

*Children as Authors:
Guiding Children on Pathways Toward Strong Writing*

Implementing Effective Writing Practices for Ages 5-8

Professional Development for All Institute, Omaha NE
November 30, 2017

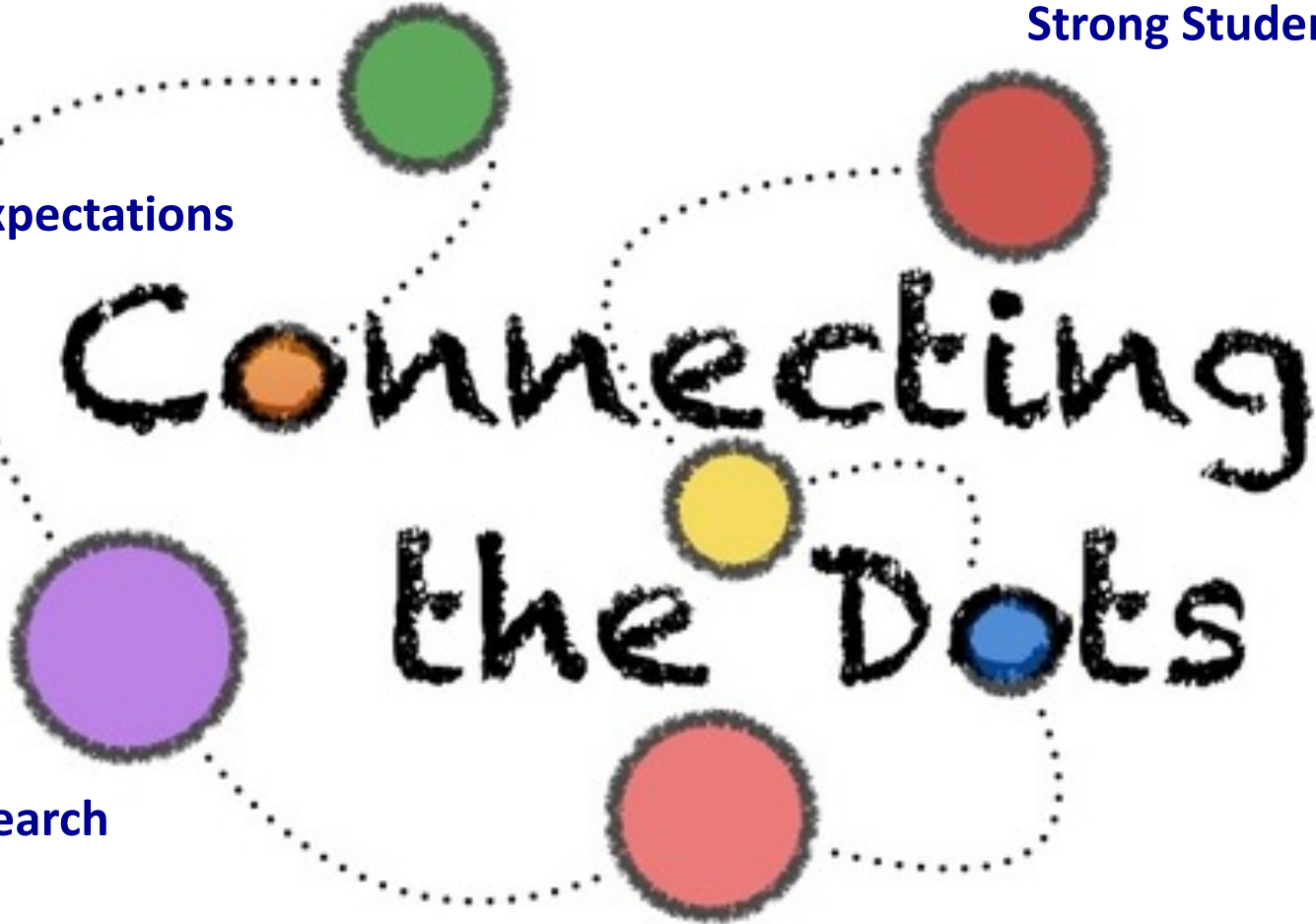
Sue Anderson, Ph.D.
sueander1@cox.net

Welcome and Introductions

Writing Our Stories

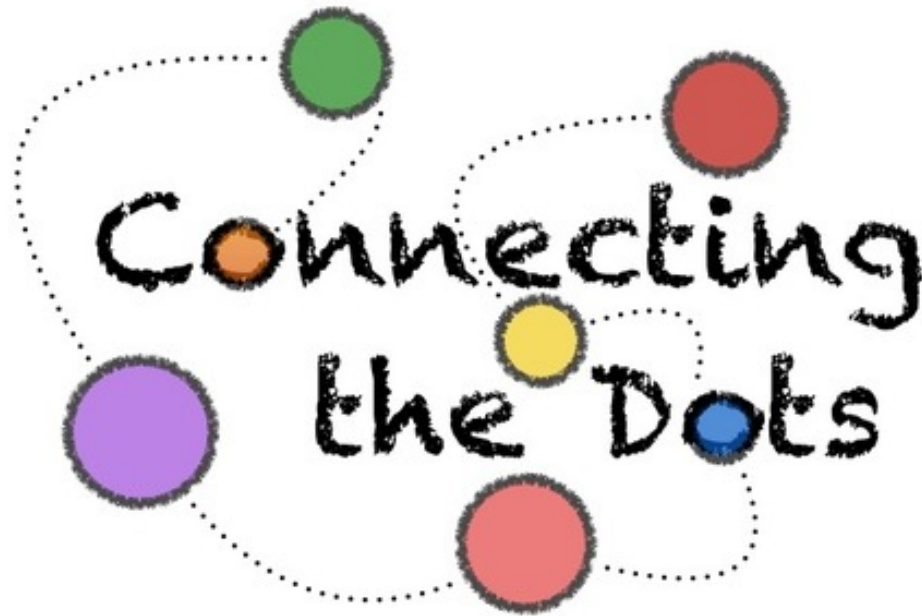
Strong Student Writers

Writing Expectations



Research

Effective Writing Instruction

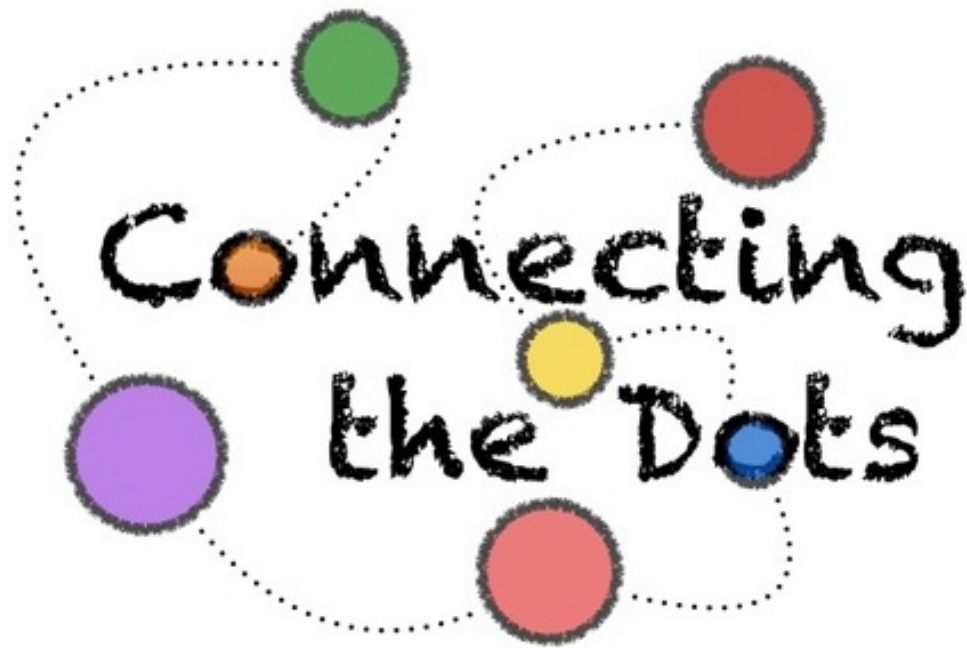


Writing Our Stories

Think about...

A memorable, early school writing experience...

