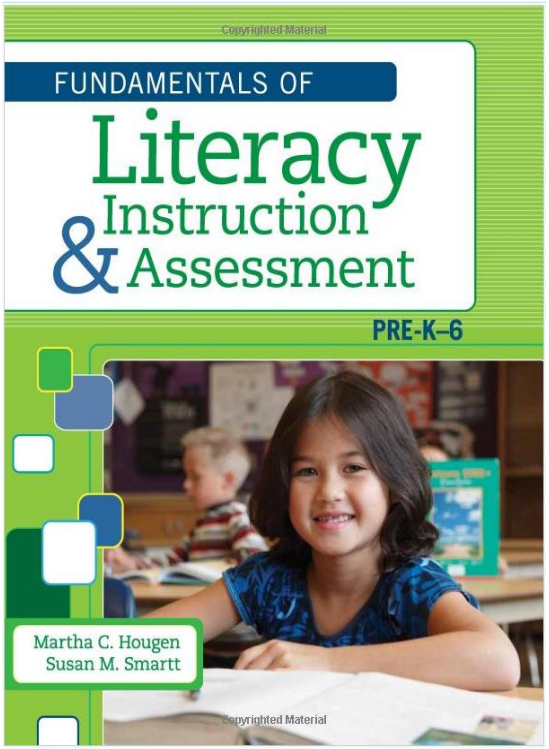
K-3 Writing Foundations Research Based Writing Instruction Overview

Becky Rapier

Arizona Department of Education

2016

Resources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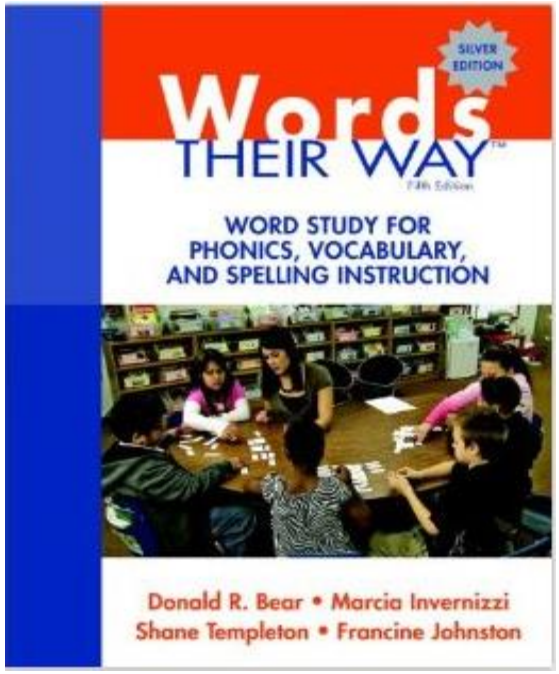
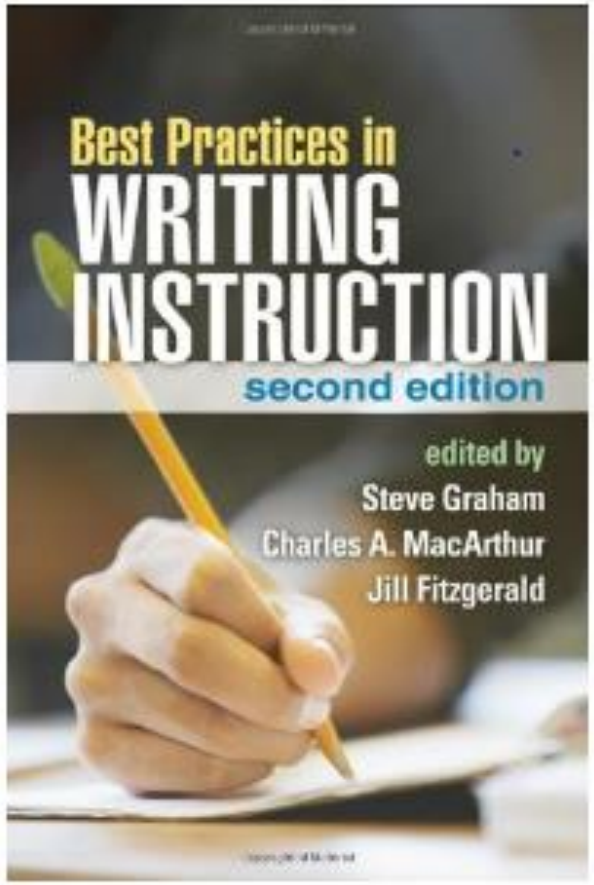
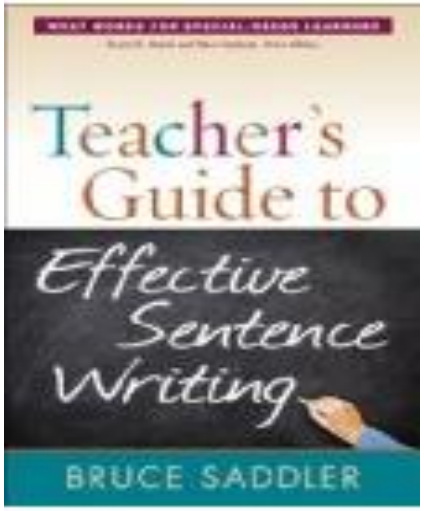
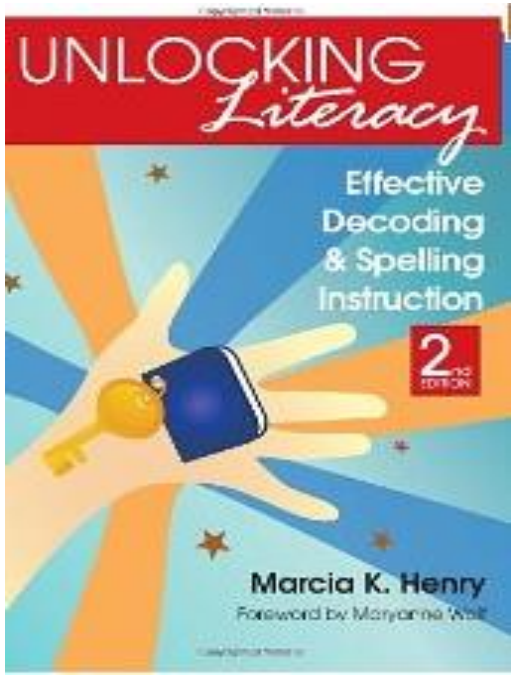
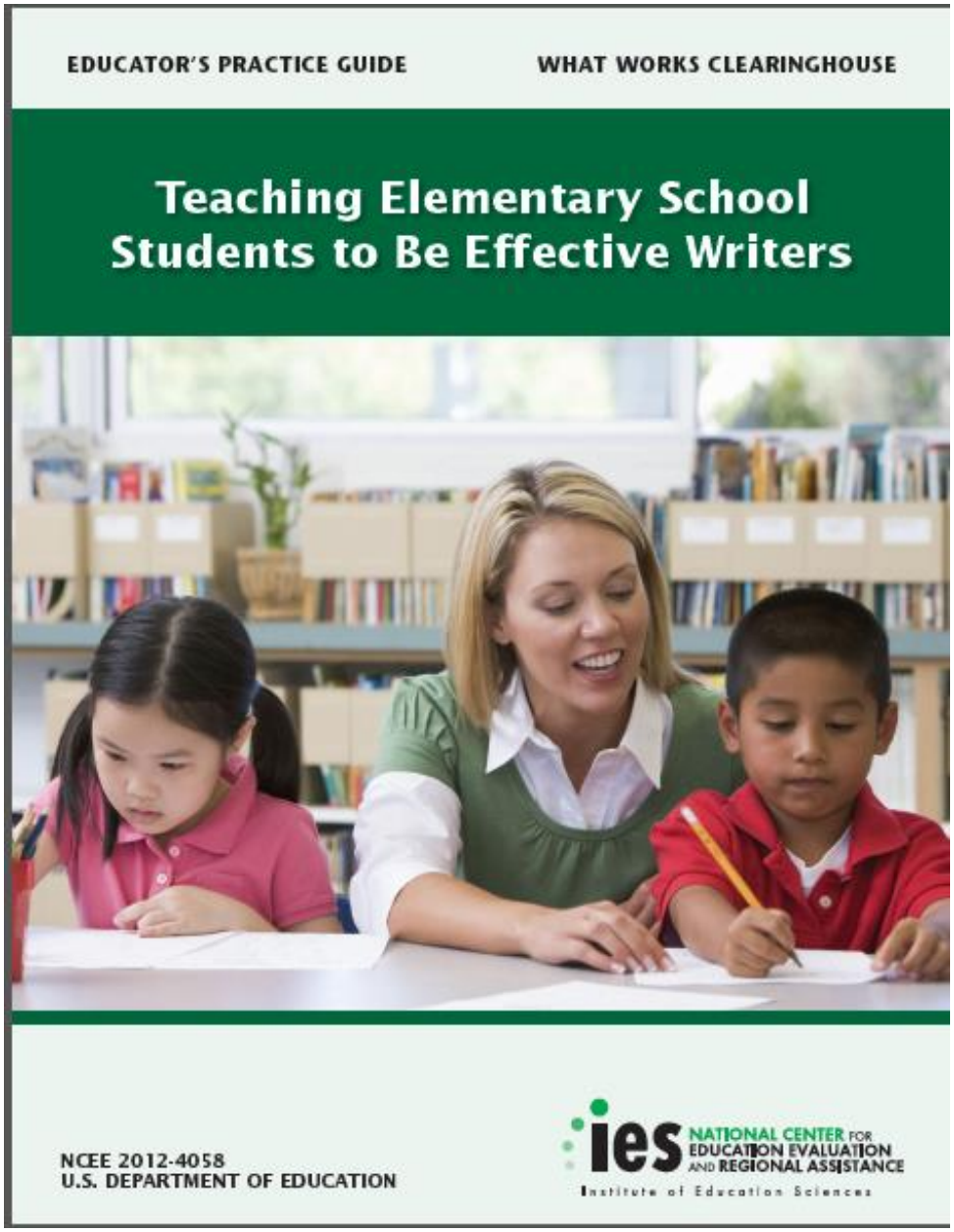

