E-CHAPTER 5

CSRI Program on Planning and Drafting Strategies: Sessions and Supportive Instructional Materials*

Raquel Fidalgo, Mark Torrance, and Begoña López-Campelo

Introduction

In the fifth chapter of the book, *Developing Writing Skills through Cognitive Self-Regulation and Instruction*, we presented an overview of the Cognitive Self-Regulation Instruction Program, including its theoretical and empirical background, the analysis and rationale of the specific learning and teaching activities and supportive materials associated with each instructional component of the program. Finally, a summary of the studies exploring its effectiveness for improving students' writing skills was presented.

In order to get a better understanding of this program, this chapter provides a complete example of the Cognitive Self-Regulation Instruction Program, which has been validated in previous studies (Fidalgo, Torrance, & García, 2008; Torrance, Fidalgo, & García, 2007; Fidalgo, Torrance, & Robledo, 2011; Torrance, Fidalgo, & Robledo, 2015; Fidalgo, Torrance, Rijlaarsdam, van den Bergh, & Álvarez, 2015). It is focused on strategies for planning and translating this plan into full text. Moreover, we have designed this application mainly addressing to typically-developing students of upper primary schools (11–12 years old).

The overview of this chapter has a practical approach. Thus, it provides the instructor with detailed descriptions of the instructional sessions to ensure the right application of the contents, techniques and strategies of this program in different sessions. Furthermore, the supportive materials needed to train the students are provided.

In sum, from the educational point of view, this e-chapter helps instructors to organise the different supportive materials used for guiding the student

---

through the different sessions of the program we have developed and, thereby, allowing direct application in educational practice for teachers with these students.

The Instructional Sequence

The instructional program consists of four instructional stages: Direct Teaching, Modelling, Emulative practice in pairs and Emulative practice alone. The instructional stages are sequentially applied. The program consists of eight one-hour-long sessions of instruction (two sessions in each instructional component).

This program is aimed to aid sixth grade teachers. Its application with younger students and students with learning disabilities would demand a specifically adapted program required for each individual case and an increase in the number of sessions and instructional building components in each part. It is essential the teacher understands and masters the instructions of each individual component prior to the implementation of this program.

Prior to putting into practice the application program, teaching training is required, so it is necessary to have a few introductory training sessions. These include objectives, foundation, etc. Teacher's motivation and implication is also important in the development of instruction. The teacher should be trained with the development plan of instruction before starting each weekly session. These training sessions are both to prepare the teacher the next session and to control the previously implemented instructional session. This ensures the proper development of the program and teacher's positive involvement in the instruction.

First Session: Direct Teaching (POD + The Vowels Planning Strategy)

To begin with, we present the program for improving students' writing skills that will be developed over the following weeks. We also give each student an individual folder where they will collect the materials we use in the program. In this presentation it is necessary that students become aware of the importance of writing for academic performance.

It is essential that students perceive the writing program as something useful and necessary that will contribute positively to their performance both in language and in all other academic areas, not just now but also in the

future. It is important that students understand the necessity of writing correctly and how important the program is to develop and improve their writing skills.

After the presentation, the first session starts with an interactive group dialogue in which we discuss what students do when they have to write a text. At this stage, the teacher can tutor, foster and strengthen all students' participation.

Next, the teacher explains the first step you should take before starting any text, the planning. The first aspect to highlight is that writing is a long process, and before writing any text you must have always made many previous steps (i.e. you must plan your text).

Before proceeding to explain explicitly the planning process, it is very important to emphasise the importance and necessity of planning before writing. It should be noted that planning is a prerequisite for all good writers or experts before writing a text. It is very important that students perceive the usefulness of this first step of the writing process, so that greater involvement in planning will be achieved in their future assignments.

After that, the teacher presents and explains in an interactive way the planning process which can be seen in **Appendix 1, the Matrix of metacognitive knowledge of planning**, handout previously provided to each student. The aim is to help the students to develop declarative metacognitive knowledge about the planning process, procedural knowledge about how a text is planned, and conditional knowledge about when and why a text is planned. The acquisition of this background knowledge is necessary for the remaining sessions of the program to be properly developed.

In relation to procedural knowledge, how to plan, the teacher will give the following steps:

Step 1   What is the aim of the text? All writing of a text has a general objective that varies with the type of text. Some examples are considered: narrate or tell a story; describe something or someone; explain something; expose an opinion or belief, etc.

Step 2   Who will be the audience of the text? The writer must consider the characteristics and needs of the future readers in their text, so that they understand the text, it interests them, it amuses them, they are keen to read more, it captures their attention, etc.

Step 3   What ideas can be written in my text? Thinking about data and information derived from the writers' knowledge (their imagination or knowledge), or consulting other documentary sources (books, dictionaries …).

Step 4   How to put the ideas together in the text? After generating the infor-
         mation necessary to select the most useful information for the text that
         is being planned. This selection will be determined considering the
         subject and purpose of the text. In this case, the type of comparison-
         contrast work will be exemplified as follows: a) main ideas about how
         two issues are similar; b) main ideas about how they differ; c) both
         should give detailed ideas or examples to help the reader understand
         the main ideas.

Step 5   How will my text be structured? All ideas generated and selected for
         the text must be organized around some criteria, because a text is not
         just a list of ideas. The ideas must be organized in a coherent way
         to form a text, in three main parts: introduction, development and
         conclusion. In the introduction the reader is presented the topic. The
         goal or purpose of why it is being written is also given. This information
         should be exposed in a creative way that captures the reader's interest
         and attention. The **introduction** is very important as it anticipates the
         reader what he/she is going to read next, thus facilitating the correct
         interpretation of the text by the reader. In addition, this encourages
         them to read so the introduction must be original. The **development**
         is the middle part of the text, in which the ideas are set coherently,
         organized and in a collected way. The main ideas of the text must be
         joined by affinity criteria. For example, in a compare-contrasts text,
         similar ideas must be linked in a block and the differences in another
         block or paragraph. In turn, each main idea should be developed by
         several supporting ideas and examples that make it easier for the text
         to be understood. Finally, in the **conclusion**, a summary or end to the
         text is made, or a contribution or personal reflection on the topic is
         given to the reader in an informative way.

After presenting the necessary knowledge about the planning the teacher will
present the students the POD + The VOWELS strategy, to help students to
remember all the steps they should take when planning their text, without
forgetting any of them. At this stage the teacher will use a poster with the
strategy, which can be presented on the blackboard. The poster should be
visible for both this session and subsequent sessions. In turn, they will handout
the students Portfolio **Appendix 2 of the POD + THE VOWELS strategy.**

     This is the first contact with the strategy, its presentation should be interest-
ing and all the steps outlined above in the matrix of knowledge must be easy
to remember. As far as possible its presentation should be fun, as well as the
meaning of the planning steps already undertaken in Appendix 1. The teacher

will emphasize that POD is an acronym that expert writers use to make their written compositions. POD stands for each of the steps (think ideas (*Piensa* ideas, in Spanish), Organize ideas, Develop your text). It should also be emphasized that they can easily remember POD because the strategy will give them the "POWER" (*PODER, in Spanish*) to write correctly. The first step of the PODer (power) strategy is P (Piensa ideas, Think ideas), keep concentration, self confidence in your ability, and thus you will become better and have more original ideas. Do not write texts directly, you need to stop and think before, following a few steps, an organization, which is the second part of the strategy.

The letter O (organize your ideas) includes the second part of the strategy: the VOWELS. To promote its memorization, it can be given as an idea in which just as when we start writing our first letters, we first learn to write THE VOWELS, also the first thing to do when writing a text is to remember THE VOWELS: OAIUE. Then, practice the OAIUE mnemonic rule, discuss the reasons for each of the vowels, and its meaning. The most important thing is to unite the letter to the meaning. As an example, with the letter O = What is the purpose (*Objetivo*) of the text? At this point, the teacher asked what goals do exist, linking children's responses to different text types. With the letter A = Who is the audience (*Audiencia*) of the text? That is the need for capture future readers' interest and attention, motivate them to read, make it easier to understand, etc. With the letter I, What ideas (*Ideas*) can be used in my text? To do this, think ideas, brainstorm or search other documental sources, and differentiate between main and secondary ideas and examples. With the letter U = How can connect (*Union*) the ideas in the text? Join thematic ideas (e.g. similarities vs. differences in comparison-contrast text). And with the letter E = What is the scheme (*Esquema*) my text will use? That is to say, make a draft or previous scheme where ideas regarding the introduction, development and conclusion are located. Make reference to the need for an introduction and a concluding paragraph, together with several paragraphs of development.

Finally, the third step of the strategy is being able to write and develop the ideas in the text (letter D). Once it has previously been planned, you may then start writing your text. At this stage it is necessary for the students to remember the steps of the strategy, which may arise as a game in large group, in which the teacher asks students the meaning of the sounds.

Second Session: Direct Teaching (IDC Drafting Strategy)

The session starts by activating prior knowledge of the first step of the writing process, trained in the previous session: planning. After that, the teacher will

focus on the second step of the writing process: drafting. Again the teacher should emphasize the need for plan ahead to successfully reach and guarantee the success of the second step.

Next, the teacher presents and explains interactively the drafting process supported by **the matrix of knowledge (see Appendix 3)**. In order to facilitate students' understanding and retention of what is being explained, **Appendix 4, which visually shows the organization and structure of a text comparison-contrast text**, is used as supportive material.

Through explanation, the teacher should emphasize the following points:

Point 1. Textual structure. All texts must have a structure that includes different parts. In expository texts there are generally three parts which correspond to the IDC strategy.

Letter I means Introduction. It concerns the overall presentation of the topic and the purpose of the text. It needs to highlight the importance of this part in the text especially for future readers because it anticipates the contents of the text to be read, thereby facilitating comprehension.

Letter D means Development. It includes the central or essential part of the text, where the development of the main ideas presented in the text are collected and argued.

Letter C means Conclusion, that is, the final part of the text. Here you can make a personal contribution to the text, or a global point of view, or reflection of everything discussed in the text.

Point 2. Textual organization. All ideas conveyed in a text must be organized into paragraphs. As for the composition of a paragraph, it should include: a main idea and detailed ideas or examples to clarify the main one.

Regarding paragraph types, taking into account the structure of a textual narrative text, it is possible to distinguish various types of paragraphs: *introduction paragraph:* where the presentation of the topic of the text and its aim is given; *body or development paragraph*: those points that explain each of the main ideas of the text. Each main idea should be developed in a paragraph. These can be organized in different ways: by hierarchy of importance, thematic affinity (for example, in a comparison-contrast text paragraphs are grouped as indicated differences or similarities). Finally, a *concluding paragraph*: where the conclusion or end to the text is given.

After this direct teaching, an analysis of these aspects of the text prepared ad hoc in Appendix 5 is performed. In class group, by encouraging the participation of the whole class, students have to analyse: text structure, pointing to the introduction, development and conclusion; and textual organization, noting the different types of paragraphs, and, within each paragraph, the main idea and detailed ideas or examples that should be used.

Point 3. Textual coherence. The teacher will make students' attention focus on various coherence ties of the text **(Appendix 5), which will be highlighted in the text**. The teacher should explain and emphasize the importance and necessity of these coherence ties, which give unity and coherence necessary in the text. These coherence ties will be differentiated by their corresponding position: either into paragraphs or between paragraphs. Some examples of these coherence ties considering their position will be written in the **Appendix 4**. Examples of into- paragraph ties, when ideas are related together, for example the similarities between two aspects, are: *firstly; secondly; thirdly; first of all; second of all; another; and; in addition; also; similarly; furthermore, etc*. Examples of inter- paragraphs ties, when each paragraph reflects conflicting ideas, such as, similarities versus differences are: *on the contrary; however; nevertheless; on the other hand, etc*. Finally, ties for the concluding paragraph are: *in short; in conclusion, to conclude, etc*.

Subsequently, each student is given **Appendix 6 as an example of an incorrect comparison-contrast text**. First, each student individually analyses what errors are found in the text in accordance with the previous teaching about coherence, structure and organization. Later, errors are discussed within the whole class.

Third Session: Modeling (POD + the Vowels Planning Strategy)

This session starts activating previous knowledge learned in the previous two sessions about planning and drafting strategies through Appendix 2 (Planning strategy POD + The vowels) and Appendix 4 (Drafting strategy IDC). The greatest emphasis should be given to the planning strategy plan, because the purpose of this session is to model the implementation of the planning strategy by the teacher. The goal is for all students to master the different steps of the strategy and its meaning before beginning the modelling process of the planning process of a comparison-contrast text.

Once the planning strategy is memorized, the teacher will go on to model how to plan a text, showing them how to implement POD + The vowels strategy under thinking aloud condition, which exemplify all thoughts that good writers have and use before writing any text. After, the teacher will explain the students that during the modelling they have to concentrate on all the teacher's steps and thoughts during the writing process. They should pay special attention to teacher's thought, the steps he/she takes, what actions he/she does, and not to the content of the text he/she is going to write. The students should be allowed to ask the teacher questions on what they do not understand, but

avoiding any further unnecessary interruptions during the modelling if they are not absolutely necessary. After this stage the students should be able to imitate the whole planning process themselves as performed by the teacher and use the POD + The vowels strategy in another text. It is very important and necessary to be concentrated on teacher's modelling of the planning process. It is very important that students do not work on this task independently. They should only observe and always follow the execution and performance of the teacher.

