



Instructional Practices

Emergent Writing for Early Learners



www.floridaearlylearning.com

Instructional Practices

This presentation includes the following topics:

- Writing Routines.
- Types of Writing Practices.
- Integrating Writing across Content areas.
- Meeting the needs of all Learners.

This presentation is designed to follow Emergent Writing Part 1 Building Background Knowledge PowerPoint presentation. The picture slides demonstrate the framework for emergent writers putting the domains – conceptual, procedural and generative knowledge into practice.

Response Journal

What do you already know?



List a few ways that you include emergent writing experiences for children throughout the day.



Participants can respond in their journals or discuss with one another.

Before learning about a topic, it's important for you to think about what you already know or do. As the information is presented, you can affirm what you may know, add new information to your understanding and make connections to form new knowledge.

In order to facilitate learning, one of the fundamental principles instructors employ is understanding students' **prior knowledge**. **Prior knowledge** is the **knowledge** the learner already has before they meet new information. It sets a purpose for learning.



Emergent Writing Instructional Practices

Instructional Practices

How often children write, how often they observe you writing, and how often you coach them in their writing will influence how much they learn about literacy and communication.



Providing opportunities for children to write and to learn about print is beneficial to their development as writers as well as readers. Children will develop increased knowledge about the forms of letters through their experiences in a classroom that is rich in early literacy skills.

A daily variety of enjoyable and engaging encounters with writing enables young children to experience writing as important, enjoyable, and useful.



As children learn how to write more letters, they will begin to experiment with different forms and functions of writing. Authentic writing opportunities allows children to choose their writing topic and encourages them to write for an actual “real life” purpose and audience.

When children experiment with writing, they are consciously thinking about what they know about print and how it works. A daily variety of enjoyable and engaging encounters with writing enables young children to experience writing as important, enjoyable, and useful.

Writing Routines

Experimenting with writing



When children experiment with writing, they are consciously thinking about what they know about print and how it works. Since writing begins with letter formation it's important to provide a wide variety of opportunities for children to practice letter formation.

Review each picture and discuss how children are experimenting with writing

1. Finger-painting – at first the children experimented with the paint and then wrote their names.
2. Children are provided a variety of materials to use during a creative learning experience.
3. Taking the learning outside...after introducing a writing box to the children during small groups, she put it outside for them to explore.
4. Journal writing support children in putting down their thoughts and “pretend” writing as their knowledge about letters and sounds develop.

Fine Motor Development



Fine motor skills involve the use of small muscles that control the hand, finger, and thumb and are important as children perform self-care tasks such as feeding themselves buttoning and zipping their clothes, etc. Children strengthen small hand muscles when they use tools such as scissors, silverware, crayons, pencils, hole-punchers, etc. during play.

Name other tools that children use or could use when strengthening small finger and hand muscles. Here are a few ideas:

- Pencil sharpeners, hole punchers, scissors, tweezers, kitchen tongs, eye dropper, clothespins.
- Variety of sized pencils, chalk, crayons; paint brushes.
- Play dough, sand and water play, finger painting.
- Tearing, lacing, weaving, beading, pipe cleaners.

How does fine motor skills support children's learning of letter and word writing? If they have difficulty grasping and manipulating a writing instrument then writing becomes frustrating and they will not enjoy writing and therefore won't do it as much as a child who has good fine motor. It's important to observe and notice fine motor skills throughout all activities during play, meal time, art, centers, etc. and provide additional support with fine motor.

Refer to the Instructional Resources

Writing Routines

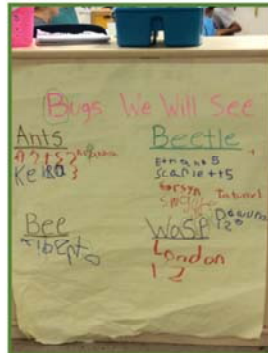
Name Writing



Name cards



1.



2.



3.



4.

Children should have many opportunities to practice writing their names, but they should *not* be expected to write on lined paper nor should they be expected to practice their whole name all at once. Name writing practice can be encouraged by meeting each child at their current ability level and supporting their progression from writing the first letter of their name to writing their full name.

Notice the name cards at the top of the slide? A reminder that children need many examples to use when learning to write their name. Name cards need to be placed in multiple places around the room for children to reference.

Discuss each pictures: How does this activity support children in learning to write their name?

