

## Writing Process

Writing Process <i>AR Early Literacy Model</i>	<i>National Primary Literacy Standard</i>	<i>International Reading Association Standard</i>	<i>National Agenda for Effective Literacy Instruction</i>	<i>Arkansas Standard</i>
<p><i>Standard 1: Process &amp; Habits</i></p> <p>Understand the writing process, including first draft, editing, revising, and final draft.</p> <p>Record ideas with fluency</p> <p>Reread what has been written to confirm and extend meaning</p> <p>Add/delete words</p> <p>Rearrange words, sentences, or phrases</p> <p>Substitute richer vocabulary choices</p> <p>Use writing tools, e.g., writing checklist, anchor charts, writing log, writing notebook</p> <p>Notice some errors in spelling by circling words</p> <p>Correct misspelled words</p> <p>Correct some punctuation and capitalization</p>	<p><i>Writing Standard I.</i></p> <ol style="list-style-type: none"> <li>1. Write daily</li> <li>2. Generate topics and content for writing</li> <li>3. Reread their work often with the expectation that others will read it</li> <li>4. Solicit and provide responses to writing</li> <li>5. Revise, edit, and proofread as appropriate</li> <li>6. Apply a sense of what constitutes good writing</li> <li>7. Polish at least ten pieces throughout the year</li> </ol> <p><i>Writing Standard II</i></p> <p>A. Narrative Writing</p> <ol style="list-style-type: none"> <li>4. Demonstrate a growing awareness of author's craft by employing some writing strategies, such as using dialogue, transitions, or time cue words</li> </ol> <p>C. Functional Writing</p> <ol style="list-style-type: none"> <li>1. Give instructions</li> <li>2. Describe, in appropriate sequence and with a few details, the steps one must take to take or do a particular thing</li> <li>3. Claim, mark or identify, objects and places</li> </ol>	<p>Standard 2.1</p> <p>The teacher understands that written language is a symbolic system</p> <p>Standard 2.4</p> <p>The teacher understands the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process</p> <p>Standard 2.5</p> <p>The teacher understands the interrelation of reading and writing, listening and speaking</p> <p>Standard 3.3</p> <p>The teacher understands that spelling is developmental and is based on student's knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences and their ability to abstract phonetic information from letter names.</p>	<ol style="list-style-type: none"> <li>1. Phonemic awareness instruction-Teaching children to focus on and manipulate phonemes in spoken syllables and words</li> <li>2. Phonics instruction-Phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language</li> <li>3. Fluency Instruction-The ability to read a text accurately and quickly to help them gain meaning from what they read</li> <li>4. Comprehension: Vocabulary instruction-Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described as oral vocabulary or reading vocabulary</li> <li>5. Comprehension: Text Comprehension</li> </ol>	<p>W1.1. Move from visual and spoken experiences to written language through positive modeling</p> <p>W.1.2. Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces</p> <p>W.1.3. Follow patterns from predictable books, poems, and stories</p> <p>W.1.4. Use individual and collective strategies for finding and developing ideas about which to write</p> <p>W.1.5. Write from experiences and thoughts</p> <p>W.1.6. Write in one or more subject areas daily</p> <p>W.1.7. Recognize and express cultural diversity in writing</p>

## Writing Process

<p>Increase accuracy of final draft</p> <p><i>Standard II: Audience &amp; Purpose/Author's Craft</i></p> <p>Use opening sentence states focus of writing</p> <p>Use logical order</p> <p>Sustain the idea throughout the piece</p> <p>Use dialogue</p> <p>Use individual voice</p> <p>Use reaction phrases</p> <p>Use transitional and time cue word choice to support flow</p> <p>Use some strong vocabulary and word choice</p> <p>Provide sense of closure</p> <p><i>Standard III: Language and Conventions</i></p> <p>Use a variety of sentence structures and lengths</p> <p>Write most high frequency words correctly</p>	<p>D. Literature</p> <p>1. Producing Literature</p> <p>a. Write stories, memoirs, poems, songs, and other literary forms</p> <p>b. Demonstrate not only an awareness of, but also an ability to reproduce some of the literary language and styles they hear and read in the classroom</p> <p>2. Responding to literature</p> <p>c. Make simple comparisons of the story to events or people in their own lives</p> <p><i>Writing Standard III</i></p> <p>A. Style and Syntax</p> <p>1. Vary sentence openers instead of relying on the same sentence stem</p> <p>2. Use a wide range of the syntactic patterns typical of spoken language</p> <p>3. Embed literary language where appropriate</p> <p>4. Sometimes mimic sentence structures from various genres they are reading</p> <p>B. Vocabulary and Word Choice</p> <p>1. Produce writing that uses the full range of words in their speaking</p>	<p>Standard 5.3.</p> <p>The teacher models and discusses reading and writing as valuable, life-long activities</p> <p>Standard 6.2</p> <p>The teacher uses phonics to teach knowledge of letter/sound correspondence to identify sounds in the construction of meaning</p> <p>Standard 6.4</p> <p>The teacher guides students to refine their spelling knowledge through reading and writing</p> <p>Standard 6.5</p> <p>The teacher teaches students to recognize and use various spelling patterns in the English language as an aid to word identification</p> <p>Standard 6.6</p> <p>The teacher employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition</p>	<p>Instruction: Readers use their experiences and knowledge of the word, their knowledge of vocabulary and language structure, and their knowledge of reading strategies to understand text</p>	<p>W.1.9. Use the responses of others to review writing for clarity, style and content</p> <p>W1.10. Acquire information with the use of computers and to the available technology to gather, write, and revise texts</p> <p>W.1.11. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes</p> <p>W1.12. Write for a variety of audiences such as peers, parents, teachers and community</p> <p>W.1.13. Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems</p> <p>W.1.14. Develop a collection of writings</p> <p>W.2.1. Write independently on self-selected topics</p> <p>W.2.4. Monitor progress of</p>
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## Writing Process

