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

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"Teaching YA Lit" is an excellent guide for English teachers in the middle school and high school. It offers a number of ways to encourage reading for the struggling and/or reluctant reader through the use of YA literature in the classroom.

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Each chapter opens with an introduction to and description of a different popular genre or award category of YA lit---science fiction, realistic teen fiction, graphic novels, Pura Belpre award winners, nonfiction texts, poetry, historical YA fiction---and then offers suggestions within that genre for whole-class instruction juxtaposed with a young adult novel more suited for independent reading or small-group activities. Groenke and Scherff present a variety of activities for differentiated instruction for the novel they've chosen for whole-class study, and provide an appendix of titles, by genre, that interest adolescent readers. This book helps English teachers address the different reading needs and strengths adolescents bring to our classrooms. Highlighting some of the best young adult literature published since 2000, this book shows that YA lit is for all students and deserves a more central place in secondary literature instruction.

This book introduces the reader to what is current and relevant in the plethora of good books available for adolescents. Literary experts illustrate how teachers everywhere can help their students become lifelong readers by simply introducing them to great reads—smart, insightful, and engaging books that are specifically written for adolescents.

Provides a guide to encouraging reading in teenagers and young adults, focusing on knowing the readers, the books, and the strategies for motivating students to read and assess their reading.

This examination of the literary effectiveness of young adult literature from a critical, research-oriented perspective answers two key questions asked by many teachers and scholars in the field: Does young adult literature stand up on its own as literature? Is it worthy of close study? The treatment is both conceptual and pragmatic. Each chapter discusses a topical text set of YA novels in a conceptual framework—how these novels contribute to or deconstruct conventional wisdom about key topics from identity formation to awareness of world issues, while also providing a springboard in secondary and college classrooms for critical discussion of these novels. Uncovering many of the issues that have been essentially invisible in discussions of YA literature, these essays can then guide the design of curriculum through which adolescent readers hone the necessary skills to unpack the ideologies embedded in YA narratives. The annotated bibliography provides supplementary articles and books germane to all the issues discussed. Closing "End Points" highlight and reinforce cross-cutting themes throughout the book and tie the essays together.

Literature teaching remains central to the teaching of English around the world. This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English (IFTE). The book captures a state-of-the-art snapshot of leading trends in current literature teaching, as well as detailing predicted trends for the future. The expert scholar and leading teacher contributors, coming from a wide range of countries with fascinatingly diverse approaches to literature teaching, cover a range of central and fundamental topics: literature and diversity; digital literatures; pedagogy and reader response; mother tongues; the business of reading; publishers, adolescent fiction and censorship; assessing responses to literature; the changing definitions of literature and multimodal texts. The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education, resisting the functionalist and narrowly nationalist perspectives of misguided government authorities. International Perspectives on the Teaching of Literature in Schools will be of value to researchers, PhD students, literature scholars, practitioners, teacher educators, teachers and all those in the extensive academic community interested in English and literacy around the world.

This collection of essays is multidisciplinary and wide-ranging. The authors, literary and theatre specialists, scientists from various fields, and a psychiatrist, present Shakespeare’s works from very different perspectives, highlighting a new outlook on the current ways of tackling Shakespeare. Teachers of English all over Europe will find this book an eclectic tool which allows them to present Shakespeare in a challengingly vibrant way. To explore Shakespeare’s plays, the authors deploy a range of filters such as nutrition, plant sciences, geography, art history, costume design, music, comics and street art. They show how the Bard can still be relevant to our lives in the 21st century.

Covering Green's The Fault in Our Stars, Collins' The Hunger Games, Selznick's The Invention of Hugo Cabret, Rowling's Wizarding World, Staake's Bluebird and Winton's Lockie Leonard, contributors consider how literature can be used for teaching literary literacy, creative writing, intercultural learning, critical pedagogy and deep reading in school settings where English is the teaching medium. Leading scholars from around the world explore pedagogical principles for English Language Teaching (ELT) widening children's and teenagers' literacy competences as well as their horizons through insightful engagement with texts. From challenging picturebooks for primary and secondary students, to graphic novels, to story apps, film and drama, as well as speculative fiction on provocative topics, recent research on literature education in ELT settings combines with cognitive criticism in the field of children's, young adult and adult literature.

This book examines representations of the teacher on stage - in both theatrical performances and dramatic text - in order to demonstrate how these representations have shaped society’s perceptions of educators in and out of the classroom. At the heart of this book is the interaction between theatre and teacher education. By considering how dramatic portrayals reimagine, reinforce and/or undermine our understanding of the teacher’s personal and professional roles, this volume bridges the gap between truth in dramatic literature and truth in the classroom. Chapters critically explore the personas embodied by fictional teachers in well-known works such as Educating Rita, School of Rock and The History Boys and illustrate how educators might use dramatic literature and performance to interrogate entrenched ideas about the student-teacher dynamic. By bringing together a diverse set of contributors from the fields of teacher education and theatre, this book takes a critical look at performance, text, society and culture to promote a new understanding of teaching and learning. This unique book will be of great interest to graduate and postgraduate students, academics and researchers in the fields of teacher education, drama and theatre education.

Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice and policy issues related to the teaching profession, as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. Teacher Education & Practice is published by Rowman & Littlefield.

Wiki Works in the History and Humanities Classroom shows how teachers and students—working together as learning partners—can use interactive wiki technologies to transform the teaching of history and humanities topics through web-based research and inquiry-based learning.