

The Writing Process

Steven Reid

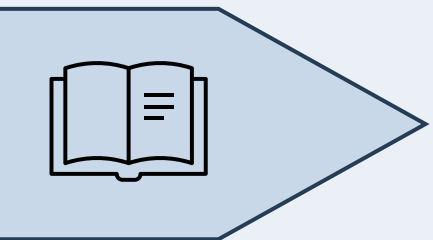
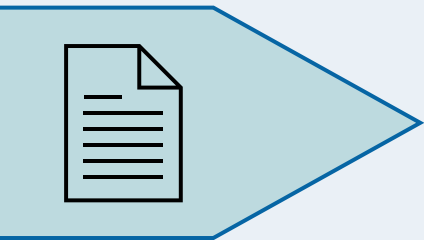
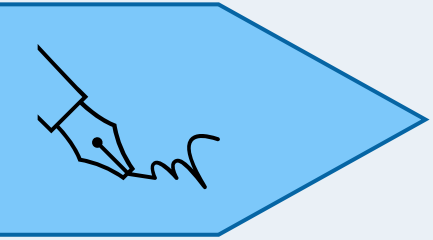
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LITERACY VOLUNTEERS
CHARLOTTESVILLE / ALBEMARLE

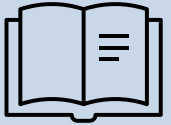
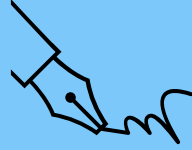
Changing lives, one word at a time.

Agenda



Agenda

Start with good sentences

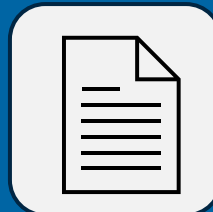
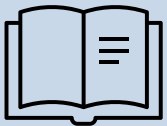


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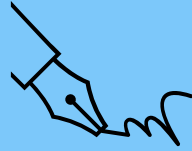


Build to paragraphs



Agenda

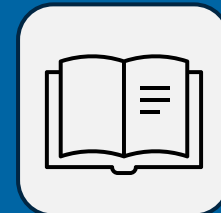
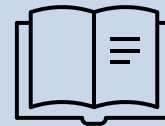
Start with good sentences



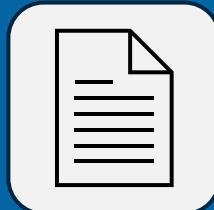
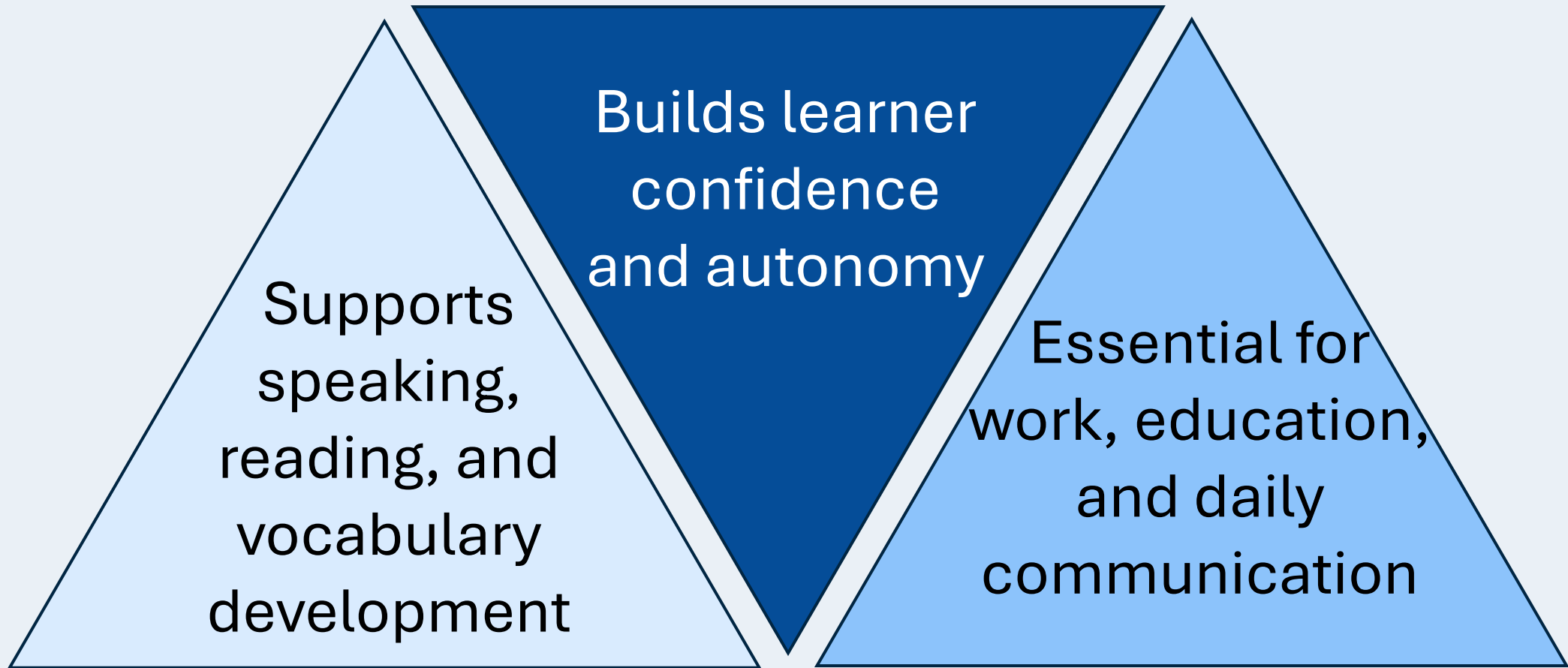
Build to paragraphs



