UPDATED EDITION

Teacher Guide

SQWrite™

Self-Question

Answer

Rehearse

Write

Michael Gladstein, Ed.S., M.Ed.

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SQ Write at a Glance

SQ Write is a comprehensive curriculum that applies an executive functioning approach to teaching and learning how to write effectively. The executive functioning skills students learn and practice using ***SQ Write*** become part of their repertoire for managing writing tasks in all subject areas.

SQ Write employs a simple yet powerful process that can be used in all tiers of instruction to help elementary and middle-school students become self-reliant writers who create high-quality writing products.

1. Self-question to generate ideas.
2. Answer self-questions to fill in the Thought Organizer.
3. Rehearse the answers aloud, converting them into complete sentences.
4. Write sentences that sound right.

Self-Questioning

- ends complaint, "I don't know what to write";
- provides a simple way to generate ideas—just ask some questions;
- organizes ideas already in students' heads.

***SQ Write* Thought Organizer**

- ends complaint, "I don't know what comes next";
- divides an essay into manageable chunks;
- captures ideas before they are lost, visually storing and organizing them;
- synthesizes ideas so they don't have to be held in working memory.

Verbal Rehearsal

- provides auditory feedback to hear if thoughts sound right;
- prompts structural modifications before writing even begins;
- makes writing easier because there's a mental imprint of the essay.

Self-Reliant Writers

- show increased self-direction and decreased instructor dependency;
- demonstrate dramatically improved writing capabilities;
- create detailed, complete writing products;
- meet or exceed writing standards;
- transfer skills to all types of writing.

SQ Write: An Executive Functioning Approach to Writing

Executive functions are neurologically-based skills involving mental control and self-regulation; in essence, processes that relate to managing oneself and one's resources in order to achieve a goal (Cooper-Kahn & Dietzel, 2008). Executive functions highly influence the writing process and, ultimately, a written product (Kellogg, 1996).

SQ Write teaches students how to apply executive functioning skills to create logical, well-constructed essays through the use of engaging, real-life activities that employ the metacognitive strategies of self-questioning, whole-to-part analysis and verbal mediation and rehearsal.

Self-Questioning

Self-questioning is a technique used to access prior knowledge and leads students to become self-reliant thinkers and writers. The independent generation of self-questions allows for an indefinite amount of knowledge to be accessed for writing content (Blohm & Benton, 1991). Throughout ***SQ Write***, students are directly taught the formulaic self-questioning process. Class activities model how the self-questioning formula can help to develop a specific section of the essay. As students practice and develop the skills necessary to generate self-questions, this inner talk leads to independent:

- access of stored memory;
- construction of knowledge chains, or highly connected information;
- generation of specific evidence that "shows" rather than simply "tells".

Students who independently generate concrete self-questions throughout the pre-writing process produce writing with more details, more examples and more explanations than students not taught a self-questioning strategy (Blohm & Benton, 1991).

Whole-To-Part Analysis

Whole-to-part analysis breaks a broad idea into manageable chunks. Because it is easier to work on a small part, initiation increases and procrastination is minimized. ***SQ Write*** directly teaches students to use self-questioning to identify a main idea and then break it into smaller more detailed parts accompanied by evidence that supports understanding of the whole. Students ask self-questions to:

- discover a main topic;
- brainstorm 3 subtopics;
- identify background information;
- generate 2 details per subtopic;
- produce specific evidence & reasoning for each detail.

Verbal Mediation & Rehearsal

Oral storytelling and rehearsing highly influence the development of effective written expression. Prior to writing, students must be able to verbalize their ideas in a detailed cohesive manner. Most students more effectively organize information orally. Thus, verbal organization is a key trait in writing (Kellogg, 1996). Specific verbal scripts improve student thinking pertaining to tasks such as writing (Singer & Bashir, 1999). ***SQ Write*** incorporates verbal mediation in a prescribed sequential process until students are ready to write.

This process, in conjunction with writing and reviewing work, is repeated in each phase of the essay-building process. If students have trouble making their ideas "sound right", the auditory feedback prompts them to alter the content. By adding, deleting, resequencing and rephrasing ideas, students refine their rough drafts before even beginning to write.

