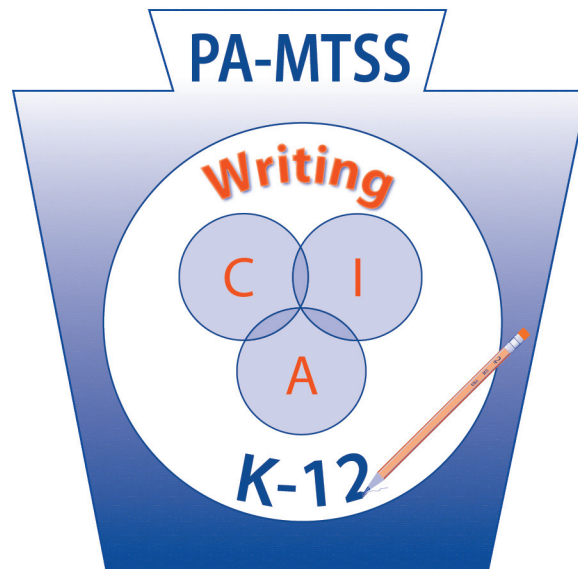


PA-MTSS

Effective Transcription & Sentence Level Writing Practices for Tier 1 Instruction



Activity Booklet

Special appreciation is extended to each of the following committee members who made significant contributions to the development of the MTSS WRITING training and technical assistance materials, in an effort to support dedicated educators across the Commonwealth in the advancement of systems, grade and student level writing outcomes.

Karen Brady, Marianne Dudek, Dr. Wendy Farone, Deb Fulton, Mary Beth Glover, Dr. Cindy Goldsworthy, Nichole Kopco, Dr. Joseph Kovalski, Dr. Jennifer Lillenstein, Dr. Tim Runge, Dr. Lana Edwards Santoro, Ana Sainz de la Pena, and William Van Cleave

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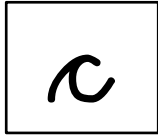
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Appendix I: Transcription Skills

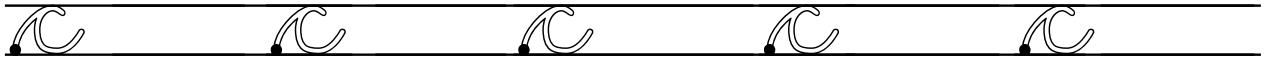
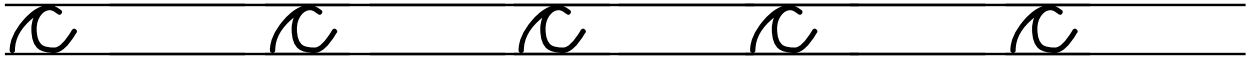
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NOW IT'S YOUR TURN!
T.C.C.C. - TRACE, COPY, COVER, CLOSED

Activity 1a: Cursive - Left



Go up around the clock to 2 o'clock;
 backtrack and swing forward.



Eyes Closed:



Now It's Your Turn!
T.C.C.C. - TRACE, COPY, COVER, CLOSED

Activity 1b: Cursive - Right



Go up around the clock to 2 o'clock;
backtrack and swing forward.



Eyes Closed:



NOW IT'S YOUR TURN!
PART OF SPEECH – IT'S ALL ABOUT THE JOB

Activity 2: Identify Parts of Speech

Identify: Next to each word, write its part of speech. Do not discuss your answers -- yet!

A. man _____

B. jump _____

C. sock _____

D. smooth _____

Now It's Your Turn!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 3: Nouns

Identify: Underline the nouns in the following sentences.

1. The boy fished for trout, bass, and catfish. (4)
2. His father helped with good bait for the hook on his line. (4)
3. The quiet of the water brought the boy and his father some peace. (5)

Check your work!

Expand: Finish these sentences with good nouns.

1. The boy and girl ate...
_____, _____, and _____.
2. Then, they went to the zoo and saw...
_____ and _____.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. My older brother is a jokester. My older brother is an athlete. (Use and.)

2. We could go out to eat. We could grill on the barbecue instead. (Use or.)

Check your work!

Create: Write your own sentences.

1. Write a sentence using these nouns: sandbox, playground

2. Write a sentence with at least two of your own nouns in it.

Share: Choose #1 or #2 to share with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 4: Adjectives

Identify: Underline the adjectives in the following sentences. (Do not include articles.)

1. The hungry green alligator slithered up the muddy bank. (3)
2. On the shore the young girl was scared but brave. (3)
3. The frightened girl called to her father in a loud voice. (3)

Check your work!

Expand: Add at least 3 adjectives to each sentence to make it more descriptive.

1. The children and their leader took vans to a campground.

2. Over a campfire the children roasted hotdogs and sang songs.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence.

1. My grandfather told jokes at the table. He is friendly. His jokes were funny.

2. My sisters and I listened to the jokes and ate snacks. My sisters were hungry. The snacks were sweet.

Check your work!

Create: Write your own sentences.

1. Write a sentence using these adjectives: happy, energetic

2. Write a sentence with at least two of your own adjectives in it.

Share: Choose #1 or #2 to share with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 5: POS Cumulative Review

Identify: Label the parts of speech in the following sentences. There is one of each of the 4 listed parts of speech in each sentence. (You do not need to include articles.)

Use this key: n = noun; v = verb; adj. = adjective; adv. = adverb

Then, draw arrows from the adjectives and adverbs to the words they describe.

- | | |
|---------------------------------------|--|
| 1. The angry teacher yelled fiercely. | 3. The exercise class met yesterday. |
| 2. An enormous whale dived deeply. | 4. The rescue personnel arrived quickly. |

These next ones are more difficult; some parts of speech may appear more than once, and some not at all.

- | | |
|------------------------------------|--|
| 5. Often, the old car runs loudly. | 7. Sometimes, the couple argues intensely. |
| 6. The girl was happy earlier. | 8. My best friend never arrived. |

Check your work!

Expand: Add 1 adjective and 1 adverb to each barebones sentence.

1. The meeting began.

2. The pond overflowed.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences to make a compound sentence.

1. The food arrived late. It was delicious. (use but or yet)

2. I am grounding you. You better start behaving. (use and)

Check your work!

Create: Write your own sentence.

Write a sentence using these adjectives: happy, smelly

Share: Share with your group.

Activity 6: POS Activities

Grammar Builder: For the activity below...

1. Fill in nouns in the noun column.
2. Trade papers, and fill in adjectives for your colleague's nouns.
3. Star your favorite one, and share it with the group.

Repeat this process, starting with verbs for the activity at right.

SAMPLE GRAMMAR BUILDER ACTIVITIES

adjective	noun	verb	adverb
<i>loud</i>	<i>noise</i>	<i>eat</i>	<i>quickly</i>

Sentence Expander: Fill in the top line. Use a single word, a phrase, or a clause. Share your answer quickly with your group before moving to the next line and repeating the process.

what? _____

when? _____

My best friend ate... where? _____

why? _____

how? _____

Choose 2-3 of your responses to combine into a single sentence.

Share your sentence with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 7: Subjects

Identify: Underline the *complete* subjects once in the following sentences. Underline the *simple* subjects twice.

1. Three ostriches on a grassy plain searched for water.
2. A shallow puddle of fresh water was nestled between two hills.
3. The excited ostriches perked up and headed towards the water.

Check your work!

Expand: Write a well developed subject to accompany the provided predicate.

1. _____

visited her grandmother at the nearby retirement home.

2. _____

was fiesty and full of vinegar during her granddaughter's visit.

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence with a more developed subject.

1. The girl played in the sandbox. The girl was happy. The girl had pigtails.

2. Her friend watched from a nearby bench. Her friend was tired. Her friend was from home.

Check your work!

Create: Write your own sentences.

1. Write a sentence using this word as a subject: mom

2. Write a sentence using this word as a subject: goalie

Share: Choose #1 or #2 to share with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 8: Predicates

Identify: Underline the *complete* predicates once in the following sentences. Underline the *simple* predicates twice.

1. A cheetah saw three ostriches on a grassy plain.
2. He tensely crouched behind a stand of trees.
3. The ostriches were surprised by his appearance.

Check your work!

Expand: Write a well developed predicate to accompany the provided subject.

1. The kids in the movie theater

2. The angry manager of the theater

Share: Choose #1 or #2 to share with your group.

Combine: Combine the following short sentences into one longer sentence with a more developed predicate.

1. The basketball player made the basket. He made the shot quickly. It was the winning basket.

2. The fans cheered. They did it loudly. They did it from the bleachers. The bleachers were old and rusty.

Check your work!

Create: Write your own sentences.

1. Write a sentence using this word as a predicate: laughed

2. Write a sentence using this word as a predicate: dreamed

Share: Choose #1 or #2 to share with your group.

Activity 9: Simple & Compound Subjects & Predicates

Simple Subjects & Predicates:

Identify: Underline each simple subject, and circle each simple predicate.

1. My friend kicked the ball into the street.
 2. The cat meowed loudly for his breakfast.
 3. We sat on the couch in the living room.
 4. The bird landed on the feeder in our yard.
- Check your work!

