



A Classroom Teacher's Guide to Struggling Writers: How to Provide Differentiated Support and Ongoing Assessment

By Curt Dudley-Marling, Patricia Paugh

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"Creating inclusive classrooms considerate of the needs of ALL children requires that teachers design structures that enable them to provide struggling learners with frequent, intensive, explicit, and individualized support and direction."

Curt Dudley-Marling and Patricia Paugh

What do struggling writers really need? The research says they need more of what every student needs: access to high-quality writing instruction. *A Classroom Teacher's Guide to Struggling Writers* shares a framework for teaching every child that helps you give frequent, intensive, explicit, and differentiated support to students who struggle.

Curt Dudley-Marling and Patricia Paugh (coauthors of *A Classroom Teacher's Guide to Struggling Readers*) draw on a deep, thirty-year research base as well as classroom knowhow. Through observations of master teachers they show how the writing workshop gives you the instructional space to:

- motivate reluctant writers through genre, topic choice, and collaboration
- determine exactly where writers struggle through ongoing assessment
- use assessment to target student needs in your minilessons
- provide crucial one-on-one support during writing time and individual conferences
- encourage growth in skills and craft simultaneously.

Best of all, *A Classroom Teacher's Guide to Struggling Writers* illustrates how writing workshop can increase your instructional flexibility. You'll find information to help you guide struggling writers in grades 2 through 6 in areas where they commonly need support, such as planning, fluency, audience, organization, genre, word choice, mechanics, and revision.

What do your struggling readers need? Instruction that provides the support to

gain independence-the kind of effective, efficient, flexible teaching you'll read about in *A Classroom Teacher's Guide to Struggling Writers*.

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Editorial Review

About the Author

Curt Dudley-Marling is a professor in the Lynch School of Education at Boston College, where he teaches courses in literacy and language arts. His research interests focus on struggling readers and writers, the social construction of learning identities, and the potential of high-expectation curricula with low-achieving students. He is the author or coauthor of a number of books with Heinemann, including *A Family Affair* (2000); *Readers and Writers with a Difference*, Second Edition (1996); *Who Owns Learning?* (1994); *When Students Have Time to Talk* (1991); and the James N. Britton Award-winning *Living with Uncertainty* (1997). Most recently, Curt has coauthored with Patricia Paugh *A Classroom Teacher's Guide to Struggling Readers* (2004) and *A Classroom Teacher's Guide to Struggling Writers* (2009).

Patricia Paugh is an assistant professor in the Curriculum & Instruction department at the University of Massachusetts Boston. Her research interests include school-university research partnerships, equitable access to academic literacy, critical literacy, and the value of practitioner research in teachers' professional development. Pat has also published several articles based on collaborative research projects with classroom teachers in urban public schools. Most recently, Patricia has coauthored with Curt Dudley-Marling *A Classroom Teacher's Guide to Struggling Readers* (2004) and *A Classroom Teacher's Guide to Struggling Writers* (2009).

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