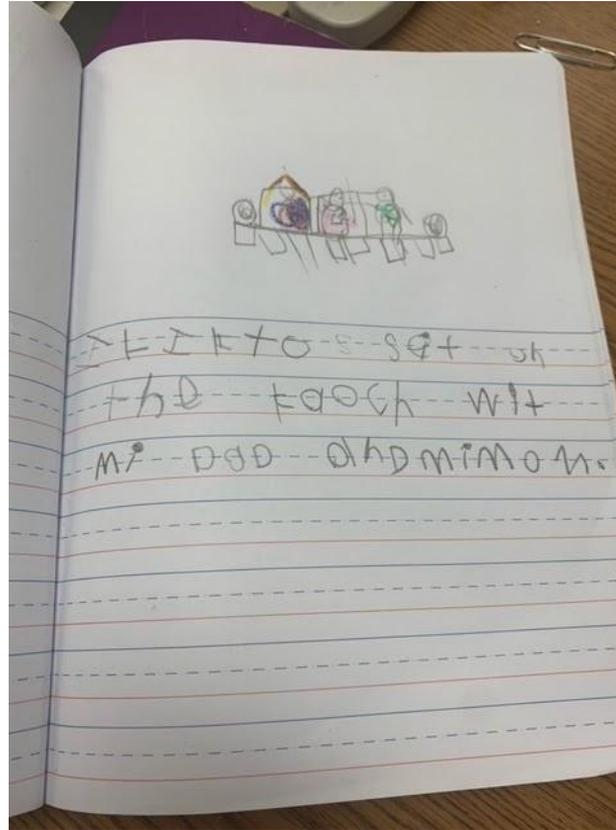
Meagan Lacks

In March I modeled my answer to the journal prompt but encouraged them to write their own answers. Most of the class started to use their inventive spelling and really did some independent work with the journals. I would have liked to have done this about a month or two sooner, but we lost at least two good instructional months to NTI due to covid so I am still pleased. By the end of March there were times I did not model a response for them, I just had them respond to the journal prompt independently. Of course I would circulate and give them helpful tips and check for understanding/mastery. I would check for things like spacing, punctuation, capitalization, phonemic awareness, all of the things that I had explicitly taught during the modeled writing I had been doing in months prior.

Journal Writing in Whole Group

Meagan Lacks

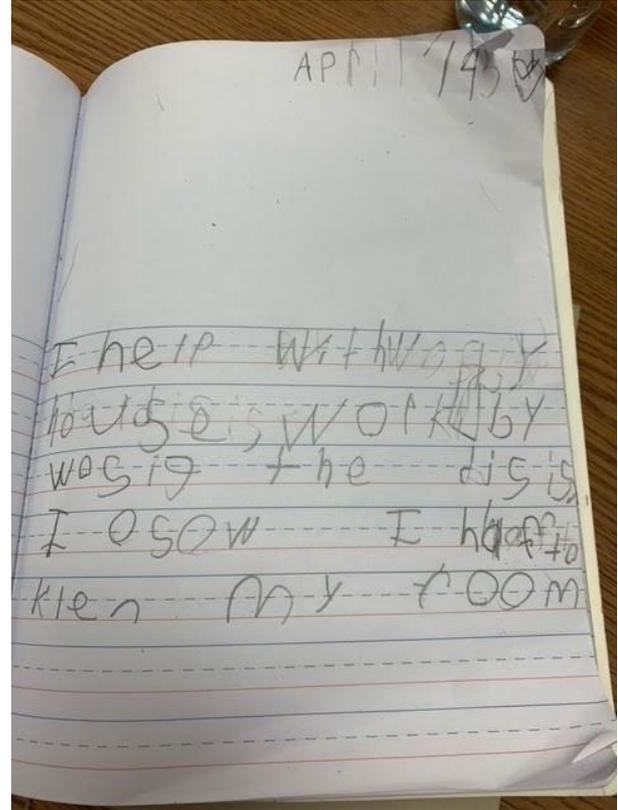
March Journal Writing



Journal Writing in Whole Group

Meagan Lacks

Now that we are in April I am really encouraging them to write at least two sentences. The first sentence is an answer to the journal prompt. The second sentence should be the reason for their answer.



