**Writing Strategies Checklist for Grade 8 ELA**

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| **Before Writing Checklist** | **During Writing Checklist** | **After Writing Checklist** |
| * consider prompt or find a topic and activate prior knowledge (e.g., consider the variables in the prompt or assignment including purpose, role, audience, topic, and focus) * consider purpose and audience (e.g., ask questions to analyze purpose and audience) * consider and generate specific ideas and information that might be included (e.g., formulate pertinent questions to explore and develop the topic) * consider and choose/adapt a possible form (e.g., consider the best pattern to present ideas including cause and effect, problem/solution, opinion/reason, fact/proof, sharing experience pattern) * collect and focus ideas and information (e.g., collect details about the topic and plan how to use them; identify gaps in ideas and information) * plan and organize ideas for drafting (mapping and authoring) (e.g., create a pre-writing plan as a guide; consider alternative ways to organize and present ideas) * consider qualities of effective communication and the language to use (e.g., consider the best register and point of view to use). | * create draft(s) and experiment with possible product(s) (e.g., develop main idea with sufficient supporting detail; change any ideas that are not clear or complete) * confer with others (e.g., use a peer response sheet) * use language and its conventions to construct message (e.g., attend to the tone and sincerity; communicate in a way that sounds informative and confident) * reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies (e.g., use clear transitions to increase flow and fluency) * acknowledge sources (e.g., cite sources ) * include sufficient detail * experiment with communication features and techniques (e.g., consider elements of style including tone, humour, imagery, and dialogue) | * revise for content and meaning (adding, deleting, substituting, and rethinking) (e.g., consider the assumptions and values presented) * revise for organization * review for consistent point of view * include a beginning that reader * include a middle part that supports the focus * include a closing that connects everything * revise for sentence structure and flow * revise for word choice, spelling, and usage * proofread for mechanics and appearance * confer with peers, teacher, or others (e.g., use pre-determined and/or student-developed criteria for revision; revise with peers’ and others’ responses in mind) * polish, practise, and decide how work will be shared and published (e.g., enhance for clarity, correctness, variety, and legibility; use blue or black ink and write neatly; check margins; use easy-to-read fonts) * share final product, reflect, consider feedback, and celebrate learning (e.g., use a reflection sheet to think about the product, delivery, and planning for future communications) |