



FUEL

Background and Implementation



Understanding the FUEL Strategy

A mnemonic for **developing structured, evidence-based paragraphs**.

- **F: Fact** (Topic Sentence/Main Idea)
- **U: Understanding** (Explanation/Background)
- **E: Evidence** (Support from Text/Data)
- **L: Link** (Conclusion/Transition Sentence)



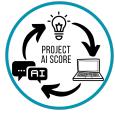
Understanding the FUEL Strategy

This Strategy....

Supports: Planning, Drafting, Revising.

Applies To: Informational Writing, Argumentative/Persuasive Writing, Text-Based Response Writing (Cross-Curricular: ELA, Science, Social Studies).

Grade Levels: Grades 4–9



Purpose of FUEL Strategy

- Organize thoughts clearly in a paragraph structure.
- Write strong topic sentences and stay focused on a main idea.
- Explain and support ideas with relevant evidence (e.g., quotes, data).
- Develop structured, complete, and well-supported written responses.



FUEL Strategy Effectiveness

Why it's Effective:

Provides an **explicit, tactile process** for developing internal **editing routines** and **organizational habits**.

Breaks the complex task of paragraph writing into **four discrete, manageable steps** for students with learning disabilities (LDs), reducing cognitive overload.

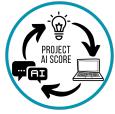
Offers a **consistent and predictable framework** that builds confidence and promotes organization and cohesion.

Demonstrates positive outcomes across diverse learners, including students with learning differences.



FUEL

Step by Step



F- Fact (Topic Sentence)

Step	Action	Guiding Question
Fact (Topic Sentence)	State the main idea or claim for the paragraph	"What is the main idea or claim I want to make?"



U- Understanding (Explanation)

Step	Action	Guiding Question
Fact (Topic Sentence)	State the main idea or claim for the paragraph	"What is the main idea or claim I want to make?"
Understanding (Explanation)	Explain or give background on the topic in your own words	"How can I explain or give background on my topic?"



E- Evidence (Support)

Step	Action	Guiding Question
Fact (Topic Sentence)	State the main idea or claim for the paragraph	"What is the main idea or claim I want to make?"
Understanding (Explanation)	Explain or give background on the topic in your own words	"How can I explain or give background on my topic?"
Evidence (Support)	Include a quote, fact, data, or example to support the main idea.	"What example, fact, quote, or data supports my idea?"



L- Link (Conclusion/Transition)

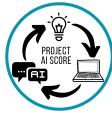
Step	Action	Guiding Question
Fact (Topic Sentence)	State the main idea or claim for the paragraph	"What is the main idea or claim I want to make?"
Understanding (Explanation)	Explain or give background on the topic in your own words	"How can I explain or give background on my topic?"
Evidence (Support)	Include a quote, fact, data, or example to support the main idea.	"What example, fact, quote, or data supports my idea?"
Link (Conclusion/Transition)	Connect the evidence back to the main idea or transition to the next paragraph.	"How does this connect to my main idea or next paragraph?"



Implementation Tips

Tip: Model the Strategy with Think-Alouds

- Choose a short, familiar reading passage and writing prompt.
- **Narrate each step** of the FUEL process as you write the paragraph.
- Use **color-coding** on the board or projector to visually label the F, U, E, and L parts.
- This demonstrates how to apply each part in real time, which is crucial for students with LDs.



Implementation Tips

Tip: Scaffold and Differentiate Support

- Use **graphic organizers** that have a box for each FUEL step.
- Provide **sentence starters** (e.g., "One reason is...", "This proves that...") to reduce writing anxiety.
- Allow **collaborative writing** (pairs/small groups) for brainstorming and drafting.
- For students who struggle, **chunk the task** (one step per day).



Implementation Tips

Tip: Use FUEL as a Revision Checklist

- Encourage students to use the acronym (F-U-E-L) as a self-correction tool when reviewing their drafts.
- In peer review, have students identify and label the F, U, E, and L parts in a partner's paragraph.
- This builds independence and self-monitoring skills.



Interested in learning more?

Check out the [Writing Classroom.org](http://WritingClassroom.org)