

The Writing Process for Elementary Students

Prospectus for the Capstone project  
to be submitted to National University  
in partial fulfillment of the requirements for the degree of  
MASTER OF SCIENCE IN EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

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**Introduction**

This project will be part of an online-learning writing unit for second grade students. In this four-week course, students will be introduced to the concepts of the writing process. Students will walk through each step of the writing process by applying it to their own opinion writing on what they believe is the best pet. The students will write their own opinion piece based on a given topic and eventually, publish their writing in a digital format. By teaching students the process, they are able to develop their own voice and be able to find their own meaning behind their writing (Murray, 2009).

The goal for this course will be to prepare the students to understand each step of the writing process and be able to create and publish a well-written piece. This course will include 4 modules with a focus on one or two steps of the writing process. The first week will involve students to brainstorm and research based on their chosen animal. As they research information about their animal, they will organize their facts using a graphic organizer. The second week will involve students to create a rough draft of their paragraph and gain an understanding of what an organized paragraph looks like. In the third week, students will gain skills in editing and revising. They will peer edit by using a collaborative document. In the final week, students will create their final draft and publish their writing by creating a video on Flipgrid. This course will provide students the ability to generate ideas, gather, evaluate facts from multiple sources to communicate to their audience by developing a written piece (Access Center, 2017).

**Educational Requirement**

CCSS.ELA-LITERACY.W.2.1 requires that students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support

the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. This project will provide students skills to develop an opinion paragraph based on the topic given.

CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, students will focus on a topic and strengthen writing as needed by revising and editing. This project will include a collaborative feature where students are able to apply their skills by editing and revising their peers' writing. This is another way for students to receive feedback on their writing, other than their teacher.

CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, students will use a variety of digital tools to produce and publish writing, including in collaboration with peers. This project will have students using a variety of tools to publish their final draft. Students will use Google Docs throughout the course to develop their writing and publish by using Flipgrid.

CCSS.ELA-LITERACY.SL.2.5 requires students to create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Students will use Flipgrid to publish their final draft and be able to share with the school community. Students will record themselves by presenting and reading their final draft.

### **Preliminary Extant Data Analysis**

There are two platforms that currently offer writing instruction and resources. One of them is Writing A-Z which is found under Learninga-z.com. This program provides teachers and students many lessons and resources to use for the different styles of writing (Learning A-Z,

n.d.). They also include online interactive writing tools for students to use as they go through the different styles of writing (Learning A-Z, n.d.). Night Zookeeper is another writing tool that provides students a creative outlet through gamification (Wonky Star, n.d.). Students walk through different activities by completing puzzles and challenges and creating stories through this program that is highly engaging. Both platforms drive to give students an online learning experience by developing their writing skills. However, my project provides different features that the other platforms do not include.

- My project will give students an understanding of each step of the writing process. They will know “why” they are doing each step, so that they can apply their skills to their writing and use the same process in future writings.
- Students will get to collaborate with their peers to receive feedback on their writing.
- Research information on their animal by reading articles and watching different videos to find facts to support their opinion.
- Students will know how to edit and revise in a digital document which will be a great skill as they progress through their education.
- Students will be able to publish by creating a video of themselves to share with the rest of the school community.
- Other platforms have students work independently, while my course will provide discussions between peers and include students and teachers as collaborators in their work.
- This is geared towards early writers and provides them the necessary tools and assistance to be successful throughout their writing.

**Goal**

The goal of this project is to prepare students in developing a systematic plan when it comes to writing. Anthony Seow states that we need to teach students problem-solving skills that are connected with the writing process so that they can understand the goals they need to meet throughout the process of composing a written piece (Richards & Renandya, 2002). In this course, students will brainstorm and research before developing their writing piece. It gets students away from looking at a blank page to generating ideas and collecting information for their paragraph (Richards & Renandya, 2002). Students will also construct a rough draft of their opinion paragraph by including different parts of a well-written paragraph. This will include students needing to know topic and conclusion sentences, transition words, and incorporating details to support their opinion. Students will also edit and revise their writing through an online collaborative document with their peers. It is important for students to know that editing and revising makes the writing as clear as possible to the readers and the intended audience (Richards & Renandya, 2002). The last objective is for students to produce a final draft and publish their writing in a digital format. This leads the students to develop a final product of their writing and be able to share it with their school community.

**Audience**

The intended audience is second grade students, aged seven to eight. They are enrolled in public school. These students will already have been exposed to working on a Google Doc. They will also already have the knowledge to create videos on Flipgrid. These students will have a basic understanding of the different styles of writing. These students will be able to apply the skills

they will have gained in this course to their future writings throughout the year and the rest of their education.

### Schedule

Milestone	Target Completion Date	Status/Comments
Planning Document Report	June 11, 20XX	
Completed Literature Review	June 16, 20XX	
Working Prototype of Project	June 21, 20XX	
Aesthetic, Usability, and Content Testing	June 26, 20XX	
Final Draft and Written Review of Report	July 1, 20XX	
Completed Project and Report	July 9, 20XX	

## References

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English Language Arts Standards " Writing " Grade 2. (n.d.).

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Learning A-Z. (n.d.). Writing A-Z Product Overview. [https://www.writinga-](https://www.writinga-z.com/main/ViewPage/name/product-overview/)

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Murray, D. (2009). *The Essential Don Murray: Lessons from America's Greatest Writing Teacher*. Canada: Heinemann.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, England: Cambridge University Press.

Wonky Star. (n.d.). Night Zookeeper - Inspire a love of writing!

<https://www.nightzookeeper.com/>