- Recall as many details as you can, such as
 - Grade level
 - Kind of writing
 - Teacher response
 - How you felt about the writing
- Write briefly (2-3 minutes) about this memory



Expectations for Student Writing

Think about ...

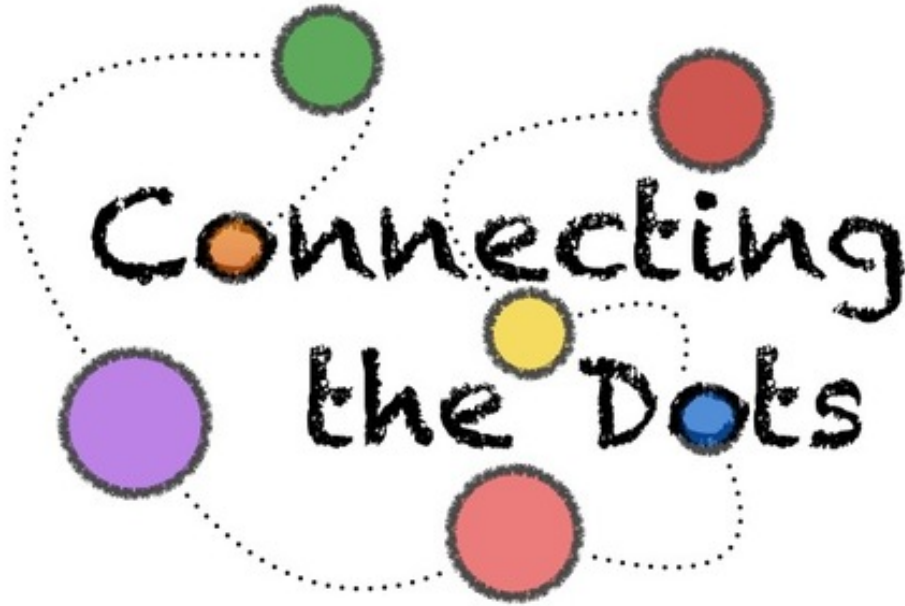
Writing expectations for students in ...

- Kindergarten
- Grade 1
- Grade 2
- Grade 3

- Discuss with your elbow partner.

- Briefly summarize 1-2 writing expectations for one grade level on sticky notes (one expectation per sticky note).

- Post your sticky note(s) one one of the grade level charts around the room.



