# A Teacher's Quick Start Guide to Secondary Writing Instruction (Grades 6-12)

*MU Center for SW-PBS*

**This Quick Start Guide is modeled after the recommendations from:**
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov

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# AN INTRODUCTION

## Why Writing?

Writing is a complex process, but one that is required for demonstrating content mastery and for success across the post-secondary years. With the adoption of the Common Core State Standards and other state-level standards for student academic achievement, writing has received renewed attention. As a critical communication tool, writing is an important component of literacy achievement.

## National Outlook

Despite limited national data, the outlook on writing, though, is troubling. Performance on the National Assessment of Educational Progress writing tests (National Center for Education Statistics [NCES], 2014) demonstrate that 94% of 4th grade students identified with a disability (including those with a 504 plan) and 70% of 4th grade students not identified with a disability scored at or below basic on the exam in 2002 (NCES, 2014). For 8th and 12th grade students, the 2011 Nation's Report Card demonstrated that 97% and 95%, respectively, of students with disabilities (excluding those with a 504 plan) scored at or below basic, compared to 71% for students without disabilities at each grade level (NCES, 2014). Furthermore, there were no students with disabilities who performed at the advanced level on either exam.

## Writing and Students with Emotional Behavioral Disorders

Students with Emotional Behavioral Disorders (EBD) often exhibit comorbid academic difficulties. Unfortunately, with a primary focus on behavioral supports for these students, academic challenges and supporting structures are often overlooked (Mastropieri & Scruggs, 2014). However, students with EBD often experience writing difficulties from the early elementary years through high school, with deficits exacerbated for students with externalizing behavioral challenges (Nelson, Benner, Lane, & Smith, 2004) and for students educated in self-contained schools (Lane, Wehby, Little, & Cooley, 2005). Like students with Learning Disabilities (LD), students with EBD often struggle with spelling, handwriting, brainstorming writing ideas, organizing thoughts, effectively developing and communicating ideas, and with processes for revising and editing.

## Purpose

This guide is intended to help teachers think about instructional practices to support students who are struggling with writing. While the practices reported here are not specific only to students with challenging behaviors, teachers will find strong support behind using these strategies with students who are struggling in writing, including students with identified disabilities and students learning English as a second language. The recommendations provided here are drawn from the most recent publication of the What Works Clearinghouse (WWC) on teaching secondary students (those students in grades 6–12) to write effectively (Graham et al., 2016). Graham and colleagues' (2016) work is based on a thorough review of the literature conducted between January 1995 and March 2015. Throughout, interpretations and further details will be provided,

including supplementing these recommendations with recommendations made in earlier reports on adolescent writing. A list of additional resources is provided at the conclusion of this guide. An action planning sheet for identifying and supporting struggling secondary writers has also been included.

After reading this guide, you will be able to:

1. Describe the recommendations made for supporting adolescent writers.
2. Describe instructional methods/activities for meeting the recommendations.
3. Identify a struggling writer and outline a plan for supporting this student.
4. Identify accommodations, common assessments, and instructional practices for meeting students' needs in writing.

*NOTE:*
The guides on writing referenced here are free and open to the public. Teachers are encouraged to locate and download these reports online. See the list of references for details on where to access these reports. This guide is simply intended to help you break down and understand the recommendations of the 2016 What Works Clearinghouse report. Additional examples and explanations are provided within the original report which have not been replicated here and may prove useful when considering the instructional needs of your students as they relate to writing.

Moreover, while the recommendations provided here have strong research evidence and support, they may not be effective for all of your students. It is likely that you will need to carefully consider the needs of your student(s) and over time, collect data to inform whether the selected instructional supports are effective for any one student.

