



National Council of  
Teachers of English®



**K-12**  
**PUBLICATIONS CATALOG**  
WINTER/SPRING 2017



# NCTE



## DEAR READER,

Every day you do your best to inspire, engage, and build the literacy of the students in your care. This is hard work. It's work that's constantly changing and work that demands an ever-evolving set of tools, approaches, and perspectives to do well. For more than 100 years the National Council of Teachers of English has been there to support teachers from kindergarten through college in this critical work. We do this by bringing the best thinking from the best educators in our field to our books, journals, conferences, and community.

This catalog represents a small snapshot of recent titles, professional learning resources, and journals designed for elementary, middle, and secondary teachers. We have many more to offer in our online store. If there's a topic in the teaching of English language arts that you're looking for but don't find here, send us an email or give us a call and we'll help you find it.

NCTE is entering a new era in its history. We're turning the page with our members and renewing our commitment to the profession through resources created by teachers, for teachers. We welcome you to join us in this new chapter!

Sincerely,

Emily Kirkpatrick  
Executive Director



## EXPLORE NCTE JOURNALS

NCTE's peer-reviewed journals are written *by* teachers, *for* teachers, and are specialized to offer unique content for different grade levels. Go online to learn more about pricing and delivery options.

[www.ncte.org/journals](http://www.ncte.org/journals)

**English Education** for teachers who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy

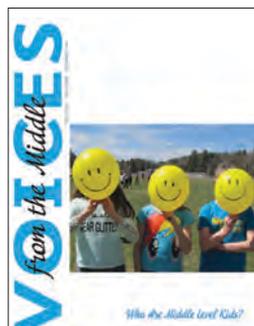
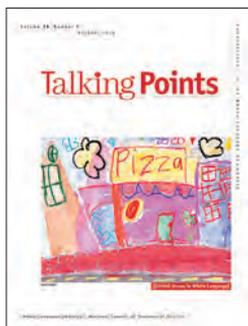
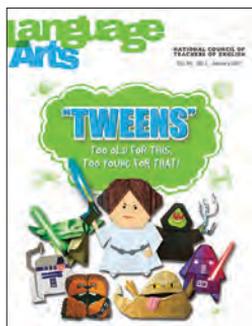
**English Journal** for English language arts teachers in junior and senior high schools and middle schools

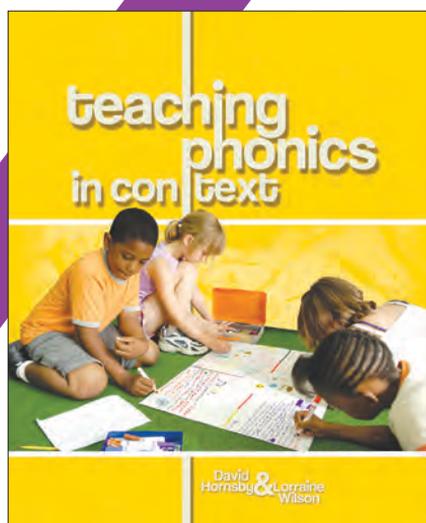
**English Leadership Quarterly** for department chairs, K-12 supervisors, and other leaders in their role of improving the quality of English instruction

**Language Arts** for elementary and middle school teachers and teacher educators

**Talking Points** for parents, classroom teachers, and researchers interested in the use of whole language instruction in classrooms

**Voices from the Middle** for middle level teachers and teacher educators





## Teaching Phonics in Context

**David Hornsby and Lorraine Wilson**

*Teaching Phonics in Context* debunks the myth that whole language teachers do not teach phonics. Through myriad classroom vignettes, experienced educators David Hornsby and Lorraine Wilson show how phonics is taught and learned in literacy-rich classrooms.

- Samples of young children's writing are discussed, showing what the young child knows about writing, and what the teacher might teach.
- Ideas are shared for reading, interpreting, and enjoying picture books, as well as which specific sound-letter relationships might be studied as a result of interacting and engaging with particular titles.
- Valuable advice also is offered to teachers who have ELL students in their classrooms.

