

Reading Process & Practice, 3rd Edition

Constance Weaver

Professional References for Teachers

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BEING A TEACHER

Fisher, Bobbi. 2000. *The Teacher Book: Finding Personal and Professional Balance*. Portsmouth, NH: Heinemann.

The Teacher Book is just that; it's a book for, by, and about teachers. Fisher uses the ideas of "centering" and "balancing" to raise issues about the realities of teaching and the demands teaching makes on people's lives. Quoting generously from e-mail conversations with teachers from across the continent, Fisher explores the challenges, successes, and strategies involved in finding personal and professional balance. The first part of the book focuses on the variety of stresses that accompany teaching. A particularly in-depth and insightful chapter focuses on stresses related to standards and testing. The second section of the book provides teachers with strategies for thinking about their own lives and striving toward balance.

Reading Process & Practice, 3rd Edition by Constance Weaver (Portsmouth, NH: Heinemann); © 2002. May be reproduced for classroom use only.

Graves, Donald H. 2001. *The Energy to Teach*. Portsmouth, NH: Heinemann.

The Energy to Teach is a book that teachers in today's classroom will greatly appreciate. As the demands on teachers increase exponentially, resources dwindle, and curriculum becomes increasingly imposed and controlled, teachers will welcome Graves' suggestions for finding the energy we all need to teach. Graves suggests that colleagues, parents, curriculum, and our own learning can fuel our teaching. This book is full of stories of teachers who have found ways to energize their own teaching. A particularly helpful chapter focuses on the stresses incurred through policies and practices associated with standardized testing.

Kitagawa, Mary M. 2000. *Enter Teaching! The Essential Guide for Teachers New to Grades 3–6*. Portsmouth, NH: Heinemann.

Enter Teaching! is a book for teachers who may be new to teaching grades 3 through 6 but are excited about establishing a classroom that features a strong classroom community, rich discussions, literature circles, writing workshop, and authentic assessment. This book presents both possibilities and the means for attaining them.

Peters, Dorothy. 2000. *Taking Cues from Kids: How They Think—What to Do About It*. Portsmouth, NH: Heinemann.

Taking Cues from Kids documents one year in the life of a college student teacher supervisor and the twelve student teachers she supervises. Through response journals, the supervisor and student teachers engage in dialogue about their experiences as novice teachers. Topics addressed include learner-centered classrooms, classroom structures, the role of student choice, assessment, parents, and issues of diversity. This is a great book for teachers new to the profession who are interested in establishing their own learner-centered classroom.

CHOOSING BOOKS FOR CHILDREN

Barrera, Rosalinda B., Verlinda D. Thompson, Mark Dressman, and the Committee to Revise the Multicultural Booklist, eds. 1997. *Kaleidoscope: A Multicultural Booklist for Grades K–8*. 2d ed. Urbana, IL: National Council of Teachers of English.

Kaleidoscope is a wonderful resource for teachers interested in extending their book collection to include books on multicultural topics and issues. The books highlighted in this comprehensive volume capture the experiences and challenges faced by people from around the world. Children will also be introduced to various cultural communities closer to home. The books referenced in *Kaleidoscope* will be valuable resources for introducing children to issues and ideas that are addressed in a social studies curriculum. This second edition covers books published between 1993 and 1995.

Beers, Kylene, Teri Lesesne, and Committee on the Senior High School Booklist, eds. 2001. *Books for You: An Annotated Booklist for Senior High*. 14th ed. Urbana, IL: National Council of Teachers of English.

This valuable resource contains an annotated list of over a thousand books for high school students. The books are arranged thematically with indexes and appendixes to support teachers in finding the perfect book for any occasion. A succinct history of young adult literature is included.

Fountas, Irene C., and Gay Su Pinnell. 1999. *Matching Books to Readers: Using Leveled Books in Guided Reading, K–3*. Portsmouth, NH: Heinemann.

Matching Books to Readers compiles 7,500 caption books, natural language texts, series books, and children’s literature selections from kindergarten through grade 3. The books are organized by both title and level of difficulty. Valuable information is provided on using running records and benchmark books for assessment. Charts are included that identify how this leveling system corresponds to grade levels and traditional basal reading programs. The book provides recommendations for selecting quality books and creating a schoolwide, leveled book collection. An easy-to-use grant-writing guide is provided for teachers who may want to obtain funding for acquiring leveled books for their school.

Hart-Hewins, Linda, and Jan Wells. 1999. *Better Books! Better Readers! How to Choose, Use, and Level Books for Children in the Primary Grades*. York, ME: Stenhouse.

Better Books! Better Readers! shows you how to develop a classroom where reading time is more popular than recess. It offers practical guidelines for creating a classroom that stimulates reading, stocking your classroom library, and helping children to grow as readers. Suggestions for matching books to readers are woven through the text. An extensive bibliography will make this book an invaluable guide for teachers.

Horn Book Inc. (updated regularly). *The Horn Book Guide*. Boston, MA.

“*The Horn Book Guide*” is available by subscription at <http://www.hbook.com/>. This marvelous resource is updated twice a year with over 4,000 short, critical reviews of children’s and young adult books being added each year. This easy to use reference is ideal for teachers building a classroom library or recommending books to students, parents, librarians and schools. It is perfect for anyone who strives to put good books into the hands of children.

Kobrin, Beverly. 1988. *Eyeopeners! How to Choose and Use Children’s Books About Real People, Places, and Things*. New York: Viking Penguin.

Eyeopeners! invites teachers to take a whole new look at nonfiction and the potential that nonfiction has to excite young readers. The book offers suggestions for parents, grandparents, teachers, and librarians. Kobrin describes ten tests that educators can use when choosing non-fiction texts. Finally, the book recommends more than five hundred titles grouped categorically that range from motorcycles to mummies.

Pierce, Kathryn Mitchell, ed. 2000. *Adventuring with Books: A Booklist for Pre-K–Grade 6*. 12th ed. Urbana, IL: National Council of Teachers of English.

Adventuring with Books offers twenty chapters written by leaders in the field of literacy. Each chapter focuses on a particular topic or theme that teachers and students can explore in their classrooms. Chapters feature introductory information, suggestions on how to use materials, and rich annotations of quality literature related to the topic or theme of each chapter. Chapter topics and themes range from inquiry and history to Native American literature and gender depictions in literature.

Szymusiak, Karen, and Franki Sibberson. 2001. *Beyond Leveled Books: Supporting Transitional Readers in Grades 2–5*. Portland, ME: Stenhouse.

Is using leveled books always the best decision for all children? The authors of this book suggest that transitional readers need to “broaden their reading strategies and improve their

comprehension instead of simply reading books that are leveled higher than the last book they read.” The authors provide model mini-lessons and recommend strategies for helping children to approach increasingly complex texts. This book highlights the importance of what and who we are teaching rather than dictated procedures and methods.

Trelease, Jim. 2001. *The Read-Aloud Handbook*. 5th ed. New York: Penguin Books.

The Read-Aloud Handbook describes how every child can become a book lover. Trelease explains that reading aloud awakens children’s imaginations, improves their language skills, and opens new worlds of enjoyment. This most recent edition features a wonderful new chapter that explores recent reading phenomena, including the Oprah Book Club, the Harry Potter reading sensation, and reading on the internet. Trelease explains that books can coax children away from television and discusses how read-aloud programs have been credited with raising children’s reading scores on standardized tests. This book is about more than just reading aloud; it’s about the joy books bring to the lives of children and parents. Trelease has a wonderful Web page: <http://www.trelease-on-reading.com/home.html>.

Yokota, Junko, and the Committee to Revise the Multicultural Booklist, eds. 2001. *Kaleidoscope: A Multicultural Booklist for Grades K-8*. 3rd ed. Urbana, IL: National Council of Teachers of English.

Focusing on books by and about people of color, this volume includes approximately six hundred annotations on topics and formats that include picture storybooks, realistic fiction, history and historical fiction, ceremonies and celebrations, biographies and autobiographies, informational books, poetry, and folklore. Includes publisher addresses as well as author, title, and subject indices.

CLASSROOM COMMUNITY

Chambers, Aidan. 1996. *The Reading Environment: How Adults Help Children Enjoy Books*. York, ME: Stenhouse.

The Reading Environment is a book concerned with how teachers design a classroom environment that supports children as they become readers. It contains practical suggestions on school book fairs and displays, reading areas, author visits, and book selection. The author also addresses ways of keeping track of the children’s reading and helping them develop responses to what they have read.

Daniels, Harvey, Marilyn Bizar, and Steven Zemelman. 2001. *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*. Portsmouth, NH: Heinemann.

We often hear teachers voice their frustrations with the refrain, “Maybe we should just start our own school.” That is precisely what the authors of this book did. *Rethinking High School* describes the creation of a school that is organized around eleven key ingredients including a small school size, a diverse and collaborative school community, challenging student inquiry, and assessment practices that involve students monitoring and guiding their own learning. The school’s curriculum reflects national standards and calls for classrooms that are student-centered, holistic, constructivist, and democratic. This book is an important tool for educators who are interested in rethinking high schools in their own communities.

Graves, Donald. 1991. *Build a Literate Classroom*. Portsmouth, NH: Heinemann.

In *Build a Literate Classroom*, Graves explains that the ways children are asked to read and write are central to creating a classroom community that is both literate and student-centered.

This book will help teachers rethink learning and adjust their use of time to encourage children to be lifelong readers and writers. Chapters focus on the roles of reading and writing, conferencing with students, connecting skills to content, seeking students' potential, and raising our expectations for students. The final chapter explores eleven actions that teachers can take to evaluate their own classrooms.

Peterson, Ralph. 1992. *Life in a Crowded Place: Making a Learning Community*. Portsmouth, NH: Heinemann.

Life in a Crowded Place is an inspiring book that describes compelling ways to make your classroom a place of joy, caring, and community for all students. Peterson focuses on the importance of ceremony, rite, and ritual in creating classrooms in which all children feel that they belong. This book provides suggestions for creating a peaceful, cooperative classroom that respects the humanity of all involved, moving far beyond behavior checklists and checkmarks on the board. This is a book that not only can change your classroom but might change your life as a teacher.

Skolnick, Donna. 2000. *More Than Meets the Eye: How Relationships Enhance Literacy Learning*. Portsmouth, NH: Heinemann.

Teachers intuitively understand that the relationships that form among teachers and students are crucial to learning. *More Than Meets the Eye* is about these relationships and what they contribute to the classroom community. As Skolnick describes, relationships “sustain or deplete the learning community.” This book will help all teachers to foster productive relationships in their literacy classrooms.

INQUIRY LEARNING

Berghoff, Beth, Kathryn A. Egawa, Jerome C. Harste, and Barry T. Hoonan. 2000. *Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing*. Urbana, IL: Whole Language Umbrella, National Council of Teachers of English.

Beyond Reading and Writing encourages teachers to support children as they utilize multiple sign systems to explore topics that are compelling and personally significant. Rather than presenting simplistic guidelines for implementing an inquiry curriculum, this book explores inquiry in its full complexity, suggesting six points of departure that build upon the communicative nature of sign systems and how these sign systems can be used to help children understand the underlying processes of literacy. This book also offers compelling stories of classrooms and children, including stories about children who struggle with reading and writing.

Graves, Donald. 1989. *Investigate Nonfiction*. Portsmouth, NH: Heinemann.

Investigate Nonfiction is a great introduction to student inquiry. In this book, Graves explains how teachers can support students as they learn to investigate the world around them. Teachers can use nonfiction books, interviews, letter writing, journals, and note taking to help students think, talk, and write about their world.

Harvey, Stephanie. 1998. *Nonfiction Matters: Reading, Writing, and Research in Grades 3–8*. York, ME: Stenhouse.

Nonfiction Matters is about helping students to identify and explore compelling questions. This book presents strategies for understanding expository text and conducting meaningful research. It includes numerous practical suggestions for organizing and writing effective

nonfiction, from the original idea to the finished product. If you want ideas and strategies, this book has them.

Levy, Steven. 1996. *Starting from Scratch: One Classroom Builds Its Own Curriculum*. Portsmouth, NH: Heinemann.

Starting from Scratch presents an inspired alternative to traditional classrooms. Levy explains the step-by-step observations, thinking, and planning that enable him to develop a variety of original projects with his elementary students. The book offers a creative reconciliation of hotly debated issues in education: project-based learning versus basic skills; integrated curriculum versus discipline-centered instruction; state and national standards versus local and individual interests. Levy's students engage in a variety of exciting inquiry projects; these range from the American Revolution, to why shoes are made in other parts of the world, to how their town got its name.

Manning, Maryanne, Gary Manning, and Roberta Long. 1994. *Theme Immersion: Inquiry-Based Curriculum in Elementary and Middle Schools*. Portsmouth, NH: Heinemann.

Theme Immersion is an invaluable resource for classroom teachers who want to make their teaching exciting and relevant, ensuring that their students will become lifelong learners. The book shows how themes emerge from the experiences and current needs of students. This book covers everything from selection of topics and planning to assessment and evaluation. The final chapter features helpful interviews with theme immersion teachers at various grade levels.

Short, Kathy G., and Carolyn Burke. 1991. *Creating Curriculum: Teachers and Students as a Community of Learners*. Portsmouth, NH: Heinemann.

In *Creating Curriculum*, Short and Burke explore learning as a social process. In this thin volume, they reveal how all learning is ultimately social and how curriculum should center on learning rather than on the teacher or the student. They advocate building upon the social nature of learning through implementation of the authoring cycle. Short and Burke describe how educators can create opportunities for students and teachers to collaboratively create curriculum. This is a great resource for teachers who are ready to challenge the traditional notions of teacher-centered education.

Short, Kathy G., Jerome C. Harste, and Carolyn Burke. 1996. *Creating Classrooms for Authors and Inquirers*. 2d ed. Portsmouth, NH: Heinemann.

Creating Classrooms for Authors and Inquirers is a superb guide to organizing process-centered classrooms. It provides a curricular frame around which teachers can plan classroom activities that incorporate students' ideas and interests. Articles written by teacher researchers illustrate how the concepts described in the book can be applied in classrooms. The second section of the book describes specific activities that teachers can use to make their classrooms places for authors and inquiry. This is truly an excellent resource for teachers who wish to set up a process-centered reading and writing classroom.

Short, Kathy G., Jean Schroeder, Julie Laird, Gloria Kauffman, Margaret J. Ferguson, and Kathleen Marie Crawford. 1996. *Learning Together Through Inquiry: From Columbus to Integrated Curriculum*. York, ME: Stenhouse.

Learning Together Through Inquiry is a practical book featuring six teachers who moved from textbook-based curriculum to thematic units. These teachers use the concept of "discovery" to

begin their year and continue to use the concept of “discovery” to connect inquiries pursued throughout the year. Clear charts outlining each inquiry project are provided. Projects range from Columbus to family histories and nature cycles. Teachers will learn to apply the inquiry cycle and negotiate curriculum around broad concepts in this very compelling book.

LITERACY ASSESSMENT

Brown, Hazel, and Brian Cambourne. 1990. *Read and Retell: A Strategy for the Whole Language/Natural Learning Classroom*. Portsmouth, NH: Heinemann.

Read and Retell describes a simple and easy-to-prepare teaching strategy: the retelling procedure. This strategy not only helps learners gain control over various kinds of genres and offers a powerful way to assess children’s comprehension but also “spills over” into the children’s own writing as children begin to incorporate vocabulary, themes, and writing styles they encountered during the process of reading and retelling. This book provides teachers with suggestions for lessons as well as short texts that they can use with their students.

Calkins, Lucy, Kate Montgomery, Donna Santman, Beverly Falk, and Columbia University: All of the Teachers College Reading and Writing Project. 1998. *A Teacher’s Guide to Standardized Reading Tests: Knowledge Is Power*. Portsmouth, NH: Heinemann.

A Teacher’s Guide to Standardized Reading Tests reflects the authors’ belief that in order to be less victimized by tests, educators need to be more knowledgeable about them. This book invites teachers and students to critically examine the format and procedures of standardized tests, empowering students and teachers to better maneuver testing situations. This book demonstrates how good classroom practices can be adapted to help students prepare for tests and provides guidelines for reading and interpreting test results.

Clay, Marie M. 1993. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann.

An Observation Survey of Early Literacy Achievement presents a detailed account of the procedures and rationale for Marie Clay’s battery of six assessments that teachers can use to develop a profile of a child’s individual literacy progress. These six assessments include letter identification, concepts about print, word reading, writing vocabulary, hearing and recording sounds in words, and running records. Notation for conducting running records and guidelines for scoring are included. Clay makes suggestions for interpreting the results of the Observation Survey.

Johnston, Peter H. 1997. *Knowing Literacy: Constructive Literacy Assessment*. York, ME: Stenhouse.

