

POWERFUL Writing Strategies FOR ALL Students

by

Karen R. Harris, Ed.D.

and

Steve Graham, Ed.D.

Vanderbilt University

Linda H. Mason, Ph.D.

Pennsylvania State University

Barbara Friedlander, M.A.

Montgomery County Public Schools

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The names of the children in Barbara Friedlander’s class have been changed
to protect their privacy.

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Chapter 9

STOP and DARE

S = Suspend Judgement
T = Take a Side
O = Organize Ideas
P = Plan More as You Write

D = Develop Your Topic Sentence
A = Add Supporting Ideas
R = Reject Arguments for the Other Side
E = End with a Conclusion

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MATERIALS

- STOP and DARE Mnemonic Chart
- STOP and DARE Directions
- STOP and DARE Checklist
- Brainstorming Sheet
- Linking Words
- Cue Cards
- Essay Topics
- Transfer Sheet
- My Self-Statements
- STOP and DARE Certificate
- Bulletin Board:
 - Self-Statements Stop Signs
 - Writing Paper



LESSON 1

LESSON OVERVIEW

The essay planning strategy and essay parts reminder will be introduced in this lesson. The teacher will introduce the parts of the persuasive/opinion essay planning strategy called STOP:

- S: Suspend judgment
- T: Take a side
- O: Organize ideas
- P: Plan more as you write

Collaboratively, the teacher and students will brainstorm, discuss, and list the parts of a well-written essay: for example, good essays have a topic sentence. The teacher will describe the reminder for the four essay parts called DARE:

- D: Develop your topic sentence
- A: Add supporting ideas
- R: Reject possible arguments
- E: End with a conclusion

The students and teacher will establish goals for using STOP and DARE—namely, “To write better essays with four parts.”

STUDENT OBJECTIVES

The students will orally recite the parts of the essay planning strategy called STOP. The students will orally recite the essay parts reminder called DARE. The students will identify essay parts in an essay read in class, as well as in their personal essay previously written in a prior class session at school. The students will graph the number of parts found in an essay.

MATERIALS

- | | |
|--|---------------------------------------|
| One copy for each student: | • Chart paper or chalkboard |
| • STOP and DARE mnemonic chart | • Pencils |
| • STOP and DARE Checklist | • Students’ previously written essays |
| • Sample essays for identifying parts (see essay samples in chapter 8) | • Transfer sheet |

SET THE CONTEXT FOR STUDENT LEARNING

This introduction to the strategy emphasizes the qualities that make a good essay. Explain to the students that for this writing class they will learn how to compose good essays. They will learn that good essays can persuade someone to change her or his point of view, that good writers plan before they write, and that good essays have several parts.

Why should students learn to write essays? The basic ideas in essays are found everywhere (e.g., on TV, on the radio, in newspaper editorials, at government meetings and political rallies, in letters to the editor, at home). People who can write good essays know how to convince and persuade others of their opinions. The students can share examples of their try-



ing to convince their parents, teachers, or friends to believe their side of an issue and what that issue was.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Describe and Discuss the Strategy STOP

Discuss the writing process with the students, emphasizing that most *expert* writers plan before starting to compose.

- Give each student a copy of the STOP and DARE mnemonic chart. The chart should be covered so that only the first step, Suspend Judgment, shows. Ask the students if they know what the word *suspend* means. Analogies such as a policeman stopping traffic could be used. Clarify that in this case the word *judgment* means the formation of an opinion after hearing both sides of an argument. Explain that during this step, they will brainstorm ideas for and against the assigned topic.
- Uncover *Take a Side*. Tell the students that in this step, they will evaluate what they have brainstormed up to this point. Spend a few minutes discussing an important part of planning—deciding which side to believe. Explain that once that decision has been made, they will try to convince whoever reads their essay to agree with them.
- Uncover *Organize Ideas*. The third step will help the students to select ideas they feel will support their beliefs and to select at least one argument against the ideas that they can refute. Arguments both for and against the ideas must be stated to make a strong essay. Arguments that the writer does not agree with must be countered or dealt with in some way or they will actually weaken the essay. Discuss ways to refute an argument such as thinking of a contrasting reason or a condition that would make an exception to the argument. After the students select ideas and the side or an argument to agree with, they will number the ideas in the order in which they will be used. Deciding the numbered order of ideas is similar to using a map. Explain that when travelers use maps, they first look for the final destination and then choose a route that will take them there. Taking a side is like deciding a destination, and the essay will guide others to accept the side that the writer supports.
- Uncover *Plan More as You Write*. Emphasize that this means *to continue planning as you compose*, and remember to include the four essay parts in DARE.

