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# 2024 ReadOhio Literacy Academy

June 10, 2024  
Columbus, Ohio



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# Sowing the Seeds to Writing: Writing Development at the Elementary Level

Early and Conventional Literacy

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# Facilitator

Regional Early Literacy Specialist

Annette Gross

**State Support  
Team**





## Objectives

- Understand the reasons why writing is important.
- Review the research consensus on effective writing instruction.
- Evaluate handwriting checklist.
- Adopt evidence based practices for foundational skills and sentence composition.
- Evaluate grade level expectations for composition and transcription skills.

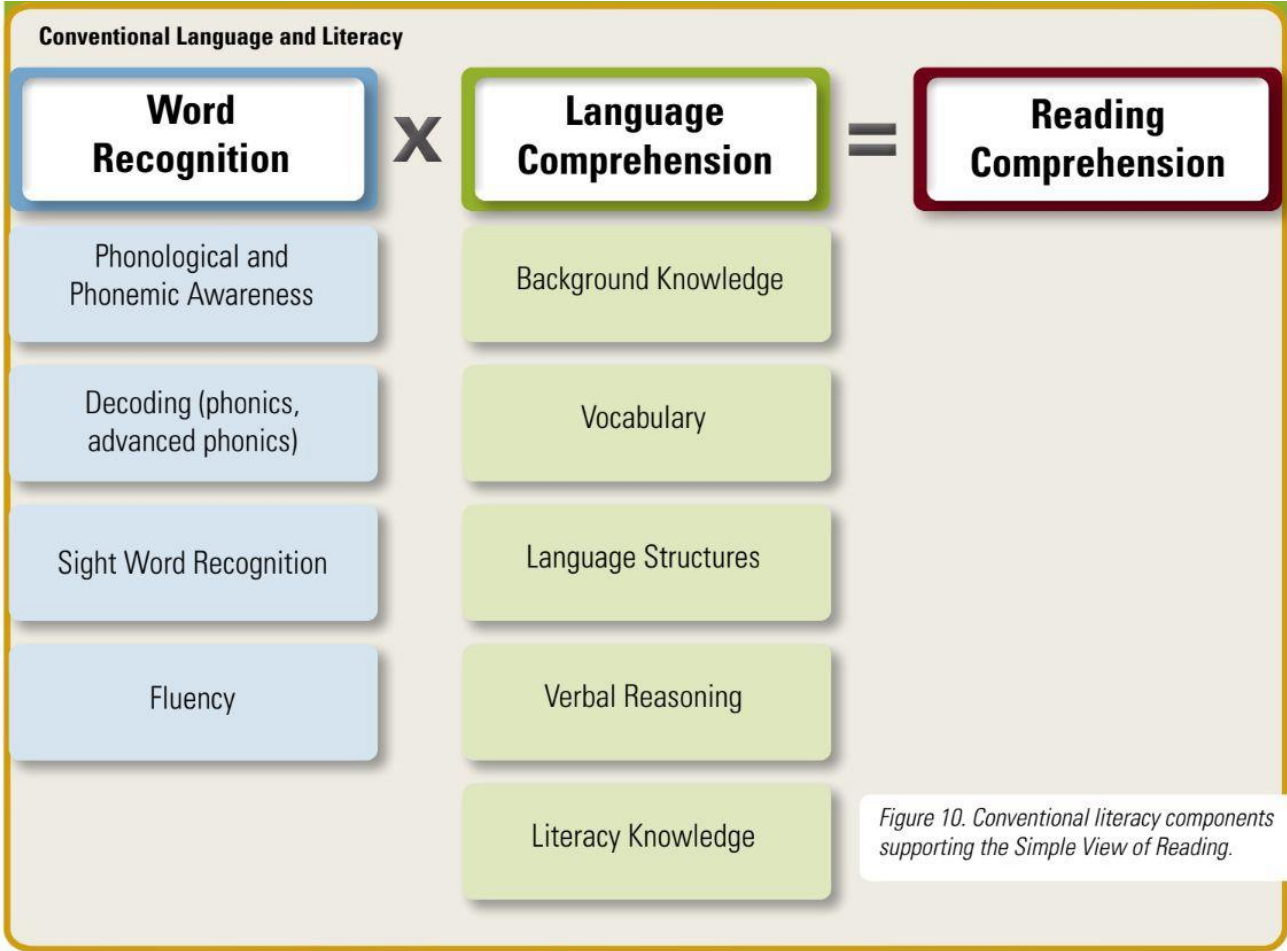
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## Why is Writing So Challenging?