SILVER EDITION
Words
THEIR WAY
WORD STUDY FOR
PHONICS, VOCABULARY,
AND SPELLING INSTRUCTION
Donald R. Bear • Marcia Invernizzi
Shane Templeton • Francine Johnston


Best Practices in
WRITING
INSTRUCTION
second edition
edited by
Steve Graham
Charles A. MacArthur
Jill Fitzgerald


Teacher's
Guide to
Effective
Sentence
Writing
BRUCE SADDLER


UNLOCKING
Literacy
Effective
Decoding
& Spelling
Instruction
2nd EDITION
Marcia K. Henry


EDUCATOR'S PRACTICE GUIDE
WHAT WORKS CLEARINGHOUSE
Teaching Elementary School Students to Be Effective Writers
NCEE 2012-4058
U.S. DEPARTMENT OF EDUCATION
ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Standards Hunt

The Foundational Writing Standards

- **Handwriting**
- **Spelling**
- **Sentence Composition**

Where can the Writing Foundation Skills of handwriting, spelling and sentence construction be found?

In the Language Standard

Getting Every Nugget

What does the Writing Standard address?

Composition

Fundamentals of Literacy Instruction and Assessment
Hougen and Smartt

3 Components of Writing Instruction

Direct instruction

Teacher modeling

Use of models and templates

Higher Order Cognitive Processes

- Writing Process
- Goal Setting
- Self Assessment of Writing
- Teacher Mod[illegible]g is essential

Writing Standar[illegible]d 5

Content Aspects of Writing

- Organization of Ideas
- Vocabulary, Details,
- Conveying of Meaning
- Mentor Texts are essential

Writing Standards 1,2,3,7,8

Basic Mechanics, Conventions, and Keyboarding

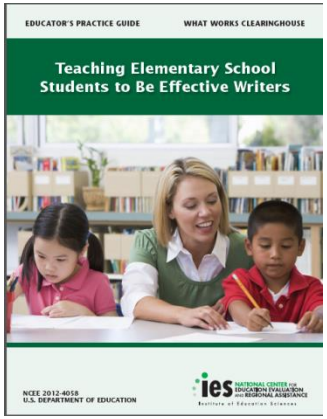
- Handwriting
- Spelling
- Grammar
- Usage
- Keyboarding

Language Standard 1,2,3,4,5
Writing 6

Essentials for Writing Development

- Provide daily time to write. ½ instruction, ½ practice
- Teach students to use the writing process and to write for number of different purposes.
- **Teach students to be become fluent with handwriting, spelling, sentence construction, typing and word processing.**
- Create an engaged a community of writers.

What Works Clearing House



Handwriting

"When students receive handwriting instruction their writing is better, is longer, and is more fluent."

Santangelo & Graham, 2012

How Automatic Are You?

Handwriting Instruction

Best Practices in Handwriting

- Progression
- Consistency
- Short Sessions
- Distributed Practice
- Multi-Sensory
- Motor Development
- Form Matters

Best Practices in Handwriting

Progression

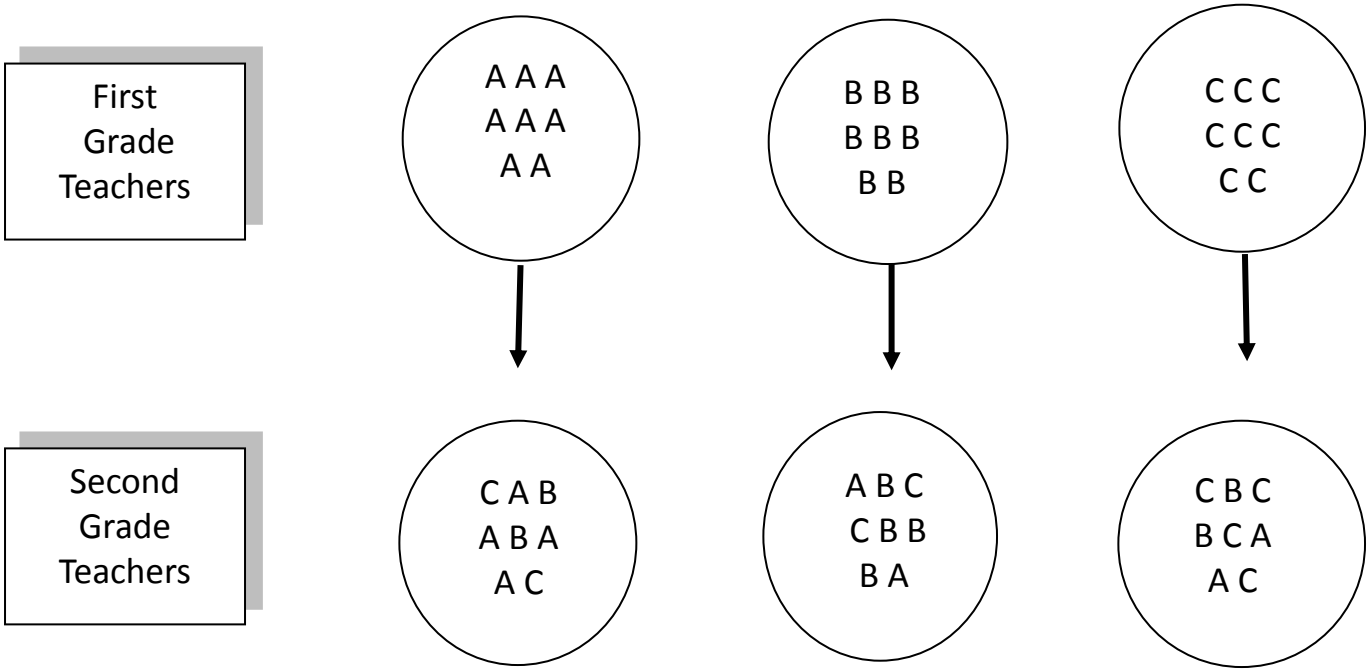
Not all letters need the same amount of time.

