

Writing Process Learning Progression, Grades 5–8

	Grade 5	Grade 6	Grade 7	Grade 8
Generating Ideas for Writing	<p>The student brings ideas and plans to her writing and can use a wide repertoire of strategies effectively to get more ideas, if necessary.</p> <p>The writer shows a willingness to grapple with one idea across multiple notebook entries. The writer is willing to write and rewrite entries about the ideas.</p>	<p>The student comes with ideas, a clear repertoire of strategies to draw on to get more ideas, and knows which pay off the most for him as a writer.</p> <p>He lets writing lead him to new work, perhaps working on an unfinished entry from other days, reflecting on writing to generate more.</p>	<p>The student independently and quickly tries out multiple ideas for writing, then sorts to decide which are worth following through on, based on the genre, purpose, and audience of the writing at hand.</p> <p>The writer sees a connection across her writing—she uses the notebook as a resource to bring prior thinking and writing to new projects, and makes clear through labeling or tabs which entries go together or are on hold for now.</p>	<p>The student can automatically generate some ideas for writing at this point. The student sorts through possible topics in his head, trying out only ones that he is confident are likely to pay off.</p> <p>The writer uses his own past writing, mentor texts, and understanding of the genre, purpose, and audience to create and connect entries that quickly move the writing toward a draft.</p>
Planning and Drafting (Including Fluency, Stamina, and Volume)	<p>The student plans before drafting, using supports from the unit or from the teacher to plan a clear structure within the genre of choice.</p> <p>The student can type three pages in a single sitting. The student can remain engaged in a writing project, which can include talking, planning, and drafting for an hour or more. The student at this level shows initiative on both independent and unit-based writing.</p>	<p>The student plans with some independence, using supports as a starting point, but trying more than one plan until he is confident.</p> <p>The student can write more than three pages in a sitting and can remain engaged for ninety minutes. The student at this level shows great initiative in writing work on both independent and unit-based projects for longer periods of time than required.</p>	<p>The student plans independently, using what she knows of the structure of the genre to guide her plans.</p> <p>The student can remain engaged in a writing project for over ninety minutes. At this level the student lets the project determine the time required, however far over the expectations.</p>	<p>The student plans efficiently and effectively, making use of her knowledge of the genre to create a workable outline that leads to a smooth drafting process.</p> <p>The student remains engaged in writing projects for however long is necessary or desired. His time is well spent and purpose-driven. At this point the quality of his work is just as or more important to him than the quantity.</p>
Revising	<p>The student revises not only drafts but also entries, ratcheting up her work using strategies, mentor texts, and partner talk. Rather than only revising key places, she will search for places where the writing feels weak, rewriting those parts.</p> <p>The student might also revise by experimenting with craft to bring out meaning or to appeal in specific ways to an audience. She considers the effect she wants her writing to have on readers and uses all she knows to achieve these effects.</p>	<p>Revision for the writer is not just about one piece growing stronger but about writing better in general. He can identify places where his writing is stronger and weaker in a single piece but also looks to find patterns. He might say, “The ending didn’t feel right. I have to work on ending my pieces with more strength.” He might talk with a partner or read a mentor text to help achieve these goals.</p>	<p>At this level a student revises based on the purpose and audience of a particular piece of writing, and her knowledge of herself as a writer. She seeks out critique from others, using it to grow stronger in her own ability to identify places where revision would help.</p>	<p>At this level, the student has a clear writing identity, which includes knowing how revision best fits into the process for him. He may revise as he goes or wait until he is finished, but he revises deeply and thoroughly, relying on strategies learned as well as an innate sense of when his writing feels weaker. He also might decide to read professional literature for writers, to support his development in particular areas, for example, saying, “I have trouble with maintaining conflict, so I’m reading <i>The Plot Thickens</i>.”</p>
Editing	<p>The student at this level does not wait for the editing phase of the process to ensure that she is using correct spelling, punctuation, and grammar.</p> <p>At this level she is starting to see that editing is also about considering the tone and cadence of a piece, and she may start to vary sentence lengths to create a desired rhythm or meaning.</p>	<p>The student edits along the way and also at the end of a project, carefully rereading and using peer support to make sure the piece is publishable for the desired audience.</p> <p>The writer is starting to recognize the value of being precise and concise and eliminates wordiness and redundancy.</p> <p>The writer can explain why he has made certain language choices and the effect he believes he has created for his reader.</p>	<p>The student has developed an efficient and effective editing process, editing along the way to avoid lengthy end-of-project editing.</p> <p>The writer recognizes and eliminates wordiness and redundancy, and searches for the best language for her specific purpose and audience.</p>	<p>The student has developed an efficient and effective editing process, editing along the way to avoid lengthy end-of-project editing, consulting peers as well as other references to make sure the piece is correct and publishable for the desired audience.</p> <p>The writer makes decisions to suit his purpose as well as the conventions of the type of piece he is creating. He may choose to “break” grammar rules for effect and can explain his choices. He may emulate other authors’ unconventional use of punctuation and grammar.</p>