Journal Writing in Whole Group

Meagan Lacks

So how successful has it been?

On the winter MAP data our district uses I had 73% of my students above the norm reading score. The highest percentage of proficient/distinguished students (according to MAP) in my school. We have 4 kindergarten teachers.

Just to remind you, this is when my students were still just mimicking modeled writing for the most part. Also, we had lost 2 instructional months due to NTI for COVID.

I was so impressed. I am sure there could be other factors that played into their great map data scores, but I do know I implemented daily journal writing with fidelity this year. So I do attribute MOST of the credit for those scores to their daily journal writing.

Journal Writing in Whole Group

Meagan Lacks

After watching the students in their journal writing, I can see how much their reading has progressed.

Even when they were just mimicking modeled writing, they had to apply letter knowledge that we had learned, they were transferring the knowledge of letter sounds, and reading what they were writing (copying).

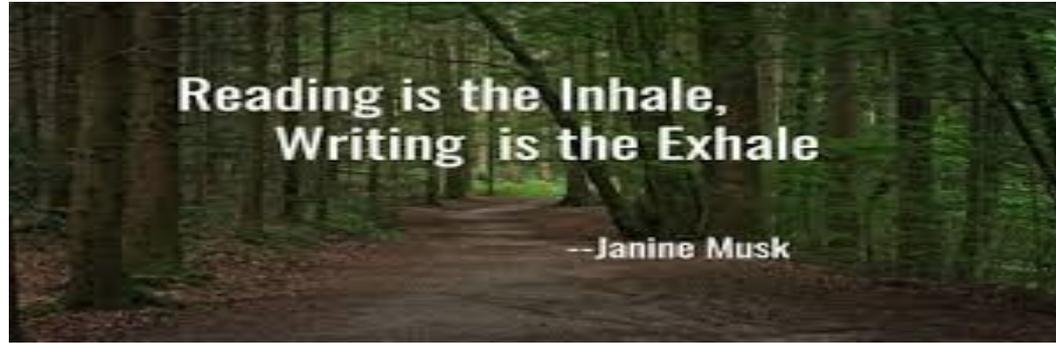
Copying may seem like a no-effort task, but for these little guys their brain is still hard at work. Thinking about how to transfer my writing to their paper.

Once they mastered that and it was not as much brain work, we raised the standards. Having them use their own inventive spelling, thinking about the things we talked about during guided reading, and using our whole group phonics lesson ideas and transferring them.

After focusing on this project this year I really see how valuable and important it is to prioritize daily writing, especially in kinder

Independent Writing in Stations

LaTaya Dixon



When I heard this quote this summer during KRP+ 1 training, I knew then what I wanted to focus on with my Kindergarten students this year. Through my years of teaching and being a mom, I have always known the importance of Reading and Writing but every year I still have this feeling that I haven't done the best job at connecting the Reading/Writing together.

Independent Writing in Stations

DREAM BIG, WORK HARD.

My Dream!

2020-21 School Year
All my students are going
to be reading above
grade level and writing
detail stories.



GOALS

Working Hard!

- Letter Formation
- Daily Journal Writing
- Independent Writing
- Connecting Writing to Reading
- All Students are reading but not all of them are above grade level



Independent Writing in Stations

We started School in September (in person). Before I introduced Writing Stations, my goal was to teach proper letter formation, learn to write their name, create detail pictures and build their writing stamina. Students were progressing well with the routines we had established. Then... Covid Numbers Increased...

