

## Writing, Grade 1

### Recommended Reading

#### Books

Adams, M. J. *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press, 1990.

Bereiter, C., & Scardamalia, M. *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1987.

Burns, M. S., Griffin, P., & Snow, C., eds. *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press, 1999.

Clay, M. M. *What did I write? Beginning writing behaviour*. Portsmouth, NH: Heinemann, 1975.

Graves, D. H. *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann Educational Books, 1983.

Hillocks, G. *Research on Written Composition*. Urbana, IL: National Conference on Research in English, 1986.

International Reading Association and the National Association for the Education of Young Children. *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: International Reading Association, 1998.

Moats, L. C. *Speech to print*. Baltimore, MD: Paul H. Brookes Publishing Co., 2000.

Neuman, S. B., & Roskos, K. A., eds. *Children's achieving: Best practices in early literacy*. Newark, DE: International Reading Association, 1998.

Roit, M. *Creating a community of writers*. Peru, IL: Open Court Publishing Co., 1992.

Spandel, V. and Stiggins, R.J. *Creating Writers: Linking Writing Assessment and Instruction*. White Plains, NY: Longman Publishers, 1997.

Temple, C., Nathan, R., Temple, F., and Burris, N.A. *The Beginnings of Writing*. Needham Heights, MA: Allyn and Bacon, 1993.

Williams, J.D. *Preparing to Teach Writing*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 1998.

#### Articles and Chapters

Adams, M. J., & Bruck, M. "Resolving the 'great debate.'" *American Educator*, 19, 7 (1995): 10-20.

Adams, M. J., Treiman, R., & Pressley, M. "Reading, writing, and literacy." In *Handbook of child psychology*, edited by I. E. Sigel & K. A. Renninger, 275-355. New York: Wiley, 1998.

Beal, C. R. "Children's communication skills: Implications for the development of writing strategies." In *Cognitive strategy research: From basic research to educational applications*, edited by C. B. McCormick, G. Miller, & M. Pressley, 191-214. New York: Springer-Verlag, 1989.

Clarke, L. K. "Invented versus traditional spelling in first graders' writing: Effects on learning to spell and read." *Research in the Teaching of English*, 22 (1988): 281-309.

Fitzgerald, J. "Variant views about good thinking during composing: Focus on revision." In *Promoting academic competence and literacy in school*, edited by M. Pressley, K. R. Harris & J.T. Guthrie, 337-358. San Diego, CA: Academic Press, 1992.

Greene, B. G. "Exploring the reading-writing relationship." *Reading Psychology*, 16 (1995): 261-268.

Gunn, B. K, Simmons, D. K., & Kame'enui, E. J. *Emergent literacy: Synthesis of the research. Technical report no. 17*. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators, 1995.

Hiebert, E. H. "The role of literacy experiences in early childhood programs." *The Elementary School Journal*, 89 (1988): 161-171.

Pressley, M., & McGoldrick, J. A. "Writing. In *Cognitive strategy instruction that really improves children's academic performance*, 2nd ed., edited by M. Pressley et al., 153-183. Cambridge, MA: Brookline Books, 1995.

Richgels, D. J. "Invented spelling ability and printed word learning in kindergarten." *Reading Research Quarterly*, 30 (1995): 96-109.

Scardamalia, M. "How children cope with the cognitive demands of writing." In *Writing: The nature, development, and teaching of written communication*, edited by C. H. Frederiksen, M. F. Whiteman, & J. F. Dominic. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Scardamalia, M., & Bereiter, C. "Research on written composition." In *Handbook of research on teaching*, 3rd ed., edited by M. Wittrock, 778-803. New York: Macmillan, 1986.

Teale, W. H., & Sulzby, E. "Emergent literacy as a perspective for examining how young children become writers and readers." In *Emergent literacy: Writing and reading*, edited by W. H. Teale & E. Sulzby, vii-xxv. Norwood, NJ: Ablex, 1986.

Tierney, R., & Shanahan, T. "Research on the reading-writing relationship: Interactions, transactions, and outcomes." In *Handbook of reading research*, Vol. 2, edited by R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson, 246-280. White Plains, NY: Longman, 1991.

Van Kleeck, A. "Emergent literacy: Learning about print before learning to read." *Topics in Language Disorders*, 10 (1990): 25-45.

Yaden, D. B., Rowe, D. W., & MacGillivray, L. "Emergent literacy: A matter (polyphony) of perspectives." In *Handbook of reading research*, Vol. 3., edited by M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr, 425-454. Mahwah, NJ: Lawrence Erlbaum Associates, 2000.

## **Web Sites**

<http://www.aft.org>

American Federation of Teachers

<http://www.eric.ed.gov/>

Educational Resources Information Center (ERIC)

<http://www.ciera.org>

Center for the Improvement of Early Reading Achievement

<http://www.ed.gov>

United States Department of Education

<http://www.ed.gov/NLE>

National Library of Education

<http://ncee.org>

National Center on Education and the Economy

<http://www.nea.org>

National Education Association

<http://www.nifl.gov>

National Institute for Literacy

<http://www.nrconline.org>

National Reading Conference

<http://www.reading.org>

International Reading Association

<http://www.naeyc.org>

National Association for the Education of Young Children