**RECOMMENDATIONS FROM *TEACHING SECONDARY STUDENTS TO WRITE EFFECTIVELY (Graham et al., 2016)***

*Recommendation 1: Explicitly Teach Writing Strategies Using a Model-Practice-Reflect Instructional Cycle*

Evidence: **Strong**

Explicitly Teach Appropriate Writing Strategies (Recommendation 1a)
– How to carry out the recommendation:
   1. Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing (see **Sample Writing Strategies for Supporting the Writing Process, pp. 6–9**)
   2. Instruct students on how to choose and apply strategies appropriate for the audience and purpose
      – Questions to guide strategy instruction
         – What goals do I need to set and accomplish to write for this audience or purpose?
         – What writing strategies do I know work well when writing for this audience or purpose?
         – What do I know about this assignment that would help inform my strategy selection?
         – When do I use this strategy? When I am planning? Drafting? Revising?
      – Questions for understanding the target audience
         – Who is my audience?
         – What does my audience already know or understand about this topic?
         – What does my audience need to know?
         – What type of information or argument would my audience respond to?
         – What visual media might help me to persuade my audience?
         – Where in my writing might the audience be misled?
      – Questions for understanding purpose
         – What are the aspects of effective writing for this purpose?
         – What are my goals for this writing assignment?
         – Am I writing to inform or persuade?
            – If I'm writing to be informative, is the purpose to reflect, explain, summarize, or analyze?
            – If I'm writing to be persuasive, through what channel am I to persuade my audience: an editorial, a speech, a blog, an essay, or something else?
Use a Model-Practice-Reflect Instructional Cycle (Recommendation 1b)
– I do, We do, You do
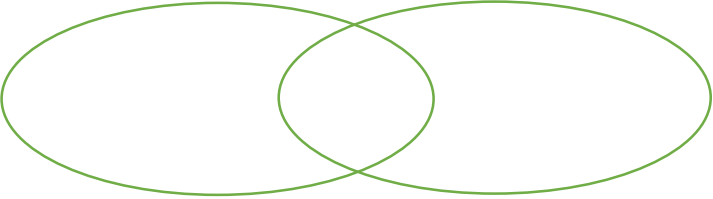– How to carry out the recommendation:

1. Model strategies for students
   – Types of modeling statements: defining the problem, focusing attention and planning, choosing a strategy and implementing it, self-evaluating and error correcting, coping and self-control, self-reinforcement
   – Be explicit, direct, and specific about what you are doing as you model
   – Talk aloud through the process so students can see your inner dialogue
   – Include modeling with errors so students know error correction techniques and that writing takes time and revision – just be sure to clearly explain what is correct and what is incorrect so students can distinguish between the two
   – To **supplement** modeling . . .
       – Post lists of strategies and their steps in the classroom or provide lists at work stations or for students to place in their writing folder
       – Use peers as models in whole-group instruction and small-group activities
       – Adjust the intensity of the modeling
       – Adjust the focus of the modeling (e.g., defining audience, purpose, etc.)
2. Provide students with opportunities to apply and practice modeled strategies
   – Include opportunities for practicing modeled strategies across the content classes
3. Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies
   – Have students self-evaluate and reflect upon their use of a strategy
   – Provide opportunities for students to evaluate their own and others' writing on a variety of features (e.g., achieved intended goals, has sufficient detail, etc.)
   – Color code elements of their own and peers' writing to identify text features (e.g., *Expository writing*: introduction/conclusion = yellow, examples/reasons = pink, explanatory sentences = green; *Narrative writing*: plot summary = orange, supporting detail = green, commentary/deeper thinking = blue) and follow with a list of written reflections
   – Have students keep a portfolio of their writing and reflect at various points throughout the year
   – Have students articulate a set of revisions made between drafts
   – Have students use rubrics to evaluate their work and prompt them to identify strengths and areas for growth (but be sure you have taught students how to use the rubric)

Possible Obstacles
   – Teach the strategies but students still don't use them
   – Strategy instruction isn't improving student writing
   – Teacher struggles to be a strong writer
   – Teacher models rubrics but students' self-assessments are not accurate

– Helping students to feel comfortable reflecting on their own work

**Sample Writing Strategies for Supporting the Writing Process**
**(Adopted from Graham et al., 2016, pp. 9-18)**

| Writing Strategy<br>*Most relevant genre* | How to Execute the Strategy |
|---|---|
| **PLANNING** ||
| STOP<br>*Persuasive genre* | **S**uspend judgment and brainstorm ideas for and against the topic.<br>**T**ake a side on the topic.<br>**O**rganize ideas. Place a star next to the ideas you plan to use and those you plan to refute. Number the order in which you want to introduce them.<br>**P**lan more as you write. |
| STOP and AIM<br>*Persuasive genre*<br>*Narrative genre* | Apply **STOP** (see above) and determine how to:<br>**A**ttract the reader's attention at the start of the paper.<br>**I**dentify the problem so the reader understands the issues.<br>**M**ap the context of the problem. Provide background information needed to understand the issues. |
| Venn diagram<br>*Any genre* | Use a Venn diagram as a planning tool when writing a compare/contrast essay. Each circle can represent a different topic, character, or position. The parts of the diagram that overlap can represent the similarities between the two, while the parts of the diagram that do not overlap can represent the differences. Use the main ideas in each section to guide the major topics in the essay.<br> |
| PLAN<br>*Informational genre*<br>*Persuasive genre* | **P**ay attention to the writing assignment by identifying what you are asked to write about and how you should develop your essay.<br>**L**ist your main ideas after gathering and evaluating ideas.<br>**A**dd supporting ideas (e.g., details, examples, elaborations, evidence) to each main idea. Consider whether each main idea is still relevant.<br>**N**umber the order in which you will present your ideas. |
| Do/What<br>*Any genre* | Create a Do/What chart to thoroughly examine a writing prompt before beginning an assignment. Circle all verbs in the writing prompt that describe what you are being asked to **do**. Underline the words that describe **what** the task is. Then, create a chart to generate a roadmap for the writing assignment.<br><br>*Select one important current event to write a news article about. Describe what happened during the event, who was there, and when it occurred. Your lead statement will communicate the most important points to the reader. Use quotes from eyewitnesses to support your reporting.* |

| DO | WHAT |
|---|---|
| Select | One important current event |
| Write | A news article |

| | | |
|---|---|---|
| | Describe | What happened during the event, who was there, and when it occurred |
| | Use | Quotes from eyewitnesses |
| K-W-L *Informational genre* | Create a K-W-L chart using a word processing program, where the first column represents what you already **know** about your topic, the second column represents what you **want** to know about the topic, and the third column represents what you **learned** about the topic. For example, when planning to write a paper on genetics for biology class, you can begin by recording what you know about genetics. Then, record what you want to know about genetics and use those questions to guide your research. After completing your research, compile what you learned while collecting additional information. Use all three columns to organize your ideas for your paper. | |

| K | W | L |
|---|---|---|
| What I Already **K**now About This topic. | What I **W**ant to Know About This Topic | What I **L**earned About This Topic |
| | | |

| | |
|---|---|
| Plot diagram/Freytag pyramid *Narrative genre* | To develop the plot of a story, complete each section of a Freytag pyramid prior to writing: the exposition or introduction, inciting incident, rising action, climax, falling action, and resolution or conclusion.<br><br> |
| Outline *Any genre* | Use the outline feature in a word processing program to organize main ideas and supporting details. Use the first-level headings of the outline to write out your main ideas and arrange them in a logical order. Use second-level headings to include supporting details, figures, tables, and other points to support each main idea.<br>    1. Main idea 1<br>        a. Supporting idea 1<br>        b. Supporting idea 2<br>        c. Figure 1<br>    2. Main idea 2<br>        a. Supporting idea 1<br>        b. Supporting idea 2<br>        c. Supporting idea 3<br>    3. Main idea 3<br>        a. Supporting idea 1<br>        b. Supporting idea 2<br>        c. Table 1 |
| **GOAL SETTING** | |
| Set goals *Any genre* | Provide students with a list of writing goals that represent the qualities of good writing and the criteria on which they will be evaluated. This might include goals for maintaining control of the topic, organization, voice, use of mature vocabulary, and use of varied and complex sentences to meet the writing purpose. Students should choose one or more goals to work on as they write. |
| Individualize goals *Any genre* | Provide students with a list of individualized writing goals and have them select one or more goals to focus on while writing. For a persuasive essay, |

