

Writing Process

CUE CARDS

SNEAK PEEK

Cue Cards are a condensed version of STRIVING WRITERS Targeted Activities, instructional routines that are designed to explicitly teach each stage of the writing process. Check out some of our Cue Cards below.

Cue Cards to utilize with the book *Striving Writers*- A system to plan, teach, and measure student progress.

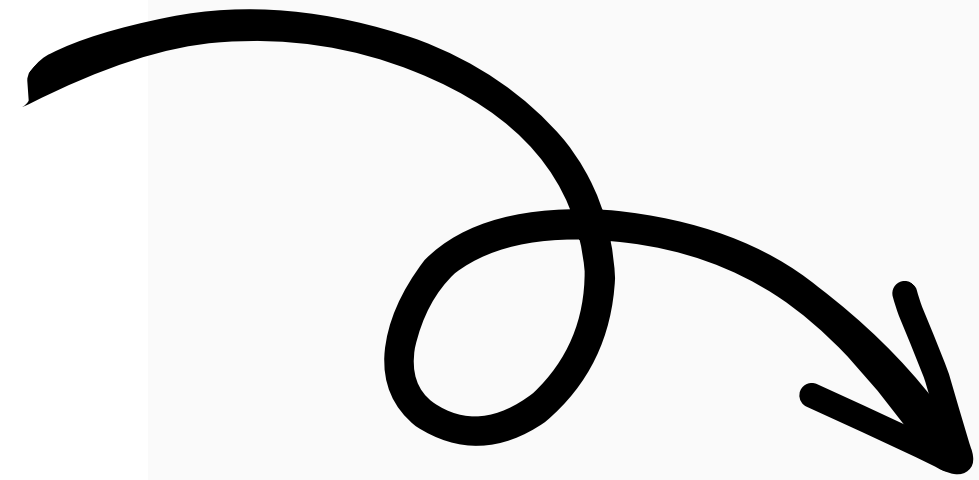
www.strivetlc.com/strivingwriters

Focus

Focus: Task, Purpose, Audience

Teach and Model

- Tell students that good writers begin writing by reflecting on important information: What is the topic of their writing? What is the purpose of their writing? Who is the audience that will be reading their writing?
- Show students the [Task, Purpose, and Audience Guiding Questions](#) and think aloud as you model how to answer the guiding questions about writing
- Jot down answers to each of the questions and tell students that you will use this document to guide your writing in the planning stage



Task, Purpose, Audience Guiding Questions



Task, Purpose, Audience ***Guiding Questions***

Use the lists below to get ready to write.

Task:



- What type of writing am I being asked to do?
 - Circle on: Email/letter, report, essay, story, article, presentation, or other
- What topic do I want to write about or am I being prompted to write about?
- What do I already know about the topic?
- What do I need to research about the topic?

Purpose:



- Is the purpose to INFORM or DESCRIBE?
- Is the purpose to PERSUADE?
- Is the purpose to NARRATE?

Audience:



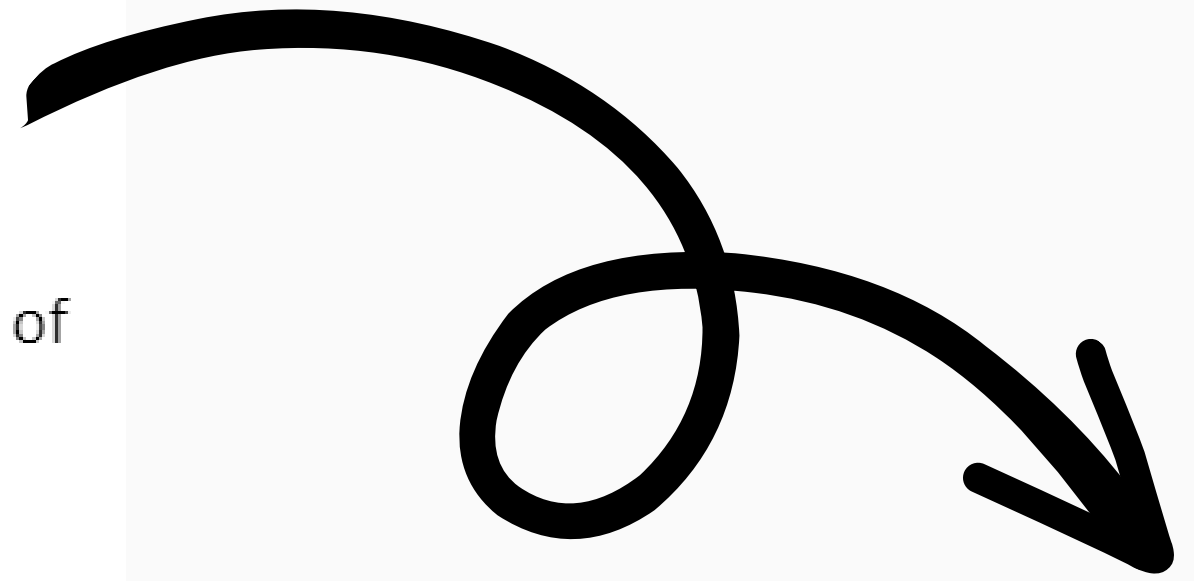
- Who will be reading this writing and should the writing be formal or informal?
- What might they already know about the topic?
- How can I keep the reader interested?
- What do I need to include to ensure the reader understands my writing?

