

Quick Strategy Ideas for Teaching Writing



Strategy:	Steps:
Show Call	<ul style="list-style-type: none"> • Choose a piece of student work <ul style="list-style-type: none"> ○ Strong example ○ Example of common misstep • Put it under your document camera • Ask the class to help you “workshop” a piece that has room for improvement OR help you identify strong aspects of an exemplary piece • Ask students to revise their own work based on your discussion
Simple Peer Editing	<ul style="list-style-type: none"> • Have students switch papers with a partner. • Read their partner’s paper and then mark the letters/elements in the margin (RACE or ACE-IT). • Give their partner feedback on which elements are missing. • Revise paragraphs based on the feedback. • They can also highlight the elements in different colors.
Peer editing with a rubric	<ul style="list-style-type: none"> • Have partners switch papers and score papers based on the rubric. (It is often best to focus only on one element or band of the rubric at the beginning.) • Partners share the score and connect specific examples from the student paragraph and the language from the rubric to explain. • Revise paragraphs or the specific element/sentence based on the feedback.
Self-editing	<p>Have students do any of the peer editing techniques (annotate, highlight, score on a rubric) on their own paper.</p>
Framed paragraph or sentence stems	<ul style="list-style-type: none"> • Stems - Provide a few words to get students started on the paragraph or a portion of the paragraph that is difficult. (Particularly useful with transitions and connecting phrases to introduce and explain quotations/evidence). • Frame - Provide most of the words in a paragraph and leave some blanks. • Differentiate the amount of academic language you provide based on need. Gradually decrease the amount of language you are providing until they can independently produce the paragraph.
Sequencing Strips	<ul style="list-style-type: none"> • Cut a model paragraph up into strips. One sentence on each strips. • In pairs or triads students have to work together to put the sentence back in order. • Have students read the paragraph aloud to check their order.
Graphic Organizers	<ul style="list-style-type: none"> • Provide students with a graphic organizer that breaks up the elements of the strategy. Can provide prompts, questions, or stems as well. • Students write their paragraph in the graphic organizer and then can transfer their paragraph to paper or a document if desired.
“C.U.S.” the prompt	<ul style="list-style-type: none"> • Have students close read the prompt before they begin writing. • Students annotate the prompt: <ul style="list-style-type: none"> ○ Circle what it asks you to do (write, explain, identify, analyze, etc.) ○ Underline the specific content ○ Put a star next to the evidence you are asked to provide.

**Think-
Write-Pair-
REVISE-
Share**

- When using a Think-write-pair-share for short writing pieces (sentences or paragraphs), add in a revision step.
- Provide a prompt and give students time to think and write.
- Then they share their writing with a partner and get feedback.
- The students have a few minutes to revise their writing based on the feedback.
- Call on some students to share their writing and/or what revisions they made with the class.