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Teaching written language to students who are deaf or hard of hearing

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Teaching Written Language to Students who are Deaf or Hard of Hearing

By

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An Independent Study submitted in partial fulfillment of the requirements for the degree of:

Master of Science in Deaf Education

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Program in Audiology and Communication Sciences

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Approved by:

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Abstract: This Independent Study looked into the effectiveness of the Interactive Writing program in teaching writing to students who are deaf or hard of hearing. The students' writing was assessed based on writing samples and teacher observations.

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There are many people to thank for the completion of this project. This project could not have been possible without the cooperation of the students who participated and their classroom teacher. Thank you to Barbara Lanfer who served as my advisor through this process and everyone who guided me along the way.

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Introduction:

"The act of writing is a cognitive process that involves comprehension of ideas, expressive language, and mechanical skills." (Dorn, Soffos, 2001, p.xi). To skilled and practiced writers the act of writing is a natural, subconscious act. For children developing this skill, it is complicated and incorporates both cognitive and motor capabilities occurring simultaneously.

Writing is not a skill that just develops in the primary school years but rather it has its beginnings in the early stages of life. According to Gunning (2008), "Writing evolves from pre-speech gestures children make and from the language they hear and later use, as well as from developing realization that the spoken word is not the only way to represent reality" (p. 465).

Using Gunning's idea that writing develops from language children hear and use, it would make sense that children who have incomplete access to a language would therefore have problems in the development of written language¹. Children who are deaf or hard of hearing have differing access to sound, which depends on many different factors. If the access to sound was in some way impaired, then access to spoken language would also be affected to some degree. If access to spoken language was impeded then development of written language would also be impacted.

History has shown that students who are deaf or hard of hearing have difficulty with written language and develop writing skills at a slower pace than their hearing peers. Anita, Kreimeyer, & Reed (2005) reported that students who are deaf or hard of hearing score within the low-average range when tested on contextual conventions, contextual language, and story construction.

¹ Written language, in this instance, refers specifically to the ability to translate oral language, English, to a written form.

Armed with the knowledge of the potential deficits in the written language of children who are deaf or hard of hearing, I decided to explore Interactive Writing as a method of teaching writing to this population of students.

Interactive Writing is a program for teaching writing in which the teacher shares and guides the writing process with a group of students as they work together to compose and construct a written message. Interactive Writing supports students in making connections among oral language, writing encountered in reading and written language. (Fountas, McCarrier, & Pinnell 1994).

Interactive Writing is similar to other writing programs in that it stems from topics that are relevant to students. However, it differs in that instead of the teacher acting as a scribe for the students' thoughts, the students are active participants in the construction of the text. The students construct text with and alongside a more experienced and knowledgeable writer, the teacher, who then scaffolds the students writing as they become more adept.

This program has had great success in developing written language skills for children with normal hearing. I have personally observed and implemented Interactive Writing in a general education classroom and saw the positive impact it had on the students' writing. As I considered how to implement this program with students who are deaf or hard of hearing, I set my overall goal to improve the composition and construction of the written language for this unique population of students. I, therefore, posed the question, "Is Interactive Writing an effective program to teach writing to students who are deaf or hard of hearing?"

Interactive Writing is a bridge between written language and oral language and because of this; I believe that Interactive Writing is a viable program for teaching written language to children who are deaf or hard of hearing.

To begin the study, I researched written language in children who are deaf or hard of hearing as well as the Interactive Writing approach. After compiling and organizing the research, I was able to write a review of literature that helped in developing and planning appropriate procedures, which were implemented by a classroom teacher at Central Institute for the Deaf (CID). The Interactive writing lessons were administered to three students, all on kindergarten writing level over a 6-week time period, lasting approximately 20 minutes per lesson. Class themes and units of study were discussed ahead of the implementation of lessons to ensure the lessons were relative and correlated with the curriculum.

Analyzing teacher comments and writing samples from the students throughout the writing program, I gathered that Interactive Writing was a useful method for teaching writing to students who are deaf or hard of hearing. A discussion of the analysis of teacher comments and findings can be found under *results*. "When we work with children in Interactive Writing we can involve them in an experience that expands their language competence while at the same time focusing their attention on the details of print and how it works" (McCarrier et. Al., 2000).

Literature Review: *Written Language of Children who are Deaf or Hard of Hearing*

The ever changing and increasing demands of society on individuals has impacted the educational world and its expectations on children. With increasing educational expectations, fostering and developing early literacy skills is more important than ever. In particular being able to communicate using written language is a fundamental skill for the success of an individual. Coincidentally, for children who are deaf or hard of hearing, early identification raises the educational and language expectations for children to obtain comparable abilities to hearing peers (Mayer, 2007). Both of these factors contribute to the education educators provide for children who are deaf or hard of hearing.

As teachers of the deaf we teach from the premise that there is a connection between language acquisition and literacy development. In order to understand emergent literacy, teachers often break written language development into stages. Mayer (2005) examined the writing of 30 children who were deaf or hard of hearing who were between the ages of four and seven. To analyze the children's writing Mayer employed three levels suggested by Ferreiro (1009): (Level 1) Distinguishing Writing from Drawing, (Level 2) Identifying Properties of Writing, and (Level 3) Connecting Writing to Spoken/Signed Language.

Mayer found that it is at Level 3, Connecting Writing to Spoken/Signed Language, where the writing of children who are deaf begins to look noticeably different from their hearing peers (2007). Level three requires an individual to bring together what they know of face-to-face language (this would be a spoken language for children using the auditory-oral method and ASL or another signed based language) and what they know as far as how print works (Mayer, 2007). As quoted by Williams, "It is at this juncture that hearing children begin to make use of alphabetic principles" (2007).

Karchmer and Mitchell (2003) reported that 75% of all children who are deaf or hard of hearing receive their education in local public schools. A common goal of professionals working with children who are deaf or hard of hearing is to give children age and developmentally appropriate skills in order for them to be equivalent to their hearing peers. Having equivalent writing abilities is no exception. A study by Anita, Reed and Kreimeyer, which looked at the writing of children who are deaf or hard of hearing in public schools, reported that these students score within the low-average range when tested on contextual conventions, contextual language, and story construction. The study also indicated that although approximately half of the students scored in the below- average range, 17 % scored above-average and 32% scored average (2005).

