

# Appendix I

## Suggested Professional Books

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Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4–12*. York, ME: Stenhouse.

Based on research and practitioner experience, this book describes strategy lessons that will help students understand and use new words in reading, listening, speaking, and writing. Reading is at the center of these strategies, which include using context, building concept knowledge, analyzing word structure, and building background word knowledge.

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4–12*. Portland, ME: Stenhouse.

This book provides research and methods for read-aloud, shared, guided, and independent reading with struggling readers. It discusses managing time and resources, using reading to support writing, assessing and evaluating, and building professional communities. Appendices include book lists, Web sites, professional resources, and graphic organizers.

Allen, J., & Gonzalez, K. (1998). *There's room for me here: Literacy workshop in the middle school*. York, ME: Stenhouse.

This book chronicles Kyle Gonzalez's first three years of teaching middle school students who struggle with literacy, with rich descriptions of her classroom experiences. Describing how she created a literacy workshop, it offers strategies and provides graphic organizers for read-alouds, and shared, guided, and independent reading and writing. Assessment and goal setting are also covered.

Benedict, S., & Carlisle, L. (Eds.). (1992). *Beyond words: Picture books for older readers and writers*. Portsmouth, NH: Heinemann.

The message from all the contributors to this celebration of the picture book is that picture books can be enjoyed by people of all ages. As librarian Carolyn Jenks writes in her chapter: "There are so many good picture books, fiction and nonfiction, that with a little imagination one can weave them into a study of nearly any subject. In fact, we need them to enrich the fabric of our findings, to add color, to provide for the reluctant reader, and to bring the group together."

Day, F.A. (1997). *Latina and Latino voices in literature for children and teenagers*. Portsmouth, NH: Heinemann.

“Come along for a passionate journey where reading is not just reading. It is also developing a relationship with the authors who wrote the books we are enjoying,” invites veteran retired teacher Frances Ann Day in her guide to Latina and Latino authors. In a detailed book that provides insights into their writing styles, motivations, and points of view, Day features 38 authors, including Sandra Cisneros, Isabel Allende, and Gary Soto. The profiles include biographies, photographs, book lists, and related works.

Finn, P.J. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany, NY: State University of New York Press.

In *Literacy With an Attitude*, Patrick Finn uses a case study of fifth-grade classrooms done by Jean Anyon to argue that two types of education have developed in the United States: empowering education that leads to powerful literacy (education of the upper classes), and domesticating education that leads to functional literacy (education of the working classes and, increasingly, the middle classes). He argues that this system has become the status quo and suggests methods taken from the work of Paulo Freire to help the recipients of domesticating education advocate for access to powerful literacy.

Flippo, R.F. (Ed.). (2001). *Reading researchers in search of common ground*. Newark, DE: International Reading Association.

More than a decade ago, Rona F. Flippo, professor of education at Fitchburg State College, Fitchburg, Mass, set out to conduct an “expert study” to determine what common ground is

shared by reading experts, despite differences in philosophies and experiences. She concluded: “The real common ground includes the common understanding that reading is not simple, and there are no simple answers or solutions that can be applied to all children and situations. Instead of simplistic answers, solutions, and one-way-only approaches, the common wisdom of the field points to the need to allow teachers the flexibility to select the methods, approaches, and materials to fit the particular child and situation. Reading development and instruction is far too complex and involves far too many variables to try to simplify and prescribe it for all children in all situations” (p. 178).

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3–8*. York, ME: Stenhouse.

In this highly practical and readable book, Stephanie Harvey, one of the authors of *Strategies That Work: Teaching Comprehension To Enhance Understanding*, once again shares her passion about reading, writing, and inquiry. Why is nonfiction so compelling for students? Harvey explains: “Learners are naturally curious. Teachers who invite kids to identify an interest and ask questions about it are rewarded with classrooms filled with excitement, enthusiasm, and wonder .... Teachers and schools that celebrate curiosity and value wonder provide the foundation needed for lasting learning to take place. Live the questions. Value the questions. They are the doors to understanding.”

Moore, D.W., Alvermann, D.E., & Hinchman, K.A. (Eds.). (2000). *Struggling adolescent readers: A collection of reading strategies*. Newark, DE: International Reading Association.

This book is based on 40 articles that appeared in the *Journal of Adolescent and Adult Literacy*. The six sections include Working with Struggling Readers, Acknowledging Cultural Ties, Supporting Classroom Reading, Supporting Classroom Writing and Inquiry, Varying Texts to Meet Students' Needs and Interests, and Connecting In-School and Out-of-School Reading. This is an excellent resource for teachers seeking ways to maximize engagement and to optimize learning in the literacy classroom.

Smith, M.W., & Wilhelm, J.D. (2002). *“Reading don’t fix no Chevys”: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Moving beyond gender stereotypes, this book asks: How can we better understand literacy among adolescent boys so we can teach them better? The authors first explore the social construction of gender and ground their discussion in critical theory. They are then able to learn why gender is a significant variable for teachers to consider, and how social factors influence boys' developing reading skills. The authors consider past school experiences, class, and ethnicity, looking at boys in an urban, largely African American and Puerto Rican school; a regional suburban high school; a rural middle and high school; and a private middle and high school. From the voices of boys, we learn that they favor challenging activities that offer enjoyment, social interaction, and clear goals. They also like to read for a purpose. The authors ask teachers how they can incorporate this understanding into a curriculum that caters to boys' interests while also

developing skills and a passion for a wider range of literature.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

In her book that offers practical, theory-based advice from the real world of classrooms, accomplished teacher, staff developer, and author Cris Tovani confesses: “I didn’t really learn how to read until I was in my thirties.” What turned Tovani into an avid reader was joining a book club where readers shared ideas, questions, and inferences. “Watching expert readers taught me how important my own reading is. If I am going to help students become better readers, it is crucial that I read myself. The strategies I use to make sense of the text are the very strategies I need to teach to not only struggling readers but also college-bound students as well,” she writes. She brings these strategies to life in her descriptions of her reading workshop for adolescent readers.

Wilhelm, J.D., Baker, T.N., & Dube, J. (2001). *Strategic reading: Guiding students to lifelong literacy, 6–12*. Portsmouth, NH: Boynton-Cook.

*Strategic Reading* begins by asking teachers to understand and articulate the theories on which their practices are based, to better develop classroom strategies that benefit students. Informed by Vygotsky and Hillocks and the notion that what is learned must be actively taught, the authors present a model of learning-centered instructional practice. Guided by a transactional theory of literature, the authors discuss the various ways readers bring meanings and strategies to a text in order to understand it. *Strategic Reading* provides resources that can help students understand form and substance, content and processed learning. *Strategic Reading* does offer many resources

and tools to help teachers guide adolescent readers to engagement, competence, and independence, but its focus is less on strategies than on the argument that “reading and writing should create new meaning, connections, and relationships. Reading and writing, like all effective learning is dialectical and social, and makes use of past and present materials to reach into the future” (p. 52).

Wilhelm, J.D. (2001). *Improving comprehension with think-aloud strategies: Modeling what good readers do*. New York, NY: Scholastic Professional Books.

Promoting action strategies for readers, the author finds that middle school and intermediate readers often struggle with literary challenges and new conventions in their texts. He presents teachers with the think-aloud technique to allow readers to document their thoughts, feelings, actions, and perceptions as they read. Practicing the strategies of experienced readers allows struggling readers to strengthen their literacy skills. The book is filled with tools and ideas for deepening student comprehension and engagement.