**2010 | 254 pp. | No. 52270**  
**\$29.95 member/\$39.95 nonmember**

**“Classrooms that shimmer and shine with lots of storytelling, read-alouds, writing, language play, singing, rhyme, and poetry, spontaneous chatter, directed discussion, role play, laughter . . . these are the classrooms that develop a love of language, an interest in words, and the confidence to use oral language.”**

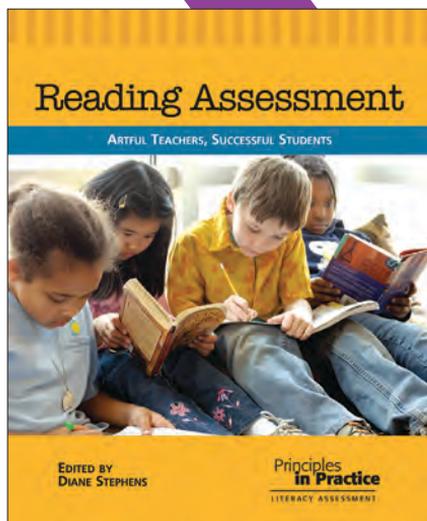
## Reading Assessment: Artful Teachers, Successful Students

*Principles in Practice imprint*

Edited by Diane Stephens

Through case studies of individual students and lively portraits of elementary classrooms, editor Diane Stephens and colleagues explore how artful preK-5 teachers come to know their students through assessment and use that knowledge to customize reading instruction.

Throughout the book, the educators profiled—classroom teachers, reading specialists, and literacy coaches—work together to take personal and professional responsibility for knowing their students and ensuring that every child becomes a successful reader.



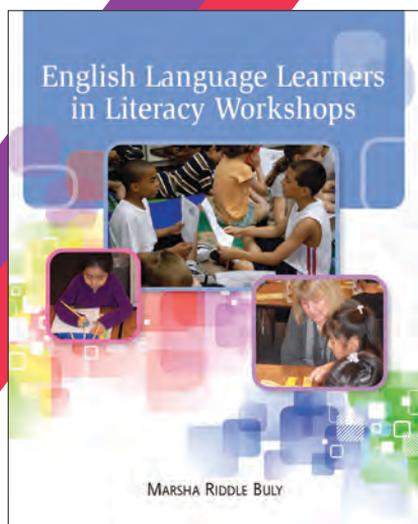
2013 | 173 pp. | No. 30773

**\$24.95 member/\$33.95 nonmember**

**ebook: No. 30766**

**\$21.95 member/\$29.95 nonmember**

Teachers who choose to take responsibility for “putting into practice meaningful assessment measures . . . take the time to really see each of the children in their classroom and to know each one deeply as a small and wonderful being . . . They are teachers who have found an artful way to marry assessment and instruction.”



**2011 | 129 pp. | No. 22884**  
**\$31.95 member/\$42.95 nonmember**

## English Language Learners in Literacy Workshops

**Marsha Riddle Buly**

Marsha Riddle Buly, a classroom teacher who became a reading specialist and then a specialist in bilingual/ELL education, shows how reading, writing, and language workshops can be used to help language learners in mainstream K-8 classrooms.

The author outlines literacy workshop formats and offers clear explanations of how workshops align with the research on effective instruction of language learners, including the Sheltered Instruction Observation Protocol (SIOP).

**“Even in the ‘perfect situation,’ teaching is hard work, but it doesn’t have to be any harder with a roomful of diverse language learners. All of the students in our classrooms are diverse; all should expect to receive instruction that meets their individual needs.”**

