



WRITE Writing Process

This document summarizes methods and resources introduced in each phase of the writing process module series. For more detailed information about the resources and methods summarized, visit the modules in the series.

Use this document to develop a lesson plan for teaching argumentative writing. All resources listed are available for download throughout the modules in the series and from [the WRITE website](https://write.atlas4learning.org).

Prewriting		
During this phase, students think about and explore the topic, brainstorm ideas, and determine a writing goal.		
Lesson Title	Resources	Example Methods
Develop a Position	• KWL Chart graphic organizer • WRITE Argumentation Framework	Talking Chips: facilitate group discussion to help students generate ideas Formative Assessment: guide student progress with information gained through questioning techniques
Research and Evidence	• Gathering Evidence graphic organizer	I do: demonstrate conducting a search with a trusted site We do: provide resources that students can use You do: students conduct research independently Formative Assessment: guide student progress with information gained through questioning techniques
Additional Resources Available: KWS Chart graphic organizer Pro-Con Chart graphic organizer		



Drafting

During this phase, the ideas from prewriting begin to take shape to fulfill the assignment.

Lesson Title	Resources	Example Methods
Developing Counterclaims	- Developing Counterclaims graphic organizer - WRITE Argumentative Framework	Round Robin Collaboration and Discussion Method: facilitate group discussion to help students generate ideas I do: talk through the “yeah, but” scenario We do: ask for volunteers to talk through the “yeah, but” scenario and ask for You do: students work independently or with others to develop counterclaims Formative Assessment: guide student progress with information gained through questioning techniques
Forming Reasons	- Developing Reasons graphic organizer - WRITE Argumentation Framework	Formative Assessment: guide student progress with information gained through questioning techniques
Putting it All Together	- WRITE Assessment Rubric - WRITE Argumentation Paragraph Structure graphic organizer	I do: choose a sentence starter and write a sentence for the students We do: students work together to use a sentence starter to create sentences for their paragraph You do: students work independently to write a paragraph Formative Assessment: guide student progress with information gained through questioning techniques
Additional Resources Available: Connect Counterclaims and Evidence graphic organizer Essay Map graphic organizer WRITE Acknowledge a Counterclaim graphic organizer		



Revising

During this phase, the draft is critically examined to ensure that ideas are clear, detailed, and connected, resulting in an audience-focused draft.

Lesson Title	Resources	Example Methods
Peer Review	WRITE Peer Feedback graphic organizer	Rotating Circles/Lines Collaboration and Discussion Method:
Rubric Review	WRITE Assessment Rubric	Formative Assessment: guide student progress with information gained through questioning techniques
Additional Resources Available: WRITE Peer Feedback graphic organizer		



Editing and Publishing		
Students put the final touches on their writing.		
Lesson Title	Resources	Example Methods
Editing	WRITE Peer Editing Review graphic organizer	I do: display a sentence with common errors and talk through corrections. We do: provide a sentence with errors and have students work together or share their edits You do: Students apply editing skills with peer-edit activities Rotating Circles/Lines: facilitate peer edit activities that are designed for one-on-one interactions <i>*Jigsaw grouping: this is an alternative method to facilitate peer editing activities</i> Formative Assessment: guide student progress with information gained through questioning techniques
Publishing	WRITE Assessment Rubric	I do: Display an example of a writing product that is difficult to read due to appearance. We do: Ask students to explain why it is hard to read and how to fix it. You do: Students apply the same analysis to their paragraph.
Additional Resources Available: WRITE Self-edit Checklist WRITE Peer-edit Checklist		