



Writing Development in the Elementary Classroom

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Objectives

- Understanding the **process students** go through in writing
- Understanding the **developmental phases** of writing
- Review of **instructional delivery techniques**



Quick Write

CHOOSE ONE OF THE FOLLOWING PROMPTS:

1. Write the alphabet in cursive with your dominant hand...
2. Write a few sentences about your favorite thing to do in the summer.

Quick Write, Part 2

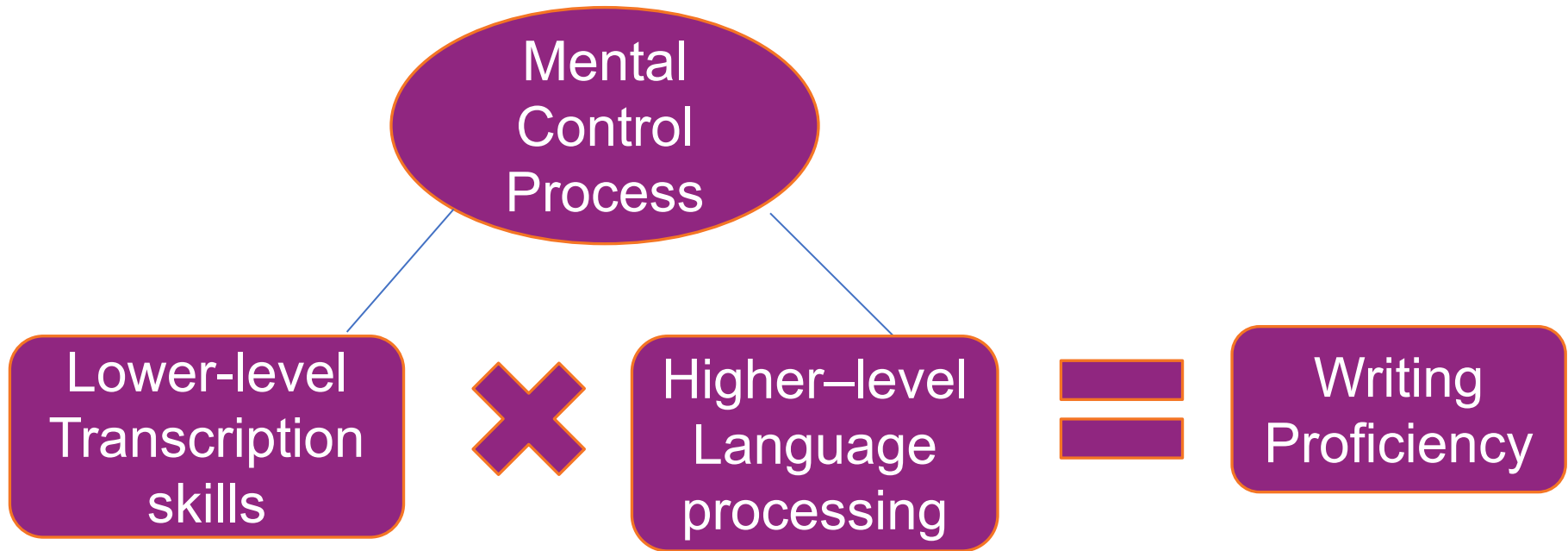
1. Now write the alphabet in cursive with your non-dominant hand...
2. Rewrite the same sentences but this time change all the verbs.

Reflections...



- What made this task difficult?
- What strategies did you try?
- What reactions did you have?
- How can you compare this to how a struggling writer feels?

Simple View of Writing



Higher Level and Lower Level Writing Tasks

Higher Level Cognitive Demands

- Using story structure or expository structure
- Selecting topic and purpose
- Keeping the audience in mind
- Monitoring level of detail
- Choosing words for effect

Lower Level Cognitive Demands

- Physically forming the letters using pencil on paper
- Spacing Word
- Spelling high-frequency words
- Applying phoneme-grapheme mapping while spelling
- Writing in paragraph form

Writing Demands Spelling

When students are writing - if they are **spending mental energy on wondering how to spell** common words, the task will consume most of their cognitive space, which leaves little energy to complete their writing task.

Spelling and Handwriting

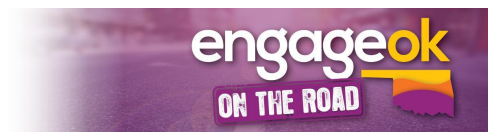
- Handwriting and spelling are **foundational skills** for writing.
- **Both deserve direct instruction** in the classroom until students master their fundamentals.
- Students who have learned to form letters correctly and manage the directional, fine motor, and spatial requirements of handwriting are likely to write **compositions that are better organized and longer.**






Starting Small

- It all starts at the beginning
 - Letters turn into words
 - Words turn into sentences
 - Sentences turn into paragraphs
 - Paragraphs turn into stories

Making successful writers takes teaching and practicing all of these skills to mastery



Ehri's Phases of Spelling Development

Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
			Romantic Sonnet

Based on Ehri & Snowling, 2004

Ehri's Phases of Spelling Development

Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
Strings letters together, assigns meaning without representing sounds in words	Represents a few salient sounds, such as beginning and ending consonants; fills in other letters randomly; knows some letter names for sounds	Phonetically accurate; beginning to incorporate conventional letter sequences and patterns; sight word knowledge is increasing	Word knowledge includes language of origin; morphemes; syntactic role; ending rules; prefix, suffix, and root forms

Based on Ehri & Snowling, 2004

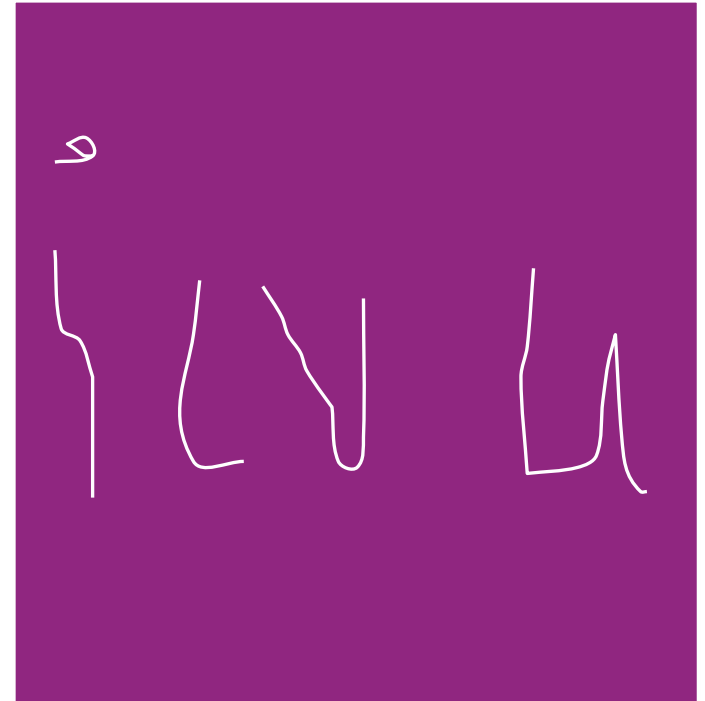
Prealphabetic

- Strings letters together
- Assigns meaning without representing sounds in words



Early Alphabetic

- Represents a few salient sounds, such as beginning and ending consonants
- Fills in other letters randomly
- Knows some letter names for sounds



Later Alphabetic

- Phonetically accurate
- Beginning to incorporate conventional letter sequences and patterns
- Sight word knowledge is increasing




Consolidated Alphabetic

- Word knowledge includes:
 - language of origin
 - morphemes
 - syntactic role
 - ending rules
 - prefix, suffix, and root forms

love
sonnet

Writing Analysis

- Look at your grade level writing sample
- Table Talk
 - Answer these questions:
 - What spelling stage is the student at?
 - What is your evidence?

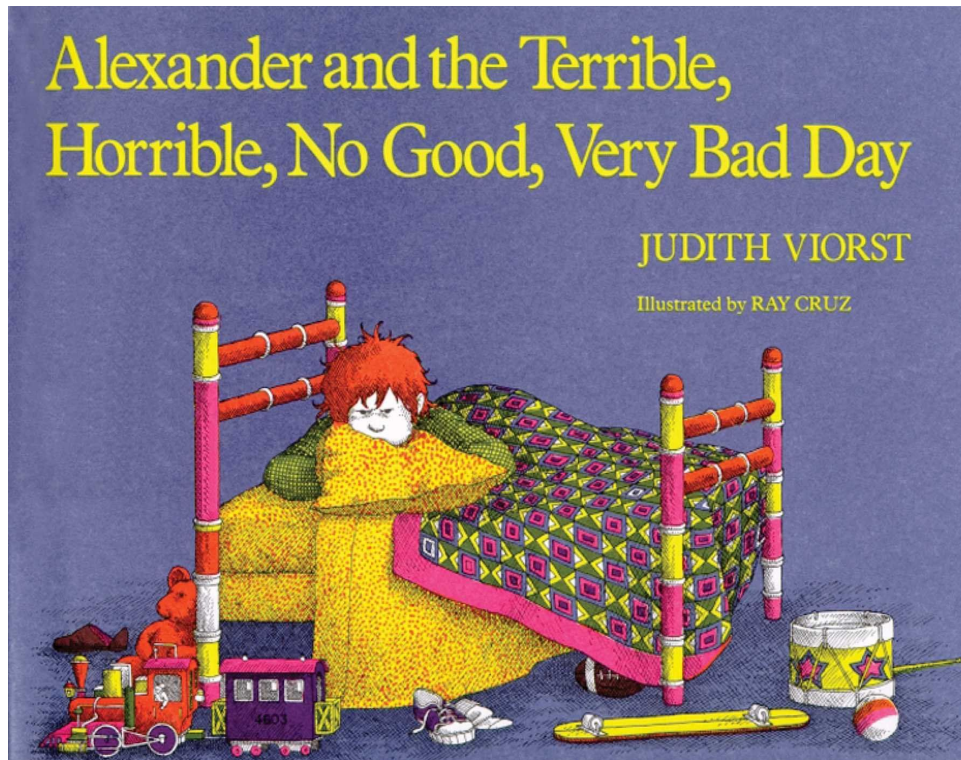
Prealphabetic	Early	Later	Consolidated
	<i>i lv u</i>	<i>I love you</i>	Romantic Sonnet

Instructional Techniques

- **Write Aloud:**
 - teacher writes in front of class while thinking aloud
 - morning message
- **Shared/Interactive Writing:**
 - teacher and students compose jointly with shared pen
- **Guided Writing**
 - students write with teachers direction for ideas, instruction, encouragement
 - Journals, literacy workstations, writer's workshop
- **Independent Writing:**
 - students write their own pieces



Using Mentor Texts with Writing Development





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