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WRITING MATTERS

DEVELOPING WRITING SKILLS IN STRUGGLING STUDENTS

William Van Cleave, Educational Consultant • Updated 6/2011

- I. Forming Words: Script and Word Processing
 - Motor Component
 - Remediating Handwriting to Improve Output and Product
- II. Creating Sentences From Scratch
 - Teaching Parts of Speech for Sentence Development
 - Using the Clause to Build Sentences of Varying Structure
 - Advanced Elements
- III. Idea Generation
 - Lists
 - Categorization
 - Graphic Organizers and Webbing
- IV. Paragraph & Essay Development
 - Basic Paragraphs & Expanded Paragraphs
 - Different Purposes of Writing
 - The Five Paragraph Essay
- V. Revision
 - Differentiated Instruction
 - Spelling
 - Proofreading

INTRODUCTION

Note: This chart is a work in progress; feedback is most welcome. As you consider and use it, if you have questions, concerns, or suggestions, please e-mail them to me at vcedconsulting@aol.com. That said, please do not copy or distribute this page of the handout. It is for your own personal use and is copyrighted and contained in an as yet unpublished manuscript.

Writing coherent paragraphs and essays involves engaging in a number of activities simultaneously:

- formation of letters: whether students print, write in cursive, or type an assignment, part of the brain is engaged in this process.
- spelling of words: even if students are not penalized for spelling, they must still sound out and spell the words they choose so that the reader can understand what is being written.
- formation of sentences: students must write coherent sentences, including appropriate variety, structure, and punctuation.
- paragraph structure: students must apply what they have learned regarding introductory, supporting, and concluding sentences/paragraphs.
- content: topics chosen from students' own experiences contain the most simple and direct content; eventually, students must write on topics assigned by content-area teachers.
- audience: students must determine the purpose of the assignment, the intended audience, and the approach to be taken in order to match written piece with intended audience.

The skills included in this scope and sequence involve knowledge in four stages. A student has achieved "mastery" only when he/she is able to engage with the concept at all four stages.

Stages of Knowledge	Idea Generation	Parts of Speech	Sentence Parts	Paragraph/ Essay Parts
Definition	/	learn definition	learn definition	ability to discuss
Identification	/	recognize in text	recognize in text	recognize in text
Create in Isolation	generate/ categorize list	provide examples in isolated sentences	provide examples in isolated sentences	create using known topic
Create in Application	generate/ categorize list for content-based assignment	use in paragraphs	use in paragraphs	create using content-based topic

FORMING WORDS – CURSIVE

As Diana Hanbury King writes in *Writing Skills For The Adolescent*, “There is no reason why cursive writing should not be taught to all students. However, in the case of dyslexics, there are several reasons for insisting on cursive. To begin with, in cursive writing there is no question as to where each letter begins -- it begins on the line. The confusion with forms is not merely a left and right reversal as with b/d and p/q; it is also an up and down reversal as with m/w and u/n; hence the uncertainty as to whether a letter begins at the top or the bottom. Second, spelling is fixed more firmly in the mind if the word is formed in a continuous movement rather than a series of separate strokes with the pencil lifted off the paper between each one” (King).

In short:

- cuts down on reversals (cursive b/d, m/w, etc.)
- in a proper lowercase cursive alphabet, all letters begin on the baseline
- spelling is better reinforced in the mind if the continuous movement of cursive is used
- reading is strengthened through writing
- forces appropriate clustering of letters to create words and spacing between words

HANDWRITING TIPS:

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I. Body:

- feet flat
- back straight
- both arms on table (including elbows)

II. Paper Position:

- paper tilted at 45 degrees
- corner folded if necessary

III. Hands & Grip:

- fingers should be in triangular position - thumb and first finger squeeze pencil while middle finger acts as bridge for pencil
- index finger's pad should be pressed against the pencil
- pencil should rest on the arch between thumb and first finger, and eraser should point over shoulder
- wrist should be flat on table
- other hand should be on top of paper to pull paper up (so writing hand doesn't have to move down)
- arm should arc across page as student writes (instead of wrist flipping back and forth)

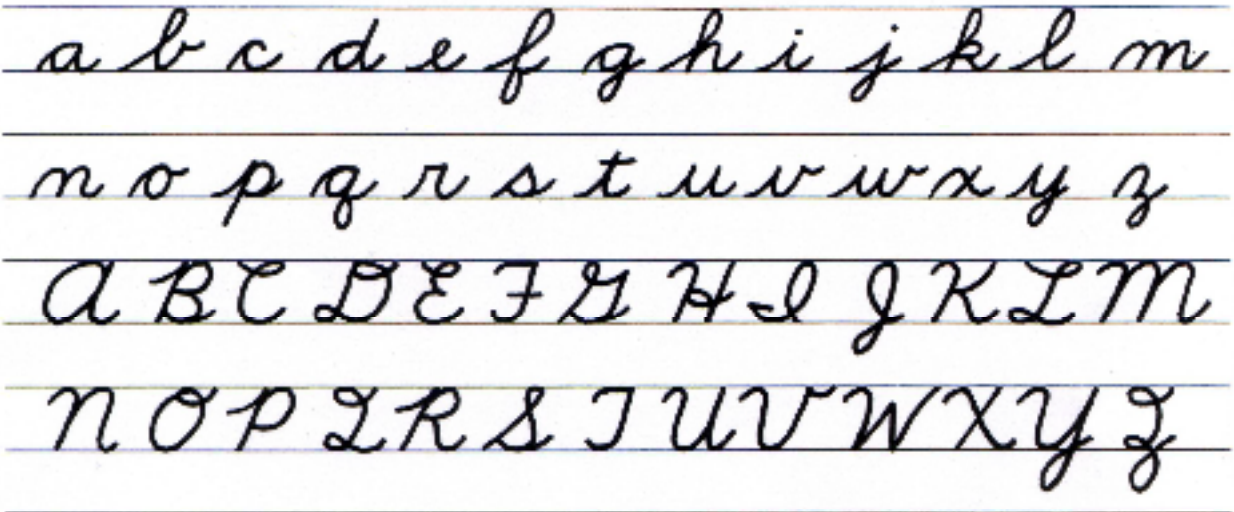
IV. Script:

- every lower case letter begins on the line
- letters should be taught in groups by formation

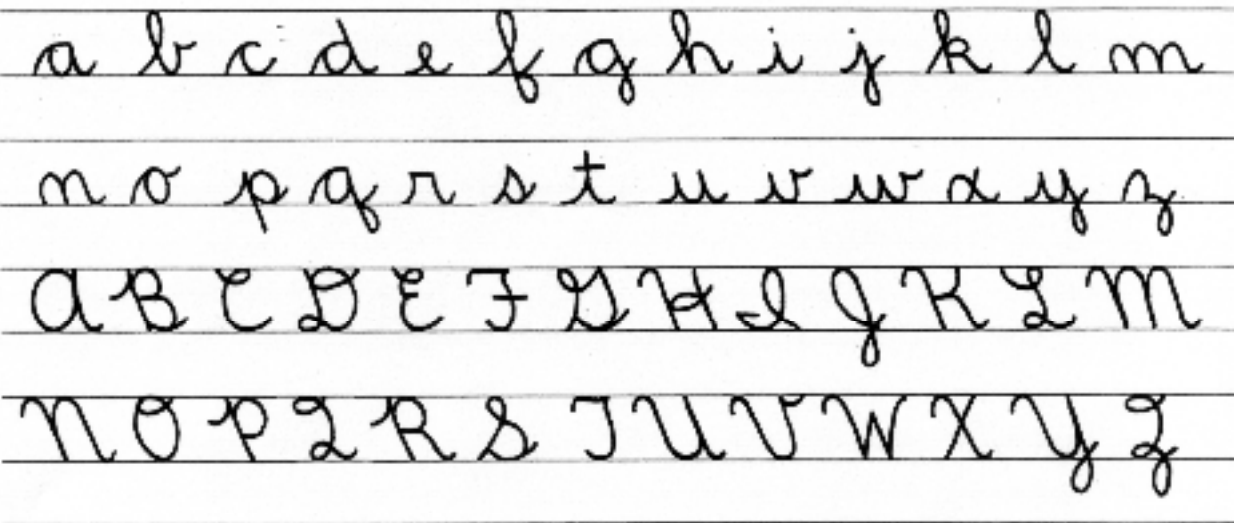
GILLINGHAM-BASED ALPHABETS

(Diana Hanbury King's fonts)

right-handed alphabets:



left-handed alphabets:



LIST GENERATION

Purpose:

- encourages students to generate ideas
- helps students learn to group, identifying similarities/differences
- simple, straightforward technique for brainstorming prepares for everything from a paragraph to a longer essay
- non-threatening task (as spelling does not count and sentence structure is not required)
- lets the student know early on whether he/she has enough information for a paragraph/paper on the topic

Some Suggested Topics for List Writing:

(slashes represent separate list topic ideas.)

about the senses:

- things that are _____ (any color)
- things that are bright
- foods that taste bad/good
- things that make loud noises
- places where you should whisper/shout
- things that are shorter/taller than you are
- fruits/vegetables/dairy products/sweets
- things that are cold/hot
- things that are rough/smooth/soft/hard
- foods that taste sweet/bitter
- things that smell good/bad
- things that can/cannot fit in your pocket
- things that keep you warm/cool
- breakfast/lunch/dinner foods

other list topic suggestions:

- drinks
- body parts
- rooms in a house/mansion/castle
- sports
- things to do on a sunny/rainy day
- places you'd like to visit/vacation
- things you'd buy if you had \$1,000,000
- famous people (living/dead) you'd like to meet
- favorite books/movies/stories/T.V. shows
- favorite actors/sports heroes/musicians
- things to do in _____ (town/city)
- insects/mammals/amphibians/reptiles/birds/fish
- colleges/camps you'd like to attend
- things that plug in or require electricity
- things I do before going to school/bed
- important inventions
- favorite restaurants
- musical instruments
- tools
- vehicles on land/in the air/for water
- bodies of water
- things you'd want on a deserted island
- places you would not like to visit/vacation
- people you admire
- things you can do in less than a minute
- characters in _____
- favorite places to eat
- zoo/farm/jungle animals
- good/bad animals for pets
- jobs you'd like to try for a day/week/year
- modes of transportation
- favorite video games
- things to take in your tote bag on a plane
- things to take camping/to the beach
- things that cost more than \$ _____

GRAMMAR INSTRUCTION

Keep two things in mind:

- We teach grammar to improve writing. If you cannot justify teaching a particular concept in terms of improving a student's writing, don't teach it.
- The best grammar exercises involve students writing sentences containing/practicing various grammatical concepts.

Parts of Speech: Consider the job the word does in the sentence.

• noun	person, place, thing, (idea)	John, school, bench, (peace)
• verb	action word (linking, helping)	jump, (am, seem)
• pronoun	word that takes the place of noun	he, you, they, I
• adjective	describes a noun	ugly, tired
• adverb	describes a verb (adjective, or other adverb)	quickly
• preposition	begins a phrase (anything a plane can do to a cloud)	in, on, around
• conjunction	joins 2 words or 2 groups of words	and, although
• <i>article</i>	<i>teach in adjective family</i>	<i>a, an, the</i>
• <i>interjection</i>	<i>expresses emotion - inessential</i>	<i>whoa!</i>

Sentence Parts: Clauses are the building blocks to all sentence writing.

subject	what's doing the action	<u>John</u> went to the store.
predicate	verb plus its baggage	John <u>went to the store</u> .
direct object	receives action of verb	John threw Mark the <u>ball</u> .
indirect object	tells to whom/for whom action is done	John threw <u>Mark</u> the ball.
predicate noun	follows linking verb and renames subject	John is a <u>pilot</u> .
predicate adjective	follows linking verb and describes subject	John seems <u>exhausted</u> .
clause	group of words with subject and predicate	John went to the store because she is finished
independent clause	clause that can stand by itself	John went to the store
dependent clause	clause that cannot stand by itself	because she is finished
simple sentence	one independent clause	John went to the store.
compound sentence	2 independent clauses joined by , and for, and, nor, but, or, yet or 2 independent clauses joined by ;	John went to the store, but it was closed. John went to the store; it was closed.
complex sentence	1 independent clause and 1 or more dependent clauses	John went to the store because he needed milk. When John went to the store, he forgot his wallet. John, who was selected as our leader, rarely smiled.

More Adjective Worksheet Ideas

adjective	word that describes a noun	<i>ugly</i> duckling <i>difficult</i> problem
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examples original, disappointing, three, red, overdone, charismatic, hideous,
beautiful, rotten, intelligent, creative, voracious, enlightened, shy,
considerate, pleasant, whispering, icy, enormous, sly

IV. Create a sentence that includes at least two adjectives:

V. Rewrite each sentence with at least two adjectives inserted into it:

e.g.,: The boy likes ice cream.

The tall boy likes vanilla ice cream.

The man went to the store.

The forest burned to the ground and left nothing but ashes.

The student laughed at the joke the teacher told.

VI. Make a list of adjectives that describe the nouns below:

_____ hat

_____ teacher

Adverb Worksheet Ideas

An adverb describes a verb:

run *rapidly* jump *quickly*

I. Put an appropriate adverb after each verb below:

understand _____	laugh _____
sleep _____	sit _____
murmur _____	fumble _____
stab _____	eat _____

II. Sort the following adverbs into appropriate columns:

carefully	rapidly	soon
there	closer	out
loudly	punctually	now
quietly	rudely	down
<u>how</u>	<u>when</u>	<u>where</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. Rewrite each sentence with at least one adverb in it:

e.g.,: The boy ate in the kitchen.

The boy ate quickly in the kitchen.

Julie played in the sandbox.

Other Miscellaneous Worksheets at the Word Level

I. Verb Tense (Conjugate verbs to practice number and tense usage.):

verb: _____

I	_____	we	_____
you	_____	you	_____
he/she/it	_____	they	_____

verb: _____

	yesterday (past tense)	today (present tense)	tomorrow (future tense)
I	_____	_____	_____
you	_____	_____	_____
he/she/it	_____	_____	_____
we	_____	_____	_____
you	_____	_____	_____
they	_____	_____	_____

II. Identify the part of speech of the underlined word in each sentence:

- _____ 1. Robert gathered his tools and left the construction site.
- _____ 2. Over three thousand New Yorkers ran in the marathon.
- _____ 3. The blue handkerchief was found under the table.
- _____ 4. The child cried continuously when he fell off the slide.
- _____ 5. My grandmother lived down the road from me.
- _____ 6. I liked it when my baby-sitter took me out for ice cream.
- _____ 7. Fred and Ethel were married for over three decades.
- _____ 8. I tuned the grand piano in preparation for the show.

VII. Create Living Noun Builders as follows...

1. Write a person or other living creature (common noun) in the box.
2. To the left of your person write five adjectives that could describe him/her.
3. To the right of your person write five action verbs that he/she could do.
4. To the right of each verb write an adverb that could describe that verb.
5. To the right of each adverb write a prepositional phrase that could tell more about the action verb you chose.

S
A
M
P
L
E

<i>adjectives</i>		<i>action verbs</i>	<i>adverbs</i>	<i>prepositional phrases</i>
safe	pilot	flew	quickly	through the dark cloud
dangerous		sat	uncomfortably	beside the loud co-pilot
stupid		ate	rudely	in the dirty cockpit
female		dodged	skillfully	between enemy fighters
alien		dives	stupidly	into danger

T
E
M
P
L
A
T
E

<i>adjectives</i>		<i>action verbs</i>	<i>adverbs</i>	<i>prepositional phrases</i>
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____

COMMON SENTENCE TEMPLATES

clause: group of words with a subject and its verb

independent clause: clause that can stand by itself

dependent clause: clause that cannot stand by itself

Simple Sentence 1 independent clause

I

Many have a single subject and predicate.

Mac went to the store.

On Tuesday Will visited our grandmother at her cottage in the next town.

Others have compound subjects and/or predicates.

Wes and Ethan often play tennis on Saturdays.

Logan saw an excellent movie and then went to dinner with friends.

(For a group of words to be a clause, it must have its own subject and predicate. It cannot share either with another clause.)

Compound Sentence 2 independent clauses

for
and
nor
but
or
yet

I, I; I

joined by comma and coordinating conjunction...

Jackson went to the store, but it was closed.

Tickets for the final game were scarce, yet Drew still got seats.

I love to jog through the park, and Isabelle often joins me.

I do not want to go to the movies, nor do I feel like playing baseball.

...or joined by a semi-colon.

A number of recent inventions have changed the way the world functions; cell phones and the internet are two of the most obvious.

The game got rained out; however, the coaches rescheduled it for the following Saturday.

(Words such as however are conjunctive adverbs rather than conjunctions; these adverbs often begin the second clause of a compound sentence that uses a semi-colon and are always followed by a comma.)

Complex Sentence

1 independent and 1 (or more) dependent clauses

D, I ID I

using subordinating conjunction...

While Rob was pulling out of his driveway, he accidentally bumped into another car. (D,I)
Even though the movie ran late, Charles still got in before curfew. (D,I)

Luke spent an extra \$50 on his computer because it came with a printer. (ID)
Our mom banned drinks in the den after Jeb spilled soda on the good table. (ID)

...or using relative pronoun.

Taylor, who has played competitive sports since fourth grade, started at free safety this fall.
Jack loved any book that could hold his attention.

(The first of these adjective clause (or D-wedge) sentences uses the clause to define the subject. The second uses it to define the object.)

Clause/Phrase Activities

Clauses are the key building blocks of all sentences we write. The ability to identify and create them is essential. Mark each group of words below as P (phrase) or C (clause):

- | | |
|--|---|
| _____ if the rain never stops | _____ when the manager organizes the team |
| _____ for breakfast | _____ through the woods by the river |
| _____ under the window | _____ the party ended at midnight |
| _____ since I slept | _____ as long as you study before the game |
| _____ beside the grocery store | _____ if I finish the book |
| _____ before she finished the pie | _____ as soon as the painter finished |
| _____ as soon as the temperature drops | _____ when the exercise was over |
| _____ as if Mike could drive | _____ at the end of the long road |
| _____ if we see another ant | _____ beneath the deep blue sea |
| _____ after careful consideration | _____ we both finished eating breakfast in time |
| _____ between two slices of bread | _____ because of the number of boxes |
| _____ since yesterday | _____ though I gave you three warnings |
| _____ until you hear back from me | _____ until I receive your donation |

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

- | | |
|---|--|
| _____ Constantine joined the sports club | _____ whenever we have a chance to play golf |
| _____ since Barack Obama was elected | _____ before I will clean out the closet |
| _____ school lets out in June | _____ if T.V. remained black and white |
| _____ the play begins at 9 a.m. | _____ my family is coming for the holidays |
| _____ after we purchased the new car | _____ the doe was brown with a white tail |
| _____ if we can handle the time change | _____ cleats were left on the radiator to dry |
| _____ we ate the purple potato chips | _____ although asparagus is out of season |
| _____ water is the most healthy drink | _____ the black panther pounced at the crowd |
| _____ if my migraine doesn't linger | _____ when the strawberries arrived |
| _____ as long as the schedule will be kept | _____ before I considered my sister's request |
| _____ as though I care about his new shirt | _____ where our cousins live |
| _____ the postal carrier delivered the mail | _____ whenever the detective catches the crook |

SENTENCE DEVELOPING ACTIVITIES

As your students develop an understanding of parts of speech and sentence parts, here are some activities designed to improve writing at the sentence level. Independent sentence writing (#6) is the goal.

1. Sentence building
 - match words to make sentences:
grid/word find format (like a maze but with words determining path)
 - join sentence parts to make sentences:
match pre-written subjects and predicates (2 column) or subjects, simple verbs, and objects (3 column)

2. Sentence combining
 - in activities/exercises & your own writing:
provide 2-4 sentences and ask student to combine
provide 2 sentences and a clue and ask student to combine
provide one sentence and one element to embed into it

3. Expanding sentences using bare bones sentence expanders
 - provide simple subject and verb and use questioning to prompt sentence expansion (e.g., John ate. when? where? why? how?)
 - provide simplistic sentence with nouns, verbs, and phrases and ask student to add adjectives and adverbs

4. Tandem writing
 - student writes first half of sentence, trades papers with a classmate, and finishes classmate's sentence (subject to predicate or first clause to second clause)

5. Writing sentences with prompts
 - "begin a sentence with the word _____"
(subordinating conjunction, transition word, etc.)
 - "write a sentence that contains _____"
(subordinating conjunction, preposition, content word, etc.)
 - provide student with first sentence and transition word that is to begin second sentence

6. Sentence writing
 - as a class starter
 - for class work and homework, even instead of paragraph writing

SENTENCE PART MATCHING – SUBJECT-PREDICATE

Subject

Predicate

The little boy with dimples
A chirping blue jay
My grandmother

landed on the feeder in our yard.
smiled at the doctor's offer of candy.
used to bake me cookies each weekend.

A couple of teenagers
The soldier, a veteran of two wars,
My entire family

wore his uniform with pride.
eats dinner together each night.
broke into my dad's car.

A swarming nest of bees
A pair of monarch butterflies
Two long-legged giraffes

caused the family to leave the picnic early.
awkwardly bent down to reach the pond.
fluttered near me on my Saturday walk.

SENTENCE PART MATCHING – SUBJECT-VERB-OBJECT

Subject

Verb

Object

The good boy
The mean girl
The rowdy kids

accidentally smashed
angrily smacked
kindly helped

her sister on the head.
the woman with her bags.
the antique vase.

The sick child
The general
The president

announced
ate
ordered

two bowls of chicken soup.
his troops to march.
a new plan for his country.

The driver
My doctor
An artist

painted
saw
raced

twelve patients yesterday.
his friends through the city.
that ugly baby portrait.

SENTENCE COMBINING

- I. Make each pair of sentences into a compound sentence using the provided keyword:
 We could go to the movies. Marcia could go alone. (or)

The new video game hit stores yesterday. We were the first ones to get it. (and)

- II. Make each pair of sentences into a compound sentence. Use a conjunction:
 The test was yesterday. I did not prepare enough.

Two rivers surrounded the town. There was still not enough water to drink.

- III. Make each pair of sentences into a complex sentence using the provided keyword:
 It was raining hard. We did not go outside. (because)

We were driving. Another car hit our fender. (while)

She was a good teacher. She yelled a lot. (although)

- IV. Make each pair of sentences into a complex sentence. (Use a subordinating conjunction.):
 We save enough money. We will get a new game system.

We went to the movies. They decided to go bowling.

You do your homework. You will pass every test.

- V. Combine into one sentence. Do not leave out any information:

The movie was excellent. It ran quite late. It starred Denzel Washington.

We were hungry. We went to my favorite restaurant. I ordered a burger and fries.

My cousins are from Australia. They visited us last month. We had a blast.

BASIC SUBJECT-VERB BAREBONES SENTENCES FOR EXPANSION

I laughed.	The athlete cycled.	His ship landed.
You should eat.	The basement floods.	A rocket launched.
It rained.	The students groaned.	The children played.
We slept.	The worker hammered.	The musician practiced.
The chef baked.	The outlaw hanged.	They skied.
The actors bowed.	The farmer hunts.	The minivan stopped.
Grandpa called.	The warrior was injured.	My guinea pig squeaked.
The hikers will camp.	The woman jogs.	The cook stirred.
The audience clapped.	The clown will juggle.	The brat tripped.
The boats crashed.	The boy jumped.	My cousins will visit.

ADVANCED SUBJECT-VERB BAREBONES SENTENCES FOR EXPANSION

Sue will answer.	The fire glowed.	The orchestra performed.
Juan apologized.	The day improved.	Meryl pretended.
My brother argues.	One soldier lasted.	James refused.
The flight was delayed.	The ice melted.	The couple relaxed.
We were embarrassed.	Marsha observed.	One cupcake remains.
My niece was frightened.	Luke offered.	I remember.
A crowd gathered.	The boys will promise.	The mourners wailed.

BASIC SUBJECT-VERB-OBJECT SENTENCES FOR EXPANSION

The teen could afford the car.	Her partner served the ball.
We amused ourselves.	The lifeguard shaded his eyes.
Dad will carve the turkey.	The kids smashed the pumpkins.
Sue combs her hair.	Dad supplied the snacks.
The waitress filled our glasses.	Our grandparents surprised us.
The child glued the pieces.	The pro tamed the lion.
I grabbed your coat.	We tasted all the cakes.
The farmer milked the cow.	My grandmother tires easily.
My sister remembers everything.	The truck towed my car.
We should remove our shoes.	My daughter tugged on my shirt.
Susie scraped her knee.	My son will unlock the door.

ADVANCED SUBJECT-VERB-OBJECT BAREBONES SENTENCES FOR EXPANSION

The owner accepted the offer.	She dislikes him.
We admired the monument.	He still had hope.
The secretary advised the president.	The actress will impress you.
A scientist analyzes results.	The bear intended no harm.
Three schools banned the book.	She invented a cure.
We will collect donations.	The leader signaled his troops.
Liz contained her anger.	The heat tests her patience.

SENTENCE EXPANSION EXAMPLES – ADVERBIAL (WORDS, PHRASES, AND CLAUSES)

I laughed. when?

Daily, I laughed.
I often laughed.
I rarely laughed.
I laughed recently.
Sometimes, I laughed.
Today, I laughed.
Usually, I laughed.
I never laughed.
I laughed yesterday.
After dinner, I laughed.

I laughed through the night.
I laughed as she was falling.
I laughed as long as I could.
Once I understood the joke, I laughed.
I laughed till tears came to my eyes.
Until she stopped making jokes, I laughed.
I laughed when I saw my sister's costume.
I laughed whenever my cousin sneezed.
While I was eating, I laughed.
I laughed before her show.

You should eat. where?

You should eat nearby.
You should eat outside.
You should eat near your family.
You should eat across the room.
You should eat around the corner.
At the party you should eat.
You should eat behind the stage.
You should eat below the falls.
You should eat beneath the tent.
You should eat beside me.
You should eat in your room.
You should eat beyond my sight.
You should eat down the street.

You should eat inside the cave.
You should eat near the mall.
You should eat above the main floor.
You should eat next to McDonald's
You should eat on the trip.
You should eat over at Marcie's house
You should eat under my supervision.
You should eat underneath that light.
You should eat between your parents.
You should eat wherever your girlfriend wants.
You should eat where there is good food.
You should eat by Elliott.

The bull charged. how?

The bull charged carefully. The bull charged fiercely.
The bull charged angrily. The bull charged speedily.
The bull charged with rage. The bull charged without a care in the world.
The bull charged as if the red cape were driving him crazy.
The bull charged as though he would mow down the matador.
The bull charged exactly how the crowd expected.

SENTENCE EXPANSION EXAMPLES – ADVERBIAL (CONTINUED) (WORDS, PHRASES, AND CLAUSES)

The infant cried. why?

The infant cried in order to get her way.

The infant cried at the loud noise.

The infant cried for no reason at all.

To get attention, the infant cried.

The infant cried until he heard his father's voice.

The infant cried in case he might be heard.

The infant cried assuming that all eyes would turn towards him.

The infant cried with the hope of getting a fresh diaper.

The infant cried without cause.

Because she was in the hot sun, the infant cried.

If his sister made scary faces, the infant cried.

The infant cried in order that he might be heard.

Since everybody ignored him, the infant cried.

The infant cried so that she could get some food.

Unless he heard his mother's voice, the infant cried.

Juan apologized. concession...

Juan apologized against his better judgment.

Despite his innocence, Juan apologized.

Juan apologized in spite of his sister's screaming.

Juan apologized although he was angry.

Though he knew Marcus was in the wrong, Juan apologized.

Even though Marcie refused to listen, Juan apologized.

While some might have considered it a weak move, Juan apologized.

SENTENCE EXPANSION EXAMPLES (CONTINUED)
(MOST ARE ADJECTIVAL; SOME ARE NOUNS)

The soldiers fought. what kind? which one? whose?

The Union soldiers fought.	The young soldiers fought.
The exhausted soldiers fought.	The disobedient soldiers fought.
The armed soldiers fought.	The camouflaged soldiers fought.
The loyal soldiers fought.	The furious soldiers fought.
The Chinese soldiers fought.	The wounded soldiers fought.
The vicious soldiers fought.	The peace-loving soldiers fought.
The dangerous soldiers fought.	The elite soldiers fought.
The younger soldiers fought.	The soldiers in blue uniforms fought.
The soldiers of Guam fought.	The soldiers in <i>Call of Duty</i> fought.
The squadron soldiers fought.	The reluctant soldiers fought.
Those soldiers fought.	The general's soldiers fought.
The soldiers over there fought.	The soldiers next to the tank fought.
Our soldiers fought.	Their soldiers fought.
The only soldiers on the field fought.	
The soldiers, brothers in their twenties, fought.	
The soldiers, proud French men, fought.	
The soldiers from behind the trees fought.	
Armed with rifles, the soldiers on the paint ball field fought.	
The soldiers who ignored their commander fought.	
The soldiers that Poland hired fought.	
The soldiers, following orders from military command, fought.	
The soldiers, who hoped for a swift victory, fought.	
The soldiers in new uniforms fought.	
The soldiers with extra free time fought.	
The soldiers, a worn out troop, fought.	
The soldiers, a proud fighting unit, fought.	

The girls rejoiced. how many?

The seven girls rejoiced.	The girls, two juniors and one senior, rejoiced.
All the girls rejoiced.	The girls, three sets of twins, rejoiced.
Some girls rejoiced.	Too few girls rejoiced.
Too few girls rejoiced.	No girls rejoiced.
No girls rejoiced.	A few girls rejoiced.
Several girls rejoiced.	Many girls rejoiced.

SENTENCE EXPANSION QUESTIONS WITH STUDENT RESPONSES

1. The ghost haunted the mansion.

when?	for hundreds of years
where?	on the corner of the deserted street
how?	by wandering the halls late into the night
why?	because her death had not been avenged
concession?	despite the fact that few people noticed her presence
what kind?	young, female
which one?	of Andrea Longhorn
how many?	<i>the (already included)</i>

2. The teams competed.

when?	twice each year
where?	at the largest stadium in Great Britain
how?	by playing their very best
why?	because their rivalry was older than any of the current players
concession?	although the Bears always won
what kind?	veteran
which one?	with well developed skills
how many?	two

3. The owner accepted the offer.

when?	at close of business on Friday
where?	in his office on the fourth floor
how?	gratefully
why?	so that he could retire a rich man
concession?	in spite of his son's desire to run the business
what kind?	selfish
which one?	of the shoe company
how many?	sole

4. barebones sentence: _____

when?	_____
where?	_____
how?	_____
why?	_____
concession?	_____
what kind?	_____
which one?	_____
how many?	_____

Name: _____

Date: _____

Compound Sentences

2 independent clauses:

- joined by a comma (,) and conjunction (for, and, nor, but, or, yet)
- advanced: joined by semicolon (;)

I, I
for
and
nor
but
or
yet

Examples:

- John went to the store, but it was closed.
- We should consider all our alternatives,
or Mary may become angry with us.
- advanced: The river swept away the bridge;
we traveled upstream in our boat.

I; I

Sentence Check:

- make sure each part of the sentence can stand by itself
- make sure the subjects are different
- make sure the sentence has a comma (,) and a conjunction (advanced: or a semicolon (;))

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name: _____

Date: _____

Complex Sentences

1 independent clause and 1 or more dependent clauses:

- if the dependent clause is first, use a comma
- do not use a comma if the dependent clause is last

Examples:

- Since we went to the bank, we have enough money for groceries.
- Mary and John brought a gift because it was the right thing to do.

ID

Sentence Check:

- make sure there is one independent clause with a subject and its verb
- make sure there is one dependent clause with a subject and its verb
- check punctuation: do not use a comma if dependent clause is last

D,I

Subordinating Conjunctions:

after	as soon as	even though	once	till	where
although	as though	how	since	unless	whereas
as	because	if	so that	until	wherever
as if	before	if only	that	when	while
as long as	even if	in order that	though	whenever	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name: _____

Date: _____

Developing Sentence Skills

Sentence Vocabulary:

subject	what's doing the action
verb	action word (or state of being)
clause	group of words with subject and its verb
independent clause	clause that can stand by itself
dependent clause	clause that cannot stand by itself
simple sentence	1 independent clause
compound sentence	2 independent clauses joined by comma (,) and f(or) a(nd) n(or) b(ut) o(r) y(et)
complex sentence	1 independent clause and 1 (or more) dependent clause(s)

Sentence Exercises:

1. Write two simple sentences. *example: Mike bought some groceries.*

a. _____

b. _____

2. Write two compound sentences.

example: Mike bought groceries, but he ran out of gas on the way home.

a. _____

b. _____

3. Write two complex sentences:

example: Because he was rushed, Mike went to the store by car.

a. _____

b. _____

PARAGRAPH DEVELOPMENT EXERCISES

The following exercises are designed to reinforce the basic paragraph format and give students practice with the individual elements, especially those that may prove more difficult, such as writing topic sentences. They are presented in increasing difficulty. Some students may need to spend a great deal of time on each of the elements of the paragraph while others will internalize the structure more easily.

Basic Paragraph Structure

Topic Sentence
Supporting Sentence
Supporting Sentence
Supporting Sentence
Concluding Sentence

I. Write supporting sentences for the following topic sentences:

I have several favorite foods.

1. _____
2. _____
3. _____

There are several good ways to occupy your time on a rainy day.

1. _____
2. _____
3. _____

II. Write concluding sentences for the following supporting sentences:

1. Drinking lemonade, ice tea, and other cold drinks is one way to stay cool.
2. Turning on a fan or air conditioner drops the temperature in my house.
3. Going for a quick swim in the mid-afternoon cools me down for the rest of the day.

C.S. _____

III. Write a topic sentence for each set of supporting sentences:

T.S. _____

1. I love to play frisbee in the deep, green grass of the park.
2. There is a playground, which my little brother loves, near where I play frisbee.
3. Near the entrance of the park, they have grills where we sometimes barbecue.

C.S. The park is probably my favorite place on the weekends.

Expanding Paragraphs & Using Transition Words

Once you have practiced writing basic paragraphs and are comfortable with their format, it is time to expand. Take a five sentence, basic paragraph and add detail sentences to each supporting sentence. If you add one detail to each supporting sentence, your 5 sentence paragraph will become 8 sentences; if you add two details to each supporting sentence, your five sentence paragraph will become 11 sentences!

<i>Expanded Paragraph:</i>
Topic Sentence
Supporting Sentence 2 detail sentences
Supporting Sentence 2 detail sentences
Supporting Sentence 2 detail sentences
Concluding Paragraph

Add detail sentences for each supporting sentence:

T.S. On a rainy day, there are several things I enjoy doing.

1. Going to the theater to catch a movie or two is a great way to pass the time.

2. I love having some extra time to enjoy playing video games.

3. Usually, I have a great book to read.

C.S. Some people find rainy days depressing, but every once in a while they can be great.

Add detail sentences for each supporting sentence:

There are several jobs I would like to try. First, I think it would be interesting to work as an architect. _____

Next, I would like to work in an ice cream parlor. _____

Finally, I think I would enjoy being a teacher. _____

I think it would be interesting to try each of these jobs before choosing a full-time career.

Topic

Prompt

List of 10 Things

List of 6 Events

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Star the 3 items you like best. Each will become a supporting sentence

Star the 3 items you like best. Each will become a supporting sentence

Topic Sentence

Prompt or Story Lead

Supporting Sentence 1

Event Sentence 1

Supporting Sentence 2

Event Sentence 2

Supporting Sentence 3

Event Sentence 3

Concluding Sentence

Story End (Conclusion)

Title

Topic
Sentence

Supporting
Sentence 1

Detail
Sentences
1 & 2

Supporting
Sentence 2

Detail
Sentences
1 & 2

Supporting
Sentence 3

Detail
Sentences
1 & 2

Concluding
Sentence

KINDS OF PARAGRAPHS – PURPOSES FOR WRITING

Example

- uses examples to support the main idea or thesis
e.g., Many wonderful foods can be eaten as a snack.
- 3 (or more) examples are chosen from a larger possible group
- common uses: often used to introduce paragraph writing to younger students and those with basic skills because of its simplicity; most any subject
- e.g., Many technological inventions entered our lives in the last ten years.

Classification

- (advanced example) divides items into classes, groups, or categories
e.g., There are several wonderful kinds of vacations you can take.
- topic sentence identifies subject to be classified and gives number, name, and significance of classifications (either explicitly or implicitly)
- each supporting sentence explains one category
- usually, each category is further defined through the use of examples of items that fall into that category
- sometimes, the author compares to clarify the classifications
- common uses: science questions; other, more general questions
- e.g., Technology can be grouped into three major categories.

Reason

- explains reasons for something
e.g., There are quite a few reasons the Civil War began.
- supporting sentences each answer the question “why?”
- common uses: social studies/history and literature questions
- e.g., Technology has changed our world for the better.

Persuasion

- (a kind of reason) convinces reader to make a certain decision/choice
e.g., You should avoid smoking cigarettes at all costs.
- commands the reader to “believe me, and do it.”
- requires analysis, information, and context for the reader to form own opinion
- avoids descriptive language in favor of imperative mode
- common uses: writing/English and social studies/history questions
- e.g., You should purchase the newest computer from Apple.

Definition

- precisely explains what something is, how it looks or works, or its purpose
e.g., Friendship means something slightly different to everyone, but true friendship is recognized in times of trouble rather than times of happiness.
- answers the question, “what do you mean?”
- topic sentence identifies the subject and the focus of the definition
- meaning is found through your own experiences; quoting the dictionary is not appropriate
- may include comparisons/contrasts and examples
- common uses: government/social studies, philosophy
- e.g.,: Technology can be defined as a distraction from the real world.

Process

- gives directions or explains how to do something
e.g., Preparing to depart for school requires several careful steps.
- topic sentence identifies process to be discussed and often includes attitude towards it (e.g., efficient, inefficient, logical, cumbersome)
- usually uses concise, formal, non-descriptive vocabulary
- presents information as steps in a sequence
- reader should be able to follow independent of the author
- common uses: recipe book; procedure section of a lab report
- e.g., Upgrading the memory card on your computer is a relatively simple process.

Narrative

- (similar in structure to a process) relates a story or event
e.g., One time I found an adorable abandoned puppy in the parking lot behind my house.
- topic sentence will identify the event and signal your judgement, feelings, or thoughts about it
- should recreate story or event for readers who were not there
- sequential; usually chronological
- usually contains characters, setting, a conflict, and resolution
- contains some description, but action takes priority
- common uses: creative writing, relating a story or event in your life
- e.g., I will never forget the day we bought our first computer.

Description

- (similar in structure to a narrative) uses language to describe something the reader should imagine
e.g., The perfect dive is an incredible thing to watch.

- detailed observations
- flows directionally (from top to bottom, left to right, inside to outside, etc.)
- similar to narrative but focuses on an isolated action (verb) or sensation (adjective or adverb)
- almost always part of a larger piece of writing

Compare/ Contrast

- explains how two things are similar and/or different
e.g., While S.U.V.'s and cars both are land vehicles, they serve quite different purposes.
- topic sentence should make clear statement of why and how the two items are alike and/or different
- either tells all about one thing and then all about the other or uses points of comparison to move back and forth between the two things
- a Venn diagram is often useful for planning this style of writing
- conclusion establishes what has been learned through the comparison
- sophisticated and challenging because the author works with two, often opposing, topics in the same paragraph/essay and must use transition words that signal a change of direction
- common uses: all subjects
- e.g., The choice of whether to purchase an Apple or a PC is a difficult one.

Practice writing different kinds of topic sentences:

Write a topic sentence for each kind of paragraph on the following topic: a trip to the beach

- example: _____
 - classification: _____
 - reason: _____
 - persuasion: _____
 - process: _____
 - narrative: _____
 - descriptive: _____
 - definition: _____
 - compare/contrast: _____
-

Argumentative Writing or...How To Teach Thesis Statements

The key to good, interesting writing is the development of a thesis statement. Many students find them difficult. A vague or ill-considered thesis can lead to a paper that wanders or loses steam. Worse, the wrong thesis can lead the student to write a plot summary of a book or event rather than a true paper.

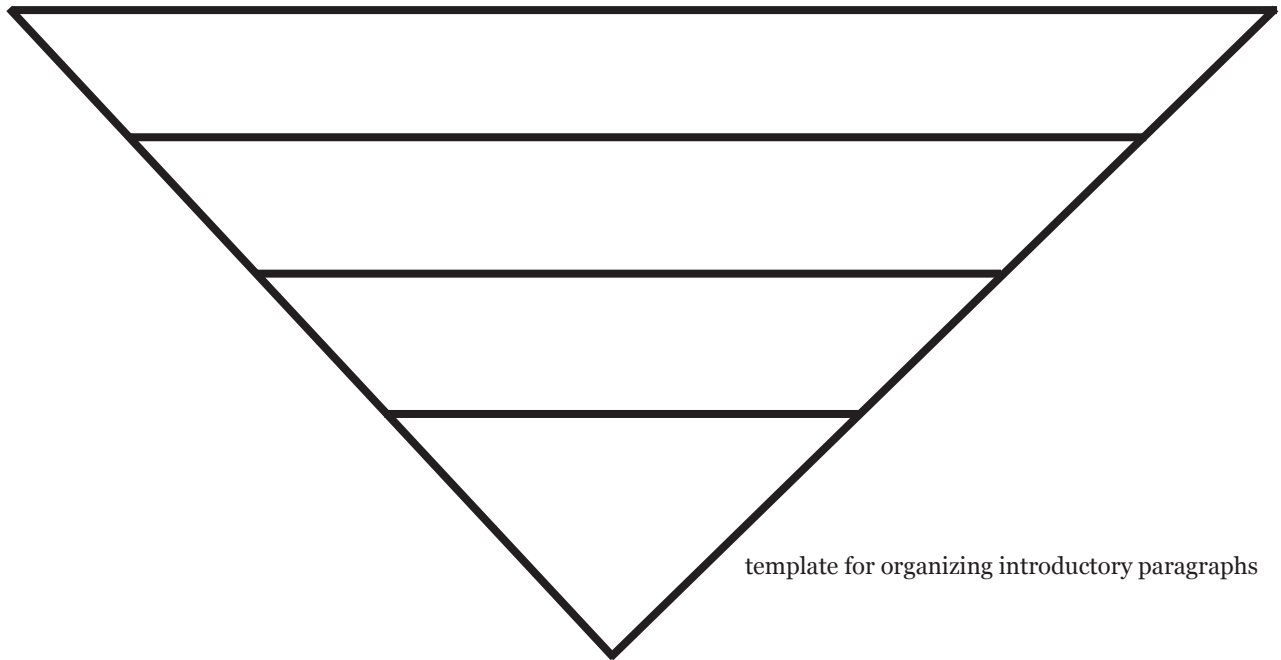
A great way to teach thesis statements, and therefore the heart of significant, meaningful writing, is as follows (as noted in my syllabi directly to students...):

Thesis statements are quite difficult to create. You should think of them as your own arguments. The purpose of a five paragraph essay is to introduce your argument (not the author's) and support it with evidence you find from the texts we are reading.

We use theses in everyday conversations. It's often the way we communicate. We suggest something, and then we defend our suggestion. "Chicken soup is delicious" is a thesis statement. As supporting evidence, one paragraph might mention that it's good for curing colds, another might discuss the outstanding flavor, and so on.

Even a simple statement such as "We should go to dinner now" is a thesis. The supporting evidence might not have to be spoken, but it is there. (We'll be late otherwise, we don't want to get in trouble, etc.)

thesis = argument



LONGER ESSAYS

Introductory Paragraph Style A

- begins with general statement
- uses supporting sentences to narrow towards focus
- concludes with thesis statement that defines the argument of the paper

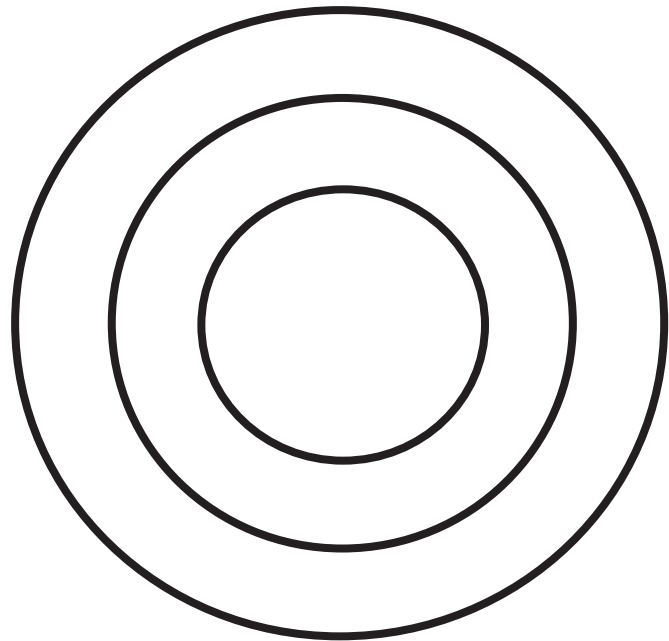
Introductory Paragraph Style B

- begins with hook to stimulate interest
- continues in the same vein (depends on hook)
- concludes with thesis statement that defines the argument of the paper

Suggestions For The Hook (Introductory Remarks) (King, *Writing Skills II*, 29):

- general statement
The most common way to begin is to discuss your subject in general and then narrow it down to the specific aspect or incident you wish to discuss.
- a question
e.g., Would you like to learn to catch trout?
- explanation of why the subject is important to the reader
e.g., You can make some wonderful gifts that cost almost nothing.
- statement that is the opposite of the point you plan to make
e.g., Skateboarding looks easy.
- proverb, slogan, saying, or quotation
e.g., Whatever is worth doing at all is worth doing well.

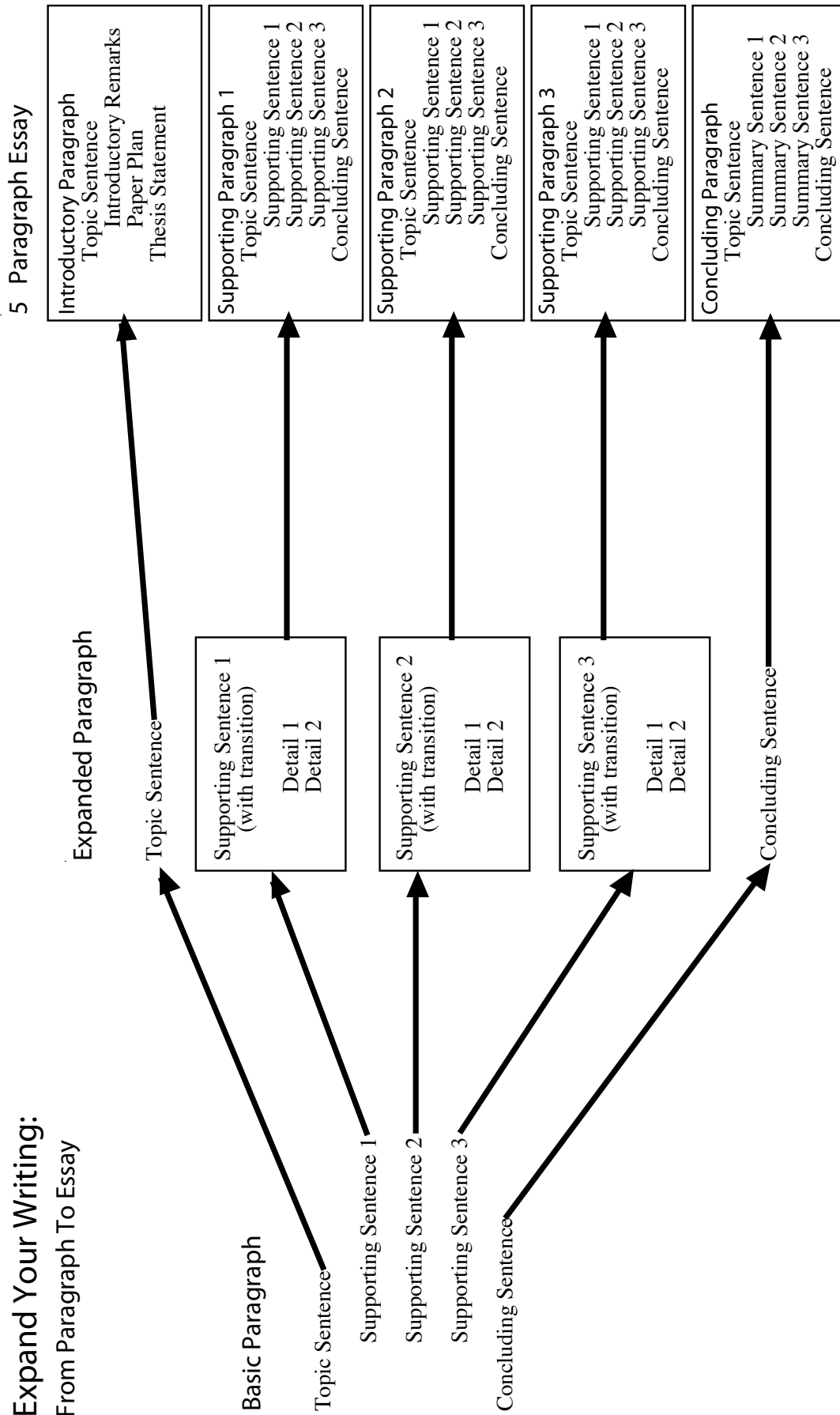
template for organizing introductory paragraphs



Suggestions For Concluding Paragraphs (King, *Writing Skills II*, 30):

- what you have learned
e.g., Working at a car wash is a terrible job.
- advice (what the reader can learn)
e.g., If you are interested in collecting coins, this is the book for you.
- time or place
e.g., When I have a family of my own, things will be different.
- a solution to the problem
e.g., Helmets should be mandatory for...
- an interesting or amazing statistic
e.g., Cats make about one hundred sounds; dogs can only make about ten.

Expand Your Writing: From Paragraph To Essay



SOME THOUGHTS ON PROOFREADING & REVISION

When working with a student's writing, you enter into a one-to-one teaching environment immediately, without any additional work. You collect the papers and take them home, and immediately you are able to communicate directly with each student. Instant differentiated instruction! Whether your class is 3rd grade general education, 11th grade English, or a small group tutorial, you should take advantage of this opportunity whenever you have it. Even in supposedly homogenous settings, our students have different strengths and weaknesses, talents, abilities, and areas of deficit. Here, at last, is the opportunity in a group setting to address each child's needs individually.

Struggling writers, if they choose to complete an assignment at all, are used to seeing a bath of blood red ink across the page. Teachers, overwhelmed with the enormity of their tasks, often correct everything they see. Punctuation, fragments and run-ons, and subject/verb agreement are overshadowed by spelling errors for the struggling speller. "Rewrite" or "please see me" is stamped across the paper. Worse even than that, however, the student who is faced with correcting teacher-found errors has little chance of learning from the experience. Rather, he copies dutifully, sometimes making new errors, hopefully changing everything the teacher has found, and usually learning nothing from the process. If I add a comma to your sentence or change your misspelled word to the correct spelling, you learn nothing in the process of copying your paper over -- nothing but the fact that you made an error. The nature of the error, what exactly was wrong with the way you had it, and the means to find such an error in the future are lost.

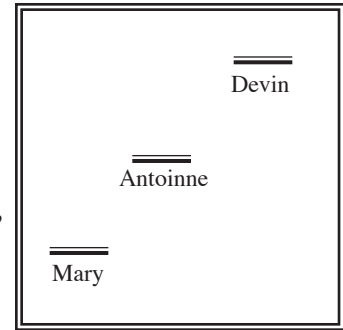
There are errors that must be corrected. Surely, if a final draft is to be posted on a bulletin board or added to a formal portfolio, glaring spelling errors must be corrected, for example. Choose your battles wisely, however: avoid overwhelming the student and empower him or her to self-correct whenever possible.

Setting Specific Goals:

Set specific, attainable goals for each student writer, and then hold your students accountable for achieving those goals. Take, for example, the hypothetical small group of Mary, Antoine, and Devin. Each has various strengths and weaknesses, but when it comes to the writing process, there are specific things on your agenda you wish each child would address above all others. Say, for example, that Mary has enormous difficulty with capitalizing the first words of her sentences and using end punctuation. Antoine repeats his nouns (instead of using pronouns) too often and overuses "fun" and "cool." Despite the fact that Devin has learned compound and complex sentences, she often does not include the commas she needs. Usually, I have several goals for each student, but for the purposes of this illustration, the hypothetical issues above will make the strategy clear.

continued

Often, students will complete a writing assignment and bring it with them from home. The teacher will say, “pull out your papers and proofread them one more time.” Some teachers have become immersed in the “peer critique” template as well. While I have often found tandem writing or peer outlining useful, asking students to proofread each other’s work, particularly when it comes to mechanics, is rarely successful. The strong writer bleeds on her partner’s paper just as you might have done, and the struggling writer fails to find anything in his partner’s writing to correct, often because his partner is a much better writer than he is. Worse yet is the situation where a partner incorrectly corrects (did you catch that?) supposed errors in his partner’s writing.



Instead, I suggest that each student has an “agenda” posted in his notebook. When my students bring in their papers, I ask them to proofread using their agendas. No one is a perfect writer, and I certainly won’t hold Mary accountable for each and every error she makes, but she is responsible for making sure her sentences are capitalized and end punctuation is in place. Antoine is only allowed to use the main noun once in each paragraph; he must change the repeating nouns into pronouns. In addition, he must remove “fun” and “cool,” instead replacing them with a word from his bank of similar words. Devin must identify whether each sentence she has written is simple, compound, or complex, and then check to see that she has used appropriate punctuation. “Proofread,” a daunting and enormous task, takes on new meaning. It becomes an active, productive experience. When I evaluate their papers, I rarely count off for spelling and other errors that are beyond their control. I do count off for those errors that are on their agendas -- errors that I have helped them to control. This gives them agency in improving their own writing. As a student grows more comfortable with items on her agenda, these items will be crossed off, and new ones will take their places.

Editing Papers:

Once the students have checked their papers against their agendas, I collect them and examine them for two kinds of errors:

- *Error which they probably would not be able to find/correct on their own:* While I leave some of these alone, I do correct the ones I deem important in pen or pencil (no red).
- *Error which I think they can find on their own with a little guidance:* I make marks in the margin to indicate these errors. If a line of text has a 2 in the margin, there are two errors the student needs to find. Sometimes, I will label a line 1s (spelling) or 1p (punctuation) to assist the student further. When he becomes skilled at locating errors using this strategy, I’ll begin to put numbers by each sentence rather than each line, making the task slightly more difficult. Ultimately, I’ll put numbers by each paragraph. This is a challenging but also empowering task for the student to complete. Once I return the papers, I provide time in class for the students to locate their errors so they verify that they’ve found the mistakes I identified. The vague, general term “proofread” becomes an achievable goal with a good chance of success. Further, the student learns much from the process of discovering her own errors.

WORKING WITH YOUNGER STUDENTS & STUDENTS WITH BASIC SKILLS

These students often find the task of writing extremely daunting. Usually, they have had little experience with writing, and the writing they have done has been marked or graded “harshly.” The trick to teaching expository writing to students with fledgling skills is to foster an enjoyment of the writing process while simultaneously advancing the student’s skills. Most of these activities can be used with students of all levels but are particularly effective for reluctant, resistant, and fledgling writers.

Often, teachers move students too quickly into paragraph writing without developing their sentence skills. Try these activities and others before moving to paragraphs:

- generating lists and coming up with topics for already written lists
- sorting nouns by kind (person/place/thing/idea; proper/improper)
- changing nouns from singular to plural and from plural back to singular
- sorting nouns by group (e.g., reptiles/mammals/amphibians; dangerous/safe jobs; things that can/cannot fit in your pocket)
- using provided nouns in complete sentences
- using capitals and applying end punctuation to already written sentences
- adding adjectives to nouns and nouns to adjectives
- adding verbs to nouns and nouns to verbs
- matching subjects to predicates
- sorting words by part of speech
- using provided introductory words to write sentences (e.g., Usually, Today, Sometimes, On Monday, In January, For dinner)
- distinguishing between complete sentences and fragments
- writing lots of sentences

As you introduce paragraph structure to students, continue to practice the activities above and also begin to teach/practice the following:

- writing compound sentences
- adding supporting sentences to topic sentences and topic sentences to supporting sentences
- adding concluding sentences to already written paragraphs
- adding independent clauses to dependent clauses

Teach paragraphs in the following order to these beginning writers:

(1) example

(2) process

(3) reason

Avoid teaching compare/contrast paragraphs until a student reaches at least 3rd grade. With these students, develop compare/contrast skills with the following activities:

- choose two things and list their similarities
- choose two things and list their differences
- create a Venn Diagram for two things you wish to compare/contrast

Conjunctions, Relative Pronouns, Prepositions, & Conjunctive Adverbs for Sentence Construction

coordinating conjunctions (for compound sentences):

for	nor	or
and	but	yet

subordinating conjunctions (for complex sentences):

after	even though	till
although	if	unless
as	if only	until
as if	in order that	when
as long as	just as	whenever
as soon as	now that	where
as though	once	whereas
because	since	wherever
before	so that	whether
even if	though	while

relative pronouns (used to begin adjective clauses in complex sentences):

which	who	that
whom	whose	

conjunctive adverbs (optional for I;I compound sentences):

template for usage: use a semi-colon before and a comma after the conjunctive adverb

single words:

also
certainly
consequently
finally
furthermore
hence
however
incidentally
indeed
instead
likewise
meanwhile

phrases:

moreover
nevertheless
next
nonetheless
otherwise
similarly
still
subsequently
then
therefore
thus

after all
as a result
for example
in addition
in fact
in other words
on the contrary
on the other hand




concrete prepositions
(for prep. phrases):

above	into
across	near
ahead of	near to
alongside	next to
among	on
amongst	on top of
around	onto
at	out of
atop	outside
behind	outside of
below	over
beneath	past
beside	through
between	throughout
beyond	to
by	toward
close to	towards
down	under
far from	underneath
from	up
in	upon
in front of	within
inside	

more advanced prepositions:

aboard	in addition to
about	in case of
according to	in place of
after	in spite of
against	instead of
along	of
aside from	off
because of	on account of
before	on behalf of
besides	out
despite	prior to
due to	subsequent to
during	with
except (for)	with regard to
for	without

Signal Words for Reading, Writing & Notetaking

<p>Direction Change or Contrast Words: A change in ideas is about to occur.</p> <p>alternatively although at the same time but conversely despite even so for all that however in contrast in spite of instead nevertheless nonetheless notwithstanding on the contrary on the other hand or otherwise rather still though yet</p> 	<p>Plus Words: Similar ideas, additional support, or evidence to follow.</p> <p>additionally again also and as an example as well because besides (that) equally important following this further for example further furthermore in addition in light of the...it is easy to see in the same vein in the same way just as likewise more more than that moreover pursuing this further similarly then</p> 	<p>Plus Words: Summary or conclusion to follow. (* indicates cause and effect)</p> <p>accordingly* all in all as a result* clearly, then* consequently* finally hence* in a word in brief in conclusion in final analysis in final consideration in sum in summary in the end indeed lastly on the whole so* therefore* thus* to conclude to sum up to summarize</p> 
<p>Sequence or Time:</p> <p>after afterwards as long as as soon as at first at last before before long currently during earlier finally</p> <p>first... second... third immediately in the first place in the meantime later meanwhile next now recently simultaneously soon subsequently then</p>	<p>Example:</p> <p>for example for instance namely specifically to illustrate</p> <p>To restate:</p> <p>in other words point in fact specifically</p> <p>Emphasis:</p> <p>even indeed in fact of course truly</p>	

Transitions for Paragraph Writing

Transitional Chains: Used to separate sections of a paragraph that is arranged chronologically.

first/second/third

the first/second/third reason; another reason, still another reason, yet another reason; the main/most important reason; the final/last reason

one; another; the last kind/type

generally; furthermore; finally

in the first place; also; lastly

in the first place; pursuing this further; finally

to be sure; additionally; lastly

in the first place; just in the same way; finally

basically; similarly; as well

for example/instance; another example; yet another example; the final/last example

to begin/first; also; at this point; next/then; when; finally

For opening a paragraph initially or for general use:

admittedly

assuredly

certainly

granted

no doubt

nobody denies

obviously

of course

to be sure

true

undoubtedly

unquestionably

generally speaking

in general

at this level

in this situation

Effective Texts:

- Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts. *Sentence-Combining Workbook*. amazon.com. (higher education workbook with some application for younger students)
- Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald. *Best Practices in Writing Instruction*. guilford.com. (teacher resource)
- Hacker, Diana. *A Pocket Style Manual*, 5th Edition. bedfordstmartins.com. (M.L.A. resource guide with other research information as well)
- Hochman, Judith. *Basic Writing Skills*. sopriswest.com. (teacher resource)
- King, Diana. *Cursive Writing Skills* (Left and Right Handed). epsbooks.com. (remedial workbooks)
- King, Diana. *Keyboarding Skills*. epsbooks.com. (student book)
- King, Diana. *Learning Cursive Writing Skills*. (Left-Hand and Right-Hand Lowercase Editions). dnieman@kildonan.org. (workbooks for younger students)
- King, Diana. *Writing Skills*, Books A, One, Two, and Three. epsbooks.com. (workbooks involving grammar and sentence and paragraph construction)
- King, Diana. *Writing Skills - Teacher's Manual*. epsbooks.com. (teacher resource)
- MacArthur, Charles A., Steve Graham, & Jill Fitzgerald. *Handbook of Writing Research*. amazon.com. (teacher resource)
- Mather, Nancy, Barbara J. Wendling, and Rhia Roberts. *Writing Assessment and Instruction for Students with Learning Disabilities*. josseybass.com. (teacher resource)
- Morgan, Charlotte G. *When They Can't Write*. proedinc.com. (teacher resource with practice books on included CD)
- Kolln, Martha and Robert Funk. *Understanding English Grammar*, 7th Ed. ablongman.com.
- Padgett, Patricia. *Writing Books 1 & 2*. vcedconsulting.com. (workbooks involving sentence and paragraph writing)
- Poulton, Shirley. *Teach the Traits of Effective Writing*. www.teachthetraits.com.
- Schuster, Edgar. *Sentence Mastery*, Levels A, B, and C. phoenixlearningresources.com. (workbooks involving sentence combining skills)
- Treanor, John H. *Exercises in English Grammar*. epsbooks.com.

Writing tools available from vcedconsulting.com:

- Padgett, Patricia. *Stepping Stones*. (expository writing board game)
- Padgett, Patricia. *Create-A-Story*. (creative writing board game)
- Pencil Grips. (assorted pencil grips to improve or correct pencil grasp)
- Tactile Surfaces for Writing. (Brain Freeze, Gelboard, and Smart Sand from Syllables Learning Center)
- Terry, Bonnie. *The Sentence Zone*. (sentence construction game)
- Terry, Bonnie. *The Writer's Easy Reference Guide*. (sturdy and useful reference guide for students; inserts into 3-ring binder easily)
- Van Cleave, William. *Grammar Dice*. (grammar/sentence generating dice activities)
- Van Cleave, William. *GrammarBuilder Vocabulary Cards*. vcedconsulting.com. (sturdy vocabulary cards including parts of speech and sentence parts for student and instructor use)
- Van Cleave, William. *Words at Work I & II*. vcedconsulting.com. (grammar/writing card games)
- Van Cleave, William. *Writing Skills Sorters*. vcedconsulting.com. (grammar/sentence sorting activity packs)

In support of cursive writing:

- Gillingham, Anna and Bessie W. Stillman. *Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship*, Chapter 9. E.P.S.
- "Handwriting Doesn't Have to be a Lost Art." *Montessori Life*. Fall '01.
- King, Diana. *Writing Skills - Teacher's Manual*, Chapter 9. E.P.S.
- Sheffield, Betty. "Handwriting: A Neglected Cornerstone of Literacy." *Annals of Dyslexia*. Vol. 46, '96.