



# 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.