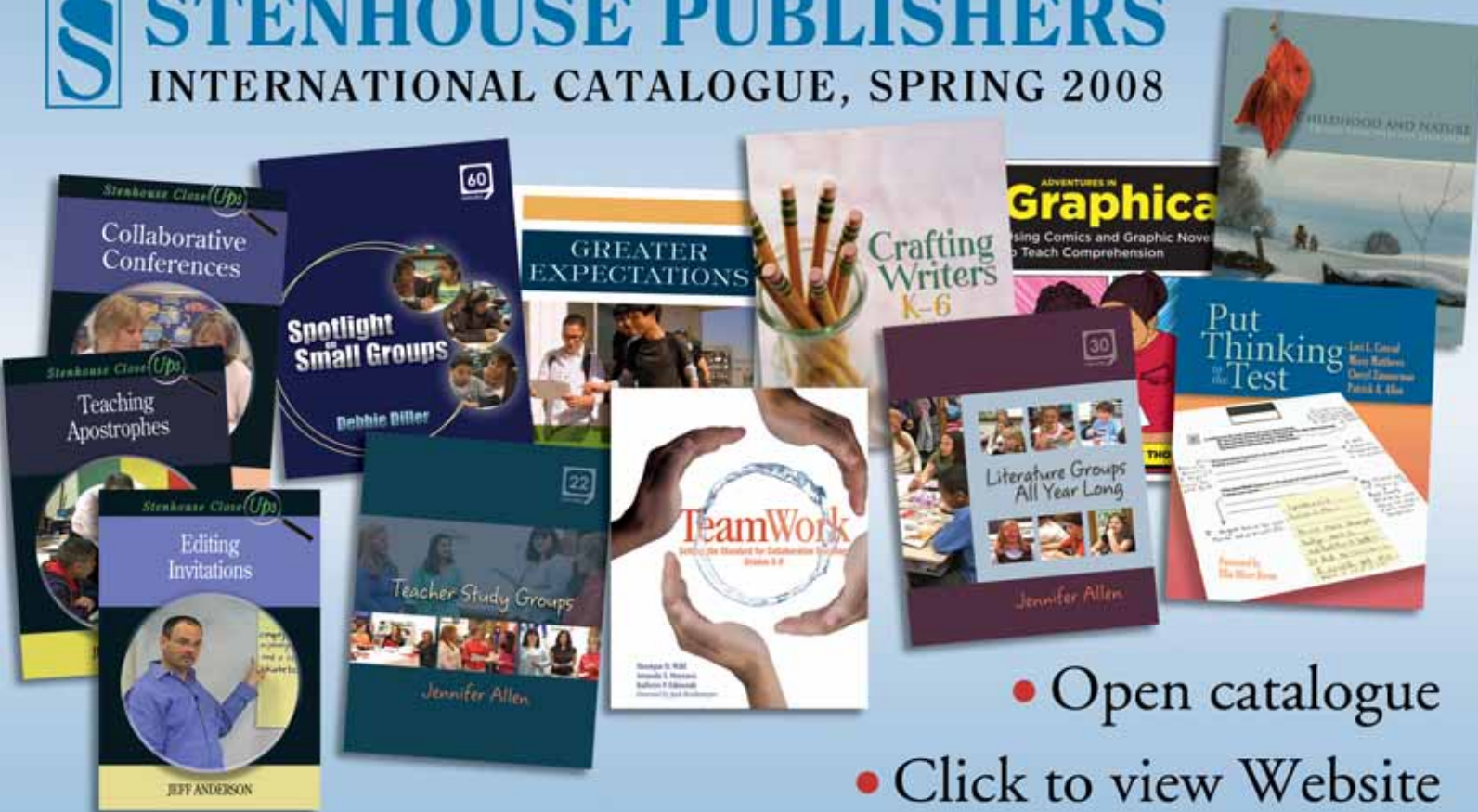




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LITERACY



AGES 5-10

The Daily Five

Fostering Literacy Independence in the Elementary Grades

Gail Boushey and Joan Moser

Do you love teaching but feel exhausted from the energy you expend cajoling, disciplining, and directing students on a daily basis? If so, you'll want to read *The Daily Five*. Based on literacy learning and motivation research, Gail Boushey and Joan Moser created a structure which has been practiced and refined in their own classrooms for ten years. The Daily Five is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. This book not only explains the philosophy behind the structure, but shows you how to carefully and systematically train your students to participate in each of the components.

2006 • 136 pp/paper
ISBN: 1-57110-429-1 • \$18.00



AGES K-2

The Daily Five Alive!

Strategies for Literacy Independence

Gail Boushey and Joan Moser—
"The Sisters"

It's a common dilemma: Teachers need time to work in one-on-one conferences and in small groups with students during literacy workshop. Yet assigning "busywork" to the rest of the class doesn't help students develop the essential reading and writing skills they need. Can we really expect young readers and writers to tackle challenging work on their own without constant support and intervention from teachers?

2007 • 85 minutes • 1 disc + viewing guide
ISBN: 1-57110-495-3 • \$275.00



AGES K-6

Good-Fit Books

With Gail Boushey and Joan Moser—
"The Sisters"

The ability to select just-right books is a key element in developing confident, successful, independent readers. Gail starts this mini-lesson with Joan's K-2 multiage students by modeling how she picks a pair of shoes that are a good fit for her. Having engaged the class, the sisters show how to use a similar five-step process to select appropriate books for a Daily Five book box: look at the book, consider the purpose and decide, am I interested in it? Do I comprehend it? Do I know most of the words? They show examples of successful and unsuccessful matches to clarify the children's understanding.

2007 • 15 minutes • 1 disc + viewing guide
ISBN: 1-57110-724-4 • \$30.00



AGES 11-17

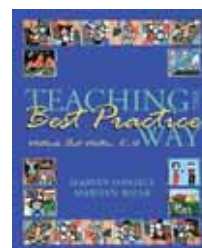
Less Is More

Teaching Literature with Short Texts, Grades 6-12

Kimberly Hill Campbell

Language arts teachers want all of their students to love literature and embrace the novels they assign. The classroom reality is that many students are not ready or motivated to immerse themselves in an entire novel. In *Less is More* Kimberly Hill Campbell draws on research as well as her own classroom experiences to show how short texts engage a wide range of middle- and high-school students. She shares her discovery of the power of short texts to support her students' skills as readers, writers, and students of literature.

2007 • 200 pp/paper
ISBN: 1-57110-710-7 • \$18.50



AGES 4-16

Teaching the Best Practice Way

Methods That Matter, K-12

Harvey Daniels and Marilyn Bizar

Everyone talks about "best practice" teaching—but what does it actually look like in the classroom? Fully updating and expanding *Methods that Matter* (Stenhouse, 1998), this new edition adds the stories of twenty more celebrated teachers, including James Beane, Donna Ogle, Franki Sibberson, and others from around the country. A brand-new chapter focuses on reading as thinking, detailing the ways teachers can nurture strategic readers. *Teaching the Best Practice Way* presents seven basic teaching structures that make classrooms more active, experiential, collaborative, democratic, and cognitive, while simultaneously meeting "best practice" standards across subject areas and throughout the grades.

2004 • 360 pp/paper
ISBN: 1-57110-405-4 • \$24.00



AGES 5-8

Launching Literacy Stations

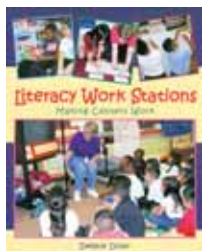
Mini-Lessons for Managing and Sustaining Independent Work, K-3

Debbie Diller

Debbie Diller, author of the book *Literacy Work Stations*, takes you into two primary classrooms to demonstrate how to create a thriving literacy work stations program. Patty Terry's first grade students and Vicky Georgas' second graders work in stations that include a wealth of literacy tasks designed to build academic and collaborative skills across the curriculum. This three-part video series captures the teaching conversations Patty, Vicky, and Debbie have with their students in real-time as new stations are introduced, problems

with existing stations are analyzed, and the match between station tasks and student needs are assessed.

2006 • 90 minutes • 2 discs + viewing guide
ISBN: 1-57110-443-7 • \$295.00



AGES 4-7

Literacy Work Stations

Making Centers Work

Debbie Diller

This new book will help teachers solve the dilemma: what does the rest of my class do while I'm

working with a small reading group? The author offers practical suggestions (with photographs) for over a dozen literacy work stations that link to instruction and make preparation and management easy for teachers.

2003 • 224 pp/paper
ISBN: 1-57110-353-8 • \$21.00



AGES 5-8

Making the Most of Small Groups

Differentiation for All

Debbie Diller

In her previous books, *Literacy Work Stations* and *Practice with Purpose*, Debbie Diller showed

teachers how to productively occupy the "rest of the class" while meeting with small groups. Now Debbie turns her attention to the groups themselves and the teacher's role in small-group instruction. *Making the Most of Small Groups* grapples with difficult questions regarding small-group instruction and provides practical tips, sample lessons, lesson plans and templates, suggestions for related literacy work stations, and connections to whole-group instruction. In addition to ideas to use immediately in the classroom, Debbie provides an overview of relevant research and reflection questions for professional conversations.

2007 • 232 pp/paper
ISBN: 1-57110-431-1 • \$22.00



AGES 7-10

Practice with Purpose

Literacy Work Stations for Grades 3-6

Debbie Diller

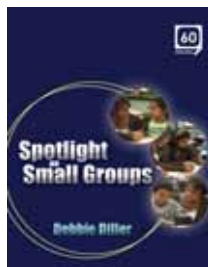
In her 30 years as an educator, Debbie Diller watched primary students

work successfully at literacy work stations as she wondered with teachers, "Why don't we have upper-grade students doing this? Could we kick it up a notch?" In *Practice with Purpose*, Debbie shows teachers of grades three-to-six how to establish routines for independent reading and response writing and how to set up and manage a variety of hands-on literacy work stations for intermediate students so that all students can be successful doing meaningful independent work. The extensive appendix includes time-saving tools such as management board icons, graphic organizers, task cards, and recommended Web sites and children's literature.

2005 • 224 pp/paper
ISBN: 1-57110-395-3 • \$21.00

NEW!

GRADES 2-5



Spotlight on Small Groups

Debbie Diller

Small groups are a crucial element of every teacher's reading program, and their importance only grows as teachers

face more diverse learners. *Spotlight on Small Groups* gives viewers an in-depth look at two reading groups led by master teacher and author Debbie Diller.

2008 • 58 minutes • 1 disc + viewing guide
ISBN: 1-57110-715-2 • \$175.00



AGES 3-6

Stepping Up with Literacy Stations

Design and Instruction in Grades 3-6

Debbie Diller

Literacy work stations have taken the primary grades by storm, as teachers discover

many ways to use them in supporting independent and thoughtful reading and writing. Now, *Stepping Up with Literacy Stations* provides teachers in third grade and up a way to tap into the energy and excitement of this innovative management and learning system.

2007 • 90 minutes • 1 disc + viewing guide
ISBN: 1-57110-475-5 • \$295.00



AGES 4-5

Great Beginnings

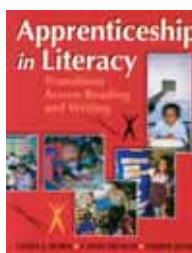
Creating a Literacy-Rich Kindergarten

Resi J. Ditzel

Rich with examples from an experienced kindergarten teacher, *Great Beginnings* is a guide to teaching in a full-

day kindergarten program. Beginning with a portrait of a typical day in her classroom, Resi Ditzel takes readers step by step through planning and organizing a kindergarten curriculum, with a special emphasis on literacy instruction.

2000 • 112 pp/paper
ISBN: 1-57110-322-8 • \$15.00



AGES 4-7

Apprenticeship in Literacy

Transitions Across Reading and Writing

Linda J. Dorn,
Cathy French,
and Tammy Jones

This accessible text will help guide K-3 teachers as they develop a reading and writing program for all their students. An apprenticeship approach to literacy emphasizes the role of the teacher in providing demonstrations, engaging children, monitoring their understanding, and ultimately withdrawing that support as the child gains independence. Providing practical examples from a first-grade classroom and title I program, the book covers such topics as read-aloud, guided read-

ing, interactive writing, revising and editing, and phonological knowledge.

1998 • 192 pp/paper
ISBN: 1-57110-088-1 • \$22.00

NEW!

GRADES 3-6



Collaborative Conferences

Linda J. Dorn
and Carla Soffos

During collaborative conferences, teachers observe a lesson or conference and provide explicit feedback on the

teaching and learning interaction. Collaborative conferences use a team approach (with two or more teachers) to support student learning. During the pre-conference, the student's teacher identifies the instructional goal and asks the observing teachers to notice specific writing behaviors. After the lesson, the teachers engage in purposeful dialogue that aligns with the observation focus.

2007 • 12 minutes • 1 disc + viewing guide
ISBN: 1-57110-733-6 • \$30.00



AGES 4-7

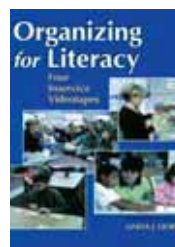
Developing Independent Learners

A Reading/Writing Workshop Approach

Linda J. Dorn
and Carla Soffos

This two-part video set demonstrates the power of reading/writing workshops in creating independent learners who become lifelong readers and writers.

2003 • 60 minutes • 1 disc + viewing guide
ISBN: 1-57110-489-5 • \$195.00



AGES 4-7

Organizing for Literacy

From Inservice Workshops to Professional Learning Communities

Linda J. Dorn

Do you have teachers who are discouraged or who or need additional training? The concepts and practices found in this outstanding staff

development tool and the related books, *Apprenticeship in Literacy*, *Shaping Literate Minds*, and *Scaffolding Young Writers*, have lead to dramatic documented gains in teacher efficacy and student achievement. Designed for the K-3 teacher, beginning with clear theory and demonstrating a range of practical problems to solved, this 2-disc series can help create a culture of professionalism resulting in enhanced teaching skill for your school or district.

1999 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-484-4 • \$395.00



AGES 4-7

Results that Last

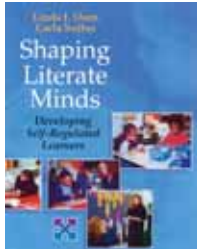
A Literacy Model for School Change

Linda J. Dorn and Carla Soffos

This four-part video series shows teachers and administrators exploring specific

ideas for implementing an apprenticeship literacy model and answering such questions as: what are the features of a school change model? Can these characteristics be captured and shared with other schools? How can all members of the school community work together to effect change?

2003 • 120 minutes • 2 discs + viewing guide
ISBN: 1-57110-486-0 • \$395.00



AGES 4-7

Shaping Literate Minds

Developing Self-Regulated Learners

Linda J. Dorn and Carla Soffos

In this book the authors focus on building links between reading, writing, and spelling knowledge. If instruction emphasizes the interrelationships of these three language areas, students learn how to transfer knowledge and skills across various types of literacy events. Grounded in authentic classroom experiences this title provides explanations of processing behaviors, observational tools, guidance on creating the conditions for self-regulated learning, samples of reading and writing as well as teacher/student interactions, and assessment guides with links to national standards.

