



Oregon's

Instructional Frameworks | **Early Literacy**

The Role of Writing in Early Literacy Learning



Welcome from the Oregon Department of Education

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Getting to Know Our Community

In the chat please share:

- Your name and role
- A favorite memory about teaching writing



Webinar Objectives

Participants will

- learn about how Oregon's Early Literacy Framework supports writing as an essential component of early literacy instruction, and
- learn about instructional practices that support students in a writing-rich classroom.



Webinar Agenda

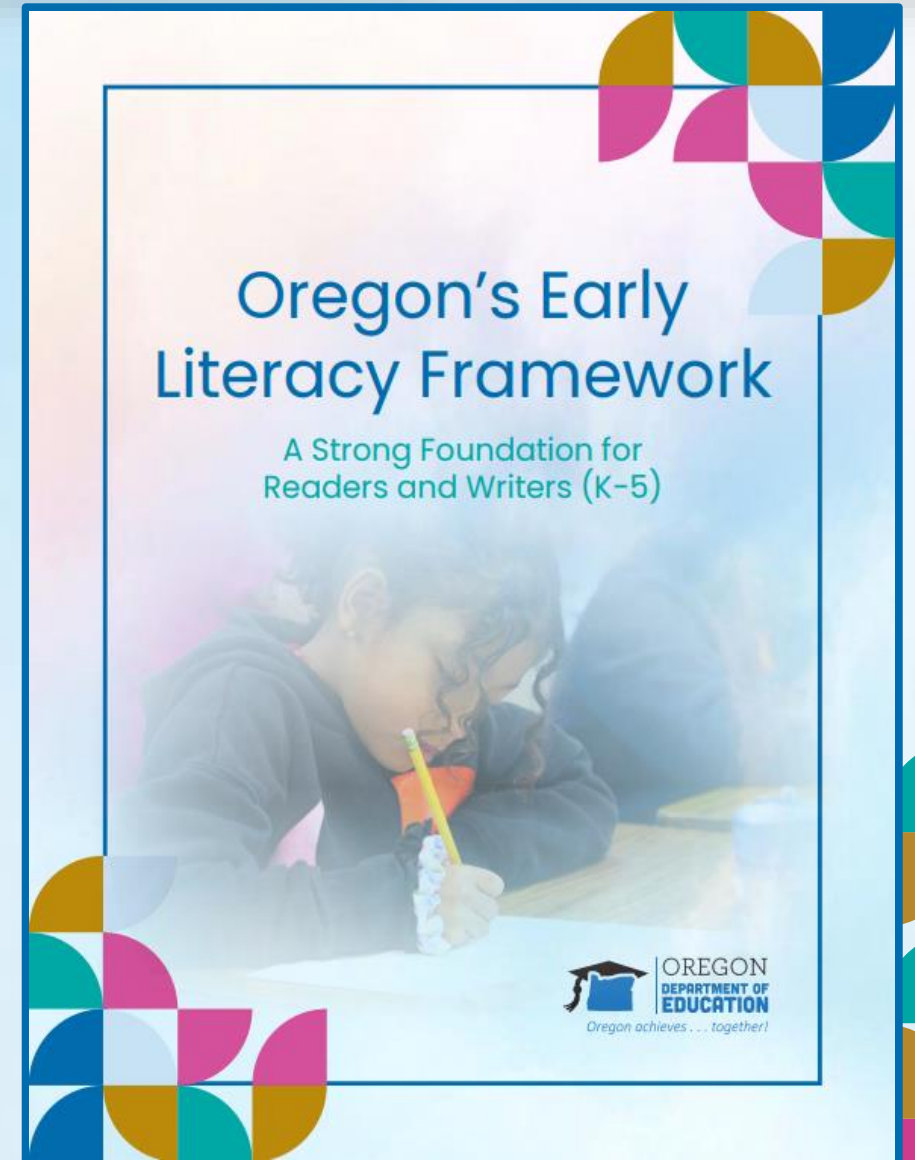
1. Welcome & Community Building Activity
2. Introduction to Writing in Oregon's Early Literacy Framework
3. Key Ideas About Writing in Early Literacy Learning
4. Writing in Practice
5. Reflection & Closing



Oregon's Early Literacy Framework (K-5)

THE CORE PURPOSE OF THIS FRAMEWORK IS TO:

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



Guiding Principles

The following principles guided the development of this Early Literacy Framework:

Early literacy begins at birth.

