John Brown—Annotated bibliography for the study & practice of writing-to-learn strategies

Beers, Kylene, Robert E. Pobst, and Linda Rief. *Adolescent Literacy: Turning Promise into Practice.* Portsmouth: Heinemann, 2007. Print. *Twenty-eight of the most influential teachers on adolescent writing discuss where we are at and where we need to be going. This is a book which tries to define and refine the vision of our best practices for the discipline of writing. This is one of two books placed in the bibliography in order to expand the teacher’s awareness of viewing writing to learn as an aspect of the whole of writing and its best practices.*

Daniels, Harvey, and Steven Zemelman. *Subjects Matter: Every Teacher’s Guide to Content-Area Reading.* Portsmouth: Heinemann, 2004. Print. *Writing to learn is an aspect of content literacy and is a means to approach subject matter, construct meaning during reading, and extend learning afterward in the content areas. In order to learn writing-to-learn strategies well, one needs to incorporate it in the larger picture of reading and literacy in the content area.*

Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-Area Writing: Every Teacher’s Guide.* Portsmouth: Heinemann, 2007. Print. *Authors address the need for students to be able to write to learn and express learning by writing in all subject areas. The authors state that writing is the most powerful and efficient tool for students to grasp and extend their understanding of the content. More than arguing from a theoretical standpoint, the authors provide strategies, processes, and projects for all. I do not find any other work which combines the theoretical foundation for writing-to-learn strategies, the practical application, and enumeration of strategies as Daniels’ work.*

“Holt Interactive Graphic Organizers.” *Holt.* Holt McDougal, n.d. Web. 31 May 2012. <<http://my.hrw.com/nsmedia/intgos/html/igo.htm>/>. *Graphic organizers, as one of the oldest write-to-learn strategies, are now most accessible by websites or software rather than reproducible books. This Holt McDougal website not only hosts a multitude of printable strategies, but it provides a hyperlink (Teaching Notes) that details how best to use them.*

Kopp, Kathleen. *Everyday Content-Area Writing: Write-to-Learn Strategies for Grades 3- 5.* Gainesville: Maupin House Publishing, Inc., 2010. Print. *Kopp’s work and format are very similar to that of Stephens and Brown ten years prior; after an introduction to and justification of the write-to-learn strategies, it devotes two pages to each strategy and is arranged according to the three stages of reading. However, after ten years, only the old-standard strategies, such as K-W-L, are duplicated. Moreover, the book specifically targets a younger student than that of the previous authors, which provides perspective to a well-rounded study of the subject.*

Manzo, Anthony V., Ula C. Manzo, and Thomas H. Estes. *Content Area Literacy: Interactive Teaching for Active Learning.* 3rd ed. New York: John Wiley & Sons, Inc., 2001. Print. *Surely one of the most ambitious works for justifying and establishing the need for and nature of content literacy sets up the theoretical foundations of how we think and learn and develop or describe existing strategies that fit the ways that students learn and develop metacognition. For most teacher purposes, the first half of this book, dealing with strategies in each of the three stages of reading, is the most practical.*

McLeod, Susan H., Eric Miraglia, Margot Soven, and Christopher Thaiss, eds. *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs*. Urbana: National Council of Teachers of English, 2007. Web. *The movement for writing across the curriculum (WAC), which has come to emphasize the writing-to-learn strategies more than “public writing,” has survived 25 years as an integral program in our professional developments and school improvement plans, even in the turbulent sea of politics and policies in education. The authors address how WAC has developed, adjusted, and where it will be going next.*

Newkirk, Thomas, and Richard Kent, eds. *Teaching the Neglected "R": Rethinking Writing Instruction in Secondary Classrooms.* Portsmouth: Heinemann, 2007. Print. *Authors respond to the report by the National Commission on Writing—The Neglected “R”: The need for a writing revolution. This is a collection that addresses the best practices presented by twenty-four foremost practioners and theorists of the craft of teaching writing: Nancie Atwell, Jeffrey Wilhelm, Michael Smith, Maureen Barbieri, Jim Burke, Donald Murray, and Kim Stafford. As with Beers’ work, it is necessary to ground our thinking in best practices of writing, which includes our more specific focus.*

Steineke, Nancy. *Reading & Writing Together: Collaborative Literacy in Action.* Portsmouth: Heinemann, 2002. Print. *This selection is included in the bibliography because many of the writing-to-learn strategies involve learning and sharing in pairs or small groups. Teaching children the dos and don’ts of a collaborative classroom, such as trust, group dynamics, maintaining the good working relationships, etc., is essential.*

Stephens, Elaine C. and Jean E. Brown. *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas.* Norwood: Christopher-Gordon Publishers, Inc., 2000. Print. *The pragmatic book succinctly describes the leading strategies, many of which are writing-to-learn strategies as well as other reading, speaking, listening and viewing strategies that educators use during the three stages of reading: pre-reading (initiating), during reading (constructing), and post-reading (utilizing). The book does not contain lessons to follow but strategic models from which to select.*

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Graham, S., MacArthur, C. A., & Fitzgerald, J. (eds). (2007). Best practices in writing instruction. New York: Guilford.

