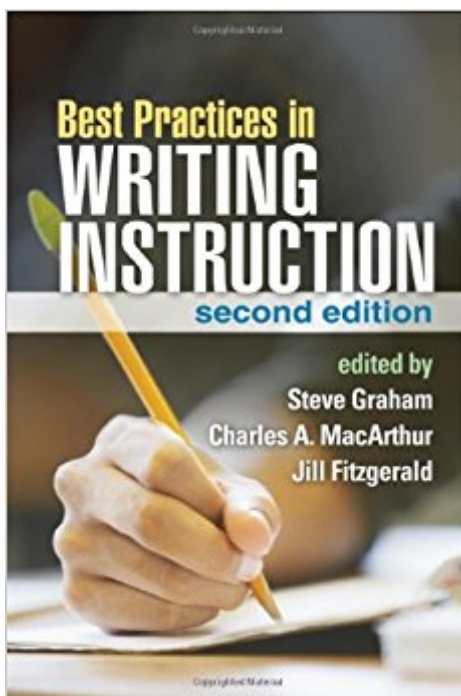


The book was found

Best Practices In Writing Instruction, Second Edition



Synopsis

An indispensable teacher resource and course text, this book presents evidence-based practices for helping all K-12 students develop their skills as writers. Every chapter draws clear connections to the Common Core State Standards (CCSS). Leading authorities describe how to teach the skills and strategies that students need to plan, draft, evaluate, and revise multiple types of texts. Also addressed are ways for teachers to integrate technology into the writing program, use assessment to inform instruction, teach writing in the content areas, and tailor instruction for English language learners and struggling writers. Helpful case examples are featured throughout. New to This Edition

- *Revised and expanded to address the CCSS.
- *Incorporates the latest research and instructional procedures.
- *Chapters on teaching argumentative and informative writing.
- *Chapters on college and career readiness, writing to learn, writing about texts, and response to intervention.

See also the editors' *Handbook of Writing Research, Second Edition*, which provides a comprehensive overview of cutting-edge writing research that informs good practice.

Book Information

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Teaching > Instruction Methods > Language Arts #103 in *Books > Textbooks > Education > Elementary Education*

Customer Reviews

"This second edition, with chapters written by prominent researchers, shares the latest evidence-based practices in writing instruction and assessment. Literacy teachers and teacher educators will benefit from coverage of hot topics in writing, including the Common Core State Standards, writing instruction in a response-to-intervention framework, and teaching English language learners. This is a book for multiple audiences--educators can use the content to build a

research-based writing program, while college and university instructors will find it a 'must have' for their courses."--Natalie G. Olinghouse, PhD, Department of Educational Psychology, University of Connecticut

"The book provides a thorough and incisive consideration of new and effective practices in writing instruction, giving timely attention to the Common Core State Standards. This is a rich source for current research and best-practice guidelines that is sure to be of interest to people engaged in all aspects of writing instruction, including teaching, curriculum development, assessment, and research. It is a valuable text for both graduate and undergraduate courses."--Joanna P. Williams, PhD, Department of Human Development, Teachers College, Columbia University

"Designed to drive classroom practice, this book has the potential to revolutionize how writing is taught in today's schools and classrooms. The editors and contributors describe how instruction should evolve to meet the writing standards of the Common Core. The volume also addresses important writing skills and processes that are not addressed in the CCSS but are necessary for a balanced, comprehensive writing program. It distills a dense body of research into a highly readable synthesis of what is core and critical to K-12 writing instruction. For current or aspiring teachers--as well as administrators whose responsibilities include leading, supporting and developing teachers--this is a 'must read.'"--Catherine D'Aoust, MS, Co-Director, University of California, Irvine Writing Project

“Provides a great deal of research, examples, and strategies to improve writing instruction for teachers. The inclusion of CCSS and focus on 21st century writing skills makes this a highly relevant volume. The authors and editors recognize and reiterate that, though this is a volume on best practices, more than simple strategy implementation is necessary to truly make headway toward effective writing instruction; paradigm shifts toward better motivation, more relevant assessment, and supporting student transference of writing skills across contexts are central to the purposes of this book. That is where this volume rises above many of its peers as it is not simply a repository, but it acts as a guide for making necessary improvements to the writing instruction U.S. students are receiving. This text represents exhaustive research and practice of writing instruction that improves student performance. Both teachers and researchers alike will find use in this volume." (Journal of Writing Research 2014-11-13)

"This edited volume makes a sound argument, based in empirical research, for adopting process approaches to writing instruction and involving learners in such an approach from early on. Furthermore, the contributing authors provide sound rationales and practical advice for focusing student attention and instruction on global concerns of audience, purpose, and communication." (on the first edition) (Reading and Writing 2014-11-14)

Steve Graham, EdD, is the Warner Professor in the Division of Educational Leadership and Innovation at Mary Lou Fulton Teachers College, Arizona State University. He is also Research Professor in the Learning Science Institute at the Australian Catholic University in Brisbane. Dr. Graham is editor of the Journal of Educational Psychology. He has coedited several books, including Handbook of Writing Research, Second Edition; Handbook of Learning Disabilities, Second Edition; and Best Practices in Writing Instruction, Second Edition; and is the coauthor of three influential Carnegie Corporation reports: Writing Next, Writing to Read, and Informing Writing. Dr. Graham has received numerous awards, including the Career Research Award from the Council for Exceptional Children (CEC), the Kauffman-Hallahan Distinguished Researcher Award from the CEC Division of Research, the Samuel A. Kirk Award from the CEC Division of Learning Disabilities, the Distinguished Researcher Award from the special education interest group of the American Educational Research Association (AERA), and the Wiederholt Distinguished Lecturer Award from the Council of Learning Disabilities. He is a fellow of the AERA and the International Academy for Research in Learning Disabilities.

Charles A. MacArthur, PhD, is Professor of Special Education and Literacy in the School of Education at the University of Delaware. His major research interests include writing development and instruction for struggling writers, development of self-regulated strategies, adult literacy, and applications of technology to support reading and writing. Currently he is coprincipal investigator of a research project evaluating a curriculum for college developmental writing courses based on self-regulated strategy instruction. He is coeditor of the Journal of Writing Research and serves on the editorial boards of several other journals. Dr. MacArthur has published over 100 articles and book chapters and coedited or coauthored several books, including Best Practices in Writing Instruction, Second Edition; Handbook of Writing Research, Second Edition; and Developing Strategic Writers through Genre Instruction.

Jill Fitzgerald, PhD, is Research Professor and Professor Emerita at The University of North Carolina at Chapel Hill. A former primary-grades teacher and reading specialist, she conducts research on literacy issues for multilingual learners, understanding text complexity, and vocabulary measurement. Dr. Fitzgerald is a member of the Reading Hall of Fame, a Fellow of the American Educational Research Association (AERA), and a recipient of research awards from Phi Delta Kappa, the International Reading Association, and the AERA. With more than 100 publications, she is associate editor of the Journal of Educational Psychology and serves on the editorial boards of several other journals. She has also been a review panelist for the Office of Education, the Institute of Education, the National Institutes of Health, and the National Institute for Literacy.

I really liked the amount of writing strategies in this text, and wish I had read this text prior to teaching 7th and 9th grade English! I could have used the strategies for writing essays! While there are great writing strategies within this text, it is very dry. I did struggle to stay focused, because of how boring it is to read. If I hadn't been reading it for a master's course, I probably would have just flipped through it to find the strategies...but, it is a text book, and it is rare to find one that is extremely interesting. This one did its job, which was to inform the reader of strategies and teaching methods that work best when teaching writing at different grade/age levels.

Never in my life have I come across a textbook that is this dry and lifeless. I'd guess that at least 1/3 of the text is citations, while nearly everything else is useless commentary. Very rare are the actual examples or scenarios. The book reminds me of the "fluff" I'd add to college papers for those extra several pages required.

Helpful overview of research in the area of writing instruction. I was able to pull from the chapters most relevant to my students (special ed and ELL) to build an instructional plan that will be most responsive to their needs.

Book is as described. I needed this for my class i am taking online. The class is short so I am not sure how much we will actually use this but i skimmed through it and it seems like it will be helpful to my professional career.

Typical text book... very informational, very practical ways to apply concepts, but very hard to sit and read the chapter sometimes.

It is a great teaching reference. I use it for a class I am taking to renew my license.

Great resource for the classroom teacher. Must better than other writing texts that I have come across. Very up to date research.

Quick delivery, perfect brand new.

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