Children are full of literary promise.

Families and communities play an important role.

Multilingualism benefits everyone.

Foundational skills matter.

Teacher knowledge and practice are critical.

Every student can be taught to read and write.



Framework Sections

Section 1: Student Belonging: A Necessary Condition for Literacy Learning

Section 2: Family and Community Partnerships

Section 3: Oral Language as the Root for Literacy Development

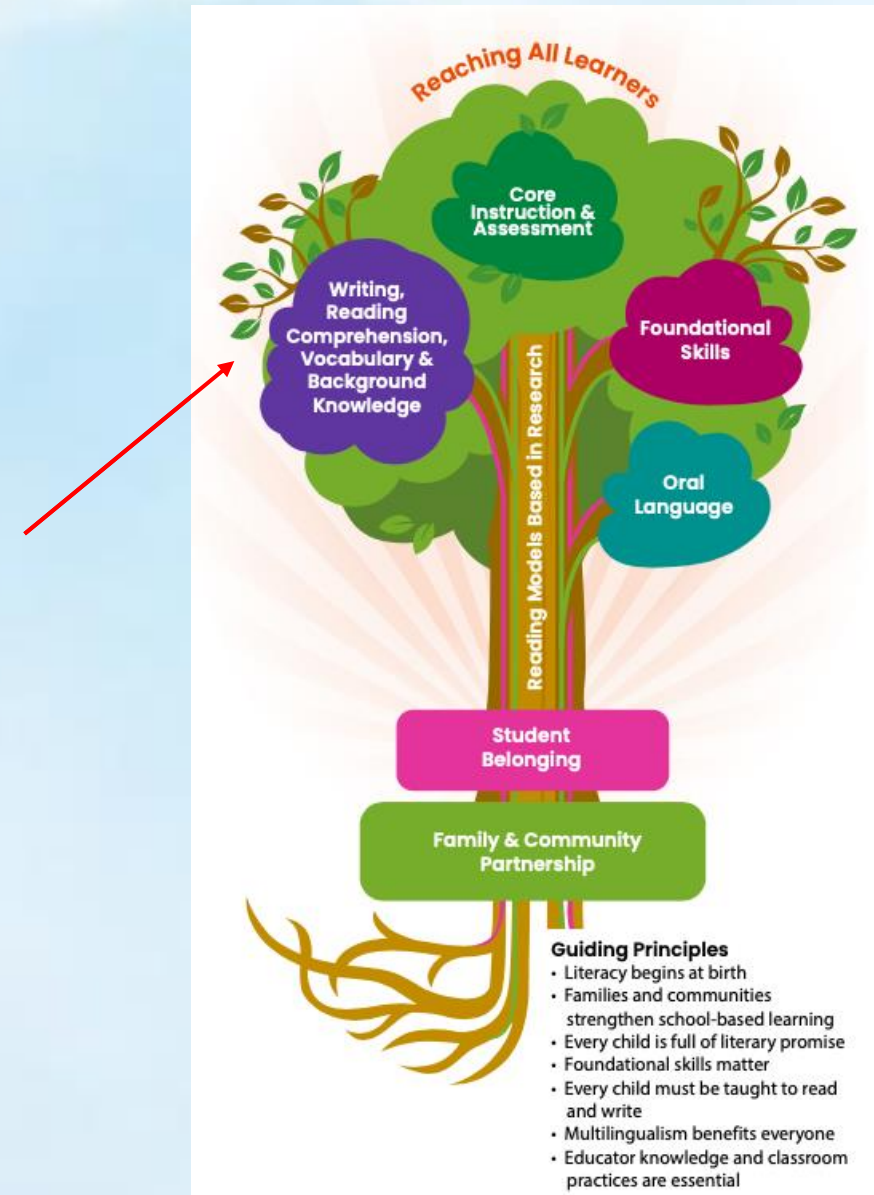
Section 4: Reading Models Based in Research

Section 5: Foundational Skills

Section 6: Writing, Reading Comprehension, Vocabulary & Background Knowledge

Section 7: Core Instruction & Assessment

Section 8: Reaching All Learners



Key Takeaways Around Writing from Oregon's Early Literacy Framework

Linda Friedrich, WestEd

Amy Woodbridge, WestEd



Share Your Thoughts

Share a word:

What is one word that describes how you want students to feel about writing after being in your classroom?





Writing practice helps students solidify and make sense of foundational skills, allows them a creative outlet to emulate story and text structure, and creates opportunities to connect in meaningful ways with the world around them.

- Oregon's Early Literacy Framework

What stands out?



The Role of Writing in a Literacy Program

Today's big ideas:

- Writing reinforces and expands foundational literacy skills.
- There is a reciprocal relationship between reading and writing development.
- Writing presents opportunities to welcome student identity, voice and experience into the classroom.



Foundational Skills

Print concepts

Phonological awareness

Alphabetic principle

Phonics and word recognition

Fluency



Foundational Skills in Writing

**Handwriting
and letter
formation**

Spelling

**Sentence
construction**

**Typing and word
processing**



Writing Reinforces Foundational Skills

- Students need explicit instruction in foundational skills.
- High quality instruction
 - integrates different foundational skills, and
 - incorporates meaningful opportunities to write.



Writing Reinforces Foundational Skills (2)

- Writing reinforces foundational skills for both writing and reading.
- Instruction in foundational skills of writing improves word recognition and fluency.
- Best practices include providing plenty of opportunities to write throughout the school day and integrating reading and writing.



Share Your Suggestions

What writing strategies or activities have you tried that help build foundational skills?



“

It's self-evident that to write a particular kind of text, it helps if the writer has read that kind of text, ... In order to take on a particular style of language, it also helps to have read that language, to have heard it in one's mind, so that one can hear it again in order to compose it.

-National Council of Teachers of English, *Professional Knowledge for Teaching Writing*



Teaching Research-Based Writing Practices Improves Reading Comprehension

- Invite students to:
 - Respond to text in writing
 - Write summaries of texts
 - Write notes about a text
 - Answer questions about a text in writing OR write questions and answer them in writing
- Teach specific writing skills:
 - Process of writing
 - Text structures
 - Sentence construction
- Increase the amount of time students spend writing



Example: Teaching Sentence Construction to Support Reading Comprehension

Sentence expanding

Introduce a short sentence.

Model how to add to the sentence using different parts of speech and demonstrate appropriate capitalization and punctuation as the sentence is expanded.

Have students provide suggestions for different parts of speech to add to the short sentences.

Have students work independently or in pairs to expand a sentence.

Encourage students to share their expanded sentences in small groups and provide feedback.



Teaching Students to Read Like Writers Improves Writing

Teach students to write for a variety of purposes:

- Help students understand different purposes for writing
- Expand students' concept of audience
- Teach students to emulate the features of good writing
- Teach students techniques for effectively writing for different purposes



Techniques for Writing for Different Purposes

Purpose

Describe

Specific technique

Sensory details

Students identify and use technique

Answer these questions about an exemplar text and then use the questions to develop own writing:

- What did you *see*? How did it *look*?
- What sounds did you hear?
- What did you *touch*? How did it *feel*?
- What could you *smell*?
- How did it *taste*?



Share Your Suggestions (2)

How do you bring reading and writing together in your classroom?



“

“Seeing ourselves in stories and other texts is a powerful human need. Being able to say, ‘Look, there I am!’ feels good. It helps us know that who we are is recognized and validated and that we are not alone.

