

Ayers Institute Viewing Guide

Writing Opportunities in a Pre-K Classroom

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Focus Standards: Tennessee Early Learning Developmental Standards (TN-ELDS)

1. **PK.W.PDW.4** With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2. **PK.FL.PC.1** Demonstrate understanding of the organization and basic features of print.
 - a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.
 - b. Recognize that spoken words can be written and read.
 - c. With guidance and support, understand that words are made up of alphabet letters.
 - d. Recognize familiar uppercase letters and some of the most common lowercase letters.
 - e. Distinguish between pictures and words.
3. **PK.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words.
 - a. Begin to recognize the difference between upper and lowercase letters.
 - b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).

Discussion Points:

Learning Environment

- Ms. Harris established structures and provided materials that helped her students confidently engage in the classroom and supported their independence. What were some of these materials and what effect did they have on student activities?
- What materials or routines do you have in your classroom that support students' ability to lead their own learning?
- How does Ms. Harris define her role during choice time? How does this benefit students?
- During choice time, two students choose to write their own books in the reading center. Discuss what instructional and management strategies Ms. Harris must have established for students to use these materials appropriately.

Materials

- Ms. Harris used specific, carefully chosen materials to support and promote her students' writing. What impact did those materials have on student writing in her classroom?
- What materials do you use that support writing? What ideas does the video give you for additional materials to support writing?

Instructional Strategies

- One of the focus standards in this video emphasizes understanding the organization and basic features of print (PK.FL.PC.1). What strategies does Ms. Harris use to teach print concepts? What types of activities do you use in your own classroom to teach print concepts?
- Which elements of Dr. Debbie Rowe's writing model do you see in Ms. Harris's classroom? How do these elements support student writing development? Which of these elements do you already use in your classroom?
- How do the portable alphabet charts optimize and support student learning?
- During morning meeting, Ms. Harris does not correct her student's writing errors. Discuss why Ms. Harris chose not to correct these errors. How does this choice benefit her students? Why is the teacher NOT correcting the child's writing errors?

Planning

- In the video, Ms. Harris discusses her planning process. How does her planning process benefit students? How is your planning process similar or different? How does your planning process benefit students?
- In the video, Ms. Harris discusses her reasoning behind her grouping strategy and how she manages small groups. How does her grouping benefit students? How is your grouping similar or different? How does your grouping benefit students?
- What background information does Ms. Harris have to know about her students as readers in order to plan and prepare her small group lesson? How does she gather this information?

Assessment

- Ms. Harris talked about how she assesses student writing, both formally and informally. How do you assess your students' writing?
- How does that assessment inform your interactions with students in regards to writing?

Analysis of Student Learning:

- What did you notice about the pre-K students' writing?
- Ms. Harris discussed the importance of celebrating and honoring students' work. In what ways did she demonstrate to the students that their work was valuable? What impact did this have on her students?
- What ways do you celebrate your students' work? What are some additional ways you could celebrate their work?
- Examine writing samples from your classroom; What do you notice? What instructional strategies can you use to grow your students' writing ability?

Activities for teachers after viewing the video:

- How can you increase student engagement with writing opportunities in your classroom?
- What long term goals do you have regarding writing instruction in your classroom?