

Virtual Lesson: Writing Intervention

About the lesson

This lesson was developed by Natasha Feinberg, Professor at Rhode Island College during the spring of 2020 as part of an NCII community of practice focused on virtual intervention delivery. Please note that NCII does not endorse specific intervention programs. As such, any programs noted in these documents are used for illustrative purposes only, or as potential resources for source materials (e.g., sample text, graphic organizers).

This [lesson](#) provides a virtual structure for writing intervention and was informed by The Simple View of Writing (Berninger & Amtmann, 2002). This lesson addresses three major components of writing instruction: transcription, text generation, and self-regulation. At the transcription level, the lesson begins with simple letter–sound correspondence. The student matches phonemes to their graphemes. Word lists organized by phonics skill are available in *Phonics and Spelling Through Phoneme-Grapheme Mapping* by Kathryn Grace. The phonics skill that is highlighted may be practiced through a short, connected piece of text. Transcription is continued at the word and sentence levels through word reading, writing, and simple sentence reading and direct instruction in grammar.

The final portion of the intervention moves to text generation. Text generation focuses on writing in a larger quantity while maintaining a sense of organization. *DBI-TLC (Data-Based Instruction: Tools, Learning and Collaborative Support)* from the University of Missouri provides specific writing intervention activities that may be used here. *The Writing Revolution* by Judith Hochman and Natalie Wexler is also a resource for specific activities.

Tips for implementation

Materials for phoneme-grapheme mapping are minimal. The student will need the printed [grid](#), five or six tokens, and a pencil. Make certain that the student represents the number of phonemes (sounds) with the tokens before writing the graphemes (letters). Students tend to want to skip this part, and it is the letter–sound correspondence that we are working on. Practice with the student to show how to hold the writing up to the camera so that you can check the student’s work.

Video tutorial of how to use the presentation

The following videos are of an educator implementing the lesson with a student both synchronously and asynchronously. These videos are great resources for educators looking to implement the lesson synchronously and to share with parents and families supporting their students at home asynchronously.

- [Synchronous example of the lesson in action](#)
- [Asynchronous example of the lesson in action](#)

Resources

Berninger, V. W. & Amtmann, D. (2003). Preventing written expression disabilities through early and continuing assessment and intervention for handwriting and/or spelling problems: Research into practice. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 345–363). New York, NY: The Guilford Press.

Grace, K. E. (2007). *Phonics and spelling through phoneme-grapheme mapping*. Boston, MA: Sopris West Educational Services.

Hochman, J. C. & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. San Francisco, CA: Jossey-Bass.

University of Florida. (n.d.). *UFLI virtual teaching resource hub*. UF Literacy Institute. Retrieved from <https://education.ufl.edu/uflivirtualteaching/main/lesson-structure/fifth-grade/>

University of Missouri. (n.d.). *Data-based instruction in early writing*. MU Department of Special Education. Retrieved from <https://education.missouri.edu/special-education/research/dbitlc/>