

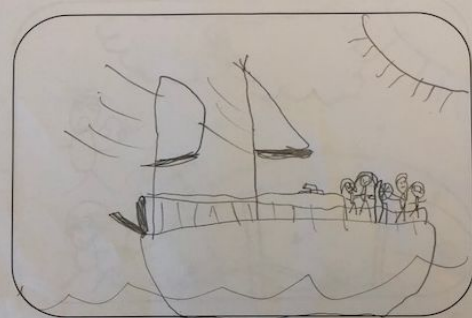
# “Writing” = Creating Meaning: How Talk Supports Our Emerging Writers

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and Sean Murray  @smurrayLB  
Long Beach Public Schools & West Hempstead  
UFSD





I went to the swim  
pool in Mexico



I went sailing.  
I got to do my  
sleef.



I play soccer.



At six flags I went  
on a lot of rides.

# Unconventional Communication Has Value!



# Creating Meaning: Partner Talk

- ❑ What idea(s) were the children trying to communicate?
- ❑ How were they communicating their idea(s)?
- ❑ How did the lack of conventions of language affect their “conversation?”



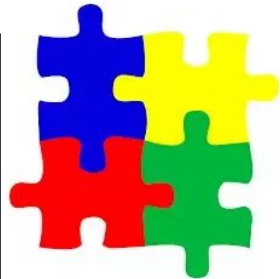
# Grounding Instructional Practices in the New York State Next Generation ELA Learning Standards



**NYS Next Generation  
LEARNING STANDARDS**

# What do the newly revised standards say?

- Read through assigned selection from the *Introduction to the NYS Next Generation ELA Learning Standards*
- What language in this document resonates with you?
- What shifts do you notice when comparing this document to the previous standards?



## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"><li>● think, write, speak, and listen to understand</li><li>● read often and widely from a range of global and diverse texts</li><li>● read for multiple purposes, including for learning and for pleasure</li><li>● self-select texts based on interest</li><li>● persevere through challenging, complex texts</li><li>● enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li><li>● monitor comprehension and apply reading strategies flexibly</li><li>● make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul>	<p>Writers</p> <ul style="list-style-type: none"><li>● think, read, speak, and listen to support writing</li><li>● write often and widely in a variety of formats, using print and digital resources and tools</li><li>● write for multiple purposes, including for learning and for pleasure</li><li>● persevere through challenging writing tasks</li><li>● enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li><li>● experiment and play with language</li><li>● analyze mentor texts to enhance writing</li><li>● strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>

# Responding to the District On-Demand Writing

Refer to Narrative Learning Progression

## District trend

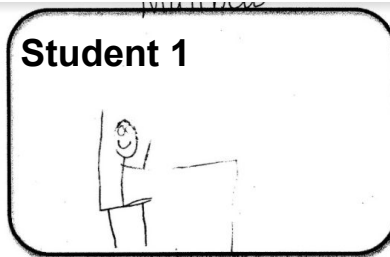
- Lack of elaboration in grades 1-5



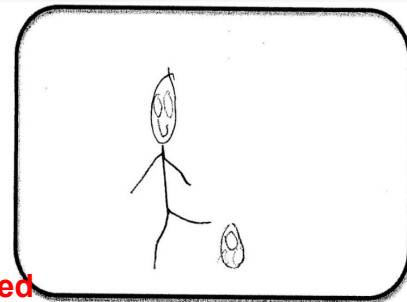
# Turn and Talk

What strengths do you notice?

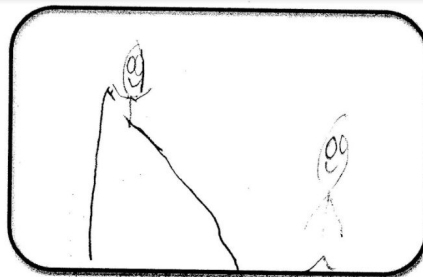
Where are there areas for growth?



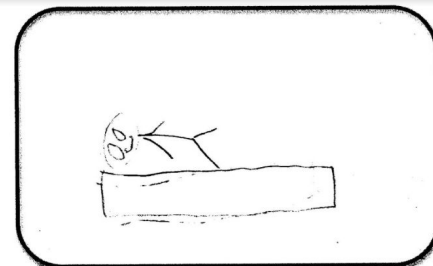
IPI TBI  
I play with my  
tablet. 1



D  
Then I played soccer. 2



Then I played  
on the slide. 3



Then I slept at  
home on my bed. 4

Transcribed

Transcribed

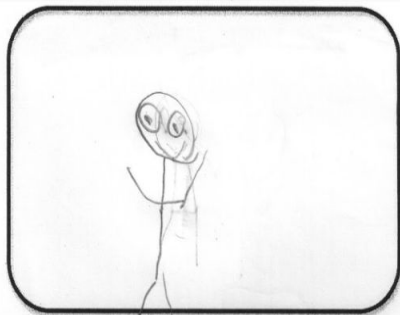


# Turn and Talk

What strengths do you notice?

Where are there areas for growth?

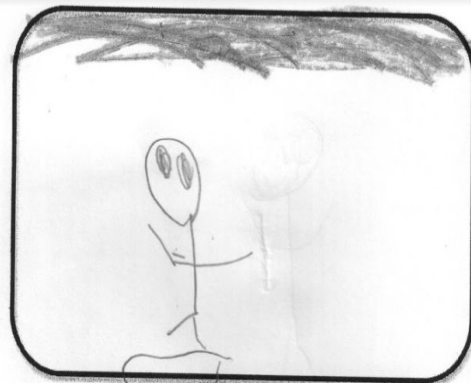
## Student 2



I WENT TO CATCH  
HOB MY MOM

I went to a skateboard  
contest. I had my  
mom come.

1



I PUT I-DID  
I fell off the  
board. I didn't  
win the trophy.

2

**Transcribed**

## Young children...



...begin their writing journey **creating meaning** by combining multimodal symbolic systems or modes such as talking, drawing, singing and role playing, long before they engage in the mature written linguistic forms of their culture.

~Kress and Bezemer, 2008

# Douglas Fisher, Nancy Frey, and Carol Rothenberg

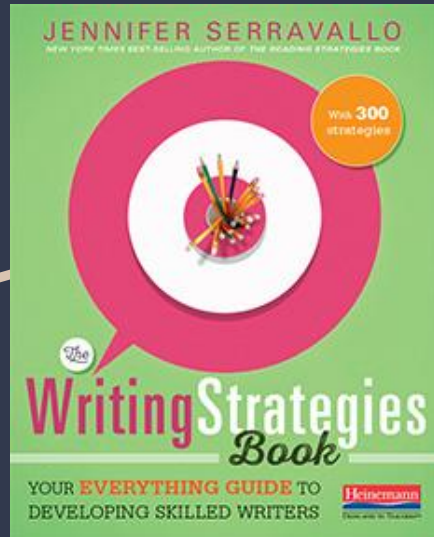
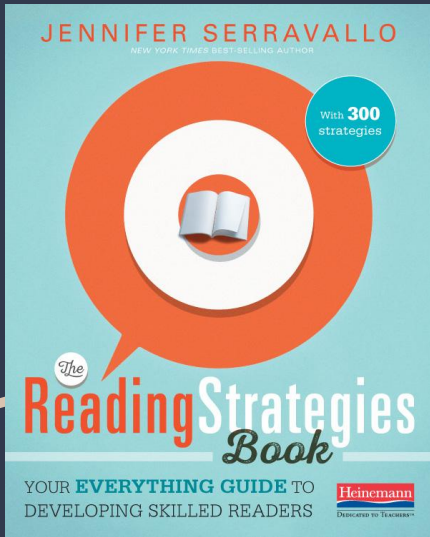


- Language permits its users to pay attention to things, persons, and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct.
- Children learn to manipulate their environment with spoken words well before they learn to do so with written words.
- Reading and writing float on a sea of talk.



“By teaching children to compose with pictures, they can be freed up to create texts in any genre and to understand that meaning comes first, long before they are ready to use lots of mental energy hearing the sounds in words and writing down what they hear.”

~Jennifer Serravallo



# Progression of the Standards

## Writing Standard 3:

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

KW3: same as PK

1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

## Speaking and Listening Standard 4:

PKSL4: Describe familiar people, places, things, and events.

KSL4: Describe familiar people, places, things, and events with detail.

