

Structured Writing Instruction and Writing Checklist aid Learners with Dyslexia in Writing: A Case Study

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DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE

About Dyslexia Association of Singapore (DAS)

DAS is a non-profit organisation established to help dyslexic people achieve.

About Dyslexia Association of Singapore (DAS)



About us

Senior Educational
Therapists

A combined total of 14
years of teaching
experience with learners
who have Dyslexia

Members of the Curriculum
Team who develop
curriculum for literacy and
higher-order skills such as
Comprehension and
Writing..

Interested in writing, higher
order thinking skills and
Edu-Technology

Dyslexia – Defined (DAS, 2015)

What it is:	What it isn't
<p>Dyslexia is a type of specific learning difficulty.</p> <p>Primary difficulties: Word reading and spelling.</p>	<p>It has nothing to do with the person's intelligence.</p>
<p>Characteristic feature of dyslexia: Verbal memory</p> <p>Co-occurring difficulty: Delayed/Impaired Language development</p>	<p>Having Dyslexia does not mean that your child's ability to learn is below average.</p>
<p>Might love to learn and be motivated</p>	<p>Unmotivated</p>
<p>It often occurs alongside other specific learning differences, such as Dyspraxia or Attention Deficit Disorder (ADD) cannot be cured but Dyslexia can be overcome with successful specialist</p>	<p>It can be cured and it is a disease.</p>

Dyslexia and Writing

- Both children and adults with Dyslexia showed significant difficulties in writing when assessed (Berninger et. al, 2001).
- Berninger's (2006) research reported that the participants with Dyslexia often overcame their reading problems but faced significant problems in spelling and written composition.

Dyslexia and Writing

- Summer, Connelly and Barnett (2016) described that the narrative writing of children with Dyslexia were significantly lower than peers of the same age in the following areas:
 - Ideas and development
 - Coherence
 - Vocabulary
 - Sentence structure
 - Grammar
 - Punctuation

Purpose of Research

- To conduct a year-long case study to explore whether the use of **structured writing instruction and student-friendly writing checklist** could lead to an improvement in narrative writing skills of learners with Dyslexia.

Research Questions and Hypothesis

How does explicit feedback in the form of a writing checklist:

- 1) improve narrative writing skills in learners with Dyslexia?
- 2) increase motivation towards writing learners with Dyslexia?

Hypothesis:

The writing checklist will raise motivation and improve writing skills in learners with Dyslexia.

Research Aim

- To **determine** whether the use of explicit instruction, in the form of a writing checklist, will increase learners' motivation and improve their narrative writing skills.

Research Methodology

- A Qualitative research: A case study
- 10 participants from 4 classes at the DAS (comparison & experimental groups)
 - > Participants were identified based on convenience sampling. Researchers are also the teachers conducting the writing intervention.
 - > Each class was randomly assigned to be either the comparison or experimental group.

Participants

Comparison group	Experimental Group
6 learners	4 learners

- Each class: Learners from Grades 4-6 (10-12 years old)
- Each participant has been assessed to have Dyslexia
- Participants are learners who are weak in both
 - **functional literacy skills (Reading, Spelling)**, and
 - **advanced literacy skills (Writing and Reading Comprehension)**.

Participants

- Participants attend mainstream primary schools and MOE-Aided DAS Literacy programme at the DAS.
- At DAS: As learners with Dyslexia, the participants need **structured, sequential and cumulative instructions** in order for them to follow and retain the skills/concepts taught. Thus, **over-learning and reinforcement** are central to aid their learning.

Research Methodology

- A pre-test and motivation survey was conducted before the start of the intervention.
- Intervention: Both groups experienced the structured writing instruction with feedback given by their teachers on their writing.
- Participants in the experimental group were given a student-friendly checklist during the editing phase as a tool to provide feedback on their writing.
- Participants in the comparison group were given verbal feedback on their writing.

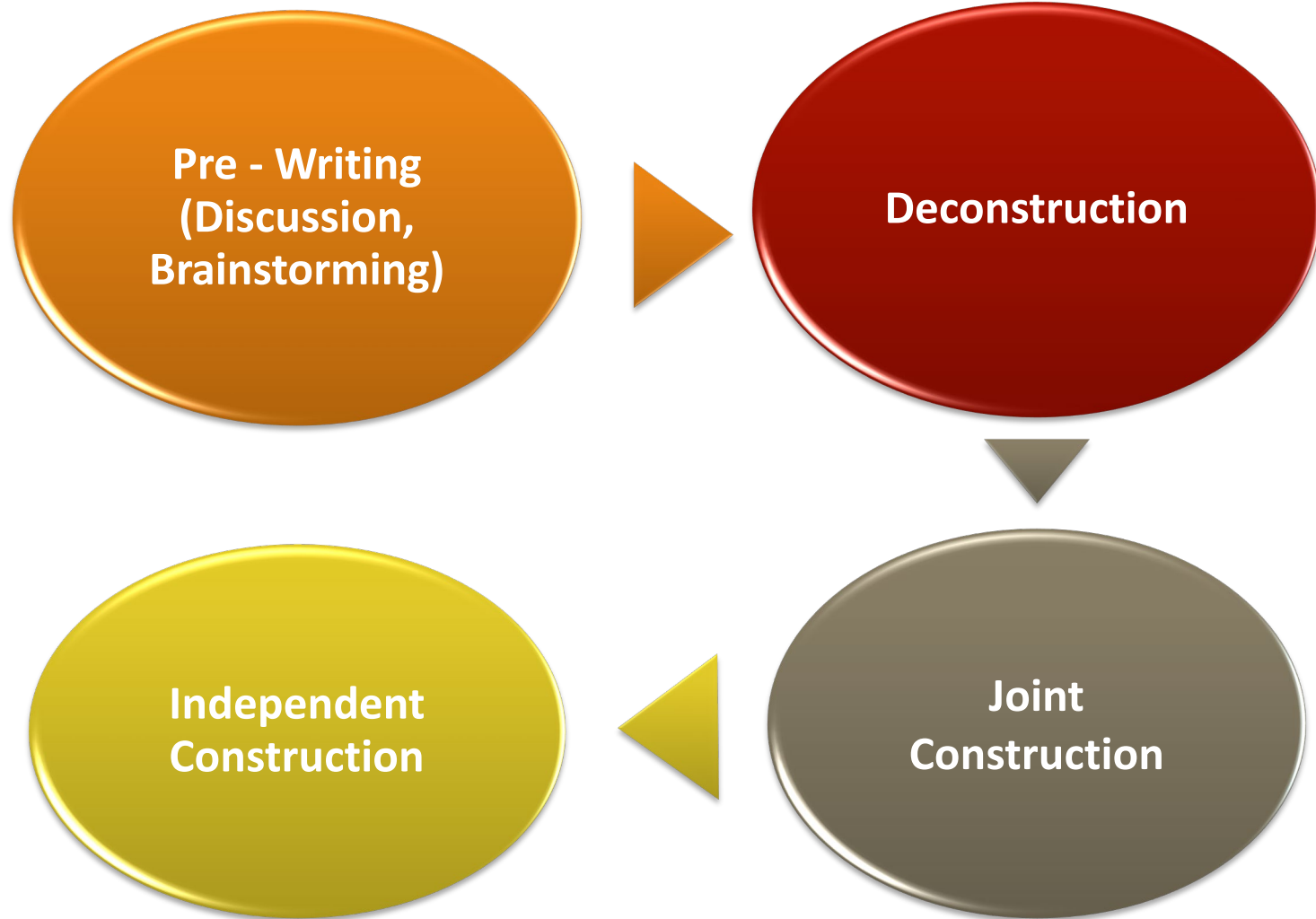
Research Methodology

- A mini-post test and motivation survey were conducted at the end of the intervention (Cycle 1).
- To achieve inter-rater reliability and avoid bias, researchers do not mark their own learners' writing scripts.
- There will be 2 markers to mark each of the learners' scripts to reduce the degree of discrepancy.

Writing Methodology

- Structured writing instruction follows the:
 - i) **Process-Genre approach** (Badger & White, 2000).
 - ii) An **adaptation of the 6+1 Trait Writing**® (Northwest Regional Educational Laboratory, 2004).
- Structured feedback in the form of a **student-friendly checklist** is given to learners in the experimental group.
- There are 4 cycles for this study for a year.
- Each cycle consists of the writing stages to write a narrative composition.

