

Writing Across the Curriculum  
(Writing Process)

**Overview of The Writing Process**

Strategies

Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing of writing.

Establish a purpose and central/controlling idea or focus

- Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.
- Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.

Written draft (s) for an intended audience

Develop topic, elaborate, explore sentence variety and language use

- Reflect, add, delete, define/redefine content by self, teacher, peer
  - Consider voice, tone, style, intended audience, coherence, transitions, pacing
- Compare with rubric criteria and benchmark papers/models

Check for correctness with self, teacher, peer

- Compare with rubric criteria and benchmark papers/models
  - Use resources to support editing
- Read aloud with self, teacher, peer

Share final draft with intended audience – orally, in print, electronically, etc.