ACCESSING GRADE ALIGNED ENGLISH/LANGUAGE ARTS FOR STUDENTS WITH COMPLEX SUPPORT NEEDS

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HISTORICAL PERSPECTIVE OF ELA IN SEVERE DISABILITIES

Majority of literacy-based studies for students with severe disabilities focus on sight words (Browder, Wakeman, Spooner, & Algozzine, 2006; Chiang & Lin, 2007).

Recent research has led to new guidance for teaching children with developmental disabilities (Williamson, Carnahan & Jacobs, 2012).

FORMER LITERACY MODELS

No academic instruction "trainable" thinking

Functional reading for the life span

- Age 6: name, foods, schedule words
- Age 16: name, foods, schedule words

WHY WE DIDN'T KNOW IF STUDENTS WITH MODERATE/ SEVERE DISABILITIES COULD LEARN TO READ

Consistent lack of focus on reading for this population

- In content analyses of textbooks (Katims, 2000)
- In ethnographic studies of students' school experiences (Kliewer, 1998)

In the last 20 years while the "science of reading" has been developing, the focus in severe disabilities has been functional life skills

Discrepancy between what is recommended for early literacy practices and what happens for young children with significant disabilities

Have our students been limited by lack of opportunity?

THE OPPORTUNITY TO LEARN READING

Because…

- Students "potential" to make progress is unknown without the opportunity to learn
- Students who are not disabled are not required to master all life skills before getting to learn to read
- Academic instruction for students who are nondisabled does not end at the first sign of "no progress"
- Reading is a "pivotal skill" that can enhance adult outcomes; reading *is* functional
- Even if students do not become literate, the acquisition of early literacy skills can open opportunities to enjoy and benefit from a wide range of age and grade appropriate literature

A MODEL OF LITERACY FOR STUDENTS WITH MSD: OUTCOMES

Increased Independence as a Reader   Lifelong Access to Literature
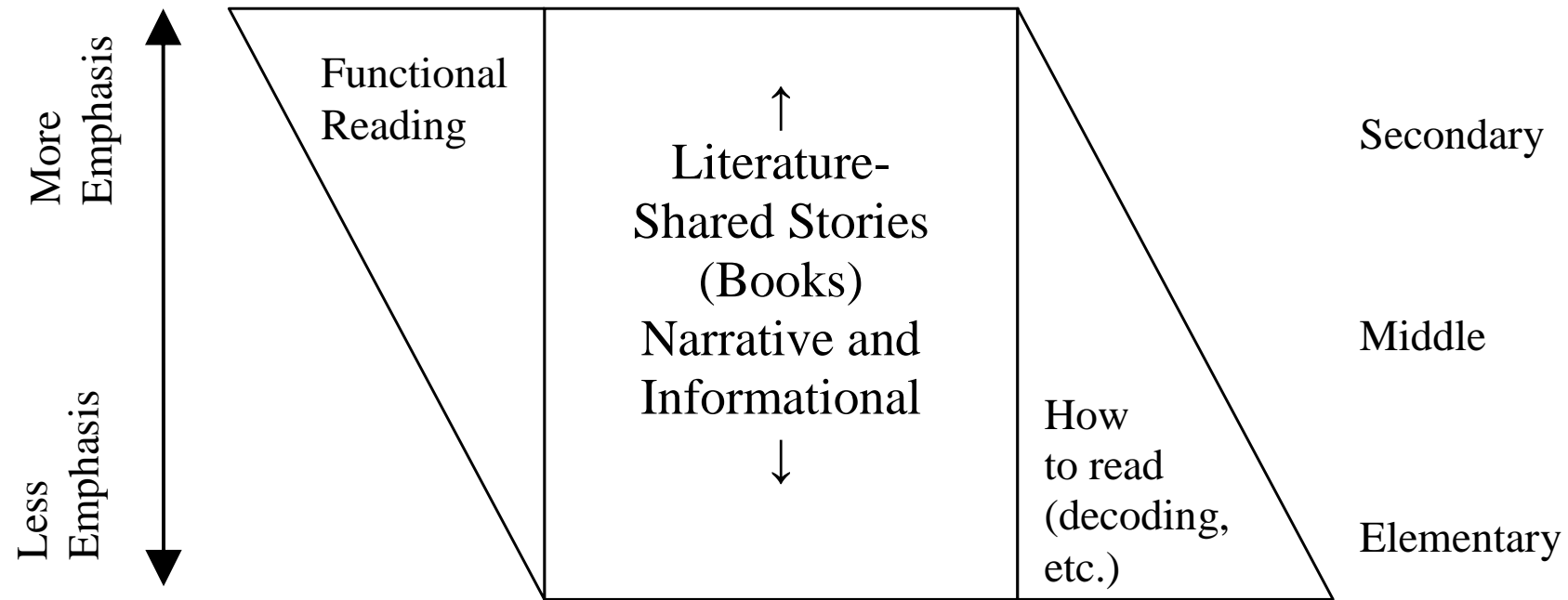
A MODEL OF LITERACY FOR STUDENTS WITH MSD

Independence as a Reader

- Strong focus on learning to read in earlier grades
- Shift focus to functional reading as enter transition years (continue some focus on learning to read in middle and high school)

Access to Literature

- Throughout grades, focus on skills to access literature of grade level ("grade appropriate" as well as "age appropriate" literature)
- Literacy in all content areas of general curriculum

A MODEL OF LITERACY FOR STUDENTS WITH MSD

More Emphasis

Less Emphasis

Functional Reading

Literature- Shared Stories (Books) Narrative and Informational

How to read (decoding, etc.)

Secondary

Middle

Elementary

OPTIONS FOR TEACHING ELA SKILLS TO MIDDLE SCHOOL STUDENTS

Time Delay is an Evidence-based practice
- Browder, Ahlgrim-Delzell, Spooner, Mims, & Baker, 2009

Has been applied to MS language arts vocabulary
- McDonnell, Johnson, Polychronis, and Riesen, (2002)

Teachers can learn to follow task analysis to present read aloud of MS novels
- Browder, Trela, & Jimenez, 2007

Has also been applied to MS biographies
- Mims, Hudson, & Browder (2012)

Students composed written opinions by using graphic organizers and response options
- Trela (2008)

EMERGING OPTIONS:
USE READ ALOUD OF ADAPTED TEXT

Teachers can learn to follow task analysis to present read aloud of MS novels
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Has also been applied to MS biographies
- Mims, Hudson, & Browder (2012)

EXAMPLE (HARRIET TUBMAN)
CREATED BY MELISSA HUDSON

She asked three of her brothers to go with her.

The brothers followed her beause Harriet knew the woods best. They made a lot of noise, crashing through the underbrush and scaring themselves. She told them to be quiet. They complained it was too dark. She told them with all the stars shining bright, there was plenty of light.

3. Why did the brothers follow Harriet?

EMERGING OPTION

WRITING

Students composed written opinions by using graphic organizers and response options

- Trela (2008)

EXAMPLE

I think students should wear uniforms

I think students should NOT wear uniforms

- Because…
  - They save money
  - You do not have a choice what to wear
  - They are uniforms

PUTTING IT ALL TOGETHER: A COMPREHENSIVE APPROACH

Middle School Thematic Units linked to general education

VOCABULARY: Time delay

READ ALOUD: Literature- novel adapted as chapters, nonfiction, poem for unit

COMPREHENSION: Systematic instruction, Direct Instruction

WRITING (Persuasive and Narrative): Graphic Organizers

RESEARCH: KWHL chart

MIMS, P. J., LEE, A., BROWDER, D. M., ZAKAS, T., & FLYNN, S. (2012). THE EFFECTS OF A TREATMENT PACKAGE TO FACILITATE ENGLISH/LANGUAGE ARTS LEARNING FOR MIDDLE SCHOOL STUDENTS WITH MODERATE TO SEVERE DISABILITIES. *EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES*, 47, 414-425.

