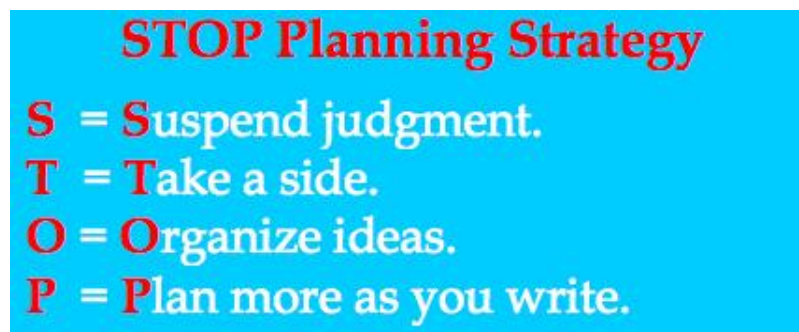


STOP and DARE

Step-by-step instructions

1. After small group and class discussions and activities about the short stories *The Veldt* and *All in a Summer Day* by Ray Bradbury, discuss that in order to write effectively a student must plan before doing any writing.
 - a. Note that good writers have learned more than one strategy or trick to help them plan what they will write.
 - b. As they write, skilled writers will revise their plans, written product, and sometimes their ideas.
 - c. Tell the students that they will be learning a writing strategy to plan and develop an opinion or persuasive paper.
 - d. By learning how to implement the strategy, each student will become more confident in their writing skills and may use it in other courses.
2. Collect data on each student's persuasive writing by identifying the number of paper or essay parts the student include, i.e., the premise or side of issue student took, supporting ideas, arguments, and conclusion, using rubric for persuasive writing assignments using STOP and DARE.
3. Then discuss results with each student individually and obtain a written commitment from student to learn STOP and DARE so that the student improves her or his ability to write persuasive opinion papers.
4. Assist each student to set goals with respect their persuasive writing including adding supporting ideas and including at least one argument.
5. Describe STOP in detail, the general situations where the strategy can be used (with persuasive writing), the benefits the students can expect from learning and utilizing the strategy (improve the quality of your writing).
6. Create a slide and poster with the following mnemonic:



7. While displaying the slide to the students, tell students that DARE is acronym mnemonic.
8. Ask the students if they know what an acronym mnemonic is.

9. Note that an acronym mnemonic is a word created with letters used to represent lists of information or a sequence of steps.
10. Introduce and describe each step of STOP.
 - a. Note that “S” stands for “suspend judgment.”
 - i. During the first stage, a student must stop and wait before doing any writing and delay forming an opinion in order to reflect about the issue considering both sides fully and brainstorm the pros and cons of the issue.
 - ii. The student will use a STOP planning sheet to assist with generating and recording ideas for and against the issue.
 - b. Note that “T” stands for “take a side.”
 - i. During the second step, a student will determine which side of the issue to support on the basis of which is the strongest: in a persuasive paper or essay, the goal is to write a paper to sway the reader to agree with the student.
 - ii. The student will review the STOP planning sheet to assist in judging which side of the issue is the strongest.
 - c. Note that “O” stands for “organize ideas.”
 - i. During the third step, a student must identify which ideas to use to support her or his side of the issue as well as at least one opposing argument to discredit.
 - ii. Here the student will put a star next to the ideas and opposing argument she or he plans to use in the persuasive paper or essay.
 - iii. The student will then place them in logical order by assigning a number to each.
 - iv. Note that the paper or essay will read well if the student begins with the side of the issue a student supports along with the ideas that substantiate it before raising an opposing argument and then refuting it with contrary viewpoints.
 - d. Note that “P” stands for “plan more as you write.”
 - i. During the fourth step, the student will continue to plan the persuasive paper while adding and editing the text.
 - ii. Note following DARE will assist here.
11. Provide opportunities for the students to develop background knowledge (preferably over several days) about writing persuasive papers or essays by providing strong examples and non-examples of persuasive papers and essays on an overhead. Additionally, give the students opportunities to discuss what makes persuasive papers well-written and to edit poorly-written papers as a class as a whole, in small groups, and or individually.
12. Explicitly teach students that a basic paper or essay must have the following four parts:
 - a. Topic sentence in which the opinion of the writer is stated and is the main argument of the paper or essay;

- b. Supporting ideas which are the writer's reasons for the main argument or premise of the paper and may include examples that elaborate upon the writer's reasons;
 - c. Argument which includes not only the supporting ideas but also at least one counterargument to distinguish why the premise of the persuasive essay or paper is sound; and
 - d. Conclusion in which the writer restates the premise or side the writer took or summarizes the writer's position.
13. Emphasize that a student will have all four parts in a persuasive paper or essay by completing the steps in DARE.
14. Describe DARE in detail, the general situations where the strategy can be used (with persuasive writing), the benefits the students can expect from learning and utilizing the strategy (improve the quality of your persuasive writing).
15. Create a slide and poster with the following mnemonic:



16. While displaying the slide to the students, tell students that DARE is acronym mnemonic like STOP.
17. Introduce and describe each step of DARE.
- a. Note that “D” stands for “develop a position statement.”
 - i. During this first step a student will determine her or his stand on an issue, whether she or he is pro or con.
 - ii. The students will write a topic sentence stating her or his opinion, and this will be the main argument of the paper or essay.
 - b. Note that “A” stands for “add supporting ideas.”
 - i. During the second step, the student will include the supporting ideas, i.e., the writer's reasons for the main argument or premise of the paper.
 - ii. The student may also include examples that elaborate upon her or his reasons.

- c. Note that “R” stands for “report and refute counterarguments.”
 - i. During the third step, the student must cite counterarguments and distinguish why the premise of the persuasive essay or paper is sound.
 - d. Note that “E” stands for “end with a strong conclusion.”
 - i. During the fourth step, the student must write a conclusion restating the premise or side the writer took or summarizing the writer’s position.
18. Introduce STOP & DARE planning sheet.
19. Direct students to glue a copy of STOP and DARE on to index cards with a glue stick and then tape the index cards to her or his desk or in their English journal.
20. To develop the students’ background knowledge, provide opportunities for the students to
- a. identify the four parts of a paper or essay as outlined in DARE and
 - b. watch, participate, and critique oral debates as well as written editorials using the four steps in DARE as the means to evaluate the debates and editorials (De La Paz, 2001).
21. While talking aloud with STOP and DARE slides projected on whiteboard by computer, model for students how they are to follow STOP and DARE when asked to write a persuasive paper or essay about whether technology will improve how humans treat one another in the future based on how Ray Bradbury looked at the future of technology; use the short stories *The Veldt* and *All in a Summer Day* for evidence to support the premise. See completed sample of STOP & DARE planning sheet
- a. Note that whenever you give a persuasive writing assignment, you should also distribute a rubric for persuasive writing assignments using STOP and DARE for assessing student performance. Share and explain this rubric with the students now so that they know how their writing will be assessed.
22. Then with you guiding them to think aloud, have the students model using STOP and DARE to prepare to write persuasive papers.
23. Then have the students rehearse the strategy stating what are the purpose and process of the strategy as well as describe each step.
24. Next lead the students in a rapid oral recitation practicing the steps to assist the students in memorizing them.
25. Then test the students on STOP and DARE, by asking the students to write out the name of the strategy that can be used for persuasive writing – STOP and DARE – on an index card.
26. Ask the students to write down what each letter stands for and why it is important for persuasive writing.

27. The students must memorize the strategy so remind them to work on learning it throughout the day/week.
28. Other ways to have students commit to learning the strategy is by having them work with partners or members of small groups quizzing each other, respond chorally to the teacher, and or use STOP and DARE flashcards individually, with a partner, or in small groups.
29. Follow up each day with daily assessments to make certain the students remember STOP and DARE.
30. To support the students when they write, make sure each student can see the STOP and DARE mnemonics taped on the student's desk or in the student's English journal and on a poster in the classroom, and has a copy of the STOP & DARE planning sheet and a transition words and phrases list.
31. Over time students phase out their need to refer to STOP and DARE taped on the student's desk or in the student's English journal and on a poster in the classroom and to use the STOP & DARE planning sheet.
32. Provide opportunities for students to perform the STOP and DARE strategy independently while providing prompts and help if needed as well as immediate feedback.
 - a. Encourage the students to make notes on all parts of their paper and to use STOP and DARE when planning to write persuasive papers and essays.
 - b. Remind the students to use transition words as they move from one idea to another encouraging them to use STOP and DARE as well as the transition words and phrases list to determine which transition words fit best.
 - c. Circulate and help individual students as needed. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer if necessary and possible.
33. Have student self-assess written work using the rubric for persuasive writing assignments using STOP and DARE.
34. Using technology, teach each student how to chart her or his performance using an Excel spreadsheet recording the sums earned on each of the five elements rated, i.e., position statement, 3+ supporting ideas, 1+ counterarguments, conclusion, and used STOP and DARE. Have students use graph paper if using Excel is not an option.
35. Chart collected data from students and data you collected through observation.
36. Review data from student and the data you collected with student independently.
37. Congratulate students on their hard work, and review with them their goals for next time.

38. You may wish to have students volunteer to read their essays to the class or post the essays for all students.
39. Assist students in generalizing the use of STOP and DARE by first leading a discussion with the students to identify and plan to use the strategy in other settings, second having the students try STOP and DARE in other settings and report back to class, and plan to have students use STOP and DARE at other times during class.