Writing

Teacher Use:

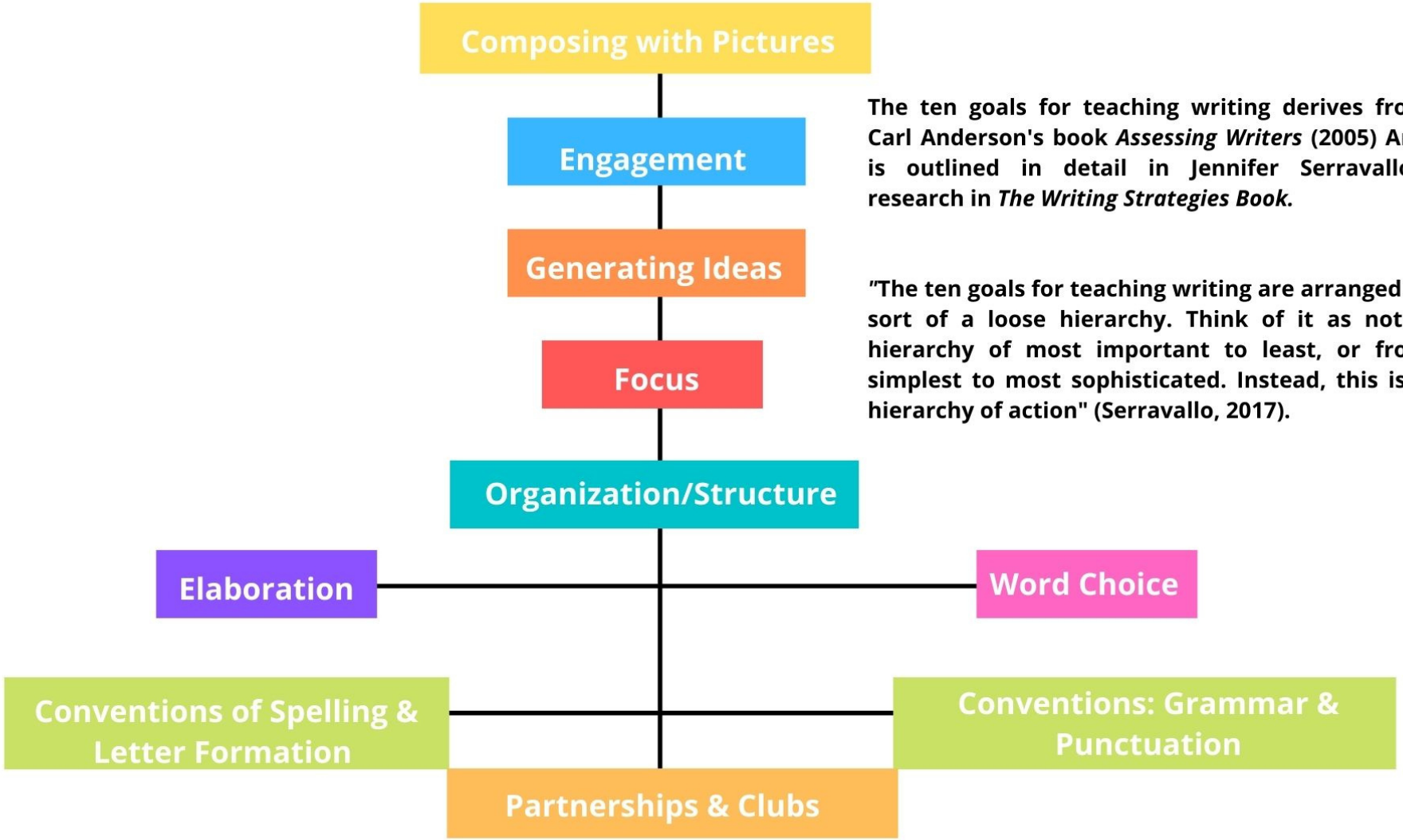
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality writing instruction to gradually improve their skills over time. This process is of the utmost importance because writing is a lifelong skill students will need to succeed early in school, in college and in their career.

Handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter m, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas (Reading Rockets 2006).

Handwriting tools are included in this resource.

DETERMINING WHERE TO START:

A HIERARCHY OF POSSIBLE WRITING GOALS



The ten goals for teaching writing derives from Carl Anderson's book *Assessing Writers* (2005) And is outlined in detail in Jennifer Serravallo's research in *The Writing Strategies Book.*

"The ten goals for teaching writing are arranged in sort of a loose hierarchy. Think of it as not a hierarchy of most important to least, or from simplest to most sophisticated. Instead, this is a hierarchy of action" (Serravallo, 2017).

Writing / Conventions of Spelling & Letter Formation

Directions:

Handwriting should reinforce students' knowledge of letter sound correspondence. The research and suggestions below come directly from the handwriting guidance on Reading Rockets' website: When teaching how to form letters consider following these guidelines.

(The Importance of Teaching Handwriting Reading Rockets 2006)

Teach children consistent formation of letters using a continuous stroke if possible.

Children should learn a highly consistent way to form a given letter every time they write it. Although some letters, such as f and t, require lifting the pencil from the paper to make a second stroke, teach letter formation using a continuous stroke (without lifting the pencil from the paper) when possible. For example, teach children to write the letter b by starting at the top with a vertical stroke, then making the loop to the right without lifting the pencil, rather than having children form the vertical line and the loop in separate strokes.

Focus initially on learning the motor pattern rather than perfect legibility or size.

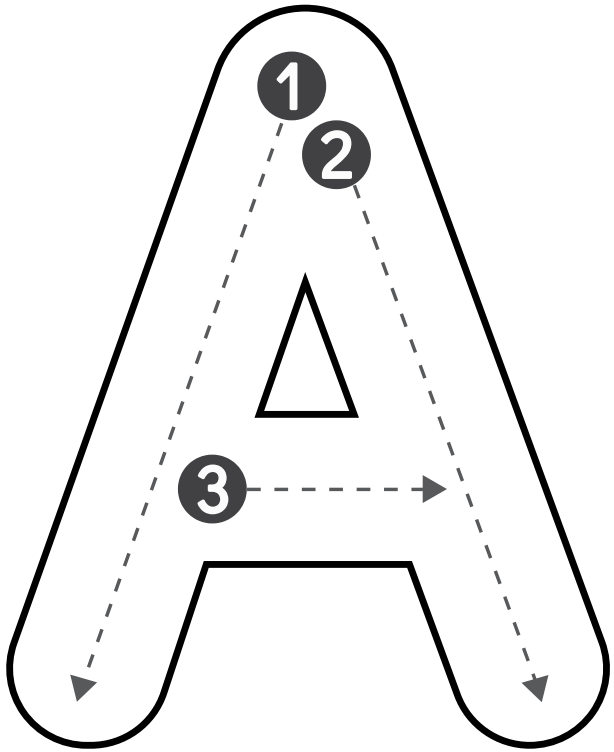
When children are learning to form a new letter, it is helpful to begin with large movements such as forming the letter in the air; have children use a sweeping movement with the entire arm, not just the hand. This initial practice should emphasize learning the motor pattern with correct formation of the letter (e.g., as discussed for the letter b above) rather than writing the letter on paper with perfect legibility or size.
Teach similarly formed letters together, and use an instructional sequence that takes into account both ease of formation and frequency in words. For instance, the manuscript letters c, a, and d all begin with the same loop and can be taught in one group; i should be taught before y because it is simpler to form and is needed more frequently to write words.

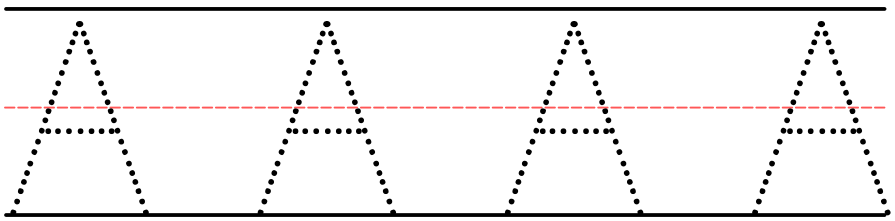
Separate reversible letters such as b and d.

Children appear less likely to confuse visually similar letters if they have learned one letter of a confusable pair well prior to introduction of the other letter of the pair. In addition, it can be helpful to teach children to form confusable letters differently; for example, b starts at the top whereas d starts with the loop.

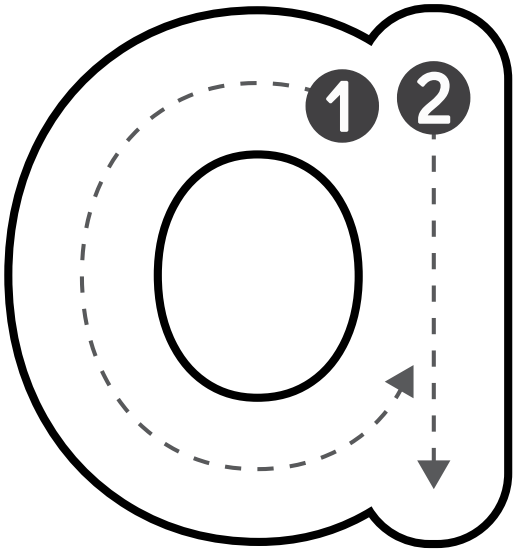
Use written arrow cues to help children remember how to form letters.

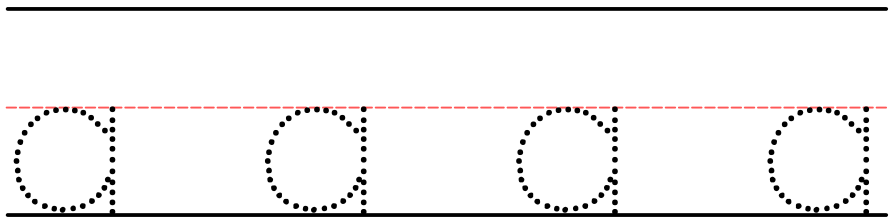
Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.
For children at beginning stages of reading and spelling, integrate handwriting instruction with instruction in letter sounds. For instance, while children are practicing writing a given letter, they can also be saying the sound the letter makes.


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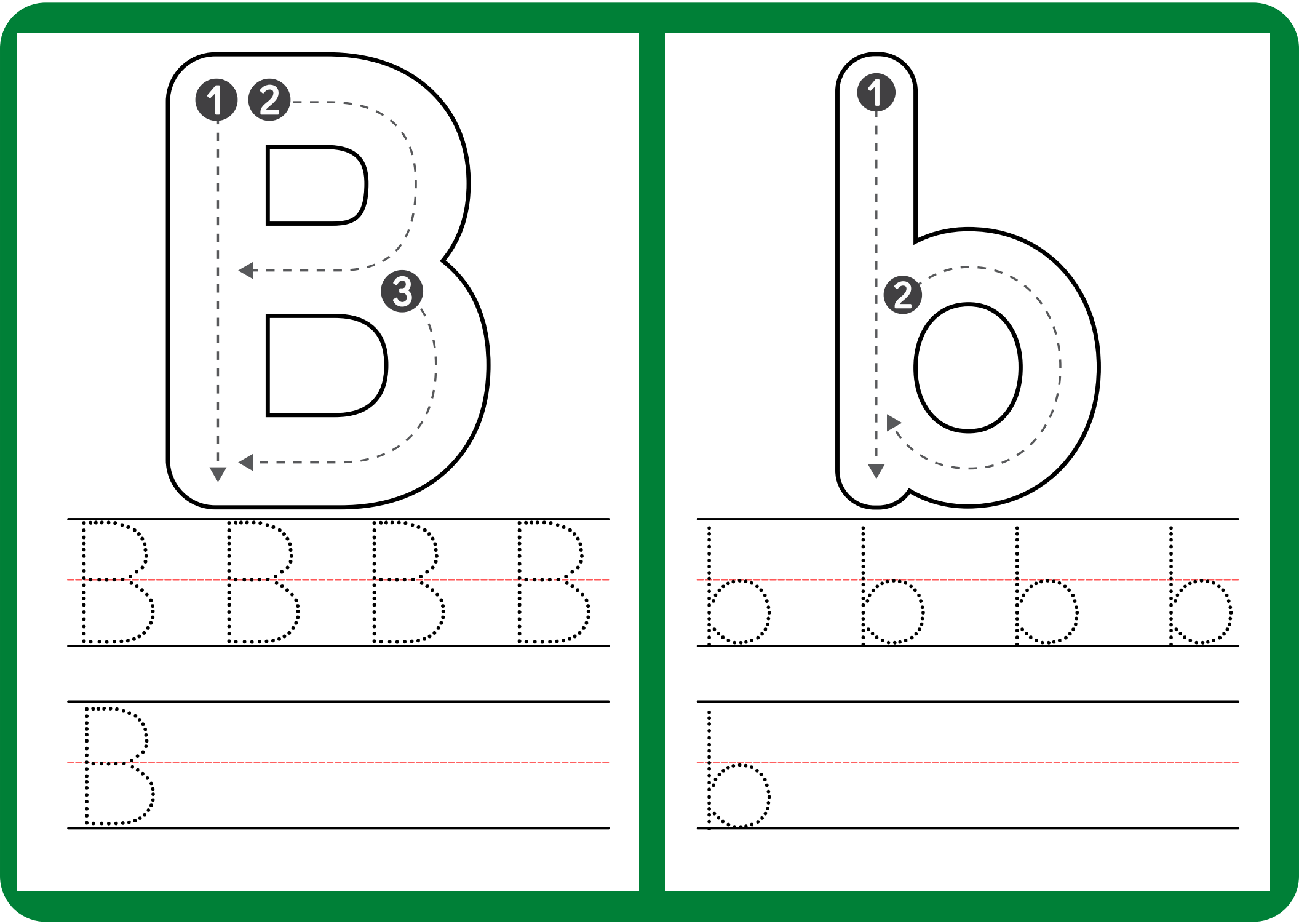


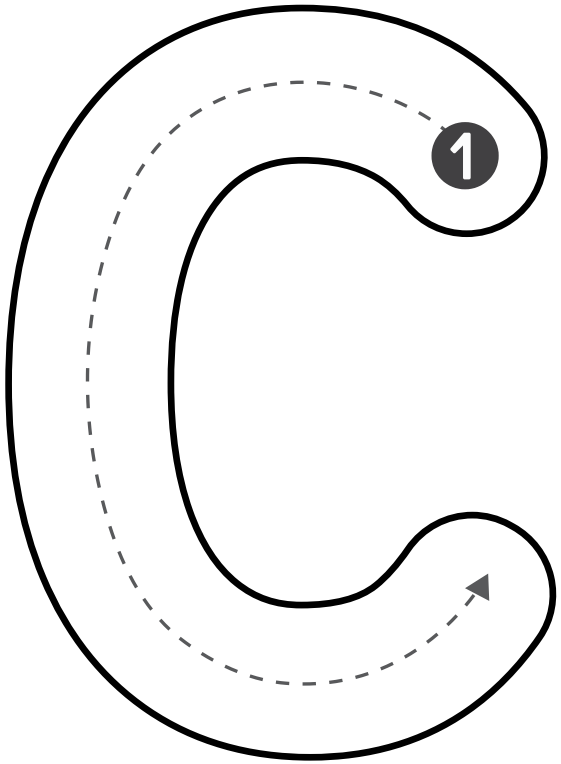



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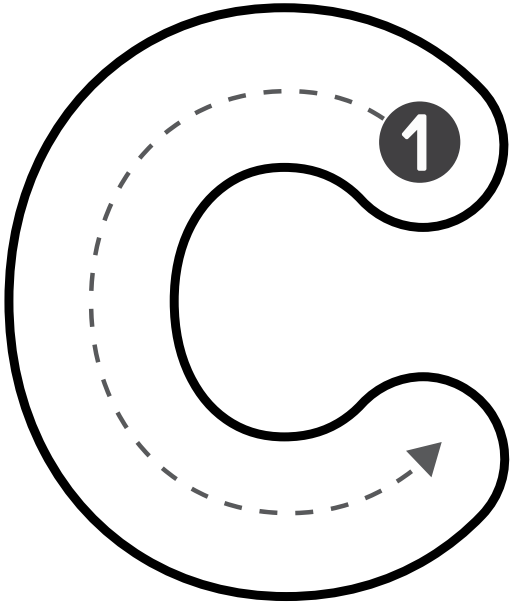



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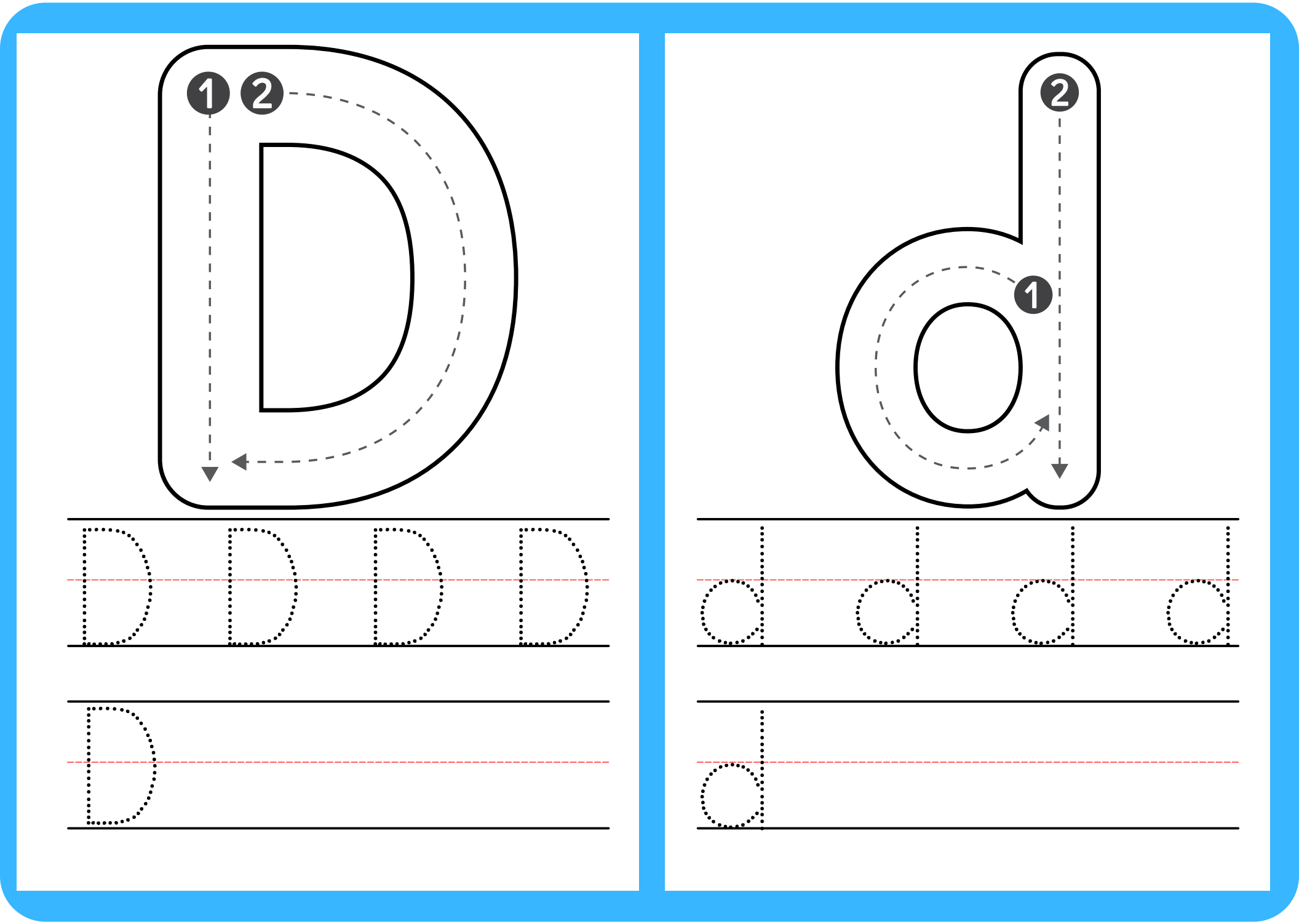
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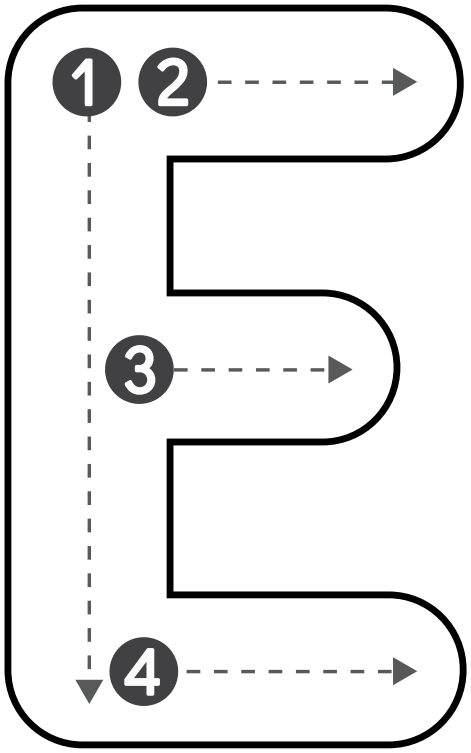
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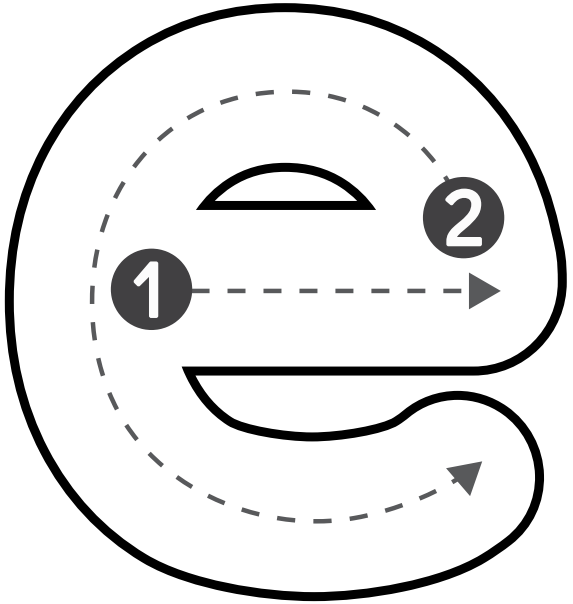


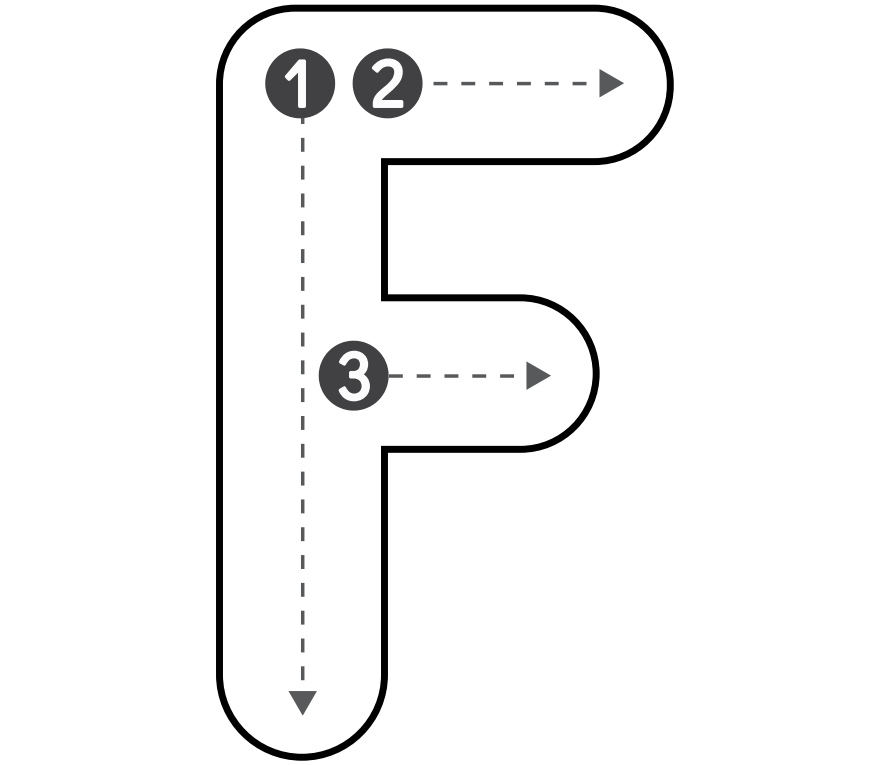
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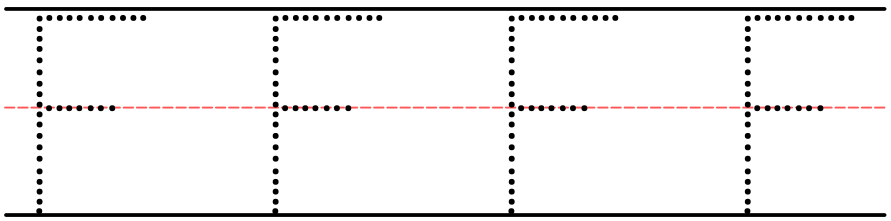
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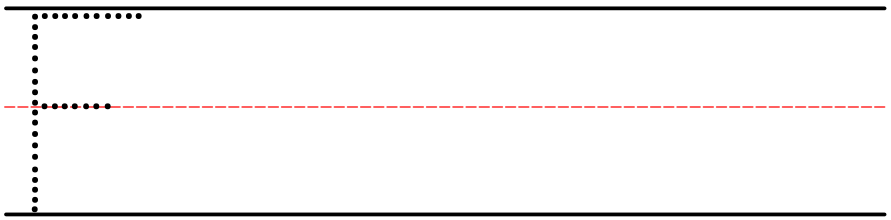

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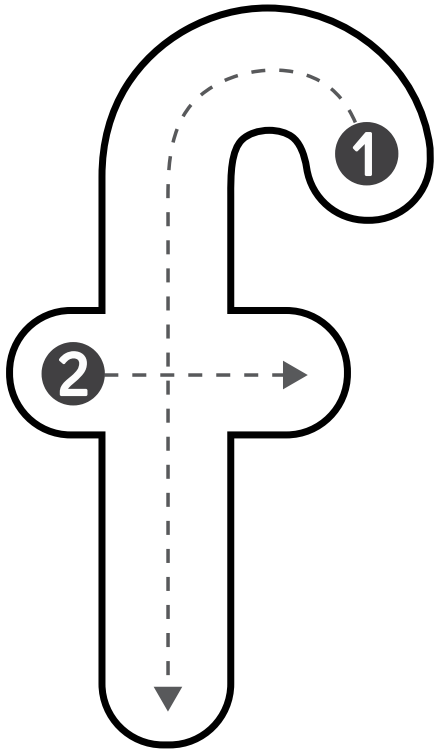

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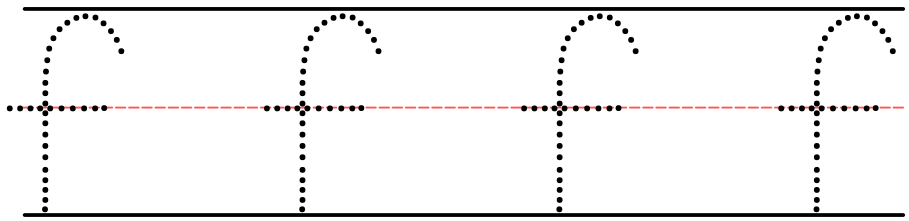

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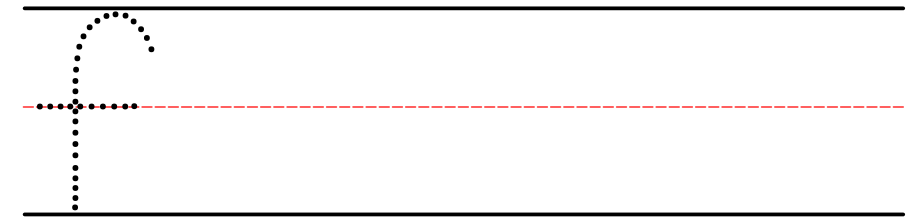

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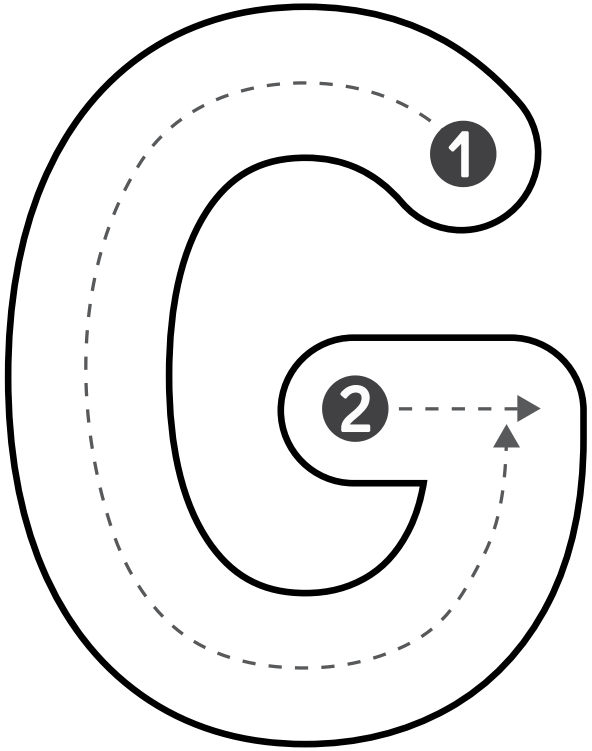


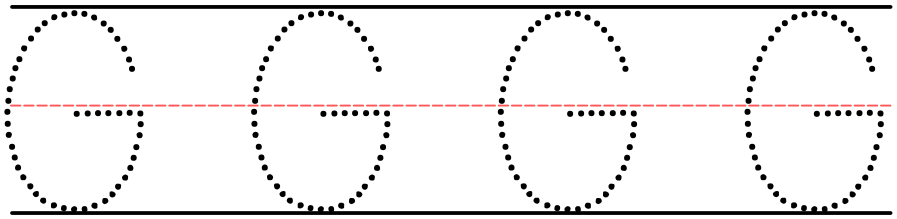



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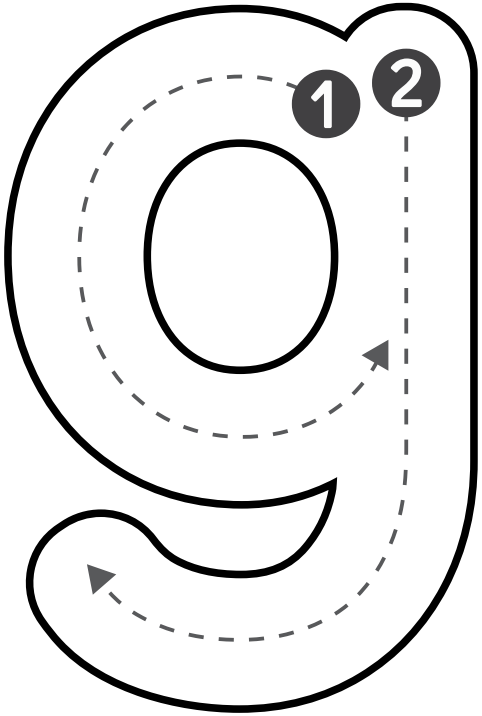


