

Index

A

The Alien Encounter (voice/authority lesson), 42
Am-Is-Are contractions, 105–106e
Apostrophes, 112–115e
Applebee, A. N., 19
Appropriate Apostrophes (grammar mini lesson), 112–115e
The Archaeologist (voice/authority lesson), 43–44
Assessment versus writing, 15
Assimilationist stance on standards, 21–22
Atwell, N., 11, 60, 89
Authentic writing: assessment versus, 15; effective practice role in, 12; process approaches to, 10–11; product approaches to, 7–8; rhetorical approaches to, 8–9; skills approaches to, 8; teaching, 7. *See also* TIP Writing Process; Writing process
Authenticity: definition of, 12; flow and relationship to, 13–14, 18–19; pedagogical model of, 13, 14
Authority. *See* Voice and authority lessons

B

Basic Description (voice/authority lesson), 31
Beginning–Middle–End (organizational mini lesson), 77
Benchmarks, 24
Bloom, H., 22
The Blueberry (voice/authority lesson), 45–46
Boatner, M. T., 136
Bradbury, R., 38
Brainstorming I-Search Topics (mini lesson), 152
Brodkin, K., 23
Bucket o' Words (grammar mini lesson), 128
Building Focused Thesis Statements (research skills lessons), 145e–146e

C

Calkins, L. M., 11, 60
Candy: The New Brain Food: Diagram, 71fig

Candy: The New Brain Food: Outline, 71e
Capitalizing Capitalization (grammar mini lesson), 108–109
CEC (Council for Exceptional Children), 63
Checking It All Out (organizational mini lesson), 87e–88
Checklists: Descriptive Writing Checklist (SST-TS), 37e; Editor's Checklist, 87e; Evaluation Checklist for the I-Search Project, 159e
Clarity, 14
Cochran-Smith, M., 61
Coherence: definition and meaning of, 65; mini lessons to develop, 66. *See also* Mini lessons (organizational)
Collis, D. J., 136
Colorado (student), 27
Comma Chameleon (grammar mini lesson), 120e–122
Comma Rules (handout), 121e
Common Prefixes, 124e–125e
Conferencing, 11
Contractions, 103–107
Crushing Contractions (grammar mini lesson), 103e–107
Csikszentmihalyi, M., 13
“Cultural literacists,” 22
Culture: acculturation instead of assimilation approach to, 23; assimilationist stance on standards and, 21–22

D

Dance, FANBOYS, Dance! (grammar mini lesson), 99–102e
Daniels, H., 27
Darius (student), 141–142
Debbie's story, 5–6
Defragging Sentence Fragments (grammar mini lesson), 116–119
Derrida, J., 20, 23
Descriptive Writing Checklist (SST-TS), 37e

Developing a Search Plan (I-Search mini lesson), 154e
Dewey, J., 59
Diagrams: Candy: The New Brain Food, 71fig;
Persuading Paragraphs transparency, 76fig
A Dictionary of American Idioms (Makkai, Boatner, and Gates), 136
Directions for Group Exercise Envelopes (handout), 75e
Don't Spill the Topics (organizational mini lesson), 67–68
Drill-and-kill worksheets, 15
D'Souza, D., 21, 22
DuBois, W.E.B., 23

E

Editor's Checklist, 87e
ELL (English language learners), 136, 150
Emig, J., 17
English language arts, 16fig–18
Entrance Slip (handout), 75e
Evaluating: Evaluating mini lessons, 62–63e; Evaluation Checklist for the I-Search Project, 159e; writing versus assessment or, 15

F

Finn, C. E., Jr., 22
First draft writing: definition of, 10; linear model on, 11
Fish, S., 20
Fitting the Pieces Together (organizational mini lesson), 78
Fix de jour approach, 7
Flash cards (vocabulary), 129fig–130fig
Flow concept, 13–14, 18–19
Flower, L., 10, 11
Follow-up, 91
The Frame (voice/authority lesson), 33–34
The Friday Essay (voice/authority lesson), 57–58

G

Gamoran, A., 12
Gates, J. E., 136
Gathering Information, Integrating Information, and Self-Evaluation (I-Search mini lesson), 157e–159e
Geuder, P., 59
Grammar mini lessons. *See* Mini lessons (grammar)

H

The Hall Walk (voice/authority lesson), 47–48
“Hamburger model,” 9
Handouts: Appropriate Apostrophes, 115e; Comma Chameleon, 120e–121e; FANBOYS Additional Practice Worksheet, 102e; Idiomatic Scavenger Hunt, 137e–138e; Knowing Nouns and Venturing About Verbs, 93; Noting Notes, 144e; Overusing and Abusing “Very,” 133e–134e; Persuading Paragraphs, 75e; Sensory Words, 132e; Situation–Problem–Solution, 81e; Thesis Statements and Organizing Ideas, 84e–86e; Working Out a Working Outline, 147e–149
Harvey, L., 59
Have-Has contractions, 103e–104
Hayes, J. R., 10, 11
Hillocks, G., 8, 89
Hirsch, E. D., 21, 22
Horton Hears a Who, 83
How Jews Become White Folks & What That Says About Race in America (Brodkin), 23

I

The I-Search Paper (Macrorie), 150
I-Search research papers: comparing traditional and, 141; developing, 150–151; mini lessons on, 152–159. *See also* Mini lessons (research skills)
Identifying Commas (handout), 120e
Identifying Potential Resources (I-Search mini lesson), 155e–156e
Idiomatic Scavenger Hunt (grammar mini lesson), 136–139
“If You Don't Stand for Something, You'll Fall for Anything” (song), 7
Illinois Learning Standards (State Board of Education), 20
Illinois State Board of Education, 20
I'm Just Acting! (grammar mini lesson), 94
“The Incredible Mr. Passman” (Debbie's essay), 6
Information: Brainstorming I-Search Topics, 152e; Developing a Search Plan, 154e; evaluation checklist for, 159e; gathering, 157e; Identifying Potential Resources (primary and secondary), 155e–156e; integrating, 158e; Narrowing Down the I-Search Topic, 153e. *See also* Research papers
Integrating Information, 158e
International Reading Association, 22

It's in the Bag: Adding Descriptive Details (grammar mini lesson), 131–132*e*
It's Happening—Right Now! (grammar mini lesson), 96

J

Jamie's story, 4–5
Jane's story, 2–4
Jarosik, R., 83

K

Kendall, J. S., 22
Knowing Nouns and Venturing About Verbs (grammar mini lesson), 92–93
Kohn, A., 15

L

Labels (overcoming), 5–6
Lake Wobegon paradox, 21
Language issues: ELL (English language learners) and, 136, 150; idioms, 136–139; punctuation used in oral language, 17
Lavita (student), 74
Linear model, 11
Lists of Ten (voice/authority lesson), 29
Looking into the Future (grammar mini lesson), 97
Loyd, D., 59
“Luby's Cafeteria” pedagogy, 28
Lytle, S. L., 61

M

Macrorie, K., 150
Makkai, A., 136
Marks, H. M., 12
Marzano, R. J., 22
Mechanical skills development, 7–8
Metz, M. H., 13
Mindless writing exercises, 15
Mini lesson development: determining content need, 60–61; engaging students/providing for interaction, 61; evaluating, 62–63*e*; of grammar mini lessons, 90–91; keeping them short and simple, 61; of organizational mini lessons, 66; providing practice time, 62; what's next questions, 62; of research skill mini lessons, 142
Mini lessons: definition of, 60; follow-up to, 91; getting students comfortable during, 62; language arts teaching using, 59–60; special education

students and, 63–64. *See also* Teaching; Voice and authority lessons

Mini Lessons Evaluation Form, 63*e*

Mini lessons (grammar): Appropriate Apostrophes, 112–115*e*; Bucket o' Words, 128; Capitalizing Capitalization, 108–109; Comma Chameleon, 120*e*–122; Crushing Contractions, 103*e*–107; Dance, FANBOYS, Dance!, 99–102*e*; Defragging Sentence Fragments, 116–119*fig*; developing, 90–91; Idiomatic Scavenger Hunt, 136–139; I'm Just Acting!, 94; It's in the Bag: Adding Descriptive Details, 131–132*e*; It's Happening—Right Now!, 96; Knowing Nouns and Venturing About Verbs, 92–93; Looking into the Future, 97; Overusing and Abusing “Very,” 133*e*–135; Postcards from the Past, 95; Prefix Circles, 123–125; Prefix Puzzle, 126–127*e*; Vocabulary Pictures, 129*fig*–130*fig*; Who? What? A World Without Pronouns, 98

Mini lessons (I-Search papers): Brainstorming I-Search Topics, 152; developing, 150–151; Developing a Search Plan, 154*e*; Gathering Information, Integrating Information, and Self-Evaluation, 157*e*–159*e*; Identifying Potential Resources, 155*e*–156*e*; Narrowing Down the I-Search Topic, 153*e*

Mini lessons (organizational):

Beginning–Middle–End, 77; Checking It All Out, 87*e*–88; Don't Spill the Topics, 67–68; Fitting the Pieces Together, 78; Paragraph Jigsaw, 72–73; Persuading Paragraphs, 74–76*fig*; points to consider when developing, 66; Situation–Problem–Solution, 79–82; Sweet Organization, 60–71*fig*; Thesis Statements and Organizing Ideas, 83–86. *See also* Coherence

Mini lessons (research skills): Building Focused Thesis Statements, 145–146*e*; developing, 142; Noting Notes, 143–144*e*; Working Out a Working Outline, 147*e*–149. *See also* I-Search research papers; Research papers

Murray, D. A., 10, 11, 28

My Favorite Food (writing activity), 32

My Favorite Room (writing activity), 32

N

Narrowing Down the I-Search Topic (mini lesson), 153*e*

National Council of Teachers of English, 22

National Council of Teachers of Mathematics, 22
 NCTE/IRA standards, 22, 24. *See also* Standards
 NCTE/IRA standards (grammar mini lessons):
 Appropriate Apostrophes, 113; Bucket o’
 Words, 128; Capitalizing Capitalization, 108–
 109; Comma Chameleon, 122; Crushing Con-
 tractions, 107; Defragging Sentence Fragments,
 119; Idiomatic Scavenger Hunt, 136–139; I’m
 Just Acting!, 94; It’s in the Bag: Adding De-
 scriptive Details, 132; It’s Happening—Right
 Now!, 96; Knowing Nouns and Venturing
 About Verbs, 93; Looking into the Future, 97;
 Overusing and Abusing “Very,” 135; Postcards
 from the Past, 95; Prefix Circles, 125; Prefix
 Puzzle, 127; Quoting Quotables, 110–111*e*;
 Vocabulary Pictures, 130; Who? What? A World
 Without Pronouns, 98
 NCTE/IRA standards (organizational mini lessons):
 Beginning–Middle–End, 77; Checking It All
 Out, 86*e*–87; Don’t Spill the Topics, 68; Fitting
 the Pieces Together, 78; Paragraph Jigsaw, 73;
 Persuading Paragraphs, 76; Situation–Problem–
 Solution, 82; Sweet Organization, 70; Thesis
 Statements and Organizing Ideas, 86
 NCTE/IRA standards (research skills mini lessons):
 Building Focused Thesis Statements, 146;
 Noting Notes, 144; Working Out a Working
 Outline, 149
 NCTE/IRA standards (voice/authority lessons): The
 Alien Encounter, 42; The Archaeologist, 43–44;
 Basic Description, 31; The Blueberry, 45–46;
 The Frame, 33–34; The Hall Walk, 48; Lists of
 Ten, 29; Picture Writing, 39–40; The Reporter,
 49–50; Rich Description, 32; Round Robin
 Theme Exchange, 36; Sight, Smell, Taste–Touch,
 Sound (SST-TS), 37–38; Transactional Writing,
 52; Visualizing, 54; Writing Directions, 55–56
 Newmann, F. M., 12, 13
 Not contractions, 104*e*–105
 Noting Notes (research skills mini lesson), 143–144*e*
 Noun mini lessons: Capitalizing Capitalization,
 108–109; I’m Just Acting!, 94; Knowing Nouns
 and Venturing About Verbs, 92–93*e*

