



THE RULES OF THE ROAD:

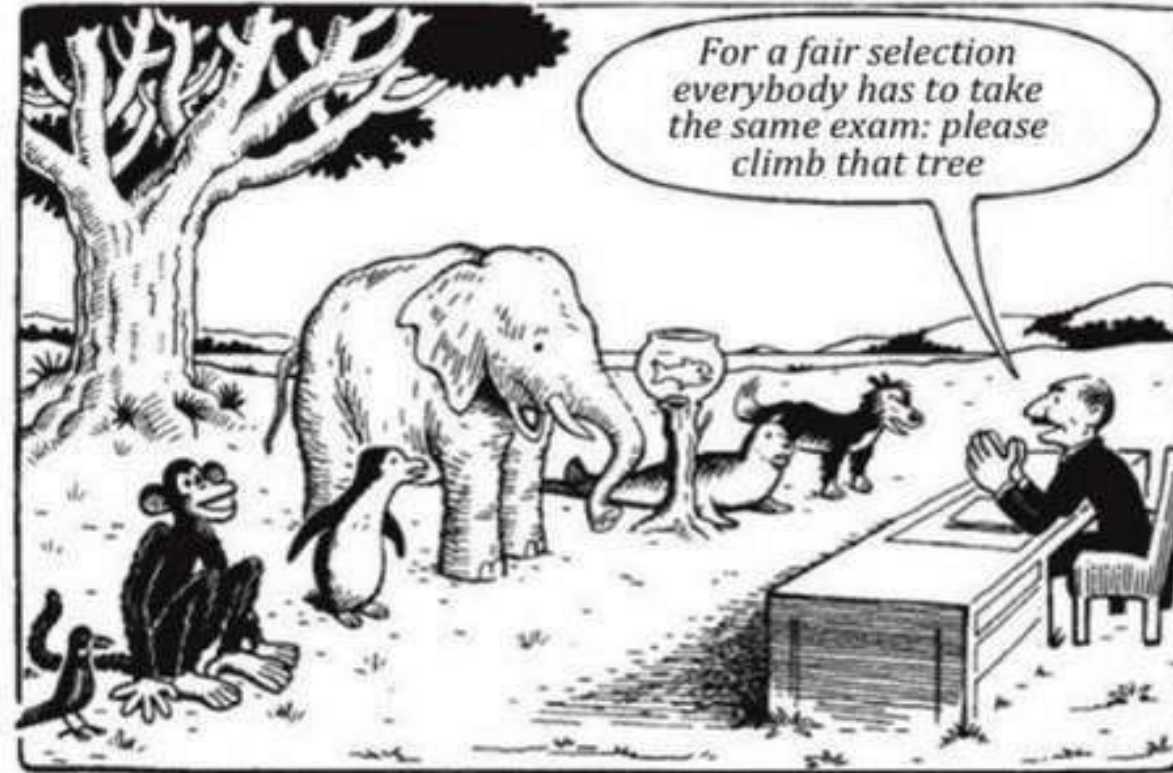
A journey from discourse to writing, and everything in between.

*By: Marcia P. Mann MA, CCC
Founding Fellow, Academy of Orton-Gillingham
Practitioners and Educators*

Greetings from America!



- Only in America do drugstores make the sick walk all the way to the back of the store to get their prescriptions while healthy people can buy cigarettes at the front.
- Only in America ..do we buy hot dogs in packages of ten and buns in packages of eight.
- Only in Americado we use the word 'politics' to describe the process so well: 'Poli' in Latin meaning 'many' and 'tics' meaning 'bloodsucking creatures'.
- Only in Americado they have drive-up ATM machines with Braille lettering.
- Only in Americado people order double cheeseburgers, large fries, and a diet coke.



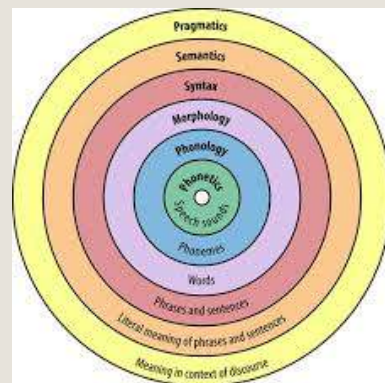
Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

“Teach the language as it is to the child as he or she is”

-Margaret Byrd Rawson



It should be the birthright of each child to learn the structure of their native language. Grammar, however, is often taught piecemeal, without attention to the structure of the language, both oral and written. This practical session will address the ways of teaching the language, as it is.....from the beginning!

First, What is Dyslexia?

- Neurological in origin
- Difficulty understanding written or spoken language
- Struggle storing language information
- Inability to organize and retrieve internal information when needed
- Referred to as a “hidden handicap”

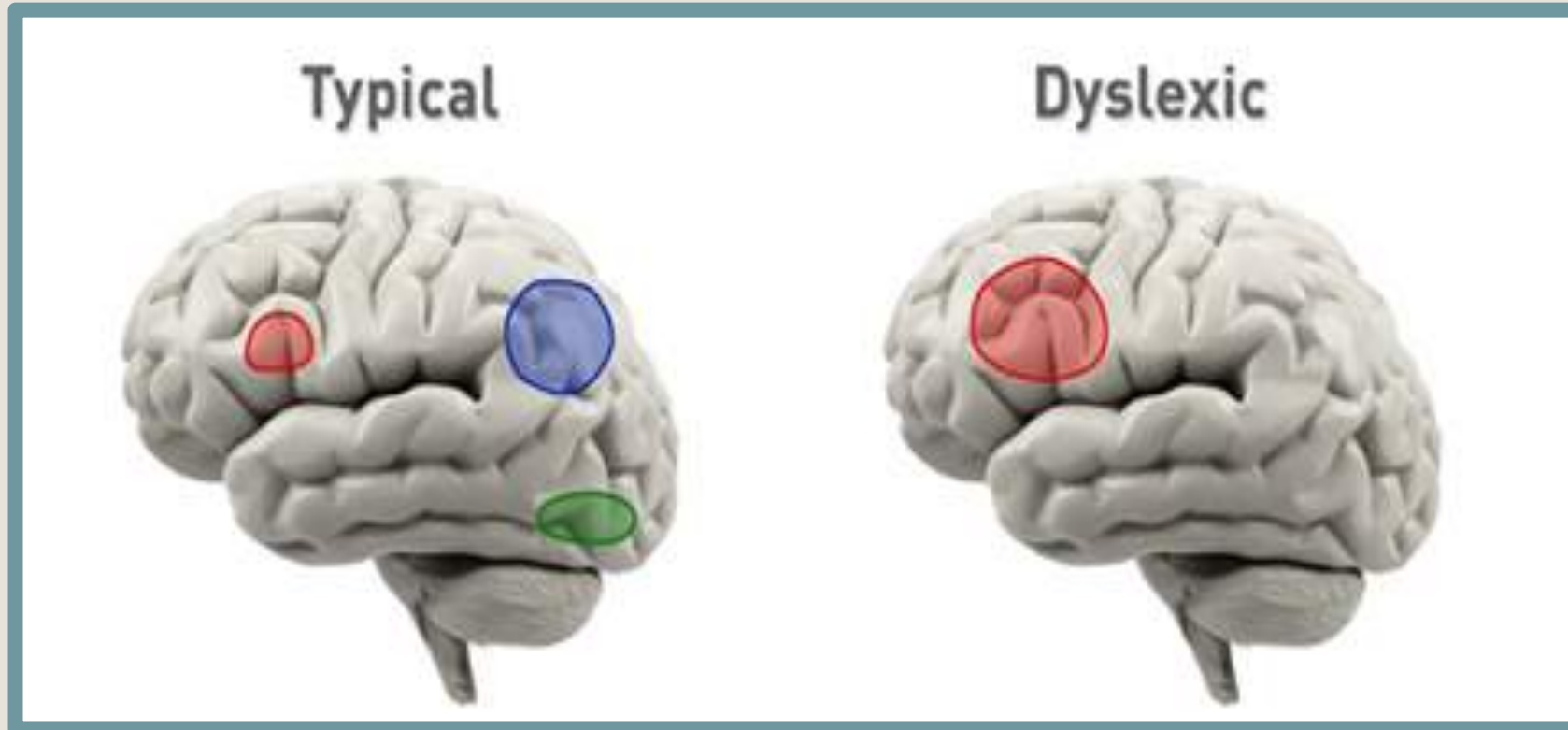
**An unexpected gap between
the students potential to learn and
academic achievement.**

The **biggest misconception** about Dyslexia is that it is a **reading problem**.

Dyslexia is a **specific difficulty** in dealing with **language**.



Brain Comparison



- **Articulation**
- **Word analysis**
- **Word form**

Dr. Samuel Orton

Neurologist



Anna Gillingham

Master Teacher
Educational Psychologist

The Orton-Gillingham Approach

A comprehensive approach to the mastery of language,
against which all other remedial educational programs
for dyslexic learners are measured.

