

# Writing & Spelling Instruction

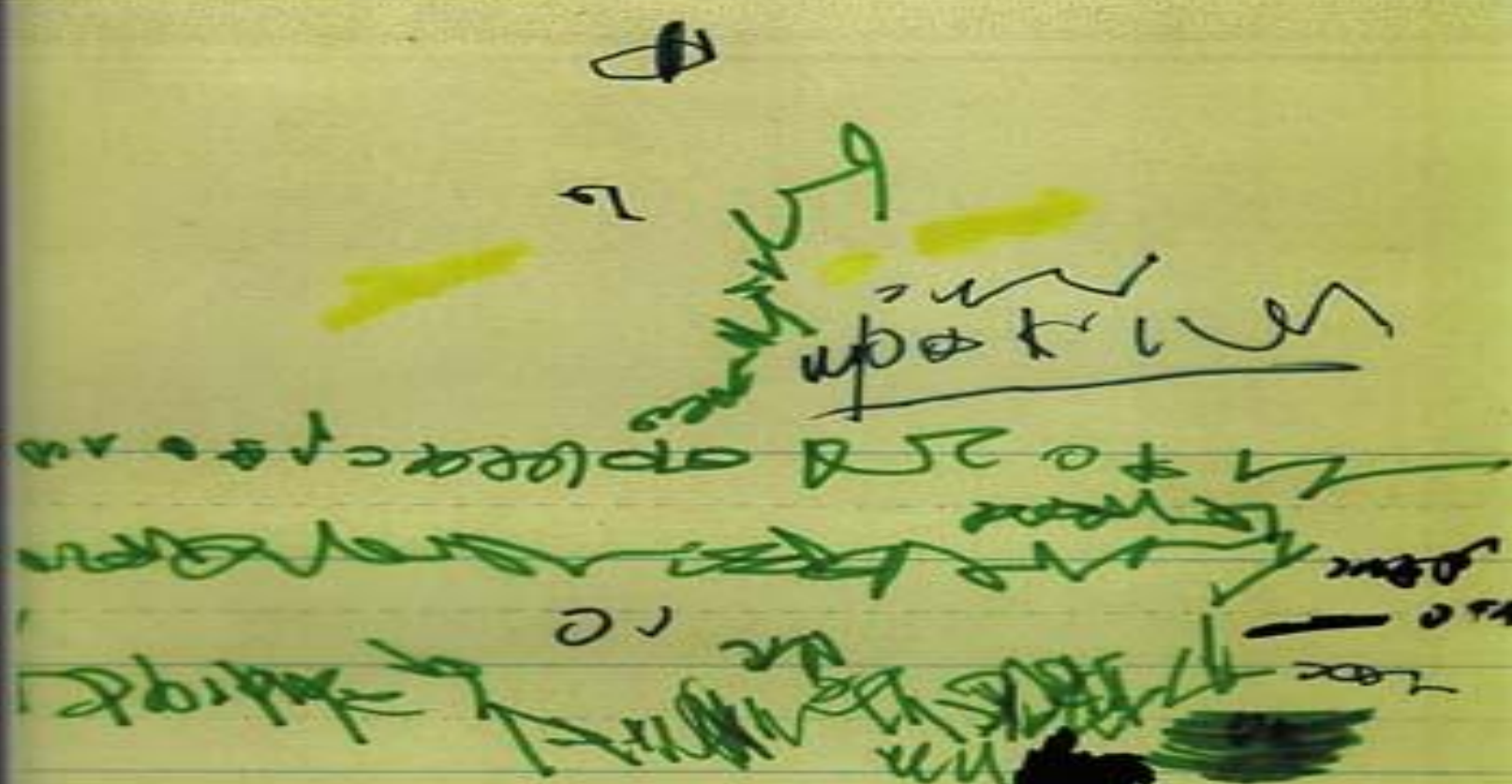
SPE 509

# Ponder

- If someone came to my room looking for a writing-rich classroom, what would they see/not see?
  - Write as much as you can about the topic for 5 minutes.
  - Share your writing.



Handwritten text in Tamil script on a green background. The text is written in a cursive style and appears to be a list or a series of notes. The characters are black and the background is a solid green color.



It says  
Happy Valentines Day  
to Ashlee



Dec 90  
Kayla





Everybody's name



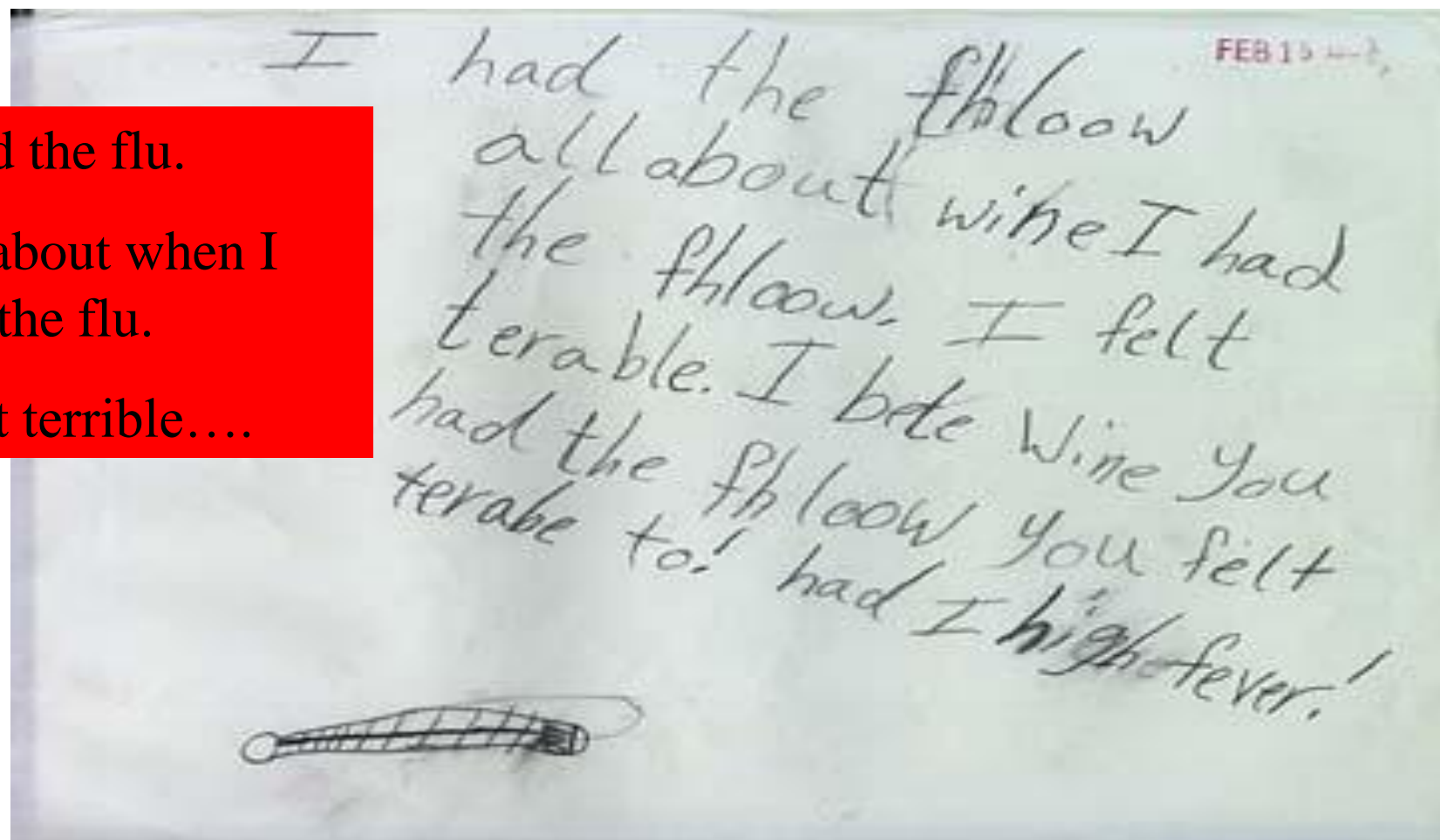
Dear Mrs. Campbell  
I did like yr  
Letr you R the bes  
techr I had

frum  
Sean

I had the flu.

All about when I  
had the flu.

