



...**"See" Writing/Reading with COLOR!!!**

...a Communication Process/ Tool for ALL...

Judy A. Henry, creator/educator

jhenry@havenschools.com jhenry@ourtownusa.net

copyright 1999-2008+

Reading/ Writing: Does it ever feel like you're trying to decipher THIS?!!!

- fi yuo cna raed tihs, yuo hvae a sgtrane mnid too

Cna yuo raed tihs?

i cdnuolt blveiee taht I cluod aulacilty uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it dseno't mtaetr in waht oerdr the ltteres in a wrod are, th e olny iproamtnt tihng is taht the frsit and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it whotuit a pboerlm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Azanmig huh? yaeh and I awlyas tghuhot slpeling was ipmorantt!

6-Trait Writing...
Grammar/ Conventions...
IMPORTANT for Understanding?!!

- iamnowhere

■ 1.

■ 2.

Another example, what does this say?
HINT...Look again...!!!

- Womanwithouthermanisnothing

■ 1.

■ 2.

Teaching & Reinforcing the
BASICS...ALL Teachers are
Teachers of Reading & Writing!

- Decode the following:

that that is is that that is
not is not is that it it is

Recent History of the Teaching of
Grammar... but...now... (RELATE)

Gambrell, Linda B. & others. *Best Practices in Literacy Instruction*. New York: The Guilford Press, 2007.

1. "Research has shown grammar instruction to have little positive effect on writing...teaching formal grammar to students has 'a negligible or even harmful effect on improving students' writing.'" (Routman 1996)
2. "...a heavy emphasis on mechanics & usage results in significant losses in overall quality." (Hillocks 1887)

However, this recent research indicates... (Gambrell 2007)

- "In a climate of standards-based mandated tests that often require students to correct errors, teachers may need to focus student attention on identifying and correcting errors."
- "Alerting students to the pattern of errors they commit within and across their own writing assignments is one way to do this." (Weaver 1998)
- "Using strategies and lesson plans for examining and correcting errors gives teachers and students another window into using standard grammar and conventions in writing."

RAINBOWing OFFERS EXACTLY THIS to both students, teachers, and all communicators.

WHY RAINBOWing?!?

- ...highly systematic & sequential
- ..."similar to" the scientific process
- ..."dissect" writings at all levels beginning with nouns (subjects) and verbs (predicates); apply to writings for Knowledge/ Improvement/ Control
- Enhances an applicable understanding, not just short term memory for application & evaluation!
- ANSWERS the question "When would I ever use the knowledge of parts of speech and sentence types in real life?!"
- ...and it is FUN...MUCH more than...
- ... textbook / Workbook & practice pages/ worksheets!!!



RESEARCH-based Elements Found within the Process...

- **all domains of learning**
...seeing, listening, doing, moving
- "**scientific process**"-like
- **sequential steps**...very specific
- **repetition** of steps & **frequent**
- **cooperative learning/** teaming elements
- **3 levels of instruction**...teacher as model, small groups/ teams, individual
- **spiraling curriculum** elements

RBing on the Computer in WORD: Use RB Template w/ Paintbrush & Copy/ Paste...refer to www.litlead.com

- person/ place/ thing idea...
squiggly/dotted line
- subject noun(s)/pronoun...single solid line
- verb/ predicate...double solid line(s)
- complete thought(s)... [] ...bracket(s)
- sentence pattern(s): SP SSP SPP SSPP...simple sent.
- **red / slash...complete subject & predicate**
- "bridge" to join 2 complete thoughts
- sentence pattern(s): I, c I I; I ...compound sent.

Let's Try It...(www.litlead.com) primary & intermediate grade(s)

- RAINBOW the following sentences; type the following into the right column of the RB template; follow directions for paintbrush/ copy/paste.
1. The five children play on the swings.
 - 2a. The five children play on the swings during recess outside.
2b. Outside, the five children play on the swings during recess.
2c. Outside during recess, the five children play on the swings.
2d. Outside on the swings, the five children play during recess.
 3. Outside on the school's playground, five children enjoyably play on the swings during recess.

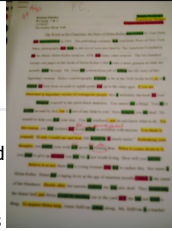
Continue RBing for Middle and High School... www.litlead.com

4. Five students were swinging on the playground equipment at recess time.
5. At recess time, five energetic students were wanting to go swing on the playground equipment.
- 6a. With high energy, students ran to the playground wanting to swing.
6b.

