Instructor’s Guide for Writing

Topic Area: Instruction

Module: Writing

Case Study: SEARCHing for Success: Incorporating Revising Strategies

Summary: While the revising and editing of work is often difficult for students, this can be especially true for students who face the challenge of special education. By developing routines and strategies for his students, Matt Carmona is able to reach out to all of his middle school students.

Characters and Roles:
- Matt Carmona, seventh grade English teacher
- Rachel Blakely, seventh grade student with a language impairment

Tools:
- Revising Strategy
- SEARCH
- Spelling Strategies
- Direct Instruction
- 3-Step Rehearsal Strategy

Artifacts:
- Blank Sample Spelling Study Plan
- Completed Sample Spelling Study Plan
- Writing Sample

Glossary Terms:
- IEP
- Language Impairment
- Revising Strategy
- SEARCH
- Spelling Strategies

Web Sites:
Discussion Points:

- What can administrators do to encourage teachers to collaborate?
- What are the pros and cons of school districts providing collaboration time for teachers?
- How much responsibility should students have for editing their peers’ writing assignments?
- How much emphasis should a teacher place on correct spelling when teaching writing?
- What is the value of teachers establishing procedures and routines in the classroom?

Activities:

- Research the effectiveness of how to teach spelling skills.
- Invite a professional writer to talk with students about the writing process.
- Inquire at a local newspaper office to see if your students could have some of their writing published on a regular basis.
- Explore opportunities for your students to get their writing published.
- Create a school literary publication where students could have their writing shared with their peers.

Reflective Question: Scene 6, Question 3 – What types of students benefit from having established procedures and routines in a classroom? Most students benefit from being in a class with established procedures and routines. When teachers have clear and high expectations, students generally respond, and instructional time is more focused and productive. When teachers are not organized with specific lesson objectives, there is often a great deal of time wasted during the school day. Some individuals are able to learn in a less structured setting, but for the average student and particularly one with a disability, procedures and routines can improve the learning environment.

Connections:

- Topic Area: Instruction; Module: Instructional Accommodations