

Chapter 1 : Expressive Writing

Teaching Expressive Writing to Students with Learning Disabilities. By: Gersten Russell, Scott Baker, and Lana Edwards. A recent meta-analysis (Gersten & Baker,) highlights research-based instructional approaches for teaching written expression to students with learning disabilities, including ways to teach students how to analyze material learned in the classroom and how to write.

If the answer is yes, then you know to become National Board certified you must be able to master expressive and reflective writing. Each required entry for National Boards requires both types of writing. Expressive writing is personal and shows our thoughts, ideas, and feelings about an experience. Reflective writing goes beyond just sharing an experience or something the writer has learned. Reflective writing requires the author to look back at the past and apply what he or she has learned to the future. A well-known example of these types of writing is journal writing. One vehicle for teaching beginning reflective writing at any grade level is the portfolio. First students pick a piece of work from the week, quarter, or semester they would like to keep in a yearlong portfolio. Then the easiest way to begin reflection is to give the students a form to fill out. The form could have questions such as: Why did you choose this piece of work for your portfolio? What did you do well? What needs to be improved upon? What realistic goal might you set for yourself for the future? I chose this math paper because it shows where I wrote about my thinking. I remember thinking really hard about how to find the least common denominator. Next time I need to write even more of my thinking. I need to write down each thought I have in order and not leave anything out even if I get tired of writing. Then I might be able to understand even harder problems if I understand my thinking on these problems. Kindergarten reflection dictated to teacher: It shows I can make patterns. I made 5 patterns. What can you improve next time? I can make lots more different patterns. Learn to make patterns with numbers like my sister. As these examples show the sophistication level expected depends on the age of the students and the experience they have had with reflective and expressive writing. Lower grades students could dictate their thoughts or draw pictures to answer the questions. Another way to bring in authentic expressive and reflective writing is through group work. Again you would give your students a set of questions to answer after completing some group work. What did you learn? What did you contribute? What could you do differently next time to make your learning even better? What do you want to learn now? Here is a sample from a 7th grader who was required to write his answers in paragraph form. Today we had to get together in a group to discuss reasons some countries are not as economically and technologically advanced as others. I learned that location makes a difference in how much money a country can make and how much technology they can buy. Also, the kind of government a country has makes a difference. Next time I need to read what my teacher tells me to before I have a group meeting. I want to learn why the location makes a difference in how much money a country has. Also, I want to see if this is true. I want to learn about governments too. Some countries have bad governments, but they are rich. The other way the group work above could lend itself to an expressive and reflective writing activity would be to have the students tell about the ideas shared in the group and reflect more on the validity of these major ideas. Another way to begin with reflective writing is to give students fill in the blank sentences: A few examples of real world reflection include: As your students begin to grow into deeper reflection, you will introduce higher level assignments. However, no matter the level of the writing task the only way your students will be successful is for you to model your thinking first!

Chapter 2 : Expressive Writing: Teaching Via Scripts “ JCMcNamara

Writing is first and foremost a means of expression and communication. During the early childhood year, written expression can be anything from scribbles and drawings to letters and words. Here are some ways you can support children's efforts at written expression.