1. The children are signing in as they enter the room under the day of the week.
2. Graph: Bugs We Will See. Children generated 4 bugs they thought they would see on their nature walk then signed their name under the bug they saw or wanted to see.
3. Question of the day. Children write their name under yes, or no when answering the question: Are you wearing blue?
4. During the morning message, the teacher charted four books that the children read that week. The children were asked to write their name under the book they liked the best.

Writing Routines

Writing around the Room

1.



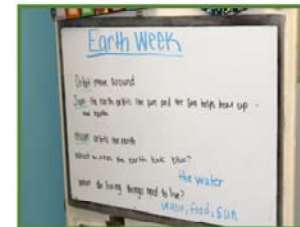
2.



3.



4.



When teachers generate charts (e.g. class rules, daily schedule, attendance, jobs) with their children and post them around the room children will begin to understand the function of writing (conceptual knowledge).

1. Classroom management charts (class rules, jobs, attendance, daily schedule) that are composed with the children helps them understand the functions of print (conceptual knowledge).
2. Teachers are also able to use the charts for review at the end of the week or unit of study to check children's understanding of a concept or skill.
3. When charts are displayed at a child's eye level, they are able to interact with the charts and will often imitate their teacher's instruction.
4. Charts make learning visible for other adults in the room as well as parents. It can also serve as documentation of learning goals and can be used to monitor progress and instructional planning.

Children will begin to understand that writing has a purpose and is meaningful when they see how the management charts are used support their classrooms daily experiences.

Writing Routines

Learning Areas

1.



2.



3.



5.



4.



Writing materials can be included in all learning areas around the room that provide children with authentic reasons to write.

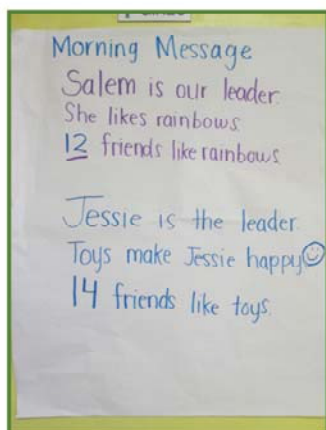
Discuss how the writing activity in each picture supports “authentic” reasons to write.

1. Child is writing in his daily science journal.
2. The boys are pretending in housekeeping (one child is taking notes as the other one reads).
3. The girls are recording in their journals in the construction area.
4. Child is in the writing area using a variety of paper, pencils, crayons, etc. to make a picture.
5. Children draw pictures of the Three Billy Goats story during small groups.

How does each of these activities support children’s emergent writing?

Writing Routines

1.



Messaging

2.



3.



Messaging is a writing collaboration where children contribute ideas about a topic to the teacher and the teacher writes down their ideas in a sentence or paragraph form (Generative knowledge). Any kind of messaging throughout the day is encouraged both in whole group, small groups, outside, during learning centers, etc. using any of the writing practices for a variety of purposes.

1. The morning message is part of the morning circle in this teacher's daily routine.
2. Messaging can be incorporated in many classroom activities to support the unit of study or theme.
3. Messaging is a way for teacher's to demonstrate the writing process using a variety of writing practices.



Use the guided questions provided on the response journal as the video is reviewed.

Writing Routines

List the five writing routines and one idea about how to implement the routine.



