

LEARNING SNAPSHOT

Writing

- Routines for daily writing instruction in all subjects should total about one hour of instruction and practice daily for most grades (Graham et al., 2012; Troia, 2014).
- Students benefit from explicit criteria of writing expectations, opportunities to self-evaluate their work, and samples of written work (Troia, 2014).
- Mentor texts provide students with opportunities to read, analyze, and emulate models of good writing (Graham & Perin, 2007).
- Students' writing is enhanced when they are explicitly taught the traits (ideas, organization, voice, word choice, sentence fluency, and conventions) of good writing (Culham, 2003).
- Minilessons, small-group and independent writing, conferring, and sharing are components of writing routines. Writing activities should be included in the writer's workshop process: extended writing opportunities, writing for authentic audiences, personalized instruction, and the cycles of writing (Calkins, 1994; Graves, 1995; Graham & Perin, 2007).
- Students can write across the content areas to encourage reflection and thinking (Cunningham & Allington, 2011).
- Explicit and systematic instruction about how to write summaries supports learning (Graham & Perin, 2007).
- Computers and word processors can be used as instructional supports for writing assignments (Graham & Perin, 2007).

Instructional Practices

- Create an engaging community of writers.
- Provide daily time for students to receive writing instruction and for in-class composing.
- Integrate writing instruction across subject areas.
- Provide writing tasks before, during, and after reading tasks in response to reading.
- Teach students strategies for writing for a variety of purposes and audiences as per the Illinois Learning Standards.
- Provide students with graphic organizers to plan their writing.
- Have students quickly write (flash-draft) parts of their papers to diminish their reluctance to revise.
- Allow enough time for students to proceed through multiple iterations of revising and editing before publishing the finished product.
- Utilize writer's notebooks for students to record ideas for writing, plan their writing pieces, write and revise drafts, peer edit, perform log-writing activities, and reflect.

Resources

Illinois Writing Matters Website

This site supports Illinois teachers in writing and implementation of the Illinois Learning Standards.

<http://www.ilwritingmatters.org/>

Being a Good Writer Video: Writing Tips and Strategies

Author Lucy Calkins provides tips and strategies for approaching writing tasks.

<https://www.youtube.com/watch?v=W029k1-RvsA>

Reading and Writing Project: Teachers College Webpage

This webpage provides videos from the Reading and Writing Project on various writing genres. (See bottom of the webpage for videos).

<http://readingandwritingproject.org/resources/units-of-study#>

Webinar: Teaching Students to Write Like Reporters

This presentation by Dr. Doug Fisher focuses on writing from sources, and how writing stamina and skill can be purposefully built using an instructional framework that ensures students will be able to write like reporters.

<https://www.youtube.com/watch?v=WewU3NMcWHY>

Video: How to Help Students Write Better

Author Harvey (Smokey) Daniels discusses how teachers serve as a model writer in the classroom.

https://www.youtube.com/watch?v=b3ixoj_PMM

Literacy Design Collaborative Website

The collaborative provides an online framework that teachers can use to develop a literacy-rich writing task, as well as and tools, resources, and lesson plans.

www ldc.org

Teaching Elementary School Students to be Effective Writers: A Practice Guide

This What Works Clearinghouse publication includes specific, evidence-based recommendations that address the challenge of teaching writing in elementary school.

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School

This report identifies detailed teaching practices that research recommends for helping to improve the writing abilities of students.

<http://all4ed.org/reports-factsheets/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/>

Policy Research Brief: Writing Now

The National Council of Teachers of English produced this brief about current writing approaches.

http://www.ncte.org/library/NCTEFiles/Resources/Magazine/Chron0908Policy_Writing_Now.pdf

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