



Planning for Success – Literacy: The Writing Purposes

Raising the Quality of Writing Through Revision Teacher Feedback Prompts

ESTABLISHING A WRITING ENVIRONMENT

Routines

- an understanding of what is expected for independent work
 - what do I do if I don't have the supplies
 - what do I do if I need help
 - what do I do if I think I am finished
 - what am I doing when teacher is conferencing
 - what does it look like/ sound like
 - quiet routine
 - pencils moving
 - quiet voices
 - must always be writing in your notebook
 - date in the margin
 - soft voice when conferencing
 - always right on one side of the page
 - teacher checklist of daily conferencing
 - assessment check off sheet - follow up form of communication with praise point and teaching point

- transitioning routines
 - bathroom and water routines
 - sign up routines for conferencing
- checklist of environment
 - expectations are clear – WALT GOAL (What are we learning today)
 - all materials available needed for the task
 - space for writing conferencing
 - meeting area for sharing

These are questions that could guide teachers as they look through the writer's notebook - page 33/34 *** No Nonsense Guide

There are mini lessons to have students think more deeply about what is already in their notebooks *** page 105 No Nonsense Guide

Mini lessons for leads

- page 139 No Nonsense Guide
- The Most Wonderful Writing Lessons Ever

To organize your mini lessons for raising the quality consider the following order:

1. Determine the purpose, form and audience
2. What is the Heart of the Entry
3. Focus it /Funnel it
4. Elaboration of Ideas - Show It/ Don't Tell It/ Details
5. Organization of Ideas
6. Attend to Sentence Variety and Word Choice
7. Work on Effective Leads and Endings
8. Editing

If your students are working to **GENERATE IDEAS**.....

- Have you reviewed your list of ideas?
- Have you checked the class inventory where we get ideas? - page 107 no nonsense
- What is happening in your life right now?

- Could you rework one of your stories into another form?
- Have you heard any other student stories or class read-alouds that you can relate?
- What kind of writing do you like to do?
- What previous pieces have you been most proud of?
- Find a word or a line from one of your past writings that would spark a new entry?
- After you rereading your entries did you find a place where you were left wondering? What could this to for a new entry?
- What other perspective could you choose from a previous entry?

If your students are working to **INCREASE STAMINA**.....

- Have you talked to your writing partner for further ideas?
- Where can you add more relevant details to give the reader a clearer picture
- Have you expressed the emotional part?
- Have you made the reader clear on your part in the story?
- Why is this topic important to you? Have you made that clear?
- What different things can you write about for that topic?

If your students are working to **EXPAND VARIETY IN THEIR WRITING**

- What other topics from the class inventory list will you choose to write about today?
- What is your purpose? How is that different from something that you have already written?
- Who is your audience? How is that different from something that you have written already?
- How can you change one of the entries you have already written by having a different purpose?
- What other perspective could you choose from a previous entry?

If your students are working to **MOVE BEYOND JUST A RECOUNT OF EVENTS.....**

- Which of these events is the most important to write about?
- Where are “you” in the story?
- What is the main message you trying to get across?
- What is your purpose?
- Why is this important to you?
- What do you want the reader to know/feel from your writing?
- What you discovered from an experience that feels bigger than just the story?

If your students are working to **DEVELOP THEIR IDEAS/STRETCH IT OUT/SHOW DON'T TELL...**

- Are there enough relevant facts for your audience to understand?
- Where are your feelings in this writing?
- How might others have felt in this situation?
- Give me a picture of the important person, place or object.
- Describe exactly what you were doing and why?
- Make a movie for me with your words?
- Have your slowed down the main event and stretched it out using action, dialogue and description
- Show don't tell
- Slow down the moment

If your students are working to **GET TO THE HEART OF THEIR WRITING ...**

- Why are you writing about this now?
- Why is this important to you?
- What are you really trying to say?
- How is this experience with the topic different from someone else?
- What details would help get your message across?
- Which part of your writing stands out as the big idea?
- What have you discovered from this experience that feels bigger than just the entry?
- What is behind the entry?
- What is the significance of the writing?

If your students are working to **ORGANIZE THEIR IDEAS?**

- What is the most important part to put first?
- Does the sequence make sense to the reader?
- What linking words do you need to help the reader move from one paragraph to the next?
- Have you made transitions from time, setting and points of view clearly?
- Does your writing flow logically?
- Does your lead sentence introduce your paragraph?
- Do your detail sentences support your paragraph topic sentence?
- Do your details help to develop your plot?
- What events do you want to happen first, next and last?

If your students are working to **DEVELOP THEIR LEADS...**

- Have you started your entry in a way that makes the reader want to keep reading?
- Is your beginning as close to the main event as possible? What do you need to change?
- Has your lead set the reader up for what they should expect from the piece?
- Have you established your voice and your purpose?