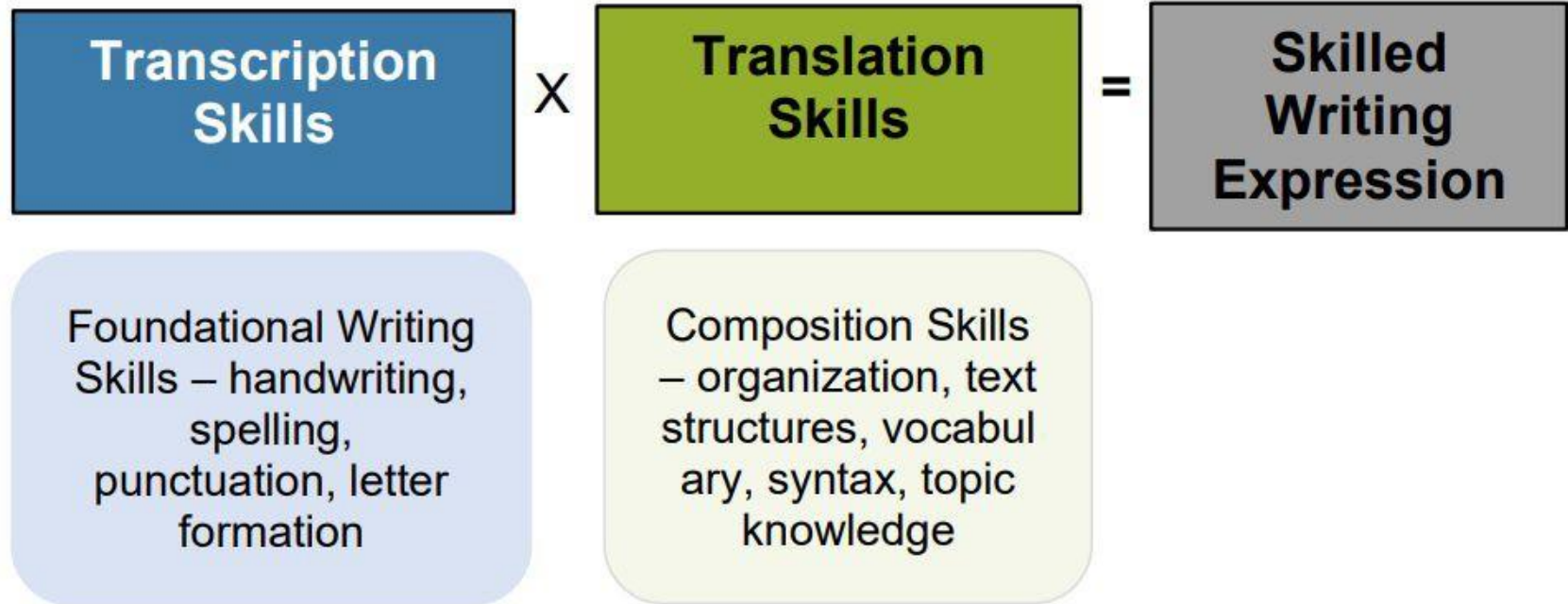
*Jot down a brief explanation*

# The Simple View of Reading

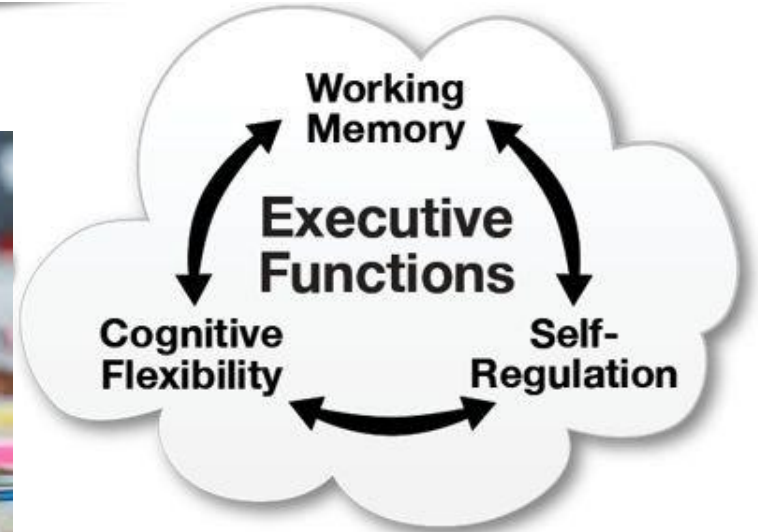


# The Simple View of Writing

(St. Martin, et. al., 2020)



