If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

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Written Language Assessment and Treatment

Presenters:
Christine Lackey, MS., CCC-SLP, BCSCL
Lisa Lucas, MA., CCC-SLP

Learner Outcomes:
After this course, participants will be able to:

• Identify two approaches to written language assessment

• Identify five specific elements of a process approach and product approach for treatment of written language disorders

• Describe strategies for scaffolding written language skills and self-reflection activities for school-age students
**Written Language Disorders-ASHA Practice Portal**

“The goal of ASHA’s Practice Portal is to assist audiologists and speech-language pathologists by providing the best available evidence and expertise in patient care, identifying resources vetted for relevance and credibility, and increasing practice efficiency.”

The Written Language Disorders Practice Portal describes written language from two perspectives: **Process** and **Product**

- **Writing Processes**: cognitive-linguistic and motor acts to include pre-writing (planning), organizing, drafting, reflecting, revising and editing. (Hayes & Flower, 1987) The process of writing can occur in cycles of generating text, reflecting and revising.

- **Written Products**: vary in length and complexity. A piece of writing can be examined at the word, sentence and discourse levels. In addition, a written product can be examined by its writing conventions (capitalization, punctuation and paragraphing), communication function, effectiveness in meeting the audience needs.
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### Why Writing is So Hard

- Oral language is as old as the human race- literacy on the other hand is a relatively recent invention (Sulzby & Zecker, 1991; Wilford, 1999)

- Learning to read does not happen as naturally as learning to talk does—direct instruction is needed

- Schuele and Larrivee (2004) explored the connection between spoken and written language; that print is in many ways ‘speech written down’

- As SLPs, it is important to recognize this relationship and provide oral language activities as a bridge toward literacy activities
Written Expression

- Writing is a complex mental process that requires a high level of abstraction, elaboration, conscious reflection and self-regulation. (Gombert, 1992; Graham and Harris, 1994)

- Typically developing students gradually transition from producing greater syntactical complexity while speaking to producing more complex sentences in writing. (Scott & Windsor, 2000)

- By age 11, typically developing writers are performing close to an adult level in their production of independent, nominal and adverbial clauses. (Nippold, Ward and Fanning 2005)

Cognitive Process of Writing

The Ultimate Goal of Writing

Message and Composition
(Graham & Hebert, 2011)
The Ultimate Goal of Writing
Message and Composition
(Graham & Hebert, 2011)

Meaning and Structure

It’s All About Meaning

• Semantics
  • “the system that governs the meanings of words and sentences”
    (American Speech-Language Hearing Association, 1993)
  • An SLP’s role is to help children not only learn definitions of words, but their relationships to other words
  • Activities that facilitate this include instruction and practice with word classes, concepts, similarities and differences, categorization, multiple meanings, etc.
It's All About Meaning and Structure

• Syntax
  • “the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence” (American Speech-Language-Hearing Association, 1993)
  • Elements such as the type of sentence (imperative, declarative, interrogative, etc.) and length and structure (noun+verb, noun+verb+direct object, noun+verb+clause, etc.)

• Morphology
  • “the system that governs the structure of words and construction of word forms” (American Speech-Language-Hearing Association, 1993)
  • Elements of morphology are the smallest units of meaning that can be combined to form meanings
    • Remember Free morphemes and Bound morphemes in your early SLP training?

So, where can we start?
At the beginning . . .

How Written Language Develops in Children

- Emerging research maps the development of writing skills as it relates to literacy—not just graphomotor skills.
- *The Early Writing Framework* (Cabell, Tortorelli, & Gerde, 2013) provides four developmental levels that all children pass through as they learn to write.
The Early Writing Framework
(Cabell, Tortorelli, & Gerde, 2013)

- **Level 1: Drawing & Scribbling**
  Writing consists of drawings and scribbles which become more linear and print-like over time.

- **Level 2: Letters & Letter-Like Forms**
  Writing contains seemingly random letters, numbers, or letter-like characters
The Early Writing Framework  
(Cabell, Tortorelli, & Gerde, 2013)

- Level 1: Drawing & Scribbling
- Level 2: Letters & Letter-Like Forms
- **Level 3: Salient & Beginning Sounds**
  Writing combines children’s knowledge of print and phonological awareness to produce writing that represents the beginning or salient sounds in words.