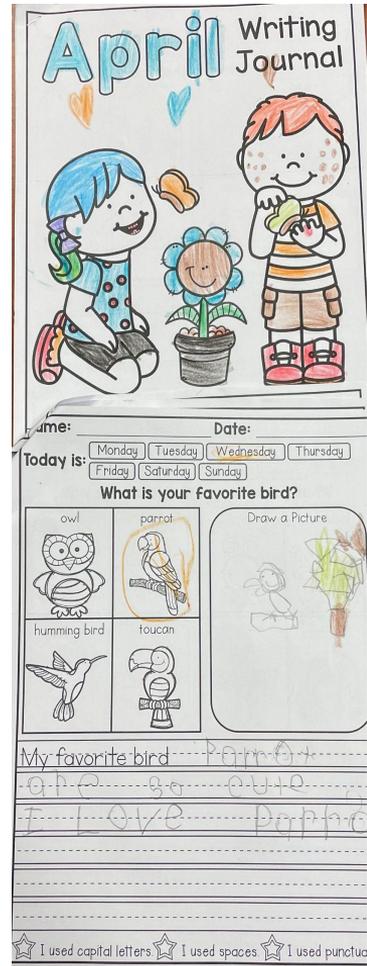
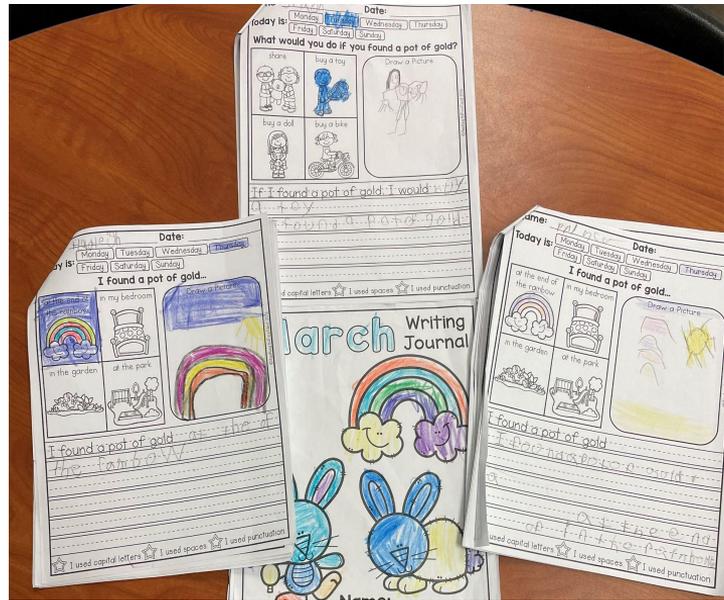
We went on NTI in November 2020 and returned to in-person learning in January 2021. This is when I started Independent Writing in Stations

*practice
makes
progress*



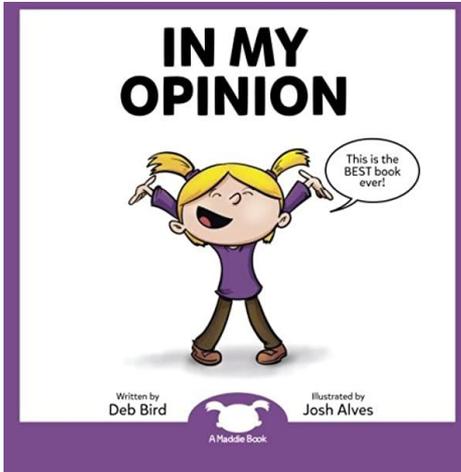
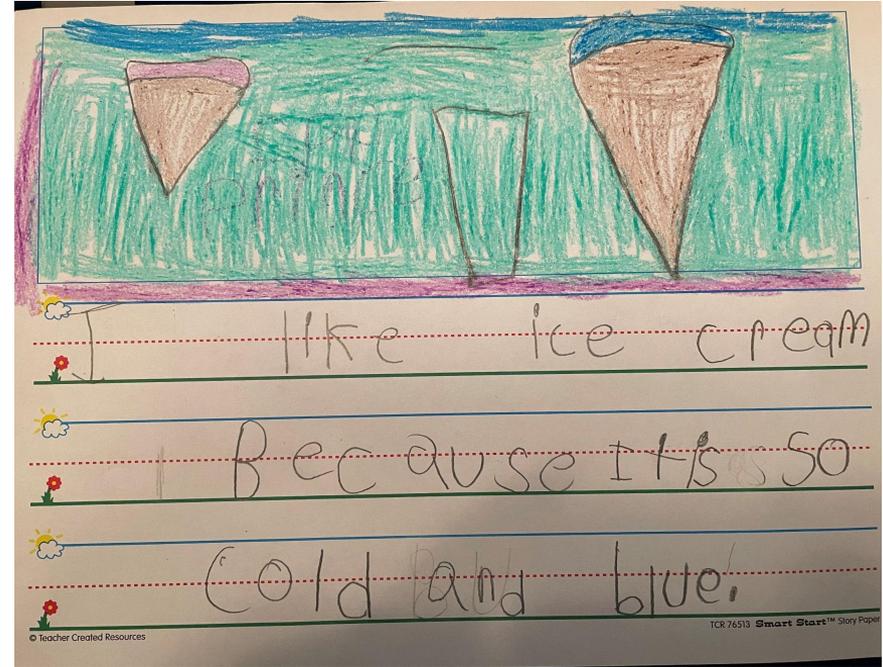
Independent Writing in Stations