## Digital Reading: What's Essential in Grades 3-8

*Principles in Practice imprint*

**William L. Bass II and  
Franki Sibberson**

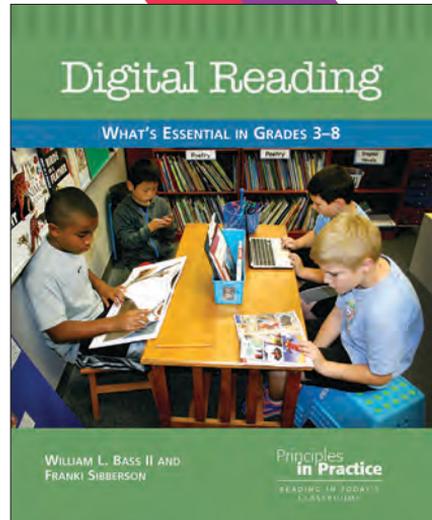
Focusing especially on authenticity, intentionality, and connectedness, Bass and Sibberson explore the experiences readers must have in order to navigate the digital texts they will encounter, as well as the kinds of lessons we must develop to enhance those experiences.

**2015 | 122 pp. | No. 11574**

**\$24.95 member/\$33.95 nonmember**

**ebook: No. 11581**

**\$21.95 member/\$29.95 nonmember**



### ONLINE LEARNING

#### **Connecting with Intention**

LIVE Web seminar with William L.

Bass II and Franki Sibberson

Tuesday, May 23, 2017, 5 p.m. EDT

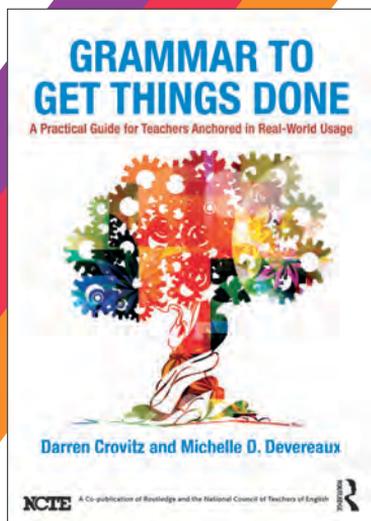
**[bit.ly/ConnectingwithIntention](http://bit.ly/ConnectingwithIntention)**

**FREE for NCTE members/**

**\$50 for nonmembers**

**“We can’t assume that because [students] are growing up in a time when digital tools permeate their lives, they already know how and when to use these tools and which tools to select based on their need. Educators must go beyond creating a lesson or unit on digital reading, digital citizenship, or digital literacy. Instead, the processes and tools must be a part of the work that teachers and students do on a regular basis.”**

NEW



2016 | 232 pp. | No. 83709  
 \$27.95 member/\$34.95 nonmember

## Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage

*A copublication of Routledge and NCTE*

**Darren Crovitz and  
Michelle D. Devereaux**

*Grammar to Get Things Done* offers a fresh lens on grammar and grammar instruction, designed for middle and secondary preservice and inservice English teachers. It shows how form, function, and use can help teachers move away from worksheets and exercises emphasizing rule-following and memorizing and begin considering grammar in applied contexts of everyday use.

“Any way you look at it, grammar-in-use is never a neutral phenomenon. Why? Because language itself is never neutral. Language doesn’t exist in a vacuum of abstract rules and ideal models. Language use is a practice that embodies our backgrounds, histories, communities, and identities; every day we use language to gain, sustain, and negotiate power through and within the multiple societies in which we live, work, and play. And grammar is the structure, the framework, the backbone of that language use.”

NEW

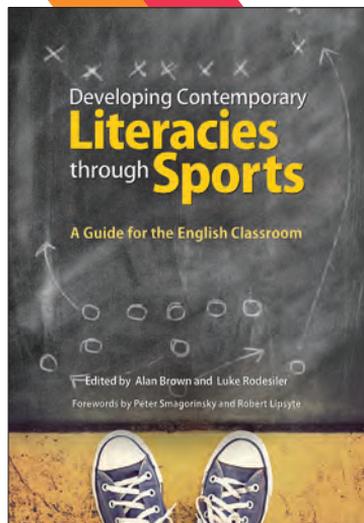
## Developing Contemporary Literacies through Sports: A Guide for the English Classroom

Edited by Alan Brown and Luke Rodesiler

The societal emphasis on sports culture presents teachers with countless possibilities for engaging students in the English language arts. This book—a collection of lessons and commentaries from established teachers, teacher educators, scholars, and authors—supports teachers in turning students' extracurricular interests into legitimate options for academic study.

