



## CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES

### *Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading"*

**Description:** This synopsis summarizes the findings reported in *Writing to Read: Evidence for how Writing Can Improve Reading*, a report from the Carnegie Corporation of New York. In the Writing to Read report, Graham and Hebert examine various approaches to writing instruction impact on students' reading skills and comprehension. The authors describe a range of instructional practices that have demonstrated a positive effect on reading outcomes.

**Information Level:** intermediate

**Intended Audience for Internal Knowledge Development:**

State: policy, licensure, grants

District: policy, planning

School: literacy plan

To expand RCC's capacity, this activity or resource:	
Raises awareness of new developments in fields important to states' work.	This synopsis summarizes research on strategies to teach writing in order to improve and strengthen the reading performance of students.
Helps the RCC help states frame a problem in new ways.	The synopsis provides concise information about effective writing instruction that improves student reading skills that can be used within professional development and on-going learning activities, as opposed to the original report which requires more reading time.
Helps the RCC help states accomplish a goal or solve a problem.	It allows states to identify target areas for writing instruction in order to improve student reading outcomes.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state literacy plans to ensure writing instruction is research-based and strategies are used to improving reading outcomes.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can inform the development of state literacy plans to ensure writing instruction is research based and receives attention for increased professional development.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It deepens RCC staff knowledge of effective elements of writing to improve reading and the research base behind those elements.
Enables the RCC to carry out its work more effectively.	It offers precise information about writing instruction in a concise resource that is accessible for busy RCC and state staff.

**Accompanying/Related Materials:**

- A webinar, "Identifying and Implementing Key Components of Effective Writing Instruction" with author Steve Graham, was held on February 20, 2008, and is archived on the Center on Instruction website (<http://centeroninstruction.org/pdevents.cfm>)
- The PowerPoint presentation used during the webinar "Identifying and Implementing Key Components of Effective Writing Instruction" is also available for download from the Center on Instruction website.
- A webinar, "Developing Better Readers: The Role of Writing and Writing Instruction" with author Steve Graham, will be held on April 22, 2011, and will be archived on the Center on Instruction website (<http://centeroninstruction.org/pdevents.cfm>)
- Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.

**Suggested Dissemination Strategies:**

- Disseminate synopsis and accompanying webinar to state literacy teams and literacy and language arts staff in departments of education.

- Use archived presentation from the webinar as the basis for professional development with state departments of education.
- Assist state departments of education with plans to disseminate the synopsis and accompanying materials to LEAs.

\*ESEA – Elementary and Secondary Education Act