


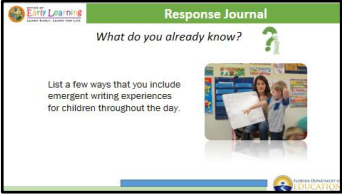
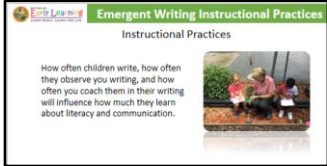


Professional Learning Module
Emergent Writing for Early Learners

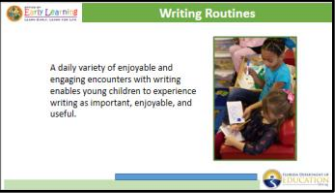
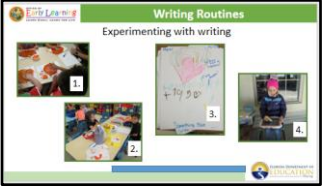

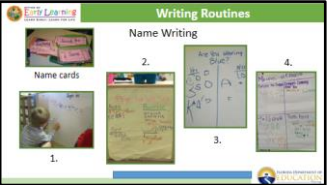
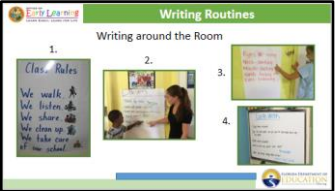
Pacing Guide
Instructional Practices

Getting Started:


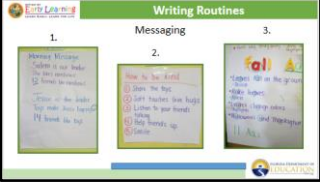
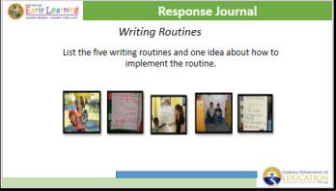
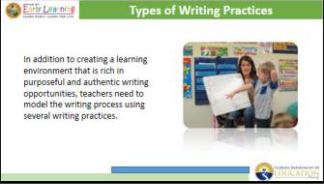
1. Download and review the following materials:
 - a. Overview of Emergent Writing,
 - b. PowerPoint Note Pages
 - c. Instructional Resources: There are 5 resources that will support teachers implementing emergent writing. All of the support documents and resources will be listed throughout the presentation and at the end of the Response Journal.
 - d. Content Support Documents: Response Journal (this is a continuation from Part 1 Background Knowledge), Types of Writing Practices

SLIDE	KEY POINTS	ACTION
<p>1</p> 	<p>Instructional Practices</p> <p>This presentation is designed to follow Emergent Writing Part 1 Building Background Knowledge PowerPoint presentation</p>	<p>Review</p> <p>Support Document: Overview of Emergent Writing – Instructional Practices.</p>
<p>2</p> 	<p>What do you already know about writing instruction?</p>	<p>#5. Response Journal</p> <p>Participants can respond in their journals or discuss with one another.</p> <p>Note: This is a continuation used in Part 1: Building Background Knowledge</p>
<p>3</p> 	<p>Instructional Practices</p> <p>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.</p>	

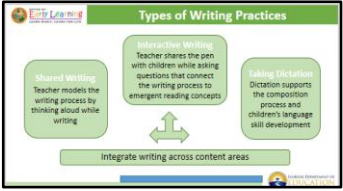
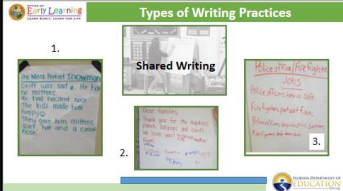
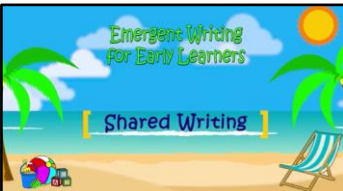
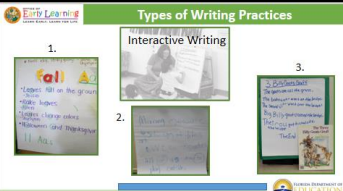
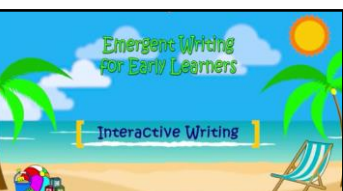
Pacing Guide Instructional Practices

SLIDE	KEY POINTS	ACTION
<p>4</p> 	<p>Writing Routines</p> <p>A daily variety of enjoyable and engaging encounters with writing enables young children to experience writing as important, enjoyable, and useful.</p>	<p>Guided Discussion:</p> <p>What do you think is meant by “authentic” writing experiences?</p> <p>What a ways you provide authentic writing opportunities?</p>
<p>5</p> 	<p>Experimenting with Writing</p> <p>Since writing begins with letter formation it’s important to provide a wide variety of opportunities for children to practice letter formation.</p>	<p>Guided Discussion:</p> <p>Review each picture presented on the slide and discuss how children are experimenting with writing.</p>
<p>6</p> 	<p>Fine Motor Development</p> <p>Fine motor skills involve the use of small muscles that control the hand, finger, and thumb.</p>	<p>Guided Discussion:</p> <p>How does fine motor skills support emergent writing?</p> <p>Instructional Resources</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> • Improve Kids Fine Motor Skills • Fine Motor-Go-To List
<p>7</p> 	<p>Name Writing</p> <p>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.</p>	<p>Guided Discussion:</p> <p>Review each slide picture, how are these examples an authentic reason for children to practice name writing?</p>
<p>8</p> 	<p>Writing around the room</p> <p>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.</p>	<p>Guided Discussion:</p> <p>How can management charts help children understand the functions of writing?</p>

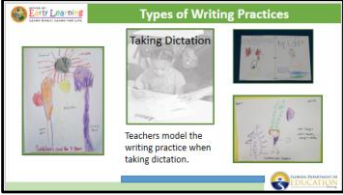

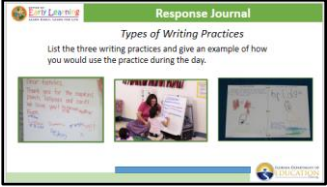
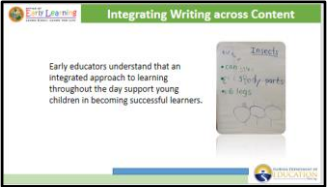

Pacing Guide Instructional Practices

SLIDE	KEY POINTS	ACTION
<p>9</p> 	<p>Learning Areas</p> <p>There are many ways to include writing in every center and every activity.</p>	<p>Guided Discussion:</p> <p>How does the writing activity in each slide picture support “authentic” reasons to write?</p>
<p>10</p> 	<p>Messaging</p> <p>Messaging is a writing collaboration where children contribute ideas about a topic to the teacher and the teacher writes down the message.</p>	<p>Guided Discussion:</p> <p>Discuss how messaging can be used throughout the day.</p>
<p>11</p> 	<p>Video</p> <p>Overview of Writing Routines.</p>	<p>#6 Response Journal</p> <p>Use the guided questions provided on the response journal as the video is viewed.</p>
<p>12</p> 	<p>Writing Routines</p> <p>List the five writing routines and one idea about how to implement the routine.</p>	<p>#7 Response Journal</p> <p>Participants can respond in the Response Journal or discuss with each other.</p>
<p>13</p> 	<p>Types of Writing Practices</p> <p>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.</p>	<p>Review</p> <p>Support Document: Overview of Emergent Writing – Instructional Practices.</p>






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SLIDE	KEY POINTS	ACTION
<p>14</p> 	<p>Writing Practices</p> <p>The three writing practices, shared writing, interactive and dictation, support children in becoming readers and writers.</p>	<p>Review</p> <p>Support Document: Writing Practices</p>
<p>15</p> 	<p>Shared Writing</p> <p>Shared writing is an opportunity for teachers to show children different reasons for writing and how to record messages on paper.</p>	<p>Guided Discussion:</p> <p>Review the information on the Support Document: Writing Practices and discuss the example of “<i>thinking aloud.</i>”</p>
<p>16</p> 	<p>Video: Shared Writing</p>	<p>#8. Response Journal</p> <p>Use the guided questions provided on the response journal as the video is viewed.</p>
<p>17</p> 	<p>Interactive Writing</p> <p>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 skills.</p>	<p>Guided Discussion</p> <p>Review the information on the Support Document: Writing Practices and discuss this statement:</p> <p><i>Teachers who have carefully observed each child’s writing development will be able to select questions for each child that match their current level of skill and understanding.</i></p>
<p>18</p> 	<p>Video: Interactive Writing Demonstration Lesson</p>	<p>#9 Response Journal</p> <p>Use the guided questions provided on the response journal as the video is viewed.</p>