Combine: Match each complete subject with the most logical complete predicate.

- | | |
|---------------------------|--|
| 1. The angry lion | squawked in the backyard of our house. |
| 2. Several fiery chickens | raced across the Sahara. |
| 3. The barn owl | soared across the field in search of mice. |

Create: Using the words provided, write simple sentences. Underline your subjects, and circle your predicates.

1. gerbil: _____

2. drank: _____

Check: Underline each subject once and each predicate twice.

Share: Choose #1 or #2 to share with your group.

Compound Subjects & Predicates:

Identify: Underline each subject, and circle each predicate.

1. Jake and Chris saw the new Disney movie this weekend.
2. The boy brushed his teeth and combed his hair before school.
3. The farmer and his son turned off the lights and shut the barn doors late that night.

Check your work! One has a compound subject, one has a compound predicate, and one has both!

Create: Using the words provided, write simple sentences. Underline your subjects and circle your predicates.

1. as compound predicate: watched, liked: _____

2. as compound subject: dogs, cats: _____

Check: Underline each subject once and each predicate (main verb) twice.

Share: Choose #1 or #2 to share with your group.

Activity 10: Clause/Phrase

Identify each group of words below as a clause (C) or a phrase (P). Remember that a clause must contain a subject and its predicate. Find them first if this helps!

- | | |
|--|---|
| _____ 1. beneath the lily pad | _____ 14. past the big cats exhibit |
| _____ 2. after the rhinocerus settled into the mud | _____ 15. inside the belly of the mountain lion |
| _____ 3. between the two reptile houses | _____ 16. whenever I see a boa constrictor |
| _____ 4. because the zookeeper shut the cage | _____ 17. where they placed the pandas |
| _____ 5. so that the apes could adapt to the cold | _____ 18. before we make our next trip to the zoo |
| _____ 6. beyond the bird house | _____ 19. amongst all of the wildlife |
| _____ 7. in front of the emu | _____ 20. against the outer fence of the zoo |
| _____ 8. on top of the elephant's head | _____ 21. aside from the chimpanzees |
| _____ 9. while the bear was sunbathing | _____ 22. with the price of admission |
| _____ 10. even if the fish swims upstream | _____ 23. like no animal I have ever seen |
| _____ 11. unless the zookeeper feeds the tigers | _____ 24. close to the duckbill platypus |
| _____ 12. although the hen and rooster squabbled | _____ 25. behind the long line of visitors |
| _____ 13. next to the horse stalls in the barn | _____ 26. in order that we see all of the animals |

Activity 11: Independent/Dependent Clause

All the groups of words below are clauses. Identify each as I (independent or main) or D (dependent or subordinate).

- | | |
|---|---|
| _____ 1. the zoo just added some new snakes | _____ 13. the vet put ointment on the horse's hoof |
| _____ 2. while the chickens roosted in the yard | _____ 14. as the mountain goat maneuvered the cliff |
| _____ 3. after the horses found fresh water | _____ 15. whenever mountain gorillas gather |
| _____ 4. if you feed a hippopotomus | _____ 16. a chameleon changes colors to blend in |
| _____ 5. you are allowed to feed the birds | _____ 17. whether a whale surfaces or not |
| _____ 6. the turtle hid in his shell | _____ 18. though jellyfish can be dangerous |
| _____ 7. before the dodo bird became extinct | _____ 19. the alligator snapped its jaws shut |
| _____ 8. even if a salamander loses its tail | _____ 20. a shark has many rows of teeth |
| _____ 9. the ants swarmed out of their anthill | _____ 21. bears hibernate during the winter |
| _____ 10. just as the wolves approached us | _____ 22. as long as those electric eels stay clear of us |
| _____ 11. where the best fishing spot is | _____ 23. unless those birds migrate for the summer |
| _____ 12. the zoo has three cheetahs on loan | _____ 24. a baby giraffe was born at the zoo yesterday |

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 12: Compound Sentences

Identify: Put parentheses around the independent clauses (I). (The comma and coordinating conjunction should be *outside* the parentheses.).

1. Pets can include mammals like dogs and cats, but some reptiles make good pets as well.
2. You can also have a fish as a pet, or you can choose not to have any pets at all!

Check your work!

Expand: Expand the provided barebones sentences by describing the subjects and predicates.

1. The girl liked cake, but the boy preferred ice cream. _____

2. My brother will swim, or he might try football. _____

Share: Choose #1 or #2 to share with your group.

Combine 1: Match each independent clause + comma + conjunction with a second independent clause to make a logical sentence.

