

New Report Finds that Writing Can Be Powerful Driver for Improving Reading Skills

While writing and reading skills are closely connected, writing is an often-overlooked tool for improving reading skills and content learning, according to *Writing to Read: Evidence for How Writing Can Improve Reading*, a new report from Carnegie Corporation of New York and published by the Alliance for Excellent Education. The report identifies three core instructional practices that have been shown to be effective in improving student reading: (1) have students write about the texts they read; (2) teach students the writing skills and processes that go into creating text; and (3) increase how much students write.

“Nearly 70 percent of the nation’s eighth graders fail to read at a proficient level,” said Bob Wise, president of the Alliance and former governor of West Virginia. “Poor reading and writing skills not only threaten the well-being of individual Americans, but the country as a whole. Ensuring that adolescents become skilled readers and writers is not merely an option for America—it is an absolute necessity. As *Writing to Read* demonstrates, instruction in writing not only improves how well students write, but it also enhances students’ ability to read a text accurately, fluently, and comprehensively.”

Writing to Read provides practitioners with research-supported information about how writing improves reading while making the case for researchers and policymakers to place greater emphasis on writing instruction as an integral part of school curriculum.

<http://www.all4ed.org/files/WritingToRead.pdf>
and www.carnegie.org/literacy