





Writing Standard 3: Language and Conventions Kindergarten

Style and Syntax	Vocabulary and Word Choice	Spelling	Punctuation, Capitalization and Other Conventions
<p>Using one's own language:</p> <ul style="list-style-type: none"> - Uses the syntax of oral language and so is easy to read aloud <p>Taking on language of authors:</p> <ul style="list-style-type: none"> - Approximates some of the phrasing and rhythms of literary language. 	<p>Using one's own language:</p> <ul style="list-style-type: none"> - Use words in their writing that they use in their conversation, usually represented phonetically <p>Taking on language of authors:</p> <ul style="list-style-type: none"> - Use in their writing some words they like from the books read to them - Make choices about which words to use on the basis of whether they accurately convey the child's meaning. 	<ul style="list-style-type: none"> - Independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing can decipher) - Reread their own text, with a match between what they say and the words they have written on paper - Pause voluntarily in the midst of writing to reread what they have written - Leave space between words - Control for directionality (left to right, top to bottom) - Represent words frequently with the initial consonant sound. 	<ul style="list-style-type: none"> - At this stage we do not expect the child to show any regularity in -or even awareness of -punctuation and conventions. Most kindergarteners are so preoccupied with the new letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or page. Eventually, they will use the conventional placement of a period at the end of the sentence

Writing Standard 2: Narrative

-  Contain a "story" that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together
-  Tell events as they move through time (control for chronological ordering)
-  May include gestures, drawings and/or intonations that support meaning
-  May incorporate storybook language (for example, "and they lived happily ever after")