This analysis asked, "Given a group of studies designed explicitly for the purpose of improving the writing of students with learning disabilities, which interventions and components were found to be most effective, and what is the strength of their effects? Virtually all of the interventions studied were multifaceted. Three components stood out as ones that reliably and consistently led to improved outcomes in teaching expressive writing to students with learning disabilities: Adhering to a basic framework of planning, writing, and revision Explicitly teaching critical steps in the writing process Providing feedback guided by the information explicitly taught Adhering To A Basic Framework of Planning, Writing, and Revision Teaching students to write requires showing them how to develop and organize what they want to say and guiding them in the process of getting it down on paper. Most of the interventions used a basic framework based on planning, writing, and revising. These steps are part of a recursive, rather than linear, process, i. In these studies, each step was taught explicitly, with several examples and often supported by a "think sheet," a prompt card, or a mnemonic. Well-developed plans for writing result in better first drafts. Teachers or peers who write well can verbalize the process they go through to help students develop their own "plans of action. It specifies a topic and asks the questions, "Who am I writing for? Another technique is to use semantic mapping to help students plan their writing. Creating a first draft. Using a plan of action helps students create first drafts. The plan serves as a concrete map for engaging in the writing process and provides students with suggestions for what to do when they feel "stuck. A well-developed plan of action also gives the student and teacher a common language to use in discussing the writing. The dialogue between teacher and student represents a major advance in writing instruction over traditional methods that required students to work in relative isolation. Revising and editing skills are critical to the writing process. Developing methods to help students refine and edit their work has been difficult, but a few researchers have begun to develop specific strategies that appear promising. For example, Wong, Butler, Ficzero, and Kuperis , in teaching students to write opinion essays, used peer editing as an instructional strategy for the students. Pairs of students alternated their roles as student-writer and student-critic. The student-critic identified ambiguities in the essay and asked the writer for clarification. With help from the teacher, the students made revisions. The teacher also provided the student-writer with feedback on clarity and on the cogency of the supportive arguments. Through this process, the student-writer had to explain his or her communicative intent to the peer and revise the essay to faithfully reflect it. In this way the trainees developed a sense of audience for their writing. Explicitly Teaching Critical Steps in the Writing Process Explicitly teaching text structures provides a guide for the writing task, whether it is a persuasive essay, a personal narrative, or an essay comparing and contrasting two phenomena. Different types of writing are based on different structures. For example, a persuasive essay contains a thesis and supporting arguments, while narrative writing may contain character development and a story climax. Instruction in text structures typically includes numerous explicit models and prompts. Again, a plan of action is helpful. The plan makes text structures more visible to students and helps to demystify the writing process. Providing Feedback Guided by the Information Explicitly Taught A third component common to these successful interventions was frequent feedback to students on the overall quality of writing, missing elements, and strengths. When feedback is combined with instruction in the writing process, the dialogue between student and teacher is strengthened. Giving and receiving feedback also helps students to develop "reader sensitivity" and their own writing style. Across the studies of successful writing instruction, teachers and students had an organizational framework and language to use in providing feedback on such aspects of writing as organization, originality, and interpretation. Wong and her colleagues modeled procedures, for students and teachers, providing feedback so that they would attend to the surface features of writing e. Specific Methods Numerous methods for teaching written expression incorporate these three common

principles. The SRSD technique involves self-directed prompts that require the students to a consider their audience and reasons for writing, b develop a plan for what they intend to say using frames to generate or organize writing notes; c evaluate possible content by considering its impact on the reader; and d continue the process of content generation and planning during the act of writing. Cognitive Strategy Instruction in Writing includes brainstorming strategies for preparing to write, organizing strategies to relate and categorize the ideas, comprehension strategies as students read and gather information for their writing, and monitoring strategies as they clarify their thoughts and the relationships among their items of information. All of these strategies are applied prior to the actual writing. Emerging Issues in Writing Instruction for Students with Learning Disabilities Gersten and Baker identify some issues in which research is expected to blossom in coming years. The first group of issues concerns the mechanics versus the content of writing. Early evidence suggested that writing instruction that focused more on content would better capitalize on the strengths of students with learning disabilities. More recent research indicates that dictating to a scribe can eliminate mechanical difficulties and result in a longer, higher-quality composition e. While students must eventually learn to do their own writing, these findings suggest a possible bridge to higher performance. Gersten and Baker point out that daily writing instruction should include time devoted to both the mechanics and the process of writing. Problems with the mechanics of writing must be addressed in expressive writing instruction; there is a reciprocal relationship between mastery of transcription skills and growth in the quality of writing. When students have mastered the mechanics, their cognitive resources can be devoted to planning, composing, and revising their work. In the meta-analysis reported here, few investigated the transfer of writing skills. Those that did found mixed results. Wong called for instruction to promote transfer of skill. When students are provided such opportunities, she says, transfer will be greatly enhanced. Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children*, 63 2 , The early literacy project: Connecting across the literacy curriculum. *Learning Disability Quarterly*, 18, Structuring the writing experience through dialogue. *Journal of Learning Disabilities*, 24 6 , Elementary School Journal, 92, Teaching expressive writing to students with learning disabilities: Achieving meaningful mathematics literacy for students with learning disabilities. *Journal of Learning Disabilities*, 30 2 , Components analysis of cognitive strategy instruction: *Journal of Educational Psychology*, 81, *Exceptional Children*, 56 Teaching adolescents with learning disabilities and low achievers to plan, write and revise compare-contrast essays. *Learning Disabilities Research and Practice* 9 2 , Teaching low achievers and students with learning disabilities to plan, write, and revise opinion essays. *Journal of Learning Disabilities*, 20, Department of Education, under Contract No. The opinions expressed in this publication do not necessarily reflect the positions or policies of OSEP or the Department of Education.

Chapter 3 : Expressive and Reflective Writing | Education Resource Group

According to Gersten and Baker, another issue that is likely to be the focus of expressive writing research is the transfer of writing skills and the spontaneous use of the strategies involved in writing to other subject matter areas to raise the student's overall level of academic achievement.

This Digest discusses the personal essay form, an exemplar of what James Britton calls "expressive writing. The implication is that expressive writing be taught first, in elementary school. Neither theory seems entirely accurate. Authors of great literature, for example, who are obviously consummating, not beginning, their linguistic development, write through a powerful expressive mode. At the same time, authors of dynamic journalistic and scholarly reports, who are also consummating their linguistic development, write through powerful critical, persuasive, and informative modes. The apparent contradiction between theories is resolved if the various modes of writing are seen to be equally available to all writers at all ages rather than hierarchically arranged in tiers by age and talent. In other words, journalists and scholars use the expressive mode as much as literary artists, even though they de-emphasize expressiveness in their product. Thus "expressive" is not a melody of idiosyncrasy, but a harmony of connection. Journal writing can be used as a stimulus for various stages of the creative process; it can be used especially well for the problem stage, when students explore through private, exploratory, unedited writing, their thoughts, feelings, and experiences Connors, In these journals, sometimes called "think books," they contemplate, make connections, and ask questions. As they do so, the teacher helps them to satisfy 3 purposes: First, by keeping an ongoing record of their thoughts, students gather the seeds for topics of special interest. Second, by writing expressively, they nourish the seeds--their language becomes more lyrical and metaphorical Craig, Third, by perusing their journals periodically, they harvest: Not only among their thoughts do potential topics emerge, but also in their metaphors hidden knowledge emerges, like a surprising revelation in a dream. Journal use can be structured into a cohesive series of activities Connors, In an assignment activity, to evoke expressive writing among students who may be leery about "self expression" and to set boundaries to the wide range of expressive-writing possibilities Collins, , the teacher makes a specific journal-writing assignment. The teacher suggests an exploratory topic for the day via a "focus question" Craig, Or, the teacher could start the students on an imaginary dialogue with a personally significant figure, real or fictitious, such as someone they consider wise, heroic, admirable, or enviable. Then the students write a journal entry in class, and, if inspired, add to the entry outside of class. At this point, the teacher neither reads nor marks the entries, staying with the purpose of eliciting, not evaluating, expressive writing. Furthermore, the teacher stresses to the students that they, too, withhold judgment in order to write spontaneously and open-mindedly. In a "selection activity," in which students enter an investigation stage of the creative process after accumulating numerous journal entries, the teacher calls for a selection of one entry for public uses. The students read their selection aloud while their classmates listen silently. Then, in a "revision activity," in which students enter expression and insight stages, the teacher calls for a revision of the selection with regard to audience and purpose so that the students begin to shift from an expressive mode towards an expository mode Connors, The students write a characterization of their audience--age range, principal occupation, political affiliation, religious orientation, social memberships, etc. Then they revise and rewrite their selection with their audience and purpose in mind. In a "scrutiny activity," in which students enter announcement and reaction stages, they distribute copies of their formal drafts to classmates, having established their purpose for writing. Other activities can be used to reinforce the 4-part journal writing activity. Brainstorming, for example can be used as an additional stimulus for the investigation stage of writing. Freewriting can be used as a stimulus for the expression form of writing. The students write continuously, pen-to-paper, for 5 to 10 minutes, starting with their topic, but associating freely in all directions. If tempted to backtrack, pause, or stop, they rewrite a personal code-word over and over until a new direction comes to them spontaneously. Heilker uses a modified freewriting exercise with his college students in an essay-writing class--after the students have decided on their topics, he has them do some initial, "baseline," directed freewriting in class. He asks them to freewrite for 5 minutes in response to a

