



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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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.



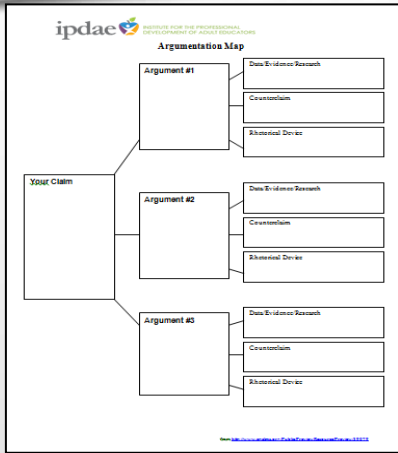
understanding the topic, question or prompt, organizing ideas and planning to write

Prewriting

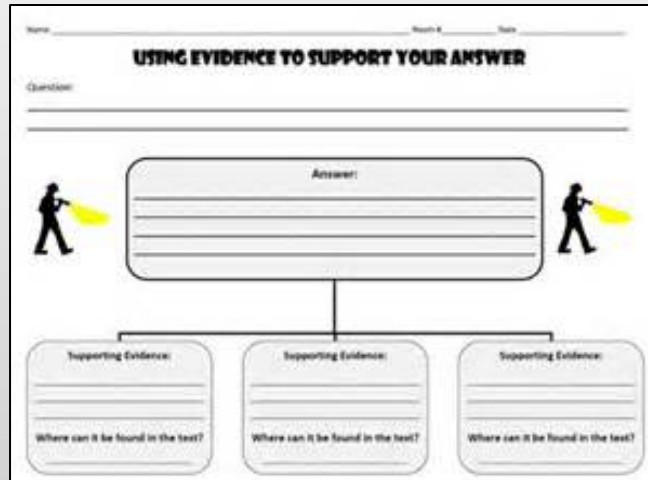
“This stage can be chaotic, and that’s normal. Some writers (not all by any means) organize their ideas and write an outline before they actually begin a draft of the piece. It’s a good idea at this stage to think of what the writing’s purpose is and who the intended audience is.”

Kane





Argumentation map



Textual evidence graphic organizer

The Outline graphic organizer is titled 'OUTLINE'. It includes fields for 'Name' and 'Date'. Below this is a 'Topic' section with a line for writing. The outline is structured as follows:

- Topic: I _____
- Subtopic: A: _____
- Supporting details: 1. _____, 2. _____, 3. _____, 4. _____
- Subtopic: B: _____
- Supporting details: 1. _____, 2. _____, 3. _____, 4. _____
- Subtopic: C: _____
- Supporting details: 1. _____, 2. _____, 3. _____, 4. _____
- Subtopic: D: _____
- Supporting details: 1. _____, 2. _____, 3. _____, 4. _____

Outline graphic organizer

The Paragraph Guide is a form for writing a paragraph. It includes fields for 'Name' and 'Date'. The form is divided into sections:

- Topic Sentence:** _____
- Supporting Details:** 1. _____, 2. _____, 3. _____, 4. _____
- Concluding or Transition Sentence:** _____

Paragraph guide

The Expository Essay graphic organizer is titled 'WRITING AN EXPOSITORY ESSAY'. It includes fields for 'Name' and 'Date'. The form is structured for writing an expository essay:

- Paragraph #1 - Introduction:** Topic Sentence: _____
- Major Idea #1: _____
- Major Idea #2: _____
- Major Idea #3: _____
- Closing Sentence: _____
- Paragraph #2 - Major Idea #1 is discussed completely and with evidence:** Topic Sentence: _____
- Major Idea #1: _____
- Major Idea #2: _____
- Major Idea #3: _____
- Closing Sentence: _____
- Paragraph #3 - Major Idea #2 is discussed completely and with evidence:** Topic Sentence: _____
- Major Idea #1: _____
- Major Idea #2: _____
- Major Idea #3: _____
- Closing Sentence: _____

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



- 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.

