



# Writing Is a Process

*What does this mean for teaching?*

1

Teachers should attend to the process that students might follow to produce texts—and not only specify criteria for evaluating finished products, in form or content.

2

Students should become comfortable with prewriting techniques, multiple strategies for developing and organizing a message, a variety of strategies for revising and editing, and strategies for preparing products for public audiences and for deadlines.

3

In explaining assignments, teachers should provide guidance and options for ways of going about the writing process. Sometimes, evaluating the processes students follow—the decisions they make, the attempts along the way—can be as important as evaluating the final product.

4

At least some of the time, the teacher should guide the students through the process, assisting them as they go. Writing instruction must provide opportunities for students to identify the processes that work best for themselves as they move from one writing situation to another.

5

Writing instruction must also take into account that a good deal of workplace writing and other writing takes place in collaborative situations. Writers must learn to work effectively with one another.