

CHAPTER 4

What is Written Expression?

Written expression is the ability to write one's thoughts in sentences and paragraphs with the correct use of grammar, spelling and sequence of thought.

Different Written Language Areas

1. Visual Spatial Difficulties—problems forming letter shapes, and upper and lower case letters. Difficulty maintaining consistent spacing between letters and words and staying on a line or within margins. (Strategies/activities for these difficulties are not included in this edition.)
2. Language Processing Difficulties—problems organizing thoughts on paper, involving deficits in skills such as spelling, vocabulary, grammar, syntax and organization.

Key Characteristics of written language problems:

- Difficulty expressing thoughts in writing; avoidance of writing tasks
- Difficulty in spelling, grammar skills, punctuation
- Unfinished words or letters, or omitted words in writing samples
- Writing content which does not reflect the student's spoken language
- Talking to self while writing
- Writing does not make sense; run on sentences; sentence fragments
- Difficulty with syntax
- Difficulty organizing thoughts on paper
- Difficulty keeping track of thoughts already written down
- Large gap between written ideas and ideas spoken aloud
- Extreme slowness and little output when writing and putting thoughts on paper
- Difficulty copying from the board
- Difficulty taking notes
- Difficulty with print or cursive writing
- Difficulty thinking of words to write

Written Expression: Vocabulary

Vocabulary	Vocabulary Tier 1
<p>Vocabulary—adequate vocabulary development is necessary for competent writing. Examples of academic problems in this area:</p> <ul style="list-style-type: none"> • Vocabulary below age level • Difficulty understanding vocabulary words • Difficulty generating antonyms, synonyms, homonyms • Difficulty retrieving words • Difficulty generating homophones and homographs • Difficulty using adjectives and adverbs correctly • Difficulty using vocabulary words correctly <p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> • Preferential seating • Oral directions and written directions • Note taker buddy • Teacher’s copy of lecture outline • VAKT information presented together • Tape recorders to supplement note taking • Tape recording important assignments • Partially completed outline so student can fill in details with one or two words • Use of a spell checker • Allow abbreviations in some writing (i.e., b/c for because) • Do not count spelling on rough drafts • Decreased quantity of written work to be produced • Decreased complexity of the writing task • Decreased rate of producing written work • Additional time for writing tasks including note taking and copying • Use of writing computer programs 	<p>Suggested Interventionist: General Education Teacher with consultation from the Speech Pathologist/Special Education Teacher/Reading Teacher</p> <p>Suggested Session: Small group, explicit instruction within the CORE program 2x a week within the classroom</p> <p>Strategies/Activities for Vocabulary Development:</p> <ul style="list-style-type: none"> • Student will identify the parts of a dictionary entry and demonstrate understanding of each part. • Student will demonstrate appropriate use of a dictionary. • Student will keep vocabulary notebooks or vocabulary word boxes. • Student will draw representations of new vocabulary words and their associated concepts. • Student will give appropriate definitions for words that have more than one definition. • Student will use new vocabulary in sentences. • Student will work with two or three other students when learning new vocabulary words and their definitions. • Teacher will list vocabulary words from content area subjects on the board and develop their definitions with student. • Teacher will give examples of how to use new vocabulary words in sentences. • Teacher will provide student with lists of homonyms explaining differences in meaning; student will use the homonyms in sentences.

Vocabulary Tier 2	Vocabulary Tier 3
<p data-bbox="186 248 1003 321">Suggested Interventionist: Reading Teacher; Speech Pathologist; Special Education Teacher</p> <p data-bbox="186 383 1010 505">Suggested Session: 30 minutes 2 to 3x a week in a small group or individual in addition to the CORE writing program inside the classroom.</p> <p data-bbox="186 566 684 602">Strategies for Vocabulary Development:</p> <ul data-bbox="235 615 1016 1386" style="list-style-type: none">• Student will learn to correctly pronounce new words by utilizing online dictionary sound files.• Student will frequently review new vocabulary.• Student will develop semantic maps for new vocabulary words.• Student will organize vocabulary words according to categories.• Student will break down new vocabulary words into useful chunks (For example: the vocabulary word is “chariot.” The student will answer the questions “What is it?” “What category does it belong to?” “When was it used?” “Where was it used?” “What does it look like?”).• Student will play games of matching vocabulary words with their definitions.• Teacher will point out new definitions for previously learned words.• Teacher will provide positive feedback when new vocabulary words are used.• Teacher will give the student a topic of conversation, such as transportation, and ask the student to discuss the topic for two minutes using new and known vocabulary words in their conversation.	<p data-bbox="1066 248 1856 321">Suggested Interventionist: Special Education Teacher, Reading Teacher; Speech Pathologist</p> <p data-bbox="1066 375 1877 488">Suggested Session: 60 minutes 5X a week in a small group or individual basis in addition to the CORE writing program outside of the classroom</p> <p data-bbox="1066 542 1566 578">Strategies for Vocabulary Development:</p> <ul data-bbox="1115 589 1898 1425" style="list-style-type: none">• Student will identify the parts of a dictionary entry and demonstrate understanding of each.• Student will demonstrate appropriate use of a dictionary.• Student will keep vocabulary notebooks or vocabulary word boxes.• Student will draw representations of new vocabulary words and their associated concepts.• Student will give appropriate definitions for words that have more than one definition.• Student will use new vocabulary in sentences.• Student will work with two or three other students when learning new vocabulary words and their definitions.• Teacher will provide the student with lists of homophones explaining meanings and will ask student to use the homonyms in sentences.• Teacher will provide the student with lists of homographs explaining meanings and will ask the student to use the homographs in sentences.• Teacher will provide the student with a list of words containing homonyms, homographs and homophones and will ask the students to separate the words according to type (homonyms, homographs, homophones).