1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

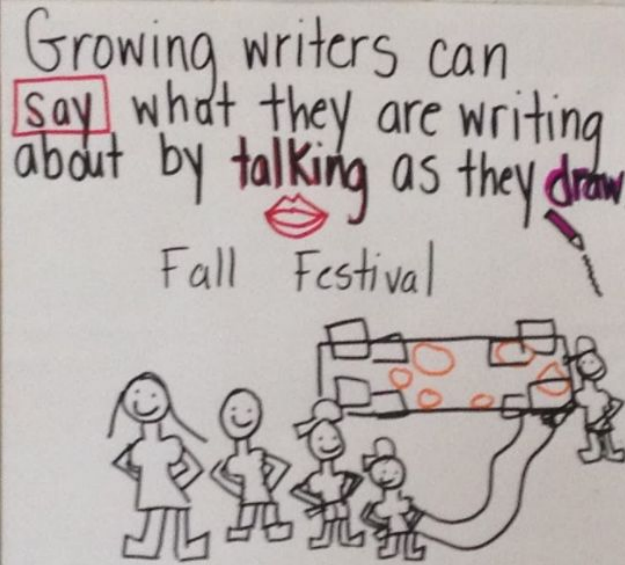
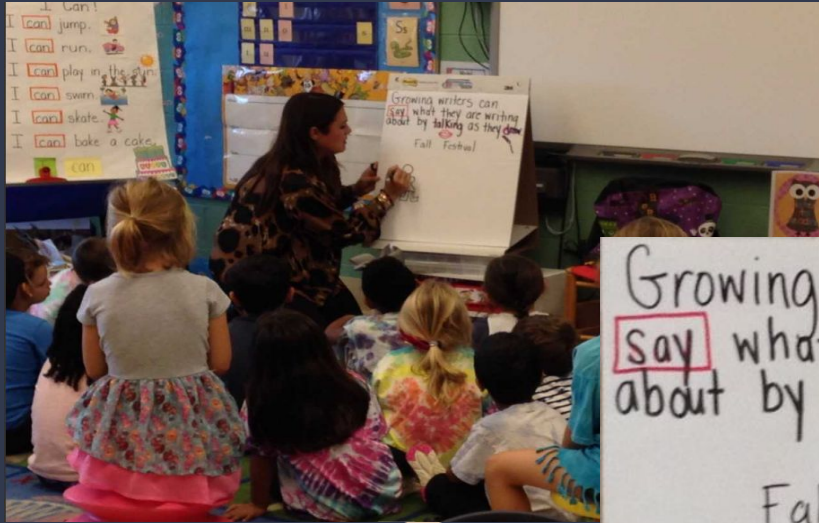
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

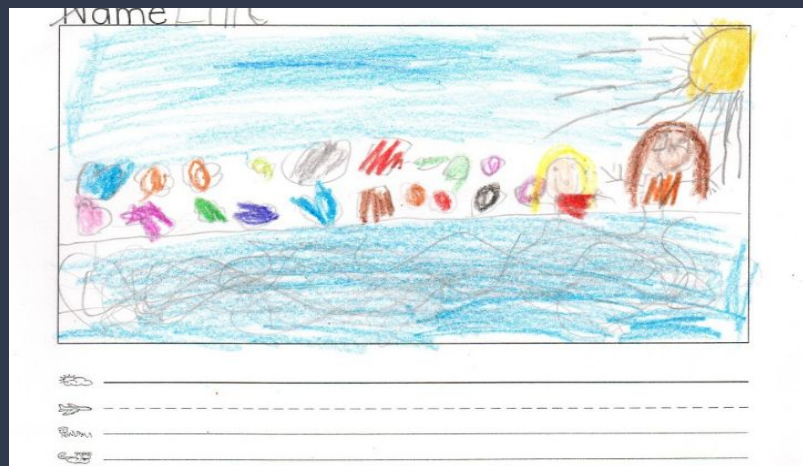
What does it look like in the classroom for a student to be talking and composing exclusively with pictures?



1. Mini-Lesson- where a strategy is demonstrated and active engagement is present.
2. Revisit favorite read alouds/mentor texts (including wordless books) to discuss what the illustrator did to tell the story or teach about the topic.
3. Utilize student work and explain the strategy the child used to get their ideas on paper, drawing the best they can.