**As early as 1925, Samuel Orton ,
in his research findings, stated
that he was concerned not just
with reading but with the whole
of human language function.**

The Orton-Gillingham Approach

Orton-Gillingham (O.G), is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing.

Orton-Gillingham is practiced as an approach, not a method, program, system or technique.

In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

The Orton-Gillingham Approach always is focused upon the learning needs of the individual student.

The Orton-Gillingham Approach is most often associated with a one-on-one teacher-student instructional model. However it is highly effective in small group and whole class-room instruction.

The O.G. Point of View

1. The differences are personal.
2. The diagnosis is clinical.
3. The treatment is educational.
4. The understanding is scientific.

**The Orton-Gillingham approach
serves the united whole.**

MBR, *The Many Faces of Dyslexia*, 1996



LANGUAGE

Humans are born with the genetic blueprint for developing language, and need only the neural and mechanical “hook-ups” functioning smoothly and cooperatively, to become good communicators and successful language users..

Rawson 1992

Language

Helps us define who we are
and how we view the world



Rule governed behavior, described by at least 5 parameters:

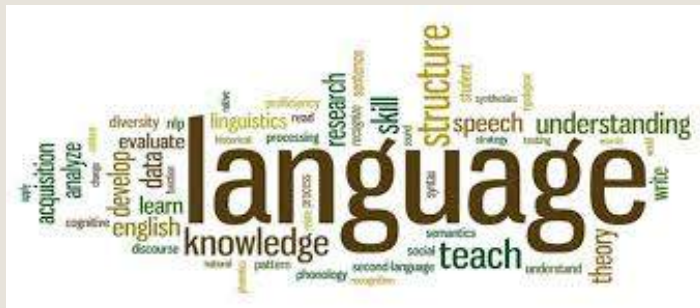
phonologic

morphologic

syntactic

semantic

pragmatic



Mastering Language

Phoneme - the smallest unit of distinguishable sound:

t-a-p l-e-tt-er c-a-t

Morpheme -the smallest unit of meaning in the language:

- a. free morphemes - are elements of the language that can stand alone, such as words:

run - dog -it

- b. bound morphemes - are elements of the language which cannot stand alone, such as affixes:

re-, un -, -ing, -ly

Syntax - refers to the word order in sentences:

green my is house

my house is green

Semantics -refers to word meaning- how words relate to each other (synonyms and antonyms), and what words mean in sentences

Metalinguistics - the ability to “step back” and analyze language on a conscious level

Verbal Mediation - the ability to internalize language for purposes of problem solving, self-direction, and organization of information

Language is the *pivotal* tool upon which subsequent academic learning is **dependent**.

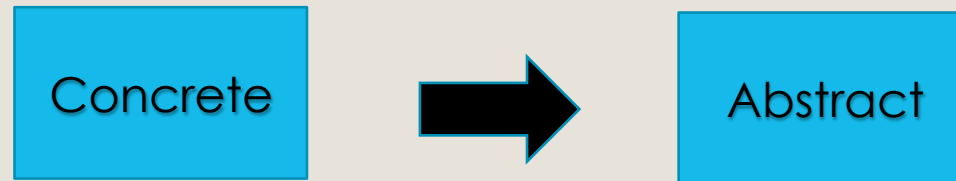
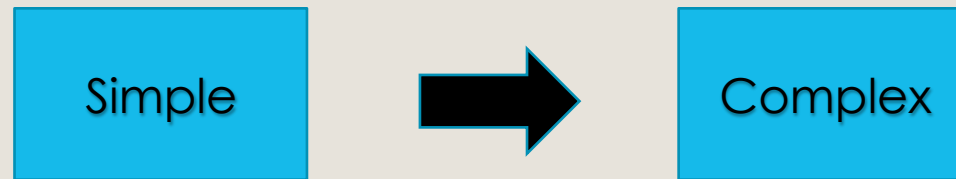


How Language Develops

Begin with concrete objects... chair, table, box, can, pencil, etc.

Then move to more abstract... pictures of these objects

Then more to oral expression... "I put the pencil in the box"



Next level oral expression.. Use interrogative form... "Where is the pencil ?"

Once oral language is established and easily used, then you can begin to move to print.

Reading  Writing

Typical Stages of Language Development

0 – 2 weeks - undifferentiated crying

2 – 6 weeks - differentiated crying

3 – 6 months - babbling

6-9 months - lallation

9 – 12 months - echolalia

12 – 18 months – True Speech, first words. **18-20 words**

18 months - understands simple

instructions , puts 2 words together, uses nouns primarily. **20 – 25 words**

2 years – names 4 – 5 objects, uses some prepositions, 275 – 300 words



Typical Stages of Language Development Cont.

- **2.5 years – 3 word sentences, telegraphic speech; h, w, wh responds to 2 level commands, rapid increase in comprehension 450 words**
- **3 years – uses pronouns correctly, plurals, past tense, comparatives. Uses complete active sentences, some adjectives, adverbs, prepositions p. b, m Jargon gone 900 words**



3.5 years – Expanded grammatical forms, concepts expressed with words, *normal non-fluency*. MLU 4-5 words, t d, n **1200 words**

4 years – names colors, common objects, animals.. can tell sounds animals make, repeat 3 digits. K, g, ng ,j good syntax . Uses plurals.. fluency improves **1500 words**

5 years - uses descriptive words, opposites and connectives, can count to 10 and higher. All speech sounds are present and intelligible. Includes digraphs, blends, l, r, etc. **2600 WORDS**

**Well developed and complete
syntax, uses more complex forms to
tell stories. Inflectional forms of verbs,
NEGATIONLEARNS TO READ!**

Language Acquisition



The individual must be exposed to correct and appropriate language modeling in order to internalize the rule structure of the language

Red Flags

Inconsistent language patterns

Delayed or inadequate language

Articulation problems

Processing time

Cluttering or stuttering

Social language skills (pragmatics)

Attentional problems

Organizational problems

**Difficulty following directions
1 part, 2 part, complex**

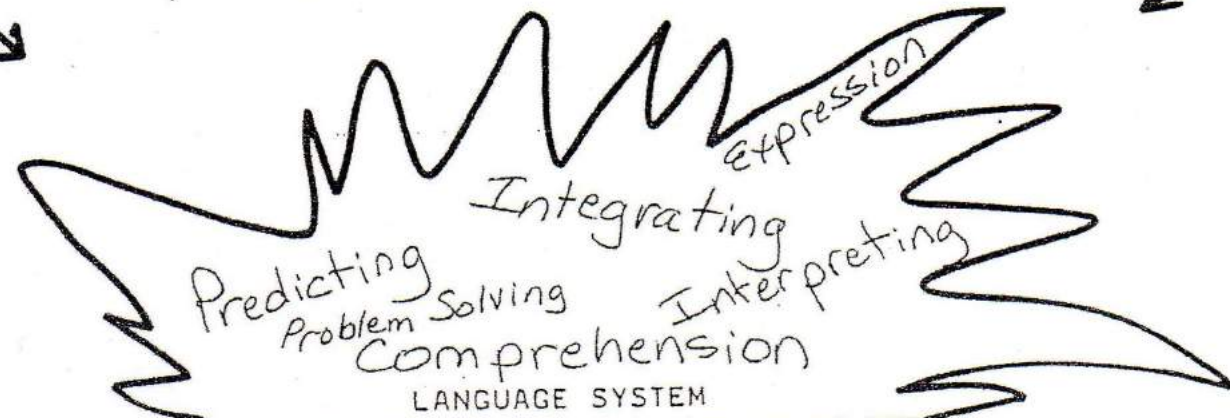
Vocabulary – word finding problems

Discrepancies between receptive and expressive language abilities

Difficulties in using interrogatives and negatives



Executive Functions

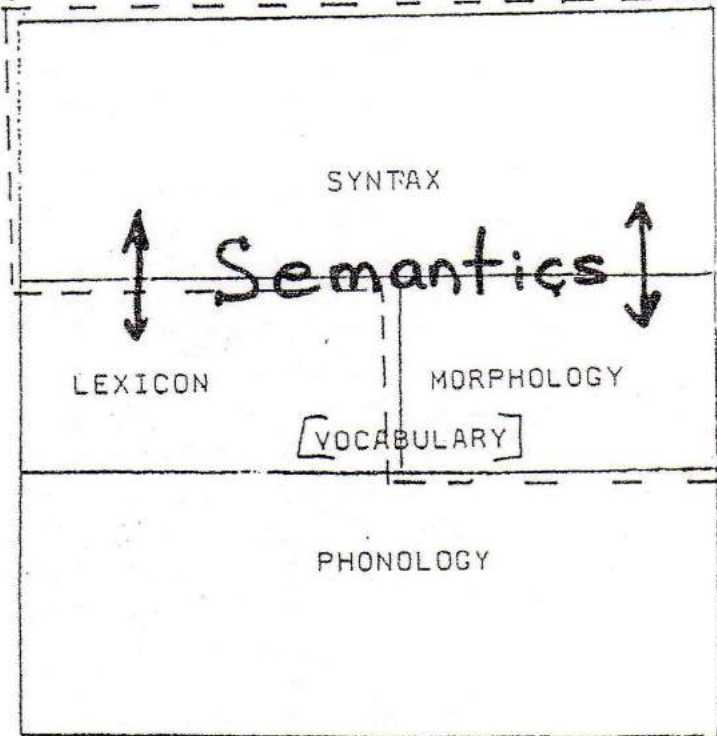


LANGUAGE SYSTEM

SENTENCES →

WORDS →

SOUNDS →



GRAMMAR

Phonology

- The aspect of language that deals with rules for the structure and sequencing of speech sounds.

- The phonological system of a language includes an inventory of sounds and their features, along with pragmatic rules that specify how sounds interact with each other.



Phonology and Sound Confusions

Mahatma Gandhi, as you know walked barefoot his whole life, which created an impressive set of calluses on his feet.

He also ate very little, which made him frail, and with his odd diet, he suffered from very bad breath.

This made him.....*what?*

**A super-callused fragile
mystic**

hexed by halitosis





Morphology

- **Morphology is the study of how morphemes are put together.**
- **A morpheme is the smallest meaningful unit of language**
- **Grammatical morphemes apply inflection that signals meaning to nouns, verbs, and adjectives**

free morphemes – are elements of the language that can stand alone, such as words:

tap – letter- cat

bound morphemes – are elements of the language which cannot stand alone, such as affixes:

re-, un-, -ing, -ly

Research tells us that:

- 20 prefixes account for 97% of prefixed words in school materials.
- These 4 prefixes : un-, re-, in-, dis- account for 58% of all prefixes.
- Developed vocabulary size in kindergarten is an effective predictor of reading comprehension in middle elementary years.
- Orally tested vocabulary at the end of first grade is a significant predictor of reading comprehension 10 years later.
- By the end of Grade 2, there is a 4,000 word difference in root vocabulary knowledge between children in the highest quartile and those in the lowest quartile.
- Failure to develop an adequate vocabulary is as limiting for a child as failing to learn to identify words or understand numbers.

Semantics

The meaning of words.....

How words relate to each other

More Semantic Relationships



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Semantics

I am glad to report that my husband who is missing is dead.....

Please find for certain if my husband is dead.

The man I am not living with can't eat or do anything till he knows.

My husband got his project cut off two weeks ago, and I haven't had any relief since.

HERMAN®



"We get a lot of foreign visitors."

HERMAN copyright 1991 Jim Unger. Reprinted with permission of Universal Press Syndicate. All rights reserved.

Syntax

Syntax

◦ Example:

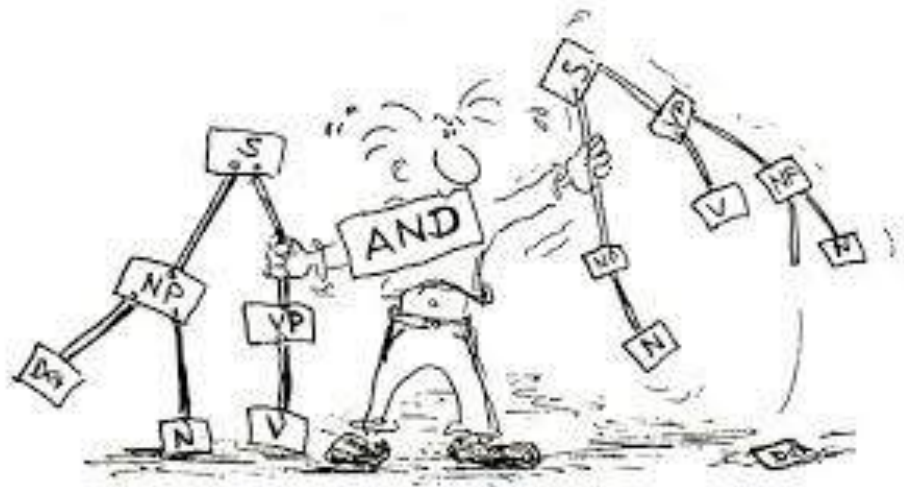
The boy kissed the girl.

The girl kissed the boy.

Jack stuck his thumb in

Jack stuck in his thumb.

In his thumb stuck Jack.



Syntax -----word order in sentences

Having a cold drink on a hot day with a few
friends is nice..

but.....



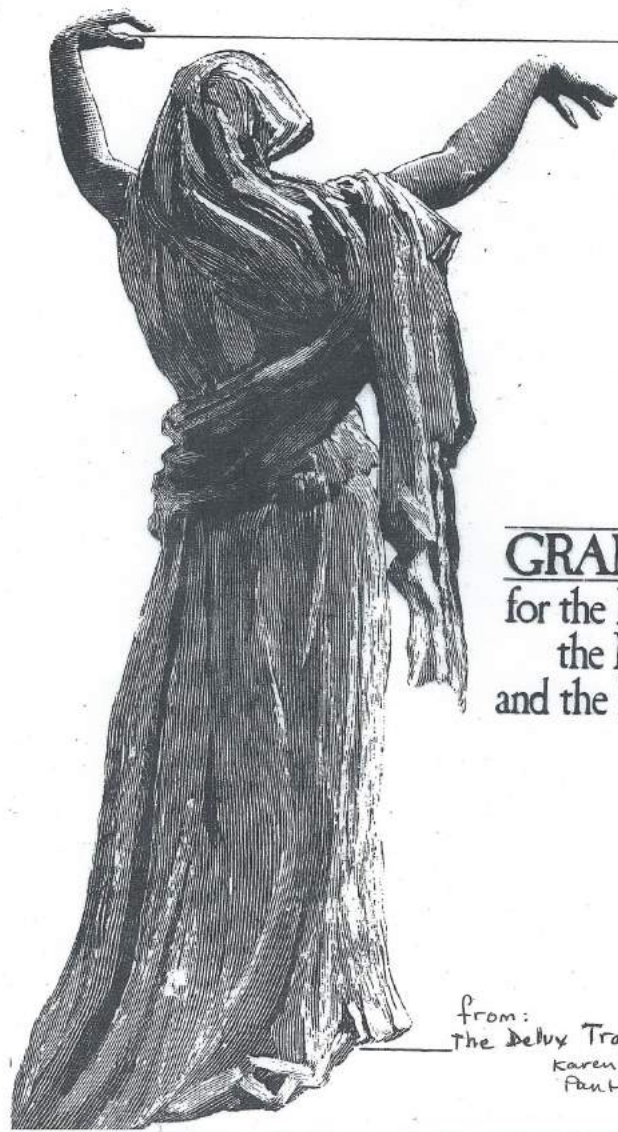
Having a hot friend on a cold night after
a few drinks.....

PRICELESS!





GRAMMAR



GRAMMAR
for the Innocent,
the Eager,
and the Doomed

from:
The Delux Transitive Vampire
Karen Gordon
Pantheon, 1993



Grammar is the set of rules that describe how to structure language. These rules outline the way sequences of words may be combined to form acceptable sentences.

Grammar must include the rules of phonology, syntax, and semantics.

Grammar Influences:

- Oral Expression
- Reading Comprehension
- Written Expression



As well as vocabulary, reading and spelling

In the English language, we have 8 different kinds of words.

