Writing Center Acrostic Puzzle

To solve this acrostic puzzle, first, enter the name of the writing center term in the white squares of the row of the answer table which corresponds to the letter of the term’s definition. Next, transfer the letters in this table to the acrostic grid, by writing the letter at each coordinate point in the box (or boxes) in the acrostic grid in which this coordinate appears. For instance, if the letter ‘S’ is in box A1 of the answer table, write an ‘S’ in every box in the acrostic grid which has ‘A1’ typed in it. Some of the letters in both the table and the acrostic grid have been provided for you to help get you started. When the puzzle is completed properly, you will be able to read a quotation from St. Martin’s Sourcebook for Writing Tutors (page 29), along with my thoughts on it, in the acrostic grid. The message will read across the grid, from left to right. Punctuation has been provided for you. Grey squares indicate the end of a word; if there is no grey square at the end of a row, the word will continue onto the next row, until a grey square is reached. Work back and forth between the answer table and the acrostic grid to complete the puzzle. Good luck!

- Trenton

A. tutoring strategy in which the tutor enables the client to complete a task by “controlling” elements beyond the client’s capacity, allowing for application to other similar tasks
B. language that facilitates the reader’s navigation of a text by reminding readers of the stakes of the text, and by forecasting what will appear later in the text
C. tutoring strategy which focuses on the multiple conflicts of a present moment, deviating from the pattern of the tutor commenting on the client’s writing
D. prewriting activity which facilitates the exploration of ideas by representing thoughts and word associations in a visual manner
E. pedagogical tool which provides a complex visual representation of one’s understanding of the connections between ideas
F. ______ concerns: elements of a piece of writing on the global level, such as thesis statement development, audience, purpose, and organization
G. ______ concerns: elements of a piece of writing not on the global level, such as sentence structure, syntax, grammar, and word choice
H. the process of identifying patterns in mistakes and helping the client to understand why those specific mistakes were made
I. tool which helps to distill each paragraph into its key points to determine whether the paper meets its goal, as well as to shed light on possible places for expansion
J. tutoring approach that entails asking somewhat open-ended questions in order to generate a dialogue that allows the client to arrive at the answers herself through systemic reasoning
K. ______ learning: approach to learning which entails carrying out physical activities in order to help process information
L. tutoring strategy which focuses on global concerns by having the consultant read out loud, then try to summarize what he has read and forecast what will come next, facilitating a dialogue between the consultant and client on how this summary and forecast varies from the client’s original intentions
M. the process of guiding the reader’s interpretation of the author’s own writing through elaborating on his own claims and explaining his intentions behind them
N. the sequence of changes in a piece of writing, those which are initiated by cues and occur continuously throughout the writing process