Welcome

P5 EL Workshop
Organised by the EL Department
Outline of Sharing

1. Components in PSLE EL assessment
2. How students can tackle the PSLE EL components
PSLE English Language (EL) Assessment Format

Mr Dave Ng
EL Department
<table>
<thead>
<tr>
<th>PAPER</th>
<th>COMPONENT</th>
<th>MARKS</th>
<th>WEIGHT (%)</th>
<th>PAPER</th>
<th>COMPONENT</th>
<th>MARKS</th>
<th>WEIGHT (%)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Writing (1h 10 min)</td>
<td>Situational Writing</td>
<td>15</td>
<td>27.5%</td>
<td>1</td>
<td>Writing (1h 10 min)</td>
<td>Situational Writing</td>
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<tr>
<td></td>
<td></td>
<td>Continuous Writing</td>
<td>40</td>
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<td>Continuous Writing</td>
<td>40</td>
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<tr>
<td>2</td>
<td>Language Use and Comprehension (1 h 50 min)</td>
<td>Booklet A (MCQ): Grammar</td>
<td>7*</td>
<td>47.5%</td>
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<td>Booklet A (MCQ): Grammar</td>
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<tr>
<td></td>
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<td>Punctuation</td>
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<td>Vocabulary</td>
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<tr>
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<td></td>
<td>Vocabulary Cloze</td>
<td>5*</td>
<td></td>
<td></td>
<td>Visual Text Comprehension</td>
<td>8*</td>
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<td></td>
<td>Comprehension (Graphic Stimulus)</td>
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<td></td>
<td>Comprehension OE (1- 4m per question)</td>
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<td>Booklet B (OE): Grammar Cloze</td>
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<td>Editing for Spelling &amp; Grammar</td>
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<td>Comprehension Cloze</td>
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<td>15</td>
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<td>Synthesis / Transformation</td>
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<td>10</td>
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<td>Comprehension OE (2m per question)</td>
<td>20</td>
<td></td>
<td></td>
<td>Comprehension OE (1- 4m per question)</td>
<td>20</td>
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<tr>
<td>3</td>
<td>Listening Comprehension (Abt 35 min)</td>
<td>Listening Comprehension MCQ</td>
<td>20</td>
<td>10%</td>
<td>3</td>
<td>Listening Comprehension (Abt 35 min)</td>
<td>Listening Comprehension MCQ</td>
</tr>
<tr>
<td>4</td>
<td>Oral Communication (Abt 11 min)</td>
<td>Reading Aloud</td>
<td>10</td>
<td>15%</td>
<td>4</td>
<td>Oral Communication (Abt 10 min)</td>
<td>Reading Aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Picture Discussion</td>
<td>10*</td>
<td></td>
<td></td>
<td>Stimulus-based Conversation</td>
<td>20*</td>
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<tr>
<td></td>
<td></td>
<td>Conversation</td>
<td>10*</td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

Total: 200 100%
Assessment Components

1. Paper 1 – Writing
2. Paper 2 – Visual Text, Editing, Comprehension Open Ended
3. Paper 3 – More visual text questions
4. Paper 4 – Stimulus-based conversation
1. Two assessment criteria: (1) Task Fulfilment and (2) Language and Organisation

2. Marks awarded under Task Fulfilment will be based on both content and pupil’s awareness of purpose, audience and context

3. Marks awarded under Language and Organisation will be based on language accuracy and presentation of information/ideas
Situational Writing (SW)

Task Fulfilment (6 marks)
✓ Holistic marking
✓ Presentation of key information

shows clear awareness of purpose, audience and context of writing

Language and Organisation (9 marks)
✓ Accuracy in expression and mechanics
✓ Ability to present clearly information/ideas
PRACT Approach (SW)

P – Purpose
R – Register
A – Audience
C – Context
T – Tone
Situational Writing (SW)

Sample SW Task

Part 1: Situational Writing (15 marks)

1. You and members of the organising committee were finalising the details for a project. Notes were taken during the discussion. Study the pictures below carefully.

   Project Discussion in School

   Remember to inform all prefects to look out for kind acts.

   We can take note of our friends' kind deeds for a period of time.

   JIM LIM
   JANE TAN
   TOM LEE

   We can then surprise them with a card to thank them for being kind.

   Project Kindness

   • 1 October - 30 October 2011
   • Encourage pupils to show kindness to one another
   • Prefects to look out for kindness in action
   • Spot these kind pupils and present them with a card

   Your Task

   Imagine you are seen in the picture.

   As the leader of the project group, write a notice to the prefects of your school to inform them about the project.

   You are to refer to the pictures and information for your notice.