<p>Use phonetic spelling</p> <p>Write complete sentences majority of the time</p> <p>Demonstrate some accurate use of beginning capitalization</p> <p>Demonstrate some accurate use of closing punctuation</p>	<p>vocabulary</p> <p>2. Select a more precise word when prompted</p> <p>3. Use newly learned words they like from their reading, the books they hear read, words on the classroom walls, and talk</p> <p>C. Spelling</p> <p>1. Produce writing that contains a large proportion of correctly spelled, high-frequency words</p> <p>2. Write text that usually can be read by the child and others because most of the perceived words are phonetically represented</p> <p>3. Draw on a range of resources for deciding how to spell unfamiliar words</p> <p>4. Automatically spell some familiar words and word endings correctly</p> <p>D. Punctuation, Capitalization, and Other Conventions</p> <p>1. Demonstrate interest and awareness by approximating the use of some punctuation</p>	<p>Standard 9.1</p> <p>The teacher teaches students planning strategies most appropriate for particular kinds of writing</p> <p>Standard 9.2</p> <p>The teacher teaches students to draft, revise, and edit their writing</p> <p>Standard 9.3</p> <p>The teacher teaches students the conventions of standard English needed to edit their composition</p>		<p>self and others</p> <p>W.2.5. Accept responsibility for completing writing tasks</p> <p>W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar vocabulary, handwriting, and content accuracy</p> <p>W.2.7. Publish writing in a variety of ways such as class anthologies, public readings, newsletters, newspapers, bulletin boards, sharing with others and books</p>
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	<p><i>Writing Standard IA</i>  Habits and Processes -  Students will:</p> <ol style="list-style-type: none"> <li>1. Write daily</li> <li>2. Generate their own topics and make decisions about which pieces to work on over several days or longer;</li> <li>3. Extend pieces of writing by, for example, turning a narrative into a poem or a short description into a long report;</li> <li>4. Regularly solicit and provide useful feedback;</li> <li>5. Routinely reread, revise, edit and proofread their work;</li> <li>6. Take on strategies and elements of author's craft that the class has discussed in their study of literary works;</li> <li>7. Apply commonly agreed-upon criteria and their own judgment to assess the quality of their own work;</li> <li>8. Polish at least 10 pieces throughout the year</li> </ol> <p><i>Writing Standard IIA</i>  Sharing Events, Telling Stories: Narrative Writing:</p> <ol style="list-style-type: none"> <li>1. Incorporate some literary or "writing" language that does not sound like speech (for</li> </ol>		<ol style="list-style-type: none"> <li>1. Phonemic awareness instruction-Teaching children to focus on and manipulate phonemes in spoken syllables and words</li> <li>2. Phonics instruction-Phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language</li> <li>3. Fluency Instruction-The ability to read a text accurately and quickly to help them gain meaning from what they read</li> <li>4. Comprehension: Vocabulary instruction-Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described as oral vocabulary or reading vocabulary</li> <li>5. Comprehension: Text Comprehension Instruction: Readers use their experiences and knowledge of the word, their knowledge of</li> </ol>	<p>W1.1. Move from visual and spoken experiences to written language through positive modeling</p> <p>W.1.2. Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces</p> <p>W.1.3. Follow patterns from predictable books, poems, and stories</p> <p>W.1.4. Use individual and collective strategies for finding and developing ideas about which to write</p> <p>W.1.5. Write from experiences and thoughts</p> <p>W.1.6. Write in one or more subject areas daily</p> <p>W.1.7. Recognize and express cultural diversity in writing</p> <p>W.1.9. Use the responses of others to review writing for clarity, style and content</p> <p>W1.10. Acquire information with the use of</p>
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	<p>example, “Slowly, slowly he turned,” “For days and weeks and months, I’ve worked for this moment”);</p> <p>2. Create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;</p> <p>3. Develop internal events as well as external ones (for example, the child may tell not only what happened to a character but also what the character wondered, remembered and hoped);</p> <p>4. Write in first and third person</p> <p>5. Use dialogue effectively</p> <p><i>Writing Standard IIB</i>          Informing Others: Report or Informational Writing:</p> <p>1. Have an obvious organizational structure (often patterned after chapter book headings);</p> <p>2. Communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;</p> <p>3. Usually have a</p>		<p>vocabulary and language structure, and their knowledge of reading strategies to understand text</p>	<p>computers and to the available technology to gather, write, and revise texts</p> <p>W.1.11. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes</p> <p>W1.12. Write for a variety of audiences such as peers, parents, teachers and community</p> <p>W.1.13. Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems</p> <p>W.1.14. Develop a collection of writings</p> <p>W.2.1. Write independently on self-selected topics</p> <p>W.2.4. Monitor progress of self and others</p> <p>W.2.5. Accept responsibility for completing writing tasks</p>
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## Writing Process

	<p>concluding sentence or section;          4. Use diagrams, charts or illustrations as appropriate to the text.</p> <p><i>Writing Standard IIC</i>          Getting Things Done: Functional and Procedural Writing</p> <ol style="list-style-type: none"> <li>1. Establish a context for the piece;</li> <li>2. Identify the topic;</li> <li>3. Show the steps in an action in enough detail to follow them;</li> <li>4. Include relevant information;</li> <li>5. Use language that is straightforward and clear;</li> <li>6. Frequently use pictures to illustrate steps in the procedure</li> </ol> <p><i>Writing Standard IID</i>          Producing and Responding to Literature</p> <ol style="list-style-type: none"> <li>1. Write stories, poems, memoirs, songs and dramas—conforming to appropriate expectations for each form;</li> <li>2. Write a story using styles learned from studying authors and genres;</li> <li>3. Write poetry using techniques they observe through a study of the</li> </ol>			<p>W.2.6.Edit writing for developmentally appropriate spelling, usage, mechanics, grammar vocabulary, handwriting, and content accuracy</p> <p>W.2.7.Publish writing in a variety of ways such as class anthologies, public readings, newsletters, newspapers, bulletin boards, sharing with others and books</p>
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	<p>genre.</p> <ol style="list-style-type: none"><li>4. Provide a retelling</li><li>5. Write letters to the author telling what they thought or asking questions;</li><li>6. Make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text);</li><li>7. Write variations on texts they have read, telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending;</li><li>8. Make connections between the text and their own ideas and lives.</li></ol> <p><i>Writing Standard IIIA</i> Style and Syntax</p> <ol style="list-style-type: none"><li>1. Use all sentence patterns typical of spoken language;</li><li>2. Incorporate transition words and phrases;</li><li>3. Use various embeddings (phrases, modifiers) as well as coordination and subordination.</li><li>4. Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;</li></ol>			
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## Writing Process

	<p>5. Embed literary language where appropriate; 6. Reproduce sentence structures found in the various genres they are reading.</p> <p><i>Writing Standard IIIB</i> Vocabulary and Word Choice</p> <p>1. Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; 2. Make word choices that reveal they have a large enough vocabulary to exercise options in word choice. 3. Make choices about which words to use on the basis of whether they accurately convey the intended meaning; 4. Extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of kinds of trees if they are writing about a forest).</p> <p><i>Writing Standard IIIC</i> Spelling</p> <p>1. Use a discernible logic</p>			
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## Writing Process

	<p>to guide their spelling of unfamiliar words, making incorrect spellings less random;</p> <p>2. Produce writing in which most high-frequency words are spelled correctly;</p> <p>3. Correctly spell most words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent e and one-syllable words with blends;</p> <p>4. Correctly spell most inflectional endings, including plurals and verb tenses;</p> <p>5. Use correct spelling patterns and rules most of the time.</p> <p>6. Use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know);</p> <p>7. Engage in the editing process, perhaps with a partner, to correct spelling errors.</p> <p><i>Writing Standard IIID</i> Punctuation, Capitalization and Other Conventions</p>			
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## Writing Process

	<ol style="list-style-type: none"><li>1. Use capital letters at the beginnings of sentences;</li><li>2. Use periods to end sentences;</li><li>3. Approximate the use of quotation marks;</li><li>4. Use capital letters and exclamation marks for emphasis;</li><li>5. Use question marks;</li></ol> Use common contractions.			
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