**The Benefits of Process Writing**

1) Gives students the opportunity to write from their own experiences and knowledge
2) Helps develop positive relationships between student/teacher and student/student
3) Provides assistance with writing and editing because students get input from students/teacher
4) Provides immediate feedback in many of the stages of the “Writing Process,” and students know that they are heading in the right direction for a given writing task
5) Allows students to think about the message first then work on correcting mistakes in their writing
6) The editing process helps students develop an awareness of corrections
7) Gives students the opportunity to feel, see, and experience success with writing
8) Teaches students the basic skills, structures, and language of writing that can be built upon as they continue through the education process and beyond
9) Transfers to all content areas, improves clarity and focus in writing, and produces writing on the topic assigned
10) Is effective regardless of ability, language, or educational level
The Writing Process

1. **Pre-Writing**: Jot down ideas on a topic, organize them for writing, pick best points and strongest support for those points
   a. Identify audience and purpose for writing
2. **First Draft**: Organize ideas into either the paragraph or essay format
3. **Sharing/Peer-Editing**: Students exchange papers to Peer-Edit, PQP, mark up and make suggestions to help improve the writing
4. **Second Draft**: Improve the first draft making corrections in structure and developing the details/support for clarity and concreteness
5. **Sharing/Revising**: Exchange papers again doing another Peer-Edit and PQP focusing on content, structure, grammar, spelling, punctuation, capitalization, sentence structure and variation; helping prepare for the final draft
6. **Editing**: Students do a self-edit, fixing all the potential problems with content, focus, clarity, purpose, audience, grammar and mechanics
7. **Final Draft**: Type up a much improved copy that will be turned in as an error free final product, evaluation, and feedback
8. **Publication**: Looking at a final copy to be reprinted as a representation of best work that is accessible to everyone
Parts of the Paragraph

1) **Topic Sentence**: Has part of the topic/question and says something about the topic

2) **First Point**: One point about the topic/question to explain or prove

3) **Examples**: Concrete details that explain, show, or prove the first point

4) **Second Point**: Another point about the topic/question to explain or prove

5) **Examples**: Concrete details that explain, show, or prove the second point

6) **Third Point**: One more point about the topic/question to explain or prove

7) **Examples**: Concrete details that explain, show, or prove the third point

8) **Concluding Sentence**: Summarizes your three points in new words and includes the topic/question

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**Transitions**

For Point Sentences: (One, Two, Three,) (First, Second, Third,) (To begin with, Next, Finally,)  
Concluding Sentence: Therefore, In short, Consequently, All in all, In summary, To sum up, Thus,
Parts of the Essay

**Intro** (One paragraph)

**Hook**: Grabs the reader’s attention

**General Discussion of Topic**: Briefly discusses the main topic or shows differing opinions on the topic

**Thesis**: Clearly defined sentence that states the topic/question and identifies the three main points to develop on the topic

**Body** (Three paragraphs)

**Topic Sentence**: begins with a transition and restates the one of the thesis point in new words

**First Point**: Makes a statement about the point in the topic sentence

**Examples**: Give concrete details that explain/prove/show/support the first point sentence

**Second Point**: Makes a second statement about the point in the topic sentence

**Examples**: Give concrete details that explain/prove/show/support the second point sentence

(Could be a third point that follows what the first two do)

**Concluding Sentence**: Has a transition, summarizes the points made in the paragraph, and includes a reference to the main topic of the paper

**Conclusion** (One paragraph)

**Restate Thesis**: Begins with a transition, restates the three main points from the thesis statement in NEW words, and restates the main topic

**Summary**: Drives home the overall point the paper is trying to make

**Clincher**: Leaves the reader with something to think about, calls the reader to action, or makes the reader investigate further