To facilitate the thinking aloud performed by the teacher, an example is given as supportive material of thinking aloud. This also creates the rules and guidelines on key aspects highlighted in the modelling process. All of this is found in **Appendix 7**. In turn, **Appendix 8 gives an example of the final product of the planning process written and completed** (which is where the teacher is expected to write down their thoughts). At the end of the session, this Appendix should be given to each student, to make them aware of the result of the planning.

After teacher's modelling, students will have to reflect about what thoughts the teacher had during the planning process, taking notes on **Appendix 9**. Then, the teacher will collect students' initial ideas, which will be shared with the whole group. During the sharing part of the exercise, it is important that the teacher only uses the examples proposed by the students, i.e. he/she should not give explicit ideas about the planning strategy, he/she should take ideas from the students' observations and examples they have proposed. Through this, the teacher can guide and shape the contributions of students. During this discussion, the teacher can briefly note down the ideas that have come from the students, and students may complete their registration form Appendix 9.

Finally, each student individually has time to reflect and think about what steps they should take when they write a text. They should also consider what differences exist between teacher's thoughts during the modelling and their own thoughts when writing a text. All the steps that are not usually taken will be marked with a cross in Appendix 9. In turn, **Appendix 10, a list of self-instructions**, is given to the students. Each student individually will write his/her own list of self-instructions to follow during the planning of a text, according to the model provided by the teacher.

At the end of the modelling session there will be a sharing exercise, where the group will reflect on the use of the strategy and the benefits derived from it when writing higher quality texts as verified in the text made. The importance of using the strategy can be further emphasized by the importance of using all the steps (letters) given in it and by continually checking and correcting and thus evaluating each of the steps performed.

At this stage of the session the students are given Appendix 8 as an example of textual planning made previously by the teacher.

Fourth Session: Modelling (IDC Drafting Strategy)

This session starts reviewing previous knowledge learned in the first two sessions about the planning and drafting strategies through Appendix 2 (Planning strategy POD + The vowels) and Appendix 4 (Drafting strategy IDC). The greatest emphasis should be given to the drafting strategy IDC and the use of coherence ties into and between paragraphs, because the purpose of this session is to model the implementation of the drafting strategy by the teacher.

Once previous information has been remembered the teacher will begin this session briefly reminding the students about the planning process implemented in the previous session and the need of planning always before starting a new text. To remember what was done in the previous session, the student will take Appendix 8, which contains the whole textual product of teacher's planning on the comparison-contrast text, that was made in the previous session about two water sports: water polo and swimming.

Once the information about how to plan is recalled, the teacher exemplifies concretely and specifically, the second step, drafting the text, for the whole group. This is exemplified with think-aloud modelling of all the steps that an expert writer takes to write a text. **Appendix 11 provides an example of thinking aloud during drafting process to support teacher's modelling. Also Appendix 12 collects the final result of the drafting process which will be achieved after the modelling.**

During the modelling students must follow the entire process in an attentive and focused way and the steps that the teacher undertakes in the task by following and understanding each step. If not, the students are permitted to ask about what they do not understand, such as: unknown terms, procedures or ways of doing things, unknown vocabulary, comprehension, problems …, but avoiding, if possible, any further unnecessary interruptions. It is very important that students do not work on this task independently. They should only observe and always follow the execution and performance of the teacher.

Once again, after teacher's modelling, students will have to reflect about what thoughts the teacher had during the drafting process, taking notes of them on **Appendix 13**. Then the teacher will collect students' initial ideas, which will be shared with the whole group. During the sharing part of the exercise, it is important that the teacher only uses the examples proposed by the students, i.e. he/she shouldn't give an explicit teaching on drafting, it

should be taken from the students' observations and examples they have pro-posed. Through this, the teacher can guide and shape the contributions of students. During this discussion, the teacher can briefly note down the ideas that have come from the students, and they may complete their registration form Appendix 13. During this discussion, it is important that students come up with ideas such as: a) stress the structuring of text in an introduction, devel-opment and conclusion; b) grouping in the development: on the one hand, the similarities and on the other, the differences; c) the link ideas and paragraphs in the text, marking connectors, etc. At the same time, this sharing in the large group can be performed by analysing the examples that the students have con-tributed with considering the **text analysis on Appendix 12**.

Finally, each student individually has time to reflect and think about what steps he/she should take when writes a text. Students should also consider what differences exist between teacher's thoughts during the modelling and their own thoughts when writing a text. All steps that are not usually taken will be marked with a cross in **Appendix 13**. In turn, **Appendix 10, a list of self-instructions**, is given to the students. Each student individually will write their own list of self-instructions to follow during the drafting of a text, based on the model provided by the teacher.

The session will finish with a reflection about the use of strategies and the benefits derived from them when writing higher quality texts, as verified in the text made. The importance of using the strategy will emphasize the importance of following all the steps (letters of the strategy) provided, and checking and correcting continuously thus evaluating each of the steps performed.

Fifth and Sixth Sessions: Emulation in Pairs (Planning and Drafting Strategies)

In the 5th and 6th sessions emulation is performed in pairs by implementing the planning and drafting strategies explained and modelled in previous ses-sions. In order not to split the writing process and to prevent the formation of possible misconceptions in students in interpreting planning and drafting as independent processes, these two sessions will be held successively in the same class or as consecutive classes.

At the beginning of the session prior knowledge about the strategies for planning and drafting and the modelling sessions conducted by the teacher in the last two sessions are reminded. In this way students should be able to recall the different steps of textual planning, from the acronym POD + the VOWELS as mnemonic. The Point D of POD (Develop your text) should be

joined to the IDC drafting strategy that should be also recalled by students. This will help to emphasize to the students the structuring of text for the introduction, development and conclusion, and the need for links between ideas and between paragraphs. During this process the students can use their folders and the handouts set from Appendices 2 and 4. In addition, Appendix 10 can be used with its list of self-instructions to follow in writing the text, in order to facilitate students' thinking aloud.

Once the background has been remembered, student peers must perform an expository comparison-contrast text on the subject of individual and team sports (theme suggested by students in previous studies, thus making student's motivation towards the task stronger, because it is derived from their own interests).

The following organization will be used for working in pairs. A student will emulate the process of planning and writing the text, following the modelling done by the teacher in the previous sessions. The second student will monitor the whole process of writing that is emulated by their pair. He/she will play an active and involved role in the process, analysing possible errors in emulation of the process and providing (if necessary) help to guide or correct his/her emulation of the writing processes. It is emphasized that the text to be done is responsibility of both peers (observer and modeller). Each pair should then create a unique planning and text.

