

LOUISIANA EARLY CHILDHOOD Key Training Modules:

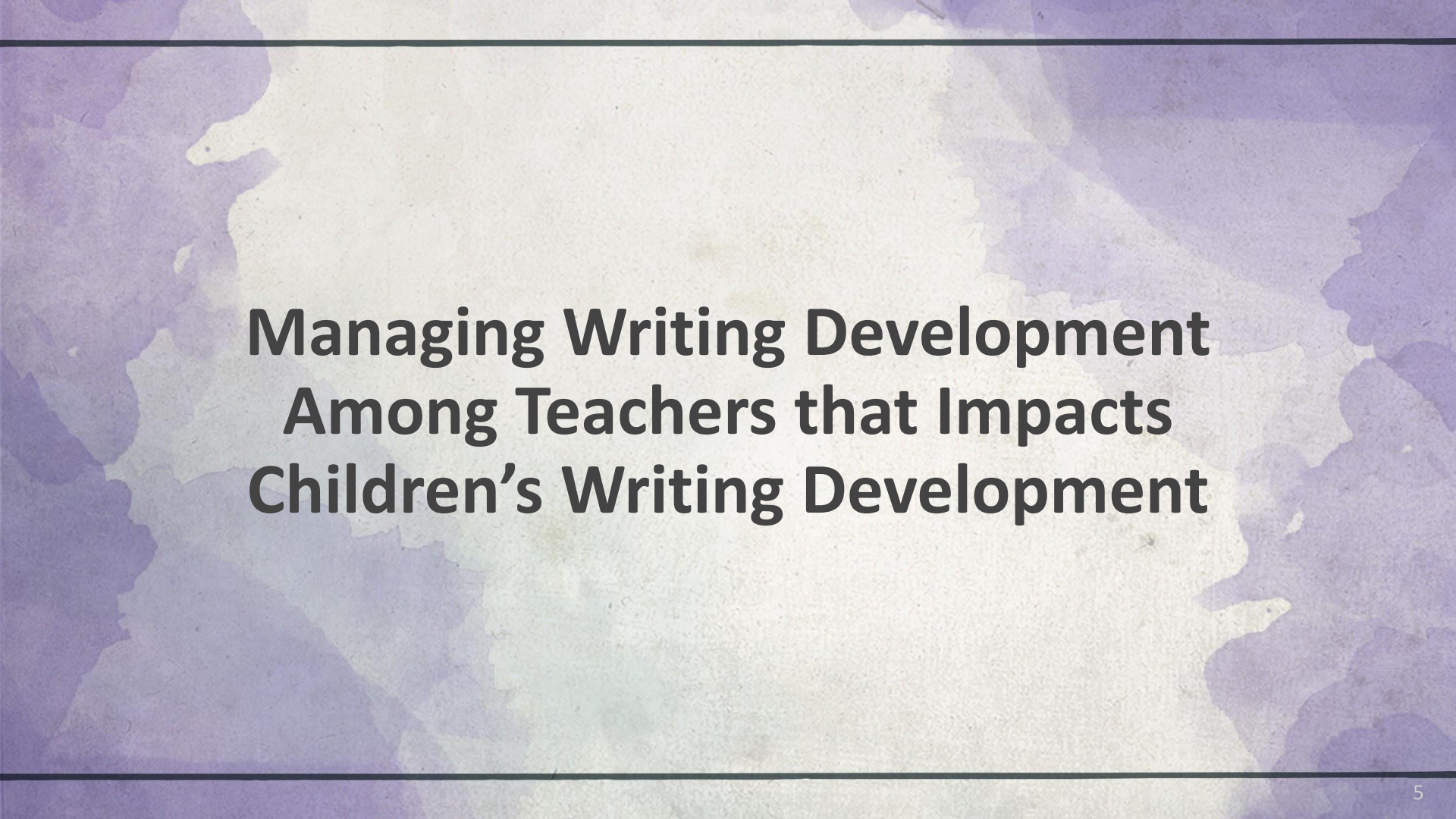
**Managing Writing Development
Among Teachers that Impacts
Children's Writing Development**