prompt: How do you feel about it? What do you want to know about it? Students can gain clarity by writing statements of belief and meaning; they can develop their linguistic ability by writing expressively; and in using language purposefully, they can come to use language respectfully. As one instructor has written: University of Miami Press. Teaching Expressive Writing in Composition Class. Language Arts, 60 3 , Theory and Pedagogy for an Active Form. National Council of Teachers of English. In "Re-Presenting James Britton: Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

when to teach expressive writing Controversy has arisen about the age at which the expressive mode originates and, therefore, about the age at which it should be taught in school. According to Britton () the expressive mode precedes the persuasive and informative modes in a writer's linguistic development.

This analysis asked, "Given a group of studies designed explicitly for the purpose of improving the writing of students with learning disabilities, which interventions and components were found to be most effective, and what is the strength of their effects? Virtually all of the interventions studied were multifaceted. Three components stood out as ones that reliably and consistently led to improved outcomes in teaching expressive writing to students with learning disabilities: Adhering to a basic framework of planning, writing, and revision Explicitly teaching critical steps in the writing process Providing feedback guided by the information explicitly taught Adhering to a basic framework of planning, writing, and revision Teaching students to write requires showing them how to develop and organize what they want to say and guiding them in the process of getting it down on paper. Most of the interventions used a basic framework based on planning, writing, and revising. These steps are part of a recursive, rather than linear, process, i. In these studies, each step was taught explicitly, with several examples and often supported by a "think sheet," a prompt card, or a mnemonic. Well-developed plans for writing result in better first drafts. Teachers or peers who write well can verbalize the process they go through to help students develop their own "plans of action. It specifies a topic and asks the questions, "Who am I writing for? Another technique is to use semantic mapping to help students plan their writing. Creating a first draft. Using a plan of action helps students create first drafts. The plan serves as a concrete map for engaging in the writing process and provides students with suggestions for what to do when they feel "stuck. A well-developed plan of action also gives the student and teacher a common language to use in discussing the writing. The dialogue between teacher and student represents a major advance in writing instruction over traditional methods that required students to work in relative isolation. Revising and editing skills are critical to the writing process. Developing methods to help students refine and edit their work has been difficult, but a few researchers have begun to develop specific strategies that appear promising. For example, Wong, Butler, Ficzer, and Kuperis , in teaching students to write opinion essays, used peer editing as an instructional strategy for the students. Pairs of students alternated their roles as student-writer and student-critic. The student-critic identified ambiguities in the essay and asked the writer for clarification. With help from the teacher, the students made revisions. The teacher also provided the student-writer with feedback on clarity and on the cogency of the supportive arguments. Through this process, the student-writer had to explain his or her communicative intent to the peer and revise the essay to faithfully reflect it. In this way the trainees developed a sense of audience for their writing. Explicitly teaching critical steps in the writing process Explicitly teaching text structures provides a guide for the writing task, whether it is a persuasive essay, a personal narrative, or an essay comparing and contrasting two phenomena. Different types of writing are based on different structures. For example, a persuasive essay contains a thesis and supporting arguments, while narrative writing may contain character development and a story climax. Instruction in text structures typically includes numerous explicit models and prompts. Again, a plan of action is helpful. The plan makes text structures more visible to students and helps to demystify the writing process. Providing feedback guided by the information explicitly taught A third component common to these successful interventions was frequent feedback to students on the overall quality of writing, missing elements, and strengths. When feedback is combined with instruction in the writing process, the dialogue between student and teacher is strengthened. Giving and receiving feedback also helps students to develop "reader sensitivity" and their own writing style. Across the studies of successful writing instruction, teachers and students had an organizational framework and language to use in providing feedback on such aspects of writing as organization, originality, and interpretation. Wong and her colleagues modeled procedures, for students and teachers, providing feedback so that they would attend to the surface features of writing e. Specific methods Numerous methods for teaching written expression incorporate these three common principles. The SRSD technique involves self-directed

