



TEACHING
LITERATURE
in MIDDLE
SCHOOL:
FICTION

Teaching Literature In Middle School Fiction Standards Consensus Series

Liyong Dong



Teaching Literature In Middle School Fiction Standards Consensus Series:

Teaching Literature in Middle School National Council of Teachers of English, 1996 This book part of a series which serve as guides for K 12 teachers who are striving to align lively classroom tested practices with standards gathers together brief articles spotlighting instructional suggestions The book begins with overviews of the key component of fiction with special emphasis on character It then continues with a section suggesting major themes of interest to young readers The third section of the book illustrates ways of moving students from insightful responses to more distanced critical perspectives while the final section offers ideas for creating communities of readers through such experiences as role playing student seminars and the involvement of families and others outside the school NKA **Standards in Practice, Grades 6-8** Jeffrey D. Wilhelm, 1996 The challenge of middle school teaching is brought to life in this book a narrative companion to the Standards for the English Language Arts developed by the National Council of Teachers of English and the International Reading Association According to the book team teaching and student created materials form the framework for myriad assignments that directly use the standards as a base for literacy learning The book states that the students use the standards as a base for literacy learning and use a wide range of strategies to reinforce their awareness of their own learning from reader response techniques to hypermedia tools they have developed for an extended project Samples of teacher handouts and student work are included throughout the book illustrating the substantive results of using the English language arts standards in the middle school Detailed bibliographic references and highlighted standards guide educators in their quest to bring the standards in line with their own curriculum and classroom practices Contains 23 references NKA

English Journal, 1913 **Literacy Lessons** Margaret J. Finders, Susan Hynds, 2003 For Language Arts English and Middle School methods courses graduate level literacy courses With its sights clearly set on middle school teachers and the middle school teaching experience this new text expands the definition of literacy to encompass today s popular electronic and audiovisual media Research driven coverage offers a thorough presentation of the theory of middle school teaching plus a wealth of real stories from real classrooms that demonstrate strategies in actual practice The authors address the current emphasis on standards discussing their advantages and disadvantages and integrating them throughout They also embrace the notion of inclusion by offering numerous suggestions for teaching special needs students in the regular classroom and explore the social and cultural complexities and the joys and challenges of teaching today s adolescents **The Social Studies Professional**, 1995 *Standards in Practice, Grades 3-5* Martha Sierra-Perry, 1996 Recognizing that the literacy demands that students now face require their active involvement in their own learning this book considers a wide variety of ways to encourage that involvement The book describes how teachers practices foster literacy communities in their classrooms that can help students achieve the standards for the English language arts developed by the National Council of Teachers of English and the International Reading Association The book states that students and teachers in these

classrooms work together at learning hubs develop their own criteria for revising work in progress initiate conferences and book chats and inquire into questions that are significant to them Of special interest in the book are ideas for how students can take advantage of the new technological resources becoming available in many classrooms and how the classroom community might also involve parents and others outside the school NKA **Standards in Practice, Grades K-2** Linda K. Crafton, 1996 Viewing the English language arts standards developed by the National Council of Teachers of English and the International Reading Association as a point of departure rather than a final destination this book presents a number of ways to increase student ownership of learning The book details a pedagogy that recognizes respects and builds from individual language strengths and experiences and in each chapter presents a rich classroom portrait of the standards at work in student centered real world experiences and activities In the book students direct the inquiry process in chapters on interest groups and the Iditarod dogsled race in other chapters their teachers learn to respond to growing cultural diversity in the classroom shift from basal readers to literature based learning and rethink the purposes of assessment in a chapter on real kid report cards Throughout the book students and teachers learn together as they develop language and literacy skills for the coming century Each chapter contains references NKA **Standards in Practice, Grades 9-12** Peter Smagorinsky, 1996 This book presents five composites of teachers and students in action to portray and elaborate on the English Language Arts standards developed by the National Council of Teachers of English and the International Reading Association The book demonstrates that teaching and learning are not generic homogeneous activities that transcend time space and culture Each chapter long narrative in the book follows a classroom community through a unit of study geared to that community's unique social and cultural context with its own distinct set of values and with learners who bring these values to class The book thus reveals the situatedness of both teaching and learning It helps illustrate how every classroom teacher can adapt standards into a learner centered pedagogy that capitalizes on students strengths Contains a glossary Each chapter contains resources NKA *El-Hi Textbooks & Serials in Print, 2000* ,2000 **Standards for the English Language Arts** National Council of Teachers of English, 1996 This book describes standards for the English language arts and defines what K 12 students should know about language and be able to do with language The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts reading writing listening speaking viewing and visually representing The first chapter of the book Setting Standards in the English Language Arts addresses defining the standards and the need for standards The second chapter Perspectives Informing the English Language Arts Standards discusses the content purpose development and context of the standards The third chapter presents the 12 standards in detail The fourth chapter Standards in the Classroom presents elementary middle school and high school vignettes which illustrate how the standards might be implemented in the classroom The book concludes that these standards represent not an end but a beginning a starting point for discussion and action A glossary containing more

than 100 terms a list of participants a history of the standards project an overview of standards projects state and international English language arts standards a 115 item annotated list of resources for teachers and a comment form are attached RS

Response & Analysis Robert E. Probst, 2004 In this fully updated second edition of *Response and Analysis* Robert Probst leads you to fresh methods that build lifelong lovers of reading by opening your literature classroom to the power of student driven interpretation and analysis The second edition is chocked full of everything you need to plan and build a curriculum that initiates interpretative and critical conversations with and among your students while exposing them to a variety of genres conversations that encourage students to be active enthusiastic readers Probst s updates and revisions speak directly to today s busy teacher offering a clear coherent rationale for a more humane approach to literature teaching workshop activities that encourage adolescents to formulate articulate responses to texts and that fit neatly into your existing curriculum extensive new suggestions for testing and evaluation in a standards based education environment complete with a variety of assessment rubrics and tools fresh ideas for utilizing television and film to bolster print literacy and make students more critically astute viewers a fully revised and updated discussion of contemporary young adult literature including new examples a compendium of online and print YAL resources and a bibliography of the latest research and professional writing on the subject Teachers who have long trusted Probst s techniques for engaging student readers will be excited to find that *Response and Analysis Second Edition* invites them into a new dialogue about teaching literature while new readers will discover how this comprehensive guide uses best practice literature instruction to help teens make the most of the magical moments they share with authors

El-Hi Textbooks & Serials in Print, 2005 ,2005 *American Book Publishing Record* ,1997-05 *Children's Literature Association Quarterly* ,1996 **Children's Literature Abstracts** ,1996 **English Leadership Quarterly** ,1995 *El-Hi Textbooks & Serials in Print, 2003* ,2003 Teaching Rapid and Slow Learners in High Schools Romaine Prior Mackie (1898-), Abul Hassan K. Sassani, Clayton D. Hutchins, Elizabeth (Nelson) Layton, Gertrude Minnie Lewis, Henry Horton Armsby, Nora Ernestine Beust, United States. Office of Education, Wilhelmina Hill, Helen Katherine Mackintosh, Lloyd M. Dunn, 1954 **Children's Books in Print, 2007** ,2006 **Forthcoming Books** Rose Army, 2003-04

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