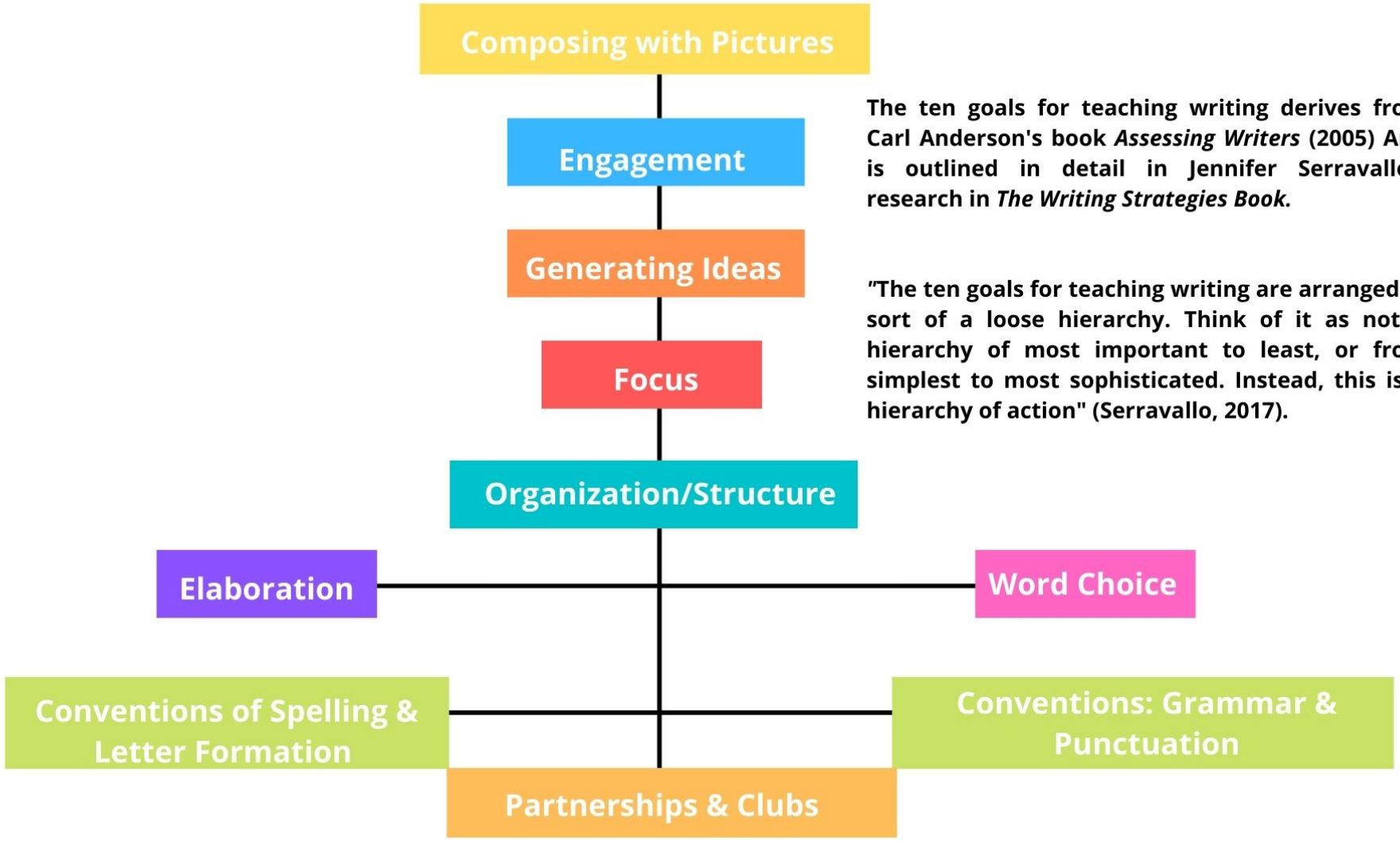
Writing

Teacher Use:

Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality writing instruction to gradually improve their skills over time. This process is of the utmost importance because writing is a lifelong skill students will need to succeed early in school, in college and in their career.