I felt terrible....





# Emergent Writing – Stages

- Precommunicative
- Semiphonetic
- Phonetic
- Conventional
- Morphemic/Syntactic

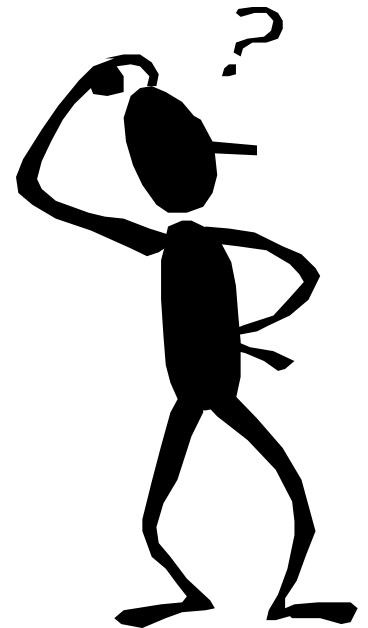
Early, children should be encouraged to write, and to use a number of writing strategies to begin ideas.

***Preventing Reading Difficulties in Young Children***

Report of the National Reading Council, National  
Academy of Sciences

# Some Writing Problems of Students

- Activating Background Knowledge
- Knowledge of Text Structures
- Perceiving Self as an Informant
- Organizing/Categorizing Ideas
- Metacognitive Use of Strategies



# The writing workshop generally requires:

- ✓ Mini lesson (20% of class time but rarely more than 15 minutes)
- ✓ Independent reading or writing time (60% of class time)
- ✓ Sharing (20% of class time)

# A Typical Lesson

- Lesson starts with a mini-lesson that is usually 5-20 minutes long.
- Students proceed with their own writing. they will be at various stages in the process.
- At the end of the lesson students need a chance to share their writing.



# Workshop Approach Vs. Traditional Approach

## Traditional:

- Teacher decides what books to read and what papers are written
- Same reading and writing assignments
- Teacher asks questions and student answers
- Risk taking discouraged
- One right answer
- Limited assessments

## Workshop:

- Students choose what to read and write
- Guided by the teacher
- Keeps a reader's notebook and a writer's notebook
- Lots of reading and writing done in class
- Taking risks is encouraged
- Connection between classroom and outside world
- Student-student discussions and student-teacher discussions
- Self-assessment encouraged
- Note books and assignments part of the assessment

# Journal Writing

# TEACHING TECHNIQUES

1. Keep writing and asking questions of the student even if he/she writes just a little bit.

Ask questions such as: provide more detail..., for the next time you write to me why not add... Such leading questions from a respondent provides the child with:

- \*A **purpose** for writing and an **audience** for writing

- \*Provides them the “space” and “time” to “try out” strategies. Ask questions such as “did you notice?” or “tell me more about.” The focus is on what the child can **contribute to a learning community through his or her own writing.**

- \***Aligns cognitive and social components of writing:** students can “hear” needs and questions of an authentic **audience**

- \***You’re providing instruction which leads development and fostering the development of a literacy “community”**

Examples: Student: I like football. I like play  
**skateboard.** I like kick.

Teacher: Hi, Tom! How are you? I see  
you like to watch football. I like to also,  
especially at the MSU football stadium!  
Do you have a skateboard? Where do  
you ride it? I had one when I was  
little, I loved riding it! Have a good  
day! From, Miss Jones

Examples: Student : I like to play silent **speed**  
**ball.**

Teacher: What is **silent speed ball**?

Notice the importance of following students' ideas and asking **questions that require the students to teach you about their topics and ideas.** The students become **experts** on their topic that is shared with you.

2. Suggest new topics related to the child's family, seasonal holidays or school events when the child has difficulty coming up with topics.

Examples: Teacher: Hi, Tom! How are you?

*For this journal writing, I would like you to tell me what you are going to do for **Thanksgiving**. Are you going anywhere? What are you going to eat? From Miss Jones.*

Teacher: Hi, Tom! It sounds like you'll eat a lot for Thanksgiving. Can you tell me **3 things you like about yourself**?  
From Miss Jones.



3. Use the journal writing to provide encouragement or reinforcement to student for school accomplishments.

Examples: Teacher: Hi, Tom! How are you?

You are **doing super** working with

POSSE. There is only 1 thing you

... write to me. Tell me what

...ing to be for Halloween

...you're going to put your

...together. From Miss Jones.

The goal is **more** than simple reinforcement. It's important to be ENTHUSIASTIC about a student's writing. Use phrases such as:

- I really liked how you described this...
- I really liked this word you used...

REMEMBER THE STUDENT AS EXPERT.

See if you can pull out something from their text that's useful, something that helped you as a reader

4. Follow up on answered questions you raised in previous journal entries.

Examples: Teacher. Hi, Tom! Halloween was great! I had a lot of "spooks" come to my door for candy. When I was little, I loved trick or treating. My favorite costume was when I dressed as a rock and roll star. **Don't forget to tell me what you were on Halloween .** From, Miss Jones.

**Write back with an experience of your own.** Remember your role is in part to **model effective writing strategies** to the student and to encourage the student to write back in a responsive manner.

Show how to produce **EXTENDED** writing through an example from your own life.

That was a rich description of  
I. You gave a lot of detail!!! I  
use of multiple exclamation  
tried them myself! Your  
s about my family reunion were  
can see I left out some detail  
needed to know. Yes, we played  
ames at our family reunion. We  
oftball, football, and tag. We  
ng songs at our family reunion.  
old a lot of stories about our  
round a campfire. I was ten, but  
ber some of the stories even  
now about my grandparents. We ended  
the day by making S'mores at the  
campfire, too. Do you know what  
Smores are? I miss my grandparents.  
Can you tell me more about your family

6. Look for transfer and intertextuality (student using your ideas, language, or questioning strategies) and document these occasions. Encourage student to ask you questions of you and reinforce that behavior.

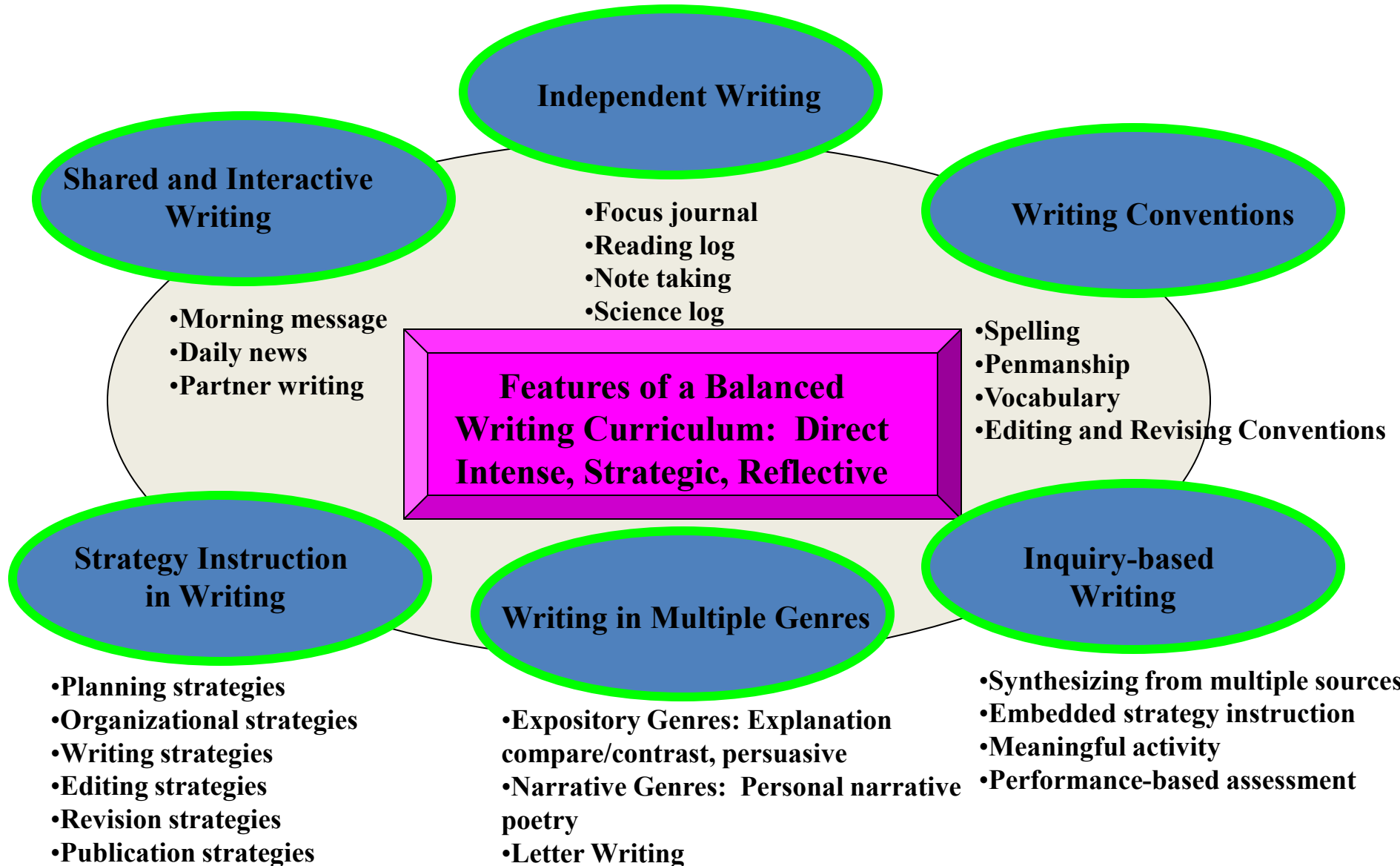
Examples: Student. It is a game (speedball) you play with a ball. You have to be very quiet and throw the ball. If you make a sound you are out. If you miss the ball you are out. I liked the food at our reunion. I ate a lot!!!!!! We didn't play games. We sang some songs. Did you sing songs at your family reunion? How old were you?