Group letters that are similar in formation together For example a, c, g, o and q begin with the stroke “around”.

Best Practices in Handwriting

Consistency K-3

Expectation& Terminology



Best Practices in Handwriting

Short Sessions

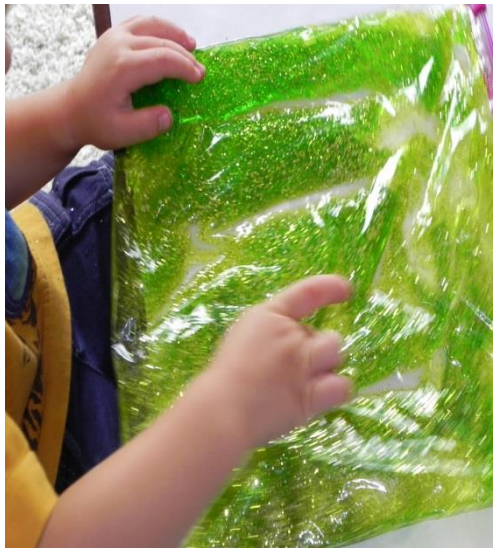
10 Minutes

Distributed Practice

teach-practice-feedback-practice

Best Practices in Handwriting

Multisensory- visual/tactilely



Best Practices in Handwriting

Motor Development

Large Motor Skills First- if needed

<u>Air Writing</u>

- Stand up
- Right hand/three fingers forward
- Teacher talks through movements

Teacher models, then students try

Best Practices in Handwriting

Form Matters

- Posture
- Grip
- Slant (left or right)

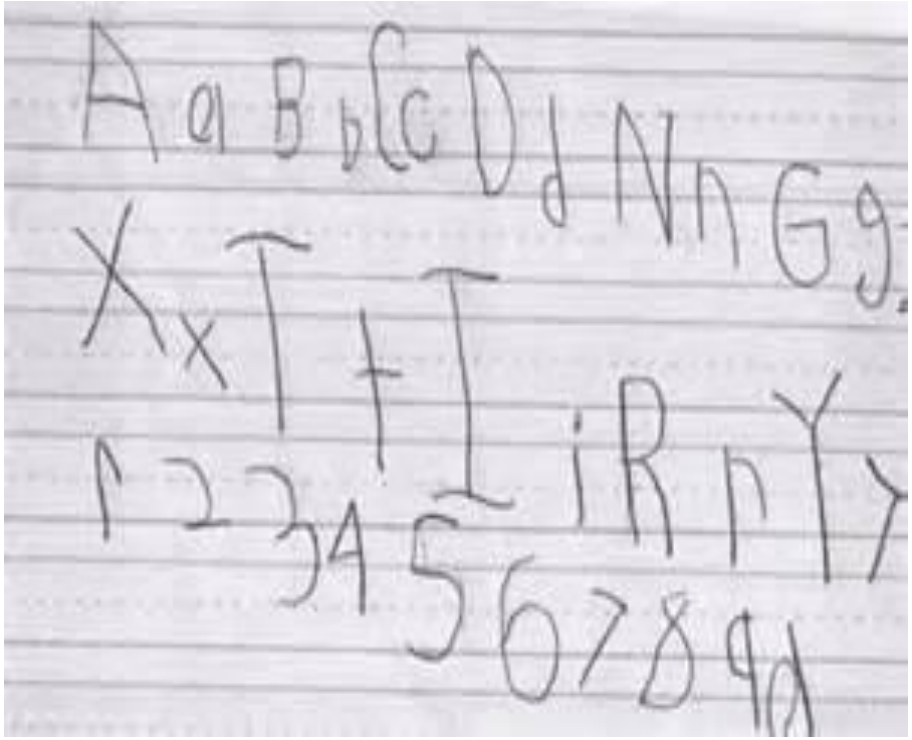
Initial instruction is necessary and important for building stamina.

Students will individualize over time.

Ideas for teaching letter formation

- Model how the letter is formed
- Provide a model for students to trace and copy
- Cover model and write from memory

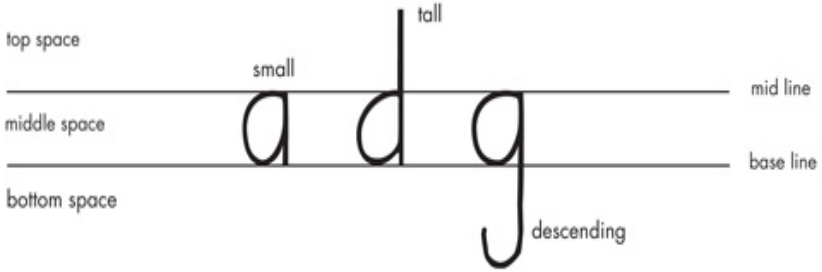
Figure 6.1. A trace-and-copy handwriting practice page.



Double Lines

Double lines help children place letters correctly, eliminating line confusion. The base line guide placement, and the mid line controls the size of letters. Students who struggle with start and placement on other styles of paper succeed on double lines.

Take a look at space.



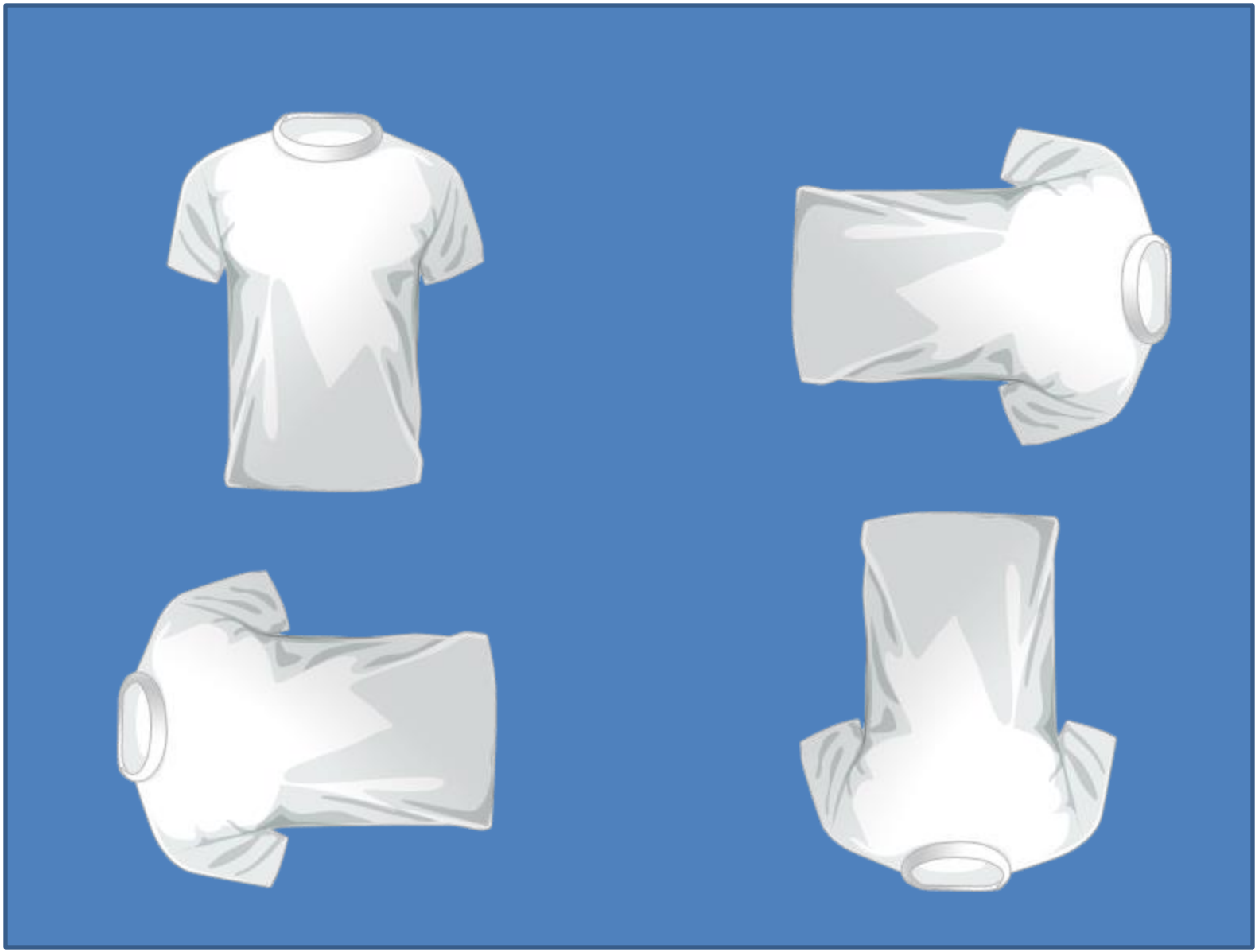
Line Generalization: Success on all Paper Styles

Our workbooks provide activities for children to experience different types of lined paper. They begin with the simple double lines, then we teach them to master all lines.

Have You Seen This in Your Classroom?

A Word About Reversals

What is this?



What is this?

b d

p q

Current Handwriting Standards

Kindergarten

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

Grade 1

a. Print all upper and lower case letters.

Draft Handwriting Standards

Kindergarten

Demonstrate and apply handwriting skills.

a. Match upper and lower case manuscript letters.

b. Write upper and lower manuscript letters, with reference to a model.

c. Write left to right using appropriate spacing between words.

Draft Handwriting Standards

Grade 1

Demonstrate and apply handwriting skills.

a. Write upper and lower case manuscript alphabet from memory using correct letter formation.

b. Write common grapheme (letter or letter group) for each phoneme.

c. Write with appropriate spacing between letters and words.

Draft Handwriting Standards

Grade 2

Demonstrate and apply handwriting skills.

a. Write legibly in manuscript using correct letter formation.

b. Transcribe ideas in manuscript with automaticity and appropriate spacing.

Draft Handwriting Standards

Grade 3

Demonstrate and apply handwriting skills.

a. Read and write cursive letters, upper and lower case.

b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.

SPELLING

Guiding Principles for Spelling Instruction

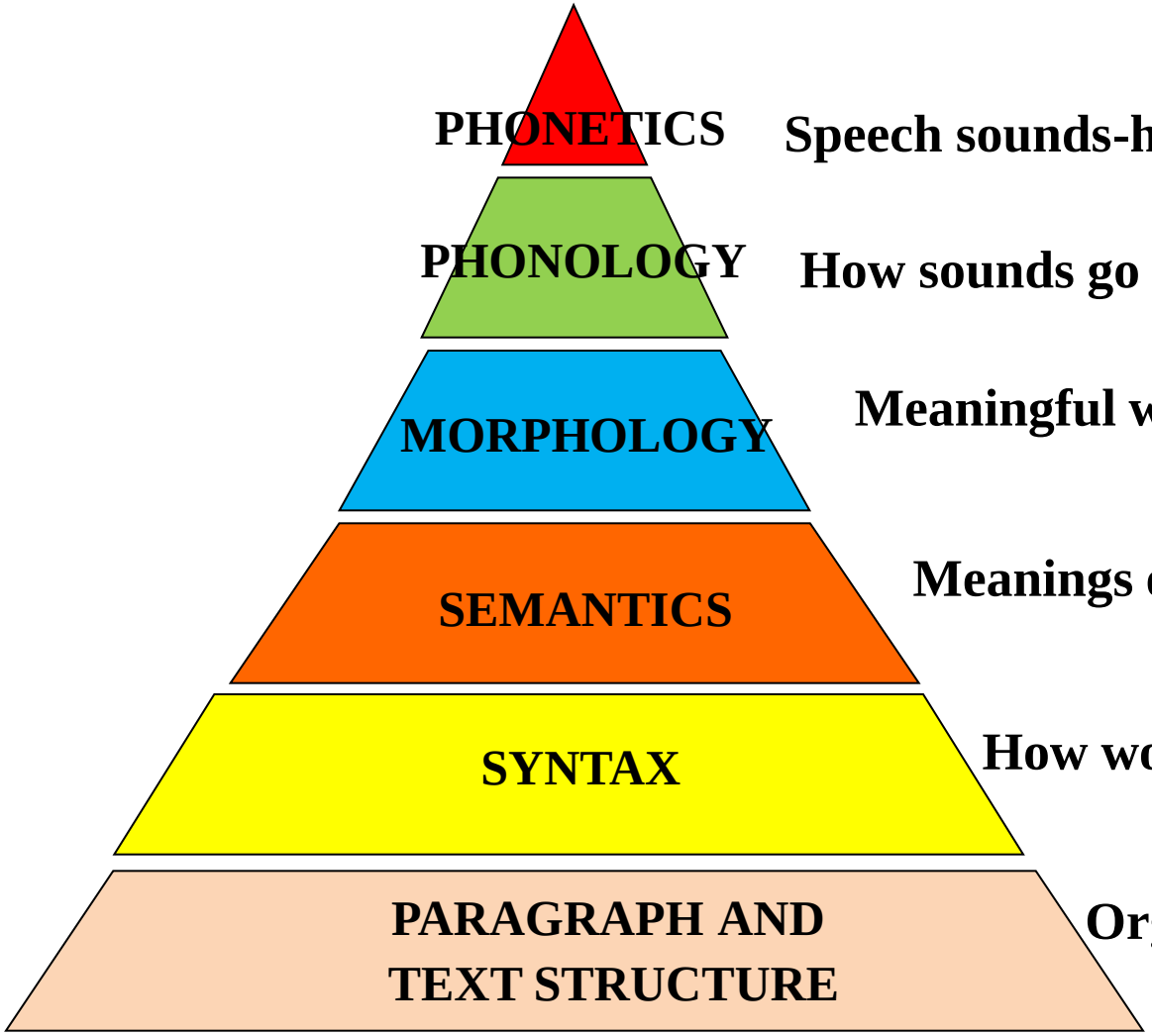
- Word lists based on spelling patterns
- Tasks that require analysis of both speech and print
- Introduction of 3-5 irregular words per week
- Frequent distributed practice

Hennessey, 2011

Spelling is more difficult than reading because…

we must encode or generate from memory all the letters that correspond to the spoken word.

Build A Language Foundation



Speech sounds-how produced

How sounds go together in words

Meaningful word parts: in-flat(e)-ed

Meanings of words, phrases, idioms

How words are ordered in sentences

Organization of sentences in text

Alphabetic Principle

40+ sounds

26 letters

15 one-to-one sounds

b, l, m, t...

11 2+ sounds

a, e, i, o, u,

c, g, n, s, x, y

letter groups

sh	th	ch
(sh)	(th)	(ch)
	(th)	(k)
		(sh)

Structure of English

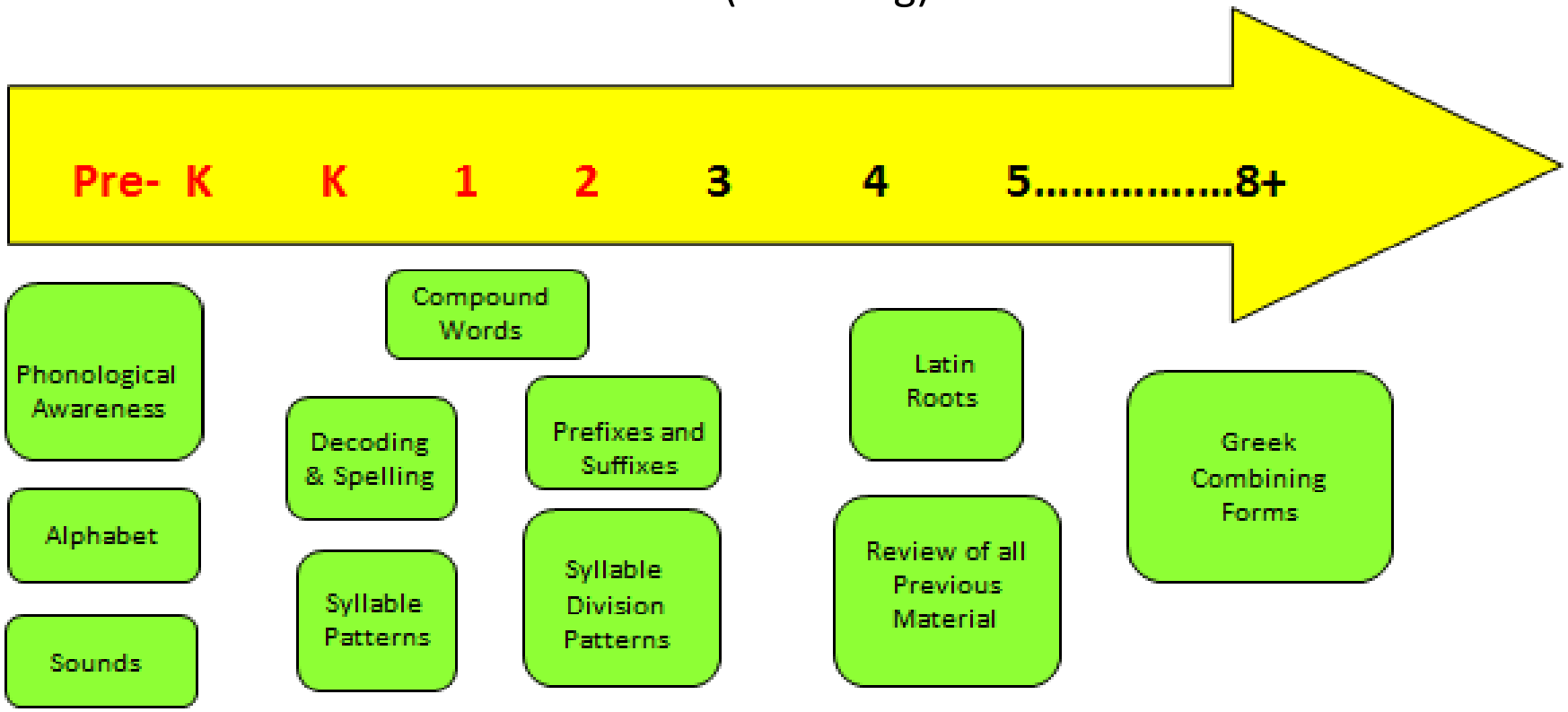
Stages of Reading and Spelling

LOGOGRAPHIC *PRE-K*	
PARTIAL or EARLY ALPHABETIC *LATE K~ EARLY GRADE 1*	• bat, job, pig
FULL or LATE ALPHABETIC *LATE1~EARLY GRADE 2*	• free, take, joking, shopping
CONSOLIDATED ALPHABETIC or ORTHOGRAPHIC *LATE 2~ GRADE 3+*	• un-de-ni-a-ble • un-deni-able

Ehri 1995, Moats 2000

The Continuum of Integrated Decoding and Spelling Instruction

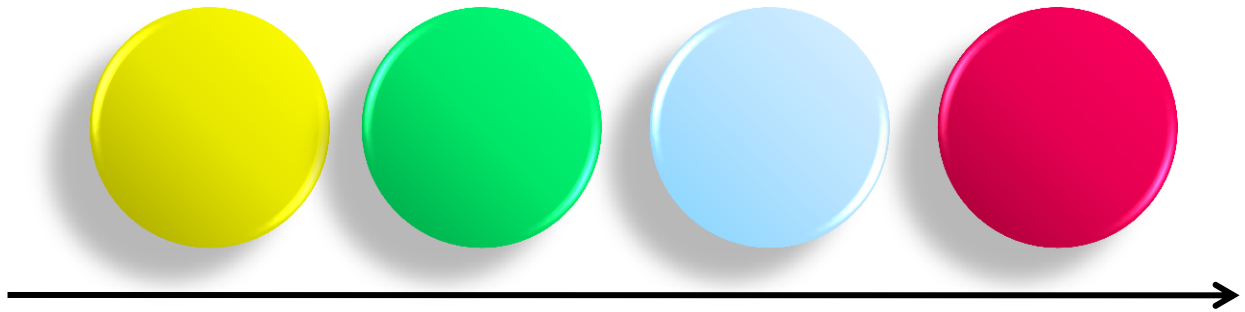
(encoding)



K., Marcia. *Unlocking Literacy: Effective Decoding & Spelling Instruction*. 2nd. Baltimore, MD: Paul H Brookes Publishing, 2010. Print.

Phoneme-Grapheme Mapping

Tap It, Map It, and Graph It



/c/ /l/ /a/ /p/

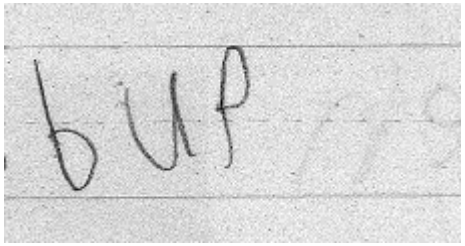
c	**l**	**a**	**p**

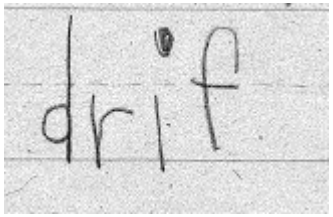
Dodson, 2008

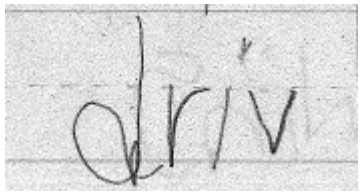
Syllable Types

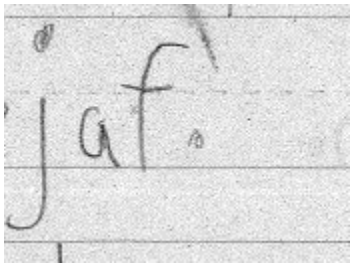
Spelling Skill	Explanation	Example Lesson	Grade Range
Phonological awareness	Awareness of the sound structure of spoken words	The teacher shows students two cards with pictures representing words that illustrate target features (e.g., *hat* and *bed* to differentiate two types of vowel-consonant word-ending patterns). The teacher pronounces the words with extra emphasis on the target feature. Students sort additional cards by matching based on the target feature (e.g., *red* and *sled* with *bed*; *cat* and *bat* with *hat*).[78]	K–2
Spelling phonics	Knowledge of how to connect the sounds of spoken English with letters or groups of letters	The teacher shows students a card with a picture (e.g., a ship), pronounces the word, and describes the targeted sound (in this example, /sh/). The teacher then names the letters in the associated spelling unit (*s*, *h*) and writes them on the board. The students repeat the example by chanting along with the teacher and writing the sound or word down on paper. The teacher continues with additional words that contain the sound (e.g., *fish*, *shape*).[79]	K–3
Morphological spelling	Understanding of the meaning of the parts (e.g., prefixes and suffixes) of words.	The teacher shows students a card with three written words (e.g., *walked*, *wagged*, *wanted*) and points out that although the part (in this case, the *–ed* on the end of each word) sounds different (/t/, /d/, /ed/), in all cases the spellings signal the same thing (that the action happened in the past).	2–6

