



Pelham UFSD - ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: Teaching Sentence Structure Using Visual Prompts

Name of person submitting evidence: Amanda Altieri- Speech Language Pathologist

Grade Level : K School: Prospect Course Name: Speech and Language Therapy

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process			
3. Student Performance Data			
4. Curriculum & Instruction			
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs	x	x	
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
OTHER: Please Specify			

Brief Explanation of Evidence:

Attached you will find examples of sentence structure writing by a student with an expressive language delay. When working with students with this profile, the visual prompts and graphic organizers provided are beneficial and used to (a) facilitate word retrieval (b) show the logical sequence of ideas within sentences and (c) develop correct grammatical form for both spoken and written language. Using visual prompts during writing tasks can alleviate the pressure of generating vocabulary words and allow the focus to be more on practicing sentence structures and building confidence with the forward flow of ideas. In the examples, the pictures are used in conjunction with verbal modeling to practice various structures. Once the major components of the sentence are identified, a complete idea (the sentence) is formed verbally and then in writing.

