



OELAS KEYNOTE - 12/11 FROM WORDS TO WORKS

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Transcription Skills

- **Motor Component:** Whether students handwrite or type, part of the mind is engaged in letter formation.
- **Spelling:** Even if students are not penalized for spelling, they must still sound out and spell their words so that the reader can understand the text.
- **Mechanics:** Students are expected to adhere to the conventions of writing, not only capitals and periods, but also the mechanical structures necessary to cluster groups of words effectively.
- **Syntax:** Students must write coherent sentences, including appropriate structure and variety.
- **Vocabulary:** Students must use words that convey their intended message and vary those words to reflect the development of their ideas.
- **Oral Language:** Students use oral language before and more often than they do written language. They must learn the differences between spoken and written communication, and they must learn to turn the ideas they speak into the ideas they write.
- **Text Structure:** Students must be able to apply a knowledge of introductory, supporting, and concluding sentences and paragraphs at an appropriate level of sophistication for their age and grade.
- **Recursive Processes:** Students must proofread and edit their work, taking into account conventions of spelling, punctuation, sentence construction, and idea development.
- **Content:** Topics chosen from students' own experiences contain the most simple and direct content. Eventually, students must write on topics assigned by content-area teachers; they must also write using information retrieved from text they read.
- **Purpose & Audience:** Students must determine the purpose of the assignment, the intended audience, and the approach to be taken in order to match written piece with intended audience. The purpose includes an understanding of the assignment as well as the style or approach the piece should take (e.g., narrative, informative, argument). The audience includes the style of the writing (e.g., blog, letter, essay), the discipline (e.g., English, science), and the person(s) who will evaluate the writing.

| Stages of Knowledge | Idea Generation | Parts of Speech | Sentence Parts | Paragraph/ Essay Parts |
|-----------------------|---|--|--|----------------------------------|
| Definition | | learn definition | learn definition | ability to discuss |
| Identification | | recognize in text | recognize in text | recognize in text |
| Create in Isolation | generate/ categorize list | provide examples in isolated sentences | provide examples in isolated sentences | create using known topic |
| Create in Application | generate/ categorize list for content-based assignment | use in paragraphs | use in paragraphs | create using content-based topic |