

# Teaching Writing

Tying it all together!?

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Reaction?

We're all trying to do the same thing: help students learn to write well.

# The Writing Process

What is the writing process?

What are the steps in the writing process?

# What is the writing process?

A way of looking at writing instruction that shifts the emphasis from the finished product to **what writers think and do as they write**

# What are the steps in the writing process?

Prewriting •

Drafting •

Revising •

Editing •

Publishing •

# Prewriting

- Choosing a topic •
- Gathering and organizing ideas •
- Considering the audience •
- Identifying the purpose •
- Choosing a genre •

# Drafting

- Writing a rough draft
- Emphasizing content rather than mechanics

# Revising

- Rereading for refining and clarifying •
- Make changes •

*“Adding and subtracting time”*



# Editing

- Proofreading to locate errors
- Correcting mechanical errors

# Publishing

- Publishing writing in an appropriate form
- Sharing finished writing with an appropriate audience

# Points to remember!

The writing process is not a linear process – •  
but recursive; with labeling of the steps being  
useful for identifying and discussing writing  
activities.

# What about the Six Traits?

The new standards document evaluates writing based on the six traits.

# What are the six traits?

Ideas •

Organization •

Word Choice •

Voice •

Sentence Fluency •

Conventions •

+ Presentation •

# IDEAS

- 🍪 What is my message?
- 🍪 Is my message clear?
- 🍪 Did I try hard to make it interesting?
- 🍪 Do I have enough information?



# ORGANIZATION



- ✎ How does my paper begin?
- ✎ Did I tell things in order?
- ✎ Does everything link to my message?
- ✎ How does my paper end?

# VOICE

- 👉 Do I really *like* this paper?
- 👉 Does this writing sound like me?
- 👉 How do I want my readers to feel?
- 👉 My favorite part is \_\_\_\_\_.





# WORD CHOICE

🦉 Have I used some words that I really *love*?

🦉 Can my reader tell what my words mean?

🦉 Have I used any **NEW** words?

🦉 Did I try not to repeat words too many times?



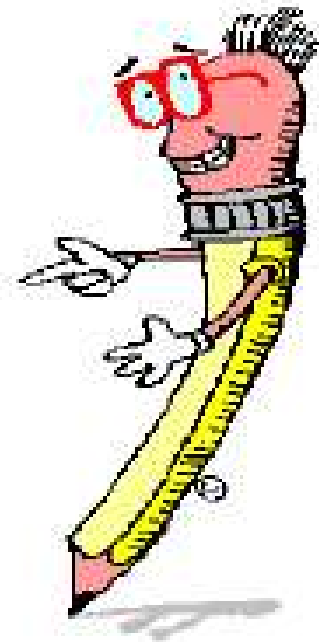
# SENTENCE FLUENCY

- 🪄 Did I use sentences?
- 🪄 Do my sentences begin in different ways?
- 🪄 Did I use some long and some short sentences?
- 🪄 Does my paper sound smooth as I listen to it?



# CONVENTIONS

- 🍌 Did I leave spaces between words?
- 🍌 Did I use a title?
- 🍌 Did I use periods or question marks?
- 🍌 Did I use capital letters in the right places?
- 🍌 Is it easy to read my spelling?
- 🍌 Could another person read my paper?



