

NEW TEACHER CONFERENCE

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SELECT THE CORRECT ANSWER

In the United States _____% of students are not meeting national expectations for writing achievement

A. 25%

B. 73%

C. 50%

73%

What percentage of students with disabilities perform at or below basic levels of proficiency in writing?

A. 95%

B. 88%

C. 64%

95%

SELECT THE CORRECT ANSWER

Up to _____% of students are not prepared to meet writing demands at universities (Achieve Inc, 2005)

A. 50%

B. 78%

C. 36%

50%

What percentage of entering freshmen in 2 year colleges are unable to analyze arguments or synthesize information and are required to enroll in noncredited remedial college-level writing courses?

75%

SELECT THE CORRECT ANSWER

Business spends _____ each year to remediate employees' writing deficits (National Commission on Writing, 2004)

- A. \$1.1 million
- B. \$2.5 million
- C. \$3.1 billion

\$3.1 billion

STRUGGLING WRITERS

Topic: If you could spend an afternoon with one member of your extended family, who would it be? Tell why you chose this person and what would you do together.

Rules you must follow:

Include a period after every fifth word.

Use a comma after every a, and, or the.

Put quotation marks around every verb.

Capitalize every five-letter word.

Spell every four-letter word backward.

RECOMMENDATIONS FOR TEACHING WRITING

Dedicate time to writing

- Across the curriculum
- Writing for multiple purposes

Increase students' knowledge about writing

- Characteristics of good writing
 - Reading
 - Examples and non-examples

Foster students' interest, enjoyment, and motivation to write

- Topics of interest
- Pair work
- Positive feedback
- Be enthusiastic about writing
- "I can attitude"

Help students become strategic writers

- Teach them to treat writing as a process
 - MNEMONICS
 - GRAPHIC ORGANIZERS
 - MODELING
 - SELF-MONITORING

