
Teach students strategies for the various components of the writing process.

Students need to acquire specific strategies for each component of the writing process. Table 1 shows 10 examples of writing strategies and the grades for which they are appropriate. Students should learn basic strategies, such as POW (Pick ideas, Organize their notes, Write and say more), in 1st or 2nd grade. More complicated strategies, such as peer revising, should be introduced in 2nd grade or later.

Many strategies can be used to assist students with more than one component of the writing process. For example, as students plan to write a persuasive essay, they may set goals for their writing, such as providing three or more reasons for their beliefs. Students should then devise a plan for periodically assessing their progress toward meeting these goals as they write.

As students evaluate their draft text, they may reread their paper to determine whether they have met the goals they articulated during planning. If not, students may revise their writing to better meet their goals.

Component of the Writing Process	Writing Strategy	How Students Can Use the Strategy	Grade Range
Planning	POW	<ul style="list-style-type: none"> • Pick ideas (i.e., decide what to write about). • Organize their notes (i.e., brainstorm and organize possible writing ideas into a writing plan). • Write and say more (i.e., continue to modify the plan while writing). 	1-6
	Ordering Ideas/Outline	<ul style="list-style-type: none"> • Brainstorm/generate ideas for their paper. • Review their ideas and place a number by what will go first, second, third, and so on. 	1-2
		<ul style="list-style-type: none"> • Brainstorm/generate ideas for their paper. • Decide which are main ideas and which are supporting ideas. • Create an outline that shows the order of the main ideas and the supporting details for each main idea. 	3-6
Drafting	Imitation	<ul style="list-style-type: none"> • Select a sentence, paragraph, or text excerpt and imitate the author's form 	1-6
	Sentence Generation	<ul style="list-style-type: none"> • Try out sentences orally before writing them on paper. • Try multiple sentences and choose the best one. • Use transition words to develop different sentence structures. • Practice writing good topic sentences. 	3-6
Sharing	Peer Sharing	<ul style="list-style-type: none"> • In pairs, listen and read along as the author reads aloud. • Share feedback with their writing partner, starting with what they liked. 	2-6
	"Author's Chair"	<ul style="list-style-type: none"> • Sit in a special chair in front of peers and read their writing 	K-6
Evaluating	Self-evaluating	<ul style="list-style-type: none"> • Reread and ask these questions: <ul style="list-style-type: none"> • Are the ideas clear? • Is there a clear beginning, middle, and end? • Does the writing connect with the reader? • Are sentence types varied? 	2-6
	Self-monitoring	<ul style="list-style-type: none"> • Self-assess and ask these questions, either out loud or internally: <ul style="list-style-type: none"> • Did I meet the goals I developed for my writing? If not, what changes should I make to meet my goals? • Did I correctly use strategies that were appropriate for this task? If not, what should I change? • Record their answers to self-assessment questions on a chart or teacher-provided questionnaire in order to track their progress toward writing goals and strategy use. • Congratulate themselves, and inform their teacher, when they meet their goals. 	3-6

Component of the Writing Process	Writing Strategy	How Students Can Use the Strategy	Grade Range
Revising and Editing	Peer revising	<ul style="list-style-type: none"> Place a question mark (?) by anything they do not understand in their writing partner's paper. Place a carat (^) anywhere it would be useful to have the author include more information. 	2-6
	COPS (editing)	<ul style="list-style-type: none"> Ask the COPS editing questions: Did I Capitalize the first word in sentences and proper names? How is the Overall appearance of my paper? Did I use commas and end-of-sentence Punctuation? Did I Spell each word correctly? 	2-6

Help students understand the different purposes of writing.

Purpose	Explanation	Examples of Genres
Describe	to describe something, such as a person, place, process, or experience, in vivid detail	<ul style="list-style-type: none"> descriptions (e.g., people, places, or events) character sketches nature writing brochures (personal, travel, and so on)
Narrate	to tell a story of an experience, event, or sequence of events while holding the reader's interest	<ul style="list-style-type: none"> diary entries (real or fictional) folktales, fairy tales, fables short stories poems eyewitness accounts
Inform	to examine previously learned information or provide new information	<ul style="list-style-type: none"> summaries of new or previously learned information instructions or directions letters newspaper articles science reports
Persuade/analyze	to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	<ul style="list-style-type: none"> persuasive essays editorials compare-and-contrast essays reviews (e.g., of books and movies) literary analysis