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EXPLORING EVIDENCE BASED PRACTICES FOR ELEMENTARY WRITING INSTRUCTION AND FOR TEACHER DEVELOPMENT: A REVIEW OF THE LITERATURE

Ericka Walz

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**Exploring Evidence Based Practices for Elementary Writing Instruction and for Teacher
Development: A Review of the Literature**

By

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of

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Chapter I

Introduction

Why should we teach children to write? How do we teach children to write? What strategies should we use to teach children to write? Most elementary teachers are equipped with the decided school writing curriculum, if any, and without much guidance (Will, 2021). According to the most recent statistics provided from the NAEP, only 25% of students are proficient in writing in 8th grade (Will, 2021). The stakes are high for development of foundational writing skills in elementary grades to prepare students for middle and high school and beyond. Many teachers feel unprepared to meet the writing instruction needs of learners in the 21st century (Grisham & Wolsey, 2011). Evidence-based practices for writing instruction are the best way to ensure classroom time is spent well and wisely (Graham et al., 2016). These strategies are measured and proven to improve literacy growth in writing acquisition. Through a thorough literature review, evidence will be presented and shared to understand the issues, current findings and resources available to support teachers in effective evidence-based practices for writing instruction.

Important Factors in Elementary Writing Instruction

Writing is an important facet of literacy development in elementary education, and it is critical to student success in education (Troia, 2014). Teachers have an immense responsibility to help develop this cognitive domain. Through this domain, students learn how to communicate through written language. While speaking comes intuitively for most children, learning how to write is complex and it is not a natural skill (Graham, 2019). Writing is an important skill and without purposeful, explicit instruction, it is possible that a child could never learn to write. As an adult, writing is an essential way to communicate with others. Learning to write is an

important life skill, which is often the basis on which others judge your learning, your ideas, what is important to you and your contribution to greater society (Brink, 2020). Whatever your occupation, individuals write to communicate with others, whether a text message, friendly email, a formal report, resume or job application. The ways in which we communicate through writing is endless. Learning to write as a child is paramount to the future success of their educational journey through adulthood. The lack of could have dire consequences for their future prosperity (Pinto et al., 2012). Having teachers who are prepared to teach writing through effective, evidence-based practices in writing strategies can have life long impact on the students in their classrooms.

Education Reform and Impact on Writing Instruction

Reflecting on the history of modern education reform can help guide our understanding of contributing factors in the preparation of teachers, and the advancement of elementary writing instruction in our schools. The No Child Left Behind policies of the early 2000's centered literacy instruction around reading. The impact of this policy had a negative effect on the morale of teachers and writing instruction (McCarthy, 2008). With federal funding on the line and with increased pressure in testing, especially for lower income schools, teachers and schools shifted their attention toward reading instruction. The important skill of writing in literacy development moved to the sidelines (McCarthy, 2008).

A decade later in 2010, one of the most ambitious attempts to improve education in the United States came to fruition. Common Core State Standards (2022) have placed a renewed focus on elementary writing skill development. However, these standards have not come without controversy (Graham & Harris, 2015). Because the research on effective writing practices are relatively new in the last 30 years (Graham & Harris, 2016), some professionals feel that

Common Core State Standards have missed the mark, leaving teachers with gaps in guidance and knowledge in writing instruction. Common Core State Standards allow freedom for teachers who know best about what works in the classroom. That is why these standards establish what students need to learn, but do not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards. (page 6)

Freedom from specific instruction guidelines in Common Core State Standards, and the option for states to opt out if they have strong standards in place, could be seen as a benefit. However, with this much flexibility and freedom, how do teachers know if the strategies they are using have evidence that shows they will support student growth and achievement in writing? How well are new teachers prepared to navigate these guidelines and to implement evidence-based practices in writing instruction?

Teacher Development in Writing Instruction

Undergraduate studies in teaching leave most new teachers prepared to enter the classroom (Bowsher, 2018). However, many new teachers agree that there is a gap between theory and practice in literacy instruction (Kosnik et al., 2008). Undergraduate teacher preparation programs rarely offer writing instruction courses that are not embedded in reading methods courses (Myers et al., 2016). This contributes to a lack of confidence many educators feel regarding teaching writing methods. In a recent study conducted by Brenner, D., & McQuirk, A. (2018), titles and descriptions of required literacy courses in 42 elementary teacher education programs from seven states were surveyed to evaluate the focus on writing in elementary education. According to this study, of the 155 required literacy pedagogy courses that were identified, only two were the teaching of writing (Brenner & McQuirk, 2018). While a broader study would give a more complete picture of undergraduate teacher preparation

programs, this snapshot suggests that new teachers are likely unprepared to teach this area of literacy. This leaves new and veteran teachers to rely on their own knowledge, personal experience in writing, school curriculum and professional development to develop a plan to teach writing. However, teachers who rely on curriculum and writing programs based on instructional practices from experience, insights, or observations, may be doing a disservice to students (Oxford et al., 1995). It is possible that by teaching writing instructional lore and focusing solely on curriculum, teachers may not be delivering effective writing methods that been reviewed against evidence based practices in instructional strategies in writing.

Through the compliment of evidence based practices in writing instruction, specific strategies can enhance and target methods that have statistical evidence of a positive effect on student writing skills (Troia, 2014). When we combine the guidance of Common Core State standards, expertise of teachers, and evidence based practices in writing instruction, in an integrated cross-curricular approach, teachers will be able to deliver the best educational programs, based on the most rigorous evidence provided today (Slavin, 2002).

Evidence-Based Practice

During the No Child Left Behind Policy of the early 2000's, the term "scientifically based research" became the tag word for evidence based methods that were most likely going to work in education (Kretlow et al., 2011). However, there are differences in sources that should be defined when seeking out specific types of information, particularly in writing instruction. Scientifically based writing instruction, evidence-based writing instruction and research-based research in writing instruction, are sometimes used intermittently; but when defined, have different applications and meanings when describing educational outcomes and recommendations.

Research-based studies are the most undefined of the three. Research based studies in writing instruction is where parts or components of a program or method are based on practices demonstrated effective through research. Research-based studies can refer to a single study that has not been replicated, designs that are not evaluated of cause and effect, variables have not been accounted for and studies may not be analyzed by a peer review (Zucker, 2004).

Science, or scientifically based research in writing instruction contains parts or components of the program or method that are based on Science (Kretlow, 2011). Science based research can tell us a lot about a theory or practice, but have not measured the studies effectiveness through multiple applications. Scientific based research in writing instruction can provide the platform on which Evidence Based research can apply and confirm information on a greater scale.

Evidence-based research is where the entire program or method has been demonstrated through research to be effective (Roberts, 2021). Evidence Based Practice, (or EBP's), are practices that have been developed as a result of preferred research, which refers to the systematic way researchers apply an intervention and measure its effectiveness. This research is measured by the number of studies that show a strong positive cause and effect relationship between the writing intervention, or strategy and improved academic outcomes (Kretlow et al., 2011). When considering Evidence Based Research in writing instruction, the entire program or method has been demonstrated through Research to be effective.

Definitions of Terms (Oxford Languages)

1. Writing Instruction: The pedagogical approaches and techniques used to teach students how to write.
2. Language Arts: the study of grammar, composition, spelling, and (sometimes) public speaking, typically taught as a single subject in elementary and middle school.

3. Evidence Based Research: Evidence-based research is the use of prior research in a systematic and transparent way to inform a new study so that it is answering questions that matter in a valid, efficient, and accessible manner.
4. EBP: Evidence Based Practice abbreviation. The systematic way researchers apply an intervention and measure its effectiveness.
5. Literacy: the ability to read and write.

