

Inspiration®

The Writing Process Made Easier

Subject Areas: English/Language Arts, Science and Social Studies

Grade Level: 6 – 12 (ages 11-18)

Time: At least three 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will use Inspiration® to develop a better understanding of the writing process and work with a diagram which will help them to complete a writing assignment.

Common Core State Standards¹:

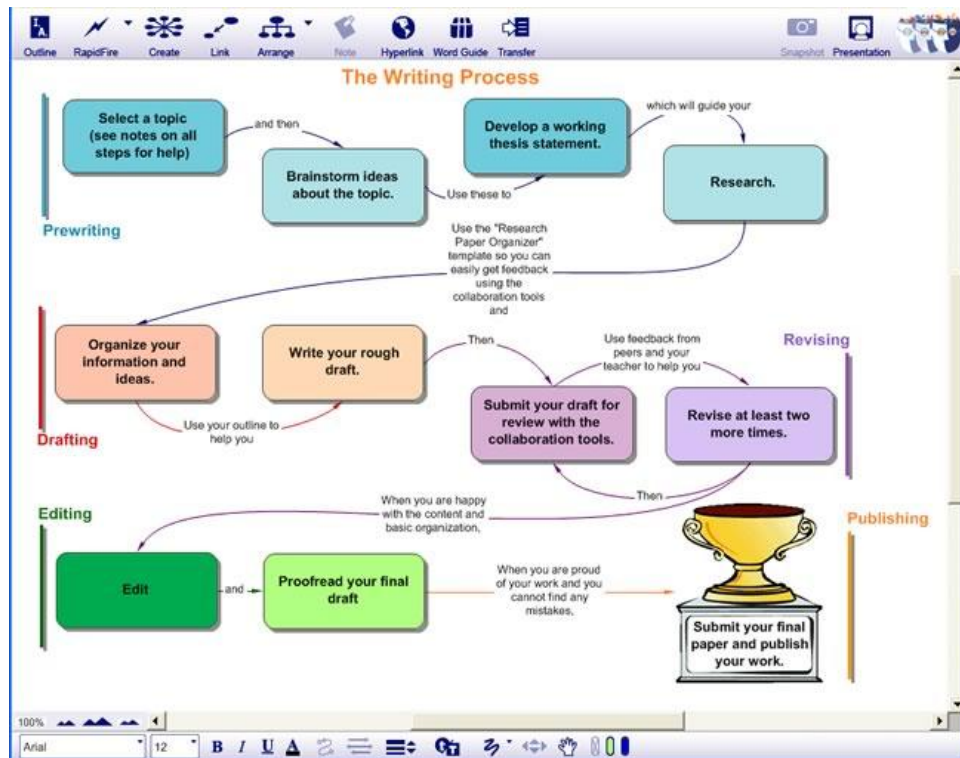
Writing Standards for Grades 6-12 in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

Students need to understand that writing is a process which becomes much easier when it is broken down into steps. Use the *Writing Process* template in this folder to help your students to visualize these steps and aid them in the process of completing a writing assignment.



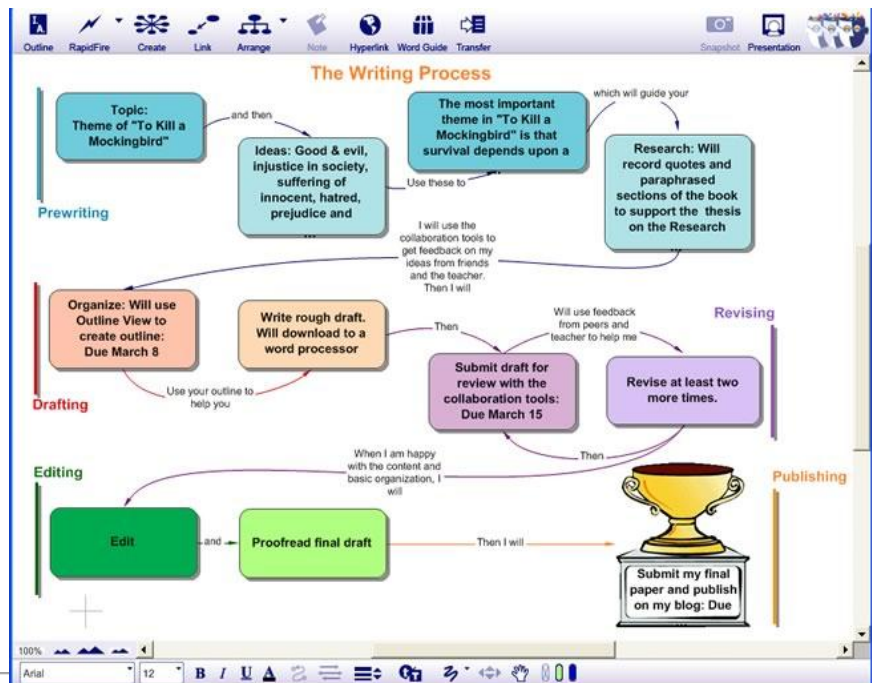
Preparation:

- This lesson requires the Inspiration software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <http://www.inspiration.com/Inspiration>.
- Access to library resources and/or the Internet would also be helpful for student research.

Lesson:


1. Explain that writing is a process involving many steps and that following these will enable students to produce any piece of writing. Demonstrate for students how to open the *Writing Process* template as shown on the previous page and discuss the steps in detail: prewriting, drafting, revising, editing and publishing. Seeing the diagram will help the students to understand and remember the steps.
2. Point out that the process moves from the upper-left corner of the diagram down to the lower-right, but that it sometimes also involves circling back; for example, during the revision process or if the student realizes that there is not enough information available about their topic. In that case, the student may have to go back to the beginning of the process and choose a new topic, which is one reason why it is important to take the time to select a good topic in the early stages.
3. Explain that Inspiration offers many other tools and templates which can help with the writing process. For example, if the students were expected to write an essay about a work of fiction, they could first complete the *Fiction Reading Notes* template. If that is the case, open the template (**Inspiration Starter>Templates>Language Arts>Fiction Reading Notes**) and explain the areas of it to the students so they see how the template could help them analyze the work.
4. Students may use a variety of other templates to help them with a specific writing assignment, for example, the *Research Paper* template (**Inspiration Starter>Templates>Language Arts>Research Paper**).

5. Open the *Writing Process Example* in this folder so students have an idea of what is expected of them in this lesson. They will modify the diagram so that it reflects the steps they will take for whatever specific writing assignment they will do for your class. For example, they could start by recording due dates on the diagram.



6. Prewriting: Have students choose a topic

to begin writing about and record it in the space provided. Then they can brainstorm ideas about it in a blank area to the side of the diagram using the **RapidFire®** tool.

7. When they have identified a topic they like, they should continue the prewriting process by developing a working thesis statement. Explain to them that a thesis statement is normally one sentence that states what one will attempt to argue in the paper. Explain that it is called a “working” thesis statement because it may change as students conduct their research.
8. Drafting: Students can complete the diagrams and go to **Outline View** to finish organizing their ideas about the writing assignment.
9. It is very important to check student progress as they undertake the multi-step process of writing. Explain that throughout the prewriting and writing process, students should obtain feedback from you and their peers. Documents can be shared via email or a school server or printed out and turned in.
10. After students have started their drafts and organized their work in outline form, they can transfer their projects to a word processor using the **Transfer** tool. This will allow them to complete the remaining steps in the essay writing process (revising, editing and publishing). 
11. Revising: Students may share rough drafts with you and their peers, with changes made after each review. Students can review their notes and research in Inspiration and obtain feedback from the teacher and their peers, as necessary. If any details do not support the thesis statement, they should revise the thesis statement or remove the details if they are outside the scope of the thesis.
12. Editing: After students are satisfied with the content and basic organization of their writing, they can carefully improve its readability. For example, students should enhance the flow of the work with improved transitions. Students can strengthen their arguments with persuasive topic and clincher sentences at the beginning and end of their paragraphs that all support the thesis statement. Spelling and grammar should be checked and corrected.
13. Publishing: Students may have their edited work reviewed by you, their peers, and others including parents or community members. Students can make final edits before submitting the work for a grade and/or publishing it. For example, students could submit the work to the local newspaper, include it in a book of student work that is shared with the community, post it on a reading wall in the school, or publish it to a blog. Student motivation and fulfillment will improve dramatically if their writing is shared with the world outside the classroom.

Adaptations / Extensions:

- Have students modify a portion of the diagram, rather than the whole thing. For example, focus on the prewriting stages.
- This lesson can be used in any content area that requires writing assignments.

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