What are the steps and key methods in the Writing Process?

Pre-writing:
- **Description**: Students understand audience for the writing, purpose of the writing and the type of writing. Start the writing process by creating a positive writing climate. This is an essential place to tap into students’ prior knowledge, not only about the writing topic, but also the form or genre of writing in which students will be asked to compose. Students then begin by generating ideas and maybe organizing those ideas into an outline.
- **Methods or Teaching Ideas**:
  - Student choice
  - Brainstorm/webbing
  - Debate
  - Visualize
  - Free write
  - Research
  - Outline
  - Listing

Drafting:
- **Description**: Students organize their ideas into a piece of writing for response and revision. Whole class drafts, group drafts and partner drafts help students generate well organized thoughtful drafts.

Responding:
- **Description**: Students receive feedback on their writing from peers, teachers, and from the writers themselves. The purpose is not to focus on specific grammar issues but instead on how their ideas are communicated in the piece of writing. If grammar prevents the reader from understanding then it ought to be addressed.

Revising:
- **Description**: Students should revisit the audience, purpose and type of writing. The teacher and peers can give feedback on introductions, conclusions, transitions etc. so that students are encouraged to make changes to their papers. Students can seek out commentary during this process.
- **Teaching Ideas**: Topics for Revision
  - Model papers
  - Modeling revision
  - Finding counter-arguments
  - Conclusion
  - Word Choice
  - Evidence
  - Transitions

Editing:
- **Description**: Students edit their papers for conventions and other surface-level errors. Students are taught a common set of editing marks and might participate in small groups to work on editing.

Finalizing (or Polishing) Draft:
- **Description**: Students finalize their paper for a specific audience and authentic experience. If possible, papers are published in such forms as:
  - Class publication
  - Letter to the editor
  - Posted around the school
  - Blog, wiki, film festival
  - Sharing with school staff
  - Local paper
  - Contest
Self-Evaluation/Reflection:
- **Description** - Students are asked to understand the value of the process. They should reflect on the experience, goals for future writing and what they need to learn next. They can also be asked to make suggestions for future learning activities.

**What are mini-lessons and how do they fit in the Writing Process?**
Mini-lessons are short, focused, class-wide or small group instruction on a single topic that the teacher has identified as being a concern in student writing or thinking. They can be used at any point in the writing process and across all disciplines. Perhaps while in the drafting stage, the teacher has noticed that many students are having difficulty with writing an effective thesis statement. The teacher would then lead a short activity that deals only with thesis statement. The mini-lessons should conclude with the students having an opportunity to demonstrate what they have learned by returning to their own in-process writing assignment.