

# My Story-Writing Checklist

## Objective

- to understand the steps in the writing process

## Materials

- My Story-Writing Checklist activity sheet
- folders

## Directions

- 1 Have students make and decorate writing folders for storing their work.
- 2 Staple a copy of the checklist inside each student's folder.
- 3 Discuss the steps on the checklist. Ask students to record the date each time they complete a step.

## Prewriting

- Students develop their ideas for stories using the Brainstorming Ideas activity on page 18.
- Students organize and plan their story using the My Story Plan activity on page 20.

## Drafting

- Students write a rough draft of their story.
- Students are reminded that they will proofread and make corrections later during the editing stage.

## Revising

- Peer conferences are set up (with "ground rules" like be positive) in which students take turns:
  - listening to the author and summarizing what they hear.
  - complimenting the author on something specific about her or his writing.
  - asking questions about parts that are unclear.
  - making helpful suggestions.
- Students revise by adding, deleting, or changing information.

## Editing

- Students proofread their stories to correct errors in capitalization, punctuation, and spelling. (Use the Editing section of the Checklist to guide the process.)
- Each student's work is checked before he or she moves on to the publishing stage.

Student activity sheet

### My Story-Writing Checklist

Author: \_\_\_\_\_

**Prewriting**

- I thought about the elements of an Arthur™ story.
- I brainstormed ideas for my story.
- I planned my story.

**Drafting**

- I wrote a rough draft of my Arthur story using my story plan.

**Revising**

- I checked that my story made sense.
- I included elements of an Arthur story.
- I read my story to a friend.
- I listened to my friend's suggestions.
- I made at least one change in my draft.

**Editing**

- I proofread my story for capital letters to begin names and sentences.
- I checked that every sentence ends with a period or question mark.
- I proofread my story for correct spelling.
- I had a conference with my teacher.

**Publishing**

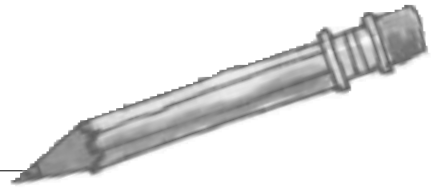
- I wrote my final draft in my best handwriting.
- I illustrated my story.
- The cover for my story has:
  - the title
  - my name
  - illustration and/or a border design
- I made a dedication page for my story.
- I made an About the Author page.
- I shared my story with \_\_\_\_\_



## Publishing

- After writing the final draft, students illustrate their stories (and can map out their picture ideas using the My ARTHUR Cartoon activity on page 22).
- Students make book covers and write a dedication and an "About the Author" section.
- Students have opportunities to share their stories (for ideas, see page 24).

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