During ELA Block students work in a writing center. Students have folders with writing papers for creative writing and a Daily Writing Journal.



Independent Writing in Stations

Mini Lesson: Opinion Writing
We read the story: In My Opinion.
I model an opinion writing from the book. Students then chose a topic from the book and wrote an opinion telling what they like or dislike and gave a reason for their opinion.



Mentor
Text

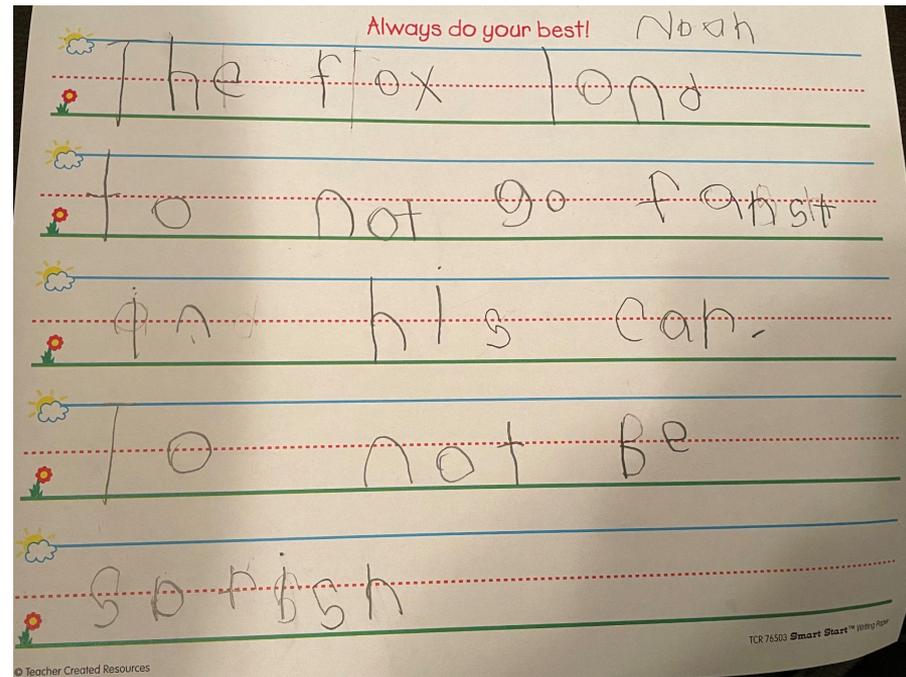
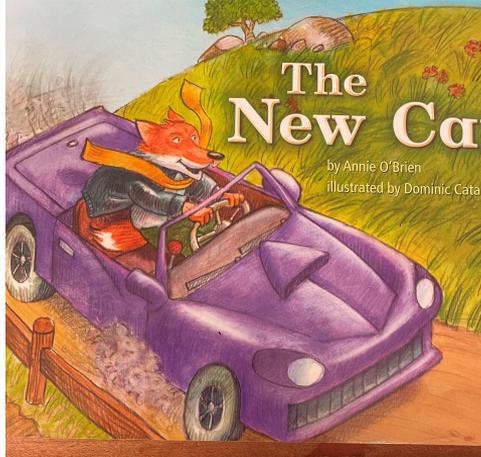


I like ice cream because it is so cold and blue.

