

**Writing in the Reading Recovery™
Program and Writing Standards and
Practices in the First Grade Classroom**

2011 Billie J. Askew Reading Recovery and Literacy Institute (K-6)
November 3 and 4, 2011

Adria Klein, Ph.D., Reading Recovery Trainer
Saint Mary's College of California
afk1183@gmail.com

In Reading Recovery, teachers understand the purpose of helping our students develop a self-extending system for literacy learning. In first grade classrooms, there often is a greater focus on reading skills and strategies, while writing is less well developed. Looking at the standards and expectations for first grade writing will help both Reading Recovery teachers and first grade colleagues share understandings about expectations in writing.

Welcome to a professional discussion about writing in the primary grades including a look at the revised Texas First Grade Essential Knowledge and Skills for English Language Arts and Reading and the new Common Core State Standards; then we will focus on practical ideas for both Reading Recovery and classroom best practices in writing.

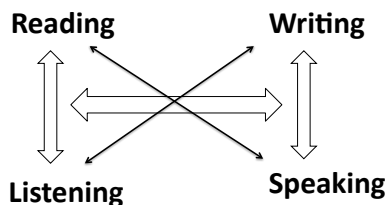
Is **Writing** more closely connected to

Reading?

Speaking?

Listening?

Receptive and Expressive Language Processing



Reciprocity Builds Both Receptive and Expressive Language

Expressive Language:

- English Language Learners and struggling readers write in their oral language structures.
- Teachers need to look at the writing with two filters - language development and book language.

Expressive Processes

Speaking

- ◆ Life experiences
- ◆ Storytelling
- ◆ Vocabulary
- ◆ Sentence structure

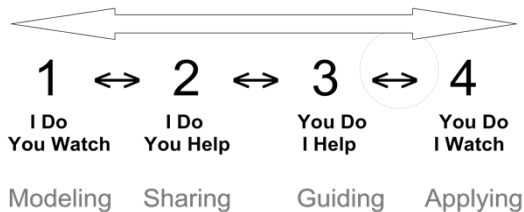
Writing

- ◆ Sentence patterns
- ◆ Sentence expansion
- ◆ Negotiating meaning
- ◆ Sentence structure

We currently **know less about the strategic processing of the child learning to write** than we do about early reading, but the **effects of one upon the other. . . are compelling**. They underline a **critical period** from six to eighteen months after entry to school **when reading contributes to writing progress and vice versa**.

Clay, *COT*, p. 35

Gradual Release of Responsibility in Teaching and Learning



AK1163@aol.com -- Based on Pearson and Gallagher (1983) from Campione (1981) and adapted from Mooney (1990), Hilscock (1996), and Wilhelm (2001); do not copy without permission.

I am encouraging teachers to understand that **learning in one language area enriches the potential for learning** in the other areas. Therefore, if we plan instruction that **links oral language and literacy learning** (writing and reading) from the start--so that writing and reading and oral language processing **move forward together, linked and patterned**, from the start--that instruction will be more powerful.

Clay, *Becoming Literate*, 1991

Every interaction in the daily writing segment is a **teaching move** – not a memory task, nor a practice attempt, nor an analysis of sounds, but carefully determined and astutely delivered teaching with a large target that involves learning how to do something, do it better, do it faster, link it up to something, and prepare it for **future independent use**. (Those things include much more learning than just attending to the sounds in words.)

Clay, *COT*, p. 32

Some additional quotes to consider about the writing/reading connection:

What the child writes is a rough indicator of what he is attending to in print.

Clay, *Becoming Literate*, p. 109

In achieving literacy young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both.

Roskos, Tabors. Lenhart, *Joining Oral Language and Early Literacy Learning*, 2009

Reading Recovery, Classroom, and Small Group Interventions

Writing Applications

When the child **composes the ‘message’** that he will write during his lesson it is not a matter of copying words or stories. It is about

- going from **ideas in the head**
- to **spoken words**
- to **printed messages**
- and finding out that you can **reconstruct those messages.**

Clay, *LL 2*, p. 51

And here is a quote from research in classrooms.

