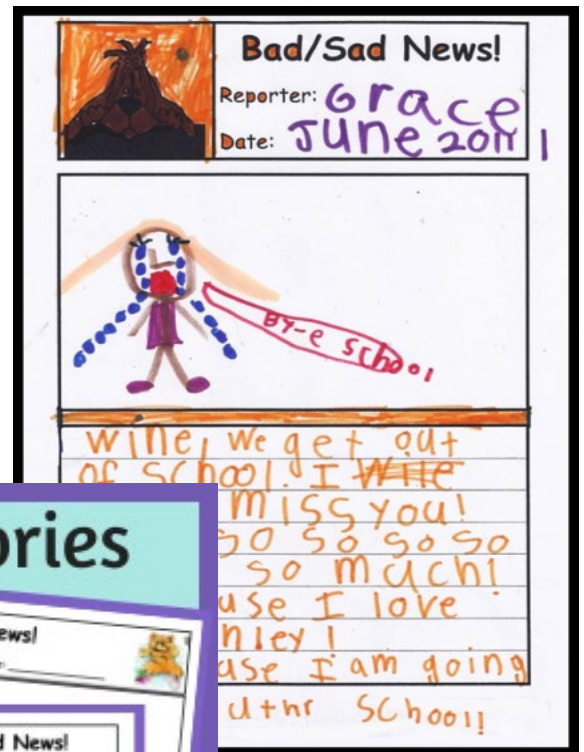


Growing Young Writers: Our Authentic Literacy Gift for You

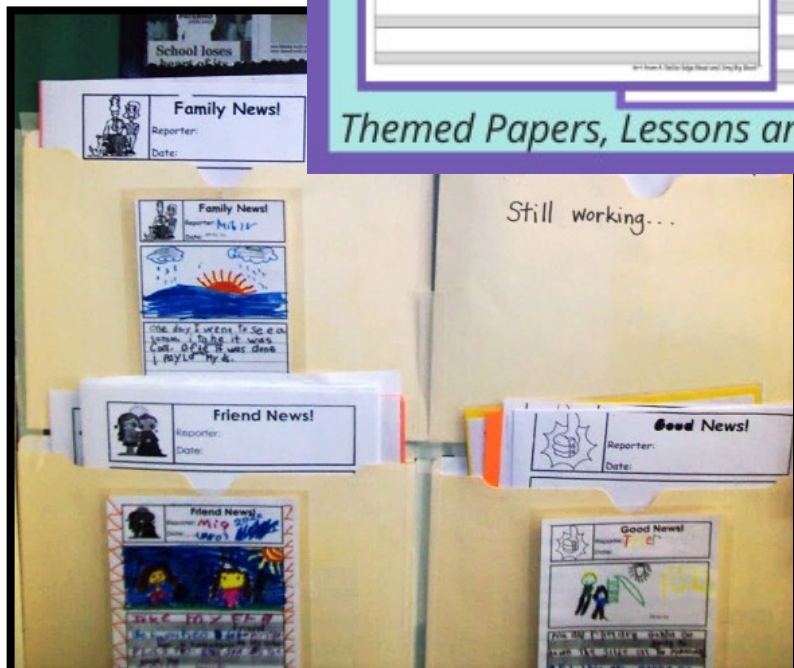
K-1 News Stories FREEBIE!



We can use drawing, dictating and writing to compose informative/explanatory texts in which we name what we are writing about and supply some information about the topic.

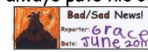


Themed Papers, Lessons and Exemplars



Is a Good News Story?

The reporter always puts his or her name on



and shows details and matches the

answers the questions: Who? What?

Where? When? Why? and How?




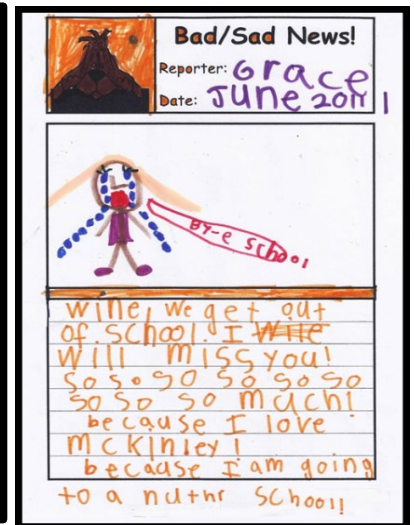
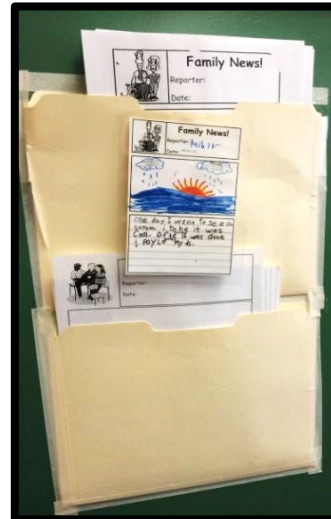
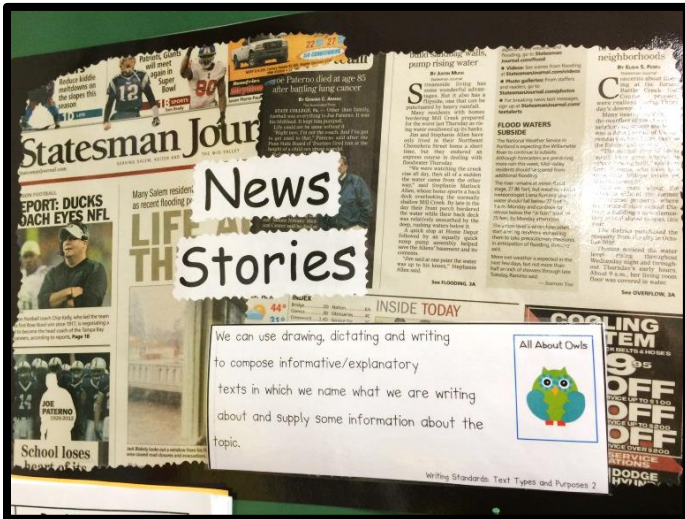
- The reporter spells "heart words" conventionally and uses their best kid writing.
- The reporter leaves spaces between words.
- The reporter uses punctuation at the end of every sentence. (. , ? !)
- The reporter always writes in the white space.
- The reporter reads his or her own news story.
- The reporter sometimes asks for "adult writing" and editing assistance.
- The reporter stamps the date on the news story.

1-10-21

From Kindergarten Writing Program Bundle, ©2019 Nellie Edge, TPT

Create an Environment for Themed News Stories: Building a Community of Engaged and Purposeful Writers

W.K.2. We can use drawing, dictating and writing to compose informative/explanatory texts in which we name what we are writing about and supply some information about the topic. 

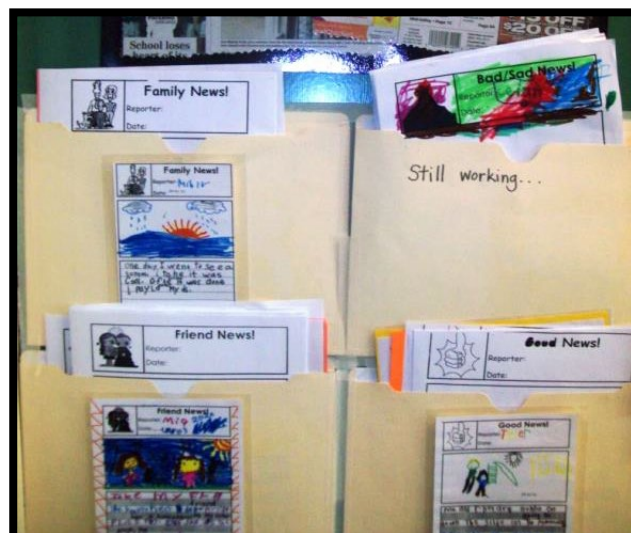


Children choose a News Story Template and write about a personally meaningful experience.







The story is date stamped and put in the "finished" basket to be shared later.

Later in the year, students self-reflect: What am I doing well?

