

Seattle Tutoring Coalition & All-City Tutor Training
Teaching Middle and High School Writers

Facilitator: Molly Montague

Thesis/Claim Statement

- *How have you explained how? Why?*
- *Is your thesis arguable?*
- *Is your thesis too broad? Too specific?*
- *What reasons do you have to support your claim?*

Development

- *What do you know about the topic?*
- *Has your teacher given you information in class to help? In class readings, a textbook?*
- *Where can you go to find out more about your topic?*
- *What specific examples can you tell me?*
- *What quotes/evidence do you have to support your idea?*
- *Consider structure:*
 - *Chronological*
 - *Order of importance*
 - *Cause/effect*

Editing

- *Be mindful of not crossing out student's work/words- write suggestions on separate sheet of paper.*
- *Sentence level:*
 - *Too short and choppy?*
 - *So long that the subject gets lost in in the sentence?*
 - *Too wordy?*
 - *Construction problem?*

Glows

- *Complimenting work:*
 - *One of the strongest things I notice about your writing is...*

January 27, 2018

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- *One thing I am learning from your writing is...*
- *This part...It really works because...*
- *This part makes me think about...*
- *The hook in your introduction was very enticing.*
- *Your second body paragraph offered a persuasive argument.*

Grows

- Potential focus areas:
 - *Unpack the prompt*
 - *Consider the thesis/claim statement*
 - *Does the student know enough about the topic?*
 - *Does the student need help staying focused in their writing?*
 - *Does the writing offer fact after fact after fact?*
 - *Analyze each paragraph separately*
 - *Have the student read the writing aloud*

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