In a literature review of a study conducted by Conway (1985), Williams (2004) looked at the purpose of writing for children who are deaf or hard of hearing. For seven months he observed and collected writing samples of children five to six years of age who were enrolled in a self-contained auditory-oral kindergarten program. Conway suggested that writing is a meaningful activity for children who are deaf, and also fulfills individual as well as socio-cultural purposes alike those of hearing children (Williams, 2004). In other words, writing in itself is a social process that represents a means to communicate a message to someone else and this applies to all children (Dorn, Soffos, 2001).

An important common trend reported in studies and the literature is that children who are deaf or hard of hearing can and do write when given authentic opportunities to do so. The above literature and studies suggest that although children who are deaf or hard of hearing struggle with written language there is commonalty in the development of their written language in comparison to their hearing peers. If development of written language is similar, that may suggest that instructional approaches to teaching writing to children who are hearing may also be

appropriate for children who are deaf or hard of hearing (Willians, 2004). Using this background knowledge I began to research methods of teaching writing to children who are hearing with the intent of implementing a writing program with children who are deaf or hard of hearing.

Literature Review: *Interactive Writing*

The chosen method of teaching writing was Interactive Writing. Interactive Writing was created in 1991 by a research group, which included faculty members from The Ohio State University and teachers from Columbus, Ohio (Fountas, McCarrier, & Pinnell 1994). Interactive writing was developed from Moira McKensie's work with shared writing and from the language experience approach by Ashton- Warner (Collom, Tompkins 2004). During shared writing and language experience the teacher acts as scribe for the students. Interactive Writing differs in that the teacher *and* the students work together to write a text, or as the literature calls it "sharing the pen". This allows the students to take an active role in the writing process while the teacher scaffolds the support given to the students (Button, Jouhnos, & Furgerson 1996).

This writing intervention took place in an auditory-oral school for the deaf where the children's and teacher's communication modality was spoken English. Interactive Writing involves access to and understanding of spoken English, which is yet another reason why Interactive Writing was chosen for this trial period. Interactive Writing allows the children to talk with the teacher about the texts they are writing and by doing this they are expanding their oral language capabilities (Fountas, McCarrier, & Pinnell 1994). Writing has its own language and vocabulary that is used when constructing and composing a text. This method gives students an opportunity to practice and use this language. During Interactive Writing students use their

skills in language, conventions of print, and how words work to create meaningful writing and become competent, independent writers (McCarrier, Imnell, & Fountas, 2000).

Although the literature suggests Interactive Writing to have an impact on students' writing, there have been few studies that report data findings. Interactive Writing is often done in a classroom setting so reported findings are mostly based on teacher observations as well as samples of students' writing.

Wall (2008), incorporated Interactive Writing in the literacy instruction of her third-grade classroom. In addition to making Interactive Writing part of whole-group instruction, Wall utilized this approach with a small group of ELL (English Language Learners) and mainstreamed special education learners. Using Interactive Writing with these groups of learners allowed Wall to tailor the writing instruction based on individual needs. She reported that she saw an increase in the students' level of participation and application of concepts during whole-group interactive writing sessions (Wall, 2008).

An article published in 1996 discussed using Interactive Writing in a kindergarten classroom with children who were hearing but from different linguistic backgrounds. The students were given a dictation task where they were asked to record dictated sentences. The students' mean dictation scores in the spring were 29, which increased from a mean dictation score of 9.8 when tested in the fall. This growth was attributed to the children's ability to hear sounds in words, which had been, practiced daily in Interactive Writing. Along with more knowledge of beginning and ending sounds the children could accurately spell high frequency words (Button et al, 1996).

Wolbers (2008) conducted a study, which looked at the effect of writing instruction that is both balanced and interactive (Interactive Writing) in regards to lower and higher order writing

skills of students who are deaf. The children were given pre and post-test assessments to measure potential growth. The study found that the students made significant gains in regards to primary traits, contextual language, word identifications, and revision.

Methods/Procedures of Interactive Writing:

The implementation of Interactive Writing took place over a six-week period of time in a Primary Department classroom at Central Institute for the Deaf (CID). There were three students in the classroom, all writing at approximately kindergarten level. Lesson plans were written for six days, which spanned fourteen teaching periods over six weeks.

Before writing and implementing the lessons a one and a half hour tutorial was given to the classroom teacher to teach and demonstrate how to use interactive writing. To assess the student's current level in their writing abilities, each of the three students was evaluated based on a writing continuum published by Christopher-Gordon Publications (2001), see appendix 7. Lessons plans were created to integrate the current classroom theme or unit of study (Appendix 1-6). The six lessons were completed in fourteen Interactive Writing sessions because they took more than one day to complete. The lessons were designed and created for the classroom teacher to use as a guideline for implementing the lessons. The classroom teacher wrote comments after every lesson about individual students and her observations about the Interactive Writing lesson as a whole. These comments were analyzed throughout and after the six-week time period.

At the end of the six weeks, the students were assessed on the writing continuum to note possible progress and retention of skills previous to the introduction of the Interactive Writing program.

During Interactive Writing the students and teacher collaborate to create one piece of writing. In a typical lesson the students progress through the following steps guided by a more experienced and knowledgeable writer, the teacher. First, a purpose for writing is established. For less experienced writers the teacher is often the one to establish a purpose for writing but as the students' writing skills develop they take over this task. After the purpose is set, the teacher

guides the students in composing the text where the students decide what they will write, how they will write and where they will write. This includes but is not limited to the words, punctuation, paper, writing utensils, formation of the words on the paper, etc. Once the text is composed the students, again supported by the teacher, take part in constructing the text. This is the actual act of putting pen to paper to form letters and words. During this time the students are able to talk about, practice and develop conventions of print by literally *sharing the pen* with the teacher.

During the six-week intervention at CID the print conventions targeted were beginning and ending sounds, spacing between words and lower case letters. While constructing the text the teacher and students reread and revised the text as necessary. When the text was constructed the teacher revisited the established purpose for writing and summarized what they accomplished in the lesson (McCarrier et. al 2000; Collom, Tompkins 2004).

Throughout the implementation of Interactive Writing there were a few modifications made that were necessary to meet the needs of the students. During Interactive Writing all students participated in conversations about the constructed writing but typically only one student was allowed to write at a time. The writing level of the students was such that the majority needed an extended amount of time to write the letters and words. This left the other students with time that was not productive towards the writing goals of the lesson. In an attempt to capitalize on class time and the current writing targets for the students, they were all given individual white boards. This allowed all the students to practice the letters and words targeted in the text.