Teach basic skills to mastery

- Direct instruction on sentence combining, grammar, capitalization, spelling

Take advantage of technological tools

- Word processing

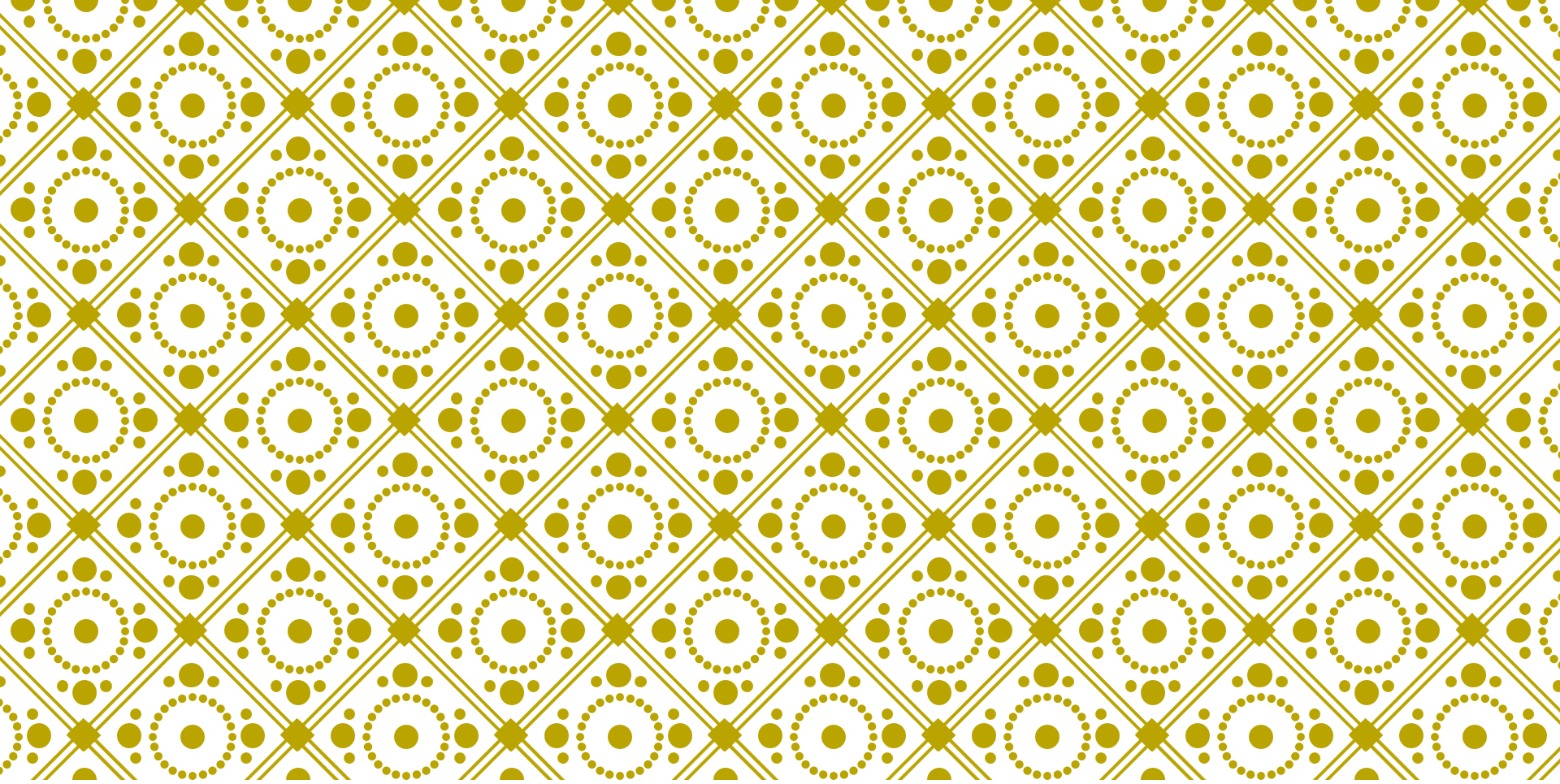
SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) SIX STAGES

1. Develop Background Knowledge
2. Discuss the Strategy
3. Model the Strategy
4. Memorize the Strategy
5. Guided practice
6. Independent practice

**Evidence-based
practice**



I hear and I forget. I see and I remember. I do and I understand.



PERSUASIVE/ARGUMENTATIVE WRITING

SIX stages of SRSD

Develop background
knowledge- How can
you do this?

STAGE 1

ACTIVATE PRIOR KNOWLEDGE

What does it mean to persuade someone?

Can you give me some examples?

What is persuasive writing?

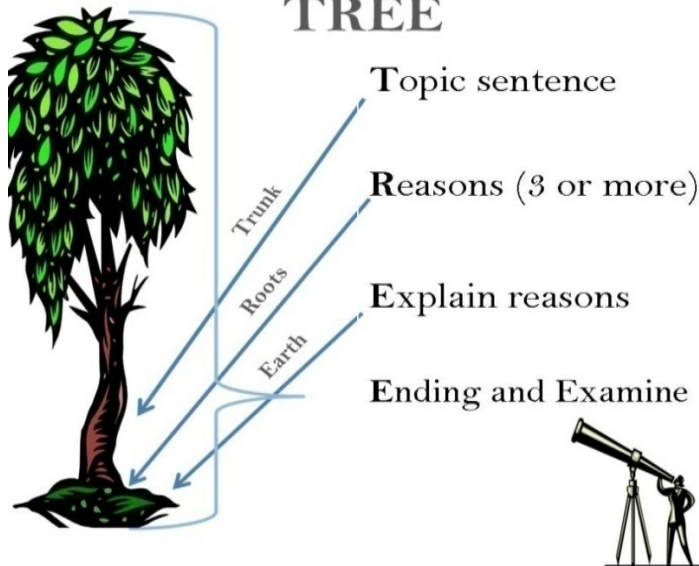
How would you persuade someone in writing?

