

Book Selections

PEDAGOGY/THEORY

I Can Write What's on My Mind : Theresa Finds Her Voice by Sherry Seale Swain (1994). A concise and reader-friendly account of the principles of reading-writing workshop. The book is a must-read for teachers of primary students, all teachers and parents interested in this subject will learn from it. Swain, the state director of the NWP-affiliated Mississippi Writing Thinking Institute, organizes the book in a teacher journal format that allows readers to follow one student through her progress and travails as a beginning writer. We also learn Swain's reflections and watch her as she wrestles with the teaching and learning questions with which all teachers working to open their classrooms struggle. One quality of this book that may be unique is the manner in which Swain involves Theresa's parents in the case study of their daughter. In this way, the book may serve as a model for those interested in trying out a similar study.

Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing by Beth Berghoff, Kathryn A. Egawa, Jerome C. Harste, Barry T. Hoonan. In *Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing*, Jerry Harste proposes an expanded view of literacy; and three other teachers—Beth Berghoff, Kathryn Egawa, and Barry Hoonan—bring us into their classrooms and offer concrete evidence of what can happen when these new ideas are implemented in elementary schools. The authors begin by explaining why inquiry and multiple ways of knowing should be central to literacy and learning. They offer theory-into-practice techniques, insight into how such a curriculum actually worked on a day-to-day basis, suggestions on how educators can better support and understand their students, and, finally, insights the authors gained by undertaking this inquiry.

Rural Voices : Place-Conscious Education and the Teaching of Writing Edited by Robert E. Brooke. Brooke and his colleagues at the Nebraska Writing Project offer classroom-based essays written on the premise that "real accountability emerges when education teaches how to live well, actively, and fully in a given place." Grounded in the rural schools and communities where these teachers work, this book—an outgrowth of research led by the Rural Voices, Country Schools project of the National Writing Project and funded in part by the Annenberg Rural Challenge—will inspire and instruct educators everywhere. Each of the eight essays presented in this 216-page book demonstrates how productive place-based classroom writing programs serve as models for both public engagement and authentic learning. Through the example of these teachers, readers will experience the connection between active learning and place-conscious writing. They'll also find dozens of ways that a deep immersion in local knowledge can spiral out into an understanding of the world in general. And, perhaps most importantly, they will discover ways that place-based education can involve teachers and students in public work that enhances community life.

The Whole Story : Teachers Talk About Portfolios Edited by Mary Ann Smith and Jane Juska. What happens when students are allowed to tell the whole story about their learning—when their accomplishments are not defined solely by a standardized test? In *The Whole Story: Teachers Talk About Portfolios*, 11 teachers describe the advantages and complexities of using portfolios as a way to evaluate and promote student achievement. Each author offers a compelling look at how students learn to reflect on their work and make judgments about quality. At the same time, the teachers must make judgments about how well the portfolio system is working.

The Astonishing Curriculum, Integrating Science and Humanities through Language by Stephan Tchudie. Tchudi challenges teachers to take an active role in developing partnerships by considering a myriad of ways to build bridges of understanding with their students' first learning partners. This book delves into the possibilities of interdisciplinary learning and integrated curriculum through the structuring and expressive powers of language. Teachers will find writers from every level who favor hands-on, inquiry-centered, holistic, discovery learning. The fifteen chapters explore the issues of bridging the gap between the two cultures of science and humanities, demystifying science for learners, teaching students to construct and explain their own knowledge, integrating science and humanities with society, and creating a language base for learning. Imagine a school staffed by the teacher-writers of these essays, and then imagine the curriculum that they could create. You'll be astonished.

Bridging: A Teacher's Guide to Metaphorical Thinking by Sharon L. Pugh, Jean Wolph Hicks, Marcia Davis, Tonya Venstra. Building a solid bridge between language theory and practices pertaining to metaphorical thinking, *Bridging* provides teachers with useful strategies for exploring the roles that metaphors play in both thinking and language use. The book addresses a range of theoretical and classroom concerns: the nature of metaphors and

metaphorical thinking, personal and cultural aspects of metaphors, critical aspects of metaphorical thinking, and strategies for metaphorical thinking.

Children's Inquiry: Using Language to Make Sense of the World by Judith Wells Lindfors. This fascinating exploration of children's inquiry will help teacher educators and elementary teachers to understand, appreciate, and foster children's inquiry in classrooms. Lindfors introduces a theoretical framework for understanding children's inquiry language—as communication acts in which the child brings another into the act of sense-making—and uncovers new possibilities for our understanding of how children learn. The text features transcripts from homes and classrooms, class exercises, research findings, and the author's own reflections.