Stages of writing



(Badger & White, 2000)

Cycle 1

- 1) Pre-test and motivation survey 1
- 2) Feedback is given to participants for their pre-test.
- 3) Intervention for both groups
- 4) Mini-post test 1 and motivation survey 2
- 5) Feedback given to participants for their mini-post test 1.

Motivation Survey on Writing

- An adaptation from Elbow & Belanoff's (1989) "*A community of writers: A workshop course in writing*" and a student attitude writing survey (http://www.region15.org/filestorage/158/2563/5086/attitude_survey-portrait.pdf).
- Components in the motivation survey includes:
 - Attitude towards writing (3-point likert scale)
 - Writing process (5-point likert scale)
 - Short answered questions on learners' writing topic interests, writing experience in school and their confidence in their writing skills.

Samples of research materials used

1. Motivation Survey

➤ Attitudes towards writing

Motivation Survey 2 on Writing

(Adapted from *A Community of Writers* by Peter Elbow and Pat Belanoff and Student Writing Attitude Survey-
http://www.region15.org/filestorage/158/2563/5086/attitude_survey-portrait.pdf)

Name: _____ Date: _____

Level: _____ Gender: Male / Female

Dear student,

This survey is to let your teacher know how you feel towards writing. Please answer as honestly as you can. There are no right or wrong answers.

If you do not understand any of the questions asked, ask your teacher for help. You should take about 10 min to finish the survey. Thank you.

Directions: There are three parts to this survey. Read each question carefully and answer all questions.

Attitude towards writing (General) *Circle your answers*

1.





















2. Writing Process (rating scale) *Tick in the given boxes*

Section A: ATTITUDE TOWARDS WRITING

Circle your answers.

Here is an example:

I like to write using a pencil than a pen.	 Yes	 Sometimes	 No
1. I like to show my writing through drawings.	 Yes	 Sometimes	 No
2. Drawing pictures help me get ideas for my writing	 Yes	 Sometimes	 No
3. I enjoy writing compositions.	 Yes	 Sometimes	 No
4. Writing is hard.	 Yes	 Sometimes	 No
6. I enjoy writing in			

Samples of research materials used

➤ Writing Process

For each question, tick in one of the boxes.

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
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Here is an example:

1. On a topic that I do not know much about, I need my teacher's help.

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's begin!

2. If I like or know the writing topic, I am able to come up with ideas fast and independently - not be stuck?

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. If I like or know the writing topic, I am able to come up with the vocabulary words to use

5. On a topic that I do not know much about (could be an assignment or examination topic), I am able to come up with the vocabulary words to use fairly quickly and independently?

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. On any given topic, I need my teacher to brainstorm ideas together with me before I can write.

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I am able to organise my ideas logically and in the right sequence independently.

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I am able to organise my ideas and thoughts logically and in the right sequence using a writing organiser (e.g. story mountain).

5=All the time	4=Most of the time	3=sometimes	2=rarely	1=never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motivation Survey 1 and 2

- Differs only for the short answered questions to assess participants' motivation.

Samples of research materials used

➤ Short Answer Questions (Open-Ended)

Motivation Survey 1

1. How do you feel whenever you are asked to write?

2. What topics do you like to write about? (E.g. Sports, Food, Holiday, Games etc)

3. How do your teachers in school teach writing?

4. Would you have more confidence if writing is taught to you in a clear, step-by-step manner?

Motivation Survey 2

1. How do you feel whenever you are asked to write now?

2. What topics do you like to write about now? (E.g. Sports, Food, Holiday, Games etc)

3. Are you more confident now that writing is taught to you in a step by step way?

Thank You!

Data Analysis for Cycle 1

- Pre-test & Mini post-test 1
- Motivation survey 1 and 2
- Participants' writing scripts were marked based on the adapted writing rubric.

Assessing learners' writing

- A narrative writing rubric was adapted based on the 6+1 Trait Writing[®] Rubric (Northwest Regional Educational Laboratory, 2004).
- The rubric was developed for learners
 - i) whose predominant difficulties are reading, spelling and phonological awareness
 - ii) are beginner writers
- The writing rubric was used to assess participants' writing.

Samples of research materials used

2) Writing Rubrics

		Rubrics for Narrative Writing				
Criteria		4	3	2	1	0
Ideas	Introduction	<ul style="list-style-type: none"> Setting, characters and time are clearly stated All Ideas are relevant to the story 1 evidence of HLI is seen and expanded sufficiently Reader's attention is effectively captured 	<ul style="list-style-type: none"> Setting, characters and time are clearly stated 75% of the ideas are relevant to the story 1 evidence of HLI is seen but not sufficiently expanded 	<ul style="list-style-type: none"> Has two of the following: setting, characters, time 50% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Only has one of the following: setting, characters, time 25% of the Ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Absence of setting, characters, and time. Ideas are not relevant to the story Absence of HLI
	Problem	<ul style="list-style-type: none"> All Ideas are relevant to the story Characters and setting/s are well expanded The presence of a problem is evidently seen and well-developed 	<ul style="list-style-type: none"> Characters and setting/s are well expanded 75% of the ideas are relevant to the story The presence of a problem is evidently seen but not well-developed 	<ul style="list-style-type: none"> Characters and setting/s are appropriate but not well expanded 50% of the ideas are relevant to the story An attempt to include a problem 	<ul style="list-style-type: none"> Development of characters and setting is minimal and simplistic 25% of the Ideas are relevant to the story Absence of a problem. 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of the development of characters and setting. Absence of a problem
	Conclusion	<ul style="list-style-type: none"> All Ideas are relevant to the story Problem is resolved and well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> Problem is resolved but not well-developed 75% of the ideas are relevant to the story Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> An attempt to resolve the problem 50% of the ideas are relevant to the story Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution Conclusion is rather abrupt 25% of the Ideas are relevant to the story 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of a solution and conclusion
Organization	<ul style="list-style-type: none"> The structure showcases the main idea Ideas are placed logically and sequentially. Transitions are smooth and varied An inviting lead and a developed ending are present Format assists reader's orientation 	<ul style="list-style-type: none"> Structure is easy, clearly present and complete in a predictable manner Transitions are varied Ideas are placed logically and sequentially. An inviting lead and concluding sentence are present Format is accurate 	<ul style="list-style-type: none"> Structure is clearly present in a predictable manner Transitions are simple and repetitive ('and' and 'then'). A beginning, middle, and predictable ending are present Format is accurate 	<ul style="list-style-type: none"> Ideas are written logically, but not sequentially Transitions are simple and scarce ('and' and 'then'). A bare beginning and middle are present – no end. Format is generally accurate 	<ul style="list-style-type: none"> Structure not evident or in random order Writing show attempt to order and sequence. Absence of transitions and sequencing. A beginning is attempted – but no middle or end. Formatting is emerging (left-right orientation, text placement, spacing) 	
Voice	<ul style="list-style-type: none"> The character's feelings are well-conveyed Usage of words/phrases makes the story original Engages the audience 	<ul style="list-style-type: none"> The character's feelings are well-conveyed Engages the audience 	<ul style="list-style-type: none"> Feeling(s) are present in the writing with words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> A general feeling are expressed in a few words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> No feeling is captured in words and/or pictures No awareness of the audience 	
Word Choice	<ul style="list-style-type: none"> Word selection is effective in creating an image in the reader's mind through skilful usage of words Uses accurate verbs, precise nouns, appropriate adjectives and phrases 	<ul style="list-style-type: none"> Word selection is appropriate in creating a clear image in the reader's mind Uses appropriate verbs, nouns, adjectives and phrases 	<ul style="list-style-type: none"> Word selection is ordinary in creating an image in the reader's mind. Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words/phrases convey topic with some help from pictures Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words are at the emergent stage Words are difficult to decode Used simple verbs, nouns, adjectives and phrases which not all are relevant. Repeats common words /phrases. 	
Sentence Fluency	<ul style="list-style-type: none"> 95% of sentences are complete Sentence types show variation Competency in sentence complexity is demonstrated Connectives are varied and helps the development of the story 	<ul style="list-style-type: none"> 75% of sentences are complete Sentence types show variation Some ability in sentence complexity is demonstrated Connectives are varied 	<ul style="list-style-type: none"> 50% sentences are complete Sentence types show minimal variation Sentences are simple Some variation of connectives 	<ul style="list-style-type: none"> 25% sentences are complete Sentences are simple and repetitive in structure Connective transitions like 'and' and 'then' are present and repetitive. 	<ul style="list-style-type: none"> Sentences are incomplete or incoherent 	
Conventions	<ul style="list-style-type: none"> 95% accuracy in the use of punctuation 95% accuracy in the use of capital letters Clear paragraphing 95% accuracy in tenses 95% grade level words spelt Consistent indentation 	<ul style="list-style-type: none"> 75% accuracy in the use of punctuation 75% accuracy in the use of capital letters Clear paragraphing 75% accuracy in tenses 75% grade level words spelt First line indented 	<ul style="list-style-type: none"> 50% accuracy in the use of punctuation 50% accuracy in the use of capital letters Some attempt at paragraphing but lacks coherence 50% accuracy in tenses 50% grade level words spelt mostly correctly 	<ul style="list-style-type: none"> 25% accuracy in the use of punctuation 25% accuracy in the use of capital letters Minimal or no attempt at paragraphing and lacks coherence 25% accuracy in tenses 25% grade level words spelt correctly. Phonetic spelling decodable 	<ul style="list-style-type: none"> 10% accuracy in the use of punctuation 10% accuracy in the use of capital letters No attempt at paragraphing 10% accuracy in tenses 10% grade level words spelt correctly. Phonetic spelling 	