STAGE 2-DISCUSS IT (2 OPTIONS)

POW

- P**ick my idea
- O**rganize my notes
- W**rite and say more

TREE



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?

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

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

Refute it! Tell why your side is better?

--

E ENDING
What do I want my reader to remember?

--

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 _____

STOP + DARE

STOP

Suspend Judgment

Take a Side

Organize Ideas

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

Develop Your Topic Sentence

Add Supporting Ideas

Reject Arguments for the Other Side

End with a Conclusion

Brainstorming Sheet

Suspend Judgment. Brainstorm ideas for and against the topic.


_____ (for)	_____ (against)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Take a Side. Place a "+" at the top of the box that shows the side you will take.

Organize Ideas. Decide which ideas are strong and which ideas you can dispute.

Plan More as You Write. Remember to use all four essay parts and continue planning.

Now write your essay on another piece of paper.



DARE

D Develop your topic sentence

A Add Supporting Ideas

R Reject argument for the other side

E End with a conclusion

STAGE 2 DISCUSS IT

Step 1: Introduce POW

Step 2: Discuss what makes writing to persuade powerful

Step 3: Introduce TREE

Step 4: Find parts in an opinion essay

Step 5: Introduce the graphic organizer

Step 6: Practice TREE

STAGE 2 STEP 4: FIND THE PARTS IN A PERSUASIVE/ARGUMENTATIVE ESSAY

I think it is better to live in the city. First, there are many more things to do in the city. My second reason is the city has lots of stores that sell toys. My third reason is the city smells better because it has no cows. My final reason is the city has a lot of different kinds of people. If you ask me, I would take the city every time.

TRANSITION WORDS

TRANSITION WORDS

Words you can use to show a **reason**

First	Second	Third	In addition
Another	To begin	Also	Furthermore
Next	Finally	My final	Lastly
_____	_____	_____	_____

Words you can use to show a **counter reason**

However	Nevertheless	Conversely	On the contrary
Yet	Instead	On the other hand	
_____	_____	_____	

Words you can use to **conclude** your essay

In conclusion	In short	On the whole
To summarize	In general	In sum
_____	_____	_____

STAGE 2

STEP 4: FIND THE PARTS IN A PERSUASIVE ESSAY

^T
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STAGE 2

STEP 4: FIND THE PARTS IN A PERSUASIVE ESSAY

T

I think it is better to live in the city. First,

R1

there are many more things to do in the city. My

R2

second reason is the city has lots of stores that sell

R3

R4

toys. My third reason is the city smells better

because it has no cows. My final reason is the city

has a lot of different kinds of people. If you ask

me, I would take the city every time.

STAGE 3- MODEL IT

Step 1: Pick my idea/take a side

Step 2: Organize my notes

Step 3: Write and say more

Step 4: Find parts in my essay

Step 5: Graph number of parts

Step 6: Self-statements

STAGE 3 STEP 1: PICK MY IDEA

Select one topic and write a persuasive essay.

Given the financial difficulties faced by many schools, should school excursions be cancelled?

or

Should schools limit what students your age can eat?

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? _____



STAGE 3
STEP 2:
ORGANIZE MY
NOTES

T TOPIC Sentence
 What do I believe?

POW+TREE

--

TWR REASONS -3 or more
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 Say more about the counter reason(s).

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 _____

T

TOPIC Sentence
What do I believe?

POW+TREE

Excursions not cancelled

TW**R**

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

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

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

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What do I want my reader to remember?

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Excursions not cancelled

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?

First	Help us better understand what we are learning	Learn more things in a fun way
In addition	Good way to socialize	Be with friends
Finally		

CR

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

E

EXPLANATIONS
Say more about the counter reason(s).

On the other hand	Some people might think they are expensive	Schools and parents have to pay a lot of money

Refute it! Tell why your side is better?

However	We can do fundraising and raise money for trips
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E**ENDING**

What do I want my reader to remember?

