Indexes
Volume 105—September 2015—July 2016

Author Index

Adam, Aza. [See Lange, Petra, et al.]
Allen, Eliza. [See Silveri, Shakeria, et al.]
Apol, Laura, and Kari Macaluso. Using the Author-Our Workshop to Counter Students’ Assumptions and Anxieties about Reading and Writing Poetry. July 31–36.
Babirad, Robert M. Uncommon Core: Where the Authors of the Standards Go Wrong about Instruction—and How You Can Get It Right (Book Reviews). November 117–18.
Baines, Janice. [See Silveri, Shakeria, et al.]
Baker, Tanya N. A Thousand Writers: Voices of the NWP. March 108–10; July 104–06.
Ballard, Sarah. [See Rust, Julie, and Sarah Ballard]
Bellingham, Devery. [See Coombs, Dawan, and Devery Bellingham]
Berchini, Christina. To Teach Writing, You Too Must Get Your Ass Kicked (Speaking My Mind). November 133–35.
Blandingame, James, Jr. [See Nilsen, Alleen Belle, James Blandingame Jr., and Don L. F Nilsen]
Block, Joshua. [See Buckley-Marudas, Mary Frances, and Joshua Block]
Bolhuis, Audra. [See Van Duinen, Deborah Bolhuis]
Brewer, Brittany Morgan. Navigating Nonfiction through Drama: Using Choral Reading to Create a Transaction with the Text. March 76–80.
Britten, Rebecca. [See Greene, Katie, and Rebecca Britten]
Bruce, Matthew. [See Lange, Petra, et al.]
Bruno, Dan. [See Seale, Tara, and Dan Bruno]
Cason, Montgomery. [See Lange, Petra, et al.]
Castmore, Jacyln. [See Godley, Amanda, Terry Monroe, and Jacyln Castmore]
Certo, Janine. [See Dunn, Alyssa Hadley, and Janine Certo]
Chenelle, Susan. [See Fisch, Audrey A., and Susan Chenelle]
Christensen, Linda. Rethinking Research: Reading and Writing about the Roots of Gentrification (EF in Focus). November 15–21.
Connors, Sean P. Confronting the Monster under the (Text Complexity) Staircase (Speaking Truth to Power). September 92–95.
Cook, Raquel. [See Davis, Jim, Raquel Cook, and Jon Ostenson]
Corbett, Ashley. We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). July 92–93.
Countryman, Joe. PARCC Test Prep (Poetry). March 97.
Author Index

Kim, Kelly. [See Fields, Dynnelle, Kelly Kim, and Casey Spencer]
Langlois, Suzanne. On Reading Rachel McKibbens’s Poem “Let’s Crawl into That Photograph and Stay There for a While” with My Freshmen (Poetry). May 102.
Laster, B. P. (Barbara). [See Shargel, Rebecca, and B. P. (Barbara) Laster]
Lercher, Mark. Disabling Characters: Representations of Disability in Young Adult Literature (Book Reviews). July 83–84.
Lewis, Taria. [See Hickey, Pamela J., and Taria Lewis]
Macaluso, Kari. [See Apol, Laura, and Kari Macaluso]
Macro, Katherine. [See Emert, Toby, Katherine Macro, and Pauline Schmidt]
McCorkle, Ben, and Jason Palmeri. Lessons from History: Teaching with Technology in 100 Years of English July 18–24.
McGrath, Irina V. [See Chisholm, James S., Kathryn F. Whitmore, Ashley L. Shelton, and Irina V. McGrath]
McIntyre-McCullough, Keisha. The Issue of Equity in the English Language Arts Classroom (Speaking Truth to Power). January 94–97.
Miller, sj, and Ellie Haberl. Repairing the Mis-measuring of Identity (EF) in Focus. September 16–20.
Monroe, Terry. [See Godley, Amanda, Terry Monroe, and Jaclyn Castro]
Moore, Brooke A. [See Boardman, Alison G., Brooke A. Moore, and Karla R. Scornavacco]
Mosinhian, Karen. Bringing Edward Hopper’s Paintings into the English Language Arts Classroom. May 68–74.
Nhan, My. [See Lange, Petra, et al.]
Nilsen, Don L. F. [See Nilsen, Alleen Pace, James Blasingame Jr., and Don L. F. Nilsen]
Ostenson, Jon. [See Davis, Jim, Racquel Cook, and Jon Ostenson]
Palmeri, Jason. [See McCorkle, Ben, and Jason Palmeri]
Parker, Tricia. [See Early, Jessica Singer, Christina Sady, and Tricia Parker]
Perkins, Cheyanne. [See Lange, Petra, et al.]
Psudol, Tony. [See Dover, Alison G., and Tony Pseudol]
Pyras, Kristine E. Composing Screenplays: Youth in Detention Centers as Creative Meaning-Makers. May 53–60.
Quillen, Bryan. [See Chisholm, James S., and Bryan Quillen]
Riley, Diane. The day goes (Poetry). January 10.
Riley, Diane. The student writer (Poetry). January 42.
Rodriguez, Sanjuana C. [See Silveri, Shakema, et al.]
Rogers, Angela M. [See Malloy, Jacquelyn A., Angela M. Rogers, and Susan Criddland-Hughes]
Runck, Bryan C. [See Leer, Elizabeth Berg, and Bryan C. Runck]
Saidy, Christina. [See Early, Jessica Singer, Christina Saidy, and Tricia Parker]
Schiffman, Richard. A Lesson in Etymology (Poetry). November 120.
Schiffman, Richard. Reading Emily (Poetry). May 47.
Schmertz, Johanna. Textual Intervention and Film Literacy. May 48–52.
Schmidt, Pauline. [See Emert, Toby, Katherine Macro, and Pauline Schmidt]
Scornavacco, Karla R. [See Boardman, Alison G., Brooke A. Moore, and Karla R. Scornavacco]
Seitz, Joe. [See Vogel, Mindi, and Joe Seitz]
Stargel, Rebecca, and B. P. (Barbara) Laster. Partner Learning (Havruta) for Close Reading Comprehension. January 63–68.
Shelton, Ashley L. [See Chisholm, James S., Kathryn F. Whitmore, Ashley L. Shelton, and Irina V. McGrath]
Smith, Michael W. [See Wilhelm, Jeffrey D., and Michael W. Smith]
Spencer, Casey. [See Fields, Dynnelle, Kelly Kim, and Casey Spencer]
Strayhorn, Nathan. [See Göring, Christian Z., and Nathan Strayhorn]
Strom, Brent. Using Service Learning to Teach The Other Wes Moore: The Importance of Teaching Nonfiction as Critical Literacy. March 37–42.
Thornton, Natasha. [See Silveri, Shakema, et al.]
Ventura, Lou. Physics Test (Poetry). September 34.
Ventura, Sally. Close Reading (Poetry). May 22.
Wallace, Randall. [See Franklin, Keri, Beth Hurst, and Randall Wallace]
Waughral, Leah. [See Langer, Petra, et al.]
Wertsch, Scott. [See Lloyd, Rachel Malchow, and Scott Wertsch]
Whitmore, Kathryn F. [See Chisholm, James S., Kathryn F. Whitmore, Ashley L. Shelton, and Irina V. McGrath]
Wilson, Brittany. [See Lindblom, Ken, Nicole Galante, Sara Grabow, and Brittany Wilson]
Womack, Erica. [See Golden, Noah Asher, and Erica Womack]
Wynter-Hoyte, Kamania. [See Silveri, Shakema, et al.]
Zamora, Andres. Responding to Student Writers (Book Reviews). March 89–90.

Title Index


English Journal 111
Lesson in Etymology, A (Poetry). Richard Schiffman. November 120.


Navigating Nonfiction through Drama: Using Choral Reading to Create a Transaction with the Text. Britanny Morgan Brewer. March 76–80.


On Reading Rachel McKibben’s Poem “Let’s Crawl into That Photograph and Stay There for a While” with My Freshmen (Poetry). Suzanne Langlois. May 102.


Partner Learning (Harrata) for Close Reading Comprehension. Rebecca Stargell and B. P. (Barbara) Laster. January 63–68.