2001 • 160 pp/paper
ISBN: 1-57110-338-4 • \$19.00



AGES 4-16

Responsive Literacy Coaching

Tools for Creating and Sustaining Purposeful Change

Cheryl Dozier
Foreword by Peter Johnston

Cheryl Dozier argues that at its best, literacy coaching is responsive, collegial, thoughtful, thought-provoking, deliberate, reflective, and transferable. Here she invites readers to enter into a coaching dialogue, through vignettes that bring coaching interactions to life, prompts to engage both teachers and students, occasions for collaborative reflections, and answers to frequently-asked questions. While the tools offered in this book do not provide a "quick fix," they foster critical thinking and sustained inquiry that leads to positive change for both teachers and students.

2006 • 192 pp/paper
ISBN: 1-57110-463-1 • \$18.00



AGES 4-7

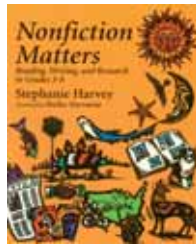
True Stories

Nonfiction Literacy in the Primary Classroom

Christine Duthie

Are we spending a sufficient amount of our language arts time on non-fiction? Are young learners too unfamiliar with the unique aspects of the genre to find it interesting or pleasurable? Chris Duthie discovered ways to make nonfiction an integral part of her classroom so that it became an equal partner with fiction in both reading and writing workshop.

1996 • 176 pp/paper
ISBN: 1-57110-026-1 • \$18.50



AGES 7-12

Nonfiction Matters

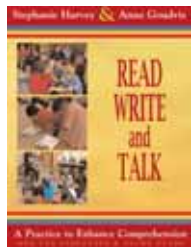
Reading, Writing, and Research in Grades 3-8

Stephanie Harvey

Foreword by Shelley Harway

Nonfiction Matters offers middle school teachers the tools they need to help students dig deeper, reach a more complete understanding of the world, and report these insights in a compelling manner.

1998 • 248 pp/paper
ISBN: 1-57110-072-5 • \$22.50



AGES 7-12

Read, Write, and Talk

A Practice to Enhance Comprehension

Stephanie Harvey
with Anne Goudvis

Reading is a social act. As information is shared with others, thinking evolves and comprehension deepens. This lively video lets you join Stephanie Harvey and Anne Goudvis, authors of *Strategies That Work*, in an intermediate-grade reading workshop where students engage in real-world literacy. In this classroom, kids use the comprehension strategies Steph models as part of *Read, Write, and Talk* to better understand what they read. They grapple with issues, information and ideas that provoke thinking and spur lively conversation.

2004 • 30 minutes • 1 disc + viewing guide
ISBN: 1-57110-460-7 • \$95.00



AGES 6-9

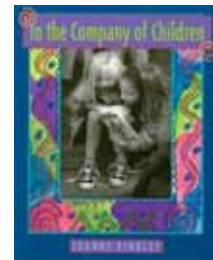
Think Nonfiction!

Modeling Reading and Research

Stephanie Harvey
and Anne Goudvis

Join Stephanie Harvey and Anne Goudvis authors of *Strategies That Work* in a reading workshop as students begin to explore the wild and woolly world of nonfiction where merely getting the facts isn't enough. Nonfiction readers need to merge their thinking with the information—to learn, understand, and remember it.

2003 • 30 minutes • 1 disc + viewing guide
ISBN: 1-57110-487-9 • \$95.00



AGES 4-8

In the Company of Children

Joanne Hindley

Foreword by Shelley Harway

This useful guide for those teaching grades K-4 shows how to implement reading and writing workshops that are rigorous and efficient so that every minute counts!

1996 • 208 pp/paper/full-color insert
ISBN: 1-57110-010-5 • \$21.00



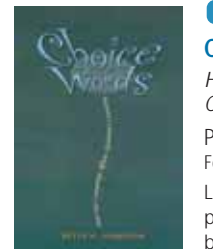
AGES 4-8

Inside Reading and Writing Workshops

Joanne Hindley

If a picture is worth a thousand words, this four-part video series is worth volumes! Teachers will gain invaluable insight into what reading and writing workshop looks like in a real classroom. In her book *In the Company of Children*, Joanne Hindley invited you inside her third-grade New York City classroom to "have a look" as she describes her reading and writing workshops. Joanne extends the invitation again—visualization not required! These discs give you a real-life, close-up look at mini-lessons and conferences during those workshops.

1998 • 40 minutes • 2 discs + viewing guide
ISBN: 1-57110-485-2 • \$395.00



AGES 4-16

Choice Words

How Our Language Affects Children's Learning

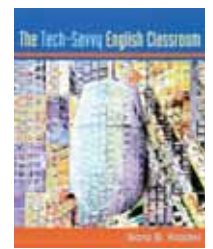
Peter Johnston

Foreword by Richard Allington

Language is a teacher's most powerful tool. In this unique book, Peter provides instructive examples of the apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study of accomplished literacy teachers, the book demonstrates how the things we say (and don't say) have surprising consequences for the literate lives of our students.

2004 • 120 pp/paper
ISBN: 1-57110-389-9 • \$11.00

Audiobook available



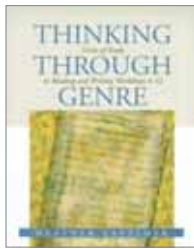
AGES 10-16

The Tech-Savvy English Classroom

Sara B. Kajder

If you are an English teacher wary but curious about the power that technology can have in mindfully engaging the readers and writers in your classroom, then *The Tech-Savvy English Classroom* is for you. This book does not value technology use as an end in itself, but focuses on pairing the right task with the right tool.

2003 • 160 pp/paper
ISBN: 1-57110-361-9 • \$18.50



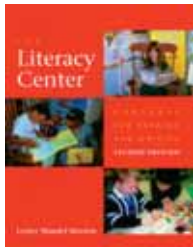
AGES 8-16

Thinking Through Genre

Units of Study in Reading and Writing Workshops 4-12

Heather Lattimer
Foreword by Randy Bomer

Being able to read and write in a variety of genres is a common requirement for today's students. *Thinking through Genre* supports English teachers who seek to engage their students in genre studies in the reading and writing workshop. 2003 • 290 pp/paper
ISBN: 1-57110-352-X • \$22.50



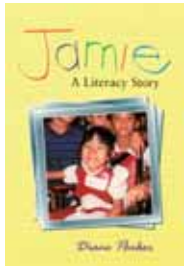
AGES 4-9

The Literacy Center

Contexts for Reading and Writing

Lesley Mandel Morrow

Teachers will learn how to create a literacy-rich K-5 classroom where the entire class remains engaged in meaningful reading, writing, and word study, even when the teacher is providing small-group instruction. 2002 • 224 pp/paper
ISBN: 1-57110-350-3 • \$25.00



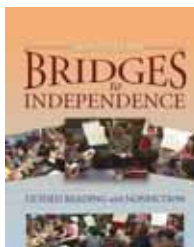
AGES 4-8

Jamie

A Literacy Story

Diane Parker

This story will show you the power of literacy and its role in enriching a child's life. Jamie, a child with muscular atrophy, was Diane Parker's student from kindergarten through second grade. In those three years Jamie's school experiences and her family's growing involvement with her learning supported the developing literacy that helped her cope with her increasingly critical handicap. 1997 • 128 pp/paper
ISBN: 1-57110-058-X • \$15.00



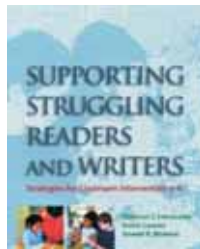
AGES 5-8

Bridges to Independence

Guided Reading with Nonfiction

Tony Stead

Guided reading has long been recognized as a dynamic process that supports children's skills as readers in all genres, yet fiction accounts for over ninety percent of the texts we select for these small-group encounters. In this series, Tony Stead works with third-grade teacher Lisa Elias Moynihan and first-grade teacher Lauren Benjamin to explore guided reading instruction with early emergent, developing, and fluent readers, using a variety of informational texts. After an introduction, three in-depth programs look at what happens before, during, and after the reading-accessing students' prior knowledge; overcoming text challenges; introducing the focus of the lesson; sharing and reflecting and, most importantly, determining if the students have understood what they read. 2006 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-455-0 • \$395.00



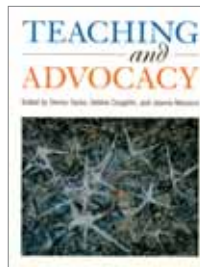
AGES 7-10

Supporting Struggling Readers and Writers

Strategies for Classroom Intervention 3-6

Dorothy S. Strickland,
Kathy Ganske,
and Joanne K. Monroe

For most students, the intermediate years provide the last opportunity to prevent continued failure in reading and writing. This book provides, teachers, administrators, and staff developers with the best research-based practice on the literacy learning and teaching of low-achieving intermediate students. Drawing on a combined 40 years of teaching experience, the authors explore the factors that contribute to success and failure in literacy and provide systematic and ongoing approaches for helping students who are most at risk. 2001 • 264 pp/paper
ISBN: 1-57110-055-5 • \$24.00



AGES 4-16

Teaching and Advocacy

Denny Taylor,
Debbie Coughlin,
and Joanna Marasco,
eds.

Literacy can be used to enable or disable. Children marginalized by society must be literate to survive, and teachers are often their only advocates. The teacher-researchers in this book use written texts to uncover the hidden assumptions that shape our perceptions about people's positions in society. *Teaching and Advocacy* encourages teachers to stand beside their students, to expose the hidden assumptions in official documents, to develop alternative explanations, and above all, to advocate. 1997 • 256 pp/paper
ISBN: 1-57110-045-8 • \$22.50

NEW!



GRADES 6-12

Greater Expectations

Teaching Academic Literacy to Underrepresented Students

Robin Turner

While the population of Hispanic/Latino and African-American students in the United States continues to grow, the rate at which they attend college remains alarmingly small. These students, who are often defined as "educationally underrepresented," are a bellwether of a shortcoming in our nation's educational system that has serious implications for the future. In *Greater Expectations*, Robin Turner, a high school English teacher from Anaheim, California, offers pragmatic, proven methods for better preparing underrepresented students for higher education. The book is grounded in Robin's experience as a leader in the Puente Program, a college preparation program that has proven highly effective in producing positive change by improving academic performance, standardized test scores, and college admission rates for underrepresented students. 2008 • 184 pp/paper
ISBN: 1-57110-740-4 • \$18.00

CONTENT LITERACY



AGES 8-16

Tools for Teaching Content Literacy

Flipchart

Janet Allen

This handy flip chart will easily fit in a plan book, and provides ready reference to strategies for reading and writing across content areas, along with the research basis, classroom vignettes and graphic organizers that help support each strategy. 2004 • 52 pp/paper
ISBN: 1-57110-380-5 • \$12.00



AGES 5-13

Schoolyard-Enhanced Learning

Using the Outdoors as an Instructional Tool, K-8

Herbert W. Broda

Schoolyard-Enhanced Learning shows how the school grounds—regardless of whether your school is in an urban, suburban, or rural setting—can become an enriching extension of the classroom. In this comprehensive handbook, Herb Broda blends theory and practice, providing readers with practical suggestions and teacher-tested activities for using the most powerful audio-visual tool available—the outdoors. This innovative book offers teachers step-by-step guidance on everything from presenting the case for outdoor learning to parents and administrators to using a GPS device as a learning tool. 2007 • 184 pp/paper
ISBN: 1-57110-729-9 • \$17.50

NEW!



GRADES 4-8

Childhood and Nature

Design Principles for Educators

David Sobel

Public discussions of Global Warming and other threats to the planet are making children more aware of environmental issues. As increasing numbers of kids come to school wishing to take action, educators want to know how to teach in a way that fosters a love of nature and an understanding of the complexity and seriousness of these issues. In *Childhood and Nature*, noted educator David Sobel makes the case that meaningful connections with the natural world don't begin in the rainforest or arctic, but in our own backyards and communities. Through the concept of place-based education, this book provides seven design principles that can guide teachers in structuring learning experiences for children that connect to the curriculum and the community. 2008 • 144 pp/paper
ISBN: 1-57110-741-1 • \$17.50



AGES 10-16

Comprehending Content

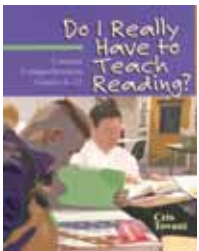
Reading Across the Curriculum, Grades 6-12

Cris Tovani

Teachers of adolescents across the country are under enormous pressure

to cover more content in their disciplines, to make instruction more relevant to students, and to help students acquire the reading skills they need to succeed on standardized tests and beyond. In this videodisc set, high school teacher Cris Tovani brings viewers into her school and classroom and shows how she and her colleagues are meeting the challenge of improving students' reading skills across the curriculum.

2004 • 120 minutes • 2 discs + viewing guide
ISBN: 1-57110-459-3 • \$395.00



AGES 10-16

Do I Really Have to Teach Reading?

Content Comprehension, Grades 6-12

Cris Tovani

Cris Tovani, author of the acclaimed *I Read It, but I Don't Get It*, brings her

humor, insight and practical experience in reading comprehension across the curriculum. The book shows how understanding everything from a textbook math problem to a sonnet is easier when simple reading strategies are applied.

2004 • 144 pp/paper
ISBN: 1-57110-376-7 • \$19.50

ENGLISH LANGUAGE LEARNERS



AGES 4-7

Ladybugs, Tornadoes, and Swirling Galaxies

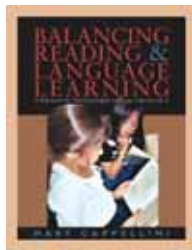
English Language Learners Discover Their World through Inquiry

Brad Buhrow and Anne Upczak Garcia

Foreword by Anne Goudvis

In *Ladybugs, Tornadoes and Swirling Galaxies*, you will see how Buhrow and Garcia blend comprehension instruction and ELL best practices to explore inquiry as a literacy pathway for English language learners. They provide explicit detail on the process they use as they move step by step with students from personal narrative through the independent inquiry process. Photographs of student artworks—including a color insert—and appendices in Spanish and English help to round out this informative and engaging resource.

2006 • 204 pp/paper (incl. 4pp color insert)
ISBN: 1-57110-400-3 • \$22.50



AGES 4-9

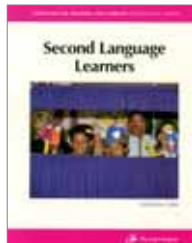
Balancing Reading and Language Learning

A Resource for Teaching English Language Learners, K-5

Mary Cappellini

Teaching reading to children in a language that is not their own is a daunting task. Combining the best classroom practices and research on teaching reading and language acquisition, Mary Cappellini integrates effective reading instruction with effective language instruction. Through the framework of a balanced reading program, she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud, shared reading, guided reading, and independent reading, including literature circles.

