

APPENDIX

Directions for Printing the Appendices

The instructions and materials that you will need to administer the DeCoste Writing Protocol are all located in the Appendices to make it easier for you to print. Once printed, you can store them in an accordion folder or notebook.

Materials	Directions
Writing Protocol: Background Information	<ul style="list-style-type: none">• Print and make multiple copies
Writing Protocol Data Form	<ul style="list-style-type: none">• Print and make multiple copies
Evaluator Instructions For Administering The DeCoste Writing Protocol	<ul style="list-style-type: none">• Print one copy per examiner
Likert Graphic	<ul style="list-style-type: none">• Print one copy (preferably in color) and laminate for reuse
Sentences for Best and Fast Sentence Copying Tasks	<ul style="list-style-type: none">• Print one copy of the table matching sentences to grade level• Print and cut sentence strips
Sentences to be Dictated	<ul style="list-style-type: none">• Print one copy of the sentences with graded core words
Spelling Word Lists	<ul style="list-style-type: none">• Print one copy
Topics for the Extended Writing Task	<ul style="list-style-type: none">• Print one copy• Print and cut prompts
Extended Writing Graphic Organizer	<ul style="list-style-type: none">• Print and make multiple copies
6 + 1 Traits ©	Download the latest version of 6 + 1 Traits using the link provided in the appendices. Make 1 copy per examiner.
Common Core Standards for English Language Arts: Writing Standards 1-10 for each grade	Using the website link provided in the appendices. Make 1 copy per examiner.
Common Core Standards for English Language Arts: Language Standards 1-3	If your district is not using Common Core Standards, be sure to have a copy of your district's grade level writing standards

EVALUATOR INSTRUCTIONS FOR ADMINISTERING THE DECOSTE WRITING PROTOCOL

The following section details the four part process for documenting the lower and higher order skills that contribute to written productivity. This process examines handwriting, keyboarding, spelling and composition.

Figure 2.12. Using Handwriting

	Examiner	To Student
1	In a quiet space, arrange materials, e.g., timer, pencil (no eraser) or pen, paper, instructions, sentences to copy, dictation sentences, spelling word lists, extended writing prompts, graphic organizer, and scoring sheets.	
2	Tell the student:	“Today we’re going to find out about the ways that you write best. First you’re going to do some handwriting and keyboarding tasks, then some spelling and writing tasks.”
3	Be prepared to note the following: Pencil grip, posture, attitude, frustration, refusals, anxiety, persistence, self-monitoring strategies, background knowledge and overall engagement.	
4	<p>Timed Alphabet Writing:</p> <p>The timed alphabet writing task is recognized as a valid measure of orthographic-motor integration.</p> <p>Instruct the student to use lower case letters to write the alphabet. The student is encouraged to <u>not</u> spend time erasing (you may want to use a pencil without an eraser), and instead, cross out errors and keep writing.</p> <p>Start timing the task once the student begins to write the first letter. Tell the student to stop at the 1-minute mark. In cases where the student completes the task in less than one minute, the student is instructed to write the alphabet again until you’ve reached one minute.</p>	<p>Write the letters of the alphabet in the correct order until I say “stop”. Use lower case letters. If you get to the end of the alphabet, just start again until I say “stop”.</p> <p>“If you make a mistake, just cross it out and keep going.”</p>

	Examiner	To Student
	<p>Count the number of discernible, correctly sequenced letters produced in one minute. For example, in the sequence 'abcdfeghi' , the 'e' would not count. In the sequence 'adcbefgh', the 'd' and 'b' would not count. No penalty for missing letters. Record the number of letters written in one minute.</p>	
<p>5</p>	<p>Best Sentence copying:</p> <p>Select the sentence to be copied based on the student's grade level (Appendix). For an older student with moderate cognitive impairments, you may want to select the sentence based on reading level.</p> <p>The student is instructed to copy the sentence using his or her best handwriting.</p> <p>The student is encouraged to not spend time erasing (you may want to use a pencil without an eraser), and instead, cross out errors and keep writing.</p> <p>Start timing when the student begins to handwrite. Stop timing at the 1-minute mark and note the last letter in the word that was written. If you want to see the fully copied sentence, you can allow the student to finish the task, but do not count those letters. In cases where the student completes the copying task in less than 1-minute, the student is instructed to begin the task again.</p> <p>Scoring:</p> <p>Count all discernible letters even if poorly formed for the one-minute interval. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters written in one minute.</p>	<p>"Keep writing this sentence using your best handwriting until I say "stop". If you get to the end of the sentence, then write the sentence again until I say 'stop'. "</p> <p>"If you make a mistake, just cross it out and keep going."</p> <p>"Stop writing now."</p>
<p>6</p>	<p>Dictation Sentence Writing:</p> <p>Select a dictation sentence that would be typical for the grade-level of the student (Appendix). The sentence should not be too difficult for the student, but should also include some words that provide a reasonable spelling challenge.</p>	<p>"Now I want you to write a sentence that I will read to you. Do your best to write each word in the sentence.</p> <p>"If you make a mistake, just cross it out and keep going."</p>
	<p>Read the dictation sentences to the student. Then speak each word of the sentence carefully one word at a time, keeping pace with the student's handwriting. When he or she has completed a word, supply the next word in the sentence.</p>	<p>"First listen to the full sentence." [Read the dictation sentence]</p>