In Conclusion	Excursions should not be cancelled
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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 _____

Name: _____

Date: _____

Persuasive Essay

Paragraph 1

- _____ Sentence 1 Topic sentence
- _____ Sentence 2 Transition Word (TW), Reason 1
- _____ Sentence 3 TW, Reason 2
- _____ Sentence 4 TW, Reason 3

Paragraph 2

- _____ Sentence 1 TW, restate Reason 1
- _____ Sentence 2 Explanation for Reason 1
- _____ Sentence 3 Expand on explanation

Paragraph 3

- _____ Sentence 1 TW, restate Reason 2
- _____ Sentence 2 Explanation for Reason 2
- _____ Sentence 3 Expand on explanation

Paragraph 4

- _____ Sentence 1 TW, restate Reason 3
- _____ Sentence 2 Explanation for Reason 3
- _____ Sentence 3 Expand on explanation

Paragraph 5

- _____ Sentence 1 TW, Counter Reason (CR)
- _____ Sentence 2 Explanation for CR
- _____ Sentence 3 TW, Refute it
- _____ Sentence 4 TW Counter reasons (CR) two
- _____ Sentence 5 Explanation for CR two
- _____ Sentence 6 TW, Refute it

Paragraph 6 (ending)

- _____ Sentence 1 TW, restate your position
- _____ Sentence 2 Briefly restate your reasons
- _____ Sentence 3 Wrap it up!

Name _____

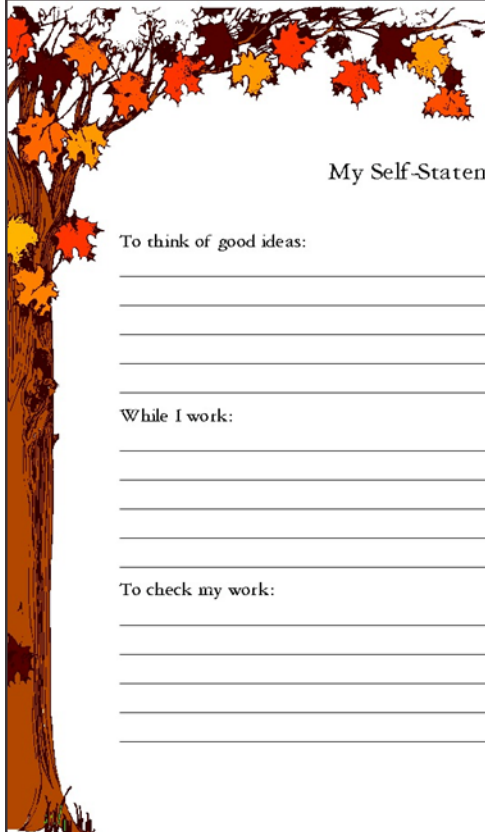
POW+TREE Record Sheet

Use this sheet to track how you did. Look at the example on the first line.

1) Rate how well you did today - 😊 3 😐 2 ☹️ 1

2) Mark each step you did today.

Date	10/8	10/16	10/26	10/27	10/28	10/29	10/30	11/5	11/6	11/8	11/29	12/2
Rate your performance today	😊 3	😊 2	☹️ 1	😊 2	😊 3	😊 3	😊 3	😊 3	😊 3	😊 3	😊 3	😊 3
Organizer	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
Written in essay	T	X	✓	X	✓	✓	✓	✓	✓	✓	X	X
	R	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X
	E	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X
	E	X	✓	X	✓	✓	✓	✓	✓	✓	X	X
Number of Transition Words	5	1	0	0	5	5	5	5	5	5	2	5
Examine Essay	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self Statements	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓



My Self-Statements

To think of good ideas:

While I work:

To check my work:

Stage 3

Step 6: Self-statements

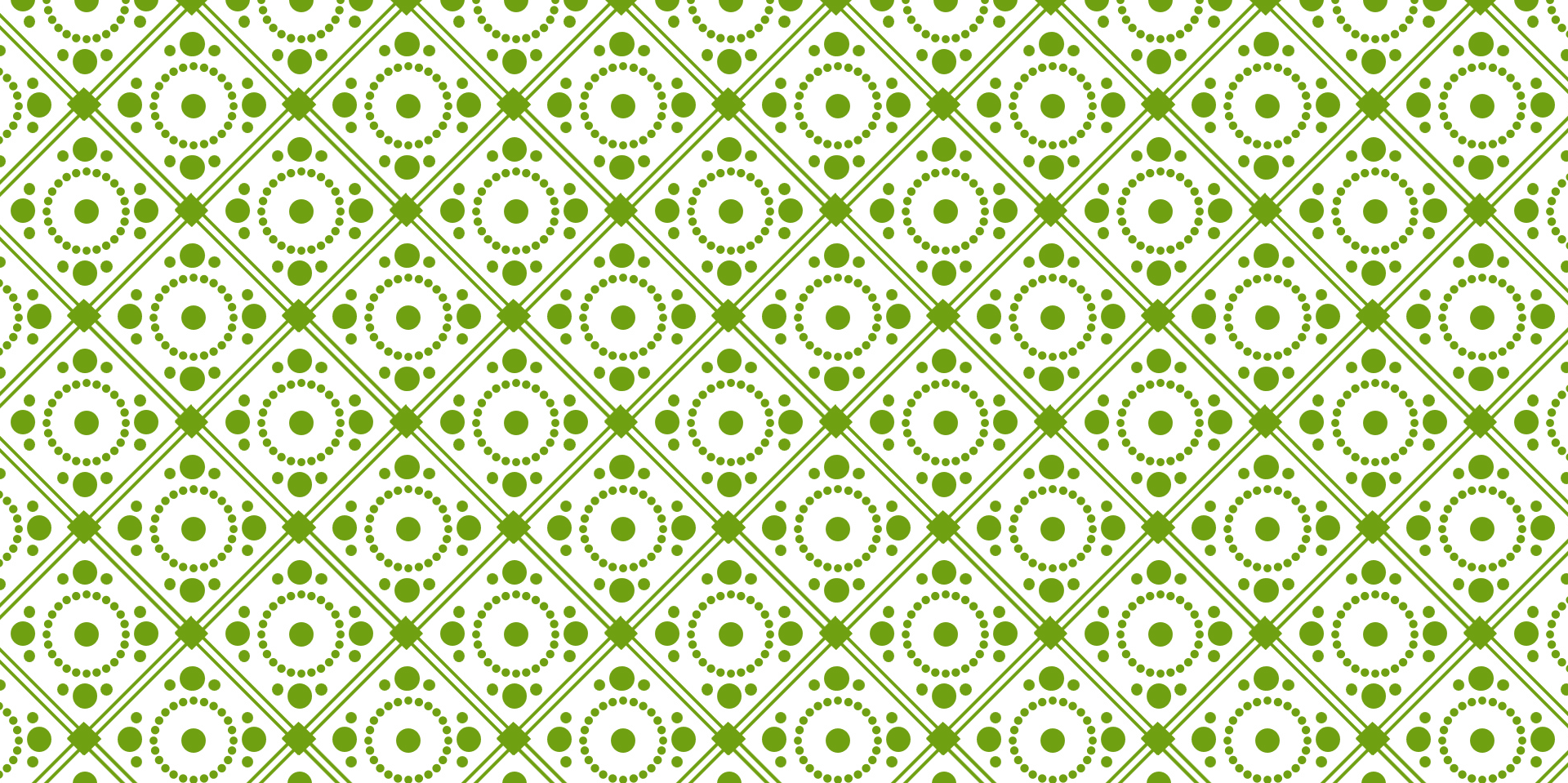
STAGES 4 & 5

Stage 4: Guided Practice

- Start with collaborative writing
- Be sure to examine essays and graph progress
- Prompt students to use self-statement sheet before, during and after writing

Stage 5: Independent Practice

- Ween students off of the graphic organizer, transition word list, and self-statement sheet



CONTENT AREA WRITING- FLEXIBILITY OF SRSD



WHY IS THIS WRITING STRATEGY SO FLEXIBLE?