Problem Statement

Writing instruction is considered part of language arts and literacy development in education. While theory is taught in undergraduate studies in teacher preparation programs, new teachers lack the information they need to teach writing (Baggott, 2012). Many veteran teachers rely on their own knowledge, or knowledge of others to develop writing instruction in their classrooms (Grisham et al., 2011). With the overwhelming number of students not meeting the minimum writing requirements by 8th grade, something needs to change in elementary instruction to support writing instruction in schools. In this literature review, I explore evidence-based practices in writing instruction to help support teachers in scientifically proven, effective writing strategies to improve student outcomes in writing.

Research questions

Two research questions guide this starred paper:

1. What factors have contributed toward the lack of student achievement in writing?
2. What are some evidence-based practices with positive effect sizes in writing instruction strategies to support teachers in improving student outcomes in writing?

Focus of Paper

This starred paper is a literature review on the exploration of evidence-based practices in writing instruction to support teachers who teach writing. Chapter I provides background information on writing instruction and the importance of evidence based practices in writing instruction strategies. Chapter II explores the top research results in evidence-based practices in writing instruction strategies. Chapter III summarizes the research results and presents ways teachers can use these evidence-based practices and strategies to support effective writing instruction in the classroom.

The search engines used for research in this literature review are Google Scholar, EBSCO, and Research gate. The following key words were used in searches to explore meaningful articles: *Writing instruction, evidence based, teacher candidates, early literacy, common core state standards, primary school, development, instruction, effective communicator, skill, no child left behind, best practices, strategies, research, policy, explicit instruction, whole language, effect size, elementary grades, transcription skills, spelling strategies, self-regulation, SRSD, mechanics, writing process, goal setting, creative writing, visual imagery, text structures, goal setting and self assessment, scaffolding, peer review, teacher feedback.*

Importance of the Topic

In-service teachers can feel lost when it comes to writing instruction. With their day full of Language arts subjects, writing is quickly pushed aside to attend to reading, handwriting, spelling instruction and vocabulary development in the elementary grades (Graham, 2019). These teachers do not have time for another language arts curriculum and they need support on effective strategies they can use to implement effective writing instruction. To improve outcomes in writing ability, in service teachers need sound evidence-based writing instruction that is

interdisciplinary and cross curricular, so that students are writing throughout the day (Troia, 2014).

Evidence-based practices in research on writing instruction confidently assures in service teachers that they are using strategies and methods that are scientifically proven to improve the outcome of students writing ability. Through the use of evidence-based practices in writing instruction, teachers will employ proven techniques for writing in any subject (<https://ies.ed.gov/ncee/>). It is imperative that we rethink our approach in elementary grades, to ensure success in middle, high school and beyond (Slavin et al., 1989).

Common Core State Standards (CCSS) can be seen as challenging because of the lack of direction on how to meet the standards. While Common Core State Standards give schools and teachers more freedom to meet the needs of their school, teachers are more likely to adapt and extend CCSS's goals for writing if they possess effective tools for teaching writing (Graham, Gillespie et al. 2013). The evidence-based practices for writing strategies presented in Chapter II, will provide teachers with an overview of evidence based, effective writing tools for teaching writing.

Chapter II

Review of the Literature

In Chapter I, we explored important factors in writing instruction, teacher development in writing instruction and defined evidence based writing instruction. Chapter II is focused on the exploration of evidence based research on practices in writing instruction and the most prominent studies in writing instruction as a resource for teachers.

Evidence-Based research on practices in writing strategies are not a curriculum, or advice or an opinion; they are actions that are scientifically proven to have a positive effect on student performance and growth in the area of writing (Graham et al., 2016). These strategies are certain to be effective. Scientific studies that contain meta-analysis of research, quantitative and qualitative data when compared to common writing instruction strategies, can help ensure that teachers are using evidence based, effective instruction in the classroom.