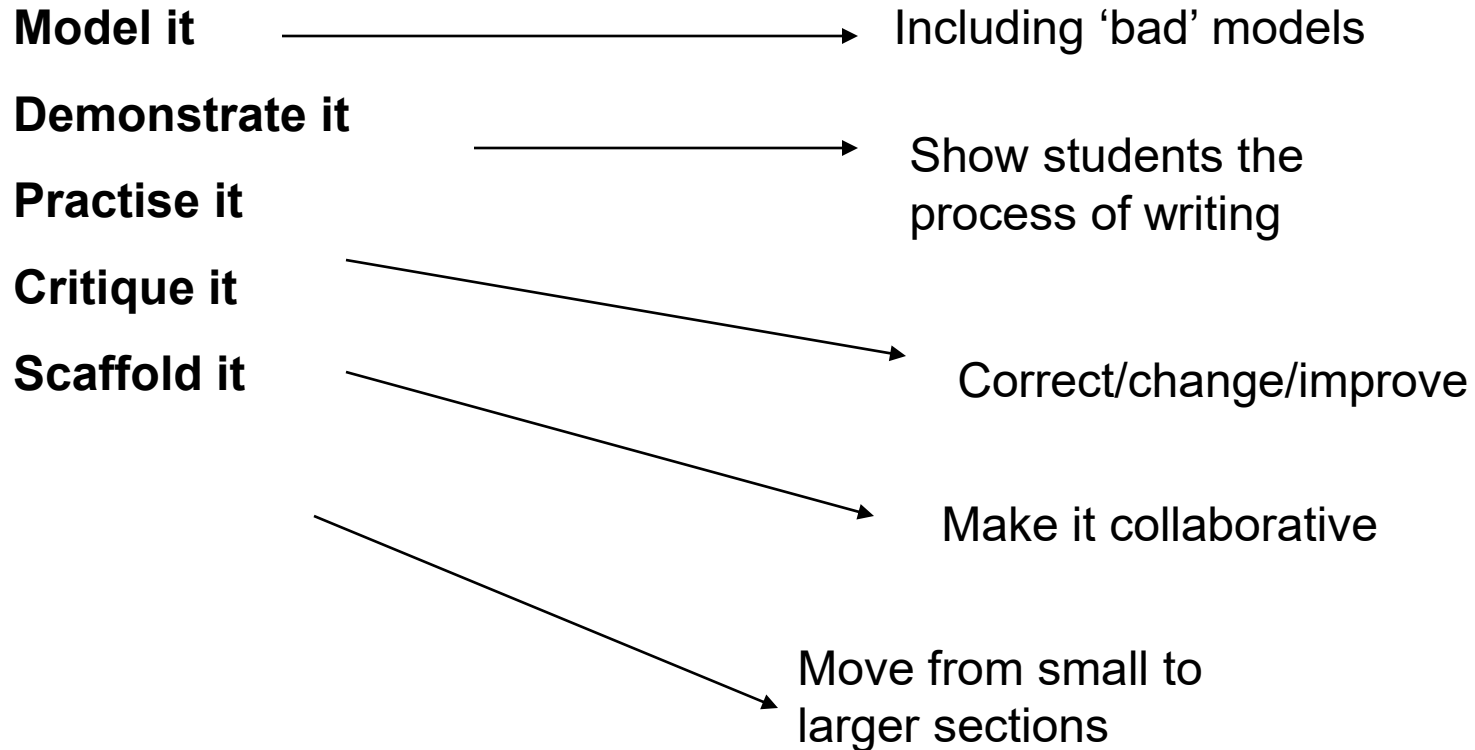
# TEACHING WRITING

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**ACTIVELY**  
**TEACHING**  
**WRITING**

# TEACHING WRITING

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## BUILDING SUSPENSE

Write the opening of a mystery story. Set it at a funeral in a wintery churchyard.

Before ....

It was a bitterly cold day.  
Everyone was in black. The cars  
were black too. There were  
people standing around in a  
group waiting for the coffin.  
Crows were flying in the sky. It  
was really eerie.

After ....

The undertaker's men were like crows, stiff and black, and the cars were black, lined up beside the path that led to the church; and we, we too were black, as we stood in our pathetic, awkward group waiting for them to lift out the coffin and shoulder it, and for the clergyman to arrange himself; and he was another black crow in his long cloak.

And then the real crows rose suddenly from the trees and from the fields, whirled up like scraps of blackened paper from a bonfire, and circled, caw-caw-ing above our heads.



# TEACHING WRITING

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## GB's Final Thoughts

- See things as a writer, not just a reader
- Explore texts actively - meddling, rewriting, editing
- Demonstrate the writing process yourself
- Relate everything to effect
- Talk about grammar where it helps, not as an end in itself
- Start with small units of writing ... then build up
- Encourage experimentation, risk-taking, creativity
- Enjoy!