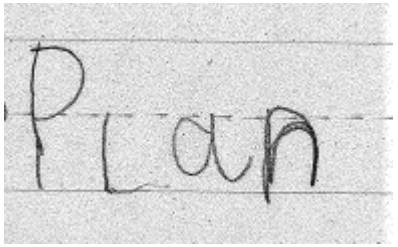
bump drive plane wish

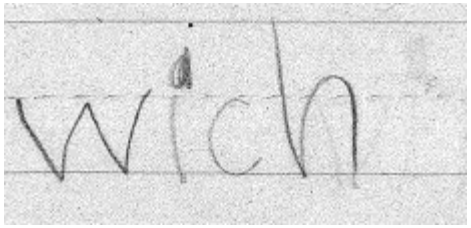


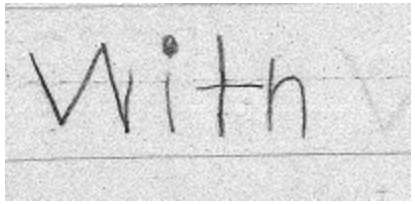












Spelling Assessment

Spelling Inventories

What can a spelling inventory tell us about what a student understands?

Primary Spelling Inventory
Individual Score Sheet

Student Name_____ **Date**_____

Word	Initial Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Correct Spelling	Total Points
fan	f	n	a							
pet	p	t	e							
dig	d	g	i							
rob	r	b	o							
hope	h	p				o-e				
wait	w	t				ai				
gum	g	m	u							
sled			e		sl					
stick			i		st					
shine				sh		i-e				
dream					dr	ea				
blade					bl	a-e				
coach				-ch		oa				
fright					fr	igh				
chewing				ch			ew	-ing		
crawl					cr		aw			
wishes				-sh				-es		
thorn				th			or			
shouted				sh			ou	-ed		
spoil					sp		oi			
growl					gr		ow			
third				th			ir			
camped					-mp			-ed		
tries					tr			-ies		
clapping					cl			-pping		
riding								-ding		
TOTAL	/7	/7	/7	/7	/11	/7	/7	/7		

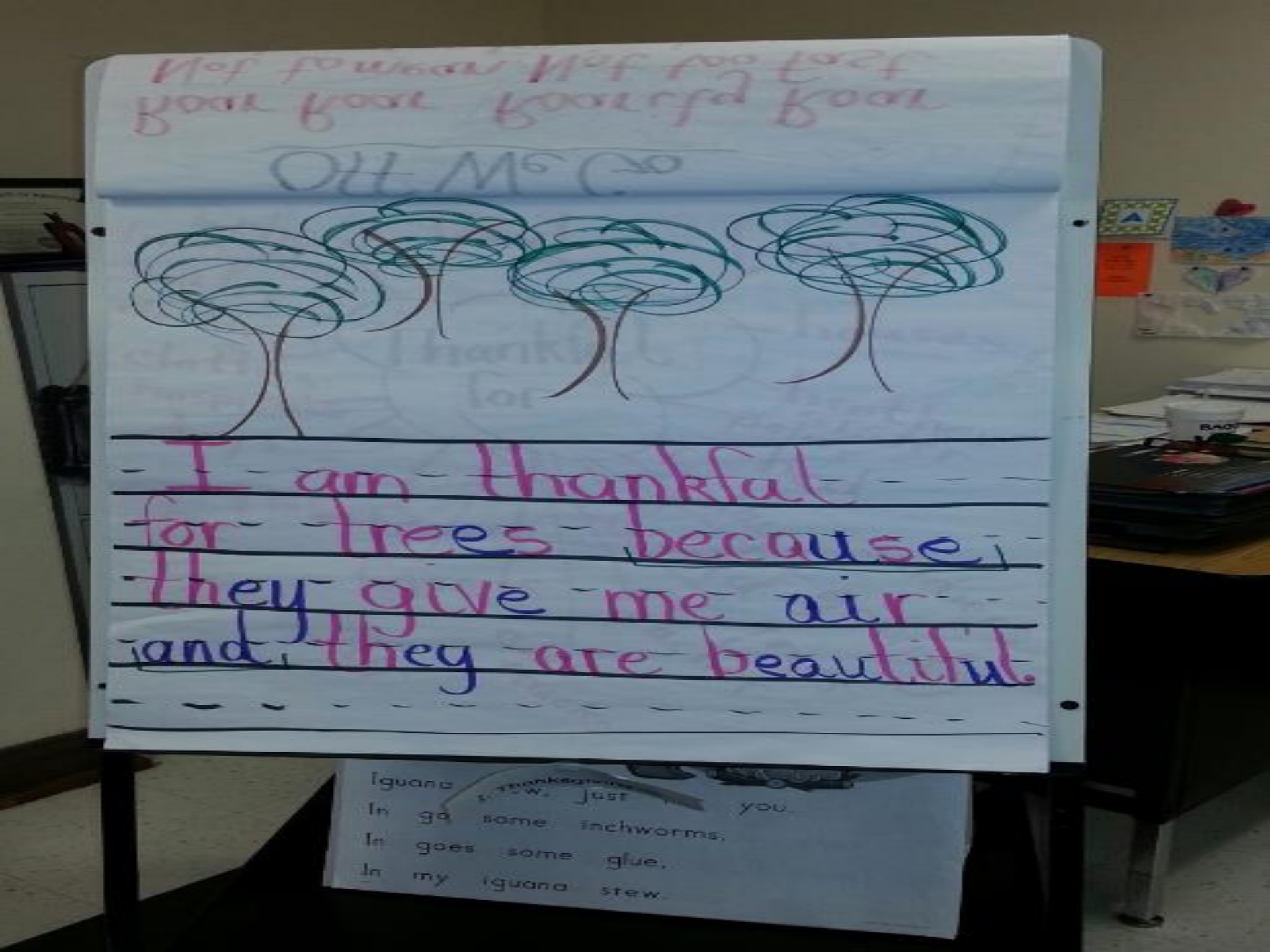
2009

Primary Spelling Inventory
Class Composite Sheet

Teacher:_____ Date_____

Student	Initial Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Correct Spelling	Total Points

A word about “invented” or “temporary” spelling….


I am thankful
for trees because
they give me air
and they are beautiful.
Iguana stew, just you.
In go some inchworms,
In goes some glue,
In my iguana stew.

Current Standards for Spelling Language Strand 2

Kindergarten

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

.

Current Standards for Spelling Language Strand 2

1st Grade

d. Use conventional spelling for with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Current Standards for Spelling Language Strand 2

2nd Grade

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Current Standards for Spelling Language Strand 2

3rd Grade

d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings .

Current Standards for Spelling Language Strand 2

4th and 5th Grade

Spell grade-appropriate words correctly, consulting references as needed.

6th -12th Grade

Spell correctly

Draft Standards for Spelling

Kindergarten

Demonstrate and apply sound-letter concepts.

a. Repeat multi-syllable words and pronounce the separate syllables.

b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.

c. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

Draft Standards for Spelling

Kindergarten

Know and apply phonics and word analysis skills when encoding words.

a. Represent phonemes in simple words, using letter-sound relationships.

b. Write or select an initial or final consonant when a medial vowel is provided.

c. CVC [at, in] and CVC [pet, mud] words with short vowel sounds.

