## One View of the Writing Process

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| Prewriting is preparing to write. For example:  
- Brainstorming  
- Clustering  
- Lists of “I remembers”  
- Lists of special interests  
- Interviewing  
- Drawing  
- Making charts  
- Talking  

Prewriting activities help students learn to choose their own topics and to generate ideas and information to use in their writing. Prewriting also helps students find their own way into an assigned topic. | First draft, or expressive, writing is  
- Done to work out what one thinks or understands about something.  
- Tentative and exploratory and therefore is  
- Done without concern for mechanics.  
- Done for self or trusted audience.  

Much writing ends with first draft. Writing which will be graded or published, however, continues through a final draft. | The first purpose of response is to find the strengths of a piece of writing. The second is to make suggestions for improvements.  
At first response should only be positive and should only be on content (not mechanics). This is done until the students have some confidence in their writing.  
Response can be from  
- Self  
- Peer response group  
- Teacher  
- Parents  
- Friends  

Once students have some confidence in themselves as writers, begin to add suggestions for revision and improving mechanics. | Acting on the responses of students, a – evaluate and then revise, edit, or “fix up” the first draft.  
A piece of writing may have several revisions.  
Final Draft Writing  
The final draft is done  
- To demonstrate “final” thinking on a topic.  
- With careful attention to content and mechanics. | The purpose of writing is communication. Writing should be shared.  
A final draft can be appreciated or published by  
- Being read aloud to a class, parents, other teachers  
- Being made into a book (a photocopied book is fine)  
- Being displayed on a bulletin board. |