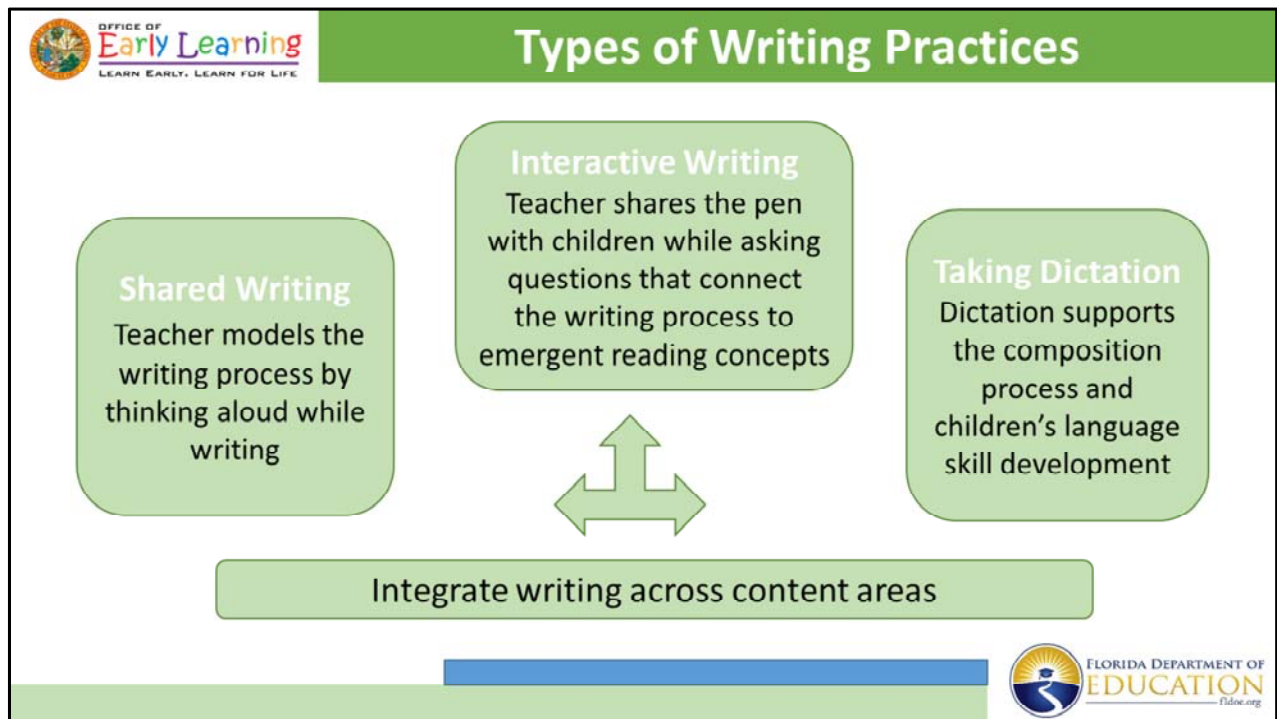
Participants can respond in the Response Journal or discuss with each other.

Types of Writing Practices

In addition to creating a learning environment that is rich in purposeful and authentic writing opportunities, teachers need to model the writing process using several writing practices.



In addition to creating a learning environment that is rich in purposeful and authentic writing opportunities, teachers need to model the writing process using several writing practices.



The three writing practices, shared writing, interactive and dictation, support children in becoming readers and writers. Each of these writing practices are intentionally used by teachers to model the writing process as well as provide instruction in emergent reading skills.

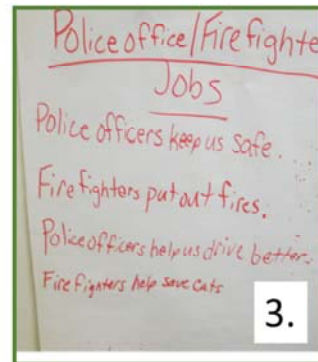
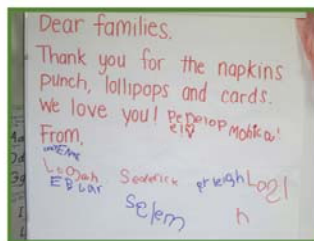
These practices can be used in a variety of experiences that integrate many concepts and skills that include other learning and developmental domains – especially language, literacy and cognitive development (math, science, social studies).

Types of Writing Practices

1.



2.



- Shared writing is a writing practice for teachers and children to work together to write a message either in whole group or small group settings.
- Shared writing is an opportunity to demonstrate for children different reasons for writing and how to record messages on paper.
- During shared writing, you write on chart paper or another surface something that is large enough for all children to see.
- Teachers model the writing process by *thinking aloud* while writing.

In addition to showing children how to form letters and how to put letters together to write words, you are helping the children understand that we write those specific words to communicate a message.

1. After reading a book about a snowman the children retold the main events of the story as the teacher wrote.
2. The children crafted a letter to their families thanking them for the party supplies.
3. During a unit about community helpers the children talked about what they learned about police officers and firefighters.



Use the guided questions provided on the response journal as the video is reviewed.

Types of Writing Practices

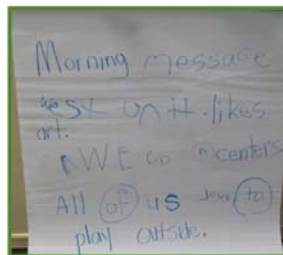
1.



