

KINDERGARTEN
(Six-Trait Foci: Ideas, Organization)
EALR 1 – The Writing Process

1.1 PREWRITE

Uses pictures and talk for thinking about and planning writing.

- Uses drama, visuals, and concrete objects (e.g. puppets, toys) to plan writing
- Uses multicultural literature (fiction and non-fiction) to stimulate ideas

1.2 DRAFT

Produces a draft of words, captions, and/or sentences.

- Writes a caption or a sentence to explain a drawing
- Labels picture

1.3 REVISE

Understands that writing can be changed.

- Finds something that can be improved in own and others' writing
- Adds details to change drawing and writing to better represent ideas (e.g. adds clothing the change drawing of self)

1.4 EDIT

Understands that there are conventions of punctuation and capitalization in writing.

- Calls out places where ending punctuation and capitalization are needed during shared writing
- Works with partner to edit writing for punctuation and capitalization

1.5 PUBLISH

Publishes own writing.

- Shared published work (e.g. card for family member, drawing for bulletin board, author's chair, class books)

FIRST GRADE
(Six-Trait Foci: Organization, Sentence Fluency)
EALR 1 – The Writing Process

1.1 PREWRITE

Applies at least one strategy for generating ideas and planning writing.

- Brainstorms, makes lists, and sometimes formulates first sentence before writing
- Talks or draws to generate ideas and rehearse writing (e.g. class brainstorm, individual drawing)
- Uses multicultural literature (fiction and non-fiction) to stimulate ideas

1.2 DRAFT

Produces a draft in sentences.

- Uses a plan from prewriting to write a draft
- Writes a draft that includes more than one sentence **(HP: preferably 3-5 sentences)**

1.3 REVISE

Revises text by adding words and/or phrases to draft.

- Reads own work and makes some revisions in response to teacher questions or peer feedback
- Rereads draft to self, peers, or adults
- Asks others to read and make comments
- Recognizes overused words and makes substitutions

1.4 EDIT

Applies understanding of editing appropriate for grade level (see 3.3).

- Edits shared text with teacher guidance
- Reads own work and makes some changes, especially punctuation
- Uses a simple checklist for editing

1.5 PUBLISH

Publishes own writing.

- Shares writing with others (e.g. author's chair, bulletin board, Young Author's Day)
- Illustrates work
- Shares writing in self-published books

SECOND GRADE
(Six-Trait Foci: Sentence Fluency, Word Choice)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies at least one strategy for generating ideas and planning writing.**
- Talks to generate ideas and rehearse writing (e.g. class brainstorm)
 - Uses visual tools for planning (e.g. word web, list, story frame, drawing)
 - Uses multicultural literature (fiction and non-fiction) to stimulate ideas
- 1.2 DRAFT - Produces a draft of multiple sentences or several paragraphs over time. (HP: Preferably a draft on a single topic with 3 paragraphs of 4-6 sentences each)**
- Uses a plan from prewriting to write a draft
 - Works on one draft over one to three days
- 1.3 REVISE - Revises text by adding and deleting words and phrases.**
- Rereads own writing for meaning
 - Rereads work several times and has a different focus for each reading (e.g. first reading – looking for descriptive words; second reading – looking for active verbs)
 - Participates in peer conferences (e.g. “Tran, please look at this and help me see if it makes sense.”)
 - Uses adult and peer suggestions to clarify and revise writing
 - Recognizes overused words and makes substitutions
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
 - Uses a simple checklist for editing
 - Uses spelling lists and a personal dictionary to check accuracy and meaning
- 1.5 PUBLISH - Publishes own writing.**
- Reads own work aloud
 - Selects format for publishing
 - Publishes text in various ways
 - Publishes text with assistance

THIRD GRADE
(Six-Trait Foci: Sentence Fluency, Word Choice)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies at least one strategy for generating ideas and planning writing.**
- Talks to generate ideas and rehearse writing (e.g. dialogue with a partner, role playing)
 - Plans intentionally with some detail using visual tools (e.g. webs, diagrams, drawings, graphic organizers)
 - Gathers information from more than one source and takes notes
- 1.2 DRAFT - Produces a draft of multiple paragraphs over time.**
(HP: Preferably a draft on a single topic with 3-5 paragraphs of 5-6 sentences each, including an introduction and conclusion)
- Uses a prewriting plan to draft text
 - Works on one draft on a single topic over several days
- 1.3 REVISE - Revises text by adding and deleting words and phrases.**
- Rereads own writing for meaning orally or silently
 - Rereads work several times and has a different focus for each reading (e.g. first reading – checking for repetitious beginnings; second reading – looking for specific nouns)
 - Participates in peer conferences (e.g. “I improved on ____.” “I was confused by ____.”)
 - Makes decisions about writing based on feedback
 - Collects additional data and revises
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
 - Uses a checklist for editing
 - Uses references when editing (e.g. word wall, dictionary, friend)
- 1.5 PUBLISH - Publishes own writing.**
- Publishes work crediting author and illustrator, sometimes including dedication
 - Includes text features (e.g. title, headings, information about the author, illustrations, captions)
 - Uses a variety of available technology as part of publication (e.g. software, video)
 - **(HP: Final draft in legible print or cursive)**
- 1.6 Adjusts writing process as necessary**
Applies understanding of the recursive nature of writing process.
- Revises at any stage of process
 - Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- Contributes to different parts of the process when writing a class book
- Uses knowledge of time constraints to adjust writing process**
- Works on one draft over several days or weeks adjusting work to fit the time frame
 - Allots amount of time for each stage of writing process for on-demand writing

FOURTH GRADE
(Six-Trait Foci: Word Choice, Voice)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies more than one strategy for generating ideas and planning writing.**
- Explains the difference between generating and organizing ideas, adjusts prewriting strategies accordingly
 - Records information or ideas at prewriting and/or drafting stages
 - Gathers information from more than one resource and synthesizes ideas to plan writing
- 1.2 DRAFT - Produces more than one draft of multiple paragraphs.**
(HP: Preferably a draft on a single topic with 5 or more paragraphs of 5-6 sentences each, including an introduction and conclusion)
- Uses a prewriting plan to draft text
 - Works on more than one draft on a single topic over several days
- 1.3 REVISE - Revises text by adding, deleting, substituting, and moving text.**
- Rereads work several times and has a different focus for each reading (e.g. first – adding details for support; second – substituting words for clarity; third – moving text by combining sentences)
 - Records feedback using writing group procedure (e.g. specific example from text in one column, suggestions in another column, notes in margin)
 - Makes decisions about writing based on feedback
 - Revises content based on new information
 - Uses difference methods to delete or move text
 - Uses more than one resource to revise
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
 - Uses more than one resource to edit
 - Proofreads final draft for errors
- 1.5 PUBLISH - Publishes in more than one format for specific audiences and purposes.**
- Publishes pieces and explains choice of format, graphics, and illustrations
 - Publishes for a wide range of purposes
 - Uses a variety of available technology as part of publication (e.g. software, video)
- 1.6 Adjusts writing process as necessary**
Applies understanding of the recursive nature of writing process.
- Revises at any stage of process
 - Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- Contributes to different parts of the process when working on a class newspaper
- Uses knowledge of time constraints to adjust writing process**
- Works on one draft over several days or weeks adjusting work to fit the time frame
 - Allots amount of time for each stage of writing process for on-demand writing

FIFTH GRADE
(Six-Trait Foci: Review All Traits)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies more than one strategy for generating ideas and planning writing.**
- Generates ideas prior to organizing them and adjusts prewriting strategies accordingly
 - Gathers information from a range of sources, formulates questions, and uses an organizer to analyze and/or synthesize to plan writing
- 1.2 DRAFT - Produces multiple drafts.**
- Refers to a prewriting plan to draft text
 - Drafts by hand and/or electronically
 - Rereads text and continues drafting over time
 - Rereads text, puts it away, and returns to it later
- 1.4 REVISE - Revises text, including changing words, sentences, paragraphs, and ideas**
- Rereads work several times and has a different focus for each reading (e.g. first – adding details and elaboration; second – deleting sentences or phrases to achieve paragraph unity; third – reorganizing ideas for meaning)
 - Records feedback using writing group procedure
 - Makes decisions about writing based on feedback
 - Uses multiple resources to identify needed changes
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
 - Uses multiple resources regularly
 - Proofreads final draft for errors
- 1.5 PUBLISH - Publishes in more than one format for specific audiences and purposes.**
- Publishes using a variety of publishing options
 - Publishes multipage pieces and attends to format, graphics, illustrations, and other text features
 - Publishes for a wide range of purposes in different forms and formats
 - Uses a variety of available technology as part of publication (e.g. slide show, software)
- 1.6 Adjusts writing process as necessary**
Applies understanding of the recursive nature of writing process.
- Revises at any stage of process
 - Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- Contributes to different parts of the process when working on a class poetry book
- Uses knowledge of time constraints to adjust writing process**
- Works on one draft over several days or weeks adjusting work to fit the time frame
 - Allots amount of time for each stage of writing process for on-demand writing
 - Adjusts the number of drafts for on-demand tasks

