**Problems & Solutions Related to General Ed Instruction**

**of the Writing Strategies**

**• Teachers don’t understand the big picture.**

Solution 1: Explain that many students have language deficits. They barely speak in sentences, let alone write in sentences. They don’t know how to think about and organize information. The big picture is that teachers are teaching them how to write in an organized way. They might need to teach them to speak and think as prerequisites or at the same time.

• **Teachers say the programs are too “formulaic.”**

Solution 1: Talk with the teachers about the Common Core requirements. Show them where how the Common Core matches up with the programs.

Solution 2: Talk with the teachers about teaching the “building blocks” of the instruction and then teaching how to be creative with the building blocks.

**• Teachers say there are too many sentences on the learning sheets for the Sentence Writing Strategy.**

Solution 1: The new Proficiency Volume II book was created plus new sample learning sheets for pd.

Solution 2: Have the students do some of the learning sheet activities using white boards/slates or games or other activities. (Caution!!)

**• Teachers have difficulty balancing lively instruction (including active engagement) with ensuring individual mastery of skills.**

Solution 1: Use the “Learn by Doing” items in the Proficiency Volume II book

as exit tickets or as graded assignments.

Solution 2: Set up stations for writing sentences (students play games or

work in groups at some stations but need to individually write correct

sentences at one station.)

• **Teachers have a formula for the exact way a certain paragraph should be written (e.g., In the Introductory Paragraph there must be certain sentences).**

Solution 1: Discuss the variations that can be used (e.g., the Introductory Options, the different paragraph structures). Emphasize showing the students how to be creative with the options.

• **Teachers don’t score student products at all.**

Solution 1: Require the students and teachers to keep up-to-date notebooks with completed learning sheets inside in order. You will be able to see which sheets have been scored.

Solution 2: Have regular meetings where teachers need to bring scored student products to share and discuss.

• **Teachers make up a scoring rubric instead of using the score sheets.**

Solution 1: Use the new score sheet for paragraphs.

Solution 2: Use the checklist for themes.

Solution 3: Compare the outcomes of a rubric vs. a score sheet.

• **Teachers don’t require the students to edit their work.**

Solution 1: Have the students use the Code Lists.

• **Teachers have difficulty balancing writing instruction with other components of their courses (i.e., writing instruction takes too much time).**

Solution 1: Teachers maintain perky pace for writing instruction so that part of class period is devoted to other components (e.g., literature).

Solution 2: Teachers collaborate to systematically assist students who do not reach mastery (e.g. RtI Tier 2 or 3 services are offered.)

• **Teachers do not know how to write prompts for assignments.**

Solutions: Give them a list of components to include and examples.

• **Teachers do not know how to engage and motivate students.**

Solutions: Use games and fun activities to get them involved.

• **Teachers do not know the building blocks themselves.**

Solution: Teach the language FIRST. Make sure they are comfortable themselves.