



---

**Session 1:**  
**Writing and the Science of Reading:**  
*How Does it Align?*

*Teacher Professional Development Series:*  
*K-3 Writing*

---





# Presenter Introduction

**Catasha Edwards**

Leader PD Specialist

Louisiana Department of Education

[Catasha.Edwards@la.gov](mailto:Catasha.Edwards@la.gov)

**Sarah Stohlman**

K-3 Literacy PD Specialist

Louisiana Department of Education

[Sarah.Stohlman@la.gov](mailto:Sarah.Stohlman@la.gov)





# Today's Objective

By the end of this session, participants will understand how effective writing instruction in K-3 aligns with the science of reading.



# In Your Own Words



What makes a student a good writer?



# What is Writing and How Do We Teach It?

- Writing is an opportunity for students to communicate their thoughts and ideas in written form.
- Students need explicit instruction in writing, beginning in the early elementary grades.
- *When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.*



SOURCE: [The Writing Revolution](#)

# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

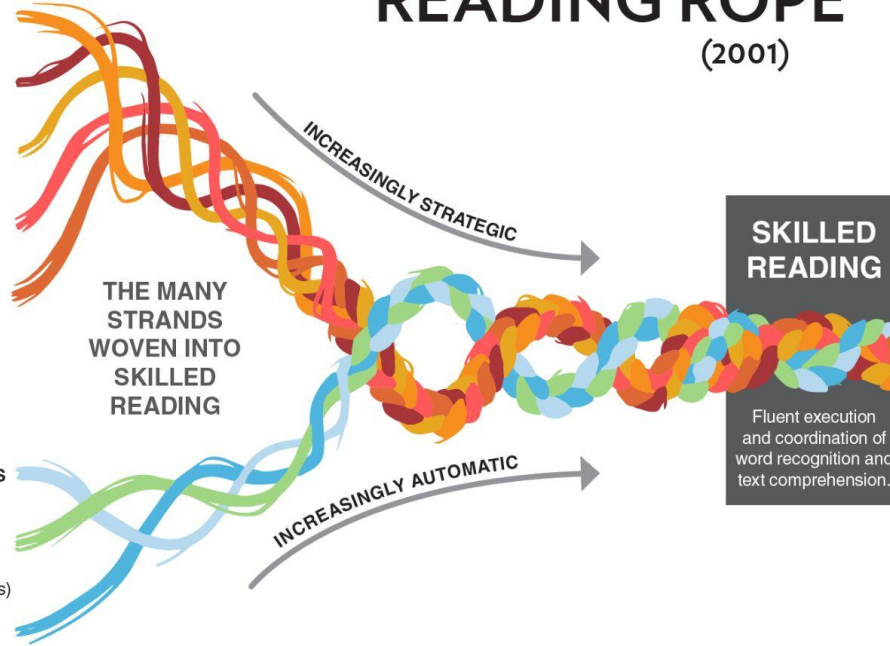
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



**SKILLED READING**

Fluent execution  
and coordination of  
word recognition and  
text comprehension.





# What is Writing and How Do We Teach It?



- Writing is a complex process that requires students to manage many factors simultaneously - word choice, spelling, syntax, background information, and content knowledge.
- For students who are not yet at a point of encoding with sufficient automaticity (even if the encoding is inventive), or those with limited oral language skills, work with writing can (and should) begin orally, and should focus on responding to text - either by sharing ideas or responding to questions.

SOURCE: [The Writing Revolution](#)



# What is Writing and How Do We Teach It?

- As students' ability to encode with automaticity improves through systematic, explicit phonics instruction, they will be able to communicate ideas in print, but they cannot be expected to encode what they haven't learned.
- Do not rush the process; good writing instruction begins with communicating a clear idea - either orally or in writing - and then encoding the words in print. This step may require substantial support for earliest learners.





# Writing and the Science of Reading

Writing is directly aligned to reading, and explicit writing instruction helps students by:

- Identifying comprehension gaps
- Boosting reading comprehension
- Enhancing speaking abilities
- Improving organizational and study skills
- Developing analytical capabilities

SOURCE: [The Writing Revolution](#)





# Writing and the Science of Reading

- Research indicates a strong relationship between spelling and writing: “Writers who must think too hard about how to spell use up valuable cognitive resources needed for higher level aspects of composition.”
- “Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation so that the writer can keep track of such concerns as topic, organization, word choice, and audience needs.”
- Poor spellers may only write what they feel comfortable spelling; they may easily lose track of their thoughts as they focus on spelling words with legible handwriting.

Source: [Moats](#)



# How do leaders support this work?

- Create school-wide systems that support a shared writing vision and shared writing strategies.
- Schedules that include time to explicitly teach writing embedded in the content of the curriculum.
- PLC schedules that support the writing process.
- Clear understanding of the curriculum used and how writing is/can be embedded.
- Provide professional development opportunities on writing for **all** teachers.
- Cultivate a writing culture that views writing as an avenue to support and improve student reading across all content areas.







Questions or Suggestions?

Contact Us:

[Catasha.Edwards@la.gov](mailto:Catasha.Edwards@la.gov)

[Sarah.Stohlman@la.gov](mailto:Sarah.Stohlman@la.gov)