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**Session 5:
Analyzing Student Writing:**
What Should I Expect at Each Grade Level?

*Teacher Professional Development Series:
K-3 Writing*

Louisiana LITERACY

READING REVIVAL

Presenter Introduction

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Today's Objectives

By the end of this session, participants will have a deeper understanding of writing expectations for each grade level, and how these expectations align with the science of reading.

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?

- In grades K-3, the focus of writing instruction - like reading instruction - should be on two key areas:

    - building students' capacity to encode with automaticity,

    - building their capacity to develop complex thoughts that they can communicate through writing once their encoding skills "catch up."

What do we expect at different grade levels?

- In kindergarten, students are beginning to learn and apply their knowledge of the code.

- At this stage, students need significant practice applying their newfound knowledge in ways that don't require additional cognitive demands.

- As new sound/spellings are introduced, provide students with opportunities to practice writing the spelling in isolation, then applying the spelling with short, written words, then simple sentences.

What do we expect at different grade levels?

- It is not imperative that kindergarten students generate complete written sentences based on their own ideas unless their knowledge of the code and ability to apply it with relative ease is high.

- Most kindergarten students need opportunities to practice applying their knowledge of the code with short words and sentences.

- Inventive spelling is ok if they are applying what they have learned about the code. Students should only be prompted to correct spellings when they are not applying what they have learned.

  - In code-lead activities, students would not be expected to write words that include spellings that have not been introduced.
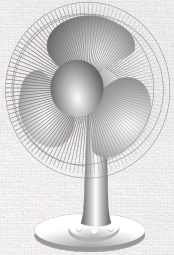
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The cat has a _____ bow.

What do we expect at different grade levels?

- In first grade, students are becoming more proficient in their application of the code.

- As you introduce new spellings, continue to give students opportunities to practice writing the spelling in isolation, in short words, and in simple sentences.

- As their ability to apply their knowledge of the code with relative automaticity grows, they can respond to questions/prompts in writing.

What do we expect at different grade levels?

- Students may read a passage in a decodable reader, and then respond to story questions in writing.

- It is essential that students have had the opportunity to learn and apply the parts of the code *before* they are expected to use that knowledge in their writing.

- Feedback to students should be on how they apply the code, and also the accuracy of their response, and students should be aware that you are going to provide feedback in both of these areas.

What do we expect at different grade levels?

- First grade students can be introduced to the writing process:
  - <u>Plan</u>, Draft, <u>Revise</u>, Edit

What do we expect at different grade levels?

- By second grade, students should have sufficient knowledge of the code to communicate many of their ideas in writing.

- While some spelling may be inventive, feedback should remain focused on correcting spelling errors related to what they have already learned in the code.

- By the end of second grade, students should be expected to spell most grade-appropriate words correctly.

- Students in second grade need support with constructing meaningful sentences.

What do we expect at different grade levels?

- Second grade students should be able to complete essays in response to a prompt and/or question.

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How do leaders support this work?

- Cultivate a writing culture that views writing as an avenue to support and improve student reading across all content areas.

- When planning instructional learning communities, embed opportunities for teams to analyze student writing.

- Utilize vertical alignment to support writing conversations across grade bands and content areas.

- Provide professional development opportunities on writing for *all* teachers.

Future Sessions

https://forms.gle/DCS7iHEWTjE7ebDP6

Questions or Suggestions?

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