



# Literacy Insights: A Curated Collection of Academic Articles

## GUIDING & ASSESSING STUDENT WRITING

This collection of *Journal of Adolescent & Adult Literacy (JAAL)* articles and resources explores best practices around guiding students in the writing process while recognizing the multifaceted and complex nature of teaching writing from both the student and teacher perspectives.

### Articles

Beck, S.W., Jones, K., Storm, S., & Smith, H. (2020). [Scaffolding students' writing processes through dialogic assessment](#). *Journal of Adolescent & Adult Literacy*, 63(6), 651–660.

Learn how teachers can employ flexible and responsive strategies to scaffold students' writing processes through a conference-based approach for improving student writing.

Bass, E.L. (2023). [Using university–school partnerships to facilitate preservice teachers' reading and responding to student writing](#). *Journal of Adolescent & Adult Literacy*, 66(6), 377–381.

Discover how to provide authentic opportunities to prepare future teachers in reading and responding to student writing.

Pedersen, J. (2018). [Revision as dialogue: Exploring question posing in writing response](#). *Journal of Adolescent & Adult Literacy*, 62(2), 185–194.

Reflect on questioning strategies teachers employ to shape students' writing and what assumptions these questions reveal about our own and our students' writing.

West, J.A., & Saine, P. (2017). [The mentored multigenre project: Fostering authentic writing interactions between high school writers and teacher candidates](#). *Journal of Adolescent & Adult Literacy*, 60(6), 629–641.

Learn about the mentored multigenre project—a virtual writing collaboration between high school writers and teacher candidates that support both students as writers and teachers as teachers of writing.

### Additional Resources

[Guiding and Assessing Student Writing with Dr. Erika Bass](#) [JAAL Podcast]

[Dialogic Writing Assessment with Dr. Sarah Beck](#) [JAAL Podcast]

### Discussion Starters

- How can teachers learn to provide more effective and impactful feedback for students? How can it allow for greater authenticity and student agency?
- What is the role of inquiry and question-posing in the writing process, and why is it essential for crafting meaningful writing experiences?
- In what ways can dynamic and responsive scaffolding in writing instruction support an equity-focused model for teaching writing?

Share your thoughts with colleagues around the world by posting them to the [Literacy Teaching and Learning discussion group on LinkedIn](#).