SQ Write Student Materials

***SQ Write* Student Workbook**

★ skill building worksheets
★ essay worksheets
★ student model essay worksheets

Thought Organizers

★ single-page, blank Thought Organizers to record all ideas—from simple to complex—needed to create detailed, well-organized essays

Q Card

★ visual prompts to help formulate self-questions aligned to specific sections of the Thought Organizer
★ student model Thought Organizer

Individualized Editing Booklet (IEB)

★ record and recall correct spelling of words
★ record and recall grammar rules
★ record and recall punctuation rules

SQ Write Executive Function Development

SQ Write specifically employs tools and methods that target and develop executive functions (Gioia, Isquith, Guy, Kenworthy, 2000) to improve writing.

Executive Function	Definition	Development with SQ Write
Inhibit	control one's own thoughts and actions	The **Thought Organizer** keeps students on a predetermined writing path and helps prevent rambling.
Shift	think flexibly and move freely from one idea or activity to another	**Self-questioning** helps students to think flexibly. The **Thought Organizer** identifies all the parts of the whole writing product, allowing students to move between ideas and activities without effort.
Emotional Control	modulate emotional responses with rational thought	**Self-questioning** provides students with a simple process to develop thoughts so that they don't become emotionally overwhelmed.
Initiate	begin a task and independently generate ideas	Students easily generate ideas through **self-questioning**. The **Thought Organizer** identifies all parts of the writing process so that students know how to begin composing sentences. **Verbal rehearsal** makes writing easier because students already have a mental imprint of the essay.
Working Memory	hold information in mind in order to complete a task	The **Thought Organizer**, **Q Card**, **essay worksheets** and **Individualized Editing Booklet (IEB)** provide students with visual records of their work, decreasing the load on working memory.
Planning/Organization	grasp main ideas and manage current and future tasks	**Self-questioning** helps students identify and convey main ideas. The **Thought Organizer** ensures that students manage workflow.
Organization of Materials	impose order on work	The **Student Workbook** contains a folder to hold all materials and helps keep students organized. The **Q Card** helps students effectively ask self-questions while the **Thought Organizer** and **essay worksheets** help them organize, resulting in answers and subsequent sentences and paragraphs.
Self-Monitoring	check work and monitor one's own performance	**Verbal rehearsal** provides students with auditory feedback to hear if sentences sound right. **Essay worksheets** help ensure that students include all information needed in a detailed, complete essay. The **IEB** is an authentic editing tool that enables students to easily record prior writing mechanical errors so that they can avoid repeating them.

Lesson 7

Subtopic Details

Overview

In this lesson, students continue to use self-questioning and the ***SQ Write*** four-step process to develop and add details to subtopic sentences that support the thesis and produce a more robust and meaningful essay.

Objectives

- Understand that subtopic details support the essay thesis and provide depth.
- Use self-questioning to develop two details for each of the three subtopics.
- Use the Thought Organizer to ensure that all information gathered is recorded.
- Rehearse details recorded on the Thought Organizer aloud, converting the information into complete sentences.
- Write two detail sentences for each of the three subtopics.
- Rehearse all information recorded on the Thought Organizer aloud, converting it into complete sentences.
- Write an essay that includes all information generated thus far.
- Use the IEB to ensure that writing contains no prior mechanical errors.

Materials

- Student Workbooks
- Q Cards
- Thought Organizer
- IEBs
- Blackboard/Chalk or Whiteboard/Markers and Eraser

Sequence

Activity	Page	Time
Class Activity 1: Creating Subtopic Details	44	40 min
Student Activity 1: Adding Subtopic Details to My Essay	48	35 min
Review & Reflection	49	5 min

Class Activity 1

Class Thought Organizer
Q Card
Student Model 7A

Creating Subtopic Details

1. Review Lesson 6

- If you haven't yet handed back the Student Workbook to students, do so now.
- Direct students to take out the Class Thought Organizer.
- Remind students how they added background information to enhance reader interest and help readers better understand and connect with the topic.
- Rehearse the answers from the Thought Organizer aloud, converting the information into complete sentences. Then ask one or two students to do the same.
- Remind students that making changes, including adding, modifying or deleting pieces of information, is part of the essay-building process.

Teacher Insight

Adding details to subtopics will help them to create a more meaningful essay by providing the reader with more information and insight into how the subtopics relate to the thesis and why they are interesting or important.