2005 • 344 pp/paper
ISBN: 1-57110-367-8 • \$30.00



AGES 4-10

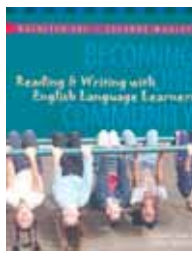
Second Language Learners

Stephen Cary

Stephen Cary helps K-6 teachers and administrators bring second language learners at all levels

of English language proficiency into the core curriculum. He evaluates common program and instructional models, outlines the basic ideas of how language is best acquired, and provides a wide range of strategies, techniques, and activities for building language and ensuring academic success for these students.

1998 • 120 pp/paper
ISBN: 1-57110-065-2 • \$17.50



AGES 7-10

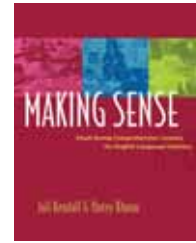
Becoming One Community

Reading and Writing with English Language Learners

Kathleen Fay and Suzanne Whaley

In today's diverse classrooms, many teachers struggle with how to create reading and writing instruction that is appropriate for their English language learners. Kathleen Fay and Suzanne Whaley provide expert guidance on helping students who are just learning English develop their voice and skills within reading and writing workshops.

2004 • 224 pp/paper
ISBN: 1-57110-368-6 • \$18.50



AGES 4-12

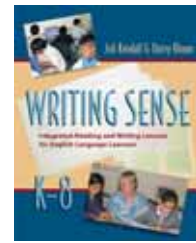
Making Sense

Small-Group Comprehension Lessons for English Language Learners

Juli Kendall and Outey Khuon

Reading is all about understanding, and many English language learners simply do not understand what they are reading. Juli Kendall and Outey Khuon believe that small group comprehension lessons have a key role to play in advancing students' comprehension of texts. *Making Sense* outlines fifty-two lessons that teach students how to make connections, ask questions, visualize (make mental images), infer, determine importance, and synthesize. The book's five main sections are geared to the stages of language proficiency, and lessons are divided into 'younger' and 'older' students, spanning kindergarten through grade 8.

2005 • 168 pp/paper
ISBN: 1-57110-409-7 • \$18.50



AGES 5-13

Writing Sense

Integrated Reading and Writing Lessons for English Language Learners

Juli Kendall and Outey Khuon

Writing is all about making meaning. The prospect of teaching writing to a classroom full of students—some who speak English and some who don't—can be overwhelming. Juli Kendall and Outey Khuon experimented with Ellin Keene's "Thinking Strategies Used by Proficient Learners" and found that by integrating writing and reading instruction their English language learners become stronger writers. *Writing Sense* outlines the classroom conditions necessary for successful writing instruction with English language learners, whether in writing workshop and/or small-group instruction.

2006 • 160 pp/paper
ISBN: 1-57110-442-9 • \$20.00



AGES 4-6

"The Words Came Down!"

English Language Learners Read, Write, and Talk Across the Curriculum, K-2

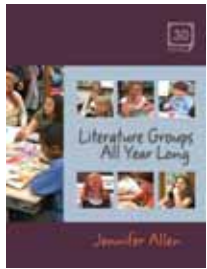
Emelie Parker and Tess Pardini

Parker and Pardini detail a workshop format for reading, writing and content-area studies that allows teachers to differentiate instruction to include all students, and affords students ample opportunities to collaborate with others. The authors show that when children's attempts at communicating are accepted and celebrated, they will learn to communicate with each other comfortably and spontaneously whether on the playground or working on a science experiment.

2006 • 200 pp/paper
ISBN: 1-57110-414-3 • \$20.00

READING

NEW!



GRADES 3-6

Literature Groups All Year Long

Jennifer Allen

Watch as students and teachers deepen their understanding of literature study groups over the course of a school year. This engaging video takes you into Carolyn Bridges' fourth-grade classroom as she works with literacy specialist Jennifer Allen to launch and sustain student-led literature discussions.

2008 • 30 minutes • 1 disc + viewing guide
ISBN: 1-57110-734-3 • \$95.00



AGES 8-16

On the Same Page

Shared Reading Beyond the Primary Grades

Janet Allen

Reading aloud brings out nuances of meaning and understanding that are often missed on the page.

On the Same Page explores the use of shared reading as an instructional approach for readers at all levels of language proficiency. The book provides research, resources, practical ideas and strategies for building from shared reading to increase students' literate experience in a number of curricular and instructional areas.

2002 • 328 pp/paper
ISBN: 1-57110-332-5 • \$23.50



AGES 8-16

Reimagining Reading

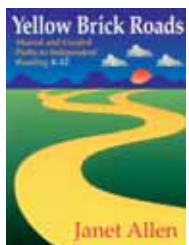
A Literacy Institute

Janet Allen

Join one of Janet Allen's literacy institutes as she highlights many of the difficulties that educators face on a daily basis.

Envision reading instruction that comes alive and captivates young readers for life. Janet addresses approaches to reading, selecting texts, strategies to overcome challenges in content literacy, vocabulary development, assessment and evaluation, and provides countless classroom vignettes that will resonate with teachers.

2001 • 5 audio CDs
ISBN: 1-57110-347-3 • \$55.00



AGES 8-16

Yellow Brick Roads

Shared and Guided Paths to Independent Reading 4-12

Janet Allen

Do your teachers work with students who struggle to comprehend reading in literacy and content classes? Are you looking for a way to establish comprehensive literacy instruction in your school so that all students receive support in becoming

competent and confident readers? *Yellow Brick Roads* offers research based methods for helping teachers move toward these goals with the author outlining solutions for many of the literacy dilemmas that teachers face every day: time and resources, content literacy, assessment, reading toward writing, professional support communities, and more.

2000 • 312 pp/paper
ISBN: 1-57110-319-8 • \$24.00



AGES 8-12

There's Room for Me Here

Literacy Workshop in the Middle School

Janet Allen
and Kyle Gonzalez

This portrait of Kyle Gonzalez's classroom offers teachers theory-based practical strategies for helping students who can't or won't read or write become motivated and successful readers and writers.

Readers will see how one middle school teacher sets up her literacy classroom, offers intervention and support for struggling students, and assesses their progress.

1997 • 256 pp/paper
ISBN: 1-57110-042-3 • \$22.50



AGES 5-11

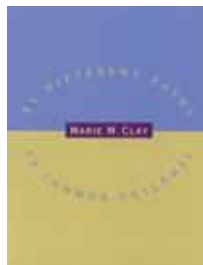
Practical Fluency

Classroom Perspectives, Grades K-6

Max Brand
and Gayle Brand

All teachers know helping students become fluent in reading and writing involves more than measuring reading rates. Max and Gayle Brand have worked together with students and colleagues over many years to discover the most effective whole-class, small-group, and individual strategies and activities for building both reading and writing fluency. They link all this work to the most current research on fluency, taking readers into the daily routines of their classrooms. Readers will be reassured by the many suggestions for integrating fluency into existing reading and writing workshop routines.

2006 • 128 pp/paper
ISBN: 1-57110-410-0 • \$15.00



AGES 4-6

By Different Paths to Common Outcomes

Marie M. Clay

This collection of readings brings together, for educators and classroom teachers significant, previously unpublished articles, as well as several of Marie Clay's seminal papers. Each chapter in this collection—from glimpses of some fascinating children to challenges of basic assumptions about literacy teaching—could provide a centerpiece for a workshop, the background reading for several group discussions, or an opportunity for practicing teachers to bring their experience face to face with a text that challenges.

1998 • 288 pp/paper
ISBN: 1-57110-087-3 • \$25.00

AGES 4-10

Growing Readers

Units of Study in the Primary Classroom

Kathy Collins
Foreword by Lucy Calkins

Primary-grade teachers face an important challenge: teaching children how to read while enabling them to build good habits so they fall in love with reading. Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge. In *Growing Readers*, Kathy Collins describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong, well-rounded readers, and she outlines a sequence of possible units of study for a yearlong curriculum.



2004 • 296 pp/paper
ISBN: 1-57110-373-2 • \$22.50

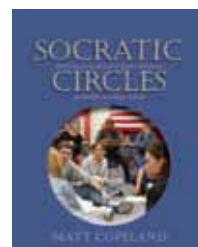
AGES 8-16

Socratic Circles

Fostering Critical and Creative Thinking in Middle and High School

Matt Copeland

Socratic seminars enhance reading comprehension, listening and speaking skills, and build a better classroom community. By giving students ownership over the classroom discussion around texts, they become more independent and motivated learners. Matt Copeland has created a coaching guide for both the teacher new to Socratic seminars and the experienced teacher seeking to optimize the benefits of this powerful strategy.



2005 • 176 pp/paper
ISBN: 1-57110-394-5 • \$17.50

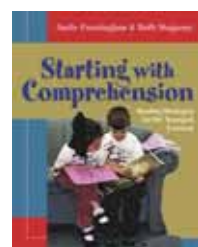
AGES 4-6

Starting with Comprehension

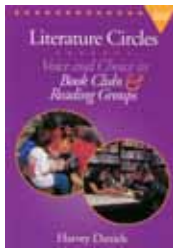
Reading Strategies for the Youngest Learners

Andie Cunningham
and Ruth Shagoury

It is never too early to start comprehension instruction. Most of the students in Andie Cunningham's Portland, Oregon, kindergarten class have little or no alphabet knowledge when they enter the classroom in the fall. English is a second—or third—language for many of the children in this low-income neighborhood. Through research-based principles, carefully-structured routines, and innovative activities, even the youngest learners can develop comprehension skills from their first days in school.



2005 • 136 pp/paper
ISBN: 1-57110-396-1 • \$17.50



AGES 4-16

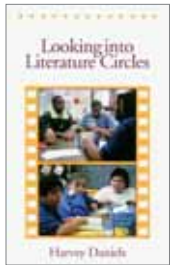
Literature Circles

Voice and Choice in Book Clubs and Reading Groups

Harvey Daniels

This updated edition provides more strategies, structures, and tools for launching and managing literature circles effectively in K-12 classrooms, with examples from 20 practicing teachers.

2001 • 272 pp/paper
ISBN: 1-57110-333-3 • \$23.50



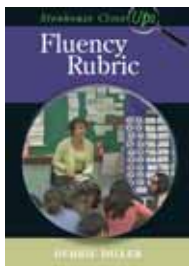
AGES 4-16

Looking into Literature Circles

Harvey Daniels

Book clubs are forming in classrooms all across the country, with small groups of students from kindergarten through high school leading their own lively literature discussions. Teachers who are new to literature circles sometimes have questions that no book can quite answer: What do these groups look like? *Looking into Literature Circles* fills that gap, providing a window into book clubs in action. Rather than focusing on management details, this video conveys the feel, the atmosphere, the climate, and the energy of literature circles at work.

2001 • 15-minute videotape + viewing guide
ISBN: 1-57110-727-5 • \$35.00



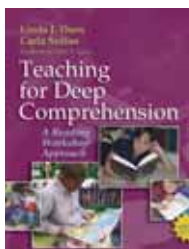
AGES K-3

Fluency Rubric

With Debbie Diller

It may be a little tricky explaining what fluency is to a group of third-graders; but they can recognize it when they hear it. Working with teacher Lisa Gregory's students in their Houston, Texas, classroom, Debbie introduces the concept of fluency and gives them a rubric so they can self-assess and score their fluency on a four-step scale. To help students become conscious of what fluent and not-so fluent readers sound like, Debbie reads passages, modeling the four levels of fluency contained in the rubric.

2007 • 12 minutes • 1 disc + viewing guide
ISBN: 1-57110-723-7 • \$30.00



AGES 4-10

Teaching for Deep Comprehension

A Reading Workshop Approach

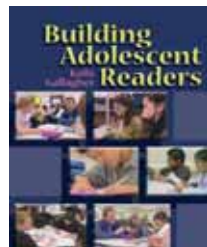
Linda J. Dorn and Carla Soffos

Foreword by Carol A. Lyons

Linda Dorn and Carla Soffos describe the process of comprehension as a reflection of the mind—a window into the reader's thoughts. In *Teaching for Deep Comprehension* they discuss how teachers can use the social context of reading workshop to promote deep comprehension. Linda and Carla help teachers develop a better

understanding of what it means to comprehend while reading by meshing theories of comprehension with everyday practical examples. Supporting the text is a DVD containing eighty-five minutes of video from a first-grade reading workshop, an adult book discussion, a fourth-grade reading workshop, and other settings.

2005 • 200 pp/paper • 1 disc • 85 minutes
ISBN: 1-57110-403-8 • \$25.00



AGES 8-16

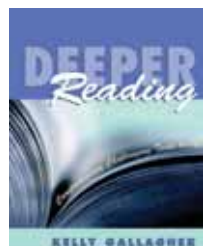
Building Adolescent Readers

Kelly Gallagher

In Kelly Gallagher's high school classroom in Anaheim, California, students are not only learning to comprehend difficult novels and texts, they are developing the skills and behaviors of lifelong readers. Drawing from his books *Reading Reasons* and *Deeper Reading*, Kelly's new video set brings effective reading strategies to life. Presenting examples of both small- and whole-group discussions, *Building Adolescent Readers* demonstrates how to engage students with a variety of texts, teaching them what it means to be a good reader.

DVD includes approximately twenty minutes of bonus material.

2005 • 110 minutes • 2 discs + viewing guide and bonus material
ISBN: 1-57110-430-5 • \$295.00



AGES 8-16

Deeper Reading

Comprehending Challenging Texts, 4-12

Kelly Gallagher

Do your students often struggle with difficult novels and other challenging texts? Do they primarily comprehend at a surface level? Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension.

2004 • 240 pp/paper
ISBN: 1-57110-384-8 • \$19.50



AGES 8-16

Reading Reasons

Motivational Mini-Lessons for Middle and High School

Kelly Gallagher

"Why should I read?" Can your students answer that question? In *Reading Reasons*, Kelly Gallagher offers a series of mini-lessons specifically tailored to motivate middle and high school students to read, and in doing so, to help them understand the importance and relevance reading will take in their lives.

2003 • 192 pp/paper
ISBN: 1-57110-356-2 • \$21.00



AGES 4-10

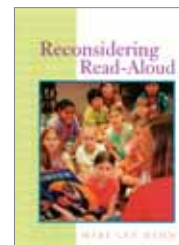
Reading the World

Content Comprehension with Linguistically Diverse Learners

Anne Goudvis and Stephanie Harvey

Kids love to explore the real world—as young scientists they observe and relish nature, and through social studies they investigate other times, places, and cultures. In this series of three videos, authors and staff developers Anne Goudvis and Stephanie Harvey welcome you to the child-centered classrooms at Columbine Elementary in Boulder, Colorado, where the majority of the children are English language learners. Join Anne and Steph in these classrooms where effective comprehension strategy instruction is integrated with content knowledge acquisition in science and social studies. The instruction students experience is responsive to the learning and language needs of English language learners in the primary and intermediate grades.