O

Objectives, 24
 “Old Country Buffet” pedagogy, 28
101 American English Idioms (Collis), 136

Optimal experience concept, 13–14, 19
 Oral language punctuation, 17
 Organizational mini lessons. *See* Mini lessons
 (organizational)
 Outlines: Candy: The New Brain Food, 71*e*;
 research skills mini lesson on, 147*e*–149
 Overusing and Abusing “Very” (grammar mini
 lesson), 133*e*–135

P

Paradox of control, 14
 Paragraph Jigsaw (organizational mini lesson), 72–73
 Parts of Speech: Subject, Predicate, Conjunction
 (Dance, FANBOYS, Dance!), 100*e*
 Passman, R., 12
 Pedagogical model of authenticity, 13, 14
 Peer editing, 11
 Perl, S., 8
 Persuading Paragraphs (organizational mini lesson),
 74–76*fig*
 Picture Writing (voice/authority lesson), 39–40
 Plagiarizing issue, 141–142
 Postcards from the Past (grammar mini lesson), 95
 Practice: authenticity and effective, 12; providing
 time for mini lesson, 62; TIP Writing Process
 use of, 12
 Prefix Circles (grammar mini lesson), 123–125
 Prefix Puzzle (grammar mini lesson), 126–127*e*
 Prefix Puzzle Organization Chart, 127*e*
 Prewriting: described, 10; linear model on, 11
 Primary Sources, 155*e*
 Principled argument on standards, 20–21
 Process approaches: described, 10–11; linear model
 of, 11; workshop model of, 11
 Product approaches, 7–8
 Pronoun mini lessons, 98
 Publishing (or sharing), 11
 Punctuation mini lessons: Appropriate Apostrophes,
 112–115*e*; Comma Chameleon, 120*e*–122;
 Crushing Contractions, 103*e*–107; Dance,
 FANBOYS, Dance!, 99–102*e*; Quoting Quota-
 bles, 110–111*e*
 Punctuation (oral language), 17

Q

Quotation marks, 110–111*e*
 Quoting Quotables (grammar mini lessons),
 110–111*e*

R

Ravitch, D., 22
Realpolitik of American classroom, 24
The Reporter (voice/authority lesson), 49–50
Research papers: *I-Search papers* form of, 141, 150–159; plagiarizing issue of, 141–142; traditional form of, 141. *See also* Information; Mini lessons (research skills)
Rewriting stage: definition of, 10; linear model on, 11
Rhetorical approaches, 8–9
Rhetorical formulas, 7–8, 15–16
Rich Description (voice/authority lesson), 32
Roger (student), 28
Round Robin Theme Exchange (voice/authority lesson), 35–36
Ryle, G., 10

S

Scaffolding grammar instruction, 90
Schlesinger, A. M., Jr., 22
Schön, D., 10
Secada, W. G., 12
Secondary Sources, 156*e*
Sensory Words (handout), 132*e*
Sentence mini lessons: Building Focused Thesis Statements, 145*e*–146*e*; Dance, FANBOYS, Dance!, 99–102*e*; Defragging Sentence Fragments, 116–119; Thesis Statements and Organizing Ideas, 83–86
Seuss, Dr., 83
Sharing (or publishing), 11
Shulman, L., 89
Sight, Smell, Taste-Touch, Sound (SST-TS) [voice/authority lesson], 37–38
Situation–Problem–Solution (organizational mini lesson), 79–82
Skilling drills, 8, 15
Skills approaches, 8
A Sound of Thunder (Bradbury), 38
Special education students: Debbie’s story on overcoming labels, 5–6; Jane’s story on inspiring, 2–4
Special needs students: ELL (English language learners), 136, 150; high school students, 150; middle school students, 150
SST-TS: Descriptive Writing Checklist, 37*e*
Standards: acculturation instead of assimilation in context of, 23; assimilationist stance on, 21–22;

author position regarding, 19–20; *Illinois Learning Standards*, 20; principled argument on, 20–21; problem of too many guidelines for, 22–23; proper place and use of, 24. *See also* NCTE/IRA standards