***Nouns, pronouns, verbs, adjectives, adverbs,
prepositions, conjunctions and interjections.***

**Categorizing is simply a way of grouping words so that they are readily
available when needed.**

Similarities

Changing Mental Set and Cross Categorizing



Categorizing by Inclusion

Provide the Category for a Given Group

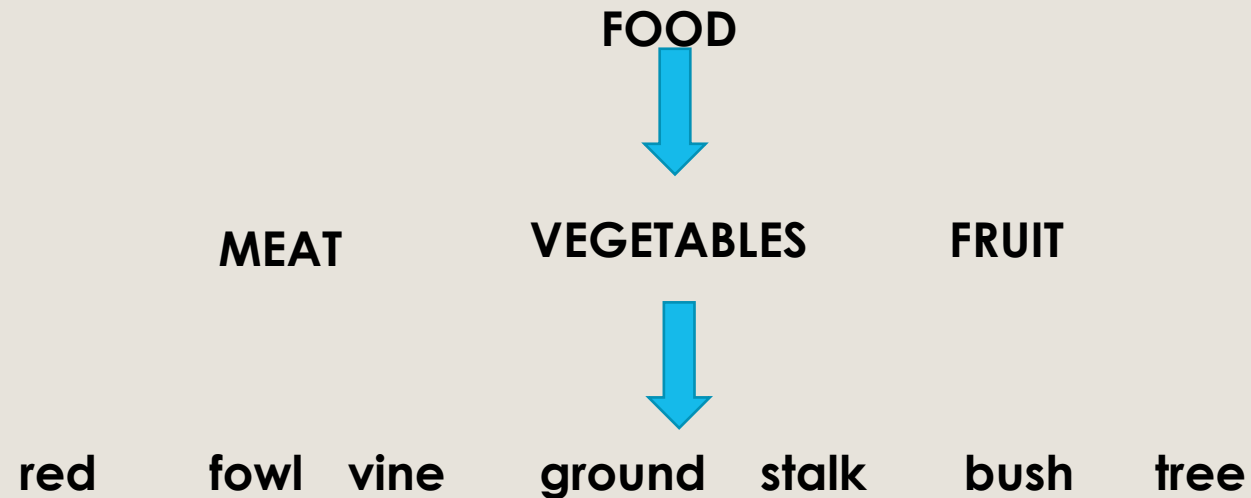
Categorizing by Exclusion



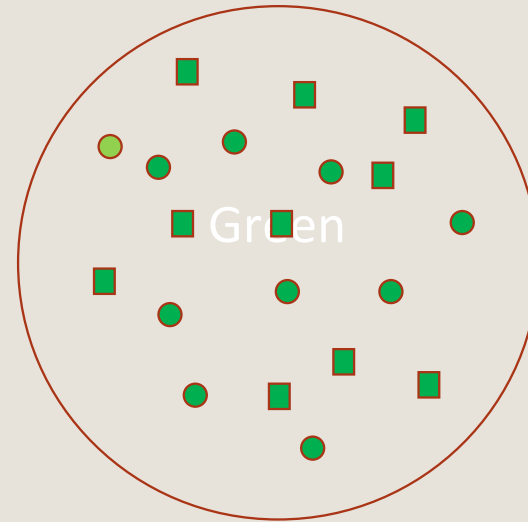
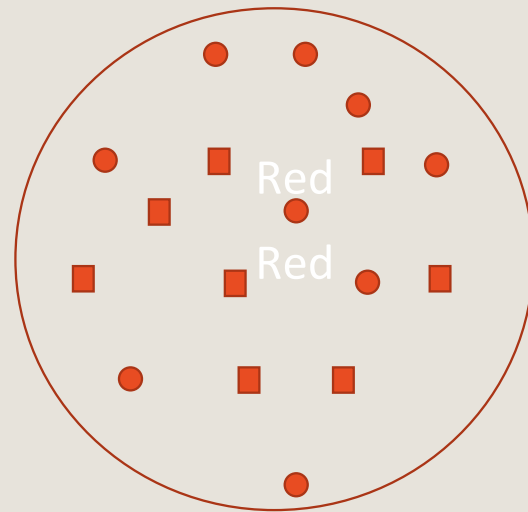
Categories

A category is simply a way of grouping words. Consider categories as a series of bins for storing types of words.

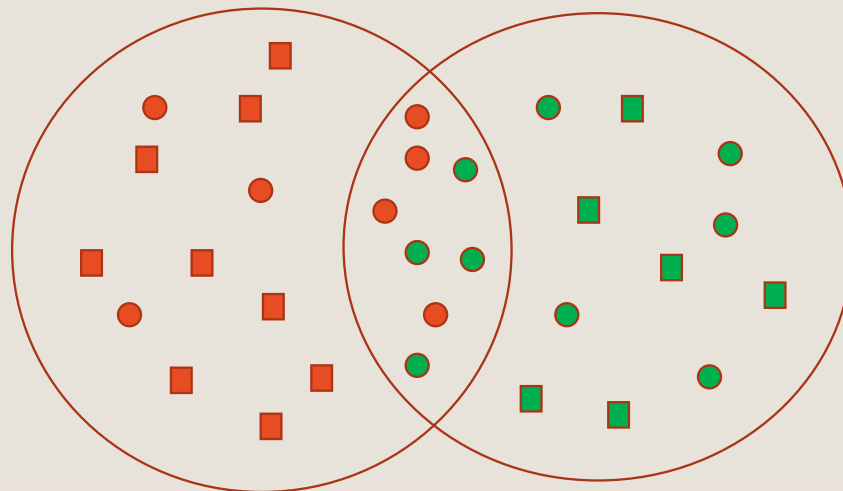
Categorize in terms of similarities....all the things that belong in a given group.....categorize by inclusion



Categories



Cross Categorization



Cross Categorize ... one needs to change mental set...



COLOR

SIZE

SHAPE

FUNCTION

NUTRIENTS

MEAL

MANNER OF SERVING



Nouns1

Food that grows on trees	Meats	What we get from cows	Breakfast Foods
			Lunch Foods
Food that grows under the ground	Vegetables that are yellow	What we can do with wheat	
			Dinner Foods
Fruits		Kinds of Candy	
	Green Vegetables		

Classification

Classification of Words:

- **Nouns:** Name a person, place thing or idea
- **Verbs:** Show mental or physical action
- **Adjectives:** Describe a noun or a pronoun. What Kind? How Many? Which One? Whose?
- **Adverbs:** Describe verbs, adjectives or other adverbs
answer the questions: How, How Much, When, Where (Not is an adverb)



Classification Continued

- **Prepositions:** show position and create a phrase. Phrases end in a noun.
- **Articles:** Indicate a noun is on the way
- **Conjunctions:** Join words, phrases and sentences. Most common coordinating conjunctions: for, and, not, but, or, yet, so (FANBOYS)
- **Subordinating Conjunctions** introduce a dependent clause

PARTS OF SPEECH	PARTS OF A SENTENCE
NOUNS	
COMMON NOUNS	
PROPER NOUNS	
PRONOUNS	
VERBS	
ADVERBS	
ADJECTIVES	
PREPOSITIONS	
CONJUNCTIONS	
INTERJECTIONS	

PARTS OF SPEECH

PARTS OF A SENTENCE

- NOUNS
 - COMMON NOUNS
 - PROPER NOUNS
- PRONOUNS

VERBS

- ADJECTIVES
- ADVERBS

- PREPOSITIONS
- CONJUNCTIONS
- INTERJECTIONS

Subject

predicate

John

walks

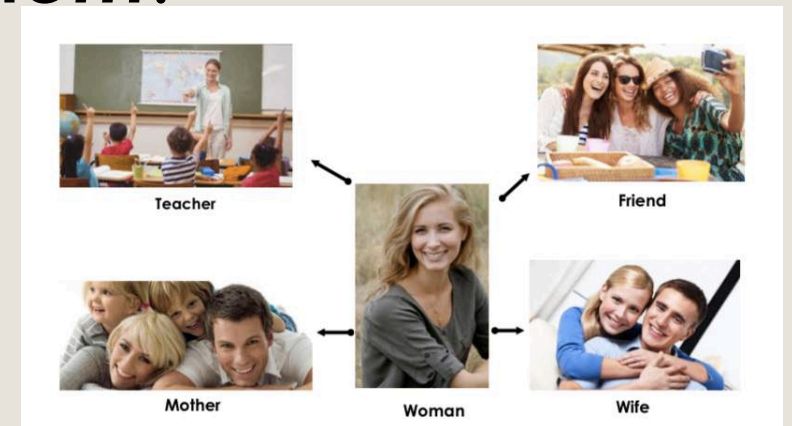
at
the
park
fast
slowly

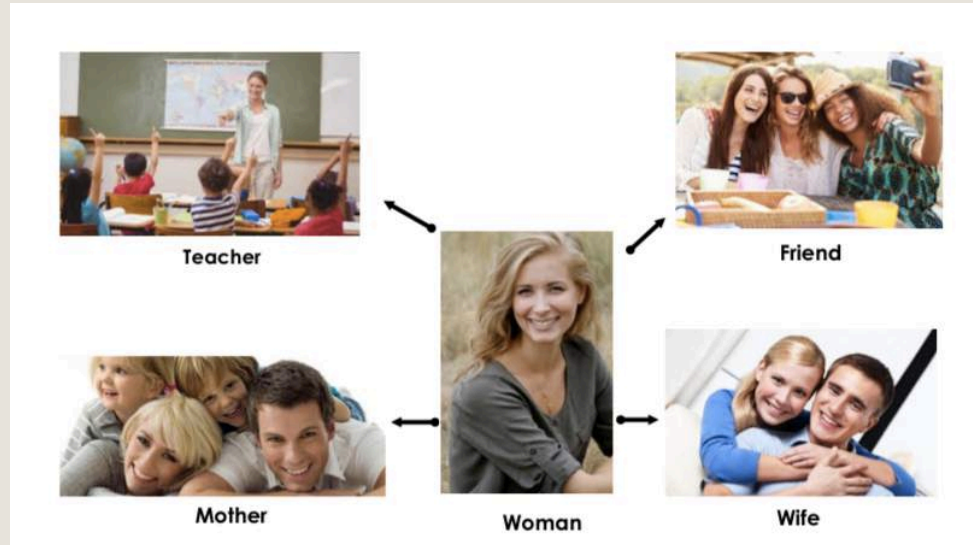
modifiers

Yikes

Classification vs. Function(Job)

- I am a **woman**.
- I go to work and my students call me a **teacher**.
- I come home and my children call me **Mom**.
- My friends call me a **friend**.
- My husband calls me his **wife**.





I am always a woman, but, people name me according to my function as it's relative to them.
(They name me according to my job)

When you change what you call someone, sometimes you don't recognize who the original person was. The same thing happens with words.

Renaming by Function



- **I walk.** (walk, is a verb, action)
- **I go for a walk.** (the article "a" names what I did, and walk functions as a noun)

- **My home is nice.** (home, is a noun, I named a place)
- **I went home.** (home, answers the question where? , it functions as an adverb)

- ****Its never about the word, its always about the job the word is doing in the sentence.**

Basic Diagramming

Simple Sentence

John ran.

John | ran.

Simple Sentence and Modifiers

Old John ran fast.

John | ran.

Old

fast

Simple Sentence with Linking Verb

Linking verb – links its subject to a word in the predicate

Anne feels better.

Anne | feels \ better.

Bob is chairman.

Bob | is \ chairman.

Direct and Indirect Object

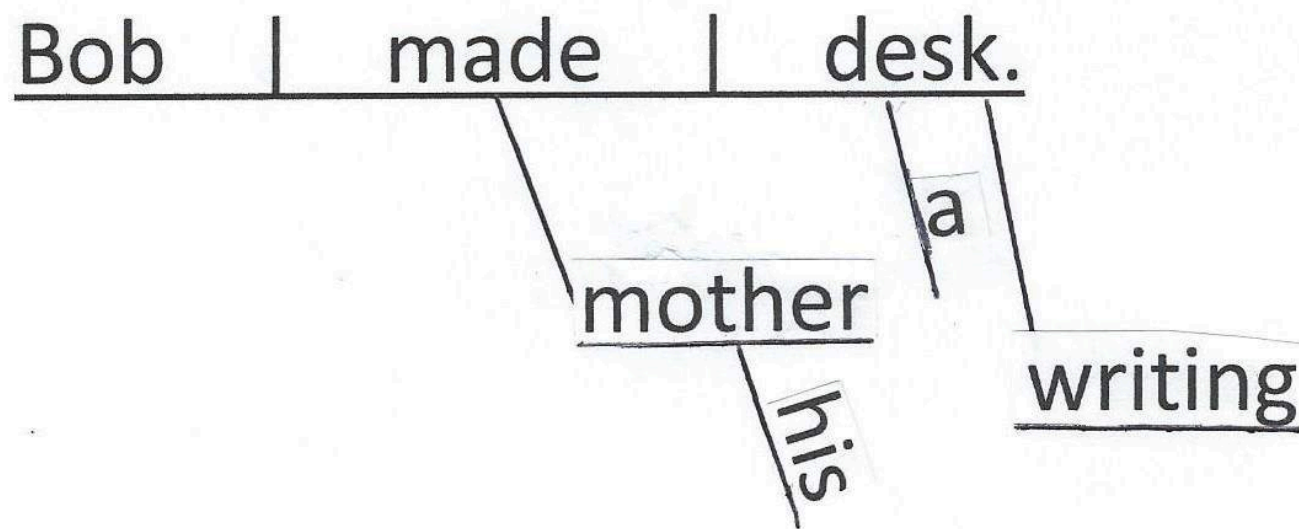
Charles bought a book.

Charles | bought | book.

e

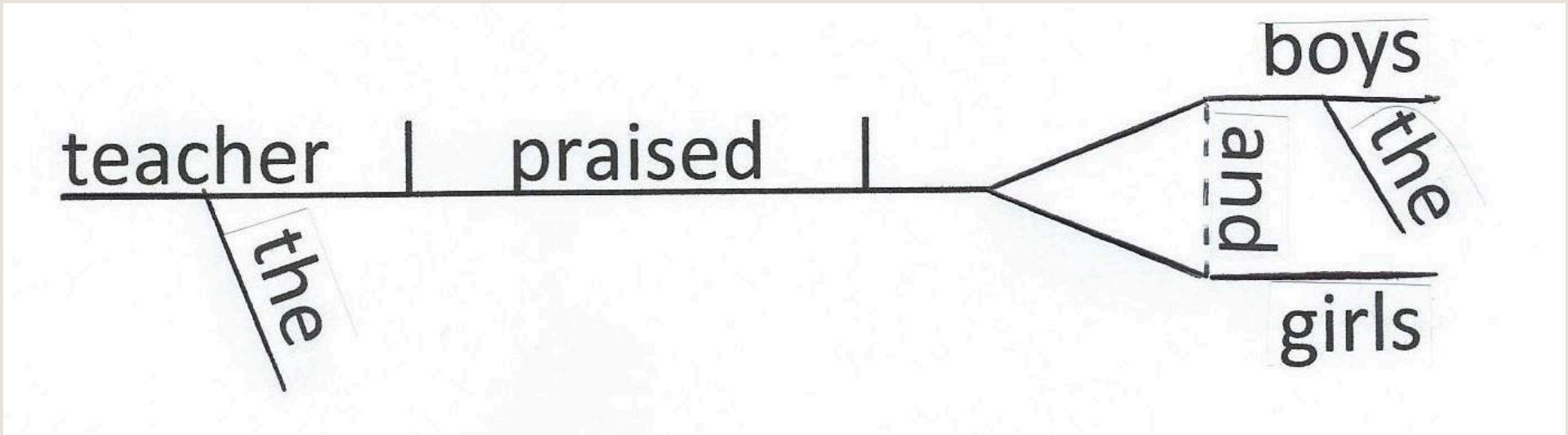
Direct and Indirect Object

Bob made his mother a writing desk.