Companion website:  
[ncte.org/books/sportslit](http://ncte.org/books/sportslit)

**2016 | 253 pp. | No. 10959**  
**\$29.95 member/\$39.95 nonmember**  
**ebook: No. 10966**  
**\$26.95 member/\$35.95 nonmember**



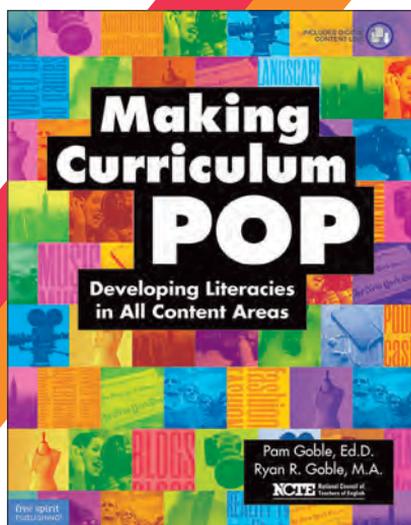
### ONLINE LEARNING

#### Critical Literacy at the Intersections of Sport and Society

In this On Demand Web seminar, Alan Brown and Luke Rodesiler explore sports culture in the secondary English language arts classroom.

**\$49.00 member/  
\$99.00 nonmember**

“[A] central purpose of this edited book . . . is to provide a valuable resource for educators who are eager to engage sports-minded as well as sports-averse students, both inside and outside the English classroom.”



2015 | 213 pp. | No. 80619  
 \$39.99 member/nonmember

## Making Curriculum Pop: Developing Literacies in All Content Areas

*A copublication of Free Spirit  
 Publishing and NCTE*

**Pam Goble and  
 Ryan R. Goble**

From body art to baseball cards, comics to cathedrals, pie charts to power ballads . . . students need help navigating today's media-rich world. And educators need help teaching today's new media literacy. This book offers teachers in all content areas a flexible, interdisciplinary approach to integrate these literacies into their curriculum. Digital content includes full-color reproducible student forms.

“Reading *Making Curriculum Pop* feels as if the most clever, talented teachers I know have opened those secret passages into how their minds work and invited me in to take everything I need and want from their files. It distinguishes the best practices of the artful educator and presents cutting-edge, practical research about ways to inspire our 21st-century learners.”

—Jane Wisdom, NBCT, English teacher,  
 Maine West High School, Des Plaines, IL

NEW

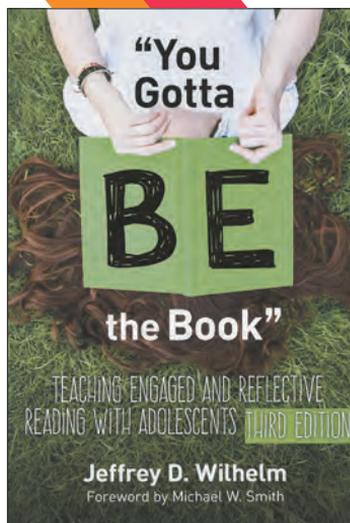
## “You Gotta BE the Book”: Teaching Engaged and Reflective Reading with Adolescents, 3rd edition

*A copublication of Teachers  
College Press, the National  
Writing Project, and NCTE*

**Jeffrey D. Wilhelm**

*Foreword by Michael W. Smith*

In a time of standards that emphasize higher-order strategies, text complexity, and the reading of nonfiction, “*You Gotta BE the Book*” helps teachers meet new challenges including those of increasing cultural diversity. At the core of Jeffrey D. Wilhelm’s foundational text is an in-depth account of what highly motivated adolescent readers actually do when they read, and how to help struggling readers take on those same stances and strategies.

