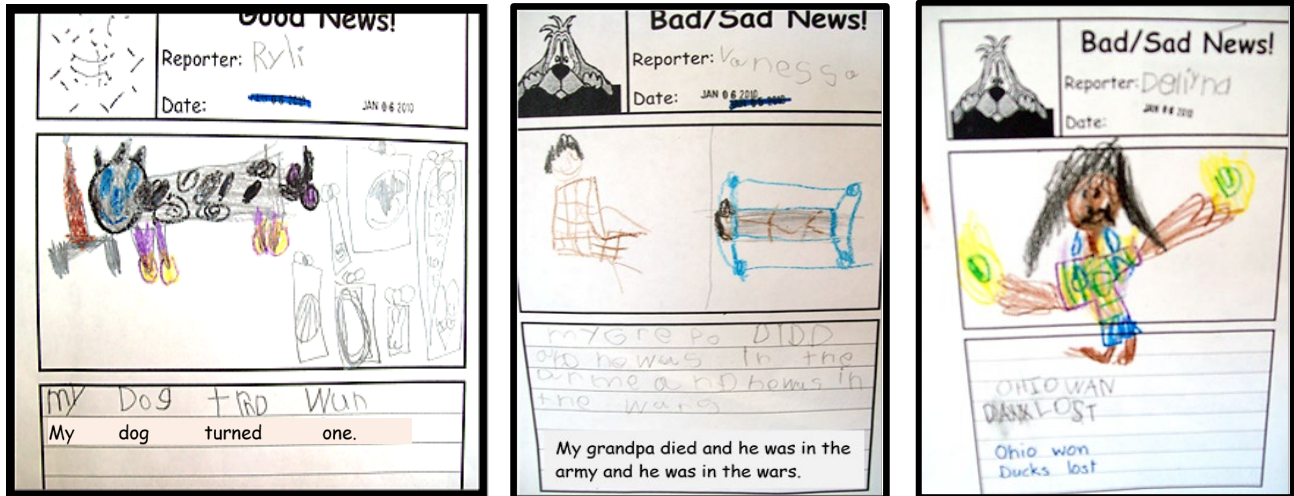


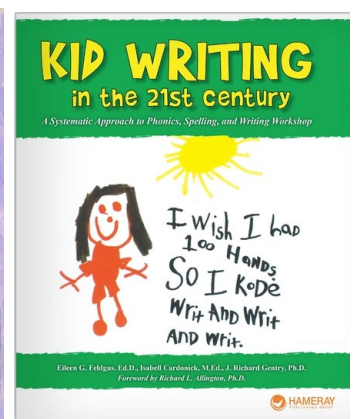
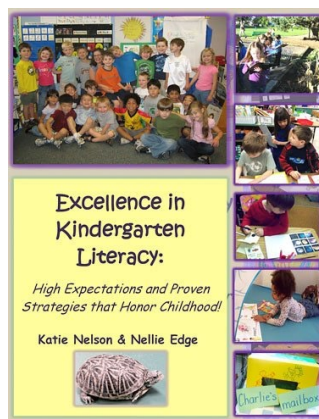
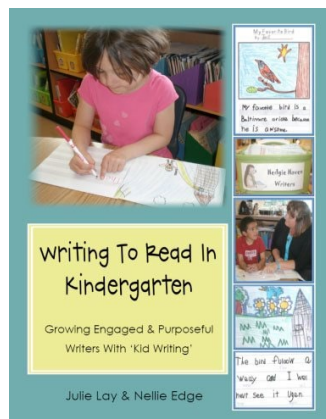
Kid Writing Followed by Adult Writing Provides What We Call Personal 'Rereading for Fluency' Practice



