

3-12 Writing Strategies for ELLs

3-12 Writing Strategies

Tools	Language Acquisition for ELL			Writing Process			Content Areas			
	Input (interpretive)	Intake (interpersonal)	Output (presentational)	Pre-writing	Drafting	Revising & Editing	LA	Sc	Math	SS
Brain Writing	X	X	X	X			X	X	X	X
Cubing	X	X	X	X			X	X	X	X
Discussion Continuum	X	X	X	X			X	X	X	X
Examples	X	X	X	X			X	X	X	X
4-2-1 Free Write	X	X	X	X	X		X	X	X	X
Graphic Organizers	X	X	X	X			X	X	X	X
Journals	X	X	X	X			X	X	X	X

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Task-Based Rubrics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Writer's Notebook	X																		
Guided Writing	X																		
Hennings Sequence	X																		
Looping	X																		
Pair Talking	X																		
Writing Workshop	X																		

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Conferring	X	X	X	X	X					X	X	X	X	X	X	X	X
Divorcing the Draft	X	X	X	X	X					X	X	X	X	X	X	X	X
Double Entry Journals	X	X	X	X	X					X	X	X	X	X	X	X	X
Peer Sharing	X	X	X	X	X					X	X	X	X	X	X	X	X
Rewording	X	X	X	X	X					X	X	X	X	X	X	X	X
Two-Column Count	X	X	X	X	X					X	X	X	X	X	X	X	X
Surprise!	X	X	X	X	X					X	X	X	X	X	X	X	X
'Don't To Do' Lists	X	X	X	X	X					X	X	X	X	X	X	X	X

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Peer Editing	X	X	X	X	X					X	X	X	X
Publication	X	X	X	X	X					X	X	X	X

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What is it? Brain Writing as a Prewriting Tool

Why use it? use a variety of prewriting tools to organize ideas and information such as free writing; use strategies such as brainstorming to plan and organize ideas; understand the purpose of writing (e.g. to explain, describe, narrate, persuade or express feelings); engage in a variety of writing activities to respond to the reading of imaginative and informational texts; write voluntarily to communicate ideas and emotions to a variety of audiences; record ideas following teacher direction; connect personal experiences to new information from school subject areas; compare and contrast ideas with others; use resources such as personal experiences and elements from other texts to stimulate own writing; express opinion and make judgments that demonstrate a personal point of view; share the process of writing with peers; write on a wide range of topics; begin to develop a voice that allows a reader to get to know the writer; work collaboratively with peers to plan written work, write and share personal reactions to experiences, events, and observations using a form of social communication; maintain a portfolio of ideas for writing

How it works? Place students in small groups and assign a topic. Each student writes for a few minutes, and then all students put their papers in the middle of the table. Each student reads another's paper and adds on to it until all the papers have been read and added to by each group member. Each group develops a master list of ideas from all the papers to be used for drafting.

Variations for emergent ELL: If possible, place ELL of similar language backgrounds together so they can brain write in their primary languages; have the ESL teacher pre-brain write with ELL before they come to class (i.e. the ELL can speak and the ESL teacher can write as in the Language Experience Approach); allow ELL to use illustrations to participate in the brain writing activity; use the Language Experience approach to write what the ELL says (i.e. teacher as scribe).

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What is it? - Cubing as a Prewriting Tool

Why use it? use a variety of prewriting strategies to organize ideas and information such as brainstorming; respond in writing to prompts that follow the reading of literary or informational texts; develop an idea with a brief text; plan a variety of compositions using different organizational patterns (e.g. cause and effect/ compare/ contrast); use relevant examples, reasons, and explanations to support ideas; use the tone, vocabulary, and sentence structure of informal conversation in initial writing; write voluntarily to communicate ideas to a variety of audiences for different audiences; develop ideas by writing sentences; state a main idea and support it with details; use relevant examples, reasons and explanations to support ideas; write on a wide range of topics; use information and ideas from other subject areas and personal experiences to form and express opinions; include relevant and exclude irrelevant information; present a subject from more than one perspective; understand the purpose for writing; write and share personal reactions to experiences, events, and observations

How it works? Use cubing to help students construct meaning about a specific topic. Students write for three to five minutes on each of the six sides of a cube (i.e. describe it, compare it, associate it, analyze it, apply it, and argue for or against it). The intent of cubing is to have students generate more ideas or perspectives.

Variations for emergent ELL: If possible, allow ELL to orally cube about a topic in their primary language as a starting point; provide linguistic cues or signal words to assist ELL to put together their ideas and sentences; provide linguistic buddies for ELL so they can cube as partners in both languages; have ELL use cubing as a during-reading strategy so they can collect information about a topic to use as pre-writing ideas.