1. You can adapt, modify, reorder, or repeat the stages as needed.
2. You bring your own expertise and examples to further differentiate instruction.
3. You can use the SRSD model in any of the content areas and to teach self-advocacy skills.
4. You can provide instruction individually, in small groups, or in large groups.
5. Sessions can last between 30-45 minutes or more.
6. It has been proven to be effective with elementary, middle, and high school students.

SOME EXAMPLES

Content area topic	How to apply argumentative writing
English/Language Arts	Based on the novel <i>Monster</i> by Walter Dean Myers, write an argumentative essay as to whether or not you agree or disagree with adolescent offenders being tried as an adult
Science/History	Should be it allowable to use DNA from cold cases to try, convict, and/ or exonerate individuals after fifty years.
Mathematics	Discuss examples of how real-life data can help support an argument?
Self-determination/self-advocacy	Discuss relationship between argumentative writing and self-advocacy. Write an argumentative essay for accommodations they need

READING-WRITING CONNECTION

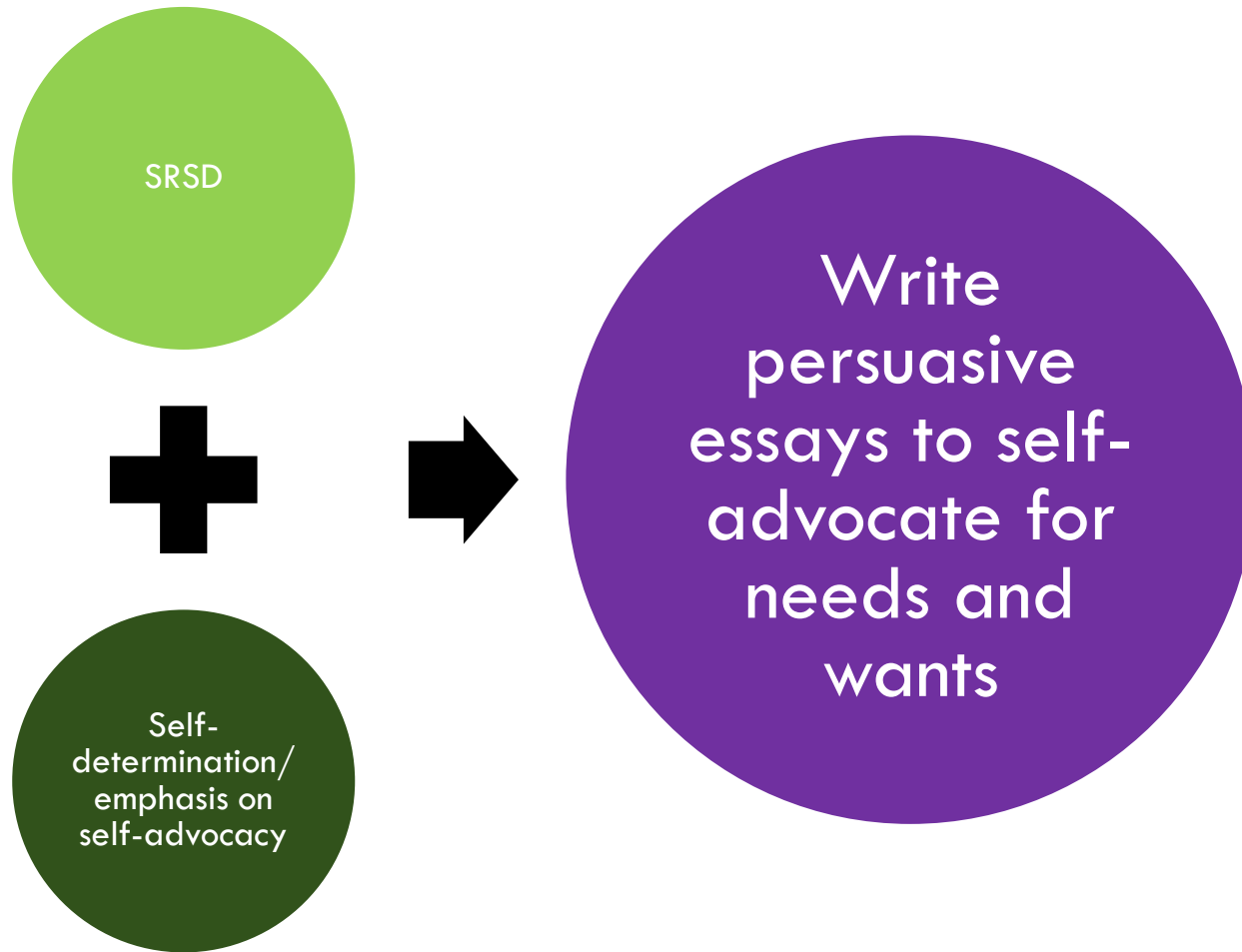
“Students’ comprehension of science , social studies, and language arts texts is improved when they write about what they read.”

