

INDEX

A

Academy for Educational Development (AED), 46, 48–51, 65

Administrators: building community awareness, 94; building flexibility, community, and long-term planning, 92–93; checklist for, 90–91; and district wide or school wide writing surveys, 89–92; and effective writing programs, 87–104; exploring effective practices through ongoing professional development, 95; making school wide commitment, 93–94; promoting writing across curriculum, 96

African American students, 66–67

Alpert, R., 88, 89

Alvarado, Superintendent, 61, 62

American Association of School Administrators (AASA), 6; Critical Issues Report, 90

American Association of School Administrators (AASA) Critical Issues Report, 90, 91

American writing crisis, 1–2, 36

Applebee, A., 1, 39

Arizona State University, 40

Assessment: in bilingual elementary school, 80–81; impact of, on class-

room, 74–79; implementing standards in, 73–74; in Kentucky (case study), 83–84; portfolio, 80; schools' need to develop fair and authentic writing assessments, 15; student participation in developing, 82

Athabaskan students, 38

Atkinson, R. C., 8

Audience, 26, 48

B

Balance the Basics: Let Them Write (Graves), 30

Bar Harbor, Maine, 93

Barzun, J., 9, 10

Bay Area Writing Project, 52, 88

Bean, J. C., 23, 24, 27

Becoming a Nation of Readers (National Institute of Education), 21–22

Beldon Russonello and Stewart Research and Communications, 17, 33

Bellino, J., 39, 41

Berman, S., 87, 97, 98

Blau, S., 67

Boise State University, 29

Bonissone, P., 100, 102

Boston Writing Project, 64, 66

Brick, M., 97, 98

Britton, J., 96
Bryk, A. S., 74
Burke, J., 36
Burlingame, California, 36

C

California, 48
California State University, Fresno, 32
Calkin, L., 61
Carnegie Corporation, 5
Carnegie Foundation for the Advancement of Teaching, 64–65
CATE net, 36
CELA. *See* National Research Center on English Learning and Achievement Center for Literacy (University of Illinois), 51
Center for Research on the Context of Secondary Teaching (Stanford University), 57
Center for the Improvement of Early Reading Achievement (Michigan State University), 33
Chafe, W., 30
Charlotte's Web (White), 50
Check, J., 64, 66
Chicago Area Writing Project, 80
Choice, 48
City College of New York, 14
Clearing the Way: Working with Teenage Writers (Romano), 25
College Board, 7
Columbia University, 101; Teachers College, 61
Communication, 48
Community, building, 92–93
Condition of Education, The (United States Department of Education), 3
Content, 46–48
Cooper, C., 14
Cornell University, 101

Cross-Talk in Composition Theory (Rose), 24
Curriculum, 51–52, 96

D

Daiute C., 76
Darling-Hammond, L., 75, 93, 101
Delpit, L., 37, 38
Demientieff, M., 38
Development, 47–48
Dewey, J., 31
Dorsey-Gaines, C., 28
Drafting, 26
Dyson, A. H., 30, 31

E

Eastern Michigan Writing Project, 21
Editing, 27
Education Testing Service (ETS), 46–48
Education Week, 84
Educative Assessment (Wiggins), 78
Elbow, P., 18, 26, 98
ELL. *See* English language learners
Elmore, R., 58, 61, 103
Emig, J., 22
Energy to Teach (Graves), 94
Engagement, 48
Engaging Ideas (Bean), 23, 27
England, 96
England, C., 15
English, C., 69–70
English Coalition Conference, 73
English Journal, 20
English language arts (ELA), 59–61
English language learners (ELL), 28, 34, 39–42
English Teacher's Companion (Burke), 36
Errors and Expectations (Shaughnessey), 13
Escholz, P., 92

Evaluating Writing (Cooper and Odell),
14

*Everyone Can Write: Essays Toward a
Hopeful Theory of Writing and Teach-
ing Writing* (Elbow), 18

Excellence in English research project
(Langer), 100

F

Fitzsimmons, W., 8

Flexibility, 92–93

Flower, L., 16

Freedman, S. W., 16, 30, 31, 76

Freewriting, 26

Fulwiler, R., 27

G

Gee, J. P., 28

Gelbart, L., 9, 10

Genres: writing across, 78–79; writing in
multiple, 77–78

Gibbs, S., 59

Going Public (Harwayne), 59

Goldman, C., 94

Graves, D. H., 16, 22, 30, 36, 60, 93, 94

Gray, J., 64, 66

H

Haitian Creole, 67

Harvard University, 1, 2, 8

Harwayne, S., 59, 62, 63

Hayes, J. R., 16

Heath, S. B., 25–26, 28

Herman, J., 54

Hillocks, G., Jr., 23, 27, 29, 54, 55, 73–76,
78, 84

Hoch F., 40, 41

Hudelson, S., 40, 41

Hudson High School (Hudson, Massa-
chusetts), 96–99

Hudson, Massachusetts, 87

Hudson Public Schools (Hudson, Massa-
chusetts), 87

Hull, G., 16, 31

I

Illinois, 72, 74, 75

Inquiry strategies, 27

Inquiry, writing as, 54–55

International High School (Manhattan),
96, 100–104

International Reading Association, 72

Irvington High School (Fremont,
California), 52

J

Jefferson County, Kentucky, 55

K

Kentucky, 72, 83–84; holistic scoring
guide, 85

Kidder, T., 25

Killion, J., 65

King, J., 21

Kingston, C., 90

L

La Escuea Fratney, 80

Langer, J., 100, 101

Language Assessment Battery, 100

Leadership, 88

Leading Learning Communities (National
Association of Elementary School
Principals), 61

Lewis, E., 54–55

Lieberman, A., 58, 64, 68

Literacy for the Twenty-first Century
(Tompkins), 32

“Literacy Research in Community and
Classrooms” (Moll), 28

Lives on the Boundary (Rose), 2

Long-term planning, 92–93

M

- Maine, 60, 92, 93; Educational Assessment Committee, 93, 94
- “Making Relationships Between Standards, Frameworks, Assessment, Evaluation, Instruction, and Accountability” (Darling-Hammond), 75
- Manhattan New School, 63
- Martin, N., 96
- Massachusetts Institute of Technology (MIT), 101
- McCluer, A., 102
- McGuire, M., 29
- McLaughlin, M., 57, 58
- Michigan, 72
- Michigan State University, 33
- Milwaukee, Wisconsin, 80
- Mississippi, 48
- Mississippi State University, 35; Writing/Thinking Institute, 35
- Moffett, J., 10, 80
- Moll, L., 28
- Montgomery Blair High School (Silver Spring, Maryland), 41
- “Motivating Students to Do Quality Work” (Peterson), 81
- Murphy, S., 48
- Murray, D., 13
- ## N
- National Academy of Education Commission on Reading, 6
- National Assessment of Educational Progress: Educational Testing Service (NEAP/ETS), 23
- National Assessment of Educational Progress (NEAP), 6; Reading Report Card, 12, 23, 39, 43, 93
- National Association of Elementary School Principals, 59, 61
- National Association of State Directors of Teacher Education and Certification, 59
- National Center for Education Statistics (United States Department of Education), 3
- National Commission on Teaching and America’s Future, 59
- National Commission on Teaching and Learning, 58
- National Commission on Writing for America’s Families, Schools and Colleges, 5
- National Council of Teachers of English (NCTE), 6, 59, 72, 80
- National Council of Teachers of Mathematics (NCTM), 72
- National Institute of Education, 21–22
- National Research Center on English Learning and Achievement, 100
- National Research Center on English Learning and Achievement (CELA), 1
- National Research Council, 30, 32
- National Staff Development Council (NSDC), 61
- National writing assessments, 43–46
- National Writing Project, 2–4, 16, 46, 49–51, 58–59, 64–66; classroom practices, study of, 48–50; fourth grade writing assignments, 50–52; Quarterly, 66; teachers teaching teachers, 63–66; and time spent on writing activities, 49
- “National Writing Project” (Lieberman and Wood), 68
- National-Louis University, 80
- NCLB. *See* No Child Left Behind Act
- NCTE. *See* National Council of Teachers of English
- Nebraska, 69; Writing Project, 70

Neglected “R”: *The Need for a Writing Revolution* (National Commission on Writing for America’s Families, Schools, and Colleges), 5, 74, 104
Neil, S. B., 91
“Networks for Educational Change” (Lieberman and McLaughlin), 58
New Jersey, 72
New York, 74, 75, 90; State Board of Education, 100
New York City, 81, 87, 101; District 2, 61, 62
New Yorker, 9
Newsweek, 1–2, 36
No Child Left Behind Act (NCLB; 2002), 60, 73
Nolan, K., 64
North Carolina Department of Public Instruction, 40
NSCD. *See* National Staff Developmental Council

O

Odell, L., 14, 81
Oklahoma, 48
Olson, L., 74
“Only Thing New Under the Sun: Twenty-Five Years of the National Writing Project” (Blau), 67
Oregon, 74, 75
Organization, 47–48

P

Pearson, P. D., 30, 33, 92, 96
Peer response, 27
Peitzman, F., 40
Pennsylvania, 48
Petersen, B., 80–82
Piaget, J., 22
Portfolio assessment, 80

Pressey, L. C., 20
Preventing Reading Difficulties in Young Children (National Research Council), 30, 32
Prewriting, 26
Professional development: exploring effective practices through, 95; need for, in writing, 59–61; and New York City District 2, 63–66; scenario for change (case study), 66–69; and technology teachers teaching teachers (case study), 69–70; writing, technology, and, 69
Profiles of the National Writing Project (NWP), 65
Programs, writing: role of administrators in creating effective, 87–104; strategies for, 88
Project Align, 64

R

Reading Next: A Vision for Action and Research in Middle and High School Literacy (Carnegie Corporation), 5
Reading scores, 45
Reading-writing connection, 32–33; in Mississippi, 35–37
“Research in Writing” (Freedman, Dyson, Flower, and Chafe), 30, 41
Revision, 26
Romano, T., 25
Rose, M., 2, 14, 24
Rubrics, 78

S

San Joaquin Valley Writing Project (California State University), 32
San Ramon Valley Unified School District (Danville, California), 88

- Schools Council Project (University of London), 96
- School's Out!* (Hull and Schultz), 31
- Schultz, K., 31
- Scope, 47
- Seattle University, 23
- Sentence combining, 27
- Shakespearean prosody, 38
- Shanahan, T., 51
- Shaughnessy, M., 13, 14
- Silver International* (Montgomery Blair High School), 41
- Simmons, W., 74
- Sosa, S., 29
- Standards, writing, 71–85; implementing, 73–74
- Stanford University, 57, 74
- Stookey, H., 52, 53
- Student Portfolio Handbook: Middle School English Language Arts* (New Standards Project), 82
- Student writing: and how educators *See* Challenges of teaching and learning writing, 11–18; improving, 9–18
- Student-Centered Language Arts, K-12 (Wagner and Moffett), 80
- Students: and common expectations for good writing, 14–15; and diverse abilities and instructional needs, 12–14; and mastery of diverse writing tasks to develop competence, 13–14; need of, to write more in all subjects, 12; and ongoing challenges in learning to write, 14
- Swain, S., 27, 35
- T**
- Talbert, J., 57
- Taylor, D., 28
- Teachers: building common expectations for good writing, 14–15; and need to offer professional development to all faculty, 16–17; needing multiple strategies for teaching writing, 15–16; and writing as product, 21
- Teaching with Writing* (Fulwiler), 27
- Teaching Writing as a Reflective Practice* (Hillocks), 73
- Teaching Writing: Problems and Solutions* (American Association of School Administrators), 90, 91
- Teaming to Teach English to International High School Students: A Case Study* (Bonissone), 102
- Technology, 29–30
- “Ten Years of Research: Achievements of the National Center for the Study of Writing and Literacy” (Freedman, Flower, and Hull), 16
- Testing Trap, The* (Hillocks), 27
- Texas, 74, 75
- Tierney, R., 52–54, 73
- Tomkins, E., 32
- U**
- United States Department of Education, 3, 39, 74
- University of California, Berkeley, 4, 8, 30, 33, 88
- University of California, Davis, 48, 78
- University of California, Los Angeles, 2; Writing Project, 40, 42
- University of Illinois, 33, 51
- University of London, 96
- University of Massachusetts, Amherst, 64, 98
- University of Nebraska, Lincoln, 70
- University of New Hampshire, 13, 16, 22
- University of Southern Maine, 64–65

V

Vermont, 59; Writing Program, 92
Villanueva, V., Jr., 24
Vision, 88
Vygotsky, L., 22

W

Wagner, B. J., 80
Ways with Words (Heath), 25–26
What Works in the Middle: Results-Based Staff Development (Killion), 65
White, E. B., 9
White, S., 45
“Why Johnny Can’t Write” (*Newsweek*), 1–2
Wiggins, G., 15, 78
Wilhelm, J., 29
Wisconsin, 48, 72, 74, 75, 80
Wood, D. R., 64–65, 68
“Worries of a Standards ‘Backlash’ Grow” (Olson), 74
Writing: assessments for, 71–85; expressive, in high school biology class, 52–53; and how writing was taught, 19–20; to learn, 43–55; to learn across curriculum, 51–55; need for professional development in, 59–61; as process, 21–29
“Writing: A Ticket for Work . . . Or a Ticket Out” National Commission on Writing), 17

Writing across curriculum, 27
Writing assignments, effective: and appropriate rubrics, 78; audience and communication in, 48; content and scope in, 47; engagement and choice in, 48; impact of, on classroom, 74–79; organization and development in, 47–48; study of, 46–48, 74; and writing over time and across genres and content areas, 78–79
Writing instruction, changing landscape of, 39
Writing Portfolio, 27
Writing process, 21–29; and how and when children learn to write, 30–35; technology and, 29–30
Writing samples: extended, 77; and writing in multiple genres, 77–78
Writing surveys, 89, 92
Writing: Teachers and Children at Work (Graves), 30
Writing Through Childhood (Harwayne), 63
“Writing to Learn” (Zinsser), 54

Z

Zinsser, W., 5, 54