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What is it? Discussion Continuum as a Prewriting Tool

Why use it? use a variety of prewriting strategies to organize ideas and information such as keeping a list of topic ideas as a reference; respond to prompts that follow the reading of literary or informational texts; understand the purpose for writing (e.g. to explain, describe, narrate, persuade, or express feelings); combine information from multiple sources when writing; support interpretations and explanations with evidence from text; write interpretive and responsive essays that express a personal response; express opinions and make judgments that demonstrate a personal point of view; share the process of prewriting with peers; draw a conclusion about a topic; use supporting evidence from text to evaluate ideas, information, themes or experiences; analyze the impact of an issue from personal and group peer perspectives; engage in a variety of writing activities to respond to ideas and texts read; respond to literature, connecting the response to personal experience; identify an appropriate format for sharing information with an intended audience; connect, compare, and contrast ideas and information from different sources; present a subject from more than one perspective; compose arguments to support points of view; articulate one or more perspective to summarize arguments on different sides of issues; use strategies designed to influence or persuade in writing; work collaboratively with peers to plan written work

How it works? This strategy provides a structured format for a whole class discussion of a topic to build background knowledge around an issue. Write two statements on opposite ends of the board - one for a position and one against - have students write their initials along the continuum to show where they stand and then explain their positions, often using references from reading to support their ideas (note: all students must have a chance to speak before others have a second chance). The ideas presented broaden students' perspectives on issues, gives them ideas for their writing, and connects talking to writing.

Variations for emergent ELL: have the ESL teacher brainstorm opposing ideas before the class discussion; provide cue cards with key words and phrases for ELL; wait until ELL volunteer to speak before asking them in front of the class (and if they do not just let them listen or have them take notes).

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What is it? Examples as a Prewriting Tool
(Urquhart & McIver, 2005)

Why use it? use a variety of prewriting strategies to organize ideas and information such as note taking; write in response to the reading of informational texts; take notes to record data, facts, and ideas following teacher direction; engage in a variety of writing activities in response to the reading of informational texts; connect personal experiences and interpretations to new information; write for a variety of purposes, with attention given to using the form of writing that best supports its purpose; understand the purpose for writing (e.g. explain, describe, narrate, persuade or express feelings); support interpretations with evidence from texts; understand and use writing for a variety of purposes; analyze and evaluate authors' use of language in written and visual text; use effective vocabulary in expository writing; use tone and language appropriate for audience and purpose; write labels or captions for graphics to convey information; use paraphrase and quotation correctly; cite sources in notes using correct form; incorporate aspects of the writer's craft such as specific voice into own writing

How it works? Select a nonfiction text for students to read and highlight text features they find effective and, if needed, model a couple with the class. Students should pay close attention to the final column when planning their writing. See the example on the following page.

Variations for emergent ELL: after the modeling sessions, partner students for guided practice before they work independently; have the ESL practice this strategy with ELL as a during-reading strategy so they come prepared to participate in this after-reading/ pre-writing activity; differentiate the material or jigsaw the tasks for ELL (see differentiation tools)

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Sample text	Feature or craft	Effect	When will I use it?
"Folk Art Jubilee" by Brian Noyes (<i>Smithsonian</i> , October 2003)	mixes photographs and sketches	Photographs are precise; sketches leave more to the viewer's imagination	I will use a photograph when I want my reader to see the exact features of an object and a sketch when the reader does not need a precise rendering.
"The typically taciturn Suddeth brightens as he recalls his breakthrough moment at age 7" (p. 80).	uses alliteration	Lets the writer be playful without having to use slang	When I want to use slang or other commonly used words

Adapted Chart, Urquhart & McIver, p. 151

Original Source: Davis, J. & Hill, S. (2003). The No-Nonsense Guide to Teaching Writing, Portsmouth, NH: Heinemann.

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What is it? 4-2-1 Free Write Strategy as a Prewriting Tool
(Strong, Silver, Perini, Tuculescu; 2002)

Why use it? use a variety of prewriting tools to organize ideas and information; engage in a variety of writing activities to respond to the reading of literary and informational text; write on a wide range of topics; write sentences in logical order and use paragraphs to organize topics; develop an idea within a brief text; combine information from multiple sources when writing reports; take notes to record ideas; state a main idea and support it with details; summarize literary or informational text in writing; support interpretive and explanations with evidence from text; write interpretive and responsive essays; produce clear, well-organized responses to stories read; use resources to stimulate own writing; state main ideas, themes or opinions; work collaboratively with peers to plan and draft written work; compose arguments to support points of view; include relevant and irrelevant information; support ideas with examples, definitions, analogies, and direct reference to the text; understand the purpose for writing; write clear, concise sentences

How it works? Use the 4-2-1 strategy to make the connection between reading and writing. Individually, students read and jot down four main ideas. In pairs, they share their ideas and together come up with two main ideas (select or synthesize from among the eight ideas). This pair joins another pair and, as a group of four, the students come up with one main idea (select or synthesize from among the four ideas). Finally, each student writes as much as she can about that one main idea. The 'free write' can serve as a prewriting/ draft for those students who complain about "not knowing what to write about." See the accompanying graphic organizer on the following page.

Variations for emergent ELL: Have the ESL teacher pre-read the text with ELL; cue the four boxes for the first read so ELL know what to look for; allow ELL to free write in primary language if possible.

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1. Idea	2. Idea	3. Idea	4. Idea
1. Central Idea		2. Central Idea	
1 Big Idea			
Free Write			

Adapted Chart p. 147.

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What is it? Graphic Organizers as a Prewriting Tool

Why use it? use a variety of prewriting strategies to organize ideas and information such as graphic organizers; use a variety of organizational formats or patterns to plan for a specific writing task; select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience; use signal/ transitional words to provide clues to organizational format (e.g. in addition, finally, as a result, similarly); understand the purpose for writing (e.g. explain, describe, narrate, persuade, or express feelings); organize writing effectively to communicate ideas; take notes to record data, facts and ideas from informational text; produce clear, well-organized responses to literary texts; use outlines and graphic organizers to plan reports; include relevant and exclude irrelevant information; engage in a variety of writing activities to respond to the reading of literary and informational texts; work collaboratively with peers to plan written work; use computer software to support the writing process (i.e. graphics); maintain a portfolio that includes plans for writing

How it works? Have students complete a graphic organizer as a during- or post-reading strategy. The students then use the graphic organizer as a means to plan their own piece of coherent writing. It is imperative that graphic organizers represent the type of writing expected (e.g. a venn diagram assists with the text structure of compare/ contrast). Graphic organizers can help students leap from skillful reading to skillful writing when the connections are made explicit for writers. See the graphic organizer tools section of this toolkit for examples.