| | for example, one student's goal may be to write an essay that includes three reasons to support his or her point of view. Alternatively, the goal might be to reject three reasons that are not consistent with his or her point of view. The goals should be individualized so that they are more ambitious than the student's performance on a previous essay, but not so high as to be outside the student's capabilities. |
|---|---|
| SCHEME<br>*Any genre* | **S**kills check. Complete an inventory that focuses on what you are currently doing well when writing and what you need to improve on.<br>**C**hoose goals. Based on the skills check, develop goals for your next writing assignment (e.g., find a quiet place to write, reread my paper before turning it in, and get all the information I need before I write).<br>**H**atch a plan for how to meet your specified goals.<br>**E**xecute the plan for achieving your goals.<br>**M**onitor progress toward achieving your goals.<br>**E**dit. If you experience difficulty in achieving a goal, put actions into place to remedy this situation. |
| **DRAFTING** ||
| WRITE<br>*Informational genre*<br>*Persuasive genre* | **W**ork from the ideas you developed during the planning component to develop your thesis statement or claim.<br>**R**emember to use the writing goals you established before starting to write.<br>**I**nclude transition words for each paragraph.<br>**T**ry to use different kinds of sentences.<br>Use **E**xciting, interesting words. |
| DARE<br>(used with STOP or STOP and AIM)<br>*Persuasive genre*<br>*Argumentative genre* | **D**evelop a topic statement to support your thesis as you write.<br>**A**dd supporting ideas to support your thesis.<br>**R**eject possible arguments for the other side.<br>**E**nd with a conclusion. |
| Mini arguments<br>*Persuasive genre*<br>*Argumentative genre* | When drafting an argumentative essay, begin by drafting a claim and identifying two to four pieces of evidence to support that claim. This will serve as the first draft for the essay. Write a second draft after using the Ranking the Evidence strategy (see Evaluating section below). |
| 3-2-1<br>*Informational genre*<br>*Persuasive genre* | Use a 3-2-1 strategy to develop a first draft of a paper. Write out three things you learned, two things you would like to learn more about, and one question you have on the topic. |
| **EVALUATING** ||
| Rank the evidence<br>*Persuasive genre*<br>*Argumentative genre* | After drafting a mini-argument (see Example 1.2c), trade your draft with a peer. Your peer will rank the evidence from 1 to 4 based on how logical and relevant each piece is. You will then meet in pairs to discuss the ranking prior to writing a second draft. |
| CDO – sentence level<br>*Any genre* | **C**ompare, **D**iagnose, and **O**perate by reading a sentence and deciding if the sentence works. If not, diagnose the problem by asking why the sentence doesn't work. For example:<br>• Does it not sound right?<br>• Is it not communicating the intended meaning?<br>• Is it not useful to the paper?<br>• Will the reader have trouble understanding it?<br>• Will the reader be interested in what it says?<br>• Will the reader believe what it says?<br>Next, decide how you will change the sentence. |
| CDO – text level<br>*Any genre* | **C**ompare, **D**iagnose, & **O**perate by reading through the paper and asking if any of the following example diagnoses apply:<br>• There are too few ideas<br>• Part of the paper doesn't belong with the rest<br>• Part of the paper is not in the right order |

| | Next, decide how you will rectify each situation identified. |
|---|---|
| Color coding<br>*Any genre* | Using different colored fonts in a word processing program or using different highlighters, color code your essay to identify the use of different writing elements. For example, use different colors to note where you summarize the plot, use evidence, and use commentary. |