DETERMINING WHERE TO START:

A HIERARCHY OF POSSIBLE WRITING GOALS



The ten goals for teaching writing derives from Carl Anderson's book *Assessing Writers* (2005) And is outlined in detail in Jennifer Serravallo's research in *The Writing Strategies Book.*

"The ten goals for teaching writing are arranged in sort of a loose hierarchy. Think of it as not a hierarchy of most important to least, or from simplest to most sophisticated. Instead, this is a hierarchy of action" (Serravallo, 2017).

Organization/Structure

Directions:

Building Sentences: Students need to understand basic and advanced sentence structure in order to be able comprehend and write sentences. After students have learned about simple sentences with a subject (who/what) and predicate (action), they can learn about more advanced sentences that may include a where, when, or how. Start by providing students with a sentence chart so see how components of a sentence can be broken down based on the information they provide. As you use this chart, use simple sentence stems to help students process information (Who lived?, Where did they live?, How did they live?, etc.).Teachers should model this process and have students practice.

Who or What?	Action?	Where?	When?	How?
The mangy dog	lived	in a box	during the night	to get away from cold and rain.
The children	danced	at the school	during their prom	with excitement and energy.

Organization/Structure

Directions:

Students can practice this skill by attempting to fill in missing portions of longer sentences. Use the below chart to have students initially practice this skill. Once they have practiced that, you can move to having students construct their own original detailed sentences.

What type?	Who or What?	Action?	What?	To/For Whom?	When?	How?	Where?
The tiny	fly	buzzed			all day		In the backyard.
Skilled	hikers	travel	into the woods				
	animals		in their cages	while zoo attendees	watch during the day	with disappointment	from the zoo grounds.

Organization/Structure

Directions:

Gradually introduce the students to parts of speech. You can start by pointing out that they already know two parts of speech, linked to the subject (usually a noun—person, place or thing) and predicate (usually a verb—action word). You can then introduce them to basic articles such as "a," "an," and "the"(a word used in front of a noun), adjectives such as "sleepy" or "hungry" (a word that describes a noun),and adverbs such as "clumsily" (adds to a verb and tells how something was done). Once students understand these basic parts of speech, provide them with a chart such as the ones below to practice constructing sentences using each part of speech.

Article (Comes in front of a noun)	**Adjective** (Tells what something is like, often comes before or after a noun)	**Noun** (Who or what is it?)	**Verb** (What did it do?)	**Adverb** (How did it do it? Often comes after a verb)
The A An	green blue pretty orange	flower eyes tree ball clock	ticked shined grew opened bounced	quickly brightly widely loudly endlessly
***Use one word from each category above to make three of your own original sentences**				
1.				
2.				
3.				

Organization/Structure

Article (Comes in front of a noun)	**Adjective** (Tells what something is like, often comes before or after a noun)	**Noun** (Who or what is it?)	**Verb** (What did it do?)	**Adverb** (How did it do it? Often comes after a verb)
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Organization/Structure

Article (Comes in front of a noun)	**Adjective** (Tells what something is like, often comes before or after a noun)	**Noun** (Who or what is it?)	**Verb** (What did it do?)	**Adverb** (How did it do it? Often comes after a verb)
The A An	large small ugly dry shiny	bicycle car train truck airplane	flew circled stopped turned	left high abruptly endlessly suddenly
***Use one word from each category above to make three of your own original sentences**				
1.				
2.				
3.				

Organization/Structure

Article (Comes in front of a noun)	**Adjective** (Tells what something is like, often comes before or after a noun)	**Noun** (Who or what is it?)	**Verb** (What did it do?)	**Adverb** (How did it do it? Often comes after a verb)
The A An	sleepy angry hungry vicious mean colorful gray small	bird elephant tiger monkey sloth ant	climbed hid swam ate searched slept	quickly slowly skillfully soundly
***Use one word from each category above to make three of your own original sentences**				
1.				
2.				
3.				

Organization/Structure

Directions:

Sentence Sequencing

One final phase can be for students to practice assembling sentences where the words are mixed up. You could have the students cut out the words for each strip and assemble them, or write a sentence putting them in the correct order. To help themselves figure out the proper word order, students should use sentence stems such as the ones below as reminders:

·Who or what is doing something?
·How many are there?
·What did the who or the what do?

angry	pouted	child	corner.	in	The	the
Slippery	condition.	dangerous	a	pavement	be	can
friend.	best	sometimes	are	called	man's	Dogs
his	Football	far.	favorite	by	sport	is
ski.	to	how	people	never	learn	Some