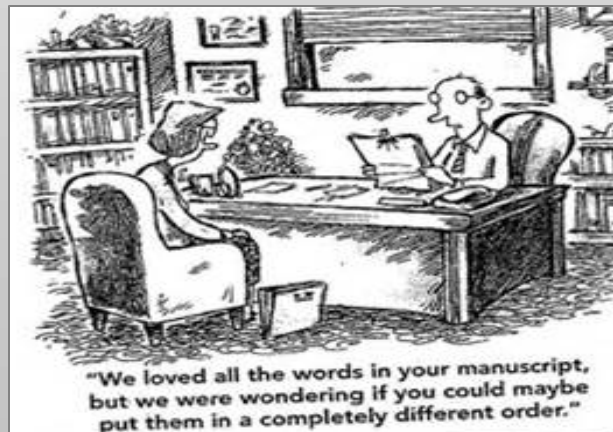


Adapted from Regie Routman

**making changes to the draft to make
the writing clear and interesting**

Revising

“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


Books aren't written - they're rewritten. Including your own. It is one of the hardest things to accept, especially after the seventh rewrite hasn't quite done it.

- Michael Crichton

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

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Handout: Transitions Handout

Transitions show the reader a change in the writer's direction from one idea to another within the paragraph. They also help the flow from one paragraph to the next one. Transitions keep the paragraph clear and give it a sense of direction and unity.

Transitions to introduce first supporting sentence in a paragraph:

| | | |
|----------------|-----------|------------|
| To begin with, | To start, | Initially, |
|----------------|-----------|------------|

Transitions to add support or detail:

| | | |
|--------------------|-----------|-------------|
| Furthermore, | Moreover, | After that, |
| Equally important, | Then, | |

Transitions to use to begin concluding sentence or paragraph:

| | | | |
|------------|-------------|-------------|-----------|
| To sum up, | In summary, | All in all, | In short, |
|------------|-------------|-------------|-----------|

Transitions to use to show contrast or opposing views:

| | | | |
|----------|--------------------|--------------|---------------|
| However, | On the other hand, | In contrast, | Nevertheless, |
|----------|--------------------|--------------|---------------|

Transitions to introduce examples:

| | | |
|---------------|--------------|----------------|
| For instance, | For example, | To illustrate, |
|---------------|--------------|----------------|

Transitions to use to show time or place:

| | | |
|------------|------------|-------------|
| Afterward, | Meanwhile, | Eventually, |
|------------|------------|-------------|

Page 1 of 2 Adapted by R. Hurtado, 2011

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


Revision RADaR Strategy

The Revision RADaR strategy is a tool that can help you conduct a focused revision of your work.

| R | A | D and | R |
|---|--|---|---|
| Replace . . . <ul style="list-style-type: none"> • Words that are not specific • Words that are overused • Sentences that are unclear | Add . . . <ul style="list-style-type: none"> • New information • Descriptive adjectives and adverbs • Rhetorical or literary devices | Delete . . . <ul style="list-style-type: none"> • Unrelated ideas • Sentences that sound good, but do not make sense • Repeated words or phrases • Unnecessary details | Reorder . . . <ul style="list-style-type: none"> • So most important points are last • To make better sense or to flow better • So details support main ideas |

Replace – What words could I replace?

As I ran to the finish line, my heart was beating.




As I sprinted to the finish line, my heart was pounding in my chest.

How did the writer replace the overused verb *ran*? What other replacements do you see? How did they improve the text?

Add – What words could I add?

Shadows made the night seem scary.




Ominous shadows made the dark night seem even more sinister.

How did the second sentence make you feel, compared with the first?

Delete – What words might I delete?

The candidates talked about the issues, and many of the issues were issues that had been on voters' minds.



The candidates talked about the issues, many of which had been on voters' minds.

Adapted from *Writing Coach: Writing and Grammar for the 21st Century* by R. Hurtado

Interviewer: How much rewriting do you do?

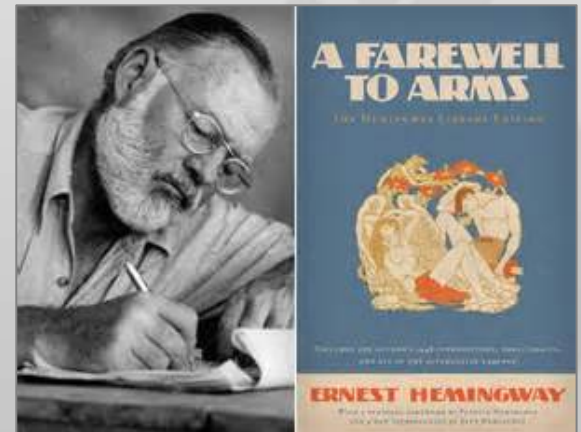
Hemingway: It depends. I rewrote the ending of *Farewell to Arms*, the last page of it, 39 times before I was satisfied.

Interviewer: Was there some technical problem there?

What was it that had stumped you?

Hemingway: Getting the words right.

Ernest Hemingway, *The Paris Review* Interview, 1956



But I LOVE this paragraph. How can I delete it? It's some of my best writing ever! Ok, maybe it doesn't contribute to the overall story but I spent so long writing it! If single paragraphs could win the Pulitzer, this paragraph would win, for sure. Revision is overrated, especially since I spent so much time on this paragraph. Why do I have to get rid of something that I can't make me write? This paragraph is the best I



Revision Angst

“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*

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.

Handout: Editing Strategies

Editing is the next step in the writing process following revision. Editing involves rereading your draft close-up to check individual sentences and words for appropriate capitalization, punctuation and grammar. Some things to check for are:

- Have I capitalized the first letter in each sentence?
- Have I capitalized the pronoun "I" in my writing?
- Have I capitalized proper nouns e.g., Robert and Florida?
- Have I capitalized proper adjectives e.g., American cars and Chinese food?
- Have I capitalized the first word in a direct quote?

"Good morning," greeted the manager as he walked into the office.

- Have I made sure that I have spelled common homophones such as those below correctly:

~~there~~ (place) their ((belonging to someone) they're (they are)

~~weatber~~ (climate) whether

~~where~~ ((in or at what place) we're (we are) wear (having clothes on)

- Have I checked that I used apostrophes correctly to show possession?
The neighbor's house is for sale.
- Have I checked if I need to add or delete commas in my writing?
- Have I used the same word too many times in one sentence or paragraph?
- Are any of my sentences difficult to understand?
- Have I checked if there are run-on sentences or fragments in my writing?
- Have I checked that I have not abbreviated words unnecessarily?

Revising

vs.

Editing

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

**Improve
quality
of the
writing**

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.

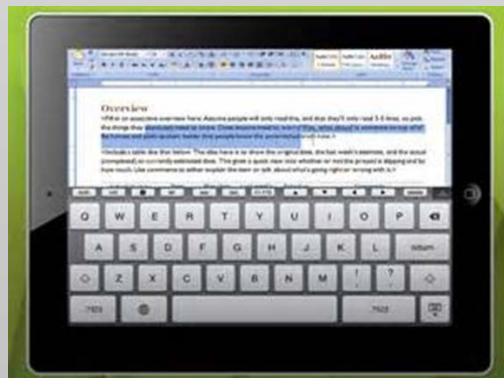
Spelling – check for possible misspelled words

“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.”

**The final step when the writing
piece is ready to be shared with
others**

Publishing

“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

| Writing Process Rubric | | Score <u> </u> /20 | | | |
|------------------------------------|---|---|---|---|--|
| Steps | 1-5 Below Basic | 6-10 Basic | 11-15 Proficient | 16-20 Goal | |
| Planning/ Brainstorming | No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing. | Few key words/ideas were recorded and organized on paper/organizer to support this piece of writing. | Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing. | Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing. | |
| First Draft/ Rough Copy | No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft. | Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft. | Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured. | All key words/ideas were used from planning stage. Most of first draft is highly organized and structured. | |
| Revise | No or limited key words/ideas were added, deleted, or rearranged in first draft. Details aren't specific and clear. | Few key words/ideas were added, deleted, or rearranged in first draft. Details are beginning to be specific and clear. | Adequate key words/ideas were added, deleted, or rearranged in first draft. Details are specific and clear. | Numerous key words/ideas were added, deleted, or rearranged in first draft. Details are specific and clear. | |
| Edit | <input type="checkbox"/> No or little attention to sentence structure. <input type="checkbox"/> No or little attention to spelling. <input type="checkbox"/> No or little attention to punctuation. <input type="checkbox"/> No or little attention to capitalization. | <input type="checkbox"/> Some attention to sentence structure. <input type="checkbox"/> Some attention to spelling. <input type="checkbox"/> Some attention to punctuation. <input type="checkbox"/> Some attention to capitalization. | <input type="checkbox"/> Adequate attention to sentence structure. <input type="checkbox"/> Adequate attention to spelling. <input type="checkbox"/> Adequate attention to punctuation. <input type="checkbox"/> Adequate attention to capitalization. | <input type="checkbox"/> Full attention to sentence structure. <input type="checkbox"/> Full attention to spelling. <input type="checkbox"/> Full attention to punctuation. <input type="checkbox"/> Full attention to capitalization. | |
| Final Copy/ Publish | The final copy wasn't written correctly in best handwriting or best computer on a computer. Sentence fluency is poor. | Parts of the final copy were written correctly in best handwriting or best computer on a computer. Sentence fluency is strong in some parts. | Most of the final copy was written correctly in best handwriting or best computer on a computer. Sentence fluency is strong in most parts. | The final copy was written correctly in best handwriting or best computer on a computer. Sentence fluency is strong throughout. | |


Which step(s) does student need to work on? _____

Jan Squire © 1998, 2008

NEWSELA Search Newsela VOTE 2016 ARTICLES TEXT SETS SIGN UP SIGN IN

Got water? Promoting H₂O's benefits is a struggle after Flint's nightmare

By Colorado Public Radio, adapted by Newsela staff Word Count **926**
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.

Write
1120L

Write Preview

Write is a feature that allows students to answer open-ended questions. Teachers are able to customize which questions they want to ask their students.

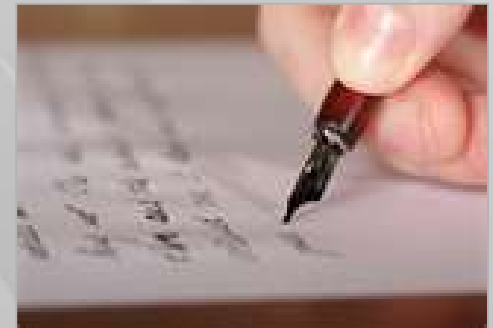
Sample Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Please sign in to use Write
[Sign In](#) or [Sign Up](#)

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.

Teaching Excellence in Adult Literacy

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

<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>

*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

- 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

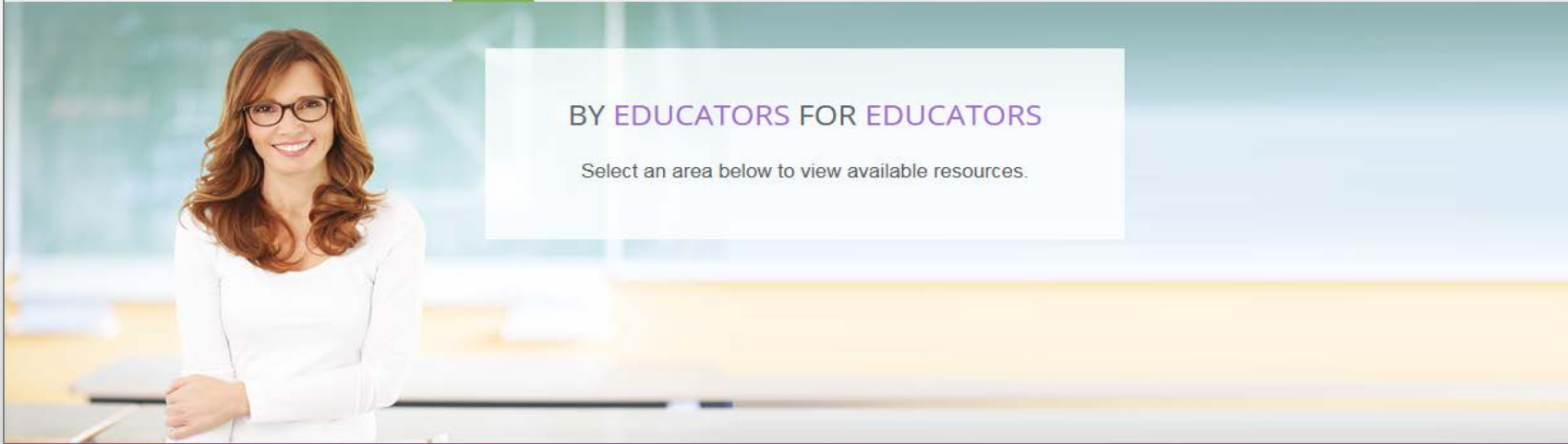
What are the components of effective writing instruction?

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.



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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

MAR
9 **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.