2. Prep Activity

- Explain that subtopic details support the essay thesis, providing depth and leading to a more meaningful essay.
- Inform students that in this activity they will ask self-questions to generate subtopic details; record answers in the Thought Organizer; and rehearse the answers aloud, converting the information into complete sentences that sound right.
- Point out the two Detail boxes located under each Subtopic box.
- Instruct students to find the Detail question prompt on the Q Card.

- Explain that students will generate details by asking *What* questions about the three subtopics that include information from the Main Topic and Extended Topic boxes. Emphasize that the same self-question will be used to generate two answers, or details, which they will record in the two Detail boxes under each Subtopic box.

3. Self-Question Subtopic Details

- Divide the board into three columns, labeling them Subtopic 1, Subtopic 2 and Subtopic 3.
- Call on students to generate self-questions that ask about the subtopics and include information from the Main Topic and Extended Topic boxes.
- Write the questions generated on the board in the appropriate columns.
- Select one question to answer from each column and erase the others.

4. **Answer Subtopic Detail Self-Questions**
   - Call on students to provide answers to the Subtopic Detail self-questions.
   - Write the answers on the board under the corresponding questions.
   - Select two answers for each subtopic question and erase the others.

5. **Record Subtopic Detail Answers**
   - If necessary, work together to distill each answer to remove any extraneous words (be sure to erase any words you removed).
   - Instruct students to record this exact same information on the Class Thought Organizer in the subtopic Detail boxes. (Remember to record the information on your Class Thought Organizer as well.)

Self-Question: Subtopic 1 Details:
What did I experience at Great America over summer vacation that made me more independent and responsible?
Answer: I took the bus.
Answer: I kept track of my schedule and my money.

Self-Question: Subtopic 2 Details:
What experiences did I have at summer camp that made me more independent and responsible?
Answer: I made new friends.
Answer: I was a counselor-in-training.

Self-Question: Subtopic 3 Details:
What new experiences did I have at Grandma's farm this summer that made me more independent and responsible?
Answer: I picked blueberries.
Answer: I cared for the animals.

6. **Emphasize Connections**
   - Point out the links in each of the Detail boxes on the Thought Organizer.
   - Tell students that the links indicate that information from these boxes will need to connect to the information in the boxes above—in this case, the individual subtopics as well as the main and extended topic.
   - Explain that subtopic detail sentences provide more information about each subtopic and its relationship to the thesis and may also point to a subtopic's relationship to the main topic or other subtopics.
   - Emphasize that the sentences may include specific language used in subtopic sentences and the thesis statement or other words that suggest but don't directly identify the subtopics, main topic and thesis.

7. **Rehearse Subtopic Details**
   - Model the activity for students by rehearsing aloud the answers from the Detail boxes on the Thought Organizer, converting the information into complete sentences.
   - Divide students into pairs and direct them to quietly repeat the process.
   - When students have finished, call on one or two pairs to share the sentences they created.
   - Re-emphasize that students do not need to use the exact words and phrases from the Detail boxes because they are simply keys to unlock fuller ideas.
   - Direct students to compare the information on the Student Model Thought Organizer with the sentences from Student Model Worksheet 7A.

Subtopic 1 Detail 1:
This summer I took the bus to and from Great America on my own.

Subtopic 1 Detail 2:
At the park I took responsibility for keeping track of my schedule and my spending money.

Subtopic 2 Detail 1:
I didn't know anyone at summer camp so I had to make friends independently.

Subtopic 2 Detail 2:
I was a counselor-in-training so I was responsible for younger kids.

Subtopic 3 Detail 1:
I showed Grandma I knew how to pick blueberries so she didn't have to watch me.

Subtopic 3 Detail 2:
I was responsible for caring for the animals on the farm.

Student Activity 1

Student Thought Organizer
Q Card
Essay Worksheets 7A, 7B
IEB

Adding Subtopic Details to My Essay

1. Activity Prep

- If you haven't yet handed back the IEB to students, do so now.
- Direct students to add corrections, if any, from Essay Worksheet 6B to their IEBs.
- Tell students that they will repeat the process the class completed on their own and go one step further by writing down the sentences they rehearsed.
- Remind students to refer to the Q Card and the Student Model Thought Organizer and student model worksheets at any time to help them complete the process.

2. Filling In the Thought Organizer

- Direct students to take out the Student Thought Organizer.
- Tell students to use the Q Card to help them self-question to add one detail to each subtopic Detail box on the Thought Organizer. Emphasize that when students are finished, they should have two details for each of the three subtopics.
- Remind students that they will fill in the Thought Organizer with words or phrases, not complete sentences.

