



المجلس الأعلى للتعليم  
SUPREME EDUCATION COUNCIL

# Writing Strategies

Teaching  
Writing

English Department  
Curriculum Standards Office

# By the end of the workshop:

- \* Teachers will be able to:
- \* Develop an understanding about the importance of writing
- \* Build a deeper connection between reading and writing
- \* Identify four multiple strategies in developing writing skills
- \* Practice these strategies through the use of the resources

How will you gain learning ?



# Your readiness to learn:



# Your readiness to learn:

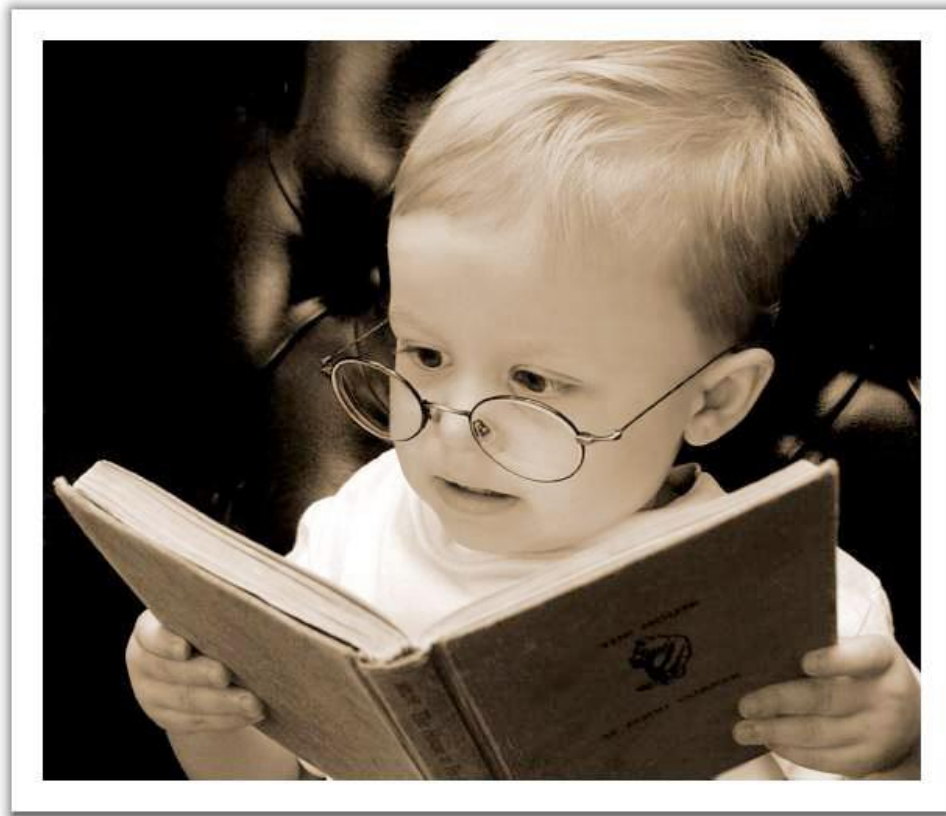




Your readiness to learn:



# Your readiness to learn:







# Icebreaker

Ask the group to sit in a circle. Someone introduces themselves and saying one thing they enjoy for example, 'Hello! My name is Rouba and I love to teach writing skills". The person sitting next to the first speaker introduces herself and say something else they like or enjoy doing in writing. She then introduces herself for example, 'Hello! My name is Fatima and I think teaching writing can be hard, this is Nicola and she loves to teach writing skills'. The game continues until each person is introduced.

# Why do we teach writing?

Writing is a fundamental part of engaging in professional, social, community, and civic activities.

Help students to communicate thoughts and ideas to others

Encourage them to engage with the text to deepen their understanding of the content

Draw connections to prior learning experiences

# How do students learn to write?

## Students learn to write by writing.

- \* Experiment
- \* Discovery
- \* Trial and error
- \* Regular opportunity to write in all the subjects
- \* Good writing models
- \* Consistent approach to the writing process( all subject areas)
- \* Constructive and formative feedback



# How is writing skill depicted in the standards?

\*

## **Develop writing strategies**

These standards cover basic skills of handwriting, explicit learning and application of phonic and spelling knowledge .....

Application of phonic and spelling knowledge

## **Compose written texts:**

Those standards of writing composition reflect those

for reading comprehension.

# In which grade are these aspects represented?



**Prewrite**

Plan your writing.



**Write**

Write your first draft.



**Revise**

Change your writing to make it better.



**Edit**

Check your writing.



**Publish**

Share your writing.



# Grade 6 standards

- \* **8.8** Plan, draft, edit their own writing and format it in a presentable style:
  - \* • **planning;**
  - \* Possible strategies: brainstorming and making key word lists in class or groups;
  - \* using flowcharts, diagrams and sketches, concept maps, lists and headings; using
  - \* writing frames provided by teacher and based on known text structures from
  - \* reading.
  - \* • **drafting;**
  - \* On paper or screen to produce a first text – individually or collaboratively.
  - \* • **editing;**
  - \* Students work on own texts individually and on anonymised texts created by the
  - \* teacher (as OHTs or enlarged photocopies to share with class or group). They show
  - \* changes by marking the text.
  - \* • **final drafting.**
  - \* Students use word-processing skills to transcribe, organise, spell-check, edit and
  - \* present a final draft.



# Interrelation of spelling strategies with writing

9.1 Independently apply **a range of spelling strategies** from Grades 1–4:

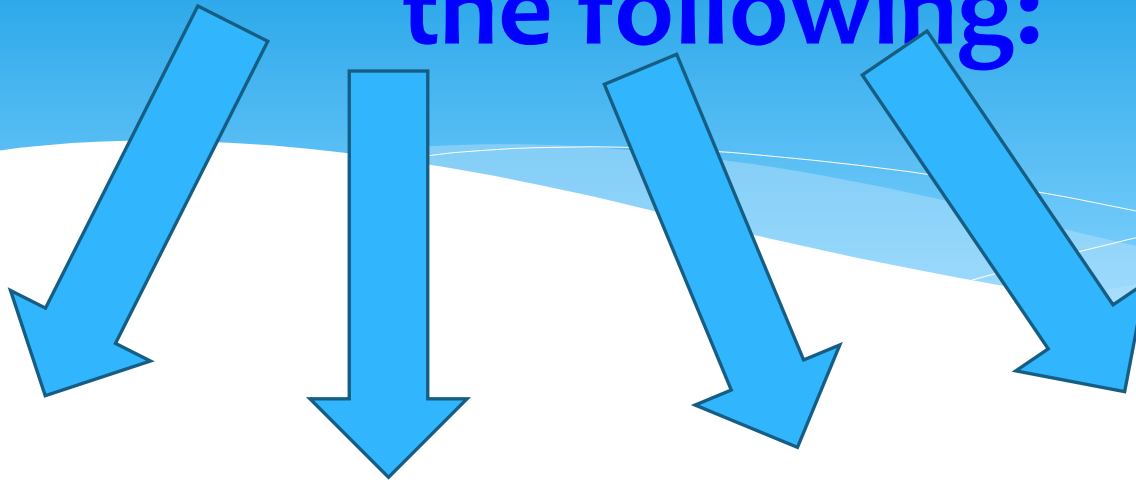
- \* • phonic segmentation of single-syllable words;
- \* • applying known spelling patterns and conventions;
- \* • using visual skills –recognising common letter strings and checking critical features (Does it look the right shape, length?);
- \* • breaking common multi-syllabic words into parts and applying phonic spelling to syllables.





