

Dyslexia Guild Workshop 27th June 2018- Handout 2 Point Website/web-tools Suggestions for Primary/Secondary Learners

A wide variety of information recording, organising resources are available in the READWRITETHINK website (<http://www.readwritethink.org/>).

Under the 'Classroom Resources' tab.

- There are resources (some interactive) covering persuasive writing and how to plan/organise it: <http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html>
- An interactive Venn diagrams resource – where compare and contrast writing pieces can be planned:
http://www.readwritethink.org/files/resources/interactives/venn_diagrams/
- If you follow this link
http://www.readwritethink.org/files/resources/interactives/trading_cards_2/ you will be taken to a 'trading cards' builder - that can be used to collect information in a novel way about characters in books or abstract concepts and things – bit like Top Trump cards.

In the 'Calendar Activities' section – there is a wide variety of tasks that focus on particular dates/what was invented in particular years etc. A wide range of materials are associated with each task. See for example: <http://www.readwritethink.org/classroom-resources/calendar-activities/first-typewriter-patent-awarded-20548.html> an activity based upon the comparison of a typewriter and a computer...

There is also an impressive array of professional development tools. To give you just a taster:

- A wide range of strategy guides (for example):
 - Consensus decision making strategies (with details of research/evidence base) – see <http://www.readwritethink.org/professional-development/strategy-guides/consensus-decision-making-31070.html>
 - Using Generative Sentences to Apply Academic Vocabulary - see <http://www.readwritethink.org/professional-development/strategy-guides/using-generative-sentences-apply-31162.html>
- A library – with sample excerpts and key research pointers from recent books and journals for a wide range of purposes. Selections are made in the 'Featured' section and 'Most Popular' let's you see what currently interesting peers is.

There is a wide range of resources on reading, writing and on working with English as an additional language learners available on the. SANTA ROSA: SONOMA COUNTY OFFICE OF EDUCATION website. The structured writing frameworks shown during this workshop were based on work done by 2006) Susana Dutro: *Aiming High Resource: Providing Language Instruction*, accessed from that website: <http://www.scoe.org/>

Website/web-tools Suggestions for Secondary/Post 16 Learners

- **AWL (Academic Word Lists)**
<http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm> contains very useful tools for learning new academic vocabulary, creating worksheets to expand academic vocabulary. The site is designed to be used directly by students, but you could use it in partnership with a learner and work through the lists and exercises together.
- **Using English for Academic Purposes: A Guide for Students in Higher Education** a site by Andy Gillett. Very useful set of resources on vocabulary learning.
 - Lists of general academic vocabulary and subject-specific lists.
 - Suggestions for practice, strategies to remember vocabulary and exercises to work through. <http://www.uefap.com/vocab/vocfram.htm>
- **Compleat Lexical Tutor: For data-driven language learning on the Web.** This is an extraordinary resource: <https://www.lextutor.ca/>. The range of useful tools it provides is vast. To mention but a few: real time spelling test (with self-checks and facility to create your own lists); a corpus concordance generator – see figure below; cloze passage generators. It has features in Spanish and French too. See the screencast on YouTube to give you an insight into the tremendous potential of the tools on the site: <https://www.youtube.com/watch?v=fpdq14jeHQs&feature=youtu.be>

001. of England, but roughly only a tenth of them continue". An [AMAZING](#) article in the Manchester Guardian of last November,
002. weave throughout the whole composition; and that over-all, [AMAZING](#) control of large washes which is the Mason stylemark
003. ar arts and crafts? Some people love to crack tile and it's [AMAZING](#) what beautiful designs they come up with as a result
004. e wish to do with ourselves". Perhaps this is a clue to the [AMAZING](#) variety and power of reactions, attitudes, and emoti
005. too, or subjectively feels emotions. Sometimes she displays [AMAZING](#) eidetic imagery and seems to see all details in pers
006. ish. At Hilo large numbers of people ran out to inspect the [AMAZING](#) spectacle of the denuded beach. Many of them paid fo
007. days of horseback riding over rough roads that it seems an [AMAZING](#) feat of endurance for both Miss Packard and Miss Upt
008. onsi- ble, Stalinist-corrupted provocateurs. I find this view [AMAZING](#). It is a view which even a minimal effort at observa
009. e powers, and say almost invariably, "Gentlemen, this is an [AMAZING](#) story! It's bigger than the Armistice". Some of the
010. yes and in the eyes of his colleagues and teachers, was his [AMAZING](#) ability to produce literary Latin pieces, and he was
011. young queens will begin to dig in for the winter. It is an [AMAZING](#) fact that in some species this will happen while the
012. . The Dipylon Geometric pottery of Athens and the Iliad are [AMAZING](#) manifestations of the inherent potentialities of Gre

Organising Written Output

Some resources with suggestions re. how to support students to cope with increasing writing demands:

- Comprehensive set of advice on-line compiled by the Royal Literary Fund.
<https://www.rlf.org.uk/resources-home/> which has advice on essay and dissertation writing.
- See <http://www.studygs.net/writing/index.htm> for further advice on academic writing as well as for time management advice and resources that students can use:
<http://www.studygs.net/shared/mgmt.htm>
- A key text for secondary school age learner: Jeff Zwiers' book: Zwiers, J. (2008). *Building academic language: essential practices for content classrooms, grades 5-12, (Josser-Bass teacher)*. Chichester: John Wiley and Sons. Jeff's website is packed with useful resources: <http://www.jeffzwiers.org> Example - *Argumentation Activities & Tools*