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LAJM Bibliography: Teaching Composition in the Elementary Grades

by Sheila Fitzgerald and Cathy Waters, Department of Teacher Education, Michigan State University, East Lansing, MI

Bowen, Mary E. and Walter T. Petty. **Slithery Snakes and Other Aids to Children's Writing**. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

The authors believe that children should be taught aspects of creative writing often left only for professional writers. They offer suggestions which teachers may use for teaching creative writing.

Burrows, Alvina Greut, Doris C. Jackson, and Dorothy O. Saunders. **They All Want to Write: Written English in the Elementary School**. 4th edition. Hamden, Connecticut: Library Professional Publication, 1984.

This book, first published in 1939, describes the formation of early writing habits along with shaping children's attitudes and developing related thinking and reading skills. Recent research on teaching writing with a heavy emphasis on the bonds between writing, reading, and literature are included.

Calkins, Lucy McCormick. **Lessons from a Child: On the Teaching and Learning of Writing**. Exeter, New Hampshire: Heinemann Educational Books, 1983.

This is a biographical sketch that describes a child's growth in writing. It also shows how teachers organize writing classrooms and help students confer with each other.

Clay, Marie M. **What Did I Write?** Exeter, New Hampshire: Heinemann Educational Books, 1975.

The author gives examples which include a collection of very young children's work samples, and she describes what she feels these imply. The author believes it is important that the connection between early writing and early reading be closely studied.

Graves, Donald H. **A Researcher Learns to Write: Selected Articles and Monographs**. Exeter, New Hampshire: Heinemann Educational Books, 1984.

Graves tells of his career as a writer and the many changes he has gone through. He gives several examples of his works over the years preceded by an introduction describing the circumstances which produced the work originally.

Graves, Donald H. **Writing: Teachers and Children at Work**. Exeter, New Hampshire: Heinemann Educational Books, 1983.

This book was designed to assist classroom teachers with children's writing. It shows teachers helping children and describes numerous classroom problems and their solutions. Children's development in spelling, handwriting and the use of concepts and process are also charted. The methods for teacher/pupil conferencing are detailed in the book.

Hains, Maryellen, ed. **A Two-Way Street: Reading to Write/Writing to Read**. Kalamazoo MI: Michigan Council of Teachers of English, 1982.

This popular MCTE publication is an annotated bibliography of children's literature, providing suggestions to the teacher of interesting ways to use these books in classrooms. The authors emphasize the use of such children's literature to generate writing ideas for elementary classrooms.

Haley-James, Shirley, ed. **Perspectives on Writing in Grades 1-8.** Urbana, Illinois: National Council of Teachers of English, 1981.

Writing is viewed as “a means of thinking, learning, and being” which enhances a child’s development. Recommendations for effective writing instruction are cited and compared with those actually used in the classroom. The authors’ overall intention is to help teachers help children improve in all areas of writing.

Hennings, Dorothy Grant and Barbara Moll Grant. **Written Expression in the Language Arts: Ideas and Skills,** 2nd ed. New York: Teachers College Press, 1981.

Current research is used from classrooms where children and teachers write together. Suggestions are given for teachers to help students create, record, and organize ideas, form sentences, and edit their own writing. Samples of children’s writing are also given.

Jackson, Jacqueline. **Turn Not Pale, Beloved Snail: A Book About Writing Among Other Things.** Boston: Little, Brown, and Company, 1974.

The author writes about the process of writing. The book is designed for the prospective writer from eight to eighty to tell him/her about writing in interesting ways.

Jensen, Julie M. ed. **Composing and Comprehending.** Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1984.

Various authors discuss reading and writing along with the composing and comprehending of oral discourse. The integration of language is the theme. The findings of research studies are presented to support this theme.

Judy (Tchudi), Susan and Stephen Judy (Tchudi). **Gifts of Writing.** New York: Charles Scribner’s Sons, 1980.

This book is a collection of activities designed to encourage creative writing and ways to present that writing attractively. Projects are listed for use on almost any occasion.

Klein, Marvin L. **The Development of Writing in Children: Pre-K Through Grade 8.** Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

The author tells how to design a quality composition program and how to implement it through the use of instructional techniques and activities. The book emphasizes the larger concerns of composition while creating a framework for composition instruction. While theory is discussed, it is given practical application.

Koch, Kenneth. **Rose, Where Did You Get That Red? Teaching Great Poetry to Children.** New York: Vintage Books, 1974.

The author tells how he taught classic poetry to children of all ages. Ten lessons are described which include famous poems and some ideas on how to incorporate the poems into writing lessons. An anthology follows which has several poems of all types.

Koch, Kenneth. **Wishes, Lies, and Dreams: Teaching Children to Write Poetry.** New York: Vintage Books, 1970.

Koch describes the various ways in which he teaches children to write poetry and the ideas he uses. The book is filled with examples of the poetry written by the children he instructed.

Larson, Richard L. ed. **Children and Writing in the Elementary School: Theories and Techniques.** New York: Oxford University Press, 1975.

This anthology tells of some of the recent findings on how children learn to write and how teachers teach writing. It is also a guide to help teachers choose the kind of writing students should do and how teachers can respond to this writing. Theories, management techniques, and teaching conventions are also discussed.

Livingston, Myra Cohn. **The Child as Poet: Myth or Reality?** Boston, The Horn Book, Inc., 1984.

The author discusses the interplay of children's imagination and creativity. She follows the development of the myth of the child as a poet. She also brings out such factors as the physiological, psychological and cognitive development of children along with the nature of their imagination and symbolism, and from this suggests a positive approach to children writing poetry.

Lopate, Phillip. **Being With Children.** New York: Doubleday 1975.

This book shows how poetry and writing, along with videotaping and all forms of artistic perception, became a part of the school's whole curriculum. It describes how poetic and artistic sensibility have become a mode for learning.

Lundsteen, Sara W. ed. **Help for the Teacher of Written Composition: New Directions in Research.** Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1976.

This booklet addresses the need for increasing attention to the child's ability to compose. A comprehensive treatment and qualitative assessment of the topic is given by several authorities in the field of written composition.

Moss, Joy F. **Focus Units in Literature: A Handbook for Elementary School Teachers.** Urbana, Illinois: National Council of Teachers of English, 1984.

An instructional model is defined along with some of its distinguishing features. The theory behind it is also discussed along with examples and suggestions for using literature in order to help elementary students in the process of learning to comprehend, produce, and enjoy written language.

Norton, James H. and Francis Gretton. **Writing Incredibly Short Plays, Poems, Stories.** New York: Harcourt Brace Jovanovich, 1972.

This idea book describes how to write plays, poems, and stories in a step by step process going from the initial fear through the production process.

Stewig, John Warren. **Read to Write: Using Children's Literature as A Springboard to Writing.** New York: Hawthorn Books, 1975.

The author gives guidelines on how educators can challenge students through using literature as motivation for effective writing. Examples are given along with suggestions on how to use these examples in the classroom.

Tchudi, Stephen N. and Margie C. Huerta. **Teaching Writing in the Content Areas: Middle School/Junior High.** Washington D.C., National Educational Association of the United States, 1983.

This pamphlet begins by describing how to keep content at the center of the writing process. It details units in health, history and science. The final section gives extended ideas for teacher developed writing units for the content areas, including guidelines for evaluating the writing products.

Tchudi, Stephen N. and Susan J. Tchudi. **Teaching Writing in the Content Areas: Elementary School.** Washington D.C. National Education Association of the United States, 1983.

This pamphlet begins by describing some basic principles and procedures used in subject area writing in the elementary school. It gives model units in history, science and social studies; it concludes by describing how teachers can develop their own materials for content area writing in their classrooms.

Temple, Charles A., Ruth G. Nathan, and Nancy A. Burris **The Beginning of Writing.** Boston: Allyn and Bacon, 1982.

This book focuses on children's writing between the ages of four and eight. It describes in a systematic process how children are exposed to writing and how they respond once they are exposed to it. The beginning of composition and spelling are also discussed.

Thaiss, Christopher and Charles Suhor, eds. **Speaking and Writing K-12.** Urbana, Illinois: National Council of Teachers of English, 1984.

This book presents research on speaking and writing and their interdependence, along with practical applications of this research.

Tway, Eileen. **Time for Writing in the Elementary School.** Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1984.

This author researched what happens during the writing process. She tells what she discovered related to the use of memory, choices and changes, and interests and satisfactions, from this research. She also tells how to use this information while teaching.

Teacher-Researcher Grants Program

The Research Foundation of the National Council of Teachers of English invites K-12 classroom teachers to submit proposals for small grants (up to \$1,000) for classroom-based research on the teaching of English and language arts. These grants are intended to support research questions teachers raise about classroom issues. They are not intended to support travel to professional meetings, to fund the purchase of permanent equipment or commercial teaching materials, to provide extended released time, or to underwrite research done as part of a graduate program. Address requests for information and for application guidelines to Teacher Researcher, NCTE, 1111 Kenyon Road, Urbana, IL 61801.