



National Council of
Teachers of English®



2017
2018 **CATALOG**

BOOKS
JOURNALS
MEMBERSHIP

TURN THE PAGE

WELCOME TO NCTE!

NEW TITLES FROM NCTE

There's something for everyone

You hold in your hands a vibrant representation of NCTE members' interests and expertise. The books and journals in this catalog represent the research, practice, and knowledge that are at the core of all we do.

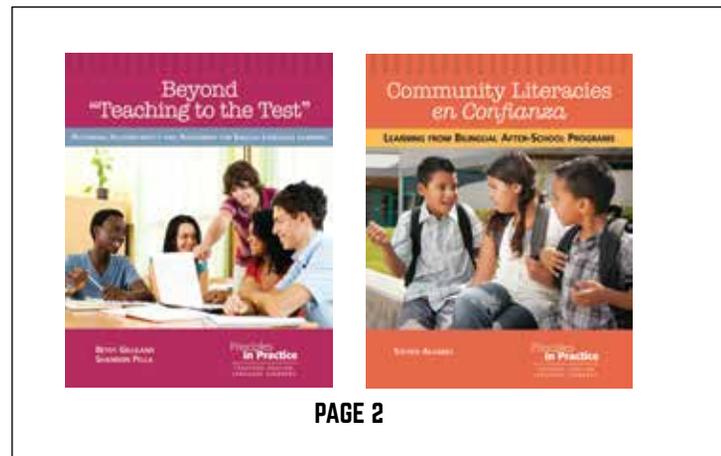
As the teaching profession continues to evolve, our resources are at the forefront of that change, speaking to the issues you face today and offering insights into where we're headed tomorrow. We're guided in this work by a vision that calls upon us to align our expertise to advance access, power, agency, affiliation, and impact for all learners.

In these pages you'll find publications that speak to

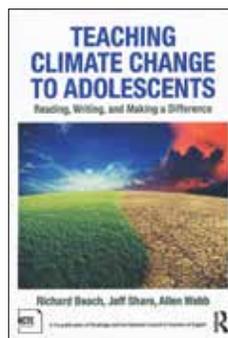
- providing access for more diverse voices;
- instructional approaches that foster critical thinking;
- cross-community connections;
- deepening every student's consciousness of worth; and
- the role that NCTE positions can play in advocating for change.

These books and journals were born of a desire to deepen our collective understanding of what works and what needs to evolve in the field. I invite you to send your feedback—and ideas on future publication topics, formats, and beyond—to me at emilylistens@ncte.org. Meeting your needs, and those of your students, is a journey we want to have with you.

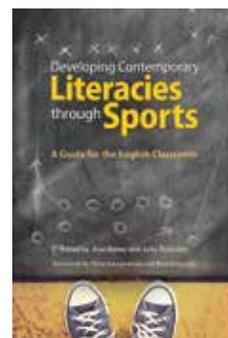
Emily Kirkpatrick
Executive Director



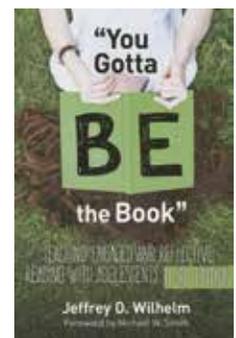
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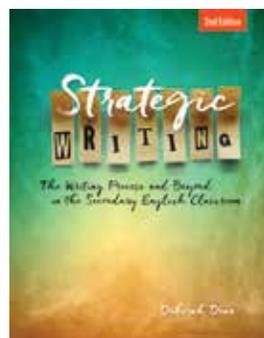
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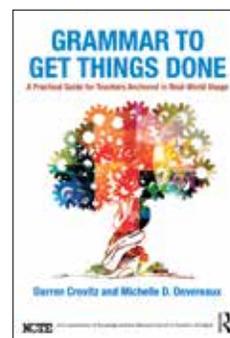
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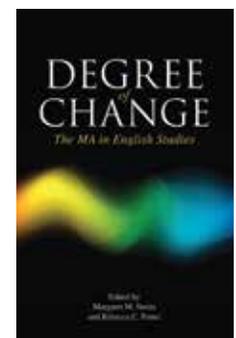
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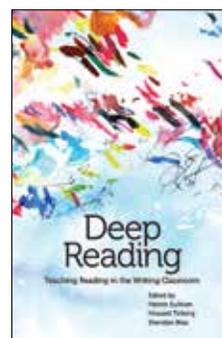
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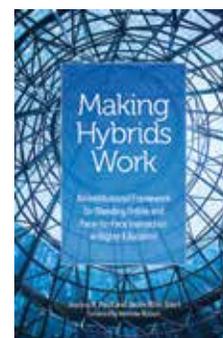
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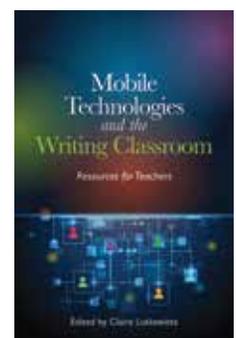
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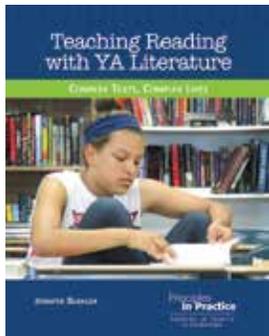


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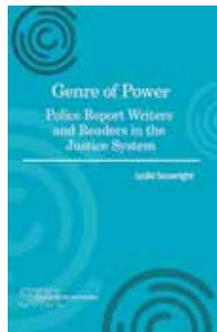


**PRINCIPLES
IN PRACTICE
IMPRINT**

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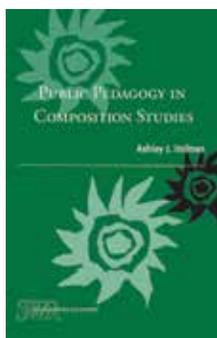


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**CCCC STUDIES IN
WRITING & RHETORIC
(SWR) SERIES**



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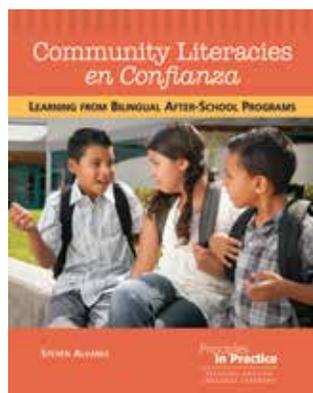
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The Principles in Practice imprint publishes books that look carefully at the research-based principles and policies developed by NCTE and put those policies to the test in actual classrooms. The goal behind these books is to familiarize teachers with the issues behind certain concerns, lay out NCTE's policies on those issues, provide resources from research studies to support those policies, and—most of all—make those policies come alive for teacher-readers.

—Cathy Fleischer, Imprint Editor

Teaching English Language Learners Strand

Each book in this strand is based on the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs).



Community Literacies **NEW** *en Confianza*

Learning from Bilingual After-School Programs

Steven Alvarez

Most teachers of English language learners are not fluently bilingual, and many don't receive formal professional development

in teaching emergent bilingual students. Teachers' greatest resources, argues Steven Alvarez, are the students themselves, with both a facility in their home language and ties to their home communities.

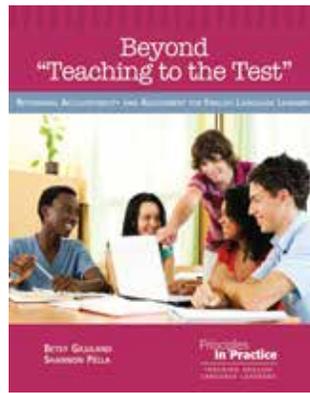
After-school programs focused on English learners, Alvarez suggests, offer a way for parents, teachers, and volunteers to come together to navigate school systems and the English language, share stories, and work to develop facility in reading and writing across languages.

In this book, Alvarez offers ideas for engaging and partnering with students' communities to design culturally sustaining pedagogies that productively use the literacy abilities students bring to schools. Drawing on the *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs)*, Alvarez highlights the importance of building mutual trust, or *confianza*, between students, schools, and communities, both inside and outside of the classroom.

107 pp. | 2017 | Grades PreK-12

No. 07867 | \$24.95 member/\$33.95 nonmember

ebook: No. 07874 | \$21.95 member/\$29.95 nonmember



Beyond "Teaching to the Test" **NEW**

Rethinking Accountability and Assessment for English Language Learners

Betsy Gilliland and Shannon Pella

The word *accountability* is everywhere in education

today, but it means different things to different people. Speaking directly to teachers who work with English language learners, Betsy Gilliland and Shannon Pella examine essential questions such as: What kind of accountability measures truly demonstrate multilingual students' learning? How do these measures reflect the planning and teaching that teachers do to help their students grow?

Drawing on principles outlined in the *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs)*, this book gives teachers the background and strategies to make their teaching and support equitable for ELLs. Examining how teachers can support learners' reading, writing, and academic language development, and illustrated with examples of real teachers at work, the authors explain teaching for accountability, formative and summative assessment, and preparation for high-stakes testing, as well as provide suggestions for teaching, guiding questions for discussion, and resource recommendations.

167 pp. | 2017 | Grades 6-12

No. 02947 | \$24.95 member/\$33.95 nonmember

ebook: No. 02954 | \$21.95 member/\$29.95 nonmember

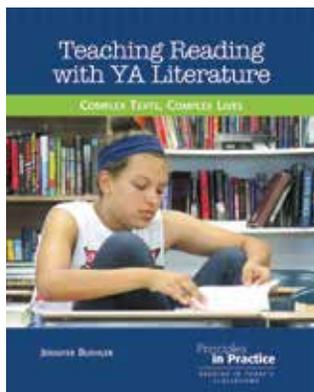
Forthcoming in Fall 2017:

Understanding Language: Supporting ELL Students in Responsive ELA Classrooms, Melinda J. McBee Orzulak

Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom, Christina Ortmeier-Hooper

Reading in Today's Classrooms Strand

Each book in this strand is based on Reading Instruction for All Students: An NCTE Policy Research Brief.



Teaching Reading with YA Literature

Complex Texts, Complex Lives

Jennifer Buehler

Jennifer Buehler knows YA lit. A teacher educator, former high school teacher, and host of ReadWriteThink.org's *Text Messages* podcast, she has shared her enthusiasm for this vibrant literature with thousands of teachers and adolescents.

More and more, literacy educators are turning to young adult literature as a way to transform all teens into enthusiastic readers. Buehler knows that if we want to meet the needs of all students as readers, we have to offer books they can—and want to—read. But we have to do more than put YA titles in front of students and teach them in traditional ways. Buehler explores the three core elements of a YA pedagogy with proven success in practice: (1) a classroom that cultivates a reading community; (2) a teacher who serves as book matchmaker and guide; and (3) tasks that foster complexity, agency, and autonomy in teen readers.

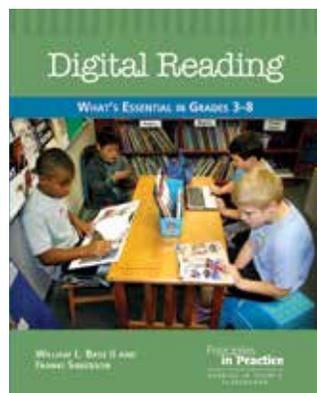
With a supporting explication of NCTE's policy research brief *Reading Instruction for All Students* and lively vignettes of teachers and students reading with passion and purpose, this book is designed to help teachers develop their own version of YA pedagogy and a vision for teaching YA lit in the middle and secondary classroom.

173 pp. | 2016 | Grades 7-12

No. 57268 | \$24.95 member/\$33.95 nonmember

ebook: No. 57275 | \$21.95 member/\$29.95 nonmember

NEW



Digital Reading

What's Essential in Grades 3-8

William L. Bass II and Franki Sibberson

Many of our young students come to school with vast experience in the digital world but too often use digital tools in limited ways because they view technology as merely another form

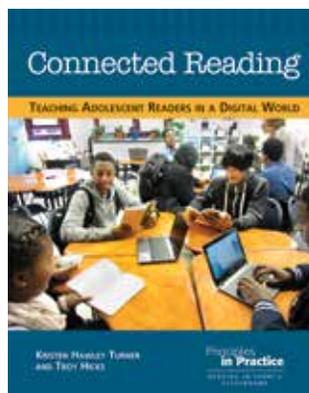
of entertainment. Educators William L. Bass II and Franki Sibberson believe we need to redefine reading to include digital reading and texts, learn how to support digital reading in the classroom, and embed digital tools throughout the elementary and middle school curriculum.

Bass, a technology coordinator, and Sibberson, a third-grade teacher, explore the experiences readers must have in order to navigate the digital texts they will encounter, as well as the kinds of lessons we must develop to enhance those experiences. Drawing on the NCTE policy research brief *Reading Instruction for All Students*, they lead from experience—both theirs and that of other classroom teachers.

122 pp. | 2015 | Grades 3-8

No. 11574 | \$24.95 member/\$33.95 nonmember

ebook: No. 11581 | \$21.95 member/\$29.95 nonmember



Connected Reading

Teaching Adolescent Readers in a Digital World

Kristen Hawley Turner and Troy Hicks

Having ready access to digital tools and texts doesn't mean that middle and high school students are automatically thoughtful, adept readers.

So how can we help adolescents become critical readers in a digital age?

Using NCTE's policy research brief *Reading Instruction for All Students* as both guide and sounding board, experienced teacher-researchers Kristen Hawley Turner and Troy Hicks report on interviews and survey data from visits with hundreds of teens, which led to the development of their model of Connected Reading: "Digital tools, used mindfully, enable connections. Digital reading is connected reading." Turner and Hicks offer practical tips by highlighting classroom practices that engage students in reading and thinking with both print and digital texts, thus encouraging reading instruction that reaches all students.

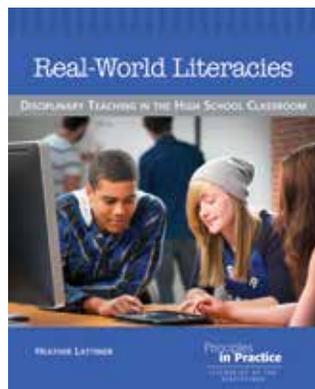
179 pp. | 2015 | Grades 7-12

No. 08376 | \$24.95 member/\$33.95 nonmember

ebook: No. 08383 | \$21.95 member/\$29.95 nonmember

Literacies of the Disciplines Strand

Each book highlights a different aspect of literacies of the disciplines as outlined in *Literacies of Disciplines: An NCTE Policy Research Brief*.



Real-World Literacies

Disciplinary Teaching in the High School Classroom

Heather Lattimer

Our highly technological and increasingly connected world needs more people capable of creative, innovative, and imaginative thinking that crosses disciplines. Why, then, are so many educators pressured to fall back on a standardized, test-driven, single-subject approach to instruction?

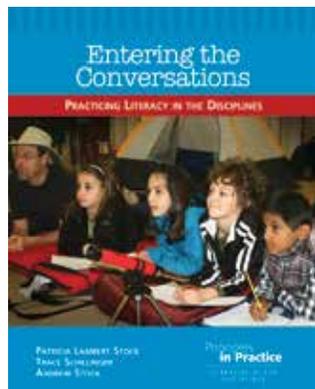
Heather Lattimer draws on *Literacies of Disciplines: An NCTE Policy Research Brief* and stories from high school classrooms to illustrate how we can learn to recognize the unique languages and literacy structures represented by various disciplines and then help our students both navigate within individual disciplines and travel among them.

Through a range of rich classroom examples, explanations of theory and practice in teacher-friendly language, guiding questions to support discussion and classroom application, and annotated lists of resources, Lattimer reframes the conversation away from generalized strategy instruction and toward true disciplinary literacy.

159 pp. | 2014 | Grades 9–12

No. 39431 | \$24.95 member/\$33.95 nonmember

ebook: No. 39448 | \$21.95 member/\$29.95 nonmember



Entering the Conversations

Practicing Literacy in the Disciplines

Patricia Lambert Stock, Trace Schillinger, and Andrew Stock

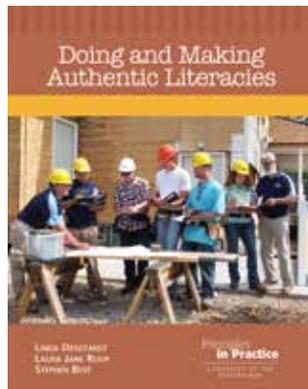
The authors of *Entering the Conversations* invite us into their classrooms and professional development workshops to see how students at all levels of

instruction can learn both the subject matter and the discipline-specific practices for reading and writing about that subject matter. In this book, we see the engagement and enthusiasm of students caught up in their roles as knowledge makers. As emerging field-based specialists, these students address real-world issues such as the reintroduction of wolves to US ecosystems and how to shape attitudes toward social revolution, demonstrating the value of having students read and write information-rich texts in multiple genres and media.

109 pp. | 2014 | Grades 5–8

No. 15633 | \$24.95 member/\$33.95 nonmember

ebook: No. 15657 | \$21.95 member/\$29.95 nonmember



Doing and Making Authentic Literacies

Linda Denstaedt, Laura Jane Roop, and Stephen Best

Too many students don't see themselves as "doers" and "makers" of authentic work in any of the disciplines of high

school, so they make no connection between high school coursework and their future lives and work. But what if we took advantage of our students' tremendous potential by designing environments in which they can unleash, develop, and publicly share their talents?

This book features educators in construction trades, English, math, and multidisciplinary teams who have created empowering disciplinary classrooms and projects that allow students to gain new identities as makers and doers. Building on foundational work in authentic literacies, the authors center their examples in a continuum of disciplinary literacy learning, demonstrating how it can be used to look at and reconfigure lessons, units, courses, and programs.

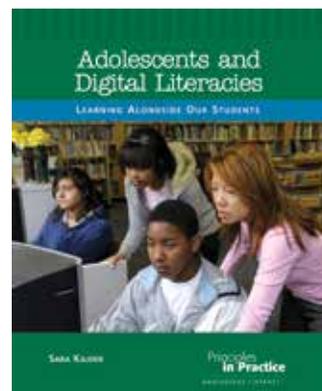
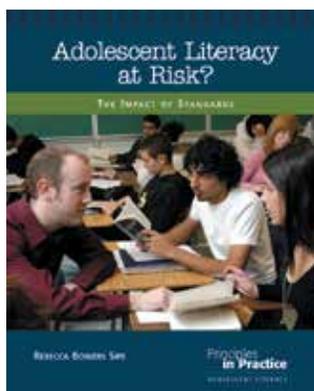
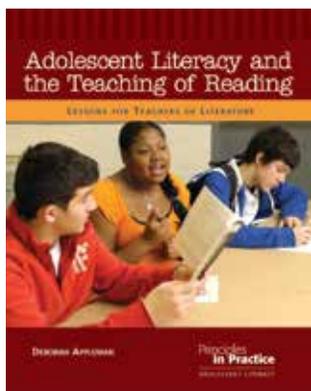
139 pp. | 2014 | Grades 9–12

No. 12199 | \$24.95 member/\$33.95 nonmember

ebook: No. 12182 | \$21.95 member/\$29.95 nonmember

Adolescent Literacy Strand

Each book in this series highlights a different aspect of adolescent literacy, drawing from *Adolescent Literacy: An NCTE Policy Research Brief*.



Adolescent Literacy and the Teaching of Reading

Lessons for Teachers of Literature

Deborah Appleman

Deborah Appleman dismantles the traditional divide between secondary teachers of literature and teachers of reading and offers a variety of practical ways to teach reading within the context of literature classrooms.

Using real-world examples from diverse secondary classrooms, Appleman helps literature teachers find answers to the questions they have about teaching reading:

- How can I help students negotiate the complex texts that they will encounter both in and out of the classroom?
- What are the best ways to engage whole classes in a variety of texts, both literary and nonliterary?
- What does it mean to be a struggling reader and how can I support these students?
- How can I inspire and motivate the male readers in my classes?

117 pp. | 2010 | Grades 9-12

No. 00561

\$24.95 member/\$33.95 nonmember

Adolescent Literacy at Risk?

The Impact of Standards

Rebecca Bowers Sipe

As teachers, we live in a world of standards. From local administration to national education policy, standards permeate every aspect of our teaching lives. Rebecca Sipe offers an in-depth look at the world of standards. She raises questions that are significant to all who are concerned about the direction the standards movement has taken:

- What do we mean by standards?
- Why are there so many standards for literacy and where do they come from?
- How have standards come to be seen as a formula for curricula rather than a platform for collaboration and planning?

Questioning the ways in which the standards movement has played out in classrooms, school districts, and states, Sipe issues a call for thinking about standards differently. She advocates for supporting and trusting teachers to find ways to make standards support the best of what we do.

127 pp. | 2009 | Grades 9-12

No. 22969

\$24.95 member/\$33.95 nonmember

Adolescents and Digital Literacies

Learning Alongside Our Students

Sara Kajder

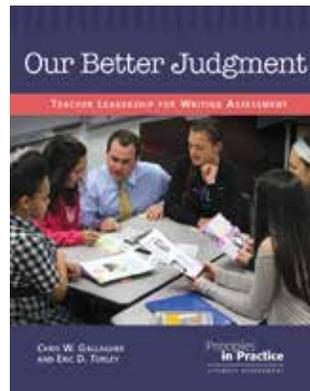
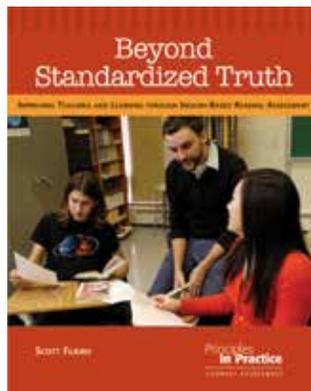
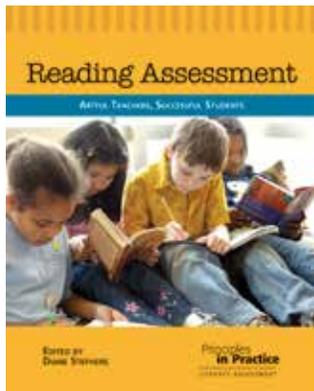
This book isn't about technology. It's about the teaching practices that technology enables, addressing the ways in which teachers and students work together to navigate continuous change and what it means to read, write, view, listen, and communicate in the twenty-first century. Sara Kajder, a nationally recognized expert on technology and literacy, recognizes that students are reading and writing every day in their "real lives." Drawing on ideas found in *Adolescent Literacy: An NCTE Policy Research Brief*, Kajder offers solutions for connecting these activities with the literacy practices required by classroom curricula. Through extensive interviews and classroom experiences, Kajder offers examples of both students and teachers who have successfully integrated technology to enrich literacy learning.

119 pp. | 2010 | Grades 9-12

No. 52997

\$24.95 member/\$33.95 nonmember

Literacy Assessment Strand *Each book highlights a different aspect of literacy assessment and is based on the IRA-NCTE Standards for the Assessment of Reading and Writing, Revised Edition.*



Reading Assessment

Artful Teachers, Successful Students

Diane Stephens, editor

Through case studies of individual students and lively portraits of elementary classrooms, editor Diane Stephens and colleagues explore how artful PreK–5 teachers come to know their students through assessment and use that knowledge to customize reading instruction. Throughout the book, the educators profiled—classroom teachers, reading specialists, and literacy coaches—work together to take personal and professional responsibility for knowing their students and ensuring that every child becomes a successful reader. The teachers profiled detail the assessment tools they use, how they make sense of the data they collect, and how they use that information to inform instruction.

Like the other books in the Literacy Assessment strand of NCTE's Principles in Practice imprint, *Reading Assessment* is based on the IRA-NCTE *Standards for the Assessment of Reading and Writing*, Revised Edition, which outlines the elements of high-quality literacy assessment. These educators show us how putting those standards in action creates the conditions under which readers thrive.

173 pp. | 2013 | Grades PreK–5

No. 30773

\$24.95 member/\$33.95 nonmember

Beyond Standardized Truth

Improving Teaching and Learning through Inquiry-Based Reading Assessment

Scott Filkins

The Common Core State Standards call for students to read and comprehend increasingly complex texts as they move through middle and high school. But how to support students as they develop the necessary skills, habits, and stances to grow as readers? Scott Filkins addresses these issues as he unpacks his own history with assessment.

Filkins showcases his colleagues' attempts to use an inquiry framework, including the various tools and documentation methods that help them inquire into their students' habits and thoughts as readers, use formative assessment to fuel the gradual release of responsibility framework, and use reading assessment as a means of professional reflection. Finally, Filkins challenges us to broaden the conversation about assessment to a wider range of stakeholders and offers a vision of assessment as an expression of care for the students in our charge.

133 pp. | 2012 | Grades 9–12

No. 02916

\$24.95 member/\$33.95 nonmember

Our Better Judgment

Teacher Leadership for Writing Assessment

Chris W. Gallagher and Eric D. Turley

"In this age of 'accountability,' teachers have been treated as targets of assessment rather than agents of it; assessment is something that is done to teachers, not something they do." Teachers do have a role in writing assessment, the authors suggest, and we have much to gain if we move assessment to the center of our professional practice, especially if we approach writing assessment through an inquiry framework that allows us to build our own assessment literacy, expertise, and leadership.

Based on the IRA-NCTE *Standards for the Assessment of Reading and Writing*, Revised Edition, this book brings us inside teachers' local contexts—classrooms, schools, and communities—to illustrate how teachers are taking the reins of writing assessment, guiding and improving the writing and literacy practices of their students while simultaneously reflecting on and revising their own instructional practices.

