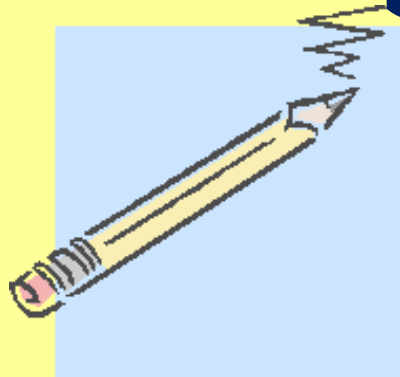


Picture a struggling writer in your head. Draw a picture of that struggling writer. Use symbols and words to represent the challenges he or she faces.

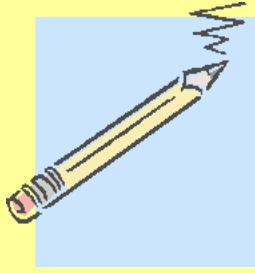
The Write Fix: An Intervention for Writing



Beth Burke, NBCT

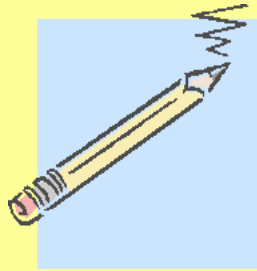
Anne Arundel County, Maryland



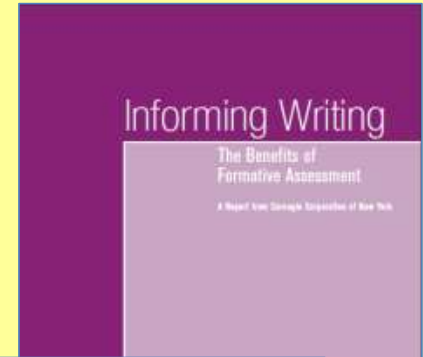
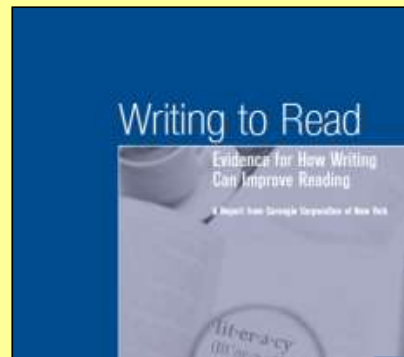


Why do we need a writing intervention?

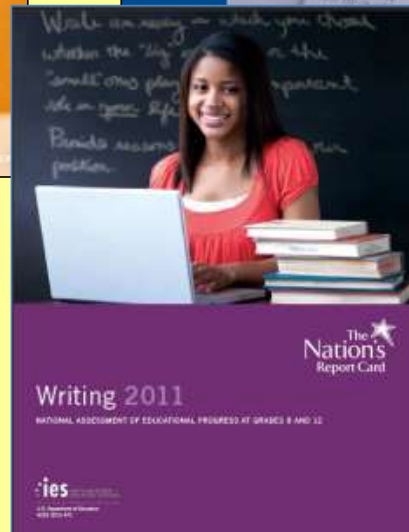
- Numerous research-based interventions available for reading but few (if any) for writing
- Support needed for students who are proficient in reading but struggle in writing
- Capitalize on the reciprocal nature of reading and writing
- Higher writing expectations due to CCSS



Research Base



**Writing
and
School
Reform**

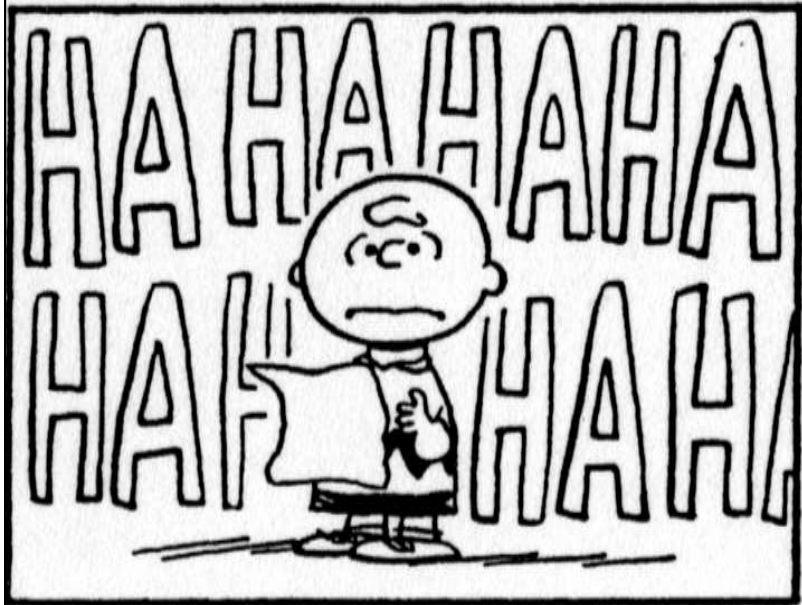
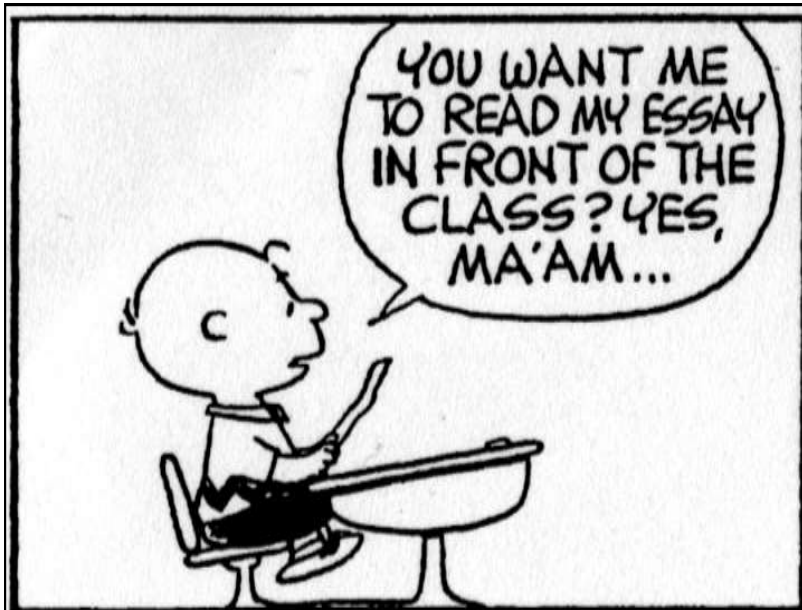