Independent Writing in Stations

Lataya Dixon

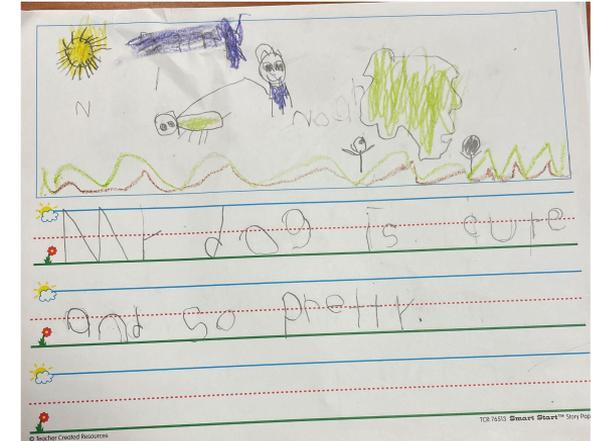
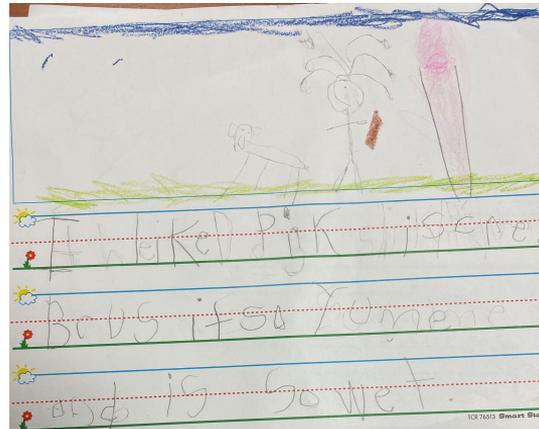
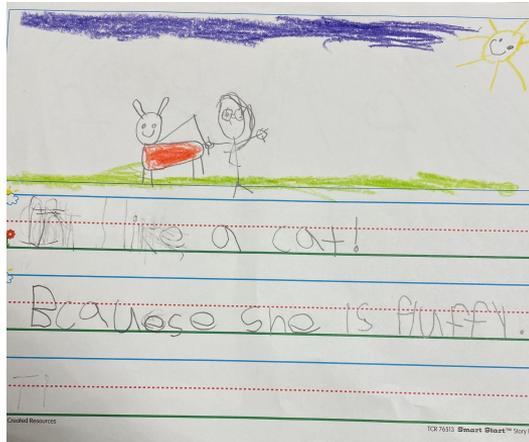
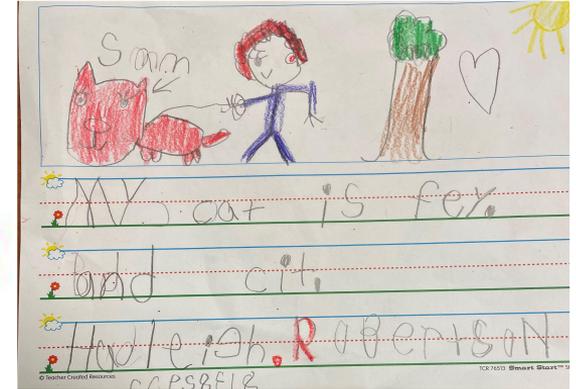
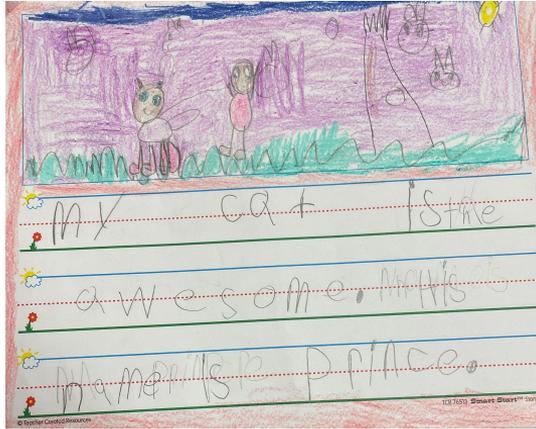
Responding to Literature
Students read a story during
Guided Reading Group. The students
then had to write about the lesson
they learned from the story.



The Fox learned to not go
fast in his car. To not be
selfish.