Partner-Learning for Discussing Text (Under Discussion: Teaching Speaking and Listening). Rebecca Stargell. September 87–89.


Physics Text (Poetry). Lou Ventura. September 34.


Read This Young Adult Novel! (It’s True, Society, Who Needs to “Try Harder!”) (Disabling Assumptions). Patricia A. Dunn. July 89–91.


Reading Closely and Discussing Meaningfully (Under Discussion: Teaching Speaking and Listening). Lauren Zucker. May 92–94.

Reading Emily (Poetry). Richard Schiffman. May 47.


Repairing the Mis-measuring of Identity (Ef in Focus). sj Miller and Ellie Haberl. September 16–20.


Responding to Student Writers (Book Reviews). Andres Zamora. March 89–90.

Rethinking Research: Reading and Writing about the Roots of Gentrification (Ef in Focus). Linda Christensen. November 15–21.


Saving Computer Science Education from Itself (Soft[a]ware in the English Classroom). Tom Liam Lynch. July 101–03.
Subject Index

Saying “Yes, and” to Collaborative Prewriting: How Improvisational Theater Ignites Creativity and Discovery in Student Writing. Lauren Esposito. May 42–47. 


To Teach, a Love Poem (Poetry). Katherine Cincotta Donahue. January 35.


Uncommon Core: Where the Authors of the Standards Go Wrong about Instruction—and How You Can Get It Right (Book Reviews). Robert M. Babirad. November 117–118.


Students’ Assumptions and Anxieties about Reading and Writing Poetry. Laura Apol and Kari Macaluso. July 31–36.


We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). Pauline Skowron Schmidt; Ashley Corbett. July 92–93.


Wrestling with the Cat Lady: Teaching Writing in an Era of Standardization (A Thousand Writers: Voices of the NWP). Jessica Singer Early, Christina Saidy, and Tricia Parker. July 104–06.


Writing Thug, The: Using Mentor Texts to Teach the Craft of Writing (Book Reviews). Emily Headrick-Hall. January 105–06.


Subject Index

advanced placement

Increasing Access to and Success in Advanced Placement English in Pittsburgh Public Schools. September 28–34.


argument


artwork

As They See Themselves: Funds of Literate Identity and Multilingual Students (Lingua Anglia: Bridging Language and Learners). May 85–87.

Bringing Edward Hopper’s Paintings into the English Language Arts Classroom. May 68–74.

at-risk learners
Composing Screenplays: Youth in Detention Centers as Creative Meaning-Makers. May 53–60.
Cultivating Literacy and Relationships with Adolescent Scholars of Color. January 36–42.
Empowering Stereotyped Readers through Self-Directed Learning. September 42–47.
How Sara Got Her Voice Back: The Importance of Tentativeness. September 35–41.
Keeping the Mic On: Emboldening Voices through Discussion-Based Inquiry. November 64–69.
Myths and Possibilities of a Co-Taught “Honors” English Class. The September 21–27.
autism spectrum disorder
Achieving Full Inclusion via Narratives in the Secondary English Classroom (Disabling Assumptions). November 121–22.
Manga and the Autistic Mind. September 60–68.
book reviews, professional development
Common Core Literacy for ELA, History/Social Studies, and the Humanities: Strategies to Deepen Content Knowledge (Book Reviews). March 88–89.
Disabling Characters: Representations of Disability in Young Adult Literature (Book Reviews). July 83–84.
Responding to Student Writers (Book Reviews). March 89–90.
Uncommon Core: Where the Authors of the Standards Go Wrong about Instruction—and How You Can Get It Right (Book Reviews). November 117–18.
Writing Thief, The: Using Mentor Texts to Teach the Craft of Writing (Book Reviews). January 105–06.
book reviews, young adult literature
All the Bright Places. We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). July 92–93.
Cultivating Literacy and Relationships with Adolescent Scholars of Color. January 36–42.
Medley of Cultures and Characters. November 111–12.
Medley of Cultures and Characters. November 113–14; We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). July 92–93.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). September 87–88.
Subject Index


Claudette Colvin: Twice toward Justice “Why doesn’t anyone know this story?”. Integrating Critical Literacy and Informational Reading. March 24–30.

collaborative/cooperative learning

Disrupting the “Norm” with Collaborative Strategic Reading. September 48–54.