**Writing today is not
a frill for the few,
but an essential
skill for the many.**

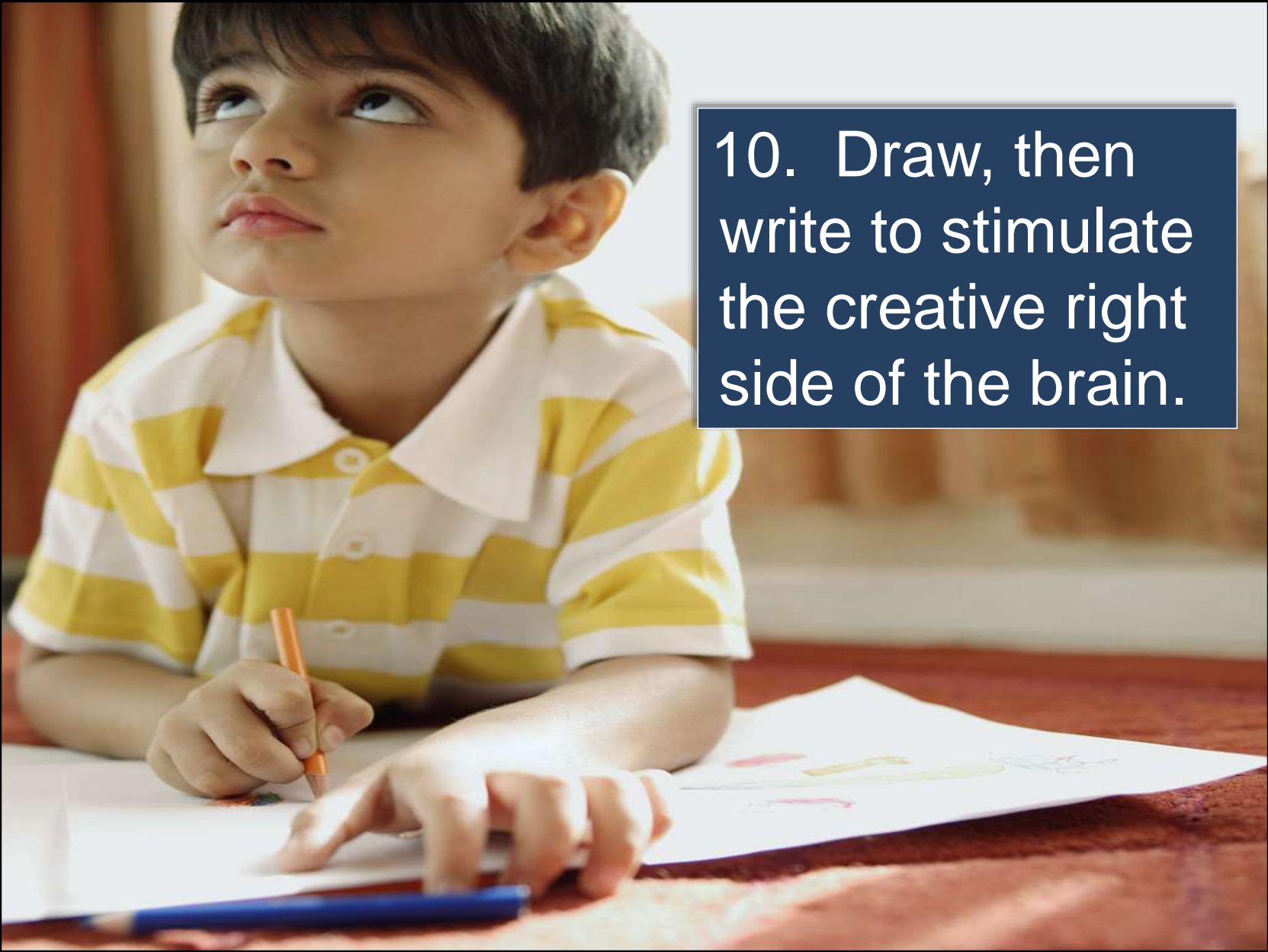
*–The National Commission on
Writing for America’s Families,
Schools, and Colleges*





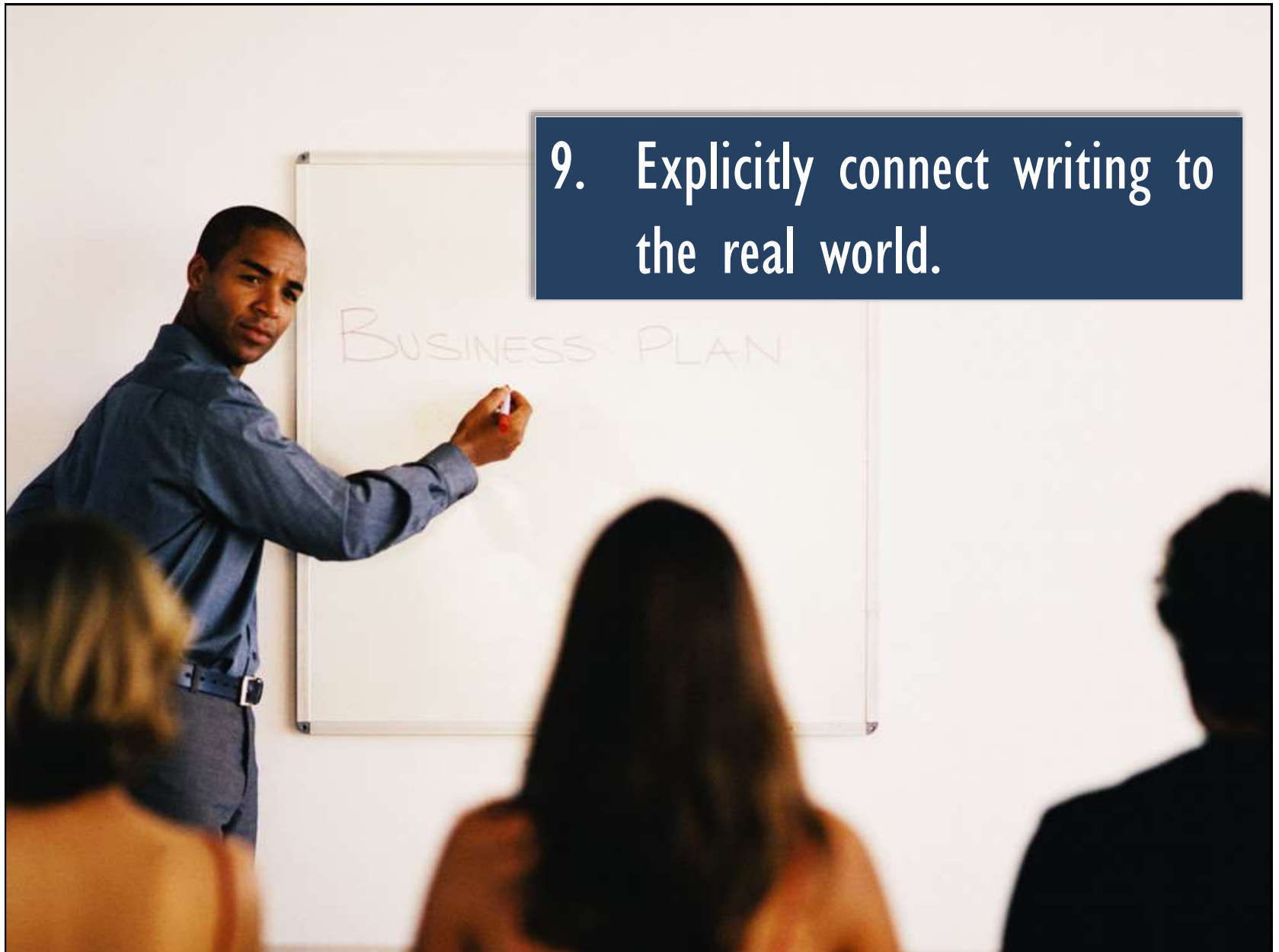


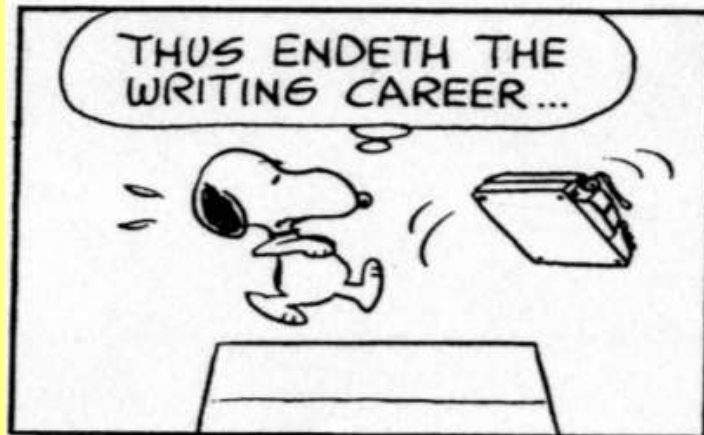
TOP TEN TIPS

A young boy with dark hair, wearing a yellow and white striped polo shirt, is sitting on a red rug. He is holding a pencil in his right hand and looking upwards and to the left with a thoughtful expression. In front of him is a white sheet of paper with some faint drawings. A blue pencil lies on the rug in the foreground.

