1. START DRAFTING

1. START



- Writers can goal set, self motivate, monitor, plan, regulate, and assess as they work.
- The **Stop and Stamp** strategy will SHOW these thinking moves explicitly as you begin and proceed in the writing process.

2. STOP

There are many reasons a writer might pause or stop.



Here are some checkpoints:

The writer is at a transitional point (i.e. after each paragraph written)
The writer hits a challenge, setback, or feels stalled
The writer had to stop and consult a resource (handout, textbook, is looking something up?, feels tempted to google an answer or consult AI). Why here? Why now? What other thinking strategies could we use? What people could we consult?
The writer had a subsequent 'break through' or 'a-ha' moment
The writer needed to stop and reread before continuing to draft



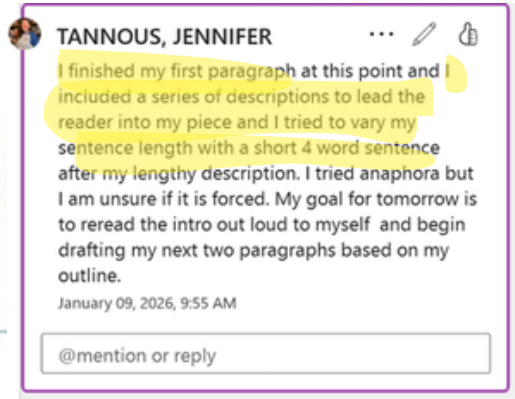
3. STAMP

Write a 2-part stamp:

1. **WHAT did you just accomplish?**

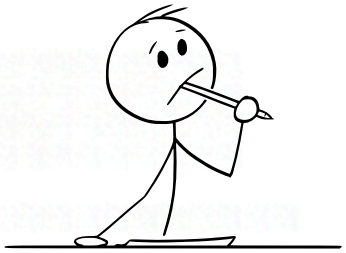
Write a 2-part stamp:

2. **HOW did I write this and WHY?**



YOUR WRITING THINKING

Central Bucks South WRITING CENTER



Why?

- Writers engage in the cognitive process
- Writers revise for growth
- Writers engage and respond to feedback
- Writers show persistence through challenges, setbacks, stalls, or failures

SENTENCE STARTERS

WHAT

I just finished . . . I just tried to . . . I just included . . . I just wrote a . . .

HOW and WHY

I used – in order to ---

I was able to --- so that ----

I developed my --- by ----

I supported ---- by ----

Feedback and rubric categories:

Cognitive Process- the quality of your stop and stamp reflection
Revision and growth- evidences of revision between stamps
Engagement and response to feedback- changes demonstrate reflective understandings
Persistence through challenge- stamps show effort through setbacks and students can identify problems and solutions forward