Step 2: Parts of an Essay

The teacher and students will brainstorm parts of a good essay.

- Ask the students to state the parts of a good essay. Respond positively to all student answers; write down any answers that correspond with the vital essay parts (i.e., main idea, reasons, examples, arguments, end).
- Tell the students to use the terms *topic sentence*, *supporting ideas*, *argument(s)*, and *conclusion* for the essay parts. Write these parts on the chart paper or chalkboard. Note any essay parts that the students have previously generated.

Step 3: Essay Parts Reminder—DARE

This step will introduce the students to the essay parts reminder DARE.

- Pass out copies of sample essays (selected from Chapter 8 materials or one you have developed) to each student. Ask the students to read along silently while you read the



essay aloud; tell them to raise their hand when they hear the topic sentence, supporting ideas, arguments, and conclusion. All the students should have a turn locating an essay part. Be sure to be encouraging and positive throughout.

- After the students find all of the essay parts, ask for another example of each part for the same topic (i.e., an opposing premise). All the students should have a turn generating one essay part. Write down student responses on chart paper or chalkboard. Tell the students that they will learn a reminder for the four essay parts as they practice writing essays. Uncover the essay parts reminder DARE:
 - D *Develop* your topic sentence.
 - A *Add* supporting ideas.
 - R *Reject* arguments for the other side.
 - E *End* with a conclusion.
- Ask the students if they have heard of DARE in another context. They may recall the Drug and Alcohol Resistance Education program although they need not know what the letters represent. Tell them that they will be able to remember the word DARE because they have heard it before.

Step 4: Chart Current Level of Performance

The students' current level of performance will be reviewed in this step. The students will set goals for writing a good essay. If time is running short, proceed to Step 5 and complete Step 4 during the next writing class.

- Remind the students of previously written essays. Hand out the previously written essays.
- Tell the students to read their essays and see which essay parts they have. Work out ahead of time which parts they have and which ones are missing.
- Briefly note which parts each student has and which are missing.
 - As a group, briefly note common missing parts. Note also that even if a part is present, the students may be able to make that part better the next time. For example,
 - It could tell the writer's point of view.
 - It could have several reasons.
 - It could give examples.
 - It could consider an argument.
 - It could reject an argument by countering it or dealing with it in some way.
 - It could have a clear ending.
- Spend a few minutes explaining the checklist. Give each student a checklist and ask him or her to mark the number of essay parts written in their essays in the DARE section of the list.
- Explain the goal: to write better essays. Remind the students that good essays have all the STOP and DARE parts and that good essays make sense. The goal is to have all the parts and *better* parts the next time. Using all steps of STOP and DARE will help them do this.

**Step 5: Practice STOP and DARE**

In each lesson, the students will practice the mnemonics and parts of STOP and DARE. This will continue until the teacher is certain that both the mnemonic and the parts are remembered automatically.

- Practice the essay planning strategy STOP. Turn over the mnemonic chart and ask each student to recall the essay planning strategy mnemonic. After they respond, “STOP,” explain again what each letter represents. Ask each student to write the mnemonic on paper. If the students have trouble, turn the chart over and allow them to look. Keep doing this until all the students can recite the reminder and explain each letter from memory.
- Practice the essay parts. Ask each student to explain the parts. Turn over the chart and ask the students to recall the essay parts reminder (DARE). Ask each student to write the reminder on paper. If the students have trouble, turn the chart back over and allow them to look. Help the students as needed. Continue to do this until you feel sure that each student has learned all the parts.

WRAP-UP

Announce that the students will take a non-graded test at the beginning of the next writing class, at which time they will be asked to recall the essay planning and essay parts reminder.

NOTE: If you want to establish “transfer” partners, do so in this or the following lesson. See the transfer sheet and refer to instructions in Chapter 8, Lessons for Younger Students.



LESSON 2

LESSON OVERVIEW

The essay planning strategy and essay parts reminder will be reviewed in this lesson. The teacher and students will collaboratively identify parts and elaborations in an essay that is read in class. The teacher will model using the strategy with cue cards. The students will rehearse the strategy using the cue cards.

STUDENT OBJECTIVES

The students will verbally state the parts of the essay planning strategy STOP and the parts of the essay parts reminder DARE. The students will demonstrate an understanding of how to use the cue cards.

MATERIALS

One copy for each student:

- STOP and DARE mnemonic chart
- STOP and DARE Directions
- STOP and DARE Checklist
- Linking Words
- Brainstorming Sheet
- Cue Cards
- Sample essays for identifying parts (see essay samples in Chapter 8)
- Chart paper or chalkboard
- Pencils
- Essay Topics
- STOP and DARE Self-Statements

SET THE CONTEXT FOR STUDENT LEARNING

Test the students to see if they remember the word that will help them remember how to plan an essay (STOP). Give them a piece of paper and tell them to write down the word. Ask the students to tell you what each word/phrase in STOP means. Help as necessary. Test to see if they know the word that will help them remember the parts of a good essay (DARE). Tell them to write down that word. Ask the students to explain what each word/phrase in DARE means. Help as necessary.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Identify Essay Parts and Elaborations

Pass out the STOP and DARE mnemonic chart, directions sheet, and a sample essay to each student. Ask the students to read along as you read the essay aloud. Tell them to raise their hands when they hear each essay part. All the students should have a turn locating an essay part. After reading the essay, go back and ask for other examples of each essay part. Point out that examples, conditions, and so forth often elaborate reasons, topic sentence, argument, and conclusions. These elaborations provide support for the reasons, arguments.

Step 2: Model the Strategy

In this step, the teacher will model how to use the strategy to plan and write a good essay. For this lesson you will need to select a prompt from Essay Topics. It is important that the teacher has memorized the procedure so that it will be fluent. A sample script for modeling this strategy is provided below.



- Put the STOP and DARE mnemonic chart and directions sheet to the side. You will use cue cards during modeling.



Say, *"I am going to show you how to use STOP and DARE together to plan and write a good essay. I will talk aloud as I go. You might be able to help me, but what I really want you to do is to listen and watch me work. It is my turn to work and your turn to relax!"*

- Model the entire process using the cue cards and the linking words. Follow the steps and statements, using ideas generated for the model essay.
- Say, *"First, I need to suspend judgment. That means I won't make up my mind about the topic yet. I need to brainstorm ideas for and against my topic."*
- Write two or three ideas for one side and one or two ideas for the other side on the brainstorming sheet.
- Introduce the cue cards for Step 1. Say, *"I have three cue cards for Step 1 to help me plan, and they all say 'Suspend Judgment.' Cue Card #1 says, 'Did I list ideas for both sides? If not, do this now.' Let me see . . . I did that! This is easy to do."*
- Say, *"What does Cue Card #2 say? 'Can I think of anything else? Try to write more.' All right, I need to think of more reasons."* Add at least one idea to each side of the brainstorming sheet, pause to think, and then add another idea to one side.
- Say, *"Cue Card #3 says, 'Another point I haven't yet considered is . . . Think of possible arguments.' Do I have any arguments? Yes, I do." Pause to think and then ask, "Are there any points I haven't considered yet? This is hard because I have so many ideas already. I need to take my time and think of something someone else would say." Add at least one idea to the brainstorming sheet, preferably on the "For" side.*
- Say, *"That's great. I'm finished with Step 1, and I have done so much good work. Now I need to do Step 2, which has only one cue card: Cue Card #4. This cue card says, 'Take a side.' That means I have to pick one side as my argument. Which one do I really believe?" Provide an answer.*
- Say, *"This cue card also says, 'Place a "+" at the top of one box to show the side you will take in your essay.' This card is the same as the chart where it says 'Take a side.' I can remember this card right away because it is on the Brainstorming sheet."*
- Say, *"Step 3 says that I should 'Organize Ideas.' I need to decide which ideas are strong and which ideas are not as strong that I can dispute. This means I should think about all of the ideas I have for my argument." Read each idea that is on the side you have chosen (the "For" side) and decide if it is a good idea. You should note at least one idea that is not strong and decide aloud to skip it.*
- Say, *"I now have strong ideas for my argument. I need to decide which ideas I can dispute. That means I need an argument that I can reject—one that I can easily say why I do not agree with it." Choose one argument from the "Against" side of the brainstorming sheet and then think of one more argument. "I have to choose my arguments carefully so my reader doesn't get confused about which side I am on. I'm really doing well with this plan. I like my ideas. Let me look at the three cards for Step 3. The first card, Cue Card #5, says, 'Put a star next to the ideas you want to use.' I need to choose at least three ideas to use.*
- Say, *"What does the second card for Step 3 say? Cue Card #6 says, 'Did I star ideas on both sides? Choose at least ___ argument(s) that you can dispute.' I decided that I had two arguments that I can dispute. The last card for Step 3, Cue Card #7, says, 'Number*



