

Teaching Beginning Writers

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Welcome!

Thank you for joining us for the first annual Mount St Joseph University Reading Science Summit: Bridging the Research to Practice Gap!

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Participants will be able to...

- Recognize research based instructional recommendations
- Summarize the interrelated components of skilled writing
- Demonstrate handwriting instructional practices
- Understand the essential elements of spelling instruction
- Understand the elements of basic writing composition instruction

Agenda

01. Research & Theory
02. Writing Development
03. Handwriting
04. Spelling
05. Sentence Construction & Genre

01. Instructional Recommendations

What does the research say about writing instruction?

“Writing is not the inverse of reading.”
(Read, 1981)

<write>

<wr>

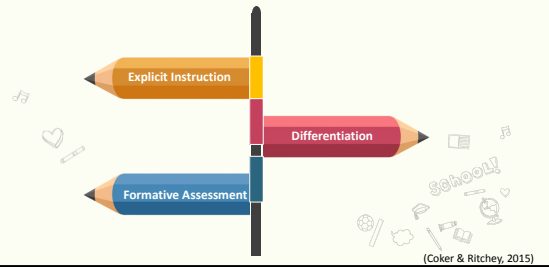
Can you think of some other <wr> words that fit this sense of meaning?

Instructional Recommendations

- 01 Provide daily time to write
- 02 Teach students to use the writing process for a variety of purposes
- 03 Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing.
- 04 Create an engaged community of writers

(Coker & Ritchey, 2015)

Instructional Elements

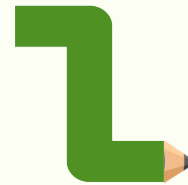


(Coker & Ritchey, 2015)

Time for Writing

Content Area	Instructional Minutes PER DAY (EOY expectations)		
	Kindergarten	1st Grade	2nd Grade
Phonics (95 FCR) or Word Study 3th-5th	20-30	20-30	20-30
Phonemic Awareness (Heggerty)	10	10	0-10
Writing - Handwriting - Interactive Writing - Writer's Workshop: - Mini-Lesson - Small Group - Conferencing - Targeted Independent Practice - Mid-workshop - Share	35-45	35-45	40-55
Reading Workshop: - Mini-lesson (5-10 minutes) - Small group - Conferencing - Targeted independent practice - Mid Workshop - Share	35-45	35-45	40-55
Read Aloud	20-30	20-30	20-30
Shared Reading (3-5 days per week)	15	15	15

Time for Writing



60
minutes

IES Goal
First Grade

Scheduling Writing Instruction	Time	Activity	Teacher-Managed Group (rotating small groups)	Student Managed Work	
	0:00-0:10	Spelling Whole Class Instruction			
	0:10-0:15	Spelling	Group A (days 1 & 4) Group B (days 2 & 5) Group C (day 3)	Independent Spelling Activities	
	0:15-0:25	Handwriting or Sentence Instruction – Whole Class Instruction			
	0:25-0:30	Handwriting or Sentence Instruction	Group A (days 1 & 4) Group B (days 2 & 5) Group C (day 3)	Independent Handwriting or Sentence Instruction Activities	
	0:30-0:45	Composing – Whole Class Instruction			
	0:45-1:00	Composing	Group A (days 1 & 4) Group B (days 2 & 5) Group C (day 3)	Independent Composing Activities (Coker & Ritchey, 2015, p. 189)	

02. Writing Development

How does writing begin to develop in our youngest learners?