Samples of research materials used

3) Lesson Plans (Cycle 1)

DAS-MAP Curriculum Team's Writing Research Cycle 1
Term 1, 2016: 4th Jan - 7th Feb 2016

Writing Lesson Plans - To tick components carried out.

Lesson /Week	Lesson Objectives	Resources	Activities	Notes
1/Wk 1	-	-	-	-
2/Wk 1	- Administer Pre-test	- CBA test kit	Administer pre-test (30mins)	Absentees:
3/Wk 2	- Students to complete Student's consent form - Administer Motivation survey 1	- Student's consent form - Survey sheet	1) Students to fill up consent form 2) Administer motivation survey 1 (20mins)	To pass letter and consent forms to students. Absentees:
4/Wk 2	Pre-writing stage	- Picture stimulus (at the playground) => Exam Paper 2, pg 3 - Word splash	Class discussion on topic: At the playground - Introduce topic and vocabulary words	To collect consent forms Absentees:
5/Wk 3	- Give feedback on students' writing	- Rubrics (experimental) - Student-friendly checklist (experimental)	Inform students how they did for pre-test and what to look out for to improve their writing (Control - oral feedback, Experimental - using rubrics and checklist)	Absentees:
6/Wk 3	Deconstruction	- Sample written text (to find) - Story mountain	Introduce text structure -> Sequencing of events in a story mountain -> Highlight importance of paragraphing, indentation	Absentees:
7/Wk 4	Deconstruction	- Student-friendly checklist (experimental)	Introduce language features -> Highlight tenses, importance of punctuation (Control - orally, Experimental - checklist)	Absentees:
8/Wk 4	Joint-construction	- Story mountain	Plan writing topic: At the playground in a story mountain -> Recall vocabulary words and spelling to use in writing.	Absentees:

DAS-MAP Curriculum Team's Writing Research Cycle 1
Term 1, 2016: 4th Jan - 7th Feb 2016

9/Wk 5	Independent writing (mini post test 1)	- Story mountain from Week 3 - Writing sheet - Student-friendly checklist (experimental)	To write out their first draft based on story planned -> Recall tenses, punctuation and paragraphing (Control - remind orally, Experimental group: use checklist to check writing)	Absentees:
10/Wk 5	Administer motivation survey 2	- Survey sheet	Administer motivation survey 2 (20mins)	Absentees:

For any changes in lesson plans due to factors such as students'/teacher's absence.				
Lesson /Week affected	Date to conduct lesson	Resources	Lesson objectives & Activities	Notes

Samples of research materials used









4a) Student-friendly Checklist (Experimental group)

For the purpose of DAS-MAP Curriculum Team's writing research 2016 only






For Experimental Group

My Checklist for Narrative Writing

Instructions: Answer each question by highlighting the smiley face

Questions to think about		
Special features		
1	Does my story start with two-finger spacing?	
2	Have I used paragraphs?	
3	Does my story follow the story mountain - introduction, problem, conclusion?	
4	Does my story include 'who', 'what', 'when', 'where'?	
5	Does my story follow the writing title?	
6	Have I described the events in the order that they had happened?	
7	Does my story include words linked to the title?	
8	Have I described the characters and their feelings?	

For the purpose of DAS-MAP Curriculum Team's writing research 2016 only

9	Do all my sentences start with a capital letter and end with a punctuation mark?	
10	Does my writing have interesting action words?	
11	Have I used the correct tenses (present / past) for my story?	
Other remarks / comments : Please provide at least one strength and one area of improvement for this piece of work		
Strength(s) 		Area(s) of Improvement 


Samples of research materials used

4b) Feedback Form(Comparison group)

For the purpose of DAS-MAP Curriculum Team's writing research 2016 only

For Control Group

My Feedback for Narrative Writing

Other remarks / comments : Please provide at least one strength and one area of improvement for this piece of work	
Strength(s) 	Area(s) of Improvement 
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Samples of research materials used

5) Writing Exemplar (Deconstruction)

A2 -84 exemplar

At the playground

One Sunday morning, Mum and Dad brought my sister and I to the playground near our house. I was so excited to go out and play that I almost forgot to wear my sports shoes.

Once we reached there, I skipped ahead by myself and passed people who were cycling and skating. I was so happy. I skipped so fast that I did not even know that I had gone far away from the playground and I was now lost. I was so scared that I started to cry. Just then, a nice lady cyclist stopped to ask me why I was crying. I told her I was lost. She asked for Dad's ~~0000000000~~ number and called him. She offered me a ride to the playground where Mum, Dad and my sister will wait for me.

When I saw my parents, I hugged them very tightly. Feeling relieved, I began to play happily. I slid down the slides, went up and down the see-saw with my sister and even made sandcastles. It was a fun day, and I learnt never to walk ahead by myself again.

A2 -84 exemplar

Exemplar -
Teacher's copy

Vocabulary -
words/phases in bold

Text structure

First paragraph:
Introduction

Who

What

When

Where

Why

Second paragraph:

Body

Problem

Solution

Third paragraph:

Conclusion

Language features

Punctuation

Indentation

Subjects/nouns

Adjectives

At the playground

when who
One Sunday morning, Mum and Dad brought my
who sister and I to the playground near our house. I was so
excited to go out and play that I almost forgot to wear
why
my sports shoes.

Once we reached there, I skipped ahead by
myself and **passed people** who were cycling and
skating. I was so happy. I skipped so fast that I did not
even know that I had gone far away from the
playground and I was ~~now lost!~~ ^{problem} I was so scared that I
started to cry. Just then, a nice lady ^{solution} cyclist stopped to
ask me why I was crying. I told her I was lost. She asked
for Dad's ~~handphone~~ number and called him. She
offered me a ride to the playground where Mum, Dad
and my sister will wait for me.

When I saw my parents, I hugged them very tightly.
Feeling relieved, I began to play happily. I slid down the
slides, went up and down the **see-saw** with my sister and
even made **sandcastles**. It was a fun day, and I learnt
never to walk ahead by myself again.

A2 -84 exemplar

Exemplar -
Student's copy

Vocabulary -
words/phases in bold

Text structure

First paragraph:
Introduction

Who

What

When

Where

Why

Second paragraph:

Body

Problem

Solution

Third paragraph:

Conclusion

Language features

Punctuation

Indentation

Subjects/nouns

Adjectives

At the playground

One Sunday morning, Mum and Dad brought my
sister and I to the playground near our house. I was so
excited to go out and play that I almost forgot to wear
my sports shoes.

