

Standards Based Writing/Composition
Descriptors of Extended Composition: Process Writing Steps
Grades 5 & 6

<p>Overview:</p> <ul style="list-style-type: none"> ○ Extended Composition assignments provide students with opportunities to write frequently in a variety of forms and for a variety of purposes and audiences. ○ Different conventions demanded by different genre and different aims such as persuasion or narration. ○ The steps listed below are called “the writing process” and often take place over several sessions or days. 	
Teacher:	
<p>Provides for focus, plan and draft:</p> <ul style="list-style-type: none"> ○ Strategies include accessing prior knowledge, establishing purpose, identifying audience, formulating questions, understanding criteria of task. ○ Processes include discussing, listing, mapping, role-playing, free writing, organizing, classifying, outlining, researching. 	
<p>Provides for assessment and revision:</p> <ul style="list-style-type: none"> ○ Strategies include rereading with audience, while keeping purpose, focus questions, and criteria in mind. Additionally, identifying ambiguities, logical fallacies; and noting lack of organization, clarity, and details. ○ Processes include adding facts, details, eliminating unnecessary details and redundancies and reorganizing composition. Additionally, rephrasing for clarity, tone, style, and coherence. 	
<p>Provides for assessment and editing:</p> <ul style="list-style-type: none"> ○ Strategies include rereading with standard English conventions in mind. ○ Processes include editing for sentence variety and for correct sentence structure, mechanics, usage, and spelling. Implements peer editing and conferencing. 	
<p>Provides for publishing and evaluation:</p> <ul style="list-style-type: none"> ○ Strategies include reviewing criteria, purpose of task, and needs of audience. Additionally, planning and preparing final product and evidence of reflection and planning for future writing tasks. ○ Processes include designing, formatting, rehearsing, presenting, and evaluating final product. ○ Keeps students on task and engaged. 	
Differentiates the focus correction areas, and rubrics, based on needs of students.	
Students:	
Demonstrate/articulate understanding of instructional purpose, i.e. standards addressed.	
Demonstrate competency in instructional goal(s).	
Actively participate in the process.	
Initiate own strategies to improve writing competency.	
Use technology in composition, research, and publishing.	
Participate in peer editing and support.	
Demonstrate an understanding of rubrics.	

