WRITING STRATEGIES

**Sample Lessons for
Middle School Language Arts
and High School English Teachers
to Use Before, During, and After Writing**

**Jefferson County Public Schools
Version 2.0**

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The following pages contain process-based strategies that middle and high school teachers can utilize before, during, and after writing to improve not only students' writing skills but also their critical thinking skills. These lessons can be adapted to fit all portfolio-appropriate genres of writing. Teachers can also modify the strategies in these writing lessons to fit the individual needs, interests, and ability levels in their own classrooms.

TOPIC: Predicting the Needs of Your Audience

LESSON 1 OBJECTIVE: Students will define audience and learn the importance of audience awareness in developing writing.

CORE CONTENT: WR-M-1.1, 1.2, 1.3, 1.4   Reflective, Personal, Literary, and Transactive Writing

                           WR-H-1.1, 1.2, 1.3, 1.4   Reflective, Personal, Literary, and Transactive Writing

VOCABULARY: Audience, Purpose,

RESOURCES AND MATERIALS: Writer's Notebook, examples of the writing from the focus genre (e.g. Transactive models, Short Stories, Personal Writing). Overhead transparency film and markers or chart paper and markers

TEACHING STRATEGIES AND ACTIVITIES:

The focus of this lesson is helping students develop an understanding of the importance of audience awareness in developing their writing. By making predictions about the audience's needs, they will be better able to write pieces focused on the purpose and use language appropriate to the audience. Students will need to understand how to identify their intended audience and make decisions about writing based on their new understanding.

- Begin by asking students to create a definition of an audience for writing. Though some may say that an audience is whoever reads what they write, you will want to guide them to think of the audience as who THEY write to.   Gather a selection of publications that cater to an identified readership. Some examples might include Seventeen Magazine, Runner's World, Online, Field and Stream, etc. Place students in groups of 3 or 4 and distribute copies of various magazines to each group. Allow time for groups to look through the magazines and make predictions about the characteristics of the readers of each of these magazines. Each group should answer the following questions:

Audience Awareness Questions

- What do you think the reader would already know about this topic?
- What kind of language would a reader of this magazine understand?
- What might the reader of this publication want to know more about?
- How are the topics introduced (titles, headings, etc.)?

- How can you determine the writer's purpose for writing about the topics included in this publication?
- What predictions can you make about the reader of this publication?
- What would a writer need to know in order to write for this publication?
- What is the writing tone for this publication (humorous, serious, educational, etc.)?
- After students have had time to review the magazines and record their responses, use chart paper or overhead transparencies to record the information from each of the groups. As students' answers are recorded, ask them to consider their audience before they make decisions about the language, voice, and tone that they will use in their writing.
- Have students create an audience profile for the piece they are drafting making sure that they consider the criteria found in the magazine review strategy.

EXTENSIONS/ACCOMMODATIONS FOR ECE/OTHER DIVERSE LEARNERS:
The collaborative nature of the activity meets the needs of most diverse learners.

ENRICHMENT:
Have students develop audience profile poster for a variety of writing topics and genres. Post these on the walls to help students as they consider their approach to a writing piece.

TECHNOLOGY CONNECTIONS
Use the Internet to search for on-line publications directed toward a specific audience.

ASSESSING THE LEARNING:
Circulate throughout the classroom while students are working in groups reviewing the magazines. Note any groups that are struggling with identifying the audience. Ask students to reflect on the importance of knowing their audience in their Writer's Notebooks.

UNIT: Writing Strategies

TOPIC: Prewriting: Using Tone to Meet the Needs of Your Audience

LESSON 2 OBJECTIVE: Students will learn the difference between formal and informal language and how writers use precise language to develop tone.

CORE CONTENT: WR-M-1.1-4 Writing   Reflective, Personal, Literary, and Transactive Writing
　　　　　　　　RD-H-x.0.4   Interpret meaning in a passage.

VOCABULARY: Formal Language, Informal Language, Connotation

RESOURCES AND MATERIALS: Writer's Notebook, overhead transparency film and markers, copies of "Eye on the Eagle" handout, chart paper and markers

TEACHING STRATEGIES AND ACTIVITIES:

This lesson focuses on helping students to identify tone in a piece of writing by examining the writer's use of formal and informal language. Tone is a speaker or writer's attitude toward a subject. There are many types of tone as there are shades of meaning, but we can help students begin to recognize a writer's general tone through a careful examination of word choice, connotation, choice of details, arrangement of words, pairing and repetition of words.

- Begin by writing the following sentence on the overhead, "Yes, I believe you." Ask students to read the sentence aloud using each of the following four tones of voice:
  Thoughtfully
  Sarcastically
  Suspiciously
  Angrily

- Point out that writers cannot use vocal or visual effects to communicate tone. Instead, writers must rely on using a variety of textual clues and precise word choice to communicate to their reader. Have students brainstorm how a writer would convey the various tones in writing. For example:
  Thoughtfully – Yes, I believe you.
  Sarcastically – Oh, yes! I believe you.
  Suspiciously – Yes…I believe you.
  Angrily – Yes! I believe you!

- Distribute copies of "Eye on the Eagle" and have student volunteers read the first page aloud to the class. Allow students time to complete page two with a partner and record their answers in their Writer's Notebook. Question number five asks students to post their responses on a class chart for discussion. After students have posted their responses, compare and discuss as a group, asking students to justify their responses (see chart below).

Quote	pair 1	pair 2	pair 3	pair 4	pair 5	pair 6	pair 7
A							
B							
C							
D							
E							

EXTENSIONS/ACCOMODATIONS FOR ECE/OTHER DIVERSE LEARNERS: The collaborative nature of this activity should provide diverse learners with an opportunity to construct meaning through rich discussion and shared ideas.

ENRICHMENT: To extend their learning, students could collect and analyze the tone of various newspaper and magazine headlines. They could study how different words may have several connotations depending on how they are used. A **connotation** is the emotion a word or phrase suggests.

TECHNOLOGY CONNECTIONS: Students could complete the above enrichment activity using websites instead of newspaper and magazine headlines. They could scan the headlines readouts, and visuals on the site's home page and identify the writer's tone.

ASSESSING THE LEARNING: Circulate throughout the classroom while partners are working to answer the handout. Assist groups that are struggling and note learning gaps. The final discussion should provide a clear understanding of the students' comprehension of the topic.

EYE ON THE EAGLE

Writers use both formal and informal language to create tone and meaning. But how do they decide when informal language is inappropriate and only formal language will do? The decision to use informal or formal language depends on two things: the writer's audience and the writer's purpose. CAUTION! Don't be confused into thinking that formal language means using big vocabulary words or technical terms. Read the following passages, and then answer the questions on the next page in your Writer's Notebook.
.
Formal language is impersonal and serious in tone. The following passage is an example of formal language.

> He clasps the crag with crooked hands.
> Close to the sun in lonely lands,
> Ringed with the azure world, he stands.
>
> The wrinkled sea beneath him crawls;
> He watches from his mountain walls,
> And like a thunderbolt he falls.
>
> -Tennyson, "The Eagle"

Informal language is friendly and has a more relaxed tone. The following passage is an example of informal language.

> Al Cecere likens the bald eagle's recovery to a beleaguered football team inching the ball to the 50-yard line.
> "It's an encouraging position to be in, but there's no touchdown yet," he said. "It's going to be up to the American people to finish the job and get our national symbol home-free."
> Mr. Cecere, president of the American Eagle Foundation, and other members of the nonprofit citizens group have long worked with the Tennessee Wildlife Resources Agency to repopulate reservoir habitats with the once-plentiful raptors.
> And the TWRA's just –released bald eagle survey reads like a star-spangled comeback story.
>
> -By Jan Galletta, 2001 Chattanooga Times/Chattanooga Free Press.

UNIT: Writing Strategies

TOPIC: Idea Development: Explode an Idea

LESSON 3 OBJECTIVE: Students will develop and explode their ideas through revision with thoughtshots, snapshots, exploded moment and vivid language.

CORE CONTENT: WR-M-1.1-1.4

VOCABULARY:
Snapshot, thoughtshot, exploded moment

RESOURCES AND MATERIAL:
　　　Zoom, by Istvan Banyai (ISBN 0-14-055774-1)
　　　Overhead projector
　　　Transparency of a picture (easily found in the teacher's binder of a literature series)
　　　Set of 5 sheets of papers with various sizes of circles cut from the center, smallest to largest * see sample at end of lesson
　　　Sample text and revision of "The girl ran away from the party."
　　　Sample finished text of "The girl ran away from the party."

TEACHING STRATEGIES AND ACTIVITES:

- Place the picture transparency on the overhead and cover with the smallest circle sheet, exposing a small portion of the selected transparency picture.

- Explain to the class what they see is a very general image…possibly even an image they can not recognize, their image is "blurred" or unclear.

- Have the class record in their writer's notebook and share what they see in the displayed picture. Students typically start with a general statement as your picture reveals very little.

- Create a class statement for the revealed portion of the image (see Snapshots, Thoughtshots and Exploding the Moment for sample class statements—start with image 1.)

- Recover the picture with the next size circle, revealing a little more of the picture. Again, have the students revise their statement to add the details revealed in the picture. Create a class description of the new image.

- Share with the class how the visual picture was revealed and became clearer with details. Our writing should follow the same pattern.

- Continue this process until you have uncovered the entire picture through all 5 circles.

- Make sure your students are familiar with Snapshots and Thoughtshots.

  Snapshot
  The physical details of the image revealed. Writers are like photographers with zoom lenses and auto focus, observing fine details, zooming out to make generalizations and zooming in to see fine details and close physical details.

  Thoughtshots
  Thoughtshots are a snapshot of thoughts in a character's mind. In personal writing, a thoughtshot is the thoughts, feelings, reflections or opinion of the writer.

- Have students create a description of the image using Snapshots, Thoughshots, and Exploding the Moment

EXTENSIONS/ACCOMODATIONS for ECE/OTHER DIVERSE LEARNERS: Pair students to create their snapshot and thoughtshots as the teacher reveals the image.

ENRICHMENT: Share the book *Zoom* by Istvan Banyai, revealing each page, have students make predictions about what the picture is about. Go to the Example/Sample Texts folder in the Middle and High School Language Arts Core Content Guide. Print a copy of "The Great High," a personal narrative written by a JCPS senior. Read or have your students read this narrative and draw a picture of a snapshot that the author created to bring this piece to life. You may also have students use highlighters to circle the thoughtshots in this text.
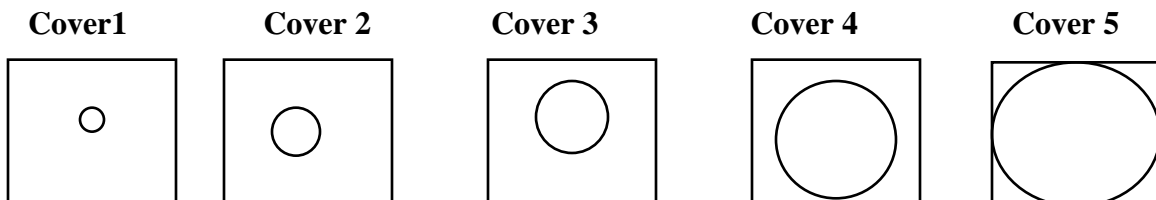
TECHNOLOGY CONNECTIONS:
Locate an appropriate photograph or picture from the web. Have students explode the picture with words.

ASSESSING THE LEARNING:
Review student revisions for snapshot, thoughtshot, and Exploded Moment.
* Sample cover sheet set

Cover1	Cover 2	Cover 3	Cover 4	Cover 5

Developing the Idea
Snapshots, Thoughtshots, and Exploding the Moment
Created by Deborah Gandenberger, LWP XX
Based on a corresponding image

IMAGE 1

The girl ran away from the party.

IMAGE 2

~~The pretty Chinese girl~~

               illuminated
The decorated lantern ~~highlighted~~ the delicate features of the pretty Chinese girl's face.

IMAGE 3

       and laughter
Music^ filled the room as the Chinese peasants danced while the pretty, dark haired
                 kimono
girl looked on in her gold trimmed sky-blue ~~robe~~.