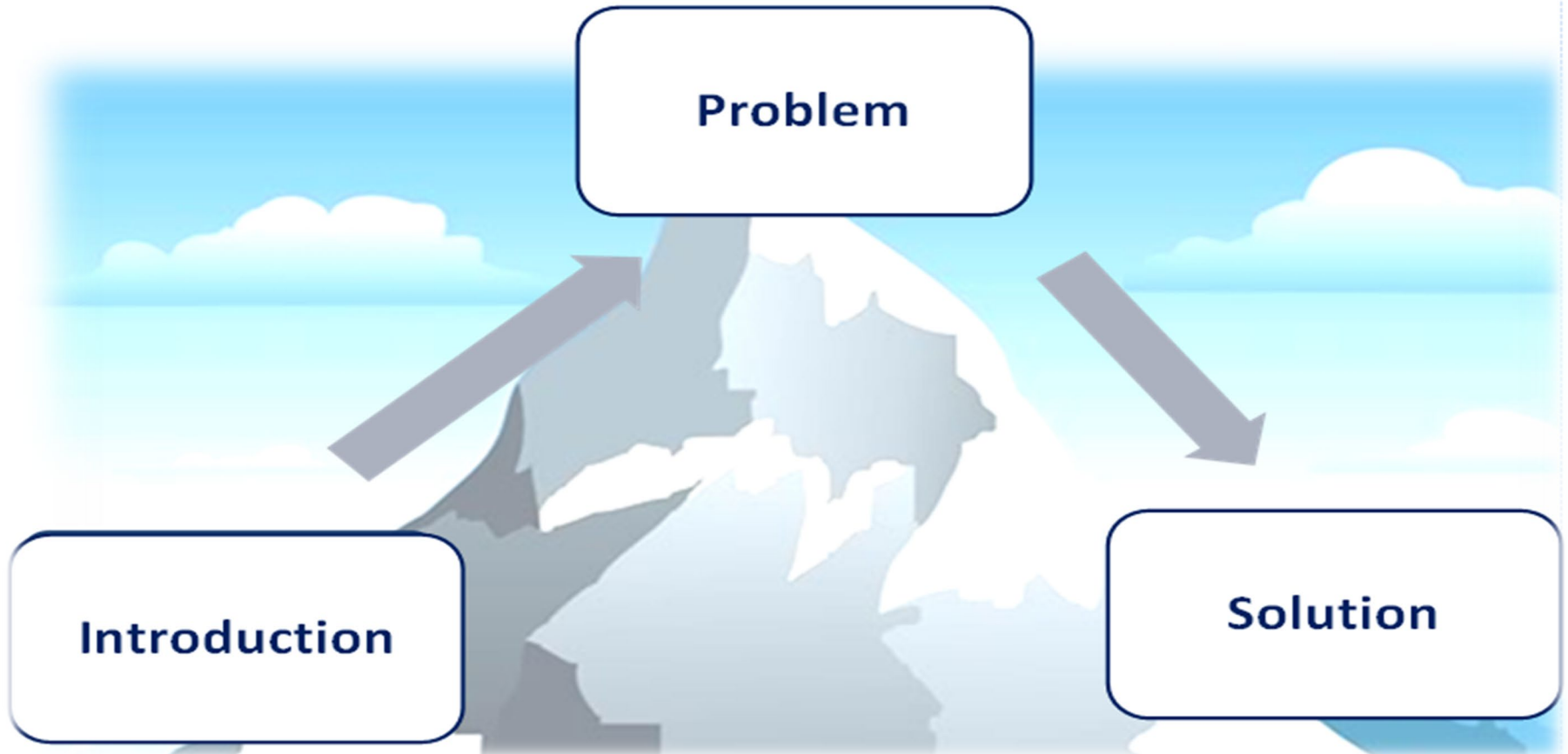
Once we reached there, I skipped ahead by
myself and **passed people** who were cycling and
skating. I was so happy. I skipped so fast that I did not
even know that I had gone far away from the
playground and I was now lost! I was so scared that I
started to cry. Just then, a nice lady cyclist stopped to
ask me why I was crying. I told her I was lost. She asked
for Dad's ~~handphone~~ number and called him. She
offered me a ride to the playground where Mum, Dad
and my sister will wait for me.

When I saw my parents, I hugged them very tightly.
Feeling relieved, I began to play happily. I slid down the
slides, went up and down the **see-saw** with my sister and
even made **sandcastles**. It was a fun day, and I learnt
never to walk ahead by myself again.

Samples of research materials used

6) Writing Organizer- Story-Mountain

Story Mountain



Student's writing progress

- Pre-test
(Picture A)
by Student G

It is was a wonder ful day. There got many
 pupuls in batter fly purik There a man daving yaga
 and beside the man there Two Churan play sisor this
 a small girl is (tapping her rabbit)

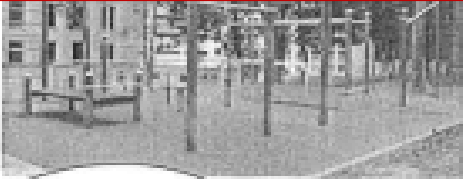
There is a girl hold a baby and beside her there is a
 family she is seeing a frog pond beside the pond two boy
 are jaging in the park and in front the
 old ungal is riding a bicycle beside the ungal
 there is a girl play with a jumping rope beain
 the girl a boy play with with his foot ball be me beang
 in to old ungal.

There a boy throwing his lietter into the buspin
 beside he there is three girl plaving snek and ladder.

Student's writing progress

- Pre-writing activity (word splash)

Pre-Writing Activity: At the Fitness Corner



Word Splash

Pull-ups station
Monkey-bars
sit-up station
exercise
cycling track
careful accidents.

Stretching station
maintain a
healthy lifestyle
can be found
in park or neighbourhoods.

A girl was
chasing
a dog

Student's writing progress

- Deconstruction

Vocabulary - words/phases in bold

Text structure

First paragraph: Introduction

Who

What

When

Where

Why

Second paragraph: Body

Body

Problem

Solution

Third paragraph: Conclusion

Conclusion

Language features

Punctuation

Indentation

Subjects/nouns

At the playground

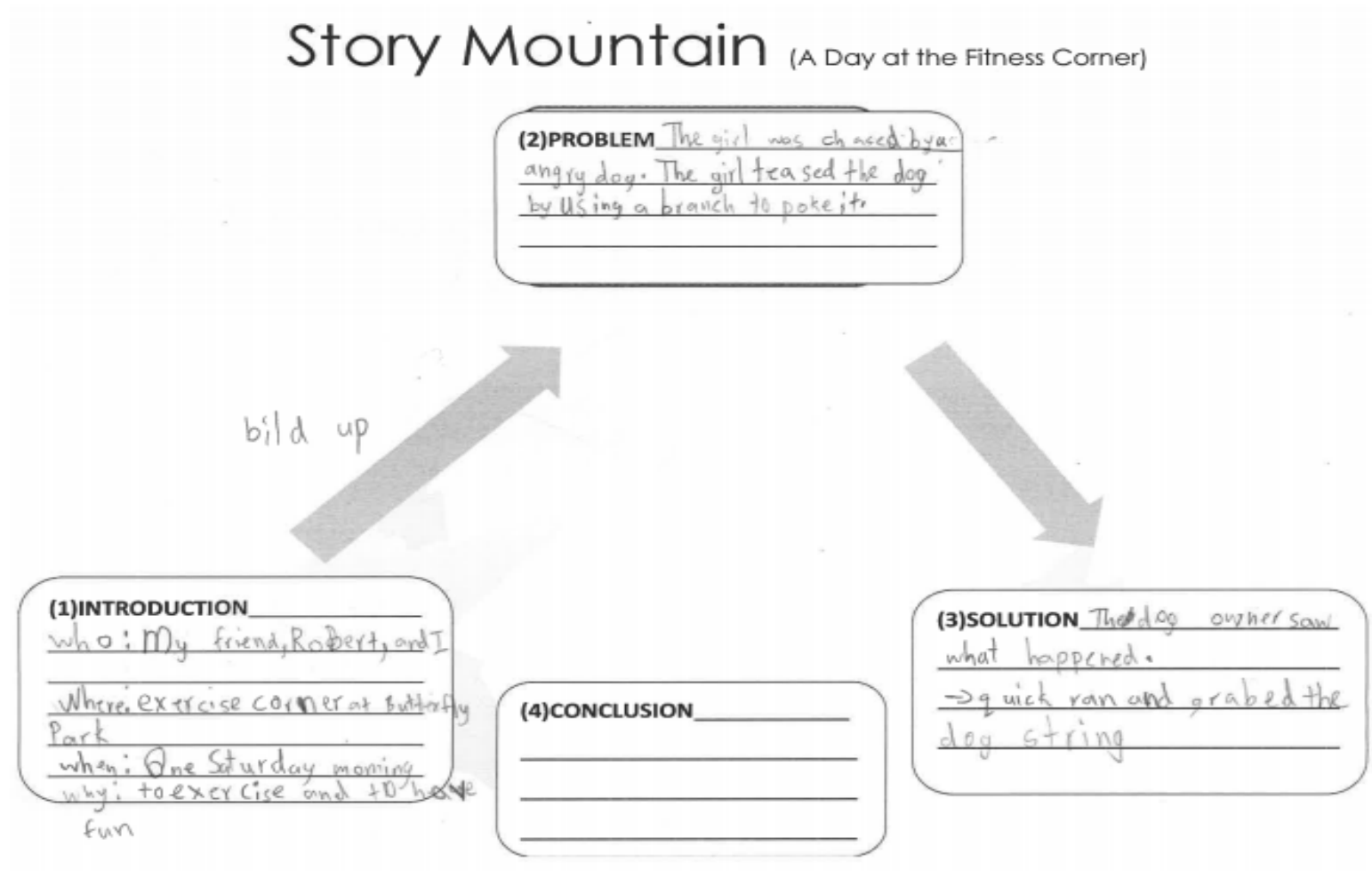
when who who
 One Sunday morning, Mum and Dad brought my
 who who where
 sister and I to the playground near our house. I was so
 to look out for do some things
 excited to go out and play that I almost forgot to wear
 my sports shoes.

Once we reached there, I skipped ahead by
 walk faster than the parents
 myself and passed people who were cycling and
 skating. I was so happy. I skipped so fast that I did not
 even know that I had gone far away from the
 playground and I was now lost! I was so scared that I
 Problem
 started to cry. Just then, a nice lady cyclist stopped to
 Solution a person who cycles
 ask me why I was crying. I told her I was lost. She asked
 for Dad's handphone number and called him. She
 Solution
 offered me a ride to the playground where Mum, Dad
 and my sister will wait for me.

When I saw my parents, I hugged them very tightly.
 Feeling relieved, I began to play happily. I slid down the
 slides, went up and down the see-saw with my sister and
 even made sandcastles. It was a fun day, and I learnt
 never to walk ahead by myself again. lesson

Student's writing progress

- Joint-construction



Student's writing progress

Writing Activity: Write a story based on the given picture

It was a fine ^{morning} saturday. Me and my friend Robert decided go to the exercise corner at Butterfly Park. we want to exercise and to have some fun

Suddenly There were a girl was chased by a angry dog because the girl teased the dog by using a small branch to poke it and the dog's owner saw what happened and ran quickly and grabbed the dog's string.

Me and Robert saw that the girl saved sorry to the dog's owner. The dog's owner aspeped her sorry.

Independent
writing
(mini post-test,
Picture B) by
Student G

Results - Student G

It is was a wonder ful day. There got many
^(Carpenter) ^(Butterfly Park)
pupals in batter fly park. There a man doing yoga
and beside the man there two ^{children} play ^{see-saw} sisor there
a small girl is ^(tapping her rabbit) tap her rabbit.

There is a girl ^{hold} hold a boy ^{and} beside her there is a
^{family} ^{seems} ^{there is a}
famil. the is frog pond beside the pond two boy
are jogging in the park and in front the
old ungal is riding a ^{bicycle} bicycle beside the ungal
there is a girl play with a ^{jumping rope} jumping rope be in
the girl a boy play with with his foot ball be me ^{bang} bang
in to old ^{uncle} ungal.
There a boy ^{throwing} throwing his letter into the ^{death in} bus in
beside he there is three girl playing ^{snake and ladder} snake and ladder.

Pre-test

Results - Student G (Pre-test)

Student G: 5/24		Rubrics for Narrative Writing				
Criteria		4	3	2	1	0
Ideas 2/3 = 1	Introduction 2	<ul style="list-style-type: none"> Setting, characters and time are clearly stated All ideas are relevant to the story 1 evidence of HLI is seen and expanded sufficiently Reader's attention is effectively captured 	<ul style="list-style-type: none"> Setting, characters and time are clearly stated 75% of the ideas are relevant to the story 1 evidence of HLI is seen but not sufficiently expanded 	<ul style="list-style-type: none"> Has two of the following: setting, characters, time 50% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Only has one of the following: setting, characters, time 25% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Absence of setting, characters, and time. Ideas are not relevant to the story Absence of HLI
	Problem 0	<ul style="list-style-type: none"> All ideas are relevant to the story Characters and settings are well expanded The presence of a problem is evidently seen and well-developed 	<ul style="list-style-type: none"> Characters and settings are well expanded 75% of the ideas are relevant to the story The presence of a problem is evidently seen but not well-developed 	<ul style="list-style-type: none"> Characters and settings are appropriate but not well expanded 50% of the ideas are relevant to the story An attempt to include a problem 	<ul style="list-style-type: none"> Development of characters and setting is minimal and simplistic 25% of the ideas are relevant to the story Absence of a problem. 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of the development of characters and setting. Absence of a problem
	Conclusion 0	<ul style="list-style-type: none"> All ideas are relevant to the story Problem is resolved and well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> Problem is resolved but not well-developed 75% of the ideas are relevant to the story Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> An attempt to resolve the problem 50% of the ideas are relevant to the story Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution Conclusion is rather abrupt 25% of the ideas are relevant to the story 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of a solution and conclusion
Organization 0	<ul style="list-style-type: none"> The structure showcases the main idea Ideas are placed logically and sequentially. Transitions are smooth and varied An inviting lead and a developed ending are present Format assists reader's orientation 	<ul style="list-style-type: none"> Structure is easy, clearly present and complete in a predictable manner Transitions are varied Ideas are placed logically and sequentially. An inviting lead and concluding sentence are present Format is accurate 	<ul style="list-style-type: none"> Structure is clearly present in a predictable manner Transitions are simple and repetitive ('and' and 'then'). A beginning, middle, and predictable ending are present Format is accurate 	<ul style="list-style-type: none"> Ideas are written logically, but not sequentially Transitions are simple and scarce ('and' and 'then'). A bare beginning and middle are present – no end. Format is generally accurate 	<ul style="list-style-type: none"> Structure not evident or in random order Writing show attempt to order and sequence. Absence of transitions and sequencing. A beginning is attempted – but no middle or end. Formatting is emerging (left-right orientation, text placement, spacing) 	
Voice 0	<ul style="list-style-type: none"> The character's feelings are well-conveyed Usage of words/phrases makes the story original Engages the audience 	<ul style="list-style-type: none"> The character's feelings are well-conveyed Engages the audience 	<ul style="list-style-type: none"> Feeling(s) are present in the writing with words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> A general feeling are expressed in a few words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> No feeling is captured in words and/or pictures No awareness of the audience 	
Word Choice 2	<ul style="list-style-type: none"> Word selection is effective in creating an image in the reader's mind through skillful usage of words Uses accurate verbs, precise nouns, appropriate adjectives and phrases 	<ul style="list-style-type: none"> Word selection is appropriate in creating a clear image in the reader's mind Uses appropriate verbs, nouns, adjectives and phrases 	<ul style="list-style-type: none"> Word selection is ordinary in creating an image in the reader's mind. Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words/phrases convey topic with some help from pictures Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words are at the emergent stage Words are difficult to decode Used simple verbs, nouns, adjectives and phrases which not all are relevant. Repeats common words / phrases. 	
Sentence Fluency 1	<ul style="list-style-type: none"> 95% of sentences are complete Sentence types show variation Competency in sentence complexity is demonstrated Connectives are varied and helps the development of the story 	<ul style="list-style-type: none"> 75% of sentences are complete Sentence types show variation Some ability in sentence complexity is demonstrated Connectives are varied 	<ul style="list-style-type: none"> 50% sentences are complete Sentence types show minimal variation Sentences are simple Some variation of connectives 	<ul style="list-style-type: none"> 25% sentences are complete Sentences are simple and repetitive in structure Connective transitions like 'and' and 'then' are present and repetitive. 	<ul style="list-style-type: none"> Sentences are incomplete or incoherent 	
Conventions 1	<ul style="list-style-type: none"> 90% accuracy in the use of punctuation 90% accuracy in the use of capital letters Clear paragraphing 95% accuracy in tenses 95% grade level words spell Consistent indentation 	<ul style="list-style-type: none"> 75% accuracy in the use of punctuation 75% accuracy in the use of capital letters Clear paragraphing 75% accuracy in tenses 75% grade level words spell First line indented 	<ul style="list-style-type: none"> 50% accuracy in the use of punctuation 50% accuracy in the use of capital letters Some attempt at paragraphing but lacks coherence 50% accuracy in tenses 50% grade level words spell mostly correctly 	<ul style="list-style-type: none"> 25% accuracy in the use of punctuation 25% accuracy in the use of capital letters Minimal or no attempt at paragraphing and lacks coherence 25% accuracy in tenses 25% grade level words spell correctly. Phonetic spelling decodable 	<ul style="list-style-type: none"> 10% accuracy in the use of punctuation 10% accuracy in the use of capital letters No attempt at paragraphing 10% accuracy in tenses 10% grade level words spell correctly. Phonetic spelling 	