Variations for emergent ELL: modify graphic organizers for ELL (e.g. use venn instead of comparison charts); provide partially-completed graphic organizers for ELL to work from (i.e. either linguistic or visual cues to provide meaning); have ESL teacher complete organizers during ESL class.

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What is it? Journals as a Prewriting Tool

Why use it? use a variety of pre-writing strategies such as journaling; write voluntarily to express ideas and emotions; connect personal experiences to new information from school subjects; use resources such as personal experiences and elements from other texts to stimulate own writing; express personal opinions and make judgments that demonstrate a personal point of view; respond in writing to prompts that follow the reading of literary or informational texts; develop ideas by writing sentences; write on a wide range of topics; write for a variety of purposes; use graphics to convey information; take notes to record and organize relevant data, facts and ideas and use notes as part of prewriting activities; connect, compare and contrast ideas and information from one or more sources; use paraphrasing to organize ideas and information; respond to literature, connecting the response to personal experience; express opinions and support them through specific references to the text; use information and ideas from other subject areas and personal experiences to form and express opinions and judgments; explain connections between and among texts to extend the meaning of each individual text; write with voice to address varied topics across the curriculum; engage in writing voluntarily on a range of topics for a variety of purposes; present ideas for writing in conferences with teachers and peers; maintain a portfolio of ideas for writing

How it works? Students are encouraged to do jot down ideas in all their subject areas as a vehicle for informal writing to help them process and connect information, language, and problem-solving skills from one class to another.

Variations for emergent ELL: have the ESL teacher work with ELL to use these ideas as starting points for assigned writing tasks by using ESL class time to write, to share exemplars, and to model think aloud writing protocols; use the Language Experience approach to write what the ELL says (i.e. teacher as scribe).

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What is it? Prewriting Chart as a Prewriting Tool
(Stephens & Brown, 2005)

Why use it? use a variety of strategies to plan and organize ideas for writing such as keeping a list of topic ideas and purposes; determine the purpose and audience for writing; make plans for using the writing process; understand and use writing for a variety of purposes; write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication; vary the formality of language depending on audience and purpose of writing; present and discuss ideas for writing in conferences with teacher and peers; write voluntarily for different purposes; write on a wide range of topics; maintain a portfolio that includes different types of writing (e.g. social communication, informational writing); share the process of writing with peers; for example, write a thank-you letter with a writing partner; use the conventions of email when writing informally

How it works? Develop a chart with students about the kinds of writing that will be expected in your class or subject. The chart should help students distinguish three broad categories of school writing: writing without composing, writing to learn, and writing to demonstrate learning. The concept is to help students understand the purposes for different kinds of writing so they understand the processes or strategies used for each type. See example on following page.

Variations for emergent ELL: Have ELL keep two prewriting charts (i.e. one in the primary language and one in English) so they can begin to make the transfer from writing in one language to another; have younger or academically under-prepared ELL keep a 'driting chart' (i.e. drawings as writings); have the ESL teacher work on one type of writing each week as a connection between the mainstream and ESL class.

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Writing without Composing	Writing to Learn	Writing to Demonstrate Learning
Lists Note taking Brainstorming Fill-in-the-blank Outlining	Journals Logs Quickwrites Rough drafts Short answers Content notebooks Response guides Lab notebooks	Essays Book reports & reviews Research papers Written projects Formal letters Newspaper writing Expository writing Narrative writing Creative writing

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What is it? Task-Based Rubrics as a Prewriting Tool

Why use it? learn and use the writing process (e.g. prewriting, drafting, revising, and editing); write in a variety of styles, using the writing process; write on a wide range of topics; write in response to the reading of literary or informational text; understand the purpose for writing; use pre-writing strategies to organize ideas and information; write sentences in logical order and use paragraphs to organize writing; write with voice to address varied purposes, topics, and audiences across the curriculum; combine information from multiple sources when writing reports; vary the tone, vocabulary and sentence structure according to the audience and purpose for writing; take notes to record data, facts and ideas; uses an organizational pattern for expository writing; support interpretations and explanations with evidence; write original literary texts; write interpretative and responsive essays; use and cite both primary and secondary sources of information for research; define the meaning and understand the consequences of plagiarism; revise independently in order to revise for focus, development of ideas, and organization; edit independently for correct spelling, grammar, capitalization, punctuation, and paragraphing; review writing with teachers and peers and be able to respond to feedback; use teacher conferences and peer review to revise written work; use word processing skills to support the writing process; maintain a portfolio that includes all styles of writing

How it works? A task-based rubric focuses on the writing process rather than the product (e.g. analytical rubric). The rubric establishes clear criteria before the students begin each stage. The entire rubric can be shared with students or each row can be shared with students as they progress through each stage of the writing process. Students can also sort pieces of writing to understand the criteria of each column of the rubric. Sample rubrics are provided on the following pages.