Navigating Nonfiction through Drama: Using Choral Reading to Create a Transaction with the Text. March 76–80.

Partner-Learning for Discussing Text (Under Discussion: Teaching Speaking and Listening). September 87–89.

Partner Learning (Havruta) for Close Reading Comprehension. January 63–68.

collaborative/cooperative teaching


Common Core State Standards (CCSS) (see also Reflections and Echoes: Nonfiction in English Classrooms [March theme])

Confronting the Monster under the (Text Complexity) Staircase (Speaking Truth to Power). September 92–95.

Partner Learning (Havruta) for Close Reading Comprehension. January 63–68.


Slay the Monster! Replacing Form-First Pedagogy with Effective Writing Instruction. July 52–58.

critical literacy


Using Service Learning to Teach *The Other We Moore: The Importance of Teaching Nonfiction as Critical Literacy*. March 37–42.

“Why doesn’t anyone know this story?": Integrating Critical Literacy and Informational Reading. March 24–30.

Diary of a Young Girl, The

Moving Interpretations: Using Drama-Based Arts Strategies to Deepen Learning about *The Diary of a Young Girl*. May 35–41.

digital literacies

Telling Unexpected Stories: Students as Multimodal Artists. May 16–22.

disability

Achieving Full Inclusion via Narratives in the Secondary English Classroom (Disabling Assumptions). November 121–22.


Read This Young Adult Novel! (It’s You, Society, Who Needs to “Try Harder”.) (Disabling Assumptions). July 89–91.

discussion


Keeping the Mic On: Emboldening Voices through Discussion-Based Inquiry. November 64–69.

Partner-Learning for Discussing Text (Under Discussion: Teaching Speaking and Listening). September 87–89.

Reading Closely and Discussing Meaningfully (Under Discussion: Teaching Speaking and Listening). May 92–94.


Under Discussion: Teaching Speaking and Listening. September 87–89; January 88–91; May 92–94.

early-career teaching (see teaching, early-career)

*EF* in Focus (feature)

Repairing the *Mis*-measuring of Identity. September 16–20.

Rethinking Research: Reading and Writing about the Roots of Gentrification. November 15–21.

English language learners (see multilingual learners)

film/television

Textual Intervention and Film Literacy. May 48–52.


From the Editors (feature)

Celebrating the Arts in English Classrooms. May 11–12.

From the Editors. September 11–12; November 11–12; January 11; March 11–12; May 11–12; July 13.

**Gifted or Special: Perpetuating the Mismeasure of Students (September theme)**

Disrupting the “Norm” with Collaborative Strategic Reading. September 48–54.

Empowering Stereotyped Readers through Self-Directed Learning. September 42–47.

From the Editors. September 11–12.

How Sara Got Her Voice Back: The Importance of Tentativeness. September 35–41.

Increasing Access to and Success in Advanced Placement English in Pittsburgh Public Schools. September 28–34.


Looking Inward: Reflecting on My Cultural Competence as an Educator. September 81–86.

Manga and the Autistic Mind. September 60–68.


Repairing the *Mis*-measuring of Identity (*EF* in Focus). September 16–20.

Talented and Depicted. September 55–59.

Teaching, Giftedness, and Differentiation: A Reflection. September 69–74.

**Great Gatsby, The**


**High School Matters (feature)**


Timely or Timeless? The Merits of Teaching Nonfiction. March 13–16.

