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%

Students in special education are performing even worse
Select the Correct Answer

• Up to ____________of students are not prepared to meet writing demands at university (Achieve Inc, 2005)
  A. 50%
  B. 78%
  C. 36%

  50%

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
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
Six Stages

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

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

PERSUASIVE/ARGUMENTATIVE WRITING
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

- 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 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.
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.
Stage 2
Step 4: Find the parts in a persuasive 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.)

ANOTHER MNEMONIC THAT CAN BE USED INSTEAD OF POW+TREE....

**Suspend Judgment**
Consider each side before taking a position. Brainstorm ideas for and against the topic.

**Take a Side**
Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a “+” on the side that shows your position.

**Organize ideas**
Choose ideas that are strong and decide how to organize them for writing. To help you do this:
(a) Put a star next to the ideas you want to use.
(b) Choose at least ___ ideas;
(c) Choose at least ___ argument(s) to refute; and
(d) Number your ideas in the order you will use them.

**Plan More as you Write**
Continue to plan as you write. Use all four essay parts DARE.
Develop Your Topic Sentence

Add Supporting Ideas

Reject Arguments for the Other Side

End with a Conclusion

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?
Stage 3
Step 2: Organize my notes

<table>
<thead>
<tr>
<th>TW</th>
<th>REASONS 3 or more</th>
<th>E</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY</td>
<td>Why do I believe this?</td>
<td>SAY more about each reason.</td>
<td></td>
</tr>
<tr>
<td>Will my readers believe this?</td>
<td>What details will persuade my reader?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CR</th>
<th>Counter Reason 1 or more</th>
<th>E</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who might disagree and why?</td>
<td>SAY more about the counter reason</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Refute it! Tell why your side is better? |

<table>
<thead>
<tr>
<th>ENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want my reader to remember?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does my paper have all my points? Yes No</td>
</tr>
<tr>
<td>Does each of my paragraphs have at least 3 sentences? Yes No</td>
</tr>
</tbody>
</table>

Excursions not cancelled
Excursions not cancelled

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 Reasons - 1 or more. Who might disagree and why?

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

END

In Conclusion

Excursions should not be cancelled

Name:_________ Date:_______
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
Instructor: Today we are writing an essay for our math warm-up. Please use the paper you have been given, write your name and today’s date at the top of the page. There is no time limit for this essay. Listen while I read the prompt out loud.

• Persuade your friend to follow the steps for order of operations, or PEMDAS (parenthesis, exponents, multiplication/division, addition/subtraction), when solving a math problem. (GEMDAS or BEDMAS can be substituted)

  I believe that you should use PEMDAS to solve math problems. First, it can help you to do it in this order. If not done in order, math problems can be impossible to solve and get right. The stuff in the parenthesis can give different answers if done last. You can also get lost in a problem if you don’t put exponents in standard form after solving the stuff in parenthesis. Also, PEMDAS helps you understand how math works. Math is based on patterns. PEMDAS is an example of a pattern.

  Hence, with PEMDAS, problems become simpler with every step. When you solve the parenthesis and put the exponents in standard form, the equation is less perplexing and easier to solve. Then, you can easily carry on with multiplication and division, and addition and subtraction.

  However, it can be very tedious sometimes if you use PEMDAS. Some equations have weird exponents, and parenthesis, such as 5^3 or 185^632. Yet, PEMDAS really helps you to work and understand math problems. You can keep it in order and simplify stuff.

  In short, it is a great idea to use PEMDAS in math.

• Hauth, C., Mastropieri, M., Scruggs, T., & Regan, K. (2013). Can students with emotional and/or behavioral disabilities improve on planning and writing in the content areas of civics and mathematics? Behavioral Disorders, 38, 154-170.
Peer-Revision

Rationale for Revision: Planning and drafting are only part of the writing process. Revision is also a critical component of writing. Skill at revision distinguishes more skilled writers from novice writers (Fitzgerald, 1987).

Steps of Peer-conferencing

Teaching students how to peer conference:
1. Discuss the checklist
2. Discuss and model behavior expectations
3. Watch model peer-conference on video, checking off steps as they occur
4. Debrief the video model
5. Guided practice with partner
6. Independent practice with partner

Peer-Conferencing Checklist

- Find a place in the classroom to conference where you will not distract other students.
- Turn on the audio recorder to record your conference.
- Use quiet voices. Be respectful of other students who are working.
- Take turns reading your essays to each other.
- Re-read your partner’s essay to yourself and fill out the POW+TREE Revision sheet.
- Conference with your partner about your suggestions.
- Revise your own essay on the computer. Save your work. Print out a copy.
- Meet with the teacher to talk about your revisions.
- When both partners are done revising on the computer, meet again to edit your partner’s essay for capitalization, punctuation, and spelling errors. Remember to record your conference.
- Make your final corrections on the computer. Save your work. Print out a final copy and turn it in to your teacher.

Expectations:
- Try hard
- Do your best
- Be positive
- Be kind and encouraging to partners
- When in doubt, raise your hand for assistance
Steps of Peer-Revision Instruction

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Process</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Develop and activate background knowledge</td>
<td>Discuss what good writing looks like, sounds like, and feels like; and the importance of revision</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Discuss the revision strategy</td>
<td>Taught to complete the Revision Strategy Guide through modeling, guided practice, and independent practice. Made connections to POW+TREE.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Teach the steps of peer-conferencing</td>
<td>Introduced to the steps of peer-conferencing and behavioral expectations. Next, students watched a video of a model peer conference, noting which steps were completed and what types of feedback partners provided.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Guided practice</td>
<td>Partners practiced peer-revision, with feedback from the teacher.</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Independent practice</td>
<td>Partners practiced peer-revision independently.</td>
</tr>
</tbody>
</table>


Revision Strategy Guide

The Guide is built around the POW+TREE graphic organizer.

Use the Good Writing brainstorm (look like, sound like, and feel like) to provide ideas for compliments.
Feedback guide

Give students a “cheat sheet” containing prompts they could use to give constructive feedback to partners during peer-conferences.

For example:
- I like the way you . . . .
- I did not see a counter reason. Who would disagree with your opinion?
- When I read this reason and explanation, I got a clear picture in my head of what you were trying to say.
- This might be a strong reason, but it needs more details to support it.


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?