

Writing

Teacher Use:

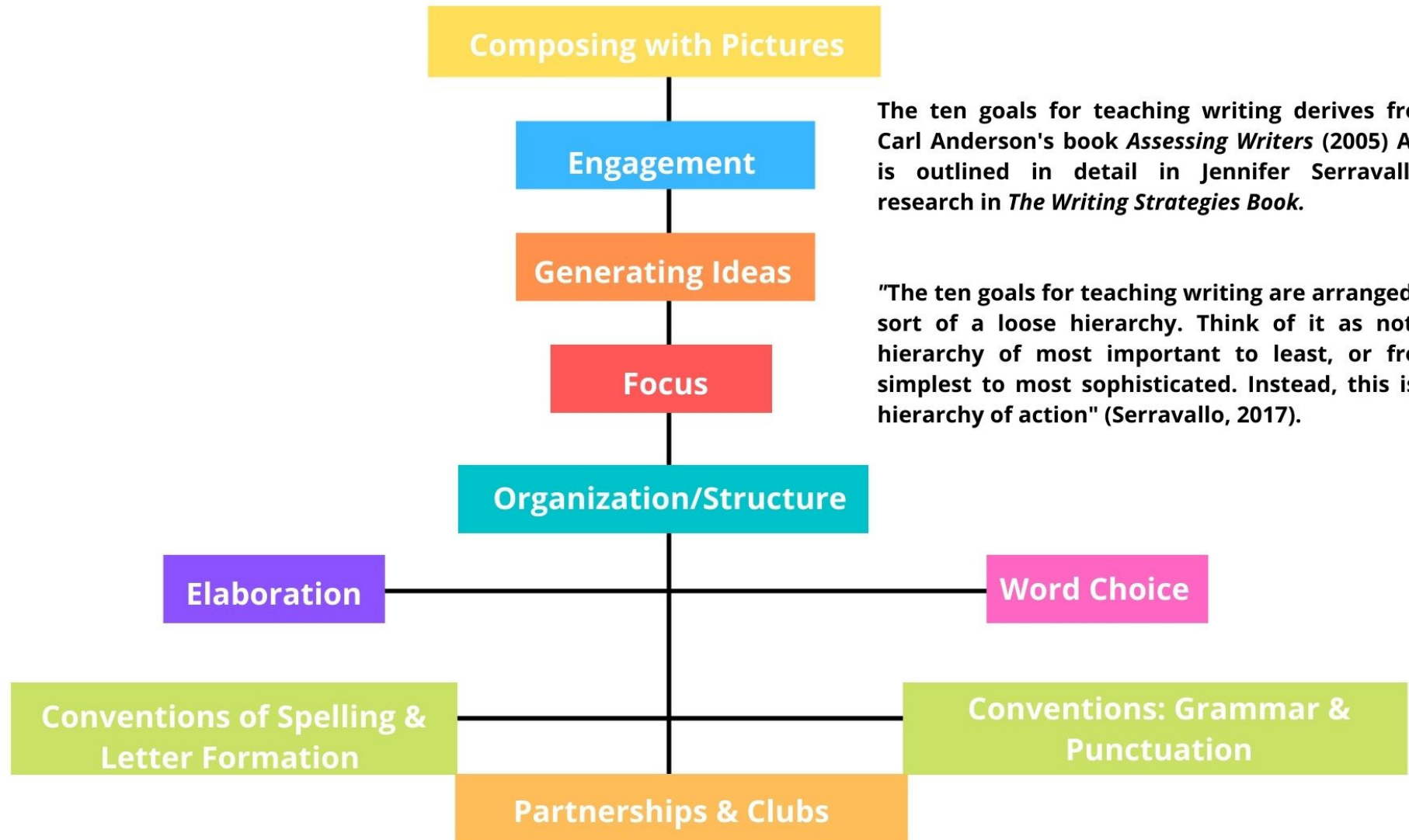
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality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

"AlphaBoxes" is an activity that activates students' prior knowledge about a topic. This graphic organizer can be used to gather or generate words from memory as students are developing ideas around a topic during the prewriting stage. This tool will become a student's own personal word wall, students can add to the AlphaBoxes as they learn more about a topic.

Teachers should model this process and have students practice.

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 / Word Choice

Directions:

This activity can be used to help students gather and generate words surrounding a topic.

Teachers can introduce this strategy as the first step of the prewriting stage. As students are developing ideas, have students write what they know about a topic in the AlphaBox based on the first letter a concept starts with. For example, if students will be writing about sea creatures, students can put as many items in the boxes that relate to this topic: (U-Urchine, W-Whales, C-Coral Reef)

To make sure students are adding as many words as they can, and to facilitate the next step in the writing process, teachers should ask students questions as they are filling in their prewriting tool. This will help to get students thinking about what they will actually write once they are in the drafting stage.

Prompts

Can you add a detail about the words you are using?

Take a look at your words so far. Which words can you use in a sentence?

Do you know more words about that topic?

Do you know enough about this topic to write about it?

Name: _____

ALPHABOX: TOPIC _____

Collect as many words as you can on this topic and place the word in the alphabox.

| | | | | |
|---|---|---|---|-----|
| A | B | C | D | E |
| F | G | H | I | J |
| K | L | M | N | O |
| P | Q | R | S | T |
| U | V | W | X | Y,Z |