

**Beyond Graphic Organizers:
Word, Sentence and Micro-Discourse Strategies
for Supporting Writing**

New Jersey Branch
INTERNATIONAL DYSLEXIA ASSOCIATION
Thirty-Seventh Annual Fall Conference



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1

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2

Disclosure Statement

Relevant financial relationship(s)

- Jennings, T. & Haynes, C. (2018), From Talking to Writing: Strategies for Scaffolding Narrative and Expository Expression, Second Edition, Landmark School Press: Prides Crossing, MA.
- I consult to schools and school systems regarding content I am sharing today.

3

- Semantic feature analysis
- Sentence expansion strategies
- Personal sequence narratives
- Micro-discourse text elaboration
- Text-Level Application

Order from: www.LandmarkOutreach.org/publications

4

Common Approaches To Teaching Writing:

1) Activation of prior knowledge through discussion before writing

5

(2) Use of Graphic Organizers (“G.O.’s”)

-- visual depictions of strategies that guide students’ writing of text structure.

6

Name: _____

Personal Narrative

Story Title: _____

Story Summary

What happened?	When did it happen?	Where did it happen?	Who was there?
----------------	---------------------	----------------------	----------------

Story Details

Beginning

Middle

End

7

Expository Paragraph

Name: _____ Date: _____

The Hamburger Paragraph

TOPIC SENTENCE

SUPPORTING SENTENCE 1

SUPPORTING SENTENCE 2

SUPPORTING SENTENCE 3

CONCLUSION SENTENCE

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8

Name: _____ Date: _____

5 PARAGRAPH ESSAY OUTLINE

Introduction

Thesis

Paragraph 1 Paragraph 2 Paragraph 3

Conclusion

9

Graphic Organizers:

Pro's

- + Support executive functioning
- + Complement to self-regulation strategies (SRS, Graham et al, 2016)

10

However....

...is general discussion, coupled with use of graphic organizers, sufficient to remedy writing difficulties?

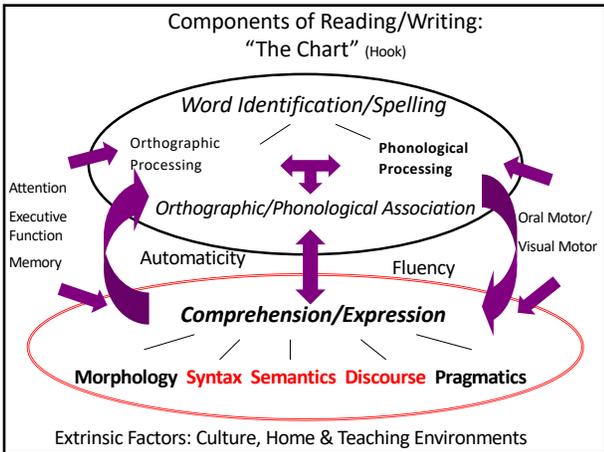
Let's experience important parts that are missing...

11

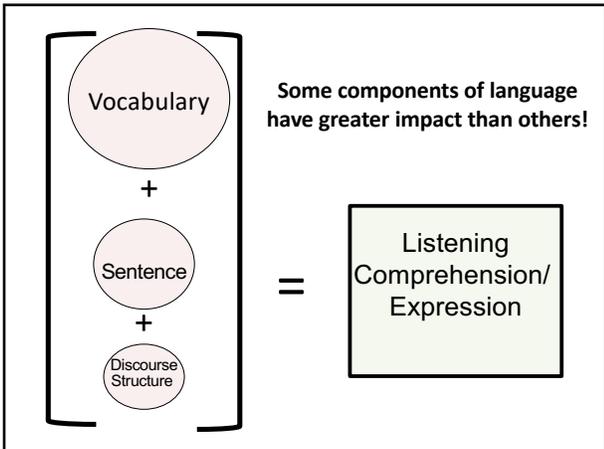
Task: *Formulate a declarative sentence about this picture. Start your sentence with the word 'When'.*



12



13

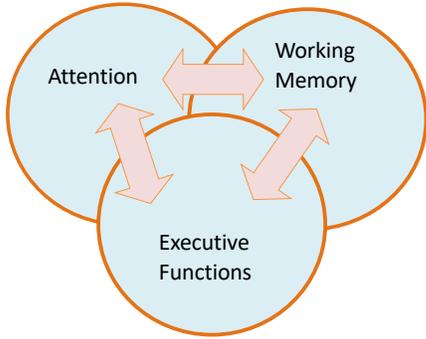


14

Methods for Developing Underlying Vocabulary and Sentence Skills

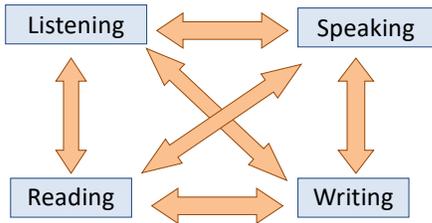
15

Employ strategy instruction to support attention, working memory, and executive functioning (aka self-regulation)



16

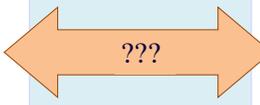
Employ cross-modal practice to aid learning and consolidation of language skills.



17

Strategy: Use thematic material to teach language skills -- but why?

18

LIST #1	From which list do participants recall the most items?	LIST #2
repainted jeep merry tabletops string rake necklaces antarctic samples sainthood frog		earmuffs snowflakes skating parka ice boots skiing mittens frost snowboarding temperature
<div style="border: 1px solid red; padding: 5px; display: inline-block;"> (Writing) tasks that use theme-centered vocabulary and concepts usually aid recall and reduce the load on students' memory (e.g., Poirier & Saint-Aubin, 1995). </div>		

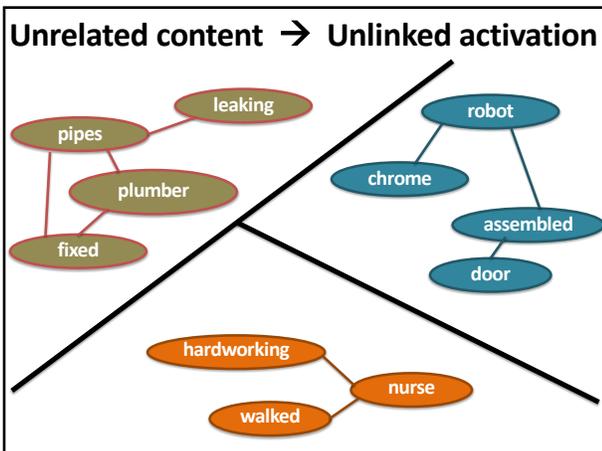
19

Non Content-Centered Exercise

Directions: Add a "where phrase" to each sentence:

1. A middle-aged plumber fixed the leaking pipes _____.
2. A chrome robot assembled a steel door _____.
3. The hardworking nurse walked _____.

20



21

Content-Centered Exercise:
An Amish Barn-Raising

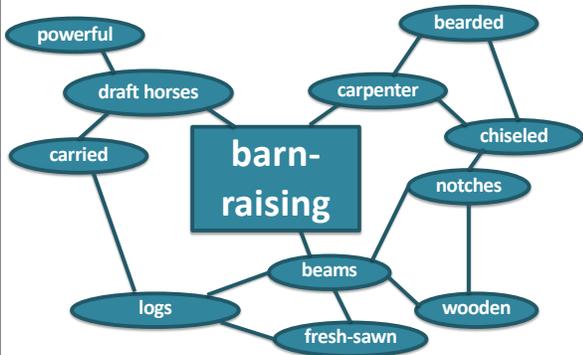
Directions: Add a "where phrase" to each sentence:

1. The powerful draft horses carried fresh-sawn logs _____.
2. Older teens lifted wooden beams _____.
3. A bearded carpenter chiseled notches _____.

pp. 13-14, in Jennings & Haynes (2018)

22

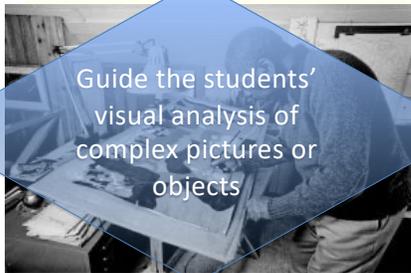
Related content → Shared Activation



23

Strategy: Use visuals to activate topical vocabulary knowledge

(Theme = Contribution of African American artists; Jacob Lawrence)



Guide the students' visual analysis of complex pictures or objects

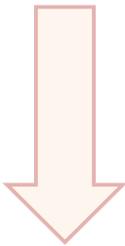
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Orally brainstorm topical vocabulary and map new vocabulary to existing words



25

Recap of steps for priming students' retrieval with oral rehearsal prior to writing



1. Teacher primes retrieval with picture or short video clip
2. Student identifies nouns (and verbs)
3. Teacher transcribes
4. Teacher adds new vocabulary
5. Student reads what teacher has written

pp. 22-24 in Jennings & Haynes, 2018

26

Strategy: Noun and Verb Boxes

Noun (phrase)/ "Who"?

artist
studio
lamp
easel

Verb (phrase)/ "Did what?"

leans over
examines
creates a picture
lights up

27

Strategy: Foster and exploit **semantic feature** knowledge to aid vocabulary learning of key thematic nouns.

28

“Semantic features” (theme: sailing)

1) ...are specific, component meanings associated with words:

SEMANTIC FEATURES				
VOCABULARY WORD	Composition	Category	Location	Function
“rudder”	oak	part of boat	in the stern	steers boat

29

“Semantic Features”

2) ...define similarities and contrasts between words’ meanings.

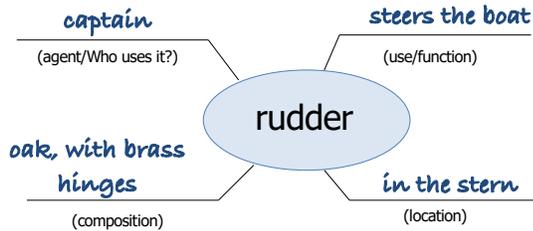
Consider “rudder” versus “bow”:

Similarities: + composition, + part of boat

Contrasts: + location in the boat, + actions/functions

30

Strategy: Build learners' semantic feature knowledge of key words using structured semantic mapping.



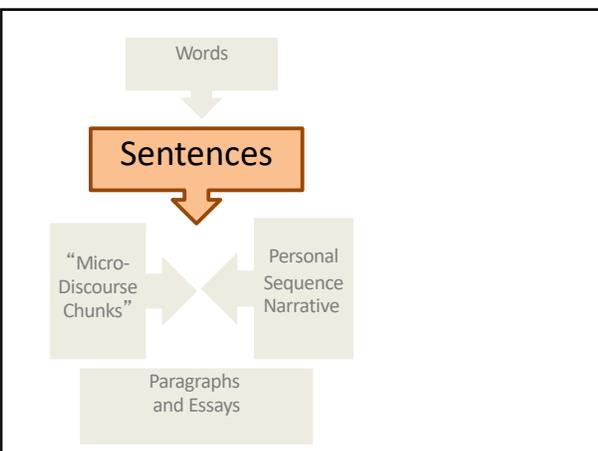
31

FEATURE	CHARACTERISTIC OF "STERN"?
Animate/Inanimate	inanimate
Category	part of sailboat
Parts	rudder, tiller, transom
Action	closes rear of boat, supports rudder
Synonym	rear, aft
Antonym	bow, front
Adjectives	tan, flat, shallow, oaken
Spatial (where)	in the rear of the boat
Temporal (when)	on a summer afternoon



(Use visuals!)

32

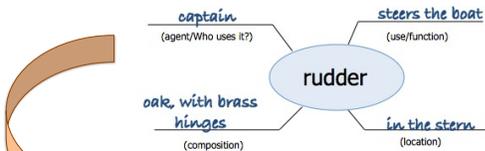


33

Semantic feature knowledge sets the stage for sentence development.

34

Strategy: Have learners form sentences using semantic features of key nouns (or verbs).



- Level 1:** The captain steered the boat.
- Level 2:** The captain steered the rudder in the stern of the boat.
- Level 3:** Standing in the stern of the boat, the captain steered the massive oak rudder.

35

Strategy: Teach using a sentence hierarchy (theme: sailing)



- Noun (N) + Verb (V) →
The teenager steered.
- N + V + where phrase (where) →
A seagull perched on the mast.
- N + V + when phrase (when) →
Clouds gathered in the afternoon.
- Adjective (Adj) + N + V →
Turquoise waves lapped.
- Adj + N + V + where or when →
The oaken rudder sliced [through the waves] / [all afternoon]

- Jennings & Haynes, 2002

36

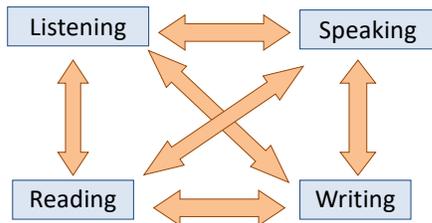
Compound/Complex Sentence Sequence

- [N + V] + and + [N + V] →
The lad steered and the sails filled.
- [N + V] + [but clause] →
A seagull tried to land, but noise scared it away.
- [N + V] + [because clause] →
The boys sailed towards the coast because thunder rumbled in the East.
- [N + V] + [temporal adverbial clause] →
Turquoise waves lapped against the starboard side when the boy turned the tiller.

- Jennings & Haynes, 2002

37

Reminder: Employ cross-modal practice to aid learning and consolidation of language skills.



38

Sentence Skill Teaching Using a *Listening* (Recognition) Modality

Teacher displays target sentence pattern:

(Article) + Adj + N + V + where + when

Task: Listen to teacher's production and I.D. correct ("C") versus incorrect ("X"). If incorrect, write down part missing

+++++

Example

Teacher says, "Lazy gulls flew over the waves."

Student writes: ???

see Haynes & Jennings, 1992

39

Sentence Skill Teaching Using a **Reading**
(Recognition) Modality

Teacher writes target sentence pattern on board with correct versus incorrect sentence structures.

(Article) + Adj + N + V + where + when

1. Three gulls screeched at dusk.
2. The blue waves washed over the stern at dusk
3. Barnacles attached themselves to the bottom of the boat throughout the summer.

Task: Students identify sentences as correct versus incorrect and if incorrect, identify the missing part.

see Haynes & Jennings, 1992

40

Sentence Skill Teaching Using a **Speaking**
(Production) Modality

Teacher displays target sentence pattern on board with theme-based nouns.

(Article) + Adj + N + V + where + when

- gulls
- waves
- barnacles

Task: Students take turns producing the target sentence pattern using the theme-based nouns

Example:

Joanne: "Sharp barnacles sliced through the rope during the storm."

see Haynes & Jennings, 2002, 2006/2011

41

Sentence Skill Teaching Using a **Written**
(Production) Modality

Teacher displays target sentence pattern and provides students with list of theme-centered vocabulary words.

(Article) + Adj + N + V + where + when

- mast
- fishing hooks
- teenager

Task: Using theme-based nouns, students write sentences following the target sentence pattern.

See Haynes & Jennings (2006/2011).

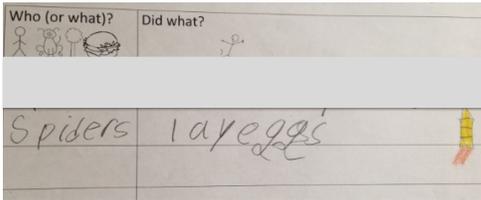
42

Subvocalize on fingers, share out

Courtesy of L. Laud, 2019

43

Progress Monitoring Tool:
Make sentences in chart for 3 min

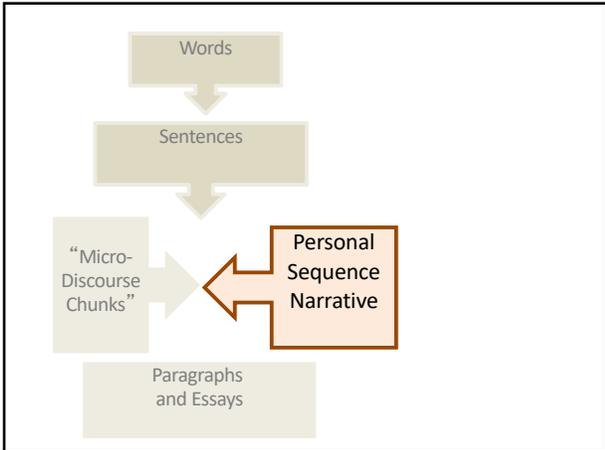


44

Recent revisions of Sentence Fluency
("Sentence Slam") Exercise

- Provision of N & V boxes to support retrieval
- "CP" mnemonic to support use of capitals at beginning of sentences and punctuation at the end (prelude to "TIDE-COPS" for editing, revision of final product)

45



46

A **“Personal Sequence Narrative”(PSN)** is a logically sequenced story retell based on the individual’s experience.

47

Basic PSN’s Elements:

Introductory Sentence: (“I” or “we” voice)
+ (specific event) + (where) +(when)

Body: Chronologically ordered sequences driven by transitional words: *First,-- Then,-- Next,-- After that,-- Finally,--*

Conclusion (optional): Remark that captures the overall feeling (In conclusion,)

48

The PSN is a Springboard

- Starting discourse structure for successful retrieval of salient details.
- Opportunity for experimentation with varying sentence patterns.
- Preparation for elaborating expository texts.

49

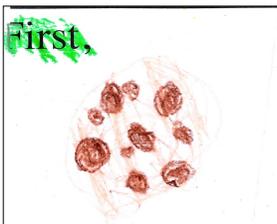
Example of Early Three-Part PSN

Background:

- Preliterate second grader, age 7.
- Family history of dyslexia.
- Recount of daily routine.

50

Accompanying Teacher-Mediated Dialogue



Student: First, I get cookies.

Teacher: Where do you get the cookies?

Student: In the cafeteria.

Teacher: Now say the whole sentence to me.

Student: First, I get cookies in the cafeteria.

Jennings & Harris, 2010

51

Then,



Student: Then, I meet my friends.

Teacher: Where do you meet your friends?

Student: In the lobby.

Teacher: Say the whole sentence.

Student: Then, I meet my friends in the lobby.

Jennings & Harris, 2010

52

Last,



Student: Last, I wait for the class bell to ring.

Teacher: Where do you wait?

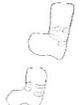
Student: At the foot of the stairs.

Teacher: Say the whole sentence:

Student: I wait for the class bell to ring at the foot of the stairs.

Jennings & Harris, 2010

53

Name _____ Date <u>September 20</u> Day <u>Tuesday</u>	<p style="font-size: 12px;">The weekend</p> <p style="font-size: 12px;">I spent time with my family.</p>	<p style="font-size: 12px;">First,</p> 	<p style="font-size: 12px;">Then,</p> 
Choose one activity from your weekend. Be prepared to say at least 1 sentence with each picture box.			
<p style="font-size: 12px;">Next,</p> 	<p style="font-size: 12px;">After that,</p> 	<p style="font-size: 12px;">Finally,</p> 	<p style="font-size: 12px;">In conclusion,</p>  <p style="font-size: 8px;">(feeling)</p>

Jennings & Harris, 2010

54

Language Arts Name: _____
 PSN Date: _____
 Day: _____

When? Who? What? Where?

Topic Sentence(s): _____
 First, _____
 Then, _____
 Next, _____
 After that, _____
 Finally, _____
 All in all, _____

Capital Letters _____ Handwriting _____ Omitted words _____ Punctuation _____ Spelling _____

Introductory Level Template

Four elements to incorporate into the topic sentence(s)

Indentation Cue

Proofreading Checklist

55

Day: _____

When? Who? What? Where?

Topic Sentence(s): **Every morning we gather in the Meeting Room for the morning meeting.**

First, **we find a place to sit on the floor.**

Then, **Mr. Swanson reads some announcements.**

Next, **Mr. Kahn tells us which teachers are absent.**

After that, **we are reminded not to throw snowballs.**

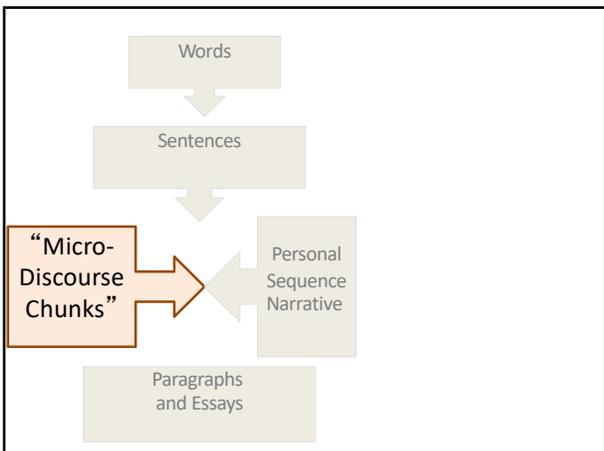
Finally, **the bell rings and we go to class.**

All in all, **we enjoy our early morning meeting.**

Capital Letters _____ Handwriting _____ Omitted words _____ Punctuation _____ Spelling _____

Jennings & Harris, 2010

56



57

Strategies for Teaching Text Chunks –
“Micro-Discourse” Strategies

1. Build semantic cohesion: (core vocabulary, synonyms, pronouns)
2. Teach “Detail Circle” ; Embed details in:
 - i) Single sentences
 - ii) Small “text units”
 - iii) Personal sequence narrative

58

What is a problem with this student’s text?



Many bears live inside Yellowstone Park. There are large bears found there. Tourists at Yellowstone should stay at least 100 yards from bears. Every year, bears cause serious injuries to visitors.

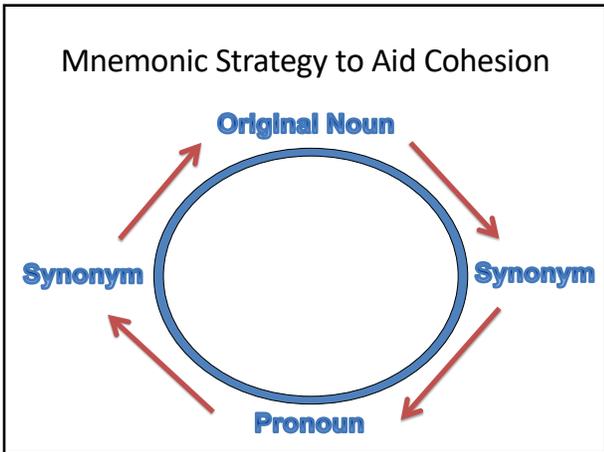
59

Strategy: Develop Synonym Knowledge to Support Semantic Cohesion

“bears”

- | | |
|---------------|-------------------|
| bruins | they |
| grizzly bears | dangerous animals |
| land mammals | creatures |
| omnivores | these mammals |

60



61

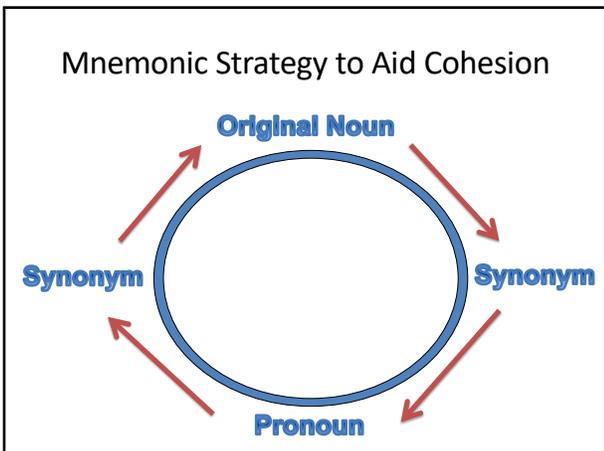
Semantic Cohesion

Students need to recognize and employ *variety and balance* in their nouns, synonyms, and pronouns.

See if you can identify the semantic ties to the proposition "grizzlies" in this short passage...

Many grizzlies live inside Yellowstone Park. They are the largest of all the bears found there. A tourist visiting Yellowstone is advised to stay at least 100 yards from these dangerous creatures at all times. Every year, they cause serious injuries to visitors.

62

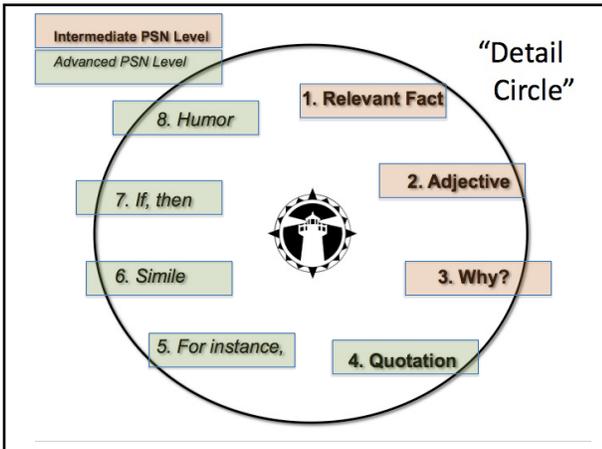


63

Common problem for most struggling writers:
Lack of strategies for adding a variety of salient details

Solution:
Combine semantic feature analysis with “Detail Circle” strategy (next slide)

64



65

Adding Relevant Facts



Teacher Statement: The children raked the leaves in the yard.

Relevant Fact: The kids raked them into a large heap.

Relevant Fact: The pile of leaves started to blow all over the yard.

66

Adding Adjective Detail

Teacher Statement: The children raked the leaves in the yard.

Relevant Fact: The kids raked them into a large heap.

Adjective Sentence: The leaves were red, yellow and pumpkin orange.

67

Adding Why- Detail

Teacher Statement: The children raked the leaves in the yard.

Self-prompt: Why did the children rake the leaves in the yard?

Why- detail: The children raked the leaves in the yard because their father was going to pay them.

68

Intermediate PSN Level

Advanced PSN Level

8. Humor

7. If, then

6. Simile

5. For instance,

4. Quotation



1. Relevant Fact

2. Adjective

3. Why?

“Detail Circle”

69

Adding a Quotation

Teacher Statement: The children raked the leaves in the yard.

Fact: The kids raked the leaves into a large heap.

Quotation: *One of them asked,* "How much longer do we have to do this?"

70

Adding a Simile

Teacher/Student Statement: The colorful leaves had been floating down into the yard for days.

Simile: The red, orange and yellow colors *looked like* a beautiful carpet.

71

Adding a For Instance- Sentence

Teacher/Student Statement: The family had many fall chores to finish to prepare for winter.

For instance, there were leaves to rake, storm windows to put up, and cord wood to split.

72

Adding an Inference Sentence with *If/Then-Detail*

Teacher Statement: The children raked the leaves in the yard.

Self-prompt: How did it make a difference if the children raked the leaves in the yard?

If-/Then- Detail: If the children raked the leaves in the yard, then they could go to the movies later.

73

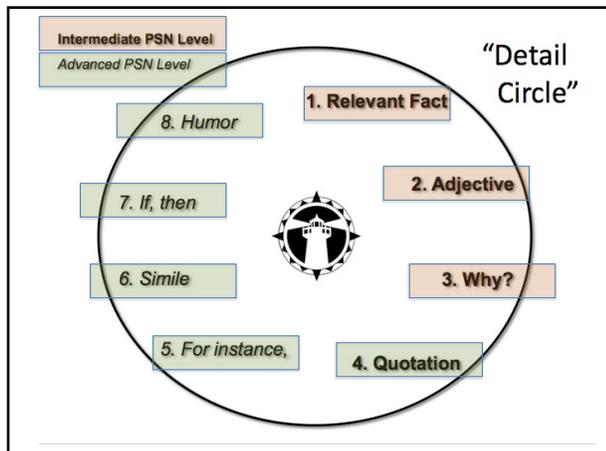
Adding Humor

Teacher/Student Statement: The kids had raked all the leaves in the yard into a huge pile.

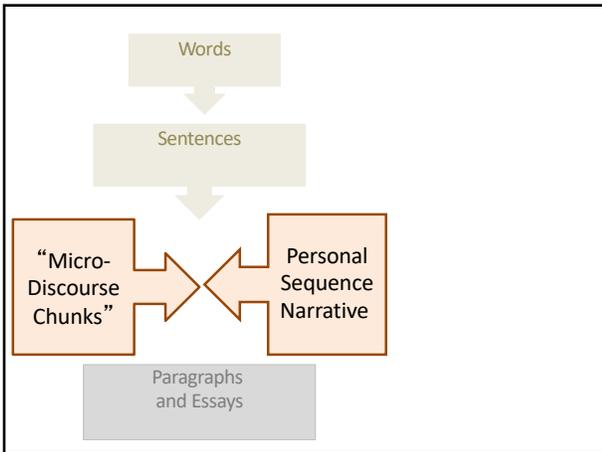
Humor: It was funny when their golden retriever leaped into the gigantic pile and sank out of sight!

Fact: They all laughed as the dog tried to swim out of the leaves.

74



75



76

Language Arts PSN

Name: _____
Date: _____
Day: _____

Why?	Fact	Adjective	Detail
Compound Sentences (and/but)		Complex Sentences (because)	

→ Topic Sentence(s): _____

First,
Detail: _____
Detail: _____

→ Then,
Detail: _____
Detail: _____

Next, _____

77

November 5, 2008
Wednesday

A Halloween Celebration:
Trick-or-treating

At dusk on Halloween night in 2008 my friend (even) and I went trick-or-treating in even's neighborhood. First, I got into my warm and fuzzy santa costume. The santa costume was a little bit big.

Then, I went trick-or-treating in my friend's neighborhood. Even's neighborhood was the sight of seven of my neighborhoods put together.

Next, little kids started chasing me. They chased me because they thought I was really santa. And they were everywhere.

78

Recap: Application of Detail Strategies to Elaborating a Personal Sequenced Narrative (PSN)

- PSN is planned with close teacher monitoring and guidance
- Written independently on self-outlined template (in class and later for homework)
- Students have internalized the transitional words, can recite the PSN outline, and can draw the Detail Circle in the margin as a visual scaffold if necessary
- Detail elaboration skills can then be applied in more complex, less predictable textual environments.

79

Example of one paragraph from a thirteen year-old's PSN recounting of trip to county fair.

80

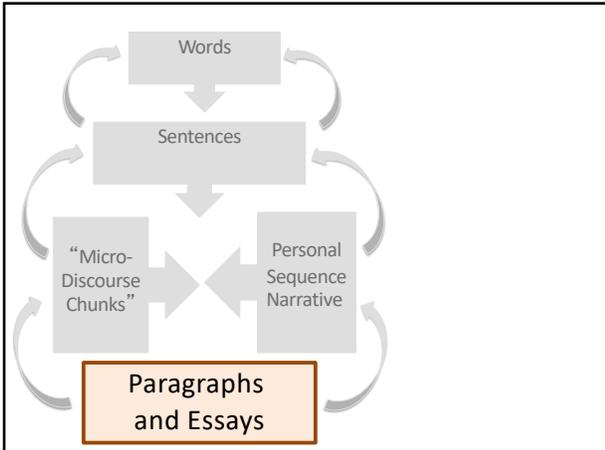
Tracking a Variety of Details

After that, we tried to get the wrist bands so we could go on the rides for twenty dollars. ¹I walked up to the booth and asked for one wrist band, please. ²The evil, older woman just looked at me like I was crazy. ³She said, "We don't sell those anymore." ⁴I was so mad. ⁵Now I had to buy twenty tickets which only got me on four rides. ⁶I thought that was a rip-off. ⁷I asked her, "Why don't you have them anymore?" ⁸She just said, "Next!" ⁹That made me really mad. ¹⁰She gave me twenty tickets and I left the booth.

Sequence sentence: *After that,*

- ¹Detail: fact
- ²Detail: adjective
- ³Detail: quotation
- ⁴Detail: adjective
- ⁵Detail: why?
- ⁶Detail: fact
- ⁷Detail: quotation
- ⁸Detail: quotation
- ⁹Detail: adjective
- ¹⁰Detail: fact

81



82

Strategy: Exploit the Sequence Narrative as a Bridge to the Process Paragraph (expository).

83

Process Paragraph: Strategy for Scaffolding Introductory Sentence



Question: Were there many steps for climbing the mountain?

Topic sentence: There were many steps for climbing the mountain.

84

Basic Process Paragraph

Theme: Mountain Climbing

There were many steps for climbing the mountain.

First, the mountain climbers packed their bags.

Then, they began the long trek into base camp.

Next...

After that...

Finally...

Concluding sentence frame: Performing/Making/Doing [activity] is a complex process that results in (a) [positive adjective] +[product(s)].

85

Expansion of Process Paragraph Using Detail Strategies

There were many steps for climbing the mountain.

