Writing Resource Guide

Learning to Write

Third through Eighth Grade

Kākau Mea Nui – Writing Matters Project

Aloha WEIS Teachers,

How do students become better writers? Researchers and practitioners have been diligently working to answer this question. *Writing Next* is a report from the Carnegie Corporation that identified 11 effective strategies to improve writing. This report has largely influenced the professional development activities and materials that have been created through the Kākau Mea Nui project. The teaching and use of writing strategies, a writing process approach, and summarizing are three elements from *Writing Next* that have been at the heart of the Waimanalo Elementary and Intermediate School and University of Hawai‘i partnership.

This Writing Resource Guide is a compilation of the many strategies that WEIS teachers have been introduced to over the last two years. The guide has been divided into four parts:

- **Learning to Write (K-2)** – Learning to Write (K-2) is divided up by the phases in the writing process. For each phase, there is an introduction and multiple writing strategies to support emergent writers in that phase of the writing process.
  
  *Note: A hard copy of this guide is being provided to all K-2 teachers.*

- **Writing to Learn (K-3)** - Writing to Learn (K-3) includes strategies to support writing in the content areas. For each strategy, there is an introduction with connections to the CCSS, a Quick Reference with the procedure and ideas for differentiation, and rubrics.
  
  *Note: A hard copy of this guide is being provided to all K-3 teachers.*

- **Learning to Write (3-8)** – Learning to Write (3-8) includes sections for each phase of the writing process. In each section, there is an introduction and multiple writing strategies to support student writers in that phase of the writing process. Most strategies include an explanation with connections to the CCSS and a Quick Reference with the procedure and ideas for differentiation.
  
  *Note: A hard copy of this guide is being provided to all 3-8 Language Arts teachers.*

- **Writing to Learn (4-8)** – Writing to Learn (4-8) includes strategies to support writing across the content. For each strategy, there is an introduction with connections to the CCSS, a Quick Reference with the procedure and ideas for differentiation, and rubrics.
  
  *Note: A hard copy of this guide is being provided to all 4-8 teachers excluding LA.*

The complete Literacy Resource Guide is available at [http://www.cds.hawaii.edu/writingmatters/](http://www.cds.hawaii.edu/writingmatters/)

This guide is a work in progress; there are pieces that will be improved and pukas that need to be filled. It is our hope that WEIS teachers will use this guide to continue to develop the writing skills of their students. Over the course of the 2013-2014 school year, we ask that teachers use the strategies found in this guide and provide the project team with constructive criticism and feedback to improve this resource. Additionally, we ask that teachers compile example lesson plans that include one or more of the strategies as well as student samples. The goal is to include these models in the final version of the Writing Resource Guide. Long after the Kākau Mea Nui team no longer has a presence at WEIS, new and experienced teachers will be able to use this Writing Resource Guide, filled with examples from their own teachers and students, to effectively teach writing, a skill that will benefit students in the classroom and beyond.

Mahalo,

Kākau Mea Nui Team

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Continuum of Teacher Support

Effective teachers scaffold children’s writing experiences. Teachers scaffold or support children’s writing as they demonstrate, guide, and teach. They also vary the amount of support they provide according to their instructional purpose and the children’s needs. The “Continuum of Teacher Support for Writing” outlines the continuum from the greatest amount of support to the least and includes information about what each level of support would look like in a classroom (e.g., who is doing the writing, the arrangement of students, and types of activities).
### A Continuum of Teacher Support for Writing

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<tr>
<th>What is it?</th>
<th>Modeled Writing</th>
<th>Shared Writing</th>
<th>Interactive Writing</th>
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<th>Independent Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher writes in front of students, creating the text, doing the writing, and thinking aloud about writing strategies and skills.</strong></td>
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<td>Teacher and students create the text and share the pen to do the writing.</td>
<td>Teacher and students create the text and share the pen to do the writing. Teacher and students talk about writing conventions.</td>
<td>Teacher presents a structured lesson and supervises as the students write. Teacher also teaches a writing procedure, strategy, or skill.</td>
<td>Students use the writing process to write stories, informational books, and other compositions. Teacher monitors students’ progress.</td>
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</tbody>
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<tr>
<th>Who writes?</th>
<th>Teacher</th>
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<td>Students</td>
</tr>
<tr>
<td><strong>How much support?</strong></td>
<td>The teacher does both the thinking and the writing.</td>
<td>The teacher and students do the thinking together, but the teacher does the writing.</td>
<td>The teacher and students share responsibility for doing the thinking and the writing.</td>
<td>The teacher provides the structure, but the students do the thinking and the writing.</td>
<td>The least: The students do both the thinking and the writing.</td>
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LEARNING TO WRITE: PREWRITING AND PLANNING

Preview
- Prewriting involves analyzing a writing situation, as well as generating, collecting, developing, and organizing ideas in preparation for writing.
- Learning specific prewriting strategies provides developing writers with a structure for approaching different writing tasks and, most importantly, lays the foundation upon which they build their writing lives.
- The CCSS require students to follow a plan-draft-revise writing process as early as second grade, although all students K-8 can use prewriting strategies to generate original text.

What is prewriting?

Prewriting involves collecting and organizing ideas in preparation for writing. Gail Tompkins (2008) writes, “Prewriting is the getting-ready-to-write stage.” Prewriting involves getting started with a topic, generating ideas and details related to the topic, and organizing those ideas in preparation for writing. This is the time when writers decide what they want to say and begin crafting how they want to say it. Getting started with a topic is often one of the most difficult tasks that writers face, and writers must know multiple ways to get started and develop their ideas. Free writing or journaling, reading about a topic, participating in discussions, drawing pictures, sequencing images, or creating graphic organizers are a few ways that writers prewrite.

Prewriting is usually the first stage in the writing process, but many writers return to prewriting when they draft and revise their work. Because writing is a recursive process, writers may return to prewriting at any point in the writing process. Prewriting does not end when drafting begins. The term prewriting describes the activities that writers do when collecting and organizing their ideas, and writers often return to prewriting strategies to brainstorm and develop their ideas even after the drafting process has begun. No matter the form prewriting takes or the point in the writing process that prewriting occurs, the focus of these activities is always to collect, develop, and organize words and ideas in preparation for writing.

Ideas, organization, and voice are at the heart of prewriting. Generating ideas, developing details, and organizing thoughts in preparation for writing hinge upon the writing task, purpose, and audience, but demonstrating audience awareness and interest in the topic are also important elements of prewriting. The form, purpose, and intended audience are important considerations that writers must take into account when they begin to craft a piece of writing: Writers generate, select, and develop ideas appropriate to the audience, task, and purpose of the message. Part of the prewriting process is pulling apart the writing situation and deciding how to approach it. Audience expectations and genre conventions may heavily influence the ideas writers include in a text and the way that the text is put together. Prewriting gives writers the opportunity to generate, select,
develop, and structure their ideas to meet the conventions of an established genre and the expectations of an intended audience.

**Why should students learn to prewrite?**

_Students need strategies for approaching different writing situations, including strategies for analyzing the writing situation and getting started with a topic_ (Writing Study Group of the NCTE Executive Committee, 2004). Graham and Perin (2007) report that teaching students writing strategies, including ways to approach a writing task, has a strong effect on the quality of students’ writing. Aside from summarizing, learning strategies for planning, drafting, revising, and collaboration had the greatest effect on students’ writing. Graham and Perin’s findings echo the National Council of Teachers of English (NCTE) Beliefs about the Teaching of Writing (2004), which states, “Students should become comfortable with prewriting techniques [and] multiple strategies for developing and organizing a message.” Writing is a complex, non-linear, problem solving process that engages students’ cognitive and creative faculties. There is no single path to quality writing that will work for all students, all the time, and in all circumstances; however, research shows that students need structure, sequence, and a repertoire of strategies to accomplish a writing task. Learning specific prewriting strategies provides developing writers with a structure for approaching different writing tasks and, most importantly, lays the foundation upon which they build their writing lives.

_The ways that writers approach a writing task depends on the purpose of the message._ The NCTE Beliefs about the Teaching of Writing (2004) explains, “The thinking, the procedures, and the physical format in writing all differ when writers’ purposes vary.” Writing the steps for a science experiment is different from writing a descriptive paragraph about a favorite literary character. As a result, the kinds of prewriting that students do in preparation for the task differ. Students may use a flow map to write the steps for the experiment and use the Bubble Map strategy to prewrite about their favorite character in a book. Because the kind of writing is different, the prewriting strategy and the thinking behind the writing are different. Prewriting prepares writers’ minds for the kind of thinking that a writing situation requires, allowing them to put their thoughts together and arrange them in a way that meets the conventions of the writing situation.

**How does prewriting fit into the Common Core?**

_Prewriting strategies can support reading literature and content area literacy._ The CCSS not only divides writing into categories, but the Standards also divide reading into categories. Students in Kindergarten through second grade are required to read fiction and non-fiction texts and study the structures and features of those texts. Being able to write in the genres implies an understanding of the genres themselves, and as a result, intense study of the features of each genre can teach students how to analyze a writing task, purpose, and audience. Prewriting strategies can help students dissect a text and understand its features. For example, students can use flow maps to sequence events from shared stories as a bridge to learning to write their own narratives. Learning to use a specific prewriting strategy combined with a particular genre (i.e., pairing flow maps with narrative writing) reinforces text structures and provides students with a go-to strategy for getting started with a writing task in that genre.
Students can prewrite in preparation for any type of writing. The CCSS divides writing into three broad categories: opinion, explanatory/informative, and narrative. Beginning in kindergarten, the Standards stipulate that students should produce text for each of these writing genres, receive feedback from peers, and make changes to their writing. The complexity grows with each grade-level. Beginning in second grade, students are expected to implement a plan-draft-revise writing process to generate an original text. In fourth grade, students are expected use domain-specific vocabulary to inform or explain a topic. And by eighth grade, writers should be developing their topic with relevant well-chosen fact definitions, concrete details and quotations. All of these expectations can be addressed in the prewriting stage.

Prewriting provides a non-threatening way to introduce sharing and conferencing into the writing process. The CCSS also requires that students receive feedback from teachers and peers to revise their writing (see Writing Standard 5) beginning in Kindergarten. Because responding to a fully formed draft is daunting for students, teachers in all grades can use prewriting (such as bubble maps, flow maps, What-Why-How) as a springboard to meet this standard and scaffold instruction so that students learn to talk with peers and teachers throughout the writing process. For example, students can begin the school year using the bubble map strategy to write descriptive paragraphs about something they did over the summer. As students finish prewriting with the bubble map, they share their maps with peers and/or the teacher. They explain their maps while their classmates and/or teachers ask questions about the topic, ideas, and details. After conferencing, students can consider their bubble map, revise, and then proceed to drafting. When students become more proficient readers and writers, they can transition into sharing their drafts with each other.
Prewriting Strategy Explanation: Bubble Map

What is the bubble map prewriting strategy? The bubble map is a prewriting strategy that can help students focus on a topic, generate ideas related to the topic, and develop supporting details. The strategy allows students to map the connections between related ideas and details, organize their thoughts, and prioritize ideas before they begin writing.

Why should teachers use the bubble map prewriting strategy? The bubble map strategy is very versatile and can support expository/informative writing as well as persuasive writing. Students can use the bubble map graphic organizer to brainstorm and develop ideas and details before moving on to the What-Why-How strategy. Teachers can scaffold the use of bubble maps based on students' ability levels. For example, some students may write one or two words in each bubble to plan their writing while others may write phrases or sentences. Additionally, some students may only add one or two details while other students may include all the ideas, details, and connections they can think of before paring it down when considering what to include in the What-Why-How form.

How can the bubble map strategy be used in the classroom? Students can use the bubble map strategy to plan writing in any of the content areas. As students become more familiar with the strategy, they can develop more intricate bubble maps with increasing complexity. Teachers can guide student in using bubble maps to craft short answer response in science or social studies or as a brainstorming strategy to get students thinking about a topic before crafting an essay response.

Bubble Maps and The Six Traits of Writing

Ideas. The bubble map strategy supports students as they generate and develop their ideas for a piece of writing. The bubble map strategy shows connections between related ideas and allows students to locate specific details related to a much broader topic.

Organization. The bubble map strategy gives students the opportunity to sort, categorize, and label their thoughts. Students organize a piece of writing as they group related thoughts together and draw lines to show connections. The strategy also allows students to see the hierarchy of topics, ideas, and details, which helps them prioritize their thoughts as they begin writing.

Voice. Students develop their writing voice as they select the ideas and details that are most important and arrange that information on a bubble map. Although assessing “voice” in a bubble map may not be appropriate, teachers can determine whether a student is well on his/her way to expressing their writer’s voice when the ideas included in the bubble map are original, thoughtful, appropriate to the task and audience, and expressive.
**Bubble Maps and the CCSS**

The Bubble strategy supports the Common Core Writing Standards in the writing of opinion/argument and informative/explanatory pieces in Language Arts and other content areas. See Figure 1.1 to view the CCSS addressed when using the Bubble Map prewriting strategy.

**Writing Standards 3-5**

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<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
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</table>
| **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.  
  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that list reasons.  
  b. Provide reasons that support the opinion. | **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
  a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
  b. Provide reasons that support by facts and details. | **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
  a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose  
  b. Provide logically ordered reasons that are supported by facts and details |
| **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  b. Develop the topic with facts, definitions, and details. | **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

**Writing Standards 6-8**

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td><strong>W.6.1</strong> Write argument to support claims with clear reasons and relevant evidence.</td>
<td><strong>W.7.1</strong> Write argument to support claims with clear reasons and relevant evidence.</td>
<td><strong>W.8.1</strong> Write argument to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>a. Introduce claims(s) and organize the reasons and evidence clearly.</td>
<td>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</td>
<td>a. Introduce claims(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
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</tr>
<tr>
<td><strong>W.6.2</strong> Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td><strong>W.7.2</strong> Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td><strong>W.8.2</strong> Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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</table>
and audience have been addressed. and audience have been addressed.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

<table>
<thead>
<tr>
<th>6th – 8th Grade</th>
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| **WL.6-8.1** Write arguments focused on discipline-specific content.  
  a. Introduce claims(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | **WL.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. | **WL.6-8.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
Bubble mapping is a versatile prewriting strategy that can support persuasive, expository, and informational writing across the content areas. This strategy helps students focus on a topic, generate ideas related to the topic, and develop supporting details. Using the bubble map strategy allows students to explore connections between related ideas and identify specific details in the context of a larger topic.

**Procedure**
- Identify a topic and write it at the top of a piece of paper. Draw a box or circle around it.
- Make a list of ideas about the topic. Choose the most important or most interesting ideas from the list.
- Write the ideas near the topic on the paper. Draw a box or circle around each one. Draw a line to connect each idea to the topic.
- Make a list details for each idea. Decide what is most important or most interesting from the list.
- Write the details near the idea they describe. Draw a box or circle around each detail. Draw a line to connect each idea to the correct detail.

**Differentiation**
- **Draw and Label Pictures** – Allow students to draw and label pictures in the bubbles.
- **Color Code** – Use one color to outline the topic, another color to outline the ideas, and another color to outline the details.
- **Model the Strategy** – Model the strategy for students before allowing them to practice independently.
- **Use Prompts** – Include prompts for the idea and detail bubbles to help get the creative juices flowing. Give fewer prompts for completing the bubble map as students learn the strategy.
- **Draw Bubble Maps by Hand** – Draw bubble maps by hand on blank paper.
- **Brainstorm ideas and details** - Use the bubble map to generate ideas before completing the What-Why-How.

**Example**

```
United States Government
  | Judicial Branch  | Legislative Branch  | Executive Branch  |
  | US Supreme Court | Applies the laws to cases | Congress | Makes the laws | President Vice-President & Cabinet | Enforces the laws |
```

**Topic**

**Idea**

**Detail**

What is the What-Why-How strategy? The What-Why-How is a prewriting strategy that guides students in the crafting of opinion or argument pieces. The strategy helps students clarify their opinion, identify reasons to support their opinion, and develop evidence to support each reason. Students establish the reasoning behind their opinion and connect evidence to their reasons through the use of the What-Why-How strategy.

Why should teachers use the What-Why-How strategy? Support. No argument can be successful without support. The What-Why-How strategy assists students in the development of a solid argument for their opinion through delineating reasons and strong, specific evidence to support the reasons for the opinion. The teaching of this strategy will give students a tool for the writing of a well-developed opinion piece.

How can the What-Why-How strategy be used in the classroom? This versatile strategy can be used to aid in persuasive and expository writing across content areas. It can be used to develop single paragraphs and/or multi-paragraph responses to a variety of questions. For example,

• Social Studies: Who is the greatest American figure of all time?
• Science: What is the best option for sustainable energy in your community?
• Music: What genre of music best represents you?
• Language Arts: What do you predict will happen next in the story?

If students are posed with a question that asks for their opinion about a topic, the What-Why-How strategy can be used to help them compose their response.

Scaffolding. Although students can use the What-Why-How strategy as a stand-alone prewriting strategy, it can also be used in conjunction with the bubble map strategy. Prior to completing the What-Why-How form, students can use the bubble map strategy to organize their ideas. These ideas can then be developed and transferred to the What-Why-How form as complete thoughts.

What-Why-How and The Six Traits of Writing

Ideas. The What-Why-How strategy assists students as they develop the ideas that support their opinion. Through using the What-Why-How strategy, students have to consider what they think, why they think it, and how they know it. These ideas and supporting details come together to form a solid supported opinion.

Organization. Trying to get another person to see things your way is challenging. Doing it in writing is even more so. The What-Why-How strategy helps writers to organize the ideas and details that support their opinion in a logical way. By having students make connections between the details that support their ideas and between the ideas which have led to the opinion, it sets students up to craft opinion pieces that make sense, “Here is what
I think, here is a reason why I think it, and here are some details to support my reason.” This organization supports the writer in constructing an opinion that the reader can follow.

**Voice.** A writer’s voice begins with the selection of the ideas and details that are most important to them and in how the writer decides to arrange that information. Although voice continues to be developed throughout the drafting and revision process, it is first established through thoughtful, unique ideas and details that capture the writer’s opinion and the audience’s attention.

**What-Why-How and the Common Core State Standards**
The What-Why-How strategy supports the Common Core Writing Standards in the writing of opinion/argument and informative/explanatory pieces in Language Arts and other content areas. See Figure 1.1 to view the CCSS addressed when using the What-Why-How prewriting strategy.

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| **W.6.1** Write argument to support claims with clear reasons and relevant evidence.  
  **a.** Introduce claims(s) and organize the reasons and evidence clearly.  
  **b.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | **W.7.1** Write argument to support claims with clear reasons and relevant evidence.  
  **a.** Introduce claims(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
  **b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | **W.8.1** Write argument to support claims with clear reasons and relevant evidence.  
  **a.** Introduce claims(s), acknowledge and distinguish the claim(s) alternate or opposing claims, and organize the reasons and evidence logically.  
  **b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| **W.6.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  **a.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.  
  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | **W.7.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.  
  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | **W.8.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.  
  **b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| **W.6.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **W.7.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how all purpose and audience have been addressed. |
| **W.8.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how all purpose and audience have been addressed. |

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8**

| **6th – 8th Grade** | **WL.6-8.1** Write arguments focused on discipline-specific content.  
**a.** Introduce claims(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
**b.** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | **WL.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
**a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful to aiding comprehension.  
**b.** Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. | **WL.6-8.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how all purpose and audience have been addressed. |
The What-Why-How is a prewriting strategy that helps students to clarify their opinion, identify reasons to support their opinion, and develop evidence to support each reason to craft a logically organized argument.

**Step 1. What do you think?**

Write one sentence stating your opinion. It can also be your main idea.

- **Focus** on something that you:
  - have a strong feeling about;
  - can describe in great detail;
  - think will interest your audience; and
  - think will be worth reading for your audience.


**Step 2. Why do you think it?**

The reasons you have to support your opinion.

- **Think** about your topic/opinion statement and brainstorm reasons why you feel the way you do about it.

Write the most important reasons you have to support your opinion statement in the “Why” column of the What-Why-How Strategy Form.

**Step 3. How do you know?**

The evidence, examples, or quote(s) you have to support each reason.

- **Identify** the evidence, examples, or quote(s) you have to support each reason in the “Why” column.

Write the evidence, examples, or quote(s) in the “How” column of the What-Why-How Strategy Form.

Your audience needs the evidence to understand your opinion.

**Three things to keep in mind as you develop your ideas.**

- **Purpose** – Why are you writing this?
- **Audience** – Why is it important to the audience?
- **Key words** – What are the important words that help you focus your thinking?

Use the completed What-Why-How Strategy Form to organize your ideas on the Essay Organizer Form.

# What – Why – How Strategy Form

<table>
<thead>
<tr>
<th>What do you think?</th>
<th>Why do you think it?</th>
<th>How do you know this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write <strong>one sentence</strong> that tells what you think.</td>
<td>Give <strong>reasons</strong> that tell why you think what you think. Why do I think this way?</td>
<td>Give <strong>examples</strong> to show what you think.</td>
</tr>
<tr>
<td>• What do you think?</td>
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<td>• What examples prove your thought?</td>
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</table>

1.  

2.  

3.  

Name ___________________________  Class ________  Date ___________  Period ____
# What – Why – How Strategy Form

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<th>What do you think?</th>
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| Write **one sentence** that tells what you think.  
*What do you think?*  
*What is the main idea of the paragraph?* | Give **reasons** that tell why you think what you think. Why do I think this way? | Give **examples** to show what you think.  
*What details describe what you think?*  
*What examples prove my thought?* |

1.  
   
   Transition sentence:

2.  
   
   Transition sentence:

3.  
   
   Transition sentence:
The Hook - (1 or 2 sentences) – A question or interesting facts about the topic to get your audience interested in your essay

In America in the 1950’s white children and African American children could not go to school together, eat at the same restaurants, or visit the same movie theatres.

Transition – (1 - 3 sentences) – Sentences that connect the hook to the thesis statement

In the story “Schools: Black and White,” Linda could not attend the school in her neighborhood with her friends. She had to go to a different school in another part of town because schools were segregated. Her father decided to fight back.


Because segregation is unfair, I predict that the Supreme Court decided to change the laws.

Restate your thesis statement – (1 sentence) – A different way to say your “What”

I predict that the Supreme Court reversed the laws that made segregation legal.

Summary – (1 or 2 sentences) – Summarize your “Why”s

It is unfair to segregate people based on race. For this reason, people challenged the “separate but equal” laws.

Final thoughts – (1 or 2 sentences) – A statement you want your audience to remember.

In my classroom today, there are many different races. We are all treated as equals.
Prewriting Strategy Explanation: Double Bubble Graphic Organizer

What is a double bubble? The double bubble graphic organizer is a prewriting strategy that can be used for comparing and contrasting two things. It is a hybrid of the bubble map strategy and a Venn diagram. The strategy provides students a method for considering the similarities between two ideas or concepts as well as identifying what makes each unique or different from the other.

Why should teachers use the double bubble graphic organizer? Comparing and contrasting information requires students to think at a higher level. Rather than just gathering information, students have to consider the information and analyze how it relates to one or both of the concepts in the double bubble graphic organizer. This organizer can be used in any class or lesson that requires student to compare two things, ideas, cultures, concepts, etc. The flexibility of this strategy allows students to add an unlimited number of similarities and differences. Additionally, the visual nature of this organizer encourages students to make points and counterpoints for contrasting ideas.

How can the double bubble graphic organizer be used in the classroom? Students are asked to make comparisons in just about every subject area across grade levels. Students can use the double bubble strategy to compare forms of government in social studies, types of polygons in math, or comets and asteroids in science. Language arts teachers can ask students to compare two characters, two books, or two themes. The double bubble strategy can also be used to assist students in the writing of original compare and contrast pieces for informative/explanatory purposes. Any time students are asked to compare two things, the double bubble strategy will assist students in analyzing the information gathered about each of the things.

Double Bubble and The Six Traits of Writing

Organization. The double bubble strategy gives students a way to collect and analyze their thoughts before writing a draft. The structure of the strategy allows students to group similarities and differences in an organized way providing a loose structure for the drafting of a compare/contrast piece (e.g. details unique to idea #1, details unique to idea #2, and similarities between ideas #1 and #2).

Ideas. The ideas trait focuses on the content of a piece. The double bubble graphic organizer provides students a platform for getting their ideas and supporting details about the topic down on paper. Students have to consider each thing in the double bubble individually to determine what makes each unique and find the similarities the things share. They also have to prioritize the information they have gathered to determine what ideas are worthy of being included in the graphic organizer.
**Connecting the double bubble and the CCSS**

The double bubble graphic organizer asks student to compare and contrast two things. When teachers encourage students to use the double bubble to make comparisons, then the following CCSS may apply:

**Writing Standards 3-5**

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.3.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td><strong>W.4.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td><strong>W.5.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>b. Develop the topic with facts, definitions, and details.</td>
<td>a. Introduce a topic clearly, provide a general observations and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td><strong>W.3.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td><strong>W.4.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td><strong>W.5.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
</tbody>
</table>

**Writing Standards 6-8**

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<tbody>
<tr>
<td><strong>W.6.2</strong> Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<td>a. Introduce a topic; organize ideas, concepts, and information, using</td>
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strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

6th – 8th Grade

**WL.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**WL.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WL.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Double Bubble Prewriting Strategy
Quick Reference

The double bubble is a prewriting strategy that can support informative/explanatory writing, specifically with compare/contrast pieces, across grade levels and content areas. This strategy helps students take information gathered about two topics and analyze it to identify similarities and differences. Using the double bubble strategy allows students to organize information to craft logical compare/contrast writing pieces.

**Procedure (using template)**
- Identify two topics to compare and contrast. Write one in each of the topic boxes.
- Gather information about each of the topics.
- Identify information that is unique to Topic 1. Select the most important or interesting differences. Write one in each bubble under “Topic 1 Differences.”
- Identify information that is unique to Topic 2. Select the most important or interesting differences and counterpoints. Write one in each bubble under “Topic 2 Differences.”
- Identify information that is the same for each topic. Select the most important or interesting similarities. Write one in each bubble under “Similarities.”

**Differentiation**
- **Model the Strategy** – Model the strategy for students before allowing them to practice independently.
- **Scaffolding** – Have students complete individual bubble maps for each topic. Identify the similarities and differences. Then combine the two bubble maps into the double bubble.
- **Color Code** – Use one color for Topic 1, another for Topic 2, and a third color for the similarities.
- **Flexibility** – Use of structured double bubble template with a set number of bubbles for similarities and differences or allow student to add as many bubble as they need.
- **Draw Double Bubble by Hand** – Draw the double bubble by hand on blank paper.

**Example**

**Topic 1 Differences**
- Made of ice and dust
- Has a tail
- Elongated orbital pattern

**Similarities**
- Comets
- Made of rocky material
- Formed 4.5 billion years ago

**Topic 2 Differences**
- Asteroids
- Made of metals
- Formed closer to the sun
- Circular orbital pattern
Double Bubble
A Compare/Contrast Organizer

Topic 1 Differences

Topic 1

Similarities

Topic 2

Topic 2 Differences
Prewriting Strategy Explanation: Flow Map Graphic Organizer

What is a flow map? The flow map graphic organizer is a prewriting strategy that can be used for sequencing events in narratives or steps in a procedure. The strategy teaches students to put information in sequential order, retell steps or events in a narrative or procedure, and expand upon individual steps or events in a narrative or procedure.

Why should teachers use the flow map graphic organizer? The flow map graphic organizer is a versatile prewriting strategy that can be used across the content areas in any class or lesson that requires students to understand a process or retell a series of events. Students can use the flow map to write summaries of a process or story, or they can use the flow map to plan original narratives.

How can the flow map graphic organizer be used in the classroom? The flow map graphic organizer can be used across the curriculum to show the steps in a process or put events in order. For example, students can use the flow map to show the water cycle in science, a timeline of historical events in social studies, or steps for making a vase in ceramics. Math teachers can use the strategy to break down the steps in solving a problem. The strategy is versatile, and it can be incorporated into any lesson in which students learn a process or story.

Language Arts teachers may find the strategy particularly useful for retelling stories and writing narratives. Using the Draw-Label-Caption strategy with the flow map is one way to scaffold instruction and pull out more details and descriptions. For example, students can draw, label, and caption the major events in a story, put images from a story in order and then explain what the images show, or use the flow maps to plan original narratives.

Flow Maps and The Six Traits of Writing

Organization. Flow maps provide a skeletal structure for writing a process or narrative. Once students place events in order, they can begin to elaborate on those events and tie them together with transitional words and phrases. In this way, flow maps provide a natural beginning, middle, and ending to a procedure or narrative piece.

Ideas and Voice. Narrative writing is one genre that lends itself to developing the students’ ideas and writers’ voices. Deciding the most important events in a narrative and putting those events in order not only demonstrate that students are aware of their audience, but it also shows what students find most interesting or most valuable in an experience. Providing instruction for students to add thoughts and feelings about events in a narrative flow map is one additional way that teachers can support students developing their writers’ voices.
Connecting Flow Maps and the CCSS

The flow map graphic organizer teaches students to put events and steps in order.

When teachers encourage students to use the flow map to sequence events in a text or process, then the following CCSS may apply:

**Writing Standards 3-5**

<table>
<thead>
<tr>
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| **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
  c. Use temporal words and phrases to signal event order.  
 | **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  c. Use a variety of transitional words and phrases to manage the sequence of events.  
 | **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  
 |
| **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
 | **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
 | **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
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**English Language Arts Standards 3-5**

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| **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
 | **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
 | **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
 |
| **RL.3.3** Describe characters  
 |  
 |  
 |
in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information from the text.

**Writing Standards 6-8**

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| **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
| **W.6.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning. | **W.7.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning. | **W.8.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning. |
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

6th – 8th Grade

Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
Flow Map Graphic Organizer Prewriting Strategy
Quick Reference

The flow map graphic organizer is a prewriting strategy that can be used for sequencing events in narratives or steps in a procedure. The strategy teaches students to put information in sequential order, retell steps or events in a narrative or procedure, and expand upon individual steps or events in a narrative or procedure.

Procedure
• Identify the name of the process or story. Write it at the top of a piece of paper.
• Identify the first step in the process or the first event in the story. Write it on the left side of the page. Draw a box around it.
• Identify subsequent steps in the process or events in the story. Write each one on the page. Draw a box around each one.
• Decide the best way to order the steps or events (first, second, third).
• Draw arrows to connect the steps or events in the order in which they occurred.

Differentiation
• Include Students’ Experiences – Draw flow maps to show events that take place in students’ lives, such as classroom routines or events.
• Draw and Label Pictures – Allow students to draw and label pictures in the flow map.
• Color Code – Use one color to outline each stage or event in the sequence and another color to outline sub-stages.
• Temporal Words – Add space in the graphic organizer for students to write temporal words (first, next, then, last).
• Sub-Stages – Include sub-stages in flow maps as students become comfortable using the strategy.

Example – Entering the Classroom

First, Line up outside the room
Wait for the teacher to send us in

Then, Go quietly to my desk and sit down

Last, Begin the “Do Now”

Temporal words signal event order
Sub-stages in the sequence
Stages or events in the sequence
Science – Use flow maps to show cycles or steps in an experiment.

Purpose
Flow maps can be used across the content areas to show a sequence of events or steps in a process. The strategy is versatile, and it can be incorporated into any process-based learning experience. Teachers and students may use flow maps to compare words; visualize the problem solving process; and summarize a process, cycle, or event.

Social Studies– Use flow maps to make timelines of important events in history, students’ lives, and/or the community.

Vocabulary Building – Use the flow map to show comparisons and degrees of words.

Reasoning – Use flow maps to show the steps for solving a problem.

I am thinking of a number between 30 and 35. The number is odd. The number is prime. What is the number?
Writing Narratives with Flow Maps
Quick Reference

Narrative Structure
One of the primary ways to teach young children to write narratives is to help them recognize the way stories are put together. This process not only involves recalling details from the story, like the characters and settings, but it also involves plot structure. Teachers can use the flow map to dissect the structure of stories in order to help children recognize the way narratives are put together. As students begin to recognize the plot structures that other authors employ, they are one step closer to writing their own stories.

Example – The Lion, the Witch, and the Wardrobe with Rising Action, Climax, Falling Action

The Witch murders Aslan, who offered his life in place of Edmund.

Aslan returns to Narnia and breaks the Witch’s spell. Edmund must forfeit his life, according to the Old Magic.

Aslan comes back to life and joins the battle against the White Witch.

The White Witch is defeated. Aslan names Peter, Susan, Edmund, and Lucy rulers over Narnia.

Peter, Susan, and Lucy set off to find Aslan to break the Witch’s spell and free Tumnus. Edmund betrays his brother and sisters to the White Witch.

Peter, Susan, Edmund, and Lucy go to Narnia and find that Lucy’s friend, Mr. Tumnus, has been taken prisoner by the White Witch.
Sequencing Narratives with Flow Maps
Quick Reference

Sequencing Narratives with Flow Maps Teach students to use pictures from shared stories to sequence and retell events from the story. A flow map provides the structure for students to learn to put events in order. Teachers can add temporal words to the flow map to signify what happened at the beginning, middle, and end of the story. Simplified versions of flow maps can be used for younger students, while more detailed flow maps, like the one pictured below, can be used for older students.

Example – The Lion, the Witch, and the Wardrobe
Directions: Use the pictures below to tell The Lion, the Witch, and the Wardrobe in your own words.
LEARNING TO WRITE: DRAFTING

Preview
- Drafting involves pouring ideas onto paper in the form of drawings, sentences, and paragraphs.
- Children can study the craft of other writers and genre conventions to learn how to structure texts.
- Young writers benefit from learning strategies for getting started on a draft.

What is drafting?

The term “drafting” describes the act of compiling ideas and putting them on paper. Drafting involves pouring ideas onto paper. For emergent writers, drafting may occur in the form of pictures and/or letters; for developing and experienced writers, drafting may occur in the form of putting words into sentences and organizing sentences into paragraphs. At this point in the process, writers attend to the content of their writing—continuing to develop ideas, organizing ideas into a logical progression, as well as crafting sentences and selecting effective words. Freewriting or journaling, translating prewriting into sentences and paragraphs, and putting ideas in order are all part of drafting.

Drafting may occur after prewriting, but many writers fluctuate between prewriting, drafting, and revising as they compose texts. Drafting does not begin when prewriting “ends” or when “revising” begins. The focus of drafting is to pour ideas onto paper, to write what needs to be written. The approach that each writer takes during drafting may be different, and it is also worth noting that the same writer may take different approaches to different writing tasks. Writers may return to prewriting or jump to revising as they draft. No matter the form that drafting takes or point in the writing process that drafting occurs, the focus of drafting is to put ideas onto paper in some structured way.

Ideas, organization, voice, word choice, and sentence fluency are at the heart of drafting. Putting ideas together, organizing ideas in the best order, experimenting with words, and developing topic sentences and conclusions are all part of drafting. Children can learn different ways to approach a writing task by studying the craft of other writers. When children read to uncover the craft of other writers—when children read as writers—they ask and answer questions about the way an author has structured a text, why the author used different words, how the author began sentences, and so forth. Children can then begin to understand the rhetorical, intentional choices that authors make, and from there, children can begin to experiment with language in similar ways. Studying the ideas, organization, voice, word choice, and sentence structure from other writers can help young writers learn how to structure and present their message in different ways, whether sticking to or breaking free from generic convention.
Why should children learn strategies for drafting?

Young writers benefit from learning multiple strategies for drafting. In the same way that children benefit from learning different prewriting strategies, they also benefit from learning strategies for drafting texts appropriate to purpose, task, and audience. A personal narrative is different from a book report. Even though children may do either of these assignments in a language arts block, the way that these types of texts are put together and the purpose that they accomplish are entirely different. Similarly, a procedural explanation of a science experiment is different from a descriptive observation of a science experiment. The task, purpose, and intended audience for a text may influence the way that writers plan and draft. For this reason, learning specific strategies for planning and drafting different types of texts can help young writers learn genre conventions and meet the expectations of readers. In addition, learning these drafting strategies gives children experience manipulating the structure of sentences and paragraphs, teaching them where information is usually located within certain kinds of texts, which can support reading comprehension in all of the content areas.

How does drafting fit into the Common Core?

Drafting strategies can support reading literature and content area literacy. The CCSS requires students to write opinion, explanatory/informative, and narrative texts. Through intense study of each genre, children can begin to learn distinctive features and structure of texts from multiple genres. Reading as a writer means reading to understand how the author put the text together, which involves questioning the way the author organized and presented ideas, the words that the author selected, the way that the author crafted sentences, and (in some cases) the way an author used conventions to make an impact (i.e., using an exclamation mark to show excitement). When children read as writers, they learn to dissect the salient features of different types of texts and how to integrate those features into their own writing. Drafting strategies, like the paragraph hamburger and Transition-Action-Details, can help students get started with an idea for writing, learn genre conventions, and experiment with genre conventions in their own writing.

Drafting provides an opportunity for students to share and conference with one another and with the teacher. The CCSS requires that children receive feedback from teachers and peers to revise their writing (see Writing Standard 5) beginning in Kindergarten. Another benefit of learning to read like a writer is that children learn how to question each other about their writing at a deeper level. For example, a second grade class might study the organization of a social studies article in the Weekly Reader. Children learn to question the way that the text is put together, looking for the introduction, topic sentence, supporting sentences, and concluding sentences or section. In the next writing assignment, the teacher may focus on the organization writing trait and develop questions for students to ask one another in writing conferences related to the organization trait based on the class discussion of the Weekly Reader article. In this way, students not only learn the features of an informative text, they also learn how to integrate those features into their own writing and discuss those features in the context of a writing conference. If teachers integrate talking into the writing process early (perhaps beginning by
encouraging children to talk to each other about their prewriting), then transitioning to sharing drafts becomes much easier.

**Strategy Explanation: Transition-Action-Details (TAD)**

*What is Transition-Action-Details (TAD)?* Transition-Action-Details, or TAD, is a drafting strategy that helps writers sequence events. This graphic organizer provides students space to describe what happened, supply a reaction or details about what happened, and use temporal words to signal event order. TAD can be used as a during or after reading activity to help students summarize the main points in a text, or it can be used to help students draft original texts, such as procedures, explanations, or narratives.

*Why should teachers use the TAD drafting strategy?* Opportunities to write event sequences come up all the time in school. Students talk about what they did over the weekend, they describe how they solved a problem, or they retell a story that they read. The TAD organizer provides a structure for putting sequences together and can be combined with prewriting strategies to make the transition from prewriting to drafting easier.

*How can the TAD strategy be used in the classroom?* Because students have multiple opportunities to write sequences in school, the strategy can be used across the content areas. Teachers may use TAD to summarize shared stories in social studies or reading; however, teachers may also use TAD to prompt students to write procedures in science or step-by-step (how-to) explanations for solving problems. As students become comfortable using the strategy, they can use it to write original fiction and non-fiction narratives.

**Transition-Action-Details and The Six Traits of Writing**

*Ideas.* TAD encourages students to develop multiple details related to one event in a sequence, making the content of their writing more interesting and engaging. In addition, the strategy helps students see the connections between events.

*Organization.* Aside from drawing out more details and descriptions (which may lead students to write longer, more developed texts), TAD helps students learn how to structure a sequence of events and use transitions consistently.

*Voice.* Young writers may choose to tell a story by relating what happened first, second, and so forth. As students grow as writers, they may begin to play with the way they organize a text. Students develop their writers’ voice by showing their awareness of the power of their words to impact their readers. With the TAD strategy, students demonstrate audience awareness by arranging events in new, surprising ways and developing strong details. Learning to organize events in different ways (i.e., flashbacks, dream sequences) comes through reading texts that play with organizational techniques and integrating these techniques into one’s own writing. TAD gives students a structured space to do just that.
**Word Choice.** Students show that they are developing their word choice when they experiment with words gathered from conversations or other authors to craft their sentences. The TAD organizer can support students as they learn to use precise and accurate words, because the organizer provides a space for students to develop details, transitions, and actions.

**Connecting Transition-Action-Details and the CCSS**

**Narrative Writing.** Transition-Action-Details helps students sequence events for writing procedures, explanations, or narratives. When teachers use the TAD drafting strategy to teach students how to read and write narratives, the following CCSS may apply:

**Writing Standards 3-5**

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.3.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<tr>
<td>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
<td>b. Use dialogue and description to develop experiences and events or show the response of characters to situations.</td>
<td>b. Use dialogue and description to develop experiences and events or show the response of characters to situations.</td>
</tr>
<tr>
<td>c. Use temporal words and phrases to signal event order.</td>
<td>c. Use a variety of transitional words and phrases to manage the sequence of events.</td>
<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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</table>

**English Language Arts Standards 3-5**

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<th>3rd Grade</th>
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<th>5th Grade</th>
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<tbody>
<tr>
<td><strong>RL.3.2</strong> Recount stories, including fables, folktales, and myths from diverse cultures; determine the</td>
<td></td>
<td><strong>RL.5.5</strong> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall</td>
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<tr>
<td>RI.3.3</td>
<td>RI.4.3</td>
<td>Writing Standards 6-8</td>
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<tr>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information from the text.</td>
<td><strong>6th Grade</strong> <strong>7th Grade</strong> <strong>8th Grade</strong>  <strong>W.6.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <strong>a.</strong> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <strong>b.</strong> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  <strong>c.</strong> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  <strong>W.7.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <strong>a.</strong> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <strong>b.</strong> Use narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and/or characters.  <strong>c.</strong> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8</td>
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<tr>
<td><strong>6th – 8th Grade</strong></td>
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<tr>
<td>Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</td>
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</table>
Transition-Action-Details (TAD) Strategy
Quick Reference

Transition-Action-Details, or TAD, is a drafting strategy that helps students organize a sequence of events into a paragraph or series of paragraphs. The strategy provides an internal structure for narratives or procedures. In addition, this drafting strategy may be combined with other strategies to help young writers organize their ideas and develop details. The organizer also useful for helping students to remember to add transitions and details to their writing.

**Procedure**

1. Divide your paper into 3 columns. Label the first column “Transition,” the second “Action,” and the third “Details.”
2. Write one sentence about what happened first in the first box of the “Action” column. Add a additional sentences about what happened first in the “Details” column.
3. Continue filling in the “Action” and “Details” columns for all the events in the sequence.
4. Go back to the first box of the transition column and write a simple transition to introduce the first action.
5. Continue adding transitions for each action as appropriate.
6. Read the completed TAD organizer as a completed draft. Make sure the ideas and details are presented in the best order.
7. Transfer the information from the TAD organizer into a draft.

**Differentiation and Extension**

- **Write in the Content Areas** – Use TAD to write procedures, explanations, and sequences in science, math, history/social studies, and literature.
- **Model the Strategy** – Use TAD to summarize major events in shared stories before teaching students to use it to write their own narratives.
- **Develop Multi-paragraph narratives** – Every level of the TAD organizer can become a paragraph when students develop details and descriptions into longer sentences.
- **Add Introductions and Conclusions** – Challenge students to revise their initial draft from TAD with topic sentences, hooks, and conclusions.
- **Revise Word Choice** – Encourage students to find one or two “ordinary” or “overused” words and replace them with “sparkle” words.
- **Color Code** – Write (or outline) level 1 transition, action, and details with one color; level 2 transition, action, and details with another color, and so on, to group related transition, action, and details.

**Assessment**

- **Six Traits of Writing Analytic Rubric** – The “Organization” portion of the six traits rubric may be useful for teaching and assessing the TAD drafting strategy.

<table>
<thead>
<tr>
<th>Transition</th>
<th>Action</th>
<th>Details</th>
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</table>

Kākau Mea Nui 2013
Strategy Explanation: Tell-Show

What is the Tell-Show Strategy? The Tell-Show strategy is ideal for helping student add rich, descriptive detail to narrative and informative/explanatory pieces of writing. A paragraph with showing details helps the audience to visualize the scene being described by the writer. This strategy directs students to take simple “telling” statements and expand and develop them into “showing” statements that create vivid images in the reader’s mind.

Why should teachers use the Tell-Show drafting strategy? Effective and interesting narrative and expository pieces paint pictures through precise, descriptive words that allow the reader to visualize what is being read. To develop student writers, teachers can use the Tell-Show strategy to guide students in transforming simple statements into rich, descriptive details. Through the use of the Tell-Show strategy students consider an idea from their prewriting and elaborate on it to create narrative and expository works that capture and hold the audience’s attention. Students have to consider the words they choose carefully and explore the use of literary devices, like metaphors and similes, to move from “telling” statements to “showing” prose.

How can the Tell-Show strategy be used in the classroom? Because narrative pieces are about telling a story, painting a picture for the reader to see, they lend themselves to the use of the Tell-Show strategy. Using model texts is an excellent way to demonstrate the power of “showing.” Teachers can select a sample passage and discuss with students what the writer did to create a picture in the reader’s mind. Then, teachers can ask students to pick one important moment from their own story to develop. Being selective is key, if the writer described everything excessively the text would become too long and likely boring.

Informative/explanatory text can also be enriched through the use of the Tell-Show strategy. Consider a topic like ancient Egypt, a Wikipedia explanation would provide all the relevant facts where as a National Geographic article would likely paint a vivid picture of the era of the pharaohs. Again model text can be used to assist students in seeing and hearing the difference from “telling” to “showing.”

Tell-Show and The Six Traits of Writing

Ideas. The ideas trait includes the use of relevant anecdotes and details that enrich the piece of writing. The Tell-Show strategy helps students to enhance their writing by generating quality, original details and specifics that hold the reader’s attention and contribute to a clear and focused paper.

Organization. Pacing is one of the attributes of the organization trait. Pacing should be well controlled; this means the writer knows when to move things along and when to slow down and elaborate. The Tell-Show strategy can be used to aid students in the process of elaborating on an important event or moment in their writing.
**Voice.** The use of the Tell-Show strategy can strengthen a writer’s voice. Voice is about engaging the audience through compelling content and a clear point of view that makes the reader think. When a writer can make the reader “see” the same picture or point of view, their voice is being heard.

**Word Choice.** Active Verbs. Memorable Phrases. Vivid Descriptions. Specific and Precise Word Use. This is word choice. The Tell-Show strategy guides students in moving from simple words and statements to elegantly crafted prose by making them consider each word carefully to enhance meaning and capture the reader’s imagination.

**Sentence Fluency.** Simple sentences are boring. Multiple simple sentences are repetitive. Moving from “telling” to “showing” can support students in writing sentences that vary in length and structure can creating a natural cadence that promotes expressive oral reading.

**Connecting Tell-Show and the CCSS**

When teachers use the Tell-Show drafting strategy to teach students how to write informative/explanatory and narrative pieces, the following CCSS may apply:

**Writing Standards 3-5**

<table>
<thead>
<tr>
<th>3rd Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>W.3.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <strong>b.</strong> Develop the topic with facts, definitions, and details.</td>
<td><strong>W.4.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <strong>b.</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <strong>d.</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td><strong>W.5.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <strong>b.</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <strong>d.</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td><strong>W.3.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <strong>b.</strong> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response</td>
<td><strong>W.4.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <strong>b.</strong> Use dialogue and description to develop experiences and events or show the response of characters to situations.</td>
<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <strong>b.</strong> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response</td>
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</table>
of characters to situations.  
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Writing Standards 6-8

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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</table>
| **W.6.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | **W.7.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | **W.8.2** Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

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<thead>
<tr>
<th>6th – 8th Grade</th>
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<tbody>
<tr>
<td><strong>WL.6-8.2</strong> Write informative/explanatory texts, including the narration of historical</td>
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</table>
events, scientific procedures/experiments, or technical processes.

**b.** Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
Tell-Show Strategy
Quick Reference

The Tell-Show strategy supports students in adding descriptive details that helps the audience to visualize a scene. The strategy can aid students in the crafting of narrative and informative/explanatory pieces that capture and hold the reader’s attention.

Procedure
1. Divide paper into 2 columns. Label the first column “Tell” and the second “Show.”
2. Select an idea from prewriting. For example, a detail from the “How” column of the What-Why-How.
3. Write the selected idea in the “Tell” column.
4. Visualize the idea. Close your eyes and create a picture in your mind. “See” all of the details in your imagination.
5. Write a description of the scene imagined in the “Show” column.
6. Repeat for a few other ideas from prewriting. Be selective so the piece doesn’t become so descriptive it bores the reader.
7. Transfer the information from the “Show” column into the draft.

Differentiation and Extension
- **Draw** - Have students draw the scene they want to create in the reader’s mind.
- **Scaffolding** – Conference with students to assist them in identifying the ideas to develop with the Tell-Show strategy.
- **Write in the Content Areas** – Use Tell-Show to write descriptive essays in social studies and science
- **Model** – Provide students with models of quality descriptive writing to guide them in their own writing.
- **Model the Strategy** – Model the strategy several times using the Gradual Release of Responsibility (I do, we do, you do).
- **Revise Word Choice** – Encourage students to find one or two “ordinary” or “overused” words and replace them with “sparkle” words.

