

Support Structures in Preschool and Primary Grades

Preschool

Read Aloud

- Reading Like a Writer
- Envisioning Writing
- Published Books, Student Books, My Books
- Book/Topic Choice

Side by Side Teaching

- Importance of making books- vision
- Topic Choice- Energy and Quality
- Always teaching- Nudging vs. Pushing
- What can a child do independently and with a bit of adult support
- Teaching of strategies

Share Time

- Audience, readers for children's books
- Teaching- Pointing out smart things children did in their books that day and envisioning for others

K-2

Mini Lesson

Conferring

Share Time

Structural Differences

Preschool

Children choose when to write

Most children not writing every day,

Children aren't all writing at the same time

Strategies appropriate for Preschool

Organized by Focus Ideas

K-2

Children write in Writing Workshop

Regular weekly schedule

Children are writing at same time

Strategies appropriate for Kindergarten

Organized by Units of Study

Big Ideas for Nurturing Young Writers

- Image of Self as a Writer
- Honoring Approximations
- Nudging vs. Pushing
- Choice
- Stages of Word Making Development
- Composition Dimensions
- Vision- Importance of Making Books
- Reading Like a Writer

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Stages of Word Making Development

1. Indistinguishable Marks
2. Pictures Only
3. Distinction Between Pictures and Words
4. Scribble/Mountain-Valley Writing
5. Mock Letters/Letter Like Forms
6. Random Strings of Letters
7. Familiar Words
8. Beginning Phonetic Spelling
 - Initial consonant
 - Initial and ending consonant
 - Additional consonants and vowels

Conventions of Writing Developmental Scale

Name: _____ Date: _____
 Level: _____

RECORD THE HIGHEST LEVEL AT WHICH MORE THAN HALF OF THE DESCRIPTORS APPLY TO A WRITING SAMPLE OR COLLECTION OF A CHILD'S WRITING. REFER TO THE ANCHOR PAPERS FOR EXAMPLES OF WRITING AT EACH LEVEL.

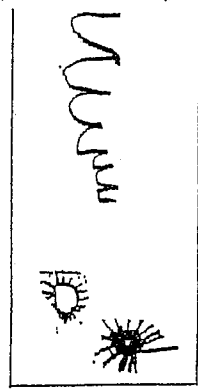
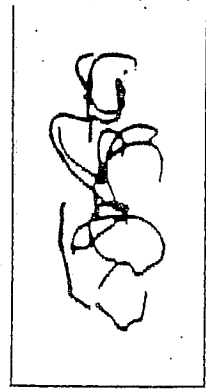
Level 1—Emerging
 Makes uncontrolled or unidentifiable scribbling

Level 2—Pictorial
 Imitates writing
 Draws somewhat recognizable picture
 Tells about picture

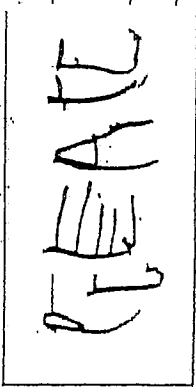
Level 3—Precommunicative
 Writes to convey a message; attempts to read it back
 Uses letter-like forms and/or random letter strings
 Prints own name or occasional known word

Level 4—Semiphonetic
 Correctly uses some letters to match sounds
 May use one beginning letter to write a word
 Usually writes left to right (may reverse some letters)

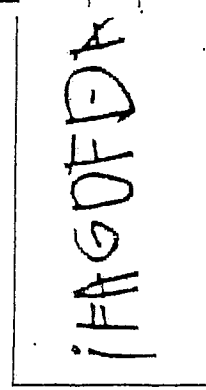
Anchor Papers



The flower is growing.



There are webs in Spidertown.



I have a goldfish called Ariella.