Two of the leading names in research on evidence based writing instruction are Dr. Steven Graham, Regents Professor at Arizona State University, and Dr. Karen Harris Professor Emeritus at Arizona State University. Dr. Graham and Dr. Harris have authored over 900 articles on literacy instruction with a focus on and literacy development, education and interventions. Both have publications that have been cited a combined 100,000 times. Dr. Harris developed the well renowned Self-regulated strategy development (SRSD), which has been deemed evidence-based in both special and general education. In addition, collated over the span of 25 years, a great wealth of information is contained in their quantitative, qualitative and meta-analysis' that gather and analyze research in writing instruction.

One of the greatest published meta-analysis' on writing instruction for elementary aged students was completed in 2012 by Dr.'s Steven Graham, Debra McKeown, Sharlene Kiuahara, and Karen Harris. In this meta-analysis, 115 studies that had statistical evidence in writing instruction, which could be calculated with effect size, were categorized and examined (Graham et al., 2012). Of those, 13 strategies with a positive effect, that improves student writing, were identified. Lastly, to be included in this analysis, studies had to be tested at least 4 times. The table below (Graham et al., 2012) lists the results of a meta-analysis of 115 studies that combines the results of these scientific studies including interventions and effect size. Following this table, I will explore more about each strategy for further explanation and insight.

Table 1

Meta-analysis of writing interventions and effect sizes

Writing Interventions with effect size

Explicit instruction in teaching writing process, skill or knowledge		
	Strategy	Effect Size
1.	Explicit Strategy Instruction	1.02
2.	Adding Self Regulation Strategy Instruction	0.50
3.	Text Structure Instruction	0.59
4.	Creativity/Imagery Instruction	0.70
5.	Teaching transcription skills	0.55
6.	Grammar Instruction	Did not produce significant effect size

Table 1 (Continued)

Procedures for Scaffolding or Supporting Students' Writing		
	Strategy	Effect Size
1.	Prewriting activities	0.54
2.	Peer Assistance	0.89
3.	Product Goals	0.76
4.	Assessing Writing	0.42
Other Strategies with Positive Effect Sizes		
	Strategy	Effect Size
1.	Word Processing	0.47
2.	Extra Time Writing	0.30
3.	Comprehensive Writing Programs	0.42
IV. Moderator Analyses: Used to examine if the effect of an independent variable on the dependent variable is the same across different levels of another independent variable.		
	Strategy	Effect Size
1.	Self-Regulated Strategy Development Model	1.17
2.	Process Approach to Writing Instruction	0.40

I. Explicit instruction in teaching writing process, skill or knowledge

1. Strategy Instruction: Teach planning when writing, drafting, and revising

Explicit instruction means, “stating clearly and in detail, leaving no room for confusion or doubt.” A writing strategy involves a series of actions that a writer takes to achieve a desired goal. This can include simple strategies, like brainstorming or webbing of ideas (Graham & Harris, 2005; Harris, et al., 2008). However, encouraging students to practice these strategies is not enough. Students need explicit instruction on how to apply these processes effectively. An effective method for teaching a writing strategy includes the following (Rogers & Graham, 2008):

- Describe the writing strategy and the purpose for learning it.
- Make it clear when students should use the strategy.
- Show students how to use the strategy.
- Provide students with practice applying the strategy, giving assistance as needed.
- Continue instruction until students can use the strategy independently.
- Encourage students to apply the strategy in appropriate situations once instruction has ended.
- Ask students to evaluate how the strategy improved their writing.

Through explicit instruction in these areas, the result has a high effect size of 1.02. This is encouraging, researched information for teachers who teach writing. While following the guidelines for strategy instruction, students should make significant gains in writing.

2. Adding self-regulation instruction to explicit writing instruction: include goal setting and self-assessment

Researchers have found that by incorporating goal setting and self-assessment, writing will become a process instead of a product (Chung, et al., 2021). Goal setting and self assessment includes explicit instruction in the following areas:

- Setting goals and breaking them into steps as needed
- Developing plans for meeting goals and monitoring progress
- Implementing the plans
- Self-monitoring
- Revising the goals when needed

The goal-setting strategy helps students to understand what they are striving for. With an effect size of 0.50, when used with writing strategies, it can increase student attention, motivation, and effort (Graham et al., 2012).