Welcome, Session & Group Introductions

Learning Objectives

LEARNING OBJECTIVES

- Recognize the stages of writing development, and be able to assess how to help students advance to each subsequent stage
- Develop a general understanding of the writing process as a developmental process
- Identify appropriate strategies teachers can use to improve capacity in the teaching of writing
- Increase understanding of the types of classroom activities they should encourage to support improvements in both teaching writing and learning to write



**Managing Writing Development
Among Teachers that Impacts
Children's Writing Development**

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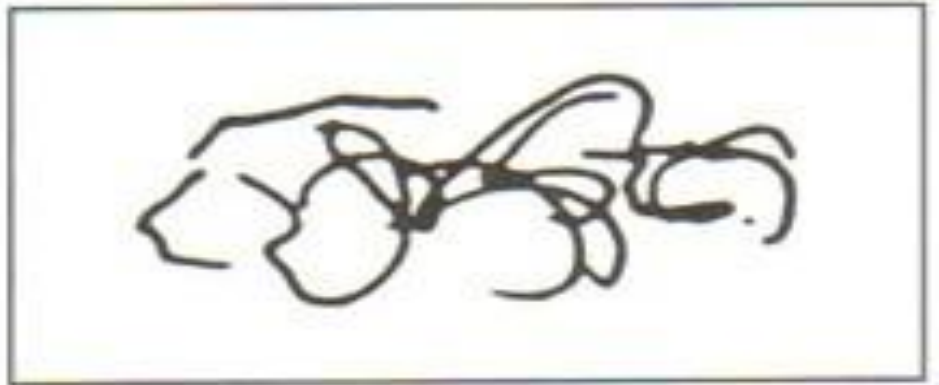
Turn and Talk

- How does research suggest writing should be taught and assessed?
- How do you currently teach and assess writing at your site?

Stages of Writing Development

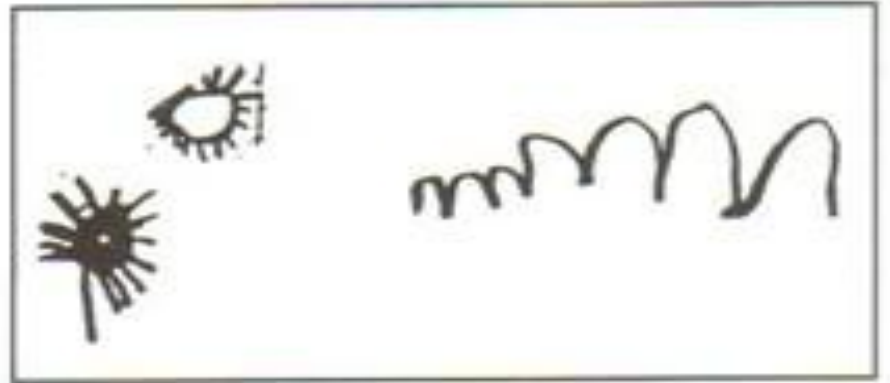
**Level One:
Emerging/
Scribble**

- Makes uncontrolled or unidentifiable scribbling



Level Two: Pictorial

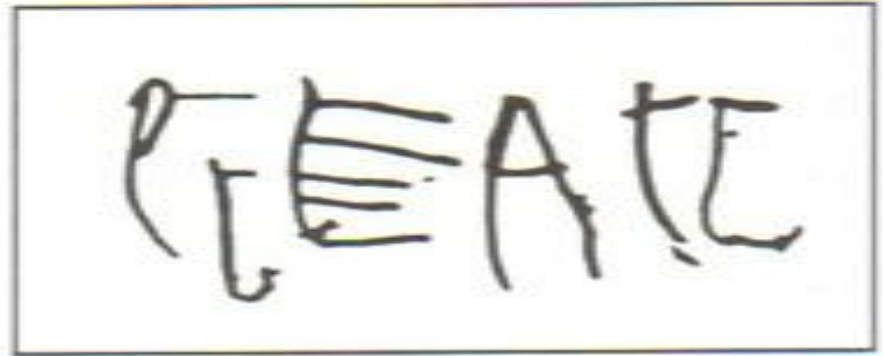
- Imitates writing
- Makes somewhat recognizable pictures
- Tells about the picture



The flower is growing.