10. Draw, then write to stimulate the creative right side of the brain.

9. Explicitly connect writing to the real world.

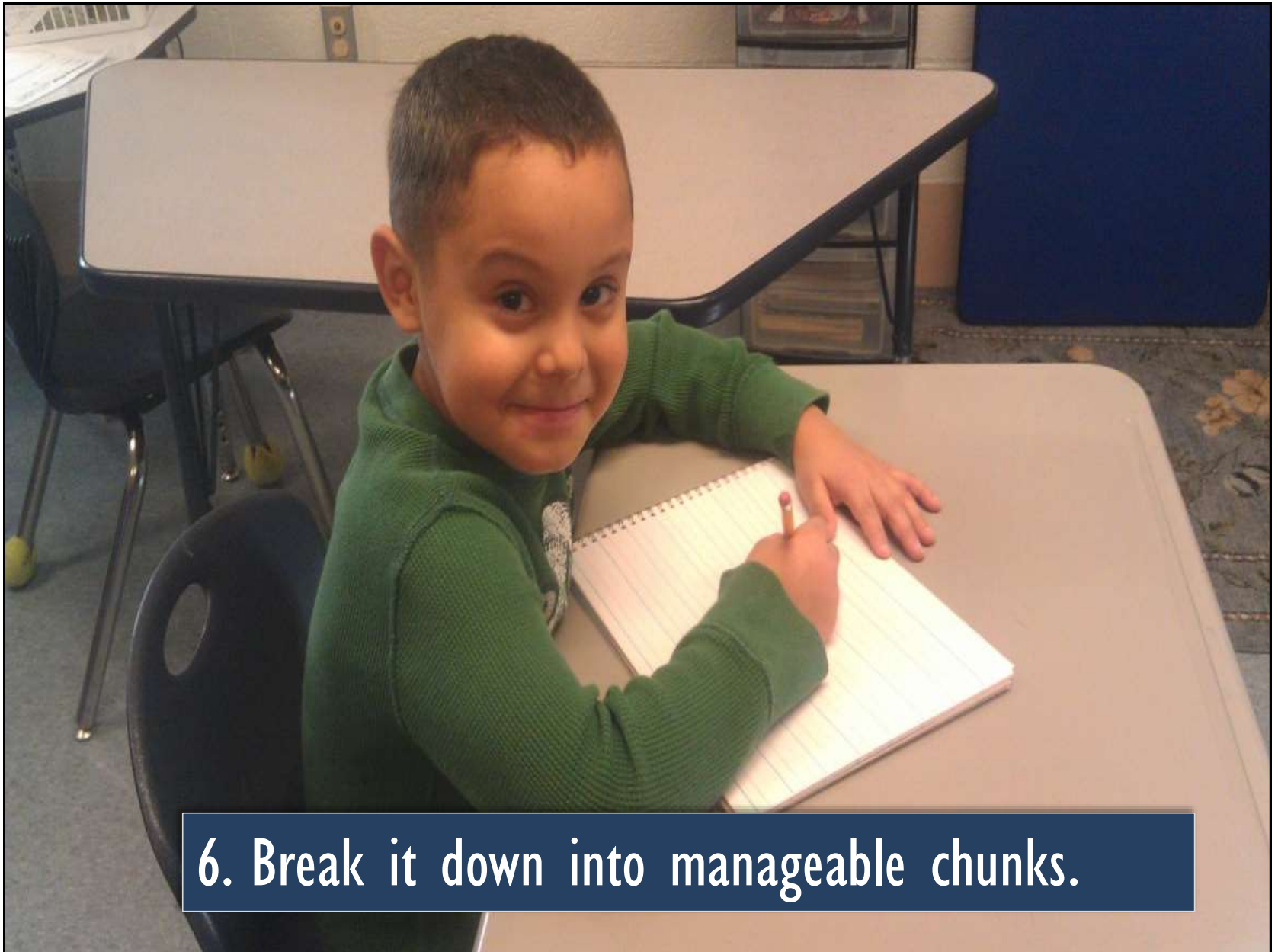




8. Don't **bleed** all over their papers. Require a set number of changes, then enlist an "assistant."

7. Share lots of examples of good writing.





6. Break it down into manageable chunks.



5. Tap into technology: typing, voice recognition, or apps.



4. Find fun tools: gel pens, scented markers, scrapbook paper, etc.

3. Capitalize on collaboration.



My favorite video game

TATOR TOTS

My first Basket In
Basketball

Hunting

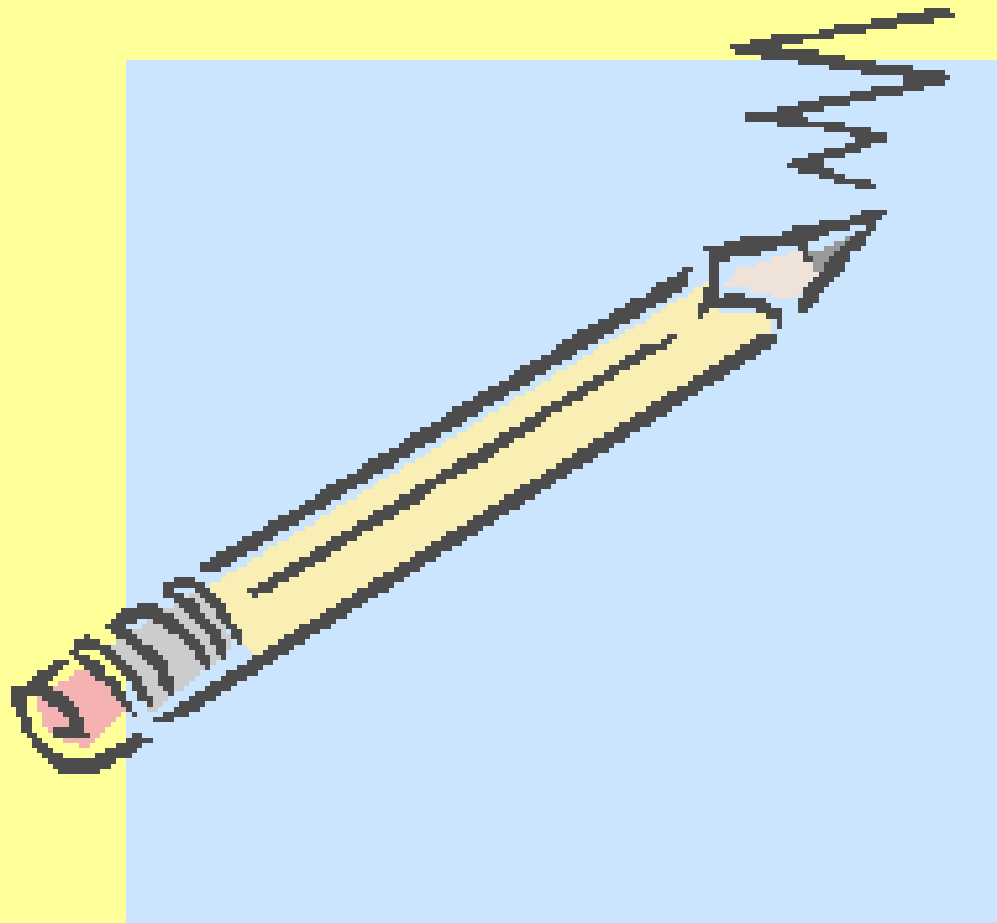
2. Topics matter.
Offer choices of subjects that interest them.

