



**WRITING WITH
ALL TOOLS
CONTINUUM**

Teaching to the Next Level:

Using the Writing with All Tools Continuum to Guide our Teaching

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Writing with All Tools

A writing continuum for all people
using all writing tools.



<https://www.janefarrall.com/writing-with-all-tools-continuum-a-writing-continuum-for-all-people-using-all-writing-tools/>

Writing with All Tools Continuum

- 34-point ordinal scale
- Qualitative writing levels from early emergent to conventional writing, up to Australian Curriculum Grade 4
- Designed to assess writing samples from developing writers who are using any writing tool, including handwriting, flip charts, or keyboards.
- Aims to assist you to monitor the small changes that students might make over time
- Has a strong emphasis on the skills each individual needs to develop as they move to the next stage of writing, including functions of print, language, and form.

Why the WWATC?

A new scale for all writers with all writing tools



- To represent the small changes in writing we see in the writers we work with
- Support understanding of the range of skills emergent writers need to develop at each level
- Recognise developmental writing stages such as phonetic stage
- Demonstrate the importance of ideas and language, alongside spelling, word order and formatting
- Differentiate between simple and more complex sentences

WRITING IN OUR CLASSROOMS – Guidelines Version 3 May 2022			
	EMERGENT		
	A.1 to A.3	A.4 to A.6	Group 8
WwATC	STUDENTS Are beginning to learn that they are a writer. Also learning that print has meaning and that text is a code for speech. Also learning that there is a difference between print and picture.	STUDENTS See themselves as a writer, attributing their own meaning. Can identify in a book when asked 'which side do I read'. Know that we write with letters and are generating letter strings with handwriting or alternative pencil.	STUDENTS Are aware that writing is made up of letters and spaces and are generating at least two groups of letters with a space in between.
LEARNING GOAL	Develop a belief they are a writer, an understanding that print has meaning and that text is a code for speech. Learn the difference between print and picture through all their literacy experiences. Student using an alternative pencil learns that writing is composed of letters.	Spaces – teacher to work on modelling and talking about the use of spaces throughout the day. Ensure their writing tool has an easily accessed option for adding spaces.	Develop an understanding that we need to think about using specific letters when writing words. Learning to hear initial sounds in words and some high frequency or high interest words.
SUGGESTED GUIDELINES	1. Select a topic for writing – you might use the activity or game that the student is currently engaged with. 2. Get the student to use a writing tool (e.g., sensory pencil or flip chart) to select letters; record or write down the letters as they choose them. 3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves. 4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing. 5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.	1. Establish topic/purpose e.g. photo of student doing something. Student should choose from a few options. Use AAC to talk about this with them. 2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step. 3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them. 4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..." 5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model using spaces.	1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week. 2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. 3. Get the student to use a writing tool to select or generate letters. Students at this level who know most of the letters of the alphabet, most of the time should be using a QWERTY keyboard. Record or write down the letters as they choose them. 4. Write their target language under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..." Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model thinking of initial sounds in words.
STUDENTS			



From an original idea by BJ Sauerwald



WRITING WITH
ALL TOOLS
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Writing Continuum Guide for Teaching

Let's Write

GUIDELINES FOR SUPPORTING STUDENTS AT DIFFERENT LEVELS

These guidelines are provided to assist people to think about how to write with students at different levels of writing on the Writing with All Tools Continuum. They are simply designed to be a guideline to good practice. We recognise that they cannot be definitive or prescriptive as there are a lot of variables involved – but we hope they are helpful.

Supporting writers who are at A.1 to A.3 on the Writing with All Tools Continuum

Students at A1 to A3 are still developing an understanding that they are a writer and/or they don't understand that there is a difference between print and picture. They need an opportunity to scribble with print and have an attribute meaning and assume competence – which then teaches them that print has meaning and that text is a code for speech. We also give them lots of positive reinforcement because they need to develop a strong self-image of themselves as a writer. Students at this level are also often receptive communicators.

Suggested guidelines are:

1. Select a topic for writing - you might use the activity or game that the student is currently engaged with.
2. Get the student to use a writing tool (e.g., sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.
3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves.
4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

A demonstration video for this level is available at <https://www.youtube.com/watch?v=WY2uLW9gIMk&t=7s>

Supporting writers who are at A.4 to A.6 on the Writing with All Tools Continuum

Once students know that they are a writer, they can identify in a book 'which side do I read' and, they know that we write with letters, then we start to support their writing process in a different way. We still give them an opportunity to scribble with print – and we make sure that we model and talk about spaces. We ensure that they have access to a space key in their writing. We continue to give them lots of positive reinforcement as they develop. Students at this level are also often beginning to use AAC or talk and should be starting to attribute their own meaning to their writing.

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something. Student should choose from a few options. Use AAC to talk about this with them.
2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them.
4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model using spaces.

A demonstration video for this level is available at https://www.youtube.com/watch?v=Wtmg_KJUCQk

Supporting writers who are in Group B on the Writing with All Tools Continuum

Once students know that we write with letters and spaces, they move up to Group B on the scale and our modelling shifts focus to include a lot of emphasis on initial sounds in words.

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week. Student should choose from a few options.
2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student.
3. Get the student to use a writing tool to select or generate letters. Students at this level who know most of the letters of the alphabet, most of the time should be using a QWERTY keyboard. Record or write down the letters as they choose them.
4. Write their target language under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model thinking of initial sounds in words.

Supporting writers who are in Group C on the Writing with All Tools Continuum

Students at Group C are still often still learning to write on topics other than their favourite topics - even when they have chosen the topic themselves. This can be for a range of reasons - but we need to model writing on topic to show them that it can be done.

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week. Student should choose from a few options.
2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student.
3. Get the student to use a writing tool to select or generate letters. If the student starts typing off the selected topic, remind them of the topic.
4. When they have finished writing, type their originally selected language or the language you suggested and talk about how it relates to the picture. Find something to celebrate in their writing.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

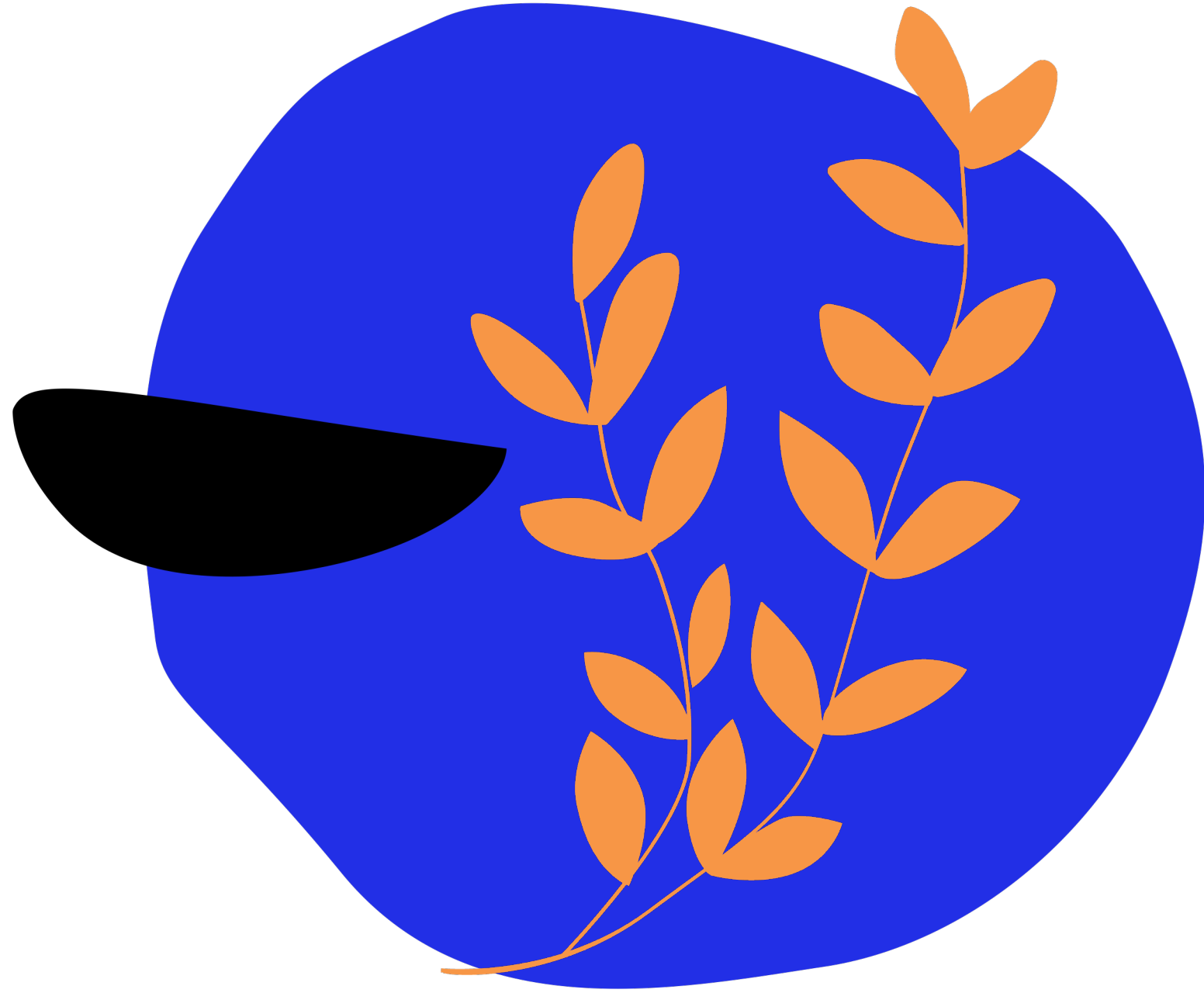
From Marks to Sentence Fragments

Part I

Part I starts at the very beginning of writing development, where each individual is still learning that they are a writer. It is divided into six groups, with each group covering the development of an understanding important to overall writing development. Groups are then divided into a range of descriptors. Part I of the continuum goes from the earliest stage of writing development, through to writing sentence fragments.



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Group A

Letters or Marks

A.1 to A.3

Students are:



Learning that they are a writer



Learning that print has meaning, and that text is a code for speech



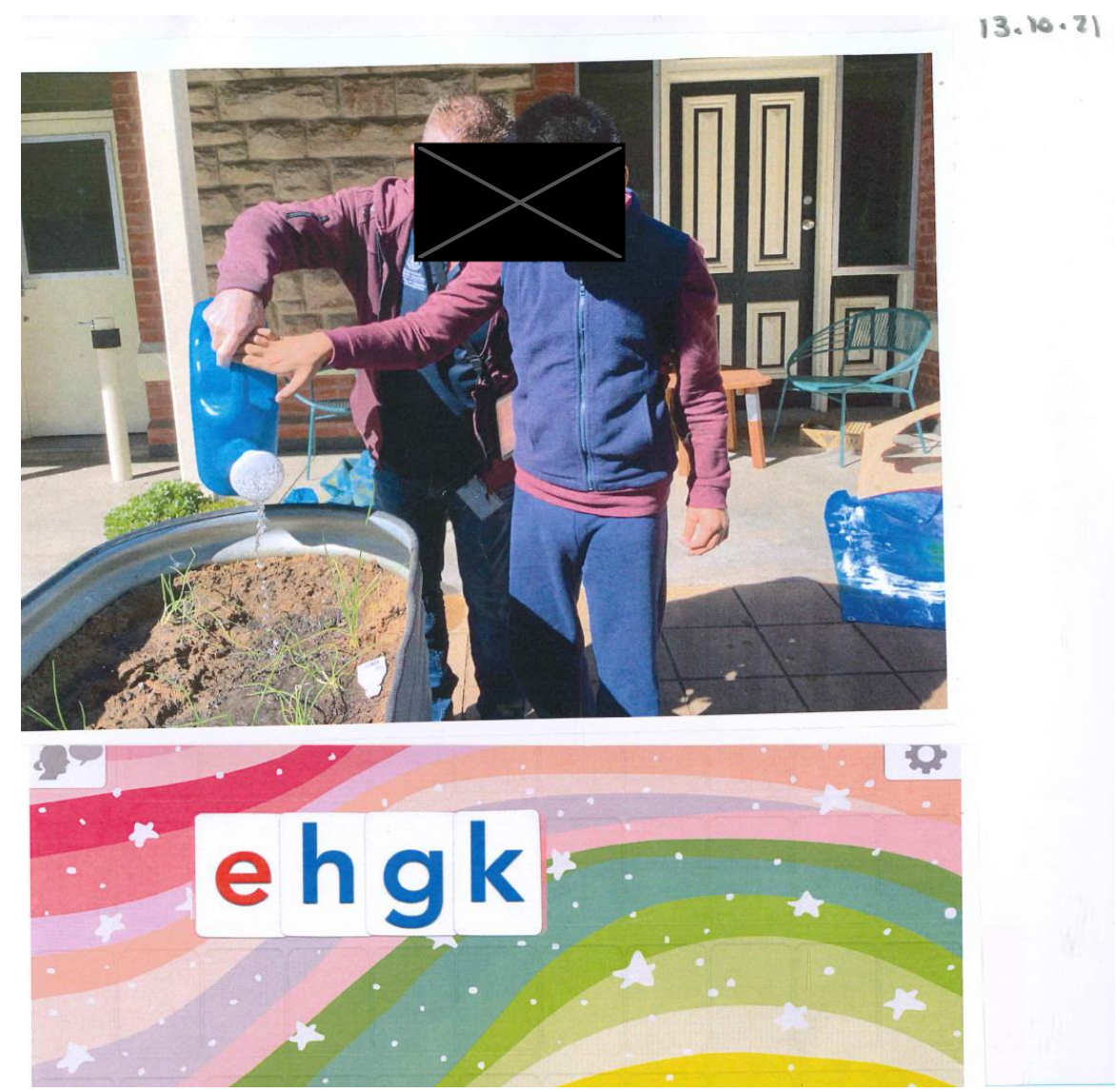
Learning that there is a difference between print and picture and that we write with letters.



Building their engagement with writing



A.1 Letters or Marks Without Engagement

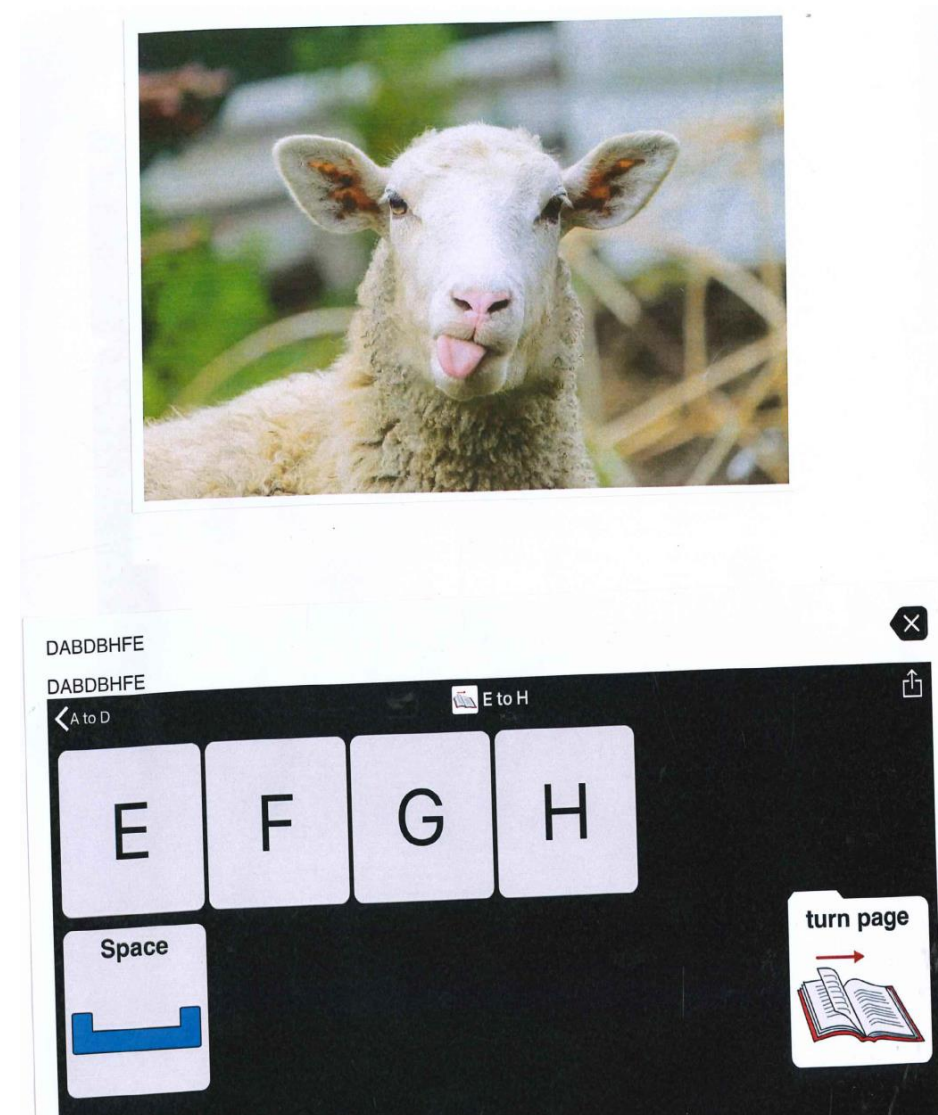


Student selected letters in Word Wizard app when writing about an activity student had done (gardening). Educator noted on writing record form that student was not engaged. Educator attributed meaning as “garden”.

Student selects letters or makes marks without writing attention, interest, or engagement. Student doesn't yet have enough experience with writing to see themselves as a writer.

Writing Record Sheet	
Student: [Redacted]	Staff Member: Chad R [Redacted]
AAC system/speech: Penn Short description of how language generated: [Redacted]	
attributed meaning to letter selection	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech	
<input checked="" type="checkbox"/> Other Word Wizard	
(specify) Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other	
Student Engagement: <input type="checkbox"/> Fully engaged. <input checked="" type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: _____ (e.g. choice of 3 photos)	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: "garden"	

A.2 Letters or Marks With Beginning Engagement



Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad about a photo student selected. Educator noted on writing record form that student was partially engaged. Educator attributed meaning as "sheep go"

Student is beginning to respond when asked to write. Student selects letters or makes marks with increased attention, interest, and engagement.