The students will be paired taking into account comparable levels of achievement. In each pair the student who performs the modelling will be the most outgoing student, talkative, etc., albeit he/she has smaller ability than his/her peer.

As supportive materials for students, the teacher will give each couple the following materials: **Appendix 14. (Planning worksheet: individual and team sports) and Appendix 15. (Text drafting sheet: individual and team sports)**. The teacher will supervise students' collaborative work in this session. He/she will provide the necessary aids, and will reinforce the increased effort and persistence in the tasks of the students. The teacher should encourage students to think aloud if they remain in silent for a while.

At the end of the emulation there will be a sharing group, where each pair will reflect on the use of strategies and the benefits derived from them when writing higher quality texts, as verified in the text made. That improvement should be joined to the use of the writing strategies and the careful checking and evaluation in each of the steps performed during the writing process.

Seventh and Eighth Session: Emulation Alone (Planning and Drafting Strategies)

7th and 8th sessions are similar to the previous ones (5th and 6th sessions) but these sessions implement an individual emulation in which students apply planning and drafting strategies, previously explained and modelled by thinking aloud. Again, in order not to split the writing process and to prevent the formation of possible misconceptions in students in interpreting planning and drafting as independent processes, these two sessions will be held successively in the same class or as consecutive classes.

At the beginning of the session prior knowledge about the strategies for planning and drafting and the modelling sessions conducted by the teacher in the last two sessions are remembered. In this way the students should be able to recall the different steps of textual planning, using the acronym POD + the VOWELS as mnemonics. The Point D of POD (Develop your text) should be joined to the IDC drafting strategy that should be also recalled by the students. This will help them to emphasize the textual structure for introduction, development and conclusion, and the need for links between ideas and paragraphs. During this process, the students can use their folders and the handout set from Appendices 2 and 4. In addition, Appendix 10 can be used with its list of self-instructions to be followed while writing the text, in order to facilitate their thinking aloud.

Once the students have activated their prior knowledge, they have to perform an expository comparison-contrast text about adventure books vs. textbooks. To implement this task students should work independently and emulate, by using the supportive materials (**Appendix 14. Planning worksheet: textbooks and adventure texts, and Appendix 15. drafting sheet text textbooks and adventure**), the whole process of planning and drafting as the teacher has modelled in previous sessions.

The teacher in turn, will monitor students' work during the class, incorporating the necessary aids, and reinforcing the increasing effort and persistence in the students' tasks. The teacher should encourage the students to think aloud, to give themselves orders and instructions so that they regulate their actions and remember the different steps of the strategy precisely.

After the writing task there will be a sharing group, where each student will reflect on the use of strategies and the benefits derived from using them to write higher quality texts, as verified in the text performed. The importance of using the POD + the VOWELs and the IDC strategies to organize and structure the text in different topics and the need to follow all the steps (letters) listed in the strategies is essential for writing texts. This should be carefully checked

and continuously evaluated by correcting students' actions in each of the steps performed. Also, to promote the maintenance and generalization in the use of strategies in writing all texts from now on, it is highly recommended that students reflect on what they have achieved by comparing the current text with their performance in previous sessions (for example pre-test assessment).

This last individual session should be repeated as often as necessary, gradually transferring control of writing to students themselves. In order to achieve this, the teacher must gradually withdraw supportive materials and teacher feedback, until this support completely disappears.

References

Fidalgo, R., Torrance, M., & García, J. N. (2008). The long term effects of strategy-focussed writing instruction for grade six students. *Contemporary Educational Psychology, 33*, 672–693. doi: 10.1016/j.cedpsych.2007.09.001.

Fidalgo, R., Torrance, M., Rijlaarsdam, G., Van den Bergh, H., & Álvarez, L. (2015). Strategy-focused writing instruction: Just observing and reflecting on a model benefits 6th grade students. *Contemporary Educational Psychology*, *41*, 37–50. doi: 10.1016/j.cedpsych.2014.11.004.

Fidalgo, R., Torrance, M., & Robledo, P. (2011). Comparación de dos programas de instrucción estratégica y auto-regulada para la mejora de la competencia escrita. [Comparison of two strategic and self-regulated instructional programs to improve writing competence] *Psicothema, 23*, 672–680.

Torrance, M., Fidalgo, R., & García, J. N. (2007). The teachability and efectiveness of cognitive self-regulation in sixth grade writers. *Learning and Instruction*, 17, 265–285. doi: 10.1016/j.learninstruc.2007.02.003.

Torrance, M., Fidalgo, R., & Robledo, P. (2015). Do sixth-grade writers need process strategies? ***British Journal of Educational Psychology***, *85*, 91–112. doi: 10.1111/bjep.1206.

Appendix 1

	What is planning?	How to plan?	When and Why to plan?
THE FIRST STEP IS…. PLANNING	An essential and necessary step to write a text. The first step to take when starting the process of writing a text.	- How to plan a text: - - Determine the purpose of the text, set the type of text. - Determine the audience of the text, who is going to read it, how to capture their interest. - Generate the information or content of the text: remembering or looking for new information. - Select and organize ideas: main, secondary, examples. - Structure the contents in different parts of the text.	**When:** One should plan to start a creative text and to make necessary changes and amendments to the text being written whenever. **Why:** It is essential to determine the rest of the writing process. Subsequently it guides the writer in writing the text. It helps you to write texts with the highest quality.

Appendix 2

WHAT IS THE PURPOSE OF THE TEXT ?

Telling a story? ...
Explaining the differences and similarities between ...
Giving arguments to convince the reader about something ...

WHO IS READING THE TEXT ?

The text will be read by ...
The text should be understandable.
The text should be interesting, entertaining, motivating,

WHAT IDEAS CAN I WRITE IN MY TEXT?

What ideas come to mind about the text?
Do I have enough ideas about the text?
Where can I find more ideas for the text?
What ideas could you find in books?

HOW DO I CONNECT THE IDEAS IN MY TEXT ?