3. Rehearsing & Writing Detail Sentences

- Instruct students to quietly rehearse the answers recorded on the Thought Organizer in the subtopic Detail boxes, converting the information into complete sentences.
- Remind students that the links in the Detail boxes signal that the information from these boxes needs to be combined with the information "above".
- Remind students that they will not rehearse each box and then write about that information; rather, they will rehearse all the subtopic Detail boxes on the Thought Organizer and then write all the sentences that sound right.
- Re-emphasize that students do not need to use the exact words and phrases from these boxes because they are simply keys to unlock fuller ideas.
- Direct students to write the sentences that sound right in the appropriate sections of Essay Worksheet 7A (p. 23).

4. Rehearsing & Writing the Essay

- Now instruct students to quietly rehearse ALL the answers recorded on the Thought Organizer, converting the information into complete sentences.
- Reassure students that it is fine if the essay changes from the last time they wrote it since the addition of new information can influence how they choose to word essay sentences.
- Direct students to write the sentences that sound right on Essay Worksheet 7B (p. 24).
- Remind students that the checklist will help ensure that they have included all the sections needed to write a detailed, complete essay.
- Tell students that when they have finished writing they should read over what they wrote to determine if they need to make any additions or changes.
- Inform students that they are free to use essay worksheets from previous lessons as they review and modify their writing.

5. Editing

- Remind students to use the ***SQ Write*** editing process—TSGP—before submitting their work for review.
- Direct students to hand in the Student Workbook and IEB for review when they have finished.

7

Review and Reflection

Explore and discuss the questions below; sample responses are provided for your convenience.

- Why do you add details to subtopics?
  Details create a more meaningful essay by providing the reader with more information and insight into how the subtopics relate to the thesis and why they are interesting or important.
- How do you develop subtopic details?
  You generate details by asking What questions about the three subtopics that include information from the Main Topic and Extended Topic. The two answers to each question provide the two details for each subtopic.
- Provide examples of the subtopic detail questions and answers you generated.
  (Students should use their Thought Organizers and essay worksheets to re-create the questions and answers they generated during the student activity.)
- What was challenging about self-questioning to generate subtopic details?
  It was challenging to include information about the subtopic, main topic and extended topic in a single question.

UPDATED EDITION

Student Workbook

SQWrite™

Self-Question

Answer

Rehearse

Write

Michael Gladstein, Ed.S., M.Ed.

1A

Worksheet

Record the TOPIC.

Topic

Make a list of self-questions for WHAT?

Make a list of self-questions for WHO?

Make a list of self-questions for WHERE?

Make a list of self-questions for WHEN?

Make a list of self-questions for WHY?

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2A

Worksheet

Write the TOPIC in the top box. Write the SUBTOPICS and the WHAT question you generated them with in the boxes below.

Main Topic

Subtopic 1

Subtopic 2

Subtopic 3

Write the WHAT question that helped you generate subtopics.

Copy the TOPIC from above in the top box. Write the new SUBTOPICS and the new WHAT question you generated them with in the boxes below.

Main Topic

Subtopic 1

Subtopic 2

Subtopic 3

Write the WHAT question that helped you generate subtopics.

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Essay Worksheet

10B Full Essay with Conclusion

Write your full essay using information you rehearsed from the Thought Organizer. Use this checklist to remind you how to structure, or order, your writing. Make sure you check each box.

Introduction	Subtopic 1	Subtopic 2	Subtopic 3	Conclusion
❑ **Thesis (Main Topic + Extended Topic)**	❑ **Intro Phrase + Suptopic 1**	❑ **Intro Phrase + Suptopic 2**	❑ **Intro Phrase + Suptopic 3**	❑ **Rephrase**
❑ Background Info	❑ Background Info	❑ Background Info	❑ Background Info	❑ **Importance**
	❑ Detail 1	❑ Detail 1	❑ Detail 1	❑ **Prove or support**
	❑ Evidence On-Ramp 1	❑ Evidence On-Ramp 1	❑ Evidence On-Ramp 1	❑ **Memorable**
	❑ Evidence & Reasoning 1	❑ Evidence & Reasoning 1	❑ Evidence & Reasoning 1	
	❑ Detail 2	❑ Detail 2	❑ Detail 2	
	❑ Evidence On-Ramp 2	❑ Evidence On-Ramp 2	❑ Evidence On-Ramp 2	
	❑ Evidence & Reasoning 2	❑ Evidence & Reasoning 2	❑ Evidence & Reasoning 2	

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SQ Write™ Q Card

Subtopics

What? + MAIN TOPIC

What did I do on my summer vacation?

