

## Recommendation 2 (continued)

**Table 3. Examples of writing strategies<sup>34</sup>**

Component of the Writing Process	Writing Strategy	How Students Can Use the Strategy	Grade Range
<b>Planning</b>	POW	<ul style="list-style-type: none"> <li>▪ Pick ideas (i.e., decide what to write about).</li> <li>▪ Organize their notes (i.e., brainstorm and organize possible writing ideas into a writing plan).</li> <li>▪ Write and say more (i.e., continue to modify the plan while writing).</li> </ul>	1–6
	Ordering ideas/outlining	<ul style="list-style-type: none"> <li>▪ Brainstorm/generate ideas for their paper.</li> <li>▪ Review their ideas and place a number by what will go first, second, third, and so on.</li> </ul>	1–2
		<ul style="list-style-type: none"> <li>▪ Brainstorm/generate ideas for their paper.</li> <li>▪ Decide which are main ideas and which are supporting ideas.</li> <li>▪ Create an outline that shows the order of the main ideas and the supporting details for each main idea.</li> </ul>	3–6
<b>Drafting</b>	Imitation	<ul style="list-style-type: none"> <li>▪ Select a sentence, paragraph, or text excerpt and imitate the author's form (see Recommendation 2b, examples 2 and 3).</li> </ul>	1–6
	Sentence generation	<ul style="list-style-type: none"> <li>▪ Try out sentences orally before writing them on paper.</li> <li>▪ Try multiple sentences and choose the best one.</li> <li>▪ Use transition words to develop different sentence structures.</li> <li>▪ Practice writing good topic sentences.</li> </ul>	3–6
<b>Sharing</b>	Peer sharing <sup>35</sup>	<ul style="list-style-type: none"> <li>▪ In pairs, listen and read along as the author reads aloud.</li> <li>▪ Share feedback with their writing partner, starting with what they liked.</li> </ul>	2–6
	"Author's Chair"	<ul style="list-style-type: none"> <li>▪ Sit in a special chair in front of peers and read their writing (see Recommendation 4, example 6, for more detail).</li> </ul>	K–6
<b>Evaluating</b>	Self-evaluating	<ul style="list-style-type: none"> <li>▪ Reread and ask these questions:               <ul style="list-style-type: none"> <li>• Are the ideas clear?</li> <li>• Is there a clear beginning, middle, and end?</li> <li>• Does the writing connect with the reader?</li> <li>• Are sentence types varied?</li> </ul> </li> </ul>	2–6
	Self-monitoring	<ul style="list-style-type: none"> <li>▪ Self-assess and ask these questions, either out loud or internally:               <ul style="list-style-type: none"> <li>• Did I meet the goals I developed for my writing? If not, what changes should I make to meet my goals?</li> <li>• Did I correctly use strategies that were appropriate for this task? If not, what should I change?</li> </ul> </li> <li>▪ Record their answers to self-assessment questions on a chart or teacher-provided questionnaire in order to track their progress toward writing goals and strategy use.</li> <li>▪ Congratulate themselves, and inform their teacher, when they meet their goals.</li> </ul>	3–6
<b>Revising and editing</b>	Peer revising <sup>36</sup>	<ul style="list-style-type: none"> <li>▪ Place a question mark (?) by anything they do not understand in their writing partner's paper.</li> <li>▪ Place a caret (^) anywhere it would be useful to have the author include more information.</li> </ul>	2–6
	COPS (editing)	<ul style="list-style-type: none"> <li>▪ Ask the COPS editing questions:               <ul style="list-style-type: none"> <li>• Did I Capitalize the first word in sentences and proper names?</li> <li>• How is the Overall appearance of my paper?</li> <li>• Did I use commas and end-of-sentence Punctuation?</li> <li>• Did I Spell each word correctly?</li> </ul> </li> </ul>	2–6

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Evaluation and Research Assistance, Institute of Education Sciences, U. S. Department of Education.