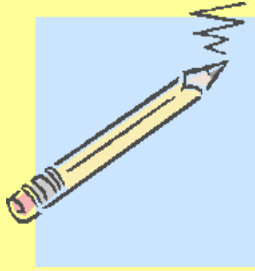


I. Celebrate success!

THE WRITE FIX:

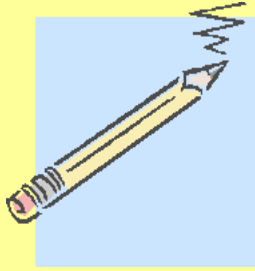
Lessons for
Reluctant and
Struggling Writers





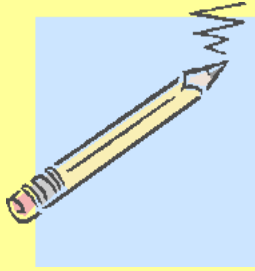
Write Fix Student Profile

- Teacher concerns about classroom progress in writing
- Reading performance not significantly below grade level expectations
- “Bubble” student on standardized tests (not Basic)



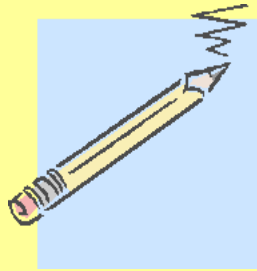
What needs did teachers identify?

- Spelling!
- Editing and grammar
- Staying on topic
- Answering a prompt or question
- Completing tasks in time limits

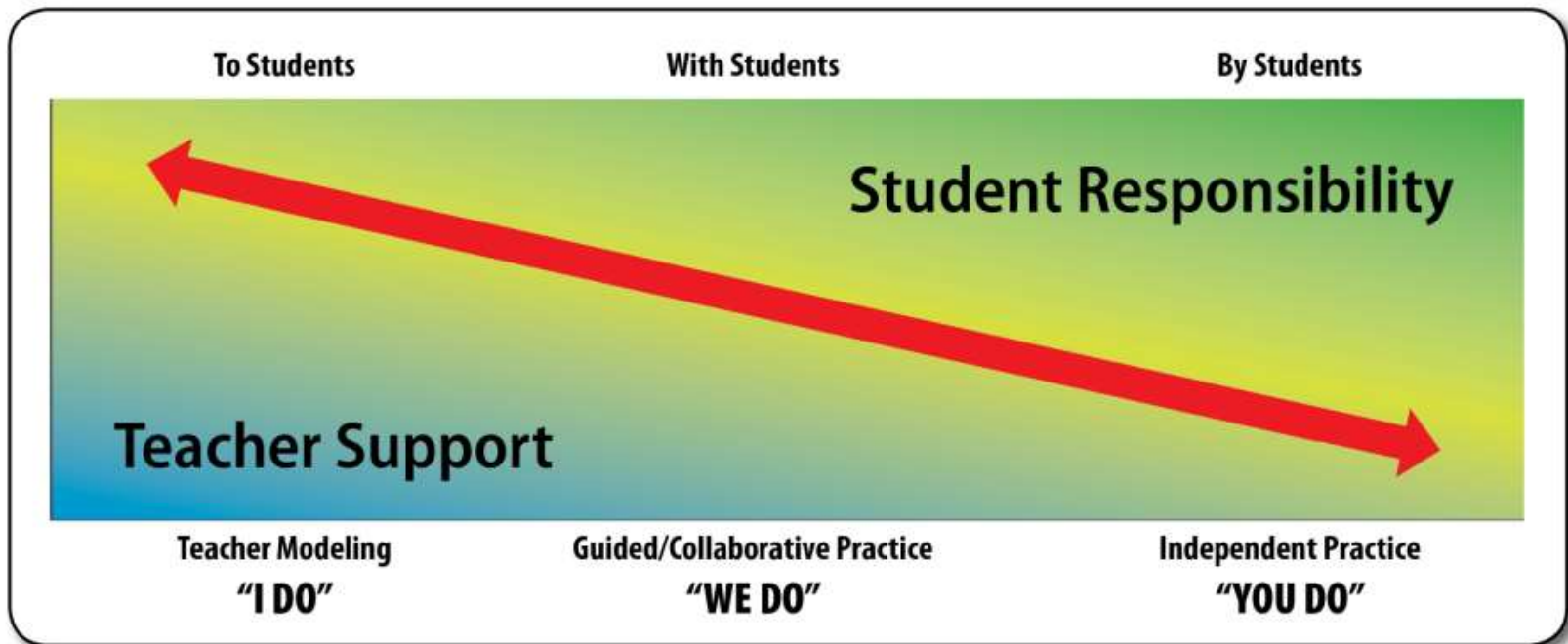


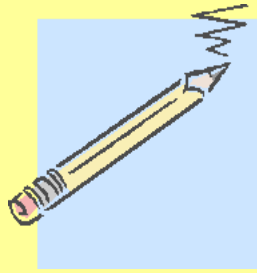
Write Fix Lesson Format

Spelling/ Word Study*	5 minutes
Reading Like an Author	5-10 minutes
Modeled and Guided Writing	15-25 minutes
Student Sharing	5 minutes



The Gradual Release of Responsibility

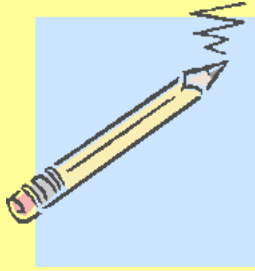




Spelling

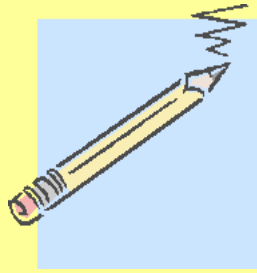
- Focus on word families and commonly misspelled words
- Write on whiteboard to integrate large motor skills
- Say, stretch, & write words
- Write words 5 times fast





Reading Like an Author

- Explicitly connect the dots between reading and writing
- Emphasize author's craft in read-alouds
 - What did the author do to hook your attention?
 - How did the author organize the text?
 - What words and/or phrases caught your interest?
- Close reading of texts for emulating or research



Modeled and Guided Writing

- You have to write too!
- Use a think-aloud to show writer's angst
- Model and guide in small chunks
- Step in and provide support as needed
- Write for specific goals:
 - Extended Writing Pieces
 - On Demand Writing
 - Text Dependent Questions

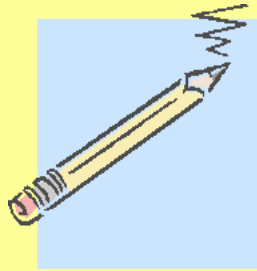




Sharing

- Make time for students to discuss their writing every day
- Model how to provide positive feedback as well as make suggestions





Teaching Narrative Writing



**Mentor
Text**



**Mentor
Dog**

Fantasy Narrative Unit at a Glance

Read Aloud/Mentor Text:

[Wednesday Is Spaghetti Day](#)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Editing MINI-LESSON: Capitalization and Punctuation	Modeling: Read and model beginning prewriting. Guide students to tell stories to partners and begin prewriting using organizer.	Modeling: Read and model prewriting graphic organizer to begin draft. Model book and first draft.	Modeling: Read and model prewriting graphic organizer to begin draft. Model book and first draft.	On Demand Prompt*: In the story, Katrina has a party with her friends after the family goes out. Write a story about what they did after the family came home. <u>*Writing to Source</u>
Modeled & Guided Writing: Read prompt (p. 9) and brainstorm ideas for writing about a pet's day alone.	Modeling: Read and model beginning prewriting. Guide students to tell stories to partners and begin prewriting using organizer.	Modeling: Read and model prewriting graphic organizer to begin draft. Model book and first draft.	Modeling: Read and model prewriting graphic organizer to begin draft. Model book and first draft.	On Demand Prompt*: In the story, Katrina has a party with her friends after the family goes out. Write a story about what they did after the family came home. <u>*Writing to Source</u>
Sharing: Favorite part of <i>Wednesday is Spaghetti Day</i>	Sharing: How...	Sharing: How...	Sharing: How...	Sharing: How...
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Editing MINI-LESSON: Dialogue	Revision Mini-Lesson: Show, Don't Tell	Modeling: Read and model editing.	Modeling: Read and model editing.	Modeling: Read and model editing.
Modeled & Guided Writing: Model and guide editing. Require a specific number of edits (e.g. make sure you have 8 periods at the ends of sentences)	Modeling: Read and model editing.	Modeling: Read and model editing.	Modeling: Read and model editing.	Final Copies: Before lesson—type final copies for students. Students illustrate and share their stories.
Sharing: two lines of dialogue from their stories	Sharing: A descriptive sentence or paragraph	Sharing: The ending of their stories	Sharing: Read stories to partners for peer feedback	Sharing: Read their Extended Writing stories to partners

Read Aloud the mentor text or a portion each day

Model using Think-Aloud in small chunks

Then guide students each day

Each day = 30-45 minutes

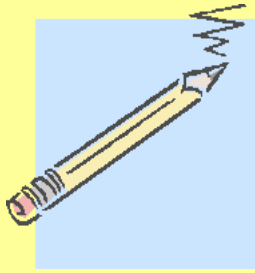
On Demand Writing Prompt

You have read *Wednesday Is Spaghetti Day*. In the story, Katrina has a party with her friends after the family goes out. Write a story about what they did after the family came home. In your story, use details such as characters and events to show you understand the story *Wednesday is Spaghetti Day*.