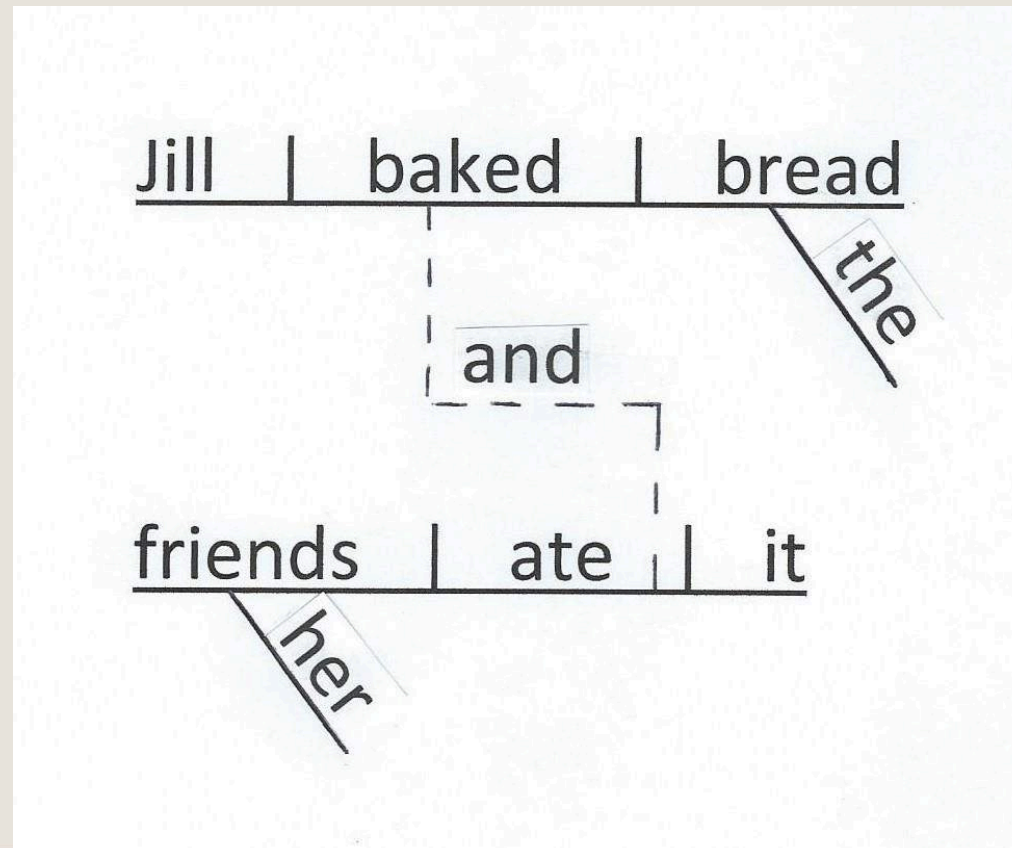
Compound Object

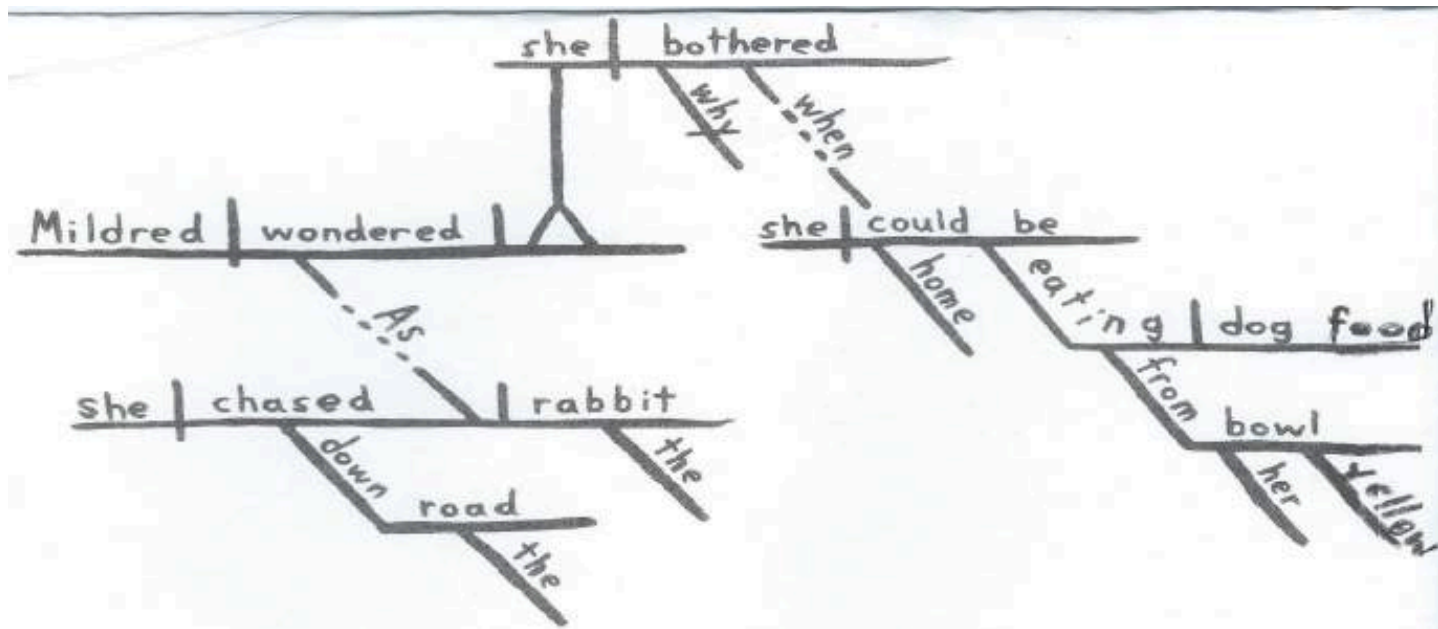
The teacher praised the boys and girls.



Compound Sentence

Jill baked the bread and her friends ate it.





from: Sister Bernadette's Barking Dog
Kitty Burns Florey

Why Teach Grammar?

It helps in comprehension
(the connection of ideas)

It helps in making spelling choices

It helps with one's own written work

It helps build vocabulary

It helps in learning the structure of the English Language

“ The highest form of human communication is to be able to put one's own thoughts into writing”

- Jean Osman

Writing

What is Writing?

- transcription process
- form of writing
- demonstration of knowledge
- communication tool
- learning tool



Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools



"I hope you realize that I'm the one who has to write about this stupid vacation next fall."

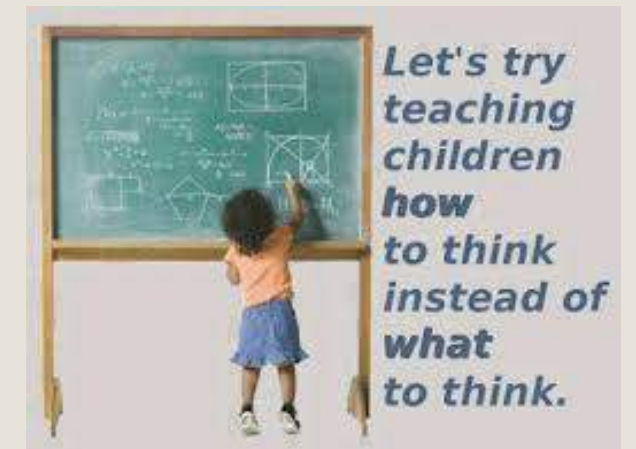
Metacognition



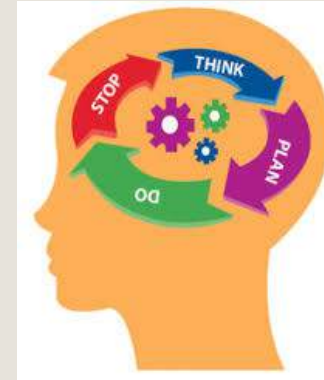
- Metacognition refers to a level of thinking that involves active control over the process of thinking and learning.
- The individual is able to “step back” and plan ways in which to approach a learning task, monitor comprehension, and evaluate the progress towards completion of a task.

Metacognitive ability allows the student to:

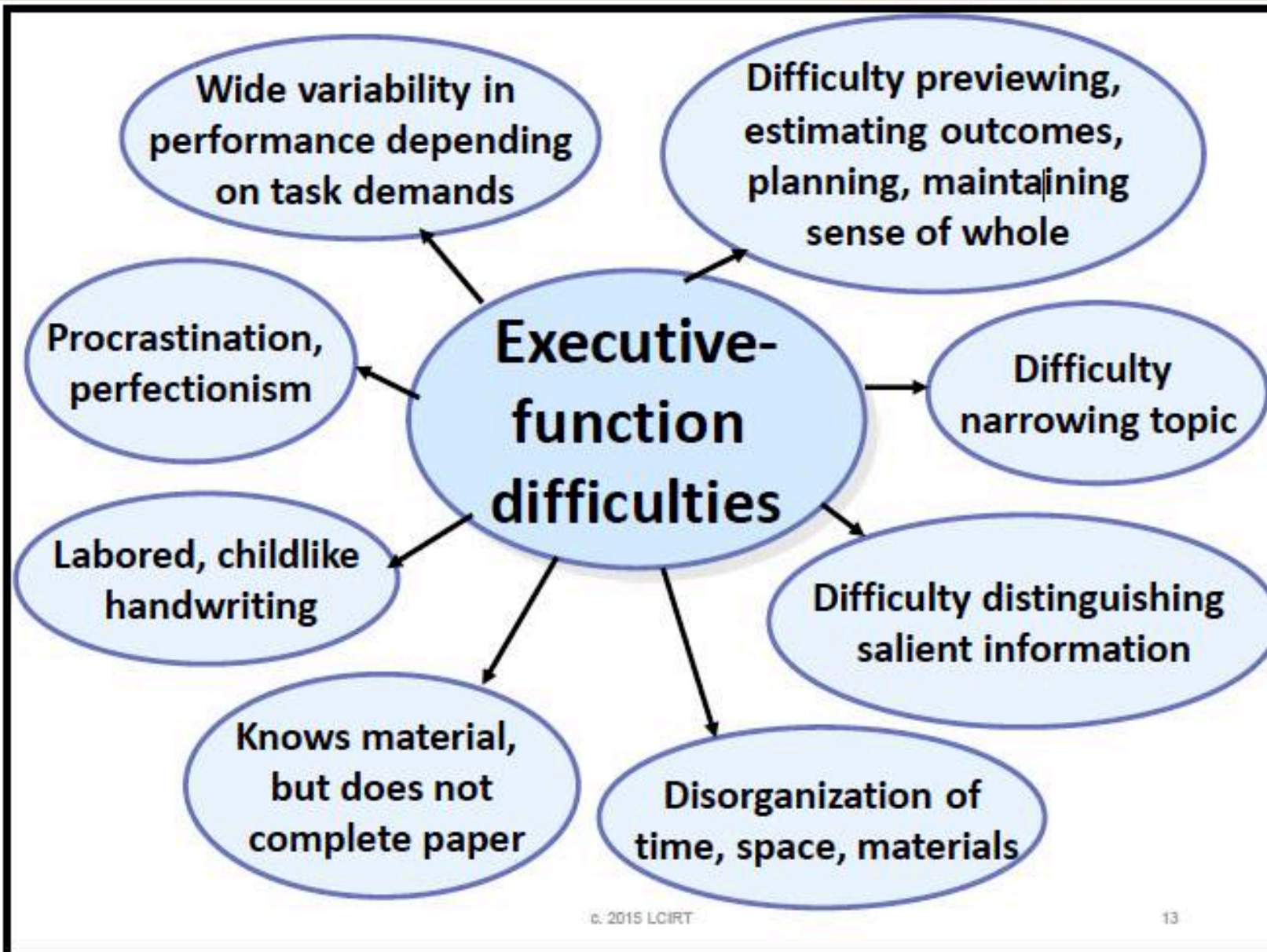
- *“self-regulate”, to find the right tools for the job
- *develop strategies that work, in studying, planning projects and in test taking.
- *become aware of individual strengths and weaknesses
- *become aware of individual learning styles
- *plan, monitor, evaluate, and revise one’s own thinking and products



Executive Function



- Cognitive processes that have a great impact on writing because they affect all aspects of memory, attention, and language.
- Executive functions play an integral role in writing. These functions affect a writer's: ability to plan, organize, monitor, and revise text.



Effective Practices for Executive Function Writing Challenges

1. Understand how Executive Function impacts writing directly
2. Take a strategic , individualized approach to writing process
3. Support student metacognition, self-regulation, and empowerment

noun

+

verb

subject

+

predicate

WRITING SENTENCES

**A sentence must have a
noun and verb.**

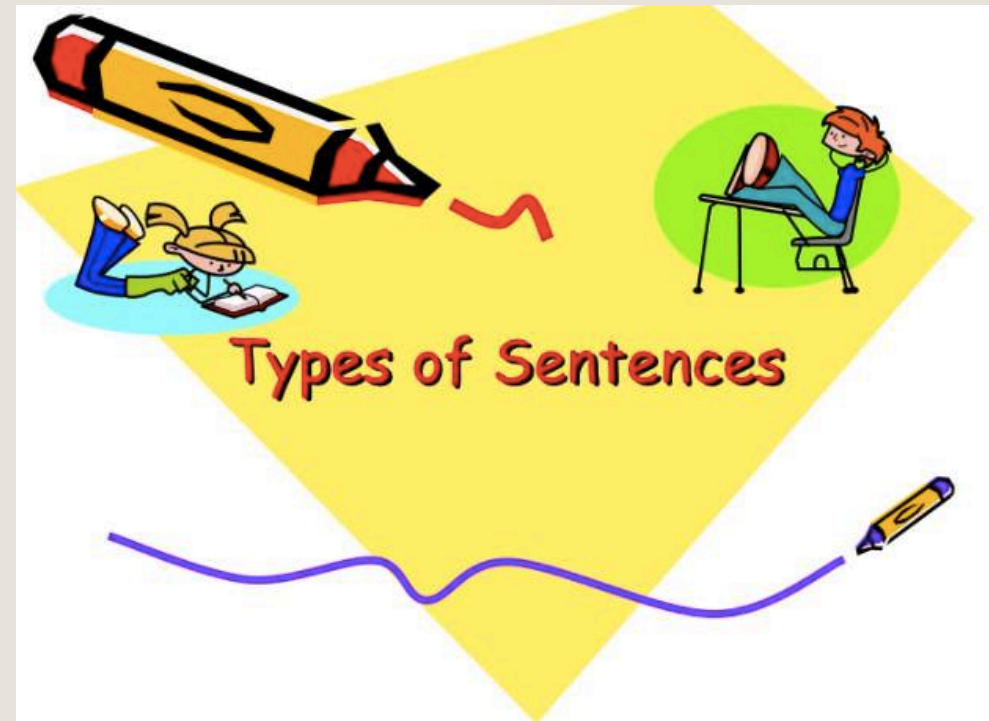
(subject and predicate)

Sentence Writing

- One of the most fundamental skills a good writer should have, an essential element of writing, is the ability to develop a good sentence.
- Students must learn to write effective sentences before they can competently experiment with creative writing forms and styles.

There are Four Basic Types of Sentences

- Simple
- Compound
- Complex
- Compound-Complex



Sentence Goals

- Distinguish between a complete sentence and sentence fragment
- Convert a sentence fragment into a complete sentence
- Write a statement, question, exclamation, and commands and punctuate correctly
- Write sentences using conjunctions
 - but, because, and so



Sentence Goals



- Combine two or more sentences
- Produce complex sentences using sentence starters
- Expand sentence using two or three questions words: *who, what, where, why, how*
- Identify subjects and predicates in sentences
- Identify verbs, pronouns, adjectives, conjunctions, and prepositions
- Use varied and accurate vocabulary

SENTENCE WRITING ACTIVITIES

- Enables students to vary sentence structure
- Provides one way to develop and improve concluding sentences
- Encourages students to formulate questions

Fragments vs. Sentences

- 1st Ask students to identify fragments and sentences.
- 2nd Ask students to repair fragments.

Fragment

the red cap

The red cap fell on the mat.

Sentence

the man can hop

The man can hop.

Scrambled Sentences

1. cake made we a

We made a cake.

2. live did where mike

Where did Mike live?

Sentence Types

- Students are given a topic and asked to produce 4 different types of sentences

Topic: Pizza

1. Statement

Pizza is my favorite food.

2. Question

Where was pizza invented?

3. Exclamation

Pizza is the best food!

4. Command

Buy me a piece of pizza.

Writing Questions

- Students are asked to develop a question based on the given answer

Q. How are you?

A. Fine, thank you.

Q. What day comes before Sunday?

A. Saturday

Q. What did you buy at the movies?

A. popcorn and soda

Switching Prepositions and Clauses

My sister will pick us up after the game.

After the game, my sister will pick us up.

We stopped at the grocery store since it was on our way home.

Since it was on our way home, we stopped
at the grocery store.

Conjunctions

- promote extended responses
- encourage analytical and deeper thinking about text
- provide practice using new vocabulary words
- enhance reading comprehension by familiarizing students with more complex syntax and sentence structure



because - tells why

but - change of direction

so - cause and effect

The girl was happy because....

(but.....)

(so.....)

Our President is upset because...

(but....)

(so.....)

Trump / since

Trump / however

Trump / therefore



since (*because*) - tells why

however (*but*) - change of direction

therefore (*so*) - cause and effect

Since Trump questioned Obama's citizenship, the president presented his birth certificate. However, Trump remained skeptical.

The Donald dropped out of the race. Therefore, Trump became the president of the hairclub for men.



Sentence Combining



- teaches grammar & usage effectively
- allows students to see various options for crafting complex sentences
- exposes students to varied writing structures
- enhances syntactic flexibility

Combine these Sentences

The girl fell off her skateboard.
The girl hurt her shin.

Rob put on his new suit.
Rob went to work.

The boy tried sushi.
The boy did not like it.

She did not eat her dinner.
She did not eat dessert.

Do you want a salad for lunch?
Do you want a sandwich for
lunch?





Sentence Expansion

- enables students to anticipate what a reader needs to know and to provide that information
- teaches note-taking strategies (key words, symbols, abbreviations)
- enables students to craft written language structures
- develops the ability to summarize
prepares student to revise more effectively

Sentence Expansion

- Begin with a simple, declarative sentence with only one verb that has no modifiers or connectives.

- Examples:

- Johnathan runs.
- Josh ran.
- He fell.
- They argued.
- Cells divided.



Now lets add a few details!

Adjectives



- used to modify a noun
- Describes
 - size
 - shape
 - age
 - color
 - nationality
 - religion
 - etc....

OTHER WAYS TO SAY...

nice enjoyable pleasurable thoughtful courteous lovely likeable pleasing gracious congenial cordial admirable considerate	good excellent amazing wonderful pleasant marvelous exceptional fantastic super outstanding terrific splendid stupendous	bad awful rotten naughty mean dreadful nasty wicked lousy terrible unpleasant disagreeable wretched	sad depressed gloomy miserable cheerless unhappy gloomy forlorn sorrowful upset downcast fearful somber	happy cheerful delighted pleased glad joyful ecstatic content jovial amused merry thrilled elated
laughed giggled chuckled roared howled whooped snickered guffawed shrieked grinned cackled bellowed chortled	like admire approve adore treasure fancy marvel appreciate respect cherish fond desire enjoy	said commented replied remarked declared stated exclaimed shouted whispered announced responded boasted explained	big huge giant gigantic enormous large massive colossal immense bulky hefty tremendous jumbo	little small tiny petite miniature teeny itsy-bitsy miniscule mini minute microscopic skimpy wee
ran bolted sped hurried sprinted jogged rushed galloped hustled skipped raced dashed fled	walked strolled sauntered tiptoed trotted marched glided strutted shuffled crept treaded hiked paraded	pretty beautiful gorgeous appealing cute lovely exquisite attractive elegant handsome stunning fair dazzling	looked gazed examined glanced viewed observed peeked stared watched inspected spied studied noticed	scared afraid frightened spooked horrified startled fearful petrified anxious aghast alarmed terrified shaken

Adding Details

Details:

Johnathan	runs.
 <u>big</u>	 <u>quickly</u>
<u>old</u>	
<u>skinny</u>	

Big Johnathan runs quickly.

Skinny old Johnathan runs quickly.

Wordles

Name _____

A "wordle" is a way of drawing words. You use the correct letters, but you draw them to give more meaning. Look at the examples below. Then, write out the wordles in the blanks on the right. The first one is done for you.

1. 

wavy ocean

2. 

3. 

4. 

Now, you draw some wordles! Draw the letters of each object below that shows what the underlined describing word means.

5. round glasses

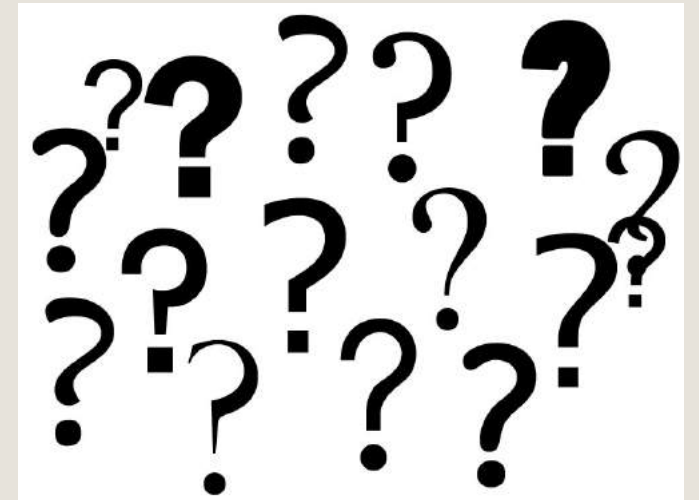
6. sinking ship

Now let's ask a few questions!

