

**KINDERGARTEN**  
**(Six-Trait Foci: Ideas, Organization)**  
**EALR 1 – The Writing Process**

**1.1 PREWRITE**

**Uses pictures and talk for thinking about and planning writing.**

- ❑ Uses drama, visuals, and concrete objects (e.g. puppets, toys) to plan writing
- ❑ Uses multicultural literature (fiction and non-fiction) to stimulate ideas

**1.2 DRAFT**

**Produces a draft of words, captions, and/or sentences.**

- ❑ Writes a caption or a sentence to explain a drawing
- ❑ Labels picture

**1.3 REVISE**

**Understands that writing can be changed.**

- ❑ Finds something that can be improved in own and others' writing
- ❑ Adds details to change drawing and writing to better represent ideas (e.g. adds clothing the change drawing of self)

**1.4 EDIT**

**Understands that there are conventions of punctuation and capitalization in writing.**

- ❑ Calls out places where ending punctuation and capitalization are needed during shared writing
- ❑ Works with partner to edit writing for punctuation and capitalization

**1.5 PUBLISH**

**Publishes own writing.**

- ❑ Shared published work (e.g. card for family member, drawing for bulletin board, author's chair, class books)

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## **EALR 2 – Writing in a Variety of Forms for Different Audiences and Purposes**

### **2.1 AUDIENCE**

**Knows that an audience exists outside of self.**

- Draws and writes for self, family, friends, and teacher
- Identifies the intended audience for a picture or written piece

### **2.2 PURPOSE**

**Demonstrates understanding that writing has different purposes.**

- Draws and writes to communicate with others
- Draws and writes to retell, inform, and entertain

### **2.3 FORMS/GENRES**

**Understands there is more than one form/genre of writing.**

- Identifies and uses more than one form/genre (e.g. experiential stories, labels, classrooms books, cards)

### **2.4 CAREER APPLICATIONS**

**Knows important personal information.**

- Writes own name

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## EALR 3 – Clear and Effective Writing (Through Use of the Six Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions)

### 3.1 IDEAS - Analyzes ideas, selects topic, and adds detail.

- ❑ Draws and labels pictures
- ❑ Dictates ideas that match pictures to a scribe when necessary
- ❑ Uses words and pictures to express ideas
- ❑ Uses multicultural picture books as models to generate ideas
- ❑ **ORGANIZATION - Understands that writing is organized around one topic.**
- ❑ Organizes ideas on one topic orally
- ❑ Writes a story in pictures and words following a pattern from literature

### 3.2 STYLE

#### **VOICE - Understands concept of personal voice.**

- ❑ Uses detail and color in drawings
- ❑ Listens for and discusses voice in multicultural read-alouds
- ❑ **WORD CHOICE – Uses a variety of words.**
- ❑ Builds a rich vocabulary through talking, listening, and language activities
- ❑ Uses words from environmental print
- ❑ Uses classroom resources (e.g. word walls, name charts, labels)
- ❑ **SENTENCE FLUENCY - Understands sentence fluency.**
- ❑ Listens to and discusses different sentence structures in read-alouds
- ❑ Participates in shared reading/writing of poems, songs, chants, and prose

### 3.3 CONVENTIONS

#### **Understands and applies directionality and spacing of letters.**

- ❑ Writes uppercase and lowercase letters
- ❑ Writes letters reasonably close to one another
- ❑ Writes left to right and top to bottom
- ❑ **(HP: Writes on the lines)**
- ❑ **SPELLING - Uses phonemes and letter knowledge in phonetic spelling**
- ❑ Spells some high-frequency one- to three-letter words
- ❑ Uses beginning and ending sounds to write words
- ❑ Understands that the sequence of letters in a word matches the sequence of sounds
- ❑ Uses classroom resources to find and check known words
- ❑ **CAPITALIZATION – Applies capitalization rules**
- ❑ Capitalizes first letter in first and last names
- ❑ Capitalizes pronoun “I”
- ❑ Identifies capital letters during shared reading and writing
- ❑ **PUNCTUATION – Understands use of end marks in writing**
- ❑ Observes and discusses use of ending punctuation in shared writing
- ❑ **GRAMMAR - Applies usage rules.**
- ❑ Uses pronouns as substitutes for nouns orally
- ❑ Uses correct singular and plural nouns orally

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**EALR 4 – Analyzing and Evaluating Writing**

**4.1 ANALYZES AND EVALUATES OTHERS' AND OWN WRITING**  
**Understands criteria are used to select a preferred piece of writing.**

- ❑ Discusses preferred stories and authors
- Uses specific criteria for analyzing own writing**
- ❑ Participates in developing classroom criteria

**4.2 GOALS**  
**Identifies general goals for own writing.**

- ❑ Confers with teacher to set goals
- ❑ Monitors progress with a goal sheet
- ❑ Selects pieces that demonstrate new learning