At the beginning of the year, kids usually have not had a chance to develop the skills needed to do any real writing (though pretend writing often is developing.)

In order to start writing, these are the prerequisite skills that kids need to have:

Stages of a Child’s Writing (see the next page)

Sight Word Activities and Word Building Activities
## The Developmental Progression
### Children’s Writing

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pictures</td>
<td>![Picture Example]</td>
</tr>
<tr>
<td>2.</td>
<td>Random Scribbling</td>
<td>![Scribble Example]</td>
</tr>
<tr>
<td>3.</td>
<td>Scribble Writing</td>
<td>Written in linear fashion to mimic real writing.</td>
</tr>
<tr>
<td>4.</td>
<td>Symbols That Represent Letters</td>
<td>![Symbol Example]</td>
</tr>
<tr>
<td>5.</td>
<td>Random Letters</td>
<td>No relationship between sounds of letters and what the child is trying to say.</td>
</tr>
<tr>
<td>6.</td>
<td>Letter Strings</td>
<td>Progresses from left to right and top to bottom when the child “reads” his writing.</td>
</tr>
<tr>
<td>7.</td>
<td>Letter Groups</td>
<td>The groups have spaces in between to resemble words.</td>
</tr>
<tr>
<td>8.</td>
<td>Environmental Print</td>
<td>(Child copies print found in the room, often without knowing what the words are.)</td>
</tr>
<tr>
<td>9.</td>
<td>Beginning Sounds</td>
<td>(The horse can run.)</td>
</tr>
<tr>
<td>10.</td>
<td>Early Inventive Spelling</td>
<td>(We went to the store.)</td>
</tr>
<tr>
<td>11.</td>
<td>Inventive Spelling</td>
<td>To daye i wot to play withf the white board and the shapes and I won to play with my fun.</td>
</tr>
<tr>
<td>12.</td>
<td>Transitional Writing</td>
<td>One day I saw my Friid it was Israel and Antonio and they got lost. I fad Thim. The end.</td>
</tr>
</tbody>
</table>

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Developing Phonemic Awareness Skills to Segment Words (stretch them out) and Using That Skill to Help Them Write

Examples:

I see a ______.
(Kids choose final word from word wall.)

I like the ______.
(Kids choose final word from word wall.)

The ______ is (color).
(Kids choose missing word from word wall.)

When you write in front of the class, have them sing the spelling songs to you as you write the words. This helps them stay focused, as this can sometimes be a problem during modeled writing activities.
Expository Print  (Writing About Non-Fiction Topics)

- Beginning in January, we start writing things that we know about animals or winter, etc. This is usually simpler than teaching kids to write an actual story.

  Example:
  Here is a penguin.
  It can not fly.
  It is black and white.

Teaching Kids to Write with Inventive Spelling
Using Sounds Fun Phonics Songs and Cards as Spelling Code
Keys to Transitioning Kids Into Writing Creatively

Tips to Get Your Class Started Journaling About Their Day

The master is another free download on my blog on the July 31, 2010 entry.
http://heidisongs.blogspot.com
Story Writing in Kindergarten?
Stories should have:
* A main character and a secondary character
* A setting
* A beginning, middle, and end (problem and resolution.)

Brainstorming Questions
* Where do you want to go in your story?  
* Who would you go with?  
* What problem will happen when you are there?  
* How would you feel then?  
* What would you say then?  
* How will your problem be solved?

The Parts of a Story Song

From the HeidiSongs.com CD/DVD:  
Little Songs for Language Arts.
## Kindergarten Writing Rubric

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Writing</td>
<td>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.</td>
<td>The I is 12345 see I like and my</td>
</tr>
<tr>
<td>Letter Strings</td>
<td>Letters progress from left to right and from top to bottom as the child &quot;reads&quot; their paper back to an adult. Letter sounds have no relationship between letters chosen and the sounds in a word.</td>
<td>I see the pig.</td>
</tr>
<tr>
<td>Environmental Print</td>
<td>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.</td>
<td>The horse can run.</td>
</tr>
<tr>
<td>Sight Words in a Sentence</td>
<td>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.</td>
<td>We went to the store.</td>
</tr>
<tr>
<td>Beginning Sounds</td>
<td>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.</td>
<td>One day I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.</td>
</tr>
<tr>
<td>Developmental Spelling</td>
<td>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.</td>
<td>Today I want to play with the white board and the shapes and I want to play with my friend.</td>
</tr>
<tr>
<td>Transitional Spelling</td>
<td>Child writes two or more sentences, using some real spelling that includes words with silent letters. Capital letters and punctuation and spaces are used correctly at least some of the time, and the child makes a matching picture.</td>
<td>(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</td>
</tr>
</tbody>
</table>


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