

WRITTEN EXPRESSION

ASSESSMENTS:

1. Conduct a more intensive evaluation of the student's writing skill. Collect and evaluate at least four samples of classroom writing. Determine appropriate goals and objectives for enhancing writing performance.
2. RACED RUBRIC
3. Before developing a specific instructional program for writing, conduct a careful and complete assessment of writing ability. The purpose of this assessment is to identify the specific factors that are affecting writing performance and to determine the student's strengths and weaknesses.
4. Have the student develop a writing portfolio or a showcase of her best work. Use the writings in the portfolio to measure and monitor her growth over the school year, or if possible, several years. Have the student be responsible for selecting the pieces to go in the portfolio. Meet with the student to discuss growth, strengths, and goals.
5. Analyze several samples of the student's spontaneous writing. Particularly assess her [Specify skills that appeared weak or skills in which the student's competence was not clear.]
6. Compare the student's apparent competence in a piece of writing that she has handwritten to writing she has done on the computer to determine whether or not writing improves when the motoric demands are reduced.
7. Evaluate various examples of the student's written expression according to the Six Traits + 1 of the Writing Rubric. This approach to evaluating students' writing categorizes the many components of written expression into six traits, plus one. These are ideas (content), organization, voice (the writer's personality or adopted persona coming out through the writing), word choice (rich and precise vocabulary usage), sentence fluency (rhythm and flow of the language), and conventions (basic writing skills)—plus--presentation (the "look" of the finished piece). Each trait is evaluated on a 6-point scale according to specified criteria. Use of the Six Traits teaches student writers to analyze their own writing and that of others in a workshop atmosphere while maintaining a clear focus on what they need to do to improve.
8. Use the Process Assessment for the Learner (PAL) test (Berninger, 2001) to evaluate the student's writing skills in more depth and identify the specific skills requiring intervention

PROGRAMS:

Use the instructional/evaluation approach advocated by the Northwest Regional Education Laboratory (NWREL) to help the student become aware of what good writing looks and sounds like.

Use the writing process approach with the student for writing assignments (Flower & Hayes, 1980; Graves, 1983). Within this approach, help her to understand the purpose of each stage of the writing process. Explain that writing is a recursive activity that usually involves multiple drafts and revisions, prior to publishing

Consider using a direct instruction approach, such as Expressive Writing (Engelmann & Silbert, date?), to teaching basic written expression skills. Within the framework of a highly structured,

teacher-directed process, students learn to integrate sentence writing, paragraph construction, and editing skills. Level 2 includes more sophisticated and conversational writing with complex sentences and more advanced punctuation. Expressive Writing is intended for grades 4 and above

Manipulative Visual Language (MVL) (Gore & Gillies, patent pending) to teach grammar and sentence structure. Developed by teachers of the deaf, MVL is a hands-on program that provides students, deaf or hearing, with a visual, manipulable model of English grammatical elements. The program utilizes 2- and 3-dimensional forms--variously shaped, colored, and coded--to represent different parts of speech. Concepts of nouns, verbs, verb tenses, prepositions, and other parts of speech are introduced through the use of these shapes. Once the concepts are understood, English sentence structure is introduced, and ultimately, literature is incorporated. MVL is recommended for elementary students to establish an early, strong foundation in English grammar and is also appropriate for use with older students still struggling with these skills.

The Sentence Writing Strategy (Schumaker & Sheldon, 1985) assists the student in learning to write grammatically correct sentences of increasing complexity and the related grammatical skills. This strategy, appropriate for middle school age and above, starts with simple sentences and gradually adds sentence elements until the student is writing compound-complex sentences. Instruction can be done individually or in a group.

1. *Writing Skills 2* (King, 1993) and *Writing Skills for the Adolescent* (King, 1985).

use educational software designed to facilitate research, the use of reference materials, organization of reports, and access to reliable information on the Internet. An example is the *Microsoft Encarta Reference Suite* which includes an encyclopedia, a globe, reference materials, and a research organizer. The encyclopedia articles have associated pictures, sounds, videos, and links to related websites. The globe allows the user to magnify any area, see different types of geographical boundaries (e.g., political, climate), mark geographic points, and filter out cities by population levels. Reference materials include a thesaurus, a dictionary, famous quotations, a style guide, a dictionary of computer terminology, and an almanac. The Research Organizer facilitates the organization of electronic "notecards," proper citation of resources, incorporation of graphics, and putting the report together. An option enables the user to have the built-in speech synthesizer read the text aloud.

INTERVENTIONS:

1. Make sure that the student spends at least 30 minutes daily on writing activities. Before writing, have the student consider the purpose, her point of view, and the audience who will be reading her paper. Teach the student the differences between narrative and expository styles. As a basis for discussion, give the student a paragraph written in narrative style and another written in expository style, but with similar information. Discuss with the student the stylistic differences.

Motivation

Develop an incentive program to motivate the student to increase the quantity of her writing. Establish a set of rewards and set criteria for the amount of writing expected for each assignment. You may want to develop specific criteria for a minimum level of quality and discuss these with the student. Gradually fade the reinforcement as the student's competence, and hopefully, her motivation increase

1. As a service to younger students, have the student write short summaries of lower-level books and attach them to the inside jacket covers. The younger students can then read the summaries to see if they are interested in the books.
2. Based upon her interest and talent, provide the student with activities that include opportunity for both artistic and written expression. For example, have her write and illustrate a story or book, or a brief description of a picture she has drawn. Provide opportunities for her to share her written work with others.
3. Have the student engage in meaningful writing activities that emphasize the communicative and interactive nature of writing, such as writing letters or postcards to friends.
4. Identify the types of writing that the student may be required to perform in vocational and other settings in the future, such as applications for jobs, college, or a bank loan. Assign a variety of relevant writing assignments.

Journal

1. Have the student keep a daily journal. Allow her to select her own topics and provide topics if she cannot generate any ideas. Set time limits or designate the quantity of writing (e.g., two sentences, a page). When reviewing the journal, write specific and legitimate positive comments about the content.

Grammar/Syntax/Morphology

1. Do not require the student to participate in grammar exercises, such as memorizing and identifying the parts of speech. Instead, concentrate on methods that will improve the quality of her writing, such as providing models, direct feedback, or sentence-combining exercises.
2. Provide practice writing paragraphs in different verb tenses: present, past, and future. During the editing stage, help the student check to ensure that she maintains consistency with verb tense.
3. Use sentence starters to give the student practice in different ways to expand sentences (e.g., "That is the man who _____" or "The movie got exciting when _____"). Provide practice with a variety of sentence patterns. Use this activity to complement teaching specific sentence types.

4. Use sentence-combining exercises to help the student write longer, more complex sentences. Present the student with a set of simple sentences to combine. Begin teaching sentence combining with just two sentences and gradually progress to more complex transformations. Specific patterns may be taught, for example, by asking the student to use the word “who” to combine the sentences. Use this technique several times a week for 10 to 15 minutes.
5. Teach the student to combine sentences into more complex structures by using transitional words (e.g., continuation, sequence, conclusion, causal, conditional, comparison/contrast). Directly teach transitional words to introduce subordinate clauses and to clarify the meaningful relationship among sentences. A good list of transitional words is “Signal Words,” in *The Reading Teacher’s Book of Lists* (4th ed.), (Fry, Fountoukidis & Kress, 2000).
6. Use graphic organizers to demonstrate the relationships among prefixes, suffixes, and root words. Write the root word in the middle of the map and then prefixes and suffixes extend from the side. After completing the map, have the student attempt to write all of the words that can be formed through the addition of various affixes. You can put the root word in the middle so that the student can read across from prefix to root word to suffix, creating various derivations of the word. Or, as an alternative, a prefix or suffix can be placed in the center of the map.
7. Ask the student to expand orally on a sentence that she has written, adding descriptive words and phrases, additional details or more explicit adjectives. Have the student then rewrite her sentence incorporating her new expansions.
8. Use a slotting technique (Poteet, 1987) to help the student expand sentences. Take a story that the student has written and put in blanks where the sentence can be expanded. Have her add adjectives, adverbs, phrases, and/or clauses to make the writing more mature.

