A STAR (STrategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

Planning and organizing is a necessary pre-writing exercise that includes knowing the components of the writing assignment, selecting a topic, and brainstorming ideas to include in the composition.

Narratives are stories that can be presented in different ways (e.g., short story, drama, song). Narrative elements include sequential story events—typically about something specific—and a character whose actions are mitigated by an intention or need. Finally, an unforeseen occurrence might transpire, resulting in a dilemma for the character.

Researchers have found that when students have specific knowledge about writing elements (e.g., the parts of a story) their writing development and quality increases (Olinghouse & Graham, 2009).

Students in primary grades do not spend sufficient writing time planning and revising connected text. Their writing improves when they are taught these skills (Cutler & Graham, 2008).

One of the most common types of writing assignments in which primary grade students participate is narrative writing (Cutler & Graham, 2008).

Compared to their peers, struggling writers, including those with learning disabilities, have difficulty planning and organizing their writing and benefit from using writing strategies (Saddler & Graham, 2005; Baker, Gersten, & Graham, 2003).

The following strategies help students to systematically plan and organize their narratives. When used with the SRSD model, these strategies have been scientifically validated and have been shown to improve students’ narratives and story writing.

POW + WWW, What = 2, How = 2

POW + WWW, What = 2, How = 2 is a strategy that helps students write better stories. The POW component of the strategy is designed to help students pick their idea, organize (i.e., plan), and write their story. The WWW, What = 2, How = 2 component is intended to help students organize their notes (the “O” in POW).
The POW + C-SPACE strategy is designed to help students develop a writing plan and think about the details that should be included in stories. The POW component of the strategy is designed to help students to pick their idea, organize (i.e., plan), and write their story. The C-SPACE component of the strategy is designed to help students to organize their notes (the “O” in POW).
Characters – Who is in the story?

Setting – What is the time and place?

Purpose – What does the main character do?

Action - What is done to achieve the goal?

Conclusion - What is the result of the action?

Emotions – What are the main character’s reactions and feelings about what happened?

(Adapted from Powerful Writing Strategies for All Students, by K. R. Harris, S. Graham, L. Mason, and B. Friedlander, 2008, p. 148)
Graphic organizer for WWW, What=2, How=2

Examples

![Graphic Organizer: Remember for Story Parts]

WWW
Who - Who are the characters?
N nale, kind, and title
When - When did the story take place?
During the war
Where - Where did the story take place?
At high school

What=2
What - What did the main character do?
Switched the spot light in the show
What - What happened after he or she did?
The director found out.

How=2
How - How did the story end?
The director saw even if your kid you didn't
speak to your gift.
How - How did the main character feel?
Sad

Cue cards for C-SPACE

Character
Purpose
Action
Conclusion
Emotions

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Tips for Implementation

• Increase the frequency of writing assignments. Writing proficiency is a predictor of academic success for students in school, and it increases student knowledge.
• Teach and use varied vocabulary with students to increase effective writing.
• After students have completed a narrative, instruct them to label its elements (e.g., setting, characters, feelings) to ensure that they have included the necessary components.
• Allow students to use graphic organizers to help plan or organize their stories.
• Make cue cards to help students to plan or organize their stories.

It should be stressed that how a strategy is taught is what ultimately determines its effectiveness. One highly effective and empirically proven model is the Self-Regulated Strategy Development (SRSD) model.

Keep In Mind

• Students may lack background knowledge necessary for writing a narrative.
• In some cases, students may have knowledge on a topic but fail to activate this background knowledge.
• Students must understand specific concepts related to writing narratives (e.g., sequence of events, problem or conflict, resolution) in order to be successful writers.

Resources


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http://iris.peabody.vanderbilt.edu
What a STAR Sheet is…

A STAR (STRategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

What it is…

Planning and organizing is a necessary pre-writing exercise that involves knowing the components of the writing assignment, selecting a topic, and brainstorming ideas to include in the composition.

Persuasive writing is a type of writing that informs the audience (e.g., teacher, peers) of the writer’s opinion or thoughts about a specific topic.

What the Research and Resources Say…

- Students in primary grades do not spend sufficient writing time planning and revising connected text. Their writing improves when they are taught these skills (Cutler & Graham, 2008).
- Compared to their peers, students who struggle with writing, including those with learning disabilities, have difficulty planning and organizing their writing and benefit from using writing strategies (Baker, Gersten, & Graham, 2003).
- Though persuasive writing assignments are used less frequently with students in the primary grades, students in these grades can learn to use persuasive writing (Cutler & Graham, 2008).
- Young students are capable of understanding writing for an audience (e.g., teacher, self, peer), an important feature of writing persuasive essays (Dray, Selman, & Schultz, 2009).
- When producing persuasive text, students are able to pull from their understanding of an important social issue (Dray, Selman, & Schultz, 2009).
- By the time many students graduate from high school, they do not have the writing skills they need in college or in the work force (Achieve, 2005; Kiuhara, Graham, & Hawken, 2009).

Strategies to Implement

The following strategies help students to systematically plan and write persuasive essays. These strategies have been scientifically validated and have been shown to improve students’ writing.

POW + TREE

POW + TREE is a strategy that helps students to convey their opinions in their essays. The POW component of the strategy is designed to help students pick their idea, organize (i.e., plan), and write their story. The TREE component is intended to help students organize their notes (the “O” in POW).
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick an idea (opinion)</td>
<td>Formulate an opinion and state that opinion clearly</td>
</tr>
<tr>
<td>Organize notes/ideas using TREE:</td>
<td>Fill in a graphic organizer</td>
</tr>
<tr>
<td>Topic Sentence</td>
<td>Formulate a topic sentence expressing an opinion</td>
</tr>
<tr>
<td>Reason</td>
<td>Provide rationale to support the topic sentence</td>
</tr>
<tr>
<td>Explanation</td>
<td>Elaborate on rationale supporting the topic sentence</td>
</tr>
<tr>
<td>Ending</td>
<td>Formulate a statement to summarize</td>
</tr>
<tr>
<td>Write and say more</td>
<td>Write a complete paragraph follow notes in a graphic organizer</td>
</tr>
</tbody>
</table>
STOP and DARE

STOP and DARE is another strategy students can use to plan and organize persuasive essays. The strategy has two mnemonics components, which are designed to emphasize reflection and planning. The STOP mnemonic helps students to plan and organize their persuasive essays.

Suspend Judgement: Students consider each side of the topic before taking a position.

Take a Side: Determine which side will have the strongest argument or which side you believe in.

Organize Ideas: Select ideas that make powerful arguments by putting an asterisk next to the ideas that you want to be sure and use. Identify several arguments that you will refute. Put your ideas in numerical order.

Plan More as You Write: Keep planning as you continue to write.

Use the DARE mnemonic as a reminder to use all of the components of a good essay.

Develop a Topic Sentence

Add supporting Ideas

Reject Arguments for the Opposing Side

End with a Conclusion

(Adapted from Powerful Writing Strategies for All Students, by K. R. Harris, S. Graham, L. Mason, and B. Friedlander, 2008, p. 223)
Examples

Graphic organizer for the TREE component of the POW+TREE strategy

![Tree Helper Graphic Organizer](image)

(Adapted from De La Paz, S. 2001; Harris, K. R., Graham, S., Mason, L., & Friedlander, B. 2008, p. 185)

Cue cards with transition words that students can use in their persuasive essays

![Cue Cards](image)

(Adapted from De La Paz, S. 2001; Harris, K. R., Graham, S., Mason, L., & Friedlander, B. 2008, p. 226)

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Tips for Implementation

- Make sure that students understand the elements of a persuasive essay. When students are organizing their notes, ask them to recall and be sure to include these elements.
- Remind students that the topic sentence reveals the writer’s opinion as well as what the essay will be about.
- Allow students to use graphic organizers to help plan or organize their persuasive essays.
- Make cue cards to help students to plan or organize their persuasive essays.

Keep in Mind

- Strategies such as STOP and DARE are commonly combined with self-regulation strategies. See the introduction to this module to learn more about using the Self-Regulation Strategy Development model.
- When students understand both sides of the argument, it helps them to further develop their counter argument.
- Good writers plan before they begin. Good planning leads to better arguments.
- Taking part in pre-writing activities helps students to generate ideas about what they already know about their topic.