Writing-to-Read Connections

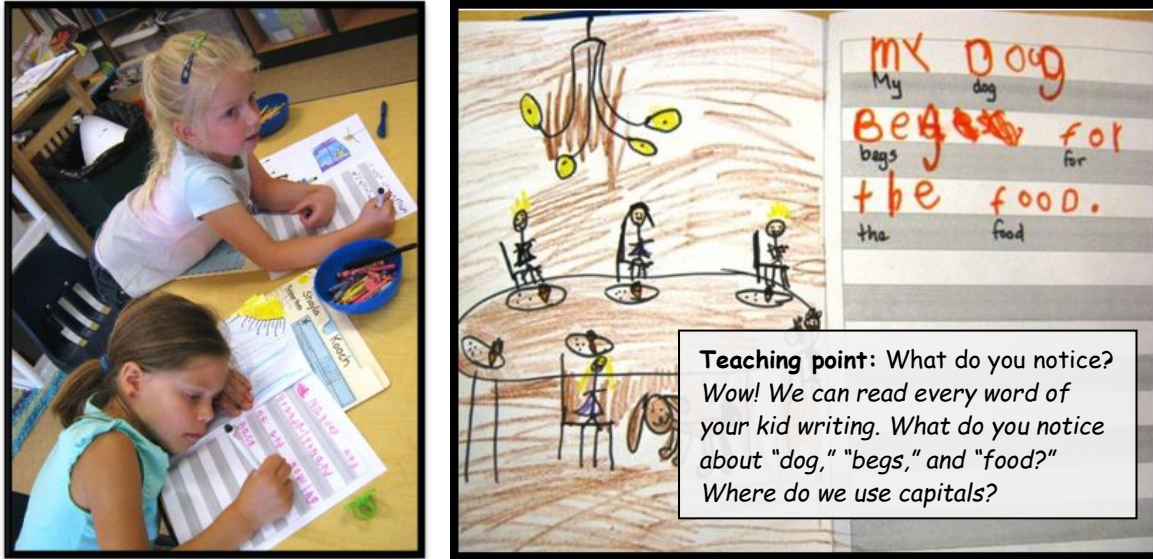
When the adult chooses to write the child's story in corrected text under the kid writing or at the bottom of the page, it provides a highly meaningful passage for 'rereading for fluency.' At the emergent level, we like to first read the adult writing aloud with careful articulation and expression. Then hand-in-hand, using The Neurological Impress Method (NIM) of guided reading, the child and adult repeats the process until the child is ready to touch and read each word without adult support.

The authors of *Kid Writing in the 21st Century* elaborates on this writing-to-read practice. "Adult Writing" is followed by a process we call "teacher publishing for reading and rereading." The teacher reads the Adult Writing back, pointing to each word to reinforce one-to-one spoken-to-written word correspondence and left-to-right directionality. Then the teacher reads it a second time as the child author (and sometimes, others in the group) joins in. It is important to note that it is the **Adult Writing, not the Kid Writing, that the child reads and rereads** in order to internalize the conventional spelling."



Kid Writing in the 21st Century: A Systematic Approach to Phonics, Spelling, and Writing Workshop, by Ellen Feldgus, Ed.D., Isabell Cardonic, M.Ed., and Richard Gentry, Ph.D. Hameray, 2017

Teachers Have Different Purposes for Using Adult Underwriting: Notice Julie Lay's Teaching Point



Young Writers and their teachers love kid writing paper!

Teachers have used and adapted the concept of "adult underwriting" in different ways and for different purposes since it was introduced in the original well-loved "Kid Writing" book published in 2010. We were interested to read evolving thinking and clarification of Adult Writing in the updated (2017) *Kid Writing for the 21st Century*. The authors encourage use of Adult Writing at the bottom of the kid writing page. They write, "**Note that the Adult Writing for Jesse's penguin piece was done in corrected text, rather than under each word.** This process showed Jesse his message with accurate spacing. This was easier to read than if Adult Writing had been done directly under each of Jesse's phonetically spelled words, which would have required visually dipping below the line—an unnatural eye movement for reading."

There is no "one right way" to provide authentic, meaningful kid writing experiences. For News Stories and Writing Notebook entrees, some teachers initially use adult underwriting word-for-word directly underneath the child's writing within the gray shaded space for **specific teaching purposes**: see Julie Lay's teaching point in the above photo. This allows the teacher (and parents) to see progress toward phonetic spelling. It also helps in determining the next steps that will be taken to nudge the child's writing forward. Ongoing authentic assessment drives instruction in Julie Lay's kindergarten and allows her to differentiate teaching and learning, and provides powerful one-on-one coaching.

As the year continues, Julie's underwriting is dropped for words that demonstrate correct spelling and legible handwriting. Only words that are phonetically spelled and not comprehensible will need the underwriting.

See amazing kid writing: *Writing to Read in Kindergarten: Growing Engaged and Purposeful Writers with Kid Writing* by Julie Lay and Nellie Edge. Nellie Edge Resources, Inc. updated 2015

Why Do We Use Unlined or “Kid Writing” Paper with Young Writers?