# Writing as the Mental Juggling Act



**Transcription Skills**

**×**

**Translation Skills**

**=**

**Skilled Writing Expression**



# Writing is More Difficult than Reading

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Context Processor

Meaning Processor

Phonological Processor

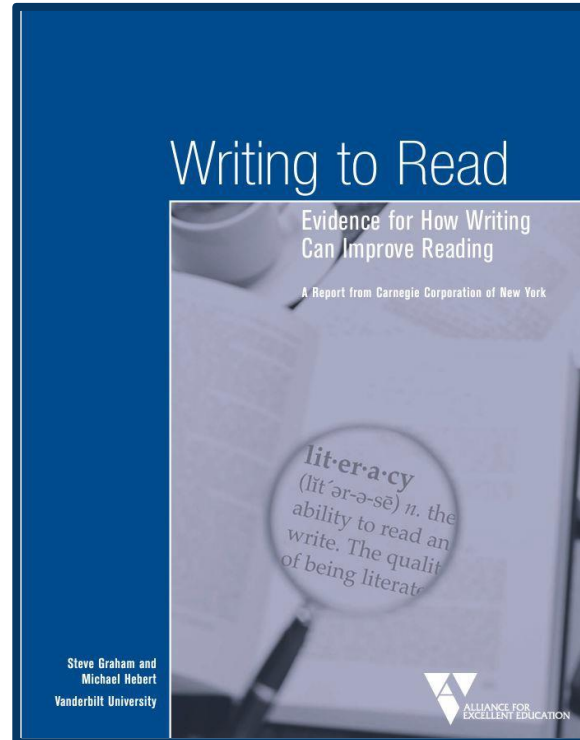
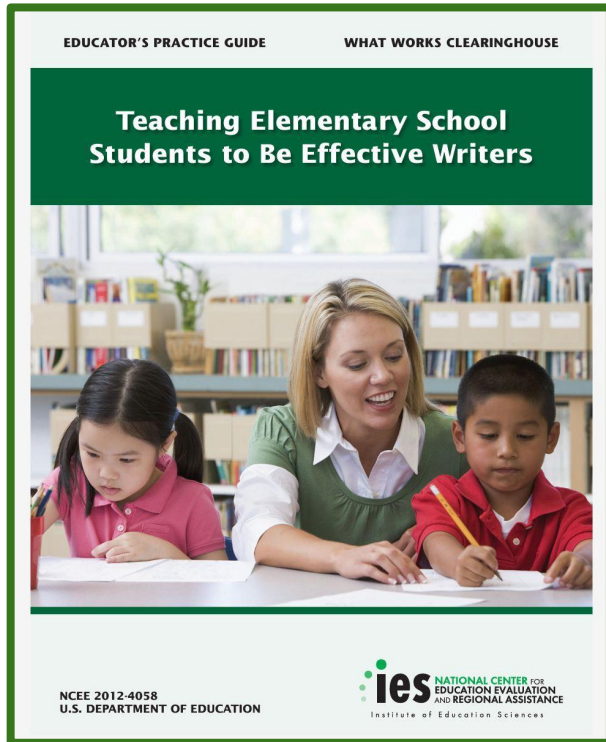
Phonics

Orthographic Processor

Graphomotor System



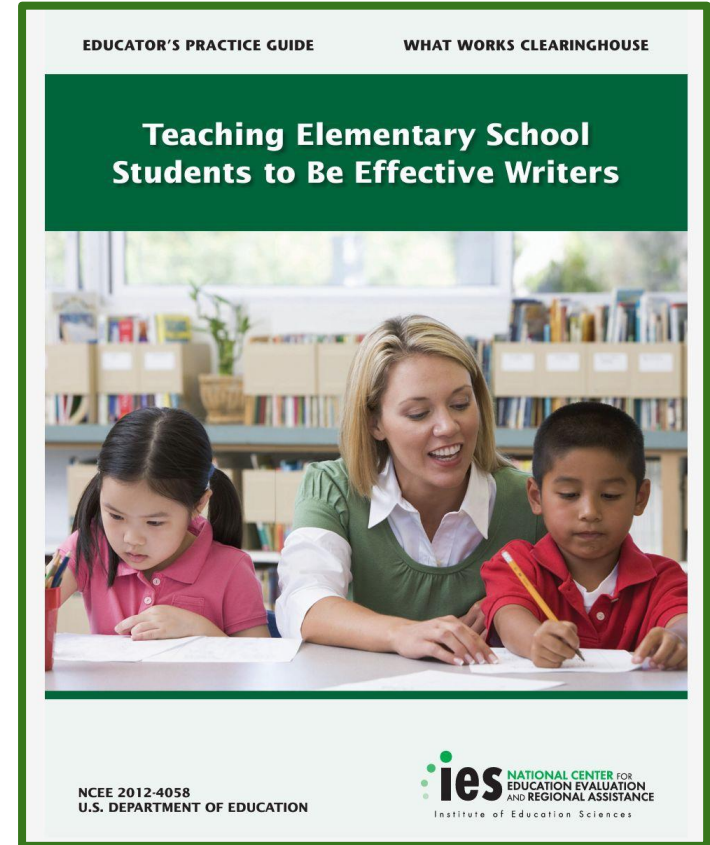
# Evidence Based Practices



# Recommendations

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1. Provide daily time for students to write
2. Teach students to use the writing process for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers.



# Recommendations

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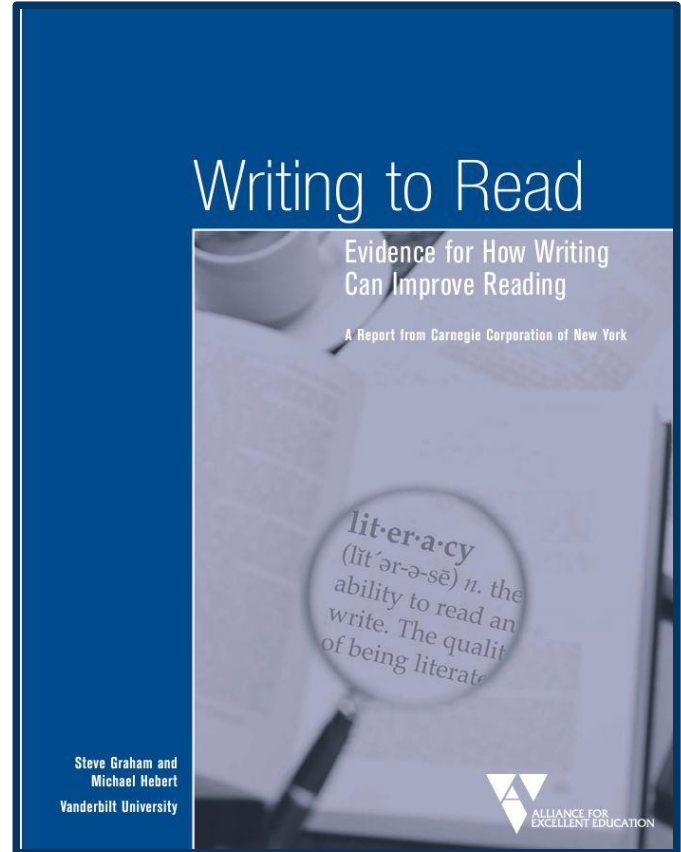
1. Have students write about the texts they read.