Resources


What a STAR Sheet is…

A STAR (STrategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

What it is…

Revising is the process of adding, deleting, or changing written text for the purpose of improving clarity and cohesion. It is a critical part of writing a composition. This process consists of:

- Identifying a discrepancy between the text and the writer’s intent
- Determining the problem and deciding what should be changed and how to change it
- Making the changes

What the Research and Resources Say…

- Students in primary grades do not spend sufficient writing time planning and revising connected text. Their writing improves when they are taught these skills (Cutler & Graham, 2008).
- Skilled writers edit and revise their writing by making content revisions, editing their spelling, capitalization, and punctuation, and by improving the overall appearance of their writing; whereas, less skilled writers tend not to review or make such corrections (Saddler & Graham, 2007).
- Students who struggle with writing, including those with learning disabilities, typically have trouble with the revision process (Graham & Harris, 2003).

Strategies to Implement

There are a number of revising strategies that help students to revise written compositions. This section contains scientifically validated strategies that help students revise their writing.

Compare, Diagnose, Operate

The Compare, Diagnose, Operate strategy helps students to revise their compositions. Students can use this strategy to revise their own writing or that of their peers. This strategy consists of four steps as outlined below:

Compare: Read the text.

- Find sentences in which you can add to, delete, or move sentences.
Diagnose: What is wrong?
- Something doesn’t sound quite right!
- The intention was not made.
- The essay is out of sequence.
- The reader may not understand what was meant.
- The text is drifting from the main point.
- The idea is incomplete or weak.

Operate: What do I need to do?
- Add more information (details, examples).
- Omit a particular part of the text (phrase, sentence).
- Rewrite the text in different way.
- Rearrange the wording.

Operate: Do it!
- Make the revisions.

(Adapted from Powerful Writing Strategies for All Students, by K. R. Harris, S. Graham, L. Mason, and B. Friedlander, 2008, p. 299)

The Six Steps for Revising (including SCAN)
The Six Steps for Revising strategy, including SCAN, is used for revising persuasive essays. The SCAN strategy is embedded in the Six Steps in order to help students to check each of their sentences for clarity, relevance, and grammar errors.
**Six Steps for Revising (including SCAN)**

1. Read the essay
2. Identify the sentence that tells the opinion or belief. Is it clearly written?
3. Give two reasons why you believe it?
4. Use SCAN on each sentence:
   - S = Does it make Sense
   - C = Is it Connected to my belief?
   - A = Can you Add more?
   - N = Note errors?
5. Make changes as necessary
6. Reread the essay and make more changes.

(Adapted from Harris, K. R., Graham, S., Mason, L., & Friedlander, B., 2008, p. 281)

**WRITER**

WRITER is a strategy that addresses revisions for any type of writing. It contains the sub-strategy COPS to help with surface revisions (i.e., capitalization, punctuation, spelling, and overall appearance).

**COPS**

Write on every other line to leave room for edits

Read the paper for meaning

Interrogate yourself using the COPS strategy:

- C = Have I Capitalized the first word and all proper nouns?
- O = How is the Overall appearance?
- P = Have I used end Punctuation, commas, and semicolon correctly?
- S = Do the words look like they are Spelled right, can I sound them out, or should I use the dictionary?

Take the paper to someone else to proofread

Execute a final copy

Reread your paper a final time
Examples

Cue card for COPS

Cue cards for SCAN

(Adapted from Harris, K. R., Graham, S., Mason, L., & Friedlander, B., 2008, p. 281)
Tips for Implementation

• Evaluate students’ knowledge of writing. Students who struggle with writing, including those with learning disabilities, may lack the knowledge to determine whether important components of a genre (e.g., settings or topic sentences) are missing.
• Evaluate the extent to which the students realize that they are writing for an audience (e.g., teacher, peer) and that, depending on that audience, they will write differently.
• Remind students that good writers revise their work—and good writing can improve grades!
• Teach students how to use the caret symbol (^) to show when they want to add information to their compositions.
• Help students understand that sometimes writers do not write what they intended to say.
• When students comment that an essay does not need any revisions, help them to understand that most writing can be improved.
• Cue cards can be used to support students in revising their compositions.

It should be stressed that how a strategy is taught is what ultimately determines its effectiveness. One highly effective and empirically proven model is the Self-Regulated Strategy Development (SRSD) model.

Keep in Mind

• Students may lack an awareness of their audience (e.g., teacher, self, peer).
• The revision process can occur at any time during writing, and revisions can range from surface level (e.g., spelling, punctuation) to those that involve additions, reorganizations, or changes to the meaning of text.
• Language difficulties (e.g., expressing ideas, limited vocabulary) may inhibit effective editing.
Resources


