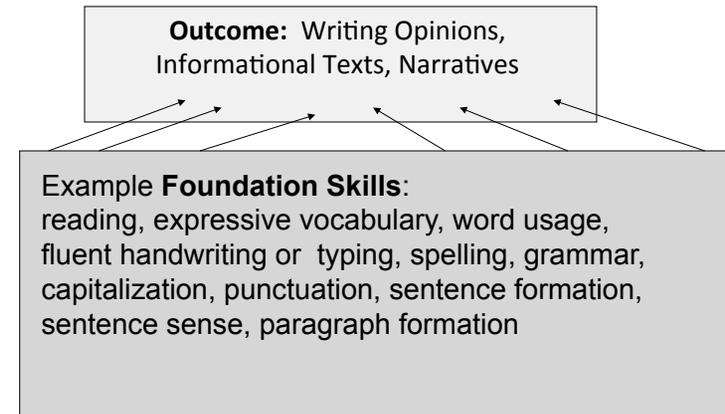


# Writing Foundation Skills Common Core State Standards

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**Big Idea:** Writing products dependent on foundation skills



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## Standards

- + Research on Writing
- + Research on Instruction

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## Conventions of Standard English Anchor Standards.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Kindergarten**

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**First Grade**

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**First Grade**

- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Second Grade**

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Third Grade**

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Kindergarten**

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound –letter relationships.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**First Grade**

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonetic awareness and spelling conventions.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Second Grade**

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closing of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage – badge; boy – boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Third Grade

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Topics

### Writing Foundations

- Handwriting
  - Letter Formation – Accuracy
  - Handwriting – Fluency
  - Keyboarding - Fluency
  - Word Processing
  - Appearance of products
- Spelling
  - Spelling - Regular Words
  - Spelling - Irregular Words
  - Spelling - Rules for Combining
- Sentences and Paragraphs
  - Sentence Frames
  - Paragraph Frames
  - Sentence Expanding
  - Sentence Combining
- Punctuation and Capitalization
- Grammar and Usage
- Practice for Automaticity

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## Writing Foundations - Handwriting - Importance

- “Children who experience difficulty mastering this skill may **avoid writing** and develop a **mindset that they cannot write**, leading to arrested writing development.” (Graham, Harris, & Fink, 2000)
- If students have to struggle to remember letter forms, their ability to express themselves suffers. Handwriting must be **automatic**. (Graham, 2007)

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## Writing Foundations – Handwriting Importance

- Fluent, accurate letter formation and spelling are associated with students' production of **longer and better-organized compositions**. (Berninger, Vaughan, Abbott, Abbott, Brooks, Rogan, Reed, & Graham, S., 1997)
- Measures of **handwriting speed** among elementary students are **good predictors** of quality and quantity of written products in middle school. (Peverly, 2007)
- **Students benefit from explicit instruction on how to form and fluently write letters of alphabet.**

## Accuracy PLUS Fluency

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## Writing Foundations – Handwriting Letter Formations

Introduction of letter form

### I do it.

- Model the letter formation.
- Stress orientation to the lines.  
(*Hair line. Belt line. Foot line.*)
- Model letter formation a number of times. Use verbal prompts.

*Watch me make a lower case p. I start at the belt line. Touch down. Touch around. Watch again. Touch down. Touch around. Say it as I write a lower case p. Touch down. Touch around.*

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## Writing Foundations – Handwriting Letter Formations

### We do it.

- Guide students in forming the letter using verbal prompts.  
(*“Touch down. Touch around.”*)
- Monitor the students letter formation.

### You do it.

- Have students continue writing the letter as they say the prompt OR the letter sound.
- Continue until the letters are consistently formed correctly.

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## Writing Foundations – Handwriting Letter Formations

- Carefully monitor handwriting practice.
- Provide feedback.
  - Teacher feedback.
    - *This is your best letter p. It starts at the beltline and goes straight down and then around.*
  - Self-evaluation.
    - Model the process.
    - *Watch me examine my letters. (Circle your best p.) This is my best p. It starts at the beltline, goes straight down and goes around.*
    - Have students evaluate their work and circle their best formed letters.