Example

<table>
<thead>
<tr>
<th>Tell</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the summer, my friends and I go to the beach at Waimea Bay. We take turns jumping off the rocks.</td>
<td>Standing at the edge of the rock, I peer into the ocean below. My pulse quickens and butterflies overtake my stomach. “Come on and jump!” my friends yell behind me. Before thinking, I throw up my arms, launch myself into the air, and clench my eyes shut. My body propels towards the ocean’s open arms, and somewhere in the distance I hear my friends cheering me on. Instinctively, my legs curl beneath me just before I plunge into the depths</td>
</tr>
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</table>
LEARNING TO WRITE: REVISION

Preview
- Revision involves making changes to improve the content and clarity of a piece of writing.
- Writers need strategies for identifying and making revisions to a piece of writing, but they also need to know why those changes are important.
- The CCSS requires students to improve their writing through revision from Kindergarten through high school.

What is revision?
Revision involves making changes to the content of a piece of writing. The term revision describes the actions that writers take that lead to changes in content and organization. Writers revise in order to improve the content of a piece of writing, to make the message clearer, or to make the message more specific or descriptive. When writers revise, they do more than correct grammar, punctuation, and usage; rather, they ask and answer complex questions about their writing: Is the message clear? Does the message achieve its purpose? Will the message meet audience expectations? The answers to these questions help writers identify the kinds of changes that they should make. Revision may involve replacing ordinary words with sparkle words, adding specific details, or putting ideas in the best order.

Revision is the act of looking at a piece of writing in a different way, from a fresh perspective. This view of revision stems from the belief that (1) writers have a vision for their work, even if their vision is unclear, and (2) writers believe that their work can be made better. Revision gives writers the chance to step back from their work and see what is missing or out of place. Writers may revise independently or collaboratively at any time during the writing process. No matter the changes that writers make or when revision occurs in the writing process, revision always involves making changes to the content and organization of a piece of writing to make it sound better.

Why teach children to revise?
Revision helps students develop quality writing products. Author Robert Cormier once wrote, “The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon.” No writer conveys his or her message perfectly the first time (or even second time) around; writers often receive feedback and rewrite a draft a few times before they get it the way they want it. In school, the focus on “getting it right” the first time can give students the impression that revision is a punishment, and students grow up believing that revising means “fixing” their writing because it is “wrong.” Revising involves much more than “fixing” mistakes. Teachers implementing process-based writing know that all writing can be made better, and one of the primary ways to improve writing is through revision.
Teaching students to revise reinforces higher cognitive functions. The Merriam-Webster online dictionary defines prefix “re-” as “again”; “vision” is defined as “a thought, concept, or object formed by the imagination” or “the act or power of seeing.” Drawing from these definitions, “to revise” means “to see a thought, concept, or object again.” When students revise, they must analyze and evaluate their message, and then determine ways to make the message clearer. More than “fixing” mistakes, revising is a complex process that requires writers to examine their writing from different perspectives and make changes to the content of their writing. When writers revise, they look at the way their ideas are organized and developed, consider their audience, and review sentence structures and word choice.

Students need support for revising their work. De La Paz, Swanson, and Graham (2008) found that struggling writers can make revisions at the sentence level and at the overall organizational level when given procedural support in the form of prompts to consider the text as a whole before evaluating sentences. Procedural support involves helping writers learn to identify and make changes to improve the quality of a piece of writing. Teachers can model revision through modeled, shared, and interactive writing experiences before asking students to revise on their own. In addition, teachers can provide explicit prompts to guide students through the revision process using the language of the six writing traits. Ruth Culham (2005) provides a helpful list of questions to guide students toward reflective revisions based on the first five of the six writing traits. Using these (or similar) questions can lead students to become reflective writers and critical readers of their own work.

Ideas
- Does my writing make sense?
- Do I know my topic?
- Is my writing interesting?

Organization
- Do I start off strong?
- Is everything in the right order?
- Are similar things together?

Word Choice
- Do these words sound and feel right?
- Have I tried new words?
- Have I painted a picture?

Sentence Fluency
- Can I read my writing aloud?
- Do my words and phrases go together?
- Have I tried to use sentences?

Voice
- Can you hear me in the writing?
- Can you tell I care about this idea?
- Have I added some sparkle?

List of six traits revision prompts is reprinted from, Culham, Ruth, 6+1 Traits of Writing: The Complete Guide for the Primary Grades.

Revision leads to reflection. Students not only need to know strategies for how to revise their writing, but they also need to know why they are making those changes. Even young children can reflect about their writing when prompted; therefore, comments and questions about writing should guide students toward understanding why they make
certain changes in a piece. Essentially, this means that writers should be able to identify the changes that they make and describe why those changes were made. If students understand the how and why behind the revisions that they make, then they are much more likely to develop the habits of mind necessary to integrate those thought processes into future writing projects.

**How does revision fit into the Common Core?**

*Revision is a clear and important imperative in the CCSS.* The Anchor Standards for Writing include an entire standard dedicated to process-based writing, which includes planning, drafting, revising, editing, and rewriting. The process approach begins in Kindergarten and grows in complexity through the grade levels. Beginning in Kindergarten, the CCSS requires children to revise by adding details to strengthen their writing as the result of peer-to-peer or student-to-teacher conferences. Fifth grade writers should “strengthen writing as needed by planning, revising, editing, rewriting and trying a new approach.” Seventh grade writers are expected to focus on how well the purpose and audience of been addressed with guidance from peers and adults. Not only is revision an important, necessary part of the writing process, revision is also implicit in the Common Core.

*Revision provides an impetus for conferencing and sharing.* The CCSS requires that students receive feedback from teachers and peers to revise their writing (see Writing Standard 5) beginning in Kindergarten. Teachers can teach students to conference, share, and revise using prewriting strategies and scaffold instruction so that students learn to revise throughout the writing process. As students become more proficient writers and readers, they can transition into sharing drafts of paragraphs and essays with one another and use revision strategies to make changes to their writing based on teacher and peer feedback.

**Best Practices for Teaching Revision**

*Create a revision-ready classroom.* To create a revision-ready classroom, teachers should do several things. First, teach students to skip a line when they write drafts on folder paper. Writers need space to make changes to their drafts. Skipping a line provides a little extra room for them to revise (and later edit) their drafts. Second, use colorful pens or colored pencils to mark revisions. Marking revisions with a different color pen or colored pencil helps teachers and peer reviewers easily locate the changes that students make to their writing during revision. An added bonus: Many children enjoy using colorful pens and colored pencils! Third, create and post a revision chart (perhaps with the ARMS revision prompts and examples) in the classroom. This visual reminder will help students understand the complex actions that writers take when they revise. Finally, teachers can create revision checklists and model how to use the checklist to revise. When students know the criteria and understand how to use the criteria to revise, they learn to become reflective readers and writers. The checklists can also become a guide for structuring writing conferences between students and teachers.

*Introduce revision at the sentence level as a springboard to whole-text revision.* Starting small with sentence-level revision gets students into the habit of revising in a manageable way and (potentially) will get them to revise earlier in the school year. In
addition to revising sentences, students can also learn to talk to each other about and revise prewriting in preparation for learning to revise text. For example, a fourth grade teacher might begin the year by teaching children to revise a Bubble Map. When students receive structured support in this way early in the school year, they are set-up for revising paragraphs and essays later in the year.

*Prompt students to make specific revisions.* Revision is a learned skill, and although it may come more naturally to some children, all students need procedural support for learning how to revise their writing. The revisions that students make hinge on the feedback and instruction that they receive. For this reason, providing targeted feedback based on common classroom language (like the six traits of writing) and giving specific direction for how to make those changes is vital for students to learn how to revise successfully. Modeling the revision process with think-alouds, shared and interactive writing activities, and guided practice provides the procedural support that students need in order to learn how to revise.
**A.R.M.S. Revision Strategy**
**Quick Reference**

Revising is the time to make writing sound better. When writers revise, they add descriptive words and phrases, replace ordinary words with sparkle words, and put ideas in the best order. The acronym A.R.M.S. can help students remember the activities involved in revising.

<table>
<thead>
<tr>
<th><strong>A.R.M.S. Revision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add</strong></td>
</tr>
<tr>
<td><strong>Add words and details to make writing more descriptive.</strong></td>
</tr>
<tr>
<td>6 Traits: Ideas, word choice, voice</td>
</tr>
<tr>
<td><strong>Remove</strong></td>
</tr>
<tr>
<td><strong>Remove words or sentences that don’t support the main idea.</strong></td>
</tr>
<tr>
<td>6 Traits: Ideas, word choice, voice, sentence fluency</td>
</tr>
<tr>
<td><strong>Move</strong></td>
</tr>
<tr>
<td><strong>Move supporting sentences and details into the best order.</strong></td>
</tr>
<tr>
<td>6 Traits: Organization</td>
</tr>
<tr>
<td><strong>Substitute</strong></td>
</tr>
<tr>
<td><strong>Substitute ordinary, overused words with colorful, sparkle words.</strong></td>
</tr>
<tr>
<td>6 Traits: Word choice, voice, sentence fluency</td>
</tr>
</tbody>
</table>

**A.R.M.S. Revision Example** – We went to the beach. It’s my favorite place.
- Add – We went to the beach on Saturday morning. It’s my favorite place.
- Remove – We went to the beach on Saturday morning. It’s my favorite place.
- Move – On Saturday morning, we went to the beach.
- Substitute – On Saturday morning, we packed a picnic and headed to the beach.

**Revision-Ready Classroom**
- **Skip a Line** – Instruct students to skip a line when they write their drafts. Doing this will give students plenty of space for revising.
- **Color Code** – Use colorful pens or colored pencils to mark revisions students make.
- **Post it!** – Create and post an poster with ARMS revision prompts and examples on it.
- **Revision Checklists** – Create and post revision checklists for students to reference when they revise.
- **Prompt Specific Revisions** – Prompt students to make specific revisions, one at a time.

Kākau Mea Nui 2013
Revision Game Board
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, writers may view revision as something negative—“fixing” what’s “wrong” with their work. By turning revision into a game, teachers can target the skills that they want students to acquire, demonstrate how good writing can become better, and develop students’ critical reading skills.

Procedure
1. Prepare the game:
   • Identify prompts for the revision game board. Make the game board into a large poster or make a digital copy.
   • Locate a writing sample to use for the activity.
   • Gather the game board, token(s), die, and copies of the writing sample.
2. Discuss revision with students. Explain what revision is, why writers revise, and how writers revise.
3. Play the revision board game with students:
   • Place token(s) at the “Start” line.
   • Take turns rolling the die and moving the token.
   • Show students how to follow the revision prompts and make revisions together, in groups, or independently.
   • Continue rolling the die and making revisions until the token reaches the “Finish” line.
4. Compare the revised text with the original text. Discuss which version sounds better and why.

Differentiation
• **Customize the Game Board** – Identify prompts for the revision game board based on a specific writing trait, a combination of traits, or a benchmark.
• **Sentence Work** – Introduce the revision process by working at the sentence level, and then gradually move toward paragraphs (as appropriate).
• **Writing Groups** – Allow students to play the revision board game in pairs or small groups when they become comfortable with the strategy.
• **Class Revision** – Play the revision board game as a class, but allow students to follow the prompts to revise their own work rather than a common sample.
• **Writing Lab** – Post a revision game board in the writing lab. Allow students who finish their work early to visit the writing lab to play the board game and revise their work independently.
• **Entrance and Exit Slips** – Give students a sentence and revision prompt as an entrance or exit slip.

Example Prompts
• **Ideas** – Put a star next to the main idea. If you can’t find the main idea, write it.
• **Organization** – Does the first sentence grab your attention? If not, beef it up.
• **Voice** – Underline a word or sentence that shows how you feel about the topic. If you can’t find a feeling word or sentence, add it.
• **Word Choice** – Circle 1 linking verb. Change the linking verb into an action verb.
• **Sentence Fluency** – Check for extra words in long sentences. Cross out any unnecessary words that you find.
Revision Game Board
Example

START

The nouns.
describing word to each of
circle 3 nouns. Add a
Word Choice

Organization
Does the first sentence grab
your attention? If not, beef it up.

Sentence Fluency
Cross out any unnecessary
words or sentences.

Voice
Does your paper sound like you?
How can you tell?

