Writing

Teacher Use:

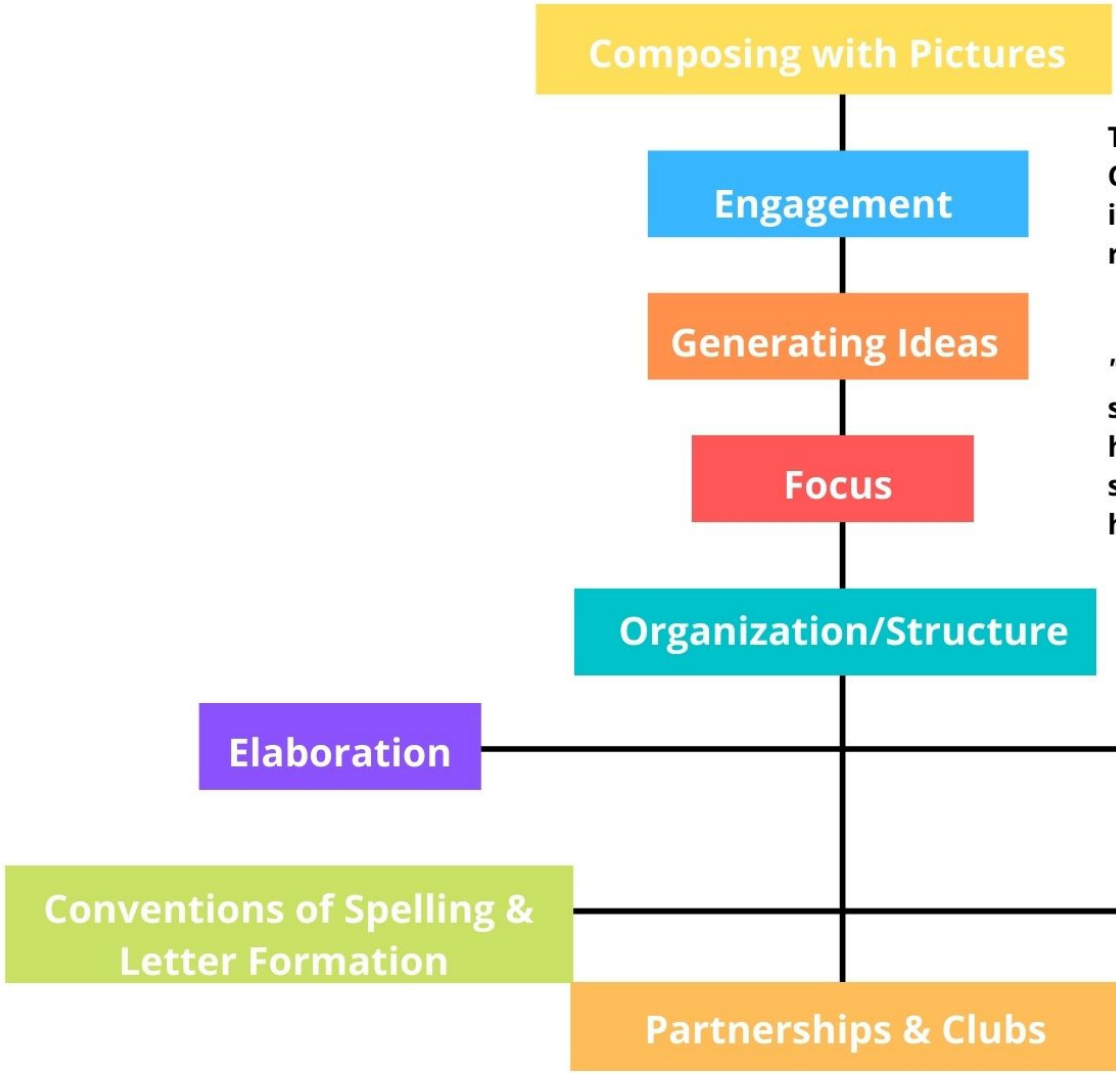
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality 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.

"Grammar and Punctuation Posters" can be used as a visual guideline for uses of language and symbols in writing. These posters can also serve as a reminder that good writers strive to make their writing readable and clear for their readers, so the use of these structures are important.

Grammar and Punctuation posters are included in this resource.

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).

Writing / Conventions Grammar & Punctuation

Directions:

To preserve the use of the activity, laminate the grammar and punctuation posters. The teacher can use the punctuation posters to explicitly teach each part of speech and punctuation.

Place posters in a visible area for students to reference as they are writing. Teachers should explicitly teach each structure and model how to use each symbol and part of speech. Teachers should consider demonstrating how writers can use these structures to convey meaning to their audience. For example, show students how meaning can change when a writer decides to use a period vs. an exclamation mark at the end of their sentence (I like candy. vs. I like candy!) Teachers can also demonstrate how writers use adjectives and adverbs to add more interest and detail to a sentence (The boy was scared to open the door vs. The timid boy nervously opened the door).

Students need explicit instruction on how to use the the constructs of language to convey meaning as they write. Understanding the conventions of grammar and punctuation can help with that process.

Noun

A word that refers to a person, place, thing or idea.

Noun

Example: teacher, Washington, D.C. year

Pronoun

A word that replaces a noun.

Pronoun

Examples: you, she, he, they, me

Verb

A word that refers to an action or state of being.

Verb

Examples: run, flip, stand, think, dance

Adjective

A word that describes a noun or pronoun.

Adjective

Example: beautiful, heavy, hard, small, sharp

Adverb

A word that changes the meaning of a verb or adjective

Adverb

Example: sweetly, rapidly, friendly, sadly

Preposition

A word that shows relationship between a noun or pronoun.

Preposition

Example: inside, near, above, beneath

Conjunction

A word that links other words or phrases.

Conjunction

Example: I love pizza but I hate broccoli.

They would rather work than play.

Interjection

A word that refers to a sudden thought or feeling.

Interjection

Example: yikes, stop! yuck, Oh well

Period

A period tells the reader to stop.

Period

Please do not go left.

Comma

A comma tells the reader to take a quick pause.

Comma

Example: He went to the store to buy cookies, pies, and cake.

Exclamation Point

An exclamation point shows the reader there is a strong emotion (excitement, anger, surprise).

Exclamation Point

Wow I love it!

Quotation Marks

Quotation marks tell the reader a character in the story is speaking.

Quotation Marks

Example: "This test is super easy" the students said

Question Mark

A question mark means asking.

The reader's voice goes up.

Question Mark

Example: Where is my new coat?