**How do you build the skill of  
writing?**

# The strategies to focus on will be the following:

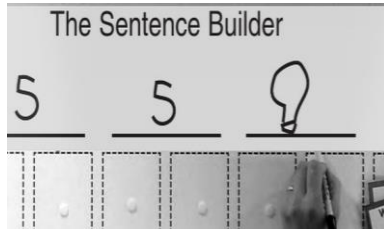


Spelling strategy

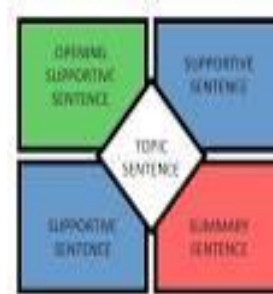
DTP



Sentence Builder  
Topic sentence



4 square writing



Photostory 3



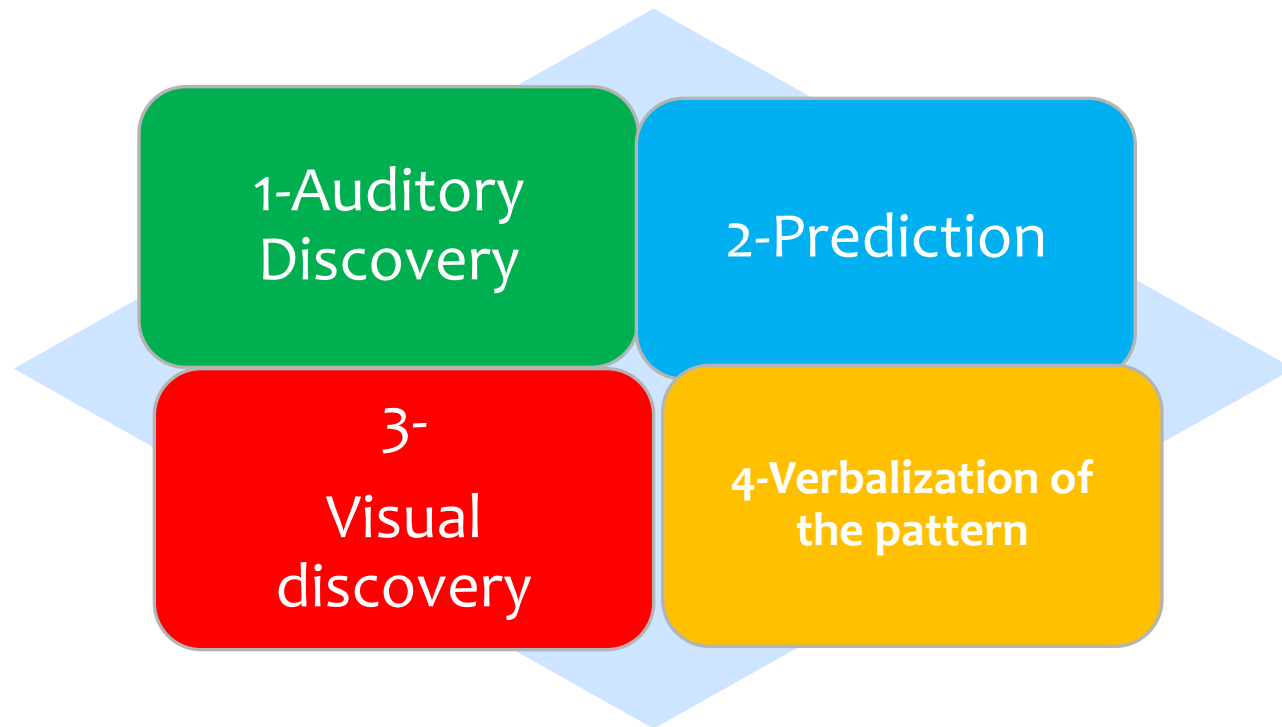
# Group Work: Discovery Teaching Procedures( DTP)

- \* You will be given a handout related to the names of four stages linked to **DTP**.
- \* Take five minutes to read the four stages of DTP to **match** them with their definitions.





# Here are the stages!

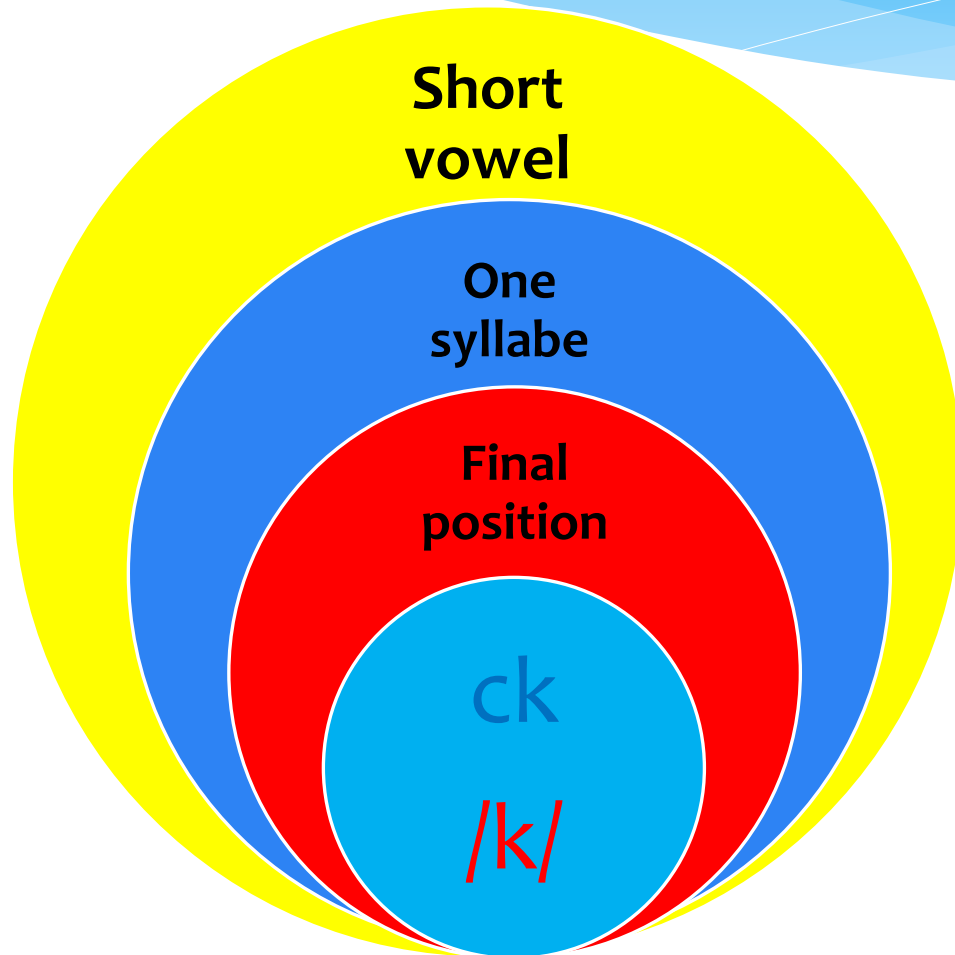


# Let's practice! Role Play

**One teacher from the audience will be asked to role play with the presenter the scenario that is linked to DTP. Listen carefully to the dialogue and take notes.**



Verbalization of rule: Final /k/ after a short vowel in a one syllable word is spelled ck.



# Be ready to address your questions!!!!

**Some questions to help students be aware of the checkpoints they need to consider for instance:**

What sounds do you hear? Where do you hear it? In what position(s)? How might this sound be spelled?

Is there anything else that's similar about these words?

Number of syllables? Vowel type?



# Pair Activity

- \* You will be given a dialogue done between a teacher and a student to practice a list of words which are related to different major spelling rules:
- \* 1- The Floss Rule( tell, doll, pass, mess, hill, puff)
- \* 2- The Rabbit Rule( tennis- muffin- pollen)
- \* **3- The Doubling Rule**
- \* **4- The Dropping Rule**
- \* **5- The Changing Rule**
- \* In pairs, practice the dialogue playing the role of a **teacher(A)** addressing her questions to the **student (B)** to deduce the rules highlighted in red.



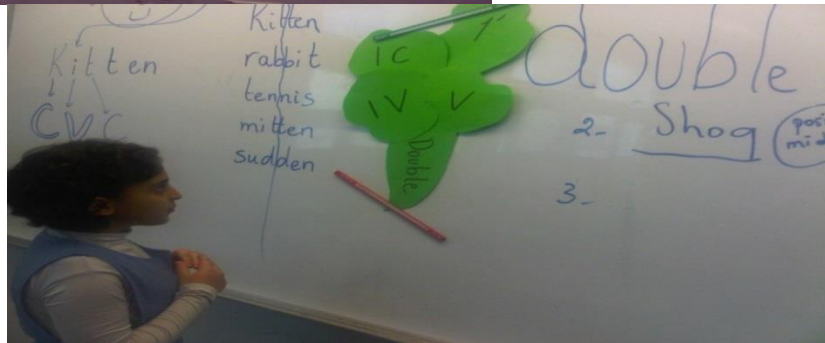
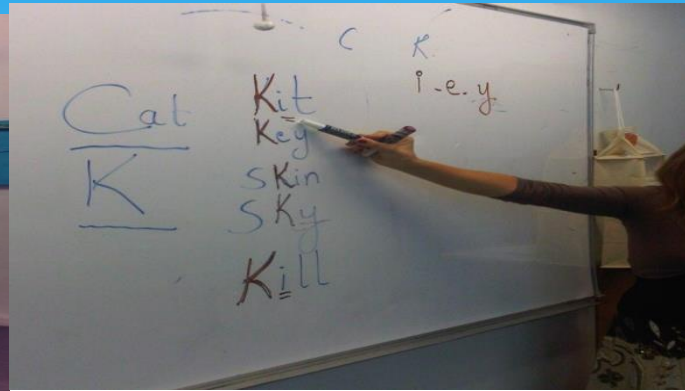
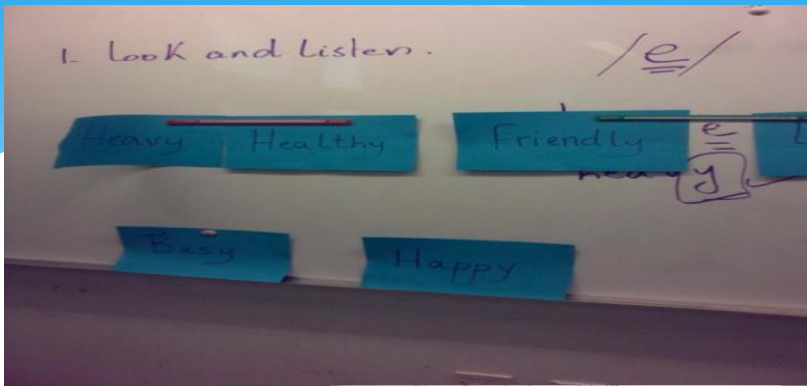
# What are the advantages of multisensory DTPs?

The Socratic Method is used through **DTP** : Teacher asks questions to lead students to discover a new spelling pattern.

Advantages:

- 1- develops students' level reading level, **and basic writing**
- 2- heightens students' awareness of sounds in words
- 3- encourages students to think about how sounds are presented in words.
- 4- gives them the opportunity to notice letters in words and leads to heighten their sensitivity to letter patterns.

# Students' pictures in classrooms

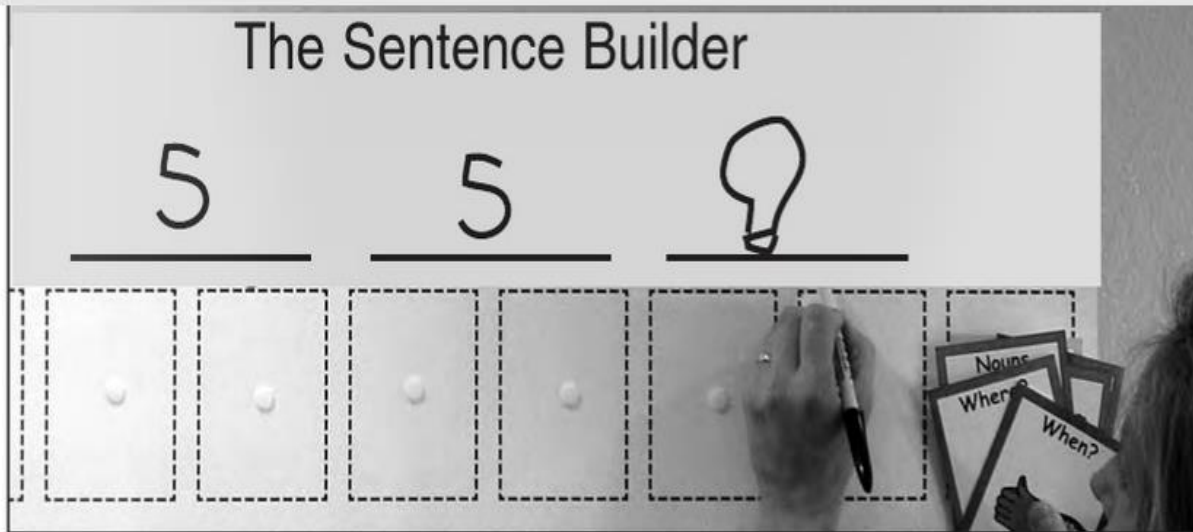


# Moving from word spelling to sentence building

- \* How to build a topic sentence or thesis statement?
- \* What does this acronym stand for?



# Step 1



**Building a Topic Sentence/Thesis Statement:**  
Begin with a blank chart and follow the steps:

**Step 1:** At the top of the chart (see photo above), write “S, S, light bulb”, the secret formula or necessary components for a topic sentence or thesis statement. The first “S” is for setting (when and where). The second “S” is for subject (Who or what is the information about?). The “light bulb” is for the big idea (What about the subject and why is it important?).

# Step 2 AND 3



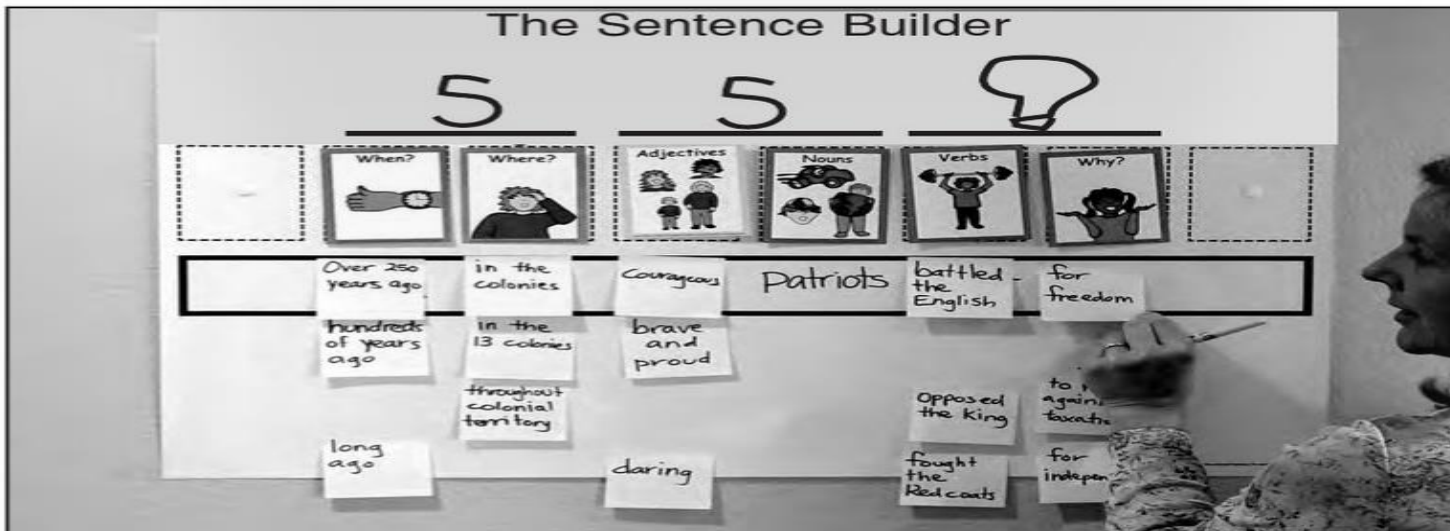
**Step 2:** Adhere the colorful Velcro cards. Under setting stick the “when and where” cards; Under subject stick the “adjective and noun” cards; Under “big idea” stick the “verb and why” cards. Please note: Setting is optional for a topic sentence/thesis statement. Not all informational sentences have when or where words or phrases.

**Step 3:** Under each of the cards draw a simple picture or key words for each part of the topic sentence/thesis statement.



# STEP 4

## The Sentence Builder



**Step 4:** On sticky paper, write down words or phrases for each drawing (e.g., *over three-hundred years ago*). After filling the bottom of the chart with many sticky notes, then move different “when, where, adjective, verb, and why” sticky papers from the columns on the chart to the black rectangle to build a sophisticated topic sentence or thesis statement.

For Example, using the sticky papers from the chart (see photo), the following topic sentence was formed: *Over three-hundred years ago in the colonies, courageous patriots fought for freedom.*

**Please Note:** Topic sentences are in paragraphs. The topic sentence tells the reader what the entire paragraph is about. The thesis statement is for multiple paragraphs. It is the statement that tells the reader what the entire paper is about.

# First Turn , Last Turn activity

Read individually the text you are given to write your topic sentence.

When you finish writing it, DO NOT discuss what you write. Wait for instructions

Someone shares her topic sentence but without commenting on it- **The First Turn**

Next each group comments in round-robin turn about the topic written

The person who wrote the topic sentence shared his/her thinking- **The Last Turn**

# Topic sentence

\* **“ Help the Earth-Reuse and Recycle”** linked to grade 4 resource ( Module 7 p. 94)

S

S



When

Where

Adj.

Noun

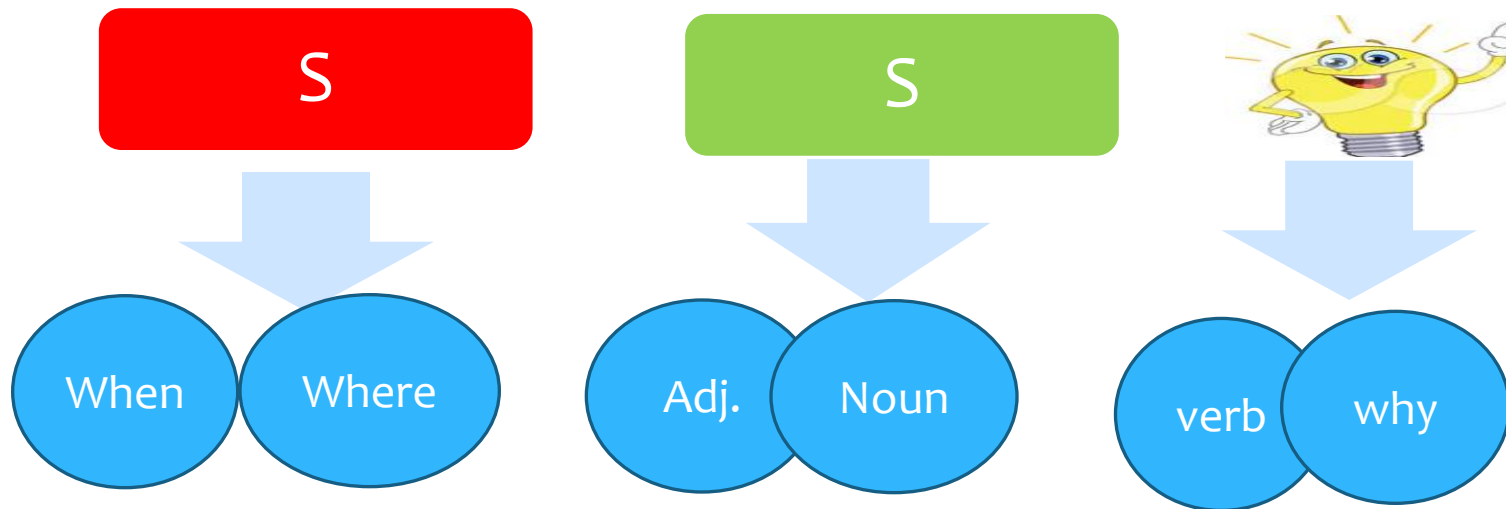
verb

why

At anytime and everywhere, wise people recycle and reuse to help the Earth.

# Topic sentence

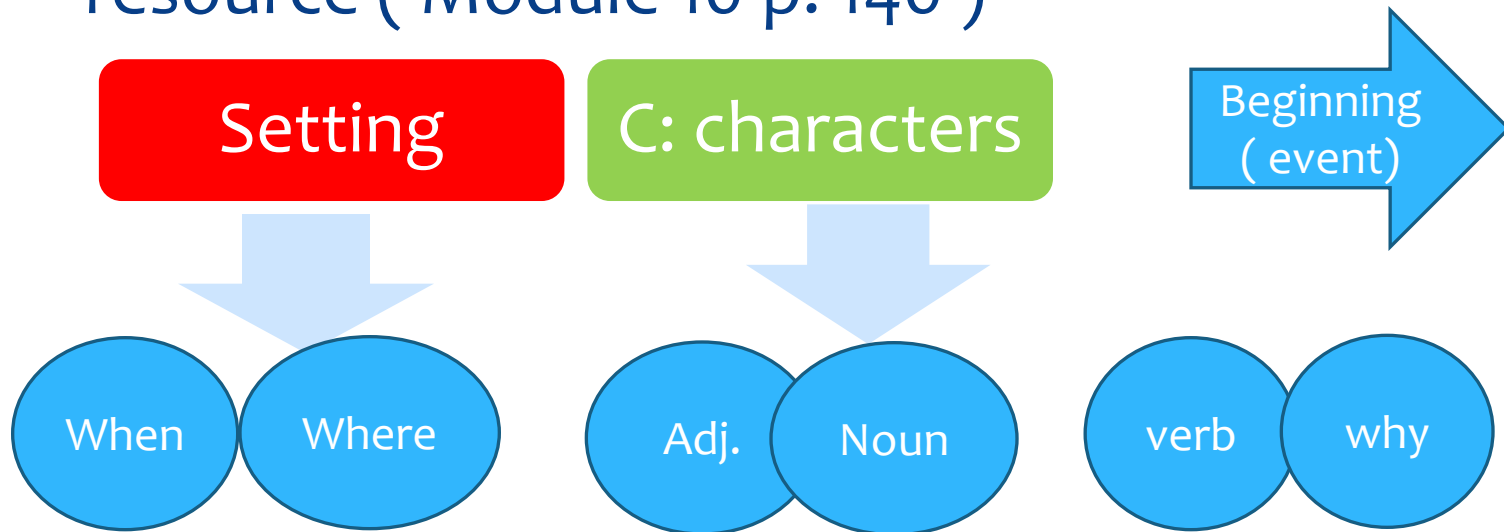
\* **“ Let’s Make our School Better”** linked to grade 4 resource ( Module 7 p. 97)



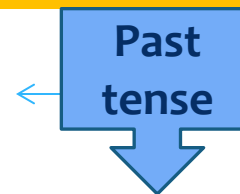
1- At anytime and all over the world ( **S** optional for informational texts), all students can work together to make their school better./ 2- All students do many things together to make their school better.

# Opening sentence for Narrative

\* **“The Lost City of Gold”** linked to grade 5 resource ( Module 10 p. 140 )



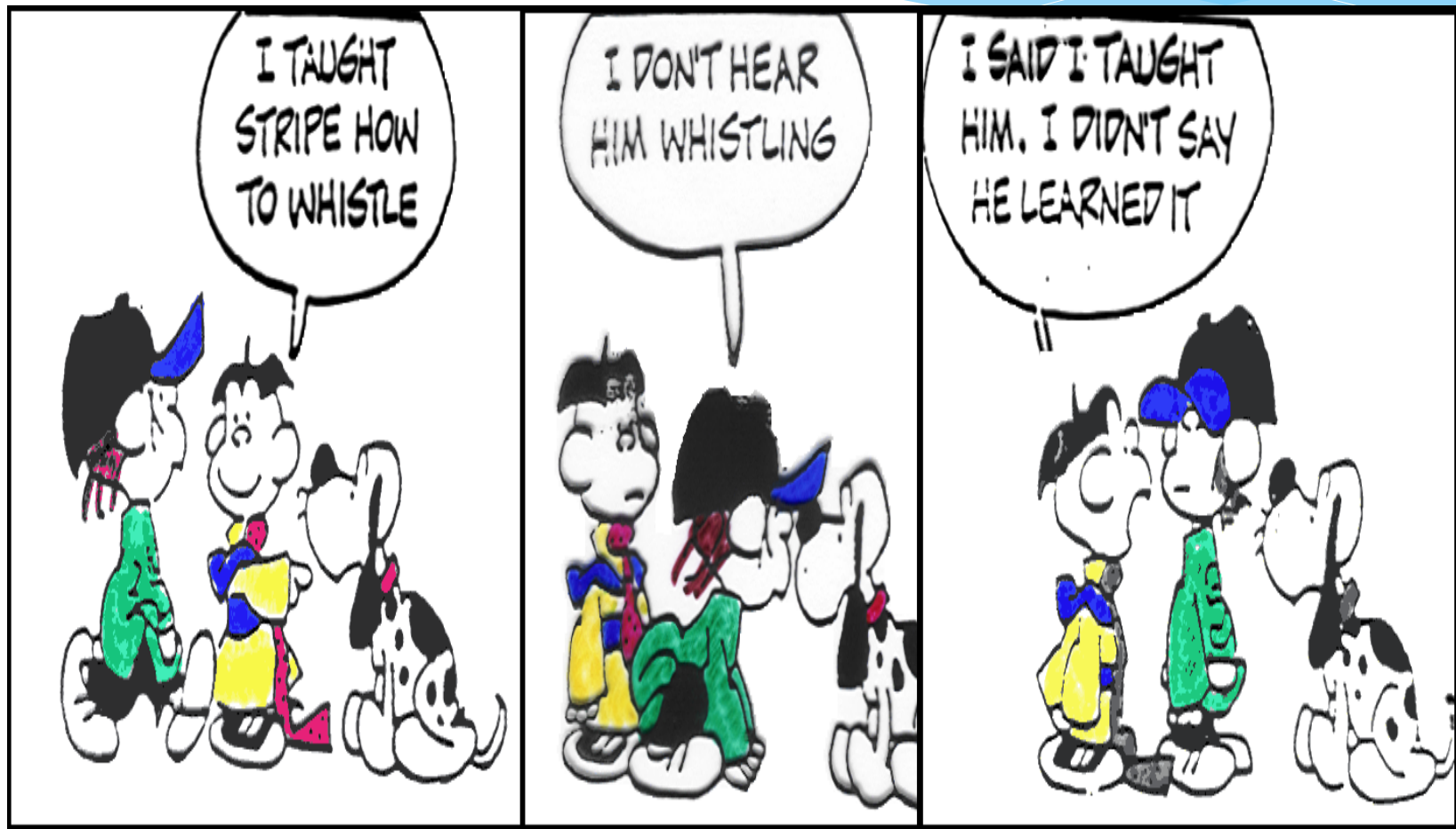
1- On Saturday, over a high hill, three young boys **went** there to rollerblade.



Thirty minutes break time



# What do you think of this comic strip?





# MOVING FROM SENTENCE TO A PARAGRAPH WITH 4 SQUARE WRITING

Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing.

