



Wesley's Writing Program
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Vermont State I-Team



Annual Goal:

Given a topic of interest and writing template, Wesley will independently write at least 10 sentences using capitals and punctuation correctly in a 5-day period by November.

Vermont Standard 1.6 Writing Conventions

Short Objectives:

1. Given a topic of interest, writing template, and visual of rules for capitalization and punctuation, Wesley will independently write at least **3 sentences** using correct capitalization and punctuation over a 5-day period by February.
2. Given topic of interest, writing template, and visual of rules for capitalization and punctuation, Wesley will independently write at least **5 sentences** using correct capitalization and punctuation over a 5-day period by April.
3. Given a topic of interest, writing template, and visual of rules for capitalization and punctuation, Wesley will independently write at least **8 sentences** using correct capitalization and punctuation over a 5-day period by June.
4. Given a topic of interest, writing template, and visual of rules for capitalization and punctuation, Wesley will independently write at least **10 sentences** using correct capitalization and punctuation over a 5-day period by November.

Accommodations:

Writing template
Access to Kidspiration software or some other organizational planning process
Other graphic organizers/visual supports as needed
Access to computer keyboarding software

Teaching Methods:

Antecedents:

Wesley learns new skills best through modeling/joint completion with adult/peer of the correct way of doing a task. He also learns best when he has an interest in the topic at hand and/or can connect new learning to information he already knows. He is able to take more initiative for tasks if he has visual supports available for him to refer to especially for organizational purposes. Therefore, modeling the use of visual supports, as well as the writing process will be provided but will be faded as Wesley demonstrates increased ability to take on the steps independently. Fading will occur through the teacher removing him/herself from Wesley's workspace, but staying in close proximity to provide periodic checks or as Wesley requests assistance.

Consequences:

Success: Wesley will graph the number of sentences he writes for each assignment. He will also monitor his use of capitals and punctuation marks by graphing the actual correct ones out of the total possible correct ones. A hard copy will be printed and the teacher will highlight each word that is capitalized correctly and each punctuation mark that is correct. Wesley will graph the percentage of words he capitalized correctly out of the possible words needing capitalization in each writing assignment.



He will also graph the percentage of punctuation marks he placed correctly out of the possible punctuation marks in each assignment.

Corrections: On the hard copy of the written product the teacher will underline each word that should have been capitalized and each punctuation mark that is incorrect [or missing]. Using the computer, Wesley will correct each sentence for correct capitalization and punctuation based on the feedback provided on the hard copy.

Instructional Procedures:

1. **Planning.** Use *Kidspiration* or *Planning Think Sheet* to plan writing piece (see attached example) to model thinking process. Model thinking process by making a schematic drawing of Wesley's central idea or theme, then major ideas that relate to his theme, and then supporting ideas that relate to his major ideas. The map serves not only to prevent him from losing important thoughts but also serves to organize the final written piece. Attached is an example of a map that is based on information that was used in a writing assignment about sea otters. Provide support throughout the process for the first 3 weeks of 5-day writing periods. Planning Think Sheet, (Kame'enui, and et.al. *Effective Teaching Strategies That Accommodate Diverse Learners*, Prentiss-Hall, 2002.)
2. **Drafting.** Model how to use the planning tools as a guide or road map to compose sentences for a shared writing project. Highlight the boxes that indicate how many sentences Wesley is expected to write depending on objective working on at the time.
3. **Editing/Revising.** Review the rules regarding capitalization and punctuation. Provide definitions and examples of each category needing capitalization focusing on 1 category per week for the first 5 weeks of instruction. Use visual supports to provide information for Wesley to refer to as he checks for capitalization and punctuation.
PACKED: To Help Me Remember What Words Need to be Capitalized (Minskoff, E. & Allsopp, D. *Academic Success Strategies*, Paul H. Brookes, 2003.)
SCOPE: To Help Proofread Papers for Spelling, Capitalization, Order of words, Punctuation, Express a complete thought, (Minskoff, E. & Allsopp, D. *Academic Success Strategies*, Paul H. Brookes, 2003.)

Plan for Measuring Progress:

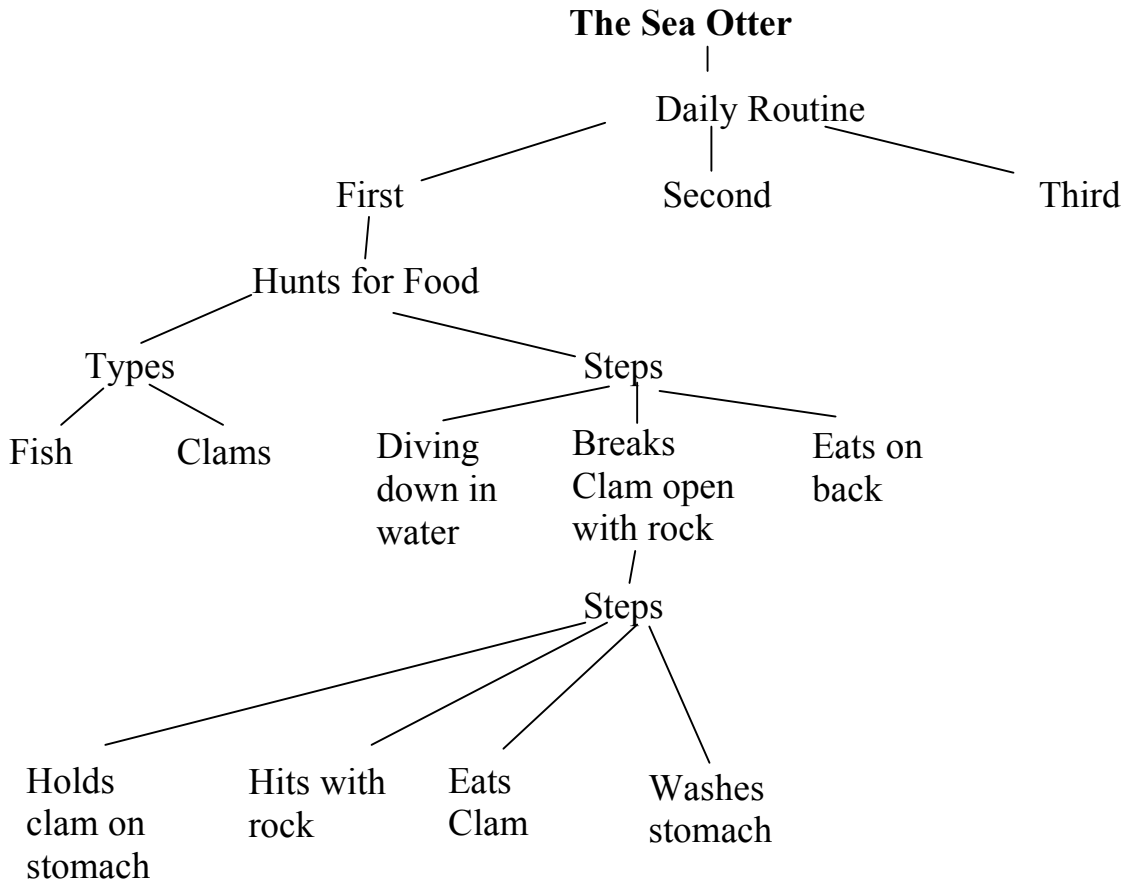
Data will be collected for each completed writing assignment including the number of writing process steps used, the number of complete sentences written, the percentage of words correctly capitalized, and the percentage of correct uses of punctuation. Wesley will exchange draft papers with his peers in order to get feedback on his progress in the above areas. The teacher will review all final drafts of writing pieces to assess according to the criterion.



Writing Template

Topic: _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.





Written Expression

Paragraph Writing Template

Topic Sentence:

Topic Sentence: