

BRSU Writing Curriculum
The Writing Process in Grades 2-8

Aspects of the Writing Process GE: 1	Strategies Successful student writers learn through their own experiences with writing, that writing is a recursive rather than linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing of writing.	
	Grades 2-8 writers will....	Best Practices for Writing
Prewriting	<ul style="list-style-type: none"> ● Establish a purpose and focus. ● Generate ideas: brainstorm, map or web, outline, take notes, interview, research, etc. ● Organize ideas: consider models of good writing, appropriate text structures to match purpose, various ways to organize information, etc. 	<ul style="list-style-type: none"> ● Writers select a topic and establish a focus. ● Writers use familiar tools or newly introduced organizers to plan the scope of their whole piece of writing. ● Writers consider structures (e.g. painted essay) and models of good writing. ● Teachers begin each session with a 10 minute mini-lesson. ● Writers spend most of the session writing independently. ● Teachers use Lucy Calkins’ idea of “mid-lesson workshop advice” to highlight a student model of good writing (usually a writer who is successfully applying the content of the day’s mini-lesson). ● Teachers end the writing session with a brief sharing period. ● Writers may tell the story or teach the information to someone else, in order to develop a voice with which to convey the material.
Drafting	<ul style="list-style-type: none"> ● Write drafts for an intended audience. ● Develop topic and elaborate on focus. 	<ul style="list-style-type: none"> ● Writers review their prewriting. ● Writers write without interruption. ● Writers focus on getting their thoughts on paper, knowing that they will revise and edit their work at a later time.
Revising/ conferencing (content/ ideas)	Through conferencing: <ul style="list-style-type: none"> ● Reflect on content and make decisions about revisions. ● Consider voice, tone, style, intended audience, coherence, transitions, and pacing. ● Compare their pieces with genre rubric/checklist criteria and benchmark papers/ models. 	<ul style="list-style-type: none"> ● Writers ask themselves, “What am I trying to say?” as well as, “Does the reader know what I’m trying to say?” ● Writers begin to look at their work as both a reader and a writer. ● Writers learn to reread, fix up, and revise their writing as many times as necessary, so that it says everything they want it to say. ● Writers know that revisions focus on what really matters, the heart of the writing piece. ● Teachers will model effective peer conferencing.

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	<ul style="list-style-type: none"> • Explore sentence variety and language use. 	
	Grades 2-8 writers will	Best Practices for Writing
Editing/ conferencing	<p>Through conferencing:</p> <ul style="list-style-type: none"> • Reread and check for correctness with self, teacher, and/or peer(s). • Compare their pieces with Conventions Rubric criteria. • Use editing checklists. • Use resources to support editing. 	<ul style="list-style-type: none"> • Writers use resources to support editing (e.g. thesaurus, dictionary, Word Wall, word lists, etc.) • Writers reread and edit for readability.
Publishing	<ul style="list-style-type: none"> • Share final draft with intended audience – orally, in print, electronically, etc. 	<ul style="list-style-type: none"> • Writers know that not every piece of writing gets published. • Writers share published work with intended audience.