2005 • 90 minutes • 2 discs + viewing guide
ISBN: 1-57110-426-1 • \$295.00



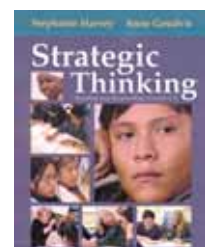
AGES 8-12

Reconsidering Read-Aloud

Mary Lee Hahn

Read-aloud time is relaxing and enjoyable for students and teachers alike, but it is also a time filled with opportunities for teaching. Drawing on her experience as a fourth-and-fifth-grade teacher, Mary Lee Hahn helps preservice and inservice teachers, librarians, and parents identify and capitalize on those teachable moments that surround "story time!"

2002 • 168 pp/paper
ISBN: 1-57110-351-1 • \$17.50



AGES 8-12

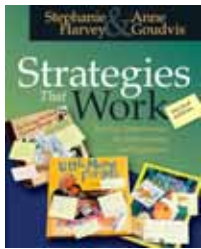
Strategic Thinking

Reading and Responding, Grades 4-8

Stephanie Harvey and Anne Goudvis

Nothing matters more than kids' thinking. To help them turn thinking into meaning and to understand what they read, students need an arsenal of strategies to navigate and synthesize text. And they need to know when, where, and how, to use these strategies. In this four-disc video series, Stephanie Harvey and Anne Goudvis spend a week with Jessica Lawrence and her students focusing on two essential strategies for intermediate and middle-grade students: inferring in fiction and determining importance in nonfiction.

2004 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-468-2 • \$395.00



AGES 4-12

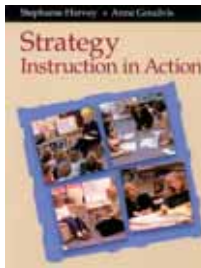
Strategies That Work

Teaching Comprehension for Understanding and Engagement

Stephanie Harvey and Anne Goudvis
Second Edition

The first edition of *Strategies That Work*, published in 2000, helped transform comprehension instruction for teachers across the country through its focus on teaching that is responsive to kids' interests and learning needs. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons and included a section on content literacy which describes how to apply comprehension strategies across the curriculum. The new edition is organized around four sections: part I highlights what comprehension is and how to teach it; part II contains lessons and practices for teaching comprehension; part III covers content literacy; and part IV is an updated list of recommended fiction, nonfiction, short texts, kids' magazines and web sites.

2007 • 360 pp/paper
ISBN: 1-57110-481-6 • \$30.00



AGES 4-12

Strategy Instruction in Action

Stephanie Harvey and Anne Goudvis

Reading instruction is about much more than answering literal questions at the end of a passage, story, or chapter. In this two-disc series you will enter classrooms where you will see explicit reading comprehension instruction unfold. Applying principles from *Strategies That Work*, these teachers model thinking and give kids ample time to practice so that their students can identify and use the strategies proficient readers use when making sense of text.

2001 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-457-7 • \$395.00



AGES 4-10

One Child at a Time

Making the Most of Your Time with Struggling Readers, K-6

Pat Johnson

Pat Johnson outlines a four-step process to focus carefully on specific behaviors and needs of struggling readers, analyze them with theoretical and practical lenses, design targeted instruction, and then assess and refine the teaching in conferences with the child. She shows how to use this framework successfully with a range of learners, including young children, English language learners, and students in the upper elementary grades who are stalled in their literacy progress.

2006 • 144 pp/paper
ISBN: 1-57110-434-8 • \$18.00



AGES 4-6

Running Records

A Self-Tutoring Guide

Peter H. Johnston

Running records are unquestionably the most practical reading assessment technique for primary teachers. In this concise book and audiocassette with student examples, Peter Johnston coaches teachers as they successfully learn how to use them.

2000 • 64 pp/paper/with 40-minute audiocassette
ISBN: 1-57110-321-X • \$25.00



AGES 9-17

Bringing the Outside In

Sara Kajder

The reading that we value in school is becoming further and further distanced from the literacy students experience in their outside lives. Inside the classroom, we ask our students to immerse themselves in print texts and write purposefully. Once out the door, they are text-messaging, blogging, and expertly integrating words, images, and music to create original texts. English educator Sara Kajder keys in on the visual aspects of literacy and builds upon students' growing interest in using words and images from their lives to read and write, helping her kids redefine what it means to be literate in today's world.

2006 • 150pp/paper
ISBN: 1-57110-401-1 • \$18.50



AGES 8-16

Making the Match

The Right Book for the Right Reader at the Right Time, Grades 4-12

Teri Lesesne

What motivates some adolescents to become lifelong readers and others to slide by with the minimum amount of assigned reading? Teri Lesesne says the key is finding the books that get them hooked in the first place. In *Making the Match* she offers guidance in three distinct areas that will assist teachers and librarians in steering students to the literature they love: knowing the readers, knowing the books, and knowing the strategies.

2003 • 248 pp/paper
ISBN: 1-57110-383 • \$21.00



AGES 7-10

Naked Reading

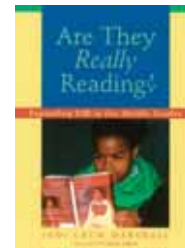
Uncovering What Tweens Need to Become Lifelong Learners

Teri Lesesne

Naked Reading was inspired by the author's ten-year-old granddaughter, whose frequent practice of spending time after a shower air-drying in the privacy of the bathroom so she can continue reading an engross-

ing book, made Teri Lesesne curious about why some tweens are avid readers while others elect not to read or become dormant readers. While some fourth- to ninth-graders come to see books as a lifeline for understanding a changing world, too many experience a marked decline in interest and achievement in reading. Teri draws on her extensive experience as a teacher and consultant to examine ways that educators can help interest kids in books and keep them reading during this crucial period.

2006 • 128pp/paper
ISBN: 1-57110-416-X • \$16.00



AGES 8-12

Are They Really Reading?

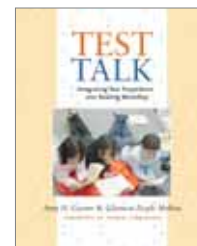
Expanding SSR in the Middle Grades

Jodi Crum Marshall

In *Are They Really Reading?* Jodi Crum Marshall discusses how to find out if your kids

are using their Sustained Silent Reading time wisely, and what to do about it if they are not. Her book describes how to support those middle grade readers who need it most while embracing a research-proven need to increase, independent, self-selected reading time for students. If don't currently use a sustained silent reading program, this book will help you get started. If you worry that SSR time is not being used effectively, or if you want to enhance your program, here is a road map that is instructionally sound and flexible enough to fit your student's needs.

2002 • 184 pp/paper
ISBN: 1-57110-337-6 • \$16.00



AGES 5-13

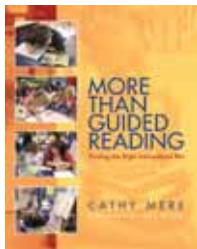
Test Talk

Integrating Test Preparation into Reading Workshop

Glennon Doyle Melton and Amy H. Greene
Foreword by Franki Sibberson

Through their experiences teaching at a school that struggled to meet state test standards driven by No Child Left Behind, authors Amy Greene and Glennon Melton discovered a way to raise scores without compromising their strong beliefs about good teaching and learning. In *Test Talk*, Amy and Glennon show that teachers don't have to choose between best practice teaching and test preparation; effective test-taking strategies can be integrated into authentic reading instruction. Throughout the book, classroom vignettes show how seamlessly one can weave the test genre into reading workshop and connect those specialized skills to more general reading strategies.

2007 • 160 pp/paper
ISBN: 1-57110-461-8 • \$16.00



AGES 4-7

More Than Guided Reading

Finding the Right Instructional Mix, K-3

Cathy Mere
Foreword by Max Brand

Guided reading provides opportunities to teach students the strategies they need to learn how to read increasingly challenging texts, but Cathy Mere, kindergarten teacher and literacy coach, found that she needed to find other ways to help students gain independence. In *More Than Guided Reading*, Cathy shares her journey as she moved from focusing on guided reading as the center of her reading program to placing children at the heart of literacy learning. By changing the structure of the day, she was able to allow time for whole-class focus lessons, conferences, and opportunities to share ideas, as well as reading from self-selected texts using the strategies, skills, and understandings acquired in reader's workshop.

2005 • 160 pp/paper
ISBN: 1-57110-388-0 • \$18.00

AGES 4-7

Happy Reading!

Creating a Predictable Structure for Joyful Teaching and Learning

Debbie Miller
First-grade teacher Debbie Miller chronicles her work teaching reading in her popular book *Reading with Meaning*. In this two-disc series, Debbie takes primary teachers beyond comprehension instruction and shows how she sustains a thoughtful primary reading program that challenges and supports readers of all abilities and needs.

2002 • 45 minutes • 2 discs + viewing guide
ISBN: 1-57110-458-5 • \$295.00

AGES 4-7

The Joy of Conferring

One-on-One with Young Readers

Debbie Miller
While reading Debbie Miller's book, *Reading With Meaning*, or viewing her *Happy Reading!* video series, one wonders at Debbie's ability to orchestrate a buzzing classroom full of first-graders into a cooperative literacy community. *The Joy of Conferring* lets us focus in with Debbie and see what happens at the individual level as she conducts reading conferences with her students. In the first program, Debbie engages in a series of six conferences with students who have a range of needs. The second program shows in almost real time the ways Debbie is able to check in with the entire class of students. DVD extras include Debbie's explanation of whole class charts and lessons for book selection, and a bonus conference.

2005 • 75 minutes • 1 disc + viewing guide
ISBN: 1-57110-427-5 • \$195.00



AGES 4-7

Reading with Meaning

Teaching Comprehension in the Primary Grades

Debbie Miller
Foreword by Ellin Oliver Keene

If you can imagine a primary classroom where all the children are engaged and motivated; where the buzz of excited emerging readers fills the air; where words are sounded out and connections are made between book pages and life experiences, then you have pictured the real classroom of author Debbie Miller. In this book Debbie leads the reader through a year in her classroom in which her students learn to become thoughtful, independent, and strategic readers.

2002 • 208 pp/paper/full-color insert
ISBN: 1-57110-307-4 • \$22.50

AGES 4-7

Read It Again!

Revisiting Shared Reading

Brenda Parkes
This guide helps introduce shared reading to new primary teachers, outlining the essential elements and benefits, and providing detailed examples of how shared reading sessions unfold in the classroom.

2000 • 160 pp/paper
ISBN: 1-57110-304-X • \$16.00

AGES 8-12

Literature Study Circles in a Multicultural Classroom

Katharine Davies Samway and Gail Whang
In Gail Whang's fifth/sixth grade classroom, her students are considered "at risk" because they are nonnative English speakers and/or come from low-income homes. Like many other inner-city teachers in similar situations, Gail realized her language arts program was not working. She explored alternatives and began to use literature study circles to engage students, and help them develop their abilities to think and talk about issues in their lives.

1995 • 168 pp/paper
ISBN: 1-57110-018-0 • \$19.50

AGES 4-9

Literature as a Way of Knowing

Kathy G. Short
Why do teachers use literature in their classrooms? Why is literature important at all? Kathy Short answers these and other questions in this book on how to integrate literature into your curriculum. Kathy outlines the four roles literature plays in the curriculum: it is a way to learn language—not just reading, but writing, too; it enhances learning in content areas; it is one pathway to knowing and understanding the world; and it opens up an awareness of society and culture.

1997 • 128 pp/paper
ISBN: 1-57110-063-6 • \$17.50



AGES 7-10

Bringing Reading to Life

Instruction and Conversation, Grades 3-6

Franki Sibberson and Karen Szymusiak
Readers in grades 3-6 present unique challenges and opportunities for teachers. Many intermediate readers can decode text well, but few have the skills required for the thick textbooks and complex literature they will encounter in the middle grades and beyond. *Bringing Reading to Life* presents a vibrant portrait of readers at work as they grapple with increasingly difficult texts. Franki Sibberson and Karen Szymusiak show the importance of thoughtful room design and classroom library layout, carefully structured reading groups, brief whole-class lessons, extended discussions that build on previous reading experiences, and individual reading in a wide range of texts. In addition, they model a multitude of helpful teaching and learning strategies.

2004 • 60 minutes • 2 discs + viewing guide and bonus material
ISBN: 1-57110-402-X • \$395.00

AGES 7-10

Still Learning to Read

Teaching Students in Grades 3-6

Franki Sibberson and Karen Szymusiak
The saying goes that "children learn to read in grades K-2, and read to learn in grades 3 and up." However, teachers in grades 3 through 6 are discovering this conventional wisdom is wrong. Upper elementary teachers face the difficult task of trying to offer appropriate reading instruction just as many of their students have their first experiences with textbooks, high stakes exams, and complex reading in new genres. In *Still Learning to Read*, Franki Sibberson and Karen Szymusiak provide guidance on how to devote more time to reading instruction, without neglecting the content demands of the curriculum.

2003 • 168 pp/paper
ISBN: 1-57110-359-7 • \$21.00

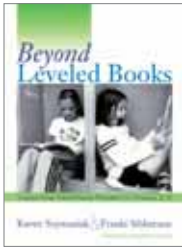
AGES 4-9

Reality Checks

Teaching Reading Comprehension with Nonfiction, K-5

Tony Stead
Foreword by Nell K. Duke
Nonfiction is a critical component of any reading program, but it can be overwhelming to young readers, presenting them with complex vocabulary and a new density of information that may combine text, diagrams, pictures, captions, and other devices. In this book, Tony Stead provides wonderful ways to enhance children's understanding and engagement when reading for information. Based on many years of working in K-7 classrooms, he outlines practical approaches to ensure all children can become confident and competent readers of nonfiction.

2005 • 264 pp/paper
ISBN: 1-57110-364-3 • \$22.00



AGES 6-9

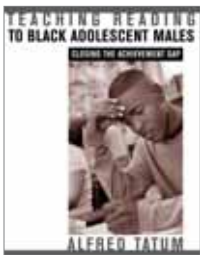
Beyond Leveled Books

Supporting Transitional Readers in Grades 2-5

Karen Szymusiak and Franki Sibberson
Foreword by Stephanie Harvey

Leveled books are now recognized as an essential tool in helping beginning readers learn to read. But once students have mastered the basic decoding and comprehension strategies, they move into a period of transition as readers—they have mastered many skills but are not yet able to choose books and sustain reading independently in a variety of genres. The authors demonstrate how transitional readers can benefit from close look at the “supports” in the books they are reading such as chapter organization, text layout, dialogue, and more.

2001 • 144 pp/paper
ISBN: 1-57110-330-9 • \$16.00



AGES 10-16

Teaching Reading to Black Adolescent Males

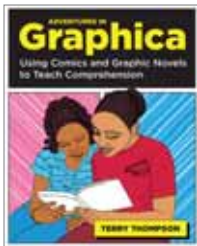
Closing the Achievement Gap

Alfred W. Tatum

The race and gender achievement gap in literacy is one of the most difficult issues in education today. Providing a first-hand perspective, Alfred Tatum brings together his various experiences as a black male student, middle school teacher working with struggling black male readers, reading specialist in an urban elementary school, and staff developer in classrooms across the nation to offer insights on ways teachers and schools can reconceptualize literacy instruction for those who need it most.

2005 • 176 pp/paper
ISBN: 1-57110-393-7 • \$17.50

NEW!



GRADES 2-6

Adventures in Graphica

Using Comics and Graphic Novels to Teach Comprehension, 2-6

Terry Thompson

Comic books and graphic novels, known collectively as “graphica,” have long been popular with teenagers and adults. Recently graphica has grown in popularity with younger readers as well, motivating and engaging reluctant readers who often shun traditional texts. While some teachers have become curious about graphica’s potential, many remain confused by the number of new titles and series available and unsure of its suitability and function in their classrooms. Drawing on recent research, and his own success using graphica with elementary readers, literacy coach Terry Thompson helps teachers navigate this medium, and shows how it fits into literacy frameworks and correlates with best practices in comprehension, vocabulary, and fluency instruction.

2008 • 200 pp/paper
ISBN: 1-57110-712-1 • \$18.50



AGES 10-16

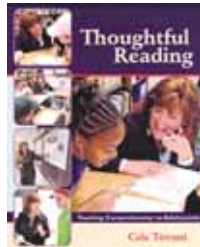
I Read It, but I Don't Get It

Comprehension Strategies for Adolescent Readers

Cris Tovani
Foreword by
Ellin Oliver Keene

This practical and engaging book will show teachers in grades 6-12 how to help adolescents develop new reading comprehension skills. Using accounts from her own classroom teaching and staff development work, Cris takes the reader step-by-step through practical, theory-based reading instruction that can be adapted for any subject area.

2000 • 152 pp/paper
ISBN: 1-57110-089-X • \$19.50



AGES 10-16

Thoughtful Reading

Teaching Comprehension to Adolescents

Cris Tovani

Teachers of adolescents face many challenges. Some students are skilled at decoding, but have few strategies for understanding complex genres. Others have entered their teen years struggling to decode even the simplest books and articles. In her successful book *I Read It but I Don't Get It*, Cris Tovani, offered welcome advice on the techniques she used with the struggling readers in her high school classroom. Now this set allows you to see Cris in action.

2003 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-467-4 • \$395.00

WRITING

NEW!



GRADES 4-8

Editing Invitations

Jeff Anderson

Editing Invitations takes you into Jeff Anderson’s sixth-grade classroom in San Antonio, Texas as Jeff demonstrates how he naturally links grammar instruction to writer’s craft through his “Invitations to Notice.” The Invitations are a warm-up activity used at the beginning of writer’s workshops to help students learn to pay close attention to mechanics, style, and craft.

2008 • 15 minutes • 1 disc + viewing guide
ISBN: 1-57110-725-1 • \$30.00

AGES 11-13

Everyday Editing

Inviting Students to Develop Skill and Craft in Writer's Workshop

Jeff Anderson

Far too often, editing gets crowded out of writer’s workshop, and daily editing lessons happen in a vac-

uum with no relationship to what students are writing. In *Everyday Editing*, Jeff Anderson asks teachers to reflect on what sort of message this approach sends to students. Instead of rehearsing errors and drilling students on what’s wrong with a sentence, Jeff presents lessons in which students are invited to look carefully at their writing along with mentor texts, and to think about how punctuation, grammar, and style can be best used to hone and communicate meaning.

2007 • 144 pp/paper
ISBN: 1-57110-709-1 • \$18.50

NEW!



GRADES 4-8

Teaching Apostrophes

Jeff Anderson

This 15-minute video shows how Jeff Anderson uses playful strategies and mentor text to engage writers in grammar and editing. In the “Apostrophethon,” Jeff’s sixth-grade students in San Antonio, Texas search through a mentor text excerpt to find examples of apostrophes and then categorize them as possessives or contractions based on a wall chart the class has compiled.

2008 • 15 minutes • 1 disc + viewing guide
ISBN: 1-57110-726-8 • \$30.00



AGES 4-8

The Author's Profile

Assessing Writing in Context

Teri Beaver

The Author's Profile is a step-by-step tool that you and your students can use to assess students’ narrative and expository writing. Teri Beaver has developed a set of rubrics that allow teachers to assess, all on one page, the tools a writer uses and the developmental level achieved for each. The detailed explanations, sample writing models, and case studies of completed rubrics give you a thorough introduction to a new way of writing assessment.

1998 • 176 pp/paper
ISBN: 1-57110-059-8 • \$17.50



AGES 4-8

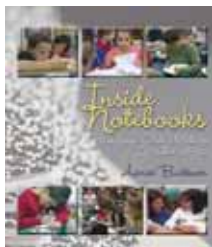
Writing

as a Way of Knowing

Lois Bridges

You can help your students become flexible writers who understand that all that writing can do and know how to use it to serve their own purposes. With Lois Bridges as your guide, you’ll explore the many ways to show young writers how to run a writer’s workshop; implement effective mini-lessons; conduct thought-provoking writing conferences; handle revising, editing, and publishing; and to recognize and use the qualities of effective writing.

1997 • 144 pp/paper
ISBN: 1-57110-062-8 • \$17.50



AGES 7-10

Inside Notebooks

Bringing Out Writers, Grades 3-6

Aimee Buckner

In this two-part series, Aimee Buckner takes viewers into her classroom as students use their writ-

ers' notebooks across the curriculum to hone skills and play with language. The series features numerous mini-lessons that help students develop strategies for creating writing topics, cultivating voice, and encouraging self-assessment, among others. The video also gives a comprehensive look at using the notebooks in persuasive writing genre study, demonstrating how notebooks can be at the center of reading, writing, thinking, and talking about multiple perspectives.

2006 • 70 minutes • 1 disc + viewing guide
ISBN: 1-57110-437-2 • \$195.00



AGES 7-12

Notebook Know-How

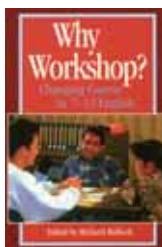
Strategies for the Writer's Notebook

Aimee Buckner

Foreword by Ralph Fletcher

A writer's notebook is an essential springboard for students to brainstorm topics, play with leads and endings, tweak a new revision strategy, or test out a genre for the first time. In *Notebook Know-How*, Aimee Buckner provides the tools teachers need to make writers' notebooks an integral part of their writing programs. This compact guide shows how smart and focused use of writer's notebooks enhances and deepens literacy learning for students in grades 3-8, while also addressing many of the questions teachers ask when they start using notebooks, including how to launch a notebook and how to help students who are stuck in writing ruts.

2005 • 152 pp/paper
ISBN: 1-57110-413-5 • \$15.00



AGES 11-16

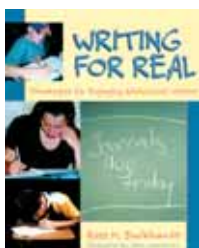
Why Workshop?

Changing Course in 7-12 English

Richard Bullock, ed.

Why Workshop? offers English and language arts teachers in grades 7-12 sound advice on using writing and reading workshops as the primary organization of their classrooms. The book's nine essays are written by experienced teachers who are making their teaching work day by day. *Why Workshop?* offers both overviews of workshop teaching and focused essays on specific elements of workshop.

1998 • 160 pp/paper
ISBN: 1-57110-084-9 • \$19.00



AGES 10-16

Writing for Real

Strategies for Engaging Adolescent Writers

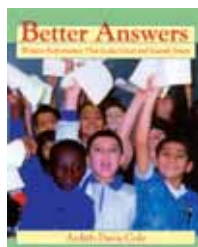
Ross M. Burkhardt

Getting adolescents to love writing can be one of the most difficult tasks a teacher faces. But for near-

ly twenty years students in Ross Burkhardt's eighth-

grade classroom did just that. Not only did they learn to love writing, but they also learned how to write effectively in a wide range of genres for multiple audiences. Combining a deep passion for both teaching writing and educating adolescents, *Writing for Real* offers a wealth of strategies from a master teacher that give kids real tools and real reasons to write.

2003 • 312 pp/paper
ISBN: 1-57110-358-9 • \$22.50



AGES 7-12

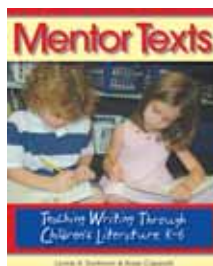
Better Answers

Written Performance That Looks Good and Sounds Smart

Ardith Davis Cole

Veteran educator Ardith Cole introduces a step-by-step process for constructing written responses to test questions in her book, *Better Answers*. This approach can be applied across the curriculum and taught as a lifelong skill.

2002 • 136 pp/paper
ISBN: 1-57110-341-4 • \$16.00



AGES 5-11

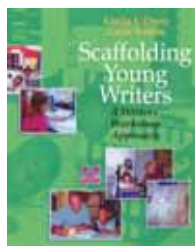
Mentor Texts

Teaching Writing Through Children's Literature, K-6

Lynne R. Dorfman and Rose Cappelli

How do children's book authors create the wonder that we feel when reading our favorite books? What can students and teachers learn from these authors if we let them serve as writing mentors? In *Mentor Texts*, Lynne Dorfman and Rose Cappelli show teachers how to help students become confident, accomplished writers, using literature as their foundation. The book is organized around the characteristics of good writing—focus, content, organization, style, and conventions. "Your Turn" lessons at the end of each chapter show how to put the ideas into practice. This practical resource helps teachers and students discover the ways that authors make writing come alive, and how to use that knowledge to inspire and improve their own writing.

2007 • 328 pp/paper
ISBN: 1-57110-433-5 • \$22.50



AGES 4-7

Scaffolding Young Writers

A Writers' Workshop Approach

Linda J. Dorn and Carla Soffos

The authors present a clear road map for implementing writers' workshop in the primary grades. They show how explicit teaching, good models, clear demonstrations, established routines, assisted teaching followed by independent practice, and self-regulated learning are all fundamental for success. There are also chapters on organizing for writers' workshop, mini-lessons, and student conferences. An overview of how children become writers is provided along with a number of assessments, benchmarks and illustrations for assistance in evaluating student progress.

2001 • 112 pp/paper
ISBN: 1-57110-342-2 • \$17.50



AGES 7-12

Boy Writers

Reclaiming Their Voices

Ralph Fletcher

Writing test scores indicate that boys have fallen far behind girls across the grades. In general, boys don't enjoy writing as much as girls. What's wrong? How

can we do a better job of creating "boy-friendly" classrooms so their voices can be heard? In *Boy Writers: Reclaiming Their Voices* Ralph Fletcher draws upon his years of experience as staff developer, children's book author, and father of four boys. He also taps the insights from dozens of writing teachers around the US and abroad. *Boy Writers* asks teachers to imagine the writing classroom from a boy's perspective, and consider specific steps we might take to create stimulating classrooms for them.

2006 • 200 pp/paper
ISBN: 1-57110-425-9 • \$17.50

Audiobook available



AGES 13-16

Craft Lessons

Teaching Writing K-8

Ralph Fletcher and JoAnn Portalupi
Second Edition

In the decade since *Craft Lessons* emerged to become a mainstay of writing teachers, the world has changed in many ways, yet teachers continue to feel starved for time. With new curriculum mandates, daily specials, "pull-outs," and precious time devoted to test preparation, the situation has never been worse, and the need for a succinct resource like *Craft Lessons* has never been greater. The second edition has been expanded with seventeen new lessons, updated resources, and new indexes to make this "desert island book" more useful than ever.

2007 • 176 pp/paper
ISBN: 1-57110-706-1 • \$19.50



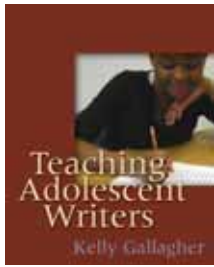
AGES 4-12

When Students Write

Ralph Fletcher and JoAnn Portalupi

Teachers can read books or attend workshops on how to teach writing, but there's no substitute for seeing a master teacher put these ideas into practice with real kids. *When Students Write* takes us into the classrooms of accomplished teachers as they wrestle with what it means to become an effective writer and what a teacher's role is in developing students' competence as writers. This series covers the practical components of a successful writing workshop, including the importance of choice, risk-taking, skills versus craft, the writer's notebook, the writing conference, the role of literature, and more. When used in combination with the authors' books, *Craft Lessons* and *Nonfiction Craft Lessons*, these videodiscs are an even more powerful resource.

2002 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-465-8 • \$395.00



AGES 8-16

Teaching Adolescent Writers

Kelly Gallagher

Kelly Gallagher shares a number of classroom-tested strategies that enable teachers to motivate young writers, understand the importance of teaching writing, and assess essays in ways that drive better writing performance. He draws on his classroom experiences and work as co-director of a regional writing project to offer teachers both practical ways to incorporate writing instruction into their day, and compelling reasons to do so.

2006 • 224 pp/paper
ISBN: 1-57110-422-4 • \$20.00

NEW!



GRADES K-6

Crafting Writers, K-6

Elizabeth Hale

How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honoring the reality that terms like voice, sentence fluency, and writing with details are descriptions of where we want our students to be, not next steps on how to reach those goals. In *Crafting Writers, K-6* Elizabeth Hale shows teachers how to identify the specific elements of craft when assessing student work and planning instruction, and use them to teach students the techniques that will move them forward as writers.

2008 • 288 pp/paper
ISBN: 1-57110-739-8 • \$22.50

AGES 5-7

Talking, Drawing, Writing

Lessons for Our Youngest Writers

Martha Horn and Mary Ellen Giacobbe

In the early grades, talking and drawing can provide children with a natural pathway to writing, yet these components are often overlooked. Martha Horn and Mary Ellen Giacobbe invite readers to join them in classrooms where they listen, watch, and talk with children, then use what they learn to create lessons designed to lead children into the world of writing. The book's lessons are organized by topic and include oral storytelling, drawing, writing words, assessment, introducing booklets, and moving writers forward. Martha and Mary Ellen show the thinking behind their teaching decisions and they give us examples of the language they use with children that reveal a genuine respect for and trust in children as learners.

2007 • 276 pp/paper
ISBN: 1-57110-456-4 • \$24.00



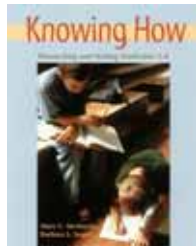
AGES 8-12

The Writing Lives of Children

Dan Madigan and Victoria T. Koivu-Rybicki

How do children choose the topic they write about? Is their goal of writing to achieve a certain level of literacy, or are they accomplishing something more personal and social? The answers are as different and complex as the children, as Dan Madigan and Vicki Rybicki reveal in this compelling study of third- and fourth-grade writers in an inner-city school.

1997 • 128 pp/paper
ISBN: 1-57110-011-3 • \$17.50



AGES 7-12

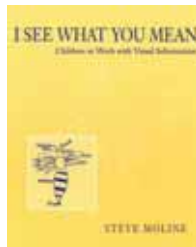
Knowing How

Researching and Writing Nonfiction 3-8

Mary C. McMackin and Barbara S. Siegel

Revitalize research reports! Combining research with compelling writing is challenging for The authors demystify the research process and provide tools students need to shape their research into substantive, well-written products that communicate with readers and reflect passion that each brings to a subject she or he loves.

2002 • 176 pp/paper
ISBN: 1-57110-340-6 • \$19.50



AGES 4-12

I See What You Mean

Children at Work with Visual Information

Steve Moline

"Write your answer and if you have time left over, you can draw a picture." This all-too-familiar instruction to children sends the unfortunate message that writing has content and value and will be graded, but drawing is optional and will be ignored. In this activity-laden resource book, Steve Moline outlines learning/literacy strategies that require students to communicate graphically. Because visual literacy extends into all subject areas, any elementary classroom teacher will find *I See What You Mean* a helpful source of information and ideas.

1995 • 152 pp/paper
ISBN: 1-57110-031-8 • \$22.50



AGES 4-12

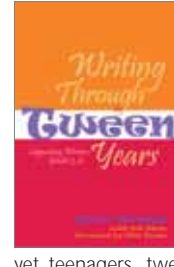
What Is Visual Literacy?

An Inservice Video Workshop

Steve Moline

When children begin to read and write they are as interested in informational texts as they are in fiction. But information is not conveyed only with print; the wealth of visual texts is often the clearest communicators of the information. In this videotape Steve Moline presents the basics of visual literacy and its place in the curriculum, illustrating his points with classroom sequences with students and workshop sessions with teachers.

1996 • 1 50-minute videotape + viewing guide
ISBN: 1-57110-043-1 • \$95.00



AGES 7-10

Writing Through the Tween Years

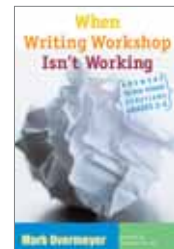
Supporting Writers, Grades 3-6

Bruce Morgan with Deb Odum

Foreword by Ellin Oliver Keene

No longer children, but not yet teenagers, tweens are beginning to see themselves as autonomous entities while struggling to understand where they fit in. Many teachers of 8- to 12 year olds find this to be an awkward period as well, as a new emphasis on testing in the upper elementary grades pushes many of them to virtually abandon writer's workshops in favor of assigning formula writing and prompts in hopes of raising test scores. This emphasis on test preparation dilutes the quality of writing programs in the upper elementary grades and allows little time for teachers to build on the emerging competencies and personalities of tweens. Facing this dilemma in their own school, the authors describe how they and their colleagues regained joy in their teaching of writing and celebrate the unique voices of writers in grades 3 to 6.

2004 • 160 pp/paper
ISBN: 1-57110-406-2 • \$15.00



AGES 6-9

When Writing Workshop Isn't Working

Answers to Ten Tough Questions, Grades 2-5

Mark Overmeyer

Foreword by Stephanie Harvey

Writing is hard work. Teaching it can be even harder. As most teachers know, writer's workshop doesn't always go as planned, and many find there are obstacles that they consistently struggle with. In his role as a literacy coordinator and teacher, Mark Overmeyer has heard the same issues raised again and again by both new and experienced colleagues. *When Writing Workshop Isn't Working* acknowledges the process-based nature of the writing workshop. It eschews formulaic, program-based, one-size-fits-all answers; presenting, instead, multiple suggestions based on what works in real classrooms.

2005 • 144 pp/paper
ISBN: 1-57110-404-6 • \$16.00



AGES 4-6

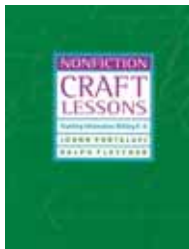
In the Beginning

Young Writers Develop Independence

JoAnn Portalupi and Ralph Fletcher

While literacy development begins long before children are of school age, the kindergarten classroom marks an important moment as students embark on their lifelong journey as writers. This enlightening video program offers a close up view of a master teacher's writing workshop as she focuses on critical topics associated with young children. She addresses conferring with young writers, teaching skills in context, tools for record-keeping, publishing and the role of audience—all in the middle of a busy kindergarten day.

2004 • 1 30-minute videotape + viewing guide
ISBN: 1-57110-398-8 • \$95.00



AGES 4-12

Nonfiction Craft Lessons

Teaching Information Writing K-8

JoAnn Portalupi and Ralph Fletcher

Most young writers are not intimidated by personal narrative, fiction, or even poetry, but when they try to put together a "teaching book," report, or persuasive essay, they often feel anxious or frustrated. JoAnn Portalupi and Ralph Fletcher believe that young nonfiction writers supply plenty of passion, keen interest and wonder. Teachers can provide concrete strategies to help students scaffold their ideas as they write in this challenging genre. *Nonfiction Craft Lessons* will help students breathe voice into lifeless nonfiction writing, make it clearer, more authoritative, and more organized.

2001 • 160 pp/paper
ISBN: 1-57110-329-5 • \$18.50



AGES 7-9

Talking About Writing

JoAnn Portalupi and Ralph Fletcher

Writing conferences can be difficult to manage, and it may be tempting to omit them from

writer's workshop, but these one-to-one interactions are crucial. Watch and listen as accomplished teachers of students in grades 3 through 5 confer with students about their writing.

2003 • 60 minutes • 1 disc + viewing guide
ISBN: 1-57110-473-9 • \$195.00



AGES 4-16

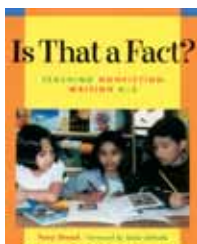
Portfolios in the Classroom

Tools for Learning and Instruction

Beth Schipper and Joanne Rossi

The wonderful effect of the portfolio process is the self-awareness that develops when kids generate their own selection criteria, make decisions, and reflect on their work. Using portfolios enables teachers to be clearer in their presentation of instructional strategies. With examples from real portfolios and successful classroom experiences, Beth Schipper and Joanne Rossi take you step-by-step through helping children create portfolios that reveal accurate assessments of their own work.

1997 • 120 pp/paper
ISBN: 1-57110-060-1 • \$16.00



AGES 4-7

Is That a Fact?

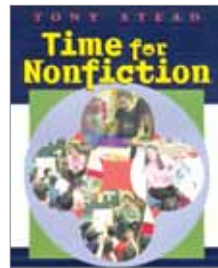
Teaching Nonfiction Writing K-3

Tony Stead

Over eighty-five percent of the reading and writing we do as adults is nonfiction, yet most of the reading and writing in K-3 classrooms is fiction or personal narrative. Nonfiction inspires enthusiasm in children because they can choose topics that interest them

personally. *Is That a Fact?* explores a variety of authentic purposes for writing nonfiction, such as describing, instructing, persuading, explaining, and more. It shows how to introduce each purpose using a variety of forms from letters to captions to interviews.

2001 • 264 pp/paper
ISBN: 1-57110-331-7 • \$21.00



AGES 4-7

Time for Nonfiction

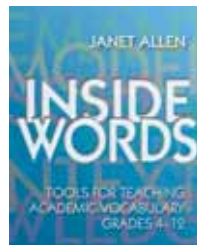
Tony Stead

Explore many of the creative ways that nonfiction reading and writing can come alive in the classroom. This two-disc series shows Tony teach-

ing alongside first and third grade teachers at the Manhattan New School.

2004 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-406-6 • \$395.00

WORD WORK



AGES 11-17

Inside Words

Tools for Teaching Academic Vocabulary

Janet Allen

We've learned a lot in recent years about the important role vocabulary plays in making meaning, yet many teachers still struggle with vocabulary instruction that goes beyond weekly word lists. In *Inside Words*, Janet Allen merges recent research and key content-area teaching strategies to show teachers how to help students understand the academic vocabulary found in textbooks, tests, articles, and other informational texts. Each instructional tool is listed alphabetically and its purpose explained. *Inside Words* builds on Janet's previous books *Words, Words, Words* and *Tools for Teaching Content Literacy*, to provide a middle and secondary school resource for teaching vocabulary in all of the content areas. An accompanying CD-ROM includes printable graphic organizers in English and Spanish.

2007 • 128 pp/paper + CD-ROM
ISBN: 1-57110-399-6 • \$18.50



AGES 8-16

Words, Words, Words

Teaching Vocabulary in Grades 4-12

Janet Allen

Do your teachers spend hours creating word lists and weekly vocabulary tests only to find that students have "forgotten" the words by the following week? *Words, Words, Words* describes the research that changed the way Janet Allen and many other teachers teach vocabulary. It provides educators with a strong research base, detailed classroom-based lessons, and graphic organizers to support strategy lessons. At a time when teachers are struggling to meet content standards in reading across the curriculum, this book offers practical solutions for meeting those standards in meaningful and lasting ways.

1999 • 160 pp/paper
ISBN: 1-57110-085-7 • \$18.50



AGES 4-8

The Craft of Grammar

Integrated Instruction in Writer's Workshop

Jeff Anderson

Teachers are urged to integrate grammar instruction with lessons on writer's craft, but what does that look like in real classrooms with real kids? In *The Craft of Grammar*, Jeff Anderson shows how he brings grammar and craft together meaningfully for student writers.

2007 • 60 minutes • 1 disc + viewing guide
ISBN: 1-57110-476-2 • \$195.00



AGES 8-12

Mechanically Inclined

Building Grammar, Usage, and Style into Writer's Workshop

Jeff Anderson

Foreword by Vicki Spandel

Middle-school teacher, Jeff Anderson has discovered that nearly all teachers struggle to find ways of making the mechanics of English meaningful to kids and that many students are not grasping the basics that allow them to reach their potential as writers. *Mechanically Inclined* is the culmination of years of experimentation that merges the best of writer's workshop elements with relevant theory about how and why skills should be taught. It shifts the negative, rule-plagued emphasis of much grammar instruction into one which celebrates the power and beauty these tools have in shaping all forms of writing.

2005 • 216 pp/paper
ISBN: 1-57110-412-7 • \$20.00



AGES 7-10

A Day of Words

Integrating Word Work in the Intermediate Grades

Max Brand

In *A Day of Words*,

fifth-grade teacher Max Brand demon-

strates how he helps students search for, study, and celebrate words. Taped over the course of one day, we see distinct word instruction segments that Max has planned, along with many spontaneous teaching moments that occur for word work. Students learn more than just spelling skills or vocabulary knowledge; they become more naturally accomplished in their understanding and use of words in all contexts.

2005 • 75 minutes • 1 disc + viewing guide and bonus material
ISBN: 1-57110-417-8 • \$195.00



AGES 7-10

Word Savvy

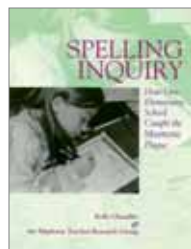
Integrating Vocabulary, Spelling, and Word Study, Grades 3-6

Max Brand

Tired of assigning weekly spelling lists that your students memorize for the test only to have them misspell the words in their daily

writing? Then join Max Brand in his fifth-grade classroom where word learning is integrated fully into literacy workshops.

2004 • 192 pp/paper
ISBN: 1-57110-366-X • \$22.50



AGES 4-9

Spelling Inquiry

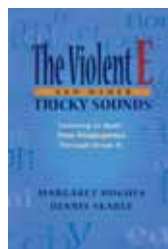
How One Elementary School Caught the Mnemonic Plague

Kelly Chandler et al.

For the members of the Mapleton Teacher-Research Group, spelling was the

pebble in the shoe. Written by classroom teachers using a unique collaborative process, the book has a two-fold emphasis on inquiry. The authors discuss how to foster inquiry-based learning about spelling in their classrooms and also provide a detailed look at the workings of their schoolwide teacher research group.

1999 • 176 pp/paper
ISBN: 1-57110-303-1 • \$18.50



AGES 4-10

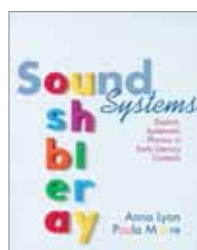
The Violent E and Other Tricky Sounds

Learning to Spell from Kindergarten Through Grade 6

Margaret Hughes and Dennis Searle

The Violent E provides detailed description of spelling development that will help teachers recognize and monitor growth and plan effective spelling programs for their students. Using detailed descriptions of growth in spelling developed by following children from kindergarten through grade 6, the book highlights what is really important in learning to spell.

1997 • 200 pp/paper
ISBN: 1-57110-034-2 • \$20.00



AGES 4-7

Sound Systems

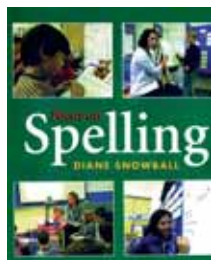
Explicit, Systematic Phonics in Early Literacy Contexts

Anna Lyon and Paula Moore

While there is an increasing emphasis on and mandate

for phonics instruction, very few resources exist that show teachers how to design and use a systematic phonics program with young children. Building on a strong base of current research and developmental theory, *Sound Systems* provides practical teacher-and-child-friendly assessment tools that capitalize on the reading and writing samples that many teachers already collect in early literacy contexts.

2002 • 176 pp/paper
ISBN: 1-57110-346-5 • \$18.50



AGES 4-12

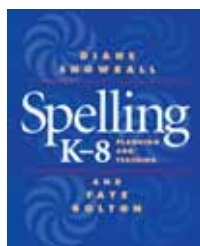
Focus on Spelling

Diane Snowball

Using the key principals set forth in *Spelling K-8*, this four-disc set will help you instill purposeful, smart spelling instruction across your K-8 classrooms. Diane Snowball

shows how to make instruction efficient and developmentally appropriate, then you will see the concepts put to work in three urban classrooms.

2000 • 60 minutes • 2 discs + viewing guide
ISBN: 1-57110-488-7 • \$395.00



AGES 4-12

Spelling K-8

Planning and Teaching

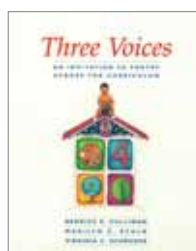
Diane Snowball and Faye Bolton

Spelling K-8 meets the needs of schools and districts that want to put systematic teaching in place

without compromising the principles of constructivist learning. Children are actively engaged in spelling explorations, being guided by their teachers, forming generalizations that reflect their current understanding about how written English works. Suggestions are also offered for children whose first language is not English. This book addresses the issues that administrators and parents are concerned about—especially phonics and high frequency words—and offers teachers a wealth of strategies and resources to draw on.