your ideas in the order you will use them.' I'd better think about this. What makes sense?"

- Bring in the map analogy here. Say, *"Doing things in the correct order, like following directions on a map, will help me guide the reader to agree with what I believe."* Reflect aloud about an order that seems logical to you based on the ideas you have generated.
- Say, *"This will be a good essay. I'm really taking my time to plan it out. The last step is, 'Plan more as you write. Remember to use all four essay parts and continue planning.' That means I should still think of ideas as I write my essay."*
- Say, *"I'm ready for the card for Step 4. It has the essay parts reminder D–A–R–E written on it. I know what that means."* Read the card. *"I'm ready to write my essay. I'll just think of DARE as I go."*
- Verify each part that you write by explaining that you have your topic sentence, and so forth. Point out that you can add supporting ideas after you reject your argument for what this means. Use cohesive words sparingly at key places, such as when you refute an argument or with a group of related ideas.
- Be sure to elaborate on two or three ideas as you write, and try to revise something as you go. Give a strong, summative conclusion by restating your premise using different words.
- After you finish, compliment yourself for the work you have done and then demonstrate how to use the checklist. Mark the checklist for each part and write down the number of ideas selected on the line under the column. If you have met a goal of more than three, you *busted* the chart and can draw a star on top of the column. Thank the students for their help—which may have simply been to pay attention.

Step 3: Rehearsal of STOP and DARE

- The students should verbally rehearse STOP and DARE until mastery has been achieved. The students must be able to recite all steps and essay parts from memory. Wording doesn't have to be exact, but an understanding of the meaning should be apparent.
- Review the four steps. Read STOP off the chart using cue cards as you go. Tell the students that they must memorize steps.
- Have the students practice in any way you think will be helpful. Read with the STOP and DARE mnemonic chart and cue cards facing up. Turn the chart and cards over, write, cover, say, repeat, and so forth.
- The students can paraphrase the four steps and DARE from memory.
- The students can paraphrase at least half of the cue cards from memory. Tell them that they will be able to memorize all the cards after they get a chance to compose an essay during the next session.

WRAP-UP

Remind the students that you will check to see if they can remember on their own the essay planning strategy (STOP) and the essay parts reminder (DARE) at the next session.

NOTE: You may establish the students' individual self-statements during this or the next lesson. Use the My Self-Statements sheet and refer to directions in Chapter 6.



LESSON 3

LESSON OVERVIEW

The students will be given the opportunity to collaboratively write an essay using the essay planning strategy and the essay parts reminder. The linking words list will be explained in this lesson. The teacher will work individually with the students, assisting them in establishing personal goals for writing good essays.

STUDENT OBJECTIVES

The students will verbally state the parts of the essay planning strategy STOP and the parts of the essay parts reminder DARE. The students will engage in collaborative practice, writing an essay using STOP and DARE. Using this essay and their previously written essay evaluated in Lesson 1, the students will set a goal for writing essays.

MATERIALS

One copy for each student:

- STOP and DARE mnemonic chart
- STOP and DARE Directions
- Brainstorming Sheet
- Cue Cards
- Linking Words
- Sample essays from Lessons 1 and 2
- Students' previously written essays
- Paper and pencils
- STOP and DARE Checklist
- Essay Topics

SET THE CONTEXT FOR STUDENT LEARNING

Test the students to see if they remember the planning steps and essay parts. Ask if they've been thinking about what they have learned. Have the students tell you about times they have used or thought about using STOP and DARE.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Introduce Linking Words

- Tell the students that you will show them some words that will make their ideas go together. Give each student a list of linking words.
- Have the students retrieve the previously read sample essays from Lessons 1 and 2 and locate linking words in sample essays. Tell them to think of different or better examples of linking words.