Plan

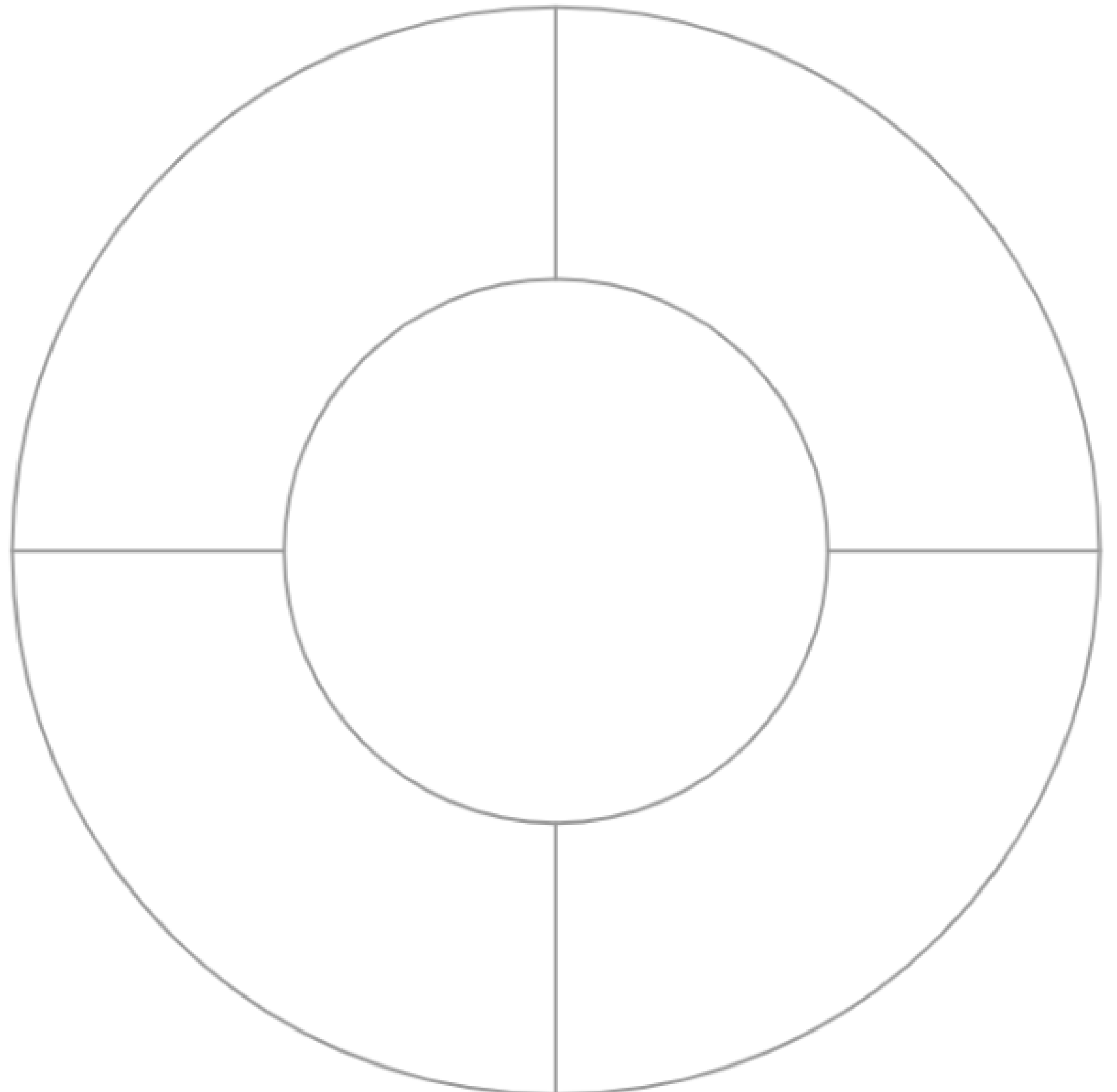
Plan: Braindump About a Topic

Teach and Model

- Show students the [Topic Braindump](#) graphic organizer
- Show students the Idea Wheel that has been filled out
- Choose a topic from the Idea Wheel and put it in the middle of the Topic Braindump graphic organizer
- Think aloud as you list events, details, or reasons about your topic (depending on the kind of writing you will be doing)