Paragraph
Add 3 sensory words to a

Word Choice
Circle 1 linking verb. Change the

Sentence Fluency
Back to the topic sentence.

Word Choice
Short and long sentences?
Do you have a balance of

Organization
Connect the conclusion

Voice
Reeling in the paper.
Sentence that shows the big
underline the word or

Sentence Fluency
Add a memorable detail

Organization
Three transition words.
Make sure you have at least

Sentence Fluency
Put a star next to the main
ideas

Organization
I'll
idea. If you can't find it, write

Voice
How does your paper sound like you?
How can you tell?

Sentence Fluency
Put a star next to the main
ideas

Organization
I'll
idea. If you can't find it, write

Voice
How does your paper sound like you?
How can you tell?

Sentence Fluency
Put a star next to the main
ideas

Organization
I'll
idea. If you can't find it, write

Voice
How does your paper sound like you?
How can you tell?
Revision Dice
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, writers may view revision as something negative—"fixing" what’s “wrong” with their work. By turning revision into a game, teachers can target the skills that they want students to acquire, demonstrate how good writing can become better, and develop students’ critical reading skills.

**Procedure**

1. Prepare the game:
   - Identify prompts for the revision die. Write (or type) the prompts into the dice template.
   - Locate a writing sample to use for the activity.
   - Gather the revision die and copies of the writing sample.
2. Discuss revision with students. Explain what revision is, why writers revise, and how writers revise.
3. Play the revision dice game with students:
   - Throw the revision dice.
   - Show students how to make the changes shown on the dice. Allow students to make the changes shown on their papers.
   - Throw the dice several times and continue making the changes shown.
4. Compare the revised text with the original text. Discuss which version sounds better and why.

**Differentiation**

- **Customize the Die** – Identify prompts for revision dice based on a specific writing trait, a combination of traits, or a benchmark.
- **Change the Die** – Make several revision dice. Use a different set every time students do the activity.
- **Sentence Work** – Introduce the revision process by working at the sentence level, and then gradually move toward paragraphs (as appropriate).
- **Writing Groups** – Allow students to create a revision die to keep in their desks or cubby. Instruct students to use the die when revising independently, with a partner, or with a small group.
- **Interactive Revision** – Throw the revision die as a class, but allow students to follow the prompts to revise their own work (rather than a common sample).
- **Guided Revision** – Throw the class’ revision die 3 to 5 times with students. Record the prompts that each student throws. Allow students to choose and make 1 or 2 revisions from the list.
Revision Dice
Revision Prompts Example

Add a sensory detail.

Use at least 3 transition words.

Circle the main idea.

FREE PASS! Don’t change a thing!

Make sure your sentences are different lengths.

Add a detail about the topic.
Revision Wheel
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, writers may view revision as something negative—“fixing” what’s “wrong” with their work. By turning revision into a game, teachers can target the skills that they want students to acquire, demonstrate how good writing can become better, and develop students’ critical reading skills.

**Procedure**

1. Prepare the game:
   - Identify prompts for the revision wheel. Write (or type) the prompts into the template.
   - Locate a writing sample to use for the activity.
   - Gather the revision wheel and copies of the writing sample.
2. Discuss revision with students. Explain what revision is, why writers revise, and how writers revise.
3. Spin the revision wheel with students:
   - Turn the revision wheel.
   - Show students how to make the changes shown on the wheel. Allow students to make the changes shown on their papers.
   - Spin the wheel several times and continue making the changes shown.
4. Compare the revised text with the original text. Discuss which version sounds better and why.

**Revision Wheel Materials**

To make the revision wheel, you will need...
- Revision Wheel Pattern
- Sturdy paper (cardstock or poster board)
- Brads
- Hole punch
- Scissors
- Markers and crayons

**Differentiation**

- **Customize the Wheel** – Identify prompts for revision wheel based on a specific writing trait, a combination of traits, or a benchmark.
- **Change the Wheel** – Make several revision wheels. Use a different one every time students do the activity.
- **Sentence Work** – Introduce the revision process by working at the sentence level, and then gradually move toward paragraphs (as appropriate).
- **Writing Groups** – Allow students to create a revision wheel to keep in their desks. Instruct students to use the wheel when revising independently, with a partner, or with a small group.
- **Interactive Revision** – Spin the revision wheel with students, but allow them to follow the prompts to revise their own work (rather than a common sample).
- **Guided Revision** – Spin the class’ revision wheel 3 to 5 times with students. Record the prompts that each student lands on. Allow each student to choose 1 or 2 revisions from the list to make to their writing.
Revision Wheel
Example

- Make sure your sentences start with different words.
- Add a sensory detail.
- Add a big feeling.
- Use at least 3 transition words.
- Make sure your sentences are different lengths.
- Change 1 linking verb into an action verb.
- Add a detail about the topic.
- Circle the main idea.
**Revision Wheel Pattern – Part 1**

**Directions**
1. Write revision prompts onto the Revision Wheel Pattern – Part 2.
2. Use scissors to cut along the solid edge of both patterns.
4. Hole-punch the center of Revision Wheel where the lines meet.
5. Put a brad in the hole to hold the Revision Wheel together.
Directions
1. Write revision prompts onto the Revision Wheel Pattern – Part 2.
2. Use scissors to cut along the solid edge of both patterns.
4. Hole-punch the center of Revision Wheel where the lines meet.
5. Put a brad in the hole to hold the Revision Wheel together.
Four Strategies for Revising Sentences
Quick Reference

Sentence Scrambling

Students reassemble sentence models.

- Choose model sentences from shared stories or student writing.
- Cut sentences apart and place the pieces on the board or projector.
- Allow students to put the sentence back together.
- Record the sentences students create on the board or projector.

Sentence Combining

Students combine shorter sentences into longer sentences.

- Choose model sentences from shared stories or student writing. Combine short sentences or break longer sentences into shorter sentences.
- Practice combining shorter sentences to make longer, more sophisticated sentences.
  - Look for common words that can be taken out or rearranged.
  - Record the sentences students create on the board or projector.
- Compare the original sentences with the sentences students produce.

Sentence Expanding

Students add details to expand sentence models.

Choose model sentences from shared stories or student writing. Post the sentences on the board or projector.

Select a word that could be modified with a descriptive word or phrase.
- Circle or underline it.
- Brainstorm a list of descriptive words or phrases with the class.
- Combine several words or phrases to expand the sentence.
- Record the sentences students create on the board or projector.

Sentence Imitating

Students write original sentences by imitating model sentences.

- Choose model sentences from shared stories or student writing.
- Study the structure of the sentence with students. Decide where each part of speech is located.
- Write original sentences using the structure of the sentence model.
- Record the sentences students create on the board or projector.

LEARNING TO WRITE: EDITING

Preview
- Revision involves making changes to correct the conventions and mechanics of a piece of writing.
- Writers need strategies for engaging in the editing process, but they also need the guidance and skills to be able to identify and correct errors.
- The CCSS requires students to improve their writing through editing and demonstrate command of the conventions of Standard English when writing or speaking.

What is editing?

*Editing is the stage in the writing process where the writing becomes grammatically correct.* While revision is often subjective in nature, editing is the precise correction of conventions and mechanics to polish a piece of writing. When writers edit, they make sure that they have correct grammar, punctuation, usage, and spelling. The complexity of English conventions which students should be able to use effectively increase with each grade level. Kindergarteners should be able to edit a piece of writing for capital letters at the beginning of each sentence; while third graders should be able to make corrections to use of commas and quotation marks in dialogue. Using the CCSS as a guide, teachers can identify exactly which conventions students need to consider during the editing process.

*Editing often occurs throughout the writing process.* Although editing is in itself a part of the writing process, writers frequently make edits to their work throughout the drafting and revisions stages. While students write, they are considering Standard English conventions. As they review their work to make revisions, they may notice errors and make corrections to the surface features of their writing in addition to changes in content and organization. This is natural and should be encouraged. However, editing must also have its own place in the writing process in which students use strategies to focus solely on correcting the conventions and mechanics of their work.

*Editing specifically addresses one writing trait, conventions.* Command of the English language is an important aspect of writing; so much so that it has its own place in the writing process, editing, and its own trait in the six traits of writing, conventions. Knowledge of the conventions of Standard English is a learned skill. In order to ensure that students have the ability to address conventions in their work and edit as appropriate, teachers must take the time to teach students the CCSS Language Standards. That said, the Language Standards can be taught in the context of student writing to aid students in crafting polished pieces that reflect a suitable command of the English language.
Why teach children to edit?  
*Editing helps students develop quality writing pieces that are readable.*

Students may have a great story to tell or a strong opinion about a topic, but if their writing is unreadable, how will the audience be able to enjoy the piece? Teaching students how to edit their writing, allows students to produce writing products that can be shared with others. Additionally, engaging students in editing strategies and activities provides a meaningful platform for teaching Standard English conventions. When students are working to polish their own piece of writing, command of the English language takes on more significance than when correcting a few errors on a worksheet.

How does editing fit into the Common Core?  
*Editing is a stage in the writing process, a tenant of the production and distribution of writing in the CCSS.* Writing Standard 5 focuses on the use of a process-based writing approach, which includes planning, drafting, revising, editing, and rewriting. Kindergarteners are expected to engage in the process approach to writing; this expectation continues through all grade levels. Editing is a necessary step in the writing process to produce a quality, polished work.

*Editing and the teaching of the Language Standards go hand in hand.* The writing standards include the expectation that students be able to edit conventions to demonstrate a command of Language standards 1-3 up to and including the grade level. The connection between the use of a process-based writing approach that includes editing, the CCSS Writing standards, and the CCSS Language standards is implicit. Proficient writers are able to draft and edit writing pieces that demonstrate their ability to use the English language with fluency and accuracy.
**Revision**

- making a piece of writing **sound** better
- adding interesting words and phrases
- moving words and ideas around so they’re in the best order
- substituting ordinary words with **sparkle** words
- removing unnecessary or repetitive information

**Editing**

- making a piece of writing **look** better
- improving the quality of the writing
- helping readers follow along easily
- clarifying ideas and **amp up** writer’s voice
- using correct capitalization and checking subject/verb agreement
- correcting misspelled words
- changing or adding punctuation marks
- indenting paragraphs
## Editing Marks
### Quick Reference

<table>
<thead>
<tr>
<th>Symbol</th>
<th>What the Symbol Means</th>
<th>How to Use the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>![circular dot]</td>
<td>Add punctuation mark</td>
<td>She went to bed ![circular dot]</td>
</tr>
<tr>
<td><img src="text" alt="text" /></td>
<td>Delete (take something out)</td>
<td>He read read a chapter book.</td>
</tr>
<tr>
<td>![upward triangle]</td>
<td>Insert (add something)</td>
<td>I have markers, pencils, and crayons.</td>
</tr>
<tr>
<td>![horizontal line]</td>
<td>Change to a capital letter</td>
<td>I saw ms. myers tuesday.</td>
</tr>
<tr>
<td>![slash]</td>
<td>Change to a lowercase letter</td>
<td>We ate lunch on the playground.</td>
</tr>
<tr>
<td>![circle]</td>
<td>Check spelling</td>
<td>I was at the park.</td>
</tr>
<tr>
<td>![double lines]</td>
<td>Close space between letters or words</td>
<td>Mr. Justin brought salad.</td>
</tr>
<tr>
<td>![upward triangle with hash]</td>
<td>Add space</td>
<td>Water is good for you!</td>
</tr>
<tr>
<td>![arrow]</td>
<td>Switch letters or words around</td>
<td>Saturday rode we horses.</td>
</tr>
<tr>
<td>![rightarrow]</td>
<td>Indent the paragraph</td>
<td>Friday nights are the best! I get to stay with my grandma. We go to the movies. Then, we go home and play board games. I love spending Friday nights with my grandma.</td>
</tr>
</tbody>
</table>
C.U.P.S. Editing Strategy
Quick Reference

Editing is the time to polish a piece of writing and make a piece of writing look better. When writers edit, they make sure that they have correct grammar, punctuation, and usage. The acronym C.U.P.S. can help students remember the activities involved in editing.

<table>
<thead>
<tr>
<th>C.U.P.S. Editing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capitalization</strong></td>
</tr>
<tr>
<td><strong>Usage</strong></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
</tbody>
</table>

C.U.P.S. Editing Example

- **Capitalization**
  - She play wit me at resess
  - She play wit me at resess

- **Usage**
  - She plays wit me at resess

- **Punctuation**
  - She plays wit me at resess.

