Linnaeus W. West Elementary School In-Service Project: Flowchart of The Writing Process (Oct. 11, 2002)

The Writing Process	Kindergarten	Grade 1	Grade 2	Grade 3
Pre-Writing	▶ Use literature or classroom experiences to generate ideas or theme. ▶ Model how to draw pictures and add details, choose colors.	▶ Use literature to generate ideas. ▶ Whole group brainstorming ▶ Lists, graphic organizers ▶ Drawing pictures & looking at commercial pictures to generate ideas & write a sentence.	▶ Use literature to generate ideas. ▶ Brainstorm ideas on own or w/peers. ▶ Prepare list of topics. ▶ Graphic organizer (model or student generated) ▶ Establish focus & plan.	▶ Use literature to generate ideas. ▶ Brainstorming ▶ Graphic Organizer (choosing & using with confidence) → Identify beginning, middle, & end. ▶ Making a plan.

Drafting	▶ Create illustration:
	  1. Detail
	  2. Background (setting)
	  3. Color
	▶ Language: "Tell me about it."
	▶ Sentence starters → Complete sentence. "I see…" "I like…"
	▶ Use alphabet chart, word wall, & pictionaries.
		▶ Modeling
		▶ Writing together
		▶ Generate sentences related to a drawing or picture.
		▶ Write several related sentences based on a chosen topic.
		▶ Students re-read to…
		  ✓ remember what you are writing
			▶ Modeling
			▶ Writing together
			▶ Develop idea → multiple sentences paragraph (at least 5 sentences).
			▶ Re-reading composed paragraph to make sure it makes sense.
				▶ Modeling
				▶ Writing together
				▶ More than one paragraph by end of year.
				▶ Putting ideas (from graphic organizer) into sentences.
				▶ Generating intro sentence and closing sentence.
				▶ Re-reading composed paragraph to make sure it makes sense.

Revising	▶ "Do your ideas match the picture?"
	▶ Add more details.
	▶ Incorporate teacher suggestions.
	▶ Refer students to Word Wall
		▶ Students re-read to…
		  ✓ check for meaning
		▶ Add details.
		▶ Add juicy words.
		▶ Sequence ideas correctly.
		▶ Ask:
		  ✓ "Does your sentence match the picture?"
		  ✓ "Does it make sense?"
			▶ Re-read/revise with peer or teacher
			▶ Rearrange words.
			▶ Word choice – replace "the good, the bad, & the ugly" words..
			▶ Attempts to use interesting words.
			▶ Add at least 2 details.
			▶ Editor asks: "Do your ideas fit and match?" "Does it have a beginning, a middle, and an end?"
				▶ Writer revisits work for content, organization, and word choice.
				▶ Teacher or Peer Conference
				▶ Use word banks, thesaurus, dictionary, and high-frequency word list – for word meaning and/or word choice.

Editing	▶ Correct or add to illustrations. ▶ Check spacing between words. ▶ Check ending punctuation (periods). ▶ Check spelling of sight words and words on the Word Wall	▶ Students re-read to… ✓ check for mechanics. ▶ Capitalization (beginning of sentence, I, proper names) ▶ Ending punctuation (period, question mark, exclamation point) ▶ Spelling of sight words (word wall, pictionary, environmental print) ▶ Using lowercase letters where appropriate ▶ Space between words	▶ Capitalization (beginning of sentence, I, proper names, months, days, holidays, special places) ▶ Ending punctuation ▶ Spelling: grade-level expectations & best student ability. (use word banks) ▶ Space between words	▶ Capitalization (beginning of sentence, titles, all proper nouns) ▶ Punctuation: ending of sentence, commas (list, numbers, friendly letter, date) ▶ Apostrophes: contractions (fall), possessives (spring) ▶ Quotations for dialogue (for some students by end of year) ▶ Use multiple sources for spelling (word wall, dictionary, other books) ▶ Finger spacing between words
Publishing	▶ Story/Picture Journals ▶ Class books ▶ Typing simple stories on computer	▶ Occasional re-copying or typing on computer (final copy)	▶ Publish for specific audience. ▶ Minimal errors when recopying or typing selected pieces. ▶ Illustrations	▶ Letter size, Letters on the line ▶ Indenting & margins (how to structure the paragraph) ▶ Cursive (by end of year) ▶ Minimal errors when recopying or typing the final copy (for every piece student takes through the writing process).