

A strong implication for me and my practice is that the richness of the writing process is much more loaded with teachable opportunity than the students simply drafting alone and publishing a story to turn in. For one of our writing projects it took almost a trimester and a half to bring them to publishing however so much learning took place in the process. (We completed other timed and more structured writing during this time as well.) I would say the amount of learning that took place as we thought about the texts, wrote, and re-wrote these stories students learned far more than they did on the pieces they wrote, edited, turned in, and got scored. However to an onlooker, administrator, evaluator that was not able to benefit from the experience of seeing the learning happening it may appear that we hadn't done enough writing.