

Ideas

Make sense Narrow, manageable topic Writer knows topic well Fresh spin Supported by details

How to begin

What a great idea, tell me why you wanted to write about this.

These are great details to support your main idea.

I can picture what you are telling me.

What you're saying here is really clear.

How to help

Your topic is really broad, let's narrow it down to just _____.

Are there any more details you can add to support this idea?

How does this sentence/paragraph support your main idea?

I'm still wondering about _____, can you tell me more?

What to do

Summarize the idea in 1 sentence.

Talk about why the writer picked the topic.

Make a list of details that support the idea.

Offer some alternative ideas or narrow down the idea.

Writing

Word Choice

Strong action words Vivid Images Few words repeated Descriptive Minimal slang

How to begin

This is a great word.

I like how you used _____.

Do you have a favorite word in this piece of writing?

When I read the word _____ I really felt it.

How to help

I seem to be reading the word _____ a lot. Is there another word we could use?

What's another way to say _____?

Tell me why you picked this word.

What to do

Make a list of alternatives for common words such as hungry= starving, famished etc..

Ask the writer to describe what they were sensing (feeling, hearing, etc..)

Take 1 sentence from the writing and make it better by adding describing words.

My dog was tired and laid down. → My poor dog was exhausted and dropped to the floor.

Writing

Organization

Strong opening Events in order Doesn't just stop Some surprises Clear ending

How to begin

Your introduction made me want to read more.

I like how you used transition words like then, next, after that etc...

How to help

I was confused when I read this; tell me why you put this part here.

I was left unsure at the end. Is there a way to tell me more?

Are there any more details to support your idea?

What to do

Make an outline with information and/or events in order.

Have the writer tell the story.

Make a list of transition words (next, then, after that).

Talk about a stronger or clearer introduction.

Writing

Sentence Fluency

Interesting to read Sentence length varies Sentence starters vary

How to begin

This was fun to read.

I like how this sentence sounded.

How to help

I see your sentences often start with the word _____. Is there a different way to write them?

You have a lot of short sentences, is there a way we could combine them?

This sentence doesn't tell me much about _____. What other words can we add?

What to do

Together, count the short and long sentences.

Talk about and give some examples of how to combine ideas using and, if, then etc..

Talk about different ways to start sentences (somebody speaking, describing the setting etc..)

Stretch a rubber band for the length of sentence. Talk about which sentences did not "stretch" much.

Change objects to adjectives:

It was a sunny day. We went to the park. → One sunny day, we went to the park.

Writing

Voice

Exciting to read “Hear” the author You want to read more

How to begin

I felt like you were speaking to me when you said _____.

This part has a lot of energy.

You must feel strongly about _____.

When I was done, I wanted to keep reading.

How to help

How do you feel about this topic?

Let’s think of some words to tell the reader how you feel.

Did you say anything or use any sounds?

What to do

Talk about the topic and how they feel about it.

Look for places to add emotion, dialogue, feeling etc..

Look for places to add the author’s personal stories and connections with the topic.

Writing

Conventions

Capital letters

Spacing

Punctuation

Neat handwriting

Spelling

How to begin

I noticed each sentence starts with a capital.

This is a very neat paper.

You made some great tries at some difficult spelling words.

How to help

Let’s check each sentence and make sure it starts with a capital and ends with punctuation.

Here is how you spell _____. Find this in your writing and correct the spelling.

What to do

Circle an incorrect word and have the student think about a different way to spell it. Beet→Beat

Have the student number all sentences then count the capital letters and ending punctuation.

Show the student the editing marks and help them use them as they edit their own paper.

Writing

5 Step Writing Process

Students use the following process to complete writing assignments:

1. Idea	Thoughts about a writing topic	Make drawings Write keywords Read about a topic Look at photos Think about favorite authors Talk with others
2. Draft	First try at writing	Expand on ideas using complete sentences
3. Revise	Make changes to how writing <u>sounds</u>	Use different words Change sentence structure Improve organization
4. Edit	Make changes to how writing <u>looks</u>	Fix spacing Add/fix punctuation Correct spelling Improve handwriting
5. Publish	Turn writing into something that can be shared	Print from computer Create a book Add to a piece of art Contribute to a class book

Writing

Editor's Symbols

	Take it out.	I like like to write stories.
	Put something in.	It was a ^{hot} summer day.
	Put in a space.	I woke u [#] pearily.
	Add punctuation.	I couldn't believe my eyes○
	Make this a capital letter.	<u>have</u> you ever seen a tiger?
	Make this a lowercase letter.	The sun had A lmost set.
sp	Fix this spelling error.	^{sp} (Thay) just didn't understand.

Writing

6 Traits of Writing

Students are expected to show their writing ability in the following areas:

<p>Ideas</p> <p>Ideas are the heart of the message. They reflect the purpose, the theme, the primary content, or main point of the piece.</p>	<p>Organization</p> <p>Organization is the internal structure of the piece. It includes a powerful beginning, strong transitions, effective sequencing, and a strong ending.</p>	<p>Voice</p> <p>Writing that is alive with voice is engaging and hard to put down; Voice is the personal imprint of the writer on the page; thus it is different with each writer and purpose.</p>
<p>Word Choice</p> <p>Careful writers seldom settle for the first word that comes to mind. They constantly search for the “just right” word or phrase that will help a reader get the point.</p>	<p>Sentence Fluency</p> <p>Fluent writing is graceful, varied, rhythmic – almost musical. Sentences are well built. They vary in structure and length.</p>	<p>Conventions</p> <p>Spelling, punctuation, grammar, capitalization, and penmanship are the conventions of writing. Correct use ensures that others can easily read the student’s work.</p>

Writing

Writing