### REVISING

| | |
|---|---|
| Peer feedback<br>*Any genre* | Read another student's paper and identify your favorite sentence and favorite word in the paper. Identifying a favorite sentence or word supports the writer on the kinds of sentences and word choices that he or she should continue to make. This type of peer response emphasizes the importance of offering specific feedback. |
| WIRMI<br>*Any genre* | After composing an essay, write a "**W**hat **I** **R**eally **M**ean **I**s…" statement and keep a copy of it. Have a partner read the draft and write a "What I Think You Really Meant to Say Was…" statement in response to the essay. Compare your WIRMI statement to your peer's response to determine whether the paper communicates effectively. Make revisions accordingly. |
| STAR<br>*Any genre* | Reread your essay and code any necessary corrections with S, T, A, or R, as follows:<br>• **S**ubstitute overused words with precise words, weak verbs with strong verbs, weak adjectives with strong adjectives, and common nouns with proper nouns.<br>• **T**ake out unnecessary repetitions, irrelevant information, or information that belongs elsewhere.<br>• **A**dd details, descriptions, new information, figurative language, clarification of meaning, or expanded ideas.<br>• **R**earrange information for a more logical flow.<br>Then, make revisions accordingly. |

### EDITING

| | |
|---|---|
| COPS<br>*Any genre* | Have I **C**apitalized the first word of sentences and proper names?<br>How is the **O**verall appearance?<br>Have I put in commas and end **P**unctuation?<br>Have I **S**pelled all words correctly? |
| Job cards<br>*Any genre* | Divide students into small groups and assign each student in the group a different "job card." The card will describe that student's job when editing the papers of the other students in the group. For example, one person's job may be to look for spelling errors, another person's job may be to ensure the paper contains strong verbs and consistent verb tense, and a third person's job may be to verify that the paper uses quotation marks properly throughout. Students should continue to trade papers within their small groups until they have performed their job on each student's paper. |
| Peer editing<br>*Any genre* | Trade papers with a classmate and edit your peer's paper. Focus on one or two key areas during your review. For example, you may focus on whether the writer's ideas are well-organized and clear, word choice is appropriate for the target audience, or thesis statement makes a strong claim. |

*Recommendation 2: Integrate Writing and Reading to Emphasize Key Writing Features*

Evidence: **Moderate**

- How to carry out the recommendation:
    1. Teach students to understand that writers and readers use similar strategies, knowledge, and skills to create meaning
        - Explicitly identify connections between reading and writing
        - Use exemplar texts to highlight text features (e.g., main ideas) essential to both reading and writing
        - Readers use strategies to decipher text, writers use strategies to infuse their text with meaning
        - Use annotations in the margins of exemplar texts
        - Have students respond using cognitive-strategy sentence starters (e.g., what writers might say to themselves inside their heads when composing, what readers think when annotating texts they are reading, how writers generate ideas for texts they are writing)
    2. Use a variety of written exemplars to highlight the key features of text
        - Use exemplars to teach students the key features of text and how they change across genres
        - Use color-coding to emphasize key features of text
        - Use exemplars of diverse writing quality to help students distinguish between strong and weak features of the text
            - The Good, The Bad, and The Ugly is a fun way of creating a list of examples and features that distinguish between quality and provides a reference for their own writing
        - Share different forms of writing about a specific topic to illustrate how the same content is treated differently
            - Strategies like RAFT help students think about the **R**ole, **A**udience, **F**ormat, and **T**opic of the writing
        - Have student imitate/emulate different features of text (also referred to as a "Copy/Change" activity) (e.g., imitate the format of a poem, mimic the style of the Prologue to *Romeo and Juliet* on a topic of choice, etc.)
        - Use rubrics and checklists to highlight key features of effective writing

Possible Obstacles
- I have too much content to teach and don't have time to develop students' writing
- My school teaches reading and writing separately
- My students have trouble understanding their reading, let alone having to write about it

*Recommendation 3: Use Assessments of Student Writing to Inform Instruction and Feedback*

