

The Evidence Base for Being a Writer

The pedagogy of Collaborative Classroom's *Being a Writer*[™] is informed by best practices and research-based recommendations for writing instruction. This Evidence Base Guide was developed to highlight the research support for the instructional practices in the *Being a Writer* program, along with the common elements of the instruction that align to these practices.

The guide was developed by drawing on national literacy reports, meta-analyses of research studies, and Institute for Education Sciences (IES) practice guides (see reference lists for more detail).

The guide may be used by curriculum adoption committees, district administrators, research staff, teachers, literacy coaches, or grant writers to cite relevant sources, develop ESSA plans, develop research studies, or support implementation and professional learning.

The following high-leverage practices were identified for the *Being a Writer* program:

- Teach the Writing Process and Strategies
- Facilitate Speaking and Listening, Peer Collaboration, and Social Skills
- Support the Development of Language Skills and Conventions
- Teach about Text Features and Genres
- Engage Students in Writing to Learn
- Provide Assessment, Monitoring, and Feedback
- Provide Regular, Daily Periods of Writing
- Support Technology Use

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	Recommended Instructional Practices	<i>Being a Writer</i> Program Features	Sources
Teach the Writing Process and Strategies	<ul style="list-style-type: none"> Teach students strategies for the various components of the writing process: plan, draft, revise, and edit. 	<ul style="list-style-type: none"> Process writing approach (grades 3–5): cycles of prewriting, drafting, revising, proofreading, and publishing Writing strategies: prewriting techniques (e.g., generating ideas, making lists, quick writes, peer conferring, and using mentor texts to get ideas), revision and proofreading techniques (e.g., guided rereading of drafts, proofreading checklists, Word Banks, and peer and teacher conferring) 	<p>Graham et al. (2012a) Graham et al. (2015) Graham & Perin (2007) Troia (2014)</p>
Facilitate Speaking and Listening, Peer Collaboration, and Social Skills	<ul style="list-style-type: none"> Promote a supportive writing environment and an engaged community of writers. Provide for peer collaboration: opportunities to work together to plan, draft, revise, edit, and give and receive feedback (grades 2–6). 	<ul style="list-style-type: none"> Classroom discussion Collaborative writing tasks and peer conferring Cooperative structures (“Turn to Your Partner”; “Think, Pair, Share”; “Heads Together”; and “Group Brainstorming”) Author’s Chair Help one another improve their writing through pair conferring and expressing interest in one another’s writing 	<p>Graham et al. (2012a) Graham et al. (2015) Graham et al. (2012b) Graham & Perin (2007) Troia (2014)</p>
Support the Development of Language Skills and Conventions	<ul style="list-style-type: none"> Help students develop and apply knowledge about the conventions of written English and writing skills, including spelling, capitalization, punctuation, sentence construction, and grammar. Teach foundational writing skills (text-transcription and sentence construction) (grades 1–3). 	<ul style="list-style-type: none"> Grammar, usage, punctuation, capitalization, and some spelling Skills embedded in writing tasks (e.g., capitalization and punctuation, complete sentences, and guided writing practice [K–1]) and Extension activities <i>Skill Practice Teaching Guide</i> and <i>Student Skill Practice Book</i> mini-lessons (grades 1–5) K–2 skill instruction during shared or modeled writing activities; 3–5 skill instruction during revision and proofreading phases 	<p>Graham et al. (2012a) Graham et al. (2015) Troia (2014)</p>
Teach about Text Features and Genres	<ul style="list-style-type: none"> Teach students to write for a variety of purposes and audiences (describe, narrate, inform, persuade, and analyze). Increase students’ knowledge about writing (gathering ideas and information, text types and structures, good models of writing, and vocabulary) (grades 3–6). Provide students with opportunities to read, analyze, and emulate models of good writing (grades 3–6). 	<ul style="list-style-type: none"> Grades K–5: personal narrative, expository (or informative), opinion writing, and poetry Grades 2–5: letter writing Grades 3–5: functional (or explanatory) nonfiction Study of read-aloud texts and modeled writing as mentor texts 	<p>Graham et al. (2012a) Graham et al. (2015) Graham et al. (2012b) Graham & Perin (2007)</p>

	Recommended Instructional Practices	<i>Being a Writer</i> Program Features	Sources
Engage Students in Writing to Learn	<ul style="list-style-type: none"> • Support students to use writing to deepen content and literary knowledge. • Support students to use textual and other sources of information as content for writing. 	<ul style="list-style-type: none"> • Inquiry activities (e.g., Extension and Technology Extension activities) • Writing About Reading activities • Nonfiction writing research 	Graham et al. (2015) Graham & Perin (2007) Troia (2014)
Provide Assessment, Monitoring, and Feedback	<ul style="list-style-type: none"> • Facilitate conferences: Discussions about the writer’s goals, the writing process, the writing task, or the written product. • Establish goals for students’ writing. • Monitor performance and progress. • Provide opportunities for self-evaluation (grades 3–6). • Provide feedback: Verbal or written information (grades 2–6). • Use formative writing assessment to enhance students’ writing. 	<ul style="list-style-type: none"> • Teacher conferring • Specific product goals and student self-assessment • Formative assessments (class assessment notes, student goals and interests survey, student self-assessments, and beginning- and end-of-year writing samples) • Summative assessments (social skills assessment and individual end-of-unit writing assessment and rubrics) 	Graham et al. (2012a) Graham et al. (2011) Graham et al. (2015) Graham et al. (2012b) Graham & Perin (2007) Troia (2014)
Provide Regular, Daily Periods of Writing	<ul style="list-style-type: none"> • Provide daily time for students to write (minimum of one hour per day devoted to writing, beginning in first grade; 30 mins. teaching, 30 mins. writing). • Create routines that ensure students write frequently (grades 1–8). 	<ul style="list-style-type: none"> • Daily periods of writing (20–25 mins. K–2, 20–30 mins. 3–5) 	Graham et al. (2012a) Graham et al. (2015) Graham et al. (2012b)
Support Technology Use	<ul style="list-style-type: none"> • Use computer tools and software throughout the writing process to support the production of text (grades 1–6). 	<ul style="list-style-type: none"> • Technology mini-lessons (e.g., online safety, privacy, and searches; evaluating and citing sources; and creating documents and presentations) (grades 3–5) 	Graham et al. (2015) Troia (2014) Karchmer-Klein (2019)

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