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## Writing Foundations - Handwriting - Letter Formations

### Feedback on legibility in upper grades.

Have students:

- Exchange papers with their partners.
- Circle all of the letters that they cannot recognize.
- Return papers to your partners.
- Fix-up circled letters to be sure that all letters are legible.

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## Writing Foundations - Handwriting - Letter Formations

After initial practice, provide on-going retrieval practice that is distributive and cumulative.

- Dictate sounds.
- Have students write letters on slates (with permanent lines) or paper.
- Provide feedback by showing example.

**Remember:**

**Mastery plus cumulative review = retention**

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## Writing Foundations - Handwriting - Fluency

- Handwriting fluency can be increased by
    - Having students **write frequently**.
    - Involving students in “**repeated writings**”.
- (Graham, Harris, & Fink, 2000)

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## Writing Foundations - Handwriting - Fluency

Mean Handwriting Speeds: Letters per Minute		
	Girls	Boys
Grade 1	21	17
Grade 2	36	32
Grade 3	50	45
Grade 4	66	61
Grade 5	75	71
Grade 6	91	78
Grade 7	109	91
Grade 8	118	112
Grade 9	121	114

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## Writing Foundations – Handwriting – Fluency (Assessment based on work of Steve Graham)

- Ask students to copy a passage for one minute and 30 seconds.
- Stress that they should write neatly and quickly.
- Determine the number of letters correctly formed in one minute.
- Students will need additional help if:
  - **1st grade** (7 below mean)
  - **2nd grade** (13 below mean)
  - **3rd grade** (14 below mean)
  - **Older students** (20 below mean)

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## Writing Foundations – Handwriting Fluency

- **Repeated Writing**

- Student writes the same paragraph or material on consecutive days.
  - Materials - Paragraph in reader.
  - Adages, proverbs, sayings
- Tries to increase the number of letters or words written in a 2 to 5 minute session.
- Student graphs number of letters or words written.

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## Writing Foundations – Keyboarding Fluency

- Teach students “touch typing” without looking at the keyboard.
- By the end of 2<sup>nd</sup> grade, students should type as fast as they can write by hand.

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## Writing Foundations – Word Processing

- **Word processing skills**

- Produce and revise products
  - opening files
  - saving files
  - adding, moving, deleting text
  - using spelling and grammar check

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## Writing Foundations - Spelling Importance

- Learning to read and spell rely on much of the **same underlying knowledge** (letter-sounds, affixes, etc.) (Moats, 2007)
- Spelling instruction can be designed to help children better understand key knowledge resulting in **better reading**. (Ehri, 2000)

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## Writing Foundations – Spelling Importance

- Writers who must think too hard about how to spell **use valuable cognitive resources** needed for higher level aspects of composition. (Singer & Bashir, 2004)
- 80% of employment applications doomed if poorly written.
- 15 to 20 minutes a day

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## Writing Foundations - Spelling Regular Words

### Regular Words

- 400,000 words in dictionary
- Only 13% are truly irregular (memorize)
- Focus spelling instruction on patterns that generalize

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## Writing Foundations – Spelling Regular Words

- Letter-sound associations
- Single syllable patterns (e.g., cvc, ccvc, cvcc, cvvc, cvce)
- Multisyllabic words
  - Inflectional endings
  - Prefixes, suffixes, common roots
- Rules for combining forms

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## Writing Foundations - Spelling Regular Words

- Selection of words
  - Words that will be used in writing.
  - **Words taught in decoding strand of reading program.**
  - Words taught in spelling program.

*Caution - The word lists are the strength of most spelling programs. Many of the practice exercises in spelling books have little value in building spelling skills.*

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## Video

Good practices

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## Writing Foundations – Spelling Word Dictation

### Dictation

- a. Teacher says the word.
- b. Teacher says the word in a sentence.
- c. Students repeat the word.
- d. Teacher and students put up one finger for each sound in the word. OR Teacher and students put up one finger for each part of the word.
- e. Students say the sounds/parts to themselves as they write the word.