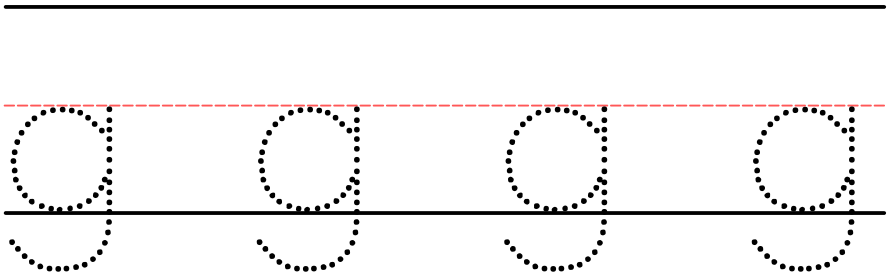


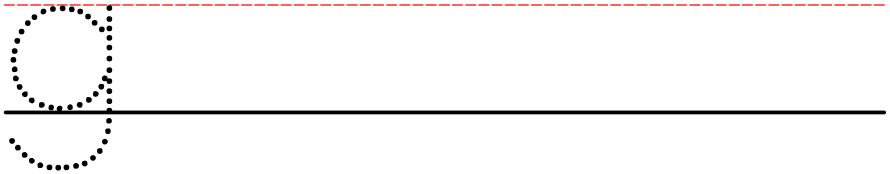

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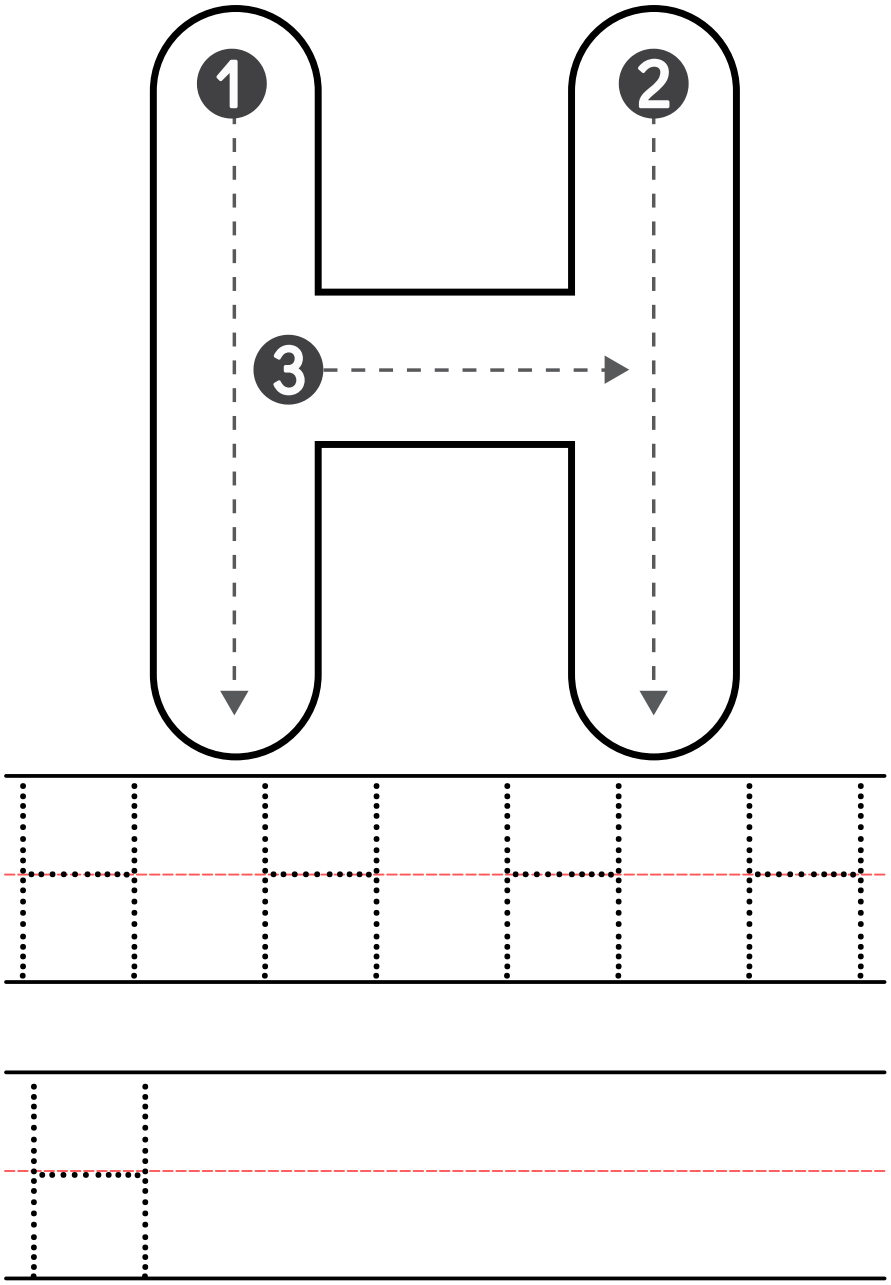


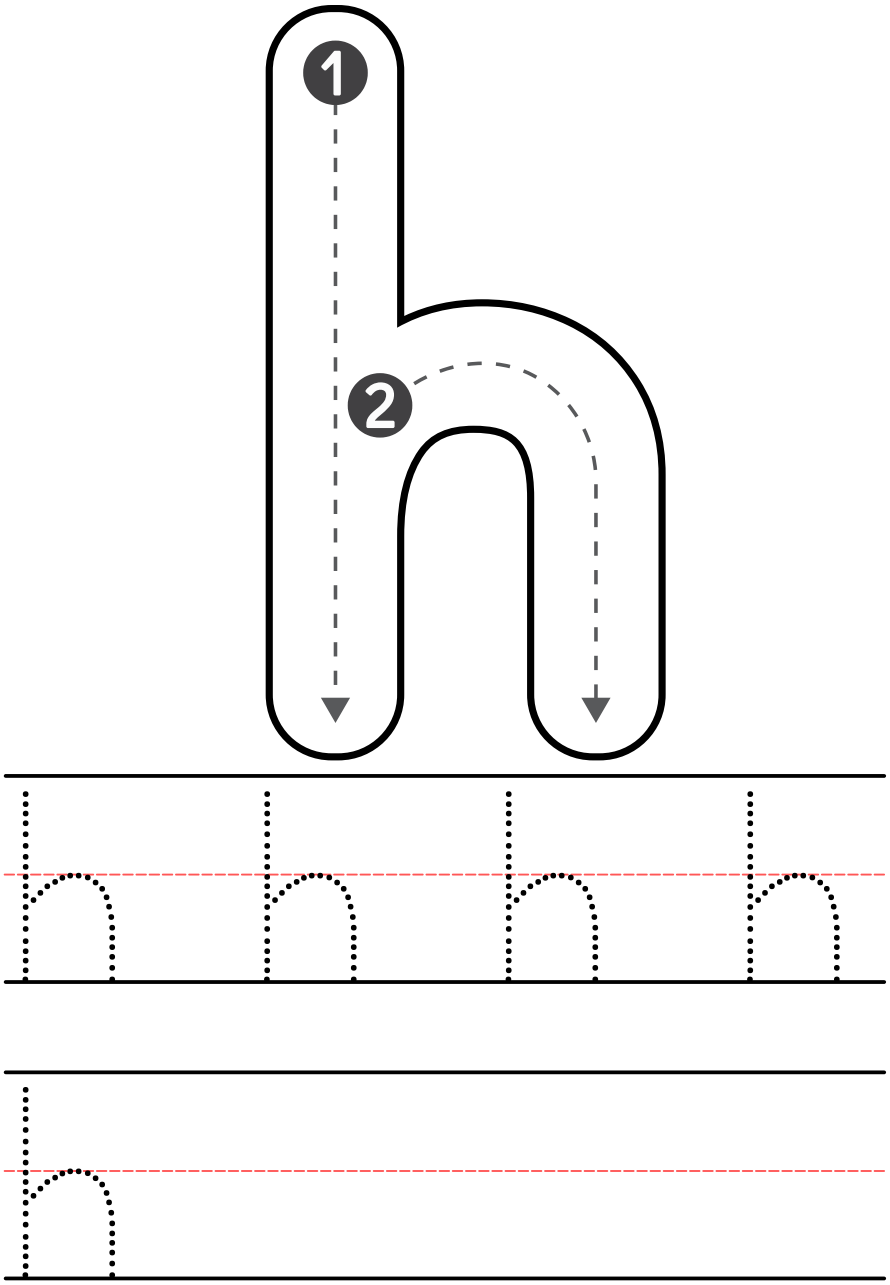


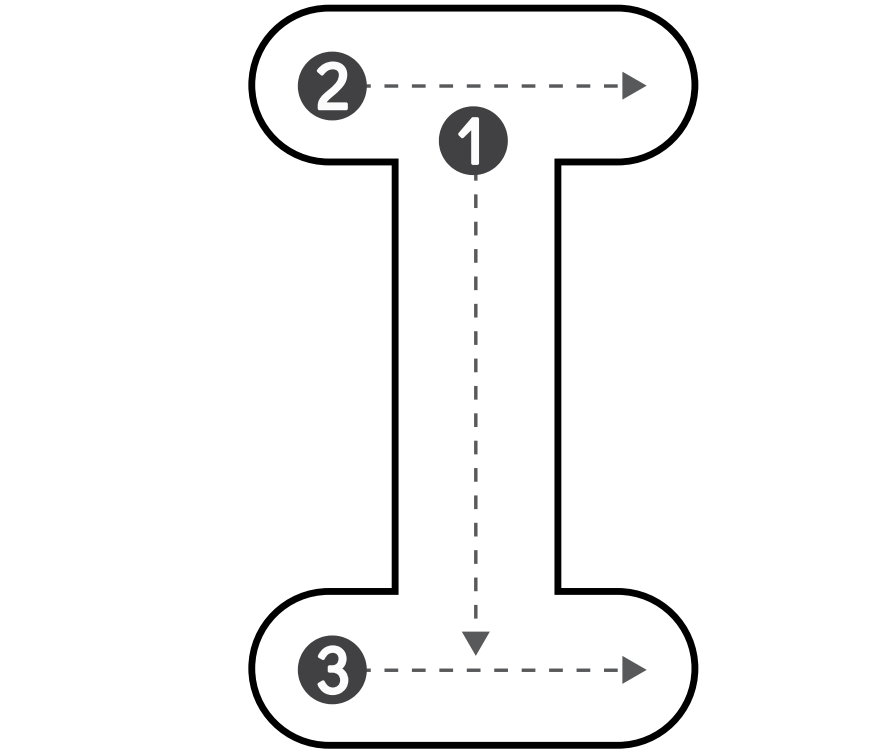

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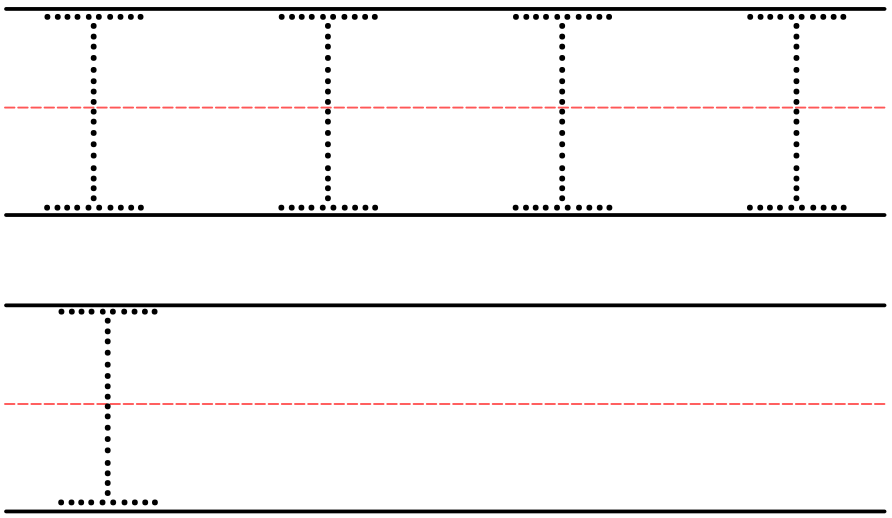


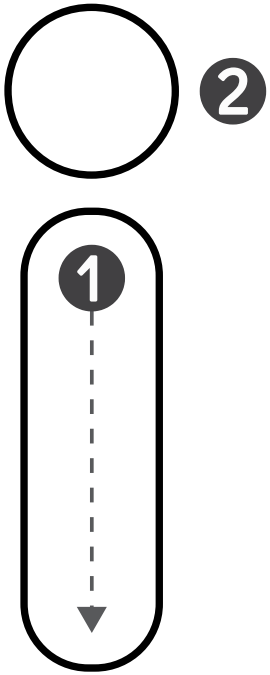


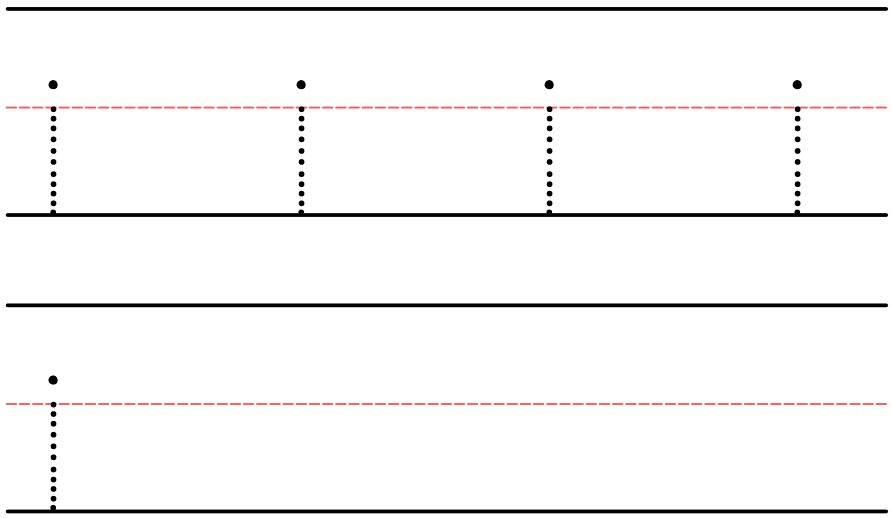

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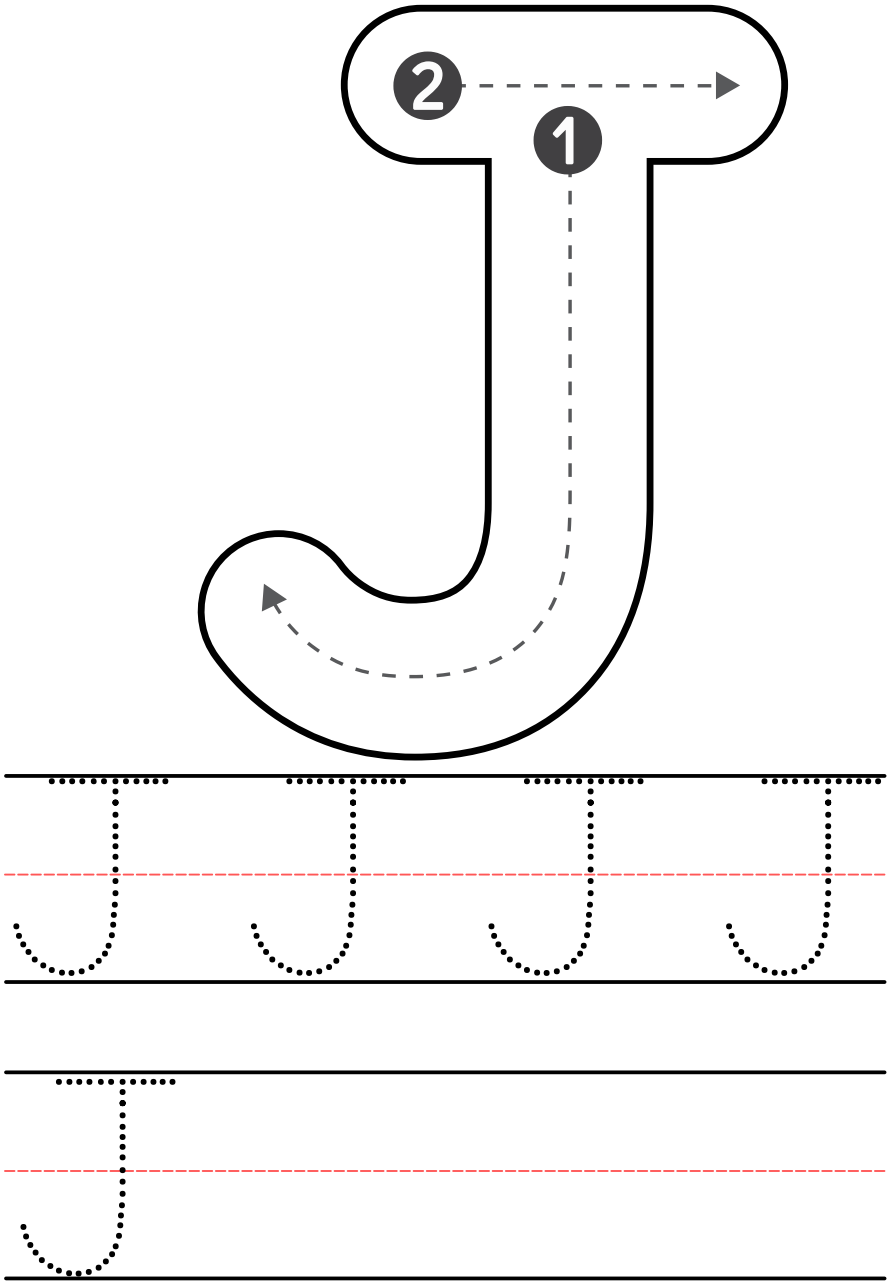

