



Professional Development Institute

Flex Course Syllabus

Effective Strategies for Emergent and Early Writers (PreK-3)

PDI Course Number: 44T02

ACE Course Number: LE5715

UCSD Course Number: EDUC41466

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you looking for effective ways to encourage your young writers? Do you need strategies for teaching students the foundations for writing success? This online course focuses on helping teachers work with emergent and early writers by understanding the developmental stages of writing. Teachers will learn many useful and practical strategies they can use to help young writers with specific strategies for narrative writing including developing a character, establishing the setting, and creating the plot. Additionally, strategies for teaching students how to write informative text, including how to write how-to books are shared as well as strategies for teaching persuasive writing. Tips for teaching basic research report writing are explored along with ideas for teaching basic note taking while conducting research. Excellent children's literature is presented as a springboard for writing. Additional topics presented include the writing process, writer's workshop, and using technology, including online apps, to both produce and publish student writing. Effective strategies for helping struggling writers are also shared. Assessment options for writing are presented that are specific to emergent and early

writers. By the end of this course, teachers will have the tools they need to help their students become better and more effective writers.

Educational Outcomes

1. Teachers will become familiar with the Common Core State Standards for Writing for their grade level.
2. Teachers will become familiar with the developmental stages of writing.
3. Teachers will learn the importance of using literature as an example of good writing for both fiction and nonfiction.
4. Teachers will learn strategies for teaching students how to develop a character for narrative writing pieces.
5. Teachers will learn strategies for teaching students how to develop a setting for narrative writing pieces.
6. Teachers will learn strategies for teaching students how to develop a plot for narrative writing pieces.
7. Teachers will learn the steps of the writing process and specific strategies for each of the steps.
8. Teachers will learn strategies for teaching students how to write persuasive pieces.
9. Teachers will learn strategies for teaching students how to write informative pieces.
10. Teachers will learn strategies for teaching students how to write how-to instructions.
11. Teachers will learn the value of using story frames with emergent writers.
12. Teachers will learn strategies for teaching students how to write basic research reports.
13. Teachers will learn techniques for teaching basic note taking skills.
14. Teachers will learn effective strategies for helping struggling writers.
15. Teachers will learn detailed and specific ways for introducing each step of the writing process.
16. Teachers will learn how to establish a writer's workshop in the classroom.
17. Teachers will learn how to assess student writing.
18. Teachers will learn how to develop writing rubrics and checklists.
19. Teachers will learn specific strategies for helping emergent writers progress to early writers.
20. Teachers will learn how to use technology to produce and publish writing.
21. Teachers will become familiar with apps students can use for writing.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction

- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Writing Activities (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Writing Standards in the Classroom
- Developmental Stages of Writing
- Literature as a Springboard for Writing
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching writing in the early grades. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Focus on Narrative Writing: Developing a Character
- Focus on Narrative Writing: The Setting
- Focus on Narrative Writing: Creating the Plot
- **Test #2**
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

Unit Three

- Focus on Persuasive Writing
- Focus on Informative Writing
- Writing How-To Books
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to the content of this course and will make a difference to other teachers in their own classrooms. Your posting should specifically relate to teaching writing to early writers. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- Focus on Research Reports
- Basic Note Taking
- Helping Struggling Writers
- **Test #4**

Unit Five

- The Writing Process
- Writer's Workshop
- Writing Assessment
- **Test #5**

Unit Six

- Strategies for Emergent Writers
- Using Technology to Produce and Publish Writing
- Apps for Student Writing
- **Assignment #4**

Develop a writing assignment based on your grade-level content for each of the three areas of writing: narrative, persuasive, and informative. Explain each assignment with great detail in a minimum of eight sentences. The assignments should be detailed enough that another teacher could use them.

- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to

help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

- Anderson, Kelly M. (2007). "Tips for teaching: Differentiating instruction to include all students." *Preventing School Failure*, 51(3), 49-54.
- Bakken, L., Brown, N., & Downing, B. (2017). Early Childhood Education: The Long-Term Benefits. *Journal of Research in Childhood Education*, 31(2), 255–269.
<https://doi.org/10.1080/02568543.2016.1273285>
- Batini, F., Bartolucci, M., & Timpone, A. (2018). The effects of Reading Aloud in the Primary School. *Psychology and Education*, 55.
- Borders, S.G. & Naylor, A.P. (1993). *Children Talking about Books*. Chicago: University of Chicago Press.
- Boyle, J. R. (2013). Strategic note-taking for inclusive middle school science classrooms. *Remedial and Special Education*, 34(2), 78-90.
<https://doi.org/10.1177%2F0741932511410862>
- Calkins, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
- Calkins, L. (2003). *Launching the Writing Workshop*. Portsmouth, NH: Heinemann.
- Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the Common Core*. Portsmouth, NH: Heinemann.
- Cameron, C. E., Cottone, E. A., Murrah, W. M., & Grissmer, D. W. (2016). How Are Motor Skills Linked to Children's School Performance and Academic Achievement? *Child Development Perspectives*, 10(2), 93–98. <https://doi.org/10.1111/cdep.12168>
- Chang, W., & Ku, Y. (2014). The effects of note-taking skills instruction on elementary students' reading. *The Journal of Educational Research*, 108(4), 278-291.
<https://doi.org/10.1080/00220671.2014.886175>
- Clarke, Linda K. (1988). "Invented versus traditional spelling in first graders' writings: Effects on learning to spell and read." *Research in the Teaching of English*, 22, 281-309.

Common Core State Standards Initiative. (2021). English Language Arts Standards – Writing – Introduction. Retrieved 28 Apr. 2021 from <http://www.corestandards.org/ELA-Literacy/W/introduction/>

Englert, C. S. , Mariage, T. V. , & Dunsmore, K. (2006). Tenets of sociocultural theory in writing instruction research. In C. A. MacArthur , S. Graham , & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 208–221). New York: Guilford Press.

Fletcher, R. & Portalupi, J. (2001). *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.

Gentry, Richard J. & Gillet, Jean W. (1992). *Teaching Kids to Spell*. The Wright Group. Portsmouth, NH: Heinemann.

Gewertz, C. (2019). “New Setback for PARCC as Another State Abandons Test.” Retrieved 15 Jan. 2020 from <https://www.edweek.org/ew/articles/2019/01/16/new-setback-for-parcc-as-another-state.html>

Gibson, S.A. (2008). An Effective Framework for Primary-Grade Guided Writing Instruction. *The Reading Teacher*, 62(4), 324–334.

Gutnick, A. L., Robb, M., Takeuchi, L., & Kotler, J. (2010). Always connected: The new digital media habits of young children. New York: The Joan Ganz Cooney Center at Sesame Workshop.

Harris, K. R. and S. Graham (1992). Self-regulated strategy development: A part of the writing process. In M. Pressley, K. R. Harris, & J. Guthrie (Eds.), *Promoting academic competence and literacy in school*. New York: Academic Press.

Hillocks, Jr., G. (2006). Middle and high school composition. In P. Smagorinsky (Ed.), (2006). *Research on composition: Multiple perspectives on two decades of change*. New York, NY: Teachers College Press.

Hyland, K. (2015). *Teaching and Researching Writing: Third Edition*. Routledge.

John D. and Catherine T. MacArthur Foundation. (2018). *Digital media and learning*. <https://www.macfound.org/programs/learning/>

Johnson, K. (2000). *Reading Into Writing: Using Children’s Literature to Teach Writing to Children*. Sheridan Books.

Kamberelis, G. (1998). Relations Between Children’s literacy diets and genre development: You Write What You Read. *Literacy Teaching and Learning*, 3, 7-53.

Kiewra, K.A. (2010). Providing the instructor's notes: an effective addition to student notetaking. *Educational Psychologist*, 20(1), 33-39. https://doi.org/10.1207/s15326985ep2001_5

Lane, K. L., S. Graham, K.R. Harris, and J.L. Weisenbach (2006). "Teaching writing strategies to young students struggling with writing and at risk for behavior disorders: Self-regulated strategy development." *Teaching Exceptional Children*, 39(1), 60–64.

Larson, K., Russ, S. A., Kahn, R. S., & Halfon, N. (2011). Patterns of comorbidity, functioning, and service use for US children with ADHD, 2007. *Pediatrics*, 127(3), 462–470. <https://doi.org/10.1542/peds.2010-0165>

Lee, S., & Schallert, D. (2016). *Becoming a teacher: Coordinating past, present, and future selves with perspectival understandings about teaching*. <https://doi.org/10.1016/J.TATE.2016.02.004>

Levine, M. (1998). *Developmental Variation and Learning Disorders*. (2nd ed.). Cambridge, MA: Educators Publishing Service.

Mueller, P. A., & Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25(6), 1159–1168. <https://doi.org/10.1177/0956797614524581>

Muschla, G. R. (2011). *Practice Makes Perfect Exploring Writing*. McGraw Hill Professional.

Nagin, C. & National Writing Project. (2012). *Because Writing Matters: Improving Student Writing in Our Schools*. John Wiley & Sons.

National Center for Education Statistics. (2012). *The Nation's report card: Writing 2011*. Washington, DC: Institute for Education Sciences, U.S. Department of Education.

PENCIL Business Partner Briefing on Common Core State Standards (Producer). (2010). *Co-author David Coleman on the ELA standards of the Common Core State Standards – Part 2*. Available from <http://www.youtube.com/watch?v=51KX2i13dWU>

Puranik, C. S., & Lonigan, C. J. (2014). Emergent Writing in Preschoolers: Preliminary Evidence for a Theoretical Framework. *Reading Research Quarterly*, 49(4), 453–467. <https://doi.org/10.1002/rrq.79>

Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). Learning to Read and Write Genre-Specific Text: Roles of Authentic Experience and Explicit Teaching. *Reading Research Quarterly*, 42(1), 8–45.

Read, C. (2018). *Children's Creative Spelling*. Routledge.

Reid, R. and T.O. Lienemann (2006). “Self-regulated strategy development for written expression with students with attention deficit/hyperactivity disorder.” *Exceptional Children*, 73(1), 53–68.

Rijlaarsdam, G., Van den Bergh, H., Couzijn, M., Janssen, T., Braaksma, M., Tillema, M., et al. (2012). In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA educational psychology handbook*, 3, 189–227. Washington, DC: American Psychological Association.

Shanahan, T. (2015). Common Core State Standards: A New Role for Writing. *The Elementary School Journal*, 115(4), 464–479. <https://doi.org/10.1086/681130>

Silver, H. & Perini, M. (2014). “Helping Students Climb the Common Core Staircase.” *Educational Leadership*, 71(6). <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Helping-Students-Climb-the-Common-Core-Staircase.aspx>

Standards in Your State | Common Core State Standards Initiative. (2014). Retrieved May 3, 2021, from <http://www.corestandards.org/standards-in-your-state/>

Strickland, D. S., Morrow, L. M., Neuman, S. B., Roskos, K., Schickedanz, J. A., & Vukelich, C. (2004). Distinguished Educator: The Role of Literacy in Early Childhood Education. *The Reading Teacher*, 58(1), 86–100.

Tomlinson, Carol Ann. (2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Troia, G.A. (2004). Phonological processing and its influence on literacy learning. In C.A. Stone, E.R. Silliman, B.J. Ehren, and K. Apel (Eds.), *Handbook of language and literacy: Development and Disorders*. New York, NY: The Guilford Press.

Wammes, J.D., Meade, M.E., & Fernandes, M.A. (2016). The drawing effect: Evidence for reliable and robust memory benefits in free recall. *The Quarterly Journal of Experimental Psychology*, 69(9). <http://doi.org/10.1080/17470218.2015.1094494>

Wu, L.Y. (2009). “Children’s Graphical Representations and Emergent Writing: Evidence from Children’s Drawings.” *Early Child Development and Care* 179 (1): 69–79.