



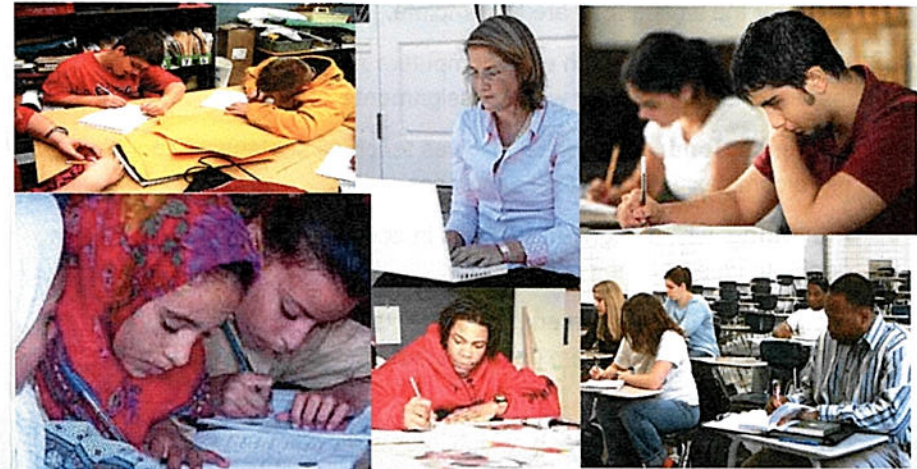
Writing As An Instructional Tool IS What REALLY, REALLY, REALLY Works!

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<http://reallyworks.wikispaces.com/>

"Writing represents a unique mode of learning—not merely valuable, not merely special, but unique....Writing serves learning uniquely because writing as process and product possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies. "

—Janet Emig (1977).



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"Writing today is not a frill for the few, but an essential skill for the many."

— *The Neglected "R": The Need for a Writing Revolution*

Use Writing as a Tool for Thinking and Learning in ALL Content Areas

Eleven Elements of Effective Adolescent Writing Instruction

1. **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing.
2. **Summarization**, which involves explicitly and systematically teaching students how to summarize.**
3. **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
4. **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete.
5. **Word Processing**, which uses computers and word processors as instructional supports for writing assignments.
6. **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences.
7. **Prewriting**, which engages students in activities designed to help them generate ideas for their composition.
8. **Inquiry Activities**, which engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.**
9. **Process Writing Approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
10. **Study of Models**, which provides students with opportunities to read, analyze, and emulate models of good writing.**
11. **Writing for Content Learning**, which uses writing as a tool for learning content material.**



Writing Practices That Enhance Students' Reading

HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they:

- ◆ Respond to a text in writing (writing personal reactions, analyzing and interpreting the text); **
- ◆ Write summaries of a text;**
- ◆ Write notes about a text; and/ or **
- ◆ Answer questions about a text in writing, or create and answer written questions about a text.**

TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT. Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers:

- ◆ Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension);
- ◆ Teach spelling and sentence construction skills (improves reading fluency); and
- ◆ Teach spelling skills (improves word reading skills).

INCREASE HOW MUCH STUDENTS WRITE. Students' reading comprehension is improved by having them increase how often they produce their own texts. **

** The practices employed during this presentation.

