



# **Rigor with Support:** An Inquiry-Based Approach

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## **Annotated Bibliography: Resources for Teaching and Assessing Writing**

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### **Professional Texts: (\*top picks)**

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\* Angelillo, Janet. (2003). *Writing About Reading: From Book Talk to Literary Essays, Grades 3-8*. Portsmouth, NH: Heinemann.

While written with a grades three to eight focus, this book provides a structure for teaching literacy analysis through high school. Angelillo walks through a sequence of lessons that get students to uncover literary themes in “talk groups,” collect responses and text evidence while they read, and craft analytical writing in response to texts.

\* Atwell, Nancy. (1998-revised 2<sup>nd</sup> edition). *In the Middle: New Understandings about Writing, Reading, and Learning*. Portsmouth, NH: Heinemann.

Atwell’s foundational text on readers’ and writers’ workshops provides a template for teaching reading and writing at the secondary level and a wealth of concrete lesson ideas and resources.

\* Atwell, Nancy. (2002). *Lessons That Change Writers*. Portsmouth, NH: Firsthand.

Building on *In the Middle*, Atwell has created this compendium of writing lessons that can be used as they are or adapted. The guidebook describes mini-lessons in detail, and the resource binder provides transparencies and other reproducible materials.

Bauman, Amy and Art Peterson, eds. (2002). *Breakthroughs: Classroom Discoveries about Teaching Writing*. Berkeley, CA: National Writing Project.

In twenty-five essays, National Writing Project teachers take readers on the journey that led them to ask and answer such questions as “How can students find the stories that advance their ideas in essays?” and “How can students be prodded to continue to work beyond a first draft?” The essays include nuts and bolts solutions to these larger questions.

Beaver, Teri. (1998). *The Author’s Profile: Assessing Writing in Context*. Portland, ME: Stenhouse.

Beaver has developed a set of rubrics that allow teachers to assess, all on one page, the tools a writer uses and the developmental level achieved for each. Brief descriptions tell the writer

exactly what may be done to achieve the next level. The reproducible rubrics, forms, and checklists can be used across grade levels.

Bomer, Randy. (1995). *A Time for Meaning: Crafting Literate Lives in Middle and High School*. Portsmouth, NH: Heinemann.

Bomer looks across the types of writing in a secondary classroom—including non-fiction and creative, polished and low stakes—and offers guidance and questions for teachers to consider as they help students choose topics that matter, use writing as a tool for inquiry, move from initial responses to polished writing, and understand the craft of each genre.

Calkins, Lucy. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

While focused on teaching writing at the elementary school level, this foundational text provides a theory and structure for writers' workshop that is relevant across grade levels.

Christensen, Linda. (2000). *Reading, Writing and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Milwaukee, WI: Rethinking Schools, Ltd.

This practical book offers essays, lesson plans, and student writing, all focused on reading and writing for justice. Each chapter describes a unit Christensen has developed (for example, "Essays with Attitude,") and provides samples of student work.

Claggett, Fran. et.al. (2005). *Teaching Writing: Craft, Art, Genre*. Urbana, IL: NCTE.

Compiled by English teachers for their colleagues, this resource includes research-based discussions on key issues about teaching writing, classroom-ready lessons, ideas for integrating technology into teaching writing, strategies for teaching grammar in context, examples of student work that demonstrate teaching concepts, sample rubrics, and an extensive bibliography of resources.

Culham, Ruth. (2003). *6 + 1 Traits of Writing: A Complete Guide*. Portland, OR: NWREL.

This guide can be used across subject areas to clarify expectations for writing. The "Six Traits" rubrics and lessons help students understand general qualities of good writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

\* Dean, Deborah. (2006). *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

Through a variety of classroom practices, assignments, and lesson plans, Dean describes innovative ways to teach writing strategies that cut across genres and subject areas, including sections on writing as inquiry, drafting with genre, audience, and purpose in mind, and revising and refining writing products.

Elbow, Peter. (1998-2<sup>nd</sup> edition). *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford University Press.

In this classic handbook for writers, Elbow emphasizes the essential activities that underlie good writing. He provides the reader (and writer) with techniques for getting words down

on paper, for revising, for dealing with an audience, and for getting feedback on a piece of writing.

Fletcher, Ralph and JoAnn Portalupi.

*What a Writer Needs.* (1992);

*Breathing In, Breathing Out: Keeping a Writer's Notebook.* (1996);

*Craft Lessons.* (1998);

*Live Writing: Breathing Life into Your Words.* (1999);

*How Writers Work: Finding a Process that Works for You.* (2000);

*Nonfiction Craft Lessons.* (2001);

*Writing Workshop: The Essential Guide.* (2001);

*The Writer's Notebook: Unlocking the Writer Within You.* (2003).

Fletcher and Portalupi's books take on different aspects of the writing process. Several are written as advice to writers and can be read by students as they explore their own writing practices. Every book provides specific writing activities and lesson ideas. Accompanying curricular packages (K-6) are available from FirstHand, a division of Heinemann.

Gere, Anne Ruggles, L. Christenbury, and K. Sassi. (2005).  
*Writing on Demand: Best Practices and Strategies for Success.*  
Portsmouth, NH: Heinemann.

This book looks at instructional practices that prepare students to succeed with on-demand writing exams (which rarely provide the conditions that support skillful writing), while also helping students develop as writers in more authentic contexts.

Graves, Donald. (2003-revised 2<sup>nd</sup> edition). *A Writer Teaches Writing Revised.* Boston, MA: Thompson/Heinle.

As a pioneer in the field, Murray creates a practical pedagogy for process theories of writing. This landmark book on the teaching of writing has had a profound influence on writing theory and practice, including the work of many of the authors in this bibliography.

\* Harvey, Stephanie (1998). *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8.* Portland, ME: Stenhouse.

Harvey shows how students can read expository text, engage in research, and write authentic nonfiction that is compelling. The inquiry projects she describes can be used across content areas and require in-depth learning.

Heard, Georgia. (2002). *Revision Toolbox: Teaching Techniques that Work.* Portsmouth, NH: Heinemann.

This slim volume provides ready-to-use strategies that take the mystery out of teaching revision and helps even the most reluctant writers revise.

Lane, Barry. (1992). *After THE END: Teaching and Learning Creative Revision.* Portsmouth, NH: Heinemann.

Lane revises the concept of revision, illustrating it as a constant, inventive search for new possibilities and divergent meanings, rather than mere correction or what students wearily refer to as "redoing."

\* Lattimer, Heather. (2003). *Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12*. Portland, ME: Stenhouse.

Sample unit outlines and cases from actual classrooms provide a framework for helping students to see the qualities of effective writing in each genre (e.g., feature articles, research papers, fiction, etc.) and to apply those qualities to their own writing. This is an excellent resource for planning genre-based units that incorporate reading and writing.

Romano, Tom (2000). *Blending Genre, Altering Style: Writing Multi-Genre Papers*. Portsmouth, NH: Heinemann.

This book explores the concept of writing a collection of short pieces on a related theme or topic, and allowing the subject matter of each piece to determine the appropriate genre of presentation for the material. Romano discusses genres, subgenres, writing strategies, and stylistic maneuvers that students can use in their own multi-genre papers. He offers many examples of college-level work.

Romano, Tom. (1987). *Clearing the Way: Working with Teenage Writers*. Portsmouth, NH: Heinemann.

Drawing on stories from his own classroom, Romano provides advice on inspiring teenagers to write and drawing out writers' voices.

Shaughnessy, Mina. (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York, NY: Oxford University Press.

This now-classic book examines patterns of student errors (and the intelligence within those mistakes) in a first-year college writing course. Shaughnessy makes a case for rethinking how to assess and respond to student writing that has influenced the field of writing instruction and assessment.

\* Strong, William. (2005). *Write for Insight: Empowering Content Learning, Grades 6-12*. New York, NY: Allyn and Bacon.

Arguing for insightful teaching and learning—balancing emphasis on writing-to-learn (ungraded) assignments with a rich array of process writing (graded) tasks—Strong draws upon the work of National Writing Project colleagues to show how writing becomes a powerful learning tool across diverse content areas, engaging both imagination and intellect.

\* Urquhart, Vickie and M. McIver. (2005). *Teaching Writing in the Content Areas*. Alexandria, VA: ASCD.

This book examines nearly 30 years of research to identify how teachers can incorporate writing instruction that helps students master course content and improve their overall achievement. The authors also provide classroom strategies, practices, and handouts that teachers can implement in most subject areas or grade levels.

Weinstein, Larry. (2001). *Writing at the Threshold: Featuring 56 Ways to Prepare High School and College Students to Think and Write at the College Level*. Urbana, IL: NCTE.

This text includes brief, lively reflections on inquiry-based learning and strategies for translating theory into practice in the classroom. Weinstein offers a set of five course

sequences, each proposing a different way to shape a writing course using methods discussed in the book.

Willis, Meredith Sue. (1993). *Deep Revision: A Guide for Teachers, Students, and Other Writers*. New York, NY: Teachers and Writers Collaborative.

Willis provides over 200 exercises for writers to use as they reconsider, extend, and revise their writing. Based on her experience teaching writing with elementary students, many of the exercises can be used by writers of any age who “get stuck” with revision.

Wilson, Maja. (2006). *Rethinking Rubrics*. Portsmouth, NH: Heinemann.

Wilson argues that rubrics are often not sufficient as assessment tools and can stifle thoughtful response to and revision of writing by standardizing a non-standard process. She describes writing assessment practices that align more closely with high-quality instruction.

## **Other Resources:**

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Collins Education Associates: [www.collinseducationassociates.com](http://www.collinseducationassociates.com)

The Collins Writing Program was designed to simultaneously improve students' thinking and writing skills. Collins Education Associates have developed a model for a writing-to-learn/writing-across-the-curriculum program by defining five types of writing assignments. Collins Education Associates delivers training and resources to enhance the communication skills of students in grades K-12.

National Writing Project: [www.writingproject.org](http://www.writingproject.org)

National Writing Project (NWP) builds the leadership, programs, and research needed for teachers to help their students become successful writers and learners. Through local networks, teachers prepare for leadership roles by demonstrating their most effective practices, studying research, and improving their knowledge of writing by writing themselves. The NWP Web site includes research and other teacher-driven publications about the teaching of writing.

National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)

The NCTE works to advance teaching, research, and student achievement in English language arts at all scholastic levels. Through journals, events, and on line networks, NCTE develops and disseminates research and information related to the teaching of reading and writing. The NCTE Website serves both K-12 teachers and college instructors.

Northwest Regional Educational Lab: [www.nwrel.org](http://www.nwrel.org)

The Northwest Regional Educational Lab provides services in the areas of classroom teaching and learning, school and district improvement, school, family, and community, and research, evaluation, and assessment. NWREL has developed the 6+1 Traits writing model and provides resources and trainings to teachers and administrators.

ReadWriteThink: [www.ReadWriteThink.org](http://www.ReadWriteThink.org)

The ReadWriteThink Web site provides extensive resources (including lessons, materials, and standards) for the teaching of reading and writing. The Web site includes resources for

teaching the writing process, using writing-to-learn strategies, and studying specific genres of writing.

Step Up to Writing: [www.stepuptowriting.com](http://www.stepuptowriting.com)

Step Up to Writing has compiled multisensory teaching strategies and student writing activities that help students, especially struggling writers, to write clear, organized paragraphs, reports, and essays. The program is especially helpful in providing support to emerging writers, as it helps them to visualize the elements of a standard paragraph or essay.

Teachers and Writers Collaborative: [www.twc.org](http://www.twc.org)

Teachers & Writers Collaborative (T&W), a nonprofit organization, places writers in schools and publishes books and a magazine on teaching writing—materials that provide sound theory and practical curriculum ideas for classrooms.

### **Technology Supports for Teaching Writing:**

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Several assessment providers have developed computer-based tools for assessing student writing. Reviews of these products are mixed, as they provide reliable, but limited feedback, to students. These tools can be best used as a supplement (rather than a stand-alone) to classroom writing instruction. Programs provide varying degrees of flexibility for teachers to design prompts, set assessment criteria, and provide other computer-based supports for students.

- Accuplacer Online from the College Board: [www.accuplacer.com](http://www.accuplacer.com)
- Compass e-Write by ACT: [www.act.org/e-write](http://www.act.org/e-write)
- ETS Criterion: [www.ets.org](http://www.ets.org)
- MyAccess by Vantage Learning: [www.vantagelearning.com](http://www.vantagelearning.com)
- PASeries Writing by Pearson: [www.PearsonPASeries.com](http://www.PearsonPASeries.com)
- SpringBoard from the College Board: [collegeboard.com/springboard/assessments](http://collegeboard.com/springboard/assessments)