*NOTE: Be aware of a writing error in #6! Do you see it?!?

(continuing...)

7. Energetically, students from the classes ran to the playground; they wanted to swing on the playground equipment.
8. Energetically, students from the classes ran to the playground because they wanted to swing on the playground equipment.
9. Because they wanted to swing on the playground equipment, the students energetically ran from their classes to the playground.
10. The students who were energetic ran to the playground to swing.



Student Model...MLA Research Paper:RBing for Sentence Fluency

simple (In a world) (filled with a multicultural heritage), an amazing woman perhaps helped not only the United States but the entire world (in the education)(of blacks and whites). **JSP**
compound-complex She went (through "thick and thin" (to do) [what she accomplished], but [eventually, she fulfilled her goals.]],
C1 simple [This amazing woman was Melba Pattillo Beals. **JSP**
complex [(At the beginning)(of her life,) Melba Pattillo Beals was born (on December 7, 1941), [which was (on Pearl Harbor Day) (Beals 1).] **ID complex** [When she was born, [the name [that was officially recorded (as her birth name)] was Melba Pattillo.]]
 [This was considered a very unusual name (Melba Pattillo 1).] Unfortunately, the new baby came down (with a major illness) just a few days after she was born (Beals 1-2). **simple** (However, (as a small child), (over the next few years), she used (to spend time (with her grandmother)(in her garden)) (Beals 5).] **SP**

ACTION PLAN to initiate RB

- ...accumulate materials...markers, transparencies, projector, etc.
- ...create lessons using size 16+ font and quadruple or more spacing
- ...REMEMBER..."frequency"...5-10-15 min./ daily
- ...teacher modeling with/ to large group
- ...small group/ teams...back to large group
- ...individual...& back to small then large group(s)
- ...assessment(s)...application to writings!!!
- ...NOT "something else to do/ grade" but *INCLUSIVE to the writing process!*
- ...participate in a RB workshop in your area/ in your district!!!

RAINBOWING Promotes Communication!

- ...within large groups
- ...within small groups
- ...small group share
- ...individual group share
- ...group to group share
- ...individual to individual
- ...verbal and nonverbal...



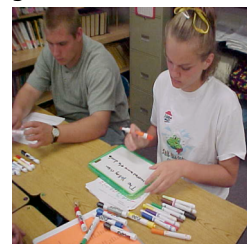
RAINBOWing Is for Everyone!

- ...originally targeted for middle school grades (6-7-8)
- ...also great for earlier grades where parts of speech study begins (ie. gr. 1-2-3+)
- ...superb for high school+ & ESL classes & now also foreign language classes
- ...helpful for remedial helps at all levels, including college and the "work-a-day world"
- ...aids adults (including educators) with their own understanding of the written language!
- ...applicable to all types of writers & editors



Coordinates with Cooperative Learning Strategies!

- ...suggested for groups of 3 to 4
- ...utilizes numerous strategies such as...
 "heads together"
 "pair share"
 "round robin"
 "round table"
 "line up"...etc.
 (ie. Kagan Model of Cooperative Learning)



WHEN to RAINBOW?!?



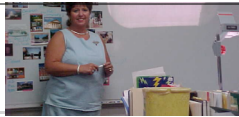
- ...“anytime” where 5-10-15+ minutes exist
- ...repetition and modeling: IMPORTANT!
- ...excellent for beginning classroom exercise as students enter to begin class (ie. like DOL)
- ...“**quiets down**” and provides focus for all
- ...especially appropriate for ADD/ ADHD/ special needs students
- ...can be done individually, small/ large group
- ...pre-“silent reading” and pre-computer lab activities to allow for time variations needed by different groups

Example Activities and Whole Group Reinforcement



- ...write 1-2-3 sentences on chalkboard or dry erase board, on overhead transparency, OR on worksheet/ handout
- ...use quadruple spacing for printed student(s) copy & triple spacing for handwritten on notebook paper
- ...“heads together” and “using 6 inch voices” student(s) **RAINBOW sentence(s)**
- ...whole class shares results via DISCUSSION
- ...group(s) take turn going forward to SHOW sentence(s) RAINBOWING on board or transparency

Leading the Whole Group



- ...student(s) share as a group in front of class
- ...group lines up single file with each student sharing/discussing use of each of the 8 colors as needed in sentence(s)
- ...“thinking” is shared aloud, which reinforces a more correct thought process
- ...each student must actually use a color before moving on to the next student!
- ...any/ all... free to speak aloud to share any differences of opinion but must support w/ reasons...something many cannot do well...

