

## Instructional Strategies for Today's Writers

ILA Resource Collections are curated by educators and researchers who specialize in the topic. **Instructional Strategies for Today's Writers**, curated by Zoi A. Traga Philippakos, focuses on the connections between reading and writing, as well as how to foster an environment where writing is seen as a process, as a way to promote critical thinking, and as an art as much as a skill.

### About the Curator

**Zoi A. Traga Philippakos** ([@ZoiPhilippakos](#)) is an assistant professor in the College of Education at the University of Tennessee, Knoxville. Her research interests include reading and writing instruction in K–12 classrooms as well as postsecondary strategy instruction with self-regulation, motivation, and teacher professional development. Philippakos has coauthored several books on developing strategic writers and is the coeditor of *Design-Based Research in Education: Theory and Applications* (Guilford). In 2019, she received the Early Career Achievement Award from the Literacy Research Association, and in 2020, she chaired ILA's Writing Task Force.

### More to Explore

In addition to the resource collection, you may be interested in the following:

### Videos

The following are available for purchase on demand:

- [ILA Intensive: Rethinking Writing Instruction](#) (through May 4, 2022)
- [How Do We Best Support Children's Vocabulary Development? Lessons From Research and Practice](#)
- [Yes, Workshop Teaching Can Be Alive and Well in Your Virtual and Blended Classrooms: Practical Help for Holding Tight to Workshop Teaching](#)
- [Building a Community of Readers and Writers: How Exploring Identity Helps Us Better Understand the World Around Us](#)
- [Authors in Conversation: Channeling Curiosity and Unleashing the Writer Within](#)

### Research advisory

- [Teaching Writing to Improve Reading Skills](#)

### Literacy Today magazine

- [Write the Future: The October/November/December 2021 issue](#)

## Further reading

The curator of our Instructional Strategies for Today's Writers collection, Zoi A. Traga Philippakos, also recommends the following articles and books:

- Coker, D.L., Jr., & Ritchey, K.D. (2015). *Teaching beginning writers*. Guilford.
- Duke, N.K., Caughlan, S., Juzwik, M.M., & Martin, N.M. (2012). *Reading and writing genre with purpose in K–8 classrooms*. Heinemann.
- Graham, S. (2021). Creating a classroom vision for teaching writing. *The Reading Teacher*. Advance online publication. doi: 10.1002/trtr.2064
- Graham, S., Bollinger, A., Olson, C.B., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/17>
- Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L.D., Furgeson, J., Greene, K., Kim, J.S., Lyskawa, J., Olson, C.B., & Wulsin, C.S. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/22>
- Graham, S., MacArthur, C.A., & Hebert, M. (Eds.). (2019). *Best practices in writing instruction* (3rd ed.). Guilford.
- Harris, K.R., Graham, S., Friedlander, B., & Laud, L. (2013). Bring powerful writing strategies into your classroom! Why and how. *The Reading Teacher*, 66(7), 538–542.
- Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Paul H. Brookes Publishing.
- Helsel, L., & Greenberg, D. (2007). Helping struggling writers succeed: A self-regulated strategy instruction program. *The Reading Teacher*, 60(8), 752–760.
- MacArthur, C.A., Graham, S., & Fitzgerald, J. (Eds.). (2006). *Handbook of writing research*. Guilford.
- Newell, G.E., Bloome, D., & Hirvela, A. (2015). *Teaching and learning argumentative writing in high school English language arts classrooms*. Routledge.
- Philippakos, Z.A. (2017). Giving feedback: Preparing students for peer review and self-evaluation. *The Reading Teacher*, 71(1), 13–22.
- Philippakos, Z.A. (2018). Using a task analysis process for reading and writing assignments. *The Reading Teacher*, 72(1), 107–114.
- Philippakos, Z.A.T. (2019). Sentence construction: Supporting elementary students' editing skills. *The Language and Literacy Spectrum*, 29(1). Retrieved from [digitalcommons.buffalostate.edu/lls/vol29/iss1/3/](https://digitalcommons.buffalostate.edu/lls/vol29/iss1/3/)
- Philippakos, Z.A.T. (2020). Developing strategic learners: Supporting self-efficacy through goal setting and reflection. *The Language and Literacy Spectrum*, 30(1). Retrieved from [digitalcommons.buffalostate.edu/lls/vol30/iss1/1/](https://digitalcommons.buffalostate.edu/lls/vol30/iss1/1/)
- Philippakos, Z.A.T. (2021). Think aloud modeling: Expert and coping models in writing instruction and literacy pedagogy. *The Language and Literacy Spectrum*, 31(1). Retrieved from [digitalcommons.buffalostate.edu/lls/vol31/iss1/1/](https://digitalcommons.buffalostate.edu/lls/vol31/iss1/1/)
- Philippakos, Z.A., & MacArthur, C.A. (2020). *Developing strategic young writers through genre instruction: Resources for grades K–2*. Guilford.
- Philippakos, Z.A., MacArthur, C.A., & Coker, D.L., Jr. (2015). *Developing strategic writers through genre instruction: Resources for grades 3–5*. Guilford.
- Philippakos, Z.A.T., Munsell, S., & Robinson, L.B. (2018). Supporting primary students' story writing by including retellings, talk, and drama with strategy instruction. *The Language and Literacy Spectrum*, 28(1). Retrieved from [digitalcommons.buffalostate.edu/lls/vol28/iss1/1/](https://digitalcommons.buffalostate.edu/lls/vol28/iss1/1/)

- Rowe, D.W., Shimizu, A.Y., & Davis, Z.G. (2021). Essential practices for engaging young children as writers: Lessons from expert early writing teachers. *The Reading Teacher*. Advance online publication. doi: 10.1002/trtr.2066
- Saddler, B. (2012). *Teacher's guide to effective sentence writing*. Guilford.

INTERNATIONAL  
**LITERACY**  
ASSOCIATION

## About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 128 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](https://literacyworldwide.org).