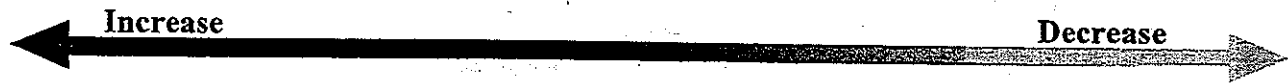


*Recommendations on Teaching Writing

Student achievement in literacy is best supported in learning environments that provide meaningful encounters with print through which students realize writing furthers the purposes of their lives. Therefore, best practices support the following:



<ul style="list-style-type: none"> • Student ownership and responsibility by: <ul style="list-style-type: none"> -helping students regularly choose their own topics and goals for improvement -using brief teacher-student conferences -teaching students to review their own progress 	<ul style="list-style-type: none"> • Teacher control of student work <ul style="list-style-type: none"> -deciding on <u>all</u> writing topics -dictating what needs revision -instructing exclusively through whole-class lecture
<ul style="list-style-type: none"> • Class time spend on writing whole, original pieces through: <ul style="list-style-type: none"> -establishing real purposes for writing -instructing and supporting all stages of writing process -prewriting, drafting, revising, editing 	<ul style="list-style-type: none"> • Majority of time spent on isolated drills on “sub-skills” of grammar, vocabulary, spelling, paragraphing, penmanship, etc. without transferring to whole pieces of writing and writing process
<ul style="list-style-type: none"> • Teacher modeling writing process - drafting, revising, sharing - as a fellow author 	<ul style="list-style-type: none"> • Teacher talking about writing but never writing or sharing own work with students
<ul style="list-style-type: none"> • Grammar and mechanics taught in context, at the editing stage, and as items are needed 	<ul style="list-style-type: none"> • Grammar lessons, given in order by textbook, with no connection to actual writing pieces
<ul style="list-style-type: none"> • Writing for real audiences, publishing for the class and for wider communities 	<ul style="list-style-type: none"> • Writing as assignments read only by teacher
<ul style="list-style-type: none"> • Supportive setting for shared learning: <ul style="list-style-type: none"> -active exchange and valuing of students’ ideas -collaborative small-group work -conferences and peer critiquing that give responsibility for improvement to authors 	<ul style="list-style-type: none"> • Devaluation of students’ ideas: <ul style="list-style-type: none"> -students viewed as lacking knowledge and language abilities -sense of class as competing individuals -work with fellow students viewed as cheating, disruptive
<ul style="list-style-type: none"> • Writing across the curriculum as a tool for learning (e.g., two-column notes) 	<ul style="list-style-type: none"> • Writing taught only during “language arts” period
<ul style="list-style-type: none"> • Constructive and efficient evaluation <ul style="list-style-type: none"> -brief informal oral responses as students work -thorough grading of selected pieces -focus on a few errors at a time (e.g., one or two of 6+1 Traits) -cumulative view of growth and self-evaluation -encouragement of risk taking and honest expression 	<ul style="list-style-type: none"> • Evaluation as negative burden for teacher and student: <ul style="list-style-type: none"> -all papers marked heavily for all errors -papers edited by teachers, and only after completed, rather than student making improvements -grading seen as punitive focusing on errors, not growth

*Adapted from Zimmelman, Steven, Harvey Daniels and Arthur Hyde. (1998). Best practice: New standards for teaching and learning in America’s schools. Portsmouth, NH: Heinemann.