Draft Standards for Spelling

Kindergarten

Know and apply phonics and word analysis skills when encoding words.

d. Write the 20 most frequently used words accurately, as found in a research based list.

e. Attempt phonetic spelling of unknown words.

Draft Standards for Spelling

1st Grade

Demonstrate and apply sound-letter concepts.

a. Orally segment the phonemes in any single-syllable, spoken word.

b. Demonstrate and understand that each syllable is organized around a vowel sound.

c. Know and apply phonics and word analysis skills when encoding words.

.

Draft Standards for Spelling

1st Grade

a. Spell common, regular, single syllable words using:

1. short vowels and single consonants.
2. consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop when, much, sing); and doubled letters (e.g., off, will, mess).
3. Initial and final consonants blends (e.g., must, slab, plump).
4. Long vowel patterns spelled correctly, including VCe (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
5. Vowel -r combinations, including er, ar, or (e.g., her, for, car).

Draft Standards for Spelling

1st Grade

b. **Spell words with inflectional endings:**

1. Verbs with -ing, -ed, and -s and no change in the base word (e.g., snowed, playing, jumps).

2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).

3. Adjectives with -er, -est, and no change to the base word (e.g., slower).

Draft Standards for Spelling

1st Grade

c. **Spell two-syllable words, including:**

1. Words that end in -y or -ly (e.g., smelly, gladly).

2. Common compound words (e.g., hotdog).

3. Words with two closed syllables (e.g., rabbit, wagon).

Draft Standards for Spelling

1st Grade

d. Spell the 100 most often used words in English as found in a research based list, including:

1. Irregular words (e.g., said, what, are, they, was).

2. Pattern based words (e.g., he, him, for, in, by, like).

e. **Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.**

Draft Standards for Spelling Writing Foundations

2nd Grade

Demonstrate and apply sound-letter concepts.

A. Write the most common graphemes (letters or letter groups) for each phoneme, For example:

a. Consonants: /s/= s, ss, ce, ci, cy

/f/= f, ff, ph

/k/= c, k, ck

b. Vowels: /o/= o, o_e, oa, ow (long o)

/a/=a, a_e, ia, ay, eigh (long a)

Draft Standards for Spelling

2nd Grade

Know and apply phonics and word analysis skills when encoding words.

a. Spell regular, single-syllable words that include:

1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
2. Complex consonants blends (e.g., scr, str, squ)
3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou,ue).
4. Vowel r combinations (e.g., turn, star, third, four, for).
5. Contractions (e.g., we'll; I'm; they've; don't)
6. Homophones (e.g., bear, bare; past, passed)
7. Plurals and possessives (e.g.; its, it's).

Draft Standards for Spelling

Grade 2

b. Spell two- and three-syllable words that:

1. Combine closed, open, vowel teams, vowel- r, and Cve syllables (e.g., compete; robot; violet; understand)

2. Include familiar compound words (e.g., houseboat, yellowtail).

3. Include the most common prefixes and derivational suffixes (e.g., un, re, en; ful, -ment, -less).

Draft Standards for Spelling

2nd Grade

c. **Spell words with suffixes that require:**

1. Consonant doubling (e.g., running, slipped)
2, Dropping silent -e (e.g., smiled, paving)
3. Changing y to i (e.g., cried)

d. **Spell the 200 most often used words in English, as found in a research based list, including:**

1. Irregular words (e.g., against, many, enough, does)
2. Pattern-based words (e.g., which, kind, have)

Draft Standards for Spelling

3rd Grade

Know and apply spelling conventions and patterns.

a. Spell single syllable words with less common and complex graphemes

(e.g., ough, augh, old, -ind, -ost, -ild families)

b. Use a dictionary or thesaurus to check spellings of unknown words

c. Identify language of origin for words, as noted in dictionaries.

Draft Standards for Spelling

3rd Grade

Know and apply spelling conventions and patterns.

d. Spell singular and plural possessives (e.g., teacher's; teachers')

e. Spell regular two-and three- syllable words that:

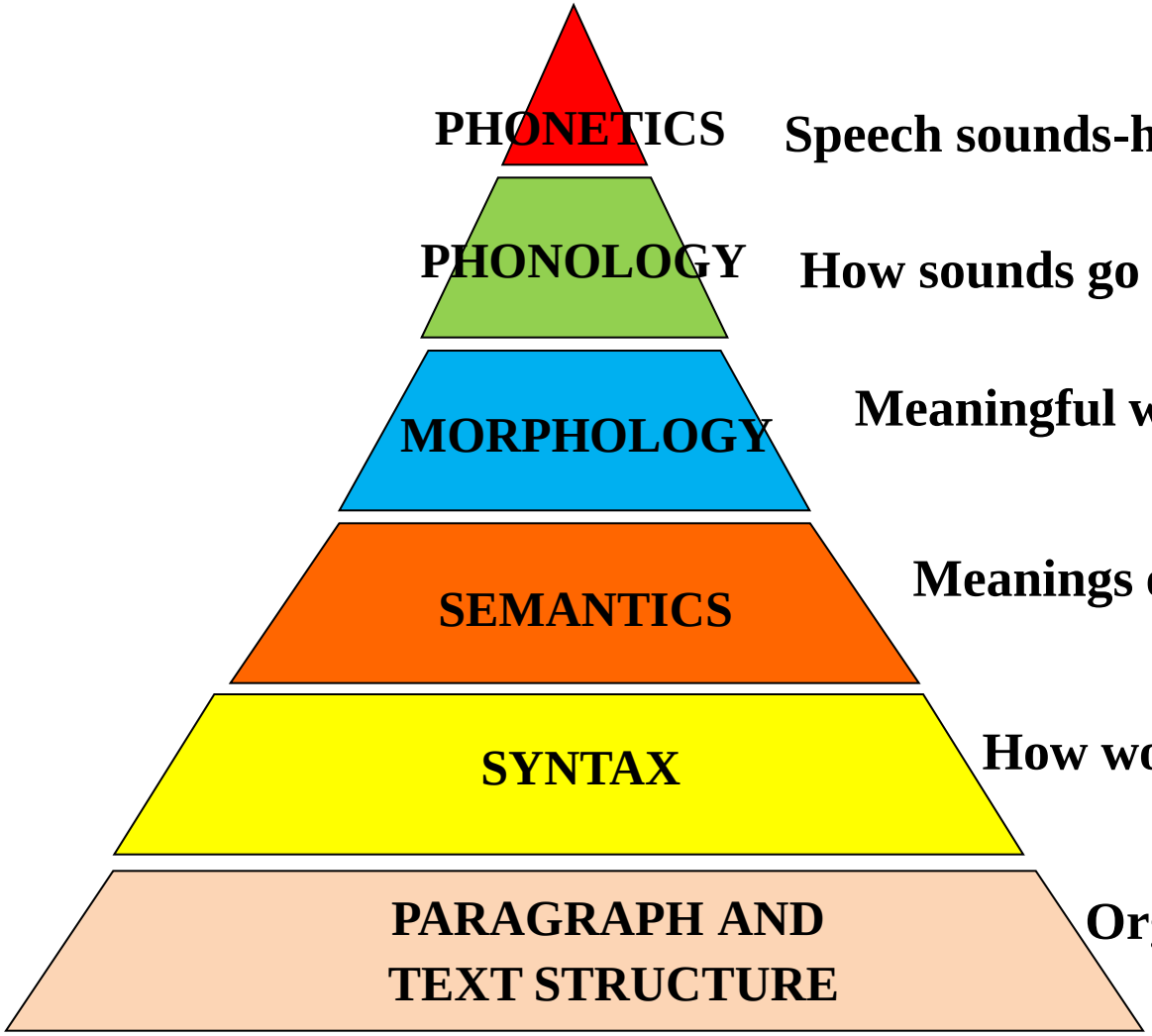
1. Combine all basic syllables types: closed, Vce, open, vowel team, vowel-r, and consonant le.
2. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis,; -able, -ness, -ful, and -tion).

f. Spell the 500 most common words in English, including regular and irregular forms, as found in a research based list.

