

Template and Multiple Choice Writing

Overview: Providing a template and multiple choice options can allow students who cannot write with a pencil and/or have significant language difficulties, including spoken, read and written, to participate in writing activities and to express their thoughts.

Procedure: Create a template for the writing assignment. The template can be highly structured or loosely structured (See attached example templates). Provide the student with a variety of multiple choice options, depending on the writing task, so that choices can be made to complete the template. Multiple choice formats can range from precut choices that can be glued on the template, those that can be selected on a touchscreen, or those that can be loaded into a software program such as PixWriter or Boardmaker Plus.

ASOL Covered in this Activity:

5E--WP 3a: The student will select a text and write an opinion about it and one reason to support the opinion.

Extension Idea: Read a variety of texts (2 to 5 books) to students including fiction and non-fiction. After the students have heard all of the books (which could be over a period of days), use the attached template for students to write their opinion about the text they select.

5E--WP 4a: The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.

Extension Idea: Use the same template as the activity above. Students may draw a picture to support their opinion at the bottom of the template.

5E--WE 1a: The student will use simple question words (interrogatives) (e.g., *who*, *what*)

Extension Idea: Teach students what the words *who*, *what*, *where* mean and when to use them. Practice labeling things in the classroom as either a *who* or a *what*. Practice by showing students a variety of pictures of people, places and objects and ask students to label them as *who*, *what* or *where*. After students understand the meanings and use of these words, use the attached template to complete a writing assignment.

8E--WP 1a: The student will write to convey ideas and information including facts, details, and other information.

Extension Idea: Select a broad topic such as animals, transportation, sports, current events and work with students to brainstorm what aspect of a given topic they would like to write about. Follow the sample template to go with this activity.

8E--WP 1d: The student will use content specific vocabulary when writing about a topic.

Extension Idea: Select a topic students are studying in class such as a historical unit, a science unit, a book the class is reading, or jobs students might be exploring. After teaching the content specific vocabulary to your students, create a template based upon the example provided for your students to use when they are writing.

8E--WE 1a: The student will use standard English rules when writing by using question marks at the end of written questions.

Extension Idea: Practice recognizing and knowing when to use question marks by giving students an index card with a ? and one with a . [period] on it. Then make statements and ask questions to the class. At the end of each statement or question ask them to select and display the correct punctuation mark. Once students are comfortable with knowing when to use a ?, create or use the attached template to allow students to glue on ? or periods at the end of each statement/question.

HSE--WP 1d: The student will produce writing that is appropriate to a particular task, purpose, and audience.

Extension Idea: Have students write letters to someone (parent, sibling, principal) asking for something. Create a template or use the one attached. Brainstorm with students who they want to write to and what they want to request (e.g. a trip to McDonalds, a toy, a visit, to select the movie they go see, different food in the cafeteria etc). Once decided, provide the student with a variety of options that can be used to fill in the blanks.

HSE--WE 1a: The student will use standard English rules by using correct punctuation when writing;

Extension Idea: Practice recognizing and know when to use various punctuation marks by giving students an index card with a ? (question mark) on it, one with a .(period) , one with an ! (exclamation point) and one with a , (comma)on it. Then make statements and ask questions to the class. At the end of each statement, question, or phrase ask them to select and display the correct punctuation. Once students are comfortable with knowing when to use these punctuation marks, use the attached template to allow students to glue the correct punctuation for each blank.

Materials Needed:

Index cards
Preprinted words or words and pictures
Word processor
Printer

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction: Peers can assist with brainstorming writing projects or coming up with multiple choice selections. Peers can also participate by modeling using the cut-outs to create and share their own writing. Many of the writing activities can be done about places in the community at large or the school community.

Functional Activity/Routine: Include and use writings that reflect the daily schedule or functional routines and activities such as going through the lunch line, getting dressed/ready for school, or responding to a fire drill.

Strategies to Collect Evidence: Work products, accompanied with anecdotal records describing the process the student used to complete the work, and samples of templates and multiple choices offered could serve as evidence.

Specific Options for Differentiating this Activity:



Sentences on the templates can be read to students. Multiple choice selections can be put on large index cards for eye gaze or the templates and multiple choice selections can be put on the smart board and the results printed out. Multimedia software programs can be utilized which will provide access to students with limited motor skills. Programs such as Clicker, Classroom Suite, Boardmaker and PixWriter are available.

