

I LOVE IT!

THE WRITING PROCESS

Adapted from Abydos/New Jersey Writing Project

STAGE OF THE WRITING PROCESS	DESCRIPTION OF STAGE	HOW THE SIFE LEARNER IS ENGAGED
Pre-Writing	<p>This is the work we do before writing. It can be anything that gets kids thinking.</p> <p>Examples of activities include illustrating, acting out, listing ideas, labeling things, creating something, free writing, brainstorming and many more.</p>	<p>Many of these can be done by any student at any language or literacy level.</p> <p>Illustrating in response to writing is worthwhile for any student at any grade level as a form of pre-writing.</p> <p>According to Carroll and Wilson in <i>Acts of Teaching</i> (2008), drawing is a powerful way of writing and different from drawing as an art form. Student examples, retellings of their drawings and writing connections are more evidence that drawings are not just representational. Drawings can be powerful tools that lead to more exploration and discovery.</p>
Writing	<p>Begins with rough draft. A focus on genre will support student writers to organize their papers.</p> <p>According to Carroll and Wilson in <i>Acts of Teaching</i> (2008), students must consume a variety of pieces with different genre and internalize those choices. Only then can they take what they want to say and decide how they will say it with the form that best allows them to express themselves.</p>	<p>Native language writing is acceptable here. The goal is to get thoughts out in a simple draft reflecting their ideas. Many students struggle with getting from pre-writing to the first draft. SIFE students, like all writing students, can read different genres of literature to help them make choices about how they want to express their ideas. Do they want to write a letter, a fictional story or a personal essay? They are able to make these choices and then, depending on their language and writing abilities, sentence or paragraph frames may be of great help. For a pre-literate student, this can be done orally and through shared writing as they gain more literacy.</p>

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Revising/ Reformulation/ Editing	<p>According to Carroll and Wilson, Revising for Grammar is different from Correcting. (Correcting deals with distractions that might affect the reader. Revising, on the other hand, has more to do with distractions that could affect the writer's meaning.)</p> <p>This is really multiple stages that deal with revising and changing their writing at the word, sentence, and paragraph level.</p> <p>See <i>Acts of Teaching</i> by Carroll and Wilson (2008) for detailed descriptions and activities that help grow writers and guide students through the writing process.</p>	<p>This stage can seem overwhelming because we know that grammar, spelling, and conventions play a role in our revising. However, every learner can internalize concepts about the grammatical structures of their second language. Students who are SIFE are constantly doing this at their level of proficiency. Teachers can address language proficiency goals with the revising process. Peer conferences and teacher-student conferences can scaffold for the English grammar some ELLs may need to acquire.</p> <p>Instead of thinking of this process as too complex for our SIFE students, it could be seen as an excellent opportunity to help them internalize grammatical structures in context with text that is highly meaningful to them.</p>
Publishing	<p>There are a variety of ways to publish the writing of our students. Examples include Author's Chair, Read-Around, Book-Making, publishing to the internet or the walls of our school hallways.</p>	<p>All kids love to publish. We can have a fun place with glitter and colored paper. We can also just offer time for students to type out their writing in Google docs. Many students benefit from typing their hand-written essays for practice with technology and most importantly, pride in their work.</p>