Variations for emergent ELL: allow use of primary languages for any or all stages of the process (then find someone to review or translate it); provide ESL teacher with the rubrics so she/ he can support ELL' writing during ESL time; pair ELL up as much as possible using the cooperative learning tools (e.g. write what I say for pre-writing; roundtable for drafting; rotating review for revising; partners for editing).

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Grade 2 Task-Based Writing Process Rubric

Narrative Text

	Exceeds Expectations	Meets Expectations	Approaches Expectations
Prewriting	I decide who will read my story and what I want to tell them in the beginning, middle, and end. I pick a prewriting strategy to help me organize what I want to say. I find words and phrases that I can use to make my reader more interested.	With help from my teacher, I decide who will read my story and decide what I want to tell them in the beginning, middle, and end. I make a list of words and phrases that I can use in my story.	I wait for the teacher to tell me what to write. When the teacher says I have to write more, I sometimes get ideas from my friends. I use words I already know.
Drafting	I use my prewriting tools to write a story that has a beginning, middle and end. I use my notes (drawings) and my own experiences to help me write my story. I write what I want to say and what I think my readers will like to hear.	I use my ideas to write a story that has a beginning, middle and end. I use what I know in my own life to help me with my story. I write what I want to say but I add extra ideas.	I write words when the teacher tells us to. I write one big paragraph. I copy ideas from books and friends because I don't know what to say.
Revising	I change words and phrases in my story so the readers will like it better. In writing conferences, I give ideas to others and I use others' ideas to make my story better.	I change some of my words and phrases to make my writing sound better. I change some of my sentences after other writers give me some ideas.	I copy my story again but make some changes with words and sentences because my teacher tells me to.
Editing	I checked my stories and the stories of other writers for mistakes with capitals, punctuation, and spelling. I made sure that my writing and the writing of others is ready.	I use capitals, spaces, punctuation, and correct spelling in my writing. I made sure that my people, places, and things agree with action words.	I write my story again and change some words because my teacher tells me to.

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Grade 9 Task-Based Research Writing Chec-Bric

	Exceeds Expectations	Meets Expectations	Needs Attention
Use writing process (informational writing)	<p><input type="checkbox"/> Justifies the use of a prewriting strategy to organize information into a plan</p> <p>Uses strategies to draft and revise as follows:</p> <p><input type="checkbox"/> follows pre-planned organizational plan to ensure each thesis is supported with evidence, arguments, details, quotations, examples, analogies, anecdotes, visuals</p> <p><input type="checkbox"/> uses an organizational pattern that builds up to unified argument coherently and with mounting credibility</p> <p><input type="checkbox"/> provides references to verify accuracy and depth of information</p> <p><input type="checkbox"/> redrafts for readability and engagement of readers through transitional, cohesive and stylistic devices</p> <p><input type="checkbox"/> expresses personal</p>	<p><input type="checkbox"/> Selects a prewriting strategy to organize notes into a plan (i.e. graphic organizer, diagrams, outline)</p> <p>Uses strategies to draft and revise as follows:</p> <p><input type="checkbox"/> develops a thesis and provide supporting evidence, arguments, and details through paraphrase, quotation, examples, comparisons, analogies, anecdotes, visuals</p> <p><input type="checkbox"/> uses an organizational format that provides direction, coherence, and unity</p> <p><input type="checkbox"/> checks accuracy and depth of information</p> <p><input type="checkbox"/> redrafts for readability and needs of readers through transitional and cohesive devices</p> <p><input type="checkbox"/> conveys a personal</p>	<p><input type="checkbox"/> Copies information from the reading to start writing</p> <p>Uses strategies to draft and revise as follows:</p> <p><input type="checkbox"/> writes one big paragraph and count words to make sure there are enough</p> <p><input type="checkbox"/> copies words and sentences from material taken</p> <p><input type="checkbox"/> copies a lot from books and the internet</p> <p><input type="checkbox"/> copies draft again</p> <p><input type="checkbox"/> makes some changes to words and sentences</p> <p><input type="checkbox"/> once written, has no</p>

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	<p>style and voice through a combination of techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligns form and function of message strategically and purposefully <input type="checkbox"/> uses rules of punctuation, capitalization, and spelling to review own and others' work <input type="checkbox"/> uses correct grammatical construction to review own and others' work <input type="checkbox"/> uses dictionaries, thesauruses, and style to support own and others' work <input type="checkbox"/> cites primary and secondary sources in bibliography and citations in own and others' work <input type="checkbox"/> uses computer technology to create, manipulate, and edit text of own and others' work 	<p>style and voice through a specific technique (e.g. sentence variety, multiple viewpoints, stream of consciousness)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensures that content and linguistic structure are consistent with purpose <input type="checkbox"/> uses the rules of punctuation, capitalization, and spelling to review work <input type="checkbox"/> uses correct grammatical construction to review work <input type="checkbox"/> uses dictionaries, thesauruses, and style manuals to support work <input type="checkbox"/> cites primary and secondary sources in bibliography and citations in own work <input type="checkbox"/> uses computer technology to create, manipulate, and edit text of work 	<p>need to re-read</p> <ul style="list-style-type: none"> <input type="checkbox"/> leaves errors unchanged <input type="checkbox"/> leaves out bibliography and citations <input type="checkbox"/> types paper
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What is it? Writer's Notebooks as a Prewriting Tool