2. Teach students the writing skills and processes that go into creating text.

3.

Increase how much students write.



# Simple View of Writing



Foundational  
Writing Skills

- Letter Formation
- Handwriting or Typing Fluency
- Spelling
- Punctuation
- Word/Sentence spatial organization

# Let Your Students Be The Star Of The STOP, PINCH, LIFTShow!



# Take Your Positions, Please

1

**Sit right**

Seat pulled in, feet on floor



LEFT-HANDED



RIGHT-HANDED

# Take Your Positions

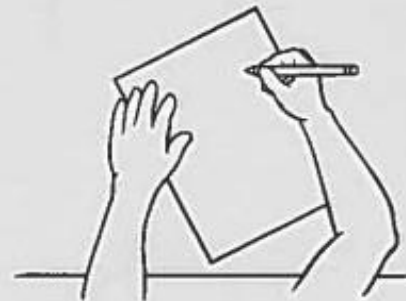
2

## Place paper and hands *right*

Paper slanted, wrist straight, elbow on desk, other hand holding paper



LEFT-HANDED



RIGHT-HANDED

3

## Grip pencil *right*

Pencil held between index finger and thumb, resting on the other fingers



# Does Handwriting Matter?

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## Let's Prove It!

1. Use blank paper.
2. Think and write for 90 seconds about your family.
  - **Plan for 30 seconds.**
  - **Write for 60 seconds.**
3. Use your ***non-dominant*** hand!
4. Start when I say, "GO"!

# Now Let's Do it Differently!

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1. Use blank paper.
2. Keep on writing about your family
  - **Write for 60 seconds.**
3. Use your ***dominant*** hand!
4. Start when I say, "GO"!

*(Adapted from Graham & Santangelo, 2012)*

# Think - Write-**Pair** - Share

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Count the number of words you wrote with your nondominant hand and compare that number with the number of words you wrote with your dominant hand.

Describe your experience.

**THINK** 

**WRITE...** 

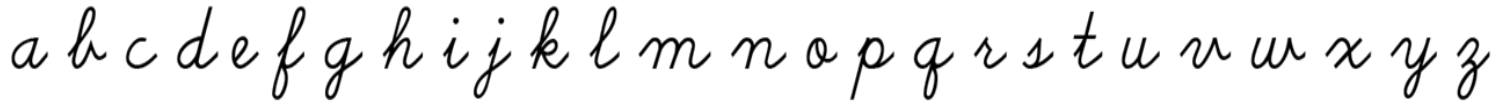
**PAIR** 

**SHARE** 

# Cursive

Typical adults can produce the alphabet, in cursive from A-Z, in 20-30 seconds.

Frequent, distributed warm-up exercises asking students to write the alphabet support their automaticity.

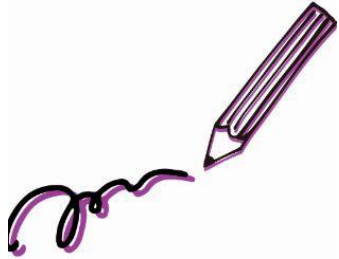


a b c d e f g h i j k l m n o p q r s t u v w x y z

Can you write the lowercase letters in cursive within 20 seconds?

**Get ready, get set, GO!**

# What is the Connection between Handwriting and Reading?



<b>Letter Recognition</b>	<b>Phonics and Spelling</b>
<b>Memory Retention</b>	<b>Reading Comprehension</b>

# Handwriting Instruction Checklist

## Handwriting Instruction Checklist

### Checklist of Best Practices

#### I teach children how to write each letter by:

- Showing them how it is formed.
- Describing how it is similar to and different from other letters.
- Providing practice tracing, copying, and writing the letter from memory.
- Keeping instructional sessions short, with frequent reviews and practice.
- Asking them to identify or circle their best-formed letters.
- Encouraging them to correct or rewrite poorly formed letters.
- Monitoring their practice to ensure that letters are formed correctly.
- Reinforcing their successful efforts and providing corrective feedback as needed.

#### I help children become more fluent in handwriting by:

- Providing them with plenty of opportunities to write.
- Eliminating interfering habits that may reduce handwriting fluency.
- Having them copy a short passage several times, trying to write it a little faster each time.