Knowing Literacy describes the basis of literacy assessment and explains the relationship between teacher assessment and student self-assessment. Johnston explores the nature of literacy and illustrates methods of documenting literacy development. This book includes several examples of checklists, report cards, portfolios, and observation forms. Finally, an accompanying audiotape and two chapters coauthored with Marie M. Clay lead teachers through a step-by-step process of learning how to notate and interpret running records of children’s oral reading. For teachers who are primarily interested in learning to take running records, *Running Records: A Self-Tutoring Guide* (also available through Stenhouse) provides teachers with the audiotape and written materials necessary for teachers to teach themselves how to take and interpret running records.

Kohn, Alfie. 2000. *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools*. Portsmouth, NH: Heinemann.

The Case Against Standardized Testing presents a clearly written and compelling argument against the widespread use of standardized tests in America's schools. Through an easy-to-read question-and-answer format, this book explores the arguments in support of standardized tests and reveals the weaknesses of these arguments. A short and concise book that could easily be read by parents and community members, this work explores not only the dangers of standardized testing but also alternatives to standardized testing and strategies for combating existing testing practices.

Ohanian, Susan. 1999. *One Size Fits Few: The Folly of Educational Standards*. Portsmouth, NH: Heinemann.

One Size Fits Few is an engaging and beautifully written look at teaching within the current climate of educational standards and high-stakes testing. Ohanian makes the case that students arrive in classrooms as unique, fascinating individuals and that excellent teaching requires teachers to be responsive to these differences. Filled with anecdotes that teach powerful lessons, this book aptly captures the frustrations and complexities that accompany teaching in contemporary schools.

Rhodes, Lynn K., and Nancy L. Shanklin. 1993. *Windows into Literacy: Assessing Learners, K–8*. Portsmouth, NH: Heinemann.

Windows into Literacy is a comprehensive guide to all aspects of literacy assessment. This book is packed full of helpful information and materials. Chapters focus on assessing metacognitive aspects of literacy, reading strategies, reading comprehension, and writing. The book explores the strengths and weaknesses of a variety of literacy assessment practices, ranging from norm-referenced tests to portfolios. In a companion book, *Literacy Assessment: A Handbook of Instruments* (Heinemann, 1993), Rhodes provides teachers with forms and formats for implementing many of the assessments introduced in *Windows into Literacy*.

Strickland, Kathleen, and James Strickland. 2000. *Making Assessment Elementary*. Portsmouth, NH: Heinemann.

Making Assessment Elementary describes ways to keep assessment authentic and meaningful, yet satisfy district requirements. The authors provide suggestions for making assessment an enriching, informative process for teachers and students alike. Their book is accompanied by a CD-ROM that features almost fifty reproducible forms that teachers at various grade levels can use. This book explores the challenges of teaching in high-stakes, standardized schools without losing sight of what is most important in teaching and assessment—the students.

Sunstein, Bonnie S., and Jonathan Lovell, eds. 2000. *The Portfolio Standard: How Students Can Show Us What They Know and Are Able to Do*. Portsmouth, NH: Heinemann.

What's new with portfolio assessment? Don't miss *The Portfolio Standard*. This edited collection of articles about portfolios explores portfolios from both the "inside" and the "outside." The first third of the book examines what could be included in a portfolio and how each portfolio is a reflection of the student who created and selected its contents. The second third of the book deals with the ways schools, districts, and regions evaluate and utilize portfolios as measures of student progress. The final section features summaries of the portfolio contents of several people who contributed to the creation of this book. These portfolio cover sheets provide the reader with a sense of what portfolios can be at various levels and for various purposes.

LITERACY DEVELOPMENT

Calkins, Lucy. 1983. *Lessons from a Child*. Portsmouth, NH: Heinemann.

Lessons from a Child is just what the title states. By recording and analyzing the writing development of one child, teachers learn many lessons. Through its focus on one child, this book explores the organization of writing classrooms, student conferences, writing mini-lessons, and children learning to recognize and appreciate quality writing. This is a wonderful book for teachers interested in organizing their writing programs around the individual needs and interests of their students.

Clay, Marie M. 1987. *Writing Begins at Home: Preparing Children for Writing Before They Go to School*. Portsmouth, NH: Heinemann.

Writing Begins at Home answers parents' questions about supporting young children as they begin to write. This book is full of engaging examples of children's writing that range from scribbles to sentences with invented spellings. Clay emphasizes that children come to writing at different times and in different ways. She follows the growth of individual children and examines the changes that occur as children create their own rules for writing and then move toward conventional mechanics of writing. This book tackles the tricky issue of correcting children's errors. This is a book that will be greatly appreciated by parents who want to support their children as writers.

Ferreiro, Emilia, and Ana Teberosky. 1982. *Literacy Before Schooling*. Portsmouth, NH: Heinemann.

In this classic book, Ferreiro and Teberosky recognize young children as active participants in the process of learning to read and write long before they begin school and begin formal instruction. Based on a three-year research study completed in Buenos Aires during the mid-70s, this book explores several critical aspects of the literacy learning process, including how children respond to letters, numbers, and punctuation; distinguish between writing and drawing; and respond to dialect differences. This book provides teachers with specific examples of questioning techniques that they can use to gain insight into children's understandings about written language.

Martens, Prisca. 1996. *I Already Know How to Read: A Child's View of Literacy*. Portsmouth, NH: Heinemann.

I Already Know How to Read is the story of Martens' daughter, Sarah, as she learns to read and write. This book takes the reader on a voyage that entails viewing literacy from the child's perspective. We accompany Sarah on her journey toward formal literacy as Sarah begins to distinguish between drawing and writing, attends to environmental print, invents her own methods for "reading" and "writing," and begins to attend to the ways words sound. At the close of the book, we view Sarah as she enters kindergarten and the world of formal education.

Strickland, Dorothy S., and Lesley Mandel Morrow, eds. 2000. *Beginning Reading and Writing*. Edited by D. S. Strickland and C. Genishi, Language and Literacy Series. New York and Newark, DE: International Reading Association and Teachers College Press.

Beginning Reading and Writing explores those first steps that children take as they enter the world of literacy. Articles in this edited collection address a wide range of issues significant in the development of young readers and writers. The first half of the book focuses on the foundations of literacy; articles in this section address topics that include developmentally appropriate

approaches, children from diverse backgrounds, and the importance of talk and play. The second half of the book explores instructional strategies that will support children as they develop as literacy learners.

Wells, Gordon. 1986. *The Meaning Makers: Children Learning Language and Using Language to Learn*. Portsmouth, NH: Heinemann.

Fifteen years of longitudinal research and study contributed to the creation of *The Meaning Makers*. In this classic text, Gordon Wells and his colleagues followed thirty-two children through their preschool years and into school, documenting their language development. The book is full of fascinating transcripts that capture and illustrate important points made by the author. Suggestions for supporting children as language learners are included.

LITERACY STANDARDS

Crafton, Linda K. 1996. *Standards in Practice, Grades K–2*. Urbana, IL: National Council of Teachers of English.

Standards in Practice, Grades K–2 provides the reader with rich descriptions of primary classrooms that illustrate the NCTE/IRA Standards in action. Throughout the book, the challenge of excellent teaching is consistently highlighted and the journey toward excellence is celebrated. Each of the eight chapters presents a rich description of a real-life classroom followed by reflective commentary and links between key NCTE/IRA standards and the classroom described.

Falk, Beverly. 2000. *The Heart of the Matter: Using Standards and Assessment to Learn*. Portsmouth, NH: Heinemann.

The Heart of the Matter is a book about helping teachers to stay focused on teaching and learning despite the current climate of imposed standards and high-stakes testing. In this book, Falk helps teachers to identify and implement educational standards that are worth pursuing and create authentic assessments that correspond to those standards. This is a great book for teachers who are working within a standards-based system, yet strive to ensure that standards-based educational experiences are worthwhile, productive, and humane.

Jago, Carol. 2001. *Beyond Standards: Excellence in the High School English Classroom*. Portsmouth, NH: Heinemann.

The dangers of educational standards are often assumed to threaten those students who fail to meet the standards as determined by high-stakes tests. In *Beyond Standards*, Carol Jago suggests that the danger of standards lies in the limiting of possibilities of all our students and that minimum standards will create a ceiling for student achievement. In this book, Jago describes a rich and powerful high school English program that challenges all students and challenges the idea that imposed standards alone will create long-term gains in student achievement. Remarkable examples of student writing are included.

Meier, Deborah, Theodore Sizer, Linda Nathan, Abigail Thernstrom, Gary B. Nash, Richard Murnane, and William Ayers. 2000. *Will Standards Save Public Education?* Boston: Beacon.

The current movement in American schools toward standards-based instruction and the accompanying proliferation of standardized tests have provided fuel for debate that challenges the most basic premises of the American educational system. In asking educators from a variety of perspectives the question “Will standards save public education?” Deborah Meier has put

together a compelling set of essays that explore both sides of the standards debate. This book must be read by all educators who are concerned about the effects that standards-based mandates will have in their classrooms.

National Council of Teachers of English. 1996. *Motivating Writing in Middle School*. Standards Consensus Series. Urbana, IL: National Council of Teachers of English.

Motivating Writing in Middle School provides middle school teachers with a vast selection of writing activities that share a strong emphasis on experiential writing. NCTE has designed this volume to describe classroom activities that exemplify sound implementation of the NCTE/IRA Standards for the English Language Arts. Activities emphasize using artifacts in the writing classroom, self-exploration through writing, real-world writing, peer editing, self-editing, and student-teacher interactions.

National Council of Teachers of English. 1996. *Teaching Literature in Middle School: Fiction*. Standards Consensus Series. Urbana, IL: National Council of Teachers of English.

Teaching Literature in Middle School explores both fundamental components of fiction such as exploring character and theme as well as more complex aspects of teaching fiction, including literary criticism and creating reading communities. The National Council of Teachers of English has compiled this volume to present classroom activities that exemplify sound implementation of the NCTE/IRA Standards for the English Language Arts.

National Council of Teachers of English. 1996. *Teaching Reading and Literature, Grades 4–6*. Standards Consensus Series. Urbana, IL: National Council of Teachers of English.

Teaching Reading and Literature, Grades 4–6 is a wonderful resource for teachers in grades 4 through 6 who are interested in implementing a language arts program that reflects NCTE/IRA Standards for the English Language Arts. The National Council of Teachers of English has compiled this volume to share classroom activities that exemplify the NCTE/IRA Standards for intermediate students. This remarkable volume contains activities collected from teachers from around the world. Topics addressed in this book focus on student inquiry, student response and analysis of literature, and the use of artifacts and student presentations in the language arts classroom.

National Council of Teachers of English. 1997. *Teaching Reading and Literature in Early Elementary Grades*. Standards Consensus Series. Urbana, IL: National Council of Teachers of English.

Teaching Reading and Literature in Early Elementary Grades is a potpourri of possibilities for teachers of young children. Through the efforts of the National Council of Teachers of English, colleagues from around the world have contributed to this remarkable volume of classroom activities that exemplify sound implementation of the NCTE/IRA Standards for the English Language Arts. Activities emphasize supporting students' growth toward reading, responding to literature, integrating the language arts, and integrating reading and literature across the curriculum.

National Council of Teachers of English and the International Reading Association. 1996. *Standards for the English Language Arts Classroom*. Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association.

The *Standards for the English Language Arts Classroom* is the result of a collaborative effort of the National Council of Teachers of English and the International Reading Association. Thousands of educators, researchers, parents, and policy makers from across the country collaborated

over the course of four years to create this document. This publication describes the content, purpose, and development of the standards and provides a detailed description of each standard. Classroom vignettes describing standard-based instruction in practice are included.

Ohanian, Susan. 1999. *One Size Fits Few: The Folly of Educational Standards*. Portsmouth, NH: Heinemann.

One Size Fits Few is an engaging and beautifully written look at teaching within the current climate of educational standards and high-stakes testing. Ohanian makes the case that students arrive in classrooms as unique, fascinating individuals and that excellent teaching requires teachers to be responsive to these differences. Filled with anecdotes that teach powerful lessons, this book aptly captures the frustration and complexities that accompany teaching in today's schools.

Sierra-Perry, Martha, Jan Ewing, Deborah Foertsch, and Stephanie Sierra. 1996. *Standards in Practice, Grades 3–5*. Urbana, IL: National Council of Teachers of English.

Standards in Practice, Grades 3–5 visits the classrooms of four exceptional teachers to observe the NCTE/IRA Standards in practice. This book consistently views teaching as a process in which teachers continuously work toward creating increasingly successful learning experiences for their students. The first four chapters present rich descriptions of real-life classrooms followed by brief sections that connect key NCTE/IRA Standards to each of the classrooms visited.

Smagorinsky, Peter. 1996. *Standards in Practice, Grades 9–12*. Urbana, IL: National Council of Teachers of English.

Are standards compatible with a learner-centered classroom that recognizes and builds upon student strengths? This innovative book describes how NCTE and IRA English Language Arts Standards can be used to create classrooms that acknowledge and celebrate the communities in which they reside. Extensive narratives describe innovative and exemplary classrooms that are also characterized by high standards for students.

Wilhelm, Jeffery D. 1996. *Standards in Practice, Grades 6–8*. Urbana, IL: National Council of Teachers of English.

Standards in Practice, Grades 6–8 visits schools and classrooms where instruction addresses the NCTE/IRA Standards. This book presents rich descriptions of not only classrooms and classroom practices but also the thinking and dialogue that occurs when teachers work toward implementation of excellent classroom practices. The reader will witness real-life teaching scenarios as teachers struggle to create classrooms that are excellent places for teaching and learning. The NCTE/IRA Standards addressed in each classroom are highlighted.

Zemelman, Steve, Harvey Daniels, and Arthur Hyde. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools*. 2d ed. Portsmouth, NH: Heinemann.

Standards, standards, standards . . . teachers are inundated with standards designed to lead us into the “promised land” of educational reform. In *Best Practice*, Zemelman and his colleagues provide educators with a sane examination of standards and describe how standards can be used to improve teaching and help teachers to move toward creating excellent classroom experiences for all children. This book explores the dangers of simplistic and mechanistic implementation of standards in the name of improved test scores and rallies for practical and manageable standards

that serve to improve the educational experiences of children. This comprehensive volume reviews standards for reading, writing, mathematics, science, social studies, and the arts along with descriptions of exemplary programs.

LITERATURE AND LITERATURE GROUPS

Berghoff, Beth, Kathryn A. Egawa, Jerome C. Harste, and Barry T. Hoonan. 2000. *Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing*. Urbana, IL: Whole Language Umbrella and the National Council of Teachers of English.

Beyond Reading and Writing encourages teachers to support children as they utilize multiple sign systems to explore topics that are compelling and personally significant. Rather than presenting simplistic guidelines for implementing an inquiry curriculum, this book explores inquiry in its full complexity, suggesting six points of departure that emphasize the communicative nature of sign systems and how these sign systems can be used to help children understand the underlying processes of literacy. This book also offers compelling stories of classrooms and children, including stories about children who struggle with reading and writing.

Chambers, Aidan. 1996. *Tell Me: Children, Reading, and Talk*. York, ME: Stenhouse.

Tell Me describes a strategy that teachers can use to guide students' conversations about literature. Children learn to share their enthusiasm, confusions, critiques, and connections to texts with their peers. Strategies for helping children to talk about books, transcripts of student conversations, and suggestions for extension activities are included.

Daniels, Harvey. 2002. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. 2d ed. York, ME: Stenhouse.

This second edition of *Literature Circles* continues to draw upon the stories of classroom teachers who work with students in kindergarten through college classrooms to explore the many possibilities presented by the use of literature circles in classrooms. While continuing to deliver ample guidance and inspiration for teachers who want to implement literature circles, this new edition explores the phenomenal growth of literacy circles and book clubs in schools and communities. With this immense growth, there have been opportunities for reflection and refinement that Daniels uses to inform this new edition. Guidelines for scheduling, record-keeping, and evaluation at all grade levels are provided. Chapter 14 features a question-and-answer format for twenty-two commonly asked questions about literature study.

Hill, Bonnie Campbell, Nancy J. Johnson, and Katherine L. Schlick Noe, eds. 1995. *Literature Circles and Response*. Norwood, MA: Christopher-Gordon.

In this edited volume, chapters focus on several different aspects of literature circles. Several chapters focus specifically on establishing literature circles with emergent readers; others focus on the needs of older students. Among the many topics addressed in this rich collection are getting back on course when literature circles flounder, fostering student reflection, choosing books for literature circles, deepening student response through the arts, and assessing literature circles.

Hill, Bonnie Campbell, Katherine L. Schlick Noe, and Nancy J. Johnson. 2001. *Literature Circles Resource Guide: Teaching Suggestions, Forms, Sample Book Lists, and Database*. Norwood, MA: Christopher-Gordon.