First, the mountain climbers packed their bags.

(Why-/How-?): They needed to carry light nutritious foods that would give them energy.

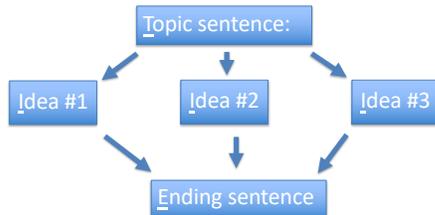
Then, they began the long trek into base camp.

(Why-/How-?): The trek into base camp improved their physical conditioning and prepared them for higher altitudes.

Next..... (et cetera)

86

Concept Map for TIDE Expository Paragraph: Level 1



RESULT: *There are many reasons I like hotdogs. First, they make me think of going to a baseball game! Secondly, I like salty, meaty food. Last of all, they don't cost too much. There are lots of reasons to like hotdogs!*

87

Level 1 Persuasive/Enumerative Paragraph
(Theme: Sailing Safety)

T: There are several reasons why young teenagers should not sail out to sea without an experienced sailor on board.

I: First of all, *novice sailors lack awareness of weather conditions.*

I: Secondly, *they may not know how to navigate well.*

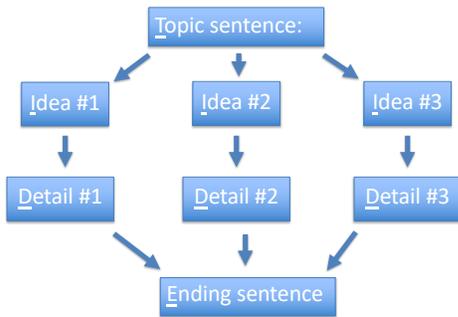
I: Thirdly, *they may panic if the boat goes out of control.*

E: In conclusion, *it is important that sailors are well-prepared before they head into the open waters.*

p.173-182 in Jennings & Haynes, 2019

88

“TIDE” Concept Map: Level 2A



89

Level 2A Sample, Hot Dog Theme

There are many reasons I like hotdogs. First, they make me think of going to a baseball game, and I love baseball! Secondly, I like salty, meaty food. The taste drives me crazy and I can't eat enough of them! Last of all, they don't cost too much, which saves us money at the grocery store. There are lots of reasons to enjoy baseball!

90

TIDE Level 2A Sample
Persuasive/Enumerative Paragraph
(Theme: Sailing Safety)

T: There are several reasons why young teenagers should not sail out to sea without an experienced sailor on board.

I: First of all, green sailors lack awareness of weather conditions.
D: For example, they may not recognize that a storm is blowing in.

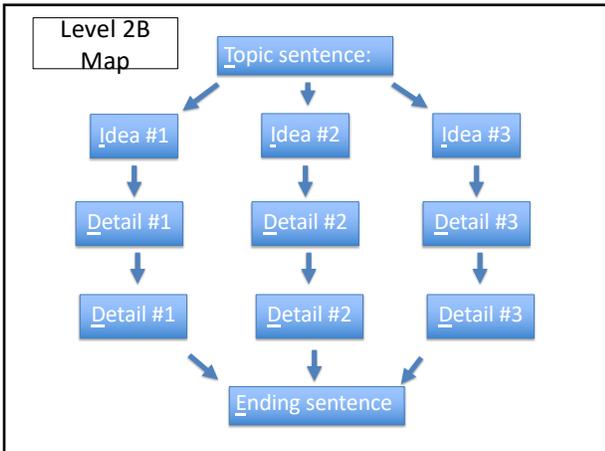
I: Secondly, they may not know how to navigate well,
D: ...because they never learned how to read maps.

I: Thirdly, they may panic if the boat goes out of control.
D: A sailor with experience knows how to calm down and think clearly.

E: In conclusion, it is important that sailors know about sailing and are well-prepared before they head into the open waters.

p.173-182 in Jennings & Haynes, 2019

91



92

Multi-Paragraph Level Strategies

- Before starting essays, self-check:
 - Do my students know the vocabulary and concepts?
 - Have they mastered the relevant sentence patterns?
 - Do they have know their strategies for building different paragraph types?
- Build essays as elaborations of paragraph level concepts.
- Employ oral discussion prior to writing.
- Provide models

p.173-182 in Jennings & Haynes, 2019

93

Use micro-discourse strategies to expand single paragraph texts into multi-paragraph texts.

Persuasive Paragraph



Persuasive Essay

94

Topic Paragraph: Topic sentence+ intro three main ideas paragraphs

Level 4: Multi-Paragraphs

Idea #1 Paragraph

Idea #2 Paragraph

Idea #3 Paragraph

Detail

Detail

Detail

Detail

Detail

Detail

Ending Paragraph: Sum up key main ideas and provide 1-2 sentences re: implications or effects

95



96

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97

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98