

Writing, Grades 2-3

Recommended Reading

Books

Adams, M. J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: M.I.T. Press, 1990.

Bereiter, C., and M. Scardamalia. *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1987.

Burns, M. S., P. Griffin, and C. Snow, 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., and K. A. Roskos, 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 R. J. Stiggins. *Creating Writers: Linking Writing Assessment and Instruction*. White Plains, NY: Longman Publishers, 1997.

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

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

Articles and Chapters

Adams, M. J., and M. Bruck. "Resolving the 'Great Debate.'" *American Educator* 19 (1995): 7, 10-20.

Adams, M. J., R. Treiman, and M. Pressley. "Reading, Writing, and Literacy." In *Handbook of Child Psychology*, edited by I. E. Sigel and 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, and 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, and J. T. Guthrie, 337-358. San Diego, CA: Academic Press, 1992.

Gunn, B. K., D. K. Simmons, and E. J. Kame'enui. *Emergent Literacy: Synthesis of the Research. Technical Report No. 17*. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators, 1995.

Greene, B. G. "Exploring the Reading-Writing Relationship." *Reading Psychology* 16 (1995): 261-268.

Hiebert, E. H. "The Role of Literacy Experiences in Early Childhood Programs." *The Elementary School Journal* 89 (1988): 161-171.

Pressley, M., and J. A. McGoldrick. "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, and J. F. Dominic. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Scardamalia, M., and C. Bereiter. "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., and E. Sulzby. "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 and E. Sulzby, vii-xxv. Norwood, NJ: Ablex, 1986.

Tierney, R., and T. Shanahan. "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, and 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., D. W. Rowe, and L. MacGillivray. "Emergent Literacy: A Matter (Polyphony) of Perspectives." In *Handbook of Reading Research*, Vol. 3, edited by M. Kamil, P. Mosenthal, P. D. Pearson, and R. Barr, 425-454. Mahwah, NJ: Lawrence Erlbaum Associates, 2000.

Web Sites

<http://www.aft.org>

American Federation of Teachers

<http://www.eduref.org>

The Educator's Reference Desk

<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.nrconline.org>

National Reading Conference

<http://www.reading.org>

International Reading Association

<http://www.naeyc.org>

National Association for the Education of Young Children