



**A writer's brain is like a magician's hat: if you're going to get anything out of it, you have to put something in first.**  
 (Louis L'Amour, 1908-1988)

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**Kimberley Schools Project – Professional Development**


Let's Decode 10-15 mins + Daily Review 15-30mins = Component of Daily Literacy block 30-45 minutes

Professional Learning Resources Coaching

**Day 1**  
 Goal: Efficient acquisition of large sight vocabulary. This means developing rapid, accurate, automatic and effortless word recognition skills.

**Day 2 Explicit Instruction**  
**Day 3 Daily Review (Reading and Spelling)**  
**Day 4 Daily Review (Writing and Vocabulary)**

Instructional sequence, language of instruction, task analysis and pace.




**From a neurological perspective...**

**Copying shapes is perceptually driven.**  
 Posterior area of frontal lobe and storage of the motor programs in the cerebellum.

**Free writing is perceptually and conceptually driven.**  
 Motor activity + temporal lobe (spelling, vocabulary, sequencing, etc.) + frontal lobe (generation of ideas, attention, grammar etc.)

Like reading, there is no one particular brain region yet to be designated or assigned to written production.  
 (Graham, 2010)




**Writing is hard to teach and produce...**

Writing is an essential skill for academic success and a crucial part of communication and critical thinking...it is considered to be one of the most difficult academic areas to teach, learn and master as it involves the integration of many different skills and knowledge (Graham, Gillespie & McKeown, 2013).

This includes both low-level transcription skills (handwriting, spelling, punctuation and grammar) and high-level composition skills (planning, content, organisation and revision) (Graham, 2010; Graham & Harris, 2005).

Graham, S. (2010). Teaching Writing. P. Hogan (Ed). Cambridge Encyclopedia of Language Science (pp. 848-851).  
 Graham, S., Gillespie, A., & McKeown, D. (2013). Writing: importance, development, and instruction. *Reading and Writing*, 26(1), 1-15. doi:10.1007/s11185-012-9395-2  
 Graham, S., & Harris, K. R. (2000). Improving the writing performance of young struggling writers. *The Journal of Special Education*, 39(1), 19-33. doi:10.1177/00224669050390010101



**Writing: an immense neurological juggling act**

grammar and syntax

spelling

vocabulary

handwriting


planning

sentence construction

conventions of different genres

punctuation

revising



**The Processes in Writing**

Planning	Translating	Reviewing
Generating	Text Generation	Evaluating
Organizing	Transcription	Revising
Goal Setting	Spelling & Handwriting	


**DAILY REVIEW**

**Explicit Direct INSTRUCTION**

**LESSON DESIGN**



**STUDENT ASSESSMENT**

**LESSON DELIVERY**




### The Processes in Writing

When _____ is automatic...	Space is available in working memory to ...
When <b>handwriting</b> (or keyboarding) is automatic	plan, compose, edit and revise.
When <b>spelling</b> is automatic	
When <b>capitalisation and punctuation</b> are automatic	
When <b>vocabulary</b> is automatic	
When <b>writing frameworks</b> are automatic	

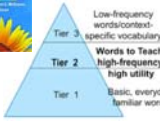
### Writing Instruction: Components

#### Vocabulary



#### Spelling

Phonemes, syllable types, morphemes, rules, irregulars.



#### Sentence Grammar

**Sentence types**

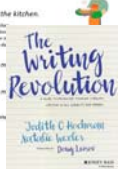
- Simple sentences
- Compound sentences
- Complex sentences

**Words to Teach:** high-frequency, high utility


**Low-frequency words/contexts:** Tier 3

**Words to Teach:** Tier 2

**Basic, everyday, familiar words:** Tier 1




### Writing Instruction: Frameworks

Narrative Paragraph 1 - Introduction	
Sentence 1: Question aloud.	 <p>"I wonder how long it will take me to walk home the long way?" Caleb pondered. Caleb's puppy had disappeared and he thought he'd check the bush on the other side of the oval. He put his school cap on and fished one of the puppy's toys out of his bag. Caleb was tall for his age but he was as scared of the dark as his little brother. He felt overwhelmed with fear because he had to walk past the decrepit old house that everyone knows is haunted. Maybe it was his imagination, but the wind seemed colder and made an eerie sound as it whipped down the road.</p>
Sentence 2: Name describe a fact	
Sentence 3: Wearing and holding	
Sentence 4: Physical features with a simile	
Sentence 5: Demeanour because	
Sentence 6: See, hear, smell	

### Writing Instruction: Frameworks


<b>Paragraph 1: Statement of Position</b> <b>Sentence 1: Where What</b> <b>Sentence 2: You must</b> You must _____ that ... certainly agree undoubtedly believe definitely concur undeniably accept absolutely recognise <b>Sentence 3: Read on to discover.</b>	<b>Paragraph 2: Argument 1</b> <b>Sentence 1: Topic Sentence</b> Time connective, you must ... / because / reason / FULL STOP <b>Sentence 2: Importance</b> This is _____ because... important significant critical fundamental <b>Sentence 3: Rhetorical question</b>
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PARAGRAPH 1:  
In zoos all around the world, animals are locked up in cages living a miserable existence. You must absolutely agree that animals should be allowed to roam free. Read on to discover why.




### Writing Instruction: Frameworks

<b>Paragraph 3: Argument 2</b> <b>Sentence 1: Topic Sentence</b> Time connective, you must ... / because / reason / FULL STOP <b>Sentence 2: Importance</b> This is _____ because... important significant critical fundamental <b>Sentence 3: Imagine a world where...</b>	<b>Paragraph 4: Argument 3</b> <b>Sentence 1: Topic Sentence</b> Time connective, you must ... / because / reason / FULL STOP <b>Sentence 2: Importance</b> This is _____ because... important significant critical fundamental <b>Sentence 3: It is appalling to think...</b>
<b>Paragraph 5: Rebuttal</b> <b>Sentence 1: Opposite argument</b> Some naive people argue that ..... <b>Sentence 2: Prove them wrong!</b> Their logic is flawed because.....	<b>Paragraph 6: Conclusion</b> <b>Sentence 1: Restate Position</b> Now you have heard the facts, you must... <b>Sentence 2: Recommend Action</b> The clock is ticking; it's time for you to ...



### Writing Instruction: Frameworks

<b>Paragraph 3: Argument 2</b> <b>Sentence 1: Topic Sentence</b> Time connective, you must ... / because / reason / FULL STOP <b>Sentence 2: Importance</b> This is _____ because... important significant critical fundamental <b>Sentence 3: Imagine a world where...</b>	<b>Paragraph 4: Argument 3</b> <b>Sentence 1: Topic Sentence</b> Time connective, you must ... / because / reason / FULL STOP <b>Sentence 2: Importance</b> This is _____ because... important significant critical fundamental <b>Sentence 3: It is appalling to think...</b>
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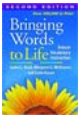


### How to teach Vocabulary (Beck, et al., 2013)


**Prepare word meanings and instruction**  
Decide on Tier 2 words, write 'child friendly' definitions and semi-scripted instruction. This is the most time consuming phase because you must plan before you teach.

**Teach**  
Teach vocabulary at least four times per week. Students need to learn the routines and actively practice using the words.

**Review**  
Begin each vocabulary session with a review of previously taught words to take words from short to long term memory.




Daily Review – Vocabulary

A long time ago, a hideous and malicious dragon blew fire and burnt the vast town, but the tenacious fire fighters fought the furious dragon.

*The sun said I an olny here for one hour in the lonely day. A lonely cry came from the lonely wind like an old man crying. A wind that was blowing like a whistle and bringing horror. Samson the swift and valiant man was riding his massive sled holding onto his colossal gun. His hair was blowing in the wind. He aimed and shot a little bird bang. Sorry said Samson. He was on a journey to his save his dad James.*

**Mathais Yr 5, Looma RCS**

A wind that was blowing like a whistle and bringing horror. Samson the swift and valiant man was riding his massive sled holding onto his colossal gun.

### Vocabulary and Writing: Looma RCS, Yr 5

Sentence Writing  
Yesterday, the colossal dog and puny man was running away from the huge tsunami.  
Last Monday, the burly man chased the puny dog away from the avalanche.  
The brave dog was trying to eat in the gale wind.