   In your notice, include the following information:
   • name of project group leader = Point 1
   • what the project title is = Point 2
   • what the purpose of the project is = Point 3
   • the start and end date of the project = Point 4
   • the roles of prefects in the project = Point 5

   You may reorder the points. Remember to write in complete sentences.

   * My notes:

   P - ?
   R - informal/fae
   A - ?
   C - ?
   T - neutral, friendly, serious

   I need to write these notes down so as to help me get started on my writing... and to check that I am always on task!
Continuous Writing (CW)

**GIVEN TASK**
- One item
- Write a composition about the given topic
- Based on 1 or more of 3 given visuals
- Pointers provided

**REQUIRED RESPONSE**
- Continuous prose (narrative/non-narrative)
- Individual response to given topic
- Make use of at least 1 out of 3 given visuals in any order
- Address the given pointers in any order and include other relevant points
Continuous Writing (CW)

**CONTENT (20 marks)**
- Relevance of ideas - related to given topic
- Development of ideas and interest value

**LANGUAGE & ORGANISATION (20 marks)**
- Language used – conventions of internationally acceptable English
- Vocabulary - variety and apt choice of words
- Organisation – effective sequencing and linking of ideas and facts
Visual Text Comprehension

• Authentic form of representing information with text and visuals
Based on the flyer, which of the following statements is true?

1. Dogs put up for adoption were street dogs.
2. The adoption drive featured 25 dogs that were all injured.
3. The adoption drive was the first in the history of the organization, Save Our Street Dogs.
4. For enquiries about the adoption drive, one can visit the SOSD website at www.saveourstreetdogs.com.

22. The SOSD Puppy Adoption Drive was mostly targeted at _____________.
   (1) children    
   (2) volunteers    
   (3) dog lovers    
   (4) dog feeders

23. The following are ways to help street dogs except ______________.
   (1) making donations to SOSD
   (2) adopting a street dog rescued by SOSD
   (3) buying cute puppies from dog farms and giving them loving homes
   (4) taking home a street dog temporarily until it finds a permanent home

24. Based on the flyer, both Chestnut and Ginger were ________________
   (1) female stray dogs
   (2) rescued from the streets
   (3) badly wounded in the eyes
   (4) finally adopted by the vets who treated their wounds

25. The mission of SOSD is to ________________
   (1) feed all stray dogs in Singapore
   (2) collect donations to help all the stray dogs in Singapore
   (3) rescue stray dogs and rehome them into loving families
   (4) search for volunteers to help them to carry out dog rescue work
Visual Text Comprehension

**Understanding use of vocabulary in context & sentence structure**
26. Which word best describes the ways through which donations and contributions can be made to the SOSD organisation?

**Function of graphics/ visuals?**
27. What purpose do the stories with the accompanying pictures of Chestnut and Ginger serve?

**Overall understanding of the text**
28. What is the main purpose of the flyer?
Visual Text Comprehension

1. **Range of questions:**
   e.g. main ideas, key details, punctuation, textual elements, relating visual to text

2. **Range of skills assessed:**
   e.g. skim for gist/ main ideas, scan for details, make inference based on visual/ contextual clues, make simple generalisations
Comprehension (OE)

Format:

- Marks allocated based on demands of the item (1 to 4 marks per item)
- Answer form varies: e.g. box, graphic organiser, lines
75. Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

- Question carries 3 marks
- Requires student to evaluate statement and support it with reasons from the text
- Format of answer - graphic organiser of statements, True/False with reasons
Comprehension (OE)

Skills Assessed:
- sequence details
- distinguish between cause and effect
- compare and contrast
- categorise and classify given details
- identify fact and opinion
- draw conclusions
- interpret and integrate information
- identify problem-solution in a text
Listening Comprehension (LC)

1. Number of questions: 20 MCQs
2. MCQs with graphic options/representation
3. Responses require interpretation (listening and viewing)
Stimulus-Based Conversation (Oral)

Change in item (since PSLE 2015):
1. A merger of Picture Discussion and Conversation
2. Stimulus (picture) as a springboard for conversation

Change in grading (since PSLE 2015):
1. Total of 20 marks
2. Increased emphasis on expressing oneself clearly and effectively during a conversation
Stimulus-Based Conversation (Oral)

Stimulus that provides scope for conversation

3 main prompts:
All 3 must be used
1. The first relates to the stimulus
2. Next two prompts relate to the conversation topic
3. All 3 broadly linked to the stimulus and the reading passage

Chongfu School
First Semester Assessment
English Language

(ii) The bulleted prompts are provided for Examiners to use as necessary. You should use them at your discretion to facilitate the conversation.

(iii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.

(a) Look at the picture. Would you choose to be a volunteer like the people in the picture? Tell me why / why not.
   • Which one of the ways would you choose to volunteer? Why?

(b) Have you done volunteer work before? Tell me about it.
   • What was your experience?

If the pupil has not done volunteer work:
   • Why do you think people do volunteer work?

(c) Sometimes, we can do little things to help the people around us. Whom do you think you can help? How can you help?
   • Tell me about a time you helped someone/someone helped you.
Stimulus-Based Conversation (Oral)

Assessment Criteria:

- Personal response (Development)
- Ability to speak clearly (Using appropriate vocabulary and structure, correct pronunciation)
- Level of engagement during interaction
SEPCC model

1) **State** = State the topic or theme

2) **Elaborate** = Give some examples to support what you have told your teacher / examiner

3) **Personal Experiences** = Share your own experiences or stories (If there is no personal experience, go on to make connections in Point 4)

4) **Connect** = Make connections to books/ articles you have read/ movies or TV shows you have watched

5) **Conclude** = Always remember to conclude by restating Point 1.
Let's Make It Home Safely!
Question 1: Look at the posters. Do you think it is important to obey the traffic rules? Tell me why or why not.

S - It is very important to follow these traffic rules.
E - We have traffic rules to teach us how to be safe on the road so that we can reach home safely. One of the posters is on travelling safely on the bus. This is very useful for us as most of us take the bus to school and back home.
P - I follow closely to the traffic rules. Whenever I am waiting to board the bus, I do not play with my friends. I stand in the queue and get ready to get up the bus. When I am up on the bus, I find a seat and sit down immediately. Next, I buckle up my seatbelt so that I keep safe on the bus.
Question 2: Which traffic rule do you think is the most important? Tell me about it.

S – To me, the most important traffic rule is to practise the kerb drill whenever we cross the road. I learnt the kerb drill when I went to the Road Safety Park in Primary 4.

E – It is important as there are many roads in Singapore. To keep safe, we should practise the kerb drill so that drivers will take note of us.

P – Whenever I cross the road, I will remind myself to put into practise the kerb drill and ensure that it is safe before I cross the road. I feel that it is a good drill as it forces me to check for vehicles and take personal responsibility for my safety.
Question 3: Have you ever broken any traffic rules? Tell me about it.

Possible Response 1

S – Yes, I have broken a traffic rule before.
P – I was with my mother when we broke the traffic rule. We crossed the road without using the traffic lights. We jaywalked across the road. A car came by and honked at us. It was a scary experience. From then on, I always cross the road at traffic light junctions.
Question 3: Have you ever broken any traffic rules? Tell me about it.

**Possible Response 2**

S – No, I have not broken any traffic rule.

C – However, I have read from newspaper articles the consequences of the violation of traffic rules. The one I remembered most the brothers who were killed by a speeding heavy vehicle. This made me realise that I cannot take for granted that I can cross the road when the green man flashes. I have to be very observant of my immediate surroundings and practise the kerb drill.
Conclusion

- Always remember to conclude by restating Point 1.
- Possible phrases to use for conclusion
  - In conclusion
  - To conclude
  - In a nutshell

E.g. To conclude, I think it is of utmost importance that we obey traffic rules because the consequences could be tragic/disastrous etc.
Tackling the EL Components

- Comprehension Open-Ended (OE) – Paper 2
- Continuous Writing – Paper 1
Comprehension (OE)

- Understanding of Theme
- Understanding of text types and respective language features

Requires close/critical reading skills

- Comprehension
- Writing
Comprehension (OE)

Approach

1. demonstrate closed/critical reading skills
2. identify the correct text type
3. deconstruct text through annotation – summarize key points of each paragraph into a short phrase/ sentence (see example) or using 5W1H
4. make generalizations about the text
5. identify the overall theme (of the writing)
Comprehension (OE)

Sample of Text Annotation
Comprehension (OE)

Text Types:
- **Narrative** – Allabout ED Practice Papers 1 – 2
- **Recount (Personal/Factual)**
- **Information Report**
- **Explanation Text**
- **Procedural Text** – MC Companion Booklet Unit 3: ‘How to Create a Book Blog’
- **Poem** – MC Companion Booklet Unit 1: ‘House of Bugs’
Comprehension (OE)

Answering prose question-types:

Why was Suzie late for school?

