# Writing Next Recommendations and WriteToLearn Benefits

## The Eleven Elements of Effective Adolescent Writing Instructions

**WriteToLearn™** is an automatically scored web-based personalized tool for building writing skills and reading comprehension in grades 4-12. **Writing Next** identified 11 effective and proven strategies to improve writing of adolescents in middle and high schools. WriteToLearn supports all of these strategies.

| Writing Next Recommendations* | WriteToLearn Benefits |
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| **1.** **Writing Strategies,** which involves teaching students strategies for planning, revising, and editing their compositions | **With its immediate, specific feedback, WriteToLearn helps students practice their writing strategies through a review and edit cycle.** The spelling and grammar tools in WriteToLearn allow students to edit their writing. The automated feedback allows revisions for improvement on six traits of writing. |
| **2.** **Summarization,** which involves explicitly and systematically teaching students how to summarize texts | **WriteToLearn teaches summarization and provides many opportunities to practice this skill.** Students write summaries and receive immediate, automated feedback on the content of the summary as well as feedback on copying, spelling, redundancy and irrelevancy. |
| **3.** **Collaborative Writing,** which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions | **With WriteToLearn, students can collaboratively plan their summaries, and share and edit their writing.** The lesson plans included with the summary component of WriteToLearn integrates technology with classroom lessons that support collaborative writing. |
| **4.** **Specific Product Goals,** which assigns students specific, reachable goals for the writing they are to complete | **Teachers can adjust scoring options to meet the learning goals of students in their classroom.** WriteToLearn allows teachers to adjust scoring thresholds, the expected length of writing assignments, and the number of feedback cycles. |
| **5.** **Word Processing,** which uses computers and word processors as instructional supports for writing assignments | **Students use internet connected computers and write their essays and summaries within WriteToLearn.** Spell checkers and grammar checkers are part of WriteToLearn, as well as a number of other editing and revision tools. |

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| **6.** **Sentence Combining,** which involves teaching students to construct more complex, sophisticated sentences | **With the suggestions from WriteToLearn, sentence combining becomes easy and simple.** The sentence fluency trait as well as the redundancy tool help students with sentence structure and explicitly suggest combining sentences to avoid repetition and redundancies. |
| **7.** **Prewriting,** which engages students in activities designed to help them generate or organize ideas for their composition | **WriteToLearn includes lesson plans and suggestions for prewriting.** The curriculum guidelines of WriteToLearn include lesson plans for prewriting exercises to prepare for their first draft. |
| **8.** **Inquiry Activities,** which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task | **Over 750 engaging passages for immediate and concrete data analysis!** WriteToLearn provides passages across a range of subjects, including History, Science, Social Studies, and Language Arts. |
| **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 | **WriteToLearn provides extended opportunities for writing and revising across a number of subjects and topics**. WriteToLearn embeds writing in classroom instruction and presents personalized feedback to guide multiple writing cycles of revisions and renewed feedback. Many of the WriteToLearn essay prompts ask students to write for specific, authentic audiences. |
| **10.** **Study of Models,** which provides students with opportunities to read, analyze, and emulate models of good writing | **In WriteToLearn, writing models are selected to demonstrate writing at all levels relative to six traits of writing.** The feedback tools in WriteToLearn include example essays, marked up to demonstrate strengths and weaknesses of writing at all levels. |
| **11.** **Writing for Content Learning**, which uses writing as a tool for learning content material | **WriteToLearn is designed to be used in Language Arts and other subject areas.** WriteToLearn can be applied to the sciences (Biology, Chemistry, Physics), the social sciences (History, Social Studies, Geography), and some applied fields (such as Forensics). |

*Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

# For more information, visit WriteToLearn.net

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