Results

Evaluating Current levels:

In order to plan appropriate Interactive Writing lessons the students were evaluated based on a writing continuum published by Christopher-Gordon Publications (2001). The continuum was used to note the current levels of the students in regards to types of texts, content and traits, process, mechanics and conventions, and attitudes and self-evaluation in regards to writing. This continuum, along with teacher suggestions, was used to help plan developmentally appropriate goals for the Interactive Writing lesson. Any progress the students made throughout and/or at the end of the Interactive Writing implementation was noted on the continuum. The implementation of Interactive Writing consisted of eleven, twenty-minute lessons but in that short span of writing instruction there was progress noted for each student. None of the students regressed in their skills and for all of the students' progress was noted overall. The main purpose of using the continuum was to guide in planning and implementing developmentally appropriate goals and lessons.

Teacher comments/observations:

The intent of the teacher comments was to note observations about the students and the lessons. There were a few comments about individual students but most of the comments were about the Interactive Writing lesson as a whole. The comments became a way for the teacher to communicate the logistics of the lesson. For example the teacher noted that when more students had to join the Interactive Writing lessons it was too hard to manage a group of more than three students and make significant progress in the writing lesson. The difficulty in executing the lessons with more than three students could be attributed to many factors. One potential explanation for the difficulty in using this method with more than three students was that the new

students were not familiar with the routine, materials, and task or teacher expectations. The original three students were placed in the target group based on their similarities in writing abilities. The other students joining the lesson had different writing skills than the targeted group. This meant different writing elements were needed to meet their needs. Also, when the number of students increased the number of turns that each student had decreased.

Through the teacher's comments, student behavior was noted throughout the lessons. During the first four to five lessons the teacher noted that when one student came up to write the remaining students' attention tended to wander to other items in and around the classroom environment. Noting the inattentive behavior allowed the adaptation of future lessons to increase student involvement. An idea of allowing all students to have individual white boards to practice on was incorporated into the Interactive Writing lesson. The white boards increased student involvement and the students enjoyed having an opportunity to practice writing.

Another problem reported was the type of dry erase markers used. Originally, the teacher gave the students white board markers that although fine for adults were too thick for the children's fingers to grasp thus, compromising the students' handwriting. This was noted, and thinner dry erase markers were used for the next lesson. The students' handwriting was markedly better.

These observations would not have been something that could have been foreseen. The problems that arose were due to many factors such as the materials, number of students, and writing skills of the students. Only by trial and error were the problems evident and adaptations made to future lessons.

Student Writing Samples:

Writing samples were collected prior to implementing Interactive Writing lessons. Then during the six week trial, more samples of independent writing were taken outside of the formal Interactive Writing time. After the writing samples were collected, they were analyzed for the impact of the Interactive Writing program on each student.

Although all three students received the same Interactive Writing lessons the student writing outcomes were different. A writing sample (Sample A) was taken from Student one before the start of Interactive Writing (Appendix 8). On a sentence strip he wrote a string of uppercase letters, when asked by his teacher what it said he replied that he didn't know. The student understood the behavior of writing, but he didn't know the purpose for why he was writing. Another sample (Sample B) was taken from Student one during the fifth week of interactive writing (appendix 9). The teacher reported that the student made marks on the piece of paper, brought the paper to her, and asked her what it said.

An important piece of Interactive Writing is establishing a purpose for writing. When the students talked about why they were writing and what they were writing, their understanding improved. Although the student used conventional letters in sample A, no observable indication that his writing had meaning was noted. In sample B none of the marks were conventional letters but the student demonstrated an understanding that those marks could mean something by asking the teacher what it said. Between sample A and sample B the student was showing emerging understanding of the critical skill that *what is said can be written and what is written can be said and read*.

During the sessions the classroom teacher introduced lowercase letters to the students. Introducing lowercase letters became one of the targets of the Interactive Writing lessons. Prior to Interactive Writing the teacher had not instructed the students on lowercase letters. All

writing instruction had been done using uppercase letters. A sample (Appendix 10) taken from Student two at the beginning of the program showed that he used mostly uppercase letters with the exception of the letter *r*, which was printed as a lowercase letter. This was discussed and it was decided that because *r* is in the student's name he had become familiar with writing it in lowercase.

A writing sample of Student two (Appendix 11) taken after the completion of thirteen interactive writing lessons showed the student attempting to use other lowercase letters in his writing such as *t* and *n*. The teacher did not prompt the student to use upper or lower case letters, this was an individual choice made by the student.

Student two also showed progress in understanding the concept of spacing between words. It was reported by the teacher that the student's understanding of when and where to place spaces between words was a writing skill that was yet to develop. After the fourteenth lesson the student commented on his own writing saying, "I forgot my spaces". Although the student copied the words and letters from a teacher's model he was able to recognize that he did not include spacing between words (Appendix 12). For this student, having the knowledge to look at his writing objectively and comment on missing elements is an important step in understanding spacing between words and in his overall writing development.

Student three showed no difference in his writing skills pre and post implementation of the Interactive Writing program. There was also no regression of skills noted in the writing samples or from teacher comments. Student three was writing at a kindergarten level but with more skill than students one and two. This student was able to form upper and lower case letters before the start of Interactive Writing and continued to practice and use this skill during the program.

Teacher Interview:

After the completion of the Interactive Writing lessons the teacher was interviewed about her thoughts on the effectiveness of the program. One concern of implementing this program with students who are deaf or hard of hearing is the use of oral language. The teacher commented that the language used when talking about writing was never an issue with the students and no misunderstanding or communication breakdowns were observed. The lack of issues regarding the use of language during this program could be due to the training of the teacher and her familiarity with the students in their daily communication. The teacher also used consistent and similar language when talking about the writing.

Other factors considered are higher language ability of the students and that the critical concept of above and below had been introduced before the writing program was executed. Understanding above and below helped the students understand the language used to discuss writing appropriately within the lines on the paper. Such as, "Write the letter above the line" or "Write the letter below the middle line".

The teacher also commented that the Interactive Writing instruction was helpful in providing instruction for lowercase letters for students one and two. Previous to this instruction the students had received no lowercase letter instruction. There was also concern that the students might be hesitant to write in front of their fellow students. During the Interactive Writing lessons the students showed no signs of distress when writing in front of peers. In the fifth and six lesson of Interactive Writing, one student began to comment on his own writing. In reference to letters he wrote, the teacher reported Student one saying, "I like that one, I like it, it's

cute". The student's ability to look objectively at his writing and "pick out" the good letters is a beginning stage of self-correction and revision.

In the interview the teacher discussed the attitude of the students during the writing program. The teacher reported an overall good attitude when it came to the obligated writing time and the students were documented asking if it was time for writing. It is important that students feel comfortable and enjoy writing because learning to write is a complicated task.

A concern of the teacher stated in the interview was the amount of time that went into establishing a routine and expectations for the students during Interactive Writing. It was not until the last five lessons that the teacher felt that the students were comfortable enough with the routine and the materials to focus most of their attention on the writing task.

Overall, based on student writing samples and teacher reports this program did prove helpful in supporting the writing development of the students.

Recommendations:

This program was successful in developing the writing skills of two students and helped maintain the writing skills of the third student. This is evident through teacher comments, interview and the students' writing samples. This program is recommended to be used with students who are deaf or hard of hearing with the following considerations:

- ♦ Pre-teach:
 - ♦ Vocabulary
 - ♦ Language consistently used to discuss writing
- ♦ Think through expectations of student behavior during this writing time
- ♦ Establish and practice expectations in the beginning before implementing this program.
- ♦ Group students who have similar writing goals/abilities.
- ♦ Use Interactive Writing in correlation with other methods to provide balanced literacy instruction.
- ♦ Be aware of the attention span of the students and correlate that with the length of the lesson.

An invaluable resource in understanding and implementing Interactive Writing in a classroom is *Interactive Writing: How Language and Literacy Come Together, K-2* by Andrea McCarrier, Gay Su Pinnell and Irene C. Fountas (2000). This book is recommended as a resource if implementing Interactive Writing in a classroom.

Based on the outcomes of this trial period of Interactive Writing with students who are deaf or hard of hearing, there are recommendations for future study in this area. Suggestions include examining the use of this program with students who have different writing abilities then

the target group as well as evaluating the outcomes of this program with students who are at a lower language level. Furthermore, because this trial was only fourteen lessons over a six-week period of time, another recommendation would be for a trial period of a longer amount of time.

Conclusion:

The ability to write is a developed skill, which involves many elements. For some children acquiring this skill is difficult and challenging. Writing is the highest level of communication and is a critical skill to develop and foster. Interactive Writing incorporates many elements of writing while supporting the learner in a non-threatening way to allow the students to develop writing skills alongside a more experienced writer. This writing program did work with children who are deaf or hard of hearing in an auditory-oral program.

As society's demands increase, expectations for students increase. The ability to write is a crucial skill needed to be successful. As teachers of the deaf it is important to have the ability to teach writing using multiple techniques and strategies to meet differing needs of students. Writing is yet another form of communication and gives the ability to share thoughts and ideas with others; it is in fact, the ability to create meaning.

Appendix 1:**Plans for Interactive Writing**

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
Day: 1 Date: - Time: -		<p>Develop a first name chart with the children in the class.</p> <p>Purpose: -Having a list of everyone will be very helpful. -We can use it for a lot of things: attendance, invitations, its important to know our friends' names, it can help us spell and write other words.</p> <p>Composing the text: We are going to the use alphabet chart to help us write the names from A to Z. <i>Prompts:</i> What is the first letter of the Alphabet? What letter comes after A? What sound/s does A make? Whose name starts with the /a/ /a-e/ sound? <i>Starting at the beginning of the alphabet, write students' names alphabetically. Make sure to write in a list format and capitalize the beginning letters.</i></p> <p>Reinforcing Written Conventions: -Correct mistakes -Conventional spelling -Left to right progression -Writing on the line -Capitalize letters of names</p> <p>Re-Read the text:</p>	<p>-Resource in the process of analogy.</p> <p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words</p>

		<p><i>-Make sure to re-read the text after each word is added.</i></p> <p><i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning:</p> <p>-Today we wrote everyone's name in our class. Now, when you are writing you can use this to spell each other's names. Where else can you look to find names in our classroom?</p> <p>Example of discourse:</p> <p>T: Whose name starts with A?</p> <p><i>CH: Andrew</i></p> <p>T: Listen for the sounds you hear in the first part. <i>An</i></p> <p>CH: A- N</p> <p>T: That is what I hear too. Who would like to write the first part of Andrew's name?</p> <p>T: Are we going to start Andrew's name with a capital letter or a lowercase letter?</p> <p><i>Child write An on the paper.</i></p> <p>T: Lets find out what sounds are in the second part of Andrew's name.</p> <p><u><i>Variation:</i></u> Writing a list of all students' names the Primary Department.</p>	
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Appendix 2:

Plans for Interactive Writing

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
<p>Day: 2,3</p> <p>Date: -</p> <p>Time: -</p>		<p>Make a Big Book of the students in the class.</p> <p>Purpose: -We have a lot of visitors who come into the school. We want them to be able to know different things about us; our names, favorite food, something we like to do. We are going to make a book about all of you. Everyone can have their own page. Alternative: This will help us practice the new kind of writing we do when we all share a marker and write. <i>Students can help write each other's pages. A sample page can be seen below.</i></p> <p>Composing the text: What would you like to put in a book about you? Your name? Would you like to put your favorite food? Favorite sport? Favorite game?</p> <p><i>Prompts:</i> Does anyone know what _____ starts with? What sound do you hear in the beginning of _____? What to you have to put between words? Can you start a new word right next to the word you just wrote? Do you know how to write that letter? How do you write that letter? What sound do you hear at the end of the word? Do you hear any other sounds in that word?</p>	<p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words</p>

		<p>Reinforcing Written Conventions: <i>-Correct mistakes</i> <i>-Conventional spelling</i> <i>-Left to right progression</i> <i>-Writing on the line</i> <i>-Capitalize letters of names</i></p> <p>Re-Read the text: <i>-Make sure to re-read the text after each word is added.</i> <i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning: -Today we made a book about all of you. When somebody new comes into our classroom they will be able to read the book and learn about you. Where do you think a good place would be to keep the book?</p> <p>Example of discourse: T: What is your favorite food? CH: Macaroni and Cheese. T: Macaroni and Cheese. <i>Count out words on finger.</i> T: What is the first word? C: Macaroni. T: Macaroni. What does macaroni start with/ what sound do you hear in the beginning? C: M, /m/ T: Who would like to write the M?</p> <div data-bbox="522 1381 932 1835" style="border: 1px solid black; padding: 10px;"> <p>My name is _____.</p> <p>(Students Draw Picture of themselves)</p> <p>My favorite food is _____.</p> <p>I like to _____.</p> </div>	
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		<i>Variation: Students can come up with other topics such as their favorite color, their favorite book, etc...</i>	
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Appendix 3

Plans for Interactive Writing

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
<p>Day:</p> <p>Date: -</p> <p>Time: -</p>		<p>Make a survey question. **The question should be the only thing put on the sentence strip. After you are done writing the question put the sentence strip on a bigger piece of paper and invite other classes/ students to answer the question. If this is too much, just have your kids write the vegetable they like to eat.</p> <p>Purpose: -We are going to be learning about how to keep our bodies strong. -One way to keep our bodies strong is to eat good foods. I wonder how many people in the school like to eat vegetables. We are going to write a question asking people what kind of vegetables they like. When people walk by they can write their favorite vegetable. (After you write the question the kids can write what vegetable they like).</p> <p>Composing the text: What question should we ask? We want to know what vegetables our friends like to eat so lets ask them a question. How would you find out what kinds of vegetables your friend will eat? We could ask our friends... what kind of vegetable...(do you like to eat)? **Sample questions: <i>What is your favorite vegetable?</i></p>	<p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words -introducing lower case letters</p>

		<p><i>What vegetable do you like to eat?</i></p> <p><i>Prompts:</i> <i>Does anyone know what _____ starts with?</i> <i>What sound do you hear in the beginning of _____?</i> <i>What do you have to put between words?</i> <i>Can you start a new word right next to the word you just wrote?</i> <i>Do you know how to write that letter?</i> <i>How do you write that letter?</i> <i>What sound do you hear at the end of the word?</i> <i>Do you hear any other sounds in that word?</i></p> <p>Reinforcing Written Conventions: <i>-Correct mistakes</i> <i>-Conventional spelling</i> <i>-Left to right progression</i> <i>-Writing on the line</i> <i>-Capitalize letters of names</i></p> <p>Re-Read the text: <i>-Make sure to re-read the text after each word is added.</i> <i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning: <i>-We asked the question ..." ". What kinds of vegetables do you think your friends will put up here? I wonder if anyone will like corn? I wonder if anyone will like broccoli? Where should we hang our question so people will see it?</i></p> <div data-bbox="522 1501 954 1789" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>What is your favorite vegetable?</p> </div>	
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		<i>Variation: Depending how you feel about the time, allow the students to put what types of vegetables they like to eat on the paper. At your convenience invite other classes or students to answer the question.</i>	
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Appendix 4

Plans for Interactive Writing

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
<p>Day:</p> <p>Date: -</p> <p>Time: -</p>		<p>Make a list: You are doing sports so I thought it would be interesting for the kids to make a list and brainstorm all kinds of sports. They wouldn't have to write a sentence unless they wanted to but I thought it could be something like this....</p> <div data-bbox="518 890 945 1438" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Sports</p> <p style="text-align: center;">soccer football basketball</p> </div> <p>As you learn about different sports throughout the week you can add them to the list. I thought a list would help you as you progress through the week. (I hope that isn't assuming too much) It could also serve to categorize or even remember the sports they already know and you talk about throughout the week.</p> <p>Purpose: -This week we are going to be talking about sports. There are a lot of different kinds of sports. Sometimes it is hard to remember all</p>	<p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words -introducing lower case letters</p>

		<p>the different kinds of sports. Is there something we could make to help us remember? <i>Lead them to a list. They don't have to understand 'list' because they will be part of the process of making one. You could relate a list to what mommy or daddy takes to the store so they don't forget anything.</i></p> <p>We are going to make a list to help us remember all the sports we learn about this week.</p> <p>Composing the text: We are going to make a list of all the sports we know. What should every list have? <i>Title</i> We need a title for our list. What is our list about? <i>Sports</i> What sports do you want to put on the list? Where should we start writing our list?</p> <p>**Sample questions: <i>What is your favorite sport?</i> <i>What sport do you like to play?</i> <i>What sport do you play in the gym?</i> <i>Do you watch any sport on tv?</i></p> <p>Prompts: <i>Does anyone know what _____ starts with?</i> <i>What sound do you hear in the beginning of _____?</i> <i>What do you have to put between words?</i> <i>Can you start a new word right next to the word you just wrote?</i> <i>Do you know how to write that letter?</i> <i>How do you write that letter?</i> <i>What sound do you hear at the end of the word?</i> <i>Do you hear any other sounds in that word?</i></p> <p>Reinforcing Written Conventions: -<i>Correct mistakes</i> -<i>Conventional spelling</i> -<i>Left to right progression</i> -<i>Writing on the line</i> -<i>Capitalize letters of names</i></p> <p>Re-Read the text: -<i>Make sure to re-read the text after each word</i></p>	
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		<p><i>is added.</i></p> <p><i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning:</p> <p>-I think the list will really help us this week. Look at all the sports we already know. If we learn about a new sport this week we can add it to our list.</p> <p>- If you have time, you can talk about parts of words that are the same such as: basketball and football... "Look they both end in ball"...</p>	
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Appendix 5

Plans for Interactive Writing

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
<p>Day:</p> <p>Date: -</p> <p>Time: -</p>		<p>Make a poster/sign: The students will make a poster/sign about a sport of their choice. The poster will be displayed for others to read or for them to read to others.</p> <p>Purpose: -Yesterday, we made a list of all different kinds of sports. We want to teach other people what we know about sports. Is there something we could make to show people what we know about sports? <i>Lead the kids to the idea of a poster/sign.</i> We can make a poster about a sport then hang it up so people can read all about a sport. You can show (or read) your friends your poster and they will learn all about _____.</p> <p>Example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 5px;"><i>(Basketball)</i></div> <div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 5px;"><i>(picture)</i></div> <div style="border: 1px solid black; padding: 5px;"> <p>Where do you play? <i>(sentence strip)</i></p> <p>What do you use to play? <i>(Sentence strip)</i></p> <p>Who do you play with? <i>(Sentence strip)</i></p> <p>What do you wear? <i>(Sentence Strip)</i></p> </div> </div>	<p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words -introducing lower case letters</p>

		<p>Composing the text: What sport should we put on our poster? What should every poster have? <i>Title</i> What should the title be? Where do you play basketball? Do you play basketball inside or outside? What do use to play? You can't play basketball without a... Who do you play basketball with? Do you play basketball by yourself? Do you play basketball with a team? What do you year when you play basketball?</p> <p>Remember *The students don't have to write every letter. Only the part of the word you are targeting. You can write most of, part of, none of, or all of a word. * the students don't have to use complete sentences (unless that is something you want to work on). You can have one or two-word answers- do whatever works best for you and your students.</p> <p><i>Prompts:</i> Does anyone know what _____ starts with? What sound do you hear in the beginning of _____? What to you have to put between words? Can you start a new word right next to the word you just wrote? Do you know how to write that letter? How do you write that letter? What sound do you hear at the end of the word? Do you hear any other sounds in that word?</p> <p>Reinforcing Written Conventions: -Correct mistakes -Conventional spelling -Left to right progression -Writing on the line -Capitalize letters of names</p> <p>Re-Read the text:</p>	
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		<p><i>-Make sure to re-read the text after each word is added.</i></p> <p><i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning: You know a lot about _____.</p> <p><i>Summarize poster.</i> Where should we hang our poster so people can see? Make sure to show your friends your poster. You can read it to them and they will learn all about _____.</p>	
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Appendix 6

Plans for Interactive Writing

Before you begin, do you have...?

- ✓ Something to write on
- ✓ Pointer/pencil
- ✓ Markers
- ✓ Correction tape

Date	Materials	Description of Lesson	Elements
Day: Date: - Time: -		<p>Make Title/Label The students will make a title (<i>Spring</i>) for pictures they will draw of Spring.</p> <p>Purpose: -Today, we learned about Spring. We are going to draw a picture about spring so we have to make a title for our pictures so people will know what we colored.</p> <p>Composing the text: What sound do you hear at the beginning of spring? Do you use a capitol letter or lower case letter when you write a title? Where should we start writing our title? What sound do you hear at the end of spring?</p> <p>-They might enjoy making the title different colors like a rainbow.</p> <p>Remember *The students don't have to write every letter. Only the part of the word you are targeting. You can write most of, part of, none of, or all of a word. * the students don't have to use complete sentences (unless that is something you want to work on). You can have one or two-word answers- do whatever works</p>	<p>Targets: -Beginning sounds (might emphasize ending sounds) - spacing between words -introducing lower case letters</p>

		<p>best for you and your students.</p> <p><i>Prompts:</i> <i>Does anyone know what _____ starts with?</i> <i>What sound do you hear in the beginning of _____?</i> <i>What do you have to put between words?</i> <i>Can you start a new word right next to the word you just wrote?</i> <i>Do you know how to write that letter?</i> <i>How do you write that letter?</i> <i>What sound do you hear at the end of the word?</i> <i>Do you hear any other sounds in that word?</i></p> <p>Reinforcing Written Conventions: <i>-Correct mistakes</i> <i>-Conventional spelling</i> <i>-Left to right progression</i> <i>-Writing on the line</i> <i>-Capitalize letters of names</i></p> <p>Re-Read the text: <i>-Make sure to re-read the text after each word is added.</i> <i>-Re-read the text chorally, after it is completed.</i></p> <p>Summarize the Learning: Now we have a title for our pictures... what do you think you will be in your picture about spring? Where do you think we should put our title and pictures?</p>	
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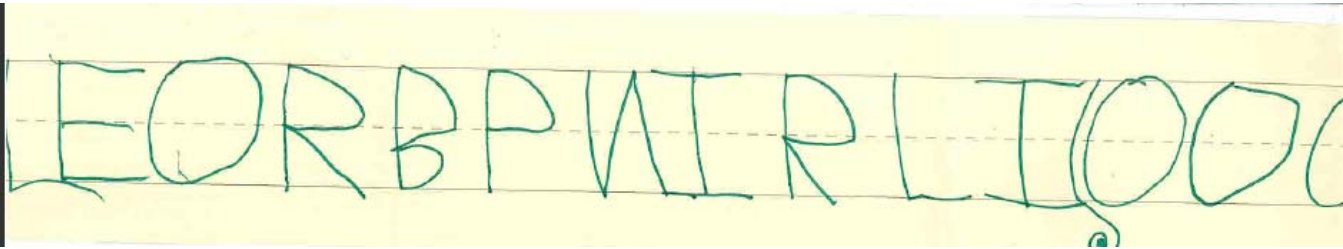
Appendix 7: Writing Continuum, Copyright © 2001 Christopher-Gordon Publishers

WRITING CONTINUUM

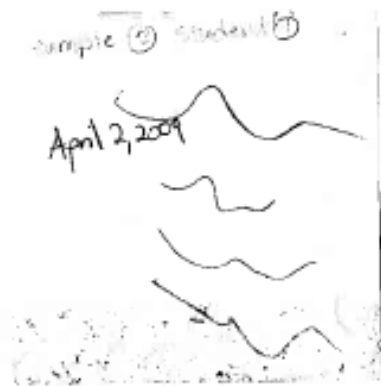
Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> <input type="checkbox"/> Roles primarily on pictures to convey meaning. <input type="checkbox"/> Begins to label and add "words" to pictures. <input type="checkbox"/> Writes first name. <input type="checkbox"/> Demonstrates awareness that print conveys meaning. <input type="checkbox"/> Makes marks other than drawing on paper (scribbles). <input type="checkbox"/> Makes random recognizable letters to represent words. <input type="checkbox"/> Talks about own pictures and writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses pictures and print to convey meaning. <input type="checkbox"/> Writes words to describe or support pictures. <input type="checkbox"/> Copies signs, labels, names, and words (noncommittal print). <input type="checkbox"/> Demonstrates understanding of letter/sound relationship. <input type="checkbox"/> Prints with upper case letters. <input type="checkbox"/> Matches letters to sounds. <input type="checkbox"/> Uses beginning consonants to make words. <input type="checkbox"/> Uses beginning and ending consonants to make words. <input type="checkbox"/> Pretends to read own writing. <input type="checkbox"/> Sees self as writer. <input type="checkbox"/> Takes risks with writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes 1-2 sentences about a topic. <input type="checkbox"/> Writes names and familiar words. <input type="checkbox"/> Generates own ideas for writing. <input type="checkbox"/> Writes from top to bottom, left to right, and front to back. <input type="checkbox"/> Experiments with upper and lower case letters. <input type="checkbox"/> Experiments with capitalization. <input type="checkbox"/> Begins to use spacing between words. <input type="checkbox"/> Shows growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. <input type="checkbox"/> Spells words on the basis of sounds without regard for conventional spelling patterns. <input type="checkbox"/> Uses beginning, middle, and ending sounds to make words. <input type="checkbox"/> Begins to read own writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes several sentences about a topic. <input type="checkbox"/> Writes about observations and experiences. <input type="checkbox"/> Writes short nonfiction pieces (simple facts about a topic) with guidance. <input type="checkbox"/> Chooses own writing topics. <input type="checkbox"/> Reads own writing and notices mistakes with guidance. <input type="checkbox"/> Revises by adding details with guidance. <input type="checkbox"/> Uses spacing between words consistently. <input type="checkbox"/> Forms most letters legibly. <input type="checkbox"/> Uses phrases that self and others can read. <input type="checkbox"/> Uses phonetic spelling to write independently. <input type="checkbox"/> Spells simple words and some high frequency words correctly. <input type="checkbox"/> Begins to use periods and capital letters correctly. <input type="checkbox"/> Shares own writing with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes short fiction and poetry with guidance. <input type="checkbox"/> Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. <input type="checkbox"/> Writes with a central idea. <input type="checkbox"/> Writes using complete sentences. <input type="checkbox"/> Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. <input type="checkbox"/> Begins to recognize and use interesting language. <input type="checkbox"/> Uses several proofreading strategies (e.g., web, brainstorm) with guidance. <input type="checkbox"/> Listens to others' writing and offers feedback. <input type="checkbox"/> Begins to consider suggestions from others about own writing. <input type="checkbox"/> Adds description and detail with guidance. <input type="checkbox"/> Edits for content and punctuation with guidance. <input type="checkbox"/> Publishes own writing with guidance. <input type="checkbox"/> Writes legibly. <input type="checkbox"/> Spells most high frequency words correctly and moves toward conventional spelling. <input type="checkbox"/> Identifies own writing strategies and sets goals with guidance.
<ul style="list-style-type: none"> <input type="checkbox"/> Writes about feelings and opinions. <input type="checkbox"/> Writes fiction with clear beginning, middle, and end. <input type="checkbox"/> Writes poetry using carefully chosen language with guidance. <input type="checkbox"/> Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. <input type="checkbox"/> Begins to use paragraphs to organize ideas. <input type="checkbox"/> Uses strong verbs, interesting language, and dialogue with guidance. <input type="checkbox"/> Seeks feedback on writing. <input type="checkbox"/> Revises for clarity with guidance. <input type="checkbox"/> Revises to enhance ideas by adding description and detail. <input type="checkbox"/> Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. <input type="checkbox"/> Edits for punctuation, spelling, and grammar. <input type="checkbox"/> Publishes writing in polished format with guidance. <input type="checkbox"/> Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. <input type="checkbox"/> Uses commas and apostrophes correctly with guidance. <input type="checkbox"/> Sets criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies) and dialogue with guidance. <input type="checkbox"/> Develops characters in stories with guidance. <input type="checkbox"/> Writes poetry using carefully chosen language. <input type="checkbox"/> Begins to experiment with sentence length and complex sentence structure. <input type="checkbox"/> Varies leads and endings with guidance. <input type="checkbox"/> Uses description, details, and similes with guidance. <input type="checkbox"/> Uses dialogue with guidance. <input type="checkbox"/> Uses a range of strategies for planning writing. <input type="checkbox"/> Adapts writing for purpose and audience with guidance. <input type="checkbox"/> Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. <input type="checkbox"/> Incorporates suggestions from others about own writing with guidance. <input type="checkbox"/> Edits for punctuation, spelling, and grammar with greater precision. <input type="checkbox"/> Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. <input type="checkbox"/> Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes persuasively about ideas, feelings, and opinions. <input type="checkbox"/> Creates plots with problems and solutions. <input type="checkbox"/> Begins to develop the main characters and describe detailed settings. <input type="checkbox"/> Begins to write organized and fluent nonfiction, including simple bibliographies. <input type="checkbox"/> Writes cohesive paragraphs including reasons and examples with guidance. <input type="checkbox"/> Uses transitional sentences to connect paragraphs. <input type="checkbox"/> Varies sentence structure, leads, and endings. <input type="checkbox"/> Begins to use descriptive language, details, and similes. <input type="checkbox"/> Uses voice to evoke emotional response from readers. <input type="checkbox"/> Begins to integrate information on a topic from a variety of sources. <input type="checkbox"/> Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). <input type="checkbox"/> Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. <input type="checkbox"/> Selects and publishes writing in polished formal independently. <input type="checkbox"/> Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. <input type="checkbox"/> Begins to set goals and identify strategies to improve writing in different genres. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes in a variety of genres and forms for different audiences and purposes independently. <input type="checkbox"/> Creates plots with a climax. <input type="checkbox"/> Writes organized, believable settings and characters in stories independently, including bibliographies with correct format. <input type="checkbox"/> Writes cohesive paragraphs including supportive reasons and examples. <input type="checkbox"/> Uses descriptive language, details, similes, and imagery to enhance ideas independently. <input type="checkbox"/> Begins to use dialogue to enhance character development. <input type="checkbox"/> Incorporates personal voice in writing with increasing frequency. <input type="checkbox"/> Integrates information on a topic from a variety of sources independently. <input type="checkbox"/> Constructs charts, graphs, and tables to convey information when appropriate. <input type="checkbox"/> Uses proofreading strategies effectively to organize and strengthen writing. <input type="checkbox"/> Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. <input type="checkbox"/> Incorporates suggestions from others on own writing independently. <input type="checkbox"/> Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. <input type="checkbox"/> Writes cohesive, fluent, and effective poetry and fiction transitions. <input type="checkbox"/> Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). <input type="checkbox"/> Revises dialogue effectively into stories. <input type="checkbox"/> Develops plots, characters, setting, and mood (literary elements) effectively. <input type="checkbox"/> Begins to develop personal voice and style of writing. <input type="checkbox"/> Revises through multiple drafts independently. <input type="checkbox"/> Seeks feedback from others and incorporates suggestions in order to strengthen own writing. <input type="checkbox"/> Publishes writing for different audiences and purposes in polished formal independently. <input type="checkbox"/> Internalizes writing process. <input type="checkbox"/> Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently. <input type="checkbox"/> Writes with confidence and competence on a range of topics independently. <input type="checkbox"/> Perseveres through complex or challenging writing projects independently. <input type="checkbox"/> Sets writing goals independently by analyzing and evaluating own writing.
<ul style="list-style-type: none"> <input type="checkbox"/> Types of Texts <input type="checkbox"/> Process <input type="checkbox"/> Content and Traits 	<ul style="list-style-type: none"> <input type="checkbox"/> Mechanics and Conventions <input type="checkbox"/> Attitude and Self-Evaluation 	<ul style="list-style-type: none"> <input type="checkbox"/> Proficient Ages 10–13 	<ul style="list-style-type: none"> <input type="checkbox"/> Connecting Ages 11–14 	<ul style="list-style-type: none"> <input type="checkbox"/> Independent

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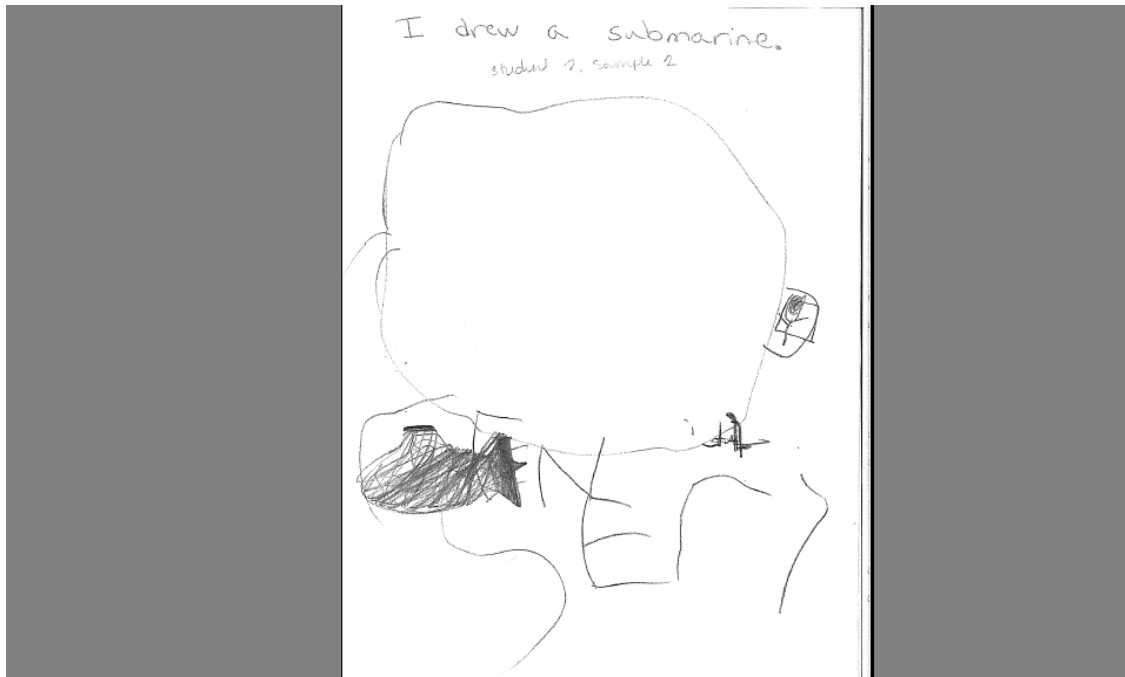
Appendix 8: Student one; sample A- sentence strip



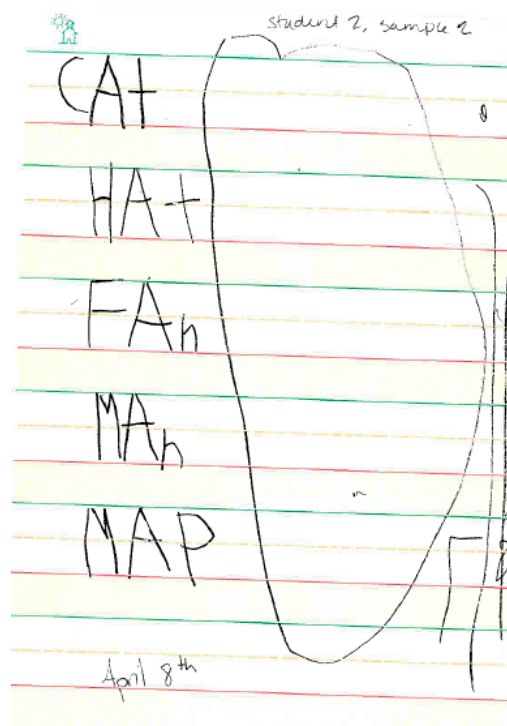
Appendix 9: Student one; sample B- sticky note



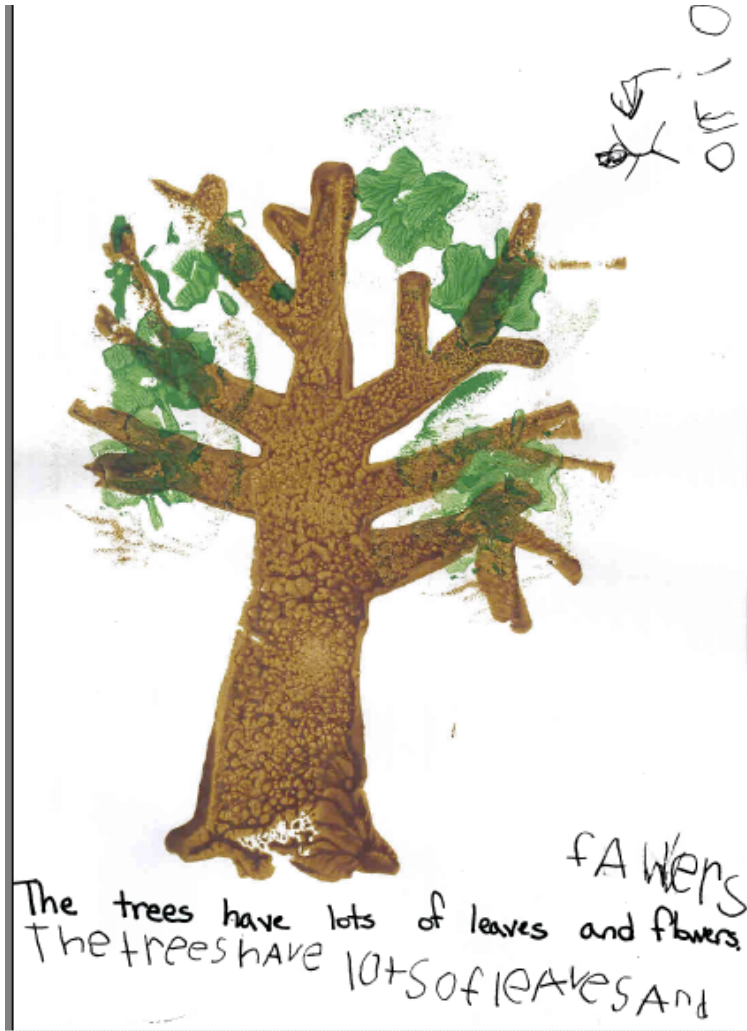
Appendix 10: Student two; sample C- transportation picture



Appendix 11: Student two; sample D - spelling test



Appendix 12: Student two; sample C - picture/writing of tree



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