prompts that require the students to a consider their audience and reasons for writing, b develop a plan for what they intend to say using frames to generate or organize writing notes; c evaluate possible content by considering its impact on the reader; and d continue the process of content generation and planning during the act of writing. Cognitive Strategy Instruction in Writing includes brainstorming strategies for preparing to write, organizing strategies to relate and categorize the ideas, comprehension strategies as students read and gather information for their writing, and monitoring strategies as they clarify their thoughts and the relationships among their items of information. All of these strategies are applied prior to the actual writing. Emerging issues in writing instruction for students with learning disabilities Gersten and Baker identify some issues in which research is expected to blossom in coming years. The first group of issues concerns the mechanics versus the content of writing. Early evidence suggested that writing instruction that focused more on content would better capitalize on the strengths of students with learning disabilities. More recent research indicates that dictating to a scribe can eliminate mechanical difficulties and result in a longer, higher-quality composition e. While students must eventually learn to do their own writing, these findings suggest a possible bridge to higher performance. Gersten and Baker point out that daily writing instruction should include time devoted to both the mechanics and the process of writing. Problems with the mechanics of writing must be addressed in expressive writing instruction; there is a reciprocal relationship between mastery of transcription skills and growth in the quality of writing. When students have mastered the mechanics, their cognitive resources can be devoted to planning, composing, and revising their work. In the meta-analysis reported here, few investigated the transfer of writing skills. Those that did found mixed results. Wong called for instruction to promote transfer of skill. When students are provided such opportunities, she says, transfer will be greatly enhanced. References Click the "References" link above to hide these references. Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children*, 63 2 , The early literacy project: Connecting across the literacy curriculum. *Learning Disability Quarterly*, 18, Structuring the writing experience through dialogue. *Journal of Learning Disabilities*, 24 6 , *Elementary School Journal*, 92, Teaching expressive writing to students with learning disabilities: Achieving meaningful mathematics literacy for students with learning disabilities. *Journal of Learning Disabilities*, 30 2 , Components analysis of cognitive strategy instruction: *Journal of Educational Psychology*, 81, *Exceptional Children*, 56 Teaching adolescents with learning disabilities and low achievers to plan, write and revise compare-contrast essays. *Learning Disabilities Research and Practice* 9 2 , Teaching low achievers and students with learning disabilities to plan, write, and revise opinion essays. *Journal of Learning Disabilities*, 20,

Chapter 5 : Teaching Expressive Writing

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

I have never seen one. But I have heard they exist in the minds of some people. Teaching Via Scripts As an experienced primary English specialist I was curious to know if a formal intervention programme would benefit some of the less able students in Years 5 and 6. The sessions focused on grammar instruction and aimed to enable these students to hit the ground running when they reached Senior School. Overview The expressive writing programme, written by Siegfried Engelmann and Jerry Silbert, is broken down into two units: Expressive Writing 1 and Expressive Writing 2. Expressive Writing 1 is designed for students who have not mastered foundational writing skills and Expressive Writing 2 is aimed at students who have a grasp of sentence structure but have problems with clarity, speech marks, punctuation and sentence variety. The programme materials provide assessments that help the teacher correctly place students in the intervention programme. Our Experience The trial involved six students each from Years 5 and 6 using the Expressive Writing 2 materials. My colleague ran a trial with a similar number of students from Years 3 and 4 using the Expressive Writing 1 materials. The unusual and sometimes slightly discomfoting aspect of the programme is its prescriptiveness: The programme instructions are very firm on the need to follow the scripts closely and explain that the materials have been field tested and adapted specifically to ensure the success of the students. This element of the programme was the most challenging because I was teaching a lesson that was not my own and although I was reading from a script, it was important to avoid sounding like it. The children still needed to be motivated, and my colleagues and I found that a level of skill was required to deliver the repetitive drills in a manner that still enthused the students. The rapport between the teacher and the students was still key. The sessions initially felt repetitive in a way that seemed unnatural and awkwardly comedic: An old cowboy went to town. What words name him? Signal “” at which everyone responds. What words tell more? That cowboy rode his horse to town. Rode his horse to town. He went to town to buy food. Went to town to buy food. To ensure that the sessions did not become too mechanical I developed certain strategies to help build a positive experience for the students. For instance, as they arrived in the classroom I would take the time to greet them at the door and spend the first five minutes of each intervention session catching up with the individual children and finding out what they had been doing over the previous week. I also let them know they were taking part in an important project; I explained the ideas behind the programme and regularly asked them for feedback. At the end of each session we would often spend a few minutes reflecting on how they had found the lesson and talking about both the difficult aspects and their progress. I also frequently communicated with their parents and ensured they were kept informed throughout the programme. After getting over the initial discomfort of teaching in this way, the structure of the lessons soon became familiar to the students and to me. Each lesson typically consists of some practice drills related to grammar, the introduction of a new element of writing and a structured writing session in which the children are expected to write some short paragraphs in relation to a provided prompt. On breaking down the structure of the lessons and the overall programme it becomes easier to see why it is effective: The programme is extremely well put together and the skills, editing and paragraph writing elements gradually build on each other in a logical and incremental way. The objectives for each session and series of sessions are clear and can be shared with the students. The students practise grammar through regular drills before attempting to incorporate their new understanding into short paragraphs. The criteria for success in each drill and in each piece of writing are made explicit to the students. The students receive constant feedback and are expected to self-assess their work in relation to the shared criteria, which the teacher checks and confirms after the session. The programme promotes a mastery approach in that assessments are conducted every 15 lessons and teachers are encouraged to repeat activities and drills as necessary, depending on the responses from the children. The students are encouraged to read their writing samples aloud and receive feedback from their peers in the