On Demand Writing Rubric

To achieve a 3, my story included:

- A beginning, a middle, and an end
- Characters from *Wednesday Is Spaghetti Day*
- A believable, imaginative extension of the story



Mini-Lessons

Every other day—switch between editing and revising

Editing Mini-Lessons

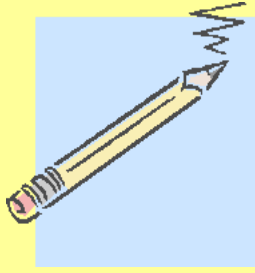
(3-5 minutes)

- Focus on one or more editing skill(s)—capitalization, punctuation, grammar, usage, spelling
- Have pairs or group quickly edit
- **DO NOT** have students recopy sentences
- Debrief or discuss

Revising Mini-Lessons

(5-8 minutes)

- Identify & explain concept/skill
- Show non-example (weak writing sample)
- Show example (revised writing sample)
- Model and guide in applying skill
- Debrief or discuss



Revision Mini Lesson: Sensory Details

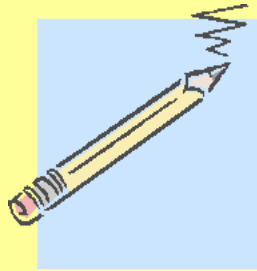
Good writers include vivid words that appeal to the senses: sights, sounds, smells, feelings, and tastes.

WEAK WRITING EXAMPLE

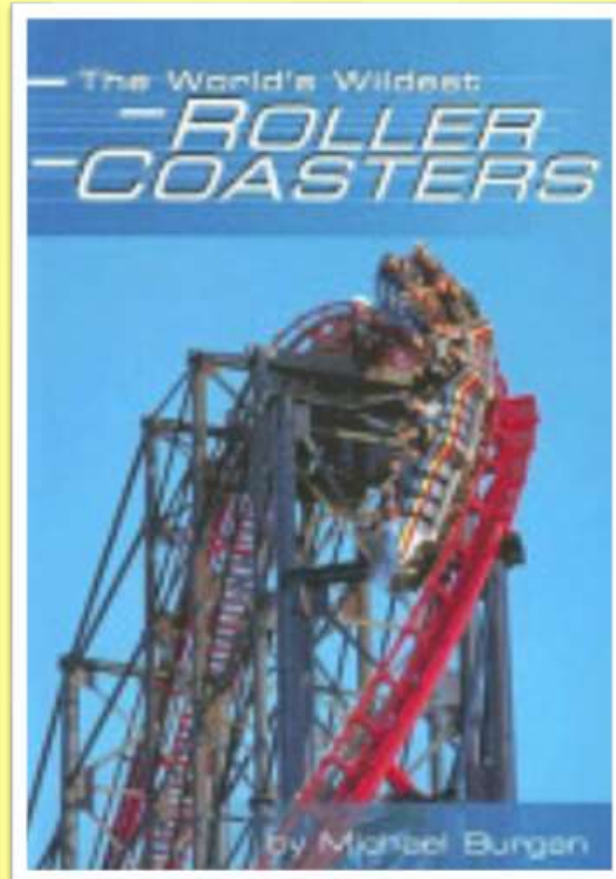
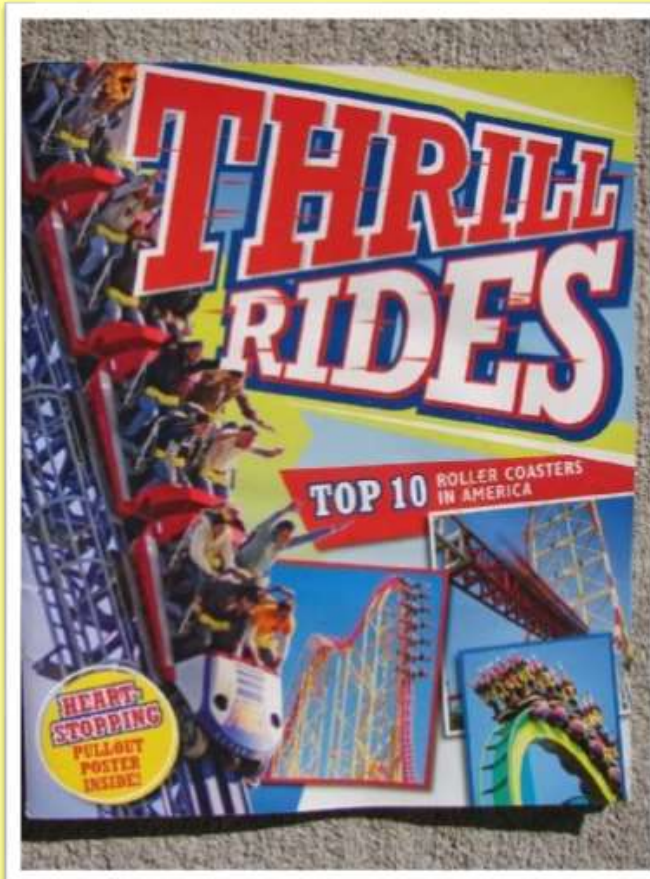
You walk into the playroom. There are lots of toys on the floor.

REVISED WRITING EXAMPLE

As you step into the playroom, you notice that the entire floor is covered with Legos. You take a deep breath and realize that it smells like baby powder. There is a tall bookcase filled from floor to ceiling with board games like Clue and Monopoly. You move into the room and step on a Lego... "Ouch!" you exclaim as you roll your eyes.



Teaching Informative/Explanatory Writing



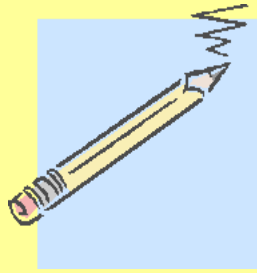
Unit at a Glance: Roller Coasters

Mentor and Resource Texts:

- [Thrill Rides! All About Roller Coasters by Jeff Savage \(Mondo, 2007\)](#)
- [Using Force and Motion by Glen Phelan \(National Geographic, 2004\)](#)
- [Thrill Rides: Top 10 Roller Coasters in America \(Meredith, 2007\)](#)

DAY 1	DAY 2	DAY 3	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Editing ML	On Demand Writing Prompt—Write about	Revision ML: Hook or Lead	Revision ML: Sentence Composing—Combining	Editing ML	Revision ML: Paraphrasing	Editing ML	Revision: Conclusion
Modeled and Guided Writing: Brainstorm and pre-write/organize what students know about Roller Coasters	<div data-bbox="479 511 1058 839" data-label="Text"> <p>BEGIN with an On Demand writing prompt</p> </div>	Modeled and Guided Writing: Write about roller coasters using the On Demand Writing Prompt	Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet	Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet	Modeled and Guided Writing: Revise draft using details gleaned from reading	Modeled and Guided Writing: Revise draft using details gleaned from reading	Modeled and Guided Writing: Revise draft using details gleaned from reading
Sharing: fact you know about roller coasters		Sharing: favorite fact you learned about roller coasters	Sharing: two sentences you changed to have different beginnings	Sharing: sentences you combined to make more interesting	Sharing: interesting word choices	Sharing: a section you paraphrased from one of the sources	
<div data-bbox="1058 1031 1704 1268" data-label="Text"> <p>Don't forget some time for sharing!</p> </div>							

