

Process-Oriented Writing Activity

A. Brainstorming/Prewriting:

- The students will be asked to draw a picture of their favorite season. They can draw a scene or many different things, as long as they correspond to their favorite season.
- Next, based on their favorite seasons the students will form groups. All of the students who like spring will work together, all of the students who like fall will work together, and so on.
- Once the groups are formed, the students will compare their drawings of the season. From their drawings they will compile a list of as many words or phrases as possible that describe that season. They can include holidays, birthdays, weather, etc. Each group will have one large list.
- Each member of the group must have a copy of their list.
- Each student will have a list of words and phrases describing that season. They will be asked to identify the different lexical categories. They can circle the nouns, underline the verbs, put a box around adjectives, and so on.

B. Identifying the Purpose:

- This writing assignment is going to be a poem. They will primarily be describing their season of choice.
- In a hat, there is going to be 4 audience types. The teacher will go around to each group and they will pick an audience type from the hat. The choices will be: a friend in France, a teacher, your parents, and a group of students.
- Based on their audience they will have to develop a poem that suits that group of people. For example, using the correct subject, correct forms of verbs, being respectful if it is a person of higher authority, etc.

C. Prewriting:

- Still working in their groups, they will begin to formulate a poem together. They groups will be given an envelope filled with the words the compiled on their list and some additional subjects and verbs that match their audience type. Each word is on a separate strip of paper.
- The teacher will provide a couple of formats for poems that the groups can follow. As a group they will arrange their words into a poem. They do not have to use all of the words and they can change it around until the group has a poem that they are satisfied with.
- Each group will share their poem with the class.

D. Composing

- Now, the students will work individually. They will write a poem of their own. They do not have to follow a fixed format; they can create their own style if they want to.

- The lists and pictures that they made will serve as a starting point for their poems.

E. Rewriting/ Editing:

- Once, they have composed their poem, they will be asked to answer three questions. If they answer no to any of the questions, they need to go back and rework it.
 - Is your poem original? Meaning very different from the one your group created.
 - Do you think you creatively described your favorite season?
 - Did you use a lot of descriptive words? Did you paint a vivid picture of that season with your poem?
- Now, each student will choose a partner who wrote about a different season. They will read each other's poems. The peer editor will answer the same questions above for the poem they read. If they answer no to any of the questions, they can provide some feedback or ideas to the author of the poem.
- If necessary, the students will rewrite all or portions of their poem. Then they can hand it in.

F. Grading:

- This assignment will be graded analytically. I will give the students a slip of paper with 5 categories on it (creativity, form, subject-verb agreement, use of adjectives, and appropriateness to audience). Each student will choose two of those categories and attach the slip of paper to their poem when they hand it in. I will grade their poem based on the categories they choose.
- This allows the students to have a choice in how their work is graded. This gives them the opportunity to be assessed on the criteria that they feel they did the best on.