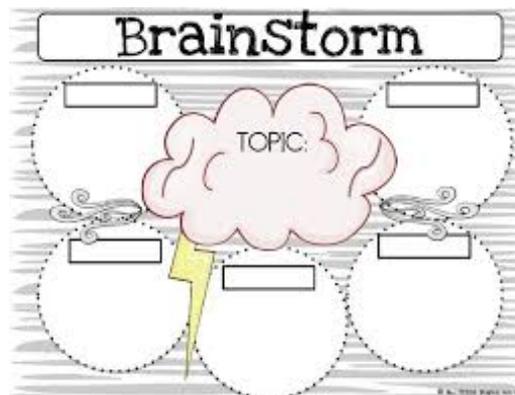
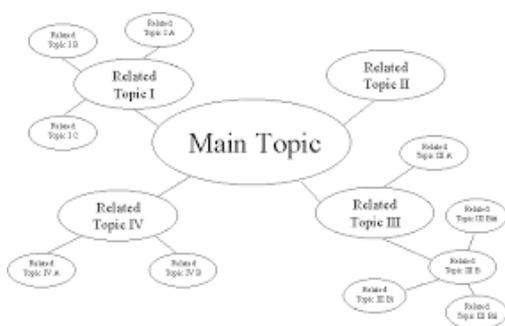


The Writing Process

The writing process involves being able to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum. Suggestions below provide a systematic way for students to develop their writing skills. Although many variations of the writing process exist, here are the basics.

- **Prewriting**—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. This may come in many forms from a T-bar, bubble web, mind-map, lists, etc.



- **Drafting**—Students should work independently at this stage. The number of drafts is dependent on each individual and their abilities to write, proofread, and edit their work. Most students may go through two drafts before doing the good copy.
 - **Revising and Editing**—Students should be able to revise specific aspects of their writing to make it more coherent and clear. Students can model read their own writing and do a think aloud about how you could add more details and make it clearer. Students need to reread their own work more than once as they think about whether it really conveys what they want to their reader. For large assignments or take homework, this should be done prior to a peer edit or parent edit is done. Reading their work aloud to classmates and other adults helps them to understand what revisions are needed. It is recommended to use different colour pens to identify changes in each draft.
 - **Rewriting**—Have students incorporate changes as they carefully write or type their final drafts.
 - **Publishing**—Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website.
- Rubrics help to make expectations and grading procedures clear, and provide a formative assessment to guide and improve your instruction. Rubrics are

helpful as they can provide criteria, expectations, and how the piece of writing may be graded.

NAME _____

TOTAL SCORE = _____ (out of 12)

Sample Writing Rubric

	1 = minimal	2 = adequate	3 = strong	4 = outstanding
Mechanics	Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lowercase	Few spelling and grammar errors; correct punctuation; complete sentences	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization
Ideas & Content	Key words are not near the beginning; no clear topic; no beginning, middle, and end; ideas are not ordered	Main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and end sections; some order of main idea and details in sequence	Good main idea or topic sentence; main idea is fairly broad; has good beginning, middle, and end sections; main idea and details are sequential, as appropriate	Interesting, well-stated main idea or topic sentence; uses logical plan with an effective beginning, middle, and end; good flow of ideas from topic sentence to details in sequence
Peer Interaction	Uncooperative, off task, unproductive	Works with partner most of the time	Effectively works with partner; participates in discussions most of the time	Consistently and actively works with partner; contributes knowledge, opinions, and skills

COMMENTS _____

Peer review, with clear guidelines for students to give feedback on each other’s work, motivates students, allows them to discuss their writing with their peers, and makes the work more meaningful. You can also edit your own work using a checklist, such as an Editing Checklist.

Editing Checklist

Name: _____.

Block _____.

Read our paragraph(s) to a friend to see where to STOP for periods, question marks? exclamation marks!

- I used capitals at the beginning of each sentence.
- I circled words that may be misspelled.
- I have an interesting beginning sentence.
- I tried to say things in different and surprising ways to keep the reader interested.
- I have evidence in our writing to show that we are thinking about our audience.
- I put the information in an order that makes sense.
- I used a thesaurus to find words that provide more clarity.
- I ended the writing with a summary statement.

Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice.