

The Writing Toolkit for Students who are Deaf or Hard of Hearing

Writing Strategies

Resource Packet



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Highly Prompted Think Sheets

Review the Think Sheets from Graham and Harris' (2005, Paul H. Brookes) *Writing Better: Effective Strategies for Teaching Students with Learning Disabilities*. How are these Think Sheets “highly prompted?” In other words, what “instructional prompts” are included on the Think Sheets to help students with the writing process?

Think Sheet #1: Plan

Think Sheet #2: Self-Edit

Think Sheet #3: Peer Edit**Think Sheet #4: Revise****Design Your Own Think Sheet(s):**

What additional prompting can you add to the Think Sheet(s) you are currently using?

Attitudes and Self Efficacy

Attitudes Toward Writing

(1) I like to write.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(2) I would rather read than write.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(3) I do writing on my own outside of school or work.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(4) I avoid writing whenever I can.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(5) I would rather write than do math problems.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(6) Writing is a waste of time.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

*From Graham, S., Schwartz, S., & MacArthur, C. (1993). Learning disabled and normally achieving students' knowledge of writing and the composing process, attitude toward writing and self-efficacy. *Journal of Learning Disabilities*, 26, 237-249. Permission given to use and cite.

Writing Self-Efficacy

(1) When writing a paper, it is easy for me to get ideas.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(2) When writing a paper, it is hard for me to organize my ideas.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(3) When my class is asked to write a report, mine is one of the best.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(4) When writing a paper, it is easy for me to get started.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(5) When writing a paper, I find it easy to make all of the changes I need to make.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(6) When writing a paper, it is easy for me to write my ideas into good sentences.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(7) When my class is asked to write a story, mine is one of the best.

1
Strongly
Disagree

2
Disagree

3
Unsure

4
Agree

5
Strongly
Agree

(8) When writing a paper, it is hard for me to keep the paper going.

1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(9) When my class is asked to write a book report, mine is one of the best.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
(10) When writing a paper, it is hard for me to correct my mistakes.				
1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree

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Writing Strategies

Self-Regulated Strategy Development (SRSD) is an example of an explicit instructional approach for writing development and self-regulation. Self-regulated learners are learners who plan, set goals, organize, self-monitor, and self-evaluate their learning and performance. Over twenty years of research on self-regulation consistently shows that a self-regulated approach to writing contributes to improvements in student writing knowledge, strategic behaviors, self-regulation skills, and motivation (Santangelo, Harris, & Graham, 2007). The SRSD model has six recursive stages that guide students' acquisition and application of a writing strategy and corresponding self-regulation behaviors. In other words, the stages can and should be reordered, combined, modified, and repeated to meet the needs of individual students. Teachers can use these steps when teaching any writing strategy.

Steps for Teaching Writing Strategies		
Stage	Description	Additional Information
1. Develop and Activate Background Knowledge	Students are taught background knowledge and preskills needed to use the strategy successfully including specialized vocabulary (e.g., setting, characters, persuade, opinion, etc.).	<ul style="list-style-type: none"> The teacher identifies and assesses these prerequisites.
2. Discuss It	The teacher and students discuss the purpose and benefits of using the new strategy, with the writing strategy being carefully explained.	<ul style="list-style-type: none"> The teacher and students examine each student's current level of performance on the targeted writing genre to help students see what they are doing now and what they can expect to do once they learn the strategy.
3. Model It	The teacher models how to use the strategy and self-regulation techniques while writing an actual composition during this stage.	<ul style="list-style-type: none"> Modeling also includes the use of initial prompts such as mnemonics, think sheets, and other graphic organizers typically used with most writing strategies. The teacher can also model the use of goal setting, such as including all four parts of the strategy, and evaluate the composition to see if the goal was met.
4. Memorize It	Students memorize the steps in the composing strategy and the meaning of any mnemonics used to represent the strategy steps.	<ul style="list-style-type: none"> It is okay for students to paraphrase the information, as long as the original meaning is maintained. Memorization of the strategy can continue into the next stage, or be combined with the next stage.
5. Support It	Students practice using the strategy with the teacher providing scaffolded assistance.	<ul style="list-style-type: none"> The teacher provides as much support and assistance as needed, and may write collaboratively for some period of time with any student who needs this level of assistance. Individual goal setting can be used to help students develop independence with the strategy.
6. Independent Performance	Students use the strategy with little or no support.	<ul style="list-style-type: none"> Prompts, interaction, and guidance are faded at a pace appropriate to individual students. These steps are now "in your head." Plans for maintenance and generalization are planned and implemented. These include booster sessions over time.

Strategy instruction can be effective with all types of students, including special education students and English language learners, but it is critical that teachers find ways to respond to their **unique learning needs**. Many students may require more intense and explicit instruction to learn essential writing strategies. Teachers should consider the following to respond to unique learning needs:

- Provide additional explanation about the strategy, its component parts, and how it works.
- Pre-teach prerequisite skills and processes needed to use the strategy before teaching the strategy instructing.
- Model again how to use and apply the steps within the strategy as needed.

Extend the use of mnemonic devices, think sheets, and charts to help students remember the steps of the strategy.

- Provide extended feedback and support as students practice using the strategy.
- Use instruction based on criteria for *mastery* learning rather than time-constrained criteria.

* * * *

Review the DARE to DEFEND writing strategy, provided on subsequent pages, and reflect on the following:

1. What is the purpose of the strategy (e.g., is it for planning, revision, or both)?
2. When/how could this strategy be used during writing instruction for students receiving Tier 3 instruction?
3. How does the strategy promote “good writing self-talk?”
4. How is goal setting incorporated in the strategy?

DARE TO DEFEND***The parts of a good opinion paper include:***

- D** → **D**evelop a position statement
- A** → **A**dd supporting details
- R** → **R**eport and refute counter-arguments
- E** → **E**d with a strong conclusion

The steps to write a good opinion paper are:

- D** → **D**evelop a list of idea word for my essay
- E** → **E**valuate their importance
- F** → **F**ind even more ways to convince my readers
- E** → **E**ncourage myself through self-talk
- N** → **N**ow write an essay with clear ideas, sharp sentences, and great impact
- D** → **D**ecide if I met my writing goals



DARE to DEFEND

Opinion Planning Sheet

Author: _____ **Date:** _____

My quality goal for this essay is: _____

My quantity goal for this essay is _____

Generate idea to build arguments. . .

[illegible]

Self-talk statement: _____

DARE to DEFEND
Score Card for Opinion Paper

Author _____ Partners _____

Points

- 1 = Needs a lot of work
 2 = Could be a little better
 3 = Pretty good the way it is
 4 = Terrific, other kids should see this

Questions for your Partner

After reading and marking the author's essay answer the following:

1. Does the writer use lots of descriptive words?	1	2	3	4
2. Does the writer use different kinds of sentences that are clear?	1	2	3	4
3. Is the essay convincing?	1	2	3	4
4. Does the essay include logical supporting ideas?	1	2	3	4
5. Does the writer include and logically refute counter-arguments	1	2	3	4
6. Is the paper free of errors (such as in spelling and punctuation)?	1	2	3	4

Author Goals

My total points this time was _____

My score _____ **did/did not** go up from last time

The quality goal for my next essay is _____ points

Next time I will try to improve my score most for question number 1 2 3 4 5 6

I also have set a quantity goal for my next essay of _____

Self Reflection on SRSD Instruction

Review the following survey from Harris and Graham *POW+TREE+TWA for Writing Persuasively from Source Text: Lesson Plans, Materials, and Tips*. How can you use this tool to help define the quality of Tier 3 writing instruction? So, **SRSD: What is familiar to you? What is new?**

Which of these SRSD practices do you already use when teaching a writing strategy?

1—I do this often, 2—occasionally, 3—have tried it, 4—haven’t tried this yet

Stage 1: Activate Background Knowledge

I pre-assess students’ knowledge related to the writing genre (such as elements of a story or persuasive essay, parts of a paragraph) before I introduce a writing strategy. 1 2 3 4

I collect pre-instruction, genre specific writing samples before teaching a new strategy and use these to help me plan instruction and meet differing needs. 1 2 3 4

I build or strengthen identified sub-skills needed before teaching a new strategy (Elements of a topic sentence, definition of fact versus opinion). 1 2 3 4

Stage 2: Discuss it

I provide students with mnemonics to aid them in recalling steps to a writing strategy, and/or the elements that should be included in a genre. 1 2 3 4

I have students articulate how using a specific strategy will improve their writing. 1 2 3 4

I have students articulate when and where else they will use the strategy so that their use of the strategy will transfer to other settings. 1 2 3 4

I have students use a scoring system to repeatedly score *model and peer* writing pieces 1 2 3 4

I have students use a scoring system to repeatedly score their *own* writing pieces. 1 2 3 4

I begin self-regulation through teaching students how to use what they learn from scoring their writing to set goals and how to monitor their progress toward achieving them. 1 2 3 4

Stage 3: Model it

I have students read *appropriate* model papers/mentor texts and have them identify strengths and actively score these texts with me. 1 2 3 4

I model each step of how to use self-regulation and writing strategies as I write with my students, including how I deal with cognitive, behavioral, and affective challenges. 1 2 3 4

I model self-talk targeted to my students' needs and strengths as I model. 1 2 3 4

I teach students how to generate and use personal self-talk that helps them stay focused on the task, persist through challenges, monitor their performance, and self-reinforce. 1 2 3 4

Stage 4: Memorize it 1 2 3 4

I have students memorize the mnemonic for the writing strategy (what each step means and why each step is important) through using it often.

I have students memorize the steps in the writing strategy mnemonic and their importance through ball toss games, poems, songs, quizzes, other activities. 1 2 3 4

I continue checking for and supporting memorization as instruction goes on. 1 2 3 4

Stage 5: Support it

I cultivate self-regulation through teaching students to guide themselves through all the steps of the writing process with checklists of these steps. 1 2 3 4

I plan for how I will fade the scaffolds students use (such as teaching students to create their own graphic organizer on scratch paper; co-writing with me) so that students can use the strategies anywhere. 1 2 3 4

I have students practice using the strategy repeatedly until initial mastery, offering scaffolds as needed to meet individual needs. 1 2 3 4

I have students plan, draft, and revise entire pieces. 1 2 3 4

Students receive structured, consistent teacher and peer feedback, and self-assess. 1 2 3 4

I have students score their own and peers' writing samples so that they are receiving and using feedback to set goals and monitor progress toward them. 1 2 3 4

I ensure that students can see gains in their writing by having them graph their pre-instruction scores for use of genre elements, effective vocabulary, and so on, and the scores they receive on each subsequent piece they write. 1 2 3 4

I help students connect the successes they have in writing to using the self-regulation and writing strategies so that they see the value of the strategies. 1 2 3 4

I withdraw from providing direction as I scaffold students' learning to self-regulate the writing process and use of specific genre strategies. 1 2 3 4

Stage 6: Independent Performance

Once students show mastery, I have them write at least two samples that meet criteria and consider scaling up their goals and continuing instruction in this genre.

1 2 3 4

I ask students to show evidence of having used the strategy in other settings.

1 2 3 4

I reintroduce mnemonics and graphic organizers as needed to provide booster sessions over time.

1 2 3 4

POW + TREE

3 Step with TREE (Planning and Organizing)

• Step 1. Think

- Who will read my paper?
- Why am I writing this paper?

• Step 2. Plan what to say using TREE

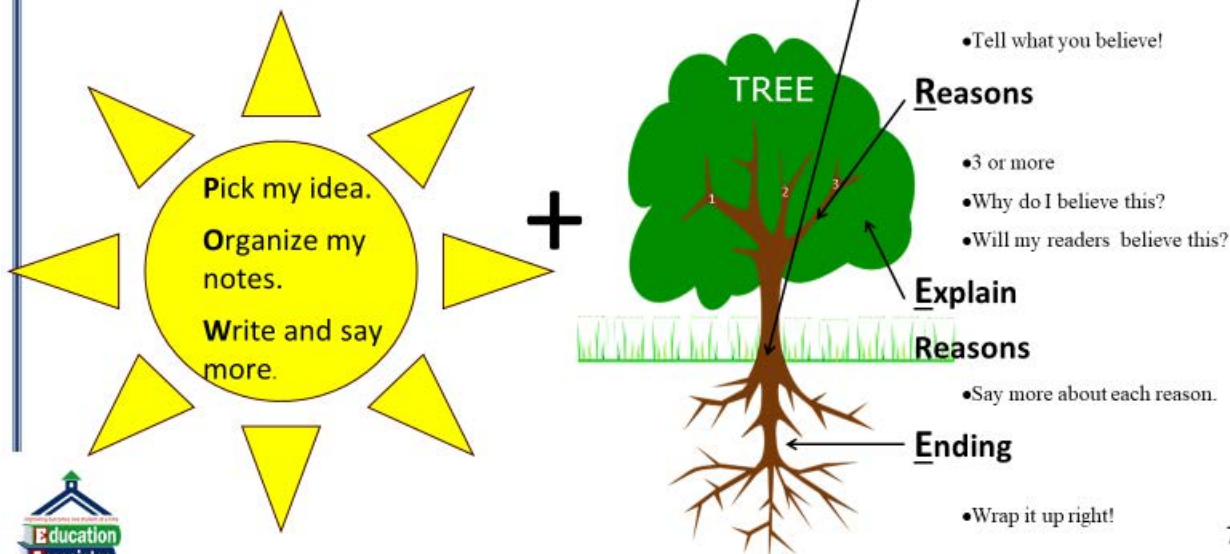
- T: Note topic sentence: _____
- R: Note reasons:
- E: Examine each reason above – Will by reader believe this?
- E: Note ending: _____
- Number which idea will go first, second, third, and so on.



Step 3. Write and say more

opinion/argumentative writing 69

POW + TREE



71



POW

- P** Pick my Idea
O Organize my Notes
W Write and Say More
-

TREE

**T**

TOPIC Sentence
Tell what you believe!

R

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

E

ENDING
Wrap it up right!

E

EXAMINE
Do I have all my parts?

**T**

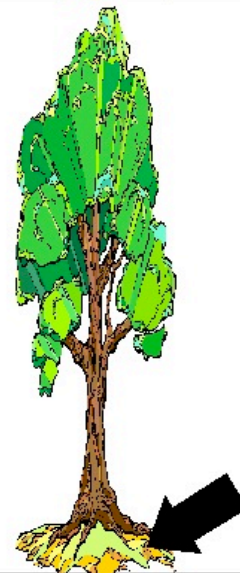
TOPIC Sentence
Tell what you believe!

**R**

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

**E**

ENDING
Wrap it up right!

**E**

EXAMINE
Do I have all my
parts?



T

TOPIC Sentence
Tell what you believe!

R

REASONS - 3 or More

Why do I believe this? Will my readers believe this? Number my reasons.

E

ENDING

Wrap it up right!

E

EXAMINE

Do I have all my parts?

Yes ? _____ No? _____



Writing Process Checklist

Directions: Place a checkmark by each action that you did while writing your paper.

Time and Place

- _____ I made a schedule for when I would work on the paper.
- _____ I found a quiet place to write.
- _____ I got started working right away.
- _____ I kept track of how much time I spent working on the paper.
- _____ I always had the materials I needed each time I sat down to work.

Understanding the Task

- _____ I read or listened to the teacher's directions carefully.
- _____ I asked the teacher to explain any part of the assignment that I didn't understand.
- _____ I restated the directions in my own words.

Planning

- _____ I identified who would read my paper.
- _____ I identified what I wanted my paper to accomplish.
- _____ I started planning my paper before I started writing it.
- _____ I used a strategy to help me plan my paper.

Seeking and Organizing Information

- _____ I tried to remember everything I already knew about this topic before I started to write.
- _____ I got all the information I needed before I started to write.
- _____ I organized all the information I had gathered before I started to write.