### Feedback

- f. Teacher writes the word on the board or overhead. Students compare their word to model.
- g. If a student has made an error, the student crosses out the word and rewrites the word.

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## Writing Foundations – Spelling Sentence Dictation

### Dictation

- a) Teacher says the entire sentence.
- b) Students repeat the sentence.
- c) Teacher dictates the first part of the sentence.
- d) Students repeat the first part of the sentence.
- e) Students write the first part of the sentence.
- f) Teacher circulates and provides feedback.
- g) Teacher dictates the second part of the sentence.
- h) Students repeat the second part of the sentence.
- i) Students write the second part of the sentence.
- j) Students reread their sentence and check the spelling of the words.

### Feedback

k) Teacher gives feedback on each word. Students awarded points for correct spelling, capitalization, and punctuation. The points are designed to make the students more interested in the task and more careful.

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## Writing Foundations – Spelling Rules

### Teach rules explicitly.

1. Introduce rule.
2. Illustrate rule with examples and non-examples.  
*(I do it.)*
3. Guide students in applying the rule to examples and non-examples.  
*(We do it.)*
4. Check understanding using examples and non-examples.  
*(You do it.)*

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## Writing Foundations – Spelling Rules

### Introduce the rule.

We are going to learn a spelling rule about adding suffixes when the word ends in *e*. Listen to the rule.

When a word ends in a *vowel-consonant-e* and you want to add a suffix that begins with a vowel, drop the *e*. When a word ends in a *vowel-consonant-e* and you want to add a suffix that begins with a vowel, drop the   . *e*

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## Writing Foundations – Spelling Rules

### Illustrate the rule with examples and non-examples.

#### ride + ing

Here I have the word **ride** and I want to add the suffix **ing**. **Ride** ends in a *vowel-consonant-e* (Teacher points to each letter i-d-e.), and the suffix **ing** begins with a vowel (Teacher points to the letter *i* in *ing*.), so I drop the *e*. (Teacher crosses out the letter *e* on *ride* and writes *riding*.) Everyone, spell **riding**. *R-i-d-i-n-g*.

#### fame + ous

I have the word **fame** and I want to add the suffix **ous**. **Fame** ends in a *vowel-consonant-e* (Teacher points to each letter a-m-e.), and the suffix **ous** begins with a vowel (Teacher points to the letter *o* in *ous*), so I drop the *e*. (Teacher crosses out the letter *e* on *fame* and writes *famous*.) Everyone, spell **famous**. *F-a-m-o-u-s*.

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## Writing Foundations – Spelling Rules

### excite + ing

I have the word \_\_\_\_\_ *excite* and I want to add the suffix \_\_\_\_\_ *ing*. **Excite** ends in a *vowel-consonant-e* (Teacher points to each letter i-t-e.), and the suffix **ing** begins with a vowel (Teacher points to the letter *i* in *ing*), so I drop the *e*. (Teacher crosses out the letter *e* on *excite* and writes *exciting*.) Everyone, spell **exciting**. *E-x-c-i-t-i-n-g*.

### excite + ment

I have the word \_\_\_\_\_ *excite* and I want to add the suffix \_\_\_\_\_ *ment*. **Excite** ends in a *vowel-consonant-e* (Teacher points to i-t-e.), but the suffix **ment** does NOT begin with a vowel, so I DO NOT drop the *e*. (Teacher writes *excitement*.) Everyone, spell **excitement**. *E-x-c-i-t-e-m-e-n-t*.

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## Writing Foundations – Spelling Rules

### Guide students in analyzing examples and non-examples using the critical attributes.

#### use + ing

Let's do some together. We have the word \_\_\_\_\_ *use* and we want to add the suffix \_\_\_\_\_ *ing*. Does **use** end with a *vowel-consonant-e*? Yes. Does **ing** begin with a vowel? Yes. Do we drop the *e*? Yes. Write the word **using**. (Teacher writes *using* on the overhead.) Check the spelling of **using**. (Pause.) Everyone, spell **using**. *U-s-i-n-g*.