Writing Record Sheet	
Student: XXXXXXXXXX	Staff Member: <u>Chad R</u>
AAC system/speech: <u>p26</u> Short description of how language generated:	
<u>Selected on p26</u>	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other	
Student Engagement: <input type="checkbox"/> Fully engaged <input checked="" type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <u>choice of 3 photos</u> (e.g. choice of 3 photos)	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: <u>"Sheep go"</u>	

A.3 Letters or Marks With Active Attention to Writing



Student selects letters with active attention to an alternative pencil or makes intentional marks or shapes when handwriting. Student is beginning to see themselves as a writer but doesn't yet know the difference between writing and drawing consistently.

Writing Record Sheet	
Student: [Redacted]	Staff Member: Julia
AAC system/speech: P2G Short description of how language generated: _____	
Play-based writing: staff modelled language, (sheep and pig).	
Pencil used: <input type="checkbox"/> Handwriting <input checked="" type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other _____	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other _____	
Comments: Little word of the week: and	

Student selected letters on a low-tech flip chart by pointing and educator wrote the letters down. Educator noted on writing record form that the student was fully engaged. Student wrote about a recently completed play activity with farm animals and educator attributed meaning as "sheep and pig".

A.1 to A.3

Learning Goals



Developing a belief that they are a writer



Through all their literacy experiences, including writing, students:



Learn that print has meaning, and that text is a code for speech



Learn the difference between print and picture



Build their engagement with writing and other literacy activities



Learn that writing is composed of letters.

A.1 to A.3

Suggested Guidelines

1. Select a topic for writing – you might use the activity or game that the student is currently engaged with.
2. Get the student to use a writing tool (e.g., sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.
3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves
4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

Language Generation

A.1 to A.3

Many students at these levels are receptive communicators. If this is the case, then the writing partner would attribute meaning to student's writing; the writing partner should use AAC to model the attributed meaning. If the student is an expressive communicator, they may attribute their own meaning, but because the student is still learning that print has meaning it is also appropriate for the adult to attribute that meaning.

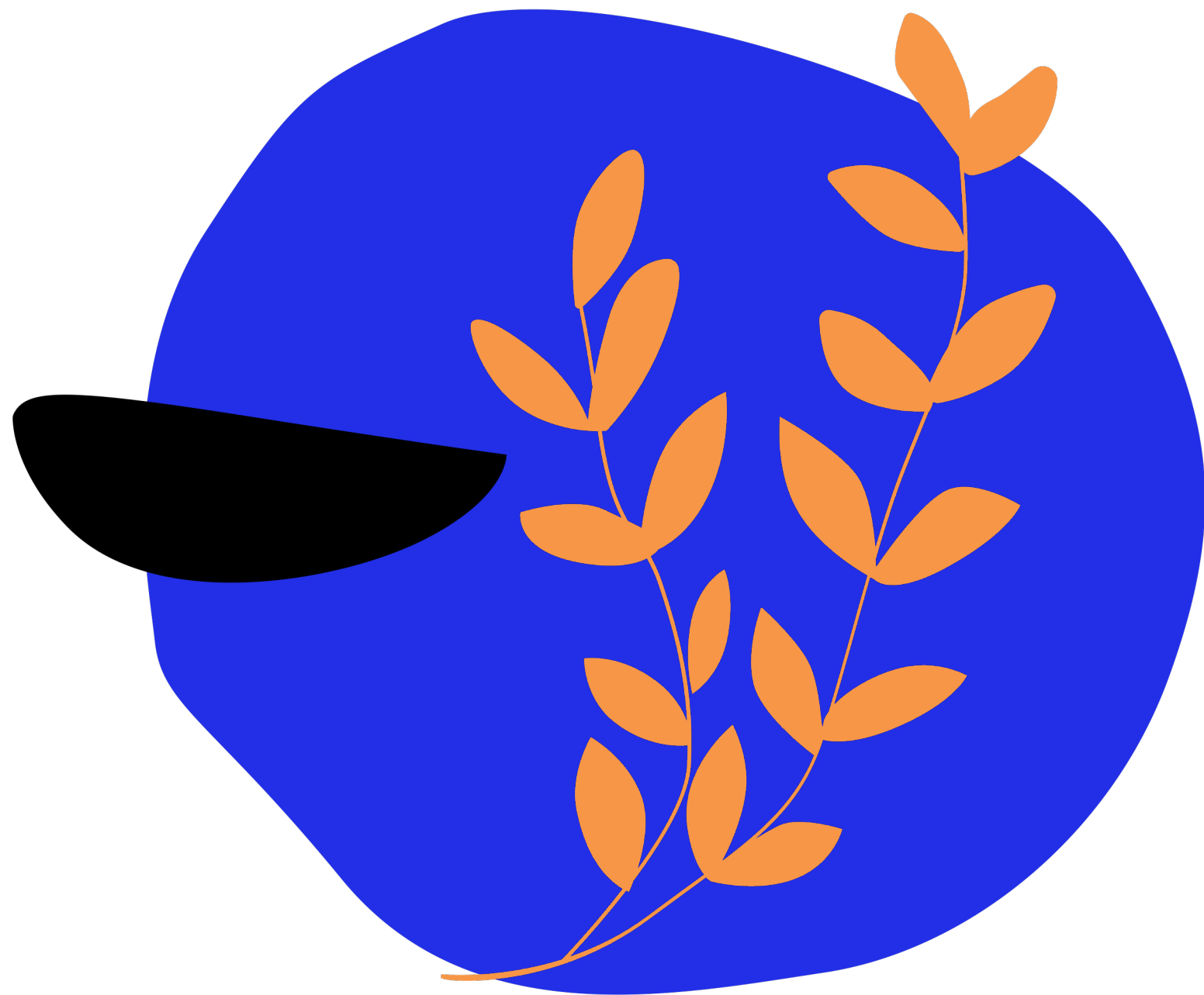


A.1 to A.3 Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message
- Writing with the students e.g., predictable chart writing
- Writing from them i.e., individual writing where they “scribble” with the alphabet and we attribute meaning
- Repeated shared reading of books
- Work on letters and sounds
- Independent access to books



WRITING WITH
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Group A: A4 to A6

Letters or Marks

A.4 to A.6

Students are:



Seeing themselves as a writer



Attributing their own meaning to their writing



Identifying text in a book when asked “which side do I read?”



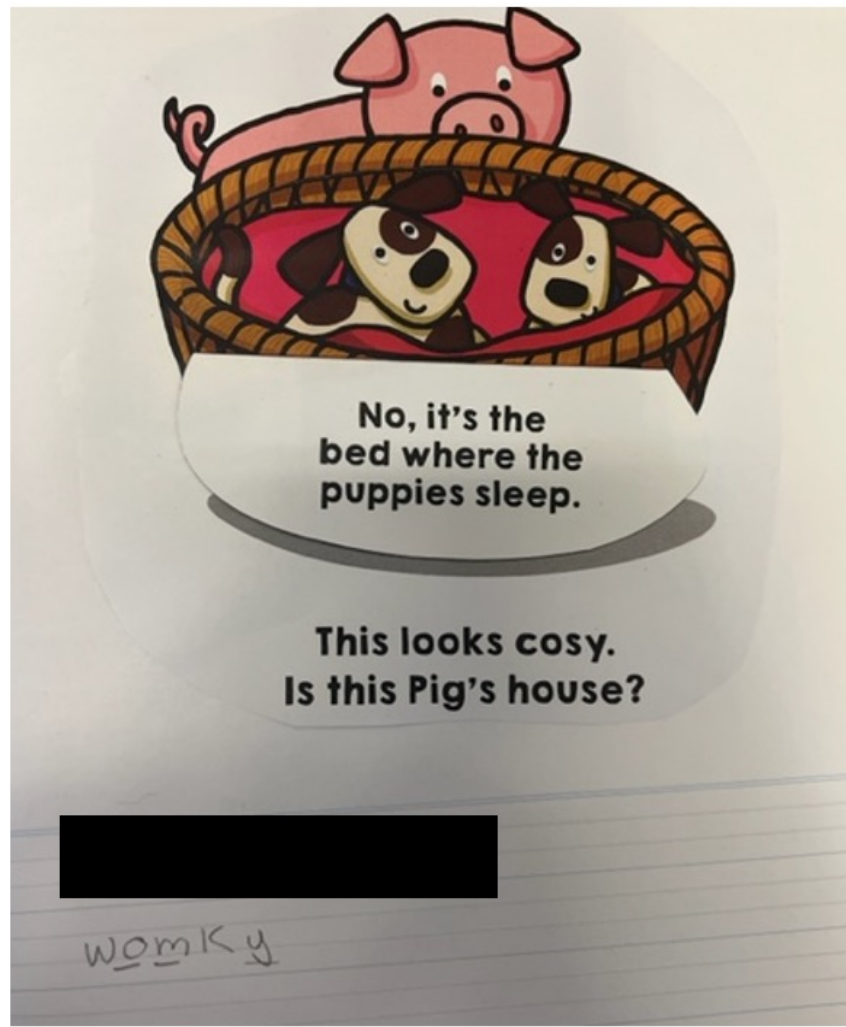
Aware that we write with letters



Generating letter strings with handwriting or another writing tool



A.4 Letters or Marks With Active Attention to Writing & Written Output



Student selects letters with active attention to an alternative pencil or makes letter-like shapes when handwriting. Student also pays active attention to written output (either on a screen or scribed by someone else). Student knows they are a writer and understands the difference between writing and drawing.

Writing Record Sheet	
Student: [redacted]	Staff Member: Julia
AAC system/speech : <u>PODD</u> Short description of how language generated: <u>Chase selected from 2x images. Book of the week: [redacted] pointed to the dog and patted his legs, staff attributed meaning.</u>	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input checked="" type="checkbox"/> Other	
(specify) <u>PODD alphabet</u> Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments:	

Student selected letters on low-tech PODD alphabet page by pointing and educator wrote the letters down. Educator noted on writing record form that student was fully engaged. Student translated writing by pointing to the dog in the book and pointing to his own legs.




A.5 Letters in Repeated Strings, Alphabetic Order, Letters from Their Name or Other Stylised Letter Strings



Student selected letters on a low-tech alphabet flip chart by pointing and educator wrote the letters down. Student translated writing as “can”.

Student responds when asked to write. Student selects letters in repeated strings, in alphabetic order, letters from their name or in other stylised groups e.g., first letter on every page of flip chart. Student writes individual letters when handwriting. Some students may skip this stage.

Writing Record Sheet		
Student:	Staff Member:	
AAC system/speech : Proloquo2go		Short description of how language generated:
Chose ‘can’ on P2G		
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input checked="" type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other		
(specify) Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other		
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged		
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other		
Comments:		

A.6 Different Letters in a String



Student selected letters on an iPad using a QWERTY keyboard and the Notes app. Educator transcribed the letters to the student's writing book. Student translated writing as "giraffe elephant".

Student selects 6 or more different letters out of order with continued attention, interest, and engagement to both the writing process and the output. Student handwrites 6 or more different letters when handwriting

Writing Record Sheet		201021
Goal: [redacted] will demonstrate increased complexity in writing as indicated by 2 or more word-like groupings, on 4 out of 5 days by the end of term 4 when writing about self-selected, personally meaningful topics.		
Staff Member: <u>Annie</u>	AAC system: <u>P2G</u>	
How topic was selected: Choice of 3 photos		Other: _____
Short description of how language generated: [redacted] <u>chose</u> <u>giraffe elephant on P2G.</u>		
Pencil used: <u>Notes app</u>	Supports used: Word Wall <input type="checkbox"/>	
Prompt for space <input type="checkbox"/>	Independent use of space <input type="checkbox"/>	
Student Engagement: <u>Fully</u>	Partially	Not engaged



A.6-PAS Different Letters in a String



BAGK

Student selected letters from a high contrast letter chart using Partner Assisted Scanning. Educator transcribed the letters to the student's writing book. Student translated writing as "I like this" using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects 3 or more letters out of order and is engaged and interested in the writing process and output.

Writing Record Sheet

Student: [Redacted] Staff Member: [Redacted]

AAC system/speech: Personalised PODD Short description of how language generated: Chat words →

I like this - [Redacted]

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

(specify) High contrast letter chart Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged

Access Method: ☐ Direct access ☒ Partner Assisted Scanning ☐ Other

Comments: Mostly chatting. Eye gaze choosing a few letters.

A.4 to A.6

Learning Goals



Spaces!



Tips:

Adults should model and talk about the use of spaces where appropriate through the day



Ensure their writing tool has an easily accessed option for adding spaces



A.4 to A.6

Suggested Guidelines

1. Establish topic/purpose e.g. photo of student doing something. Student should choose from a few options. Use AAC to talk about this with them.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them
4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model using spaces.

Language Generation

A.4 to A.6

Student attributes meaning to their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to partial or complete sentence(s) to provide opportunities to model using spaces. Use AAC to model the co-constructed meaning.

What is co-construction?



- An utterance “put together” by two or more speakers. AKA collaboratively built sentences, sentences-in-progress and joint utterance constructions.
- A strategy parents naturally use to teach their children to add more to their communication.
- Examples:
 - Child says “dog” and parents say “big dog”. Child agrees.
 - Child says “dog” and parents say “what colour was it? Was it brown?” Child says “brown” and parent says “brown dog”
- Co-construction is used extensively to help children develop longer narratives – always focusing on adding one more step

Can we use co-construction in AAC?

- Solomon-Rice & Soto (2010) identified that child-centered co-construction strategies support personal narrative development for individuals with CCN.
- Strategies include question asking, use of prompts, use of positive praise, modelling of vocabulary and grammar.
- Strategies should be used repeatedly and systematically.
- See <https://praacticalaac.org/strategy/personal-narratives-aac/> for more information







CO-CONSTRUCTION

HELPING STUDENTS USING AAC TO BUILD THEIR NARRATIVE SKILLS



We use narratives every day, in both face-to-face communication and writing. We tell stories (real and not real), we retell events and we expand on ideas.

We can support developing language learners to construct more complex narratives using a range of strategies. These include:

-  Invitations for more information
-  Prompts
-  Positive Praise
-  Modelling vocabulary & Grammar

Invitations for More Information

Keep these very general! Try saying "tell me more" - and if that doesn't work, use another invitation. For example, if a child says "dog", you might say "oooh, tell me more" and then wait for more information. If you don't get more, then you can try an invitation such as "hmmmm, maybe you could tell me where you saw the dog, or about when you saw the dog....."

Prompts

You can use prompts in addition to other strategies. **Expectant pauses** are your best prompt tool. They let the student know that you expect them to take a turn without suggesting what they should say - and they also give the student time to think and communicate. Request more information, then look at them meaningfully and encouragingly - let them know it's their turn!



Please note: these strategies are used when we know a student has the expressive language to fill in the pause.

CO-CONSTRUCTION: HELPING STUDENTS USING AAC TO BUILD THEIR NARRATIVE SKILLS



Other Prompts

Back in the section "Invitations for more information", I gave an example that ended with "'hmmmm, maybe you could tell me where you saw the dog, or about when you saw the dog.....". After inviting participation in this way, you would use an expectant pause. If that doesn't support the student to add more, then you might prompt them by gesturing at their AAC system, giving a more concrete prompt that it is their turn. If that doesn't provide enough support, then you might navigate to an appropriate page in their AAC system, e.g. places, and once again gesture at their device or say "tell me more"

Positive Praise

Keep it positive and tell them what an awesome job they are doing!

Modelling Vocabulary and Grammar

You can also use these interactions as a chance to model vocabulary and grammar - just a step or two ahead of where the student is at. If they didn't tell you more about the dog, you could use this opportunity to model "I saw a **dog** at the **park**." or "I **like dogs**". You would model the words in bold using AAC and speak the whole sentence.

For students who are further along in developing their narrative skills you can use it as an opportunity to model grammar or little words. For example if the student said "play iPad " you could model "You played on the iPad! Wow!", saying a number of the words using AAC.



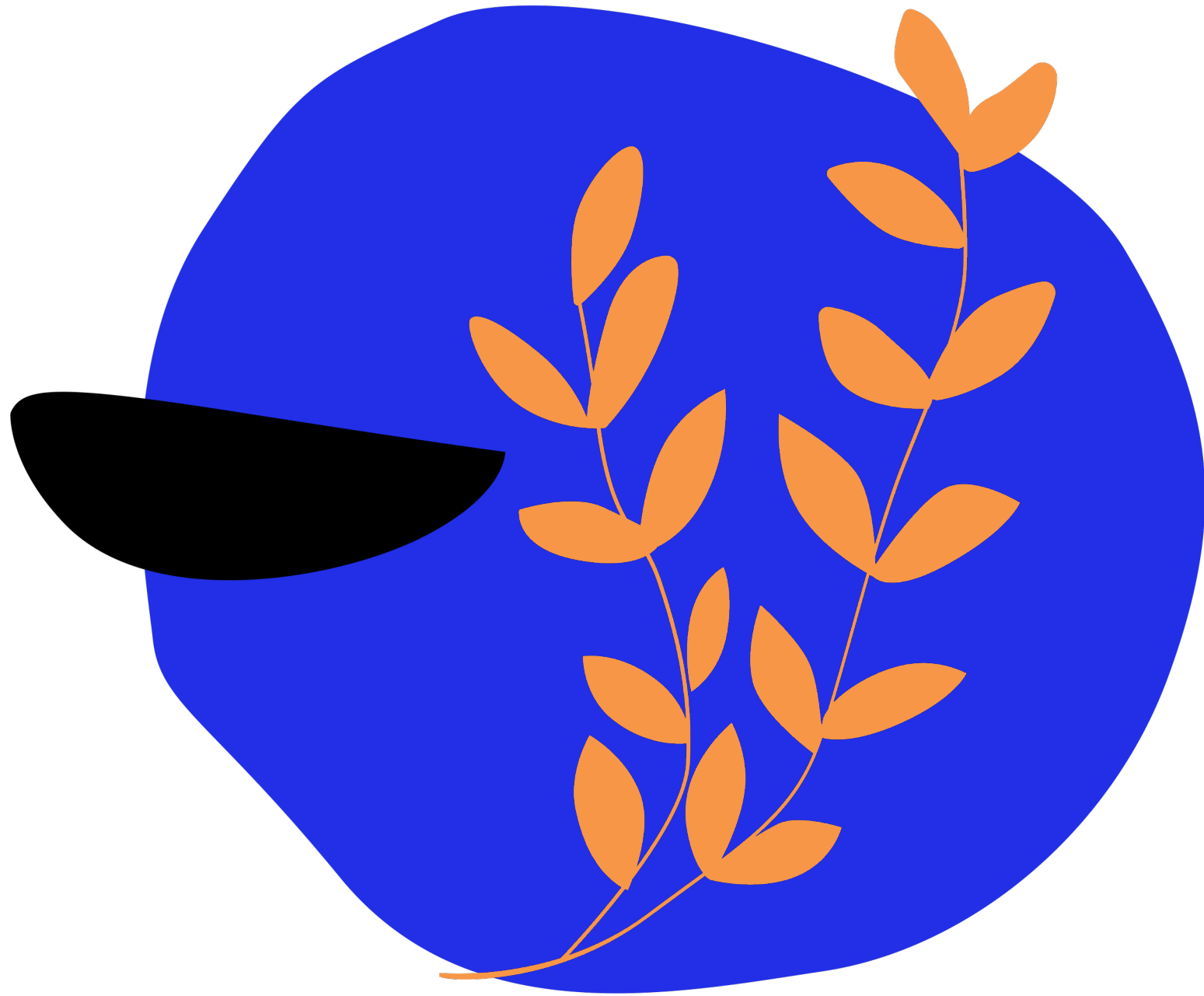
And keep using these strategies again and again, along with your great communication partner skills to help them to learn to build a narrative!