	Examiner	To Student
6	<p>Do not provide a visual model of the sentence. Do not stretch or over articulate words such that the word is phonetically disassembled.</p> <p>The student is encouraged <u>not</u> to spend time erasing (you may want to use a pencil without an eraser), and instead, cross out errors and keeps writing.</p> <p>Start timing once the student begins to write the first letter of the first word. Stop timing at the 1-minute mark and note the last letter in the word that was written. If you want to see the complete dictation sentence, you can allow the student to finish the task, but do not count these letters. In cases where the student completes the dictation task in less than 1-minute, repeat the sentence until you've reached one minute.</p> <p>Scoring</p> <p>Count all discernible letters even if poorly formed that were written in the one-minute interval. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters written in one minute.</p>	<p>“Now you can write each word I say in the sentence.” [Say the first word in the dictation sentence]</p>
7	<p>Fast Sentence Copying:</p> <p>Select a different sentence to be copied at the student's grade level (Appendix). For older students with moderate cognitive impairments, you may want to select the sentence based on reading level.</p> <p>Instruct the student to write the sentence as quickly as possible without making mistakes.</p> <p>Start timing when the student begins to handwrite. Stop timing at the 1-minute mark and note the last letter in the word that was written. If you want to see the fully copied sentence, you can allow the student to finish the task, but do not count these letters. In cases where the student completes the dictation task in less than 1-minute, the student is instructed to copy the sentence again until you've reached one minute.</p>	<p>“Write this sentence as quickly as you can without making mistakes, but make sure I can read each word. If you finish the sentence, just start again, until I say ‘stop’.”</p> <p>“If you make a mistake, just cross it out and keep going.”</p> <p>“Stop writing now.”</p>

Examiner		To Student
7	<p>Scoring:</p> <p>Count all discernible letters even if poorly formed that were written in one minute. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters written in one minute.</p>	
8	<p>Composed Text:</p> <p>Casually engage the student in a conversation that is of interest to the student. After 1 to 2 minutes, ask the student to write about what was discussed.</p> <p>Do not visually or verbally model sentences for the student. Encourage the student to write as many sentences as he or she can.</p> <p>Start timing when the student begins to handwrite. Note the last letter in the word that was written at one-minute intervals until the student has completed the task.</p> <p>Scoring:</p> <p>Count all discernible letters even if poorly formed. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters written for each one full minute interval.</p>	<p>“Write some sentences about what we just talked about.”</p> <p>“What else can you write about?”</p>
9	<p>Likert Scale</p> <p>Use the Likert graphic to ask the student how he/she likes to write by hand. Be sure the student is not responding to the content of each task, but to the use of handwriting.</p>	<p>“Tell me how you feel about handwriting?”</p>

Using Keyboarding

	Examiner	To Student
1	<p>Using the keyboard that is most often used by the student in the classroom (e.g., computer keyboard, portable word processor, tablet).</p> <p>Open a word processing document. Save the file with the student's name and date. (keyboard_smith_9_16_14)</p>	
2	<p>Tell the student:</p>	<p>"Now we're going to find out about the ways that you use a keyboard best."</p>
3	<p>Be prepared to note the following: Style of keyboarding (use of one or two hands, fingering, use of vision), comfort level with computer functions, attitude, frustration, refusals, anxiety, persistence, self-monitoring strategies, and overall engagement.</p>	
4	<p>Timed Alphabet Writing:</p> <p>Instruct the student to type the alphabet in the correct order.</p> <p>Start timing the task once the student begins to type the first letter. Tell the student to stop at the one-minute mark. In cases where the student completes the task in less than one minute, the student is instructed to write the alphabet again until you've reached one minute.</p> <p>Scoring:</p> <p>Count the number of correctly sequenced letters. No penalty for missing letters. For example, in the sequence 'abcdefghi', the 'e' would not count. In the sequence 'adcbefgh', the 'd' and 'b' would not count. Record the number of letters typed in one minute. Save the file.</p>	<p>"Type the letters of the alphabet in the correct order until I say "stop". Use lower case letters. If you get to the end of the alphabet, just start again until I say "stop".</p> <p>"Stop writing now."</p>
5	<p>Best Sentence Copying:</p> <p>Use the sentence that was used for "best copying" when handwriting.</p> <p>Start timing when the student begins to type. Stop timing at the 1-minute mark and note the last letter in the word that was typed. You can allow the student to finish the sentence, but do not count those letters. In cases where the student completes the task in less than one minute, the student is instructed to type the alphabet again until you've reached one minute.</p>	<p>"Keep typing this sentence using your best keyboarding until I say "stop". If you get to the end of the sentence, then type the sentence again until I say 'stop'."</p>