News Story File Folders and Templates are attached to the door. Katie Nelson saves and shares exemplars from children's actual independent writing to inform future kid writers.



What Makes a Good News Story?

- The news reporter always puts his or her name on the news story. 
- The illustration shows details and matches the story. 
- The reporter answers the questions: Who? What? Where? When? Why? and How? 
- The reporter spells "heart words" conventionally and uses their best kid writing. 
- The reporter leaves spaces between words. 
- The reporter uses punctuation at the end of every sentence. (. , ? !)
- The reporter always writes in the white space.
- The reporter reads his or her own news story.
- The reporter often asks for "adult writing" and editing assistance.
- The reporter stamps the date on the news story. 

3 - 10 - 14

A variety of News Story choices are available to the young writers: Good News, Sad News, Friends News, Family News, Lost Tooth News, Ouch News, Weather News, Pumpkin News, and Pet News. NellieEdge.com ©2020



Bad/Sad News!

Reporter:

Date:

Large empty rectangular box for writing the main news report.

Series of horizontal lines for writing, alternating between white and light gray background.

Bad/Sad News!

Reporter: _____

Date: _____



A large, empty rectangular box with a black border, intended for writing the news story.

A series of horizontal lines for writing, alternating between white and light gray background colors.



Good News!

Reporter:

Date:

Good News!

Reporter: _____

Date: _____



A large, empty rectangular box with a black border, intended for writing the main content of the report.

A series of horizontal lines for writing, alternating between white and light gray background colors. There are four white lines and three gray lines, providing a structured space for additional notes or a conclusion.

News Stories Writing Center: Teaching for Independence

Adapted from "Positive Discipline in Kindergarten" by Nellie Edge and Julia Barto

Use the Optimal Learning Model • Teach Guided Drawing • Honor Children's Kid Writing

Before this Writing Center is set out as an independent writing activity, consider teaching the following behaviors and skills:



1. **How to find high-frequency "heart words"** on the magnetic Word Wall or magnetic word tray if students are still learning how to spell them. How to use the *ABC Phonics Reference Chart*.
2. If children are doing their work at tables: How to sit in a chair and what the language cue is. **(Sit and Learn Position)** Kindergarten friends, **good "sit and learn" posture lets us breathe deeply so we can get oxygen to the brain.** In larger classrooms, it may be possible to let students choose to lay on the floor with a clipboard or choose their favorite writing nook.
3. **How to use marking pens and put the caps back on** (*If you don't hear a click, the marker will get sick. Then look and be sure!*). Consider beginning with two sets of sturdy colored markers: Children will write and draw with the same pens; later provide thin-tipped black pens for writing and outlining and colored pencils for filling in the drawings.
4. Where to write their names: Find where it says **Reporter** _____.
5. **What to do if the pen runs out of ink** (or if a pencil's lead breaks). Where to put the pens when they are through being used.
6. How to use a "kindergartners-at-work" voice (*Table Talk: level 2 voice*)
7. **How to color inside the lines of their drawings.** (developmentally, some children may not be ready for this yet: It's okay. We applaud kid writing and kid drawing approximation!)

See "What Does a Quality Illustration Look Like?"

News Story Writing Center, continued

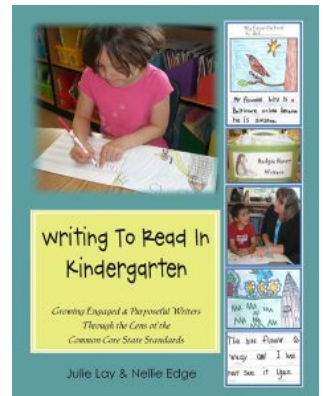
8. **What to do when students think they're done.**
 - *When you think you're done, you've just begun.* - Lucy Calkins
 - *Kindergartners: You can always fancy up your drawing and add more writing detail!*
 - *Read news story to a friend.*
 - *Show a teacher, date stamp your paper, or cross your name off the News Writing Center list.*
9. **Where to put the finished News Story.** (Some stories may be shared with the class.)
10. **How to clear off the table** and put all of the news writing props and paper choices away. The "Helper of the Day" may assume this responsibility.
11. **How to push chairs in.**
12. How to be a helpful kindergarten friend while working at the table.
13. Discussion and demonstration: **What does "kindergarten kindness" mean when we are working on news stories?** Kindergarten friends share their pens... Use "table talk" voice... Sit and learn... Stay focused on their work.
14. What to do after the new story is completed: What are their quiet choices?
15. Introduce **Sitting In** (or **Standing By**) **the Author's Chair**. Share News Stories! **Notice** the newspaper display for children's News Stories.