# Lesson 1: Talk as You Draw

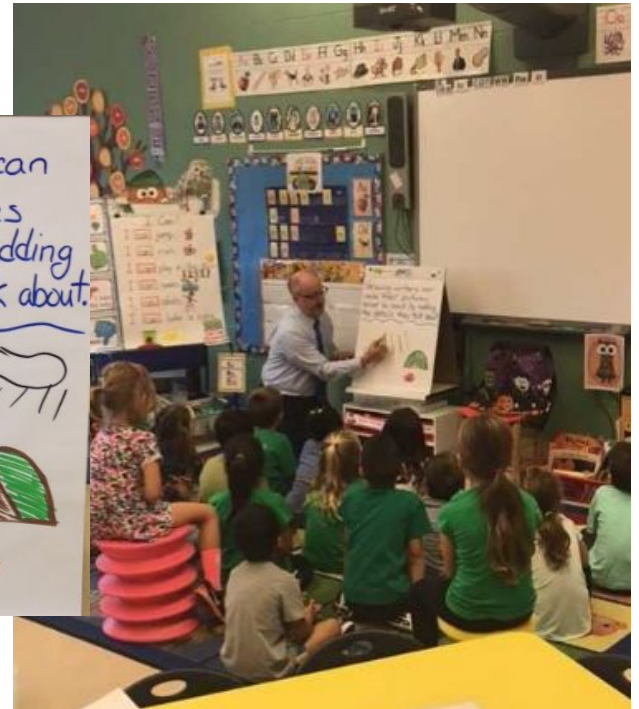


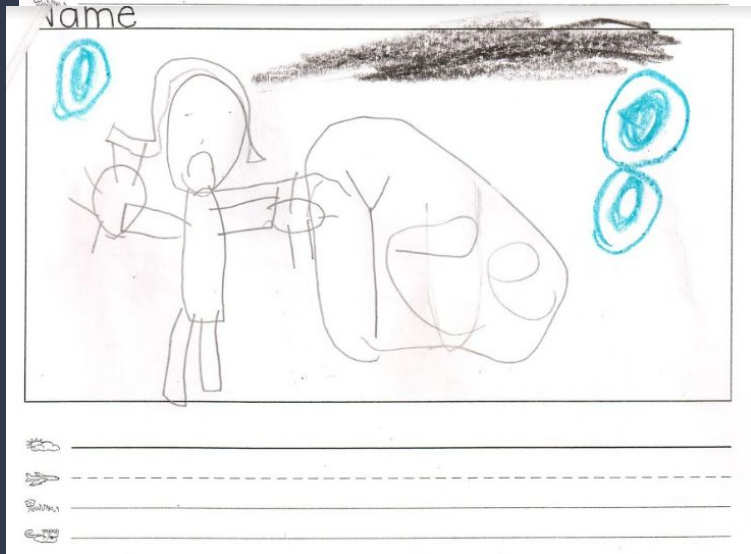
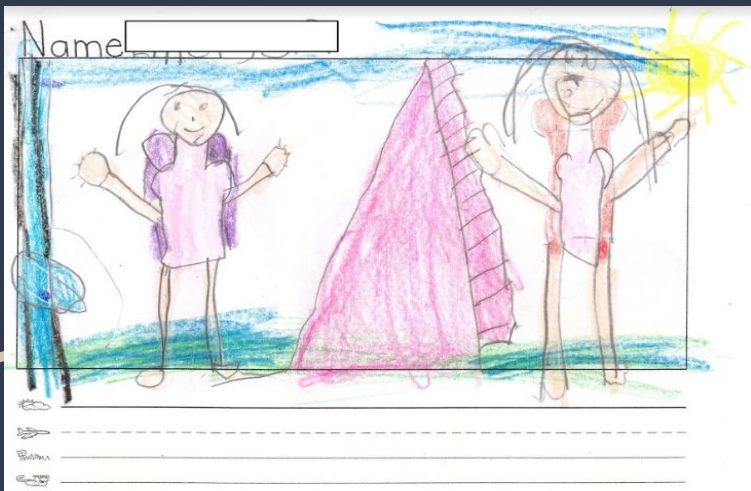




# Lesson 2-Add detail to make pictures easier to read

Growing writers can  
make their pictures  
easier to read by adding  
the details they talk about.





# Pre-K On-Demand "Writing" Lexi

Name: LEXI Date: 3.27.18 ①



BM

Lexi  
"This was at Summer Camp when I got chased by a bumblebee. It was really scary!" I started running and everyone laughed at me. It wasn't the best day ever!

