



# Powerful Writing from the Start

MARRE 2016

Shelly Shaver

RR Teacher Leader, Springfield Public  
Schools

---

# Observation Survey, pg. 101

“The Cinderella of the literacy world is surely early writing”.



# Consider the implications of oral language to reading and writing.

- "...the best available opportunity for the Reading Recovery teacher lies in the conversations she has with the child in and around his lessons.

# Longest utterance

- Evidence of what the child is currently controlling in oral language.

“If we keep a note of the longest sentence we have heard him use, we can update it when a longer one comes along. Length of utterance is a reliable indicator of growth in early oral language skills.

# Investing in Language

Conversation

Reading



# Oral Language Research

	Words Heard Per Hour	Affirmatives	Discouragements
Low SES family	616	1	2
Working Class family	1,251	2	1
Professional Family	2, 153	6	1

# Observation Survey

Does he control oral language well?

Does he read for meaning?

Does he control book language?

What structures does he control?

(Observation Survey, pg. 103)

## In Change Over Time, pg. 95 Clay says:

“If we harness the established power of children’s oral language to literacy learning from the beginning, so that literacy knowledge and oral language processing power move forward together, linked and patterned from the start, that will surely be more powerful.”



# Language

“Language has always been in someone else’s mouth before it can come out of ours.”



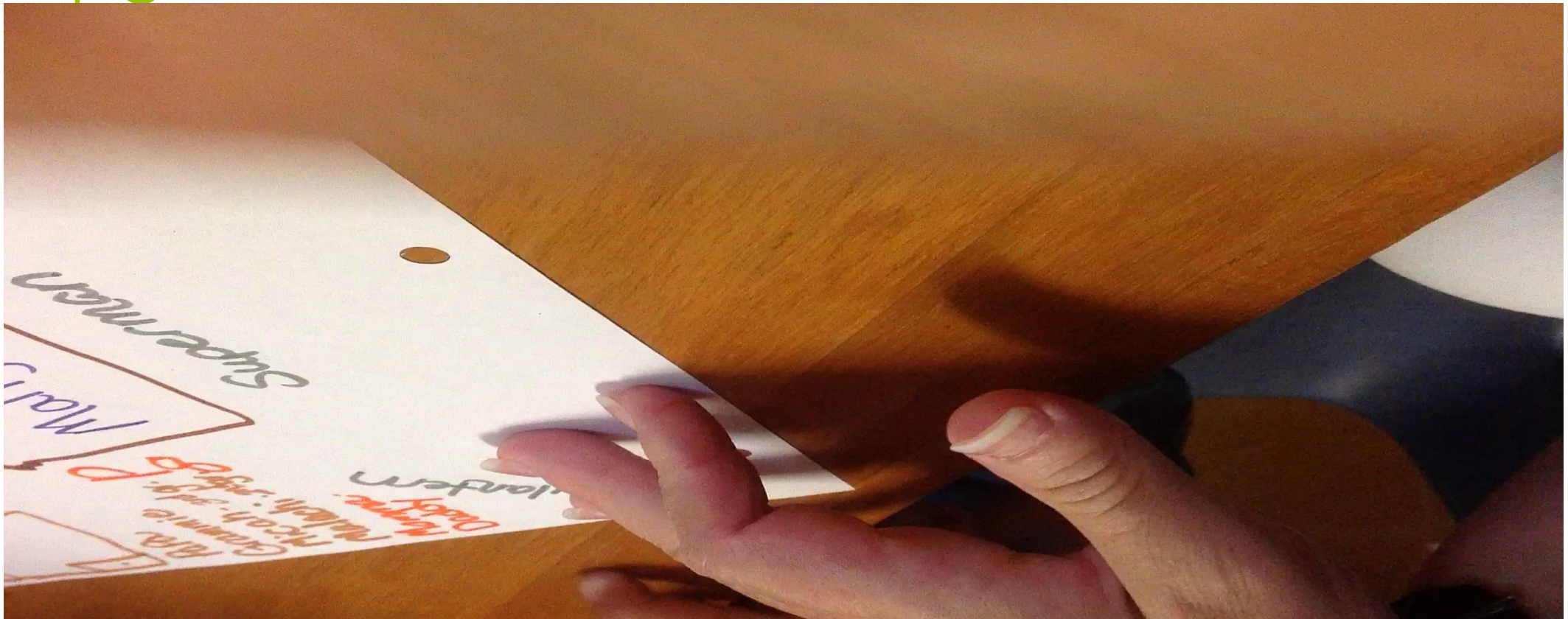
As they write their earliest messages, children gradually begin to make links between speaking, reading, and writing. They may discover that:

What I say, I can write.  
And, what I write, I can read.



# Influence of language from the start-LL1

pg. 34





# Clay Writing Sample

“By observing children as they write, we can learn a great deal about what features of print they are attending to.  
(OS, pg. 101)

- What did we learn about the language level, message quality, and directionality?
- How complex was their oral language?

The Bath WC on The MUP.  
walk water

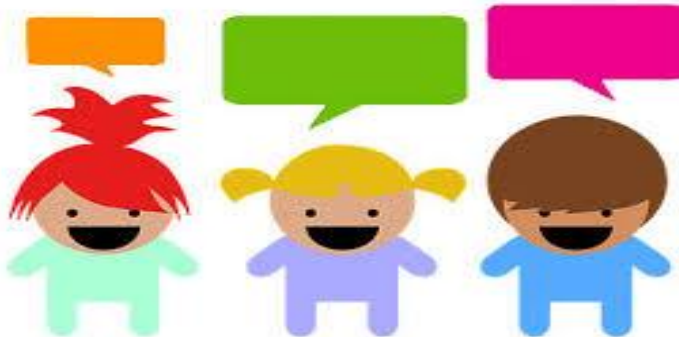
Language: 4  
Message: 6  
Directional: 5

observations

- He must have read the message, but reread about
- His first verbal response before making a

# What does the ROL tell us for this student?

- What type of language structures does this student control?
- What type of books do I need to select or make for this student in order for the child to start





