

Initial Use Strategies - Write:Outloud

Select the strategy you will use when you return to your classroom by double clicking in the box in front of the strategy

Save the document to your desktop and email it as an attachment to yourself and to the person conducting the training.

Make sure that students have time to think and talk about their topic prior to being asked to write. Be sure students have a clear understanding of the assignment/expectations.

Activating Strategies for all writing assignment:

- Model by “thinking out loud”
- Writing Prompts, choose prompts that engage students emotions (ethical/moral situations “what would you do?” prompts) – Writing prompts can be text or a picture. Discuss prior to individual writing.
- Visualization: Have student close their eyes and listen to you describe a person, place, or thing – let them try, then write it.

☐ **Have students open Write:Outloud. From the Speech drop down, have them Turn Off Speech. Let student type their paper with no additional support.**

Encourage them to do the best they can, you will not count off for any errors.

(this will serve as both a baseline/pre-intervention sample for each student as well as work samples for you to use to teach editing and revision using the tools in Write:Outloud)

Using a computer hooked to a smart board or projector open a sample student document with the name removed. Turn the speech back on and have the students listen sentence-by-sentence and give suggestions for editing/revision. (teach them to listen specifically for errors of omission, plurals, s/v agreement).

Use this method to teach additional editing features; spell check, homonym, and dictionary allowing ample time to practice new features. (for support use

Editor’s Checklist http://www.donjohnston.com/pdf/solo6/WriteOutLoud_6_QuickCard.pdf page 2 or CUPS editing strategy)

☐ **From a teaching resource or using student samples from students in someone else's class, type in work samples containing varied error patterns for group instructions.**

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☐ **Introduce your topic using an activating strategy. (e.g. show the cover of a book you are starting as a class and ask the class to predict what the book will be about).**

Using a computer hooked to a smart board or projector, let student throw out ideas in sentence form. (students can come up to the computer to type the sentence, a portable word processor can be passed around for students to type in their sentence, or the students can give their sentences orally – or a combination can be used to fit the needs of the class. If the teacher is typing be sure to include frequently seen error patterns).

Have the students listen sentence-by-sentence and give suggestions for editing/revision. (teach them to listen specifically for errors of omission, plurals, s/v agreement).

Use this method to teach additional editing features; spell check, homonym, and dictionary allowing ample time to practice new features. (consider printing Editor's Checklist http://www.donjohnston.com/pdf/solo6/WriteOutLoud_6_QuickCard.pdf page 2 or CUPS editing strategy for students to use independently once features are taught)