



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**ELM 3410 Elementary Writing**  
**3 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

1. Design a developmentally appropriate writing learning environment that fosters meaningful writing experiences for all students.
  - a. Identify key elements of a writing environment that supports collaborative and individual writing experiences.
  - b. Explain how classroom materials and space contribute to a bias-free, culturally and linguistically diverse writing environment.
  - c. Compare digital and non-digital tools that support writing development, including word study, vocabulary, and writing fluency.
  - d. Evaluate how to integrate digital technologies to support writing and learning across disciplines.
  - e. Apply flexible grouping strategies that consider writers' craft, needs, and individual factors.
2. Create writing instruction that builds on children's home language(s) and diverse cultural backgrounds.
  - a. Select culturally and socially diverse instructional materials and practices for writing.
  - b. Identify opportunities for students to use visual representations of learning, such as graphic organizers and writer's notebooks.
3. Develop writing curricula that addresses the needs of the whole class, small groups, and individual learners.
  - a. Provide specific, constructive feedback to support children's writing development.
  - b. Identify clear, developmentally appropriate writing goals for students.
  - c. Select a range of texts, including mentor texts, that align with writing goals and instructional purposes.
  - d. Examine research-based writing programs appropriate for PK-6 learners

4. Explain the interconnectedness of literacy processes (reading, writing, listening, speaking, viewing, and representing) in writing development.
  - a. Identify the stages of writing, spelling, and handwriting development as they relate to communication.
  - b. Apply assessment tools to support writing development during conferences.
  - c. Recognize factors influencing writing proficiency, including cognitive and environmental factors.
  - d. Apply evidence-based instructional strategies that address multiple literacy constructs simultaneously.
5. Analyze the progression of writing motivation and engagement, including the influence of external factors.
  - a. Investigate writing motivation and engagement through various tools, such as interviews, observations, and writing logs.
  - b. Examine how persistence and commitment in writing are fostered through different instructional practices.
6. Examine key features and the impact of writing skills, including spelling, handwriting, and composition.
  - a. Describe the development of writing skills, such as drawing, spelling, vocabulary, and composition, in young learners.
  - b. Identify the impact of writing skills on students' overall literacy development.
7. Evaluate appropriate assessment tools for different writing skills.
  - a. Select assessment tools that measure writing skills, such as spelling, vocabulary, handwriting, and composition.
  - b. Analyze how different assessment tools contribute to the development of specific writing skills.
8. Identify research-supported, multimodal writing programs and instructional techniques tailored to the needs of diverse learners.
  - a. Apply effective instructional techniques for teaching writing, including spelling, vocabulary, handwriting, and composition.
  - b. Apply a variety of multimodal strategies into writing instruction, considering each child's experiences and needs.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Supportive Environment

- Literacy Diversity
- Standards Alignment
- Literacy Integration
- Motivation & Engagement
- Writing Development
- Assessment Tools
- Instructional Strategies

### **Essential Questions**

1. How can I set up a supportive writing learning environment where all students see themselves as writers?
2. In what ways do bias, cultural background, and home language shape literacy development and instructional practices?
3. How can I use the state standards to guide and differentiate writing instruction for diverse learners?
4. How are literacy processes and constructs related specific to writing skills?
5. How can motivation and engagement be cultivated to enhance students' writing development?
6. What are the key features key features and stages of writing skill development in early learners?
7. What is the role of writing assessment in PK-6 classrooms?
8. How can I plan effective writing instruction for PK-6 learners?

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These SLOs are not approved for experiential credit.

**Effective: Fall 2025**