

## Stage 6: Final Draft/Publishing

Students who learn to write to a distinct audience develop a sense of themselves as real writers. When they have an opportunity to "publish" their writing, their level of ownership increases. "Publication" can be as simple as reading a piece aloud to a partner or more formal such as having one's work printed in a magazine. Some possibilities include:

- Create a class publication (comb-bind/staple together or use brads or yarn).
- Post the writing in a public place at school (library, display boards, etc.).
- Share the writing with a younger audience. (Try presenting to a class at an elementary or middle school.)
- Share the writing with an older audience. (Try presenting to senior citizens in a convalescent hospital or retirement facility.)
- Contribute to a schoolwide publication, such as the campus newspaper or literary magazine.
- Submit to a local newspaper. (Letters to the editor are especially appropriate.)
- Send reviews/evaluations of a movie, restaurant, etc. directly to the establishment.
- Submit work to local, state, or national contests. (Local organizations sponsor a variety of essay, short story, and poetry contests.)
- Contribute to a publication dedicated to student writing. (Merlyn's Pen is a popular magazine and can be reached at 800-247-2027 or [www.merlynspen.com](http://www.merlynspen.com). Chicken Soup for the Teenage Soul also accepts student writing. Consult the student version of Writer's Market for other ideas.)
- Submit the writing to an online publisher, such as English Online: [http //english.unitecology.ac.nz/](http://english.unitecology.ac.nz/)



## Stage 7: Self-Evaluation/Reflection

Teaching writing as a process includes a commitment to helping students recognize the value of the process to their own scholastic-and personal-development. Crafted prompts that ask students to evaluate in writing how they performed during different phases of the process, as well as informal discussions or conferences aimed at the same evaluation, give students an opportunity to reflect on the experience of each writing assignment and demonstrate their full involvement in their own writing. Having students respond to specific questions (no more than five) will help them articulate their writing experience and make goals for future writing. These reflections reveal what students think they need to learn next, and they become a great resource for helping the teacher figure out which focus lessons to use or which writing tasks to assign next. (See Student Handout 2.11 for prompts.) Suggested reflection activities include:

### **Response to Target Questions**

On the day papers are due, select 3-5 specific questions for students to answer, and provide time in class for them to respond to each question. Circulate in the room, offering advice on how they can take their thinking deeper in their responses. The key is to move students away from "stock" or superficial answers. The value of the reflection and self-evaluation stage is that it helps students realize something new about how they learn, write, and think.

### **Portfolio Reflection**

If students are keeping an AVID portfolio, have them write a reflection on the paper they just wrote. The reflection should explain their writing process, what they learned, how the writing shows progress toward a specific goal, and/or what skills the paper reveals.

