

Strategies To Support Your Student with Writing

1. Analyzing the Prompt (PAST)

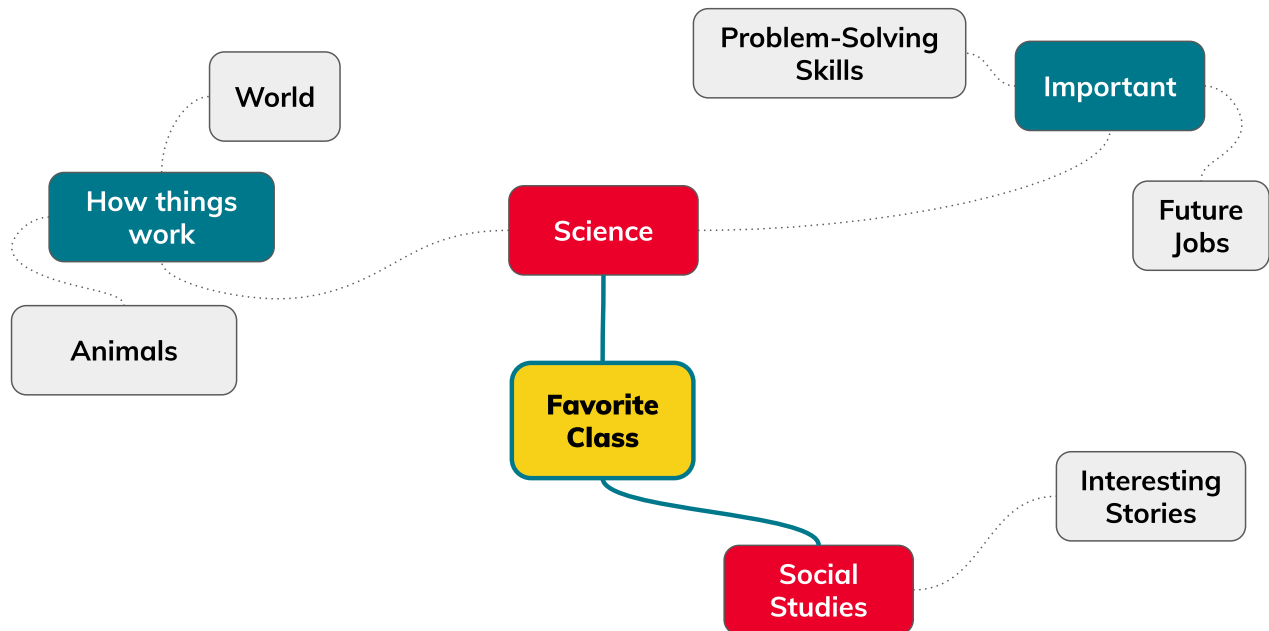
- **Purpose:** Why am I writing? What is my goal? Look for keywords about your purpose.
- **Audience:** Who will read the writing? Some prompts will identify a specific audience: Pretend you are telling the story to an older family member. When a prompt does not identify an audience, it's safe to assume that your teacher is the audience.
- **Subject:** What is the subject of my writing? Knowing the subject helps you focus on your topic.
- **Type:** What type of writing should I do? Most prompts will tell you what form of writing to create (for example, a persuasive paragraph or a comparison-contrast essay)

2. Talking

- **Ask** your student questions and **engage** them in **conversation** about the prompt to help them begin to **generate ideas**.

3. Clustering

- **Explore ideas** and **relationships between ideas** by mapping.
- Example:



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4. Freewriting

- Freewriting is founded on the idea that **everyone has something to say** and recognizes that sometimes it can be **difficult to get started**.
- Set a **timer** for 5-15 minutes and tell a student to **write non-stop**. They might write IDK over and over, but eventually, the ideas will **start to flow**.
- During this time students don't worry about grammar or spelling, but rather on simply **getting ideas out of their head and onto paper**.

5. Outlining

- An outline is a **tool** that writers use to **plan** and **organize their thinking** into a **logical structure**.
- Example:

- I. **Introduction**
- II. **Body Paragraph #1**
 - A. *Main Point #1*
 1. *Example #1*
 2. *Example #2*
 - B. *Analysis*
- III. **Body Paragraph #2**
 - A. *Main Point #1*
 1. *Example #1*
 2. *Example #2*
 - B. *Analysis*
- IV. **Body Paragraph #3**
 - A. *Main Point #3*
 1. *Example #1*
 2. *Example #2*
 - B. *Analysis*
- V. **Conclusion**

