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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**LEARNING TO WRITE Kindergarten through Second Grade**

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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).
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<td><strong>Teacher</strong> writes in front of students, creating the text, doing the writing, and thinking aloud about writing strategies and skills. Students may assist by spelling words.</td>
<td>Teacher and students create the text together; then the teacher does the actual 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>
<td></td>
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<tr>
<th>Who writes?</th>
<th>Teacher</th>
<th>Teacher</th>
<th>Teacher and Students</th>
<th>Students</th>
<th>Students</th>
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<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>
</tr>
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<thead>
<tr>
<th>What size groups?</th>
<th>Whole class</th>
<th>Whole class</th>
<th>Whole class</th>
<th>Whole class</th>
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<td><strong>Small groups</strong></td>
<td>Small groups</td>
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<td>Individuals</td>
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<th>Which activities?</th>
<th>Demonstrations</th>
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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 children to follow a plan-draft-revise writing process as early as second grade, although all children in the primary grades 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 to know multiple ways to get started and develop their ideas. Freewriting 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 children learn to prewrite?**

*Children 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 children, 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 children do in preparation for the task differ. Children may use a flow map to write the steps for the experiment and use the Draw-Label-Caption 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. Children 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 children how to analyze a writing task, purpose, and audience. Prewriting strategies can help children dissect a text and understand its features. For example, Kindergarten students can use flow maps to sequence events from shared stories as a bridge to learning to write their own short narratives. Learning to use a specific prewriting strategy combined with a particular genre
Students can use the strategy to sequence a series of events or instructions. Finally, the strategy helps develop students’ abilities to write descriptively about a single topic and believe is most important about a topic and plan their approach to the topic. In addition, the strategy develops the focus, ideas, and details for writing. It helps students find what they believe is most important about a topic and plan their approach to the topic. In addition, the strategy helps develop students’ abilities to write descriptively about a single topic and can be used to sequence a series of events or instructions. Finally, the strategy is versatile. Students can use the strategy in their journals or as part of a longer writing project.

Children 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, and beginning in second grade, children are expected to implement a plan-draft-revise writing process to generate an original text. Although prewriting and planning is not apparent in the Standards until second grade, Kindergarten and first grade teachers can provide a foundation for prewriting and familiarize students with the plan-draft-revise process.

Prewriting provides a non-threatening way to introduce sharing and conferencing into the writing process. The CCSS also requires that children 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 Kindergarten, first, and second grade can use prewriting (such as Draw-Label-Caption, bubble maps, flow maps) as a springboard to meet this standard and scaffold instruction so that students learn to use talking throughout the writing process. For example, first graders can begin the school year using the Draw-Label-Caption strategy to write descriptive paragraphs about something they did over the summer. As children finish prewriting with Draw-Label-Caption, they share their drawings with peers and/or the teacher. They explain their pictures while their classmates and/or teachers ask questions about the drawing, and then return to the drawings, revise, and then proceed to drafting. When children become more proficient readers and writers, they can transition into sharing their drafts with each other.

Prewriting Strategy Explanation: Draw-Label-Caption

What is Draw-Label-Caption? Draw-Label-Caption is a prewriting strategy that can help students focus on a topic and add details to a piece of writing. Drawing a picture before writing allows students to become familiar with their topic and visualize details. This strategy works well for narrative and descriptive writing, but can also be used for expository writing and writing in the content areas.

Why should teachers use the Draw-Label-Caption strategy? The Draw-Label-Caption strategy develops the focus, ideas, and details for writing. It helps students find what they believe is most important about a topic and plan their approach to the topic. In addition, the strategy helps develop students’ abilities to write descriptively about a single topic and can be used to sequence a series of events or instructions. Finally, the strategy is versatile. Students can use the strategy in their journals or as part of a longer writing project.
Because Draw-Label-Caption permits students to draw and label pictures, it is easy to scaffold instruction for students at multiple ability levels. Not all students can write at the beginning of Kindergarten or first grade, but they can draw and acquire letters and words as they learn to label and caption their drawings. Students who come to Kindergarten and first grade with some letters and words can use the strategy to develop their existing skills and learn new ones.

**How can the Draw-Label-Caption strategy be used in the classroom?** Draw-Label-Caption can help students learn to write descriptive, informational, or narrative pieces. When students draw and label pictures before writing, they are able to visualize details and make notes for what should be included in their writing. Students can use the Draw-Label-Caption strategy to create storyboards and flow maps in preparation for writing narratives. Teachers may also find that Draw-Label-Caption supports content area learning, particularly scientific or historical writing that requires students to describe a procedure or an event.

**Draw-Label-Caption and the Six Traits of Writing**

**Ideas.** The ideas trait focuses on the content of a piece of writing. Drawing in preparation for writing provides students with opportunities to think about and develop their ideas. Ruth Culham (2005) explains that drawing pictures, experimenting with words and letters, as well as writing captions for images are all ways that young students learn to convey ideas. As students draw and label pictures, they learn to make general statements; as they practice drawing and labeling, they learn to select and expound upon specific details. Draw-Label-Caption supports the natural progression from pictures to letters to words to sentences. The strategy provides a starting place for all writers to find, visualize, and develop a topic.

**Organization.** The Draw-Label-Caption strategy gives students a way to collect their words and thoughts before writing a draft. The drawing helps students focus on the “big picture” of their writing, while labeling the drawing helps them focus on the smaller details. The attention to smaller details is important, because it allows students to find a direction for their writing. Whereas the “big picture” can be overwhelming, the labels students generate provide a loose structure for the final product. Similarly, writing captions for drawings may provide students with a starting place for their topic sentence or conclusion, in addition to helping them find the focus for their draft. The captions are particularly useful when students arrange two or three of their drawings and captions into a sequence of events.

**Voice.** Voice is, perhaps, the hardest of the traits to teach and the hardest to assess. At the prewriting stage, students can develop their voice through expressive language and images. Draw-Label-Caption is one strategy that lends itself to developing students’ writers’ voices because they draw an image and select what is most important or most fascinating about that image. Labeling the drawings and the other labels in the drawings pulls details from the students’ mind and onto paper. This strategy allows teachers to see what students find most important about a topic (because the drawings are labeled), thus giving teachers the opportunity to counsel students on ways to add more detail. All of these efforts manifest later in the writing process, but can be nurtured at this early stage.
Connecting Draw-Label-Caption and the CCSS

**Expository and Informational Writing.** The Draw-Label-Caption strategy can be used to teach students to write descriptively for informational and expository writing tasks. When teachers use the Draw-Label-Caption strategy to teach descriptive expository and informational writing, the following CCSS may apply:

**Kindergarten**

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**First Grade**

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Second Grade**

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Narrative Writing.** The Draw-Label-Caption strategy can be used to teach students to sequence events and write descriptive narratives. This strategy may prove particularly effective for English language learners and visual learners, especially when combined with the flow map graphic organizer. When teachers use the Draw-Label-Caption strategy in coordination with the flow map graphic organizer to teach narrative writing, the following CCSS may apply:

**Kindergarten**

**RL.K.2** With prompting and support, retell familiar stories, including key details.

**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.5** Recognize common types of texts.

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.

**RL.K.3** With prompting and support, describe the connection between events or pieces of information in a text.

**RL.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.

**W.K.7** Participate in shared writing projects.

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
L.K.1f Produce and expand complete sentences in shared language activities.

First Grade

RF.1.1a Recognize the distinguishing features of a sentence.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two events or pieces of information in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.7 Participate in shared writing projects.
W.1.8 With guidance and support from adults, recall information from experiences or gather information provided from sources to answer a question.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation.
L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Second Grade

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7 Explain how specific images contribute to and clarify a text.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.7 Participate in shared writing projects.
W.2.8 Recall information from experience or gather information from provided sources to answer a question.
L.2.1f Produce, expand, and rearrange complete simple and compound sentences.

Writing in Literature. Teachers can use the Draw-Label-Caption strategy to teach students how to identify the characters and setting in a story. In addition, the Draw-Label-
Caption strategy can support students as they make connections between the illustrations in a text and the words in a text. When teachers use the Draw-Label-Caption strategy to write about literary texts, the following CCSS may apply:

**Kindergarten**

**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.

**First Grade**

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**RL.1.7** Use illustrations and details in a story to describe its characters, settings, or events.

**Second Grade**

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Sample Scope and Sequence for Draw-Label-Caption in K-2

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<thead>
<tr>
<th>Draw-Label-Caption for Expository Writing in Kindergarten</th>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
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<tbody>
<tr>
<td><strong>Focus.</strong> Students will begin the quarter exploring relationships between families and friends. They will read books around themes of families and friends. Students will write an expository piece about a family member or a friend.</td>
<td><strong>W.K.2</strong> Use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td>Students will... 1) Investigate different kinds of relationships, focusing on families and friends.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets.</strong></td>
<td><strong>RL.K.7</strong> With prompting and support, describe the relationship between illustrations and the text in which they appear.</td>
<td>2) Draw a picture of a family member or a friend. (I do/you do)</td>
<td></td>
</tr>
<tr>
<td>• I can select a topic and information to share.</td>
<td><strong>SL.K.4</strong> Describe familiar people and, with prompting and support, provide additional detail.</td>
<td>3) Write one or two word labels for 3-5 important parts of their drawing. (I do/we do/you do)</td>
<td></td>
</tr>
<tr>
<td>• I can use drawings and words to name and give information about a topic.</td>
<td><strong>SL.K.5</strong> Add drawings to descriptions as desired to provide additional detail.</td>
<td>4) Dictate and/or attempt to write one sentence to caption the drawing. (I do/we do/you do)</td>
<td></td>
</tr>
<tr>
<td>• I can explain how illustrations help me understand a text.</td>
<td></td>
<td>5) Revise or re-draw</td>
<td></td>
</tr>
<tr>
<td>• I can revise my drawings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Draw-Label-Caption for Expository Writing in Kindergarten

<table>
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<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>and descriptions to give more detail about my topic.</td>
<td>L.K.1f Produce and expand complete sentences in shared language activities.</td>
<td>pictures, adding color and details as appropriate. (you do)</td>
</tr>
<tr>
<td>• I can write and expand a complete sentence.</td>
<td>L.K.2a Capitalize the first word in a sentence and the pronoun <em>I</em>.</td>
<td></td>
</tr>
<tr>
<td>• I can capitalize the first letter of a sentence and put a punctuation mark at the end of a sentence.</td>
<td>L.K.2b Recognize and name end punctuation.</td>
<td></td>
</tr>
</tbody>
</table>

### Draw-Label-Caption for Descriptive Writing in First Grade

**Focus.** Students will begin a unit on the animal kingdom. Over the course of the 6-week unit, students will read 1 book about a different animal for 5 weeks. They will use the Draw-Label-Caption prewriting strategy to take notes on the animals, and during the 6th week, students will write a descriptive (informational) paragraph about an animal of their choice.

**Learning Targets.**
- I can select a topic and information to share.
- I can work with a teacher or peer to add details to my writing.
- I can use information from sources in my

<table>
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<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.1.2</strong> Write informative texts in which they name some facts about the topic and provide some sense of closure.</td>
<td>Students will...</td>
</tr>
<tr>
<td><strong>W.1.5</strong> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
<td>1) Read books about different animals. (we do)</td>
</tr>
<tr>
<td><strong>W.1.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>2) Draw-Label-Caption pictures of the animals they read about. (we do)</td>
</tr>
<tr>
<td><strong>RI.1.10</strong> With prompting and support, read informational texts appropriately complex</td>
<td>3) Select one animal from all of the animals studied. (I do / you do)</td>
</tr>
<tr>
<td></td>
<td>4) Revise their drawings of the selected animal. (I do / you do)</td>
</tr>
<tr>
<td></td>
<td>5) Draw-Label-Caption the animal of their choice. (I do / we do / you do)</td>
</tr>
</tbody>
</table>
## Draw-Label-Caption for Descriptive Writing in First Grade

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing.</td>
<td>for grade 1.</td>
<td>6) Write one or two word labels for 5-7 parts of their drawing. (I do / we do / you do)</td>
</tr>
<tr>
<td>• I can read first grade books about animals.</td>
<td><strong>SL.1.1a</strong> Follow agreed-upon rules for discussions.</td>
<td></td>
</tr>
<tr>
<td>• I can follow rules for peer review.</td>
<td><strong>SL.1.4</strong> Describe things with relevant details, expressing ideas and feelings clearly.</td>
<td>7) Meet in pairs or small groups to talk about the drawings and add one label to their drawing based on conversations with peers or teachers. (we do / you do)</td>
</tr>
<tr>
<td>• I can use adjectives to add descriptions to my writing.</td>
<td><strong>SL.1.5</strong> Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td></td>
</tr>
<tr>
<td>• I can write expanded sentences.</td>
<td><strong>L.1.1f</strong> Use frequently occurring adjectives.</td>
<td>8) Write a paragraph (3-5 sentences) about the drawing using key words from the labels. *Paragraphs should include a topic sentence in which students name the animal they have written about and a concluding sentence. (I do / we do / you do)</td>
</tr>
<tr>
<td></td>
<td><strong>L.1.1j</strong> Produce and expand complete simple declarative, interrogative, and exclamatory sentences.</td>
<td></td>
</tr>
</tbody>
</table>

6) Write one or two word labels for 5-7 parts of their drawing. (I do / we do / you do)  
7) Meet in pairs or small groups to talk about the drawings and add one label to their drawing based on conversations with peers or teachers. (we do / you do)  
8) Write a paragraph (3-5 sentences) about the drawing using key words from the labels. *Paragraphs should include a topic sentence in which students name the animal they have written about and a concluding sentence. (I do / we do / you do)  
9) Meet in pairs or small groups to share drawings and sentences or share drawings and sentences with the class. (you do)
# Draw-Label-Caption for Narrative Writing in Second Grade

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus.</strong> Students will learn classroom procedures at the beginning of the school year. The class will sequence a series of images for appropriate classroom conduct and write a series of instructions for morning procedures. Groups of students will work together to write a series of instructions for other classroom procedures. Students’ work will be displayed around the classroom for the remainder of the year.</td>
<td><strong>W.2.3</strong> Write narratives in which they recount a well-elaborated event or sequence of events, include details to describe actions, use temporal words to signal event order, and provide a sense of closure.</td>
<td>Students will...</td>
</tr>
<tr>
<td>Learning Targets.</td>
<td><strong>W.2.7</strong> Participate in shared writing projects.</td>
<td>1) Arrange a series of images that depict the morning procedure (coming into class, hanging their backpacks, and doing the morning bell work). (we do)</td>
</tr>
<tr>
<td>• I can write a narrative about an event.</td>
<td><strong>SL.2.1a</strong> Follow agreed-upon rules for discussions.</td>
<td>2) Label the images, one at a time, either as a class or in table groups. (we do)</td>
</tr>
<tr>
<td>• I can work with others to write a narrative about an event.</td>
<td><strong>SL.2.2</strong> Recount or describe key ideas or details from visually presented information.</td>
<td>3) Write one-sentence captions for each of the images, either as a class or in table groups. (we do)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Use temporal words to write a paragraph about the morning routine. (we do / you do)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Repeat the process in small groups to write procedures for other class activities, like going to recess, going to lunch, what to do in the library, etc. (I do / we do / you do)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Present images and paragraphs in class.</td>
</tr>
</tbody>
</table>
**Draw – Label – Caption Prewriting Strategy**

**Quick Reference**

The Draw-Label-Caption strategy can help students focus on a topic and add details to a piece of writing. Drawing a picture before writing allows students to become familiar with the topic and visualize details. This strategy works well for narrative and descriptive writing, but can also be used for expository writing and writing in the content areas.

**Procedure**

- Tell students to draw a picture of a real or imagined scene. The drawing should be clear and simple.
- Instruct students to label the most important parts of the drawing.
- Ask students to write one or two sentences as a caption for the drawing.

**Differentiation and Extension**

- **Verbal Captions** – Allow students to dictate one or two sentences about their drawings in lieu of writing a caption.
- **Descriptive Writing** – Use the Draw-Label-Caption strategy to write descriptive paragraphs.
- **Storyboards and Flow Maps** – Use the Draw-Label-Caption strategy to build storyboards or flow maps en route to writing narratives.
- **Add Details** – Encourage students to revise their drawings and labels as they begin to write their captions. Older students may be able to label their labels. Each label can become an added detail or descriptive sentence.
- **Include Dialogue and Thoughts** – Show students how to use dialogue and thought bubbles to show the thoughts and feelings of people, animals, and objects in their drawings.
- **Finish the Drawings** – Allow students to finish or recreate their drawings after they write.

Adapted from *The Writing Teacher’s Strategy Guide* by Steve Peha – www.ttms.org
Tip: Describe your labels.

**Label everything.** Each of your labels can become a detail or a sentence.

**Add lots of descriptive labels.** Use describing words to label your labels.

Tip: Label conversations, thoughts, feelings, and sounds.

**Dialog bubbles** show conversations.

**Thought bubbles** show thoughts and feelings.

**Call-out bubbles** show sounds.

Tip: Turn your labels into sentences.

**Step 1** Pick one of your labels.

**Step 2** Decide what that label describes.

**Step 3** Write one or two sentences about the label you picked.

---

**Example**

*Step 1* Write a caption for the picture. I jumped high into the air with the orange basketball in my hands.

*Step 2* Write sentences for each label. 

**Me:** I am jumping high. I am thinking I *hope I can make this shot!* I throw the basketball into the air.

**Basketball:** I am holding an orange basketball. The basketball feels heavy in my hands.

**Hoop:** The net swishes when my basketball falls through the hoop.

*Step 3* Write a paragraph. I jumped high into the air with the orange basketball in my hands. *I hope I can make this shot,* I thought to myself. The ball rolled off of my fingertips and flew toward the backboard. *Swish!* The ball fell through the net.

Adapted from *The Writing Teacher's Strategy Guide* by Steve Peha – www.ttms.org
Happy birthday, Auntie!

Thank you!

I gave balloons to my auntie for her birthday.
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. Teachers can scaffold the strategy so that students use the bubble map graphic organizer to develop sentences and paragraphs. In addition, teachers can scaffold the use of bubble maps based on students’ ability levels. For example, some students may need to draw pictures in addition to writing words in their bubble maps, while other students can write one or two words in each bubble to plan their writing.

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 in lower elementary can build a strong foundation for this prewriting strategy by keeping the bubble maps simple, providing clear examples and models, and giving students practice translating the ideas and details on the bubble map into sentences and paragraphs.

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

Although planning and prewriting are not part of the Common Core State Standards for lower elementary, the Standards do require that young students sort objects and ideas into categories, focus a piece of writing, and supply details or reasons in their writing. Bubble maps build a foundation for prewriting and planning, which the CCSS does require in the later grades. When students use a bubble map to prewrite in lower elementary, they are learning how to gather and sort ideas, connect related ideas, and focus on specific ideas in the context of a larger topic.

Sample Scope and Sequence for Bubble Maps in K-2

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus. Students will begin a unit on “Food” at the beginning of the second quarter. Students will read books about different types of foods, markets, and food production. Students will visit a local farm, and then write a friendly letter thank the farmer for allowing them to visit.</td>
<td><strong>W.K.2</strong> Use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which they name what they are writing about and supply some information about the topic. <strong>SL.K.5</strong> Add drawings to descriptions as desired to provide additional detail.</td>
<td>Students will…</td>
</tr>
<tr>
<td>Learning Targets. • I can select an idea and information to share. • I can use drawings and words to give information about a topic. • I can write and expand a complete sentence. • I can capitalize the first letter of a sentence and put a punctuation mark at the end.</td>
<td><strong>L.K.1f</strong> Produce and expand complete sentences in shared language activities. <strong>L.K.2b</strong> Recognize and name end punctuation.</td>
<td>1) Read a variety of books on different foods, markets, and food production. (we do) 2) Visit a local farm. (we do) 3) Draw a bubble map on the topic “Local Farms.” (I do / we do / you do) • Topic: Local Farm • Idea 1: Something you liked • Idea 2: Something you learned 4) Generate a list of things the class liked at the farm and things the class learned at the farm. (I do / we do) 5) Select one thing they liked and one thing they learned from the farm.</td>
</tr>
</tbody>
</table>
## Bubble Maps for Expository Writing in Kindergarten

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>the end of the sentence.</td>
<td></td>
<td>class list and record it on their bubble maps. (I do / we do / you do)</td>
</tr>
</tbody>
</table>

6) Develop 1-2 details for the 2 ideas. (I do / we do / you do)

7) Write a topic sentence for the paragraph and copy it onto the paragraph organizer. (We do)

8) Write 2-3 sentences for each of the ideas on the paragraph organizer. (I do / we do / you do)

9) Write a concluding sentence for the paragraph and copy it onto the paragraph organizer. (I do / we do / you do)

10) Rewrite the paragraph into the friendly letter format. Illustrate the paragraphs as time allows.

## Bubble Maps for Expository Writing in First Grade

<table>
<thead>
<tr>
<th>Focus. Students will learn about ancient civilizations.</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.1.2</strong> Write informative / explanatory texts in which</td>
<td>Students will...</td>
<td>1) Read books and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Bubble Maps for Expository Writing in First Grade**

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will read books about different ancient civilizations and write multiple informative paragraphs about different ancient civilizations. Students will combine their paragraphs at the end of the unit into a picture book about the ancient civilizations that they studied.</td>
<td>they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>participate in shared learning activities about ancient civilizations.</td>
</tr>
<tr>
<td><strong>Learning Targets.</strong></td>
<td><strong>W.1.7</strong> Participate in shared research and writing projects.</td>
<td>2) Complete a bubble map for each of the civilizations they learn about.</td>
</tr>
<tr>
<td>• I can write an informative paragraph with a topic sentence, details, and a conclusion.</td>
<td><strong>W.1.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>• Topic: Ancient Civilizations</td>
</tr>
<tr>
<td>• I can work with peers to research and write about a topic.</td>
<td><strong>RI.1.2</strong> Identify the main topic and retell key details of a text.</td>
<td>• Ideas (one for each bubble map): Greece, Egypt, Mayan, Chinese</td>
</tr>
<tr>
<td>• I can gather information from sources.</td>
<td><strong>RI.1.10</strong> With prompting and support, read informational texts appropriately complex for grade 1.</td>
<td>• Details (for each bubble map): Interesting facts or details about the ancient civilization studied that week</td>
</tr>
<tr>
<td>• I can find the main idea and retell key details of a text.</td>
<td><strong>L.1.1e</strong> Use verbs to convey a sense of the past.</td>
<td>3) Write a topic sentence, supporting sentences, and a conclusion from each bubble map.</td>
</tr>
<tr>
<td>• I can use past-tense verbs.</td>
<td><strong>L.1.1j</strong> Produce and expand complete simple and compound declarative, interrogative, and exclamatory sentences.</td>
<td>4) Illustrate each paragraph.</td>
</tr>
<tr>
<td>• I can write simple and compound sentences.</td>
<td><strong>L.1.6</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently</td>
<td>5) Compile the completed paragraphs and illustrations into a picture book.</td>
</tr>
</tbody>
</table>
### Bubble Maps for Expository Writing in First Grade

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>occurring conjunctions to signal simple relationships.</td>
<td></td>
</tr>
</tbody>
</table>

### Bubble Maps for Persuasive Writing in Second Grade+

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus.</strong> Students will study planets in our solar system. They will read books about different planets in science, and then write a persuasive essay about which planet they would like to live on.</td>
<td><strong>W.2.1</strong> Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</td>
<td>Students will...</td>
</tr>
<tr>
<td><strong>Learning Targets.</strong></td>
<td><strong>W.2.5</strong> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td>1) Read books about the planets in our solar system.</td>
</tr>
<tr>
<td>• I can express and support my opinion when writing.</td>
<td><strong>W.2.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
<td>2) Take notes about the planets the using Cornell notes system.</td>
</tr>
<tr>
<td>• I can revise and edit my writing with a peer or teacher.</td>
<td><strong>SL.2.1a</strong> Follow agreed-upon rules for discussions.</td>
<td>3) Create a bubble map about the planet they would like to live on:</td>
</tr>
<tr>
<td>• I can use information from sources in my writing.</td>
<td><strong>L.2.1e</strong> Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td>• Topic: The planet that students choose to live on (e.g. Mars, Pluto)</td>
</tr>
<tr>
<td>• I can use adjectives and adverbs to make my writing more interesting.</td>
<td><strong>L.2.1f</strong> Produce, expand, and rearrange complete simple and compound sentences.</td>
<td>• Idea 1: About the planet</td>
</tr>
<tr>
<td>• I can produce, expand, and rearrange simple and compound sentences.</td>
<td></td>
<td>• Idea 2: Why I would like to live there</td>
</tr>
</tbody>
</table>

3) Create a bubble map about the planet they would like to live on:
   - **Idea 1:** About the planet
   - **Idea 2:** Why I would like to live there
   - **Idea 3:** Why I would like to live there
   - **Details:** Support each idea with 2 details

4) Share bubble maps with a peer or a teacher. Add one or more details to the bubble map based on the prewriting conference.
<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
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</tr>
</thead>
</table>

5) Write a multi-paragraph essay that introduces the planet and tells why they want to live there.

6) Self-edit or peer edit rough draft.

7) Revise rough draft and rewrite onto folder paper.

8) Illustrate the essay and share with the class.
Bubble Map Prewriting Strategy
Quick Reference

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.

Example

![Bubble Map Example](image-url)
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 their lives in social studies, or steps for brushing their teeth in health. 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 process, then the following CCSS may apply:

Kindergarten

RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.5 Recognize common types of texts.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
RI.K.3 With prompting and support, describe the connection between events or pieces of information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
RF.K.4 Read emergent-reader texts with purpose and understanding.

First Grade

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two events or pieces of information in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RF.1.4a Read grade-level text with purpose and understanding.

Second Grade

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7 Explain how specific images contribute to and clarify a text.
RF.2.4a Read grade-level text with purpose and understanding.
The flow map graphic organizer can be used with the Draw-Label-Caption prewriting strategy to write descriptive narratives. When teachers use the flow map to teach students to plan descriptive narratives or write procedures, the following CCSS may apply:

**Kindergarten**

- **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.
- **W.K.7** Participate in shared writing projects.
- **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**First Grade**

- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.7** Participate in shared writing projects.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information provided from sources to answer a question.

**Second Grade**

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.7** Participate in shared writing projects.
- **W.2.8** Recall information from experience or gather information from provided sources to answer a question.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5** Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Sample Scope and Sequence for Flow Maps in K-2

<table>
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<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus.</strong> Students will begin a unit on fictional stories. They will read multiple fictional stories in class and re-tell a favorite story for the class using a flow map and Draw-Label-Caption.</td>
<td><strong>RL.K.2</strong> With prompting and support, retell familiar stories, including key details. <strong>RL.K.3</strong> With prompting and support, identify characters, settings, and major events in a story.</td>
<td>Students will... 1) Read a story as a class. 2) Identify and discuss 3 parts of the story: What happened at the beginning, in the middle, and in the end. (we do / you do) 3) Discuss the “Organization” writing trait. 4) Record the beginning, middle, and end of the story using the flow map. (I do, we do, you do) • Draw 3 pictures that represent the beginning, middle, and end. • Label each of the drawings to identify the character and setting. • Write a caption for each drawing that tells what happened. 5) Share their completed flow maps with a teacher or classmate.</td>
</tr>
<tr>
<td><strong>Learning Targets.</strong>  • I can retell familiar stories and include key details.  • I can identify the main characters, settings, and major events in a story.  • I can share my work with a classmate or teacher.</td>
<td><strong>SL.K.1a</strong> Follow agreed-upon rules for discussions. <strong>SL.K.2</strong> Confirm understanding of a text read aloud by asking and answering questions about key details. <strong>SL.K.5</strong> Add drawings to descriptions to provide additional detail.</td>
<td></td>
</tr>
</tbody>
</table>
**Focus.** Students will use the writing process (plan, draft, revise) to complete a writing task. They will learn the actions that writers perform to complete a writing task, and they will learn how to reflect on the actions that they take when completing a writing task. For this unit, students will complete a plan, draft, revise writing project and write a process piece that explains the way that they approached the task.

**Learning Targets.**
- I can write a reflective narrative about my writing process.
- I can share my writing with my teacher.

