

Canned Interventions

WRITING

Increasing Fluency

Increasing efficiency, fluency, and speed of written expression

CANDIDATES

- Students who are able to verbally tell stories, but have difficulty writing them on paper at an appropriate pace.

PROCEDURE

Daily Support

1. Record each student's present writing fluency on the progress monitoring sheet (at least 6 writing scores). Any formative assessments may be used. Count and record the correct number of words written.
2. Give students a story starter. Tell them they have 2 minutes to think about what they want to write about
3. Set a timer for 10 minutes and tell students to begin writing
4. After 10 minutes has passed, each student is to stop writing and count all of the words they have written (including misspelled words).
5. Students should plot the number of words they have written on a graph.
6. Students should try to beat their best goals. When they reach 500 words, they could earn a prize or activity time. Continue to chart goals.

MATERIALS

- Story Starters
- Writing Journals
- Writing graph
- Timer

7. After fluency goals have been attained, additional goals can be made to improve number of: sentences, proper capitalization, transitions, or punctuation.

REFERENCE

Moxley, R.A., Lutz, P.A., Ahihorn, P., Boley, N., & Armstrong, L. (1995). Self-recorded word counts of free-writing in grades 1-4. *Education and Treatment of Children, 18*, 138-157.