We can help young children...

- further develop their alphabetic knowledge as they learn how to spell new words and develop strategies to write unknown words;
- learn how to construct and reconstruct their experiences and concepts about the world around them;
- expand their writing to include varying genres and text formats attention to correct use of language conventions, such as sentence structure, punctuation marks and capital letters.

Similarities in reading and writing

- Letter recognition
- Letters and sounds
- Reading and writing vocabularies need to be developed

“Before school, reading and writing have rather independent lives but they are most interactive at the point where instruction begins in school. For about two years they appear to share a great deal of common ground.”
- (Clay, 2002b, p. 17)

Research supports the view that young children work with letter-sound relationships in writing before they do in reading.
Alphabetic Knowledge & Spelling

“That direct instruction in alphabetic coding facilitates early reading acquisition is one of the most well-established conclusions in all of behavioral science.”

-Keith Stanovich (1994)

Encoding = Translating speech sounds into the letters that represent those sounds

Decoding = Linking sounds to the printed letters, blending them together, and saying the whole word.

Writing facilitates...

- Phonological awareness
- Spelling knowledge
- Vocabulary
- Familiarity with language, sentence and text structures, and writing conventions

What we know about the reading-writing relationship

- “Across evaluations of beginning reading programs, emphasis on writing activities is repeatedly shown to result in special gains in reading achievement.”


Young writers must learn to...

- recognize and name letters
- associate letters with their sound
- form letters
- construct sentences
- link sentences into paragraphs

Full understanding of the alphabet involves...

- letter-shape knowledge or letter recognition
- letter-name knowledge
- letter-sound knowledge
- letter writing ability
“building the neural circuitry that links the sounds of spoken words—the phonemes—to the print code—the letters that represent these sounds.”

-Shaywitz 2003, p. 177

**Handwriting: A Critical Link to Letter-Sound Knowledge**

- Learning to form the letters of the alphabet enables children to write expressively.
- Physically writing a letter provides kinesthetic reinforcement to help children remember letters and sounds.

- **Letter formation must be taught and practiced.**

**From Letter-Sound Association to Blending & Decoding**

- Beginning readers read left to right, letter by letter
- Beginning readers need practice blending all the sounds they know in as many combinations as possible.
- Blending enables students to decode words smoothly and quickly and leads to automaticity
- Automaticity leads to recognition of larger units of language, leading to instant recognition

**Decoding**

- **-at**
  - bat
  - hat
  - mat
  - that

- **-itch**
  - ditch
  - hitch
  - pitch
  - witch

**Encoding: Decoding’s Counterpart**

“Using letters to manipulate phonemes helps children make the transfer to reading and writing.”

*National Reading Panel, 2000, pp. 2-33.*

“Training in how to segment spoken words into phonemes and to represent the sounds with letters is necessary, as well.”

*Ehri and Wilce, 1987, p. 62*
Spelling

1. Say the word aloud.
2. Give children a sentence containing the word.
3. Ask children to write the word.

Dictation

1. Say the word aloud.
2. Give a sentence containing the word. Say it naturally at first, then slowly, word by word as the children write each word.

Daily Routines

Decoding

- Say the word aloud.
- Give children a sentence containing the word.
- Ask children to write the word.

Dictation and Spelling

1. Say the word aloud.
2. Give a sentence containing the word. Say it naturally at first, then slowly, word by word for the children to write.

Writing and editing

Have children read aloud and then copy the sentence.

itch, ditch, pitch, witch

Read the sentence naturally: The man dug a ditch. Read it again slowly, word-by-word for the children to write.

What should we expect of children in kindergarten through grade two with respect to writing development?

Common Core Standards: Kindergarten

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

Common Core Standards: Kindergarten

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Common Core Standards: Kindergarten

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Common Core Standards: Kindergarten
Production and Distribution of Writing

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Common Core Standards: Kindergarten
Research to Build and Present Knowledge

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Common Core Standards: Grade One
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences.
- Use personal, possessive, and indefinite pronouns. Use verbs to convey a sense of past, present, and future.

- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Common Core Standards: Grade One
Text Types and Purposes

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
### Common Core Standards: Grade One

#### Production and Distribution of Writing
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Common Core Standards: Grade Two

#### L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs.

#### L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Production and Distribution of Writing
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Common Core Standards: **Grade Two**

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

---

**Children Need Many Varied Opportunities For Writing, Feedback & Support**

---

**Writing Instruction**

- MODEL, MODEL, MODEL through shared writing with whole group.
- Follow group shared writing with time for children to write independently.
- Conference with children individually about their writing, focusing on content and then form, and then asking children to form goals related to both.

---

**Supporting Writing Development**

- **Ask**
  - What strengths does this child have?
  - What does this child need to learn next?
  - How can I help this child move to the next level of understanding and application in his/her writing?
One day, my teacher said "You are wonderful!"

"We will go now, said my teacher. We can see lots of friendly faces."

So we did.

Tues*day

A trip that can be fun.

The time the snowmobile was out if gas.
Writing Instruction

Writing instruction should:

- Emphasize process and product.
- View writing as a form of communication requiring an audience.
- Give students ample opportunity to discuss what they intend to write.
- Include writing for personal expression.

The Teacher’s Role in Writing Instruction

- Provide instruction
- Model, model, model
- Guide practice and students’ application of each new writing skill.
Children Need a Process for Composing

Stages of the Writing Process

- **Planning**: Generate ideas
- **Drafting**: Translate ideas into writing
- **Revise/Edit**: Read and improve content and form
- **Sharing**: Oral sharing or publication.

Writing Instruction: Prewriting/Planning

- Introduce students to a variety of planning tools (e.g., webs, charts, story maps).
- Model use of each planning tool, soliciting student input in using tool to plan a group-constructed composition.
- Provide guided practice with the use of each tool, having students use tool to plan ideas for their own writing.

Writing Instruction: Drafting

- Model using one of the completed prewriting tools to draft a composition, soliciting student input to form a group-constructed piece of writing.
- Provide guided practice in drafting, having students use their completed prewriting tool to develop a composition.
- Stress importance of getting thoughts on paper, rather than use of perfect form, during drafting stage.

Stages of Writing Process

- **Prewriting/Planning**
  - Developing and elaborating on ideas.
  - Setting purpose and identifying audience.
  - Organizing ideas in logical fashion

Stages of Writing Process

- **Drafting**: Getting the ideas down
  - Students apply what they know about writing conventions, but do not stop to make corrections during this stage.

Writing Instruction: Drafting continued

- Use a “write-教” approach, having students write at least 4 days a week.
- Hold writing conferences with each student to provide immediate and selective feedback on a limited number of skills.
- Provide skill instruction, as appropriate, during writing conferences.
Teacher’s Role
- When students ask for help, sound out words slowly so they can hear sounds
- Ask what letters stand for the sounds they hear and accept their close responses
- Welcome students’ invented/approximated spellings on words students have not yet learned to spell.

Teacher’s Role
- Hold children accountable for their spelling

Revising & Editing
- Proofreading
- Revising for content
  - Clear expression and logical progression of ideas.
  - Specific word choices and diversity of vocabulary.
- Editing for structure & form
  - Varied sentences and appropriate paragraphs.
  - Correct capitalization, punctuation, and spelling.
  - Working with peer editor and revising/editing checklists

Writing Instruction: Revising & Editing
- Model specific techniques for revising and editing, using teacher-written “bare bones” composition.
- Provide guided practice with students’ revising and editing their own composition.
- Teach students to self-evaluate their writing.

Sharing

Author’s Chair
Expressive Writing

- Encourage personal expression by:
  - Providing a lead-in sentence to serve as beginning line of piece.
  - Creating a hypothetical “what if” situation.
  - Posing a scenario for students to write about.
  - Ending a short story in the middle of a sentence and prior to a crucial event for students to continue writing the story.
Connect Reading and Writing

My dog can sit. He is a good dog. I like to pet him.

Examine Reading and Writing

Examining Informational Texts

Instruction and Modeling

- After reading the book, explain that the children will watch you make a peanut butter and jelly sandwich and then, with their help, you will write out the steps on the large chart paper.
- Make the sandwich, then ask children to recall the ingredients as you write them down.

Informational Writing: How-to Texts

Informational Writing: How-to Texts

Instruction and Modeling

- Ask them to recall what you did first, next, next, etc. as you write each step on the chart.
- Have children reread the chart with you as you make another sandwich to verify that the steps are in the correct order and nothing is missing.
- Have children brainstorm a list of things they know how to do.
- Children are to choose one item on their list and write down the materials/supplies they will need.
- They are then to begin writing their how-to essay.
Functional Writing

- Teach students how to write letters, notices, and invitations.
- Teach students to take notes.
- Teach students to respond in writing to questions.
- Teach students to use digital media for writing.

Attention to the conventions of writing

Our **BIG** Ideas

1. Linking reading and writing helps children further develop their alphabetic knowledge.
2. Linking reading and writing provides a way for teachers to help children learn how to construct and reconstruct their experiences and concepts about the world around them.
3. Linking reading and writing helps children become successful readers and writers of varying text genres and formats, and acquire correct use of language conventions, such as sentence structure, punctuation marks and capital letters.

Turn & Talk

- What’s **ONE** thing you are going to do as a direct result of today’s session?
Thank You

for your participation today.

For more information contact:
Dr. Kathy Barclay
KH-Barclay@wiu.edu