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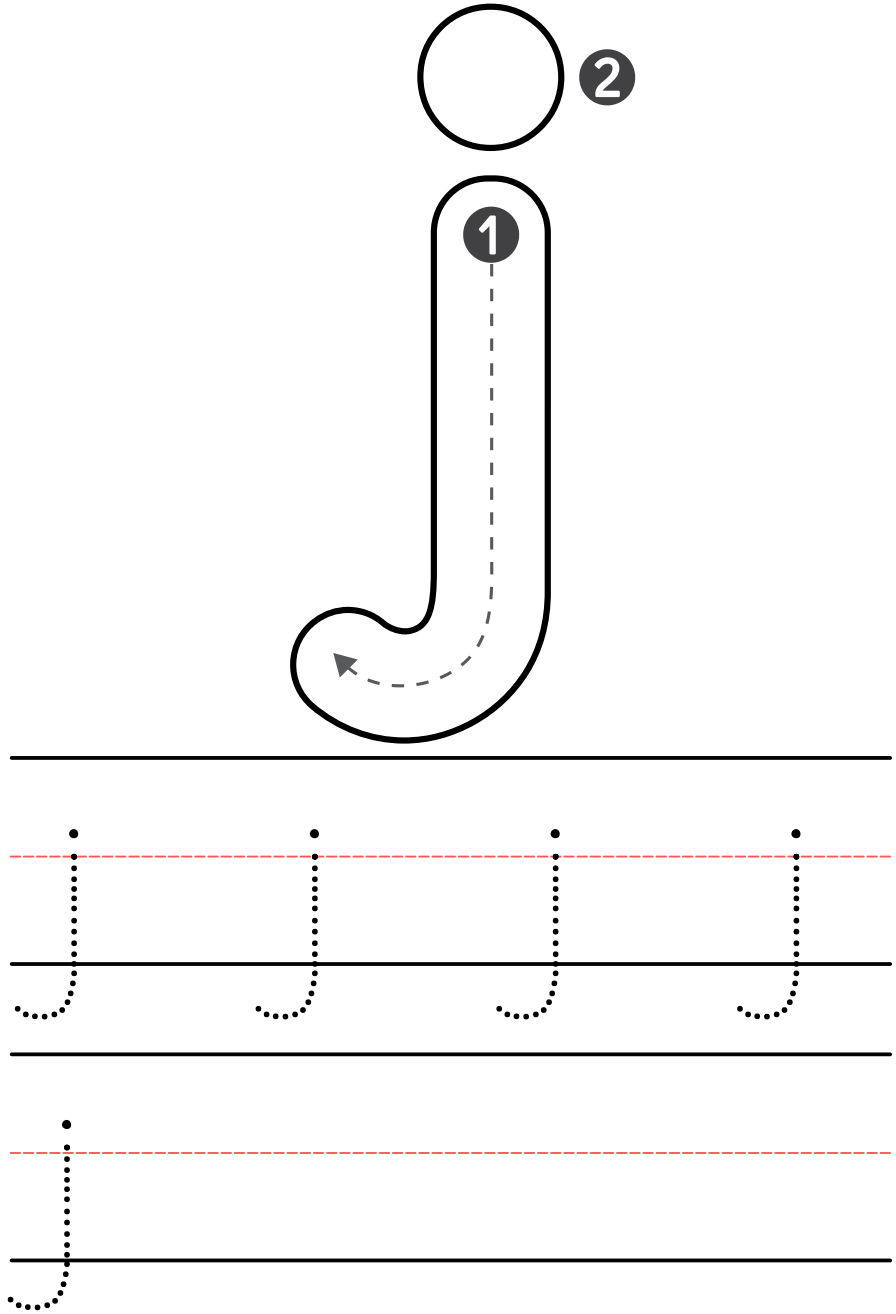

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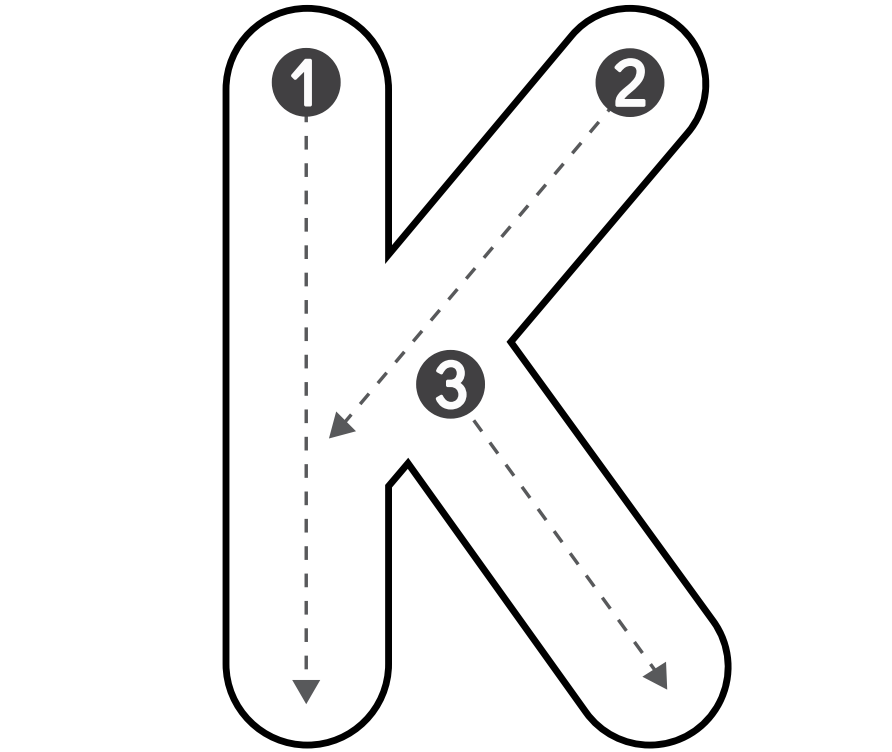


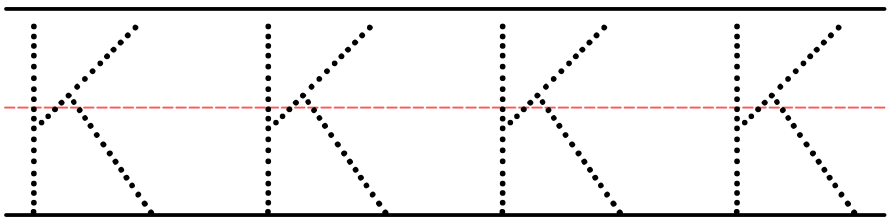

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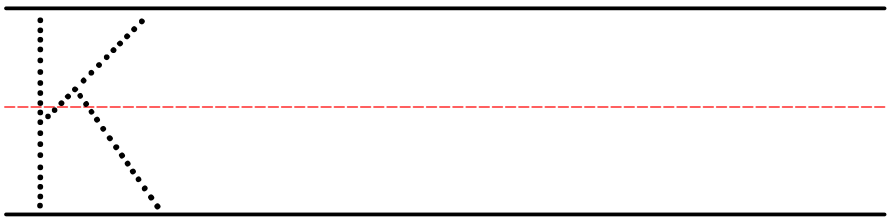


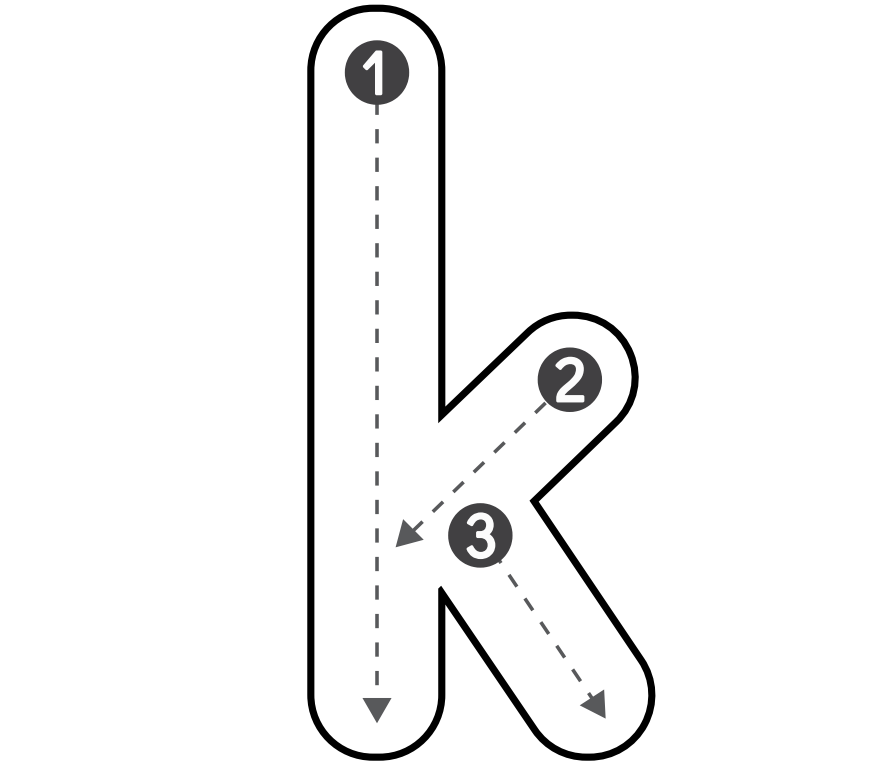

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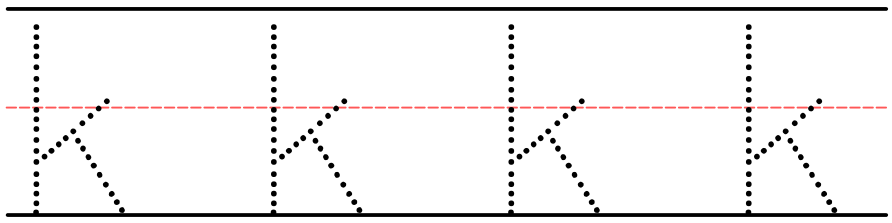

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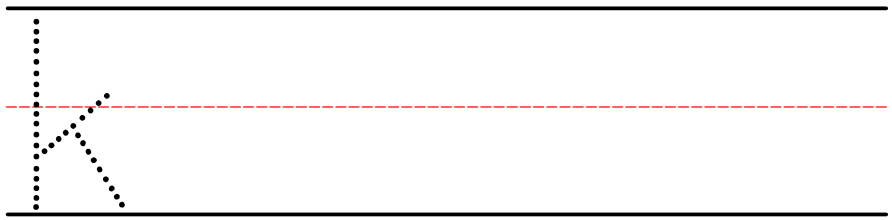

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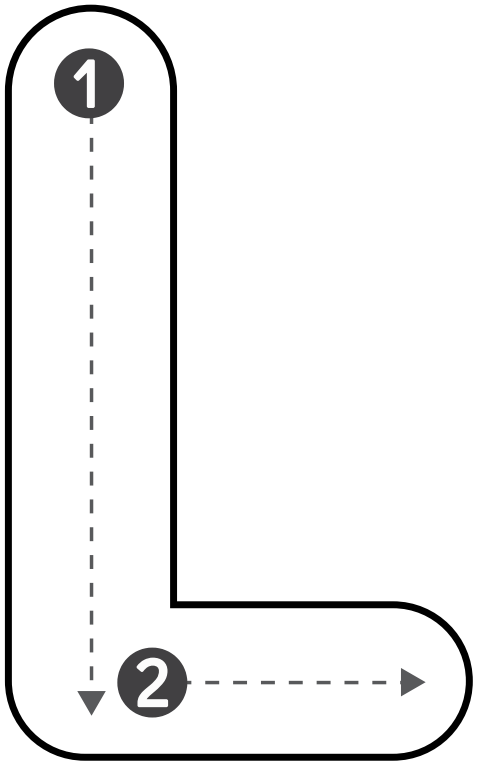


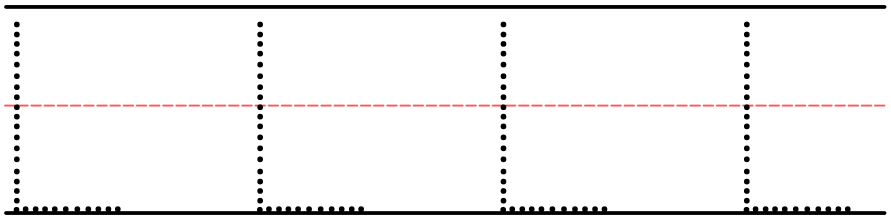


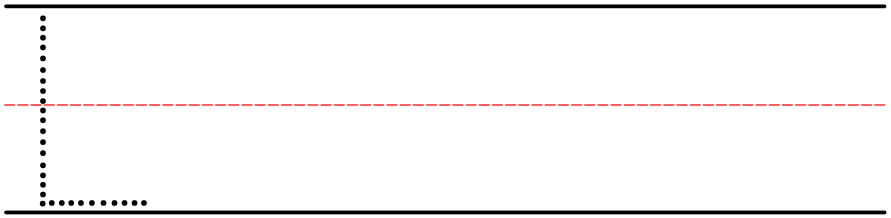

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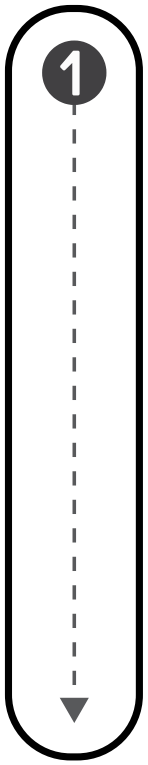




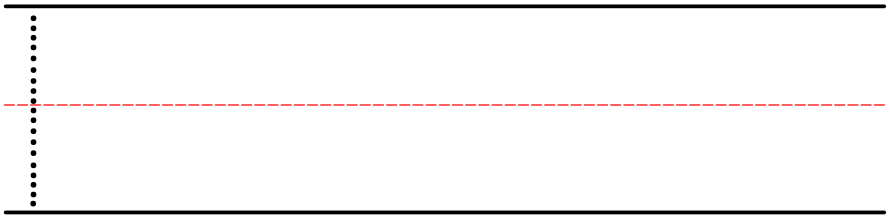

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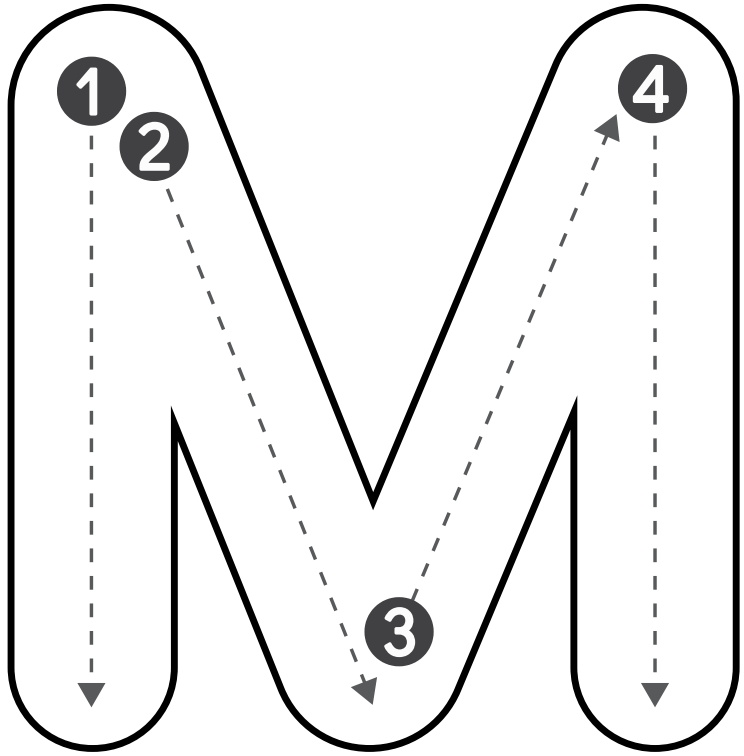





