







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	<ul style="list-style-type: none"> ▶ Use literature or classroom experiences to generate ideas or theme. ▶ Model how to draw pictures and add details, choose colors. 	<ul style="list-style-type: none"> ▶ Use literature to generate ideas. ▶ Whole group brainstorming ▶ Lists, graphic organizers ▶ Drawing pictures & looking at commercial pictures to generate ideas & write a sentence. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Use literature to generate ideas. ▶ Brainstorming ▶ Graphic Organizer (choosing & using with confidence) → Identify beginning, middle, & end. ▶ Making a plan.
Drafting	<ul style="list-style-type: none"> ▶ Create illustration: <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▶ Modeling ▶ Writing together ▶ Generate sentences related to a drawing or picture. ▶ Write several related sentences based on a chosen topic. ▶ Students re-read to... <ul style="list-style-type: none"> ✓ remember what you are writing 	<ul style="list-style-type: none"> ▶ Modeling ▶ Writing together ▶ Develop idea → multiple sentences paragraph (at least 5 sentences). ▶ Re-reading composed paragraph to make sure it makes sense. 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ "Do your ideas match the picture?" ▶ Add more details. ▶ Incorporate teacher suggestions. ▶ Refer students to Word Wall 	<ul style="list-style-type: none"> ▶ Students re-read to... <ul style="list-style-type: none"> ✓ check for meaning ▶ Add details. ▶ Add juicy words. ▶ Sequence ideas correctly. ▶ Ask: <ul style="list-style-type: none"> ✓ "Does your sentence match the picture?" ✓ "Does it make sense?" 	<ul style="list-style-type: none"> ▶ 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?" 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ Correct or add to illustrations. ▶ Check spacing between words. ▶ Check ending punctuation (periods). ▶ Check spelling of sight words and words on the Word Wall 	<ul style="list-style-type: none"> ▶ Students re-read to... <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ Story/Picture Journals ▶ Class books ▶ Typing simple stories on computer 	<ul style="list-style-type: none"> ▶ Occasional re-copying or typing on computer (final copy) 	<ul style="list-style-type: none"> ▶ Publish for specific audience. ▶ Minimal errors when recopying or typing selected pieces. ▶ Illustrations 	<ul style="list-style-type: none"> ▶ 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).

