

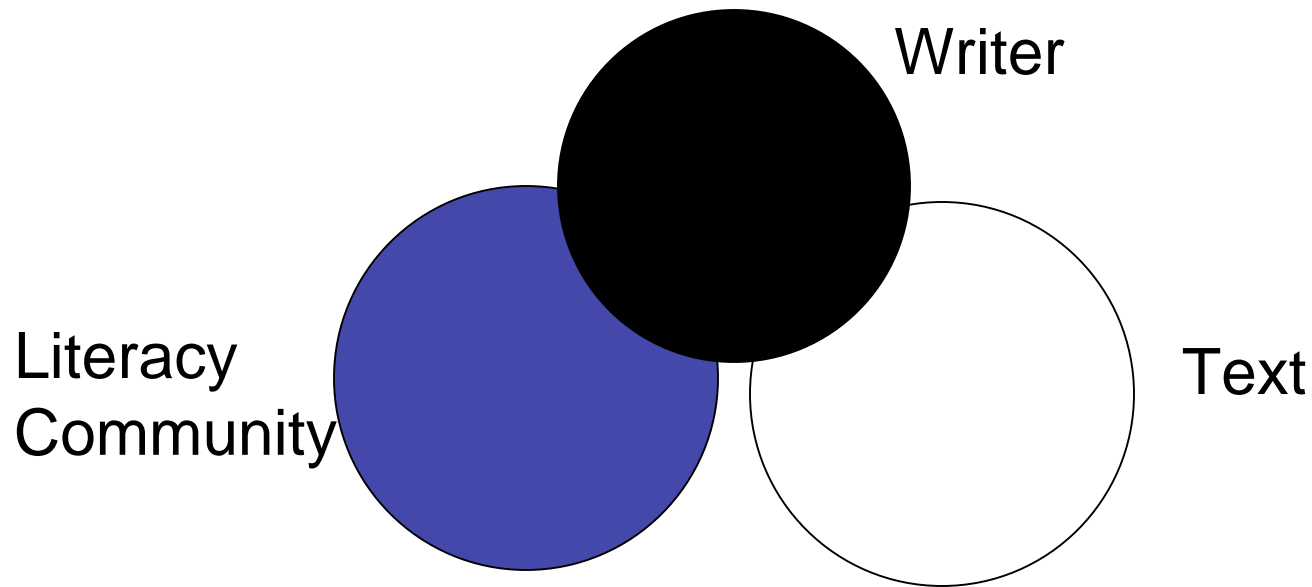
*Literacy Events in a Community  
of Young Writers*

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# The Writing Process: The Making of Meaning

## Literacy Event



# Literacy Community

- Funds of Knowledge
- Language and Culture of the Classroom
- Social Organization
- Role of Teacher
- Role of Peers
- Materials
- Form and Functions of Assignments
- Evolving Changes

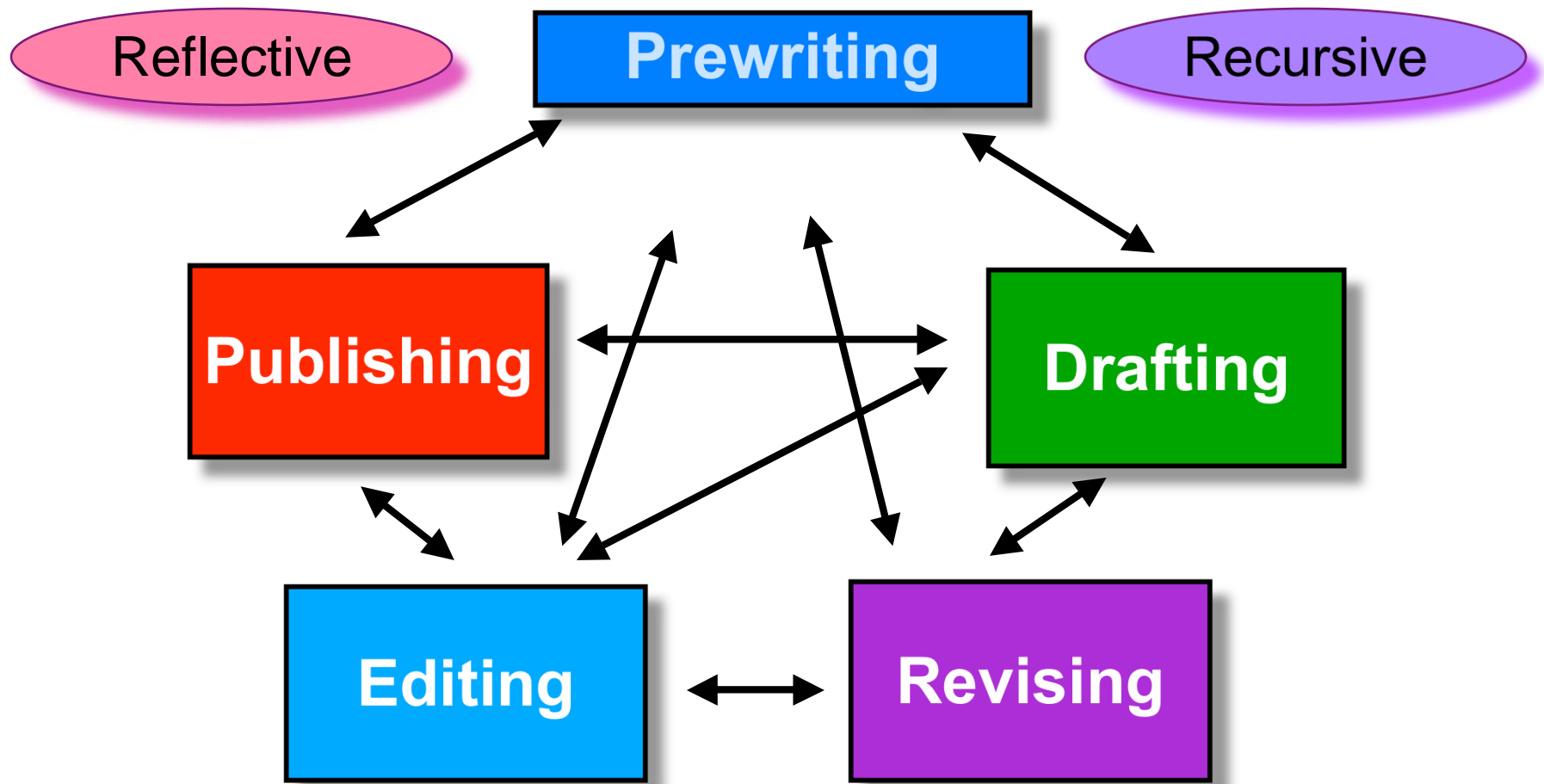
# The Writer

- Experiences
- Culture
- Knowledge about self
- Language competence
- Form and function of texts
- Evolving nature of written texts

# Written Texts

- Field - knowledge about subject
- Tenor - knowledge about “audience” or readers and how to relate to them
- Mode - “Choice of language and form of composition”
- Cohesion - Organization and order
- Evolving nature of written texts

# Stages in the Writing Process



# PREWRITING

- Helps create ideas and organize the writer's thoughts
- Focuses a writer's attention on a particular subject, purpose, audience, and form
- Motivate a person to write

# Prewriting Goals

- **Explore the possibilities** in the writing task
- Stimulate and **enlarge the writer's thoughts**
- **Move** writers from the stage of thinking about a writing task **to the act of writing**
- **Develop a plan** to help choose the topic, purpose, audience, and form or structure

# Prewriting Activities

- Brainstorm and quickwrite
- Use graphic organizers
  - Concept maps
  - Venn diagrams
  - KWL
- Interview
- Research

# DRAFTING

- As the *first version* of writing, the purpose of drafting is to put the thoughts onto paper.
- Writing's recursive nature means that drafting will be revisited again and again and again.

# Drafting Goals

- **Write with the following in mind**
  - Topic
  - Audience
  - Purpose
- **Make decisions on**
  - Organization
  - Voice
  - Development

# Drafting

Students need to

- Focus on meaning rather than on conventions
  - Feel free to experiment
  - Discuss drafts with others

# FLUENCY

**Technical Fluency**

**Speed**

**Accuracy**

**Automaticity**

**Aesthetic Fluency**

**Flow**

**Movement**

**Fluidity**

# REVISING

- Improves the composition so that the product is **more interesting and understandable to the reader**
- **Clarifies meaning** and expands ideas
- Helps writers **learn the craft of writing**

# Revising Goals

**Students need to think again about**

- ✓ **Purpose**
- ✓ **Audience**
- ✓ **Form**
- ✓ **Development of topic**
- ✓ **Word choice**
- ✓ **Evidence of voice**

# EDITING

**“Editing is making sure that the conventions of language (spelling, punctuation, and grammar) are used correctly.”**

# Editing Goals

- **Make corrections to errors in the conventions of writing, including spelling, grammar, capitalization, and punctuation**
- **Understand that conventions help the writer convey meaning**

# Publishing Goals

- **Help focus on the communication of meaning to a real audience, thus giving a purpose for writing efforts**
- **Acknowledge that writing is genuine communication**
- **Practice the highest level of revision and editing goals**

# Informal Assessment

- **Observations**
- **Conferences**
- **Writing Samples**
- **Anecdotal records**
  - **Checklists**

# Sample Analytic Rubric

	<b>Score Point 1</b>	<b>Score Point 2</b>	<b>Score Point 3</b>	<b>Score Point 4</b>
<b>Focus and Coherence</b>				
<b>Organization</b>				
<b>Development of Ideas</b>				
<b>Voice</b>				
<b>Conventions</b>				

# Sample Holistic Rubric

Focus & Coherence--Organization--Development of Ideas--Voice--Conventions

- 4** Composition, as a whole, is focused. Smooth, controlled progression of thought. Thorough and specific development of ideas. An original, authentic voice. Consistent command of the conventions.
- 3** Composition, for the most part, is focused. Generally smooth, controlled progression of thought. Some ideas thoroughly developed. An original, authentic voice for the most part. Good command of the conventions.
- 2** Composition somewhat focused. Not always smooth progression of thought. Superficial development of ideas. Some demonstration of voice. Limited command of the conventions.
- 1** Not focused. Progression of thought not logical. Little development of ideas. No sense of voice. No command of the conventions.

# Assessing Grouping Practices

Type of Group	Instructional Focus	Instructional Strategy
Whole Group	<ul style="list-style-type: none"><li>• Introduce new concepts</li><li>• Practice concepts not mastered by approximately 2/3 of the class</li><li>• Review concepts</li></ul>	<ul style="list-style-type: none"><li>• Mini-lesson</li><li>• Modeling</li></ul>
Small Group (same ability)	<ul style="list-style-type: none"><li>• Instruction targeted to specific students' needs</li></ul>	<ul style="list-style-type: none"><li>• Mini-lesson</li><li>• Modeling</li></ul>
Pairs/Partners	<ul style="list-style-type: none"><li>• Practice concepts already introduced</li></ul>	<ul style="list-style-type: none"><li>• Peer conferences</li></ul>
One-on-One	<ul style="list-style-type: none"><li>• Instruction targeted to a specific student's need</li></ul>	<ul style="list-style-type: none"><li>• Teacher/student conference</li></ul>

*THE END*