Why use it? use a variety of prewriting strategies to organize ideas and information such as writer's notebooks; write on a wide range of topics; understand the purpose for writing (e.g. to explain, describe, narrate, persuade, or express feelings); determine the intended audience before writing; write voluntarily to communicate ideas and emotions to a variety of audiences and for different purposes; select a form of writing appropriate to the function of the written communication; take notes to record ideas; connect new personal experiences to new information from school subjects; use resources such as personal experiences, knowledge from other content areas, and elements from other texts to stimulate own writing; express opinions and make judgments that demonstrate a personal point of view; use personal experiences and knowledge to analyze new ideas; use relevant examples and explanations to support ideas; write and share personal reactions to experiences, events, and observations; maintain a portfolio that includes ideas for writing; review writing ideas with teacher and peers; use computer software (e.g. word processing, graphics) to support the writing process

How it works? Have students keep track of whatever they see, hear, or read in notebooks. These pages serve as prewriting activities for focused writing later. They could use the following questions to guide their thinking: *Why am I writing about this topic?*, *Why is this important to me?*, *What do I really want to say about this topic and to whom do I want to say it?*, *What details will help to communicate a clear message?*, *What models can I use to guide the organization of my document?*, and *What will my final product have in common with my models?*

Variations for emergent ELL: have ELL use writer's notebooks to make connections between ESL and mainstream classes; allow ELL to use their primary languages or to illustrate their writer's notebooks; use cooperative learning tools to have students model and share their writer's notebooks with ELL (e.g. sages share).

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What is it? Guided Writing as a Drafting Tool

Why use it? engage in a variety of writing activities to respond to literary or informational texts; determine the intended audience; understand the purpose for writing; begin to develop a voice in writing; adjust style of writing, voice, and language used according to purpose and intended audience; write on a wide range of topics; develop ideas with brief text; write sentences in logical order and use paragraphs to organize topics; state a main idea and support it with facts and details; connect personal experiences to new information; produce accounts that demonstrate understanding of an idea or topic; write clear, concise and varied sentences; produce responses to stories (read or listened to) supporting the understanding of characters and events; write in a variety of styles, using different organizational patterns; use grade-level vocabulary and sentence patterns in writing; write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown; use word processing skills to create text

How it works? Use this tool to guide students from pre-writing to drafting in stages. Divide the pre-writing plan into appropriate sections and have students write as much as they can for each section. The sections do not have to be followed in any order so if students get stuck while drafting, they should move on to another section.

Variations for emergent ELL: Use co-teaching tools to implement guided writing (e.g. alternative, parallel, peer or team would work) so both teachers can work with small groups of students; use the pre-writing plan to provide visual or linguistic cues on each section of the ELL' draft; allow ELL to draft using primary languages if they feel more comfortable at first; use the Language Experience approach to write what the ELL says (i.e. teacher as scribe).

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What is it? Hennings Sequence as a Drafting Tool
(Sejnost & Thiese, 2001)

Why use it? write on a wide range of topics; understand the purpose of writing (the purpose may be to explain, describe, narrate, persuade, or express feelings); use a range of organizational strategies; create paragraphs to develop ideas; state a main idea, theme or opinion and support it with facts and details; use relevant examples, reasons, and explanations to support ideas; use a variety of organizational patterns for writing; vary the formality of language depending on audience and purpose of writing; use personal experiences and knowledge to analyze and evaluate new ideas; connect personal experiences to new information; produce clear accounts that demonstrate understanding of an idea or topic; use resources such as personal experiences and elements from others to stimulate own writing; adjust style of writing, voice, and language use according to purpose and intended audience; use grade-level vocabulary and varied sentence structures in writing; use effective vocabulary in persuasive and expository writing; present and discuss own writing in conferences with peers and respond with feedback; work collaboratively with peers to draft written work

How it works? Use the strategy to help writers clarify the organization of information: (1) 'fact storming' is a way to record students' knowledge after they have had a chance to become familiar with a topic through viewing films and slides, interviewing people, going on excursions, reading, talking, and observing; (2) students organize the concepts from 'fact storming' by producing data charts in small groups (i.e. vertical and horizontal categories of information); (3) students draft paragraphs by directly translating the information contained in the data charts' columns, rows, or cells; (4) students then draft the introduction and conclusions as a teacher-guided, group writing activity; (5) students are guided through reading similar pieces of discourse using the data chart concept as a post-reading activity in addition to a prewriting one; and (7) students return to their writing to revise their drafts.

Variations for emergent ELL: This strategy is inherently scaffolded since it takes students from context-embedded situations (i.e. concrete and visual) to context-reduced situations (i.e. abstract and text-driven); use as a co-teaching tool to implement the strategy (e.g. alternative, complimentary, parallel, supportive,

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team).

What is it? Looping as a Drafting Tool

Why use it? understand the purpose of writing (the purpose may be to explain, describe, narrate, persuade, or express feelings); use a range of organizational strategies; create paragraphs to develop ideas; state a main idea, theme or opinion and support it with facts and details; connect personal experiences to new information; use personal experiences and knowledge to analyze and evaluate new ideas; vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing; use details from stories and informational texts to predict, explain, or show relationships between information and events; produce clear accounts that demonstrate understanding of a topic; produce clear responses to stories read or listened to, supporting the understanding of characters and events with details; develop ideas by writing sentences that are in logical order and organized into paragraphs; review writing independently in order to revise for focus, development of ideas, and organization; write on a wide range of topics; present and discuss own writing in conferences with teachers and peers; share the process of writing with peers and adults; use word processing skills; maintain a portfolio of writings as a method of reviewing work with teachers and peers

How it works? Students begin writing their ideas for a draft nonstop for 10 minutes. Students or teachers read over the writing and circle one aspect to explore further. Students write for another 10 minutes about the selected ideas. Again, characteristics or details from the second draft are circled and students write for another 10 minutes. When students finish looping, they have more and more ideas in their drafts and can begin the revising stage of the process.

Variations for emergent ELL: pair ELL so they can take turns looping (e.g. use a cooperative learning structure like rallytable); have the ESL teacher work on 'looping' about the topic in advance or use a co-teaching model (e.g. station teaching for writer's workshop or supportive teaching); have ESL teacher develop a text aid to guide ELL through looping; allow use of students' primary languages; use the Language Experience approach to write what the ELL says (i.e. teacher as scribe).

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What is it? Pair Talking as a Drafting Tool

Why use it? understand the purpose for writing (the purpose may be to explain, describe, narrate, persuade, or express feelings); use a variety of organizational patterns for writing; develop a personal that enables the reader to get the writer; write sentences in logical order and create paragraphs to develop ideas; vary the formality of language depending on audience and purpose of writing; state a main idea and support it with details; support interpretations and explanations with evidence; use relevant examples, reasons, and explanations to support ideas; express opinions and make judgments that demonstrate a personal point of view; compare and contrast ideas with assistance; use resources such as personal experiences and elements from others to stimulate own writing; adjust style of writing, voice, and language use according to purpose and intended audience; use grade-level vocabulary and varied sentence structures in writing; use effective vocabulary in persuasive and expository writing; identify and model the social communication techniques of published writers; present and discuss own writing in conferences with peers and respond with feedback; work collaboratively with peers to draft written work

How it works? Use this strategy to help students *work out* vocabulary and linguistic structures that might impede their writing. In pairs, have one student talk about what he or she wants to write in response to questions posed by the other student and then have them both draft what was said.

Variations for emergent ELL: Have the ESL teacher model this strategy for ELL beforehand to prepare ELL with questions to be asked or they can ask beforehand (i.e. a script or linguistic cues); have ESL teacher focus on the linguistic features of the particular genre being written as a during- or after-reading strategy before they write; pair ELL with students who represent the next level of competence (e.g. see Krashen's Input + 1 theory or Vygotsky's Zone of Proximal Development in introduction) using a cooperative learning tool like Paraphrase Passport or Partners); use a co-teaching tool to implement this strategy (e.g. parallel, peer); use the Language Experience approach to write what the ELL says (i.e. teacher as scribe).

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What is it? Writing Workshop as a Drafting/ Revising/ Editing Tool

Why use it? learn and use the writing process (e.g. drafting, revising, editing); engage in a writing of writing activities to respond to the reading of literary and informational texts; use resources such as personal experience, knowledge from other content areas and independent reading to create literary, interpretive and responsive texts; vary the formality of language depending on audience and purpose of writing; write in a variety of styles using different organizational patterns; write voluntarily for different purposes; state an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments and details; develop a personal voice that enables the reader to get the writer; demonstrate effective use of writer's-craft techniques when writing; use grade-level vocabulary and varied sentence structure in writing; produce clear, well-organized reports and accounts that demonstrate understating of a topic; produce clear, well-organized responses to literature; analyze the author's use of literary elements and figurative language in written text; produce written and multimedia reports of inquiry using multiple sources; present and discuss own writing in conferences with teacher and peers and respond with feedback; work collaboratively with peers to use the writing process; review work independently to edit grammatical constructions, spelling, capitalization and punctuation; use compute technology to create, manipulate and edit text; maintain a portfolio of writing at different stages throughout the writing process

How it works? This strategy can be used as an effective tool for drafting/ revising/ or editing in the writing process, depending on the focus and timing of the session. It allows for differentiation of the writing process so that students can work at their pace, just as real writers usually do. Use the following format: a five- to ten-minute mini lesson focusing on a skill or concept, student writing for 20 to 25 minutes, and the last 10 to 15 minutes are used for sharing. Areas to focus on in the revising/ editing stage (i.e. Writer's Workshop checklist) include vocabulary, content, conciseness, clarity, strength, introduction, connectors, conclusion, proofreading, and presentation.

Variations for emergent ELL: have ELL write on topics which are culturally-relevant to their lives and allow the use of primary languages when necessary; use co-teaching models to implement writer's workshop (e.g. alternative, parallel, peer,

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station, team).

What is it? Conferring as a Revising Tool

Why use it: engage in a variety of writing activities; learn and use the revising during the writing process; use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting text; present and discuss own writing in conferences with teachers and peers and respond with feedback, develop a personal voice that enables the reader to get to know the writer; review writing with teacher and peers and be able to respond to feedback; work collaboratively with peers to revise written work; identify and model the social communication techniques of published authors; maintain a portfolio of writing that includes drafts needing revision

How it works? Divide a piece of paper into columns with one of the following sets of headings:

1. questions the reader asked	1. I like
2. comments the reader made	2. I wonder
3. concerns the reader expressed	3. questions I have
4. my plan of action to revise	

Use these prompts in a teacher-student conference, a student-student conference, or by a student alone.

Variations for emergent ELL: pair students with linguistic buddies so they can confer in the primary language if necessary or possible; use cooperative learning tools for conference purposes (e.g. Paraphrase Passport, Pairs Compare); use co-teaching tools for conference sessions (e.g. parallel, peer, station, team).

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What is it? Divorcing the Draft as a Revising Tool
(Urquhart & McIver, 2005)

Why use it? engage in a variety of writing activities during the revision stage of the writing process; learn and use the revising during the writing process; use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting text; use a variety of sentence types in writing; review work for sentence variety; use signal words that provide clues to organizational formats; use a variety of organizational formats for writing; adjust style of writing; write clear, concise and varied sentences; develop a personal voice that enables the reader to know the writer; review work in order to revise for focus, development of ideas, and organization; adjust style and language of writing used according to audience; use computer technology to create, manipulate, and edit text; maintain a portfolio of writing that includes drafts needing revision

How it works? This strategy gives writers an opportunity to detach themselves from a draft in its current form. The steps include: (1) ask students to select a draft that needs revising, (2) tell them to use a pair of scissors to cut the draft by paragraphs or sentences, (3) mix the paragraphs or sentences out of the original order, (4) ask students to sift through the cut pieces looking for the one that best describes the message they want to convey, (5) students continue sorting through the remaining pieces looking for those that relate to the central idea, (6) when the sorting is complete, students should lay out the saved items and reorder them, (7) students tape the rearranged sentences and add new ones, and (8) they retype the revision. Cutting and pasting is worth doing because it gives permission to writers to divorce the draft.

Variations for emergent ELL: pair ELL and use a cooperative learning tool to complete this strategy (e.g. match mine); use a co-teaching tool (e.g. parallel, supportive, team); provide some cues for ELL to follow when putting the pieces back together.

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What is it?

Double-Entry Journals as a Revising Tool

Why use it? engage in a variety of writing activities during the revision stage of the writing process; learn and use the revising during the writing process; write clear, concise and varied sentences, developing a personal writing style and voice; vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing; adjust style of writing, voice, and language according to purpose and intended audience; develop a personal voice that enables the reader to know the writer; review work in order to revise for focus, development of ideas, and organization; adjust style and language of writing used according to audience; present and discuss own writing in conferences with teachers and peers and respond to feedback; develop a personal voice that enables the reader to get to know the writer; work collaboratively with peers to revise written work; identify and model the social communication techniques of published authors; maintain a portfolio of writing that includes drafts needing revision

How it works? Use a double-entry journal format to respond to students' writing: one column copies students' words and the other column is used for teacher or peer response to the selected pieces.

Variations for emergent ELL: have the ESL respond to ELL journal entries and work with ELL on the revision of sentences during ESL class; use a co-teaching model for this strategy (e.g. station).

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What is it? Two-Column Count as a Revising Tool

Why use it? engage in a variety of writing activities during the revising stage of the writing process; use a variety of sentence types in writing; review work for sentence variety; use grade-level sentence structures in writing; use signal words that provide clues to organizational formats; use a variety of organizational formats for writing; adjust style of writing; write clear, concise and varied sentences, developing a personal writing style and voice; vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing; use computer technology to create, manipulate, and edit text

How it works? Have students do an exercise where they list the first word of every sentence and then count the number of words in those sentences. By writing the results on a page with two columns - one column for the first words and one with the word totals - they might see that some sentence variety is needed (or that some sentences are probably long enough to be run-ons).

Variations for emergent ELL: ELL will most likely be able to complete this task independently but will need support to change the sentences themselves; have ELL practice with changing words around in a sentence and then checking for verification with another student or with the ESL teacher.

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What is it? Rewording as a Revising Tool
(Urquhart & McIver, 2005)

Why use it? use revision strategies to develop writing, including conferring with teacher and peers; develop an idea within a brief text; use grade-level vocabulary and sentence structures in writing; use effective vocabulary in expository or persuasive writing; use signal/ transitional words to clarify organizational format; use precise vocabulary with assistance; vary the formality of language depending on audience and purpose of writing; convey personal voice in writing; present and discuss own writing in conferences with teacher and peers and respond to feedback; use details to explain information; adjust style of writing, voice, and language according to purpose and intended audience; develop a personal voice that enables the reader to know the writer; work collaboratively with peers to revise writing

How it works? Ask students to choose a selection of writing that needs revision. Direct them to switch papers with a partner and have the partners read the selection, highlighting any words that are new to them. Partners then read each word to the authors, asking them to write a definition for each term using their own words. Partners substitute these definitions for the highlighted word and reread the sentences.

Variations for emergent ELL: Provide ELL with a 'personal word and phrase wall' to participate in this activity; use a cooperative learning strategy (e.g. Paraphrase Passport, Partners) or a co-teaching model (i.e. peer) to conduct this strategy; have the ESL teacher rehearse this strategy with ELL beforehand.

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What is it? Sharing as a Revising Tool

Why use it? engage in a variety of writing activities during the revision stage of the writing process; learn and use the revising during the writing process; use revision strategies to develop writing, including conferring with teachers and peers; present and discuss own writing in conferences with teachers and peers and respond to feedback; develop a personal voice that enables the reader to get to know the writer; adjust style of writing, voice, and language according to purpose and intended audience; work collaboratively with peers to revise written work; identify and model the social communication techniques of published authors; maintain a portfolio of writing that includes drafts needing revision

How it works? There are several ways in which writers can share their work for revision purposes. They can share immediately after they complete their drafts in small groups. The format of a Writer's Circle can be used whereby writers select a passage they would like to revise and then ask others for their suggestions or all the writers focus on a particular area for revision (e.g. word choice or sentence variety) for consensual ideas. Another way might be to have students go around the room and share a particular item from their writing that the teacher thinks others might be able to use.

