



# Strategies for Writing Standard #5

- 3-2-1
- Question Flood

**6<sup>th</sup> – 12<sup>th</sup> Grades**  
**History/SS and Science & Technical Subjects**

**Developed By:**  
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## 3-2-1

### Targeted Standards:

**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.9-10.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

This strategy provides a quick, structured way for students to give and receive feedback. The 3-2-1 prompt can be adjusted to suit the needs of particular students and specific assignments. Teachers have also found that using this strategy can help them streamline the feedback-giving process.

### Procedure:

1. Pair students to exchange their writing.
2. After students read a paper a peer's paper, ask them to identify:
  - 3 things that the writer did well
  - 2 next steps the writer could take to make the paper better
  - 1 question they have about the paper
3. As students give each other feedback, again remind them that your focus is broader than this specific writing. You are teaching "the writer, not the writing." Encourage peers to focus on each other's growth and persistence as writers.

You can vary this prompt to suit specific aspects of the writing journey. For example, students could be asked to identify:

- 1 thesis statement
- 2 arguments that support the thesis
- 3 pieces of evidence that support each argument

Or

- 3 transition words
- 2 sources cited properly
- 1 source that still needs to be cited

Students can record their responses on the essay itself, or on exit cards.

### Attachment/Resources:

### Reference/Research:

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

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To help students who have written underdeveloped first drafts, have students submit their drafts to a question flood.

### Procedure:

1. Take an underwritten piece of writing, and place it on an overhead, document projector or SMART Board.
2. Read the paragraph out loud so that students get the gist of it.
3. Give students some “think time.”
4. Read the paragraph out loud a second time. This time, as you read it, have students call out any questions they have.
5. Mark those questions on the text.
6. Once that is done, do a “think aloud” with the students to show them which questions you intend to answer and how you intend to answer them.
7. Model revising the paragraph in front of them.
8. Once students understand the technique, have them get into small groups (2-5 students per group) to exchange their own papers.
9. Have the students perform the “question flood” technique and revise their papers.

### Attachment/Resources:

Question Flood Example:

<https://jisfebruary2013.wikispaces.com/file/view/question-flood.doc/408083306/question-flood.doc>.

### Reference/Research:

Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse Publishers