- National Council of Teachers of English, 2021



Writing Brings Students' Identity, Culture and Assets to School

- Hold high expectations while offering responsive support by teaching writing using evidence-based practices
- Build one's own understanding about students' backgrounds and their communities
- Identify and tap students' language assets when they write
- Ensure that students see themselves reflected in reading and writing curriculum
- Offer opportunities for students to choose what they write
- Create a sense of community and belonging by encouraging diverse voices and perspectives as students collaborate on writing



Share Your Suggestions (3)

Share a practice or project that has been successful in helping students connect to the world around them.



Reflections on a Writing Rich Classroom

Kim Neiswanger, Ruch Outdoor Community School
Medford School District



Kim Neiswanger

Who I am:

- 2nd grade teacher at Ruch Outdoor Community School in the Medford School District
- 15th year of teaching
- My school is an outdoor, place-based school. We do a lot of interdisciplinary work.
- I love teaching writing!
- For 12 years, I have been engaging students in a [book writing unit](#) that uses the writing process from brainstorming to publishing.



A Writing-Rich Classroom

Writing in my classroom:

- Writing is integrated into every subject area.
- Students engage in writing every day.
- Students practice formal and informal writing.

Example Schedule

Time	Block	Writing
8:00 – 9:45	Reading block	Free write in journals is a center; sentence writing is often a center
Noon – 1:00	Writing block	Explicit writing instruction – teach grammar in context
1:00 – 1:45	Science	Non-fiction writing with mentor text



Featured Unit: You Have a Story

- Students learn about the writing process from beginning to end.
- The process starts with pre-write and ends with a permanently-bound, published book.
- “Books are not just an assignment to ‘get through’ for a passing grade, but a gateway for students to gain a deeper understanding of themselves and the world.” –Jim Burke



Writing in this unit (1)

- **Lesson 1: Story elements**

- Characters, setting, problems in children's books, and idea generation for possible characters and problems for their own stories

- **Lesson 2: Peer feedback**

- Brainstorming, partner conversations and reports from partners. Review story elements and structure.

- **Lesson 3: Think like an author**

- Writing process (checklist and folders). Begin drafting.

- **Lesson 4: Revision**

- Respond to a friend and revision #1. Meet with an editor to check revision for punctuation, spelling. Neat copy of revision ready for editor's response. Work on illustrations.



Writing in this unit (2)

- **Lesson 5: Round 2 revision**

- Revise based on editor's questions, returned on post-its on typed pages. Finish illustrations. Layout/order pages. Cover illustration.

- **Lesson 6: Loose ends**

- Dedication, title, "about the author." Edit/proofread and meet with an editor. Submit manuscript to editor.

- **Lesson 7: Final touches**

- Books ready to go to press!

- **Celebration!**

- Author's reception when books come back from publishing.



Reflections on Book Writing Unit

- Ongoing learning leads into the book publishing unit:
 - Connections that enhance, not supplant high-quality instructional materials (curriculum)
 - Mini writing lessons based on the standards
 - Read alouds with vivid imagery to stimulate imagination and strong adjectives
- It takes time, it takes patience, and it gets messy... but the results are worth it!
- Student voices:
 - “Do not rush your story and always write your first draft, your second draft, and your third draft. And keep writing. Don’t stop.” (Maya)
 - “Your book will change a lot.” (Arthur)



Reflections on Writing in My Classroom

- When writing is learner-directed, the students shine.
- Writing is therapeutic.
- Provide time for students to free write.
- Embrace the process! It can be messy!
- Volunteers during writing time is a game changer.
- “There is no such thing as good writing, only good rewriting.”

-Robert Graves



Webinar Takeaways



Integrating writing throughout the school day and across subjects deepens student learning.



Connecting writing to students' identities and lives outside of school builds belonging and increases engagement.



Rich writing learning experiences strengthen literacy development.



Thank You!

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