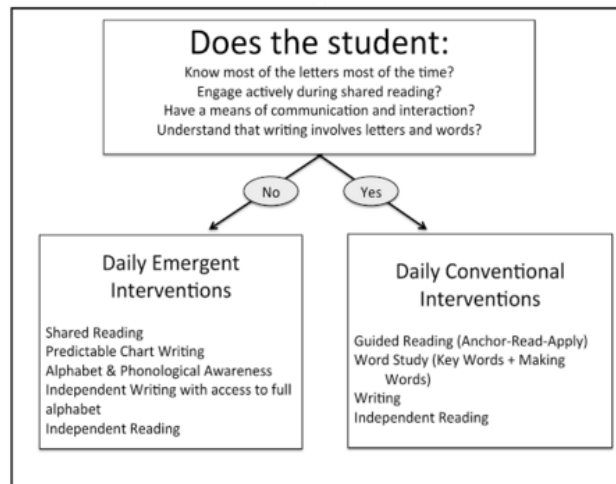


Predictable Chart Writing

A multi-step approach to structured shared writing

Durham Road School's Writing Focus 2019



Cold Outside
 1. I put on a hat. Sarah
 2. I put on a coat. Troy
 3. I put on a hat. Fareed
 4. I put on a coat. Ben
 5. I put on boots. Kiana
 6. I put on gloves. Liam
 7. I put on a hat. Tori

I want to draw.
 Maggie

I see the spooky forest.

Firefighters need a ladder.
 Andrew

I like trains.
 I like watermelon.

Look, here is my shoulder.
 Josh

I want popcorn (Anna)
 I want rice (Anna)
 I want basketball (James)
 I want to go swimming (Sam)
 I want a teddy bear (Liam)



My favorite toy...
 1. I like the computer (Alan)
 2. I like the ball pool (Chloe)
 3. I like the computer (Anastasia)
 4. I like the swing (Matthew)
 5. I like the computer. (Kirstine)
 6. I like the computer games (Ben)
 7. I like the computer (Adrian)

Images in this document are from Google Images

Predictable Chart Writing

(Adapted by Hanser, 2005, from Cunningham, 2001, Hall & Williams, 2001)

What is Predictable Chart Writing?

A multi-step approach to structured shared writing

An opportunity to build:

- Motivation to communicate, read, and write
- Communication, language selection, and choice making
- Understanding about Concepts of Print
- Models of the writing process and early writing sentence structure
- Sight words and high frequency words (names, Dolch, Oxford, Core Vocabulary)
- Word identification, spelling, capitalisation, and punctuation (for transitional and early conventional readers and writers)
- Repeated reading experience for conventional readers developing fluency
- Self-confidence and image of self as a reader and a writer “I can read! I can write! I can share ideas” (Sheldon, 2016, Hanser, 2005, TalkLink 2017)

Predictable chart writing is a fun and easy shared writing and communication activity that supports all our students to become communicators, readers, and writers. From our earliest communicators through to our conventional writers, Predictable Chart Writing is a valuable daily instructional routine.

Predictable Chart Writing provides a consistent daily structure and allows students to contribute to a group activity as well as complete independent work.

Adults model each step of the process, including demonstrating how students can generate ideas using speech, objects, or symbols on their AAC. Predictable Chart Writing gives students the opportunity to see writing every day, for real reasons.

A number of different activities occur during the week long process of Predictable Chart Writing. The end result is a valued class book which every student has contributed to. This book is read often and is displayed in the classroom library. We will now discuss those daily routines in detail.

Here is a description of each day's process.

Day 1: Write the Chart

Day 2: Work with the Chart

Day 3: Work with the Cut Up Sentences

Day 4: Be the Sentence

Day 5: Make the Book

Remember to read the Chart throughout the day at incidental times, not just at 'Predictable Chart times'. We are aiming for the students to have heard these sentences at least 20-40 times by Friday. We want them internally reading along with us and knowing how these sentences sound.