Kathlenn Kopp, Everyday content-area Writing: Write to Learn Strategies for Grades 3-5

Wilhelm, Jeffrey. 2001. *Improving Comprehension with Think-Aloud Strategies.* New York: Scholastic. Action Strategies

Atwell, Nancie*.* 2003. *Lessons that Change Writers, Grades 5-9.* Portsmouth, NH: Heinemann Firsthand. Atwell *focuses on one hundred minilessons to help students improve writing. Although set up as reproducible lessons for others, she does this as a practical application of the theory and best practices she is explaining. The lessons address different topics, principles of writing, writing genres, and conventions in writing.*

Beers, Kylene, Pobst, Robert E., and Rief, Linda. 2007. *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinemann. *Twenty-eight of the most influential teachers on adolescent writing discuss where we are at and where we need to be going. This is a book which tries to define and refine the vision of our best practices for the discipline of writing. Some of the topics addressed are ELL, struggling readers, the role of technology, multimodal literacy, compelling writing instruction, teaching in a “flat world,” and young adult literature.*

Daniels, Harvey, Zemelman, Steven, and Steineke, Nancy. 2007. *Content-Area Writing: Every Teacher’s Guide.* Portsmouth, NH: Heinemann. *Addresses the need for students to be able to write to learn and express learning by writing in all subject areas. The authors state that writing is the most powerful and efficient tool for students to grasp and extend their understanding of the content. More than arguing from a theoretical standpoint, the authors provide strategies, processes, and projects for all.*

Fisher, Douglas and Frey, Nancy. 2007. *Scaffolded Writing Instruction: Teaching with a Gradual-Release Framework.* New York: Scholastic Professional Books. *Addresses* *six research-based strategies involved in developing writers. Authors claim that students are given material to write on but are not given instruction on how to improve their writing. In fact, teachers are not taught how to teach others to write. Authors scaffold lessons from teacher-directed to student independence. The strategies for instruction support the natural writing process, which is not the traditional linear approach of prewriting, writing, revising, editing, and publishing.*

Gallagher, Kelly. 2006. *Teaching Adolescent Writers*. Portland, ME: Stenhouse.*One of several books which are more sweeping in its scope, addressing the whole of teaching teenagers how to write, from understanding the importance of writing in the whole of the education process, motivating writing, to how to assess students’ work.*

Huot, B. & O’Neil, P. (2009). *Assessing writing*. Boston, MA: Bedford/St. Martin’s. *KDE recommended resource for the importance of how to “grade” student writing, a vital subject that weighs eternally heavily on an English teacher. Divided into three sections, this book is a collection of articles that focuses on writing assessment foundations, models, and issues. Largely related to higher education contexts, each of the twenty-four chapters addresses a different aspect of writing assessment such as its history, reliability and validity of measures, and culture and gender.*

Langer, J. (2002). *Effective literacy instruction: Building successful reading and writing programs.* Urbana, IL: National Council of Teachers of English.

*As a researcher involved in the project, the author provides details about a five-year study from the Center on English Learning and Achievement (CELA) that focused on high literacy in twenty-five “beat the odds” schools in five states. The book describes the study, presents research findings, and furnishes an in-depth look at the characteristics of effective teachers and programs in the participating schools.*

Newkirk, Thomas and Kent, Richard, Editors. 2007. *Teaching the Neglected "R": Rethinking Writing Instruction in Secondary Classroom* (Grades 7-12). Portsmouth, NH: Heinemann Boynton/Cook. *Authors argue that the teaching and practice of writing has become neglected. This is a collection that addresses the best practices presented by twenty-four foremost practioners and theorists of the craft of teaching writing: Nancie Atwell, Jeffrey Wilhelm, Michael Smith, Maureen Barbieri, Jim Burke, Donald Murray, and Kim Stafford.*

