



Improving the Writing of Elementary and Secondary Students with High-Incidence Disabilities

Jordan School District, July 31, 2017

Evidence-Based Practices for Teaching Writing

(Graham & Perin, 2007; Gillespie & Graham, 2014)

- ▶ Strategy Instruction
ES = 0.82
ES = 1.00
- ▶ Collaborative Writing
ES = 0.75
ES = 0.66
- ▶ Setting Specific Goals
ES = 0.70
ES = 0.80

Self-Regulated Strategy Development (SRSD)

(Graham & Perin, 2007; Graham, McKeown, Kiuahara, & Harris, 2012)

- Research supports SRSD as an evidenced-based practice for improving students' writing performance
- The SRSD model requires students to utilize self-regulation strategies, such as self-monitoring, self-instruction, and goal setting
- Supports teachers' goals to help students become engaged in meaningful tasks and activities
- Builds in ways to increase students' motivation to stay engaged when things get tough

Self-Regulated Strategy Development (SRSD)

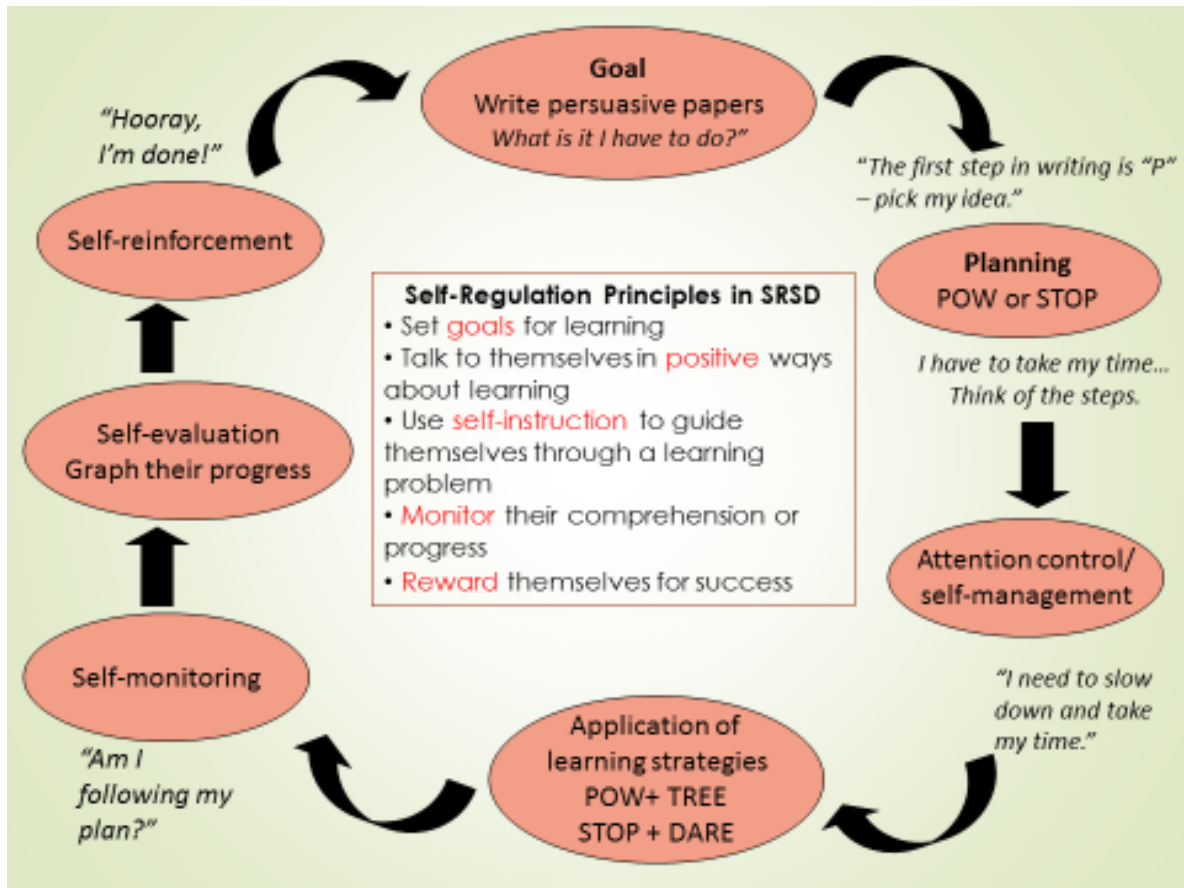
(Graham & Perin, 2007; Graham, McKeown, Kiuahara, & Harris, 2012)

Six Stages of SRSD Instruction: Recursive (Pedagogy)

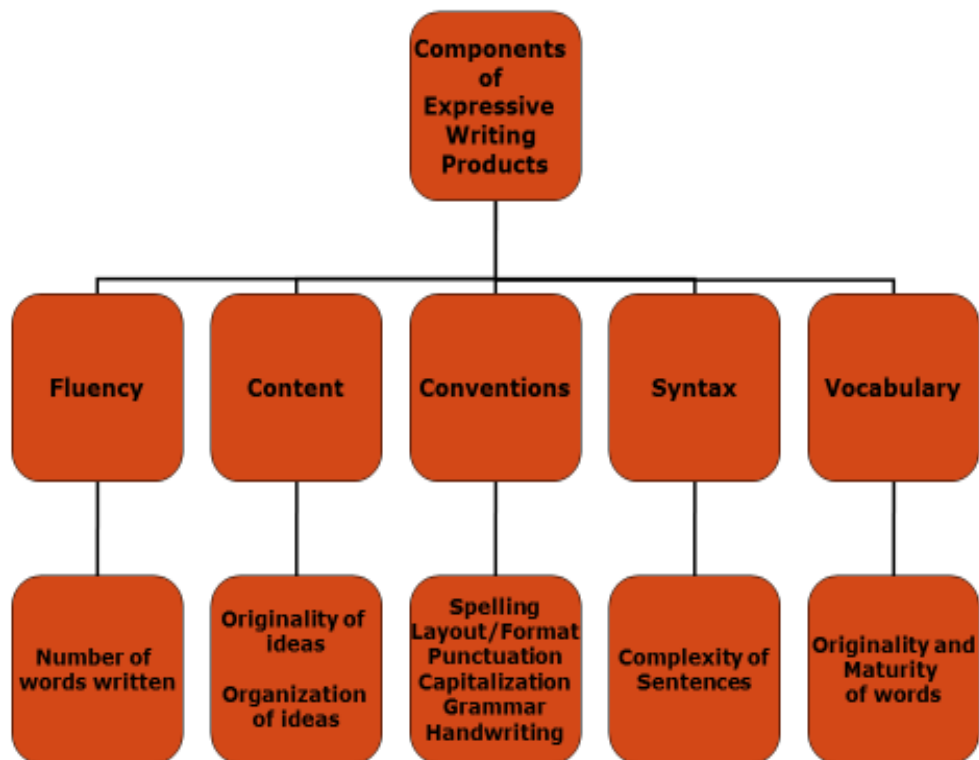
1. Activate and develop background knowledge
2. Discuss the strategy
3. Model the use of the strategy
4. Memorize the mnemonic & internalize self-statements
5. Collaborative practice and support
6. Independent use of the strategy

Guidelines for Effective Writing Instruction (Content)

- Material is relevant
- Assessment and feedback are continuous
- Learners are provided ample time to learn and experience high rates of success
- Learners are working toward independence and skill transfer, can monitor their performance, and set goals and see progress
- Learning is collaborative



(Leins, Cuenca-Carlino, Kiuahara, & Jacobson, 2016)



(Kameenui & Simmons, 1990)



PRINCIPLES OF RELEASE OF RESPONSIBILITY, SCAFFOLDING, AND EXPLICIT INSTRUCTION



(Kiuahara & Jeong, 2009)