Extended Topic

What? do 3 SUBTOPICS have in common besides MAIN TOPIC

What do amusement park, summer camp and Grandma's farm have in common besides being places I visited this summer?

Background Info

W? + MAIN TOPIC

W? + SUBTOPIC

What kind of farm does Grandma have?

Detail

What? + SUBTOPIC + MAIN TOPIC + EXTENDED TOPIC

What did I experience at Great America over summer vacation that made me more independent and responsible?

Text Evidence On-Ramp

What? Who? Where? When?

What is the name of the text, chapter or article?
Who is involved?
When did it occur?
Where did it occur or where in the text?

Event On-Ramp

Why?

Why does the detail PROVE or support the Subtopic?

Evidence & Reasoning

What is the Evidence Name?

W? + Text Evidence or Event

Why?
-prove Detail?
-prove Subtopic?
-prove Essay Thesis?

Key Phrase

Summer Break

Self Questions

What did I do during my summer break?
Who was with me on my summer break?
Where did I go for summer break?
When did I take my summer break?

SAMPLE

SQ Write™ Thought Organizer

Essay Thesis

Main Topic summer vacation

+

Extended Topic new experiences, independent, responsible

Background Info
What? school break, time for fun
Where? places with friends, camp, visit family
When? about 2 months June – August

Introductory Phrase: For example,

Subtopic 1: amusement park

Background Info
What? Great America
Where? close to home, 10 miles away
When? all summer

Detail: took the bus

Evidence On-Ramp: get there/back without parents

Evidence Name Bus Route
Where/When? Dad's train station/5 min. after Dad's
Who? me–on my own
What? get to the park and back alone
Why? prove detail–independent with the bus
Why? prove thesis–responsible by not missing the bus

Detail: kept track of schedule and money

Evidence On-Ramp: kept track of money and my schedule

Evidence Name Schedule/Budget
Where/When? At the park/All day
Who? me–bymyself
What? had enough $ for food and bus
Why? prove detail–set money aside for bus
Why? prove thesis–responsible on my own for buying food

Introductory Phrase: Another

Subtopic 2: summer camp

Background Info
What? wilderness camp
Where? Michigan
When? last 2 weeks June

Detail: made new friends

Evidence On-Ramp: took first step by introducing myself

Evidence Name Lunchtime
Where/When? mess hall/2 weeks at camp
Who? Sat with new kids
What? introduced myself at the table
Why? catted with new kids & new firends
Why? First time I introduced myself

Detail: counselor-in-training

Evidence On-Ramp: made sure kids got along and had fun

Evidence Name In charge
Where/When? Camp Wilderness/2 weeks
Who? younger camper
What? kid threw a tantrum
Why? found solutions for the campers
Why? Responsible in handling campers

Introductory Phrase: Finally,

Subtopic 3: Grandma's farm

Background Info
What? small, grows blueberries, raises chickens and pigs
Where? central Illinois
When? every summer, July

Detail: picked blueberries

Evidence On-Ramp: picked blueberries without bruising them

Evidence Name Market Day
Where/When? In the blueberry field/1st week
Who? worker was sick
What? got blueberries to market
Why? picked them w/o a bruise
Why? hardwork and did it on my own

Detail: cared for animals

Evidence On-Ramp: get myself up early to feed the animals

Evidence Name Feeding animals
Where/When? in barn/every morning 7:00AM
Who? me, by myself
What? got up early/make sure animals got right food
Why? Took special care on my own of the pig
Why? Grandma said I was responsible

Conclusion

SAMPLE

SQ Write™
Thought Organizer

Essay Thesis

Main Topic + **Extended Topic**

Background Info
What?
Where?
When?

Introductory Phrase
Subtopic 1
Background Info
What?
Where?
When?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

Introductory Phrase
Subtopic 2
Background Info
What?
Where?
When?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

Introductory Phrase
Subtopic 3
Background Info
What?
Where?
When?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

Detail
Detail Bridge
Evidence
Event/Example
What?
Who?
When?
Where?
Why?

SAMPLE

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