

## Writing Process

**Prewriting (Creating)** - Prewriting allows for connections to be made between what is being taught (or assigned) and what is being thought. Students then become engaged in writing, and their pieces are more meaningful. Once connections are made (self, text, world), then limitless possibilities await the writer. A variety of prewriting strategies should be taught as numerous options for the student. Based on individual preference (webbing, listing, trigger words, brainstorming, quick write, free write, etc.), students can then use the technique/strategy that works best for him/her.

**Drafting (Organizing)** - Once students move from prewriting to drafting, they turn the bits, the chaos, and the fragments of prewriting and shape them. Organization of ideas allows the students to make sense, to get it all on paper. This is a developmental process, and students may move back and forth between prewriting and drafting until the organizational process is complete. Teachers must provide continual assistance and recognize the differences in the varying differences of students as they grow and manipulate the process of writing.

**Revising (Reshaping)** - Once the students have the message on paper, reshaping/revising occurs. Still focused on content, facilitation is given to making content more meaningful, more succinct. Within this stage numerous opportunities occur for conferencing: self, peer and teacher. Within the context of these conferences, students become better manipulators of language and sentence sense. Clearly, developing sentence sense depends less upon memorizing definitions and more upon struggling with words and learning how words work. Students begin to develop voice and style as they “play with words” to make their messages clear and interesting.

**Editing (Polishing)** - Correctness is important but should not choke the writer. Rules and usage are not thrown away, but rather taught in relation to the process and within the context of students’ progress. When grammar, mechanics and spelling are taught within students’ processes, they appreciate the opportunity to make their writing better. Again, conferences should occur: self, peer, and teacher. When taught within the context of the process, students fear grammar less and even develop better understanding.

**Publishing (Celebrating)** - Students must be given many opportunities to “go public” with their writing. Whether it is in the form of a class read-around, postings on the class bulletin board or wall, reading to peers or sharing with other classes, and/or turning in papers for grades, students must experience the joy of sharing what they create through writing. This can be an exciting time for students, for teachers, and for classes.