

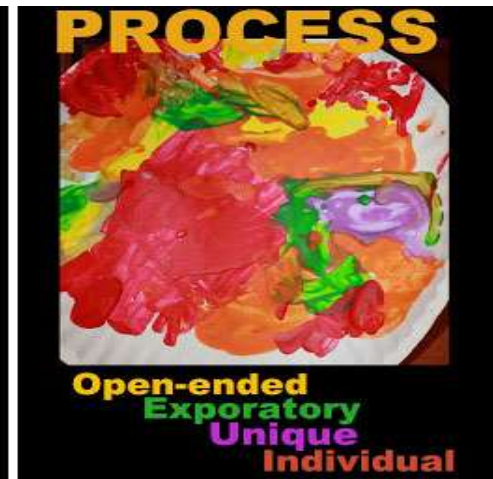
# Approaches to Teaching Writing

Colombia Teacher  
Training Program

# Approaches to Teaching Writing

Two major approaches:

1. A product-based approach - focuses on the final product
2. A process-approach - focuses on the process of writing



# The Product-Based Approach

## The product-based approach:

- Focuses on the accuracy of the final product
- Grammar, spelling, punctuation and capitalization are accurate
- Learners are given a series of activities (**controlled and guided**) that are small steps to complete before writing a whole text
- Bottom-up approach (accuracy of various language skills - letters, words, sentences, paragraphs- is the focus)
- Both focus on activities that reinforce language learning (spelling, punctuation, capitalization)



# ● Controlled and Guided Writing Activities

- Both focus on activities that reinforce language learning (spelling, punctuation, capitalization)

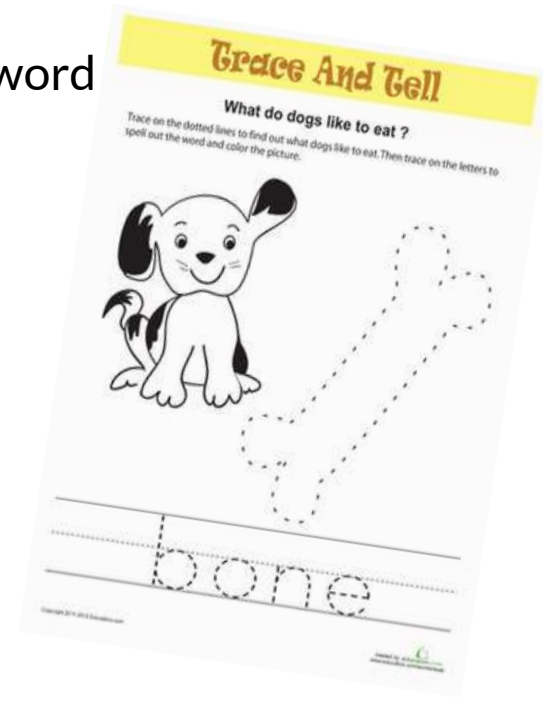
The goal of **controlled activities** is to have students practice writing the language with careful control

- Most text is provided for students
- Students may copy or fill in a blank with possible words provided
- Students may make minor (small) choices or changes in a text

**For example:** Change a text about one boy to several boys, changing a paragraph in the past tense to one in the present.