“Students’ reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers do:

- Teach the process of writing, teach text structures for writing, paragraph or sentence construction skills

“Students’ reading comprehension is improved by having them increase how often they produce their own text.”

(Graham, & Hebert, 2010)



Cuenca-Carlino, Y., & Mustian A. L. (2013). Self-regulated strategy development: Connecting persuasive writing to self-advocacy for students with emotional and behavioral disorders. *Behavioral Disorders*, 39, 3-15.

IEP KNOWLEDGE

My students benefitted from becoming more knowledgeable about:

- Their IEP, in general
- Their specific goals and objectives

Monthly “CMD’s”

- One-to-One
- Walked through their IEP
- Discussed Strengths, Weaknesses, Goals, Accommodations, Secondary Transition Plan, Grades, Schedule, Concerns/Questions, & Set personal goals

Student-Led IEP Meetings



IEP KNOWLEDGE

Instruction of *major components* of IEP infused in the persuasive writing lessons

- Increased Self-Awareness
- Increased Self-Motivation
- Increased Self-Advocacy
- Increased Self-Efficacy

SAMPLE PROMPTS

a) *You want to go to college after high school but need help researching college programs and financial aid. Your teachers are willing to spend a few days focusing on applying to college but need to be convinced by you that this is a good use of instructional time. Write your teachers a persuasive essay explaining why you believe they should teach you about applying to college*

(b) *You are doing well in school but feel like you want to be challenged more. You want to go out for more mainstreamed classes. How can you persuade your IEP team that you are capable of handling this?*

BENEFITS FOR STUDENTS

My students have:

1. Expanded their vocabulary
2. Gained self-determination skills
3. Learned a pro-social way to self-advocate
4. Increased cohesiveness and fluency in their writing skills
5. Witnessed an increase in self-efficacy in so many areas
6. Become more self-aware, especially concerning their IEP goals, their own strengths, weaknesses, and personal desires for life.
7. Been able to transfer the skills they've gained across various settings

BENEFITS FOR TEACHERS

As a teacher, I was:

1. Able to provide direct instruction and give direct feedback, which translates to one-to-one personal time with teacher...my students thrive in an environment in which they feel the teacher "knows" them and cares
2. Able to refer to the concepts they were learning about organizing their thoughts
3. Able to address both the importance and the power of seeing "the other side", through counter-arguments

**IS THIS REALISTIC TO IMPLEMENT IN THE
CLASSROOM?**

YES!