We found a close relationship between children’s levels of writing and their levels of oral segmentation (of language) and concluded that their knowledge of our writing system enables them to write at a higher level and to segment words phonemically.¹⁸

Contrast the changes from simple to complex sentences in the following two lists. I invented a list of examples we often see (on the left) and a Reading Recovery tutor provided the second group from a child’s records.

Lesson 1	I love my family.	I love my family.
Lesson 15	I played outside with Jo.	I was outside with Jo and I did a trick.
Lesson 32	Grandpa took us to the fire station.	When Grandpa took us to the fire station we had a ride on the fire truck.
Lesson 65	I got a bee sting on my foot.	Three days ago I got a bee sting on my foot when I was playing outside.

Clay, *LL 2*, p. 53

How do we scaffold the child to develop this more complex syntax?

What does it mean to have a “genuine conversation?”

Procedures for eliciting a story

Start up a conversation, guided by all you know about this child. Talk about something that you feel sure he would be interested in. This should not be an interrogation . In a genuine but short conversation, help reluctant children to compose something. This topic might come from a variety of sources:

Clay, *LL 2*, p. 55

Early in a series of lessons this will be a sentence but later he may compose two or three sentences, writing one before composing the final form of another.

Clay, *LL 2*, p. 55

After the child has become an eager writer the teacher may suggest how a sentence might have some more ideas, or be changed in structure, just a little. If the child cannot go with your suggestions, back off.

Clay, *LL 2*, p. 56

Michael Fullan's concept of "simplicity"- knowing one's purpose, identifying a small number of high-leverage actions, and moving toward goals with a singular focus in order to achieve powerful consequences.

Change Forces, the Sequel

By the end of a lesson series the child's construction of messages should show an **increase in syntactic complexity** and some skillful **packaging of ideas**.

Clay, *LL 2*, p. 56

And consider:

Cutting up the story (which the child **composed**, then **wrote** and then **reread** more than once) provides the child with **opportunities to relate reading to writing, writing to speaking, and reading to speaking**.

Clay, *LL 2*, p. 181

Consider the possible differences in perspectives . . .

Reading Recovery and Classroom Writing Practices

A powerful strategy for teachers to encourage is for children to use the sounds they hear in words they are trying to write, and finding letters for those sounds they hear. Since Charles Read first discovered some preschool children who were inventing their own spelling system by this means, it has been recognized by teachers as a way to become more independent as writers (for example, as 'invented spelling' in classrooms and "hearing and recording sounds in words" in Reading Recovery).

Clay, *Becoming Literate*, p. 111

Words gather information around them. Like tiny drops of mercury coming together to form larger drops, or raindrops running down the windowpane, words gather up information.

A particular word accumulates:

- **oral language knowledge**
- **writing knowledge**
- **reading knowledge**
- **quantitative knowledge about approximate frequency**
- **personal and cultural knowledge**
- **spelling knowledge about likenesses and differences and so on.**

A network of knowledge gathers around each word that the child knows, and probably when the learner attends to a particular word, this **neural network** can potentially be tapped.

Clay, *COT*, p. 24

Conflicting theories that may form *in the child* about writing and word learning:

1-Shared pen in Reading Recovery directs child's attention and scaffolds problem-solving to produce accurate model.

2-Independent writing in the classroom calls for temporary spelling combined with use of known information.

Simplexity – Take Away

How can we bridge the writing in Reading Recovery and the writing in the classroom, both with the goal of independence?

Invented spelling and Hearing and Recording Sounds in Words – What might we put on an anchor chart in the classroom to connect these theories?

STANDARDS – “What students are responsible for in the lessons”

-- **The professional part of teaching--**

- **Standards to be met**
- **Responsibility of the first writing draft and first reading of a book**

NCEE, 2002

. . .in instances where they are required to write quickly, clearly, and succinctly. Writing can be an effective learning tool for students in all content areas, as they use informal reflective writing to record their observations, experiences, classroom discussions, or to record comments on their reading.

From the *NCTE Beliefs about the Teaching of Writing* November, 2004

Thinking about children in Reading Recovery and classroom writing while looking at Texas First Grade Essential Knowledge and Skills for English Language Arts and Reading

August, 2011 Revision

The **English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)** are organized into the following strands. . .

Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;
Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information;

The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to **strengthen their reading, writing, and oral language skills**. Students should **write and read (or be read to) on a daily basis**.

(17) Writing/Writing Process.

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Students are expected to:

- (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
- (B) develop drafts by sequencing ideas through writing sentences;
- (C) revise drafts by adding or deleting a word, phrase, or sentence;
- (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
- (E) publish and share writing with others.

(18) Writing/Literary Texts.

Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(A) write brief stories that include a beginning, middle, and end; and
(B) write short poems that convey sensory details.

(19) Writing/Expository and Procedural Texts.

Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) write brief compositions about topics of interest to the student;
- (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
- (C) write brief comments on literary or informational texts.

**(20) Oral and Written Conventions/
Conventions.**

Students understand the function of and use the conventions of academic language when speaking and writing.

Students continue to apply earlier standards with greater complexity.

Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

- (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: green, tall);
 - (iv) adverbs (e.g., time: before, next);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., I, me); and
 - (vii) time-order transition words;
- (B) speak in complete sentences with correct subject-verb agreement; and
- (C) ask questions with appropriate subject-verb inversion.

**(21) Oral and Written Conventions/
Handwriting, Capitalization, and
Punctuation.**

Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:

(i) the beginning of sentences;

(ii) the pronoun "I"; and

(iii) names of people; and

(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

**(22) Oral and Written Conventions/
Spelling.**

Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct known words;

(B) use letter-sound patterns to spell:

(i) consonant-vowel-consonant (CVC) words;

(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and

(iii) one-syllable words with consonant blends (e.g., "drop");

(C) spell high-frequency words from a commonly used list;

(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and

(E) use resources to find correct spellings.

(23) Research/Research Plan.

Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- (B) decide what sources of information might be relevant to answer these questions.

(24) Research/Gathering Sources.

Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

- (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

- (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(25) Research/Synthesizing Information.

Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

(26) Research/Organizing and Presenting Ideas.

Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

A Brief Look at the Common Core State Standards

The Common Core State Standards aim to provide clear, consistent academic benchmarks with “fewer, clearer and higher” academic standards. Forty-five states have adopted these standards.

Writing Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

CCSS – Text Types and Purposes

Grade 1

1. **Write opinion pieces** in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. **Write informative/explanatory texts** in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. **Write narratives** in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS – Production and Distribution of Writing Kindergarten and Grade 1

4. (Begins in grade 3)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and **add details to strengthen writing** as needed.
6. With guidance and support from adults, explore a variety of **digital tools to produce and publish writing**, including in collaboration with peers.

CCSS – Research to Build and Present Knowledge Kindergarten

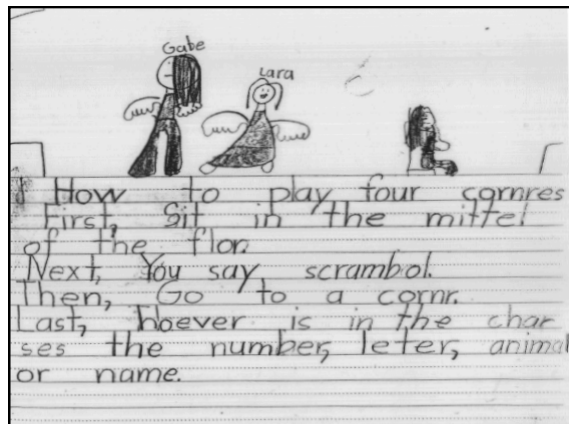
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Grade 1

7. Participate in **shared research and writing** projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

What can we learn from looking at independent writing journals and other writing work in our children's classrooms?

What can we learn from looking at Gabe's independent writing?



There are two short-cuts for children passing through the transition into formal schooling, and they are not recognized by some education systems or some individual teachers. . .

The second short-cut is to develop a programme that **leads children towards independence in reading and writing** because as the more competent children become more independent they are practising highly appropriate strategies but at the same time are freeing the teacher to give more time to the children for whom assisted learning is necessary for a longer period. . .

Clay, *Becoming Literate*, p. 111

Simplexity – Take Away

How can we bridge the writing in Reading Recovery and the writing in the classroom, both with the goal of independence?

