SPCD 587
Week 14

Writing

"holistic and authentic process of communicating by construction of meaningful text" (Sturm & Koppenhaver, 2000, p. 75)

"involves constructing meanings by choosing and arranging symbols and understanding how these meanings change as a result of audience, context, and purpose (van Kraayenoord, Moni, Joblin, Koppenhaver, & Elkins, 2004 p. 36).

A comprehensive reading instruction program should include each of these every day:

○ Listening   ○ Reading

○ Speaking   ○ **Writing**

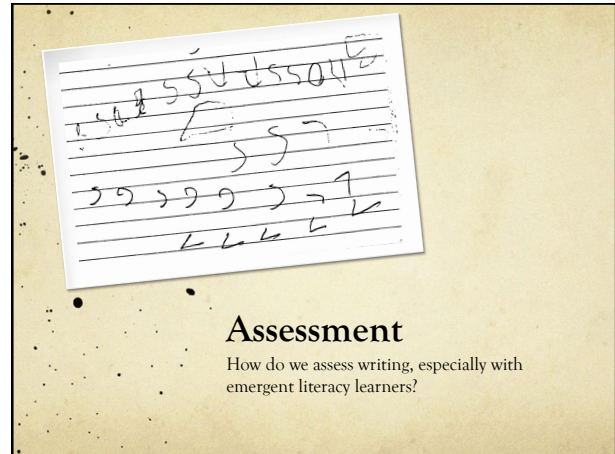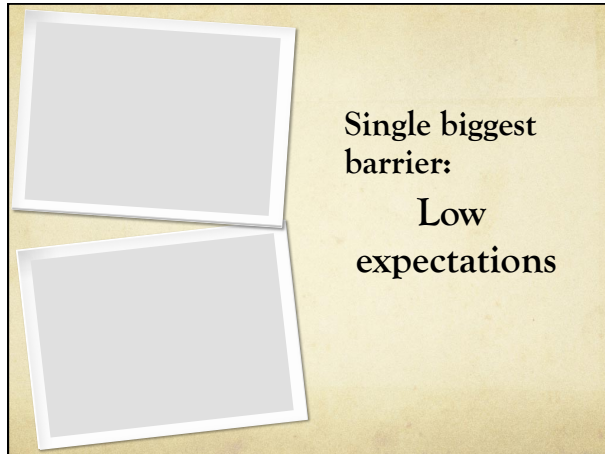---

Skills needed for writing (composing text)

○ Language (e.g., vocabulary, understanding of grammar, syntax)

○ Attention

○ Memory

○ Higher-order thinking

Factors Affecting Development of Writing Skills for Individuals with Moderate or Severe Disabilities:

○ **Low expectations** resulting in a lack of opportunities to develop writing skills

○ Provision of limited writing instruction (e.g., "writing" instruction that focuses solely on handwriting)

○ **Underlying language problems,** such as limited vocabulary or incomplete understanding of grammar (e.g., Kay-Raining Bird et al., 2008)

○ **Limitations in working memory and executive functioning** that affect planning, organizing, and composing text

○ **Difficulty with fine motor skills** that make handwriting laborious and time consuming or, for some individuals with physical disabilities, impossible

○ **Limited knowledge of phonics** that affects the ability to spell words that the writer wishes to use in a composition

○ **Lack of technology and supports** that would provide access to the writing process

(Singer & Bashir, 2004; Sturm & Koppenhaver, 2000)

Single biggest barrier:
Low expectations

Assessment

How do we assess writing, especially with emergent literacy learners?