Results - Student G

Writing Activity: Write a story based on the given picture

It was a fine ^{morning} Saturday. Me and my friend Robert decided to go to the "exercise" corner at Butterfly Park. We want to exercise and to have some fun.

Suddenly there was a girl who was chased by an angry dog because the girl teased the dog by using a small branch to poke it and the dog's owner saw what happened and ran quickly and grabbed the dog's string.

Me and Robert saw that the girl saved sorry to the dog's owner. The dog's owner accepted her sorry.

Mini-post test (Cycle 1)

Results - Student G (Mini-post test 1)

Student G: 15/24

Rubrics for Narrative Writing

Criteria		4	3	2	1	0
Ideas 10/3 = 3	Introduction 4	<ul style="list-style-type: none"> Setting, characters and time are clearly stated All ideas are relevant to the story 1 evidence of HLI is seen and expanded sufficiently Reader's attention is effectively captured 	<ul style="list-style-type: none"> Setting, characters and time are clearly stated 75% of the ideas are relevant to the story 1 evidence of HLI is seen but not sufficiently expanded 	<ul style="list-style-type: none"> Has two of the following: setting, characters, time 50% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Only has one of the following: setting, characters, time 25% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Absence of setting, characters, and time. Ideas are not relevant to the story Absence of HLI
	Problem 3	<ul style="list-style-type: none"> All ideas are relevant to the story Characters and setting/s are well expanded The presence of a problem is evidently seen and well-developed 	<ul style="list-style-type: none"> Characters and setting/s are well expanded 75% of the ideas are relevant to the story The presence of a problem is evidently seen but not well-developed 	<ul style="list-style-type: none"> Characters and setting/s are appropriate but not well expanded 50% of the ideas are relevant to the story An attempt to include a problem 	<ul style="list-style-type: none"> Development of characters and setting is minimal and simplistic 25% of the ideas are relevant to the story Absence of a problem. 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of the development of characters and setting. Absence of a problem
	Conclusion 3	<ul style="list-style-type: none"> All ideas are relevant to the story Problem is resolved and well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> Problem is resolved but not well-developed 75% of the ideas are relevant to the story Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> An attempt to resolve the problem 50% of the ideas are relevant to the story Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution Conclusion is rather abrupt 25% of the ideas are relevant to the story 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of a solution and conclusion
Organization 3	<ul style="list-style-type: none"> The structure showcases the main idea Ideas are placed logically and sequentially. Transitions are smooth and varied An inviting lead and a developed ending are present Format assists reader's orientation 	<ul style="list-style-type: none"> Structure is easy, clearly present and complete in a predictable manner Transitions are varied Ideas are placed logically and sequentially. An inviting lead and concluding sentence are present Format is accurate 	<ul style="list-style-type: none"> Structure is clearly present in a predictable manner Transitions are simple and repetitive ('and' and 'then'). A beginning, middle, and predictable ending are present Format is accurate 	<ul style="list-style-type: none"> Ideas are written logically, but not sequentially Transitions are simple and scarce ('and' and 'then'). A bare beginning and middle are present – no end. Format is generally accurate 	<ul style="list-style-type: none"> Structure not evident or in random order Writing show attempt to order and sequence. Absence of transitions and sequencing. A beginning is attempted – but no middle or end. Formatting is emerging (left-right orientation, text placement, spacing) 	
Voice 2	<ul style="list-style-type: none"> The character's feelings are well-conveyed Usage of words/phrases makes the story original Engages the audience 	<ul style="list-style-type: none"> The character's feelings are well-conveyed Engages the audience 	<ul style="list-style-type: none"> Feeling(s) are present in the writing with words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> A general feeling are expressed in a few words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> No feeling is captured in words and/or pictures No awareness of the audience 	
Word Choice 2	<ul style="list-style-type: none"> Word selection is effective in creating an image in the reader's mind through skilful usage of words Uses accurate verbs, precise nouns, appropriate adjectives and phrases 	<ul style="list-style-type: none"> Word selection is appropriate in creating a clear image in the reader's mind Uses appropriate verbs, nouns, adjectives and phrases 	<ul style="list-style-type: none"> Word selection is ordinary in creating an image in the reader's mind. Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words/phrases convey topic with some help from pictures Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words are at the emergent stage Words are difficult to decode Used simple verbs, nouns, adjectives and phrases which not all are relevant. Repeats common words / phrases. 	
Sentence Fluency 2	<ul style="list-style-type: none"> 95% of sentences are complete Sentence types show variation Competency in sentence complexity is demonstrated Connectives are varied and helps the development of the story 	<ul style="list-style-type: none"> 75% of sentences are complete Sentence types show variation Some ability in sentence complexity is demonstrated Connectives are varied 	<ul style="list-style-type: none"> 50% sentences are complete Sentence types show minimal variation Sentences are simple Some variation of connectives 	<ul style="list-style-type: none"> 25% sentences are complete Sentences are simple and repetitive in structure Connective transitions like 'and' and 'then' are present and repetitive. 	<ul style="list-style-type: none"> Sentences are incomplete or incoherent 	
Conventions 3	<ul style="list-style-type: none"> 95% accuracy in the use of punctuation 95% accuracy in the use of capital letters Clear paragraphing 95% accuracy in tenses 95% grade level words spell Consistent indentation 	<ul style="list-style-type: none"> 75% accuracy in the use of punctuation 75% accuracy in the use of capital letters Clear paragraphing 75% accuracy in tenses 75% grade level words spell First line indented 	<ul style="list-style-type: none"> 50% accuracy in the use of punctuation 50% accuracy in the use of capital letters Some attempt at paragraphing but lacks coherence 50% accuracy in tenses 50% grade level words spell mostly correctly 	<ul style="list-style-type: none"> 25% accuracy in the use of punctuation 25% accuracy in the use of capital letters Minimal or no attempt at paragraphing and lacks coherence 25% accuracy in tenses 25% grade level words spell correctly. Phonetic spelling decodable 	<ul style="list-style-type: none"> 10% accuracy in the use of punctuation 10% accuracy in the use of capital letters No attempt at paragraphing 10% accuracy in tenses 10% grade level words spell correctly. Phonetic spelling 	

Results - Student C

Ali
Ail said to the father I want to play (outside)
(satan). To play bicycle and the father
said I don't want to play (outside) because
ail do not listen to the father. Because
ail so rude to the father. The father do
not want to ail. Ail was afraid to the father.
Ail said to himself he want to make my
father to sleep are home. My father don't
wake up at home.
waka are home.