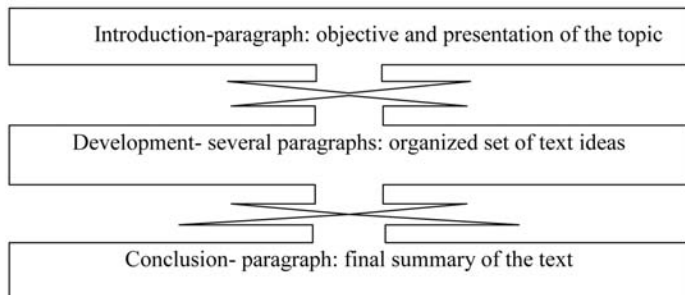Paragraph = Main Idea

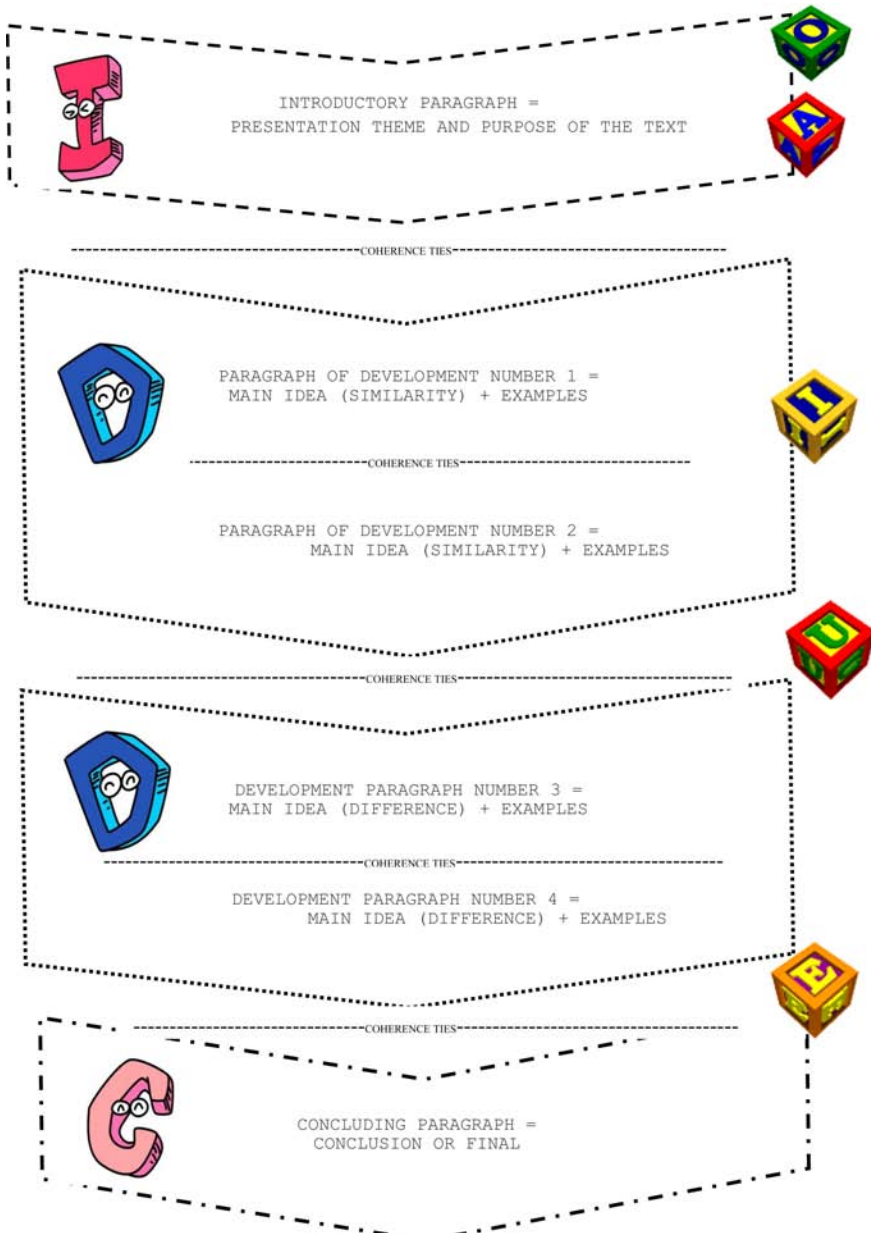Secondary idea   Example

Secondary idea   Example

WHAT SCHEME WILL MY TEXT FOLLOW?

Introduction-paragraph: objective and presentation of the topic
Development- several paragraphs: organized set of text ideas
Conclusion- paragraph: final summary of the text

Appendix 3

	WHAT IS DRAFTING?	HOW TO DRAFT?	WHEN TO DRAFT?
THE SECOND STEP IS... **DRAFTING**	It is a process of writing. After planning, the drafting process begins.	The previous planning helps to guide you throughout the drafting process. In this process it is necessary: - To adjust to a global text structure, according to the purpose/aim of the text. - To adjust the development of content in an organization and correct hierarchy of paragraphs. - To establish a correct sequence and interrelationship between paragraphs using coherence ties between them. Only when you have finished the drafting of the text will you need to focus on the mechanical aspects of the text, such as spelling or presentation.	It should be started once the textual planning has been completed.

Appendix 4

INTRODUCTORY PARAGRAPH =
PRESENTATION THEME AND PURPOSE OF THE TEXT

------------------------COHERENCE TIES------------------------

PARAGRAPH OF DEVELOPMENT NUMBER 1 =
MAIN IDEA (SIMILARITY) + EXAMPLES

------------------------COHERENCE TIES------------------------

PARAGRAPH OF DEVELOPMENT NUMBER 2 =
MAIN IDEA (SIMILARITY) + EXAMPLES

------------------------COHERENCE TIES------------------------

DEVELOPMENT PARAGRAPH NUMBER 3 =
MAIN IDEA (DIFFERENCE) + EXAMPLES

------------------------COHERENCE TIES------------------------

DEVELOPMENT PARAGRAPH NUMBER 4 =
MAIN IDEA (DIFFERENCE) + EXAMPLES

------------------------COHERENCE TIES------------------------

CONCLUDING PARAGRAPH =
CONCLUSION OR FINAL

Appendix 5

In this text I am going to present the similarities and differences between two ways of written communication which coexist nowadays in our daily lives: the traditional letters and the cutting-edge e-mails.

The main feature they both share is their function, communication. Both ways aim to convey written information and to relate or communicate people to each other. Another shared trait is the way we call people who use them. There is always a transmitter who writes the message and a receiver who reads that message.

On the contrary, there are also several differences between the two ways of communication and transmission of information. One of them is their way of conveying the message. Letters use paper as the main material, sent through postal service, while e-mails are transmitted through computers and read on the screen of the computer. Another difference is their transmission speed. E-mails are instantly delivered but letters are slow in coming to their destinies. Finally, the third difference is that letters are restricted to contain a low amount of information, while e-mails allow us to send much more and varied information, such as videos, films, songs, etc.

In conclusion, both letters and e-mails are different ways of written communication we can use nowadays. However, the popularity of traditional letters is coming to an end after the increasing arrival of new communication technologies, which offer us more advantages.
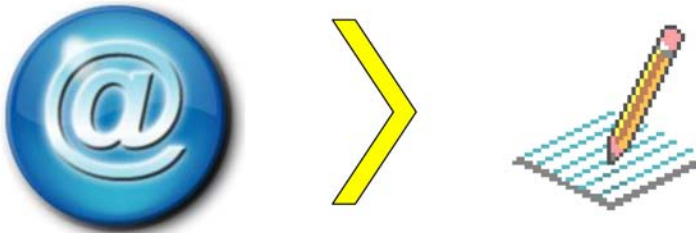
Appendix 6

They are similar because they communicate people to each other. They differ in the way of communication; letters are slower while communication through e-mails is much faster.

They are alike in the way we call the people who use them: there is always a transmitter who writes the message and a receiver who reads that message. They are different considering the way they send information: letters use paper as the main material, sent through postal service, while e-mails are transmitted through computers and read on the screen of the computer.

They also differ in the fact that letters are restricted to contain a low amount of information, while e-mails allow us to send much more and varied information, such as videos, films, songs, etc.

Appendix 7

A possible way of thinking aloud in performing the planning task of writing a comparison-contrast text between water polo and swimming is now presented.

However, this is only one possible way of acting, so it is modifiable. The real important point and the one you must consider and do during thinking aloud is that it is essential for the teacher to have the following thoughts throughout the text planning.

Regarding the textual planning, in this class the teacher should emphasize each of the steps in the POD + THE VOWELS, referring repeatedly to each step (letter) of the strategy, and responding to that step in the text they write.

Particular attention must be paid to: Emphasizing the use and guidance of the strategy, emphasizing each step (each letter): THINK, ORGANIZE following the vowels (OAIUE) and thus DEVELOP your text.

During the modelling, teacher should use self-questions and explicit self-instructions answering these self-questions in relation to:

– Regulation of what you are doing, for example: self-questions: *what do I have to do? What is the first thing that I have to do? How will I do it?* Self-instructions: *the first thing that I have to do is decide the purpose of my text, and the kind of text that I am going to write …, Also, I have to think …*
– Regulation during the writing process of what you should have done by now, for example: self-questions: *Have I thought of enough ideas? Is that the correct goal for my text?* Self-instructions: *Yes, I've done that right, I have followed my plan well.*
– Regulation at the end of the process about what you have done, for example: self-questions: *Have I organized my ideas well? Can I start to write my text now?* Self-instructions: *Now, I am ready to write my text. Yes, I have enough differences and similarities between the themes, I can continue.*
– Regulation of interests/motivations/self-efficacy beliefs, such as: *I am doing it very well; I am going to write a great text; this is a good idea; I am a really good writer; I am so imaginative!*

By using the general instructions given before, an example of how you might be thinking aloud about this text is made and shared now.

Example of Thinking Aloud of Planning a Compare-Contrast Text

The text that I have to write is an expository comparison-contrast text, which explains the similarities and differences, (i.e. the things they have in common and the differences) between two sports which are water polo and swimming.

The first thing I always do before writing a text is to plan, and for that I always remember the planning strategy POD + Vowels, with which I will not forget any of the steps I have to undertake when planning the text. Besides, I'll get a very good high quality text by using this strategy which is used by good writers, and soon I'll be one of them, "the strategy POD gives me the POWER to make a good text!".

Okay, the first step, with P, is … PENSAR (think)

Yes, I must be very concentrated and think about the job in hand, I have self-confidence I believe in my ability to make a good text, and, in this way, I will have good and original ideas. For sure I will succeed.

Well, the second step is … the O … I have to organize my thoughts in planning, and I am going to organize my thoughts with the VOWELS strategy. Remembering

the vowels is the first thing that I have to do when planning a text. I am going to remember all of them

- *The first, with the O ... OBJECTIVE, I should determine what the purpose of my text is.*
- *The second, with the A ... AUDIENCE, I must think of the audience, who will read my text, that is, who is the text for. I think this is very important because the text must be suitable for any future reader, for example if I write very difficult words to understand maybe if future readers are very young surely they will not understand the text. Well anyway in this case there will not be problems because the audience are my peers of 6th grade and they should understand everything.*
- *The third vowel, with I ... IDEAS, I must think about the ideas that I can put in my text, I have some good ideas but do I need to find some others in reference books?*
- *The fourth vowel, with U ... UNITE, I need to know how I will unite and join the ideas in my text, first will be with the differences and after the similarities and there will be major ideas, secondary ones and examples.*
- *And the fifth vowel, with E, the scheme is ... then I will order and I will organize ideas in a scheme (Esquema) with an introduction, development and a conclusion.*

I should not forget anything so I'm going to make sure by reviewing what we have studied in class last time (See the relevant **Appendices**).

Okay I am ready to start planning my text.

First, I think a lot, and organize my thoughts following the vowels.

With the O, the first step is to set the goal of my text that will determine what kind of text I will write.

And ... explain the differences and similarities that exist between two water sports such as water polo and swimming; therefore, I will have to write an expository comparison-contrast text on the subject of water sports and swimming. (Pretending to take note of the purpose).

With the A, the second step is to determine who the audience of the text, lets see who will read my text

In this case, the text is aimed at students in 6th grade of Primary Education. Thus I have to keep in mind when writing my text to suit their age and ensure that they can understand the words I use. And I should not forget that it is also very important to write in an entertaining way which fosters interest in reading more through curiosity and intrigue, etc.

I have already taken the first two steps of planning, and I have the purpose and audience of my text already in mind, now ....

The next step is the letter I, I should think of the ideas for my text, and the U, these ideas should be united together, first the similarities and then the differences. First I need to think up general ideas that I know and if I cannot think up enough Ideas I will have to consult some books or maybe even my textbook.

Let's see, first I am going to think about what they have in common, water polo and swimming.

As ideas occur to me I will take note of them on the sheet. (Pretending to take notes)

Possible ideas:

– In the environment in which both occur in Olympic swimming pools (e.g. secondary. Tip: having certain characteristics of size, depth, etc.)
– Both need that their athletes understand and master swimming.
– In the kit that is used by both types of sports (e.g. secondary ideas. A water cap and a bathing suit male or female).
– In some guidelines in both sports (e.g. there is a referee in the pool itself or outside the pool in both sports)
– Etc.

(After the idea there is a self-question: is it adequate? Have I already got that information? etc)

Now I cannot think of anything else. I will read the ideas I have listed to see whether they are sufficient or not. (You read aloud the list of similarities)

I think I might have more ideas, I will read what my book says about these ideas, because they might give me some new ideas ... (read the text on the topics of writing) (A reading along new ideas is recorded in the appropriate place in the registration form. Look at that new idea, it didn't occur to me that ...)

Now, I am going to read the similarities that I have written so far (I read aloud) *I think that there are enough. I do not need more ideas in the block or paragraph of similarities.*

Now I do the same thing in relation to another block of text: how the two sports are different (I should do this the same way as in the previous section)

As ideas occur to me I will take notes on the sheet. (Pretending to take notes)

Possible ideas:

– In the type of sport: is it individual or team?
– In the rules and regulations of each sport
– The objective of each sport (secondary ideas, e.g. what is the shortest possible time to swim a distance with different styles in swimming or water polo if it is about scoring as many goals against the opposite team).
– Etc.

