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**


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


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


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


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.