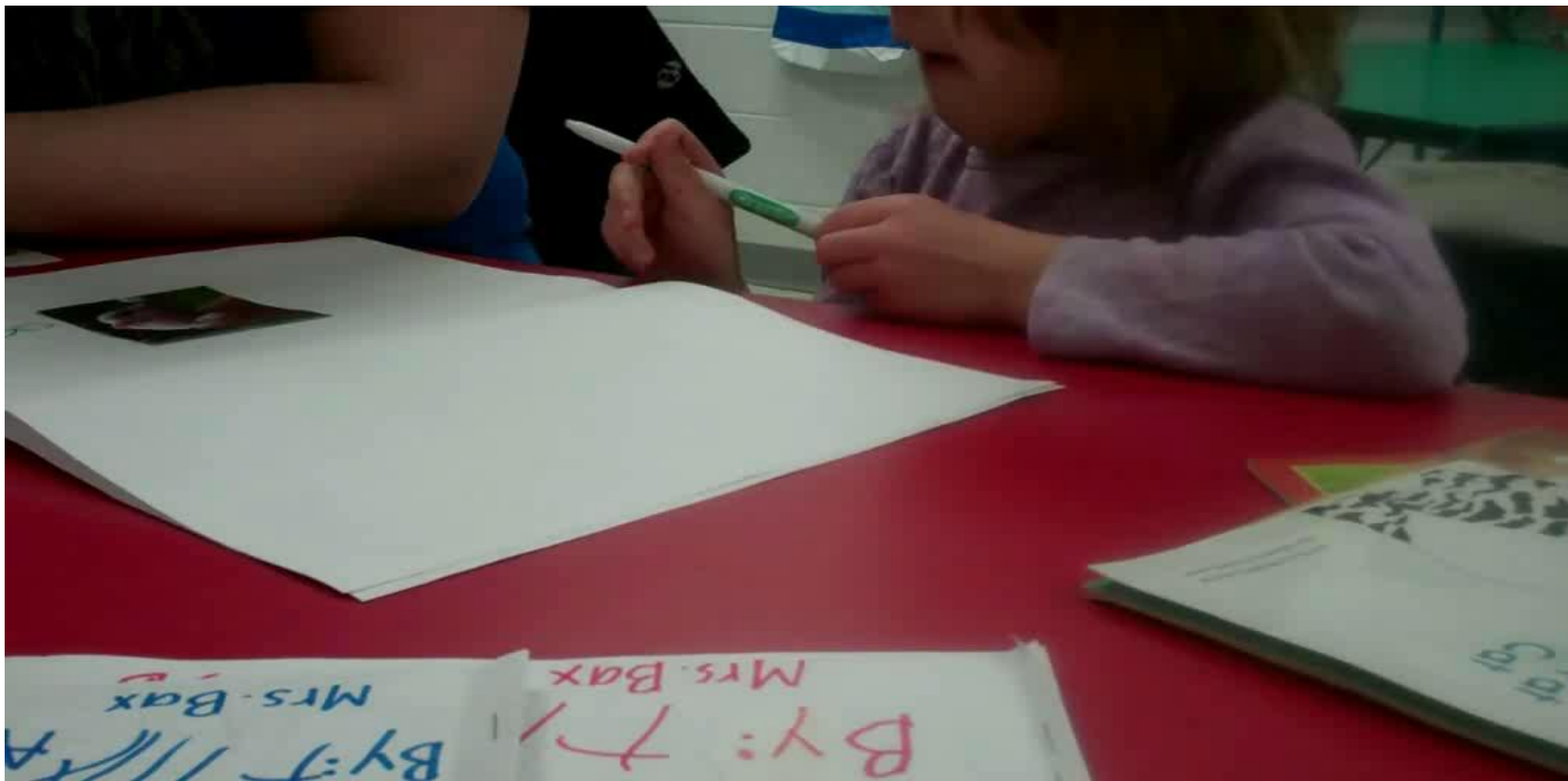
# Encourage his participation in writing

- \*many opportunities for talking
- \*rereading his written messages to him
- \*fluency

Question for reflection: How much time do I spend on writing in a typical RAK session?

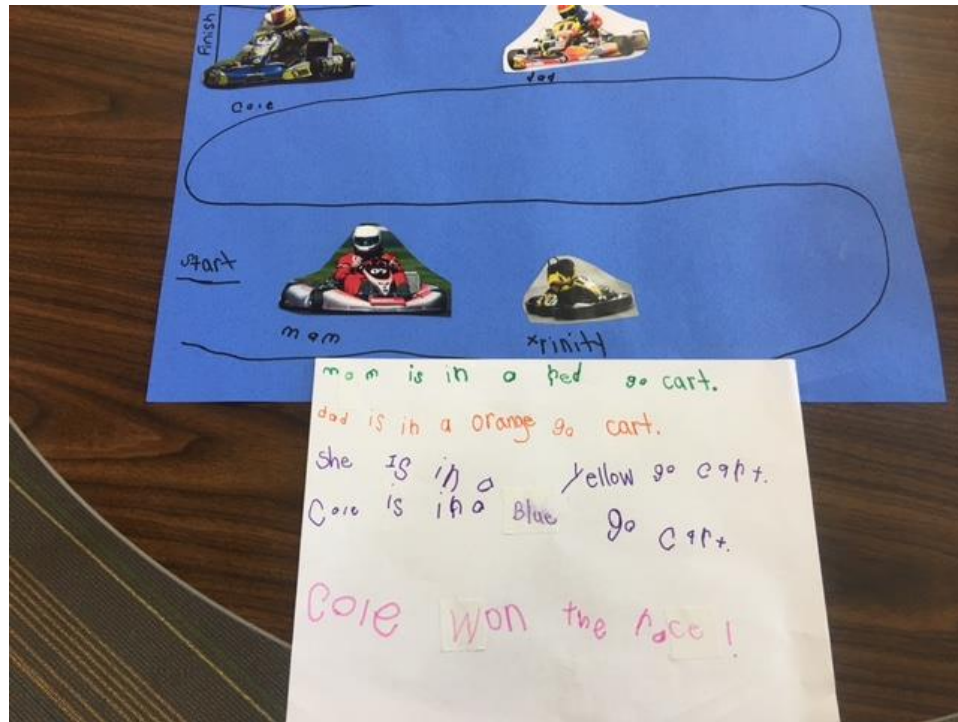
LL1 pg. 36

# Building Confidence in Writing





# Linking text reading to text writing



- <https://www.youtube.com/watch?v=W8i2gOw7OiM>

# Reading and Writing Dialogue

<https://www.youtube.com/watch?v=ml-exB784hE>

[https://www.youtube.com/watch?v=SHgm8\\_JZkPc](https://www.youtube.com/watch?v=SHgm8_JZkPc)

# Understanding Language Structures

- Level 1: Simple Sentences

I went home.

Dad is swimming

# Level 2 sentences-Expanded Statements with Prepositions

Dad is swimming in the pool.

I like to play under the table.

## Level 3-Two phrases or Clauses linked by a Conjunction

- (and, because, so, if , while, but, however)
- Purpose to connect two ideas expressing cause and effect or condition.

I jumped in the pool and swam to the other side.

My dad caught a lot of fish but some fish got away.

## Level 4-Phrases or Clauses Linked by a Relative Pronoun

He was the one who hit me.

# Implications for RR in Writing

“Discovering how to vary language, how to rearrange the its, how to capture a new phrase and use it to the point of tedium are all part of language learning from the preschool years throughout life. (p. 7)

Clay: Talking, Reading, and Writing. JRR 2004.

# How can we expand?

- Who?
- When?
- Where?



# Cut up Sentence

- Change a command to a ?
- Move the phrases to change the structure

# Writing

- Give thoughtful attention prior to writing
- Expand with questions:

Tell me more

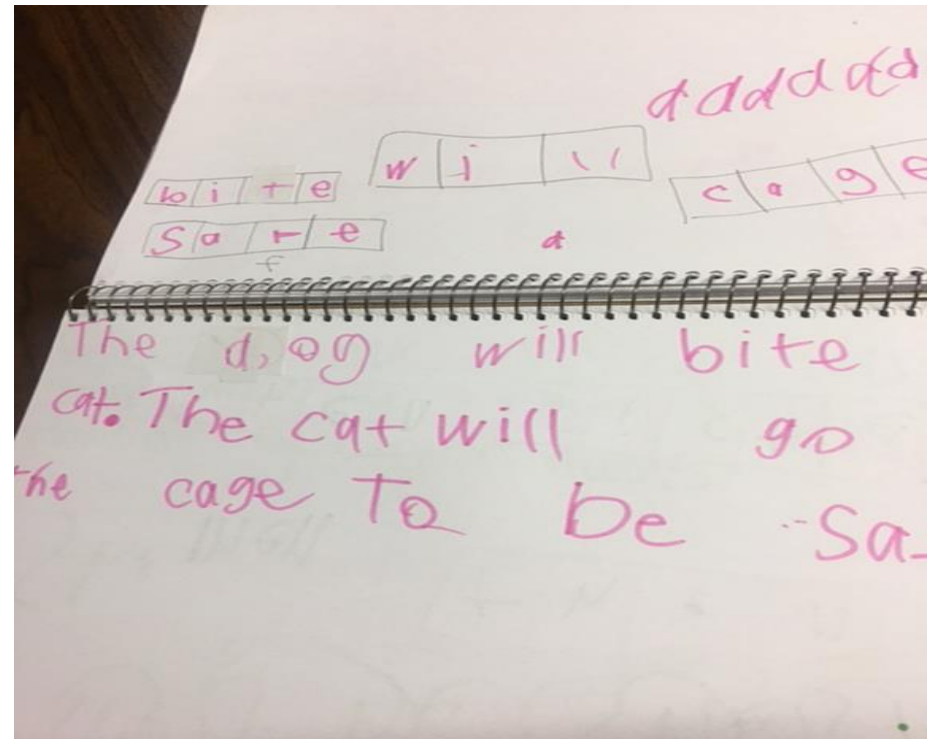
Where

When

# Conversation Prior to Writing

- What does a conversation look like?
- What does a conversation sound like?

# Video of a Conversation



# Benefits of composing a story over a few days...

- Supports Meaning
- Develops understanding of narrative text structure to support students when they read and write.
- Can lead to more complex language structures.

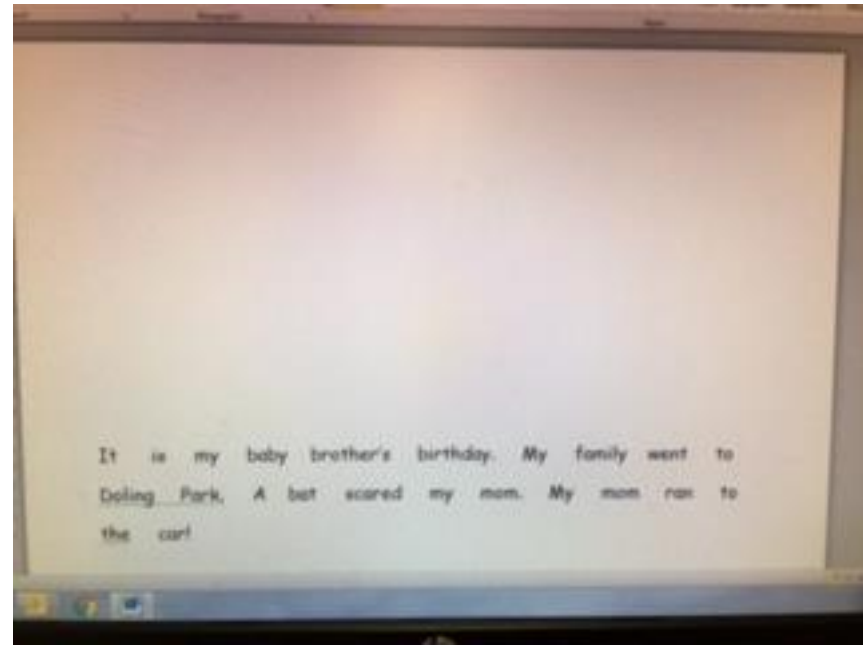
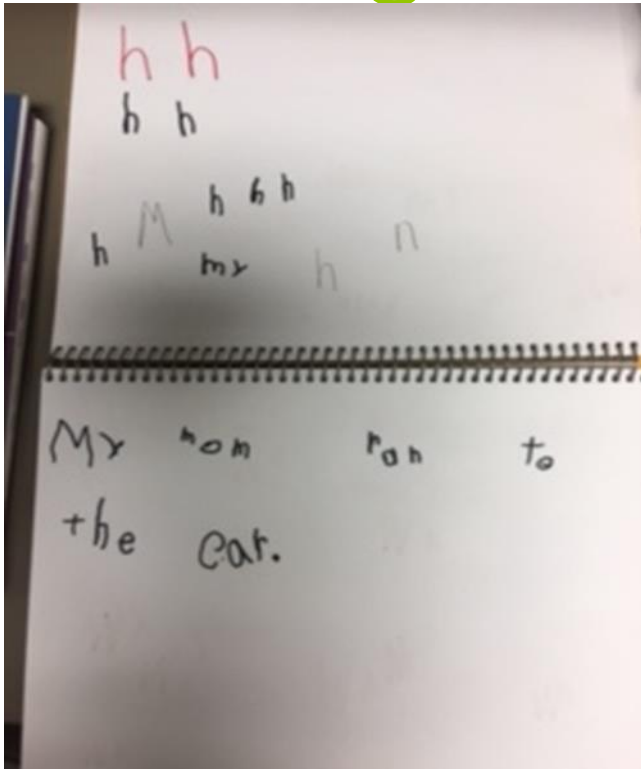
# Writing a Story Over a Few Days:

Mr. W Mr b  
is  
It is Mr baby  
brother's birthday.

