

Writing Next: Eleven Elements of Effective Adolescent Writing Instruction

1. **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing their compositions (ES = .82)
2. **Summarization**, which involves explicitly and systematically teaching students how to summarize texts (ES = .82)
3. **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions (ES =.75)
4. **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete (ES =.70)
5. **Word Processing**, which uses computers and word processors as instructional supports for writing assignments (ES =.55)
6. **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences (ES =.50)
7. **Prewriting**, which engages students in activities designed to help them generate or organize ideas for their composition (ES =.32)
8. **Inquiry Activities**, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task (ES =.32)
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 (ES =.32)
10. **Study of Models**, which provides students with opportunities to read, analyze, and emulate models of good writing (ES =.25)
11. **Writing for Content Learning**, which uses writing as a tool for learning content material (ES =.23)

From Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York (by Steve Graham and Dolores Perin, 2007).
<http://carnegie.org/fileadmin/Media/Publications/PDF/writingnext.pdf>

“Writing Next highlights specific teaching techniques that work in the classroom. It does so by summarizing the results of a large-scale statistical review of research into the effects of specific types of writing instruction on adolescents’ writing proficiency.”

“This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.”

Writing to Read

Writing Practices That Enhance Students' Reading

“This report identifies a cluster of closely related instructional practices shown to be effective in improving students’ reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.”

I. 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**
- **Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text**

II. 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)**
- **Teach Spelling Skills (Improves Word Reading Skills)**

III. INCREASE HOW MUCH STUDENTS WRITE.

Students’ reading comprehension is improved by having them increase how often they produce their own texts.

From *Writing to Read: Evidence for How Writing Can Improve Reading*. A Report to Carnegie Corporation of New York (By Steve Graham and Michael Hebert, 2010). http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

“*Writing to Read* does not identify all the ways that writing can enhance reading, any more than *Writing Next* identified all of the possible ways to improve students’ writing. However, all of the *Writing to Read* instructional recommendations have shown clear results for improving students’ reading. Nonetheless, even when used together these practices do not constitute a full curriculum. The writing practices described in this report should be used by educators in a flexible and thoughtful way to support students’ learning.”

“The evidence is clear: writing can be a vehicle for improving reading. In particular, having students write about a text they are reading enhances how well they comprehend it. The same result occurs when students write about a text from different content areas, such as science and social studies. This result is consistent with the finding from *Writing Next* that writing about science, math, and other types of information promotes students’ learning of the material. In addition, teaching writing not only improves how well students write, as demonstrated in *Writing Next*; it also enhances students’ ability to read a text accurately, fluently, and with comprehension. Finally, having students spend more time writing has a positive impact on reading, increasing how well students comprehend texts written by others. Taken together, these findings from *Writing to Read* and *Writing Next* highlight the power of writing as a tool for improving both reading and content learning.”