



# STEPPING Together

## Writing Differentiation with Corrective Feedback (K-2)

If the Student has difficulty with ...	Then ...
<b>Self-Monitoring</b>	<ul style="list-style-type: none"> <li>• Have the student reread to check for accuracy and to recall the next word to write.</li> <li>• Have the student reread and check to make sure there is a space between each word.</li> <li>• Have the student use their eraser and tap each word as they reread their writing. Encourage the student to add in any words that they left out or fix any errors they find.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Model when to use a period, comma, exclamation point, question mark, and quotation marks.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Review the four steps to teach sight words: What's Missing?, Mix and Fix, Rug Writing, and Write and Retrieve.</li> <li>• Use sound boxes for words that the student misspelled. Have them say the word slowly as they run their finger under the boxes. Then have them write the letters in the boxes.</li> <li>• Demonstrate how to use an analogy to write unknown words (<i>day/stay</i>).</li> <li>• Demonstrate how to add <i>-ing</i>, <i>-ed</i>, and <i>-er</i> to a known word (<i>going, looked, faster</i>).</li> <li>• Clap the syllables of a multisyllabic word, listening for the parts. Model writing each syllable. Then check the word by running your finger under the letters and saying it slowly.</li> <li>• Have the student use the plan or prompt as a spelling resource.</li> </ul>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Model using a capital letter at the beginning of a sentence, character's name, or proper noun.</li> </ul>
<b>Combining Sentences</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the words <i>because</i> or <i>and</i> to combine two short sentences into one longer sentence.</li> </ul>
<b>Focus and Organization</b>	<ul style="list-style-type: none"> <li>• Reread the prompt with the student. Have the student explain in their own words what they are writing about.</li> <li>• Reread the dictated sentence.</li> <li>• Revisit the key words on the plan. Have the student orally rehearse their next sentence.</li> </ul>
<b>Adding Details</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to add more details by rereading and thinking aloud about what the book says.</li> <li>• Demonstrate how to add details by saying, <i>Tell me more about that</i>, or <i>What else did you learn about that?</i></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Model how to include domain-specific words from the book when writing by using the glossary or index.</li> </ul>