Level Three: Pre-communicative

- Writes to convey a message
- Uses letter-like forms and/or random letter strings
- Prints own name or occasional known words



There are webs in Spidertown.

Level Four: Semi-Phonetic

- Correctly uses some letters to match sounds
 - May reverse some letters
- May use one beginning letter to write a word
- Usually writes left to right

A rectangular box containing the handwritten text 'iFAGDfDA'. The letters are written in a simple, somewhat irregular style, with some lowercase letters and some uppercase letters. The text is written from left to right.

I have a goldfish called Arielle.

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Level Five: Phonetic

- Represents beginning and ending consonant sounds
- Spells some high-frequency words correct in sentences
- Includes some vowels
- Writes one or more sentences

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Level Six: Transitional

- Correctly spells many high-frequency words in sentences
 - May not be correct sentences
- Uses vowels in most syllables
- Begins to use simple punctuation
 - Periods, question marks
 - May not be punctuation
- Writes more than one sentence



Level Seven: Conventional

- Correctly spells most high-frequency words
 - More than one sentence
- Uses larger correctly spelled vocabulary
 - May use phonic spelling for advanced words
- Uses more complex and varied sentence structure
 - Capitalizes beginning word in sentence
 - Uses lowercase appropriately
- Spaces words correctly

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Level Eight: Advanced

- Has accumulated rich body of written vocabulary
- Uses advanced print conventions accurately
- Organizes writing into appropriate paragraphs

Stages of Writing Development Activity



Sharing Student Writing



How to Incorporate the Writing Process in the Classroom

ENCOURAGING THE WRITING PROCESS IN THE CLASSROOM

- Enjoyment by the adult at what the child(ren) produce(s) should be reciprocal
- Frequent writing celebrations should take place
 - Ex.: placing samples of student writing from every child on a dedicated classroom space and at specific intervals



ENCOURAGING THE WRITING PROCESS IN THE CLASSROOM

- Other ways to celebrate writing is to facilitate regular periodic sharing sessions where the adult selects three or so children's writing samples, and the child shares their writing with the group, "reading" their writing
- An important element of writing instruction is to ensure students experience success and celebrate writing success often

MANAGING THE WRITING PROCESS

- Managing time, behavior, and activities are important to encouraging writing development among young children
- This management extends to writing development in that the teacher is responsible for facilitating writing development



MANAGING THE WRITING PROCESS

- In writing development, what the adult says and does while either demonstrating writing or encouraging writing with individual children and groups of children provides a rich picture of what is expected of children
- Here is one example of how teachers can manage their classroom spaces to encourage writing development
 - The term *provisioning for writing* means children have free access to a variety of writing materials within the classroom and that writing is structured as opportunities for individual expression

PROVIDING OPPORTUNITIES FOR STUDENTS TO SHARE THEIR WRITING

- Demonstrations of writing should be occurring frequently and as the adult demonstrates writing (or drawing), they talk through what they are doing and thinking with the sample they are using as the basis of the demonstration
- An important element of writing instruction is to scaffold students' thinking as suggested by Dorn and Soffos (2001)

