

Written Language

Speaker Series
Tuesday, July 9th



Allison West
Academic Director, Summer@Carroll
Director of Curriculum, Carroll Middle School

Jillian DeBusk
Writing Supervisor





What is involved in writing?



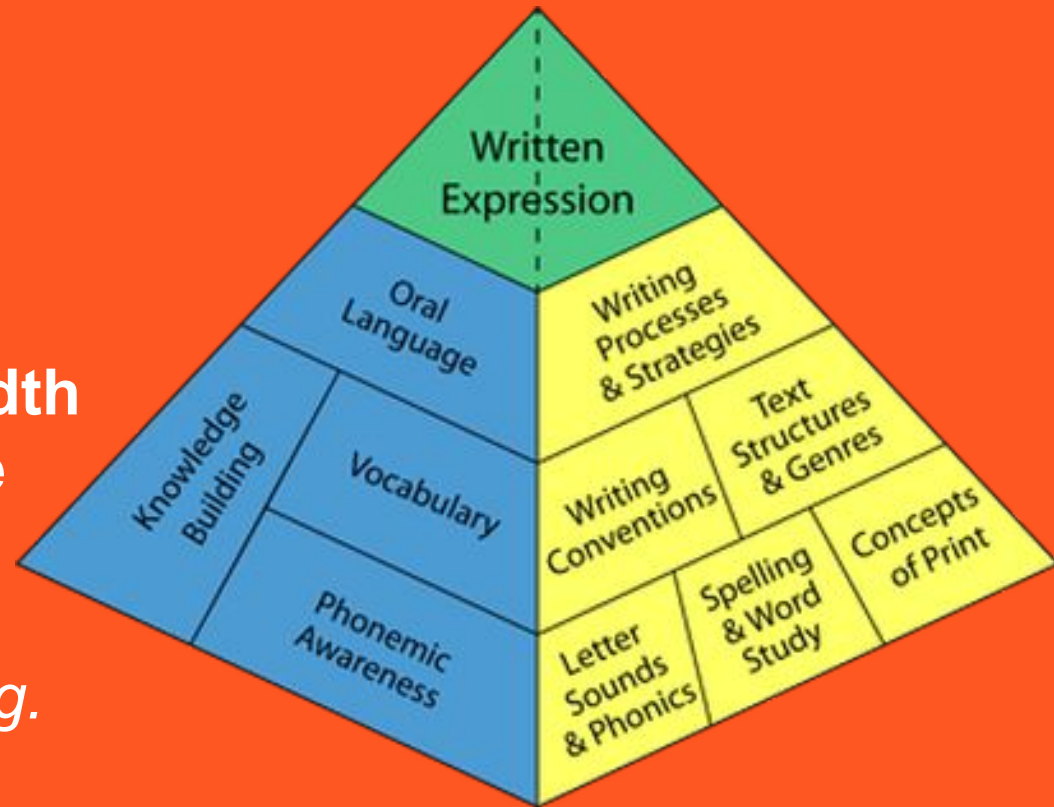
“Written expression is one of the most challenging tasks for children to learn. Students who experience difficulties in acquiring fluent and efficient writing skills may struggle to **generate ideas, construct meaningful sentences, sequence and organise their ideas into paragraphs, and use grammar appropriately**. These students may also have difficulty with **handwriting, punctuation and spelling**. Furthermore, writing requires **knowledge of text genres, text cohesion and coherence, and a sense of audience**. Any weaknesses in **oral language expression** are likely to transfer to written work as it is very rare for someone to be able to write material they are unable to say.”

<https://dsf.net.au/teaching-written-expression/>



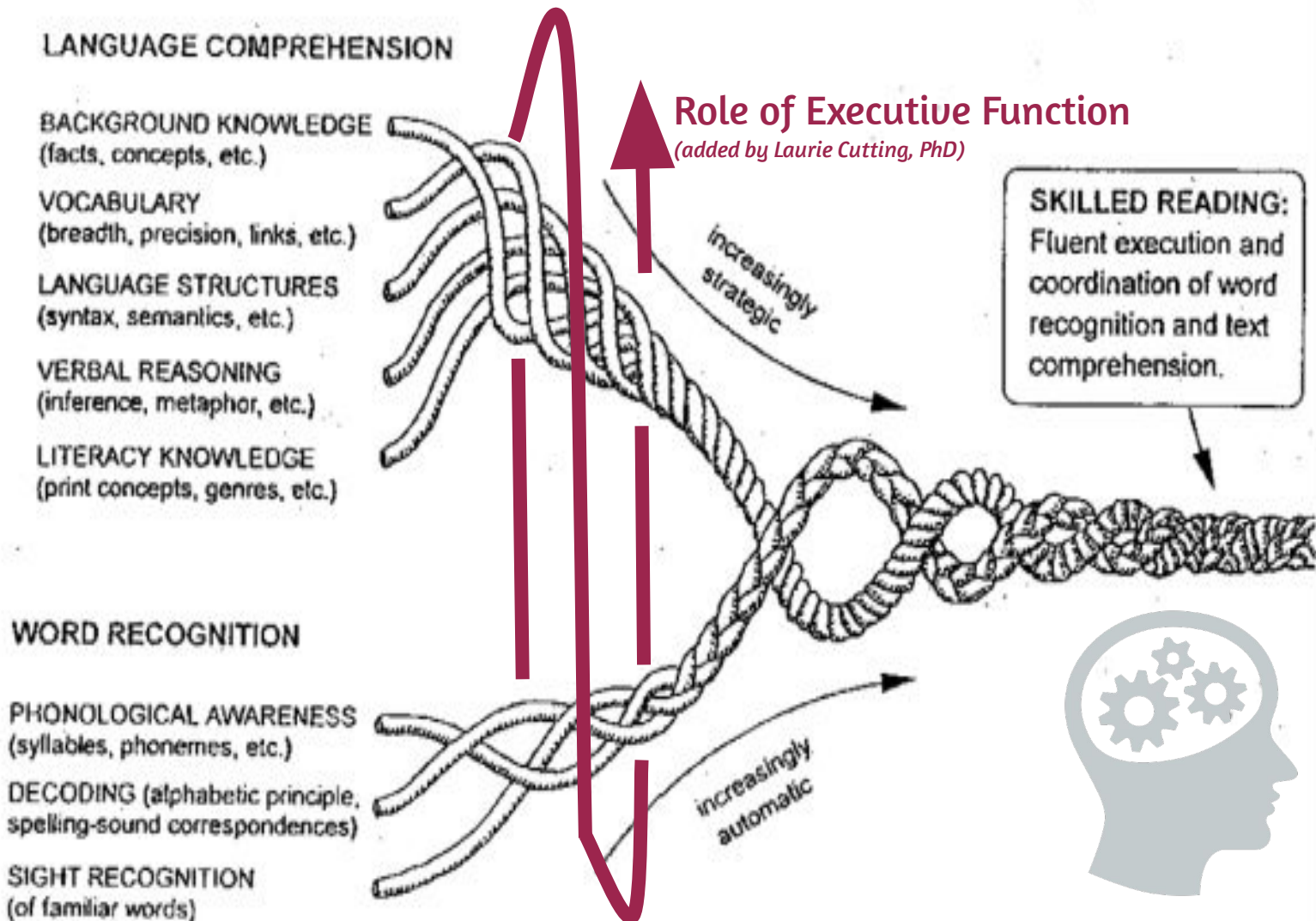
“Unsurprisingly, the best writers in any class are always readers. Reading influences writing- the richness, depth and breadth of reading determines the writer that we become.”

Pie Corbett, *Talk For Writing*.



The Many Strands that are Woven into Skilled Reading

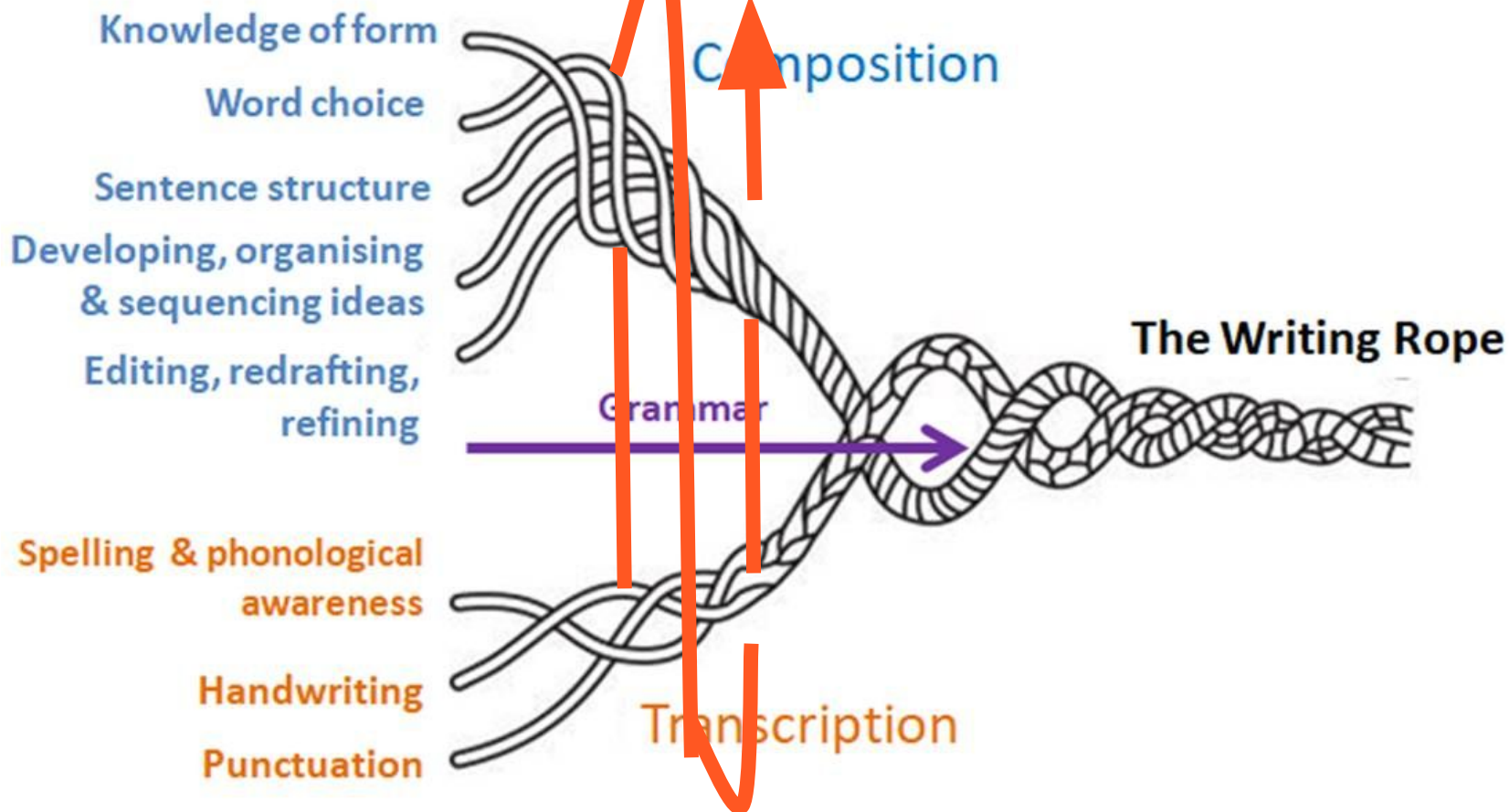
(Scarborough, 2001)



Writing Rope

Role of Executive Function

(added by Laurie Cutting, PhD)



<https://littlemissdht.wordpress.com/2018/07/15/the-writing-rope-managing-cognitive-load-metacognition-and-developing-effective-writers/>



6th Grader in September

I am afraid of
spiders. when we see them
I want to kill them.
I hate spiders

Yikes! Spiders are creepy.



6th Grader in March

if I were the President of the United States for a day and declare a new holiday, it would be Ancestor Day. This would be a day to honor them. If they were alive, you would spend the day with them. You would do what they wanted. For example, if your

grandmother liked gardening, you would garden with her and spend the day outside.

If your ancestors were not alive, you would go to the cemetery and put flowers on their grave. If your ancestors lived in a different place, you would visit them. Ancestor Day



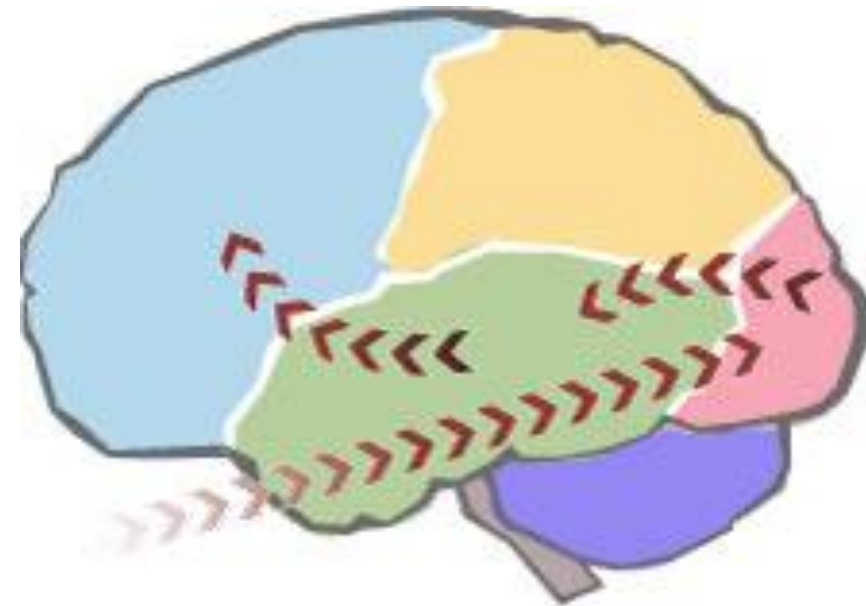
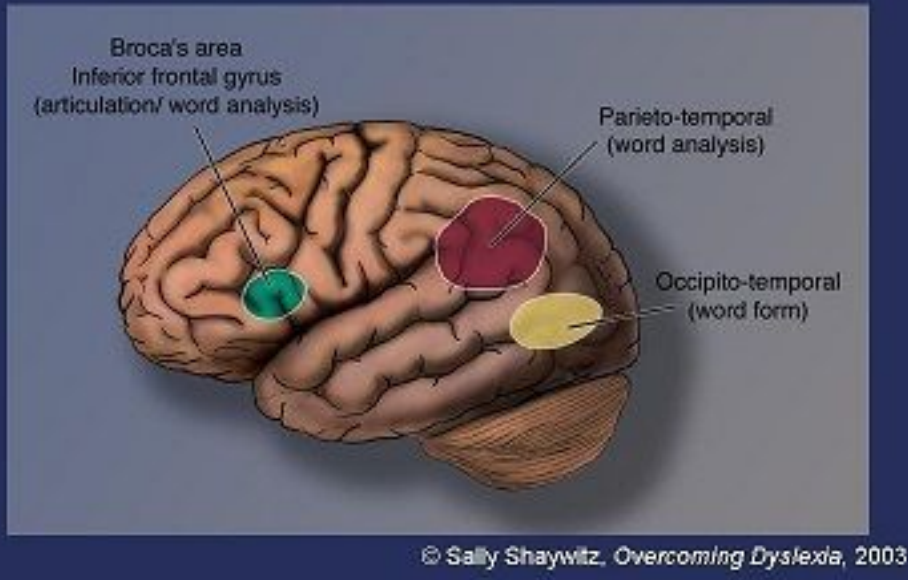
Spring of 7th Grade

My Ideal Living Space

My ideal living space is a Tudor house because of the charm, character and prestige. First, the appeal is the serene expansive forests, the large infinity pool with waterfalls and the golf and tennis areas. When looking out on the deck, people can see a large lake and forests. Next, the style of the home is traditional, but comfortable. The colors of the house are brown, black, tan and gray. The brick exterior has ivy growing on the side. Lastly, the large, expansive house sits on 100 acres. The house is located in a wooded area of Maine. The garage can hold six cars. The house is at the back of the property. The house is classy because of the antiques imported from Europe. It has many luxurious furnishings like ornate furnisher, large tapestries, fancy cars and statues. This luxurious house makes people feel relaxed when they come to visit.



Reading Systems in Brain



The Reading Brain

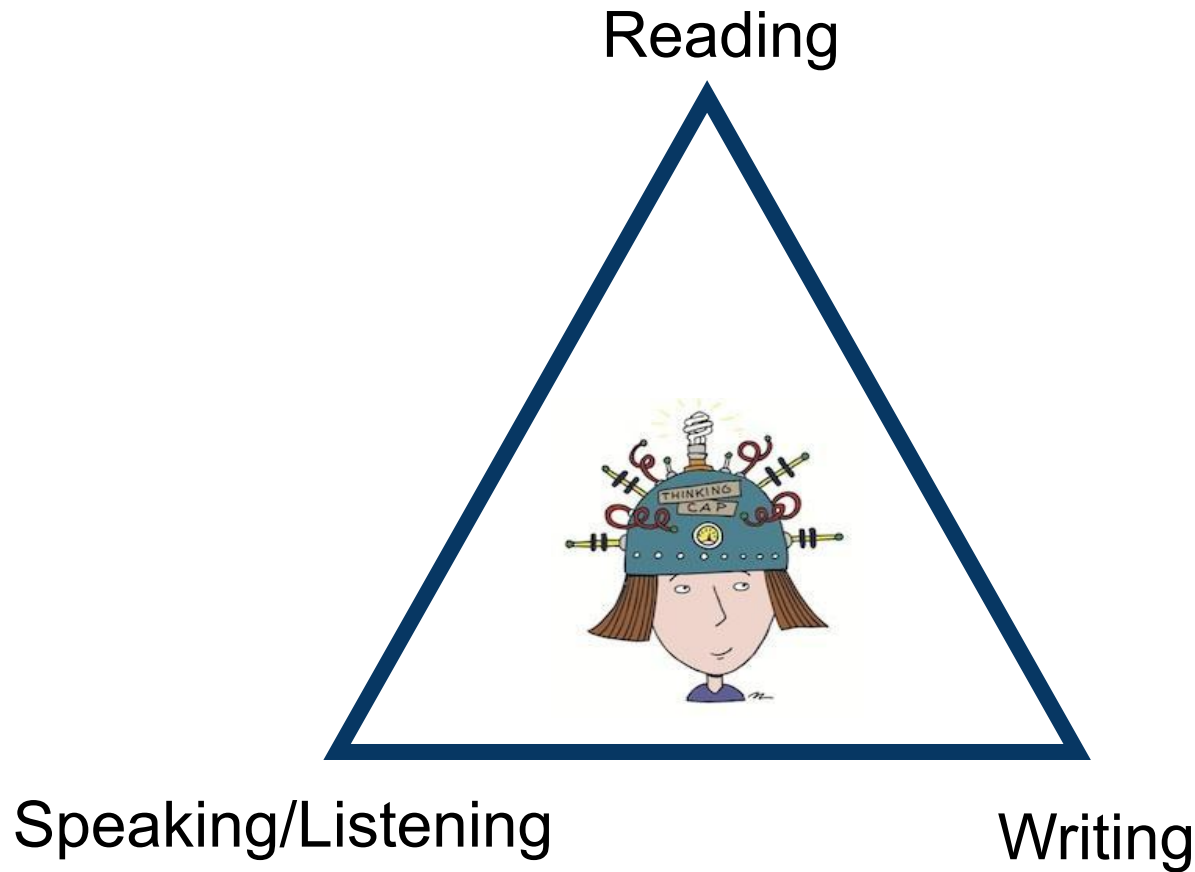




The Writing Brain



Writing is thinking written down.



Oral Language

- Before achieving proficiency in reading and writing--and even after proficiency in reading and writing have been achieved--**oral language is one of the important** means of learning and of acquiring knowledge (Lemke, 1989).



Oral Language

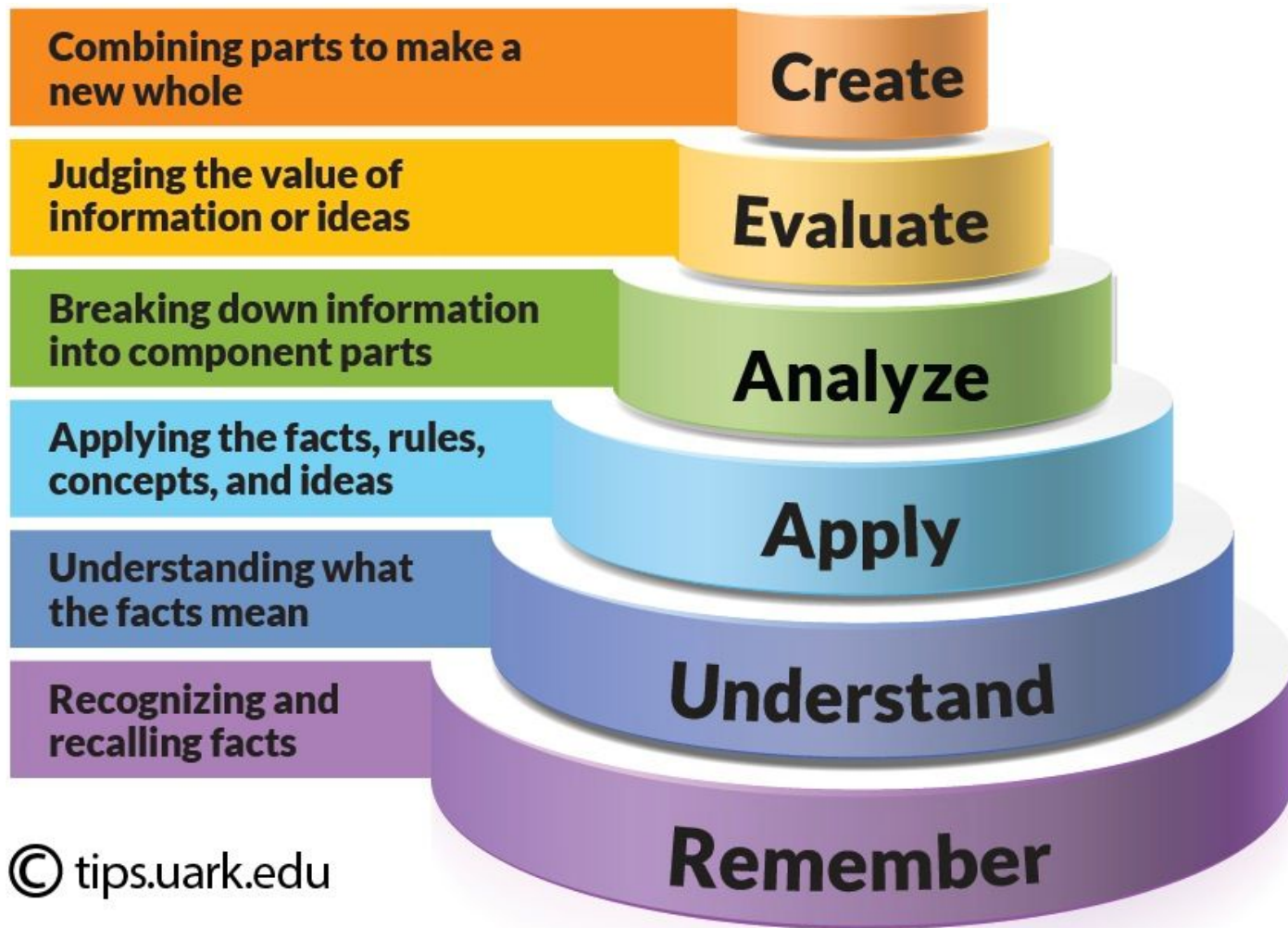
- Oral language, the complex system that relates sounds to meanings, is made up of three components: the phonological, semantic, and syntactic (Lindfors, 1987)
- Some language experts would add a fourth component: pragmatics, which deals with rules of language use



Oral Language



Bloom's Taxonomy



© tips.uark.edu



Factors that Contribute to Vocabulary Growth

The frequency
of new or
unfamiliar
words found
in
what is read

Students who read just under five minutes per week outside of school will read only 21,000 words in a year.

Students who read nearly 10 minutes per day will read 622,000 words a in year.

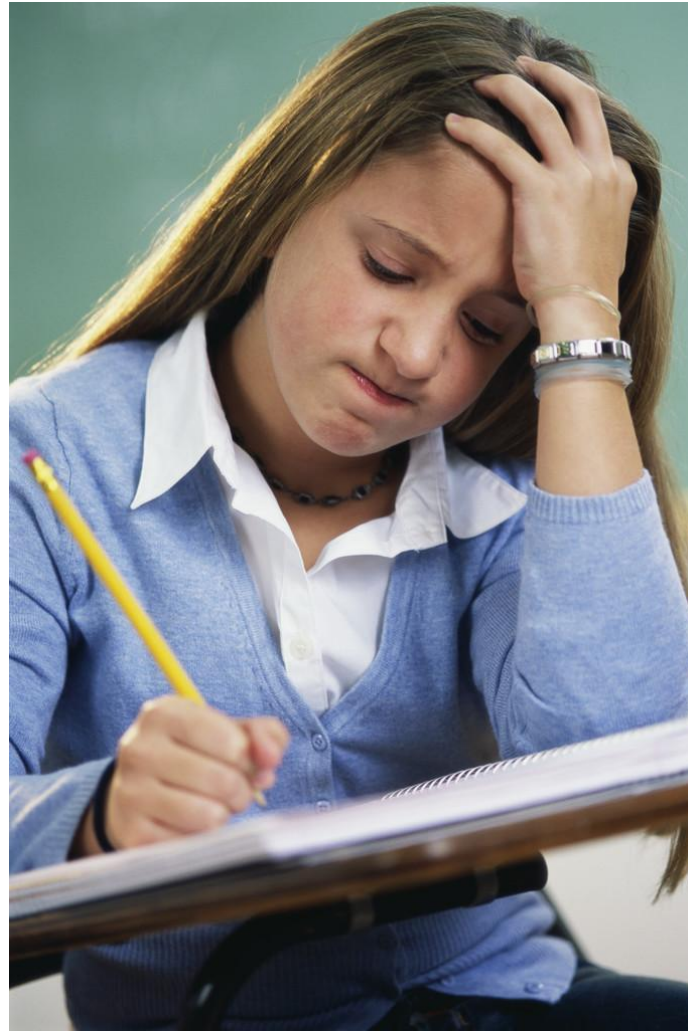
The volume
of words that
are read

Students who read 15 minutes per day will read 1,146,000 words per year.

Students who read over an hour a day will read more than 4, 358, 000 words per year.



The research says writing is...



Our Guiding Principles

- Direct & Explicit
- Alphabetic & Phonetic
- Diagnostic & Prescriptive
- Multi-sensory
- Analytic & Synthetic
- Structured, Sequential, Systematic
- Cumulative & Repetitive
- Cognitive
- Teaching to Automaticity

Pearson's Model

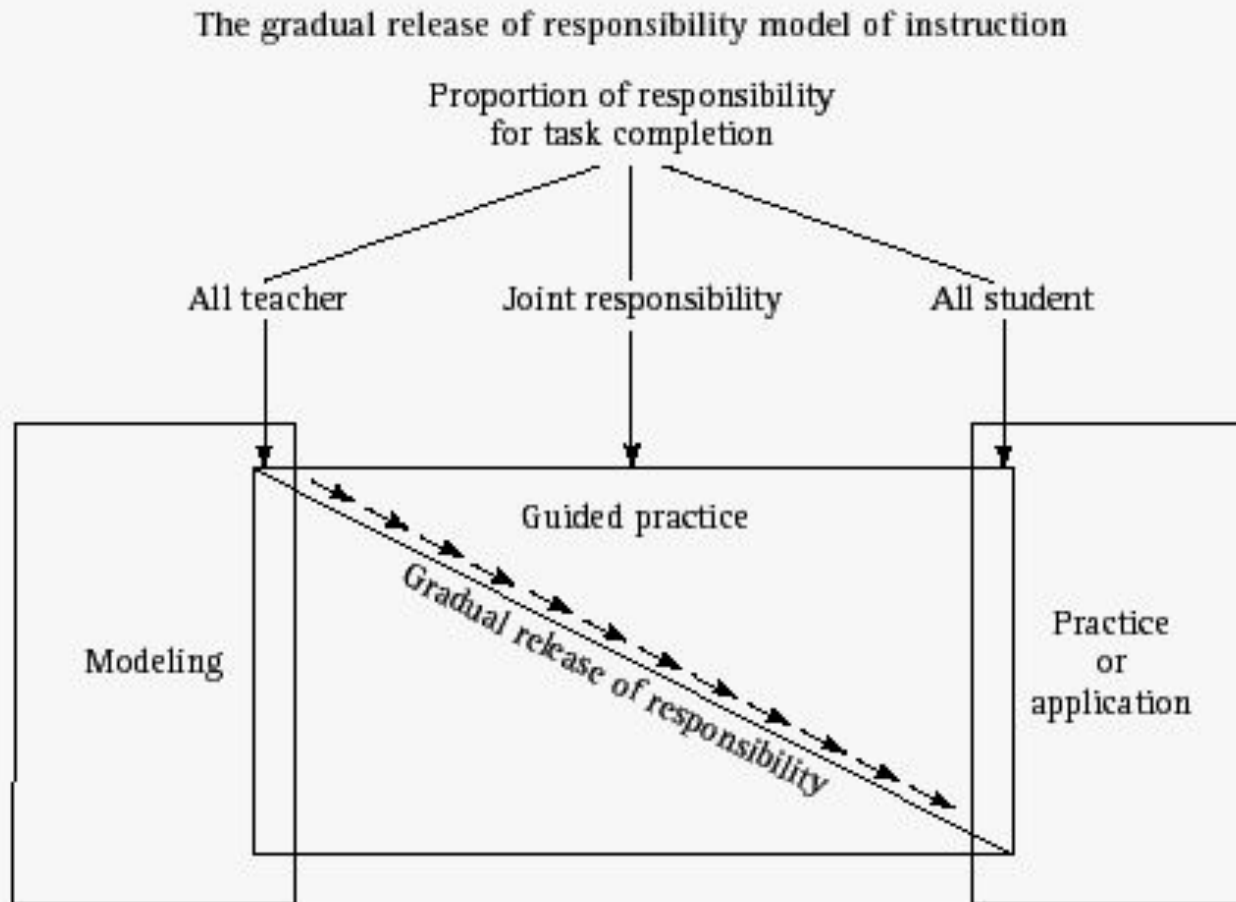







Figure 14.1 *Gradual release of responsibility model (Pearson & Gallagher 1983, after Campione, 1981).*


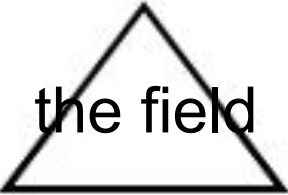


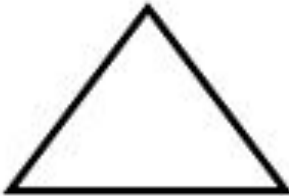

Grammar

[Grammar Level 5 (based on sequence from LS)]

Part of Speech	Definition	Function in Sentence	FYT name	FYT symbol
Noun (Singular/plural common/proper concrete/abstract possessive – see p. xxx)	Names a person, place, thing, or idea(I.P.)	Subject (I.P.) Direct Object (T.D.) Object of preposition (T.D.)	<u>Namer</u>	
Pronoun	Takes the place of a noun (I.P.)	Subject (I.P.) Direct Object (T.D.) Object of preposition (T.D.) Possessive (T.D.)	Substitute <u>namer</u> Ownership	—
Verb Attributes: Singular/plural Verbs have tense: past, present, future	Expresses action or being (G.P.)	Simple predicate (I.P.) Linking verb (T.D.) Helping verb (T.D.) Agreement of subject and verb (T.D.)	Action word	
Adjective	Describes a noun or pronoun (I.P.)	Adjective (I.P.) (I.P.)	Describer	
Adverb	Expands a verb (I.P.)	Adverb (I.P.) Adverbial phrase (T.D.)	Adverb Adverbial phrase	
Preposition	Shows the relationship of a noun or a pronoun to another word in the sentence (T.D.)	Starts a prepositional phrase (G.P.)	Preposition	
Conjunction	Joins words or groups of words (T.D.)	Coordinating conjunctions: and, or, but (I.P.) Nor, for, so, yet (<u>fanboys</u>) (T.D.) Join compound sentences	Connector	
Interjection	A word that expresses emotion. It stands alone (N/A)	Wow! (N/A)		

Grammar - Framing Your Thoughts

1. The agile cat across
 
the field Name: _____
- The agile cat ran across the field.

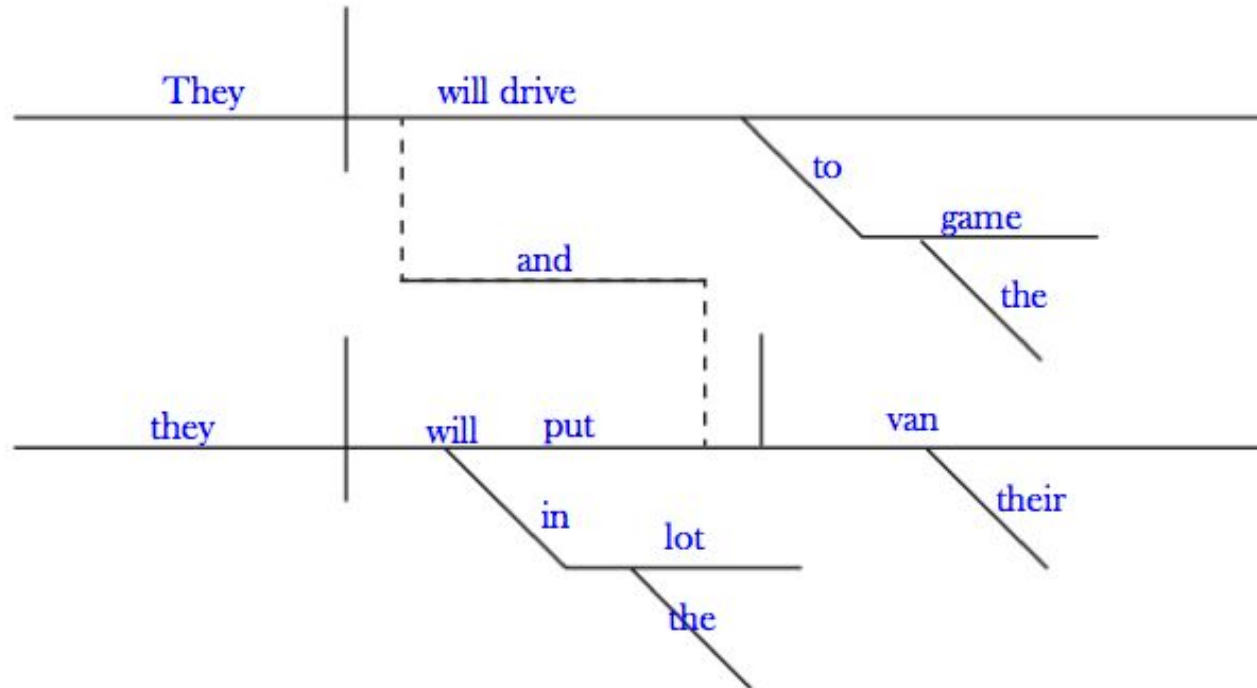
2.  _____ 
- During snack, the excited students chat.

Grammar: Functions

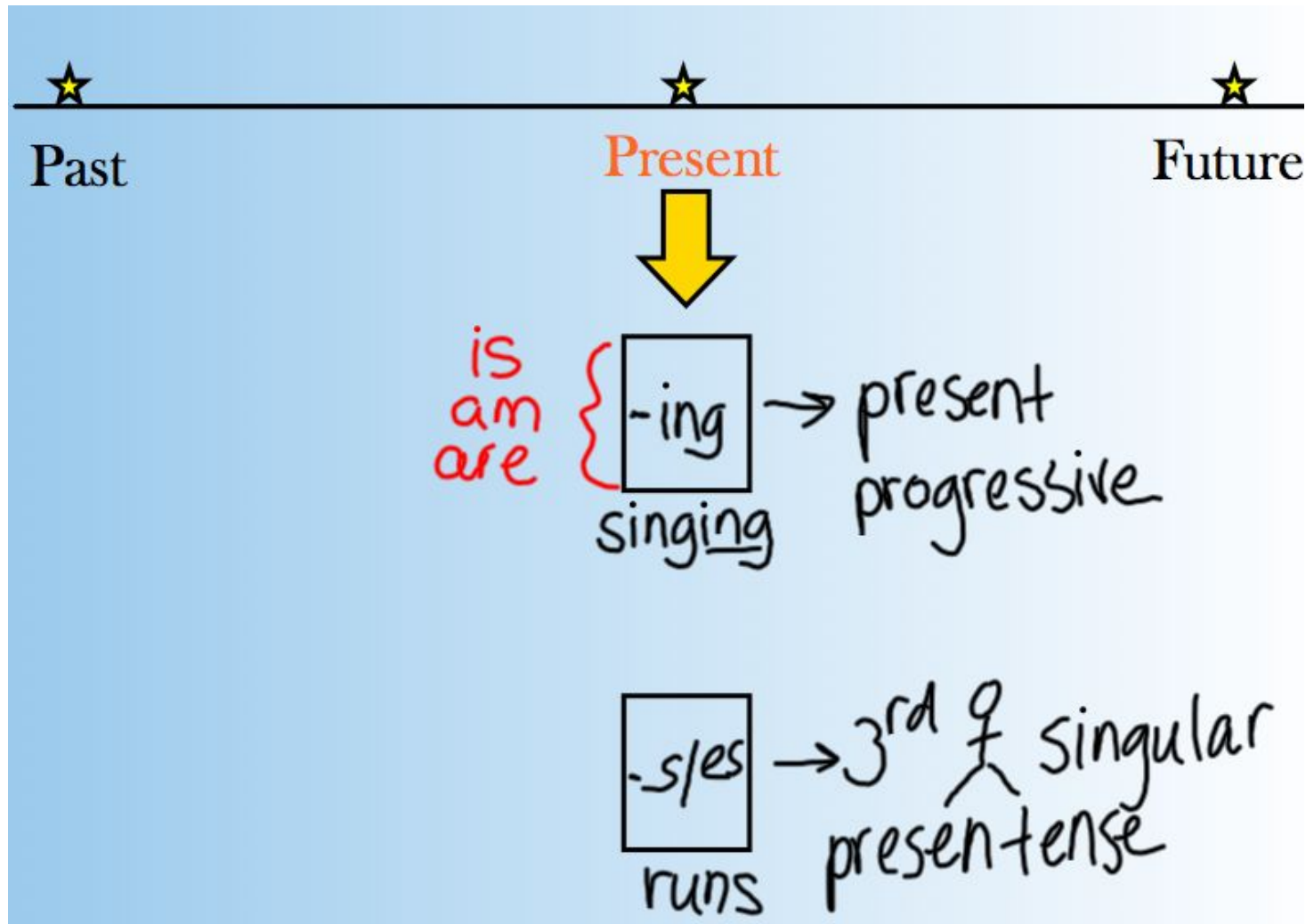
They will drive to the game.

They will put their van in the lot.

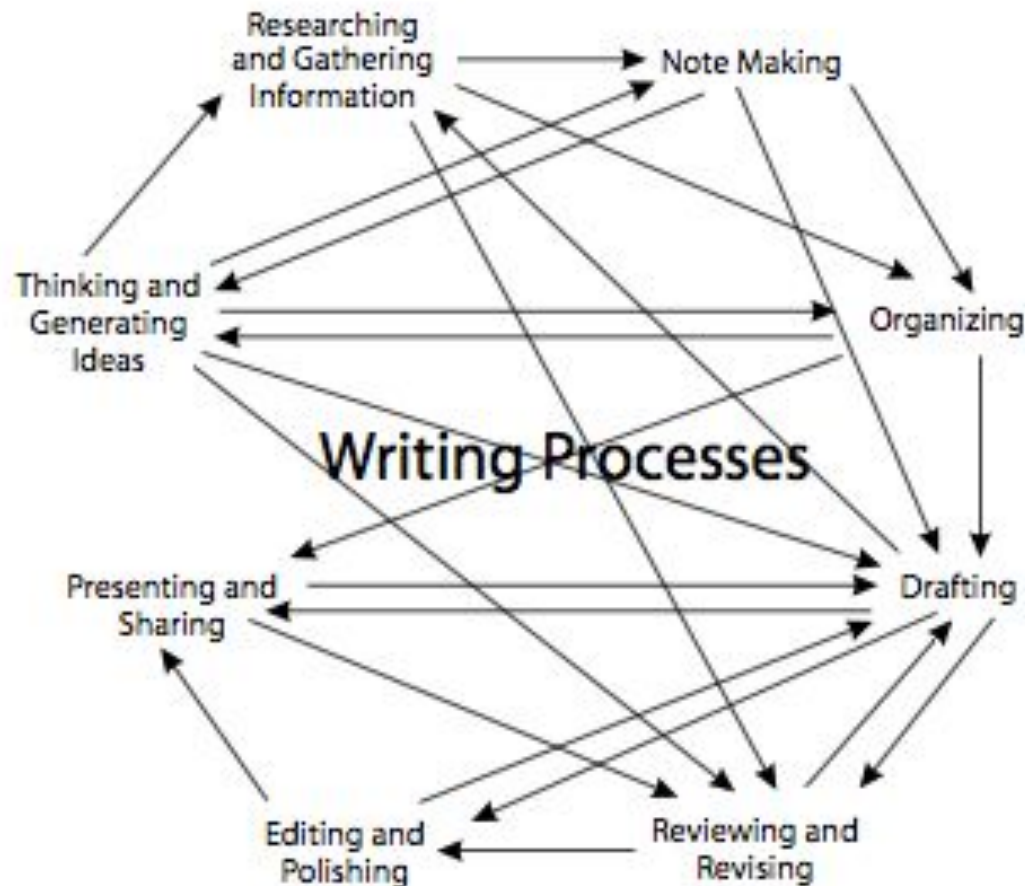
4. They will drive to the game **and** they will put their van in the lot.



Grammar: Tenses



How can we break this process down?





The Reading Brain



The Writing Brain

The Process

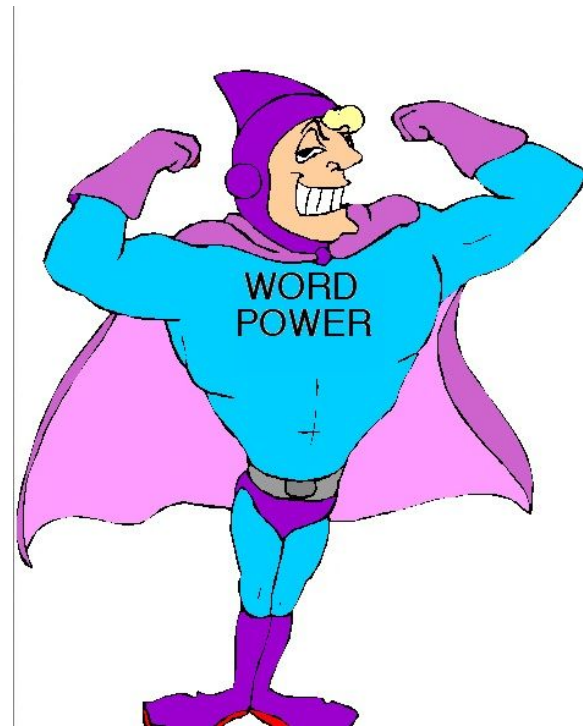
Plan

Organize

Write

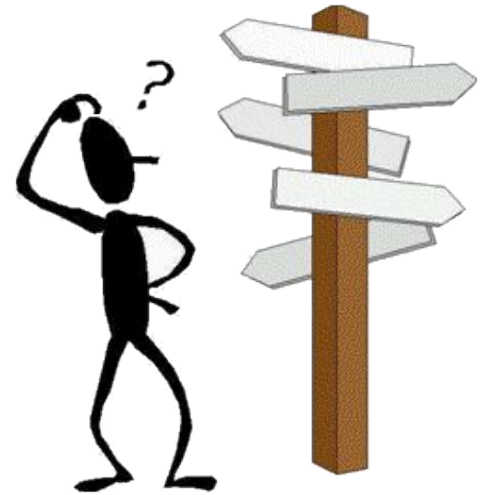
Evaluate/edit

Revise

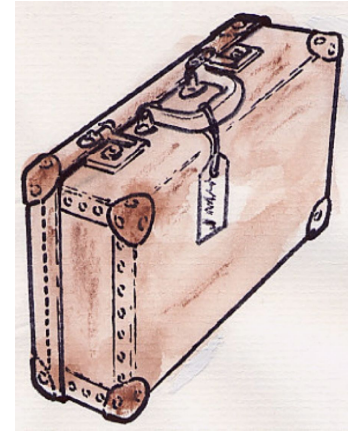


Plan

- Brainstorming
- Thinking maps
- Webs
- Lists
- 'Brain Dump'
- What is my topic? Who is my audience?

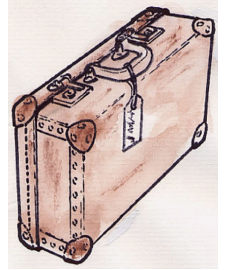


UNPACK the Prompt



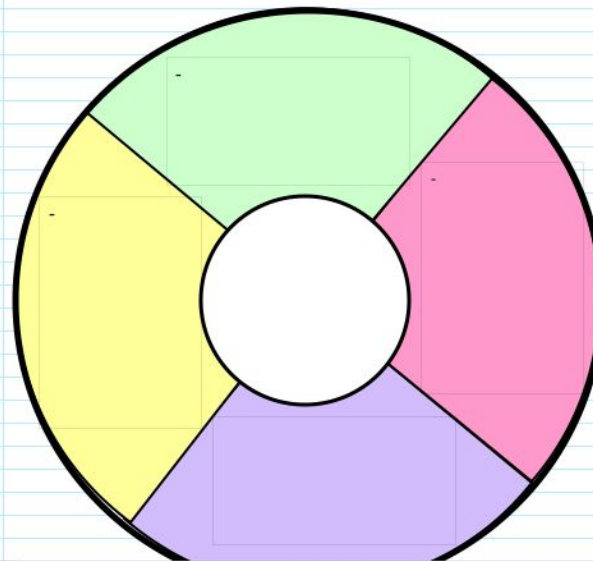
- **Underline** key words. Highlight or box action words.
- **Number** the parts of the writing prompt.
- **Plan** how you will respond to the prompt. Think about the text structure, and decide which strategies will help you plan and organize your ideas. Complete thinking maps, graphic organizers, or outlines.
- **Answer** the prompt by restating the question and writing a well-developed composition that covers the points you have numbered.
- **Check** off each part of the prompt as you complete it.
- **Know** that you have done your best work by checking over what you write. Be sure you clearly and specifically respond to all parts of the prompt. Check for content, organization, language, and appearance (COLA).

UNPACK the Prompt

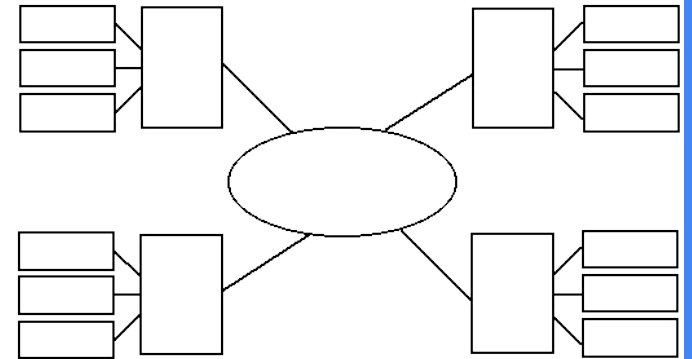


20. Everyone has a favorite object that they treasure. **1** Think of some object in your room that you really like. It could be a toy, or a doll, a game, a stuffed animal, or a book, but whatever it is, it is special to you. **2** What does it look, feel, smell, and sound like? Now, **3** describe this object to your reader so that he or she will be able to picture it clearly.

Descriptive Map



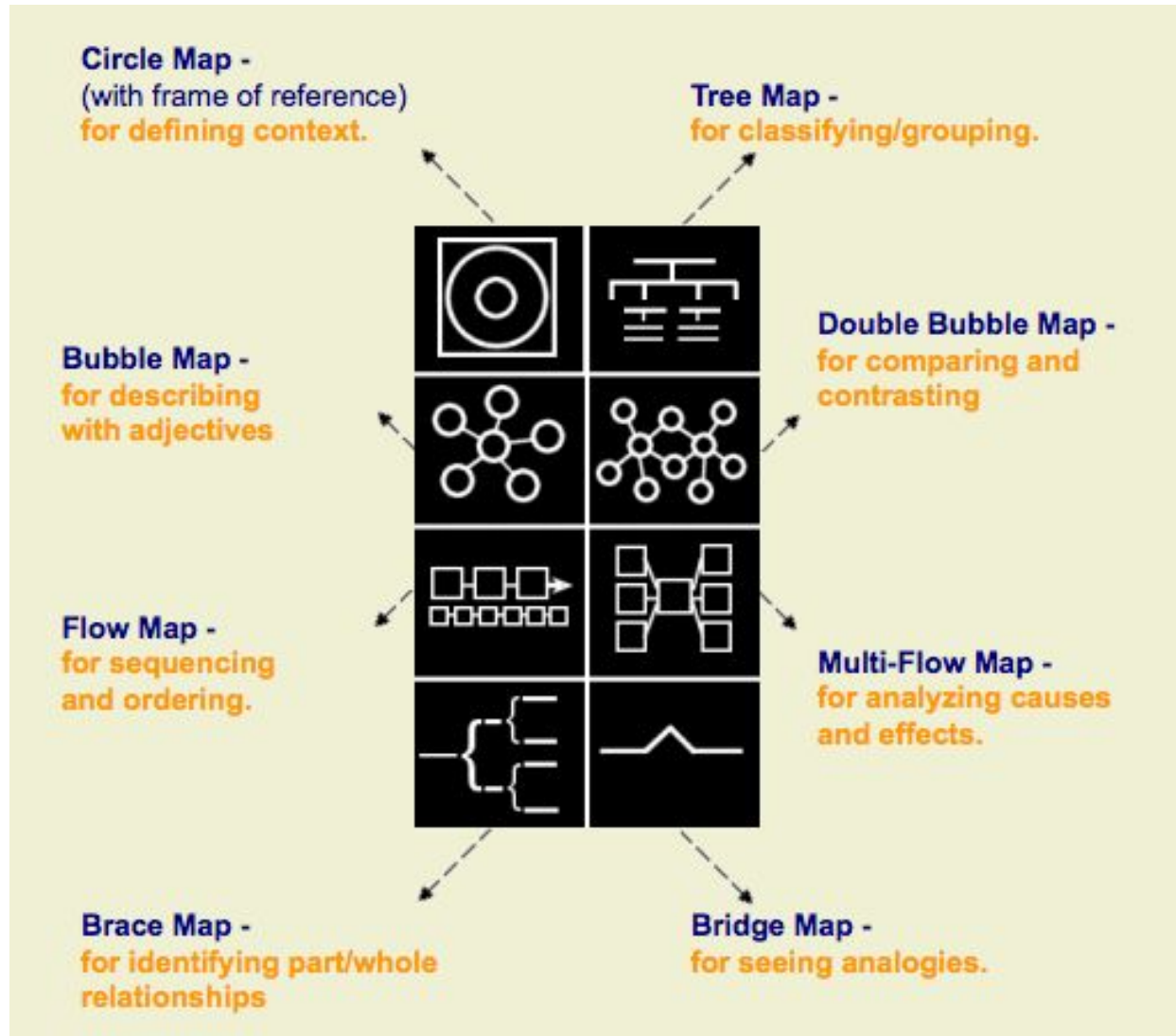
Organize



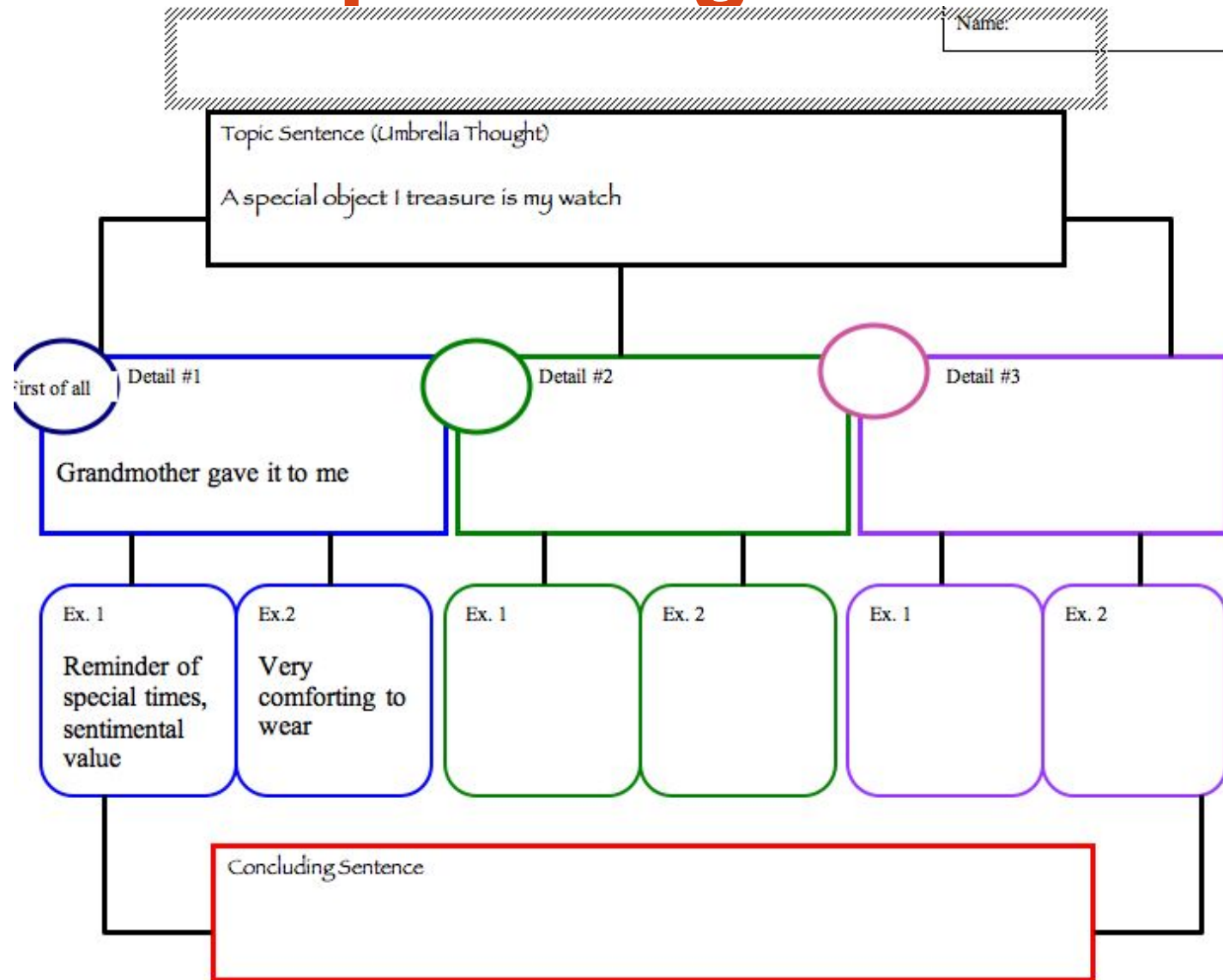
- Select a graphic organizer
- Sequence ideas
- Include transition/signal words
- How are my ideas related? Do I need any additional examples of support?

*Eric Jensen says that **semantic memory is, “activated by association, similarities, or contrasts”**; mind maps and visual tools assist students with such necessary connections (Jensen, p. 106).*

Thinking Maps



Graphic Organizers



Graphic Organizers

Unit _____ Student _____ Date _____

The graphic organizer is designed to look like a classical building. It has a triangular pediment at the top. Below the pediment, there are three columns on the left, three columns in the middle, and three columns on the right. Each column contains four rectangular boxes with wavy borders. There are three circles on the left side, one on each column. A long horizontal box is at the bottom.

Write

- Transfer notes from graphic organizer to paragraph form
- Expand your ideas
- How can I 'hook' in my reader?
- End with a strong conclusion



Evaluate/Edit

- Read your paper out loud to yourself
- Use an edit check list (COLA, COPS, CARRP)
- Consult with a peer or teacher
- Make changes to improve your paper





C.O.P.S



C.O.P.S



Capitalization

- Beginning of each sentence
- Special people and places

Overall appearance

- Letters are neat
- Letters are on the line

Punctuation

- Ending punctuation (.,!?)
- Comma in a series
- Comma after a beginning phrase
- Quotations (" ") for dialogue

Spelling

- Applied rules/generalizations (i-i-i, k/ck, ~~ge~~/dge, ~~ch~~/tch)
- Used strategies (broke into syllables, prefixes/suffixes)



C.O.L.A.

Level 1: COLA – General Student Evaluation Sheet (4 supporting details with examples)

Directions: Carefully evaluate and revise your work. Put a check on the line after you have checked for and fixed each area.

Content

- ☐ I wrote about the assigned topic.
- ☐ All of my supporting details are relevant (on-topic)
- ☐ "Fred"-I have used specific facts, reasons, examples or details to support the topic.
- ☐ I carefully applied suggested revisions.

Organization

- ☐ Topic Sentence=Subject + Key Idea
- ☐ Supporting Detail 1 + example (s)
- ☐ Supporting Detail 2 + example (s)
- ☐ Supporting Detail 3 + example (s)
- ☐ Supporting Detail 4 + example (s)
- ☐ Use of appropriate transition words
- ☐ Interesting Concluding Sentence (restated or related idea)

Teacher add-ons:

Language

- ☐ My sentences are complete (I have a subject & predicate).
- ☐ My sentences are clear and make sense.
- ☐ I have used formal language (avoided RIP words & contractions)
- ☐ I have used interesting, vivid vocabulary (used thesaurus or applied vocabulary)
- ☐ I have proofread for errors in capitalization and punctuation.
- ☐ I have used spell-check carefully.

Appearance:

- ☐ I have used proper heading (full name, language & date in upper right)
- ☐ I have included a title (capitalized & centered).
- ☐ I have indented the first line or I have used block format.
- ☐ I have used Times New Roman font.
- ☐ I have used 12-point size.
- ☐ I have double-spaced.



CARRP: The verbs of Revision

Cut – Remove extra information and unnecessary words, phrases, or sentences.





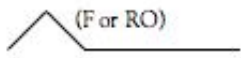
Add – Put in more information, supporting details, and descriptions.

Replace – Take out weak or unspecific words and put strong words in their place.

Reorder – Change the order of words within a sentence, sentences within a paragraph, or paragraphs in an essay.

Proofread – Check for complete sentences, capitals, correct punctuation, grammar, and spelling.

Revising Symbols

SYMBOL	MEANING	EXAMPLE
	<u>capitalize</u>	i like surfing.
	<u>no capital</u>	I like Surfing.
	<u>insert</u>	He to my house.
	<u>misspelled</u>	He <u>whent</u> to my house.
 (F or RO)	<u>sentence fragment</u> or run-on	Because it rained. They went to the store I stayed home.
T	<u>verb tense</u>	She bought bread and she runs to the store.
RIP	<u>vague, over-used words</u>	I feel good. I went to a thing on Saturday.

R.I.P

Here lie the words that are dead to us...

thing

stuff

like

good

bad

like

a lot

mad

sad



Expanding Sentences



HOW

way, manner

-ly
like a
as -ly as
with
without
* in
-ing
by -ing



WHY

reason

because
so
for
to
in order to
due to
* since
if



WHEN

time

before
after
during
while
* since
as
when



WHERE

place

across	to
along	* in
behind	on
beside	near
down	
from	
into	
onto	

Revise

- Write/Type a 'clean' copy of your paper
- Be sure to include all the changes
- Read and reread your final draft to be sure it is correct

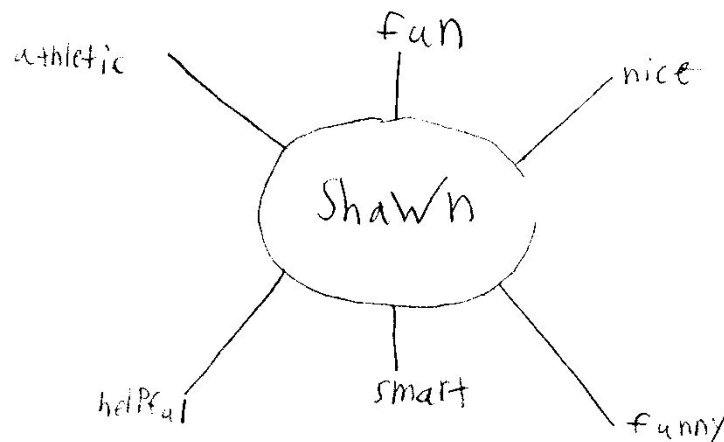


Student Sample 1

Writing Prompt

Think about a person you know and like very much. In one paragraph, describe the personality of this person.

- ☐ Plan: Select a person to write about. Make a list or web brainstorming his/her personality traits. Then, select three personality traits to expand on.
- ☐ Organize: Fill out a graphic organizer. Carefully select your supporting details & examples!
- ☐ Write: Using your graphic organizer, write a draft of at least 11 complete sentences.
- ☐ Evaluate/Edit: Carefully read over your work... Ask a classmate to read your draft & give suggestions... Ask Ms. West to consult with you.
- ☐ Revise: Make changes to your paragraph – Add more details, replace boring words with more sophisticated words, polish your piece!



Topic Sentence (Umbrella Thought)

Shawn is a fun Person

Detail #1

athletic

Detail #2

fun

Detail #3

nice

Ex. 1

he is a
resulter

Ex. 2

he loves
playing
frisby

Ex. 1

he loves
playing
games

Ex. 2

he likes
to boogie
board on the
beach

Ex. 1

he is kind
to people and
dose what you
want to do

Ex. 2

he helps
you if you
are struggling
with something

Concluding Sentence

to conclude, Shawn is a good Person



Language
Monday

Shawn

Shawn is a fun person. Shawn is a counselor for my camp. First of all, he is athletic. For instance, he is a wrestler. He loves playing the game ultimate Frisbee. More importantly, Shawn is fun too. He loves playing games. Shawn likes to boogie-board and surf in the ocean. He is kind to people too. Shawn helps you if you are struggling with something. To conclude, Shawn is a good person.



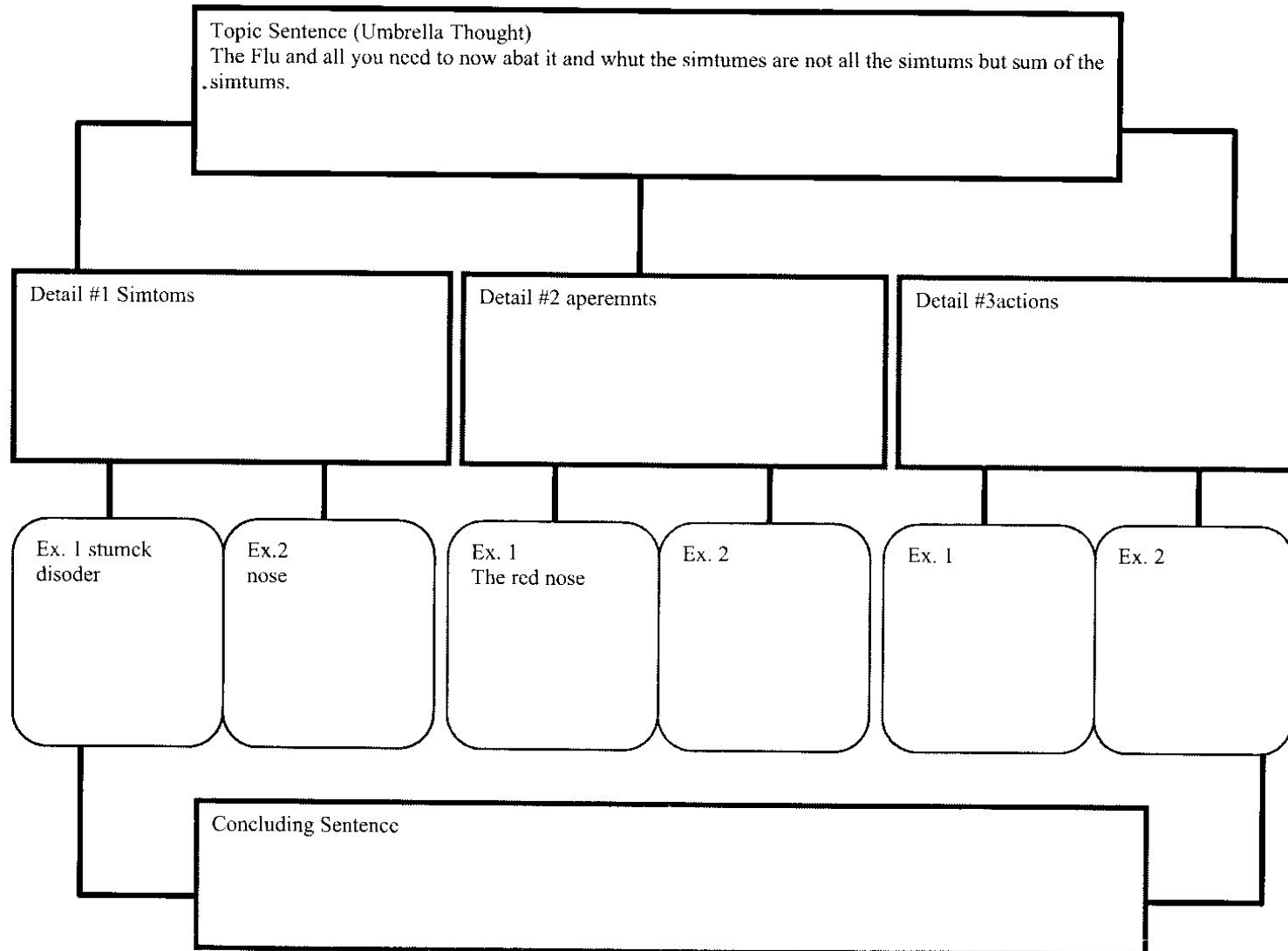
Language
Monday
December 15,

Shawn

Shawn, a counselor for my camp is a fun person. First of all, he is athletic. For instance, is a competitive wrestler at his college. He also loves playing the game ultimate Frisbee. More importantly, Shawn is fun too. He loves playing games such as capture the flag. Shawn likes to boogie-board and surf in the ocean. He is kind to people too. To conclude, Shawn helps you if you are struggling with something. He always includes everyone in games and Shawn is a good person and I am glad to know him.



Student Sample 2



Langwitch

Febury 2,

The flu

Whut it is like to have the Flu. Well some of the simtoms of having the flu are a stumic
that may concist of reageration. And you might get derra which. And a runy nose that
can get bright red from use lots of tishous. The aperrents of sumdbody whith the flu Lot
of people get bright red nosece from bloing there nose so often. And lots of people get
vary pale. Now lets talk abt some of the feeliks that you might have when you have the
flu. You might get pane in yore furhaed and or in yore sinceses becus of borger back up.
And you might get a sore nose becus of bloing it so often. Most people do not like
having the Flu.



~~All about the flea.~~

A person with the flu (may be unhappy)

Most people with the flu have a variety of symptoms.

Stomach
ache

runny

A person with the flu ~~is~~ can have an out-of-the ordinary appearance

Ex. 1 red nose

pallor of face

Someone with the flu might experience some of these unpleasant behaviors.

~~Start in the~~
~~forward~~
constant
sleeping

blowing
nose

Concluding Sentence
Avin the flu is not fun.

Langwitch

Febury 9,2

The flu

The person with the flu may be unhappy. Most people with the flu have a variety of symptoms. And you may get stuffy nose. And a runny nose that can get bright red from use lots of tissues being rubbed on it. A person with the flu can have a lot of the ordinary. Lots of people will get a red nose that changes their appearance. And lots of people get paleness of in the face. Someone with the flu might experience some of these unpleasant behaviors. People might sleep a lot and be very sleepy. And you a person with the flu may need to blowing their nose. Most people do not like having the Flu.



6th Grade FALL

6th Grade Curriculum Based Assessment (CBA) Session 1 Writing Assessment

PROMPT: People love to travel! They may visit family, friends, or places in their own state, in other states, or in different parts of the world. If you were given the choice to travel anywhere you would like to go, what place would you choose to visit? This may be somewhere that you have journeyed to before or a new location that you have dreamed about visiting. In an 8 sentence paragraph, explain where you would like to go and your reasons for wanting to spend time there.

New 6th Grader / Fall Sample

walkl wud got to main. The renen i wud go to main becus i want to swim. And go to the beach.

And. i also would go to restaurants. I wud walc ni mane. I wud et.

New 6th Grader / Spring Sample

CBA Session 3: Spring

Families and good friends take part in a variety of activities such as camping, fishing, hiking, skiing, and biking; other outings involve going to the beach, traveling, watching a sporting event, enjoying a campfire, and many more. Think about an activity your family and/or your good friends have participated in together, and describe it in a well-developed paragraph, using the strategies that you have learned in your Language classes.

New 6th Grader / Spring Sample

One activity that me and my family and my friends like doing is bike riding on Mount Toby. The bike ride is about 5 miles long so it is a nice ride for my brother. When we get to the top of Mount Toby we always have lunch. After lunch we ride halfway down the mountain. And then we climb on big rocks that are actually old pipes used to transport water from one place to another. After we did that we rode down the mountain and got in the car and drove back to are House. Another activity that me and my family like doing is Playing life on the kitchen table. While we are playing we always have a bottle of Coke and chips. We play that the youngest person always goes first So that means my brother almost always wins. One more activity that me and my family like doing is Fishing. sometimes we go to Maine to fish with my grandpa and his boat. when we go on the boat we always take extra tackle with us so that if we lose any we always have extras. one time my brother caught a yellowfin tuna That was pretty exciting. and another time I caught a Salmon. And that's what me and my family like doing.

What can we do at home?

- Talk to each other! Use sophisticated language
- Read with each other; build background & curiosity
- Keep a travel journal or a family journal
- Categorize information; brainstorm together
- Summarize/sequence a day
- Get out of the house!



What can we do at home?

- Write letters
- Keep a family log of activities; take pictures and write captions
- Write “reviews” of family activities
- Have children “persuade” you about items they want, places they want to go, etc.



How can I advocate in school?

Classroom Accommodations

- More time to complete writing tasks (taking notes, copying, written assignments/tests)
- Allow for extra time for homework/projects that involve writing
- Reduce the amount of writing/copying in class (give partial notes, provide agenda/syllabus, teacher prints notes)
- Provide quiet space/small groups for completing writing tasks
- Allow opportunities to verbally brainstorm before writing ideas down
- Assistive Technology
-

Classroom modifications

- Adjust the amount of writing required on an assignment (fewer sentences, etc.)
- Adjust grading rubrics to eliminate reductions based on spelling, grammar, etc
- Direct & explicit support in managing longer-term writing assignments
- Allow students to demonstrate understanding in other (non-written) ways - verbal presentation, visual presentation, etc



How can I advocate in school?

Remediation

- Direct & explicit instruction on the steps of the writing process
- Multi-sensory approach to teaching writing strategies, such as Project Read's Framing Your Thoughts (grammar)
- Direct & explicit instruction in the different TYPES of writing
- Direct & explicit instruction in steps of the revision process; analyze different models of writing to practice constructive feedback
- Goals related to letter formation; development of fine motor skills
- Direct & explicit instruction of spelling rules & generalizations



Resources

Articles

- NY Time article: [This is Your Brain on Writing](#)
- National Writing Project: [Neuroscience Shows the Pathway to Learning](#)

Software

- [Learning Ally](#)
- [Bookshare](#)
- [Read and Write](#)
- [CoBuilder](#)
- [Grammarly](#)
- [Write Outloud](#)
- [Collins Dictionary - Learner Definition](#)
- [Draft Builder](#)
- [Inspiration & KidSpiration](#)