Example Template for 5E--WP 3a:

“The student will select a text and write an opinion about it and one reason to support the opinion”

Directions: Have student select one of the texts presented in class. Students will dictate answers to fill in the following questions. If students are unable to dictate, then have a variety of multiple choice answers to the question “I like/don’t like this book because _____” for example (it was scary, it was fun, it reminded me of something, it was funny, it made me laugh, it made me cry, of this(allow student to show you) character/ or action / or event.

I chose to write about the book:

I like  /don't like  this book because _____.

Example Template to go with 5E-WE 1

“The student will use simple question words (Interrogatives) (e.g. *who, what*)

Directions: provide students with 4 cutouts of each of the following question words: *who, what, where*. Students select and glue the correct response into the blanks provided in the sentences below. The sentences may be read to students although students should be encouraged to read any of the words they know and to follow along.

wants to go get ice cream?

kind of ice cream would you want to get?

should we go to get the ice cream?

else do you like to eat?

I like to eat chocolate cake.

else likes to eat chocolate cake?

would I find a chocolate cake?

are you going to eat for lunch?

is going to eat French fries for lunch?

do we go to eat our French fries for lunch?

Sample Template for 8E--WP 1a:

The student will write to convey ideas and information including facts, details, and other information.

Directions: Once you have brainstormed the topic with the student, provide them with a variety of multiple choice facts, details and information that they can use to fill in the blanks.

My topic is _____ .

I selected this topic because _____ .

One fact about my topic is _____ .

One detail about my topic is _____ .

One thing I really want you to know about my topic is _____ .

Sample Template for 8E--WE 1a:

The student will use standard English rules when writing by using question marks at the end of written questions.

Directions: Provide students with 10 *each* of ? (question mark) and . (period) cut outs. Students will glue the correct punctuation on after each statement/question. Sentences may be read to the student.

1. I like to go to gym class ___.
2. Will it snow tonight ___.
3. I rode the bus this morning ___.
4. I want to eat a salad at lunch ___.
5. Is it snowing right now ___.
6. I want it to snow___ .
7. I like snow ___ .
8. Do you like snow ___ .

Example Template for 8E--WP 1d:

The student will use content specific vocabulary when writing about a topic.

*This is an sample template based upon the unit of 3S-FME 2 (The student will investigate and understand basic properties of solids, liquids, and gases.)

Directions: Print out precut 3 possible choices for each of the blanks. Read the sentences with the student and allow them to select a choice of 3 possible choices to place in the blank. Sentences may be read to the student. If a student can verbalize what they want to fill in the blank, then they or the teacher can write it in or provide a cut out with their choice.

My _____
(choices: breakfast, lunch, dinner)

When I have _____, I like to drink _____.
(same as above) (milk, juice, water, etc)

_____ is a _____. I like to drink it because
(same drink selected) (liquid, solid, gas)

_____. I also like to eat _____.
(it tastes good; is refreshing etc) (pizza, eggs, spaghetti etc)

_____ is a __. I like to eat it because
(same food selected) (liquid, solid, gas)

_____. I cannot eat _____ because
(tastes good, is my favorite etc) (wind, air, oxygen)

it is a _____.
(liquid, solid, gas)

Sample Template for HSE--WP 1d:

The student will produce writing that is appropriate to a particular task, purpose, and audience.

Directions: First brainstorm with student to decide who they will write to and what they will ask for. Provide them with 3 options to fill in each blank.

Dear _____,

How are you? I am writing to you because I would like _____
(fill in what they are asking for)

I am asking for this because _____ and it would be
(is important, is my favorite, like it etc)

_____. Please think about my request.
(fun, healthy, fair)

I hope that you are having a _____ day.
(great, nice, bad, happy)

(sincerely, love, always)

(student name)

Sample Template for HSE--WE 1a:

The student will use standard English rules by using correct punctuation when writing

Directions: Provide the student with 10 cutout of each of the following punctuation marks and multiple choice options for each of the blanks.

My Favorite Place to Go

My favorite place to go is the _____
(pool, store, beach etc) (?. !)

I like to go there because it is _____
(fun, awesome, wonderful etc) (?. !)

Do you like to go to the _____
(pool, store, beach etc) (?. !)

Once when I went to the _____ I found a
(pool, store, beach etc) (?. !)

_____ It was so _____
(shell, rock, toy etc) (?. !) (cool, nice, scary, bad etc) (?. !)

I _____ want to go there again _____
(do, do not, never) (?. !)