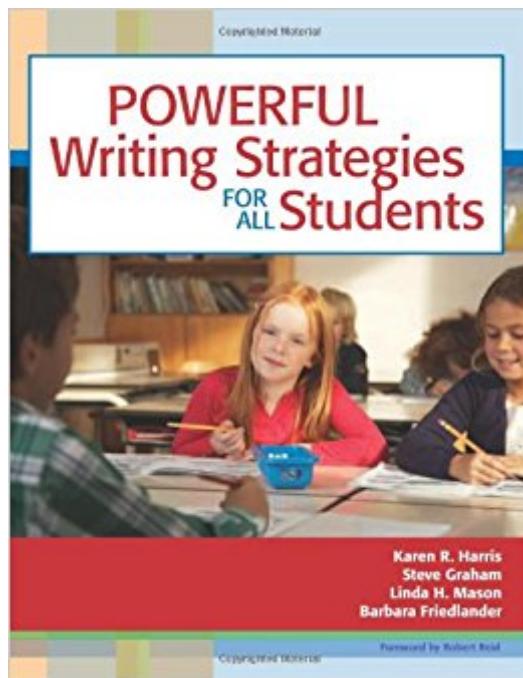


The book was found

Powerful Writing Strategies For All Students



Synopsis

Finally—highly effective, field-tested lesson plans for the students in every elementary and middle school classroom who struggle with writing. The practical how-to follow-up to Graham and Harris's popular *Writing Better*, this book is just what K–8 educators need to advance all students' writing skills, whether they have learning disabilities or just need extra help. Teachers will get concise lesson plans they can use to easily supplement their existing writing curriculum. From 20 to 50 minutes each, the lessons address types of writing that are key to academic success, such as writing reports and constructing essays for standardized tests. Help with every phase of the writing process, from planning to revising, reinforce new skills through group and individual practice. Ensure that improvements are sustained by teaching students critical self-regulation skills they can use independently. Support effective instruction with step-by-step guidelines and optional scripts for teachers. Engage students with mnemonic devices they'll immediately grasp and remember. Include fun, photocopyable support materials, such as cue cards, picture prompts, sheets for graphing story parts, and charts for brainstorming and setting goals. Firmly grounded in the authors' Self-Regulated Strategy Development approach, which has been proven effective by 2 decades of research, these brief, powerful lessons will help transform struggling students into confident, skilled, and motivated writers.

Book Information

Paperback: 444 pages

Publisher: Brookes Publishing; 1 edition (November 28, 2007)

Language: English

ISBN-10: 1557667055

ISBN-13: 978-1557667052

Product Dimensions: 8.5 x 0.9 x 10.9 inches

Shipping Weight: 2.3 pounds (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars 16 customer reviews

Best Sellers Rank: #77,136 in Books (See Top 100 in Books) #59 in Books > Education & Teaching > Schools & Teaching > Special Education > Learning Disabled #89 in Books > Textbooks > Education > Curriculum & Instruction #154 in Books > Books > Education & Teaching > Schools & Teaching > Curriculum & Lesson Plans > Curricula

Customer Reviews

A powerful, evidence-based approach to instruction . . . The clear and complete lessons plans

included in this volume will help teachers enhance their ability to provide effective instruction to students at all levels. --Joanna Williams, Ph.D., Professor of Psychology and Education, Teachers College, Columbia UniversityHarris and Graham are models for contemporary intervention researchers with their balanced foci on impeccable research and assiduous attention to translating research into practice. --Bernice Wong, Professor Emerita, Simon Fraser University, British Columbia, CanadaSplendid, accessible compendium of a body of respected scholarly work now packaged for all teachers. A wonderful gift to the field! --Nickola Nelson, Ph.D., Charles Van Riper Professor, Western Michigan UniversityHarris and Graham are models for contemporary intervention researchers with their balanced foci on impeccable research and assiduous attention to translating research into practice. --Bernice Wong, Professor Emerita, Simon Fraser University, British Columbia, CanadaA powerful, evidence; based approach to instruction . . . The clear and complete lessons plans included in this volume will help teachers enhance their ability to provide effective instruction to students at all levels. --Joanna Williams, Ph.D., Professor of Psychology and Education, Teachers College, Columbia UniversityHarris and Graham are models for contemporary intervention researchers with their balanced foci on impeccable research and assiduous attention to translating research into practice. --Bernice Wong, Professor Emerita, Simon Fraser University, British Columbia, CanadaA powerful, evidence; based approach to instruction . . . The clear and complete lessons plans included in this volume will help teachers enhance their ability to provide effective instruction to students at all levels. --Joanna Williams, Ph.D., Professor of Psychology and Education, Teachers College, Columbia University