At the beginning of the kindergarten year—until children have good control over basic letter shapes and heart word sentences—we use unlined and/or kid writing paper for daily writing experiences. Kid writing paper provides a space to write inside of but is not confining like penmanship paper would be. **It can cause unnecessary frustration to ask young writers to focus on painstakingly forming letters and words between three-lined paper** before they have developed automatic, neurological pathways for letters, words, and sentences. Getting ideas down on paper is already hard work for beginning writers, and the brain simply does not learn well on cognitive overload. However, once correct letter shapes are automatic, sentence writing is fluent, and kid writers are confident using “heart words” and phonics-based spelling, teachers may provide three-lined paper as an option for students to use **at the end of the year** as a taste of first grade penmanship practice. It is common and developmentally appropriate for first grade teachers to use traditional three-lined paper for handwriting practice.

Negative results of using lined paper before the child is ready:

- Asking a child to focus carefully on placing each letter within lines slows the writing progress way down and takes the focus away from the important work of getting their thoughts on paper.
- Forcing a child to use lined paper before the child is developmentally ready may create negative feelings about learning to write and destroy their motivation to learn.
- Lined paper causes the child to focus solely on the mechanics of letter formation at the expense of expressing meaning.

Consider if a child is ready for three-lined paper. Does the child demonstrate:

- Good pencil grip and correct letter formation?
- Fluency with at least three “heart word” sentences?
- Mastery of Consonant-Vowel-Consonant (CVC) words and confidence stretching through larger unknown words using kid writing?
- An enjoyment of drawing, writing, and making books?

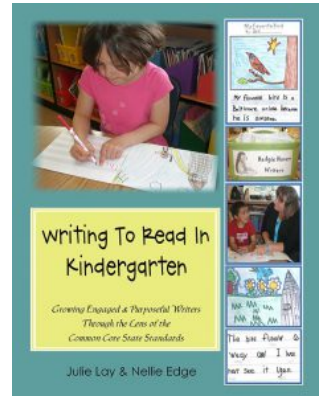
Once young children are proficient and motivated writers, then the task of using lined handwriting paper is not likely to create negative feelings about the writing process!

Remember: Our goal is that young writers will not only learn to write and draw, but will choose to write and draw. Now and forever.

Why Do Leading Early Literacy Educators Recommend Using Colored Markers for Kindergarten Writing?

Advice from master kindergarten writing instructors and authors

Thin-tipped, washable markers offer a more enticing entry into writing text over using pencils as they give children a range of vibrant colors to choose from. Children use thin-tipped markers for writing their text only. Markers glide smoothly over the paper thereby reducing the drag that a pencil has making it much less fatiguing for little hands. -Julie Lay, Writing To Read in Kindergarten: Growing Engaged and Purposeful Writers with Common Core Connections.



Markers are more comfortable to use than pencils, and they make writing so much fun! Teachers prefer markers because their points don't break, students don't spend time sharpening them, and students don't waste time erasing. Most importantly, we gain understanding about children's thinking by seeing their initial attempts, including their attempts at beginning revising and editing. We encourage children to cross out and just keep going. Stopping to erase may interfere with a child's flow of thought and creativity. If it is just not feasible for children to use markers, pencils without erasers are the next-best choice. -Eileen G. Feldgus, Ed.D., Isabell Cardonick, M.Ed., J. Richard Gentry, Ph.D., Kid Writing in the 21st Century

At least at the start of the year, when you will want to move heaven and earth to lure children toward writing and when supplies have not yet run low, many teachers try to make it possible for kindergarteners to write with sturdy marker pens, first-graders with thinner marker pens (although still the pens can't be the ones that squish easily or they won't last long), and second-graders with pens. Because markers are hot items, that plan will only work if the markers are communally owned. Otherwise, one can imagine conflagrations arising over who the owner is of this or that marker. -Lucy Calkins, A Guide to the Common Core Writing Workshop.

Because young children usually tell their stories through drawings first, they need the best materials we can afford to give them so they can craft their stories well: colored pencils, which makes it possible for them to draw the smallest of details, which is necessary to make drawings look life-like; multicultural pencils, so they can make the skin of the people in their pictures look real; and felt-tip pens, for writing letters and drawing. ...we have found that the children do high-quality illustrations with high-quality colored pencils. -Martha Horn and Mary Ellen Giacobbe, Talking, Drawing, Writing: Lessons for Our Youngest Writers ©2007