INDEX

A

Achievement gap: between the U.S. and other countries, 8–9; the difference made by excellent teachers, 16–17; how social justice is impacted by the, 12–13; understanding exactly how serious it is, 11–13; why throwing money at the problem doesn’t close the, 9–11. See also Educational excellence

ACTION credo, 21–22

Adults: assistant principals (leadership residents), 40, 59; classroom observation used to invest in the, 27–28, 42–43, 45, 56; educational excellence by focusing on the, 4, 5, 37–38, 59, 147; the parents, 33–35, 59; principals, 27–28, 35, 41–50, 59; putting them on the fast track, 61–76; takeaways on school excellence through, 59. See also Success Academies teachers

Aesop’s fables, 58, 70

Agency (ACTION credo), 21

Albers, Jackie, 21, 38, 78, 132

Allen, Woody, 13

Allie’s Basketball Dream (Barber), 98–99, 100

Althoff, Amy, 68–70, 137

Angelou, Maya, 22

The Aruboolies of Liberty Street (Swope), 85–86

Aristotle, 22, 58

Arnold Foundation, 8

Assistant principals. See Success Academies assistant principals

Atlantic magazine, 15

B

Bangser, Vanessa, 32, 41, 91, 133

Barber, Barb, 98

Beckford, Dionne: on the joy of teaching students, 77; on value of giving feedback to teachers, 39–40; on writing as part of life development, 124; in writing direct instruction video, 134–135

Belgium’s student rankings, 10, 144

Beyond Z slogan, 22

Bloomberg, Michael, 3

Boelts, Maribeth, 111

Book club, Fourth Grade (Clip 10), 101

Book clubs, 100–101

Book Discussion, First Grade (Clip 7), 86–87

Book Discussion, First Grade (Clip 18), 118

Book Discussion, Fourth Grade (Clip 19), 120

Book Discussion, Kindergarten (Clip 3), 30

Book Discussion, Third Grade (Clip 4), 32

Brenner, Jodie, 133–134

Bridges, Ruby, 109–111

Brooks, Hallie, 54

Brown, Candido, 27, 126–127, 132

Bush, George H. W., 9

Bush, George W., 9

C

Cain, Sean, 49

California student drop-out rates, 144

Canadian student rankings, 8, 10

Candamil, Alison, 53–54

Caracappa, Michele: on being part of a community of teaching, 50; on helping children to catch up and compete, 62; on improved teaching following coaching, 47; on raising the bar by increasing rigor, 91–92; reading Magnus Maximus to first graders, 116–118; on rigorous block play, 90; on THINK Literacy practice of daily reading and writing, 126; on time spent studying children’s literature in T School, 53; on upping the rigor of model writing by teachers, 131

Catholic School system, 14

Center for Education Reform, 14

Center for Research and Reform in Education (Johns Hopkins University), 104

Charter schools: college graduation goal promoted in, 20; freedom to choose advantage of, 16–17; freedom to move by their own clock, 65; growth and positive competition provided by, 146; as here to stay, 145; increasing enrollment of, 14. See also Success Academies

China’s student rankings, 144

Choy, Yangon, 27

Chrysler, 14

Classroom observation: providing timely feedback to teachers during, 27–28, 41, 66; scenario one: fixing kids, 42; scenario two: investing in the
Classroom observation: (continued)
adults, 42–43; speed observations, 43, 45, 56, 66–68
Classrooms: first graders discussing science in the, 24–26; kindergarten students’s book discussion in the, 28–30; letting students do the thinking work for learning in the, 26–28, 30–31; rigor in literary analysis in first grade, 85–87; teacher hustling in the, 68–70
Clinton, Bill, 9
Coaching: Coaching During Guided Reading (Levels E, H, and K) [Clip 9], 100; guided reading and teacher role of, 97–100
Coleman, James, 14
Common Core of Standards, 11
Competition: America’s legacy of, 15; charter schools providing public schools healthy, 146; why students benefit from healthy, 13–15
Contreras, Kelsey, 38, 107, 108–109
Covey, Stephen, 79
“Cricket” (poem), 58
Critical thinking: Eduspeak Versus English (Clip 12), 104; emphasized over skills, 104; how the THINK Literacy curriculum stresses, 101–105; Kelly Ortagus’s kindergarten students using their imagination and, 102–103; Reading Workshop Direct Instruction, Second Grade (Clip 11) stimulating, 102
Cui, Jennifer, 102
Curiosity (ACTION credo), 21
The Curse of the Cat Mummy?, 103

