

DOINGWHATWORKS



PRESENTATION

5:13 min

[Full Details and Transcript](#)



Enabling Students to Use Writing Effectively for Learning and Communicating

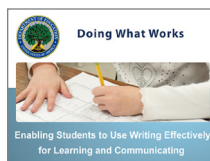
July 2012

Topic **TEACHING ELEMENTARY SCHOOL STUDENTS TO BE EFFECTIVE WRITERS**

Highlights

- » Students need to develop writing skills for success in life and in the workplace.
- » Teachers should provide daily time for students to practice writing skills, strategies, and techniques.
- » Students need to learn to use the steps of the writing process for a variety of purposes.
- » Students must master foundational writing skills such as handwriting, spelling, sentence construction, and typing.
- » It is important for teachers to create an engaged community of writers where their students feel safe writing and responding to others' writing.

Full Transcript



Slide 1: Welcome

Welcome to the overview on Enabling Students to Use Writing Effectively for Learning and Communicating.



Slide 2: Writing skills central to success

Well-developed writing skills are fundamental to successful professional, social, community, and civic activities. Effective writing is critical to be able to communicate with a variety of audiences and is a key part of success in the workplace.



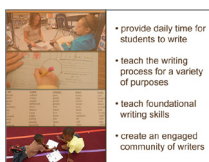
Slide 3: Need for proficiency

Students need to develop an early and strong foundation in writing to communicate efficiently and effectively. When students develop strong writing skills in early grades, they acquire a valuable tool for learning, communicating, and expressing their thoughts. Yet studies show that many American students are not skillful writers.



Slide 4: Teaching Elementary School Students to Be Effective Writers

The Institute of Education Sciences Practice Guide *Teaching Elementary School Students to Be Effective Writers* offers four recommended research-based practices that educators can use to increase writing achievement and to help students succeed in school and society.



Slide 5: Recommended practices

The four recommended practices are:

1. Provide daily time for students to write,
2. Teach the writing process for a variety of purposes,
3. Teach foundational writing skills such as spelling, sentence construction, and typing, and
4. Create an engaged community of writers.



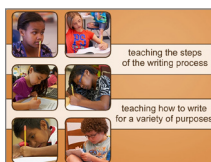
Slide 6: Audience

The Practice Guide’s recommendations are intended for teachers, literacy coaches, and other educators. The recommendations focus on activities and strategies teachers can implement with typically developing students in kindergarten through sixth-grade classrooms. The recommendations can also be used for working with students with special needs, although teachers may need to make modifications as appropriate. The guide may also be useful for principals, districts, and curriculum developers.



Slide 7: Daily time for writing

Recommendation 1 states the importance of providing daily time for students to practice writing. Students learn by doing, thus it is essential that students practice writing skills, strategies, and techniques. Writing practice can be integrated into all content areas.



Slide 8: Writing process

Recommendation 2 stresses the need for students to think carefully about the purpose for writing as well as planning what to say and how to say it. This recommendation includes teaching the steps of the writing process and teaching students how to use the writing process for a variety of purposes. Teachers need to help students learn how to carry out the writing process effectively and flexibly. They also need to help students develop an understanding that writing is a form of communication that can be used for varied purposes and audiences.



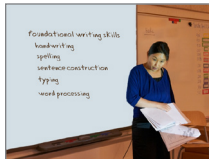
Slide 9: Components of the writing process

The writing process is the means through which writers compose. The components are:

- » Planning,
- » Drafting,
- » Sharing,

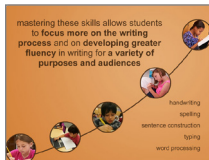
- » Evaluating,
- » Revising,
- » Editing, and
- » Publishing.

Writing is not a linear activity, and writers need to learn how to be flexible in their use of the writing process, moving easily back and forth between the components.



Slide 10: Foundational skills

Recommendation 3 addresses the foundational writing skills that students must master, such skills as handwriting, spelling, sentence construction, typing, and using a word processor. When students master these foundational skills, they are able to focus their efforts on composing.



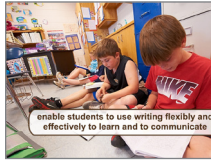
Slide 11: Gaining proficiency

As students move through elementary school, they should become increasingly proficient in these foundational skills. Mastering these skills allows students to focus more on the writing process and on developing greater fluency in writing for a variety of purposes and audiences.



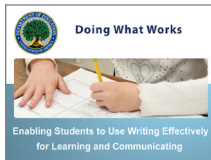
Slide 12: Community of writers

The fourth recommendation emphasizes the importance of developing an engaged community of writers. Students should collaborate with peers, share their writing, and have opportunities to receive and share constructive feedback. Teachers can create and participate in a supportive, engaging community where students feel safe reading, writing, and responding to the writing of others.



Slide 13: Achieving the goal

The ultimate goal of evidence-based writing instruction is to enable students to use writing flexibly and effectively to learn and to communicate. Educators can implement these four practices to help students become effective writers and be successful in their school and community.



Slide 14: Learn more

You will find materials on this site to provide information about the teaching of the writing process. Each recommended practice includes background information, expert explanations of content and pedagogy, and examples of how teachers have implemented the practices. Begin with the multimedia overviews and expert interviews for each practice in the Learn What Works section. Watch teachers using the recommended teaching practices in the See How It Works section, and download sample materials. Use the tools in the Do What Works section to conduct your own professional development, develop lessons, and review existing practices.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-PEP-11-C-0068. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.