Classroom Action Research Report
The **STRUCTURES™** instructional routine

Writing to Win® is a set of three routines for writing based learning. Schools have used them separately or together for over 20 years with significant results.

> **UNDERSTANDINGS™**: short writing to learn core standards
> **STRUCTURES™** for the extended writing process
> **PATTERNS ™**: teaching grammar through writing

Current data for **STRUCTURES™** appears here. While the hallmarks of implementation are in-class demonstrations and online monitoring of student and teacher practices, a **STRUCTURES™** routine includes:

- Five key practices of teaching and learning
- More than a dozen modes of writing in argumentative/opinion, informative/ explanatory and narrative genres
- Organizational wall charts and instructional tools

The writing tasks are

- Responses or analyzes of reading texts
- Multi-paragraph drafts
- Paced (25-30 minutes a minimum of twice a week)
- Focused on quality of writing style, ideas and organization.

Average Learning Retention Rates established the power of writing to solidify what students learn. The likelihood that learning new knowledge will solidify ranges from

Mode of Learning	Percent	
• Listening	05%	
• Reading	10%	Passive Learning
• Viewing a video	20%	
• Observing a demonstration	30%	
• Participating in a discussion	50%	
• Writing a version of the knowledge	75%	Active Learning
• Teachers others	90%	

Why *Writing to Win*?

From the early 1990s, K-12 *Writing to Win* schools in nine states reported significant gains in student performance on independent tests of written expression. There are several reasons why. First, *Writing to Win*® **STRUCTURES™** routine consistently uses concrete terms of voice (style), pictures (ideas) and flow (organization) in talking about writing. Second, each writing task includes PALS (peer-assisted learning system) strategies that meet core standards of speaking and listening. Third, each writing task includes student self-assessment. A rigorous **STRUCTURES™** routine insures 90% + achievement among all student subgroups of gender, race, ethnic group and students with disabilities.

All results included here derive from controlled classroom action research reported by local school districts or in studies for doctoral dissertations. Independent tests include state writing assessment.

Senior High Schools

School	Prior to year 1	Year 1	Year 2	Year 3	Change
DeKalb Co, Destiny Charter HS	60%	85%	93%	92%	+33%
Terrell County HS	67%	87%	92%	86%	+25%
Troup Co, LaGrange HS	79%	87%	93%	96%	+17%
Valdosta City HS	79%	87%	93%	95%	+16%
Clarendon #1, Scott's Branch HS	73%	85%	88%		+15%
Bacon County HS	80%	93%	95%		+13%
Catoosa Co, LFO HS	84%	88%	94%	91%	+10%
Catoosa Co, Heritage HS	91%	92%	98%	99%	+ 8%
Catoosa Co, Ringgold HS	85%	89%	93%	90%	+ 8%
Fulton Co, Creekside HS	90%	90%	93%	96%	+ 6%

Valdosta City HS	Prior	Y 1	Yr 2	Yr 3	Yr 4	Change
All students	80%	87%	93%	88%	95%	+15%
White students	90%	96%	97%	96%	97%	+16%
Black students	66%	81%	88%	90%	90%	+24%
Un-accommodated students	81%	90%	94%	89%	96%	+15%
Accommodated students	23%	46%	79%	70%	84%	+61%

Note: Destiny Charter, Terrell, Valdosta, Scott's Branch and Creekside HS student demographics are 80% + black; LaGrange, Bacon, LFO (Lakeview-Ft. Oglethorpe), Heritage and Ringgold HS are majority white.

Middle Schools

School	Assessment	Grade	Group	Prior to year one	Year one results	Change
Atkinson Co MS	Georgia state writing assessment	8	Experiment	30%	80%	+50%
Newbern MS				47%	83%	+46%
Washington MS				52%	78%	+26%
Whigham ES				68%	91%	+23%
Sumter Co MS				47%	70%	+23%
Staley MS				43%	65%	+22%
Callaway MS				42%	64%	+22%
Terrell Co MS				62%	83%	+21%
Shiver ES				77%	96%	+19%
E Columbus MA				63%	81%	+18%
Bacon Co MS				66%	83%	+17%
Valdosta MS				69%	85%	16%
Heritage MS				77%	88%	11%
Ringgold MS				81%	91%	10%
Georgia	Grade 5 Writing Assessment			77%	79%	+ 2%
AW Spalding MS	TN writing assessment	8	Experiment	4.51 of 6.0	4.88	+ .37%
South Carolina	TN Comprehensive Achievement Program			4.33	4.31	- .02%

Note: Newbern, Washington, Sumter, Staley, Terrell and East Columbus MS student demographics are majority black; Whigham, Callaway, Shiver, Bacon, Heritage and Ringgold MS are majority white; Valdosta MS is 50% black and white; Atkinson County MS is 45-30-25% Hispanic, white and black.

Elementary Schools

School	Assessment	Grade	Group	Prior to year one	Year one results	Change
Gresham Park ES	Georgia state writing assessment	5	Experiment	27%	59%	+32%
Pearson ES				54%	82%	+28%
Moore ES				68%	87%	+19%
Redan ES				49%	67%	+18%
Canby ES				60%	76%	+16%
Southside ES				73%	88%	+15%
Eton ES				71%	86%	+15%
Button Gwinnett ES				72%	86%	+14%
Cloud Springs ES				55%	69%	+14%
Ringgold ES				65%	78%	+13%
Callaway ES				62%	74%	+12%
Jos. Martin ES				87%	95%	+ 8%
Woodstation ES				88%	86%	+ 8%
Georgia	Grade 5 Writing Assessment			78%	73%	- 5%
Iva ES	SC writing assessment	3-5	Experiment	21%	82%	+61%
South Carolina	Grades 3-5 Writing Assessment			76%	77%	+ 1%

Note: Gresham Park, Moore, Redan and Canby Lane ES student demographics are majority black; Southside, Eton, Button Gwinnett, Cloud Springs, Ringgold, Callaway, Joseph Martin, Woodstation and Iva ES are majority white; Pearson is 45-30-25% Hispanic, white and black.