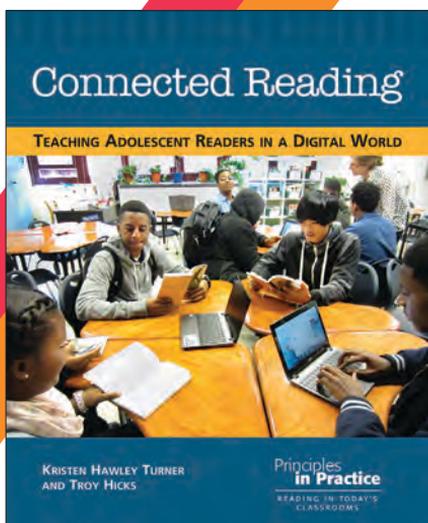


**2016 | 292 pp. | No. 57987**

**\$22.95 member/\$29.95 nonmember**

*“You Gotta BE the Book’ is one of the most important books for anyone interested in adolescents and reading. Simply put, it is a classic—timeless in its basic approach and yet full of relevant ideas and strategies for the era of Common Core in which we currently find ourselves.”*

—Deborah Appleman, professor, Carleton College



## ONLINE LEARNING

### Connected Reading: Apps and Approaches for Digital Texts

In this On Demand Web seminar, Kristen Hawley Turner and Troy Hicks discuss principles of “Connected Reading.”

**\$49.00 member/\$99.00 nonmember**

## Connected Reading: Teaching Adolescent Readers in a Digital World

*Principles in Practice imprint*

**Kristen Hawley Turner  
and Troy Hicks**

How can we help adolescents become critical readers in a digital age? In this book experienced teacher-researchers Kristen Hawley Turner and Troy Hicks take this question to a dozen middle and high school classrooms. They report on their interviews and survey data from visits with hundreds of teens, and offer practical tips by highlighting classroom practices that engage students in reading and thinking with both print and digital texts.

Companion wiki site:

**[bit.ly/ConnectedReadingWiki](http://bit.ly/ConnectedReadingWiki)**

**2015 | 179 pp. | No. 08376**

**\$24.95 member/\$33.95 nonmember**

**ebook: No. 08383**

**\$21.95 member/\$29.95 nonmember**

“We have many kinds of readers in our classrooms, all of whom are wonderfully complicated adolescents, each with his or her own interests, needs, and preferences for when, where, what, why, and how to read. You know these students too, and you understand that we must teach them *how* to read, not simply expect that they *can* read.”

NEW

## Teaching Reading with YA Literature: Complex Texts, Complex Lives

*Principles in Practice imprint*

**Jennifer Buehler**

In this groundbreaking book Jennifer Buehler offers a YA pedagogy—one that revolves around student motivation while upholding the goals of rigor and complexity.

The book explores the three core elements of a YA pedagogy: a classroom that cultivates reading community; a teacher who serves as book matchmaker and guide; and tasks that foster complexity, agency, and autonomy in teen readers.

Companion website:

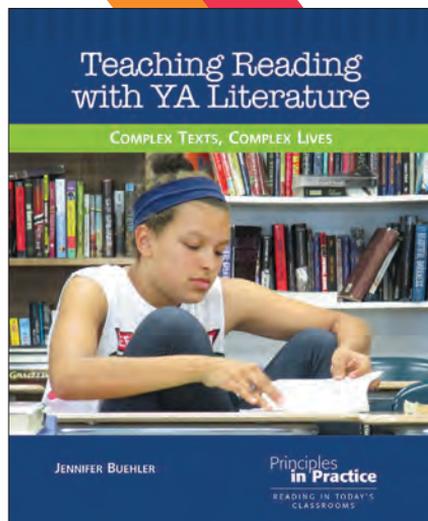
**[ncte.org/topics/ya-lit/trwyl](http://ncte.org/topics/ya-lit/trwyl)**

**2016 | 173 pp. | No. 57268**

**\$24.95 member/\$33.95 nonmember**

**ebook: No. 57275**

**\$21.95 member/\$29.95 nonmember**



### ONLINE LEARNING

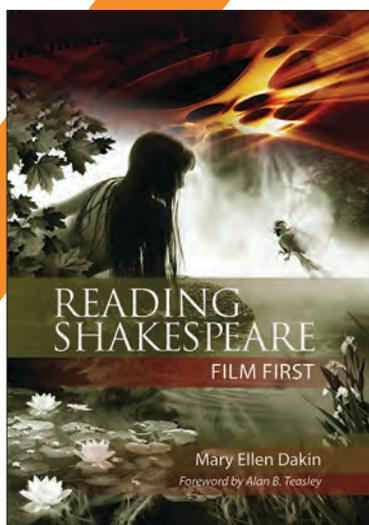
#### **Making Room for the Personal: A New Vision for Reading Assessment**

LIVE Web seminar with  
Jennifer Buehler  
Thursday, March 30, 2017,  
4:30 p.m. EDT

**[bit.ly/RoomforthePersonal](http://bit.ly/RoomforthePersonal)**

**FREE for NCTE members/  
\$50 for nonmembers**

**“We can make room for YA lit in classrooms of all kinds, and we can teach these works using a blended approach that marries the goals of rigor and pleasure, skill and enjoyment, stamina and passion.”**



2012 | 233 pp. | No. 39073

\$27.95 member

\$37.95 nonmember

ebook: No. 39080

\$24.95 member

\$33.95 nonmember

## Reading Shakespeare Film First

Mary Ellen Dakin

Studying Shakespeare in the high school classroom can and sometimes should begin with images and film. In *Reading Shakespeare Film First*, Mary Ellen Dakin asserts that we need to read Shakespeare in triplicate—as the stuff of transformative literature, theater, and film. As the “old” language of Shakespeare is constantly renewed through the “new” language of film, students develop twenty-first-century literacy skills through a marriage of the two.

In this book, readers engage in reading and analyzing film images; exploring the theatrical and cinematic elements of Shakespeare and then reconnecting them to the text; and reading Shakespeare in full-length films.

“Our students will learn from the most frequently taught, most frequently performed, and most frequently filmed author in the English-speaking canon that language is malleable as clay and meaning is a shared construction, that performance is a dynamic act of selective reading, and that film is a new-age hieroglyphics.”



## MORE ONLINE LEARNING

**On Demand Web Seminars**

**[www.ncte.org/seminars](http://www.ncte.org/seminars)**

**\$49.00 member/\$99.00 nonmember**

### ELEMENTARY

Culturally Relevant Teaching in Early Childhood Classrooms  
(Web Seminar Mini-Series:  
[bit.ly/CRTWebSeries](http://bit.ly/CRTWebSeries))

- *Honoring Student Voice in the Early Childhood Classroom: Dramatic Play, Stories, and Story Acting*
- *What's So Critical about Critical Literacy in the Early Childhood Classroom?*
- *Toward a Culturally Responsive Inquiry Curriculum in Early Childhood Classrooms*



### MIDDLE LEVEL

*Connecting College and Career Readiness Standards to Authentic Learning Opportunities:* Tonya Perry, Rodriquez Leonard, and Mary James focus on close reading, academic writing, and supporting students across the disciplines.

### SECONDARY

*Reading Closely and the Common Core: Making Teaching Meaningful Again:* Sarah Brown Wessling re-frames close-reading tasks to be a more integrated part of authentic literacy practices in today's age of information.

*Exploring Intersections between Digital and Disciplinary Literacy: Leveraging Synergies for Deeper Learning:* Michael Manderino and Jill Castek introduce ways to use technology to deepen disciplinary inquiry.

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**NCTE Investigations** offer self-paced, differentiated online professional learning containing carefully selected Web seminars, journal articles, book chapters, and classroom examples from experts and practitioners in the field. Learn more: <http://bit.ly/NCTEInvestigation>

# THE FIRST CHAPTER

St. Louis, MO

NOVEMBER 16-19



2017 ANNUAL  
CONVENTION



SAVE THE DATE!

[www.ncte.org/annual](http://www.ncte.org/annual)



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