Developmental Writing Scale

Levels	Scoring Criteria	Description	Accommodations
1	Drawing	Lines and curves that appear to represent objects	Selection of a picture by a child who cannot hold a traditional pencil or marker
2	Scribbling	Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.	If a child uses a keyboard, this level would not be used
3	Letter strings (no groups)	Handwritten or typed strings of letters but not grouped into words. Examples: *ttttttt* *ksbppppms*	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
4	Letter strings grouped in words	Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words. Example: *iLCR6a iLKVKC CPRSB WRKe BRKe*	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
5	One intelligible word	Strings of letters grouped into "words," with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: *IMPIGOTheC (I am playing outside on the swing.)*	Word bank or word prediction software
6	Two to three intelligible words	Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as "I" and "a" must be separated by spaces to count as an intelligible word. Example: *IYTKTOSMNTHETR (I like to swim under the water.)*	Word bank or word prediction software
7	Three or more different intelligible words in a list	Three or more related words. Example: *Lions Detroit football*	Word bank or word prediction software

(*continues*)

Sturm, 2012

Levels	Scoring Criteria	Description	Accommodations
8	Partial sentence of more than three words	More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause, or sentence). Example: *MYDADDYWASLIEGAGARILA (My daddy was like a gorilla.)*	Word bank or word prediction software
9	One to two complete sentences	Sentences have a subject phrase and a verb phrase. End punctuation is not necessary. Example: *I am bpe Easter is bere. I cu the Easter bnny.* (*I am happy Easter is here. I saw the Easter bunny.*)	Word bank or word prediction software
10	Three or more unrelated sentences (neither coherent nor cohesive)	Sentences have no coherent topic (i.e., sentences are not related) *I play a game. I went to my fnid bouse. I went to get a egg to eat. I went to chansb on Sun day. I kiss my momer sun day. I can walk my dog. I sat in my bouse. I went to the saing in ring.*	Word bank or word prediction software
11	Three or more related sentences (coherent but limited cohesive)	Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning). Example: *Frogs are eggs. Frog are cool. I no bow a frog grows egg then grow mory. Frog eat lot of things that we don't eat like bugs. I want a frog to play with. I tbak frogs are mambos because tbae swim.*	Word bank or word prediction software
12	Three or more related sentences that cannot be reordered (coherent and cohesive)	Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning (see Supplemental Digital Content [available at http://links.lww.com/TLD/A10] Appendix A [available at http://links.lww.com/TLD/A10] for examples)	Word bank or word prediction software
13	Two coherent paragraphs of at least three cohesive sentences each	Organized writing with a coherent main topic and two cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each (see Supplemental Digital Content Appendix A [available at http://links.lww.com/TLD/A10] for examples)	Word bank or word prediction software
14	Three or more coherent paragraphs of at least three cohesive sentences each	Organized writing with a coherent main topic and at least three cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each (see Supplemental Digital Content Appendix A [available at http://links.lww.com/TLD/A10] for examples)	Word bank or word prediction software

Note. AAC = augmentative and alternative communication.
[a]Definitions of key terms are provided in Table 1. If debating between two levels, assign the lower level.
From "Outcome Measures for Beginning Writers With Disabilities," by J. M. Sturm, N. W. Nelson, M. Staskowski, and K. Cali, 2010, November, Philadelphia, PA: Miniseminar presented at the American Speech-Language-Hearing Convention; Revisions copyright 2012 by J. Sturm, K. Cali, N. Nelson, & M. Staskowski used with permission of the authors.

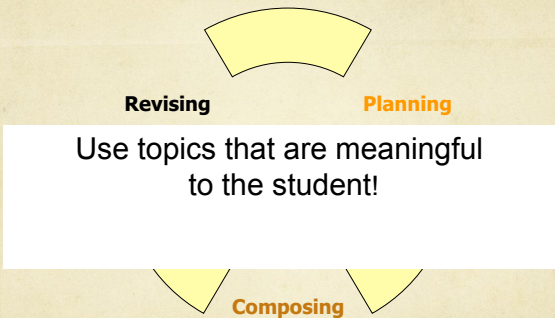## Adapted Pencils to Computers: Strategies for Improving Writing

Adapt

Text Composition: Ingredients for Success

Step 1: Have High Expectations

Step 2: Provide authentic Opportunities and use Systematic instruction

Step 3: Plan and Implement Effective instruction **and** provide individualized, appropriate access and support

Step 4: Provide **More** opportunities

Effective writing instruction includes systematic, explicit instruction paired with a process writing approach.
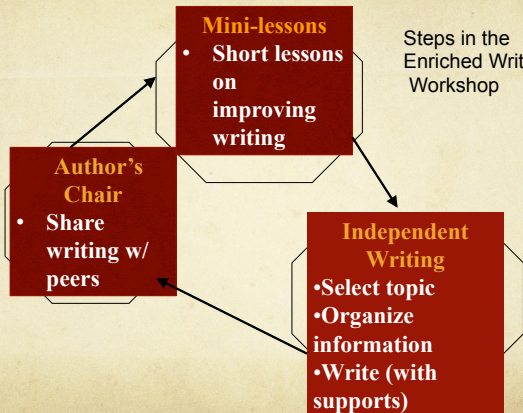

Revising   **Planning**

Use topics that are meaningful to the student!

Composing

Basic Steps in the Writing Process:
Prewriting, Writing, Revising, Editing, Publishing

Mini-lessons
- **Short lessons on improving writing**

Steps in the Enriched Writers' Workshop

Author's Chair
- **Share writing w/ peers**

Independent Writing
- Select topic
- Organize information
- Write (with supports)

**Suggestions of Writing Tasks for
Developing Writing Skills by Embedding
Them Throughout the Day**

- Signing in/out of class
- Journaling*
  - e.g., Fill-in-the-blank; field trip
- Morning Message
- QuickDraw or QuickWrite
- Creating books
- Shared Writing & Language Experience Stories

Example of a Story Kit

Why not create kits for expository text?? (e.g., items representing events or people in a Civil War battle or items that relate to key vocabulary on a science unit on estuaries)
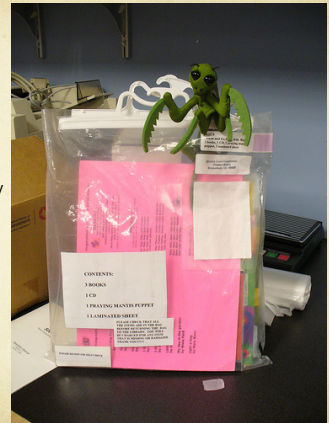
Random Objects Stories

- Work in small groups, preferably with mixed ability levels.
- Provide the group with a baggie of random objects.
- Look at and discuss the objects.
- Put the objects in the baggie and have each person, one at a time, put in their hand and pull out an object w/o looking
- Each person must compose a sentence that features that object.
- The sentences should build on each other to comprise a story.

Writing using Story Dice

Write a captions for pictures (e.g., study of Japanese internment camps).
OR: write what the child in each picture is thinking.

More Suggestions of Writing Tasks for Developing Writing Skills

○ Email or "Snail Mail" Pen Pals**

○ Book reports/Science reports/movie reviews

○ Writing Conversations

○ Creating Poetry

○ Resume/Job search documents/Applications

○ Writing with Parents: (Barillias, 2000)
  ○ Advice
  ○ I Am poems

El consejo que ie doy a Felipe es que estudie mucho. Que elija buenos amigos. Que siempre piense primero en lo que va a hacer.Que tenga una meta en la vida. Que ahorre dinero. Que no se meta en problemas. Que no ande de vago. Que no se crea de las muchachas y que no se case hasta que tenga una protesion.

The advice I give to Felipe is to study a lot. Pick good friends. Think before taking action. Have a goal in life. Save money. Sfay out of trouble. Don't wander around. Don't trust girls and don't get married until you have a profession.

