

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Task for English Language Arts – GRADE K

Grade: Kindergarten

Title: Stages of Writing

Task Annotation:

This Stages of Writing lesson is designed to give kindergartners, who tend to be apprehensive about writing, several options of how to write a story. During this lesson, the teacher models for the students the early stages of writing, showing them how they may go about writing a story in each stage.

This lesson is also designed to help kindergartners develop an awareness of the stages of writing development. It is through a focus on these stages, that students will begin self-assessing where they fall on this continuum of writing development.

The anchor chart made during this lesson will serve as a guide for students throughout the school year. Initially, it will serve as a model by which students will write; however, it will eventually become a tool students will use to evaluate their own writing skills and proficiency. **The Task:**

The following is a transcript of how a lesson may be presented. It IS NOT a script! Its purpose is to provide an example of how this lesson may be delivered. Italicized notes are also included throughout the lesson. They are inserted to provide commentary on the lesson.

SAMPLE LESSON:

The following is a transcript of how a lesson may be presented. It IS NOT a script! Its purpose is to provide an example of how this lesson may be delivered. Italicized notes are also included throughout the lesson. They are inserted to provide commentary on the lesson.

SAMPLE LESSON:

"Boys and girls, today we are going to talk about how to write a story. We will be working on our kindergarten writing standard, and we will be focusing on two elements of the standard. They are 'writes to describe familiar persons, places, objects, or experiences' and 'uses drawings, letters, and phonetically spelled words to create meaning'."

It is always important to reference the standard at the beginning, and throughout, all lessons. This helps to give the lesson a focus. Use the language of the standard, and then explain to the children what it means.

"I'm going to show you what these elements mean in a few minutes. We have all been working on learning how to use and take care of our writing materials, but now we are really going to work hard on learning how to write a story. I have heard some of you saying, 'I don't know how to write a story!' Well, today I'm going to show you how it's done!"

Georgia Performance Standards Task for English Language Arts – GRADE K

The instructional focus during the first week of writing time is often on the management of writing materials and the students during writing time. During this time, it is common to meet resistance on the part of the student. Persevere through these difficult beginning days of writing! Things will get better as students gain the necessary tools they need to begin their writing lives.

"The first element of our writing standard talks about describing something familiar, something you know, in writing. Well, today I'm going to tell you about something that is familiar to me. I'm going to describe it for you. I have a dog named Buddy. He is familiar to me because I know him. Buddy likes to swim. We live on a creek, and Buddy goes swimming in the creek every day. I love going to the creek and watching Buddy swim."

Notice how the language of the standard is reinforced here, "Today I'm going to tell you about something that is familiar to me." The teacher uses the word "familiar" several times, immersing the students in the language of the standard and describing what the word actually means.

It is important to choose a familiar topic that is important to you to share with your students. Good writers share things that come from their hearts. Students will sense this when you share about your familiar topic. It is equally important to choose a topic to which your students can relate. This helps reinforce the idea that good writers can write about anything. Students need to know that they can write about their ordinary, everyday experiences.

"I just shared with you something that is familiar to me. I know about my dog Buddy. Did you notice how I told you a little bit about him? Well, now I want to write part of my story about Buddy. Do you remember how I said that we were going to learn how to 'use drawings, letters, and phonetically spelled words to create meaning'? Now I'm going to show you how to do that!"

This begins a session in which the teacher makes an anchor chart with the boys and girls. Anchor charts are typically displayed on the classroom wall and will serve as a reference throughout the school year. Be sure to use a large sheet of paper that the students will all be able to see. An example of this anchor chart has been uploaded to this template.

"The first thing that I need to do is decide what I want to write. Let's see. I told you a few things about Buddy...he lives on a creek...he swims every day... My story is going to be, 'My dog Buddy likes to swim.' "

The teacher did not write anything during this time. She is modeling the thought process behind coming up with a story. The stories are very simplistic at this time of the year. They will become more advanced later in the school year. The underlying theme here is that good writers think about their story before they actually begin writing.

Georgia Performance Standards Task for English Language Arts – GRADE K

"I'm going to show you how different people may choose to write this story, but first I'm going to draw a picture. I need to draw a picture of Buddy swimming since my story is going to say, 'My dog Buddy likes to swim.'"

The teacher takes a moment to draw a quick sketch of the story. This demonstrates for the students that they should not spend all of their writing time on the picture; just a sketch will do. It also shows students that their picture and story must match.

"Now it's time for me to write my story. Let's see, I want my story to say, 'My dog Buddy likes to swim.'" Different people write stories different ways, so I'm going to show you how some people, mostly little brothers and sisters, write a story. Watch me. My dog Buddy likes to swim (As the teacher says the story, she scribbles across the page). This is how some people, mostly little brothers and sisters, write a story."