1999 • 280 pp/paper
ISBN: 1-57110-074-1 • \$22.50

POEMS AND STORIES



AGES 4-8

Three Voices

An Invitation to Poetry Across the Curriculum

Bernice E. Cullinan, Marilyn C. Scala, and Virginia C. Schroder

Teachers know that poetry is a great deal more than just an add-on or an "enrichment" to fit into the curriculum at a spare moment. The key is to know where to start and how to develop teaching ideas that make poetry a natural and enjoyable part of classroom work. *Three Voices* is organized around strategies for using poetry. There are thirty-three detailed strategies spelled out and nearly three hundred brief suggestions.

1995 • 152 pp/paper
ISBN: 1-57110-015-6 • \$22.50



AGES 4-16

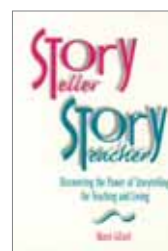
A Note Slipped Under the Door

Teaching from Poems We Love

Nick Flynn and Shirley McPhillips

How do we read a poem? What can we teach from a poem we love? How can we name what poets do in order to inform our writing, our teaching? Nick Flynn and Shirley McPhillips have often encountered these and similar questions. This book invites preservice and inservice teachers, staff developers—anyone who wants to make a lasting place for poetry in their own and their students' lives—into many of these same primary through middle school classrooms for an up-close look at several thoughtful, rigorous poetry inquiries.

2000 • 256 pp/paper
ISBN: 1-57110-320-1 • \$19.50



AGES 4-16

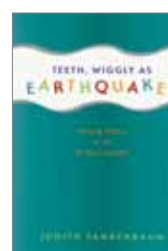
Storyteller, Storyteacher

Discovering the Power of Storytelling for Teaching and Living

Marni Gillard

Marni Gillard has told stories to preschoolers, middle schoolers, and college students, and elicited their tales in return. She's witnessed repeatedly that we teach ourselves how to live by telling our stories. In this book she shares the lessons she's learned about child-centered teaching and telling. She speaks to the soul of the experienced but often weary teacher and shines a light of encouragement on the path before the beginning teacher.

1995 • 232 pp/paper
ISBN: 1-57110-014-8 • \$19.50



AGES 4-7

Teeth, Wiggly as Earthquakes

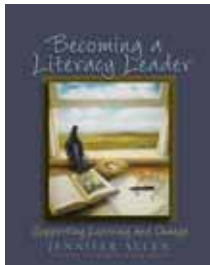
Writing Poetry in the Primary Grades

Judith Tannenbaum

Teeth, Wiggly as Earthquakes guides teachers who want to explore writing poetry with their primary students. The lessons are easy to follow and contain numerous model poems written by primary students. Judith Tannenbaum gives teachers information while also respecting their intelligence. They can use the book as a step-by-step guide then, as they feel more comfortable with poems, adapt the lessons, add model poems by their own students, and make up entirely new lessons. The book includes examples of how other primary teachers did just that.

2000 • 88 pp/paper
ISBN: 1-57110-323-6 • \$14.00

PROFESSIONAL DEVELOPMENT



AGES 5-11

Becoming a Literacy Leader

Supporting Learning and Change

Jennifer Allen
Foreword by
Karen Szymusiak
and Franki Sibberson

At a time when all administrators are urged to be literacy leaders, Jennifer Allen's book provides an insider's view of leadership, and how to create an environment that fosters professional development. *Becoming a Literacy Leader* chronicles Jennifer's move to a new school and a new job as a literacy specialist where she found herself tackling everything from teacher study groups to state-mandated assessment plans. This is a positive book, rooted in the belief that teachers know what they need when it comes to professional development in literacy, and the best literacy leaders are those who listen to and respect the educators in their midst.

2006 • 152 pp/paper
ISBN: 1-57110-419-4 • \$18.00

NEW!



GRADES 3-6

Teacher Study Groups

Jennifer Allen

Teacher study groups are a wonderful tool for building a reflective, research-based community within schools. This video provides a

window into the study group process as literacy specialist Jennifer Allen facilitates a group exploring ways to improve writing workshops.

2008 • 22 minutes • 1 disc + viewing guide
ISBN: 1-57110-498-4 • \$55.00

AGES 4-16

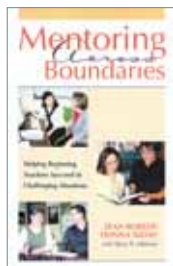
The National Board Certification Handbook

Support and Stories from Teachers and Candidates

Diane Barone

If you have decided to seek certification or are just thinking about it, this practical handbook will answer many of your questions. Beginning with the decision to seek National Board certification, continuing through the portfolio and assessment process and providing guidance for those who are unable to successfully complete all the requirements. Each chapter is written by a candidate who has been through the preparation process.

2002 • 136 pp/paper
ISBN: 1-57110-349-X • \$17.50



AGES 4-16

Mentoring Across Boundaries

Helping Beginning Teachers Succeed in Challenging Situations

Jean Boreen
and Donna Niday
with Mary K. Johnson

Designed for mentors, administrators, and teacher educators, *Mentoring Across Boundaries* builds on the foundations of the authors' previous book, *Mentoring Beginning Teachers*, to explore many of the specific issues that impact the mentoring relationship, including the school environment, the mentee's stage of career, and other influences.

2003 • 224 pp/paper
ISBN: 1-57110-377-5 • \$18.50



AGES 4-16

Mentoring Beginning Teachers

Guiding, Reflecting, Coaching

Jean Boreen et al.

This book offers strategies for those K-12 teachers who work as mentors with beginning teachers in their school districts. The authors illustrate how to move the beginning teacher beyond the typical plan-teach-evaluate mode to a higher level of joint assessment and reflection.

2000 • 144 pp/paper
ISBN: 1-57110-309-0 • \$18.50



AGES 4-16

Living the Questions

A Guide for Teacher-Researchers

Ruth Shagoury Hubbard
and Brenda Miller Power

This classic guide is the definitive resource for the methods of teacher research. With a consistent tone that is eloquent and passionate, *Living the Questions* will challenge and inspire teacher-researchers at all levels to see the potential for inquiry in their lives.

1999 • 328 pp/paper
ISBN: 1-57110-081-4 • \$28.50



AGES 4-16

Mentoring Guiding, Coaching, and Sustaining Beginning Teachers

Donna Niday
and Jean Boreen

Mentoring has been proven to be one of the most effective means of keeping new teachers in the profession. In this new two-part video series, you'll see demonstrations and discussions of the effective components of a good mentoring program. In this new two-part video series Jean Boreen and Donna Niday expand on and illustrate the concepts found in

their book, *Mentoring Beginning Teachers*. Each video takes you to schools and classrooms in Flagstaff, AZ where you'll see new and student teachers working with their mentors to successfully navigate the crucial first years of teaching.

2003 • 50 minutes • 1 disc + viewing guide
ISBN: 1-57110-490-9 • \$195.00



AGES 4-16

Learning Along the Way

Professional Development by and for Teachers

Diane Sweeney

Can your school or district improve its approach to building expertise among teachers—both those new to the profession and those interested in refining their craft? Diane Sweeney, currently a Literacy Specialist with the Public Education & Business Coalition, tells the story of how the inner city public school in Denver where she was a teacher and Literacy Coach used learner-centered professional development to achieve outstanding gains in teacher knowledge and effectiveness.

2003 • 136 pp/paper
ISBN: 1-57110-343-0 • \$17.50



AGES 4-8

Administrators

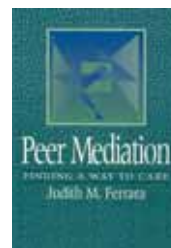
Supporting School Change

Robert Wortman

This book is directed at all who are interested in school revitalization—classroom teachers, site and district administrators, parents, policymakers, and funders. As Bob Wortman explains the ways in which he strives to create a schoolwide learning community that includes everyone—students, teachers, family members, support personnel, and the neighborhood beyond the school doors—you'll be treated to the rich possibilities of vital public school learning.

1996 • 80 pp/paper
ISBN: 1-57110-047-4 • \$17.50

CLASSROOM MANAGEMENT



AGES 4-16

Peer Mediation

Finding a Way to Care

Judith M. Ferrara

Many Peer Mediation programs falter in their second or third year, then disappear. What makes a program effective enough to endure year after year and become part of a school's culture? *Peer Mediation* is the story of how one successful program started in an urban elementary school—how it was designed, implemented, and maintained.

1996 • 184 pp/paper
ISBN: 1-57110-021-0 • \$17.50



AGES 4-16

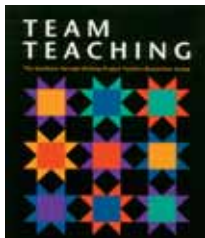
Ask Ms. Class

Susan Ohanian

Ask Ms. Class is the ultimate advice book, for Ms. Class knows that teachers don't want field trip frenzy, merit pay, vouchers, time-on-task slips, vowel extra-strength formulas, or scope and

sequence free agency clauses. Teachers want to be heard. If you need a laugh or a good cry, ask Ms. Class. She listens and she answers.

1995 • 232 pp/paper
ISBN: 1-57110-025-3 • \$18.50



AGES 4-16

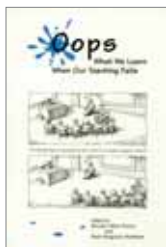
Team Teaching

Northern Nevada Writing Project

This book discusses the social and personal aspects of teaming, illuminating the process with first-person vignettes

taken from the journals that classroom teachers kept to record their experiences. Discussed are such issues as differences between teaming in elementary, middle and secondary schools; getting started; upsides and downsides; administrative and parental perspectives; and more.

1996 • 120 pp/paper
ISBN: 1-57110-040-7 • \$15.00



AGES 4-16

Oops

What We Learn When Our Teaching Fails

Brenda Miller Power and Ruth Shagoury Hubbard, eds.

If you've ever had an awful day (or week or month or year) as

a teacher, you will enjoy the essays in *Oops*. These stories will resonate with every teacher who took a risk and blew it. As contributors like James Beane, Glenda Bissex, Leila Christenbury, Jerry Harste, Donald Murray, Susan Ohanian, Patrick Shannon, and Kathy Short demonstrate, even the profession's gurus struggle with disaster.

1996 • 200 pp/paper
ISBN: 1-57110-027-X • \$18.50



AGES 4-8

Inventing a Classroom

Life in a Bilingual, Whole Language Learning Community

Kathryn F. Whitmore and Caryl G. Crowell

Inventing a Classroom is the story of how "the Sunshine room," Caryl Crowell's third-grade classroom, invents itself and how in this process the children themselves are continually inventing oral and written language, culture and curriculum. Caryl, with co-author Kathryn Whitmore, carries readers through several critical events in the life of this bicultural classroom within a bilingual working-class neighborhood.

1994 • 288 pp/paper
ISBN: 1-57110-002-4 • \$21.00

NEW!



GRADES 5-9

TeamWork

Setting the Standard for Collaborative Teaching, Grades 5-9

Monique Wild, Amanda Mayeaux, and Kathryn Edmonds
Foreword by Jack Berckemeyer

In 2006 three middle school teachers from Louisiana became the first team to win the national "Teacher of the Year" prize at the annual Disney Teacher Awards. Now, through their new book, Monique Wild, Amanda Mayeaux, and Kathryn Edmonds are ready to share their successful approach with others. *TeamWork* is full of captivating stories and insightful conversations. The authors provide an insider's look at collaborative teaching in action, delivering the straight scoop on: mining the talents of students and colleagues; building partnerships with principals and parents; and deepening curriculum integration by "cutting the fluff."

2008 • 176 pp/paper
ISBN: 1-57110-711-4 • \$18.00



AGES 9-13

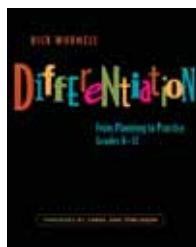
Day One and Beyond

Practical Matters for New Middle-Level Teachers

Rick Wormeli

For new teachers it is often the practical details rather than the weighty issues of instructional theory that can make day-to-day survival a challenge. For those just entering the middle school environment, *Meet Me in the Middle* author Rick Wormeli provides an invaluable collection of tips along with humorous insights into the nature of middle-level schools and students that will help you walk in the door prepared to teach.

2003 • 208 pp/paper
ISBN: 1-57110-355-4 • \$21.00



AGES 11-17

Differentiation

From Planning to Practice, Grades 6-12

Rick Wormeli

"Differentiation is nice, but..." How many times have you heard that phrase; or even uttered it yourself? Most educators want to provide appropriate instruction for the diverse learning needs of their students, however moving from theory to practice can stymie both novice and experienced teachers. In this practical and accessible book, Rick Wormeli walks middle-level teachers through a differentiated lesson from start to finish, detailing the steps to take before, during, and after to deepen connections for students. Rick offers time-tested strategies and reflective advice about reaching a wide range of learners within the same classroom.

2007 • 256 pp/paper
ISBN: 1-57110-708-8 • \$23.00



AGES 9-13

Meet Me in the Middle

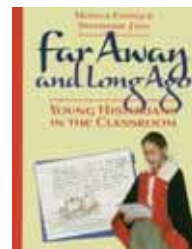
Becoming an Accomplished Middle-Level Teacher

Rick Wormeli
Foreword by Ed Brazee

Both a "how-to" book and a rich narrative, *Meet Me in the Middle* draws on the author's 20 years of experience in the middle school classroom. He addresses key middle-level teaching challenges such as differentiating instruction, writing in all subjects, alternative assessments, teaming, mentoring, and more.

2001 • 264 pp/paper
ISBN: 1-57110-328-7 • \$23.00

TEACHING SOCIAL STUDIES



AGES 4-16

Far Away and Long Ago

Young Historians in the Classroom

Monica Edinger and Stephanie Fins

As one classroom teacher's personal narrative on the development, teaching, and assessment of her curriculum, *Far Away and Long Ago* features an overview of issues regarding History in the elementary school; curriculum ranging from the near to the far, from the recent to the distant past, including topics such as memoir, immigration, Native Americans, and the Pilgrims; detailed descriptions on how each unit was developed, taught, and assessed; examples and analysis of student work; and teaching goals and reflections on the complexities of teaching History.

1997 • 168 pp/paper
ISBN: 1-57110-044-X • \$18.50



AGES 10-17

Eyewitness to the Past

Strategies for Teaching American History in Grades 5-12

Joan Brodsky Schur
Foreword by James A. Percoco

Throughout history, people have kept records of their lives: diaries, photographs, and letters. Joan Brodsky Schur reveals how compelling and engaging the study of history becomes when students use these documents to imagine living through events in American history. *Eyewitness to the Past* examines six types of primary sources: diaries, travelogues, letters, news articles, speeches, and scrapbooks. Used together, the six strategies offer a varied and cohesive structure for studying the American past that reinforces material in the textbook, encourages creativity, activates different learning styles, and strengthens cognitive skills. Rubrics and a list of resources are offered for each eyewitness strategy.

