Chapter 6

Process Writing
Remember When...

- What is your first memory of writing?
- What did you write?
- Who read it?
- Why do you remember it?
- What applications can we make from these experiences to our teaching?
How were YOU taught to write?

- Did you learn within the context of a process approach or a more traditional approach?
- Did you work regularly in collaborative groups?
- Was your writing published in your classroom?
- Strengths/Weaknesses of the approach?
Process Writing

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
Activity: I Remember: I

- 5 Memories
  - “I remember __________(x 5)_________”

Time ≈ 3 minutes

- Share your memories with a partner...

Time ≈ 3 minutes
I Remember: II

- Write down a name with each memory

*Time ≈ 2 minutes*
I Remember: III

- List the most important ‘sense’ for each

Time ≈ 2 minutes
I Remember: IV

- Choose ONE to write more about
- Share your memory with the group

Time ≈ 5 minutes
I Remember: V

- Write what makes the memory most important

  *Time ≈ 3 minutes*

- Share your writing with the group

  *Time ≈ 3 minutes*
I Remember: VI

- Write \textit{fast} about your memory...
  - Get down on paper everything you can about your memory...
  - Don’t worry about spelling, grammar, punctuation, etc

\textit{Time} \approx 7 \textit{minutes}
I Remember: VII

- Share your papers with the group
- Ask for comments and suggestions

*Time ≈ 15 minutes*
I Remember: *Reflection*...

- How did you feel as you went through this guided process?
- How can an exercise like this help students’ writing?
- How could this be scaffolded for beginning students?
Collaborative Writing

- Peer Response Groups
  - 3-5 people
  - Focus on content
  - Teacher’s input:
    - Clear instructions
    - Model to follow
Teaching Peer Groups

- Anonymous Paper on front screen
  - Read it out loud
  - Find something positive to say first
  - Ask about parts you don’t understand
- Model good & bad responses <?>
For Authors

- Decide where you need help
- Read your paper to your group
- Ask your group what they liked...
  - & what they didn’t like...
- Ask your group about the areas you needed help
- Understand you make the final call...
For Responders

- Listen while authors are reading
- Try to answer questions helpfully
- Point out cool sentences, descriptions, details, etc. that you liked in the paper
- Point out one thing that was not clear in the paper
Questions for Responders…

- What did you mean by “_________”?
- Could you describe “____” so we could see it and hear it?
- What is the most important point of your paper?
- What part of your paper would you like help with?
- What part of the paper do you like best?
- What do you want to do next with this paper?
Publish or Perish

- Classroom newspapers
- Classroom magazines
- Poetry books
- Short story collections
- Individual publications
- Blogs & other Websites

**Students like to read their own writing**
## Writing Traits Matrix

<table>
<thead>
<tr>
<th>Trait</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>1-2 short sentences</td>
<td>Several sentences</td>
<td>Paragraphs</td>
</tr>
<tr>
<td>Organization</td>
<td>NA (short) or lacking</td>
<td>Some sequencing</td>
<td>Standard organization</td>
</tr>
<tr>
<td>Grammar</td>
<td>Basic word order problems, present tense only</td>
<td>Minor errors: “He run”</td>
<td>Similar to native speaker in the same grade</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Limited. Uses L1 or translates</td>
<td>Gets basic ideas in L2, no nuances</td>
<td>Flexible word choice</td>
</tr>
<tr>
<td>Genre</td>
<td>No differentiation</td>
<td>Changes style, but limited choices</td>
<td>Able to use several genres appropriately</td>
</tr>
<tr>
<td>Sentence Variety</td>
<td>One or two patterns</td>
<td>Several patterns</td>
<td>Good variety of patterns used effectively</td>
</tr>
</tbody>
</table>
Assisting Beginners

- Oral discussion
- Partner stories (*pictures/wordless books*)
- Concept books (colors, big, little, etc)
- Peek-a-boo // Riddle books
- Pattern poems
- Journals (more to come...)
Journals

- Learning log
- Personal journal
- Dialogue journal
- Buddy journal
- Project journal

Target: *Automaticity*

*(like driving a car)*
More Beginner Strategies

- Improvisational sign language
- Life Murals
- Clustering
- Freewriting
Intermediate Needs

- Organization
- Fluency
  - Grammar
  - Punctuation
  - detail
- Genre Repertoire
Strategies for Intermediates

- Show and not tell
- Sentence combining
- Sentence shortening
- Sentence models
- Mapping
Just Imagine...

Look at the writing samples below and think about what you might suggest for a student who consistently wrote like the brief sample given:

a. "I go store. I bi cande and lokorich. I pay wit mi alouance."
   *(I go store. I buy candy and licorice. I pay with my allowance.)*

b. "My car is broken now. I have to fix it. I think it will be better it will work if it does not burn oil."
Writing with Computers

- Motivational
- Spell-check
- Templates
- Prompts/Wizards
- Speech Synthesizers
Assessment

- Involve the student
  - *(¿i¿Suggestions?!??)*
- Portfolios
- Holistic Scoring
  - Scoring Rubric
Balancing Act

- Fluency
  - *Automaticity*
- Form
  - Sentence style
  - Paragraphing & Organization
- Correctness
  - Grammar, punctuation & spelling
Direct Grammar Instruction

- Focus: 1-3 most severe pattern errors
- Reviews of previous instruction
  - Authentically/meaningfully presented...
- Personal Error Logs
- Look for “teachable moments”
Outside Article Assignments
Homework

- Try a few of the activities suggested for English learners at the beginning or intermediate levels and discover how the activities might affect your own writing.
- Tell us about your experience next week...