3. Teach creative writing and how to produce visual images

When children start school, they come with a natural interest to write. They began with making marks on sidewalks with chalk, drawing shapes with markers, and eventually learn how to form letters and begin to use letters to visually communicate with words. Creative writing, when taught through explicit instruction, is a strategy that allows students to write for different purposes and for enjoyment (Göçen, 2019). Creative writing serves the following areas in writing instruction development for students:

- to entertain
- to foster artistic expression
- to explore the functions and values of writing
- to stimulate imagination
- to clarify thinking
- to search for identity and to learn to read and write.

Incorporating explicit instruction in creative writing has an effect size of 0.70.

4. Teach students the various structures of text (e.g., narrative and expository)

Teaching students about text structure has great benefits in supporting knowledge and comprehension about what they are reading (O'Connor, & Vadasy, 2013). When less working memory needs to be dedicated to understanding the format of the text a student is reading, students have more memory available to process more vocabulary and deeper meaning.

As an example, the most common two types of text structures are narrative and expository texts. Children are usually very familiar with narrative texts, since they are most common in children's storybooks. The basic categories of narrative stories are the setting, initial event, reaction, goal, action, outcome and ending (Pearson, 2016). Children become naturally used to this text structure when beginning to read. Having prior background knowledge of the sequence of events, allows children to use the context to develop deeper meaning and understanding of what they are reading. The other example is with expository texts. Expository text can vary in structure such as descriptions, sequences, compare and contrast and cause and effect. Because this text structure is usually less familiar with children, there will be less experience and background knowledge with this type of text. By teaching students to recognize how informational texts will communicate, students will use less working memory to understand how they should be reading and organizing their thoughts, and will be able to spend more time focusing on the knowledge. Explicit instruction in various structures of text has an effect size of 0.59.

5. Teach basic transcription skills: handwriting, spelling, keyboarding

If a child is learning to write, they're practicing transcription, even if they don't use that word to describe what they're doing. During the Elementary School years, handwriting improves with school and age (Graham, & Harris, 2000), and studies have shown that there is a direct link

between handwriting and compositional writing in the early elementary years (Graham et al., 1997). There are two main areas in which handwriting can affect fluency in writing. The first is called the Presentation effect (Graham et al., 2011). This theoretical effect suggests that students with poor handwriting, or less legible handwriting, writing may be graded more poorly. Because the teacher cannot read the information clearly, teachers may unintentionally judge the quality of ideas and give the students a lower grade. The second area is the Writer effect (Graham et al., 2011). This theoretical effect suggests that students who lack fluency in handwriting use an inordinate amount of cognitive resources, which interferes with writing processes and negatively affects writing fluency. Supporting students in handwriting is time well spent with an effect size of 0.55.

Currently, there are many different approaches to spelling instruction, and there is not a clear consensus on how best to teach spelling (Schlagal, 2002). This helps make the case for evidence based practices in spelling instruction to meet the needs of 21st century learners and to guide teachers in effective spelling strategies. To support fluency in writing, it is important that students learn to correctly and automatically spell words that will be used when writing (Harris et al., 2017). Having to think about spelling words while writing can cause students to forget about writing plans or ideas that they are working on, resulting in less elaborate writing and reduced overall quality of text (Harris et al. 2017). Students need to acquire knowledge about words and basic patterns that form English words in writing. By incorporating explicit instruction in the use of word building, syllable recognition and imagery, students have been shown to make significant gains in spelling development. Teachers that use evidence based practices in spelling for writing will have a positive effect on spelling development.

