



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

*Effective Writing Instruction
in Middle and High School*

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Overview

- Writing Matters
- Self-Regulated Strategy Development
- Evaluating Student Writing
- Differentiating Instruction
- Writing Across the Curriculum
- Concluding Thoughts



Writing is Important

Secondary teachers have the challenging task of preparing their students to be successful at an institution of higher education and in the workforce.



Self-Regulated Strategy Development

- Students with learning disabilities and students who struggle need tools to help them become proficient at writing.
- SRSD is an evidenced-based practice used to teach students the tools they need to become successful writers.



How much do you know about SRSD?

Fist to Five



I completely understand
(can teach it).



I mostly understand
(can show it).



I understand pretty well.



I need more practice
and examples.



I need help.



I don't understand at all.

Self-Regulated Strategy Development



- 1/3 of high school graduates are not ready for college-level English composition courses (ACT, 2005).
- Using strategies instruction to teach writing has been proven highly effective with students with high-incidence disabilities (Reid et al., 2013).
- SRSD has the strongest impact on writing performance among school-age students of any writing intervention researched (Graham & Perin, 2007).
- SRSD has produced average effect sizes greater than 1.00 for writing quality (Graham et al., 2013).

Self-Regulated Strategy Development

- SRSD is effective with a broad range of writers including struggling writers and secondary students with disabilities (Jacobson & Reid, 2012; Kiuvara et al., 2012; Mason et al., 2013; Ray & Graham, 2021; Ray et al., 2019).
- SRSD is an Evidence-Based Practice (Baker, et al., 2009).
 - 40+ Years of Research
 - Over 200 Studies Supporting SRSD
- SRSD includes (Graham & Harris, 1989):
 - Explicit strategy instruction
 - Explicit genre instruction
 - Support for self-regulation



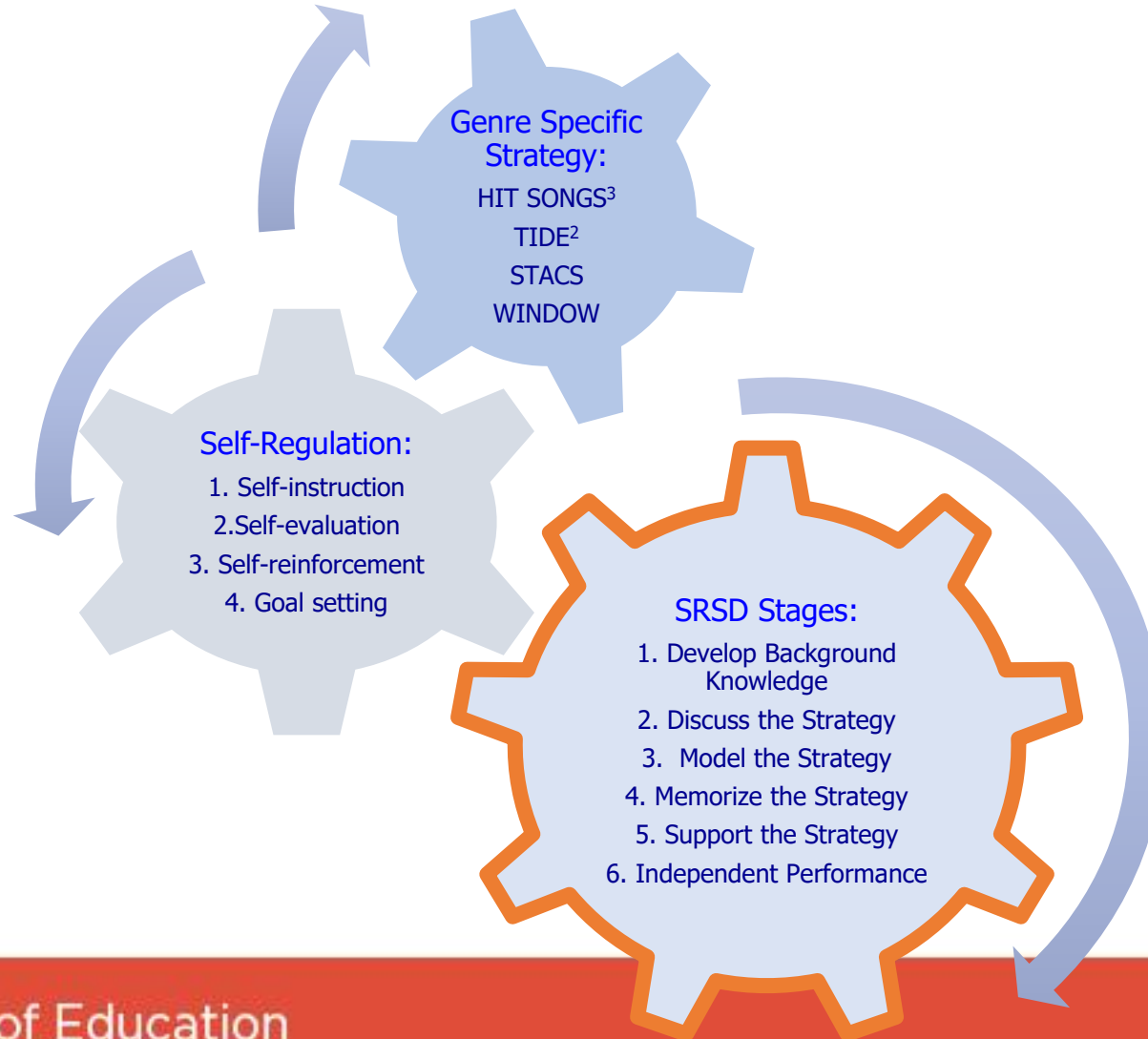
Self-Regulated Strategy Development

Stages of Instruction

SRSD Instructional Model

SRSD **IS** an explicit, scaffolded instructional approach

SRSD is **NOT** a complete writing program



SRSD Stages of Instruction

Stage 1: Develop and Activate Background Knowledge

- Read and discuss the genre
- Develop knowledge of the genre
- Analysis of exemplar writing



SRSD Stages of Instruction

Stage 1: Develop and Activate Background Knowledge

Planning Your Essay
Your work on these prewriting pages will not be scored.

Use the space below and on the back cover to generate ideas and plan your essay. You may wish consider the following as you think critically about the task:

Strengths and weaknesses of the three given perspectives

- What insights do they offer, and what do they fail to consider?
- Why might they be persuasive to others, or why might they fail to persuade?

Your own knowledge, experience, and values

- What is your perspective on this issue, and what are its strengths and weaknesses?
- How will you support your perspective in your essay?

H	workforce not just people
I	intelligent machines
T	machines offer benefits
S	#2 - machines do tasks better
O	strong - robots cut costs
N	employee \$50,000 vs. machine \$30,000
G	agree - machine low-skill jobs positive
S	#3 - paving the way for the future
O	strong - push human race forward
N	airline industry
G	agree - possibilities endless
S	#1 - people less courteous
O	weak - minor cost for efficiency
N	self-check
G	disagree - doesn't support advancement
S ¹	machines beneficial
	• advancement in society • lower cost
	• greater products
S ²	#2+3 - more prosperous + new possibilities
S ³	look toward future

Intelligent Machines

It is no secret that today's workforce no longer consists entirely of people. Rather, machines are being developed to complete many of the tasks which humans have traditionally done. This can greatly increase productivity and efficiency of simple, repetitive tasks. Many people view this as a great positive and point out that it leads to a more uniform and less expensive product which is better for everyone. However, some people are more wary of this popular trend of automating the workforce and question whether this progress is truly positive. I believe their concerns are outweighed by the benefits these machines offer.