Suzie was late for school because… (X)
Because she… (X)
It was because she … (X)
As she had… (X)
She had overslept and her bus had left by the time she reached the bus-stop. (✓)

Did Joe expect his mother to reject his request? How did he feel about the rejection and why? [3m]

No. He was upset as he… (X)
No, he was upset as he… (X)
He did not expect his mother to reject… (X)
No, he did not. He was upset as he… (✓)
Comprehension (OE)

Answering prose question-types:

Give two instances from the text to show that Betty had wanted to steal.

1. ____________________________________________________________.
2. ____________________________________________________________.

The two instances are…and… (X)
The first instance is… and the second instance is… (X)
From paragraph three, lines (8-9), we can show that Betty… (X)
From “She had been eyeing the….”, we can show that Betty… (X)

1) Betty had been eyeing the bag for a long time. (✓)
2) Betty boasted to her friends that she would never get caught. (✓)
### Comprehension (OE)

**Answering ‘Refer to/ Substitution’ question-types:**

<table>
<thead>
<tr>
<th>Word(s) from the passage</th>
<th>What does the word(s) refer(s) to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>in that state (line 8)</td>
<td>lying on the ground, struggling to breathe</td>
</tr>
<tr>
<td>those actions (line 14)</td>
<td></td>
</tr>
<tr>
<td>it (line 18)</td>
<td></td>
</tr>
<tr>
<td>that (line 28)</td>
<td></td>
</tr>
</tbody>
</table>

(From the text) … It broke his heart to see Pete **in that state**. → … *It broke his heart to see Pete **lying on the ground, struggling to breathe**.*

*After ‘substitution’, the sentence/ phrase must be (still) **grammatically correct.**
## Comprehension (OE)

### Answering Compare/ Contrast, Cause/ Effect question-types

<table>
<thead>
<tr>
<th>Physical attributes</th>
<th>Laddie</th>
<th>Blue Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little</td>
<td>Tall/ Strong/ Magnificent height and strength/ full-grown/ mighty</td>
</tr>
</tbody>
</table>

| Personality traits | Curious/ Playful | Aggressive |

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe</td>
<td>Being dragged from the toy store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joe’s mother</th>
<th>Heard Joe wailing</th>
<th>Turned abruptly to face Joe</th>
</tr>
</thead>
</table>

| Passers-by | Joe was throwing tantrums | Gathered at the side to watch the drama unfold |
Comprehension (OE)

Answering True/False – Reason question-types:

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Don was successful in slowing Blue Moon down.</td>
<td>False</td>
<td>Mr Don tried to slow Blue Moon down but it would have none of it. Blue Moon was determined to attack/bite Laddie.</td>
</tr>
<tr>
<td>Buttons and Blue Moon attacked each other.</td>
<td>False</td>
<td>Buttons attacked Blue Moon but Blue Moon did not attack Buttons. Blue Moon was too stunned to move. (X) Only Buttons attacked Blue Moon.</td>
</tr>
<tr>
<td>Buttons comforted Laddie after the ordeal Laddie had gone through.</td>
<td>True</td>
<td>Buttons nuzzled and licked Laddie. (X) Buttons was a loving mother.</td>
</tr>
</tbody>
</table>
**Additional notes:**

- Answers to be in **PAST** tense (unless question is asked in present tense e.g.
  “How **does** the ice-making machine (line 9) work?”

- **Break long sentences up** using punctuation marks like **commas** ( , ) and **full stops** ( . ), not ‘and and and and and’

- It is **PERFECTLY FINE** to **lift** from the passage to answer the questions – there is **NO need** to deliberately paraphrase the answer. (Context must be accurate)
## Continuous Writing (CW)

<table>
<thead>
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<th>CW</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Content</td>
<td>20m</td>
</tr>
<tr>
<td>Language &amp; Organisation</td>
<td>20m</td>
</tr>
<tr>
<td>Total</td>
<td>40m</td>
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## Continuous Writing (CW)

### Assessment Criteria

<table>
<thead>
<tr>
<th>Content</th>
<th>Language &amp; Organisation</th>
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</thead>
<tbody>
<tr>
<td>• Fully relevant ideas</td>
<td>• Language is accurate with hardly any errors in grammar, expression, spelling and punctuation</td>
</tr>
<tr>
<td>• Highly interesting and thoroughly-developed composition</td>
<td>• Wide and appropriate use of vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Very good sequencing, paragraphing and linking of ideas and facts</td>
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</tbody>
</table>
## Continuous Writing (CW)

### Continuous Writing Themes (2016)

<table>
<thead>
<tr>
<th>Year/ Term</th>
<th>Theme</th>
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<tbody>
<tr>
<td>2017 – P5 Term 1 (1)</td>
<td>A Disappointment (Diagnostic)</td>
</tr>
<tr>
<td>2017 – P5 Term 1 (2)</td>
<td>A Mistake</td>
</tr>
</tbody>
</table>
Continuous Writing (CW)