Closely read several texts to find specific information to strengthen writing



Teaching Opinion Writing



**Highly
motivating
topic that
students
have an
opinion
about**

Unit at a Glance: Recess Rocks

Read Aloud /Mentor/Research Texts:

[Yay for Recess!](#)

[Recess: Is It Necessary for the 21st Century?](#)

[Who Killed Recess? The Movement to Resuscitate Recess](#)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Editing ML: Capitalization	Revision ML: Writing a Hook or Lead Sentence	Revising ML: Powerful, Convincing Reasons							
Modeling: Introduce prompt and discuss. Close Reading of article(s) using note-taking sheet	Modeled and Guided Writing: Model and guide students to create a T-chart with "Pros" and "cons" for having recess.	Modeled and Guided Writing: Model prewriting using Thinking Map or organizer. Guide and monitor students as they create their own prewriting.							
Sharing: at recess									
Revising ML: Just the Facts Staying on									
Modeled and Guided Writing: Continue guiding students									
Sharing: their writing									

Closely read several articles to provide specific reasons and support for opinion

Share the Write Fix Rubric with students before they write and have them self assess

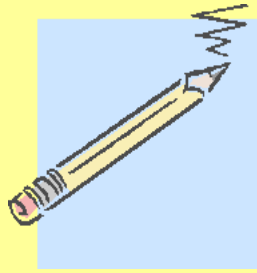
Opinion Writing Rubric

Name _____ Title _____ Date _____		Text Type: Opinion	⑤—Excellent ④—Very good ③—Satisfactory ②—Needs Improvement ①—Needs Much Improvement
Production & Distribution of Writing W.4	Ideas		⑤④③②①
	<ul style="list-style-type: none"> • Presents a focused, clear opinion • Includes strong supporting reasons and details 		
	Organization		⑤④③②①
	<ul style="list-style-type: none"> • Logically organized • Beginning states opinion and catches the readers' attention • Appropriate transitions • Closing restates opinion and calls reader to act 		
Language Choices L.3	Sentence Fluency		⑤④③②①
	<ul style="list-style-type: none"> • Sentences flow together smoothly • Sentences begin in different ways • Sentences vary in length and type 		
	Voice		⑤④③②①
	<ul style="list-style-type: none"> • Engages readers with a strong opinion and a personal tone • Appropriate use of tone for the purpose and task • Reflects the writer's style • Writing style connects with the reader and keeps the reader's attention 		
Language Conventions L.2	Word Choice		⑤④③②①
	<ul style="list-style-type: none"> • Well-chosen, persuasive words • Precise content vocabulary words • Detailed descriptions 		
	Conventions		⑤④③②①
<ul style="list-style-type: none"> • Is free or almost free from capitalization or punctuation errors • Spells common words correctly and less common words phonetically • Correct grammar and sentence structure 			
Production & Distribution of Writing W.5; W.6	Presentation		⑤④③②①
	<ul style="list-style-type: none"> • Visually appealing • Appropriate form • Neatly presented • Text features that enhance content 		
TOTAL			/35



**We cannot teach
writing well unless we
trust that there is a
real, human
reason to write.**

Lucy Calkins, 1994

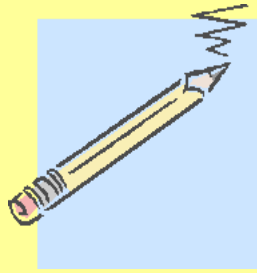


Pick a Path:

The Museum Adventure Unit

- Modeled after “Choose Your Own Adventure” series and lesson on ReadWriteThink.org
- Incorporates narrative text structure with informative details
- Infuses writing to source





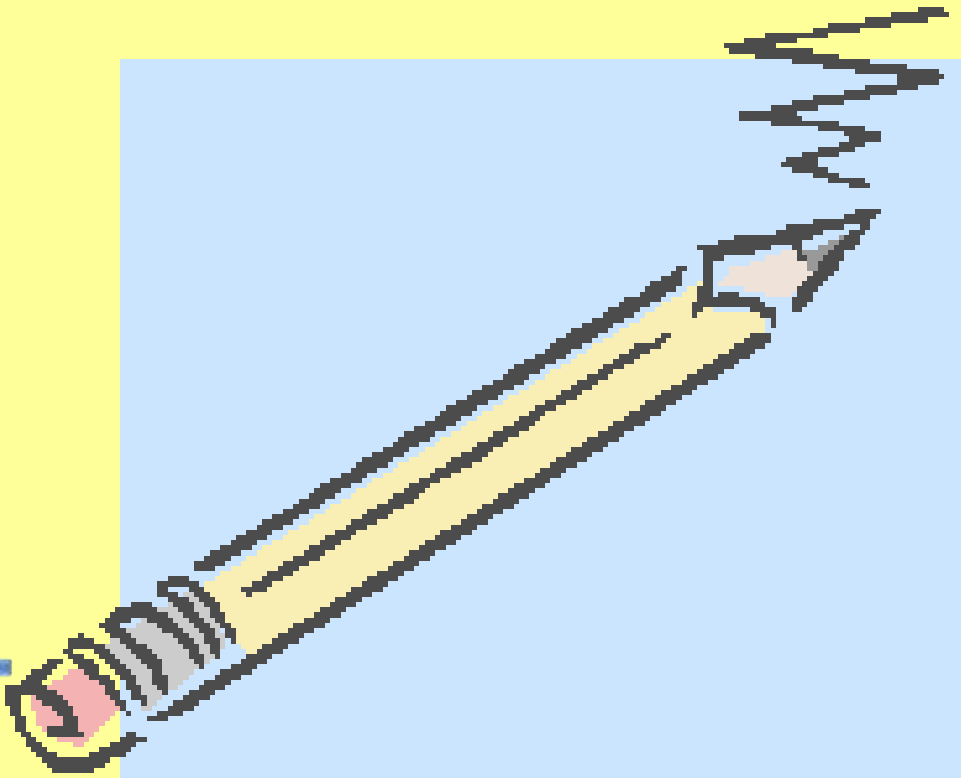
Pick a Path:

The Museum Adventure Unit

- Group creates collaborative, interactive story
- Students work in pairs to research a story based in an exhibit in a museum
- Each section includes specific, content related details, an imaginative storyline and multiple endings



**THE
WRITE
FIX
STUDENT
SAMPLES**



Joseph

12-4-12

My first Basket In Basketball

One time at my basketball game the other team got the ball. Then they shot the ball and they made it.

Joseph

Quick Write

Basketball is a fun but dangerous sport. Some people can break bones and dislocate legs. If you get fouled you get 2 foul shots. If you get hurt you either stay in the game but if it isn't that bad you can stay in. After the game you shake hands and say good game to the other team.

Nathaniel

Hunting

When I go hunting I go for deer.
You have to get very early in the morning.
Some times you don't get anything. You
have to wait a long time until you see one,
but you can't go hunting anytime you
have to wait for seasons

Nathaniel

Huntin

As you wake you hear the rooster's crow. You open your draw. All you see is camouflage. You get dressed, pack up your guns then leave. You arrive. You get out of your car then get your guns and put on your face paint then go into the woods. You hear the sound of the soothing flowing water from the creek. You climb into the deer stand, then you see a deer, you pick up your shot gun then, you shoot it in the lung.

You walk into a dark room and you here water dripping like a sewer. All of the sudden a light comes on and you see a huge Megalodon hanging from the ceiling then you see 3 piranha's on each side of the Megalodon.