Pre-test

Results - Student C (Pre-test)

Student C: 1/24		Rubrics for Narrative Writing				
Criteria		4	3	2	1	0
Ideas 4/3=1	Introduction 2	<ul style="list-style-type: none"> Setting, characters and time are clearly stated All ideas are relevant to the story 1 evidence of HLI is seen and expanded sufficiently Reader's attention is effectively captured 	<ul style="list-style-type: none"> Setting, characters and time are clearly stated 75% of the ideas are relevant to the story 1 evidence of HLI is seen but not sufficiently expanded 	<ul style="list-style-type: none"> Has two of the following: setting, characters, time 50% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Only has one of the following: setting, characters, time 25% of the ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Absence of setting, characters, and time Ideas are not relevant to the story Absence of HLI
	Problem 0	<ul style="list-style-type: none"> All ideas are relevant to the story Characters and settings are well expanded The presence of a problem is evidently seen and well-developed 	<ul style="list-style-type: none"> Characters and settings are well expanded 75% of the ideas are relevant to the story The presence of a problem is evidently seen but not well-developed 	<ul style="list-style-type: none"> Characters and settings are appropriate but not well expanded 50% of the ideas are relevant to the story An attempt to include a problem 	<ul style="list-style-type: none"> Development of characters and setting is minimal and simplistic 25% of the ideas are relevant to the story Absence of a problem 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of the development of characters and setting Absence of a problem
	Conclusion 2	<ul style="list-style-type: none"> All ideas are relevant to the story Problem is resolved and well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> Problem is resolved but not well-developed 75% of the ideas are relevant to the story Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> An attempt to resolve the problem 50% of the ideas are relevant to the story Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution Conclusion is rather abrupt 25% of the ideas are relevant to the story 	<ul style="list-style-type: none"> Ideas are not relevant to the story Absence of a solution and conclusion
Organization 0	<ul style="list-style-type: none"> The structure showcases the main idea Ideas are placed logically and sequentially Transitions are smooth and varied An inviting lead and a developed ending are present Format assists reader's orientation 	<ul style="list-style-type: none"> Structure is easy, clearly present and complete in a predictable manner Transitions are varied Ideas are placed logically and sequentially An inviting lead and concluding sentence are present Format is accurate 	<ul style="list-style-type: none"> Structure is clearly present in a predictable manner Transitions are simple and repetitive ('and' and 'then') A beginning, middle, and predictable ending are present Format is accurate 	<ul style="list-style-type: none"> Ideas are written logically, but not sequentially Transitions are simple and scarce ('and' and 'then') A bare beginning and middle are present – no end Format is generally accurate 	<ul style="list-style-type: none"> Structure not evident or in random order Writing show attempt to order and sequence Absence of transitions and sequencing A beginning is attempted – but no middle or end Formatting is emerging (left-right orientation, text placement, spacing) 	
Voice 0	<ul style="list-style-type: none"> The character's feelings are well-conveyed Usage of words/phrases makes the story original Engages the audience 	<ul style="list-style-type: none"> The character's feelings are well-conveyed Engages the audience 	<ul style="list-style-type: none"> Feeling(s) are present in the writing with words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> A general feeling are expressed in a few words/punctuation Attempts to engage the audience 	<ul style="list-style-type: none"> No feeling is captured in words and/or pictures No awareness of the audience 	
Word Choice 0	<ul style="list-style-type: none"> Word selection is effective in creating an image in the reader's mind through skilful usage of words Uses accurate verbs, precise nouns, appropriate adjectives and phrases 	<ul style="list-style-type: none"> Word selection is appropriate in creating a clear image in the reader's mind Uses appropriate verbs, nouns, adjectives and phrases 	<ul style="list-style-type: none"> Word selection is ordinary in creating an image in the reader's mind Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases 	<ul style="list-style-type: none"> Written words/phrases convey topic with some help from pictures Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases 	<ul style="list-style-type: none"> Written words are at the emergent stage Words are difficult to decode Used simple verbs, nouns, adjectives and phrases which not all are relevant Repeats common words / phrases 	
Sentence Fluency 0	<ul style="list-style-type: none"> 95% of sentences are complete Sentence types show variation Competency in sentence complexity is demonstrated Connectives are varied and helps the development of the story 	<ul style="list-style-type: none"> 75% of sentences are complete Sentence types show variation Some ability in sentence complexity is demonstrated Connectives are varied 	<ul style="list-style-type: none"> 50% sentences are complete Sentence types show minimal variation Sentences are simple Some variation of connectives 	<ul style="list-style-type: none"> 25% sentences are complete Sentences are simple and repetitive in structure Connective transitions like 'and' and 'then' are present and repetitive 	<ul style="list-style-type: none"> Sentences are incomplete or incoherent 	
Conventions 0	<ul style="list-style-type: none"> 95% accuracy in the use of punctuation 95% accuracy in the use of capital letters Clear paragraphing 95% accuracy in tenses 95% grade level words spell Consistent indentation 	<ul style="list-style-type: none"> 75% accuracy in the use of punctuation 75% accuracy in the use of capital letters Clear paragraphing 75% accuracy in tenses 75% grade level words spell First line indented 	<ul style="list-style-type: none"> 50% accuracy in the use of punctuation 50% accuracy in the use of capital letters Some attempt at paragraphing but lacks coherence 50% accuracy in tenses 50% grade level words spell mostly correctly 	<ul style="list-style-type: none"> 25% accuracy in the use of punctuation 25% accuracy in the use of capital letters Minimal or no attempt at paragraphing and lacks coherence 25% accuracy in tenses 25% grade level words spell correctly Phonetic spelling decodable 	<ul style="list-style-type: none"> 10% accuracy in the use of punctuation 10% accuracy in the use of capital letters No attempt at paragraphing 10% accuracy in tenses 10% grade level words spell correctly Phonetic spelling 	

Results - Student C

Mini-post test (Cycle 1)

Me and my friends climbing at the
monkey-bar at the pasir Ris. It's Sunday morning. My
friends scared to climbing at the monkey-bar.

The girl: accidentally stepped on the dog's tail.
The dog chased the girl she was scared. She run ^{away} away.

The dog tripped over a stone. The dog was sad the girl
^{stopped} stopping. The owner came and said sorry.

Results - Student C (Mini-post test 1)