#### I promote handwriting development by:

- Making sure that each child develops a comfortable and efficient pencil grip.
- Encouraging children to sit in an upright position, leaning slightly forward, as they write.
- Showing them how to place or position their paper when writing.
- Teaching children to identify and name the letters of the alphabet.
- Teaching them how to write both uppercase and lowercase letters.
- Providing children with plenty of opportunities to use different types of writing instruments and paper.
- Asking children to set goals for improving specific aspects of their handwriting.
- Implementing appropriate procedures for left-handed writers, such as how to properly place or position their paper when writing.
- Monitoring students' handwriting, paying special attention to their instructional needs in letter formation, spacing, slant, alignment, size, and line quality.
- Dramatizing children's progress in handwriting through the use of charts or graphs, praise, or posting neatly written papers.

#### I assist students who are experiencing difficulty by:



# Simple View of Writing



## Foundational Writing Skills

- Letter Formation
- Handwriting or Typing Fluency
- Spelling
- Punctuation
- Word/Sentence spatial organization

# Simple View of Writing



## Foundational Writing Skills

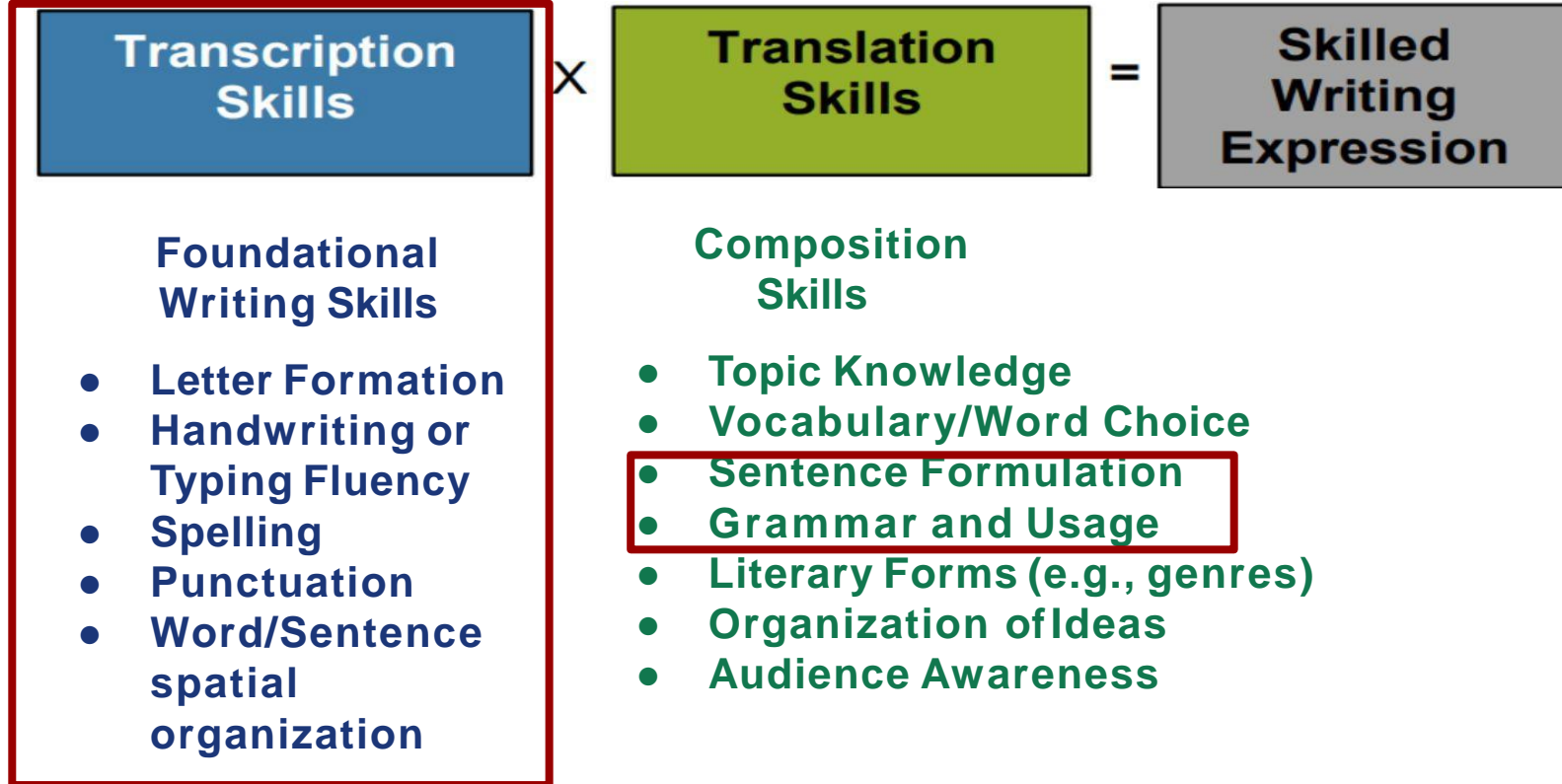
- Letter Formation
- Handwriting or Typing Fluency
- Spelling
- Punctuation
- Word/Sentence spatial organization

## Composition Skills

- Topic Knowledge
- Vocabulary/Word Choice
- Sentence Formulation
- Grammar and Usage
- Literary Forms (e.g., genres)
- Organization of Ideas
- Audience Awareness



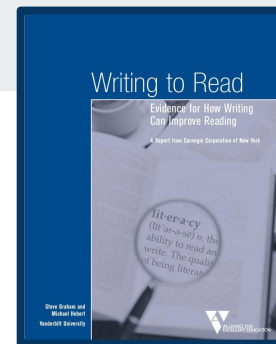
# Simple View of Writing



# Sentence Combining

## II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT

Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)



### WRITING INSTRUCTION: EXAMPLES

One writing instructional procedure that facilitates reading growth is **sentence combining**. With this method, the teacher models how to combine simpler sentences into more complex ones. Students then practice combining similar sentences. An interesting twist on this approach is to have students combine sentences in material they are reading or disassemble such sentences.

Source: Hunt and O'Donnell (1970).

Students' reading skills can also be enhanced by teaching them how to use **text structure** as an aid for writing text. To illustrate, students are taught the basic elements of persuasion by identifying and discussing them in model essays. They then write their own persuasive texts using these elements, and revise the texts based on feedback from peers and the teacher.

Source: Crowhurst (1991).



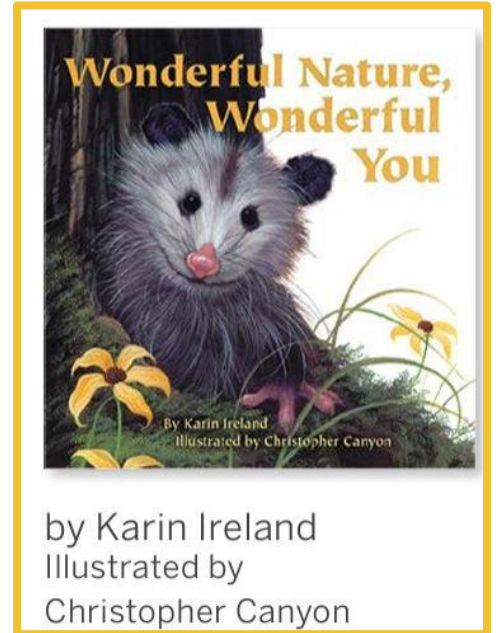
## Why Teach Sentence Combining?

- Teach grammar and usage
- Encourages more complex sentences
- Gives students various options for crafting sentences

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## Complete Sentences and Fragments

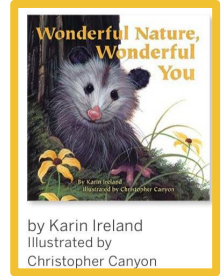
- Nature is wonderful.
- When a snake sheds his skin
- Although, ants carry pieces of food
- We can learn from nature.





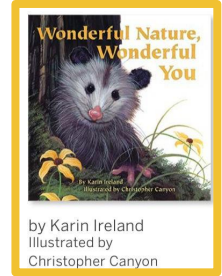
## Sentence Types

● Statement	We can learn many things from nature.
● Question	Have you ever spent a day in nature?
● Exclamation	The gorilla pounded her chest!
● Command	Watch the zebras graze in the grassy field.



## Simple Sentence Builders

Who or What?	Action?	Who or What? Where? When? How?
Lions	hunt.	
Lions	hunt	for their prey.
Lions	hunt	for their prey in the grasslands.

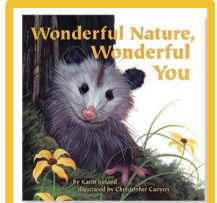


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## Simple Sentence Builders

### YOU DO

Who or What?	Action?	Who or What? Where? When? How?
Flowers	grow	
Flowers	grow	



by Karin Ireland  
Illustrated by  
Christopher Canyon

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## Sentence Anagrams

wonderful.

Nature

is

wonderful

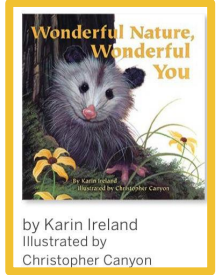
nature

is



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## Sentence Anagrams



change	into	Caterpillars	butterflies.
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change	into	caterpillars	butterflies
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## Sentence Anagrams

### YOU DO

*requires  
of  
writing  
composition  
and*

*skills  
foundational  
integration  
the  
writing*



***Writing requires the integration of foundational writing skills and composition.***

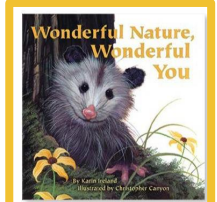


# Sentence Combining

- Simple and Compound Sentences
- Expanding Sentences

# Sentence Combining: Compound Subjects

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by Karin Ireland  
Illustrated by  
Christopher Canyon

*Dolphin swim in the ocean.*

*Fish swim in the ocean.*



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*Dolphin **and** fish swim in the ocean.*

# Sentence Combining: Compound Subjects

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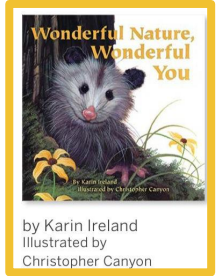
## YOU DO

*The gorilla protected her baby from danger.*

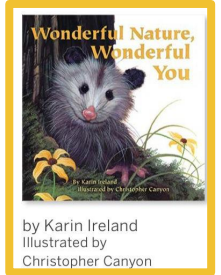
*The giraffe protected her baby from danger.*