Teacher. That was a rich description of speedball. You gave a lot of detail!!! I

Uptake- the student also used three exclamation points!!!



# Meeting the Challenge: Best Practice in Writing Instruction for Students with Learning Disabilities





I am a expert at  
snakes. I take gar  
of snakes. And i tanm  
snakes.



Now you know how to play

The game. Do you want to know

how to play?

Now you know.

# Difficulty in Categorizing/Organizing Ideas

- Failure to have a clear beginning, middle, and end of paper
- Some categories... but few supporting details and little depth to categories
- May have one category with supporting details, but lacks the breadth necessary for a complete paper
- May have very little written production or have extensive written production that is associative or rambling

# Key Instructional Ideas

- “Hold” Ideas for your students
- Build a shared fund of knowledge using the resources of the whole group.
- Use memory aids

# Does Not Perceive Self as Informant (Author)

- Egocentric writing--does not acknowledge needs of external audience; Eg., “I like baseball. Baseball is good to me. I love the sport.”
- Does not express the purpose of writing; does not interact consistently with audience throughout the entire paper; little sense of author’s personality in paper; little use of conventions that demonstrate communication with audience (e.g., questions, dialogue, exclamation marks, humor)
- Student views writing as a “task to get done”
- For most students, writing is not a process, but a single draft.



Today I had to learn a  
game. my fraind had to  
teach me a game

## Baseball

Because it's a good sport.

Because I can win a trophy.

Because I like trophies. I could put them in my room. So my room would look nice.

# Key Instructional Ideas

- The teacher cannot be the sole audience for a student's writing
- We must be very thoughtful about the messages we send our students about “what counts” in writing by the ways we assess writing
- The first question we might ask of writing: “Where is this going?” (I.e., for what authentic audiences and purposes are we writing?)
- Explain “Publication”
- Create a “community of authors”

# Lack of Knowledge in Various Text Structures

- Student may have little idea of the purpose of particular types of writing and how writing can be organized differently, depending upon type of writing
- Student may exhibit a sense of “learned helplessness” when asked to write; may appear confused when asked to write in a new text structure

My experiment is supposed to show which hole has the biggest jet of water because of water pressure.

My equipment was a plastic bottle, a pair of scissors and, of course, water.

I took the bottle and I poked out  
3 holes, at the top, at the middle  
and at the bottom, then my dad and  
I put our fingers on the holes  
and filled the bottle with water.

I want you make a cake  
will teach you the first  
thing is you need flower  
then eggs then you  
need some cake mixs!

# Explanation

Events sequenced in chronological order to explain a process. Found in science and engineering.



What is being explained? How to build a kite

Materials/things you need?

string, paper, scissors, sticks

Setting?

Keywords

Steps

First?

Second?

Third?

# Expert Paper

An expert paper is an informative text that demonstrates the author's factual knowledge about a topic.

Where it lives?

Geographical

Climactic



What it Looks  
Like?

Appearance

Red Uakari  
“Primate”

What it does?

Habits

Raising Young

What does it  
eat?

Introduction - Beginning

I want you make a cake will

Limited Keywords

teach you the first thing is you

Materials 1. 2.

need flower then eggs then you

**Just Happens! - No steps**

need some cake mixs!

# Metacognitive of Writing Strategies and Writing as a Process

- Often resistant to editing and revising
- Student may not employ strategies that good writers use to aid the reader

# Key Instructional Ideas:

- Frequently review the stages of the writing process and the critical questions that each asks of the writer
- Frequently ask students to self-evaluate
- Utilize examples and non-examples of papers

**SPELLING**

# Spelling as a cognitive process...

- Requires not only a basic knowledge of orthographic rules but also strategic application of those rules.
- Learning to spell is not a matter of memorizing the spelling of words.
- Important learning about spelling takes place as students interact with print.



# Developmental Perspective on Spelling Errors or Miscues

- 1= Prephonemic
- 2= Phonetic
- 3= Letter name
- 4= Transitional
- 5= Correct

Temple, Nathan, & Burris

# Prephonemic spelling

- Students have learned that letters or letter-like symbols represent language
- They use random strings of letters, numbers, and other “markings” to represent words.

# Phonetic spellers


- Have discovered phonetic principles of spelling
- Attempt to capture the sounds of words in their own writing
- They represent only some of the sounds in words (often only the first or last sounds)


R A L P E D

# Letter name spellers

- Represent all of the sounds in a word
- The sounds are represented on the basis of letter names

- E.g. spell *baby* as “BABE”; *letter* as “LETR”

- “YET” → 

- “YAN” →  one

- “LADE” → “lady”

- “TOH FARE MY TOH WET DON EAE JAAN

BAT SO CAN I HAVE SAM MANE”

( a child’s note to the tooth fairy)

[Tooth fairy, my tooth went down the drain but so can I have some money?]

# Transitional spellers

- Notice differences between conventional spelling and one's own spelling
- Incorporate some visual features into one's own spelling
- May overgeneralize these visual features
  - E.g. "EET" → "eat"
  - "ALTER" → "altar"
  - "BUSYNESS" → "business"
  - "Eightee" → "Eighty"

## Sample A: 13-year-old; referred to reading clinic

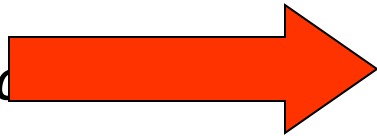
Love is like a game of football  
if you play the game right you both can win!  
Summer was nice and fun. It's nice to be  
with your friend's, a **transitional speller** It's time  
to play and a time to go places. I alwas have  
fun in the summer. My friends and I do new  
thing and go new place. Sometimes I go out of  
town, its nice to go on vacasn and to get out of  
the house.

## Sample B: 16-year-old; a student with LD

My dream is to work with handicapped people I want to help them and know there troubles and care for them Because if no one will love them how will. I think they are very smart but they just need more help then others. You have to have the time to learn and understand them. In this picture is a guy name Michael he is 14 and he is telling me about him. But what I've listen to what he says and does is that he is very smart and a great person. I have interview him on tape and I want you to listen to him and tell me that he is a very smart boy. I hope my dream comes true and then one day I'll know that they are great people and learn to love, live and laugh with them. You may think this is crazy and you don't have a disability in thing then I'll be honest with you. That you have a disability and face it. But it don't mean your dumb because I know I have a disability in some things.