Day 1: Write the Chart (whole group or small group work)

Materials Needed: Large Chart Paper/Whiteboard, black Texta, Object choices (if appropriate), AAC systems

Planning the Chart:

- Think about the Chart topic and how you will give it an interesting title, for example: 'Things to Eat', 'We Dress Up', 'All About Slime', 'Room 5 Superstars', 'Animals We Love', 'How To Make Playdough'. Remember that Predictable Charts can be written during / after science, HASS, cooking, sport, health to further discuss and reflect on what students have learned, they do not just belong in our Literacy Hour. Some teachers also like to connect the Chart to an incursion or the book of the week. Eg If you read 'Dear Zoo your Chart might be 'Pets We Want' and have the sentence stem 'I want a...' you may choose to write a 'Pets We DO NOT Want!' Chart ('I do not want a...') the next week.
- For our earliest communicators, write Charts about what the students know, have had experience with, and care about.
- The 'sentence stem' for Emergent literacy learners is two to five high frequency words that children first learn to speak/communicate, read, and write. These words come from lists such as Dolch, Oxford, or Core Vocabulary. Eg, I like, I want, I put on, It is, I go to, I got, Look! I see a, We can, I can, Get some, I do not like, Put in the, I made, I play with...

For early transitional or conventional literacy learners the sentence stem would be words at the level the students are working on or the words you wish to see them using in their writing.

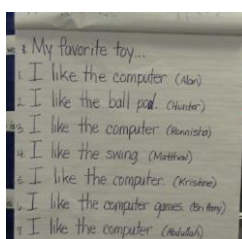
Remember about *repetition with variety*. Cycle through the same sentence stem but for different topics eg

- I put on.... Clothes, decorating biscuits, costumes
- I like... animals, sports, school activities
- I want... food, presents, pets

Try adding 'not' to the next week's Chart to extend the stem and the repetition

- I do not like
 - I do not want
 - Do not put on
- The sentence stem is planned and chosen thoughtfully. Are these core vocabulary words the AAC users need to learn to communicate? Are these words you can model in the AAC systems or in the classroom PODD? Are these words high frequency AAC words easily available to the students? Are these high frequency or sight words that the students need to learn? Are these the earliest sentence forms that the students are also seeing in their daily reading of Early Decodable Readers?

The sentence stem is the most important part of the Chart – these words are specially selected and will be focused on repeatedly throughout the week.



Writing the Chart:

- Spend some time discussing the topic with the class prior to beginning the Chart. If chatting about 'Pets We Want' you might wish to scaffold your students to the 'animals' section of their AAC to talk about all sorts of pets. You could look at pictures of different pets in a TarHeel Reader, or have lots of images of pets on the interactive whiteboard. You may wish to survey the students to find out what pets they already have. This can be a lively discussion time. If you are using objects now is the time everyone is introduced to the objects and why they are there.
- Write the title of the Chart and discuss it. Do not have the title already written. Remember we are showing the students how to write for real reasons.
- Model with the AAC and talk aloud as you write the first line on chart. Use clear neat printing in a black/blue pen so it is visually accessible to students. Talk about the letters you are using. If appropriate, talk about how you are leaving a space in between the words. Mention early concepts of print such as starting on the left and moving across the page. After the sentence write your name in brackets or in a different colour. eg **I like chocolate. (Mary-Louise)**

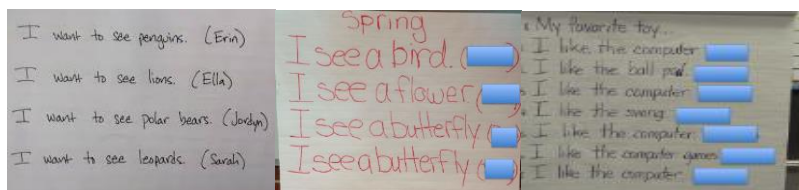


- Students are invited to brainstorm an idea to contribute to the chart. They may brainstorm as a class or with a communication partner – whatever is appropriate for your students. Some students will require object choices to generate their idea eg choosing from dress ups then being supported to communicate their choice as the leader writes down the sentence stem and the students contribution 'I put on a hat (Daniel) ' or 'I like the hat (Daniel)'. Other students may need to be scaffolded to the targeted section of their AAC (such as the food pages, colours page etc). Some students will require their staff member to use auditory listing or partner assisted scanning strategies to enable them to indicate a preference and contribute an idea.



