Writing

Teacher Use:

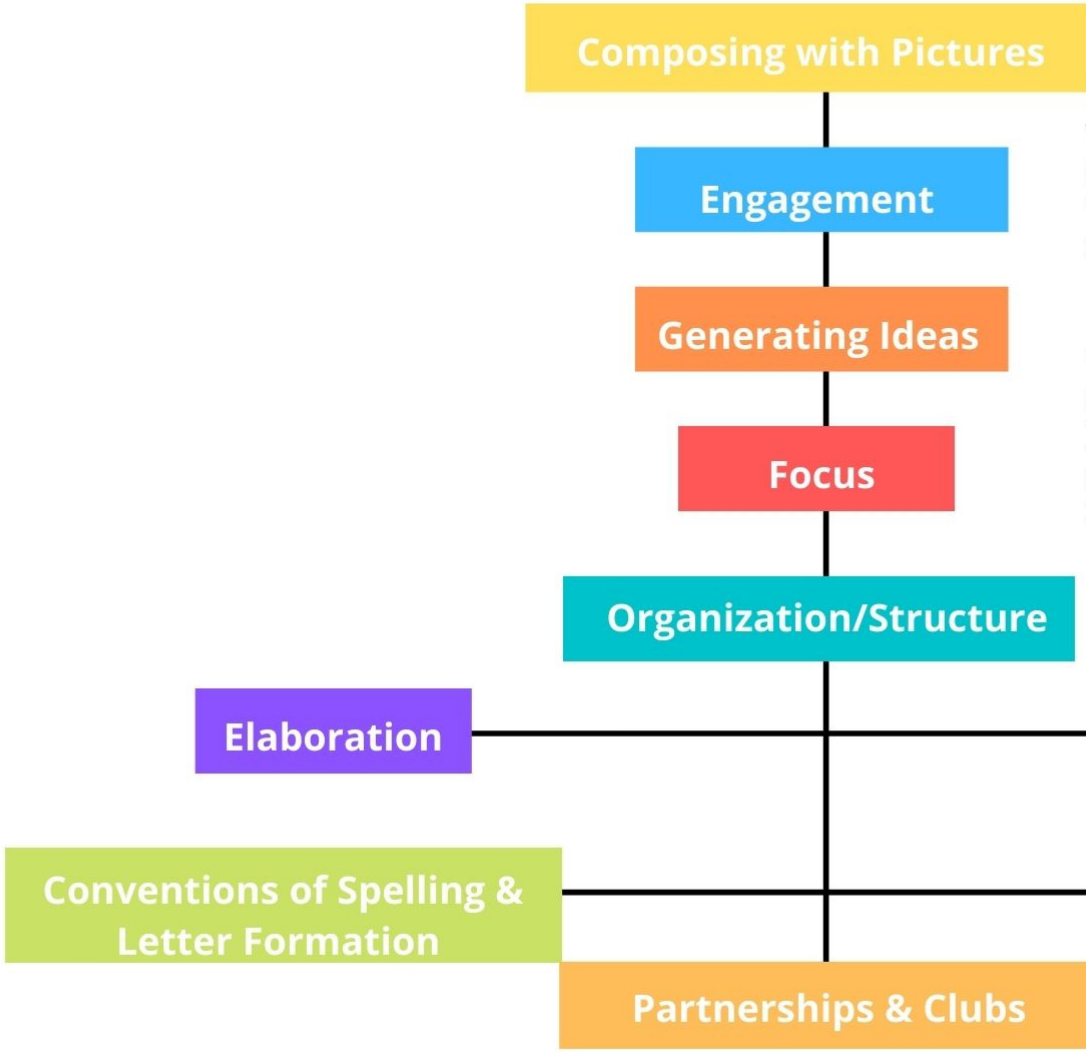
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality 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.

"Talk as you Draw" is an activity that many pre-emergent or emergent readers could benefit from. Younger students that haven't developed phonological awareness or may be in the beginning stages of this skill; can be taught to create, compose, and storytell through drawings. Although these young learners may not be able to write using words or full sentences, this activity fosters the idea that writers write to communicate something. With explicit instruction, practice and more awareness of letters and letter sounds eventually students should label their sketches and write sentences.

Teachers should model this process and have students practice.

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 / Composing with Pictures

Directions:

This activity is suggested for pre-emergent and emergent readers and writers.

Teachers can begin implementing this strategy in a number of ways. For example, teachers may begin the writing time with a focus lesson to jumpstart the composing process. Instruction may consist of a mini lesson where the strategy is modeled. In other instances the teacher can choose to read-aloud a picture book students are familiar with, and then discuss ways the illustrator used the pictures to tell the story. Then, the teacher can give the students time to start composing using drawings to tell their story. Teachers can also have students revisit past drawings to make changes. As students are drawing or adding more details to their picture have conversation with students to and prompt them to explain what is happening in their picture.These intentional activities help to facilitate the writing process for young learners.

<u>Possible Prompts</u>

-What happened here?

-Tell me more.

-Retell the story the student stated as you are pointing to their pictures.

-I wonder why that happened?

Included in this resource is drawing paper.

Name: _____