Writing

Teacher Use:

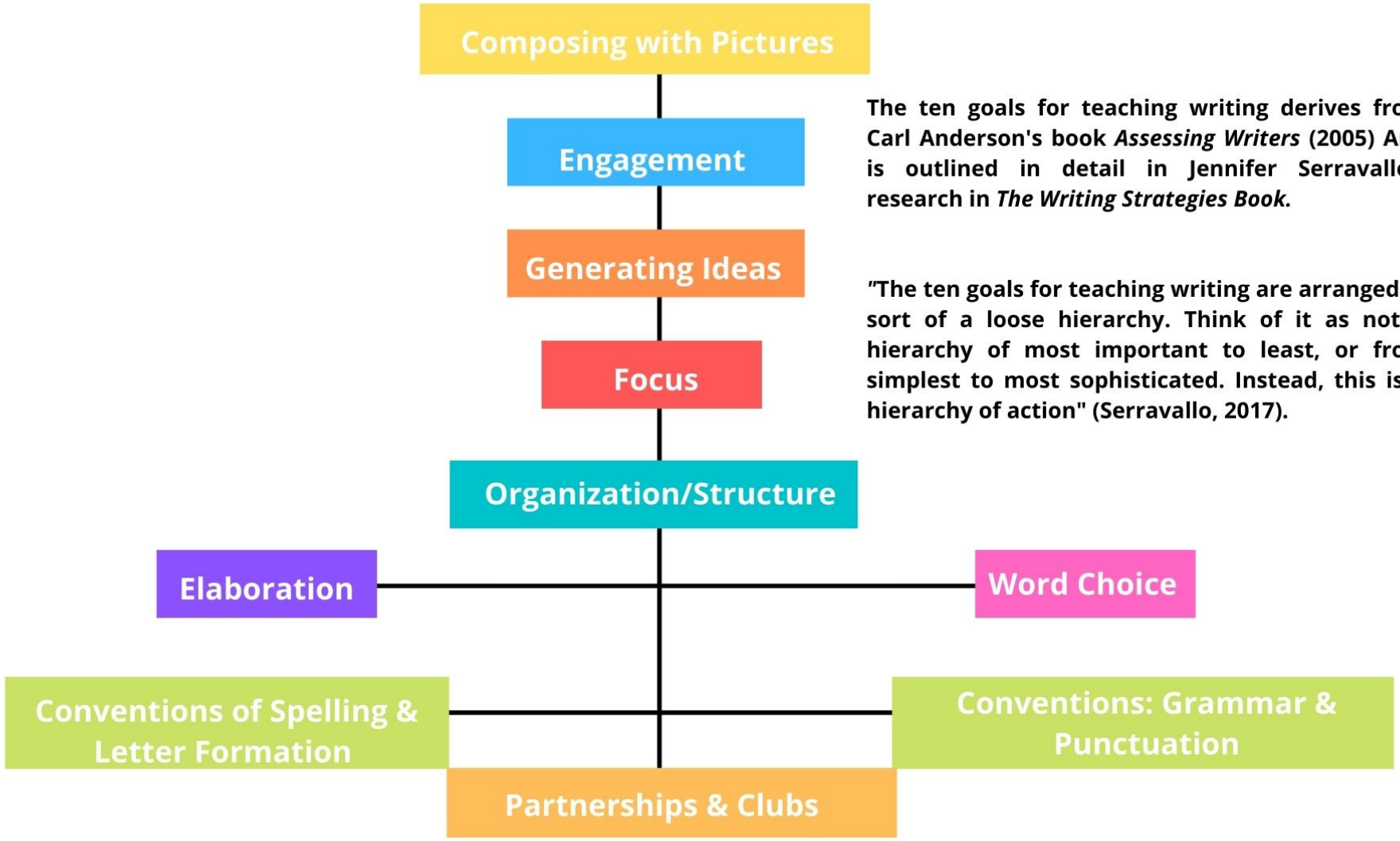
Writing involves a wide range of skills from spelling to grammar, word choice, sentence structure, critical thinking, generating ideas, organizing information, and understanding different types of writing. Given the skills and executive functioning processes involved in writing, children need quality 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.

"Generating Ideas and Organizing" is the first step in the writing process. Students should be able to brainstorm and chart their thinking before they begin a piece of writing. The graphic organizers included in this resource provide framework for students to record details and ideas before they actually begin writing.

