

Acknowledgments

Projects of this size are never easy. And they never go exactly as planned. What makes us undertake them time and again, though, is the special intellectual community that forms and pushes our thinking beyond what we could ever do alone.

We would like to thank the teachers who worked with us in the various parts of the project. Their dedicated professionalism and willingness to accept the risks of trying new approaches made the project possible. They have our deepest respect and admiration. To protect their privacy, we have not used their real names in the report that follows.

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Because this was a long-term project, some of the work has appeared in other forms, in other contexts. Published papers that we have drawn upon heavily include: Langer, Literacy instruction in American schools,

American Journal of Education (1984a); Langer, Learning through writing: Study skills in the content areas, *Journal of Reading* (1986a); Applebee, Writing and reasoning, *Review of Educational Research* (1984); Applebee, Problems in process approaches, National Society for the Study of Education, 85th Yearbook (1986); and Langer and Applebee, Reading and writing instruction: Toward a theory of teaching and learning (1986). These works are cited fully in the reference section. We have also written other papers about our ideas in progress. They are referred to when appropriate and cited in the references as well.

We have presented this work many times, to many audiences. In response, our colleagues have questioned us, pushed us to defend our statements, and in the end to reformulate our arguments. We thank them too. And we thank each other — each for putting up with the other through the trials and tribulations that a project of this magnitude entails.