



Beginning to Write
Video Note Taking Guide
Presenter: Karen Valdes


Today's Session 

- Understand the role of letters and sounds in learning to write
- Understand conventional spelling is developed through focused instruction
- Understand the role of organizational strategies and mechanics in writing and how they are taught most efficiently
 - Developmental writing stages
 - Different kinds of writing/structures
 - The writing process
 - Teaching mechanics
 - Assessing writing to inform instruction

Writing Begins 

- When students use their knowledge of letters and sounds to write:
 - Pretend words
 - Real words
 - Phrases
 - Sentences
 - Ideas
 - Paragraphs

Prealphabetic Writing



No association of sound/letter

Alphabetic Writing



Known words and sounds

Later Alphabetic Writing

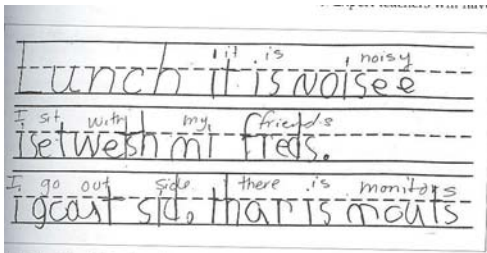


Figure 1.5. Later alphabetic writing with teacher's notes from student's rereading.

More matching of sounds/letters

Learning the Spelling System



- Students begin to associate sounds with letters and use them to approximate words.
- This temporary spelling reinforces phoneme awareness and phonics instruction.
- Students begin to use conventional spellings as letters, rules, and patterns are introduced.

Grammar and Mechanics



- Early punctuation (ending) and capitalization (names, beginning of sentence) should be introduced as students write phrases and sentences.
- Teachers should expect early usage of CUPS to support later writing.

2 kinds of Writing with Different Terminologies and Structures



- | | |
|--------------------------------------|-------------------------------------------|
| ■ Narrative:
tells a story | ■ Expository:
gives information |
| • Beginning | • Topic sentence |
| • Middle | • Introduction |
| • End | • Body |
| • Character, setting, plot | • Conclusion |

2 kinds of Writing with Different Terminologies and Structures



Goldilocks and the three bears

vs.

The three types of bears found in the woods of North America

Different Types of Writing



■ Different types of organizational structures.

beginning	middle	end
introduction	body	conclusion

Different Types of Writing



■ Narrative

- Beginning
 - Context
 - Characters
 - Setting
 - Problem
- Middle
 - Details
 - Description
 - Dialogue
- End
 - Solution
 - Resolution

■ Expository

- Introduction (research, persuasion, description)
 - Topic sentence
- Body
 - Reasons/facts/details
 - Elaborations
- Conclusions
 - Summary
 - Call to action

Writing is a Process



- Prewriting
- Drafting
- Revision
- Proofreading
- Publishing

Prewriting is:



- Getting organized and mapping out the writing.
- Deciding what will go into the beginning, middle, end.
- Talking about the subject, making connections.
- Modeling what the writing will look like.

Drafting



- Getting the ideas down on paper
- Determining where each piece of the planning will go
- Practicing skills that support the genre (note taking, description, dialogue, fact and opinion, etc.)

Revision



- How can each sentence sound better and provide more information for the reader?
- Share writing with a partner

Proofreading




- How did the students use CUPS (Capitalization, usage, punctuation, and spelling)?
- These skills are best taught, practiced, and immediately applied to student writing.

Publishing



- Gives the writing purpose
- Determines the audience for the writing
- May impact how students plan and write the essay

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First Grade

Quality and Quantity of Evidence in the response are the focus when rubrics are applied. See the table below for more information on rubrics.


Performance Level	Writing Application: 7-8 Page Essays Minimum of 100 words. Complete. Minimum of 100 words. Complete.
4	<ul style="list-style-type: none"> 7 pages or more of 7 paragraphs in addition to a short paragraph for the opening and closing.
Content	<ul style="list-style-type: none"> All content addresses the issue. All content is relevant and on-topic.
Structure	<ul style="list-style-type: none"> Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.
Language	<ul style="list-style-type: none"> Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.
4	<ul style="list-style-type: none"> All content addresses the issue. All content is relevant and on-topic. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.
3	<ul style="list-style-type: none"> All content addresses the issue. All content is relevant and on-topic. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.
2	<ul style="list-style-type: none"> All content addresses the issue. All content is relevant and on-topic. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.
1	<ul style="list-style-type: none"> All content addresses the issue. All content is relevant and on-topic. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered. Paragraphs are clearly marked and numbered.

Student Sample


Score: 3

The writer's idea is clear and specific and is supported by relevant details. The writer's organization is clear and logical. The writer's use of language is clear and appropriate. The writer's use of language is clear and appropriate.

My favorite animal




The giraffe is my favorite animal. It is very tall and has a long neck. It lives in the savanna. It is very smart and can run very fast. I like to see a giraffe in a zoo. It is very beautiful and I like to see it. It is very smart and can run very fast. I like to see a giraffe in a zoo. It is very beautiful and I like to see it.

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Holistic vs. Analytic Scoring

- In holistic scoring, all of the features of writing are viewed as elements of the whole piece of writing in general.
- In analytic scoring, each element of the writing is viewed and assessed separately.

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Preparing Student Feedback

- Student feedback should be highly focused and limited to only important new learnings.
- Too much feedback is overwhelming to the student.

Preparing Student Feedback



- Student feedback should be accompanied by specific examples from the writing.
- Students should always respond to specific feedback by revising their writing.

Adjusting Instruction



- Identify where students fell short of proficiency.
- Identify the standard that describes proficiency.
- Identify how and when you taught the standard.
- Identify how you will change your teaching to address student writing problems.

In Summary



- Writing = words (sounds/letters) + ideas
- Conventional spelling must be taught through rules and patterns.
- Writing is a process.

In Summary



- Different kinds of writing require different organization.
- Grammar and mechanics must be taught, practiced, and applied to learning.
- Focus on new learning in providing student feedback.
