



2022-2023 Three-Credit Hour Course: Writing Stages and Development Grades K-5

- ▶ **Audience:** Active West Virginia Teachers/Educators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: Writing is a developmental process that involves multiple stages. During this course, you will learn the importance and the characteristics of the writing stages that are most associated with grades PreK-5. These stages are emergent, beginner, transitional, and intermediate. You will explore each stage and look at student work samples so that you will be able to identify children in various stages and plan appropriate writing opportunities for students in your classroom. It is important to remember that the stages are developmental and are solely based on the students' knowledge, and not restricted to a particular age group.

Course Goals:

- ▶ Understand that the developmental processes of reading, writing, and spelling are integrally related.
- ▶ Recognize and understand the characteristics of the stages of writing development and the order in which they occur.
- ▶ Understand the importance of oral process and the impact it has on the writing stage.
- ▶ Identify characteristics of an emergent writer.
- ▶ Evaluate and use data to identify learners' needs.
- ▶ Create a developmentally-appropriate activity catered to emergent writers.
- ▶ Identify characteristics of beginning writers.
- ▶ Understand how a literacy-rich environment plays a role in the development of writing.
- ▶ Identify characteristics of transitional writers.
- ▶ Create or locate a developmentally-appropriate activity catered to transitional writers.
- ▶ Identify characteristics of all writing stages.
- ▶ Use the knowledge you have learned in order to consider the stages of writers in your own classroom.
- ▶ Complete a survey in order to reflect upon your own practices as a writer.
- ▶ Collect and analyze writing samples to guide classroom organization and instruction.
- ▶ Organize students into groupings according to their developmental level.
- ▶ Locate and modify or create a lesson plan to differentiate writing instruction for students in your classroom.
- ▶ Implement a writing lesson with students in your classroom.



Session Overviews

▶ **Session 1 – The Developmental Process of Writing**

Writing is a developmental process that involves multiple stages. In this session, participants will learn the importance of those stages most associated with elementary grade levels. Additionally, you will use the session readings to understand the characteristics of each stage.

▶ **Session 2 - Emergent Writing Stage**

The Emergent Stage is the first developmental writing stage. While many students put effort into communicating words, they do not yet conventionally read or write. During this stage, students encounter directionality, letter-sound match, and letter-like formations. Throughout this session, you will learn about emergent writers' behaviors and appropriate tools to engage these students in writing.

▶ **Session 3 - Beginner Writing Stage**

The beginner writing stage is the second developmental writing stage. As you work through the session readings, you will notice that this stage has other names that it can also be called: Letter Name-Alphabetic Stage and the Early Writing Stage. Students in this stage focus on beginning and ending consonants, short-vowel patterns, and letter-sound correspondences. They also begin using word-by-word writing and will work towards writing a few words or lines. This session will help you identify students in this stage and plan appropriately for your students.

▶ **Session 4 –Transitional Writing Stage**

The transitional writing stage is the third developmental writing stage. During this session, you will notice that this stage can also be referred to as the Within Word Pattern Stage. As students enter the transitional stage, they know letter sounds and short-vowel patterns which they use automatically. Students learn new patterns and letter chunks that have sound and meaning. Students' writing is approaching fluency, is more organized, and will develop into having several paragraphs. By completing this session, you will learn the needs and characteristics of students in the transitional writing stage, and you will explore hands-on items to utilize with your students.

▶ **Session 5 – Intermediate Writing Stage**

The intermediate writing stage is the fourth developmental writing stage. As you work through the readings and other session content, you will notice that this stage can also be referred to as the Syllables and Affixes Stage. Students in this stage apply what they already know about one-syllable words to longer multisyllabic words. They also learn about rules for adding inflectional endings, meanings for the more common prefixes and suffixes, and homophones and compound words. Students are able to write fluently and reflectively in different styles and genres. By completing this session, you will learn the needs and characteristics of students in the intermediate writing stage.

▶ **Session 6 – Classroom Implementation**

In order to effectively teach writing, teachers must understand which stage of development their students are currently functioning in. It is important to remember that these developmental stages are not restricted to a particular age group or grade. The stages are developmental and are solely based on the students' knowledge. In this session, you determine your students' current developmental stage of writing, how to group your students, and locate and modify or create a lesson plan that will meet the needs of all of the writers in your classroom. You will implement this lesson plan, and you will collect four writing samples from your students.



Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