The teacher is demonstrating using the scribbling stage of writing. Although some of the students in the class may be at this stage, the teacher uses the wording, "little brothers and sisters..." to evoke the feeling that kindergartners don't write stories in this manner. Most kindergartners, when shown this type of writing, are familiar with it. They have participated in it and/or have seen younger children write in this manner.

"Now I'm going to show you another way to write the same story. Remember, my story is, 'My dog Buddy likes to swim.'" Watch me as I show you another way to write this story. 'My dog Buddy likes to swim.' (As the teacher says the story, she writes random letters across the page.) When people write stories like this, they know that letters make up words; however, they are not sure which letters to use so they just write all sorts of letters. I have seen some of you write stories like this. Raise a quiet hand if this is the way that you write stories."

The purpose of this stage in the lesson is to show kindergartners that letters are used to write stories. Many of the students in the class will probably be at this stage of writing. The teacher also asks students to raise their hands if they write like this. The teacher is beginning the process toward getting students to self-assess. She is also implying that they are ALL writing stories, just in different ways. The modeling of this stage empowers those who are in the scribbling stage of writing. It provides them with a tool that they can use to make progress as writers. These students may not have an understanding of the alphabetic principle, but they may feel like they can try to write a story using some letters they know how to write (often letters in their name).

"I'm now going to show you ANOTHER way to write this story. Watch me as I write. 'My dog Buddy likes to swim.' (As the teacher says the story, she writes some of the sounds that she hears. Her story looks like this: m D bD s t Sm.) Did you notice that I heard some of the sounds in the words as I said them, and I wrote the letters that make those sounds? When some people write stories they try to hear the sounds in words and write the letters that make those sounds. That is a very smart thing to do, and I have noticed several of you writing stories like this. Raise a quiet hand if you write stories like this."

Georgia Department of Education

Kathy Cox, State Superintendent of Schools

Language Use and Conventions Unit • GRADE K • Stages of Writing

August 13, 2007 • Page 3 of 9

Copyright 2007 © All Rights Reserved

Georgia Performance Standards Task for English Language Arts – GRADE K

The teacher is demonstrating the phonetic spelling phase. She is emphasizing the importance of this step ("That is a very smart thing to do"...). For some students, this is their introduction to the alphabetic principle. Although there are several stages of writing that are skipped here (vowels, representing words with all of the sounds that are heard...) the main purpose is for students to see the alphabetic principle demonstrated. When most students in the class are at this stage of writing, it may be appropriate, at that time, to conduct another lesson on the specific stages associated with letter-sound correspondence.

"I'm going to show you one more way to write the story. This is the way that most adults and older brothers and sisters write stories. People who write stories like this know how to spell most words correctly. Watch me. 'My dog Buddy likes to swim.' (The teacher writes the story, spelling each word correctly.) **Some of you know how to write stories like this. In this story, all of the words are spelled correctly. It takes much practice and work to be able to spell like this. You have to practice writing stories like this** (the teacher points to the other spellings on the anchor chart) **to be able to write stories like this** (the teacher points to the conventionally spelled story). **I know that we will ALL want to be able to write stories like this. Raise a quiet hand if you know how to write stories, or even some words, like this."**

The teacher is trying to accomplish two things here. First, she doesn't want to overwhelm her students by making them think that their writing has to be spelled conventionally. That would defeat the purpose of the entire lesson! So, she says, "It takes much practice and work to be able to spell like this" (emphasizing the importance of the other stages). Second, she wants to motivate the students. She wants them to want to write conventionally. She references older brothers and sisters because most kindergartners want to be like their older siblings. This statement may serve as a motivating factor, spurring them on toward conventional spelling.

"Boys and girls, I'm going to give you an opportunity to write about something that is familiar to you, something you know. Today, when you write, I want you to look at this chart. Think about where you are on the chart. Think about how your stories look. You may even want to try to write a different, harder way. You may have learned something today that will help you be a better writer."

The teacher made several statements suggesting that the students try to do something different with their writing. It is important to closely monitor their writing time, making sure that students don't regress. Again, the goal of this lesson is to give ALL students a tool that they can use to become BETTER writers.

Georgia Performance Standards Task for English Language Arts – GRADE K

Focus Standard:

ELAKW1 The student begins to understand the principles of writing. The student

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning

Circumstance of Assignment:

This Stages of Writing lesson is designed to give kindergartners, who tend to be apprehensive about writing, several options of how to write a story. During this lesson, the teacher models for the students the early stages of writing, showing them how they may go about writing a story in each stage.

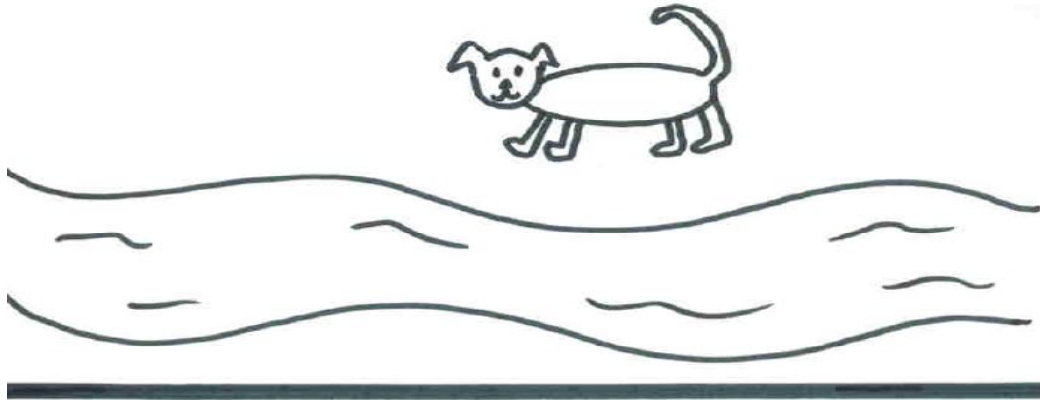
This lesson is also designed to help kindergartners develop an awareness of the stages of writing development. It is through a focus on these stages, that students will begin self-assessing where they fall on this continuum of writing development.

The anchor chart made during this lesson will serve as a guide for students throughout the school year. Initially, it will serve as a model by which students will write; however, it will eventually become a tool students will use to evaluate their own writing skills and proficiency.

Anchor Chart

Georgia Performance Standards Task for English Language Arts – GRADE K

Stages of Writing



- ① m m m m
- ② R c g b n t s a g b
- ③ m D b D s t S m
- ④ My dog Buddy likes to swim.

Website Resources:

<http://gkestner.com/WritingStages.htm>

<http://wwwstatic.kern.org/gems/calpin/StagesofWritinghandout.pdf>

<http://www.lindaslearninglinks.com/earlywrtgdev.html>

http://cfbstaff.cfbisd.edu/chienv/stages_of_writing_development.htm

Georgia Performance Standards Task for English Language Arts – GRADE K

Differentiation for Content, Product and Process

Readiness

There are no recommendations at this time.

The overall construction of this lesson is significantly supportive and inclusive of students at all developmental levels. By accepting students at every stage of writing development, all students will be empowered to become risk-takers and encouraged to move along the continuum of writing. With continued instruction under this model, students will flourish.

Handwriting Issues: See *Handwriting Without Tears* under Web Resources

Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from the listening center, from reading partners, and stories being read aloud by the teacher or other adult. They also need directions or instructions to be repeated and backed up a visual example or model.

Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it.

Kinesthetic Learners are those students who learn through the use of their bodies, through touch, manipulation of objects, and physically using their bodies. For example, these learners might benefit from manipulating objects to discern letter sounds or for each word in a sentence, building words and sentences using letter and/or word cards, and writing in various tactile mediums (sand, rice, beans, finger paint, or shaving cream sprayed on a desk top).

Learners with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slower at gaining reading and writing skills at proficient levels. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames.

Learners with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react.

Georgia Performance Standards Task for English Language Arts – GRADE K

Touch sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility for advice. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

Learners with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted; want help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurt out, want to be first, volunteer for anything, act impulsively, and/or talk continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can go to better focus, cool off, or just to move is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

Learners with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures do not look adults in the eye as it is a sign of disrespect. Some cultures need to “save face” when being corrected or redirected. Utilize your system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, labeling all objects in the room, and picture/icons to accompany as many charts and graphic organizers as possible. They will need visual representation for grade level vocabulary and key words in content areas.

Note: There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.

Student Interests

Some students will have preferential activities, things they really enjoy doing or even perseverating on. To help these students become more accepting of trying new things or to move from one activity to the next, balance required tasks with preferred tasks. Ask the student to perform an activity or to participate in an activity for a specific amount of time. Then allow them access to a preferred activity for a specific and brief time period. For significantly delayed students, accepting a low level of quality at first may be needed, but firmly move the expectations of quality up to an appropriate level for the student's abilities.

Students with sensory issues often like to rock, spin, and swing. Having small rockers, therapy balls (like many adults use to exercise with), sit and spin's, and/or perhaps a suspended swing will help alleviate the stress these students often feel when coming into a school environment and having to cope with a lot of demands.

Georgia Performance Standards Task for English Language Arts – GRADE K

Handwriting Without Tears

This strategy is to assist student with fine motor issues learn to handwrite by starting with blocks to create letter and then using a two-line method.

Handwriting Without Tears

www.hwtears.com/

Other resources of interest:

Learning Disabilities

www.ldonline.org

Children with Attention Deficits

www.chadd.org

Council for Exception Children

www.cec.sped.org

Kid Sources for teaching exceptional children

www.kidsource.com