

CDO Writing Strategy

Type of Writing Supported:

All Types

Grade Level: **Grades 2-12**
Elementary to High School

Stage of Writing Supported:
Revising and editing

PURPOSE:

What does this strategy help students do?

Students reflect on clarity and meaning, compare intent to expression, and revise with structured self-regulation.

Why is this strategy effective?

- Provides an explicit, tactile process to develop internal editing routines
- Demonstrates positive outcomes across diverse learners, including students with learning differences

C

Compare

Does this match my idea?

D

Diagnose

What doesn't sound clear or effective?

O

Operate

What can I do to fix it?

Does this now convey my intention clearly?

TIPS FOR IMPLEMENTATION:

How to Introduce:

- Teach SRSD phases; model CDO (Change, Delete, Add) with anchor charts or cards.
- Prep materials and presentation ahead of time.
- Use checkpoints to confirm student understanding.

Scaffolding:

- Start with guided sentence-level practice using cue prompts.
- Provide visual supports: checklists, revision tools, anchor charts.
- Incorporate peer feedback and revision stations for collaborative support.
- Gradually release responsibility toward independent use.

Practice Ideas:

- Group: Peer review with CDO cards + organizers.
- Independent: Daily “revise one sentence” warm-ups.
- Hybrid: Model → Pair → Solo → Peer check.

DO'S

- ✓ Model each CDO step aloud.
- ✓ Use anchor charts, evaluation cards, and checklists.
- ✓ Encourage reflection on intention and audience.
- ✓ Include structured peer review.

DON'TS

- ✗ Don't skip modeling with real examples.
- ✗ Don't rush through instruction.
- ✗ Don't treat CDO as a one-time activity.
- ✗ Don't layer on extra strategies too soon.

CDO Strategy: Do's and Don'ts

DO'S

- ✓ **Model Each CDO Step Aloud.**
 - Use think-alouds to demonstrate Compare, Diagnose, and Operate in real writing.
 - Let students hear your reasoning and revision choices step by step.
- ✓ **Use Anchor Tools**
 - Provide anchor charts for each CDO step.
 - Use evaluation cards and revision checklists to scaffold practice.
- ✓ **Encourage Reflection**
 - Encourage students to ask, “Does this match what I wanted my reader to understand?”
 - Reinforce intention and audience awareness during the Compare phase.
- ✓ **Include Structured Peer Review.**
 - Structure peer review around CDO tools.
 - Let students select evaluation cards and suggest revision strategies together.

DON'TS

- ✗ **Don't Skip Modeling With Real Examples.**
 - Students need to see CDO applied to real sentences before trying it themselves.
- ✗ **Don't Rush Through Instruction.**
 - Take time to teach each step clearly with guided practice and feedback.
- ✗ **Don't Treat CDO as a One-Time Activity.**
 - Embed CDO into ongoing writing routines across assignments.
- ✗ **Don't Overload Strategies**
 - Focus on mastering CDO before introducing additional revision tools.

CDO Strategy: Tips for Implementation

How to Introduce the Strategy

- Begin by teaching SRSD writing phases; explain and model CDO steps explicitly with evaluation cards or anchor charts
 - Ensure that the teacher is aware of SRSD: Self-Regulated Strategy Development (SRSD) uses various processes to teach writing, emphasizing self-regulation and gradual release of responsibility.
- Be prepared for the lesson with all necessary materials (handouts, graphic organizers, cards, etc) and have the presentation ready to walk you through the lesson.
- Ensure understanding with checkpoints as going through the introduction of the strategy. It is very difficult for students to work through a strategy if they do not understand or were not paying attention to the introduction.

Scaffolding for Different Learners

- Use sentence-level guided practice with cue prompts; gradually shift to independent use. Provide checklists, revision tools, and peer feedback for support.

Practice Ideas

- **Group:** Peer review cycles using CDO cards and revision graphic organizers.
- **Independent:** Daily “revise one sentence” tasks. Could be ELA daily warm-ups.
- **Hybrid:** Teacher-led modeling → student pair practice → individual revision → peer checks

Publication Details

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What is the writing classroom?

The Writing Classroom was developed to help educators apply effective, evidence-based writing interventions. Originating at the University of Kansas with funding from the U.S. Department of Education's Office of Special Education Programs, this initiative supports instructional strategies for all students, especially those who struggle with writing.

What is AI SCORE?

AI-SCORE enhances writing competency for students with learning disabilities by:

- Integrating evidence-based instructional strategies
- Providing immediate AI-generated feedback
- Personalizing the writing process to improve outcomes

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