STUDIES IN WRITING

# Developmental Aspects in Learning to Write

Liliana Tolchinsky (Ed.)

Kluwer Academic Publishers

# Developmental Aspects In Learning To Write

George Hillocks (Jr.)

**Developmental Aspects In Learning To Write:**

**Developmental Aspects in Learning to Write** L. Tolchinsky,2012-12-06 Developmental Perspectives on Writing LILIANA TOLCHINSKY University of Barcelona Spain The advent of the sixties is considered a crucial moment for the discovery of writing as an object worthy of intellectual inquiry Havelock 1986 A number of books which came out in that decade set the stage for this turn to writing One of them was the Preface to Plato by Eric Havelock This book published in 1963 was to become a milestone in the discovery of literacy as a field of research Bockheimer 1998 Havelock 1986 referred to three more works that came out at the same time and Bockheimer suggested adding other publications for example La pensee sau vage by Levi Strauss 1962 The consequences of literacy by Jack Goody and Ian Watt 1963 and La geste et la parole by Laroi Gourham 1964 65 The authors of these books were anthropologists philosophers and sociologists who coincided in highlighting the significance of writing for human development and more specifically for language development They maintained that many insti tutions ideas beliefs opinions and convictions of the Western world were a by product of an alphabetized mind Writing was for them one of the pillars of subjec tivity responsible for the rise of consciousness for our conception of words and for our notion of true and false Amazingly linguists psycho linguists psychologists and educators did not participate in the turn to writing The firstl did not give any atten 1 There were some exceptions to this generalization

**Developmental Aspects of Text Production in Writing and Speech** Victoria Johansson,2009 *Writing* Nils Søvik,2003 When studying aims and programs for elementary schools historically we find that knowledge and skills have been among the dominating factors in the elementary school curriculum throughout the last century The terms knowledge and skills usually are defined as basic skills which children are supposed to learn at school In the USA the basic skills also have been called the three R s synonymous with arithmetic reading and writing Because competence in the basic skills is a prerequisite for knowledge acquisition of other school subjects e g science history etc it is important that the learning and instruction of the basic skills are adapted to students needs and readiness As the three R s are fundamental and significant skills for children s learning and progress in other subject matters systematic learning and training in the these basic skills are afforded much space and time in the children s curriculum during the first years of schooling Although several common traits can be found among the three R s this book concentrates on giving an outline on research in children s learning and performance of writing and to some extent of reading **Some Factors in the Development of Speed in Silent Reading** John Anthony O'Brien,1921 **Reading Development in Chinese Children** Catherine McBride-Chang,Hsuan-Chih Chen,2003-12-30 This text reviews both similarities and unique cultural linguistic and script differences of Chinese relative to alphabetic reading and even across Chinese regions Chinese reading acquisition relies upon children s strongly developing analytic skills as highlighted here These 16 chapters present state of the art research on diverse aspects of Chinese children s reading development This edited volume presents research on Chinese children s reading development across Chinese

societies Authors from China Hong Kong Singapore and Taiwan among others present the latest findings on how Chinese children learn to read Reading acquisition in Chinese involves some parameters typically not encountered in some other orthographies such as English For example Chinese readers in different regions might speak different mutually unintelligible languages be taught to read with or without the aid of a phonetic coding system and learn different scripts This book both implicitly and explicitly considers these and other contextual issues in relation to developmental and cognitive factors involved in Chinese literacy acquisition One of the clearest themes to emerge from this volume is that across regions Chinese children despite lack of explicit teaching of phonetic or semantic character components learn to read largely by integrating visible print sound and print meaning connections Rather than learning to read Chinese characters by rote as is sometimes mistakenly believed these children are analytic learners Chapters in this book also cover such topics as Chinese children s reading comprehension cognitive characteristics of good and poor readers and reading strategies of bilingual and biscriptal readers This book is a useful reference for anyone interested in understanding either developing or skilled reading of Chinese or for those interested in literacy learning across cultures **The Psychology of the Common Branches** William Henry Pyle,1930 *Learning to Write, Or Writing to Learn?* Jeanette T. Williams,1977 **Metalinguistic Awareness and Beginning Literacy** David B. Yaden,Shane Templeton,1986 *Stimulating Children in Grades Four, Five, and Six to Write Original Stories* Ruth Kearney Carlson,1959 **Specific Learning Disabilities** Saroj D. Sutaria,1985 **Boletin Internacional de Bibliografia Sobre Educacion** ,2003 **The British National Bibliography** Arthur James Wells,2002

**Learning to Write/writing to Learn** John Sawyer Mayher,Nancy Lester,Nancy B. Lester,Gordon M. Pradl,1983 Learning to Write Writing to Learn provides a basic guide to writing as a way of learning drawing the reader into an expanded notion of what writing is and how it is created As you read the chapters the ideas seem at first only a synthesis of masters like Elbow Emig Murray Graves Britton and Moffett But upon closer look there is more to the book than a litany of already published ideas Mayher Lester and Pradl use their own means of organization to extend the dialogue to present concerns The book is like a long description of what a good writing class writing group or writing institute can be

*Research on Written Composition* George Hillocks (Jr.),1986 Reflecting changes in the focus and methodology of writing research over the past 20 years this book provides a meta analysis of studies on teaching approaches and focuses on composition instruction at the elementary secondary and college levels The first chapter of the book examines general studies of the composing process studies of process in classrooms and studies of planning production factors revision and writing apprehension Summaries of the limitations and key findings of the research on process are included The second chapter explores research on the repertoire of lexical syntactic or rhetorical forms which writers call upon in their writing The third chapter examines criticisms of experimental studies and the difficulties in doing them then explains the techniques used in the meta analysis of such studies the selection of studies and the variables examined The next four chapters analyze

the studies in the areas of modes of instruction grammar and the manipulation of syntax criteria for better writing and invention The eighth chapter presents the results of the meta analysis for the dimensions examined grade level duration of treatment mode of instruction focus of instruction revision and feedback The final chapter discusses the compatibility of results of treatment or method studies with those of processes studies and offers recommendations for future research HTH

**Developmental Issues in the Clinical Treatment of Children** Wendy K. Silverman,Thomas H. Ollendick,1999 Developmental and Clinical Issues in the Treatment of Children is the first volume to address the needs of practicing clinicians and other professionals who work in applied mental health settings It represents the first interface of clinical child psychology developmental psychopathology specific child disorders and contextual issues This text s primary purpose is to bring these areas together to build upon the current knowledge base about children child problems and child treatment In summary this compendium integrates the major clinical and developmental issues involved in the real treatment of children The contents of each chapter are relevant to the needs and concerns of practitioners while based on findings from the empirical literature Language Arts Marjorie R. Hancock,2007 CD ROM contains a database of information on thousands of children s literature titles which helps you find titles for a lesson unit or read aloud or for one specific reader User can search by topic author genre or title Software must be installed from CD **History of the Intellectual Development of Europe** John William Draper,1904 Journal of Developmental & Remedial Education ,1982 **Developmental Reading, K-8** Daniel R. Hittleman,1988 Journal for Research in Mathematics Education ,1974

The Enigmatic Realm of **Developmental Aspects In Learning To Write**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Developmental Aspects In Learning To Write** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those that partake in its reading experience.

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