

**Teaching Effective Multisensory Writing Strategies**

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**Teaching Writing Skills: Approach**

- provides multi-sensory activities
- provides a systematic approach
- teaches writing skills in small pieces then puts the skills together to meet the ultimate objective of a complete, well written piece
- can easily be aligned to curricular goals and to district or state or national standards.

**Teaching Writing Skills**

- School districts and state standards note **WHAT** students should learn
- strategies and tools provide the **HOW**

**Planning and Instruction**

- Writing instruction **IS NOT ONLY** the teaching of handwriting, grammar correction, spelling errors, punctuation rules, capitalization, journal writing, daily oral language (DOL), or copying sentences off the board.
- Effective writing instruction **requires** carefully planned explicit instruction

**Meta-Analysis of Research: Effective Writing Instruction:**

1. Writing Strategies	Prewriting
2. Summarization	8. Inquiry Activities
3. Collaborative Writing	9. Writing Process
4. Specific Product Goals	10. Study of Models
5. Word Processing	11. Writing for Content
6. Sentence Combining	Learning

**Writing Tools**

- ensure that students have the skills they need to become successful, independent readers and writers through:
- demonstration and explicit instruction
- guided lessons using models of good writing
- frequent practice and application.

### Writing to Improve Reading and Listening Comprehension

- Many students have difficulty sustaining focus while reading and do not interact with the text because they don't know how. The strategies presented will increase students' reading and listening comprehension by teaching them to:
  - ask questions
  - make comments
  - discover connections
  - make predictions
  - share feelings
- all which empowers students to read/write with confidence.

### Responding to the Text

- Responding to the text strategies are quick, effective methods for keeping students active as they listen or read. Once learned, they can be used across content areas.

### Free Response

- What traits about a character(s) do I like or not like?
- What feelings do I have as I read or listen to the story?
- What makes this a good story or not a good story?
- What part(s) of the story will I remember or discuss with others? Write about? Ask questions about?
- Are there other stories that are similar to this story?
- What do I already know about this topic?
- What am I learning that is new? How will this help me?
- What is interesting about this information?

### Free Response

- Feelings
- Connections
- Comments
- Predictions
- Questions

### Response Starters

- |              |                 |
|--------------|-----------------|
| After        | I'm sure        |
| Although     | I'm surprised   |
| An important | If              |
| Because of   | In my opinion   |
| Before       | Maybe           |
| I believe    | The problem     |
| I question   | This reminds me |
| I think      | When            |

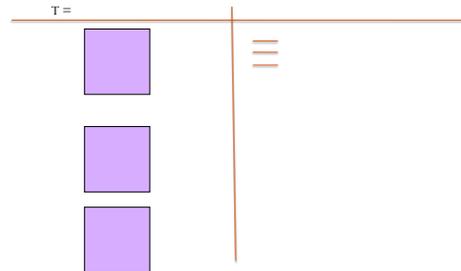
### TWO COLUMNS: ACTIVITY

LET'S TRY ONE!

## FREE RESPONSE WITH PICTURES

- GRAPHIC ORGANIZERS
  - Students sketch in four squares as you read the story
  - Students then jot down words, phrases, comments

## Using Quick Sketch to Improve Listening & Reading Skills



## Quick Sketch Activity

YOUR TURN!

## WRITING SUMMARIES

NEXT STEP

## What is a Summary?

A summary is a **short restatement** of the main points of articles, stories, films, or chapters in a textbook.

The purpose of a summary is to **share the key ideas** with your reader. It does **NOT** contain opinions and rarely contains a conclusion.

## EXAMPLE OF SUMMARY

### Bats in the Dark

The article about bats explains how bats see in the dark. Bats use their eyes and their ears to help them see. When a bat squeals, it makes a loud noise. The noise then hits objects like walls or trees. When the noise hits the wall or the tree, it bounces. The bouncing noise comes back to the bat. The bat is safe and will not fly into the wall or tree.

### Four Step Summary Paragraph

- Step 1: Write a three part IVF topic sentence using the burrito fold
- Step 2: Copy the complete topic sentence
- Step 3: Create a fact outline
- Step 4: Write a final summary paragraph using the fact outline

### SUMMARY TOPIC SENTENCE

IDENTIFY THE ITEM	VERB IT	FINISH THE THOUGHT
<ul style="list-style-type: none"> <li>• What is the text?</li> <li>• What type of text is it?</li> <li>• Who is the author?</li> </ul>	ACTION WORD	<ul style="list-style-type: none"> <li>• What is the big idea?</li> <li>• What is the big concept?</li> <li>• What is the main idea?</li> </ul>

### Identify the Item

- IDENTIFY THE ITEM
- What is the text?
- What type of text is it?
- Who is the author?

I	V	F
Cinderella		
Fairy tale		
Brothers Grimm		

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### VERB

compares   explains   presents  
 defines   gives   shows  
 describes   lists   tells

I	V	F
Cinderella	describes	
fairytale		
Brothers Grimm		

### Finish The Thought

- Finish it!
- What is the big idea?
- What is the big concept?
- What is the main idea?

I	V	F
Cinderella	describes	how a young girl goes from rags to riches
fairytale		

### Write a Real Sentence

I	V	F
<i>Cinderella</i>	describes	how a young girl goes from rags to riches
fairytale		
Brothers Grimm		

The fairytale, *Cinderella*, by the Brothers Grimm, describes how a young girl goes from rags to riches.

### Oral Summary Verbs

describes      tells      explains

describes      Suggestion:  
Make a poster!

### Oral Summary Topic Sentences

The story, *Goldilocks*, and the *Three Bears*,      tells      how *Goldilocks* was surprised at the bears' house

### Fact Outline: Step 3

Write a 3 part summary sentence.  
Identify the item.    Verb    Finish your thought.

Copy the sentence so it looks like a real sentence.

Write the facts

- 
- 
- 

### Fact Outline: Step 3

Write a 3 part summary sentence.  
Identify the item.    Verb    Finish your thought.

*Cinderella*      describes      how a girl's life goes from rags to      riches

fairytale  
Brothers Grimm

**Copy the sentence so it looks like a real sentence.**  
The fairytales, *Cinderella*, by the Brothers Grimm, shows how a girl's life goes from rags to riches.

**Write the facts**

- forced into chores
- fairy godmother
- dances with princes
- shoe fits
- marries prince

### *Cinderella*: A Summary

The fairytale, *Cinderella*, written by the Brothers Grimm, describes how a young girl's life goes from rags to riches. Cinderella spent much of each day performing chores for her mean stepmother and her two ugly stepsisters. A fairy godmother arrived and granted Cinderella's wish to attend the prince's ball. Dressed in a beautiful gown, Cinderella arrived at the ball and caught the attention of the prince. They danced much of the night, but when midnight came, Cinderella ran and lost her slipper. The prince searched the kingdom and found that Cinderella's foot fit in the slipper. To the surprise of the ugly stepsisters, the prince married Cinderella, and they spent the rest of their life living happily ever after.

### Let's Try One

Write a 3 part summary sentence.

Identify the item. Verb Finish your thought.

Copy the sentence so it looks like a real sentence.

Write the facts

- 
- 
- 

### Mastering Vocabulary

- A strong vocabulary is essential for student success in reading and in writing. A student's understanding of academic vocabulary is one of the strongest indicators of academic success. Successful high school students have four times the vocabulary as their less successful counterparts.
- To master new vocabulary, students must not only learn the definition, but must apply the new word in a variety of ways.

### Breaking Down Definitions

**STEP 1:** Using paper folded into thirds, write the word in the left column

**STEP 2:** Begin breaking down the definition by finding the category. Write the category next to a dash in the middle column

**STEP 3:** Add the rest of the information in the definition next to the bullets in the middle column using words and phrases.

**STEP 4:** Add an example or illustration in the far right column .

**REMEMBER:** Like most strategies, this one must be continually modeled.

### Breaking Down Definitions

unicorn (n): a mythical or imaginary animal that looks like a small white horse with a spiral horn on its forehead

<u>Unicorn</u> (n)	Animal - mythical - imaginary - looks like a horse - horn on forehead	
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### Breaking Down Definitions

influence (n): the power to affect people or events

<u>influence</u> (n)	power - affects - people or events	
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### Vocabulary Note Card Strategy

CATEGORY

<u>Governor</u> (n.)	-leader	
	*of state	
	*elected	
	*by people	
<div style="border: 1px solid black; border-radius: 50%; display: inline-block; padding: 5px; background-color: #fff9c4;">governor: A person who is elected by the people of a state to be their leader.</div>		

### Teaching Vocabulary Mastery

- Begin by using short, clear definitions
- Model arriving at the first dash
- Frequently break down vocabulary when reading to students



### Meaningful Sentences

- Pointless Sentence: doesn't demonstrate mastery of word
- Replace Sentence: doesn't demonstrate mastery of word; some words could easily replace new vocabulary word
- Dictionary Sentence: turns a definition into a sentence
- Meaningful Sentence: filled with meaning and demonstrates word mastery; includes words and phrases that paint a picture for the reader

### Word: tepee

Pointless	I saw a tepee.
Replace	Last summer at camp I saw a tepee.
Dictionary	A tepee is a tent. It can be made of animal skins and can be moved.
Meaningful	Many Native Americans lived in tepees so they could follow bison across the west.