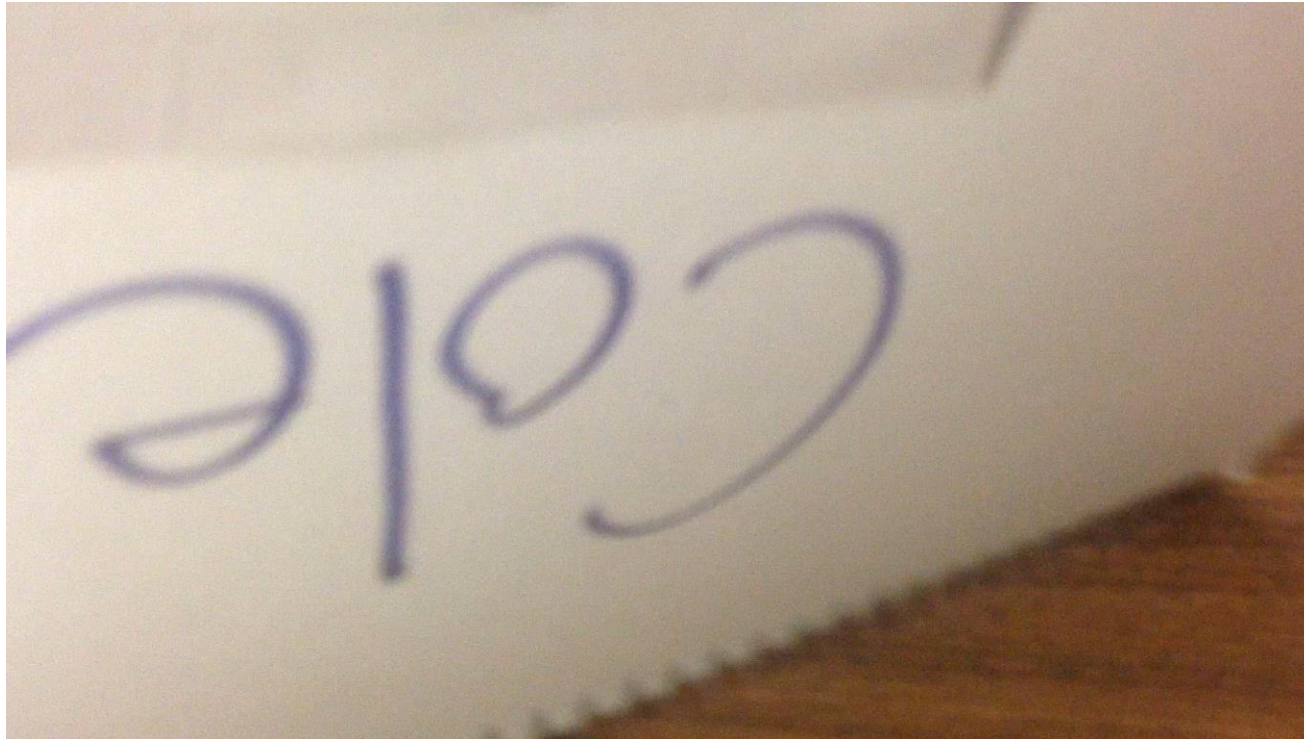
Mr Mr  
D  
Mr Mr  
Mr family went to  
Doling park. Mr

Mr  
b Mr Mr  
Mr  
A bat scared Mr Mom.

# Writing a Story Over a Few Days



# Conversation and Composing a Story





# Complexity of Message