Development of Writing

The Strands That Are Woven Into Skilled Writing
(Seifitz, 2019)

- Critical Thinking**
 - Generating ideas, gathering information
 - Writing process: organizing, drafting, writing, revising
- Syntax**
 - Grammar and syntactic awareness
 - Sentence elaboration
 - Punctuation
- Text Structure**
 - Narrative, informational, opinion structures
 - Paragraph structure
 - Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
 - Linking and transition words/phrases
- Writing Craft**
 - Word choice
 - Awareness of task, audience purpose
 - Literary devices
- Transcription**
 - Spelling
 - Handwriting, keyboarding

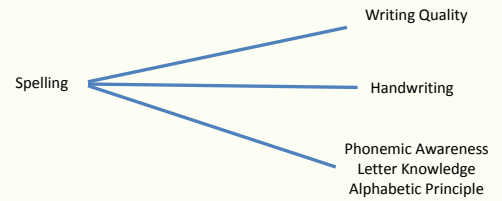
Development of Writing

- Handwriting
- Spelling Development
- Composition Development

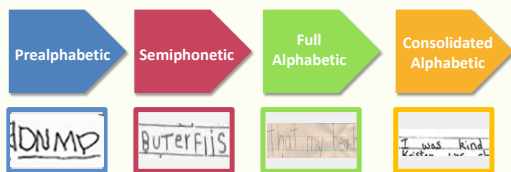
Handwriting

- Fluency
- Legibility

Spelling Development



Spelling Development



(Ehri, 1997)

Approaches to Composition Development

- The Written Product Approach
- The Writing Process Approach

The Written Product Approach

- The long view → change over time
- "In fact, preschoolers' name writing skill has been found to predict later spelling ability" (Puranik et al., 2011, as cited in Coker & Ritchie, 2015, p. 15).
- Words → phrases → clauses = writing for different purposes
- Genre writing develops gradually and the skills within each genre develop separately
- Narrative Development, Informational Writing, Opinion Text

The Writing Process Approach

Sociocultural Models	Cognitive Models
<ul style="list-style-type: none"> Looks at how individuals engage with the environment (tools, language, social interaction) Writing develops naturally if given the opportunity to write No common developmental pattern No clear instructional path The Writing Workshop Model 	<ul style="list-style-type: none"> Based on the process of expert writers The Not-So-Simple View of Writing (Berninger & Winn, 2006) This view helps make sense of the impact of handwriting and spelling Stresses the importance of strategies Answers how writers coordinate all complex task of writing

03. Handwriting

Why is handwriting instruction important? What are effective approaches to instruction in the K-2 classroom?

Components of Handwriting

Letter Formation

Writing Strokes

- Formation of letters and procedural knowledge
- 6 basic strokes in manuscript

Down Stroke	Left-to-Right	Forward Circle	Backward Circle	Slant Left	Slant Right
Letters by Stroke					
B, b, D, d, E, F, H, I, i, K, k, L, l, M, m, N, n, P, p, Q, q, r, T, t, U	A, E, F, G, H, f, t, z, Z	a, p	a, q	A, X, x, V, v, W, w, K, k	A, X, x, V, v, W, w, K, k

(Coker & Ritchey, 2015, p. 33)

Letter Formation

Lines and Writing Paper

- 3 lines for young students supports shape, size, and alignment
- Main recommendations
 - use lined paper
 - use the same lined paper while a student is learning handwriting

Terms	No Picture	House	Stop Light
Headline	_____	Roof	Red
Midline	-----	Ceiling	Yellow
Baseline	_____	Floor	Green
Descender space	_____	Basement	

(Coker & Ritchey, 2015, p. 35)

Letter Formation

Lines and Writing Paper

- No conclusive evidence regarding best size for all students
- General sizes
 - Kindergarten- 3/4 inch
 - First Grade- 5/8 inch, 1/2 inch
- After initial instruction, different sizes, unlined/lined, and a fading midline can be used


Letter Formation

Pencil Grip and Body Position

- Tripod grip
- Feet on floor
- Paper turned away from the writing hand
- Proximity to desk

"Steps for Tripod Grip"

1. Place the pencil so the point is facing the student.
2. Pick up the point with thumb and index finger
3. Flip the pencil up so that the top of the pencil/eraser is resting on the top of the hand between thumb and index finger. This can be done by using the other hand to flip the pencil up or by the middle finger of the same hand to flip it up."



tripod

(Coker & Ritchey, 2015, p. 36)


Essential Elements of Handwriting Instruction

- **Modeling**
- **Descriptive Explanations**
 - Teacher verbalizes letter formation steps (fade)
 - Rhymes (Einhorn, 2001)
- **Practice**
 - 5-10 minutes/day
 - minimum of 5-10 opportunities immediately after modeling

Suggested activities: trace a model with number/arrow cues, skywriting, finger writing (e.g., desk, sand), trace a model with a writing tool (e.g., dotted lines), write letters (e.g., chalkboard), write letters using paper

Activities related to SIZE, ALIGNMENT, and SLANT

- Size
 - write letters in different sizes before using lines
- Ensure lines are dark
- Link instruction to meaningful activities
 - words
 - sentences



(Coker & Ritchey 2015, p. 42)

Instructional Decisions: Sequence

Frequency

- more frequently written letters
- can separate easily confused letters (e.g., bld); however, less frequently occurring letters can be more difficult so students may get less practice

Integrated


- Instruction would be integrated in the child's current reading instruction
- aligned with the curriculum
- meaningful, but more difficult letters may be taught before easier

Alphabetical Order

- Less effective
- may be confusing because letters that are alike are taught consecutively

Stroke

- by stroke type
- Builds on previously learned information; however, it can be difficult to align with the reading curriculum




CASL handwriting curriculum (Graham et al., n.d.)

Handwriting Curriculum

CASL Writing Curriculum (Graham & Harris, n.d.)

1. Trace large model letter with numbers/arrows with finger while saying the name of the letter
2. Trace with a pencil 3 times and say the letter name simultaneously
3. Write the letter within lines using a pencil while saying the letter name
4. Write the letter using a pencil 3 times and say the name
5. Circle the best letter that the student wrote



(Graham & Harris, n.d., p. 24)

Handwriting Evaluation and Feedback

Student and Teacher Evaluation

- Identify the best letter (e.g., circle letter)
- Teach self-monitoring skills
 - student identifies best letter
- provide error correction as needed
- Use praise and encouragement
- Do not use other students' writing as examples

Handwriting Fluency

- Appropriate pace
 - Not at the expense of legibility
- Requires practice (i.e., distributed with feedback)
- Timing activities
 - Sentences or passage
 - chart legible letters in a specified time
 - Graham and colleagues (2000) suggest that students copy a passage for 3 minutes, graph how many letters are written, and students try again to beat their score.



Left-handed students

Recommendations

- Provide a model of a letter on the right side
- small group instruction
- slant paper in the opposite direction
 - to avoid "hooking" the wrist
- Gripping pencil higher
 - 1.5 inches above point
- Desk placement
 - on left
- smudge-free writing tools



Keyboarding versus Handwriting

Why does handwriting continue to be important?

- Lack of resources for keyboarding
- students still use paper-based materials
- worksheets and notebooks require handwriting
- A child might not be fluent with keyboarding and there are other skills important to learning to write with technology
- **3rd grade should be able to write with technology so keyboarding may need to be introduced in kindergarten, which would require 10-15 minutes of practice multiple times a week.**

04. Spelling

What are effective approaches to spelling instruction in the K-2 classroom?



True or False:

1. Across languages, the most frequent approach to teaching spelling is to help students memorize as many words as possible due to spelling irregularities. **True**
2. You need to write down a word to see if it is spelled correctly. **False**
3. We use our visual memory to read/identify whole words, rather than individual letters. **False**
4. 4% of words are truly irregular. **True**

Foundations of Spelling Instruction

The diagram illustrates the foundations of spelling instruction for the word "jumped". It is divided into four categories:

- Syntax:** 'jump' can be used as a verb. Verbs have tenses.
- Morphology:** 'jumped' consists of two meaningful units. Base word: <jump> Suffix: <ed>
- Orthography:** /j/ will be spelled <ed> and not <t>
- Phonology:** The speller hears all of the sounds and plays with the idea that /jumpt/ without /t/ is 'jump'

The word "jumped" is written in the center.

