

The Ideal Framework ...

*Writing to Win journal writing,
process writing and language skills, K-12*

Research base

- *The National Writing Project*
- *The Learning Leader*, Doug Reeves
- *The Journal Book*, Toby Fulweiler
- *Assessment Training Institute*, Rick Stiggins
- *Grammar and the Teaching of Writing*, Rei Noguchi
- *Prime I, II and III* of brain studies, David Sousa

Practice

- Teachers set weekly routines for each phase.
- Students maintain writing portfolios.
- Teachers write along with their students.
- Teachers list authentic intellectual expectations for each entry.
- Students assess the degree to which they meet the expectations.
- Writing occurs in every subject.
- Trained writing coaches and administrators partner to *Monitor the Progress of Young Writers*.

Goals

- Fluency in writing for authentic intellectual purposes
- Fluency in thinking critically about daily objectives
- Shrinking gaps in student achievement
- Published progress of students as writers, K-12.

Implementation

- Year 1, Journal Writing, Phase I
- Year 2, Process Writing, Phase II
- Year 3, *Sentence Building*, Phase III



Professional Learning

Mock Writing Test Workshop

Administered prior to a state writing assessment

Reliable Scoring Session

Teacher scoring of mock writing papers

Coaches Workshop

Writing to Win training for teachers and administrators

Jumpstart Workshop

Annual launch of *Writing to Win* routines

Action Research Focus Studies

Data driven instructional change

Exemplary School of Writing Recognition

Recognition of exemplary *Writing to Win* schools



and Materials



Journal Writing, Phase I Materials

Journal for Writing Across the Curriculum and Math Journals

- Teacher's Package
- Student Book

Wall Chart for posting teacher expectations

Process Writing, Phase II Materials

Writing to Win Resource Guide

- Teacher's Package

Working Portfolios for Teachers and Students

Wall Chart for posting teacher expectations

Sentence Building, Phase III Materials

Writing to Win Sentence Building

- Teacher's Manual, Levels 1-9
- Student Book, Levels 1-9

Writing to Win Monitoring

Monitoring the Progress of Young Writers for teachers and administrators



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Writing to Win

Learning to Write and Writing to Learn

What Makes Us Unique ...

The Writing to Win Management System and other writing programs

The *Writing to Win* management system distinguishes itself from other writing programs in two important ways: its research base and its phases of program implementation. The foundation of *Writing to Win* is corroborated by the findings of five crucial areas of research studies: authentic teacher model writing¹, non-fiction writing assessment across the curriculum², systematic student self-assessment³, grammar skills taught through sentence-combining practice⁴ and conclusions of brain-based studies⁵.

Writing Program	AREAS OF EDUCATIONAL RESEARCH STUDIES				
	Requires authentic teacher model writing ¹	Non-fiction writing assessment across the curriculum ²	Systematic student self-assessment ³	Grammar skills taught through sentence-combining practice ⁴	Follows conclusions of brain-based studies ⁵
<i>Writing to Win</i> management system	Yes	Yes	Yes	Yes	Yes
6+1 Trait™ Writing	Yes				
America's Choice	Yes				
Collins Writing Program	Yes				
Lessons that Change Writers (Atwell)	Yes				
Literacy Collaborative	Yes				
Step Up to Writing					
Teaching Qualities of Writing (Fletcher)	Yes				
Units of Study (Calkins)	Yes				

The second way that *Writing to Win* distinguishes itself is in its unique three-phase program implementation. Teachers and students show proficiency in using routines of Journal Writing—Phase I before adding the routines of Process Writing—Phase II and *Sentence Building*—Phase III.

- **Journal Writing** across the curriculum for non-fiction writing assessment presents frequent, consistent short writing as a way to learn in every subject of the curriculum².
- **Process Writing** provides concrete, instructional strategies and tools for each step of the writing process: prewriting, drafting, revising, proofreading, evaluating and publishing. *Writing to Win* presents process writing as a mini-project for reporting and creating¹.
- **Sentence Building** develops grammar skills taught through sentence-combining practice. *Sentence Building* lessons employ oral, written and kinesthetic practice for teaching grammar that automatically transfers to student writing⁴.

1 The National Writing Project
2 The Learning Leader, Reeves; The Journal Book, Fulweiler
3 Assessment Training Institute, Stiggins

4 Grammar and the Teaching of Writing, Noguchi
5 Prime I, II and III of brain-based studies, Sousa

Needs Assessment for Writing in Your School

Problems and Solutions

Writing to Win believes that all students deserve the best writing instruction available. Conclusions from research of school reform demonstrate that consistent writing overcomes low student performance on tests of knowledge in all subjects. The greatest gains in achievement arise from consistent non-fiction assessments of what students are learning in every subject². These conclusions offer sound advice; they also confirm and refine what *Writing to Win* is all about.

Consider this list of commonly-voiced problems paired with a *Writing to Win* solution. If your school or district identify with any of these problems, then *Writing to Win* has the solution.

- Problem:** Our teachers find it hard to get students to write daily about what they are learning.
- Solution:** **Journal-writing routines for critical thinking across the curriculum**
- Problem:** Achievement gaps in our students' performances are persisting and/or widening.
- Solution:** **Journal routines; Sentence Building routines**
- Problem:** Our teachers struggle to get students to produce long writing projects.
- Solution:** **Process-writing routines for long writing across the curriculum**
- Problem:** Our teachers teach language skills separate of the writing process.
- Solution:** **Sentence Building routines**
- Problem:** Our teachers need help succeeding with student self-assessment.
- Solution:** **Rubrics for students to use in rating every piece of their writing**
- Problem:** Our teachers say their students feel unprepared for the state writing assessment.
- Solution:** **Mock Writing Test Workshop**
- Problem:** Our teachers tire under the load of grading and returning papers on time.
- Solution:** **Reliable Scoring Session; First Draft Response Form**
- Problem:** Our plans for writing tend to dissipate after the first year of implementation.
- Solution:** **Jumpstart Workshop**
- Problem:** How do we know that our students are getting the most out of our instructional programs?
- Solution:** **Action Research Focus Studies**
- Problem:** We need a trained building leader to help our teachers utilize writing across the curriculum.
- Solution:** **Coaches Workshop**



WRITING TO WIN SOLUTIONS:

- Journal for Writing Across the Curriculum
- Resource Guide for process writing
- Sentence Building
- Mock Writing Test Workshop
- Reliable Scoring Session
- Coaches Workshop
- Jumpstart Workshop
- Action Research Focus Study
- Exemplary School of Writing Recognition

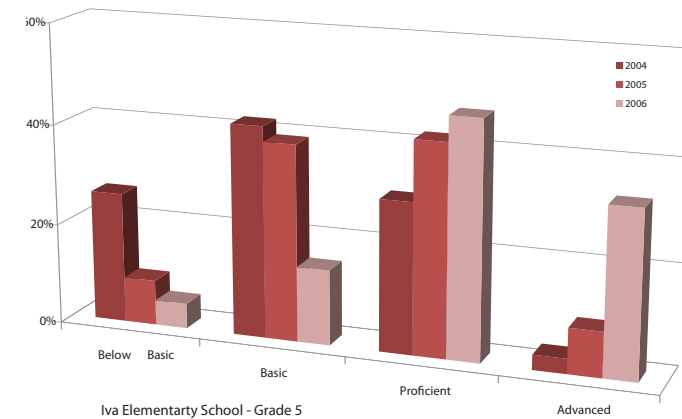
Proven Results

Two examples of recent focus studies conducted in Writing to Win implementations

Georgia: Dublin High School science teachers studied the impact of daily *Writing to Win* critical-thinking journal strategies on a multiple-choice test of state standards at pretest and posttest. Daily, experimental classes explained what they had learned in a journal; control classes limited their explanations to oral discussions. Posttest scores of the control group students increased 7.6%. Scores of students who wrote daily explanations of what they learned increased 49%, over six times that of the control group.

EFFECT OF DAILY JOURNAL WRITING ON TESTS OF KNOWLEDGE IN PHYSICAL SCIENCE			
Problem	Pretest	Treatment	Posttest*
Physical Science scores on tests of knowledge	Publisher's unit test — items correct (of 32)	Daily journal writing about unit of study	Publisher's unit test — items correct (of 32)
Control group	14.3	No	16
Experimental group	16	Yes	23.9

*7.6% gain for control group; 49% gain for experimental group



South Carolina: In 2004 at Iva Elementary 64% of student scores of written expression were basic and below basic; 36% were proficient and advanced (Palmetto Achievement Challenge Test). By the third year of *Writing to Win* implementation (2006), the percents flipped: only 20% were posted in basic and below basic, leaving 80% in proficient and advanced. The shrinking and growing bars confirm the power of the three-year strategy of implementation.

Other notable results: South Dakota: 9th graders in *Writing to Win* sites posted increased scores of 18.81% on the Dakota STEP Writing Test compared to an 11.61% increase of all other 9th graders. Appling County Middle School, Georgia: 8th graders using the *Writing to Win* self-check system scored 41.5% higher on their posttest than their pretest writing task; the control group posted only a 10.2% gain.