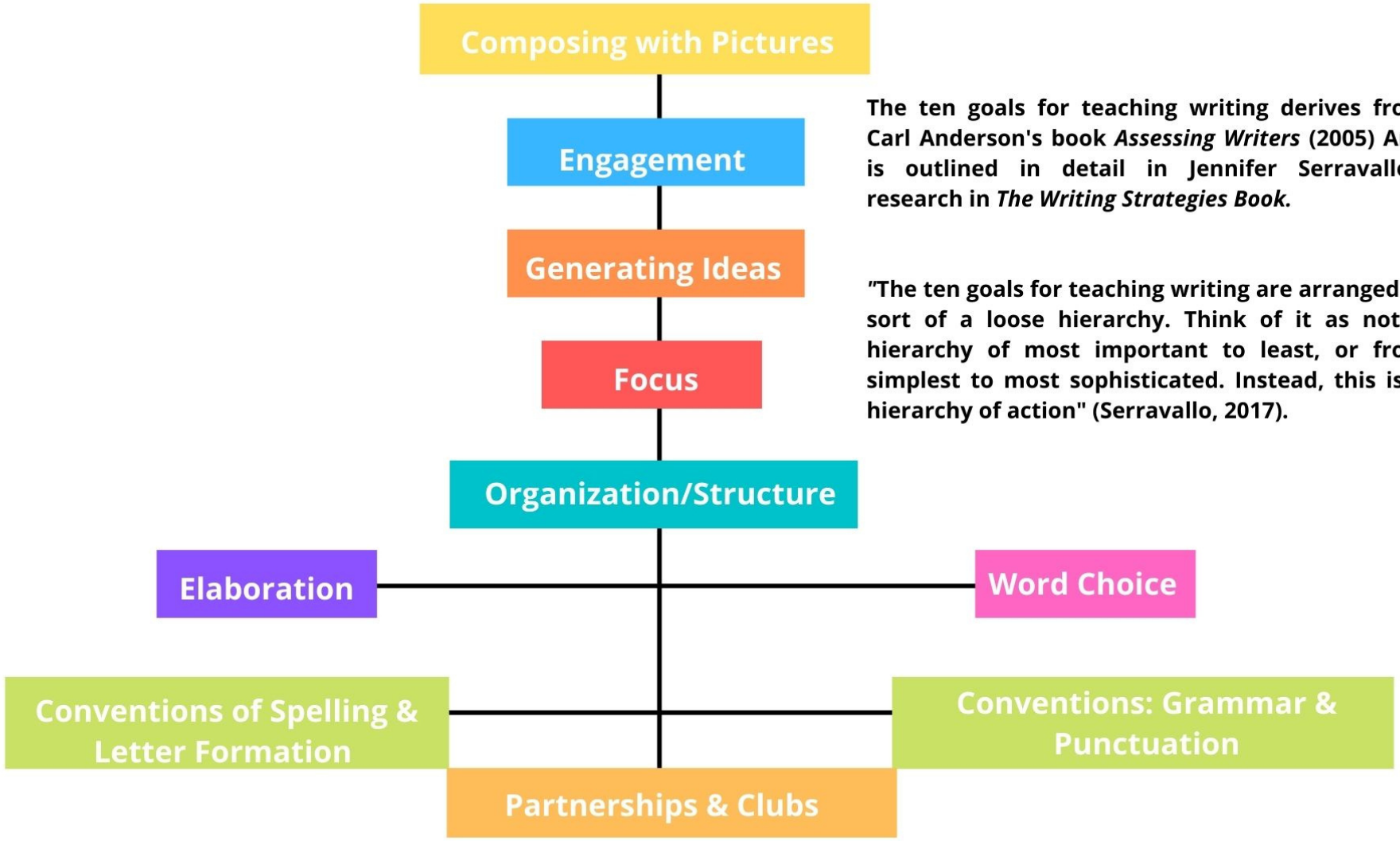
Writing

Teacher Use:

Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality writing instruction to gradually improve their skills over time. This process is of the utmost importance because writing is a lifelong skill students will need to succeed early in school, in college and in their career.

DETERMINING WHERE TO START:

A HIERARCHY OF POSSIBLE WRITING GOALS



The ten goals for teaching writing derives from Carl Anderson's book *Assessing Writers* (2005) And is outlined in detail in Jennifer Serravallo's research in *The Writing Strategies Book.*

"The ten goals for teaching writing are arranged in sort of a loose hierarchy. Think of it as not a hierarchy of most important to least, or from simplest to most sophisticated. Instead, this is a hierarchy of action" (Serravallo, 2017).

Writing

One Paragraph Essay Checklist:

- [ ] Did I start my paragraph with a topic sentence?
- [ ] Is my topic sentence clear, did I make a statement?
- [ ] Did I write about 2-3 details or examples that prove, support or explain my topic sentence?
- [ ] Do each one of my details/examples do a good job of supporting my topic sentence?
- [ ] Is my essay clearly planned and did I follow some logical order? If so, did I use some of the transitional words and phrases as listed below?

Transition Words

also, besides, first, second, third, lastly, finally, furthermore, next, then, finally, moreover, namely, nevertheless, subsequently, certainly, of course, nonetheless, however, therefore, meanwhile, during, later, likewise, before, afterwards, immediately, suddenly, consequently, accordingly, hence, eventually, despite

Transitional Phrases

for example, in addition, in short, in brief, for instance, soon after, in conclusion, the following day, later on, after a long day, in the next scene, after a while, as a result, due to this fact, in contrast, in comparison, in summary

- [ ] Did I use a variety of sentences, including simple, complex and compound?
- [ ] Are all my verbs in the same tense?
- [ ] Did I end my paragraph with a concluding sentence in which I said something new or summed up my point?
- [ ] Are all the words spelled correctly?
- [ ] Is all the punctuation used correctly?

