

Selecting Appropriate Strategies

The writing process includes the following components: planning, drafting, sharing, evaluating, revising and editing, and publishing. This activity focuses on all components except publishing. Students need to be explicitly taught strategies related to each component of the writing process to be effective, independent writers.

Read the strategies listed in the table below, adding any other strategies you might use to support the components. Take notes in the boxes about which strategies would be appropriate for your classroom and students or what modifications you would have to make to ensure the strategy is developmentally appropriate.

Use the following questions to guide your discussion and notetaking.

For discussion in small groups:

- Is this strategy developmentally appropriate for my students?
- How can I differentiate or modify this strategy to work better for my students?

For discussion in full group:

- How can I connect this strategy to what my students already know?
- What could this strategy look like within my current classroom culture and systems?

Writing strategy

Consider whether each strategy is appropriate for your classroom and students. If not, how can you modify it to be more developmentally appropriate?

Planning

POW

- **P**ick ideas.
 - **O**rganize notes.
 - **W**rite and say more.
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Ordering ideas/outlining

- Brainstorm/generate ideas for their paper.
 - Review their ideas and place a number by what will go first, second, third, and so on.
 - Decide which are main ideas and which are supporting ideas.
 - Create an outline that shows the order of the main ideas and the supporting details for each main idea.
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Writing strategy

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Drafting

Imitation

- Select a sentence, paragraph, or text excerpt and imitate the author’s form.
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Sentence generation

- Try out sentences orally before writing them on paper.
 - Try multiple sentences and choose the best one.
 - Use transition words to develop different sentence structures.
 - Practice writing good topic sentences.
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Writing strategy

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Sharing

Peer sharing

- In pairs, listen and read along as the author reads aloud.
 - Share feedback with their writing partner, starting with what they liked.
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“Author’s Chair”

- Sit in a special chair in front of peers and read their writing.
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Writing strategy

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Evaluating

Self-evaluating

- Reread and ask these questions:
 - Are the ideas clear?
 - Is there a clear beginning, middle, and end?
 - Does the writing connect with the reader?
 - Are sentence types varied?
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Self-monitoring

- Self-assess and ask these questions, either out loud or internally:
 - Did I meet the goals I developed for my writing? If not, what changes should I make to meet my goals?
 - Did I correctly use strategies that were appropriate for this task? If not, what should I change?
 - Record their answers to self-assessment questions on a chart or teacher-provided questionnaire in order to track their progress toward writing goals and strategy use.
 - Congratulate themselves, and inform their teacher, when they meet their goals.
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Writing strategy

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Revising and editing

Peer revising

- Place a question mark (?) by anything they do not understand in their writing partner's paper.
 - Place a carat (^) anywhere it would be useful to have the author include more information.
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COPS (editing)

- Did I **C**apitalize the first word in sentences and proper names?
 - How is the **O**verall appearance of my paper?
 - Did I use commas and end-of-sentence **P**unctuation?
 - Did I **S**pell each word correctly?
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