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Teaching Writing

Balancing Process and Product

SEVENTH EDITION

GAIL E. TOMPKINS
Fresno State University, Deceased

with

PAT DANIEL JONES
University of South Florida

Pearson

330 Hudson Street, NY NY 10013

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DEDICATION

Pearson Education dedicates this book to Gail E. Tompkins, one of our most gifted writers. Her talent was valued not only by Pearson but also by many literacy and language arts professors who recognized her ability to make research practical and teaching accessible for their students. Gail understood the literacy needs of children and also the essential role teachers play in meeting those needs. She masterfully wrote and deeply cared about both.

I met Dr. Gail Tompkins in her tiny office at the University of Oklahoma. She had blocked off part of the office with bookcases. Sometimes she would disappear behind the bookcases and emerge holding a book I needed to read. In some ways she was like her office: tiny, but packed full of resources she could offer to someone who didn't know they were in need.

The first time I met her, I asked if she would be my major professor in my doctoral studies. She said, "I don't know. First you need to take a class with me. Being a major professor to a doctoral student is like a marriage. We need to get to know each other to see if we are compatible. Ask me again after the class." During the first class I took with her, I was thrilled to read her feedback on a paper I wrote: "I'm happy to be your major professor."

I took every class she taught. One night she said as she began a class collaboration with us, "It almost feels silly doing this; you all know the routine." It clicked for me then that she was modeling how we should teach our students. I had already adopted much of her teachings, but in that moment, I knew she was purposely modeling how to teach.

Gail told us one night in class that she would be leaving OU to join the faculty at California State University in Fresno and marry one of their professors. I said to her after class, "I've found anything worth having is worth waiting for." Gail smiled. "I've waited. You'll be fine. You've taken all my courses. I'll continue to be your major professor, but you will need to get a co-major professor on campus. I'm not abandoning you. I'm doing this for me." The time was 1989, before email.

She was right: She didn't abandon me. She advised me over long-distance phone calls and letters. After I graduated and moved to my third university and started a local site of the National Writing Project, she came to see me and be our keynote speaker. She also met a few of my doctoral students, whom she embraced as her professional grandchildren.

In May, when I was asked to help with the revisions for this seventh edition, I was humbled and honored. When I spoke with Gail, she said, "You know my books are my babies. I know they are in good hands with you."

Gail was the best teacher I ever had, and I have had many great teachers. Her books will continue to teach preservice and in-service teachers. She was as clear-thinking a writer as she was a teacher. She knew so much! She read so much! She loved teaching!

If you were lucky enough to be one of her students, you hear her voice as you read her books. Because you purchased this book, you are lucky to be taught by the best. Heed her advice. She made me an incredible teacher because I was one of the lucky ones to sit in her classes.

With love and respect,

Pat Daniel Jones

To Gail E. Tompkins

One of Pearson's finest writers.

This Editor will miss you most of all.

Linda Ashe Bishop

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ABOUT THE AUTHOR

Gail E. Tompkins

After teaching writing for more than 30 years at elementary through university levels, Gail E. Tompkins became a full-time writer. "I've always liked to write," Dr. Tompkins explained. "My dad was an army officer, stationed in postwar Germany when I was four. I remember sitting beside my mother at the kitchen table while she wrote weekly letters to my grandparents. I drew pictures and wrote my own notes that she mailed along with her letters. In third grade, I received a journal and filled it with details about the everyday events in my life, like kids do. I did lots of writing in sixth grade—more than in high school. I wrote a 126-page tome about anthropology after reading a biography about Margaret Mead. My teacher urged me to improve my spelling and predicted that one day I'd be a writer. Now I realize that I already was one."

Dr. Tompkins mentored elementary and middle school teachers on both coasts. She taught at California State University, Fresno, where she received the prestigious Provost's Award for Excellence in Teaching and was inducted into the California Reading Association's Reading Hall of Fame. Previously, she taught at the University of Oklahoma in Norman, where she received the Regent's Award for Superior Teaching, and at Miami University in Ohio. Before that, she was an elementary teacher in northern Virginia for 8 years. She received both her master's and doctorate degrees in reading/language arts at Virginia Tech.

