

K-5 Transcription Skills Course Companion

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through a course. Additionally, the Course Companion contains a list of all extra resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

Consider this Scenario

Mrs. Beale is a 3rd grade general education teacher. She has been working with her students throughout the year to increase their ability to write out sentences and beginning paragraphs by hand. While several of her students are on their way to becoming proficient writers, she notices that several of them experience barriers that make fluent writing difficult. Some of her students start to write sentences but struggle to complete them. Others have difficulty working through the spelling of certain words and lose their train of thought when they try to write a word that they don't know how to spell. Others can provide elaborate detail when talking about what they want to write, but do not translate that level of detail into their writing.

Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

Transcription Skills with William Van Cleave

Notes:

Mr. Van Cleave emphasizes that transcription instruction should be “daily, direct and explicit” every day.

- Would you say that transcription instruction in your classroom or building is “daily, direct and explicit”? If so, what are you seeing or doing that makes you say this? If not, what steps can you take to begin daily, direct and explicit instruction?

Resources

Read [“The Importance of Teaching Handwriting”](#) by Louis Spear-Swirling.

Notes:

As you read, try to identify 2-3 takeaways from the article that you find to be helpful. For each takeaway, answer the following questions in your Course Companion:

- How does this challenge or affirm what I am currently doing in my classroom or building?
- What are the specific steps I might need to take to begin implementing this new learning in my classroom or building practice?

Course Reflection:

Identify one or two key takeaways from what you learned in this course. How can you begin to implement your learning in your work in your classroom, building or district?

What barriers do you anticipate in implementing this new strategy or approach?

The following resources are listed in the course:

- www.etymonline.com is a useful tool for discovering the etymology of words.
- [Selecting and Using Academic Vocabulary Instruction](#) from Achieve the Core provides helpful strategies for teaching vocabulary in your classroom.
- [Text Set Project: Building Knowledge and Vocabulary](#) provides strategies for building and using text sets to increase students' vocabulary.