### Meaningful Sentence

#### Word: governor

Pointless	I can spell the word governor
Replace	The governor declared an emergency.
Dictionary	A governor is a woman or man who is elected by the people of a state to lead.
Meaningful	After the governor of Alabama visited the area hit by the tornado and saw the horrible destruction, he declared a state of emergency.

### Sentence Mastery Improving Sentence Variety & Style

Some students need extra help mastering the basics of sentence writing. The strategies help students learn sentence writing by:

- teaching them the difference between a sentence and a fragment
- teaching a variety of methods for writing effective sentences
- empowering students to vary sentence length and sentence structure

### Complete Sentences

- Fragment
  - in a box
  - by her bed
  - because my friend told me about it
  - eating cookies and drinking milk
  - with her grandma
- Complete Thought
  - The kitten jumped in a box.

Three Part Sentences  
(Burrito Sentences)

Who	Action	What
	wonders	
	paints	
	sings	

Three and Four Part Sentences

Where or When	Who	Action	What
		slithers	

Sentences using Who, What, Where,  
When, Action and How

Who	How
What	When
Action	Where

Use Word Cards and Folded Paper

Who	How	Action	Where
My uncle	quickly	drove	to the grocery store.

Let's Try One!

Activity

Who	
What	
Action	
How	
When	
Where	

## Sentence Structure

- A *simple* sentence shares one complete thought.
- An *compound* sentence shares two or more complete thoughts, connected by conjunctions, and requires a comma before the conjunction
- A *complex* sentence shares two thoughts; one is dependent and the other independent. The dependent needs the independent to make sense.
- A *compound/complex* sentence shares two or more complete thoughts and one or more incomplete thought.

## Kinds of Sentences

- A *declarative* sentence **makes a statement.**
- An *imperative* sentence **gives a command.**
- An *exclamatory* sentence **shows emotion.**
- An *interrogative* sentence **asks a question.**

## Expository Writing: The Writing Process

- Students need explicit, direct instruction at each step of the writing process.
- Skills need to be taught and practiced first separately and then together so that students can write with success and confidence.

## Two Types of Writing: Expository and Narrative

Writers must learn how *texts are structured* because this knowledge supports their abilities to create them.

## Terminology is Important

### Giving Information:

#### Expository



### Telling a Story:

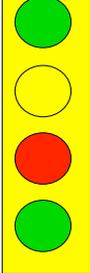
#### Narrative



## Strategy: Color Coding for Expository Writing

- Using *color-coding* and *traffic light colors* helps students see the different parts of expository compositions and in turn helps them organize their writing.

### Traffic Light Organization



<b>GO!</b> Write a topic sentence.
<b>SLOW DOWN!</b> Give a reason, detail, or fact. Include a transition.
<b>STOP!</b> Explain. Give an example and expand.
<b>GO BACK!</b> Remind the reader of your topic.

### Let's look at one!

Yesterday we had the best band assembly ever. **First**, we liked the way the music filled the room. **We really liked the way the music got loud and fast.** **Another part we liked was learning the names of the instruments.** **We learned that the drums keep the beat.** **My friends and I hope we will get to have another band assembly soon.**

### Informal Outlines

Title = Enjoying Music  
T=band assembly

music	- filled room - loud and fast
instruments	- learned names - drums keep beat

### The Paragraph: Color Coded

The orchestra performance yesterday was the best assembly ever. **First**, my friends and I liked the way the music filled the gym. **It** seemed like sounds came from all directions – the sides, the front, and the back of the room. **We also liked the different sounds.** **At** times everyone had to be very quiet so we could hear. **Then** the music would get loud and fast. **It** sounded like bees invading the school. **Another part of the assembly that we all enjoyed was learning about the instruments.** **I** have seen them before, but I did not know their names. **Now** I know that the percussion instruments keep the beat. **That** is why we can hear them when a band is marching. **Drums, bells, and triangles belong in the percussion section.** **My friends and I hope we will get to hear the orchestra again soon.**

### Your Turn!

- Use **Color-Coding** with **Traffic Light Colors** to show you know your colors by listening to the piece the presenter will read. Hold up the correct highlighter!

### Discussion

What have you learned today that you can implement in your classroom tomorrow ?