

Contents

List of Tables	ix
List of Figures	ix
Introduction	1
Why We Need to Consider Transitions in Teaching L2 Writing across Educational Contexts <i>Lubie Grujicic-Alariste & Cathryn Crosby Grundleger</i>	
1	21
Writing Instruction across the Elementary School/Middle School Divide: A Case Study of an ESL Teacher's Experience in the Disconnect <i>Chiu-Yin (Cathy) Wong, Gillian Ober, & Bryan Meadows</i>	
2	45
Transitioning Young English Learners to School Writing across Grades K–2 with the Language Experience Approach <i>Cathryn Crosby Grundleger</i>	
3	71
Genre-Based Pedagogy as an Approach to Second Language Writing <i>Luciana C. de Oliveira, Loren Jones, & Sharon L. Smith</i>	

4	.....	93
	Reflection Literacy in Pre-Service Language Teacher Education: Critical SFL Praxis with Multilingual Youth <i>Ruth Harman, Nicole Siffrinn, Jason Mizell, & Khanh Bui</i>	
5	.....	119
	Policies Impacting Multilingual Writers from High School to Higher Education: A Guide for Inquiry across Contexts <i>George C. Bunch & Heather Schlaman</i>	
6	.....	145
	Theoretical and Contextual Divides between High School Teachers and College Faculty <i>Todd Ruecker</i>	
7	.....	170
	Genres in Transitional Spaces from High School to College: The Students' Perspective <i>Lubie Grujicic-Alatryste</i>	
8	.....	191
	Multilingual Writers, Identity, and Assignment Design in First-Year Composition <i>Michelle Cox</i>	
9	.....	213
	Making the Transition from Student to Teacher: Novice L2 Writing Teachers Reckoning with the Apprenticeship of Observation <i>Dorothy Worden</i>	
10	.....	237
	Argumentative Writing and Textbooks: Implications for Teaching, Learning, and Development <i>Alan Hirvela</i>	
Contributor Bios		263
Index		269

List of Tables

- Table 2.1 Young ELs' Transitions to School Writing in an L2 Using the LEA
- Table 3.1 Genre Families, Genres, Purposes, Stages, and Language Features
- Table 6.1 Town and School Characteristics
- Table 7.1 Written Genre Types Done in High School
- Table 7.2 Number of Students Who Took College Preparation Classes
- Table 7.3 Admissions Offices Preparing Students for Specific Written Genres
- Table 7.4 Tracking High School Genre Writing
- Table 8.1 Assignment Sequence for a Multilingual Section of First-Year Composition

List of Figures

- Figure 3.1 A Developmental Trajectory and Learner Pathway of Genres for the CCSS
- Figure 3.2 The Teaching-Learning Cycle
- Figure 4.1 Recursive Practices in CS SFL Praxis
- Figure 7.1 Reasons for Positive Responses to Question 3
- Figure 7.2 Reasons for Negative Responses to Question 3
- Figure 7.3 Positive Responses to Question 4
- Figure 7.4 Negative Responses to Question 4
- Figure 10.1 A Sampling of L1 Argument Textbooks
- Figure 10.2 Selected L1 Argumentative Resource Books for Teachers