

**What's My Goal List (Step 1)**

Name \_\_\_\_\_

Ready, set, Goals! Let's use this to get started on setting some important writing goals. Begin by naming the type of assignment you are working on:

Subject: \_\_\_\_\_ Genre (fiction, non-fiction, persuasive, biography, autobiography

or another): \_\_\_\_\_ Title (if known): \_\_\_\_\_

**Project or Assignment Goals:**

Write down the teacher's goal for the assignment, or what the assignment was. (*Examples: write an essay about whales, write about someone famous, write a persuasive essay, etc.*):

Project Goal 1:
Project Goal 2:

**Name three accomplishments for yourself you'd like to realize when this is finished.** (Examples: finishing on time, perfect grammar and punctuation, getting an "A", making Mom and Dad proud.)

\_1 \_\_\_\_\_

\_2 \_\_\_\_\_

\_3 \_\_\_\_\_

**Brainstorm:** Finish one or two of the following statements:

*With this draft I will* \_\_\_\_\_

*With this writing I hope to* \_\_\_\_\_

*This draft will* \_\_\_\_\_

**Finish by writing down three accomplishments from above. Place a "\*" next to the one that you want to be your goal – or you can use all three!**

Goal 1:
Goal 2:
Goal 3:

**My Goals List for *Peer Coaching as Questioning* (Use this form for Step 1)**

Name \_\_\_\_\_

**Writers can use this to question their way to a goal. Peer Questioners may use this list to coach the Writer in developing their goals by asking the questions and adding more if needed.**

**1. What is the project or assignment goal?**

Provide details about the teacher's assignment to you:

**2. What do you want to accomplish within the project or assignment goal?**

**3. What are three questions you can write for this writing draft (i.e., How do I get published? What is perfect grammar? What makes good detail? What will make my parents proud? How will I earn an A?)**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**4. Answer the above questions:**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**5. Now, write down your goal or goals for this writing project using your answers above:**

Goal 1:
Goal 2:
Goal 3:

**Congratulations!** You've successfully completed Step 1 of Peer Coaching using the questioning method.

**What I Need Help With – (Use this form for Step 1)**

Name \_\_\_\_\_

**Begin by checking off an area of writing that this applies to:**

**Check  $\surd$  one genre:**

<b>Fiction</b>	<b>Non-fiction</b>
<ul style="list-style-type: none"><li>• Poem</li><li>• Story</li><li>• Novel</li><li>• Book Chapter</li><li>• Screenplay</li><li>• Other:</li></ul>	<ul style="list-style-type: none"><li>• Autobiography</li><li>• Biography</li><li>• Essay</li><li>• Persuasive essay</li><li>• Other:</li></ul>

**Directions:** Read your piece over carefully, and what you are struggling with or need help with. Check off the areas that apply.

I might need some help in the following areas:

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Introduction              | <input type="checkbox"/> Ideas      |
| <input type="checkbox"/> Beginning                 | <input type="checkbox"/> Detail     |
| <input type="checkbox"/> Ending                    | <input type="checkbox"/> Dialogue   |
| <input type="checkbox"/> Neatness                  | <input type="checkbox"/> Completion |
| <input type="checkbox"/> Characters (names, ideas) | <input type="checkbox"/> Length     |
| <input type="checkbox"/> Title                     | <input type="checkbox"/> Other:     |
| <input type="checkbox"/> Rhyming                   | _____                               |
| <input type="checkbox"/> Grammar and Punctuation   |                                     |

**Explain what it was like the last time you had trouble with one of the areas you checked – tell what assignment, the grade you received, and any other details:**


**Three-Two-One – Help is on the way!**

Read over all of your responses to pin it down to one area for help. Answer the following along the way for a three-two-one response:

**Three areas or things I need help with:**

1. State clearly what you want help with, using an “I” statements. Finish one of the questions:

- *Am I having trouble with...?*
- *Do I need to know what you hear when...?*
- *Am I not sure about...?*
- *Do I want help with...?*

**Clarification Questions *for* the Writer:** Responders write down any questions they have for the Writer:


**Clarification Questions *from* the Writer:** Writers write down any questions to ask the Responder on their draft. Examples: *What if I ended it differently? Is my beginning ok or can it be improved? If so how? Did I add enough detail?*


**Congratulations!** You've found some areas that you can use some help with, and you've told it to your fellow peer coaches by asking questions. Good work!

## Responder Peer Feedback Checklist

Name \_\_\_\_\_

Answer the following questions to know what feedback to keep track of for the Writer:

1. What is the Writer's goal is for this draft?

\_\_\_\_\_

2. What did the Writer's ask for help with?

\_\_\_\_\_

3. What was the Writer's feedback choice?

- a. 1 - Feedback on goals and what I want help with (my issue)
- b. 2 - "I heard" feedback only.
- c. 3 - "I liked" feedback only.

4. Write down 1 question about the Writer's goal: EXAMPLE: What made you set this goal?

5. Write down 1 question about the Writer's issue: EXAMPLE: Is this something you always have trouble with or is it just for this draft?

6. Write down 1 question about the Writer's feedback choice. EXAMPLE: Why did you choose number 3?

7. Select one of the "I liked" statements below to share with the Writer, or think of one of your own and write it down below:

- a. *I liked the way...*
- b. *I liked when...*
- c. *I liked it best when...*
- d. *I might try...*
- e. *Has this been tried...*
- f. *If it were me I might...*
- g. *I wanted to see (or hear) more...*
- h. *I heard how...*

My "I liked" statement: \_\_\_\_\_

Use these ideas only if feedback choice numbers 1 or 2 were chosen:

<b>Ideas and Craft</b>	<b>Grammar and Punctuation</b>
<ul style="list-style-type: none"><li>• Beginning/development of a topic with facts, definitions and details</li><li>• Descriptive details</li><li>• Conclusion</li><li>• Title</li><li>• Dialogue</li><li>• Character development</li><li>• Narration and character point-of-view</li><li>• Figurative Language</li></ul>	<ul style="list-style-type: none"><li>• Spelling</li><li>• Capitalization</li><li>• Use of commas and periods</li><li>• Linking words and phrases: <i>because, therefore, since, for example</i></li><li>• Use of nouns,</li><li>• Use of pronouns such as I, you, we.</li><li>• Use of verbs and making sure they all match</li></ul>

<ul style="list-style-type: none"><li>• Opinion</li><li>• Support for opinion</li><li>• Imagery and visualization</li><li>• Organization: beginning, middle, end/introduction, detail, conclusion</li><li>• Metaphors</li><li>• Similes</li><li>• Plot</li><li>• Facts and research</li><li>• Rhyme</li><li>• Problem and solution</li><li>• Setting</li></ul>	<ul style="list-style-type: none"><li>• Use of details such as adjectives and adverbs.</li><li>• Use of plurals and apostrophes</li><li>• Verb tenses such as <i>I walked; I walk; I will walk.</i></li><li>• Subject-verb agreement.</li><li>• Use of compound sentences.</li><li>• Sentence combining</li><li>• Introductory and time-order phrases such as “At first” and “Next” and “Finally.”</li></ul>
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**Other comments or notes:**

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**Clarification questions for this draft:**

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## Myself Feedback Checklist for the Writer

Name \_\_\_\_\_

Respond to the following to help decide what feedback to use, and what feedback to leave out. Follow these steps:

1. Write down 1 goal and 1 area of your draft that you want help with:


2. Read your piece silently.  
3. Re-read your piece aloud (it doesn't have to be in front of anyone).  
4. Write down what you changed after reading it aloud, or what you want to change:

Changes to make or suggestions for change:


5. Think what you like best about this draft and write that down:

I liked...


6. Write down the feedback from your peer that you found the MOST useful:

Suggestions I will use:


7. Write down the feedback from your peer that you probably will not use:

Suggestions I will use:


8. Complete the **Reflection for Writers** form and write down 1 to 3 more things to change:

More things to change:


9. Make changes to your draft using the feedback you have decided to keep.



**Before Coaching for Writers and Responders:** Use this checklist to prepare your draft for peer coaching – setting a goal, deciding on what you want help with, and making a feedback choice. \*\*If you are the Responder, use this to help the writer prepare his or her draft.

Name \_\_\_\_\_

**Check your feedback choice:**

1. \_\_\_\_\_ I want feedback on my writing goals only.
2. \_\_\_\_\_ I want "I liked" and "I heard" feedback only.
3. \_\_\_\_\_ I want feedback on everything - goals, issues, *I heard*, and *I liked*.

**Write down three things you might need help with:**

1
2
3

**Write down one goal for your draft:**

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**RESPONDERS:** Write down one question for the writer about the goal:

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**RESPONDERS:** .Write down one question for the writer about what he or she wants help with:

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**WRITERS:** Write down one question for your peer about your goal. Something like, *Does my goal make sense?*

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**WRITERS:** Write down one question for your peer coach about what you want help with. Something like, *Is this something you can help with?*

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**Summary Points:** Write down the most important ideas to mention when summarizing the draft:

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**During Coaching for Writers and Responders:** Use this checklist to keep working on your draft during peer coaching sessions. \*\*If you are the Responder, use this to help the writer prepare his or her draft.

Name \_\_\_\_\_

**Check your feedback choice:**

1. \_\_\_\_\_ I want feedback on my writing goals only.
2. \_\_\_\_\_ I want "I liked" and "I heard" feedback only.
3. \_\_\_\_\_ I want feedback on everything - goals, issues, *I heard*, and *I liked*.

**Write down two feedback areas that were helpful in the peer coaching session:**

1
2

**RESPONDERS:** Write down one question for the writer about the goal:

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**RESPONDERS:** Write down one question for the writer about what he or she received help with:

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**WRITERS:** Write down one question for your peer about your draft:

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**Summary Points:** Write down additional points or changes to mention in the next summary:

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**Question Starters to ask yourself or Responders ask Writers:**

- Is the draft closer to reaching its goal?
- Where is help still needed in this draft?
- Is there something else that you need help on in this draft? If so, what?
- Has the goal for the draft changed?
- Have you received enough help for your draft's issue?
- What feedback was most helpful?

**Comments for the Writer OR Questions for the Responder:**

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**Final Checklist and Rubric for Steps 1, 2, 3**

**Write** all of the goals and issues set for this draft by the writer.

**Write** down all of the goals that were met and issues that were resolved (help received):

**Questions** for the Writer or Responder to think about:

Use this rubric to check for spelling, grammar, expression of ideas and other areas of the final editing stages.

**\*\*Circle any areas that are incomplete or need more work.**

	Ideas and Content	Language and Usage	Spelling and Grammar
<b>5</b>	<p>Ideas are fully supported by the following:</p> <ul style="list-style-type: none"> <li>• Introduction and topic are stated clearly.</li> <li>• Details support the topics.</li> <li>• Reasons support opinions.</li> <li>• Linking words and phrases are used such as: <i>because, therefore, since, for example.</i></li> <li>• Conclusion is complete.</li> <li>• Dialogue and descriptions of character actions, thoughts, and feelings is used effectively.</li> </ul>	<p>Language is used properly and includes:</p> <ul style="list-style-type: none"> <li>• Use of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• Plurals</li> <li>• Verbs and verb-tense to include: <i>I walked; I walk; I will walk).</i></li> <li>• Subject-verb agreement.</li> <li>• Sentence structure such as compound sentences, no fragments or run-ons.</li> </ul>	<p>Spelling and grammar with proper capitalization, punctuation and spelling is used to includes:</p> <ul style="list-style-type: none"> <li>• Capitalization of titles.</li> <li>• Use of commas.</li> <li>• Use of quotation marks in dialogue.</li> <li>• Use of possessive nouns.</li> <li>• Spelling of high-frequency words</li> <li>• Adding suffixes to base words such as: <i>sitting, smiled, cries, happiness.</i></li> <li>• Use of appropriate reference materials such as dictionaries and thesauruses.</li> </ul>
<b>3</b>	<p>There were <b>some</b> errors in ideas and content. <b>A few</b> of the errors interfered with some understanding.</p>	<p>There were <b>some</b> errors in language use above. <b>A few</b> of the errors interfered with some understanding.</p>	<p>There were <b>some</b> errors in spelling and grammar above. <b>A few</b> of the errors interfered with understanding.</p>
<b>1</b>	<p>There were <b>many</b> errors in ideas and content above. Errors interfered with understanding and comprehension.</p>	<p>There were <b>many</b> errors in language use above. Errors interfered with understanding and comprehension.</p>	<p>There were <b>many</b> errors in spelling and grammar above. Errors interfered with understanding and comprehension.</p>