Writing

_____ I thought about what I wanted my paper to accomplish as I wrote.

_____ I thought about the reader as I wrote.

_____ I continued to plan as I wrote.

_____ I revised my paper as I wrote.

Revising

_____ I revised the first draft of my paper.

_____ I checked to make sure that the reader would understand everything I had to say.

_____ I checked to make sure that I accomplished the goals for my paper.

_____ I made my paper better by adding, dropping, changing, or rearranging parts of my paper.

_____ I corrected spelling, capitalization, and punctuation errors.

_____ I used a strategy to help me revise.

_____ I reread my paper before turning it in.

Seeking Assistance

_____ I asked other students for help when I needed it.

_____ I asked my teacher for help when I needed it.

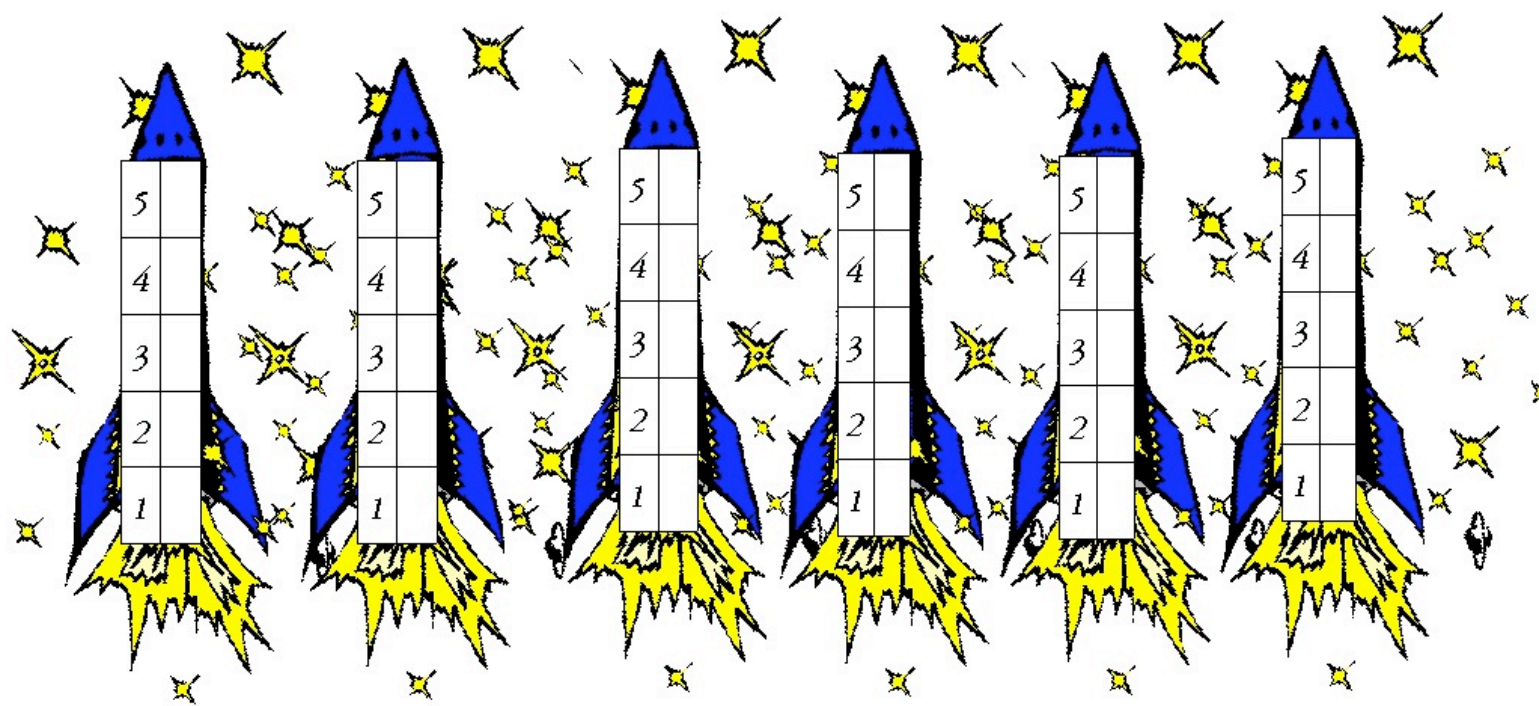
_____ I asked my parents or other people for help when I needed it.

