Promoting Writing & Reading Connections

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WORD LEVEL
Please excuse Pedro from being absent yesterday. He had diarrhea.
Please excuse Pedro from being absent yesterday. He had diarrhea.
Please excuse Pedro from being absent yesterday. He had a diarthea.
Please excuse Pedro from being absent yesterday. He had the shits.
Word Sort - Activity

- referring
- limiting

Teacher has word cards that fit these English spelling patterns.

With several cards, the teacher models how she would decide where each card goes (using sound and letter patterns)
Word Sort

- Then students help the teachers place the card until they can come up with the rules for each spelling patterns

- Next students generate as many words as they can that fit each patterns

- A question mark category is added for words that do not fit the patterns (see next slide)

- Have students hunt for words that fit the pattern (or do not fit it)
Word Sort

- referring
- limiting
- ?
Word Sort

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- limiting
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Word Hunt

- Words that fit the patterns in the Word Sort are placed on the wall chart

- Students are encouraged to collect more words before the next lesson
Teacher first teaches that specific sounds make specific letters. Focus on about 13 letter-sound combinations at a time.

Peers then practice these together for 2 minutes a day.
Phonics Warm-up

- Once the 13 letter-sound combinations are mastered, the students move to a new set of letter sound combinations
Phonics Warm-up - Peers

Show card with picture of an item on it (house).

Peer says letter that sound at start, middle, or end makes (the letter is on the back of card).

Peer gives feedback as needed.
Word Study

- Students study at least 8 words that fit the spelling patterns studied for that unit.

- All 8 words are words that the child cannot spell correctly
Word Study

- At the start, they use a self-study technique to study the words
Word Study

- This technique is called Graph Busters because the child counts the number of times he writes his spelling words correctly and places them on a chart.

- His goal is to write more words correctly each day he uses the study procedure – he busts the graph.
Word Study – Graph Busters

- **Graph Busters:**
  - Say word and study letters.
  - Close eyes and say the letters.
  - Study letters again.
  - Write word 3 times without looking.
  - Check spelling and correct any misspellings.
  - Graph number of correct practices for all words
If the child believes he knows how to spell his words well (after 1 or 2 days of using Graph Busters) – He may continue to study by playing a game with a peer
Word Study - Games

- The game is aimed at helping the child practice his spelling words, but at the same time making this practice fun.

- Some examples of games are next – these are board games and I will give the directions after showing them.
Word Building

With word building, students build real words using the spelling patterns that they are learning in the unit.

Peers do this together.
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Write a sentence (in English) using these 4 words

- Defeat
- Deduct
- Defense
- detail
SENTENCE COMBINING

Example of sentence combining:

- The father was poor.
- The mother was poor.
- (and)
The father and mother were poor.
The pool man was poor.
The personal trainer was poor.
( )
The noodles were long.
The noodles were skinny.
The noodles fell on the floor.
The noodles cracked into pieces.
The dinner was ruined.
Examples of Sentence-Combining

- Inserting adjectives and adverbs

  - The girl drank the water.
  - The girl was thirsty.

  - The thirsty girl drank
Examples Continued

- Creating compound subjects and objects
  - Bill liked to run.
  - Sandy liked to run.
  - Bill and Sandy liked to run.
Creating compound sentences with *but*, *and*, or *or*

- Jill wanted to go swimming.
- Alphonso wanted to play baseball. (but)

- Jill wanted to go swimming, but Alphonso wanted to play baseball.
Examples Continued

Producing sentence with adverbial clauses, using connecting words (because, after, until, and when)

- My friends went to the fair.
- My friends wanted to have fun. (because)

- My friends went to the fair because they wanted to have fun.
Examples Continued

- sentences with relative clauses by combining the following two kernel sentences:

  - John will win the race.
  - John is very fast. (who)

- John who is the very fast will win the race.
HOW TO TEACH

1. Show how to do it, and establish why it is important (TEACH)
2. Provide students with assistance until they can apply the skill correctly and independently (GUIDED PRACTICE)
3. Ask students to apply the skill when they write (APPLY)

Doing this once is not enough
Using Cues in SC

*Underlined words are important words that you have to keep in your new sentence; other words can be deleted.

Clues can be embedded in the sentences. The clues are beneficial.
Using Cues Continued

**Connecting words are words that should be used in your new sentence.**

Underlining alerts you to words you should keep.
Connecting words can be found in parentheses. (but)
I do not know a opinion so paragraph. It is hard for me.
Save Water is good for us. My 1st reason is people, animals, and plants all live by water they all use to stay alive we use water for almost everything. A cool reason is washing a car takes 150 gallons of water, people use water for taking showers. A awesome reason is most of the earth has water. Only 1% of the water people can’t use. We can’t use salt water, sea water, and other things. Save water is good for us because water can help us and the plants stay alive, washing a car takes 150 gallons of water. Only 1% we can’t drink, salt water, sea water, and other kinds of waters.
How did we get here?

Instructional Framework
Self-Regulated Strategies Development (SRSD)

2 Writing Strategies & 1 Reading Strategy
POW+TREE+TWA
WHY SRSD?

• Evidence Based Practice

• 30 + Years of research supporting it
POW Writing Strategy

- POW
  - Pick my idea
  - Organize my notes
  - Write and say more

- Used with any type of writing

- Gives students POWer when writing
**Writing Strategy**

**Topic Sentence**
- Tell what you believe!

**Reasons**
- 3 or more
- Why do I believe this?
- Will my readers believe this?

**Explain Reasons**
- Say more about each reason.

**Ending**
TWA Think Before, While, and After Reading

Think Before Reading

Think about:
- Your own ideas for Rs and Es
- Author’s purpose

While Reading

Think about:
- Reading speed
- Rereading and marking Rs and Es

After Reading

Think about:
- What will persuade your reader?
- Make notes for Rs and Es you
Things to Do in Orlando, Florida

Orlando is a city in the state of Florida. A lot of people go to Orlando because Disney World is there. Disney World is a great park. It has rides for all ages. There are also shows during the day. Disney World has a water part too. At night, there is always a parade. There are also fireworks at night!

People visiting Orlando also go to other fun parks nearby. Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal Studios also has fun shows you can watch. Sea World is also nearby. You can see ocean animals in shows there. Lego Land is also nearby. Kids can play with legos there. There are rides and a water park too.

There are many other things to do near Orlando. You can take hot air balloon rides, go to an alligator show, or see a museum. There are zoos and gardens too. There are many good museums in Orlando where you can learn a lot. The Orlando Science Center is a lot of fun and you learn a lot about science. You can even see space rockets. Dinosaur World is an outdoor museum.

A lot of people go to cities near Orlando to see sports. There are baseball games, football games, and car races nearby. Orlando has a pro basketball team, too! Florida’s many beaches are another reason to go to Orlando. People can swim or play in the sand.

Orlando, Florida has nice weather all year. In the winter, it does not get very cold. The highs are usually above 60 degrees. In the summer, it does not get too hot. Highs are usually in the 80s. Florida gets a lot of sun, too. There are many things to do in...
Self-Regulation Components

1. Goal-Setting
2. Self-Monitoring
   - Self-Assessment
   - Self-Recording
3. Self-Reinforcement
4. Self-Instructions/Self-Statements

Take a deep breath. Good ideas will come.
Self-Assessment and Self-Recording

Rockets

- Graphing the parts of TREE in the rocket
- Colored one star for every linking word
- Helps student visualize progress
- Allows student to see where improvement is needed
My Self – Statements

To think of good ideas:
I need to use tree to help me.
I can use paw for any type
of writing that I am doing.
Remember that about my reading speed.
What do I need to do first? Put two across the top of the paper.

While I work:
I need to take time on my work. To do my work.
I will get faster by doing this.

To check my work:
I can check my work. I am a great writer in my head.
Good ideas, go get, use your brain.
Have fun when you are writing.
Story. Re-reading will help me persuade.
Background Knowledge

- Read and discuss works in the genre

- Appreciation of characteristics of effective writing

- Continue development through the Model It

- Mnemonics
Discuss the Strategy

- Discuss writing and self-regulation strategies
- Introduce graphic organizer
- Analyze good, model papers
  - Take notes from these papers
- Analyze poor essays
  - Make notes for a better essay and write this essay collaboratively
  - Graph essay elements and other goals in pretest
- Give students mnemonic chart and graphic organizer
Model the Strategy

- Teacher verbalizes their thought process as they perform the strategy
- Teacher modeling of writing and self-regulation strategies
- Analyze and discuss strategies and model’s performance
- Model self-assessment and self-recording
- Example: self-statements
Memorize the Strategy

- Before Independent Performance, make sure students have memorized:
  - Mnemonics
  - What they mean
  - Importance of each step
Support it to Independence

- Fade from collaborative work to independent performance
- Prompts, guidance, and collaboration faded
- Recursive
- Scaffolding is KEY
  - Additional self-monitoring example
Resources

• **Writing better:** Teaching writing processes and self-regulation to students with learning problems. Baltimore, MD: Brookes.

WEBSITES:

Watch for an SRSD website in 2013!

- Free, online interactive tutorials on SRSD are available through IRIS at Vanderbilt University: http://iris.peabody.vanderbilt.edu/index.html
- Robert Reid at the University of Nebraska-Lincoln has a fantastic website devoted to strategies instruction at: www.unl.edu/csi
- Reading Rockets has relevant content at: http://www.readingrockets.org/shows/launching/growing_writers/
Video

- ASCD, Video and Workshop Manual: *Teaching Students with LD in the Regular Classroom; Tape 2: Using Learning Strategies, 2002*

http://shop.ascd.org/ProductDisplay.cfm?ProductID=402086

This video offers the most complete view of the process of SRSD, as two classes are followed throughout instruction.

Sandmel, K., Brindle, M., Harris, K.R., Lane, K.L., Graham, S., Little, A., Nackel, J., & Mathias, R. (2009). Making it work: Differentiating tier two writing instruction with Self-Regulated Strategy Development in tandem with schoolwide positive behavioral support for second graders. *Teaching Exceptional Children, 42*, 22-33. This article details how instruction was differentiated for three second grade students with different behavioral and writing strengths and needs.
Sentence Combining Materials