Efficient use of time for optimum results



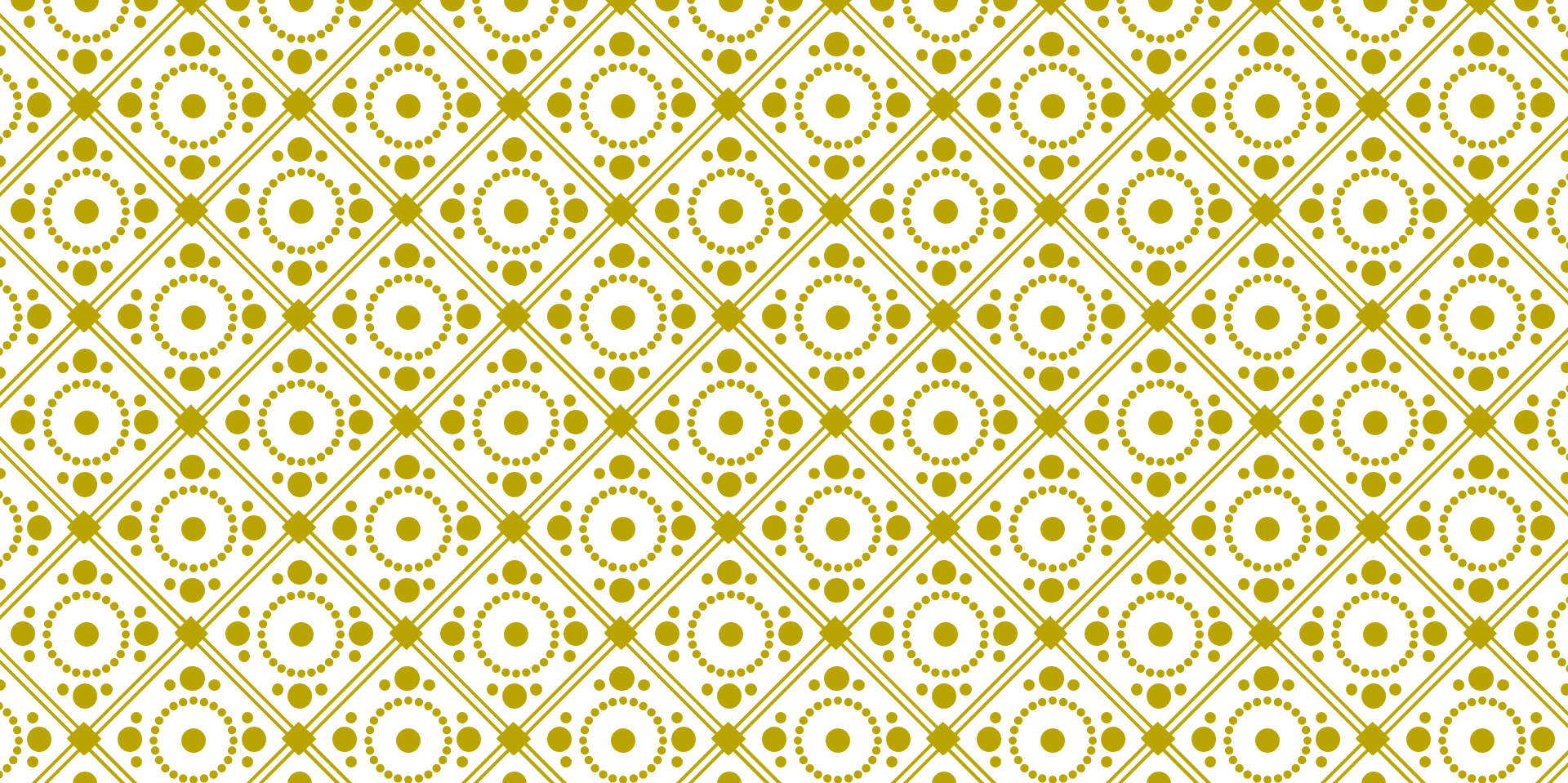
DO STUDENTS BUY INTO THIS?

YES!

Confidence and Willingness to write increased, as they saw improvement

Relationships improved

Helped them to better problem-solve



QUESTIONS?