#### use + ful

We have the word \_\_\_\_\_ *use* and we want to add the suffix \_\_\_\_\_ *ful*. Does **use** end with a *vowel-consonant-e*? Yes. Does the suffix **ful** begin with a vowel? No. Do we drop the *e*? No. Write **useful**. (Teacher writes *useful* on the overhead.) Check the spelling of **useful**. (Pause.) Everyone, spell **useful**. *U-s-e-f-u-l*.

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## Writing Foundations – Spelling Rules

Guide students in analyzing examples and non-examples using the critical attributes.

### see + ing

We have the word \_\_\_\_\_ *see* and we want to add the suffix \_\_\_\_\_ *ing*. Does **see** end with a *vowel-consonant-e*? *No*. Do we drop the *e*? *No*. Write **seeing**. (Teacher writes *seeing* on the overhead.) Check the spelling of **seeing**. (Pause.) Everyone, spell **seeing**. *S-e-e-i-n-g*.

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## Writing Foundations – Spelling Rules

Check students' understanding using examples and non-examples.

### slice + ing

Now, it is your turn. Here is the word \_\_\_\_\_ *slice* and we want to add the suffix *ing*. Write **slicing**. (Teacher monitors)

(When students are done, the teacher provides feedback.) Does **slice** end with a *vowel-consonant-e*? *Yes*. Does **ing** begin with a vowel? *Yes*. Do we drop the *e*? *Yes*. (Teacher writes *slicing* on the overhead.) Check the spelling of **slicing**. (Pause.) Everyone, spell **slicing**. *S-l-i-c-i-n-g*.

Continue with additional words.

*shameful*  
*shamed*  
*freeing*  
*shapeless*

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## Writing Foundations - Spelling - Irregular Words

- Irregular words
  - Teach 3 to 5 per week
  - Focus on the most common (Moats, 2003)

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## Writing Foundations - Spelling - Irregular Words

- Teach students a strategy for independently studying irregular words.
- **Copy Cover Write Check**

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## Writing Foundations – Spelling Independent Writing

### 1. Look and Copy

(Look for the word. Copy the word.)

### 2. Generate spelling of word.

#### Spelling a short word

- Say the sounds slowly.
- Write the letters.
- Look at the word. Does it look like the word?

#### Spelling a longer word

- Say the parts of the word.
- Write the parts. Use the sounds, prefixes, and suffixes. Use the rules for combining parts.
- Look at the word. Does it look like the word?

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## Writing Foundations – Spelling Independent Writing

### 3. Ask someone how to spell the word.

- Ask your partner
- Ask the teacher.

(If your teacher is not near, underline the word. Keep writing. When your teacher is near, ask for assistance on the spelling of the word.)

### 4. Look up the word.

(Use a glossary, dictionary, or electronic source.)

### 5. Try another word.

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## Writing Foundations – Spelling Independent Writing

- When monitoring students as they write, give feedback on spelling words **visually** (e.g., Write the word down for the student.)

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## Sentence Frames

What Words Clearinghouse Practice Guide

Activity	Description	Examples	How the Teacher Can Implement the Activity
Sentence framing	Teachers provide sentence frames to guide students' sentence writing. Frames can range from simple to complex.	<p>I like _____.</p> <p>I like to _____ and _____.</p> <p>My _____ is _____.</p> <p>When I _____, I like to _____.</p> <p>She didn't go to _____ because _____.</p>	<ol style="list-style-type: none"> <li>Develop a sentence frame for students to use.</li> <li>Model the use of the sentence frame.</li> <li>Have students use the sentence frame to construct their own sentences.</li> <li>Have students share their sentences with peers and discuss their word choices.</li> <li>Slowly fade the use of the sentence frame during instruction until students can write sentences independently.</li> </ol>

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## Sentence Frames - Why

Sentence frames are used to:

- Give students a framework to support thinking and writing
- Encourage use of content vocabulary
- Provide scaffold academic language
- Increases oral language proficiency

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## Sentence Frames – Examples

### Making Predictions

Guessing what will happen next based on information or illustrations in the story.

