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| **SLD Area** | **Title** | **Type** | **Time\*** | **Description** |
| Written Expression | Error Monitoring | Instr. Method | 15-20 min, 4-5x/week, 6-8weeks | A student creates a written passage (or is given one) and is asked to use an error monitoring strategy to practice fluency (production) and accuracy (editing skills). Error monitoring strategies enable learners to increase accuracy during independent work without the need for 1:1 instruction |
| Written Expression | Integrated Writing Instruction | Instr. Method | 15-20 min, 4-5x/week, 6-8weeks | In this approach, the student writes about authentic topics that have a ‘real-world’ purpose and relevance |
| Written Expression | Sentence Combining: Teaching Rules of Sentence Structure by Doing | Instr. Method | 15-20 min, 4-5x/week, 6-8weeks | In this approach, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either by using connecting words to combine multiple sentences into one or by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence |
| Written Expression | Repeated Review of Spelling Words with Shared Rime | Instr. Method | 15-20 min, 4-5x/week, 6-8weeks | The student practices reading and spelling of words from word families that have similar pronunciation and shared spelling patterns (rimes) |
| Written Expression | Self Correction with Verbal Cues | Instr. Method | 15-20 min, 4-5x/week, 6-8weeks | The student takes a brief spelling pre-test, follows a self-guided process to check and correct spelling errors using verbal cues, and then takes a spelling post-test |

\*Time should be in addition to writing time in the daily curriculum.