To begin with, perspective two is the popular view among companies which are moving toward automation that robots can do many tasks better than humans. For example, in the automotive industry, most of a car's individual components are manufactured by pre-programmed robots which have much greater and more precise output than would be possible for a human. This is a strong argument because robots cut down the cost of production by a considerable amount. If a company hires an employee to complete a simple task for \$50,000 per year but could instead buy a machine for a one time purchase of \$30,000, it is far more cost effective to buy the machine. Lower cost of production means that the goods produced can now be sold at a lower price point which passes the savings on to the consumer. Companies producing goods rightly contend that the use of machines to complete low-skill jobs has only positive impact for everyone.

Beyond these benefits for industry, some believe that machines will shape the future for the human race, as expressed in perspective three. The argument of innovation is a strong one because the invention of new more intelligent machines can push us as humans toward new, unimagined possibilities. For instance, before the first airplane was invented, people could only dream of human flight, but at the moment of takeoff, a whole new world of unimaginable

Intelligent Machines

possibilities was suddenly within our grasp. Through even just that one invention, an entire multi-billion dollar a year industry was born, and our lives improved and advanced in a multitude of ways. My views align with perspective three because who can know what great advancements may be brought about by a more intelligent machine than what we possess today? The possibilities are endless.

Conversely, as expressed in perspective one, there are those who are less enthusiastic about all this progress and advancement. They argue that by not having to interact with fellow humans, we no longer are required to be courteous and have tolerance for others. While this may be true, this is a weak argument because it is a minor cost for a major increase in efficiency. To illustrate, think about self checkout systems in grocery stores. Self checkout permits consumers to procure their goods and get out of the store quickly. This might seem like a small time-saver, but considering how often this experience is repeated reveals a cumulative effect. Across time, consumers end up saving hours, which improves the efficiency of their daily lives, allowing them to spend time on things that are of greater interest and meaning to them. Basically, I disagree with those who are not supportive of advancement through intelligent machines.

Overall, I believe that there are many benefits in using intelligent machines. Whether humans like it or not, machines are becoming more and popular in the workplace and are decreasing the need for humans to work those jobs. This can lead to advancement of society, a greater end product or service, and even a lower consumer cost of goods. This is in agreement with perspectives two and three because machines lead to prosperity and allows for "unimagined possibilities." All in all, many people are frightened of change, but unfortunately for them, the past is gone and now we must look to the future.

SRSD Stages of Instruction

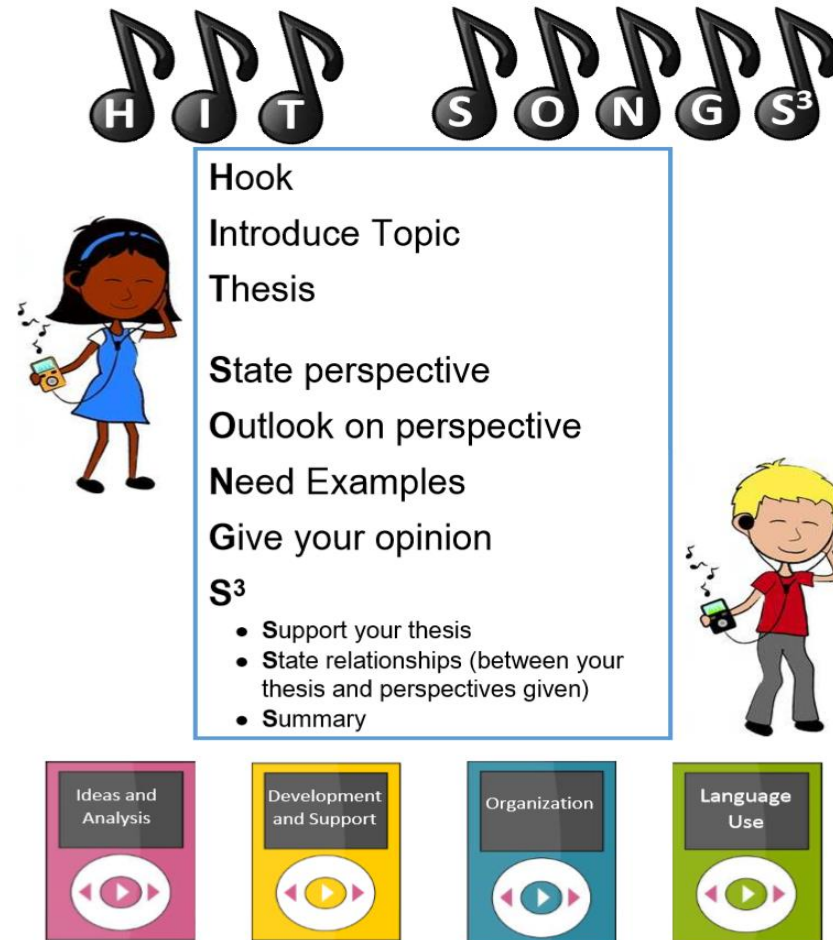
Stage 2: Discuss the Strategy



- Discuss students' current writing and self-regulation abilities, attitudes, and beliefs about writing.
- Emphasize the roles of effort and learning strategies to become a better writer.
- Introduce the genre specific strategy and graphic organizer
- Explain the purpose of the strategy
- Discuss when to implement the strategy during the writing process
- Discussion of self-regulation strategies
- Analyze grade-appropriate exemplar essays and poorly written essays.
- Establish students' commitment to learning strategies and acting as collaborative partners.

SRSD Stages of Instruction

Stage 2: Discuss the Strategy



SRSD Stages of Instruction

Stage 2: Discuss the Strategy

Prompt: School Uniforms

6 [I don't agree with the teachers and parents in Perspectives 1 and 3 who think we should have uniforms.] Our style of dress is what makes us individuals and sets us apart from each other.

N At my school students who dress in certain ways find others who are like them. You always know who is interested in the same stuff as you by what they wear. Imposing a uniform doesn't allow us to make friendships with people you are like ourselves.

N [Uniforms would make people mad. Teachers would find it hard to control all their students because students would want to rebel. Kids wouldn't be able to find friends who are like them and this would cause them to rebel.]

S3 [These are just a few reasons why we should not have a uniform at school. There are many more reasons than just these but these are the most important.]

SRSD Stages of Instruction

Stage 3: Model the Strategy

- Instructor verbalizes the thought process while analyzing the prompt
- Instructor models using the strategy to plan, compose, and evaluate an essay
- Instructor models using self-regulation strategies
- Students help generate ideas and provide suggestions
- Students analyze and discuss strategies and instructor's performance



SRSD Stages of Instruction

Stage 3: Model the Strategy

Intelligent Machines

-tells us issue

Many of the goods and services we depend on daily are now supplied by intelligent, automated machines rather than human beings. Robots build cars and other goods on assembly lines, where once there were human workers. Many of our phone conversations are now conducted not with people but with sophisticated technologies. We can now buy goods at a variety of stores without the help of a human cashier. Automation is generally seen as a sign of progress, but what is lost when we replace humans with machines? Given the accelerating variety and prevalence of intelligent machines, it is worth examining the implications and meaning of their presence in our lives.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the increasing presence of intelligent machines. Just different perspectives

against Perspective One

What we lose with the replacement of people by machines is some part of our own humanity. Even our mundane daily encounters no longer require from us basic courtesy, respect, and tolerance for other people.

supports Perspective Two

Machines are good at low-skill, repetitive jobs, and at high-speed, extremely precise jobs. In both cases they work better than humans. This efficiency leads to a more prosperous and progressive world for everyone.

Supports Perspective Three

Intelligent machines challenge our long-standing ideas about what humans are or can be. This is good because it pushes both humans and machines toward new, unimagined possibilities.

-Does it support, against?
-Pros or cons

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on the increasing presence of intelligent machines. In your essay, be sure to:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.