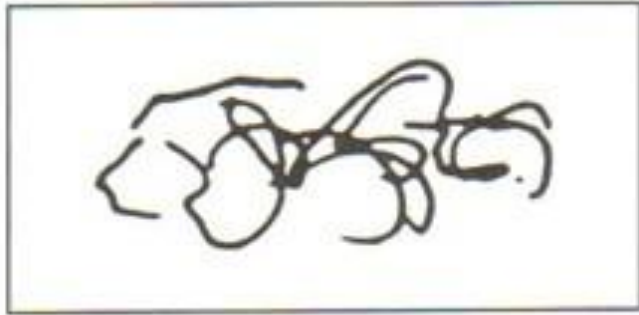


PROVIDING OPPORTUNITIES FOR STUDENTS TO SHARE THEIR WRITING

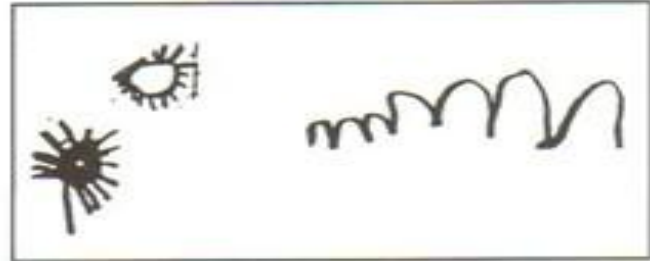
- Using simple language such as “first, I am going to” and “next, I will” and then “I decided to end my writing because” conveys to the children that writing follows a structure that can be compared to the structure of many books
- Talking through a writing piece also allows children to hear how an adult is thinking about writing

Sharing Student Writing

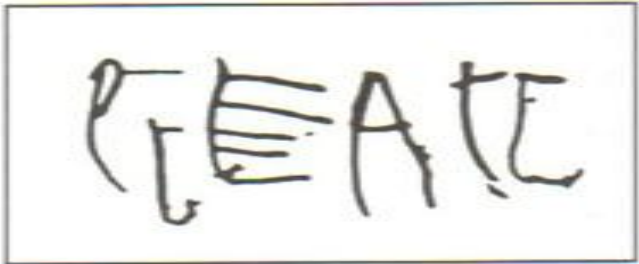
FOUR LEVELS OF WRITING



There are webs in Spidertown.



The flower is growing.



I have a goldfish called Arielle.

Incorporating Shared Writing



SHARED STUDENT WRITING

In shared writing, the teacher and students compose text together.





Shared Writing Steps


Step 1: Develop and extend children's background and language knowledge on a topic or experience of interest.

Step 2: Establish a purpose for the writing.

Step 3: Write the entire text yourself in front of students while requesting input from students regarding aspects of the writing.

Step 4: Read the completed text to students.

SHARED WRITING



Shared Writing

SHARED STUDENT WRITING

Guided writing provides students with scaffolded opportunities to use oral language.



Incorporating Guided Writing





Guided Writing Steps

Step 1: Brief discussion about a shared experience.

Step 2: Discussion of strategies behavior for writing.

Step 3: Provide time for students to write a new text each day with immediate teacher encouragement.

Step 4: Sharing.