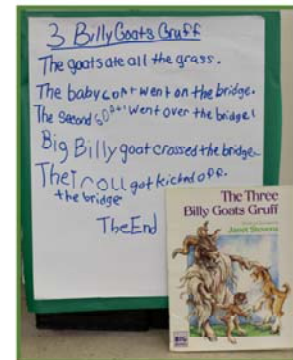
Interactive Writing



2.

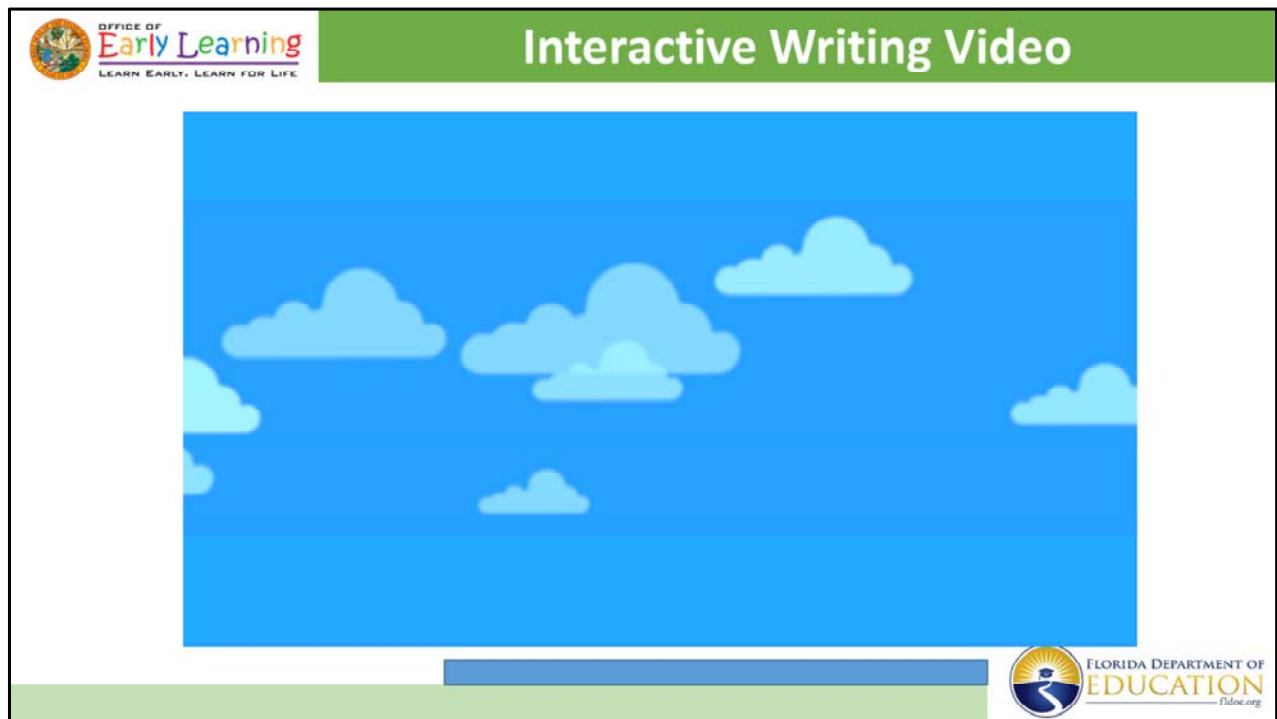


3.



Interactive writing – Interactive writing is similar to shared writing except that you are “sharing the pen” with the children while asking questions that connect the writing process to emergent reading concepts. Interactive writing gives children more control over what is written and how the letters are formed. Interactive writing can be done in whole group but may be best in small group or one-one-one settings. Often teachers will use the shared writing chart in a small group session to review, and interact with the lesson.

1. During the morning message, Ms. Ellis wrote as the children shared what they knew about fall. Later, during small group, she had children circle “a,” the letter of the week.
2. Look closely at the chart – where do you think the teacher asked the children to “share the pen?” (one child wrote “message” at the top by copying from another chart, A child writes his name at the beginning of the first sentence, “Weston H. likes art.”)
3. The class retold the Three Billy Goats Gruff story.



Use the guided questions provided on the response journal as the video is reviewed.

Types of Writing Practices



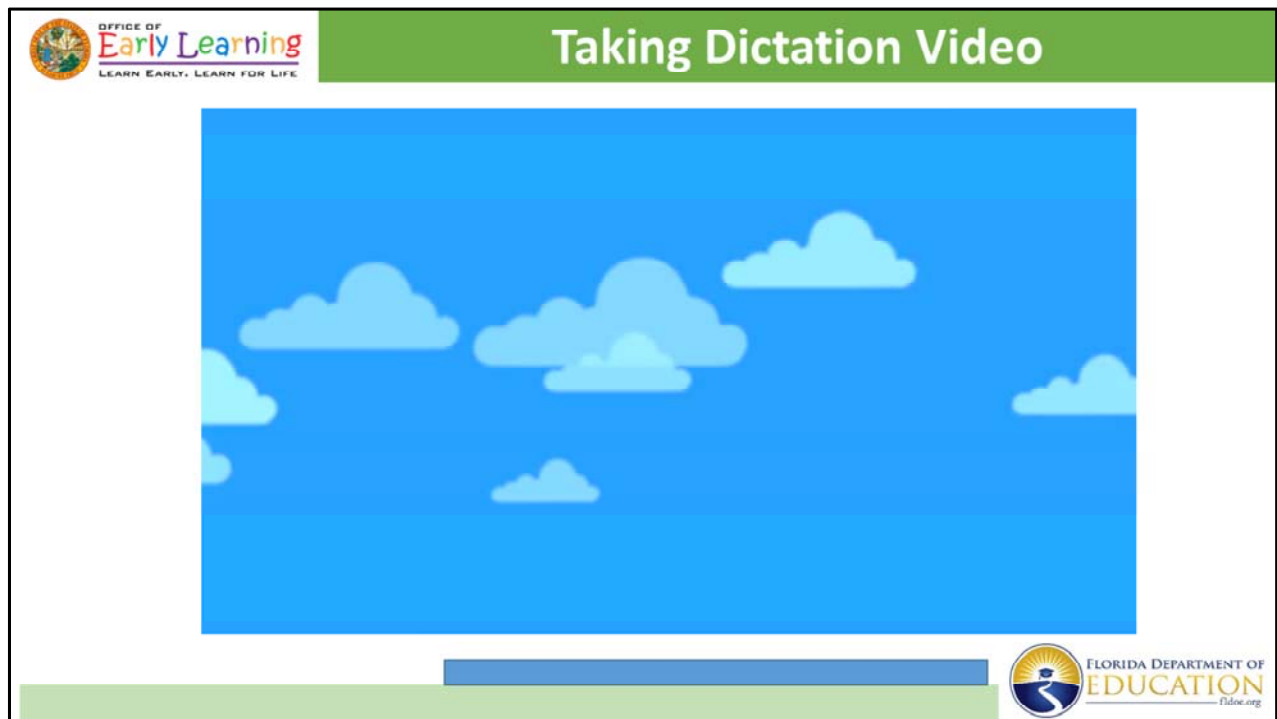
Teachers model the writing practice when taking dictation.



Dictation is a writing practice a teacher can use for modeling the writing process to young children. Dictation supports the composition process and children's language skill development at the same time. Typically, you will use dictation when working with a child one-on-one; however, sometimes you can use dictation with small groups, as children take turns telling you what to write.

Teachers take dictation with a child as they talk about a picture they drew. Journals are also excellent ways to have children practice writing. Sometimes a prompt is given by the teacher but journals can provide as a progress monitoring tool showing how children are progressing in their writing.

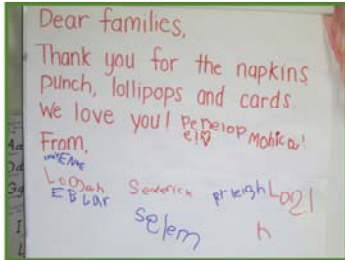
Remember, the writing practices provide teachers the opportunity to demonstrate the writing process and the mechanics of writing.



Use the guided questions provided on the response journal as the video is reviewed.

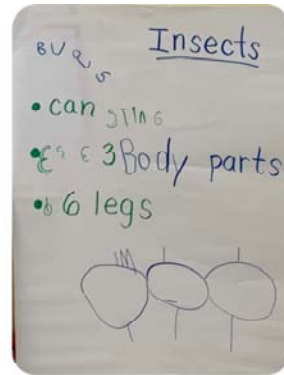
Types of Writing Practices

List the three writing practices and give an example of how you would use the practice during the day.



Participants can respond in the Response Journal or discuss with each other. The writing practices provide teachers the opportunity to demonstrate the writing process and the mechanics of writing.

Early educators understand that an integrated approach to learning throughout the day support young children in becoming successful learners.



Early educators understand that an integrated approach to learning throughout the day support young children in becoming successful learners. Children will benefit when learning experiences are integrated across content areas that link skills and concepts during formal and informal learning opportunities. The increased exposure to concepts and skills through multiple opportunities to practice and reinforce skills will lead to better outcomes for children.


Embedding the shared, interactive and taking dictation writing practices to demonstrate the writing process within a variety of content links learning to many concepts and skills.

How many concepts and skills can you connect in the picture slide?


1. Science vocabulary – insects
2. Language Development – Children dictate and help write what they know about insects
3. Emergent reading – Children sound out words they may know (bugs, sting,)
4. Mathematics – Children draw and count the number of legs for an insect.

Integrating Writing across Content


1.




2.




3.



4.



5.

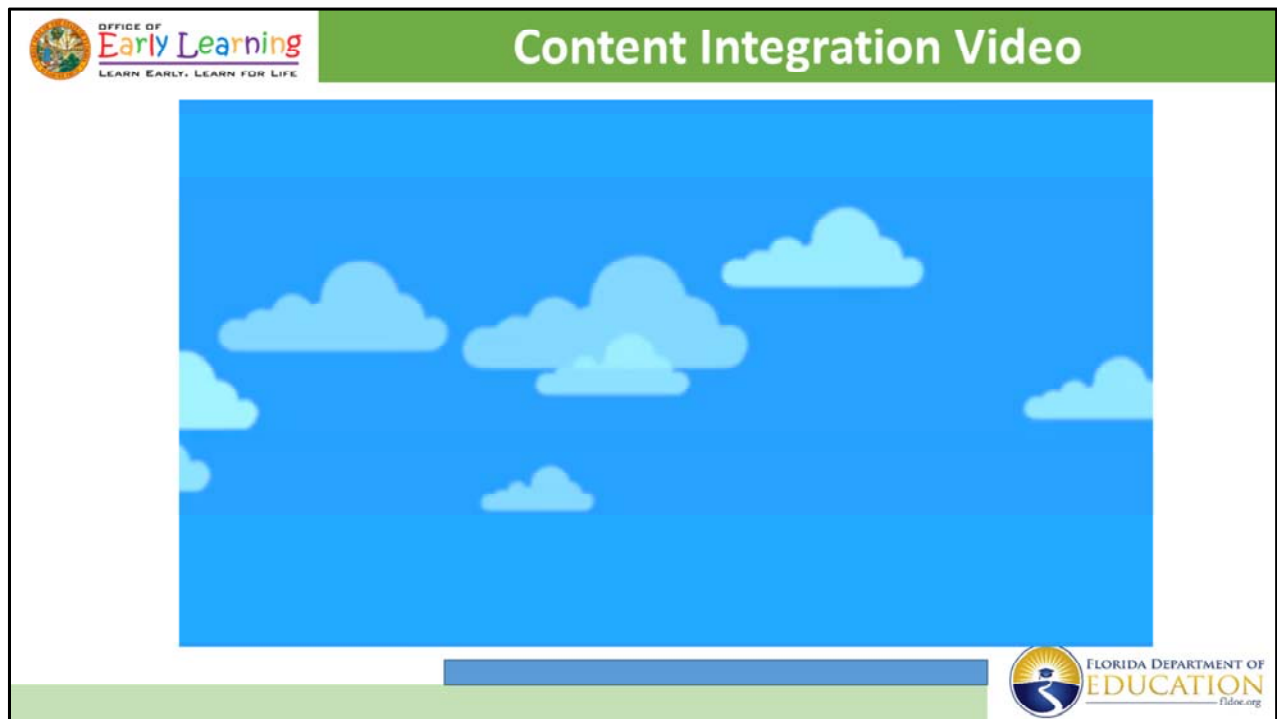


Review each slide picture and discuss which writing practice was used in the lesson/activity and how does it demonstrate “integrating writing across content?”

1. “Spring” is an interactive writing experience that was used to introduce a unit about the five senses.
2. Ms. Ellis takes dictation in the heart book as the child tells her about someone they love.
3. On the data chart, children indicated which book they liked the best by marking in the column: cookie, muffin or pancake.
4. A science activity in which the parts of an apple were labeled.
5. A chart listing the community helpers discussed during the unit with each child writing their name under the helper they would like to be.

How many concepts and skills can you identify in each of these writing experiences?
A few possible responses include:

- Language Development.
- Science Unit – Our Five Senses; Parts of an Apple.
- Emergent Reading and Writing – Children write or copy words they know about Spring.
- Science Vocabulary.
- Social Emotional (expressing love for someone).
- Literacy: Reflecting on a series of stories by the same author.
- Mathematical Thinking – collecting data, counting, numerals.
- Social Studies – Community Helpers.
- Emergent Writing – practice writing name.



Use the guided questions provided on the response journal as the video is reviewed.

Meeting the Needs of All Learners

Most classrooms have children who have a wide variety of literacy exposure and skills as well as developmental mastery.



Most classrooms have children who have a wide variety of literacy exposure and skills as well as developmental mastery. Intentional teachers help all children become writers by modeling, observing and coaching children in both planned and unplanned instructional settings.

Meeting the Needs of All Learners

Modeling



Observing



Coaching



As children learn to write, teachers should focus on the process they use, not the look of their finished product.

As children learn to write, teachers should focus on the process they use, not the look of their finished product. Watching children as they write teaches you what they know and understand about how print works.

1. Ms. Ellis is modeling the writing process as she takes dictation with a child. How does this support the child learning about writing?
2. Mrs. Holland is observing children as they explore with modeling clay. What can she learn from her observations?
3. Ms. Melanie is helping a child read back the writing he wrote. What does she learn from this experience?

Modify Instruction

Effective teachers will modifying instruction to accommodate for a child's skill level.



Teachers can adjust their lesson plans to accommodate all children's current skill level. Children with fine motor skill impairments may find it easier to "write" with letter tiles or magnetic letters. In order to help children feel more comfortable while writing, teachers can make available additional materials including pencil grippers and wider writing instruments which can be easier for children with fine motor impairments to hold in their hands.

1. The teacher noticed that this child was not yet gripping things like crayons, spoons, and had difficulty picking up objects. She created a sand table with large tools for him to grasp and squeeze to support the development of fine motor skills. What else could she do?
2. Ms. Sasha helps a child write his name on a chart. Providing paper in a horizontal way provides initial support for children in writing their names. What other ways can she provide this kind of support for children to practice name writing.
3. Ms. Ellis noticed that this child was able to grasp a pencil, trace and even copy some letters. What are some other activities can she provide for this child to support her writing skills?

English Language Learners



English language learners learn about writing in a specific way.

English language learners understand the purpose of writing better if the teacher models writing as the child dictates. This conveys the message that the words we speak can be written down. When English language learners begin to invent spelling, they oftentimes use both of their languages to construct words. For example, Spanish speaking children might write “ll” for the /y/ sound. By understanding this typical phase of writing for English language learners, teachers can better interpret the children’s writing and encourage more attempts.

Meeting the Needs of All Learners

What can you do to meet the needs of all your children when planning emergent writing experiences?



Participants can respond in their journal or discuss.

Remember...

Children will become writers when they are immersed in authentic and planned opportunities to write.



How often children write, how often they observe you writing, and how often you coach them in their writing will influence how much they learn about communication through writing.

What did you Learn?

Take a few moments to review your Response Journal and add additional key points. Revisit the PPT slides if needed.

Reflect on the current instruction you are now doing with emergent writing and how you may change/enhance that instruction



Participants can respond in their journals or discuss with one another.

Next Steps

How will you grow your practice around emergent writing?

- ✓ Review the Support Documents and Instructional Resources in the module.
- ✓ Implement the emergent writing routines and practices.
- ✓ Find a teacher/partner, director or coach to support you as you implement emergent writing routines and practices.



Participants can respond in their journals or discuss with one another.



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE

Questions?



Shan Goff

Executive Director, Office of Early Learning
250 Marriott Drive Tallahassee, FL 32399
850-717-8550 • Toll Free 866-357-3239



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.floridaearlylearning.com