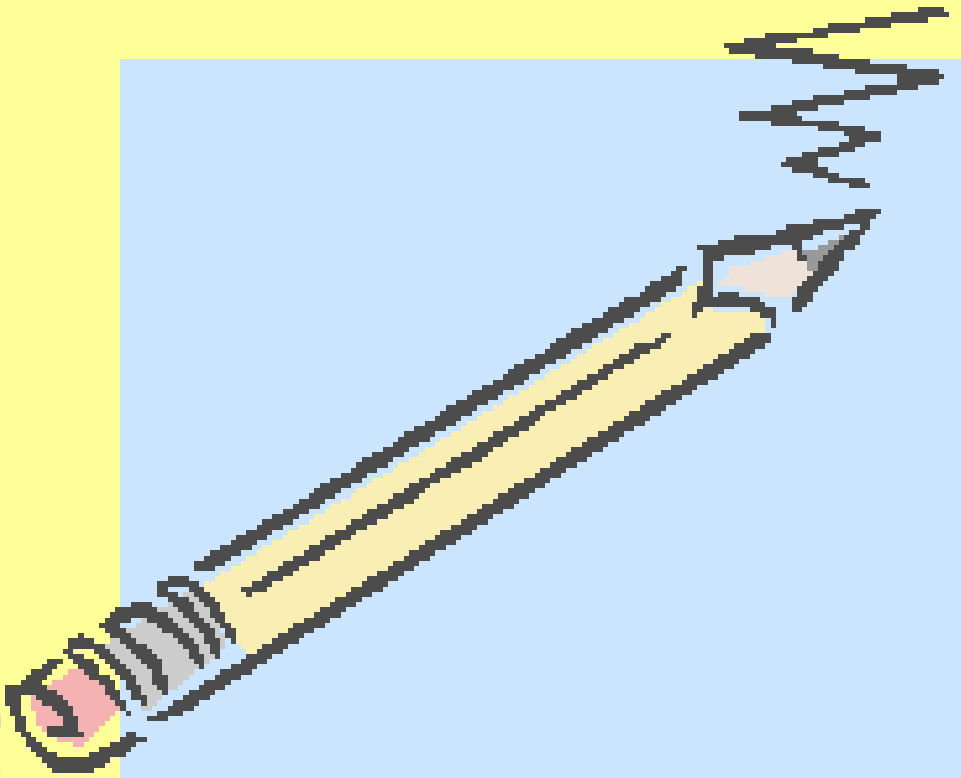
Then you see 5 doors and you walk into all of them the first one has t-rexes everywhere. The second room has a bunch of cave men that are running around then you see one running after you. You run out the door and go to the next door that has da poop and it has fossil poop.

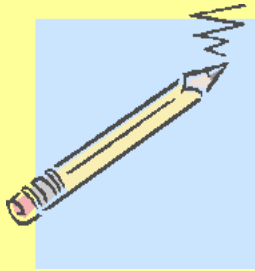
Then you go in to the mammoth room with a huge mammoth in it and it starts chasing you out of the room. So you run into the next room and there is a button and you push it and everything goes silent. You all of the sudden here a fossil scream and you walk out of the room and see a huge Megalodon coming after you with 6 piranhas.

Then you run into the cave with water it's like a maze. You don't know what's going to happen. As you go farther in the room you see all the rooms so you get scared and you ask yourself did I walk in circles. As you look around you feel something breathe on your neck you turn around and you smell nasty breath. You see its teeth and it's pretty big so you run as you run you see it's the megalodon. So you run into the trex room and all of the trexes were sleeping.

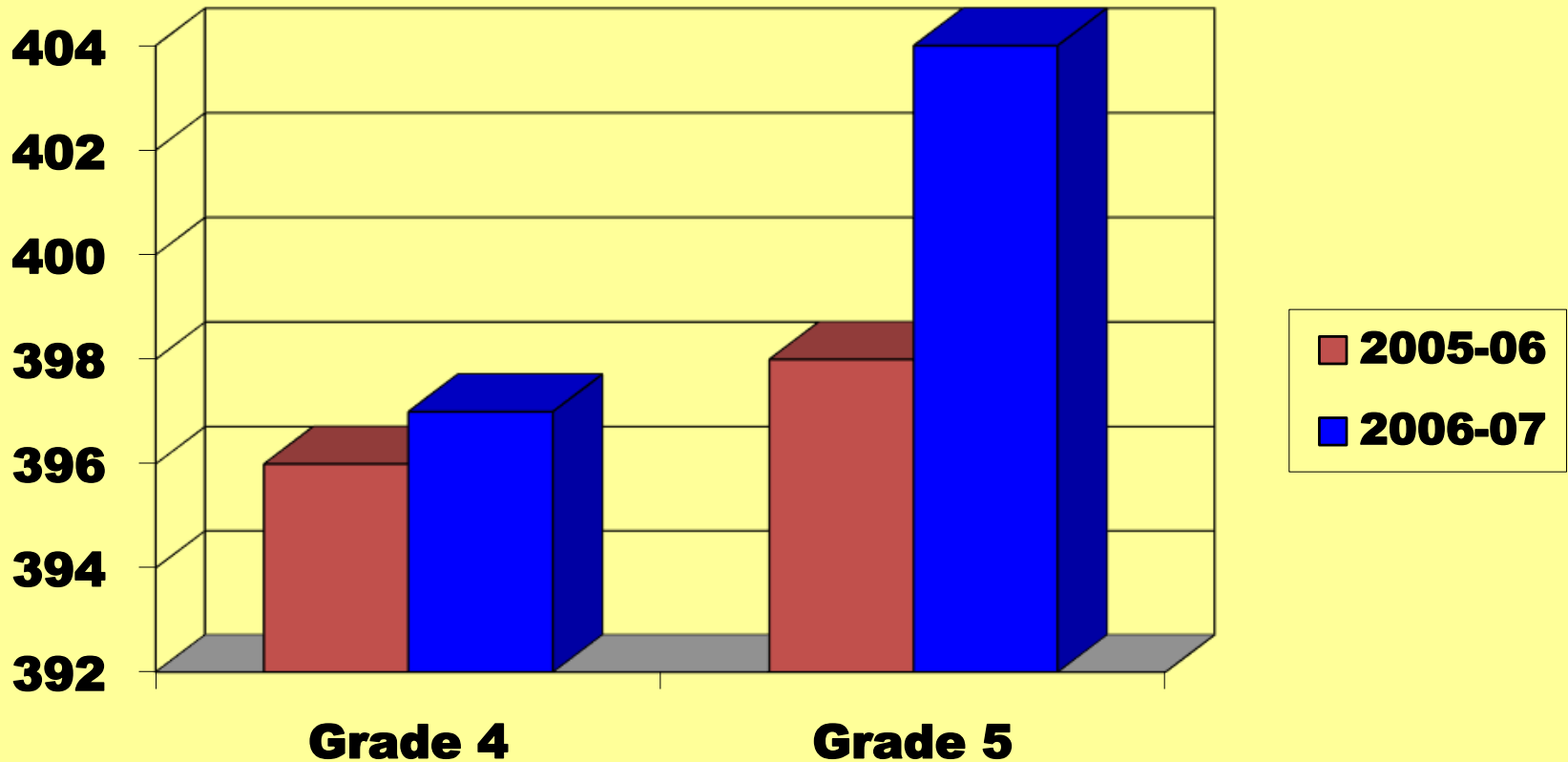
You try to walk out slowly and not breath but the megalodon runs through the door and wakes up all of the trexes so you run into the cave. The cave looks really different and you see a little hole...