Sentence Construction

https://itunes.apple.com/us/app/sentence-builder/id344378741?mt=8

Build A Language Foundation



Speech sounds-how produced

How sounds go together in words

Meaningful word parts: in-flat(e)-ed

Meanings of words, phrases, idioms

How words are ordered in sentences

Organization of sentences in text

Sentence Construction

Just as handwriting and spelling skills need to be ***automatic***, a student needs to be facile and fluent with sentence construction.

When students are ***facile*** and ***fluent*** with Sentence Construction, they have more cognitive resources for ideas and organization.

From Fundamentals of Literacy Instruction by Smartt and Hougen Page 104

Sentence Construction

- Parts of speech are the building blocks for sentence construction.

- Knowledge of grammar, word order, and punctuation.

- Sentences are the building blocks for writing paragraphs, essays, and other forms of written discourse.

Criteria of a Sentence

1. Capital Letter
2. Subject (noun or pronoun)
3. Verb
4. Ending Punctuation
5. Complete Thought

The subject tells **who** my sentence is about.

The verb tells **what** my subject is doing.

Will my sentence make sense to my reader?

Sequence of Sentence Construction

Simple Sentence

Sentence Combining
(simple sentences)

Compound Sentences

Complex Sentences

Sentence Expansion
Phrasing

SIMPLE SENTENCE

A Simple Sentence has one **subject** and one **predicate**.

Tom swims.

Mary swims.

Tom plays tennis.

Mary plays tennis.

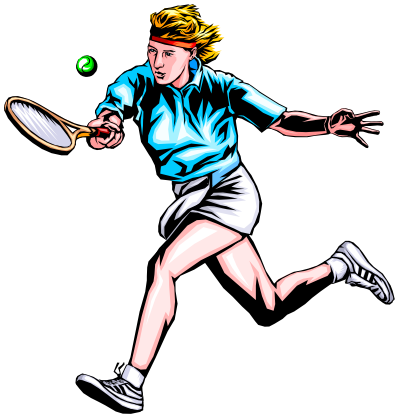
Simple Sentence

Tom and Mary

play tennis.

Compound Subject

&



Simple Sentence

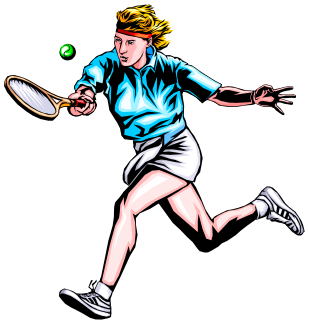
Tom and Mary

play tennis and swim.

Compound Subject

&

Compound Predicate



&

Sentence Combining

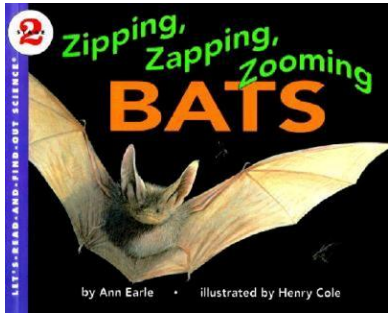
Begin with a text you are currently using
Choose two simple sentences
Model how the simple sentences can be combined.

My dog is big. My dog is black.

My dog is big and black.
My big dog is black.
My black dog is big.

Don’t forget oral rehearsal

Sentence Combining



Many bats hunt insects.

They eat lots of insects.

Many bats hunt **and** eat lots of insects.

Bats keep themselves clean.

They use their tongues and claws to do it.

Bats keep themselves clean **using** their tongues **and** claws.

Sentence Combining Practice

- "…can help children develop meta-linguistic awareness about syntactical choices…and help them mindfully think about the sound of their language." (options)
- When a student has lots of practice, the cognitive strain is lessened allowing the writer to shift to other necessary tasks of writing.
- Increases the ability to produce a variety of sentence structures.

  - Bruce Sadler 2013

Compound Sentences

Compound sentence:

- made up of two or more simple sentences joined together
- the conjunctions and, **but, or, nor, for, so, and, yet** are used to connect the simple sentences

Simple sentences:

1. My dog has hair hanging over his eyes.
2. He looks just like a dust mop.

Combined with <u>and</u>:

My dog has hair hanging over his eyes, <u>and</u> he looks just like a dust mop.

Fan boys

- The **making of a compound sentence**

FANBOYS

For, And, Nor, But, Or, Yet, So

- My teacher was late and…
- My teacher was late but…
- My teacher was late so…
- My teacher was late yet….

Sentence Expansion

Alejandro's house stood beside a road.

Alejandro's ***small*** house stood beside a road.

Alejandro's small ***adobe*** house stood beside a road.

Alejandro's small adobe house stood beside a ***lonely*** road.

Alejandro's small adobe house stood beside a lonely ***desert*** road.

Alejandro's Gift by Richard E. Albert Illustrated by Sylvia Long

Complex Sentences

A complex sentence has a subordinate/dependent clause and an independent clause

The subordinate/dependent clause modifies a word in the independent clause

Subordinate Clause
Dependent Clause

After he got home, my father read us a story

Independent Clause

Try it!

Read the following sentences, see if you can use them to create complex sentences.

Example:

I am wearing my hat. It is snowing outside.

Since it is snowing outside, I am wearing my hat.

dependent clause
subordinating clause

independent clause

I had to shovel the driveway. It was full of snow

Because the driveway was full of snow, I had to shovel it.

The driveway was full of snow, **so** I had to shovel it.

Since the driveway was full of snow, I had to shovel it.

The sidewalk was icy. I had to walk carefully.

Because the sidewalk is icy, I had to walk carefully.

I had to walk carefully, **because** the sidewalk was icy.

I had to walk carefully, **since** the sidewalk was icy.

Since the sidewalk is icy, I had to walk carefully.

1
park
2
iwillgotothepark
3
I will go to the park.
4
I will go to the park and play with my friends. We will play on the swings.
This weekend I will go to the park with my dad and brother. We go every Saturday. I love to swing and slide with my brother.
Schedule
Bellwork/ Pledge
What time is it?
Pumpkin Patch
Math

Current Standards for Sentence Construction Language Strand 1

Kindergarten

f. Produce and expand complete sentences in shared language activities.

1st Grade

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

k. Write multiple sentences in an order that supports a main idea or story.

Current Standards for Sentence Construction Language 1

2nd Grade

f. Produce, expand and rearrange complete simple and compound sentences.

g. Write multiple sentences in an order that supports a main idea or story.

3rd Grade

i. Produce simple, compound and complex sentences.

j. Write multiple sentences in an order that supports a main idea or story.

Draft Standards for Sentence Construction- Language 1

Kindergarten

e. Produce and expand complete sentences in shared language activities.

1st Grade

i. Produce and expand complete simple and compound sentences.
j. in response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.

k. Write multiple sentences in an order that supports a main idea or story.

Draft Standards for Sentence Construction- Language 1

2nd Grade

g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).

h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.

i. With assistance, link sentences into a simple, cohesive paragraph that contains: A main idea, supporting details, and a conclusion.

Draft Standards for Sentence Construction- Language 1

3rd Grade

i. Produce simple, compound, and complex sentences.

j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

Reflection

Want to know more?

- K-3 Writing Foundations
  Full day February 16

- K-3 Writing Foundations
  4 part webinar series
  January 11, 17, 25, 31

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