

**KEEP YOUR NOTES**

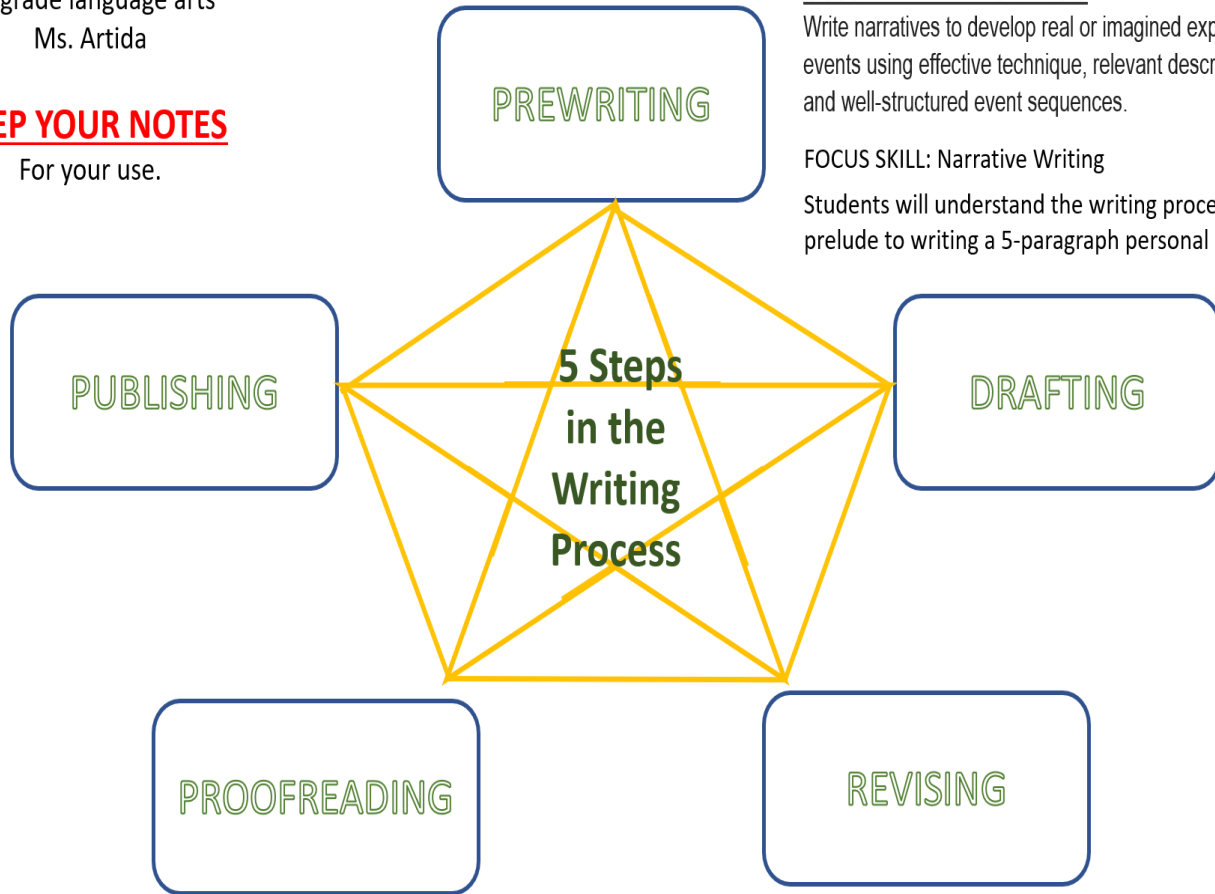
For your use.

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

FOCUS SKILL: Narrative Writing

Students will understand the writing process as a prelude to writing a 5-paragraph personal narrative.



**LISTING**

a method of listing possible topics and subtopics of things you could say or write about

**ESSAY OUTLINE**

I. Introduction (Write a thesis statement)

II. Topic Sentence 1:

A. Support

1. Detail/example
2. Detail/example

B. Support

1. Detail/example
2. Detail/example

III. Topic Sentence 2:

A. Support

1. Detail/example
3. Detail/example

B. Support

1. Detail/example
2. Detail/example

EXAMPLE OF  
OUTLINING

**OUTLINING**  
a method used to organize your thoughts or ideas in a way to effectively communicate to your reader

**FREE WRITING**  
a process of writing non-stop to get your ideas on paper

**BRAINSTORMING**  
a method used to generate ideas on what to write and how to write it (usually with other people)

EXAMPLE OF  
BRAINSTORMING

Internet  
admits  
good for search resources  
need update news  
learn english.  
learn foreign language  
violent.  
naked pics.  
unhealthy info.  
gossip.  
Internet games.  
meeting new people all over the world  
meeting bad guys.  
bad as your had for you eyes.  
waste time.

**PREWRITING**  
(planning stage)  
Work you do before you write

**CLUSTERING (Webbing)**  
a method used that allows a writer to explore many ideas as soon as they occur to them



## DRAFTING

### Getting your ideas on paper- putting words on your paper

In **drafting**, the writer puts his ideas into complete thoughts, such as sentences and paragraphs. The writer organizes his ideas in a way that allows the reader to understand his message.



To give structure to your writing, use your outline (or other prewriting technique) as a framework. Make sure that each paragraph has a clear central focus that relates to your overall argument.

### HELPFUL GUIDES



Date or number each draft to show they have changed and improved from previous work you've done.



Give yourself a first draft deadline that leaves you a reasonable length of time to revise, edit, and proofread before the final deadline. Don't worry about capitalization, punctuation, or grammar (including spelling) – just get your ideas down.



Leave spaces between ideas or write on every other line – leave room to add notes or ideas later. The goal at this stage is to get a draft completed, not to make everything perfect as you go along. Once you have a full draft in front of you, you'll have a clearer idea of where improvement is needed.



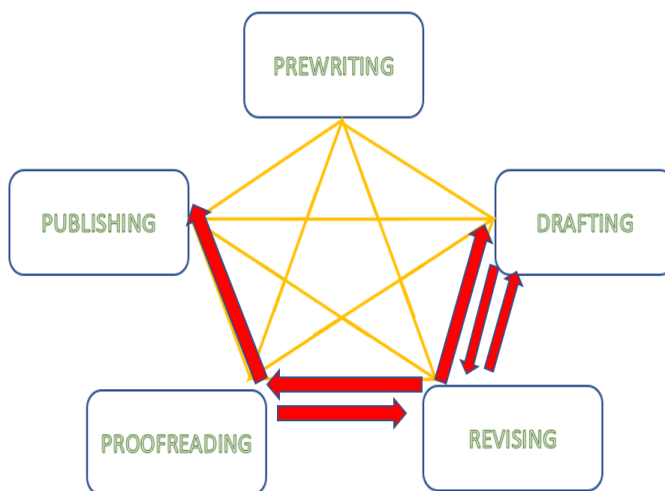
When you move onto a different topic, start a new paragraph. Use appropriate transition words and phrases to show the connections between your ideas.

 <https://www.scribbr.com/academic-writing/writing-process/>

## REVISING

Revising involves making changes to structure and reformulating arguments.

The 5 steps are connected, so you could potentially go back and forth in steps – even to the point of restarting at the PREWRITING stage!



Eventually, you will need to get to the last stage – the PUBLISHING stage.

## REDRAFTING

Redrafting means substantially adding or removing content, while revising.

Look critically at your first draft and find potential areas for improvement.

## PROOFREADING / EDITING

**Editing** focuses on local concerns like clarity and sentence structure.

**Proofreading** involves reading the text closely to remove typos and ensure stylistic consistency.

### Editing for grammar and clarity

When editing, you want to ensure your text is clear, concise, and grammatically correct. You're looking out for:

- Grammatical errors.
- Ambiguous phrasings.
- Redundancy and repetition.



In your initial draft, it's common to end up with a lot of sentences that are poorly formulated. Look critically at where your meaning could be conveyed in a more effective way or in fewer words, and watch out for common sentence structure mistakes like run-on sentences and sentence fragments

### Proofreading for small mistakes and typos

When proofreading, first look out for typos in your text:

- Spelling errors.
- Missing words.
- Confused word choices.
- Punctuation errors.
- Missing or excess spaces.

Use your word processor's built-in spell check, but don't expect to find 100% of issues in this way. Read through your text line by line, watching out for problem areas highlighted by the software but also for any other issues it might have missed.

 <https://www.scribbr.com/academic-writing/writing-process/>

## PUBLISHING

### The writer shares his/her work.

The report or paper is ready to be printed for your readers.  
It is complete and ready to be viewed and submitted!



QUICK  
REVIEW

### Stages of the Writing Process

QUICK  
REVIEW




**PREWRITING:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

**DRAFTING:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

**REVISING:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

**EDITING:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

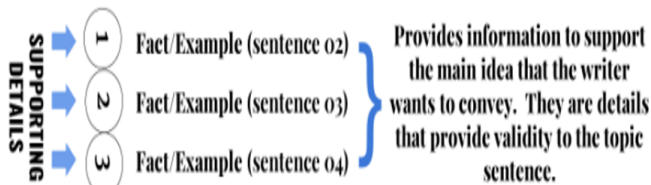
**PUBLISHING:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

 <https://www.time4writing.com/writing-resources/writing-process/>

## THE PARAGRAPH

<b>FACT/EXAMPLE 01</b> (First of all/Firstly; To begin with; To start): <i>To begin with, I teach language arts for 6<sup>th</sup> grade.</i>	<b>FACT/EXAMPLE 02</b> (Next, Secondly, Furthermore; In addition; Another fact or Another example; Then): <i>Secondly, I work alongside some pretty good teachers.</i>
<b>TOPIC SENTENCE:</b> <i>My name is Ms. Artida and I teach at LPWMS.</i>	
<i>In addition, the students I teach are the best.</i>	<i>Hence, I enjoy what I do and I will continue to teach for as long as I can.</i>
<b>FACT/EXAMPLE 03</b> (Later; Thirdly; Finally; In addition to; Another example or Another fact; ):	<b>SUMMARY/ CONCLUSION</b> (As a result; Hence; Due to this; In the end; To summarize; In conclusion):

Topic Sentence (sentence 01): should clearly state what your paragraph is about and it is generally the first sentence in the paragraph.

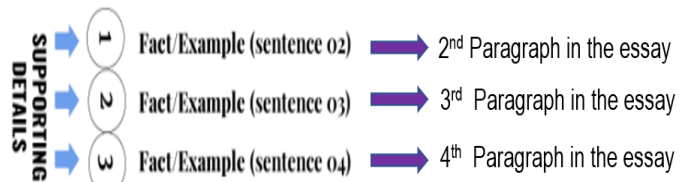


Summary/Conclusion (sentence 05): brings back the point the writer tries to convey - Why did "you" tell me all this? What's next? Simply put, it wraps up the paragraph

## THE ESSAY

2 <sup>nd</sup> Paragraph: provides more information on the 1 <sup>st</sup> fact or example stated in the introduction.	3 <sup>rd</sup> Paragraph: provides more information on the 2 <sup>nd</sup> fact or example stated in the introduction.
1 <sup>st</sup> Paragraph: tells what the essay is about and is identified as the introductory paragraph.	
4 <sup>th</sup> Paragraph: provides more information on the 3 <sup>rd</sup> fact or example stated in the introduction.	Summary Paragraph: restates the writer's main point explained in the introduction; it wraps up the essay, connecting all 4 paragraphs together.

1<sup>st</sup> Paragraph in the essay explains the main idea of the essay



Summary Paragraph in the essay restates the main idea of the essay. It not only wraps up the essay, but explains why the writer wrote the essay.

### LOCATING THE TOPIC, MAIN IDEA, AND SUPPORTING DETAILS HELPS YOU UNDERSTAND THE POINT(S) THE WRITER IS ATTEMPTING TO EXPRESS.

#### TOPIC

The **topic** is the general subject of a paragraph or essay.

**Topics** are simple and are described with just a word or a phrase. It is emphasized in the **Main Idea**.



#### TOPIC SENTENCES

A topic sentence is a sentence that expresses the main idea of the paragraph in which it occurs.

Topic sentences are sentences in the paragraph.

#### THE MAIN IDEA

What the paragraph says about the topic. It is the key concept being expressed- in other words, the **main idea** is a complete sentence; it includes the **topic** and what the author wants to say about it.



#### THE MAIN POINT

Explains why the writer says it. For example, the writer may want to prove a point, change the audience's way of thinking, or instruct the reader how to do something.

#### SUPPORTING DETAILS

**Details**, major and minor, support the **main idea** by telling how, what, when, where, why, how much, or how many.