**Program Requirements and Prerequisites:** This is a required course in the MS in Childhood Education program. It is an elective for the MS in Early Childhood and the MS in Reading. Students in the MS in Literacy degree programs are not eligible for this course and should take ERDG 619 instead.

**Course Description:** This course provides an overview of writing instruction in elementary schools, drawing on research to inform instructional practice. Areas of emphasis include the history of writing instruction, the process of writing, writing development, assessing writing, mentor texts, writing conventions, disciplinary writing, and organizing writing classrooms. Graduate students will learn how to confer with writers, examine language choices, analyze how students develop as writers, and converse with professional communities about writing instruction.

**Attributes**

- Literacy as Social Practice*
- Generate Productive Learning Communities*
- Engagement*
- Reciprocal Relationships Across Modes of Communication**
- Strategic Teaching to Promote Self-Extending Learning**
- Assessment of Literacies and Their Development**
- Research Based Professional Learning**
- Respectful Representation of Students, Families and Communities*

**Attributes (continued)**

- Critical Literacies and Equity*
- Disciplinary Literacy/Knowledge Building**
- Data Based Decision Making
- Technologies and Digital Media*
- Materials, Resources and Media**
- Prevention and Intervention*
- Standards*

**Core Content:**

| History of Writing Development | Possible Assignments: Writing Identities Project. The purpose of the writing identities project is to help you think about your own learning and process of becoming a writer, and to focus on how that reflection applies to your current practices. One goal of this project is to help you become aware of those experiences and to think seriously about the consequences of relying on your old experiences rather than also thinking about new ways of teaching. Your writing identities project will include a reflective piece on your experiences as a writer and how you plan to/could transfer both the process and product of this assignment to |
| Examing Histories as Writers | |
| The Writing Process | |
| Framework for Writer’s Workshop | |
| Students’ Development as Writers | |
| Students Evolving as Writers | |
| Conferring with Writers/Language Choices | |

**Possible Readings:**

Video Analysis and Reflection. The videotape analysis is an important instructional tool designed to assist you in examining and reflecting on the instructional language of teaching writing. You will view a video of a teacher or teachers engaged in writing instruction with preschool or elementary children. You will write an analysis/reflection paper about the instructional decisions and interactions during instruction including what went well, and what you would do differently next time.

Mentor Text Assignment
Mentor texts provide an opportunity to examine craft features and to make the reading-writing connection explicit. This assignment is designed for you to select books to develop a repertoire of mentor texts and to explicitly identify and name a range of craft features. Then, discuss how you would use this mentor text for writing instruction. As you select books, carefully and thoughtfully consider your choices. Are you including a range of genre? range of levels? Are you selecting culturally responsive texts? How are your books designed to extend your students’ thinking? reflect students’ interests?

NYSED and Common Core Writing Standards Assignments.
Students will examine different writing expectations across the disciplines, as represented by state disciplinary standards and state exams and consider how to plan instruction for general classrooms as well as supplemental, AIS classrooms, with standards guiding instruction.

Articles from professional journals, such as the following examples:


**Professional Writing Project:** The purpose of this assignment is threefold. First, it is designed to help students learn more about teaching writing. Second, students will be working on their own writing and the process of writing a formal professional document. Third, it will give students the opportunity to share writing drafts with peers and to benefit from the insights gained by reading drafts of others. The project may take many forms including: a) a research proposal, b) a document to a principal describing classroom writing activities, or c) a formal written project such as an article for a journal.