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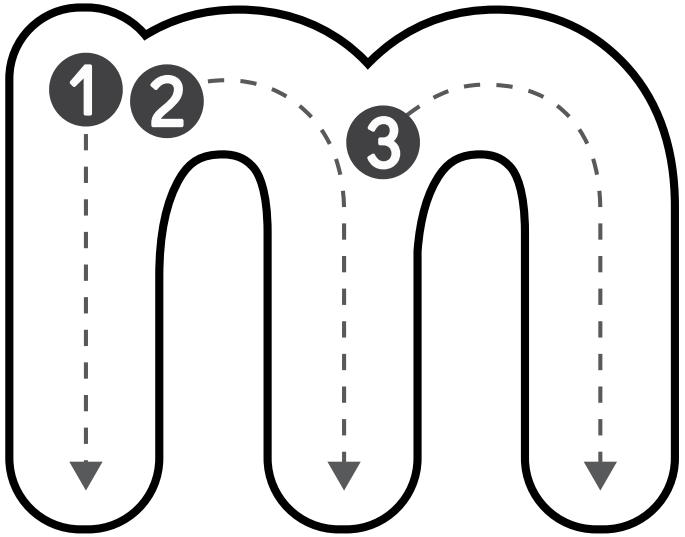






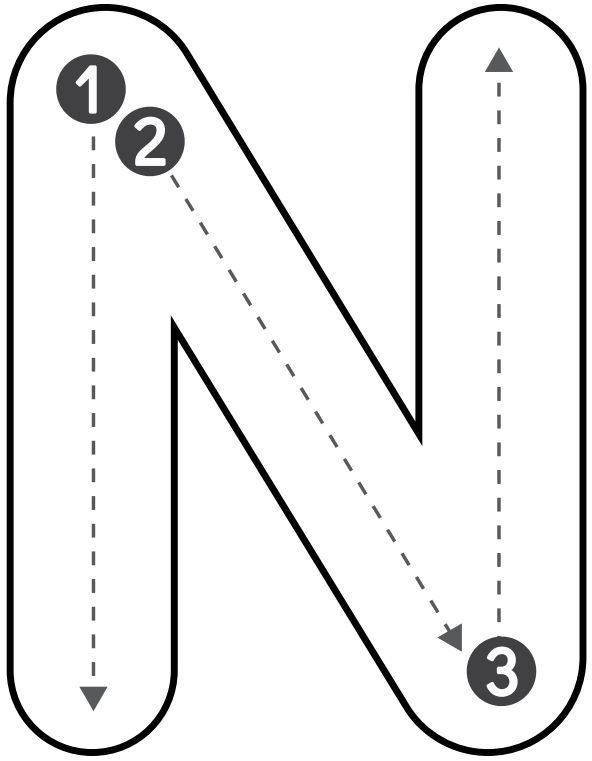
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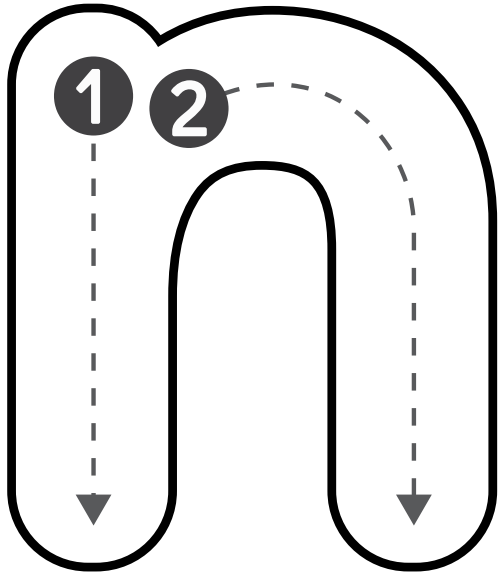
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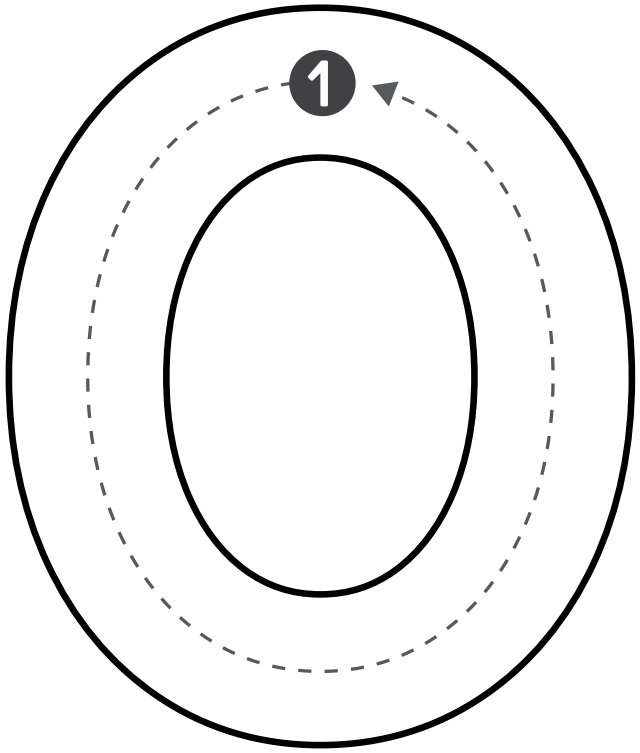
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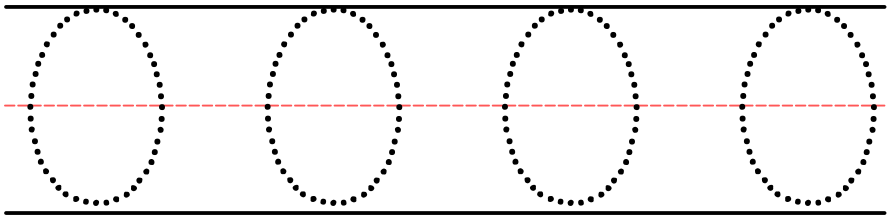
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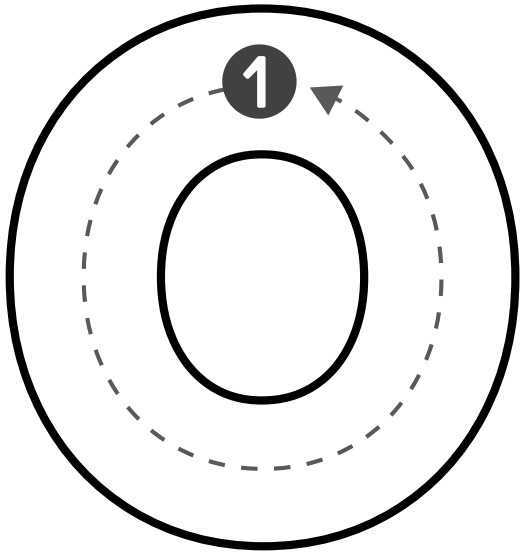
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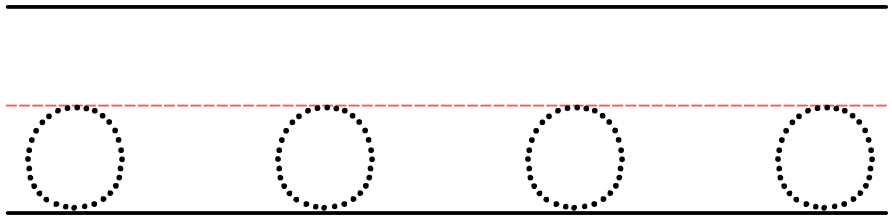
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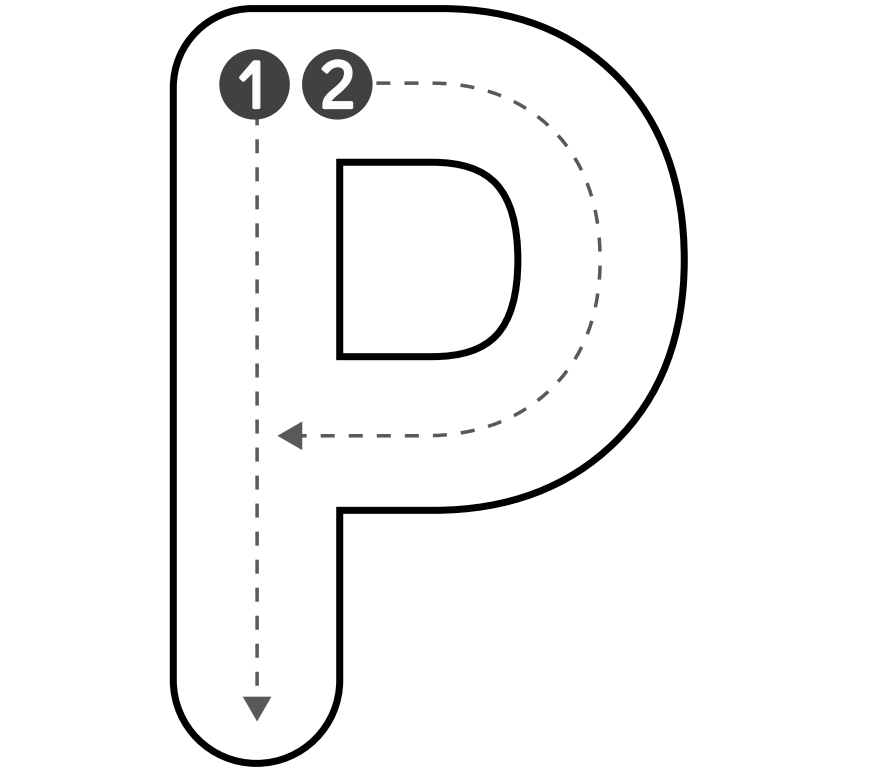


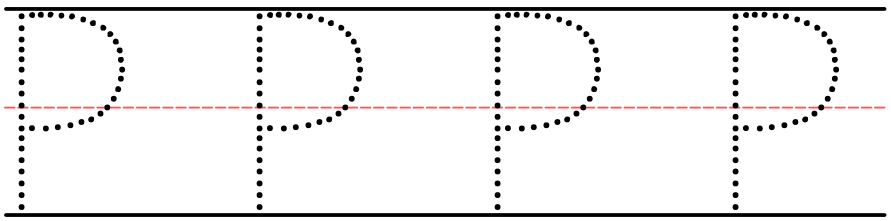


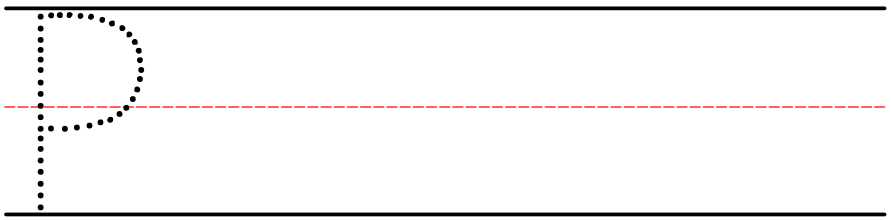

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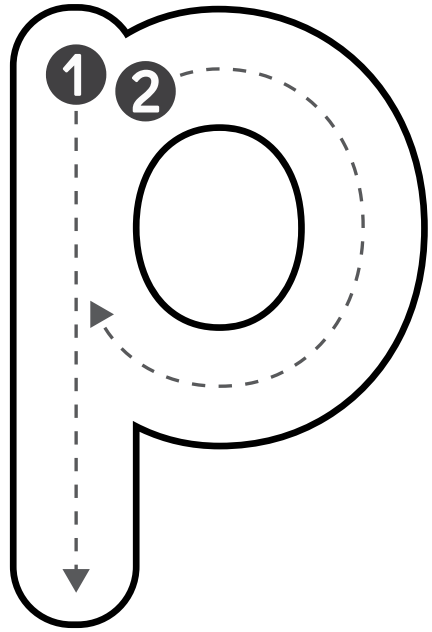


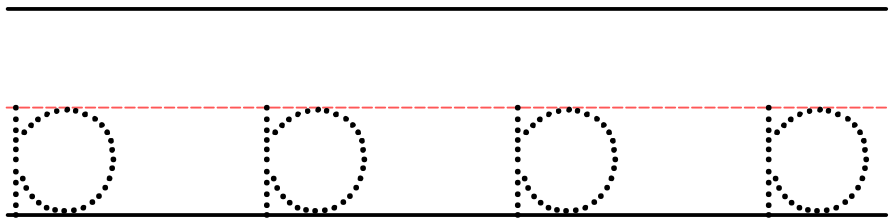


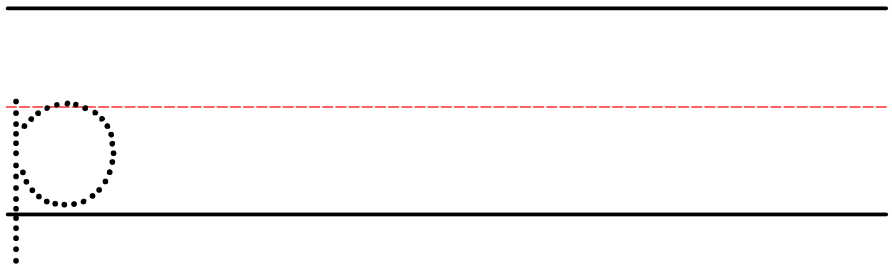

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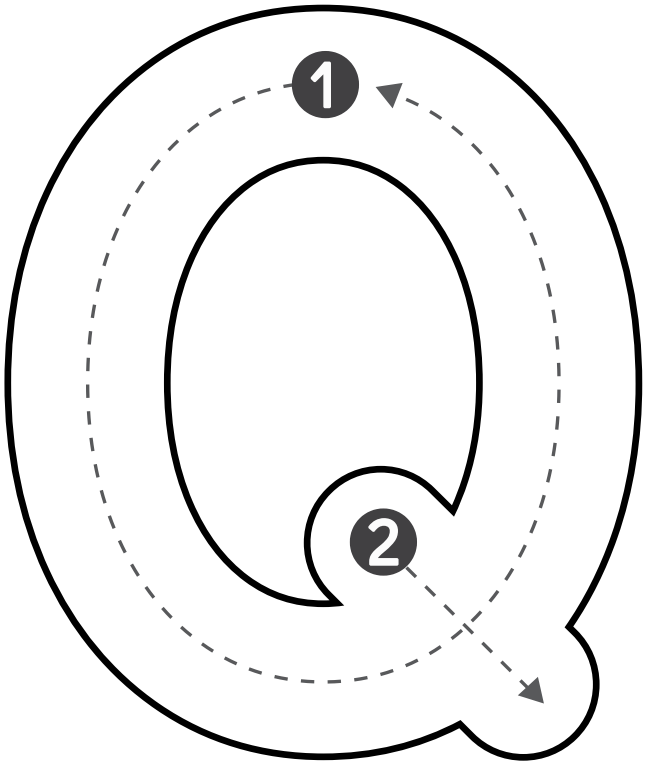