Move on to stories



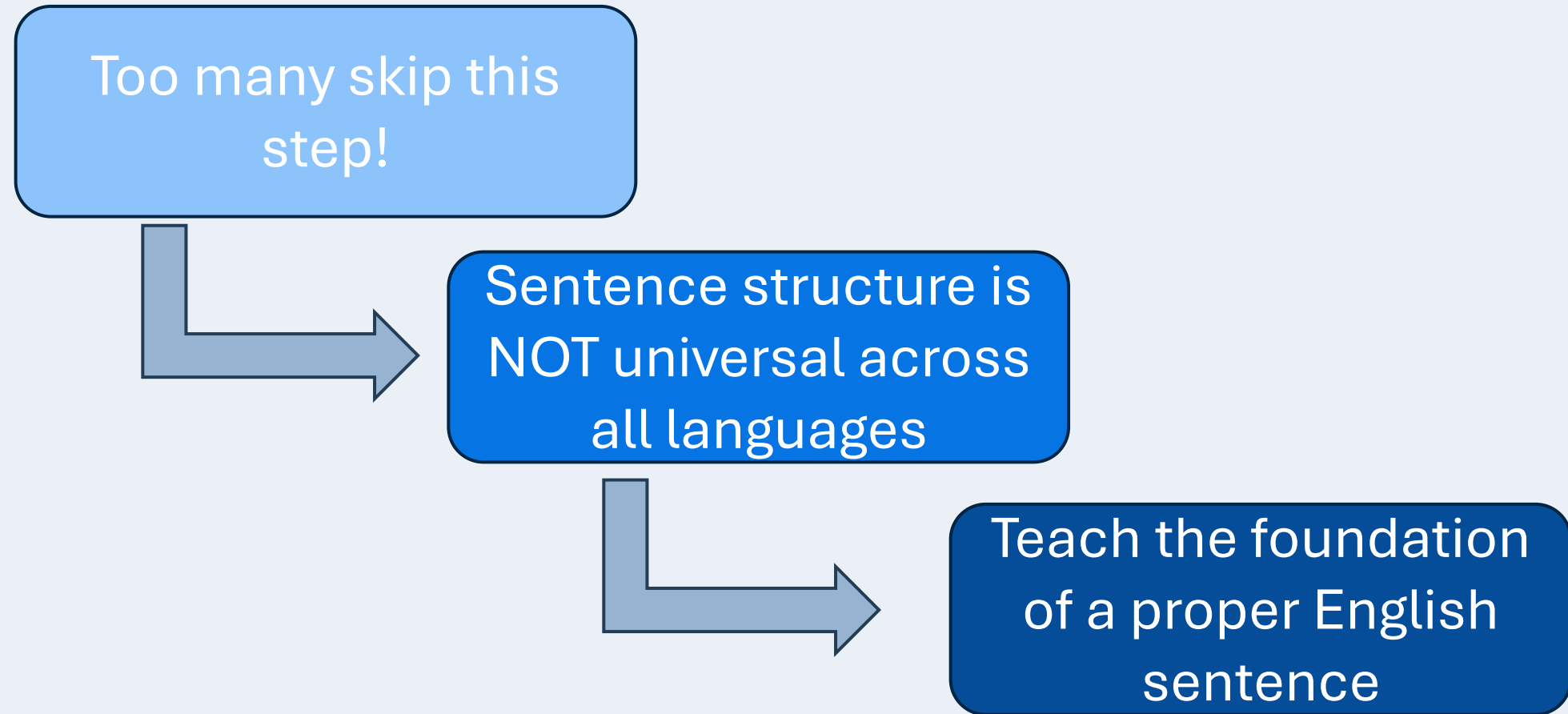
Why Writing Instruction Matters





Start with Good Sentences

Start with good sentences



Structure of an English sentence

- Start with sentences in standard form

Subject – Verb – Object



Types of Sentences

- Simple
 - Contains a single independent clause
- Compound
 - Contains two (or more) independent clauses
 - Connected with coordinating conjunctions (*and, or, nor, but, for, so, yet*)
- Complex
 - Contains one independent clause and one (or more) subordinate clauses
 - Connected with subordinating conjunctions (*if, because, when, since, etc.*)
