

BRSU Writing Curriculum
The Writing Process in Grades K & 1

Aspects of the Writing Process GE: 1	<p>Strategies</p> <p>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.</p>	
	Grades K&1 Writers will....	Best Practices for Writing
Prewriting	<ul style="list-style-type: none"> ● Select a topic through planning, drawing or speaking. ● Consider models of good writing (e.g. teacher and/or student models). 	<ul style="list-style-type: none"> ● Writers decide on a topic, envision it, and record its meaning on the page with drawings that are representational. ● Writers plan by stretching out a “small moment story.” They do this by touching the pages and telling what will go on each page. ● Teachers begin each writing session with a 10 minute mini-lesson. ● Writers spend most of the session writing independently. ● Teachers use Lucy Calkins’ idea of “mid-workshop advice” to highlight student models of good writing (usually a writer who is successfully applying the content of the day’s mini-lesson). ● Teachers end the writing process with a brief sharing period.
Drafting	<ul style="list-style-type: none"> ● Write drafts (words and/or pictures) for an intended audience. ● Use labeling, words and/or sentences. ● Relate words and picture. 	<ul style="list-style-type: none"> ● Writers are not held back by their ability to draw or write exactly what they are thinking, but instead do the best they can and keep going. ● Writers tell their stories by progressing through these stages: <ul style="list-style-type: none"> ○ Draw their stories. ○ Begin to label picture, starting with beginning sounds and progressing to writing whole word labels. ○ Write phrases and then sentences. ● Writers spell the best they can by: <ul style="list-style-type: none"> ○ Listening to sounds they hear in words and writing the corresponding letters. ○ Accepting their best approximations and moving on. ○ Using resources such as the alphabet chart and the Word Wall.
Revising/ conferencing (content/ ideas)	<p>Through conferencing:</p> <ul style="list-style-type: none"> ● Reflect on content (words and/or pictures) and make decisions about revisions. ● Add details. 	<ul style="list-style-type: none"> ● Writers keep working by adding more details to their picture and/or their writing. ● Writers learn to reread, fix up, and revise their writing so that it says everything they want it to say.

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Editing/ conferencing	<p>Through conferencing:</p> <ul style="list-style-type: none"> ● Check for correctness with self, teacher, peer(s) (e.g. use of beginning sounds for initial labeling, spelling of Word Wall words, etc.). ● Read aloud to self, teacher, and/or peer(s). 	<ul style="list-style-type: none"> ● Writers use resources to support editing (e.g. Word Wall words, charts, etc.). ● Writers learn to reread and edit for readability.
Publishing	<ul style="list-style-type: none"> ● Revise and edit. (There may be only one draft.) ● Share final drafts with intended audience – orally, in print, electronically, etc. 	<ul style="list-style-type: none"> ● Writers learn that not every piece of writing gets published. ● Writers share published work with intended audience.