Same on every Act

H Do you think that student should learn education?
 Z Experiential education
 T I believe that people should learn education
 SH1 - is saying that some people should learn it and some learn it
 O - weak because some people should not learn it
 N - they are too lazy
 G - disagree because people are too lazy to take the time to learn something cool
 SH2 - is saying that people should learn it
 O - strong because it could be so important to that person to get a job to work on cars
 G - agree - I think that people should learn something cool and
 SH3 - is saying that people should not take it at all
 O - weak
 N - to learn cool ideas in mind follow your future
 G - disagree - it hurts your brain and not learn anything you want to learn
 S
 S
 S

Begin WRITING TEST here.

Do you think that people should learn education? Experiential education is where people can learn cool things about education. I believe that people should learn education

To begin with, perspective one is saying that some people should learn it and some do not want to learn it. This is a weak argument because some people should not learn it at all. The people could be too lazy to do anything they want to do. I disagree with this argument because people are lazy to take the time on their own to learn cool education.

Secondly, perspective two is saying that people should learn it. This is a strong argument because it could be so important to that person who is learning it for the first time. For example, education could help to get a job or to help them work on cars if they want to see what a car needs when it breaks down or something. I agree with this argument because people should take the time and use it to learn education. It could be fun to mess with it or to see what it is like.

Finally, perspective three is saying that people should not take it at all. This is a weak argument because people do not want to make their lives so much fun. They want their lives to be boring. For instance, education might have some things for you of what you want to do when you grow up.

WRITING TEST

I disagree with this argument because it hurts your brain to not learn cool things. You can't be smart to know a lot of things around you.

All in all, I think that people should learn education for just once in their life time. This is stating that some people might not have time to learn it. I support with perspective two because it is stating that it is important to learn something new. Education could help you with college some day. Education can help you with your future when you grow up. It is so cool to learn something new for the first time.

SRSD Stages of Instruction

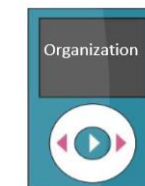
Stage 4: Memorize the Strategy

- Students memorize
 - Mnemonics
 - What they mean
 - Importance of each step



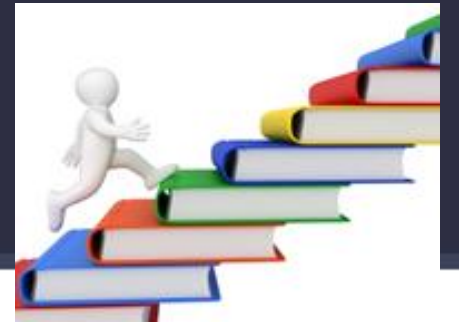
Hook
Introduce Topic
Thesis
State perspective
Outlook on perspective
Need Examples
Give your opinion
S³

- Support your thesis
- State relationships (between your thesis and perspectives given)
- Summary



SRSD Stages of Instruction

Stage 5: Support the Strategy



- Collaborative writing and use of self-regulation strategies
- Establish challenging initial goals and gradually increase goals until final goals are met.
- Gradual shift of control to the students
- Prompts, guidance, and collaboration slowly faded
- Discuss plans for maintaining strategy use and generalizing use of strategy to other contexts.

SRSD Stages of Instruction

Stage 5: Support the Strategy

HIT SONGS ³	
H	Hook: is summer school meant to catch up with school
I	Introduce Topic: Summer school
T	Thesis: make up credits
S	State perspective: 1# → SS help kids graduate
O	Outlook on perspective: strong - chain up on grade to grad.
N	Need example: High school grad lead to college.
G	Give your opinion: I agree 1# so school should help kids graduate.
S	State perspective: 2# = I can't do it all in short time.
O	Outlook on perspective: weak - attend can't learn what they need in summer school.
N	Need example: signat covers most in portat w/ob
G	Give your opinion: I disagree 2# kid can't learn in short time.
S	State perspective: 3# go far in all over next year.
O	Outlook on perspective: not getting kid graduate weak - with judge
N	Need example: no hit school diploma
G	Give your opinion: I disagree 3# kid should be to with
S ³	Support your thesis: should be able to catch up with there class
	State relationships: 1# recalls graduate class
	Summary: Summer school help kids by catching up with there grades.



A ongoing battle between freedom/health
 I Trying to balance two...
 T Health should be the priority...

S strive to achieve greatest good of all ppl
 O strong
 N smoking in restraint
 G disagree

S Freedom is best
 O weak
 N pollution in cars
 G disagree

S right to avoid health risk is freedom
 O strong.
 N smoking endangers all lives
 G agree

S/1s health provides better environment
 S perspective 3,
 S health and freedom hard, but
 I if we do freedom over health, bad future

SRSD Stages of Instruction

Stage 6: Independent Performance

- Students independently
 - Analyze prompt
 - Make a plan
 - Write an essay
 - Reread and revise their essay
- Students independently use writing and self-regulation strategies
- Teacher monitors and supports/enhances as needed.
- Process is repeated until students achieve mastery.



SRSD Stages of Instruction

Stage 6: Independent Performance

Civic Leaders

The prevailing attitude in many countries is that civic leaders must maintain the highest ethical and moral standards. Some people think that this attitude sets a good example for a country and its citizens. Others argue that leaders who show normal human flaws connect them with those they lead and thereby enable progress and growth.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about civic leaders' ethical and moral standards.

Perspective One

Why do we vote for our civic leaders if we want them to be just like everyone else? There are millions of people in this country, and we choose one to represent us all. Leaders should indeed be held to higher moral and ethical standards because all eyes, young and old, are on them at all times. We want the person in a position of power to be someone our children can look up to.

Perspective Two

People will be more likely to embrace and respect their political and civic leaders if they feel they are human and easy to identify with. Look at Bill Clinton - he clearly made errors and showed poor judgment, but is still one of the most beloved former presidents in our nation's history.

Perspective Three

If we do not hold our political and civic leaders to a higher standard, how are we supposed to garner the respect of other countries? For any nations, our leaders are all they know of America. We want to gain their respect and admiration, and the best starting point for doing so is electing individuals of strong moral and ethical stature.

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives as to whether leaders should be held to higher moral and ethical standards than the general population. In your essay, be sure to:

- Analyze and evaluate the perspectives given
- State and develop your own perspective on the issue
- Explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.

H Do u think prez should have high morals.

I b/c so people say prez should have high morals other say it different to be human

I think that if you takeing power with house then u should have high morals

#1 said that prez should be some one to look up to.

O Strong -> I can't person

N all prez are remember

I agree with #1 because u should look up to prez

#2 -> said that were all human

O Weak -> because if you are wrong u should have strong morals

N Abram Lincoln passing law free states.

I disagree because prez live the face of united states.

#3 -> said that nations need to trust.

O Strong -> because other nations need to be able to rely on prez

O Labor nations.

I agree because other nations would be able trust the

US

All, #1
#1 S1 IF u had power of country need to have strong moral and be kind u.

I am most like #1 -> because we need a person with high moral the nation.

I'm cautiously
#2 S2 Would it be what some that have high expectations for you or just a job?

SRSD Stages of Instruction

Stage 6: Independent Performance

Cut Here

Begin WRITING TEST here.

Do you think that the president should have high morals or just be average? Some people say that the president of the United States should have high morals and other people say were all human. I think that if your talking about in the whitehouse then you should have high morals because billions of people will be watching.

Firstly perspective one said that the president of the United States should be some one you look up to and be your kids role models and aspirations. This agreement is strong because the president of the United States is supost to be an iconic person were people should remember the president for years to come. For example, all the iconic president of the U.S. with high morals were remembered. I agree with perspective one because the president should be trusted and look up to by billions.

Secondly, perspective two say that were all human. This argument is weak because if there billions of people will be watching you should have stronger morals. For instent Abraham Lincoln passed a law to free the

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WRITING TEST

states he was an iconic president of the United States, because of his strong morals and he was not just an average Joe in his time on earth. I disagree because the president of the United States should be the face for billions of U.S. citizens.

Finally, perspective three said nations could be able to trust are president of United States. This argument is strong because we need to be able to rely on our presidents. For example, are neighboring nations should know that we are in peace with them and not going to start up any trouble. I agree because other nation should be able to trust the United States of America.

