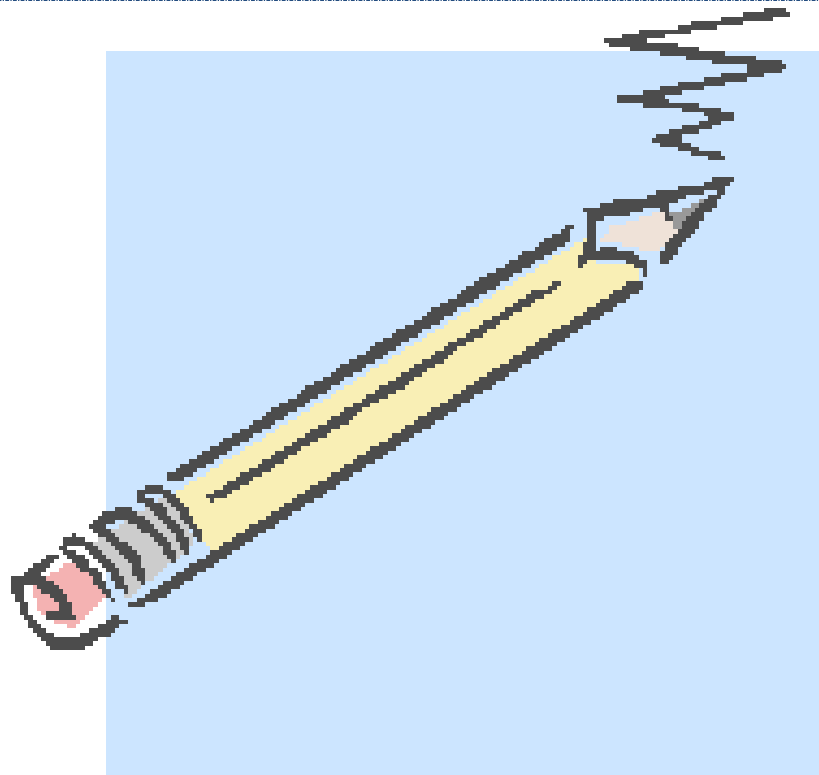


**Write Fix:**

# **An Intervention for Struggling & Reluctant Writers**

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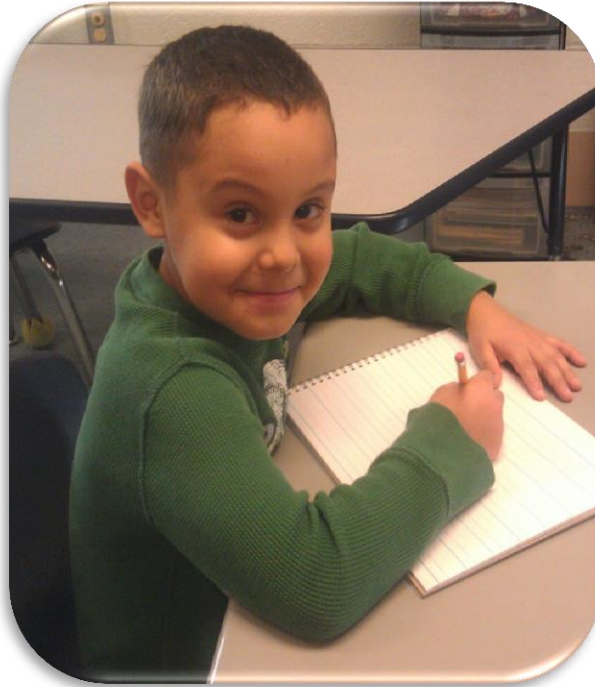
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# Motivating Reluctant Writers

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Reluctant and struggling writers do not approach writing tasks in the same way that good writers do. They often see writing as just putting a bunch of words on paper so they can turn it in. They believe that the more they write, the better, and don't bother to reread their writing and if they do, they make only minor changes. They are very sensitive to criticism and don't see themselves as writers at all. Therefore, it is primary goal of The Write Fix to foster self-confidence and to encourage students to see themselves as creative and effective authors. These tips can encourage even the most reluctant writers.

## Top Ten Tips


10. Draw, then write to activate the creative right side of the brain.
9. Explicitly connect writing to the real-world; tell students why skills are important.
8. Don't **bleed** all over their papers. Require a limited number of changes and occasionally enlist an "assistant."
7. Share lots of examples of good writing.
6. Break it down into manageable chunks.
5. Tap into technology: dictation, typing, or even apps are appealing.
4. Find fun tools: gel pens, scrapbook paper, etc.
3. Capitalize on collaboration. Let them talk!
2. Topics Matter. Offer choice of things that interest students.
1. Celebrate success!! Hold an authors' party complete with awards.

# At-a-Glance Lesson Sequence


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## Daily Writing

 30-45 minutes


 Mini-Lesson (Revising OR Editing)

 3-8 minutes

 Reading Like an Author

 5-10 minutes

 Modeled/Guided Writing


 15-30 minutes

 Sharing

 5 minutes

# Revising Mini-Lesson Routine






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 5-8 minutes

Revision mini-lessons teach students how to change their writing to make it stronger. Revision is the most powerful stage of the writing process; students must be explicitly taught how to add and remove details, make changes, or move information around to make writing easier for the reader to follow.


Mini-Lessons usually focus on one of the Writing Traits but may also focus on Sentence Composing. They should be used in addition to modeling and guided practice in creating genuine pieces.

Use mini-lessons as part of your daily Writer’s Workshop or small group writing intervention. To use one of the lessons:

-  Display the mini-lesson sheet using Smart Notebook or document camera.
-  Cover the page, revealing only the “weak” writing sample. Read and discuss the weak example, and use a think-aloud to model how to revise.
-  Assign students to work in cooperative groups to revise a different but similar example.
-  Have groups make revisions on chart paper, post-its, index cards, or strips of transparency so they can share their ideas with the class. Revisions can be placed on the document camera or read aloud to share.
-  Peer Assess—as you read the student revisions, ask students to show thumbs-up if the revised versions are better than the original.

# Editing Mini-Lesson Routine


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 3-5 minutes


Editing mini-lessons teach students how to proofread their writing for correct spelling, capitalization, grammar, and punctuation. They should be done about every other day to maintain students' skills, but editing should only be done at the end of the writing process, after all of the drafting and revising are complete.


Editing mini-Lessons may focus on a single skill, such as capitalization, or may incorporate several skills. They should be used in addition to modeling and guided practice in creating genuine pieces.

Use mini-lessons as part of your daily Writer's Workshop or small group writing intervention. To use one of the lessons:

 Display the un-edited sentence(s) using Smart Notebook or document camera. Work as a class to edit the sentence(s).

**OR**

 Have students work cooperatively to edit the sentences. Distribute a copy to each group or pair and hold a competition to see who can edit the sentences fastest.

 When students are done editing, take a minute or two to review the skills—explain why you capitalize this letter, etc. Also remind students to edit like this in their own writing.


#### DIFFERENTIATION TIP

You may wish to give clues to offer more support to struggling students:

- Tell the number of errors they should look for.
- Tell what kind of error (e.g. punctuation) to look for.

# Reading Like an Author

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 5-10 minutes


**Reading Like an Author** is a critical part of Write Fix Intervention. Common Core State Standards emphasize the reciprocal nature of reading and writing. In addition, Write Fix uses authentic literatures as mentor texts or sources for writing. Therefore, **reading aloud** or **close reading** should several times a week in the Write Fix routine.

The key for Reading Like an Author is that the teacher models and guides students to view texts as examples or springboards for their own writing. In a Think-Aloud, the teacher makes comments like, “I like the way the author used the word radiant. I think I’m going to use that word in my writing.”

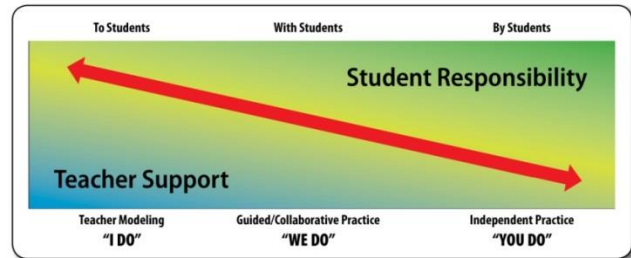
In a close reading, the teacher focuses the students’ attention on the author’s craft and structure. For example, the teacher may ask, “How did the author choose to organize this text? Maybe we can use that same structure in our articles.”






# Modeling & Guided Practice

 15-25 minutes

The writing routine of Write Fix relies heavily on the **Gradual Release of Responsibility**. Teachers share mentor texts or examples of effective writing techniques. They model using Think-Alouds how to apply those techniques. Then they guide students in applying those techniques, in small chunks, in their own writing. This routine is repeated for every skill for every text type.



-  Begin by **explicitly telling** students the skill/strategy. *Good authors use transition words to help the reader move from one idea to the next.*
-  **Model** using a think aloud how you would apply this strategy in your writing. I am going to add the words “in addition” here to show that I’m talking about a new piece of information.
-  **Guide** students in applying the strategy. Circulate among them, stopping briefly to see if students are infusing the strategy. *Let’s look at your writing. I see you gave three different facts about alligators in this paragraph. It was a little hard for me to understand. I would like you to add two transition words to this section.*



# Sharing

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 5 minutes

Sharing writing is an important part of the writing process. Through talking with peers, students can get feedback on how readers react to their writing and learn new methods that they can apply in their writing. In a small group, students have more opportunity to share and be heard. Students should share with partners, in trios, or with the group of 6-8 students.

At the end of each lesson, provide closure by having students share a specific part of their writing. For example, following a lesson on transition words, have students share a section of their writing that includes transition words.

An important component of sharing is accountability. Students should be expected to listen to their peers and provide feedback beyond, “It was nice. I like your story.” Model how to tell the writer something positive about the writing first, then ask a specific question or give an idea to make the writing stronger.