Street, B. V., 23

Student stories: Debbie’s story, 5–6; Jamie’s story, 4–5; Jane’s story, 2–4

Students: ELL (English language learners), 136, 150; getting them comfortable with mini lessons, 62; *I-Search* research papers and special needs, 150; overcoming labels, 5–6; plagiarizing by, 141–142; special education, 2–6

Students with disabilities. *See* Special education students

Sweet Organization (organizational mini lesson), 69–71*fig*

T

The “T” Chart, 153*e*

Teachers: learning to individualize instruction, 6–7; TIP Writing Process benefits for, 25; training and education of, 6

Teaching: *fix de jour* approach to, 7; learning to individualize, 6–7; “Old Country Buffet” or “Luby’s Cafeteria” pedagogy of, 28; product approaches to, 7–8; rhetorical approaches to, 8–9; skills approaches to, 8; standards and, 19–24; voice and authority development, 27–58. *See also* Mini lessons; Voice and authority lessons

Thesis statements mini lessons: Building Focused Thesis Statements, 145*e*–146*e*; Thesis Statements and Organizing Ideas, 83–86

Time determiners lessons: It’s Happening—Right Now!, 96; Looking into the Future, 97; Postcards from the Past, 95

TIP Writing Process: as balanced approach, 7, 11–14; benefits of using the, 25; goals of, 6–7; illustrated diagram of, 2*fig*; learning to write using, 19; teach, introduce, practice acronym of, 12; teaching grammar using, 90–139; teaching organization using, 66–88; teaching voice and authority using, 29–58; weekly schedule for using, 19; what it is, 1–2; writing research paper using, 141–159. *See also* Authentic writing; Writing process

Transactional Writing (voice/authority lesson), 51–52

Transparencies: Building Focused Thesis Statements, 145*e*, 146*e*; Crushing Contractions, 103*e*, 104*e*–105*e*, 106*e*; Noting Notes, 143*fig*; Persuading Paragraphs Web Diagram, 76*fig*; Quoting Quotables, 111*e*
Tuchman, B., 21

V

Verb mini lessons: I'm Just Acting!, 94; It's Happening—Right Now!, 96; Knowing Nouns and Venturing About Verbs, 92–93*e*; Looking into the Future, 97; Postcards from the Past, 95
Visualizing (voice/authority lesson), 54
Vocabulary mini lessons: It's in the Bag: Adding Descriptive Details, 131–132*e*; Vocabulary Pictures, 129*fig*–130*fig*
Voice and authority lessons: The Alien Encounter, 41–42; The Archaeologist, 43–44; Basic Description, 30–31; The Blueberry, 45–46; The Frame, 33–34; The Friday Essay, 57–58; The Hall Walk, 47–48; Lists of Ten, 29; Picture Writing, 39–40; The Reporter, 49–50; Rich Description, 32; Round Robin Theme Exchange, 35–36; Sight, Smell, Taste-Touch, Sound (SST-TS), 37–38; Transactional Writing, 51–52; Visualizing, 53–54; Writing Directions, 55–56. *See also* Mini lessons; Teaching

W

The Walk Home (writing activity), 32
Watkins, S. D., 99
Weaver, C., 60, 89
Wehlage, G. G., 12
What a Sentence Needs (Defragging Sentences lesson), 119*fig*
Who? What? A World Without Pronouns (grammar mini lesson), 98
Working Out a Working Outline (research skills mini lesson), 147*e*–149
Workshop model, 11
Writing Directions (voice/authority lesson), 55–56
Writing process: author beliefs about, 14–19; other language arts relationship to, 16*fig*–18; three stages of, 10; TIP Writing Process to learn the, 19; what it is, 16–19; what it is not, 15–16; writing mindless exercises, 15. *See also* Authentic writing; TIP Writing Process

Y

Yolanda (student), 45

Z

Zemelman, S., 27