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Nota di contenuto	Preliminary Material / Mark Torrance , Denis Alamargot , Montserrat Castelló , Franck Ganier , Otto Kruse , Anne Mangen , Liliana Tolchinsky and Luuk van Waes -- Chapter 1.00.01: Introduction: Writing Development / Liliana Tolchinsky -- Chapter 1.00.02: Early Development of Handwriting Motor Skills / Olga Soler Vilageliu , Sonia Kandel and Melina Aparici Aznar -- Chapter 1.00.03: Effects of Orthographic Consistency on Children's Spelling Development / Marie-Claire Hazard , Bruno De Cara and Lucile Chanquoy -- Chapter 1.00.04: Acquisition of Spelling Skills with Regard to the Norwegian Language / Astrid Skaathun and Per Henning Uppstad -- Chapter 1.00.05: The Impact of Open and Closed Vowels on the Evolution of Pre-School Children's Writing / Cristina Silva and Margarida Alves -- Chapter 1.00.06: Copying Ability in Primary School: A Working Memory

Approach / Christian Weinzierl , Joachim Grabowski and Markus Schmitt -- Chapter 1.00.07: Acquisition of Linearization in Writing, from Grades 5 to 9 / Lucie Beauvais , Monik Favart , Jean-Michel Passerault and Thierry Olive -- Chapter 1.00.08: Construct-Relevant or Construct-Irrelevant Variance in Measures of Reading? / Oddny Judith Solheim and Per Henning Uppstad -- Chapter 1.00.09: Studying Written Language Development in Different Contexts, Languages and Writing Systems / Liliana Tolchinsky and Joan Perera -- Chapter 1.00.10: The Impact of Oral Language Skills on Children's Production of Written Text / Julie Dockrell , Vincent Connelly , Geoff Lindsay and Clare Mackie -- Chapter 1.00.11: The Development of Written Language in Children with Language Impairment / Judy Reilly , Jun O'Hara , Darin Woolpert , Naymé Salas , Beverly Wulfeck and Liliana Tolchinsky -- Chapter 1.00.12: Improving Anaphoric Cohesion in Deaf Students' Writing / Barbara Arfe , Pietro Boscolo and Silvia Sacilotto -- Chapter 2.00.01: Introduction: Teaching and Learning Writing / Montserrat Castelló and Otto Kruse -- Chapter 2.01.01: Implementation of Self-Regulated Writing Strategies in Elementary Classes / Sandra Budde -- Chapter 2.01.02: Evaluating Cognitive Self-Regulation Instruction for Developing Students' Writing Competence / Raquel Fidalgo , Mark Torrance , Patricia Robledo and Jesús-Nicasio García -- Chapter 2.01.03: Are Help Levels Effective in Textual Revision? / Olga Arias-Gundín and Jesús-Nicasio García -- Chapter 2.01.04: A Spanish Research Line Focused on the Improvement of Writing Composition in Students With and Without LD / Jesús-Nicasio García and Esther García-Martín -- Chapter 2.01.05: Results of Writing Products After a Motivational Intervention Programme According to Students' Motivational Levels / Ana M. de Caso and Jesús-Nicasio García -- Chapter 2.01.06: Can Different Instructional Programmes Achieve Different Results on Students' Writing Attitudes and Writing Self-Efficacy? / Ana M. de Caso and Jesús-Nicasio García -- Chapter 2.01.07: Enhancing Writing Self-Efficacy Beliefs of Students With Learning Disabilities Improves Their Writing Processes and Writing Products / Ana M. de Caso and Jesús-Nicasio García -- Chapter 2.01.08: Comparative Studies of Strategy and Self-Regulated Interventions in Students With Learning Disabilities / Raquel Fidalgo and Jesús-Nicasio García.

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### Sommario/riassunto

This book provides a detailed overview of current or recent research exploring a wide range of ideas, theories, and practices around written text production. European researchers from a broad range of disciplines brought together under the European Research Network on Learning to Write Effectively were instructed to contribute short papers summarising their current activity. The papers are grouped around the four main themes. The first deals with issues around the development of basic ('low-level') writing skills, mainly in the early years of education. The second section focuses directly on issues around the teaching and learning of writing. This is divided into five parts that describe: evaluations of different forms of writing instruction, research exploring the processes by which writers learn, methods of text assessment in educational contexts, research exploring the effects of various learner and teacher variables on the development of writing skill, and conceptions of and variation in educational text genres. The third section reports research exploring effective document design. The final section has a main focus on tools for exploring the writing process.

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