(Carreker, 2018)



Spelling Instruction

Say-It, Move-it

Example using only sounds and counters

Example using sounds and counters with letters

(Coker & Ritchy, 2015)

Spelling Instruction

Sound Sort

rake	pat
blade	sag
late	mat
stake	flat
tame	slat

(Coker & Ritchy, 2015)

Spelling Instruction

Dictation Routine - Word, Phrase, and Sentence Level

- Say a word, segment each sound in the word, and students to write the word as they say each sound
pet hen red
- Dictate a short sentence. Have students repeat the sentence and hold it in memory while they make a line for each word they will be writing.
Tim pets the hen.
- Reminders for capital letters, punctuation. Reference sound spelling cards
- Model correct sentence. Student self-correct any errors

(Moats & Tolman, 2019)

Spelling Instruction - Irregular Words

said they was
done of
the

Spelling Instruction - Irregular Words

Trace and Say

- Say the word. Use it in a sentence.
- Spell the word aloud.
- Say the word. Use it in a sentence.
- Trace the letters with finger while saying the name of each letter aloud.
- Spell the word in the air, close eyes, form a mental picture of the word.
- Cover the word. Students write it from memory.
- Check spelling with the model. Correct any errors.

should

(Moats & Tolman, 2019)

Spelling Instruction - Irregular Words

Heart Words

said


Mom **said** to take off your shoes.

reallygreatreading.com

Spelling Instruction - Irregular Words

Heart Words

said




reallygreatreading.com

Spelling Instruction - Irregular Words

Heart Words

said

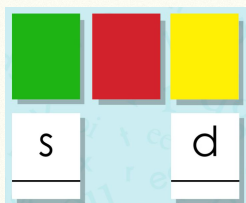


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Spelling Instruction - Irregular Words

Heart Words

said

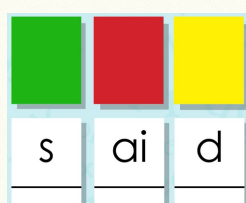


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Spelling Instruction - Irregular Words

Heart Words

said

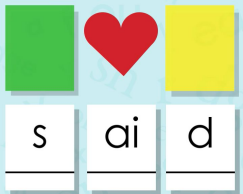


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Spelling Instruction - Irregular Words

Heart Words

said



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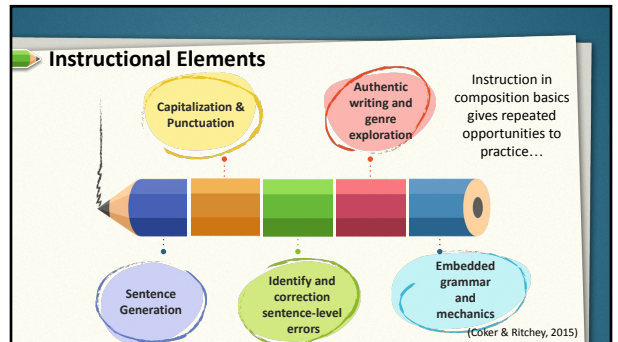
Know Better, Do Better

Spelling Practices to Avoid	Spelling Practices to Adopt Instead
Selecting spelling words from thematic lists (e.g., Halloween words such as vampire).	Selecting spelling words from a systematic list that are either frequency based or developmentally appropriate.
Using word jumbles or crossword puzzles.	Using activities such as word sorting or study-cover-compare that target the word's spelling and pattern.
Writing sentences with spelling words.	Building words with letter cards, syllable chunks, letter tiles, and other letter manipulatives.
Writing a story that uses all of the spelling words.	
Putting spelling words in alphabetical order.	
Looking up spelling words in a dictionary and writing the definition.	





(Coker & Ritchy, 2015)

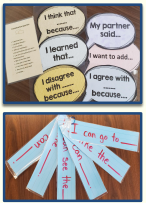
05. Sentence Construction

What components of sentence writing are addressed in K-2 classrooms and how should this instruction be delivered?

