

Book Selections

READING

What Research Really Says about Teaching and Learning to Read Editor Stephen B. Kucer. This groundbreaking collection examines —official|| views of the teaching and learning of reading—those endorsed by the National Reading Panel, No Child Left Behind, and Reading First initiatives—and challenges the assumptions on which the views are based. Together, the contributors offer an alternate vision to currently accepted ideas and practices in reading education. *What Research Really Says about Teaching and Learning to Read* provides historical context for the current reading debates and then examines forms of resistance to existing policies. The contributors, with support of NCTE's Commission on Reading, synthesize a broad range of research concerning the nature of reading, how it is learned, and its development across the grades. They examine specific curricular and instructional strategies for reading development in children and adolescents. They also offer a powerful decision-making matrix to help evaluate reading curricula as well as a research-based collection of best practices. Recognizing that classrooms are becoming more ethnically, racially, and linguistically diverse, this pioneering book addresses the needs of multilingual students and of readers who struggle under current national reading policies. The contributors highlight the transformative power of professional development and celebrate success stories in the era of No Child Left Behind and Reading First.

The Art of Teaching Reading by Lucy McCormick Calkins This is the story of brilliant teachers whose children learn to read with insight and to talk and write in stunning ways about their reading. *The Art of Teaching Reading* provides teachers with the companionship and guidance they need to approach their reading curriculum— independent reading, guided reading, book talks, word study, reading aloud, and the like—with new clarity and direction. By the author of the bestselling volume, *The Art of Teaching Writing*, this volume promises to make a dramatic contribution to the field of teaching reading.

Becoming Teammates: Teachers and Families as Literacy Partners by Charlene Klassen Endrizzi. Endrizzi offers a bold new look at how teachers and families can work together to build family-school relationships that value and respect each other's perspectives on literacy. Featuring the voices of parents, teachers, graduate students, and preservice teachers, Charlene Klassen Endrizzi's book explores how families and educators can combine their resources to become essential teammates and partners in children's literacy development. Endrizzi recognizes that family-school partnerships are a complex undertaking and offers suggestions for three phases of implementation. In Phase 1, teachers begin by extending to family members a variety of invitations to communicate—via surveys, ceremonies, and celebrations—thus building an awareness and understanding of the literacy learning that occurs both in school and at home. Phase 2 explores how teachers can initiate a two-way literacy conversation with families through dialogue journals, curricular newsletters, and literacy backpacks. The final stage has teachers forging partnerships with parents at Family Literacy Gatherings, during which they explain and demonstrate literacy beliefs and practices, discover and appreciate the families' funds of knowledge, and acknowledge and nurture the emerging parent advocates.

Child and Tale: The Origins of Interest by F. Andre Favat. This study looks at similarities between the characteristics of fairy tales and Piaget's observed characteristics of young children. The work also establishes a methodology for studying the reading interests of children.

A Classroom Teacher's Guide to Struggling Readers by Curt Dudley-Marling, Patricia Paugh. If you are an elementary teacher who struggles with struggling readers, Curt Dudley-Marling and Patricia Paugh provide you with quick, effective answers to your toughest questions. They draw a roadmap that leads you away from a deficit-based approach toward child-centered practices that give you the time and space to meet every student's needs. To achieve in language arts, troubled readers require frequent, explicit, and individualized aid backed by ongoing assessment, and there's no better structure within which to balance this type of intensive instruction with other students' needs than the reading workshop. Dudley-Marling and Paugh describe how to focus on the challenges of struggling readers by setting up a workshop and conducting its minilessons in ways that give you the time and flexibility needed to provide children with specialized attention. From read-alouds to continuous assessment to differentiated teaching, the authors' ideas are ready-to-use and proven effective at boosting the reading abilities of developing readers. Plus, *A Classroom Teacher's Guide to Struggling Readers* has a complete discussion on how to help students even when you are locked into a basal program. If you, like tens of thousands of teachers, want a way to teach struggling readers that emphasizes students' capabilities rather than their deficiencies, read *A Classroom Teacher's Guide to*

Struggling Readers. You'll discover a humane approach that values all children equally and builds on successes, so that our most challenged readers get all the attention they need—and deserve.

Literacy through Language Arts: Teaching and Learning in Context by Sharon Murphy, Curt Dudley-Marling. *Literacy through Language Arts* gathers 25 provocative essays and 80 shorter excerpts from the past 25 years of the leading K–8 journal *Language Arts*. This collection puts the power of theory and historical context side by side with lived classroom experience to explore promising pedagogical strategies and practices. The book offers new and experienced teachers and teacher educators a powerful resource as they discuss and decide how to teach reading, writing, and oral literacy--and how to address key issues including multilinguality and assessment. Contributing researchers/practitioners include such influential thinkers as Penny Freppon, Karin Dahl, Dorothy Strickland, Louise Rosenblatt, Frank Smith, and Anne Haas Dyson.

Literary Discussion in the Elementary School by Joy F. Moss. *Literary Discussion in the Elementary School* offers a rich resource for preservice and practicing teachers who want to build, extend, or enliven a program in which students explore the expanding world of children's literature. Drawing on her thirty years as an elementary school teacher and a student of literary/literacy learning, Joy Moss presents a theoretically grounded and eminently practical vision for teaching children's literature in the classroom. Topics addressed range from the selection of books for reading aloud, to the art of questioning, to an extended description of a thematic literary unit. Discussions about literature open up paths of intellectual inquiry that enable students to explore human values, motivations, behaviors, and interactions, thus developing deeper understandings of literature and of human life.

Literature, Literacy, and Comprehension Strategies in the Elementary School by Joy F. Moss. How can we—as elementary school teachers—move beyond basal readers to strategies that encourage our students to truly understand what they're reading and connect the work they're doing in the classroom with the world around them? For Joy F. Moss, the answer has been to build a literature program in which both struggling and highly able readers learn a series of —reading-thinking strategies|| as they study literature together. This program is made up of literature units designed to help students grow as independent readers and writers and develop long-term connections with literature that allow them to more fully understand texts, themselves, and others. These practical units are structured around cumulative read-aloud/think-aloud group sessions in which students collaborate to construct meaning and explore intertextual links between increasingly complex and diverse texts. In addition to the rich annotated lists of children's and young adult literature found in this book, Moss offers teachers a framework for developing units in which comprehension instruction is embedded in the study of text sets that are geared to the particular interests and needs of their students. This helps teachers bring the literary/literacy learning experiences into their own classrooms.

Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms by Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, Lori Hurwitz. *Reading for Understanding* is based on the breakthrough Academic Literacy program piloted in the San Francisco schools. In this program, low-performing ninth graders raised their average reading scores by more than two grade levels in just seven months. The book shows teachers how to set up classroom apprenticeship practices that help students build skills in reading comprehension, in deciphering texts, and in relating what they're reading to the larger world. *Reading for Understanding* contains a proven classroom strategy for quickly boosting the reading skills of low-achieving middle and high school students.

"You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents 2nd edition by Jeffrey D. Wilhelm. —No other book that I have read in the last 10 years has affected my teaching as much as this one. ., *You Gotta BE the Book* “made me a better teacher. I suspect all of its readers feel much the same way.|| Over a decade ago, Jeffrey Wilhelm's groundbreaking book showed educators how to think of reading as a personally meaningful, pleasurable, and productive pursuit. In the years since its publication, the author has experimented with and further developed all of the techniques he first explored in “*You Gotta BE the Book*,” including visual techniques, drama and action strategies, think-aloud protocols, and symbolic story representation/reading manipulatives. In this expanded edition, Wilhelm adds a new commentary to each chapter in which he reflects on the research and insights he introduced in his now classic text. Through textured case studies of engaged and reluctant readers, the second edition of “*You Gotta BE the Book*” once again addresses enduring issues, such as: What do highly engaged, adolescent readers DO as they read? ; What is it about traditional schooling and reading instruction that deters engaged reading and serves to disenfranchise young readers? ; What types of interventions can be used in the classroom to help all students, especially reluctant ones, to become successful readers?

Adolescent Literacy: Turning Promise into Practice by Kylee Beers, Robert E. Probst, Linda Rief. In *Adolescent Literacy* renowned educators Kylee Beers, Bob Probst, and Linda Rief lead twenty-eight of the most important and widely read educators across the country in a conversation about where we are in the teaching of literacy to adolescents and how best to move forward. From researchers to classroom teachers, from long-treasured voices to important new members of the education community, *Adolescent Literacy* includes the thoughts of central figures in the field today. *Adolescent Literacy* discusses the most provocative issues of our time, including English language learners, struggling readers, technology in the classroom, multimodal literacy, compelling writing instruction, teaching in a —flat world,|| engagement, and young adult literature. Each of its chapters builds on the previous to create a unified story of adolescent literacy that will help all middle and secondary teachers and administrators envision literacy instruction in exciting new ways. In addition *Adolescent Literacy*'s assessment rubrics for teachers, administrators, and staff developers make it an ideal resource for schoolwide and districtwide professional development, while its accompanying study guide is perfect for small-group discussions.

Building Literacy Connections with Graphic Novels: Page by Page, Panel by Panel by Editor(s): James Bucky Carter. As teachers, we're always looking for new ways to help our students engage with texts. James Bucky Carter and the contributors to this collection have found an effective approach: use graphic novels! Carter and his contributors tap into the growing popularity of graphic novels in this one-of-a-kind guidebook. Each chapter presents practical suggestions for the classroom as it pairs a graphic novel with a more traditional text or examines connections between multiple sources. Some of the pairings include:

- *The Scarlet Letter* and Katherine Arnoldi's *The Amazing "True" Story of a Teenage Single Mom*
- *Oliver Twist* and Will Eisner's *Fagin the Jew*
- Young adult literature and Marjane Satrapi's *Persepolis*
- Dante's *Inferno* and an X-Men story
- Classic fantasies (*Peter Pan*, *The Wizard of Oz*, and *Alice in Wonderland*) and Farel Dalrymple's *Pop Gun War*
- Traditional and graphic novel versions of *Beowulf*

These creative pairings open up a double world of possibilities—in words and images—to all kinds of learners, from reluctant readers and English language learners to gifted students and those who are critically exploring relevant social issues. A valuable appendix recommends additional graphic novels for use in middle and high school classrooms. Packed with great ideas for integrating graphic novels into the curriculum, this collection of creative and effective teaching strategies will help you and your students join the fun.

Creating Literacy-Rich Schools for Adolescents by Gay Ivey, Douglas Fisher. We know that literacy is the key to learning in school, yet millions of middle and high school students lack the literacy skills they need to succeed. What can educators do? Authors Gay Ivey and Douglas Fisher make a compelling case that all teachers—across the content areas—have a role to play in students' development of literacy, which they define as reading, writing, speaking, listening, and viewing. Rather than focusing solely on reading instruction and the cliché that says "all teachers are teachers of reading," they urge teachers to incorporate rich literacy-based learning experiences into their classrooms, with the goal of helping students to learn and think across the curriculum. With research-based findings, engaging examples, and extensive lists of resources, Ivey and Fisher encourage readers to

- Reexamine the materials, experiences, and expectations of the English/language arts classroom;
- Use strategies to improve literacy in all the content areas and alternatives to the traditional textbook;
- Make independent reading an important part of students' ongoing literacy development;
- Design and use interventions that really work for struggling students; and
- Consider the schoolwide elements—professional development, peer coaching, leadership, and assessment—that should be in place to support teachers and students.

Essential questions provide the focus for each chapter, and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students. Rather than being overwhelmed by the challenge of improving literacy at the secondary level, readers will be inspired to move ahead with confidence that the task is essential, worthwhile, and—perhaps most important—achievable.

Readicide: How Schools are Killing Reading and What You Can Do About It (2009) by Kelly Gallagher. read-i-cide *n.* *The systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools.* Reading is dying in our schools. Educators are familiar with many of the factors that have contributed to the decline—poverty, second-language issues, and the ever-expanding choices of electronic entertainment. In this provocative new book, Kelly Gallagher suggests, however, that it is time to recognize a new and significant contributor to the death of reading: our schools. In *Readicide*, Kelly argues that American schools are actively (though unwittingly) furthering the decline of reading. Specifically, he contends that the standard instructional practices used in most schools are killing reading by valuing the development of test-takers over the development of lifelong readers; mandating breadth over depth in instruction; requiring students to read difficult texts without proper instructional support; insisting that students focus solely on academic texts; drowning great books with sticky notes, double-entry journals, and marginalia; ignoring the importance of developing recreational reading; and losing sight of authentic instruction in the shadow of political pressures. Kelly doesn't settle for only identifying the problems. *Readicide* provides teachers, literacy coaches, and administrators with specific steps to reverse the downward spiral in reading—steps that will help prevent the loss of another generation of readers.

The Book Whisperer: Awakening the Inner Reader in Every Child by Donalyn Miller (Mar 2009). Miller, a sixth-grade language arts and social studies teacher and blogger, has enabled students of many different backgrounds to enjoy reading and to be good at it; her students regularly score high on the Texas standardized tests. Her approach is simple yet provocative: affirm the reader in every student, allow students to choose their own books, carve out extra reading time, model authentic reading behaviors, discard timeworn reading assignments such as book reports and comprehension worksheets, and develop a classroom library filled with high-interest books. Her students regularly read more than 40 books in a school year and leave her classroom with an appreciation and love of books and reading. Miller provides many tips for teachers and parents and includes a useful list of ultimate reading suggestions picked by her students. This outstanding contribution to the literature is highly recommended for teachers, parents, and others serving young students.

Reading-Writing Connections: From Theory to Practice (1999) by Mary F. Keller is an extraordinary language arts methods text that enables elementary and middle school teachers to create classroom environments where all students can become lifelong readers and writers. Focusing on developmentally appropriate methods and materials, this remarkably readable book empowers a new generation of teachers to integrate reading, writing, listening, and speaking in K-8 classrooms. Heller's highly accessible writing style makes this book suitable as a primary text for undergraduate and graduate courses in language arts, reading, writing, and literacy. Special features of this second edition include:

- * a vision of how to transform cutting-edge theory and research into classroom practice that utilizes integrated language arts instruction;
- * a unique developmental perspective with separate chapters on teaching methods and materials for kindergarten, primary (1-3), intermediate (4-6), and middle grades (7-8);
- * instructional guidelines that offer generous, detailed suggestions for applying theory to practice, plus For You to Try and For Your Journal exercises that encourage critical thinking and reflection; and
- * a wealth of classroom vignettes, examples of students' oral and written language, illustrations, and figures that accentuate interesting and informative theory, research, and practice.

In addition, *Reading-Writing Connections* offers expanded content on the impact of sociocultural theory and the whole language movement on the teaching of reading and writing across the curriculum; greater emphasis on cultural diversity, including new multicultural children's literature booklists that complement the general children's literature bibliographies; and current information on alternative assessment, emerging technologies, the multiage classroom, reader response to literature, and thematic teaching.

The Reading/Writing Connections: Strategies for Teaching and Learning in the Secondary Classroom (2nd ed.) by Carol Booth Olson (2006). Now in its second edition, *The Reading/Writing Connection* features an array of individual reading and writing strategies, activities, and mini-lessons that teachers can implement in their classrooms. Well-respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative, theory-based ways. Lauded by students and professors as a clear and straightforward book, this revised and updated edition includes plenty of material about teaching the writing process and responding to literature, and provides examples of lessons that help readers learn specific strategies. Unique in its field, *The Reading/Writing Connection* provides student models at middle and high school

levels in almost every chapter, illustrating actual student responses to reading and writing activities. The book is also rich with literary selections, giving teachers easy access to the literature featured in the activities and demonstration lessons. Features New to the Second Edition *Extensive coverage of differentiated instruction for English Language Learners *A new chapter entitled "Introducing Students to the Cognitive Strategies in Their Mental Tool Kits" that summarizes and clarifies students' use of cognitive strategies in their thinking.