Developed with the alignment criteria in mind.

The development and successful implementation of this curriculum show that students with significant disabilities can make progress in academic content that meets the stringent alignment standards proposed by Flowers, Wakeman, Browder, and Karvonen (2009).

Students

Experimental group- 15 middle school students with moderate to severe disabilities or autism

- large urban school district in the south east

Control group – 15 middle school students with moderate to severe disabilities or autism

rural school district in the south east

Teachers

Teachers in the experimental group range from having 2-15 years of experience and three of the teachers have obtained masters degrees

- previous training in the use of the curriculum

Teachers in the control group range from 2 to 40 years experience and 1 of the teachers have obtained a masters degree and one is 6 credits away from her masters degree in special education

- received training on using a 10 step task analysis to teach story based lessons

STUDY: PROCEDURES

Lessons were implemented for 5 days at a time (e.g., week 1 targeted only lesson 1)

- Vocabulary review using CTD
- Reading of adapted book chapters, poems or plays with embedded comprehension questions or instruction after on key terms (e.g., simile, narrator)
  - Prompting consisted of the system of least prompts, model-lead-test, examples/nonexamples

- Writing -permanent product- using components of

systematic instruction (e.g., prompts, prompt fading,

wait time)

-opinion

-backing up opinion with facts

-critiquing initial opinion

-arguing final opinion

- Research- identifying possible research topics and

identifying how to find out more info (KWHL)

- Error correction and Reinforcement procedures

provided throughout

UNIT 4 – DIRECT ASSESSMENT

Estimated Marginal Means of MEASURE_1
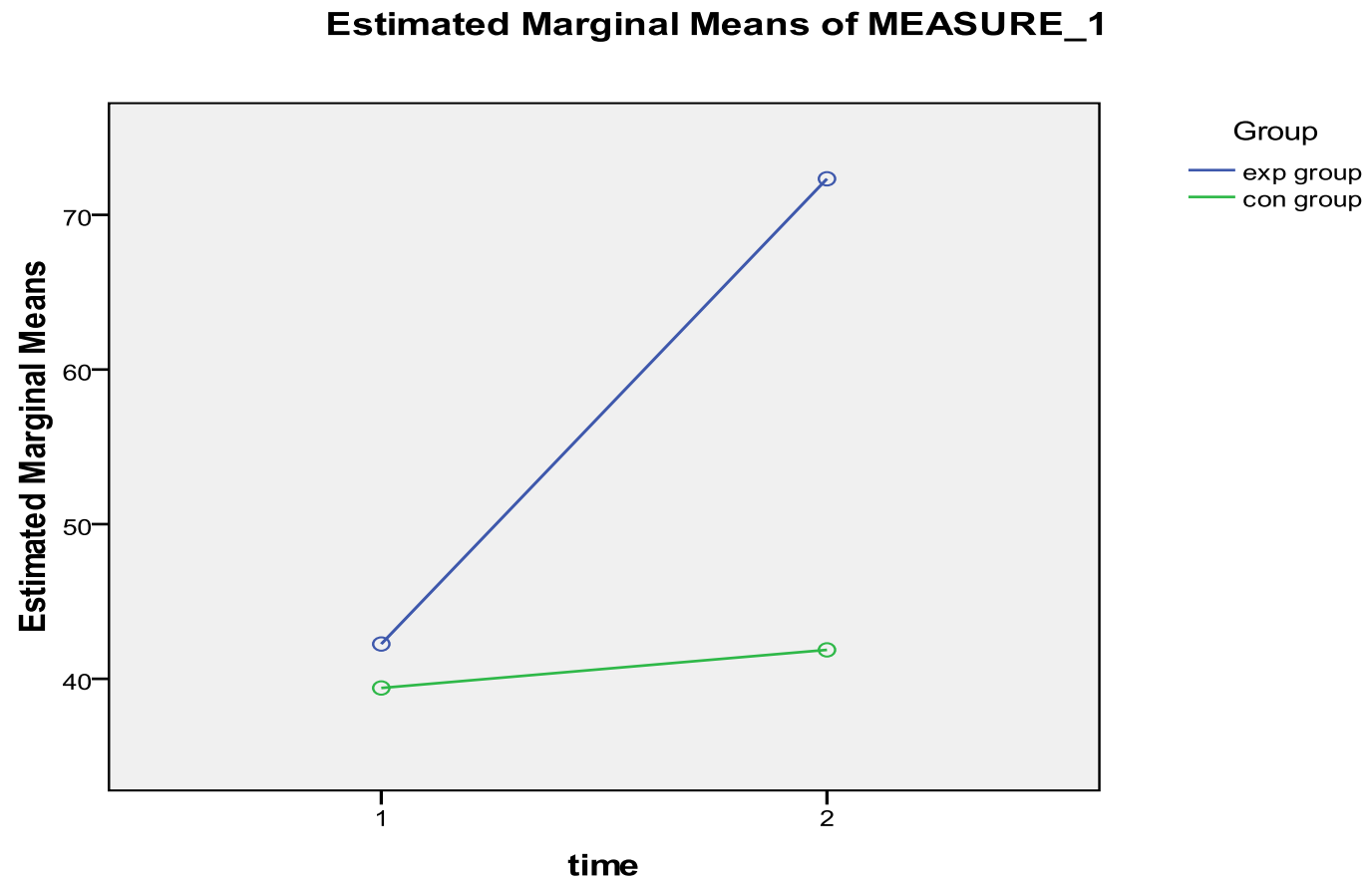
UNIT 4- INDIRECT ASSESSMENT


Estimated Marginal Means of MEASURE_1
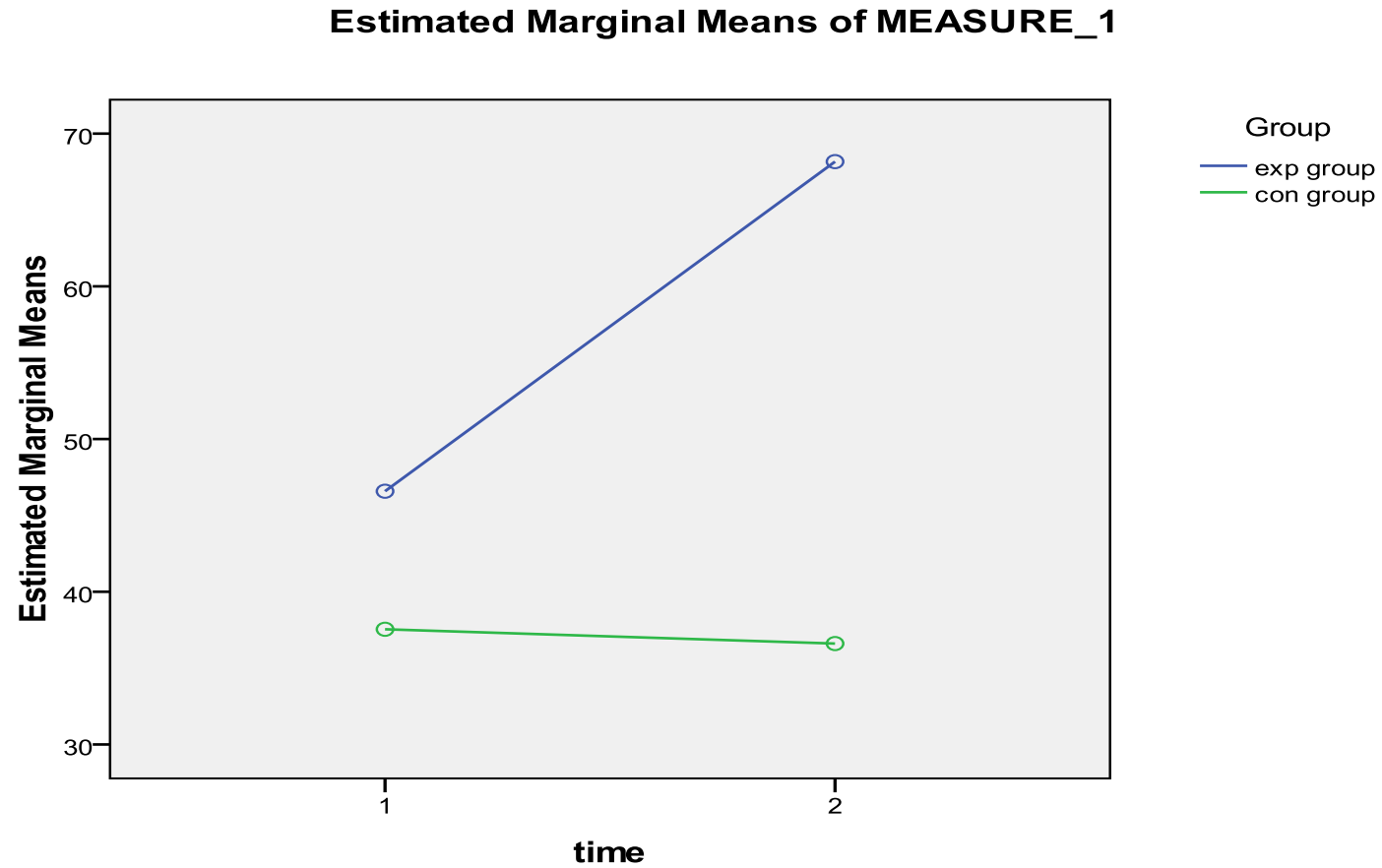
PLANNING YOUR ELA LESSON

Comprehensive Approach- Based on Theme

Use targeted and non-targeted grade level literature based on theme to focus on the grade aligned standards you are targeting (e.g., Vocabulary, Listening comprehension, Story grammar elements, Writing skills, Poetry, Play terminology)

- Fiction
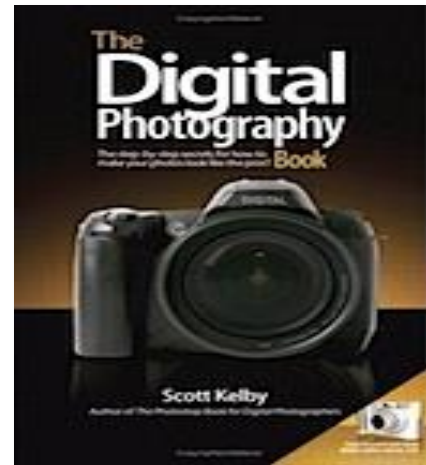- Nonfiction
- Informational Text
- Poetry

EVIDENCE-BASED PRACTICE FOR ENGLISH LANGUAGE ARTS

Interactive read-aloud

Literature-based

ELA standard

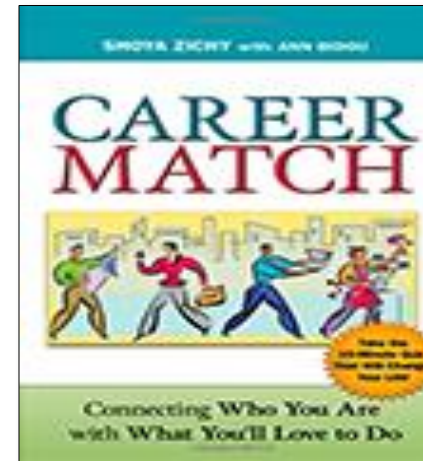Word study

ELA standard

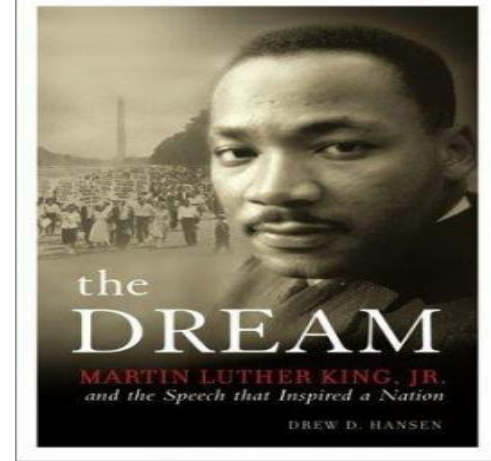Comprehension
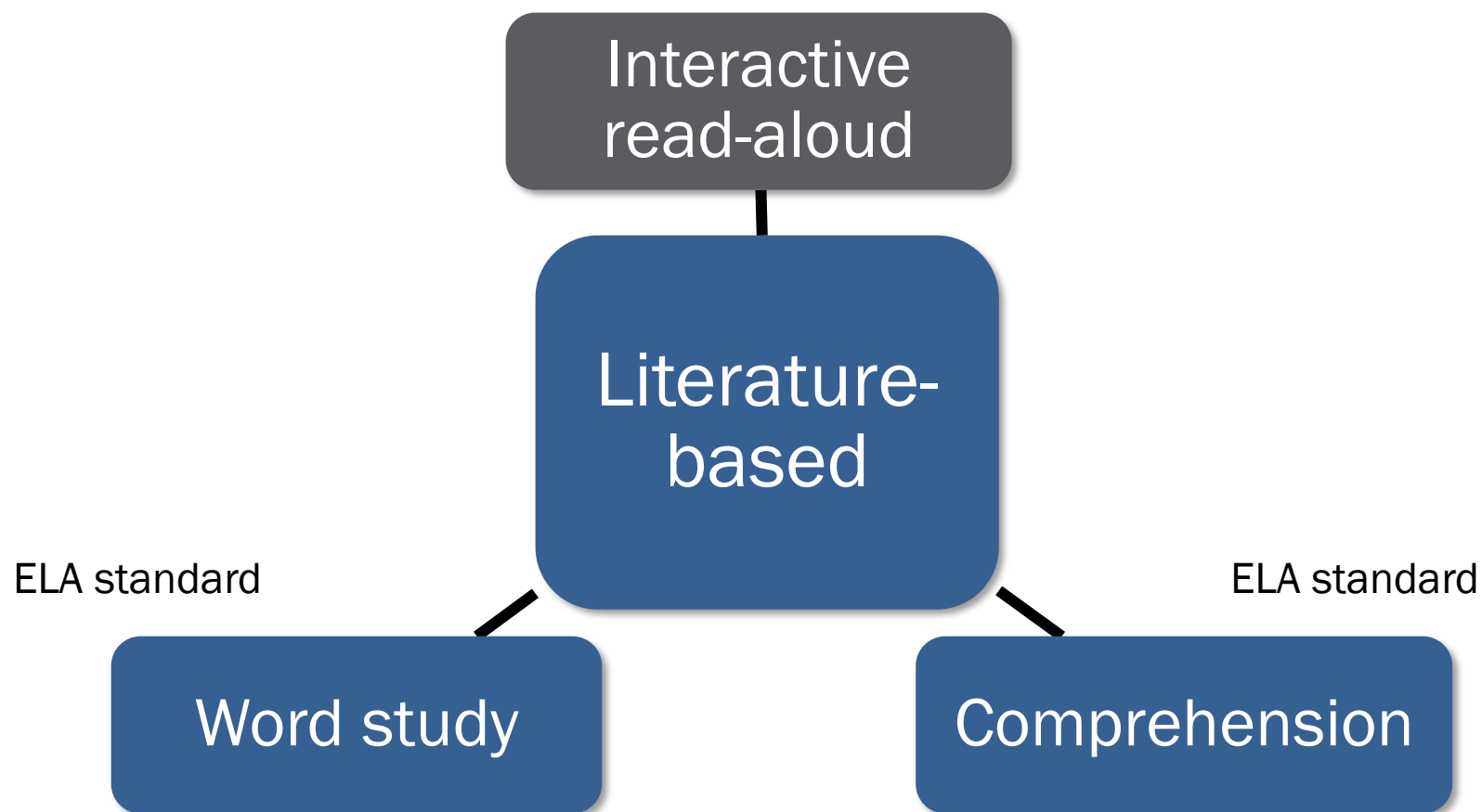
CHOOSE THE TEXT
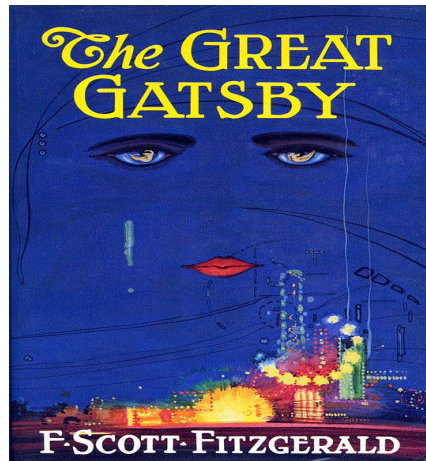
| Literature from Grade Level English Language Arts | Text Related to Student Interests | Text Related to Transition Goals | Literature from Content Areas e.g., Science, Social Studies |

TEXT SELECTION AND ACCESS

Picture Books

Access to text

Need chapter books and novels

Kindergarten – 2nd grade

3rd grade+
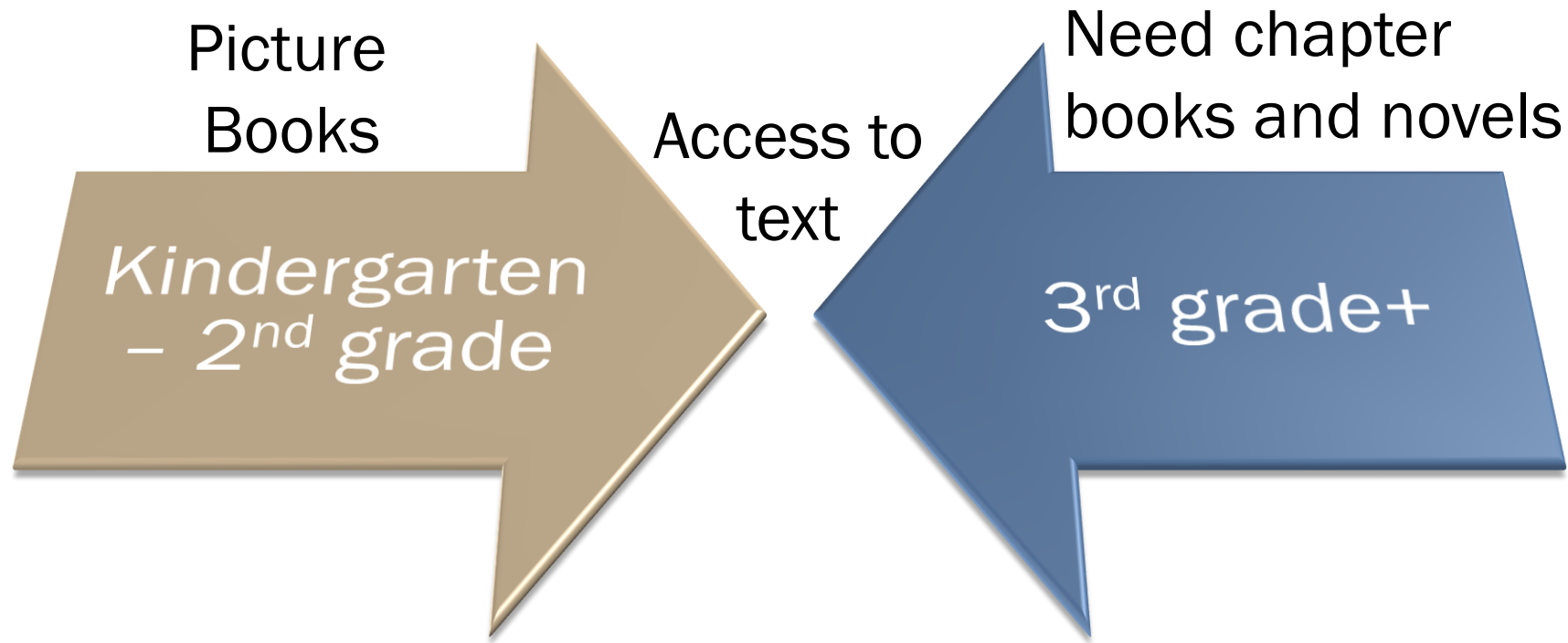
- Access to grade-level texts allows for all students to learn from a broad scope of Narrative and informational content that is aligned with the State Standard.
- Student interests, preferences, and goals can be taken into account.

TEXT ACCESS:

Options for Access
- Modified/ adapted text
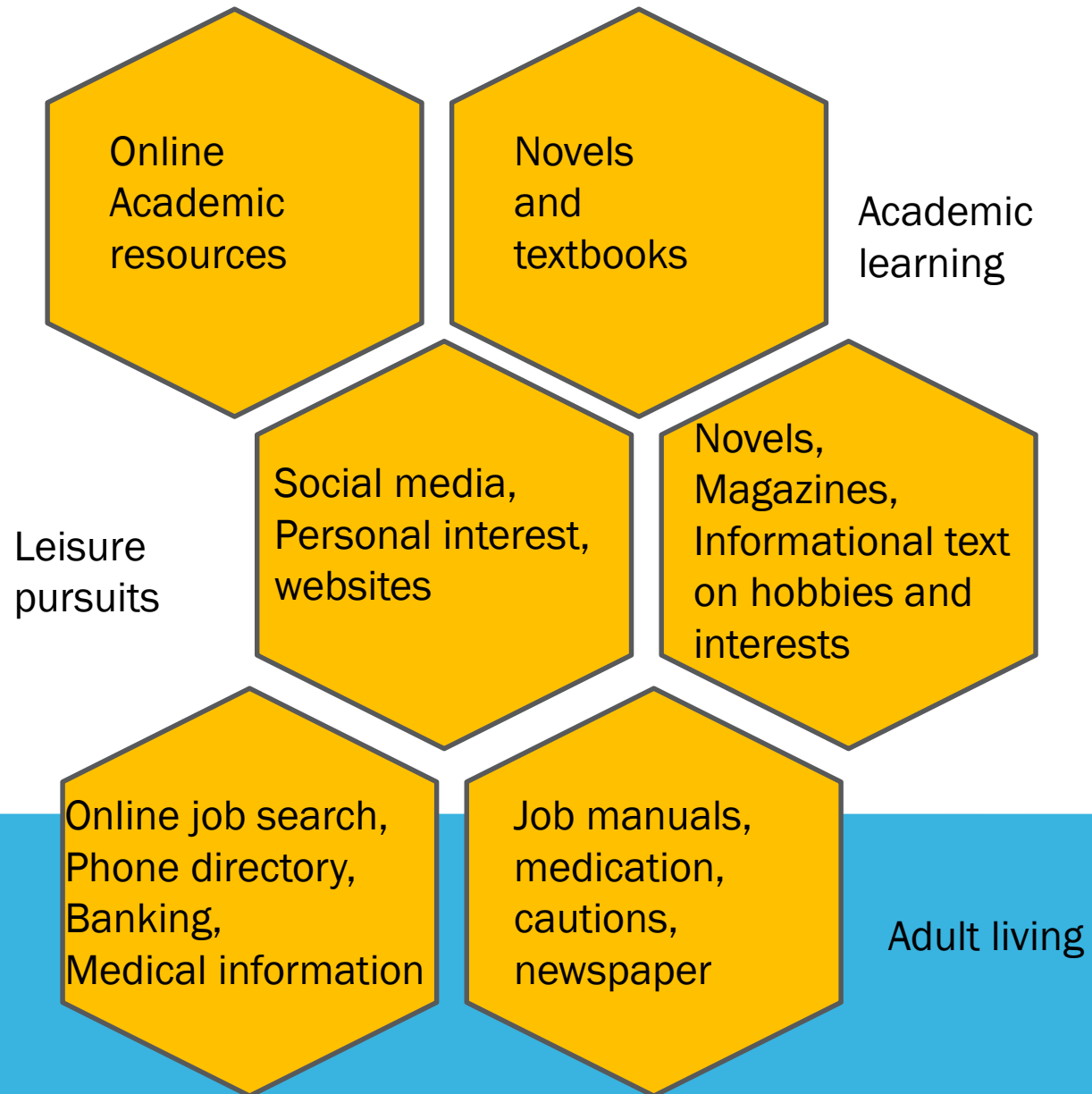- Read-alouds
- Text-to-speech technology

Online Academic resources

Novels and textbooks

Academic learning

Leisure pursuits

Social media, Personal interest, websites

Novels, Magazines, Informational text on hobbies and interests

Online job search, Phone directory, Banking, Medical information

Job manuals, medication, cautions, newspaper

Adult living

Example- Themes and literature selected

Unit 1: Change	Unit 2: Values and decision making	Unit 3: Social justice	Unit 4: Global awareness
Fiction- *Holes*	**Fiction-** *Outsiders*	**Fiction-** *Number the Stars*	**Fiction-** *Dragon Wings*
Nonfiction- *We Beat the Street: How a Friendship Pact Led to Success*	**Nonfiction-** *Neighbors*	**Nonfiction play-***The Diary of Ann Frank*	**Nonfiction play-** *Sadako and the Thousand Paper Cranes*
Poem- *Still I Rise*	**Poem-** *Dreams*	**Poem-** *When we turn out the light*	**Poem-** *One Tribe*
Research- *Changes*	**Research-** *Gandhi*	***Research-*** *Danish Resistance Movement*	***Research-*** *Immigration*

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Story Based Lessons Task Analysis[1]

Teacher's job:		Student's job:	
1. Uses attention getter		1. Responds to attention getter	
2. Asks student to predict what story is about		2. Student makes a prediction (does not have to be accurate)	
3. Asks student to point to the title		3. Points to title	
4. Asks student to point to author		4. Points to author	
5. Gives student opportunity to open the book		5. Opens the book	
6. Reads story/ gives student opportunity to anticipate repeated story line		6. Anticipates repeated story line using their voice or assistive technology to read it	
7. Gives student opportunity to point to each word as read		7. Points to words as teacher points	
8. Gives student opportunity to identify key vocabulary word or picture in text		8. Correctly "reads"/ finds the key vocabulary word or picture in text	
9. Gives student opportunity to turn pages as read story		9. Turns one or more pages	
10. Asks one or more comprehension questions		10. Answers comprehension questions correctly	

VIDEO

MS SBL- Island of Blue Dolphins

Watch video and raise number when you see the step of the SBL highlighted.

Discuss video

PLANNING FOR INSTRUCTION

❑ Determine student's assigned grade level (based on chronological age).

❑ For special educators this may mean teaching across various grade levels

▪ CCSS have vertical alignment of standards across grade level, which will support teacher planning.

❑ Supports for selecting a text:

▪ Appendix B of CCSS in ELA recommends titles

▪ CCSS online resources: http://www.corestandards.org

▪ Smarter Balanced Assessment Consortium: http://www.smarterbalance.org

▪ PARCC: http://www.parcconline.org

PLANNING FOR INSTRUCTION CONT'D...

❑ Determine sequence of standards to be taught

❑ Think across content standards to introduce more non-fiction texts.

▪ Science: food chains

- During literacy time teach key vocabulary, begin using read-alouds of informational text on this topic.

❑ Develop measureable objectives, and target alternative achievement expectations for the grade-level State Standards

TEACHING COMPREHENSION

Components of teaching comprehension:

- Teach students to generate questions

- Ask questions across all levels of comprehension

- Activate student's prior knowledge

- During reading teach students to visualize and make connections

Text-to-self connections

- Relate events to the readers' own life

Text-to-text connections

- Relate a new text to the character, plot, setting, event or problem from a previous text.

Text-to-world connections

- More advanced connections, requiring students to apply broader background knowledge or previous experiences.

(Harvey and Goudvis, 2000)

AWARENESS OF TEXT STRUCTURE

Text structure helps to organize ideas presented in a text.

With knowledge and understanding of text structure, learning and comprehension can be improved.

Two types of text structure:

- External: overall format features, and organizational aids (e.g. table of contents, appendixes, indexes)
- Internal: interrelationships among ideas in the text, as well as to the relationships among text elements

(e.g. story structure: plot, setting, characters, problems, solutions, themes)

AWARENESS OF TEXT STRUCTURE CONT'D

Informational texts: 5 possible structures

Description: provides information
- Signal words: to begin with, most important, also, for example

Sequence: orders in steps
- Signal words: now, before, after, first, second, then, finally

Comparison and contrast: explains similarities and differences
- Signal words: however, on the other hand, either/or, while, similarity

Cause and effect: links events
- Signal words: because, since, therefore, as a result, consequently, if/then

Problem and solution: describes and problem with possible solutions
- Signal words: similar to cause and effect words

TEACHING COMPREHENSION TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES

Majority of literacy-based studies for students with severe disabilities focus on sight words (Browder, Wakeman, Spooner, & Algozzine, 2006; Chiang & Lin, 2007).

Recent research has led to new guidance for teaching children with developmental disabilities (Williamson, Carnahan & Jacobs, 2012).

TEACHING COMPREHENSION TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES CONT'D

Evidence-Based Practices:

Using Interactive read-aloud (story-based lessons): helps students make connections and create visual images with text.

Task analysis (Browder, Trela & Jimenez, 2007)

- Steps for teaching story-based lessons
- Research supports the use of story-based lessons as evidence-based practice for teaching literacy (Hudson, & Test, 2011).

Time delay: used to teach vocabulary

Least Intrusive Prompting: to teach comprehension

USING APPROPRIATE INSTRUCTIONAL METHODS

During read-alouds, interject comprehension questions to develop beginning skills. As skills improve, ask questions after longer passages, or at the end of the text.

Encourage active listening by asking questions prior to reading

Text rereads

Use the least intrusive prompting strategy

Teach highlighting strategies

Teach the rules for wh- questions

Use think-aloud strategies

Have students generate their own questions

Four components:

1. Peer tutor selection
   a) Grade aligned, interested, fluent readers
2. Peer tutor training
   a) Expectations, responsibilities, how to deliver
3. Peer-delivered instruction
   a) Guidance on how to help students with different needs
4. Adult monitoring

(Carter, Crushing & Kennedy, 2009)

TEACHING COMPREHENSION

Effective teaching of comprehension requires understanding of levels of comprehension and awareness of text structure.

ELA standards focus on the following domains:

➢Reading literature

➢Reading informational texts

➢Foundational skills

➢Writing

➢Speaking and listening

➢Language

EXAMPLES OF COMPREHENSION QUESTIONS
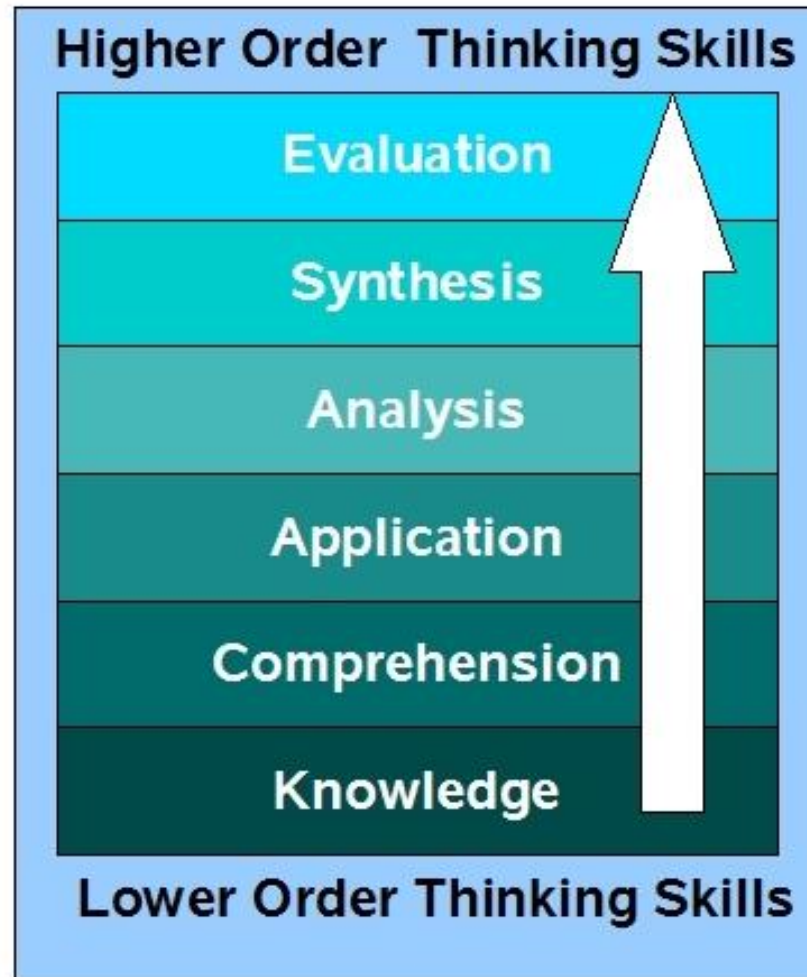
DEVELOP COMPREHENSION QUESTIONS AT DIFFERENT LEVELS OF COMPLEXITY.

Some examples based on To Kill a Mockingbird:

Knowledge
- How old was Miss Caroline?

Comprehension
- Why did the class murmur when Miss Caroline said she was from Winston County?
- What happened first, second, last?

Application
- Miss Caroline was 21. What will happen to you when you are 21?

Analysis
- Why was Jem in a haze?

Synthesis
What is the theme of this story?

Evaluation
What is the author's tone in this passage? The author's purpose?

PLANNING HOW STUDENTS WILL RESPOND

Use of speech or communication device to answer questions

Multiple choice-style questioning

Communication applications for tablets (e.g. GoTalk Now, Proloquo2Go)

Graphic organizers

What do you use???

RESPONSE BOARD OPTION

- Provides a visual aid
- Simplifies responding by offering options
- Only use for students who cannot compose answer using speech

STRATEGIES

TEACHING VOCAB

When?

Where?

How?

Activity?

TIME DELAY TO TEACH VOCAB

1. Prompt is paired with the target stimulus
2. Process repeated for all vocabulary
3. Repetition of trials with vocabulary shuffled each time
4. Teacher delays introduction of prompt
5. Array is displayed, teacher gives command, and waits before showing the answer.

Time delay is effective when the student anticipates the correct response.

Time delay can be used across content areas

Vocabulary Script
Using the Time-Delay Procedure

Note: "Show me" means any form of indication, including pointing to, pulling a card from a choice board, or eye gazing to a choice.

Vocabulary Cards

Round 1: 0-Second Delay

Round 1 is a warm-up round. Ss may need numerous trials at Round 1 before moving to Round 2.

Step 1 Present the vocabulary cards to a S and review them. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this first round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and provide an immediate prompt (0-second time delay) by pointing to the vocabulary (water) while giving the direction.

Step 3 Provide feedback. If the S points correctly, provide praise, Yes, you pointed to water. If the S does not point to the correct response, use a physical prompt to help the S locate the correct response. Then give praise, Very good! You pointed to water.

Step 4 Shuffle the cards and move on to the next word.

Step 5 Repeat these steps for each S in the group.

Step 5 Continue until each word has been presented 2 times.

Note: There should be no errors on this round. Do 0-second time delay 2 or 3 times. When the S consistently responds, move on to a 5-second time delay.

Round 2: 5-Second Delay

Step 1 Present the vocabulary cards to a S. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this second round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and then wait up to 5 seconds (5-second time delay) for the S to independently respond or begin to initiate a response. Tell the

S to wait if he or she is not sure, If you are not sure, wait and I will show you.

Step 3 Provide feedback. If the S points correctly, provide praise, Yes, you pointed to water. If the S does not point to the correct response, use a physical prompt to help the S locate the correct response and say, for example, This is water. Then repeat the direction, Find water.

Step 4 Shuffle the cards and move on to the next word.

Step 5 Repeat these steps for each S in the group.

Note: If a S starts to respond with unprompted correct responses, then praise only those responses and do not praise prompted correct responses.

If a S begins to indicate an incorrect answer, attempt to block the response, then redirect the S to the correct answer. If a S indicates an incorrect response several times, revert back to 0-second time delay to help the S gain success.

Vocabulary Comprehension

Present the vocabulary cards in sets of 2 (Level 1), 3 (Level 2), or 4 (Level 3). To check for comprehension of the vocabulary words, have Ss point to the vocabulary card while you give a definition.

Round 1: 0-Second Delay

Point to the vocabulary card while saying the definition and ask the S to point to the same. For example, Find the one that is a colorless, odorless, tasteless liquid. Yes, water. Repeat for each S in the group. Complete this for a few rounds and then move to Round 2.

Round 2: 5-Second Delay

Ask a S to find the vocabulary card as you say the definition. For example, Find the (object/picture/word) that is a colorless, odorless, tasteless liquid. Good, you found water. Water is a colorless, odorless, tasteless liquid.

Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each S.

CONSTANT TIME DELAY

Time Delay

- With a group
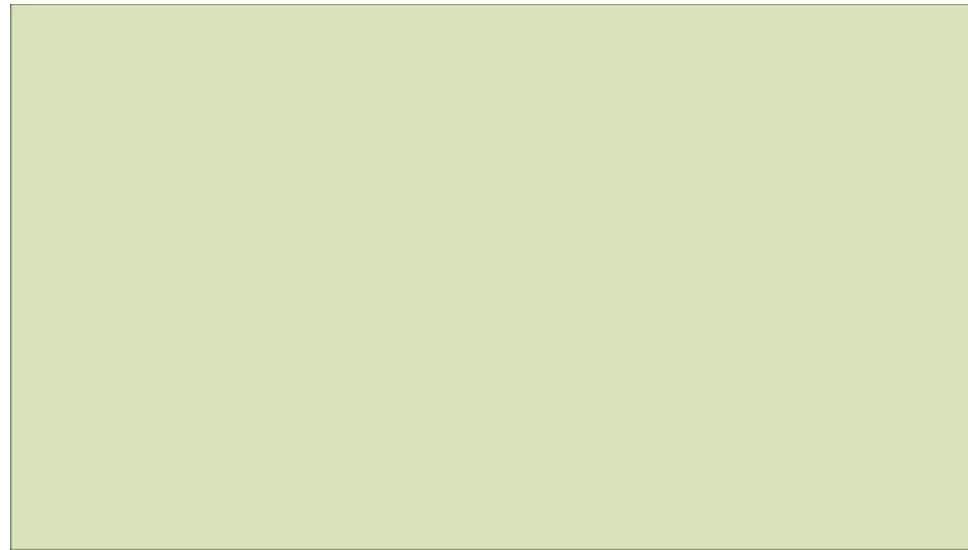
# TEACHING COMPREHENSION- SYSTEM OF LEAST PROMPTS

Who would never tell the boy about the Land of the Golden Mountain?