See <https://praacticalaac.org/strategy/personal-narratives-aac/> for more information



A.4 to A.6 Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message; make sure you model using spaces
- Writing with the students e.g., predictable chart writing; make sure you model using spaces
- Writing from them i.e., individual writing where they “scribble” with the alphabet AND the space key and we attribute meaning;
- Repeated shared reading of books
- Work on letters and sounds
- Independent access to books



Group B

Letters & Spaces

Group B

Students are:

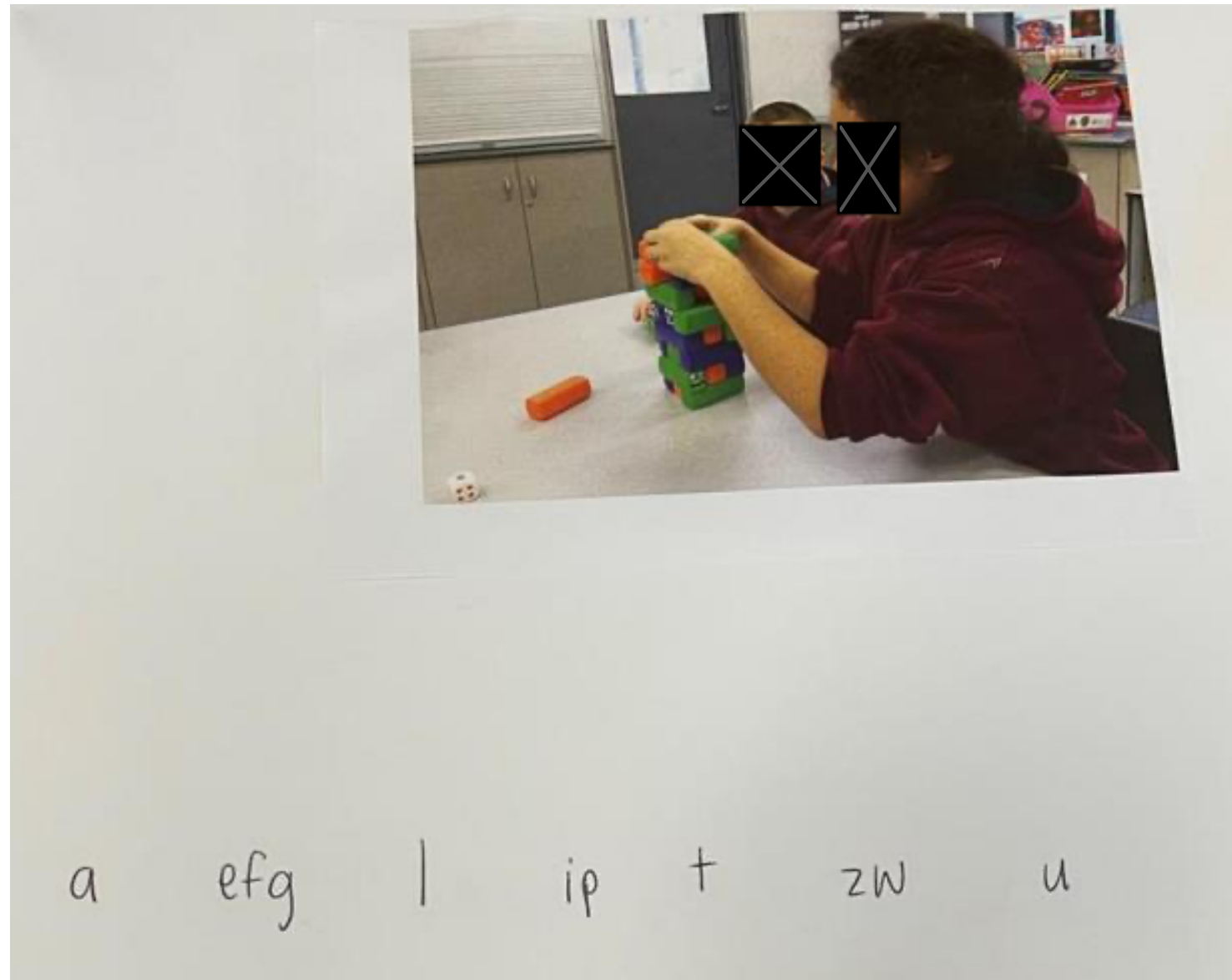


Aware that writing is made up of letters and spaces



Generating at least two groups of letters with a space in between.

B.1 Letters and Non-Traditional Spaces



Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad. Student translated writing as "I am playing Jenga with Leeana".

Student selects or handwrites letter strings and spaces. Student uses spaces in a non-traditional way. This could include:
Inserting a space in the middle of long strings of letters
Inserting spaces between every letter
Inserting multiple spaces between strings of letters
Writing letter strings and inserting spaces in any non-traditional way

Writing Record Sheet

Student: [Redacted] Staff Member: Renee

AAC system/speech: verbal Short description of how language generated: generated sentence independently.

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☒ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

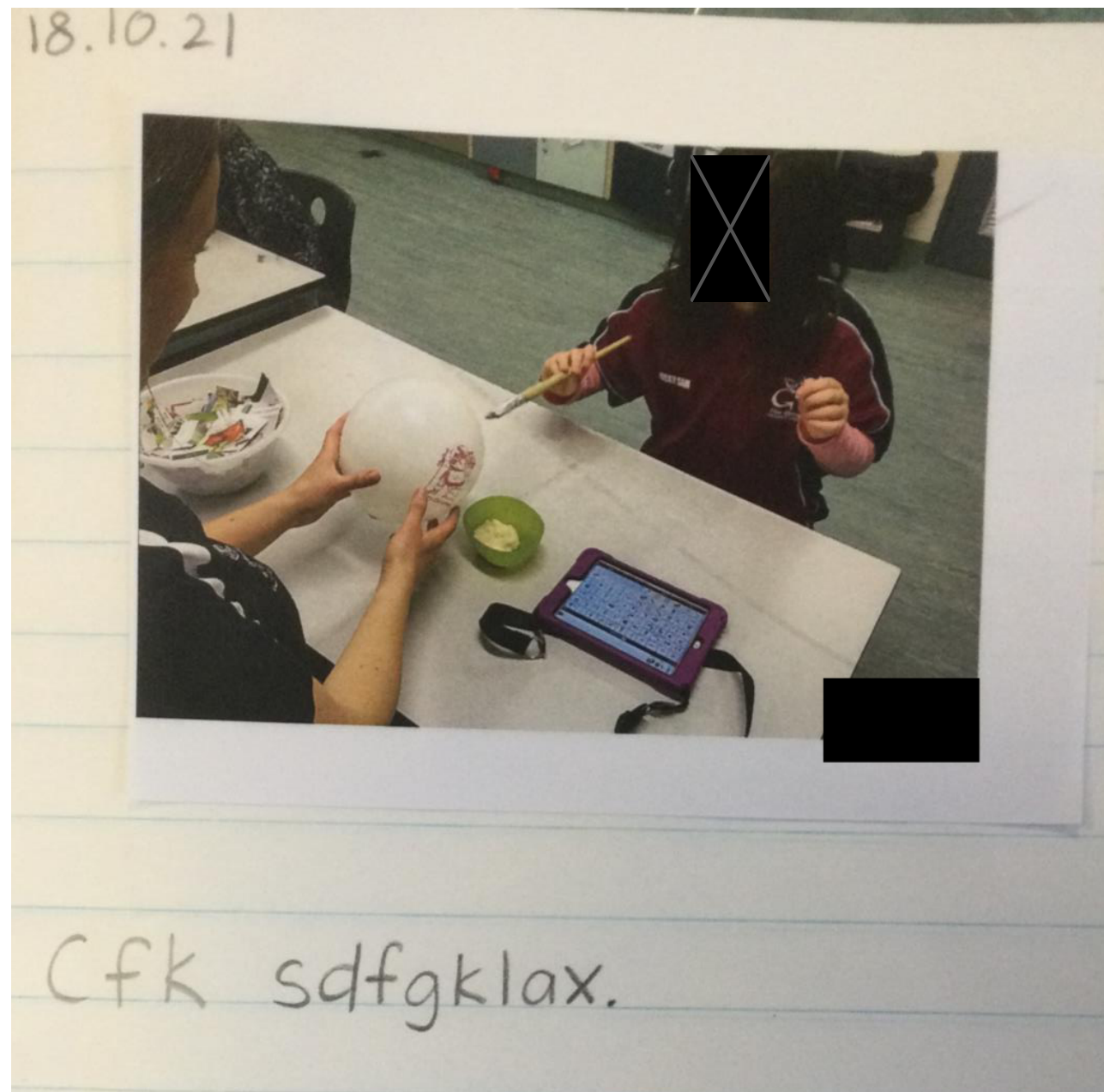
(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: I am playing Jenga with [Redacted]!

B.2 Letters and Spaces with Two or More Word-Length Groups



Student selected letters on a QWERTY keyboard in Notes on an iPad. Student translated writing as “glue stick paint”.

Student selects or handwrites letters and spaces with at least two or more word-length groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word-length grouping.

Writing Record Sheet		18.10.21
Goal: [X] will demonstrate increased complexity in writing as indicated by 2 or more word-like groupings, on 4 out of 5 days by the end of term 4 when writing about self-selected, personally meaningful topics.		
Staff Member: <u>Destiny</u>	AAC system: P2G	
How topic was selected: <u>Choice of 3 photos</u>		Other: _____
Short description of how language generated: <u>Nicky pressed:</u> <u>glue stick paint</u>		
Pencil used: <u>Notes app</u>	Supports used: Word Wall <input type="checkbox"/>	
Prompt for space <input type="checkbox"/>	Independent use of space <input checked="" type="checkbox"/>	
Student Engagement: <u>Fully</u>	Partially	Not engaged



B.2-PAS Letters and Spaces with Two or More Groups

cf glp



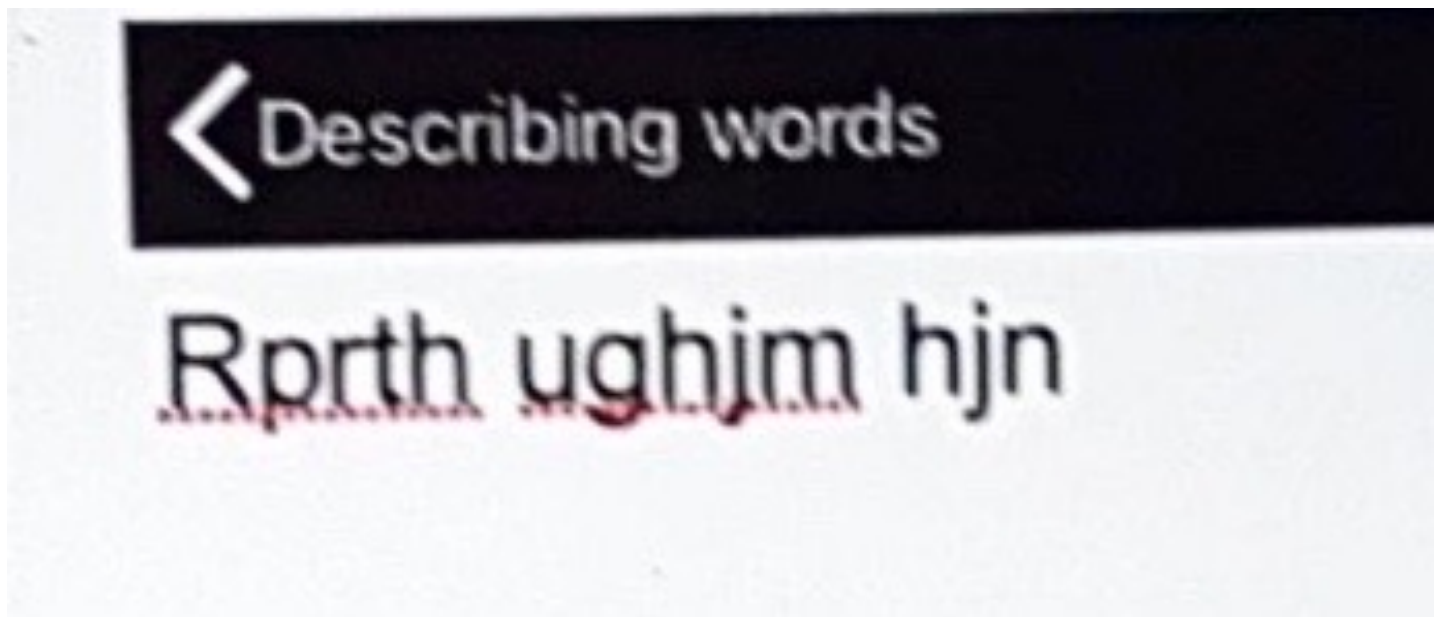
Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as “chocolate felt gooey” using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects two letter groups with two or more out of order letters per group and selecting spaces to mark the end of each letter group.

Writing Record Sheet	
Student: [REDACTED]	Staff Member: [REDACTED]
AAC system/speech : <u>PAVS PODD</u> Short description of how language generated: <u>participated in science lesson, wrote about what he felt.</u> (please note if meaning was attributed by adult)	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input checked="" type="checkbox"/> Other	
(specify) <u>PODD alphabet + scribe</u> Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <u>science photos</u> (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input checked="" type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments:	




B.3 Letters and Spaces with Three or More Word-Length Groups



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Using Proloquo2Go, student translated writing as “train red”.

Student selects or handwrites letters and spaces with three or more word like groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word length grouping.

 s on DWS level 4

I will select appropriate language to the topic to form a sentence including 2 or more of subject, verb and object with modelling of a complete sentence about the topic before I constructs his sentence on 3 out 5 days by the end of term 4.

Date	Writing topic	Independent words generated	Co-constructed words (pathways modelled)	Goal achieved
18.10	water play	2	—	✓

Instructional focus: I am learning to produce the language for one good sentence which can be understood by my intended audience. Please model different options for language generation to me before each writing opportunity.

Sentence: Train red.

Pencil used: QWERTY keyboard ☒ Supports used: _____

Student engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged



B.3-PAS Letters and Spaces with Three or More Groups

ALST HS AFM P



Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as “more song” using his PAVS PODD.

If student is using alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects three letter groups with two or more out of order letters per group and selects spaces to mark the end of each letter group.

Writing Record Sheet	
Student: S	Staff Member:
AAC system/ <u>speech</u> : _PAVS PODD_____ Short description of how language generated: _Used his PODD to say “more song”____ <small>(please note if meaning was attributed by adult)</small>	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input checked="" type="checkbox"/> Other	
(specify) alphabet in PAVS PODD. Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: Selected picture	
Access Method: <input type="checkbox"/> Direct access <input checked="" type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments:	

Group B

Learning Goals



At B1, students are still learning to use spaces to create word like groups.

B2 and B3:



Develop an understanding that we need to think about using specific letters when writing words.



Learning to hear initial sounds in words through onset rime and other phonological and phonemic awareness activities



Learning some high frequency or high interest words through all their daily literacy activities.

