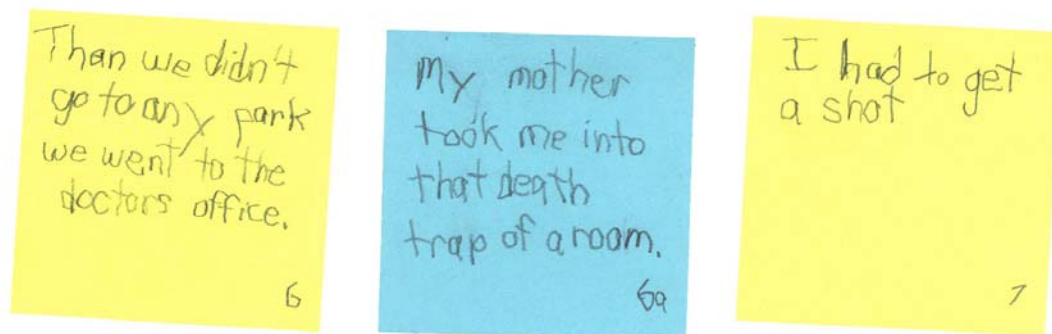


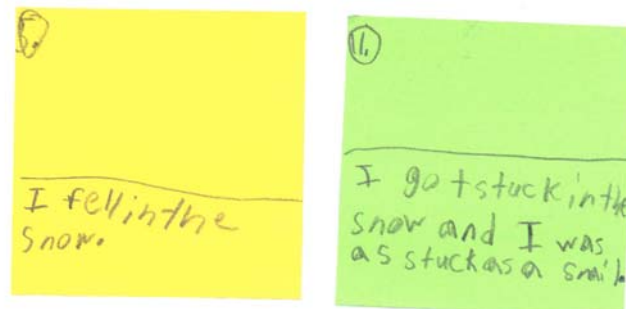
***Post-it*® Notes and the Writing Process** **A “Pre-Writing Revision” Conferencing Roundtable Technique**

Post-it® Notes cannot only be used as a brainstorming tool for writers, but as an aid in the pre-writing revision process. Prior to actually beginning writing, the writer is invited to sit with the teacher (or more experienced writer) and two-three classmates for a *conferencing roundtable*. The roundtable serves two important purposes: First, it provides advice to the writer as part of the brainstorming process, and second, it engages the conference “attendees” in discussion about revision and editing techniques. In effect, it shows the students what kinds of advice to offer one another during the writing process.

To begin the conference roundtable, the writer should come to the table with sticky notes arranged in chronological order. (To help keep things in order, it is strongly recommended that the *Post-it*® Notes be numbered.) At this point, missing details—determined by the teacher and the “attendees”—can be addressed by inserting additional ideas between notes. It might be helpful to use different colored notes for this revision technique. Also, inserted notes should be numbered as well (e.g., an insertion note between original note 3 and 4 should be numbered as 3A).



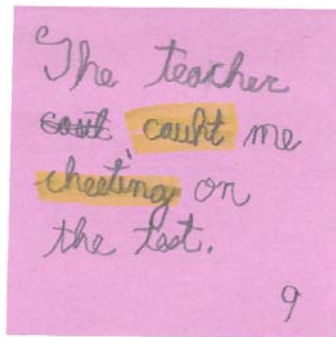
“Short” details can be developed by simply adding to the individual note, rewriting a note, or adding additional notes. One benefit of using *Post-it*® Notes for pre-revising and pre-editing is that the notes allow the writer an opportunity to examine a smaller portion of their writing at a time. This may help some writers to focus in on the details in their work. The teacher may ask questions to elicit more detail or point out details that need to be further developed and make suggestions to the writer. “Attendees” are also asked to contribute their ideas at this time. Contributed ideas are discussed and their merit is debated before any final decisions are made.



A Pre-Writing Editing Conferencing Roundtable Technique

Prior to making the first draft of a composition, students might be encouraged to identify, using a highlighter pen, words they think might be misspelled. Typically, writers, when examining their work in shorter sections, are better able to identify words that might not be spelled correctly. Normally, spelling is addressed later in the writing process. However, talking about possible spellings at this point may help those writers who tend to “block” their engagement in the writing process because they do not know how to spell words.

At this time, it is also useful for the “attendees” to help with spelling. The teacher acts as overseer in the discussion, aiding students in “stretching out” (using phonic encoding skills) the spelling of words and pointing out irregular spelling patterns (e.g., *gnawed*). Once again, all members of the roundtable benefit from the discussion. In essence, the roundtable is an opportunity for a mini-lesson.



The roundtable may also discuss word choice. For example, at this point other options for “said” might be reviewed. Discussions about homographs (*your* and *you’re*) might also take place. Again, to help students internalize the writing process, the teacher must model the kinds of revising and editing “behaviors” that should take place during the roundtable.