A narrative:

- tells a STORY
- **entertains/interests** the reader(s)
- follows a standard **plot structure**:

  1. introduction (1/5)
  2. rising action/problem (1/5)
  3. climax (1/5)
  4. falling action/resolution (1/5)
  5. conclusion (1/5)
Continuous Writing (CW)

Introduction

- It is not meant to fill the pages and meet the length requirement.
- It must be based on the given situation and most importantly, it must serve a purpose – introduce the main character and give readers some background to the composition/story.
- Appropriately used, it creates the setting and mood of the story.
Continuous Writing (CW)

Ways to start a story:
- Using self-commentary/dialogue
- Describing the setting
- Using ‘Flashback’
- Describing an action
- End at the beginning
- Sensory description
Continuous Writing (CW)

How to identify the Problem/ Complication

- **Character flaw** e.g. dishonesty, greed, fear of...
- A problem is **NOT** an event e.g. the act of shoplifting is not a problem, but rather what was it that **caused the character to want to shoplift**
- A problem that can be **realistically** addressed/overcome
*Climax → Resolution
(How the complication/problem was solved):

- For a climax to be satisfactory, it must be **logically constructed**, not something out of the ordinary e.g. **supernatural, dreams**
- Problem/ Complication should **not** be solved through sheer luck, coincidence e.g. **someone rich, all powerful comes to save the day.**
- Main character must seek to **solve the problem/ complication on his/her own** (within one’s powers/ ability) i.e. to write from the experience of a **12-year old child**
Continuous Writing (CW)

Conclusion

- It is required, necessary.
- It gives the story a closure.
- It ‘closes the loop’ (link it to the introduction).

Ways to conclude a story:

- Describing emotional state i.e. how you felt after the incident
- Using self-questioning (rhetorical) techniques e.g. ‘anaphora’
- Returns to the introduction (for ‘Flashback’)

Continuous Writing (CW)

Introduction & Conclusion

- Both are required, necessary.
- Both must be connected to the ‘body’ of the story.
- They should NOT be written in isolation.
- Introduction & Conclusion must be thoroughly thought through and NOT hastily written.
Vocabulary building

- Have a word web for common verbs e.g.

**Saying verbs** (to showcase characters’ emotions)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>bellowed, growled, barked, hollered, commanded, retorted...</td>
</tr>
<tr>
<td>Happy</td>
<td>chirped, cheered, beamed...</td>
</tr>
<tr>
<td>Sad</td>
<td>whined, sobbed...</td>
</tr>
</tbody>
</table>

Rather than... ‘said, told, asked, cried, shouted, screamed...’
Continuous Writing (CW)

- Have a word web for common adjectives e.g.

  ‘Happy’ (to showcase characters’ emotions)

  | ecstatic, jubilant, exuberant... |
  | in high spirits, on cloud nine... |
  | grinning like a Cheshire cat...   |

  Rather than... ‘happy, sad, angry, shocked, surprised...’

- [www.thesaurus.com](http://www.thesaurus.com)
Continuous Writing (CW)

Common pitfalls/ errors
1. Overly long introduction (more than 1/5 of story)
2. Irrelevant introduction (i.e. does not relate to the plot development)
3. Inaccurate factual details, illogical/unrealistic plot
4. Missing links/time sequences in story
5. Redundant subplot
6. Too many coincidences i.e. ‘Suddenly…”
7. Abrupt/cliché conclusion (i.e. can be used on any writing)
8. Did not give the major characters a closure
9. Conclude using a moral/proverb/idiom (Avoid this! It usually doesn’t turn out well unlike your Chinese composition)
Continuous Writing (CW)

What to AVOID

1. Supernatural themes e.g. ghost, monster, fantasy, aliens or dreams
2. Informal language e.g. Dad, Mum (can only be used in direct speech)
3. SMS language e.g. ‘C u later’
4. Contractions – e.g. couldn’t
5. Abbreviations – e.g. PA System, tv, CCA, exams
Continuous Writing (CW)

Must Haves:
1. have a clear idea what the **topic/theme** is
2. emphasise the **structure of a narrative**
3. identify the **conflict/problem** in the story
4. Use of **5W1H questions** to beef up the plot

**Theme must come through in the writing!**
Continuous Writing (CW)

How you can help your child in writing:

- Reflective journalling
- Pre-writing/ brainstorming of ideas → Plot Structure
- Word choice
- Proof-reading, editing (re-read)
- Handwriting matters!
- *Setting of expectations and frequent encouragement
Thank You!