Linnaeus W. West Elementary School: K-3 Editing Checklists for Writing Workshop

LWW
2002-2003

	Kindergarten	Grade 1	Grade 2 Fall	Grade 2 Spring	Grade 3 Fall	Grade 3 Spring
Student Checklist	Rainbow Colors Classroom Poster:  Did I write my name?  Did I write on the lines?  Did I make spaces? (between words)  Did I use punctuation? (. ? !)  Did I add color, detail, and setting? (to picture)  Did I do my best?	I re-read my work checking for... <input checked="" type="checkbox"/> A capital at the beginning of each sentence. <input checked="" type="checkbox"/> Ending marks at the end of each sentence. <input checked="" type="checkbox"/> A finger space between each word. <input checked="" type="checkbox"/> The word "I" is a capital. <input checked="" type="checkbox"/> Names begin with a capital letter. <input checked="" type="checkbox"/> Lowercase letters within words and sentences. <input checked="" type="checkbox"/> Does it make sense?	I re-read my work checking for... <input checked="" type="checkbox"/> A capital at the beginning of each sentence <input checked="" type="checkbox"/> A punctuation mark at the end of each sentence. <input checked="" type="checkbox"/> A finger space between each word. <input checked="" type="checkbox"/> The word "I" is a capital. <input checked="" type="checkbox"/> People names begin with a capital. <input checked="" type="checkbox"/> Correct spelling from my word bank.	I re-read my work checking for... <input checked="" type="checkbox"/> A capital at the beginning of each sentence <input checked="" type="checkbox"/> A punctuation mark at the end of each sentence. <input checked="" type="checkbox"/> A finger space between each word. <input checked="" type="checkbox"/> The word "I" is a capital. <input checked="" type="checkbox"/> Proper nouns begin with a capital. <input checked="" type="checkbox"/> Correct spelling from my word bank. <input checked="" type="checkbox"/> Juicy words <input checked="" type="checkbox"/> Different kinds of sentences. <input checked="" type="checkbox"/> Good title	I re-read my work checking for... <input checked="" type="checkbox"/> A capital at the beginning of each sentence <input checked="" type="checkbox"/> A punctuation mark at the end of each sentence. <input checked="" type="checkbox"/> A finger space between each word. <input checked="" type="checkbox"/> The word "I" is a capital. <input checked="" type="checkbox"/> Proper nouns begin with a capital. <input checked="" type="checkbox"/> Correct spelling from my word bank. <input checked="" type="checkbox"/> Juicy words <input checked="" type="checkbox"/> Different kinds of sentences. <input checked="" type="checkbox"/> Good title	I re-read my work checking for... <input checked="" type="checkbox"/> A capital at the beginning of each sentence <input checked="" type="checkbox"/> A punctuation mark at the end of each sentence. <input checked="" type="checkbox"/> Commas in dates and friendly letters <input checked="" type="checkbox"/> Apostrophes for contractions (don't = do not) <input checked="" type="checkbox"/> A finger space between each word. <input checked="" type="checkbox"/> The word "I," proper nouns, and titles begin with a capital. <input checked="" type="checkbox"/> Correct spelling from my word bank, dictionary, thesaurus, or high frequency word list <input checked="" type="checkbox"/> Juicy words <input checked="" type="checkbox"/> Different kinds of sentences. <input checked="" type="checkbox"/> Good title <input checked="" type="checkbox"/> First line in each paragraph is indented. <input checked="" type="checkbox"/> Left margin of each paragraph is a straight edge.
Teacher Checklist	<input checked="" type="checkbox"/> Letter formation <input checked="" type="checkbox"/> High frequency word usage <input checked="" type="checkbox"/> Attempts phonetic and conventional spelling	<input checked="" type="checkbox"/> Edit for spelling words and sight words using word wall, word bank, and pictionary <input checked="" type="checkbox"/> Edit for sound-letter correspondence (Does it look right?)	<input checked="" type="checkbox"/> Sentence sense	<input checked="" type="checkbox"/> Do sentences relate to topic? <input checked="" type="checkbox"/> Variety of sentences	<input checked="" type="checkbox"/> Capitals at the beginning of words in a title <input checked="" type="checkbox"/> Commas for dates & friendly letter <input checked="" type="checkbox"/> Apostrophes for contractions <input checked="" type="checkbox"/> Conventional spelling for words the student has access to (using word bank, high-frequency word list, words that are on the page or in the question) <input checked="" type="checkbox"/> Indenting <input checked="" type="checkbox"/> Margins	<input checked="" type="checkbox"/> Commas for lists <input checked="" type="checkbox"/> Apostrophes for possessives <input checked="" type="checkbox"/> Quotations for dialogue (for some students) <input checked="" type="checkbox"/> Conventional spelling for all words except the risk-taking words that are extra-juicy (using dictionaries)

LWW Kindergarten Writing Rubric

	ORGANIZATION	WORD CHOICE SENTENCE FLUENCY	CONVENTIONS
4	<ul style="list-style-type: none"> Writes first and last name. Writes a sentence from left to right that matches the picture or topic. 	<ul style="list-style-type: none"> Expresses main idea of picture or story. Begins to expand the sentence by using descriptive words or a second sentence. 	<ul style="list-style-type: none"> Uses high-frequency words within writing. Demonstrates use of capitals and lowercase letters, and punctuation.
3	<ul style="list-style-type: none"> Writes first name with a capital letter followed by lowercase letters. Writes words left to right, top to bottom, using letter-sound correspondence. 	<ul style="list-style-type: none"> Writes simple phrases with phonetic spelling to match details in picture. 	<ul style="list-style-type: none"> Demonstrates phonetic spelling within words using a combination of letters. Demonstrates knowledge of spatial concepts.
2	<ul style="list-style-type: none"> Writes own name in top left corner. Labels picture story using matching sounds. 	<ul style="list-style-type: none"> Adds details to ideas expressed in pictorial form. Writes label on picture or attempts phonetic spelling in writing. 	<ul style="list-style-type: none"> Letter-sound correspondence is evident.
1	<ul style="list-style-type: none"> Prints name Scribble writing or random letters. 	<ul style="list-style-type: none"> Expresses an idea in pictorial form. Letters used may not have correlation with story. 	<ul style="list-style-type: none"> Uses picture, scribble, or random letter writing.

LWW First Grade Writing Rubric

	ORGANIZATION	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
4	<ul style="list-style-type: none"> Organizes logical thoughts Develops topic using details 	<ul style="list-style-type: none"> Uses descriptive and expressive language Creative use of language 	<ul style="list-style-type: none"> Varies sentences (beginning, length, structure) 	<ul style="list-style-type: none"> Consistently uses capitals and ending marks correctly Makes few spelling errors Uses resources to find correct spellings
3	<ul style="list-style-type: none"> Uses logical thought Sticks to topic Some details 	<ul style="list-style-type: none"> Uses age-appropriate language Uses complete sentences to express ideas 	<ul style="list-style-type: none"> Self-corrects grammar when prompted to reread Sentence consists of a complete thought 	<ul style="list-style-type: none"> Uses capitals Uses periods Spelling does not interfere with communication Spells basic sight words correctly Vowels appear in words
2	<ul style="list-style-type: none"> Needs some assistance with logical thought Simple sentences related to topic/picture 	<ul style="list-style-type: none"> Uses repetitive words or phrases 	<ul style="list-style-type: none"> Writes a simple sentence. Some words are omitted, but meaning is clear 	<ul style="list-style-type: none"> Uses left to right progression Uses word spacing Spells some sight words correctly Uses inventive spelling with sounds
1	<ul style="list-style-type: none"> Needs supervision to develop logical thought Labels pictures 	<ul style="list-style-type: none"> Needs assistance to choose appropriate words 	<ul style="list-style-type: none"> Sentence meaning unclear 	<ul style="list-style-type: none"> Uses random capitals Uses some beginning consonant sounds

Scoring Rubric for Second Grade Writing Samples

	ORGANIZATION	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
4	<ul style="list-style-type: none"> Develops topic in an interesting imaginative way Demonstrates a logical plan of organization and coherence in development of ideas 	<ul style="list-style-type: none"> Appropriate descriptive language is used on consistent basis Writing contains unique ideas 	<ul style="list-style-type: none"> Uses sentence variety to enhance writing Sentence expansion is apparent 	<ul style="list-style-type: none"> Uses correct punctuation (.!?) Attempts to use “ ” and comma Uses capitalization appropriately Makes few spelling errors
3	<ul style="list-style-type: none"> Develops topic using an acceptable plan of organization 	<ul style="list-style-type: none"> Uses appropriate language and some descriptive language 	<ul style="list-style-type: none"> Uses some sentence variety, demonstrates ability to express own idea Attempts sentence expansion 	<ul style="list-style-type: none"> Makes few punctuation errors Makes few capitalization errors Spelling errors do not interfere with communication
2	<ul style="list-style-type: none"> Begins to use complete thoughts and sentences relating to topic 	<ul style="list-style-type: none"> Occasionally uses inappropriate or incorrect language The writing is clear but lacks original thought 	<ul style="list-style-type: none"> Words are grouped into thoughts and sentences using sequence Repetitive use of sentences 	<ul style="list-style-type: none"> Punctuation errors may interfere with communication Makes some capitalization errors Spelling errors may interfere with communication
1	<ul style="list-style-type: none"> Writes a story that may not be in complete thoughts, topics may digress 	<ul style="list-style-type: none"> Writing unclear 	<ul style="list-style-type: none"> Demonstrates a lack of sentence sense Run-on or fragmented sentences may be used Frequently uses inappropriate or incorrect grammar 	<ul style="list-style-type: none"> Does not attempt to use punctuation or uses it incorrectly Makes many capitalization errors Spelling errors seriously interfere with communication

LWW Third Grade Writing Rubric

	ORGANIZATION	CONTENT/IDEAS	WORD CHOICE	CONVENTIONS	PRESENTATION
4	<ul style="list-style-type: none"> • Clear beginning, middle, and end. The end ties back to the beginning. • If there is a sequence of events, all of the events are in a logical order. 	<ul style="list-style-type: none"> • Topic is clearly defined, and developed in an interesting and imaginative way. • Well-developed supporting details 	<ul style="list-style-type: none"> • A variety of “transitional words” are used, and all are used effectively. • Uses many “juicy” words, and all are used correctly. 	<ul style="list-style-type: none"> • All capitals, punctuation, grammar, and spelling are correct. 	<ul style="list-style-type: none"> • First line of each paragraph is indented, and all other lines make a straight edge. • Handwriting is very neat, and there is space between words.
3	<ul style="list-style-type: none"> • Clear beginning, middle, and end. • If there is a sequence of events, most of the events are in order 	<ul style="list-style-type: none"> • Topic is clearly defined. • Some supporting details. 	<ul style="list-style-type: none"> • A few “transitional words” are used. All are used effectively. • A small number of juicy words are used. All are used correctly. 	<ul style="list-style-type: none"> • Most capitals, punctuation, grammar, and spelling are correct. 	<ul style="list-style-type: none"> • First line is indented, but other lines do not make a straight edge. • Handwriting is readable but could be neater. There is space between words.
2	<ul style="list-style-type: none"> • Attempts a beginning, middle, and end. • If there is a sequence of events, there is an attempt to put them in order. 	<ul style="list-style-type: none"> • Attempt to define the topic. • Attempts supporting details 	<ul style="list-style-type: none"> • Some “transitional words” are used. Not all are used effectively. • Some juicy words are used correctly. 	<ul style="list-style-type: none"> • Some capitals, punctuation, grammar, and spelling are correct. 	<ul style="list-style-type: none"> • First line is not indented. Other lines make a straight left edge. • Handwriting is sloppy. There is space between words.
1	<ul style="list-style-type: none"> • The beginning, middle, and end are unclear or non-existent. • If there is a sequence of events, there is no attempt to put them in order. 	<ul style="list-style-type: none"> • Lack of topic • No supporting details 	<ul style="list-style-type: none"> • No attempt at using “transitional words.” • No attempt at juicy words. 	<ul style="list-style-type: none"> • Writing is difficult to read due to a lack of capitals, punctuation, grammar, and/or spelling. 	<ul style="list-style-type: none"> • First line is not indented. Lines do not make a straight left edge. • No space between words, or handwriting is difficult to read.

Grade 3 Fall Editing Checklist

I re-read my work checking for...

- A capital at the beginning of each sentence
- A punctuation mark at the end of each sentence.
- A finger space between each word.
- The word "I" is a capital.
- Proper nouns begin with a capital.
- Juicy words
- Different kinds of sentences.
- Good title
- Correct spelling from my word bank.

Grade 3 Spring Editing Checklist

I re-read my work checking for...

- A capital at the beginning of each sentence
- A punctuation mark at the end of each sentence.
- Using commas in dates and friendly letters
- Apostrophes for contractions (don't = do not)
- A finger space between each word.
- The word "I," proper nouns, and titles begin with a capital.
- Juicy words
- Different kinds of sentences.
- Good title
- Correct spelling from my word bank, dictionary, thesaurus, or high frequency word list
- First line in each paragraph is indented.
- Left margin of each paragraph is a straight edge.