Karen Harris, Ed.D., is Professor and the Currey-Ingram Chair in Special Education at Vanderbilt University, Nashville, Tennessee. She has taught kindergarten and fourth-grade students, as well as elementary and secondary students with disabilities. She is co-author, with Steve Graham, of the books *Making the Writing Process Work: Strategies for Composition and Self-Regulation*; *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms*; *Handbook of Learning Disabilities*; and the curriculum *Spell It-Write*. Dr. Harris is the editor of the *Journal of Educational Psychology*. Her research is focused on theoretical and intervention issues in the development of academic and self-regulation strategies among students with attention-deficit/hyperactivity disorder, learning disabilities, and other challenges. Steve Graham, Ph.D., is Professor and the Currey-Ingram Chair in Special Education at Vanderbilt University, Nashville, Tennessee. He is the current editor of *Exceptional Children* and the past editor of *Contemporary Educational Psychology*. He is the co-author of the *Handbook of Learning Disabilities*; *Making the Writing Process Work*:

Strategies for Composition and Self-Regulation; Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms; Teaching Every Adolescent Every Day; Spell It-Write (a spelling program for children in grades K through 9); and the upcoming Handbook of Writing Research. Dr. Graham's research has focused mainly on identifying the factors that contribute to the development of writing difficulties; the development and validation of effective procedures for teaching planning, revising, and the mechanics of writings to struggling writers; and the use of technology to enhance writing performance and development. Dr. Linda H. Mason has a joint appointment in the Department of Educational Psychology, Counseling, and Special Education and the Children, Youth, and Families Consortium at The Pennsylvania State University. Prior to completing her Ph.D., Dr. Mason taught special education in an inclusive public elementary school for six years. She has been awarded two U.S. Department of Education grants focusing on reading comprehension and writing intervention for low-achieving students. Dr. Mason serves on six editorial boards, including journals focused on research-topractice. At Penn State, she teaches courses in literacy for students with special needs, curriculum development, reading and writing methods, assessment, and effective instruction. Dr. Mason was awarded the Council for Exceptional Children, Division of Research Distinguished Early Career Award in 2011 and a Fulbright Scholarship to teach in Hungary in fall 2011.

This is one of my favorite books. I finally bought it after repeatedly renewing it from my library. The strategies are easy to implement across several of grade levels (I have used this with special education and regular education students as young as second grade and up to seventh grade). There are a variety of strategies that can be adapted to meet the needs of most writing challenges in the classroom. It has everything you need to explicitly teach the elements of good writing and can be used throughout a student's school career. This doesn't just give theory, but provides the necessary materials and lessons to implement easily in the classroom.

Loving this book! I read a study which found the SRSD to be most efficient over other programs. The study I read was used with students who have Asperger's but upon reading it, it's obvious how this is an excellent resource for all students. The book is well structured so you can tag areas and keep it as a ready to use resource in your office/class.

This well written guide to self regulated strategy development (SRSD) provides the teacher a clear description of how to integrate a systematic, but not cook-book, writing strategy instructional block

into the classroom. I really like how the text is written to be digestible. Reading a five hundred page text is not what this book is about. It is about getting the information to teachers. Yes, the research is there, but it is plainly stated and well contextualized. There are a ton of lesson plans/ideas in the whole second part of the book. This is proving to be an excellent resource for the design of my class' writing strategy instruction. I highly recommend it for any K-12 teacher teaching writing.

I love this book and bought it for all my -4 grade ELA teachers. I would give it 5 stars, but the section on expository writing is lacking. The narrative, opinion sections are fantastic.

For anyone who wants some guidance in teaching writing to students, this is a helpful tool. I have been tutoring 2 third grade students this summer using the strategies and they are improving weekly.

The book is an excellent resource of writing strategies that can be used with children in the middle as well as in high school. I use it for my students on the Autism spectrum & Dyslexia.

love

I bought this for a special education writing class. It has some amazing ideas and printables for teaching written expression to all ages. These are also useful with ESL students. SRSD is a well-researched and effective writing strategy.

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