# Benefits of 4 square writing

- \* Provides a simple graphic organizer, which can be used school-wide, grade K-12

The template:

- \* Makes students' writing more focused
- \* Helps students organize their ideas
- \* Helps students to elaborate by adding details
- \* Emphasizes transitions
- \* Scaffolds the writing process for student success

# Where does the 4 Square fit into the “big picture”?

## Grades K-2

- \* The 4 Square can be a stand alone paragraph

## Grades 3-12

- \* The 4 Square is the body of a larger essay or writing piece.
- \* The 4 Square at this level ONLY provides the body and a 3-pronged thesis statement.
- \* Introduction and conclusion must be taught separately.

## To make this strategy successful for all of your students you must:

- \* Keep it simple!
- \* Teach the 4 Square on its own
- \* Provide multiple opportunities for practice with each new step of the 4 Square – repetition for automaticity
- \* Don't move on to another step of the 4 Square until your students have mastered the current step

**Remember, the goal is for students to internalize the template's structure and be able to use it quickly and efficiently as a planning tool for any writing task!**

# Writing Prompts

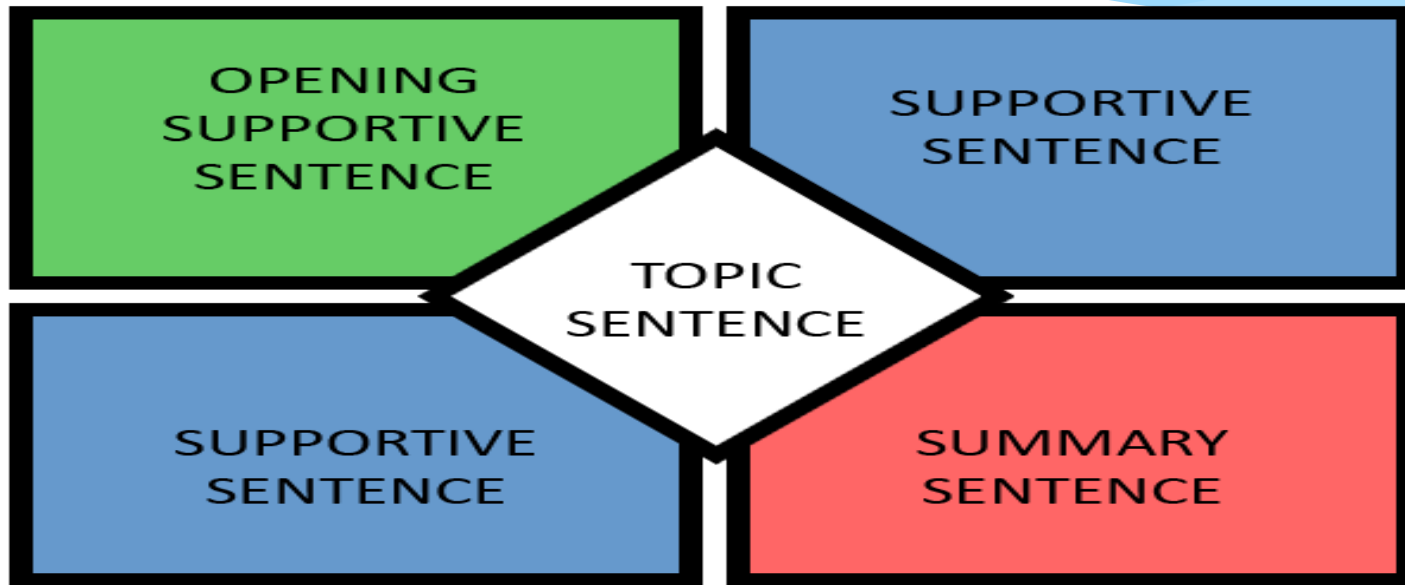
- \* **Writing Situation:** Write about your favourite animal. (Get Smart, grade 4, p.111)
- \* **Directions for Writing:**  
**As stated**

# Prepare the graphic organizer.

*\* Now fold your paper into 4 squares.*



# Another way



# First Paragraph (Introduction)

**TOPIC SENTENCE**

❖ *Center of 4 Square*

**USE A HOOK**

**PREPARES READER**

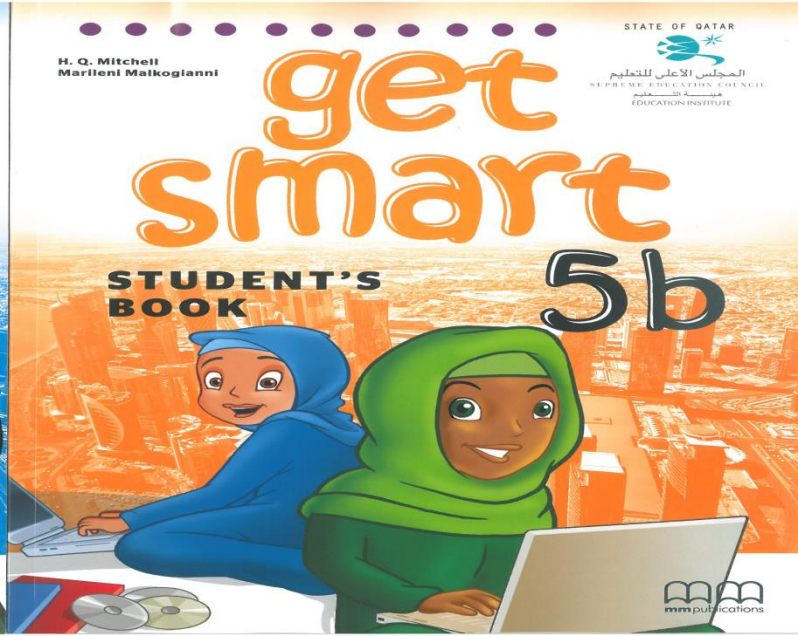
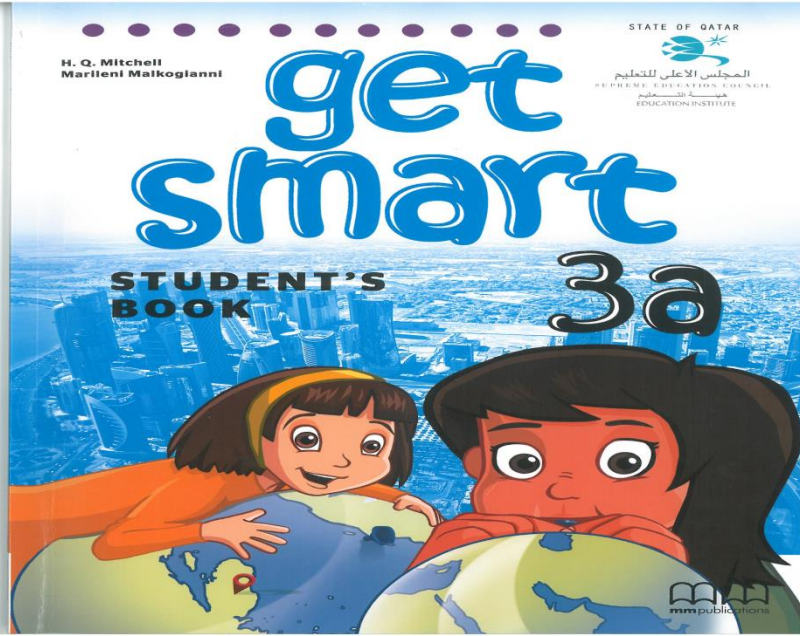
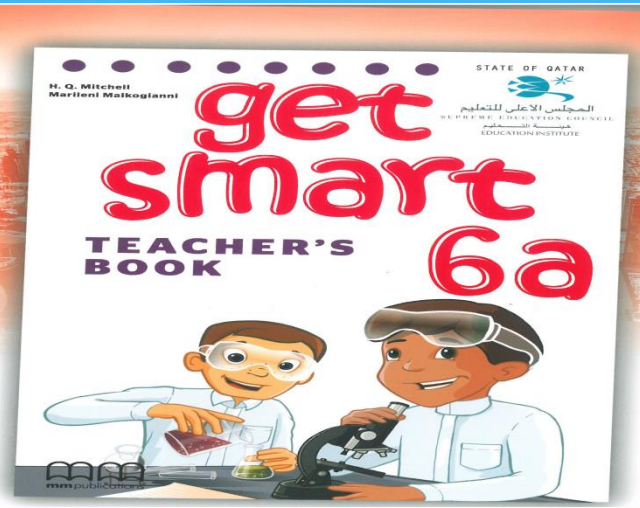
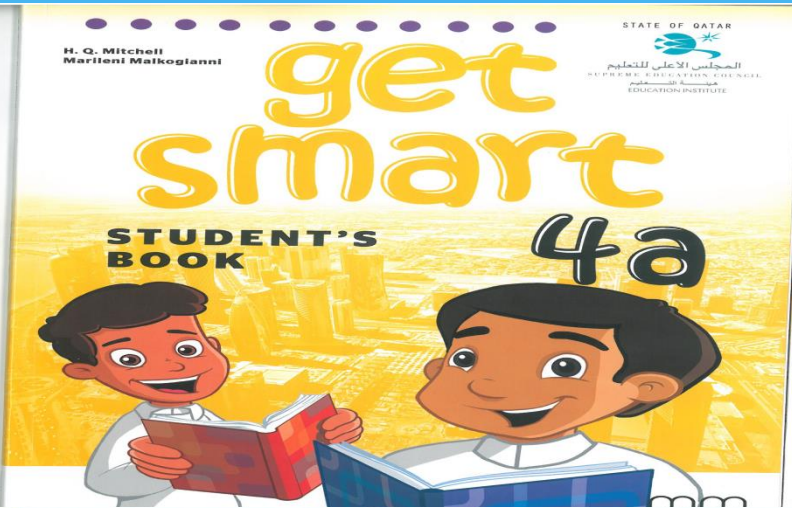
**TIES ALL SQUARES**

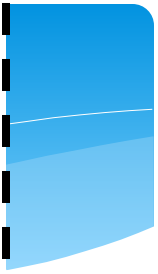
**TOGETHER**





# Application on the resources





*Topic Sentence*

I like giraffes because they are  
pretty.

**Fold the paper into four squares. Begin with one well written topic sentence placed in a box in the center. This will become the topic sentence.**

Giraffes live in Africa.


Giraffes are tall animals.

I like giraffes because they are pretty.

Giraffes live on green trees.

I like giraffes very much.

**Add three supporting sentences (one in each box). The fourth box should be a feeling sentence that sums up the other three. All sentences should support the main topic in the center.**



**4 SQUARE + 1**

# Giraffes live in Africa.

- The jungle is their natural habitat.
- The weather is suitable there.

# Giraffes are tall animals.

- \* They have got black and brown spots on a yellow body.
- \* Giraffes have got very long necks and long legs.

I like giraffes because they are pretty.

# Giraffes live on green trees.

They eat leaves from trees

They don't need to drink much water

I like giraffes very much.

**\*Add a detail in each box to tell more about the supporting sentence.**

# From the graphic organizer to the lined paper.....

I like giraffes because they are pretty.

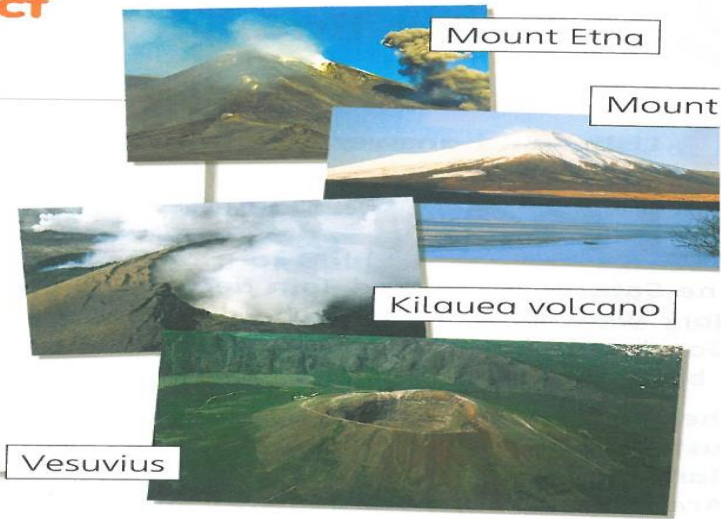
Giraffes live in Africa. The jungle is their natural habitat. The weather is suitable for them . Giraffes are tall animals. They have got black and brown spots on a yellow body. Giraffes have got very long necks and long legs. Giraffes live on green trees. They eat leaves from trees .They don't need to drink much water .I like giraffes very much.

**\* Aspects to consider: Add transition words, pronouns may substitute the nouns, replacing the vocabulary words by new etc...**











1 Listen and read. Then discuss.


There are many volcanoes round the world: Mount Etna in Italy, Mount Fuji in Japan and Kilauea volcano in Hawaii are just a few. First gases, and then lava, come out of the volcanoes. Lava is hot, liquid rock and when it comes out of a volcano, we call it an eruption. Lava is very dangerous because it can destroy towns and kill people. There's usually a big earthquake before the eruption of a volcano. A volcano which was and still is very dangerous is Vesuvius in Italy. It erupted in 79 CE, killing about 2,000 people, and destroyed the cities of Pompeii and Herculaneum.




2 Make a volcano and watch it erupt!

You need:


-   
plastic tray
-   
plastic cup
-   
modelling clay
-   
baking soda
-   
vinegar
-   
red food colouring
-   
glue
-   
scissors


1. 

Cut off the bottom part of the plastic cup and glue the cup on the tray upside down.


2. 

Put modelling clay on the cup to make it look like a volcano. Brown, yellow and grey are the best colours.

3. 

Use green modelling clay to cover the rest of the tray.
4. 

Put a teaspoon of baking soda in the volcano. Mix a little vinegar with food colouring, and pour it into your volcano. Now watch your volcano erupt!

5. 

3 Imagine you are a reporter. Make up information about your volcano and talk about it. Use the prompts below and your own ideas.

My volcano is in...

