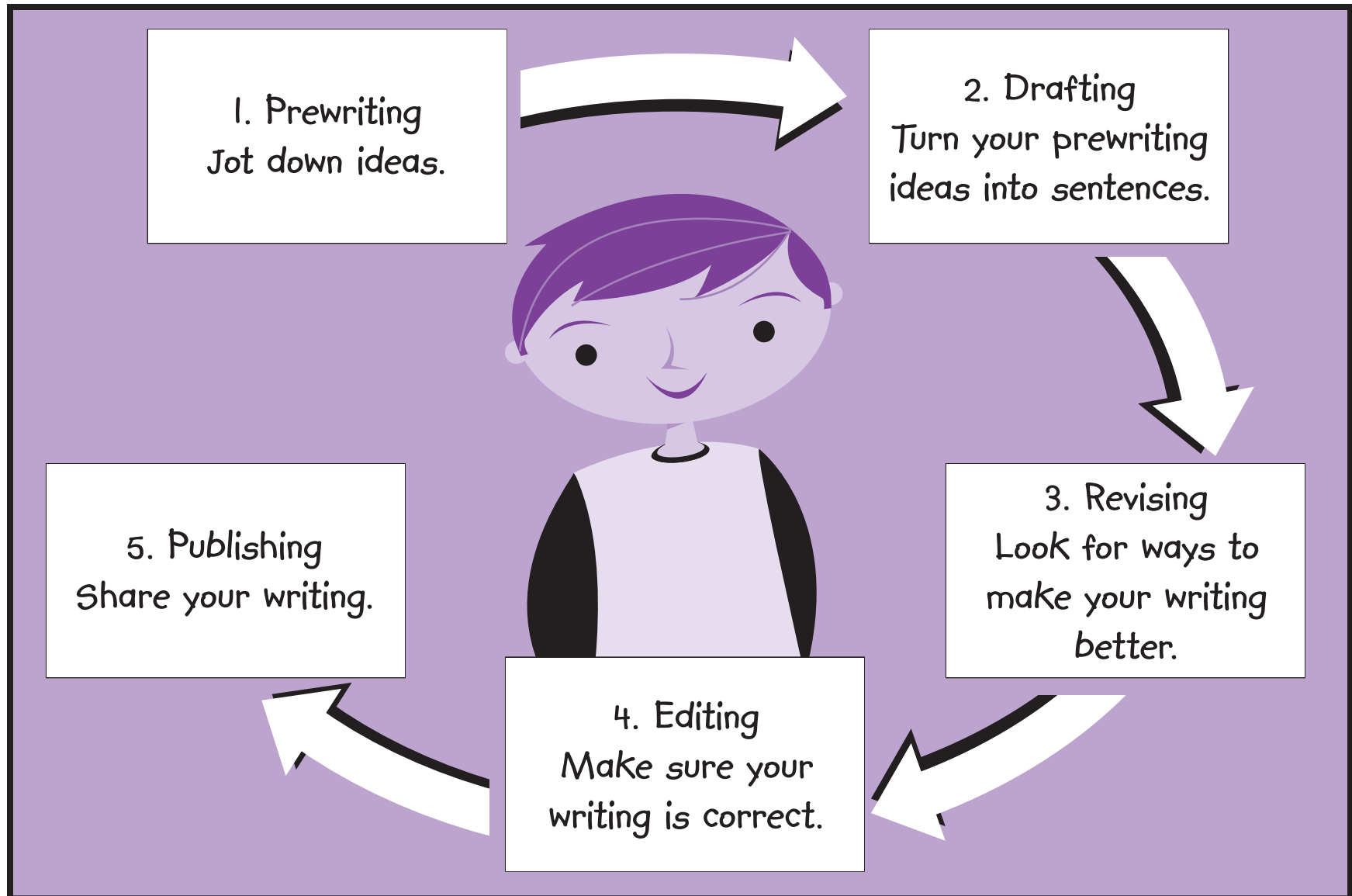


The writing process has five steps:
Prewriting, Drafting, Revising, Editing, and Publishing.



1. Build Writing Skills

Teach Writing Process: Introduction

- A. **Restate Process** Tell students that the writing process turns thoughts and spoken words into a focused written form that can be improved and published. Good writers spend time working on their writing to make it effective and clear to the reader. *Today we are going to focus on moving a short piece of writing through prewriting, drafting, and revising.*
- B. **Focus on the Visual** *Does it matter if I begin drafting without prewriting first? (yes) Why or why not? (Draft may not have focused ideas, etc.) What step would I use if I need to make my ideas clearer and add details? (revising)*

2. Write and Analyze

Writing Process: Introduction

- A. **Write Texts** Students should focus on prewriting, creating a brief draft, and then revising the draft.

Below Level	On Level	Above Level
Assist students with selecting a graphic organizer to use for their prewriting. Ask students questions to help them fill in their organizers and begin turning the prewriting ideas into a draft. Students should then read their draft aloud and identify areas that need revision. Help students identify details to add, remove, or clarify.	Allow time for students to generate their prewriting, create drafts, and revise. Review students' drafts for improved clarity and focus. Prompt students to continue revising for details and focus as necessary.	Have students review their drafts for clarity and organization. Ask them to exchange pieces with a partner. Partners should point out sections where the organization needs improvement. Encourage partners to discuss these sections and revise the piece as necessary. Have students go on to check their piece for spelling, punctuation, and smooth transitions.

- B. **Support Writing** When students are finished, ask:
- *What are some advantages to writing as much as possible during prewriting?*
 - *Why is it important to revise your draft before you begin editing?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *Tell me some of the prewriting ideas you chose to include in your draft. What made those ideas important to include?*
 - *What changes did you make during revision? Show me your most important revision.*
- B. **Monitor Learning** Use the rubric below to assess students' writing for understanding of the writing process.
- C. **Next Step** Continue providing small group support for the writing process for students who score 1 or 2.

Writing Process: Introduction

1. Little Evidence	Prewriting may be unfocused or lacking. Draft does not develop prewriting ideas or shows no refinement of prewriting ideas. Piece shows no signs of revision.
2. Some Evidence	Prewriting is complete. Draft may develop some prewriting ideas, some of which may not be relevant to main idea or topic. Student's revisions are sparse and may not add detail or clarity to the piece.
3. Clear Evidence	Prewriting is complete and focused. Draft refines and elaborates on prewriting ideas. Student achieves focus by revising to add, change, or take out details.