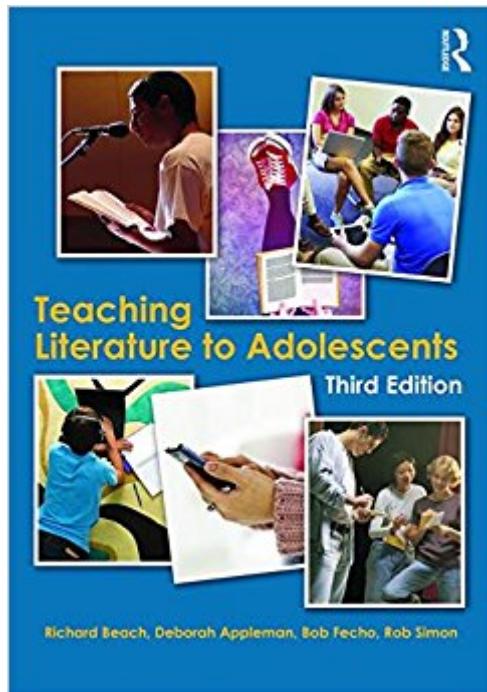


The book was found

Teaching Literature To Adolescents



Synopsis

This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them. Throughout the textbook, readers are encouraged to raise and explore inquiry-based questions in response to authentic dilemmas and issues they face in the critical literature classroom. New in this edition, the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards. Each chapter is organized around specific questions that English educators often hear in working with pre-service teachers. Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical-inquiry methods for responding to texts. Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry-based responses to authentic case narratives. A Companion Website [<http://teachingliterature.pbworks.com>] provides resources and enrichment activities, inviting teachers to consider important issues in the context of their current or future classrooms.

Book Information

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Customer Reviews

Richard Beach is Professor Emeritus of English Education at the University of Minnesota, USA.

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This is a great book loaded with ideas.

After two years of teaching a course in Young Adult literature for preservice language arts teachers, I was fortunate to receive an examination copy of this book, which is the most comprehensive text I have found for introducing aspiring educators to the teaching of literature. Although this text is not uniformly solid, it is robust and thorough in many respects. The two introductory chapters provide just enough of a theoretical/pedagogical foundation for students to familiarize themselves with dialogic teaching and an inquiry framework. The chapters also provide a strong argument for the importance of context and getting to know the students you will be teaching. Subsequent chapters address teaching YA literature, incorporating multiple literacies in language arts instruction, curriculum planning, backwards planning, designing inquiry units, supporting reading comprehension, the use of multiple theoretical critical lenses or perspectives to assist students in constructing meaning from literature, responding to poetry, using a variety of writing assignments (many informal and formative in nature), and using formative assessments to inform teaching. Each chapter concludes with a synthesis/sample lesson that is more illustrative than prescriptive, and the authors carefully align their methodology with their progressive, student-centered pedagogy even as they offer honest critique of the limited value of Common Core standards while simultaneously acknowledging the practical need to address the standards in instruction. Unfortunately, the chapters on teaching media literacy and using drama to teach literature are comparatively weak. The majority of this text, however, is more than enough to support a full semester of pedagogy instruction focused on teaching literature. I plan to use this text in my course this coming fall, and I strongly recommend it to teacher educators, preservice and in-service English Language Arts teachers.

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