

Public Schools of Brookline Tool
Classroom- and Research-Based Strategies Supplement: Writing

Student: _____

Grade: _____

Teacher: _____

Date: _____

Listed below are successful teaching strategies. Please check/highlight those you have implemented.

To improve spelling:

- ☐ Used multi-sensory approach
- ☐ Allowed student to spell into tape recorder
- ☐ Used picture or color cues or word shapes
- ☐ Taught sight words in a meaningful phrase or sentence
- ☐ Taught specific spelling rules
- ☐ Used same words for reading, spelling, and writing tasks
- ☐ Reduced number of expected words Tested student orally
- ☐ Sent home spelling words for practice
- ☐ Made individualized word lists to learn, using miscues from student's work

To improve handwriting:

- ☐ Provided hand strengthen activities (e.g. clay, squeeze ball)
- ☐ Provided special paper (e.g. wider spaced lines, graph paper)
- ☐ Used pencil grip
- ☐ Used various writing tools
- ☐ Provided alphabet and number strips at seat
- ☐ Used multi-sensory activities (e.g. sandpaper, sand, foam)
- ☐ Used cues (e.g. finger spaces) for spacing between words
- ☐ Reduced copying from book or board
- ☐ Seated student near board for copying

To improve written expression:

- ☐ Allowed student to verbalize or tape record thoughts before writing
- ☐ Used word processor for written tasks/assignments
- ☐ Helped student get started on written tasks
- ☐ Used graphic organizers
- ☐ Allowed un-timed, written assessments
- ☐ Used story starters or prompts
- ☐ Used rubric as a guide for written assignments
- ☐ Used checklist/s for proofing written work

- ☐ Broke up long written assignments into smaller parts
- ☐ Allowed student to vocalize while writing
- ☐ Read back pieces to student to see if written work makes sense
- ☐ Taught revision skills
- ☐ Gave student choices about topic

- ☐ Other strategies, including consultations with other specialists: