

# THE WRITING PROCESS

Although no two writers are exactly alike, there is a general process that most writers use when creating a piece of writing. The Writing Process is promoted in our classrooms and is widely accepted as a “best practice” in English Language Arts Instruction (Temple, et al.). There are stages within the writing process, and those stages build upon one another. The writing piece develops as the student and teacher confer throughout the process.

## PREWRITING

Writing instruction often begins with a brainstorming session or some other type of prewriting activity that helps writers think through what they will write about that day. Whether the class is writing in a specific genre or for a specific purpose, this is the time for students to generate individual ideas for writing. It is the “getting ready to write” step in the process.

## DRAFTING

After students have been given time to generate ideas and envision what their writing piece might become, they are asked to write a first draft. During the drafting stage, writers are encouraged to express their thoughts without the constraints of editing. Students know that they will be given time to revise and edit the final piece.

## REVISING

When students revise, they do much more than fix their writing. Instead, they change it for the better. Revising may include changing words, rewording a sentence, or even rewriting an entire paragraph. This is the stage when writers reflect on the best way to refine their writing.

## EDITING

Yes, rest assured, editing does play an important role in all writing process pieces. The editing stage is a time to fix spelling errors, correct grammatical mistakes, and double check that the students are communicating in precise ways to an audience. However, the editing process looks very different in kindergarten than it does in high school. Kindergarten students may be expected to edit for capital letters at the beginning of sentences, while second graders may be expected to apply rules of punctuation consistently.

## PUBLISHING

The final step of the writing process is publishing. This stage is often a favorite for many writers. It is when they make their writing public in some way. Published pieces are polished through the revising and editing stages and are in final draft.

# NEWTOWN PUBLIC SCHOOLS

Literacy Vision / Philosophy Statement

August 16, 2011

Newtown Public Schools comprise a cohesive interdependent K-12 school system that encourages, values, and supports literacy for everyone. We are committed to providing a learning environment that inspires creativity and academic risk taking allowing students the opportunity to grow through authentic experiences where they will have the opportunity to discuss, defend, and expand their thinking. In order to be literate citizens in the global economy, learners master literacy skills in a variety of forms and contexts with specific attention to reading, writing, speaking, listening, and viewing. We prepare learners to be socially responsible individuals who access and evaluate information from multiple sources and express their ideas clearly and with purpose. Newtown Public Schools realize that a partnership among home, school, and community is vital to support this level of learning. Collectively, our goal is to ignite a life-long passion for literacy.



## NEWTOWN PUBLIC SCHOOLS

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# A Parent Resource For Writing Instruction In NEWTOWN

## Grade 7-8



**Newtown Public Schools**  
*Inspiring Students to Excel*

2012



## Why is Writing Important?

Writing is important because it:

**...contributes to intelligence!**

The writer must analyze and synthesize information.

**...develops initiative!**

The writer must supply everything.

**...develops courage!**

The writer must give up anonymity.

**...increases personal knowledge and self-esteem!**

The writer learns and grows through the act of writing.

**...encourages reading skills!**

The writer's auditory, visual and kinesthetic systems are all at work together.

~ From Donald Graves ~

### Writing Resources:

[http://www.thewritingtutor.biz/parent\\_resources/index.php](http://www.thewritingtutor.biz/parent_resources/index.php)

<http://www.cbaswrite.com>

<http://www.ipl.org/div/teen/index.html>

<http://www.parent-institute.com/welcome.php>

<http://owl.english.purdue.edu/owl/>

[http://www.weac.org/home/parents\\_community/Parent\\_Resources/write.aspx](http://www.weac.org/home/parents_community/Parent_Resources/write.aspx)

## TIPS FOR PARENTS:

### National Council of Teachers of English

Let your teen see you write often and encourage writing such as emails, thank-you notes, scrapbook descriptions, diaries, and family notes.

Encourage your teenager to write for many different audiences such as a letter to the editor, a silly story for a younger child, or a note to a sick relative.

While it is true we learn to write by writing, we also learn to write by reading. Encourage your teenager to read a wide variety of texts.

Point out new words and phrases you come across in the newspaper, discuss song lyrics or get creative with gift cards and present tags.

The funny thing about writing is that it actually helps the writer think. Encourage your teen to use writing to think more deeply about things in his life - questions, problems, difficult assignments, hobbies, and topics he wants to learn more about.

We all have trouble getting started once in a while. If this happens to your teenager, suggest he try brainstorming, jotting lists of ideas or talking through his thoughts with you or a friend.

Good writers know how to make any topic their own. They do that in the way they organize their ideas, in the examples they choose, and in drawing from their own experiences.

Provide a writing folder or notebook for your teen and encourage him to save writing in it.

## OPEN-ENDED QUESTION STRATEGY

WHEN ANSWERING AN OPEN-ENDED QUESTION, YOUR TEEN SHOULD USE THE FOLLOWING STRATEGY:



# R

• **RESTATE** THE QUESTION

# A

• **ANSWER** THE QUESTION

# C

• **CITE** EXAMPLES FROM THE TEXT  
For example: "Not even the glee club..." (Hoffman 46).

# E

• **EXPLAIN** YOUR EXAMPLES

## EXPLANATION STARTERS

- Your own reasoning why this answer is correct
- This shows that...
- This illustrates that...
- The author should have...
- This would be a good/bad thing because...
- This problem could have been avoided if...
- This information helps me to understand that...
- This helped me to understand \_\_\_\_\_ (the character)\_\_\_\_\_ because...
- This reveals that...
- I wish the author had...
- This is important because...