



EVERYONE READING MARCH 2014

FAIRLEIGH DICKINSON UNIVERSITY

Dr. Mary Farrell, University Director

Barbara Byrnes, MA, Metro Campus Director

Sharon W. Fleischer, MA, LDT/C, Learning Specialist

Regional Center for College Students with Learning Disabilities

General Profile of Students

- History of difficulty learning to read
- History of ADHD, special education services, and accommodations
- Meet university admission criteria
- Accommodations testing at Regional Center
- Scaffolding leads to improved skills in reading and writing

Regional Center Services

- Targeted, small group support sessions with professional, specialized staff
- Metacognitive strategies course
- Availability of assistive technology
- Remediation of reading, writing, and math

Regional Center Services

...continued...

- Counseling
- Priority registration
- Communication with faculty
- Writing Workshop



Student Outcomes

GPA	Percent
4.0	1%
3.5-3.9	9%
3.0-3.4	34%
2.5-2.9	33%
2.0-2.4	18%
<1.99	5%



WRITING WORKSHOP

- All Freshmen
- Transfer Students
- Weekly meetings
- Specific two-semester Curriculum



Sharon W. Fleischer

Strategies for Struggling Secondary Writers

At Diverse Levels

- The Sentence Level
- The Paragraph Level
 - The Essay Level

The *Uniqueness* of our Approach

- Bridge old techniques with new techniques
- Do individual writing assessments
- Place each college student in a writing workshop at his/ her level
- Every student has 3 individual targeted skills
- When each skill is mastered, the student adds another skill to focus on from our hierarchy

Writing Challenges

Are related to...

- Learning differences
- Executive functioning
 - Repeated failure
 - Lack of confidence
 - Working memory
 - Word choice
 - Word retrieval
- Weak oral vocabulary

ASSESSMENT of Written Expression

- **TOWL IV: Spontaneously Written Story** Picture Prompt

- Story scoring:

- ✓ Gives Contextual Conventions

- punctuation, sentence structure
- noun -verb agreement, overall mechanics

- ✓ Gives Story Composition

- organization: ability to write beginning, middle, ending
- Expressive vocabulary, creativity, writing style

- **TOWL IV SENTENCE COMBINING**

- **TOWL IV LOGICAL SENTENCES**

- **WJIII: WRITING FLUENCY**

Controlled Observation

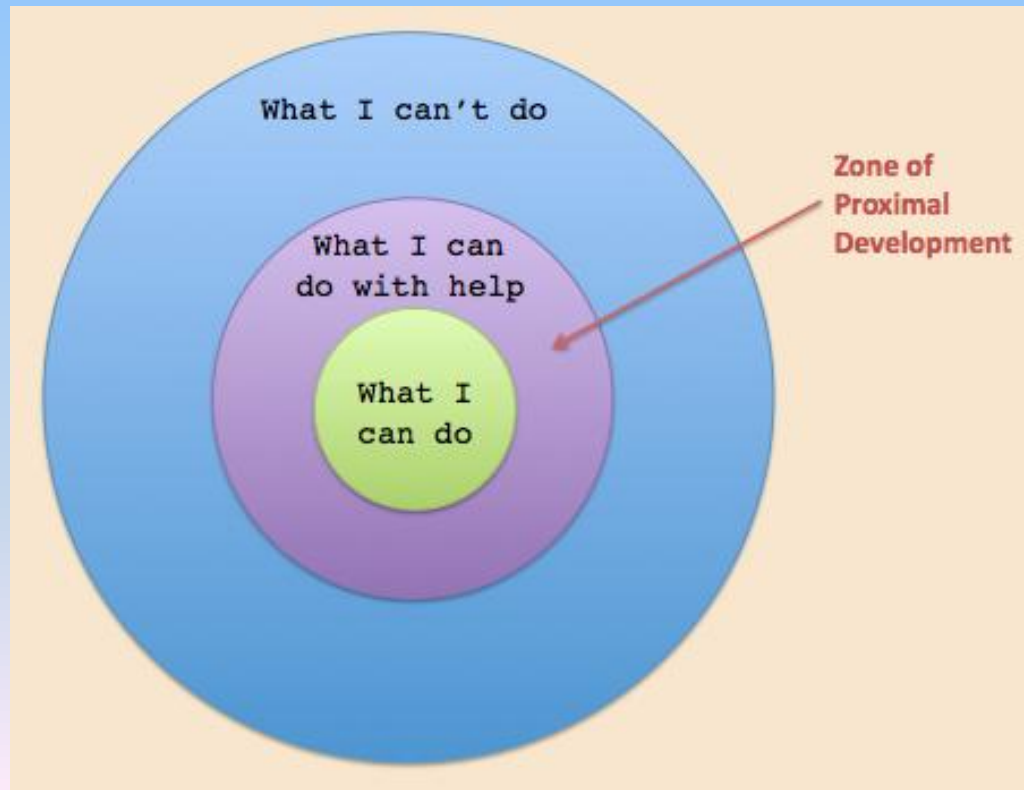
Handwriting

VS

Keyboarding

Zone of Proximal Development

- ZPD is the difference between what a learner can do without help and what a learner can do with help