Student C: 9/24		Rubrics for Narrative Writing				
Criteria		4	3	2	1	0
Ideas 5/3=2	Orientation 2	<ul style="list-style-type: none"> Setting, characters and time are clearly stated All Ideas are relevant to the story 1 evidence of HLI is seen and expanded sufficiently Reader's attention is effectively captured 	<ul style="list-style-type: none"> Setting, characters and time are clearly stated 75% of the Ideas are relevant to the story 1 evidence of HLI is seen but not sufficiently expanded 	<ul style="list-style-type: none"> Has two of the following: setting, characters, time 50% of the Ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Only has one of the following: setting, characters, time 25% of the Ideas are relevant to the story Absence of HLI 	<ul style="list-style-type: none"> Absence of setting, characters, and time. Ideas are not relevant to the story Absence of HLI
	Complication 2	<ul style="list-style-type: none"> Characters and Setting/s are well expanded The presence of a problem is evidently seen and well-developed 	<ul style="list-style-type: none"> Characters and Setting/s are well expanded The presence of a problem is evidently seen but not well-developed 	<ul style="list-style-type: none"> Characters and Setting/s are appropriate but not well expanded an attempt to include a problem 	<ul style="list-style-type: none"> Development of characters and setting is minimal and simplistic Absence of a problem. 	<ul style="list-style-type: none"> Absence of the development of characters and setting. Absence of a problem
	Solution 1	<ul style="list-style-type: none"> Problem is resolved and well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> Problem is resolved but not well-developed Conclusion provides a feeling of satisfied closure 	<ul style="list-style-type: none"> an attempt to resolve the problem Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution Conclusion is rather abrupt 	<ul style="list-style-type: none"> Absence of a solution and conclusion
Organization 1	<ul style="list-style-type: none"> The structure showcases the main idea Ideas are placed logically and sequentially. Transitions are smooth and varied An inviting lead and a developed ending are present Format assists reader's orientation 	<ul style="list-style-type: none"> Structure is easy, clearly present and complete in a predictable manner Transitions are somewhat varied Ideas are placed logically and sequentially. An inviting lead and concluding sentence are present Format is accurate 	<ul style="list-style-type: none"> Structure is clearly present in a predictable manner More simple transitions used. A beginning, middle, and predictable ending are present Format is accurate 	<ul style="list-style-type: none"> Ideas are written logically, but not sequentially Transitions are simple and repetitive ('and' and 'then') A bare beginning and middle are present—no end. Format is generally accurate 	<ul style="list-style-type: none"> Structure not evident or in random order Writing show attempt to order and sequence. Absence of transitions and sequencing. A beginning is attempted – but no middle or end. Formatting is emerging (left-right orientation, picture and text placement, spacing) 	
Voice 1	<ul style="list-style-type: none"> The character's feelings are clear Usage of words/phrases are varied. Engages the audience 	<ul style="list-style-type: none"> The character's feelings are clear Engages the audience 	<ul style="list-style-type: none"> Identifiable feeling(s) are present in the writing Aware of the audience 	<ul style="list-style-type: none"> Feeling is expressed in a few words/punctuation Generally aware of the audience 	<ul style="list-style-type: none"> A general feeling is captured in words and/or pictures No awareness of the audience 	
Word Choice 1	<ul style="list-style-type: none"> Word selection is effective in creating an image in the reader's mind through skillful usage of words Uses accurate verbs, precise nouns, appropriate adjectives and phrases 	<ul style="list-style-type: none"> Word selection is appropriate in creating a clear image in the reader's mind Uses appropriate verbs, nouns, adjectives and phrases 	<ul style="list-style-type: none"> Word selection is ordinary in creating an image in the reader's mind. Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words/phrases convey topic with some help from pictures Uses simple verbs, nouns, adjectives and phrases May repeat use of common words / phrases. 	<ul style="list-style-type: none"> Written words are at the emergent stage Words are difficult to decode Used simple verbs, nouns, adjectives and phrases which not all are relevant. Repeats common words /phrases. 	
Sentence Fluency 2	<ul style="list-style-type: none"> 95% of sentences are complete Sentence types show variation Competency in sentence complexity is demonstrated Connectives are varied and helps the development of the story 	<ul style="list-style-type: none"> 75% of sentences are complete Sentence types show variation Some ability in sentence complexity is demonstrated Connectives are varied 	<ul style="list-style-type: none"> 50% sentences are complete Sentence types show minimal variation Sentences are simple Some variation of connectives 	<ul style="list-style-type: none"> 25% sentences are complete Sentences are simple and repetitive in structure Connective transitions like 'and' and 'then' are present and repetitive. 	<ul style="list-style-type: none"> Sentences are incomplete or incoherent 	
Conventions 2	<ul style="list-style-type: none"> 95% accuracy in the use of punctuation and capital letters Clear paragraphing 95% accuracy in tenses 95% grade level words spell Consistent indentation 	<ul style="list-style-type: none"> 75% accuracy in the use of punctuation and capital letters Clear paragraphing 75% accuracy in tenses 75% grade level words spell First line indented 	<ul style="list-style-type: none"> 50% accuracy in the use of punctuation and capital letters Some attempt at paragraphing but lacks coherence 50% accuracy in tenses 50% grade level words spell mostly correctly 	<ul style="list-style-type: none"> 25% accuracy in the use of punctuation and capital letters Minimal or no attempt at paragraphing and lacks coherence 25% accuracy in tenses Phonetic spelling decodable Simple words are spelled correctly 	<ul style="list-style-type: none"> 10% accuracy or no use of punctuation and capital letters No attempt at paragraphing 10% accuracy in tenses Phonetic spelling Simple words are spelled correctly 	

Results – Motivation Survey (Student G)

Section B: Writing Process

Qn 10: I am aware that a narrative text (or story) needs an introduction, a build-up, a problem, a solution and a conclusion.

Before Intervention (Cycle 1)

After Intervention (Cycle 1)



(Never)



(Most of the time)

Results – Motivation Survey (Student C)

Section B: Writing Process

Qn 10: I am aware that a narrative text (or story) needs an introduction, a build-up, a problem, a solution and a conclusion.

Before Intervention (Cycle 1)

After Intervention (Cycle 1)



(Never)



(Sometimes)

Results – Motivation Survey (Student G)

Section C: Short-Answer Question

Qn 1: How do you feel whenever you are asked to write?

Before Intervention (Cycle 1)

After Intervention (Cycle 1)



Scared



More confidence

Results – Motivation Survey (Student C)

Section C: Short-Answer Question

Qn 1: How do you feel whenever you are asked to write?

Before Intervention (Cycle 1)

After Intervention (Cycle 1)



A bit happy



Happy

Results – Motivation Survey (Student G)

Section C: Short-Answer Question

Qn 4: Would you have more confidence if writing is taught to you in a clear, step-by-step manner?

Motivation Survey 1



Results – Motivation Survey (Student G)

Section C: Short-Answer Question

Qn 4: Are you more confident now that writing is taught to you in a clear, step-by-step manner?

Motivation Survey 2

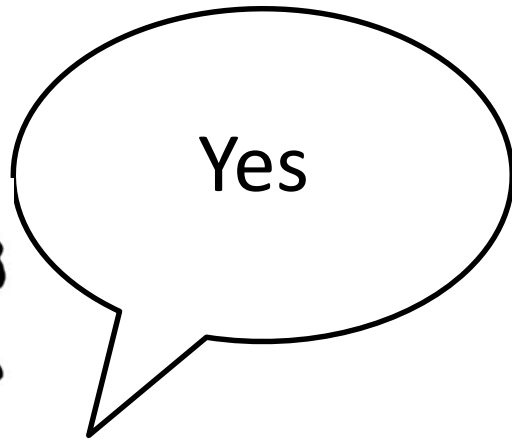


Results – Motivation Survey (Student C)

Section C: Short-Answer Question

Qn 4: Would you have more confidence if writing is taught to you in a clear, step-by-step manner?

Motivation Survey 1

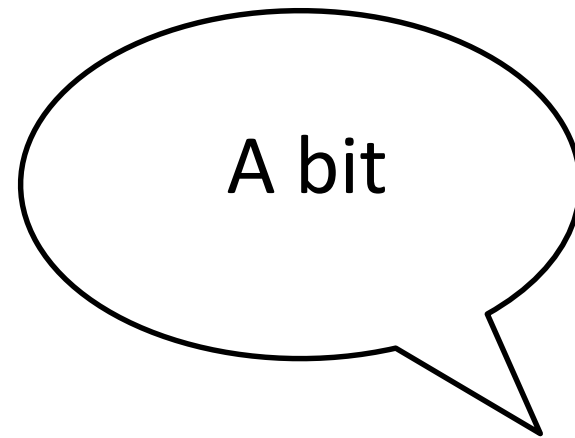


Results – Motivation Survey (Student C)

Section C: Short-Answer Question

Qn 4: Are you more confident now that writing is taught to you in a clear, step-by-step manner?

Motivation Survey 2



Present Limitations (Cycle 1)

1. Did not have 100% attendance.
2. Intervention was only 2 hours per week.
3. The lessons must be cumulative and structured and can only proceed if learners have understood what was taught.
4. Learners selected are within the requirements of the research but may not be homogeneous in terms of their literacy needs, independence level, guidance given to learners.

Future Research

Overall Aim:

To encourage learners to gradually rely less on the checklist as they become more independent, and confident in their writing.

Future Research

- The research will continue for another 3 school terms.
- Participants will be required to take a mid-year writing test (end Term 2). A Post writing test will be conducted towards the end of the research.
- Interviews with the participants and their parents will be conducted to collect richer data.
- Information from the motivation surveys will be further analysed to determine if there has been increase in the participants' motivation levels.

Summary

- A year-long case study on writing at DAS
- For learners with Dyslexia (Grades 4-6)
- Based on a structured writing instruction
- Feedback provided on participants' writing
- Used a writing rubric adapted from 6+1 Trait Writing[®] to improve learners with Dyslexia's narrative writing skills and to increase learners' motivation level.

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QUESTIONS?

*Thank
You*

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DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE