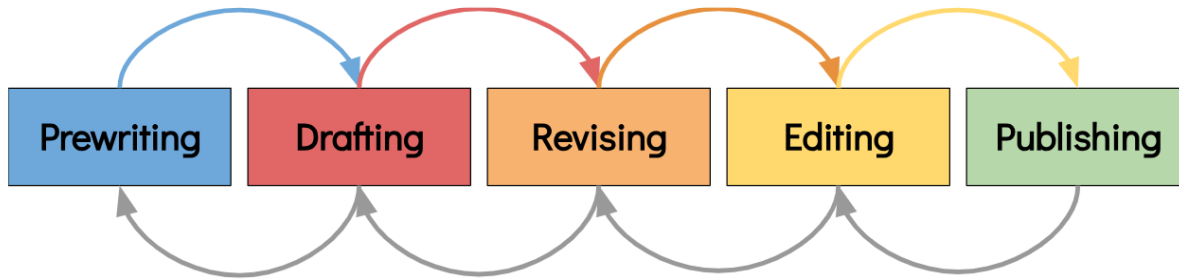


## GRADES 2-5

### THE WRITING PROCESS

The writing process helps students internalize a series of steps to follow in producing a finished piece of writing, but is in fact a recursive process in which all of these steps happen in a dynamic fashion. The components do not necessarily happen in a linear mode, but at any point in the process the writer can and will use any or all of the components. (Fountas & Pinnell, 2017)

There are five key phases of the writing process that should be explicitly modeled and monitored during writing instruction.



The Writing Process	
<b>Prewriting (Brainstorm or Plan)</b>	Students generate ideas for writing by gathering ideas on a topic, reading literature, creating webs, and/or story mapping.
<b>Drafting</b>	Students compose to get their ideas on paper without concern for rules. As the student becomes more independent, this writing should reflect their planning more and more. Written work does not have to be neat.
<b>Revising</b>	Revising is considered a composing tool that improves the content and message in a piece of writing. Students revise a piece of writing by rereading and adding or deleting details, improving word choice, and reconsidering the organization or flow of a piece.
<b>Editing</b>	Students reread the text and correct errors according to the standard convention of language: spelling, punctuation, and grammar. Students should be provided with an editing checklist that identifies a particular set of skills that increases with student proficiency.
<b>Publishing</b>	Students produce their final copy to discuss with the teacher and/or peers, then write a final draft.
	Students publish their written pieces. Authors convert their finished product into a final format to share with an audience. A piece is considered published as soon as it is shared with others. Formats may include creating stories into books or typing them on a computer. Celebrate the authors in your class!

## MINI-LESSONS

Mini-lessons can be categorized in four broad areas: organization, strategies, skills, and author's craft. This chart contains suggested mini-lessons. Refer to your curriculum guide to obtain the applicable standards.

<b>Organization (What to do)</b>	<b>Strategies (Composing)</b>	<b>Author's Craft (Written Expression)</b>	<b>Skills (Mechanics and Usage)</b>
<ul style="list-style-type: none"><li>• Rules and guidelines</li><li>• How to locate your materials</li><li>• How to help yourself when no one is available</li><li>• How to request a teacher conference</li><li>• How to respond to peers when they share</li><li>• How to use writing checklists</li><li>• How to set up your writer's notebook/journal</li></ul>	<ul style="list-style-type: none"><li>• How to match your words with your pictures</li><li>• How to use details to describe</li><li>• How to stick to a topic</li><li>• How to organize writing with a beginning, middle and end</li><li>• How to use illustrations to convey information</li><li>• How to use time order words</li><li>• How to create "mind pictures"</li><li>• How to use sensory writing</li><li>• How to extend a sentence with elaboration.</li></ul>	<ul style="list-style-type: none"><li>• How to use talk bubbles</li><li>• How to describe the setting</li><li>• How to describe the character</li><li>• How to create a good lead</li><li>• How to create a catchy ending</li><li>• How to use strong action verbs</li><li>• How to revise for word choice</li><li>• How to eliminate unnecessary or redundant information</li></ul>	<ul style="list-style-type: none"><li>• How to demonstrate directionality</li><li>• How to write in complete sentences</li><li>• How to use space between your words</li><li>• How to use capitalization</li><li>• How to use closing punctuation</li><li>• Subject and verb agreement</li><li>• How to use pronouns correctly</li><li>• How to edit for spelling</li><li>• How to use your resources to self-correct</li><li>• How to use editing marks</li><li>• Indentations</li></ul>

## INDEPENDENT WRITING

During this time, students work as writers (which may include time to write and time to investigate what they will write) while the teacher confers with individuals or small groups. It is important to establish the routines, expectations, and procedures to which students must adhere during this time of independent practice.

**Suggestions for specific classroom activities include the following:**

- Use diaries or journals to promote fluency in writing and to help students see writing as one means of self-expression
- Utilize personal narratives, interactive writing, and writing workshop techniques to help learners become comfortable with the craft of drafting, sharing, revising, and editing their pieces (Calkins, 1994, Fletcher 2001).
- Make the reading-writing connection by exposing learners to a wide variety of literary forms in reading and then provide opportunities for learners to construct their own forms to share with others
- Incorporate various writing assignments in cross-curricula study.