(Following the idea by using self—questions: Is it appropriate? is it already collected? Etc)

Now when I cannot think of anything else I may as well read the ideas I have listed to see whether they are enough or not. (You read aloud the list of differences)

I think I might have more than enough ideas, maybe I can go back reading what my book says about these points, because they might give me some new idea ... (read a text on the topics of writing) (As you read, new ideas are noted in the appropriate place in the registration form, e.g. Look more interested in the idea that has just occurred to me)

Okay, I think now I have enough ideas in the block of differences (read aloud the differences)

I will read it all again, What are the ideas that I have to make in my text (re-read everything aloud).

Now I can continue with the next step of the planning.

With the letter E ... I will organize all the ideas, as this will perform an outline of my introduction, development and conclusion. I must think about what information will be included in the text, and how it should be organized.

The introduction is the first part of the text, and it must submit two very important things: what is the theme of the text and what is the purpose of it. (Read aloud the objectives of the text that you have written before), both of which I have planned beforehand.

This simple introduction is very important in the text as the reader anticipates the content and purpose of it. Besides, the interesting ideas that reflect gender equality will draw attention to the reader.

The second part of the text is the development, where all the ideas that have been previously generated are neatly collected, and joined together. Do I have to mix or repeat ideas?

First write the main ideas in relation to the similarities between themes, i.e. water polo and swimming. I have to differentiate between the main ideas and those other secondary ones belonging to the main idea or that exemplify (pretend as if pondering and writing them down).

I will read the ideas that have come to me and try to unite and organize them, among the similarities, the main ideas are:

A main idea is the environment in which they both take place which is water, and for example I can explain this idea further with other points found in Olympic pools, which are pools with features and specific measurements.

Another main idea is related to its practical application, and here I can include two ideas: the athletes' domain of swimming law and the continuous presence of arbitration.

And finally the third main idea is the equipment needed for both sports, and here I can explain that this kit consist of caps and swimsuits.

Moreover, the differences between the main ideas are:

The main difference is the type of sport and this can be explained as an individual one or a team one.

Another major difference is related to the characteristics of each sport, for example in relation to its purpose and rules.

And the last difference is related to their development, e.g. using additional materials, for example, the goals, nets, etc.

Well finally, the last part of the text is the conclusion. In this case, it may be a summary or end to it, and a reflection on the points and examples given.

For example, I can write (Pretending to write)

"In conclusion, these two types of sports despite sharing a common feature as the nature of water sports are basically completely different in practice"

Before finishing the planning of this text, I'll go back over everything, re-reading it again to see if there are any changes necessary or if I have spelt anything wrong.

When I finish reviewing the textual planning I self—reinforce with the result, as the teacher previously did: how well I've done, it cost me a lot but the result was worth it and now I'm ready to write my text, I will write a great text which everyone will want to read.

Appendix 8

The OBJECTIVE of my text is...
Explain the differences and similarities that exist between two water sports such as water-polo and swimming.

The AUDIENCE of my text is...
6th grade students in Primary Education

The IDEAS my text are... I can Unite them in...

They are similar in...
- the way in which both occur in Olympic pools
- Domain swimming
- In the kit used in both types of sport (e.g. secondary ideas. A cap water and a bathing suit male or female)

They differ in....
- In the kind of sport, either individual or team
- In the rules and regulations of each sport
- The objective of each sport (secondary ideas, e.g. reverse the shortest possible time to swim a distance with different styles of swimming, water polo or mark the most goals on the contrary)

The SCHEME of my text is ...

Introduction
- Topics: two water sports : water polo and swimming
- Objective: To explain the similarities and differences

Similarities:
- In the medium in which both occur in olympic- swimming pools with specific features
- Practical application: Domain swimming and arbitration
- Equipment of both – hats and swimsuits

Differences:
- The type of sport – Individual or team
- Purpose and rules of each sport
- Additional materials – goals , nets , streets, etc.

Conclusion:
In conclusion, these two types of sports despite sharing a common feature as is the nature of being water sports are basically two completely different sports in practice due to ….

Appendix 9

Thoughts before starting the text were…

Appendix 10

Appendix 11

A possible mode of thinking aloud in the drafting process of the comparison-contrast text between water polo and swimming is presented.

However, this is only one possible way of performing, so it is modifiable. The really important point and the one you need to consider and to do during thinking aloud is that it makes the teacher's thoughts explicit throughout the drafting process.

In this session the teacher should emphasize each of the steps of the strategy I + D + C, repeatedly referring at every step (letter) of the strategy and responding to that step in the text that has been requested. Pay particular attention to:

– Emphasizing the use and guidance of the strategy, *emphasizing each step (each letter): Introduction, Development, Conclusion, and the use of Coherence ties* +++ (I + D + C).

During the modelling, the teacher should use self-questions and explicit self-instructions That is to say self-answering questions in relation to:

– Regulation of what you are doing, for example: self-questions: *what I have to do? What is the first thing that I have to do? How will I do it?* Self-instructions: *the first thing that I have to write is the introduction of my text ..., Also, I have to think ...*
– Regulation during the writing process of what you should have done by now, for example: self-questions: *Have I thought of enough main ideas and examples? Is that the correct coherence tie for linking this paragraph?* Self-instructions: *Yes, I've done that right, I have followed my plan well*
– Regulation at the end of the process about what you had done, for example: self-questions: *Have I organized my ideas well? Have I used enough coherence ties between ideas/paragraphs? Self-instructions: Now, I am ready to revise my text. Yes, I have enough differences and similarities between the themes, I can continue.*
– Regulation of interests/motivations/self-efficacy beliefs, such as: *I am doing it very well; I am going to write a great text; this is a good idea; I am a really good writer; I am so imaginative!*

Given these general instructions listed above, an example of how you should think aloud throughout this text is now presented.

Example of Thinking Aloud during Drafting Process of a Compare-Contrast Text

Now I'll continue writing the text comparison-contrast between water polo and swimming. To do it, I will look back at the material planning of this text because I have to keep in mind that before drafting a text, which is the second step of writing, it must have been planned which is the first step in the writing process. (The relevant Appendix is taken out).

The first thing I always do before writing my text is to remember the steps of the Drafting Strategy IDC.

The letter I represents the introduction of the text, and it should present the reader with the topic of the text and purpose in an interesting way, because it is the first thing a person reads.

The letter D represents the development of the text, and in this I have to organize my ideas in the text, according to a structure. First, gather all the similarities and then in another paragraph all differences, giving the general idea first and then explaining it with more examples or more secondary ideas.

And the letter C represents, Conclusion, I must finish my text giving an interesting conclusion about the text, making an overall reflection imaginatively, to leave a good taste in the readers mouth!

