Jordan Fugate

MtWP

Ms. Lisa Maggard

6/4/12

 Annotated Bibliography

Strong, W. *Write For Insight: Empowering Content Area Learning, Grades 6-12*. Boston, MA:

Allyn & Bacon, 2006. This book deals with the issue of enabling teachers to effectively teach writing in all content areas, especially with the areas outside of English. It provides various ways to use writing to increase understanding of content while helping students improve their writing skills and also, develop a love of writing. I strongly believe this resource can be very help in my future classrooms. As an instructor of Social Studies, the content is mostly straight-forward and it can prove challenging at times to come up with creative material. This book utilizes diverse methods such as note-taking, drawing, brainstorming, and other methods to help myself and my students engage in creative tasks to enhance their writing capabilities as well as content material.

Calkins, L. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1996. I feel this resource

can be very useful when it comes to my future of teaching writing. The book is not aimed at any specific grade level, instead offering help to all grades – elementary through high school. The book also goes into great detail about how all the phases of the writing process, including prewriting, drafting, sharing, revising, and editing are managed. I believe this book can be very helpful to myself as a teacher because it discusses in-depth the process of critiquing a student’s writing. Every teacher knows that even constructive criticism (even done in the nicest way possible) is not always received well by students.

Calkins understands this and gives insight on how to conference better with students to help increase their effectiveness as a writer without discouraging them. The book also provides various student writings.

Zinsser, William Knowlton. *On Writing Well, The Classic Guide To Writing Nonfiction*. Harper

Collins, 2001. This resource focuses on writing in general – from someone who is willing to learn to become a better writer to someone who incorporates writing into their field of work daily. What I like about the book is that it focuses more on just using correct grammar; it also discusses ways to write creative and meaningful pieces. I feel this book could be very beneficial to me as an instructor of writing because as I believe that sometimes I am not properly equipped to teach my students writing techniques. This resource focuses on things such as eliminating clutter from writings, as well as writing about certain subjects as people, places, etc. By studying this book, I could learn ways to help instruct my students to become more proficient writers.

Bell, James Scott. *Write Great Fiction, Plot & Structure : Techniques And Exercises For*

*Crafting A Plot That Grips Readers From Start To Finish*. Writers Digest Books, 2004. Unlike most writing books, this one focuses on crafting interesting plots as well as incorporating correct plot structure when writing. It discusses ways to create strong beginnings, middles, and ends of a story, brainstorming teachings for creating plots, and highlights common problems when it comes to creating a story and solutions to those problems. An assignment I have given my students in the past is to create a character and then place them in a certain time in history and come up with a story. While their character is fictional, people they meet and events they experience are not. For example, they could create a character during the American Revolution and have him/her come in contact with George Washington or take part in the Battles of Lexington and Concord. This book would enable me to help students create a plot not only structurally correct, but fascinating as well.

Terego, Alexander L. *Essay Writing for High School Students*. Peterson, 2005. This book

focuses on high school students and how to improve their essay writings. The author provides a step-by-step guide for writing proficient essays that includes organizing the thinking process and developing ideas. He also goes into great detail explaining the steps as well as providing student-produced examples from his approach highlighted in this book. In high school and college, and even in middle school, students in Social Studies classes will be expected to write various essays throughout the year. This resource could increase a student’s ability to write essays, as well as make them a better writer overall.

Kopp, Kathleen. *Strategies for Writing in the Social Studies Classroom*. Maupin House

Publishing, 2012. This book deals with how to incorporate writing properly into the Social Studies classroom. The book provides step-by-step directions, student examples, technology tips, and ideas for differentiation to help a Social Studies teacher use writing effectively in their classroom. The author also shows to use writing to develop critical-thinking skills, increase understanding of content, and assess student progress. As a Social Studies teacher, I understand how difficult it can be sometimes to incorporate writing into a classroom when all of the content is straight-forward. This resource could help me provide diverse ways to bring writing into my class as well as equipping me with the proper tools to make sure my students become acceptable writers.

Fletcher, R. J., and J. Portalupi. *Writing Workshop: The Essential Guide*. Heinemann

Educational Books, 2002. The *Writing Workshop* is a book that provides teachers with various ways to teach writing. Each chapter deals with an element of writing, or rather teaching writing, and then suggests five or six methods a teacher can do to implement the idea into their classroom. There’s also a select chapter called “What About Skills”, which shows how to effectively teach writing skills to your students. I feel this book could be very helpful to my teaching due to all the diverse ways it provides to teach writing in a classroom. Again, I struggle sometimes properly implementing writing into my classroom and teaching it correctly. This book could be very accommodating in those areas and increase my effectiveness as a writing teacher.

Booth, David. *Reading & Writing in the Middle Years*. Pembroke Publishers, 2001. This book

focuses on students in the middle school grade levels on how they can become better readers and writers. It begins with techniques teachers will need to improve their students’ abilities in the reading and writing areas, and how to make these events meaningful to the students. The book also offers insight as how to improve comprehension, and tips for modeling and demonstrating writing strategies. This book also shows ways to help students make connections between printed texts and their world. As a history teacher, many past events have an impact on these student’s lives today that they might not quite understand. This book could enable me to help my students see that connection, and increase their effectives of the content and writing as well.

Nagin, C., and N. W. Project. *Because Writing Matters: Improving Student Writing in Our*

*Schools*. Jossey-Bass Inc Pub, 2006. *Because Writing Matters* is a very insightful book due to its covering of a wide range of topics pertaining to students learning to write.

It covers subjects such as how kids learn to write, what schools need to do to teach writing effectively, and shows that great writing teachers address more than just content and skills. The book also offers effective strategies and classroom practices. I feel this resource could be very useful because it is broken down into simple categories that are organized well. It is very else to use and could be helpful to any teacher, especially those who are teaching a different subject rather than English, and who might have trouble teaching to write correctly.

N.W Project. *Writing for a Change: Boosting Literacy and Learning through Social Action*.

Jossey-Bass, 2006. *Writing for a Change* shows teachers how to engage students in problem-solving activities that they might encounter in the “real world”. The book deals with students collaborating on projects (working together) and using writing to help solve those problems by analyzing options, developing action plans, discovering solutions and finally reflecting on their work. This book could be very useful as branches of Social Studies deal with social issues. I could use this as an assignment to have students write about a certain issue while offering their opinion on the matter. This assignment could give students a chance to be creative, become involved in real-world issues, and develop their writing skills.