D
Dahl, Roald, 67
Davenport, Violet, 123–124
Davis-Dillard, Beth, 49
DePaola, Tomie, 27
DiCamillo, Kate, 119
Down the Road (Schertle), 107
Duncan, Arne, 10, 15

E
Education Next (journal), 8–9
Educational excellence: changing kids’s lives through, 13; the difference made by excellent teachers, 16–17, 37–41; focusing on the grown-ups for, 4, 5, 37–38, 59, 147; how healthy competition can produce, 13–15; how principals can promote, 27–28, 35, 41–50, 59; how school reformers can promote, 35, 59; takeaways on adult role in achieving, 59. See also Achievement gap; Rigor; School reform
Eduspeak Versus English (Clip 12), 104
Eisenhower, Dwight D., 9
Emergent Storybook Direct Instruction, Kindergarten (Clip 14), 109
Emergent Storybook Practice Group, Kindergarten (Clip 13), 108–109

F
“The Failure of American Schools” (Klein), 15
Fairy Tale Fridays, 108, 109
Fairy tales, 107–108
Fast track: customer service culture of, 65–66; fast improvement for model writing, 73–75; how long it takes to convert to, 64–66; hustling in the classroom, 68–70; moving teachers and students along to the, 70–71; necessary in order to accomplish the curriculum, 63–64; providing a “thorough and effective” education using, 75–76; shared text on the, 71–73; speed observations example of, 66–68; Success Academy’s approach to the, 61–62; takeaways on the, 76
FedEx, 15
Feedback: Arin on importance of giving, 41; providing instant teacher, 27–28, 66
Feinberg, Mike, 3
Finland’s student rankings, 8, 10, 144
Fonseca, Zoe, 54, 130–131
Ford, 14
Foster, Geneva, 33
Foster, Genevieve, 33–34
Frazee, Marla, 129

G
Gates, Bill, 8, 33
General Motors, 14
Gentile, Michael, 58
Gladwell, Malcolm, 16
Greene, Jay, 8, 9
Growick, Sasha, 85–87
Guided reading: Book Club, Fourth Grade (Clip 10), 101; Coaching During Guided Reading (Levels E, H, and K) [Clip 9], 100; first graders and, 97–99; Guided Reading, Level K (First Grade) [Clip 8], 99

H
Harvard University, 8, 127
Haynes, Jennifer, 28–30
Hazleton, Kate, 136–137
Head Start, Title I, 9
Hest, Amy, 105–106
High-Level Think Aloud Versus Low-Level Think Aloud (Clip 16), 113
Hong Kong, 8, 11, 144
Hoyt, Keri, 92
Hunushek, Eric, 16

Individual coaching, 45
Integrity (ACTION credo), 22
Interactive writing, 133
International Student Assessment (PISA), 8

Jamaica Louise James (Hest), 106
Japanese student rankings, 144
Jazzing up writing, 136–137
Johns Hopkins University, 104, 127
Johnson, Lyndon B., 9

Katen, Aicha, 34
Kennedy, John F., 10
Kennedy, Ted, 9–10
KEPP, 3
Kindergarten small-moment stories, 129–130
King, Martin Luther, Jr., 22
Klein, Andrea: on discovering meaning in The Wretched Stone, 31–32; guided reading during book club by, 101; personal narrative model writing by, 139–140; The Tiger Rising book discussion lead by, 119–120
Klein, Joel, 15
Knight, Maleeka, 35
Kroc, Ray, 22
Kyle, Kristina, 129–130, 132