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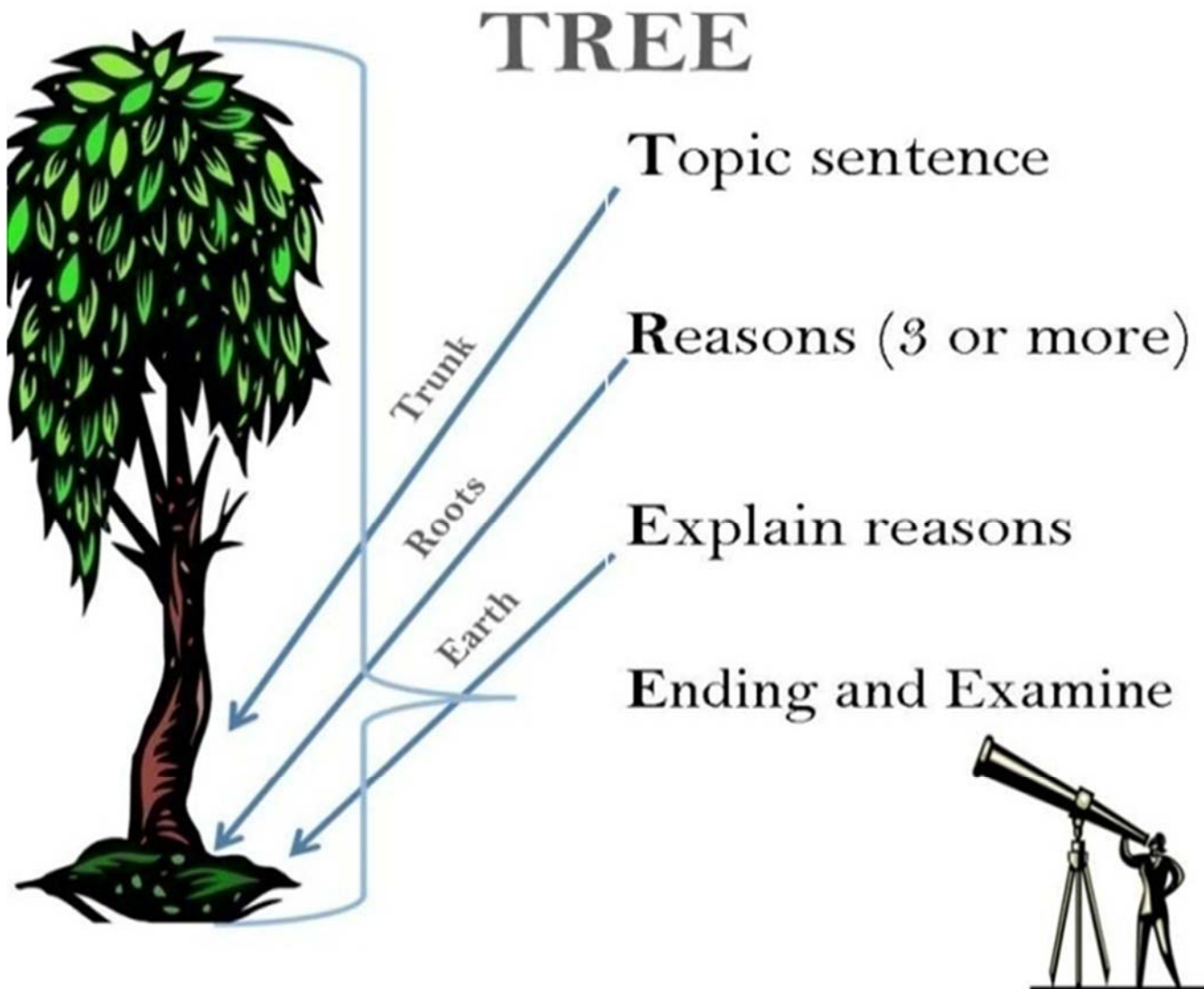


POW

Pick my idea

Organize my notes

Write and say more





(Harris, Graham, Mason, & Friedlander, 2008; Leins, Cuenca-Carlino, Kiuahara, & Jacobson, 2016)

POW + TREE

T TOPIC Sentence
What do I believe?

| |
|--|
| |
|--|

R REASONS -3 or more
Why do I believe this?
Will my readers believe this?

E EXPLANATIONS
Say more about each reason.
What details will persuade my reader?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

E ENDING
What do I want my reader to remember?

| |
|--|
| |
|--|

EXAMINE
Check my paper again. Do I have all my parts?
Yes? _____ No? _____



T TOPIC Sentence
What do I believe?

POW + TREE

| |
|--|
| |
|--|

TW **R** REASONS -3 or more
Why do I believe this?
Will my readers believe this?

E EXPLANATIONS
Say more about each reason.
What details will persuade my reader?

| | | |
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| | | |
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CR Counter Reason- 1 or more.
Who might disagree and why?

E EXPLANATIONS
Say more about the counter reason(s).

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| | | |

Refute it! Tell why your side is better?

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E ENDING
What do I want my reader to remember?

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| |
|--|

EXAMINE Check my paper again. Do I have all my parts? Yes _____ No _____
Does each of my paragraphs have at least 3 sentences? Yes _____ No _____



- S** Suspend Judgment
- T** Take a Side
- O** Organize Ideas
- P** Plan More as You Write


- Did I list ideas for each side?
- Can I think of anything else? Try to write more.
- Another point I haven't considered yet is...
- Put a star next to ideas you want to use.
- Put an X next to arguments you want to dispute.
- Number your ideas in the order you will use them.

DARE

- D** Develop Your Topic Sentence
- A** Add Supporting Ideas
- R** Reject Arguments for the Other Side
- E** End with a Conclusion



Prompt: Write a letter to your state senator as a voter from 1964 arguing for or against the Civil Rights Act of 1964 which said "no person will be discriminated against because of color, race or gender."



Suspend judgment.
Take a side.
Organize Ideas.
Plan more as you write.

| | (For) | (Against) |
|----|-------|-----------|
| 1. | | 1. |
| 2. | | 2. |
| 3. | | 3. |
| 4. | | 4. |
| 5. | | 5. |
| 6. | | 6. |
| 7. | | 7. |

Develop your topic sentence
Add supporting Ideas
Reject arguments for other side
End with a conclusion

(Harris, Graham, Mason, & Friedlander, 2008; Leins, Cuenca-Carlino, Kiuahara, & Jacobson, 2016)

STOP (Planning strategy)

Suspend judgment: Did I list ideas for both sides? Can I think of anything else? Another point I haven't considered yet is...

Take a side: Place a "+" at the top to show which side of the topic you will take.

Organize ideas: Put stars "*" next to your best ideas.

Plan more as you write: Use AIMS and DARE

AIMS (Composing strategy: Intro)

Attract the reader's attention: Did I write an interesting first sentence?

Identify the problem: Did I explain why the topic is a problem?

Map the context: Did I "introduce" the topic to my reader? Did I give enough background information so the reader can understand the issue?

State my thesis: Did I take a position on the topic? Is my position clearly stated?

DARE (Composing strategy: Body and Conclusion)

Develop my topic sentence: Did I use appropriate transition words/phrases? (First, Second, Next, The first reason is..., The second reason is...)

Add supporting ideas: Did I elaborate on each reason? Did I use appropriate transition words? (For example, In addition...)

Refute the other position: Did I reject the other position? Did I use appropriate transition words? (However..., Some people may think that...).

End with a conclusion: Did I wrap up my essay? Did I provide a recommendation? Did I use appropriate transition words?

(Kiuahara, O'Neill, Hawken, & Graham, 2012)



Transition Words

Words you can use to show a reason

| | | | |
|--------------------|---------------------------|--------------------|---------------------|
| First | Second | Third | In addition |
| Another | To begin | Also | Additionally |
| Next | Finally | My final | Lastly |
| Furthermore | In the first place | Furthermore | Moreover |
| _____ | _____ | _____ | _____ |

Words you can use to show a counter reason

| | | | |
|----------------|---------------------|--------------------------|--------------------|
| However | Nevertheless | On the contrary | Rather |
| Yet | Instead | On the other hand | In contrast |
| _____ | _____ | _____ | _____ |

Words you can use to conclude your essay

| | | | |
|---------------------------|------------------------|--------------------------|--------------------|
| In conclusion | Therefore | With this in mind | To conclude |
| To summarize | In general | To sum up | Finally |
| Given these points | For this reason | Hence | In Summary |
| _____ | _____ | _____ | _____ |

(Leins, Cuenca-Carlino, Kiuahara, & Jacobson, 2016)