



## Reading Resource Library Writing Activities and Resources

The [Reading Resource Library](#) is a tool created for educators to share with learners and is filled with topically relevant, educational, and captivating books for readers of all ages and levels. The books are sorted into 16 different topics that can be explored with learners and their families. Each topic has a general Resource Guide to support engagement with the texts.

We suggest using the collections from the Reading Resource Library when using these writing resources. Books in all collections span different reading levels, including books for children and families to read together. Each text set shares book summaries and additional information, such as book trailers and links to reviews. The guides also offer overall suggestions for using the texts.

This resource provides the following support:

- ◆ Overall Planning Strategies
- ◆ The Writing Process Framework
- ◆ Activities to Build Writing Stamina
- ◆ Activities to Develop Word Choice
- ◆ Genre Writing: Argumentative, Informational, and Memoir
- ◆ Effective Feedback
- ◆ Additional Resources

### Overall Planning Suggestions

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The following activities were designed to explore writing activities and resources when using the Reading Resource Library. When you use these activities, please consider desired learner outcomes, key vocabulary terms, incorporating relevant material based on learners' interests, and any differentiation/modification needs.

- Materials were developed to allow for instructor customization based on their program's standards and learning objectives. Instructors should modify and format lessons, activities, and assessments (formative and summative) based on the needs of their learners and desired outcomes.
- Several resources are shared to support writing activities. Choose the resources that best meet the goals of your learners.
- Consider writers' abilities (pre-assess before writing instruction) by offering modifications as needed — graphic or thought organizers, writing partnerships, anchor charts, pre-writing/activation strategies, etc. Writers may struggle without prompts, so offer prompts or lead ins when necessary.
- Review resources for working with adult learners:
  - [Adult Learning Theory](#)

- [Adult Learner Strategies](#)
- [Authentic Audiences & Purposes](#)
- [Cultural & Life Experiences Connections](#)
- [Adult Learner - Composition](#)
- [Learner Variability](#)
- To plan a more detailed lesson or unit, view our [Reading Resource Library Instructor Planning Materials](#)

## The Writing Process Framework

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Before your learners can embark on any writing journey, it is important for them to understand the different elements that comprise the writing process. There are five steps writers follow to produce a piece of writing from beginning through publication. In order to help your learners with this, introduce them to the elements of the process. They are:

### 1. Prewriting:

This is the stage where learners may complete [concept maps](#), [generate ideas](#), and come up with possible topics. It's also the stage when the writer should consider their audience – who will read their writing piece? Offer opportunities for free writing and journaling during this step. Also, consider supporting emerging writers by providing them with opportunities to “talk” or “explain” their writing plan during a one-on-one conversation.

### 2. Drafting:

This is the stage where learners will begin to take their ideas and make them more “formal.” They will begin to use their graphic organizers or frames (if needed) and turn their ideas into sentences, paragraphs, and pages, or communication for the specific text type and purpose. The graphic organizers and frames will help them to organize their paragraphs to support their topic or thesis statement. Drafting could include handwriting or typing sections, and even re-working notes on graphic organizers or outlines. [Here](#) are some quick tips on drafting as part of the writing process.

### 3. Revising:

This is the stage where writers will begin to seek out the feedback of others in regard to the content within their paper. It is also important that writers re-read what they wrote themselves to get more clarity on how well the ideas and the content flow together. During this stage, writing can take on a whole new “look” with the addition and subtraction of ideas, sentences, or entire paragraphs. Consider using a rubric or guide that offers suggestions and guidance while revising. [Here](#) are some more tips on ways writers can successfully revise.

### 4. Editing:

This is the stage where writers will go back to proofread for any grammatical and/or mechanical mistakes. The content has already been solidified in the revision process, so the editing stage is to simply put the final touches on the document. It usually goes beyond just fixing one or two words. If writers have typed their document electronically in Google or Microsoft Word, the grammar, spelling, and mechanics may have been corrected for them as they typed. [This link](#) will give you some more tips on the editing process.

### 5. Publishing:

This is the stage where writers get to share their pieces with an audience. To make the experience seem more authentic, consider having writers share their pieces with an

audience, either physically such as in a presentation or publishing party, or online such as in a newspaper, community newsletter, or through an online venue like a blog or podcast.

## Activities to Build Writing Stamina

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A significant factor in building learners' writing stamina and fluency is giving them the time and space to write. Learners must be given consistent, daily opportunities to write for a variety of purposes, as well as be given consistent, specific, and immediate feedback on their progress. Increasing the amount of time learners write also increases their ability to read. Here are some quick writing strategies to get your learners writing every day!

