

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?