While digital writing tools have become commonplace in many schools and homes, paper and pencils are still the main medium for writing in many elementary schools (Cutler & Graham, 2008). While teaching young students how to write, writing by hand should be emphasized before moving onto keyboarding. For some students with difficulty in handwriting, keyboarding allows them to more easily communicate and express their thoughts. Keyboarding text is legible and teachers can read it easily. To ensure that keyboarding has a positive effect in the classroom, students need to be proficient in typing and key location before beginning writing projects (Wolfe et al., 1996). All of these transcription skill components will enhance writing in the classroom with an effect size of 0.55.

6. Explicit instruction in Grammar did not produce positive effect size

Explicit instruction in grammar refers to learning grammar in language materials through dominant means, such as memorizing and grammar analysis. Explicit instruction in grammar has a negative effect size of -0.41 . While explicit grammar instruction has a negative effect size, meaning it has not shown to have a positive effect on writing instruction, it is important to teach grammar. Early research has shown that active learning approaches when teaching grammar are more effective (Graham et al., 2013). More research in this area would help define positive strategies in grammar instruction.

Scaffolding

1. Prewriting activities (e.g. make notes together, draw pictures, and gather information)

Engaging students in prewriting activities has a positive effect for students in elementary grades (Graham et al., 2012). Dr. Steven Graham (2012) suggests these strategies for prewriting activities:

Brainstorming ideas for writing with peers or as a class. Helping the students select a writing focus from a suite of possibilities. Modeling how ideas for writing might be noted (as pictures, mind maps, notes, etc.) Jointly listing the key parts of the text. “As a class, let’s list as dot points what we need to include in this piece of writing.” Thinking about the genre or text type that might be appropriate for different writing focuses.

Prewriting activities have a combined effect size of 0.54, and can greatly support writing in the early stages.

2. Peer Assistance: Student’s work together during drafting, revising, and editing papers

Many classrooms are successfully using peer review strategies to support writing in the classroom (Wilcox et. al., 2016). Research shows that students show an increased awareness and consideration of the writing process when engaged in the writing process with their peers.

Students receiving advice demonstrate greater self-reflection and stronger revisions and final drafts than those without peer support (Chung et al., 2021). Having students work together has an effect size of 0.89.

3. Provide students with some specific goals (e.g. adding these ideas when they are revising)

Students are intrinsically motivated when goals are achievable and they can experience success in smaller steps. It is important to set clear and specific goals to guide students in the writing process (Graham et al., 2012). Support students by giving explicit instruction on product goals and what they are supposed to accomplish. This strategy benefits all skill level of writers with an effect size of 0.76.

4. Assessing writing: Teacher feedback as well as peer feedback

Teacher feedback is an important part of the writing process. Research has found that personal conferencing with students helps build writing confidence and strengthens teacher, student relationships. When giving written feedback, students benefit most from content feedback, not just simply grammar and punctuation. Because both are important, students achieve greater revision and progress in writing when given this type of feedback from teachers (Ghosh, 1998). Peer feedback is beneficial because of the cognitive and social benefits it provides. This aligns well with Vygotsky's sociocultural theory, where the mind develops through one's interaction with the world around him/her (Vygotsky, 1978). Vygotsky emphasizes that peer interaction is vital to the improvement of students' learning, because it allows students to construct knowledge through social sharing and interaction (Liu et al., 2001). Teacher review and peer review have a combined effect size of 0.42. This positive effect size suggests that teacher and student feedback is a good writing instruction strategy to improve students writing development.

Alternative models of composition

1. Invite students to try word processing programs (MS Word, Google Docs)

Through advancements in the availability of technology, students have greater access to word processing than ever before. By incorporating word processing into writing instruction, students are excited and approach writing with a positive attitude (Bangert-Drowns, 1993). While writing development process benefits from teacher supported, explicit instruction in strategies for planning and revising, word processing helps students to fluently write, revise and publish their writing (MacArthur et al., 1995). Word processing can also support students that need support in handwriting, since it frees them from mechanical writing. Incorporating word processing into the writing process has an effect size of 0.47.

2. Incorporate Extra Time Writing

In already busy classrooms across America, it can be challenging to spend extra time writing. However, writing is a complex and difficult task, that does take a considerable amount of time to master. The recommended amount of time in writing instruction and practice across subjects is one hour a day (Graham, 2018). It is important to find ways to write often, and for extended periods of time or for longer projects. Here are a few suggestions on ways to incorporate more writing in your day:

- Increase the time spent on daily writing
- Invite students to think and write on self-selected ideas and topics
- Offer opportunities that include daily expressive writing time

Incorporating extra writing time into your day will benefit students with an effect size of 0.30.

3. Comprehensive Writing Program

The Oxford dictionary defines comprehensive as complete; including all or nearly all elements or aspects of something. A comprehensive writing program is one that is complete with all of the necessary components to teach writing, including training or professional development on how to execute the curriculum. Implementing a comprehensive writing program with a process approach has a positive impact in typical elementary classrooms with an effect size of 0.42 (Graham et al., 2012). A comprehensive writing instruction program has been shown to positively affect a student's outcome in writing.

IV. Moderator Analyses: Used to examine if the effect of an independent variable on the dependent variable is the same across different levels of another independent variable.

1. Self – Regulated Strategy Development (SRSD) and process based writing approach combined.

Self-Regulated Strategy Development is an instructional model that is used to teach writing strategies, or a process based writing approach, along with self-regulation techniques. The writing instruction strategies improve writing outcomes, and when combined with self-regulation strategies, the strategies have an even greater effect on students writing progress. Some examples of self – regulation techniques are: goal setting, progress monitoring, self-instruction and self-statements (Santangelo et al., 2007) This writing process focuses on six stages of instruction that have proven successful amongst students of varying ages and abilities, including those with learning disabilities. These strategies are successful for all learners because the targeted strategies in SRSD focus on the most common difficulties that students need support and accommodations for (Santangelo et al., 2007). The table below illustrates the six stages of writing instruction. The writing process alone has an effect size of 0.40, but when combined with the SRSD model, this strategy has an effect size of 1.17 and been proven to be very effective for all learners. The high effect size of this model suggests that this writing instruction method would positively affect student’s outcome in writing.

Table 2*Stages of Instruction SRSD*

Table 1
Stages of Instruction in the Self-Regulated Strategy Development Model (Graham & Harris, 2005; Harris & Graham, 1996)

Stage	Description
1. Develop Background Knowledge	Students are taught any background knowledge or skills needed to use the strategy successfully.
2. Discuss It	Students examine their current writing performance and discuss the purpose and benefits of the new strategy.
3. Model It	The teacher models how to use the strategy and self-regulation techniques.
4. Memorize It	Students memorize the steps of the strategy.
5. Support It	Students practice using the strategy with fading levels of teacher support and scaffolding.
6. Independent Performance	Students use the strategy with little or no support.

Note. These stages are designed to be flexible and should be combined, repeated, or reordered, as needed.

Note. Reprinted from “Self-Regulated Strategy Development: A Validated Model to Support Students Who Struggle with Writing,” by T. Santangelo, K. Harris and S. Graham, 2007, *Learning Disabilities: A Contemporary Journal* 5(1), 1–20, 2007

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Chapter III

Conclusions and Recommendation

There are many factors that affect the learning outcomes for students in writing development. From outside factors like education policies that govern our schools, teacher preparation programs, and professional development, to the inside classroom factors like lack of time, teachers attitudes about writing, lack of resources and lack of focus on effective strategies. Evidence based practices in writing help move writing instruction in the right direction and plays an important role in the writing development of students. While these strategies are not a curriculum, they are strategies that are cross-curricular and will get students writing. These strategies help students to become better overall writers and the quality of their writing will greatly improve (Graham et al., 2012).

