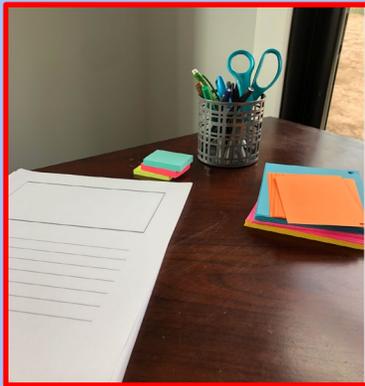




Welcome to the Distance Learning Companion to *Every Child Can Write* (video)

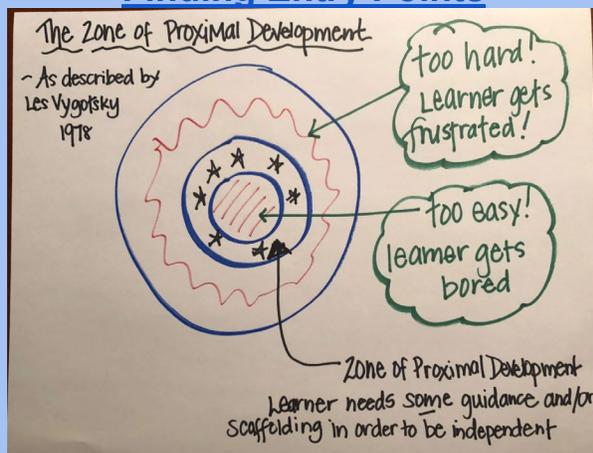
Module 1
Setting Up the Environment



Module 2
Setting Up Management Systems



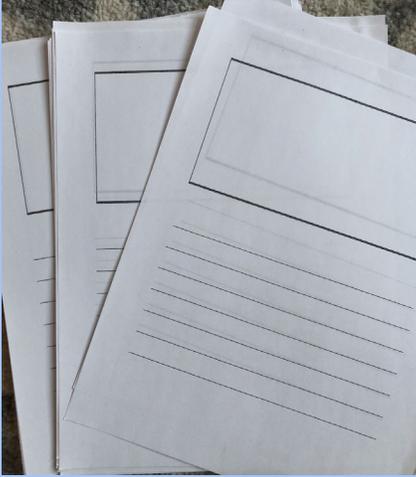
Module 3
Finding Entry Points



Module 4
Constructing Bridges For Writers



Module 5 The Power of Paper



Module 6 Charts and How We Use Them

Making a plan helps writers stay focused and organized so that it's easier to write a story.

Some planning choices:

Beginning/Middle/End Chart

B	M	E
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A timeline

A story mountain

A picture series

A storyboard

1	2	3
4	5	6

Anything else that works for you!

Module 7 Leveraging Technology



Module 8 Conventions and Spelling

Ways to Spell Words

- Say it. Slide it. Listen to it. Write it.
- Know your snap words!

Ap	Bl	Cc
an	pu	can
and	be	could
- Listen for little words inside it
- Use words you know.
- Write it part by part.

Don't worry if it's not perfect!

Module 1 - Setting Up the Environment



In the first chapter of *Every Child Can Write*, I write about the importance of setting up the classroom environment. Students need access to writing tools and materials — and students thrive in clutter-free environments that facilitate focus and productivity. Just as teachers set up systems and structures in classrooms, caregivers can set up workspaces for children within their homes.

Short Videos

[Checklists for the Home Environment](#): A video that reviews the checklists that can be created for children’s supplies and resources

[Tools We Can Provide at School and at Home](#): A video that explains some of the resources and tools caregivers can set up for their children as they write from home

[Questions to Check for Understanding](#): A short video reviewing the questions caregivers can ask their children in order to make sure children are understanding asynchronous teaching videos

Documents

[Checklists of supplies for distance learning](#)

[Questions to check for understanding](#)

[Resources and Tools Caregivers Can Provide at Home](#)

Module 2- Setting Up Management Systems



Chapter 2 of *Every Child Can Write* emphasizes the importance of transitions and routines that facilitate engagement, productivity, and stamina. Students must pay attention in order to understand and learn, regardless of the instructional platform. Additionally, students must have time to practice developing skills. Just as teachers establish expectations in classrooms, teachers can help caregivers set up similar management when learning happens outside of the physical school.

