Fig. 1. The Writing Process
The following comment from Erika Lindemann in *A Rhetoric for Writing Teachers* might convince skeptics of the merits of prewriting activities:

As a rule, the more time students spend on a variety of prewriting activities, the more successful the paper will be. In working out the possibilities an assignment suggests, students discover what they honestly want to say and address some of the decisions they must make if the paper is to express a message effectively. Writing the first draft becomes easier because some writing—notes, lists, freewriting—has already taken place. Drafting also becomes more productive because students are less preoccupied with formulating ideas from scratch and freer to discover new messages as the words appear on the page....[Involving] students in several prewriting activities, not just one, for each assignment [is helpful]. Sequencing several kinds of prewriting activities encourages students to explore their subjects thoroughly, planning their response to an assignment gradually, moving tentatively but then more confidently toward a first draft. (106)

Work Cited

INSTEAD OF, "WRITE A STORY," TRY ......

ads (for magazines, newspapers, yellow pages)......

advice columns
allegories
anecdotes
announcements
anthems
appendices
apologies
assumptions
autobiographies
awards
ballads
beauty tips
bedtime stories
beginnings
billboards
biographies
blurbs
books
book jackets
book reviews
brochures
bulletins
bumber stickers

calendar quips
calorie charts
campaign speeches

cartoons
captions
cereal boxes
certificates
character sketches
church bulletins
community bulletins
couplets
comparisons

comic strips
complaints
constitutions
contracts
conundrums
conversations
critiques

cumulative stories
data sheets
definitions
descriptions
diaries
diets
directions
directories
documents
doubletalk
dramas
dream scripts
dreams
dreams

editorials
epilogues
epitaphs
encyclopedia entries
endings
essays
evaluations

exaggerations
exclamations
explanations

fables
fairy tales
fantasies

fashion articles
fashion show scripts
folklore
fortunes


game rules
graffiti

good news-bad news
greeting cards

grocery lists

gossip

headlines
horoscopes

how-to-do-it speeches

impromptu speeches
indexes
inquiries

insults

interviews

introductions (to people places books)

