

Modeled Writing

Modeled Writing: Show How!

WHAT AND WHY: Modeled writing, sometimes termed Write Aloud, is a standard procedure for general education elementary education classrooms. A number of resources are available to review what Modeled Writing means for typically developing students. Two helpful web-based resources are:

Connection to research, and lesson plans:

<http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html>

Clear 3-page summary of modeled writing

www.cfsd.net/dept2/curricu/ellang/Modeled%20Writing.pdf

In their book *Write to Talk*, Musselwhite & Hanser (2003, p. 18) offer the following introduction: Modeled writing is a great scaffold to use with students who have limited experience with generating print and a limited visual map of what writing looks like. Modeled writing can be used with just about any type of short writing activity. Sample purposes are:

- 1) Supporting topic selection
- 2) Helping students expand their vocabulary
- 3) Encouraging students to use a variety of sentence structures
- 4) Demonstrating revision

WHO IS THIS FOR: Modeled writing is a simple strategy that can be done by parents, teachers, therapists, paraprofessionals, and peers with minimal training. Modeled writing is appropriate for all beginning writers, but is especially important for students who:

- Use alternative pencils such as communication devices, Alphabet Flip Charts, and alphabet eye gaze sets
- Need to understand the concept of translating thoughts to paper
- Are nonspeaking, so have not been able to 'drite' (dictate for someone else to write)

See May, 2009 Tip: Alternative Pencils

See July, 2011 Tip: Using AAC Devices to Create Text Files

See September, 2011 Tip: Using AAC Devices as Pencils

www.aacintervention.com

HOW TO:

Set a Topic: The partner helps the student select a topic using strategies such as: flipping through remnant books, reviewing a home activity log, swiping through photos on the iPad, reading over interest lists, generating topic ideas on the communication device, or going back to the 'give me 5 lists'.

Give Me 5 Things
That Scare You

Snakes
Kevin when mad
Lightning
Bees
Shots

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Once the student selects a topic, the partner should pick a similar topic, but not exactly the same.

Ex: Student picks a photo of himself at the food bank; teacher picks a topic of herself at the food bank

Ex: Student picks 'Give Me 5 – Scared, snakes; teacher picks scared of heights

Ex: Student picks wrestling, which she loves; teacher picks figure skating

Ex: Student picks a purple car from a calendar; teacher picks a red car

Partner Writes First: The teacher should model writing on her topic using Talk-Alouds. For example, Ms. Perry's students have chosen to write about cars, because it is a topic that all of her high-school students love. Note important strategies that the teacher uses, including:

- Using the Student's Vocabulary
- Thinking aloud
- Connecting to language and literacy, such as student devices, word wall, etc.



'Okay, what could I say about this car. Hmmmm. I could say that it is RED, or FAST or COOL.' She models saying RED using a student's communication device. She writes FAST on the board, as some of her students use pen and pencil. She uses the AlphaChart to model writing COOL, since several of her students use that alternative pencil (Tip from April, 2011, www.aacintervention.com) *'My favorite thing is how COOL this car is. I'm going to write 'This one is way cool. Two of those words are on our word wall – who can find 'This' – Ellie, can you find it on your mini Word Wall? Right. And help find 'is.'* Uh-huh. Hey look – there's a word on the word wall that will help me spell 'way'. It's under the P. . . . Jack, can you show us? Yep, it's 'play' – I wrote W for way, then added the 'ay' from play.

HIDE Partner Writing: This is NOT a copying task. We do not students writing 'This one is way cool' or even 'This one is way pretty.'

Student Writes: The student now writes about the page from the calendar that he chose. The partner must be very careful not to over-prompt! Ask general questions, but do NOT tell the student what to write!

Remember that there should be **no** standards at this point. While figuring out what to say about the topic, the student should not have to worry about writing conventions such as: spelling, punctuation, or capitalization.



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MODELED WRITING SAMPLE – SUPPORTING IDEA GENERATION

The sample below shows how to support students who are figuring out how to use their communication device to translate thoughts into words. Please note that we are currently supporting students in using the alphabet also to support communication of more generative language.

C: "What do you want to write about today?"
S: **Mike**
C: Is Mike just a friend? . . . (shakes head) or a boyfriend? (smiles & nods). . . Okay! Then I think I'll write about MY boyfriend. . . my husband, Robert. I like Robert. Ya know, I like him a whole lot, so I need to add another word in there that makes it sound that way. I know - I can use 'really.' I really like Robert. That sounds good. OK, I should say something about who he is. Let's see . . . I don't need to write his name again, instead I can say 'he.' He is my husband I want to add something about what we like to do. I like to go hiking with him."
<C reads text while showing S - they laugh together. C turns over paper, then says, "Now it's your turn to write about Mike.">
S: I love Mike. I'm going movie. I like play Uno.
C: "You get to go to the movie with Mike? (nods) And play Uno with him too? (nods). Cool!"

TRANSCRIPTION CODE:

Facilitator's speech in quotes

Device speech in **bold**

Facilitator's modeled writing is underlined

Student actions in ()

Facilitator actions in < >

Spelled words in C-A-P-S with dashes