1. Because the main character \_\_\_\_\_, I predict s/he will \_\_\_\_\_.  
*Because the main character ran away from home, I predict that he will...*
2. At first I thought \_\_\_\_\_, but now I believe \_\_\_\_\_.
3. I think \_\_\_ will \_\_\_\_\_ because \_\_\_\_\_ usually \_\_\_\_.
4. Since \_\_\_\_\_, I can assume that \_\_\_ will \_\_\_\_\_.  
*Since it's been raining all week, I can assume that the game will be cancelled.*

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## Sentence Frames - Examples

### Compare and Contrast

**Compare = same**

**Contrast = different**

1. \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_.
2. Both \_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ are both similar because they both \_\_\_\_\_.
4. There are several major differences between \_\_\_\_\_ and \_\_\_\_\_. The most notable is \_\_\_\_\_.

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## Summary - Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

In this section of the chapter, a number of critical points were made about ...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

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## Summary – Narrative Frame

The title of this story was .....

The setting of the story was .....

..... was the main character of the story.

In the story, we learned that .... was .....

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this problem/conflict/goal by ...

Later, he/she tried to resolve the problem/conflict/goal by...

In the end, the following happened: ...

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## Summary - Video

Although I already knew that ...

I learned some new facts from the video titled ...

I learned ...

I also discovered that...

Another fact I learned was ...

However, the most important/interesting thing I became aware of was...

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## Compare and Contrast

Although...and...are different..., they are alike in some interesting ways.

For example, they both...

They are also similar in

The...is the same as...

The ...resembles...

Finally they both...

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## Explanation

There are a number of reasons why ....

The most important reason is...

Another reason is ...

A further reason is ...

So you can see why...

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## Process

To ..., you need to follow these basic steps.

First, you need to ...

Next ...

Then...

When you finish, you should have ....

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## Opinion

I think that ...

I feel this way because ...

Another reason I feel this way is...

Most importantly, I think ...

For these reasons, I believe that ...

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## Opinion

Though not everybody would agree, I want to argue that...

I have several reasons for arguing this point of view.

My first reason is ...

A further reason is...

Furthermore...

Therefore, although some people might argue that ...

I have shown that ...

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## Description

When describing ..., the word that comes to mind is ...

One reason is ...

Another reason is ...

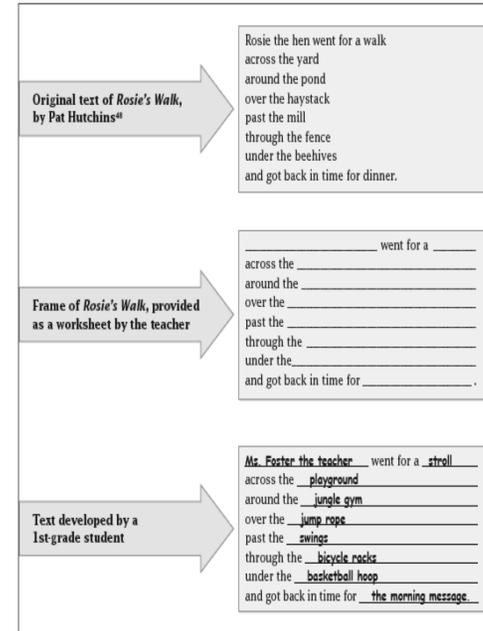
Finally, ... is ... because ...

Thus, ... is the best description of ...

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# Character Analysis

The character ... in ... can best be described as ...  
 This is evident when ...  
 ... also shows this trait when he/she...  
 Further, his/her...is evident when ...  
 Thus, ... is a good way to describe ...



