



*My Kids Brain*

# Writing Intervention

## OVERVIEW

This intervention is designed to help students improve their writing skills, including organization, sentence structure, word choice, and mechanics.

## PURPOSE

The primary goal of this intervention is to:

1. **Enhance writing mechanics:** Improve students' ability to use correct grammar, punctuation, and spelling.
2. **Develop writing organization:** Help students structure their writing effectively, including introductions, body paragraphs, and conclusions.
3. **Strengthen sentence structure:** Teach students to write clear and concise sentences with varied sentence structure.
4. **Expand vocabulary:** Increase students' word choice to make their writing more expressive and precise.
5. **Promote critical thinking:** Encourage students to think critically and creatively as they generate ideas and develop their writing.

## EDUCATION STANDARDS

1. The specific educational standards that this intervention addresses may vary depending on the state and grade level. However, it typically aligns with the following common core standards:

Writing Standards

- a. Writing:
  - i. Text Types and Purposes
  - ii. Production and Distribution of Writing

- iii. Research to Build and Present Knowledge
  - iv. Range of Writing
2. By addressing these standards, this intervention can significantly impact students' writing development.

## OBJECTIVES

1. Students will improve their writing skills by focusing on organization, sentence structure, and word choice.

## MATERIALS NEEDED

1. [Writing prompts](#)
2. [Graphic organizers](#)
3. [Writing journals](#)
4. Pens and pencils

## PROCEDURE

1. **Warm-up (5 minutes):**
  - a. **Quick Write:**
    - i. Provide a short writing prompt, such as "What is your favorite hobby?"
    - ii. Have students write for 5 minutes without worrying about spelling or grammar.
    - iii. Share and discuss the writing samples.
2. **Writing Skill Instruction (10 minutes):**
  - a. **Introduce a Writing Skill:**
    - i. Introduce a specific writing skill, such as using strong verbs, adding details, or writing clear introductions.
    - ii. Model the skill by writing a sample text.
    - iii. Explain the importance of the skill and how it can improve writing.

### **3. Guided Practice (15 minutes):**

#### **a. Shared Writing:**

- i. Write a text together as a class, discussing and revising each sentence.
- ii. Focus on using the specific writing skill.

#### **b. Partner Writing:**

- i. Pair students and have them write together.
- ii. Encourage students to provide feedback and suggestions.

### **4. Independent Practice (10 minutes):**

#### **a. Writing Activity:**

- i. Provide a writing prompt and have students write independently.
- ii. Encourage students to use the writing skills they learned.
- iii. Use a writing rubric to assess students' work.

### **5. Closure (5 minutes):**

#### **a. Peer Review:**

- i. Have students exchange papers and provide feedback.
- ii. Focus on positive feedback and specific suggestions for improvement.
- iii. Discuss the importance of revising and editing.

## **DIFFERENTIATION**

1. For advanced learners: Provide more challenging writing prompts and encourage them to experiment with different writing styles.
2. For struggling learners: Provide additional support and guidance, and break down tasks into smaller steps.

**Note:**

1. Use a variety of writing activities to keep students engaged.
2. Provide opportunities for students to practice writing regularly.
3. Celebrate students' progress and encourage them to become confident writers.

By incorporating these strategies into your writing instruction, you can help students develop strong writing skills that will benefit them in all areas of their academic and personal lives.