IMAGE 4

Music and laughter filled the room as the entire village of Chinese peasants danced
           pavilion
in merriment under the airy ~~shelter~~, lighted by gold tasseled, rice paper lanterns and

the starry sky. Oddly, the dark-haired girl—wearing a sky-blue, silk kimono,

trimmed in gold and royal blue satin—was fleeing the celebration as onlookers noted

her hasty departure. "Why is that curiously beautiful stranger running from our
              farmers
harvest celebration?" asked the plumpish overlord of one of the nearby ~~peasants~~.

IMAGE 5

       lovely

      ~~Mysterious~~ dashed   festivity

As the ~~beautiful~~ girl ~~ran~~ from the ~~celebration~~, she quickly took one last look over her

shoulder at all that she was leaving behind. In that moment, she awkwardly tripped,

                                       abrupt

displacing the intricately designed golden slipper from her left foot. Her ~~hasty~~ exit

                        handsome

did not go unnoticed for long. The overlord's ˄ son, Lo Koo, frantically searched the

       ~~sharp~~   inspected   pavilion

room with his keen, hawk-like eyes. Desperately, he ~~searched~~ every inch of the ~~shelte~~r

before continuing his hunt along the path from which the overlord and the

farmer   mysterious

~~peasant~~ had witnessed the girl's ˄exodus.

Finished Project of the Exploded Idea

      Music and laughter filled the room as the entire village of Chinese peasants danced in merriment under the airy pavilion, which was lighted by gold tasseled, rice paper lanterns and the starry sky. Oddly, the dark-haired girl, who was clearly overdressed for a peasant in her sky-blue silk kimono and trimmed in fold and royal blue ribbon, was fleeing the celebration as onlookers noted her hasty departure. "Why is that curiously beautiful stranger running from our harvest feast?" asked the plumpish overlord of one of the nearby farmers.

      As the mysteriously lovely girl dashed from the festivity, she quickly took one last look over her shoulder at all that she was leaving behind. In that moment, she awkwardly tripped, displacing the intricately designed slipper. Her abrupt exit did not go unnoticed for long. The overlord's handsome son, Lo Koo, frantically searched the room with his keen hawk-like eyes. All that he found and all that remained of the wondrous beauty was the golden slipper that had earlier encased her dainty foot. Carefully, he placed the shoe into the deep pocket of the ornately fashioned kimono. Desperately, he searched every inch of the pavilion before continuing his hunt along the path from which his father and the farmer had witnessed the girl's mysterious exodus. My son, wait…" called the overlord to his lovesick son.

UNIT: Writing Lessons

TOPIC: Revision Strategies: Clutter Cutters

LESSON 4 OBJECTIVE: Students will learn strategies to use in cutting unnecessary details and language from their writing.

CORE CONTENT: WR-M- 1.1, 1.2, 1.3, 1.4   Reflective, Personal, Literary, and Transactive Writing

                          WR-H- 1.1, 1.2, 1.3, 1.4   Reflective, Personal, Literary, and Transactive Writing

VOCABULARY: self-conference, peer-conference

RESOURCES AND MATERIAL: post-it notes, drafts of student writing, copies of the proficient writing bullets.

TEACHING STRATEGIES AND ACTIVITIES:

(**Teacher Notes: The strategies presented in this lesson can be applied to any form of writing and may be repeated at various points in the development of writing pieces.**)

As students experiment with various forms of writing, they often develop pieces that contain unrelated details that clutter the writing making it seem rambling and disorganized. During this lesson, students will learn strategies to help them identify and remove unrelated details from their writing.

- Introduction – Writer's Notebook entry or Admit Pass entry: Write the following prompt on the overhead or blackboard: "Write a detailed description of what happens when you have too much "stuff" in your locker. Be sure to include details that create a vivid image of how this overcrowded locker affects you."   Give students a few minutes to write their entries. Ask for volunteers to share their responses. Though responses may vary, in general, most will describe that an overcrowded locker makes it difficult to find what they need. Introduce the topic of the lesson "Clutter Cutters" by explaining that, just as a cluttered locker affects their ability to find specific items in their lockers, cluttered writing also makes it difficult for the audience to find the focus in a piece of writing. Explain that today they will learn to use revision strategies to help cut the clutter from their own pieces of writing.

Self-Conferencing Strategy

- Before students begin peer conferencing activities, they must be able to identify the revision needs in their own writing. Students should always begin any revision activity by reviewing their own work

first in what is called a self-conference. The following strategy will help students make decisions about their own work before engaging in peer conferencing activities.

- Distribute copies of the bullets for proficient writing from the Kentucky Writing Assessment Holistic Scoring Guide. You may want to create a model of your own writing that is full of unrelated details and wordiness or select a sample from the Writing Portfolio Benchmarks. Using an overhead transparency of the piece, demonstrate the process you want your students to use. Underline unrelated details that "clutter" the text. Next, circle 10 words than can be cut without affecting the meaning. As you model, remind students of the overcrowded locker analogy, and how removing a few unnecessary items from their writing can make it easier to find the message.

- Instruct students to read their own drafts and use the strategy you have modeled by underlining language and details that may not be necessary. Ask them to start out by cutting 10 unnecessary words from their drafts. Monitor students to make sure they are not cutting essential language. After they have successfully cut 10 words, ask them to cut 5 more. Students should then reread the text omitting the cut language.

Ask:

How does the removal of the language affect the meaning of the text?
Are there any places where one word can be substituted for two or more?
Was any language cut that affects the writer's voice or the tone of the piece?
Is there any additional language needed to help the reader understand?
If so, rewrite the passage to include language and details necessary for the reader's understanding.

Students can reflect on these questions in their Writer's Notebook for accountability purposes and to preserve this reflection on their writing process.

Read Around – Peer Revision

- Arrange students into groups of 3 or 4 and give each group a packet of post-it notes to record comments and questions about the student writing they will review. Each student will need to have a copy of his/her own writing draft to use in this activity. Distribute copies of the bullets for proficient writing and review the bullets that address the use of elaborated, relevant details.

Procedure:
- Students are to pass their drafts to the person on the left (clockwise) to read. Students will have the opportunity to read each piece and make specific revision suggestions on post-it's. They may include questions and positive comments as well. Remind students to refer to the proficient writing bullets as they make revision suggestions to their peers. This process should continue, with students reading a draft silently and passing to the left until each piece is returned to the author.

- After reviewing the comments made during the Read Around, students may choose to make changes to their drafts based on comments from their peers, or you may want to provide time for students to have conversations about the comments with peers or the teacher before they revise their writing.

EXTENSIONS:
This activity may also be adapted into an editing strategy.

ENRICHMENT: Ask students to reflect in their Writer's Notebook on what they have learned about their own writing by reviewing the writing of their classmates.

TECHNOLOGY CONNECTIONS:
Use the self-conference strategy during computer drafting time.

ASSESING THE LEARNING:

Revised drafts reflect the changes made using the revision strategies.

UNIT: Writing Strategies

TOPIC: Drafting: Building Great Paragraphs

LESSON 5 OBJECTIVE: Students will learn to analyze, plan, and write well-organized paragraphs.

CORE CONTENT: WR-M-1.1, 1.2, 1.3, 1.4 Reflective, Personal, Literary, and Transactive Writing
WR-H-1.1, 1.2, 1.3, 1.4 Reflective, Personal, Literary, and Transactive Writing

VOCABULARY: Topic sentence, Transitions, Theme, Relevant Details

RESOURCES AND MATERIALS: Overhead transparency film and markers, Writer's notebook, transparency of sample paragraph, copies of "Lights Out" activity, post-it notes

TEACHING STRATEGIES AND ACTIVITIES:

The purpose of this lesson is to help students review and analyze paragraph elements, structure, and organizational patterns. They will then use what they've learned as a basis for revising their writing, as well as the writing of their peers.

- Begin by explaining that paragraphs can be organized and developed in a variety of ways depending on the content, audience, and purpose of the piece. On the overhead, list the following elements that all paragraphs should have:

  > **Theme –** what the focus of the writing is and what the author's viewpoint is towards the subject.
  > **Topic Sentence** – the sentence that tells you the main idea of the paragraph.
  > **Transition** – a word or group of words that connect ideas between paragraphs.
  > **Relevant Details** – details used in the writing that clearly support the theme.