Dr. Tompkins authored numerous articles for *Language Arts, The Reading Teacher*, and other professional journals, and she's the author of several books published by Pearson, including *Teaching Writing: Process and Product*, 7th ed. (2019); *Literacy for the 21st Century: A Balanced Approach*, 7th ed. (2017); *Literacy in the Early Grades: A Successful Start for PreK–4 Readers and Writers*, 4th ed. (2015); *Literacy in the Middle Grades: Teaching Reading and Writing to Fourth Through Eighth Graders*, 2nd ed. (2010); *Language Arts: Patterns of Practice*, 9th ed. (2016); and *50 Literacy Strategies*, 4th ed. (2012). Each of Dr. Tompkins's books have been the leading texts in their respective markets. Thousands of preservice teachers across the United States have learned to teach reading, writing, and language arts from her books.

In addition, Dr. Tompkins worked with elementary- through college-level writing teachers at two National Writing Project sites during the last three decades. She directed the Oklahoma Writing Project when she taught at the University of Oklahoma, and she led the San Joaquin Valley Writing Project in California, where she encouraged teachers to write for publication.

After a brief illness, Dr. Tompkins passed away in November of 2017 while this book was in press. Her expertise in writing and the knowledge she imparted in her books will live on.

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ABOUT THE COAUTHOR

Pat Daniel Jones

Pat Daniel Jones is delighted and honored to assist Gail Tompkins in revising this edition of *Teaching Writing.* Pat's and Gail's lives intersected at the University of Oklahoma in 1988, where Gail served as Pat's major professor as she earned her PhD in language arts education in 1991. Pat taught fifth through eighth graders for 12 years while she lived in Oklahoma.

Since earning her PhD, Pat has taught at the university level at the University of Houston-Victoria, Western Kentucky University, and for over 20 years at the University of South Florida, where she serves as the founding director of the Tampa Bay Area Writing Project. She also spends many hours on school campuses working with teachers and their students. Like her mentor, Gail Tompkins, Pat is a teacher's teacher, serving as major professor to 13 doctoral students and as a committee member on 26 additional committees.

Pat has received numerous teaching awards, including Teacher of the Year at Bethel, Oklahoma, Schools and Outstanding Undergraduate Teaching Award at the University of South Florida three times.

Dr. Daniel Jones has written numerous articles for *English Journal*, *Language Arts*, *The ALAN Review*, *Equity and Excellence in Education*, *Teaching and Change*, *Teacher Education and Special Education*, and *The Qualitative Report*.

Married to Connie Jones, Pat enjoys spending time with their 12 grandchildren, 9 of whom now live in Tampa. Pat and Connie also volunteer at their local community theater.

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PREFACE

With a sharpened focus on differentiating instruction in writing workshop classrooms, the seventh edition of *Teaching Writing: Balancing Process and Product* offers a comprehensive vision of the strategies that writers use, the writing genres, and the writer's craft with techniques for improving the quality of students' writing.

This text continues to thoroughly examine genres and instructional procedures with a strong focus on scaffolding instruction to ensure success for all students, including English learners and struggling writers. The text provides insights on differentiation, technology, assessment, writing to demonstrate learning, and the six traits of writing along with its long-standing focus on process and product to offer the best possible preparation for teaching writing in K–8 classrooms.

NEW TO THIS EDITION!

- **For the first time, *Teaching Writing* is being offered as an eText** to provide interactive opportunities for studying and reviewing what has been learned through online applications, including the ability to highlight information, navigate back and forth within the text, watch videos chosen to exemplify or extend text content, and take online quizzes that align to learning outcomes.
- **An introduction to writing standards** appears at the beginning of each chapter, and appropriate standards are aligned to the minilessons offered within each chapter.
- **New Part One, Chapters 1–6, has been carefully restructured** to closely examine the writing process, writing workshop, and specifics on how to develop writers in primary, middle, and upper grade classrooms and to assess their progress.
- **Reorganized and revised Chapter 6, Writing to Learn,** addresses ways teachers can use writing as a tool for learning through a wealth of activities that ask students to demonstrate their learning through writing.
- **Updated Mentor Texts features list time-honored and newer texts,** broken down by grade level or by topic. Mentor texts are used to teach the writer's craft, specific genres, and many instructional procedures, introducing and engaging students in concrete writing strategies.
- **The Digital Toolkit features present in-depth information about technological applications** and new and reliable ways to use technology in writing workshop classrooms.
- **Takeaway Checklists fall at the ends of chapters** where users can download these practical instructional guidelines and keep them handy.
- **Margin notes link users to videos** that exemplify teaching or provide additional teaching support.
- **Self-assessment online quizzes** end each chapter section. In addition, an end-of-chapter quiz—**From Textbook to Classroom**—identifies choices for classroom projects meant to deepen teacher knowledge and provide experiences to sharpen a teacher's focus on writing development. Rubrics to judge the quality of these projects can be found online.

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PROCESS AND PRODUCT

Teaching Writing addresses both the process of writing, the recursive stages of the writing process and the strategies students use to draft and refine text, and the products of writing, the compositions that students write. Each chapter in this edition builds from a writing workshop foundation to clearly articulated instructional procedures, including minilessons, guided practice activities, suggestions for incorporating technology, techniques for assisting English learners and struggling writers, and linking assessment to instruction.

Part One: The Process

Early chapters walk you through the stages of the writing process—*prewriting*, *drafting*, *revising*, *editing*, and *publishing*—and explain how to implement writing workshop in K–8 classrooms. In Part One, you'll also learn about writing strategies that students use to monitor their writing and solve problems, the six traits of writing, and ways to assess students' writing, including implementing a portfolio program and preparing your students for district and state writing assessments.

Chapter 6 is now a bridge chapter illustrating the process for using writing to learn and then offering a plethora of activities for students to demonstrate that learning through writing paragraphs, letters, compositions, essays, books, or multigenre projects.

These features will guide your learning about the process of writing:

- **Minilessons** demonstrate how to teach writing strategies and writer's craft lessons in writing workshop classrooms.
- **Mentor Texts** features list recommended books that teachers can use as models when they're teaching about each genre.
- **Accommodating EL Writers** sections provide insight into the most successful methods for scaffolding the teaching of students who are learning English as they're learning the craft of writing.

Part Two: The Product

Part Two chapters focus on writing genres supported by standards and applications in literature, social studies, science, and other content areas:

- Poetry writing
- Narrative writing
- Biographical writing
- Nonfiction writing
- Writing arguments

In Part Two, you'll find practical strategies for teaching and assessing each genre of writing accompanied by abundant illustrative student samples.

There are also special features to guide your learning:

- **Step-by-Step** features explain the procedures that writing teachers use every day, including word walls, clusters, and KWL charts.
- **Instructional Overview** features set benchmarks for students' achievement for each genre.

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- **How to Solve Struggling Writers' Problems** features analyze a specific problem, its causes, and solutions as well as ways to prevent the problem.
- **Preparing for Writing Tests** features help you prepare students for high-stakes testing by clearly describing each writing genre, providing prompts to generate a writing sample, and outlining pitfalls writers may face when writing in specific genres.

AUTHENTIC CLASSROOMS

Nothing beats authentic examples of classroom practice when it comes to truly understanding classroom application. For that reason, this text provides many opportunities for you to examine writing workshop classrooms and consider questions that writing teachers often ask.

- **Vignettes** opening each chapter present an intimate look at teachers who use the specific instructional procedures described in this text and illustrate how these procedures play out in the classroom, including the conversations teachers have with real students.
- **Artifacts** of actual student writing are displayed in each chapter and show how students execute what they learn. These examples point out what students understand and what additional teaching might need to take place.
- **Answering Teachers' Questions About . . .** This popular feature poses several chapter-related questions that teachers frequently ask, and then offers advice from the author.

ACKNOWLEDGMENTS

Gail's heartfelt thanks go to the many people who have encouraged her over the years and provided valuable assistance through each edition of *Teaching Writing: Balancing Process and Product*. This text is a reflection of what the teachers and students she worked with in California and across the United States taught her, and is testimony to their excellence. The teachers and students who are featured in the vignettes at the beginning of each chapter deserve special recognition; thank you for welcoming Gail into your classrooms and for permitting her to share your stories. She especially wants to express her appreciation to the children whose writing samples appear in the text and to the teachers, administrators, and parents who have shared writing samples with her as well.

Gail also thanks her reviewers for their insightful comments: Corrine Hinton, Texas A & M, Texarkana; Melanie Hundley, Vanderbilt University; Angela Kinney, Mount St. Joseph University; Linda Murphree, Wayland Baptist; Gwendolyn Thompson McMillon, Oakland University; Wayne Slater, University of Maryland. You'll notice that many of your suggestions are reflected in this seventh edition.

And to Gail's editors and the production team at Pearson, she offers her heartfelt thanks. To Drew Bennett, her portfolio manager, and to Linda Bishop, her development editor, thanks for your encouragement and support. Gail's thanks also go to Joan Gill, who successfully moved this text through the maze of production details, and to Melissa Gruzs, who has again cleaned up her manuscript and paid unparalleled, careful attention to detail. Gail is grateful.

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