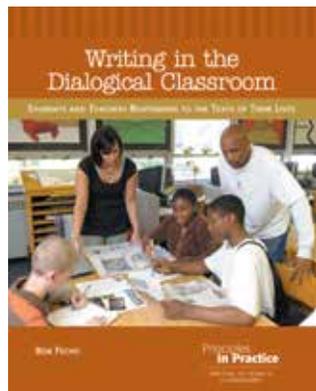
115 pp. | 2012 | Grades 9–12

No. 34764

\$24.95 member/\$33.95 nonmember

Writing in Today's Classrooms Strand

Each book in this series highlights a different aspect of writing instruction as outlined in NCTE Beliefs about the Teaching of Writing.



Writing in the Dialogical Classroom

Students and Teachers Responding to the Texts of Their Lives

Bob Fecho

Dialogical writing (1) combines academic and personal writing; (2) allows writers to bring multiple voices to the work; (3) involves thought,

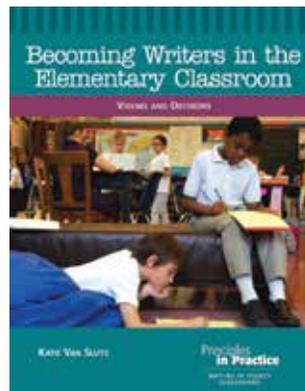
reflection, and engagement across time and space; and (4) creates opportunities for substantive and ongoing meaning making as students explore who they are and how they relate to the larger culture.

Drawing on *NCTE Beliefs about the Teaching of Writing*, Bob Fecho provides a window into the classrooms of middle and high school teachers who are engaged in a dialogue with their practices. Hear these teachers explain the essentials of their teaching as they demonstrate how dialogical classrooms depend on context and are forever in a state of becoming.

This book illustrates the empowerment that can result from dialogical writing as it examines the complexity of implementing this approach in the classroom.

119 pp. | 2011 | Grades 7-12

No. 13578 | \$24.95 member/\$33.95 nonmember



Becoming Writers in the Elementary Classroom

Visions and Decisions

Katie Van Sluys

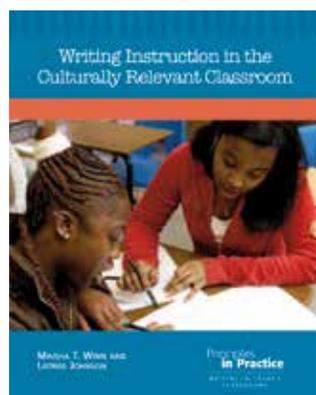
This book illustrates how teachers of elementary-age writers bring their beliefs about teaching and

learning to life—through the visions they hold for writers, writing, and the world, as well as through the decisions they make every day in their classrooms. Katie Van Sluys demonstrates how to (re)claim aspects of our professional practice to ensure that young people have the opportunity to become competent, constantly growing writers who use writing to think, communicate, and pose as well as solve problems.

Using *NCTE Beliefs about the Teaching of Writing*, Van Sluys invites us to articulate our own beliefs as we explore why and what we write, how we write and how we teach, how we assess progress, and how we advocate for the practices we believe in.

145 pp. | 2011 | Grades K-5

No. 02770 | \$24.95 member/\$33.95 nonmember



Writing Instruction in the Culturally Relevant Classroom

Maisha T. Winn and Latrise P. Johnson

How can we reach all of our students, especially those who have been underserved in US classrooms?

Basing their book on principles in *NCTE Beliefs about the Teaching of Writing*, Maisha T. Winn and Latrise P. Johnson support an approach to writing instruction that can help all students succeed. Through portraits of four high school teachers, they show how to create an environment for effective learning and teaching in diverse classrooms, answering questions such as:

- How can I honor students' backgrounds and experiences to help them become better writers?
- How can I teach in a culturally responsive way if I don't share cultural identities with my students?
- How can I move beyond a "heroes and holidays" approach to culturally relevant pedagogy?
- How can I draw on what I already know about good writing instruction to make my classes more culturally relevant?

101 pp. | 2011 | Grades 9-12

No. 58562 | \$24.95 member/\$33.95 nonmember



SCHOOL MEMBERSHIP



WHAT IF YOU COULD GET ALL YOUR COLLEAGUES ENGAGED IN LEARNING AND GROWING TOGETHER?

NCTE's School Membership Program is designed to help educators PreK-12 improve literacy—as a team.

There's no limit to the number of participants, as long as you're all working from the same elementary, middle, or high school.

You can bring your co-workers together around a year's worth of great content—content that is specially selected for relevance to educators in all disciplines, because we believe literacy is everyone's job.

For \$750 per school building, all participants will receive:

- Green (all electronic) membership to NCTE and a green subscription to an NCTE journal (specific journal depends on grade level).
- All the benefits that come with NCTE membership, including our bi-weekly INBOX newsletter and access to NCTE's digital journal archives.
- A monthly e-newsletter, just for school members, with a selection of resources and materials curated around relevant topics. The content of these newsletters is ideal for collaborative professional learning across your school.
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- As NCTE members, those involved in the school membership get access to discounts on registration to our Annual Convention (held in St. Louis, MO, this November 16-19), books, and other journal subscriptions. And even more important than the incredible value of the content available through this offer, your school will get a chance to connect and grow professionally together.

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“My favorite part of writing for ReadWriteThink is the opportunity to explicitly link theory and practice. It is exciting to create materials that use wonderful technology resources and that make connections for classroom teachers between literacy research and theory.”

—Maureen Carroll, Teacher Educator

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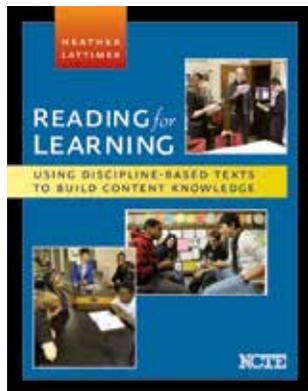
—Julianna Elguicze, Classroom Teacher

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Reading for Learning

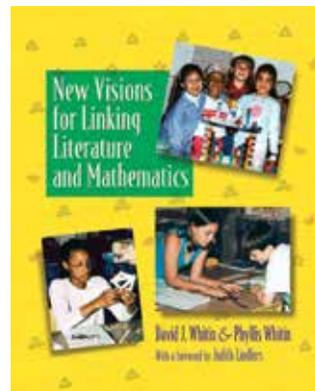
Using Discipline-Based Texts to Build Content Knowledge

Heather Lattimer

This book addresses head-on the reality that teaching reading and teaching content can, and should, go hand in hand to support subject area learning.

Drawing on research in human cognition, reading development, and discipline-specific pedagogies, Heather Lattimer provides practical, classroom-tested approaches to helping students access and critically respond to content-based texts, such as selecting texts that enhance student learning, using strategies to help focus student readers before they engage with texts, and supporting comprehension in content areas through discussion and writing.

159 pp. | 2010 | Grades 5-10
No. 08437 | \$29.95 member/\$39.95 nonmember



New Visions for Linking Literature and Mathematics

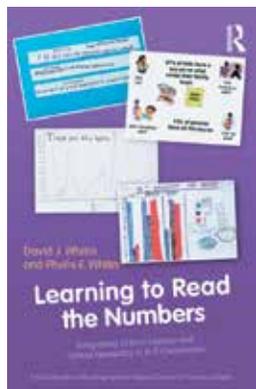
David J. Whitin and Phyllis Whitin

This book offers a wealth of ideas for integrating literature and mathematics, including:

- Specific criteria for evaluating math-related books
- An in-depth look at problem posing and book pairs as effective strategies for engaging students
- Explicit connections made to standards and policies from NCTM and NCTE
- An annotated list of the best math-related literature

NCTE and NCTM.

171 pp. | 2004 | Grades K-6
No. 33487 | \$21.95 member/\$29.95 nonmember



Learning to Read the Numbers

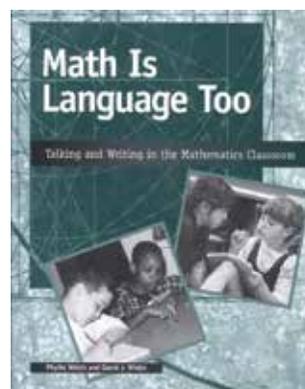
Integrating Critical Literacy and Critical Numeracy in K-8 Classrooms

David J. Whitin and Phyllis E. Whitin

Uniquely addressing both mathematics and language issues, this text shows how critical readers dig beneath

the surface of data to better evaluate their usefulness and to understand how numbers are constructed by authors to portray a certain version of reality. Engaging, concise, and rich with examples and clear connections to classroom practice, this book provides a framework of critical questions that children and teachers can pose to crack open authors' intentions, expose their decisions, and make clear who are the winners and the losers—questions that are essential for building democratic classrooms. *Routledge and NCTE.*

136 pp. | 2010 | Grades K-8
No. 27835 | \$39.95 member/\$41.95 nonmember



Math Is Language Too

Talking and Writing in the Mathematics Classroom

Phyllis Whitin and David J. Whitin

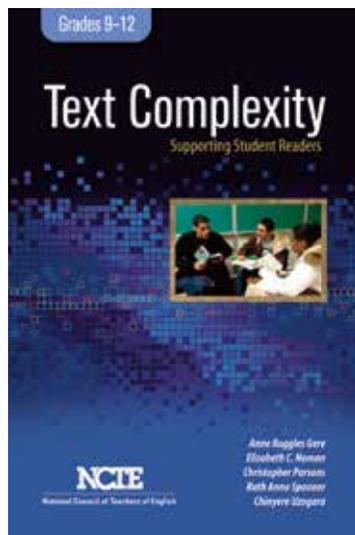
Replete with children's stories and illustrations, *Math Is Language Too* looks at children as sense-makers, storytellers, language

creators, and problem posers. This groundbreaking book, the first joint publication by the National Council of Teachers of Mathematics and the National Council of Teachers of English, explores the ways in which fourth-grade students use story, metaphor, and language to develop mathematical thinking skills and strategies. Included are classroom-tested, hands-on activities in geometry and algorithms and directions on making tools for use in the classroom. *NCTE and NCTM.*

105 pp. | 2000 | Grades 3-6
No. 21349 | \$16.95 member/\$22.95 nonmember

For more on content area literacy, see the Principles in Practice imprint strand of books on Literacies of the Disciplines on page 4.





Text Complexity

Supporting Student Readers, Grades 9-12

Anne Ruggles Gere, Elizabeth C. Homan, Christopher Parsons, Ruth Anna Spooner, and Chinyere Uzogara

Feeling confused about what “text complexity” means? Want strategies for assessing the reading abilities of your students? Interested in learning more about text-dependent questions? Ready to think about making some “instructional shifts”? This ebook is for you.

So begins NCTE’s first enhanced ebook, rich with interactive resources that showcase classroom teachers demonstrating principles of excellent reading instruction while addressing the call of the Common Core State Standards (CCSS) to emphasize text complexity.

Through video vignettes and audio clips, teachers unpack the CCSS model of text complexity and offer models of teaching students to negotiate text complexity, methods of assessment, and planning for teaching text complexity. Further resources can be accessed at the click of a hyperlink.

Also available from Barnes and Noble (for Nook version), Apple (iBooks), and Amazon (Kindle Fire). The version for Kindle Fire HD is available only from Amazon.

ebook

2013 | Grades 9-12

No. 53550 | \$9.95 member/\$15.95 nonmember

360 Degrees of Text

Using Poetry to Teach Close Reading and Powerful Writing

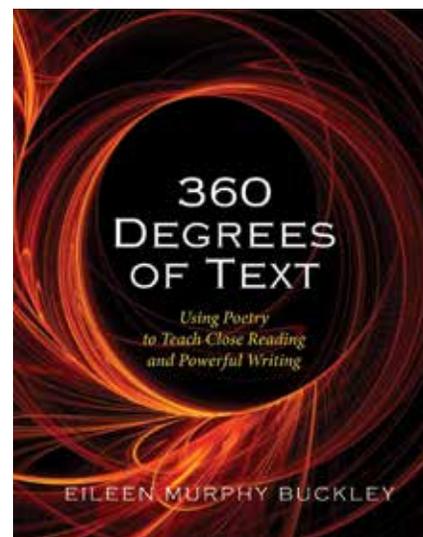
Eileen Murphy Buckley

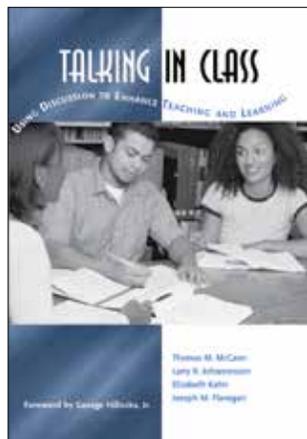
Youth culture is rich with poetry, from song lyrics that teens read, listen to, and write, to poetry they perform through slams and open mics. The rich, compact language of poetry both inside and outside the classroom plays a valuable role in bridging the divide between youth culture and academic culture.

Whether we call it “critical literacy” or just “making meaning,” being able to read and analyze with precision and judgment empowers all students, not just in their academic courses but in everyday situations that require thoughtful evaluation and response. Through Eileen Murphy Buckley’s 360-degree approach to teaching critical literacy, students investigate texts through a full spectrum of learning modalities, harnessing the excitement of performance, imitation, creative writing, and argument/debate activities to become more powerful thinkers, readers, and writers. *Theory and Research Into Practice (TRIP) series.*

193 pp. | 2011 | Grades 9-12

No. 60237 | \$31.95 member/\$42.95 nonmember





Talking in Class

Using Discussion to Enhance Teaching and Learning

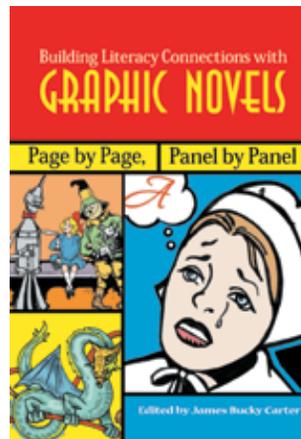
Thomas M. McCann, Larry R. Johannessen, Elizabeth Kahn, and Joseph M. Flanagan

Foreword by George Hillocks Jr.

Talking in Class guides readers in developing skills that promote and facilitate authentic discussion

within the English language arts classroom. Speaking from their own classroom experience, the authors introduce some basic considerations for planning, managing, and evaluating large-group and small-group discussions. Examples of both instructional activities and classroom practices illustrate the ways that discussion prepares students for subsequent learning, specifically in connection to writing and to the reading and interpretation of literature.

230 pp. | 2006 | Grades 9–12
No. 50012 | \$26.95 member/\$35.95 nonmember



Building Literacy Connections with Graphic Novels

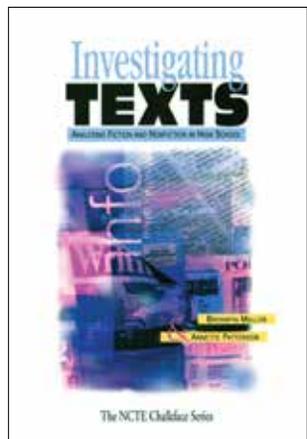
Page by Page, Panel by Panel

James Bucky Carter, editor

James Bucky Carter and the contributors to this collection have found an effective approach for engaging student learners: use graphic

novels! They tap into the growing popularity of graphic novels in this one-of-a-kind guidebook. Each chapter presents practical suggestions for the classroom as it pairs a graphic novel with a more traditional text or examines connections between multiple sources. Packed with great ideas for integrating graphic novels into the curriculum, this collection of creative and effective teaching strategies will help you and your students join the fun.

164 pp. | 2007 | Grades 7–12
No. 03920 | \$22.95 member/ \$30.95 nonmember



Investigating Texts

Analyzing Fiction and Nonfiction in High School

Bronwyn Mellor and Annette Patterson

Investigating Texts offers scaffolded activities to help students explore what it means to behave like a reader, how ways of reading can change, and how a given text can be read in different ways—and thus constructed as a different “object,” with a different meaning, depending on the occasion and the reading practices used. These questions are approached in a challenging yet accessible manner that proceeds in stages while also allowing teachers to follow selected strands—e.g., comparing fiction and nonfiction texts, or reading for gender—across chapters.

Individual and group activities set the stage for writing and discussion through prediction, chart building, comparative analysis, and manipulation of conventional fiction and nonfiction “ingredients.” These authentic activities are keyed to more than 30 fiction and nonfiction texts reprinted in the book, including advertising and newspaper copy, an encyclopedia entry, and fiction. As students grapple with these texts, they are invited to develop an active stance toward texts of all kinds, both in their schoolwork and in their lives outside the classroom. *NOTE: Customers outside of the United States and Canada should contact Chalkface Press at www.chalkface.net.au for purchasing information. The NCTE Chalkface Series.*

119 pp. | 2001 | Grades 9–12
No. 23783 | \$14.95 member/\$19.95 nonmember

Middle Ground

Exploring Selected Literature from and about the Middle East

Sheryl L. Finkle and Tamara J. Lilly

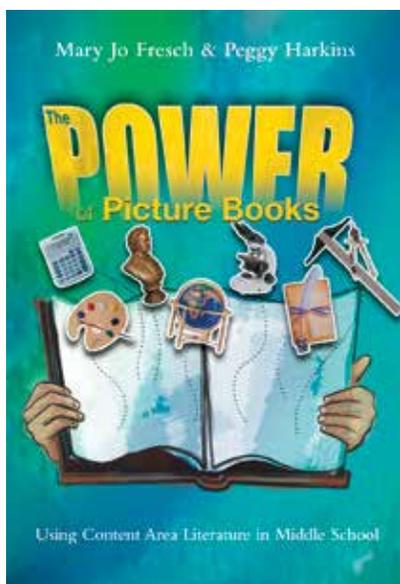
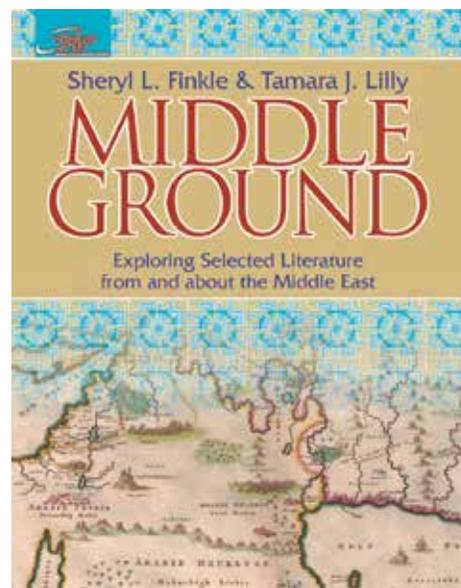
Literature from and about the Middle East has largely been missing from middle and high school curricula. Changing demographics and global citizenship necessitate a better understanding of Middle Eastern history, culture, and literature. Recognizing this need, veteran teachers Sheryl L. Finkle and Tamara J. Lilly offer a comprehensive review of the theory and practice of teaching Middle Eastern literature.

Studying literature from and about the Middle East not only enables students to gain a deeper understanding of the world around them but also allows them to develop crucial critical thinking and literacy skills that can be applied outside the English classroom.

Theory and Research Into Practice (TRIP) series.

149 pp. | 2008 | Grades 6-12

No. 31619 | \$25.95 member/\$34.95 nonmember



The Power of Picture Books

Using Content Area Literature in Middle School

Mary Jo Fresch and Peggy Harkins

Picture books aren't just for little kids.

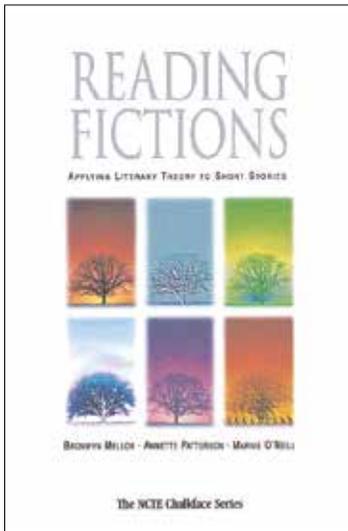
They are powerful and engaging texts that can help all middle school students succeed in language arts, math, science, social studies, and the arts. Picture books appeal to students of all readiness levels, interests, and learning styles.

Featuring descriptions and activities for fifty exceptional titles, Mary Jo Fresch and Peggy Harkins offer a wealth of ideas for harnessing the power of picture books to improve reading and writing in the content areas.

By incorporating picture books into the classroom, teachers across the disciplines can introduce new topics into their curriculum, help students develop nonfiction literacy skills, provide authentic and meaningful cultural perspectives, and help meet a wide range of learning needs.

147 pp. | 2009 | Grades 5-8

No. 36331 | \$29.95 member/\$39.95 nonmember



Reading Fictions

Applying Literary Theory to Short Stories

Bronwyn Mellor, Annette Patterson, and Marnie O'Neill

Featuring reprinted short stories by authors including Joyce Carol Oates, Richard Brautigan, and Bessie Head, *Reading Fictions* uses text-based discussion and activities to help students explore the notion that a text does not simply “have” a definitive meaning but invites readers to construct meanings from a range of possibilities. *NOTE: Customers outside of the United States and Canada should contact Chalkface Press at www.chalkface.net.au for purchasing information. The NCTE Chalkface Series.*

101 pp. | 2000 | Grades 9–12

No. 38691 | \$14.95 member/\$19.95 nonmember



Literary Terms

A Practical Glossary

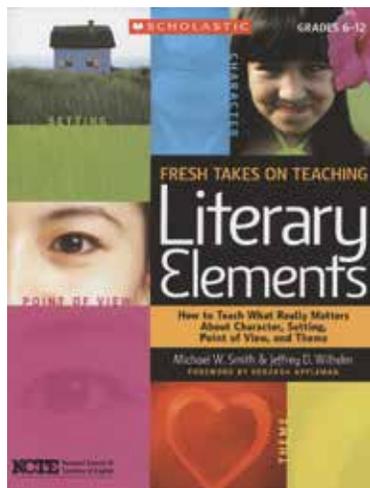
Brian Moon

Literary Terms: A Practical Glossary provides up-to-date definitions, drawing on recent developments in literary theory and emphasizing the role of reading practices in the reproduction of literary meanings.

This is an excellent resource for high school teachers interested in strengthening appreciation and understanding of the complexities of literary study. *NOTE: Customers outside of the United States and Canada should contact Chalkface Press at www.chalkface.net.au for purchasing information. The NCTE Chalkface Series.*

177 pp. | 1999 | Grades 9–12

No. 30089 | \$19.95 member/\$26.95 nonmember



Fresh Takes on Teaching Literary Elements

How to Teach What Really Matters about Character, Setting, Point of View, and Theme

Michael W. Smith and Jeffrey D. Wilhelm

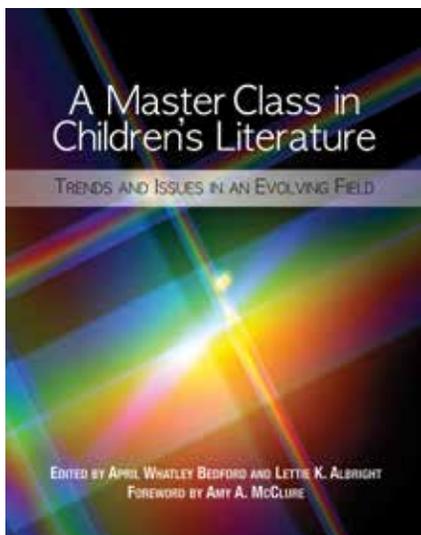
Foreword by Deborah Appleman

Bring new power and purpose to the study of literature with innovative tools and strategies that deepen students’ understanding of literary elements and help them apply that understanding to their reading as well as their writing.

Rich, original passages illuminate the intricacies of character, setting, point of view, and theme, and deeply engaging activities framed by inquiry enable students to transfer what they learn not only to new reading situations but also to the way they think through problems and live their lives. *Scholastic Inc. and NCTE.*

208 pp. | 2010 | Grades 6–12

No. 17953 | \$23.95 member/\$25.95 nonmember



A Master Class in Children's Literature

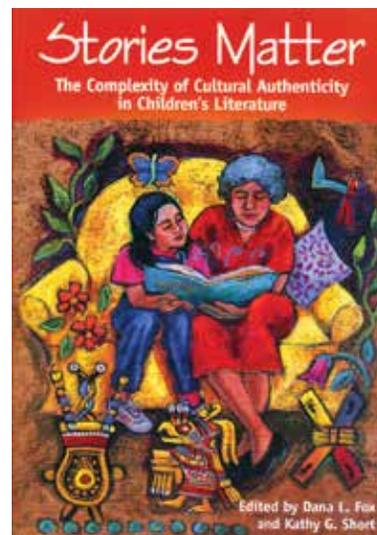
Trends and Issues in an Evolving Field

April Whitley Bedford and Lettie K. Albright, editors

This collection discusses contemporary issues in children's literature and offers suggestions, strategies, and resources for teacher educators, teachers, and librarians. Each chapter focuses on a contemporary issue in children's literature, providing suggestions, strategies, and resources for implementation and instruction. Chapter authors lay the foundation of children's literature courses, encourage teachers to broaden their reading worlds, and address challenges and possibilities, such as the impact of new technologies, censorship, bestselling books, and keeping the love of literature alive in today's high-stakes testing environment.

242 pp. | 2011 | Grades K-8

No. 30827 | \$34.95 member/\$46.95 nonmember



Stories Matter

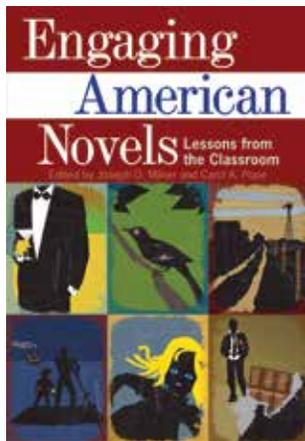
The Complexity of Cultural Authenticity in Children's Literature

Dana L. Fox and Kathy G. Short, editors

This collection highlights important historical events, current debates, and new questions and critiques in the controversial issue of cultural authenticity in children's literature. Contributors include Rudine Sims Bishop, Jacqueline Woodson, Susan Guevara, Kathryn Lasky, Henry Louis Gates Jr., Joel Taxel, and Mingshui Cai. Essays address the social responsibility of authors, the role of imagination and experience in writing for young people, cultural sensitivity and values, authenticity of content and images, authorial freedom, and the role of literature in an education that is multicultural. Writers refer to the texts, ideas, and stances of others in the volume, making it a valuable resource for practicing teachers, prospective teachers, librarians, teacher educators, or anyone who uses literature with young people.

340 pp. | 2003 | Grades K-8

No. 47445 | \$26.95 member /\$35.95 nonmember



Engaging American Novels

Lessons from the Classroom

Joseph O. Milner and Carol A. Pope, editors

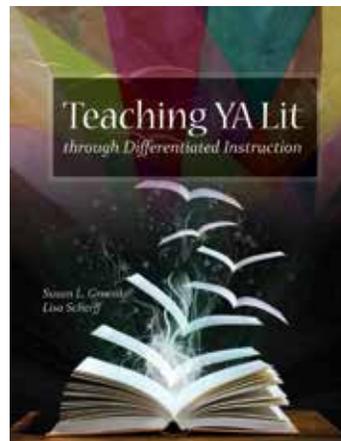
In today's world, in which reading is sometimes considered passé and visual literacy rules, urging students to read novels can be a truly demanding task. But the ability to help students find novels

engaging is a mark of an exceptional teacher. This collection focuses on ten frequently taught American novels, both classic and contemporary, that can help promote such engagement:

- *Of Mice and Men*
- *The Bluest Eye*
- *Out of the Dust*
- *The Outsiders*
- *The Great Gatsby*
- *The Chocolate War*
- *Adventures of Huckleberry Finn*
- *Bless Me, Ultima*
- *Their Eyes Were Watching God*
- *To Kill a Mockingbird*

390 pp. | 2011 | Grades 9-12

No. 13585 | \$31.95 member/\$42.95 nonmember



Teaching YA Lit through Differentiated Instruction

Susan L. Groenke and Lisa Scherff

Foreword by Alan Sitomer

Authors Susan L. Groenke and Lisa Scherff offer suggestions for incorporating YA lit

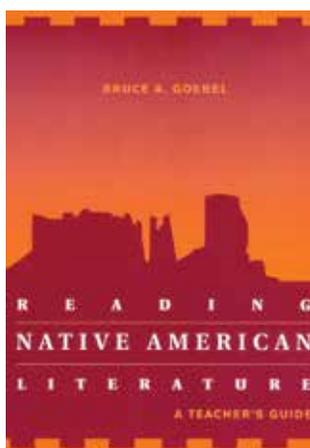
into the high school curriculum by focusing on a few key questions:

- Which works of YA literature work better for whole-class instruction and which are more suitable for independent reading and/or small-group activities?
- What can teachers do with YA lit in whole-class instruction?
- How can teachers use YA novels to address the needs of diverse readers in mixed-ability classrooms?

Each chapter opens with an introduction to and description of a different popular genre or award category of YA lit—science fiction, realistic teen fiction, graphic novels, Pura Belpré Award winners, nonfiction texts, poetry, historical YA fiction—and then offers suggestions within that genre for whole-class instruction juxtaposed with a young adult novel more suited for independent reading or small-group activities.

177 pp. | 2010 | Grades 9-12

No. 33705 | \$29.95 member/\$39.95 nonmember



Reading Native American Literature

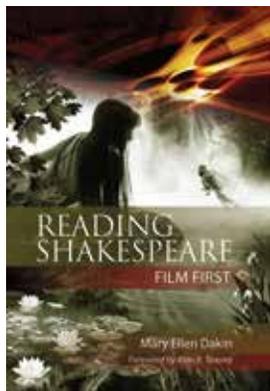
A Teacher's Guide

Bruce A. Goebel

Goebel offers innovative and practical suggestions about how to introduce students to a range of Native American works. After considering ways in which studying Native American literature addresses gaps in standard American history textbooks, Goebel discusses the complexity that lies in the language of race.

169 pp | 2004 | Grades 9-College

No. 38950 | \$26.95 member/\$35.95 nonmember



Reading Shakespeare Film First

Mary Ellen Dakin

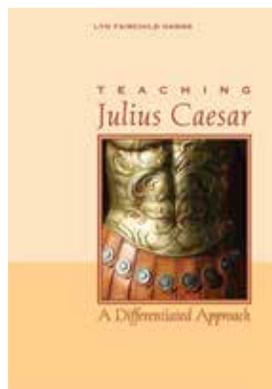
Foreword by Alan B. Teasley

Mary Ellen Dakin asserts that we need to read Shakespeare in triplicate—as the stuff of transformative literature, theater, and film. She guides teachers and students with carefully researched and

classroom-tested strategies for crossing over from Shakespeare's early modern English to modern film and illustrated productions of his plays. Through a wealth of classroom vignettes, lessons, and handouts, we see how the "old" language of Shakespeare is constantly renewed through the "new" language of film.

179 pp. | 2012 | Grades 9-12

No. 39073 | \$27.95 member/\$37.95 nonmember



Teaching Julius Caesar

A Differentiated Approach

Lyn Fairchild Hawks

Julius Caesar continues to resonate with high school students and remains a favorite text in classrooms everywhere. Through differentiated instruction, Lyn Fairchild Hawks offers solutions for bringing the

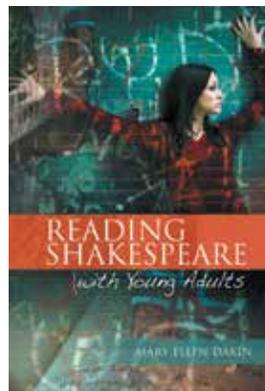
play to life for all students—those with various interests, readiness levels, and learning styles. This book is a comprehensive curriculum for teaching the play and offers:

- lesson plans highlighting key scenes
- mini-lessons for reading and writing
- performance activities
- close reading assignments for ELL, novice, on-target, and advanced learners
- quizzes, writing assignments, and compacting guidelines.

A companion website features additional student assessment and teaching materials that may be used in conjunction with this book.

219 pp. | 2010 | Grades 7-12

No. 51082 | \$26.95 member/\$35.95 nonmember



Reading Shakespeare with Young Adults

Mary Ellen Dakin

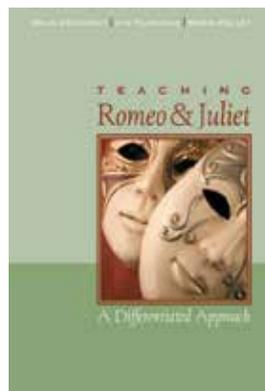
Although the works of William Shakespeare are universally taught in high schools, many students have a similar reaction when confronted with the difficult task of reading Shakespeare for the first time. In *Reading Shakespeare with Young Adults*, Mary

Ellen Dakin seeks to help teachers better understand not just how to teach the Bard's work, but also why. By celebrating the collaborative reading of Shakespeare's plays, Dakin explores different methods for getting students engaged in—and excited about—the texts as they learn to construct meaning from Shakespeare's sixteenth-century language and connect it to their twenty-first-century lives.

Filled with teacher-tested classroom activities, this book draws on often-taught plays, including *Hamlet*, *Romeo and Juliet*, *Macbeth*, *Julius Caesar*, and *A Midsummer Night's Dream*.

233 pp. | 2009 | Grades 9-12

No. 39042 | \$27.95 member/\$37.95 nonmember



Teaching Romeo and Juliet

A Differentiated Approach

Delia DeCourcy, Lyn Fairchild, and Robin Follet

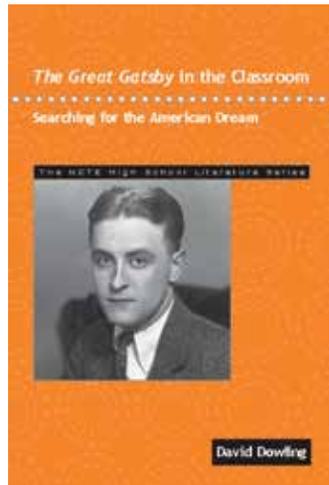
Romeo and Juliet is one of Shakespeare's most-taught plays, yet teachers are always looking for new and effective ways to make the material engaging and adaptable for

all students—from those struggling to read to those able to analyze complicated sonnets. By using the concept of differentiated instruction, authors Delia DeCourcy, Lyn Fairchild, and Robin Follet provide a practical, easy-to-use guide for teaching the play that addresses a wide range of student readiness levels, interests, and learning styles. An entire curriculum for teaching the play, the book features lesson plans, scaffolded reading activities, quizzes, mini-lessons, compacting guidelines, and close reader handouts—all geared toward different levels of readiness.

308 pp. | 2007 | Grades 7-12

No. 01124 | \$26.95 member/\$35.95 nonmember

The NCTE High School Literature Series helps teachers get their students excited about literature. Each brief, accessible book focuses on a single author or work and features excerpts from the writer's works, biographical information, and samples of professional literary criticism. Rich in opportunities for classroom discussion and writing assignments, each book also offers many examples of student writing.



The Great Gatsby in the Classroom

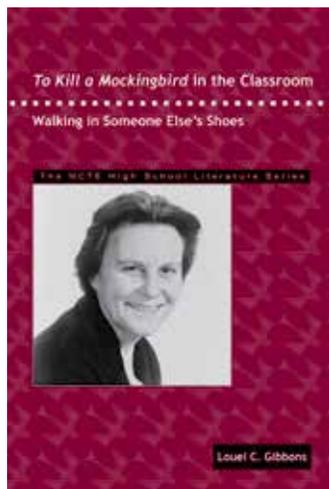
Searching for the American Dream

David Dowling

Dowling demonstrates how teachers can help students connect *The Great Gatsby* to the value systems of the twenty-first century, offering active reading and thinking strategies designed to enhance higher-level thinking and personal responses to fiction. He outlines specific teaching strategies for each chapter of *Gatsby*, as well as a variety of pre- and postreading projects and writing assignments.

137 pp. | 2006 | Grades 9-12

No. 50986 | \$13.95 member/\$18.95 nonmember



To Kill a Mockingbird in the Classroom

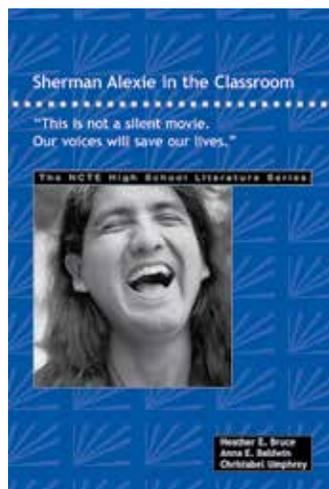
Walking in Someone Else's Shoes

Louel C. Gibbons

This book examines ways of engaging students as they study Lee's novel. Included are collaborative learning, discussion, writing, and inquiry-based projects as well as activities related to the film version of *To Kill a Mockingbird*. The twelfth book in the NCTE High School Literature Series, this volume features sample student work and excerpts of relevant literary criticism and reviews.

121 pp. | 2009 | Grades 9-12

No. 25519 | \$13.95 member/\$18.95 nonmember



Sherman Alexie in the Classroom

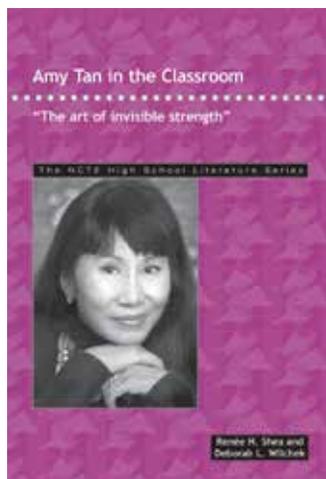
"This is not a silent movie. Our voices will save our lives."

Heather E. Bruce, Anna E. Baldwin, and Christabel Umphrey

Sherman Alexie's work—often charismatic, insistent, and opinionated—has earned accolades and awards, including the 2007 National Book Award for Young People's Literature. This volume in NCTE's High School Literature Series examines ways to teach the works of Alexie, including *The Lone Ranger and Tonto Fistfight in Heaven*; *Reservation Blues*; *Flight*; and the National Book Award winner *The Absolutely True Diary of a Part-Time Indian*. The authors contextualize Alexie's work in the larger body of works written in English by Native American authors, but they also let Alexie's own voice shine. Student samples are included, along with a chapter that excerpts selections from pertinent literary criticism to guide teachers in their study of Alexie's work.

146 pp. | 2008 | Grades 9-12

No. 44572 | \$13.95 member/\$18.95 nonmember



Amy Tan in the Classroom

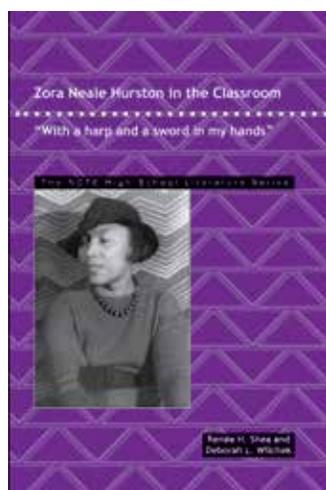
"The art of invisible strength"

Renée H. Shea and Deborah L. Wilchek

Renée Shea and Deborah Wilchek offer high school teachers an activity-based approach to teaching the works of Amy Tan, especially *The Joy Luck Club* and *The Opposite of Fate*. This is a useful resource that will enliven your literature classroom with exciting and enriching student-centered activities.

128 pp. | 2005 | Grades 9-12

No. 01488 | \$13.95 member/\$18.95 nonmember



Zora Neale Hurston in the Classroom

"With a harp and a sword in my hands"

Renée H. Shea and Deborah L. Wilchek

In *Zora Neale Hurston in the Classroom*, readers will discover new ways to share the work of this important author with students. The book offers a practical approach to Hurston using a range of student-centered activities for teaching Hurston's nonfiction, short stories, and the print and film versions of *Their Eyes Were Watching God*.

113 pp. | 2009 | Grades 9-12

No. 59750 | \$13.95 member/\$18.95 nonmember

OTHER TITLES IN THE HIGH SCHOOL LITERATURE SERIES

Tim O'Brien in the Classroom

"This too is true: Stories can save us"

Barry Gilmore and Alexander Kaplan

106 pp. 2007. Grades 9-12

No. 54663

Langston Hughes in the Classroom

"Do Nothin' till You Hear from Me"

Carmaletta M. Williams

124 pp | 2006 | Grades 9-12

No. 25611

Sandra Cisneros in the Classroom

"Do not forget to reach"

Carol Jago

95 pp. | 2002 | Grades 9-12

No. 42311

Raymond Carver in the Classroom

"A Small, Good Thing"

Susanne Rubenstein

119 pp. | 2005 | Grades 9-12

No. 38314

Alice Walker in the Classroom

"Living by the Word"

Carol Jago

73 pp. | 2000 | Grades 9-12

No. 01143

Nikki Giovanni in the Classroom

"The same ol' danger but a brand new pleasure"

Carol Jago

78 pp. | 1999 | Grades 9-12

No. 52120

Judith Ortiz Cofer in the Classroom

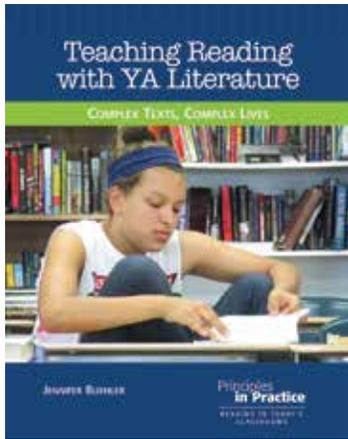
"A Woman in Front of the Sun"

Carol Jago

82 pp. 2006. Grades 9-12

No. 25359

All High School Literature Titles: \$13.95 member/\$18.95 nonmember



NEW

Teaching Reading with YA Literature

Complex Texts, Complex Lives
Jennifer Buehler

Jennifer Buehler knows young adult literature. A teacher educator, former high

school teacher, and host of ReadWriteThink.org's *Text Messages* podcast, she has shared her enthusiasm for this vibrant literature with thousands of teachers and adolescents. She knows that middle and high school students run the gamut as readers, from nonreaders to struggling readers to reluctant readers to dutiful readers to enthusiastic readers. And in a culture where technological distractions are constant, finding a way to engage all of these different kinds of readers is challenging, no matter the form of delivery. More and more, literacy educators are turning to YA lit as a way to transform all teens into enthusiastic readers. If we want to meet the needs of all students as readers, we have to offer books they can—and want to—read. Today's YA lit provides the books that speak to the world of teens even as they draw them out into the larger world.

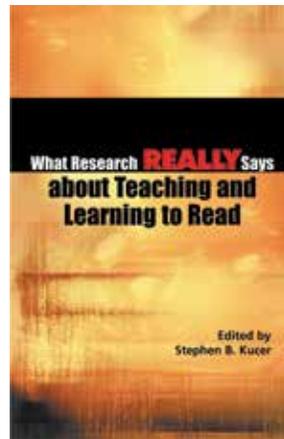
But we have to do more than put YA titles in front of students and teach these books as we've traditionally taught more canonical works. Instead, we can implement a YA pedagogy—one that revolves around student motivation while upholding the goals of rigor and complexity. Buehler explores the three core elements of a YA pedagogy with proven success in practice: (1) a classroom that cultivates a reading community; (2) a teacher who serves as book matchmaker and guide; and (3) tasks that foster complexity, agency, and autonomy in teen readers.

With a supporting explication of NCTE's Policy Research Brief *Reading Instruction for All Students* and lively vignettes of teachers and students reading with passion and purpose, this book is designed to help teachers develop their own version of YA pedagogy and a vision for teaching YA lit in the middle and secondary classroom. *Principles in Practice* imprint.

173 pp. | 2016 | Grades 7–12

No. 57268 | \$24.95 member/\$33.95 nonmember

ebook: No. 57275 | \$21.95 member/\$29.95 nonmember



What Research Really Says about Teaching and Learning to Read

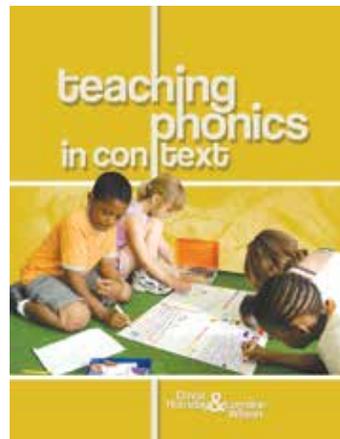
Stephen B. Kucer, editor

This groundbreaking collection examines “official” views of the teaching and learning of reading—those endorsed by the National Reading Panel, No Child Left Behind, and Reading First initiatives—and challenges the assumptions on which

the views are based. Contributors offer an alternate vision to currently accepted ideas and practices in reading education, providing historical context for the current reading debates and then examining forms of resistance to existing policies.

350 pp. | 2008 | Grades PreK–12

No. 56759 | \$31.95 member/\$42.95 nonmember



Teaching Phonics in Context

David Hornsby and Lorraine Wilson

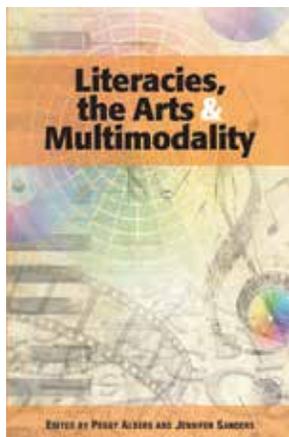
Debunking the myth that whole language teachers do not teach phonics, David Hornsby and Lorraine Wilson use classroom vignettes to show just how phonics is taught and learned in literacy-rich classrooms.

The book is grounded in the belief that reading and writing of connected text takes priority over the traditional teaching of phonics; that teaching and learning of phonics is always contained within, and subordinate to, genuine literacy events; and that children spend more time reading and writing (in which they learn to apply their phonic knowledge) than they do in the actual study of sound–letter relationships.

Customers outside of North America should contact Pearson Australia at www.pearson.com.au for purchasing information.

254 pp. | 2010 | Grades K–5

No. 52270 | \$29.95 member/\$39.95 nonmember



Literacies, the Arts, and Multimodality

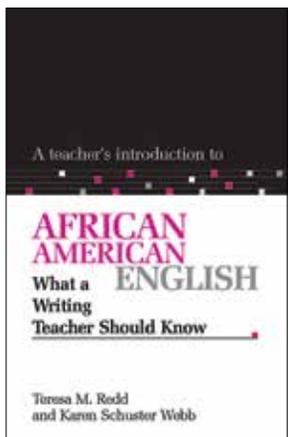
Peggy Albers and Jennifer Sanders, editors

Art, music, drama, dance, multimedia, digital media, technologies, and film all play a crucial role in helping students cultivate 21st-century literacy skills. This book introduces K-college educators to current research and instructional

practices for including a wider range of experiences that help teachers explore how a curriculum rich in these alternate forms of communication can benefit students personally and academically.

349 pp. | 2010 | K-College

No. 32142 | \$30.95 member/\$41.95 nonmember



A Teacher's Introduction to African American English

What a Writing Teacher Should Know

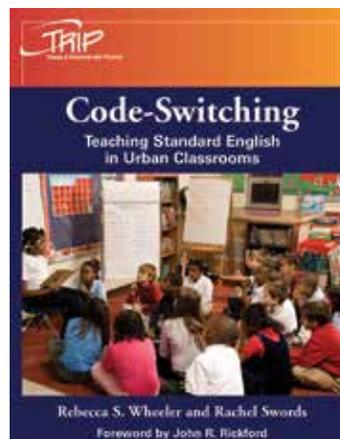
Teresa M. Redd and Karen Schuster Webb

Redd and Webb explain what African American English (AAE) is and the role it may play in students' mastery of Standard Written English. Designed for writing

teachers, this is a concise, coherent, and current source that summarizes the major schools of thought about AAE—without polemics or unnecessary jargon—so that readers can draw their own conclusions about AAE and its influence on teaching and learning. Citing leading scholars in the field, the authors explain how AAE differs from other varieties of English, how it developed, how it might influence students' ability to write Standard English, and how AAE speakers can learn to write Standard English more effectively.

161 pp. | 2005 | Grades 11-College

No. 50071 | \$21.95 member/\$29.95 nonmember



Code-Switching

Teaching Standard English in Urban Classrooms

Rebecca S. Wheeler and Rachel Swords

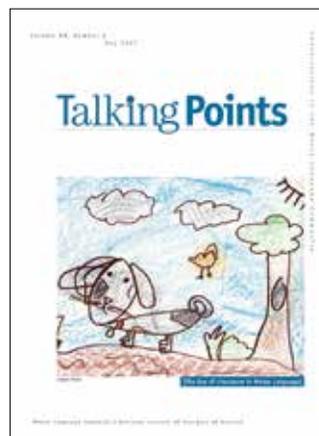
Foreword by John R. Rickford

Code-Switching focuses on building on the linguistic knowledge that children bring to school

and advocates the use of “code-switching” to enable students to add another linguistic code—Standard English—to their linguistic toolbox. Rather than drill the idea of “Standard English” into students by labeling their home language as “wrong,” the authors offer strategies for teaching students to recognize the grammatical differences between home speech and school speech so that they are then able to choose the language style most appropriate to the time, place, audience, and communicative purpose. *Theory and Research Into Practice (TRIP) series.*

197 pp. | 2006 | Grades K-8

No. 07028 | \$24.95 member/\$33.95 nonmember



JOURNAL

Talking Points

Talking Points, published by the Whole Language Umbrella (WLU) conference of NCTE, promotes literacy research and the use of whole language instruction in classrooms. It provides a forum for parents, classroom teachers, and researchers to reflect about literacy and learning. *Published October and May*

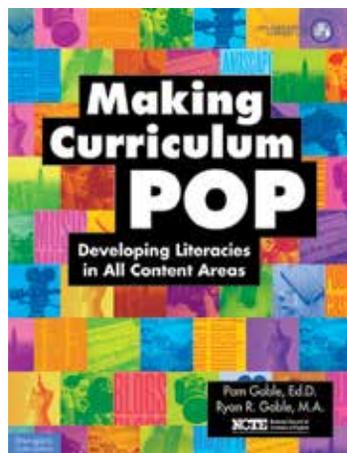
Editors: Sally Brown, Georgia Southern University, Statesboro, and Deborah MacPhee, Illinois State University

Subscriptions: \$25.00 member/\$75.00 nonmember

Green Subscription (electronic-only): \$20.00 member/\$70.00 nonmember

Student/Emeritus Member: \$12.50

Student/Emeritus Green: \$10.00



Making Curriculum Pop

Developing Literacies in All Content Areas

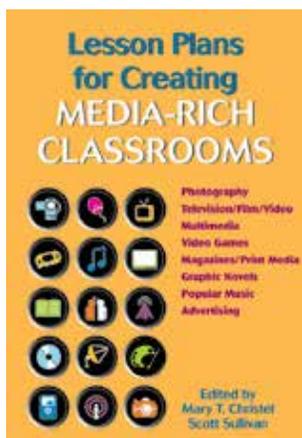
Pam Goble and Ryan R. Goble

From body art to baseball cards, comics to cathedrals, pie charts to power ballads . . . students need help navigating today's media-rich world. And educators need help teaching today's new media literacy. To be literate now means being able to read, write, listen, speak, view, and represent across all media—including both print and nonprint texts, such as film, TV, podcasts, websites, visual art, fashion, architecture, landscape, and music.

