

Description: GO 4 IT...NOW strategy instruction is designed to teach students paragraph writing skills while simultaneously teaching them to write personal goals and objectives. Teachers can teach students to memorize and learn to apply the mnemonic strategy using six steps. The six steps and evaluation checklist are below.

Materials:

- Flash cards
- GO 4 IT...NOW worksheet to help guide the writing process.
- GO 4 IT...NOW Independent Practice Scoring Guide

Step 1: Develop and activate prior background knowledge of paragraphs

- Students learn what comprises a “good” paragraph.
- Practice identifying examples and nonexamples of paragraphs.
- Students examine paragraphs that represent a range of writing purposes (e.g., expository, narrative, persuasive) and learn that a good paragraph has a clear topic sentence and several detail sentences.

Step 2: Develop and activate prior knowledge present levels of performance

- Each student develops a present level of performance (i.e., list of his/her strengths and needs.)
- The needs will serve as topics for their goal paragraphs.
- Each will be converted into an “I will” statement that becomes the topic sentence of a paragraph.

Step 3: Introduce the strategy

- Teach students to write a **G**oal statement (topic sentence) and **4** Objectives (supporting details) and to **I**dentify a **T**imeline.
- The “NOW” portion of the strategy can be used to write all kinds of paragraphs: **N**ame your topic, **O**rders the details, and **W**rap it up and restate the topic.

Step 4: Model the strategy

The teacher models the strategy with a “think aloud” process, using his or her own goals and objectives.

Step 5: Memorize the strategy

- Memorize the strategy using group choral responses and paired practice with flash cards.
- Choral responses = “Class what does “G” stand for?” and so on.
- Each flash card has a letter or number from the mnemonic (e.g., “4” or “G”) written on the front and the corresponding word or phrase written on the back

Step 6: Support strategy use

- Students use the needs they identified to apply the strategy.
- Students write paragraphs with the teacher guiding each sentence.
- Students meet with the teacher to obtain feedback and make revisions based on that feedback.

Step 7: Independent performance

- Students write their goal paragraphs independently.
- The teacher provides feedback with a checklist and gives students the opportunity to make revisions based on that feedback.
- Students then use the checklist to self-evaluate their paragraphs.

Self-Evaluation Checklist of the GO 4 IT...NOW! writing strategy

Step	Evaluation Question	✓
G-Goal:	Is my goal based on one of my self-identified needs? For example, “I cannot write a paragraph by myself, so that is one of my needs. I remember that my goal should be related to one of my needs, so my goal is to write a paragraph by myself.”	
O-Objectives-4:	Have I demonstrated that the <u>four</u> supporting sentences are <u>four</u> actions leading up to the goal? For example, “I need to think of four objectives or steps that will help me write paragraphs. If I wanted to write a paragraph, first I would start out with a topic sentence to tell the reader what it will be about.”	
IT-Identify Timeline:	Is my concluding sentence a statement describing when I expect to accomplish the goal? For example, “I think I should be able to write a good paragraph by the end of the school year.”	
N-Name your topic:	Did I write a complete sentence about my topic?	
O-Order your steps:	Are my steps in a logical order, and did I use transition words (first, next, finally) to show this order?	
W-Wrap it up:	Does my final sentence restate my topic?	

References:

Konrad, M. & Test, D. W. (2004). Teaching middle school students with disabilities to use an IEP template. *Career Development for Exceptional Individuals*, 27, 101-124. doi: 10.1177/088572880402700107

Konrad, M. and Trela, K. (2007). Extending writing strategies to support all students. *Teaching Exceptional Children*, 39, (4) 42-51.

Uphold, N. & Hudson, M. (2011). Student-focused planning. In D. W. Test (Eds.), *Teaching Secondary Transition Skills*. Baltimore, Maryland: Brookes Publishing.

Use the top part of this worksheet to do your prewriting.

Goal

Objectives

4 (4 objectives)

1.

2.

3.

4.

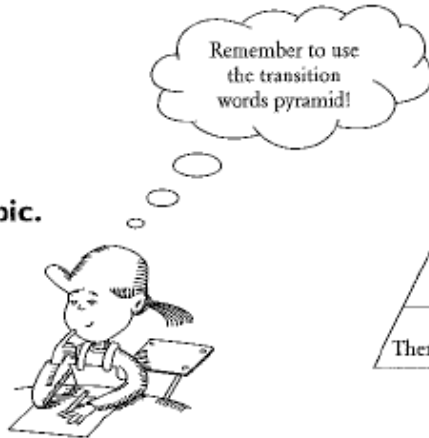
Identify

Timeline

Name your topic.

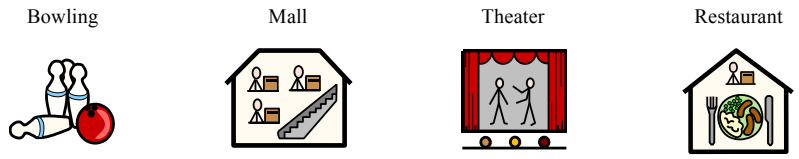
Order your details.

Wrap it up and restate topic.



Modified **Go 4 IT** Now template

G: After high school, the thing I would like to do for fun is:



O 4: I need to: [Have students order picture symbols by placing them in the correct order on the table]

1	Check my money	
2	Pick what I want	
3	Wait in Line	
4	Pay	

IT:



Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
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Rowe, D. A., Mazzotti, V. L., & Sinclair, J. (2014). Strategies for Teaching Self-Determination Skills in Conjunction with the Common Core. *Intervention in School and Clinic*. Online First, doi: 10.1177/1053451214542043.

Goal

Objectives

**4
objectives**

Identify

Timeline

**Name Your
Topic**

**Order Your
Details**

**Wrap it up and
restate topic**

O

G

I

4

N

T

W

O

Step	Evaluation Question	✓
G-Goal:	<p>Is my goal based on one of my self-identified needs?</p> <p>For example, “I cannot write a paragraph by myself, so that is one of my needs. I remember that my goal should be related to one of my needs, so my goal is to write a paragraph by myself.”</p>	
O-Objectives-4:	<p>Have I demonstrated that the <u>four</u> supporting sentences are <u>four</u> actions leading up to the goal?</p> <p>For example, “I need to think of four objectives or steps that will help me write paragraphs. If I wanted to write a paragraph, first I would start out with a topic sentence to tell the reader what it will be about.”</p>	
IT-Identify Timeline:	<p>Is my concluding sentence a statement describing when I expect to accomplish the goal?</p> <p>For example, “I think I should be able to write a good paragraph by the end of the school year.”</p>	
N-Name your topic:	<p>Did I write a complete sentence about my topic?</p>	
O-Order your steps:	<p>Are my steps in a logical order, and did I use transition words (first, next, finally) to show this order?</p>	
W-Wrap it up:	<p>Does my final sentence restate my topic?</p>	

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