Examiner		To Student
5	<p>Scoring:</p> <p>Count all letters typed. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters typed in one minute.</p> <p>Save the file.</p>	<p>“Stop typing now.”</p>
6	<p>Dictation Sentence Writing:</p> <p>Use the same dictation sentence that was used when handwriting. The sentence should not be too difficult for the student, but should also include some words that provide a reasonable spelling challenge.</p> <p>When using a word processor, turn off auto correct and the spell checker, or instruct the student not to use the spell checker.</p> <p>Read the dictation sentence to the student. Then speak each word of the sentence carefully one word at a time, keeping pace with the student’s typing. When he or she has completed a word, supply the next word in the sentence.</p> <p>Do not provide a visual model of the sentence. Do not stretch or over articulate words such that the word is phonetically disassembled.</p> <p>Start timing once the student begins to type the first letter of the first word. Stop timing at the one-minute mark and note the last letter in the word that was written. You can allow the student to finish the sentence, but do not count these letters. In cases where the student completes the dictation task in less than one-minute, repeat the sentence until you’ve reached one minute.</p> <p>Scoring:</p> <p>Count all the letters typed in one minute. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters typed in one minute.</p> <p>Save the file</p>	<p>“Now I want you to write a sentence that I will read to you. Do your best to write each word in the sentence.</p> <p>Do not use the spell checker.”</p> <p>First listen to the full sentence. [Read the dictation sentence]</p> <p>“Now you can type each word I say in the sentence.” [Say the first word in the dictation sentence]</p>
7	<p>Fast Sentence Copying:</p> <p>Use the sentence that was used for “fast copying” when handwriting.</p> <p>Instruct the student to type the sentence as quickly as possible without making mistakes.</p>	<p>Type this sentence again as quickly as you can without making mistakes. If you finish the sentence, just start again, until I say ‘stop’.”</p> <p>“Stop typing now.”</p>

	Examiner	To Student
7	<p>Start timing when the student begins to type the first letter. Stop timing at the one-minute mark and note the last letter in the word that was typed. You can allow the student to finish the task, but do not count these letters. In cases where the student completes the fast copying task in less than one-minute, the student is instructed to copy the sentence again until you've reached one minute.</p> <p>Scoring:</p> <p>Record the number of letters typed in one minute. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters.</p> <p>Save the file.</p>	
8	<p>Composed Text:</p> <p>Casually engage the student in a new conversation that is of interest to the student. After 1 to 2 minutes, ask the student to write some sentences about what was discussed.</p> <p>Do not visually or verbally model sentences for the student.</p> <p>Start timing when the student begins to type the first letter. Encourage the student to write as many sentences as he or she can.</p> <p>Note the last letter in the word that was written at each one-minute interval.</p> <p>Scoring:</p> <p>Count all letters typed within each one-minute interval. Do not count spaces or punctuation marks, nor penalize the student for omitted or incorrect letters. Record the number of letters typed for each one full minute interval.</p> <p>Save the file.</p>	<p>“Write some sentences about what we just talked about.”</p> <p>“What else can you write about?”</p>
9	<p>Use the Likert graphic to ask the student how he/she likes to write using a keyboard. Be sure the student is not responding to the content of each task, but to the use of a keyboard.</p>	<p>“Tell me how you feel about writing using a keyboard.”</p>

Using the Spelling Word List

<p>1</p>	<p>This is an untimed task.</p> <p>Open a new word processing document. Turn off spell check and autocorrect in the word processing program, or instruct the student to not use right click, nor spell check. Save the file with the student's name and date. (spelling_jones_9_16_14).</p> <p>Using a keyboard and word processing program allows you to gauge the number of words that can be detected by a spell checker once the student has completed the task. If the student is unfamiliar with the keyboard, the student can handwrite the spelling words.</p> <p>Hold the list of spelling words in a way that the student cannot see the words. Use the words at the grade appropriate level.</p>	
<p>2</p>	<p>Tell the student:</p>	<p>"Now you will type some spelling words." I'll say each word out loud for you to type."</p>
<p>3</p>	<p>Say the targeted spelling word clearly. Then use the word in the context of a sentence. Then say the word again.</p> <p>Save the file.</p> <p>Scoring: After completing the DeCoste Writing Protocol, analyze the spelling errors using the charts in Figure X.</p> <p>Then copy and paste the student's spelling into a new word processing file. Calculate the percentage of correctly spelled words. You can also determine the percentage of words that could be spell checked using "right click".</p>	<p>[Example: "Their. It was their first trip on an airplane. Their."]</p>
<p>4</p>	<p>Use the Likert graphic to ask the student how he or she feels about spelling.</p>	<p>"Tell me how you feel about spelling."</p>

Using the Extended Writing Task

<p>1</p>	<p>Use the student's mode of writing that is most fluent based on the overall WPM speed obtained in step 1 (handwriting) and step 2 (keyboarding). All things being relatively equal, let the student choose between handwriting or keyboarding.</p> <p>Open a new word processing file. Be sure auto correct is turned off. Save the file with the student's name and date. (writing_jones_9_16_14)</p> <p>Select the appropriate type of writing and writing prompt at the elementary or secondary level (Appendix).</p>	
<p>2</p>	<p>Extended Writing Task:</p> <p>Tell the student the writing topic and engage the student in some discussion on the topic.</p> <p>It is important that the student has a sufficient number of ideas to write an extended period. Do not tell the student what to write, but encourage him or her to generate ideas.</p> <p>The student is given about one minute to plan what he or she will write.</p> <p>For students in grades 3 or above, provide them with the graphic organizer to plan his or her writing. (Appendix) Have the student write the title topic in the center. Then the student can begin planning</p> <p>For students in grades 2 or under, students who are reluctant writers or reading below 2nd grade, you can use questions to prompt ideas. You can help the student as needed to transcribe his or her ideas onto the graphic organizer or draw a picture on the graphic organizer to represent the student's idea.</p> <p>Start the timer once the student begins to write the first letter of his or her first word.</p> <p>Prompt the student to keep writing.</p>	<p>"Now you will write on a topic for about 10 minutes. After you finish writing, I'll have you read what you wrote."</p> <p>Your topic is _____. Let's talk about this topic first. What are some of your ideas about this topic?"</p> <p>"What else do you know about this topic?"</p> <p>"Before you start to write, you will have 1 minute to plan what you want to write. Let's write the title here [on the graphic organizer]. Now you can begin planning what you will write."</p> <p>"You can start writing now."</p> <p>"Write more about your topic." "What else can you add?"</p>

Using the Extended Writing Task

	<p>Make a note of the word that was written at the end of each 1-minute interval. You can allow the student to finish his or her sentence, but do not count the words completed beyond 10 minutes.</p> <p>Once the student stops writing for one full minute, end the writing task and have the student read his or her writing.</p> <p>If the student is still writing after nine minutes, give the student one more minute to finish his or her writing</p> <p>Save the file.</p> <p>Have the student read aloud what he or she wrote. The examiner matches the students reading to written words that are unclear in order to appropriately score the writing and spelling.</p> <p>Scoring: To score WPM speeds, count and record the number of words for each one-minute interval, including misspelled words, crossed out words, and partial words. After completing the DeCoste Writing Protocol, count the total number of words written and divide by the number of one-minute intervals to get a mean WPM score.</p> <p>Use the 6 + 1 Writing Traits rubric specified in Appendix to gauge the quality of the students writing abilities. This data combined with data from classroom writing tasks is intended to help identify instructional writing needs.</p> <p>Optionally, you can also examine spelling in the context of generative writing. You can calculate the percentage of misspelled words. You can also analyze linguistic knowledge based on misspellings.</p>	<p>“You have about 1 more minute to finish your writing.”</p> <p>After an additional minute, say, “You can stop writing now.”</p> <p>“Now I’d like you to read what you wrote out loud.”</p>
<p>3</p>	<p>Use the Likert graphic to ask the student how he or she feels about writing. Be sure the student is reflecting on writing to express ideas, and not on the topic alone.</p>	<p>“Tell me how you feel about writing.”</p>

Using Optional Writing Conditions

You may want to consider writing under different conditions or using different writing modalities. Instructions will vary depending upon the modality or conditions you are exploring. Minimally, you will want to use the Best Copying task and the Composing Text task. Under some conditions (i.e., the text-to-speech and the word prediction task), the Alphabet Writing task is not useful. You can use the Likert scale to ask students how they felt about different methods of writing.

On-Screen Keyboarding

Set up for on-screen keyboarding using a computer or tablet.

Use a variation of the keyboarding instructions, but alter the introductory instructions:

"Now we're going to find out about how you use on-screen keyboarding."

Text-to-Speech with Word Processing

Open the text-to-speech application and check the settings to set basic parameters, or those settings familiar to the student.

Note these settings on your form you use to record results.

Use a variation of the keyboarding instructions, but alter the introductory instructions to:

"Now we're going to find out whether having the text read aloud as you write is useful to you."

Speech to Text

Open the appropriate software, and check the settings to set basic parameters, or those settings familiar to the student. Note these settings on your form you use to record results.

Use a variation of the keyboarding instructions. (Skip the Alphabet Writing Task.) Alter the introductory instructions to: **"Now we're going to find out about the ways that you use your voice to write."**

Word Prediction

Open the appropriate software, and check the settings to set basic parameters, or those settings familiar to the student. Note these settings on your form you use to record results.

Use a variation of the keyboarding instructions. (Skip the Alphabet Writing Task.) Alter the introductory instructions:

"Now we're going to find out about the ways that you use word prediction to help you write."

Overall Response to Writing Modalities

1	Ask the student to state which overall method(s) he or she preferred.	What works best for you when you are writing?" [Handwriting, Keyboarding, other modalities]
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Calculating Words Per Minute

Dividing the number of characters by 5 to reach a WPM score is a common formula (Dunn & Reay, 1989; Pisha, 1993; Rogers & Case-Smith, 2002), as the mean written word length in general news publications is five letters.

Writing Protocol Background Information

Student:	Date:
School:	Person completing form:
Identified disabilities:	Reading proficiency level:

	YES	NO
Does the student routinely demonstrate difficulty with written work?		
Is handwriting legible to an unfamiliar reader?		
Is handwritten work completed in the same time frame as peers?		
Has the student received formal keyboarding instruction?		
Is the student able to type using a keyboard similar to that of peers?		
Is the student's spelling ability similar to that of peers?		
Is the student able to compose well-formed sentences independently similar to that of his peers?		
Is the student performing at the grade level on writing standards		

<p>What is the student's primary means of written communication?</p> <p><input type="checkbox"/> Manuscript <input type="checkbox"/> Cursive <input type="checkbox"/> Keyboarding <input type="checkbox"/> Other:</p>
<p>Check the type of written assignments that the student is able to complete successfully.</p> <p><input type="checkbox"/> Worksheets <input type="checkbox"/> Short answers <input type="checkbox"/> Multiple paragraphs <input type="checkbox"/> Note taking <input type="checkbox"/> Narrative <input type="checkbox"/> Informative <input type="checkbox"/> Opinion/argument</p>
<p>Does the student receive related services? If so, describe:</p>
<p>Check the type of tools/ accommodations the student uses on a regular basis:</p> <p><input type="checkbox"/> Word processor <input type="checkbox"/> Spell check <input type="checkbox"/> Word prediction <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Speech-to-text <input type="checkbox"/> Extra time <input type="checkbox"/> Scribe <input type="checkbox"/> Other:</p>
<p>Check issues that affect performance on writing tasks?</p> <p><input type="checkbox"/> motivation <input type="checkbox"/> perseverance <input type="checkbox"/> attention <input type="checkbox"/> non-compliance <input type="checkbox"/> other:</p>

Writing Protocol Data Form

Student Name:	D.O.B.
School:	Grade:
Evaluator:	Date of Assessment

1. Handwriting Assessment

LPM

WPM

	LPM	WPM	Notes/Observations:
Alphabet			
Best Sentence Copy			
Dictated Sentence			
Fast Sentence Copy			
Composed Text			
Handwriting Likert Rating:	1 2 3 4		

2. Keyboarding Assessment

LPM

WPM

	LPM	WPM	Notes/Observations:
Alphabet			
Best Sentence Copy			
Dictated Sentence			
Fast Sentence Copy			
Composed Text			
Keyboarding Likert Rating:	1 2 3 4		

Writing Protocol Data Form

3. Spelling World List

Linguistic Analysis of Spelling Errors	Number of misspellings that may reflect a deficit within each of these five areas	Notes/Observations:
• Phonological Awareness		
• Orthographic Knowledge		
• Vocabulary Knowledge		
• Morphological Knowledge		
• Mental Graphemic Representation		
Total number of words on the spelling list		
Number of misspelled words that could be corrected using spell check		
Spelling Likert Rating: 1 2 3 4		

4.a. Extended Writing

	Number of Words Per 1-Minute Interval	Number of Misspelled Words	Misspelled Words	Linguistic Analysis
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
	Total # of words: Average WPM:	Total # of misspellings:		

Writing Protocol Data Form

Speech-to-Text	LPM	WPM	Notes/Observations:	
Fast Sentence Copy				
Composed Text				
Likert Rating:	1	2		3

Summary:

Recommendations:

Likert Graphic



Sentences for Best and Fast Sentence Copying Tasks

Sentences for Copying Tasks	Grade Levels
The quick brown fox jumps over the lazy dog. (33 letters)	1-3
The five boxing wizards jump quickly. (31 letters)	2-4
Six big juicy steaks sizzled in a pan as five workmen left the quarry. (56 letters)	3-5
A mad boxer shot a quick, gloved jab to the jaw of his dizzy opponent. (54 letters)	5-8
The public was amazed to view the quickness and dexterity of the juggler. (60 letters)	6-8
While making deep excavations we found some quaint bronze jewelry. (56 letters)	8-12
No kidding, Lorenzo called off his trip to visit Mexico City just because they told him the conquistadores were extinct. (99 letters)	10-11

Pangrams Source: <http://www.rinkworks.com/words/pangrams.shtml>

Copying Sentences: Cut into strips

The quick brown fox jumps over the lazy dog.

The five boxing wizards jump quickly.