This book offers secondary teachers in all content areas a flexible, interdisciplinary approach to integrate these literacies into their curriculum. Students form cooperative learning groups to evaluate media texts from various perspectives (artist, producer, sociologist, sound mixer, economist, poet, set designer, and more) and show their thinking using unique graphic organizers aligned to the Common Core State Standards. Digital content includes full-color reproducible student forms. *Free Spirit Publishing and NCTE.*

213 pp. | 2015 | Grades 6-12

No. 80619 | \$39.99 member/\$39.99 nonmember



Lesson Plans for Creating Media-Rich Classrooms

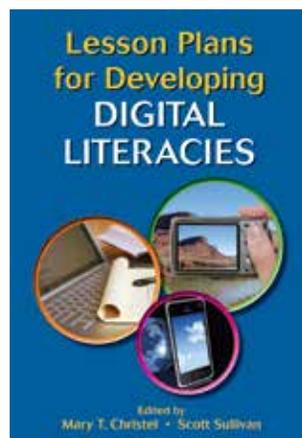
Mary T. Christel and Scott Sullivan, editors

By developing students' media literacy skills, not only can we help them to become more sophisticated readers and consumers of media, but we can also help to increase their involvement and literacy skills in other areas. The

27 field-tested lessons in this book will help you to integrate a variety of media literacy concepts and skills into existing curricula. Each lesson includes a rationale, a description of the activity, assessment suggestions, and adaptations of the individual lesson to larger curriculum contexts and other commonly used texts. Specific lessons include using storyboards and basic cinematic techniques to visualize literary texts, creating video games as a tool for in-depth plot analysis, and detecting bias in print and broadcast news. A companion disk includes student handouts, resources for teachers, and sample media files.

251 pp. | 2007 | Grades 7-12

No. 30483 | \$27.95 member/\$37.95 nonmember



Lesson Plans for Developing Digital Literacies

Mary T. Christel and Scott Sullivan, editors

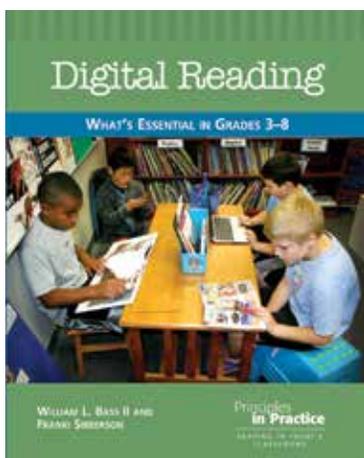
This collection of lessons will help you to integrate a variety of digital applications—Web 2.0 and beyond—into the courses and units you're already teaching. Organized around four themes—getting started,

the collaborative classroom, composing and researching, and literature study—each lesson presents a rationale, a description of the activity, assessment suggestions, and connections and adaptations of the individual lesson to larger curricular contexts and to commonly used literary texts.

Specific lessons include understanding voice, audience, and purpose on social networking sites; developing the digital process portfolio; and collaborating, composing, and communicating using Google Docs. More teacher resources are available on a companion website.

280 pp. | 2010 | Grades 7-12

No. 27971 | \$29.95 member/\$39.95 nonmember



Digital Reading

What's Essential in Grades 3-8

William L. Bass II and Franki Sibberson

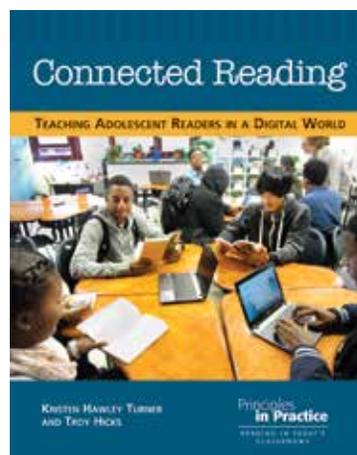
Many of our young students come to school with vast experience in the digital world but too often use digital tools in limited ways because they view technology as merely another form of entertainment. William L. Bass II and Franki Sibberson invite us to consider what is essential in integrating technology into the classroom, focusing especially on authenticity, intentionality, and connectedness. They explore the experiences readers must have in order to navigate the digital texts they will encounter, as well as the kinds of lessons we must develop to enhance those experiences. Always advocating for sound literacy practice and drawing on the NCTE policy research brief *Reading Instruction for All Students*, they lead from experience—both theirs and that of other classroom teachers, grades 3-8.

Principles in Practice imprint.

122 pp. | 2015 | Grades 3-8

No. 11574 | \$24.95 member/\$33.95 nonmember

ebook: No. 11581 | \$21.95 member/\$29.95 nonmember



Connected Reading

Teaching Adolescent Readers in a Digital World

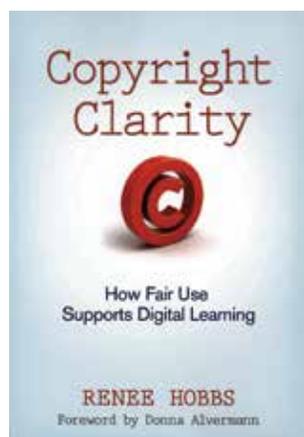
Kristen Hawley Turner and Troy Hicks

Using NCTE's policy research brief *Reading Instruction for All Students* as both guide and sounding board, experienced teacher-researchers Kristen Hawley Turner and Troy Hicks took their questions about adolescent reading practices to a dozen middle and high school classrooms. In this book, they report on their interviews and survey data from visits with hundreds of teens. They argue that we must teach adolescents how to read digital texts effectively, not simply expect that teens can read them because they know how to use digital tools. Turner and Hicks offer practical tips by highlighting classroom practices that engage students in reading and thinking with both print and digital texts, thus encouraging reading instruction that reaches all students. *Principles in Practice* imprint.

179 pp. | 2015 | Grades 7-12

No. 08376 | \$24.95 member/\$33.95 nonmember

ebook: No. 08383 | \$21.95 member/\$29.95 nonmember



Copyright Clarity

How Fair Use Supports Digital Learning

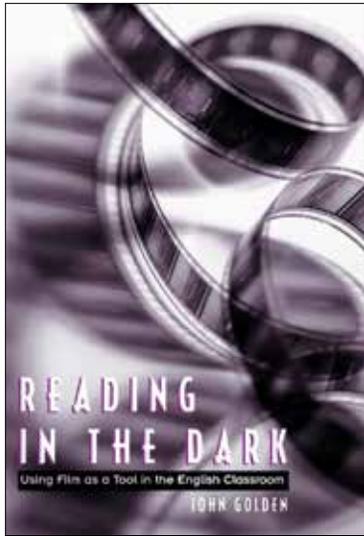
Renee Hobbs

Foreword by Donna Alvermann

In this slim, jargon-free guide, media literacy expert Renee Hobbs presents simple principles for applying copyright law and the doctrine of fair use to 21st-century teaching and learning. Complete with a ready-to-go staff development workshop, this book explores (1) what's permissible in the classroom; (2) fair use of digital materials such as images, music, movies, and Internet elements found on sites such as Google and YouTube; (3) trends in intellectual property law and copyright practices; and (4) classroom projects using copyrighted materials. *Corwin Press and NCTE*.

128 pp. | 2010 | Grades K-12

No. 08717 | \$26.95 member/\$35.95 nonmember



Reading in the Dark *Using Film as a Tool in the English Classroom*

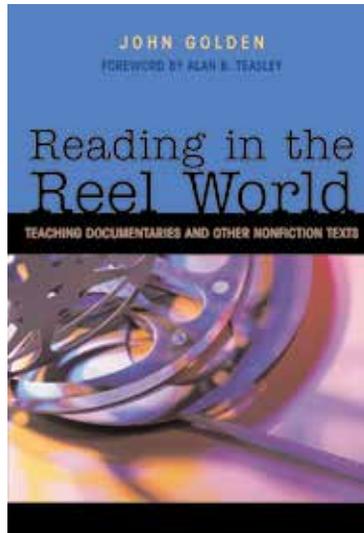
John Golden

John Golden provides a lively, practical guide enabling teachers to feel comfortable and confident about using film in new and different ways. The book makes direct links between film and literary study by addressing reading strategies (e.g., predicting, responding, questioning, and storyboarding) and key aspects of textual analysis (e.g., characterization, point of view, irony, and connections between directorial and authorial choices). More than 30 films are used as examples to explain key terminology and cinematic effects. Teachers are encouraged to harness students' interest in film in order to help them engage critically with a range of media, including visual and printed texts. Appendixes include a glossary of film terms, blank activity charts, and an annotated resource list.

175 pp. | 2001 | Grades 9-12

No. 38721

\$22.95 member/\$30.95 nonmember



Reading in the Reel World

Teaching Documentaries and Other Nonfiction Texts

John Golden

Foreword by Alan B. Teasley

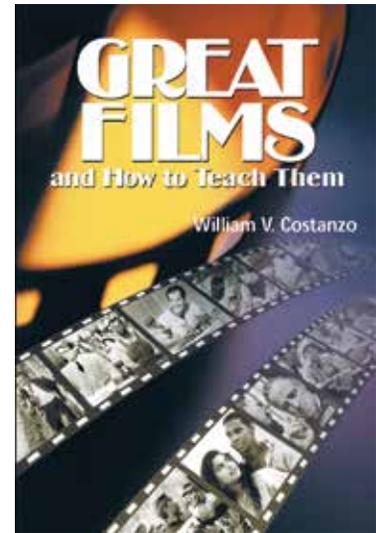
John Golden offers middle and high school teachers a practical guide for using documentary film in the classroom to improve students' reading, writing, and thinking skills.

With classroom-tested activities, ready-to-copy handouts, and extensive lists of resources, including a glossary of film terminology, an index of documentaries by category, and an annotated list of additional resources, Golden discusses more than thirty films and gives teachers the tools they need to effectively teach nonfiction texts using popular documentaries such as *Hoop Dreams*, *Spellbound*, and *Super Size Me*, as well as lesser known but accessible films such as *Girlhood*, *The Gleaners and I*, and *The True Meaning of Pictures*.

285 pp. | 2006 | Grades 7-12

No. 38756

\$23.95 member/\$31.95 nonmember



Great Films and How to Teach Them

William V. Costanzo

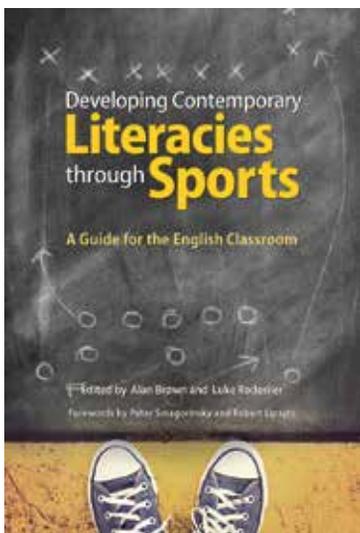
This book offers teachers a relevant way to engage their students through a medium that students know and love. The first part of the book explores the business, theory, technology, and history of film and provides background on adapting fiction to film and using film in the English class.

The second part offers study guides for 14 films: *Casablanca*, *North by Northwest*, *To Kill a Mockingbird*, *Zeffirelli's Romeo and Juliet*, *The Godfather*, *One Flew over the Cuckoo's Nest*, *Glory*, *Mississippi Masala*, *Schindler's List*, *The Shawshank Redemption*, *Run Lola Run*, *The Matrix*, *Bend It Like Beckham*, and *Whale Rider*. Three appendixes and a glossary of film terms round out the book's many teacher resources.

329 pp. | 2004 | Grades 9-College

No. 39094

\$24.95 member/\$33.95 nonmember



NEW

Developing Contemporary Literacies through Sports

A Guide for the English Classroom

Alan Brown and Luke Rodesiler, editors

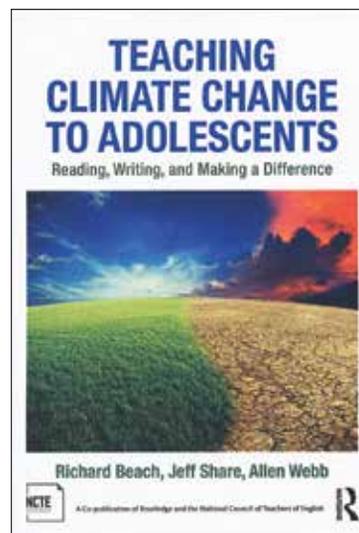
Love them or loathe them, the prominence of sports in schools and society is undeniable. The emphasis on sports culture presents teachers with countless possibilities for engaging students in the English language arts. Whether appealing to students' passion for sports to advance literacy practices or inviting students to reconsider normalized views by examining sports culture through a critical lens, teachers can make sports a pedagogical ally.

This book, a collection of lessons and commentaries from established teachers, teacher educators, scholars, and authors, will support teachers in turning students' extracurricular interests into legitimate options for academic study. With seven interrelated sections—facilitating literature study, providing alternatives to traditional novels, teaching writing, engaging students in inquiry and research, fostering media and digital literacies, promoting social justice, and developing out-of-school literacies—this collection and its companion website provide numerous resources that support teachers in developing students' contemporary literacies through sports.

Each section includes (1) four lesson plans written by practicing English teachers and teacher educators that focus on a specific topic and/or method of instruction; (2) a brief introduction from a leading scholar in the field of English education, and (3) a closing "author connection" in which contemporary authors of sports-related young adult literature—Alan Lawrence Sitomer, Ann E. Burg, Chris Lynch, Rich Wallace and Sandra Neil Wallace, Lisa Luedeke, Bill Konigsberg, and Chris Crutcher—offer reflections on and connections to the ongoing conversations.

253 pp. | 2016 | Grades 6-12

No. 10959 | \$29.95 member/\$39.95 nonmember



NEW

Teaching Climate Change to Adolescents

Reading, Writing, and Making a Difference

Richard Beach, Jeff Share, and Allen Webb

Teaching Climate Change to Adolescents is THE essential resource for middle and high school English language arts teachers to help their students understand and address the urgent issues and challenges facing life on Earth today.

Classroom activities written and used by teachers show students posing questions, engaging in argumentative reading and writing and critical analysis, interpreting portrayals of climate change in literature and media, and adopting advocacy stances to promote change.

The book illustrates climate change fitting into existing courses using already available materials and gives teachers tools and teaching ideas to support building this into their own classrooms.

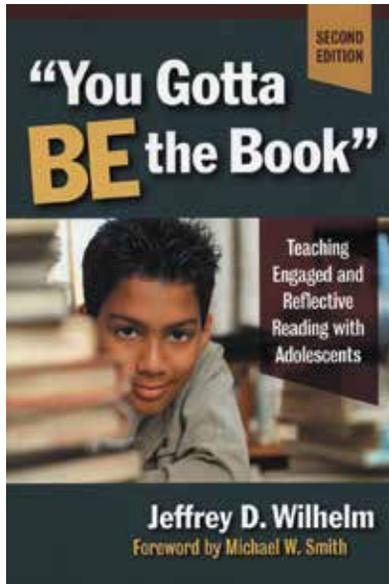
A variety of teacher and student voices makes for an appealing, fast-paced, and inspiring read. Visit the website for this book (<http://climatechangeela.pbworks.com>) for additional information and links.

All royalties from the sale of this book are donated to Alliance for Climate Education.

Copublished by Routledge and the National Council of Teachers of English.

148 pp. | 2017 | Grades 6-12

No. 45259 | \$27.95 member/\$34.95 nonmember



“You Gotta BE the Book”

Teaching Engaged and Reflective Reading with Adolescents
Third Edition

Jeffrey D. Wilhelm

Foreword by Michael W. Smith

This award-winning book continues to resonate with teachers and inspire their teaching because it focuses on the joy of reading and how it can engage and even transform readers. In a time of next generation standards that emphasize higher-order strategies, text complexity, and the reading of nonfiction, “*You Gotta BE the Book*” continues to help teachers meet new challenges, including those of increasing cultural diversity. At the core of Wilhelm’s foundational text is an in-depth account of what highly motivated adolescent readers actually do when they read, and how to help struggling readers take on those same stances and strategies. His work offers a robust model teachers can use to prepare students for the demands of disciplinary understanding and for literacy in the real world. The third edition includes new commentaries and tips for using visual techniques, drama and action strategies, think-aloud protocols, and symbolic story representation/reading manipulatives.

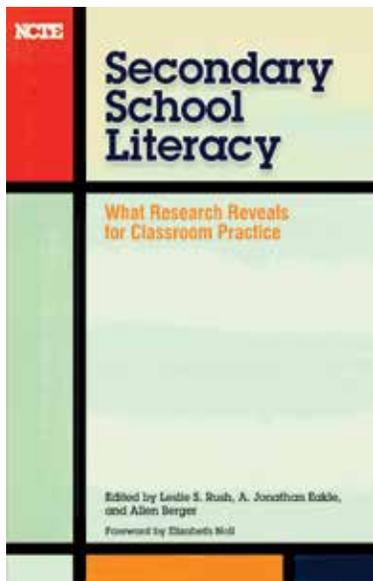
Book Features:

- A data-driven theory of literature and literary reading as engagement.
- A case for undertaking teacher research with students.
- An approach for using drama and visual art to support readers’ comprehension.
- Guidance for assisting students in the use of higher-order strategies of reading (and writing) as required by next generation standards like the Common Core.
- Classroom interventions to help all students, especially reluctant ones, become successful readers.

Teachers College Press, the National Writing Project, and NCTE.

292 pp. | 2016 | Grades 6-12

No. 57987 | \$22.95 member/\$29.95 nonmember



Secondary School Literacy

What Research Reveals for Classroom Practice

Leslie S. Rush, A. Jonathan Eakle, and Allen Berger, editors

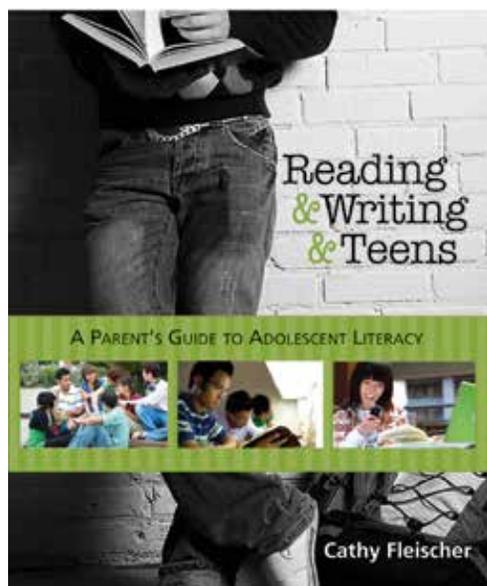
This collection is an authoritative resource that draws on the knowledge and expertise of scholars and provides crucial information about research, theory, and practice related to secondary school literacy.

Leading scholars and researchers address topics such as the impact of state and federal mandates on literacy instruction in secondary classrooms, English language learners, and online reading comprehension. Each chapter contains rich discussions of current research as well as practical classroom applications.

Endorsed by the National Conference on Research in Language and Literacy (NCRL).

323 pp. | 2007 | Grades 9-College

No. 42936 | \$28.95 member/\$38.95 nonmember



Reading and Writing and Teens

A Parent's Guide to Adolescent Literacy

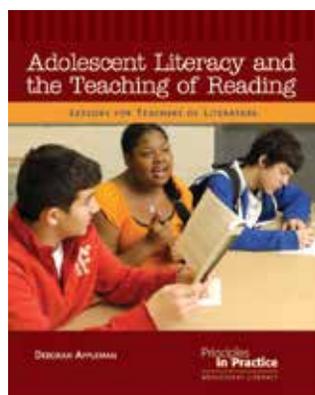
Cathy Fleischer

Concerned about your teen's reading and writing habits? Confused by media hype surrounding testing and standards—and what that means for your own child? Wondering what you can do to help your teen be a stronger reader and writer?

Students today need to be able to read and write confidently and competently, and parents who are well-informed about issues of literacy can help their teens reach that goal. Cathy Fleischer, an English professor and mother of teenagers, helps you navigate through the sometimes overwhelming messages you hear about adolescents and literacy. She explains what current research tells us about reading, writing, technology, and standards and testing, and gives specific suggestions for what you can do to help your teen succeed, both in school and outside the classroom.

89 pp. | 2010 | Grades 9-12

No. 39349 | \$24.95 member/\$33.95 nonmember



Check out page 5 for more information on these Principles in Practice imprint titles in the Adolescent Literacy Strand, all drawing from *Adolescent Literacy: An NCTE Policy Research Brief*.

Adolescent Literacy and the Teaching of Reading

Lessons for Teachers of Literature

Deborah Appleman

Adolescent Literacy at Risk?

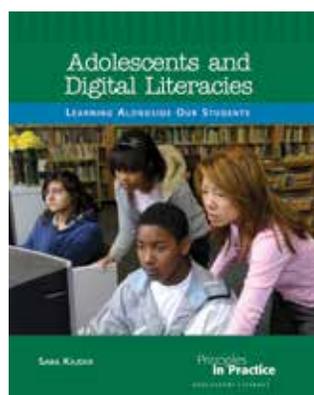
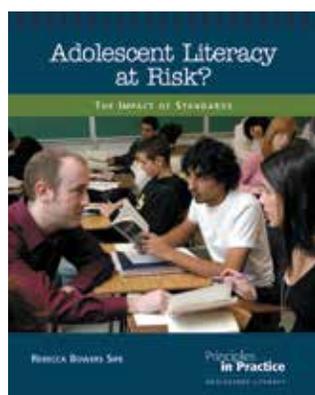
The Impact of Standards

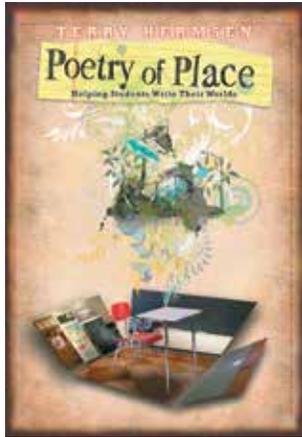
Rebecca Bowers Sipe

Adolescents and Digital Literacies

Learning Alongside Our Students

Sara Kajder





Poetry of Place

Helping Students Write Their Worlds

Terry Hermsen

Poetry of Place: Helping Students Write Their Worlds isn't your typical book about teaching poetry. Sure, you'll find plenty of information on helping students learn the fundamentals of writing poetry. But you'll also find creative, innovative ways to engage students—even

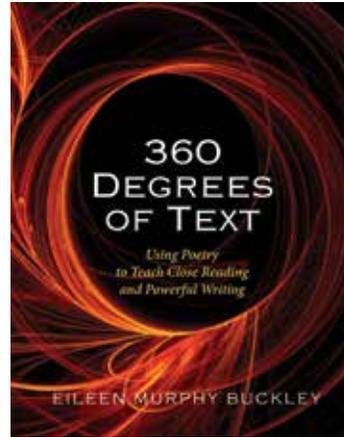
those students who may be initially resistant to poetry.

Through his extensive work with students in grade school through high school, poet-in-residence Terry Hermsen has learned how to foster a love of poetry by taking learning out of the classroom—and into students' real lives. With numerous lessons and activities, Hermsen demonstrates how even the most mundane, everyday items—from “stuff” to food to photographs—can spark the imagination of student poets.

Filled with student examples, this book illustrates that poetry doesn't have to be boring. It can help students develop interpretive and creative thinking skills while helping them better understand the world around them, wherever they may live.

215 pp. | 2009 | Grades K-12

No. 36089 | \$24.95 member/\$33.95 nonmember



360 Degrees of Text

Using Poetry to Teach Close Reading and Powerful Writing

Eileen Murphy Buckley

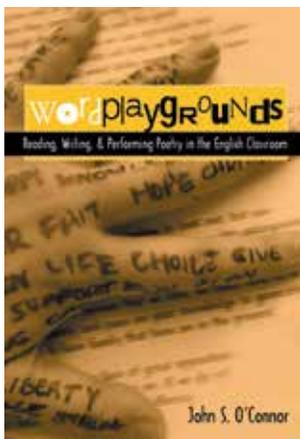
Youth culture is rich with poetry, from song lyrics that teens read, listen to, and write, to poetry they perform through

slams and open mics. The rich, compact language of poetry both inside and outside the classroom plays a valuable role in bridging the divide between youth culture and academic culture.

Whether we call it “critical literacy” or just “making meaning,” being able to read and analyze with precision and judgment empowers all students, not just in their academic courses but in everyday situations that require thoughtful evaluation and response. Through Eileen Murphy Buckley's 360-degree approach to teaching critical literacy, students investigate texts through a full spectrum of learning modalities, harnessing the excitement of performance, imitation, creative writing, and argument/debate activities to become more powerful thinkers, readers, and writers. *Theory and Research Into Practice (TRIP) series.*

193 pp | 2011 | Grades 9-12

No. 60237 | \$31.95 member/\$42.95 nonmember



Wordplaygrounds

Reading, Writing, and Performing Poetry in the English Classroom

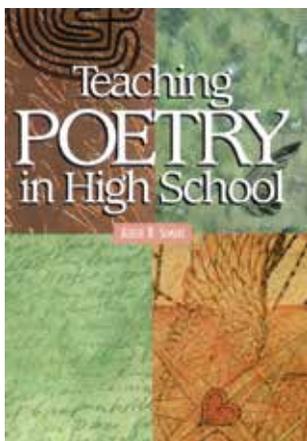
John S. O'Connor

John S. O'Connor offers exciting approaches to teaching poetry in middle school and high school classrooms with more than 25 high-interest activities designed to sharpen students' writing and self-understanding and heighten their awareness of the world around them. In the process, he demystifies poetry for teachers and students by using students' own life experiences as the basis for all student writing.

Wordplaygrounds shows how students can move beyond the traditional boundaries of English curricula, interpreting poetry through a variety of media, including music, art, and dance—without special talent and training in these areas.