Recommendations

When I began this review, I wanted to find resources to support my knowledge as an educator and to better understand what factors should be considered when providing the best writing instruction and practices for my students. My goal was to educate readers on evidence based writing practices that would ensure writing improvement and outcomes in their students. In researching articles I have found some excellent resources to support teachers in the classroom. My recommendation is for educators to critically evaluate their own experiences in writing, understand their own weaknesses and seek our professional development to improve teaching methods, evaluate your current curriculum for evidence based writing instruction practices and standards, and look for ways to incorporate evidence based writing instruction practices into your classroom. Below is a list of resources to support evidence based practices in writing for teachers.

Further research

While research showed that each of the strategies in this review has a positive effect on the writing development of students, there are some limitations and areas for future research. There has not been any significant research on the outcomes of combinations of these strategies, other than SRSD. Further research in this area could help define the best combined strategies for increased beneficial outcomes. Also, the strategies in the review are targeted for a general classroom, with the exception of SRSD, which has shown a positive effect in both general and student needs classrooms.

Chapter IV

Resources

Below are resources that contain information on standards, writing programs, products, policies and evidence based research on writing instruction practices.

Table 3

Resources for Evidence Based Writing Instruction Research and Practices

Resources for Evidence Based Writing Instruction Research and Practices		
Resource Name	Link for further information	Description
The Institute of Education Sciences (IES)/What Works Clearinghouse (WWC)	<p>IES</p> <p>https://ies.ed.gov</p> <p>IES/WWC</p> <p>https://ies.ed.gov/ncee/wwc/FWW</p>	<p>IES provides statistics, research, and evaluation for the U.S. Department of Education. “What Works,” WWC, has been a central and trusted source of scientific evidence on education programs, products, practices, and policies. We review the research, determine which studies meet rigorous standards, and summarize the findings. We focus on high-quality research to answer the question “what works in education?”</p> <p>Why Does Quality Matter</p>

		<p>in Education Research?</p> <p>Not all education research is equal. Identifying well-designed studies, trustworthy research, and meaningful findings to inform decisions and improve student outcomes can be tricky. That's where the WWC comes in.</p>
Write Center	<p>Write Center</p> <p>https://www.writecenter.org</p> <p>Research Articles</p> <p>https://www.writecenter.org/research-categories.html</p>	<p>***Explore more than 500 research articles in K-12 writing.</p> <p>The WRITE (Writing Research to Improve Teaching and Evaluation) Center for Secondary Students researches academic writing in middle and high school. We are extending evidence-based practices learned in the English language arts classrooms from three nationally recognized interventions into history classrooms. The WRITE</p>

		<p>Center is excited to provide middle and high school teachers with the professional learning needed to improve their students' writing.</p>
<p>Think SRSD</p>	<p>Think SRSD</p> <p>https://www.thinksrsd.com</p> <p>Resources for educators</p> <p>https://www.thinksrsd.com/free-resources-to-share/</p>	<p>We are educators who offer professional learning on evidence-based practices for teaching writing, and academics researching these. thinkSRSD's team offered the 1st ever open-enrollment professional learning on SRSD in 2008 for the NYC DOE, and at Bank Street College. We then began offering online SRSD courses in 2011, and now excel at blended learning. Working in schools throughout the nation daily, we regularly update how we integrate SRSD with the latest advances in our field so we can customize the</p>

		support we offer.
International Literacy Association	<p style="text-align: center;">ILA</p> <p style="text-align: center;">https://www.literacyworldwide.org</p> <p style="text-align: center;">Resources from ILA Journals</p> <p style="text-align: center;">https://ila.onlinelibrary.wiley.com/hub/free-resources.html</p>	<p>The International Literacy Association (ILA), formerly the International Reading Association, is a professional membership organization of more than 300,000 literacy educators, researchers, and experts across 128 countries. Through our work, we support literacy professionals and educators from every corner of the world.</p> <p>We advocate for children’s rights to read and to excellent literacy instruction in reading, writing, communicating, and critical thinking. We believe that every child, everywhere, must be given equitable access to the education, opportunities, and resources needed to realize their full potential</p>

		and become active global citizens capable of participating in and contributing to their communities at every level.
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