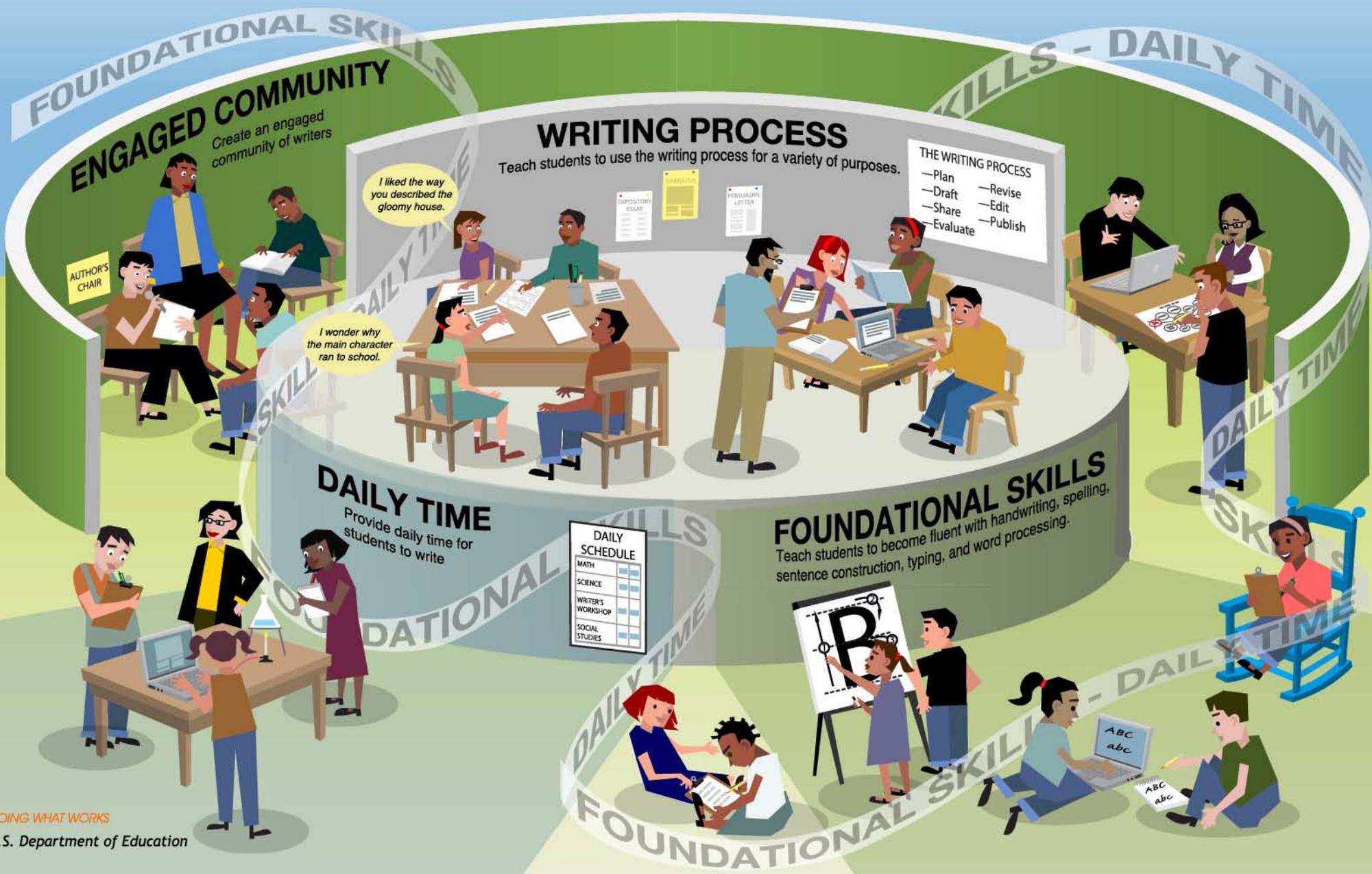
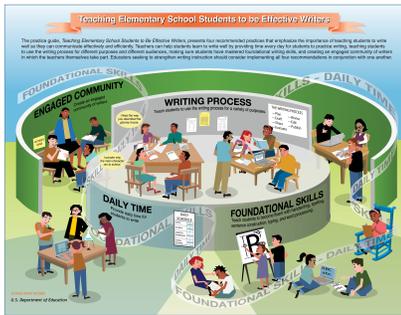


Teaching Elementary School Students to be Effective Writers

The practice guide, *Teaching Elementary School Students to Be Effective Writers*, presents four recommended practices that emphasize the importance of teaching students to write well so they can communicate effectively and efficiently. Teachers can help students learn to write well by providing time every day for students to practice writing, teaching students to use the writing process for different purposes and different audiences, making sure students have mastered foundational writing skills, and creating an engaged community of writers in which the teachers themselves take part. Educators seeking to strengthen writing instruction should consider implementing all four recommendations in conjunction with one another.





DOINGWHATWORKS

research-based education practices online

This diagram visually depicts the four research-based recommended practices from the Practice Guide, *Teaching Elementary School Students to be Effective Writers*. The four practices form a coherent framework for teaching writing to help students communicate effectively and efficiently.

Provide daily time for students to write

Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing

The two practices, *Provide daily time for students to write* and *Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing*, undergird the basic premise of the four recommended practices that students learn by doing. To become effective writers, students need to practice writing on a daily basis across all subject areas. Teachers should plan time for students to learn and practice writing skills, strategies, and techniques.

For students to become effective writers, they need to master foundational writing skills: handwriting, spelling, sentence construction, typing, and word processing. When students master these skills and can use them fluently and efficiently, they can devote their attention to formulating ideas, composing written texts, and utilizing the skills, strategies, and techniques of good writing.

As such, the visual diagram depicts these skills as the stage upon which students can learn the writing process for a variety of purposes and for different audiences.

Teach students to use the writing process for a variety of purposes

It is critical that teachers provide explicit instruction in the writing process and help students learn how to write for a variety of purposes and for different audiences. The visual diagram depicts the recommended practice, *Teach students to use the writing process for a variety of purposes*, as the main activity on center stage. There are two major components of this recommendation:

1. Teach students to carry out the writing process effectively and flexibly. This includes engaging students in the writing process to meet their goals and teaching students multiple strategies for carrying out the components of the writing process.
2. Guide students in using writing for multiple purposes and a variety of audiences. Students need to understand that writing can be used to communicate for different real-life purposes (e.g., persuade, inform, entertain), and for diverse audiences.

Create an engaged community of writers

Because writing is an important means of communication, surrounding the other three practices is the fourth recommended practice, *Create an engaged community of writers*. As students and teachers write together as a community, they share their writing, provide constructive feedback, and feel further motivated to write. In elementary schools, students need a safe and supportive environment to fully engage in writing.

Teachers should consider implementing the four recommended practices coherently in conjunction with one another. Taken together, the practices can enable students to use writing flexibly and effectively to learn and to communicate their ideas. As such, the visual diagram can be viewed as multiple classrooms wherein each of these practices take place in different ways, at multiple times throughout the school day, and with a variety of writing activities occurring simultaneously.

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.