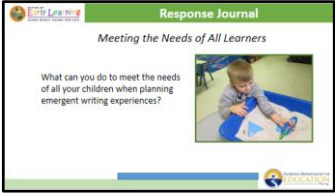
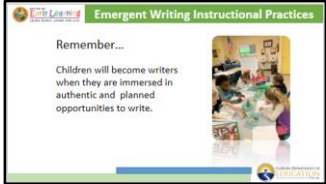
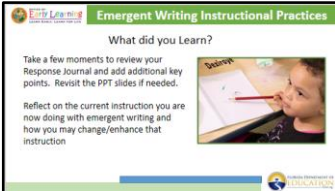
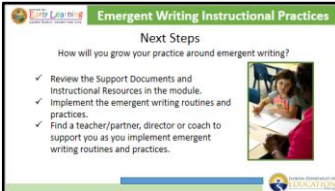

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Instructional Practices

SLIDE	KEY POINTS	ACTION
<p>19</p> 	<p>Taking Dictation</p> <p>Dictation supports the composition process and language skill development at the same time.</p>	<p>Guided Discussion</p> <p>Review the information on the Support Document: Writing Practices and discuss what children are learning during their writing experiences.</p>
<p>20</p> 	<p>Video: Taking Dictation</p>	<p>#10. Response Journal</p> <p>Use the guided questions provided on the response journal as the video is viewed.</p>
<p>21</p> 	<p>Types of Writing Practices</p> <p>List the three writing practices and give an example of how you would use the practice during the day.</p>	<p>#11. Response Journal</p> <p>Participants can respond in the Response Journal or discuss with each other.</p>
<p>22</p> 	<p>Integrating Writing across Content</p> <p>An integrated approach to learning throughout the day support young children in becoming successful learners.</p>	<p>Guided Discussion</p> <p>How many concepts and skills can you connect in the picture slide?</p>
<p>23</p> 	<p>Integrating writing across content areas</p> <p>What concepts and skills can you see in the slide pictures?</p>	<p>Guided Discussion</p> <p>Review each slide picture and discuss which writing practice was used in lesson/activity.</p>

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SLIDE	KEY POINTS	ACTION
<p>24</p> 	<p>Video: Content Integration</p>	<p>#12 Response Journal Participants can respond in the Response Journal or discuss with each other.</p>
<p>25</p> 	<p>Meeting the Needs of All Learners Intentional teachers help all children become writers by modeling, observing and coaching children in both planned and unplanned instructional settings.</p>	<p>Guided Discussion Review the information on the Support Document: Overview of Emergent Writing – Meeting the needs of all learners.</p>
<p>26</p> 	<p>Modeling, observing and coaching As children learn to write, teachers should focus on the process they use, not the look of their finished product.</p>	<p>Guided Discussion Review the picture slides and discuss the questions on the note pages.</p>
<p>27</p> 	<p>Modifying Instruction Teachers can adjust their lesson plans to accommodate all children's current skill level.</p>	<p>Guided Discussion Review the picture slides and discuss the questions on the note pages.</p>
<p>28</p> 	<p>English Language Learners English language learners better understand the purpose of writing if the teacher models writing as the child dictates.</p>	<p>Guided Discussion Review the picture slides and discuss the questions on the note pages.</p>

Pacing Guide Instructional Practice

SLIDE	KEY POINTS	ACTION
<p>29</p> 	<p>Meeting the needs of all learners</p> <p>What can you do to meet the needs of all your children when planning emergent writing experiences?</p>	<p>#13. Response Journal</p> <p>Participants can respond in the Response Journal or discuss with each other.</p>
<p>30</p> 	<p>Remember</p> <p>Children will become writers when they are immersed in writing, have purposeful opportunities and authentic reasons to write.</p>	<p>Guided Discussion</p> <p>Ask participants to reflect on the information presented and clear up any questions they may have.</p>
<p>31</p> 	<p>What did you learn?</p> <p>Review your notes and add additional key points.</p>	<p>#14 Response Journal</p> <p>Participants can respond in their journal or discuss with one another.</p>
<p>32</p> 	<p>Next Steps</p> <p>What will you do now to grow your practice around emergent writing?</p>	<p>#15 Response Journal</p> <p>Reflect on your current instruction, what will you do now to change or enhance emergent writing instruction?</p>
<p>33</p> 	<p>Questions?</p>	