

NARRATIVE
EXPOSITORY

QUICKWRITES

— individual
— pairs
— small group
— whole class

— warm-up
— before
— during
— after

Students use quick writing as they write in response to literature and for other types of impromptu writing. Students develop ideas, reflect on what they know about a topic, ramble on paper, and make connections among ideas (Tompkins, 2002).

Quickwrites require students to reach inside their minds and pull out something related to a prompt in order to put it on paper. They are informal and low-stress ways to jump-start the brain of each student, particularly those who may not share in a whole-class brainstorming session. They are a way for students to connect what they already know or just learned and to organize their thoughts enough to write them down.

MATERIALS

- ◆ a topic being studied
- ◆ 3x5 cards
- ◆ response log

STEP BY STEP

1. **Teachers model a quickwrite on chart paper, sharing their thoughts about the current topic of study.** This is also a time to model getting stuck and writing "STUCK" on the chart paper until a new thought surfaces.
2. **Students are presented with a question or prompt related to the text they are about to read.** Instruct students to write 5 minutes about whatever comes to their mind without worrying too much about organization and grammar. The topic should relate to the text in some way: connection to background knowledge; a controversial topic or question that relates to student life; explanations of content concepts or vocabulary; or predictions, summaries, inferences, and hypotheses.
3. **Students who require support due to limited background knowledge can be frontloaded with a mini-lesson, pictures, etc.** Be ready to provide students with a springboard example.

4. *Quickwrites can become a part of a student's journal and be used as a formative assessment tool.* They can be used as a Ticket-Out-the-Door, where each student writes a summary of the day's learning and hands it to the teacher as a way out of class. After a math teacher read his students' quickwrites on linear equations, he was able to plan instruction for a review that would focus students' practice and talk on:

- a. *solutions to an equation, and the method of solution*
- b. *linear combination*
- c. *substitutions*
- d. *graphic representations*
- e. *consistent, inconsistent intersection, union*
- f. *parallel and coincident*

5. *Quickwrites can be shared in small group discussion.* The group then selects one person to share out with the whole class.

SCIENCE: Nutrition

May 16, 2006
Jane Smith

Nutrition is very important to the human body. It is about good eating habits that are a part of your life and not an occasional experience. It is like eating fruit like apples and bananas. You can also eat bread because it is a grain, but my

GOVERNMENT: Vietnam

May 11, 2006
Joe Smikowski

1960's hippies with colored sunglasses and daisies. Weird clothing, leather with fringes, and long haired guys. Very bad war with no purpose. Vets came back disillusioned and felt unsupported by the American people. Nobody wanted to be drafted and guys

Zwiers, J. (2004). *Building Reading Comprehension Habits in Grades 9-12: A Toolkit of Classroom Activities*. Melano Park, CA: International Reading Association.