

Grade: 7	Strand: Writing	Concept: Using a writing prompt to generate text for revision and editing
Description of Task:	Students write continuously without breaks or corrections for 2-5 minutes (as determined by the teacher) on a given topic. Students discuss results and collaborate on a polished paragraph using the raw material generated in the exercise.	
Expectations:	<p>7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);</p> <p>7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;</p> <p>7e7 • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;</p> <p>7e8 • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;</p> <p>A number of specific expectations from the Grammar, Punctuation, or Spelling sections can also be addressed depending on the focus established by the teacher.</p>	
Software Type:	Word Processing	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> • Access and run a word processing program • Create a new file • Enter text using the keyboard • Use a spellchecker • Save and print completed work 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Review “Tips for Rapid Writing” handout with students. (See “Think Literacy” document referenced in Teacher Notes) 2. Remind them that they must type continuously until they are given the signal to stop. 3. Remind them that they will have a chance to review their work with partners after the initial exercise. 4. Suggest that students type the topic at the top of the page so that they may refer to it as they write. 5. After the rapid writing activity, ask students to work in partners to edit and revise their paragraph. This could be done on the computer, or students could print their “rapid writing” raw materials, and edit on paper. 6. For the editing and revising stages, you may wish to ask students to focus on specific grammar and/or punctuation expectations. 	

Teacher Notes:	<p>This activity is adapted from the “Generating Ideas: Rapid Writing” activity in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12, Ontario Ministry of Education</i> (pp. 98-100). It can be completed with a whole class in a computer lab setting, or with individual students at a classroom computer. If this is an individual activity, provide a timer for the student so he/she can work independently.</p> <p>Two instruction files have been provided for this activity: one uses a word processing program (Word Perfect), and one uses a concept mapping program (Smart Ideas).</p> <p>Students may save their work in their individual folders or in a class folder dedicated to rapid writing activities for comparison and further practice in revising, editing, and applying conventions correctly. As well, students may find that this exercise is a useful strategy for writing tests. Teachers can encourage students to write down points they remember about the subject before answering specific questions on a test to help them remember and refer to the information.</p> <p>When repeating this exercise, teachers may wish to vary the length of time students use to write.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students pick topic for next rapid writing activity • Whole class or small group discussion of topic • Teacher- or student-modeled editing and revising of rapid writing piece • Students handwrite final polished paragraph <p>Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/></p>
Assessment:	<p>Are students writing continuously throughout the whole exercise? (curriculum)</p> <p>Are students repeating themselves or are they using new ideas during the exercise? (curriculum)</p> <p>Are students' word counts increasing from one activity to the next? (curriculum)</p> <p>Are students able to apply conventions accurately when they revise and edit their work? (curriculum)</p> <p>Are students working cooperatively when they create their collaborative paragraphs? (learning skills)</p> <p>Are students effectively using the spellcheck function of the program? (ict)</p> <p>Teachers may use a rubric to assess students' abilities to apply conventions correctly</p> <p>a) when proofreading by examining their polished collaborative paragraphs to provide feedback for improvement (formative assessment) or</p> <p>b) by providing them with a pre-selected rapid writing sample and asking them to make any corrections individually (summative assessment).</p>