1. Our cousins visited from California, but we can try the chain at the outlet mall.
2. The local store has a good selection, or the ticket cost him \$200.
3. An officer pulled him over for speeding, and Jason could not come.

Combine 2: Combine each pair of simple sentences into one compound sentence. Use the provided conjunction.

1. One of our best presidents was Abraham Lincoln. He worked to free the slaves. (and)

2. He was assassinated by John Wilkes Booth. His legacy lives on in America. (but)

Check your work!

Create: Using the conjunction provided, write a compound sentence. Underline your subjects, and circle your predicates. Remember to include a comma + coordinating conj.

1. and: _____

2. yet: _____

Check: Underline each subject once and each predicate twice. Do you have 2 of each?

Share: Choose #1 or #2 to share with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 13: Complex Sentences

Identify: Put parentheses around the independent (I) and dependent (D) clauses. Underline each subject, and circle each predicate. Include the conjunction as part of the D clause.

1. My cousins visited the Louisville Sluggers museum while they were in Louisville, KY.
2. Once they arrived, they noticed the enormous baseball bat up against the building.

Check your work!

Expand: Expand the provided barebones sentences by describing the subjects and predicates:

1. A bear entered the clearing when the family was hiking. _____

2. If the family had stored their food, the bear would never have come. _____

Share: Choose #1 or #2 to share with your group.

Combine 1: Match each dependent clause + comma with an independent clause to make a logical sentence.

1. After we sit down for our Thanksgiving feast, dolphins swam up alongside the boat.
2. As the passengers came up on deck, we should go for a brisk walk.
3. Now that you have finished your exams, summer can truly begin.

Check your work!

Combine 2: Combine the two simple sentences into one complex sentence. Use the provided conjunction.

1. I should take some aspirin. I have a headache. (since)

2. I got home from school. My sister left for soccer practice. (just as)

If the dependent clause is first, use a comma. Do not use a comma if the dependent clause is last.

Share: Choose #1 or #2 to share with your group. Notice the 2 ways each can be done as you do.

Create: Using the conjunction provided, write a complex sentence. Include needed commas.

1. whenever: _____

2. because: _____

Check: Underline each subject once and each predicate twice. Do you have 2 of each?

Share: Choose #1 or #2 to share with your group.

NOW IT'S YOUR TURN!

IECC: IDENTIFY, EXPAND, COMBINE, CREATE

Activity 14: Simple, Compound, & Complex Sentences

Identify: Label each sentence simple (s), compound (cd), or complex (cx).

- ___ 1. Elephants are huge and fascinating animals.
- ___ 2. They are the largest land mammals, and they can reach a height of four meters.
- ___ 3. While elephants eat grasses, leaves, and bamboo, they also eat farmers' crops, like bananas and sugarcane.
- ___ 4. Elephants use their trunks as snorkels when they swim underwater.
- ___ 5. Though they do not run, elephants can walk at speeds up to 18-20 miles per hour.
- ___ 6. Elephants have no natural predators, yet human poachers are a serious threat.

Check your work!

Expand: Expand the provided barebones sentences using the offered conjunctions.

- 1. Our zoo has three African elephants (but): _____

- 2. The elephants come up to the edge of their enclosure (because): _____

Share: Choose #1 or #2 to share with your group.

Combine: Match the pairs of clauses to make logical sentences.

- 1. African elephants have enormous ears, and Raja, the oldest elephant ever, died at 82.
- 2. Though they usually live 40-50 years, they are shaped like the continent of Africa.
- 3. In many species horns occur in males, but both male and female elephants have tusks!

Check your work!

Create: Write good sentences. Use the provided conjunction for each if you like.

- 1. compound -- but: _____

- 2. complex -- as soon as: _____

Check: Underline each subject once and each predicate twice. Do you have at least 2 of each?

Share: Choose #1 or #2 to share with your group.

APPENDIX I: TRANSCRIPTION SKILLS

Recommendation 1: Handwriting

Research indicates that students in grades K-3 benefit from direct and explicit handwriting instruction. Steve Graham (2009-2010, Winter) cites a considerable body of work indicating “that, done right, early handwriting instruction improves students’ writing. Not just its legibility, but its quantity and quality” (p. 20). Virginia Berninger (2012) concurs, noting two important reasons for handwriting instruction: “learning to form letters by hand improves perception of letters and contributes to better reading and spelling” and “automatic letter writing promotes better composing—both amount written and quality of writing” (p. 31). Berninger also notes that “handwriting is not merely a motor skill; it is also a written language skill,” comprised of working memory, naming letters, planning to form letters, incoming visual and touch sensory information, and the orthographic loop, which she explains as “the integration of letters and written words in the mind’s eye with the sequential hand and finger movements during writing” (p. 28).

Students who struggle with handwriting must devote working memory to the act of forming letters, a lower-level cognitive skill, leaving them with less working memory to devote to higher-level cognitive tasks, such as sentence, paragraph, and idea development. In fact, even when these students equal or surpass their classmates intellectually, laborious handwriting prevents them from developing their ideas as efficiently and thoroughly as those same classmates.

K-3 instructors should provide handwriting instruction 3-5 times each week for a total of 50-100 minutes of weekly instructional time devoted to learning to write both legibly and quickly. Graham (2009-2010, Winter) also found that only 12% of teachers polled felt they received adequate training in handwriting instruction.

Recommendation: In short, elementary students need regular handwriting instruction, and instructors need adequate training in handwriting to teach their students to form letters legibly and quickly.

References:

- Berninger, Virginia. (2012). Strengthening the mind’s eye. *Principal*, 91, 28-31.
- Graham, Steve. (2009-2010, Winter). Want to improve children’s writing? Don’t neglect their handwriting. *American Educator*. 20-40.

APPENDIX I: TRANSCRIPTION SKILLS

Recommendation 2: Keyboarding

With the nation-wide commitment to expanding students' use of technology, keyboarding is an essential skill. Particularly in middle and high school, but even in the elementary grades, students are required to submit work that has been typed on a word processor. As schools add technology to their programs, students must become proficient in keyboarding. Those who "hunt and peck" use valuable working memory just to find the letters on the keyboard; it is essential that they instead devote this working memory to developing and capturing their ideas in well-constructed sentences, paragraphs and essays. Steve Graham et al. (2012) found that "teaching text transcription skills [including keyboarding] improved the quality of writing produced by students in Grades 1-3..." (p. 889).

Students should develop keyboarding competency when they begin composing and submitting written work on the computer. A trained instructor providing direct and explicit instruction and armed with a research-based instructional method is best suited to develop this competency in students.

It is important to note that keyboarding instruction should be provided in addition to rather than instead of handwriting instruction.

Recommendation: In short, elementary students need keyboarding instruction, and instructors need adequate training in keyboarding to teach their students to type efficiently.

Reference:

Graham, S., Kiuahara, S., McKeown, D., and Harris, K. (2012). A Meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104 (4), 879-896.

APPENDIX I: TRANSCRIPTION SKILLS

Recommendation 3: Spelling

Research indicates that spelling is an essential language skill and that students need both direct and explicit spelling instruction. A successful spelling program, which should include a scope and sequence and move from the simple to the complex, includes the following key ingredients: “explicit instruction in phoneme-grapheme correspondences, phonemic patterns in letter sequences or syllables, rules for joining syllables or adding morphemes, elements of morpheme preservation in word formation, and strategies for encoding irregular words” (Reed, 2012, p.24). Additionally, despite commonly held misconceptions about the value of whole word rote memorization, words should instead be selected based on students’ developing understanding of word structure. Practice should be both “repeated and cumulative” (p. 24).

In their meta-analysis of writing instruction for elementary students, Steve Graham et al. (2012), found that direct and explicit spelling instruction [as well as the other transcription skills of handwriting and keyboarding] improved students’ writing significantly. Writers who must devote too much thought to spelling leave too little working memory for the higher level composition skills, including sentence and paragraph writing and idea generation and organization. Louisa Moats (2005-2006) adds that “learning to spell and learning to read rely on much of the same underlying knowledge” (p. 12) and that good spelling instruction improves reading as well.

Unfortunately, some schools have removed spelling instruction from their curricula, arguing that access to a spelling checker eliminates the need for such instruction. Moats (citing Montgomery, Karlan, and Coutinho in a 2001 study) reminds us that spelling checkers do not catch all errors (neglecting to discern between homophones, for example) and that they “identify the target word from misspellings of students with learning disabilities only 53 percent of the time” (p. 12). Students should receive 15-20 minutes daily or 30 minutes thrice each week in direct, explicit spelling instruction (p. 42).

Recommendation:

In short, elementary students need spelling instruction, preferably taught simultaneously with reading instruction, and instructors need adequate training in spelling instruction to teach their students appropriately.

References:

Graham, S., Kiuahara, S., McKeown, D., and Harris, K. A Meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104 (4), 879-896.
 Moats, L (2005-2006, Winter). How spelling supports reading. *American Educator*.
 Reed, D. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction.