Writer’s Reference Sheet
Grades 8, 10 and 11

Focusing

• Read the prompt and, if provided, the passage(s).
• Think about what the prompt is asking you to do.
• Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

• Think about your audience and purpose for writing.
• Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
• Think of your thesis statement and supporting details.

Drafting

• Write your response in your response booklet.

Reviewing

• Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

(over)
If I am writing a **narrative**, did I
  • establish a clear purpose?
  • use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
  • convey a sense of significance of the experience?
  • use a sequence of events that would unfold naturally for the reader?
  • use concrete words and sensory details?

If I am writing to provide **information or explain**, did I
  • establish a focused purpose?
  • anticipate the needs of my audience?
  • incorporate relevant background information from the reading passage (if a passage is provided)?
  • support the thesis with relevant, well-chosen facts, definitions, concrete details, quotations, or examples?
  • use precise language and domain-specific vocabulary?

If I am writing an **argument**, did I
  • introduce a claim?
  • acknowledge and distinguish the claim from counterclaims (alternate or opposing claims)?
  • anticipate audience’s knowledge and concerns?
  • provide relevant background information from the reading passage (if a passage is provided)?
  • maintain a clear focus?
  • support claims with logical reasoning and relevant evidence (facts, details and examples)?
  • use words and phrases to clarify the relationship among claims, counterclaims, reasons, and evidence?