Congratulations on your purchase of the Really Good Stuff® Writing Process Tracking Poster with Magnetic Name Pieces to help keep track of each student’s progress through the steps of the writing process.

Inside this Really Good Stuff® set you’ll find:

- Writing Process Tracking Poster, 19" by 24"
- 40 Magnetic Name Pieces
- This Really Good Stuff® Activity Guide

Introducing the Writing Process Tracking Poster
Using a permanent marker, write each student’s name on a magnetic name piece. Display the Writing Process Tracking Poster on a whiteboard or other metallic surface in your classroom. Place each student’s magnet in the Prewrite column. Explain to students that the poster will help everyone in the room to keep track of where each student is in the writing process. Tell students that the Writing Process Tracking Poster will help them to remember the steps of the writing process, and it will remind them which step comes next when they’re in the middle of their writing. Point out that all of the students’ names are now in the Prewrite column, since they are all beginning the writing process at the same time. Explain to students that as their writing piece evolves, they will move their own magnets from one step to the next. Demonstrate moving a few magnets to the Rough Draft column and beyond, pointing out that you are careful to fit each piece into a box in the next column (placing pieces crooked will allow less room for adjacent columns).

The Writing Process Tracking Poster will also help you, the teacher, to monitor which students may be “stuck” on a step or which students may be “rushing” through their writing. It will also help you to schedule writing conferences with your students at appropriate steps in their writing process.

Additionally, if your students participate in peer editing or peer conferencing, the Writing Process Tracking Poster will help to make those times easier to anticipate and schedule.

Writing Process Activities

Introducing The Writing Process
Display the poster for students. Let them know that the writing process is a series of steps or stages every writer goes through to create a good piece of writing. These steps allow writers to play with their ideas, organize, reshape their thoughts, start over, add and delete, and play with the language until it is just right. Use the poster to introduce the writing process by reviewing each step with students, making sure they understand that a good piece of writing may go through some of these steps several times before it is ready to publish.
**Really Good Stuff® Activity Guide**

**Writing Process Tracking Poster with Magnetic Name Pieces**

**Prewrite—Think About Your Topic**

The *Prewrite* step allows students to think about their topic before jumping right into the writing. What do they already know about the topic? What do they need to research? Where can they find more information? Who is their intended audience? How do they organize their information? Before a writing assignment, make copies of the *Prewriting Organizer Reproducible*. Once students have a chosen topic, give them a copy of the reproducible to help organize their thoughts before writing. Have students refer to it as they move into the next step, the *Rough Draft*.

**Rough Draft—Write Your Ideas Down**

The *Rough Draft* step allows students to get their ideas on paper without having to worry about spelling, grammar, or handwriting. It is a time to pick and choose ideas from the *Prewrite* step and put them into their own words. During this step, encourage students to let their ideas flow by just writing. The revising and editing will come later! Share with students that the time to go on to the *Revise* step is when they think they have all the information they need in their rough drafts.

**Revise—Make Your Writing Better**

The *Revise* step encourages students to add details to elaborate an idea; move things around for clarity; cut words, sentences, or ideas that don’t work; reword phrases for better understanding; and make the sentences flow so the writing is unmistakably clear to the reader. Often, students are unsure of just how to revise their rough drafts to make them better. You can help students identify problem areas by giving them copies of the *Revision Questions Reproducible* to use as they reread their rough drafts. Be sure to review each revision question with students so they know what to look for as they revise their writing. Getting students into the habit of asking peers to read their writing can also help generate good suggestions for revision and comments for improvement. Be sure to talk with students about the difference between constructive and destructive criticism. As students revise their writing and become happy with the piece, it is time to move on to the *Edit* step.

**Edit—Make It Correct**

The *Edit* step is the time when students proofread their writing to address spelling, grammar, punctuation, and capitalization errors. Make a copy of the *Editing Marks and Checklist Reproducible* for each student and go over the use of each mark with the class. First, have students use the checklist to help them remember common editing areas as they review their writing. Then have students identify any errors using the editing marks found on the *Editing Marks and Checklist Reproducible*. You may wish to consider some peer editing to reinforce the value of more than one person reading a piece of writing. Once all of the corrections have been made to the writing, it’s almost time to *Publish*.

**Publish—Share It!**

The *Publish* step makes all the hard work worthwhile! Before students write their final copies to share with classmates, teachers, and family members, encourage them to read their drafts one last time to make sure their drafts are ready. Then, have your students make their final copies in neat and legible handwriting. Be sure to have some fun presenting their work!
Prewriting Organizer

Topic: ________________________________

Writing Mode:
The way I want to write about this topic is to:

☐ tell a story (narrative)       ☐ paint pictures with words (descriptive)
☐ argue a point (persuasive)    ☐ create a new way of looking at things (imaginative)
☐ inform or explain (expository)

Who will be my audience? ________________________________

Information:
What do I already know about this topic? ________________________________

What do I want to find out about this topic? ________________________________

Where is the best place to find this information? ☐ library ☐ Internet ☐ encyclopedia
☐ newspaper ☐ periodicals ☐ reference books ☐ ask an expert ☐ other ________________________________

Here are some ideas I want to include: ________________________________

______________________________
What to Look For When Revising

Do you need to:

- write a catchy and interesting introduction so readers want to continue reading?
- give your writing a voice?
- combine sentences to make your writing easy to read without stopping and starting?
- vary sentence length for flow and interest?
- rearrange the events in your writing so they happen in a logical order?
- use transitional words or phrases to signify time?
- reword your sentences to support your ideas?
- elaborate on your ideas to clarify your information?
- add descriptive words and phrases to help paint pictures in the readers’ minds?
- replace boring verbs with strong and interesting verbs?
- add, cut, or reorder sentences to make your ideas clear?
- define unfamiliar words, phrases, or ideas?
- rewrite sentence fragments so they are complete sentences?
- use punctuation or capitalization to elaborate on a thought?
- add illustrations, charts, graphs, or diagrams to support ideas?
- make sure your goal for writing is clear to the reader?
- write a conclusion that will leave the reader thinking and wanting to know more?

Editing Checklist

Have I:

☐ checked for correct grammar and word usage?
☐ checked for correct capitalization?
☐ checked for correct punctuation?
☐ checked for correct spelling?
☐ checked for correct paragraphing?
☐ checked for readable handwriting and overall neatness?

Editing Marks

| Delete | Today is Monday. |
| Fix spelling | My brother is going to be 16 years old. |
| Close space | Today is Friday. |
| Insert letter, word or phrase | She loves to read. |
| Add a space | We like to read books. |
| Transpose letters or words | The dog wagged its tail. |
| Change to capital letter | Our home is in Atlanta. |
| Change to lowercase letter | We love to play soccer. |
| Start new paragraph | “What is that?” “It’s a puppy,” she said. |