The Writing Process
a tool to help students access authentic voice

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Plan for the Presentation

1. Introduction of presenters

2. Demonstration and experience of first four steps of the Writing Process
   - choosing a topic
   - brainstorming
   - pair share
   - opening the mind even more through speaking and listening

3. Slide presentation of the complete process

4. Questions

5. Handout packet with steps of process and sample student handouts
Step One: Selecting a Topic
Step Two: Brainstorming

Students write three things they want to say about the topic
Step Three: Pair Share

Students share the topic and three things with a partner
Step Four: Listening and Speaking

students in line A
tell the three things to the student opposite them in line B
Line B student just listens
Change Partners

Students in line A move down one
The student at the end of line A comes to the beginning of line A
Repeat the process. Student B listens and Student A speaks
Listeners Become Speakers

After three turns, the roles change.
Line B now tells their three things and line A listens.
Line A continues to move down and Line B stays still.
Step Five: Free Write

Free write for 10 minutes
Don’t take the pencil off the paper
Step Six: First Peer Feedback

Partners exchange and read each other's work and say what they like and what needs more detail or clarity.
Step Seven: Revision

Step six and seven can have several repetitions
Step Eight: Peer Editing

Partner reads for mechanics
Step Nine: Final Draft

Students write final draft to pass in to teacher
Final Step: Publication

Some form of gallery walk is a very rewarding conclusion
Some examples of beginning literacy students

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**When I was 11...**

- I studied the Quran and recited
- My mother was dying.
- I went to school in Sudan.
- I was a fast runner, but I liked to play video games.

- When I was 11 I liked to read books.
- When I was 11 I was happy.

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- I studied the Quran and recited.
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- When I was 11 I liked to read books.
- When I was 11 I was happy.
“Thank you teacher. I have spoken this painful story to others, but I could never get it out of my heart. This writing helped me get it out of my heart.”

“Teacher, I realized while I was writing this story that what I did when I was eleven gave me the skills that helped me survive this period of my adulthood when I had to leave my family and my country to come to America.”

“Teacher, I have never been able to tell this story to anyone. I feel so good, the writing helped me tell the story.”