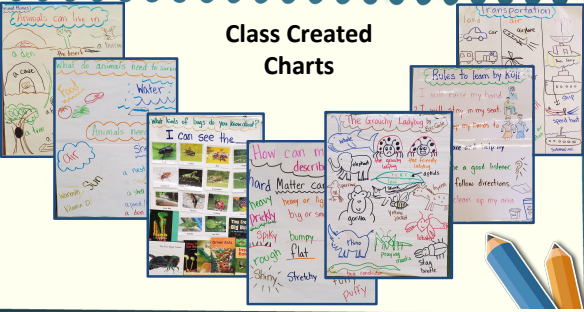



Oral Language & Preparing to Generate Sentences

-  Discussion
-  Questioning & Prompts
-  Brainstorming
-  Charting



Class Created Charts



Types of Sentences, Capitalization, & Punctuation for K-2

- Declarative
- Interrogative
- Imperative
- Exclamatory

Capitalize

MINIS

M - Months
My birthday is on July

I - I am so excited to play outside!

N - Names (Proper Nouns)
We live in Rockwood, Ohio.

T - Titles
My favorite book is The Rainbow Fish

S - Start of sentences
The weather is sunny and warm.

Where is my hat?

My hat is green!

I am so happy!

I think we should take a break, for a second.

I think we should stop altogether.

I agree!

What are you guys talking about?

(Coker & Ritchey, 2015)

Revising

Basic Sentence Combining

Adjective or adverb	The giraffe was at the zoo. The giraffe was a baby. <i>The baby giraffe was at the zoo.</i>
Compound subject or object	We saw giraffes at the zoo. We saw elephants at the zoo. <i>We saw giraffes and elephants at the zoo.</i>
Conjunction	We went to the playground. We had a picnic. <i>We went to the playground and had a picnic.</i>

Linking Word Charts

Beginning	<p>First It started when</p> <p>Once First of all</p> <p>One time Once upon a time</p> <p>To begin To start</p> <p>To start One morning</p> <p>Initially One day</p>
Middle	<p>Then After that</p> <p>Next Suddenly</p> <p>Later Before long</p> <p>Second Later that day</p> <p>Also Meanwhile</p> <p>Soon Unfortunately</p>
End	<p>Finally In the end,</p> <p>Last Eventually</p> <p>At last To sum it up</p> <p>At least Last but not the least</p> <p>As a result As a result</p>

(Coker & Ritchey, 2015, p. 82)

Sentence-Level Editing

- Self-Editing Checklists
- Mnemonic Charts
- Self-Assessments
- Peer Activities

Our First Writing Checklist - A

Editing Checklist

Read your draft to check it.

- Check spaces
- Check hyphens
- Check capital letters
- Check punctuation
- We use our Pencil Box!

Our First Writing Checklist - B

I can use capital letters to start my sentence and for important words.

The

like

I can write my words neatly on the lines.

I can put spaces between my words.

I see the dog.

I can put punctuation at the end of my sentence.

Do you like me?

(Coker & Ritchey, 2015, p. 97)

Scaffolding K-2 Writing Instruction

I DO

1

WE DO

2

You do it together

YOU DO

3

The Gradual Release of Responsibility (GRR)

(Coker & Ritchey, 2015, p. 97)

Genre Specific Writing Instruction

Follow similar explicit steps as you approach teaching specific genres.

Phase 1

Learn about the genre

Phase 2

Learn to recognize and evaluate genre

Phase 3

Learn to write genre (I do, we do, you do)

(Coker & Ritchey, 2015)

Writing Environment and Differentiation

Tools, Scaffolding, and Support:

- Paper choices
- Spacers
- Pencil Grips
- Sentence starter
- Class created charts
- Word rings
- Graphic organizers
- Inviting writing area/center

Poison Dart Frog - Graphic Organizer

What was the book about?

Write and draw three facts about the topic.

