
This second edition book describes writing workshop, an approach to teaching writing to children. This approach promotes collaboration among students and their teacher. While the first edition book lists rules and methods associated with the writing workshop, the second edition tried to minimize the discussion of set standards and practices and emphasized the evolutionary nature of the approach. The teacher and student discover important insights and learn about writing as they both participate in a reading and writing interaction. The teacher acts as a mentor, mediator and model of writing. This strategy is derived from the handover principle of parenting when a more competent adult models and assists the child who is less competent in learning tasks and then gradually allows the child to do the task independently when the skill has been internalized. In the book, the author describes how teachers can learn to teach reading and writing from the interactions with students. She also outlines activities that the teacher can create as both students and teacher participate in writing workshops. These activities include getting ready, getting started, conducting mini-lessons, responding to writers/readers and writing/reading, and valuing and evaluating. She concludes the book by discussing at length characteristics of an effective writing teacher – “one who performs writing”.


The classroom can be transformed into a literate environment where students and teachers interact while reading and writing and approach the written language as an insider”. A literate environment is one that engages the students and teachers as fellow participants, who write, read, and talk writing and reading. It is also a place where reading and writing resources abound. Together in their conferences and so called “dinner table talks”, they learn about how and why people write and how one becomes good at writing. Similarly in reading, teachers and students talk about what they read and engage in analyzing, criticizing, interpreting, assessing, comparing and linking books that relate to their own knowledge and experience. “We read writing and write reading” is how the author sums up the process of creating a literate environment in her class. The author and her students engaged in written talk about what they are reading or writing. They used dialogue journals to discuss books they chose to read or topics they cared to write about. The author watched how she and the students got thoroughly inside writing and reading while talking about what they read and write.

See General


See Children


(This abstract is from the ERIC file. I can’t find the journal through the consortium.)

Describes how the use of the dialogue journal, a long-term written conversation between student and teacher, can improve cultural understanding on the part of English-as-a-Second-Language students who are reading English texts that require knowledge of American cultural norms. (Author/CB)


See Deaf and Hard of Hearing