- Compound-Complex
 - Two or more independent clauses and one or more subordinate clauses



Teaching Strategies for Sentences



Sentence Frames

- Abdul _____ in a _____.
He is a _____.
- You can supply the words for the blanks in early lessons and then remove them for later practice.

Sentence Expansion

- Start with a short simple sentence. Subject and verb only.
- Add some adjectives.
- Add a prepositional phrase
- Add some adverbs,
- Etc.





Build Towards Paragraphs

From Sentences to Paragraphs

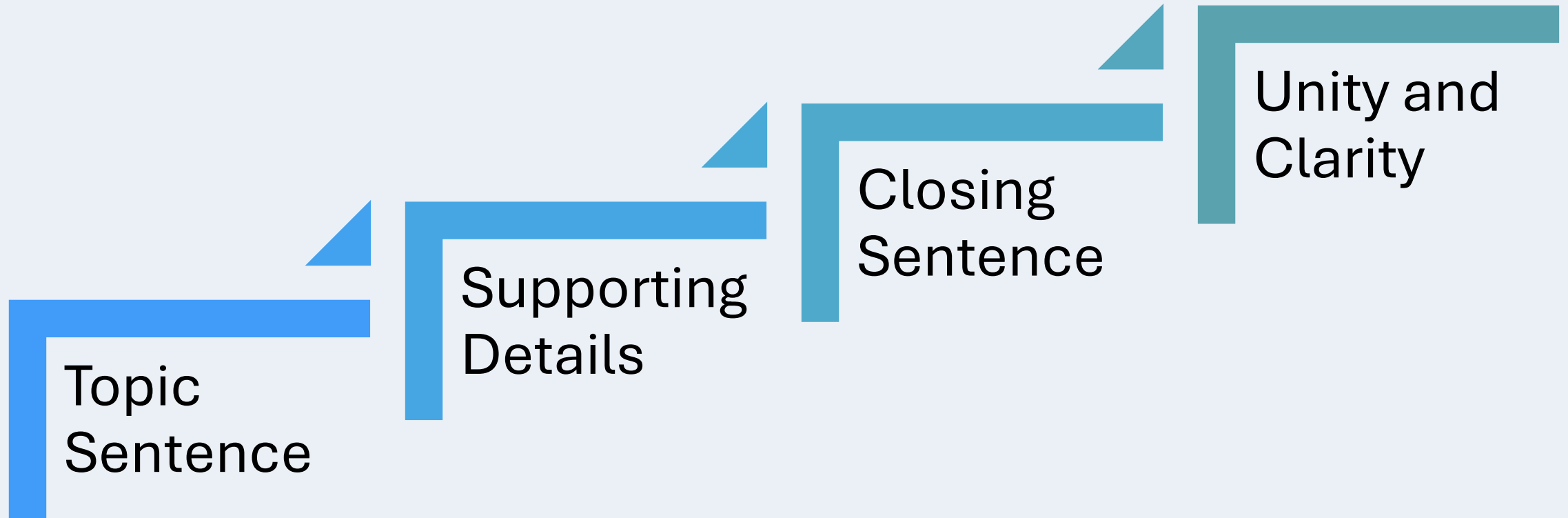
Paragraphs
require
structure, not
just more
sentences

Teach
organization
explicitly

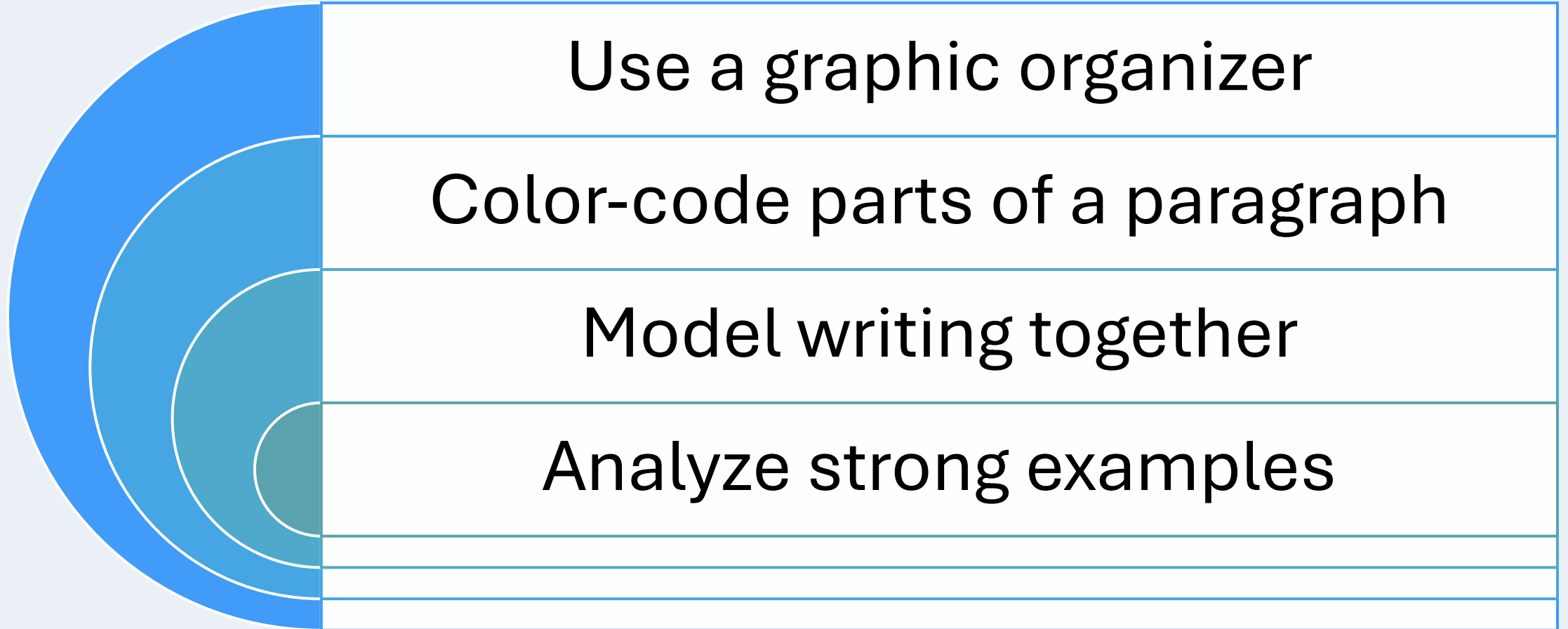
Writing
becomes
more
meaningful
and
purposeful



Key Elements of a Paragraph



Teaching Paragraph Structure




Scaffolding Strategies

- Guided writing before independent writing
- Collaborative paragraph construction
- Sentence frames gradually removed



Lesson Activities



Organize
scrambled
paragraphs

Fill in the missing
topic sentence





Move onto Writing Stories and
Essays

Transitioning to Longer Writing

- Students need structure, planning, and support
- Emphasize process over perfection
- Writing becomes a tool for expression



Transitioning to Longer Writing

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perfection

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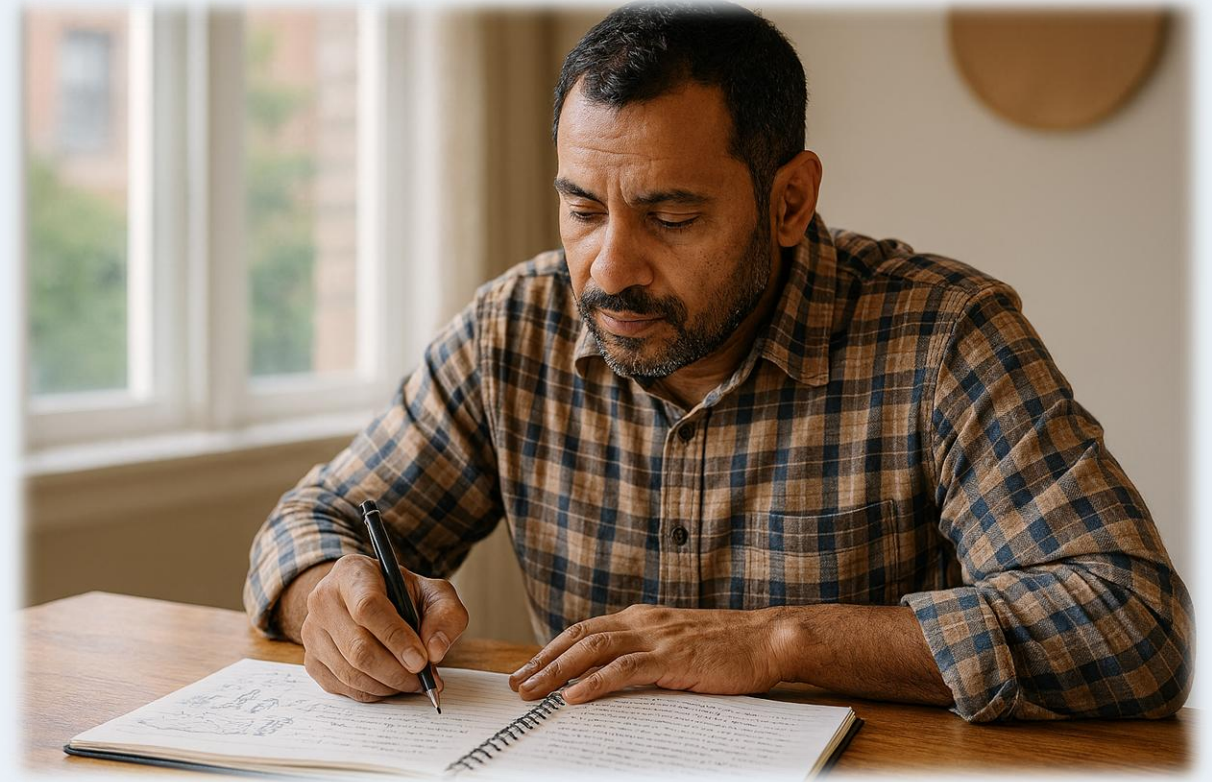
Teaching the Writing Process

- Prewriting – brainstorming and planning
- Drafting
- Revising
- Editing
- Publishing & Sharing



Teaching Stories

- Beginning, middle, and end
- Characters, setting, problem, solution
- Use of personal experiences
- Visual organizers (story maps)



Teaching Essays



- Simple structure (introduction, body, conclusion)
- Clear focus on one main idea
- Supporting ideas with examples
- Gradual introduction of academic tone



Supporting Adult Learners with Longer Writing

- Provide models at every level
- Use real-life, relevant topics
- Allow choice when possible
- Build confidence through feedback and celebration



Assessment and Feedback Strategies



- Rubrics with simple criteria
- Focus on feedback (not correcting everything)
- Self-assessment and reflection
- Growth over time



Common Challenges and Solutions



Challenge

- Fear of making mistakes
 - Limited vocabulary
 - Low confidence

Solution

- Normalize drafting
- Provide word banks
- Celebrate small successes



Discussion/Reflection

What strategies already work well in your teaching?

What is one idea you will try with your student?