Independent Writing in Stations

LaTaya Dixon



Writing Strategies in the Classroom

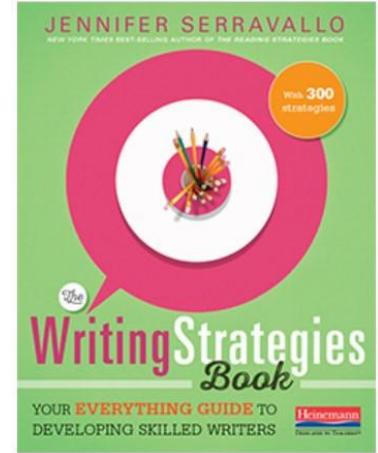
Kristin Haley

The Writing Strategies Book by Jennifer Serravallo

3.2: Moments with Strong Feelings

3.3: Observe Closely

6.2: Add More to Your Pictures (Then, Maybe More to Your Words!)



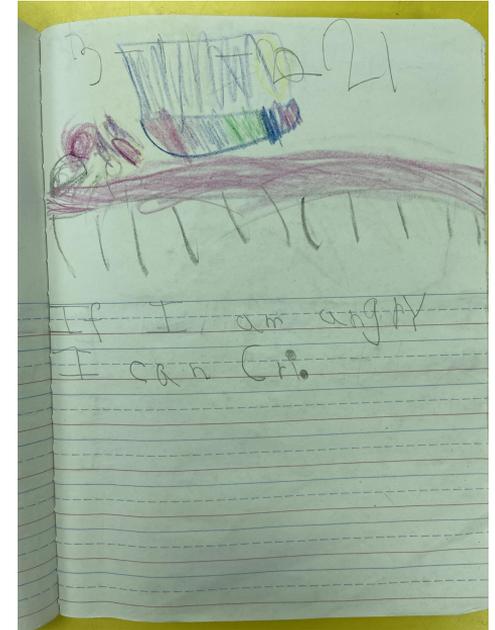
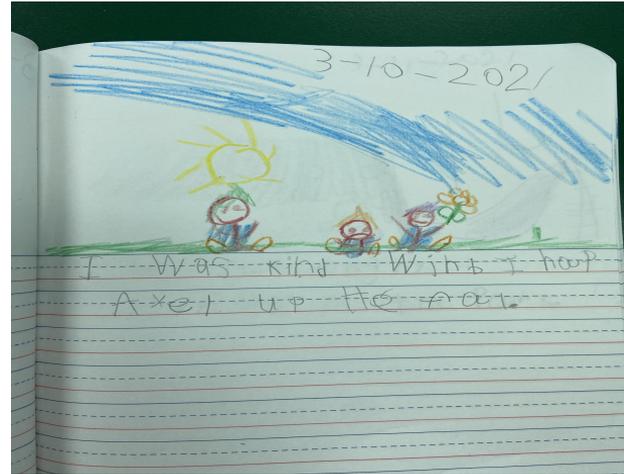
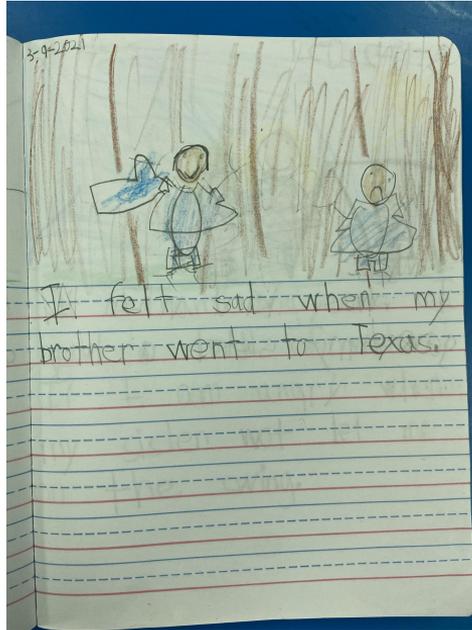
3.2: Moments with Strong Feelings- Class Anchor Chart

We completed this anchor chart over the course of a week. We read a book each day that dealt with a different emotion/feeling. After reading the book, we discussed a time when they had that feeling. They talked with their table partner to get more ideas.

Once each student knew what they were going to write about, they used their journal to write. The other strategies being discussed during this time was listening to the beginning letter sound and other sounds in the word. Most students were able write many of the words independently, in kid spelling.

Feeling	Idea
 sad	When I was sick
 happy kind	when I share
 angry	take a drink of water
 scared ↳ brave	when it is dark use a light

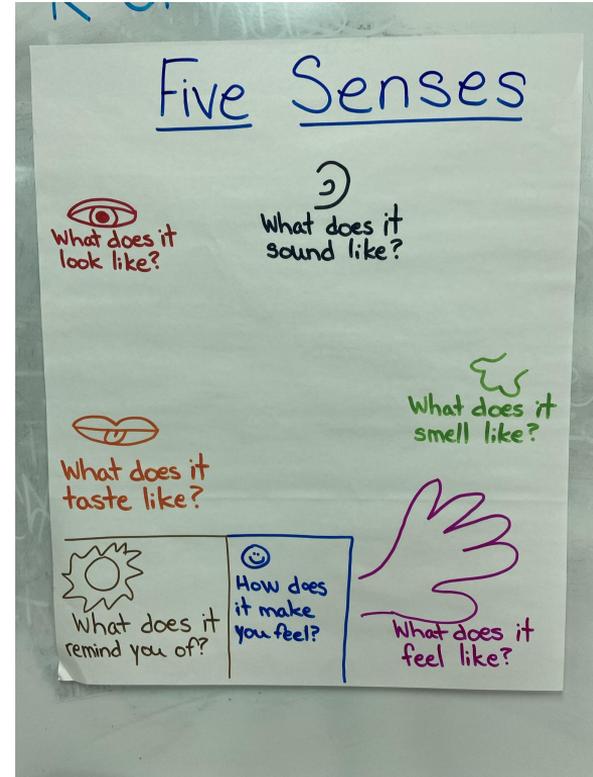
3.2: Moments with Strong Feelings- Student Journal Writings



3.3: Observe Closely- Class Anchor Chart

This strategy was used in conjunction with a poetry unit. The students discussed their five senses. Our next step is to observe a chocolate chip cookie and collect data using their five senses.

The class will then take the words used to describe the cookie and turn it into a poem. Students will then bring in their own favorite snack, complete the observing strategy, and write a poem about their favorite snack.



6.2: Add More to Your Pictures (Then, Maybe More to Your Words!)

This is one of the most used strategies in our classroom. Every other day the students have a writing prompt at the writing center. After completing the writing portion, the students have to draw a picture that matches the sentence.

My students have learned that after completing the picture, they should go back and add in details such as weather, clothing, or other items. They are beginning to use the second part of the strategy to add more to their words. I am going to provide extra paper they can use to add more words to the original sentence in the writing prompt.

NAME: _____

DATE: _____

Checklist:

- It is a cat. Did you capitalize your sentence?
- It is a cat. Did you end your sentence with correct punctuation?
- It is a cat. Did you leave a finger space?
- Do you have a setting and characters?

Tim likes to play

Keri Brown 2016

6.2: Add More to Your Pictures (Then, Maybe More to Your Words!)- Student Writing Prompts

name: _____
date: _____

It is a cat. Did you capitalize your sentence?
It is a cat. Did you end your sentence with correct punctuation?
It is a cat. Did you leave a finger space?
 Do you have a setting and characters?

Checklist:

Tim likes to play.

Keri Brown 2016

Five Senses

 What does it look like?

 What does it sound like?

 What does it taste like?

 What does it smell like?

 What does it remind you of?

 How does it make you feel?

 What does it feel like?

Next Steps...

As planning for the 2021-2022 school year begins, we would each like to introduce writing and the writing strategies earlier than we were able to this year. We feel that introducing writing earlier will give more time for students to apply what they are learning and be better prepared for more advanced writing skills and strategies.

Building differentiated instruction and practice into our independent writing stations is a focus as well. Students can be writing on a similar topic but have varying levels of prompts provided.

Murray State

KRP +1

Relationship of Reading and
Writing (Primary)

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