

WRITER

Schumaker, J.B., Nolan, S.M., & Deshler, D.D. (1985). *The error monitoring strategy*. In Ellis, E.S., & Lenz, B.K. (1987). A component analysis of effective learning strategies for LD students. *Learning Disabilities Focus*, 2, 94-107.

This is a self-monitoring strategy for writing. Almost every academic task requires a level or form of monitoring. This strategy illustrates how a step can cue students to use questioning strategies to monitor product quality. This strategy also contains a sub-strategy **COPS**; in the "I" step. For more information see the expanded version of the **COPS** strategy.

Write

- Write on every other line

Read

- Read the paper for meaning

Interrogate

- Interrogate yourself using **COPS** questions:
 - Have I **C**apitalized the first word and all proper nouns?
 - How is the **O**verall appearance?
 - Have I used end **p**unctuation, commas, and semicolons correctly?
 - Do the words look like they are **S**pelled right, can I sound them out, or should I use the dictionary?

Take

- Take the paper to someone to proofread again

Execute

- Execute a final copy

Reread

- Reread your paper a final time