invitations

job applications
jokes

journals

jump rope rhymes

labels

legends

letters

lies

lists

love notes

lush words

lyrics

magazines

marquee notices

memories

metaphors

menus

monologues

movie reviews

movie scripts

mysteries

myths

news analyses

newscasts

newspapers

nonsense

notebooks

nursery rhymes

obituaries

observations

odes

opinions

palindromes

pamphlets

parodies

party tips

persuasive letters

phrases

plays

poems

post cards

posters

prayers

problems

problem solutions

proformas

profound sayings

prologues

proposals

propaganda sheets

protest signs

protest letters

product descriptions

proverbs

puppet shows

puns

puzzles

quiqs

quizzes

questionnaires

questions

quotations

rakoon notes

reactions

real estate notices

rebuttals

recipes

record covers

remedies

reports

requests

requisitions

resumes

reviews

revisions

riddles

sale notices

sales pitches

satires

schedules

secrets

self descriptions

sentences

sequences

serialized stories

sermons

signs

silly sayings

skywriting messages

slogans

soap operas

society news

songs

speeches

spoofs

spook stories

spoonerisms

sports accounts

sports analyses

superstitions

TV commercials

TV guides

TV programs

tall tales

telegrams
telephone directories
textbooks
thank you notes

theater programs

titles

tongue twisters

traffic rules

transcripts

travel folders

travel posters

tributes

trivia

used car descriptions

vignettes

vitas

want ads

wanted posters

warnings

wills

wise sayings

wishes

weather reports

weather forecasts

WORDS

yarns

yellow pages
<table>
<thead>
<tr>
<th>What is it?</th>
<th>Modeled Writing</th>
<th>Shared Writing</th>
<th>Interactive Writing</th>
<th>Guided Writing</th>
<th>Independent Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher writes in front of students, creating the text, doing the writing, and thinking aloud about writing strategies and skills.</td>
<td>Teacher and students create the text together; then the teacher does the actual writing. Students may assist by spelling words.</td>
<td>Teacher and students create the text and share the pen to do the writing. Teacher and students talk about writing conventions.</td>
<td>Teacher presents a structured lesson and supervises as students write. Teacher also teaches a writing procedure, strategy, or skill.</td>
<td>Students use the writing process to write stories, informational books, and other compositions. Teacher monitors students' progress.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who writes?</th>
<th>Teacher</th>
<th>Teacher</th>
<th>Teacher and students</th>
<th>Students</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much support?</td>
<td>The most. The teacher does both the thinking and the writing.</td>
<td>The teacher and students do the thinking together but the teacher does the writing.</td>
<td>The teacher and student share the responsibility for doing the thinking and the writing.</td>
<td>The teacher provides the structure, but the students do the thinking and the writing.</td>
<td>The least. The students do both the thinking and the writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What size groups?</th>
<th>Whole class</th>
<th>Whole class</th>
<th>Whole class</th>
<th>Small group</th>
<th>Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group</td>
<td>Small group</td>
<td>Small group</td>
<td>Buddies</td>
<td>Individuals</td>
<td>Individuals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which activities?</th>
<th>Demonstrations</th>
<th>Language experience approach</th>
<th>Predictions</th>
<th>Class collaborations</th>
<th>Writing centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-W-L charts</td>
<td>Daily news</td>
<td>Innovations</td>
<td>Letters</td>
<td>ABC books</td>
<td>Writing workshop</td>
</tr>
</tbody>
</table>

Figure 1-10 A continuum of teacher support for student writers
## Stages of Writing Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliterate: Drawing</strong></td>
<td>![Drawing Example]</td>
</tr>
<tr>
<td>- uses drawing to stand for writing</td>
<td></td>
</tr>
<tr>
<td>- believes that drawings / writing is communication of a purposeful message</td>
<td></td>
</tr>
<tr>
<td>- read their drawings as if there were writing on them</td>
<td></td>
</tr>
<tr>
<td><strong>Preliterate: Scribbling</strong></td>
<td>![Scribbling Example]</td>
</tr>
<tr>
<td>- scribbles but intends it as writing</td>
<td></td>
</tr>
<tr>
<td>- scribbling resembles writing</td>
<td></td>
</tr>
<tr>
<td>- holds and uses pencil like an adult</td>
<td></td>
</tr>
<tr>
<td><strong>Early Emergent: Letter-like forms</strong></td>
<td>![Letter-like Forms Example]</td>
</tr>
<tr>
<td>- shapes in writing actually resemble letters</td>
<td></td>
</tr>
<tr>
<td>- shapes are not actually letters</td>
<td></td>
</tr>
<tr>
<td>- look like poorly formed letters, but are unique creations</td>
<td></td>
</tr>
</tbody>
</table>
**Stages of Writing Development**

| Emergent: *Random-letters or letter strings* | C H P F D P E \( \text{&} \) 3 d P 4  
                                      | N C R M C O 2 + 0 1 |
|------------------------------------------|----------------------|
| - uses letter sequences perhaps learned from his/her name |                       |
| - may write the same letters in many ways |                       |
| - long strings of letters in random order |                       |

| Transitional: *Writing via invented spelling* | I w l b h o p e w e n s k u l \( \text{&} \) z t  
                                      | I l k t p l a w t m i f r e d z i n t e  
                                      | S u m r t a t z l t z o v f n |
|-----------------------------------------------|-----------------------------|
| - creates own spelling when conventional spelling is not known |                       |
| - one letter may represent an entire syllable |                       |
| - words may overlap |                       |
| - may not use proper spacing |                       |
| - as writing matures, more words are spelled conventionally |                       |
| - as writing matures, perhaps only one or two letters invented or omitted |                       |

| Fluency: *Conventional spelling* | Once upon a time a dog named Rags got lo  
                                      | in the woods. All of the people looked for  
                                      | After a while he found his way home agai  
                                      | His family was very happy. |
|----------------------------------|-------------------------------|
| - usually resembles adult writing |                               |