- **Quick Writes:**  
These are quick and informal, but help writers brainstorm, organize, and communicate through writing. [This guide](#) will give you over 500 writing prompts you can use with your learners.
- **Writing Frames:**  
Frames can provide sentence starters or other structures to help writers formulate and organize thoughts. They also provide support for struggling writers, as well as help all writers predict a structure for any given purpose of writing. [This link](#) will offer additional information about the importance and use of writing frames for learners.
- **Journals:**  
Journals can be a great way to help learners keep a collection of their thoughts and communications through writing. There are many benefits to asking learners to keep a journal. Journals become a “safe space” for writers to keep their thoughts, reflections, analysis, and connection to the material they are learning. [Dialogue journals](#) work well for beginning writers to explore ideas with their instructor. [This link](#) will offer additional information about journaling.

## Activities to Develop Word Choice

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- **The Frayer Model:**  
Have students write the vocabulary term in the middle of four boxes. Then, ask them to write the definition, the word in a sentence, synonyms and antonyms, and a visual representation of the word in one of the boxes. (Each box will be its own category.) Examples and templates can be found [here](#).
- **Word Choice:**  
To help writers develop and refine their word choice, consider using any of the exercises found in the article, [How to Show Students That Word Choice Matters](#), such as word economy, highlighting the impact of synonyms, or using mood to dictate word choice. Consider exploring [The Writing Center](#) and watching this video, [Word Choice in Writing](#), too!
- **Word Study:**  
Give students a list of words about the same content or topic. Read the words aloud to them and discuss their meaning. Then ask learners to group them by particular aspects (e.g., synonyms/antonyms). This requires them to think critically about the meaning and use of the words. Click [here](#) for more details on this strategy.
- **Word Games:**  
Word games can be a fun, collaborative way for learners to acquire and use new words in context. The following games are great for learners of any age:
  - Scrabble

- Scattergories
- Bananagrams
- Wordle
- Boggle
- Blur!
- Charades (act out vocabulary word meanings)

## Genre Writing

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Any one of the sections in the [Reading Resource Library](#) can offer a wide variety of opportunities for your learners to write. Here are some ideas to consider for argument, informational, and memoir writing:

### Argument Writing

- Consider using our Activism Collection from our Reading Resource Library. Explore these resources: [Activism Text Collection](#) and [Resource Guide](#)
- Explain to learners that argument writing is a type of writing written for the purpose of changing a person's opinions or beliefs, or making a call for action. This collection of texts will support writers by helping them use the ideas from the texts to write argument pieces that will promote self-discovery, self-empowerment, and finding their voice to express it. Have your learners spend some time reading texts or excerpts from the Activism reading collection or a topic of their choice. Argument writing goes beyond the "pros and cons" of something; it is meant to teach and persuade about a topic considering what the opposing view may think or believe.
- Encourage learners to submit their opinion pieces for publication.
- The structure of argument writing is based on:
  - Making a claim
  - Using evidence
  - Giving reasons
  - Thinking about the counterclaim (opposing side)
  - Stating a rebuttal (response to the opposing side)
  - [This article](#) from *Keys to Literacy* will give you more information about the structure of argument writing and how to support your writers.

### ◆ Activities to Build Writing Stamina for Argument Writing

A significant factor in building learners' writing stamina and fluency is giving them the time and space to write. Argument writing supports an understanding of what is happening in the world and can therefore make writing tasks seem more authentic and purposeful, as well as meaningful, for writers. Increasing the amount of time learners write also increases their ability to read. Here are some quick writing strategies or lessons to get your learners writing arguments every day!

- [10 Ways to Teach Argument Writing](#)
- [Create a Culture of Argument Writing in Your Classroom](#)
- Use authentic mentor texts such as documentaries, editorials, and blogs as exemplars for students
- Create [Anchor Charts](#)

- Explore [Britannica's ProCon](#) site for teachers
- "[Several Laps Around the Track](#)" – "Allow students to practice their skills, then repeat what they've learned and improve, then begin to move beyond form to larger understandings of the qualities of argument repetition retention. During one unit of study in argument, students might create 3-4 texts that represent different forms, but the similar understandings about the qualities of argument." (Read and Write Beside Them, Kittle).

