

The Writing Process





- 1.** As students move through the writing process, they will begin to revise their writing. Revision can occur during brainstorming, planning, or drafting. Sometimes students will revise after the plan is down on paper but before a draft is actually written. This should be acknowledged and encouraged as a natural part of the writing process.
- 2.** After the draft is complete, students should purposefully begin the hard job of revision.
- 3.** Use the paragraph analysis forms on pages 96–98 with students to teach them to look at specific parts of their writing for potential revision. You may revise this form to select and label columns that will help students with specific needs.
- 4.** Once students are comfortable with the paragraph analysis form and understand its purpose, allow them to use it as needed.

Copy it two-sided so that they have room to revise longer pieces. This form is designed to teach students some of the types of issues writers deal with when they are revising. It should not become a tedious task in which every sentence they write, every time, has to be placed on a grid.

Possible Headings for Paragraph Analysis Forms

- First word in each sentence (**Sentence Fluency**)
- Number of words in each sentence (**Sentence Fluency**)
- Verb(s) used in each sentence (**Word Choice**)
 - check for active verbs
 - check for consistent verb tense
- Boring, overused words used in each sentence (**Word Choice**)
- Examples of precise, accurate, natural-sounding vocabulary (**Word Choice**)
- Transition words used (**Word Choice** and **Sentence Fluency**)
- Iffy spelling words you want to check (**Conventions**)
- Big ideas and details
 - do they support the topic? (**Ideas**)
- Figurative language (**Word Choice**)
- Sensory images (**Word Choice**)

Notes

# of Sentences										