Vocabulary

1. Help the student increase her vocabulary by having her work with a peer or a small cooperative learning group to generate as many words as they can, related to a current topic of study, and explain how the words are related to the topic. As a second step, to clarify the conceptual or grammatical relationships among the words, have the group design a semantic map to connect them.
2. Because her oral vocabulary is more mature and extensive than the words she uses in writing, encourage the student to use more of her oral vocabulary in writing by assuring her that she will not be penalized for spelling mistakes, and praising her when she uses more precise vocabulary.
3. Help the student eliminate overused or redundant words in her writing, such as *good* and *nice*. List the target words at the top of the paper before she begins writing a story to remind her that she must think of substitutes for these words. You may also generate with the student, or a group of students, words and phrases with strong, definite meanings, categorizing them by part of speech. Then, when stuck on an overused word, the student would check the adjective list for an alternative word with a more precise meaning, such as *virtuous*.

4. Use a five-step strategy (Harris & Graham, 1985) to help the student expand vocabulary in her compositions. Target a certain type of word, such as nouns, adjectives, or verbs. To begin, select a picture and present the following five steps on a chart:
 - a. Ask the student to look at the picture and write down a list of the type of targeted word, such as adjectives or describing words.
 - b. Have the student think of a story that will use the selected words.
 - c. Ask the student to write a story that makes sense and uses as many of the words as possible.
 - d. Have the student read the story and ask these questions: Did I write a good story? Did I use the selected words?
 - e. Have the student edit the story and try to use more of the type of words selected.

5. Prior to writing, have the student set a goal for the number of describing words to be used in the story. After completion of the story, have the student count the number of targeted words used and chart this number on a graph. Students can also do this type of activity in pairs or small cooperative groups. The additional dialogue with peers can help students expand their own word knowledge.

6. To build awareness of the importance and power of word choice for a writer, read short stories and essays to the student that are rich in the use of words that evoke clear ideas, vivid images, and emotions in the reader. Brainstorm and list the words and phrases that she found particularly effective or which were used in an unexpected way. Define words that are new to her. For comparison, read stories and essays in which the word choices are mundane and brainstorm and list the words that are over-used. Compare strong and weak word choices, their effect in communicating the intent of the writer, and the response they evoke in the reader. Have the student start a list of “strong words” to refer to when she writes, and to add to it whenever she finds a word or phrase that she particularly likes.

7. Use a synonym cloze procedure to help the student increase her writing vocabulary. After a draft of a story is complete, underline words that could be more descriptive. Delete each word to be changed and then write it under the line. Have the student, or help her, determine other words that would make the story more interesting.

8. Teach the student how to use a thesaurus to locate more precise vocabulary for her papers and themes.

9. Have the student review her paper and underline all words for which she would like a synonym. Teach her how to use a thesaurus or a pocket-sized, computerized spelling checker with a thesaurus to find and select alternative words.

10. To increase vocabulary, demonstrate how words can be grouped into a superordinate system. As an example, the superordinate structure of animals would include *cows*, *horses*, and *zebras*. Or, students can practice grouping words into semantic categories, such as things to eat or drink.

Prewriting

1. Help the student increase her sensitivity to and interest in the purpose and communicative functions of writing. When making assignments, provide clear, concise reasons as to why a given writing activity is important so that the student views writing as a meaningful activity.
2. In the prewriting phase, provide the student with a variety of activities that will involve her in thinking about and discussing the topic in detail.
3. Just prior to teaching language and thinking skills in writing, such as using descriptive language, organizing information, or using introductions or conclusions, read with the student and have the student read many examples of writing illustrating both good and poor use of the skill. Ensure that any reading she does is at her independent reading level.
4. For prewriting, encourage the student to jot down all of the ideas and details she can think of about the chosen topic without regard to spelling or handwriting. Then, help her put together all of those that are related in some way and throw out those that do not seem to fit. Guide her in using this rough organization to develop a simple outline, a chart, or a graphic organizer. Putting each detail on a piece of paper from a sticky pad will allow her to try out and change arrangements easily.
5. Use a colorful action picture to elicit oral details from the student or choose music for her to listen to. Have her record her thoughts about the picture or the music, then create a composition or story based on her thoughts and the notes.
6. Have the student generate and then answer a series of questions that she will be able to use to organize the writing assignment. Have the student locate and answer the questions before writing.
7. Prior to writing, brainstorm with the student any words or phrases that she thinks she may want to use in her paper. List all the words on the board or a piece of paper. As skill improves, you may designate specific categories of words, such as action or descriptive words.

