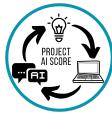




Implementing the Do What Writing Strategy: A Guide for New Teachers





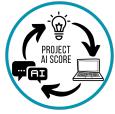
Purpose and Effectiveness of the Do What strategy

What is the Purpose?

When applied to analyzing writing prompts, Do What is a strategy that helps you break down a prompt to ensure you understand and fulfill all its requirements. It involves identifying two key components: “Do” and “What”

Why It is Effective?

- Promotes careful analysis of instructions
- Enhances focus and clarity:
- Reduces off-topic writing
- Encourages a structured writing process



Steps for Instruction

- 1- Read the prompt carefully
- 2- Identify the “do” words
- 3- Identify the “what”
- 4- Consider other important details
- 5- Seek clarification if needed



6 Do's for Teaching the Do What strategy

- DO Read the Prompt Carefully: Ensure you understand the entire prompt thoroughly before starting the analysis process.
- Focus on JUST identifying command or action verbs for the “do” step
- Focus on the understanding the topic or ideas needed for the “what” step
- Do Look for Other Important Details: Pay attention to information regarding the intended audience, specific instructions, or formatting requirements.
- Do Seek Clarification: If any part of the prompt is unclear, don't hesitate to ask your instructor for help.
- Do Create a Structured Plan: Use the "Do" and "What" analysis to create a clear plan for your writing.



Avoid these 3 Don'ts for Teaching the Do What strategy

- Don't Start Writing Without Analysis: Skipping the prompt analysis can lead to off-topic writing.
- Don't Overlook Important Details: Don't ignore crucial information about audience, formatting, or specific requirements.
- Don't Be Afraid to Ask Questions: If you're unsure about any part of the prompt, don't hesitate to ask for clarification.

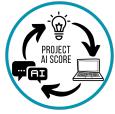


Adapting COPS for Different Learners

Scaffolding for different learners

- Provide additional support for struggling students with pre-filled analysis templates (such as a T-chart)
- Allow students to highlight or underline the “do” words in one color & the “what” phrases in another





Troubleshooting Common Do What Challenges

Students write incomplete or vague sentences



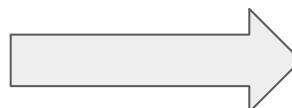
Revisit the anchor chart and model the strategy with a new example

ELLs struggle with vocabulary or syntax



Provide bilingual glossaries, sentence frames, and visuals

Students confuse the parts of the sentence



Use color-coded sentence strips or a graphic organizer to separate each part