Conventions of Writing Developmental Scale

Level 5—Phonetic
 Represents beginning and ending consonant sounds
 Spells some high-frequency words correctly in sentences
 Includes some vowels (often not correct ones)
 Writes one or more sentences

Level 6—Transitional
 Correctly spells many high-frequency words in sentences
 Uses vowels in most syllables (may not be correct ones)
 Begins to use simple punctuation (periods, question marks—may not be correct)
 Writes more than one sentence

Level 7—Conventional
 Correctly spells most high-frequency words (more than one sentence)
 Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words
 Uses more complex and varied sentence structure; capitalizes beginning word in sentences; uses lowercase appropriately
 Usually uses periods and question marks correctly
 Spaces words correctly

Level 8—Advanced
 Has accumulated a rich body of written vocabulary
 Uses advanced print conventions accurately (quotation marks, commas, apostrophes)
 Organizes writing into appropriate paragraphs

IFN
 LPOW
 BOON

I found a lamp and a genie

WANSAP
 TIMETHEL
 FOUR BUTER
 THEY WOT.
 WOVACHER II
 WOOS.

Once upon a time, there were four butterflies. They went on an adventure in the woods.

Dera blue Ranges
 Fight I see you on
 the best why
 to the CUMANE
 you on
 Ate you my friend

Dear Blue Ranger,
 Why do you fight? I see you are the best. Why do you command center? Why are kids? I like your show. Are friend? Love, Alex

It's trading to a kid
 and that time I
 hit on her last point
 was a person or what
 She picked a card
 I see she didn't feel
 good about it. She
 said, "I was kind of
 nervous, but she
 didn't talk very much
 because she was
 always sad, yes."
 She was short, but
 she was smart, or
 she smiled at
 me.

WHY BOOK MAKING MAKES SENSE FOR THE YOUNGEST WRITERS

Making Books . . .

is developmentally appropriate. Young children love to make things and they bring an easy sense of play to making things that is critical to development. The verb *make*, as in “let’s make books” is a much more inclusive verb than *write* for young children as it hints at all the things one might do to make a book.

helps children do bigger work and develop stamina for writing. Learning to face down blank pages and a ticking clock is the central reality of a writer’s work, and book making creates a developmentally appropriate context in which children come to understand this kind of work. Multiple pages invite children to stay with writing for longer stretches of time, and staying with it builds stamina.

helps children live like writers when they aren’t writing. The only work some children know in school is work that is always quickly finished. These children never experience the creative urgency that comes from leaving something unfinished, knowing they’ll return to work on it later. To learn what it’s like for a project to “live on” in their thinking, even when they’re not working on it, children need to engage in work that lasts more than one day, more than one sitting.

makes the “reading like writers” connection so clear. Young children are surrounded by picture books at school, so it makes sense that their writing should match the kind of texts they know best. And when they see themselves as people who make picture books too, people just like Donald Crews and Tana Hoban, young children notice and pick up all kinds of ideas for writing and illustrating from the books adults read to them.

helps children begin to understand composition and decision making. Making a book from start to finish is a process of constant decision making. *What will I write about? What should come first? How should I draw it? Does this look the way I want it? Etc. etc.* These decisions are given over to children as they make books, and the experience of making so many decisions over time nurtures compositional development in so many important ways.

helps children begin to understand genre, purpose and audience. A sense of genre gives writers *vision* for writing: *I’m writing a memoir, an op-ed piece, a movie review.* Writers have a sense of what the writing will be – in terms of genre – when it’s finished. Young children start out with the broad vision of making picture books, but they soon begin to understand the subtle nuances of genre — that there are different kinds of writing inside picture books that do different kinds of work in the world of writing.

helps children believe in the future of finished work: Writers are called on to believe in a finished product that will exist only if they “act and act strategically” (Peter Johnston’s words) to bring it about. Writers must have the will to go from *nothing* to *something*, and with enough experience making books, children come to have faith in a future of writing that doesn’t yet exist.

Assessment

Curriculum

Understandings about texts	Understandings about texts
Is the child's book <i>about</i> something?	Writers focus on a topic when they compose a text.
How has the child organized this book? What is the connection between ideas?	The ideas in a text should be organized in logical ways.
When the child reads the book, does it sound like a book?	The language in written texts has been crafted in particular ways.
Does the child read the book in basically the same way over time?	The symbols in texts (words and illustrations) hold consistent meaning over time.
Is the child making the book <i>in the manner</i> of other picture books he's seen?	Different publishing formats have particular features writers use to making meaning.
What does this book show the child understands about genre?	Different kinds of writing in the world serve different purposes for different audiences, and have features in common that readers expect.
How is the child representing meaning in this book?	Writers use both illustrations (graphics and layout) and written text to make meaning.