Step 2: Criterion Setting

- Have the students retrieve the checklist from their folders. Explain that you will write an essay together and that this essay will be put on the checklist.



Say, "Before we start on the essay, we want to set a goal for ourselves. Remember, we will use everything we have learned to help us. What will our goal be?"



- Look at the students' checklists. Set the goal as having all four parts, plus more than three ideas. Talk with the students about what they think is reasonable. *Hint:* Set the collaborative goal to be appropriate for the middle student in your class.

Step 3: Collaborative Practice

- Explain that planning and composing one essay will be completed together. Get out the essay topics, mnemonic chart, directions, cue cards, and brainstorming sheet.
- As a group, select one topic quickly.



Ask the students, *"What is the first thing you have to say to yourself?"* They should answer, *"Plan my essay,"* or an equivalent response.

- Say, *"Now we start the steps. What is Step 1 in STOP?"* The students should say, *"Suspend Judgment."*
- Ask, *"How do we suspend judgment?"* The students should say, *"Brainstorm ideas for and against the topic."* Get each student to brainstorm one idea. Write ideas on the brainstorming sheet. Direct the students through the cue cards for this step. Make sure that each student reads his or her own set of cards as you go.
- Ask, *"What is Step 2 in STOP?"* The students should say, *"Take a Side."* You will lead discussion here, gaining group consensus for the side they will take. If the students disagree, you decide and tell them that they will get a chance to write their own essay next time from the other point of view then.
- Ask, *"What is Step 3 in STOP?"* The students should say, *"Organize Ideas."* Again, lead the discussion, selecting strong ideas for the selected point of view and one or two arguments. Direct the students to use the cue cards. Ask the students to suggest an order, allowing each student to give you an order first, and then you select best order. Remind them of the map analogy by saying, *"Deciding the order will help lead the reader to agree with our point of view."* Also stress the logic behind the order (i.e., not jumping back and forth).
- Ask, *"What is Step 4 in STOP?"* The students should say, *"Plan More as You Write."* Read the cue card with DARE and tell the students to keep this card in front of them as they compose. Tell the students that they will take turns thinking of sentences for the essay. Ask for a volunteer for the first sentence. If the student doesn't create a topic sentence, refer to the D in DARE, and then prompt him or her to create a topic sentence. Continue generating sentences, referring to DARE and linking words.

Step 4: Review Essay and Chart Performance

Have each student fill in a checklist. Note that this essay is better than their previously written essay examined in Lesson 1. Compare the two essays. If needed, discuss whether the students' goals were appropriate (i.e., if they set the goal too high, a new goal should be set).

Step 5: Verbal Rehearsal



Say, *"We will memorize the cue cards along with the planning steps and essay parts."*

- To help the students memorize the planning steps and essay parts, teach them an exercise called *rapid fire*. This is called *rapid fire* because the steps are to be named as rapidly as possible. Tell the students that they may look at the chart or cue cards if they need to, but they shouldn't rely on them too much because the cards will be put away



after several rounds of rapid fire. Allow the students to paraphrase but be sure that intended meaning is maintained.

- Do rapid fire with planning steps, adding appropriate cue cards as they occur. If the response is correct, make a brief positive comment; if it is incorrect, prompt the student by pointing to the information.
- Do rapid fire without cues. If a student does not know a step, you should provide it.
- After rapid fire, explain to the students that they must be able to name all the steps, cue cards, and essay parts in an oral quiz. Give them time to rehearse.
- When the students indicate that they have learned the steps, ask them to recite them orally, including information from the cue cards. Describe the information the students have omitted or named out of sequence.

WRAP-UP

Remind the students that you will check to see if they can remember on their own the essay planning strategy (STOP) and the essay parts reminder (DARE) at the next session.



LESSON 4

LESSON OVERVIEW

The students will practice writing an essay independently using STOP and DARE. It is crucial that the teacher provide continuous feedback during the writing process.

STUDENT OBJECTIVES

The students will verbally state the parts of the essay planning strategy STOP and the parts of a good essay as in DARE. The students will independently practice writing an essay using STOP and DARE. Using their individual previously written essay, the students will set a goal for writing the essay.

MATERIALS

One copy for each student:

- STOP and DARE mnemonic chart
- STOP and DARE Directions
- Brainstorming Sheet
- Cue Cards
- Linking Words
- Students' previously written essay
- Essay Topics
- Paper and pencils

SET THE CONTEXT FOR STUDENT LEARNING

Using the rapid fire method, test the students to see if they remember the planning steps and essay parts. Ask if they've been thinking about what they've learned. Have the students tell you about times they have used or thought about using STOP and DARE.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Criterion Setting

Set goals with the students individually for two or three times the initial level of their previously written essays. Be sure to include all four parts and the understanding that the essay must make sense.

Step 2: Independent Practice with Feedback

- Give each student two essay topics and a brainstorming sheet.
- Tell the students to use their cue cards, list of linking words, directions, and chart when they are planning.
- Make sure the students plan before composing. Provide assistance only when a student skips a step or does it incorrectly. You may need to help the students whose order can lead to an illogical essay. Encourage them to use at least one word from the list of linking words if they fail to do so on their own.

Step 3: Review Essay and Graph

- After each student finishes, review each essay as a group. Have the students read their essays aloud; identify the parts, pointing out elaborations as well as the topic sentence, reasons, arguments, and conclusion, if they are present.



- If any parts are missing, discuss how and where they could be added. Completely re-view one essay before going on to the next. The students should help each other think of parts that are better or to make the order better for next time.
- Have each student fill in a checklist. Note that they reached their goal if they have done so.
- Discuss the goal for next time, which will be to use all four essay parts and two to three times more parts than on essays written before learning STOP and DARE.

WRAP-UP

Remind the students that you will check to see if they can remember on their own the essay planning strategy (STOP) and the essay parts reminder (DARE) at the next session.



LESSON 5

LESSON OVERVIEW

The students will learn to create their own brainstorming sheets in this lesson. By this lesson, the students should set goals for writing and composing essays independently.

STUDENT OBJECTIVES

The students will verbally state the part of the essay planning strategy STOP and the parts of a good essay as in DARE. The students will create a brainstorming sheet for writing the essay and will independently write an essay using STOP and DARE. The students will set a goal for writing an essay.

MATERIALS

One copy for each student:

- STOP and DARE mnemonic chart
- STOP and DARE Directions
- Cue Cards
- Linking Words
- Students' previously written essays
- Essay Topics
- Paper and pencils

SET THE CONTEXT FOR STUDENT LEARNING

Using the rapid fire method, test the students to see if they remember the planning steps and essay parts. Ask if they've been thinking about what they've learned. Have the students tell you about times they have used or thought about using STOP and DARE. Tell them they will learn a way to use the strategy without the brainstorming sheet. Be sure to emphasize that by planning themselves, they can use STOP and DARE any time they want to write a good essay.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Create a Brainstorming Plan Sheet

- Show the students how to create their own planning brainstorming sheet by taking paper, writing STOP at top, drawing a vertical line down the page, and writing DARE at the bottom. Model how to cross out letters in each word as they complete the steps.
- Briefly model a plan for an essay with a topic that the students had used during collaborative practice or independent practice. Do this quickly, but emphasize the steps that the students haven't yet mastered, such as making the order of ideas logical. If they have been doing this well, model a different organization than they have been using.

Step 2: Goal Setting

Set goals with the students individually for two or three more parts as in previously written essay, and include all four parts of DARE without using the brainstorming sheet.

Step 3: Independent Practice with Feedback

- Give each student two essay topics. Tell the students that they will need to make and write their own brainstorming sheet. Remind the students to use a new piece of paper



for writing their essay. Make sure they plan before composing. Be sure to check each student's plan! Provide assistance only when a student skips a step or does it incorrectly.

- Tell the students they can use their list of linking words if they want or need to.

