

# Really Good Stuff® Activity Guide

## Writing Process Timeline Banner

Congratulations on your purchase of the Really Good Stuff® **Writing Process Timeline Banner** to guide and direct students through each step of the writing process.

Included in this Really Good Stuff® set you'll find:

- **Writing Process Timeline Banner**, 19" by 24"
- This Really Good Stuff® Activity Guide™

### Writing Process Timeline Banner Activities

#### Introducing The Writing Process Timeline Banner

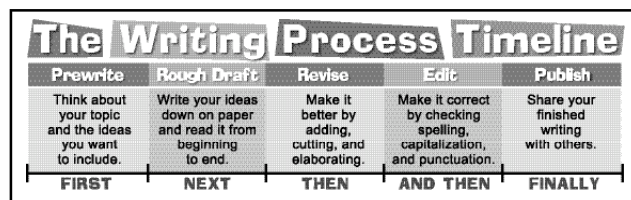
Make a copy of each page of the Really Good Stuff® Activity Guide, then display the banner for students. Let your students know that the writing process is a series of steps or stages every writer goes through to create a good piece of writing. These steps allow writers to play with their ideas, organize, reshape their thoughts, start over, add and delete, and play with the language until it is just right. Use the banner 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.

#### 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 Prewriting Organizer sheets to help organize their thoughts before writing. Have students refer to their sheets 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

All activity guides can be found online:

## Writing Process Timeline Banner

identify any errors using the editing marks found on the reference sheet. 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 the final copies of their writing to share with classmates, teachers, and family members, encourage them to read their drafts one last time to make sure it is ready. Then, have your students make their final copies in neat and legible handwriting. Be sure to have some fun presenting their work! Make several copies of the Today's Author desk plate below and laminate if possible. Each day before students share

their writing, have the students who are sharing published work use Really Good Stuff® write-on/wipe-off markers (#142668) to fill in the blanks on desk plates, then display them in a designated area in the classroom. Not only will students who are sharing be ready, but the class will know who is sharing that day.



Sharing a work titled...

---

Today's Author is...

fold here

Today's Author is...

---

Sharing a work titled...

Name \_\_\_\_\_ Date \_\_\_\_\_

# Prewriting Organizer

Topic: \_\_\_\_\_  
\_\_\_\_\_

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

<input type="checkbox"/> tell a story (narrative)	<input type="checkbox"/> paint pictures with words (descriptive)
<input type="checkbox"/> argue a point (persuasive)	<input type="checkbox"/> create a new way of looking at things (imaginative)
<input type="checkbox"/> 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:**

- |  |   |
|--|---|
| <input type="checkbox"/> checked for correct grammar and word usage? | <input type="checkbox"/> checked for correct spelling?                          |
| <input type="checkbox"/> checked for correct capitalization?         | <input type="checkbox"/> checked for correct paragraphing?                      |
| <input type="checkbox"/> checked for correct punctuation?            | <input type="checkbox"/> checked for readable handwriting and overall neatness? |

## Editing Marks

	Delete	Today is <del>is</del> Monday.		Add a space	We like to read <del>books.</del>
	Fix spelling	My <del>brother</del> <sup>other</sup> is going to be 16 years old. <del>sp</del>		Transpose letters or words	The dog wagged its <del>tail</del> .
	Close space	To <del>day</del> is Friday.		Change to capital letter	Our home is in <del>atlanta</del> .
	Insert letter, word or phrase	She <del>to</del> read. <sup>loves</sup>		Change to lowercase letter	We love to play <del>S</del> occer.
				Start new paragraph	"What is that?" <del>¶</del> "It's a puppy," she said.