

## Writing Strategies

Strategy	Definition	Purpose
1 Dialectical Journal	Providing a method for collecting textual examples and student responses, questions, reactions, and/or interpretations.	Assists students in remembering key textual elements and student responses that can be incorporated into a formal writing piece at a later time.
2 Frame Poem	Constructing student poems by following a pattern of another poem or by filling in blanks of a predetermined formula with their own words.	Provides safe and easy opportunities for students to experiment with figurative language and poetic structure.
3 Graphic Organizer	Organizing thoughts and ideas with a visual tool—Venn diagrams, flow charts, cluster maps, and so on.	Provides an alternate system for organizing and beginning a piece of writing.
4 Manipulatives	Allowing students to reconstruct text in as many different ways as possible, and to note how the meaning changes with each rearrangement, by physically maneuvering words, phrases, or sentences.	Appeals to kinesthetic learners and helps students visualize the form and function of various parts of speech, stylistic concerns, sentence structure, and so on.
5 Modeling	Providing an example of writing that students can use to help clarify structure, purpose, style, and tone for their own writing; the model can be as specific as mimicking the style and form of another writer or as general as a piece written on the same topic.	Helps students understand and practice various forms of writing.
6 Outlining	Organizing ideas or responses to texts; elements of an outline may include: thesis statement, topic sentences, key details, etc.; methods of outlining may vary.	Establishes organization as a useful component for a final written product.
7 Quickwrite	Creating quick, informal responses to a text or portion thereof, using a visual, oral, or written prompt, normally with time constraints.	Generates multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time.
8 Revisiting Prior Work	Looking through past work in order to identify successes and difficulties students might have had with particular formats, conventions, style, word choice, and so on.	Provides opportunities to build on prior knowledge and experience.
9 Self Editing/Peer Editing	Examining carefully an initial draft of student's own text in terms of structure,	Allows opportunities for writers to look carefully at their own work and the work of others to

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	organization, diction, word choice, conventions, etc., then meeting with another person or a small group of peers who respond to the writing as focused readers (not necessarily as evaluators) in order to make suggestions for improvement.	receive appropriate and relevant feedback.
10 Timed Writing	Responding to prompts—oral, visual, or written—within time constraints; students should perform as much of the writing process as possible within the allowed time.	Accustoms students to writing under time pressures (e.g., state testing, placement exams, and real-world situations).
11 Transformation of Text	Using a text as a starting point, students create new texts by changing the genre, vernacular, time period, culture, point of view, and so on.	Highlights the elements of a genre and illustrates how elements of style work together.
12 Visual/Auditory Prompt	Responding to a piece of art, a film clip, or visual media, or listening to a piece of music, radio broadcast, or other auditory expression.	Encourages response to varied stimuli; provides an opportunity for students of various learning styles or intelligence types to respond.
13 Writing Process	Using a step-by-step method (brainstorming, drafting, revising, editing, publishing) from initial concept to final project.	Provides students with opportunities to experience the multiple stages of process writing.
14 RAFT	Creating a text by identifying its component parts: role, audience, format, and topic.	Helps students consider the main elements of their own written text.