group. Evaluation Considerations We identified two factors to consider in any decision to use these materials. The first is the cost. The teacher packs for Expressive Writing 1 and Expressive Writing 2, which include all the scripts and the instructions for the programme, cost about pounds each. This is a one-off expense and measured against the quality of the materials is quite economical. For large groups this expense could be restrictive. The second consideration is that the scripts were written for American schools. Teachers in British schools will have to take differences in vocabulary into account and adapt accordingly. Recommendations I would highly recommend this intervention programme. Not only did the children react positively to the programme despite my initial discomfort in reading from a script, but the attainment evidence suggests that although the intervention only started in January and was delivered only twice a week, the majority of students made up the difference between themselves and their peers and, in a few cases, even exceeded the attainment expectations for Years 5 and 6 by the end of the year. It is worth noting that many of the children have approached me informally and asked if they could take part in the programme again this year. Due to the success of the programme, some of my colleagues even discussed the idea of using the materials in whole class sessions as part of regular English teaching. Having given this a lot of thought, my opinion is that this would not be advisable. The scripts that the programme uses have been put through a rigorous process of field testing by direct instruction experts and are extremely effective. It is unlikely that a teacher working in a school, with all the time constraints that the job involves, would be able to put together such a comprehensive and cohesive programme that really covered all the aspects of writing in such expert detail. However, my instinct is that the highly structured nature of the programme would be too restrictive and repetitive for those children who are already competent writers within a whole class setting. I would suggest, however, that the individual elements that make the programme successful, as outlined in the bullet points above, should be incorporated into the looser structure of standard English lessons to reduce the need for such a programme in the first place.

Chapter 6 : Expressive Writing : TeachCommunity

Expressive Writing 1 is designed for students who have not mastered foundational writing skills and Expressive Writing 2 is aimed at students who have a grasp of sentence structure but have problems with clarity, speech marks, punctuation and sentence variety.