Teachers should model this process and have students practice.

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/Generating Ideas and Organizing

Directions:

During the initial stages of writing, graphic organizers serve as a tool to help students sort out their thinking surrounding a topic. Graphic organizers can also help to foster creativity.

When choosing a graphic organizer teachers should consider the purpose and type of writing students will conduct. Teachers should also keep in mind the skill that is being taught therefore, the organizer should facilitate this process.

Teachers should first model the use of the organizers in order for students to have a clear understanding of the initial steps of the writing process. Allow students time to practice then monitor for understanding. Teachers should also remember that the graphic organizer should not be the end product, this is a tool to help guide students through the stages of writing.

Sequence of Events



First _____

_____

Next _____

_____

Then _____

_____

Finally _____

_____

Sensory Chart

Topic











Planning a Narrative Story



characters

beginning

middle

setting

end

Brainstorming

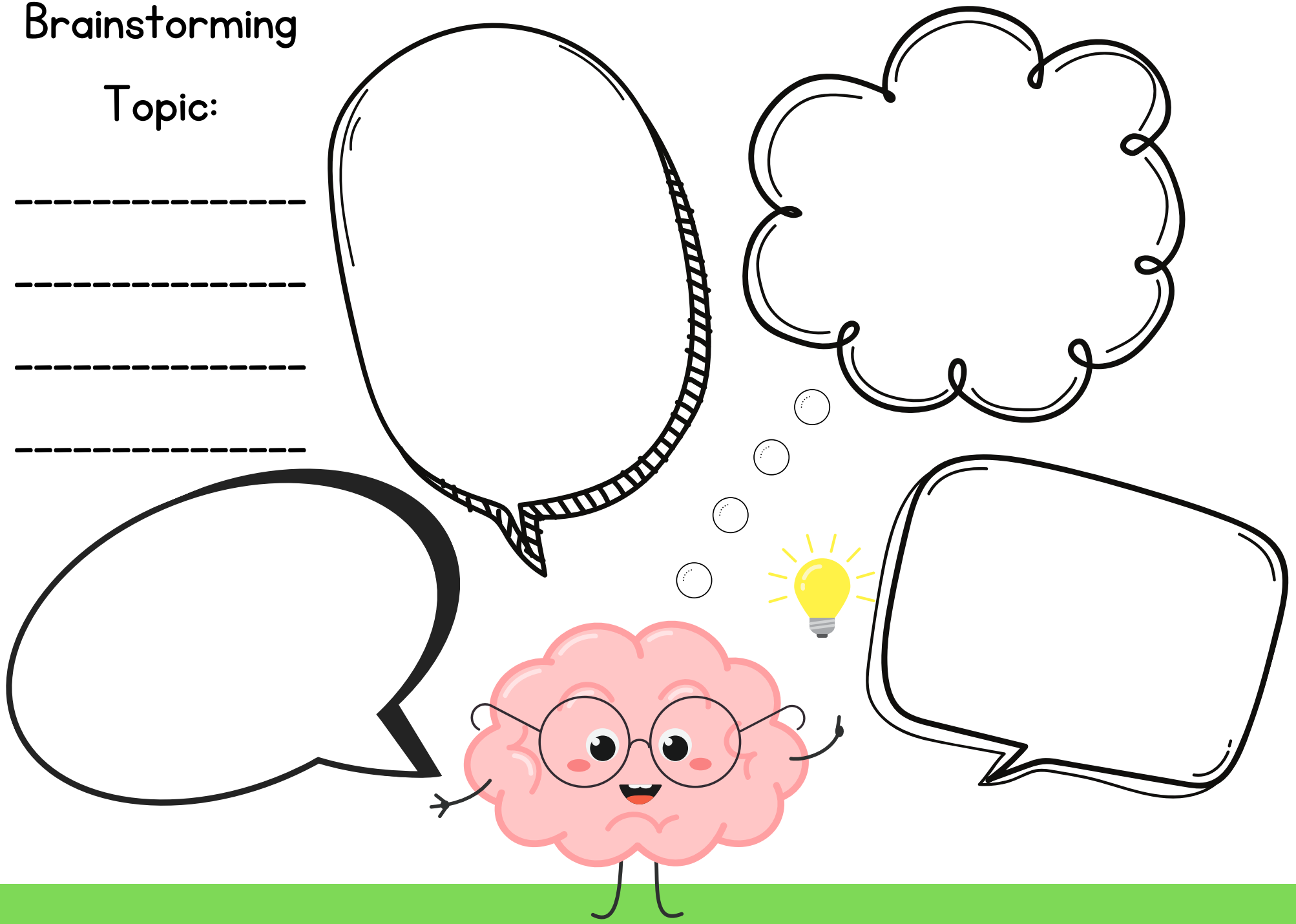
Topic:

_____

_____

_____

_____

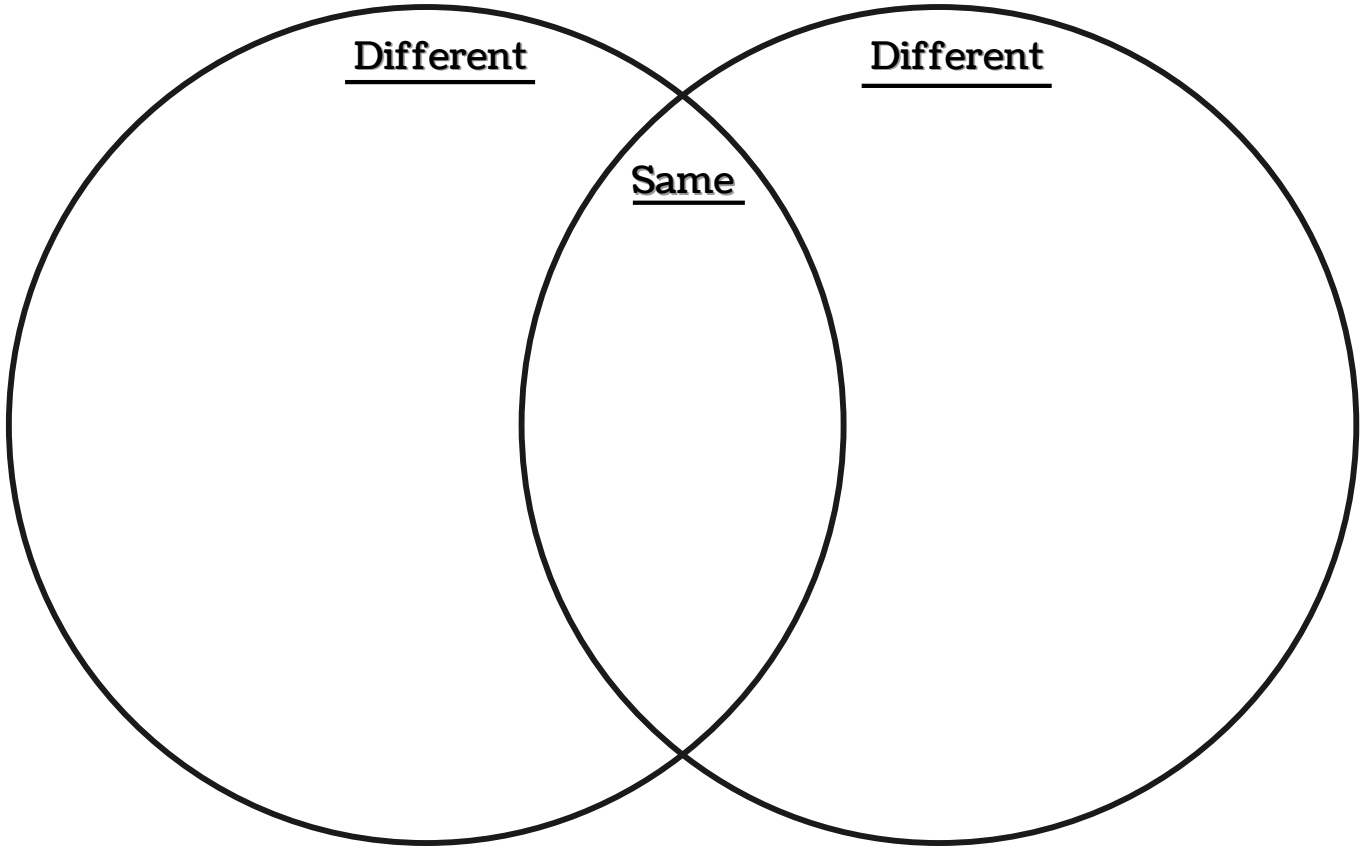


Venn Diagram: Compare and Contrast

Name _____

Date _____

Topic 1: _____ Topic 2: _____



PROCEDURE WRITING Topic _ _ _ _ _ _

diagram

goal

_____

_____

materials

_____ _____

_____ _____

_____ _____

steps

