

Writing Throughout the School Day

Oregon Department of Education

<https://www.youtube.com/watch?v=oNHUhrSV4o>

Narrator: In this video, we will hear educators respond to the question, how do you build time into your day to support your students' writing skills? We will first hear from Marissa Quesada, kindergarten and first grade teacher, and then Melissa Standley, first grade teacher. Writing together.

Marissa: I include writing throughout my day in a variety of different ways. One of the main ways we do it is at the end of the day, we do a joint letter or a list together, or we'll write a piece together. So I'll sit them down and we'll say, "today we," and then as a class we are writing and everybody is participating. They're sharing their ideas with each other. And so they can see kind of what it looks like to compose a full piece. In reading and my literacy block, I often have them write about what they read. So if they're answering a comprehension question and this skill fits into what we're doing, I'll have them fill out a graphic organizer with a sentence frame, or I'll have them write about their thoughts on it. How do you feel about the ending? I feel, and then I give them a sentence frame for it. So I try to embed writing pretty often throughout the day, because I think it's important because it's integrated into our daily lives, and I think it's important to integrate it throughout the subject, so it's not just an isolated subject.

Narrator: Writing like a scientist.

Melissa: I add a lot of writing into science. Science is my most successful time to add writing to, because kids want to record the information they've learned. So we tend to add a little bit of flair of dramatics. So we'll dress up like scientists and we'll pull out our scientific journals and notebooks, and we will document the things that we've observed, the things we wonder about. Typically, I will add a lot of like, verbs and adjectives and things when it comes into the science writing and ways for kids to use resources like glossaries and dictionaries, so that they can understand what it means to write words correctly so they can write like a scientist. Very authentically, very specifically, very detailed. So when we have unstructured play time, they will document the things that they want to play with for the week, and then they'll go back and they'll check their lists and things that they didn't get to or that they want to still play. So that time that is meant to be like joyful and playful starts with a little bit of writing and a little bit of instruction as well.

Narrator: Supporting multilingual students.

Marissa: So when I'm supporting students who are multilingual in their writing, I always start with doing talk routines. So I have them do a whisper and release where they whisper the answer into their hands, and then we do a one, two, three. Everybody says it, but I'll have them do a turn and talk. So partner A talks first, partner B talks next. Then we will usually do a game, like we do "move it on down" where all my students are in two rows. They have a partner. They practice asking and answering the same sentence frame to each other. And then after that, I model the beginning of the sentence frame, and then we talk about their response, and then they go back to their seats and they will complete the sentence frame and add a drawing. And I don't really put pressure on if I want them to do the writing or the drawing first. I tell them whatever works best for your brain. If your brain needs to draw first, draw first. If your brain needs to write first, write first. Whichever works best is what you need to do. And almost all of my students feel high levels of success with that.

We also do a walk-to model for our writing block, so we have three first grade classes, and in those first grade classes, we take a look at student data about their literacy and writing and also language abilities. And we clump them into making above typical progress, at typical progress or well below. And then based on that, the students walk-to and they change classrooms every day so that they're getting a tailored experience and tailored instruction for their needs. In my classroom, we have the emerging multilinguals, and it's so much fun because we can really focus on writing one sentence and speaking about that one sentence. And it really, really helps them feel successful.

Narrator: To learn more, visit the Framework website at Oregoninstructionalframeworks.org and download the Early Literacy Framework.