**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)
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