

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools connected to ***Write Source***[®]

Writing Next	<i>Write Source</i> [®]
<p>Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions</p>	<p><i>Write Source</i>[®] provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as freewriting, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.</p> <p>Students also learn to apply different strategies as they write in the various forms covered in <i>Write Source</i>[®] including narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum.</p>
<p>Summarization, which involves explicitly and systematically teaching students how to summarize texts</p>	<p><i>Write Source</i>[®] includes lessons on how to summarize text that provide students with model summaries, and step-by-step guidelines for creating their own summaries. Differentiated lesson plans in the Teacher's Editions help English learners and struggling learners craft summaries.</p>
<p>Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions</p>	<p><i>Write Source</i>[®] has students collaborate on writing activities and participate in peer responding activities to help each other with all aspects of composition. The six traits of effective writing form the framework for collaborative writing activities and give students guidelines for helping each other with writing.</p>
<p>Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete</p>	<p>Each major form has a page titled "Understanding Your Goals" in the <i>Write Source</i>[®] student books to ensure that students understand the goals for specific writing assignments. The six-trait rubrics embedded into every lesson spell out the goals for the writing task and give students guidelines for evaluating how they can improve their writing.</p>
<p>Word Processing, which uses computers and word processors as instructional supports for writing assignments</p>	<p>Sections in the <i>Write Source</i>[®] student books teach students how to use computers as a tool for writing including an overview of the components of a computer and specific ways computers can be useful during each step in the writing process (researching and using graphic organizing during prewriting and using the cut-and-paste functions during the revising process to make changes to organization easier, and publishing a report in multi-media format).</p> <p>Computers are also used as tools for instruction in the <i>Interactive Skills CD-ROMs</i>, which provide students with grammar and skills animated lessons and practice, and the Great Source iwrite Web site which provides step-by-step guidelines for writing assignments, graphic organizers, rubrics, and advice for student writers.</p>

<p>Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences</p>	<p>Sentence fluency, one of the six traits of effective writing, is addressed in every writing lesson in <i>Write Source</i>[®]. Sentence combining lessons are found in the student books, in the SkillsBooks, and on the <i>Interactive Writing Skills CD-ROMs</i>. Examples illustrate the effectiveness of combining sentences as one of the techniques for creating varied, fluent sentences.</p>
<p>Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition</p>	<p>Helping students generate ideas for writing and organize their ideas effectively is a key component in all the writing activities in <i>Write Source</i>[®]. Numerous models are included to show students how other writers generate ideas and organize their writing.</p> <p>Idea-generating activities such as responding to prompts, freewriting, journaling, and asking questions are integrated into the prewriting step in lessons on how to craft particular types of writing and are included in the “A Writer’s Resource” section in the back of every <i>Write Source</i>[®] student book.</p> <p>Students also learn to use outlines, gathering grids, cluster diagrams and other graphic organizers to collect and organize information prior to writing.</p>
<p>Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task</p>	<p><i>Write Source</i>[®] includes information on how to write across the curriculum including how to analyze mathematical and scientific information and use writing as a tool for understanding complex information and to write about data and mathematical problems including graphs to illustrate data and complex ideas.</p>
<p>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</p>	<p>The writing process is at the heart of all the <i>Write Source</i>[®] activities. Students learn the writing process as a tool for crafting their writing and to emphasize that writing should be improved over time through revision and practice.</p> <p>Students have numerous writing opportunities in a variety of forms for a variety of purposes and audiences. Differentiated instruction is built into the Teacher’s Edition to ensure that students at different stages of writing and language proficiency develop their writing skills.</p> <p>Activities throughout the program are compatible with writing workshop and include peer response activities and readings of students’ own work to give students opportunities to learn from each other.</p>
<p>Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing</p>	<p>Models are included on almost every page of the <i>Write Source</i>[®] books and serve as powerful examples for every step in the writing process. The models are used as examples of different types of writing and are analyzed using the six traits of effective writing to help students understanding the characteristics of good writing and how to improve their own writing.</p>
<p>Writing for Content Learning, which uses writing as a tool for learning content material</p>	<p><i>Write Source</i>[®] includes instruction on writing across the curriculum in math, science, social studies, applied sciences, and the arts. The program teaches students how to use writing as a tool for learning including writing story problems in math, lab reports in science, and surveys in social studies.</p>