- **Spelling**
  - She plays with me at recess.

C.U.P.S. Checklist Example

- Did I start each sentence with a capital letter?
- Did I capitalize proper nouns?
- Did I use a the right punctuation at the end of each sentence?
- Did I circle the words I didn’t know how to spell?

Editing-Ready Classroom

- **Skip a Line** – Instruct students to skip a line when they write their drafts. Doing this will give students plenty of space to edit.

- **Color Code** – Use colorful pens or colored pencils to mark edits that students make.

- **Common Editing Marks** – Teach students how to use editing marks.

- **Editing Checklists** – Create and post editing checklists for students to reference as they edit.

- **Use Editing Strategies** – Use the Focus Correction Approach (FCA) to target specific skills, and teach students to use multi-pass editing with checklists.
Focus Correction Approach for Editing
Quick Reference

The Focus Correction Approach (FCA) allows teachers to focus on one or two types of errors at a time rather than pointing out all of the errors a student makes. Teachers can use this strategy to differentiate instruction to meet the needs of individual students or use the strategy to support the whole class.

**Procedure**
1. Read a student’s writing.
2. Select one type of error that the student makes multiple times. For example, the student may forget to use a capital letter at the beginning of several sentences.
3. Provide instruction for correcting the error.
   • Point out the error to the student.
   • Show the student how to correct it.
   • Point to a second place where the student makes the same error.
   • Ask the student to correct it.
   • Ask the student to find other places in the same text where he/she makes the same error and correct each one independently.

**Differentiation**
- **Hitting the Standards** – Introduce new skills (or re-teach skills) using the Focus Correction Approach. Teach the skills one at a time in the context of students’ writing.
- **Individualize Instruction** – Track the types of errors that students make. Work with students individually (or in small groups) to provide additional support for correcting those errors.
- **Color Code Edits** – Teach students to edit their papers with a different color pen or pencil.
- **Collect Data** – Keep a record of the types of conventions errors that students make. Address the errors through mini-lessons with the whole class, a small group, or individual students as the need arises.

**Sample FCA Instructional Plan for Grade 5**

**L.5.2a** Use punctuation to separate items in a series.

**Learning Target** I can use punctuation to separate items in a series.

1. Complete a process-based writing project with students. Notice that the majority of students have forgotten to use punctuation to separate items in a series
2. Teach a mini-lesson on using commas to separate items in a series.
3. Practice using commas to separate items in a series in modeled, shared, and interactive writing activities.
   • Read a teacher-created writing sample with missing punctuation when a series of items are listed.
   • Ask students to point out the error and show them how to correct it.
   • Allow students to practice making corrections together.
4. Instruct students to re-read their writing and check to make sure they have used the correct punctuation to separate items in a series.
5. Allow students to correct the errors using a different colored pen or pencil.

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## Multi-Pass Editing Strategy
### Quick Reference

No writer can catch all of the conventions errors they have made in a piece of writing in one reading. The multi-pass strategy is an editing technique that teaches students to read their writing several times looking for different types of errors each time. This strategy becomes even more effective when students have a conventions checklist so that they know exactly which errors they are trying to locate.

### Procedure
1. Provide students with an editing checklist. An editing checklist may include:
   - Spell high-frequency words correctly.
   - Use capital letters to begin sentences.
   - Use punctuation to end sentences.
2. Instruct students to read their writing and mark errors with a different color pen or pencil. Students may:
   - Read once to find spelling errors.
   - Read again to find capitalization errors.
   - Read again to find punctuation errors.
3. Ask students to record the errors they made on the checklist.
4. Notice which errors students marked.
5. Decide how to modify instruction. Responses to student needs might include:
   - Conference with individual students.
   - Recap a skill with small groups.
   - Reteach a skill with the whole class.

### Provide Multi-Level Instruction
1. Create a sequence of the conventions skills students should know before leaving your classroom.
2. Assess students’ knowledge at the beginning of the year. Take note of which conventions they use (in)correctly in the first two or three writing assignments.
3. Determine the critical errors that the majority of students need to master. Provide direct instruction to address those errors and add them to the class editing checklist.
4. Determine the one or two critical errors that individual students need to master. Provide instruction through conferences or small group mini-lessons. Add those errors to students’ individual editing checklists.
5. Revise the class checklist and individual students’ checklists as students master those skills.

### Facilitate Peer Editing Groups
1. Divide students into groups. Assign each group member to read for a different aspect of the the checklist.
   - **Student A** – Read all group members’ papers for spelling errors.
   - **Student B** – Read all group members’ papers for capitalization errors.
   - **Student C** – Read all group members’ papers for punctuation errors.
2. Ask students to circle the errors they locate and record the results.
3. Allow students to review the marks on their papers and correct mistakes.

### Differentiation
- **C.U.P.S. and Multi-Pass Editing** – Base the editing checklists on the C.U.P.S. acronym.
- **Proofreading Marks** – Teach students how to use proofreading marks to denote the changes they need to make.
- **Color Code** – Use different color pens and pencils to mark different types of errors. For example,
  - Mark capitalization errors in orange.
  - Mark usage errors in green.
  - Mark punctuation errors in purple.
  - Mark spelling errors in blue.
Strategies for Teaching Conventions
Quick Reference

Stop-N-Go Capitalization and Punctuation –
Objective – Reinforce capitalization and punctuation rules.
1. Instruct students to underline the beginning of their sentences with a green line and underline the end of their sentences with a red line.
2. Notice the pattern that emerges: Green-Red-Green-Red.

Why It Works – The pattern that emerges becomes a visual cue for missing capitalization and punctuation marks.

Example
Beth couldn’t believe it! She tried for two years to make the dance team. This year she finally did it. She knew her mom would be proud, too.
The missing green line in the example shows that a capital letter is missing.

Punctuation Scavenger Hunt
Objective – Notice and discuss how different punctuation marks “work” in a text.
1. Read a text with students. Ask prompting questions about the punctuation marks that are in the text.
2. Record several punctuation marks that students find.
3. Choose one punctuation mark to discuss.
   • Ask students to describe what the punctuation mark looks like.
   • Tell students what it is called.
   • Ask students to explain what the punctuation mark is doing in the text.
4. Practice using the punctuation mark in a collaborative or independent writing activity.

Spelling
Objective – Teach students to read words out of context. This forces them to look at words individually, which will make spelling errors more apparent.

Why It Works
• Show students how to read their writing backwards.
• Teach students to use their fingers or a strip of paper to look at words individually.

Example
Live, travel, adventure, bless, and don’t be sorry.
-jack kerouac

Why It Works
• Lucy Calkins wrote, “The use of the English language is a skill to be learned, not content to be taught, and it is best learned through purposeful experience with it.”
• This strategy allows students to encounter Standard English conventions within the context of their own experience with language.

Example
The highlighted punctuation mark is the apostrophe. It looks like a flying comma. The apostrophe takes the place of the “o” in “not” and makes the word shorter.
LEARNING TO WRITE: PUBLISHING

Preview
- Publishing is the work done in preparation for sharing and the act of sharing writing with an audience.
- Publishing requires students to consider their audience.
- The CCSS establishes the expectation that students produce and publish their work for a range of tasks, purposes, and audiences.

What is publishing?
Publishing is the final stage of the writing process. After students have spent time gathering and organizing their ideas, drafted, revised, and edited their work, it is time to format the piece to be shared with an audience. The range of possibilities for publishing a student’s work is vast. Publishing can mean formatting an essay in MLA style for a teacher to read, creating a book that will be shared with others beyond the classroom, or posting student work in the classroom or common areas for others to see. When students know their work will be shared with a real audience, publishing can be a motivating factor for students to improve their writing.

Why teach children to publish?
Publishing gives students an audience for their writing. Audiences for student writing can be a single reader, a small group, the entire class, the school population, and even readers in the community. Allowing students to share their work within the walls of the classroom contributes to the reinforcement of content knowledge and builds a community of writers. By exploring publishing opportunities beyond the classroom, teachers can engage students in more meaningful, authentic writing experiences. Some written products are more suitable for sharing at the classroom environment; but, when an authentic writing opportunity presents itself, teachers should embrace it to give their students the experience of writing for a larger and/or different audience.

How does publishing fit into the Common Core?
Publishing is the production and distribution of writing. From kindergarten through high school, students are expected to be able to use digital tools and technology to produce and publish writing (Writing Standard 6). Fourth grade students should be able to type a minimum of one page in a single sitting. By 6th grade, students should be able to demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. The CCSS not only expect students to engage in the writing process to craft quality writing projects, but also to be able to produce and distribute their work using 21st century skills and technology.

Students should engage in a range of writing activities. Writing is more than crafting an 5-paragraph essay to demonstrate your knowledge and learning to your teacher. Writing can be a short answer response, a poem to a parent, or an opinion letter to let the principal on a school issue. Students need to engage in a variety of writing opportunities ranging
from single day activities to pieces that require an extended time frame for a range of discipline-specific tasks, purposes, and audiences. Each writing opportunity is different; therefore, how it is published varies. Teachers should guide students in considering how the task and audience affect the publication aspect of their work.
Publishing is the final stage of the writing process; it involves the production and distribution of writing. Publishing a piece of work allows the author to share their writing with an audience. The audience can be the teacher, a classmate, or other members of the community.

Ways to Publish Student Work

1. In the classroom
   - Have an author’s chair where students read aloud to a small group or the class
   - Display work on a class bulletin board
   - Print a class newsletter with articles written by students
   - Create a cumulative binder for each student to add work to over the course of the year

2. In the school
   - Create books or anthologies for the school library
   - Display writing in common spaces like hallways, the cafeteria, and office
   - Read student writing to children in other classes
   - Read aloud at a school assembly
   - Write a piece for the school newsletter
   - Hold a school wide writing fair to showcase student writing

3. Beyond the School
   - Create a class website or blog highlighting student writing
   - Share writing with family and friends
   - Submit a piece to a writing contest
   - Submit writing to a literary magazine or e-zine (e.g., Stone Soup or TeenInk)
   - Send writing to a pen pal
   - Send letters to local leaders, businesses and /or kupuna

Common Core State Standards

- **Writing Standard 6** – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - 4th grade – demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
  - 5th grade – demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
  - 6th grade – demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
  - 7th grade – ability to link to and cite sources

- **Writing Standard 10 (3rd-8th)** – Write routinely over extended time frames (time for research, reflection, and revision) and short time frames 9a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Six Writing Trait Rubric

The Six Writing Traits provide a common language for teachers and students to communicate about their writing. They establish a clear vision of what good writing looks like and provide the vocabulary to deliver effective feedback about writing, be it from teacher to student or student to student. The Six Writing Trait Rubric is a general rubric that can be used to facilitate conversations about writing to improve a piece of work or as a tool to evaluate a finished piece of writing.
<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused and clear topic; relevant details</td>
<td>Clear beginning, middle, and end; consistent transitions between sentences/paragraphs</td>
<td>Clear writer/topic connection</td>
</tr>
<tr>
<td>3 – Clear topic</td>
<td>3 – Beginning introduces topic</td>
<td>3 – Strong involvement with the topic</td>
</tr>
<tr>
<td>3 – Specific/focused topic</td>
<td>3 – Ending feels finished</td>
<td>3 – Strong feelings</td>
</tr>
<tr>
<td>3 – All details support the topic</td>
<td>3 – All parts are arranged in the best order</td>
<td>3 – Direct statements</td>
</tr>
<tr>
<td>3 – Clear purpose</td>
<td>3 – Consistent transitions</td>
<td>3 – Strong audience awareness</td>
</tr>
<tr>
<td>Somewhat focused and clear topic; some details</td>
<td>Noticeable beginning and ending; some transitions between sentences/paragraphs</td>
<td>Somewhat clear writer/topic connection</td>
</tr>
<tr>
<td>2 – Somewhat clear topic</td>
<td>2 – Beginning attempts to introduce topic</td>
<td>2 – Some involvement with the topic</td>
</tr>
<tr>
<td>2 – Somewhat specific/focused topic</td>
<td>2 – Ending provides some sense of closure</td>
<td>2 – Some strong feelings</td>
</tr>
<tr>
<td>2 – Some details support the topic</td>
<td>2 – Parts are not arranged in the best order</td>
<td>2 – Some direct statements</td>
</tr>
<tr>
<td>2 – Somewhat clear purpose</td>
<td>2 – Inconsistent transitions</td>
<td>2 – Limited audience awareness</td>
</tr>
<tr>
<td>Unclear; supporting details are missing or disconnected from topic</td>
<td>No noticeable beginning and ending; no transitions</td>
<td>Unclear writer/topic connection</td>
</tr>
<tr>
<td>1 – Unclear topic</td>
<td>1 – No real beginning</td>
<td>1 – Little or no involvement with the topic</td>
</tr>
<tr>
<td>1 – Unfocused/not specific topic</td>
<td>1 – Ending provides no sense of closure</td>
<td>1 – Little or no feeling</td>
</tr>
<tr>
<td>1 – Few or no details support the topic</td>
<td>1 – Parts are missing or hard to follow</td>
<td>1 – Few or no direct statements</td>
</tr>
<tr>
<td>1 – Unclear purpose</td>
<td>1 – No transitions used</td>
<td>1 – Lacks audience awareness</td>
</tr>
</tbody>
</table>