![Diagram](image)

The Early Writing Framework  
(Cabell, Tortorelli, & Gerde, 2013)

- Level 1: Drawing & Scribbling
- Level 2: Letters & Letter-Like Forms
- Level 3: Salient & Beginning Sounds
- **Level 4: Beginning & Ending Sounds**
  Written words generally consist of beginning and ending sounds.

![Diagram](image)

CONTINUED™
How is This Knowledge Helpful?

All children generally progress through these levels in order, although some may move more quickly. The framework allows SLP’s to categorize children’s writings, design appropriate goals for their writing, and observe progress over time (Cabell, Tortorelli, & Gerde, 2013).

So . . .

Think of Writing Development as a Continuum

Drawing  Scribbling  Writing

SpeechPathology.com
On to Meaning and Structure

• Meaning motivates
• Start with meaning, then build structure around it
• What is more meaningful to a child than their name?
  “A child’s name has personal and social significance and it is usually the first word they learn to write.”
  (Ferreiro & Teberosky, 1982)

PALS

• The Phonological Awareness Literacy Screening for Preschool Name Writing task (PALS PreK; Invernizzi, Sullivan, Meier, & Swank, 2004)—a standardized test offering a rubric for scoring children’s emerging name-writing abilities.

• The PALS task requires a child to draw a self-portrait and label it with his or her own name.

• The attempt is scored on a developmental continuum, with scores ranging from 1 (directionless scribbles) to 7 (writing the whole name correctly).

• From here, we as SLP’s can pepper in writing goals
Preschool-K Writing Goals Examples

<table>
<thead>
<tr>
<th>Examples of name writing</th>
<th>Developmentally appropriate scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This child writes with a linear scribble. Encourage attempts at letter-like forms.</td>
</tr>
<tr>
<td></td>
<td>This child’s writing contains letter-like forms. Encourage writing first letter of name.</td>
</tr>
<tr>
<td></td>
<td>This child has the first letter of his name but he also has more letters/letter-like forms than his name. Encourage saying name orally and counting the letters in his name. Encourage other letters in name.</td>
</tr>
<tr>
<td></td>
<td>This child (Tiaaca) can write all of the letters in her name. Provide reminders regarding left-to-right orientation. Encourage spelling simple CVC words.</td>
</tr>
</tbody>
</table>

(Cabell, Tortorelli, & Gerde, 2013)

What Lies Over the Horizon?
Written Language Development

- **By the end of first grade**, the child should be able to write a few sentences that make sense to the reader. (Sultzby, 1992, 1996)
- In **early elementary grades**, the student’s written sentences will be shorter in length than spoken sentences and may contain grammatical errors. (Scott, 1999)
- By **late elementary school** when the child becomes more proficient with spelling, he will write sentences that are longer than spoken sentences. Grammar and word use will continue to improve (Kroll, 1981)
- At the **secondary level**, the student continues to develop competency in written language to create complete narratives. Persuasive writing is the most complex. (Applebee et. al., 1994)

ASHA: Written Language Disorders Practice Portal

Written Expression: Research

Research has shown that language disorders follow children throughout their lives. However, differences occur in the expression of the disorder.

An adolescent’s spoken language may exhibit subtle deficits, while significant language impairments are noted in the written domain or in academic difficulties. (Wallach, Charlton and Christie, 2010)

According to the ASHA Guidelines for the roles and responsibilities of the SLP in reading and writing (2001), the connections between spoken and written language are strong and include the following:

- Spoken language provides the foundation for the development of reading and writing
- Spoken and Written Language have a reciprocal relationship: Children with spoken language problems frequently have difficulty learning to read and write, and vice versa.
Written Expression

Green (2009) stated that students with language learning disabilities have difficulty with the following aspects of written language:

- Transcription (physical act of writing)
- Sentence structure
- Use of cohesive ties (transition words or adverbial conjuncts)
- Knowledge of genres (narrative, expository, persuasive, descriptive)
- Generating and organizing ideas
- Proofing and revising skills.

Written Expression: Writing Assessment


- Gather samples of the student’s writing
- Determine the level of independence for each sample.

**Early elementary students** - narrative writing samples using an open-ended sampling technique are beneficial.

“The day I wished I’d stayed in bed”

**Later elementary students** – an expository writing sample.

If the student does not begin to write after 5-10 minutes, provide scaffolding or offer to take dictation for the student. (Nelson & Van Meter, 2002)

“Write about your favorite game or sport. Tell me how to play, the rules and how to win.”