Group B

Suggested Guidelines

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student.
3. Get the student to use a writing tool to select or generate letters. Students at this level who know most of the letters of the alphabet, most of the time should be using a QWERTY keyboard. Record or write down the letters as they choose them.
4. Write their target language under their writing or on a post-it note and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model thinking of initial sounds in words

Language Generation

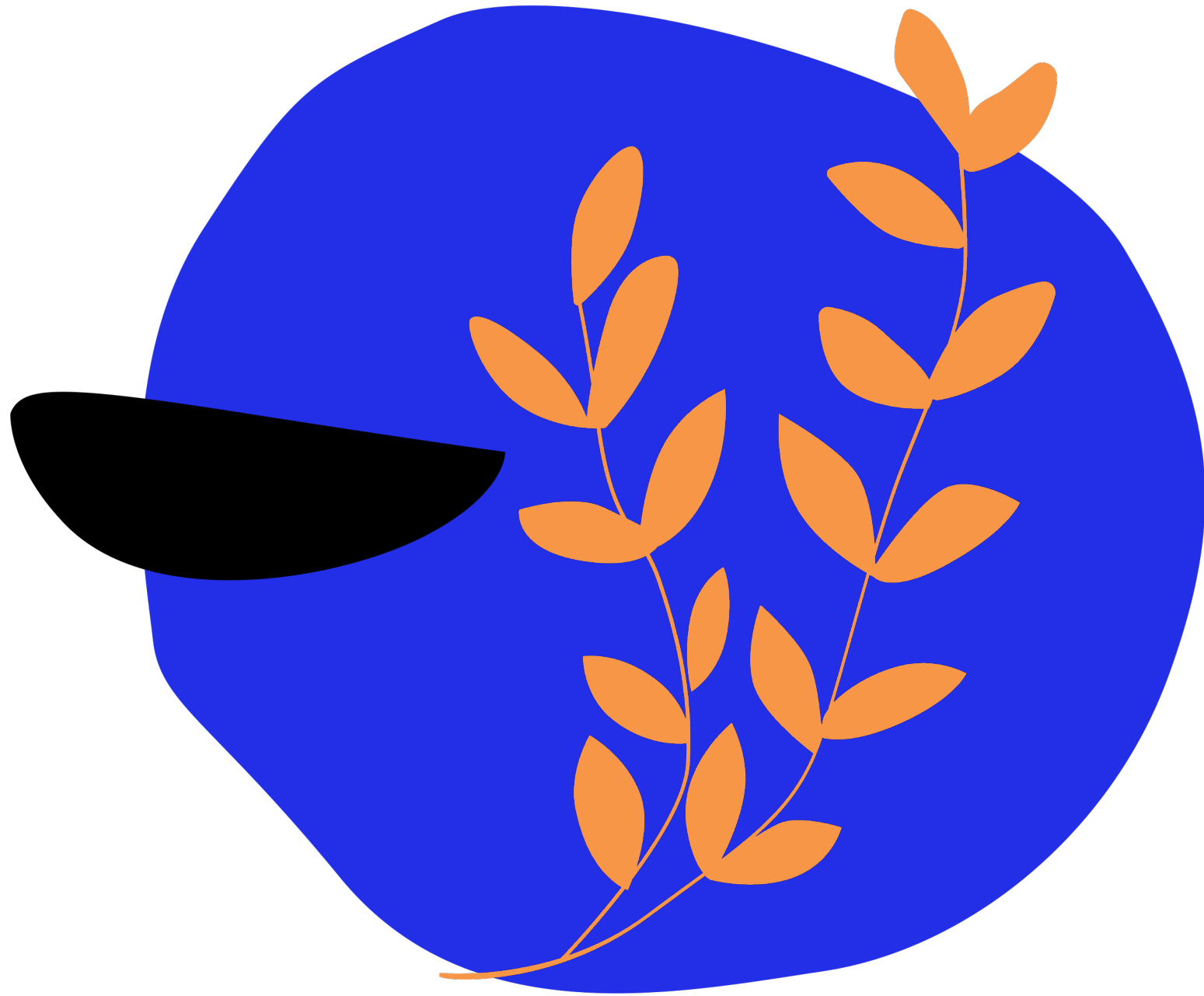
Group B

Student attributes meaning to their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.



Group B Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message; make sure you model initial sounds in words
- Writing with the students e.g., predictable chart writing; get them to cut up their sentences
- Writing by themselves i.e., individual writing where they “scribble” with the alphabet and the space key and we attribute meaning;
- Repeated shared reading of books
- Sounds and letters; onset rime
- Independent access to books



Group C

Words, Sentence
Fragments and/or
Sentences Not on
Topic

(Some students may skip this group)

Group C

Students are:



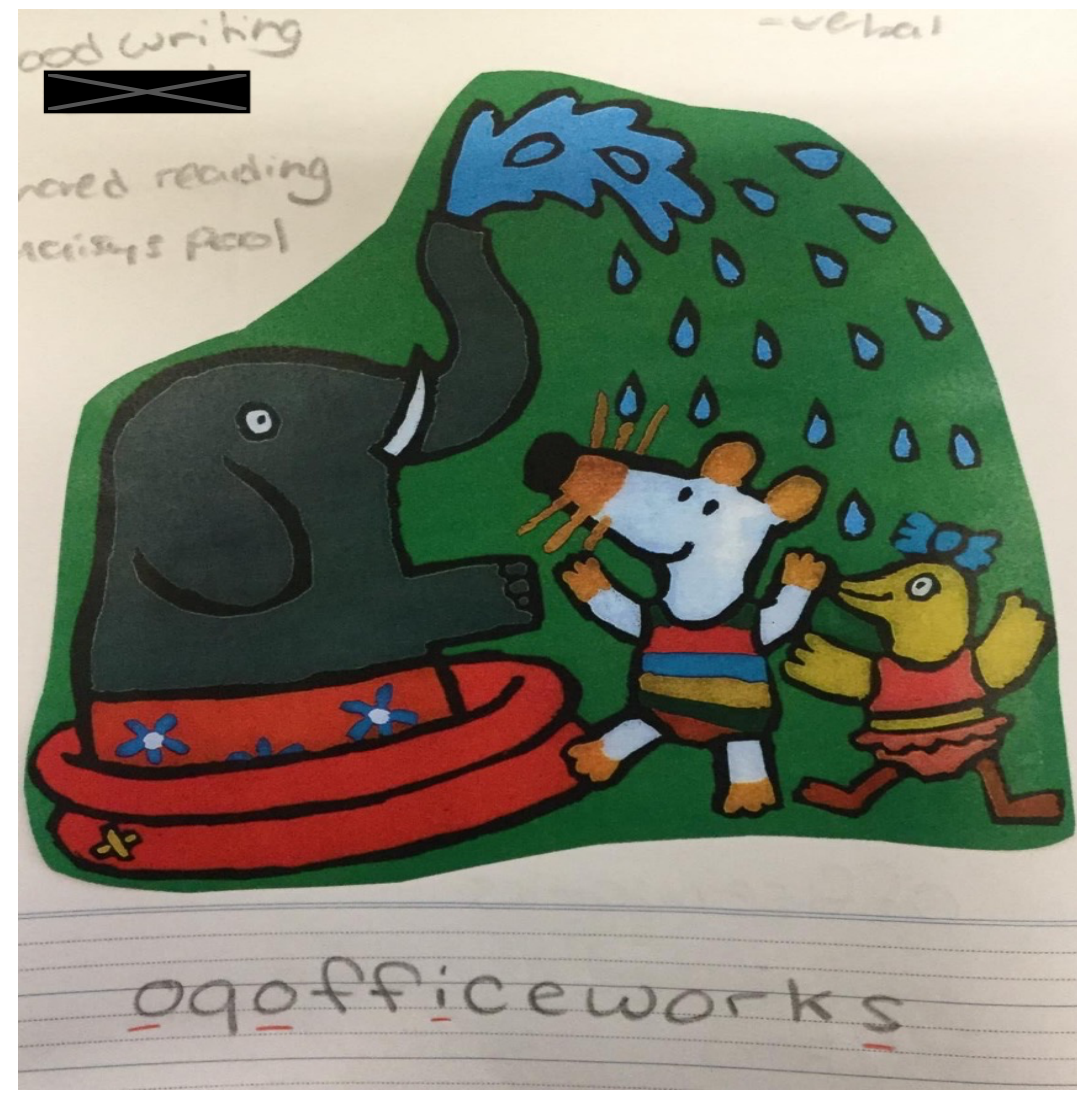
Writing with words, phrases or sentences on a topic different to the selected topic



Students may be using formulaic or environmental print phrases, words or sentences.



C One or More Words or Sentences Not on Topic



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Student was writing about a photo of Maisy from a book he had chosen. Student translated writing as “swimming”.

Student generates one or more words or sentences which don't relate to the writing topic or the stated meaning. May be high interest words. Student may or may not use spaces. Some students may skip this level.

Writing Record Sheet	
Student: [redacted]	Staff Member: Jane
AAC system/speech : PODD app the photo or to explain her writing	Short description of how language generated: Student didn't generate any language about
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: ___Selected a picture of a dog from three photos_____ (e.g. choice of 3 photos)	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: Student didn't generate any language when discussing the writing topic	

Group C

Learning Goals

May be one or more of the options below:



Some students need to learn that print has meaning.



Some students need to learn that they generate their own ideas and language.



Some students need to learn that they can write on topics other than their favourite topics.



Group C

Suggested Guidelines

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week. Student should chose from a few options.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student.
3. Get the student to use a writing tool to select or generate letters. If the student starts typing off the selected topic, remind them of the topic.
4. When they have finished writing, write their originally selected language or the language you suggested and talk about how it relates to the picture. Find something to celebrate in their writing.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

Language Generation

Group C

Adult models writing on the topic. Uses AAC to model generating language if student has complex communication needs. Engages student in co-constructing language on the topic.



Group C Emergent or Conventional Literacy Activities

- Students in Group C may need emergent or conventional literacy instruction.
- If they require emergent instruction, look at the set of activities for students in Group B.
- If they require conventional instruction, look at the set of activities for students in Group D.



Group D

Phonetic Stage

Group D

Students are:



- Generating strings of letters, with or without spaces.



- Once their writing is explained, it is clear they are phonetically representing initial, medial and/or final sounds in words




D.1 Phonetic Stage Initial Sounds

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided (e.g., from writer’s circle or student’s attributed meaning), it is clear student is writing on the writing topic and representing more than 50% of initial sounds in words or more; however, words are not yet intelligible without the further information.

Pt h kt s n t smg pel

Student wrote on a computer with a QWERTY keyboard. Student translated writing as “Pete the Cat was in the swimming pool”.

Writing Record Sheet

Student: 

Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated: **verbal speech**
Pete the cat is in the swimming pool.

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

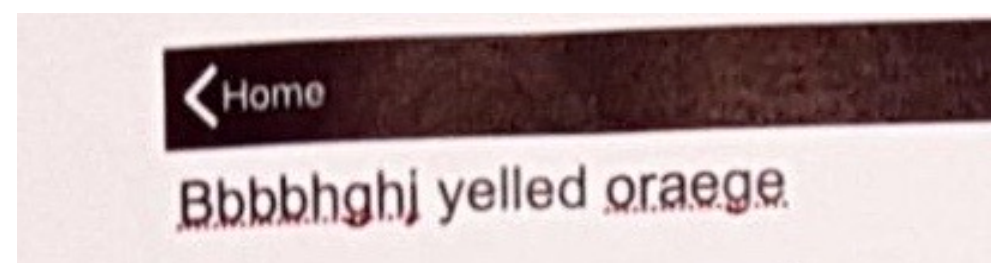
Access Method: Direct access Partner Assisted Scanning Other

Comments:





D.2 Phonetic Stage Initial, Medial and Final Sounds

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided, (e.g., from writer's circle or student's meaning), it is clear student is representing 50% or more of salient sounds (i.e., initial, final and/or medial) in words; however, words are not yet intelligible without the further information.



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo they selected. Student translated writing as "Butterfly, yellow orange".

 is on DWS level 4

 will demonstrate phonemic awareness of initial sounds in words through correct transcription of initial sounds in 50% of words by the end of term 4, given daily opportunities to write about self-selected meaningful topics.

Date	Writing topic	Starting sounds	Goal achieved
20.10	Play based	3/3	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: Butterfly yellow orange

Pencil used: QWERTY Supports used: predictive ☐ Co-constructed

Student engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged ☒ independen

Verbally said caterpillar. Tell me more, went to yellow. Tell me more, went to orange.

Group D

Learning Goals

Overall Goal:



One good sentence written independently.

For students at this level appropriate goals may include:



Using medial and final sounds in words in writing



Using both sight words and letter by letter spelling in writing



Generating a partial or complete sentence independently including appropriate little words



Generating a partial or complete sentence independently including subject, verb and object

Tips: Mini-lessons at this level would focus on simple sentences and using spaces.



Group D

Suggested Guidelines

1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
3. Ask the student to write. Students at this level are generally aiming to learn to write one good sentence. They should be using a keyboard most or all of the time, with handwriting optional depending on their motor skills.
4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
5. If needed, provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not correct spelling or work on capitals or end punctuation, etc. The only piece of form you would work on is spaces.
7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day - but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.

Language Generation

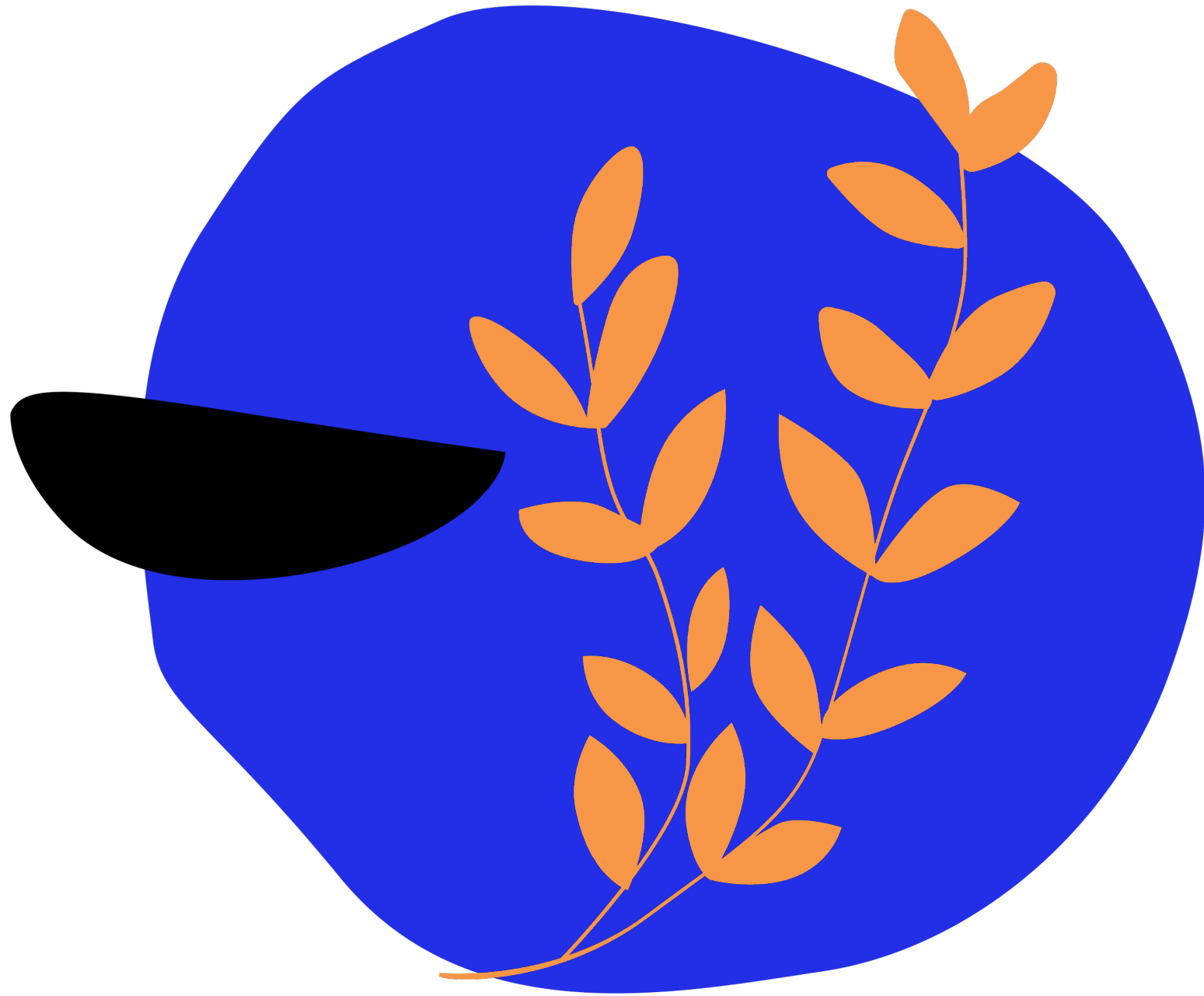
Group D

Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.



Group D Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Independent writing; students should be using a keyboard or full alphabet display at this stage if they haven't already moved to it; Begin writing instruction focusing on one good sentence.
- Word wall and systematic sequential phonics (and predictable chart writing becomes a working with words task at this stage)
- Repeated reading of books and readers – both by the student and by adults
- Actively work on inner voice
- Do NOT point to words in books or let them do that!!



Group E

Words

Group E

Students are:

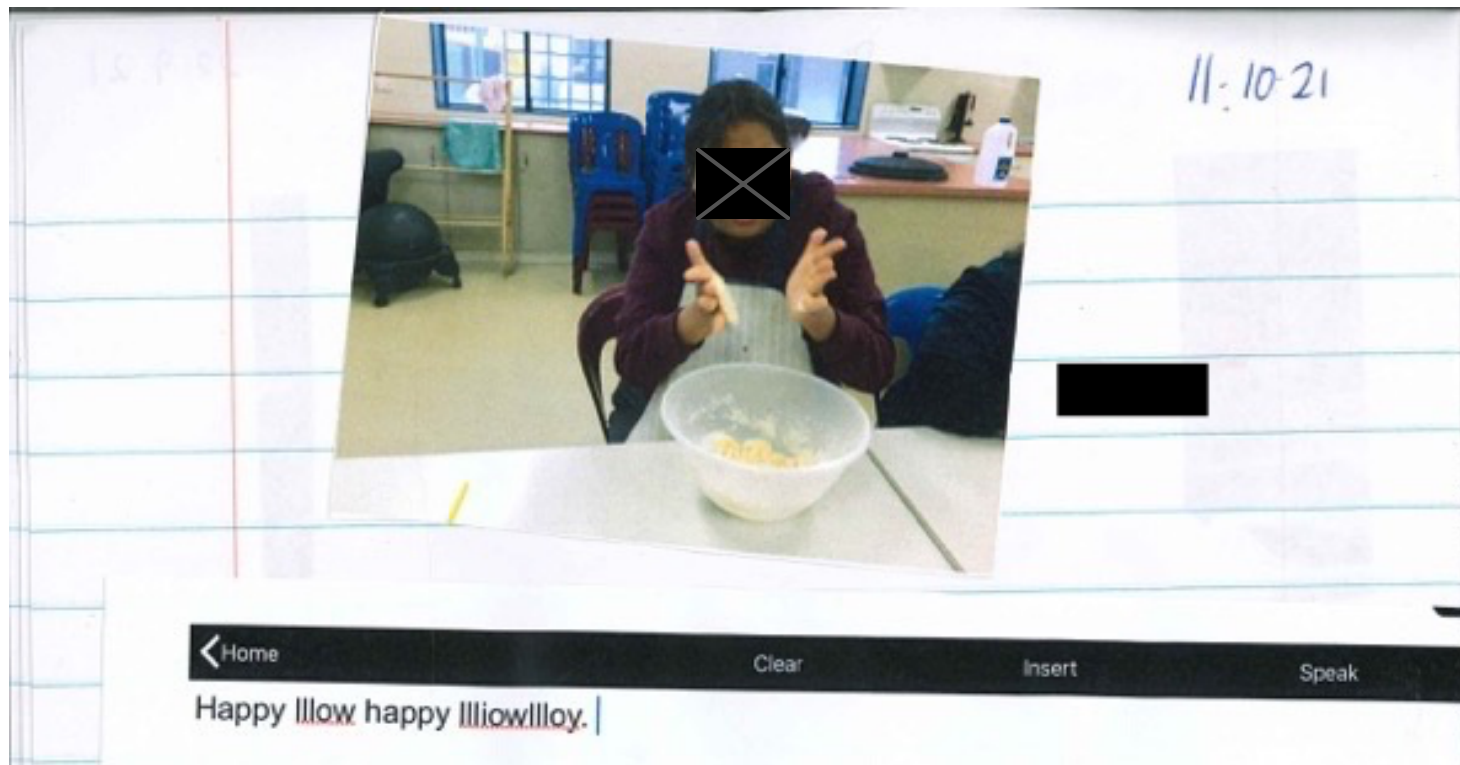


Writing one to three intelligible words



Or writing more than three intelligible words with no conventional sentence structure

E.1 One Intelligible Word



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo she selected of cooking for a Halloween party. Student translated writing as "Happy Halloween".

Student generates one intelligible word on the writing topic. The word has two or more letters, which may or may not be separated by spaces. The word relates to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words may be embedded in a string of letters or appear on their own. Word does not have to be spelled correctly but needs to be intelligible without further information. Writing can be accompanied by a picture, which can be used to support intelligibility.

13-10-21

Writing Record Sheet

Student: [Redacted] Staff Member: *Veronica*

AAC system/speech: *PLG* Short description of how language generated: *photo writing*

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☒ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☒ Word prediction ☐ Other

Student Engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:


E.2 Two to Three Intelligible Words




A cie like jhh.

Student selected letters on a QWERTY keyboard on an iPad. Word prediction and word wall were available. Student wrote about a picture he selected. Student translated writing as "A caterpillar like strawberry".

Student generates two to three intelligible words on the writing topic. Words may or may not be separated by spaces. The words relate to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words do not have to be spelled correctly. The words "I" and "a" need to be separated by spaces to be considered words. Writing can be accompanied by a picture, which can be used to support intelligibility.

 is on DWS level 4

 will demonstrate phonemic awareness of initial sounds in words through correct transcription of initial sounds in 50% of words by the end of term 4, given daily opportunities to write about self-selected meaningful topics.

Date	Writing topic	Starting sounds	Goal achieved
15/10	choice. Assessment	3/4.	✓

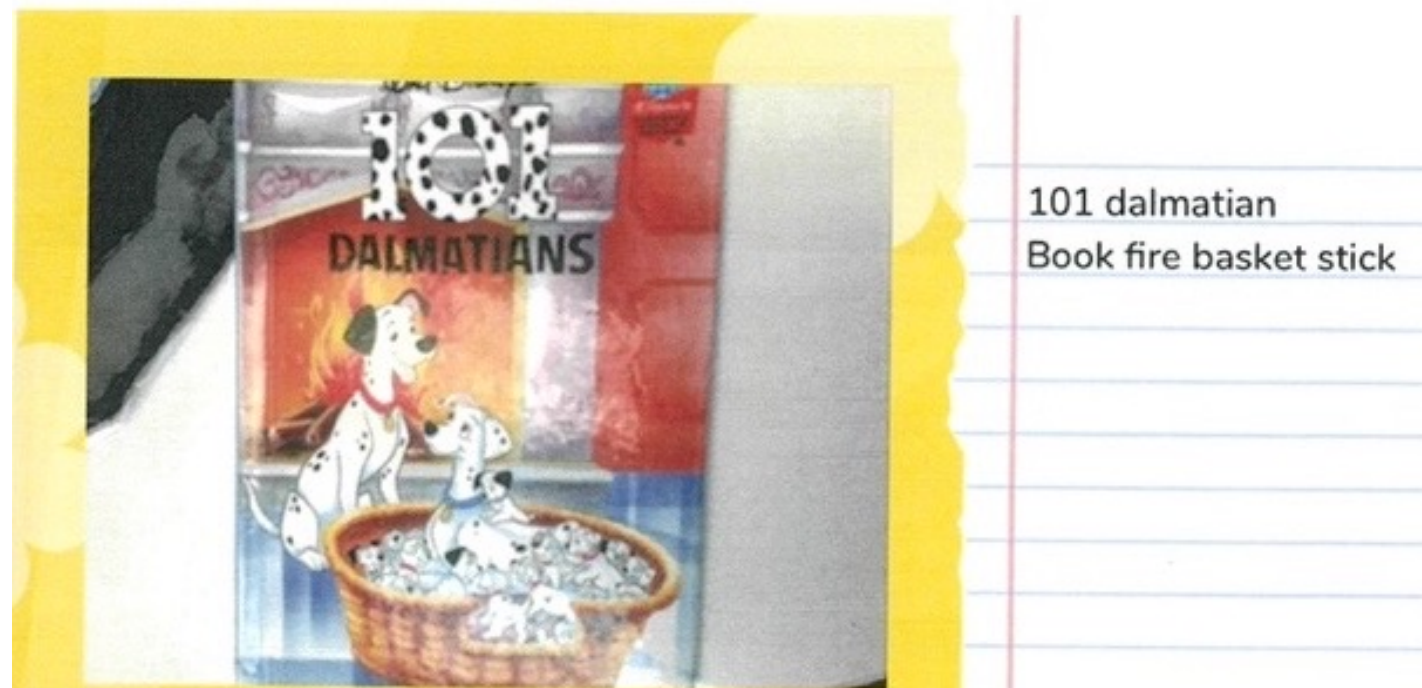
Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: The caterpillar like strawberry.

Pencil used: QWERTY. Supports used: word wall ☒ Co-constructed
predictive




Student engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged

E.3 More than Three Intelligible Words with No Conventional Sentence Structure



Student selected letters on a QWERTY keyboard on an iPad. Word prediction was available. Student wrote about a picture he selected of a book he has been engaging with.

Student generates more than three intelligible words on the topic but with no little words or conventional sentence structure. May consist completely of nouns or a be a list of items in a selected picture or around a topic. Words may or may not be separated with spaces. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <u>Skye</u>
AAC system/speech: <u>Speech + PDD</u>	Short description of how language generated: <u>Took a photo</u>
<u>of a book</u>  <u>has been engaging in</u>	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) <u>Write About</u>	Supports used: <input type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments:  <u>listed things he could see on the cover.</u>	

Group E

Learning Goals

Overall Goal:



One good sentence written independently.

For students at this level appropriate goals may include:



Using medial and final sounds in words in writing



Using both sight words and letter by letter spelling in writing



Generating a partial or complete sentence independently including appropriate little words



Generating a partial or complete sentence independently including a subject, verb and object

Tips: Mini-lessons at this level would focus on simple sentences and using spaces.



Group E

Suggested Guidelines

1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
3. Ask the student to write. Students at this level are generally aiming to learn to write one good sentence. They should be using a keyboard most or all of the time, with handwriting optional depending on their motor skills.
4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
5. If needed, provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not correct spelling or work on capitals or end punctuation, etc. The only piece of form you would work on is spaces.
7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day - but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.

Language Generation

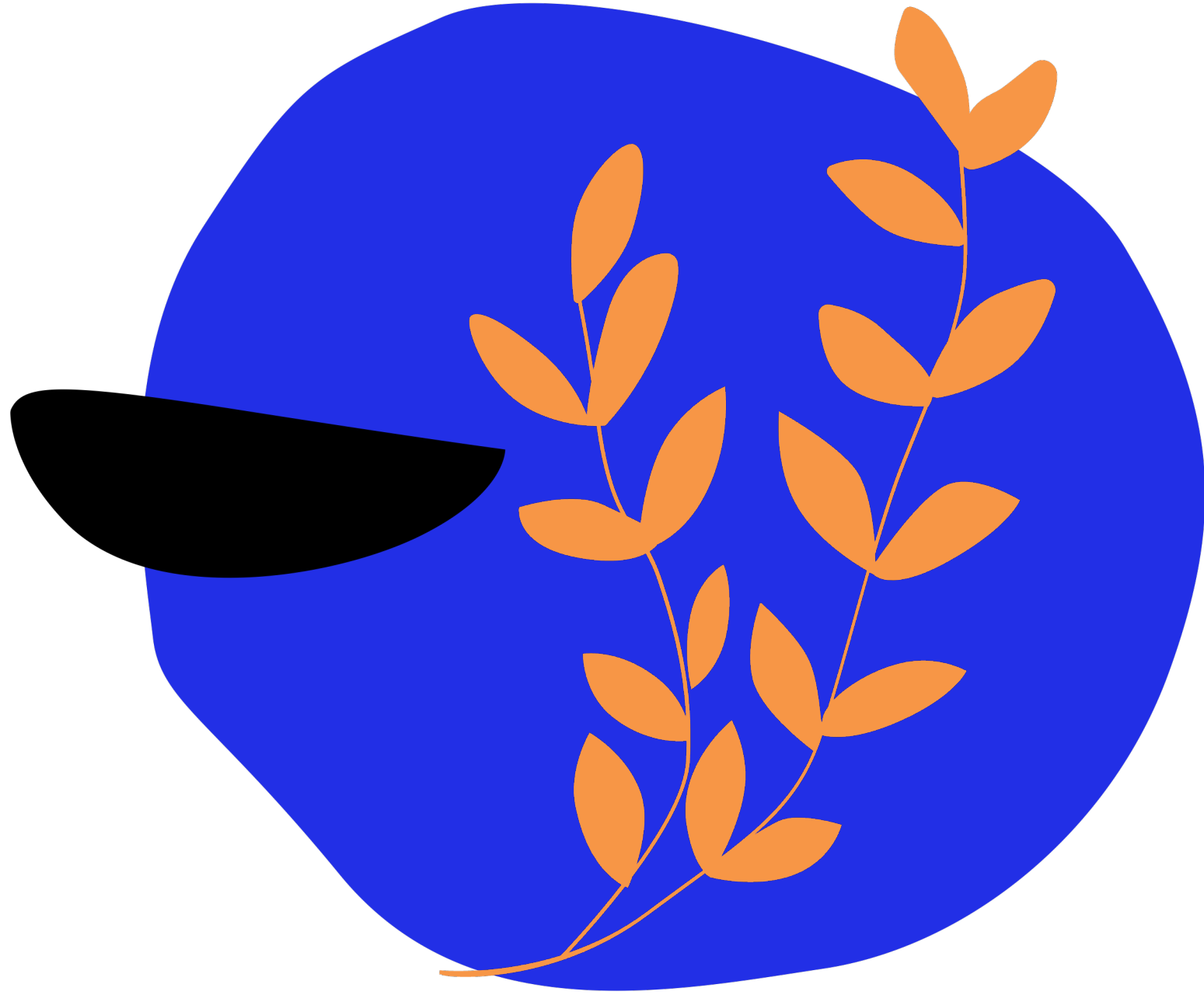
Group E

Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.



Group E Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Independent writing; students should be using a full alphabet display at this stage if they haven't already moved to it; writing instruction and mini-lesson focusing on one good simple sentence.
- Word wall and systematic sequential phonics (and predictable chart writing becomes a working with words task at this stage)
- Repeated reading of books and readers – both by the student and by adults
- Actively work on inner voice
- Do NOT point to words in books or let them do that!!



Group F

Sentence
Fragments

Group F

Students are:



Writing one or more simple sentence fragments



Or one or more learned sentence fragments

F.1 Learned Sentence Fragment, with Other Words on Topic



Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student begins writing with a learned sentence stem (e.g., from a predictable chart or book), which may or may not be appropriate for the topic or student's meaning (e.g., I want, I like, I am). This is followed by one or more words appropriate to the topic. Writing can be accompanied by a picture, which can be used to support intelligibility.


Writing Record Sheet		Staff Member: <u>Veronica</u>
Student:	AAC system/speech: <u>P2G</u>	Short description of how language generated: _____
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other _____		
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____		
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged		
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other _____		
Comments: _____		

F.2 Simple Sentence Fragment with Little Words



Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student generates a simple sentence fragment of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

 is on DWS level 4

I will demonstrate phonemic awareness of initial and final sounds in words through correct transcription of sounds in 20% of words by the end of term 4.

Date	Writing topic	Starting sounds identified	Final sound identified	Goal achieved
	PE lesson reflection	6/6	4/6	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: A monkey jumping on the bed.

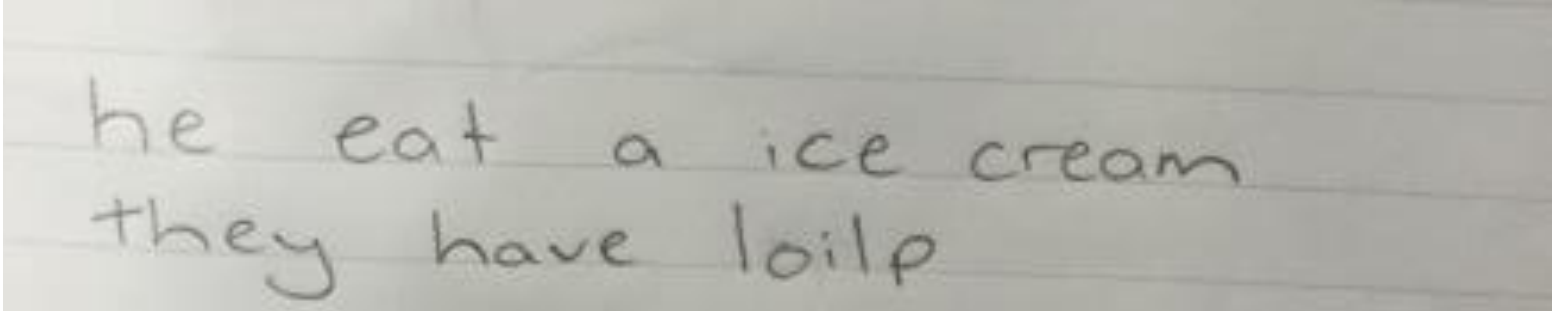
Pencil used: QWERTY Supports used: predict + wv ☐ Co-constructed

Student engagement: ☒ Fully engaged ☐ Partially engaged ☐ Not engaged




F.3 Two or More Simple Sentence Fragments with Little Words

Student generates two or more simple sentence fragments of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Writing Record Sheet

Student: 

Staff Member: Molly

AAC system/speech : **verbal speech/ p2g**

Short description of how language generated:

He eat (p2g)

A ice cream (verbal speech)

They have lollypop (p2g)

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Group F

Learning Goals

Overall Goal:



One good sentence written independently.

For students at this level appropriate goals may include:



Using both sight words and letter by letter spelling in writing



Generating a complete sentence independently including appropriate little words



Generating a complete sentence independently including a subject, verb and object

Tips: Mini-lessons at this level would focus on simple sentences and using spaces.

Group F

Suggested Guidelines

1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
3. Ask the student to write. Students at this level are generally aiming to learn to write one good sentence. They should be using a keyboard most or all of the time, with handwriting optional depending on their motor skills.
4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
5. If needed, provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not correct spelling or work on capitals or end punctuation, etc. The only piece of form you would work on is spaces.
7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day - but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.

Language Generation

Group F

F1: Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model writing a sentence on topic. Use AAC to model the co-constructed meaning, including little words.

F2 & F3: Student independently generates language for writing the sentence. Discuss missing words in student-teacher conference after writing. If appropriate, use AAC to model the complete sentence.



Group F Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Independent writing; writing instruction and mini-lesson focusing on one good simple sentence.
- Word wall and systematic sequential phonics (and predictable chart writing becomes a working with words task at this stage)
- Repeated reading of books and readers – both by the student and by adults
- Do NOT point to words in books or let them do that!!
- Actively work on inner voice

From Simple Sentences to Multiple Elements

Part II

Aiming for Independence



With every conventional writer, we are aiming for them to write independently.

They need to generate ideas, language, spelling word orders and formatting.

We support them and model skills to them – but for every scaffold you use ask yourself....

Will it be
available in the
supermarket?



Conventional Writing Tips

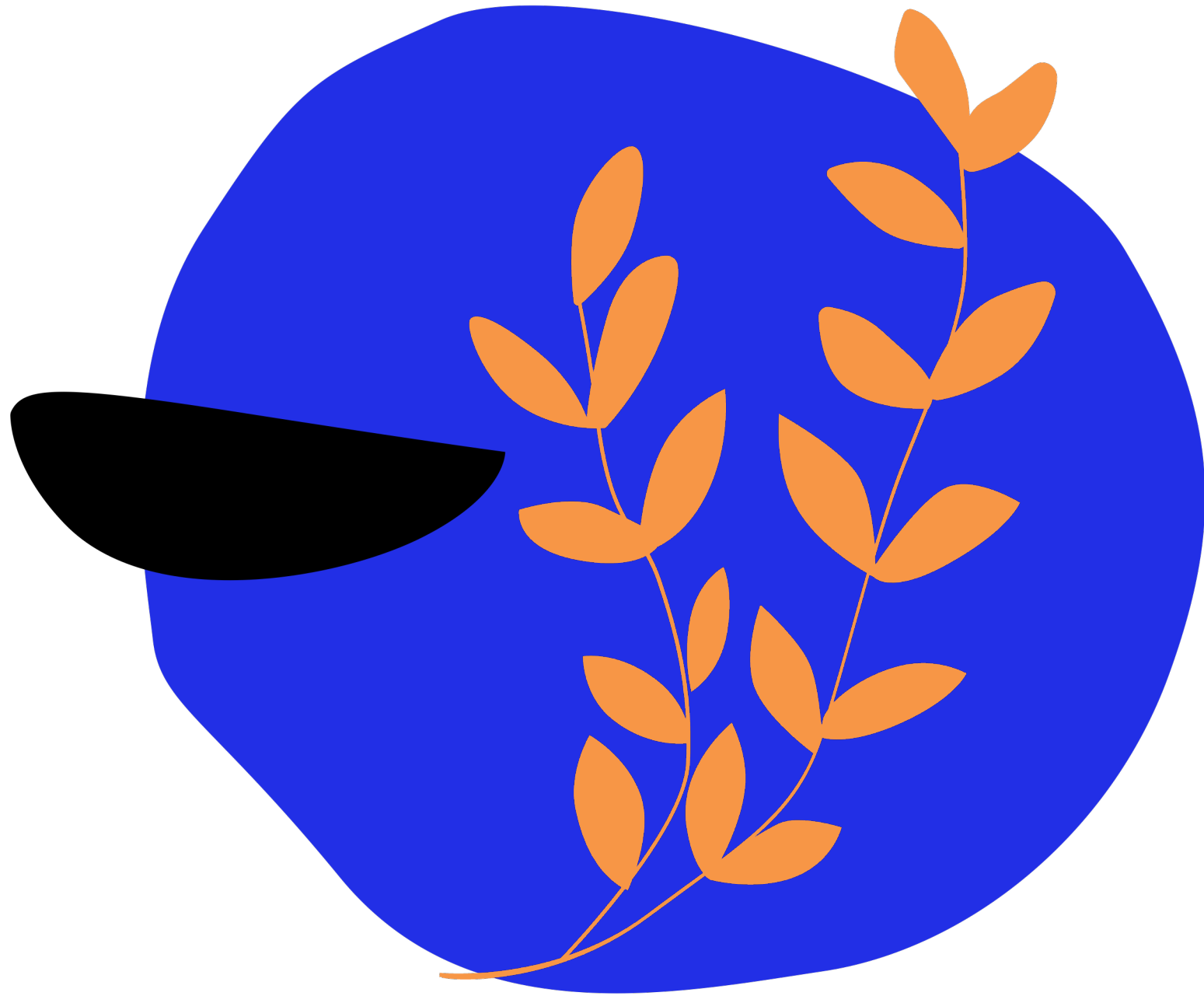


Don't spell words for them....

You won't be there to do that in the supermarket! (Plus it doesn't help
them develop the skill themselves)

Don't interrupt them while they're writing...

Breaking their chain of thought isn't helpful; giving them feedback
while they're writing isn't helpful. Student and teacher conferences
happen before (if needed) and after writing



Group G

Simple
Sentences

Group G

Students are:



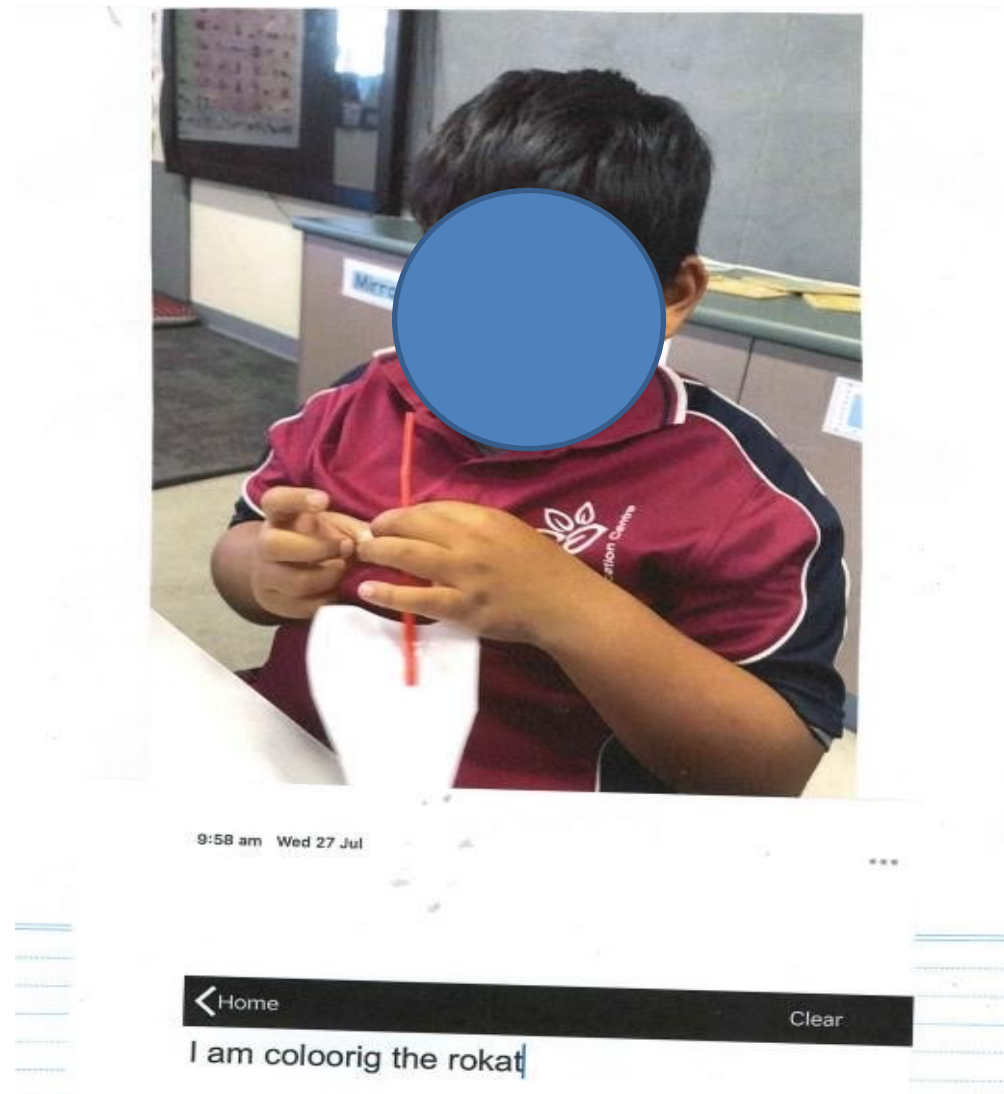
Writing one or more
simple sentences of 3
to 6 words



Simple sentences may
also include
conjunctions



G.1 One Complete Simple Sentence of 3 to 6 Words; May Also Include Additional Partial Sentences



Student selected letters on a QWERTY keyboard on an iPad.
Student wrote about a picture he selected.

Student independently generates one simple sentence with 3 to 6 intelligible words on the topic. All little words and parts of words are present. Writing may also include additional partial sentences. Words may or may not be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student:	Staff Member: <u>Renee</u>
AAC system/speech: <u>Speech/p26r</u>	Short description of how language generated: <u>L: I am</u>
<u>colouring the rocket.</u>	
Pencil used:	<input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other
(specify) _____	Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____
Student Engagement:	<input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged
Access Method:	<input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other
Comments:	<u>Independently generated</u>

G.2 Two or More Sentences (Simple, Expanded or Complex) on Different Topics; May Also Include Additional Partial Sentences



Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend.

Student generates two or more sentences on different topics. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: Mac	Staff Member: Josh
AAC system/ <u>speech</u> : Proloquo2Go Short description of how language generated: _Student was writing about the weekend.	
He wrote about it being cold and then reverted to his favourite topic from his birthday (please note if meaning was attributed by adult)	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input checked="" type="checkbox"/> Other	
(specify) <u>Keedogo_Supports</u> used: <input checked="" type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input type="checkbox"/> Fully engaged. <input checked="" type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: All students were asked to write about the weekend (<u>e.g.</u> choice of 3 photos)	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: Student generated the language and writing independently	



G.3 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with No Use of Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

Student generates two or more simple sentences of 3 to 6 intelligible words on the same topic. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Home

Clear

Insert

Speak

Monday 25th October 2021

I am doing some maths. I am doing some conting. I am doing numbers I am good at it

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture she selected.

Writing Record Sheet	
Student:	Staff Member: <i>Carolyne</i>
AAC system/speech : _____ Short description of how language generated: _____	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____ Supports used: <input checked="" type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <i>Choice of three photos</i> (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: <i>writing sample 2</i>	





G.4 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with One or More Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

I like red pandas. Pandas are playing with hands up. Pandas are waving hands up. They like swings through the trees. They are best friends.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with word wall and word prediction available. Student wrote about a photo she selected.

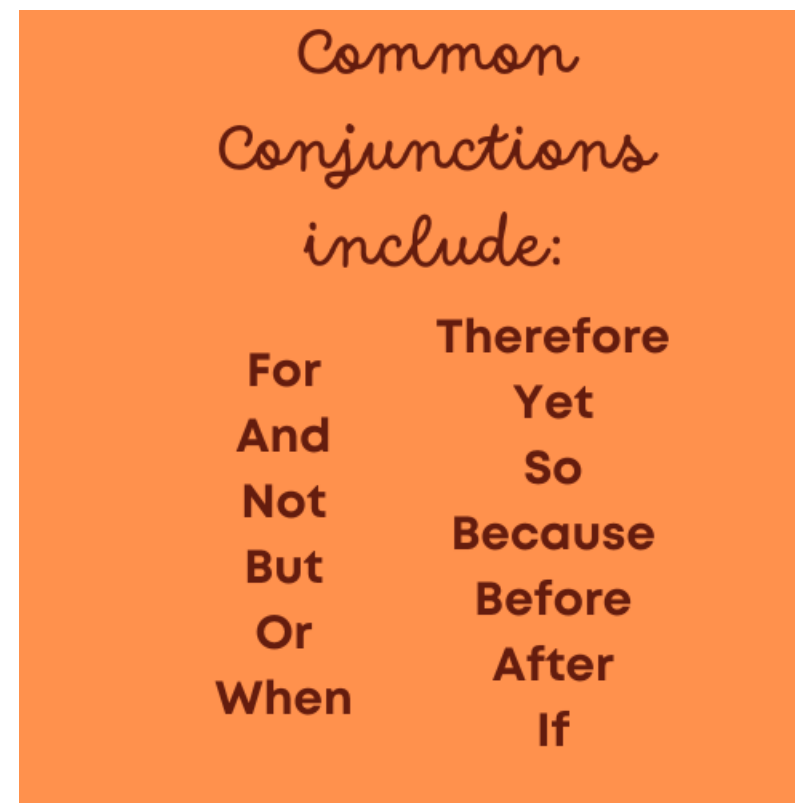
Student generates two or more simple sentences of 3 to 6 intelligible words on the topic and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <u>Carolynne</u>
AAC system/speech: _____	Short description of how language generated: _____
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____	Supports used: <input checked="" type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process:  <u>choose to write about his favourite</u>	(e.g. choice of 3 photos) <u>Movie</u>
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: <u>Writing Sample 1</u>	

What's a Conjunction?

Conjunctions are used to demonstrate how ideas are linked or how ideas can be contrasted.

There are many different conjunctions in English.



Another way a writer can indicate linking ideas, is to use a pronoun to refer to a noun that has already been mentioned. For example: The dog was very big. It growled at me. For the purposes of this continuum, this is considered a conjunction.

Group G

Learning Goals

Overall Goal:



Expanding on simple sentences

For students at this level appropriate goals may include:



Writing a complete expanded sentence
independently



Using three or more elements of who,
what, when, where, and why in writing
one expanded sentence

Tips: Mini-lessons at this level would focus on
a. writing more; b. writing is about telling stories;
c. expanding one sentence with questions, using
the 5Ws (who, what, where, when, why?); using
word wall and sounding out (spelling) and
reading the room; capitals and full stops.



Group G

Suggested Guidelines

1. Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model “thinking of ideas out loud” or “using the word wall” or “using the 5ws” or “combining sentences” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. Make sure you remove your modelled writing so students can't copy it. (Remember we don't teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.)
2. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc
3. Give the student an appropriate writing stimulus e.g. photo, video
4. Ask the student to write. Students at these levels are learning to write more by adding more information. Be clear with each student about their goal.
5. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day – but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity

Language Generation

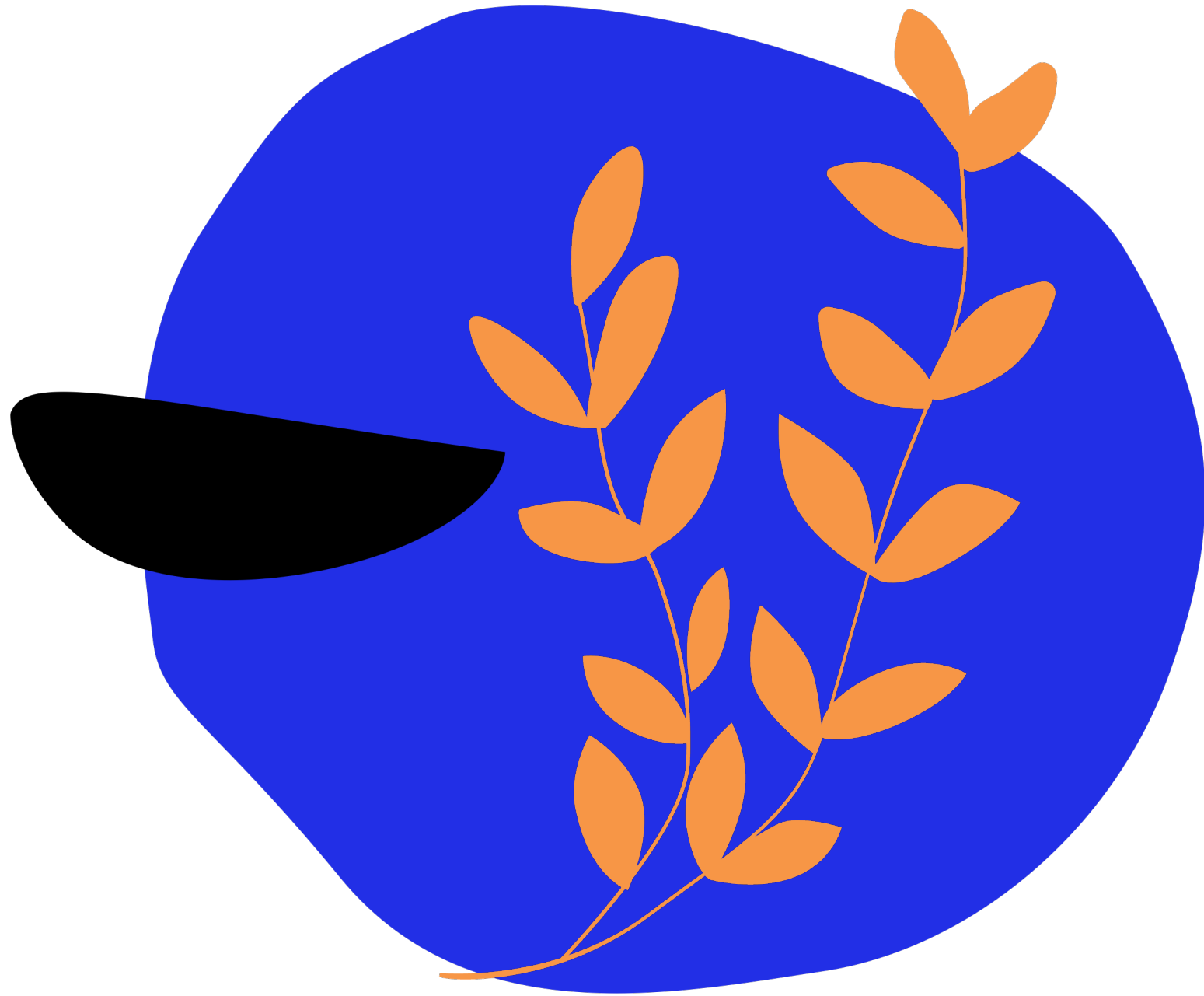
Group G

Student should be independently generating all language for their writing.



Group G Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message, modelling writing an expanded sentence
- Comprehension Instruction (Anchor, Read, Apply)
- Independent writing; writing instruction and mini-lesson focusing on one good expanded sentence. Begin introducing writing using the 5Ws to write more with meaning.
- Self-selected reading from book at or below their reading level by the student
- Word wall and systematic sequential phonics
- Actively work on inner voice
- Do NOT point to words in books or let them do that!!



Group H

Expanded
Sentences

Group H

Students are:



Writing one or more expanded sentences;

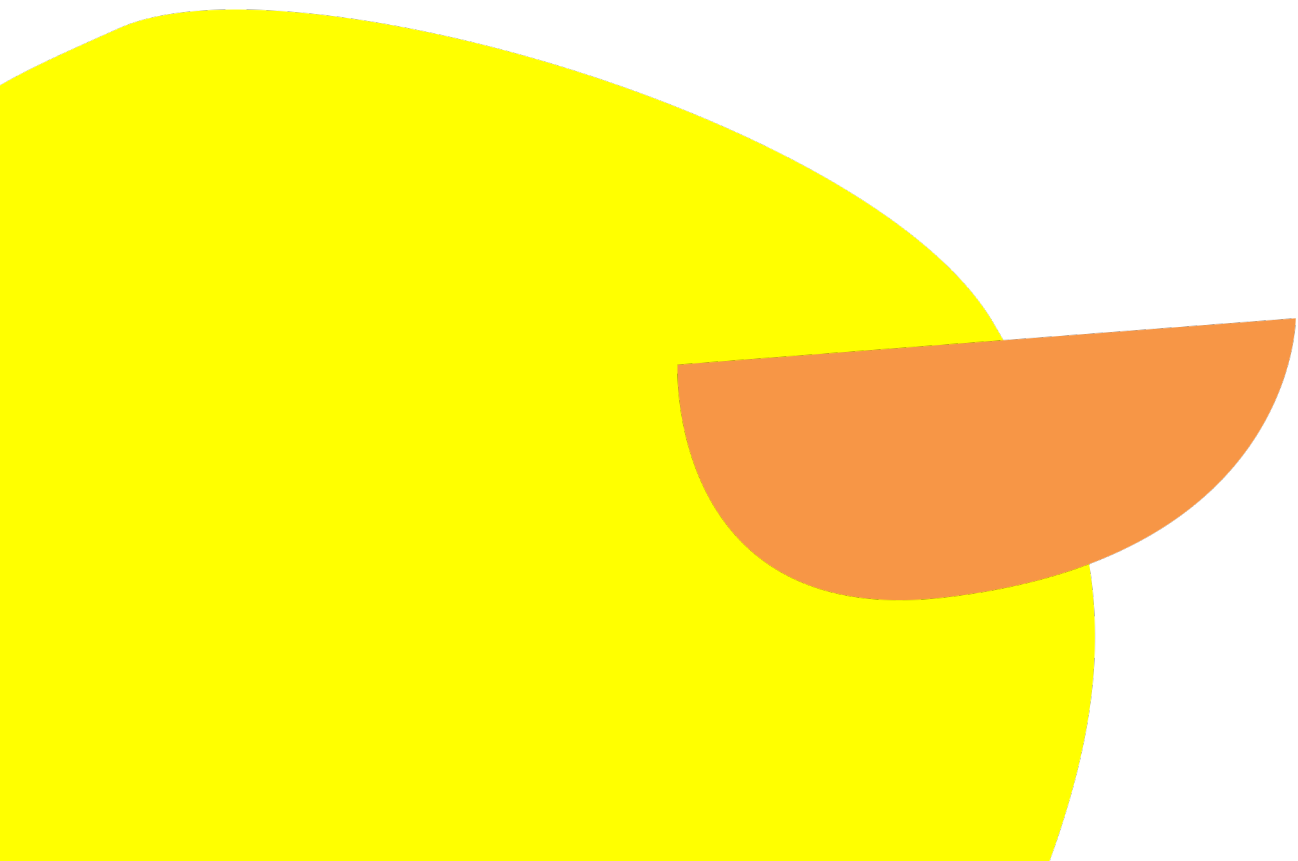


Writing may also include conjunctions and three or more Components of “Who, What, When, Where and Why”



“Tell Me More”

Student should be independently generating all language for their writing.



Who, What, When, Where & Why: The 5Ws

Many students struggle to "tell me more" in a constructive way.

I like chocolate. And lollies. And cake. And.....



Who, What, When, Where & Why: The 5Ws

The 5Ws allow us to teach them about telling more in a constructive way.



The 5Ws Tips

The 5Ws are for students to learn to use to prompt themselves.

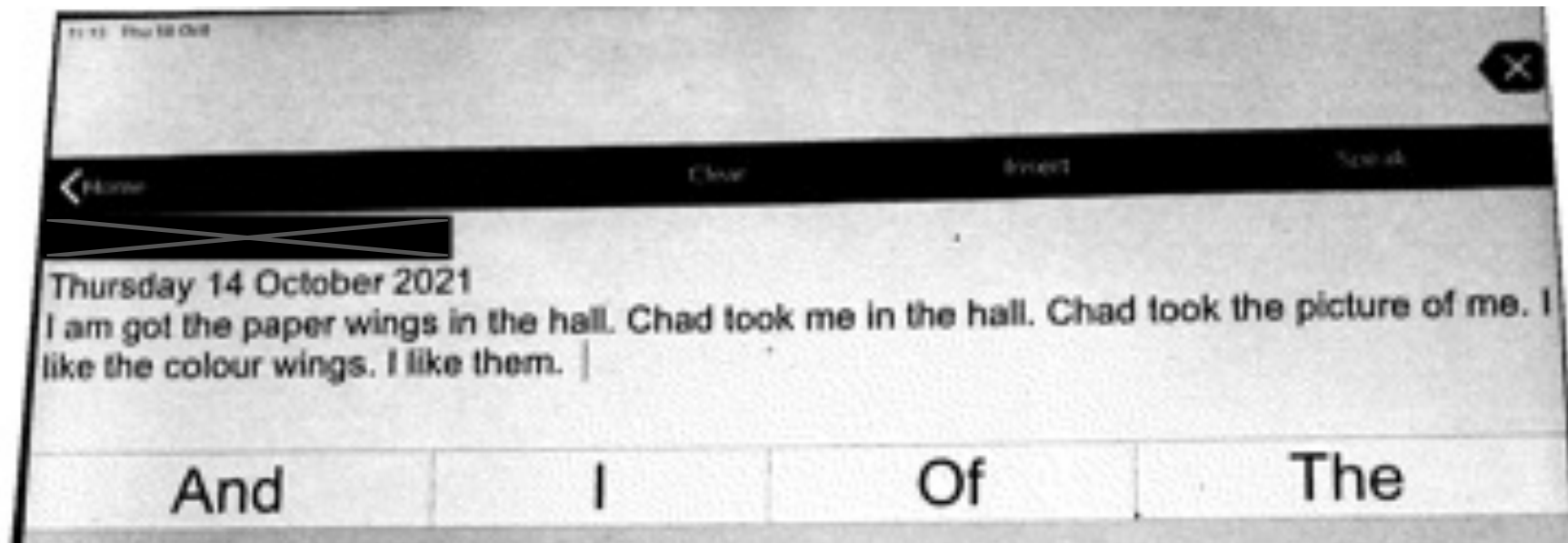
They are not a list of questions WE ask the student.

We don't want to make them more specific. As soon as we ask "who is in the picture" we direct their writing in a specific way.

Keep them broad and encourage the student to check them off themselves.




H.1 One or More Expanded Sentence Fragments on the Same Topic with No Use of Conjunctions; May Also Include Additional Simple Sentences on the Same Topic.



Student selected letters on a QWERTY keyboard in Proloquo2Go, with word prediction available. Student wrote about a picture she selected.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. One or two little words or parts of words (e.g., the, plural -s) are missing. Sentence fragment(s) may also include some additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast, but sentences and sentence fragments are on the same topic. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <i>Carolynne</i>
AAC system/speech: _____ Short description of how language generated: _____	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other _____	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <i>choice of three photos</i> (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other _____	
Comments: <i>Writing sample 1</i>	




H.2 One or More Expanded Sentence Fragments with Conjunctions on the Same Topic; May Also Include Additional Simple Sentences on the Same Topic.

I am at school we are playing. With the boll at school with a sso. We are having fun. And I like to hangout with efin.


Student selected letters on a QWERTY keyboard, with word prediction available. Student wrote about a picture he selected.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. Sentence fragment may be missing two or three little words or parts of words (e.g., the or -ing) or may contain additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <u>Carolynne</u>
AAC system/speech : _____ Short description of how language generated: _____	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <u>3 photos to choose from</u> (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: <u>Writing Sample 1</u>	




H.3 One or More Expanded or Complex Sentences on the Same Topic with Limited Organisation; May Also Include Additional Sentences on the Same Topic.

On the weekend Percy went on a avendrte to Mcdonalds on logan road. We went to get cake for 7/3/22 on school day. Dad nearly had a crash on wesnday as well. I felt happy and sad. 



Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic and image he selected.

Student generates one complete expanded sentence on the topic. The sentence has 5 or more words which may or may not be accompanied by one or more simple sentences. The sentences are not organised, presenting information in a disordered way which may impact on the reader's comprehension. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <u>Matth/Kahlilo</u>
AAC system/speech : <u>verbal</u>	Short description of how language generated: _____
(please note if meaning was attributed by adult)	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other	
(specify) _____ Supports used: <input type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged. <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <u>Google image</u> (e.g. choice of 3 photos)	
Access Method: <input checked="" type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other	
Comments: _____	




H.4 One or More Expanded Sentences with Two or More Components of “Who, What, When, Where and Why” on the Same Topic; No Use of Conjunctions; May Also Include Additional Simple Sentences on the Same Topic.

Pet the cat was wacig down the street. He was werg wit
saes. Pet is washig his shes in water they will go watt in
the barth.

Student generates one or more complete expanded sentence(s) on the topic. The sentence has 5 or more words. All little words and parts of words are present and two or more components of “Who, What, When, Where and Why” are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Writing Record Sheet

Student: 

Staff Member: Molly

AAC system/speech : **verbal speech**

Short description of how language generated:
Pete the cat was walking down the street he was wearing white shoes. Pete is washing his shoes in water they will go white in the bath.

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:





H.5 One or More Expanded Sentences with Conjunctions and Two or More Components of “Who, What, When, Where and Why” on the Same Topic; May Also Include Additional Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic.

Thursday 14th October 2021

I am going to the shopping with my brother and my father. We are family. Then we are shopping together. Then get buy some money.

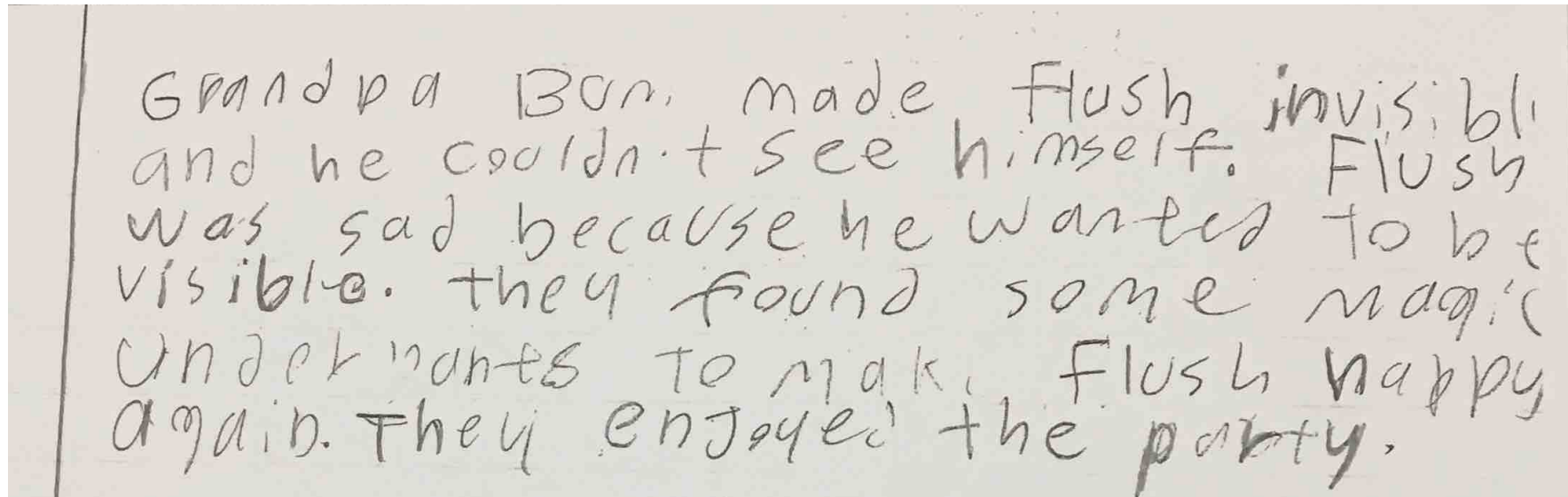
Student generates one complete expanded sentence on the topic. The sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and two or more components of “Who, What, When, Where and Why” are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a topic he selected.

Writing Record Sheet	
Student: 	Staff Member: Carolynne
AAC system/speech : _____ Short description of how language generated: _____	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech <input type="checkbox"/> Other _____ (specify) _____ Supports used: <input checked="" type="checkbox"/> Word Wall <input checked="" type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process:  wanted to write about his family. (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other _____	
Comments: Writing Sample 1	



H.6 Two or More Expanded Sentences with Conjunctions and Three or More Components of “Who, What, When, Where and Why” on the Same Topic; May Also Include Additional Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic.



Grandpa Bum made Flush invisible and he couldn't see himself. Flush was sad because he wanted to be visible. They found some magic underpants to make Flush happy again. They enjoyed the party.

Student handwrote about the book of the week “Bum Magic.” Word wall was available. Writing says “Grandpa Bum made Flush invisible and he couldn’t see himself. Flush was sad because he wanted to be visible. They found some magic underpants to make flush happy again. They enjoyed the party.”

Student generates two or more complete expanded sentences on the topic. Each sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and three or more components of “Who, What, When Where and Why” are included. These expanded sentences may or may not be accompanied by one or more simple sentences or expanded sentences without conjunctions. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Group H

Learning Goals

Overall Goal:



Writing complex sentences with two or more clauses

For students at this level appropriate goals may include:



Writing a complete complex sentence independently



Using four or more elements of who, what, when, where, and why in writing one expanded sentence

Tips: Mini-lessons at this level would focus on a. writing more; b. writing is about telling stories; c. expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.



Group H

Suggested Guidelines

1. Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model “thinking of ideas out loud” or “using the word wall” or “using the 5ws” or “combining sentences” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. Make sure you remove your modelled writing so students can't copy it. (Remember we don't teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.)
2. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc
3. Give the student an appropriate writing stimulus e.g. photo, video
4. Ask the student to write. Students at these levels are learning to write more by adding more information. Be clear with each student about their goal.
5. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day – but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity

Language Generation

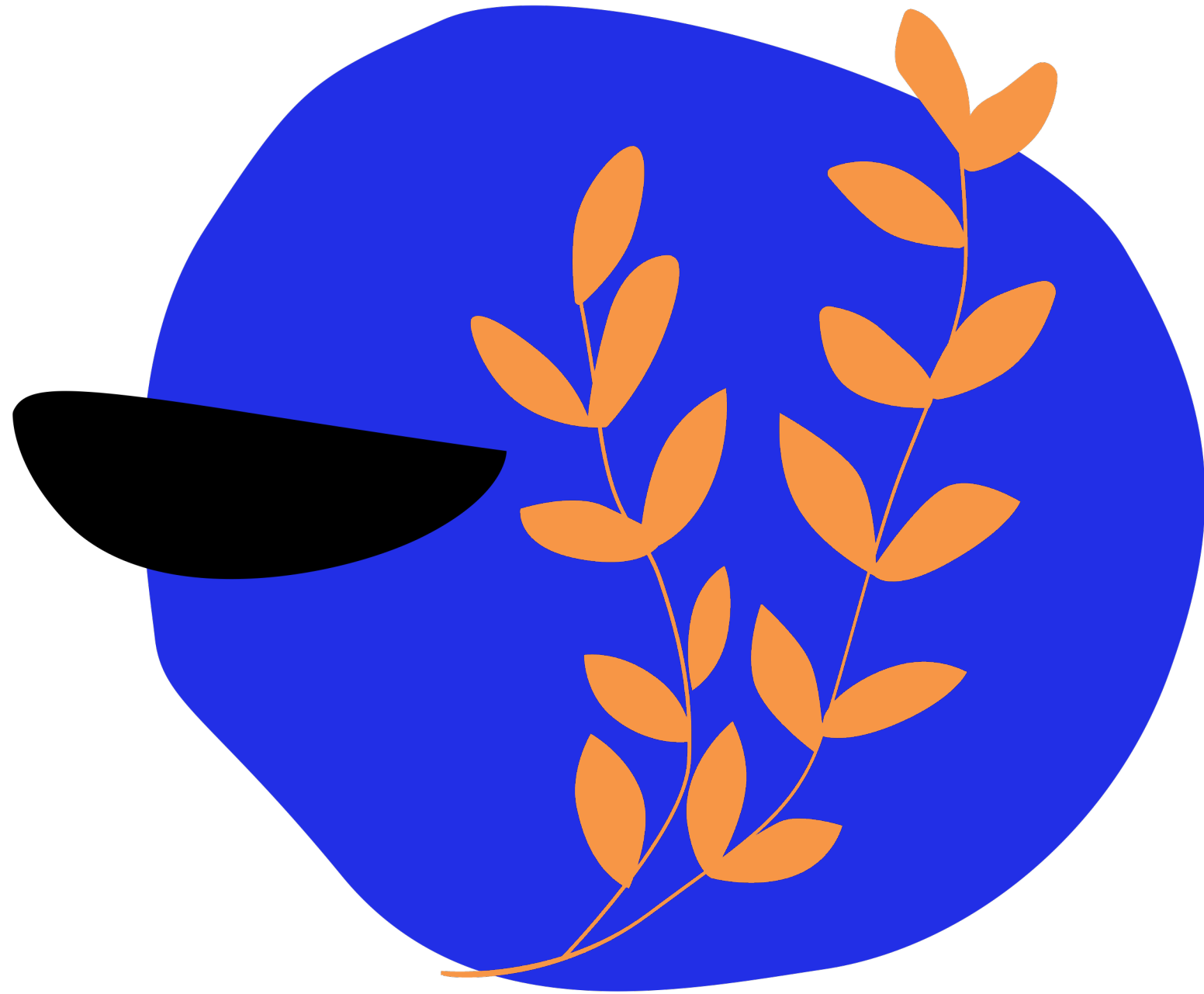
Group H

Student should be independently generating all language for their writing.



Group H Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message, modelling writing complex sentences
- Comprehension Instruction (Anchor, Read, Apply)
- Independent writing; writing instruction and mini-lesson focusing on one complex sentence. Continue modelling writing using the 5Ws to write more with meaning.
- Self-selected reading from book at or below their reading level by the student
- Word wall and making words
- Do NOT point to words in books or let them do that!!
- Actively work on inner voice



Group I

Complex
Sentences



Writing one or more complex sentences with two or more clauses, conjunctions and three or more components of “Who, What, When, Where and Why”

Group I

Students are:




I.1 One Partial Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of “Who, What, When, Where and Why”; May Also Include Additional Expanded or Simple Sentences on the Same Topic.

Holly 14th October 21

I am outside with my friend trashy we are dancing and I
am hole dancer. I like to dance with my friends

Student wrote on a QWERTY keyboard on a computer, with word wall available. Student wrote about a picture she selected.

Student generates one partial complex sentence with 6 or more words on the topic and two or more clauses; however, one or more little words is missing. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Three or more components of “who, what, when, where and why” are included. This complex sentence may or may not be accompanied by one or more simple or expanded sentences, partial or complete. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student: 	Staff Member: <i>Carolynne</i>
AAC system/speech: _____ Short description of how language generated: _____	
Pencil used: <input type="checkbox"/> Handwriting <input type="checkbox"/> Flip chart low tech <input type="checkbox"/> Flip chart high tech <input checked="" type="checkbox"/> QWERTY high tech <input type="checkbox"/> QWERTY low tech	
<input type="checkbox"/> Other _____	
(specify) _____ Supports used: <input checked="" type="checkbox"/> Word Wall <input type="checkbox"/> Word prediction <input type="checkbox"/> Other _____	
Student Engagement: <input checked="" type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged	
Topic selection process: <i>Choice of three photos</i> (e.g. choice of 3 photos)	
Access Method: <input type="checkbox"/> Direct access <input type="checkbox"/> Partner Assisted Scanning <input type="checkbox"/> Other _____	
Comments: <i>Writing sample 1</i>	



1.2 One Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of “Who, What, When, Where and Why”; May Also Include Additional Expanded or Simple Sentences on the Same Topic.