This Digest discusses the personal essay form, an exemplar of what James Britton calls "expressive writing. The implication is that expressive writing be taught first, in elementary school. Neither theory seems entirely accurate. Authors of great literature, for example, who are obviously consummating, not beginning, their linguistic development, write through a powerful expressive mode. At the same time, authors of dynamic journalistic and scholarly reports, who are also consummating their linguistic development, write through powerful critical, persuasive, and informative modes. The apparent contradiction between theories is resolved if the various modes of writing are seen to be equally available to all writers at all ages rather than hierarchically arranged in tiers by age and talent. In other words, journalists and scholars use the expressive mode as much as literary artists, even though they de-emphasize expressiveness in their product. Thus "expressive" is not a melody of idiosyncrasy, but a harmony of connection. Journal writing can be used as a stimulus for various stages of the creative process; it can be used especially well for the problem stage, when students explore through private, exploratory, unedited writing, their thoughts, feelings, and experiences Connors, In these journals, sometimes called "think books," they contemplate, make connections, and ask questions. As they do so, the teacher helps them to satisfy 3 purposes: First, by keeping an ongoing record of their thoughts, students gather the seeds for topics of special interest. Second, by writing expressively, they nourish the seeds--their language becomes more lyrical and metaphorical Craig, Third, by perusing their journals periodically, they harvest: Not only among their thoughts do potential topics emerge, but also in their metaphors hidden knowledge emerges, like a surprising revelation in a dream. Journal use can be structured into a cohesive series of activities Connors, In an assignment activity, to evoke expressive writing among students who may be leery about "self expression" and to set boundaries to the wide range of expressive-writing possibilities Collins, , the teacher makes a specific journal-writing assignment. The teacher suggests an exploratory topic for the day via a "focus question" Craig, Or, the teacher could start the students on an imaginary dialogue with a personally significant figure, real or fictitious, such as someone they consider wise, heroic, admirable, or enviable. Then the students write a journal entry in class, and, if inspired, add to the entry outside of class. At this point, the teacher neither reads nor marks the entries, staying with the purpose of eliciting, not evaluating, expressive writing. Furthermore, the teacher stresses to the students that they, too, withhold judgment in order to write spontaneously and open-mindedly. In a "selection activity," in which students enter an investigation stage of the creative process after accumulating numerous journal entries, the teacher calls for a selection of one entry for public uses. The students read their selection aloud while their classmates listen silently. Then, in a "revision activity," in which students enter expression and insight stages, the teacher calls for a revision of the selection with regard to audience and purpose so that the students begin to shift from an expressive mode towards an expository mode Connors, The students write a characterization of their audience--age range, principal occupation, political affiliation, religious orientation, social memberships, etc. Then they revise and rewrite their selection with their audience and purpose in mind. In a "scrutiny activity," in which students enter announcement and reaction stages, they distribute copies of their formal drafts to classmates, having established their purpose for writing. Other activities can be used to reinforce the 4-part journal writing activity. Brainstorming, for example can be used as an additional stimulus for the investigation stage of writing. Freewriting can be used as a stimulus for the expression form of writing. The students write continuously, pen-to-paper, for 5 to 10 minutes, starting with their topic, but associating freely in all directions. If tempted to backtrack, pause, or stop, they rewrite a personal code-word over and over until a new direction comes to them spontaneously. Heilker uses a modified freewriting exercise with his college students in an essay-writing class--after the students have decided on their topics, he has them do some initial, "baseline," directed freewriting in class. He asks them to freewrite for 5 minutes in response to a

prompt: How do you feel about it? What do you want to know about it? Students can gain clarity by writing statements of belief and meaning; they can develop their linguistic ability by writing expressively; and in using language purposefully, they can come to use language respectfully. As one instructor has written: This publication was prepared with partial funding from the Office of Educational Research and Improvement, U. Department of Education, under contract number RR Contractors undertaking such projects government sponsorship are encourage to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view of the Office of Educational Research and Improvement. ERIC Digests are in the public domain and may be freely reproduced. University of Miami Press. Teaching Expressive Writing in Composition Class. Language Arts, 60 3 , Theory and Pedagogy for an Active Form. National Council of Teachers of English. In "Re-Presenting James Britton:

Chapter 7 : Teaching Expressive Writing To Students with Learning Disabilities

teach us about uses for expressive writing in the classroom. Often called the "personal experience essay" or "writing-close-to-the-self," the expressive essay is a familiar staple in many English composition classes.

As you rightly noted, many variables contribute to the challenges in learning to write, and in teaching students to write. Is there a way to address this concern as an institution of higher learning? I found the differences in results between the instructors with more experience and less experience to be very interesting. I wonder if there are other variables affecting teaching strategies between the groups that would be beneficial to investigate as a follow up study. The results were not what one might expect and warrant further investigation. My only suggestion would be to clarify the second research question a bit more "Do both groups of students respond similarly to the interventions". Clarifying the variables up front may help the reader follow the data later in the report. Overall, very nice work and congratulations! This would add more strength to some of your testing. A little more about the BW and PW would be helpful as well. I particularly appreciated the consent that was obtained, and exclusion that you mentioned for your study groups. I wonder if you could include students with English as a second language in this study. Many immigrants are attempting to get more education, and struggle with basic writing skill English. They are often the brightest, and hardest-working students, and this may not be revealed in their writing scores due to a language barrier. I see this in my college students at GCU. Often times, my students from other countries have done more participation, more research and struggle with basic writing skills. In your paper, would it be feasible to speak of lack of funding for the extra time and training that it would take to perform the superior approaches in teaching, or need for policy restructure? Your findings and summary were clear to me. Offline Leah Barley said 4 years ago Jennifer, Thank you for sharing your research. I have used both approaches in my teaching experience as a first, third and sixth grade teacher and found them applicable in various instances. Your work reveals how strategic approaches to writing allow learners to organize and share their thoughts in a more effective manner. The training I participated in from the Department of Education focused on reading and mathematics, and failed to provide any formalized or research-based methods to improve the writing skills of students. The intervention taught was to merely have students write anything, and the goal was to simply increase word counts. Having specific knowledge of special education, this approach offers students identified as having specific learning disabilities in written expression more opportunities to identify and utilize their specific strengths when writing. There is obviously more research needed in this area. Thanks for your timely research! I have taught 7th grade Language Arts for ten years and I always made sure that students used the writing process while writing. I did think a loud showing my students how to begin their writing and write a coherent composition. I feel like each nine weeks teachers should pull away from the think a louds and be the 4th nine weeks students should be writing on their own. So the 1st nine weeks I would complete a think a loud on the entire paper. Second nine weeks the intro, one body paragraph and the conclusion. Third nine weeks the intro and conclusion by the fourth nine weeks students will be given an outline of the assignment and what is needed in each paragraph. The student is expected to write their own essay, letter, etc I love the use of rubrics in the Grading Element a PLC I conducted I learn the importance of giving grades and feedback and showing students the fairness in the feedback through rubrics. Alicia Leach Offline Chris Lyons said 4 years ago Hi Jennifer, I appreciate the immediate significance of this paper because it clearly relates to the well-known problem of the United States education system, which has been under scrutiny for some time at the middle school and high school levels, and compellingly targets a specific problem area. Moreover, the quality of data, meaningful outcomes, critical analysis and featured main points of the paper are a catalyst for igniting additional thought about other related issues because of the heightened intellectual stimulation that the content generates. For example, our country is obviously experiencing difficult and complex challenges, and always will be, with the levels of difficulty and complexity apparently increasing to higher levels. To deal with these challenges, an increased intellectual resource of creative and diverse minds within the business, technical, research, medical, political, social, psychological and economic realms will certainly help in dealing with the

challenges. Of the many mediums intertwined in the development of creative and diverse minds, competency in expressive writing is a valuable one. This further stresses the importance of the paper. The generations identified in this paper, without a doubt, are going to play a key role in dealing with the future challenges of our county. As educators, it is our unequivocal duty and responsibility to take every reasonable and well thought out action, within our scope of influence, to help improve the quality of education. I think the tone of this paper exudes this importance, especially in the future research section that addresses the issue that more research is required to infiltrate the barriers preventing the permeation of the effective BW and PW methods into the classroom. The paper did a great job on identifying and comparing various socio-economic classes and varying degrees of learning levels. I am curious though to see the levels of deviation in the research outcomes, if any, if there were multiple school districts tested in different regions of the country. Writing proficiency was also discussed. As a college professor primarily of graduate students, I do find that the majority of students have acquired expressive writing skills and I actually find no fault with the actual composition of the writing. There are some graduate students who still use a "sprinkle and spray" technique with punctuation not following proper writing guidelines. Sorry, comments are closed.

Chapter 8 : Teaching Expressive Writing. ERIC Digest.

Gersten and Baker () conducted a meta-analysis on teaching expressive writing to students with LDs. A meta-analysis is a type of review that compares the elements of interventions to determine which are the most effective.

Chapter 9 : Outlining Essays (Grades) | www.nxgvision.com

expressive writing is NOT so-called "creative writing" in which the writer essentially "plays" without purpose or structure. Expressive writing is the act of thinking on paper.