Variations for emergent ELL: ELL must never share in front of whole-class settings but can share with small groups; allow ELL to choose their sharing partners/ groups; use a co-teaching model to implement this strategy (e.g. complimentary, peer, supportive, team).

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What is it? Surprise! Strategy as a Revising Tool

Why use it? engage in a variety of writing activities to revise work; learn and use the revising stage of the writing process; use revision strategies to develop writing, including conferring with peers, write in a variety of styles, depending on the audience and purpose; vary the tone and language according to the audience and purpose of writing; exhibit personal voice in writing; review work in order to revise for focus, development of ideas, and organization; adjust style and language of writing used according to audience; develop a personal voice that enables the reader to get the writer; select an organizational pattern that effectively communicates the topic and purpose of the text to the intended audience; write clear, concise sentences; write for a wide variety of audiences; present and discuss own writing in conferences with teacher and peers, and respond to feedback; maintain a portfolio of writings for revision purposes

How it works? Use the 'surprise' strategy as a way of letting the writer know that the revision stage of the writing process can be used to reflect on whether or not the reader will be attracted to the piece of writing. Have writers come up with possible alternatives and then have readers select which alternative they prefer with a justification for the writer. For example, have writers come up with an alternative introduction or conclusion and readers select which they prefer or have writers switch a point of view and readers react accordingly. This strategy can be used to let the writer know that there are different ways to change a piece of writing, and that the reader needs to be taken into consideration (and that readers sometimes have surprising suggestions).

Variations for emergent ELL: use the Language Experience approach to write the variations of the ELL (i.e. teacher as scribe); use interactive writing (i.e. groups of students writing together) to generate the alternatives; use a cooperative learning tool to have students generate alternatives (e.g. Rallytable or Roundtable); use a co-teaching model to implement this strategy (e.g. peer, station).

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What is it? 'Don't to Do' List as an Editing Tool

Why use it? learn and use the editing stage of the writing process; review work for mechanical errors; use punctuation correctly, such as commas, periods, exclamations points, question marks, apostrophes, and quotations; use in writing a variety of sentence types with correct tenses and agreements; use spelling correctly; use signal or transitions words to produce cohesive texts; use dictionaries, thesauruses, and style manuals; use work processing to support editing; work collaboratively with peers to edit theirs and own writing

How it works? If students do not know how to edit their work using the symbols of an editing checklist, then an interim step might be needed. Divide a paper into two columns - one labeled 'don'ts' and the other labeled 'do's.' Invest some time in copying representative errors that students make in their papers onto the 'don'ts' column (i.e. spelling, grammar, and usage errors). Copy them exactly as the students wrote them. Pair students into 'like error' pairs and have them work together to turn the 'don'ts' into 'do's.' Give them some strategies for getting this task done; for example, use dictionaries or word walls for the spelling errors, refer back to readings for the grammar errors, and use a proficient peer for the usage errors). Once students begin to explicitly grasp the concept of errors (*don'ts*) and the need for self-correction (*do's*), they will grow into the process implicitly (i.e. using an editing checklist). The time you invest will be worth the results.

Variations for emergent ELL: have ELL complete their lists under the guidance of the ESL teacher (e.g. parallel co-teaching); use cooperative learning tools for the task (e.g. Rallytable).

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What is it? Peer Editing as an Editing Tool

Why use it? learn and use the editing stage of the writing process; review work for mechanical errors; use punctuation correctly, such as commas, periods, exclamations points, question marks, apostrophes, and quotations; use in writing a variety of sentence types with correct tenses and agreements; use spelling correctly; use signal or transitions words to produce cohesive texts; use dictionaries, thesauruses, and style manuals; use work processing to support editing; work collaboratively with peers to edit theirs and own writing

How it works? Peer editing checklists can be shared with students during a writer's workshop lesson. Students then use the checklist to edit the paper of another or others' papers. They can use a series of checkmarks throughout the composition with accompanying asterisks, describing the errors or a formal editing checklist.

Variations for emergent ELL: ESL and classroom teachers can use co-teaching tools to conduct peer editing (e.g. parallel, peer, team); send the work of ELL students to the ESL teacher so 'editing instruction' can be shared between classrooms; use cooperative learning tools for peer editing (e.g. Pairs Check).

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What is it? Publication as an Editing Tool

Why use it? write for an authentic purpose, including publication; share the products of writing with peers and adults; publish writing suitable for a variety of display purposes, such as within a classroom, or school or on the Internet; publish writing for a variety of audiences; distinguish between the conventions of published and non-published writing; maintain a portfolio of writings from which to select those for publication

How it works? Writing can be displayed on bulletin boards, school show cases, or waiting rooms. Students can formally share their writing in informal settings, much like 'coffee house readings' or through formal settings as in 'writing contests' or through formal publications. Students come to understand that they are writing for 'real audiences' outside of the classroom through the publication of their writing.

Variations for emergent ELL: writing can be published in the primary languages of ELL (since writing is published in a variety of languages around the world); use a co-teaching model to publish writing (e.g. team).

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