I go to the beach with Mum and Casey. I have fish and chips. I go with swimming. I making the sandcastle.

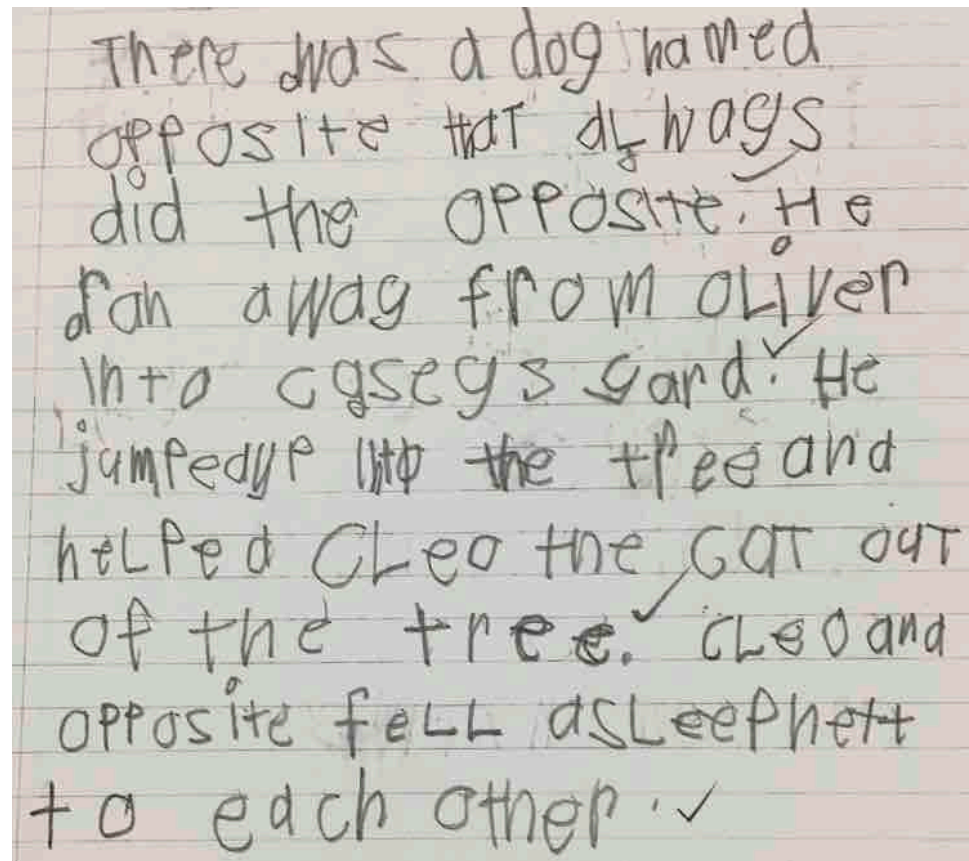
Student wrote on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a picture she selected.

Student generates one complete complex sentence on the topic. The sentence has 6 or more words with two or more clauses. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast and include three or more components of “who, what, when, where and why”. This complex sentence may or may not be accompanied by one or more simple or expanded sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet	
Student:	
Staff Member:	Molly
AAC system/speech : verbal speech Short description of how language generated:	
Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other Keyboard computer <i>This is scar face claw he has teeth and is scary. He will catch Hairy Maclary Hairy Maclary is sad.</i>	
Supports used: Word Wall Word prediction Other	
Student Engagement: Fully engaged. Partially engaged Not engaged	
Topic selection process: independent speech	
Access Method: Direct access Partner Assisted Scanning Other	
Comments:	



1.3 Two or More Complex Sentences, Each with Two or More Clauses and Use of Conjunctions; Four or More Components of “Who, What, When, Where and Why are Used”; May Also Include Additional Expanded or Simple Sentences on the Same Topic.



There was a dog named
opposite that always
did the opposite. He
ran away from Oliver
into Casey's yard. He
jumped up the tree and
helped Cleo the cat out
of the tree. Cleo and
opposite fell asleep
to each other. ✓

Student generates two or more complete complex sentences on the topic. Each sentence has 6 or more words and two or more clauses. There are two or more conjunctions that show the reader how ideas are linked or how ideas contrast. Four or more components of “who, what, when, where and why” are included. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student hand wrote the sentences. Word wall was available.

Group I

Learning Goals

Overall Goal:



Learning to write more, using two or more elements, each outlining a different area of the overall topic.

For students at this level appropriate goals may include:



Using simple, expanded and complex sentences to vary their writing and engage the reader.



Outlining a topic before beginning, planning to address two or more elements of the overall topic and researching information about those elements.

Tips: Mini-lessons at this level would focus on a. writing more; b. writing is about telling stories; c. expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops. If student has mastered all of those, then move onto: writing is about telling stories, true and made up; editor's checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across multiple days, and publishing.

Group 1

Suggested Guidelines

1. Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model “thinking of ideas out loud” or “using the word wall” or “using the 5ws” or “combining sentences” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. Make sure you remove your modelled writing so students can't copy it. (Remember we don't teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.)
2. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc
3. Give the student an appropriate writing stimulus e.g. photo, video
4. Ask the student to write. Students at these levels are learning to write more by adding more information. Be clear with each student about their goal.
5. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day – but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity

Language Generation

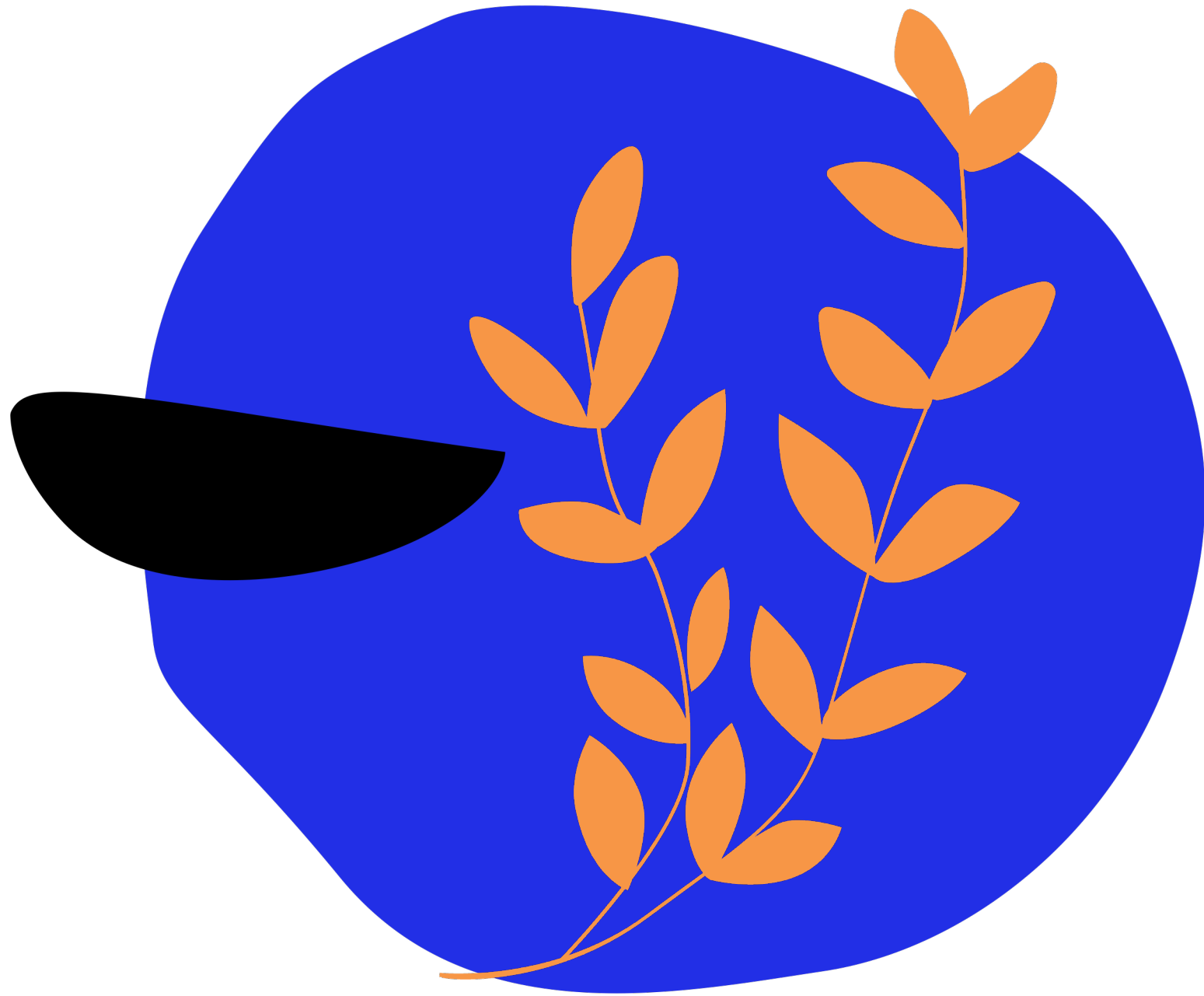
Group I

Student should be independently generating all language for their writing.



Group 1 Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Comprehension Instruction (Anchor, read, apply)
- Independent writing; writing instruction and mini-lessons focusing on writing using multiple elements.
- Self-selected reading from book at or below their reading level by the student
- Word wall and making words
- Actively work on inner voice
- Do NOT point to words in books or let them do that!!



Group J

Multiple Elements

Level J Mini-Lesson Tips

You might have the writing example prepared ahead of time at this level.

If you're going to ask the students to write about whales, have two or three paragraphs prepared ahead of time on a similar topic e.g.

dolphins



Level J Writing Tips

At Level J, you might write across the week.

For example:

Monday: Set the topic; brainstorm as a group

Tuesday: Students write first draft following a model of writing from teacher

Wednesday: Add to first draft and (if needed) write second draft

Thursday: Review with student-teacher discussion and Editor's Checklist

Friday: Publish book, illustrate if needed and write an "about the author" page





Editor's Checklist

☐

Name and Date

☐

Sentences make sense

☐

Ending punctuation - .?!

☐

Beginning capital letters

☐

Circle misspelt words

☐

Capital letters for names and places

☐

Group J

Students are:



Writing using two or more elements, each outlining a different area of the topic; each element consists of 3 or more sentences, including at least one complex sentence



J.1 Two Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Astronauts will be in the story, in space world on looking at planet day.

In space world there are astronauts. The astronauts are go to astronaut school. On their birthdays they eat iced space cakes, space biscuits, space cookies, sweet coloured space milk, space bars, space block chocalates, sweet coloured space bread, space candy and space cereal.


Tomorrow was look at the planets day. After they come home from astronaut school the astronauts go straight out to look at space planes and rockets. But then they remember that they forgot to bring their toy telescopes. They go straight back to their space houses and grab their toy telescopes and then go into outer space to look at the planets.

The moral of this story is always bring your telescope when you go to outer space.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.

Student generates writing with two elements, each outlining part of the topic (e.g., an animal's habitat and its diet). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student: 

Staff Member: Molly

AAC system/speech : **verbal speech**

Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:



J.2 Three Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Once upon a time there lived the clever boy and his brothers. The rest of their family had moved to the city and had found some grand hotels and apartments to live in.

The clever boy and his brothers had been left behind by their family and had been many times looking for someone to take care of them. Then the king that had been watching them out of his castle window made up his mind to welcome them by preparing them a feast in their food rooms. They had lots of playrooms and toy rooms, TV rooms and dining rooms. First the king told them to eat the feast in the dining room. Then after they ate he told them to go to bed. Then he told them to wake up and eat all the food in the food room including to eat all the biscuits in the biscuit room. Then it was the clever boy’s birthday and he had to celebrate his birthday by eating all the cake in the cake room. Then it was his brothers' birthday and they had to eat all the cupcakes in the cupcake room with chocolate knives and candy forks. Then he ordered his waiters to prepare special lunches, special dinners, special afternoon teas, and special desserts. Then they began to miss their family.


The problem was their family began to miss them and thought that they would never see them again for the rest of their life. The clever boy and his brothers began to miss their family and thought that they would never see their family again for the rest of their life.

The solution was that the clever boy and his brothers asked the king if they could go back to their family. Since they had done what he told them to do so he told them that they could at last go to their family. He gave them candy party bags and sent them on their way. In a few minutes they arrived and their family said hello to them. Their family were so glad to see them that they prepared banquets. Then it was their family’s birthday and they celebrated it by eating all the cake. Then they had parties. Then they all lived happily ever after with their family.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.

Student generates writing with three elements, each outlining part of the topic (e.g., beginning, middle and end). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student: 

Staff Member: Molly

AAC system/speech :
Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech/ proloqo2go**

Access Method: Direct access Partner Assisted Scanning Other

Comments:



J.3 Four or More Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Writing sample is on the next two slides.

Student wrote with a keyboard and Microsoft Word. Word wall was available but not used.

Student generates writing with four or more elements, each outlining part of the topic (e.g., why we need to reduce, reuse and recycle, how to reduce, how to reuse and how to recycle). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.



On Friday the 21st of June 2019, I went to Prospect Centre with my mate JB. On the way to Prospect Centre, the buses we saw were 885, 1115, 255, 1289, and 2531. When we got there, we went to Foodbank at Edwardstown with Damien and our teacher Kim Woods. The bus we rode was 2505, with Angry Birds and the Brown bubbly soft drink. On the bus, I played the game Angry Birds on my phone. When we got off the bus, I finished playing Angry Birds on my phone, so we walked to Adelaide Railway Station. The electric train we rode was 4016. JB and I listened to hit107 on my phone. We rode it to Emerson station, and then we walked to Foodbank at Edwardstown. When we got there, we used the elephant foot to squish up the cardboard boxes. During that time, we took turns cleaning the floor. I went first, Damien went second, and JB went last. After our recess break, we did some weighing of the boxes to make sure that the boxes did not weigh under 10.2 kilos. Some weighed under 10.2, so we had to find the stuff that was missing in the box. After that, we caught the electric train back to the city numbered 4018. We walked to the Myer Centre and had lunch. We all had McDonalds for lunch, while our teacher Kim Woods, had his own lunch. After we ate lunch, we waited for the bus on route 222 to Mawson Interchange. The bus we rode was 2597, with the Volkswagen EOFY Sale. I continued to play Angry Birds on my phone until we got to Prospect Centre. When we got back, we did work on our Foodbank visit. After we did our work, we played UNO. On the way home, the buses I saw were 2542, 2546, 1112, 1528, and 1966. Scania K230UB 1528 bus was in Port Adelaide Depot, advertising Uber Eats with Ruby Rose and Rebel Wilson. After dropping JB off at home, we got Hungry Jacks for lunch. After that, we went home.



On Saturday the 22nd of June 2019, I went to my Nan's with my mum. The buses I saw on the way to my Nan's were 2507, 2582, 2536, 2745, and 2405. We went shopping at Munno Para and got some groceries, including a new microwave plate because her old microwave plate broke. We also got the stepladder and then we went to my Nan's house, dropping off the groceries we brought. After that, we went to Hungry Jacks at Munno Para and had lunch. After that, we did more shopping, this time at Woolworths. We got more groceries and then we went back home at Nan's. We did some packing, and unpacking, as we were about to head back home to avoid the football traffic. On the way home, the buses I saw were 2505, the one I rode with JB with Angry Birds and I played that game on my phone, 1234 with John Wick 3, and 1178 with Optus. We dropped off our stuff we got from Nan's, and then we went to Melissa's for afternoon tea. I played Angry Birds on my phone. Then we pretty much went back home after that. The buses I saw in Port Adelaide bus depot with new ads were 1413 with Uber Eats, with Ruby Rose and Rebel Wilson, and 1415 with Toy Story 4. Speaking of Toy Story, after watching the news, we watched Toy Story 2 on Channel 9. After that, I played Candy Crush on my iPad. I got up to level 852 I think? But I went to bed after playing a bit of Candy Crush on my iPad.

On Sunday the 23rd of June 2019, I went to my mum's friend, Christina's place. We looked at her current house before the new flooring would get put in. The changes I noticed was her baby's room looked practically empty, and the old destroyed door, got removed and a new door got put in. The walls also looked fresh with new paint. After that, we went back home and I played Angry Birds on my phone.

I had a great weekend.

Group J

Learning Goals

Overall Goal:



Learning to write more, using two or more elements, each outlining a different area of the overall topic.

For students at this level appropriate goals may include:



Using simple, expanded and complex sentences to vary their writing and engage the reader.



Outlining a topic before beginning, planning to address two or more elements of the overall topic and researching information about those elements.

Tips: Mini-lessons at this level would focus on: writing is about telling stories, true and made up; editor's checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across multiple days, and publishing.

Group J

Suggested Guidelines

1. Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model “thinking of ideas out loud” or “using the word wall” or “using the 5ws” or “combining sentences” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. Make sure you remove your modelled writing so students can't copy it. (Remember we don't teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.)
2. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc
3. Give the student an appropriate writing stimulus e.g. photo, video
4. Ask the student to write. Students at these levels are learning to write more by adding more information. Be clear with each student about their goal.
5. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day – but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity

Language Generation

Group J

Student should be independently generating all language for their writing.



Group J Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Comprehension Instruction (Anchor, read, apply)
- Independent writing; writing instruction and mini-lessons focusing on writing using multiple elements.
- Self-selected reading from book at or below their reading level by the student
- Word wall and making words

Thanks for writing samples & videos from:

The Grove Education Centre

Bullimbal School

Salisbury Park Primary School

Red Hill Special School

Coomera State Special School



WRITING WITH
ALL TOOLS
CONTINUUM





WRITING WITH ALL TOOLS CONTINUUM