# Controlled Writing Activities

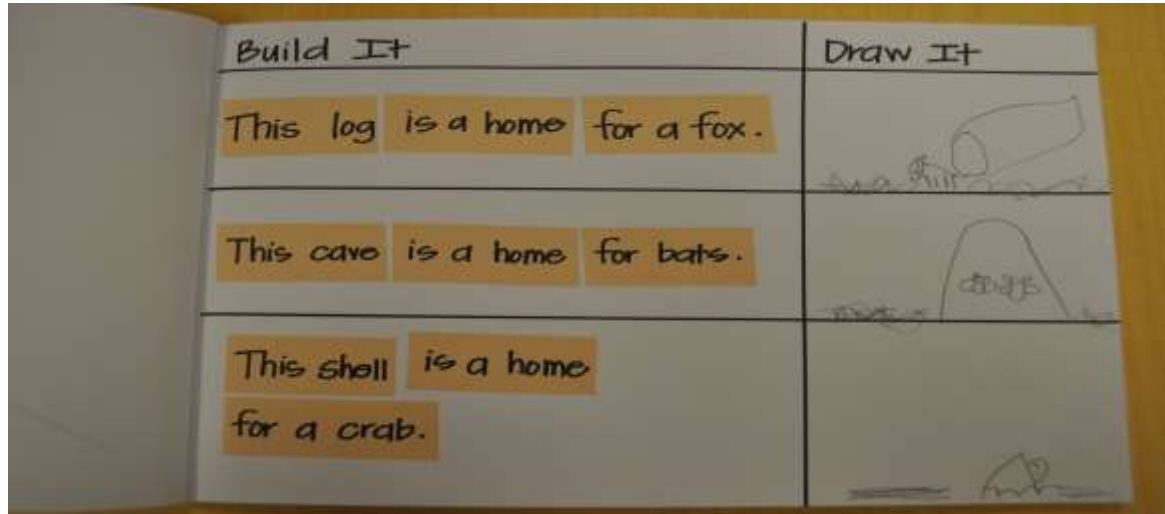
- Forming letters by tracing, creating them physically (with arms, hands, bodies)
- Underlining stressed words as they are spoken
- Counting the words in a sentence or clapping with each word
- Copying words or sentences
- Completing words puzzles with the words provided
- Playing word games (Bingo, Concentration)
- Unscrambling words or sentences
- Filling in the gaps with the words or sentences provided
- Creating a poem with words provided
- Building a person word list
- Contributing words to a word wall



# Guided Writing Activities

The goal of **guided writing activities** is to help children learn the relationship between **their ideas, words, and writing**.

Support or a graphic organizer with some information is provided.



# Guided Writing Activities

- Brainstorming topics or words
- Completing words puzzles with clues
- Filling-in the blanks
- Completing sentences with picture clues or sentence starters
- Responding to questions about a picture, scene or a text
- Describing a picture with some vocabulary provided
- Creating a poem with model formats (Diamantes)
- Completing language bubbles in cartoons
- Writing from dictation (including a dictogloss)

Puppy  
Sweet, young  
Running, sleeping, playing  
Ball, leash, treats, backyard  
Barking, eating, fetching  
Playful, silly  
Pup



# Guided Writing Activities (continued)

- Writing from a (partially) completed graphic organizer
- Responding to a series of questions in writing
- Completing cloze activities
- Participating in the language experience approach
- Creating sentences with some words provided
- Rearranging sentences in a paragraph
- Rewriting familiar songs or stories
- Writing a new ending to a familiar story
- Writing a text (invitation, poem, e-mail, etc.) from a model.



# Pattern Poems

Lord, who createdst man in wealth and flore,  
Though foolishly he lost the fame,

Decaying more and more,

Till he became

Moft poore:

With thee

O let me rise

As larks, harmoniously,

And sing this day thy victories:

Then shall the fall further the flight in me.

My tender age in sorrow did beginne

And fill with sicknesses and shame

Thou didst so punish sinne,

That I became

Moft thinne.

With thee

Let me combine,

And feel this day thy victories:

For, if I imp my wing on thine,

Affliction shall advance the flight in mee.

# Music Videos/Music

- What do you hear?
- What sounds/instruments do you think are being played?
- Where do you think the instruments are being played?



# Music Videos/Music

- Listen to the music.
- Write a few sentences describing a story about what you are hearing.
- Where is the story or action taking place?



**What are other ideas you have about guided writing activities?**



# References

Shin, J. K., & Crandall, J. (. (2014). *Teaching young learners English: From theory to practice*.

Boston: National Geographic Learning.