



The Writing Process

Use this Training to Go training plan with the PowerPoint to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available on the Y4Y portal. If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

TRAINING TO GO Training Plan	
The Writing Process	
Time: 75 minutes	Materials:
Preparation:	
<ul style="list-style-type: none"> • Print handouts for all participants • Select 4-5 Pre-Writing Activities for participants to try and create on chart paper; may need to create multiple copies depending on number of participants; hang on training room walls for slide 6 • Arrange the space for small group and pair work 	<ul style="list-style-type: none"> • Copies of handouts for each participant and put in following order: <ol style="list-style-type: none"> 1. Text Genre Checklist 2. Pre-Writing Activities 3. Text Structures and Signal Words 4. Revision Conference Planner 5. Peer Editing Checklists 6. Editing Tips for Students • Chart paper • Markers • Painter's tape





The Writing Process

Slide Number and Title	Timing	Notes and Talking Points
1. The Writing Process	1 min	Explain: Like conversation, writing helps us to make sense of what we are learning and to connect with others' ideas. As such, writing can be a strategy to further inquiry-based learning and good decision making among students. Promoting the writing process in our programs is key to supporting literacy and fostering 21 st century skills like creativity, critical thinking and problem solving. By implementing fun activities on a daily, weekly, monthly and semester-long basis, 21 st CCLC staff can easily incorporate writing into their programs.
2. Objectives	1 min	Explain: For students to become better readers and writers, they need to be exposed to different types of texts and understand the many purposes of writing. Students must also build confidence in their writing skills and practice writing until the process becomes automatic and fluent. As 21 st CCLC programs, we want this process to feel inspiring and fun for both students and staff, not a chore. Today's session will focus on understanding the types of writing students need to know and be able to produce, activities that will make writing more engaging and accessible to students, and easy-to-implement strategies for incorporating writing into programming.
3. Motivating Students to Write	5 min	Ask and Discuss: When is it easy to motivate kids to write? Encourage participants to look at the picture on the slide and think about what writing activities students will engage in with little adult encouragement. [If current picture does not work, replace with picture of students engaging in another popular writing activity, e.g. drawing a comic or writing notes to each other] Providing youth voice and choice, i.e. giving students space to share their ideas and some choices in what they do, is critical to engaging students in any type of learning. The same goes for writing. Having students to come up with or even research ideas for writing activities they might enjoy and allowing them to choose which one they want to do each week can make writing a much more enjoyable experience for everyone. Here are some other simple ways of motivating students to produce writing beyond what they are asked to do for school assignments and homework: <ul style="list-style-type: none">• Make writing recommendations based on students' interests and passions, e.g. promoting their program event or activity• Incorporate writing as a part of group activity, puzzle or game where in which students are able to move around and socialize





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		<ul style="list-style-type: none">• Give students opportunities to use writing to express their feelings, their thoughts, their ideas and their dreams <p>You have probably noticed that students in middle and high school are very focused on themselves. Writing activities that explore their experiences and ideas will appeal to where they are developmentally. Just be careful about asking them to share out if what they have written is of a personal nature. A good strategy for respecting students' need for privacy is to set expectations beforehand if material will be made public.</p>
4. Text Types and Purposes	8 min	<p>Explain: Becoming familiar with text types and purposes helps students become better readers and writers. Students who can identify text type and purpose are better able to interact with the texts they read, increasing their comprehension of what is written. Similarly, students who understand what the type and purpose of their writing will shape their content and structure accordingly, leading to a better product.</p> <p>Texts range in length, from short pieces of writing to books, both in print and online. Generally, texts fall in two categories: Literature and Informational. Literature is reading and writing intended to entertain through story-telling, dramas, or poetry. Informational texts, as the name implies, are intended to inform the reader, like literary non-fiction, histories, biographies, autobiographies, and scientific and technical texts.</p> <p>Rigorous college and career readiness standards in writing expect students graduating from high school to have the ability to produce clear and coherent narratives, explanatory texts and arguments that, where appropriate, cite research correctly and use evidence to support their analysis.</p> <ul style="list-style-type: none">• For narratives, this means developing real or imagined experiences with effective technique, well-chosen details, and well-structured event sequences.• In explanatory texts, students must examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.• When writing arguments, students must support claims made in analysis of substantive topics or text with valid reasoning and relevant and sufficient evidence. <p>In order to align with and support these writing standards, 21st CCLC programs must regularly expose students to various text genres that</p>





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		<p>utilize narrative, explanatory and argumentative structures. Let's do an activity that will get us thinking about what texts we have in our programs and what other texts we can use or might need.</p> <p>Distribute <i>Text Genre Checklist</i>.</p> <p>Activity: Review the genre map in <i>Text Genre Checklist</i>. Have participants pair up according to grade levels (K-5; 6-12) to check off the types of texts they have and/or use in their program and share suggested titles they can use for each text genre on the other side of the handout. Encourage participants use the document when they go back to their program to assess their program library, determine what texts their program might want to procure, and whether they are making use of all the different types of texts in their program.</p>
5. Writer's Workshop	5 min	<p>Ask: What is writer's workshop and what does it look like? Make sure to solicit a few examples of pre-writing, drafting, revising, editing and publishing/production activities.</p> <p>Writer's workshop is a way of teaching writing using a workshop method. It can be used for a variety of text genres and grade levels. One major advantage of using the writer's workshop method in afterschool and expanded learning time programs is its flexibility. Staff can use a combination of facilitated activities and independent writing activities that fit into any program schedule.</p> <p>Writer's workshop begins with pre-writing, activities which helps the writer generate concepts and ideas for his or her piece. For students, it is helpful to include reading texts of the same type and purpose as what the writer intends to produce as part of pre-writing as well as have fun activities to brainstorm, conduct research, and organize ideas or facts.</p> <p>The next step in writer's workshop is drafting. At the end of the drafting process, students should have a complete written attempt at his or her piece. 21st CCLC programs may want to take advantage of their more informal environment and make drafting a more social activity, where students work collaboratively and have opportunities to share progress.</p> <p>After a draft is completed, students begin revising and editing. Revision focuses on looking at the content and structure of the written piece and adding to or honing the work; editing is when students correct all the spelling, punctuation and grammatical errors in their work to produce a clean, final copy. Revision is an opportunity to offer some individualized attention and feedback to student writing while editing can be made more engaging through peer work and interactive mini-lessons.</p>





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		<p>The last step in writer's workshop is publishing, which we also refer to as production because of the many ways we can now integrate student writing with digital media. As well as publishing stories and written pieces of work, students can use technology to turn their writing into blogs, social media messages, videos, digital collages and more.</p> <p>Let's take a closer look at each step of the writer's workshop process and ways to implement this method in 21st CCLC programs.</p>
6. Prewriting	20 min	<p>Explain: Before pre-writing, make sure to identify the text type and purpose of the writing students are producing and a few samples of those types of texts to read. For example, if students are writing narratives based on their experiences in the program for a blog, find a few examples of blog posts that will inspire and motivate students. Based on reading the blog posts, students should be able to identify the text type and purpose. Once students understand the type and purpose of the text they will be writing, engage in activities that will spark their interest and engage their brains in the writing process. On the walls there are pre-writing activities meant to do just that. So get up, grab a marker, and try a few right now!</p> <p>Activity: Allow participants to try the pre-writing activities. After they have seen and attempted each one, have participants get in groups of three by grade range (K-2, 3-5, 6-8, 9-12).</p> <p>Distribute <i>Pre-Writing Activities</i>. Have groups discuss and record one or two inspiring sample texts they plan to read with their students and which pre-writing activity they will match to each text. Share out to the larger group at least one text and pre-writing activity match for each grade range.</p>
7. Drafting	12 min	<p>Ask: What are some of the challenges in supporting students in writing drafts?</p> <p>Explain: The thought of writing an entire text is intimidating to many students. By breaking down the drafting process into shorter activities that incorporate creativity, collaboration and socializing, drafting becomes a much more enjoyable endeavor for both students and staff.</p> <p>One strategy to support students in organizing their ideas for a draft is by using tools that help students visualize their piece, like graphic organizers. For example, if students are writing a narrative, creating a storyboard allows them to organize and describe the details of the experience or event in a logical sequence while still invoking the joy of illustrating a comic.</p>





