



7-Day Process Writing Timeline

*How to compose?
Pencil in hand? At the keyboard?*

LESSON 2

Objective

Students follow a 7-day process writing timeline to create generative expository and opinion pieces from prompts.

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Choose writing prompt.
- Create prewriting frameworks.
- Compose introduction, body and conclusion paragraphs.

Procedure

DAY 1

1. Explain to students that they are beginning a 7-day writing process to complete an opinion or expository piece from a prompt.
2. Choose a prompt from those provided, pp. 457-464, or create your own prompt based on any topic you may be focusing on in your classroom. If, for example, you have recently celebrated Thanksgiving in your classroom and researched this historic event, you might create a prompt such as:

Thanksgiving is a holiday established to give thanks for all we have. It also commemorates an historic event that took place long ago. Write an informative essay describing the first Thanksgiving. Be sure to include information about who attended, what they ate, and where they celebrated.

Or we might select a broad category such as “seashore creatures” and have children select their topic within the category.

3. Review PICK, LIST, CHOOSE, p. 149, three broad yet distinct main ideas for a representative topic with the whole class. **Ex.:** *horseshoe crabs*. (Be sure you’ve prepped students in advance so they have a broad enough knowledge base.)
4. Fill in Prewriting Plan:

TOPIC: _____
 MAIN IDEA #1 _____
 MAIN IDEA #2 _____
 MAIN IDEA #3 _____ (etc...)

5. Based on the critical thinking involved in this whole class effort, students extend the process to their own preferred topic, and fill in their prewriting plans.

DAY 2

1. Review Pillar framework (organizational strategy).
2. Begin Introduction Paragraph - Review possible LEADS.
(Anecdote, quote, descriptive segment, question, statistic, amazing fact) MODEL an example.

(continued)

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3. Have students write a LEAD and clear, concise TOPIC SENTENCE.
4. Share these with the class, asking:
 - Does this grab your attention?
 - What will this entire piece be about? (TOPIC and Main Ideas or Reasons.)

DAY 3

1. Begin body of piece - 1st main idea/reason paragraph only.
2. Encourage an interesting, vivid main idea/reason sentence.
3. Remind them to include a number of facts stated with specific, vivid vocabulary.
4. Review the detail-generating questions and types of powerful supporting details.
5. Remind them to use word referents, informative verbs, and good sentence variety.
6. Provide appropriate sentence starters as needed.
7. Share sample paragraphs, identifying and discussing the effectiveness of supporting detail.

DAYS 4, 5

1. *Repeat the procedure for day 3, addressing next 2 main idea/reason paragraphs, one on each day.*

DAY 6

1. Read over piece. Revise as necessary.
2. Review techniques for creating an effective conclusion paragraph.
3. Share student examples of successful conclusions.

DAY 7

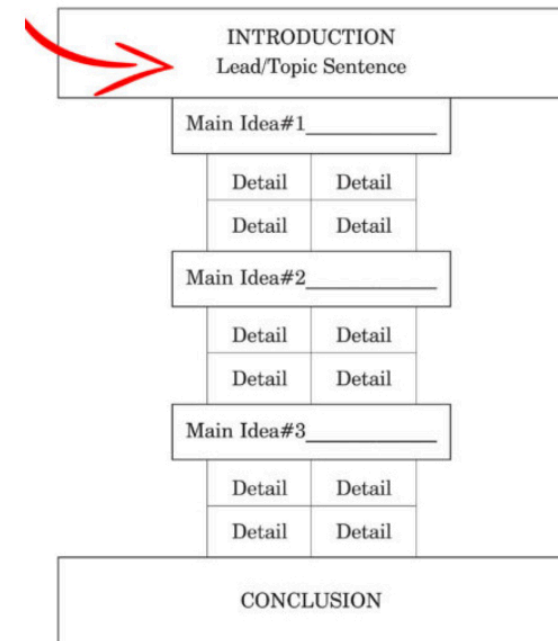
1. Reread, revise for word choice. Check for application of specific skills. Edit for spelling, capitalization, punctuation.

NOTE: Research reveals that children who compose in longhand (versus those who compose at the keyboard) are better able to generate a variety of words and ideas than those who typed. Another advantage is that writing in longhand builds greater writing stamina. (Interestingly, those who wrote in cursive demonstrated even greater proficiency than those who printed.) In addition, the kinesthetic process of moving the pencil or pen along the page has shown that students establish greater connections between reading and writing than they do when keyboarding. While it is certainly critical for students to become keyboard proficient, there are clear benefits to writing by hand. Therefore, be sure to approach process writing in both modalities.

Expository Student Sample

Do you know a creature who has a spiny tail and a hard brown hat? If you guessed the horseshoe crab you are right! Let's examine their appearance, investigate its habitat, and discover its history and the incredible facts that are waiting to be uncovered.