Educating the Imagination: Essays and Ideas for Teachers and Writers, Volume One by Christopher Edgar, Ron Padgett. The informal essays in these two volumes come from the past 17 years of *Teachers & Writers* magazine—they are fresh, inspiring, and geared toward immediate adaptation and use in K–12 classrooms. In Volume 1, 33 creative writers present ideas for exploring poetry writing; fiction writing; translation and bilingualism; practical aesthetics; creative reading; the history of punctuation; and primal experiences with words. Both books include several examples of poetry and prose by students, and by adults as varied as Sappho, Federico Garcia Lorca, e. e. cummings, William Carlos Williams, Kafka, and members of the Seneca tribe. The contributors are distinguished writers and teachers as well, all of whom have spent many years teaching imaginative writing in the classroom. More than how-to books, these volumes invite educators and students to take a new look at the imagination and the ways it can enrich their daily lives.

Educating the Imagination: Essays and Ideas for Teachers and Writers, Volume Two by Christopher Edgar, Ron Padgett. In Volume 2, writers and artists share techniques for exploring poetry writing; playwriting; writing about history, folklore and science; writing parodies; book-making; the importance of stories; and funny experiences with words. Both books include several examples of poetry and prose by students, and by adults as varied as Sappho, Federico Garcia Lorca, e. e. cummings, William Carlos Williams, Kafka, and members of the Seneca tribe. The contributors are distinguished writers and teachers as well, all of whom have spent many years teaching imaginative writing in the classroom. More than how-to books, these volumes invite educators and students to take a new look at the imagination and the ways it can enrich their daily lives.

Give a Listen: Stories of Storytelling in School by Ann M. Trousdale, Sue A. Woestehoff, Marni Schwartz. What exactly is "storytelling" — ancient art or everyday conversation, teaching tool or survival technique? *Give a Listen* demonstrates how it's all of these. In this collection, teachers from elementary through university levels tell tales of rediscovering the power of oral storytelling for themselves and their classrooms. One student shares a tale of immigration, while another leaves listeners laughing over life's minor catastrophes. In both cases, social walls come down and a classroom community becomes stronger. The telling of stories changed these teachers and their students in profound ways. *Give a Listen* gathers their voices together in a resounding chorus in praise of storytelling.

Great Beginnings by Ira Hayes. The first few years as an English language arts teacher can be disorienting, frustrating--and rewarding. These essays offer practical advice on topics such as evaluating student writing and creating support systems for beginning teachers. This book candidly discusses how the "real world" of teaching matches—or fails to match—novice teachers' expectations, in sections entitled "Memoirs," "For the New Teacher," and "For the English Leader."

How to Handle the Paper Load. Classroom Practices in Teaching English, Volume 17 by Gene Stanford. Designed to cut down the paper load generated by traditional teaching methods, effective, time-saving strategies are presented in these 27 essays. The strategies are divided into six sections: ungraded writing, teacher involvement (not evaluation), student self-editing, practice with parts, focused feedback, and alternative audiences. The contributors share their creative secrets on how they have learned to successfully handle their paper loads.

In the Middle: New Understandings about Writing, Reading, and Learning, Second Edition by Nancie Atwell. First published in 1987, *In the Middle* has been widely hailed for its honest examination of how teachers teach, how students learn, and the gap that lies between. In the second edition, Atwell reflects on the next 10 years of her experience, rethinks and clarifies old methods, and demonstrates new, more effective approaches. Including new chapters on genre, evaluation, and the teacher as writer, this edition also offers new mini-lessons, new ideas for writing and reading workshops, lists of essential books, and forms for keeping track of students' reading and writing.

Just Girls: Hidden Literacies and Life in Junior High by Margaret Finders. By tagging along with students to athletic events and malls, listening in on phone conversations, and observing them in the cafeteria as well as during language arts classes, the author gained a unique view of two sets of best friends. Finders explores how students embrace and resist particular social roles, and how social roles are defined and constrained by texts.

Literacy Coach's Desk Reference, The: Processes and Perspectives for Effective Coaching by Cathy A. Toll. This indispensable guide offers current and prospective literacy coaches practical strategies for effectively meeting the day-to-day challenges of job-embedded professional development. Cathy A. Toll, an educator with over 15 years of coaching experience, provides guidance on all aspects of literacy coaching, including:

- conferencing with individual teachers
- facilitating group meetings
- providing demonstration lessons
- providing services to the entire school
- providing services to students

Toll demonstrates what effective literacy coaching looks like through key questions, theoretical and practical rationales, copy-ready masters, and vignettes of real-life coaching conversations. Appendixes on minimizing the negative impact of mandated classroom observations and separating coaching from supervising, plus an annotated bibliography, make this the ideal desk reference for coaches, supervisors, trainers, and others supporting the work of literacy coaches.

