

## INTERVENTION STRATEGY: **WWW. What=2, How=2**

**Brief Description:** WWW. What=2, How=2 is a narrative text (story) writing strategy that cues students through a planning process to compose stories that are organized and well written. This mnemonic, self-instruction strategy should be posted in the room and taught to the students through a teach, demonstrate and practice model. Teachers can also use this strategy to teach students to use positive self-talk to encourage themselves. This strategy was developed by Graham, Harris & Sawyer (1987) and cues the students with a series of questions to ensure that all story components are included. The steps for implementation are from *Strategy Instruction for Students with Learning Disabilities* (Reid & Lienemann, 2006)

**Materials Needed:** Poster outlining the WWW. What=2, How=2 strategy. “Think aloud” for teaching/ modeling the strategy.

**Implementation:** This strategy can be implemented individually, in small groups, or whole group. It can be facilitated by a teacher, paraprofessional or adult volunteer.

1. Make a poster outlining the strategy:

### **WWW. What=2, How=2**

1. **Think of a story to share.**
2. **Let your mind be free.**
3. **Write Down the story part reminder:**
  - Who is the main character? Who else is in the story?**
  - When does the story take place?**
  - Where does the story take place?**
  - What does the main character do?**
  - What happens when they try to do it?**
  - How does the story end?**
  - How does the main character feel?**
4. **Write down story part ideas for each part**
5. **Write your story. Use good parts and make sense.**

2. Activate the students’ prior knowledge by reviewing the tasks involved in the strategy above. A thorough task breakdown may help identify prerequisite skills needed to implement this strategy. If the children do not have mastery of one of the components of the process above, additional instruction in this area may be required.

3. Discuss the strategy and why it is important for the students to remember all of the components of a story. Examples and non-examples of good stories may be used to help illustrate why this strategy is important. Get buy in for the strategy. Talk about how it has helped other students in the past, etc. Be sure the students see its value and make a commitment to using it. Review the steps for the strategy with the students and the prompts that correspond to each step as well as the letters of the mnemonic.

4. Model the strategy using a think aloud and self-reinforcement (positive self-talk). Here is an example of a think aloud to teach this Strategy:

“ Ok what do I have to do here? Oh yeah, write a story. This is hard for me, but I know I can do it if I use the WWW. What=2, How=2 strategy that we learned. Ok so... What comes first? Step one think of a story to share... hmmm. Oh! I know, I will write about going to Six Flags last week. That was fun and I know all about it because I was there. Cool. So I have my topic, Now what? Step 2 is to free my mind. I sure felt free when I was on that roller coaster. I'll just keep that feeling in mind, maybe that will help my mind be free and maybe I should put away all this extra junk on my desk that I don't need right now. That will help too. Let me close my eyes and clear out all the other thoughts so I am ready to get to work. OK, so now I write down the story part reminder. This is hard, there's a lot of stuff to remember. Sometimes I need a graphic organizer for this, but I'm going to try and remember it without help this time. Plus I know that I know the mnemonic. It's www. what=2, how=2. That is so easy. It's a little trickier to remember what each of those stands for, but it's important because if I don't remember one, then my story will be missing an important part and it won't be as good and I want my story to be the best! First let me write the letters down www. what=2, how=2. OK. SO the first W stands for Who... let me write down, who was there at the park? First there was me of course, then my brother and my Dad. And a bunch of other people I don't know were there too. The next W is for When. When did the story take place? That's easy last Saturday.... MY BIRTHDAY! Woohoo! OK so now where does the story take place? SIX FLAGS, only the best theme park ever! Cool I've done the WWW, now I'm at the first *what*. What does that stand for? Oh yeah, what does the main character do? I ride every single roller coaster in the park. 7 all together! And we just run from one line to the next—a lot of running and then a lot of waiting in line. Also I pigged out on cotton candy, my favorite theme park food! OK that's pretty good there. The next W is for: what happens when they try to do it? Well when we tried to ride the roller coasters everyone else was in line too. Everyone wanted to ride them because they are cool. So at first it was boring waiting in line, but it was way worth it because the roller coasters were so totally awesome. And after I ate a lot of cotton candy I felt sick too and the roller coasters were making it worse. But I didn't throw up because I'm much older now... barfing is for babies. Wow this story writing is easy when you follow the plan. I didn't realize I had so much to say! OK so I did the WWW and the two *whats*, what's next? Oh yeah the *how=2*. The first one is How did it end? After an awesome day it got dark and we went home. My brother fell asleep in the car. Oh yeah and the last How is how did it feel? Totally awesome. It was an awesome day. I felt so excited and my heart was racing all day. I didn't fall asleep like my brother, but I sure was tired too. Now what do I do? I'm supposed to write down the story parts, but I did that while I was thinking of them. I guess I could just check to make sure I don't want to add anything... maybe I should add that I also ate three slices of pizza and fried dough. I think that helped make me feel sick. That will help the reader of my story understand why I thought I might hurl. OK, I've added that, now what do I do? Step 5: Write my story and use good parts that make sense. My story is going to be so good and I've planned it pretty well by writing my answers to the www. what=2, how=2 questions. If I do a really good job on this maybe I'll get to share my story with the class. This is

going to be good. OK so how do I start? First I set the scene. I'm going to make sure I use good descriptive words so the reader really feels like they were right there with us at Sis Flags! OK so I'm going to use my answers to write this thing and it will be easy because I've followed the strategy just like my teacher said. I remember that I can come back and fix it during my editing phase. Right now I want to start writing, indent my first paragraph and I'm off!"

5. The children then memorize the strategy. You can facilitate this in many different ways. Scaffolding the instruction may be necessary during this phase. Ample practice and opportunities should be provided until the children can recite the steps.
6. Provide support for the strategy during implementation, through direct feedback during practice, verbal cuing, prompt cards, etc.
7. Eventually fade the teacher prompts until the children demonstrate the use of the strategy independently. Encourage other teachers to use the same strategy and post it in their classrooms as well.
8. Monitor student's progress in writing using writing samples and probes.

**Schedule for implementation:** The procedure should be taught until students have mastered the steps and use the strategy independently. Reinforcement of the strategy should occur daily.

**Variations:** A personal index card with the steps on it may be helpful as children learn the strategy. Use of a graphic organizer.

**Research Summary & References:**

- Graham, S. Harris, K.R., & Sawyer, R. (1987) Composition instruction with learning disabled students: Self-instructional strategy training. *Focus on Exceptional Children*, 20(4), 1-11.
- Reid, R. & Lienemann, T. (1996). *Strategy Instruction for Students with Learning Disabilities*, New York, NY: Guilford Press.

**Tool/Attachments:**

The file "[Think Aloud](#)" in the tools folder on this CD contains more information about using think alouds to teach children metacognitive processes.

The file "[WWW. What=2,How=2 Graphic Organizer](#)" in the tools folder on this CD contains a graphic organizer to help students learn this strategy. This may be used as a tool to scaffold instruction.