Labsites, 44–45
Lamarche, Jim, 67
Lavinia, Arin: on benefits of Leader Study Groups, 47; on benefits of learning to speak in public, 67; commenting on Magnus Maximus discussion, 115; on educational use of rigorous block play, 89; on getting the most out of model writing, 50; on importance of giving feedback, 41; leading first graders through Allie’s Basketball Dream, 98–99; professional background and standards of, 3
Leader Study Groups: description of, 45–46; Magnus Maximus used during, 115; rigorous block play topic of, 87–91; the ripple effect as the real value of, 50; topics during the 2010–2011, 46–47; twofold goal of, 47; Upping the Rigor of Our Writing Mini-Lessons, 47–50; working on upping the rigor of teachers’ writing lessons, 135
Leadership residents: assistant principals called, 40; comments on writing as part of life development, 124; role in helping teachers taken by, 40; traditional approach of study groups led by, 41–42
The Lemonade Wars, 58, 78
Levin, Dave, 3
The Life Cycle of a Cat, 136
Lionni, Leo, 28
Lopez, LeShonda, 68–70
The Lottery (documentary), 1, 38
Loving, Danique, 38, 39, 47, 50, 91, 92
Luxembourg, 10

Macao, 11
Madden, Nancy, 104
Magnus Maximus, a Marvelous Measurer (Pelley): book discussion getting the most out of, 114–116; first graders asking what makes Magnus Maximus happy?, 116–118; Leader Study Groups training use of, 115; Read Aloud, First Grade (Clip 17), 117; T School training using, 58
Manly, Jim: on difficulty of teaching writing, 135; on learning benefits of rigor, 92–93; on letting the students do the thinking work, 27–28; observing reading lessons, 67; reading a prepared review of Magnus Maximus, 116; rigor as defined by, 80; on turning schools into magical places, 22
Mann, Horace, 14
Massachusetts student performance ranking, 144
Matilda (Dahl), 67, 78
McGee, Josh, 8, 9
McKinsey & Company, 8
McKinsey & Company report (2010), 52
Microsoft, 33
Misplaced preparation, 40–41
Model writing: basing writing on topic you love, 133–134; building on children’s experiences for small-moment, 129–130; drawing on teacher’s story-telling skills for, 133; fast improvement strategies for, 73–75; kindergarten teacher’s example of small-moment, 130–131; Leader
Index

Model writing:  (continued)
Study Groups on adding rigor to, 47–50; personal narrative example off, 139–140; The Quality of Model Writing Matters (Clip 21), 131–132. See also THINK Literacy curriculum; Writing instruction

Moskowitz, Eva: becomes CEO of Success Academy, 62; commenting on Magnus Maximus discussion, 115–116; on educational use of rigorous block play, 89; educational vision of, 3–4; on example of rigorous writing instruction, 139; her argument for rigor, 83–84; her own experience at the Penn writing center, 124–125; on importance of “understanding the why,” 53; on the need for fast track teaching, 65, 67; on need for hustling in the classroom, 68; personal and professional background of, 2–3; on training teachers to use THINK Literacy, 105

NAACP, 34
The Name Jar (Choy), 27
A Nation at Risk report, 9
National Assessment of Educational Progress (NAEP), 9, 10, 11, 143, 144
National Center for Education Statistics, 14
National Defense Education Act, 9
National Urban League, 8
New York City Council, 2
New York City student performance ranking, 143
New York State student performance ranking, 143
New York Times, 78
New Zealand student rankings, 144
No Child Left Behind Act, 9, 11
No Shortcuts (ACTION credo), 22

Obama, Barack, 9, 143
Obiaya, Jennifer, 24–26
O’Hanlon, Sean, 135
Olsen, Courtney, 112–113, 138–139
On Beyond Zebra (Seuss), 22
Organisation for Economic Co-operation and Development (OECD), 8, 11, 144
Ortagus, Kelly, 102–103, 105
Others (ACTION credo), 22

Panel for Education Policy (NYC), 34
Paper Bag Players (dance troupe), 123–124

Parents: anxiety over issue of rigor by, 85; demand for space at Success Academies, 38; knowing what is going on in your child’s school and classroom, 59; school partnership with, 33–35, 147; school support provided by, 34; takeaway on excellent reading instruction, 121; takeaway on improving writing instruction, 141; takeaway on moving to the fast track, 76; takeaway on promoting magic of learning for, 35; takeaway on using rigor to raise the bar, 93

