

PC3 Vocabulary, Sentence, and Micro-Discourse Strategies for Writing

Co-Chairs: Charles Haynes, Ph.D. and Leslie Laud, Ed.D.

Students with dyslexia and related language-learning difficulties often struggle to express themselves in writing. Sentences are meaning bearers of language, and research indicates that systematic sentence instruction improves the quantity and quality of children's text-level writing. This interactive workshop provides an overview of structured, theme-centered strategies for developing sentence-level writing in ways that will then enable students to produce compelling and elaborated text-level writing, with richer sentences at the base of their writing.

Strengthen Vocabulary Choice in Your Students' Writing

Charles Haynes, Ph.D.

Leslie Laud, Ed.D.

Vocabulary is the greatest predictor of overall writing quality, yet many students do not easily retrieve rich, topic-specific words when writing. Discover strategies that students can independently use to help them to enhance the vocabulary choices they make while writing. Learn about the importance of teaching vocabulary in the context of the thematic units you teach already and how a focus on semantic feature analysis can aid later retrieval and sentence formulation skills to support writing. In addition, learn how to guide students' development of word boxes before writing, so they can draw on these word banks when writing.

Banish Fragments and Equip Students to Fluently Write Complete Sentences

Leslie Laud, Ed.D.

Charles Haynes, Ph.D.

Working memory and executive functioning difficulties often slow and fragment students' sentence formulation. How can we help learners develop an internal sense of what a sentence is in a meaningful, student-centered way? Learn research-based, structured methods for teaching students to fluently write complete sentences, in a way that banishes fragments and run-ons. Briefly review how topical word banks, oral rehearsal, and listening tasks can support self-regulation and serve as scaffolds that students internalize to help them progress from idea fragments to writing clear, complete sentences in ways that tie into the themes of your curriculum. Examine engaging strategies that will help students to generate full sentences automatically, correctly, and fluently.

Develop Students' Sentence Variety, Elaboration, and Cross-Sentence Cohesion

Charles Haynes, Ph.D.

Leslie Laud, Ed.D.

Participants in this session learn and practice applying clinically supported strategies that students can use independently to enhance: variations in syntactic patterns, sentence elaboration, and cohesion

within and across sentences. Attendees also learn how to use sentence combining and artful sentence imitation to enhance depth, clarity, and impact in writing. Innovative “Detail Circle” and “Cohesion Circle” strategies for elaborating and maintaining cohesion in texts are illustrated. Opportunities for hands-on application are provided throughout the session.

Track: Research-to-Practice

Level: Beginner, Intermediate, Advanced

Family

Clock Hours: 3.25

ASHA CEUs: 0.325

Disclosure: Charles Haynes and Leslie Laud have authored publications that will be presented in the presentation, royalties are received from these publications. It is recommended that participants purchase these publications but it will not be required. No relevant nonfinancial relationships exist.