<table>
<thead>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>W.1.3</strong> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>After completing an extended writing project, students will...</td>
</tr>
<tr>
<td><strong>Learning Targets.</strong></td>
<td></td>
<td>1) Use their writing logs to identify what they did first, second, third, and so on to complete the writing task. (I do, we do, you do)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Record what they did first, second, third, and so on using a flow map. Students will use a combination of pictures and words on the flow map. Students will be prompted to add how they felt at each step to the flow map. (I do, we do, you do)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Write a paragraph that tells what they did first, second, third, and so on to complete the writing task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Share their original writing project and process piece with the teacher in a writing conference.</td>
</tr>
</tbody>
</table>
**Flow Maps for Writing Narratives in Second Grade**

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus.</strong> Students will study narrative structure. They will read several fictional narratives with as a class, identify the structure of the narratives, and write/illustrate an extension to a shared story.</td>
<td><strong>W.2.3</strong> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
<td>Students will...</td>
</tr>
<tr>
<td><strong>Learning Targets.</strong></td>
<td><strong>W.2.7</strong> Participate in shared writing projects.</td>
<td>1) Read multiple narrative picture books with the class and in literature circles. (we do)</td>
</tr>
<tr>
<td>• I can describe the structure of a story.</td>
<td><strong>RL.2.2</strong> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>2) Identify the structure of the stories (what happened in the beginning, in the middle, and at the end). (I do, we do, you do)</td>
</tr>
<tr>
<td>• I can re-tell familiar stories.</td>
<td><strong>RL.2.5</strong> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>3) Identify the main character and settings of the stories. (I do, we do, you do)</td>
</tr>
<tr>
<td>• I can write a narrative that includes details to describe actions, thoughts, and feelings.</td>
<td><strong>RL.2.7</strong> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>4) Choose a shared story to extend. (I do, you do)</td>
</tr>
<tr>
<td>• I can use temporal words to signal event order in my writing.</td>
<td></td>
<td>5) Use a flow map to write a sequence of 3 events that happened after the story ended. (I do, you do)</td>
</tr>
<tr>
<td>• I can use illustrations to depict action in my writing.</td>
<td></td>
<td>6) Illustrate the extended story. Depict what happened in each picture.</td>
</tr>
</tbody>
</table>
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 – Going to the Movies

First, Drive to the theater
Then, Wait in line to buy tickets
Last, Watch the movie

Sub-stages in the sequence
Temporal words signal event order
Stages or events in the sequence
Flow Maps Across the Content Areas
Quick Reference

**Science** – Use flow maps to show cycles or steps in an experiment.

![Life Cycle of a Butterfly](image)

**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.

- **2006** I was born.
- **2008** My sister was born.
- **2010** I started preschool.
- **2011** My family moved over the summer.
- **2011** I came to this school.
- **2013** I started first grade.

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

- Warm → Hot → Boiling
- Walk → Trot → Sprint

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

I am thinking of a number between 0 and 5. The number is odd. It is not 1. What number is it?

- The number is between 0 and 5.
- The number is odd.
- The number is not 1.
- The answer is 3.
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

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

Sequencing Narratives with Flow Maps and Draw-Label-Caption
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.

![Flow Map for The Lion, the Witch, and the Wardrobe](images/flow_map.png)
Planning Narratives with Flow Maps
Quick Reference

Planning Narratives with Flow Maps and Draw-Label-Caption
Students can use flow maps with Draw-Label-Caption to plan original narratives. The strategy can help students plan personal narratives or creative fictional narratives. Using the graphic organizer will help students identify main characters, organize events, and visualize important details.

Example – Remi and the Ball of Yarn
Directions: Use a flow map to plan a fictional story. Name the main character and tell what happens first, next, and last in the story.

Early one morning,
A black cat named Remi woke up. He felt playful, so he looked for his yellow ball of yarn. He could not find it!

Then,
Remi went to see his puppy, Astro. Astro was still asleep on the couch, but Remi saw the ball of yarn under Astro’s paw. He tried to get the yarn, but the puppy pulled the yarn closer.

Finally,
Remi was tired of waiting for Astro to wake up. He jumped on the puppy and tugged at this ear. Astro opened one eye and pushed the ball of yarn away. Remi pounced on it and chased it around the room.
LEARNING TO WRITE: DRAFTING

Preview
- Drafting involves pouring ideas onto paper in the form of drawings, sentences, and paragraphs.
- Students 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. Free writing 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. Students can learn different ways to approach a writing task by studying the craft of other writers. When students read to uncover the craft of other writers—when students 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. Students can then begin to understand the rhetorical, intentional choices that authors make, and from there, students 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 students learn strategies for drafting?

Young writers benefit from learning multiple strategies for drafting. In the same way that students 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 students 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 students 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, students 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 students 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 students 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 students 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. Students 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 students to talk to each other about their prewriting), then transitioning to sharing drafts becomes much easier.

**Bubble Map to Paragraph – Drafting Strategy Quick Reference**

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. Students can use the bubble mapping strategy to plan paragraphs.

**Procedure**
1. Create a bubble map graphic organizer.
2. Develop a general topic sentence using the “Topic” and “Idea” bubbles. Use the “Tantalizing Topic Sentences” quick reference to find different ways to write topic sentences.
3. Write supporting statements using the “Idea” and connected “Details” bubbles.
4. Rework the topic sentence into a conclusion using new words. Use the “Captivating Conclusions” quick reference to find different ways to write conclusions.
5. Repeat the procedure for each “Idea” bubble on the bubble map. Each idea with related details can become a paragraph.

**Differentiation and Extension**
- **Paragraph Hamburger** – Use the paragraph hamburger organizer to write the first draft of a paragraph from a bubble map.
- **Collaborative Writing** – Write topic sentences, conclusions, and/or paragraphs from bubble maps in modeled, guided, interactive, and shared writing opportunities before practicing independent writing.
- **Color Code** – Write (or underline) the topic sentence and conclusion with one color; write (or underline) the supporting (detail) sentences with another color.
- **Assessment** – Use the six traits of writing analytic rubric to target specific writing traits. “Organization” and “Ideas” may work best for young writers.

**Example Bubble Map and Paragraph: Ancient Civilizations**

Ancient Civilizations

Many things make Egypt an interesting ancient civilization. Pharaohs ruled Egypt. They were kings, but the people also believed that pharaohs were gods, too. The pharaohs built pyramids where they could be buried. Egypt is an interesting ancient civilization to study. Which ancient civilization do you like to learn about?
Strategy Explanation: Paragraph Hamburger Drafting

What is the paragraph hamburger? The paragraph hamburger is a graphic organizer that shows students the different parts of a paragraph. Each part of the hamburger stands for a part of the paragraph. The top bun and the bottom bun represent the topic sentence and conclusion, respectively, which illustrates how the topic sentence and conclusion hold the paragraph together. The hamburger filling (the meat, cheese, and vegetables) represents the supporting details, while the condiments (ketchup, mustard, and mayonnaise) represent word choice.

Why should teachers use the paragraph hamburger? The paragraph hamburger provides students with the basic structure and visual representation of the parts of paragraphs. This is a versatile strategy that can be used for many different types of writing, and it is an easy way to differentiate instruction for diverse students.

How can the paragraph hamburger be used in the classroom? This strategy lends to many different kinds of writing, making it versatile. Teachers can adapt the organizer to prompt students to sequence events, to make comparisons, or to provide multiple details in a descriptive paragraph. Because the organizer divides the topic sentence, supporting sentences, and conclusion, students can easily see which parts of their original paragraphs are missing or incomplete.

The Paragraph Hamburger and the Six Traits of Writing

Ideas. The paragraph hamburger graphic organizer provides students with an easy way to transition their ideas from prewriting into a draft. Using the organizer allows students to see which ideas need to be developed further.

Organization. The paragraph hamburger teaches students the basic structure of a paragraph. The strategy provides a skeleton—or a framework—for a focused, cohesive paragraph.

Voice. When students begin drafting paragraphs, they begin to think about how they want their writing to begin and end. The paragraph hamburger gives students space to experiment with different kinds of topic sentences and conclusions before they write a final draft. The strategy also encourages students to arrange their supporting statements in the most effective way.

Connecting the Paragraph Hamburger and the CCSS

Persuasive (Opinion) Writing. The paragraph hamburger drafting strategy can be used to develop opinions and reasons to support opinions. When teachers use the strategy to teach persuasion (or opinion) writing, the following CCSS may apply:
Kindergarten

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.

First Grade

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Second Grade

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Explanatory and Informational Writing. The paragraph hamburger drafting strategy can support students as they learn to write explanatory, informational, and descriptive paragraphs. When teachers use the strategy to teach explanatory or informational writing, the following CCSS may apply:

Kindergarten

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

First Grade

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Second Grade

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Sample Scope and Sequence for the Paragraph Hamburger

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
</table>
| **Focus.** Students will read different versions of “Cinderella” and watch Disney’s Cinderella in class. Students will write an opinion paragraph that describes which “Cinderella” story is their favorite. | **RL.1.3** Describe characters, settings, and major events in a story, use key details. **RL.1.9** Compare and contrast the adventures and experiences of characters in stories. **RF.1.4a** Read grade-level text with purpose and | Students will...  
1) Read The Korean Cinderella in class.  
2) Watch Disney’s Cinderella in class.  
3) Compare the 2 versions of “Cinderella” with a double-bubble |
# Paragraph Hamburger in First Grade

<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe characters, settings, and major events in stories.</td>
<td><strong>W.1.1</strong> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
<td>thinking map in their reading tablet.</td>
</tr>
<tr>
<td>• I can compare and contrast characters and events from two stories.</td>
<td><strong>L.1.1g</strong> Use frequently occurring conjunctions (lesson focus: <em>and, because</em>)</td>
<td>4) Choose their favorite version of “Cinderella” that the class discussed.</td>
</tr>
<tr>
<td>• I can write a paragraph that describes my opinion about a character or book.</td>
<td><strong>L.1.1j</strong> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</td>
<td>5) Create a bubble map that shows which version of “Cinderella” they preferred, supplies 1 reason (idea) for their preference, and 3 details to support the reason.</td>
</tr>
<tr>
<td>• I can connect my thoughts with the conjunctions <em>and and because</em>.</td>
<td><strong>L.1.6</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</td>
<td><strong>The class will...</strong></td>
</tr>
<tr>
<td>• I can write simple and compound sentences.</td>
<td></td>
<td>1) Generate several topic sentences through collaborative writing activities.</td>
</tr>
</tbody>
</table>

**Students will...**

1) Record their topic sentence, supporting sentences, and conclusion onto the paragraph hamburger organizer.

2) Use the paragraph hamburger (or “Organization”)
<table>
<thead>
<tr>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>checklist to self-assess and revise their work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Rewrite their final draft onto folder paper and illustrate their work.</td>
</tr>
</tbody>
</table>
Paragraph Hamburger – A Drafting Strategy
Quick Reference

The paragraph hamburger is a drafting strategy that helps students organize their ideas into a paragraph. Each part of the hamburger represents a part of the paragraph. This strategy gives a visual representation of how the information in a paragraph is related.

Procedure
1. Introduce the main parts of a paragraph in relation to the paragraph hamburger organizer:
   - Topic sentence – Top bun
   - Detail sentences – Filling
   - Conclusion – Bottom bun

2. Write a topic sentence that indicates what the paragraph will be about.

3. Write detail sentences that give more information about the topic.

4. Write a concluding sentence that summarizes the paragraph.

Teaching Parts of Paragraphs
• **Build a Paragraph Hamburger** –
  Allow students to draw, color, and label the parts of paragraphs on their own paragraph hamburger organizers. Paste each paragraph hamburger into students’ writing tablets or post onto bulletin board.

• **Paragraph Hamburger Showcase** –
  Create a large paragraph hamburger organizer to display on a bulletin board and label the parts of the organizer with students. Post examples of paragraphs that show the topic sentence, details, and conclusion.

• **Paragraph Starters** – Generate a topic sentence with students and ask them to write it in their tablet or on the paragraph organizer. Allow students to complete the paragraph by adding their own details and conclusion.

• **Backwards Paragraphs** – Locate a well-written paragraph. Ask students to identify the topic sentence, details, and conclusion. Record responses on the paragraph hamburger organizer.

• **Paragraph Jumble** – Locate a well-written paragraph. Cut the paragraph into pieces and allow students to put the paragraph back together.
Approaches to Topic Sentences
Quick Reference

Topic sentences are usually the first and the most general sentences in paragraphs. The topic sentence should grab the readers’ attention and introduce the ideas that will come later in the paragraph. Different topic sentences work well for different writing genres, while some types of topic sentences work for many kinds of writing tasks.

<table>
<thead>
<tr>
<th>2 Parts of Topic Sentences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>What is the subject of the paragraph? This will be the <em>topic</em>. Write the topic of the paragraph in the topic sentence.</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>What will the paragraph say about the subject? This will be the main idea. Include the main idea in the topic sentence.</td>
</tr>
</tbody>
</table>

Locating Main Ideas and Topic Sentences –
Teach students to locate the main ideas of paragraphs in mentor texts. Connect main ideas with students’ study of topic sentences.

1. Read texts from the same genre that the students will write. For example, if students will write an expository paragraph or essay, then they should read examples of expository writing in class.

2. Locate the main idea in each of the mentor texts. Notice (with students) where the main idea is located and what it does.
   - The main idea is stated in the first or second sentence in a paragraph.
   - The main idea tells what the whole paragraph will be about.

3. Turn the main idea into a question that the paragraph answers.

4. Explain that a *topic sentence* answers the main idea question without giving away any details.

5. Create a chart with example topic sentences. Circle key words and identify the features of each topic sentence. Add more examples throughout the year.

Main Idea Question and Topic Sentences –
Write the main idea of a paragraph as a question, and then write a topic sentence that answers that question without giving away the details.

1. Write a main idea question for the topic.

2. Brainstorm ideas related to the topic and record them on a prewriting graphic organizer.

3. Answer the main idea question without mentioning the details.
   - Generate topic sentences with students as a class or in pairs before writing topic sentences independently.
   - Refer to mentor texts to get ideas for the format and structure that a topic sentence might take.

4. Post a few examples of topic sentences for the same main idea question on the board.

5. Review the checklist for topic sentences and rate each topic sentence against the checklist. Find the best example and discuss what makes it a quality topic sentence.

Sample Topic Sentence Checklist
- The topic sentence tells the main idea of the paragraph.
- The topic sentence answers the main idea question.
- The topic sentence is general. There are not many details in the sentence.
- The topic sentence has an active verb.
# Main Ideas and Topic Sentences
## Sample Lesson for K-2

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Identifying Topic Sentences</th>
<th>Grade Level</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td>1</td>
<td>50+ minutes</td>
</tr>
<tr>
<td>• Distinguish between a main idea and supporting details.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the features of topic sentences.</td>
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<tr>
<td>• Write a topic sentence for an informative paragraph.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Common Core State Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• W.1.7 Participate in shared research and writing projects</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• RI.1.2 Identify the main idea and retell key details of a text.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</td>
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</tr>
</tbody>
</table>

**Learning Targets**
- I can find the main idea of a paragraph.
- I can tell the difference between a main idea sentence and supporting detail sentences.
- I can write a topic sentence for an informative paragraph with a partner.

**Materials**
- “Parrots” paragraph (attached)
- Projector or dry erase board
- Chart paper
- Markers

**Method**
1. Distribute copies of “Parrots” paragraph to each student. Read the paragraph with the class.
2. Ask: “What is this paragraph telling us about?” Allow students to respond. Students should answer that the paragraph is about parrots or what parrots eat.
3. Ask: “How do you know that this paragraph is about parrots?” Allow students to respond. They should answer that the topic of the paragraph is named in the first sentence.
4. Explain the term **main idea**.
5. Rephrase the question and ask: “What is the main idea of this paragraph?” Students should answer that the main idea for this paragraph is what parrots eat.
6. Ask: “Which sentence tells you the main idea?” Or, “Which sentence tells you that the paragraph is about what parrots eat?” Students should answer that the first sentence contains the main idea.
7. Write the topic sentence on chart paper.
8. Discuss the details that the author includes in the paragraph. Ask: “What does the paragraph say about the things that parrots eat?” Students should answer that parrots eat nuts, berries, fruits, etc. Record the details underneath the topic sentence in a different color marker.
9. Discuss the features of the sentence. Notice with students that the sentence tells that the paragraph will be about what parrots eat without giving away the details. Pick out and circle the key words in the topic sentence with students.
10. Post the chart in the classroom for later reference.

**Follow-up**
- Next lesson – Review **main idea** and **topic sentence**. Instruct students to work in pairs to locate the main idea and topic sentence in another mentor text. Discuss the topic sentences students find.
- Future lesson – Rewrite a topic sentence in a different way.
Types of Tantalizing Topic Sentences
Quick Reference

Attention Grabber – Use a strong verb to grab the reader’s attention. An attention grabbing topic sentence with a strong verb works with any type of writing.
1. Pick a verb and write it in the center column of the graphic organizer. An action verb works best, but a linking verb will work too.
2. Fill-in the first column of the organizer with “who” or “what.”
3. Fill-in the last column of the organizer with a controlling idea.

<table>
<thead>
<tr>
<th>Who / What</th>
<th>Action Verb</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry</td>
<td>bought</td>
<td>a new bike.</td>
</tr>
<tr>
<td>My teacher</td>
<td>baked</td>
<td>fresh cookies.</td>
</tr>
<tr>
<td>Summer</td>
<td>is</td>
<td>the best season.</td>
</tr>
</tbody>
</table>

Questions and Exclamations – Rewrite a declarative topic sentence as a question or exclamation.
- Use a strategy that students found in a mentor text or learned in class.
- Use the main idea question and answer as the topic sentence.
- Combine the strategies to make topic sentences more interesting.

Main Idea Question: What is the fastest animal?

Example Topic Sentences
- Did you know that cheetahs run faster than any other animal?
- Cheetahs are the fastest animals in the world!
- Cheetahs run faster than any other animal.

List of Ideas – Make a list of the categories that will be addressed in the paragraph. This type of topic sentence works well when writing informative, explanatory, and opinion pieces.

Examples
- Keoni has all of the traits of a star student: hard working, friendly, and honest.
- Ironman, Thor, and Captain America are the bravest Avengers.
- Our cat enjoys eating, taking naps, and watching birds.

Power (Number) Statements – Include number words in topic sentences signals the reason for writing and suggests that a list of information will follow. Power statements work well when writing informative, explanatory, and opinion pieces.

Examples
- I watched two movies this week.
- Sharks have many teeth in their mouth.
- Harry showed courage in three ways.
Captivating Conclusions
Quick Reference

Conclusions come at the end of a piece of writing. Conclusions make a piece of writing feel finished. Good conclusions wrap up the main points in the writing, leave readers with something to think about, and describe how the writer feels about the topic.

### 2 Parts of a Conclusion

<table>
<thead>
<tr>
<th>Main Idea (the “Summary”)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The conclusion should restate the most important part of the paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Find the topic sentence of the paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Rework the topic sentence using different words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Write the summary statement at the end of the paragraph.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence</td>
<td>Michael Jordan was a great basketball player.</td>
<td></td>
</tr>
<tr>
<td>Rework the sentence using new words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>Michael Jordan was the best basketball player ever.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Thought (the “Zinger”)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of one last sentence that gives the reader something to think about or do. Write the final thought after the summary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3 Kinds of Zingers

<table>
<thead>
<tr>
<th>Question</th>
<th>Call to Action</th>
<th>Big Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td><strong>Example</strong></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td><strong>Topic Sentence:</strong> The Ravens and the 49ers played in the Super Bowl this year.</td>
<td><strong>Topic Sentence:</strong> My family has a fruit stand at the local farmer’s market.</td>
<td><strong>Topic Sentence:</strong> This summer, danced in my first competition.</td>
</tr>
<tr>
<td><strong>Summary:</strong> In the end, the Ravens won the Super Bowl.</td>
<td><strong>Summary:</strong> Buying local food supports families like mine.</td>
<td><strong>Summary:</strong> When I won the competition, I felt like a princess.</td>
</tr>
<tr>
<td><strong>Question:</strong> Can they win again next year?</td>
<td><strong>Call to Action:</strong> Visit us at the farmer’s market this weekend!</td>
<td><strong>Big Feeling:</strong> I felt like the best dancer ever.</td>
</tr>
<tr>
<td><strong>Finished Conclusion:</strong> In the end, the Ravens won the Super Bowl. Can they win again next year?</td>
<td><strong>Finished Conclusion:</strong> Buying local food supports families like mine. Visit us at the farmer’s market this weekend!</td>
<td><strong>Finished Conclusion:</strong> When I won the competition, I felt like a princess. I felt like the best dancer ever.</td>
</tr>
</tbody>
</table>
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 event sequences in school, the strategy can be used across the content areas. Teachers may use TAD to summarize shared stories in history, 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:

**Kindergarten**

- **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in stories.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**First Grade**

- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3** Describe how characters in a story respond to major events and challenges.

**Second Grade**

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.7** Participate in shared research and writing projects (e.g., read books on a single topic to produce a report; record science observations).
- **W.2.8** Recall information from experiences or gather information from sources to answer a question.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
RI.2.3 Describe the connection between a series of historical events, scientific ideas, or steps in technical procedures in a text.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.

Sample Scope and Sequence for Transition-Action-Details

<table>
<thead>
<tr>
<th>Transition-Action-Details in First Grade</th>
<th>Focus and Learning Targets</th>
<th>Common Core Standards</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus.</strong> The class will spend several weeks observing caterpillars transform into butterflies. Students will observe the caterpillars every day and record the changes that they observe, and then write a summary of the lifecycle of caterpillars based on their observations.</td>
<td><strong>Learning Targets.</strong></td>
<td><strong>W.1.3</strong> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>The class will...</td>
</tr>
<tr>
<td>• I can use temporal words to write the stages in the lifecycle of a butterfly in order.</td>
<td><strong>W.1.7</strong> Participate in shared research and writing projects.</td>
<td>1) Collect caterpillars in the terrarium. Students may bring caterpillars from home, but the class will also hunt for caterpillars on the playground.</td>
<td></td>
</tr>
<tr>
<td>• I can use notes from observations to write the lifecycle of a butterfly.</td>
<td><strong>W.1.8</strong> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>2) Observe the caterpillars during science lab (daily).</td>
<td></td>
</tr>
<tr>
<td>• I can use adjectives to describe my reaction to the lifecycle of a butterfly.</td>
<td><strong>L.1.1e</strong> Use verbs to convey a sense of past, present, and future.</td>
<td>3) Record the changes observed in the science log. Students will take notes in their science tablets as well.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>L.1.1f</strong> Use frequently occurring adjectives.</td>
<td>After the class observes a few caterpillars transform into butterflies, students will...</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>L.1.6</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently</td>
<td>4) Use a flow map to draw and identify the lifecycle of butterflies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Translate the flow map into the TAD organizer as a class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will write what happened and provide a reaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher will supply temporal words and briefly discuss with the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Use the class’ TAD to write a shared narrative</td>
<td></td>
</tr>
<tr>
<td>Focus and Learning Targets</td>
<td>Common Core Standards</td>
<td>Instructional Sequence</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>occurring conjunctions to signal simple relationships.</td>
<td>paragraph.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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. 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. Introduce a sequence of events in relation to the Transition-Action-Details (TAD) organizer:
2. Write what happened first in the first box of the “Action” column. Add a few notes about what happened first in the “Details” column. Continue filling in the “Action” and “Details” columns.
3. Go back to the first box of the transition column and write a simple transition to introduce the first action. Continue adding transitions for each action.
4. Read the completed TAD organizer as a completed draft. Make sure the ideas and details are presented in the best order.
5. Transfer the information from the TAD organizer into a final draft.

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.
• Transition-Action-Details Rubric – Develop a checklist for students to self-assess and revise drafts produced with TAD

Sample Transition-Action-Details Checklist
☑ I wrote 3 or more actions.
☑ All of my actions are on topic.
☑ I wrote 2 or more details for each action.
☑ All of the details are on topic.
☑ I wrote a transition for each action.

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 Details and Descriptions – Challenge older students or proficient writers to write sentences for each detail included in the organizer. 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.
• Combine Drawing and Writing – Allow young writers or reluctant writers to incorporate drawings into the TAD organizer.
• 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 together.
This week, my class went on a field trip to Dole Plantation. The plantation is in Wahiawa close to North Shore. I’d never been to Dole Plantation before. When we got there, I rode the Pineapple Express train with my friends. The train took us through the pineapple plantation, and a man’s voice told about pineapples in Hawai‘i. Next, my teacher took us into the garden. We saw a lot of plants and flowers. The pink Hibiscus was my favorite. Last, I tasted pineapple ice cream topped with fresh pineapple at the snack bar. The ice cream tasted just like a pineapple! On the way home, I fell asleep on the bus. I wore the t-shirt I bought at the gift shop and dreamed about going back to Dole Plantation.
### Transition-Action-Detail Sample Rubric

<table>
<thead>
<tr>
<th></th>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transitions</strong></td>
<td>3 or more actions introduced with transition words.</td>
<td>1-2 actions are introduced with transition words.</td>
<td>0 actions are introduced with transition words.</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>3 or more actions are described.</td>
<td>1-2 actions are described.</td>
<td>0 actions are described.</td>
</tr>
<tr>
<td></td>
<td>3 or more actions are on topic.</td>
<td>1-2 actions are on topic.</td>
<td>0 actions are on topic.</td>
</tr>
<tr>
<td></td>
<td>3 or more actions are arranged in the best order. (Some actions may be missing or out of place.)</td>
<td>1-2 actions are arranged in the best order. (Some actions may be missing or out of place.)</td>
<td>0 actions are arranged in the best order. (Actions may be missing or out of place.)</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>2 or more details explain each action.</td>
<td>1 detail explains each action.</td>
<td>0 details explain each action.</td>
</tr>
<tr>
<td></td>
<td>2 or more details are on topic for each action.</td>
<td>1 detail is on topic for each action.</td>
<td>0 details are on topic for each action.</td>
</tr>
</tbody>
</table>

### 6 Traits of Writing: Organization Sample Rubric

<table>
<thead>
<tr>
<th></th>
<th>Meets</th>
<th>Approaches</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning introduces topic.</strong></td>
<td>Beginning attempts to introduce topic.</td>
<td>Beginning attempts to introduce topic.</td>
<td>No noticeable beginning.</td>
</tr>
<tr>
<td><strong>Ending provides a concluding sentence (or section).</strong></td>
<td>Ending provides a sense of closure.</td>
<td>Ending provides a sense of closure.</td>
<td>Ending provides no closure.</td>
</tr>
<tr>
<td><strong>All parts are arranged in the best order.</strong></td>
<td>Parts are not arranged in the best order.</td>
<td>Parts are not arranged in the best order.</td>
<td>Parts are missing or hard to follow.</td>
</tr>
<tr>
<td><strong>Consistent, varied transitions.</strong></td>
<td>Consistent, predictable transitions.</td>
<td>Consistent, predictable transitions.</td>
<td>Inconsistent or missing transitions.</td>
</tr>
</tbody>
</table>
LEARNING TO WRITE: REVISION

Preview
- Revision involves making changes to improve the content and clarity of a piece of writing.
- Young 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 improve their writing through revision as early as Kindergarten.

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. 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 students 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. 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 could 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?

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

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

**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?


**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 students 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 young 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 students to revise by add details to strengthen their writing as the result of peer-to-peer or student-to-teacher conferences. The CCSS stipulates that students need to “focus on a topic and strengthen writing as needed by revising and editing” beginning in second grade; the standard grows in complexity in third grade and beyond. Teaching students to revise in the primary grades supports them to revise more effectively as they move into the upper grades. 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 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 sentences and paragraphs 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. Students 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 students 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 sentence, students can also learn to talk to each other about and revise drawings and prewriting in preparation for learning to revise text. For example, a first grade teacher might begin the year by teaching students to revise drawings with the Draw-
Label-Caption strategy, and then teach students how to revise their one-sentence captions. When students receive structured support in this way early in the school year, they are set-up for revising paragraphs and short 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 students, 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.M.R.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.M.R.S. can help students remember the activities involved in revising.

| Add | Add words and details to make writing more descriptive.  
  What else does the reader need to know?  
  6 Traits: Ideas, word choice, voice |
|-----|-------------------------------------------------------------------|
| Remove | Remove words or sentences that don’t support the main idea.  
  Are there any extra details or bits of information?  
  6 Traits: Ideas, word choice, voice, sentence fluency |
| Move | Move supporting sentences and details into the best order.  
  Is the writing put together in the best way?  
  6 Traits: Organization |
| Substitute | Substitute ordinary, overused words with colorful, sparkle words.  
  Which words can be replaced by clearer or stronger words?  
  6 Traits: Word choice, voice, sentence fluency |

**A.M.R.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.
- **Anchor Charts** – Create and post an anchor chart 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.
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.

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.

Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*, 5th ed
Revision Game Board
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, young writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, young 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 with one or two simple sentences, 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

END

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

Word Choice
Circle 3 nouns. Add a descriptive word to each of the nouns. Circle 3 nouns. Add a verb.

Sentence Fluency
Does your paper sound like you? How can you tell?

Paragraph
Make sure you have at least three transition words.

Word Choice
Cross out any unnecessary words or sentences.

Organization
Make sure your sentences have a main idea. If you can’t find it, write it in a star next to the main idea.

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

Sentence Fluency
Add a sentence that shows the big idea. Underline the word or sentence that shows the big idea.

Word Choice
Circle 1 linking verb. Change it to an action verb.

Organization
Compare the topic sentence with the conclusion. Do the beginning and ending connect? Link the conclusion back to the topic sentence.

Sentence Fluency
Do you have a balance of ideas? Add a memorable detail.

START

Kākau Mea Nui 2013
Revision Dice
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, young writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, young 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.
- **Sentence Die** – Make a second die that has a different sentence on each face. Throw the sentence die with the revision die, and make the revision thrown to the sentence thrown.
- **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 with one or two simple sentences, 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.

Cube Template from: http://www.mathsisfun.com/geometry/images/cube-model.gif

Kākau Mea Nui 2013
I ate breakfast.
The dog ran.
I have a bunk bed.
We had recess.
She laughed.
They went to the beach.
Revision Wheel
Quick Reference

Reading a draft and knowing how to revise is a learned skill, and many times, young writers may not have the critical reading and writing skills to revise their own work without prompting. In addition, young 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 dice 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 with one or two simple sentences, 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 detail about the topic.
- Add a sensory detail.
- Add a big feeling.
- Circle the main idea.
- Change 1 linking verb into an action verb.
- Use at least 3 transition words.
- Make sure your sentences are different lengths.
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.
LEARNING TO WRITE: EDITING AND CONVENTIONS

Preview
- Learning to use conventions of Standard English accurately is the primary focus of editing.
- Students can learn the conventions of Standard English in the context of their experience with language, which can lead them to experiment with conventions in their own writing.
- The CCSS requires students to edit as early as second grade, although all students in the primary grades can use editing strategies to polish a text.

What is editing?

Editing involves polishing a piece of writing. Gail Tompkins (2008) writes, “Editing is putting the piece of writing into its final form” (original emphasis). During prewriting, drafting, and revision, writers focus on developing the content of a piece of writing. When writers edit, they focus on making corrections to grammar, punctuation, and spelling. Although editing usually comes near the end of the writing process, writers often make changes to grammar and mechanics during drafting and revision. Rather than describe a step in a linear writing process, the term “editing” is simply meant to describe the actions that writers take when they attend to the surface features of words and sentences.

Editing and revision are different. Like revision, editing is meant to make a piece of writing better; however, when writers edit, they concentrate on using accurate capitalization, grammar, and punctuation. Making this distinction is important because the type of work students do when revising and editing are entirely different and require different kinds of thinking. In addition, this distinction is important to ensure that teachers between classrooms and grade-levels refer to the same type of activities in the writing process: Revision focuses on changing the content and arrangement of a piece of writing; editing focuses on grammar and mechanics.

Why should students learn to edit for conventions of?

Using accurate grammar and mechanics enhances the clarity of a message, and in some cases, inaccurate use can affect the meaning of a message. Editing for conventions is an audience-focused activity. The Writing Study Group of the National Council of Teachers of English (NCTE) Executive Committee’s Beliefs about the Teaching of Writing (2004) explains, “Readers expect writing to conform to their expectations, to match the conventions generally established for public texts.” The term conventions in the context of Standard English describes the agreed upon rules for “correct” grammar and mechanics. For emergent and beginning writers, command of English language conventions usually includes learning upper and lower case letter shapes, using capital letters at the beginning of sentences and for the pronoun I, putting a punctuation mark at the end of sentences, phonetic spelling, and ensuring subject-verb agreement.
Learning to use conventions accurately is the primary focus of editing. Teaching conventions of Standard English does not need to be dull or plodding; teachers can make conventions come alive! Writers not only use conventions to make their writing clearer, they also use conventions to add meaning and effect to their writing. In the same way that effective word choice puts sparkle in a piece of writing, conventions can be used to enhance the writer’s voice, adding pizzazz and taking the writing up a notch. Ruth Culham (2005) explains, “More than a rigid set of rules, conventions invite choices. They can clarify or confuse the meaning of a text. They can make an otherwise dull passage come alive.” Students can explore how conventions operate in a text. Rather than memorizing rules, students can experience conventions in meaningful ways and reflect upon how they use conventions in their own writing.

How do editing and conventions fit into the Common Core? The CCSS stipulates that students should edit their work beginning in second grade, but all primary teachers can teach editing and conventions in the context of students’ own writing. Foundational reading, writing, and language skills for students in Kindergarten through second grade vary greatly and with little overlap from one grade to the next. Luckily, the Language section of the CCSS provides a list of the conventions that students should learn at each grade level. Teachers must dig into the standards to find out which punctuation, capitalization, and grammar rules students need to know at the end of each grade level. Participating in editing activities allows students to practice the conventions of Standard English in context.

Rather than teaching conventions skills in isolation, teachers can provide direct and indirect instruction through students’ experiences with language. Students encounter Standard English conventions daily, and teachers can take advantage of those language experiences. Reading like a writer means focusing on how a text is put together, more specifically, “the techniques the writer is using to get his or her message across and how those techniques affect [readers]” (Peha, 2003). When students look at conventions in texts from the perspective of a writer, they question how the conventions make the writing easier to read, how the author uses conventions in unusual ways, and how the use of conventions deepens the meaning of a text (Peha, 2003). Lucy Calkins (1986) writes, “The use of the English language is a skill to be developed, not content to be taught, and it is best learned through active and purposeful experience with it.” Looking at conventions from the perspective of a writer makes editing a more engaging, interactive process.

Best Practices for Teaching Editing and Conventions Address one pattern of conventions errors at a time. The Focus Correction Approach (FCA) is a selective approach to assessing students writing. Rather than marking every mistake on a student’s paper, teacher select one critical issue and provide direct instruction for correcting the issue. This approach allows teachers to focus on individual students’ needs as well as the needs of class populations. The issues that teachers address with the FCA can be grounded in a specific benchmark or in the observations that teachers make about students writing. Because teachers point out only one pattern of errors at a
time and work with students to correct those errors, the FCA provides an easy way to differentiate instruction that is not overwhelming for students or teachers.

Incorporate self- and peer assessment strategies into editing and conventions instruction. Self-assessment and peer assessment reach learners at all ages and levels of ability; moreover, self- and peer assessment is a best practice approach for differentiating instruction for English language learners. Allowing students to peer assess gives them an opportunity to receive immediate feedback from a non-threatening audience and gives teacher more time to meet with students individually or in small groups to address immediate concerns.

Teach students to read through their drafts several times, looking for different types of errors each time. This strategy is called “multi-pass editing.” No writer catches all of his or her mistakes by reading his or her work once or twice. Instead of asking students to re-read their work once to find errors, teachers may create a shared editing checklist (or individual editing checklists based on students’ needs) for students to reference as they edit. Students can read through their papers several times, focusing each time on a different criteria in the checklist.

**Figure 5.1 Sample instructional plan for using the Focus Correction Approach with self-assessment and multi-pass editing**

<table>
<thead>
<tr>
<th>Focus Correction Approach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the conventions skill that students need to learn</td>
<td></td>
</tr>
<tr>
<td>• Focus on a specific benchmark</td>
<td></td>
</tr>
<tr>
<td>• Find and fill a gap in students knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach the skill that students need to learn</td>
<td></td>
</tr>
<tr>
<td>• Provide instruction to individual students, small groups, or class</td>
<td></td>
</tr>
<tr>
<td>• Practice the new skill</td>
<td></td>
</tr>
<tr>
<td>• Offer opportunities for students to use the skill and locate errors</td>
<td></td>
</tr>
<tr>
<td>Create a checklist or rubric that reflects the skill(s) that students learned</td>
<td></td>
</tr>
<tr>
<td>• Create the checklist or rubric with students</td>
<td></td>
</tr>
<tr>
<td>• Create the checklist or rubric and explain it to students</td>
<td></td>
</tr>
<tr>
<td>Self-Assessment and Multi-Pass Editing</td>
<td></td>
</tr>
<tr>
<td>Give students a copy of the checklist or rubric and allow them the opportunity to practice multi-pass editing and self-assessment</td>
<td></td>
</tr>
<tr>
<td>• Ask students to read their papers through one time for each item on the checklist and mark each type of error with a different color pen or pencil</td>
<td></td>
</tr>
<tr>
<td>• Ask students to record the results</td>
<td></td>
</tr>
<tr>
<td>• Allow students time to correct the errors they marked</td>
<td></td>
</tr>
</tbody>
</table>
**Figure 5.2 Sample instructional plan for using the Focus Correction Approach with peer assessment and multi-pass editing**

<table>
<thead>
<tr>
<th>Focus Correction Approach</th>
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</tr>
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<tr>
<td>Determine the conventions skill that students need to learn</td>
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<td>• Practice the new skill</td>
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</tr>
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<td>• Offer opportunities for students to use the skill and locate errors</td>
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</tr>
<tr>
<td>Create a checklist or rubric that reflects the skill(s) that students learned</td>
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<tr>
<td>• Create the checklist or rubric and explain it to students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Assessment and Multi-Pass Editing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into groups. Make each group member responsible for a different part of the checklist:</td>
<td></td>
</tr>
<tr>
<td>• Students A: Read all group members’ papers for misspelled spelling words</td>
<td></td>
</tr>
<tr>
<td>• Students B: Read all group members’ papers for capitalization errors</td>
<td></td>
</tr>
<tr>
<td>• Students C: Read all group members’ papers for punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Ask students to circle the errors they find and record the results</td>
<td></td>
</tr>
<tr>
<td>Allow students time to correct the mistakes on their papers</td>
<td></td>
</tr>
</tbody>
</table>
# Editing Marks for Kindergarten-2nd Grade
## 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>.</td>
<td>Add punctuation mark</td>
<td>She went to bed.</td>
</tr>
<tr>
<td>text</td>
<td>Delete (take something out)</td>
<td>He read read a chapter book.</td>
</tr>
<tr>
<td>▲</td>
<td>Insert (add something)</td>
<td>I have markers,pencils,and crayons.</td>
</tr>
<tr>
<td></td>
<td>Change to a capital letter</td>
<td>i saw ms. myers tuesday.</td>
</tr>
<tr>
<td>/</td>
<td>Change to a lowercase letter</td>
<td>We ate lunch on the playground.</td>
</tr>
<tr>
<td></td>
<td>Check spelling</td>
<td>I wuz at the park.</td>
</tr>
<tr>
<td></td>
<td>Close space between letters or words</td>
<td>Mr. Justin brought salad.</td>
</tr>
<tr>
<td>▲</td>
<td>Add space</td>
<td>Water is good for you!</td>
</tr>
<tr>
<td>▼</td>
<td>Switch letters or words around</td>
<td>Saturday rode we horses.</td>
</tr>
<tr>
<td>▶</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.

C.U.P.S. Editing

<table>
<thead>
<tr>
<th>Capitalization</th>
<th>Capitalize the first word of a sentence. Capitalize names, places, months, titles, and the pronoun I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage</td>
<td>Match nouns and verbs. Use the correct verb tense.</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Use periods, question marks, or exclamation marks at the end of sentences. Use commas in dates. Use commas between words in a series.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Remember the rule: When in sight, spell it right! Sound-out words that you don’t know. Circle words that might be spelled incorrectly.</td>
</tr>
</tbody>
</table>

C.U.P.S. Editing Example

she play wit me at resess

Capitalization – 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 for Kindergarten

☑ Did I start each sentence with a capital letter?
☑ Did I capitalize the pronoun I?
☑ Did I use a period 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.

Sample FCA Instructional Plan for Kindergarten

L.K.2a Capitalize the first word of a sentence and the pronoun I.

Learning Target I can use capital letters at the beginning of sentences.

1. Complete a process-based writing project with students. Notice that the majority of students have forgotten to capitalize the first word of a sentence.
2. Teach a mini-lesson on using capital letters at the beginning of sentences.
3. Practice using capital letters at the beginning of sentences in modeled, shared, and interactive writing activities.
   • Read a teacher-created writing sample with missing capital letters.
   • 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 sentences (or paragraph) and check to make sure they have used capital letters at the beginning of their sentences.
5. Allow students to correct the errors using a different colored pen or pencil.

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.

Kēkau Mea Nui 2013
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 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

<table>
<thead>
<tr>
<th>Stop-N-Go Capitalization and Punctuation – Reinforce capitalization and punctuation rules.</th>
<th>Spelling – Teach students to read words out of context. This forces them to look at words individually, which will make spelling errors more apparent.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure</strong></td>
<td><strong>Two Approaches</strong></td>
</tr>
<tr>
<td>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.</td>
<td>• Show students how to read their writing backwards.</td>
</tr>
<tr>
<td>2. Notice the pattern that emerges: Green-Red-Green-Red.</td>
<td>• Teach students to use their fingers or a strip of paper to look at words individually.</td>
</tr>
<tr>
<td><strong>Why It Works</strong> – The pattern that emerges becomes a visual cue for missing capitalization and punctuation marks.</td>
<td><strong>Why It Works</strong></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>• When we read, we get a lot of information from context. Understanding one word in the sentence helps readers understand the next work.</td>
</tr>
<tr>
<td>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 proud, too.</td>
<td>• Letter combinations and sounds serve as markers to decode words in sentences, even if the letters are not in the right order.</td>
</tr>
<tr>
<td>Two red lines in a row indicates that a capital letter is missing.</td>
<td>• Reading words out of context can help students locate spelling errors more easily.</td>
</tr>
</tbody>
</table>

### Punctuation Scavenger Hunt – Figure out how different punctuation marks “work” in a text.

<table>
<thead>
<tr>
<th><strong>Why It Works</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Live, travel, adventure, bless, and don’t be sorry. Jack Kerouac</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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

improve the quality of the writing

help readers follow along easily

clarify 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
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
Quick Reference

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.

Kākau Mea Nui 2013
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, clear, and specific; includes relevant</td>
<td>Beginning, middle, and ending are present; text</td>
<td>Writer’s connection to the topic is clear</td>
</tr>
<tr>
<td>supporting details</td>
<td>flows logically</td>
<td>3 – Strong involvement with the topic</td>
</tr>
<tr>
<td>3 – Topic is clear</td>
<td>3 – Beginning introduces topic</td>
<td>3 – Strong feelings</td>
</tr>
<tr>
<td>3 – All details support the topic</td>
<td>3 – Ending provides closure</td>
<td>3 – Direct statements</td>
</tr>
<tr>
<td>3 – Purpose is clear</td>
<td>3 – All parts are arranged in the best order</td>
<td></td>
</tr>
<tr>
<td>Somewhat focused and clear; includes some</td>
<td>Noticeable beginning and ending</td>
<td>Writer’s connection to the topic is somewhat clear</td>
</tr>
<tr>
<td>appropriate details</td>
<td>2 – Beginning attempts to introduce topic</td>
<td>2 – Some involvement with the topic</td>
</tr>
<tr>
<td>2 – Topic is somewhat clear</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 – Purpose is somewhat clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclear focus; supporting details are missing or</td>
<td>No noticeable beginning and ending</td>
<td>Writer’s connection to the topic is unclear</td>
</tr>
<tr>
<td>disconnected from topic</td>
<td>1 – No real beginning</td>
<td>1 – Little or no involvement with the topic</td>
</tr>
<tr>
<td>1 – Topic is unclear</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 – Purpose is not clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>0 – Unable to score</td>
<td>0 – Unable to score</td>
</tr>
<tr>
<td>Word Choice / Sentence Fluency</td>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>Well-built, clear sentences</td>
<td>Accurate use of grade-level conventions throughout composition</td>
<td></td>
</tr>
<tr>
<td>3 – All sentences express complete thoughts</td>
<td>2.25 – Accurate punctuation</td>
<td></td>
</tr>
<tr>
<td>3 – All sentences are rhythmic/easy to read aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – Two or more adjectives, adverbs, and/or phrases expand sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat clear sentences</td>
<td>2.25 – Accurate capitalization</td>
<td></td>
</tr>
<tr>
<td>2 – Most sentences express complete thoughts</td>
<td>2.25 – Accurate phonetic spelling</td>
<td></td>
</tr>
<tr>
<td>2 – Most sentences are rhythmic/easy to read aloud</td>
<td>2.25 – Accurate grammar</td>
<td></td>
</tr>
<tr>
<td>2 – One adjective, adverb, and/or phrase expands sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclear or incomplete sentences</td>
<td>Somewhat accurate use of grade-level conventions</td>
<td></td>
</tr>
<tr>
<td>1 – Few or no sentences express complete thoughts</td>
<td>1.5 – Mostly accurate punctuation</td>
<td></td>
</tr>
<tr>
<td>1 – Few or no sentences are rhythmic/easy to read aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – No adjectives, adverbs, and/or phrases expand sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>Numerous errors in grade-level conventions</td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>0.75 – Frequently inaccurate punctuation</td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>0.75 – Frequently inaccurate capitalization</td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>0.75 – Frequently inaccurate phonetic spelling</td>
<td></td>
</tr>
<tr>
<td>0 – Unable to score</td>
<td>0.75 – Frequently inaccurate grammar</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Steve Peha – www.ttms.org
<table>
<thead>
<tr>
<th><strong>Voice</strong></th>
<th><strong>Organisation</strong></th>
<th><strong>Ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear writer/topic connection</td>
<td>Somewhat clear writer/topic connection</td>
<td>Somewhat clear writer/topic connection</td>
</tr>
<tr>
<td>3 - Strong involvement with the topic</td>
<td>2 - Some involvement with the topic</td>
<td>2 - Some involvement with the topic</td>
</tr>
<tr>
<td>3 - Strong feelings</td>
<td>2 - Some strong feelings</td>
<td>2 - Some strong feelings</td>
</tr>
<tr>
<td>3 - Direct statements</td>
<td>2 - Somewhat direct statements</td>
<td>2 - Somewhat direct statements</td>
</tr>
<tr>
<td>Somewhat clear writer/topic connection</td>
<td>Somewhat clear writer/topic connection</td>
<td>Somewhat clear writer/topic connection</td>
</tr>
<tr>
<td>3 - Little or no involvement with the topic</td>
<td>2 - Little or no involvement with the topic</td>
<td>2 - Little or no involvement with the topic</td>
</tr>
<tr>
<td>3 - Few or no direct statements</td>
<td>2 - Few or no direct statements</td>
<td>2 - Few or no direct statements</td>
</tr>
<tr>
<td>Unclear writer/topic connection</td>
<td>Unclear writer/topic connection</td>
<td>Unclear writer/topic connection</td>
</tr>
<tr>
<td>0 - Unable to score</td>
<td>0 - Unable to score</td>
<td>0 - Unable to score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enthusiasm of Ideas</th>
<th>Sentences Fluency</th>
<th>Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear beginning, middle, and end</td>
<td>Well-built, clear, and varied sentences</td>
<td>Strong language conveys message clearly</td>
</tr>
<tr>
<td>3 - Beginning introduces topic</td>
<td>3 - All sentences are clear/understandable</td>
<td>3 - Strong verbs inform actions</td>
</tr>
<tr>
<td>3 - All parts are arranged in the best order</td>
<td>3 - All sentences are rhythmical</td>
<td>3 - Strong adverbs and adjectives</td>
</tr>
<tr>
<td>Somewhat focused and clear topic; some details</td>
<td>Somewhat clear and varied sentences</td>
<td>Somewhat accurate use of grade-level conventions</td>
</tr>
<tr>
<td>2 - Beginning attempts to introduce topic</td>
<td>2 - Most sentences are clear/compound structure</td>
<td>2.25 - Accurate punctuation</td>
</tr>
<tr>
<td>2 - Parts are not arranged in the best order</td>
<td>2 - Most sentences are rhythmical</td>
<td>2.25 - Accurate capitalization</td>
</tr>
<tr>
<td>Unclear, supporting details are missing or disconnected from topic</td>
<td>Unclear or incomplete sentences</td>
<td>Unclear or inaccurate capitalization</td>
</tr>
<tr>
<td>1 - Topic is unclear</td>
<td>1 - Few/no rhythmical sentences</td>
<td>0.75 - Frequently inaccurate punctuation</td>
</tr>
<tr>
<td>1 - Few or no details support the topic</td>
<td>1 - Few/no clear/underlineable sentences</td>
<td>0.75 - Frequently inaccurate spelling</td>
</tr>
<tr>
<td>1 - Purpose is not clear</td>
<td>1 - Few/no variance in sentence structure</td>
<td>0.75 - Frequently inaccurate grammar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Unable to score</td>
<td>0 - Unable to score</td>
</tr>
</tbody>
</table>

Adapted from Steve Peha – www.tims.org
<table>
<thead>
<tr>
<th>Voice</th>
<th>Conventions</th>
<th>Sentence Fluency</th>
<th>Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Matrix 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 Matrix,” 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>Topic:</th>
<th>Genre:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Drafting</th>
<th>Revising</th>
<th>Editing</th>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>Ideas</td>
<td>Organization</td>
<td>Conventions</td>
<td>Polishing</td>
</tr>
<tr>
<td>Voice</td>
<td>Voice</td>
<td>Word Choice</td>
<td></td>
<td>Sharing</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td>Sent. Fluency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Columns:
- **Organizers**
- **Mini Lessons**
- **Sharing/Conferencing**
- **Assessment**
# Writing Process Planning Matrix

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

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