Alternative RB Activities...



- ...use large dry erase board with one group while other groups work on notebook paper, worksheet(s), small dry erase boards
 - ...student one writes sentence
 - ...student two uses first color
 - ...student three uses second color and etc. until all colors needed are used
- ...vary mode of communication... full discussions within group, NO discussion within group, one leader and one recorder, etc.

Connect RAINBOWing to...



- ...grammar/ writings & main ideas
 - 1) all parts of speech/ usage 2) sentence types
 - 3) kinds of sentences 4) transition use, etc.
- ...subjects and predicates (simple/ compound)
- ...phrases- preposition/ verbal/ appositives
- ...clauses- independent/ dependent
- ...punctuation & capitalization
- ...expanding sentences & joining sentences
- ...revision steps & editing steps
- ...misc. compositions- composition & evaluation



...Six Trait Writing Elements...

- ...Ideas and Content
- ...Organization
- ...Voice
- ...Word Choice
- ...Sentence Variety
- ...Conventions

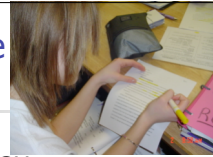


"Tie" RAINBOWING to Other Current Studies...

- ...current **literature** selection(s)
- ...particular lesson focus based upon **students' NEEDS** as displayed in lessons
- ...**cross curriculum** topics (science, social studies, music, physical education, etc.)
- ..."world around you"...**current events**...ie. personal classroom, school events, local city, state, national, international level
- ...personalize/ "your choice"!
- ...allow ideas/ content of lessons interact with the students' world around them!

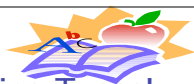
Integrate with the Writing Process...

- 1. Prewrite activity
- 2. Compose first draft/ ROUGH copy
- 3. "Second draft is written with the head, but first, YOU WRITE with your heart!!"
- 3. "Typing gets you from page 1 to page 2; when you start FEELING your own words, then start typing!"
(Finding Forester 1999)
- 4. KNOWING what is revision & what is editing...RAINBOWing will help!



RAINBOWing Assists in All Writing Types!

- ...use teacher & student writing models to demonstrate quality elements of writing...specific author(s), teacher(s), student(s), etc.
- ...use **YELLOW** to highlight/underline "revision" changes to rough draft(s)...to brighten a writing...word choice, sentence variety, expanding sentences, etc.
- ...use **PURPLE** to gain clues for compound/ complex
- ...use **ORANGE** to highlight/underline "editing" changes to rough draft(s)...to indicate "caution" in convention errors now corrected
- ...use **BLUE** for subjects & **GREEN** for predicates
- ...use **RED** to analyze word order, sentence patterns, sentence types, complete subjects & predicates, and word order possibilities...& so much more!!!



What Do I NEED to RAINBOW?

- ...materials list (start simple...)
- 1) 8 color marker set per student
- 2) 8 color marker set for teacher...
for transparency &/or dry erase board
- 3) overhead projector & transparencies OR ELMO
- 4) RAINBOWing Resource Book for Teachers and Students or RBing Book for Primary Grades or RBing Book for Intermediate Grades (color sets for classroom & black/ white copies for each student!)



Materials (continued)

- 5) small boards dry erase (one per each group or even for individual students)
- 6) 8 color set of dry erase markers for each small board
- 7) eraser(s) or cloth(s) for small board(s)
- 8) 1" notebook with RAINBOW steps on colored paper for each group in room
- 9) notebook with dividers for each student with RAINBOW steps inside and lessons/ models to be included as done in the classroom for continued resource use



ONCE & AGAIN...

ABC television drama...2/14/2000

- "...A writer can live in dreams, in Africa, in prison, in love. He needs no passport or currency on his travels. A writer can write anywhere, on a napkin, even on his hand. He need not be able to see, hear, or even speak. He only needs to feel. From excruciating pain to divine joy, these feelings are all he needs for his journey, and he carries them in his heart."




NOW to begin RB yourself...

- ...RAINBOW training and practice
- ...ASK questions at ANY time!!!
- ...consider RB application in your own classroom AND in your own writings
- ...have fun!



Modes/ Genre of Communication/ Writings...



- ...**narrative**...informal & formal voice
...GENRE...
1/ realistic fiction 2/ science fiction
3/ historical fiction 4/ mythology & folk tales/ fairy tales 5/ informative
6/ biography/autobiography 7 poetry
- ...**expository**...formal voice
- ...technical...informal voice
- ...**persuasive**...informal & formal voice



RAINBOWing...step 1

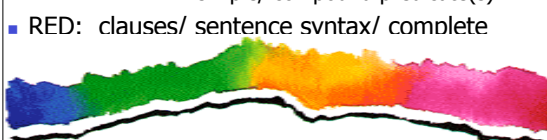

Depends on grade/ performance level(s)

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns
simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)



RAINBOWing...step 2

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns
simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete


RAINBOWing...step 3

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete subject(s)/ complete predicate(s)/ natural vs. inverted word order...VARIETY
- BLACK: adjectives (lower grades) & adverbs (later...)


RAINBOWing...step 4

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete subject(s)/ complete predicate(s)/ natural vs. inverted word order...VARIETY
- BLACK: adjectives (& adverbs)
- ORANGE: prepositions & phrases



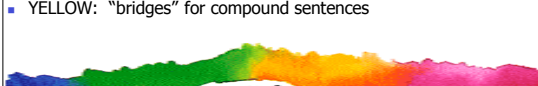
RAINBOWing...step 5

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete subject(s)/ complete predicate(s)/ natural vs. inverted word order...VARIETY
- BLACK: adjectives & adverbs
- ORANGE: prepositions & phrases
- PURPLE: conjunctions/ relative pronouns




RAINBOWing...step 6

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete subject(s)/ complete predicate(s)/ natural vs. inverted word order...VARIETY
- BLACK: adjectives & adverbs
- ORANGE: prepositions & phrases
- PURPLE: conjunctions
- YELLOW: "bridges" for compound sentences



RAINBOWing...step 7

- BLUE: "person/place/thing/idea(s)"
nouns/ pronouns simple/ compound subject(s)
- GREEN: verb(s) (action and being)
simple/ compound predicate(s)
- RED: clauses/ sentence syntax/ complete subject(s)/ complete predicate(s)/ natural vs. inverted word order...VARIETY
- BLACK: adjectives & adverbs
- ORANGE: prepositions & phrases
- PURPLE: conjunctions
- YELLOW: "bridges"
- BROWN: direct & indirect objects (action verbs & subject complements (linking verbs))



RAINBOWing...step(s) 8+

- As each color is introduced/practiced, be sure to follow sequence in the order as follows...
- 1. Yellow 2. Purple 3. Orange
- 4. Blue 5. Green 6. Red
- 7. Brown 8. Black




RAINBOWing...

*ADD to these colors...

1. Purple...3 types of conjunctions & relative pronouns
2. Orange...appositive(s) & phrases
...verbal(s) & phrases
3. Black...interjections & transitions


**WORK with all types of sentences!!!



RAINBOWing... self, peer, & parent editing

- Use the extended "CUPS" formula...
C...capitalization
U...usage
P...punctuation
S...spelling

SEE RB CHART OF CODES for additional needs by all; circle errors; use code in left or right margin on line of error(s)!!!



RAINBOWing...apply to writings: self-composition



- Compose sentences LIKE lesson models
- Compose paragraphs LIKE lesson models
- **Revise** with YELLOW (to "brighten" the writing...expand sentences, join sentences, raise word choice, use sentence variety, enhance ideas with details & create voice, use Edit...Find...
- **Edit** with ORANGE (to show "caution" to convention errors now corrected... punctuation, capitalization, spelling, format, sentence fragments, run-ons, grammar, etc.

RAINBOWing...

- Have fun!

- Learn & Apply!!

- Take your own writing knowledge to a higher level!
- Allow your students to explore and improve by "Seeing Writing/Reading with Color"...

HAVE A RAINBOW DAY!!



Parent Testimony/ Thanks: RBing IS the Difference!!!!

- I hope you know how awesome I think you are as a Communications teacher! I don't know any other teacher who has gone to such lengths to help students master grammar, composition, and research. These are skills everyone needs for everyday life, although I'm sure most eighth-graders would deny this fact, and yet so many people have somehow managed a high school and even college diploma without learning these skills. It is absolutely scary. Thanks again, and I'll keep cracking my whip with Damon if you'll do the same!

Sincerely, Julia D. (January 2008)