Short Videos

Questions Caregivers Can Ask: A video reviewing some of the questions caregivers can ask in order to ensure students are learning from home

Tips for Transitions: Video explaining ways caregivers can structure the home environment in order to maximize children's writing time

Documents

Questions Caregivers Can Ask
Tips for Transitions at Home

Module 3 - Finding Entry Points



Current functioning levels matter, and it's so important to challenge students without overwhelming them into wanting to give up. The Zone of Proximal Development (ZPD) is a critical concept, no matter where and what students are learning. Once caregivers understand and consider children's ZPDs, then they will be better able to identify starting and sticking points.

Short Videos

[What is the Zone of Proximal Development?](#): A short video where I explain the concept of Lev Vygotsky's ZPD and why it matters when we teach anything to children

[What is a Cognitive Task Analysis and how does it relate to writing instruction?](#) : A short video that explains CTAs and how they work within writing instruction

[Making a personal checklist:](#) A short video that explains how to make a personal checklist with a child.

Documents

[Image of the ZPD](#)

[How to Make a Cognitive Task Analysis](#)

[Sample Personal Checklist](#)

Module 4 - Constructing Bridges for Writers



Sometimes writers benefit when they start their writing process at a different entry point, and sometimes specific skills get in the way of a writer's productivity. Chapter 4 provides ideas and strategies to build bridges for writers so they can join into the writing journey. Many of these ideas can be shared with caregivers so that they can encourage striving writers and help them find their way into the writing process.

Short Videos

[A Quick Explanation of Shared Writing](#): A short video that explains what shared writing can look like across the three genres

[Backward Chaining](#): A short video that explains what backward chaining is and how it can help with the writing process

[Targeted Practice](#): A short video that explains targeted practice and its place within developing young writers

Documents

[How to Manage Shared Writing](#)

[Narrative Story Starter: Catching a Fish](#)

Module 5 - The Power of Paper



Paper has so much power when it comes to inspiring or intimidating writers! Chapter 5 in *Every Child Can Write* encourages educators to recognize paper's power and to provide paper choices that support each child's individual writing needs. By explaining this concept and providing caregivers with paper options for their writers, we can raise the potential for at-home writing success.

Short Videos

[Explanation of the Power of Paper](#): A short video that explains how teachers and caregivers can use paper to encourage and motivate writers

[Paper Choices](#): A short video that reviews some of the available paper choices

Documents

[Paper Options For All Three Genres of Writing](#)

[Beth Moore's Explanation of Paper Choices](#)

Module 6 – Charts and How We Use Them



Chapter 6 of *Every Child Can Write* emphasizes the importance of classroom charts. While the role of the teacher is to create charts that build student independence, caregivers can partner with teachers to ensure that charts are available at home, recognizing the important role charts play in the development of writers.

Short Videos

[Types of Charts](#): A short video that explains the different types of charts that can be created for students to support their writing lives

Documents

[Types of Charts](#)

Module 7 - Leveraging Technology



Chapter 7 of *Every Child Can Write* challenges teachers to consider some questions whenever they are using technology in their writing classrooms. Those questions include:

- What is the child learning as a result of this tool?
- How does technology make the task more accessible for the student?

Just as educators consider those questions, caregivers can also consider them.

Short Videos

[Using Talk to Text Effectively:](#) A short video that explains some key moves for using talk to text programs effectively

Documents

[Talk to Text Tips](#)

Module 8 - Conventions and Spelling



Perhaps more than any other topic around writing instruction, I hear questions about how caregivers can support writers around learning correct usage of conventions and spelling. It's not an area in which I dwell in my writing instruction – I don't want kids to get so caught up in the mechanics of spelling that they are paralyzed or run out of time for new ideas. However, I understand it's important. The more systems, structures, and resources teachers can share with caregivers about how to support their writers with punctuation and spelling, the more independent and empowered young writers become!

Short Videos

[A Series of Conventions Charts](#): A short video that goes over the series of charts that spans grades 1-5 related to conventions, capitalization, and spelling.

[A Quick Explanation of How to Support Spelling](#)

Documents

[Convention Charts](#) - Grades 1-5

[Ways to Spell Words Chart](#)