2007 • 256 pp/paper
ISBN: 1-57110-497-7 • \$20.00



AGES 4-12

Learning Together Through Inquiry

From Columbus to Integrated Curriculum

Kathy G. Short et al.

Learning Together Through Inquiry is the story of how six teachers collaborated

with each other and with their students to explore and negotiate curriculum as inquiry in their classrooms. Through this experience they were able to examine their beliefs about inquiry and the teaching of content in elementary classrooms and, most important, they saw the students becoming engaged in learning. The book is an accessible guide to applying the inquiry cycle and negotiating curriculum around a broad concept.

1996 • 224 pp/paper
ISBN: 1-57110-033-4 • \$21.00



AGES 4-12

If This Is Social Studies, Why Isn't It Boring?

Stephanie Steffey and Wendy J. Hood

In this contributed collection, twenty-three teachers explain their successful strategies for

teaching the social studies disciplines in a whole language context. The book covers contemporary subjects, traditional topics, well-known projects, social studies in the community, and multicultural matters.

1994 • 248 pp/paper
ISBN: 1-57110-003-2 • \$21.00



AGES 4-16

History Comes Home

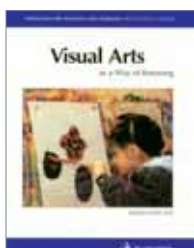
Family Stories Across the Curriculum

Steven Zemelman, Patricia Bearden, Yolanda Simmons, and Pete Leki

By creating a supportive classroom community and employing in-depth inquiry on a topic of real significance to students, you can help them see how school subjects provide essential tools and knowledge for their lives. In this lively, step-by-step text you will find everything you need to carry out family history projects that will engage even your most reluctant students. Strategies for relating family history projects to district standards and requirements ensure that necessary curriculum is covered even as the strategies support students' own lines of inquiry.

1999 • 176 pp/paper
ISBN: 1-57110-308-2 • \$17.50

TEACHING THE ARTS



AGES 4-8

Visual Arts

as a Way of Knowing

Karolynne Gee

Visual Arts as a Way of Knowing is a serious yet fun resource for teachers who are curious about art and know that it can be an

important part of their teaching. The book is meant

to tease out the artist in you, to encourage you to take risks and delve into painting or drawing or creating objects. For like writing, art is a matter of taking risks that can lead to wonderful rewards.

1999 • 192 pp/paper
ISBN: 1-57110-090-3 • \$19.50



AGES 4-8

Drama

as a Way of Knowing

Paul G. Heller

Paul Heller, an experienced teacher, playwright, and producer, will convince and assure you that drama is already a part of your class-

room. He explains how you can harness the dramatic energy and use it as an effective learning tool.

1996 • 96 pp/paper
ISBN: 1-57110-050-4 • \$17.50



AGES 4-8

Music

as a Way of Knowing

Nick Page

Nick Page loves to make and share music with his students, and it's likely that you will too by the time you've finished his passion-

ate, though-provoking book. You will also have developed a new understanding of and appreciation for the role music can play in supporting learners.

1996 • 80 pp/paper
ISBN: 1-57110-052-0 • \$17.50



AGES 4-8

Dance

as a Way of Knowing

Jennifer Zakkai

Jennifer Donahue Zakkai illuminates why and how dance is a powerful tool for learning and creativity in K-6 classrooms. In this

"workshop on paper" you'll discover how to build on what you already know about movement, and implement techniques to tap into children's natural appetite for moving.

1997 • 144 pp/paper
ISBN: 1-57110-064-4 • \$17.50

INTEGRATED CURRICULUM



AGES 4-8

Get Real

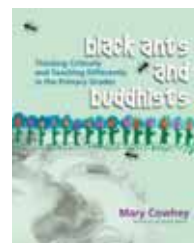
Bringing Kids' Learning Lives into Your Classroom

Jean Anne Clyde and Mark W. F. Condon

Using dozens of stories of real kids, the authors bring to life fundamental concepts

about learners, learning and teaching. They believe that when teachers want a fresh perspective on the kind of learning that is possible in classrooms, they must first examine how children really learn—not in the controlled context of school, but in out-of-school settings.

1999 • 256 pp/paper
ISBN: 1-57110-056-3 • \$21.00



AGES 5-8

Black Ants and Buddhists

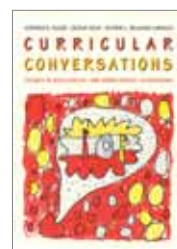
Thinking Critically and Teaching Differently in the Primary Grades

Mary Cowhey

Foreword by Sonia Nieto

If you were inspired to become a teacher because you wanted to change the world, and instead find yourself limited by teach-to-the-test pressures, *Black Ants and Buddhists* will make you think. Mary Cowhey gives readers insight into her Peace Class in Northampton, MA, where first and second graders view the entire curriculum through the framework of understanding the world, and trying to do their part to make it a better place. Her students learn to make connections between their lives, the books they read, and the larger world.

2006 • 256 pp/paper
ISBN: 1-57110-418-6 • \$18.00



AGES 4-8

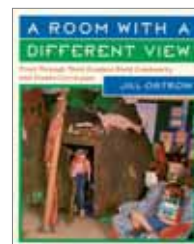
Curricular Conversations

Themes in Multilingual and Monolingual Classrooms

Stephen B. Kucer, Cecilia Silva, and Esther Delgado-Larocco

"How do I pick a theme that all my students can get involved in?" If this question is familiar to you, you'll welcome this concise and helpful book on the "whys" and "hows" of building and implementing a thematically unified curriculum. The authors emphasize "conversations" because they believe that all students—whatever their abilities, languages, or literacy levels may be—should be able to join in and be engaged by the many interesting ideas that a theme holds.

1995 • 200 pp/paper
ISBN: 1-57110-016-4 • \$21.00



AGES 4-7

A Room With a Different View

First Through Third Graders Build Community and Create Curriculum

Jill Ostrow

In *A Room with a Different View*, Jill Ostrow reveals how a group of six- to nine-year-old children physically transformed their classroom into an island, created a community, and completed projects that grew out of the new environment, involving everyone in real-world problem solving. After reading this engaging narrative, you may not want to turn your classroom into a tropical island, but you will see a new and different approach to curriculum and a philosophy to draw on and apply with your own students.

1995 • 168 pp/paper
ISBN: 1-57110-009-1 • \$21.00



AGES 4-16

Hyperlearning

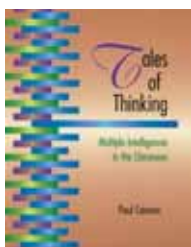
Where Projects, Inquiry, and Technology Meet

Jeffrey D. Wilhelm and Paul D. Friedemann with Julie Erickson

Documenting learning with hypermedia is a way of presenting text in nonlinear, multimedia form on "cards" or computer screens. Graphics, photos, drawings, video, music, speech, or animation can all be included with text on cards and linked or connected to other cards through the use of "buttons." Through their own classroom stories and research, the authors explore how they taught hypermedia skills within the context of real and personally relevant middle school classroom projects.

1998 • 184 pp/paper
ISBN: 1-57110-054-7 • \$22.50

THINKING AND COGNITION



AGES 4-8

Tales of Thinking

Multiple Intelligences in the Classroom

Paul Carreiro

Learn to construct a workable framework for approaching any topic or curriculum in a way that

accommodates a range of intelligences. In concise chapters, Paul Carreiro describes specific and practical strategies that demonstrate ways in which children can and do think when prompted by appropriate teacher challenges.

1997 • 216 pp/paper
ISBN: 1-57110-061-X • \$18.50



AGES 4-8

A Workshop of the Possible

Nurturing Children's Creative Development

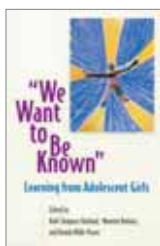
Ruth Shagoury Hubbard

Ruth Hubbard describes ways to develop children's creativity in classrooms that respect their

amazing abilities. This book helps teachers who want to integrate a child-centered curriculum beyond reading and writing: while grounded in holistic and constructivist literacy theory, it goes beyond language arts into math and science, into children conducting research and problem solving. Included are numerous examples from inside classrooms, classroom layouts, and schedules.

1996 • 176 pp/paper/full-color insert
ISBN: 1-57110-007-5 • \$21.00

SOCIAL LEARNING



AGES 4-16

We Want to Be Known

Learning from Adolescent Girls

Ruth Shagoury Hubbard, Maureen Barbieri, and Brenda Miller Power, eds.

A flurry of studies show how concerned teachers and parents are about adolescent girls. What's been missing

in the research are practical strategies for changing the curriculum and building communities that help girls grow up secure and strong. "We Want to Be Known", written by teacher researchers throughout the country, documents successful innovations. The writers show through their stories of classrooms how they changed as they watched and listened to girls.

1998 • 200 pp/paper
ISBN: 1-57110-079-2 • \$18.50

ASSESSMENT



AGES 4-6

Assessment

Continuous Learning

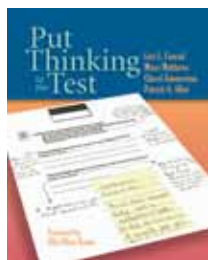
Lois Bridges

Every learning event is an opportunity for assessment. Effective teaching begins with knowing your students, and assessment is a

learning tool that enables you to know them. Teacher and researcher Lois Bridges helps you understand your students' developmental needs and their interests and concerns. This book provides a wide range of teacher-developed kidwatching and assessment forms to show different ways to reflect on children's work. It offers developmental checklists, student and child interview suggestions, guidelines for using portfolios, rubrics, and self-evaluation profiles.

1996 • 112 pp/paper
ISBN: 1-57110-048-2 • \$17.50

NEW!



GRADES 3-8

Put Thinking to the Test

Lori L. Conrad, Missy Matthews, Cheryl Zimmerman, Patrick A. Allen
Foreword by Ellin Oliver Keene

How can teachers use

the comprehension strategies put forward in books like *Strategies That Work* and *Mosaic of Thought* to help students become not just better readers and thinkers but also better test-takers? Just as comprehension strategies have helped millions of students learn to read like proficient readers, they can also help students think like effective test-takers. The authors show how students can use background knowledge, mental images, synthesizing, monitoring, inferring, questioning and determining of importance to understand the genre of tests and to think through the problems they are given. Instead of engaging in artificial and disconnected activities to cram for upcoming tests, students learn skills and strategies that will serve them throughout their school careers and beyond.

2008 • 216 pp/paper
ISBN: 1-57110-731-2 • \$21.00



AGES 4-8

Knowing Literacy

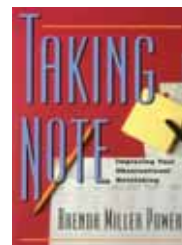
Constructive Literacy Assessment

Peter H. Johnston

In *Knowing Literacy*, Peter Johnston sets forth the theoretical basis for today's assessment practices in the context of contemporary

literacy learning theory. This comprehensive text equips teachers with the knowledge and techniques to assess in ways that help their students develop a more thoughtful literacy.

1997 • 368 pp/paper + 40-minute audio tape
ISBN: 1-57110-008-3 • \$36.00



AGES 4-16

Taking Note

Improving Your Observational Notetaking

Brenda Miller Power

Teachers need to be keen observers and notetakers as they assess how students

learn. This practical guide will show readers how to dig their way through the mountain of paperwork before them and how to begin to keep thoughtful records of student learning. In dozens of examples from teachers at all grade levels, Brenda Power offers helpful suggestions and strategies for everyone from the first-year teacher to the veteran classroom researcher.

1996 • 104 pp/paper
ISBN: 1-57110-035-0 • \$15.00



AGES 4-16

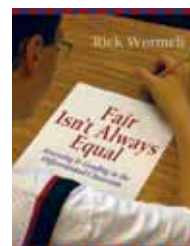
Well-Chosen Words

Narrative Assessments and Report Card Comments

Brenda Miller Power and Kelly Chandler

Describing what and how individual students are learning is every teacher's job, but there are very few resources available to help with this essential task. *Well-Chosen Words* gives you the best strategies and techniques teachers use to write narrative assessments and report card comments. If you spend long nights before report cards are due struggling with the comment section, this is the book you've been waiting for.

1998 • 112 pp/paper
ISBN: 1-57110-080-6 • \$15.00



AGES 9-13

Fair Isn't Always Equal

Assessing and Grading in the Differentiated Classroom

Rick Wormeli

Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? What's both fair and leads to real student learning? *Fair Isn't Always Equal* answers that question and much more. Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes. Filled with real examples and "gray" areas that middle- and high-school educators will easily recognize, Rick tackles important and sometimes controversial assessment and grading issues constructively.

2006 • 232 pp/paper
ISBN: 1-57110-424-0 • \$23.00

PARENT INVOLVEMENT

AGES 4-12



In and Out of School *Family-School Partnerships in Math and Science*

James Vopat and Pete Leki

This single videotape includes two practical and motivational projects involving parents. The segment "2+2 Is More Than 4"

documents a series of workshops, celebrations, and presentations in which Milwaukee parents become better acquainted with math standards as they learn how to support their children's math literacy at home. In the second project, parents take a journey "Into the Wild" of Chicago's urban natural world.

2002 • 1 30-minute videotape + viewing guide
ISBN: 1-57110-354-6 • \$60.00

AGES 4-12



More Than Bake Sales

The Resource Guide to Family Involvement in Education

James Vopat

We all know how crucial family involvement at home

and in school is to a child's academic success, yet how

do we achieve it? In *More Than Bake Sales*, James Vopat details proven ways of increasing parent involvement as well as providing the resource materials you will need to get started.

1998 • 160 pp/paper
ISBN: 1-57110-083-0 • \$21.00

AGES 4-12



Parent Leadership

It Doesn't Happen Just Because You Say So

James Vopat

Parent leadership is key to family involvement in education, but how do you foster this leadership and what does it look like?

This new videotape gives you a close-up look at a series of parent leadership workshops and school-wide family involvement projects involving Milwaukee elementary and middle school parent-teacher leadership teams.

1999 • approx. 25 min. videotape + viewing guide • ISBN: 1-57110-306-6 • \$45.00

AGES 4-12



The Parent Project

A Workshop Approach to Parent Involvement

James Vopat

Jim Vopat believes that parental involvement should strengthen the link between home and school, and to

achieve this goal parents need to be introduced to the revitalized school classroom. *The Parent Project* calls on the most powerful aspects of school reform—workshops, journals, cooperative groups, shared reading, agenda building, interviewing, goal setting, and critical thinking—classroom learning strategies experiences by children every day. When parents work with these strategies, they understand them and discover how to support them.

1994 • 248 pp/paper
ISBN: 1-57110-001-6 • \$24.00