155 pp. | 2004 | Grades 7-12

No. 58196 | \$22.95 member/\$30.95 nonmember



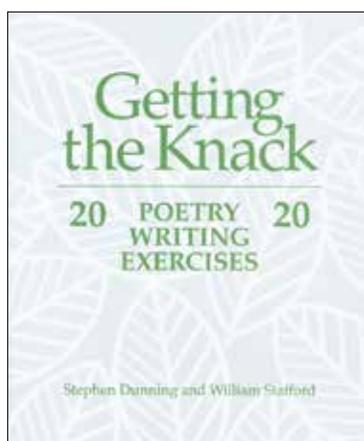
Teaching Poetry in High School

Albert B. Somers

Albert Somers offers a vast compendium of resources in a highly accessible format. A comprehensive resource for teachers, the book contains more than 40 complete poems and presents practical ideas and myriad ways for teachers and students to discover the joys of poetry.

234 pp. | 1999 | Grades 9-12

No. 52899 | \$21.95 member/\$29.95 nonmember



Getting the Knack

20 Poetry Writing Exercises

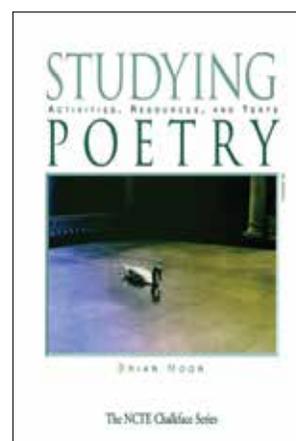
Stephen Dunning and William Stafford

A perennial bestseller and favorite of teachers nationwide, *Getting the Knack* offers 20 poetry writing exercises in an easy-to-use, winning style. Dunning and Stafford, both widely known poets and educators, offer this delightful manual of ideas for teaching everything from found poems to headline poems to letter poems, acrostic poems, and pantoums.

Each exercise covers different types or phases of poetry writing—and is presented with wit, humor, and a nonacademic style that makes it a perfect guide for novice and experienced poets (and teachers!) of all ages.

203 pp. | 1992 | Grades 6-12

No. 18488 | \$17.95 member/\$23.95 nonmember



Studying Poetry

Activities, Resources, and Texts

Brian Moon

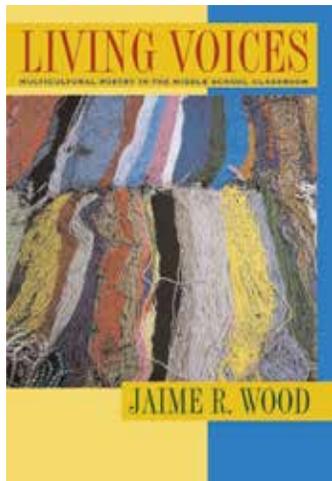
Studying Poetry uses text-based activities to help students approach poetry—not in the conventional Romantic way as a mystical, heightened mode of expression, but as a form of “discourse” that can be vitally relevant to their daily lives.

Activities are tied to more than 75 reprinted poems ranging from the fourteenth century to the present day. Step-by-step guidelines for writing about poetry are accompanied by annotated examples of student writing and sample teacher comments.

NOTE: Customers outside of the United States and Canada should contact Chalkface Press at www.chalkface.net.au for purchasing information. The NCTE Chalkface Series.

175 pp. | 2001 | Grades 9-12

No. 48506 | \$19.95 member/\$26.95 nonmember



Living Voices

Multicultural Poetry in the Middle School Classroom

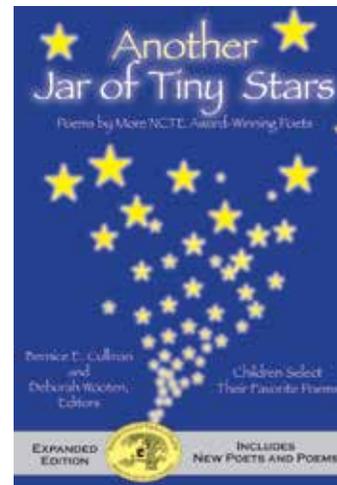
Jaime R. Wood

In this versatile resource, Jaime R. Wood uses her passion for poetry to help students overcome their fears and to introduce students to a kind of literacy they can get excited about.

Because “traditional” poets may seem inaccessible to students, Wood focuses on the poetry of three “living voices”—Nikki Giovanni, Li-Young Lee, and Pat Mora. Through easy-to-follow lesson plans, Wood uses the work of these poets to demonstrate key concepts such as symbolism, personification, characterization, and theme. The lessons have been teacher-tested in middle school classrooms and are designed to encourage students to take ownership of their own learning.

121 pp. | 2006 | Grades 6–8

No. 30178 | \$24.95 member/\$33.95 nonmember



Another Jar of Tiny Stars

Poems by More NCTE Award-Winning Poets

Bernice E. Cullinan and Deborah Wooten, editors

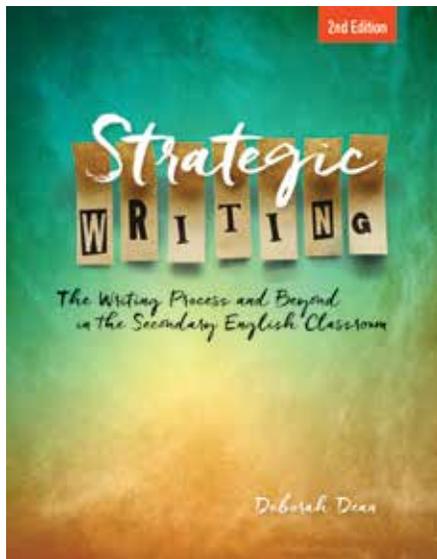
Another Jar of Tiny Stars is an expanded edition of the popular anthology of children’s poetry, *A Jar of Tiny Stars*. The new book includes the work of the five winners of NCTE’s Award for Excellence in Poetry for Children from 1997 to 2009. By turns silly and wise, playful and thought-provoking, the poems in this collection were chosen by young readers as their favorites among those written by NCTE Award winners.

New to this collection are works from Eloise Greenfield, Nikki Grimes, Mary Ann Hoberman, Lee Bennett Hopkins, and X. J. Kennedy.

Rounding out the collection are poems by Arnold Adoff, John Ciardi, Barbara Esbensen, Aileen Fisher, Karla Kuskin, Myra Cohn Livingston, David McCord, Eve Merriam, Lilian Moore, and Valerie Worth. *Boyd’s Mills Press*.

133 pp. | 2010 | Grades K–6

No. 87267 | \$19.95 member/\$26.95 nonmember



NEW Available September 2017

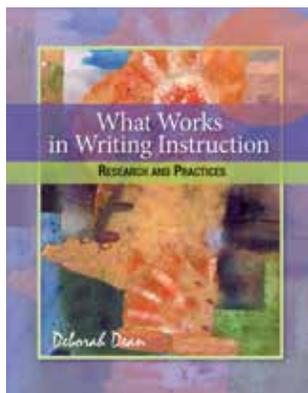
Strategic Writing

The Writing Process and Beyond in the Secondary English Classroom, Second Edition

Deborah Dean

For this significantly reenvisioned and revised edition of her popular book, Deborah Dean worked with high school teachers to refine, reorganize, and update the material to better support classroom teachers dedicated to teaching not just the process of writing but also the strategies that help students learn to write effectively throughout their lives. Along with engaging and practical classroom activities, this new edition offers (1) explicit strategy talk, with lesson plans that differentiate between strategy, activity, and mini-lesson to show how all three function in a strategic approach; (2) a focus on digital tools and genres; (3) a more accessible organization, with the conceptual material in early, short chapters and the teaching ideas, examples of student work, and lesson plans in appendixes; and (4) grouping by types of strategies for better alignment with process than with rhetoric. Dean also considers students' out-of-school as well as in-school writing tasks, preparing them for a world in which writing is a critical skill, whether for school, work, information, or self-expression.

Approx. 208 pp. | 2017 | Grades 9-12
No. 47559 | \$29.95 member/\$39.95 nonmember
ebook: No. 47573 | \$26.95 member/\$35.95 nonmember



What Works in Writing Instruction

Research and Practices

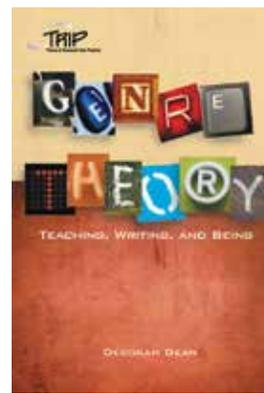
Deborah Dean

Through teacher-friendly language and classroom examples, Deborah Dean takes a close look at effective, research-based practices for writing

instruction and examines common questions such as:

- How can the writing process become more meaningful for students?
- What is the best way to use models in the classroom?
- What can targeted strategies, word processing, or collaboration do for students' writing?
- How can writing-to-learn develop students' overall writing skills?
- How can sentence combining and summarizing benefit writing?

217 pp. | 2010 | Grades 6-12
No. 52119 | \$26.95 member/\$35.95 nonmember



Genre Theory

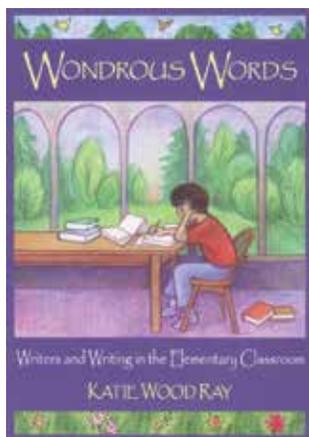
Teaching, Writing, and Being

Deborah Dean

Contemporary genre theory is probably not what you learned in college. Its dynamic focus on writing as a social activity in response to a particular situation makes it a powerful tool for teaching practical skills and preparing students to write beyond the classroom.

Although genre is often viewed as simply a method for labeling different types of writing, Deborah Dean argues that exploring genre theory can help teachers energize their classroom practices. *Genre Theory* synthesizes theory and research about genres and provides applications that help teachers artfully address the challenges of teaching high school writing. *Theory and Research Into Practice (TRIP) series.*

119 pp. | 2008 | Grades 9-12
No. 18412 | \$25.95 member/\$34.95 nonmember



Wondrous Words

Writers and Writing in the Elementary Classroom

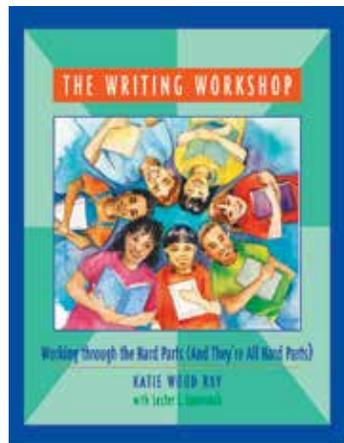
Katie Wood Ray

Wondrous Words is a “loud” book, filled with the voices of writers, young and old. Drawing on stories from classrooms, examples of student writing, and illustrations, Katie

Wood Ray explains in practical terms the theoretical underpinnings of how elementary and middle school students learn to write from their reading. The author invites readers into her library and offers suggestions on using books by authors including Cynthia Rylant, Debra Frasier, Eve Bunting, and Gary Paulsen to help teach writing. *Wondrous Words* weaves practice and theory together to provide an important knowledge base for teachers.

317 pp. | 1999 | Grades K-6

No. 58161 | \$23.95 member/\$31.95 nonmember



The Writing Workshop

Working through the Hard Parts (And They're All Hard Parts)

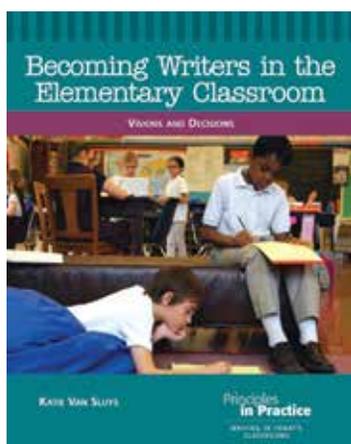
Katie Wood Ray with Lester L. Laminack

Katie Wood Ray offers a practical, comprehensive, and illuminating guide to support both new and experienced teachers.

While every aspect of writing workshop is geared to support children learning to write, this kind of teaching is often challenging because what writers really do is engage in a complex, multilayered, slippery process to produce texts. The book confronts the challenge of this teaching head-on. Woven between the chapters on teaching are the voices of published writers, followed by short commentaries from Lester L. Laminack. These voices remind us how writers do what they do, thus lending authenticity to what Katie Wood Ray shows us in the classroom and thoughtfully helping us frame our instruction to match the complex process of writing.

278 pp. | 2001 | Grades 3-8

No. 13176 | \$23.95 member/\$31.95 nonmember



Becoming Writers in the Elementary Classroom

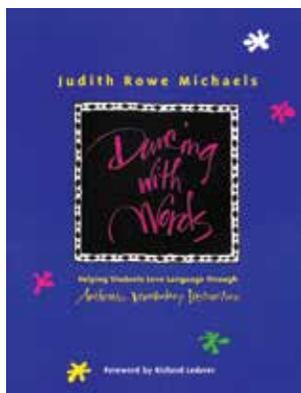
Visions and Decisions

Katie Van Sluys

This book illustrates how teachers of elementary-age writers bring their beliefs about teaching and learning to life—through the visions they hold for writers, writing, and the world, as well as through the decisions they make every day in their classrooms. Teachers today face contextual challenges and pressures that may contradict their visions of effective teaching. Katie Van Sluys demonstrates how to (re)claim aspects of our professional practice to ensure that young people have the opportunity to become competent, constantly growing writers who use writing to think, communicate, and pose as well as solve problems. *Principles in Practice* imprint.

145 pp. | 2011 | Grades K-5

No. 02770 | \$24.95 member/\$33.95 nonmember



Dancing with Words

Helping Students Love Language through Authentic Vocabulary Instruction

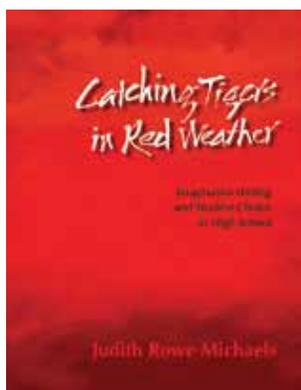
Judith Rowe Michaels

This book invites teachers and students to taste and hear and move to the music of words, words in isolation and in interesting juxtapositions, and urges

them to bring their own life experience to language, showing in turn how language can help them know that experience more fully. Michaels demonstrates how to build a classroom community in which students and teacher not only take time to test out shades of connotation and learn about how words and syntax create voice, but they also risk engaging in personal and philosophical discussions that grow from seemingly simple words such as *solitude*, *self*, and *phony*. *Dancing with Words* uses practical and fun activities with words to invite students to a lifelong dance with language.

133 pp. | 2001 | Grades 7-12

No. 10517 | \$16.95 member/\$22.95 nonmember



Catching Tigers in Red Weather

Imaginative Writing and Student Choice in High School

Judith Rowe Michaels

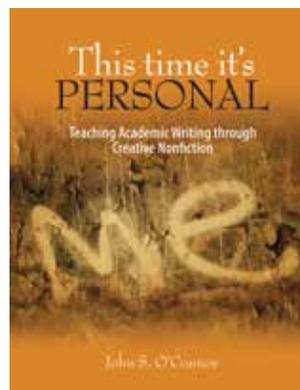
Foreword by Tom Romano

All good writing is creative. But it's easy to forget this when writing is used mainly as a tool to assess reading

comprehension and writers are judged by how well they conform to prescribed standards of "proficiency." Teacher-poet Judith Rowe Michaels describes how she refocused her ninth-grade English course to help students explore writing—their own and the assigned literature—as an art form with the same potential for creativity as, say, Web design, filmmaking, or music. If you're looking for ways to motivate your young writers, this book is a doorway into the classroom of a master teacher who invites all of us to rediscover what reading and writing should always do—stretch our imaginations.

194 pp. | 2011 | Grades 9-12

No. 04651 | \$29.95 member/\$39.95 nonmember



This Time It's Personal

Teaching Academic Writing through Creative Nonfiction

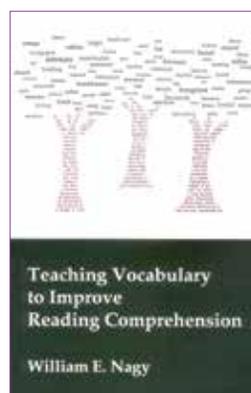
John S. O'Connor

Students often see little connection between their school lives and their "real lives." Thesis-driven essays often further this disconnect by emphasizing form

over content and by depersonalizing the relationship between writer and audience. John S. O'Connor argues that by inviting students to mine their personal experiences, teachers can help students not only understand literature better, but also begin to make story-sense out of their own lives. Rather than allow students to view school passively, as mere consumers of other people's stories, we need to explicitly invite students into the larger community of storytellers. O'Connor provides a diverse range of writing assignments with authentic audiences—including writer's autobiography; writing about place; memoirs; op-ed essays; blogs; oral histories—and many vibrant examples of student writing.

227 pp. | 2011 | Grades 9-College

No. 54304 | \$29.95 member/\$39.95 nonmember



Teaching Vocabulary to Improve Reading Comprehension

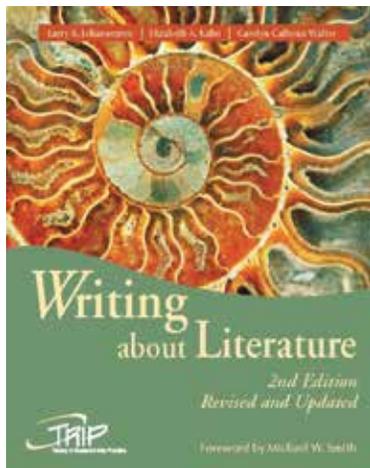
William E. Nagy

William E. Nagy describes the three methods of vocabulary instruction that most effectively improve comprehension and the teaching methods that employ them. The

book further suggests that, although reading can significantly contribute to an increased vocabulary, large-scale vocabulary growth comes through both explicit instruction and incidental encounters with words.

42 pp. | 1988 | Grades K-12

No. 52384 | \$14.95 member/\$19.95 nonmember



Writing about Literature, 2nd ed.

Revised and Updated

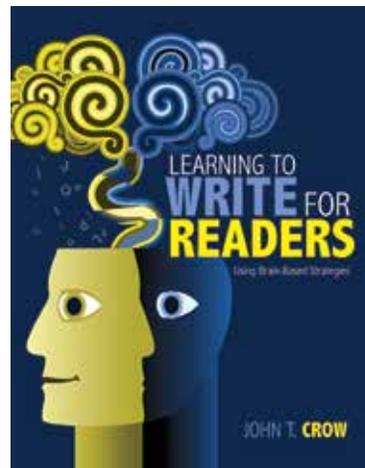
Larry R. Johannessen, Elizabeth A. Kahn, and Carolyn Calhoun Walter

Drawing on years of real classroom experience, the authors address the

challenge many teachers face: how can we use writing assignments to deepen students' understanding of literature, while at the same time improve their writing, critical thinking, and analytical skills?

This book provides an overview of the key components of theory and research—including assessment, literary interpretation, composition, sequencing, and activity design—and then offers practical activities to help students learn how to interpret literature, write compelling arguments, and support those arguments using evidence from the text. *Theory and Research Into Practice (TRIP) series.*

104 pp. | 2009 | Grades 9-12
No. 32111 | \$22.95 member/\$30.95 nonmember



Learning to Write for Readers

Using Brain-Based Strategies

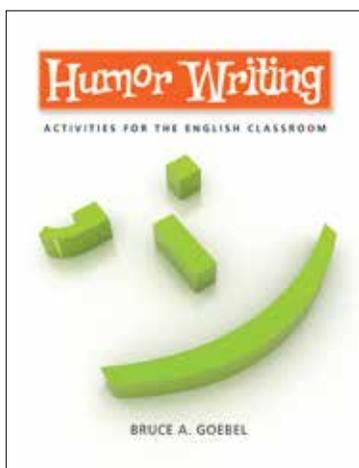
John T. Crow

Many of the concepts we try to teach students in our writing and literature classrooms are difficult to explain or demonstrate. But once students

have a basic idea of how a reader's brain processes written material, these same concepts become more accessible, more logical, and therefore more teachable.

John T. Crow first uses nontechnical language and fun classroom demonstrations to explore how proficient readers process written material. He then applies this perspective to specific areas of writing instruction, including analyzing texts and audiences; experimenting with sentences, paragraphs, and essay writing; and helping Standard English learners acquire academic English. This brain-based approach to writing instruction will help you build from the tremendous storehouse of knowledge students already possess about language to help them learn what they need to know about writing.

157 pp. | 2011 | Grades 7-12
No. 27827 | \$29.95 member/\$39.95 nonmember



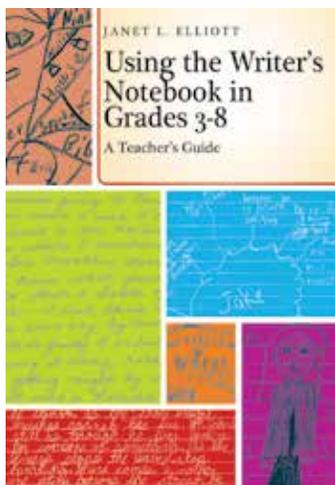
Humor Writing

Activities for the English Classroom

Bruce A. Goebel

Young adults seem to be naturally drawn to comic media. How can you take advantage of your students' interest in humorous material in an educational environment of high-stakes tests and school accountability? According to Bruce A. Goebel, incorporating humor writing into the classroom not only reduces student anxiety but also provides them with an opportunity to study and practice the careful and effective use of language. Goebel offers more than 150 activities that help students develop writing skills in voice, word choice, style, and organization while exploring a variety of genres. Perhaps most important, these activities offer students the rare opportunity to express their creative, divergent-thinking sides in an increasingly serious classroom space.

151 pp. | 2011 | Grades 9-12
No. 22136 | \$29.95 member/\$39.95 nonmember



Using the Writer's Notebook in Grades 3-8

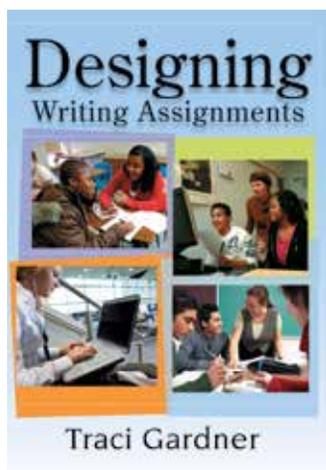
A Teacher's Guide

Janet L. Elliott

Janet Elliott performs magic in the classroom by encouraging children to write! In this guide, Elliott provides everything you need to re-create that magic in your classroom, including tips and ideas for getting started with writer's notebooks and using them effectively all year long. Filled with practical ideas, assignments, and examples of student writing, this book offers a vision of what is possible for young writers—both in writing across the curriculum and in writing workshop. You'll also find handy management tips that help you meet the challenges that often arise.

131 pp. | 2008 | Grades 3-8

No. 35006 | \$25.95 member/\$34.95 nonmember



Designing Writing Assignments

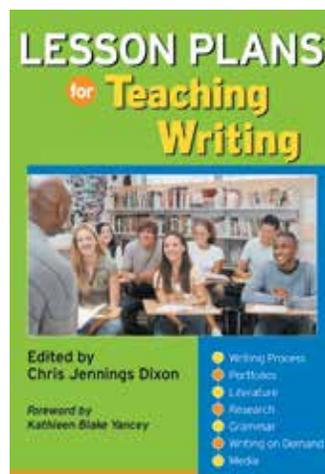
Traci Gardner

Effective student writing begins with well-designed classroom assignments. In this book, veteran educator Traci Gardner offers practical ways to develop assignments that will allow students to express

their creativity and grow as writers and thinkers while still addressing the many demands of resource-stretched classrooms. Gardner uses her classroom experience to provide ideas on how to effectively define a writing task, explore the expectations for a composition activity, and assemble the supporting materials that students need to do their best work. She includes dozens of starting points that you can customize and further develop for your own students.

109 pp. | 2008 | Grades 9-College

No. 10850 | \$23.95 member/\$31.95 nonmember



Lesson Plans for Teaching Writing

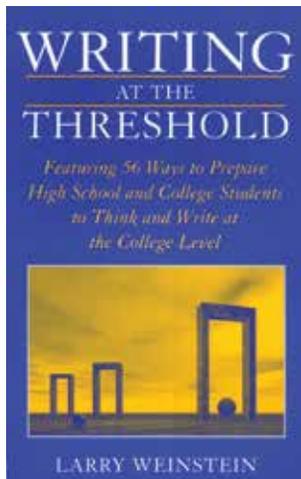
Chris Jennings Dixon, editor

This collection of lesson plans, grouped around popular categories such as writing process, portfolios, and writing on demand, will help prepare high school and college students for college-level writing. Each lesson follows a

standard format that includes purpose of the activity; necessary preparation; required props and materials; process and procedure for implementation; instructional pointers and/or possible pitfalls; and reflections from the teacher that provide “behind the scenes” insights.

249 pp. | 2007 | Grades 8-College

No. 08857 | \$21.95 member/\$29.95 nonmember

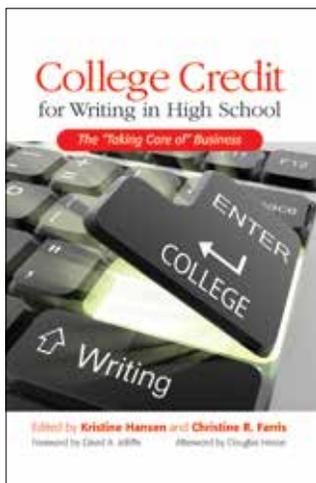


Writing at the Threshold
Featuring 56 Ways to Prepare High School and College Students to Think and Write at the College Level
Larry Weinstein

Writing at the Threshold offers both an eloquent philosophy of composition instruction and an immediately useful set of classroom-tested teaching ideas distilled from the

author's many years of teaching writing. The ideas are designed to help every student develop the skills he or she will need in order to communicate good thinking.

125 pp. | 2001 | Grades 11-College
No. 59133 | \$19.95 member/\$26.95 nonmember



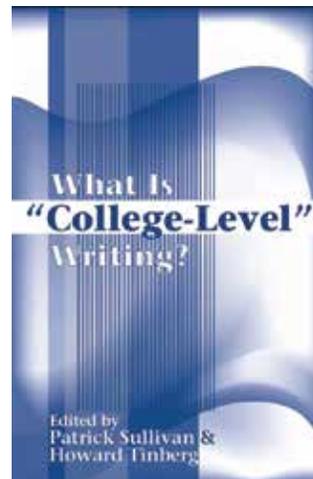
College Credit for Writing in High School
The "Taking Care of" Business
Kristine Hansen and Christine R. Farris, editors

Foreword by David A. Jolliffe
 Afterword by Douglas Hesse

This collection explores various options that students have for "taking

care of" the first-year college writing requirement, including AP tests, concurrent enrollment/dual-credit courses, the International Baccalaureate diploma, and early college high schools. Contributors to this volume explore the complexity of these options, offer best practices and pitfalls of such a system, establish benchmarks for success, and lay out possible outcomes for a new educational landscape.

314 pp. | 2010 | Grades 9-College
No. 07225 | \$29.95 member/\$39.95 nonmember

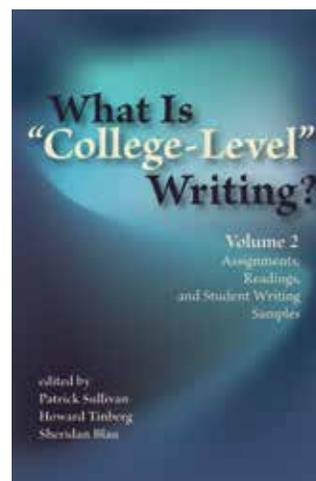


What Is "College-Level" Writing?
Patrick Sullivan and Howard Tinberg, editors

Just what defines "college-level" writing? This book seeks to engage this essential question with care, patience, and pragmatism, and includes contributions by many well-known scholars as well as high school teachers, students,

and administrators, all of whom offer their unique perspectives on this often-challenging issue.

418 pp | 2006 | Grades 9-College
No. 56742 | \$31.95 member/\$42.95 nonmember



What Is "College-Level" Writing? Volume 2
Assignments, Readings, and Student Writing Samples
Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

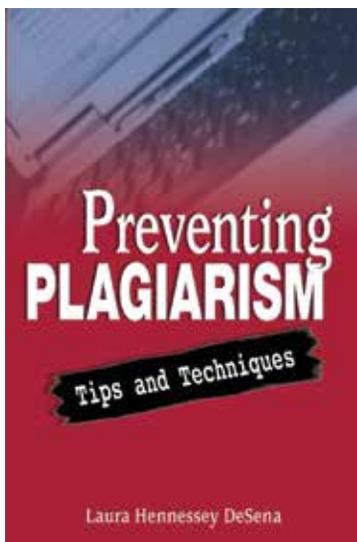
This sequel to *What Is "College-Level" Writing?* (2006) highlights the practical aspects of teaching writing.

Contributors include students, high school teachers, and college instructors in conversation with one another. The conversation centers on three key concepts:

- Teaching writing in high school
- Teaching writing in college
- What we learn when we talk together about teaching in these two rather different spaces

By design, the essays in this collection focus on things all English and writing teachers concern themselves with on a daily basis—assignments, readings, and real student writing.

329 pp. | 2010 | Grades 9-College
No. 56766 | \$34.95 member/\$46.95 nonmember



Preventing Plagiarism

Tips and Techniques

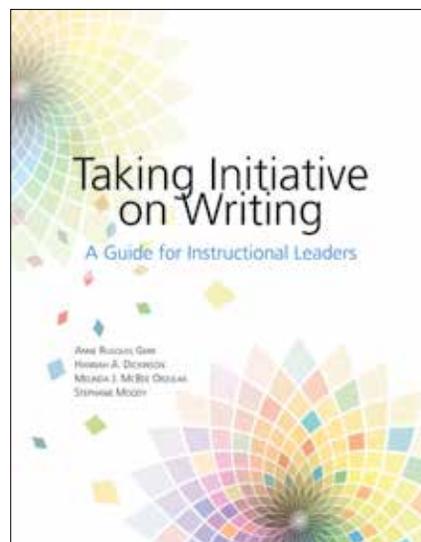
Laura Hennessey DeSena

For many teachers, identifying and combating plagiarism in students' writing has become a frustrating and time-consuming process. DeSena seeks to help alleviate some of this frustration by offering teachers effective strategies for heading off plagiarism at its sources. In this practical guide, you'll discover how to:

- Generate research topics across the content areas
- Identify electronic and print-based plagiarism in student papers
- Design a three-part research paper assignment that emphasizes the subjective eye/I in the research process
- Provide models of literary criticism that demonstrate how professionals use solid research and organization to support their arguments
- Avoid plagiarism in a multicultural context, including strategies for working with second language students who may have been taught different approaches to composition and research writing

117 pp. | 2007 | Grades 9-College

No. 45937 | \$21.95 member/\$29.95 nonmember



Taking Initiative on Writing

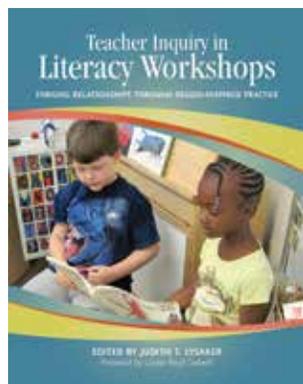
A Guide for Instructional Leaders

Anne Ruggles Gere, Hannah A. Dickinson, Melinda J. McBee Orzulak, and Stephanie Moody

This book provides research-based resources for principals who want to develop effective programs of writing instruction in their schools. Individual teachers can make important contributions to the development of student writers, but only instructional leaders can engender schoolwide improvement. This guide is designed to help leaders develop an effective program of writing instruction that includes assessing the current program, developing plans, implementing action steps, and sustaining innovations over time. *NCTE and the National Association of Secondary School Principals (NASSP)*.

95 pp. | 2010 | Grades 9-12

No. 49959 | \$24.95 member/\$33.95 nonmember



Teacher Inquiry in Literacy Workshops

Forging Relationships through Reggio-Inspired Practice

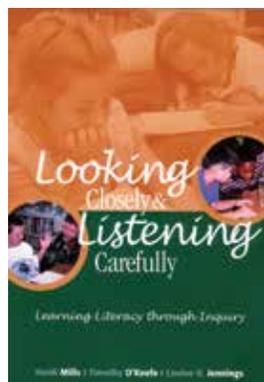
Judith T. Lysaker, editor

The challenges and rewards of early childhood education come alive in this collection of narratives by a community of nascent

teacher-researchers who share their investigations of enacting literacy workshops in Reggio-inspired classrooms. These teachers observed and documented their students' talk, actions, ideas, and play in order to develop insights into young children's literacy learning, improve their own instruction, and move the voices of children to the center of the curriculum. Their narratives highlight issues of content, especially new understandings they developed about the importance of relationships, as well as issues of process, the ways in which they developed their ideas through the practice of teacher research. Each narrative chapter is followed by a "Research Conversation" that illustrates the ways in which teacher research becomes personally relevant classroom practice that connects teachers to children and children to their own growing knowledge.

164 pp. | 2013 | Grades PreK-2

No. 54878 | \$29.95 member/\$39.95 nonmember



Looking Closely and Listening Carefully

Learning Literacy through Inquiry

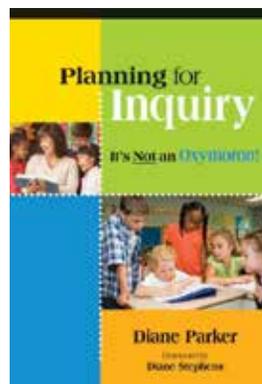
Heidi Mills, Timothy O'Keefe, and Louise B. Jennings

Teacher-researcher Tim O'Keefe teams up with university partners Heidi Mills and Louise B. Jennings to bring to life insights and strategies

from Tim's class at the Center for Inquiry, a small elementary magnet program in South Carolina. This book paints a portrait of the ways in which Tim's second and third graders learn literacy through inquiry. While Tim has been engaged in careful kidwatching, Heidi and Louise have been teacherwatching. Their combined perspectives illuminate the relationship between literacy and inquiry and demonstrate the power of a balanced literacy curriculum in an inquiry-based classroom.

186 pp. | 2004 | Grades K-6

No. 30305 | \$21.95 member/\$29.95 nonmember



Planning for Inquiry

It's Not an Oxymoron!

Diane Parker

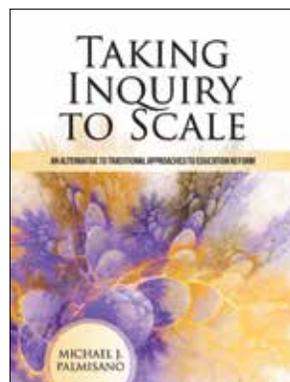
Foreword by Diane Stephens

Planning for Inquiry shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. Diane Parker invites you into her classroom to

think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom. Supported by a wealth of stories and examples, Parker shares a practical yet nonprescriptive framework for developing curriculum from learners' questions and authentic classroom events.

107 pp. | 2007 | Grades K-6

No. 35600 | \$22.95 member/\$30.95 nonmember



Taking Inquiry to Scale

An Alternative to Traditional Approaches to Education Reform

Michael J. Palmisano

What does it mean to take change to scale? Palmisano tackles this question with a decidedly different narrative of education reform, challenging traditional

notions of where professional knowledge and expertise reside, the goals for change, and the expectations and roles of educators and outside experts in bringing about change. This book counters the dominant narrative in which outsiders' agendas and best practices are transmitted to local educators. Instead, Palmisano argues persuasively that change happens when educators come together to learn with and from one another in the context of shared practice.

Taking change to scale requires building collaborative work and learning cultures that support educator learning and system change. Through examples drawn from the collaborative inquiry of a midsize urban school district, Palmisano presents broad and inclusive educator inquiry as a means for building collective capacity that enables all students to succeed. *NCTE/NCLE*.

89 pp. | 2013 | Grades K-12

No. 49942 | \$24.95 member/\$33.95 nonmember



NEW

Grammar to Get Things Done

A Practical Guide for Teachers Anchored in Real-World Usage

Darren Crovitz and Michelle Devereaux

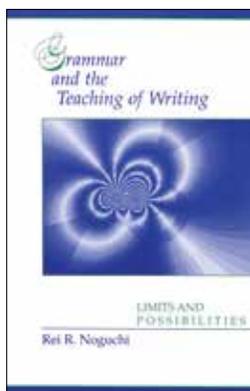
Grammar to Get Things Done offers a fresh lens on grammar and grammar instruction, designed for middle and

secondary preservice and inservice English teachers. It shows how form, function, and use can help teachers move away from decontextualized grammar instruction (such as worksheets and exercises emphasizing rule-following and memorizing conventional definitions) and begin considering grammar in applied contexts of everyday use.

Modules (organized by units) succinctly explain common grammatical concepts. These modules help English teachers gain confidence in their own understanding while positioning grammar instruction as an opportunity to discuss, analyze, and produce language for real purposes in the world. An important feature of the text is attention to both the history of and current attitudes about grammar through a sociocultural lens, with ideas for teachers to bring discussions of language-as-power into their own classrooms. *Routledge and NCTE.*

232 pages | 2016 | Grades K-12

No. 83709 | \$27.95 member/\$34.95 nonmember



Grammar and the Teaching of Writing

Limits and Possibilities

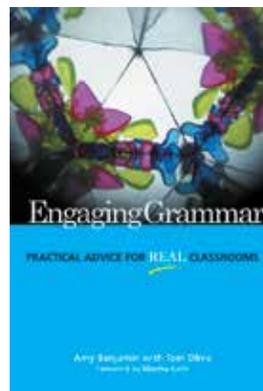
Rei R. Noguchi

For many students, Noguchi believes, formal study of grammar seems far removed from the daily use of language. He believes that grammar can help students—but only with style, not with content or organization—and he suggests presenting students with a

“writer’s grammar” that specifically addresses the problems that crop up most often or those that society deems most serious.

140 pp. | 1991 | Grades 7–College

No. 18747 | \$12.95 member/\$17.95 nonmember



Engaging Grammar

Practical Advice for Real Classrooms

Amy Benjamin with Tom Oliva

Foreword by Martha Kolln

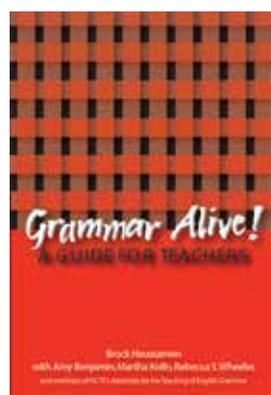
Amy Benjamin challenges the idea of “skill and drill” grammar in this lively, engaging, and immensely practical guide. Her enlightened view of grammar is grounded in linguistics

and teaches us how to make informed decisions about teaching grammar—how to move beyond fixing surface errors to teaching how grammar can be used as the building blocks of sentences to create meaning. In addition to Benjamin’s sage advice, you’ll find the voice of Tom Oliva—an experienced teacher inexperienced in teaching grammar—who chronicles how the concepts in this book can work in a real classroom. The perspectives of Benjamin and Oliva combine to provide a full picture of what grammar instruction can be: an exciting and accessible way to take advantage of students’ natural exuberance about language.

Although she does not advocate for teaching to the test, Benjamin acknowledges the pressures students face when taking high-stakes tests such as the SAT and ACT. Included is a chapter on how to improve students’ editing skills to help prepare them for the short-answer portion of these tests.

159 pp. | 2007 | Grades 7-12

No. 23386 | \$21.95 member/\$29.95 nonmember



Grammar Alive!

A Guide for Teachers

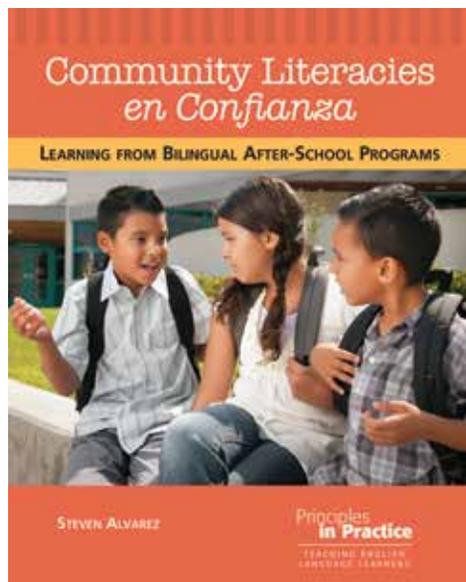
Brock Haussamen, with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, and members of NCTE’s Assembly for the Teaching of English Grammar

NCTE’s Assembly for the Teaching of English Grammar provides this much-needed resource for K–college teachers who wonder what to do about

grammar—how to teach it, how to apply it, how to learn what they themselves were never taught. *Grammar Alive!* offers teachers ways to negotiate the often conflicting goals of testing, confident writing, the culturally inclusive classroom, and the teaching of Standard English while also honoring other varieties of English.

121 pp. | 2003 | Grades K–College

No. 18720 | \$19.95 member/\$26.95 nonmember



NEW

Community Literacies *en Confianza*

Learning from Bilingual After-School Programs

Steven Alvarez

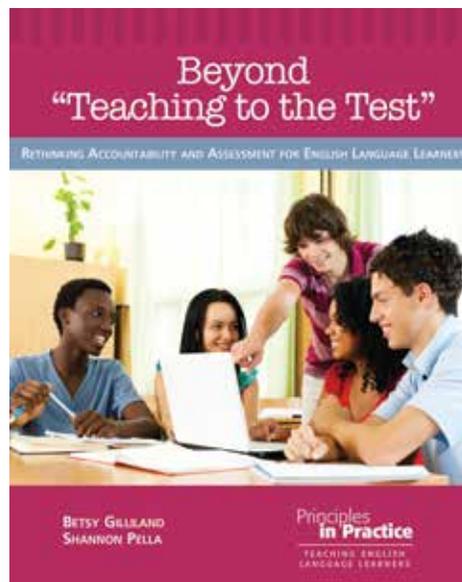
Most teachers of English language learners are not fluently bilingual, and many don't receive formal professional development in teaching emergent bilingual students. Thus, they aren't always adequately prepared to meet the challenges of working with this growing demographic of K-12 students. Alvarez argues that teachers' greatest resources are the students themselves, with both a facility in their home language and ties to their home communities.

After-school programs focused on English learners offer a way for parents, teachers, and volunteers to collectively navigate school systems and the English language, share stories, and develop facility in reading and writing across languages. Alvarez offers ideas for approaching, engaging, and partnering with students' communities to design culturally sustaining pedagogies that productively use the literacy abilities students bring to schools. Drawing on the *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs)*, Alvarez highlights the importance of building mutual trust, or *confianza*, between students, schools, and communities, both inside and outside of the classroom. *Principles in Practice* imprint.

107 pp. | 2017 | Grades PreK-12

No. 07867 | \$24.95 member/\$33.95 nonmember

ebook: No. 07874 | \$21.95 member/\$29.95 nonmember



NEW

Beyond "Teaching to the Test"

Rethinking Accountability and Assessment for English Language Learners

Betsy Gilliland and Shannon Pella

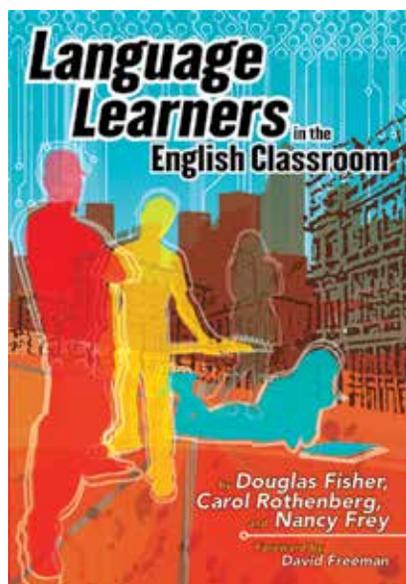
The word *accountability* is everywhere in education today, but it means different things to different people. Speaking directly to teachers who work closely with English language learners, Gilliland and Pella examine accountability measures that truly demonstrate multilingual students' learning and how these measures reflect the planning and teaching that teachers do to help their students grow.

Gilliland and Pella take readers into middle and high school classrooms to illustrate accountability practices that exemplify the principles outlined in the *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs)*. They give teachers the background and strategies to make their teaching and support equitable for ELLs by examining how teachers can support learners' reading, writing, and academic language development. Illustrating with examples of real teachers at work, the authors explain teaching for accountability, formative and summative assessment, and preparation for high-stakes testing. *Principles in Practice* imprint.

167 pp. | 2017 | Grades 6-12

No. 02947 | \$24.95 member/\$33.95 nonmember

ebook: No. 02954 | \$21.95 member/\$29.95 nonmember



Language Learners in the English Classroom

Douglas Fisher, Carol Rothenberg, and Nancy Frey
Foreword by David Freeman

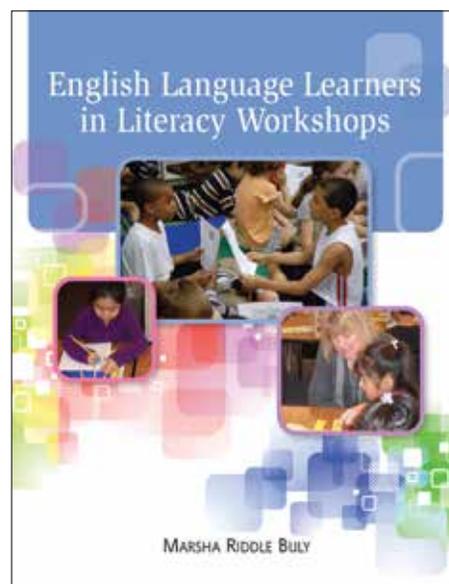
Across the nation, schools are in the midst of comprehensive reform efforts aimed at improving the achievement of all students. This book guides English teachers in designing purposeful and powerful lessons that accelerate the achievement of students who are learning English. The authors describe the unique challenges for English language learners and provide practical, research-based strategies that will help your students meet those challenges. Focus chapters clearly define and illustrate how to integrate teaching of

- vocabulary,
- grammar,
- fluency, and
- comprehension

into the grade-level content of middle and high school English classrooms.

181 pp. | 2007 | Grades 7-12

No. 27049 | \$26.95 member/\$35.95 nonmember



English Language Learners in Literacy Workshops

Marsha Riddle Buly

Many mainstream classroom teachers haven't had the opportunity to develop strategies to effectively teach the growing number of language learners in our schools. And language specialists aren't always familiar with the instructional and management frameworks that work well for mainstream teachers.

Marsha Riddle Buly, a mainstream classroom teacher who became a reading specialist and then a specialist in bilingual/ELL education, shows how reading, writing, and language workshops can be used to help language learners in mainstream K-8 classrooms.

Riddle Buly outlines literacy workshop formats and offers clear explanations of how workshops align with the research on effective instruction of language learners, including the Sheltered Instruction Observation Protocol (SIOP).

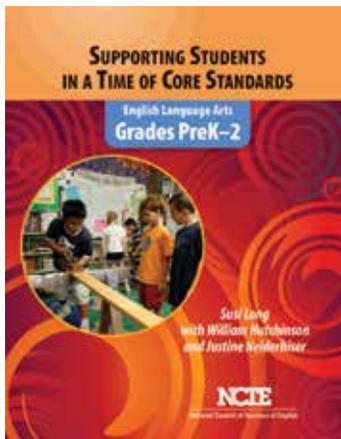
129 pp. | 2011 | Grades K-8

No. 22884 | \$31.95 member/\$42.95 nonmember

Forthcoming in Fall 2017:

Understanding Language: Supporting ELL Students in Responsive ELA Classrooms, Melinda J. McBee Orzulak

Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom, Christina Ortmeier-Hooper



Supporting Students in a Time of Core Standards

English Language Arts, Grades PreK-2

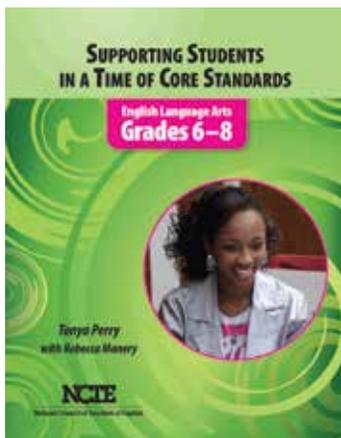
Susie Long with William Hutchinson and Justine Neiderhiser

This book provides insights and resources for teachers, administrators, and

policymakers working with the Common Core State Standards (CCSS) by championing a critical perspective and teaching that promote students' development as competent and critical problem solvers. Classroom vignettes highlight teaching and learning moments, teachers' strategies for negotiating beyond challenges, and connections to NCTE principles and to standards. Finally, the book offers ideas on planning—for teaching, for sustaining professional learning communities, and for supporting teachers' advocacy efforts.

136 pp. | 2011 | Grades PreK-2

No. 49409 | \$24.95 member/\$33.95 nonmember



Supporting Students in a Time of Core Standards

English Language Arts, Grades 6-8

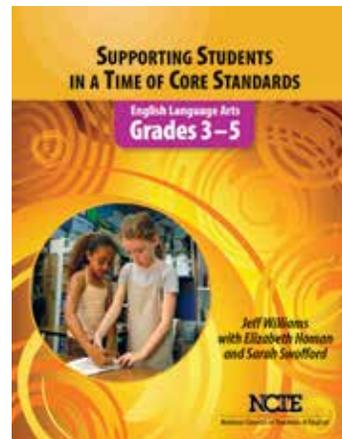
Tonya Perry with Rebecca Manery

This book takes you into the classrooms of middle school and junior high teachers who are meeting the demands of the

Common Core State Standards (CCSS) while staying true to their students and to their own knowledge of what constitutes effective, student-centered teaching. After addressing common questions and concerns about the CCSS, Perry spotlights individual grade 6-8 classrooms, showing the real learning and achievement that occur when teachers focus on students' needs and interests rather than on trying to "cover" a list of standards. The final section shows how to build instruction from and with the CCSS.

117 pp. | 2011 | Grades 6-8

No. 49423 | \$24.95 member/\$33.95 nonmember



Supporting Students in a Time of Core Standards

English Language Arts, Grades 3-5

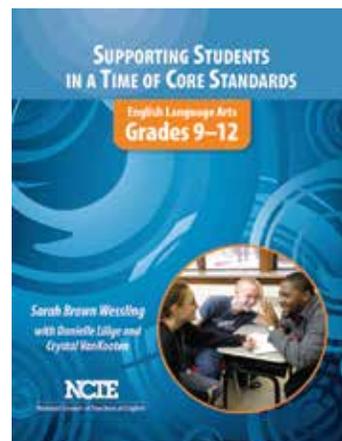
Jeff Williams with Elizabeth Homan and Sarah Swofford

Beginning with an overview of the Common Core State Standards (CCSS), the book features vignettes

of six grade 3-5 classroom teachers from a diverse range of schools, sharing their innovative lesson ideas and showing how they address the CCSS in concert with the deliberate, student-centered teaching and learning choices they already make. Throughout, Jeff Williams and his colleagues stress the importance of formative assessment based on student needs to guide daily instruction.

