

**Subject Area:** English/Language Arts

**Grade Level(s):** 2-12

**Title of Instructional Method, Strategy, or Approach:** C.O.P.S writing strategy

**Description of each Instructional Method, Strategy, or Approach:**

The C.O.P.S Strategy stands for

C---Are there capitals in the proper places?

1. proper nouns
2. titles
3. beginning of sentences

O---Is the writing organized?

1. spaces between words and double spaces between lines
2. neat printing/writing/typing
3. paragraphs are indented
4. paragraphs follow the model
5. complete sentences used

P---Is the punctuation correct?

1. proper end marks
2. commas
3. semi colons, colons, quotation marks, and hyphens as required

S---Are all the words spelled correctly?

1. use tools such as lists, word walls, dictionaries, word study notebooks, and spell check technology

## References in APA format:

- (2003). Ian Forsyth School Presents: Steps in the Research Process. Retrieved August 23, 2007, from The COPS Strategy / Table Web site:  
<http://hrsbstaff.ednet.ns.ca/ducann/grassroots%20cops%20strategy.htm>
- Arthur, B. & Zell, N. (1990). WRITE UP: A strategy for teaching creative writing skills to emotionally disturbed students. *Preventing School Failure*, 34(4), 26-31.
- Polloway, Edward A., & Shannon, Ted R. (1993). Promoting error monitoring in middle school students with LD. *Intervention in school and clinic*, 45(3), 160-164. [www.ldonline.org/article/6215](http://www.ldonline.org/article/6215)

### **“How-To” Information—What will make this work in the classroom? What would a teacher need to know to implement this Instructional Method, Strategy, or Approach?**

The COPS strategy can be displayed throughout the classroom through the use of posters and individual handouts. Each student can have their own copy of the steps to COPS. This would help with self monitoring and correcting as well as providing the student with an opportunity for independence. A poster in the classroom displaying the steps would be a quick reference for the class as a whole.

This strategy can be taught to the whole group by correcting a piece of writing using the overhead or the chalkboard. Demonstrating the use of the COPS strategy and having the class identify correct or incorrect capitalization, organization, punctuation, and spelling would allow for greater success by individuals.

Teachers would need to be aware of the steps for COPS and what each step entails. They would need to have set rules depending on the grade/skill level they are working with. For example, an earlier elementary level would focus more on capitalizing

the first word of a sentence, while later elementary levels would include proper nouns, names, titles, references, etc.

**Implications for Practice/Other Considerations:**

There are two ways to use the C.O.P.S strategy. One is to self correct as you write using C.O.P.S as a checklist. The second way is to use C.O.P.S as a final editing checklist of a piece before the final draft is written. C.O.P.S focuses on different aspects of writing separately so that students can look for errors in various areas as they proceed through the editing process.

**Additional Links (for further information):**

<http://www.k12.nf.ca/fatima/copsstra.htm>

-Summary on information about strategy

<http://pegasus.cc.ucf.edu/~scec1050/cops.pdf>

-Skit for the teaching of COPS strategy

<http://www.k8accesscenter.org/writing/knowledgebank.asp>

-Lists of strategies similar to COPS

[http://homepages.wmich.edu/~whitten/champaign\\_project/written.html](http://homepages.wmich.edu/~whitten/champaign_project/written.html)

-Information on COPS and links to other strategies

**EIU Candidate Names:**

Ashley Clifton, Lauren Florio, Amy Gielow, Megan Geiss, Angela Kresher, Gina Tenuta