Journal writing and other writing work –
What might we observe periodically in the classroom to connect the writing in Reading Recovery with the expectations in classrooms?

So, given all these shifts in standards and practices,

What should we prioritize?

What do we need to know?

Consider the Role of Language Structures in Composing a Message:

When we speak or when we listen to speech, we are constructing and composing. When we write down a phrase, message or story, we are constructing and composing. When we read what someone else has written, we are constructing and composing.

Clay, *LL 2*, p. 50

Record of Oral Language

ROL, Marie Clay

A Look at Five Common Sentence Structures

OLAI, Lance Gentile

Level I - Simple Sentences: contain forms of the verb *to be* and names, classifies, or categorize objects and events. They usually include an article, a noun, verb and object or complement. In English, simple sentences also included the *-ing* form of verbs describing action.

I went home.

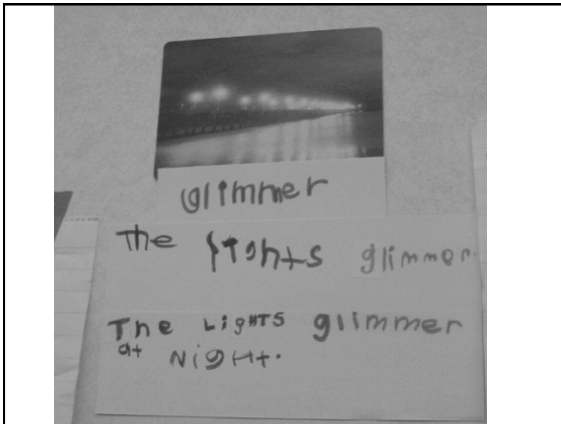
I love my mommy.

Level 2 - Expanded Statements Using Prepositions: shows relationships and links. A preposition is a word used with an article, noun, or pronoun to form a phrase, i.e., *in* the kitchen, *on* the table, *into* bed, *for* my birthday, *with* his brother, *at* her house, *down* my street, *around* a building, *under* the blanket, *to* school, *behind* the sofa, *from* home.

I like to play with my cat.

I like to color at my school.

In interactions in Primary Classrooms, think about these first two sentence types and development of more complex syntax. . . Asking where, when and who to expand sentences.



In Reading Recovery interactions, think about these sentence types and development of more complex syntax. . .

Profile of a successful writer in Reading Recovery – Clay, LL2, p 212

. . .His teacher felt it was far more important for him to concentrate on developing the complexity of his writing as she hopes these examples show.

1. I love my family.
4. I asked mum to give me a Harry Potter scar.
10. My grandma's rooster attacked me and hurt my leg.
15. On a school day I was outside with J and did a trick.
20. I dressed up for the parade as a knight in shining armour.
27. My plane does tricks. It does flips and flies around me.
32. When grandpa took us to the fire station we had a ride on the fire truck.

39. Little Bulldozer felt hurt because the first truck and the big truck said go away.
44. When I went to play at Stacey's house we put sand in each other's hair.
52. The teachers and the big kids made pancakes for the little kids to eat. I had golden syrup on mine.
55. We were doing freestyle, backstroke and floating on our backs at the swimming pool.
60. On Saturday morning, when I went to Auskick, I was given this tattoo.
65. Three days ago I got a bee sting on my foot when I was playing outside.
69. I know how to make sultana slice. You need to use sultanas, flour, milk and a teaspoon of sugar.

It is a very complex task to track the changes, and the interchanges, that occur during writing!

Clay, *LL2*, p. 214

For more on Language Structure and Syntax support in the primary classroom, see examples of our research at our open source website funded by a Hewlett Foundation grant. . .

community.newteachercenter.org/tp

Simplexity – Take Away

How can we bridge the writing in Reading Recovery and the writing in the classroom, both with the goal of independence?

Journal writing and other writing writing work – How might we expand the sentence writing and move children toward syntactic complexity in Reading Recovery and in classrooms?

Feel Free to Contact Me

Adria Klein, Ph.D.

Professor Emeritus, CSU San Bernardino

***Reading Recovery Trainer,
Saint Mary's College of California***

afk1183@gmail.com