

FULL WRITER

PROFILES

SNEAK PEEK

The Full Writer Profiles below includes standardized language and characteristics of writers aligned with the writing process at each grade level.



Full Writer Profiles to utilize with the book *Striving Writers- A system to plan, teach, and measure student progress.*

www.strivetlc.com/strivingwriters

**FOCUS**

- With guidance and support from adults, students can
 - Focus on a topic.

PLAN

- With guidance and support from adults, students can
 - Participate in shared research and writing projects for modeling (ex. exploring various how-to books and using them to write a sequence of instructions)
 - Recall information from experiences or gather information from provided resources to answer a question.
 - Verbally plan writing and engage in other planning or brainstorming activities such as using organizational charts and class or small group planning activities.

WRITE

- With guidance and support from adults, students can use a combination of drawing, dictating, and writing to compose opinion, informational, or narrative pieces to
 - State a topic
 - State an opinion, supplying 1 fact, or recounting 1-2 sequenced events
 - Use pictures with labels, simple words, or phrases spelled phonetically
 - Receive support with organization and structure.

REVISE

- With guidance and support from adults and peers, students can
 - Respond to questions and suggestions from peers (includes collaboration)
 - Add details to strengthen writing
 - Use words and phrases acquired through conversations and readings to respond to questions and texts and then to add further descriptions
 - Elaborate and expand sentences verbally to add details and elaborations to their writing.

EDIT

- With adult support, students can
 - Edit for printing all upper and lowercase letters and write letter(s) for most consonant and short vowel sounds
 - Use frequently occurring nouns and verbs and add plurals
 - Use question words, produce complete sentences, and expand them in shared language activities
 - Edit for capitalization of first word in sentence and pronoun "I" and recognize/name end punctuation
 - Use conventional spellings and spell known words accurately, but will spell unknown words phonetically drawing from known spelling conventions and patterns.

PUBLISH

- With guidance and support from adults, students can explore a variety of digital tools to produce and publish writing.

1

FOCUS

- With guidance and support from adults, students can
 - Focus on a topic.

PLAN

- With guidance and support from adults, students can
 - Participate in shared research and writing projects for modeling (ex. exploring a number of how-to books and using them to write a sequence of instructions)
 - Recall information from experiences or gather information from provided resources to answer a question
 - Verbally plan writing and engage in other planning or brainstorming activities such as using organizational charts and class or small group planning activities.

WRITE

- With guidance and support from adults, students can write an opinion, informational, or narrative pieces to
 - Introduce topic/book.
 - State an opinion, supplying 1-2 facts, or recounting 1-2 sequenced events
 - Use genre-appropriate words in writing (1-2 temporal/transitional)
 - Attempt to write a conclusion
 - Use simple words and phrases, maybe sentences with words spelled phonetically
 - Receive support with organization and structure.

REVISE

- With guidance and support from adults and peers, students can
 - Respond to questions and suggestions from peers (includes collaboration)
 - Add details to strengthen writing
 - Use words and phrases acquired through conversations and readings to respond to questions and texts, and then to add further descriptions
 - Elaborate and expand sentences verbally to add details and elaborations to their writing.

EDIT

- With adult support, students can
 - Edit for printing all upper and lowercase letters and produce grade-appropriate legible writing
 - Use nouns (proper/common, singular/plural) and verbs accurately, use frequently occurring conjunctions, adjectives, and adverbs.
 - Edit for capitalization of proper nouns and dates, commas, and end punctuation
 - Use conventional spellings and spell known words accurately, but will spell unknown words phonetically drawing from known spelling conventions and patterns.

PUBLISH

- With guidance and support from adults, students can explore a variety of digital tools to produce and publish writing.

2

FOCUS

- With guidance and support from adults and peers, students can
 - Focus on a topic.

PLAN

- With guidance and support from adults and peers, students can
 - Participate in shared research and writing projects for modeling, producing a shared report, recording observations, or gathering information for a writing topic
 - Recall information from experiences or gather information from provided sources to answer a question
 - Verbally plan writing and engage in other planning or brainstorming activities such as using organizational charts and class or small group planning activities.

WRITE

- With guidance and support from adults and peers, students can write an opinion, informative, or narrative pieces to
 - Introduce topic/book, state an opinion, or recount a well-elaborated event
 - Supply 2-3 reasons, 2-3 points, or 2-3 sequenced events in writing pieces
 - Include linking words, temporal words, and facts/definitions depending on writing type
 - Provide a sense of closure
 - Use simple sentences and phrases with words spelled phonetically
 - Receive support with organizational structure of the writing piece (margins, paragraphs, page setup).

REVISE

- With guidance and support from adults and peers, students can
 - Respond to questions and suggestions from peers (includes collaboration)
 - Add details to strengthen writing
 - Use words and phrases acquired through conversations and readings to respond to questions, texts, and then to add further descriptions
 - Verbally elaborate and expand sentences to add details and elaborations to their writing.

EDIT

- With guidance and support from adults and peers, students can
 - Use collective nouns, regular and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, and adverbs
 - Capitalize proper nouns (holidays, product names, and geographic names)
 - Use commas, apostrophes in contractions, and possessives
 - Use generalized spelling patterns, and consult resources to check spellings
 - Compare formal and informal uses of English when writing, speaking, reading, and listening.

PUBLISH

- With guidance and support from adults, students can explore a variety of digital tools to produce and publish writing.

3

FOCUS

- With support from adults, students can
 - Focus on a topic
 - Identify the task, purpose, and audience.

PLAN

- With guidance and support from adults and peers, students can
 - Recall information from experiences or conduct short research projects to gather information and build knowledge on a topic
 - Take notes from print and digital sources and sort information into provided categories
 - Plan verbally and in writing using organizational charts and class or small group planning activities to set up writing.

WRITE

- With guidance and support from adults and peers, students can write an opinion, informational, or narrative piece to
 - Introduce purpose for writing according to writing type
 - Create organizational structure which lists reasons, facts/details, or a sequence of 2-3 events
 - Use linking words, temporal words, and facts/definitions according to writing type
 - Include a conclusion or sense of closure
 - Receive guidance and support to develop and organize writing to a task and purpose
 - Write routinely over extended time for research, reflection, and revision (single sitting, 1-2 days).

REVISE

- With guidance and support from adults and peers, students can
 - Strengthen writing through planning, revising, and editing
 - Add details to strengthen writing
 - Use knowledge of language and conventions to choose words and phrases for effect
 - Use conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

EDIT

- With guidance and support from adults and peers, students can
 - Use regular, irregular, and abstract nouns
 - Use regular and irregular verbs with subject-verb agreement
 - Use adjectives, adverbs, and conjunctions
 - Produce simple, compound, and complex sentences
 - Demonstrate capitalization, punctuation, and spelling
 - Use commas in dialogue and apostrophes in possessives
 - Use conventional spelling for known words, and consult reference materials to check and correct spellings.

PUBLISH

- With guidance and support from adults, students can
 - Use technology to produce and publish writing, keyboarding skills, and collaborate with peers
 - Use highly legible handwriting with word-spacing and use of margins.

4

FOCUS

- Students can independently
 - Focus on a topic
 - Identify the task, purpose, and audience.

PLAN

- Students can
 - Recall information from experiences to inform writing
 - Conduct short research projects to build knowledge or gather information from print and digital sources to
 - Take notes
 - Categorize information
 - Provide/create a list of sources
 - Draw evidence from text to support analysis, reflection, and research.

WRITE

- Students can write an opinion, informational, or narrative pieces to match task, audience, and purpose to
 - Introduce purpose for writing according to writing type
 - Create organizational structure which lists reasons, facts/details, or a sequence of 3-4 events
 - Use precise words, domain-specific vocabulary, linking words, temporal words, and facts/definitions according to writing type
 - Include a conclusion or sense of closure
 - Write routinely over extended time for research, reflection, and revision (single sitting, 1-2 days).

REVISE

- With support from adults and peers, students can
 - Strengthen writing through planning, revising, or supporting with text evidence
 - Add details to strengthen writing
 - Use knowledge of language and conventions to choose words and phrases for effect
 - Draw further evidence from texts to support analysis, reflection, and research
 - Apply 4th grade reading standards to writing (use genre-specific techniques).

EDIT

- Students can
 - Use regular, irregular nouns, and abstract nouns
 - Use regular and irregular verbs with subject-verb agreement
 - Use adjectives, adverbs, and conjunctions
 - Produce simple, compound, and complex sentences
 - Use correct punctuation, spelling and capitalization
 - Use commas in dialogue and apostrophes in possessives
 - Use conventional spelling for known words, and consult reference materials to check and correct spellings.

PUBLISH

- With some guidance and support from adults, students use technology and internet to produce/publish writing, interact/collaborate with others, and type 1 page per sitting.

5

FOCUS

- Student can independently
 - Focus on a topic
 - Identify the task, purpose, and audience.

PLAN

- Students can
 - Conduct short research projects that build knowledge through investigation of different aspects of a topic
 - Recall relevant information from experiences or gather information from print and digital sources to
 - Summarize or paraphrase information in notes and written work and provide source list/citations
 - Categorize information.

WRITE

- Students can write an opinion, informational, or narrative pieces to match task, audience, and purpose to
 - Introduce purpose for writing according to writing type
 - Create an organizational structure by grouping related information logically including ordered reasons, facts/details, or sequence of 4 or more events
 - Use precise words, domain-specific vocabulary, linking words, temporal words, and facts/definitions according to writing type
 - Include a conclusion or concluding statement
 - Write routinely over extended time for research, reflection, and revision (single sitting, 1-2 days).

REVISE

- With support from adults and peers, students can
 - Develop and strengthen writing through planning, revising, supporting with text evidence
 - Edit by expanding, combining, and reducing sentences for meaning
 - Use knowledge of language and conventions to choose words and phrases for effect
 - Draw further evidence from texts to support analysis, reflection, and research
 - Apply 5th grade reading standards to writing (use genre-specific techniques).

EDIT

- Students can
 - Use conjunctions and form correct verb tenses
 - Use previously taught/learned grammar skills
 - Use conventions of capitalization, punctuation, and spelling
 - Use underlining, quotation marks, and italics.

PUBLISH

- With some guidance and support from adults, students can use technology and internet to produce/publish writing, interact/collaborate with others, and type 2+ pages per sitting.