



Hallmark 3 of Advanced Literacies Instruction: Building Written Language

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Hallmark 3:
Write to build
language and
knowledge

Why is this important?

Writing is an under-utilized strategy for supporting students' advanced literacy skills¹. However, it is a crucial platform for fostering emerging and developing academic language among students

acquiring English at school and their peers². Writing alone is certainly less powerful than instruction that engages students in reading, writing and talking about a topic of study. In fact, a growing research base suggests that frequent opportunities to engage in text-based writing supported by talk are linked with stronger language and literacy skills overall for English Language Learners and Multilingual Learners.³

Student writing is also a highly informative tool for assessing language and concept mastery. When students can accurately use new vocabulary and language structures in their writing, we know they grasp the concept or the linguistic structure their writing represents. Keep in mind that students, especially ELLs/MLLs, are often first exposed to academic language when they read written text, so once they start to use academic language in their own writing, we know that their language development is advancing.



What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

¹Graham, S., & Herbert, M. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. *Harvard Educational Review*, 81(4), 710-744.

²Baker, Scott, Lesaux, Nonie, Argyraki, Madhuri, Pirmoin, Joseph, Proctor, C. Patrick, Morris, Joan, Newman-Gonchar, Rebecca. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. *ISA Practice Guide*. NCERT. 2014-401.

³Burns-Kaya, A., Kuo, L.-J., Clark, A.-M., Miller, B., Isidore, M., Anderson, R. C., & Nguyen-Jahiel, K. (2009). Collaborative reasoning: A dialogic approach to group discussion. *Cambridge Journal of Education*, 39, 29-48.

Writing 4 Students Advanced

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