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		<p>Some of the graphic organizers from <i>Pre-Writing Activities</i> can be used for drafting as well. For explanatory or argument texts that require students to analyze content or provide evidence, students can do an activity like “Choosing Sides,” where students write statements in response to a question about the text they are reading and discuss how evidence from the text supports their statement. Collaboration is an important 21st century skill and there are lots of ways to encourage collaboration in creating drafts. A simple way is to have students draft a short piece through a round robin, where each student adds a line to a narrative or poem, building off what students before them have written.</p> <p>As students start putting together drafts, it is helpful do to a few activities to review and discuss the different text structures students can use in writing their text and the signal words (words that show the reader what type of text they are reading) for each text structure. Let’s spend some time thinking about how we can do this.</p> <p>Distribute <i>Text Structures and Signal Words</i>.</p> <p>Form small teams (3-5 individuals). Give each group a piece of chart paper. Have participants review handout and choose one text structure to focus on.</p> <p>Ask and discuss: What are some group activities to help students become familiar with the text structure your team has chosen and practice using signal words for that text structure?</p> <p>Have groups record their ideas on their chart paper. Once each group has a few ideas written, give them tape to hang up their chart paper.</p> <p>Share out some activity ideas to the larger group.</p>
8. Revising and Editing	10 min	<p>Ask: What is the difference between revising and editing? Make a joke about wanting to see if participants were paying attention in the beginning of the session.</p> <p>Explain: Revising is different from editing. Revising is about guiding students in improving the content and structure of what they have written so that it fits the text type, purpose, and structure of what they intend to produce. Editing, on the other hand, is about fixing all the spelling, punctuation and grammatical errors so that a clean, final copy of writing can be produced. It is helpful to deal with revising separately from editing so that students can focus on how their writing conveys meaning and intent without getting sidetracked by the editing process.</p> <p>Distribute <i>Revision Conference Planner</i>.</p>





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		<p>As a part in the writing process, revising is a good time to provide individualized attention to your students. One way to do this is to schedule a revision conference with your students; set aside between 15-30 minutes per student. The <i>Revision Conference Planner</i> can help in looking over student drafts and planning your session. You can see the revision process leads students in thinking about what changes or additions they need to make via questions. Don't forget to include positive comments as well as constructive feedback – recommend 2:1 ratio (positive: constructive).</p> <p>Distribute <i>Peer Editing Checklists</i> and <i>Editing Tips for Students</i>.</p> <p>Explain: Editing can sometimes make students feel discouraged because of its focus on correcting errors. Here are some strategies to keep editing feeling light and positive:</p> <ul style="list-style-type: none"> • Take it away from the personal by posting a writing tip (or tips) of the week to highlight common editing mistakes students make and remind students of the tip when they are editing (review examples on Editing Tips for Students handout) • Use social media to make grammar review more fun; ask students to respond on Facebook or Twitter with examples of run-on sentences, compound sentences, using past tense, etc. • Have students practice peer editing using the Peer Editing Checklists <p>Ask and Discuss: What are some other ideas for keeping the revising and editing process positive for students?</p>
9. Publishing and/or Production	5 min	<p>Ask: What are some ways to use digital media or technology to publish or produce student writing?</p> <p>Explain: The publication process has changed dramatically with the use of technology and digital media. Students are not limited to printing their writing, but also producing works that include pictures, videos, interactive links, and more. The publishing/production step of the writing process is a great opportunity to explore ways to incorporate technology into your program while supporting writing and digital literacy. Some students may be better versed in using technology than program staff. Make time in your program for these students to exercise their expertise by helping others in utilizing digital media to produce a final product that stands out and looks professional. Even with limited technology, you can make a piece of writing shine using</p>





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		<p>different colors, fonts, and templates and adding graphics, pictures and videos.</p> <p>Don't forget that the point of publishing/production is about sharing what students have created! One great way to showcase student work is to hold a family literacy event where students can display their work and reflect on what they learned or gained through the writing process. The <i>Family Literacy Event Planning Checklist</i> can help you plan this type of event.</p> <p>Distribute <i>Family Literacy Event Planning Checklist</i></p>
10. Writing in Your Program	8 min	<p>Explain: Now that we have reviewed the writer's workshop method of helping students become better writers, let's talk about ways to incorporate writing into your program.</p> <p>Writing can be incorporated into a 21st CCLC program using daily, weekly, monthly or semester-long strategies. Maybe near the end of each day, students write a few lines about something they learned or gained that day and then share it with the family member who comes to pick them up. Or perhaps you have an ongoing writing activity, like interactive journal in the handout, that students work on in groups on a weekly basis. Staff can utilize writer's workshop to lead students through a monthly writing project, where the first week is dedicated to pre-writing, the next to drafting, the third to revising, and the last to editing and production. These monthly projects could be produced along some sort of theme, e.g. writing for performance, for an end-of-semester or program showcase.</p> <p>Activity: In pairs or groups of three, have participants identify one to two ways they will incorporate writing more deliberately into programming and write one "I will" statement for themselves. End with some participants sharing out their "I will" statements.</p>

