



## ***Using Expressive Writing Level 1 to Teach Writing Fluency***

**Objective:** To teach students mechanics, sentence writing, paragraph writing, story writing and editing to improve narrative writing skills.

### **Setting and Materials:**

**Settings:** Special education setting or resource room

**Materials:** *Expressive Writing I* student book Lessons are scripted and included in the *Expressive Writing Program*. Lesson time needed is between 30-50 minutes depending on the scripted lesson of the day

### **Content Taught**

Writing strategies to teach writing fluency using *Expressive Writing I* student book

### **Teaching Procedures**

1. Conduct a placement test for *Expressive Writing I* and the *TOWL-3* pretest to identify the student(s) appropriate level of the *Expressive Writing Program*
2. Describe the purpose and objective of the instruction and inform students of performance expectations
3. Review skills necessary to understand the concept
4. Present information, giving examples, and demonstrating concepts
5. Pose questions to students and assess their level of understanding
6. Correct mistakes
7. Assess performance
8. Give immediate feedback
9. Provide distributed practice and review

### **Evaluation**

Participants were instructed daily for 50 minutes; each participant completed all 50 lessons in the *Expressive Writing* program. On lesson 12 through 50 students were given a writing prompt and were required to write for three-minutes The CWS calculated for each student from the 39 timed responses served as the probes in the study. Maintenance probes were taken at 2, 4, and 6 weeks after the completion of the

intervention. Each participant score indicated an improvement in writing skills. TOWL-3 scores improved from pretest to posttest.

**Lesson Plan Based on:**

Viel-Ruma, K., Houchins, D., Jolivette, K., Fredrick, L., & Gama, R. (2010). Direct Instruction in Written Expression: The Effects on English Speakers and English Language Learners with Disabilities. *Learning Disabilities Research & Practice, 25*(2), 97–108. <https://doi.org/10.1111/j.1540-5826.2010.00307.x>

Walker, B., Shippen, M., Alberto, P., Houchins, D., & Cihak, D. (2005). Using the Expressive Writing Program to Improve the Writing Skills of High School Students with Learning Disabilities. *Learning Disabilities Research & Practice, 20*(3), 175–183. <https://doi.org/10.1111/j.1540-5826.2005.00131.x>

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