# Instructions of Spelling

- Prephonemic spellers
  - *Cultivate understanding of letter-sound correspondence*
- *Repeated reading of a book aloud*
- *Language experience*

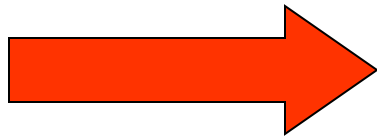


TOPICS



# Instructions of Spelling

- Prephonemic spellers
  - Promote use of strategies
- *Ask them to sound out what they hear, e.g. the first word*
- *Ask them to write down the letter that represents the sound they hear and listen for the next one*
- *Use a written conversation to support their spelling*



J O L A M ~~W~~ V L L O K  
B E ~~E~~ O W + ~~Z~~ A N  
M O =

Hi! What is your name?

Special ed teacher

Manim is Joseph Montoya

Hi! What is your name?

My name is Lynn

Do you have any brothers?

~~I~~ I have two brothers

Do you have any daughters?

Yes, I have one daughter  
name is Kara

No, she is 19. She's 11.

Do you have any daughters?

No, I don't have any daughters.

General ed teacher

Two strategies revealed to Joseph:

--Use the print in his environment

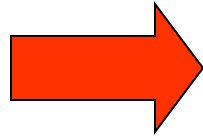
--Listen to and represent the sounds in words

# Instructions of Spelling

- *Demonstrate how to listen to syllables and then sounds*

- Phonetic spellers

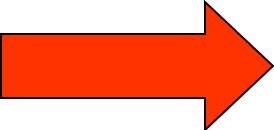
- Help students examine the words more carefully
- Listen to ALL sounds



*“Let’s listen to the word again in parts, like what you were doing. You have the first two sounds that you hear in rain. Let’s listen to the end of rain—rain [drawing the word out and slightly emphasizing the end]. Write down the sound that you hear—where will it go? That’s right, after r and a. Now, let’s listen to the second part of rainbow—rain-bow...bow...bow. You have the first sound of bow, don’t you? Now, let’s listen to the second sound—bow (again drawing the word out and slightly emphasizing the o sound on the end). Good—you hear an o too—where would you put it?”*

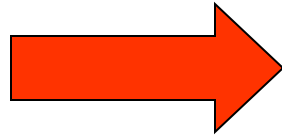


# Instructions of Spelling

- Letter name spellers
    - Increasing need to incorporate visual information from reading and instruction
    - Incorporate visual information into their knowledge of spelling
- 
- *Encourage students to teach themselves to spell words as they read.*
  - *Emphasize visual information in conventional spellings*  
*“Think about what the word looks like.”*  
*“That’s the way \_\_\_\_ sounds but it’s not the way it looks.”*
  - *Use the environmental print*

# Instructions of Spelling

- Transitional spellers
  - Encourage editing behavior



- *Mark words in writing that “don’t look right”*
- *Encourage self-correction strategy*
  - *E.g. rewrite the word in different ways and decide which spelling looks the best*
- *Use computer to spell check*
- *Develop individual spelling list*

# Principles for Teaching Spelling to Students with Learning Disabilities

- Teach in small units
- Teach spelling patterns
- Provide sufficient practice and feedback
- Select appropriate words
- Teach spelling through direct instruction
- Use instructional language
- Include dictionary training

# Distribution of Types of Writing

Grade	Writing to Persuade	Writing to Explain	Writing to Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

# Recommendations from the PARCC Model Content Frameworks

Per quarter, students in grades 3-12 will read:	Over the course of an academic year, students in grades 3-12 will engage in:
5-9 short texts	Routine <u>writing</u>
At minimum, 1 extended text	Written analyses (to argue or to inform)
A balance of informational and literary texts (50/50 in 3-8; 70/30 in 9-12)	Research writing
	Narrative writing (35% in 3-5; 30% in 6-8; 20% in 9-12)



More young people are learning how to sew, a hobby that used to be associated mostly with grannies.

Write a cause-and-effect essay that explains the reasons for the increased interest in sewing among young people. Then, suggest another hobby that you think might grow for similar reasons, and explain why you chose this hobby. Read the article *Not Your Granny's Sewing Club* to learn more about the background of the new sewing craze.

# Exercise

- What is the purpose for writing this essay?
- Use an activity to demonstrate how you plan for writing this essay.
- What would a good essay on this topic look like? Please be as specific as you can.