

## Suggested Book List

Title	Author / Publisher / Year	Target Audience	Description	Affective Education	Assessment	Brain Research	Differentiation	Fine Arts	Gifted / Talented	Leadership	Literacy - Reading Instruction	Literacy - Writing Instruction	Math	Research Based Instruction	Science	Social Studies	Special Education	World Language
<p style="text-align: center;"><b>8 Essentials of Inquiry-Based Science</b></p>	<p style="text-align: center;">Hammerman, Elizabeth/ Corwin / 2006</p>	<p style="text-align: center;">K-8</p>	<p>Eight Essentials of Inquiry-Based Science, K-8 breaks each essential into sample lessons that include sample data, discussion questions, and tools such as graphic organizers and analogies. Hammerman draws on more than 20 years experience in the fields of science instruction and professional development to address basic and complex principles related to inquiry, including: • How to discuss data, information, models, graphics, and experiences • How to interact with one another to strengthen knowledge and skills • How to extend learning through guided or open-inquiry investigations and research • How to apply new learning and research-based best practices for improving student achievement.</p>										X	X				
<p style="text-align: center;"><b>A Celebration of Neurons-An Educator’s Guide to the Human Brain</b></p>	<p style="text-align: center;">Sylwester, Robert / ASCD / 1995</p>	<p style="text-align: center;">K-12</p>	<p>We all know that the brain is where learning takes place, but how many of us understand the brain’s basic workings and use that understanding in our work with students? After reading this book, you’ll be able to identify the basic parts of the brain and how it functions in regard to teaching and learning. Developments in brain research have provided scientific support for educational practices such as cooperative learning, and new developments will influence all aspects of teaching and learning, from curriculum content to classroom layout. This book is an urgent call for educators to become actively involved in discovering useful applications for brain theory and research as applied to student learning.</p>			X							X					

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A Mind At A Time	Levine M.D., Mel. Simon and Schuster, 2003	K-5	Dr. Mel Levine is a professor of pediatrics at the University of North Carolina Medical School and Director of the University's Clinical Center for Development and Learning. In his book, he presents his model of neuro-developmental systems that aid professionals and parents to better understand the individual strengths and weaknesses of children. This book gives an in-depth understanding of the eight neuro-developmental systems and provides insights and strategies to support children's strengths and weaknesses. This book provides a framework to look at learning systems from a developmental perspective, as we do physical growth.			X										X		
Algebraic Thinking, Grades K–12: Readings from NCTM's School-Based Journals and Other Publications	Moses, Barbara (Edited By) / NTCM / 1999	K-12	This comprehensive collection of fifty-nine specially selected articles is about helping teachers understand the development of algebraic thinking and the types of activities at different grade levels that can foster algebraic thinking in children. Issues addressed include the development of an algebra curriculum for today's world and using assessment to refine it, details of and rationales for activities for every grade level, and helping teachers become more effective facilitators of algebraic thinking.				X					X						
Art, Mind, and Brain: A Cognitive Approach to Creativity	Gardner, Howard	K-12	In this fascinating and informative book, Howard Garner explores all aspects of creativity, from a young child's ability to learn a new song through Mozart's conceiving a complete symphony, from implications for creativity of studies of the brain to the effects of television on a child's imagination. A scholar of extraordinary breadth, Gardner here brings together insights from developmental psychology, cognitive psychology, neuropsychology, philosophy and other areas in cognitive science.	X		X		X										

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<p style="text-align: center;"><b>Arts with the Brain in Mind</b></p>	<p style="text-align: center;">Jensen, Eric</p>	<p style="text-align: center;">K-12</p>	<p>How do the arts stack up as a major discipline? What is their effect on the brain, learning, and human development? How might schools best implement and assess an arts program?" Eric Jensen answers these questions--and more--in this book. To push for higher standards of learning, many policymakers are eliminating arts programs. To Jensen, that's a mistake. This book presents the definitive case, based on what we know about the brain and learning, for making arts a core part of the basic curriculum and thoughtfully integrating them into every subject. Separate chapters address musical, visual, and kinesthetic arts in ways that reveal their influence on learning. What are the effects of a fully implemented arts program? The evidence points to the following: * Fewer dropouts * Higher attendance * Better team players * An increased love of learning * Greater student dignity * Enhanced creativity * A more prepared citizen for the workplace of tomorrow * Greater cultural awareness as a bonus To Jensen, it's not a matter of choosing, say, the musical arts over the kinesthetic. Rather, ask what kind of art makes sense</p>	X		X		X										
<p style="text-align: center;"><b>Beyond the Textbook: Teaching History Using Documents and Primary Resources</b></p>	<p style="text-align: center;">Kobrin, David / Heinemann / 1996.</p>	<p style="text-align: center;">6-12</p>	<p>Beyond the Textbook is a chronicle of what happened when teachers in the Providence, Rhode Island public school system asked their students to use documents and primary sources to construct history; to act as historians and draw their own conclusions about the past. Instead of offering a single model for teachers to copy, Beyond the Textbook presents illustrations of what "student historian theory" looks like in action. Included are accounts of classroom lessons, discussion topics, sample handouts, primary sources, and excerpts from students' writings. The issues raised by this book resonate with all educators: How much do textbooks dictate the curriculum? What is needed to involve students in their schoolwork? How are higher-level thinking skills mastered?</p>				X						X		X			