**Imagination, Creativity, and Innovation: Showcasing the “A” in English Language Arts (May theme)**


Bringing Edward Hopper’s Paintings into the English Language Arts Classroom. May 68–74.
Composing Screenplays: Youth in Detention Centers as Creative Meaning-Makers. May 53–60.
From the Editors. May 11–12.
Moving Interpretations: Using Drama-Based Arts Strategies to Deepen Learning about The Diary of a Young Girl. May 35–41.
Saying “Yes, and” to Collaborative Prewriting: How Improvisational Theater Ignites Creativity and Discovery in Student Writing. May 42–47.
Telling Unexpected Stories: Students as Multimodal Artists. May 16–22.
Textual Intervention and Film Literacy. May 48–52.

journals/letters
From the Scroll to the Screen: Why Letters, Then and Now, Matter. March 63–68.

labeling (see Gifted or Special: Perpetuating the Mismeasure of Students [September theme])

Lamar, Kendrick

LGBTQ

literacy
Investigating a Different Way: Critical Scientific Literacy (Lingua Anglia: Bridging Language and Learners). November 123–25.
Reading and Writing Relationships: Narratives as the Core of the English Classroom. January 43–48.

literature

manga and comics
Emotional Truth with Fictional Images: Reading and Writing Nonfiction Comics in the Secondary Classroom. March 69–75.
Manga and the Autistic Mind. September 60–68.

media

memoir

memorials

multilingual learners
As They See Themselves: Funds of Literate Identity and Multilingual Students (Lingua Anglia: Bridging Language and Learners). May 85–87.
How Sara Got Her Voice Back: The Importance of Tentativeness. September 35–41.
Investigating a Different Way: Critical Scientific Literacy (Lingua Anglia: Bridging Language and Learners). November 123–25.
Looking Inward: Reflecting on My Cultural Competence as an Educator. September 81–86.

nonfiction (see Reflections and Echoes: Nonfiction in English Classrooms [March theme])

Other Wes Moore, The
Using Service Learning to Teach The Other Wes Moore: The Importance of Teaching Nonfiction as Critical Literacy. March 37–42.

Panza Monologues, The

poetry
Afternoon (Poetry). March 10.
After Odysseus Joined the AARP (Poetry). July 107.
Close Reading (Poetry). May 22.
Coffee Grounds (Poetry). July 100.
Curtain Call (Poetry). July 17.
day goes, The (Poetry). January 10.
Drive Home October (Poetry). September 20.
Erat Malvolio or Cross-Garter This, Bill! (Poetry). November 10.
Exper, The (Poetry). September 15.
For the Group under the Table (Poetry). January 91.


Subject Index
how to write a poem about bukowski (Poetry). May 84.
Lesson in Erythromelalgia, A (Poetry). November 120.
Metrical Considerations (Poetry). November 21.
On Reading Rachel McKibben’s Poem “Let’s Crawl into That Photograph and Stay There for a While” with My Freshmen (Poetry). May 102.
PARCC Test Prep (Poetry). March 97.
Physics Test (Poetry). September 34.
Reading Emily (Poetry). May 47.
Rescue Window (Poetry). September 68.
Staff Meeting Announcing Cuts (Poetry). March 62.
student writer, The (Poetry). January 42.
To Teach, a Love Poem (Poetry). January 35.
Using the Author-Out Workshop to Counter Students’ Assumptions and Anxieties about Reading and Writing Poetry. July 31–36.
professional development
Elbow to Elbow: Collaborative Writing with Colleagues (Continuous Becoming: Moving toward Mastery). March 91–95.
Looking Inward: Reflecting on My Cultural Competence as an Educator. September 81–86.
Raisin in the Sun, The
Using Nonfiction to Enhance Our Teaching of Literature. March 31–36.
reading (see also Reading, Writing, and Relationships: Centering on Learners [January theme])
Teaching Nonfiction (High School Matters). March 13–16.
Using Nonfiction to Enhance Our Teaching of Literature. March 31–36.
Using Service Learning to Teach The Other Wes Moore: The Importance of Teaching Nonfiction as Critical Literacy. March 37–42.