Evidence: **Minimal**
–   How to carry out the recommendation:
1.  Assess students' strengths and areas for improvement before teaching a new strategy or skill
    –   Use regular assessment to identify strengths and areas for improvement
        –   Establish a baseline, a starting point
    –   Ensure assessments are authentic and identify the purpose and the audience
    –   Use a graphic organizer as a way of identifying next steps (e.g., diagnosing how to support the student)
    –   Alternatively, use classwork or an initial draft of a longer assignment to determine instructional need
    –   Collaborate and share assessment data
2.  Analyze student writing to tailor instruction and target feedback
    –   Use assessment data to inform instruction
    –   Reteach and remodel as needed
    –   Create customized lessons and assignments
    –   Use grouping to facilitate delivery of instruction
    –   Work with teams of teachers to tailor instruction
    –   Provide tailored feedback (e.g., from teachers, peers, self-assessments)
    –   Prioritize the review or feedback to focus on a particular area or objective
    –   Provide positive, specific feedback and identify areas for improvement
        –   "Glow and Grow": provide "feedback on areas where the student's strengths 'glowed' and areas where improvement is needed for 'growth'" (Graham et al., 2016, p. 50)
        –   "Praise – Question – Polish": identify "something positive about the student's writing (praise), something that was unclear or you didn't understand (question), and a way that the writing could be improved (polish)" (Graham et al., 2016, p. 50)
    –   Use the student's strengths in one area to build on the area of need in another area
    –   Have peers provide feedback or have students work in small groups
    –   Have students maintain portfolios and evaluate periodically
3.  Regularly monitor students' progress while teaching writing strategies and skills
    –   Collect multiple data points to build a more complete picture of student writing
    –   Exit slips can be used to verify mastery of a skill before the next one is introduced
    –   Create small groups of students with similar needs and regularly monitor their progress
    –   Use tracking tools to visually represent data

Possible Obstacles
- – Each of my students need support with a unique set of skills; I don't have the resources (or the time) to provide that level of differentiation
- – I don't have time to regularly conduct formal assessments of students' writing
- – I'm not allowed to modify my school's curriculum; how can I still use formative assessment?

## Other Considerations

In 2007, Graham and Perin published *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. In this report, the authors identified 11 effective elements of writing instruction. Findings resulted from a meta-analysis of the extant writing literature (for more information on methodology, see Graham & Perin, 2007a). These 11 elements provide additional considerations when supporting the needs of adolescent writers, most specifically as it relates to Recommendations 1a, 1b, and 2 offered by Graham et al. (2016).

**Strong Support**
- Teach both *generic and highly focused strategies* using an explicit framework
- Teach students effective strategies for *summarization* by scaffolding and gradually fading supports; this may also be taught in combination with reading
- Allow opportunities for *collaborative writing*, that is to work with and learn from each other during the writing process
- Assign student *specific product goals* for facilitating writing and allow students to collaborate in setting these goals

**Moderate Support**
- Provide opportunities for *word processing*
- Teach students procedures for *sentence combining*

**Minimal Support**
- Engage students in *prewriting* or brainstorming activities
- Engage students in *inquiry activities* that require data analysis before writing
- Consider how a *process writing approach* might support students; this includes elements such as creating extended opportunities for writing; writing for real audiences; encouraging cycles of planning, writing, and revising; facilitating student interaction during writing, etc.
- Help students *study models* of good writing, supporting them with analysis and practice emulating the form of the models
- Engage students in *writing for content area learning*

While these earlier findings demonstrate positive effects and they continue to complement the recommendations issued by Graham and colleagues in 2016, teachers should note that *grammar instruction* was not found to be an effective practice when taught in isolation – this included teaching parts of speech and the structure of sentences. Surprisingly, grammar instruction had a negative effect, suggesting that this type of instruction is not likely to improve the quality of students' writing. However, alternative approaches, such as teaching sentence combining or teaching the function and use of grammar within the context of writing are more likely to improve the quality of students' writing.

**What does this all mean for my classroom?  How do I start thinking about what my students need?**

Remember, writing is complex and your students are likely to have diverse yet overlapping needs.  As often as possible, consider grouping students to provide instruction.  It will be necessary to individualize supports based on student need, but it is also likely that there is a small group of students who would benefit from similar supports.  Additionally, use a student's response to existing instruction/curriculum as well as multiple assessments (e.g., formative, summative, state, classroom, diagnostic, etc.) to inform your instruction.  Starting on page 17 you will find an action planning sheet for identifying and supporting struggling secondary writers.  The action planning sheet is aligned with the five steps outlined briefly below:

1. Identify a struggling secondary writer in your class or a group of writers struggling with the same skill.
2. Identify present or current levels of performance by checking the area(s) in which the student or group of students struggle(s).
3. Of those areas checked, which is most problematic for the student or the group of students?
4. Establish a support plan - use the hierarchical steps to help guide you in identifying where to begin.
5. Detail the plan and implement it.

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**ADDITIONAL RESOURCES**

*WRITING*

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**Identifying and Supporting Struggling Secondary Writers**

1.  **Identify a student who is struggling (or a group of students):**

    ▪ Name(s): _____

2.  **Identify present or current levels of performance:**
    ▪ Place a check next to the box to indicate the area(s) in which the student/group is struggling.

| Writing | | |
|---|---|---|
| TRANSCRIPTION | TEXT GENERATION | OTHER |
|   Handwriting |   Idea Generation | *Writing Types* |
|   Spelling |   Development of Writing |   Narrative |
|   Mechanics |   Organization of Writing |   Expository |
|   Copying/Note-taking |   Sentence Construction |   Argumentative/ |
| |   Passage Construction |   Persuasive |
| |   Revising | |
| |   Editing | *Executive Function* |
| | |   Goal Setting |
| | |   Memory |

3.  **Which of the above areas is <u>most</u> problematic for the student/group?** Also consider what the goal is for the student/group by the end of the academic term or school year.

    ▪ Target Area: _____

4.  **Establish a Support Plan for the Target Area:**
    ▪ Does the student/group have an IEP? **[sub-step a]**
        > YES – *Follow with sub-step b*
        > NO – *Skip to sub-step d*

    ▪ Does the student/group have current accommodations for writing specified on his/her/their IEP? **[sub-step b]**
        > YES – *Ask Yourself*: Are they being implemented with fidelity?
        >> 1.  Yes, and student/group is still struggling
        >>     a.  *Identify a new accommodation to support the student/group (see the Accommodation and Assessment Guide).*
        >> 2.  No
        >>     a.  *Review the accommodation(s) listed on the IEP and implement with fidelity.*

        > NO – *Identify a new accommodation to support the student/group (see the Accommodation and Assessment Guide).*

- Does the student/group have specific instructional practices specified on his/her/their IEP? **[sub-step c]**

  YES – *Ask Yourself*: Are they being implemented with fidelity?
  1. Yes, and student/group is still struggling
     a. *Identify a new instructional practice(s) to support the student/group (see sub-step e).*
  2. No
     a. *Review the instructional practice(s) listed on the IEP and implement with fidelity.*

  NO – *Identify new instructional practice(s) to support the student/group (see sub-step e).*

- What does the student/group need? **[sub-step d]**

  New instruction

  More time in instruction

  More models/examples

  Greater intensity

  More specific feedback

  Other: _____

- If the student/group is struggling with . . . **[sub-step e]**

  TRANSCRIPTION, consider
  - Adding technology
  - Modifying the ways in which students or the group take(s) notes or is/are required to respond
  - Other: _____

  TEXT GENERATION, consider
  - Teaching a writing strategy
  - Teaching students or the group that writers and readers use similar strategies
  - Using written exemplars
  - Providing additional opportunities for practice
  - Engaging student/group in self-reflection
  - Other: _____

  WRITING TYPES / GENRES, consider
  - Teaching a writing strategy
  - Teaching students or the group that writers and readers use similar strategies

- Using written exemplars
- Explicitly teaching genre characteristics
- Providing additional opportunities for practice
- Other: _____

EXECUTIVE PROCESSES, consider

- Setting specific goals
- Teaching goal setting strategies
- Chunking writing assignments
- Teaching a writing strategy with a mnemonic
- Providing a graphic organizer
- Engaging students or the group in self-reflection
- Other: _____

5. **Detail the plan and implement it!**

**Accommodation and Assessment Guide**

| WRITING | | |
|---|---|---|
| *Academic Difficulty* | *Suggested Accommodation* | *Suggested Assessment* |
| Handwriting | <ul><li>Provide pen/pencil grip</li><li>Access to word processor</li><li>Paper with dotted middle line</li><li>Graph paper</li><li>Audio record responses</li><li>Speech-to-Text software</li><li>Extended time</li><li>Scribe</li><li>Slant board</li><li>Seat positioning</li><li>Taped markings on desk</li></ul> | <ul><li>Individual letter writing</li><li>Worksheet</li><li>Copy best or copy fast tasks (e.g., The quick brown fox . . .)</li><li>Teacher observation</li><li>Evaluation checklist</li></ul> |
| Spelling | <ul><li>Access to spelling/grammar check device (e.g., spell checker)</li><li>Teacher or peer proofreading</li><li>Access to word processor</li><li>Allow for resubmission after feedback</li><li>Exempt from penalizing except where spelling is being assessed</li><li>Word bank</li></ul> | <ul><li>Word dictation CBM – words spelled correctly and/or correct letter sequences</li><li>Spelling test</li><li>Written response – number of words spelled correctly</li><li>Error analysis</li></ul> |
| Mechanics | <ul><li>Access to spelling/grammar check device (e.g., spell checker)</li><li>Teacher or peer proofreading</li><li>Access to word processor</li><li>Allow for resubmission after feedback</li><li>Self-check checklist</li><li>Strategy instruction (e.g., COPS)</li></ul> | <ul><li>Picture word or story prompt CBM – words spelled correctly and/or correct word sequences</li><li>Spelling test</li><li>Written response – number of words spelled correctly, number of errors,</li><li>Error analysis</li><li>Completion of a self-check form</li></ul> |
| Idea Generation | <ul><li>Access to graphic organizer</li></ul> | <ul><li>Identify number of written ideas in a written</li></ul> |

| | | response<br>■ Ask student to brainstorm a list on a particular topic appropriate to student's academic level |
|---|---|---|
| Development of Writing | ■ Access to graphic organizer | ■ Words written |
| Organization of Writing | ■ Graphic organizer<br>■ Outline<br>■ Chunk large assignments into smaller tasks<br>■ Provide model | ■ Rubric |
| Sentence Construction | ■ Graphic organizer | ■ Number of sentences written<br>■ Number of complete sentences<br>■ Number of appropriately combined sentences |
| Passage Construction | ■ Model<br>■ Graphic organizer<br>■ Outline<br>■ Checklist | ■ Rubric<br>■ Number of Parts |
| Revising | ■ Checklist<br>■ Mnemonic instruction/ organizer<br>■ Teacher or peer proofreading<br>■ Strategy instruction (e.g., SCAN, CDO, REVISE) | ■ Rubric<br>■ Number of Parts |
| Editing | ■ Checklist<br>■ Mnemonic instruction/ organizer<br>■ Teacher or peer proofreading | ■ Rubric |
| Narrative Writing | ■ Strategy instruction (e.g., POW+WWW | ■ Number of parts<br>■ Story prompt CBM<br>■ Rubric |
| Expository Writing | ■ Strategy instruction (e.g., POW+TREE, PLANS) | ■ Number of parts<br>■ Rubric |
| Argumentative Writing | ■ Strategy instruction (e.g., POW+TREE, STOP, DARE) | ■ Number of parts<br>■ Rubric |

Adopted from Poch, A. L. (2017). *A teacher's quick start guide for making data-based academic decisions to support students with challenging behaviors*. Columbia, MO: MU Center for SW-PBS, University of Missouri.