Student	TOWL IV		Skills
	CC Out of 39	SC Out of 21	
Student 1	22	13	• Observes comma rules
			• Recognizes run-ons
			• Uses semi-colons to form compound sentences
Student 2	18	12	• Capitalizes the beginning of each sentence
			• Uses lower case within the sentence unless it is a proper noun
			• Recognizes a fragment
Student 3	16	14	• Observes comma rules
			• Recognizes fragments
			• Recognizes run-ons
Student 4	30	15	• Observes comma rules
			• Uses consistent tense
			• Writes in 1 st OR 3 rd person (but does not go back and forth using both)
Student 5	29	13	• Uses lower case within a sentence unless the word is a proper noun
			• Recognizes a run-on
			• Uses consistent tense
Student 6	31	18	• Uses semi-colons to form compound sentences
			• Subject-verb agreement is accurate
			• Parallelism
Student 7	35	20	• Diverse rich vocabulary is used
			• Paragraph organization includes topic sentences with supporting details
			• Incorporates a well-developed thesis
Student 8	38	20	• Uses semi-colons to form compound sentences
			• A variety of sentence types is used
			• Uses transitions

Sentence Types

- Everyone starts at the sentence type to be introduced to the color coding used in our multi-sensory instruction, but different students start at different sentence types.
- Simple Sentences
 - ex: The dog runs.
- Compound Sentences
 - ex: The dog runs, but she falls.
- Complex Sentences
 - ex: The dog runs until she falls in the deep snow.

Multi-Sensory Approaches

CUISENAIRE RODS

- Color coded
 - Tactile
- Interactive
- Feedback is immediate

WRITING WORKSHOP: SENTENCE STRUCTURE
A MULTISENSORY STRATEGY FOR SENTENCE CONCEPTS

For this workshop, you will be introduced to the use of strips of varying colors and lengths that you will be using to represent parts of a sentence. Before you begin to work with the different sentence types, it is important to learn the colors of the strips that will be used to represent the sentence parts. For the exercises on simple and compound sentences, you will be using the following strips:



coordinating conjunction
or conjunctive adverb

Ex.: and, but, or, yet
therefore, however



action or linking verb

Ex.: drive, throw
is, seem, were



object or complement

Ex.: noun-car, boy
adj.-tired, sad



subject

Ex.: noun-tree, cab
pronoun-I, you



adjective modifier

Ex: pretty, blue, mad



adverb modifier

Ex: now, quickly, too

Writing Workshop Cuisenaire rods

Practice for “FANBOYS”

(for, and, nor, but, or, yet, so)

Use the Cuisenaire Rods to show the structure of these compound sentences.

1. I hate the cold, but I like the snow.

2. He bought fresh fruit, yet it was rotten.

3. The weather was warm, for it was summer.

4. The man got new shoes, and they matched his suit.

Subject

Verb

Object

Coordinating
Conjunction

Subject

Verb

Object

STRATEGIES for Sentence Development

- Model oral sentence
- Participate with oral sentence
- Model written sentence
- Writing with template
- Writing without template
- Grow the sentence

VERBAL STRATEGIES

- Verbal brainstorming
- Oral rehearsal
- Predictability of syntactic patterns

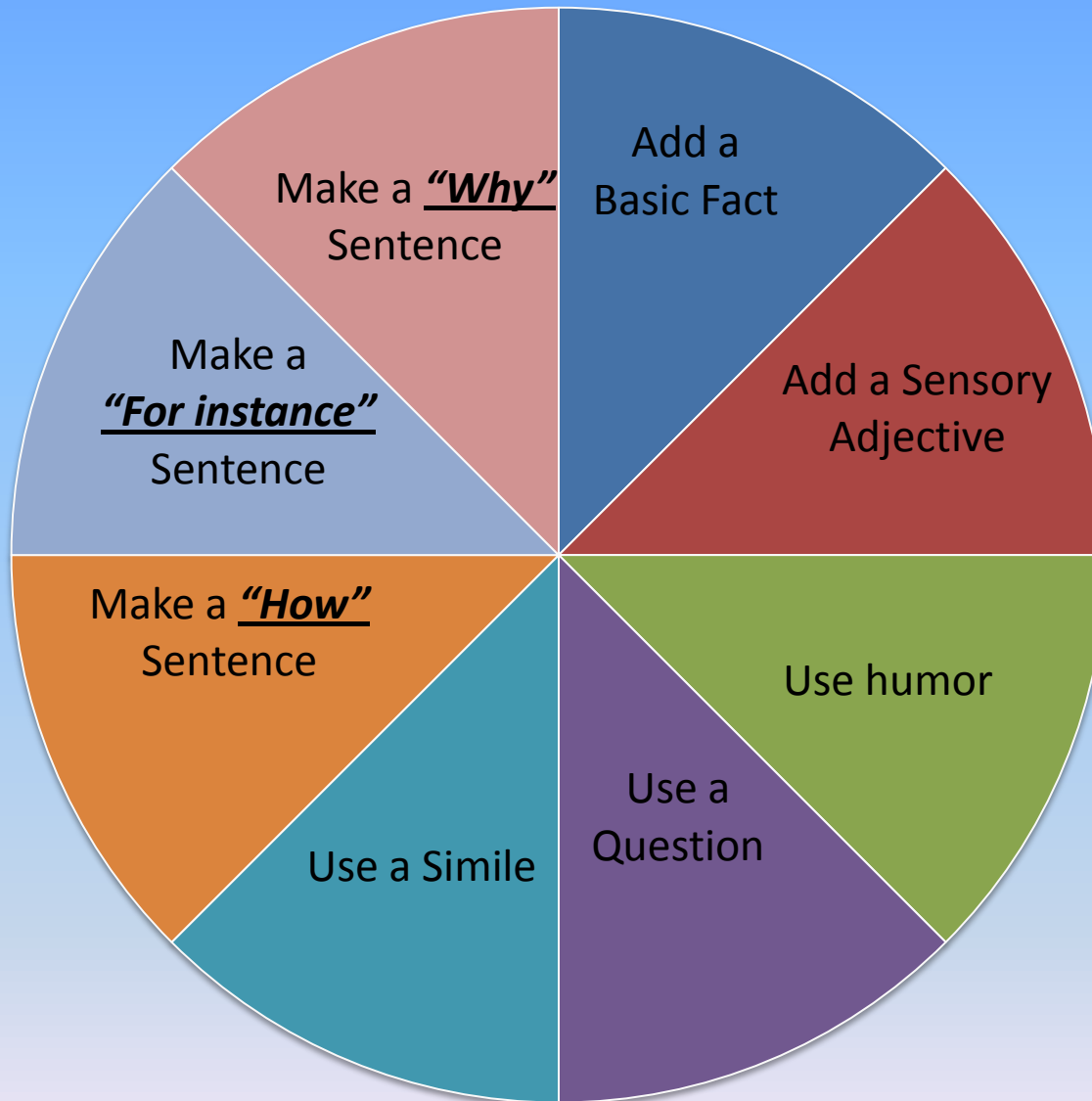
Predictability of Syntactic-Semantic Patterns

We lost power.

- Add:
 - Modifier (when) → last week
We lost power last week.
 - Modifier (where) → in Old Tappan
We lost power last week in Old Tappan.
 - Change subject from a pronoun → my street
My street lost power last week in Old Tappan.
 - Add a prepositional phrase → after the snow storm
My street lost power last week in Old Tappan after an ice storm.

Subject	Verb	Object	Modifier	Modifier	Prep. Phrase
We	lost	power.			
We	lost	power	last week.		
We	lost	power	last week	in Old Tappan.	
My street	lost	power	last week	in Old Tappan	after an ice storm.

"Detail Circle" By Dr. Charlie Haynes



STRATEGIES for Paragraph & Essay writing

- Prewriting
- Backwards Planning- Time Management Strategy
- Vocabulary Word Banks
- Self Monitoring- Editing Is On Going
- Mnemonics

PREWRITING STRATEGIES

- Free writing
- Questioning – 4W1H
- List making
- Webbing / Clustering
- Outlining

Backwards Planning

Assignment “Chunking”

1. Look at prompt and underline/ highlight key words
2. Read story “The Lottery” ; Annotate it
3. Choose character to write about; Brainstorm key characteristics
4. Locate quotes from text
5. Prewrite essay using *Inspiration, Questioning or Free writing*
6. Expand prewrite to Rough Draft
7. Edit/ Revise Rough Draft
8. Complete 2nd Draft to be Submitted

February 2014

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

**Date
Assigned—**
Look at prompt

Read story

**Choose
Character &
Brainstorm
Characteristics**

16

17
**Locate
quotes from
text**

18
Prewrite

19

20
**Expand
prewriting into
rough draft**

21
**Edit /
Revise
rough draft**

22

23

24
**Complete 2nd
draft**

25

26

**Date
Due**

27

28

WORD BANK TEMPLATE

- Synonym word banks
- Noun – Pronoun – Proper Noun word banks
- Vocabulary content word banks
 - Example: Shaun White , snow boarder, Olympic competitor , winter sport athlete

MNEMONICS

PREP- to understand a prompt monitor

Pick Apart

Reword

Explain

Proof Read

POWER- to write a first draft

Plan

Organize

Write

Edit

Rewrite

COLA- to edit & self-monitor

Content

Organization

Language

Appearance

ACTIVITIES for FLUENCY

QUICK WRITES

6 WORD MEMOIRS

ASSISTIVE TECHNOLOGY

- Microsoft Office
- White Smoke
- Visuwords.com
- Apps "dragon dictate"
- App for iPad "How to Write An Essay"

HANDOUTS

- *Sequential Hierarchy of Writing Skills

- *Chart of Individual Corrections

- *Assistive technology



Comments

or

Questions

PROOFREADING CHECKLIST for DEVELOPMENTAL SEQUENCE

(conventional and linguistic components)

- Capitalizes the beginning of the sentence
- Punctuates the end of each sentence
- Uses lower case within the sentence unless the word is a proper noun
- Observes comma rules
- Uses quotations
- Recognizes (and correct) a fragment
- Recognizes (and correct) a run-on
- Uses consistent verb tense
- Subject-Verb are in agreement
- Noun- pronoun are in agreement
- Parallelism is accurate
- Uses apostrophes for possession and contractions
- Uses transitions
- Uses introductory phrases and clauses
- Uses words of three syllables (or more)
- Completes a compound sentence (Two complete simple sentences connected by a conjunction, colon, or semi-colon; both sentences must have a subject and a verb)
- Completes a complex sentence (Two clauses or three clauses connected; all clauses must have a subject and verb)

PROOFREADING CHECKLIST for

MULTIPLE SENTENCE / PARAGRAPH COMPOSITION

- Has a strong introduction
- Has a strong conclusion
- Sequence of writing is logical
- Feelings, emotions, action and energy are descriptive with adjectives and adverbs
- Uses diverse sentence types
- Paragraph is organized with topic sentence and supporting details
- Uses transitions between paragraphs
- Thesis statement is developed and relevant
- Supporting ideas are coherent

Fairleigh Dickinson University Regional Center

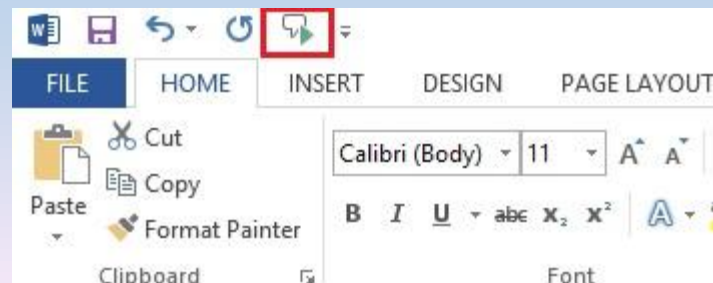
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Text to Speech for Editing

Instructions for Microsoft Speak

1. Go to the file menu.
2. Choose “options”.
3. Choose “Quick Access Toolbar”.
4. On top of the left column “Choose commands from:” – Click on the down arrow and choose “Commands from NOT in the ribbon”.
5. Choose “Speak”.
6. Click on “Add”, then click on “Ok” at the bottom of the screen.
7. Highlight text in the document, click on the speak icon, and Microsoft will read aloud your selection.

For MS 2010



Editing

Whitesmoke Software

- Must purchase and download
- More in-depth check than Microsoft Word
 - Detects homonyms and improper word usage
 - Once the application is opened on your computer you can check any document by simply pushing the F2 key
 - Once you have made the changes in Whitesmoke you can have that re-inserted into your document

Speech to Text

Operating Systems

- Setting up Windows 7 - Speech to Text
 - Open the “Start” menu.
 - Go to the “Control Panel”.
 - Go to the “Ease of Access Center”.
 - Choose “Start Speech Recognition”.
 - It will first prompt you through the steps to set up a microphone.
 - You must have a headset with microphone in order to use this tool.
 - Once the microphone set up is complete you will be prompted to choose to activate your speech recognition manually or with your voice.
 - If you choose manual you will have to open the toolbar when needed
 - If you choose voice activation you simply have to say “start listening” to wake up the tool bar.
 - When the toolbar is open and listening, you can dictate instructions for your computer or use it to type in a document, email, etc.
 - It will type what you say into your document.
 - Once being used on your computer it will become more familiar with your voice and you will get more accurate results the more you use it.