

power

Englert, C.S., Raphael, T.E., Anderson, L.M., Anthony, H.M., Fear, K.L., & Gregg, S.L. (1988). A case for writing intervention: Strategies for writing informational text. *Learning Disabilities Focus*, 3(2), 98-113.

This is a writing strategy that organizes all steps in the writing process. It teaches students four different organizational structures for writing papers: *stories*, *comparison-contrast*, *explanations*, and *problem/solution*. When writing *stories*, students use key story elements - Who? When? Where? What happened? How did it end? - to organize their papers. A *comparison-contrast* structure includes information about what is being compared, on what characteristic is being compared, and how they are alike or different. *Explanations* involve telling how to do something. In a *problem/solution* structure, a problem is identified, the cause of the problem is explained, and the solution is stated.

Planning

- Students focus on:
 - The audience for the paper
 - The purpose
 - The background knowledge that is necessary to write the paper

Organizing

- Students then complete a pattern guide to help them organize their papers, this is an organizing think sheet. This represents the text structure being studied. A sample guide for comparison/contrast is shown in figure 1.

Writing

- The teacher demonstrates and thinks aloud to show students how to take the information gathered in the planning and organizing steps and produce a first draft.

Editing

- This step teaches students to critique their own writing and to identify areas in which they need clarification or assistance, an important self-evaluation skill.
- Editing is a two-step process involving student self-evaluation and peer editing:
 - Self evaluation - students reread and evaluate their draft, starring sections of the paper they like best and putting question marks in the

margins by passages they think may be unclear. Then, they think of two questions to ask their peer editors.

- Peer editing - students read their papers to a peer editor. Peer editors then summarize the paper. Next, the editor evaluates the paper, giving an analysis of salient features of the writing that might guide a revision or lead to improvement. For example, the peer editor might suggest that the writer add key words or reorganize the paper for clarity. These suggestions are shared with the writer. Then the peer editor and the writer brainstorm ways to improve the paper.

Revising

- Students decide on changes to be made using their self-evaluation sheets and peer feedback.
- Teacher modeling on how to insert or change the order of information is suggested.
- The teacher and student have a conference, where changes in writing mechanics are suggested.

A final draft is composed on clean sheets of paper.

Figure 1 Pattern Guide

Compare/Contrast

What is being
Compared/Contrasted?

On What?

both same	Alike?	Different?	in contrast to

On What?

similarly	Alike?	Different?	however

On What?

Alike?	Different?

Explanation Text Structure

What is being
Explained?

What are the steps in the process?

What happens first?

What happens second?

What happens third?

What happens last?

Figure 3 **Pattern Guide**

Narrative or Story Structure

Who is the story about?
What is the setting?
What is the problem confronting the main character?
How does the main character respond?
What is the setting?