Topic Braindump



Write

Write: Essay Frame

Teach and Model

- Review chosen graphic organizer (Quick Talk-informative/opinion or Timeline-narrative) with the class
- Demonstrate how to copy the topic sentence onto the [Essay Frame](#)
- Model turning the first detail/reason/event into a topic sentence with supporting details for paragraph one
- Continue with the other paragraphs on the graphic organizer
- Write a brief conclusion paragraph
- Read the paragraph together as a class
- Use [grammar checklist](#)

Revise

Revise: Enhancing Vocabulary in Writing

Teach and Model

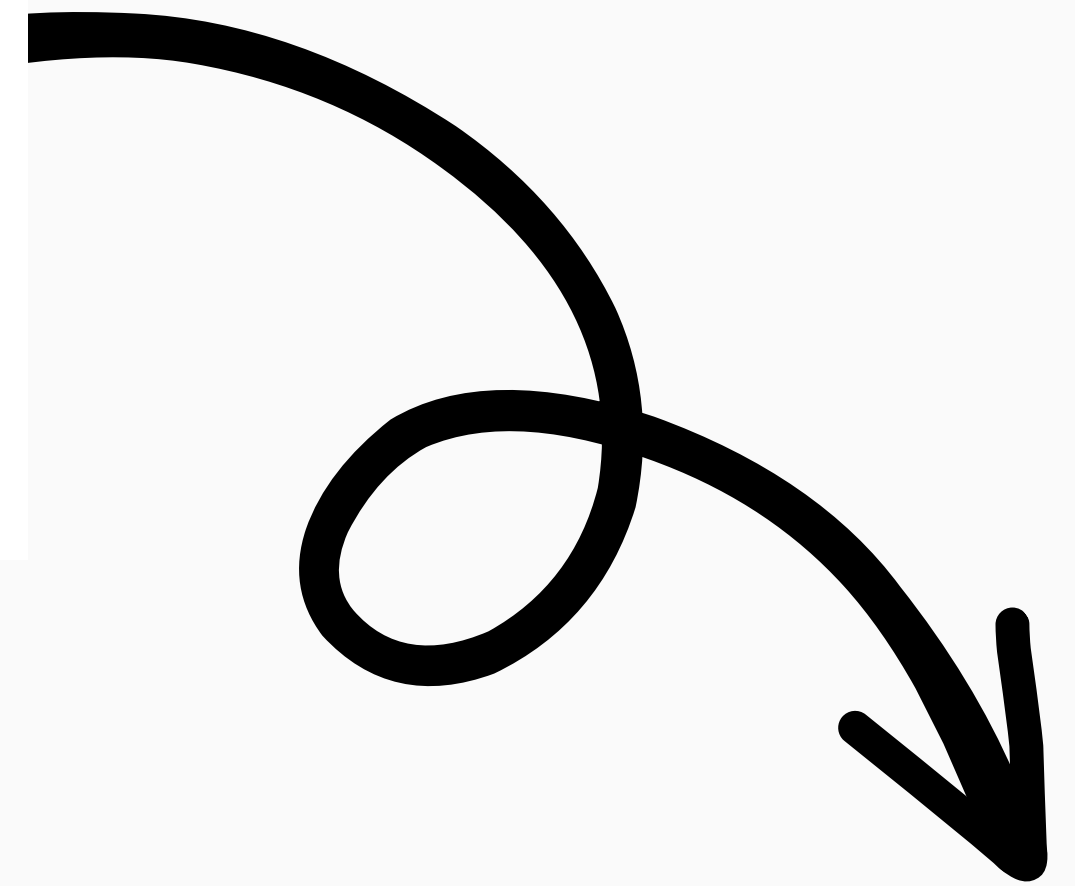
- Tell students you are going to reread a writing piece and look for places to add more descriptive and interesting vocabulary words
- Reread a writing piece that you have modeled writing for the class
- Stop at places where vocabulary words could be used to enhance the writing
- Model revising with new words
- Read the paragraph with the new words
- Continue with vocabulary activity as needed

Edit



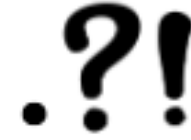


Edit: Editing Using Checklist (3-5)

Teach and Model

- Show students the [3-5 Editing Checklist](#) that has the common Language Standards for 3rd grade
- Remind students that they have practiced editing their writing for each of these individual skills and sometimes they will need to edit their writing by checking for all of these skills. A checklist helps writers to edit their writing for grammar.
- Model using the checklist to check for listed skills



My STRIVING Writer's Checklist

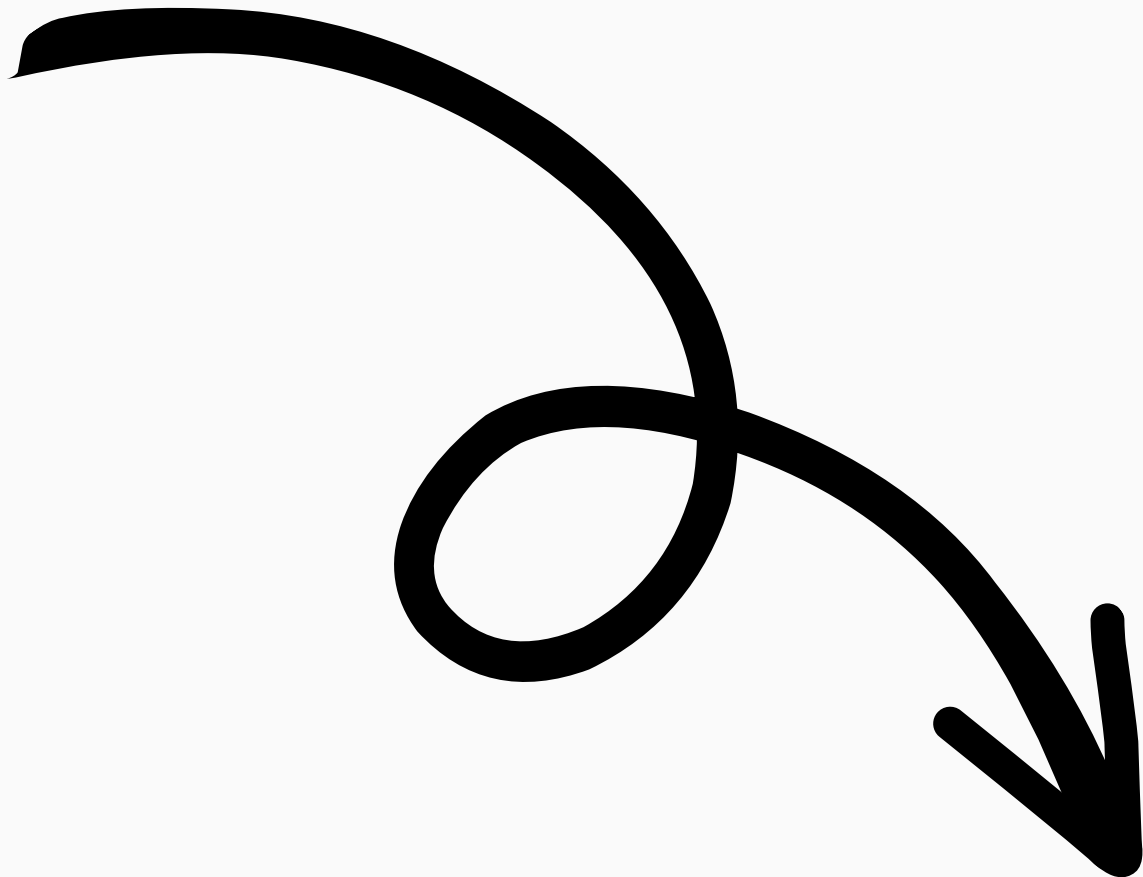
	Did I use the correct spelling?	<input type="checkbox"/>
	Did I use correct grammar?	<input type="checkbox"/>
	Did I use punctuation marks appropriately?	<input type="checkbox"/>
	Did I use the appropriate paragraph structure?	<input type="checkbox"/>
	Did I write in complete sentences?	<input type="checkbox"/>

Publish

Publish: Writer's Circle

Teach and Model

- Once students have finished their writing and checked their work with the Publishing Rubric, they are ready to publish
- Go over the expectations for a Writer's Circle. What does it look like to read your writing out loud? What does it look like to be an active listener? What does it sound like to give positive feedback?
- Review the type of audience for each writing genre and model how to use the [Audience Sentence Starters](#) to set the purpose for listening and how to give feedback using a complete sentence.
- Model reading a piece of written work and giving feedback using the Audience Sentence Starters



Informative	From your writing, I learned...
Opinion	From your writing, I understand that you (think, like, believe)...
Narrative	From your writing, I enjoyed...