

My Title: _____

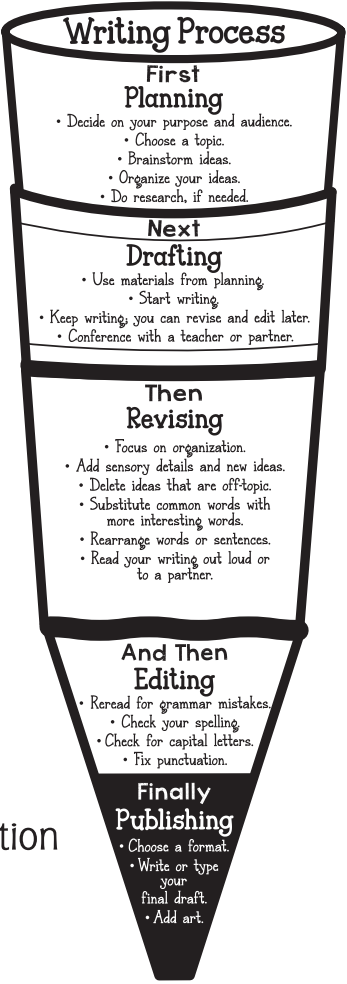
Author: _____

My Editing Checklist

Before you are finished with your writing, be sure to edit for each of the items on this list. As you complete each part of the checklist, put a check in that box.

- ☐ I have started all of my sentences with a capital letter.
- ☐ I have ended all of my sentences with the correct punctuation (period, exclamation mark, question mark).
- ☐ I have started my piece with an interesting lead.
- ☐ I have checked my spelling to the best of my ability, especially these words:

- ☐ I have started my sentences in different ways.
- ☐ I have chosen interesting words that make my writing sound better.
- Other Ideas:
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Really Good Stuff® Activity Guide

Writing Process Clip 'n' Track Chart™

This Really Good Stuff® product includes:

- Writing Process Clip 'n' Track Chart™
- 3 Cards, with Write Again® wipe-off laminate on blank backs
- 36 Clothespins
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Writing Process Clip 'n' Track Chart™**—a unique and colorful way to track students' progress throughout the writing process.

Meeting Common Core State Standards

This Really Good Stuff® **Writing Process Clip 'n' Track Chart™** is aligned with the following Common Core State Standards for English Language Arts:

Production and Distribution of Writing

W#5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Conventions of Standard English

L#2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Displaying and Preparing the Writing Process Clip 'n' Track Chart™

Before displaying the **Writing Process Clip 'n' Track Chart™**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. (Note: the Cards are two-sided, with printed fronts and blank backs on which you can program with any content you choose, or the suggestions offered later in this Activity Guide.) Place the Cards in the appropriate pockets, printed side out. Hang the Chart where students will be able to see it easily. Personalize the Clothespins by writing a student's name on each one.

Introducing the Writing Process Clip 'n' Track Chart™

If you are introducing the writing process for the first time to students, it may be best to introduce each step of the process separately. For instance, walk students through a week-long mini process: Introduce how to plan for your piece on day one, model for students how to

draft the piece on day two, revise it on day three, edit it on day four, and publish it on day five. Demonstrate how to use the **Writing Process Clip 'n' Track Chart™** throughout the mini process.

Or, if students are familiar with the writing process, review each step using the Chart as a guide. Tell students that they are to choose the Clothespin with their name, and mark where they are in the process by clipping the clothespin to that section of the Chart. Ask students questions to be sure they understand how to use the Chart, such as the following:

- If you are illustrating your story, where do you clip your Clothespin?
- Where do you clip your Clothespin if you are looking for capitals and punctuation mistakes?
- If you are listing topics you could write about, where do you clip your Clothespin?
- Where do you clip your Clothespin when you are ready for a conference?

Student Writing Process Chart Reproducible

Copy and distribute the Writing Process Chart Reproducible. Indicate that if students are not sure about what to do next while writing, or if they have questions about parts of the writing process, they are to refer to the reproducible.

Individual Editing Checklist Reproducible

On a copy of the Editing Checklist Reproducible, customize the editing process for your class. Copy and distribute your programmed version of the reproducible. Model how to edit for one skill at a time: Ask students to edit for capitalization only during their first read-through. The second time, have students check for punctuation only. Continue editing your piece this way until you complete the checklist. Throughout the year, encourage students to use this targeted approach on all of their original pieces.

Two Ways to Program the Back of the Cards

Because the Cards are Write Again® wipe off laminate, you can easily personalize the backs to support students during the writing process and to supplement other ELA

All activity guides can be found online.

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Writing Process Clip 'n' Track Chart™

objectives, such as managing your reading groups. The following are two suggested uses for programming the backs of the Cards with a dry erase marker.

I. Encouraging the Writing Process

Top Card: Your Job in a Writing Conference

When students show signs of needing a conference with you, flip over the Card in the top section of the Chart, and write the title *Your Job in a Writing Conference*. Underneath, write the following bullet points:

- *Be prepared to talk about what you are doing as a writer today (think about the mini lesson).*
- *Know what your goal was from the previous conference.*
- *Prepare a list of questions for me.*
- *Tell me how I can help you.*

Middle Card: Change It Up!

Learning to revise a piece of writing can be a challenge for students. Engaging them in one of these revision activities will likely enliven your lesson about revising an original piece. On the back of the Card in the middle section of the Chart, write *Change It Up!* at the top, followed by these two bulleted activities:

- *Write the first sentence of your piece (the lead) at the top of a blank sheet of paper. Rewrite that sentence using action or dialogue. Rewrite it again. Read all three leads to your partner. Vote on which of your partner’s leads you think is best. With this information, choose what you now believe is your best lead, circle it, and staple the sheet to your draft.*
- *Find three words in your piece that could be changed into more interesting vocabulary choices. Use a thesaurus to find more exciting and descriptive word choices. Take turns sharing your piece by reading to your partners with your original words in their context—then read your piece with the more interesting substitutions. Together, decide which words are best. Switch roles and repeat the sharing process.*

Once your class has reached this stage in their writing, divide students into pairs and review the activity (or both) and your expectations with them.

Bottom Card: Reflecting About Your Writing

On the back of the Card in the bottom section of the Chart, write *Reflecting About Your Writing* at the top, and list the following thought-provoking questions:

- *What I like best about my piece is . . .*
- *What I will do differently next time is . . .*
- *I still need to work on . . .*

After students have published their writing pieces, ask them to reflect on how they feel they did as writers by answering these questions and to place their answers in their writing folder. Encourage students to keep this reflection in the folder and to refer back to it when writing other pieces throughout the year.

II. Daily Language Arts Routine—Move Independently through These ELA Stations

Top Card:

At the top of the eraser, write the following:

Daily Rotation (pick one)

On the eraser, write:

Independent Reading

- *Read the Words*
- *Read the Pictures*
- *Retell the Story*

In the blue section, write:

Partner Reading

- *I Read, You Read*
- *EEKK*

Middle Card:

On the middle Card, write:

Working with Words

- *Magnetic Letters*
- *Letter Stamps*
- *Markers*

Bottom Card:

On the wooden part of the pencil, write:

Writing

- *Poetry*
- *Animal Report*

On the pencil lead, write:

Listening Center

- *Animal Stories*

Writing Process Chart Reproducible