**Adolescents** - persuasive writing identifies the student’s use of syntax, semantics and pragmatics. (Nippold, Ward and Fanning, 2005)

“Many experts believe that fast-food restaurants are contributing to teen’s obesity. They point to high-calorie meals that can be quickly ordered and consumed. They say that these restaurants deliberately target teens in their advertising. Persuade those experts to agree with your view on teenage obesity and fast food restaurants.”
Written Expression: Informal Assessment

**Dynamic Assessment Approach:** incorporates guided learning to determine the student’s potential for change. (Nelson & Van Meter, 2002)

- Scaffolds are provided by the SLP to support the student’s development of targeted skills through a “test-teach-test” approach.
- According to Nelson and Van Meter (2002), the goal of the dynamic assessment approach was to move the student to a higher level of functioning by framing, focusing, guiding and providing feedback about key information.
- The dynamic assessment provides a profile of language strengths (skills the student uses regularly) and language weaknesses (skills occurring only with scaffolding or not at all).

---

Scott and Nelson (2009)

Syntactic measures based on sentence combining or re-writing samples correlated significantly with syntactic complexity measures in the same students’ original written story samples.

Research has shown that for students between 5-16 years, sentence combining provides an effective means for improving syntactic maturity.

Wong (2000)

Students with language deficits require multiple opportunities for practice of a writing strategy (6-8 essays may need to be written to achieve mastery, while a typically developing peer needs 1-2 practice essays).
Written Language Informal Assessment

Informal Writing Samples
Examine:
1. Macro-structure
2. Micro-structure

Written Language: Informal Assessment

<table>
<thead>
<tr>
<th>WRITING PROCESS AND PRODUCT WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>Date of Sample</strong></td>
</tr>
<tr>
<td><strong>Planning and Organizing</strong></td>
</tr>
<tr>
<td><strong>Sentence Level</strong></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
</tr>
<tr>
<td><strong>Variability</strong></td>
</tr>
<tr>
<td><strong>Word Level</strong></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
</tr>
</tbody>
</table>

ASSESSING WRITTEN PRODUCTS

- **Discourse Level**
- **Structural Organization**
- **Sense of Audience**
- **Word Level**
- **Linguistics**

ASSESSING SPEAKING LANGUAGE IN WRITING CONTEXTS

- **Listening and Comprehension**
- **Joining and Coherence**
- **Linguistic Skill**

Key:
- + = clearly evident; independent
- ~ = partially evident; still needs scaffolding
- - = not yet emerging
Written Expression: Informal Assessment

T-unit analysis, Hunt (1964) is used extensively to measure the overall syntactic complexity of both speech and writing samples (Gaies, 1980). The T-unit is defined as consisting of a main clause plus all subordinate clauses and non-clausal structures that are attached to or embedded in it (Hunt, 1964).

Hunt states that the length of a T-unit is parallel to the cognitive development in a child. Thus, the T-unit analysis provides a stable index of language development.

Other researchers (e.g. O'Donnell, Griffin & Norris, 1967) used Hunt's unit of measurement to conclusively show that the words/T-unit ratio went up in both oral and written discourse as writers matured.

1. I like the movie / we saw about Moby Dick, the white whale. 2. The captain said / if you can kill the white whale, Moby Dick, / I will give this gold to the one / that can do it. 3. And it is worth sixteen dollars. 4. They tried and tried. 5. But / while they were trying / they killed 'a whale and used the oil for, the lamps. 6. They almost caught the white whale.

Observations during the Writing Assessment

- Handwriting difficulties can have an impact on spelling, alignment, spacing between letters, legibility and completing writing tasks in a timely manner.

ASHA: Written Language Disorders Practice Portal
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- If the child or adolescent has a diagnosed or suspected handwriting disorder, it is important to provide accommodations during the assessment. (use of a computer keyboard, preferred writing instrument)
- Occupational therapists (OTs) can be consulted to recommend appropriate accommodations (e.g., permitting use of a keyboard or providing a scribe).

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- Occupational therapists (OTs) can be consulted to recommend appropriate accommodations (e.g., permitting use of a keyboard or providing a scribe).
- Simultaneous or Sequential dual language users: Written language dominance may not match spoken language dominance. Children who speak a language other than English in the home have oral language skills in their first language (L1) but may not have learned how to read or write in that language (Roseberry-McKibbin, 2014).

