

Paired Writing Flow Chart¹

(W = writer, H = parent/tutor helper)

Step 1: Researching

- H asks questions on topic similar to the five W's: Who? What? Why? Where? When?
- W gives answers.
- H makes notes, prompting W as needed with further questions.
- H praises efforts.

Step 2: Drafting

- W begins to write with H supplying as much help as needed from full dictation of W's words on paper to just offering assistance on hard to spell words.
- H praises efforts.

Step 3: Read

- H reads draft aloud, allowing H and W to focus on content of writing rather than mechanics, spelling, etc.
- H praises efforts.

Step 4: Revise

- W looks at draft for meaning and content. Marks changes.
- H does the same thing. Discuss. Explore changes.
- W creates a new copy.
- Repeat if necessary.
- H praises effort.

Step 5: Edit

- W looks at draft for spelling, grammar, and mechanics errors. Marks changes.
- H does same thing. Discuss. Explore changes.
- W creates a new and final draft.
- H praises effort.

Step 5: Share Writing with Others

- H praises efforts.

¹ Adapted from: Yarrow, Fiona & Topping, Keith. "Collaborative writing: The effects of metacognitive prompting and structured peer interaction." *British Journal of Educational Psychology*. 71. (2001): 261-282

