

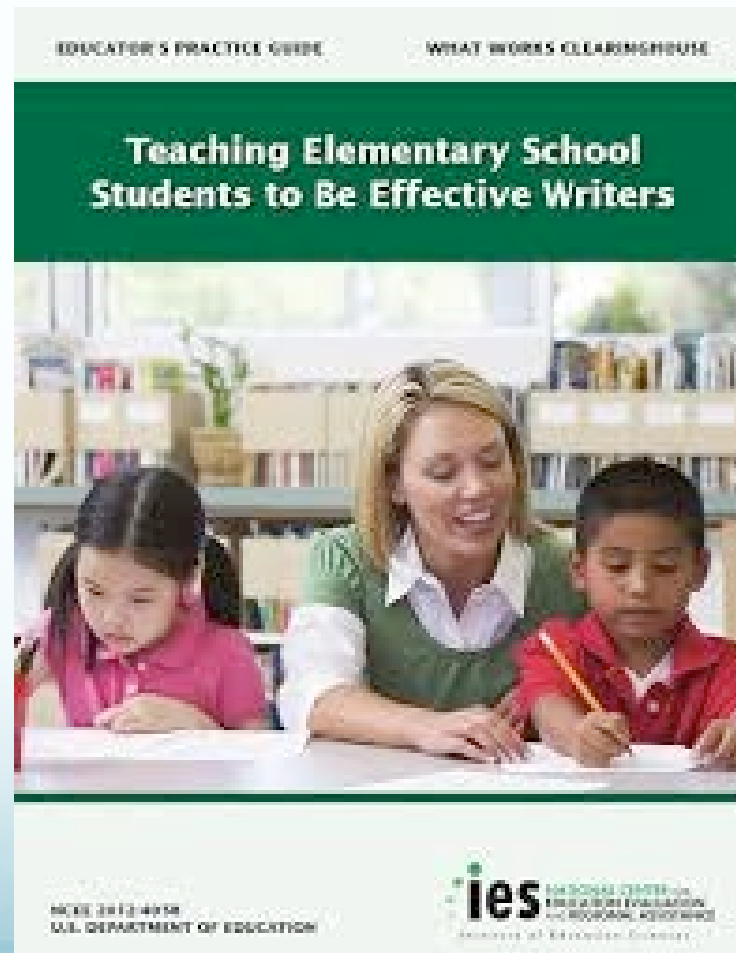
Writing Instruction in the Elementary Classroom

Grammar, letter-sound knowledge, Vocabulary
Writing Mini Lessons

Let's See What This Looks Like

- <https://youtu.be/vX23YhQVeos>

Integrating Grammar, Letter-Sound Knowledge, and Vocabulary



4 Related Recommended Practices

- Teach very young writers how to hold a pencil correctly and to form letters fluently and efficiently.
- **Teach students to spell words correctly.**
- **Teach students to construct sentences for fluency, meaning, and style.**
- Teach students to type fluently and use a word processor to compose.

Grammar Instruction During Writing Instruction

Grammar Instruction

Instructional Activities

- Sentence Framing
- Sentence Expanding
- Sentence Combining

Evaluating Sentences

- Does it make sense?
- Is it easy to read?
- Is it appropriate for the intended audience?

Sentence Frame

I like to _____.

I like _____.

When I _____, I feel _____.

They decided to _____ because _____.

Sentence Expanding

The cat ate.

1. Add an adjective
2. Add a prepositional phrase
3. Add another adjective
4. Add a phrase to make a complex sentence

Spelling Instruction Through Writing



Spelling myth or reality?

- English spelling is inconsistent, illogical, and incomprehensible. We ought to spell words the way they sound.
- The spelling of English represents both sound and meaning.

Reality – The spelling of English represents both sound and meaning



Spelling myth or reality?

- Learning to spell is a developmental process that involves the discovery of sound and meaning patterns.
- Learning to spell is primarily a process of rote memorization.

Reality – Learning to spell is a developmental process that involves the discovery of sound and meaning patterns.



Spelling myth or reality?

- Words that represent sound and/or meaning patterns should be selected and explored at appropriate developmental levels.
- Students' spelling lists should only focus on “words frequently misspelled” lists and on words that they misspell in their writing.

Reality – Words that represent sound and/or meaning patterns should be selected and explored at appropriate developmental levels.

Spelling myth or reality?



- Allowing young children to invent their spelling leads to development of poor spelling habits and poor spelling ability.
- Allowing young children to invent their spelling leads to the development of phonemic awareness and an inquisitive attitude about words and their spellings.

Reality – Allowing young children to invent their spelling leads to the development of phonemic awareness and an inquisitive attitude about words and their spelling.



Spelling myth or reality?

- Most students can learn to spell simply by being immersed in lots of reading and writing.
- Most students do not learn the features of sound, pattern, and meaning that are represented in the spelling system without explicit and sustained instruction.

Reality – Most students do not learn the features of sound, pattern, and meaning that are represented in the spelling system without explicit and sustained instruction.

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., <i>hat</i> and <i>bed</i> 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., <i>red</i> and <i>sled</i> with <i>bed</i> ; <i>cat</i> and <i>bat</i> with <i>hat</i>). 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 (<i>s</i> , <i>h</i>) 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., <i>fish</i> , <i>shape</i>). 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., <i>walked</i> , <i>wagged</i> , <i>wanted</i>) and points out that although the part (in this case, the <i>-ed</i> 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

A Reminder:
Connect Spelling and Writing

Starting in 2nd grade, teachers should help students develop proofreading strategies to check their spelling. Teachers should begin with basic skills such as reading aloud, which forces the student to focus on each word and draws attention to errors. Teachers then can move on to more targeted skills throughout the year, such as tailoring proofreading for specific problems. Students should be encouraged to identify areas in which they often make mistakes (e.g., possessives, *-ant* versus *-ent*, and so on) and develop proofreading skills designed to target those mistakes.

Spelling Conference

- One way to address spelling during writing instruction is to hold a spelling conference.
- In such a conference, the teacher helps identify words to fix.
- These conferences may take longer than an average conference.

During a Spelling Conference

- Invite the child to search for misspelled words.
- Hold children accountable for correctly spelling words that they know.
- Try an alternative spelling (e.g., the letters are all there but in the wrong order)
- Examine the spelling; does it look right?
- Are there places children can use known words to figure out the spelling of new words?
- Be honest with children when the spelling might be unusual or difficult.
- Provide opportunities for children to practice the new spelling.

Teaching Spelling Through Writing

It is important to develop spelling consciousness among elementary students.

A Classroom Environment to Foster Spelling Consciousness

- Opportunities to read, write, and talk about words
- References for spelling around the classroom
- Daily time to write
- Explicit teaching of word patterns
- “Fix up” strategies for spelling
- Playing with language

(Routman, 2005)

Let's Watch

- <https://vimeo.com/55954401>

Words Walls

- Word walls can be useful and effective if they are an important part of the classroom and used regularly.
- Students should be familiar with the purpose and recognize the value.
- Using the word wall must be taught, modeled, and practiced.

Create Your Own Word Wall

- Choose a visible and easily accessible space.
- Post words that students will actually use.
- Have students keep personal word walls.
- Consider specialized word walls

Focus on Word Choice

WHY?

- Words have power
- Voice is amplified with words
- Allows for focused revisions
- Keeps the audience in the mind of the writer
- Reinforces vocabulary knowledge

Semantic Gradient

SAID



The Writing Mini Lesson

What is a Mini Lesson?

- Intentional, explicit teaching
- Can be done whole group, small group, individually
- Can take place at any time during writing instruction
- Have a very specific purpose

Why a Mini Lesson?

- Addresses specific concepts and skills students need to develop as writers
- Short, targeted lessons so students have plenty of time to engage in writing
- Single-focus to help students more effectively implement the concept or skill into their individual writing
- Allows writing instruction to be individualized

Let's Watch

<https://vimeo.com/85974883>

Mini Lesson Components

- Introduction (connection)
- Teach one specific concept with one objective
- Engage Students
- Application to independent writing

Workshop Mini-Lesson template

Unit of Study:	Date:
Mini-lesson Topic:	
Connection	<i>Yesterday we learned about...</i>
Teach	<i>Today I'm going to teach you about/how to...</i>
Active Engagement	<i>Now it's your turn to try...</i>
Link	<i>When you go off to write today, and every time you write, you're going to...</i>