## Informational Writing

- Consider using our Physical Health Collection from our Reading Resource Library. Explore these resources: [Physical Health Collection](#) and [Resource Guide](#).
- Explain to learners that informational writing is meant to inform or explain. Then, have your learners spend some time reading texts or excerpts from the Physical Health reading collection or a topic of their choice.
- [Explaining Why a Topic Matters](#) will provide you with mentor texts and writing opportunities that go with the topic of physical health. [About Student Writing Lessons from Yes! Magazine](#) will also support your writers with authentic writing experiences that they will connect to. When introducing your writers to informational writing, it is important to set a purpose and audience for them. Here are some other tips for teaching informational writing to your learners:
  - Demonstrate and model using mentor texts as well as your own writing
  - Create and use anchor charts
  - Give consistent and meaningful feedback
  - Provide opportunities for learners to share and receive feedback on their writing with each other
  - Provide structures such as graphic organizers and frames that will provide support to struggling writers

### ◆ **Activities to Build Writing Stamina for Informational Writing**

A significant factor in building learners' writing stamina and fluency is giving them the time and space to write. Informative writing is an integral part of everyday life. Therefore, learners must be given consistent, daily opportunities to write for a variety of purposes, as well as be given consistent, specific, and immediate feedback on their progress. Increasing the amount of time learners write also increases their ability to read. Here are some quick informative writing activities to get your learners writing every day!

The following activities have been taken from [LINCS Just Write! TEAL Guide](#).

- **Entry Slips:** Use before a lesson; check for prior knowledge or assumptions.
- **Crystal Ball:** Check for assumptions by asking, "What might happen next?"
- **Found Poems:** Get the gist. Have students rearrange something they've read or written without adding new words.
- **Awards:** Check for understanding. Nominate the most helpful, most important, most influential element of a content lesson.
- **Yesterday's News:** Check recall by asking, "What was the headline from last class?"
- **Take a Stand:** Get opinions out and discussed.

- **Letters:** Ask imaginary or real others for an explanation of their work, stance, or action.
- **Exit Slips:** Get closure with a summary or short list of what students learned.

## Memoir

- Consider using our All Stories Tell a Story collection from our Reading Resource Library. Explore these resources: [All Stories Tell a Story Collection](#) and [Resource Guide](#).
- Explain to learners that memoirs are a piece of writing about a specific memory, event, or time in a person's life. Then, have your learners spend some time reading texts or excerpts from the All Stories Tell a Story reading collection, which is collection of biographies, memoirs, and other literary nonfiction works.
- [Taking Student Memoir to Cultural, Creative, and Courageous Heights](#) and [The Power of Memoir: Unleashing Students' Experiences](#) will offer some insights to the benefits memoir writing can have for learners. [Teachers & Writers Magazine](#) will help you with a fun way to kick off memoir writing with your learners. In addition to the suggestions below, be sure to check out the Reading Resource Library Guides for additional information on activities to do with learners throughout these units.

### ◆ Activities to Support and Build Writing Stamina for Memoir Writing

- **Before Writing:**
  - Pre-teach vocabulary words writers may need to know such as:
    - **“memoir”** - a descriptive writing piece about a specific memory or moment in time
    - **“personal narrative”** - a piece of writing (usually told from a first person point of view) about a personal experience
    - **“first person point of view”** - a first-hand account of an experience told through writing, usually using “I” throughout the piece
  - Share [this video](#) of Stephen King offering advice for writers
  - Share [this link](#) of author Rick Riordan offering advice for writers
- **During Writing:**
  - Provide lots of mentor texts to show the art of personal narrative and memoirs
  - Give writers multiple opportunities to practice thorough various activities such as [six-word memoirs](#), a [vignette](#), or various [writing prompts](#)
  - Give writers multiple opportunities to put their drafts through the writing process
  - Give writers multiple opportunities for peer and instructor feedback. [This link](#) will outline lots of ways to offer students feedback opportunities.
- **After Writing:**

Provide meaningful and authentic ways for writers to share their published pieces. See some ideas in the writing process section above. In addition to those ideas, consider having writers share their memoirs and personal narratives through a class book — you could even do a book launch, or author's tea/luncheon.

## Effective Feedback

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- As stated throughout this guide, writers need constant, meaningful feedback to become better writers. [Provide Constructive Feedback](#) from LINCS will take you to more information about constructive feedback for writers. In addition, [this link](#) will take you to a list of high impact teaching strategies. Be sure to check out number eight, which is all about effective feedback.
  - **Finally, please review our additional writing resources (see below)** to explore writing prompts and more guidance on effective feedback.

## Additional Resources

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- [Visit our Reading Resource Library for more Writing Resources:](#)
  - Writing Engagement Activities
  - Providing Effective Writing Feedback
- [Reading Resource Library Instructor Planning Materials](#)
- [Anti-Racist and Anti-Bias Teaching Resources](#)
- [Six Traits of Writing](#)
- [Just Write! Teaching Excellence in Adult Literacy](#)
- [National Writing Project](#)
- [Essay Writing Map](#)
- [Compare and Contrast Chart Graphic Organizer](#)
- [Persuasion Map Graphic Organizer](#)
- [Peer Editing Checklist](#)