When ?

Where ?

Why ?



Original Sentence: **Josh ran.**

When?: last week

Where? in Central Park

New Sentence: Last week, Josh ran in Central Park.

Original Sentence: **Josh ran.**  **Main Idea**

When?: last week

Where? in Central Park

New Sentence: Last week, Josh ran in Central Park.

A sentence must have a noun + action. (subject + predicate)

Jonathan runs.

David works.

Now write 3 sentences.

Now add details....ask yourself

How? When? Where? To what degree? With what?

Noun + action + details.

Jonathan runs home.

David works hard.

Now write 3 sentences with details.

Original Sentence: They were excited.

Who?: baseball fans

Where?: in New York

Why?: b/c the Mets made the playoffs.

New Sentence: Baseball fans in New York were
excited because the Mets made the
playoffs.

OUTLINING AND PARAGRAPH WRITING

A paragraph is a group of sentences that includes details supporting a specific point.

Key Elements of Writing a Paragraph

- **Structure**
- **Coherence**
- **Unity**
- **Sentence Skills**

Three types of paragraphs:

- **Opening** – the opening paragraph, or introduction, gives the reader an overview of the entire essay and offers the main idea, or thesis statement.
- **Developing** – the developing paragraph provides details to support the essay's main idea.
- **Closing** – the closing paragraph, or conclusion, summarizes the essay, reminds the reader of the main idea and offers a “call to action” or suggests further research.

Topic Sentence

- The first sentence of a paragraph, called the topic sentence, is the most important sentence of the paragraph, and it deserves special attention.
- A good topic sentence should focus the reader's attention on the subject of the paragraph. Let's look at this topic in contrast to the topic sentence:

Topic :
Dangers of Smoking

Topic Sentence:
Smoking causes
many serious health
problems .

Brainstorming

“ Genius is one percent inspiration and ninety-nine percent perspiration.” Thomas Edison

- Brainstorming is the process of coming up with ideas.
- You can brainstorm in order to decide on a topic, to explore approaches to your paper, or to deepen your understanding of a certain subject.
- Finding a brainstorming technique that works for you can greatly improve your writing efficiency. There are myriad brainstorming techniques to choose from.
 - **Mapping**
 - **Listing**
 - **Questioning**
 - **Free Writing**

- Collect your ideas by brainstorming.
- Develop a list of topics that interest you
- Choose one topic and brainstorm subtopics until you have found one that seems narrow enough to write a paragraph about.
- Brainstorm again, but this time to expand.
- Write down as much information as you can.
- Then look for specific connections among the items on your list to see if you can discover a specific angle, or a specific point. Express that point in a single sentence.
- This sentence is called the point sentence because it expresses the main point of your paragraph, the foundation on which you will build.
- Brainstorm one last time to collect specific details that will illustrate your point sentence.

Writing

Brainstorming and Observing

- Brainstorming helps you to discover ideas and information that you have stored in your memory.
- Observing helps you to discover details that you may not have noticed before.

|

Popular entertainment

Rock Concerts

Plays

Movies

TV

Recent Box Office Smashes

Classics

Foreign Films

Horror films

Adventure films

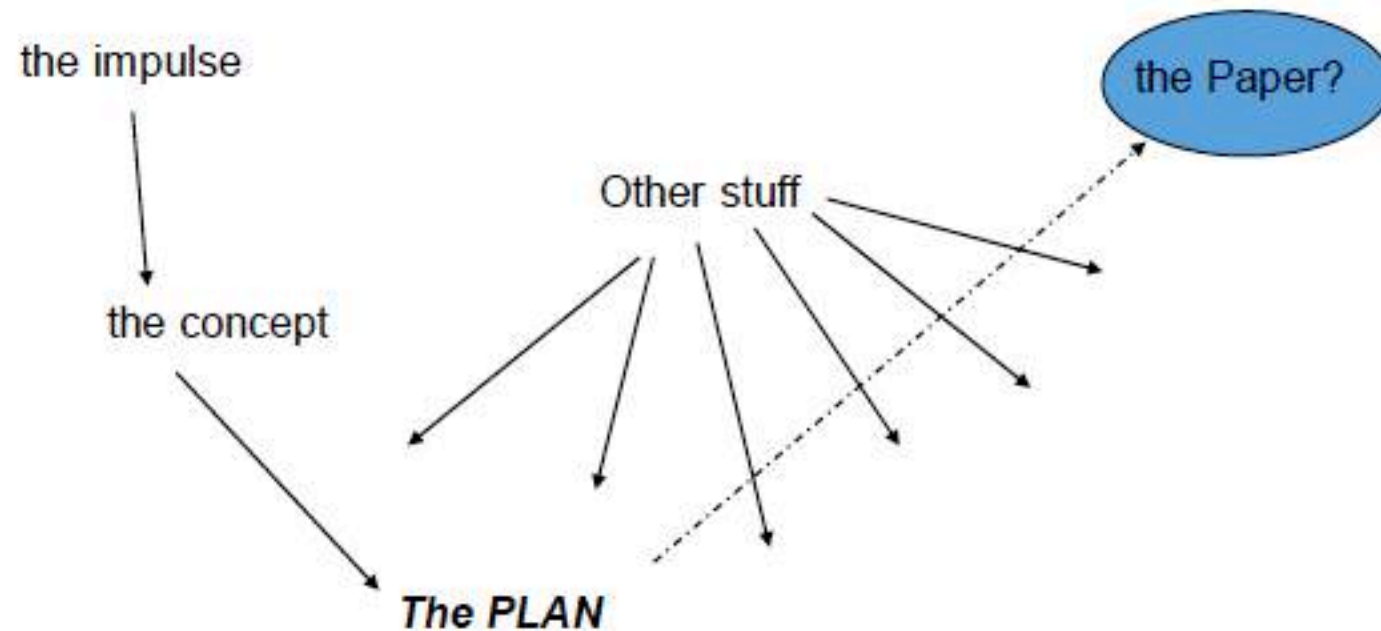
Teen films

Hi-Tech Sci-Fi

High-Tech Science Fiction

Impact on Planning

An Example of a Writing Task



Planning : Using an Outline

- enables students to visualize beginning, middle, and end of a paragraph or composition
- helps them distinguish between essential and non-essential material
- encourages placing information in logical order
- prevents repetition
- improves ability to stick with the topic
- promotes analytical thinking

Topic Sentence: _____

1.

2.

3.

4.

Closing Sentence: _____

Paragraph Outline

Topic Sentence: Dogs are very popular pets
but time consuming.

1. attention and affection
2. walking / exercise
3. training

Closing Sentence: Dogs require a lot of you and
your family.

Dogs are very popular pets but time consuming. They need a lot of affection throughout the day. Most dogs need a lot of exercise too. Walking, running, and playing are some of the activities dogs love to do. Training a dog takes a lot of time and patience. Dogs require a lot of you and your family.

Topic: Owning a Dog

Topic Sentence: Dogs are very popular pets
but time consuming.

1.

2.

3.

Topic Sentence: Owning a dog is a big
responsibility.

1.

2.

3.

Topic Sentence: Dogs can make people's
lives better .

1.

2.

3.

Closing Sentence: Although dogs are a
lot of work, they are
worth it!

Essay Outline

- A linear outline helps ensure a clear overall structure, supports analytical thinking, and provides support to the writer in linking related ideas.
- Essays written from outlines assist the writer in avoiding off topic information and underdeveloped paragraphs and ensure that each paragraph contains sufficient factual support.

Remember!

- **Explicit instruction in expository writing should commence in the earliest grades and continue through high school to produce young people who are adequately prepared for college and the workforce.**
- **Teachers must be cognizant of the demands the writing process places on students and the amount of direct instruction and repetition in specific strategy instruction necessary to produce good writers.**



"I didn't write the report. I printed it directly from the Internet, but I did all of the stapling and collating myself."



"Of course creative writing is important. You want to write home for money when you go away to college, don't you?"

"A book is made from a tree. It is an assemblage of flat, flexible parts imprinted with dark pigmented squiggles. One glance at it and you hear the voice of another person, perhaps someone dead for thousands of years. Across the millennia, the author is speaking, clearly and silently, inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people, citizens of distant epochs, who never knew one another. The written word breaks the shackles of time--proof that humans can work magic."

— Carl Sagan

Thank you!

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Practitioners and Educators

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- **Hutson, Phyllis** *The Essentials of Grammar Instruction*
- **LCIRT**
- **Yoshimoto, Ron** – Orton – Gillingham International