Vopat, James. (2009). *Writing Circles: Kids Revolutionize Workshop.* Portsmouth, NH: Heinemann. *Harvey Daniels, the forerunner in developing literature circles, describes writing circles as “that elusive something new under the sun, a genuine departure and exciting step ahead. It’s what’s next.” Vopat applies the core of literature circles, such as peer response and individual choice, to writing. Rather than endless critique and one- on-one sessions, writers develop voice and take risks in a nurturing environment.*

Weaver, Constance. (2006). *The Grammar Plan Book: A Guide to Smart Teaching.* Portsmouth, NH: Heinemann. *The debate rages in our heads: Do we teach grammar separately or do we emphasize teaching it in context? Weaver has been the voice for the former for decades, and she again makes her case that embedded grammar instruction is for the best by providing an ambitious comprehensive framework.*

**Books for Use in Upper Grades**

Atwell, Nancie. 1998. *In the Middle:* *New Understanding about Writing, Reading and Learning*. Portsmouth, NH: Heinemann.

Atwell, Nancie*.* 2003. *Lessons that Change Writers, Grades 5-9.* Portsmouth, NH: Heinemann Firsthand.

Beers, Kylene, Pobst, Robert E., and Rief, Linda. 2007. *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinemann.

Bomer, Randy and Bomer, Katherine*.* 2001. *For a Better World: Reading and Writing for Social Action.* Portsmouth, NH: Heinemann.

Bomer, Katherine. 2005. *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning and Triumph Over Tests.* Portsmouth, NH: Heinemann.

Buckner, Aimee. 2005. *Notebook Know-How: Strategies For The Writer's Notebook*. Portland, ME: Stenhouse.

Calkins, Lucy, Martinelli Marjorie, Kessler, Ted and Gillette, Cory. 2006. *Units of Study for Teaching Writing: Grades 3-5* Portsmouth, NH: Heinemann.

Daniels, Harvey, Zemelman, Steven, and Steineke, Nancy. 2007. *Content-Area Writing: Every Teacher’s Guide.* Portsmouth, NH: Heinemann.

Fisher, Douglas and Frey, Nancy. 2007. *Scaffolded Writing Instruction: Teaching with a Gradual-Release Framework.* New York: Scholastic Professional Books.

Gallagher, Kelly. 2006. *Teaching Adolescent Writers*. Portland, ME: Stenhouse.

Harvey, Stephanie. 1998. *Nonfiction Matters: Reading, Writing and Research in Grades 3-8.* Portsmouth, NH: Stenhouse.

Lewin, Larry. 2003. *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12*. San Francisco: Jossey-Bass.

Newkirk, Thomas and Kent, Richard, Editors. 2007. *Teaching the Neglected "R": Rethinking Writing Instruction in Secondary Classroom* (Grades 7-12). Portsmouth, NH: Heinemann Boynton/Cook.

Passman, Roger & McKnight, Katherine S. 2007. *Teaching Writing in the Inclusive Classroom: Strategies and Skills for All Students.* San Francisco: Jossey- Bass.

Robb, Laura. 2004. *Nonfiction Writing From the Inside Out: Writing Lessons Inspired by Conversations with Leading Authors*. New York: Scholastic Professional Books.

Zinsser, William. 2006. *On Writing Well: The Classic Guide to Writing Nonfiction Sixth Edition.* New York: HarperCollins.

**General Interest Texts**

Allington, Richard and Cunningham, Patricia. 2001. *Schools that Work: Where All Children Read and Write.* Boston, MA: Allyn & Bacon.

Anderson, Carl. 2000. *How’s It Going? A Practical Guide to Conferring with Student Writers*. Portsmouth, NH: Heinemann.

Chapman, Carolyn and King, Rita. 2003. *Differentiated Instructional Strategies for Writing in the Content Areas*. Thousand Oaks: Corwin.

Davis, Judy and Hill, Sharon. 2003. *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions.* Portsmouth, NH: Heinemann.

Dorfman, *Lynne* R. and Rose Cappelli. 2007. *Mentor Texts: Teaching Writing through Children's Literature, K–6.* Portland, ME: Stenhouse.

Elbow, Peter. 1998. Writing with Power: Techniques for Mastering the Writing Process***.*** New York: Oxford University Press.

Ehrenworth, Mary. 2003. *Looking to Write: Students Writing through the Visual Arts.* Portsmouth, NH: Heinemann.

Fletcher,Ralph. 1998. *Craft Lessons: Teaching Writing K-8.* Portland, ME: Stenhouse.

