

# Process Approach to Writing

- The process approach to writing places emphasis on the different steps which compose the act of writing, and on the giving of feedback and space for that feedback to be integrated into the creative act.
- The teacher is not someone who simply sets a title and then stands back waiting for the final product which will then be delivered for correction; she or he scaffolds the creative process and helps students to co-create their writing, drawing on each other, their surroundings and their teaching.
- It is a mode which is much more in sympathy with social constructivist theories of learning than the earlier model of simple correction of the finished product.
- It corresponds much more closely with the theory of assessment for learning rather than of learning. Feedback which is given mid-writing, whether between drafts or mid-sentence, is much more useful than feedback given at the end. Students can act on advice on the spot. Feedback given on completed pieces of work, in the form of summative comments, will not have any impact on that piece of work, and is unlikely to do much to improve future pieces of work without specific activities to ensure that it does.
- White and Arntd (1991) suggest that in addition, focusing on language errors 'improves neither grammatical accuracy nor writing fluency'; instead, they say, paying attention to what students say during the process, and interacting with it, will lead to an improvement in their writing.
- The emphasis on the process is also designed to enable students to realise that what they have put on paper is not unchangeable. It is an important part of developing as a writer to understand that things can be deleted or added, restructured and redrafted.

# Approaches To Teaching Writing

**Eric S. Rabkin, Macklin Smith**



## **Approaches To Teaching Writing:**

**Eight Approaches to Teaching Composition** Timothy R. Donovan, Ben W. McClelland, 1980 *Teaching Writing* Adele Fiderer, 1993 Grade level 2 3 4 5 6 p e i t **Teaching Writing** Tessa Daffern, Noella M. Mackenzie, 2020 In the 21st century writing is more important than at any other time in human history Yet much of the emphasis in schooling has been on reading and after the early years writing skills have been given less attention Internationally too many children are leaving school without the writing skills they need to succeed in life The evidence indicates that students rarely develop proficiency as writers without effective teacher instruction Teaching Writing offers a comprehensive approach for the middle years of schooling when the groundwork should be laid for the demanding writing tasks of senior school and the workplace Teaching Writing outlines evidence based principles of writing instruction for upper primary students and young adolescents It presents strategies that are ready for adoption or adaptation and exemplars to assist with designing and implementing writing lessons across the middle years of school It addresses writing from a multimodal perspective while also highlighting the importance of teaching linguistic aspects of text design such as sentence structure vocabulary and spelling as foundations for meaning making Contributors argue that students need to continue to develop their skills in both handwriting and keyboarding Examples of the teaching of writing across disciplines are presented through a range of vignettes Strategies for assessing student writing and for supporting students with diverse needs are also explored With contributions from leading literacy educators Teaching Writing is an invaluable resource for primary secondary and pre service teachers

**Preparing To Teach Writing** James D. Williams, 2003-03 *Preparing to Teach Writing Research Theory and Practice* Third Edition is a comprehensive survey of theories research and methods associated with teaching composition successfully The primary goal is to provide practicing and prospective teachers with the knowledge they need to be effective teachers of writing and to prepare them for the many challenges they will face in the classroom Overall the third edition of *Preparing to Teach Writing* is clearer and more comprehensive than the previous editions It combines the best of the old with new information and features The discussions and references to foundational studies that helped define the field of rhetoric and composition are preserved in this edition Also preserved is most of the pedagogical apparatus that characterized the first two editions research and theory are examined with the aim of informing teaching New in the Third Edition a more thorough discussion of the history of rhetoric from its earliest days in ancient Greece to the first American composition courses offered at Harvard University in 1874 a major revision of the examination of major approaches to teaching writing current traditional rhetoric new rhetoric romantic rhetoric writing across the curriculum social theoretic rhetoric postmodern rhetoric and post postmodern rhetoric considering their strengths and weaknesses an extension of the discussion of strengths and weaknesses of major approaches to its logical conclusion Williams advocates an epistemic approach to writing instruction that demonstrably leads to improved writing instruction when implemented effectively a more detailed account of the phonics

whole language debate that continues to puzzle many teachers and parents a new focus on why grammar instruction alone does not lead to better writing the difference between grammar and usage and how to teach grammar and usage effectively an expanded section on Chicano English that now includes a discussion of Spanglish more information on outcome objectives the Council of Writing Program Administrators statement of learning outcomes for first year composition courses has been included to help high school teachers better understand how to prepare high school students for college writing and to help those in graduate programs prepare for teaching assistantships in first year composition courses and a more comprehensive analysis of assessment that considers such important factors as the validity reliability predictability cost fairness and politics of assessment and the effects on teaching of state mandated testing and also provides an expanded section on portfolios

*Visual Approaches to Teaching Writing* Eve Bearne, Helen Wolstencroft, 2007-09-26 Includes CD Rom Why are visual approaches to literacy important Children's experience of texts is no longer limited to words on printed pages their reading and writing worlds are formed in multimodal ways combining different modes of communication including speech or sound still or moving images writing and gesture This book is a practical guide for teachers in making sense of multimodal approaches to teaching writing The book covers topics such as The design of multimodal texts and the relationships between texts and images How to build a supportive classroom environment for analysing visual and audiovisual texts and how to teach about reading images How to plan a teaching sequence leading to specific writing outcomes Examples of teaching sequences for developing work on narrative non fiction and poetry Formative and summative assessment of multimodal texts providing levels for judging pupil development and suggestions for moving pupils forward How to write review and carry out a whole school policy for teaching multimodal writing The book is accompanied by a CD which contains a range of examples of children's multimodal work along with electronic versions of the activities and photocopiable sheets from the book and material designed for use with interactive whiteboards It will be a valuable resource for primary teachers literacy coordinators and students on initial teacher training courses

Teaching Creative Writing Elaine Walker, 2012 This is a practical how to book designed for teachers of creative writing in universities and colleges

**Visual Approaches to Teaching Writing** Eve Bearne, 2007

**Teaching Writing** Colin Peacock, 2017-11-28 Originally published in 1986 The traditional approach to teaching writing concentrates on mastering the different aspects of writing in the hope that these will eventually unite as a set of integrated skills More progressive teachers emphasise that writing is a total process which is caught intuitively rather than explicitly taught Both models are partially unsatisfactory and consequently a third approach has evolved which seeks to combine the best of both This book considers this systematic approach which seeks to retain the emphasis on writing as a total process but identifies within each communicative context the set of sub skills involved The author discusses and illustrates the strengths and weaknesses of this approach and the changes in professional thinking and practice that are essential to its successful adoption He presents an overview of the nature of the writing process to enable

teachers to make clearer and more explicit statements about their objectives in setting classroom writing tasks

**The Writing Revolution** Judith C. Hochman, Natalie Wexler, 2017-07-27 Why you need a writing revolution in your classroom and how to lead it The Writing Revolution TWR provides a clear method of instruction that you can use no matter what subject or grade level you teach The model also known as The Hochman Method has demonstrated over and over that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback Insurmountable as the challenges faced by many students may seem The Writing Revolution can make a dramatic difference And the method does more than improve writing skills It also helps Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing There s no separate writing block and no separate writing curriculum Instead teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction But perhaps what s most revolutionary about the TWR method is that it takes the mystery out of learning to write well It breaks the writing process down into manageable chunks and then has students practice the chunks they need repeatedly while also learning content

**Innovative Approaches in Teaching English Writing to Chinese Speakers** Barry Lee Reynolds, Mark Feng Teng, 2021-01-18 Informed by theory research and classroom practice the volume provides a systematic overview of critical L2 writing issues Additionally with the aim to support instruction across all levels of education for Chinese speakers this book introduces pre service and in service teachers to new teaching ideas techniques and practice

**Teaching Writing to English Language Learners in the Elementary Classroom** Subrata Bhowmik, Marcia Kim, 2025-11-04 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases

**The Landmark Method for Teaching Writing** Jean Gudaitis Tarricone, 1995 Process and genre approaches to teaching writing in the foreign language or ESL classroom Amy Edith Miller, 2001

