

Intervention Library

The Simplify Writing® Intervention Library is designed to supplement daily writing lessons by providing additional practice and support for students. Each of our 25 units contains an anchor chart for reteaching and review, as well as 6-8 practice activities. All materials are available in both printable and digital formats. These units can be used in whole groups, small groups, or with individual students.

The Intervention Library is sorted into five categories that align with the Simplify Writing® rubric. Teachers may use informal observations or data from writing scored with the rubric to determine which units may be most needed to support student writers.

Included Units:

Focus

- ❖ Writing Stamina
- ❖ Idea Generation
- ❖ Writing Leads
- ❖ Thesis & Claims
- ❖ Introductions
- ❖ Conclusions
- ❖ Addressing Counterclaims

Organization

- ❖ Complete Sentences
- ❖ Combining Sentences
- ❖ Topic Sentences
- ❖ Paragraph Structure
- ❖ Essay Structure
- ❖ Using Transitions

Elaboration

- ❖ Expanding Sentences
- ❖ Elaboration
- ❖ Research Skills
- ❖ Quoting Text
- ❖ Paraphrasing
- ❖ Credible Sources

Language & Vocabulary

- ❖ Word Choice
- ❖ Formal Style
- ❖ Revising

Conventions*

- ❖ Editing
- ❖ Bibliography
- ❖ Dialogue Structure

**The Simplify Writing® Grammar Library also includes additional units that focus on individual grammar skills.*

Have questions? We'd love to answer them! Just send an email to April@simplifywriting.com.

Teacher Directions

Using This Resource:

These intervention resources can be used to supplement your daily writing lessons by providing additional practice and support for students. Each activity is designed to take 15-20 minutes and can be used in various ways:

- **Whole Group:** If the majority of your class needs additional practice or instruction on a specific skill, you can substitute an intervention activity for a whole group lesson.
- **Small Group:** Pull 3-5 students who need to work on the same skill. These students don't necessarily need to be at the same overall level as writers, but they should have similar gaps in their writing skills.
- **One-on-One:** Use the activities with a student who needs direct, guided support or more individualized instruction.

In general, the activities provided in this resource are arranged progressively following a gradual release model, with the first activities providing the most support while the last activities allow students to practice the skill independently. You can work through 1-2 activities per week, thus providing guided practice for an entire week. Alternatively, every activity does not need to be used with every student. You can differentiate by choosing activities for each student that provide the most appropriate level of support.

Helpful Tips:

Use data: Intervention groups can be formed based on formal data or informal observations. You can be helpful by using a skills checklist or spreadsheet to track student needs.

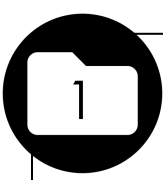
Keep your intervention groups fluid: Some students may need multiple opportunities to practice a specific skill, while other students just need a refresher. Don't be afraid to change your groups as often as necessary.

Model the skill: It's important that students see the skill modeled explicitly and repeatedly. Often, students need frequent exposure to a skill and guided practice before they can apply it in their own writing independently.

Start small: If you are struggling to fit in intervention, try choosing one key skill to focus on with just one group of students. Even short intervals of regular intervention time can result in student growth.

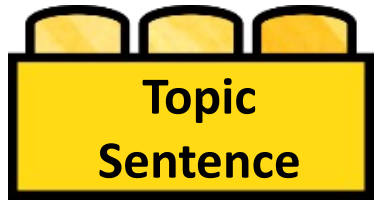
Table of Contents

	Activity	Notes	Page Number
1	<i>Parts of a Paragraph</i>	Use the anchor chart to reteach/review each part of a paragraph while students take notes on their copy. Discuss the color-coding method for organizing a paragraph.	5-6
2	<i>Paragraph Structure</i>	Review the color-coding method for organizing a paragraph. Practice identifying topic sentence and closing sentences by highlighting each element. This activity can be used on the same day as Activity 1.	7-8
3	<i>Build a Paragraph</i>	Review the parts of a paragraph. Students cut out and rearrange the sentences to build an organized paragraph.	9-10
4	<i>Cross it Off</i>	Students will identify details that do not belong with the main idea of the paragraph (to be used on the same day as Activity 3).	11
5	<i>Paragraph Fram</i>	Students will practice adding details to a paragraph frame to create an organized paragraph.	12-13
6	<i>Complete the Paragraph</i>	Students will read a provided topic and closing sentence, and then fill in the detail sentences to complete the paragraph.	14
7	<i>Write a Paragraph</i>	Students will use a prompt to write their own paragraph. Three templates are provided for varying levels of support. This activity can be repeated with multiple prompts to provide more opportunities for practice.	15-18
	<i>Answer Keys</i>		19-31