More Expectations for Student Writing



English Language Arts



LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

Content Standard

LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

Grade Level Standard

- LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
- LA 0.2.1.d Compose simple, grammatically correct sentences.
- LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 0.2.1.f Provide oral descriptive feedback to other writers.
- LA 0.2.1.g With adult guidance, persevere in writing tasks.
- LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 0.2.1.i Use own words to relate information.
- LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

Grade Level Indicators

LA 0.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

Grade Level Standard

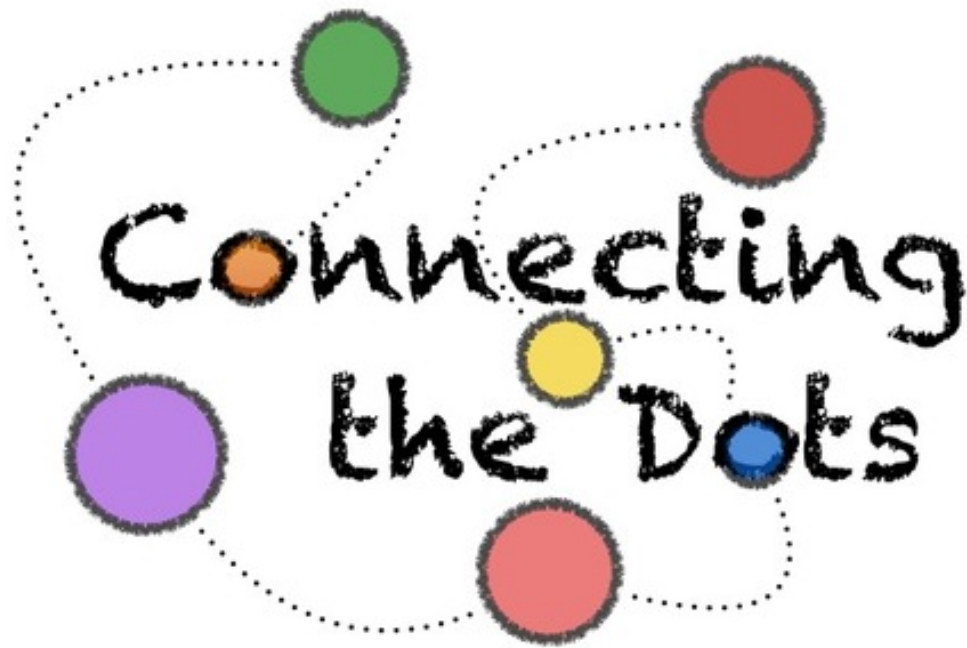
- LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
- LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.

Grade Level Indicators

English Language Arts Standards



	<p>LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p>						
Kindergarten	<p>LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing appropriate for grade-level purposes and audiences.</p> <p>LA 0.2.1.a Use prewriting activities to generate ideas.</p> <p>LA 0.2.1.b Generate representative simple sentences and paragraphs.</p> <p>LA 0.2.1.c With adult guidance, generate simple paragraphs.</p> <p>LA 0.2.1.d Compose simple paragraphs with adult guidance, monitoring strategies.</p> <p>LA 0.2.1.e With adult guidance, provide oral descriptions and simple paragraphs.</p> <p>LA 0.2.1.f With adult guidance, provide oral descriptions and simple paragraphs.</p> <p>LA 0.2.1.g With adult guidance, provide oral descriptions and simple paragraphs.</p> <p>LA 0.2.1.h With adult guidance, provide oral descriptions and simple paragraphs.</p> <p>LA 0.2.1.i Use own words to relate to others.</p> <p>LA 0.2.1.j With adult guidance, provide oral descriptions and simple paragraphs.</p>						
	<p>LA 0.2.2 Writing Modes: Students will communicate information and ideas effectively in a variety of modes for a variety of purposes and audiences.</p> <p>LA 0.2.2.a Communicate information and ideas effectively in a variety of modes for a variety of purposes and audiences.</p> <p>LA 0.2.2.b With adult guidance, support ideas or opinions.</p> <p>LA 0.2.2.c With adult guidance, solve problems.</p> <p>LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 0.2.2.e With adult guidance, compare various mentor texts and/or exemplars to create a similar piece.</p>						
		<p>LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p>					
	Grade 1	<p>LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing appropriate for grade-level purposes and audiences.</p> <p>LA 1.2.1.a Use prewriting activities to generate ideas.</p> <p>LA 1.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p>LA 1.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.</p> <p>LA 1.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p>LA 1.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 1.2.1.f Provide oral and/or written descriptive feedback to other writers.</p> <p>LA 1.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p>LA 1.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p>LA 1.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.</p> <p>LA 1.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).</p>					
		<p>LA 1.2.2 Writing Modes: Students will communicate information and ideas effectively in a variety of modes for a variety of purposes and audiences across disciplines.</p> <p>LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 1.2.2.b Provide evidence from literary or informational text to support ideas or opinions.</p> <p>LA 1.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.</p> <p>LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 1.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.</p>					
			<p>LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p>				
		Grade 2	<p>LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing appropriate for grade-level purposes and audiences.</p> <p>LA 2.2.1.a Use prewriting activities to generate ideas.</p> <p>LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p>LA 2.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.</p> <p>LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p>LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.</p> <p>LA 2.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p>LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p>LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.</p> <p>LA 2.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).</p>				
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				<p>LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p>			
			Grade 3	<p>LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level purposes and audiences.</p> <p>LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.</p> <p>LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p>LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.</p> <p>LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <p>LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p>LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.</p> <p>LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> <p>LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p>LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.</p> <p>LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).</p>			
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Research on Young Children and Writing

Talking, Drawing, and Writing



“For young children, drawing is writing; it gives them opportunities to do what writers do: to think, to remember, to get ideas, to observe, and to record.”

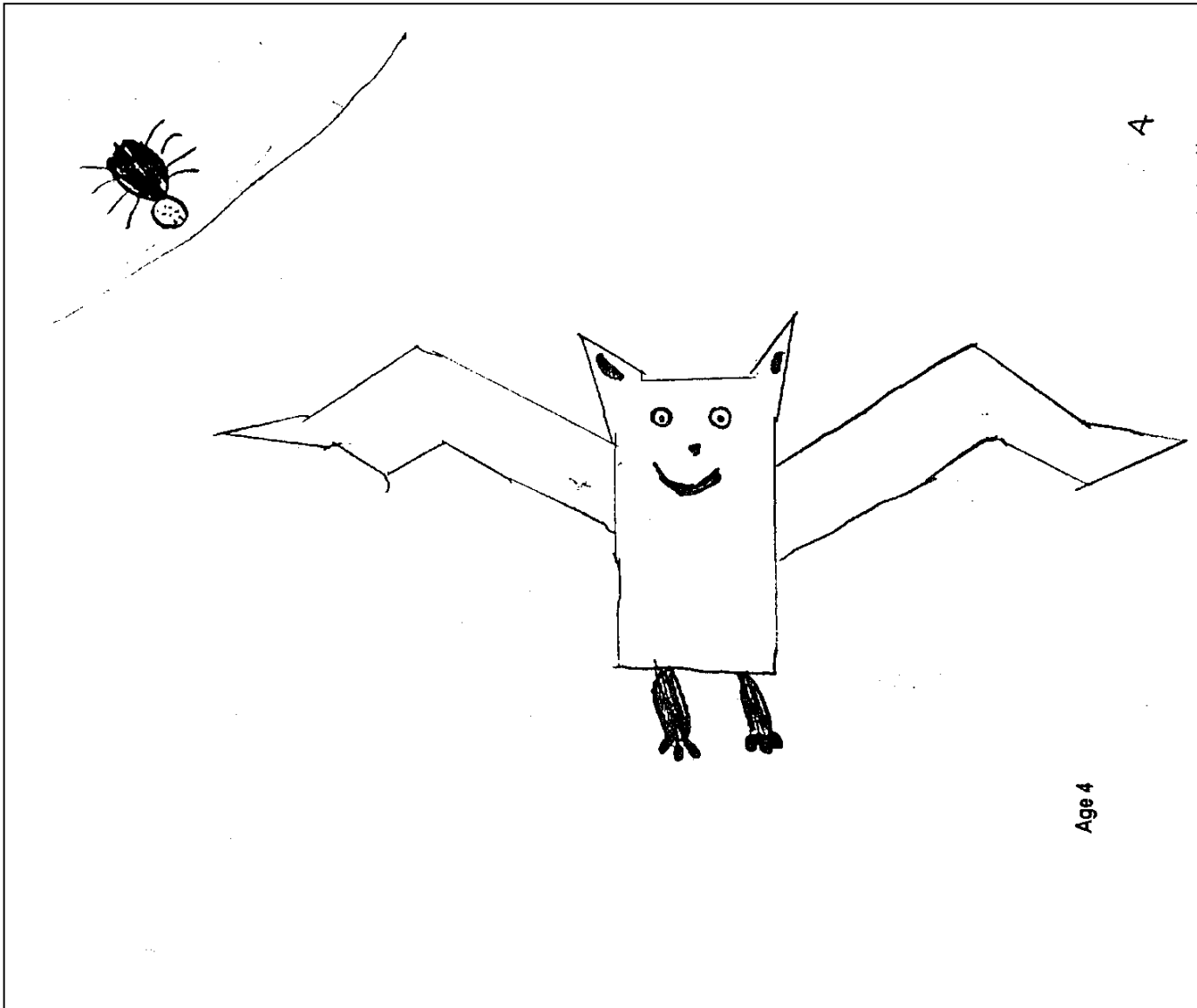
- Horn, M. and Giacobbe, M. (2007)

Talking, Drawing, and Writing



A child's *drawing* (and talking) can provide a powerful connection between home and school and offer both motivation and scaffolding for early writing.

- Mackenzie, N. (2011)



Age 4

Writing and Motivation

Conditions that determine student motivation to write

- Nurturing students' positive beliefs about writing
- Fostering authentic writing goals and contexts
- Providing a supportive context for writing
- Creating a positive classroom environment and conditions

- Bruning, R. & Horn, C. (2000)

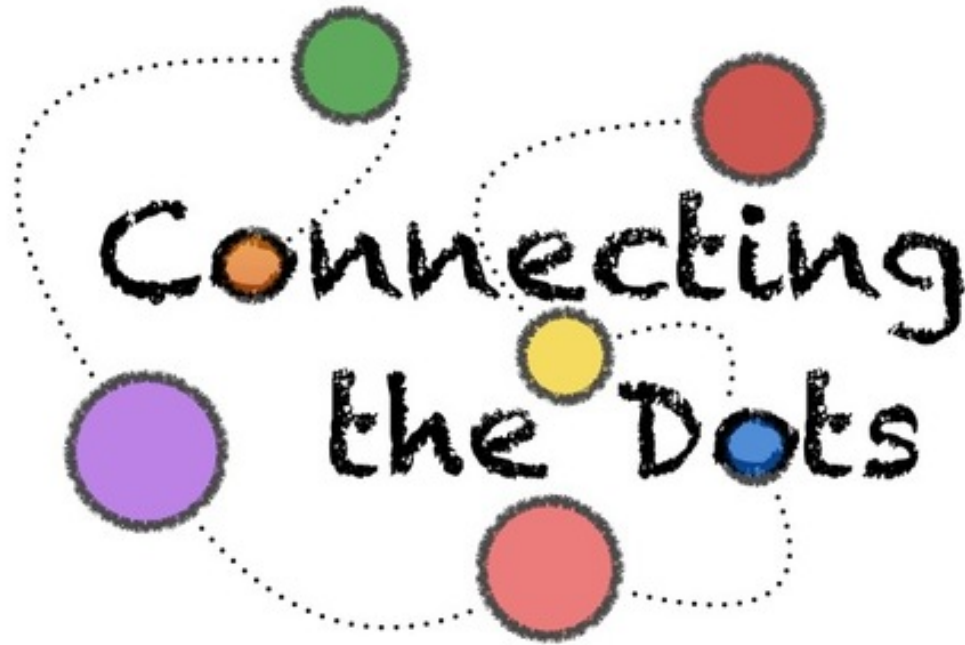


Reading and Writing Genres



Providing children with exposure and meaningful experiences with reading and writing a range of genres in their earliest school years and throughout elementary school is beneficial to writing achievement.

- Donovan, C. & Smolkin, L. (2006)



Effective Strategies for Teaching Writing in the Primary Grades

EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE

Teaching Elementary School Students to Be Effective Writers



NCEE 2012-4058
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

Review of Recommendations



Recommendation 1.

Provide daily time for students to write.



Recommendation 2.

Teach students to use the writing process for a variety of purposes.

Recommendation 2a.

Teach students the writing process.

1. Teach students strategies for the various components of the writing process.
2. Gradually release writing responsibility from the teacher to the student.
3. Guide students to select and use appropriate writing strategies.
4. Encourage students to be flexible in their use of the components of the writing process.

Recommendation 2b.

Teach students to write for a variety of purposes.

1. Help students understand the different purposes of writing.
2. Expand students' concept of audience.
3. Teach students to emulate the features of good writing.
4. Teach students techniques for writing effectively for different purposes.



Recommendation 3.

Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

1. Teach very young writers how to hold a pencil correctly and form letters fluently and efficiently.
2. Teach students to spell words correctly.
3. Teach students to construct sentences for fluency, meaning, and style.
4. Teach students to type fluently and to use a word processor to compose.



Recommendation 4.

Create an engaged community of writers.

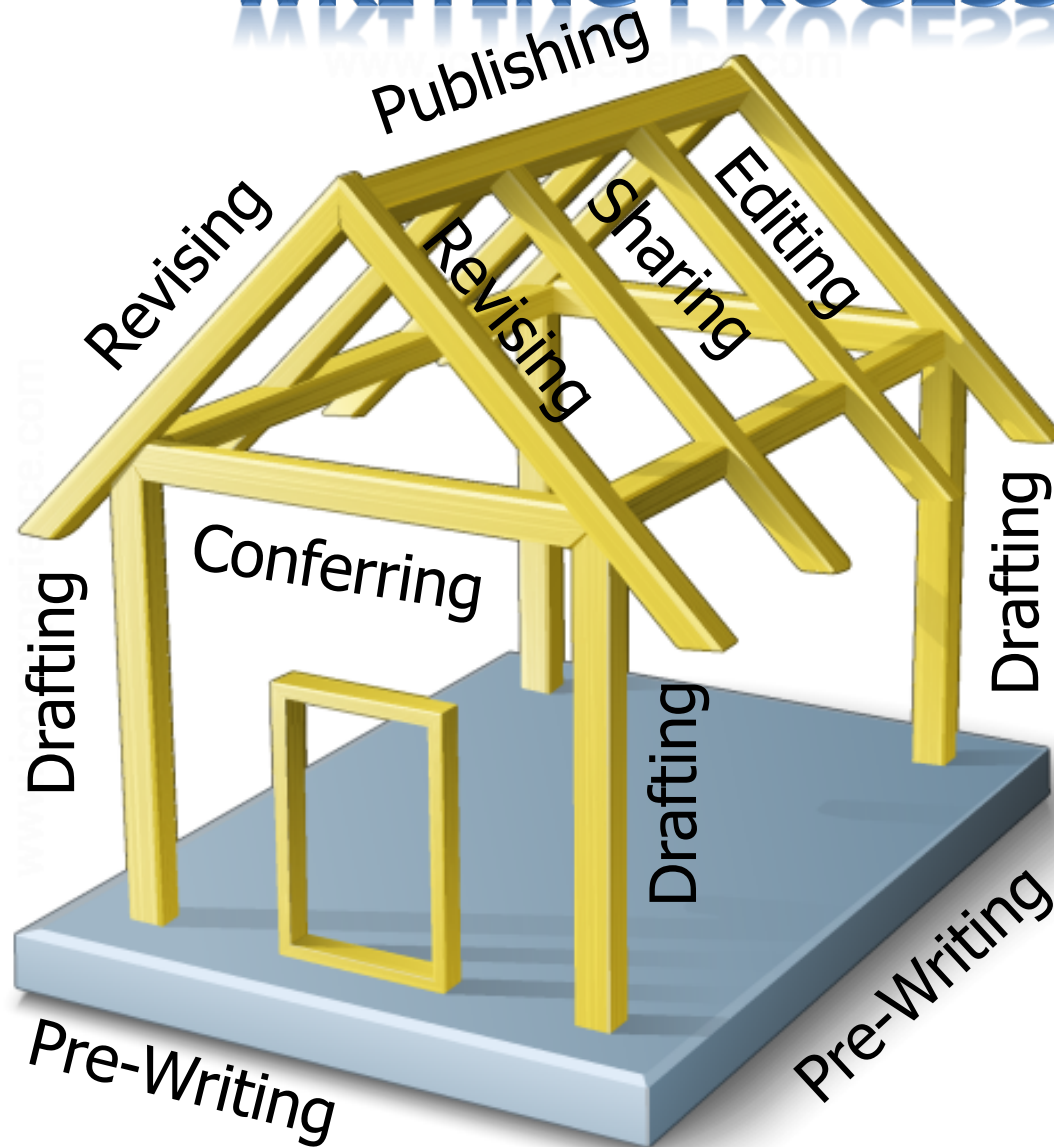
1. Teachers should participate as members of the community by writing and sharing their writing.
2. Give students writing choices.
3. Encourage students to collaborate as writers.
4. Provide students with opportunities to give and receive feedback throughout the writing process.
5. Publish students' writing, and extend the community beyond the classroom.

What Works?

Implementing a Process Approach to Teaching Writing



WRITING PROCESS



A FRAMEWORK FOR LEARNING AND TEACHING WRITING

CLASSROOM STRUCTURES

TO SUPPORT STUDENT WRITERS



WRITERS WORKSHOP: MINI LESSONS (EXAMPLES)

Types of Writing

NARRATION

Features of Narrative Writing:

- A narrative is a story developed from an event or series of events.
- Narratives usually involve a character in conflict.
- Details of character, setting, conflict, and plot are usually chosen and ordered in such a way as to develop a main theme or idea.
- The beginning of the story usually establishes the characters, setting and mood.
- The middle of the narrative describes events in which the character deals with the main conflict and other minor conflicts.
- The end of the story tells how the conflict is resolved.

PERSUASION

Features of Persuasive Writing:

- Persuasive writing aims to move the reader to support a point of view or to act in support of an idea or cause.
- A persuasive piece often begins with a statement of the author's position, then presents arguments and evidence in favour of that position, and concludes with a call to action or a recommendation.
- Persuasive writers arrange their points for maximum impact on their audience.
- Persuasion usually combines logical and emotional appeals designed to win over a specific audience.

DESCRIPTION

Features of Descriptive Writing:

- Descriptions focus on creating a single dominant impression of a person, place, event, feeling or idea.
- Descriptive writers choose words, images, and details that appeal to more than one sense and that reinforce the dominant impression they want to give their readers.
- Descriptive writing often uses figurative language techniques such as simile and metaphor.
- Descriptions may be organized in various ways: spatially, chronologically, thematically, or in whatever way best suits the topic and purpose.

EXPOSITION

Features of Expository Writing:

- Exposition involves presenting facts to a specific audience.
- Expository writing is arranged to make information as accessible and understandable to the reader as possible.
- Expository writers often define unfamiliar or technical terms by comparing them with something more familiar to the reader.
- The writer's personal opinions and value judgments are usually not part of expository writing.

Writing Process

Prewrite
THINK, BRAINSTORM, ORGANIZE!

Draft
START WRITING! GET YOUR IDEAS ON PAPER!

Revise
MAKE CHANGES TO IMPROVE YOUR WRITING!

Edit
CHECK FOR SPELLING, PUNCTUATION, AND GRAMMAR!

Publish
GIVE YOUR WRITING TO OTHERS TO READ!

3rd Grade Writing Pledge

I will:

- Use my best handwriting
- Use a capital letter at the beginning of every sentence
- Use punctuation at the end of every sentence
- Spell word wall words correctly
- Reread my own writing and fix things up!

Good Writers... REVISE and EDIT

Fix your **ARMS!** Call the **COPS!**

Add capitalization
Remove overall look
Move punctuation
Substitute spelling

Traits of Writing

Putting it all together!

Ideas
are the main message.
Choose an interesting topic. Focus on what matters to you.

Organization
is the structure of the piece.
Include a beginning, middle, and ending.

Voice
is the person behind the words.
Make your writing sound like you. Show that you care about the topic.

Word Choice
is the use of rich language.
Use precise language. Choose specific nouns and active verbs.

Sentence Fluency
is the structure and flow of sentences.
Make your writing smooth and easy to read aloud.

Conventions
are the rules that guide readers toward meaning.
Check spelling, capitalization, punctuation, and grammar.

Presentation
is how the writing looks on the page.
Make the overall appearance pleasing to the eye.



Reading Genres

Informational **BIOGRAPHY**

Science Fiction **Poetry** Autobiography

Fantasy **MYSTERY** Historical Fiction

Traditional Literature Realistic Fiction

WRITERS WORKSHOP: THE IMPORTANCE OF CONFERENCES



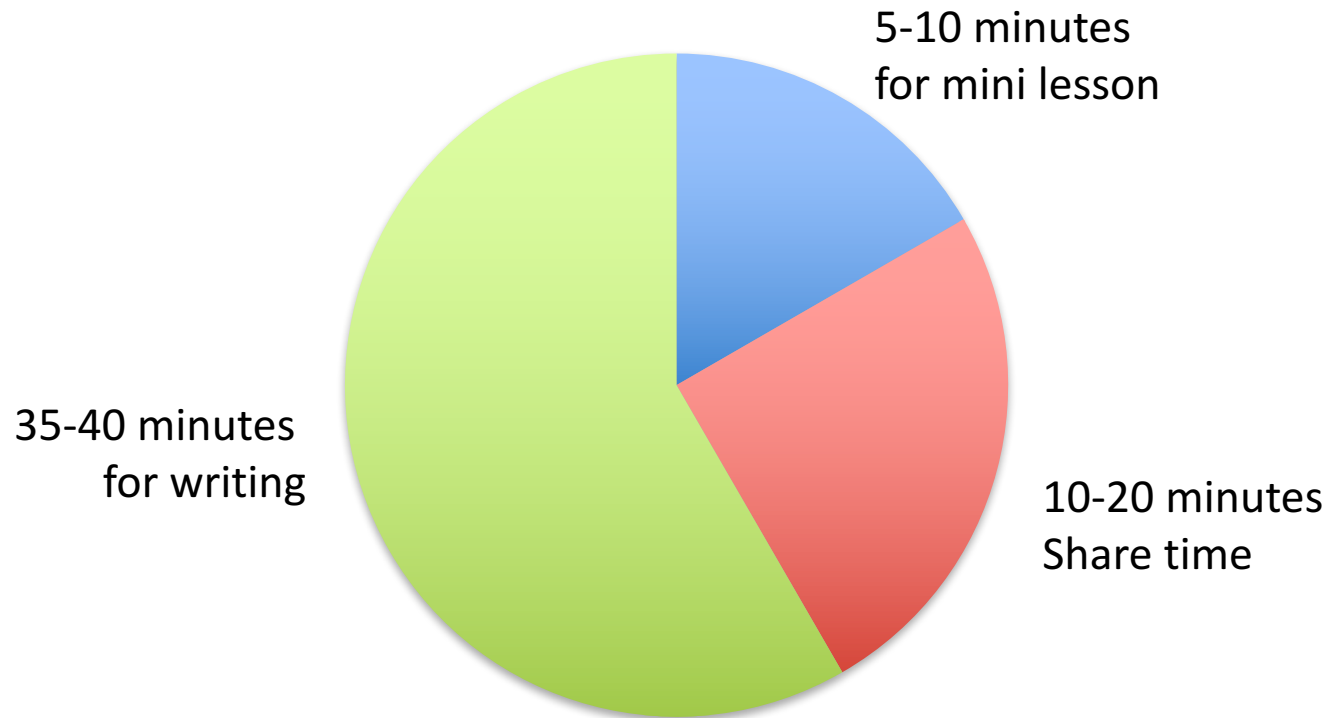
Writing Conferencing				
Mon.	Tues.	Wed.	Thur.	Fri.
Preston	Wesley	Zessia	Jose	Damar
Kathy	Kenned	Amber	Kourtney	Kyle
Jakob	Jaylan	Pizzant	Jennine	Clayton
Seroly	Sharon	Tyasha	Zahar	Jordan

feedback ideas plan
rearrange talk concept student-led
encouragement conclusion solutions
organization frustrations writing thesis paper add
structure philosophy introduction conferences wording
change strategize revise conversation



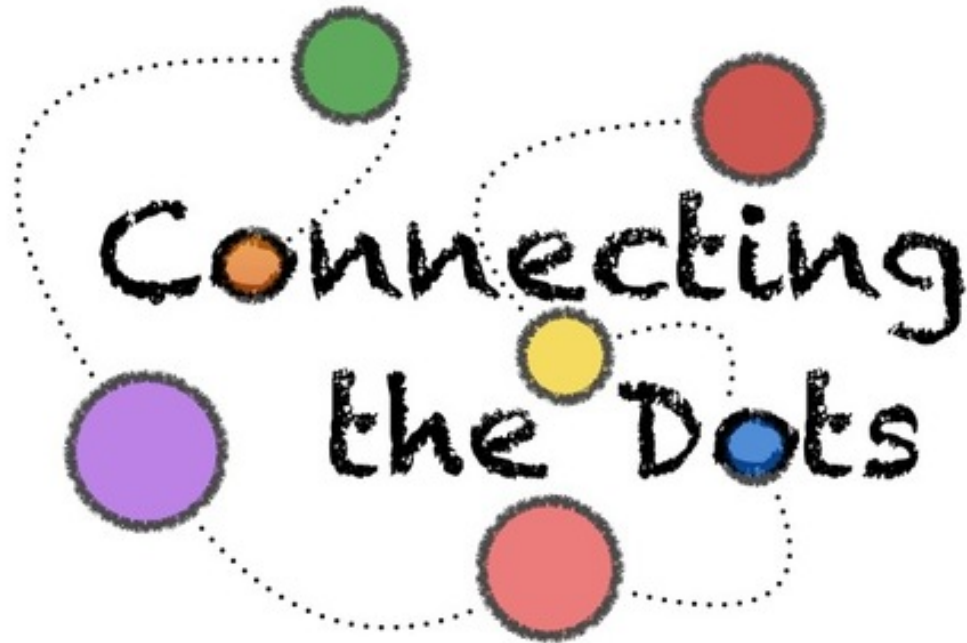
WRITING WORKSHOP

CREATING TIME TO SUPPORT STUDENT WRITERS



COMPONENTS OF A DAILY ONE-HOUR WRITING WORKSHOP

Fletcher and Portalupi (2001)



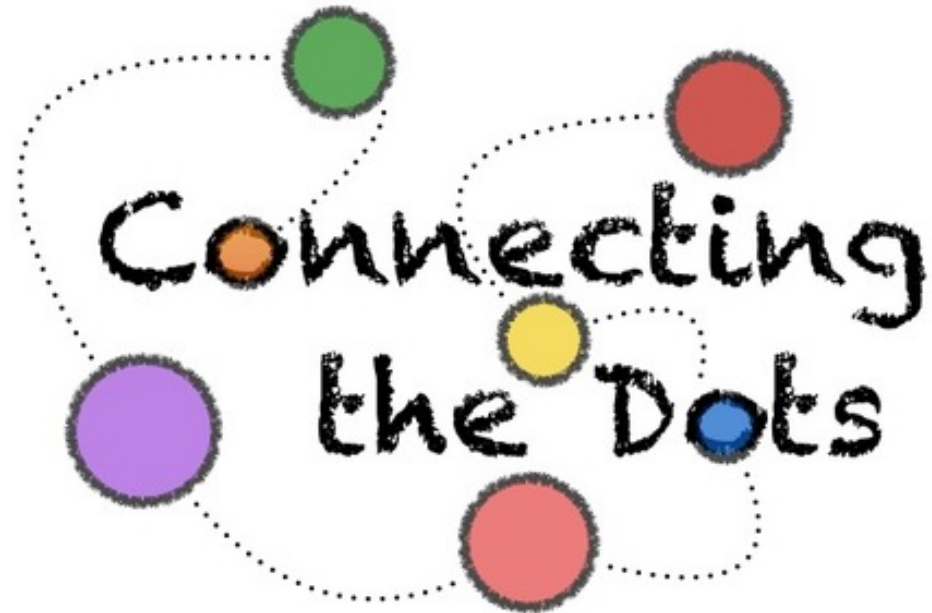
Writing Workshop: A Closer Look

<https://www.youtube.com/watch?v=wAR6OfXhB2M&feature=youtu.be>

A Final Thought ...

Teaching writing is a matter of faith. We demonstrate that faith when we listen well, when we refer to our students as writers, when we expect them to love writing and to pour heart and soul into it.

-Lucy Calkins



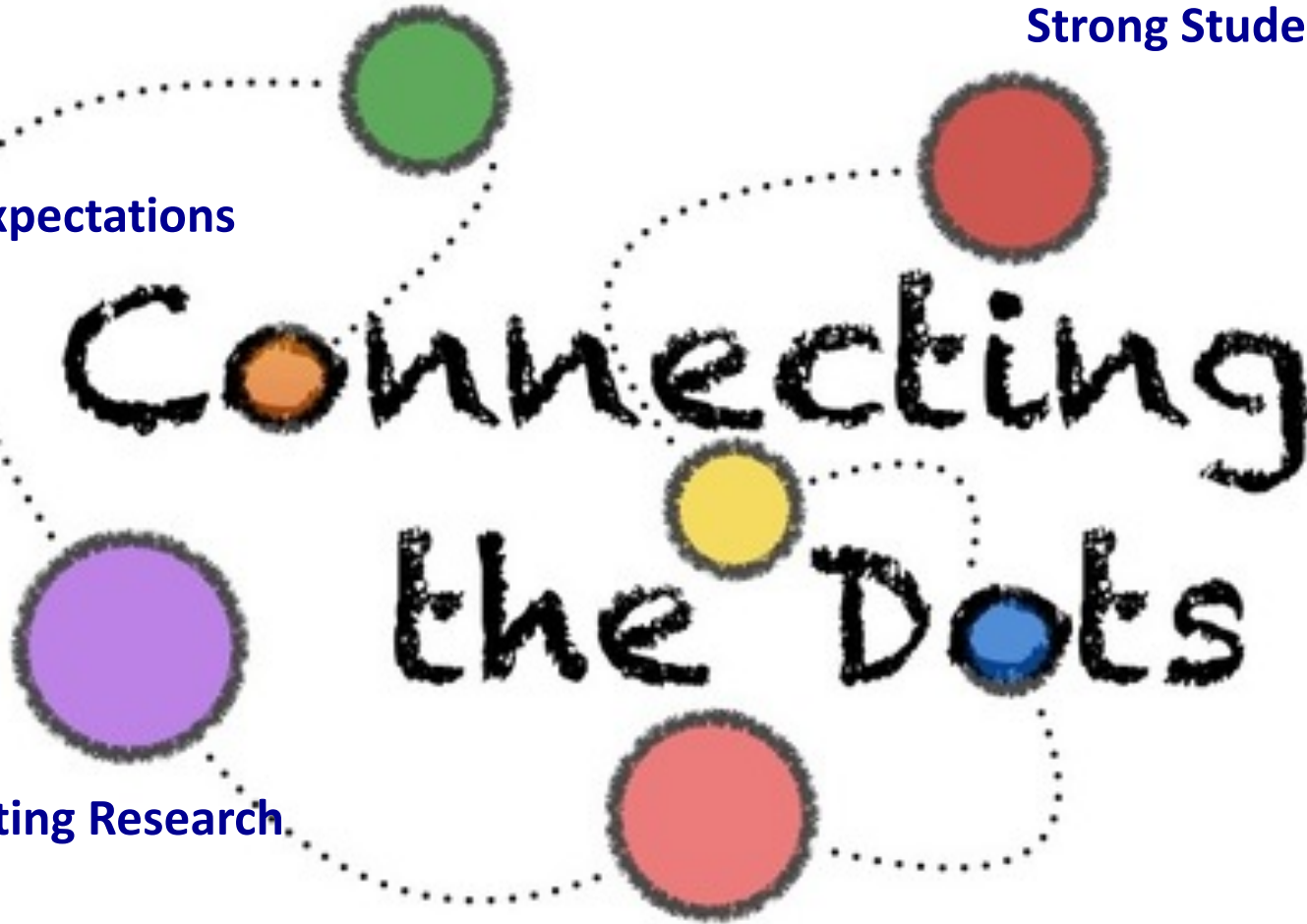
Re-Visiting Our Stories

Writing Our Stories

Strong Student Writers

Writing Expectations

Writing Research



Effective Writing Instruction/Classroom Structures

THANK YOU
for sharing your thoughts
and time today!



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