Nagin, Carl and the National Writing Project (2006). “Improving Student Writing: Challenges and Expectations” in *Because Writing Matters: Improving Student Writing in Our Schools* (2006)*.*San Fancisco, CA: Jossey-Bass Publishers.

In Nagin’s first chapter, he argues that writing is a complex task requiring careful, complex instruction in order for students to successfully reach a standard. To make his point, Nagin considers writing, the skill, and writing instruction through a variety of lenses: 1) how educators see the challenges of writing; 2) how educators need to be trained to and supported in the teaching of writing; and 3) how the public values writing (very highly). Nagin brings in diverse research from leading scholars in the field of Rhetoric and Composition as well as Education to support the essential idea that good writing requires students have the opportunity to write in diverse genre, with individualized attention to skill level, evaluated in authentic ways; and that teachers need training in the above areas in order to teach them. This article brings together key theories and theorists (no surprise since the book is co-authored by the National Writing Project) and offers a cogent and realistic view of just how hard it is to teach writing skills—as well as how hard it is to help teachers be ready to do it. I find this article useful because it validates my own thinking on writing and helps me to understand the level of training I want to be a part of in order to be the best teacher I can be.

Yellow=thesis/summary

Green=methodology/how they made their argument

Blue=significanc/how does this speak to the field—what is the significance of the research/what scholarly whole does it fill

Grey=application/what is useful to you about this article?