“Pebbles” (poem), 58
Pelley, Kathleen, 114
Perfectionist mind-set, 83
Personal narrative writing, 139–140
Pfister, Marcus, 30
Pomeroy, Amanda, 96
Practicing writing, 137–139
Prepared Versus Not Prepared (Clip 5), 40–41
Principal Success Academy, 51
Principals: instructional leadership role adopted by, 147; takeaway on excellent reading instruction, 120–121; takeaway on getting on the fast track, 76; takeaway on improving writing instruction, 141; takeaway on promoting magic of learning, 35; takeaway on using rigor to raise the bar, 93. See also Success Academies principals
The Problem We All Live With (Rockwell), 110
Programme in International Student Assessment exams (OECD), 11, 144
Public school system: call to action to make every school a Success Academy, 143–148; charter schools providing competition to, 146; comparing other countries to, 8; creating partnership with parents to improve, 147; examining the achievement gap in, 8–13; examining the qualities of a great school in, 19; the low bar set by, 81; the poor status quo of current, 7–9, 143–144, 145; recommendations for actions to improve, 146–147; takeaways on creating magic of learning in, 35; why healthy competition is needed in our, 13–15. See also School reform; School reformers; Success Academies

The Quality of Model Writing Matters (Clip 21), 131–132

The Raft (Lamarche), 67
The Rainbow Fish (Pfister), 30
Read Aloud, First Grade (Clip 17), 117
Read Aloud, Kindergarten (Clip 2), 28–30
Reading curriculum. See THINK Literacy curriculum
Reading Workshop Direct Instruction, Second Grade
(Clip 11), 102
Reagan, Ronald, 9, 10
Rigor: anxiety by parents over, 85; educational
benefits of raising the bar through, 77–80; Eva’s
argument for, 83–84; how teachers are schooled
to not engage in, 80–85; how the perfectionist
mind-set discourages, 83; saving American public
education by embracing, 146; of the Success
Academies curriculum, 23–24; takeaways on
raising bar by using, 93; working on upping
teachers’ writing lessons, 135. See also
Educational excellence
Rigorous activities: block play, 87–91; choosing
books for, 87; Eva on example of rigorous writing
instruction, 139; in literary analysis in first grade,
85–87; upping the rigor of model writing by
teachers, 131; Upping the Rigor of Our Writing
Mini-Lessons, 47–50
Roby, Carrie: on emphasis on critical thinking over
skills, 104; on first teaching the grown-ups to
write, 48; on importance of providing feedback to
teachers, 39, 66; reading Through My Eyes to
third-graders, 109–111; working to improve
student writing skills, 128
Rockwell, Norman, 110
Roller Coaster (Frazee), 129
Rosen, Lela, 136–137

S
Schachner, Judy, 103
Schertle, Alice, 107
School reform: call to action for improving every
school, 143–148; desperate need for, 7–9,
143–144, 145; suggested actions for successful,
146–147; understanding that it is possible, 148.
See also Educational excellence; Public school
system
School reformers: call to action to improving every
school, 146; recommendations for actions to
improve schools, 146–147; takeaway for excellent
reading instruction, 121; takeaway for improving
writing instruction, 141; takeaway on moving to
the fast track, 76; takeaway on promoting magic
of learning for, 35; takeaway on training and
preparing school adults, 59; takeaway on using
rigor to raise the bar, 93. See also Public school
system
Schools. See Charter schools; Public school system
Schreiber, Jean, 87–90
Science curriculum: needed to provide solid
grounding in science, 26; teaching first graders,
24–26
Setting Up Quality Independent Writing in First
Grade (Clip 20), 127
Seuss, Dr., 22
The Seven Habits of Highly Effective People
(Covey), 79
Shanghai, 11
Shanker, Albert, 13
Shared text instruction: day one: understanding the
meaning of the text, 72; day two: focusing on how
the author conveys meaning, 73; day three:
demonstrating comprehension through writing, 73;
description of, 71–72; structured for first grade,
72–73
Shared writing, 132–133
Singapore’s student rankings, 10, 144
Singsong Versus Spark (Clip 6), 80
Skippyjon Jones (Schachner), 103, 105
Slavin, Robert, 104
Sleeper (film), 13–14
Small-moment story writing: building on children’s
experiences for, 129–130; kindergarten teacher’s
day one example of, 130–131
Social justice, why the status quo in our schools
impacts, 12–13
South Korea student rankings, 10, 144
Speed observations: cycle of teacher improvement
using, 43, 45, 56; as example of fast track
approach, 66–68; as Success Academies
signature, 68
Standardized tests: low bar of state, 12;
Massachusetts standards and ranking of, 144;
National Assessment of Educational Progress
(NAEP), 9, 10, 11, 143, 144; New York city, 143;
New York State, 143; OECD’s Programme in
International Student Assessment exams, 11
Stanford University, 8
Stant, Tara, 95–96, 105
Stapleton, Cinnamon, 58
Steinbeck, John, 110
Study groups: teachbacks held by, 44; teacher
improvement traditionally through, 43–44. See
also Leader Study Groups
Success Academies: ACTION credo of, 21–22;
embracing high standards and teaching with
passion approach of, 35, 145–146; fast track
approach of, 61–62; growth off, 62; opening of the
first Success Academy Harlem (2006), 3; parent
demand for space at, 38; partnership with parents,
33–35, 147; random lottery used for admitting
students, 19, 144; spit-and-polish bathrooms
Success Academies: (continued)
trademark of, 22; THINK Literacy curriculum as
foundation of success of, 95–96; unique education
approach used by, 19–20; unique environment and
vision of, 1–2, 4. See also Charter schools; Public
school system; specific academy school
Success Academies assistant principals: also known
as leadership residents, 40; building schoolwide
ethos of excellence, 59; comments on writing as
part of life development, 124; role in helping
teachers taken by, 40
Success Academies curriculum: fast track necessary
to accomplish the, 63–64; first graders discussing
science, 24–26; letting students do the thinking
work for learning, 26–28, 30–31; raising the bar
through rigor, 77–93; rigor and breadth of the,
23–24. See also THINK Literacy curriculum
Success Academies principals: Principal Success
Academy held for, 51; promoting rigor to raise
the bar, 91–93; providing timely feedback to
teachers, 27–28, 66; Success Academy Principal
Fellows Program for, 51; two approaches for
classroom observation by, 41–43; on value of
rigorous block play, 90–91. See also Principals
Success Academies students: environment provided
to, 19–20; high performance on standardized tests
by, 12; letting them do the thinking work, 26–28;
putting them on the fast track, 61–76; random
lottery used for admitting, 19, 144; school
partnership with parents of, 33–35; teaching first
graders science, 24–26; “thorough and effective”
education provided to, 75–76; typical daily
activities for, 20–21
Success Academies teachers: anxiety over issue of
rigor by, 83–84; breakthroughs when training,
32–33; breakthroughs with the, 32–33; cycle of
teacher improvement used for, 43–45; the
difference made by trained and excellent, 16–17;
interest in commonsense solutions, 38–39; as the
key to educational excellence, 4, 5; Leader Study
Groups for, 45–50; learning to work smart, 41;
letting students do the thinking work, 26–28,
30–31; number of applications for positions as,
32; partnership between parents and, 33–35;
providing timely feedback to, 27–28, 66; putting
them on the fast track, 61–76; Success Academy
Teaching Fellows Program for, 51, 52; T School
for training, 51–58; training them to use THINK
Literacy, 105. See also Adults: Teachers
Success Academy Bronx 1: allowing students to do
the thinking work at, 31; kindergarten class’s
book discussion, 28–31; kindergarten teacher
modeling writing at, 130–131; Leader Study
Groups held for teachers of, 47, 48–49; Magnus
Maximus read to first graders at, 116–118;
principal on daily reading and writing, 126;
principal on fast track approach at, 62; principal
on impact of T School on teachers of, 53;
principal’s comments on value of rigorous block
play, 90–91; rigor in literary analysis in first grade
at, 85–87; T School experience for teacher of, 54;
THINK Literacy curriculum working at, 95–96
Success Academy Bronx 2: advice on modeling
writing based on topic you love, 133–134; Leader
Study Groups held for teachers of, 47; principal
on constant improvement by teachers, 41;
principal on role of school leaders, 32; teachers
drawing on their story-telling skills for modeling
writing, 133; THINK Literacy thought-provoking
questions at, 105–106
Success Academy Family Handbook, 34
Success Academy Harlem 1: Book Club, Fourth
Grade (Clip 10) at, 101; discovering meaning
through book discussions at, 31–32; first-graders
writing story about dance performance, 123–124;
how students love the rigor at, 77; instant
classroom feedback at, 66; Leader Study Groups
held for teachers of, 49; making school
compelling to students, 21; opening (2006) of the,
3; parent’s description of partnership with
teachers, 34; personal narrative writing instruction
at, 139–140; principal’s demonstration of model
writing, 132; student performance same as
gifted-and-talented schools, 15, 144; teacher on
joy of teaching at, 38; Through My Eyes by Ruby
Bridges used at, 109–111
Success Academy Harlem 2: assessing students
using Success for All (SFA) scale at, 92; Leader
Study Groups held for teachers of, 49; leadership
resident on writing as part of life development,
124; motivational speech to students on writing
workshop, 126; parent on her son’s experience at,
34; speed observations on THINK Literacy
curriculum at, 67; teacher on demands for teacher
excellence at, 40; teaching students to jazz up
their writing at, 136–137; Those Shoes used in
reading instruction at, 112–113; transforming
schools into magical places at, 22; “Weekly
Update” newsletter on rigor at, 80
Success Academy Harlem 3’s unusual grandmother
story, 128–129
Success Academy Harlem 4: encouraging
definey-olds to write journals, 92; practicing
powers of observation to improve writing at,
138–139; principal’s comments on value of
rigorous block play, 91; small-moment stories
written by kindergartens at, 129–130; T School experience for teachers of, 53–54, 58; teacher on unique features of, 38
Success Academy Harlem 5: kindergarten students using their imagination at, 102–103; strategies for raising writing scores at, 71
Success Academy Principal Fellows Program, 51
Success Academy Teaching Fellows Program, 51, 52
Success Academy Upper West: instant classroom feedback at, 66; math teacher on experience at, 39; practice of learning from student writing, 128; principal on critical thinking focus at, 104
Success for All (SFA), 92
Sulzby, Elizabeth, 107
Switzerland’s student rankings, 8, 144
Swope, Sam, 85

T
T School (Teacher Success Academy): educational need filled by the, 52–53; mastering content emphasis of, 54–55; origins and focus of, 51; sample schedule for principals’s role during, 55–57; teacher reactions to, 53–54; teacher’s comments following, 57–58; topics that are emphasized of the, 54–55; value and expansion of the, 51–52; witnessing highly effective instruction emphasis of, 55
Taiwan’s student performance rankings, 8
Takeaways: on adults as key to educational excellence, 59; on excellent reading instruction, 120–121; on the fast track, 76; on improving writing instruction, 141; on promoting magic of learning, 35; on rigor used for raising the bar, 93
Teacher improvement: classroom observation focus on investing in, 42–43; cycle of, 43–44; moving process from campuses to schools, 147; providing timely feedback for, 27–28, 66; T School approach to, 51–58
Teacher improvement cycles: step one: speed observations (round one), 43, 56; step two: study groups, 43–44; step three: teachbacks, 44; step four: labsites, 44–45; step five: speed observations (round 2), 45; step six: individual coaching, 45; T School approach to applying, 55–57
Teacher: anxiety over issues of rigor, 83–84; the difference made by trained and excellent, 16–17; focusing on efficacy of, 147; how they are schooled to not be rigorous, 80–85; McKinsey & Company report (2010) on failure to nurture, 52; misplaced preparation problem by some, 40–41; seeking professional development, 59; takeaway on excellent reading instruction, 121; takeaway on improving writing instruction, 141; takeaway on moving toward fast track, 76; takeaway on promoting magic of learning for, 35; takeaway on using rigor to raise the bar, 93. See also Success Academies teachers
Teachers College Reading and Writing Project (NEW), 3
THINK Literacy curriculum: allowing students to do the thinking work for, 30–31; Coaching During Guided Reading (Levels E, H, and K) [Clip 9], 100; critical thinking stressed in, 101–105; description of the, 4–5; discovering meaning, 31–32; as foundation of Success Academies’s success, 95–96; guided reading for first graders, 97–100; having students put themselves into shoes of characters, 109–111; Introduction to THINK Literacy and Success Academy (clip 1), 5; kindergarten students’s book discussion, 28–30; Magnus Maximus, a Marvelous Measurer discussion, 114–117; mini-lessons requiring ten minutes or less, 63; posing thought-provoking questions, 105–107; rigor of literary analysis in first grade, 85–87; rising to the reading challenges of the text, 114; sophisticated stories being written using, 91–92; speed observations of, 66–67; using stories that hit close to home like Those Shoes, 111–113; T School emphasis on preparing teachers to use, 54–55; takeaways on implementing the, 120–121; three hours per day spent on, 144; The Tiger Rising discussion, 119–120; turning kindergartners into readers using the, 107–109. See also Model writing; Success Academies curriculum; Writing instruction “Thorough and effective” education, 75–76
Those Shoes (Boelts), 111–113
“Three Billy Goats Gruff” (fairy tale), 107
Through My Eyes (Bridges), 109–111
Tico and the Golden Wings (Lionni), 28–30
The Tiger Rising (DiCamillo), 119–120
“The Tortoise and the Hare” (Aesop’s fable), 70
Travels with Charley (Steinbeck), 110
Try & Try (ACTION credo), 22