Motivation

_____ I told myself was doing a good job while I worked on the paper.

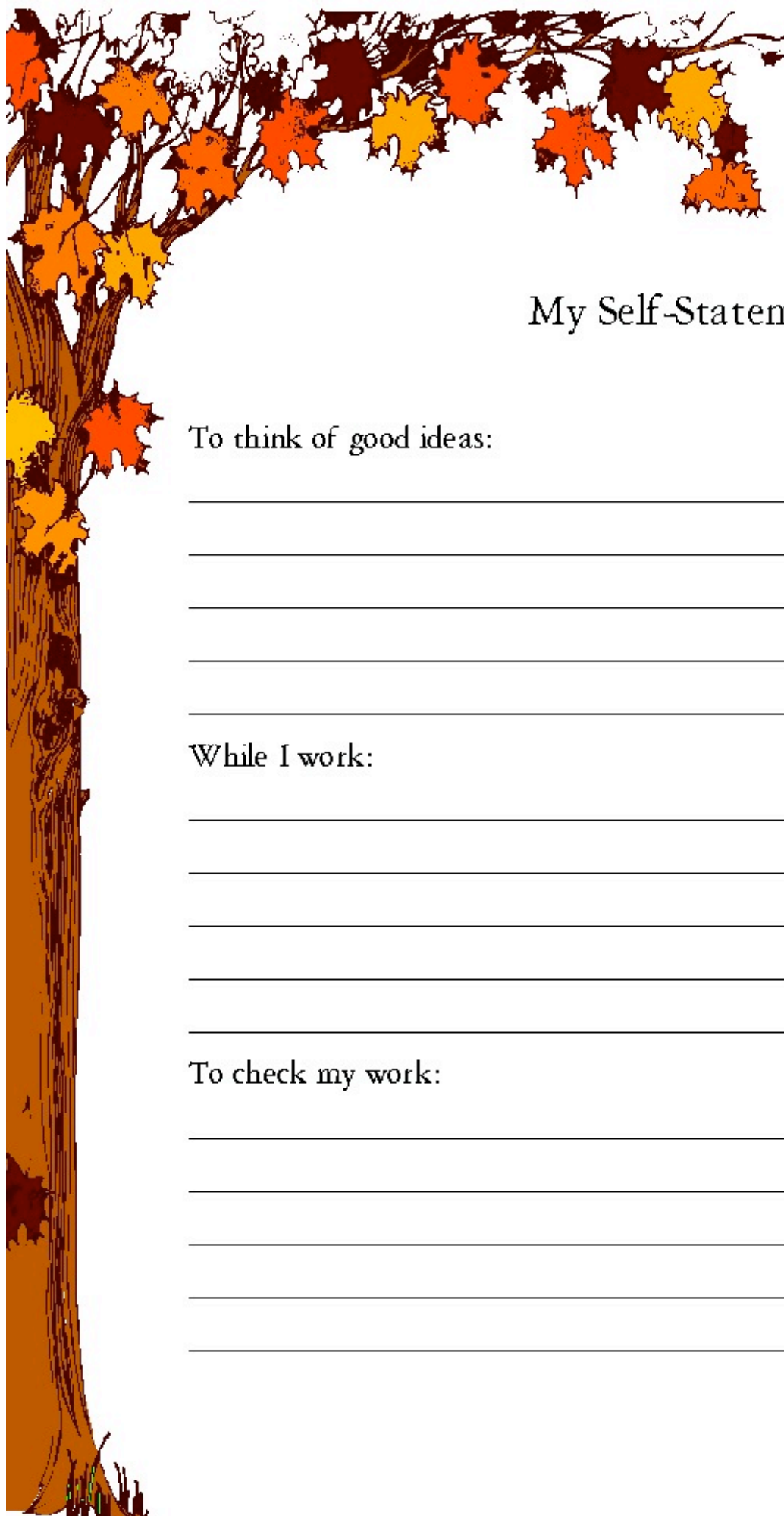
_____ I rewarded myself when I finished the paper.

Visual Presentation of Goals



Rockets

Self-Statements



My Self-Statements

To think of good ideas:

While I work:

To check my work:

