

W-W-W

What = 2; How = 2

- Graham, S., Harris, K.R., & Sawyer, R. (1987). Composition instruction with learning disabled students: Self-instructional strategy training. *Focus on Exceptional Children*, 20 (4), 1-11.
- Carnine, D. (1995). Curricular interventions for teaching higher order thinking to all students: Introduction to the special series. *Journal of Learning Disabilities*, 24, 261-269.

This is a writing strategy designed to help students ask themselves a series of "story-grammar" questions to generate narrative text: "Who is the story about?"; "What are they trying to do?"; "What happens when they try to do it?"; and "What happens in the end?" The mnemonic, W-W-W, was suggested to help students remember these essential questions, and to make sure they include all the necessary elements when writing stories. The strategy consists of five steps:

Step 1

- Look at the picture - stimulus item.

Step 2

- Let your mind be free.

Step 3

- Write down the story part reminder: **W-W-W What=2, How=2**
 - **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 h/she tries to do it?
 - **How** does the story end?
 - **How** does the main character feel?

Step 4

- Write down story part ideas for each part.

Step 5

- Write your story-use good parts and make sense.