U
University of Arkansas, 8
University of Chicago, 68
University of Kentucky, 58
University of Munich, 8
University of Pennsylvania, 39
University of Sussex, 58
Upping the Rigor of Our Writing Mini-Lessons (Leader Study Group), 47–50
Index

U.S. Department of Education, 11
U.S. Postal Service, 15

V
Van Allsburg, Chris, 31
Video clips: Clip 1: Introduction to THINK Literacy and Success Academy, 5; Clip 2: Read Aloud, Kindergarten, 28–30; Clip 3: Book Discussion, Kindergarten, 30; Clip 4: Book Discussion, Third Grade, 32; Clip 5: Prepared Versus Not Prepared, 40–41; Clip 6: Singsong Versus Spark, 80; Clip 7: Book Discussion, First Grade, 86–87; Clip 8: Guided Reading, Level K (First Grade), 99; Clip 9: Coaching During Guided Reading (Levels E, H, and K), 100; Clip 10: Book club, Fourth Grade, 101; Clip 11: Reading Workshop Direct Instruction, Second Grade, 102; Clip 12: Eduspeak Versus English, 104; Clip 13: Emergent Storybook Practice Group, Kindergarten, 108–109; Clip 14: Emergent Storybook Direct Instruction, Kindergarten, 109; Clip 16: High-Level Think Aloud Versus Low-Level Think Aloud, 113; Clip 17: Read Aloud, First Grade, 117; Clip 19: Book Discussion, Fourth Grade, 120; Clip 20: Setting Up Quality Independent Writing in First Grade, 127; Clip 21: The Quality of Model Writing Matters, 131–132; Clip 22: Writing Direct Instruction, Second Grade, 134; Clip 23: Writing Direct Instruction, Fourth Grade, 139–140
Videos, Clip 18: Book Discussion, First Grade, 118
Vidockler, Andrew, 106

W
Waiting for Superman (documentary), 1, 38
Walter: The Story of a Rat (Wersba), 95–96, 105
Wersba, Barbara, 95
What the Dog Saw and Other Adventures (Gladwell), 16
“When the Best is Mediocre” (Greene and McGee), 8–9
William Frantz Public School (New Orleans) integration, 110
Winslow, Ayisha, 34
The Wretched Stone (Van Allsburg), 31
Writing Direct Instruction, Fourth Grade (Clip 23), 139–140
Writing Direct Instruction, Second Grade (Clip 22), 134
Writing instruction: children get better at writing by writing belief driving the, 127; Eva on her own experience learning to write, 124–125; first-graders writing about a dance performance, 123–124; kindergarten teacher’s example of small-moment writing, 130–131; The Quality of Model Writing Matters (Clip 21), 131–132; Setting Up Quality Independent Writing in First Grade (Clip 20), 127; showing students how to jazz up their writing, 136–137; small-moment stories in kindergarten, 129–130; takeaways on, 141; taught across the curriculum in every subject, 135; teachers on the challenges and rewards of, 125–127, 128–129; three key components of, 132–134; Writing Direct Instruction, Fourth Grade (Clip 23), 139–140; Writing Direct Instruction, Second Grade (Clip 22), 134; writing practice groups for, 137–139. See also Model writing; THINK Literacy curriculum
Writing instruction components: interactive writing, 133; shared writing, 132–133; Writing Direct Instruction, Second Grade (Clip 22) application of, 134; writing workshop, 132
Writing practice groups, 137–139
Writing workshop, 132

Z
Zalkind, Paola, 47, 50, 132, 135