Fletcher, Ralph. 2003. *A Writer's Notebook: Unlocking the Writer within You*. New York: Harper Trophy.

Gardiner, Steve. 2005. *Building Student Literacy Through Sustained Silent Reading.* Alexandria, VA: Association for Supervision and Curriculum Development.

Graves, Donald. 1994. *A Fresh Look at Writing.* Portsmouth, NH: Heinemann.

Graves, Donald. 2003. *Writing: Teachers and Children at Work –Twentieth Anniversary Edition.* Portsmouth, NH: Heinemann.

Harwayne, Shelley.1992. *Lasting Impressions: Weaving Literature into the Writing Workshop.* Portsmouth, NH: Heinemann.

Harwayne, Shelley. 2001. *Writing through Childhood: Rethinking Process and Product.* Portsmouth, NH: Heinemann.

Hindley, Joanne. 1996. *In the Company of Children*. Portland, ME: Stenhouse.

Portalupi, Joann. 2001. *Nonfiction Craft Lessons: Teaching Information Writing K-8.* Portland, ME: Stenhouse.

Ray, Katie Wood. 1999. *Wondrous Words: Writers and Writing in the Elementary Classroom.* Urbana, Illinois: National Council of Teachers of English.

Ray, Katie Wood with Lester Laminack. 2001. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts).* Urbana, Illinois: National Council of Teachers of English.

Robb,Laura. 2004. *Nonfiction Writing: From the Inside Out*. New York: Scholastic Professional Books.

Strickland, Dorothy S., Ganske, Kathy and Monroe, Joanne K. 2002. *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.* Portland, ME: Stenhouse Publishers and Newark, DE: International Reading Association.

Stone, Randi. 2007. *Best Practices for Teaching Writing: What Award-Winning Classroom Teachers Do*. Thousand Oaks, CA: Corwin Press, Inc.

KDE

Adler, M. & Rougle, E. (2005). *Building literacy through classroom discussion.* New York, NY: Scholastic, Inc.

*Using practical examples, this resource features dialogic instruction as a means of developing critical middle school readers and writers. The book is divided into three sections, each focusing on a different aspect of implementing dialogic instruction: beginning discussion techniques and discourse rules, sustaining discussion for higher-order thinking, and extending discussions over time.*

Blake Yancey, K. (1992). *Portfolios in the writing classroom.* Urbana, IL: NCTE.

*Each written by a different author, the book’s ten chapters focus on what teachers and adolescent students learn from their writing and use of portfolios. They describe various writing portfolio topics such as the teacher’s role, system guidelines, implementation, cross-grade communications at the secondary level, and student self-reflection.*

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools --A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

*Informed by research review, this report describes eleven instructional elements of effective adolescent writing instruction and includes guidelines for implementation. Using examples, it presents several research-based instructional techniques to support student writing development in grades four through twelve. The appendix contains information about each of the studies used in their meta-analysis.*

Hillocks, G. (1995). *Teaching writing as reflective practice.* New York: Teachers College Press.

*In chapter two of this book, the author focuses on basic principles of effective writing instruction. The information focuses on reflective thinking about the teaching of writing, reflective thinking about assessment results, and interactive teaching.*

Huot, B. & O’Neil, P. (2009). *Assessing writing*. Boston, MA: Bedford/St. Martin’s.

*Divided into three sections, this book is a collection of articles that focuses on writing assessment foundations, models, and issues. Largely related to higher education contexts, each of the twenty-four chapters addresses a different aspect of writing assessment such as its history, reliability and validity of measures, and culture and gender.*

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*As a researcher involved in the project, the author provides details about a five-year study from the Center on English Learning and Achievement (CELA) that focused on high literacy in twenty-five “beat the odds” schools in five states. The book describes the study, presents research findings, and furnishes an in-depth look at the characteristics of effective teachers and programs in the participating schools.*

Lindemann, E. (2001). *A rhetoric for writing teachers.* New York, NY: Oxford University Press.

*This book focuses on the theory and practice of writing and writing instruction. It describes the features of writing elements, instructional techniques for various stages of the writing process, the process of communication, the practice of rhetoric, and the role of language in composition.*

U.S. Department of Education. (2011). *Writing framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board.

*This document describes the writing specifications for the 2011 National Assessment of Educational Progress (NAEP) in writing at the elementary and secondary levels. It presents information on the conceptual base, principles, and writing content of the assessment.*

NCTE

Claggett, Fran. (2005). Teaching Writing: Craft, Art, Genre.