115 pp. | 2011 | Grades 3-5

No. 49416 | \$24.95 member/\$33.95 nonmember



Supporting Students in a Time of Core Standards

English Language Arts, Grades 9-12

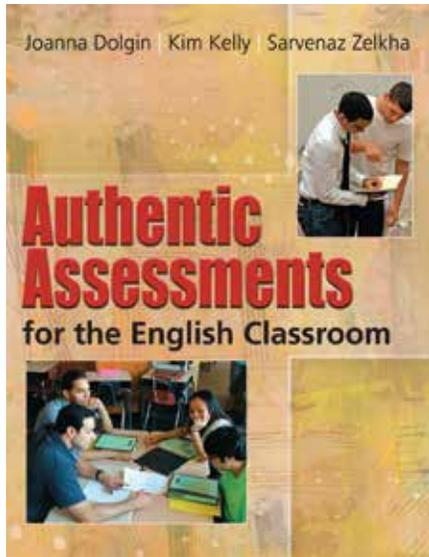
Sarah Brown Wessling with Danielle Lillge and Crystal VanKooten

Sarah Brown Wessling and fellow high school teachers demonstrate how to address the

Common Core State Standards (CCSS) in grades 9-12 while staying true to what they—and you—know about effective, student-centered teaching. The book begins with an overview of key features of the CCSS; section II moves into individual classrooms, offering snapshots of instruction and formative assessment; and section III offers suggestions for professional development.

135 pp. | 2011 | Grades 9-12

No. 49447 | \$24.95 member/\$33.95 nonmember



Authentic Assessments for the English Classroom

Joanna Dolgin, Kim Kelly, and Sarvenaz Zelkha

This practical guide is designed to help English language arts teachers incorporate authentic forms of assessment into the middle and high school curriculum. The authors offer real-world examples, sample student work, step-by-step instructions, and handouts to help teachers:

- Incorporate independent reading and authentic assessments through lessons, handouts, and examples of student work
- Facilitate a schoolwide end-of-semester roundtable assessment and portfolio presentations for grades 6-12 students and visitors
- Design grade 12 assessments that draw on the independent reading and writing experiences students have had throughout their academic careers

The book also provides sample curricula and highlights the assessment tools of three teachers who have extensive experience teaching grades 6-12.

141 pp. | 2010 | Grades 6-12

No. 02329 | \$26.95 member/\$35.95 nonmember

Reading Assessment

Artful Teachers, Successful Students

Diane Stephens, editor

Our Better Judgment

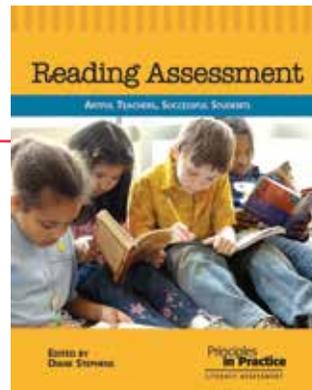
Teacher Leadership for Writing Assessment

Chris W. Gallagher and Eric D. Turley

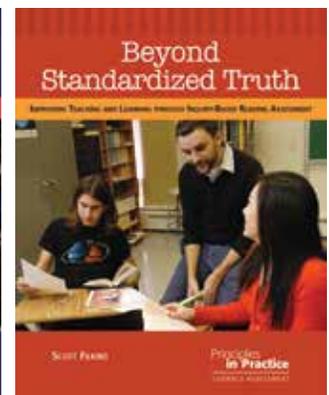
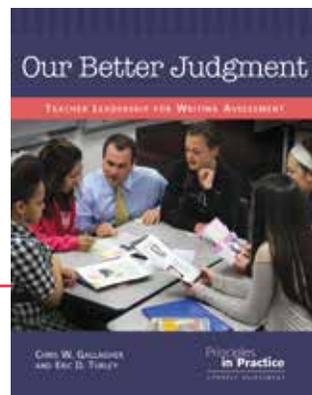
Beyond Standardized Truth

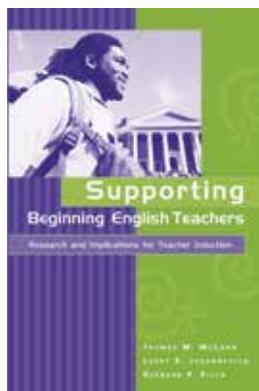
Improving Teaching and Learning through Inquiry-Based Reading Assessment

Scott Ferris



Check out page 6 for information on the three Principles in Practice imprint books in the Literacy Assessment strand, all based on the IRA-NCTE *Standards for the Assessment of Reading and Writing*, Revised Edition.





Supporting Beginning English Teachers

Research and Implications for Teacher Induction

Thomas M. McCann,
Larry R. Johannessen, and
Bernard P. Ricca

Foreword by Jeffrey D. Wilhelm

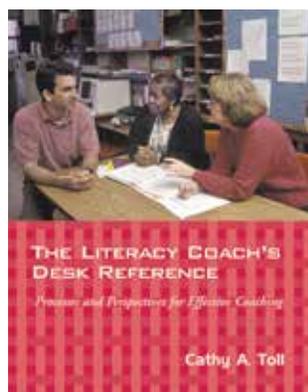
Why do some early-career English teachers leave the

profession while others stay? This book extends earlier research about the concerns of beginning teachers in general and also examines specifically the frustrations of beginning high school English teachers.

Based on their findings from a three-year research study, the authors review the common concerns among beginning English teachers and the underlying factors that make these issues distressful; they also describe new teachers' means for coping with difficulties, their journey toward competence and confidence, and the measures that universities, schools, and new teachers themselves can take to increase the likelihood that promising new teachers will remain in the profession.

214 pp. | 2005 | Grades 6-12

No. 02697 | \$23.95 member/\$31.95 nonmember



The Literacy Coach's Desk Reference

Processes and Perspectives for Effective Coaching

Cathy A. Toll

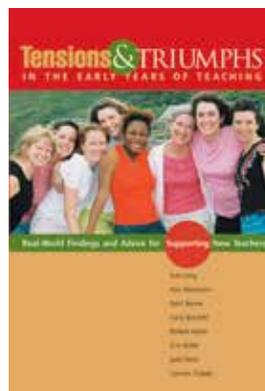
Toll provides guidance on all aspects of literacy coaching, including conferencing with individual teachers;

facilitating group meetings; providing demonstration lessons; providing services to the entire school; and providing services to students.

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

225 pp. | 2006 | Grades PreK-12

No. 29684 | \$23.95 member/\$31.95 nonmember



Tensions and Triumphs in the Early Years of Teaching

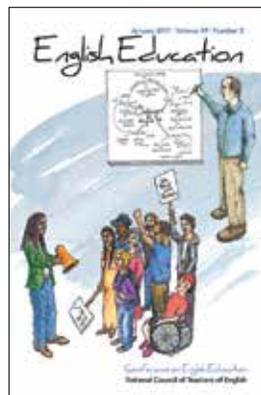
Real-World Findings and Advice for Supporting New Teachers

Susi Long, Ami Abramson,
April Boone, Carly Borchelt,
Robbie Kalish, Erin Miller,
Julie Parks, and Carmen
Tisdale

In a climate where nearly half of new teachers leave the profession in the first five years, many early-career teachers find the first years of teaching to be full of challenges and disillusionment. That's why these seven teachers got together with a university researcher to study what life is really like for new teachers. The authors recount their experiences through the first six years of teaching. They share moments of joy and success, but they also tell hard stories about obstacles that drive the knowledge, enthusiasm, and energy of new teachers underground. Their stories provide advice, support, and insights for both new teachers and those who work with them.

255 pp. | 2006 | Grades PreK-College

No. 02909 | \$25.95 member/\$34.95 nonmember



JOURNAL

English Education

English Education is the journal of the Conference on English Education (CEE), a constituent organization of the National Council of Teachers of English (NCTE). The journal serves teachers who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy

at all levels of instruction. *Published October, January, April, and July*

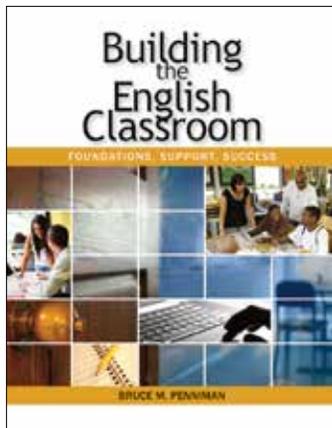
Editor: Tara Star Johnson, Purdue University

Subscriptions: \$25.00 member/\$75.00 nonmember

**Green Subscription (electronic-only): \$20.00 member/
\$70.00 nonmember**

Student/Emeritus Member: \$12.50

Student/Emeritus Green: \$10.00



Building the English Classroom

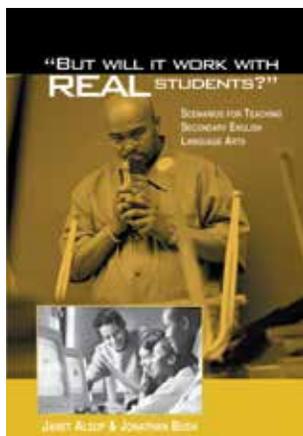
Foundations, Support, Success
Bruce M. Penniman

Bruce M. Penniman draws on his nearly four decades of classroom experiences to offer guidance and support for managing the myriad demands of teaching secondary English. From

addressing the numerous subdisciplines within English to making individual accommodations, from dealing with being the primary locus of literacy instruction in the school to everyday organizational strategies, Penniman helps teachers find a way to impose order on what often seems like an overwhelming array of responsibilities.

253 pp. | 2009 | Grades 9–12

No. 03869 | \$24.95 member/\$33.95 nonmember



“But Will It Work with Real Students?”

Scenarios for Teaching Secondary English Language Arts

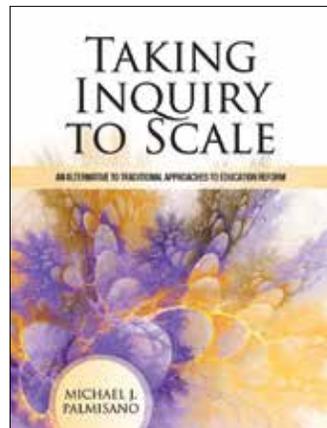
Janet Alsup and Jonathan Bush

Pedagogical narratives written by secondary teachers and thoughtful responses to these narratives by experienced teachers and teacher

educators form the heart of this text. Alsup and Bush also include concise summaries of related theory and research and controversies in the field, thorough annotated bibliographies for continued reading, discussion questions, and suggested learning activities for preservice teachers.

189 pp. | 2003 | Grades 7–12

No. 03898 | \$26.95 member/\$35.95 nonmember



Taking Inquiry to Scale

An Alternative to Traditional Approaches to Education Reform
Michael J. Palmisano

What does it mean to take change to scale? Michael J. Palmisano tackles this question with a decidedly different narrative of education reform,

challenging traditional notions of where professional knowledge and expertise reside, the goals for change, and the expectations and roles of educators and outside experts in bringing about change. This book counters the dominant narrative in which outsiders' agendas and best practices are transmitted to local educators. Instead, Palmisano argues persuasively that change happens when educators come together to learn with and from one another in the context of shared practice. *NCTE/NCLE.*

89 pp. | 2013 | Grades K–12

No. 49942 | \$24.95 member/\$33.95 nonmember



JOURNAL

English Leadership Quarterly

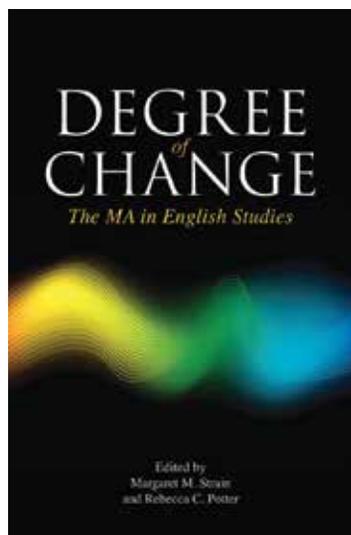
English Leadership Quarterly, a publication of the Conference on English Leadership (CEL), offers short articles on issues important to decision makers—department chairs, K–12 supervisors, and other leaders—to

assist them in their role of improving the quality of English language arts instruction. *Published August, October, February, and April.* NOTE: *ELQ* is available online only.

Editor: Oona Abrams, Chatham High School, Chatham, New Jersey

Green Subscription (electronic-only): \$25.00 member/\$75.00 nonmember

Student/Emeritus Member: \$12.50



NEW

Degree of Change

The MA in English Studies

Margaret M. Strain and Rebecca C. Potter, editors

As the needs of those seeking an MA in English studies have evolved, so too have the degree's mission and identity. Margaret M. Strain and Rebecca C. Potter, editors of *Degree of Change: The MA in English Studies*, argue that the MA is positioned in a dynamic contact zone—"a place where disciplinary knowledge, student need, and local exigencies interact and where disciplinary identity is constantly negotiated."

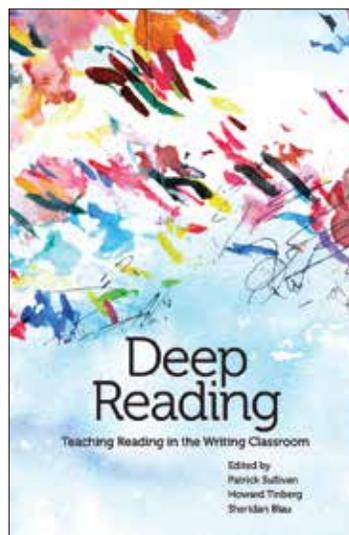
Looking primarily at stand-alone master's programs, this volume examines the design, delivery, and value of a master's degree in English in the twenty-first century and challenges the characterization that MA programs in English serve primarily as stepping-stones to the PhD. Rather, contributors reveal how central the MA is to shaping the purpose and identity of contemporary English studies, through descriptions of a variety of specific MA programs.

Gathering perspectives from faculty, program directors, and students from across the country, Strain and Potter showcase not only the diversity of such programs, but also the ways in which program identity and mission are richly interwoven with concerns about local needs, graduate student career trajectories, and the effects of a market-driven educational climate. This collection provides a substantive discussion that goes beyond questioning the state of English studies—it points to curricular, programmatic, and professional innovations that are transforming the field, calling for new dialogue in higher education about the pivotal role of the MA in English.

282 pp. | 2016 | College

No. 10799 | \$27.95 member/\$37.95 nonmember

ebook: No. 10805 | \$24.95 member/\$33.95 nonmember



NEW

Deep Reading

Teaching Reading in the Writing Classroom

Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

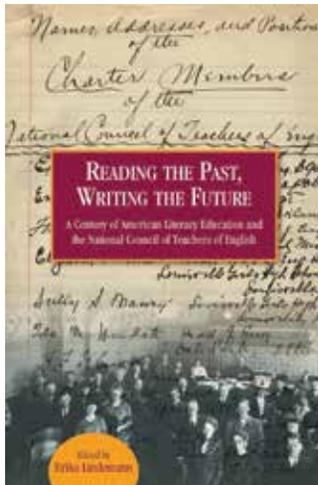
Arguing that college-level *reading* must be theorized as foundationally linked to any understanding of college-level *writing*, editors Patrick Sullivan, Howard Tinberg, and Sheridan Blau continue the conversation begun in *What Is "College-Level" Writing?* (2006) and *What Is "College-Level" Writing? Volume 2: Assignments, Readings, and Student Writing Samples* (2010). Measurements of reading abilities show a decline nationwide among most cohorts of students, so the need for writing teachers to thoughtfully address the subject of reading, especially in grades 6–14, has become increasingly urgent. Curriculum and state standards often reflect an impoverished and reductive understanding of reading that views readers as passive recipients of information, fueling the widespread use of standardized tests to measure proficiency in English literacy, and ignoring decades of reading scholarship that positions readers in more complex relationships with the texts they read.

Contributors to this collection—high school teachers, college students who discuss the challenges they faced as readers and writers, and composition scholars—offer an antidote to this situation. These authors (1) define the challenges to integrating reading into the writing classroom, (2) develop a theory of reading as a specific type of inquiry and meaning-making activity, and (3) offer practical approaches to teaching deep reading in writing courses that can be put immediately to use in the classroom. The volume concludes with letters written directly to students about the importance of reading, not only in the classroom but also as a richly complex social, cognitive, and affective human activity.

386 pp. | 2017 | Grades 9–College

No. 10638 | \$34.95 member/\$46.95 nonmember

ebook: No. 10645 | \$30.95 member/\$41.95 nonmember



Reading the Past, Writing the Future

A Century of American Literacy Education and the National Council of Teachers of English

Erika Lindemann, editor

Foreword by Deborah Brandt

Afterword by Edmund J. Farrell

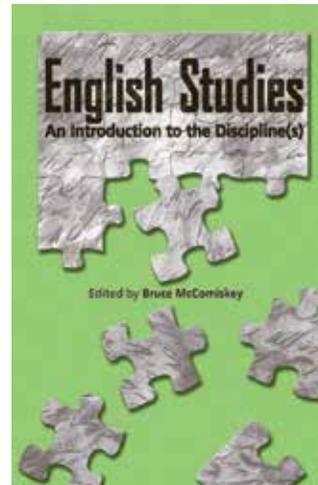
This rich and thoughtful history of our discipline

and organization is for every teacher of the English language arts and English studies who wonders where we've been, how we got where we are today, and where we all might be traveling as literacy educators in the 21st century.

Contributors: Leila Christenbury; Donna E. Alvermann; Anne Ruggles Gere; Stephen Tchudi; Arthur N. Applebee, Judith A. Langer, and Marc A. Nachowitz; Mary T. Christel, with Sandy Hayes; Carol D. Lee and Anika Spratley; Kathleen Blake Yancey; Patricia Lambert Stock; Jacqueline Jones Royster; John S. Mayher

505 pp. | 2010 | Grades K-College

No. 38762 | \$34.95 member/\$46.95 nonmember



English Studies

An Introduction to the Discipline(s)

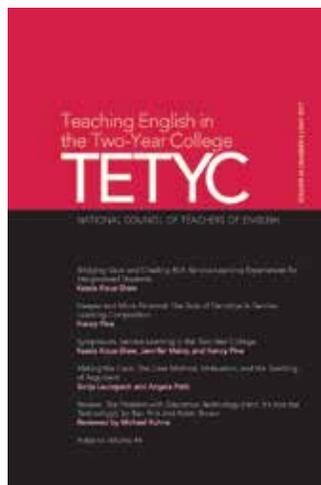
Bruce McComiskey, editor

Well-known scholars in the field explore the important qualities and functions of English studies' constituent disciplines—Ellen Barton on linguistics and discourse analysis, Janice Lauer on rhetoric and composition, Katharine Haake on

creative writing, Richard Taylor on literature and literary criticism, Amy Elias on critical theory and cultural studies, and Robert Yagelski on English education—and the productive differences and similarities among them that define English studies' continuing importance. This popular course adoption text provides an invaluable overview of an increasingly fragmented field.

339 pp. | 2006 | College

No. 15442 | \$28.95 member/\$38.95 nonmember



JOURNAL

Teaching English in the Two-Year College

Teaching English in the Two-Year College (TETYC), the journal of the Two-Year College English Association (TYCA), is for instructors of English in two-year colleges as well as for teachers of first- and second-year composition in four-year institutions. *TETYC* publishes theoretical and practical articles on composition, developmental studies, technical and business communication, literature, creative expression, language, and the profession. *Published September, December, March, and May*

Editor: Holly Hassel, University of Wisconsin-Marathon County

Subscriptions: \$25.00 member/\$75.00 nonmember

Green Subscription (electronic-only): \$20.00 member/\$70.00 nonmember

Student/Emeritus Member: \$12.50

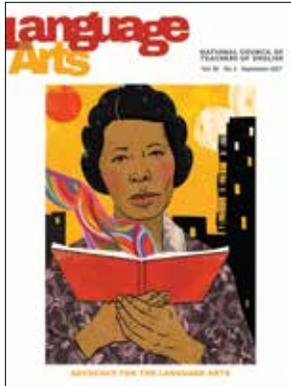
Student/Emeritus Green: \$10.00

Your source for cutting-edge, peer-reviewed articles

Subscriptions: \$25.00 member/\$75.00 nonmember

Green Subscription (electronic-only): \$20.00 member/\$70.00 nonmember

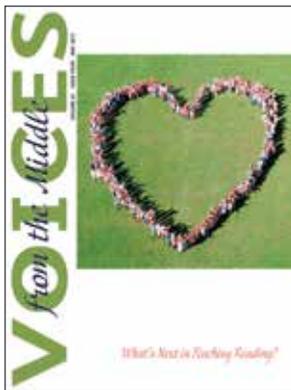
Student/Emeritus Member: \$12.50 | Student/Emeritus Green: \$10.00



Language Arts is a professional journal for elementary and middle school teachers and teacher educators. It provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in prekindergarten through the eighth grade. Issues discuss both theory and classroom practice, highlight current research,

and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators. *Published September, November, January, March, May, and July*

Editors: Wanda Brooks, Temple University; Jonda McNair, Clemson University; and Kelly Wissman, University at Albany-SUNY



Voices from the Middle is the peer-reviewed journal of the Middle Level Section of the National Council of Teachers of English. *Voices* publishes original contributions by middle level teachers, students, teacher educators, and researchers in response to specific themes that focus on our discipline, our teaching, and our students. *Voices* offers middle level

teachers innovative and practical ideas for classroom use that are rooted in current research; this is a journal *for* teachers, *by* teachers. *Published September, December, March, and May*

Editors: Sara Kajder, The University of Georgia, and Shelbie Witte, Oklahoma State University



English Journal provides the latest information on the teaching of writing and reading, literature, and language in junior and senior high schools and middle schools. Published since 1912, the award-winning *EJ* also offers regular columns on topics such as instructional technology, language learners, disability studies, professional and young adult literature,

speaking and listening, and poetry. *Published September, November, January, March, May, and July*

Editors: Julie A. Gorlewski and David A. Gorlewski, Virginia Commonwealth University



College English is the professional journal for the college scholar-teacher. *CE* publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Issues may also include review essays. Contributions may work across traditional field boundaries;

authors represent the full range of institutional types. *Published September, November, January, March, May, and July*

Editor: Melissa lanetta, University of Delaware

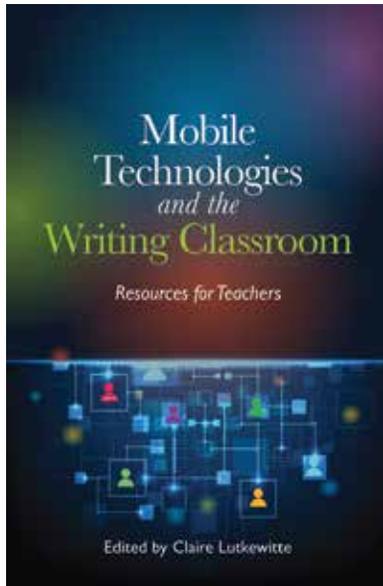







More NCTE Journals:

- *College Composition and Communication*, p. 51
- *English Education*, p. 44
- *English Leadership Quarterly*, p. 45
- *Research in the Teaching of English*, p. 57
- *Talking Points*, p. 21
- *Teaching English in the Two-Year College*, p. 47



NEW

Mobile Technologies and the Writing Classroom

Resources for Teachers

Claire Lutkewitte, editor

The nature and tools of writing have changed. Today's students compose and read chunks of webtexts and short text messages while they are on the move. If compositionists wish to be pedagogically relevant, they need to think more carefully about how their students read and compose texts and where they do so. More and more young people are choosing to write a variety of texts in a variety of locations because technologies make it possible. As a result, educational scholars are developing new understandings of how to incorporate such technologies into the classroom.

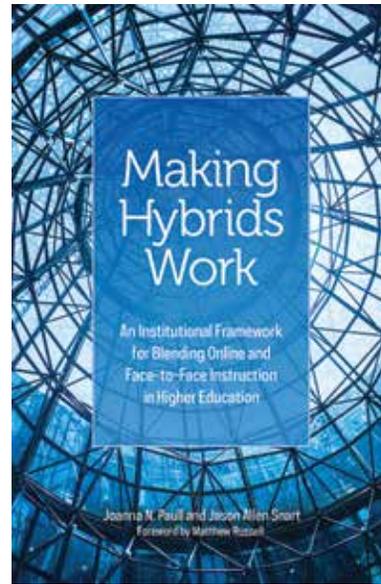
To that end, this book provides practical resources and assignments for writing instructors who are interested in a pedagogy that makes use of mobile technologies. Editor Claire Lutkewitte and her contributors explore both writing for and about mobile technologies and writing with mobile technologies.

Coming at a time when instructors are pressured to be professionally innovative but are rarely provided ideal circumstances in which to do so, this book offers (1) a starting point for instructors who haven't yet used mobile technologies in the classroom, (2) fresh ideas to those who have and proof that they are not alone, and (3) a call of reassurance that we can do more with less.

234 pp. | 2016 | College

No. 31961 | \$26.95 member/\$35.95 nonmember

ebook: No. 31978 | \$23.95 member/\$31.95 nonmember



NEW

Making Hybrids Work

An Institutional Framework for Blending Online and Face-to-Face Instruction in Higher Education

Joanna N. Paull and Jason Allen Snart

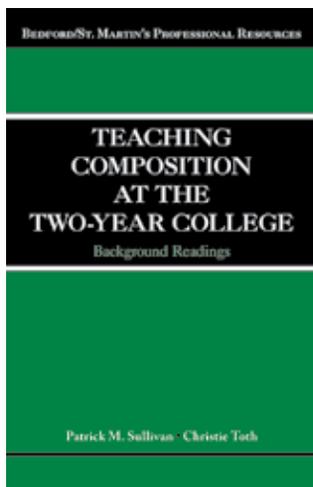
The hybrid instructional mode, which combines online and face-to-face learning in a single course, has, according to the National Education Association, the potential to maximize student learning in the twenty-first century. And interest in hybrids is growing—by administrators, by faculty, and by students. But a truly effective hybrid curriculum works only when colleges and universities invest in broad, institutional planning and decision making, as well as strong professional development opportunities for faculty.

Making Hybrids Work provides a resource for institutions of higher education to grow and sustain quality hybrid curricula, outlining an institutional framework by focusing on defining and advertising hybrids; developing, supporting, and assessing hybrid programs; and training faculty. To examine the reality rather than the hype of a hybrid curriculum, authors Joanna N. Paull and Jason Allen Snart look at several existing hybrid courses in a variety of disciplines, as well as explore the possibilities and limitations of teaching with technology. Although there is no one easy path to instituting a hybrid curriculum, the authors argue that the hybrid model might well offer a potential “best of both worlds” in its blending of online and face-to-face instruction, but only with a strong foundation of institutional planning and professional support in place.

227 pp. | 2016 | College

No. 30537 | \$26.95 member/\$35.95 nonmember

ebook: No. 30544 | \$23.95 member/\$31.95 nonmember



NEW

Teaching Composition at the Two-Year College

Background Readings

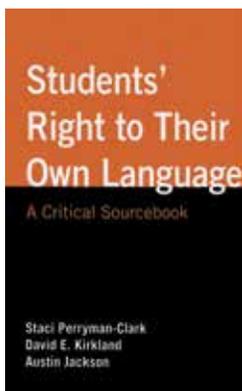
Patrick M. Sullivan and Christie Toth, editors

By translating theory and scholarship into concrete classroom practice in thoughtful and successful ways, *Teaching Composition at the Two-Year College* addresses the unique and specific needs of the two-year college teacher-scholar who teaches composition. While providing an overview of the current state of scholarship related to teaching composition at the two-year college, it also emphasizes classroom-based concerns, with particular attention to the question most important to many teachers: “Scholarship and theory is all well and good, but what do I do in the classroom on Monday?”

The collection includes classic or important theoretical essays in the field (many of them written by two-year college practitioners) followed by essays written by two-year college teacher-scholars that suggest how composition scholarship and theory might translate to the distinctive setting of the two-year college. *Bedford/St. Martin's and NCTE.*

688 pp. | 2016 | College

No. 22570 | \$36.00 member/\$48.00 nonmember



Students' Right to Their Own Language

A Critical Sourcebook

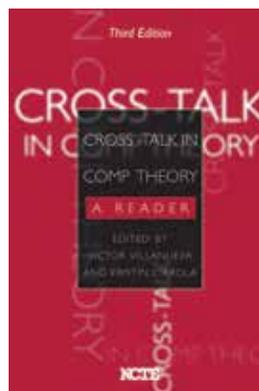
Staci Perryman-Clark, David Kirkland, and Austin Jackson, editors

This critical sourcebook revisits the complexities of one of the most controversial statements in CCCC history, the Students' Right to Their Own Language Resolution. The sourcebook collects perspectives from

some of the field's most influential scholars to provide a foundation for understanding the historical and theoretical context informing the affirmation of all students' right to exist in their own languages, to archive decades of debate about this affirmation's implications, and to explore how these implications translate to practical strategies for fostering linguistic diversity in the classroom. *Bedford/St. Martin's and CCCC/NCTE.*

506 pp. | 2014 | College

No. 41299 | \$42.95 member/\$44.95 nonmember



Cross-Talk in Comp Theory

A Reader, Third Edition

Victor Villanueva and Kristin L. Arola, editors

For the third edition of *Cross-Talk in Comp Theory*, Victor Villanueva recruited the expertise of colleague Kristin L. Arola in order to flesh out the discussion on composition and technology.

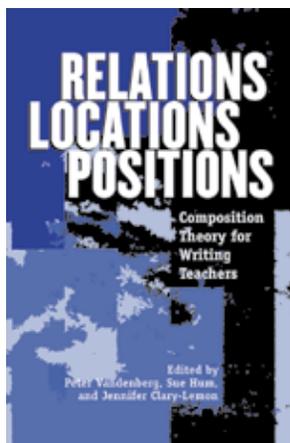
The quick movement of the paradigm—from the personal computer to local-area networks to the rise of social networking—suggests the need to recall the talk and the cross-talk concerning computers and their products for composition.

The third edition maintains the historical perspective of previous editions while continuing to provide insights on the relatively new discipline of composition studies. Landmark contributions by major figures such as Donald Murray, Janet Emig, Walter Ong, Sondra Perl, Mike Rose, and Patricia Bizzell remain. They are joined by the works of other trailblazing scholars such as Peter Elbow and Richard Ohmann.

This edition also incorporates texts by key names within comp's conversations on technology, including Adam Banks, Cynthia Selfe, and Kathleen Blake Yancey.

899 pp. | 2011 | College

No. 09779 | \$34.95 member/\$46.95 nonmember



Relations, Locations, Positions

*Composition Theory
for Writing Teachers*

**Peter Vandenberg,
Sue Hum, and Jennifer
Clary-Lemon, editors**

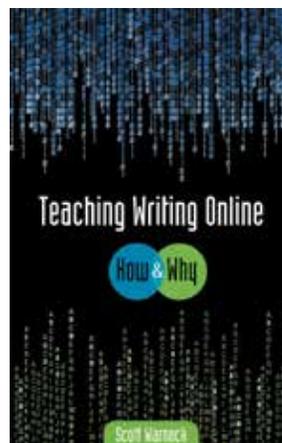
This anthology seeks to move “beyond process” by building on the valuable lessons from process pedagogy and by promoting the idea that writing stands

for a radically complex network of phenomena.

Relations highlights the concepts of literacy, discourse, discourse community, and genre. Locations emphasizes the importance of contact zones, ecocomposition, materiality, and place. Positions considers markers of identity such as sex, gender, race, class, ableness, and sexual orientation. To show how some of these ideas are applied, each section ends with brief “pedagogical insights.”

606 pp. | 2006 | College

No. 24003 | \$36.95 member/\$49.95 nonmember



Teaching Writing Online

How and Why
Scott Warnock

How can you migrate your tried and true face-to-face teaching practices into an online environment?

Warnock explores how to teach an online (or hybrid) writing course by emphasizing the importance of using and managing students' written communications.

Grounded in Warnock's years of experience in teaching, teacher preparation, online learning, and composition scholarship, this book is designed with usability in mind. Features include:

- How to manage online conversations
- Responding to students
- Organizing course material
- Core guidelines for teaching online
- Resource chapter and appendix with sample teaching materials

235 pp. | 2009 | College

No. 52539 | \$26.95 member/\$35.95 nonmember



JOURNAL

College Composition and Communication

College Composition and Communication publishes research and scholarship in rhetoric and composition studies that supports college teachers in reflecting on and improving their practices in teaching writing. Reflecting the most current scholarship and theory in the field, the journal draws on a broad range of humanistic disciplines and from subfields including technical communication, computers and composition, and writing across the curriculum. Regular features include review essays of current scholarship and response articles known as Interchanges. *Published September, December, February, and June*

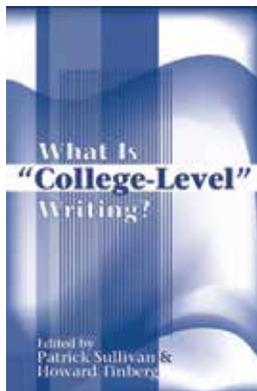
Editor: Jonathan Alexander, University of California, Irvine

Subscriptions: \$25.00 member/\$75.00 nonmember

Green Subscription (electronic-only): \$20.00 member/\$70.00 nonmember

Student/Emeritus Member: \$12.50

Student/Emeritus Green: \$10.00



What Is “College-Level” Writing?

Patrick Sullivan and Howard Tinberg, editors

Just what defines “college-level” writing? This book seeks to engage this essential question with care, patience, and pragmatism, and includes contributions by many well-known scholars such as Edward M. White, Lynn Z. Bloom, Ronald Lunsford, Sheridan Blau, Jeanne

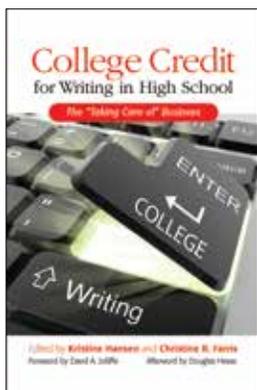
Gunner, Muriel Harris, and Kathleen Blake Yancey.

Special features include the following:

- Perspectives from high school teachers, who present their concerns about the discrepancy between what they tell their students is important in college writing courses and what students actually learn is important
- Student contributors, who write about their experiences transitioning from high school writing to college-level writing
- The administrative perspective, which addresses such issues as what other departments within a university consider college-level writing and how an English department develops its standard course syllabi, makes textbook recommendations, and interacts with adjunct faculty members
- Discussion between contributors, drawn from their exchanges on an interactive website

418 pp. | 2006 | Grades 9–College

No. 56742 | \$31.95 member/\$42.95 nonmember



College Credit for Writing in High School

The “Taking Care of” Business

Kristine Hansen and Christine R. Farris, editors

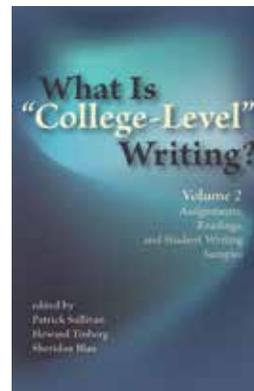
Foreword by David A. Jolliffe
Afterword by Douglas Hesse

This collection explores various options that students have for “taking care of” the first-year

college writing requirement, including AP tests, concurrent enrollment/dual-credit courses, the International Baccalaureate diploma, and early college high schools. Contributors to this volume explore the complexity of these options, offer best practices and pitfalls of such a system, establish benchmarks for success, and lay out possible outcomes for a new educational landscape.

314 pp. | 2010 | Grades 9–College

No. 07225 | \$29.95 member/\$39.95 nonmember



What Is “College-Level” Writing? Volume 2

Assignments, Readings, and Student Writing Samples

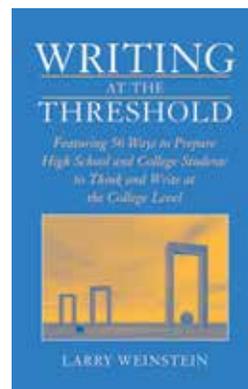
Patrick Sullivan, Howard Tinberg, and Sheridan Blau, editors

This sequel to *What Is “College-Level” Writing?* (2006) highlights the practical

and the pragmatic aspects of teaching writing. The essays in this collection focus on things all English and writing teachers concern themselves with on a daily basis—assignments, readings, and real student writing. Contributors include students, high school teachers, and college instructors in conversation with one another. Through a pragmatic lens, the volume addresses other important issues related to college-level writing, including assignment design, the use of the five-paragraph essay, and the AP test, as well as issues related to L2/ELL and Generation 1.5 students.

329 pp. | 2010 | Grades 9–College

No. 56766 | \$34.95 member/\$46.95 nonmember



Writing at the Threshold

Featuring 56 Ways to Prepare High School and College Students to Think and Write at the College Level

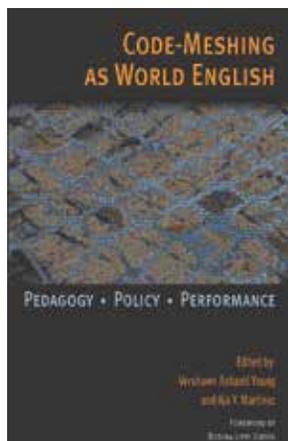
Larry Weinstein

Writing at the Threshold offers both an eloquent philosophy of composition instruction and an immediately useful set of classroom-tested teaching ideas

distilled from the author’s 28 years of teaching writing. Weinstein moves easily from brief, lively reflections on inquiry-based learning to highly engaging strategies for translating theory into practice in the classroom. He also offers a set of five course sequences, each proposing a markedly different way to shape a whole writing course using methods discussed in the book. Additional materials may be found on Weinstein’s companion website.

125 pp. | 2001 | Grades 11–College

No. 59133 | \$19.95 member/\$26.95 nonmember



Code-Meshing as World English

Pedagogy, Policy, Performance

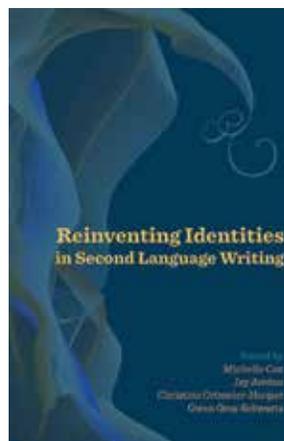
Vershawn Ashanti Young and Aja Y. Martinez, editors

This volume arises from concerns that code-switching—shifting between dialects or languages in different settings—may actually facilitate the illiteracy and academic

failure that educators seek to eliminate and can promote resistance to Standard English rather than encouraging its use. The original essays in this collection offer various perspectives on why code-meshing—blending minoritized dialects and world Englishes with Standard English—is a better pedagogical alternative than code-switching in the teaching of reading, writing, listening, speaking, and visually representing to diverse learners. Contributors argue that code-meshing leads to lucid, often dynamic prose by people whose first language is something other than English, as well as by native English speakers who speak and write with “accents” and those whose home language or neighborhood dialects are deemed “nonstandard.”

298 pp. | 2011 | College

No. 07003 | \$39.95 member/\$53.95 nonmember



Reinventing Identities in Second Language Writing

Michelle Cox, Jay Jordan, Christina Ortmeier-Hooper, and Gwen Gray Schwartz, editors

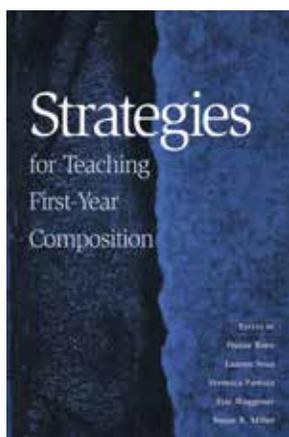
Reinventing Identities in Second Language Writing explores how second language writers negotiate identity in a variety of academic and

extracurricular settings. This collection offers diverse theoretical and methodological perspectives as well as second language writers’ narrative accounts of how they construct identities through personal, school, and professional discourses.

A first of its kind, this book focuses extended attention on the identity complexities—including constraints and opportunities—inherent in second language writing. As student populations diversify, teachers, scholars, and administrators will benefit from this valuable resource that displays the rich work of second language writers as they discover and construct identities through the written word.

342 pp. | 2010 | College

No. 39820 | \$38.95 member/\$51.95 nonmember



Strategies for Teaching First-Year Composition

Duane Roen, Veronica Pantoja, Lauren Yena, Susan K. Miller, and Eric Waggoner, editors

This book offers guidance, reassurance, and thoughtful commentary on the many activities leading up to and surrounding teaching first-year composition:

- What preparation do I need to teach first-year comp?
- How do I construct a syllabus?
- How do I develop effective writing assignments?
- Why am I teaching writing at all?
- And what’s the place of writing in a university education?

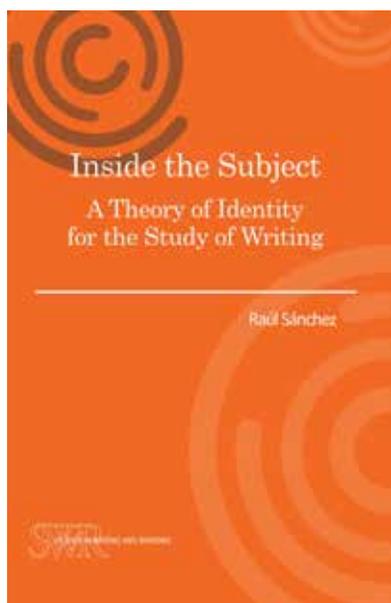
626 pp. | 2002 | College

No. 47496 | \$34.95 member/\$46.95 nonmember

The aim of the CCCC Studies in Writing & Rhetoric series is to influence how writing gets taught at the college level. The methods of studies vary from the critical to historical to linguistic to ethnographic, and their authors draw on work in various fields that inform composition—including rhetoric, communication, education, discourse analysis, psychology, cultural studies, and literature. Their focuses are similarly diverse—ranging from individual writers and teachers, to classrooms and communities and curricula, to analyses of the social, political, and material contexts of writing and its teaching.

Series Editor: Victor Villanueva

All books \$34.00 member/\$36.00 nonmember | ebooks \$30.00 member/\$32.00 nonmember



AVAILABLE
AUGUST 2017

Inside the Subject

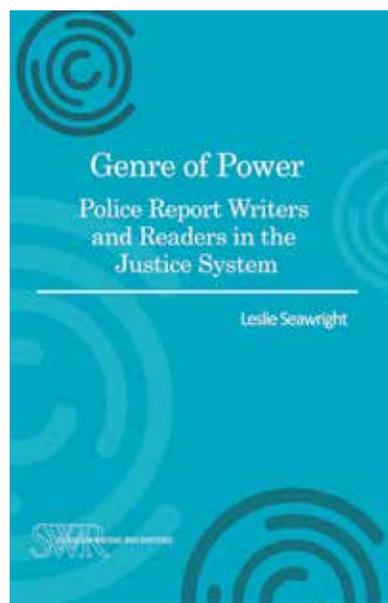
A Theory of Identity for the Study of Writing
Raúl Sánchez

This book develops a new theoretical approach to the study of writing by fusing key aspects of postmodern theory with the empirical sensibilities of composition studies and with that field's long-standing investment in writerly agency. Specifically, *Inside the Subject* describes the act of writing in terms of *the event*, a concept for mapping relations between the symbolic and the nonsymbolic. In addition, the book casts writers as both locations and catalysts for these relations. And finally, it develops a theory of identity to describe these relations, and these locations, in more detail than the field currently has at its disposal.

Approx. 127 pp. | 2017 | College

No. 23454 | \$34.00 member/\$36.00 nonmember

ebook: No. 23478 | \$30.00 member/\$32.00 nonmember



AVAILABLE
AUGUST 2017

Genre of Power

Police Report Writers and Readers in the Justice System
Leslie Seawright

The issues of how police officers write reports and how others read those reports have critical implications for people engaged in rhetoric, literacy studies, and critical pedagogy. Seawright describes the journey of a police report as it travels through the criminal justice system from writer, to supervisor, to prosecutor, to defense lawyer, to judge. This study exposes the way in which power, agency, and authority circulate and accrue between writers and readers. The chained literacy event, created as a report moves through the system, is highlighted and its hierarchical nature examined. The book ultimately addresses the constraints of the police report genre and seeks to expose the complex and multifaceted rhetorical situation of report writing.

Approx. 119 pp. | 2017 | College

No. 18429 | \$34.00 member/\$36.00 nonmember

ebook: No. 18436 | \$30.00 member/\$32.00 nonmember



Assembling Composition

Kathleen Blake Yancey and Stephen J. McElroy, editors

Drawing on historical studies as well as on current innovations of composing, *Assembling Composition* provides a new framework for understanding composing: assemblage theory.

246 pp. | 2017 | College | No. 01988 | ebook: No. 01995



Public Pedagogy in Composition Studies

Ashley J. Holmes

Holmes demonstrates how theories of public pedagogy can help composition specialists relocate teaching and learning within local public contexts beyond the classroom or campus.

201 pp. | 2016 | College | No. 38007 | ebook: No. 38014



From Boys to Men

Rhetorics of Emergent American Masculinity

Leigh Ann Jones

Jones explores performances of developing young male identity in case studies from twentieth- and twenty-first-century federal and civic organizations that recruit boys and young men using appeals to American national identity, often coding these appeals as character building.

147 pp. | 2016 | College | No. 03753 | ebook: No. 03760



The Desire for Literacy

Writing in the Lives of Adult Learners

Lauren Rosenberg

Rosenberg shows how marginalized adult learners are able to theorize about their position in society, question dominant ideas, disrupt them, and challenge traditional literacy narratives in American culture.

185 pp. | 2015 | College | No. 10812 | ebook: No. 10829



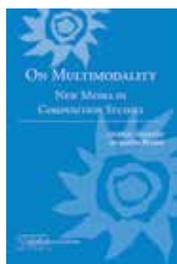
Freedom Writing

African American Civil Rights Literacy Activism, 1955-1967

Rhea Estelle Lathan

Lathan introduces gospel literacy, a theoretical framework analogous to gospel music within which to consider how the literacy activities of the Civil Rights Movement illuminate a continual interchange between secular and religious ideologies.

143 pp. | 2015 | College | No. 17880 | ebook: No. 17897



On Multimodality

New Media in Composition Studies

Jonathan Alexander and Jacqueline Rhodes

Jonathan Alexander and Jacqueline Rhodes argue that composition's embrace of new media and multimedia often makes those media serve the rhetorical ends of writing and composition, as opposed to exploring the rhetorical capabilities of those media.

232 pp. | 2014 | College | No. 34122 | ebook: No. 34139

Selected titles in the series include:

Toward a New Rhetoric of Difference

Stephanie Kerschbaum

187 pp. | 2014 | College

No. 54953

ebook: No. 54915

Rhetoric of Respect

Recognizing Change at a Community Writing Center

Tiffany Rousculp

200 pp. | 2014 | College

No. 41472

ebook: No. 41496

After Pedagogy

The Experience of Teaching

Paul Lynch

208 pp. | 2013 | College

No. 00875

ebook: No. 00882

Agency in the Age of Peer Production

Quentin D. Vieregge, Kyle D. Stedman, Taylor Joy Mitchell, and Joseph M. Moxley

184 pp | 2012 | College

No. 00899

ebook: No. 00905

Redesigning Composition for Multilingual Realities

Jay Jordan

165 pp. | 2012 | College

No. 39660

ebook: No. 39691

First Semester

Graduate Students, Teaching Writing, and the Challenge of Middle Ground

Jessica Restaino

141 pp | 2012 | College

No. 30812

Remixing Composition

Jason Palmeri

194 pp | 2012 | College

No. 30898

Agents of Integration

Understanding Transfer as a Rhetorical Act

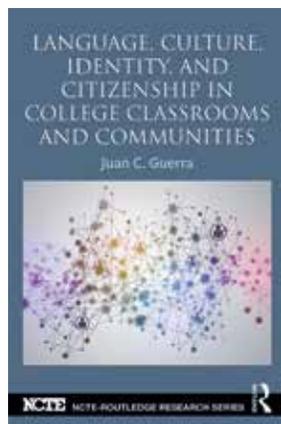
Rebecca Nowacek

167 pp. | 2011 | College

No. 30485

The NCTE-Routledge Research Series focuses on literacy studies in P-12 classroom and related contexts. The scope of the series includes qualitative and quantitative methodologies, a range of perspectives and approaches, and research on diverse populations, contexts, and forms of literacy.

Series Editors: Valerie Kinloch and Susi Long



Language, Culture, Identity, and Citizenship in College Classrooms and Communities

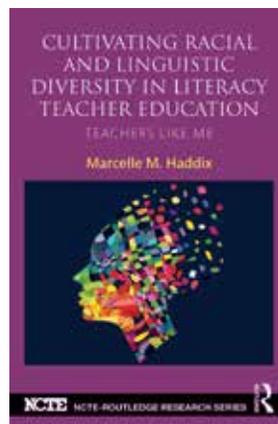
Juan C. Guerra

Guerra examines what takes place in writing classrooms beyond academic analytical and argumentative writing to include forms that engage students in navigating the civic, political, social, and cultural spheres they

inhabit. He presents a conceptual framework for imagining how writing instructors can institute campus-wide initiatives like Writing Across Communities that attempt to connect the classroom and the campus to the students' various communities of belonging, especially students who have been historically underserved. This framework reflects an emerging perspective—writing across difference—that challenges the argument that the best writing instructors can do is to develop the skills and knowledge students need to make a successful transition from their home discourses to academic discourses. Instead, the value inherent in the full repertoire of linguistic, cultural, and semiotic resources students use in their varied communities of belonging needs to be acknowledged and students need to be encouraged to call on these to the fullest extent possible in the course of learning what they are being taught in the writing classroom. Pedagogically, this book provides educators with the rhetorical, discursive, and literacy tools needed to implement this approach. *Routledge and NCTE.*

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Marcelle M. Haddix

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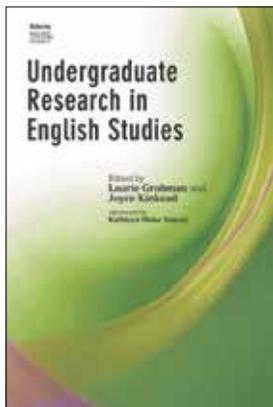
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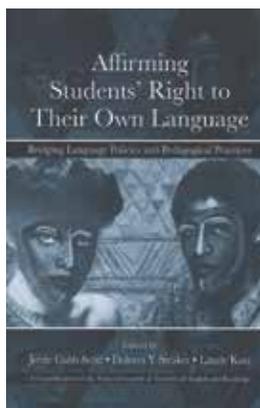
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- Making Room for the Personal: A New Vision for Reading Assessment
- Toward a Culturally Responsive Inquiry Curriculum in Early Childhood Classrooms
- Connecting with Intention
- Confidence in Community Literacies: Bilingual Writers Reading the World

Presenter(s)

Michael Manderino, Jill Castek

Tonya Perry, Rodriquez Leonard, Mary James

Carmen Llerena, Haeny Yoon, Jesse Gainer, Nancy Valdez-Gainer

Sarah Brown Wessling

Sandra L. Osorio, Sara Carrillo, Rachel Gilmore, Roberta Price Gardner

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- **Advocacy Day:** In April, NCTE leaders, members, and friends gather in Washington, DC, to raise awareness about the literacy issues central to our work, as well as to support advocacy at home.
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- Be sure to visit the First-Year Breakfast to orient yourself at Convention and meet other members, new and old.

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