Six big juicy steaks sizzled in a pan as five workmen left the quarry.

A mad boxer shot a quick, gloved jab to the jaw of his dizzy opponent.

The public was amazed to view the quickness and dexterity of the juggler.

Copying Sentences: Cut into strips

While making deep excavations we found some quaint bronze jewelry.

No kidding, Lorenzo called off his trip to visit Mexico City just because they told him the conquistadores were extinct.

SENTENCES TO BE DICTATED

Grades K-2 Dictation Sentences

<u>Words</u>	<u>Pre</u>	<u>Grade 1</u>	<u>Grade 2</u>
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1. My dog is black and white. (6 words -- Pre: 3, G1: 3)
2. She is my best friend. (5 words -- Pre: 2, G1: 3)
3. I ran all the way up the hill. (8 words -- Pre: 4, G1: 4)
4. All that running made me tired. (6 words -- Pre: 1, G1: 4; G2: 1)
5. She went to buy new shoes at the store. (9 words -- Pre: 3, G1: 6)
6. Her old shoes are too small. (6 words -- G1: 5, G2: 1)
7. The boy got up late this morning. (7 words -- Pre: 3, G1: 3, G2: 1)
8. He was almost late for school. (6 words -- Pre: 2, G1: 2, G2: 2)
9. I have the best teacher in the school. (8 words -- Pre: 5, G1: 2, G2: 1)
10. We read and write every day. (6 words -- Pre: 2, G1: 3, G2: 1)

Grades 3-5 Dictation Sentences

<u>Words</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
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1. The talented acrobats amazed the crowd with their exciting and dangerous leaps and flips through flaming hoops. (17 words – G3: 4, G4: 3, G5: 2)
2. Observers were astonished when the magician appeared to make a volunteer from the audience vanish into thin air. (19 words – G3: 3, G4: 2, G5: 3)
3. The English soldiers could not avoid defeat and capture once they ran out of ammunition following a heated battle. (19 words – G3: 2, G4: 4, G5: 2)
4. The tourists flung their coins into the ancient fountain hoping their dreams of travel and adventure might come true. (20 words – G3: 3, G4: 2, G5: 3)
5. The early astronauts are considered to be the first pioneers to explore the mysterious spaces beyond the atmosphere of Earth. (20 words – G3: 2, G4: 4, G5: 2)

Grades 6-8 Dictation Sentences

<u>Words</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
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1. Her enthusiastic attitude and professional appearance made the job applicant an attractive candidate for the job. (16 words – G6: 4, G7: 1, G8: 1)
2. It was the distinct misfortune of high seas travelers to stumble across the path of the notorious and violent pirate, Captain Cook. (22 words – G6: 2, G7: 1, G8: 1)
3. The exploration and protection of the artifacts left behind by primitive civilizations is an interesting and admirable profession. (18 words – G6: 4, G7: 1, G8: 1)
4. My favorite actress recently received recognition for her outstanding performance as a loving and resourceful single mother. (17 words – G6: 3, G7: 1, G8: 1)
5. The surgeon gazed with amazement at the bravery and determination his patient displayed while learning to walk using his new artificial leg. (22 words – G6: 4, G7: 1, G8: 1)

Grade 9-12 Dictation Sentences

<u>Words</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u> //////////	<u>Grade 12</u> ■ ■ ■
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1. All Olympic gymnasts must incorporate a number of compulsory moves in their gymnastic routines. (14 words; 2 derivational, 1 Grade 9, 1 Grade 10)
2. Air pollution and global warming are only two of the possible consequences of our dependence on fossil fuels. (18 words; 2 derivational, 1 Grade 10)
3. The composition of the rock layer includes mineral and organic sediments that predate the time of the dinosaurs. (18 words; 2 derivational, 2 Grade 10)
4. Teens with an addiction to video gaming become so immersed in their games that have very little social interaction with friends and family. (23 words; 2 Grade 11 that are also derivational)
5. The usual drugs and treatments were mostly ineffectual against the highly infectious disease sweeping across the country. (17 words; 2 Grade 12 words that are also derivational)

Spelling Word List

Mentioned on Page 175

Primary Grade (K-2) Spelling Words	Upper Elementary (3-5) Spelling Words	Middle and High School Spelling Words
hen	fruit	trounce
jog	place	enough
was	city	distinct
thing	knife	whistling
choke	flavor	appealing
raid	bottle	statue
call	grudge	misheard
where	caught	spectator
truck	their	criticize
switch	climbed	changeable
bushes	calves	reinforcement
shopping	squinting	indefinite
cries	voyage	edition
biked	measure	chlorinated
said	misspell	irreversible
	guilty	predetermination
	friendliest	permissibility
	magician	disciplinary
	majority	commercialism
	continuous	expeditious

See the section on “Error Analysis Using Spelling Word Lists” to understand a student’s current linguistic knowledge as reflected by spelling abilities using the above word lists. Page 86 (that’s where they can find Error Analysis Using Spelling Word Lists)

