

# Emergent Writing

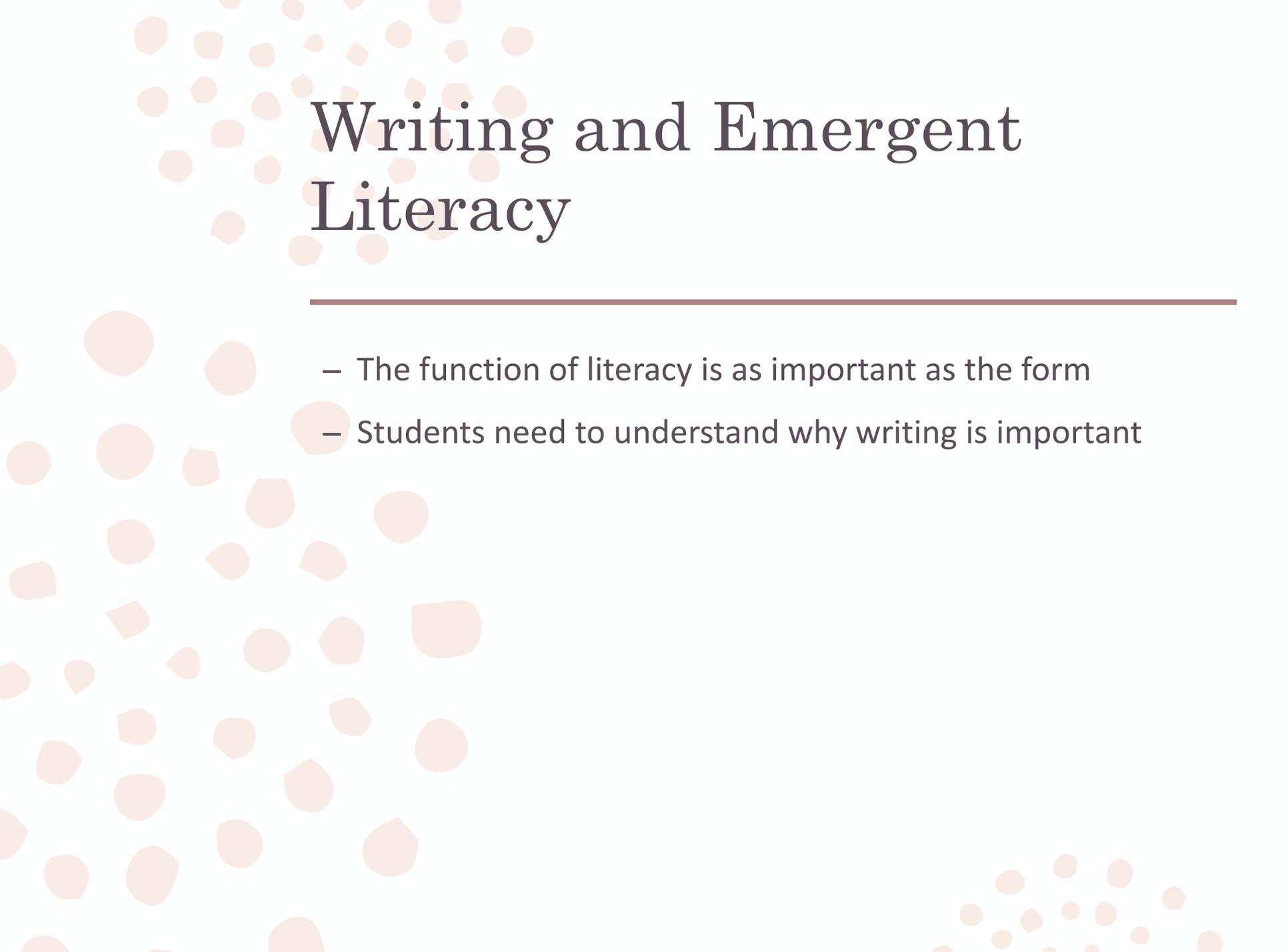
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# Emergent Writing

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- Children explore and experiment with writing. In the process, they develop understandings about the functions and form of print. These understandings become increasingly sophisticated.

Hanser (2006)



# Writing and Emergent Literacy

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- The function of literacy is as important as the form
- Students need to understand why writing is important

# What writing is not.....

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- Copying – this is a fine motor task that does not facilitate the process of writing
  - Copying is about forming letters
  - Copying does NOT
    - *Teach that print has meaning*
    - *Teach WHY people write*
    - *Teach what it means to be a writer*
    - *Teach a student how to think like a writer*

Roy (2010)

# What writing is not....

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- Tracing – this is another fine motor task that does not facilitate the process of writing
- Chunked messages – using a name stamp is a matching task, pressing a button to reveal a pre-stored message is a starting place not a product of writing.
- Dictation – this removes the motor barrier but does not allow the student to independently engage with print.
- Hand over Hand
- Worksheets!

Roy (2010)

# Writing Involves ...

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- The student's own ideas and attempts
- Cognitive engagement
- Independent attempts with a complete alphabet
- Needs to be in a real context and for real reasons

Clendon, Van Rensburg, & Mackwood (2015)

# Handwriting

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- Many student's writing input has favoured motor development
- We need to help them to understand what it means to be a writer
- We need to give them a chance to develop their skills in the other areas of writing without motor skills adding a second "red light"
- Then we can go back to handwriting if needed/appropriate

# Alternative Pencils

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- For every student we need to find a pencil that they can use easily
- Many students will need time to scribble with their pencil ie emergent writing
- Other students just need something that is physically easier
- The right pencil allows them to focus on the cognitive aspects of writing

# Every Student Needs a Pencil

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- Pencils include:
  - Pencils / Pens
  - Keyboards (with talking word processors)
  - Alternative keyboards
  - Onscreen keyboards
  - Eye gaze low and high tech
  - Speech generating devices
  - iPads and apps
  - Alphabet boards
  - Flip charts

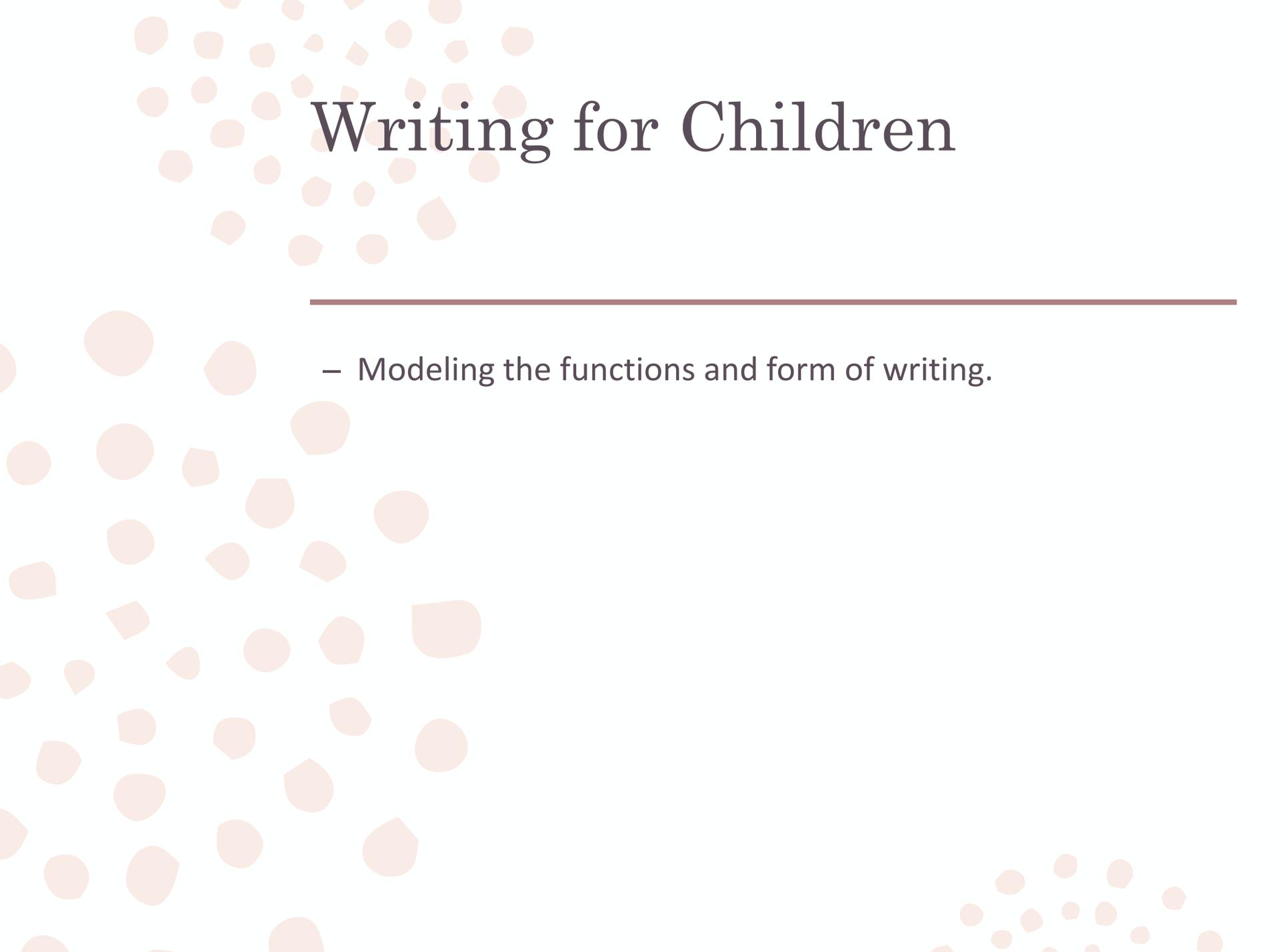
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graph TD; A[Emergent Writing Instruction] --> B[Writing for children]; A --> C[Writing with children]; A --> D[Children write by themselves];
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# Emergent Writing Instruction

Writing for  
children

Writing with  
children

Children write  
by themselves



# Writing for Children

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- Modeling the functions and form of writing.

