

## SQ Write Design

**SQ Write** was designed for Tier 1 instruction of students in late elementary through middle school but the curriculum can easily be adapted for use in Tier 2 and Tier 3 small group instruction or to address the individualized needs of learners in other grades. **SQ Write** also allows teachers to provide differentiated writing interventions in the general education curriculum as mandated by the Response to Intervention (RTI) process of the Individual Disability Education Act 2004 (IDEA). Furthermore, **SQ Write** was specifically designed to help students meet and exceed state and national writing standards.

Once students have received direct instruction in the **SQ Write** step-by-step writing process, they are ready to transfer their newly acquired skills to writing in any subject area. Strategic skill transfer is made easy since students can bring along key curriculum components to any class to assist them with writing tasks.

### Key Curriculum Components

The **Student Workbook** contains skill-building worksheets and essay worksheets that guide student writing as they work to complete an independent essay. The workbook also contains a step-by-step model student essay. The student model, coupled with the essay worksheets, help students self-monitor their writing, ensuring that they will finish with detailed, complete essays.

The **Thought Organizer** provides a visual record of students' ideas as they move through the **SQ Write** curriculum and develop essays. The pairing of linguistic classroom teaching with a visual model stimulates and increases brain activity, resulting in enhanced thinking skills (Gerlic & Jausovec, 1999). These activated cognitive skills, in turn, lead to better recall of prior knowledge related to the current writing assignment.

The **Thought Organizer** also decreases working memory loads. Working memory is the ability to hold, recall and rapidly manipulate ideas to produce novel content. When writing, students are consistently required to simultaneously hold information in memory (spelling, vocabulary, punctuation, grammar, transitions, topic, details, evidence, etc.) while manipulating this information to produce new sentences. The **Thought Organizer** provides a space to quickly and easily record new ideas alongside previously recalled ideas.

**6A Background Information**  
Create sentences using information you gathered from the Thought Organizer.

Main Topic Background Info

Subtopic 1 Background Info

Subtopic 2 Background Info

Subtopic 3 Background Info

**6B Full Essay with Background Information**  
Write your full essay using information you gathered from the Thought Organizer. Use this checklist to remind you how to structure, or order, your writing. Make sure you check each box.

Introduction [ ] Thesis [ ] Main Topic + Extended Topic [ ] Background Info	Subtopic 1 [ ] Intro Phrase + Subtopic 1 [ ] Background Info	Subtopic 2 [ ] Intro Phrase + Subtopic 2 [ ] Background Info	Subtopic 3 [ ] Intro Phrase + Subtopic 3 [ ] Background Info
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SQ Write • Essay Worksheets 6B • 22

**SQ Write™ Thought Organizer**

**Essay Thesis**

Main Topic

Extended Topic

Subtopic 1

Subtopic 2

Subtopic 3

Conclusion

How can I emphasize my essay thesis?

How can I emphasize the importance of my thesis?

How did the subtopic details prove or support my thesis?

How can I make sure my thesis is memorable?

The **Q Card** provides question prompts to help students formulate self-questions at strategically placed points in the Thought Organizer. The reverse side of the **Q Card** provides a model student Thought Organizer to help students as they write their essays. Continual use of the **Q Card** throughout the **SQ Write** curriculum enables students to eventually internalize the steps in formulating self-questions to create high-quality written work. Research clearly shows that this internalized self-questioning process leads to more robust and effective writing (Blohm & Benton, 1991), allowing students to more easily become self-reliant writers.

**SQ Write™ Q Card**

Subtopics	Extended Topic	Background Info
<b>What? • MAIN TOPIC</b> What did I do on my summer vacation?	<b>What? • 3 HERTOPICS have in common besides MAIN TOPIC</b> What do amusement park, summer camp and Grandma's farm have in common besides being places I visited this summer?	<b>WP • MAIN TOPIC</b> <b>WP • SUBTOPIC</b> What kind of farm does Grandma have?
<b>Detail</b> <b>What? • SUBTOPIC • MAIN TOPIC • EXTENDED TOPIC</b> What did I experience at Great America over summer vacation that made me more independent and responsible?	<b>Detail Bridge</b> <b>Why? • DETAIL • HERTOPIC</b> How does making new friends at camp over summer vacation prove that I am more independent or responsible?	<b>Evidence</b> <b>What? • EVENT/EXAMPLE</b> What event shows how caring for the animals on Grandma's farm made me more independent or responsible? What did you have to do to feed the chickens and pigs?

**Self-Questioning**  
Answer  
Rehearse  
Write

**WP**  
What  
Who  
Where  
When  
Why

**Key Phrase**  
Summer Break

**Self-Questions**  
What did I do during my summer break?  
Who was with me on my summer break?  
Where did I go for summer break?  
When did I take my summer break?  
Why did I go there for summer break?

The **Individualized Editing Booklet (IEB)** helps students to remember specific writing rules related to spelling, grammar and punctuation using an individual's own writing samples. After receiving a corrected written product from the **SQ Write** curriculum or another writing assignment, a student is instructed to use the IEB to record 2-3 corrections per category. Then, when presented with a new writing task, the student can easily refer to the IEB to recall correct spelling of words and rules of grammar and punctuation so that prior mechanical errors can be avoided. By repeatedly reviewing authentic writing examples, students are better able to internalize specific editing rules.

**Grammar**

When you've made a grammar mistake, add the rule and an example that shows how to follow the rule so you don't make the same mistake again. Be sure to underline the corrected grammar.

Rule	Example

SQ Write • Individualized Editing Booklet