Accommodations & Modifications

- Students with written language disorders are protected by Section 504 of the Rehabilitation Act of 1973.
- This law requires that schools provide reasonable accommodations to students with disabilities to ensure academic success and access to the learning environment.
- The 504 Plan specifies any necessary accommodations, including modification of assignments, extended time for tests and use of a scribe or development of keyboarding skills.

ASHA: Written Language Disorders Practice Portal
Written Expression: Treatment

According to ASHA's Written Language Disorders Portal review, treatment needs to include a combination of writing process and production approaches provided simultaneously.

• Process-oriented approaches focus on the processes involved in writing: developing ideas, planning (pre-writing), organizing, drafting, reflecting, revising, and editing.
Written Expression: Treatment

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- **Process-oriented approaches** focus on the processes involved in writing: developing ideas, planning (pre-writing), organizing, drafting, reflecting, revising, and editing.

- **Product-oriented approaches** focus on the written form: vocabulary, spelling, grammar; use of cohesive devices; use of writing conventions; and effectiveness of intended communication.

How ASHA Says SLPs Can Help

Key elements of a speech-language pathologist's academic training for early language and literacy development include skills to:

- Build and reinforce relationships between early spoken language and early pre-literacy abilities and consider influences of parent-child interactions in early shared storybook interactions;
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• Teach children to use tactile-kinesthetic and auditory cues in reading and writing;

• Analyze how the language demands of textbooks, academic talk, and curriculum may stress a student’s capabilities at different age and grade levels;

• Conduct fine-grain analyses of written language, including spelling, to generate intervention that matches the needs of individual students.
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Written Expression: Word Level

**Spelling**
- **Auditory** (e.g., phonemic awareness)
- **Visual** (e.g., attending to words in print—orthographic pattern awareness)
- **Kinesthetic** (e.g., tracing letters of a new word)
- **Multisensory approaches** that integrate auditory, visual, and kinesthetic approaches
- **Developmental** sequence of spelling to facilitate acquisition of conventional spelling skills
- **Memorization and testing** of selected words in list format and in composition

ASHA: Written Language Disorders Practice Portal

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**Written Expression: Word level**

**Treatment can target:**

**Development and use of specific vocabulary**
- **Create a** personal thesaurus
  - To expand synonyms for over-used words (“said”, “goes”, “big”)
  - To delineate time markers and sequential markers (before, after, during, first, next, last …)
  - Modifiers for the senses (sight, smell, touch, taste, hearing)
  - Morphology: Prefixes/suffixes to expand word choices
Written Expression: Word Level

- **SPELL-Links to Reading and Writing** (Wasowicz, Apel, Masterson, & Whitney, 2012) a word study curriculum that targets phonological awareness, phonics, vocabulary, word parts and related words, and mental images of words. Activities can be administered to individuals, small groups or whole classrooms. The curriculum uses games, activities, and guided learning opportunities to teach critical word study strategies and to promote word study across the curriculum.

- **Words Their Way™** (Bear, Invernizzi, Templeton, & Johnston, 2015) an approach to teaching phonics, vocabulary, and spelling to students in kindergarten through high school. Five developmental stages are targeted: emergent; letter name–alphabetic; within-word pattern; syllables and affixes; and derivational relations. This approach offers a practical way to study words (i.e., examine, manipulate, compare, and categorize); discover logic and consistency in written language; and learn to recognize, spell, and define words.

ASHA: Written Language Disorders Practice Portal
Apps for Use at the Word Level +

- **WriteAssist** is a word-prediction software program designed for use by individuals with dyslexia or learning disabilities. It uses context-dependent word prediction to suggest the next possible word, based on grammatical patterns and context. WriteAssist can read text and check for correct spelling of homophones (i.e., words with different spellings, meanings, or origins but the same pronunciation, like stake and steak). WriteAssist can read text aloud at the word, sentence, paragraph, or completed document levels.

- **Read, Write & Type™** is a software program with accompanying materials that address phonics, spelling, keyboarding, and word processing skills. Read, Write & Type™ was developed for 6- to 9-year-old students who are just beginning to read and for students who are struggling to read and write. The program assists students in beginning to associate each phoneme with a letter or a combination of letters and by pairing each phoneme with a finger stroke on the keyboard. In addition, children learn to identify sounds in words, sound out words fluently, and type or read regularly spelled words.
Written Expression: Sentence Level

University of Kansas Center for Research in Learning

SIMS: Strategic Instruction Model

Sentence Writing Strategy:
• Simple Sentences
• Compound Sentences
• Complex Sentences
• Compound-Complex Sentences

Written Expression-Sentence Level

Simple Sentence
A sentence that has one independent clause.

Independent Clause
A group of words that
(1) Makes a complete statement
(2) Has a subject and a predicate
Sentence Basics

The **Subject** is the person, place, thing, quality, or idea… that the sentence is about. (The subject is who or what the sentence is about)

Examples:
- John went for a walk. (Person)
- Towns are quiet after snowfalls. (Place)
- Eggs rolled off the counter. (Things)
- Silence is golden. (Quality)
- Peace is at hand. (Idea)

Written Expression: Sentence Basics

The **predicate** shows the state of being or action of the subject of the sentence.

Examples:
- Dawn sneezed. (physical action)
- John thinks. (mental action)
- Adam is my friend. (state of being)
Written Language: Sentence Basics

Search and Check

- Step 1: Look for the action or state-of-being word to find the verb. “What is he/she doing?”
  Example: Kevin reported the theft.

- Step 2: Ask yourself “Who or what (verb)?” to find the subject.
  Who or what is the sentence mainly about?
  Example: Paula is an astronaut.

Written Language: Sentence Level

Simple Sentence Formulas

- S V
- S V and V
- S and S V
- S and S V and V

****HINTS****
Subjects and verbs are Best Friends!
Subjects come at the beginning.
Verbs come right after the subject(s).
Written Language: Sentence Level

Steps for Sentence Writing
Step 1: Pick a formula
Step 2: Explore words to Fit the formula
Step 3: Note the Words
Step 4: Search and Check (verbs and subjects)
Look for the action or state-of-being word(s) to find the verb(s).
Ask the “Who or What Question” to find the subject(s).

KURL

An Oldie But Goodie
One Activity- Multiple Writing Goals

The boy is drinking a soda.

Sentence Structure: Noun + Verb + Direct Object

One Activity- Multiple Writing Goals

The boy drank a soda.

Past-Tense Verbs
### One Activity - Multiple Writing Goals

<table>
<thead>
<tr>
<th>Pictograph</th>
<th>Pronoun</th>
<th>Verb</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
<td>He</td>
<td>drank</td>
<td>his soda</td>
</tr>
</tbody>
</table>

**Pronouns, Possessive Pronouns**

---

### One Activity - Multiple Writing Goals

<table>
<thead>
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<th>Pictograph</th>
<th>Pronoun</th>
<th>Verb</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
<td>He</td>
<td>sipped guzzled gulped</td>
<td>his soda</td>
</tr>
</tbody>
</table>

**Vocabulary**

---

Source: SpeechPathology.com
# Written Language: Compound Sentences

**Compound Sentences**

**Compound = Two Formulas**

<table>
<thead>
<tr>
<th>I, c I</th>
<th>I; I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent clause (simple sentence)</td>
<td>Conjunction (FANBOYS)</td>
</tr>
</tbody>
</table>

**FANBOYS Definitions**

- **For** – Because – a reason
- **And** – Two similar ideas
- **Nor** – Not; don’t want
- **But** – Opposite
- **Or** – Choice; pick ONE
- **Yet** – But; different ideas
- **So** – Cause/effect; makes

---

### Simple Sentence versus Compound Sentence

**Simple Sentence:** Pattern- SSVV (and)

The men and women met at the station and went to dinner.

**Compound Sentence:** Pattern SV, and SV

The men met at the station, and the women went to dinner.
Written Expression: Complex Sentences

Formulas:

\[
\begin{array}{c}
\text{ID} \\
\text{D,I}
\end{array}
\]

Independent Clause

Dependent Clause

**Written Expression: Complex Sentences**

**Independent Clause:** contains a subject and a verb; stands alone as a complete thought.

+ One or more Dependent Clause(s)- a group of words with a subject and a verb that cannot stand alone.

**Example:**

I like Sally because she is funny.
**Written Expression: Paragraph**

**The Paragraph Writing Strategy**
(Schumaker & Lyerla, 1993; Schumaker, J.B., & Deshler, D.D. 2003)

- Research-based strategy
- Provides instruction in the major components of a paragraph: topic sentence, detail sentences, clincher sentence; use of consistent verb tense (i.e., past, present, future), point of view (i.e., first, second, or third person), and transition words or phrases.
- Practice various types of paragraphs (e.g., descriptive, compare/contrast, etc.)


---

**Written Language: Paragraph Level**

Provide Structure:

- Topic Sentence
- Detail Sentences
- Clincher Sentence

Paragraph Writing

Hand Framework

Topic Sentence = tells the main idea.

Details

A "good" paragraph can be made with 5 sentences.
KUCRL- Paragraph Writing Strategy

**Topic Sentences:** the opening of the paragraph
main idea, clue words and specific words

3 Types:

- **General Topic Sentence:** Names the main idea of the paragraph.
  (e.g., Not much is left of a town known as Nora, Nebraska.)

- **Clueing Topic Sentence:** Names the main idea and gives a clue about the details.
  Clue words: quantity (numbers, several, few etc.)
  (e.g., Tents come in a **variety** of shapes and sizes.)

- **Specific Topic Sentence:** Names the main idea and the specific detail to be covered in order.
  (e.g., Air pollution is caused by **vehicles** and **industries**.)

KUCRL- Paragraph Writing Strategy

**Body of the Paragraph**

- **Detail Sentence:** Discusses one of the details in the paragraph. May show the relationship between a detail and the rest of the paragraph.
- **Transition:** Signals the introduction of a new detail. Shows the relationship between the detail and the rest of the paragraph.
- **Lead off Sentences** (detail) - Introduces a new detail. Contains a transition.
- **Follow-up Sentence** (detail) - Provides more information about a detail.

The body of a paragraph may look similar to this structure:

- **Detail 1:** *lead off* - introduced with a transition
  *follow-up* (additional information about detail 1)
  *follow-up* (additional information about detail 1)

- **Detail 2:** *lead off* - introduced with a transition
  *follow-up* (additional information about detail 2)

- **Detail 3:** *lead off* - introduced with a transition
  *follow-up* (additional information about detail 3)
KUCRL- Paragraph Writing Strategy

Clincher Sentence: the last sentence in the paragraph. It closes the paragraph and provides the main idea of the paragraph. It is different from the topic sentence.

3 Types:

General Clincher Sentence: summarizes the main idea of the paragraph, and makes the reader think more about the topic. Example: To summarize, these are my favorite car models; what are yours?

Clueing Clincher Sentence: Names the main idea, and ties the details together with a clue word. Example: In sum, these four events served as the spark that ignited the war.

Specific Clincher Sentence: Names the main idea, and names the specific details that were covered in the paragraph in order. Example: To conclude, making a snowman involves rolling the parts of his body, stacking the parts, and creating his face and clothes.

Key:
Specific Topic Sentence
Lead-off Detail Sentence
Follow-up Detail Sentence
Clincher Sentence

People are endangering the future lives of wild animals on our planet by taking land away from the animals, by taking the animals away from the land, by polluting the land and water and by killing too many animals. First, people take land away from the animals to make room for houses and other buildings. They also use the land for farms and ranches. Second, people trap many animals each year for pets, and they put the animals in zoos or circuses. Third, people put tons of waste and garbage into the land, air and water. This pollution is killing the animals that live on the land, breathe the air, and drink the water. Finally, people are killing too many wild animals for food, for sport, for their furs, and for other parts of their bodies.
KUCRL- Paragraph Writing Strategy

SCRIBE: Steps for Writing a Paragraph
- Set up a diagram
- Create the title
- Reveal the topic
- Iron out the details
- Bind it together with a clincher
- Edit your work

COPSS Strategy:
- Capitalization
- Organization and overall appearance
- Punctuation
- Sentence structure
- Spelling

KUCRL: Paragraph Writing Strategy

Types of Paragraphs taught with the KU strategies:
- Sequential Paragraph
- Narrative Paragraph
- Step-by-Step Paragraph
- Descriptive Paragraph
- Expository Paragraph
- Facts Paragraph
- Reasons Paragraph
- Examples Paragraph
- Compare and Contrast Paragraph
- Compare Paragraph
- Contrast Paragraph
- Examples Paragraph

Types of Writing

Academic
- Expository (explain/define)
- Description (visualize)
- Narrative (tell a story)
- Persuasion (convince)
- Argumentative (argue)
- Research paper (state your position)

Creative
- Creative fiction (invent)
- Creative non-fiction (invent)
- Autobiography (write your experiences)
- Biography (tell a story)
- Newspaper article
- Research fiction
- Dramatization

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KUCRL: Paragraph Writing Strategy

Points of View:
- **First Person - The Writer**
  - Written from the 'I' or 'We' perspective
- **Second Person - The Reader(s)**
  - Written to the reader (you)
- **Third Person - The Others**
  - Written about: they, he, she, names, ideas, objects, places

KUCRL: Paragraph Writing Strategy

**Tenses: Maintain Consistent Verb Tense**

- **Past Tense**
  - painted
  - was painting
  - had painted
- **Present Tense**
  - is painting
  - paints
- **Future Tense**
  - will paint
  - shall paint
Written Expression

Practice writing paragraphs in curriculum-specific tasks.

- Writing complete answers in response to questions.
- Identifying the types of questions requiring paragraph length responses.
- Discuss different types of "command words" (explain; describe; list…)

<table>
<thead>
<tr>
<th>Written Complete Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find and underline the <strong>question</strong> word. WHO WHAT WHEN WHERE WHY HOW</td>
</tr>
<tr>
<td>2. Underline the &quot;key&quot; words in the question.</td>
</tr>
<tr>
<td>3. Write a complete sentence answer. Use the &quot;key&quot; words that you underlined to begin your answer.</td>
</tr>
<tr>
<td>4. Add details that you learned from your book to expand the answer.</td>
</tr>
<tr>
<td>5. Proof your answer. Look for the initial capital letter and ending punctuation.</td>
</tr>
</tbody>
</table>

Example:

Question: Why does the giraffe need such a long neck?
Answer: The giraffe needs such a long neck because it must reach the leaves at the top of the Acacia trees.

Written Language

Cohesive Words:

- Older students need repeated practice to use cohesive words and phrases in multiple paragraph writing samples.
- Discuss ways to "tie together" thoughts within the paragraph & between paragraphs.
Fast Forward to Adolescence

Writing for Meaning

• According to the Common Core State Standards (CCSS), there are 3 main writing genres that students must gain proficiency:
Writing for Meaning

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  • **Narrative** (or story)

Continued
According to the Common Core State Standards (CCSS), there are 3 main writing genres that students must gain proficiency:

- **Narrative** (or story)
- **Expository** (or informational, explanatory)
- **Persuasive** (or opinion, argument)

(Scott, 2012, NGA Center for Best Practices and CCSSO, 2010b)

This presentation will focus on developing the narrative genre, as that is the first one taught and the most natural to acquire. . . but strategies will be shared for expository as well.
What is a Narrative?

A real or imagined account of something that happened in the past, including:
• Fictional stories (novels)
• Nonfictional stories (biographies, history, science)
• Accounts of personal experiences
  (McCabe & Bliss, 2003; Nelson, 2010)

Why Narratives?

• Motivates the student
  (topic of interest, personal experience)
• Invites prior world knowledge into the retell
• Encourages the discussion of shared experiences (consider a book or film)
• Gives the student something to say!
Exploring the Narrative: Prewriting Tools

- Prewriting is the 1st stage of the writing process, and some would argue the most important (Darcy, 2008)
- Prewriting can consist of a combination of outlining, diagramming, storyboarding and clustering/mind-mapping (Holmes, 2003)
- A simple but comprehensive tool that works well (and you may already be using with your patients/students) is the *Expanding Expression Tool (EET)* by Sarah L. Smith.

What is EET?

Smith describes EET as,

- “… a way of teaching kids how to give informative descriptions and definitions… (especially those who) have difficulty organizing their thoughts and knowing what information is pertinent to their audience.” (Smith, 2007)
A Visual Aid/Graphic Organizer

GREEN - GROUP: What group does it belong to? What category is it in?
BLUE - DO: What do you do with it? What does it do?
WHAT DOES IT LOOK LIKE?: Size, shape, color, texture, pattern
WHAT IS IT MADE OF?: What is it made of? What does it come from?
PINK - PARTS: What are its parts or pieces?
WHITE - WHERE: Where do you find it or see it? Where would you use it?
WHAT ELSE DO I KNOW?: Prior knowledge Fun Facts

How EET Can Assist in Prewriting

Outlining, Diagraming, Mind-Mapping
Interactive Group Writing Activity

Green—Group
What group was involved? Who were the main characters?

Blue—Do
What did the characters do (initiating event or problem)?

Looks Like
Describe visual details about the setting, or time and place.

Made Of
How did or “wood” the characters feel?

Pink—Parts
Tell the important parts of your story (beginning, middle, end). This is the action!

White—Where
(Writing only) Where do you need to make changes?

What Else Do I Know?
Provide a summary/closing. Tell something important that you learned from the story (lesson/moral).
How to Relate EET to Paragraph Writing Structure

- Opening Sentence (main idea)
- Supporting Details
- Closing Sentence (conclusion)

Narrative Prewriting Sample

- Group
- Do
- Looks Like
- Made of
- Parts
- Where
- What Else?

Chapter Book
The Hidden Chamber

Disney princess’ daughters:
- Rose Elizabeth, Aurora & Philip
- Krista Anaisa, Snow White and Carlos
- Eve Blossom, Jasmine, and Aladdin

- Palace, school, hidden chamber in the school
- Tea party
- Krista’s brains
- Rose was scared, and nervous
- Eve’s positive

Beginning: the princesses meet at school
Middle: they get trapped in the school chamber and escape
End: the party to celebrate

Alyson is the author! Her teacher may help her publish it!
Expository Writing with EET

- **Green—Group**
  What group was involved? To what group does the topic belong?

- **Blue—Do**
  What did the characters or topic do, affect, influence, etc?

- **Looks Like**
  Describe visual detail or defining visual characteristics about the topic.

- **Made Of**
  How did or “wood” the people involved in the topic feel?

- **Pink—Parts**
  Tell the important parts of the topic. What events occurred?
  Are there pieces, levels, or phases involved?

- **White—Where**
  (Writing only) Where do you need to make changes?

- **What Else Do I Know?**
  Provide a summary/closing. Tell something important that resulted from the topic’s existence. What did the topic lead to? Is there more to do or learn?

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Expository Prewriting Sample

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Hudson River School Movement

- Who was the group involved? The most important aspect of social studies is the people — who were they?
- What did they do? A general statement about their actions and that gained momentum to eventually be labeled a movement.

Generally, these 2 ideas are your thesis/main idea.
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Cincinnati Children’s

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Expository Prewriting Sample

- What did America look like at the time? How did the painters portray this look (and romanticize it) in their work?
- Made of: what were the values & character of these early artists? What were the values & character of early Americans that made the movement successful?

Expository Prewriting Sample

- Parts: here is where you can talk about:
  - origins
  - founding, technique
  - content

- Where: if it was not answered in your info above, where did it start and where did it spread?
Expository Prewriting Sample

Written Expression: Proofing and Revision

Self-Management Skills

Diagnostic Card – a student checklist

- Increases the student’s self-management
- At the sentence level, diagnostic cards can include: “The words are too vague” or “This sentence lacks details”.
- At the paragraph level: diagnostic cards can include: “I need a topic sentence in my paragraph”, “The paragraph lacks transitions to the next paragraph” or “The paragraph needs at least two details about the main idea.”

(Troia, 2009)
Written Language
Self-Management

Are my words too vague?
Do I have details to support my ideas?

Diagnostic Card - tailored to the student’s deficits


Proofing and revision checklist

Structure and Organization:
- Each paragraph has a topic sentence and an ending sentence.
- The main ideas of each paragraph follow a logical order (match with pre-writing outline).
- Each paragraph contains a minimum of five sentences.
- The final paragraph of my essay attempts to summarize "key" points from the previous paragraphs and draw a logical conclusion.

Sentences:
- Use a variety of sentence types (simple, compound and complex).
- Use consistent verb tenses. (Irregular, past, future)
- Use commas before coordinating conjunctions (“ANDS,” “OR,” “NEVER,” “BUT” or “YET, SO”)
- Use a comma following a dependent clause beginning with a subordinating conjunction (Where, While, before, after...)
- Use transitional phrases to connect sentences and ideas (see reason to... Another reason is...)

So, boldly go . . .
REMEMBER

Written Language is "key" to Academic Success

Explicit instruction with multiple practice opportunities is essential for progress.

Self-management strategies facilitate generalization to a variety of writing formats.

Resource

Sign up now for updates and SLP tools from Cincinnati Children’s Division of Speech-Language Pathology

Link: https://viablesynergy.wufoo.com/forms/s3q62e1k51n5v/
References


References