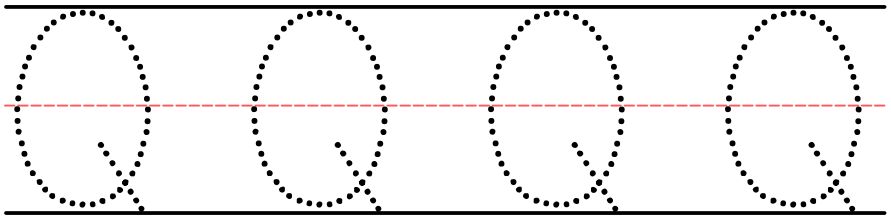



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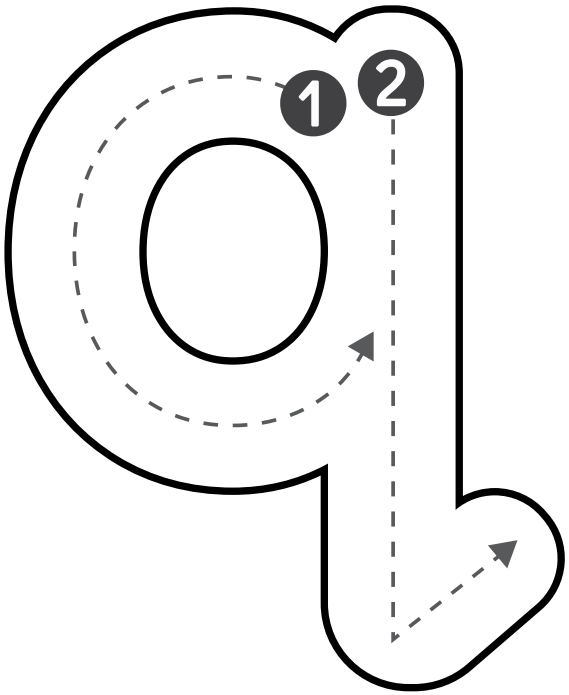


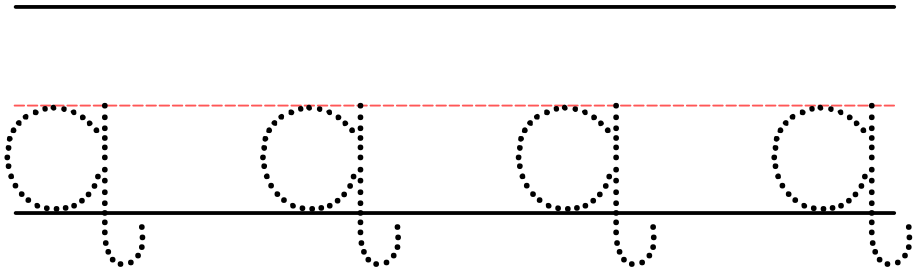


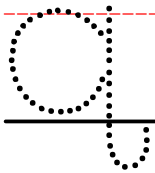

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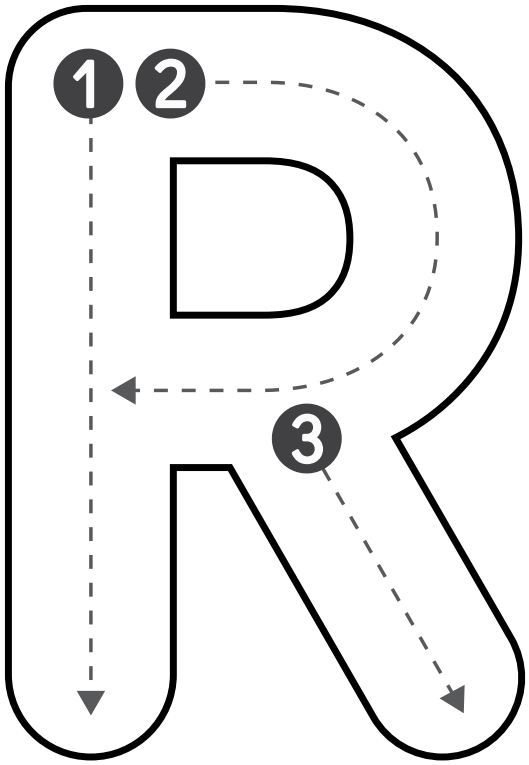





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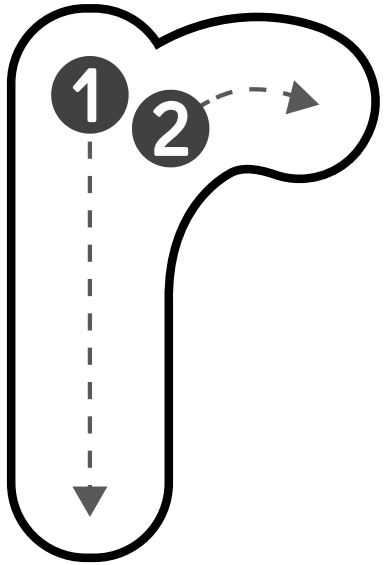






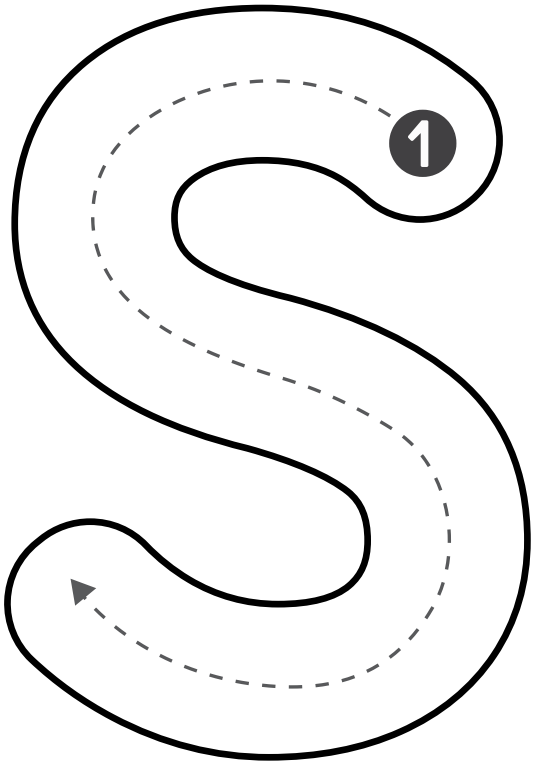
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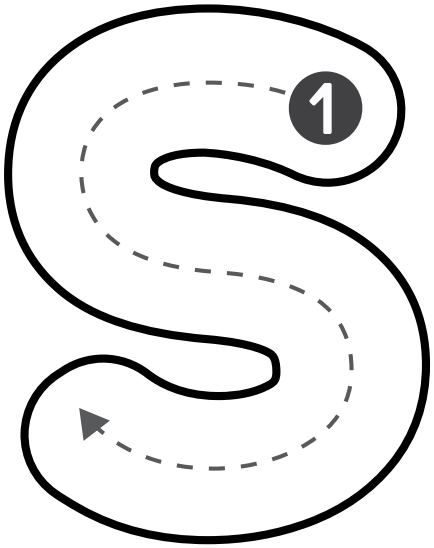
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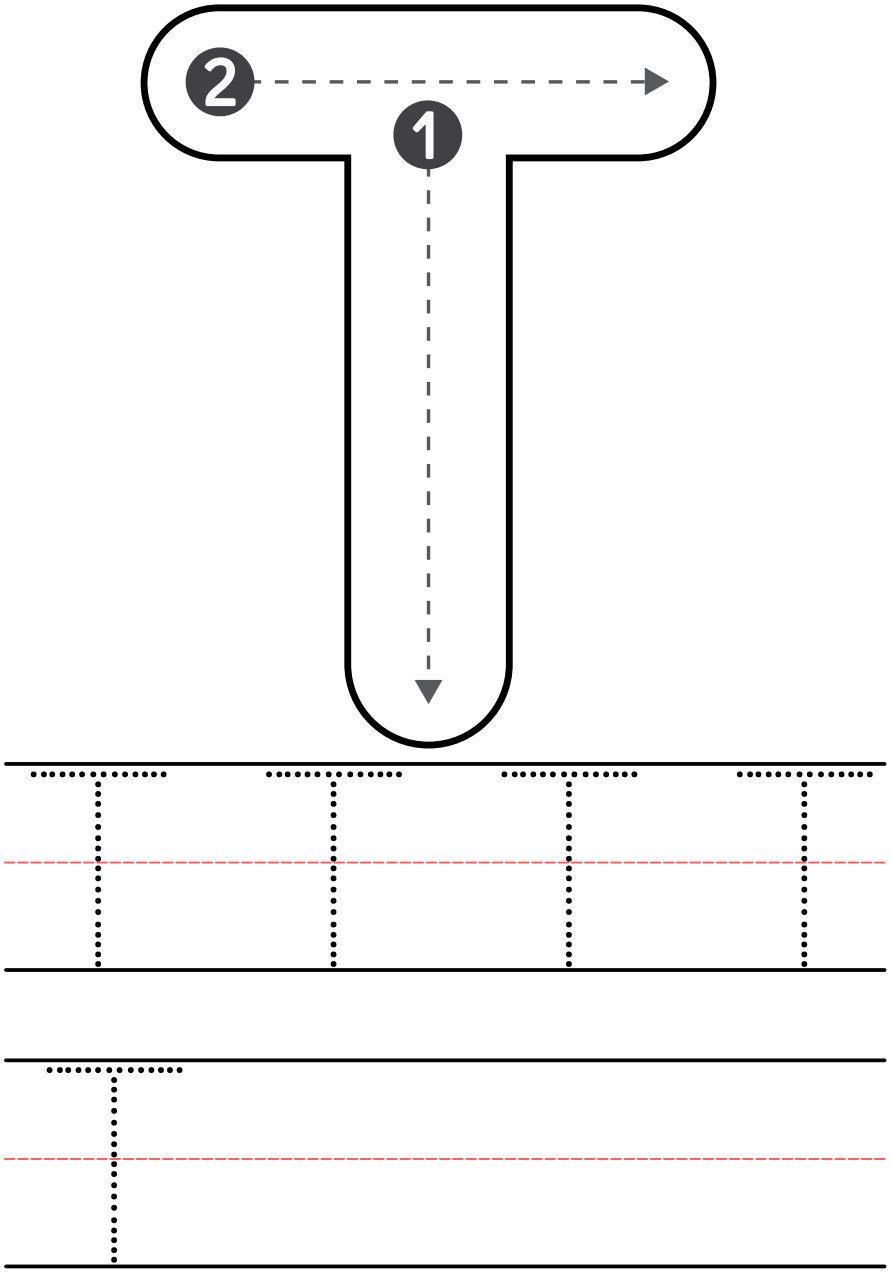
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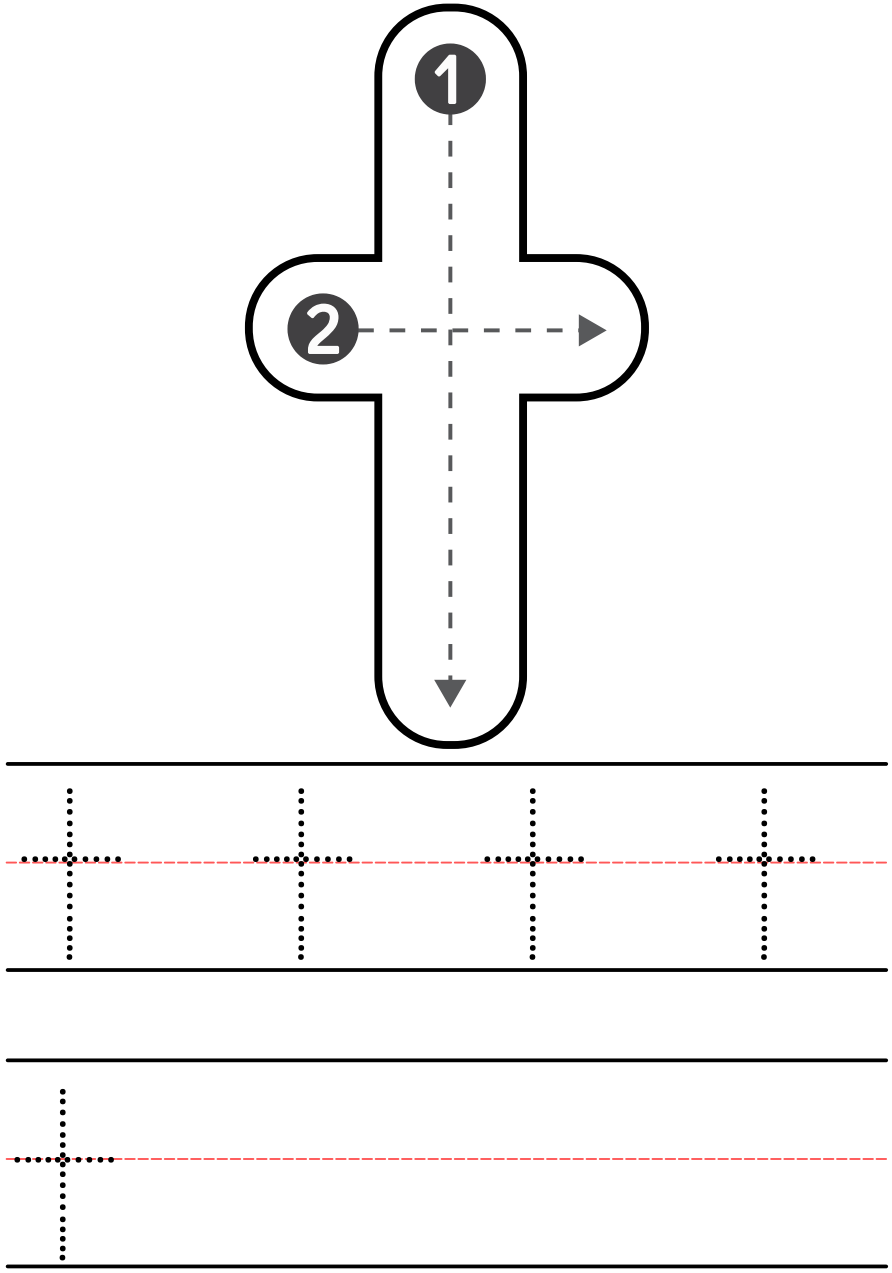
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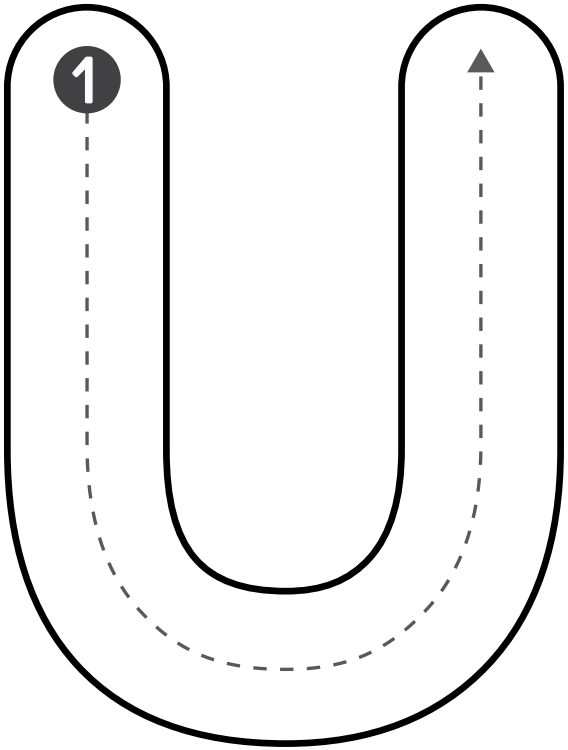