# Predictable Chart Writing

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# “I” Charts

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– I can ...

– I like to ...

– I do not like to ...

– I have a ...

– I see ...

– I am ...

– I will ...

– I went ...

– I will go ...

– I like to eat ...

# Other Ideas

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- Books (e.g., Hairy MacLary: He is ...)
- Personal connections (e.g., In the Holidays: I went ...)
- School trips (e.g., At the Zoo: I saw ...)
- Topics/themes (e.g., In my garden: I will plant ...)

# Predictable Chart Writing

## Day 1

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- Generate the language needed for a predictable chart.
- An example predictable chart would be:
  - Things we like in the garden by Room 10
    - I like flowers (Nola)
    - I like trees (Caitlin)
    - I like grass (Cody)
    - I like sprinklers (Sam)
    - Etc
- Write it up on chart paper or in a Word document as each person picks their language for the sentence.

# Predictable Chart Writing

## Day 2

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- Re-read the predictable chart you wrote yesterday.
- Record the whole chart on a step-by-step and then have the students read out their line from the story (and the ones who can read can do their turn verbally of course)
- Focus is on students finding their name on the chart and reading their own line.

# Predictable Chart Writing

## Day 3

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- Re-read the chart
- Chop up the students' sentences and have them stick them back down.
- For some students we are just interested to see if they go from left to right – the words don't have to be in the right order at all.
- Whatever order they pick, that's what you leave it as.

# Predictable Chart Writing

## Day 4

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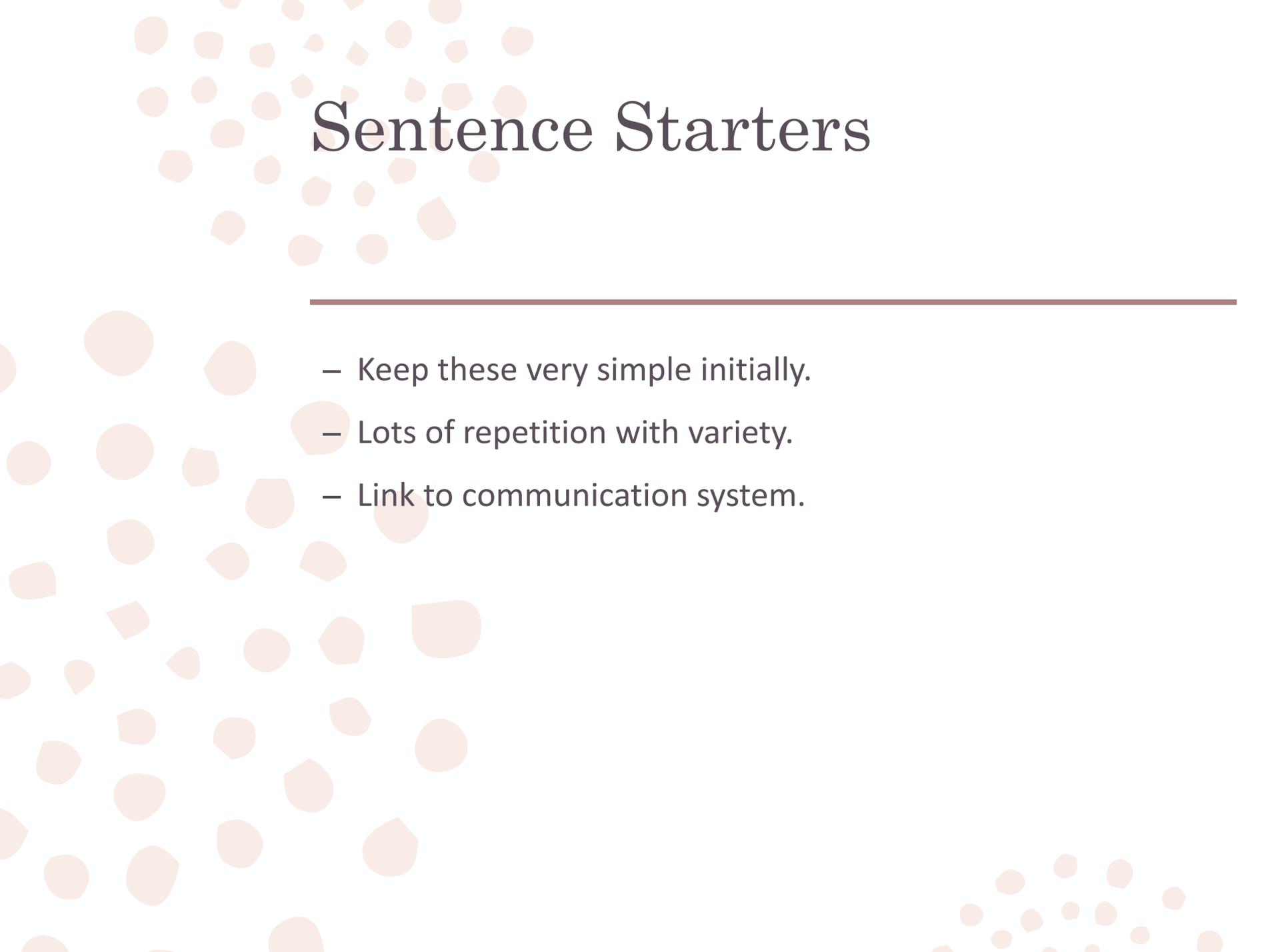
- Re-read the chart
- Talk about pictures you might use to illustrate each sentence/page
- Google pictures, draw them or take photos

# Predictable Chart Writing

## Day 5

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- Re-read the chart
- Combine the pictures and the text to make up a book.
- You could make the book in Clicker 6 or PowerPoint or in Keynote on the iPad or low tech.
- Print the book and add it to your self-selected reading resources in the classroom.



# Sentence Starters

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- Keep these very simple initially.
- Lots of repetition with variety.
- Link to communication system.

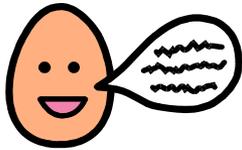
# Descriptions

descriptions



- My pyjamas are ... (colour / shape)
- My rocket is ....

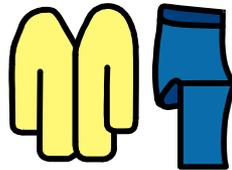
More to say



I'm telling  
you something



clothes



pyjamas, nightie



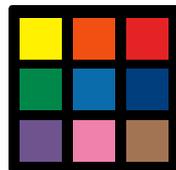
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C

descriptions



colours



pink



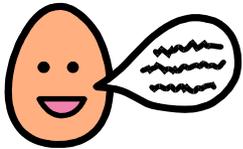
# Opinions

I think it's ..



- Dancing is ... (like/don't like)
- Stars are ...

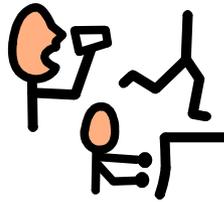
More to say



I'm telling  
you something



actions



dance



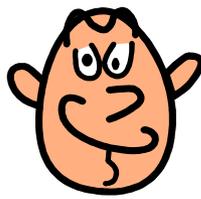
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page 1

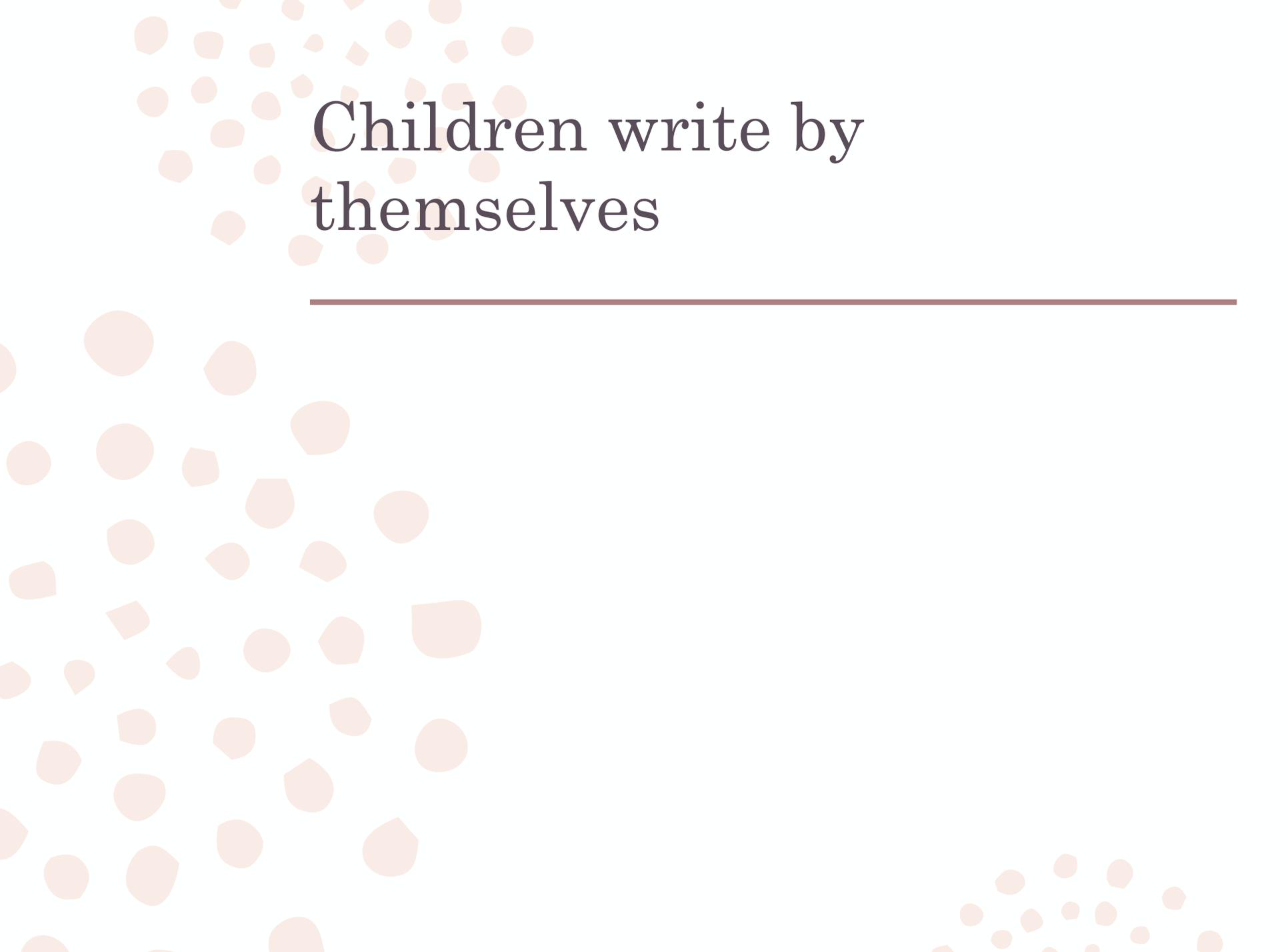


I think it's ..



crazy





# Children write by themselves

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# Writing for Real Reasons

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- We need to give students real reasons to write every day
- These can include classroom tasks
- They can sign in and then write their name on every piece of work through the day
- NO copying or tracing – students do not learn how to write from these activities!

# Writing for Real Reasons

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- Signing In
- Personal Experiences
- High Interest Topics
- Remnants
- Related to shared reading / Book reports
- Letters
- Note to home
- Emails
- Writing to/about favourites

# Signing In

- Provides an authentic context for exploring and learning about the alphabet.



**Sign Up**  
It's free and anyone can join

First Name:

Last Name:

Your Email:

New Password:

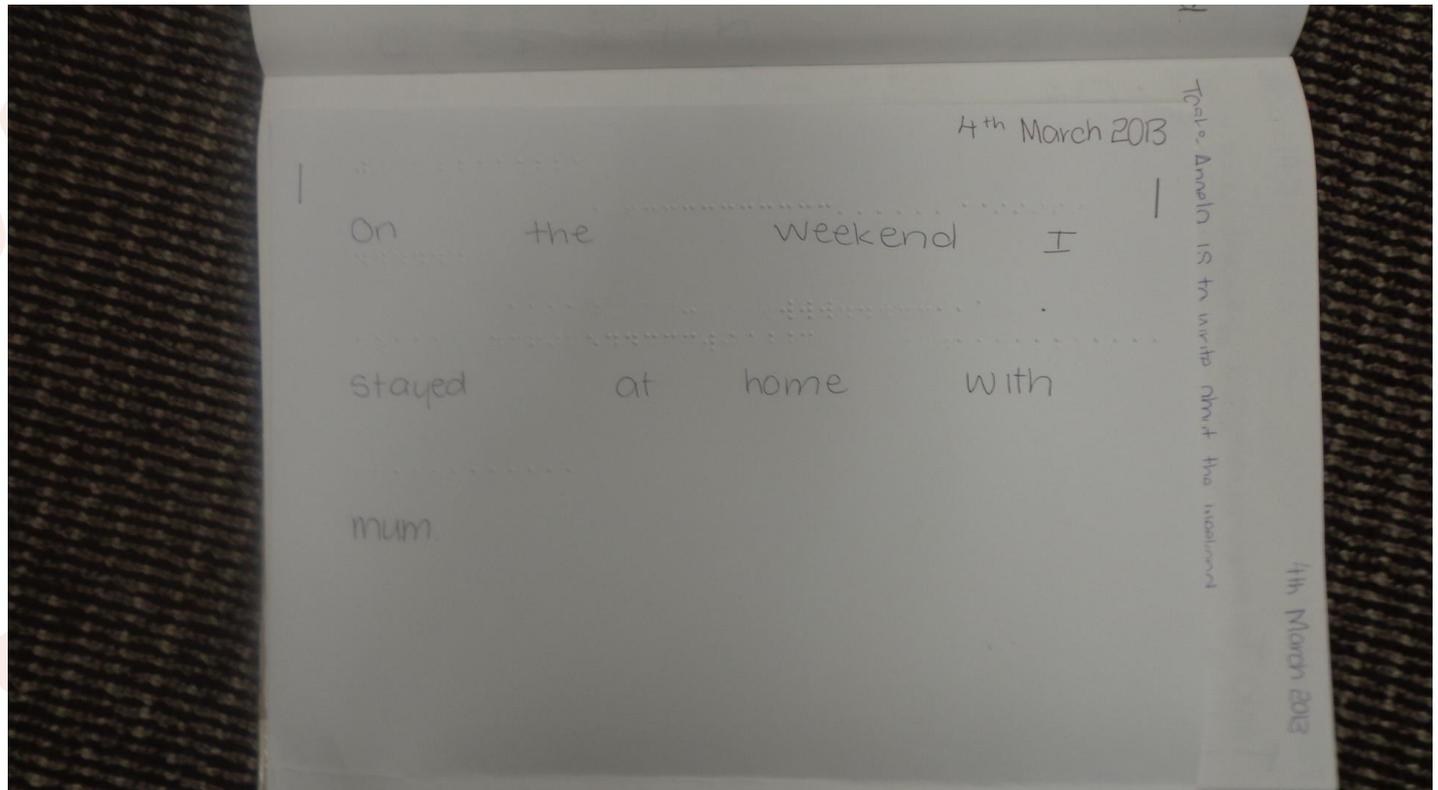
I am: Select Sex:

Birthday: Month:  Day:  Year:

Why do I need to provide this?

# Personal Experience Writing

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# High Interest Topics

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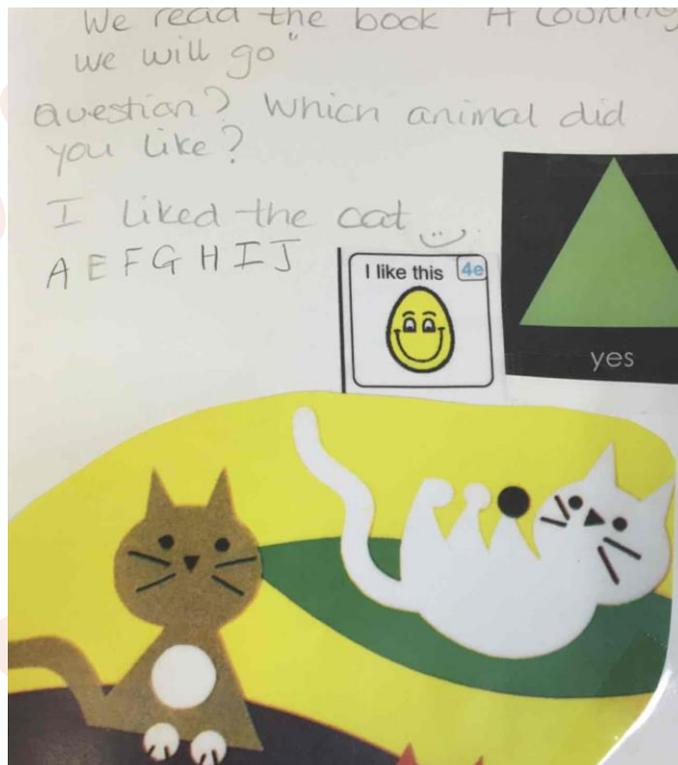
# Remnants - Invitations

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# Related to shared reading Book reports

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# Letters

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# Writing versus dictation

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Some verbal students may dictate or tell narratives rather than writing.

This is usually noted on their writing and classed in a different way.

May require a special exemption to occur.

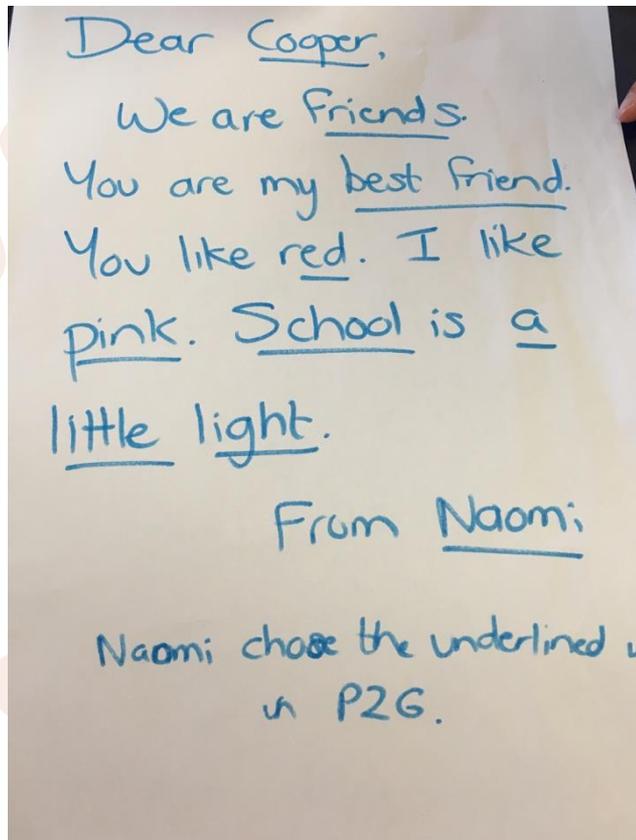
If a student with complex communication needs writes via selecting symbols in their AAC system this is dictation or narrative.

Writing is when a student decides which letters of the alphabet they are going to use to put together to write the word they are thinking of.

**WRITING INVOLVES USING THE ALPHABET**

# CLEARLY MARK DICTATION

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# Structured Modeling: Strategy for Emergent Writers

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- Partner asks, “What do you want to write about today?”
- Student uses personal method of selecting topic (minimum of two choices provided)
- Student writes FREELY.

Roy (2010)

# Flip chart basic guidelines

## Type 1

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1. Establish topic/purpose e.g photo of child doing something. Use AAC to talk about this yourself.
2. For students using comprehensive AAC systems – use their AAC system to model something you might write, then have them select some language (with appropriate scaffolding). For verbal students – get them to discuss what they are going to write about it.
3. Get the student to use the flip chart to select letters, write down the letters as they choose them
4. Write their target language under their writing and point out any correlations.
5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task

(Flip charts are used with emergent readers and writers so these guidelines apply to them.)

# Flip chart basic guidelines

## Type 2

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1. Get the student to use the flip chart to select letters, write down the letters as they choose them
2. Have the student use their speech or comprehensive AAC system to talk about the writing
3. Write their target language under their writing and point out any correlations.
4. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task

(Flip charts are used with emergent readers and writers so these guidelines apply to them.)

# Early Emergent Writing

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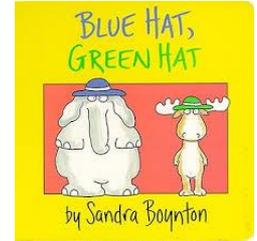
- Remember that when students early emergent writers, our focus in writing is totally on function, not on form. We don't mind which letters they select or even how many letters they select. What we want them to understand is:
  - Print has meaning
  - Text is a code for speech/AAC (which is sometimes called “everything I say, I can write”)
  - A concept of themselves as a writer
  - At this stage we give equal or more emphasis to the language around the writing than the writing itself.

# Remember ...

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- Wait time.
- Avoid extraneous language.
- Focus on exploration, not testing.
- Record attempts – this is really important assessment information.
- Celebrate and share.

# Across the Week ...



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- Book of the week “Blue Hat, Green Hat” by Sandra Boynton
  - Monday – Write about the funniest thing the turkey did
  - Tuesday - Personal writing – choice of pictures to write about
  - Wednesday - Letter to another student
  - Thursday – Personal writing – choice of pictures to write about
  - Friday – write about what funny things you could wear when swimming

# Progression – Alternate Pencil

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## **Repeats Letters In Order**

- The student repeats the letters in the order that they are presented or appear next to each other. The student doesn't have to include every single letter, but includes most of them. Example:

jjjjjlllllnnnnnnxxxxxxxxkkkkkkkkaaaaakkkllllmmm

## **Repeats Letters Out of Order**

- The student continues to repeat letters, but not always in the order that they are presented. The student begins to be more selective about what letter they want to write. They may include single letters. At this point, it would be useful to offer “add a space” on the student's pencil. Example: jjjjiorttghhhhemae

## **Letter Patterns**

- The student selectively experiments with a pair or small group of letters. They use the particular letters to make repeated patterns. Example: hrhrhrhwwwlwlwlllqwllrttytyty

## **Random Spaces**

- The student begins to experiment with using spaces. They may repeat them multiple times. Example: rr l l l w  
www qw eeeeeee fhfhfhfhf w w

## **Word Like Groupings**

- The student begins to use spaces more deliberately. Writing contains word-like groupings. The words are not recognizable, but if you squint it looks like it could be a sentence. Example: kjl;jk ryry ruui jdjdjdjdj ajlkj fj  
fj fj fj fj

# Some Key Aha Moments

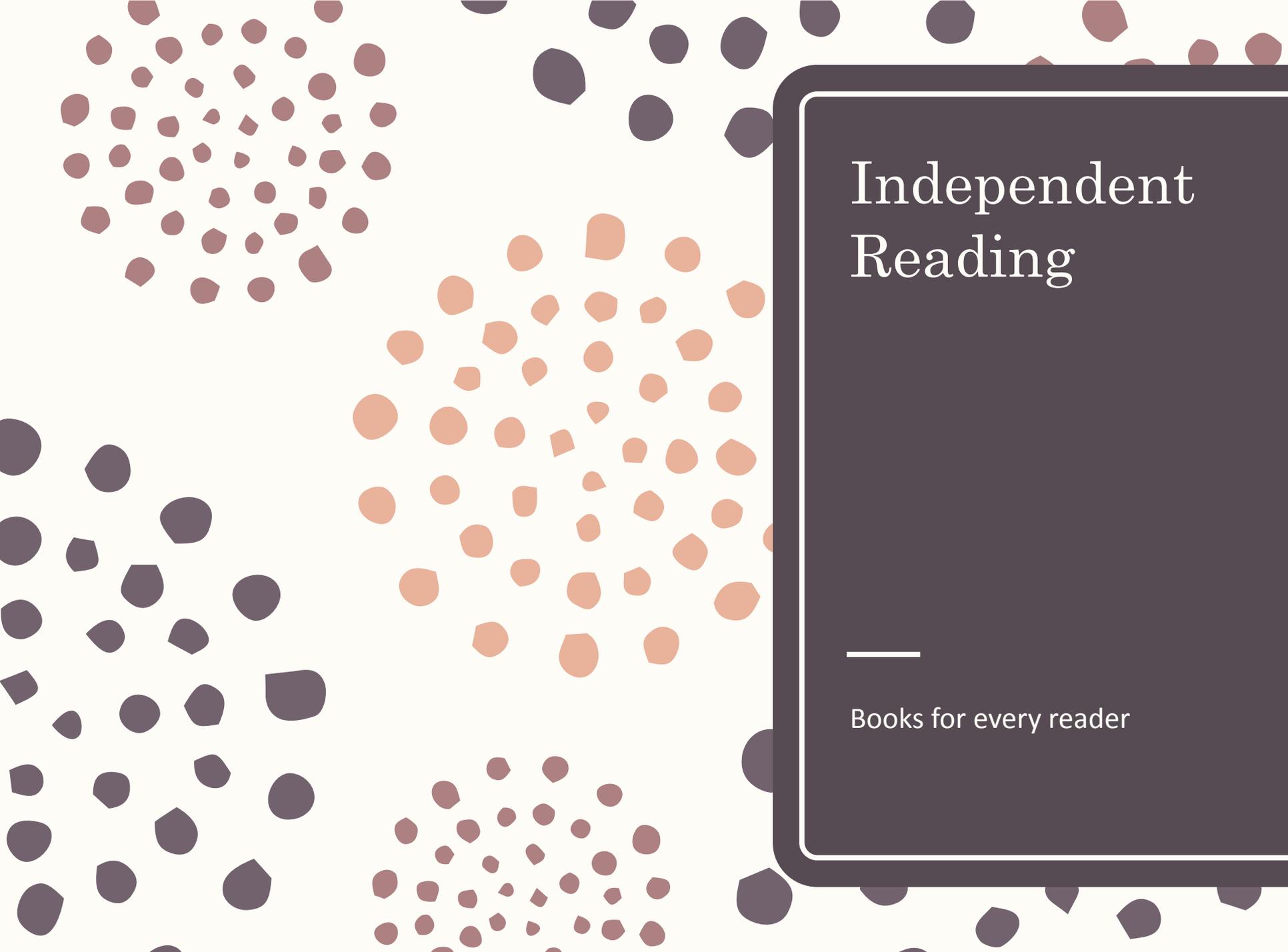
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- I can do this. I'm a writer.
- I understand that pictures and print are different.
- I understand that print has meaning.
- I understand why people write.
- I understand how print works (e.g., start at the top, left to right, letters make up words).
- I know I need to think about word length – Basketball sounds like a long word, I think I need lots of letters – XXAABBCCOWT.
- I know I need to think about letter and sounds knowledge – I need to write down the sounds I can hear – BSXXCCOTL.

# Aha Moments won't happen without ...

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- Lots of opportunities (be patient)
- Lots of modeling and think-alouds
- Lots of attribution of meaning
- Excellent letter-sound instruction
- A comprehensive literacy programme



# Independent Reading

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Books for every reader

# Why do we read?

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- Pleasure
- Information
- Communication
- Work
- Study
- Escape
- Entertainment

# What do we read?

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- Books
- Facebook
- Emails
- Text messages
- Tweets
- Websites
- News.....

# What do we get from reading?

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- Vocabulary
- Connection
- Communication
- Mental Stimulation
- Stress Reduction
- Knowledge
- Memory Improvement
- Stronger Analytical Thinking Skills
- Improved Focus and Concentration
- Better Writing

# Self-Selected Reading

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- All students:
  - Show students WHY they would want to read....
- Emergent students
  - Show them how enjoyable books are
  - Help develop their concepts about print
- Conventional students:
  - Help them to become automatic in skill application
  - Give them practice to become more fluent

# The BIG rules

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- For all students:
  - It isn't self-selected if you don't choose it yourself
- For conventional readers:
  - You can't get good at it, if it is too difficult

# Components of Self-Selected Reading

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- A library of books!
- DEAR time (Drop Everything and Read)
- Teacher Read Alouds
- Reader's Chair
- Book Reviews

# Setting up for Self-Selected Reading

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- 20 books per student (or more)
- Rotated frequently
- Mix of fiction and non-fiction
- Include different types of books
- Our biggest job is curation 😊

# Curating resources

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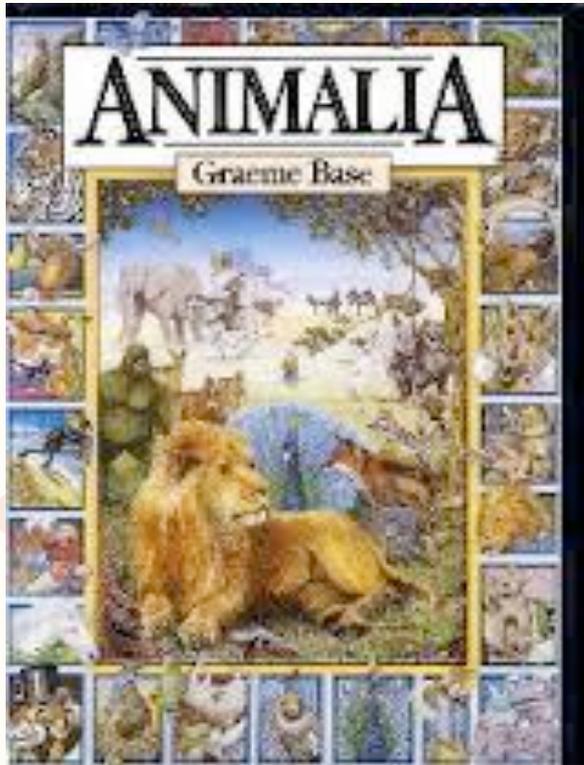


# Alphabet Books

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- Thousands of free alphabet books on Tar Heel Reader
- Books can be A – Z, Z – A, single letter or part of the alphabet
- Mix them up
- Lots of teen suitable alphabet books

# A – Z Alphabet books



# Other alphabet books

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- Z to A
- Letters missing
- Single Letter
- Custom

# My Z, Y, X Book

Reed A. Booke



# My People

by Maggie

**X is a letter of the alphabet.**

**Jane Farrall**



# Repeated Line Books

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- Lots of lists of books for early readers emphasise repeated line books
- Great to include them in your collection
- But include other books as well
- And make sure the repeated lines aren't on every second page, all the time.... (learn from my mistakes)

# WOLF WON'T BITE!



What does Emma do?

by Mr Clark

# Photo Based Books

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- Not all students prefer illustrations
- Fiction and non-fiction photos books are available
- Custom books are often photo based books
- Tar Heel Reader books are often photo based books
- Use their interests as a starting point

# Peacocks

rosieclark



# Build on interests

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- Extend to other similar topics

# Peacock Spiders

Jane Farrall



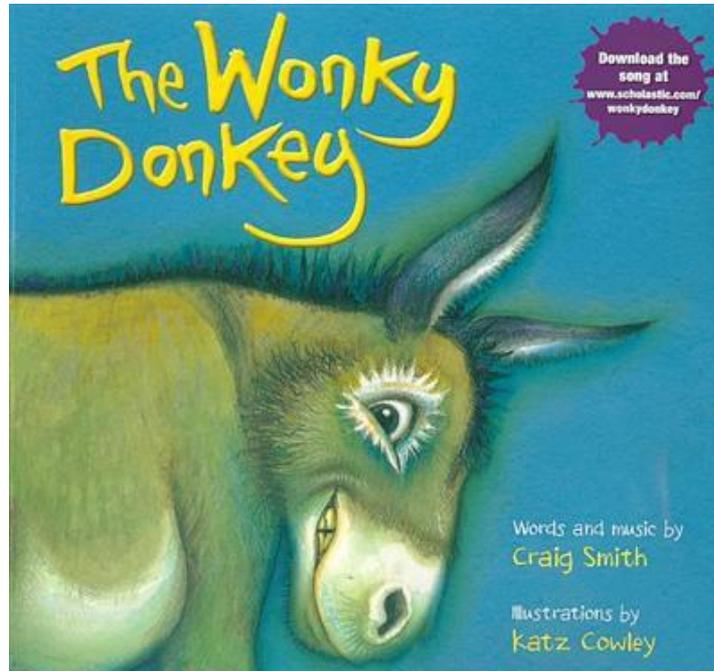
# Books with music and rhythm

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- Books with boppy tunes
- Books with orchestral accompaniment
- Books we can sing
- Books we can chant
- Eric Litwin believes music and rhythm is the hook for literacy for many early readers

# The Wonky Donkey

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# Picture Books

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- Lots and lots and lots
- Try and get a diverse collection
- Haunt your local op shop
- Go to libraries
- Let students get hands on with them

# Picture books for students with vision impairments

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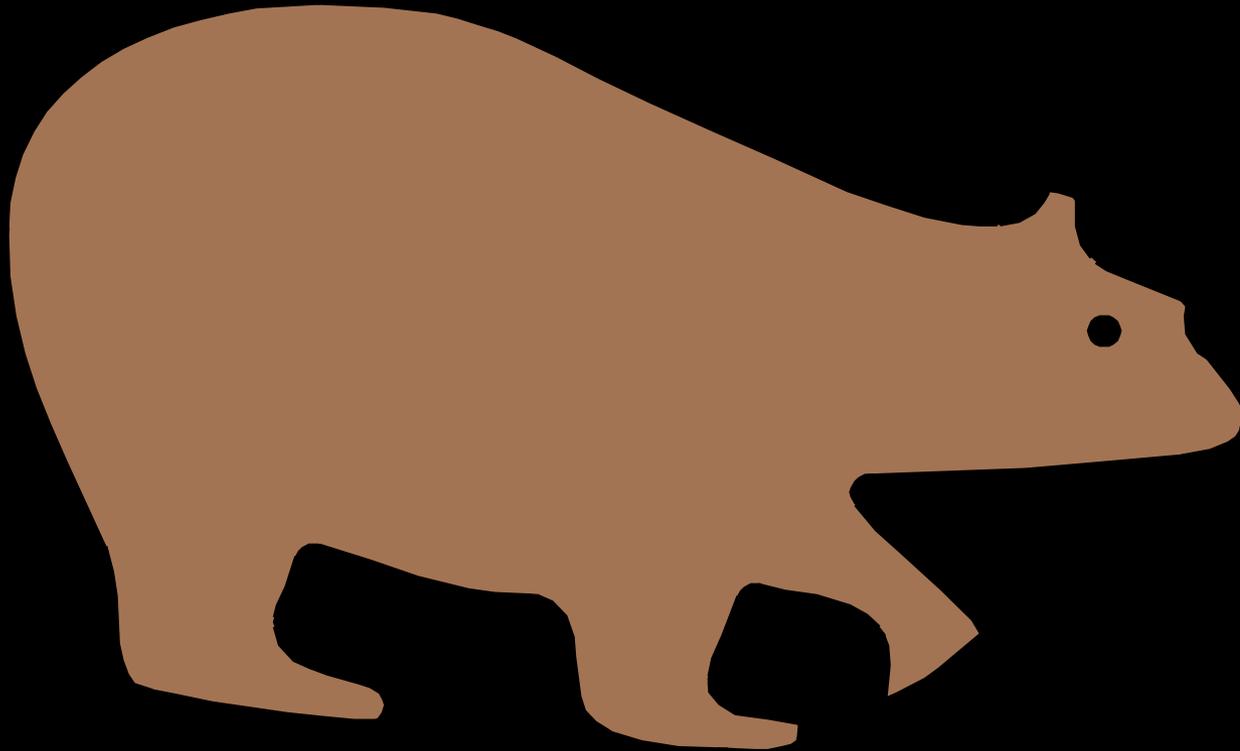
- Look for simple, bright coloured illustrations e.g. Lost Sheep books
- Large text
- Download books from Tar Heel Reader and modify them
- Make them high contrast where possible
- Add Braille for print concepts

# Brown Bear Brown Bear, what do you see?

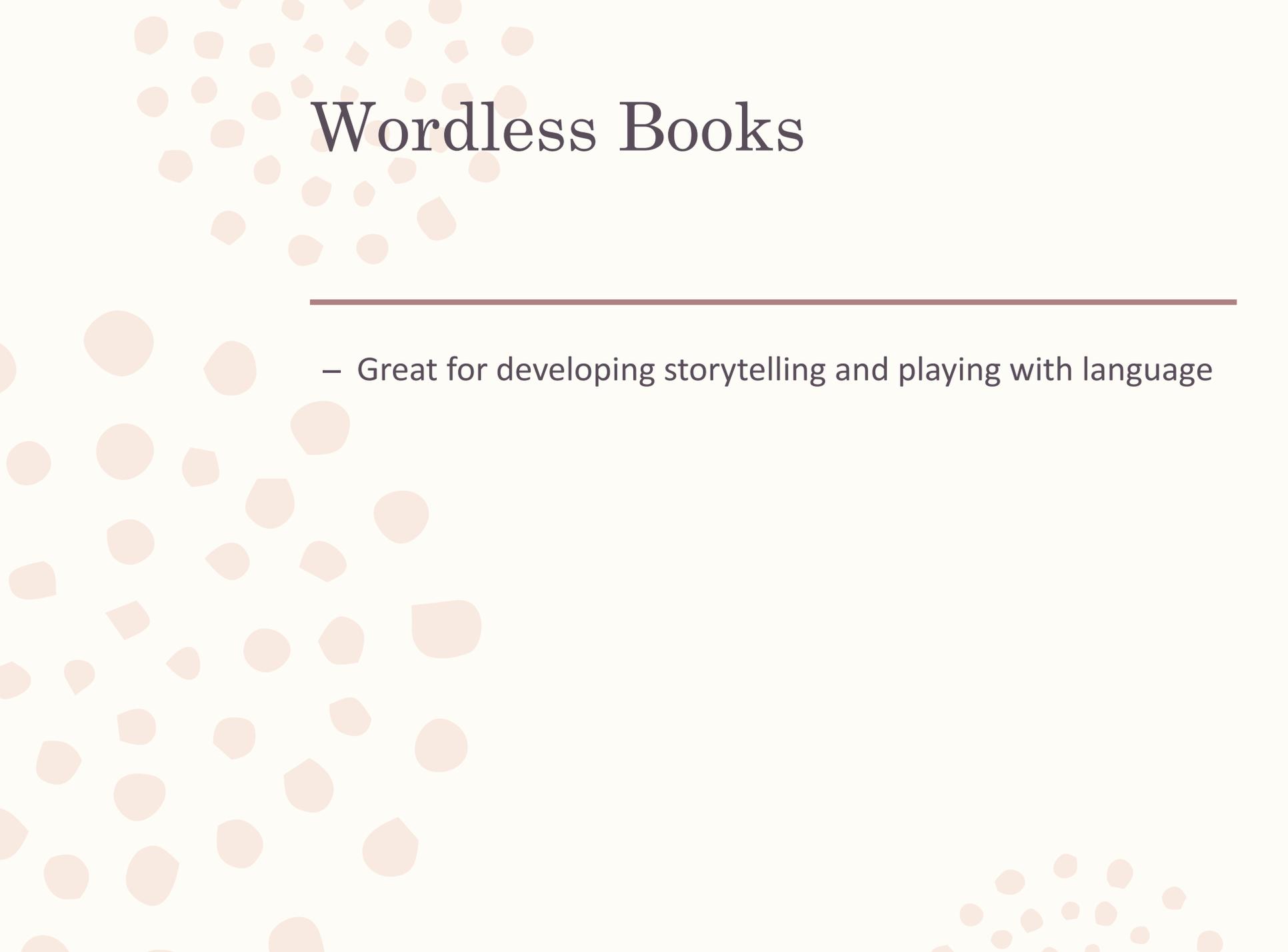
by Bill Martin Jr.

Talking Book (for students with disabilities) Ellen Berbec,, Kilparrin TASS, 2014

Narrated by Heath Coliver



# Wordless Books



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- Great for developing storytelling and playing with language

*The Life of*



*Sheep*

*Created and Illustrated by Stephen Jones*

# Rhyming Books

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- Help develop phonological awareness
- Not just fiction 😊



# Crazy Hats

by Mr Clark

# Topic/Theme Related Books

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- Fiction and non-fiction
- E.g. Australia is awesome, solar system, explorers.

# Simplified version of books

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- Let's look at one...
- Growing library on Tar Heel Reader – search for author DLM

COZY CLASSICS

JANE AUSTEN'S

PRIDE and PREJUDICE



JACK & HOLMAN WANG

# Custom Student or Classroom Books

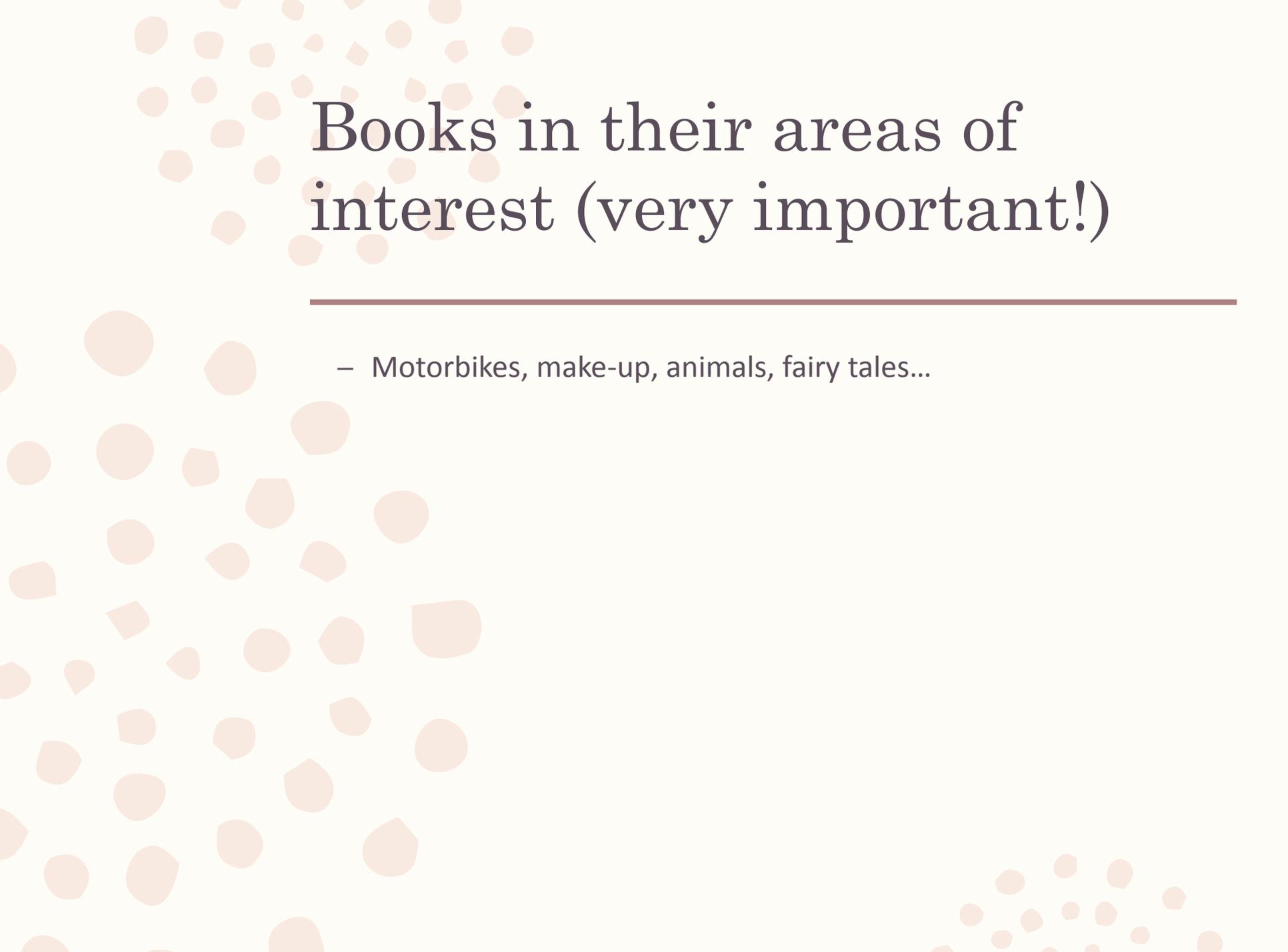
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- We've already seen a couple
- Generate more with Predictable Chart Writing
- Use the Readability checker in Word to check the level of any books you write

# Readers.....

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- **Only for conventional students**
- Should only ever be part of your collection
- Provide a structure for students to be successful but rarely inspire a love of reading
- Provide practice with high frequency words (which can also be achieved with predictable chart books)
- Help students to become more fluent



# Books in their areas of interest (very important!)

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- Motorbikes, make-up, animals, fairy tales...

# Letisha

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- Only book they could get her to read in the classroom was “There’s a hippopotamus on my roof eating cake”
- She read it fluently but they felt she had memorised it
- They were trying to get her to read readers
- Created a special selection for her in topics of interest – earrings, hippopotamuses, make-up, etc and she is now much happier to read a wider range of books

# I like earrings

Jane Farrall



# I Can Not Spell Hippopotamus bhaeflin





# DEAR Time (Drop Everything and Read)

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# For emergent students

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- Give them independent access to books
- Give them the opportunity to read books with an adult for pleasure and enjoyment
- Are you doing shared reading in this block? (Remember to use AAC and Comment, Ask, Respond)
- Can have books at any level as long as they enjoy them

# Tar Heel Reader

## [www.tarheelreader.org](http://www.tarheelreader.org)

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- Thousands of books on hundreds of topics
- Generally suitable for emergent and early conventional readers and writers
- Switch accessible or direct access
- Can be downloaded as PowerPoints or ePubs
- Can be imported into Pictello

# Tar Heel Reader to Pictello Converter

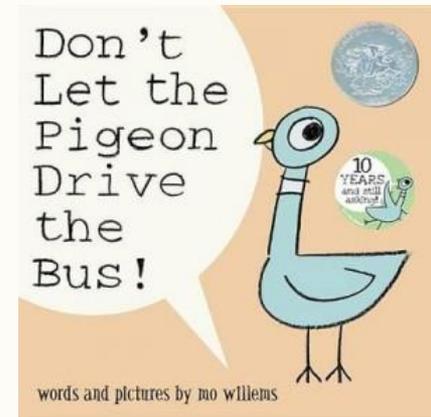
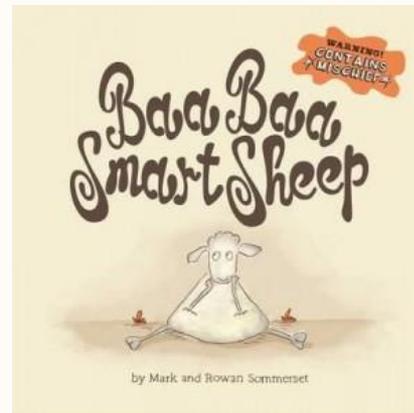
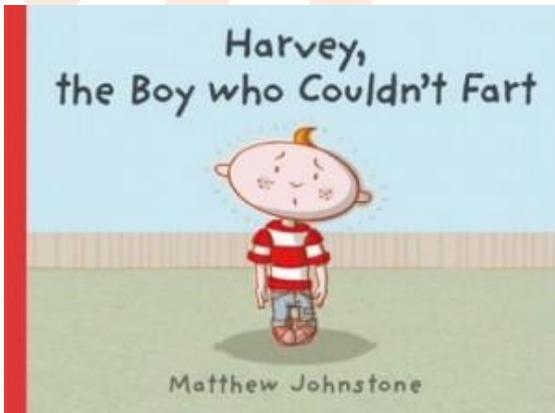
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- <https://www.assistiveware.com/tar-heel-reader-pictello-converter>
- Allows you to easily import Tar Heel Reader books into Pictello
- Can then use high quality speech in Pictello to read the books

# Picture Books for Older Readers

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- <https://www.pinterest.com/janefarrall/picture-books-for-older-readers/>
- Curated by Jane and Sally 😊

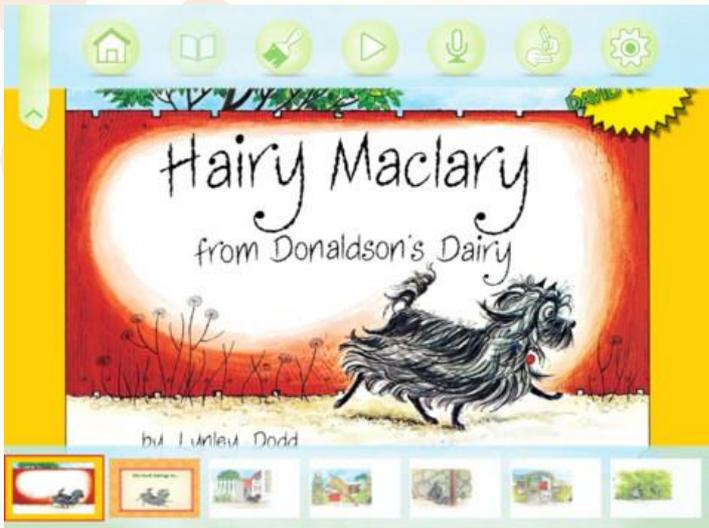




# Independent Access to Books

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# Digital Storybooks / Storybook Apps



Guidelines for choosing digital books:

<http://www.janefarrall.com/ipad-apps-for-guided-reading/>

# Apps for Reading

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- There are 1000s of digital storybook apps available on the app store;
- Also large numbers of eBooks available;

# Digital Storybooks

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- Standalone apps that are a “digital storybook”;
- Some are a straight re-creation of the traditional book format;
- Others have lots of extra features – known as enhanced digital storybooks.

# eBooks

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- Electronic book designed to run within an eBook reader app or on a standalone eBook reader;
- E.g. iBooks, Stanza, Kindle;
- Starting to have more enhanced eBooks available as well.

# eBooks

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- Chiong et al (2012) reported that all the children (3 – 6yo) in their study were more engaged & interested in eBooks than printed books
- The children in the study got the same information from eBooks as printed books – unless the eBooks were heavily enhanced
- Gleeson & Smith (2011) found that boys were more engaged by eBooks and girls were engaged by printed books. Students in this study were 12 – 16.
- Michaels & Samuel (2012) found no gender difference in eBook engagement. Students in this study were 10 – 12.
- Teens are often more willing to read younger books in eBook format

# Straight to iPad

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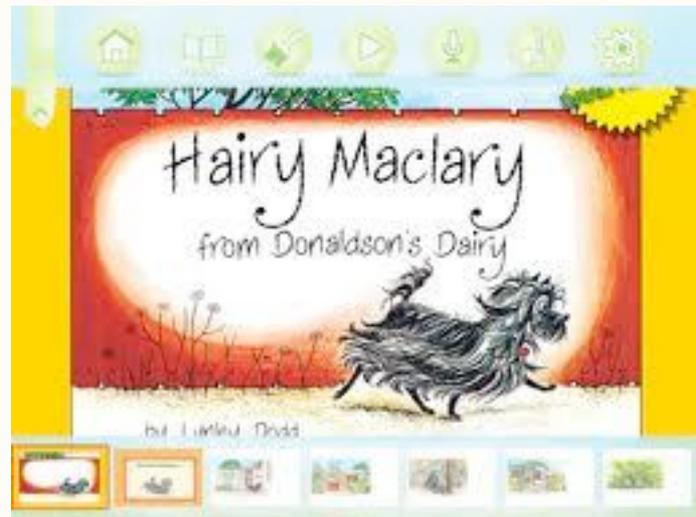
# App Criteria

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- App needs to have:
  - Clear and engaging storyline;
  - Enough information in the storyline and/or the illustrations for a number of purposes for reading the book repeatedly through the week;
  - No spelling and grammar errors!

# Hairy Maclary from Donaldson's Dairy (Kiwa Media)

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# Kiwa Media books

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- Automatically play when the app reads the book;
- Recorded human speech;
- Word-by-word highlighting automatic when the app reads the book (see next slide);
- Simple format, with only one additional interactive feature on each page;
- Offer nice Guided Reading follow-ups – colour in, record your own version;
- AUSLAN version (in AUSLAN word order).

# Word-by-Word Highlighting

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- Can help to reinforce basic concepts about print:
  - That text is a code for speech by consistently matching text with spoken words;
  - The difference between text and pictures;
  - That text carries the message;
  - That text goes from left to right;
  - That at the end of a row a reader needs to sweep down and across to the beginning of the next line of text.
- These are all appropriate for emergent readers and writers;
- Once a student is conventional, they need to develop efficient eye movements for reading and word-by-word highlighting can interfere with this.

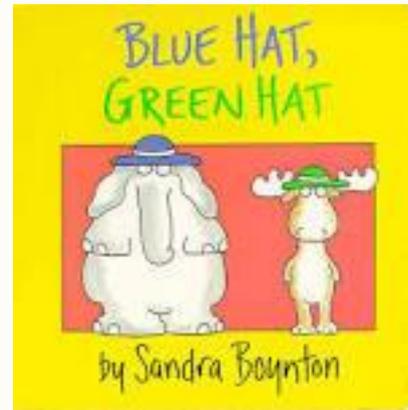
# Enhanced Digital Storybooks

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- These have extra features – music, animation and interactive features;
- These can be very distracting for students and impact on their comprehension of the text;
- Chiong, Ree and Takeuchi (2012) found that most children prefer reading eBooks to printed books;
- They also found that “children recall fewer of the details of the content of enhanced e-books”;
- Comprehension of enhanced eBooks was reduced;
- Comprehension of straight eBooks and printed books was the same.

# Blue Hat, Green Hat

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# iBooks

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- Apple's eBook reader has a range of books available at different reading levels;
- Some work with the inbuilt text-to-speech feature but others don't;
- Can build custom bookshelves for students to help self-selection be more successful;
- Offers switch access through the new switch control feature in iOS7.

# iBook Store

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- Lots of adult and teenage eBooks;
- Simple re-creations of books available;
- Enhanced eBooks starting to appear;
- Many books available for free or cheaper than printed books;
- Copyright guidelines for schools.

# Tar Heel Reader

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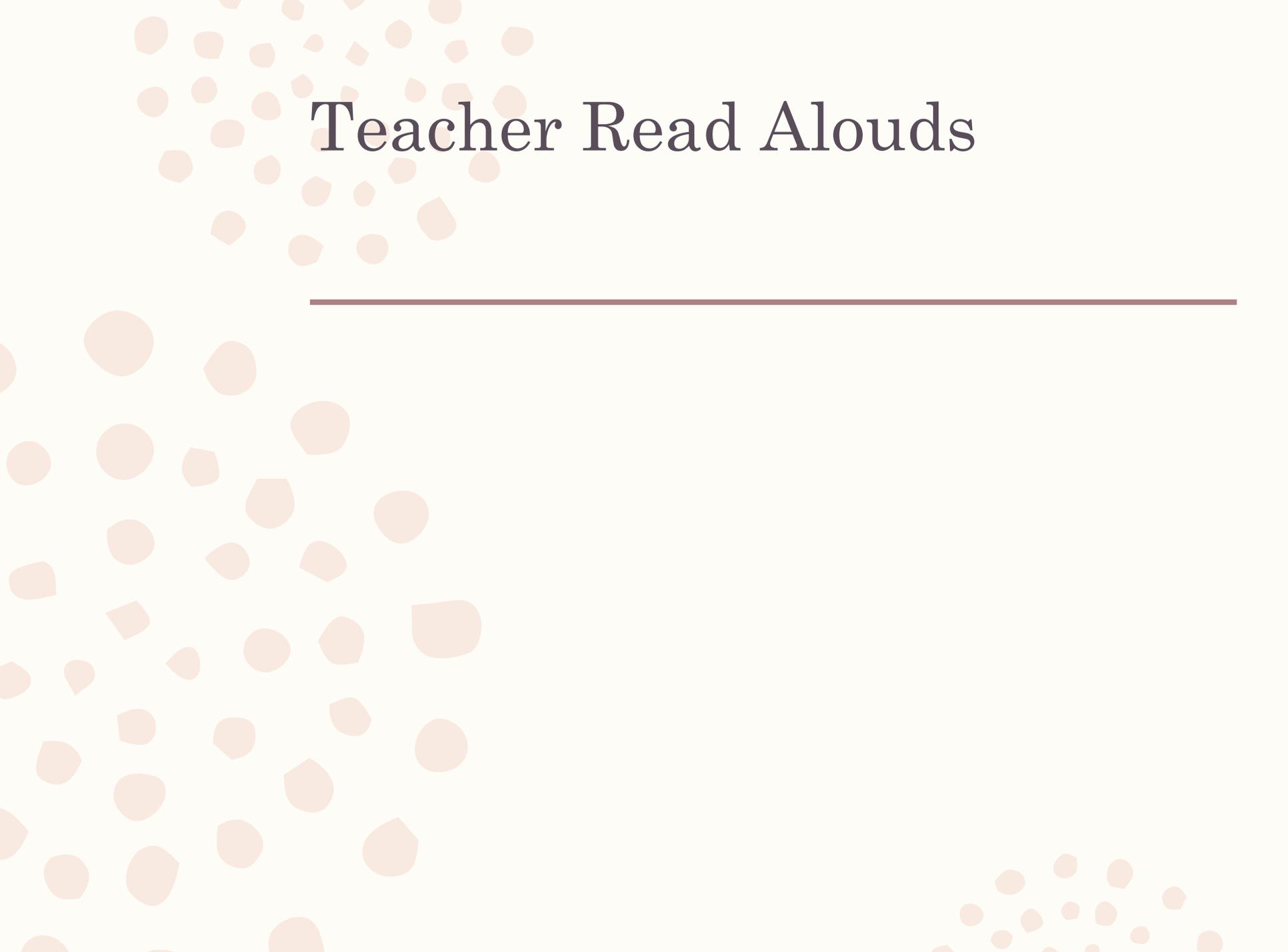
- In app mode
- As talking books in iBooks
- [www.tarheelreader.org](http://www.tarheelreader.org)
- <http://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>



# iOS Accessibility

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- Look at:
- Speak Selection
- Guided Access
- Switch Control
- VoiceOver

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# Teacher Read Alouds

# Teacher Read Alouds

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- Use this as a chance to expose students to different types of books that they might choose to read later
- Don't always have to read the whole book
- Include read alouds in your planning

# Read Alouds

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## **Self selected reading**

Learning intention for read alouds: To expose students to a range of books from different genres. To help them to discover books they might choose to read.

Learning intention for shared reading: To build and understanding of the ways in which we can interact around books; to build concepts about print

### **Monday:**

Read aloud book: Everything has colour by [Glenise](#).

<http://tarheelreader.org/2009/07/09/every-thing-has-colour/>

Group and individual self selected reading to happen through the day. Students' to be checked off when they have selected a book. Dylan to use switch with books on IWB.

# Reader's Chair & Book Reviews

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- Students share a book they have read recently
- Share with other students
- Start discussions about what books they enjoy (and don't enjoy)

# Reader's Chair

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