All in all, if you have power of a country you need to have strong morals because billions of people are relying on you and there be watching you every step of the way. I am most like perspective one because we need a president of the United States

If you need more space, please continue on the back of this page.

Do not write in this shaded area.

WRITING TEST

to have strong morals to run the country.

In conclusion, would you want someone that have high expectations for you or just an average Joe person to run your country?

STOP here with the Writing Test.

Do not write in this shaded area.

SRSD Stages of Instruction

Stage 6: Independent Performance

An ongoing battle between freedom/health

I Trying to balance two, ...

T Health should be the priority is ...

S strive to achieve greatest good of # of ppl

O strong

N smoking in restraint

G disagree

S Freedom is best

O weak

N pollution in cars

G disagree

S right to avoid health risk is freedom

O strong

N smoking endangers all lives

G agree

S health provides better environment

S perspective 3,

S health and freedom hard, but

I if we do freedom over health, bad future

Right now there is an ongoing battle between freedom and health. Society is trying to find the best solution to whether freedom outweighs health. There are a lot of supporters on both sides. I believe that the health of others outweighs their freedom, because people should be able to have the right to health.

To start off, perspective one states that our society should strive for the greatest good for the greatest amount of people. It shows that freedom cannot interfere with that. This is a strong perspective because benefits the greater good. For example, someone who drives recklessly creates risks for themselves and others. If that person was able to drive that way, that would cause health risks that could harm others. I agree with this perspective because it benefits the greater good.

Next, in perspective two, it tells that freedom should be the greater good. This is a weak argument because it only can benefit one side. For instance, someone who wants to drive a car but pollutes the air greatly, can be able to. I disagree with this perspective because it does not show any

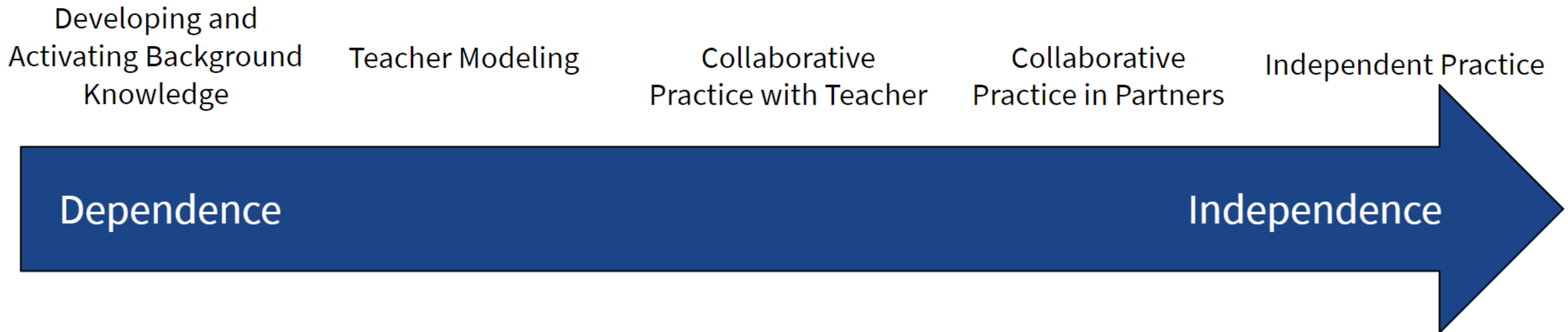
regard for other's health.

Finally, in the last perspective, it tells how people have the right to avoid health risks and that it is a freedom. This is strong because it allows freedom, but shows regard to others. An example would be that smokers risk other's health, and therefore their freedom and cannot smoke. I agree with this because it keeps in mind the health of others.

As stated earlier, health should be the top priority. People can have freedom as long as it doesn't interfere with other's health. My thesis goes mostly with perspective three because it shows how avoiding health risks is a freedom. Ultimately, health and freedom is hard to find a correct median, but it should favor health. If we chose freedom over health, our future could prove worse health risks.

SRSD Stages of Instruction

Gradual Release of Responsibility Model



Self-Regulated Strategy Development

Genre Strategies

SRSD Instructional Model



Contact Information

The POW strategy can be used for any type of writing.



- P** Pull apart the prompt
- O** Organize my notes
- W** Write and say more

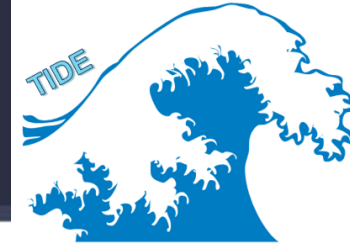
Genre Specific Strategies

- T Topic**
 - Tell what you believe!
- R Reasons - 3 or more**
 - State why I believe this.
 - Use reasons my readers will believe.
- E Explain Reasons**
 - Say more about EACH reason.
- E Ending**
 - Add a final message!



Genre or Writing Skill	Writing Strategy	Source
Argumentative	<p>TREE: Topic, Reason, Explanation, Ending</p>	<p>Geres-Smith et al., 2019; Hoover et al., 2012; Mason et al., 2013; Straub & Vasquez, 2015</p>
	<p>HIT SONGS³: Hook, Introduce the topic, Thesis, State the perspective, Outlook on the perspective, Need examples, Give your opinion, Support your thesis, State the relationships between your thesis and the perspectives given in the prompt, Summary</p>	<p>Ray & Graham, 2021; Ray et al., 2019</p>
	<p>DARE: Develop topic sentence, Add supporting detail, Reject arguments from the other side, End with a conclusion</p>	<p>Chalk et al., 2005; Eissa, 2009</p>

Genre Specific Strategies



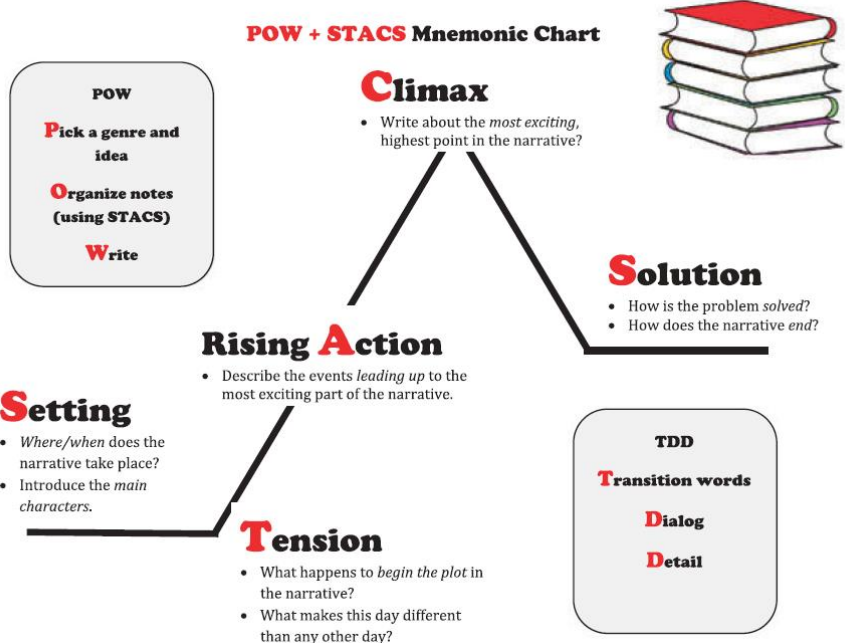
- T Topic
- ID Important Details
- E² Elaborations

Ending

Genre or Writing Skill	Writing Strategy	Source
Informative / Expository	TIDE ² : Topic sentence, Important Details, Elaborations, Ending sentence	Benedek-Wood et al., 2014
	PLAN and WRITE: Pay attention to the prompt, List main ideas, Add supporting details, Number your ideas Work from your plan to develop thesis statement, Remember your goals, Include transition words in your paragraph, Try to use different kinds of sentences, Exciting/ interesting/ \$100,000 words	Burke et al., 2017; De La Paz, 1999
	IBC: Introduction, Body, Conclusion	MacArthur & Philippakos, 2010

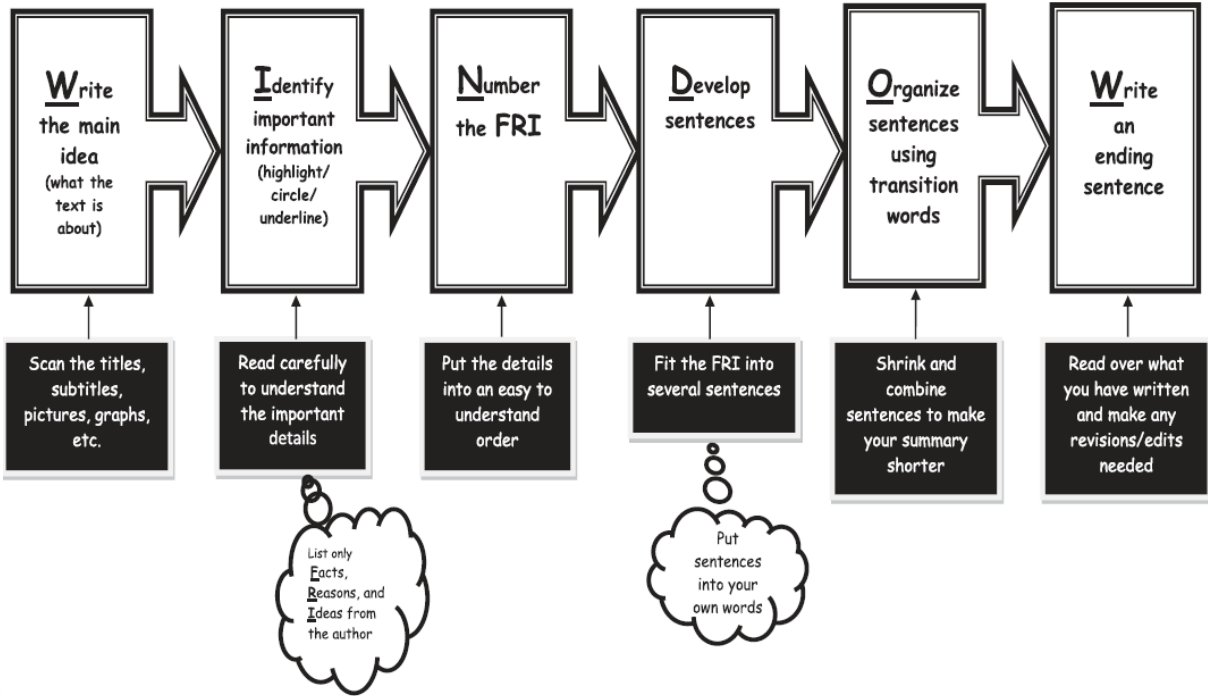
Genre Specific Strategies

Genre or Writing Skill	Writing Strategy	Source
Narrative	STACS: Setting, Tension, rising Action, Climax, Solution	Foxworth et al., 2017
	MIND: Main Idea, Numbered subtopics, Details	Sundeen, 2012



Genre Specific Strategies

Genre or Writing Skill	Writing Strategy	Source
Summary Writing	<p>WINDOW:</p> <p>Write a topic sentence, Identify important information, Number the pieces of identified information, Develop sentences, Organize sentences using transition words, Write an ending sentence</p>	Asaro-Saddler et al., 2018; Saddler et al., 2019



Genre Specific Strategies

Genre or Writing Skill	Writing Strategy	Source
Paragraph Writing	GO 4 IT . . . NOW!: Goal statement (topic sentence), Objectives (4 of them, supporting details), Identify a Timeline...Name topic, Order details, Wrap it up and restate topic	Konrad & Test, 2007

Goal _____

Objectives _____

4 (4 objectives) 1. _____

2. _____

3. _____

4. _____

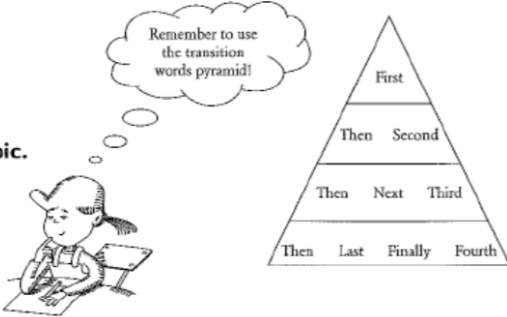
Identify _____

Timeline _____

Name your topic.

Order your details.

Wrap it up and restate topic.



Genre Specific Strategies

Genre specific strategies help students:

- Develop and organize a plan for writing
- Write an essay that includes all essential genre elements
- Evaluate and revise essays

H battle on school ad
I soft drink ad on bus and school generates it but
parent org. oppose
T should keep it until a better opportunity fund
fund comes.

S school may as well get money benefits
O strong - shows both sides
N kids see commercials
G agree

S school is not right place
G weak, doesn't talk about funds
N kids informed with eating habits less likely to be obese
G disagree

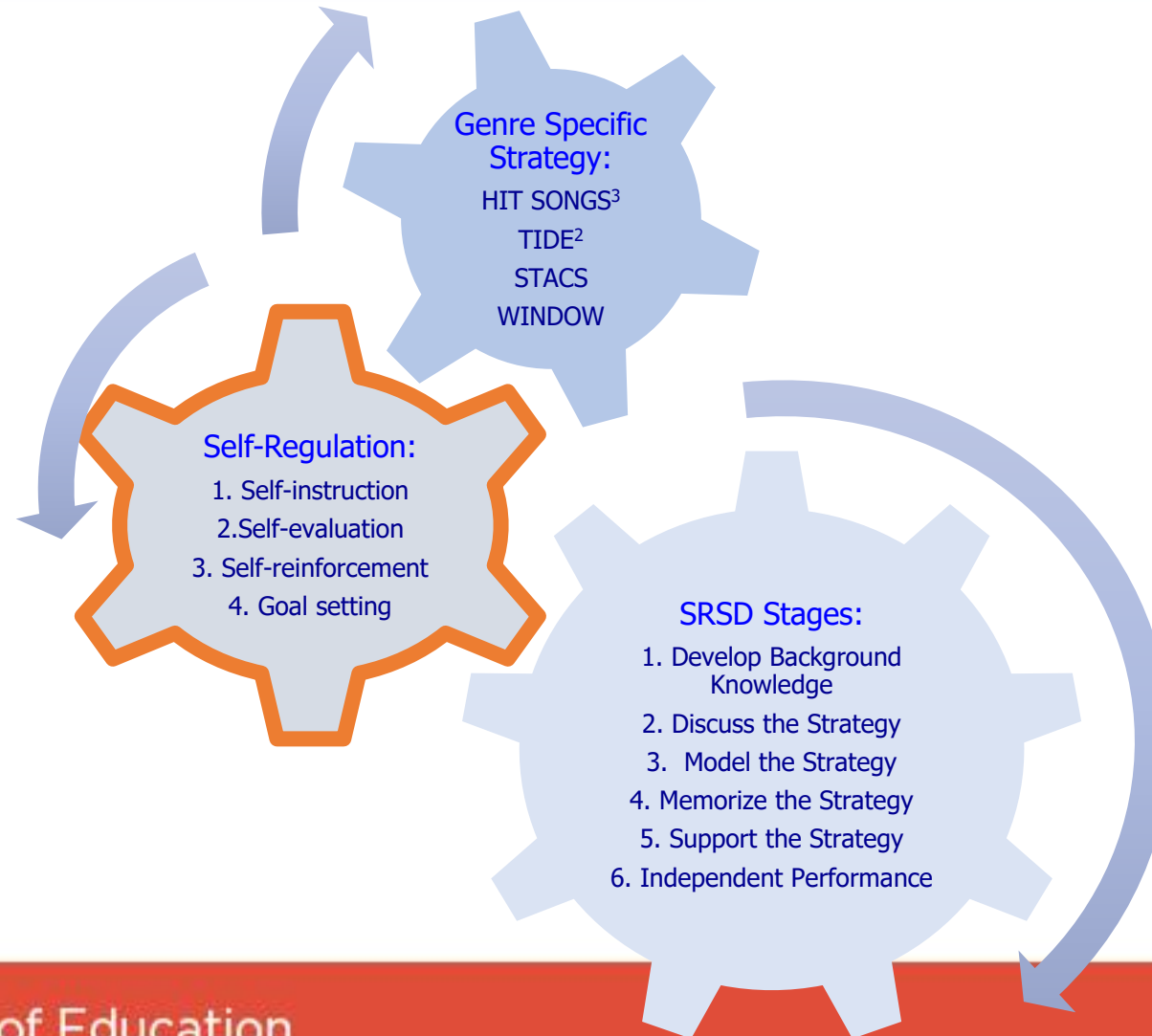
S need of funding trumps need to inform
O strong - talks how its bad
N wait for new funding method
G agree -