| 0 – Unable to score | 0 – Unable to score | 0 – Unable to score |

<table>
<thead>
<tr>
<th>Word Choice</th>
<th>Sentence Fluency</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong language conveys message clearly</td>
<td>Well-built, clear, and varied sentences</td>
<td>Accurate use of grade-level conventions</td>
</tr>
<tr>
<td>3 – Strong verbs inform actions</td>
<td>3 – All sentences are clear/understandable</td>
<td>3 – Accurate punctuation</td>
</tr>
<tr>
<td>3 – Strong adverbs</td>
<td>3 – All sentences are rhythmic</td>
<td>3 – Accurate capitalization</td>
</tr>
<tr>
<td>3 – Strong adjectives</td>
<td>3 – All sentences vary in structure</td>
<td>3 – Accurate spelling</td>
</tr>
<tr>
<td>3 – Accurate words and phrases</td>
<td>3 – All sentences vary beginnings and lengths</td>
<td>3 – Accurate grammar</td>
</tr>
<tr>
<td>Ordinary language conveys message adequately</td>
<td>Somewhat clear and varied sentences</td>
<td>Somewhat accurate use of grade-level conventions</td>
</tr>
<tr>
<td>2 – Ordinary verb choice</td>
<td>2 – Most sentences are clear/understandable</td>
<td>2 – Mostly accurate punctuation</td>
</tr>
<tr>
<td>2 – Ordinary adverbs</td>
<td>2 – Most sentences are rhythmic</td>
<td>2 – Mostly accurate capitalization</td>
</tr>
<tr>
<td>2 – Ordinary adjectives</td>
<td>2 – Most sentences vary in structure</td>
<td>2 – Mostly accurate spelling</td>
</tr>
<tr>
<td>2 – Somewhat accurate words and phrases</td>
<td>2 – Most sentences vary beginnings and lengths</td>
<td>2 – Mostly accurate grammar</td>
</tr>
<tr>
<td>Limited language makes message unclear or difficult to understand</td>
<td>Unclear or incomplete sentences</td>
<td>Numerous errors in grade-level conventions</td>
</tr>
<tr>
<td>1 – Limited verb choice</td>
<td>1 – Few or no clear/understandable sentences</td>
<td>1 – Frequently inaccurate punctuation</td>
</tr>
<tr>
<td>1 – Limited adverbs</td>
<td>1 – Few or no rhythmic sentences</td>
<td>1 – Frequently inaccurate capitalization</td>
</tr>
<tr>
<td>1 – Limited adjectives</td>
<td>1 – Little or no rhythmic sentences</td>
<td>1 – Frequently inaccurate spelling</td>
</tr>
<tr>
<td>1 – Inaccurate words and phrases</td>
<td>1 – Little or no variance in sentence structure</td>
<td>1 – Frequently inaccurate grammar</td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>1 – Little or no variance in beginnings and lengths</td>
<td>0 – Unable to score</td>
</tr>
</tbody>
</table>

Adapted from Steve Peha – www.ttms.org
# Six Writing Traits Rubric

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Voice</th>
</tr>
</thead>
</table>
| **Meets criteria** | **3 – Focus on topic is somewhat defined.** Holds reader’s attention. Effective and appropriate details.  
___ Main idea somewhat clear  
___ Somewhat interesting details  
___ Telling and no “showing”  
___ Purpose is somewhat clear  
___ Fresh approach to topic, yet lacks support to aid understanding | **3 – Generally unified structure with a noticeable introduction and ending; inconsistent use of transitions.**  
___ Introduction attempts to establish focus  
___ Feels somewhat finished at the end  
___ Parts not arranged in the best order  
___ Most parts paced adequately  
___ Somewhat easy to follow from part to part  
___ Inconsistent use of transitions | **5 – Writer’s personality is expressed; confidence and feeling are apparent; connection to topic and audience is strong.**  
___ Author cares strongly about the topic  
___ Strong feelings; honest statements  
___ Individual, authentic, and original  
___ Well developed personality  
___ Writing evokes strong connection in the reader |
| **Approaches criteria** | **1 – Focus is unclear, has disconnected details and a common approach.**  
___ Main idea is not clearly defined  
___ Limited or disconnected details  
___ Telling does not help understanding  
___ Purpose is unclear  
___ Common approach | **1 – Demonstrates no evidence of a unified structure with no introduction or conclusion; transitional devices not used.**  
___ No real introduction  
___ Does not feel finished at the end  
___ Parts were missing or hard to follow  
___ Parts unevenly paced or missing  
___ Difficult to follow from part to part  
___ No use of transitions | **1 – Writer lacks commitment to topic and connection to audience; evokes minimal emotion in the reader.**  
___ Author lacks caring or involvement with topic  
___ Lacks feelings or honesty in statements  
___ Individuality is not evident  
___ Personality is not evident  
___ Writing evokes minimal emotion in the reader |

Adapted from: What is Good Writing by Steve Peha at http://www.ttms.org
## Six Writing Traits Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Word Choice</strong></th>
<th><strong>Sentence Fluency</strong></th>
<th><strong>Conventions</strong></th>
</tr>
</thead>
</table>
| **Meets criteria**             | 5 – Words convey the intended message in a precise, vivid, and natural way. The words are effective and engaging.  
  __Strong verbs that inform actions__  
  __Effective adjectives and adverbs__  
  __Memorable words and phrases__  
  __Accurate and effective words & phrases__  
  __Effective and engaging language for purpose and audience__ | 5 – Writing has an easy flow, rhythm, and cadence; varied, natural, and well built sentences.  
  __Variety in sentence beginnings__  
  __Variety in sentence length & structure__  
  __Sentences are easy to read aloud expressively__  
  __Sentences alternate in length to create rhythm and flow__  
  __Sentences are easy to understand__ | 5 – Good grasp of standard writing conventions; uses conventions appropriately to enhance readability.  
  __Punctuation is smooth and enhances meaning (inside and ending)__  
  __Capitalization is accurate__  
  __Paragraphing enhances organization__  
  __Spelling is correct__  
  __Grammar is correct__ |
| **Approaches criteria**        | 3 – Functional language; verbs, nouns, adjective, and phrases are adequate; message is clear.  
  __Ordinary verb choice__  
  __Adequate adjectives and adverbs__  
  __Basic words and phrases__  
  __Somewhat accurate and effective words and phrases__  
  __Somewhat effective language for purpose and audience__ | 3 – Rhythm and flow is routine and functional; sentences are clear but some are choppy and awkward.  
  __Some variety in sentence beginnings__  
  __Some variety in sentence length and structure__  
  __Some sentences are smooth and others are halting__  
  __Sentences follow a predictable pattern__  
  __Most sentences are understandable__ | 3 – Basic grasp of the standard writing conventions; conventions are sometimes effective and enhance readability.  
  __Punctuation sometimes causes the reader to stumble and pause__  
  __Capitalization is mostly accurate__  
  __Paragraphing is present__  
  __Spelling is mostly correct__  
  __Grammar is mostly correct__ |
| **Does not meet criteria**     | 1 – Limited vocabulary searches for words to create meaning; word choice & phrasing is inappropriate or repetitive.  
  __Limited verb choice__  
  __Ineffective adjectives and adverbs__  
  __Uninspiring words and phrases__  
  __Inaccurate or ineffective words and phrases__  
  __Unclear or inappropriate language for purpose and audience__ | 1 – Rhythm and flow is lacking; sentences are unclear and patterns are repetitive.  
  __Little or no variety in sentence beginnings__  
  __Lacks variety in length and structure__  
  __Sentences lack pattern when read aloud__  
  __Sentences lack rhythm and flow__  
  __Sentences are not easy to understand__ | 1 – Minimal grasp of the standard writing conventions; numerous errors in conventions distract and/or confuse the reader.  
  __Punctuation frequently causes reader to stumble and pause__  
  __Capitalization is frequently incorrect__  
  __Paragraphing distracts the reader__  
  __Spelling is often incorrect__  
  __Grammar is often incorrect__ |

Adapted from: What is Good Writing by Steve Peha at http://www.ttms.org
Writing Process Planning Matrix

Effectively engaging students in the writing process to produce quality pieces of work requires planning. The “Writing Process Planning Matrix” is a tool to assist teachers in the development of a series of lessons to guide students through the writing process. Different organizers and/or strategies can be used to support each stage of the writing process (many of them can be found in the Writing Resource Guide). It is also important to consider the specialized skills and Language Arts standards that apply to different tasks or purposes. These skills can be developed through mini-lessons in the context of the students’ writing. Sharing/Conferencing is an important part of the writing process to help students improve their work. The Martix guides teachers to consider which stages of the writing process students will conference and with whom. Finally formative assessment throughout the writing process can help shape quality student writing. By completing the “Writing Process Planning Martix,” teachers can outline the tools/strategies they will use to supporting each stage of the writing process, specialized mini-lessons, the facilitation of sharing, and the assessment instrument that will be used to evaluate the writing.
## Writing Process Planning Matrix

<table>
<thead>
<tr>
<th>Genre:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Organizers</th>
<th>Mini Lessons</th>
<th>Sharing/Conferencing</th>
<th>Assessment</th>
</tr>
</thead>
</table>

Kākau Mea Nui 2013
# Writing Process Planning Matrix

**Topic:** Personal Experience  
**Genre:** Narrative

| Organizers and Tools | Prewriting  
(Ideas, Organization) | Drafting  
(Ideas, Organization, Word Choice) | Revising  
(Ideas, Organization, Voice, Word Choice, Sent. Fluency) | Editing  
(Conventions) | Publishing  
(Polishing, Sharing) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mini Lessons</strong></td>
<td>Sequencing</td>
<td>Using Dialog</td>
<td>Sentence Structure</td>
<td>Quotation Marks</td>
<td></td>
</tr>
<tr>
<td>Sharing</td>
<td>Peer</td>
<td>Peer</td>
<td>Student/Teacher</td>
<td>Small Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Assessment</td>
<td>Bubble Map Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
</tr>
</tbody>
</table>
# Writing Process Planning Matrix

**Topic:** Piece of Literature, Non-Fiction Piece, Event, Personal Experience, etc.  
**Genre:** Opinion/Argument, Informative/Explanatory, Narrative

<table>
<thead>
<tr>
<th>Stages</th>
<th>Prewriting</th>
<th>Drafting</th>
<th>Revising</th>
<th>Editing</th>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizers and Tools</strong></td>
<td>Bubble Map Thinking Maps Draw Label Caption WWH Essay Organizer</td>
<td>My Access!</td>
<td>Transition-Action-Detail Revision Game My Access Revision Plan Show Tell</td>
<td>Punctuation Pattern Sheet</td>
<td>Citation Machine</td>
</tr>
<tr>
<td><strong>Mini Lessons</strong></td>
<td>Supporting details</td>
<td>Synonyms Proper Nouns Punctuation Quotation Marks</td>
<td>Sentence Structure</td>
<td>Punctuation Commas</td>
<td>Citations</td>
</tr>
<tr>
<td><strong>Sharing</strong></td>
<td>Peer Small Group Whole Class Student/Teacher</td>
<td>Peer Small Group Whole Class Student/Teacher</td>
<td>Peer Small Group Whole Class Student/Teacher</td>
<td>Peer Small Group Whole Class Student/Teacher</td>
<td>Peer Small Group Whole Class Student/Teacher</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Bubble Map Rubric 6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
<td>6 Writing Trait Rubric</td>
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</table>