Topics for the Extended Writing Task

Elementary		
Type of Writing:	Topic Titles	Prompt
Narrative	My life at home	Tell about an important event that happened to you at home.
	My life at school	Tell about an important event that happened to you at school.
	My community	Tell about an important event that happened to you out in your community.
Opinion	Should kids have chores?	Provide facts and reasons to support your opinion on this topic
	Should kids have homework?	Provide facts and reasons to support your opinion on this topic
	Should kids have recess everyday at school?	Provide facts and reasons to support your opinion on this topic
Informative	All about sports or hobbies	Describe a sport or hobby that you know a great deal about. Provide facts, definitions, and details that would help someone new to this sport or hobby learn more about it.
	All about animals	Describe an animal that you know a great deal about. Provide facts, definitions, and details that would help someone who is not an expert with the animal learn more about it.
	All about a special place	Describe a place or location that you know a great deal about. Provide facts, definitions, and details that would help someone who has never visited this location learn more about it.

Middle and High School Grades

Type of writing:	Topic Titles	Prompt
Narrative	A perfect day	Describe your perfect day. Include well-chosen details that help describe the events of the day and why it was so perfect.
	My worst day	Describe your worst day. Include well-chosen details that help describe the events of the day and why it was so awful.
	A day in the life	Describe a day in the life of your pet (or someone else's). Include well-chosen details that help describe the events of the day from the animals' perspective.
Argument	Dress codes	Do you believe that schools should have a dress code? Why or why not? Provide facts and reasons to support your stand on this.
	Snacks at school	Do you believe that schools should sell sodas and sugary snacks at lunch or after school? Why or why not? Provide facts and reasons to support your stand on this.
	Mobile phones at school	Should students be able to use mobile phones in school? Why or why not? Provide facts and reasons that support your stand on this.
Informative	School activities	A new student has come to your school. Describe the types of extra-curricular activities that they can get involved in. Provide facts and details that would help them choose some clubs or groups to join.
	A pet for the family	Your family wants to get a pet. Describe some options for pets that they might want to consider. Provide facts and details that will help them choose one.
	My town	Your hometown is being featured in a magazine. Describe your town to the magazine editors. Provide facts and details that will allow them to learn about your town before they come to visit it.

Elementary Extended Writing Prompts: Cut in strips

N

My life at home

Tell about an important event that happened to you at home.

N

My life at school

Tell about an important event that happened to you at school.

N

My community

Tell about an important event that happened to you out in your community.

O

Elementary Extended Writing Prompts: Cut in strips

Should kids have chores?

Provide facts and reasons to support your opinion on this topic.

O

Should kids have homework?

Provide facts and reasons to support your opinion on this topic.

O

Should kids have recess everyday at school?

Provide facts and reasons to support your opinion on this topic.

I

All about sports or hobbies

Describe a sport or hobby that you know a great deal about. Provide facts, definitions, and details that would help someone new to this sport or hobby learn more about it.

I

Elementary Extended Writing Prompts: Cut in strips

I

All about animals

Describe an animal that you know a great deal about. Provide facts, definitions, and details that would help someone who is not an expert with the animal learn more about it.

I

All about a special place

Describe a place or location that you know a great deal about. Provide facts, definitions, and details that would help someone who has never visited this location learn more about it.

I

Secondary Extended Writing Prompts: Cut in strips

N

A perfect day

Describe your perfect day. Include well-chosen details that help describe the events of the day and why it was so perfect.

N

My worst day

Describe your worst day. Include well-chosen details that help describe the events of the day and why it was so awful.

N

A day in the life

Describe a day in the life of your pet (or someone else's). Include well-chosen details that help describe the events of the day from the animals' perspective.

A

Secondary Extended Writing Prompts: Cut in strips

N

Dress codes

Do you believe that schools should have a dress code? Why or why not? Provide facts and reasons to support your stand on this.

A

Snacks at school

Do you believe that schools should sell sodas and sugary snacks at lunch or after school? Why or why not? Provide facts and reasons to support your stand on this.