"When they started laughing at me that was not cool."

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ ②



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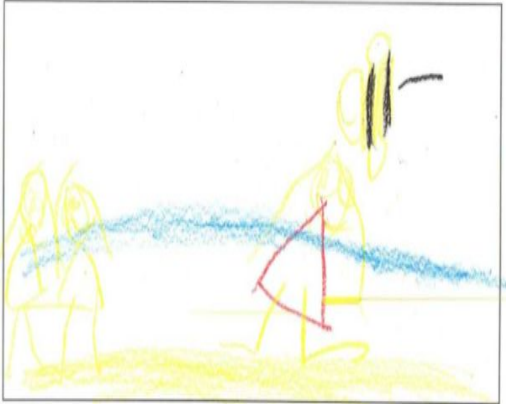
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Name: \_\_\_\_\_ Date: \_\_\_\_\_ ③



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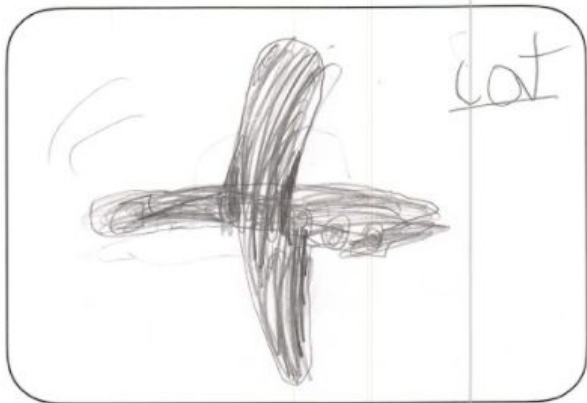
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# Kindergarten On-Demand Writing

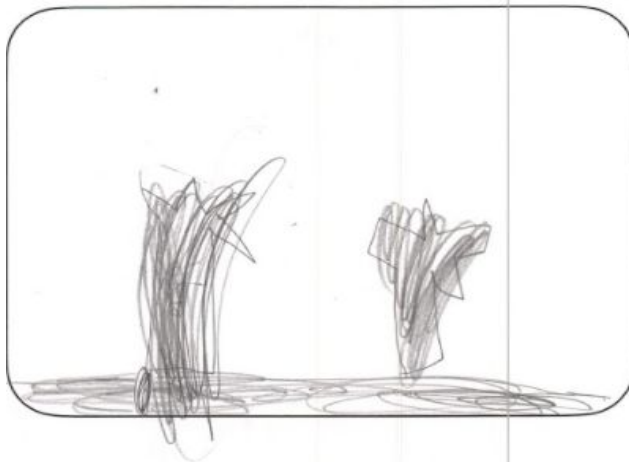
## Steven-Winter 2017

Name: Steve A



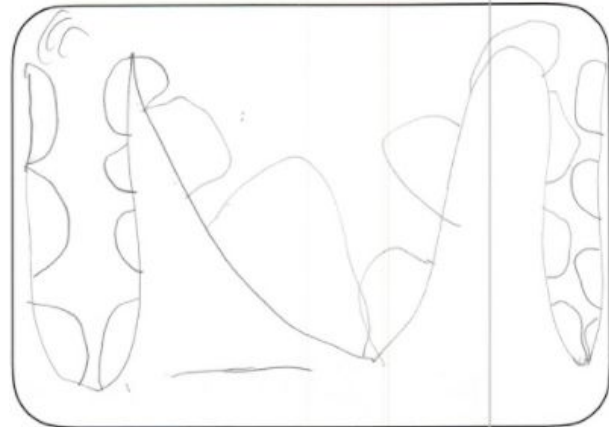
Tex phone going to Florida

Name: \_\_\_\_\_



In Florida

Name: \_\_\_\_\_



I went on a roller coaster

# Kindergarten On-Demand Writing Steven-Spring 2017

Name Steven Date \_\_\_\_\_



the hit of a vre  
bad day I got a  
cut!

Name \_\_\_\_\_ Date \_\_\_\_\_



I went in My moms  
bathrm to get a  
bandaide.

*The single greatest predictor of success in reading at age eight is the child's breadth of experience with writing at age 5.*

*~Marie Clay*

Feel free to reach out:  
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Sean - [smurray@whufsd.com](mailto:smurray@whufsd.com)