Topic Selection

1. For writing assignments, let the student select topics that are familiar and interesting to her. You might also allow her to discuss a chosen topic with several peers to get their information, record it, and incorporate it into her writing.
2. To improve motivation and provide support for skills and idea generation, have the student pair up with a peer and select a topic to write about that they are both interested in. Have them work together to collect data and organize the information that they acquire about the topic.

3. Help the student learn to narrow her topic so that she can “write more about less” to draw the reader in. Help her to select a topic, event, or experience, discuss it, and choose only one part to write about. Have her look at that one piece as though through a microscope--all aspects are magnified and more are evident. Read to her or have her read many pieces of writing in various genres that illustrate this approach and, for contrast, many that just say a little about a lot of things. Discuss the differences and what makes one more interesting than the other. For example, if her topic is her trip to Disneyland, rather than just listing all of the rides she went on, she could select one, Space Mountain, and describe it as a total experience—the boredom of waiting in line, her anticipation as she moved closer to the launch pad, the feeling and sights of “entering space,” the motion of the car and her fear or exhilaration, and so on.
4. Have the student keep a writer's notebook where she can record any ideas that she may have for future writing topics.

Background Knowledge

1. Prior to presenting writing assignments, make sure that the student has the background knowledge required to write about the topic. If not, provide the necessary instruction.
2. Before writing an assignment, encourage the student to answer several questions, such as: What do I know about the topic? What experiences have I had with it? What do I want to say about this topic? Have her record her ideas on paper before she starts to write.
3. Have the student write about an interesting picture. Before she begins, have the student describe all the things she sees, relate the picture to her own experiences, and tell what seeing the picture makes her think about. List her responses on a paper. When the student cannot think of anything else, help her to categorize the ideas. Once the student's ideas are organized, have her write a story about the picture.
4. To help the student and her classmates generate ideas for writing, use a prereading technique. For example, to generate ideas for a position paper, you might use the Anticipation Guide. Write a few statements about a controversial topic, have the students consider, individually, if they agree or disagree (and to what extent), and conduct a discussion. Before starting, tell the students to write down their thoughts as they consider the statements and to continue to write down ideas, theirs or others,' throughout the discussion. Stop the discussion while the students are still quite involved and much information has been shared. Direct the students to write a statement of their opinion about the topic and use their notes to provide well-considered reasons. [See Strategies: Anticipation Guide.]

Semantic Maps/Graphic Organizers

1. When teaching the student text structure strategies, such as semantic mapping, provide sufficient practice with the technique for her to feel competent before assigning writing. For example, draw semantic maps on the board when lecturing or have students work in groups to create maps based on the lecture.
2. Work on prewriting strategies using graphic organizers. Teach the student how to organize her ideas and details into topic areas or generate subtopics related to the main topic and add details. Help her to recognize information that does not belong to any of the subtopics and to omit it.

The ability to visualize a variety of text structures will help the student to organize her ideas in any writing assignment for which she can envision a structure. As you teach different types of text structures, match each to a graphic organizer and explain how they are related.

3. When using a structured overview or semantic map, after the map has been created, have the student verbalize the relationships among the ideas and details before writing.
4. In the instructional program, place an emphasis on prewriting activities, such as brainstorming followed by semantic mapping, so that the student's ideas will be organized prior to beginning a writing assignment.
5. Teach the student to use graphic organizers, semantic mapping, and/or structured overviews to organize her ideas and clarify the relationships among her ideas prior to writing.
6. Use graphic organizers to help the student improve her vocabulary. For example, have her place a word in the center of the map and then generate synonyms or antonyms for the word in the outside circles. Or have her write a word in the center of the map, and then generate all the derivations of that word (e.g., friend-friends, friendly, friendship, unfriendly, befriended, etc.)
7. Use an adaptation of the K-W-L (What I Know, What I want to Learn, and What I've Learned) strategy that adds mapping and summarization (Carr & Ogle, 1987). To add the mapping component, have the student categorize the information listed under L. The topic forms the center of the map. For example, if the student were learning about the planet Saturn, she would write "Saturn" in the center of the map. Lines are then added to show the relationship between the main topic and the facts that have been learned. For the summarization component, the student can use the map that depicts the organization of the information. The center of the map becomes the title of the essay and each category is used as the topic for a new paragraph. The student may then add supporting details to expand the paragraph or explain the topic further.

8. Use maps, webs, or frames to assist with writing. Initially, teacher modeling and cuing are necessary until the student learns to use the strategy independently. Begin mapping with the brainstorming of ideas. The purpose of brainstorming is to increase background knowledge and help the student retrieve prior knowledge. During the brainstorming or free association stage, place emphasis upon divergent thinking and the rapid production of ideas. Write one- or two-word cues to represent concepts or ideas as they occur. When the student is not able to generate any more ideas, return to each cue, elaborating upon the idea within. Color-code ideas that can be grouped or categorized together, and/or write the ideas on a graphic organizer developed for the text type (e.g., compare-contrast). Develop paragraphs for each category, expanding upon the ideas already formulated.
9. As the student becomes more familiar and confident with the use of cognitive mapping and graphic organizers, help her learn to categorize the ideas as they are generated. Once she can construct her own organizers, she will be likely to benefit from explaining her organization and ideas to others.

Story Structure

1. Provide a variety of oral language activities that will help the student develop the characters, plot, and outcome of her stories prior to writing. Use organizational strategies that emphasize oral development of the story prior to writing.
2. Teach the student simple questions to use when writing stories. For example, write on an index card: Add additional questions as the student's skill increases.
3. Teach the student a simple story grammar to help her organize her stories. Teach her that all stories have a beginning (setting, main characters), a middle (a problem), and an ending (resolution to the problem). Have her complete a story chart prior to writing.

Who?
Did What?
Add -->

Teach the student to use a story structure to identify the elements most stories share. Having a framework into which to set the elements of a story as she hears or reads them, makes it easier to store and retrieve the content. Knowing the structure and the critical elements also facilitates the generation of ideas for stories, their internal organization, and elaboration of the elements. STORE the Story (Schlegel & Bos, 1986) is a relatively simple strategy for teaching story structure; the acronym stands for **S**etting, **T**rouble, **O**rders of events, **R**esolution, **E**nding. The teacher explains and guides discussion of the elements, demonstrates and models the strategy, and provides guided practice and independent practice. For writing, this strategy is easily integrated with the Writing Process Approach.

4. Give the student practice with story structure using a macro-cloze technique. Delete specific information from the story, such as the setting, description of the main characters, or the ending. Help the student reconstruct the missing story part. Have her check to make sure that the missing story part is consistent with the other information in the story.

5. Use the mnemonic strategy, W-W-W, What=2, How=2 (Graham & Harris, 1989) as a prewriting strategy for narrative text. Prior to writing, have the student answer the following questions:
 - Who is the main character? Who else is in the story?
 - When does the story take place?
 - Where does the story take place?
 - What does the main character do?
 - What happens when he or she tries to do it?
 - How does the story end?
 - How does the main character feel?

Paragraphs

2. Teach the student that a paragraph expresses one main idea and the topic sentence introduces the idea. Details are provided to support the main idea, and final sentences are used to summarize the main idea or provide a transition to a related idea.
3. Review with the student the major purposes of a topic sentence: introduction of the type of paragraph or essay that is being written and clear specification of what the paragraph or essay will contain. Have the student develop a variety of topic sentences to introduce different types of paragraphs or essays. The student would benefit from activities, such as those provided in *Writing Skills 2* (King, 1993) and *Writing Skills for the Adolescent* (King, 1985).
4. Teach the student how to write short paragraphs that follow a narrative sequence. Give her a series of pictures that illustrate a sequence of events and have the student write a sentence about each card. Show her how to use sequence words, such as *first*, *then*, *next*, and *finally*.
5. Teach the student different cohesive ties that can be used in reports organized by chronology (e.g., *first*, *then*, *later*, *finally*). Show her how to write a transition sentence between paragraphs.
6. Teach the student how to write a variety of formula paragraphs including: expository or enumerative, contains the main idea and supporting details; sequential, describes an event in chronological order or in a number of ideas; and compare/contrast, describes similarities and differences between two things. Provide sufficient opportunities to master one type of paragraph before introducing another.
7. Teach the student how to organize expository paragraphs by using statement-pie (Hanau, 1974). The statement is the main idea of the paragraph and the "pie" includes the proof, information, and examples. Model how to write a main idea statement and then develop several related supporting sentences (the pies). Provide systematic practice with multiple examples until the student is ready to use this format to write paragraphs.

8. Use the strategy presented by Sparks (1982) to help the student develop expository writing skills. Teach the student that main ideas are the first power (1st power), and that the details are second powers (2nd power). Additional details are placed under the second power sentences (3rd power). The student can indent details under higher powers to illustrate subordination.

1st Power: Main idea statements

2nd Power: Major details or subtopics

3rd Power: Minor details.

Begin teaching a three-sentence paragraph and progress to seven-paragraph reports.

Report Writing

1. To facilitate writing in a more literate style, teach the student to differentiate between oral and literate language. After reading many examples of oral and literate language and discussing the differences, a sequence of activities requiring increasing skill may include: (a) dividing pairs of sentences into categories of style (oral and literate), (b) labeling a given sentence as oral or literate in style, (c) rewriting sentences from oral to literate style based on previous practice in complex sentence structures and cohesive devices, and (d) rewriting passages in a variety of styles (e.g., letter to a close friend, news article) (Wallach & Miller, 1988). As much as possible, include practice using the student's language.
2. Help the student learn to differentiate major topics from minor details as she is collecting and organizing facts for a report. Have her list all the information that she thinks is important (or provide her with a list of information) and then help her think of ways to categorize the major and minor points.
3. Teach the student how to use a variety of reference books both to obtain information and to find out where to go to obtain information. Also, teach her how to use the public library computers to search for and put a hold all types of library materials and how to use her home computer to log on to the library's system so that she can "search the stacks" from home.
4. Teach the student how to organize index cards to gather information for writing a report. Teach her to write keywords for the major topics in the upper right-hand corner. Teach her how to sort and organize the cards prior to beginning the first draft.

Compositions/Essays

1. Help the student improve expository writing skill by providing assignments that will help her develop confidence as a writer. Provide intensive feedback and several opportunities for revision.

Teach the student a simple and systematic method of building and organizing compositions by using Kerrigan's Integrated Method of Teaching Composition (Kerrigan, 1979)

2. As the student's discussion of topics in her expository writing appears disjointed, focus writing instruction on clear introductions, transition sentences, and conclusions.

Revising

Feedback

1. Help the student improve her attitude toward writing by increasing the amount of attention and positive feedback she receives on drafts of assignments.
2. In helping the student with her writing, always stress meaning first; then teach any skills that she needs in the context of meaning.
3. Make sure that the student receives specific and legitimate feedback on her writing assignments so that each one she hands in is an opportunity to find out what she did well and what she needs to work on. Try to avoid handing back a paper with a grade and no comments as the effort that writing requires from the student requires acknowledgement.
4. Have a brief revision conference with the student before she attempts to revise a paper. Discuss specific ideas and suggestions that will help the student improve the paper. If needed, write these down so that the student can refer back to this information when revising her work.

Revising versus Editing

1. When revising her work, encourage the student to focus upon the meaning of the text, not on the detection and correction of errors in basic writing skills.
2. Help the student understand that when she is revising and organizing her ideas, she should not simultaneously attempt to edit for spelling, punctuation, and sentence structure. Although some revision strategies provide an editing step, the focus of revision activities is upon organization, clarification, and elaboration of content. Errors of mechanics can be corrected on the final draft.

Rewriting

1. Teach the student how to use the word processor to revise her work. Due to her difficulty with [visual-motor skills, sentence formulation, organization of ideas, frustration tolerance, sustained attention], she will be unwilling and, probably, unable to handle paper-pencil revisions without a high level of anxiety and a feeling of being confronted with an overwhelming and undoable task. Since revision on a computer is so much easier, she is more likely to put more effort into it.
2. Always have the student write her first drafts on every other line on the paper so that when she revises, she has room to rewrite and make marks indicating relocation and deletion of material.

3. Help the student learn how to revise her papers. Make a short list of questions to provide a purpose for reading through her draft and to help her focus on specific aspects of writing. Questions might include: Are there any sentences that are difficult to understand? Where can I make this sound better with more details? Do I have any words that are boring? Have the student focus upon content and communication, not upon mechanics such as spelling or capitalization errors.
4. Show the student various editing techniques that are used for revision, such as cutting up parts of a paper with scissors to reorganize sections or circling blocks of text and drawing an arrow to show where they should be inserted.
5. Show the student how to use a cut-and-paste revision process. Have her locate the best passages in her writing and cut them out. Have her arrange them in different orders. Have her reassemble the pieces in the best order and then write the necessary transitions.
6. Have the student work with a peer who will help her organize and revise her papers.

Outlining

1. Teach the student how to take notes in an abbreviated outline format when reading and then to use the notes for studying for tests.
2. After the student has taken notes during a lecture, have her rewrite the notes in a more organized format, such as an outline or graphic organizer.
3. Teach the student how to create an outline of a chapter using several steps. Have the student: (a) skim the chapter, (b) write down headings and words in bolded type, (c) take notes on important points, (d) draw lines and arrows from additional notes to the headings and bolded type, (e) put roman numerals by the headings and bolded type, (f) put capital letters next to additional notes notes, (g) review items, (h) cross out unnecessary information, (i) renumber and reletter, and (j) create outline.

Note-taking

1. Teach the student a strategy for active listening and note-taking, such as listening for key words, specific verbal cues, that indicate sequence (e.g., *first, then*), a change of ideas (e.g., *but, nevertheless*), and importance (e.g., *more important, listen to this*). Taped lectures from the student's classes are effective practice materials. Provide explicit systematic instruction. Include guided, then independent practice. Monitor the quality of the student's notes.
2. Teach the student how to organize her class notes into a semantic map or graphic organizer.
3. Help the student to increase her awareness of the key points of a lecture. Listen to a lecture with her while you both take notes. After the lecture, encourage her to develop and organize her notes. Then, compare and contrast both sets of notes by looking for and discussing the key points you both wrote down and important information that she has omitted.

4. Teach the student how to take notes from a textbook using the 2-column note-taking strategy. The student folds her paper in half length-wise to make two columns. She titles the first column, “Names, Numbers, Terms, Topics,” and the second column, “Definitions, Explanations, Information.” As she reads, the student writes any important proper names, numbers or dates, and new vocabulary in the first column, one item to a row. As textbooks are divided into sections by subtopic, after reading each section, the student is to take the subheading, make it into a question, and write it in the first column. If it is already a question, she creates a topic statement out of it instead. For each item she writes in the first column, she writes associated information in the second: for names—the importance of the person or place, for numbers or dates—what they refer to, for terms—the definition, and for the question—a brief answer, which should state the main idea. Have the student skip a line or two, and go on to reading and taking notes in the same fashion on the next subsection. To study, the student folds the paper so that only the first column is visible, uses a card to cover all but the first item, reads the first item, and recalls the related information from the second column. She continues, each time covering the items below the one on which she is focused. When she completes the first column, she turns the paper over so that only the second column is visible and repeats the procedure, this time mentally reviewing the related information in the first column (Rooney, 2001).