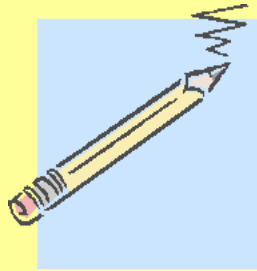
THE WRITE FIX RESULTS



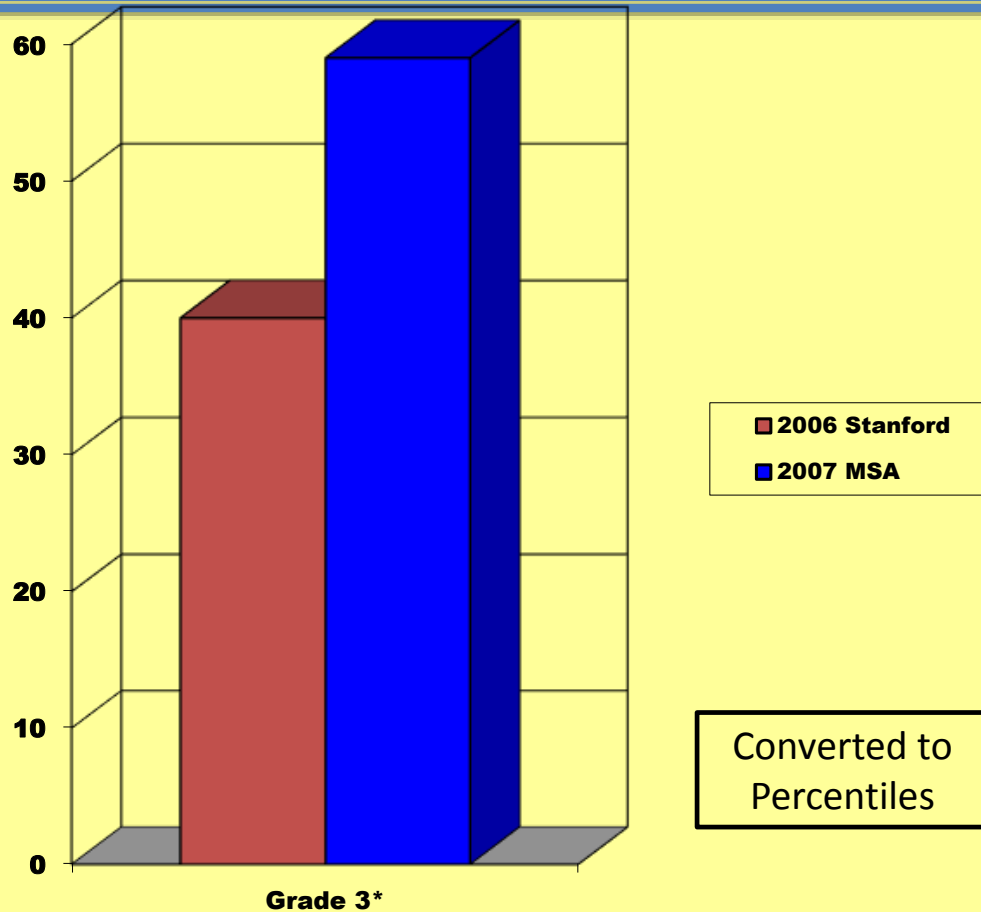


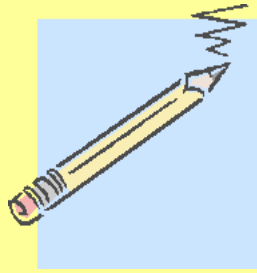
Maryland School Assessment Grades 4 and 5



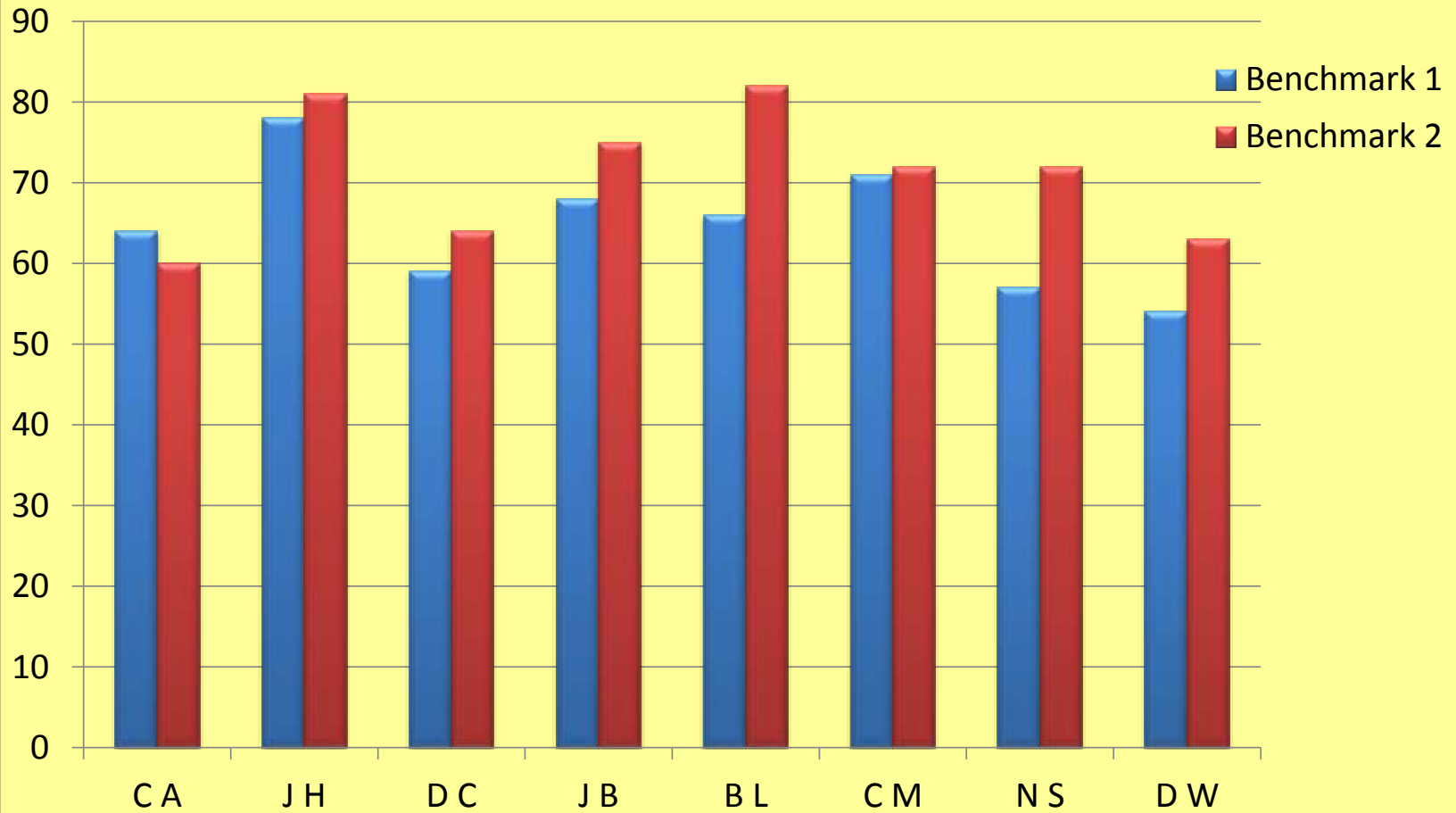


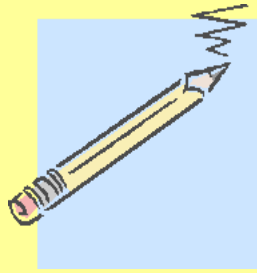
Maryland School Assessment & Stanford— Grade 3





2012-13 Data

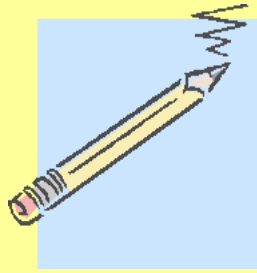




Write Fix Benefits

After the program, **Write Fix** Students:

- Wrote much more willingly
- Were excited about their writing
- Improved spelling on tests and within writing contexts
- Demonstrated a greater understanding of the writing process and strategies
- Established a clearer focus in their writing



Implementing Write Fix

- Begin with an *On Demand* narrative writing sample.
- Survey students to determine their interests.
- Select one or two units for short term intervention.
- Write with your students!