- Present response options
  - mother, grandmother, his teacher
- Student responds correctly: Praise
- Incorrect/no response
  - Verbal prompt- reread paragraph
  - Model prompt- reread sentence
  - Physical prompt- show answer in text
- Initially Reinforce even if prompted
- Fade reinforcement over time
- Video example (5) http://youtu.be/jQjKSouS1jc

SYSTEM OF LEAST INTRUSIVE PROMPTING

A hierarchy of prompts:

Physical

Gestural

Model
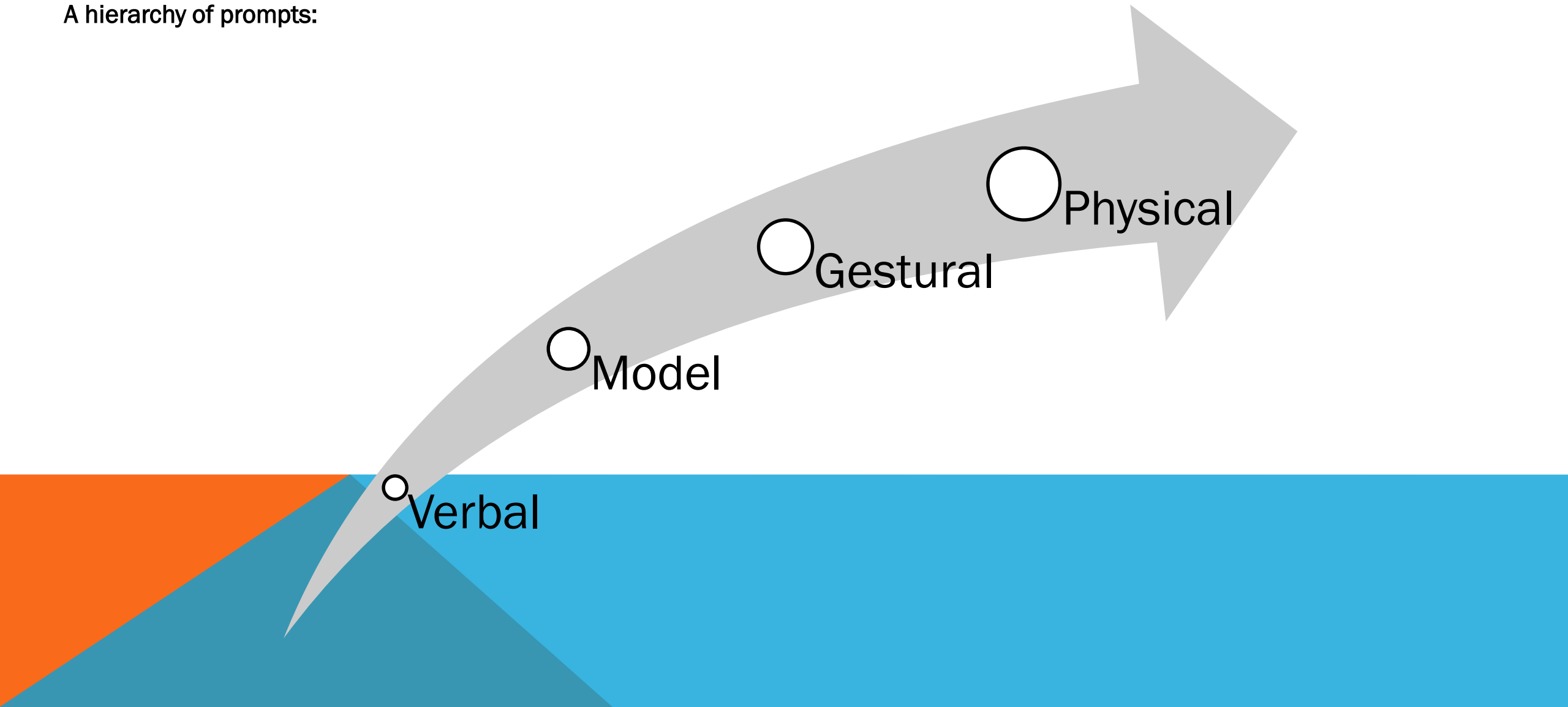
Verbal

Script for Literal Recall

If correct, praise. If no/incorrect response is provided prompt by providing a verbal prompt (e.g., "Let's reread. Stanley wrote a letter to his family and went to his cot to go to bed. What did Stanley write to his family?") and waiting 4 seconds.

If still no/incorrect response, provide a model prompt (e.g., "Look, it says Stanley wrote a letter to his family. Here is the answer, letter. What did Stanley write to his family? A horse, rock, or letter?") and wait 4 seconds.

If still no/incorrect response, provide a physical prompt (e.g., "Stanley wrote a letter to his family" while providing hand over hand assistance to touch the picture/object of letter).

GENERALIZATION ACROSS CONTENT: ELA

Teach the same skill (e.g., main idea; characters; setting) across texts (e.g., Macbeth, Call of the Wild, Great Expectations)

Ex: Teach a rule = Where is a place

Mims, Hudson, & Browder (2012)
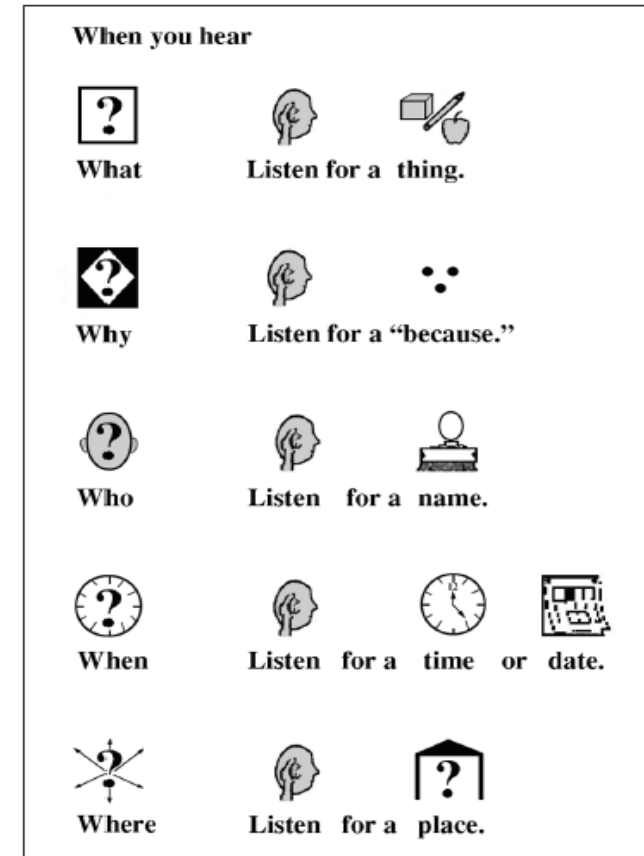
Figure 2. Rules for answering comprehension questions

HOW TO USE FOR COMPREHENSION

4 prompt levels

Figure 1. Prompt Card

The answer is on the page.

