



Archived Information

Beginning to Write

Workshop Outcomes



- **Become familiar with the stages of writing development**
- **Understand the role of letters and sounds in learning to write**
- **Identify examples of purposeful writing**

Workshop Outcomes



- **Understand the role of organizational strategies and mechanics in writing and how they are taught most efficiently**
- **Understand that writing is a process**

Workshop Outcomes



- **Understand that writing is not just speech written down**
- **Understand conventional spelling is developed through focused instruction**
- **Become familiar with the instruments of writing assessment**

Today's Session



- **Developmental writing stages**
- **Different kinds of writing/structures**
- **The writing process**
- **Teaching mechanics**
- **Assessing writing to inform instruction**

Writing Begins



- **When students use their knowledge of letters and sounds to write:**
 - Pretend words
 - Real words
 - Phrases
 - Sentences
 - Ideas
 - Paragraphs

Prealphabetic Writing



No association of sound/letter

Alphabetic Writing



Known words and sounds

Later Alphabetic Writing

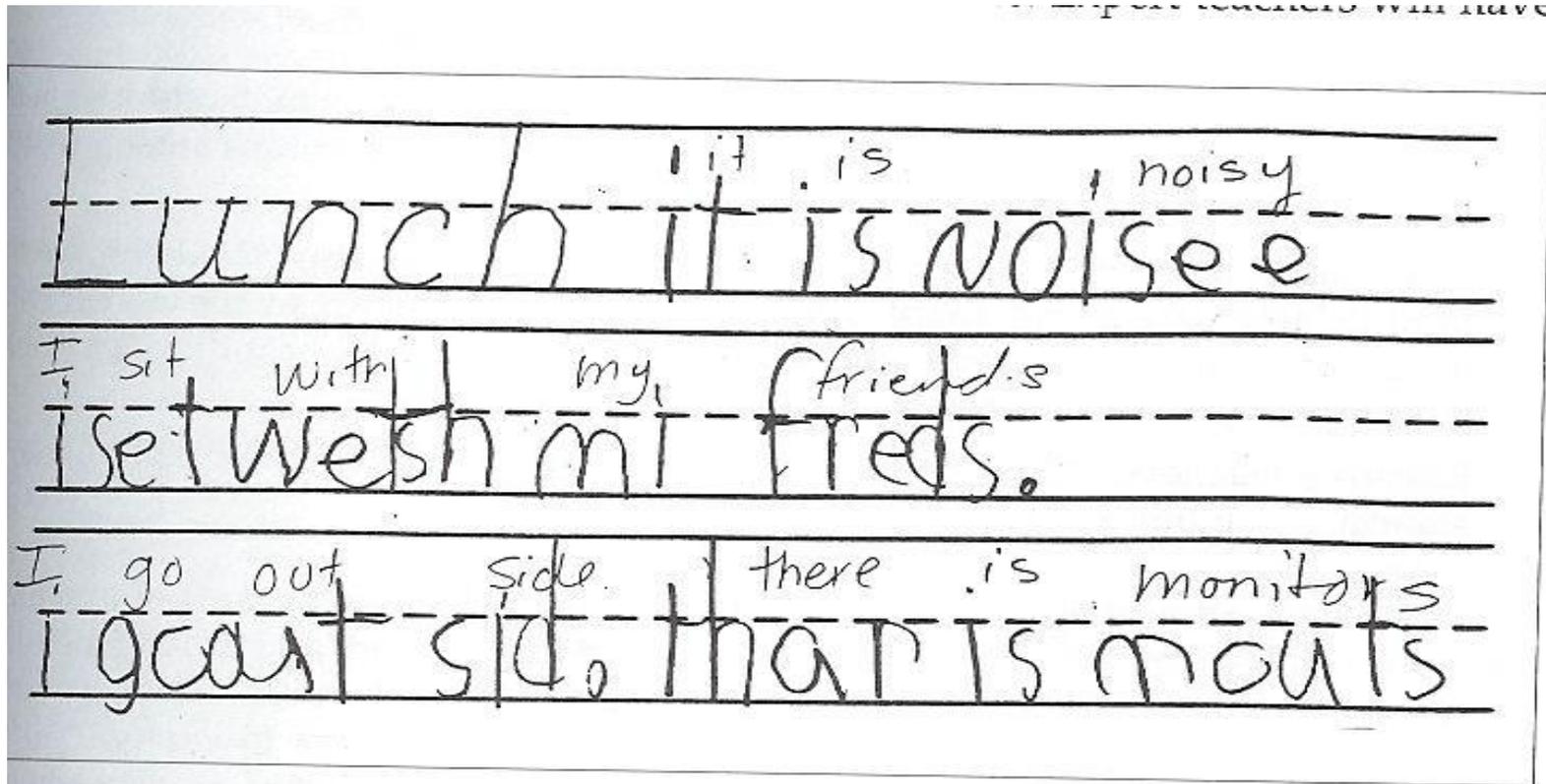


Figure 1.5. Later alphabetic writing with teacher's notes from student's rereading.

More matching of sounds/letters



Learning the Spelling System

- **Students begin to associate sounds with letters and use them to approximate words.**
- **This temporary spelling reinforces phoneme awareness and phonics instruction.**
- **Students begin to use conventional spellings as letters, rules, and patterns are introduced.**

Grammar and Mechanics



- **Early punctuation (ending) and capitalization (names, beginning of sentence) should be introduced as students write phrases and sentences.**
- **Teachers should expect early usage of CUPS to support later writing.**

2 kinds of Writing with Different Terminologies and Structures



■ **Narrative:**

tells a story

- Beginning
- Middle
- End
- Character, setting, plot

■ **Expository:**

gives information

- Topic sentence
- Introduction
- Body
- Conclusion

2 kinds of Writing with Different Terminologies and Structures



**Goldilocks and the
three bears**

VS.

**The three types of
bears found in the
woods of North
America**

Different Types of Writing



- Different types of organizational structures.

beginning

middle

end

introduction

body

conclusion



Different Types of Writing

■ Narrative

- Beginning
 - Context
 - Characters
 - Setting
 - Problem
- Middle
 - Details
 - Description
 - Dialogue
- End
 - Solution
 - Resolution

■ Expository

- Introduction (research, persuasion, description)
 - Topic sentence
- Body
 - Reasons/facts/details
 - Elaborations
- Conclusions
 - Summary
 - Call to action

Writing is a Process



- **Prewriting**
- **Drafting**
- **Revision**
- **Proofreading**
- **Publishing**



Prewriting is:

- **Getting organized and mapping out the writing.**
- **Deciding what will go into the beginning, middle, end.**
- **Talking about the subject, making connections.**
- **Modeling what the writing will look like.**



- **Watch the video and determine how the teacher's time spent in prewriting and planning make the writing assignment accessible to all students.**



- **Getting the ideas down on paper**
- **Determining where each piece of the planning will go**
- **Practicing skills that support the genre (note taking, description, dialogue, fact and opinion, etc.)**

Revision



- **How can each sentence sound better and provide more information for the reader?**
- **Share writing with a partner**

Proofreading



- **How did the students use CUPS (Capitalization, usage, punctuation, and spelling)?**
- **These skills are best taught, practiced, and immediately applied to student writing.**

Publishing



- **Gives the writing purpose**
- **Determines the audience for the writing**
- **May impact how students plan and write the essay**

First Grade

Describe your favorite animal so that someone who has never seen it before can imagine how it looks and sounds, where it lives, and what it eats.

Performance Level	Writing Applications, Writing Strategies, Written and Oral Language Conventions
<p>4</p> <p>Advanced</p> <p>(Exceeds the Grade Level Standard)</p>	<p>"4" papers meet all "3" requirements in addition to elements beyond grade level. Examples might include:</p> <ul style="list-style-type: none"> • An in-depth description of an animal. • Uses vivid sensory details to illustrate the description. • Sharp focus on one meaningful aspect of an experience. • Use of capitalization and punctuation beyond first grade level. • Uses a variety of sentence structures. • Makes few or no errors in grammar and usage.
<p>3</p> <p>Proficient</p> <p>(Meets the Grade Level Standard)</p>	<ul style="list-style-type: none"> • Includes a clear description of an animal. Uses enough sensory details to illustrate the description. • Chooses a clear focus and stays with it. • Writes in complete, coherent sentences. • Generally uses appropriate capitalization and ending punctuation. • Spells most first grade words correctly. • Writes legibly with appropriate spacing.
<p>2</p> <p>Basic</p> <p>(Approaches the Grade Level Standard)</p>	<ul style="list-style-type: none"> • May describe one or more animals. • May use too few sensory details to effectively illustrate the description. • May stray off topic or choose too large of a topic to effectively describe. • Uses descriptive words too broad to be effective (pretty, big). • Writes some complete and coherent sentences. • May have confusing errors in capitalization and ending punctuation. • May contain numerous spelling errors. • Has handwriting difficult to read.
<p>1</p> <p>Below Basic</p> <p>(Below the Grade Level Standard)</p>	<ul style="list-style-type: none"> • Does not describe an animal. • Little or no sensory description. • Addresses more than one topic or rambles on in unrelated sentences. • Uses many incomplete or incoherent sentences. • Has serious errors in capitalization and/or punctuation. • Contains many grade level spelling errors. • Has illegible writing.

Student Sample

Score: 3

The author in this sample uses exclamation points enthusiastically to lend meaning to the piece. Although the sentences are simple to the point of repetition, the author maintains his or her focus on elephants and their activities.



Holistic vs. Analytic Scoring



- **In holistic scoring, all of the features of writing are viewed as elements of the whole piece of writing in general.**
- **In analytic scoring, each element of the writing is viewed and assessed separately.**

Preparing Student Feedback



- **Student feedback should be highly focused and limited to only important new learnings.**
- **Too much feedback is overwhelming to the student.**

Preparing Student Feedback



- **Student feedback should be accompanied by specific examples from the writing.**
- **Students should always respond to specific feedback by revising their writing.**

Adjusting Instruction



- **Identify where students fell short of proficiency.**
- **Identify the standard that describes proficiency.**
- **Identify how and when you taught the standard.**
- **Identify how you will change your teaching to address student writing problems.**

Practice



- **Using the rubrics and samples from *Assessing Student Achievement in Writing*, provide constructive feedback to a student at your grade level. What was done well? What could the student do to improve the writing?**

In Summary



- **Writing = words (sounds/letters) + ideas**
- **Conventional spelling must be taught through rules and patterns.**
- **Writing is a process.**

In Summary



- **Different kinds of writing require different organization.**
- **Grammar and mechanics must be taught, practiced, and applied to learning.**
- **Focus on new learning in providing student feedback.**