

Modifications in the Writing Process for Struggling/Reluctant Writers

Prewrite:

- ∞ Allow extra time for prewriting.
- ∞ Allow group prewriting.
- ∞ Allow students to represent ideas with pictures, drawings, or dictation to collect ideas.

Draft:

- ∞ Write words to represent events.
- ∞ Scaffold learning by writing complete sentences to help students verbalize ideas.

Revise:

- ∞ Use checklists or rubrics that include visual support to help students revise writing
- ∞ Encourage students to write the checklists or rubrics in their own words so it can be used as an independent tool.

Edit:

- ∞ Encourage students to use classroom aids to check writing (i.e. spell-check on computer, dictionaries, thesauruses, or word study journals).
- ∞ Tell students to use peers and teachers to support the revision process.

Publish:

- ∞ Support students to create products that reflect their own level of language proficiency. This helps to create a true baseline that reflects their writing ability.
- ∞ Remind students to write legibly or to use word processing software to publish their writing.