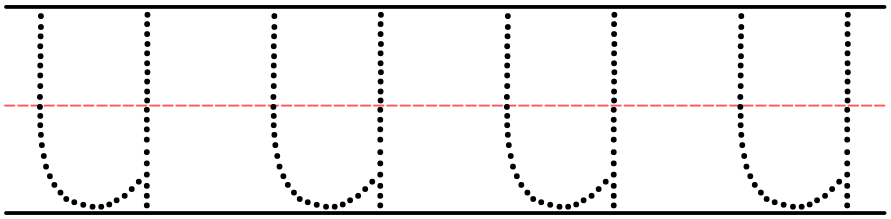
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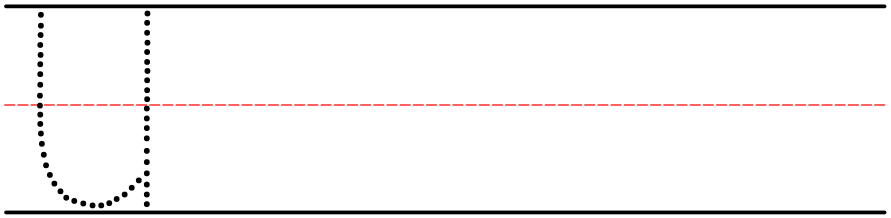
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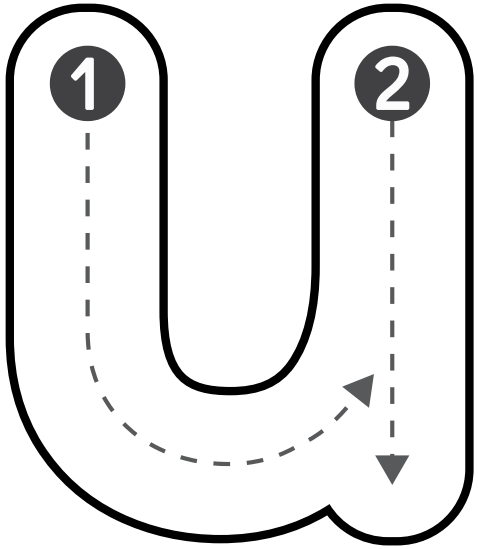

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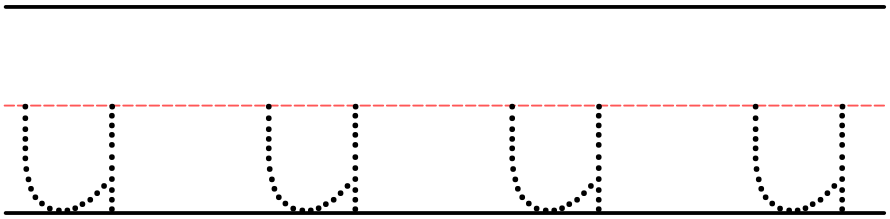

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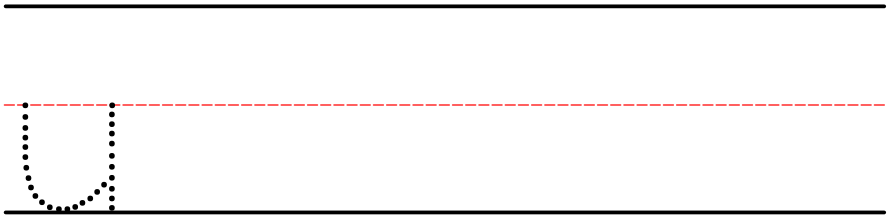

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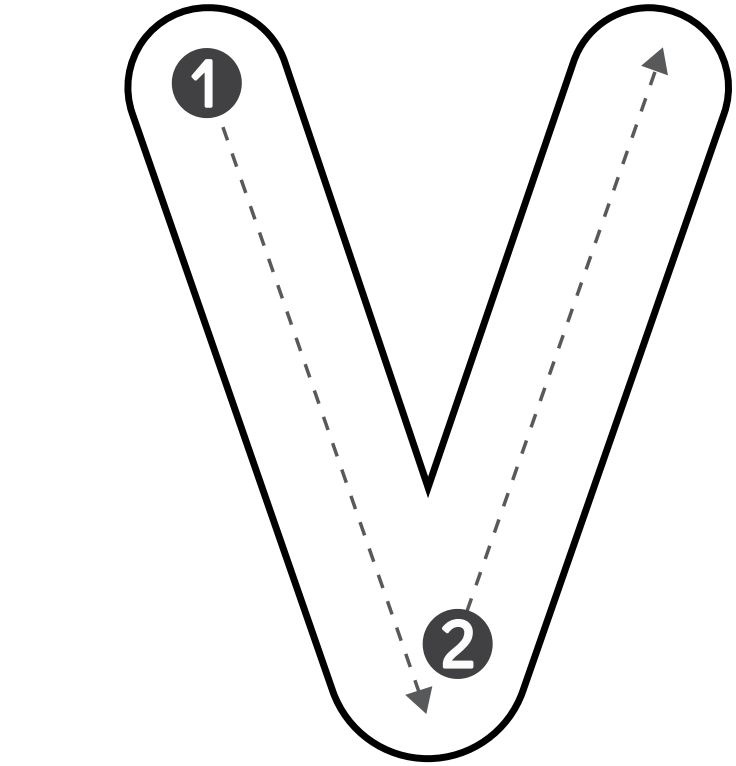


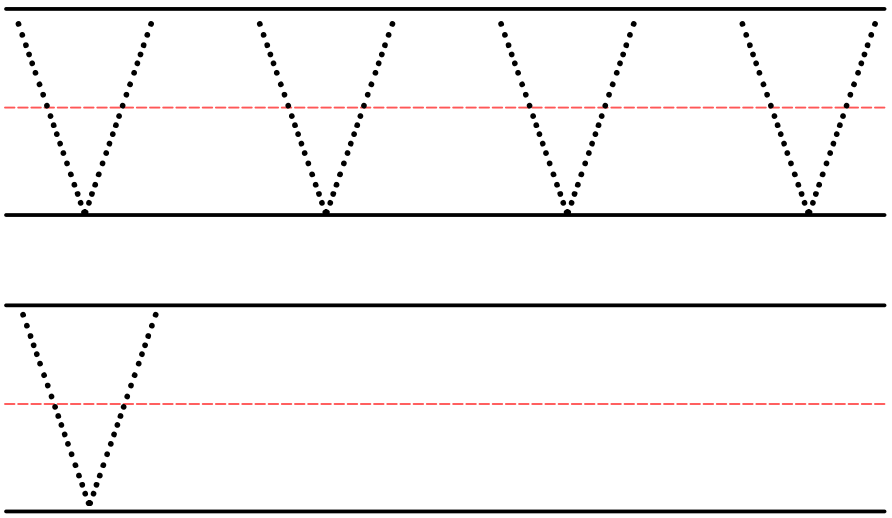


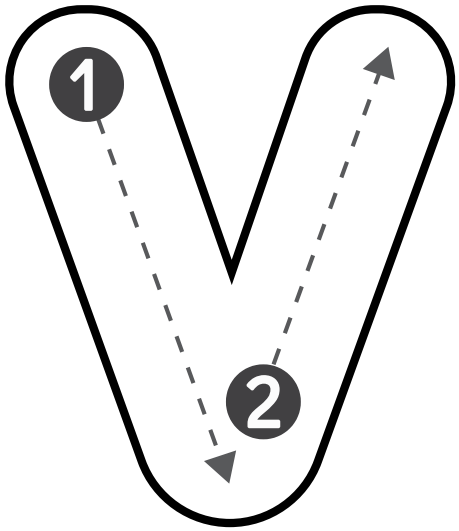

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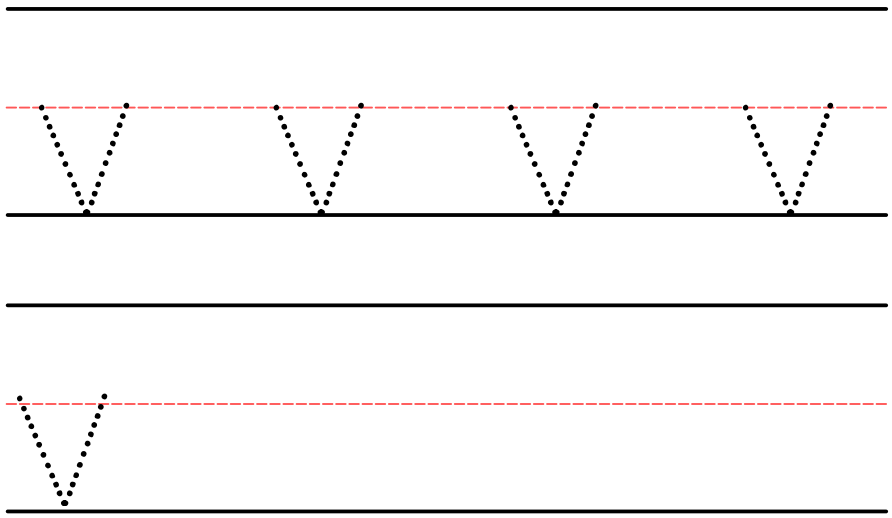


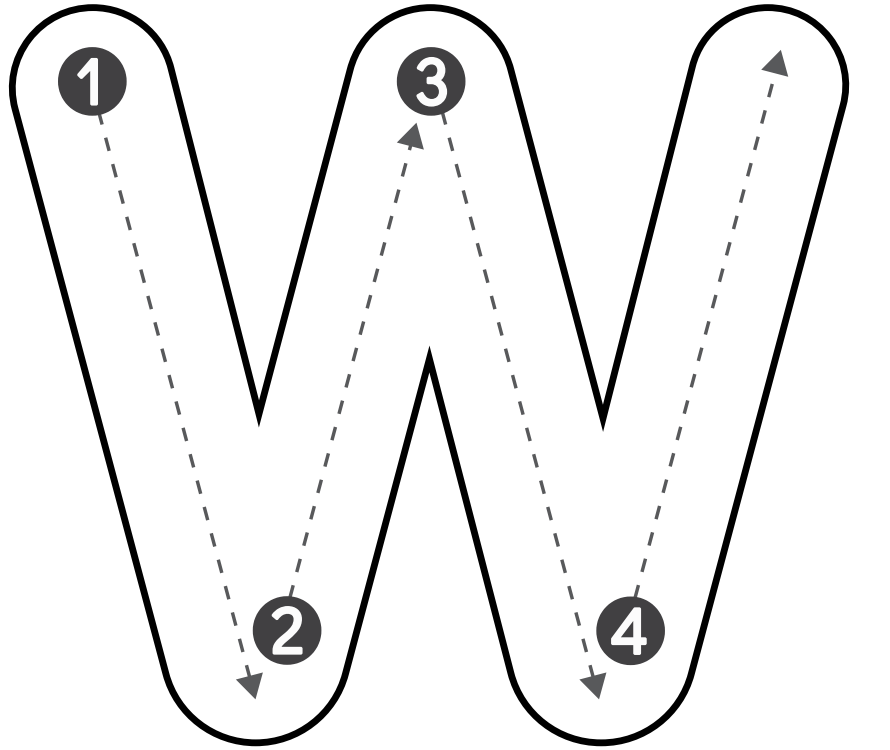


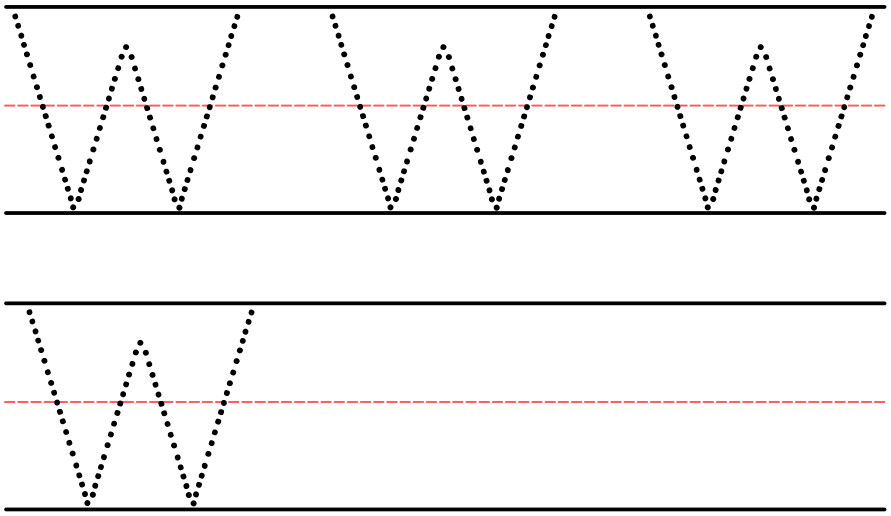

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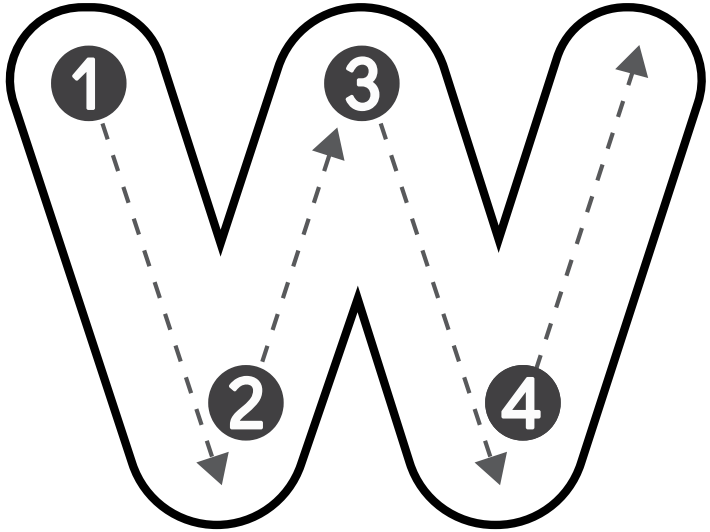


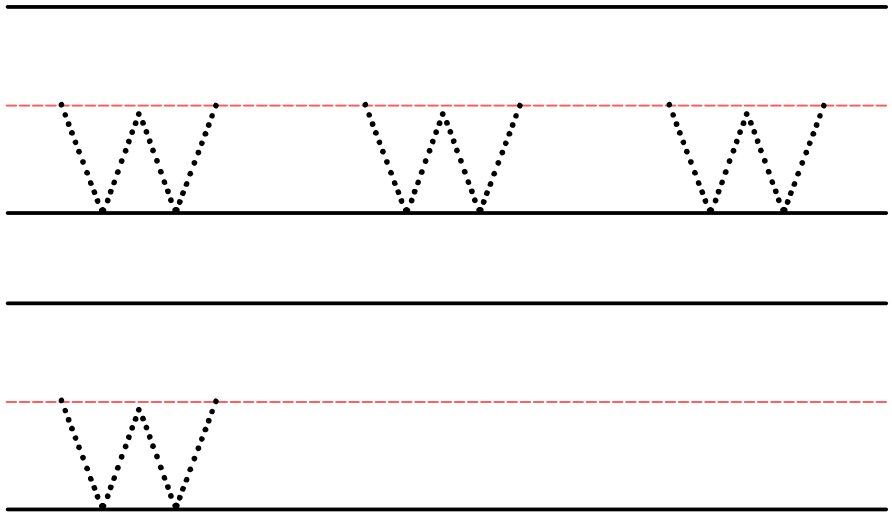

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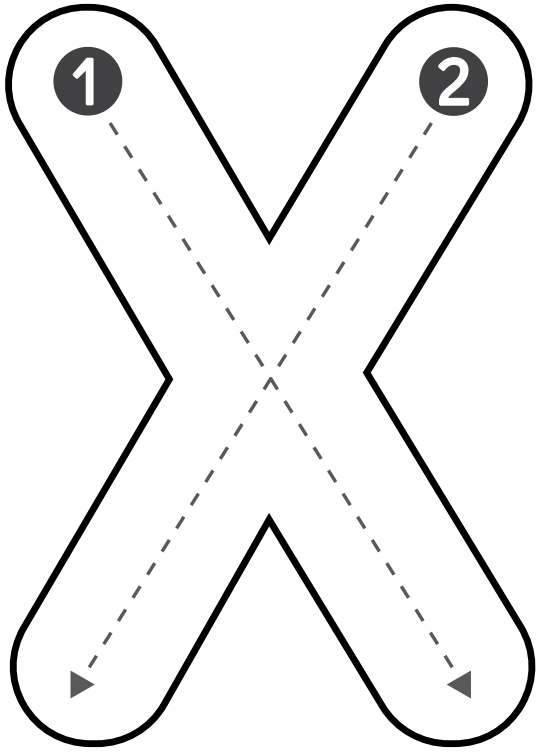


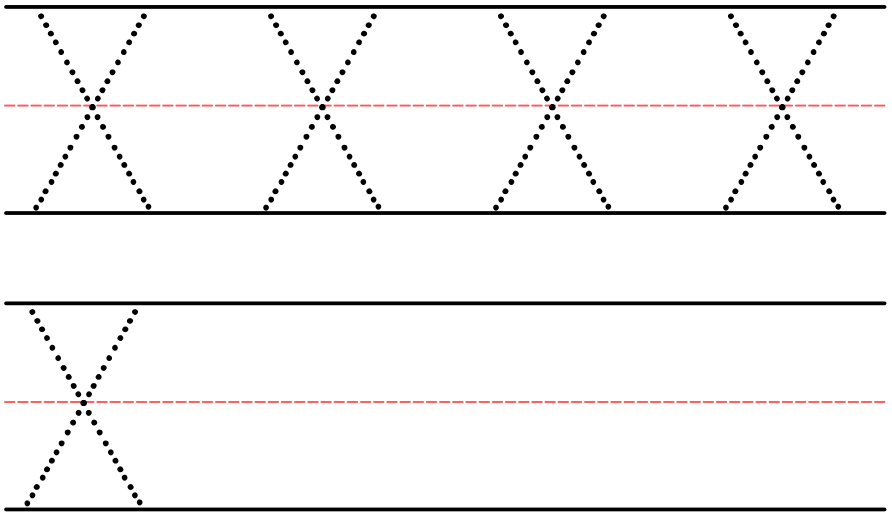

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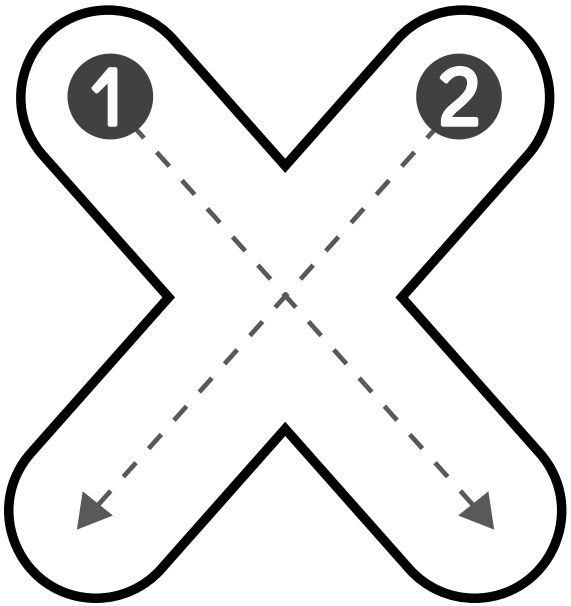


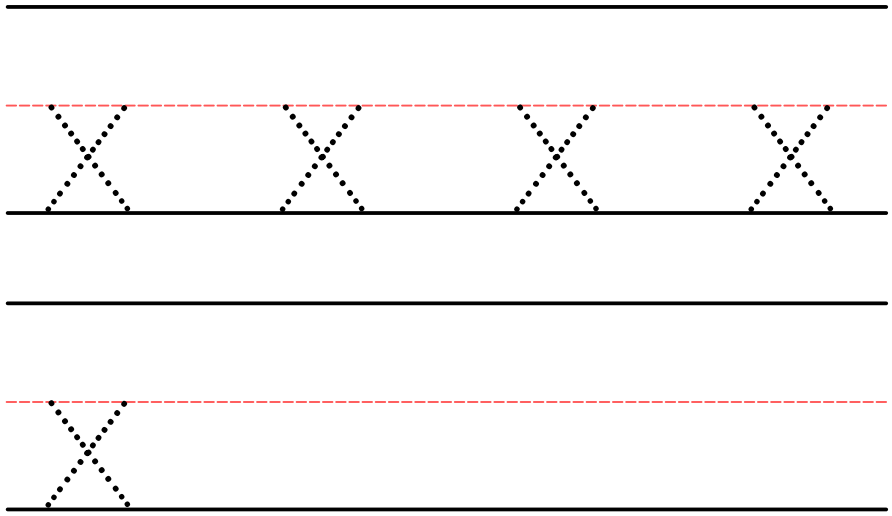

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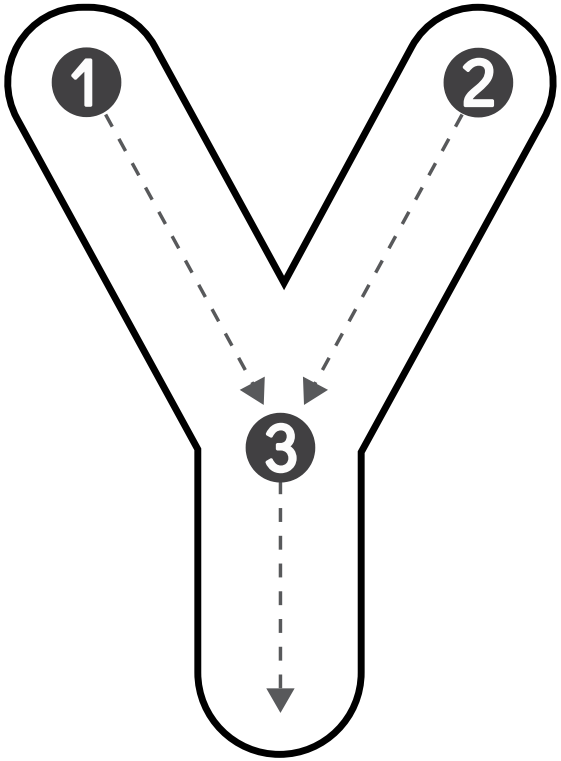


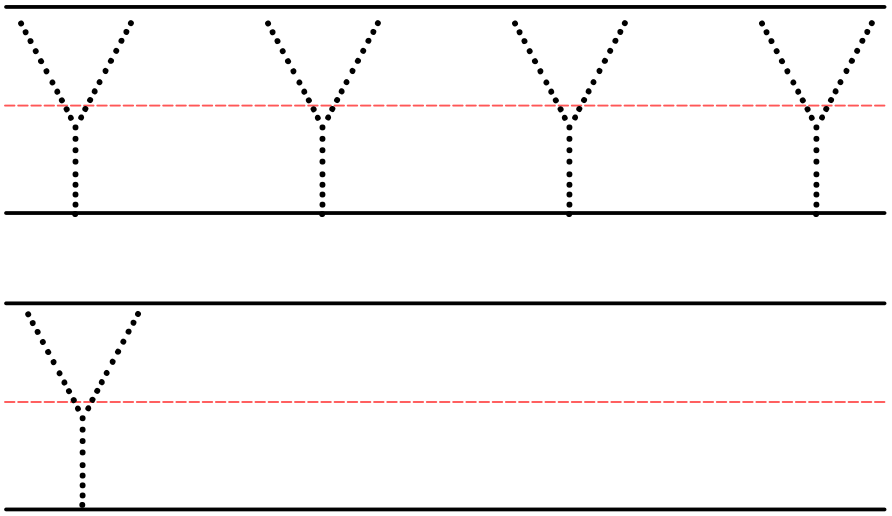

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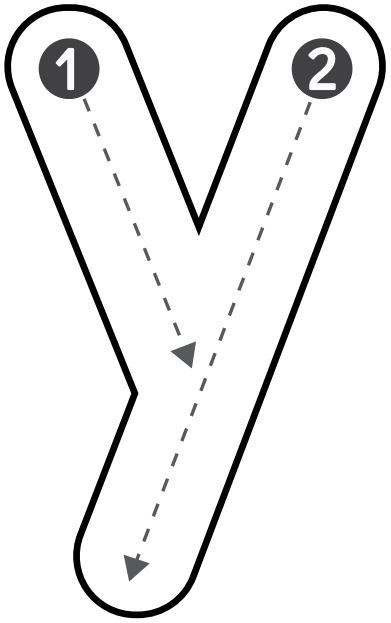


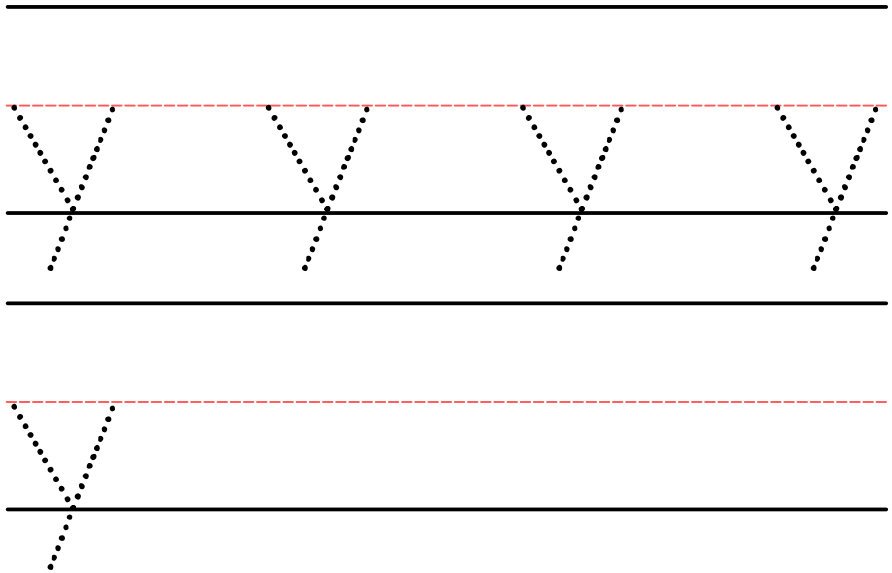

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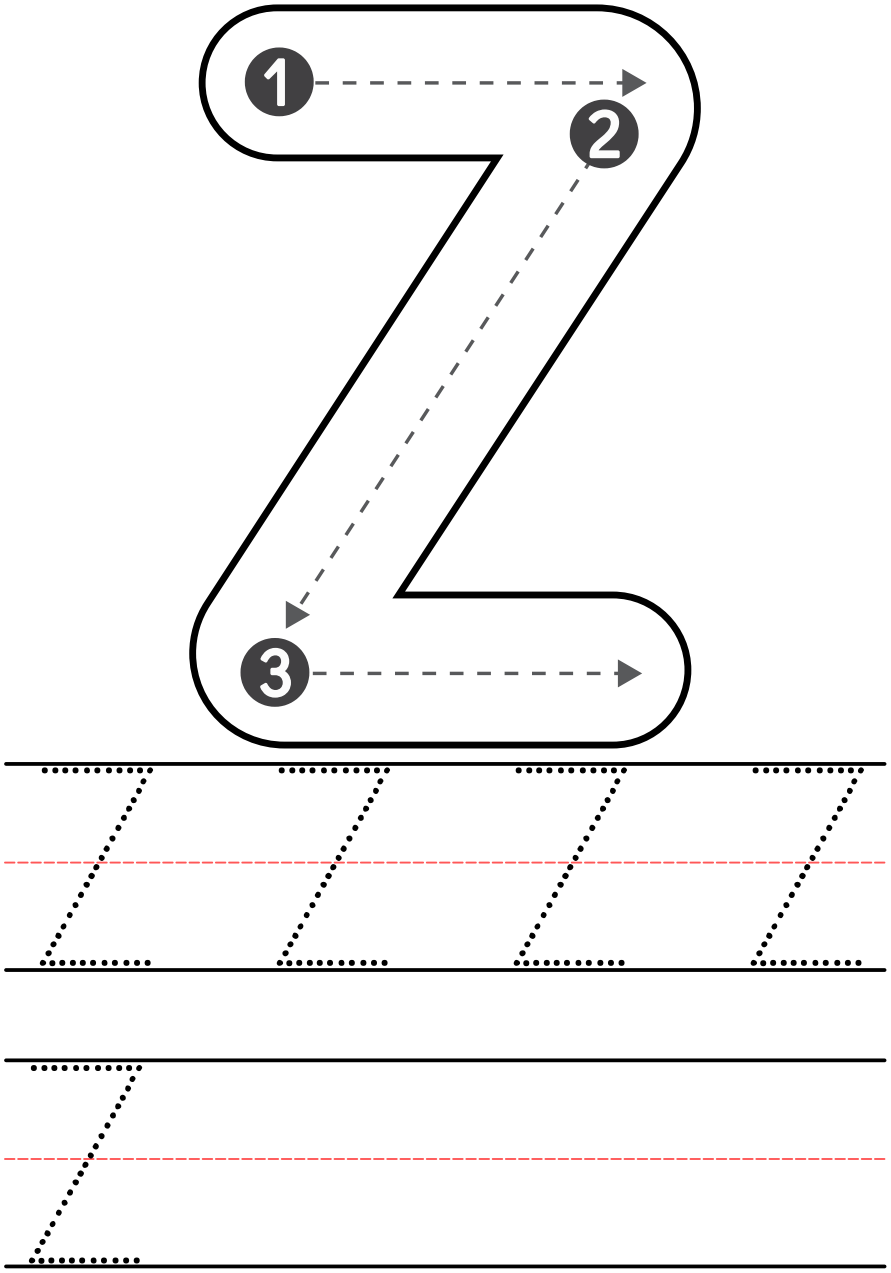


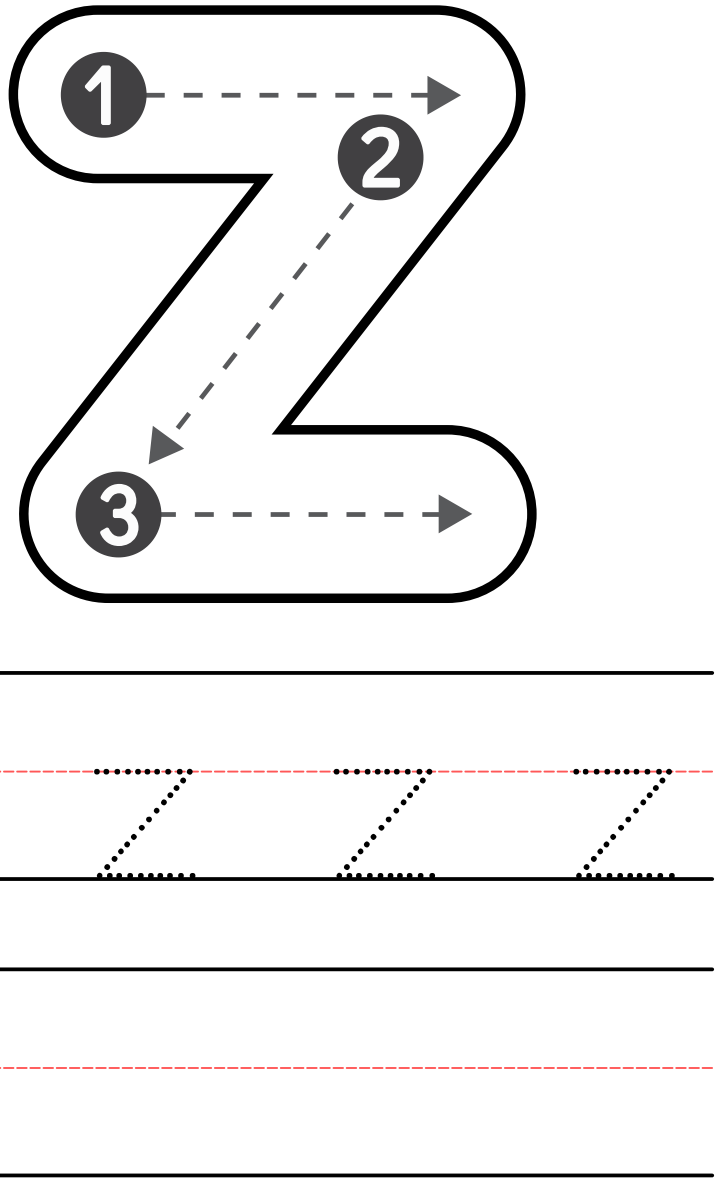

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