Works Cited

Bernabei, Gretchen S. *Reviving the Essay: How to Teach Structure without Formula*. Shoreham, VT: Discover Writing, 2005.

 This book has 30 lessons that will help students transform generic assignments to well- considered opinions offered in authentic voices. It has samples of each task and reproducibles that are student friendly. I would recommend this book because of the reproducibles and user friendliness. I could use this resource with my special needs students and they could create writings after using the reproducibles.

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

 This book is useful primarily in the content area classes. It guides the teacher through the two major types of writing that every student must know: writing to learn and public writing. The authors provide samples of student work as well as guidelines for evaluation and assessment. The strategies in this book prepare students for testing and other on-demand writing situations. Again with working with special needs students I could see myself using this book throughout the writing process in all subject areas.

Fisher, Douglas. *50 Content Area Strategies for Adolescent Literacy*. Upper Saddle River, NJ: Merrill/Pearson, 2007.

 This is a handbook of evidence-based strategies to use across content areas to ensure reading and writing success for all students. It has a graphic at the beginning of each strategy that targets the specific skills. These strategies are listed alphabetically. There are also practical classroom examples given for each strategy. I like that it is very functional and organized for easy use. This book could easily be used in the classroom. It could be used during literature units.

Fisher, Douglas, and Nancy Frey. *Improving Adolescent Literacy: Content Area Strategies at Work*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall, 2008.

 In summarizing this book, I must start by saying that this is not a book about writing, but primarily about reading instead. The task was to use books about writing, but now more than ever with the changing of requirements of the content, students are asked to respond to literature or reading materials. Many students struggle, not in their responses, but in their ability to read and understand the text. This book offers strategies to help students comprehend material in the content areas. I like the fact that each chapter begins with a look into a classroom. The strategy for that chapter is demonstrated in the scenario of the classroom. I also really like the part called Media Notes that offer suggestions to use different technologies to enhance teaching.

Lane, Barry, and Bernabei. Why We Must Run With Scissors. Shoreham, VT: Discover Writing, 2001.

 Even though this book is eleven years old, it is worthy still to be mentioned. It is targeted for teachers of grades 3-12 for persuasive writing. There are 82 practical lessons that are classroom ready with student work samples at each grade level. Each lesson has the point or why this lesson is necessary, the teaching it or how to incorporate it into your classroom, debriefing, student responses, and spin-offs. Everything from finding your own distinct voice to imagining your audience is covered in this idea-packed book about persuasive writing. I like this book because of its user friendliness, but mostly because of the student samples that are included. This book would be a good resource to have in any classroom.

Lane, Barry, and Miles Bodimeade. *51 Wacky We-search Reports: Face the Facts with Fun!* Shoreham, VT: Discover Writing, 2003.

 This book is not part of your normal teaching tools. It offers a lighter side to writing, yet still targets ideas that are mandated by our newly vamped Writing Program. It is geared to the more transactive writing pieces, or pieces that we see in our everyday life, such as cartoons, jokes, and parody performances. This book offers ways for students to write research that both informs and entertains. I think most students will like the idea of adding humor to their writing. It may make it “less painful.” I can see me using this in our history class especially, when students are asked to write a political cartoon. This may help them to find the best facts and present them in a more creative way.

Portalupi, Joann, and Fletcher, Ralph. *Nonfiction Craft Lessons Teaching Information Writing K-8.* Portland, Maine: Stenhouse Publishers, 2001.

 This book is broken down into sections: K-2, 3-4, and 5-8. Each of these sections focus on different genres appropriate for that targeted group. K-2 focuses on all about or concept books. 3-4 focus on biographies and 5-8 deals with expository writing. There are 80 lessons total, each on a single page. Each lesson has three components: discussion or brief look at the elements of the lesson, how to teach it which shows exactly how to implement the skill, and resource materials which lists items needed for use of this lesson. I like that this book helps students organize their writing and make it clearer for their audience.

 Rief, Linda. *100 Quickwrites: Fast and Effective Freewriting Exercises That Build Students' Confidence, Develop Their Fluency, and Bring out the Writer in Every Student*. New York: Scholastic Teaching Resources, 2003.

 This is unlike the other books in my bibliography. It is exactly as it says…opportunities for students to write quickly. There are short passages and poems that are appropriate for middle school students. After each entry are prompts that will allow for student response to the text. In some of the classrooms I collaborate in I see teachers ask students to journal every day. Most of the time, students are just expected to write….without any prompt. I could see this tool as a way to still allow students to have free expression, yet they would be expected to respond to the text, which is something that is being expected in assessments. With that in mind, I think this is a great book to implement in the classroom. It offers opportunities to bring more literature into the classroom. For example, on page 37….this poem “When I was Young in the Ocean,” is patterned after Cynthia Rylant’s When I Was Young in the Mountains”. It would be a great opportunity for students to read Rylant’s work and even use it as a model for their own writing. This is a great tool.

Spandel, Vicki. *Creating Writers: Through 6-trait Writing Assessment and Instruction*. Boston: Pearson Allyn and Bacon, 2005.

 This book, when used according to its purpose, will help students become writers for life. It includes rubrics and opportunities for diverse learners. The complete writing process is taught in depth with ways to enhance student writing at each step or stage. One thing I like about this book is the study group suggestions that are included at the end of every chapter. I could use this to help students become stronger in specific areas of their writing; example; with voice or word choice.

Strong, William. *Write for Insight: Empowering Content Area Learning, Grades 6-12*. Boston, MA: Pearson Allyn and Bacon, 2006.

 Practical strategies and activities are provided for content area writing tasks. It is an ideal resource for new and seasoned teachers seeking for practical, flexible, and motivating strategies for enhancing long-term learning across the middle and high school grades. I like how it incorporates writing-to-learn assignments as well as rich writing tasks. This book could be used in any classrooms to meet the needs of a variety of writing tasks.