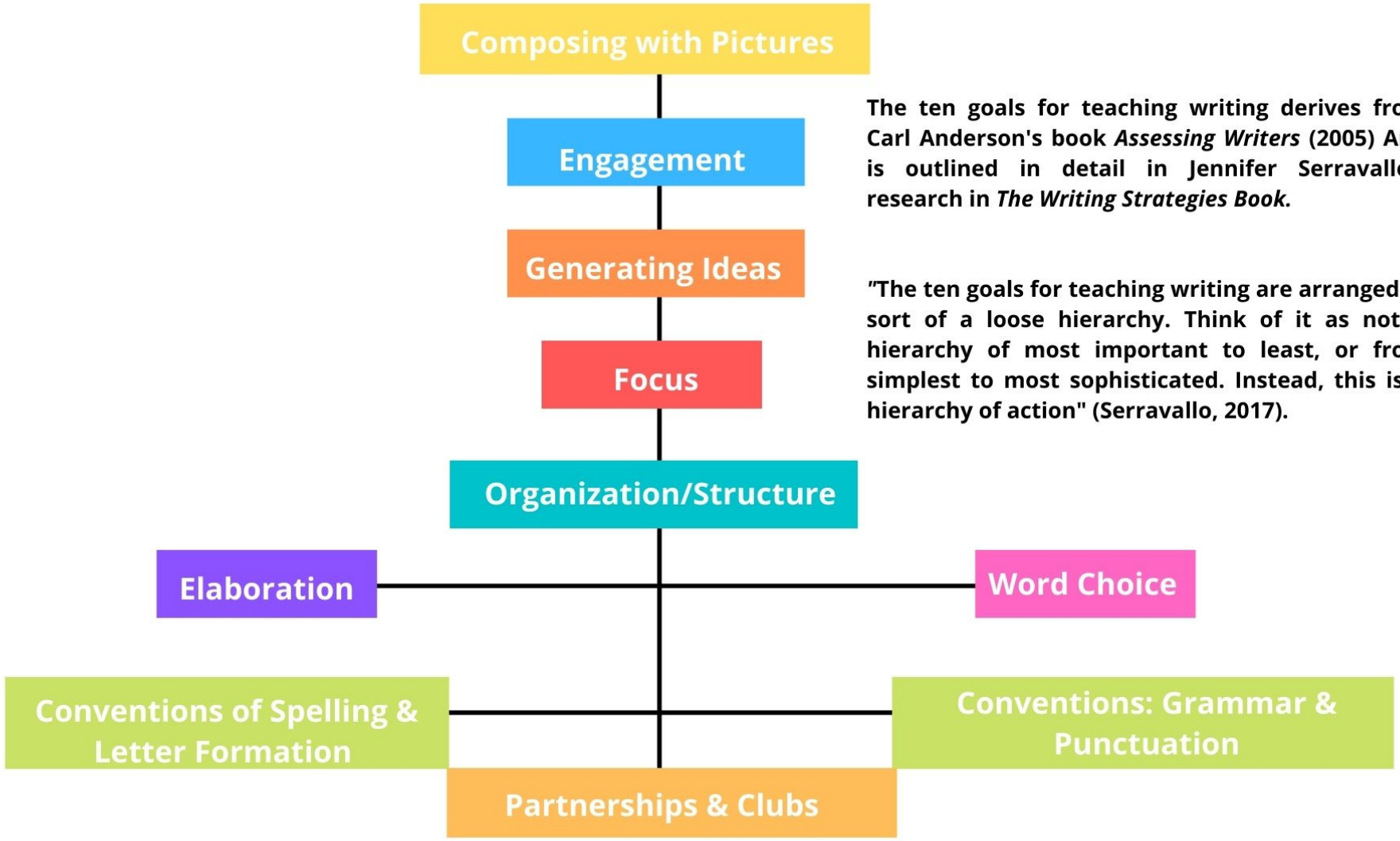
Writing

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).

Writing / Organization & Structure

Directions:

Teaching Sentence Structure

Instruct Students on the Components of a Sentence and Provide Practice Identifying
First you will need to teach students about the two parts needed to make a complete sentence. 1) subject, telling who or what the sentence is about, 2) predicate, telling the action or what the subject is doing, thinking or feeling. Show the students some samples, using the chart below. Once students get the concept, provide them complete sentences and ask them to map the subject and predicate.

Who or What?	Action (Doing, Thinking, or Feeling)?
The hungry grizzly bear	knocked over a trash can
The black truck	sped away
The purple hand puppet	spoke in a strange voice

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Teaching Sentence Structure

Sample Sentences for Students to Map

The enormous basketball player towered over his teammates.

The large football field was damaged by the rain.

The old apple tree produced hundreds of apples yearly.

The clever fox got rid of its fleas.

My steaming soup contained a dead fly.

The buzzing insect flew around my head.

The strong wind blew off my hat.

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Teaching Sentence Structure

Who or What? (subject)	Action (Doing, Thinking, or Feeling)? (predicate)