Reflections and Echoes: Nonfiction in English Classrooms (March theme)
Emotional Truth with Fictional Images: Reading and Writing Nonfiction Comics in the Secondary Classroom. March 69–75.
From the Editors. March 11–12.
From the Scroll to the Screen: Why Letters, Then and Now, Matter. March 63–68.
Navigating Nonfiction through Drama: Using Choral Reading to Create a Transaction with the Text. March 76–80.
Timely or Timeless? The Merits of Teaching Nonfiction (High School Matters). March 13–16.
Using Nonfiction to Enhance Our Teaching of Literature. March 31–36.
Using Service Learning to Teach The Other Wes Moore: The Importance of Teaching Nonfiction as Critical Literacy. March 37–42.
“Why doesn’t anyone know this story?”: Integrating Critical Literacy and Informational Reading. March 24–30.
research (see also Rethinking Research: Cultivating Inquiry in the English Classroom [November theme])
Elbow to Elbow: Collaborative Writing with Colleagues (Continuous Becoming: Moving toward Mastery). March 91–93.


Rethinking Research: Cultivating Inquiry in the English Classroom (November theme)
From the Editors. November 11–12.
Keeping the Mic On: Emboldening Voices through Discussion-Based Inquiry. November 64–69.
Research as Creative Practice: Two Metaphors for Teaching and Learning. November 27–33.
Rethinking Research: Reading and Writing about the Roots of Gentrification (EJ in Focus). November 13–21.

Savage Inequalities

scaffolding
Empowering Stereotyped Readers through Self-Directed Learning. September 42–47.

Increasing Access to and Success in Advanced Placement English in Pittsburgh Public Schools. September 28–34.

Shakespeare, William

software
As Blankness Falls: How Data Shape the Relationship among Students, Teachers, and the Public (Soft[aware]ware in the English Classroom). January 98–100.
Saving Computer Science Education from Itself (Soft[aware]ware in the English Classroom). July 101–03.

speaking my mind (feature)
To Teach Writing, You Too Must Get Your Ass Kicked. November 133–35.

standards
From Tested Students to Testing Teachers (Speaking Truth to Power). March 104–07.
Wrestling with the Cat Lady: Teaching Writing in an Era of Standardization (A Thousand Writers: Voices of the NWP). July 104–06.

teaching, early-career

technology
Confronting the Monster under the (Text Complexity) Staircase (Speaking Truth to Power). September 92–95.
From Tested Students to Testing Teachers (Speaking Truth to Power). March 104–07.
From Tested Students to Testing Teachers (Speaking Truth to Power). March 104–07.
May 88–91; July 97–100.

Subject Index

English Journal 119
Subject Index

Telling Unexpected Stories: Students as Multimodal Artists. May 16–22.

Theater
Moving Interpretations: Using Drama-Based Arts Strategies to Deepen Learning about The Diary of a Young Girl. May 35–41.
Saying “Yes, and” to Collaborative Prewriting: How Improvisational Theater Ignites Creativity and Discovery in Student Writing. May 42–47.

To Kill a Mockingbird
Classical Rhetoric in Atticus Finch’s Speeches. July 78–82.

Video
Cultivating Literacy and Relationships with Adolescent Scholars of Color. January 36–42.

Visual literacy

Writing (see also Reading, Writing, and Relationships; Centering on Learners [January theme])
Bringing Edward Hopper’s Paintings into the English Language Arts Classroom. May 68–74.
Research as Creative Practice: Two Metaphors for Teaching and Learning. November 27–33.
Rethinking Research: Reading and Writing about the Roots of Gentrification (EJ in Focus). November 15–21.
Saying “Yes, and” to Collaborative Prewriting: How Improvisational Theater Ignites Creativity and Discovery in Student Writing. May 42–47.
Slay the Monster! Replacing Form-First Pedagogy with Effective Writing Instruction. July 52–58.
Textual Intervention and Film Literacy. May 48–52.
To Teach Writing, You Too Must Get Your Ass Kicked (Speaking My Mind). November 133–35.

Using the Author-Out Workshop to Counter Students’ Assumptions and Anxieties about Reading and Writing Poetry. July 51–56.
Using Writing Workshop with English Language Learners (Lingua Anglia: Bridging Language and Learners). January 107–09.
Wrestling with the Cat Lady: Teaching Writing in an Era of Standardization (A Thousand Writers: Voices of the NWP). July 104–06.

Young adult literature
We’re Not Crazy: Overcoming the Mental Health Stigma in YA Literature (Carpe Librum: Seize the [YA] Book). July 92–93.

July 2016