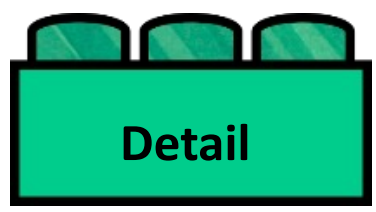
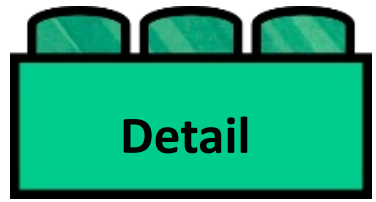


Parts of a Paragraph

A great paragraph explains the topic with many details and elaborations.



Clearly states the main idea of the paragraph



Develops the idea with details, examples, and evidence (3+ sentences)



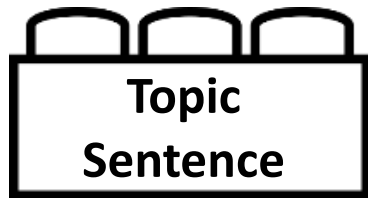
Restates the main idea in a new way

If you have more details, add more blocks!

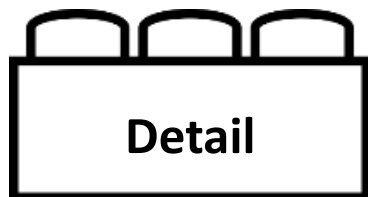
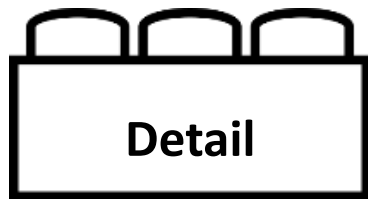
Butterflies grow and change throughout their lives. First, they are eggs. Usually, butterflies lay tiny eggs on leaves. Then, caterpillars hatch from the eggs. Caterpillars eat lots and lots. Then, they make a cocoon. Inside, they change. Finally, a butterfly comes out of the cocoon. When the butterflies lay eggs, the cycle begins again. It's amazing that a butterfly can change so much throughout its life!

Parts of a Paragraph

A _____ paragraph explains the _____
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Clearly states the main idea
of the paragraph



Develops the idea with facts,
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Restates the main idea in
a new way

If you have more _____, add more blocks!

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Paragraph Structure

Directions: Highlight each part of the paragraph using the color key below.

Yellow: Topic Sentence

Green: Detail Sentences

Red/Pink: Closing Sentence

Think of a person whom you consider to be a hero. Explain why you admire this person.

My grandmother was an amazing person. She worked hard throughout her life, even when she was very old. Every day she cooked, cleaned, and exercised. She was a good grandmother. Grandma always sent birthday cards and baked cookies for us to eat. Her life taught me how to be a good person.

Explain the similarities and differences between pets and people.

How do you differ from your pet dog? Pets and people are similar because we have the same needs. Both pets and people need food, shelter, and water. However, there are many ways we're different. People can talk and communicate about complicated things, but animals can't. In conclusion, people and pets are the same in some ways and different in others.

Build a Paragraph

Directions: Cut out each sentence below. Put the strips in order to build a complete paragraph.

Topic Sentence

Details

Closing Sentence

You'll also need to choose a location that has nutrient-rich soil to feed your plants.

Most vegetables need 6 to 8 hours of direct sunlight, so be sure to choose a sunny spot.

Once you've chosen the perfect area, you're ready to start planting your vegetables.

When planting a vegetable garden, selecting the right location is the key to success.

Finally, check to make sure the location you choose has proper drainage, so the water doesn't collect in one spot.

Paragraph Frames

Directions: Fill in the blanks to write your own paragraph.

My favorite book is _____ . It was
written by _____ . I like this story
because _____ .

My favorite part of the book is when _____
_____ .

You should definitely read _____ !

Learning how to _____
is pretty easy if you follow these simple steps. First, _____
_____ .

Next, _____
_____ . Then, _____
_____ .

Finally, _____ .



Name: _____

Date: _____

Write a Paragraph

Directions: Choose a prompt or think of your own topic. Compose a well-written paragraph that includes a topic sentence, at least three details, and a closing sentence.

Topic Sentence

Details

Sample

Closing Sentence

Write a Paragraph

Directions: Choose a prompt or think of your own topic. Compose a well-written paragraph that includes a topic sentence, at least 3 details, and a closing sentence.

**Topic
Sentence**

Detail

Detail

Detail

**Closing
Sentence**