# Sentence Expanding

What Words Clearinghouse Practice Guide

Sentence expanding <sup>58</sup>	The teacher provides a short sentence. Students expand the sentence using different parts of speech.	The dog napped.	<ol style="list-style-type: none"> <li>1. Introduce a short sentence.</li> <li>2. Model how to add to the sentence using different parts of speech, and demonstrate appropriate capitalization and punctuation as the sentence is expanded.</li> <li>3. Have students provide suggestions for different parts of speech (e.g., subjects and predicates) to add to the short sentences.</li> <li>4. Have students work independently or in pairs to expand a sentence.</li> <li>5. Encourage students to share their expanded sentences in small groups, providing feedback to their peers.</li> </ol>
		↓ The brown dog napped.	
		↓ The brown dog napped on the couch.	
		↓ The lazy, brown dog napped on the couch.	
		↓ The lazy, brown dog napped on the couch while I read a book.	

# Writing Foundations – Sentence Expansion

- Students can learn the structure of sentences and gain “sentence sense” through sentence expansion exercises.
- Students add words or phrases to sentences that answer questions such as when, where, why, and how.

## Writing Foundations – Sentences Sentence Expansion

Expand each sentence using three of the following question words: *who, what, when, where, why,* and/or *how*.

**Start Sentence:** The children raced.

**When:** one spring day

**Where:** down the road

**Why:** *celebrate the last day of the school year*

**Create Sentence:** One spring day, the children ran down the road to celebrate the last day of the school year.

## Writing Foundations – Sentence Expansion

Expand each sentence using three of the following question words: *who, what, when, where, why,* and/or *how*.

**Start Sentence:** I attended a writing inservice.

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Why:** \_\_\_\_\_

**Create Sentence:** \_\_\_\_\_

\_\_\_\_\_

## Sentence Combining

What Words Clearinghouse Practice Guide

Sentence combining <sup>65</sup>	Students combine two or more sentences into one simple, compound, complex, or compound-complex sentence.	My dog is brown. My dog is big. ↓ My brown dog is big.	<ol style="list-style-type: none"> <li>1. Choose sentences for combining.</li> <li>2. Model how to combine the sentences using several examples; with older students, introduce moving, deleting, and adding words or parts.</li> <li>3. Have students rate the quality of the new sentence, provide alternatives to the new sentence, and discuss which sentences sound better and why.</li> <li>4. Encourage students to work in pairs to combine sentences, creating several new possibilities and rating the quality of their new sentences.</li> </ol>
		The boy was riding his bike. The boy was careless. The boy ran into a tree. ↓ The boy was careless while riding his bike, so he ran into a tree.	

## Writing Foundations – Sentence Combining

– Has positive effect on students’ writing.

(Evans, Venotuzzi, Bundrick, & McWilliams, 1988; Howie, 1979; Kanellas, Carifio & Dagostino, 1998; Pedersen, 1977; Saddler & Graham, 2005; Stoddard, 1982)

- Students start with a stem sentence and combine it with one to four other sentences.

## Writing Foundations – Sentences Sentence Combining

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

*Start:* Linda grabbed a seat.

*Add:* Bobby grabbed a seat.

*Add:* The seats were adjoining.

*Add:* The seats were on the bus.

*Add:* The bus was crowded.

*Create:* \_\_\_\_\_

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## Writing Foundations – Sentences Sentence Combining

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

*Start:* As the cubs grow fur, they spend periods of time outside the den.

*Add:* The fur is thicker.

*Add:* The periods of time are short.

*Add:* The den is warm.

*Add:* The den is protective.

*Create:* \_\_\_\_\_

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## Writing Foundations – Sentences Sentence Combining

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

*Start:* Jared will finish shopping for school supplies.

*Add:* He will shop this afternoon.

*Add:* He will shop at the mall.

*Create:* \_\_\_\_\_

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## Writing Foundations – Sentences Sentence Combining

(Examples taken from *REWARDS Writing – Sentence Refinement* published by Sopris)

*Start:* Everyone ate birthday cake.

*Add:* The birthday cake was chocolate.

*Add:* Everyone ate vanilla ice cream.

*Add:* Everyone ate candy.