Understandings about process	Understandings about process
Is the child intentional about what she is representing on the page?	Writers are purposeful and engage in a continuous process of decision making as they compose a text.
Does the child engage in revision while composing the picture book?	Writers make changes to clarify meaning, enhance style, make texts more readable, etc.
Is there any evidence the child is thinking ahead about what she'll write next?	Writers think ahead as they compose, keeping the text as a whole in mind.
Has the child made any intentional crafting decisions in the book?	Writers often use crafting techniques to make their texts more engaging for readers.
How long has the child worked on this book? In one sitting? Over time?	Writers must stick to the task of writing to see a text through to completion (stamina).
Does the child exhibit a willingness to solve problems as she writes?	Writers must be problem-solvers.

Understandings about what it means to be a writer	Understandings about what it means to be a writer
How (and why) has the child decided to write this book?	Writers choose topics that are meaningful (or find meaning in their assigned topics) and write for purposeful reasons.
How interested is the child in an audience's response to the book?	Writing that is made public will be read, and writers are often mindful of potential readers as they compose.
Has the child composed in a way that led him to new meaning as he was writing?	Composing often helps writers find new meaning in the process of expressing existing meaning.
Can I see in this book that the child has been willing to take compositional risks?	Writers often find aspects of composing to be very challenging.
As I interact with this child around this book, does it seem he has a sense of self as a writer? A sense of history?	Over time, writers come to know themselves in this particular way (as writers) based on their experiences.
Does the child show he understands his powerful position as author of this book?	Writers are responsible for the words they put into the world.

Books To Help Young Writers Think About How Writers Choose Topics

- *My Big Brother*, by Valorie Fisher: sometimes people write about something or someone they love, like someone in their family.
- *Trucks: Whizz! Zoom! Rumble!* by Patricia Hubble, illustrated by Megan Halsey: sometimes people write about something they really like.
- *Night at the Fair*, by Donald Crews: sometimes people write about something they did that they want to remember.
- *"Let's Get a Pup!" Said Kate*, by Bob Graham: sometimes people write about something that happened to them.
- *Dig, Dig, Digging*, by Margaret Mayo, illustrated by Alex Ayliffe: sometimes people write about something they know a lot about.
- *Roller Coaster*, by Marla Frazee: sometimes people write about something they like to do.
- *Leonardo*, by Mo Willems: sometimes people write about how they're feeling.
- *Don't Let the Pigeon Drive the Bus*, by Mo Willems: sometimes people write to make other people laugh.
- *Walk On! A Guide for All Babies*, by Marla Frazee: sometimes people write to help other people with something.
- *Beach*, by Elisha Cooper: sometimes people write about a place they like a lot.

Possible Entry Points for Young Writers

Essential Entry Points

- Meaning- Why is this book meaningful for a child?
- Choice- What choices did the child make?
- Purpose- What is the children's purpose for writing? Who is the audience?

Invitational Entry Points

- Preschool- Invitations through Conversations
- Primary Grades- Curriculum and Units of Study

Story Entry Points

- Dramatic Play- Writing that is sparked by children's dramatic play
- Read Aloud- Writing that is sparked by books children know and love

Experience Entry Points

- Writing sparked by children's experiences

Interest Entry Points

- List Book (nonfiction) writing sparked by a child's interest in a topic

Preschool Writing Focus Ideas

People Write Books and You Can Too

Lots of talk about the author who wrote the book

Showing your own writing

If Donald Crews can write a book, and Nicole can write a book, and even I can write a book, then you can write a book too.

Multiple books by same author

People Write About Many Different Things- List Books

People Write about Special People (My Big Brother)

People Write about things they love (Trucks, My Book About Molly and Natalie)

People Write about something they like (animals)

Authors and Illustrators Intentionally Do Things in their Books

The goal of this focus idea isn't as much the specific craft move (using sound words, showing movement in an illustration) as it is building intentionality. It's the beginning of pre-planning and thinking about how is this book going to go.

Books have Pictures and Words- Strategies for Adding Writing.

Speech bubbles and talking, Sound words, Titles

Authors Sometimes Write about Something They Did or Something That Happened- Personal Narrative

I want to guard against the thinking that a book can only be a narrative "story".

At the same time a natural things for children to write about is something they did. (Knuffle Bunny, The Snowy Day)

People Write about Things They Know A Lot About- Non Fiction

All About Books

How To Books

Features of Non Fiction Text

FIGURE 7.1 Cauley's *I Am the Snake* book. (3) I am a coral snake. As I slither through the grass, I see an opposum. I hiss really quiet. I'm close to him. HHHH Now! I'm ready for supper. (4) I turn around. There is a diamondback rattler. HHHH I hiss at him. He rattles his tail. I show him my red, yellow, and black. He slithers away. I chase him. I clearly warned him. No more Mr. Nice Guy!

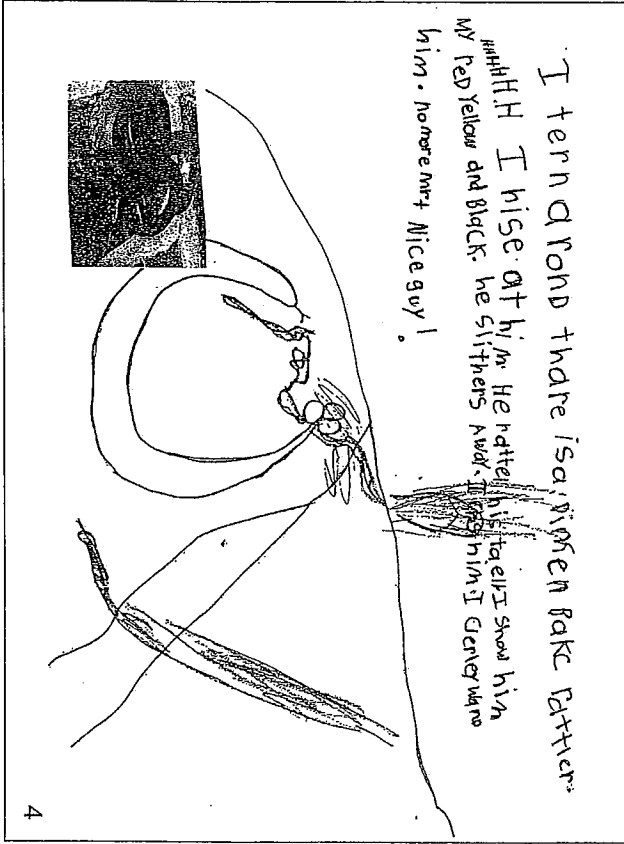
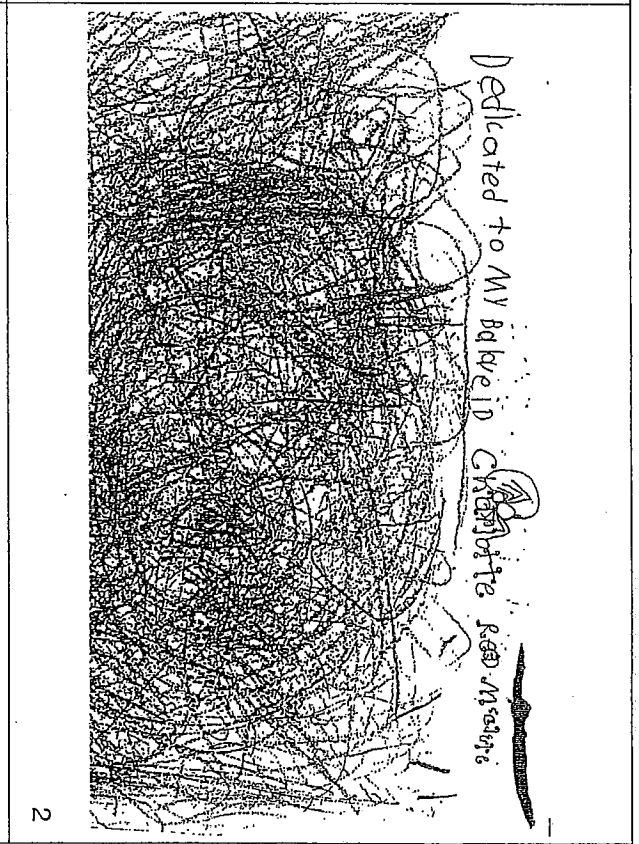
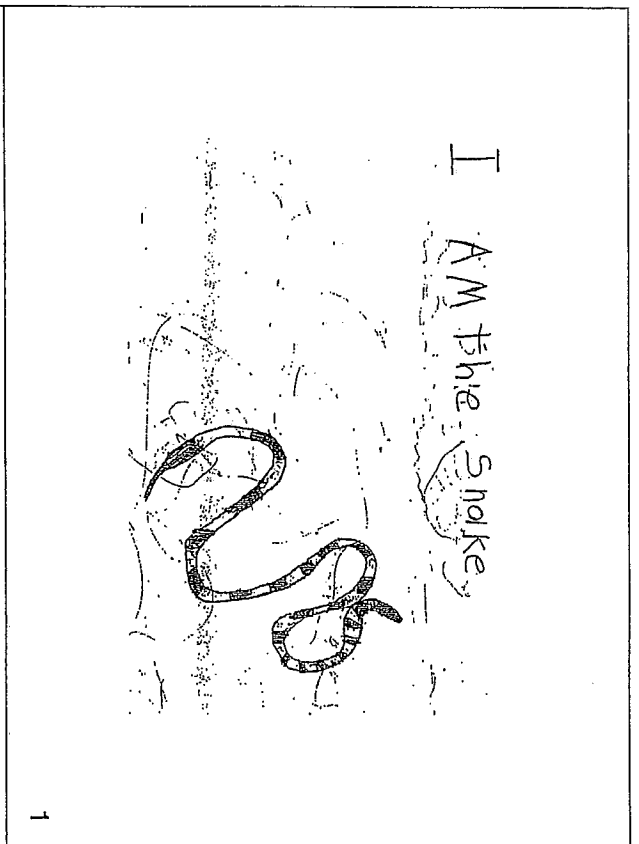
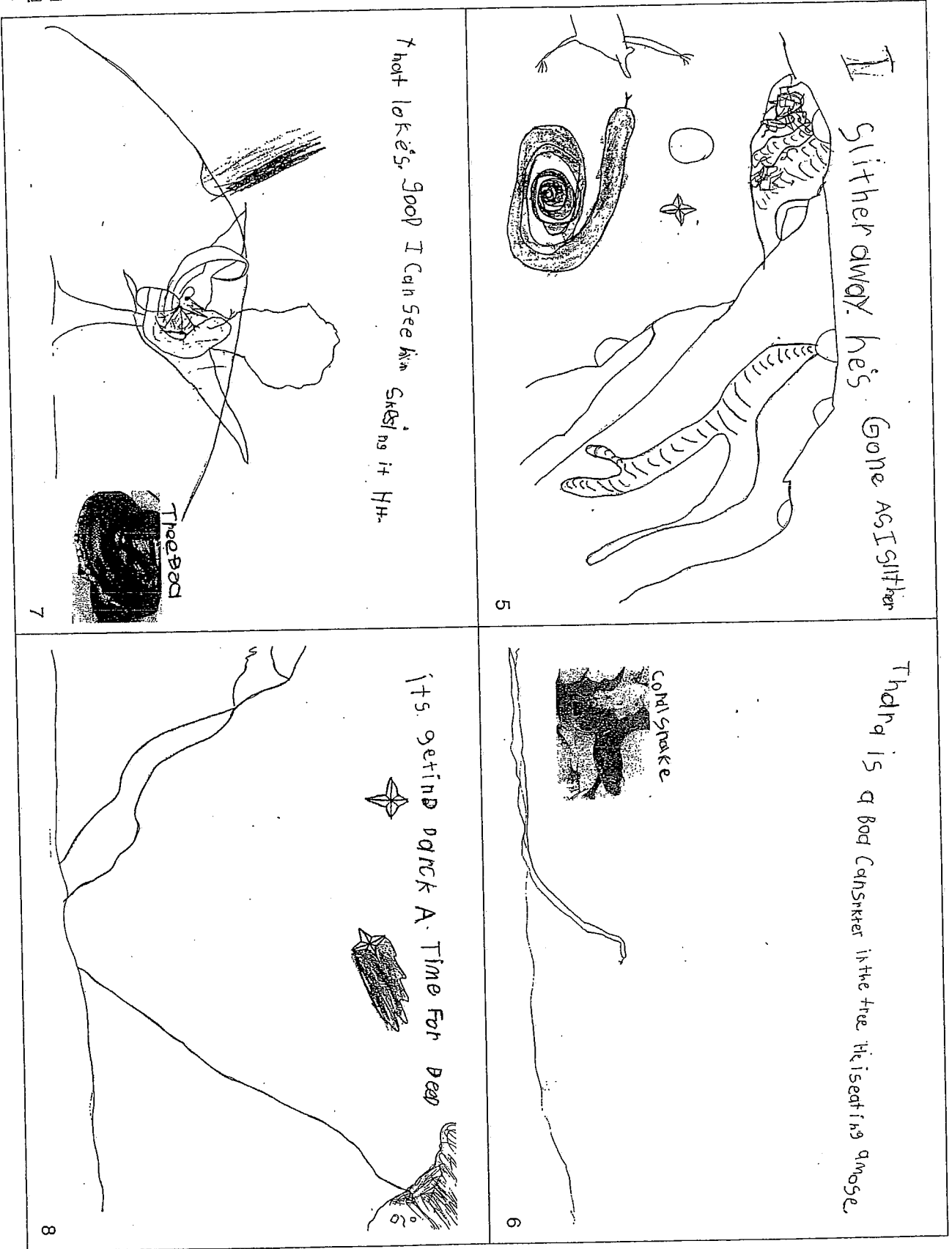


FIGURE 7.1 continued (5) I slither away. He's gone as I slither. (6) There is a boa constrictor in the tree. He is eating a mouse. (7) That looks good. I can see him squeezing it. HHH (8) It's getting dark and time for bed.



There is a Boa Constrictor in the tree. He is eating a mouse.

Coma Snake

It's getting dark. A Time For Bed



Tree Bed

7

5

6

8

FIGURE 7.1 continued (9) I turn around again. I'm surrounded. Millions and millions of rattlers coral snakes fall out of the tree. We hiss. We bite. We chase. They're gone. We've all worked hard today. Scorching hot lava comes down the hill. The rattlers are gone. (10) I heard something hissing. An anaconda through the grass. I see a rat. HHH How it was. Pages 11 and 12 have facts about snakes that Cauley has printed from the computer.

I tarenahno abel n. I Sa r o b e d i o M i u i n s a n d m i u i n s o f R a t t e r s o r d a l s n e k e s. F a l l o u t o f t h e t r e e. I h i s s. W e b i t e. W e c h a s e. T h e y ' r e g o n e. W e ' v e a l l w o r k e d h a r d t o d a y. S c o r c h i n g h o t l a v a c o m e s d o w n t h e h i l l. T h e r a t t l e r s a r e g o n e. (10) I h e a r d s o m e t h i n g h i s s i n g. A n a n a c o n d a t h r o u g h t h e g r a s s. I s e e a r a t. H H H H o w i t w a s. P a g e s 11 a n d 12 h a v e f a c t s a b o u t s n a k e s t h a t C a u l e y h a s p r i n t e d f r o m t h e c o m p u t e r.

The rathe are gone.
Red cones on the hill
WELAS. Hiding gone

9

CORAL SNAKE

11

I H e r d s o m e t h i n g h i s s i n g. A n a n a c o n d a t h r o u g h t h e g r a s s. I s e e a r a t. H H H H o w i t w a s. P a g e s 11 a n d 12 h a v e f a c t s a b o u t s n a k e s t h a t C a u l e y h a s p r i n t e d f r o m t h e c o m p u t e r.

Anaconda

10

ANACONDA

12