



Writing Development

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Objectives

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



Quickwrite

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.

Quickwrite, Part 2

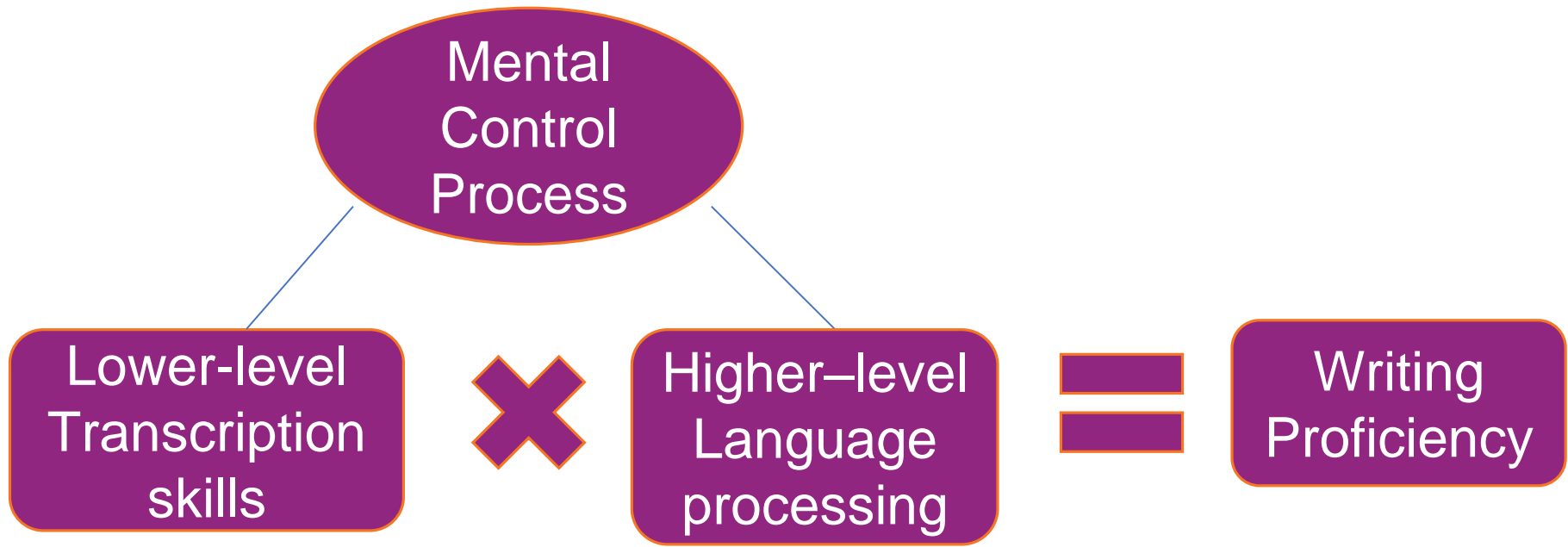
1. Now write the alphabet in cursive with your non-dominant hand...
2. Rewrite the same sentences, but this time change all the verbs.

Reflections...



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

Simple View of Writing



Lower Level and Higher Level Writing Tasks

Lower Level Cognitive Demands

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

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

Spelling and Handwriting

- Handwriting and spelling are foundational skills for writing and reading.
- 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.
- Likewise, spelling is essential in reading because it reinforces the connection between letters and sounds. If a student can say a word, he or she can usually spell it.

Putting Spelling in Perspective



Louisa Moats, Ed. D.




University of Texas

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 requires 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

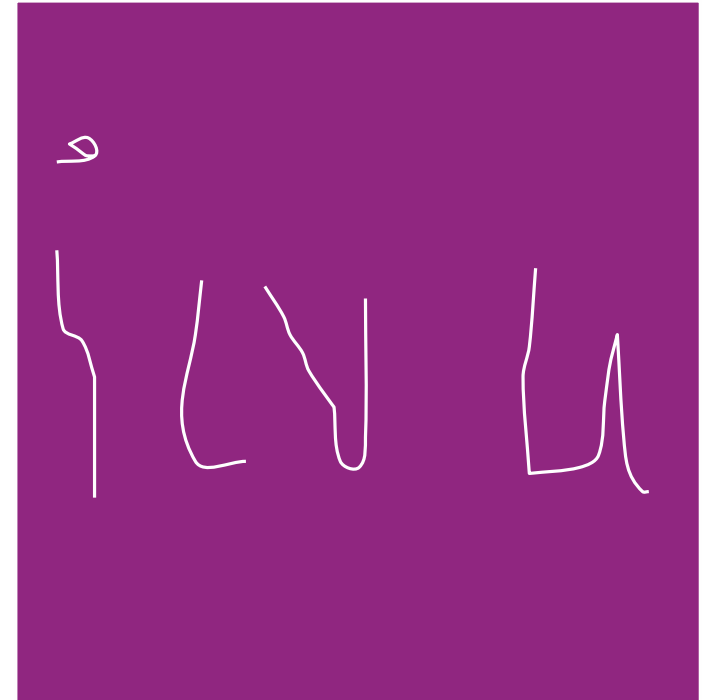
Prealphabetic

- 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

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

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Writing Analysis

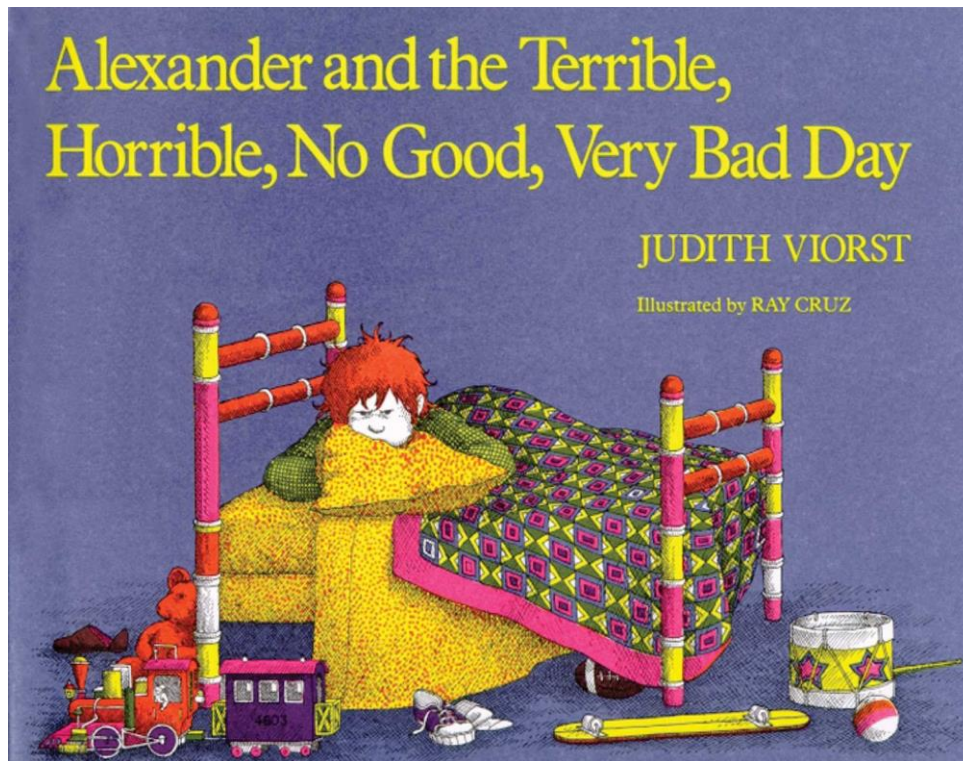
- Look at your writing samples
- Table Talk
 - Answer these questions:
 - What spelling phase is the student at?
 - What is your evidence?

Prealphabetic	Early	Later	Consolidated
	<i>i l v 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 teacher's direction) for ideas, instruction, encouragement
 - journals, literacy workstations, writer's workshop
- **Independent Writing:**
 - students write their own pieces

Using Mentor Texts with Writing Development



Writing Prompt:

Write about a bad day you've had.

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How would this writing task look in:

- write aloud
- shared/interactive writing
- guided writing
- independent writing

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a_wadewithwords