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Children Want to Write is a collection of Donald Graves most significant writings paired with recovered video-tapes that illuminate his research and his inspiring work with teachers. See the earliest documented use of invented spelling, the earliest attempts to guide young children through a writing process, the earliest conferences. This collection allows you to see this revolutionary shift in writing instruction-with its emphasis on observation, reflection, and approaching children *as writers*.

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Children Want to Write: Donald Graves and the Revolution in Children's Writing From Heinemann Bibliography

- Sales Rank: #145378 in Books
- Published on: 2013-04-10
- Released on: 2013-04-10
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x .59" w x 6.00" l, .80 pounds
- Binding: Paperback
- 240 pages

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Editorial Review

About the Author

Thomas Newkirk's most recent books with Heinemann are *The Art of Slow Reading* (2011), *Holding Onto Good Ideas in a Time of Bad Ones* (2009) and *Teaching the Neglected "R"* (2007, coedited with Richard Kent). His *Misreading Masculinity* (2004) was cited by *Instructor Magazine* as one of the most significant books for teachers in the past decade. A former teacher of at-risk high school students in Boston, Tom is Professor of English at the University of New Hampshire, the former director of its freshman English program, and the director and founder of its New Hampshire Literacy Institutes. He has studied literacy learning at a variety of educational levels - from preschool to college. His other Heinemann and Boynton/Cook titles include the NCTE David H. Russell Award winning *Performance of Self in Student Writing* (Boynton/Cook, 1997), *Taking Stock: The Writing Process Movement in the 90s* (Boynton/Cook, 1994, coedited with Lad Tobin), and *Nuts & Bolts: A Practical Guide to Teaching College Composition* (Boynton/Cook, 1993). In addition, Tom is coeditor (with Penny Kittle) of *Children Want to Write*, which is a collection of Donald Graves' most significant writings paired with recovered videotapes that illuminate his research and his inspiring work with children and teachers, and coeditor (with Lisa Miller) of *The Essential Don Murray*, which gathers the most important insights about writing and teaching writing from "America's Greatest Writing Teacher." Thomas Newkirk has been named the 2010 recipient of the Gary Lindberg Award for his outstanding contributions as a faculty member of the University of New Hampshire. Read the Award Announcement »

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K-12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway's Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author and coauthor of numerous books with Heinemann including *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*; *Children Want to Write* (coauthored with Thomas Newkirk); *Write Beside Them: Risk, Voice, and Clarity in High School Writing*, which won the 2009 James N. Britton Award from NCTE; *The Greatest Catch*, and *Public Teaching*. Penny coauthored two books with Donald H. Graves - *Inside Writing* and *Quick Writes*. As an in-demand Heinemann Professional Development Provider Penny delivers PD workshops, webinars, and on-site seminars and consulting services nationwide. Penny Kittle has been named the 2015 Exemplary Leader from the Conference on English Leadership for NCTE. In 2009, Penny received NCTE's prestigious Britton Award for *Write Beside Them*. Penny's students make a statement about how student choice in reading has affected them.

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