Great Films and How to Teach Them by William V. Costanzo. William V. Costanzo, author of the classic *Reading the Movies* (1992), is back with *Great Films and How to Teach Them*, an updated, expanded edition that contains 80% new material on teaching film, including study guides of 14 new films. Recognizing that the growing worldwide interest in film presents exciting teaching opportunities, Costanzo offers high school and college teachers a relevant way to engage their students through a medium that students know and love. The author combines developments in pedagogy with many aspects of film study—film scholarship, the nature of movies themselves, significant changes in the movie industry, film technology, American culture, globalization, and the connection with literary texts. The first part of the book includes not only updated chapters on standard topics but several new ones as well, intended to prepare readers for movies in the 21st century: adapting fiction to film, how to —read|| film, film technology, film history, film as a business, film theory, film genres, representation in film, film in the English class. The second part of the book offers study guides for 14 films, from classics to contemporary international hits. Three appendixes and a glossary of film terms round out the book's many teacher resources. Written in an accessible, straightforward style, *Great Films and How to Teach Them* makes it possible for novice and experienced instructors to successfully incorporate film into their classrooms. Films Featured in the Study Guides: *Casablanca* ; *North by Northwest*; *To Kill a Mockingbird*; Zeffirelli's *Romeo and Juliet*; *The Godfather*; *One Flew over the Cuckoo's Nest*; *Glory*; *Mississippi Masala*; *Schindler's List*; *The Shawshank Redemption*; *Run Lola Run*; *The Matrix*; *Bend It Like Beckham*; *Whale Rider*

Math Is Language Too: Talking and Writing in the Mathematics Classroom by Phyllis Whitin, David Whitin. Replete with children's stories and illustrations, *Math Is Language Too* looks at children as sense-makers, storytellers, language creators, and problem-posers. This groundbreaking book, the first joint publication by the National Council of Teachers of Mathematics and the National Council of Teachers of English, explores the ways in which fourth-grade students use story, metaphor, and language to develop mathematical thinking skills and strategies. Included are classroom-tested, hands-on activities in geometry and algorithms and directions on making tools for use in the classroom.

Alternatives to Grading Student Writing by Stephen Tchudi. Evaluating a student's progress as a writer requires striking a delicate balance between the student's needs and the school's needs. This collection of essays offers several innovative options, concluding with ideas for formulating plans of action for introducing grading alternatives in classrooms, schools, and districts.

The Astonishing Curriculum: Integrating Science and Humanities through Language by Stephen Tchudi. This book delves into the possibilities of interdisciplinary learning and integrated curriculum through the structuring and expressive powers of language. Teachers will find writers from every level who favor hands-on, inquiry-centered, holistic, discovery learning. The fifteen chapters explore the issues of bridging the gap between the two cultures of science and humanities, demystifying science for learners, teaching students to construct and explain their own knowledge, integrating science and humanities with society, and creating a language base for learning. Imagine a

school staffed by the teacher-writers of these essays, and then imagine the curriculum that they could create. You'll be astonished.

Recognizing Our Wounds, Reconciling Our Pain: Teaching amid the Tensions (JAEPL, Winter 2007-2008) by Kristie S. Fleckenstein, Linda T. Calendrillo. *JAEPL: Journal of the Assembly for Expanded Perspectives on Learning* provides a forum for research, theory, and classroom practices that extend beyond traditional approaches to language. This featured issue explores the need for rapprochement in teaching and in writing. The issue opens with a poignant plea by bell hooks for the work of reconciliation, a necessary prelude, she says, for writing and healing. The six other essays enact different forms of reconciliation with different tensions. Devan Cook turns to one of the most contentious sites in composition studies: the first-year writing program. Elizabeth B. Gardner, Patricia E. Calderwood, and Roben Torosyan explore techniques designed to bring together students' personal and intellectual lives. Karen Surman Paley secularizes *cura personalis*, —men and women for others,|| by examining moments of reconciliation experienced by members of an archeology class unearthing the remains of a state orphanage. Elizabeth Oakes and her students play stereotypes in Othello against their own stereotyped Kentuckian identity. Rachel Forrester seeks to reconcile the tensions within writing by balancing hard work with faith in —not trying.|| Finally, Eudora Watson, Jennifer Mitchell, and Victoria Levitt use the metaphor of a kaleidoscope to reflect on and reconsider convention in academic discourse.

Genre Theory: Teaching, Writing, and Being by Deborah Dean Contemporary genre theory is probably not what you learned in college. Its dynamic focus on writing as a social activity in response to a particular situation makes it a powerful tool for teaching practical skills and preparing students to write beyond the classroom. Although genre is often viewed as simply a method for labeling different types of writing, Deborah Dean argues that exploring genre theory can help teachers energize their classroom practices. Genre Theory synthesizes theory and research about genres and provides applications that help teachers artfully address the challenges of teaching high school writing. Knowledge of genre theory helps teachers:

- challenge assumptions that good writing is always the same
- make important connections between reading and writing
- eliminate the writing product/process dichotomy
- outline ways to write appropriately for any situation
- supply keys to understanding the unique requirements of testing situations
- offer a sound foundation for multimedia instruction

Because genre theory connects writing and life, Dean's applications provide detailed suggestions for class projects—such as examining want ads, reading fairy tales, and critiquing introductions—that build on students' lived experience with genres. These wide-ranging activities can be modified for a broad variety of grade levels and student interests.

Curriculum of Peace, A: Selected Essays from English Journal by Virginia R. Monseau. In a world where countries vie with one another for power, where religious extremism breeds hatred, where school shootings are becoming commonplace, and where children are routinely exposed to violent images and texts, is it any wonder that teachers feel frustrated as they try to help students deal with a culture of violence? Terrorist attacks around the world have made even more immediate our need to help students cope with personal conflicts and the reality of war. Many teachers feel helpless as they listen to their students express fear of attending school, concern about the future, and anger at those who would take away their freedom and way of life. *A Curriculum of Peace* attempts to answer the question —What can I do as a teacher?|| by providing a collection of eminently practical articles on teaching for peace that have appeared in past issues of *English Journal*, an NCTE periodical geared toward middle and high school teachers. With a focus on successful classroom activities such as conflict resolution, assertive communication, silent reflection, and simulation with role playing, these articles offer peaceful approaches to conflict that teachers can modify to accommodate their own students and classroom situations. Essays are arranged in three sections—Peace and War, Peace and the Arts, and Peace and Our Schools—and teaching suggestions include interdisciplinary activities as well as activities for the English classroom. In a world that sometimes seems dedicated to violent resolution to conflict, editor Virginia Monseau urges teachers to help students search for peaceful solutions: —We can wring our hands and lament the sad state of the world, or we can decide to take a step toward peace, however small, by making a difference in our classrooms.||

Both Art and Craft: Teaching Ideas That Spark Learning by Diana Mitchell, Leila Christenbury. This lively, readable text offers countless practical ideas for student activities in the areas of literature, reading, writing, and thematic units. From the exploration of ghostly themes, to the writing of resumes for heroes, to devising yearbook entries or Web pages for famous literary characters, *Both Art and Craft* provides the middle school or secondary school classroom teacher a wealth of creative activities and strategies for the day, the week, or the semester. An annotated list of teaching resources offers readers further alternatives.

Critical Encounters in High School English: Teaching Literary Theory to Adolescents by Deborah Appleman. This book challenges current paradigms of literature instruction by making a case for teaching critical theory in high school literature classrooms. It argues for the importance of multiple critical perspectives and urges teachers to expand their theoretical repertoires. Teachers will find actual lessons and strategies for teaching a variety of contemporary literary theories including reader response, feminism, Marxism, and deconstruction.

Making Content Comprehensible for English Learners - The SIOP Model by Jane Echevarria. A unique resource for teachers facing the increasing number of English language learners in today's classrooms, Sheltered Instruction for English Language Learners is a guide to the successful implementation and evaluation of sheltered instruction. It presents the first field-tested model of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP), which provides teachers with an easy-to-use tool for planning effective sheltered lessons and reflecting on their own teaching experience. In each chapter of Sheltered Instruction for English Language Learners, real-life teaching scenarios are used to present the key components of the SIOP model. Underlying strategies, as well as specific indicators of instruction, are identified in a clear and understandable style. At the same time, each vignette is full of useful, practical suggestions for teaching English language learners. Readers can gain ideas for lessons in a variety of content areas and grade levels, and learn techniques for adapting materials and instruction to best meet students' needs. Additionally, each chapter contains a scoring guide to provide feedback on a teacher's own experiences with the sheltered approach — helping to identify strengths and weaknesses, and point the way toward effective teaching solutions." For pre-service and in-service teachers of English language learners.