



MEET WRITER NEEDS

Revitalize the writing process

PRESENTER

RACHEL REMENSCHNEIDER
remenschneider@smekenseducation.com



SPARK YOUR NEXT STEPS

TIMED MINGLE

Describe the traditional writing process.

Prewrite

PURPOSE:

ACTIVITY:



Draft

PURPOSE:

ACTIVITY:



Revise

PURPOSE:

ACTIVITY:



Edit

PURPOSE:

ACTIVITY:



Publish

PURPOSE:

ACTIVITY:



RELEVANT RESOURCES



Arthur Writes a Story: An Arthur Adventure, M. Brown
Author: A True Story, H. Lester
The Best Story, E. Spinelli
If You Were a Writer, J. Lowery Nixon
It's All About You: Writing Your Own Journal, N. Loewen
Just the Facts: Writing Your Own Research Report, N. Loewen

Little Red Writing, J. Holub
Look at My Book, L. Leedy
Nothing Ever Happens on 90th Street, R. Schotter
Once Upon a Time: Writing Your Own Fairy Tale, N. Loewen
The Plot Chickens, M. Auch
The Pencil, A. Ahlberg
Rocket Writes a Story, T. Hills
S is for Story: A Writer's Alphabet, E. Hershenhorn
Thank You, Miss Doover, R. Pulver
What Do Authors Do? E. Christelow

Vary the range of circumstances.



WRITING STANDARD | Write routinely over a variety of time frames... **extended time frames** and **shorter time frames** for a range of discipline-specific tasks, purposes, and audiences.

- Provide **extended time** for students to start & finish a writing.
- Provide **short-time** frames for students to start & finish a writing.
- Provide situations when students **only produce** a strong **first draft**.
- Provide situations when students strengthen a piece to a **final draft**.

Redefine the writing process as flexible.

INSTRUCTION Teach students how to adjust the process to fit different writing circumstances.

Prewrite

Draft

Rev+?

Editing

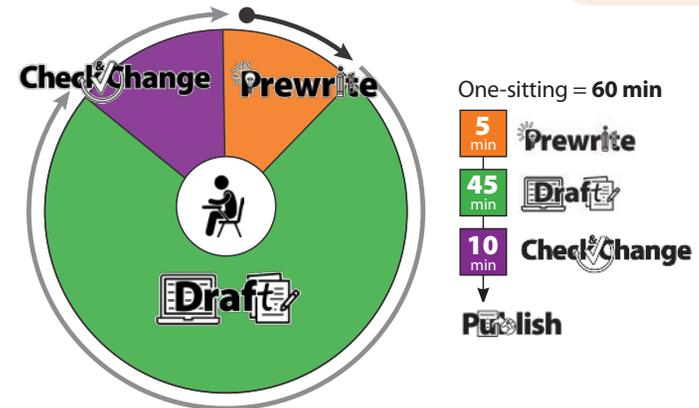
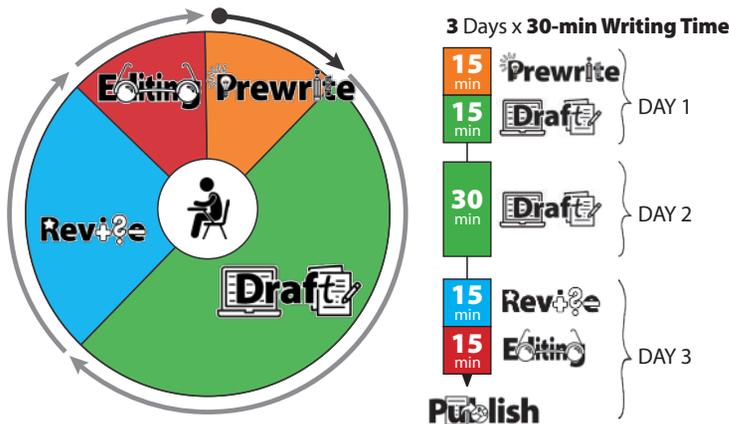
Publish

Check & Change

SECRET SITE RESOURCES

- Suggested grade-level publishing standards
- Writing process icons

PRACTICE Train students to work within varied time frames.



