

## **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](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.

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](http://www.donjohnston.com/pdf/solo6/WriteOutLoud_6_QuickCard.pdf) page 2 or CUPS editing strategy – provide to students once features are taught)

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](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)