**colossal  
puny  
tsunami  
burly  
avalanche  
brave  
gale**

**When, what did**

### Vocabulary and Writing: Find the Tier 2 Words

Sentence writing  
I can see a colossal dog and a puny man and blue skirt and a colossal dog ran to the heinous man and a jumbo worter and iridescent and a colossal leg and a malicious win.

Sentence Writing  
On the Holiday, the colossal dog ran rapidly to catch the timid and sluggish monkey and heek! at anastax.  
Because he was furious, the enormous dog ran after the Math Monious Man.  
Because he they was horrified the enormous Shomai chased after them.

**A** **B**

Vocabulary and Writing: Looma RCS, Yr 5 (new student)

Sentence writing sample  
 The great hrokers sat on the hills  
 The big Steer foibthrw the foris  
 the ships flected thrwth the Blues

Teaching vocabulary and writing

## Settings



### What is Vocabulary?

Vocabulary means the total number of words that you know.



Building our vocabulary helps us get better at communicating, reading and writing.

### Learning Objective

I will learn new vocabulary and use it to write interesting and meaningful sentences.



Pronounce with me

**mysterious**  
**mys/te/ri/ous**  
**mysterious**

Definition

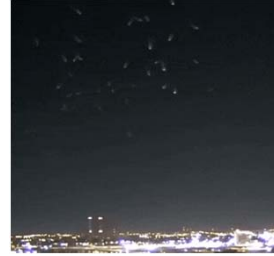
# mysterious

adjective

Strange and unknown.

**EXAMPLE**

## Mysterious lights



**EXAMPLE**

## A mysterious creature



**NOT AN EXAMPLE**

## Not a mysterious place



**NOT AN EXAMPLE**

## Not a mysterious creature



## Mysterious Sea Creature Found on Beach



Shocking photos of a mysterious sea monster found on a US beach have sparked talk that the Loch Ness monster may have moved to the states.

This mystery creature was found on Wolf Island in the state of Georgia by a father and son, who were out on a boat trip.

Father, Bill Smith, reportedly found what he thought was a dead seal lying in the surf. When he went for a closer look, he realised that he had no idea what kind or animal it was.

Scientists have rushed to the area to study this mysterious creature.

Think - Pair - Share

Talk to you partner about something you have seen or heard that was *mysterious*. Get ready to share with the class!

Check for understanding

Which of the following is the best definition of mysterious?

- A. Strange and unknown
- B. Normal and boring
- C. Happy and funny
- D. Sad and upset

Reading Sentences

**When, - who - what it did - where**

Last week, the courageous hero went into the mysterious and misty valley.

Reading Sentences

**When, - who - what it did - where**

Last night, the timid teacher went walking in the dark, lush and mysterious forest.

Check for understanding



The dilapidated house is/isn't mysterious because...

Pronounce with me

**kingdom**  
**king/dom**  
**kingdom**

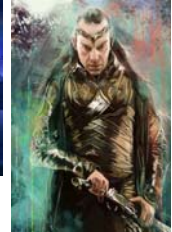
Definition

# kingdom

noun

A country or place ruled by a king or queen (real or imaginary).

A magical kingdom



The United Kingdom



The Kingdom of Thailand



Reading Sentences

**When, - who - what it did - where**

Last year, a mighty king fought to save his kingdom from diabolical barbarians in the land of Wakanda.

Reading Sentences

**When, - who - what it did - where**

Last night, the beautiful princess was kidnapped and taken to the mysterious kingdom of Mordor.

Which of the following images show a kingdom?



Check for understanding



In the ancient kingdom the people are unhappy because...

Brainstorm



What are sentences we could write using the vocabulary ***mysterious and kingdom?***

**Let's Watch a Clip**

As you are watching think about sentences we could write about the people in this clip using the words mysterious and kingdom. Also think about other adjectives or adverbs we could use to describe the people or places in the clip.

[Mysterious Kingdom of Atlantis](#)

	Vocabulary Writing	Write it → Date
Title →	Settings – mysterious and kingdom	
	Simple Sentence: When, – who – what it did – where.	
I do →	A long time ago, a courageous diver went looking for the mysterious kingdom of Atlantis in the Caribbean.	
We do →	Last _____, some _____ people found a _____ and _____ treasure in the _____ jungle.	
	Helpful Words – misty, valley, lush, courageous, bold, incredible, mysterious, kingdom.	