It erupted...

It destroyed...

What happens when a volcano erupts? Read the text in the Student's Book again. Look at the pictures, put them in the correct order (1-4) and then write what happened.



lava / come out / volcano

\_\_\_\_\_



gases / come out / volcano

\_\_\_\_\_



there / be / earthquake

\_\_\_\_\_



there / be / big / explosion

\_\_\_\_\_

2 Read the text in the Student's Book again. Use the information from activity 1 and the words in the box to write a paragraph about a volcano eruption.

after that first finally then

\_\_\_\_\_

\_\_\_\_\_

3 Listen to four different dialogues and choose a or b. 

1. Which volcano erupted in Pompeii?
  - a. Mount Etna
  - b. Vesuvius
2. What happened when Frank was away?
  - a. A typhoon.
  - b. An earthquake.
3. What sport is John playing?
  - a. golf
  - b. football
4. What does the teacher tell Peter to do?
  - a. To stop chewing gum.
  - b. To write in his notebook.



First



Then

Around the world, in the past, some volcanoes erupted to cause destruction and death

*Topic Sentence*

After that

Finally

# smart Time 3



dive



outside



inside

business  
busy  
fort

- 1 Listen and read. What is the text about? Where do you think you would find a text like this? 

## AL ZUBARA

The old port of Al Zubara was one of the most important places for pearl diving in Qatar. People from all over Qatar used to travel there to dive for pearls. The boats from Al Zubara sailed out to sea every day. The men dived for a few minutes, then went back up to the boat for a while and then dived again. This happened many times during the day. It was a difficult job, but the pearls were a good business.

Al Zubara was very busy in those days. It had a big wall on the outside and many different buildings on the inside. 6000 people used to live there. They used to do many jobs: fishing, pearl diving and selling things at the market.

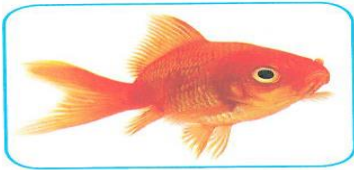
In 1938, Sheikh Abdullah bin Qassim Al Thani built a fort at Al Zubara and it became very famous.

Today, Al Zubara fort is a museum and many people visit it every year. It is open from 8am to 6pm every day, but not on Fridays and Saturdays.



# smart Time 3

1 Where do you think you can find pearls? Look and tick (✓). Discuss.



a



b



c



d

2 What does the man talk about? Listen and say. Then listen again and circle.

1. How many did the di  
a. more than 10  
b. more than 20
2. Who help  
a. Nobody  
b. A man
3. How long  
a. 10 minutes  
b. 20 minutes
4. How many they dive?  
a. more than 4  
b. more than 10

You may use the questions to include them in the organiser



3 Discuss.

1. What was Al Zubara in the past and what is it now?
2. What did the people in Al Zubara use to do?
3. What do you think life in Al Zubara was like in the past?
4. Would you like to live in a place like that? Why?/Why not?

**3 Discuss.**

1. What was Al Zubara in the past and what is it now?
2. What did the people in Al Zubara use to do?
3. What do you think life in Al Zubara was like in the past?
4. Would you like to live in a place like that? Why?/Why not?

30

Long time ago, Al Zubara was one of the most important places for pearl diving in Qatar.

*Topic Sentence*

**3**

4

# Moving from a paragraph to a digital story

W

H

Y

?



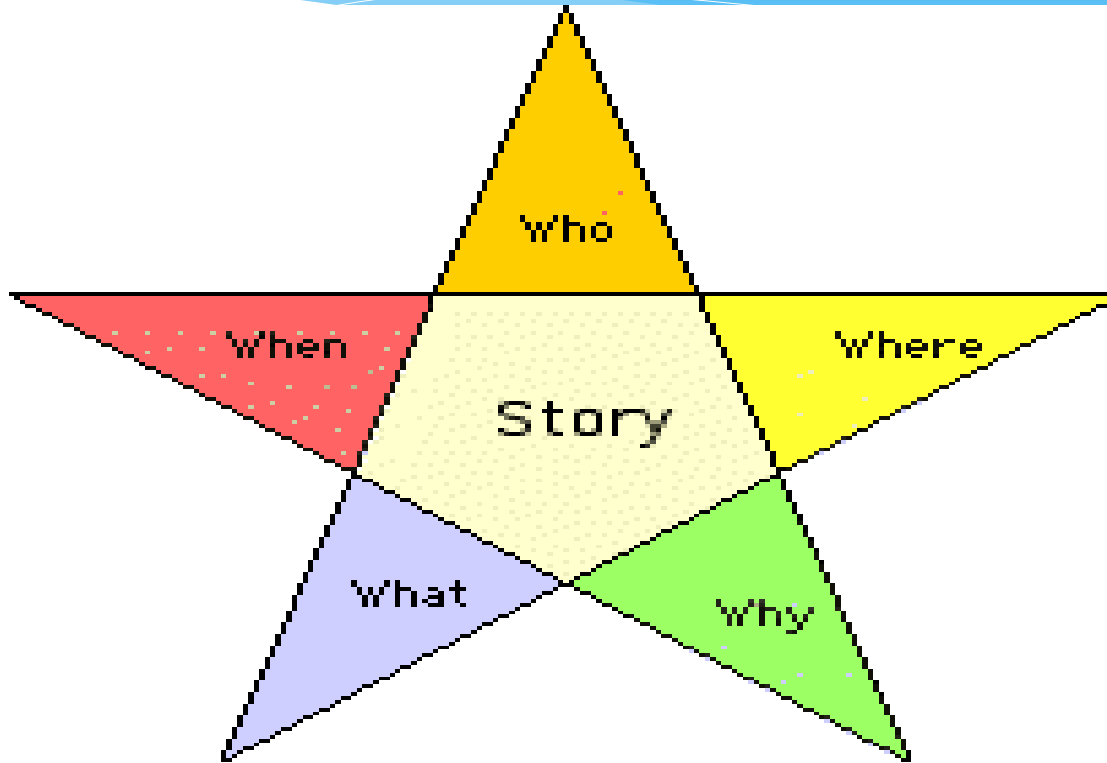


# Digital stories

<http://www.jakesonline.org/photostory.pdf>



Remember the elements to write  
a story



**Five stars diagram**



Let's watch out the digital story  
developed by a student

\* <http://www.youtube.com/watch?v=ypvIRguXajQ>

Let's Sum Up what you have learned so far?

# Four strategies have been implemented

1. DTP( word level)
2. Secret formula: SENTENCE BUILDER
3. Four square writing: Paragraph level
4. Digital story: Photostory 3.



# References:

- \* Teaching Spelling by Suzan Carreker.
- \* Nancy Fetzer, Sentence Builder.  
<http://www.youtube.com/watch?v=-yIlgxVUNzE>
- \* A digest of Stephen Wilbers' "*Effective Writing*" ;
- \* Teaching Writing Skills. By Kenneth Beare, About.com Guide;
- \* \_ Judith S. Evan Jay . Four Square Writing Method. Teaching and Learning Company1999

# THANKS FOR COMING!

For any further questions, you may  
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