

# *the* RESEARCH *for*



## Writing and Language Arts

SRA's *Writing and Language Arts* teaches students to write effectively through step-by-step instruction and models. The program offers a teacher-directed and systematic style with explicit teaching philosophy to develop composition, editing, spelling, grammar, usage, mechanics, and vocabulary skills.

The National Reading Panel research fully supports the fundamental concepts and instructional design of SRA's *Writing and Language Arts*. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No. 00-4754.

### Comprehension

Examples of cited research that support the comprehension skills practice found in *Writing and Language Arts* include, but are not limited to, the following:

- Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, N.H.: Boynton/Cook Publishers, 1999.
  - Bridges theory and practice for teaching reading, writing, grammar, vocabulary, critical thinking, and more. Contains content and performance standards, sample units and activities, and teaching suggestions.
- Gillet, Jean and Lynn Beverly. *Directing the Writing Workshop: an Elementary Teacher's Handbook*. New York: The Guilford Press, 2001.
  - Filled with practical advice for managing the writing workshop. Contains sample mini lessons, checklists, and teaching hints for each stage of the writing process. Provides information on the developmental stages of writing and on the special demands of nonfiction writing.
- Harris, Karen R., and Steve Graham. *Making the Writing Process Work: Strategies for Composition and Self-Regulation*. Cambridge, Mass.: Brookline Books, 1996.
  - Provides cognitive strategies for writing that give students the tools they need to turn thoughts into written product. Explains how to help students become self-regulating writers who set goals, monitor, and reinforce independently. Contains examples of student writing before, during, and after strategy instruction; and describes how to assess the effectiveness of writing strategies.
- Spandel, Vicki, and Richard J. Stiggins. *Creating Writers: Linking Writing Assessment and Instruction*. 2nd ed. New York: Longman, 1997.
  - Provides guidance on how to assess and teach writing using the six writing traits (ideas, organization, sentence fluency, word choice, voice, conventions). Contains practical advice for evaluating writing traits at the primary grades, commenting on student writing, and holding writing conferences.

- Temple, Charles, Ruth Nathan, Frances Temple, and Nancy A. Burris. *The Beginnings of Writing*. 3rd ed. Boston: Allyn and Bacon, 1993.
  - Describes the development of writing in theory and practice. Covers early writing attempts, spelling development, and the development of composition skills using real-life examples. Provides practical instruction for setting up the writing classroom, including sample checklists, conference questions, and a discussion of the teacher's role as writer and reader.
- Williams, James D. *Preparing to Teach Writing: Research, Theory, and Practice*. 2nd ed. Mahwah, N.J.: Lawrence Erlbaum Associates, 1998.
  - Provides information on both the theory and practice of teaching writing. Describes various models for teaching composition. Discusses the relationship between reading and writing and grammar and writing. Includes chapters on teaching writing to ESL students, developing good writing assignments, and assessing writing.
- Williams, James D. *The Teacher's Grammar Book*. Mahwah, N.J.: Lawrence Erlbaum Associates, 1999.
  - Provides an introduction to grammar and usage for the purpose of helping educators learn and teach grammar. Usage notes and exercises help the reader analyze and apply the concepts being taught.

### Vocabulary

Examples of cited research that support the vocabulary skills practice found in *Writing and Language Arts* include but are not limited to, the following:

- Biemiller, A. (2001, Spring). Teaching vocabulary: Early, direct, and sequential. *American Educator*, 24-28, 47.
  - Advocates systematically and directly teaching a small number of words to disadvantaged students.
- Graves, Michael F., Juel, Connie, and Graves, Bonnie B. (2001). *Teaching Reading in the 21st Century*, 2/3. Allyn and Bacon, Boston, MA.
  - Identifies four different types of word learning: meaning of known words, meaning of new word for a known concept, meaning of a new word for a new concept, and clarifying and enriching the meaning of a known word.
  - Identifies key strategies for learning new words: specific word meaning instruction, reference skills, structural analysis and context clues, and word consciousness.