Independent	Reread paragraph	Reread sentence with answer	Tell answer and point to answer on page	Point to answer on response board
THUMBS UP!				
5	4	3	2	1

The answer is from your head.

Independent	Reread paragraph	Relate to student- How do you feel when . . .? Why would you . . .?	Model how you would relate- I would [answer] when a	Point to answer on response board
THUMBS UP!				
5	4	3	2	1

ANSWERING COMPREHENSION QUESTIONS

Video clip from study

http://mast.ecu.edu/modules/ps/lib/media/video06.html

MODEL LEAD TEST TO TEACH CONCEPTS

Main Idea Script
Using My Turn–Together–Your Turn Procedure

Today we are going to learn about main idea. When we read a story, it is important to know the main idea of what the author is saying. The main idea the most important information the author is trying to tell us.

My turn first: Listen. What is a main idea? The main idea is the most important information the author is trying to tell us.

Let's say it together: The main idea is the most important information the author is trying to tell us.

Your turn: What is a main idea?

S: The main idea is the most important information the author is trying to tell us.

Yes, the main idea is the most important information the author is trying to tell us.

Continue using the My Turn–Together–Your Turn procedure to correct errors and until each S says it independently.

For Ss who are nonverbal, use an AAC device preprogrammed with the words *main idea* and its definition. Have the S activate the device to define *main idea* during My Turn–Together–Your Turn. Some Ss may need several rounds of constant time delay to teach the concept of *main idea* and its definition.

EXAMPLES AND NONEXAMPLES

APPLYING RESEARCH-BASED STRATEGIES TO TEACH COMPREHENSION TO STUDENTS WITH SEVERE DISABILITIES

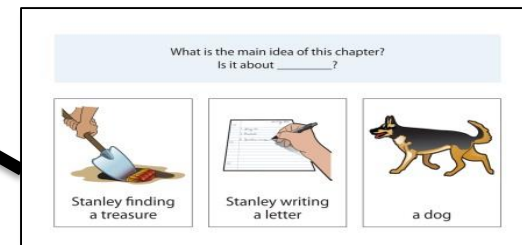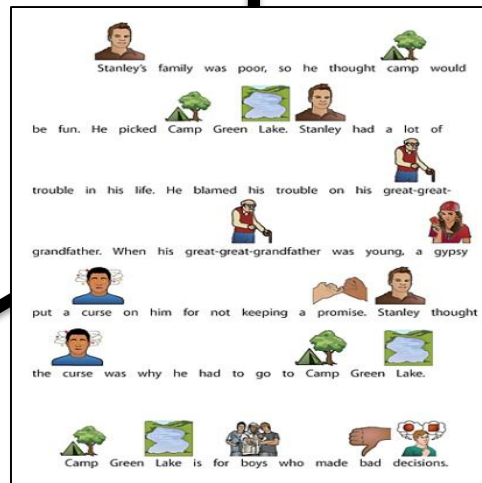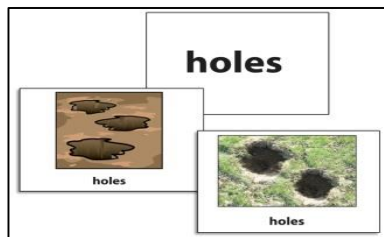|		
Planning read-alouds	Selecting and adapting text	Writing comprehension questions
Planning how students will respond	Using appropriate instructional methods	Using peer readers

PUT IT ALL TOGETHER

Interactive
Read-aloud

Literature-based

Word study

Comprehension

holes

holes

holes

Stanley's family was poor, so he thought camp would be fun. He picked Camp Green Lake. Stanley had a lot of trouble in his life. He blamed his trouble on his great-great-grandfather. When his great-great-grandfather was young, a gypsy put a curse on him for not keeping a promise. Stanley thought the curse was why he had to go to Camp Green Lake. Camp Green Lake is for boys who made bad decisions.

What is the main idea of this chapter?
Is it about _____?

Stanley finding a treasure

Stanley writing a letter

a dog

STUDENT LED RESEARCH

Mahatma Ghandi was born in India in 1869. He was a lawyer; he helped his country in their struggle for civil rights. Civil rights are when all people in a country have the same human rights and privileges.

Gandhi did not believe in fighting He decided to use peaceful ways to solve problems.

Research cont.

K	W	H	L
What I Know	What I Want to Know	How will I find information?	What I Learned

STUDENT LED RESEARCH-EXAMPLE OF NONFICTION TEXT- *A THOUSAND PAPER CRANES*

KWHL Organizer

K — What do I KNOW?	Sadako lived in Hiroshima, Japan. Sadako became sick with leukemia. Sadako made paper cranes when she was sick.
W — What do I WANT to know?	What is leukemia?
H — HOW do I find out?	I used the internet and watched a video on **Leukemia Education for Kids**
L — What did I LEARN?	

Writing

- Use the same response options as in text
- Students can
  - write their answers
  - Say their answer for someone else to write
  - Circle answers
  - Paste words, symbols, or photos

- Types of writing
  - Persuasive writing
  - Narrative writing

PERSUASIVE WRITING

You need to write 5 sentences to create your paragraph.

Sentence 1: The introduction

Sentence 2: An opinion

Sentence 3: A supporting fact

Sentence 4: A second supporting fact

Sentence 5: The conclusion

What will you write about?

a character and setting

a big idea

an airplane

I WRITE NOW STRATEGY

Author: Katherine Trela, Ph.D.

Marist College

I Write…NOW: A strategy to teach students to compose an opinion paragraph

Components		Explanation	Example
I	I think…	<u>Organize thoughts</u> Students identify their opinion on a given issue using the statement, "I Think…" Student's opinion statement is the topic sentence for their paragraph.	I think students should wear uniforms.
W	Why do you think …?	<u>Generate ideas and translate into words:</u> Student and teacher think aloud to generate reasons (details) that support opinion (topic sentence). Student reviews opinion for each "if" statement, selects fact from response board that follows logically from opinion statement to make "then" sentence. Student uses "then" statement for each detail to support topic.	*If students wear uniforms*, then they will wear the same style of clothes every day. *If students wear uniforms*, then they only need to buy a few clothes for school. *If students wear uniforms*, then their parents do not need to spend lots of money on school clothes.
r	respond with **Reasons**		
i	if …		
t	then…		
e	explain		
N	*Did you…* Name topic?	<u>Edit</u> Student reviews composition by answering each question: Name topic-is their an opinion statement at the beginning? Order steps-Are there transition words to order sentences? Wrap it up- Concluding transition words, Restate topic	I think that students should wear uniforms. First, they wear the same style of clothes every day. Second, they only need to buy a few clothes for school. Third, their parents do not need to spend a lot of money on clothes for school. This is why I think that students should wear uniforms.
O	Order Steps?		
W	Wrap it up and say topic again?		
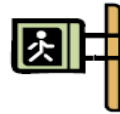
I Write NOW Strategy, Katherine Trela, Used with Permission.

VIDEO EXAMPLES

Holes (49:00)

http://youtu.be/NyRIhHw2mbU

The Diary of Anne Frank (3:29)

http://youtu.be/_ACDJ-AmrZI

We have research!

https://www.youtube.com/watch?v=SF7TSQz7vEk

Planning for your class?

What will be your first step?

Next step?

Plan for the year?

What do you see as a hurdle?

What do you think will be easy?

Strategies for making it doable

QUESTIONS?

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