And last, always, between parts of the text, and within each paragraph of the text I must unite ideas with appropriate and correct coherence ties.

I think I will not forget anything but I am going to go over what we have studied in class last day again just to make sure. (See the relevant Appendix).

Okay I'm ready to start drafting my text.

First, with the letter I, the first paragraph of text should be the introduction, in which I write the subject of the text and purpose, and I have to make it in an entertaining, fun way that captures the reader's attention. Then I can write ... for example:

(Pretending to write) After Madrid's bid as Olympic host, there has been an increasing interest in Olympic sports. The following text purpose is to analyse the differences and similarities between two Olympic sports such as water polo and swimming.

I will re-read what I wrote. (You should now read and eventually make myself the following questions):

Have I introduced the topic? Yes

Have I presented the objective? Also.

And now, by saying "Madrid's bid for the Olympic Games", the text presents an attractive way for the reader.

So all is well in the introduction, then I can proceed, the second step is D, the development of the text.

In the development of the text, letter D, the second paragraph should group the similarities between water polo and swimming sports, as it will be made up of the ideas that had been planned earlier.

(Read the ideas that had been collected in the planning and begin to write. Pay particular attention to the links between ideas in the same paragraph and links between paragraphs. When an essay is assessed ideas should be connected and you must not forget to link your scheme. Remember paragraphs together correctly. For example, you can pretend to write)

Firstly, *among the similarities is an obvious feature that both sports are practiced in the water, both in an Olympic pool, which has special characteristics and*

dimensions. ***Secondly,*** *we can agree on another aspects of its practical application, as it is the fact that in the two sports there is a referee in charge of enforcing the rules, and that all athletes must have a good dominance of swimming.* ***Finally,*** *another similarity between the two sports is the type of equipment used by their athletes, which consists of solely a bathing suit and a cap.*

Now, in the D, the third paragraph should include the differences between the subjects, through the previous ideas that had been planned earlier.

(Read the ideas that had been collected in the planning and begin to write. Paying particular attention to the links between ideas in the same paragraph and links between paragraphs. In writing ideas and paragraphs should always be linked together correctly. For example, you can pretend to write)

In order to link this paragraph I can use... ***By contrast,*** *water polo and swimming also have several characteristics that distinguish them from each other. The first and most obvious difference is the nature of the port: while water polo is a team sport, swimming is usually an individual sport.* ***Similarly, other essential differences*** *between the two sports are related to their own practice, purpose and specific rules.* ***In turn, a final difference*** *is the need for additional material, as the ball and the goals in the case of water polo, contrary to what is used in swimming.*

I will reread what I have written and check if I used the necessary links. (Read and eventually make yourself answer the following questions):

Have I organized the ideas together? Yes

Have I used coherence ties between the ideas of this paragraph? Also.

Have I used coherence ties between paragraphs of text? Also

I'm doing a great job.

Well, and finally, I can move onto the last step, with the letter C, concluding my text. I can write ...

(Pretend to write) "In conclusion, these two types of sports despite sharing a common feature as is the nature of water sports are basically completely different in practice."

And also end in a fun and engaging way for the reader, i.e., to leave a good impression, I will add: Do you dare to practice any of them? (pretending to write).

Throughout the writing process, the teacher must perform monitoring and evaluation of everything they have written down, making self-questions like: *have I organized the ideas in this paragraph properly?, Have I forgotten any important idea?; Have I linked the ideas within the paragraph?; Have I linked paragraphs together?; is this link suitable? ...*

Answers to self-questions should be explicit, for example: *yes, this paragraph is properly organized, so I can continue with the following one; Is there a link in this paragraph?; yes, the link between paragraphs is "in conclusion"*

At the end, a comprehensive reading of the text is made, explicitly evaluating all aspects involved in editing (note: not the revision): For example:

Well, I have finished my text, but I'd better go over it again, I'll read it again.

Read the introductions and when you have finished you should ask yourselves: Have I presented the themes of the text? Have I presented the objective? Are the paragraphs clear and understandable?

Read the first paragraph of development and when you have finished, ask yourself: Have I linked this paragraph above? Are the ideas in this paragraph well organized? And have I linked them together? Can I understand it well?

And so on ...

(If this final reading is repetitive or too long the instructor can reduce or remove it.)

Appendix 12

INTRODUCTION

DEVELOPMENT SIMILARITIES

DEVELOPMENT DIFFERENCES

FINAL CONCLUSION

TWO WATER SPORTS: WATER POLO AMD SWIMMING

ARE THE IDEAS LINKED?

After Madrid bid for the Olympics, there has been an increasing interest in Olympic sports. The following text focuses on analysing the differences and similarities between two Olympic sports, water polo and swimming.

Firstly, one of their similarities is that both sports are practised in the water. Both water polo and swimming take place in an Olympic pool with some specific features and dimensions. Secondly, they share some other traits in terms of practical application, such as the fact that both have a referee in charge of enforcing the regulations, or the athletes' great domain of swimming. Finally, another similarity between these sports is the equipment their participants use, consisted only of a bathing suit and a cap.
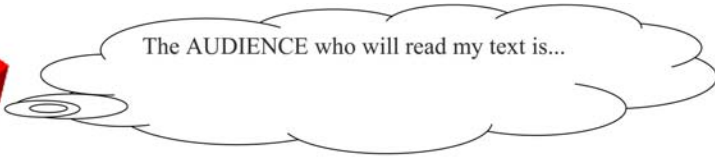
ARE THERE LINKS BETWEEN PARAGRAHPS?

On the contrary, water polo and swimming have some features that distinguish one from the other. The first and the most obvious difference is the nature of the sport in itself. Water polo is a team sport while swimming is normally an individual one. In the same way, some other essential differences between these sports are related to their own practice, the purpose or their regulations. Besides, one last difference is the need or lack of need for additional material, such as the ball or the goals in the case of water polo, contrary to what happens in swimming.

In conclusion, both sports, despite sharing a common feature which is being practiced in the water, are basically completely different. Do you dare to practice any of them?

Appendix 13

Thoughts during the drafting of the text were ...

Appendix 14

The AUDIENCE who will read my text is...

Introduction

The PURPOSE of my text is ...

_____
_____
_____

Development

The IDEAS I have UNITE as...

Similarities

_____
_____
_____
_____

Differences

_____
_____
_____
_____

Conclusion

_____
_____
_____
_____

Appendix 15

TITLE: _____

INTRODUCTION

IS THERE A LINK BETWEEN THE IDEAS?

DEVELOPMENT SIMILIRATIES

ARE THERE LINKS BETWEEN PARAGRAPHS?

DEVELOPMENT DIFFERENCES

FINAL CONCLUSION