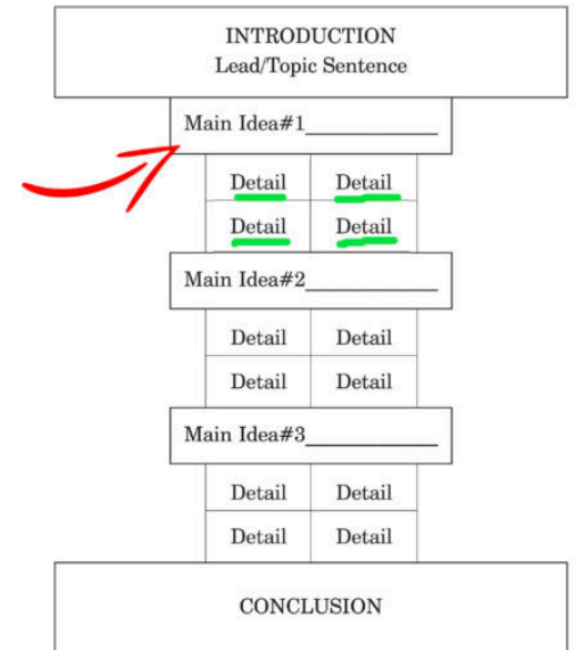
THE EXPOSITORY PILLAR



2.

This amazing sea animal has a unique appearance. The horse shoe crab has a crusty, brown, hard, helmet shaped shell. The shell needs to be brown to blend in with the sand and to protect it from enemies. This sea shore dweller can weigh up to about 12 lbs ^{and} grow up to 2-3 feet long. Its long spiky tail helps it steer and move. *why is that important?* It also helps it flip right side up if it's upside-down.

THE EXPOSITORY PILLAR



3

Where does the horse shoe crab live?

In the salt water ocean and the sandy sea shore of course. The tall grasses of the marshes help the crustacean hide from predators there.

invertebrates

These also live in the warm waters of the Asian-

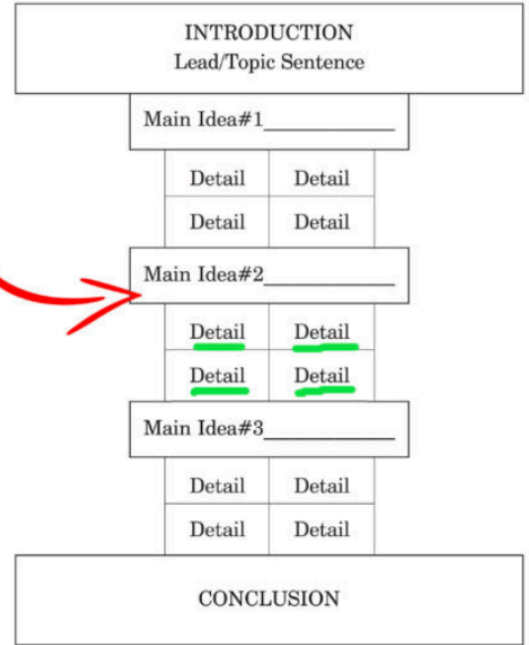
anecdote

Mexican seashores, I'll never forget the time

when I went to Mystic Aquarium to touch a

real live horse shoe crab in its manmade seashore habitat.

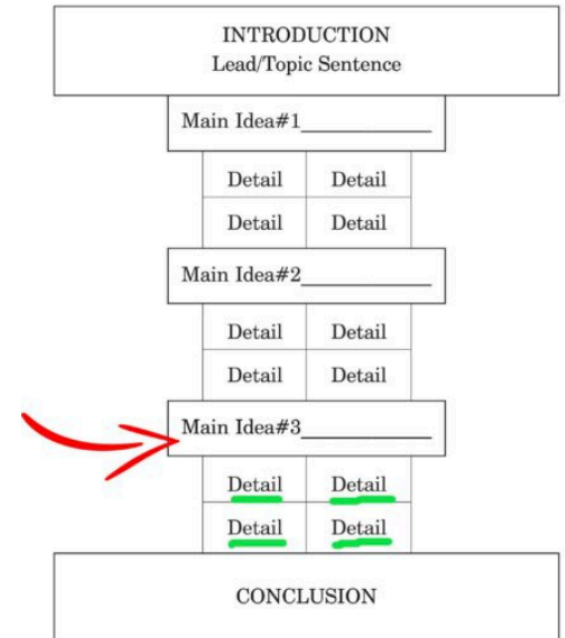
THE EXPOSITORY PILLAR



4.

Would you believe the many amazing facts about the spiky tailed creature? Can you believe that this seashore dweller lived 100 years before dinosaurs? Its relatives are the tick, scorpion, and spider, animals my mom certainly don't want in her house. Amazingly, this invertebrate can lay 20,000 eggs at one time. Gladly it doesn't need to take care of all these babies! You'll be shocked to learn that this amazing sea creature can swim upside-down.

THE EXPOSITORY PILLAR



5.

So when you are at the seashore be sure to look for a horseshoe crab. You'll recognize this beach dweller ~~with~~ ^{by} its unusual traits, identify its habitat, and study the invertebrates' history and incredible facts. It certainly is a amazing creature.
"general" thesis statement

THE EXPOSITORY PILLAR