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*The gorilla **and** giraffe protected their babies from danger.*

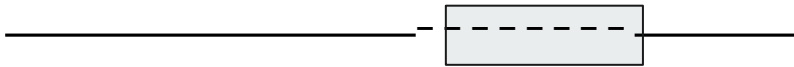


# Sentence Combining: Compound Predicates



*The beavers build a home in a stream with branches.*

*The beavers build a home in a stream with mud.*



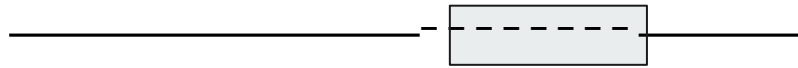
*The beavers build a home in a stream with branches **and** mud.*

# Sentence Combining: Compound Predicates,

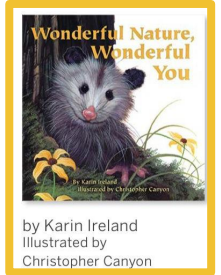
## YOU DO

*Flowers bloom in the spring.*

*Flowers look pretty.*



*Flowers bloom in the spring **and** look pretty.*



# Simple and Compound Sentences

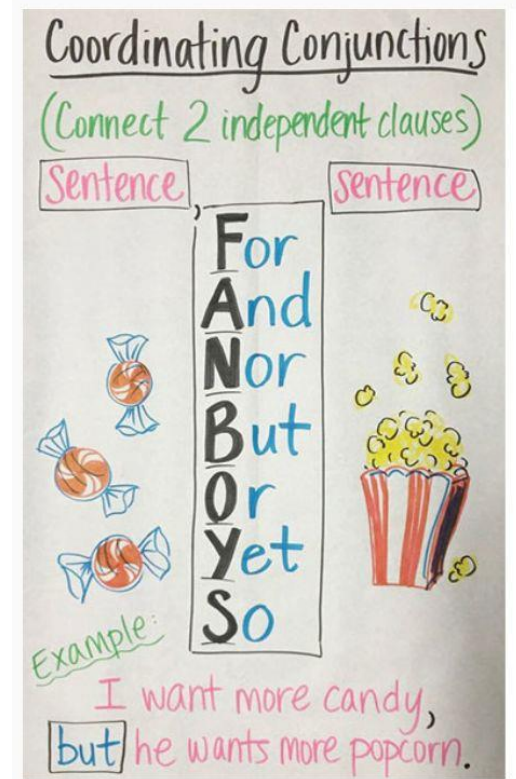
Joining two sentences (two complete thoughts) together with coordinating conjunctions:

*Dolphins swim in the ocean.*

*Birds fly in the sky.*



*Dolphins swim in the ocean, and birds fly in the sky.*





# Simple and Compound Sentences

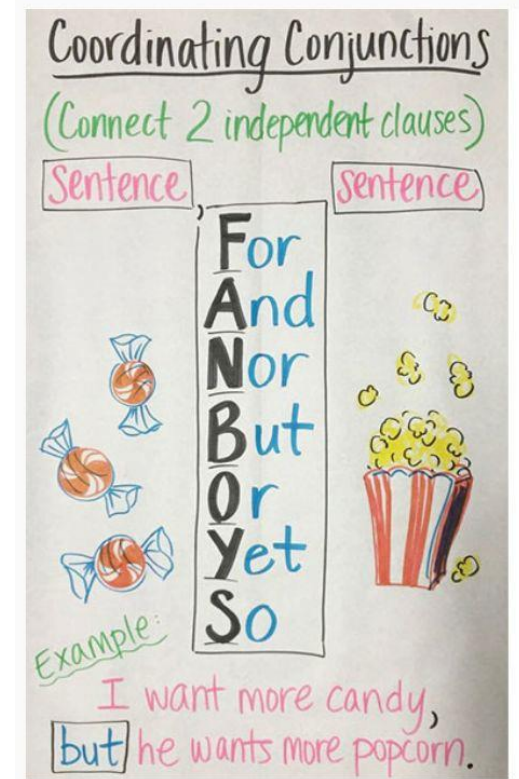
**YOU DO**

*The tadpole became a frog.*

*The caterpillar became a butterfly.*



*The tadpole became a frog, **but** the caterpillar became a butterfly.*



# Sentence Combining: Conjunctions

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*The beavers' dam washed away in the flowing water.*

*The beavers worked together to rebuild the dam.*

---

*The beavers' dam washed away in the flowing water, so they worked together to rebuild the dam.*

# Sentence Combining: Conjunctions

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## YOU DO

*The lion knew it was time to eat.*

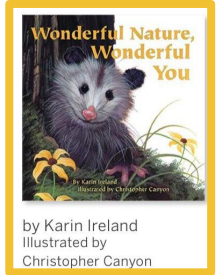
*The lion chased its prey.*

---

*The lion knew it was time to eat, **so** he chased its prey.*

*The lion chased its prey **because** he knew it was time to eat.*

***Since** the lion knew it was time to eat, he chased its prey.*





## **Sentence Strategies Can Be Practiced In:**

- Morning message
- Calendar time
- Read Alouds
- Shared Reading
- Do Nows/Warm Ups/Bell Ringers
- Exit Slips

# Writing Expectations

<b>EXPECTATIONS Composing Skills</b>	<b>EXPECTATIONS Transcription Skills</b>
<b>Kindergarten</b>	
<ul style="list-style-type: none"><li>• Composing is expressed primarily through speaking, dictating, or drawing.</li><li>• Students may attempt to write messages of their own and read them back.</li><li>• Students produce complete sentences when speaking.</li><li>• Students use frequently occurring nouns, verbs, and question words while composing.</li><li>• Students capitalize the first word when writing a sentence.</li></ul>	<p>Students:</p> <ul style="list-style-type: none"><li>• Know that writing differs from drawing, has distinct letter forms, and can be read back</li><li>• Know how to write at least some letter forms</li><li>• Know that spaces are between words</li><li>• Know that writing goes from left to right and is organized from top to bottom of the page</li><li>• May or may not know the alphabetic principle and produce early phonetic spellings of some sounds in words</li></ul>



# High Quality Instructional Materials

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## WRITING: BEST PRACTICES

### Program includes explicit instruction in **transcription** skills

- Handwriting (K-3)
- Spelling (connected to phonics)
- Conventions
- Keyboarding (2<sup>nd</sup> +)

### Program includes explicit instruction in **translation** skills

- Grammar
- Sentence structure
- Writing processes
- Text structure
- Connected to texts students are reading

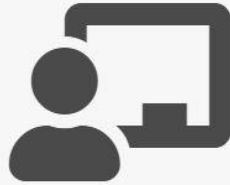
# Keep on Learning

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[Want to Improve  
Children's Writing?  
Don't Neglect Their  
Handwriting](#)

[By Steve Graham](#)



Learning Management  
System

Online training tool

[Ohio's Introduction to the  
Science of Reading](#)



[How Handwriting Supports  
the Science of Reading](#)

# How did we do?

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## Objectives

- Understand the reasons why writing is important.
- Review the research consensus on effective writing instruction.
- Evaluate handwriting checklist.
- Adopt evidence based practices for foundational skills and sentence composition.
- Evaluate grade level expectations for composition and transcription skills.

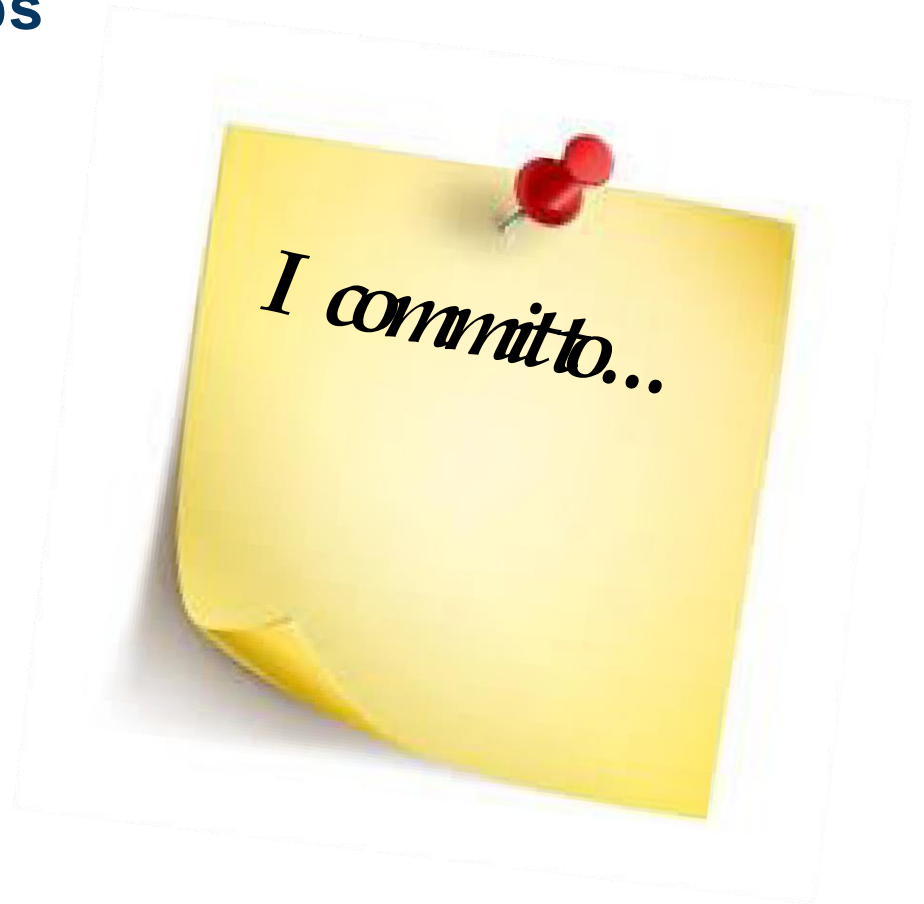


# Reflection and Next Steps

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What's going well with your writing instruction?

What are your areas of refinement?





# Resources

[LETRS Third Edition](#)

[WWC | Practice Guides – Institute of Education Sciences](#)

[Reading Rockets](#)

[The Writing Revolution](#)

[Writing to Read: Evidence for How Writing Can Improve ...](#)