The *Literature Circles Resource Guide* is packed full of schedules, formats, and reproducible materials to support teachers as they implement literature circles in their classrooms. An

accompanying CD-ROM provides easy access to forms, sample booklists, and a database. This book is a real time-saver for the busy classroom teacher.

Jenkins, Carol Brennan. 1999. *The Allure of Authors: Author Studies in the Elementary Classroom*. Portsmouth, NH: Heinemann.

The Allure of Authors is about the magic of authors and the stories they create. After describing the rationale for author studies, this book presents three historical perspectives on author study and makes a case for valuing various types of responses to literature. Jenkins presents author studies based on the work of Carolyn Coman, Mem Fox, Avi, and Joanna Cole, followed by responses written by the authors. The book closes with possibilities for future author studies.

Kooy, Mary, and Jan Wells. 1996. *Reading Response Logs: Inviting Students to Explore Novels, Short Stories, Plays, Poetry, and More*. Markham, Ontario, Canada: Pembroke.

Reading Response Logs is a practical resource for using reading response logs to enhance the study of literature. The book shows how to use reading response logs to explore short stories, novels, poetry, plays, and autobiographies while creating a community of readers.

McMahon, Susan I., and Taffy E. Raphael, eds. 1997. *The Book Club Connection: Literacy Learning and Classroom Talk*. New York and Newark, DE: Teachers College Press and International Reading Association.

The Book Club Connection is a comprehensive text about implementing book clubs in classrooms, yet it is also much more than that. This book explores beliefs, issues, and practices that are at the forefront of literacy education. It discusses language, ethnic, and academic diversity; authentic assessment; and the social construction of meaning and knowledge. This book contains the work of university-based researchers yet also offers very thoughtful perspectives from teachers using book clubs in their own classrooms.

Noe, Katherine L. Schlick, and Nancy J. Johnson. 1999. *Getting Started with Literacy Circles*. Norwood, MA: Christopher-Gordon.

Getting Started with Literacy Circles provides an easy-to-follow guide to establishing literature circles in your classroom. The book is packed with commonly asked questions about literature circles and commonsense answers. This book covers everything from setting goals and establishing a collaborative classroom climate to selecting quality books and nurturing rich literature discussions. This clearly written book is certain to support any teacher in his or her initial attempts with literature circles.

Peterson, Ralph, and Maryann Eeds. 1990. *Grand Conversations: Literature Groups in Action*. New York: Scholastic.

Grand Conversations is a lively and inspiring book about children reading and sharing real books in the classroom. It outlines how teachers can organize literature discussion groups in order to create conversations among students about literature. This book explores literary elements of text that can lead to enlightening and inspiring conversations among students. It provides excellent strategies and wonderful formats that students and teachers can use to monitor participation in literature study experiences.

Rosenblatt, Louise M. 1995. *Literature as Exploration*. 5th ed. New York: Modern Language Association. Original edition, 1938.

Although originally published in 1938, *Literature as Exploration* remains a remarkably current and timely book. This classic text rejects singular approaches to the interpretation of texts

and emphasizes the ways individuals interact with texts to create unique and multiple interpretations. Students are expected to be able to explain and defend their personal readings of texts. Rosenblatt views literature as critical to both heightening our understandings of others different from ourselves and providing new insights and offering new possibilities to the reader.

Samway, Katharine Davies. 1996. *Literature Study Circles in a Multicultural Classroom*. York, ME: Stenhouse.

Literature Study Circles is full of dialogue and rich descriptions lifted from actual classrooms. Readers will feel themselves being caught up in the energy of literature study classrooms. This book provides teachers with guidelines for establishing routines, suggestions for locating appropriate texts, and modifications for working with inexperienced readers or students who are learning English as a second language. The role of literature study in confronting prejudices and developing cross-cultural understanding is also addressed. While an excellent resource for teachers interested in implementing literature study, this book does not claim to have all the answers; the final chapter, titled “What Next?”, points to directions for further work.

Short, Kathy G. 1997. *Literature as a Way of Knowing*. Gale Institute. York, ME: Stenhouse.

Literature as a Way of Knowing outlines the four roles literature can play in curriculum. Literature can become a way to learn language, explore content, know the world, and critique the world. This delightful book shows the reader how to use real books to provide children with opportunities for learning. It includes teaching strategies for independent reading, reading aloud, author studies, literature circles, and much more.

Short, Kathy G., and Kathryn Mitchell Pierce, eds. 1998. *Talking About Books: Literature Discussion Groups in K–8 Classrooms*. Portsmouth, NH: Heinemann.

Talking About Books is a collection of essays that focus on literature discussions in classrooms. The twelve essays in this collection are organized into three sections. The first section examines the important role literature plays in classrooms and the development of a community of learners that shares and celebrates literature. The second section explores the ways classrooms can be organized to support student literature discussions. The final section addresses the role of literature study in curriculum. This book includes essays by well-known literacy educators, including Charlotte Huck, Karen Smith, Carol Gilles, and of course the coeditors, Kathy Short and Kathryn Mitchell Pierce.

Sorensen, Marilou, and Barbara Lehman, eds. 1995. *Teaching with Children’s Books: Paths to Literature-Based Instruction*. Urbana, IL: National Council of Teachers of English.

Teaching with Children’s Books explores all aspects of using literature in classrooms. This edited volume includes articles from twenty-eight distinguished literacy educators. Issues addressed include teachers as readers, self-selected books for beginning readers, critical aesthetic responses to literature, using informational books, and assessment, as well as many other topics.

MISCUE ANALYSIS

Goodman, Yetta M., and Ann M. Marek. 1996. *Retrospective Miscue Analysis: Revaluing Readers and Reading*. Katonah, NY: Richard C. Owen.

In *Retrospective Miscue Analysis* the authors discuss the need for teachers to “revalue” their students as readers. Instead of viewing students as nonreaders, deficient, or disabled, teachers

can use the strategies outlined in this book to help troubled readers see themselves as strategic readers who can use knowledge and strategies to gain meaning from text. The authors describe a process in which a student views miscues that have been carefully selected by the teacher from a miscue analysis of the child reading. These miscues become the basis of an instructional conversation between the teacher and the student in which they identify strategic processing on the part of the student and discuss additional strategies that the student can apply in the future. Also included are procedures for guiding RMA with groups of students.

Goodman, Yetta, Dorothy Watson, and Carolyn Burke. 1987. *Reading Miscue Inventory: Alternate Procedures*. Katonah, NY: Richard C. Owen.

Reading Miscue Inventory will provide teachers with a “window on the reading process.” This classic book describes four miscue procedures that are designed to meet a variety of purposes for teachers and researchers. In addition to information about miscue procedures, this book provides a theoretical understanding of miscue analysis, a taxonomy of miscues relative to what the child’s errors retain from the intended text, suggestions for eliciting aided and unaided retellings of what children read, and connections between miscue analysis and curriculum development. This book is a must for teachers interested in understanding their students as readers.

Wilde, Sandra. 2000. *Miscue Analysis Made Easy: Building on Student Strengths*. Portsmouth, NH: Heinemann.

Miscue Analysis Made Easy leads the way, offering a lucid, commonsense explanation of what exactly reading is and how it works. Wilde describes both the thinking processes and the linguistic systems that readers use to build their understanding of text. Through a careful review of these systems, teachers learn to assess what readers can do. In addition, the book provides step-by-step diagnostic procedures, based primarily upon Goodman, Watson, and Burke’s Procedure 3, to identify and then build upon each student’s strengths. Finally, Wilde shows how this whole process can be used to help students implement strategies they can use to monitor their own comprehension of texts.

MULTIAGE TEACHING

Kasten, Wendy, and Barbara K. Clarke. 1993. *The Multi-Age Classroom: A Family of Learners*. Katonah, NY: Richard C. Owen.

The Multi-Age Classroom is a short book that is packed full of valuable information. This book reviews the differences between unit-level (grade-level) and multiage groupings. A review of research in support of multiage classrooms is presented. Anecdotal descriptions of a variety of multiage classrooms are provided. This book ends with a valuable question-and-answer section focusing on issues related to creating multiage classrooms.

Kasten, Wendy, and Elizabeth Monce Lolli. 1998. *Implementing Multiage Education: A Practical Guide*. Norwood, MA: Christopher-Gordon.

Implementing Multiage Education provides teachers and administrators with practical advice on moving toward establishing multiage classrooms in their schools. Critical to this conversation is the ways administrators can support their staff through the change process. Particular attention is paid to welcoming the voices of parents. Suggestions for designing a curriculum that meets the needs of students across grade levels are included. A vast array of resources and reproducibles is provided in this book’s generous appendices.

READ-ALoud, THINK-ALoud, AND SHARED, GUIDED, AND SUSTAINED READING

Allen, Janet. 2000. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading, 4–12*. Portland, ME: Stenhouse.

Yellow Brick Roads is an inspiring and engaging book that is certain to help teachers of students in grades 4–12 to develop their reading and writing programs. This book explores the many obstacles that can impede reading success and prescribes reading aloud, shared reading, and guided reading to help older students discover the joys of reading and writing. Throughout the book, special attention is paid to students who may find reading challenging and unrewarding.

Allen, Janet, and Kyle Gonzalez. 1998. *There's Room for Me Here: Literacy Workshop in the Middle School*. York, ME: Stenhouse.

There's Room for Me Here portrays theory-based strategies for helping regular and struggling students to become motivated and successful readers and writers. The authors describe how they establish literacy workshops, keep effective and informative records, and design reading and writing practices that help students read content-specific texts. They also demonstrate how to choose and use effective resources; help students establish goals and assess their own progress; and use read-alouds as well as shared, guided, and independent reading and writing. Finally, the book includes record-keeping forms, extensive bibliographies, professional materials, and sample strategy lessons.

Dorn, Linda, Cathy French, and Tammy Jones. 1998. *Apprenticeship in Literacy: Transitions Across Reading and Writing*. York, ME: Stenhouse.

Apprenticeship in Literacy explores the ways teachers can use guided reading and assisted writing to support children as readers and writers. This book provides the reader with a clear introduction to “cognitive apprenticeship” by using carefully selected transcripts of interactions between teachers and students. The book is grounded in Vygotskian theories that place social interaction at the core of the learning process. Chapters focus on both guided reading within the regular classroom and a guided reading model that can be used to provide struggling students with supplemental reading and writing opportunities in addition to the regular classroom program.

Fisher, Bobbi, and Emily Fisher Medvic. 2000. *Perspectives on Shared Reading: Planning and Practice*. Portsmouth, NH: Heinemann.

This is a collection of very practical and useful strategies for implementing a shared reading curriculum in pre-K through grade 2 classrooms. The authors begin by explaining the connection between shared reading and reading bedtime stories. *Perspectives on Shared Reading* includes discussions on organizing for shared reading, developing teaching strategies with varied texts, and inspiring student and parent participation. The two authors provide an interesting and useful contrast: Fisher is an experienced teacher while Fisher-Medvic is a novice teacher.

Fountas, Irene C., and Gay Su Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Guided Reading explains how to create a balanced literacy program using guided reading within a comprehensive literacy framework. It includes guidelines for observation and assessment, selecting and introducing books, dynamic grouping of readers, teaching for strategies, creating sets of leveled books, and classroom management. The appendix features a list of more

than 2,500 leveled books along with other reproducible resources for teachers. This is a fantastic resource book that provides teachers not only with a clear understanding of guided reading but also a rich set of resources to support a guided reading program.

Fountas, Irene C., and Gay Su Pinnell. 2001. *Guiding Readers and Writers, Grades 3–6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

Guiding Readers and Writers, Grades 3–6 presents a comprehensive literacy program for children in the intermediate grades, featuring such essential components as guided reading, literature study, and student research. The book presents strategies for teaching comprehension, word analysis, and writing. Each section of the book closes with suggestions specifically designed for struggling readers and writers. A rich collection of appendices provides teachers with everything from planning guides and assessment tools to an extensive leveled book list.

Fox, Mem. 2001. *Reading Magic: Why Reading Aloud to Your Children Will Change Their Lives Forever*. San Diego, CA: Harcourt.

This engaging and story-filled book celebrates the important contributions parents make to their children's literacy development. Noted children's author and educator Mem Fox explores the supportive relationships that form between parents and children through reading aloud and encourages parents to read regularly with their children. In addition to sharing the importance of reading aloud, Fox describes interactive games for parents and children to do with books, the importance of providing children with numerous writing opportunities, and even the potential of refrigerator magnets. Fox reminds her audience that only 50% of the words in the English language are phonetically decodable, emphasizing the importance of treating reading as more than a phonetic exercise.

Hill, Susan. 1999. *Guiding Literacy Learners*. York, ME: Stenhouse.

Guiding Literacy Learners is a highly accessible resource for helping teachers interested in implementing guided reading in their classrooms. This book provides suggestions and guidelines for setting up a guided reading classroom. The importance of modeling, scaffolding, coaching, and talking are highlighted. The use of leveled texts and appropriate assessments is also addressed. This book is a great starting place for teachers just beginning to implement guided reading.

Parkes, Brenda. 2000. *Read It Again! Revisiting Shared Reading*. Portland, ME: Stenhouse.

Read It Again! will increase both enthusiasm and substance around shared reading in any teacher's classroom. This book not only examines the importance of shared reading and provides teachers with helpful suggestions but also explores a rich range of possibilities for shared reading that extend far beyond the basics. Particularly helpful chapters focus on using shared reading to explore narrative and informational texts. Possibilities for student innovations on commercial big books are presented as well as considerations for choosing materials for shared reading.

Pilgrew, Janice. 2000. *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Portsmouth, NH: Heinemann.

Developing a successful sustained silent reading (SSR) program involves more than giving children books and telling them to read. *The SSR Handbook* identifies eight factors that increase the effectiveness of sustained silent reading. A thorough research base, supporting implementation of SSR, is presented. This book covers every aspect of SSR, from planning a successful program and staff training to follow-up activities for students.

Schulman, Mary Browning, and Carleen daCruz Payne. 2000. *Guided Reading: Making It Work*. New York: Scholastic.

This practical resource will assist teachers in implementing guided reading groups in their primary classrooms. *Guided Reading* provides a myriad of suggestions and guidelines for making guided reading work. Chapters focus on stages of literacy and the selection of books, managing the classroom, phonics and word study, and assessment and evaluation. This book is full of photographs, helpful charts, and samples of student work that are sure to inspire any teacher. Finally, the appendix contains an extensive list of leveled books.

Taberski, Sharon. 2000. *On Solid Ground: Strategies for Teaching Reading, K–3*. Portsmouth, NH: Heinemann.

Informed by current thinking and research, *On Solid Ground* is loaded with advice, booklists, and ready-to-use reproducibles. The words and work of real children fill its pages as it describes teacher modeling of reading strategies, individual reading conferences, independent reading, shared and guided reading, assessment, and much, much more.

Trelease, Jim. 2001. *The Read-Aloud Handbook*. 5th ed. New York: Penguin Books.

The Read-Aloud Handbook describes how every child can become a book lover. Trelease explains that reading aloud awakens children's imaginations, improves their language skills, and opens new worlds of enjoyment. This most recent edition features a wonderful new chapter that explores recent reading phenomena, including the Oprah Book Club, the Harry Potter reading sensation, and reading on the internet. Trelease explains that books can coax children away from television and describes how read-aloud programs have been credited with raising children's reading scores on standardized tests. This book is about more than just reading aloud; it's about the joy books bring to the lives of children and parents. Trelease has a wonderful Web page: <http://www.trelease-on-reading.com/home.html>.

Wilhelm, Jeffrey D. 2001. *Improving Comprehension with Think-Aloud Strategies*. New York: Scholastic Professional Books.

Teaching rather than telling is the philosophy behind *Improving Comprehension with Think-Aloud Strategies*. In this book, Jeffrey Wilhelm explains how to make the invisible and elusive process of reading the object of thought for students by utilizing think-aloud processes. This remarkable book is packed full of examples of think-alouds that teachers can model for their students, to help them make sense of text. The book's introduction contains a valuable and informative, yet concise, review of Vygotskian learning theory.

READING PROCESS

Goodman, Kenneth S. 1996. *Ken Goodman: On Reading*. Portsmouth, NH: Heinemann.

On Reading presents a thorough, yet highly readable analysis and explanation of reading processes. The book begins by looking at languages and how languages operate. Goodman then explores how written texts work and what the reading process entails. Finally, this book illustrates connections between the theoretical points explored in the book and the translation of these ideas into practice. Written by Kenneth Goodman, the highly esteemed reading researcher, this book is a valuable resource for teachers seeking a better understanding of reading.

Smith, Frank. 1994. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. 5th ed. Hillsdale, NJ: Lawrence Erlbaum.

Understanding Reading strives to help teachers do just that—understand reading. Frank Smith explores fundamental aspects of reading and the process of learning to read. He examines reading

as a process that is linguistic, psychological, and social in nature. Recognizing reading as a complex act that involves both thought and language, Smith explores a range of topics, including spoken language, comprehension, memory, eye movement, letter identification, word identification, and thought. This comprehensive book is a classic that will continue to enlighten generations of teachers and teacher educators.

Smith, Frank. 1997. *Reading Without Nonsense*. 3d ed. New York: Teachers College Press.

Reading Without Nonsense explores what is essential in teaching young children to read. This book suggests that teachers must move beyond the elusive quest for best methods and focus on how teachers can interact with children to foster active and engaged readers. Smith describes reading as a communication system that requires readers to actively engage with texts for authentic purposes.

Stephens, Diane, ed. 1990. *What Matters? A Primer for Teaching Reading*. Portsmouth, NH: Heinemann.

In *What Matters?* a group of master's degree students, who are also teachers, use stories from their own classrooms to explore what really matters in helping children learn to read. Chapters focus on a variety of topics, including observing what children already know about language, inviting children to read, making informed observations, questioning students and responding to their contributions, and getting started with a literature-rich classroom. This is a short, highly readable book that promises to inspire both novice and experienced teachers.

Weaver, Constance, Lorraine Gillmeister-Krause, and Grace Vento-Zogby. 1996. *Creating Support for Effective Literacy Education*. Portsmouth, NH: Heinemann.

Creating Support for Effective Literacy Education clearly conveys important concepts about effective teaching and literacy learning. It is a book that not only explains what effective literacy educators do but also serves as an invaluable resource for community and/or staff development. This book provides the literacy presenter with useful reproducible transparencies and presentation handouts.

RESEARCH ON TEACHING READING: A COMPREHENSIVE LITERACY PERSPECTIVE

Allington, Richard, and Sean A. Walmsley, eds. 1995. *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. Edited by D. S. Strickland and C. Genishi, Language and Literacy Series. Newark, DE and New York: International Reading Association and Teachers College Press.

No Quick Fix is a collection of essays written by highly esteemed educators exploring a variety of approaches that are designed to ensure that all children learn to read and write. Chapters focus on Reading Recovery, Chapter I Schoolwide Projects, Accelerated Schools, and many other programs and policies. These chapters are accompanied by introductory chapters that offer a framework to guide changes in literacy programs.

Burke, Jim. 1999. *I Hear America Reading: Why We Read—What We Read*. Portsmouth, NH: Heinemann.

Jim Burke sent a letter to the editor at a San Francisco newspaper asking people to write to his high school students about their experiences with books and the role reading has played in their lives. Selected responses from more than four hundred people became the book *I Hear America Reading*. Fifty letters are included in this slim volume, including letters from an author, a cattle rancher, a prison inmate, a college professor, an actor, a retired person, a student, a lawyer,

and many others. Interspersed among the letters are quotes from famous writers and figures in history. The appendix of the book features an extensive “list of lists” that includes the top ten books in every conceivable category. This is a book that is certain to both inspire and entertain.

Coles, Gerald. 1998. *Reading Lessons: The Debate over Literacy*. New York: Hill and Wang.

Reading Lessons presents a review of research that supports holistic, meaningful, and humane approaches to learning to read. Coles brings together a range of research to build a compelling argument for reading instruction that is contextualized within meaningful events, recognizes the importance of the students’ feelings, and emphasizes reading as a meaning-making process. He critiques practices that limit possibilities for students (i.e., intelligence testing, tracking, and deficit-driven models of learning disabilities).

Coles, Gerald. 2000. *Misreading Reading: The Bad Science That Hurts Children*. Portsmouth, NH: Heinemann.

Misreading Reading presents claims that are currently made about learning to read and then reviews in detail what research actually shows. Coles takes on the most commonly cited claims that are currently used to influence public policy and school legislation throughout the United States. Claims that are refuted include the claim that the chief-causal role of phonemic awareness plays a major role in learning to read, the need for skills-training programs to teach reading, and the superiority of skills instruction over holistic approaches. This book presents a thorough and compelling argument against simplistic skills-oriented approaches to teaching reading.

Daniels, Harvey, Steve Zemelman, and Marilyn Bizar. 1999. “Whole Language Works: Sixty Years of Research.” *Educational Leadership* 57 (2):32–37.

In this article, Harvey Daniels and his colleagues challenge the notion that “decodable text” is superior to whole language approaches to learning to read. Daniels cites sixty years of reading research that supports holistic, meaning-based approaches to learning to read. This is a valuable article for educators faced with justifying holistic, literature-based approaches to teaching reading.

Garan, Elaine. 2002. *Resisting Reading Mandates: How to Triumph with the Truth*. Portsmouth, NH: Heinemann.

Elaine Garan calls the Report of the National Reading Panel a “shamelessly flawed research effort” and then provides compelling information to support this statement. This book reveals the significant inconsistencies between the well-circulated summary of the National Reading Panel Report and the report itself. While the actual report stresses a “balanced approach” to literacy, the summary clearly promotes a phonics orientation. This book alerts us to the political nature of this highly controversial document. Every teacher should read this book.

Goodman, Kenneth S., ed. 1998. *In Defense of Good Teaching: What Teachers Need to Know About the “Reading Wars.”* York, ME: Stenhouse.

In Defense of Good Teaching reveals the ways politics and reading instruction come together in communities and schools. Recent attempts to denigrate holistic approaches to reading instruction have been fed by the misrepresentation of holistic ideals and conflicting political agendas that are played out in classrooms, schools, and boardrooms. This edited volume includes essays that explore the role of religion in reading debates, politically charged legislation in California and Texas, the political mandating of particular types of reading instruction, and the inadequacy of the research that supports these initiatives. This is a book that will help all teachers to recognize the ways political agendas enter our classrooms.

Heath, Shirley Brice. 1983. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge, MA: Cambridge University Press.

Ways with Words is the classic text to help teachers understand the intersections between language, learning, school, and home. This book has greatly influenced the ways educators think about literacy, language, and children and has become a staple in college classrooms. Anyone who has not read this important ethnography of three intersecting communities should do so. The final section of the book describes powerful ways that teachers have applied the findings of this research to their own classrooms.

Holdaway, Don. 1979. *The Foundations of Literacy*. Portsmouth, NH: Heinemann.

In 1983, *The Foundations of Literacy* became a catalyst for rethinking literacy instruction across America. This book brought together ideas from the work of many educators, including Sylvia Ashton-Warner, Kenneth Goodman, and Marie Clay. Holdaway described reading as more than decoding text; he placed reading within social and cultural contexts, challenging the existing basal-driven approaches to reading instruction.

Kohn, Alfie. 1999. *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and “Tougher Standards.”* Boston: Houghton Mifflin.

The Schools Our Children Deserve raises serious challenges to the assumption that higher standards will result in better educational experiences for children. Kohn argues that high-stakes testing and its accompanying skills-oriented curriculum actually limit educational opportunities for children. Kohn is interested in ensuring that all children move beyond learning to recite facts and pass tests. In this book Kohn takes on misguided ideas about motivation, evaluation, school reform, and school improvement. The second half of the book focuses on creating the types of schools our children deserve. Do not miss Kohn’s appendix that reviews research demonstrating the “superiority of nontraditional schools.”

McQuillan, Jeff. 1998. *The Literary Crisis: False Claims, Real Solutions*. Portsmouth, NH: Heinemann.

The Literary Crisis is a powerful book that begins by deconstructing seven commonly cited myths about literacy in America. Throughout the book, McQuillan reviews an amazing range of research studies to explore factors that have been identified as the cause of children’s reading difficulties. The book concludes that access to large numbers of high-quality books is the most significant factor for ensuring that all children learn to read.

Moustafa, Margaret. 1997. *Beyond Traditional Phonics: Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.

Beyond Traditional Phonics contrasts exciting discoveries about how children learn to read with traditional assumptions about reading. This book focuses on how children develop phonics knowledge and how we can teach phonics more effectively. While short and highly readable, this book provides the reader with a thorough, thoughtful, and enlightening presentation of issues related to phonics instruction.

Smith, Frank. 1994. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. 5th ed. Hillsdale, NJ: Lawrence Erlbaum.

Understanding Reading strives to help teachers do just that—understand reading. Frank Smith explores fundamental aspects of reading and the process of learning to read. He examines reading as a process that is linguistic, psychological, and social in nature. Recognizing reading as a complex act that involves both thought and language, Smith explores a range of topics,

including spoken language, comprehension, memory, eye movement, letter identification, word identification, and thought. This comprehensive book is a classic that will continue to enlighten generations of teachers and teacher educators.

Smith, Frank. 1995. *Between Hope and Havoc: Essays into Human Learning and Education*. Portsmouth, NH: Heinemann.

Between Hope and Havoc is a collection of essays that explores various issues related to the teaching and learning of reading. In this succinct collection, Smith explores the potential power of school literacy experiences to construct and/or destroy students' identities as readers and writers. He explores the whole language/phonics debate and suggests that formal literacy may be "oversold" in our schools and society. This is a provocative and engaging set of essays that thoughtful educators will appreciate.

Smith, Frank. 1997. *Reading Without Nonsense*. 3d ed. New York: Teachers College Press.

Reading Without Nonsense explores what is essential in teaching young children to read. This book suggests that teachers must move beyond the elusive quest for best methods and focus on how they can interact with children to foster active and engaged readers. Smith describes reading as a communication system that requires readers to actively engage with texts for authentic purposes.

Taylor, Denny. 1998. *Beginning to Read and the Spin Doctors of Science: The Political Campaign to Change America's Mind About How Children Learn to Read*. Urbana, IL: NCTE.

Beginning to Read and the Spin Doctors of Science weaves a terrifying tale of how particular definitions of research and political interests have converged to revise the ways America thinks about reading instruction. Taylor meticulously documents how narrow interpretations of phonemic awareness research and arguments for utilizing "replicable, reliable research" have been successful in convincing politicians and the public that children need explicit, systematic instruction on the bits and pieces of language in order to learn to read. Taylor brings the reader along on a harrowing journey that reveals how misinformation, political interests, and exaggeration are used to draw public attention away from the social, economic, and political inequities that exist in American society.

Tunnell, Michael O., and James S. Jacobs. 1989. "Using 'Real' Books: Research Findings on Literature-Based Reading Instruction." *Reading Teacher* 42 (7):470–77.

This classic article explores the question of how reading should be taught. Tunnell and Jacobs review a range of studies that were conducted in sites from Ohio to New Zealand. These studies were conducted with a variety of students ranging from ESOL students to failed and struggling readers. Based on these studies, basic elements of successful reading programs are identified, including the importance of reading aloud, the importance of opportunities for sustained reading, teacher modeling, student self-selection of texts, and the inclusion of process writing opportunities in the language arts classroom. This powerful article invites each of us to revisit and revalue those aspects of our literacy programs that nurture and support young readers.

Weaver, Constance, ed. 1998. *Reconsidering a Balanced Approach to Reading*. Urbana, IL: National Council of Teachers of English.

In *Reconsidering a Balanced Approach to Reading*, Weaver has brought together a rich collection of essays exploring the notion of balance in literacy teaching and learning. Phonological awareness, phonics instruction, and alphabetic knowledge are among the topics addressed in this

comprehensive volume. Critical research related to the process of becoming literate is presented. Finally, the political landscape of literacy teaching is explored in terms of current mandates and testing policies.

Zemelman, Steve, Harvey Daniels, and Marilyn Bizar. 1999. "Sixty Years of Reading Research—But Who's Listening?" *Phi Delta Kappan* 80 (7):513–17.

"Sixty Years of Reading Research" presents a provocative review of the ways the results of research studies in reading have been disseminated and popularized. This article challenges the myth that phonics programs alone are research-based while whole language approaches are assumed to be based on opinion or personal preferences of teachers. The article argues that whole language approaches are based on decades of research that strongly support the existence of classrooms that focus on students' interests and ideas while engaging students in authentic reading and writing experiences.

TEACHING PHONICS AND WORD SKILLS

Allen, Janet. 1999. *Words, Words, Words: Teaching Vocabulary in Grades 4–12*. York, ME: Stenhouse.

How can we help children to learn and use new vocabulary words? *Words, Words, Words* has some answers. In this useful book, Janet Allen emphasizes the importance of modeling for students strategies that will help them when they approach new vocabulary. Strategies include helping students to link new words to what they already know, recognizing relationships between words, using context to learn about new words, using new words in classroom conversation, and the indisputable role reading plays in vocabulary development.

Cunningham, Patricia M. 2000. *Phonics They Use: Words for Reading and Writing*. 3d ed. New York: Longman. Original edition, 1991.

Phonics They Use is a rich resource for tips and activities that can be used to teach a variety of phonetic patterns. This book focuses on strategies for helping children access consonants, digraphs, blends, and vowels as they work to decode both big and little words. Suggestions for teaching sight words are also included.

Dahl, Karin, Patricia Scharer, Lorna Lawson, and Patricia Grogan. 2001. *Rethinking Phonics: Making the Best Teaching Decisions*. Portsmouth, NH: Heinemann.

The authors of this powerful book ask teachers to rethink the ways they think about phonics instruction. Dahl and her colleagues worry that too often phonics is taught in a "one size fits all" manner; *Rethinking Phonics* argues that each child should be the central consideration in designing phonics instruction that meets the needs of each child. The authors argue passionately for teaching phonics in the context of actual reading and writing activities. This book is full of classroom scenarios and transcripts that make instructional strategies come alive. Short essays written by teachers describe how teachers have implemented contextualized phonics instruction in their classrooms.

Dombey, Henrietta, Margaret Moustafa, and the Staff of the Center for Language in Primary Education. 1998. *Whole-to-Part Phonics: How Children Learn to Read and Spell*. Portsmouth, NH: Heinemann.

Whole-to-Part Phonics offers a concise, accessible introduction to research about whole-to-part phonics. It explores the role of phonemic awareness, rime and onset, learning words by

analogy, and spelling in the development of children's ability to use letters and sounds. Part 2 is packed with suggestions for helping children to develop phonemic awareness, learn letter-sound relationships, and use this knowledge in their reading and writing.

Fountas, Irene C., and Gay Su Pinnell, eds. 1999. *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom*. Portsmouth, NH: Heinemann.

Voices on Word Matters is a powerful set of essays from some of the most respected voices in literacy education. This book takes you on a rich literacy tour of classrooms, provides concrete learning activities, and expands your understanding of children's learning about letters, sounds, and words. The book resonates with the idea that it is through talking with each other that we strengthen our voices on important matters related to children's literacy development. This book also provides teachers with a range of reproducibles and professional development activities that they can use in their classrooms and schools.

Hill, Susan. 1999. *Phonics*. York, ME: Stenhouse.

Phonics provides a thoughtful discussion of the alphabetic principle and phonological awareness. It explores a range of theoretical and practical approaches to the teaching of phonics. This book includes practical ideas for phonics instruction, such as using everyday print, jingles, raps, and rhymes. Methods for assessing children's use of phonics within real literacy activities are provided. A useful appendix includes lists of words with various phonic features that teachers can use in planning activities for their students.

Moustafa, Margaret. 1997. *Beyond Traditional Phonics: Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.

Beyond Traditional Phonics contrasts exciting discoveries about how children learn to read with traditional assumptions about reading. This book focuses on how children develop phonics knowledge and how we can teach phonics more effectively. While short and highly readable, this book provides the reader with a thorough, thoughtful, and enlightening presentation of issues related to phonics instruction as well as a lively discussion of relevant research.

Opitz, Michael F. 2000. *Rhymes and Reasons: Literature and Language Play for Phonological Awareness*. Portsmouth, NH: Heinemann.

Rhymes and Reasons is a smart, up-to-date, all-in-one guide to phonological awareness and the best practices for teaching it. This book explores how the best of recently published children's literature can be used to foster children's understanding of phonological awareness in enjoyable and meaningful contexts. It is theoretical yet delightfully readable. With its emphasis on using quality literature, this book is a wonderful alternative to commercial phonics programs.

Pinnell, Gay Su, and Irene C. Fountas. 1998. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.

Word Matters presents essential information on designing and implementing a high-quality, systematic literacy program to help children learn about letters, sounds, and words. Its central goal is to teach children to become "word solvers": readers who can take words apart while reading for meaning, and writers who can construct words while writing to communicate. The authors present the theoretical underpinnings of word study and language alongside helpful instructional practices. An extensive appendix provides teachers with numerous reproducible resources to facilitate the creation of a word study curriculum.

Wagstaff, Janiel. 1994. *Phonics That Works! New Strategies for the Reading/Writing Classroom*. New York: Scholastic.

Phonics That Works! invites the reader on one teacher's journey as she challenges traditional ways of teaching phonics and discovers the power of more holistic approaches to phonics instruction. Readers will learn about the importance of helping children to recognize rimes and onsets in words and decode new words by analogy. This book is packed full of suggestions for teaching phonics within a reading/writing classroom. Word walls, shared writing, journals, guided reading, and many other strategies are briefly discussed. Short student profiles are used to examine the progress of individual children.

Wilde, Sandra. 1997. *What's a Schwa Sound Anyway? A Holistic Guide to Phonetics, Phonics and Spelling*. Portsmouth, NH: Heinemann.

What's a Schwa Sound Anyway? is an excellent resource for helping classroom teachers who are unsure of which phonic rules and patterns are worth teaching to their students. Chapter 1 offers an informative introduction to the sounds of the English language and clarifies terminology related to phonics instruction. Additional chapters explore what children's reading and writing tell us about their knowledge of phonics. This book will be helpful to any teacher interested in better understanding the role phonics plays in learning to read.

TEACHING READING AND WRITING IN THE ELEMENTARY SCHOOL

Allen, Janet. 2000. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading, 4–12*. Portland, ME: Stenhouse.

Yellow Brick Roads is an inspiring and engaging book that is certain to help teachers of students in grades 4–12 to develop their reading and writing programs. This book explores the many obstacles that can impede reading success and prescribes reading aloud, shared reading, and guided reading to help older students discover the joys of reading and writing. Throughout the book, special attention is paid to students who find reading challenging and unrewarding.

Allington, Richard, and Patricia M. Cunningham. 1996. *Schools That Work: Where All Children Read and Write*. New York: Addison Wesley Longman.

Schools That Work is a powerful reminder that there are no easy answers to the problems that face contemporary schools. Following an initial chapter that takes a close look at children who are "at risk" for school failure and examines traditional approaches to help these students, Allington and Cunningham examine successful reading and writing programs and identify general principles that support what is known about reading and writing. Time spent reading, assessment procedures, materials, professional development, and family involvement are all explored in this comprehensive volume.

Avery, Carol. 2002. . . . *And With a Light Touch: Learning About Reading, Writing, and Teaching with First Graders*. 2d ed. Portsmouth, NH: Heinemann.

. . . *And With a Light Touch* is a beautiful story of a first-grade classroom. In this newest edition, Carol Avery includes suggestions for helping young children to "craft" their writing to make their stories more interesting and engaging. Avery also describes how to provide space for student voices when reading aloud and how phonics can be addressed through a wide range of activities. The stories of Avery's students accompany her own story, making this a lively book

filled with the literacy lives of children. Wonderful examples of student writing are featured throughout the book.

Benson, Vicki, and Carrice Cummins. 2000. *The Power of Retelling: Developmental Steps for Building Comprehension*. Bothell, WA: Wright Group McGraw-Hill.

The Power of Retelling provides everything that teachers might need to implement a program designed to develop story comprehension in primary classrooms. This book provides teachers strategies that will scaffold students toward a richer understanding of the stories they read and hear. Although overly prescriptive for some teachers, this books delineates sequential steps in the process of helping children to comprehend narrative texts.

Booth, David, ed. 1996. *Literacy Techniques: For Building Successful Readers and Writers*. York, ME: Stenhouse.

Literacy Techniques provides an introduction to one hundred powerful reading and writing strategies that teachers can adapt in their classrooms. Strategies are grouped into six general categories that cover learning to read and write, reading for meaning, writing, language, classroom organization, and book selection. Specific strategies address student portfolios, assessment, guided reading, peer tutoring, shared reading, journaling, and a host of other topics.

Calkins, Lucy M. 2001. *The Art of Teaching Reading*. New York: Longman.

Lucy Calkins has done it again! In her previous book, *The Art of Teaching Writing*, she provided teachers with a comprehensive resource for teaching writing. *The Art of Teaching Reading* will do the same for teachers of reading. This book explores various aspects of a comprehensive reading program, with particular attention to the components of reading workshop, including independent reading, mini-lessons, conferring and coaching, and guided reading and strategy lessons. Calkins describes the benefits of currently popular teaching strategies, such as using leveled texts and guided reading groups, but she also presents possible pitfalls.

Serafini, Frank. 2001. *The Reading Workshop: Creating Space for Readers*. Portsmouth, NH: Heinemann.

The Reading Workshop provides a wealth of information and insight about creating a reading workshop. This book addresses building a classroom community, nurturing independent learners, and supporting students to become engaged readers. Serafini clearly defines the theoretical understandings, guiding principles, and curricular components that support reading workshop. In addition, this book offers suggestions for the first day of school and carefully selected lists of books that can be used for many purposes throughout the year.

Carr, Janine Chappell. 1999. *A Child Went Forth: Reflective Teaching with Young Readers and Writers*. Portsmouth, NH: Heinemann.

A Child Went Forth presents a thorough and realistic portrayal of life in an equitable primary classroom. It discusses everything from preparing the classroom for a new year to developing strategies for shared reading and establishing writers' workshop. Compelling narratives of struggling readers and writers feature transcripts of teacher-student interactions and student work. *A Child Went Forth* shares assessment practices for closely monitoring students' progress that include diagnostic and student-kept literacy portfolios. Particular attention is also paid to the learning experiences of ESL students.

Cunningham, Patricia M., and Richard L. Allington. 1999. *Classrooms That Work: They Can All Read and Write*. 2d ed. New York: Longman.

Classrooms That Work describes an instructional program to support all children as they become readers and writers. The book begins by describing solutions that have been tried but have failed to solve the academic difficulties of children; these include phonics, retention, and tracking. The authors describe a program that includes reading and writing about real things, guided reading, shared reading, decoding strategies, and extra support for struggling students. Rich descriptions of “classrooms that work” at three different levels are included.

Duthie, Christine. 1996. *True Stories: Nonfiction Literacy in the Primary Classroom*. York, ME: Stenhouse.

In this book, Christine Duthie, a first-grade teacher, explains the techniques and strategies that she uses to explore nonfiction with her students. *True Stories* includes methods for introducing nonfiction to children and activities that engage children with many types of nonfiction writing—including labeled drawings and diagrams, and an annotated bibliography of nonfiction books. Duthie describes how the experiences and knowledge that young children bring to school can be developed and expanded through nonfiction reading and writing experiences.

Fisher, Bobbi. 1995. *Thinking and Learning Together: Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann.

Thinking and Learning Together is written by a teacher about her first-grade class. The book explores the theories behind what is being done and why and then moves into very practical applications of these theories. Fisher explores topics such as spelling, math, social studies, science, the different uses of literature, the reading process, and the writing process, including evaluation and portfolio assessment. The book is filled with numerous classroom examples and practical suggestions of what to do. Photographs, examples of student work, and useful reproducible forms are included in this delightful volume.

Fisher, Bobbi. 1998. *Joyful Learning in Kindergarten*. Rev. ed. Portsmouth, NH: Heinemann.

Joyful Learning in Kindergarten is the complete guide to teaching kindergarten. This comprehensive book offers everything from theoretical and philosophical insights to information on organizing the classroom, shared reading, assessment, and communicating with parents. One chapter consists of helpful answers to questions commonly asked by teachers. This book is certain to be a valuable resource for any kindergarten teacher.

Fountas, Irene C., and Gay Su Pinnell. 2001. *Guiding Readers and Writers Grades 3–6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

Guiding Readers and Writers presents a comprehensive literacy program for children in the intermediate grades, featuring such essential components as guided reading, literature study, and student research. The book presents strategies for teaching comprehension, word analysis, and writing. Each section of the book closes with suggestions specifically designed for struggling readers and writers. A rich collection of appendices provides teachers with everything from planning guides and assessment tools to an extensive leveled book list.

Fraser, Jane, and Donna Skolnick. 1994. *On Their Way: Celebrating Second Graders as They Read and Write*. Portsmouth, NH: Heinemann.

On Their Way offers a delightful description of a powerful second-grade literacy program. While definitely a practical book, a strong theoretical framework is skillfully woven through

the text. The authors emphasize developmental considerations when teaching second-grade students and the importance of social aspects of classroom literacy. Among the many topics the authors address are setting up a first-grade classroom, the relationship between reading and writing, management of the literacy program, and student self-evaluation. The book captures and explores the spirit of seven- and eight-year-old children.

Hindley, Joanne. 1996. *In the Company of Children*. York, ME: Stenhouse.

In the Company of Children is full of fresh ideas and strategies to help teachers implement reading and writing workshops in their classrooms. It offers specific suggestions for creating rigorous, efficient, and successful workshops. Full of students' work, photographs, and stories of students, this book draws the reader into one very inspiring third-grade classroom.

Routman, Regie. 1994. *Invitations: Changing as Teachers and Learners, K–12*. 2d ed. Portsmouth, NH: Heinemann. Original edition, 1991.

Invitations invites teachers of children from kindergarten to grade 12 to reflect upon the teaching of reading and writing. The book discusses virtually every aspect of a literacy curriculum and is a valuable tool for teachers interested in professional development. The famous "Blue Pages" at the end of the book offer a potpourri of resources and ideas.

Routman, Regie. 1999. *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

Conversations has everything a teacher needs to become an informed, competent professional who is sensitive to students' needs and interests. This book addresses a range of issues, including curricular rigor, direct teaching of specific skills, daily monitoring of student progress, and suggestions for dealing with standards and standardized testing. It explores current theory and practice and uses classroom-based research to support the practices presented. It is a practical, upbeat book and shares the author's own experiences and resources. This book features an extensive annotated bibliography ("Blue Pages") for quick reference.

Servis, Joan. 1999. *Celebrating the Fourth: Ideas and Inspiration for Teachers of Grade Four*. Portsmouth, NH: Heinemann.

Celebrating the Fourth is the perfect book for fourth-grade teachers interested in developing their literacy program. The book is full of useful information about teaching fourth grade, including community building, helping students to be independent, and encouraging student self-assessment. Servis provides wonderful suggestions for teaching reading, writing, mathematics, science, and social studies. This is an inspiring book about the joys and challenges of teaching.

Taberski, Sharon. 2000. *On Solid Ground: Strategies for Teaching Reading, K–3*. Portsmouth, NH: Heinemann.

Informed by current thinking and research, *On Solid Ground* is loaded with advice, booklists, and ready-to-use reproducibles. The words and work of real children fill its pages as it describes teacher modeling of reading strategies, individual reading conferences, independent reading, shared and guided reading, assessment, and much, much more.

Weaver, Constance, ed. 1998. *Practicing What We Know: Informed Reading Instruction*. Urbana, IL: National Council of Teachers of English.

Practicing What We Know is an exciting volume of essays from some of the field's leading literacy specialists. This book covers a wide range of topics organized into six broad sections that

focus on teaching phonics and words skills, teaching reading strategies, miscue analysis, using literature, working with special populations, and providing extra help to struggling students. These essays focus on everything from teaching phonemic awareness and phonics to teaching reading strategies and doing miscue analysis. One particularly helpful chapter by Yetta Goodman explores Retrospective Miscue Analysis. This is a book that every teacher will find both thought-provoking and rich in practical applications.

TEACHING READING IN MIDDLE SCHOOL AND HIGH SCHOOL

Allen, Janet. 2000. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading, 4–12*. Portland, ME: Stenhouse.

Yellow Brick Roads is an inspiring and engaging book that is certain to help teachers of students in grades 4–12 develop their reading and writing programs. This book explores the many obstacles that can impede reading success and prescribes reading aloud, shared reading, and guided reading to help older students discover the joys of reading and writing. Throughout the book, special attention is paid to students who may find reading challenging and unrewarding.

Allen, Janet, and Kyle Gonzalez. 1998. *There's Room for Me Here: Literacy Workshop in the Middle School*. York, ME: Stenhouse.

There's Room for Me Here portrays theory-based strategies for helping regular and struggling students to become motivated and successful readers and writers. The authors show how they establish literacy workshops, effective and informative record-keeping, and reading and writing practices that help students read content-specific texts. They also demonstrate how to choose and use effective resources; help students establish goals and assess progress; and use read-alouds as well as shared, guided, and independent reading and writing. Finally, the book includes record-keeping forms, extensive bibliographies, professional materials, and sample strategy lessons.

Burke, Jim. 1999. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Heinemann.

If you are new to teaching English or you simply want to rethink your program, *The English Teacher's Companion* is the book for you. This book explores virtually every aspect of teaching English in secondary schools. While some chapters focus on traditional topics such as teaching reading, vocabulary, grammar, and writing, others focus on less familiar topics including digital literacy, special needs students, gender issues, and teaching Advanced Placement English courses. English teachers will find this comprehensive book to be a valuable resource.

Burke, Jim. 2000. *Reading Reminders: Tips, Tools and Techniques*. Portsmouth, NH: Heinemann.

Reading Reminders is packed full of strategies for helping students to become adept readers. While many English teachers lament that some of their students struggle to read and comprehend grade-level texts, Burke presents solutions. Strategies presented include helping students to make connections, using graphic organizers, reading for various purposes, expanding vocabulary, and much more. Recommendations for evaluating students and an appendix of useful graphic organizers are included.

Dornan, Reade, Lois Matz Rosen, and Marilyn Wilson. 1997. *Multiple Voices, Multiple Texts: Reading in the Secondary Content Areas*. Portsmouth, NH: Heinemann.

Multiple Voices, Multiple Texts provides teachers who are interested in addressing the reading differences of their middle and high school students with a solid background in reading theory and practice. The book begins with an excellent review of historical precedents for teaching

reading. It introduces teachers to the reading process, social constructivist views of reading, the impact of language and dialect differences, issues related to reading assessment, and the relationship between reading and writing. Secondary school teachers who teach students struggling with reading will greatly appreciate this book.

Feathers, Karen M. 1993. *Infotext: Reading and Learning*. Scarborough, Ontario, Canada: Pippin.

Infotext dismantles the assumed separation between the process of learning to read and reading to learn. As Feathers points out, people are in the process of becoming better readers throughout their lives as they continue to gain proficiency and explore new genres. *Infotext* is full of strategies to help students to participate in rich conversations about books and to learn new strategies for reading nonfiction texts. Teachers of intermediate and middle school students will find this book particularly helpful.

Rief, Linda. 1992. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann.

Seeking Diversity is packed full of fantastic examples of student writing and the conversations that accompanied their creation. Rief views reading as a “part of life” and seeks to engage her adolescent students in writing experiences that are both generative and familiar. A rich array of reading and writing projects are presented as well as suggestions for evaluating students’ work. A helpful appendix will assist teachers in creating an exciting and engaging writing classroom.

Roller, Cathy. 1996. *Variability Not Disability: Struggling Readers in a Workshop Classroom*. Newark, DE: International Reading Association.

In *Variability Not Disability*, Cathy Roller focuses on the ways that her students are unique without judging them as less able. In this inspiring book, Roller explores the challenge of creating instructional programs that meet the needs of all students in nonjudgmental ways. This practical book demonstrates how workshop approaches to reading and writing are ideal for accommodating struggling students.

Schoenbach, Ruth, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz. 1999. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

Reading for Understanding is a practical guide to helping middle and high school students become better readers. Based on their work with urban adolescents, the authors present a reading apprenticeship approach that incorporates social, personal, cognitive, and knowledge-building dimensions of reading development. This book features the voices of students, classroom descriptions, and practical ideas for assessment and professional development.

Smith, Michael, and Jeffrey D. Wilhelm. 2002. *“Reading Don’t Fix No Chevys”: Literacy in the Lives of Young Men*. Portsmouth, NH: Heinemann.

In this unique book, Smith and Wilhelm explore the reading lives of forty-nine young men. Complex intersections between gender, race, and class are explored while compelling questions are raised about how young men are positioned in school and classrooms. Promising possibilities for promoting literacy with young men are presented.

Tovani, Cris. 2000. *I Read It, But I Don’t Get It: Comprehension Strategies of Adolescent Readers*. York, ME: Stenhouse.

I Read It, But I Don’t Get It is full of realistic scenarios of classroom life. Without romanticizing, Tovani invites the reader into her classroom, where adolescent students learn to use

strategies to comprehend as they read. Tovani provides suggestions for helping students utilize many comprehension strategies, including identifying the purposes for reading, recognizing when comprehension has broken down, implementing “fix-up” strategies, and using prior knowledge.

Wilhelm, Jeffery D. 1997. *“You Gotta BE the Book”*: Teaching Engaged and Reflective Reading with Adolescents. New York/Urbana, IL: Teachers College Press and National Council of Teachers of English.

In “*You Gotta BE the Book*,” Jeffery Wilhelm takes us on a remarkable journey to reveal how schools disengage young readers and what teachers can do to help children recognize reading as a personally valuable and meaningful experience. Wilhelm’s stories from his own classroom ground his theories about how reading can be fostered; Wilhelm draws upon reader response theories, drama, and visualization to construct with his students an approach to reading that both engages and inspires students.

Wilhelm, Jeffery D., Tanya N. Baker, and Julie Dube. 2001. *Strategic Reading: Guiding Students to Lifelong Literacy, 6–12*. Portsmouth, NH: Heinemann.

Strategic Reading provides an in-depth look at both theories of learning and theories of reading and relates these to classroom practices designed to help children become more thoughtful and strategic readers. Wilhelm, Baker, and Dube believe that reading is best taught through inquiry and that political and ethical demands of texts can and should be explored with students. This is a book that goes far beyond good classroom practice as the authors explore the role reading can play in enabling students to create a more democratic and humane world.

TEACHING READING STRATEGIES

Booth, David. 1998. *Guiding the Reading Process: Techniques and Strategies for Successful Instruction in K–8 Classrooms*. York, ME: Stenhouse.

Guiding the Reading Process introduces teachers to a range of strategies they can use to support elementary students on their journey toward becoming independent readers. Booth addresses everything from one-on-one conferences to collaborative groups and developing a community of readers. This book provides mini-lessons on reading strategies; outlines and checklists to help assess, monitor, and report reading progress; as well as booklists and computer programs that promote success.

Goodman, Debra. 1999. *The Reading Detective Club: Solving the Mysteries of Reading, A Teacher’s Guide*. Portsmouth, NH: Heinemann.

The Reading Detective Club presents materials for students who want to become detectives of the reading process. As students explore a series of mysterious cases involving text, they will be reassured that the detective work they do to understand language is proof that they are smart thinkers and strategic readers. The book includes two sections. The first section is written for teachers; it explores miscue analysis and the multiple cueing sources that people use when they read. The second section is for students; this section features thirteen cases that students can solve by exploring the strategies used by effective readers. Teachers will appreciate accessible, practical advice for helping students to explore their own reading processes.

Harvey, Stephanie, and Anne Goudvis. 2000. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse.

Strategies That Work describes instruction that is responsive to both children’s interests and their learning needs. This book explains how students in grades 4–8 can learn to use strategies

that enable them to enjoy more complete and thoughtful reading experiences. The strategies in this book strive to engage children with books; when this happens, children will want to read more. The first section of this book focuses on the construction of meaning and strategies that support students' understandings of texts. The second section features a range of strategy lessons that teachers can adapt to their classrooms. A third section contains appendices with a variety of resources, including an assessment interview for fourth graders.

Hoyt, Linda. 2000. *Snapshots: Literacy Minilessons Up Close*. Portsmouth, NH: Heinemann.

Snapshots features more than two hundred mini-lessons that teachers can use to teach everything from reading strategies to knowledge about print. These mini-lessons are designed to introduce children to an idea or a concept that they can then apply independently in their own reading and writing. The book is full of reproducible forms and formats that teachers will greatly appreciate.

Keene, Ellin Oliver, and Susan Zimmermann. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.

Mosaic of Thought takes the reader on a voyage that explores both the reading processes used by adult readers and how teachers can help children to understand and utilize these same reading strategies in their own reading. Each chapter opens with a text designed to help the reader become more aware of his or her own reading processes. The book addresses helping students to make inferences, ask questions as they read, determine what is important in text, visualize as they read, and synthesize ideas. Of particular significance is the ability of children to connect what they read to their own lives, to other books they have read, and to the larger world.

Mooney, Margaret. 2001. *Text Forms and Features: A Resource for Intentional Teaching*. Katonah, NY: Richard C. Owen.

Teachers know that students often have difficulties when they encounter an unfamiliar text form. In *Text Forms and Features*, Margaret Mooney has created a resource to help teachers, and ultimately students, manage the plethora of text forms students encounter. This alphabetical listing provides the "why?" and "what?" of more than seventy different text forms and explores text features that are associated with each. This is a valuable resource that will remind teachers of the nature and purpose of various text forms that can be used with students.

Routman, Regie. 2002. *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Current debates about reading instruction can cause confusion and consternation as teachers try to make sense of the barrage of advice offered to them about how to teach reading. Regie Routman's most current book, *Reading Essentials*, is a fantastic guide for helping teachers cut through the confusion, focus on children, and identify what is essential in teaching reading. This book provides teachers with well-researched strategies, specific recommendations, and valuable advice for teaching reading. Topics addressed include developing a classroom library, assessing students, teaching comprehension, using guided reading, using standards, and dealing with high-stakes testing.

Tovani, Cris. 2000. *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. York, ME: Stenhouse.

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Wilhelm, Jeffery D. 1997. *“You Gotta BE the Book”*: Teaching Engaged and Reflective Reading with Adolescents. New York/Urbana, IL: Teachers College Press and National Council of Teachers of English.

In *“You Gotta BE the Book,”* Jeffery Wilhelm takes readers on a remarkable journey to investigate how schools disengage young readers and what teachers can do to help children recognize reading as a personally valuable and meaningful experience. Wilhelm’s stories from his own classroom ground his theories about how reading can be fostered; Wilhelm draws upon reader response theories, drama, and visualization to construct with his students an approach to reading that both engages and inspires students.

Wilhelm, Jeffery D., Tanya N. Baker, and Julie Dube. 2001. *Strategic Reading: Guiding Students to Lifelong Literacy, 6–12*. Portsmouth, NH: Heinemann.

Strategic Reading provides an in-depth look at both theories of learning and theories of reading and relates these to classroom practices designed to help children become more thoughtful and strategic readers. Wilhelm, Baker, and Dube believe that reading is best taught through inquiry and that political and ethical demands of texts can and should be explored with students. This is a book that goes far beyond good classroom practice as the authors explore the role reading can play in enabling students to create a more democratic and humane world.

Wilson, Lorraine. 2002. *Reading to Live: How to Teach Reading for Today’s World*. Portsmouth, NH: Heinemann.

Australian educator Lorraine Wilson shares with American teachers insights and practices based on the “Four Resources Model” created by fellow Australians, Allan Luke and Peter Freebody. This model identifies four nondiscreet reader practices that are necessary for students to become truly literate. These four practices—code breaker, text participant, text user, and text analyst—are each explored through meaningful activities and experiences that teachers can create in classrooms.

TEACHING SPECIAL POPULATIONS

Cary, Stephen. 2000. *Working with Second Language Learners: Answers to Teachers’ Top Ten Questions*. Portsmouth, NH: Heinemann.

Working with Second Language Learners is a helpful guide for busy teachers who need practical, informed answers to basic questions. Each chapter is framed by a question about second language learners and a bulleted list of the key ideas presented in the chapter. A classroom story is presented to illustrate the dilemma the child and teacher are experiencing, and suggestions for teachers are provided. This book covers a great deal of information in a succinct and helpful format.

Compton-Lilly, Catherine. 2002. *Reading Families: The Literate Lives of Urban Children*. New York, NY: Teachers College Press.

Reading Families documents the reading lives of ten urban first-grade children and their families. Through extensive interviews and classroom data, Compton-Lilly reveals the complex

role reading plays in the lives of her students and their families. This book challenges many assumptions that are often made about reading in urban families and describes the ways urban families support their children with reading.

Freeman, David E., and Yvonne S. Freeman. 2000. *Teaching Reading in Multilingual Classrooms*. Portsmouth, NH: Heinemann.

Freeman and Freeman recognize the challenges teachers face in today's schools. Contemporary classrooms are no longer homogeneous, as difference quickly becomes the norm. *Teaching Reading in Multilingual Classrooms* provides teachers with stories of teachers, children, and schools that are working toward success for multilingual students. In a highly readable and engaging format, Freeman and Freeman provide teachers with a strong theoretical framework, practical strategies, and a checklist for effective reading instruction. This book is a concise and valuable resource for all teachers who face language diversity.

Freeman, Yvonne S., and David E. Freeman. 1998. *ESL/EFL Teaching: Principles for Success*. Portsmouth, NH: Heinemann.

ESL/EFL Teaching begins with an overview of various approaches for teaching children whose first language is not English. Freeman and Freeman then present a sociopsycholinguistic perspective suggesting that language is best taught through content and by capitalizing on students' interests. The book then explores seven principles that should drive the ESL/EFL program and suggests activities designed to address each of these seven principles.

Elley, Warwick. 1991. "Acquiring Literacy in a Second Language: The Effect of Book-Based Programs." *Language Learning* 41 (3):375–411.

In this article, Warwick Elley analyzes nine studies that examine the effect of exposure to large amounts of high-interest storybooks on the literacy learning of ESL students. The majority of these studies were completed in the South Pacific and in Southeast Asia. Each study reiterates the findings of the others demonstrating that when young children are exposed to large quantities of high-quality, illustrated storybooks they show rapid improvements in both reading and listening comprehension.

Keefe, Charlotte Hendrick. 1996. *Label-Free Learning: Supporting Learners with Disabilities*. York, ME: Stenhouse.

Label-Free Learning offers a good introduction to whole language teaching, while focusing specifically on the needs and potential of children who may be classified as learning disabled. Keefe argues that the needs of learning disabled children can be met very effectively in inclusive, learner-centered whole language classrooms. This book addresses reading, writing, assessment, and promoting self-directed learning, with special consideration to "labeled learners." A particularly useful section provides suggestions for writing Individual Education Programs (IEPs) that are relevant to the needs of the students.

Ohanian, Susan. 2001. *Caught in the Middle: Nonstandard Kids and a Killing Curriculum*. Portsmouth, NH: Heinemann.

In *Caught in the Middle*, Ohanian shares the stories of "nonstandard" students she has taught and the ways that established educational systems have failed to meet their needs. This book constantly points out the irony of programs and policies that cause more harm than good to the children they were designed to help. Well-written and engaging, this is a book that every teacher will appreciate.

Pinnell, Gay Su, and Irene C. Fountas. 1997. *Help America Read: A Handbook for Volunteers*. Portsmouth, NH: Heinemann.

Help America Read is a wonderful guide for volunteers ready to enter classrooms. In this book, volunteers will find information on everything from setting up a work area and meeting students to helping second language learners and communicating with parents. This book introduces the novice volunteer to basic information about what reading entails and answers nitty-gritty questions about phonics, sight words, and writing with children. An accompanying coordinator's guide is also available from Heinemann to support schools in preparing volunteers for their experiences with children.

Roller, Cathy. 1996. *Variability Not Disability: Struggling Readers in a Workshop Classroom*. Newark, DE: International Reading Association.

In *Variability Not Disability*, Cathy Roller focuses on the ways her students are unique without judging them as less able. In this inspiring book, Roller explores the challenge of creating instructional programs that meet the needs of all students in nonjudgmental ways. This practical book demonstrates how workshop approaches to reading and writing are ideal for accommodating struggling students.

Schwarzer, David. 2001. *Noa's Ark: One Child's Voyage into Multiliteracy*. Portsmouth, NH: Heinemann.

Noa's Ark is the story of the author's seven-year-old daughter as she explores learning to write in the three languages that are spoken in her home. Noa's story reveals intriguing insights about the ways all children learn to read and write and the role that social expectations, classroom policies, and teacher actions play in the development of multiliteracy. This is a compelling story of how one child's rich experiences with language operate within the context of established school and classroom practices.

Strickland, Kathleen. 1995. *Literacy Not Labels: Celebrating Students' Strengths Through Whole Language*. Portsmouth, NH: Heinemann.

Literacy Not Labels challenges traditional notions of learning disabilities and suggests that all children must be treated as potential learners. Four powerful case studies demonstrate the potential of students when they are provided with opportunities to learn in an environment that respects and values the contributions they bring. In particular, this book helps middle and secondary teachers to view all students as capable and shares practical strategies to achieve this goal.

Weaver, Constance, ed. 1994. *Success at Last! Helping Students with AD(H)D Achieve Their Potential*. Portsmouth, NH: Heinemann.

Success at Last! is an inspiring book about the promise and potential of students identified as AD(H)D. This eye-opening volume begins with an introductory chapter that explores various theoretical perspectives on AD(H)D and suggests that dealing with AD(H)D children involves addressing the individual within a system. This edited volume contains stories from teachers, parents, and adults with AD(H)D and addresses issues related to young children, middle/high school students, and even college students with AD(H)D. This is an essential book for teachers interested in creating classrooms that provide AD(H)D students with positive and nurturing school experiences.

Whitmore, Kathryn F., and Caryl G. Crowell. 1994. *Inventing a Classroom: Life in a Bilingual, Whole Language Learning Community*. York, ME: Stenhouse.

In *Inventing a Classroom*, the voices of the book's coauthors carry the reader through several critical events in a bilingual classroom. This book explores how children and teachers collaboratively negotiate curriculum and nurture a learning community that supports all of its members. A theme study about the Middle Ages and instructional experiences related to the Middle East Crisis are explored through children's literature and class discussions. The book is full of thoughtful discussions of bilingualism, difference, power, and community.

TEACHING SPELLING

Bolton, Faye, and Diane Snowball. 1993. *Ideas for Spelling*. Portsmouth, NH: Heinemann.

Are you looking for fresh ideas for your spelling program? This is the book for you. *Ideas for Spelling* is filled with descriptions of activities, photographs, and examples of student work that are certain to inspire any teacher. This book includes a succinct look at the complexities of spelling and then moves on to examining the characteristics of competent spellers, stages of spelling development, balanced spelling programs, and assessment of children's spelling. An appendix of helpful lists is also included.

Bolton, Faye, and Diane Snowball. 1993. *Teaching Spelling: Practical Resource*. Portsmouth, NH: Heinemann.

Teaching Spelling briefly reviews current and past views about the teaching of spelling. It suggests ways to support children as spellers in the context of meaningful writing experiences and explores both planned and incidental opportunities for teaching children about spelling. Assessment and numerous hands-on activities, as well as lists of homophones, derivatives from other languages, acronyms, abbreviations, and contractions, are included in this comprehensive resource.

Gentry, Richard. 1987. *Spel . . . Is a Four-Letter Word*. Portsmouth, NH: Heinemann.

Spel . . . Is a Four-Letter Word examines myths about spelling and explains how smart people can be poor spellers. This short book is full of engaging examples of children's writing and solid advice about helping children to become better spellers without letting an emphasis on spelling detract from the ultimate goal of helping children become good writers. This is a great guide for both teachers and parents who have concerns about children's spelling.

Laminak, Lester, and Katie Wood. 1996. *Spelling in Use: Looking Closely at Spelling in Whole Language Classrooms*. Urbana, IL: National Council of Teachers of English.

Here is a book that celebrates the voices of teachers and describes how they have moved toward a richer understanding of how children learn to spell. This book highlights kidwatching and curriculum watching as tools in creating an effective spelling curriculum. *Spelling in Use* covers everything from assessing and monitoring children's spelling growth through observation to creating classroom routines and communicating with parents. Teachers will find this book both useful and inspiring.

Snowball, Diane, and Faye Bolton. 1999. *Spelling K–8: Planning and Teaching*. York, ME: Stenhouse.

Spelling K–8 has two goals. First, this book strives to help schools develop a plan for teaching spelling in the service of writing and to present a constructivist approach for teaching all aspects

of spelling. Snowball and Bolton identify two strands of the spelling program: (1) the exploration of phonetic, visual, and morphemic features of words and (2) proofreading and learning of troublesome words. Modeling and inquiry about words are central to helping children to explore both these strands. This book contains valuable lists and charts that teachers will find helpful in establishing their spelling programs.

Wilde, Sandra. 1992. *You Kan Red This! Spelling and Punctuation for Whole Language Classrooms, K–6*. Portsmouth, NH: Heinemann.

You Kan Red This! explores virtually every aspect of spelling and punctuation from their role in the literacy classroom to developing spelling strategies and the evaluation of children's spelling progress. Case studies of children as they develop proficiency as spellers are of particular interest. This book is sure to answer many questions about teaching spelling within a holistic classroom.

Wilde, Sandra. 1997. *What's a Schwa Sound Anyway? A Holistic Guide to Phonetics, Phonics and Spelling*. Portsmouth, NH: Heinemann.

What's a Schwa Sound Anyway? is an excellent resource for helping classroom teachers to decide what phonic rules and patterns to teach their students. Chapter 1 offers an informative introduction to the sounds of the English language and clarifies terminology related to phonics instruction. The final chapters explore what children's reading and writing tell us about their knowledge of phonics. This book will be helpful to any teacher interested in better understanding the role phonics plays in learning to read.

TEACHING STRUGGLING READERS

Allen, Janet, and Kyle Gonzalez. 1998. *There's Room for Me Here: Literacy Workshop in the Middle School*. York, ME: Stenhouse.

There's Room for Me Here portrays theory-based strategies for helping regular and struggling students to become motivated and successful readers and writers. The authors show how they establish literacy workshops, informative record-keeping, and reading and writing practices that help students read content-specific texts. They also demonstrate how to choose and use effective resources; help students establish goals and assess progress; and use read-alouds as well as shared, guided, and independent reading and writing. Finally, the book includes record-keeping forms, extensive bibliographies, professional materials, and sample strategy lessons.

Allington, Richard. 2001. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman.

In *What Really Matters for Struggling Readers*, Richard Allington has three goals: to create schools that work for all children, to move beyond helping children attain basic competency in reading, and to increase students' interest in reading. The first two chapters raise critical questions about what it means to be "research-based" and the complexities of designing research studies that are rigorous, systematic, and valid. The remainder of the book focuses on aspects of successful reading programs that include children reading extensively, children having access to books that they can read, children becoming fluent readers, and children developing thoughtful approaches to literacy. This book presents sensible recommendations that are a refreshing alternative to prescriptive, impersonal programs that are often created to address the needs of the struggling reader.

Allington, Richard, and Sean A. Walmsley, eds. 1995. *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. Edited by D. S. Strickland and C. Genishi, Language and Literacy Series. Newark, DE and New York: International Reading Association and Teachers College Press.

No Quick Fix is a collection of essays written by highly esteemed educators exploring a variety of approaches that are designed to ensure that all children learn to read and write. Chapters focus on Reading Recovery, Chapter 1 Schoolwide Projects, Accelerated Schools, and many other programs and policies. These chapters are accompanied by introductory material that offers a framework to guide changes in literacy programs.

Cunningham, Patricia M., and Richard L. Allington. 1999. *Classrooms That Work: They Can All Read and Write*. 2d ed. New York: Longman.

Classrooms That Work describes an instructional program to support all children as they become readers and writers. The book begins by describing solutions that have been tried but failed to solve the academic difficulties of children; these include phonics, retention, and tracking. The authors describe a program that includes reading and writing about real things, guided reading, shared reading, decoding strategies, and extra support for struggling students. Rich descriptions of classrooms that work at three different levels are included.

DeFord, Diane E., Carol A. Lyons, and Gay Su Pinnell, eds. 1991. *Bridges to Literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann.

Bridges to Literacy is a collection of essays that explore various lessons learned from Reading Recovery. The first section focuses on the Reading Recovery Program. The second section explores ways that teachers can support young readers. The final section examines the effect Reading Recovery has on teachers and teaching. This book will provide teachers with new insights and strategies that they can adapt to their classroom to support their students.

Jobe, Ron, and Mary Dayton-Sakari. 1999. *Reluctant Readers: Connecting Students and Books for Successful Reading Experiences*. Markham, Ontario, Canada: Pembroke.

Reluctant Readers provides specific teaching strategies for children who “don’t find reading easy or enjoyable.” This book is full of winning ideas for hooking children into reading. The authors include a bibliography of more than 1,000 favorite books, ranging from wordless picture books to chapter books, to help teachers find the right book for their reluctant readers.

Laminak, Lester. 1998. *Volunteers Working with Young Readers*. Urbana, IL: National Council of Teachers of English.

Volunteers Working with Young Readers is a wonderful resource. This book introduces the fledgling volunteer to insights and ideas that he or she can use to help young readers. Suggestions for making the most of the first few days are included as well as information on working with small groups and individual children, engaging in literature study, and locating materials. This book is full of scenarios and situations that volunteers might encounter as well as suggestions for success.

Rhodes, Lynn K., and Curt Dudley-Marling. 1996. *Readers and Writers with a Difference: A Holistic Approach to Teaching Struggling Readers and Writers*. 2d ed. Portsmouth, NH: Heinemann.

Readers and Writers with a Difference offers a myriad of suggestions for supporting students as they develop a range of literate practices. Particularly helpful sections of the book focus on

specific strategies to help struggling readers and struggling writers. This book speaks out strongly for using holistic practices to support special needs students. Suggestions for creating objectives and goals that are meaningful and meet administrative mandates are included.

Roller, Cathy. 1996. *Variability Not Disability: Struggling Readers in a Workshop Classroom*. Newark, DE: International Reading Association.

In *Variability Not Disability*, Cathy Roller focuses on the ways her students are unique without judging them as less able. In this inspiring book, Roller explores the challenge of creating instructional programs that meet the needs of all students in nonjudgmental ways. This practical book demonstrates how workshop approaches to reading and writing are ideal for accommodating struggling students.

Pinnell, Gay Su, and Irene C. Fountas. 1997. *Help America Read: A Handbook for Volunteers*. Portsmouth, NH: Heinemann.

Help America Read is a wonderful guide for volunteers ready to enter classrooms. In this book, volunteers will find information on everything from setting up a work area and meeting students to helping second language learners and communicating with parents. This book introduces the novice volunteer to basic information about what reading entails and answers nitty-gritty questions about phonics, sight words, and writing with children. An accompanying coordinator's guide is available from Heinemann to support schools in preparing volunteers for their experiences with children.

Swartz, Stanley L., and Klein F. Adria, eds. 1997. *Research in Reading Recovery*. Portsmouth, NH: Heinemann.

Research in Reading Recovery covers a range of topics from a basic introduction to Reading Recovery to reports on the effectiveness of the program. The articles were originally published in the first three volumes of the journal *Literacy, Teaching, and Language*. Readers will gain many insights about working with "hard to teach" children that they can adapt to their own teaching situations.

TEACHING WRITING

Atwell, Nancy. 1998. *In the Middle: New Understandings About Writing, Reading, and Learning*. 2d ed. Portsmouth, NH: Heinemann.

This second edition of *In the Middle* continues to examine how good teachers teach. It still urges educators to come out from behind their desks and turn their classrooms into workshops where students and teachers create curriculum together. Nancy Atwell covers everything that teachers need to know about getting their students to become writers, from getting started to teaching mini-lessons and responding to young writers. Although focused on middle school students, this book is a must for any teacher who wishes to move beyond teaching just composition and grammar.

Bomer, Randy. 1995. *Time for Meaning: Crafting Literate Minds in Middle & High School*. Portsmouth, NH: Heinemann.

Time for Meaning brings a bold curriculum to writing workshop that honors literary thinking and the study of literature. Bomer begins by focusing on the choices teachers face and the possibilities these choices present. Approaches to teaching writing in various genres, including literature response, fiction, memoir, and nonfiction, are explored. This is a book that offers

specific strategies while still providing teachers and children with space to create their own learning experiences.

Bridges, Lois. 1997. *Writing as a Way of Knowing*. York, ME: Stenhouse.

Writing as a Way of Knowing is a wonderful book for teachers who want to implement writer's workshop in their classrooms. This book will help students become flexible writers who understand the potential of writing and can use writing to serve their own purposes. This book contains super strategies for teachers to use in their classrooms as well as helpful reproducible forms, examples of student work, and suggestions for additional resources. The book provides many opportunities for teachers to reflect on their own practices.

Calkins, Lucy McCormick. 1994. *The Art of Teaching Writing*. New ed. Portsmouth, NH: Heinemann.

The new edition of *The Art of Teaching Writing* captures the energy and life of the first edition yet takes the reader far beyond where the first edition went. While this edition continues to explicate the essentials of teaching writing, Calkins also focuses on following the child's lead, providing structures to support writing workshop, developing curriculum in a writing workshop classroom, and writing workshop in the larger school context. Any teacher, from primary school to high school, will find this book helpful and inspiring.

Calkins, Lucy McCormick, and Shelley Harwayne. 1991. *Living Between the Lines*. Portsmouth, NH: Heinemann.

Living Between the Lines is a book about writing, but it is also about reading, students, and the stories that they bring to the classroom. Harwayne writes about making time and space in the classroom for children to share and write their own stories. In this comprehensive volume, Harwayne presents the role of shared stories, student notebooks, picture books, and community in developing classrooms of children who have reasons and purposes for writing.

Evans, Janet, ed. 2001. *Writing in the Elementary Classroom: A Reconsideration*. Portsmouth, NH: Heinemann.

Writing in the Elementary Classroom presents a unique reconsideration of writing in classrooms from international reading experts. Articles in this edited collection propose that a vast range of texts can be used to inspire students' writing, including nursery rhymes, newspapers, poetry, and literature. Other articles explore the ways children use letter-onset/rhyme analogies in their writing, issues related to bilingual students, working with nonfiction, and preparing children's writing for publication.

Fletcher, Ralph, and JoAnne Portalupi. 1998. *Craft Lessons: Teaching Writing, K–8*. York, ME: Stenhouse.

Craft Lessons is a practical text for teachers who want to give students fresh challenges in their writing. Each section presents a series of mini-lessons: section 1 describes lessons for primary students, section 2 presents lessons for grades 3 and 4, and the third section addresses grades 5–8. Each section provides teachers with mini-lessons focused on particular topics that will help students to extend their writing repertoires.

Graves, Donald. 1989. *Experiment with Fiction*. Portsmouth, NH: Heinemann.

Experiment with Fiction describes how teachers can help students to become better writers of fiction. Suggested activities focus on helping students to craft engaging leads for stories, create

powerful characters, and revise and refine their stories. Throughout the book, Graves recommends that teachers and children analyze published writing, as well as their own writing, to identify how writers use words and ideas to craft compelling prose.

Graves, Donald H. 1994. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann.

A Fresh Look at Writing is a wonderful resource for professionals who want valuable ideas for teaching writing. Graves expands upon his earlier writings; topics addressed include examining portfolios, record-keeping, methods for teaching conventions, teaching spelling, and a rich range of genres including fiction, poetry, and nonfiction. Each chapter provides the reader with an introductory section and then a series of suggested actions that teachers can use to transform their classrooms into supportive writing communities for all students. *A Professional Guide* (1994) is also available to assist educators who would like to build an inservice or college course around this text.

Hansen, Jane. 2001. *When Writers Read*. 2d ed. Portsmouth, NH: Heinemann.

When Writers Read is about the magic that occurs when writers use their reading experiences to inform their writing and how teachers can help this happen in classrooms. Hansen writes about evaluation, students' individual voices, making decisions, time, and responsibility, but most of all, Hansen explores teachers' responses to children in the writing classroom. The respective roles of curriculum, teachers, and students are also explored in this inspiring and engaging book.

Harwayne, Shelley. 1992. *Lasting Impressions: Weaving Literature into the Writing Workshop*. Portsmouth, NH: Heinemann.

Lasting Impressions is a book filled with stories of real children. The author reexamines the familiar workshop structures of mini-lessons, conferences, author studies, and reader response groups. Harwayne suggests several new ways to weave literature into students' writing lives. These include building classroom community, understanding students' literary histories, keeping writers' notebooks, discovering important writing topics, putting listening at the core of students' writing process, and inspiring lifelong investigations of good writing. Filled with examples of students' writing, this book promises to assist teachers in helping students develop a lasting interest in writing.

Madigan, Dan, and Victoria T. Koivu-Rybicki. 1997. *The Writing Lives of Children*. York, ME: Stenhouse.

The Writing Lives of Children tells the stories of ten young writers as they grow and develop over the course of a year. This book tenderly explores the journey taken by each child, exploring those issues that were uniquely significant to each writer. This study, set in an inner-city classroom, reveals the potential and possibilities of writing for all children.

McCarrier, Andrea, Gay Su-Pinnell, and Irene C. Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.

Interactive Writing describes procedures that can be used to support groups of students in creating written texts for any occasion that could arise in a primary classroom. Interactive writing supports young writers as they learn to communicate their discoveries with written words. It involves modeling of writing processes and children working as apprentices alongside more expert peers and teachers. An engaging piece of reading that teachers will turn to again and again.

Murray, Donald M. 1996. *Crafting a Life in Essay, Story, Poem*. Portsmouth, NH: Heinemann.

Crafting a Life in Essay, Story, Poem is both a celebration of the writing process and a practical manual on how to explore the world with the written word. It obliterates the rules about how and when to write and allows prospective writers to craft their own writing lives. Murray provides encouragement and presents possibilities for writers who are interested in working in a variety of genres, including the essay, fiction, and poetry. His suggestions are much more about craft than being correct. This is a book that every teacher and every student of writing should own.

Noden, Harry. 1999. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Boynton/Cook.

Image Grammar revolutionizes the teaching of grammar by helping students use grammar to create mental images in their writing. This compelling book explores how writers use their knowledge of technique along with careful selection of words and powerful sentence structures to create writing that is both engaging and powerful. Throughout this book, Noden explains how students can analyze existing images and texts to discover how authors construct images. Students can then apply these strategies to their own writing. An accompanying CD-ROM contains many examples of texts and images that can be used to prompt student writing.

Portalupi, JoAnne, and Ralph Fletcher. 2001. *Nonfiction Craft Lessons: Teaching Informational Writing*. Portsmouth, NH: Heinemann.

Nonfiction Craft Lessons is perfect for teachers interested in helping students become better writers of nonfiction texts. The book is organized into three sections, with each section offering activities designed for children within a particular grade range. Mini-lessons focusing on particular topics are presented as well as a helpful question-and-answer section. An appendix that includes writing samples and helpful reproducibles is also provided.

Romano, Tom. 1995. *Writing with Passion: Life Stories, Multiple Genres*. Portsmouth, NH: Boynton/Cook.

Writing with Passion resounds with Tom Romano's passion for teaching, learning, reading, and writing. While the book is full of stories about his life, his family, his students, and his writing, Romano also offers concrete strategies that teachers can use with their students. Romano suggests that students experience writing in a variety of genres and voices; several of these are notably complex, including alternate style maneuvers, multigenre research papers, responses to literature, and genre exploration. This is a book for the thoughtful teacher who is ready to take his or her students on an in-depth and exciting journey in writing. While written primarily for teachers of high school students, ideas presented will inform the practices and perspectives of teachers who work with younger students.

Weaver, Constance. 1996. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook.

Teaching Grammar in Context begins with a fascinating history of the teaching of grammar and continues by presenting research that supports and challenges the teaching of grammar. Weaver suggests that there are productive and meaningful ways to help children master grammatical conventions. This comprehensive book explores how children develop spoken syntax, information about grammar as it pertains to second language learners, and errors as valuable opportunities for learning. Throughout this book, Weaver demonstrates a thoughtful sensitivity to the needs of children who speak nonmainstream dialects of English.

Weaver, Constance. 1998. *Lessons to Share on Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook.

In this edited collection, esteemed educators explore various aspects of grammar, language, and the challenges of teaching children. Contributors address how spoken syntax is acquired, creating mini-lessons for helping children to write grammatically, the rules of written language, the relationship between grammar and rhetoric, issues related to nonstandard dialects, and grammar study in the ESL classroom. This thought-provoking book explores issues of dialect and Ebonics along with an impressive list of other topics related to grammar and language.

WORKING WITH PARENTS

Bialostok, Steven. 1992. *Raising Readers: Helping Your Child to Literacy*. Winnipeg, Manitoba, Canada: Peguis.

Raising Readers addresses the significant role parents play in helping their children become readers. This book recognizes the concerns that parents have and provides parents with a basic understanding of how children develop literacy. Bialostok has provided parents with an incredibly accessible book that is full of engaging stories; this book also includes sections that address “special books for kids,” commonly asked questions and answers, the myths of literacy learning, guidelines for choosing children’s books, the “do’s and don’ts” for reading to children, and the role of phonics in learning to read.

Bialostok, Steven. 1996. *But Will He Read? A Teacher’s Guide to Helping Parents Understand Whole Language*. Winnipeg, Manitoba, Canada: Peguis.

But Will He Read? is the ultimate book about working with parents. This book provides teachers with a framework that can be used to establish a collaborative relationship between home and school that is characterized by respect and a shared interest in the child. Bialostok explains why holistic approaches to literacy instruction can be upsetting to parents. He provides teachers with guidelines and materials that can be used to establish a “parent university” that will introduce parents to basic concepts about language and help parents better understand the reading process. A marvelous resource, this book contains twenty newsletter articles that teachers can share with parents, a chapter that focuses on questions that parents commonly ask, and suggestions for parent conferences and report cards.

Clay, Marie M. 1987. *Writing Begins at Home: Preparing Children for Writing Before They Go to School*. Portsmouth, NH: Heinemann.

Writing Begins at Home answers parents’ questions about supporting young children as they begin to write. This book is full of engaging examples of children’s writing that range from scribbles to sentences with invented spellings. Clay emphasizes that children come to writing at different times and in different ways. She follows the growth of individual children and examines the changes that occur as children create their own rules for writing and then move toward conventional mechanics of writing. This book tackles the tricky issue of correcting children’s errors. This is a book that will be greatly appreciated by parents who want to support their children as writers.

Hydrick, Janie. 1996. *Parent’s Guide to Literacy for the 21st Century: Pre–K Through Grade 5*. Urbana, IL: National Council of Teachers of English.

Parent’s Guide to Literacy provides parents with information about literacy learning and assessment. Throughout this short book, Hydrick uses vignettes to present a range of issues that

relate to students' learning to read and write. She explores issues such as using patterned texts, invented spelling, environmental print, and process writing. This book is packed full of suggestions for activities parents can do at home to support their child's literacy development.

PROFESSIONAL VIDEOS

Calkins, Lucy McCormick, and Shelley Harwayne. 1987. *The Writing Workshop Video: A World of Difference*. Portsmouth, NH: Heinemann.

The Writing Workshop Video covers much of the information that is discussed in Calkins' book *The Art of Teaching Writing*. In this video, the viewer will be able to see many of Calkins' writing practices in action, including helping students to invest in their writing, finding topics to write about, structuring writing workshop, conferencing, and working with emergent writers. Also available is a detailed yet flexible staff development guide titled *The Writing Workshop: A World of Difference* (Heinemann, 1987), which can be purchased separately.

Daniels, Harvey. 2001. *Looking into Literature Circles*. Portland, ME: Stenhouse.

Here is the place to view literature circles in action! While strategies that teachers can use to establish literature circles are presented, the highlight of this video is the opportunity to view literature circles in process. This video features literature circles in a variety of contexts, including a dual-language third-grade classroom, a high school English classroom, and a parent book club. The students and parents in this video reflect the growing diversity of American schools. In these videos, literature circle participants are observed grappling with tough, authentic issues including race, diversity, and freedom.

Dorn, Linda J. 1999. *Organizing for Literacy*. Portland, ME: Stenhouse.

Organizing for Literacy is a set of four videotapes that invite the viewer into two primary classrooms. These videos explore organizing a literacy classroom, learning about reading, learning about writing, and learning about words. Among the many activities captured in these videos are familiar reading, shared reading, reading aloud, guided reading, interactive writing, writing conferences, writing aloud, and literacy corners. This video provides teachers with a wonderful opportunity to see many aspects of literacy instruction in action.

Dupree, Helen, Rebel Williams, and Heidi Koski. 1995. *Guided Reading at the Emergent Level*. Bothell, WA: The Wright Group.

Interested in implementing guided reading at the emergent level? This pair of videos will provide teachers with answers to commonly asked questions about guided reading. The first video addresses basic questions about implementing guided reading while the second video explores guided reading in greater depth. The set features four different guided reading lessons and discusses guided reading for second language learners.

Fisher, Bobbi. 1995. *Classroom Close-Ups*. Bothell, WA: The Wright Group.

Classroom Close-Ups brings the viewer into Bobbi Fisher's first-grade classroom for a close-up look at reading, writing, and classroom organization. This set of three videos focuses on creating a classroom community that supports young readers and writers while allowing students to make choices about what they read and write. Highlights of the series include a segment that captures first-grade students engaged in literature study and a glimpse at Fisher's daily schedule and management strategies.

Fountas, Irene, and Gay Su Pinnell. 2001. *Classroom Management: Managing the Day and Planning for Effective Teaching*. The Primary Literacy Video Collection. Portsmouth, NH: Heinemann.

Welcome to Kate Roth's first-grade classroom! In these two videos, teachers will have the opportunity to view how Roth manages reading and writing workshop in her classroom and how materials are organized in her classroom to support whole-group instruction and literacy centers. This video will provide teachers with timesaving tips as well as effective strategies for helping children to become independent readers and writers.

Fountas, Irene, and Gay Su Pinnell. 2001. *Guided Reading: Essential Elements and the Skillful Teacher*. The Primary Literacy Video Collection. Portsmouth, NH: Heinemann.

This pair of videotapes invites teachers to eavesdrop on guided reading lessons as they visit kindergarten through grade 2 classrooms. The first video focuses on the essential elements of guided reading lessons. Guidelines for adapting the guided reading format to children at different reading levels are included. The second video explores the complex decision making of teachers that occurs during the planning and implementation of guided reading lessons. This tape illustrates teachers supporting children in becoming strategic readers. Grouping of children, text selection, organization, planning, and assessment are all explored.

Gentry, Richard. 1991. *Richard Gentry on Spelling*. Portsmouth, NH: Heinemann.

Richard Gentry on Spelling captures the author giving a lively presentation to teachers. This video seeks to dispel common myths about spelling and explores both invented and developmental spelling. Particular attention is granted to the stages of spelling development. Examples of student writing are used to illustrate various developmental stages in the process of becoming a competent speller.

Hansen, Jane, and Donald Graves. 1988. *The Writing and Reading Process*. Portsmouth, NH: Heinemann.

The Writing and Reading Process video series is divided into two sections. The first shows key elements of the process approach to reading and writing, and the second documents reading and writing instruction in actual school classrooms.

Hindley, Joanne. 1998. *Inside Reading and Writing Workshop: A Visit to Room 205*. Four Inservice Videotapes. York, ME: Stenhouse.

Inside Reading and Writing Workshops is a videotape extension of Hindley's book *In the Company of Children*. The author invites you into her classroom to witness reading and writing workshops in progress. This set of four videotapes focuses on reading mini-lessons, writing mini-lessons, reading conferences, and writing conferences. Viewers will observe record-keeping procedures, a variety of mini-lessons, and reading and writing conferences in action. The entire series is about how one teacher creates reading and writing workshop in her classroom and builds on students' interests and needs to create curriculum.

Lane, Barry. 1996. *Lessons in Revision: The Power of Detail*. Portsmouth, NH: Heinemann.

Lessons in Revision captures a videotaped presentation in which Barry Lane encourages teachers and their students to view revision as more than just fixing mistakes. This videotape features songs, amusing anecdotes, examples of the presenter's own writing, and opportunities for audience members to write. *Lessons in Revision* will help teachers rethink the role of revision in their classroom and thus help students to appreciate the potential of the revision process.

National Council of Teachers of English, Whole Language Umbrella, and Heinemann. 1996. *Spelling: Taught or Caught?* Urbana, IL: National Council of Teachers of English.

Spelling: Taught or Caught? is for teachers interested in exploring authentic and meaningful ways to teach spelling. This video package includes a video, journal articles, discussion questions, and a copy of Lester Laminak and Katie Wood Ray's book *Spelling in Use*. On the video, Richard Gentry, Jerome Harste, Ana Hernandez, and Diane Snowball use video footage of classrooms to explore the strategies children use to monitor and improve their spelling while participating in writer's workshop. This film features several students describing the strategies they use and explaining the spelling resources available in their classrooms.

National Council of Teachers of English, Whole Language Umbrella, and Heinemann. 1997. *Reading Instruction: What's It All About?* Urbana, IL: National Council of Teachers of English.

Reading Instruction: What's It All About? is a multimedia package that includes a video, journal articles, discussion questions, and a copy of Constance Weaver's book *Reconsidering a Balanced Approach to Reading*. The video brings together Shelley Harwayne, Peter Johnston, Sharon Taberski, Kathy Short, Valerie Brown, and Jerome Harste in a lively discussion about the many ways classrooms can be constructed to emphasize reading as a meaning-making process. This film includes a marvelous tour of the Manhattan New School that reveals the many ways that the school celebrates literacy.

National Council of Teachers of English, Whole Language Umbrella, and Heinemann. 1997. *Spelling: Continued Conversations*. Urbana, IL: National Council of Teachers of English.

Spelling: Continued Conversations begins where the video package *Spelling: Taught or Caught?* leaves off. This package includes a video, journal articles, discussion questions, and a copy of Lester Laminak and Katie Wood Ray's book *Spelling in Use*. On the video, Sharon Frost, Lester Laminack, Sandra Wilde, and Katie Wood Ray explore the ways spelling instruction can occur through writer's workshop. Video footage of author study and individual writing conferences are explored.

National Council of Teachers of English, Whole Language Umbrella, and Heinemann. 1998. *Looking Closely at Reading Instruction*. Urbana, IL: National Council of Teachers of English.

Looking Closely at Reading Instruction offers teachers a complete package of materials, including a video, journal articles, discussion questions, and a copy of Constance Weaver's book *Practicing What We Know: Informed Reading Instruction*. On the video, Elena Castro, Kitty Copeland, Yetta Goodman, and Jerome Harste discuss ways of supporting young readers through careful "kid watching" and miscue analysis. Footage of struggling readers is included along with commentary that emphasizes what the students can do and how teachers can build on students' capabilities. A particularly interesting segment of the film captures Yetta Goodman using Retrospective Miscue Analysis with a student.

Rogovin, Paula. 1998. *Classroom Interviews in Action*. Portsmouth, NH: Heinemann.

Classroom Interviews in Action captures a group of young children as they interview family members and explore their community. This wonderful video presents a format for conducting classroom interviews, suggestions for extending information learned from interviews into various curricular areas, and social action projects that children undertake as a result of classroom interviews.

Snowball, Diane. 2000. *Focus on Spelling*. Portland, ME: Stenhouse.

Focus on Spelling takes the viewer into kindergarten through grade 5 classrooms to witness students learning about spelling strategies and spelling patterns. This series of four videos captures students engaged in a variety of activities that expand students' knowledge about spelling. The videos focus on four different aspects of learning to spell: learning words, exploring sounds, investigating letters and spelling patterns, and discovering generalizations. These tapes are wonderful resources for staff inservice or for groups of teachers who wish to explore spelling in detail.

Taberski, Sharon. 1996. *A Close-Up Look at Teaching Reading: Focusing on Children and Our Goals*. Portsmouth, NH: Heinemann.

A Close-Up Look at Teaching Reading is a collection of four videotapes that tackle teaching reading strategies in a classroom where the teacher is clear about goals and realistic about what she expects students to accomplish. These videos cover all of the essential aspects of reading instruction, including read-aloud, reading conferences, shared reading, guided reading, and independent reading. These videos provide teachers with an excellent opportunity to view major aspects of a comprehensive reading classroom.

Wright Group. 1998. *Classroom Impact*. Bothell, WA: The Wright Group.

Classroom Impact is a collection of seven staff development videos that address a range of issues related to literacy instruction. Each of these videos is hosted by a prominent educator in the field of literacy. These videos feature a strong theoretical foundation, abundant amounts of classroom footage, presentation guides with reproducible handouts, and frequent opportunities for viewer interaction and discussion. Topics addressed in the series include *Assessment: The Teacher's Tool* (Sandra Williams), *A Balanced Approach to Reading: Becoming Successfully and Joyfully Literate* (Constance Weaver), *Developing Oral Language and Phonemic Awareness Through Rhythm and Rhyme* (Babs Bell Hajdusiewicz), *Reading Strategies and Skills* (Constance Weaver and Margaret Moustafa), *Solving the Classroom Management Puzzle* (Susan Thomas Kelly), *Teacher's Tool Kit for Beginning Reading: Applying Reading Research to Classroom Practices* (Marilyn Adams), and *Teaching the Language of Print: Second Language Learning* (Jim Cummins). These videos are certain to be an asset to teachers who desire to view excellent reading instruction in action.

PROFESSIONAL JOURNALS

Book Links: Connecting Books, Libraries, and Classrooms. Aurora, IL: Booklist Publications, American Library Association.

Each issue of *Book Links* presents several books that focus on a common theme. These themes cover diverse topics ranging from endangered animals to the Civil War. Articles present suggestions for teachers and interviews with authors and illustrators. This is a great resource for teachers using inquiry in their classrooms.

Journal of Adolescent and Adult Literacy. Newark, DE: International Reading Association.

The *Journal of Adolescent and Adult Literacy* is packed with articles of interest to middle school teachers, high school teachers, and teachers of adult students. This helpful journal includes articles on writing, literature, reading, and motivating older readers and writers, as well as many related issues.

Reading Process & Practice, 3rd Edition by Constance Weaver (Portsmouth, NH: Heinemann); © 2002. May be reproduced for classroom use only.

Language Arts. Urbana, IL: National Council of Teachers of English.

Language Arts features excellent articles on teaching reading, yet also offers so much more. Literacy is the theme for this journal, which is often packed with articles that address writing, language, diversity, second language issues, community building, and teacher research. This is the place to find both practical ideas about teaching and thought-provoking articles that will help teachers to constantly rethink their assumptions and practices.

Literacy, Teaching and Learning: An International Journal of Early Reading and Writing. Columbus, OH: Reading Recovery Council of North America.

Literacy, Teaching and Learning is the official journal of the Reading Recovery Council of North America. Although some of the articles are specifically geared to the needs of Reading Recovery teachers, other articles will certainly be of interest to all literacy educators. This is a good source for articles that focus specifically on emergent readers and writers.

The New Advocate. Boston, MA: Christopher-Gordon Publishers, Inc.

The New Advocate is the consummate resource on children's and adolescent literature. This quarterly publication keeps teachers up-to-date on trends and issues related to using literature in classrooms, just-published books, and information about our favorite authors and illustrators. *The New Advocate* also features practical ideas for using literature in the classroom, vignettes written by fellow teachers, and children's responses to literature. This periodical should be available in every school's library.

Primary Voices, K–6. Urbana, IL: National Council of Teachers of English.

Primary Voices features themed issues that are created by teams of educators who are working together on a particular issue. *Primary Voices* invites proposals that focus on various aspects of literacy, including inquiry, literature study, writing, classroom community building, and teacher research.

Reading Research Quarterly. Newark, DE: International Reading Association.

The *Reading Research Quarterly* publishes current research studies in the field of reading and literacy. While some articles can tend toward the technical side, most are highly approachable and provide helpful insights for the thoughtful classroom teacher. *Reading Research Quarterly* is a great resource for keeping up-to-date with the latest in reading research.

Reading Teacher. Newark, DE: International Reading Association.

The *Reading Teacher* offers teachers an abundance of articles that are highly practical yet grounded in a strong theoretical foundation. Designed for the classroom teacher, this journal will keep teachers informed on the latest in classroom practices, strategies, and applications of current research in the field of reading.

Talking Points. Urbana, IL: National Council of Teachers of English.

Talking Points is published for the Whole Language Umbrella by the National Council of Teachers of English. This publication features articles that explore issues of interest to whole language educators. *Talking Points* often features articles written by teachers and provides a forum for both classroom teachers and college educators to reflect on student-centered, process-oriented approaches to literacy teaching and learning.

Theory into Practice. Columbus, OH: Ohio State University.

Theory into Practice is a themed journal that offers teachers articles on a variety of topics. Past issues have focused on inclusive schools, learning from students' voices, preparing teachers, multicultural education, alternative schools, mathematics, and social studies. Each issue explores the topic presented from a variety of perspectives. Back issues are available.

Voices from the Middle. Urbana, IL: National Council of Teachers of English.

Each issue of *Voices from the Middle* explores a theme of interest to middle school educators. Within each issue, teachers will find theoretical information, rich descriptions of classrooms, and book reviews that will support them as they explore the issue's theme within their own classrooms.

PUBLISHERS OF PROFESSIONAL BOOKS FOR TEACHERS

Heinemann. 88 Post Road West, P.O. Box 5007, Westport, Connecticut 06881.

Phone: 1-800-793-2154

Online: <http://www.heinemann.com>

Heinemann is a leading publisher of books, audiotapes, and videotapes for educators. Heinemann offers teachers a huge range of titles and topics, with a particular emphasis on topics related to literacy instruction, although it also offers books on teaching mathematics, social studies, science, and the arts. The Heinemann catalog features many excellent titles written by teachers and offers many resources that speak directly to the needs and experiences of classroom teachers.

International Reading Association. 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714.

Phone: 1-800-336-READ (1-800-336-7323)

Online: <http://bookstore.reading.org>

The International Reading Association publishes reports, booklists, parent brochures, videos, research studies, performance standards, and books. Many resources helpful to classroom teachers are available from their catalog.

National Council of Teachers of English. 1111 West Kenyon Road, Urbana, Illinois 61801.

Phone: 1-877-369-6283

Online: <http://www.ncte.org>

The National Council of Teachers of English publishes a wealth of material that teachers from kindergarten to college will find useful. Many are written for middle and high school teachers, but elementary classroom teachers will also find many useful books that will support them in their work with children. NCTE has played a strong role in publishing and promoting educational standards that reflect current thinking about literacy instruction.

Scholastic Publishers, Inc. 2931 East McCarty Street, Jefferson City, Missouri 65101.

Phone: 1-800-724-6527

Online: <http://teacher.scholastic.com>

The Scholastic catalog is full of materials that busy teachers can use immediately in their classrooms. Scholastic books tend to be rich in reproducible pages that teachers appreciate. The Scholastic catalog offers informational books as well as student books that teachers can

reproduce, books of graphic organizers and writing formats, and books packed full of activities and fun.

Stenhouse Publishers. 477 Congress Street, Suite 4B, Portland, Maine 04101.

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Online: <http://www.stenhouse.com>

Stenhouse Publishers offers an ever-increasing selection of quality books that focus on teaching and learning. While many titles focus on literacy, Stenhouse also offers books on mathematics, the arts, science, social studies, and even conflict management. Stenhouse is also a great resource for staff development videos. All teachers should be on its mailing list.

Teachers College Press. P.O. Box 20, Williston, Vermont 05495.

Phone: 1-800-575-6566

Online: <http://www.teacherscollegepress.com>

Teachers College Press offers a range of books on many issues related to education. This is a great place to find books that feature teacher research, address urban issues, and explore literacy and language. While many of the books are not written with the classroom teacher as the primary audience, thoughtful teachers will find many of these titles both inspiring and helpful.