An Overview of the Writing Process
• Briefly review the steps of the writing process

• Review tools that can assist students when writing

• Provide time to reflect on the writing process
What are the components of effective writing instruction?
• Think about all the different ways you use writing in your daily life and in the workplace and create a list.

• Share your list with a partner and discuss

• Share responses with the whole group
“Adults encounter writing tasks on a daily basis, especially informational or expository writing such as notes to children’s teachers, grocery lists, work activity logs and forms, emails to family and co-workers, online service forms, and so on. The pervasiveness of writing in daily life underscores the need for learners and their instructors to focus on helping adults become flexible, confident writers.”

Teaching Excellence in Adult Literacy
• **Shift 1: Complexity**
  Regular practice with complex text and its academic language

• **Shift 2: Evidence**
  Reading, **writing**, and speaking ground in evidence from text, both literary and informational.

• **Shift 3: Knowledge**
  Building knowledge through content-rich nonfiction
Shift 2 – Evidence: Reading, **writing**, and speaking grounded in evidence from text, both literary and informational

- Most college and workplace writing requires evidence.
- The ability to cite evidence differentiates strong from weak student performance on national assessments.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.
CCRS Writing Standard for ABE

CCR.WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CCRS Writing Standard for Advanced ESOL

6.03.05: Plan, revise, edit, and write texts to develop and strengthen writing.
The Writing Process

- Prewriting
- Drafting
- Revising
- Proofreading (editing)
- Publishing
Prewriting (Planning)

understanding the topic, question or prompt, organizing ideas and planning to write

Prewriting
“This stage can be chaotic, and that’s normal. Some writers (not all by any means) organize their ideas and write an outline before they actually begin a draft of the piece. It’s a good idea at this stage to think of what the writing’s purpose is and who the intended audience is.”

Kane
Prewriting Graphic Organizers

Argumentation map

Outline graphic organizer

Textual evidence graphic organizer

Paragraph guide

Expository essay graphic organizer
writing your ideas down in the form of sentences and/or paragraphs

Drafting
“Drafting provides writers some substance with which to work. The key to drafting, therefore, is to keep writing so that later there will be something to revise. . . . Organization is critical to drafting, too, for a writer must think how to begin, where to go next, how and when to end. The hardest line to write is the first one.”

Vicki Spandel
Guiding Questions During the Drafting Stage

- How should I begin?
- Should I say it this way or that way?
- What is my purpose for writing?
- Have I addressed the question or prompt?
- Who is my audience?
- How should I organize my writing?
- Have I included evidence from the text?
- Does my writing make sense?

First drafts don’t have to be perfect. They just have to be written.

Adapted from Regie Routman
making changes to the draft to make the writing clear and interesting
“Revision is more than a way to make writing better. . . . Revision enables us to live and think as problem solvers. . . . Most writers want to revise. Toni Morrison likes to get that first draft down, because she knows she can go back again and again. For her, the ‘most delicious part’ is revising.”

Janet Angelillo
As you provide suggestions to students for revision keep the following in mind:

- Don’t expect them to revise everything
- Make sure they understand the difference between revising and editing
- Link revision with what you teach about craft e.g. using a strong lead or beginning
- Model how a particular revision enhanced your own writing

adapted from Fletcher and Portalupi
“Basically, transitions provide the reader with directions for how to piece together your ideas into a logically coherent argument. Transitions are . . . . words with particular meanings that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important cues, transitions help readers understand the logic of how your ideas fit together.”

The Writing Center at UNC – Chapel Hill
The **RADaR** strategy is a tool that can help students conduct a focused revision of their work. Students will:

**R** – replace words that are not specific or are overused

**A** – add new information to the writing

**D** – delete words that take away from the writing and

**R** – reorder words to make the writing flow
Interviewer: How much rewriting do you do?
Hemingway: It depends. I rewrote the ending of *Farewell to Arms*, the last page of it, 39 times before I was satisfied.
Interviewer: Was there some technical problem there? What was it that had stumped you?
Hemingway: Getting the words right.

“If a sentence, no matter how excellent, does not illuminate your subject in some new and useful way, scratch it out.”

Kurt Vonnegut, How to Use the Power of the Printed Word
Proofreading (editing)

checking writing for spelling, capitalization and punctuation

Proofreading (editing)
“a process that starts with powerful sentences, sentences that teach, sentences that marinate our students in positive models of what writing can be, not what it shouldn’t be. . . invite students to notice, to read like writers, to come into the world of editing—a friendly place rather than a punishing place, a creational facility rather than a correctional one. When we develop a place where concepts can be developed and patterns can be learned, [students] feel safe, take risks, and feel welcome in every stage of the writing process.”

Jeff Anderson
• T – Tell something specific you like about what you read

• A – Ask questions to clarify something in the writing

• G – Give suggestions to the writer that will enhance the writing
While revision occurs throughout the writing process . . . **editing** and **proofreading** assume that the writer is working on the final draft and is in the process of making the paper correct. . . . In general, effective editing and proofreading require that you reread your writing carefully, that you **play the role of reader rather than writer**, and that you use strategies to help you slow down and examine your writing.
Revising vs. Editing

**Revising**
- **Add** – words or sentences to make writing clear e.g., facts, details, descriptions
- **Remove** – words or sentences that may not be necessary
- **Move** – change a word or placement of a sentence
- **Substitute** – words or sentences for new ones

**Editing**
- **Capitalization** – names, proper nouns, titles, etc.
- **Usage** – ensure you have word order, verb tense and subject-verb agreement
- **Punctuation** – add, delete or change punctuation e.g., quotes, commas, semicolons, apostrophes, etc.
- **Spelling** – check for possible misspelled words

**Improve quality of the writing**
“Peer editing works very well with English language learners, because it allows for negotiation and reinforces classroom instruction. . . . Teachers model the editing process with several samples. Partners can help each other find corrections to be made. Editing checklists can be developed as a whole-class activity. . . In moving from revising to editing, students can continue to make text meaning their priority if checklists are formed on that basis. Checklists should focus on mechanics that affect meaning the most.”

Teaching Writing to Adult English Language Learners
The final step when the writing piece is ready to be shared with others
“Even though publishing is slated at the end of the writing process . . . I believe it's something you need to think about before you have your students write. If we want our students to embrace writing, . . . we need to find creative ways to harness the final product into something they can be excited about, and obviously that has to happen at the birth of our project.”

Amie Newberry, English Teacher
• Share with your students your own writing – it is a model for them.
• Write with your students – using an overhead projector, Promethean, Smartboard or white board (*shared writing*)
• Think out loud about your own writing so students can visualize the process you took as a writer (*write aloud*)
• Provide opportunities in class for students to respond to questions about what they have read in class
• Encourage or require students to keep a writing journal for your class where they respond to a reading or question.
“An important goal in writing instruction is to help students develop the self-regulation skills needed to successfully manage the intricacies of the writing process. Instructional rubrics can provide the scaffolding that students need to become self-regulated writers.”

The Writing Rubric, ASCD
Got water? Promoting H2O's benefits is a struggle after Flint's nightmare

By Colorado Public Radio, adapted by Newsela staff 02.26.16

Free dental exams are given by University of Texas Health Dental School student volunteers at Fiesta Supermarket in Houston, Texas, June 13, 2015. Dentists say that drinking tap water is healthy for people’s teeth and much better than soda. Photo: Eric Kayne/Invision for Colgate/AP Images.

DENVER, Colo. — The water crisis in Flint, Michigan, is making some public health messages harder to get across. For instance, in most communities, the tap water is perfectly safe, and it is so much healthier than sugary drinks.
Writing Frame- A Summary of Informational Text
In the [article, report, essay, editorial] entitled [title], [author’s complete name] [verb: explores, investigates, discusses] [topic and main idea, thesis]. First, [author’s last name] [verb] __________________________ The [writer, author/journalist] __________________________[verb] _____________ In addition, he/she points out that ________________ __________Moreover, he/she emphasizes that. Finally, [author’s last name] concludes that _______________________________
Using frames or templates is a great way to **scaffold** instruction and **build learners’ confidence in writing**, . . . . A writing frame consists of a skeleton outline given to learners to scaffold their writing. They also help learners incorporate vocabulary they have learned in a given topic and create more sophisticated sentences and paragraphs.

**Advantages of frames include the following:**

- Provide a structure on which to hang ideas.
- Can provide suitable sentence starters.
- Provide support for struggling writers.
- Can be differentiated to stretch more competent writers.
Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Setting goals for student writing
- Teaching sentence combining
- Involving students in prewriting activities
- Providing models of good writing


Amy Gillespie and Steve Graham reveal the techniques that have been proven to work when teaching students to write

–John Hopkins School of Education
• Gear writing toward informational, procedural or argumentative tasks rather than personal narration

• Ask questions that do not require information or evidence from outside the text

• Ask students text-dependent questions so they practice providing evidence from their reading in their writing

• Provide opportunities for students to work on research projects where they need to address a question, drawing on several sources
Let’s Review The Writing Process

**Prewriting** → **Planning**

**Drafting** → **Writing ideas down as a draft**

**Revising** → **Rereading draft to improve the quality of the writing**

**Proofreading** → **Rereading draft to check the grammar (editing)**

**Publishing** → **Final written product**

2015 The Institute for the Professional Development of Adult Educators
What are the components of effective writing instruction?

Effective writing instruction includes **prewriting**, **drafting**, **revising**, **editing**, and **publishing**. First, **begin by planning and organizing the ideas** to prepare to write the draft. The use of a graphic organizer can assist with the process.

Then, **consider the topic and/or purpose for the writing**. It is also important to reflect about how to begin to write the draft, as well as, to keep the audience in mind.

In addition, **the use of effective revising and editing strategies can assist with improving the quality of the written draft**. The opportunity to engage in peer-editing activities can support novice writers by receiving constructive feedback on their writing.

Finally, **effective writing instruction culminates with the publishing of the written piece**. It is important that writers have opportunities to practice using technology to publish their writing and to share it with others.
IPDAE WELCOMES EDUCATORS
IPDAE (Institute for the Professional Development of Adult Educators) is a resource center that offers information, training, and professional development resources for adult educators. We work to ensure the development of necessary skills and to assist with FICAPS (Florida’s Integrated Career and Academic Preparation System).

FEATURED EVENTS
Webinar - An Overview of the Writing Process
Wednesday, March 9, 2016
Webinar - An Overview of the Writing Process

DID YOU KNOW...
Effective March 1, 2016, GED Testing Service® is removing the Extended Response item from the Social Studies test. The testing time for the Social Studies test will be reduced by 20 minutes (from 90 minutes to 70 minutes) due to this adjustment.