*Create:* \_\_\_\_\_

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## Writing Foundations – English Conventions

On-line Resources

*WriteSteps Grammar Reference Guides*

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

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## Writing Foundations Punctuation and Capitalization Rules

**When teaching punctuation and capitalization rules, follow the instructional format for rules.**

1. Introduce rule.
2. Illustrate rule with examples and non-examples.  
*(I do it.)*
3. Guide students in applying the rule to examples and non-examples.  
*(We do it.)*
4. Check understanding using examples and non-examples.  
*(You do it.)*

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## Writing Foundations Punctuation and Capitalization Rules

### Introduce the rule.

We are going to learn when to add commas when we have a series of items in a sentence.

Here's the rule: Separate three or more items in a series by adding a comma after each item except the last one.

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## Writing Foundations Punctuation and Capitalization Rules

### Illustrate the rule with examples and non-examples.

Read the sentence with me: **Jose, Jenny, and Marcus learned about different breeds of dogs.** Here we have a series: Jose, Jenny, and Marcus. (Teacher underlines Jose, Jenny, and Marcus.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after Jose and Jenny.)

Read the sentence with me: **Dachshunds, greyhounds, and beagles are hound breeds.** Here we have a series: dachshunds, greyhounds, and beagles. (Teacher underlines dachshunds, greyhounds, and beagles.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after dachshunds and greyhounds.)

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## Writing Foundations Punctuation and Capitalization Rules

**Illustrate the rule with examples and non-examples.**

Read the sentence with me: **Pekingese and toy poodles are types of toy dogs.** Here we have a series: Pekingese and toy poodles. (Teacher underlines Pekingese and toy poodles.) However, there are only two items in the series, so we don't separate them with commas.

Read the sentence with me: **The children sat quietly listened to the story and laughed.** Here we have a series: sat quietly, listened to the story, and laughed. (Teacher underlines sat quietly, listened to the story, and laughed.) There are three items in the series. We separate the items by putting a comma after each item except the last one. (Teacher points to the commas after 'sat quietly' and 'listened to the story'.)

•

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## Writing Foundations Punctuation and Capitalization Rules

**Guide students in analyzing examples and non-examples using the critical attributes.**

Read the sentence with me: **Megan Joshua and Andrew go to the same school.** Is there a series of items? *Yes.* Ones, tell your partners the items in the series. (Teacher calls on a student.) What are the items in the series? *Megan, Joshua, and Andrew.* (Teacher underlines Megan, Joshua, and Andrew.) Are there three or more items in the series? *Yes.* Do we separate the items with commas? *Yes.* Do I put a comma after Megan? *Yes.* Do I put a comma after Joshua? *Yes.* Do I put a comma after Andrew? *No.* (Teacher writes in commas.)

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## Writing Foundations Punctuation and Capitalization Rules

**Guide students in analyzing examples and non-examples using the critical attributes.**

Read the sentence with me: **However, they take only English and Social Studies together.** Is there a series of items? *Yes.* Twos, tell your partner the items in the series. (Teacher calls on a student.) What are the items in the series? *English and Social Studies.* (Teacher underlines English and Social Studies.) Are there three or more items in the series? *No.* Do we separate the items with commas? *No.*

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## Writing Foundations Punctuation and Capitalization Rules

**Guide students in analyzing examples and non-examples using the critical attributes.**

Read the sentence with me: **Megan's favorite school activities are reading books painting pictures writing stories and completing science experiments.** Is there a series of items? *Yes.* Ones, tell your partners the items in the series. (Teacher calls on a student.) What are the items in the series? *Reading books, painting pictures, writing stories, and completing science experiments.* (Teacher underlines reading books, painting pictures, writing stories, and completing science experiments.) Are there three or more items in the series? *Yes.* Do we separate the items with commas? *Yes.* Do I put a comma after books? *Yes.* Do I put a comma after pictures? *Yes.* After stories? *Yes.* After experiments? *No.* (Teacher writes in commas.)

•

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## Writing Foundations Punctuation and Capitalization Rules

Guide students in analyzing examples and non-examples using the critical attributes.

Read the sentence with me: **Each student must have many school supplies including a notebook notebook paper two pencils two pens a yearly calendar a ruler and one art tablet.** Now, underline the items in the series, and add commas if necessary. (Teacher monitors.) Twos, explain your answer to your partner. Ones, if you disagree, explain your answer. (Teacher monitors and calls on a student.) *There is a series of seven items: a notebook, notebook paper, two pencils, two pens, a yearly calendar, a ruler, and one art tablet. I put a comma after each item BUT not after tablet.*

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## Writing Foundations Punctuation and Capitalization Rules

Check students' understanding using examples and non-examples.

Read the sentence with me: **Joshua enjoys investigating historical events and solving math problems.** Now, underline the items in the series, and add commas if necessary. (Teacher monitors.) Ones, explain your answer to your partner. Twos, if you disagree, explain your answer. (Teacher monitors and then calls on a student.) *There is a series of two items: investigating historical events and solving math problems. There are only two items in the series, so no commas are needed.*

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## Writing Foundations Punctuation and Capitalization Rules

Read the sentence with me: **Each student must have many school supplies including a notebook notebook paper two pencils two pens a yearly calendar a ruler and one art tablet.** Now, underline the items in the series, and add commas if necessary. (Teacher monitors.) Twos, explain your answer to your partner. Ones, if you disagree, explain your answer. (Teacher monitors and calls on a student.) *There is a series of seven items: a notebook, notebook paper, two pencils, two pens, a yearly calendar, a ruler, and one art tablet. I put a comma after each item BUT not after tablet.*

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## Provide Appropriate Practice

Appropriate practice makes a difference.

Initial practice

Distributed practice

Cumulative Review

Retrieval practice

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# Capitalization

- Proper nouns are the names of particular people, places, and things.
- Proper nouns always begin with a capital letter.
  - not boy – but Roy
  - not girl – but Pearl
  - not man – but Tommy Roman
  - not woman – but Janis Hayden
  - not teacher – but Ms. Anderson
  - not city – but Portland
  - not state – but Oregon
  - not month – but June
  - not day – but Monday
  - not holiday – but Valentine’s Day
  - not river – but Columbia River
  - not road – but Maple Avenue
  - not tissue – but Kleenex

# Irregular Verbs

- The suffix ed is NOT used to form the past tense of irregular verbs.

Today I speak.	Yesterday I spoke.
Today I write.	Yesterday I wrote.
Today I go.	Yesterday I went.
Today I drink.	Yesterday I drank..
Today I swim.	Yesterday I swam.
Today I see.	Yesterday I saw.
Today I sing.	Yesterday I sang.
Today I fall.	Yesterday I fell.
Today I hide.	Yesterday I hid.

# Irregular Verbs

- The suffix ed is NOT used to form the past tense of irregular verbs.

Today I speak.	Yesterday I _____.
Today I write.	Yesterday I _____.
Today I go .	Yesterday I _____.
Today I drink.	Yesterday I _____.
Today I swim.	Yesterday I _____.
Today I see.	Yesterday I _____.
Today I sing.	Yesterday I _____.
Today I fall.	Yesterday I _____.
Today I hide.	Yesterday I _____.

**Big Idea:** Teach the foundation skills to mastery.

**Outcome:** Writing Arguments, Informational Texts, Narratives

**Example Foundation Skills:** reading, expressive vocabulary, word usage, fluent handwriting or typing, spelling, grammar, capitalization, punctuation, sentence formation, sentence sense, paragraph formation

## Writing Foundations

Writing is not taught.  
Writing must be caught.

How well we teach = How well they learn.

## Exit Ticket

Name:

Directions: Complete \_\_\_\_\_ of these statements.

1. Today I learned...
2. I was surprised by...
3. The most useful thing I will take from this lesson is...
4. One thing I am not sure about is....
5. The main thing I want to find out more about is....
6. After this session, I feel...
7. I might have gotten more from this lesson if....