S should keep it
S will not generate as much funds
S perspective 3
S school will probably try to find new funds
determine the meeting point

Self-Regulated Strategy Development

Self-Regulation Strategies

SRSD Instructional Model



Self-Instructions

Self – Statements

To think of good ideas:

Calm down it will be fine

Writing an essay is not the end of the world.

There right/wrong answer

What do you think

While I work:

Just Relax, it doesn't have to be perfect

Come back to it later, a better word will come

Don't think too critically, I'm sure it's fine

Go with your gut

To check my work:

Re-read it twice just to be safe

It's okay in spelling as long as it isn't too far off the mark.

Did I include everything I thought of when crafting this essay.

Self – Statements

To think of good ideas:

Know about topic

Keep on topic

While I work:

Pace yourself

Do your best

Use better words

Use Hit songs

Transitions

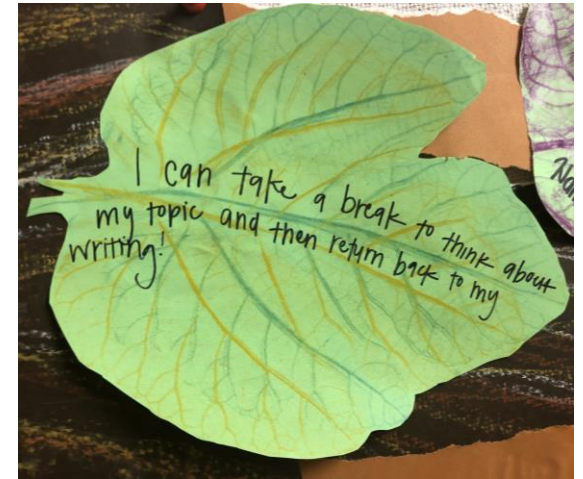
To check my work:

Planning sheet check off

Re-read

Make sure it's logical

Compliment yourself



Self-Instructions

1. Problem Definition

- “What is my purpose for writing?”

2. Focusing Attention & Planning

- “I need to make a plan.”

3. Strategy

- “I can use HIT SONGS³ to plan my essay.”

4. Self-Evaluating & Error Correcting

- “Have I followed all the steps? Let me check. Oops, I missed one; That’s okay, I can revise.”

5. Coping & Self-Control

- “Okay, I need to go slow and take my time. I can do this.”

6. Self-Reinforcement

- “Hurray! I’m done!; I’m getting better at this!”

Did I include all
18 parts of HIT
SONGS³ in my
essay?

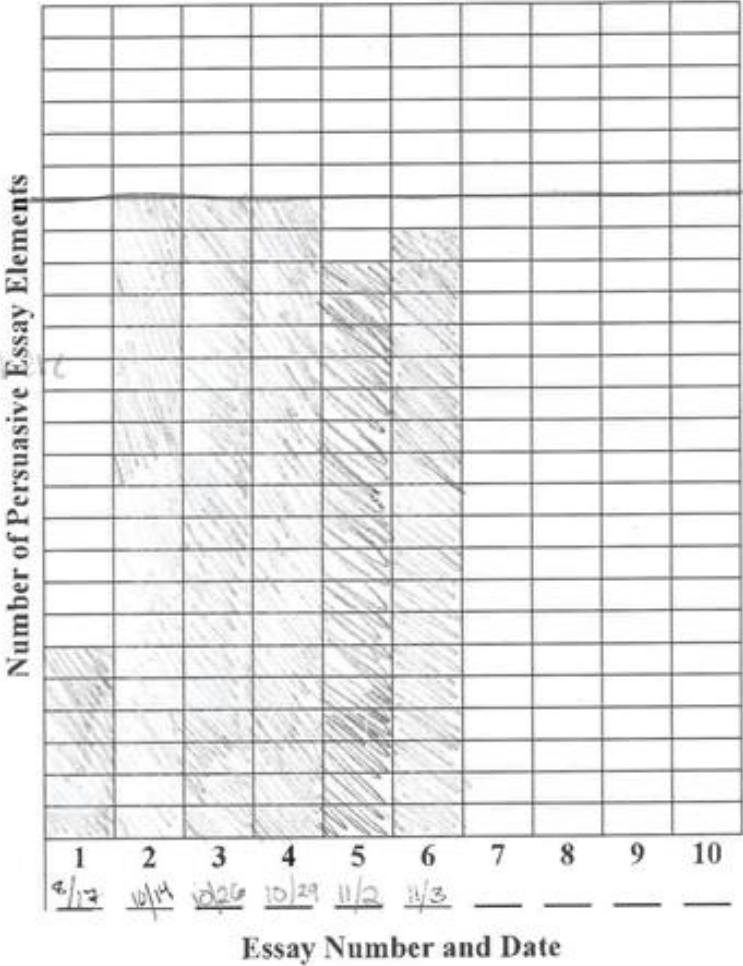


Self-Evaluation and Goal Setting

- Self-evaluated essays
- Graphing genre parts
- Helps students visualize progress
- Allows students to see where improvement is needed

Goal: write a good argu-
mentive essay with at
least 20 points.

- Essay Topic
1. Endangered Species
 2. Competitive Academic Atmosphere
 3. Summer School
 4. Gov. Funding for the Arts
 5. Wilderness Areas
 6. Civic Leaders
 7. _____
 8. _____
 9. _____
 10. _____



Self-Evaluation and Goal Setting

Initial Goal:

- Include 18 argumentative elements

Goal: To write an argumentative essay for the act using HLT subs with 18 or more parts.

Individualized Goals:

- Adding an additional example to support thesis
- Using different transitions at the beginning and within paragraphs

- Essay Topic
1. Experimental ed
 2. School uniforms
 3. Academic competition
 4. SS
 5. Technology
 6. Civic leaders
 - 7.
 - 8.
 - 9.
 - 10.



Self-Evaluation



Begin WRITING TEST here.

Are you okay with advertisements at your child's school? The ads will generate \$200,000 per year for the district, but some parents are concerned for their kid's eating habits. Others do not think that it is a problem. I believe that the money will help the schools and that knowledge is more important than the use of no advertisements.

↓ Perspective one believes that advertisements will have no effect on the students. This is strong. Advertisements have little to no effect on what people eat. For instance in a study I recently saw, it showed that advertisements have little to no effect on what you want. It just keeps their brand fresh in your mind. When you want whatever they sell, you choose their brand. I agree with this because people know better than to buy everything they see.

Similarly, perspective 2 states that the money far outweighs no advertisements. This point is strong because the main purpose of school is to support to be to keep students safe from advertisements, its supposed to have students learning. For example, the schools can buy more lab equipment and students can be in a better learning environment. I agree with statement because with money, students can learn more.

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WRITING TEST

conversely, perspective two says it is wrong, which is a false statement. Their parents are the ones who instill eating habits on the students. Students don't provide the food in the house, the parents do. To visualize, in my house if I wanted a specific food, I would have to ask my mom. If she thinks it is bad, I don't get it. It is as simple as that. I can only disagree with this because the school promotion doesn't affect the students in a negative way.

Finally, the ads might motivate students to go to school. Plus ads are everywhere so a little bit more advertisement won't do any harm. I most agree with 1 because they believe ads have no influence so they might as well cash in. Schools are not promoting unhealthy eating habits, they are promoting a learning environment.

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Self-Reinforcement

- Compliment self throughout writing process
- Celebrate hard work after completing an essay



Evaluating Student Writing

H It is no secret that today's workforce no longer consists entirely of people. Rather, machines are being developed to complete many of the tasks which humans have traditionally done. This can greatly increase productivity and efficiency of simple, repetitive tasks. Many people view this as a great positive and point out that it leads to a more uniform and less expensive product which is better for everyone. However, some people are more wary of this popular trend of automating the workforce and question whether this progress is truly positive. I believe their concerns are outweighed by the benefits these machines offer.

S To begin with, perspective two is the popular view among companies which are moving toward automation that robots can do many tasks better than humans. For example, in the automotive industry, most of a car's individual components are manufactured by pre-programmed robots which have much greater and more precise output than would be possible for a human. This is a strong argument because robots cut down the cost of production by a considerable amount. If a company hires an employee to complete a simple task for \$50,000 per year but could instead buy a machine for a one time purchase of \$30,000, it is far more cost effective to buy the machine. Lower cost of production means that the goods produced can now be sold at a lower price point which passes the savings on to the consumer. Companies producing goods rightly contend that the use of machines to complete low-skill jobs has only positive impact for everyone.

S Beyond these benefits for industry, some believe that machines will shape the future for the human race, as expressed in perspective three. The argument of innovation is a strong one because the invention of new more intelligent machines can push us as humans toward new, unimagined possibilities. For instance, before the first airplane was invented, people could only dream of human flight, but at the moment of takeoff, a whole new world of unimaginable

possibilities was suddenly within our grasp. Through even just that one invention, an entire multi-billion dollar a year industry was born, and our lives improved and advanced in a multitude of ways. My views align with perspective three because who can know what great advancements may be brought about by a more intelligent machine than what we possess today? The possibilities are endless.

S Conversely, as expressed in perspective one, there are those who are less enthusiastic about all this progress and advancement. They argue that by not having to interact with fellow humans, we no longer are required to be courteous and have tolerance for others. While this may be true, this is a weak argument because it is a minor cost for a major increase in efficiency. To illustrate, think about self checkout systems in grocery stores. Self checkout permits consumers to procure their goods and get out of the store quickly. This might seem like a small time-saver, but considering how often this experience is repeated reveals a cumulative effect. Across time, consumers end up saving hours, which improves the efficiency of their daily lives, allowing them to spend time on things that are of greater interest and meaning to them. Basically, I disagree with those who are not supportive of advancement through intelligent machines.


S Overall, I believe that there are many benefits in using intelligent machines. Whether humans like it or not, machines are becoming more and popular in the workplace and are decreasing the need for humans to work those jobs. This can lead to advancement of society, a greater end product or service, and even a lower consumer cost of goods. This is in agreement with perspectives two and three because machines lead to prosperity and allows for "unimagined possibilities." All in all, many people are frightened of change, but unfortunately for them, the past is gone and now we must look to the future.

This essay included 18 out of the 18 necessary argumentative genre elements.



The 18 argumentative genre elements are the parts of HIT SONGS³.

Activity

1. Find and label the parts of HIT SONGS³ in Shevali's **pre and post tests**.
 - Be ready to share how many argumentative elements (parts of HIT SONGS³) she included in each essay.
 - The goal was to include 18 or more argumentative elements.
2. Discuss the improvements Shevali made from pre-test to post-test.

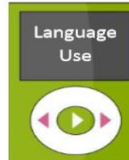





HIT SONGS³



Hook
Introduce Topic
Thesis
State perspective
Outlook on perspective
Need Examples
Give your opinion
S³

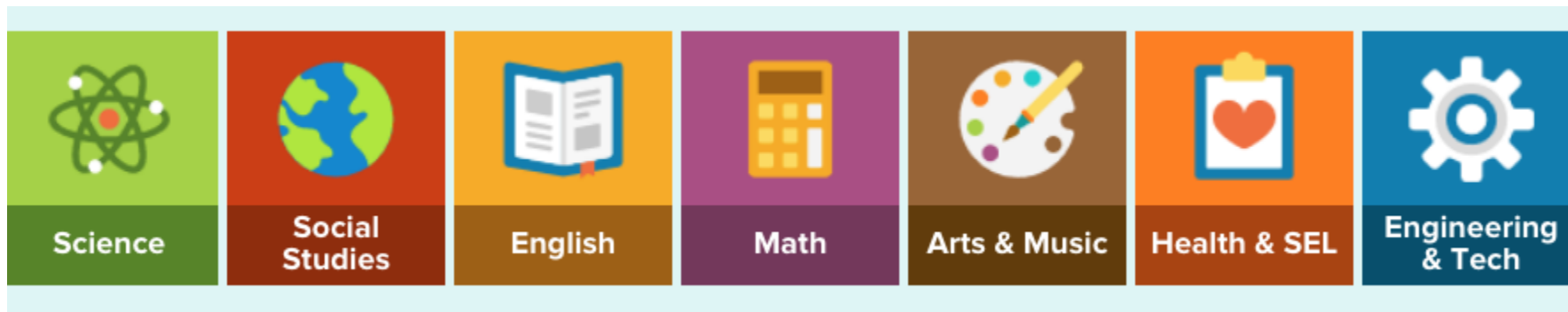
- Support your thesis
- State relationships (between your thesis and perspectives given)
- Summary



Writing Across the Curriculum

Writing Across the Curriculum

- Writing is an important skill used to evaluate students' learning (Kiuahara et al., 2009). To demonstrate knowledge, students are frequently asked to write paragraphs or short responses, or to complete written worksheets.
- Writing is important in all content areas.



Writing in Social Studies

Quality scores before and after instruction.

- Study with High School Students
 - Parks-Ennis, 2016
- SRSD Instruction for Summary Writing of Informational Texts in Social Studies
- TWA+PLANS
 - Think before reading, think While reading, think After reading
 - Pick goals, List ways to meet goals, And make Notes, Sequence notes
- Social Studies Writing Prompt
 - Students were given a reading passage on content recently covered in the social studies classroom.
 - Students were instructed to read the passage and respond to the question, which was designed to prompt students to summarize the passage, highlighting the main idea and important details.

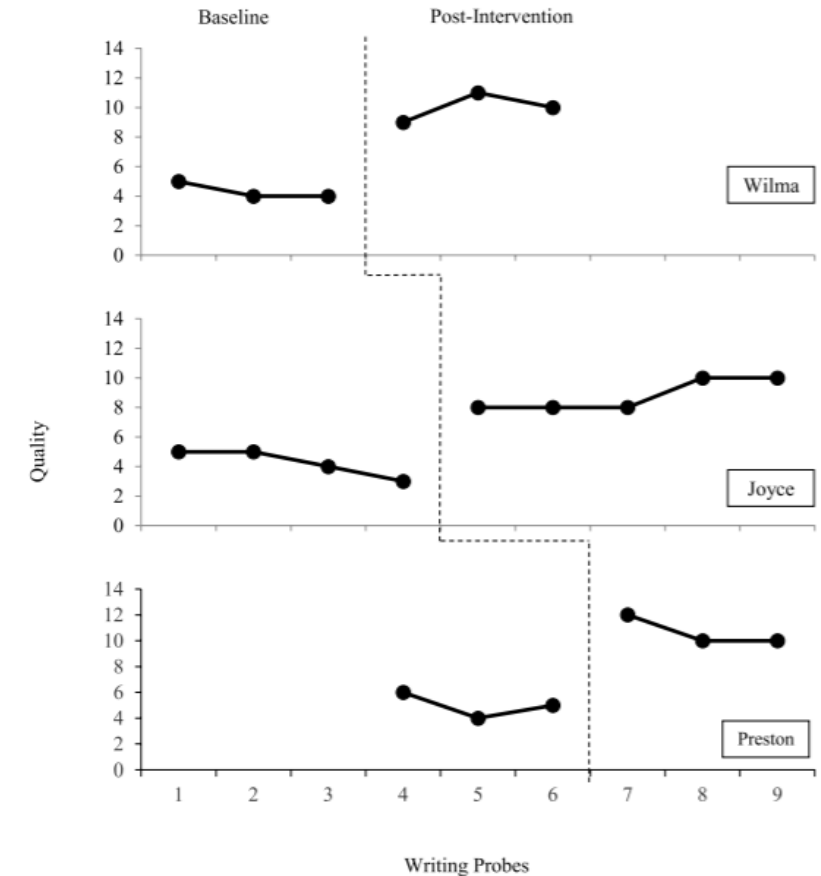


Figure 2. Quality.

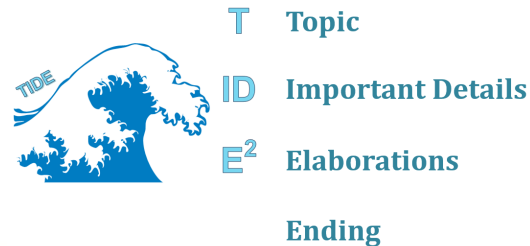
Quick Writes



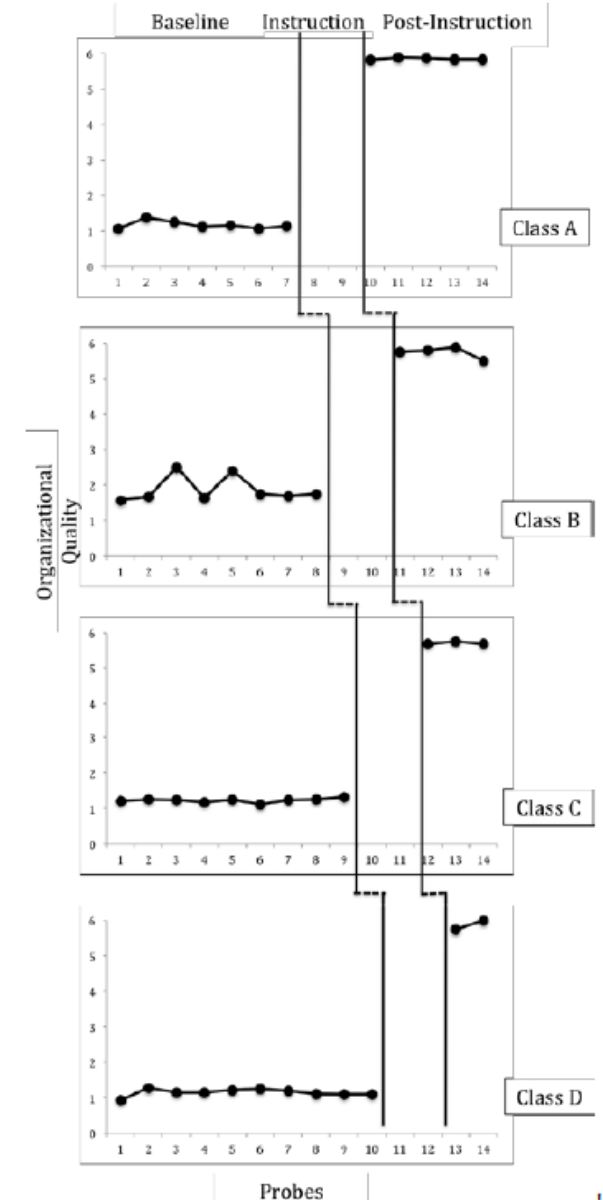
- Brief, informal writing activity (usually around 10 min; Mason et al., 2009) that can be integrated in any classroom.
- Benefits:
 - Provides a nonthreatening writing opportunity that encourages students to write about a topic without being concerned about punctuation, spelling, and grammar (Daniel & Bizar, 2005).
 - Promote written expression by asking students to focus on message content (Fisher & Frey, 2012).
- Teachers can use the activity for a variety of reasons (Benedek-Wood, Mason, Wood, Hoffman, & McGuire, 2014)
 - assessing students' prior knowledge or comprehension
 - asking students to perform a specific skill, such as summarizing information or writing a persuasive response
 - providing students with an opportunity to ask questions and/or express opinions and reactions

Writing in Science – Quick Write

- Study with Middle School Students
 - Benedek-Wood, Mason, Wood, Hoffman, & McGuire, 2014
- SRSD Instruction for Informative Writing in Science
- TIDE²:
 - Topic sentence, Important Details, Elaborations, Ending sentence
- Science Writing Prompt
 - What did you learn about weather predicting methods, such as weather forecasting, weather technology, and weather maps?



Average organizational quality scores across classes before and after instruction.



Writing Across the Curriculum

In partners...

- Brainstorm how writing can be integrated in a variety of subject areas.
- Develop quick write prompts for one of the following subject areas.
 - Social Studies
 - Science
 - Math
 - Art
 - Music
 - P.E.
 - Health



Concluding Thoughts

Concluding Thoughts

Teaching secondary students writing and self-regulation strategies using SRSD can enhance the critical skill of writing for students with and at-risk for learning disabilities.

Contact Information

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amberray@illinois.edu

Interested in participating in a research study implementing SRSD for writing with your students?

Please email Amber!

Interested in earning your Ph.D.
in Special Education?

Funding is available!

Email amberray@illinois.edu for
more information.

University of Illinois at Urbana-
Champaign Doctor of Philosophy
in Special Education:

<https://education.illinois.edu/sped/programs-degrees/phd-sped>

I

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SRSD Resources

IRIS Modules

SRSD: Using Learning Strategies To Enhance Student Learning

<https://iris.peabody.vanderbilt.edu/module/srs/>

Improving Writing Performance: A Strategy for Writing Persuasive Essays

<https://iris.peabody.vanderbilt.edu/module/pow/>

Books

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). [*Powerful writing strategies for all students*](#). Baltimore, MD: Brookes.

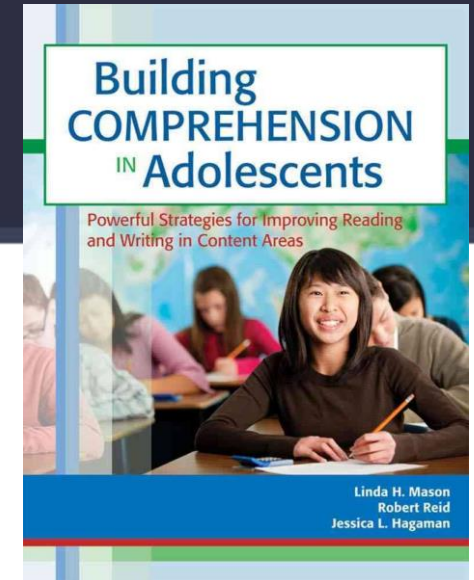
Mason, L. H., Reid, R., & Hagaman, J. L. (2012). [*Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas*](#). Baltimore, MD: Brookes.

Websites

Think SRSD: www.thinksrsd.com

SRSD Online: <https://srsdonline.org/>

SRSD Online YouTube Channel: <https://www.youtube.com/channel/UCGCIZSvbY5LfTDwBWjfzH6g/feed>



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