Example from Barillas, 2000)

Writing Poetry

○ Creative Writing

○ Writing from templates

Frustration
Frustration is cleaning the house.
Frustration is making my bed.
Frustration is a blackout and missing TV.
Frustration is feeding my dog.
Frustration is homework.
But most of all frustration is running out of ice cream!
Rebecca Granfelt

Chocolate
Soft, brown, melting
Smooth
It melts in your mouth
I pick the last chocolate.
Nichola Baggarley

At a football game, one thing you can hear is . . .

Coaches yelling at players and refs

French fries cooking in grease and hot dogs boiling.

Cheerleaders yelling at the top of their voices

The band playing for the crowd

The defensive line hitting the offense (Ouch)

Spectators rooting the team on for a victory

"Coach, may I go in for Fred?"

"No! Sit down."

(Earl, age 15)

Example of a sound poem

Yo soy
Yo soy impaciente y enoj6n.
Me pregunto por que no puede haber paz en la tierra.
Oigo lo bueno e ignoro lomalo
Veo mucha discriminacion en el mundo.
Deseo que en el mundo haya paz y tranquilidad.
Soy impaciente yenojon.

Pretendo ser alguien en el futuro.
Siento tristeza por los que no tienen Casa donde virir
Me preocupo por que mi familia sea feliz
Lloro por la muerte de un ser querido
Yo soy impaciente y enojon

Entiendo que no todo el mundo es felicidad.
Digo que todos debemos ser tratados igual.
Sueno ser millonario.
Espero que la discriminacion se termine.
Yo soy impaciente y enoj6n.

Poetry Templates

☐ **Autobiography Poem**
1st line: Your first name only
2nd line: 3-4 traits or qualities that describe you (use adjectives and separate them with commas)
3rd line: Brother/Sister/Sibling/Father/Mother/ of _____
4th line: Lover of _____ (three ideas, groups, people, objects, causes, etc.)
5th line: Who feels _____ (2-3 emotions)
6th line: Who needs _____ (2-3 items)
7th line: Who gives _____ (2-3 items)
8th line: Who fears _____ (2-3 items)
9th line: Who wears _____ (2-3 items)
10th line: Who lives _____(describe briefly where)

11th line: Your last name only

*Optional: Add the line "Who would like to see _____" after the 9th line or have it replace the 9th line.

☐ Adaptations:
  ❏ Students fill in the blanks (only)
  ❏ Give choices to students by using pictures or objects

Poem Templates

☐ **Diamond Poem:**

1st line: an one word noun
2nd line: 2 adjectives that describe the noun
3rd line: 3 verbs that the noun does (actions)
4th line: 4 things (nouns) that the top noun and the bottom noun

      have
5th line: 3 verbs that the bottom noun does (actions)
6th line: 2 adjectives that the describe the bottom noun
7th line: a one word noun that is opposite the top noun

*By centering each line, the poem develops into the shape of diamond.

Adaptation:
❏ Give choices to students by using pictures or objects
❏ Brainstorm items in each category first and then allow student to select

Skills needed for Handwriting

○ Fine motor skills

○ Visual acuity

○ Spatial ordering and sequential ordering

○ Visual memory

○ Kinesthetic memory

General Guidelines

○ Direct handwriting instruction should **not be more than 10-15 min per day** – but should have **opportunities to practice throughout the day**

○ Teach handwriting **AND** keyboarding – students need both.

○ Teach handwriting systematically and in a functional manner (for an authentic purpose): verbal and visual feedback and teacher modeling are helpful

○ Proper positioning and materials are critical
  ○ Seating
  ○ Slant board
  ○ Adapted or large size implements or grips
  ○ Appropriate paper

Coming Up:

Week 14 ESL Learners

Guest Speaker: Rhonda Lopez

Project GLAD Certified Key Trainer

Read:
• Avilla & Silva (2013) (she is a professor at UNM)
• de Valenzuela & Copeland (2013)
• Ryndak et al. (1999) & Ryndak et al. (2010)
• Goddard & Rinderknecht (2009)
• C & K text Chapters, 9 & 10
Week 15
Guest Speakers: ARCA Theater Troupe authors