GUIDED WRITING





Incorporate Shared Writing and Guided Writing as Frequent Routines

**Systematically
Recording
Writing Progress**

Prewrite

Draft

Revise

Edit

Publish

**Reflections,
Questions, &
Comments**

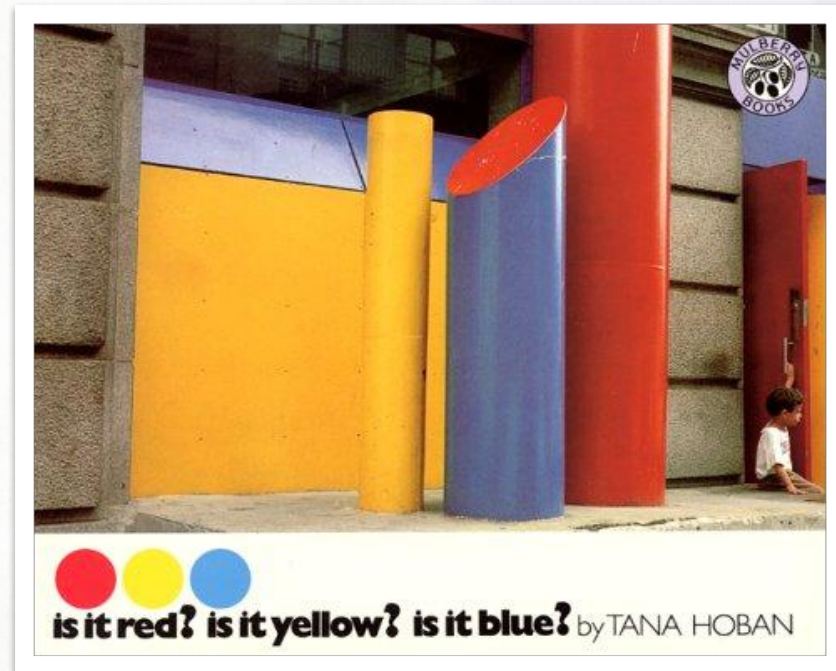


**Writing in
Response to
Reading Aloud**

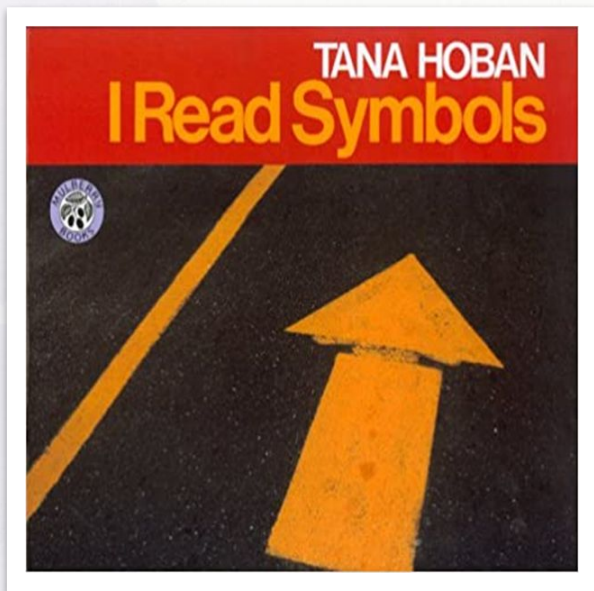


“IS IT RED? IS IT YELLOW? IS IT BLUE?”

- A concept book young children can grow with as they explore color, sizes, and shapes
- How can we use this book to help students write in response to reading aloud?



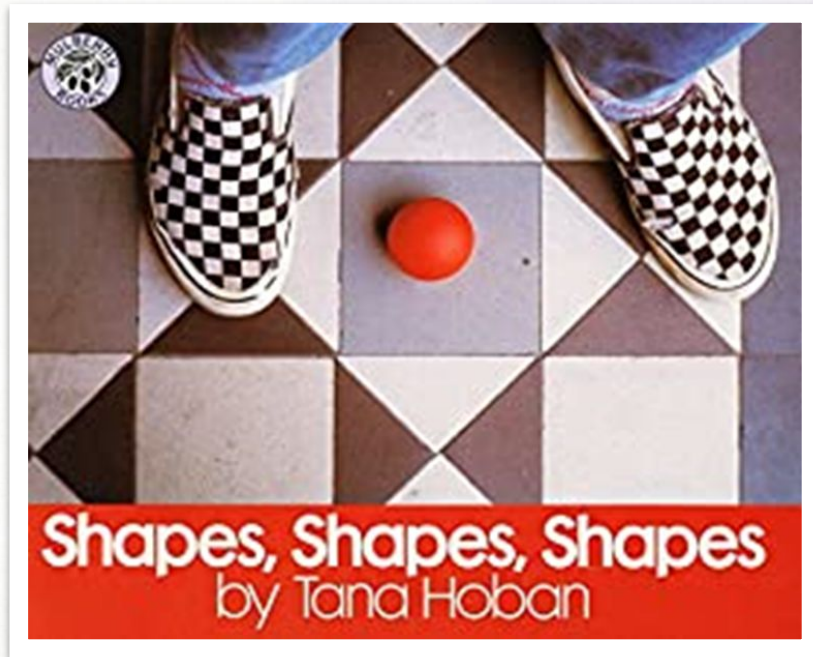
“I READ SYMBOLS”



- Introduces children to signs and symbols frequently seen along the highway
- How can we use this book to help students write in response to reading aloud?

“SHAPES, SHAPES, SHAPES”

- How many circles, squares, stars, triangles, hearts, and rectangles can you see?
- How can we use this book to help students write in response to reading aloud?



Session Review

REVIEW LEARNING OBJECTIVES

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**Reflections,
Questions, &
Comments**



**Please complete the
Post-Assessment
Evaluation.**

Thank you!