Here is a car. (Mrs Cappello)
 Here is a donkey (Jaiden)
 Here is a game. (ollie)
 Here is a toilet. (Chloe)
 Here is a sports car. (Toby)
 Here is a trampoline. (Liam)

- Some classes like to brainstorm visually then write the chart
- Bring everyone back together and encourage students to initiate communication to share their idea. Wait for the students to initiate communication and then support the student to share their idea. In the early days of doing Predictable Chart Writing as a class, staff may need to model initiation, how to come up with ideas, and model how to contribute sharing the ideas. As each student shares their contribution, write the sentence stem and each idea up on chart, *speaking each word as you write*, and include the student's name in brackets or in a different colour.



Ensure that each word lines up.

We do not have the Chart's sentence stems already written. It is vital that the students see those high frequency, specially selected sentence stem words written over and over and over again.

We do not add pictures to the Chart. This focus is on the letters and the words – the print.

It is extremely important that the students see the repeated writing of those core words in the stem. Your early conventional students can help you as you problem solve out loud 'hmm I need to write the word like, what letter do I need first?', 'What is special about the first letter in a sentence? How should I write the i?' If you have transitional and early conventional students using a Word Wall, model the strategy of finding the words on the Word Wall. If they are words with a familiar onset-rime, model finding the Word Wall word and how to change the onset etc.



Be mindful that some students cannot see the chart or see the print from where they are sitting. Some students may not be aware that you are writing down their idea all the way up there at the front of the class. You may need to bring the Chart paper to them so they can connect their communication of an idea to you writing it down. Write their sentence right in front of them, and explicitly refer to them as you write their name at the end of the sentence. Talk about the letters in their name as you write them.

Frequently stop to re-read the chart from the top and remind the students what has been contributed so far. Read with enthusiasm and vigour and celebrate each contribution in a manner that is appropriate for your students.

Remember to read the Chart throughout the day at incidental times, not just at 'Predictable Chart times'. We are aiming for the students to have heard these sentences at least 20-40 times by Friday. We want them internally reading along with us and knowing how these sentences sound.

Day 2: Work with the Chart Reread the Chart and focus on letters, words, or Concepts of Print

This is whole group or small group work

Materials Needed: The Chart, Pocket Chart, AAC systems, highlighters, pointer/flyswatter, Braille Labeller

- Have your chart ready and available. You may choose to place your words and sentences in a Pocket Chart so that each word is clearly visible. This is helpful for students who are learning concept of word and who find the regular chart too visually cluttered.



- Reread the Chart's title and remind them of the topic. Yesterday may be hard to remember for some students!
- Reread the chart while pointing to each word. Then reread again - you may wish to get the class to now clap the chart, chant the words, rap it, sign it, or *you* may use the AAC to read the stem. (Do not get the students to use the AAC to read the chart. They are concentrating on learning to read the chart inside their head.)
- Talk about how we can use an inner voice when we are reading. Ask students to read 'inside their head' or with their inner voice. Read each sentence out loud and pause to allow the students to read using their inner voice.
- Talk about how we use our eyes for reading (or hands if students are using Braille). Reread each sentence and give students the opportunity to see each word pointed out from left to right as you read. Some students may wish to have a turn at this
- Students can have the opportunity to come up to the chart and 'find their sentence' by first finding their name. Read the sentence together and remind them of how they contributed that idea.
- Focus on a letter, a word, or a concept of print. 'let's read this sentence/ the chart to find all the letter a', 'let's read to show how we start on the left', 'let's read to listen for the word 'can''
- Some students may be able to attend to the chart when it is up the front. Others may need you to bring it down close or onto their desk as they read it and help you find and highlight the letter of the day etc
- Some students may need their sentence printed out as a strip to have on their desk to follow along, highlight, look for target content etc



Some ideas of what to focus on Day2:

Letter concepts

- What a letter is
- Capital letters in general
- Lowercase letters in general
- A specific letter
- A specific capital letter
- A specific lowercase letter
- Letter combinations (morphemes like -er, -est, -ing)

Word concepts

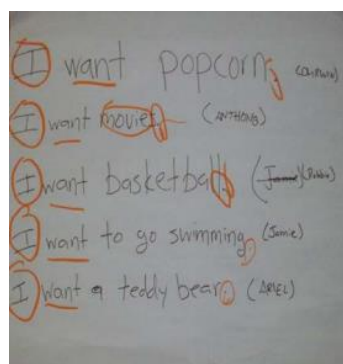
- What a word is, how many words in your sentence, how many times we wrote a target stem word
- First and/or last letter of word
- Parts of speech – noun, proper noun, pronoun, adjective

Conventions of writing (as developmentally appropriate)

- What a sentence is, how many sentences we wrote
- First word of sentence
- Last word of sentence
- Punctuation in general
- Specific types of punctuation (comma, quotation marks, dash, apostrophe)
- End punctuation in general
 - Specific end punctuation (period, question mark, exclamation point)

Conventions of Reading

- Where to start reading
 - Top to bottom
 - Left to right
 - Return sweep to the left
 - Word-by-word voice to print match (for speaking students)



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Day 3: Work with the Cut Up Sentences

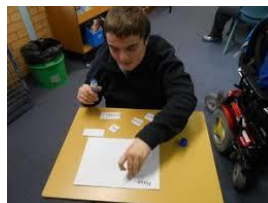
This may be done as a group, small group, or 1:1

Materials Needed: The Chart, Pocket Chart, AAC systems, printed out sentence strips, scissors, sticky tape, glue, A4 paper

- Prepare each student's sentence strips. Students will work with their own sentence eg Jane will only work with Jane's sentence. *Do not pre-cut the sentence strips.*
- Before giving out the sentence strips, reread the Chart at least once and pause to encourage the students to read with their inner voice.

Cutting

- Give each student his or her sentence strip and have them read their own sentence in their head or to you, or to a partner. Ensure students with Vision Impairment have braille labels on their sentence strips.
- Demonstrate how you cut up your own sentence into individual words. Ask the student to cut up his/her sentence into words. Initially, allow them to cut where they wish. If they cut into a word, not between words, sticky tape the strip back together and encourage them to have another go, support them to cut successfully if necessary. This may be a subtle visual cue of you pointing to between the words, this may be you telling them where to cut this time so that they are successful. Make sure they have had an attempt before you help them though. This is your ongoing dynamic assessment about how their concept of word is developing.
- For students who are unable to cut, the adult can slowly point or drag their scissors across the sentence strip and the child indicates when to cut. Honour their choice, even if it is not where you would choose to cut. This is a learning curve!



Sentence Building

- Students now experiment with building sentences from their words. Read each attempt a student makes and discuss whether it sounds right, looks right, makes sense etc. The students will know the 'sound' of the sentence by now because you have read the Chart so many times. Have them consult the Chart to look at how their sentence should be. Do not have a sentence strip in front of them for them to copy word for word.
- For students who cannot physically manipulate the pieces, try using eye pointing or partner assisted scanning to have them build the sentence. Read the sentence they have created and help them compare it to the sentence on the Chart.
- Accept any order the students put the words in then read it out. Support them to be successful the second time. Discuss concepts of print such as left to right, capital letter at start etc.
- The student glues the correctly ordered sentence onto the plain paper. They can write their name on their page using a pen or alphabet flip chart

Remember the focus is always on the print so avoid putting symbols or pictures on the sentences.

Some students with ASD will match up the cut marks on the sentence rather than reorganising the words into a sentence. If you feel your student is doing this then after they have cut, cut each word neatly so that they can focus on word building not matching cut marks.

Early Transitional and Conventional Learners can be extended in this session. You may wish to look at more advanced concepts of print, count syllables, etc.

If your students are capable of writing their sentence using a pencil or keyboard they can do that instead of cutting and rearranging the sentence. They will need to write their sentence from memory though – do not give them a visual model to copy, not even the chart. Encourage them to have a go. If they need a reminder have them walk to the front to look at the chart (that has been turned over). This ensures they are needing to hold their word/sentence in their head and come back to the table to produce it.

Never ask your students to use their AAC to read the sentence or the chart. The goal is reading inside your head. Reading with AAC interrupts the fluency of reading. If you wish your student to use his/her AAC to talk about the Chart you can say, “tell me about the chart”. The student can then show you how they use their AAC to communicate the sentence stem that you have been modelling, how they access the fringe vocabulary to communicate the part they contributed, or how they communicate about the topic of the Chart.



Remember to read the Chart throughout the day at incidental times, not just at ‘Predictable Chart times’. We are aiming for the students to have heard these sentences at least 20-40 times by Friday. We want them internally reading along with us and knowing how these sentences sound.

Day 4: Be the Sentence

This may be done as a whole group or small group

Materials Needed: The Chart, Pocket Chart, AAC systems, one sentence printed out in large print and cut up into words, circles/mats on floor to indicate where to stand (if needed), Recordable switches

- Expect organised chaos but understand that this is an important activity



- Read the Chart and have students join in verbally or with their inner voice
- You may wish to use adults or stuffed animals for this activity first – but one day you will need to work out how you will use students!
- Choose enough students/ adults to each have one word from a sentence. Have the Chosen Ones come to the front of the group. Each person holds a large printed word from the sentence. For students who do not speak or who cannot see the word you may wish to record the word onto a voice output device so the student can press it and hear their word rather than say it.
- The Chosen Ones each say (or press a switch to say) the word they are holding. The whole class reads the sentence from left to right out loud as the teacher moves to each person pointing to the word. Alternatively, the student holding the card can step forward and say their word.
- Remember that the whole class has heard these sentences 20-40 times by now so know exactly how they should sound.
- Challenge the Chosen Ones to put themselves in the correct order. You may need to facilitate this such as 'which word comes first?' or the students may be able to muck around and have a try. Each time they organise themselves read out the sentence from left to right and ask the class if it is correct. The focus is on fun and engagement; this is not a test situation. Look at the smiling faces in the photos above – don't let this be torture!



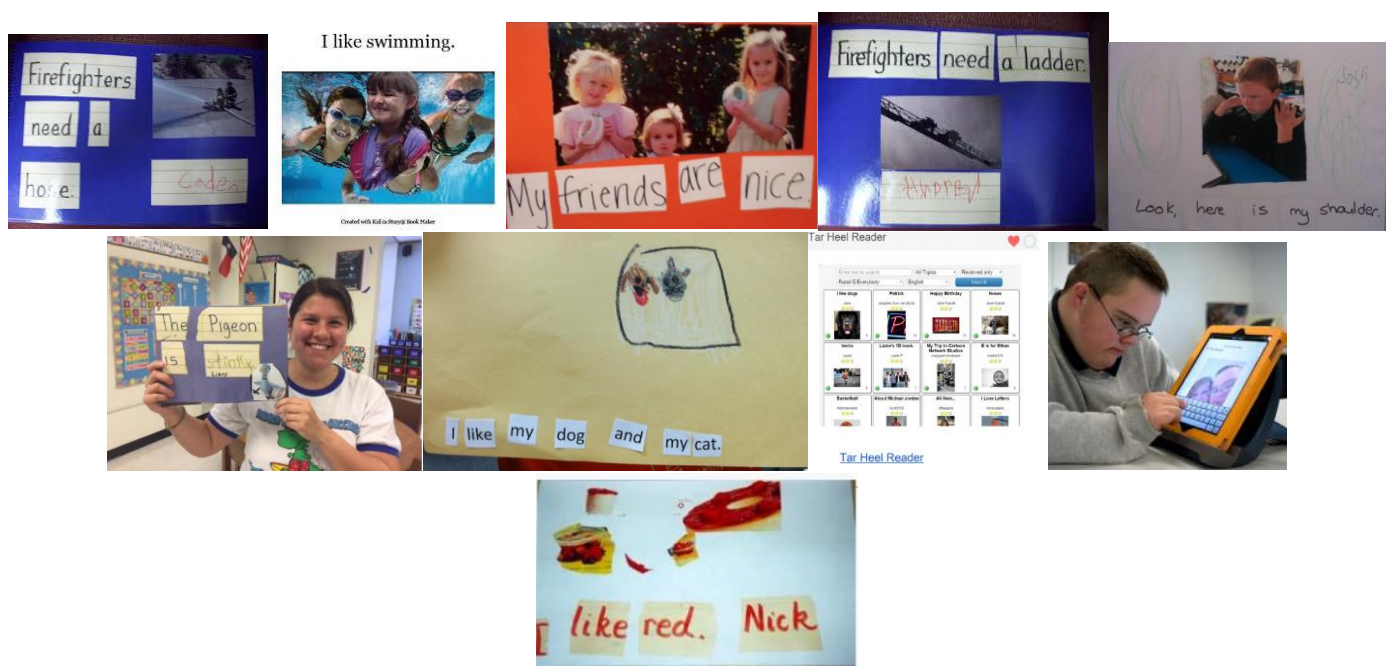
Remember to read the Chart throughout the day at incidental times, not just at 'Predictable Chart times'. We are aiming for the students to have heard these sentences at least 20-40 times by Friday. We want them internally reading along with us and knowing how these sentences sound.

Day 5: Make the Book

This may be done as a whole group, small group, 1:1

Materials Needed: The Chart, Pocket Chart, AAC systems, the pages the students created with their glued sentences, pictures for the students to choose from, access to image sites for students to choose an image from, glue, laminating sheets, cheap laminator

- Read the Chart
- Hand out the pages that the students created yesterday
- Students need to illustrate their page. They may wish to draw a picture, choose a photograph from a selection you have provided, or search through an online image database with you.
- Once the picture is drawn/ glued on the student needs to write his or her name on the page using their pencil/alphabet chart.
- The student places the page in a laminate pouch and takes the page to the laminator. Cheap laminators can be obtained for around \$30. Having a laminator in class helps the students do each step on Day 5 and see their finished page ready to be bound into the class book.
- Remember to put tactile cues onto books for students with Vision Impairment
- Bind the book and celebrate it. This book should be highly valued by staff and students alike. Here is a personally meaningful text that the students can read to themselves with success. Read the book with the class throughout the year. These books are familiar to students so we often see them more likely to interact with the adult who is reading it.
- You can create books on Tarheel Reader (tarheelreader.org), using PowerPoint, or using a book creator app.
- The books we make from our Predictable Writing Charts are useful for working on reading fluency and word identification. Students will more likely use these words and any concepts modelled during writing the chart / on day 2 in their writing.



Resources

Websites

predictablechartwriting.weebly.com

literacyforallinstruction.ca/shared-writing/

<http://www.janefarrall.com/predictable-chart-writing-group-writing-for-all/>

<http://www.project-core.com/predictable-chart-writing-module/> (self paced short module)

<https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/predictable-chart-writing/>

YouTube Videos

Jane Farrall Modeling PCW <https://bit.ly/2Eiy0CM> and <https://bit.ly/2Hr00UP>

We Speak PODDD using PCW <https://bit.ly/2w8C4RK>

Webinar with Erin Sheldon and Dr Caroline Musselwhite <https://bit.ly/2HrNwht>



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