Step 4: Review Essays and Graph

- When the students have finished working, review each essay as a group. Have the students read their own essays aloud; identify the parts, pointing out elaborations as well as the topic sentence, reasons, arguments, and conclusion, if they are present.
- If any parts are missing, discuss how and where they could be added.
- Have each student fill in the checklist. Note that they reached their goal if they have done so.

WRAP-UP

The students should repeat Lesson 5 until they reach a criterion performance of two or three times as many essay parts as in their previously written essays.



STOP

Suspend Judgment

Take a Side

Organize Ideas

Plan More as You Write



- Did I list ideas for each side?
- Can I think of anything else? Try to write more.
- Another point I haven't considered yet is . . .
- Put a star next to ideas you want to use.
- Put an X next to arguments you want to dispute.
- Number your ideas in the order you will use them.

DARE

Develop Your Topic Sentence

Add Supporting Ideas

Reject Arguments for the Other Side

End with a Conclusion



STOP and DARE Directions

- S**uspend Judgment
Consider each side before taking a position. Brainstorm ideas for and against the topic. When you can't think of more ideas, see the first three cue cards:
 - Did I list ideas for each side? If not, do this now;
 - Can I think of anything else? Try to write more ideas; and
 - Another point I haven't considered yet is . . .
- T**ake a Side
Read your ideas. Decide which side you believe in or which side can be used to make the strongest argument. Place a "+" on the side that shows your position.
- O**rganize Ideas
Choose ideas that are strong and decide how to organize them for writing. To help you do this, see the next three cue cards:
 - Put a star next to the ideas you want to use. Choose at least ____ ideas;
 - Choose at least ____ argument(s) to refute; and
 - Number your ideas in the order you will use them.
- P**lan More as You Write
Continue to plan as you write. Use all four essay parts (see the last cue card if you can't remember DARE):
 - D**evelop Your Topic Sentence
 - A**dd Supporting Ideas
 - R**eject Arguments for the Other Side
 - E**nd with a Conclusion



STOP and DARE Checklist

| | | | | | | |
|--|--|--|--|--|--|--|
| S uspend Judgment Did I list ideas for both sides? | | | | | | |
| Can I think of anything else? Try to write more. | | | | | | |
| Another point I haven't yet considered is . . . Think of possible arguments. | | | | | | |
| T ake a Side Place a "+" at the top of one box to show the side you will take in your essay. | | | | | | |
| O rganize Ideas Put a star next to ideas you want to use. Choose at least _____ ideas that you will use. | | | | | | |
| P lan More as You Write | | | | | | |
| Use DARE | | | | | | |
| D evelop Your Topic Sentence | | | | | | |
| A dd Supporting Ideas | | | | | | |
| R eject Arguments for the Other Side | | | | | | |
| E nd with a Conclusion | | | | | | |



Brainstorming Sheet

Suspend Judgment. Brainstorm ideas for and against the topic.

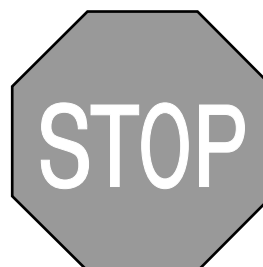
| _____ (for) | _____ (against) |
|-------------|-----------------|
| 1. | 1. |
| | |
| 2. | 2. |
| | |
| 3. | 3. |
| | |
| 4. | 4. |
| | |
| 5. | 5. |
| | |
| 6. | 6. |
| | |
| 7. | 7. |
| | |

Take a Side. Place a "+" at the top of the box that shows the side you will take.

Organize Ideas. Decide which ideas are strong and which ideas you can dispute.

Plan More as You Write. Remember to use all four essay parts and continue planning.

Now write your essay on another piece of paper.












Linking Words

First
Second
Third
Fourth
Fifth

Another
One more
Also
Additionally
Furthermore
Likewise
Besides
Still
In fact



Cue Cards

| | | | |
|---|--|---|---|
| <p> STEP 1 Suspend Judgment</p> <p>Cue Card #1</p> <p>Did I list ideas for both sides? If not, do this now.</p> | <p> STEP 1 Suspend Judgment</p> <p>Cue Card #2</p> <p>Can I think of anything else? Try to write more.</p> | <p> STEP 1 Suspend Judgment</p> <p>Cue Card #3</p> <p>Another point I haven't yet considered is... Think of possible arguments.</p> | <p> STEP 2 Take a Side</p> <p>Cue Card #4</p> <p>Place a "+" at the top of one box to show the side you will take in your essay.</p> |
| <p> STEP 3 Organize Ideas</p> <p>Cue Card #5</p> <p>Put a star next to ideas you want to use. Choose at least ___ ideas that you will use.</p> | <p> STEP 3 Organize Ideas</p> <p>Cue Card #6</p> <p>Did I star ideas on both sides? Choose at least ___ argument(s) that you can dispute.</p> | <p> STEP 3 Organize Ideas</p> <p>Cue Card #7</p> <p>Number your ideas in the order you will use them.</p> | <p>DARE STEP 4 Plan More as You Write</p> <p>Cue Card #8</p> <p>Develop your topic sentence. Add supporting ideas. Reject possible arguments. End with a conclusion.</p> |





Essay Topics

1. Do you think children should have to go to school in the summer?
2. Do you think teachers should give students homework?
3. Are school rules necessary?
4. Do you think children should be required to clean their rooms?
5. Do you think children should be allowed to pick which movies they can see?
6. Do you think parents should decide who their children's friends should be?
7. Do you think children should be allowed to eat whatever they want?
8. Do you think children should be allowed to have their own pets?
9. Should parents give their children money for getting good grades on their report cards?
10. Do you think children should be allowed to choose their own bedtime?
11. Do you think the school day should be shorter?
12. Should students be able to choose the subjects they study in school?
13. Should children be punished when they do something wrong?
14. Do you think children should be allowed to choose which television shows they can watch?
15. Is it better to be an only child or to have brothers and sisters?
16. Should children be required to learn how to use computers?
17. Should parents coach their children's sports teams?
18. Do you think children your age should be allowed to go to the mall alone?
19. Should boys and girls be taught in separate classes in school?
20. Do you think sports stars should be treated as heroes?
21. Do you think children your age should be able to vote?
22. Should children your age be allowed to have paying jobs after school?
23. Should children give some of their toys to children who do not have toys?
24. Should students be required to wear uniforms at school?
25. Should students be graded on their schoolwork?



| I Transferred My Strategy | I Helped My Partner |
|---------------------------|---------------------|
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My Self-Statements

To think of good ideas:

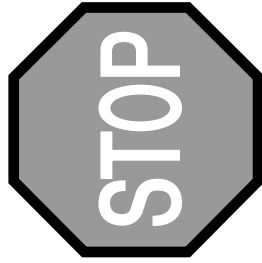
While I work:

To check my work:



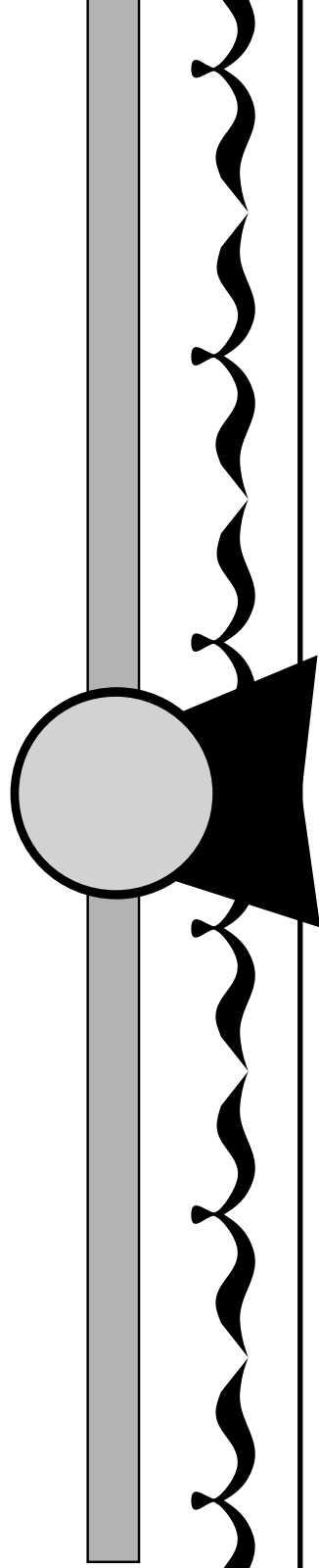
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and
DARE**

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