

Writing, Grade K

Recommended Reading

Books

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Bereiter, C., & Scardamalia, M. (1987) *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Burns, M. S., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.
- Clay, M. M. (1975). *What did I write? Beginning writing behaviour*. Portsmouth, NH: Heinemann.
- Graves, D. H. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann Educational Books.
- Hillocks, G. (1986). *Research on Written Composition*. Urbana, IL: National Conference on Research in English.
- International Reading Association and the National Association for the Education of Young Children. (1998). *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: International Reading Association.
- Moats, L. C. (2000). *Speech to print*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Neuman, S. B., & Roskos, K. A. (Eds.). (1998). *Children's achieving: Best practices in early literacy*. Newark, DE: International Reading Association.
- Roit, M. (1992). *Creating a community of writers*. Peru, IL: Open Court Publishing Co.
- Spandel, V. and Stiggins, R.J. (1997). *Creating Writers: Linking Writing Assessment and Instruction*. White Plains, NY: Longman Publishers.
- Temple, C., Nathan, R., Temple, F., and Burris, N.A. (1993). *The Beginnings of Writing*. Needham Heights, MA: Allyn and Bacon.
- Williams, J.D. (1998). *Preparing to Teach Writing*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Articles and Chapters

- Adams, M. J., & Bruck, M. (1995). Resolving the "great debate." *American Educator*, 19, 7, 10-20.
- Adams, M. J., Treiman, R., & Pressley, M. (1998). Reading, writing, and literacy. In I. E. Sigel & K. A. Renninger (Eds.), *Handbook of child psychology* (pp. 275-355). New York: Wiley.
- Beal, C. R. (1989). Children's communication skills: Implications for the development of writing strategies. In C. B. McCormick, G. Miller, & M. Pressley (Eds.), *Cognitive strategy research: From basic research to educational applications* (pp. 191-214). New York: Springer-Verlag.
- Clarke, L. K. (1988). Invented versus traditional spelling in first graders' writing: Effects on learning to spell and read. *Research in the Teaching of English*, 22, 281-309.
- Fitzgerald, J. (1992). Variant views about good thinking during composing: Focus on revision. In M. Pressley, K. R. Harris & J.T. Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 337-358). San Diego, CA: Academic Press.

- Gunn, B. K, Simmons, D. K., & Kame'enui, E. J. (1995). *Emergent literacy: Synthesis of the research. Technical report no. 17*. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators.
- Greene, B. G. (1995). Exploring the reading-writing relationship. *Reading Psychology, 16*, 261-268.
- Hiebert, E. H. (1988). The role of literacy experiences in early childhood programs. *The Elementary School Journal, 89*, 161-171.
- Pressley, M., & McGoldrick, J. A. (1995). Writing. In M. Pressley et al. (Eds.), *Cognitive strategy instruction that really improves children's academic performance* (2nd ed., pp. 153-183.). Cambridge, MA: Brookline Books.
- Richgels, D. J. (1995). Invented spelling ability and printed word learning in kindergarten. *Reading Research Quarterly, 30*, 96-109.
- Scardamalia, M. (1981). How children cope with the cognitive demands of writing. In C. H. Frederiksen, M. F. Whiteman, & J. F. Dominic (Eds.), *Writing: The nature, development, and teaching of written communication*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (1986). Research on written composition. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 778-803). New York: Macmillan.
- Teale, W. H., & Sulzby, E. (1986). Emergent literacy as a perspective for examining how young children become writers and readers. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp. vii-xxv). Norwood, NJ: Ablex.
- Tierney, R., & Shanahan, T. (1991). Research on the reading-writing relationship: Interactions, transactions, and outcomes. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2., pp. 246-280). White Plains, NY: Longman.
- van Kleeck, A. (1990). Emergent literacy: Learning about print before learning to read. *Topics in Language Disorders, 10*, 25-45.
- Yaden, D. B., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr, (Eds.), *Handbook of reading research* (Vol. 3., pp. 425-454). Mahwah, NJ: Lawrence Erlbaum Associates.

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://www.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