- Using the sample paragraph on the overhead, ask students to identify and discuss the above elements.

  1. Allow students to move into pairs and distribute copies of "Lights Out". Pairs will then complete the activity.

- When pairs are finished, have them exchange drafts of their own writing. Using the questions from the activity as a guide, students should provide each other with specific feedback concerning the organization of their writing. Students will use sticky notes to record their suggestions before returning the draft to its' author. The feedback provided will help students to revise their draft.

  EXTENSIONS/ACCOMMODATIONS FOR ECE/OTHER DIVERSE LEARNERS: The collaborative nature of this activity should provide diverse learners with an opportunity to construct meaning through rich discussion and shared ideas.

ENRICHMENT: To extend their learning, students could collect samples of various genres and examine the organizational pattern used in each (ex. descriptive, cause/effect, sequential, compare/contrast). They could then compare the types of patterns used by each genre.

TECHNOLOGY CONNECTIONS: Portfolio pieces could be developed and drafted using a word processor; thereby enabling students to more easily revise and edit their work.

ASSESSING THE LEARNING: Circulate throughout the classroom while groups are working to complete the activity. Assist any groups that are struggling and note any learning gaps. The improved organizational structure of the students' writing should provide a clear understanding of the students' comprehension of the topic.

Life in the United States is filled with violence. Everywhere you turn you see the signs of a sweeping destructive force that is contaminating our lives. We see it in the games that we teach our children to play, the television shows and movies that we watch, and in the values themselves that we possess and even encourage. American society has surrounded itself in aggressiveness, hatred, and selfishness which all contribute to violence. These qualities aren't exclusive to the United States alone. They exist in almost all of the "westernized" countries. These are the same countries that pride themselves on being the "civilized" countries of the world. How ironic that the United States, the most "civilized" of them all, has the world's highest crime rate.

"Lights Out"

By Adam Bryant, Newsweek, Jan29, 2001

The 3,700 students at Fontana High School, about 50 miles east of Los Angeles, got a crash course in the economics of power deregulation last week as they sat in darkened classrooms, huddling in blankets, jackets, hats and gloves. The Fontana school district has an "interruptible" energy contract for two of its high schools, which means that in exchange for years of cut-rate electricity, the district would face a pop quiz in the event of a power shortage: have the plug pulled on the schools, or pay stiff fees to guarantee power. Last week they chose to save the money. This week the district is paying the premiums of up to $40,000 a day to keep the lights on. "It's an absurd situation," says Mike Bement, a school official.

That's an understatement. The power crisis in California, where several million people endured two straight days last week of rolling blackouts, is creating all manner of mayhem-darkened traffic lights, stranded elevators and a shortage of flashlights. With the cost of the disruptions already reaching billions of dollars in lost sales, productivity, and wages, many experts now fear that the woes of the nation's largest state economy may spill over to the rest of the country. With so much at stake, California is playing the blame fame full tilt, and who will ultimately bear the cost of this fiasco is still unclear. The Bush administration is keeping its distance, suggesting that the state is largely on its own. At confirmation hearings last week, Paul O'Neill, the new head of the Treasury, chastised the state for its misguided ideas about market economics and added that its deregulation efforts was, in a word, "lunacy." Life in California may get crazier, though, when demand for energy peaks in the hot summer months ahead.

1. How does the first sentence of the article get the reader's attention effectively?

2. Why is sentence 2 an effective topic sentence? What information does the reader learn?

3. Why do you suppose the writer first focused on the students rather than on the money issue?

4. Highlight three specific details that create a picture in the mind of the reader.

5. Notice the first sentence of the second paragraph—how does it establish a connection with the first paragraph? What is another name for "connection ideas?"

6. Items A and B below are two versions of the article's initial sentence. Discuss with your partner which is preferable and why.

A	B
There were 3,700 students at Fontana High School. It is 50 miles east of Los Angeles. The got a crash course in the economics of power deregulation. They sat in the darkened classrooms. They huddled in blankets, jackets, hats and gloves.	The 3,700 students at Fontana High School, about 50 miles east of Los Angeles, got a crash course in the economics of power deregulation last week as they sat in darkened classrooms, huddling in blankets, jackets, hats and gloves.

UNIT: Writing Strategies

TOPIC: Reflection: The Reflective Loop

LESSON 6 OBJECTIVES: Students will share their writing with their peers, seek feedback, and reflect on their writing process.

CORE CONTENT: WR-M-1.1-4 Reflective Writing
RD-H-1.0.14 Critique the author's word choice, style, content, and use of literary elements.

VOCABULARY:

RESOURCES AND MATERIALS: Writer's Notebook, Copies of Reflective Questions

TEACHING STRATEGIES AND ACTIVITIES:

The purpose of this lesson is to help students think reflectively about writing. Working together in small groups, students will take turns choosing a focus question from the Reflective Questions list that will help students think about their work.   The group will then provide feedback and will help the author develop insights about their own writing process. After conferencing, the author will then reflect in their Writer's Notebook, describing the discussion and any additional insights or observations about the experience as a whole. Before students begin to use the loop, make sure that they feel comfortable with the idea of sharing their work. Using peer conferencing during various points in the writing process can do this.

- Begin by placing students into groups of three or four. Groups should include students of varying ability levels and diverse learning styles. Once groups are formed, one student will begin by choosing a focus question that will most help them think about the development of their piece.

  2. The author will then read their piece aloud while the group listens carefully, keeping the focus question in mind. Depending on the question that is chosen, the author may choose to read only a selected portion of their work that directly relates to the question. As the author reads, the group will want to take notes in their Writer's Notebook for discussion purposes.

- While the group responds to the author, the author should take notes on their feedback. Each group member should have the opportunity to choose a focus question at least once and depending on the amount of time available, the loop can be repeated with the author choosing a 2nd focus question.

- After everyone has had a turn as the author, students should take 10 to 15 minutes to personally respond in their Writer's Notebook to the suggestions, ideas, and insights that were offered by the group. Entries should revolve around the student's growth as a writer, their writing process, strengths and weaknesses present in their writing, reflections on the Reflective Loop experience, and/or any additional insights that the student feels are important to their reflection.

- In addition, this activity provides students with ideas to use when they begin writing the Letter to the Reviewer.

  EXTENSIONS/ACCOMMODATIONS FOR ECE/OTHER DIVERSE LEARNERS: The collaborative nature of this activity should provide diverse learners with an opportunity to construct meaning through rich discussion and shared ideas.

  ENRICHMENT: To extend their learning, students could develop additional Reflective Questions to add to the list that address specific needs of the different genres of writing.

  TECHNOLOGY CONNECTIONS: Groups could use tape recorders to record discussions. The teacher would then have access to the discussions and could provide groups with feedback concerning the quality and effectiveness of their conversations.

ASSESSING THE LEARNING: Circulate throughout the classroom while groups are working and provide additional assistance to groups who are struggling with the task. The reflection entry in the Writer's Notebook will serve as the assessment.

The Reflective Loop

4. Author records reflection in the Writer's Notebook
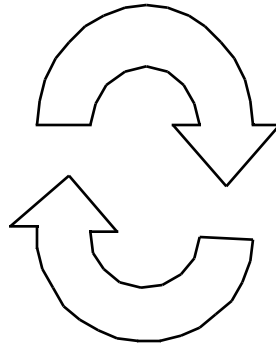
1. Group chooses a question to focus the discussion.

3. Group provides feedback

2. Author reads text to group.

Reflection Questions

- **What part of your piece are you most proud of? Why?**

- **Explain the process you used in organizing your paper.**

- **Why did you organize it the way you did?**

- **What part of your piece did you have the most trouble with? Why?**

- **What word or phrase feels "just right" to you?**

- **What did you try to improve on in this paper?**

- **Did you experiment with anything in writing this piece?**

- **What writing strategy did you use that you thought worked very well in this piece? Explain how it improved your piece.**

- **Describe your growth. What specific examples in your piece demonstrate how you have grown as a writer?**

- **What do you feel are the strengths of this piece?**

- **What do you feel are the weaknesses of this piece?**

- **What do you think will help you improve as a writer?**

- **What goals will you set as you begin your next piece of writing?**