Teaching/Writing in Thirdspaces Rhonda C. Grego, Nancy S. Thompson, 2008 Rhonda C Grego and Nancy S Thompson argue that because the studio is physically and institutionally outside but alongside both students other coursework and the

hierarchy of the institution it represents a thirdspace a unique position in which to effect institutional change Teaching Writing in Thirdspaces provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels

**BOOK JACKET**      **When Teaching Writing Gets Tough** Annamary Consalvo, Ann D. David, 2024 Writing instruction is a particular challenge because there is no singular linear solution to teaching students to write well This book approaches writing as a wicked problem that takes place in complicated contexts Through both scholarly research and teacher reflection it examines ELA classrooms and the experiences of writing teachers to identify approaches that have proven effective with adolescents The book uses wickedity to frame the problems of teaching writing and offers context specific solutions enacted by teachers While it addresses the realities of standardized ways of teaching and assessing writing the book also highlights the deep professional knowledge and practical strategies teachers bring to writing instruction in middle and high school classrooms Chapters grapple with tensions between testing and authenticity assessing writing in nuanced ways and finding enjoyment in the work of teaching writing amid and alongside persistent complexities Specific topics include students writing process revision students as decision makers multimodal writing assessment and writer s notebooks data driven instruction the high school to college transition and teacher professional development

**Book Features** Includes examples of how teachers approach specific challenges associated with teaching writing to adolescents analyzing how and why their solutions proved effective Focuses on students engaged in writing in classrooms teachers implementing writing strategies and professional learning Offers a range of relevant voices on the topic of writing instruction with authors that include classroom teachers and scholars

**How Can I Develop My Approaches and Methodology to Maximize Student Engagement and Learning in Language Arts in the Primary Grade Level?** Pavla Tyson, Alaska Pacific University, 2006      Teaching Writing to Adults Robert F. Sommer, 1989-09-09 This book provides up to date and practical strategies for successfully teaching adults to write revealing how approaches to teaching writing can be specially tailored to the needs and strengths of adult learners

**How to Teach Writing Across the Curriculum: Ages 8-14** Sue Palmer, 2010-09-13 Now in an updated second edition How to Teach Writing Across the Curriculum Ages 8 14 provides a range of practical suggestions for teaching non fiction writing skills and linking them to children s learning across the curriculum Emphasising creative approaches to teaching children s writing in diverse and innovative ways it provides information on the organisation and language features of the six main non fiction text types recount report instruction explanation persuasion and discussion suggestions for the use of cross curricular learning as a basis for writing planning frameworks for children to promote thinking skills advice on developing children s writing to help with organisational issues paragraphing and layout and the key language features examples of non fiction writing suggestions for talk for learning and talk for writing including links to Speaking Frames also published by Routledge information on the transition from primary to secondary school With new hints and tips for teachers and suggestions for

reflective practice as well as a wealth of photocopiable materials How to Teach Writing Across the Curriculum Ages 8 14 will equip teachers with all the skills needed to create enthusiastic non fiction writers in their classroom **Teaching Writing that Works** Eric S. Rabkin, Macklin Smith, 1990 *Creating Writers in the Primary Classroom* Miles Tandy, Jo Howell, 2008-05-12 Teachers in English schools have now had ten years of prescriptive national literacy strategies and it is time for a new approach This book encourages children from their early years to think of themselves as writers who have something to write and know how to write it *Creating Writers in the Primary Classroom* offers an exciting and refreshing approach to teaching writing in the primary school with very practical suggestions to help build a community of writers in your school where everyone writes and loves writing Building on the research of recent years and with whole curriculum provision it shows teachers how to actively engage children in the writing process excite them about what they can achieve and help all children to think of themselves as writers The book begins with a clear analysis of what real writers really need and has chapters on working outdoors using the very best of children s literature drama and imaginative play as well as sounds and images It also features a chapter on practical productive planning including two case studies that show the approaches in use at schools *Creating Writers in the Primary Classroom* is packed with practical advice games and strategies for the classroom based on the authors successful experience as teachers and in service providers These new approaches will enable teachers to get their children up and moving experiencing what writers experience feeling what writers feel and most important of all writing how writers write

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