SECRET SITE RESOURCES



Vary the pace of the writing process.



Understand the difference between revising and editing.



Conduct focused edits.



Adjust the writing process for digital devices.

RELEVANT RESOURCE

Peer Revision Conference Cards

What's the best part?
What do you want more of?
What's fuzzy?
What do you want less of?

Adjust the pace of the process.

Provide a range of writing experiences.

WRITING CIRCUMSTANCE

APPROXIMATE MINUTES SPENT PER STEP OF THE WRITING PROCESS

K-2
EOU PRODUCT:
Persuasive writing
QUANTITY: 4 sentences
TASK: Independent
TIME FRAME: 3 days
 (90 minutes of writing time)

:30 | **PREWRITE** by making a list of details supporting each side of an argument on a *T-Chart* (e.g., indoor versus outdoor recess is best). Determine the strongest side and the 3 strongest details for that position. (Mark them.)



:30 | **DRAFT** your opinion (the strongest side) into a complete sentence— with or without a picture. Stretch the 3 strongest details into supporting-detail sentences— with or without pictures.



:15 | Reread & **REVISE** the word choice within the 3 detail sentences (e.g., insert adjectives to better “sell” your opinion).
 :15 | **EDIT** your writing by rereading it aloud into a fluency phone using the *Read-up, Write-down* strategy. Edit for capital letters & end marks.
PUBLISH (i.e., turn it in).

3-12
EOU PRODUCT:
Persuasive writing
QUANTITY: 1 paragraph
TASK: Independent
TIME FRAME: 3 days
 (90 minutes of writing time)

:15 | Use AI to **PREWRITE** a list of details supporting *both* sides of an argument (e.g., school uniforms should/should not be mandatory). Determine the stronger side.
 :15 | Continue the **PREWRITE** process (without AI). Reread the list of collected details to infer reasons.

: 30 | **DRAFT** a single persuasive paragraph to support the *BEST* reason. The topic sentence will be the reason. The collected details (with explanation) will be the supporting sentences.

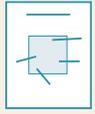


:15 | Reread the paragraph to **REVISE** the voice— specifically within the explanation/elaboration sentences (e.g., choose words to strengthen your tone).
 :15 | **EDIT** your writing by rereading it aloud to X-ray edit for sentence conventions.
PUBLISH (i.e., turn it in).

K-2
EOU PRODUCT:
Informative writing
QUANTITY: 3-5 sentences
TASK: Independent
TIME FRAME: 1 day
 (30 minutes of writing time)

:03 | As a class, **PREWRITE** a “grocery list” of details about a general topic (e.g., gym class). Teacher records on board.
 :05 | Continue the **PREWRITE** independently. Reread and group details that go together. Label them (e.g., Monster Ball). This label is the title for your writing.

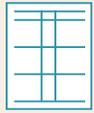
:15 | **DRAFT** a picture of this subtopic (e.g., Monster Ball), labeling the details from that original “grocery list” prewrite.



:07 | Reread slowly. **CHECK & CHANGE** missing sounds or unclear letter formation.
PUBLISH (i.e., turn it in).

3-12
EOU PRODUCT:
Narrative story:
Fiction based on fact
QUANTITY: 3-5 paragraphs
TASK: Independent
TIME FRAME: 1 day
 (30 minutes of writing time)

Return to a previously-made list of details collected while reading 2 nonfiction texts.
 :08 | **PREWRITE** a problem and solution (and character & setting) that integrate the facts learned from the texts.



:15 | **DRAFT** or compose the story directly onto a device.

:07 | **CHECK & CHANGE** while rereading the draft. Also, highlight every detail in *your* story that is a detail stated within one of the texts.
PUBLISH (i.e., turn it in).

SECRET SITE RESOURCE

END WRITING UNITS WITH A FROM-SCRATCH PRODUCT

End writing units with a from-scratch product.