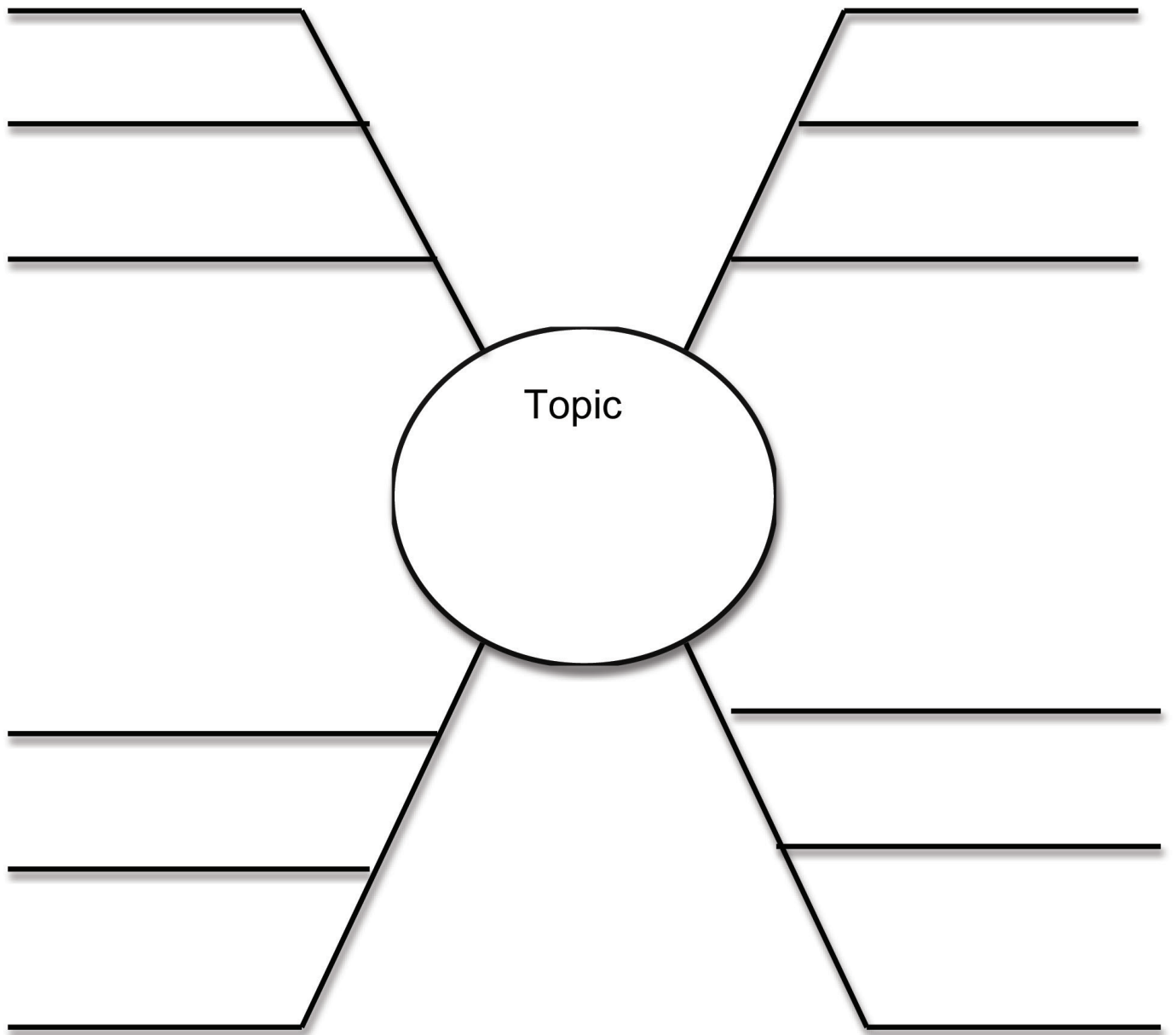
A

Mobile phones at school

Should students be able to use mobile phones in school? Why or why not? Provide facts and reasons that support your stand on this.

I

Extended Writing Graphic Organizer



6 + 1 Writing Traits Rubric

The latest edition of the 6 + 1 Traits Rubric for grades can be downloaded from the Education Northwest website at:

<http://educationnorthwest.org/traits/traits-rubrics>

You may need to register first for this free resource.

Download the rubric for:

- Grades 3-12
- Grades K-2

For scoring information and practice using the writing traits rubric, and to view scored examples at selected grade levels, refer to the Education Northwest website at:

<http://educationnorthwest.org/traits/61-trait-writing-scoring-practice>

For information on how the Common Core State Standards intersect with 6 + 1 Writing Traits, refer to:

<http://educationnorthwest.org/traits/traits-and-common-core>

Download the Common Core State Standards for English Language Arts

The Common Core State Standards for English language arts are available at <http://www.corestandards.org/ELA-Literacy/>

It is recommended that you be familiar with:

- The 10 Writing Standards
- Language Standards 1 to 3

Download The Writing Traits Rubric: Grades 3-12

The latest edition of the 6 + 1 Traits rubric for grades 3-12 can be downloaded from the Education Northwest website at <http://educationnorthwest.org//traits/scoring>

Download The Writing Traits Rubric: Grades K-2

The latest edition of the 5-Point Beginning Writer's Rubric for K-2, which can be found at <http://educationnorthwest.org/resource/464>

For scoring information and practice using the writing traits rubric, and to view scored examples at selected grade levels, refer to the Education Northwest website at <http://educationnorthwest.org//traits/scoring>

For information on how the Common Core State Standards intersect with 6 + 1 Writing Traits, refer to <http://educationnorthwest.org/traits/ccss>