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.

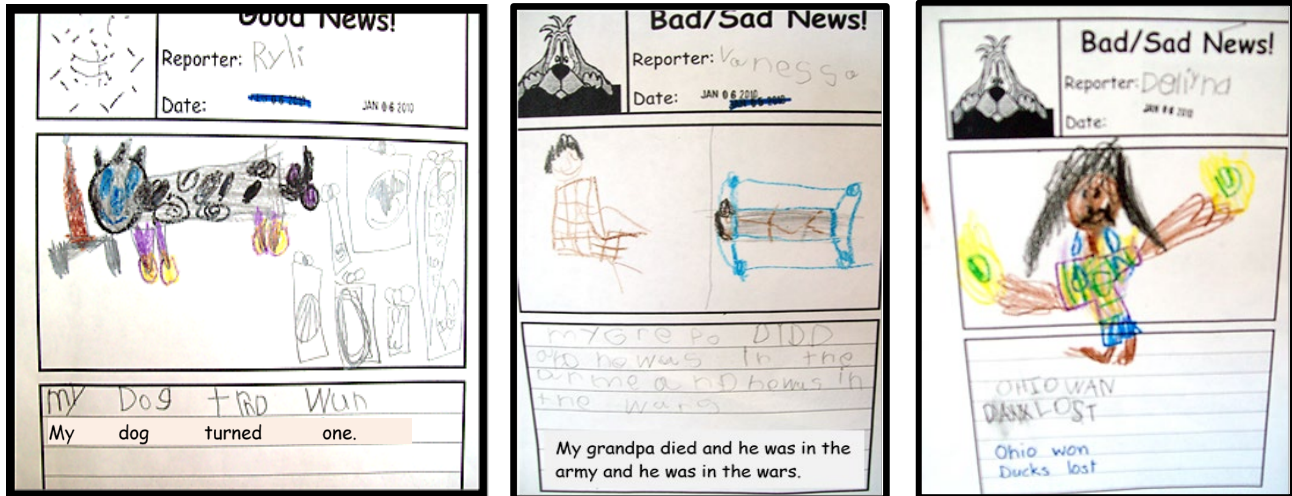


Markers are more comfortable to use than pencils, and they make writing so much fun! Teachers prefer markers because their points don't break, students don't spend time sharpening them, and students don't waste time erasing. Most importantly, we gain understanding about children's thinking by seeing 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

Kid Writing Followed by Adult Under-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

Grow Your Kindergarten Writers with Authentic, Proven Units of Study: Also Great for First Grade-Begin the Year!

All students love to write lists, messages, news stories, science journals, and real books—all year long. Bundle for 7 flexible units of study.

Kindergarten Writing Curriculum Bundle




7 Flexible Units of Study
NellieEdge.com

We Love Lists!



Phonics: Sing, Sign, and Read! ASL Reference Chart: SIGNZME
NellieEdge.com

How to Draw Animals & Make Books



Independent Writing Centers
www.NellieEdge.com

Kindergarten Writing Workshop



NellieEdge.com

K-1 News Writing



NellieEdge.com

Write-a-Message




Independent Writing Center!
NellieEdge.com

Student-Led Conferences and K-1 Writing Assessment



NellieEdge.com

Publish Student Books K-1



NellieEdge.com

Authentic K-1 Writing

What does it look like?



A gift of joyful literacy from Nellie Edge

“This bundle gave my kinders the scaffolding and confidence to truly become writers. The ideas are simple yet profound; this product should be required in every kinder classroom.”

M.R. on TPT