



Micro-Unit & Structure Tasks

5-STEP WRITING PROCESS

Giving the assignment, “write a paragraph” or “write an essay,” is not enough for students with language-based learning disabilities. Most students will skip the very important pre-writing tasks that make writing a logical and thorough composition much easier. The steps of the process need to be explicitly taught, modeled, and practiced with guidance.

The 5-step writing process is as follows:

STEP 1: **BRAINSTORM ABOUT THE TOPIC.**

- List as many ideas and examples as you can *in no particular order*.
 - Productive brainstorming requires students to have enough background knowledge of a topic to produce language and ideas.

STEP 2: **ORGANIZE YOUR IDEAS.**

- Create an outline or graphic organizer that sequences the best ideas from your brainstorm.
- If the assignment is an essay, categorize your brainstorm into subtopics for each paragraph of the essay.
 - Additionally, choose from your brainstorm or generate relevant information to support your sub-topics.

STEP 3: **WRITE A ROUGH DRAFT.**

- Using your outline or graphic organizer as a guide, write your paragraph or essay using complete sentences. *This draft does not have to be perfect, but should be complete.*
 - Many students with LBLD benefit from using paragraph templates that cue them to structure their discourse into paragraphs with topic sentences, supports, and concluding sentences.

STEP 4: **PROOFREAD AND EDIT YOUR ROUGH DRAFT.**

- Look for mistakes in word choice, grammar, spelling, organization, clarity, etc.
 - This stage is easier for students if the teacher provides a specific checklist of proofreading tasks to complete (underline your topic sentence, change 5 words to add more description, etc.).

STEP 5: **MAKE CORRECTIONS TO CREATE A FINAL DRAFT.**

- This final product should reflect all changes noted in the proofreading stage.



SPOTLIGHT

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EXAMPLE ORGANIZERS:

Following are examples of a completed graphic organizer and a completed paragraph template (see steps 2 and 3). Students who are writing essays will need to use one of these for each of their body paragraphs. It should be noted that not all students need to complete both parts—some students will be able to generate paragraphs directly from the graphic organizer. Many students with LBLD, however, will benefit from the additional structure the paragraph template offers. As these students internalize the structure, they can be guided to apply it independently as they compose paragraphs from their graphic organizers.

Basic Paragraph 1: Graphic Organizer

topic: schools

controlling idea: should be more responsible about paper

supporting detail #1:

put recycling bins in the cafeteria

supporting detail #2:

save unused paper in binders and notebooks

supporting detail #3:

rule that all photocopies should be double-sided



Basic Paragraph 1: Writing Template

Topic Sentence (combine topic and controlling idea): Schools should be more responsible about paper use.

First, the school should put recycling bins in the cafeteria because the trash bins are filled with wasted paper.

Also, students should save any unused paper in their binders so that it does not go to waste.

Finally, the school should make a rule that all photocopies must be double-sided to cut paper use in half.

In conclusion, having school rules about paper use and recycling will ensure that everyone makes an effort to reduce, reuse, and recycle.

HOW DOES THIS MICRO-UNIT & STRUCTURE TASKS?

- This activity takes the complex task of “writing” and breaks it down into stages. Learning a specific order of steps to complete teaches students who struggle with language to organize and elaborate on their ideas, and to edit their work according to guidelines.

*Micro-uniting & structuring tasks...
help students to proceed in a step-by-step, success-oriented way.*