Photos of the Writing Process

~Analyzing mentor texts
~Determining a topic that matters
~Generating questions for research
~Identifying credible sources
~Research
~Drafting
~Adding text features
~Revising
~Editing
~Publishing
~Reflecting
~CELEBRATING!
Photos of the Writing Process

Students analyze mentor texts to identify how writers organize information in an effective way.
Students practice grouping facts in a logical way and creating headings to capture main ideas.
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Students compare how they sorted information with how other groups did. They discuss what text features could be added to make the writing more interesting.
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Students conference with both teachers and their peers in order to obtain feedback throughout the writing process.
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Students analyze mentor texts prior to writing in order to identify characteristics of excellent informational text.
Chloe and Anna discuss which writing sample is the strongest and why.
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Students analyze how photographs and captions can enhance informational text.
Given three sample pieces of writing on the same topic, Lola and Kaelyn analyze which one is the strongest and why.
Madison and Chloe analyze writing sample three and notice that this writer has organized information into logical paragraphs and included photographs to enhance the writing.
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Rodolfo identifies why writing sample three is the strongest
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Landon conferences with Ms. Rindone to get feedback on his questions for research.
This writing group offers feedback to one another on topic selection and questions generated for research. There was an emphasis on generating questions that were not too narrow or too broad.
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Students enjoy sharing interesting facts with one another during research.
Students analyze excerpts of text projected on a SmartBoard to identify ways writers hook the reader in an introduction.
This writing group offers feedback to one another on their introductions. Writers learned several strategies for hooking the reader such as beginning with description, a question, or an interesting fact.
Kamden was eager to obtain feedback from his writing group. Students took this process seriously and offered specific feedback to improve one another’s writing.
Students enjoy requesting feedback from a partner on specific elements to improve their writing.
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Students look at examples of how writing is strengthened through revision and editing.
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Many students found that by reading their writing out loud they were better able to identify writing in need of revision or editing.
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Students created videos using www.flipgrid.com to reflect on the writing process.
Isabel uses her reflection questions to record herself speaking about the challenges of the writing process.
Students had to do many takes to get their videos just right.