_____

_____

_____

_____

_____

_____

_____

DESCRIPTIVE WRITING Topic: _ _ _ _ _ _ _

illustration

looks like

tastes like

sounds like

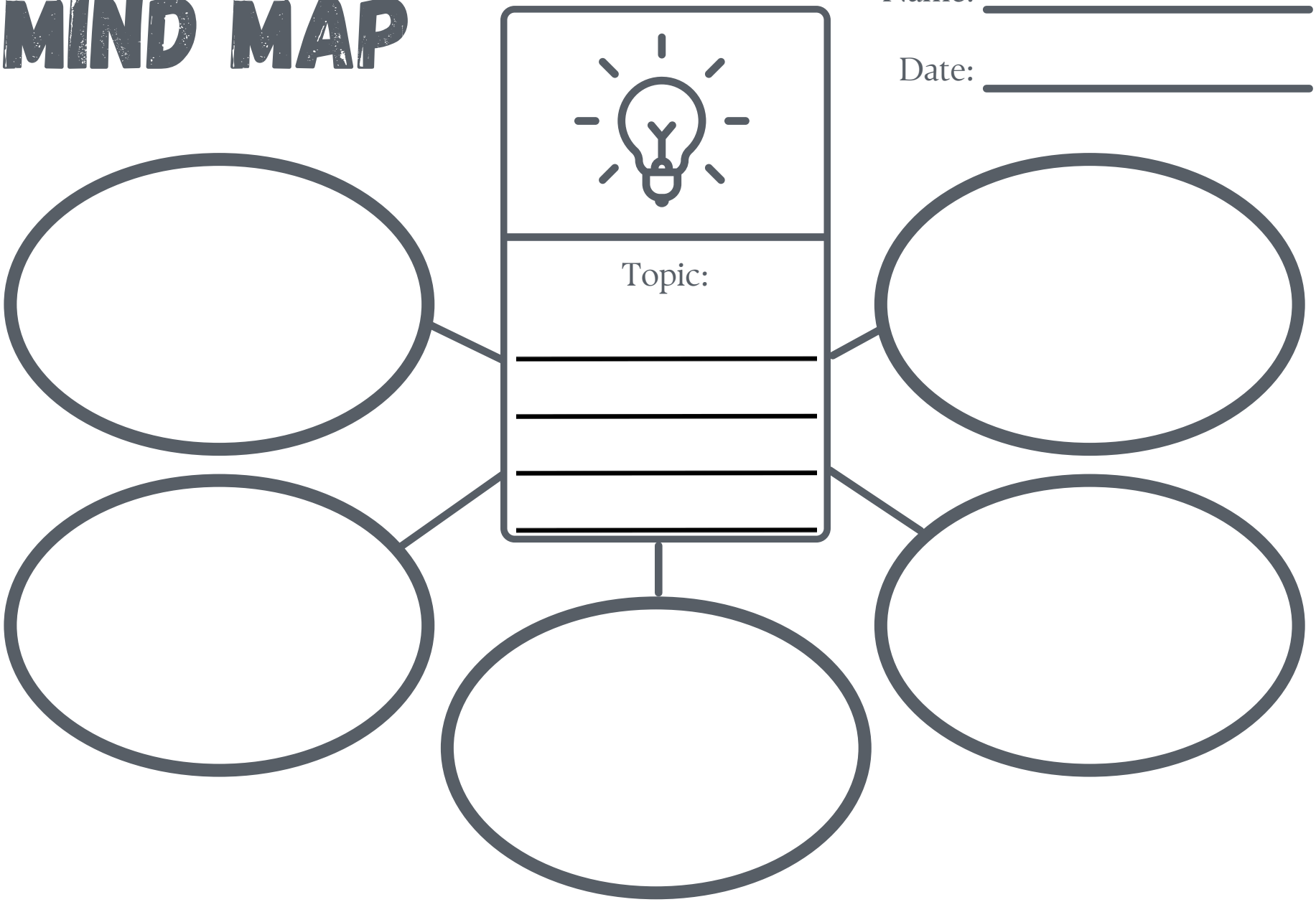
smells like

feels like

MIND MAP

Name: _____

Date: _____



Name: _____ Title: _____

SEQUENCE CHART



Retell the story by sequencing each event in the correct order.

First	Second	Third	Fourth

Name: _____

The five senses of Writing

Topic: _____

I can see



I can hear



I can smell



I can taste



I can touch

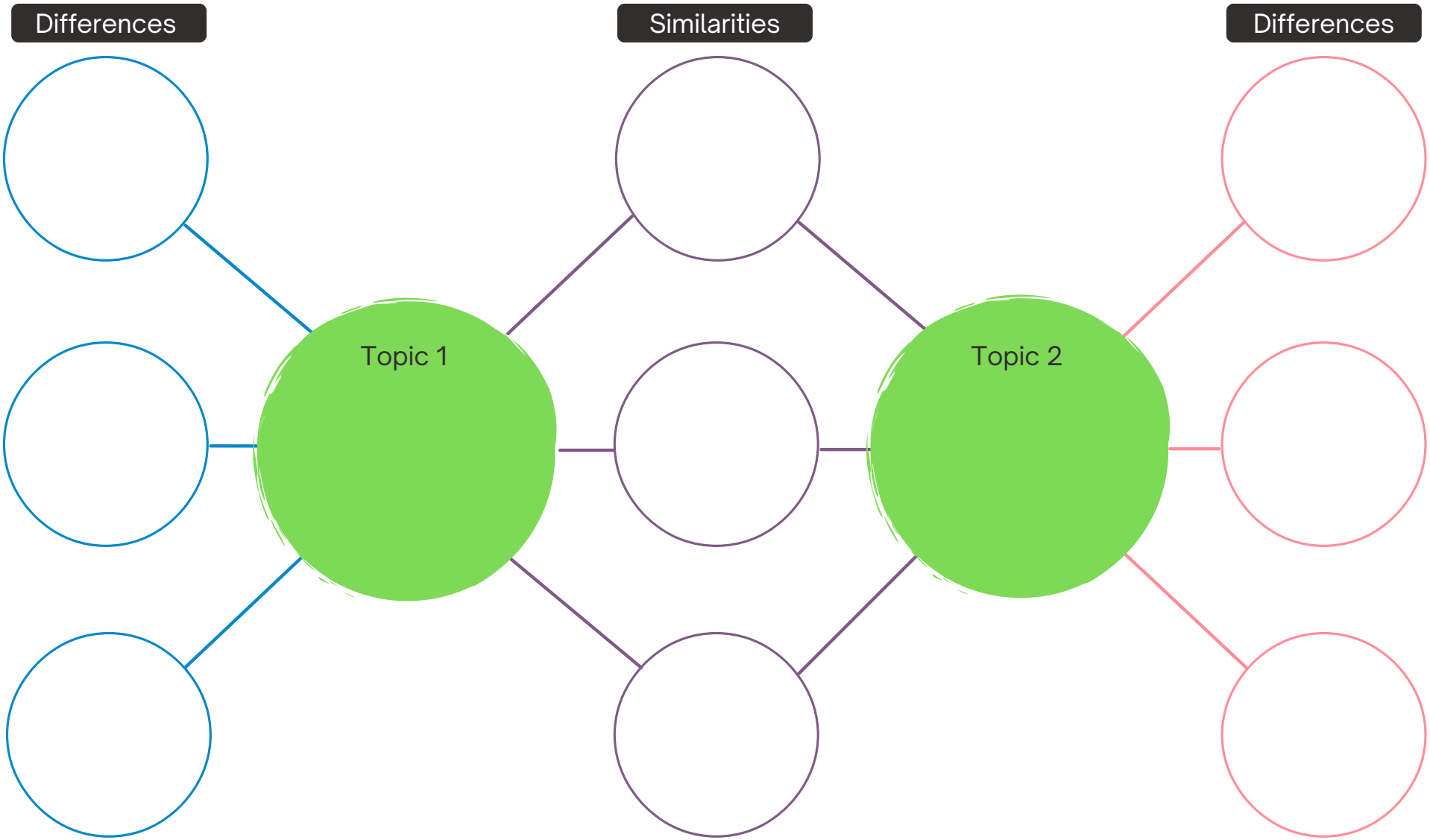


Name _____ Class _____ Date _____

Compare and Contrast Activity

Double Bubble Map

Use this double bubble map to compare and analyze two topics or ideas.



SENTENCE WRITING



Write a sentence using eight of your spelling words:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____