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<p style="text-align: center;"><b>Brain Matters: Translating Research into Classroom Practice</b></p>	<p style="text-align: center;">Wolfe, Patricia / ASCD / 2001</p>	<p style="text-align: center;">K-12</p>	<p>While you don't have to be a scientist to understand brain-compatible teaching, you'll be far more effective when you base teaching practices on the very best scientific information. This thorough and in-depth resource, written by a renowned educator delivers all the essential information you need, including: how the brain encodes, manipulates, and stores information, why meaning is essential for attention, how emotion can enhance or impede learning, and why different types of rehearsal are necessary for different types of learning. Read classroom-proven examples of simulations, projects, and problems that make curriculum more meaningful. Explore ways to use the visual and auditory senses to enhance learning in all grades and subjects. And add to your repertoire of brain-compatible practices.</p>			X	X						X					
<p style="text-align: center;"><b>Bringing Words to Life: Robust Vocabulary Instruction</b></p>	<p style="text-align: center;">Beck, Isabel L, Margaret G. McKeown, Linda Kucan / The Guilford Press</p>	<p style="text-align: center;">K-5</p>	<p>Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words.</p>															

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<b>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</b>	Marzano, Pickering, Pollock / ASCD / 2001	6-12	The authors have identified nine broad teaching strategies that have positive effects on student learning: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representation; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and questions, cues and advanced organizers. Teachers can use these strategies to guide classroom practice in such a way as to maximize the potential of enhancing student learning. Each of the chapters provides a summary of the research and theory, generalizations / guiding principles about classroom practice.										X					
<b>Classroom Strategies for Interactive Learning (2nd Edition)</b>	Buehl, Doug / International Reading Association	9-12	This book provides high school educators with literacy development strategies that emphasize effective learning in content contexts. Expanding on the first edition of this book, author Buehl addresses teachers outside the reading field who may not be familiar with the ideas that circulate in professional reading journals. He introduces readers to these ideas with a user-friendly collection of 45 literacy skill-building strategies that can easily be adapted for students at a variety of ability levels. With the development of state and national achievement standards in reading, writing, social studies, mathematics, science, and other curricular areas, it is more important than ever for educators to develop the literacy skills of older students. The activities in this book will help you instill in your learners the skills and desire to read increasingly complex materials, and provide explicit instruction in reading comprehension and study strategies across the curriculum.															

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<p style="text-align: center;"><b>Coming into Their Own; How Developmental Assets Promote Positive Growth in Middle Childhood</b></p>	<p style="text-align: center;">Bolstrom, Brent, Scales, Peter and Sesma, Arturo / Search Institute / 2004</p>	<p style="text-align: center;">4-6</p>	<p>Peter Scales, Arturo Sesma, Jr. and Brent Bolstrom explore Search Institute’s framework of developmental assets and describe it’s relevance during middle childhood (grades 4-6). Coming into Their Own dedicates a chapter to each asset category (support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity). Coming into Their Own offers powerful evidence that adults should start building assets for young people before they reach adolescence. This book sets the stage for efforts in promoting positive child development.</p>	X														
<p style="text-align: center;"><b>Creating Writers</b></p>	<p style="text-align: center;">Spandel, Vicki / Longman / 2001</p>	<p style="text-align: center;">K-12</p>	<p>“This book is about assessing to learn. It is based on the premise that, in order to assess any kind of performance well, we have to get inside it, see it from the inside out. . .” Spandel’s work supports teachers in helping students to use the vocabulary of writing and to get inside the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. The reader will be able to get inside many samples of student writing and begin to understand the traits and the use of the rubric. The book is extremely well written and will stand the test of many readings.</p>								X		X					
<p style="text-align: center;"><b>Creating Young Writers</b></p>	<p style="text-align: center;">Spandel, Vicki / Longman / 2003.</p>	<p style="text-align: center;">K-5</p>	<p>This book will help teachers understand how to teach beginning writers to draft, revise and assess their work. It includes: samples of student work, how to model writing for the younger student, sample portfolios, how revision looks for a young writer, recommended books for teaching the traits to young writers, and what good writing assessment looks like.</p>								X							

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<b>Crossing Borders in Literacy and Science</b>	Saul, Wendy / International Reading Association/NSTA / 2004	K-12	Featuring ideas from some of the best minds in the fields of science and literacy, this collection of two dozen original essays will enrich your thinking about how to develop better science and literacy curricula and balance your instruction to meet students' individual needs. The book includes: • "Think pieces" about the role of reading and writing in science instruction • Reviews to help you understand trends in the literature • Guidance on choosing science trade books and textbooks • Case studies identifying exemplary teacher practices • Evaluations that challenge the assumption of agreement on best practices Although the contributors cover a range of topics and perspectives, they agree: Understanding the complex relationship between science and literacy is the first step to transforming teaching practice.								X	X			X			
<b>Deeper Reading: Comprehending Challenging Texts</b>	Gallagher, Kelly / Stenhouse Publishing	3-12	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. In Deeper Reading, Kelly shares effective, classroom-tested strategies that enable your students to: • accept the challenge of reading difficult books; • move beyond a "first draft" understanding of the text into deeper levels of reading; • consciously monitor their comprehension as they read; • employ effective fix-it strategies when their comprehension begins to falter; • use meaningful collaboration to achieve deeper understanding of texts; • think metaphorically to deepen their reading comprehension; • reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; • use critical thinking skills to analyze real-world issues.						X		X							

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<p><b>Developing Minds: A Resource Book for Teaching Thinking</b></p>	<p>Costa, Art / ASCD</p>	<p>K-12</p>	<p>Provides new insights and current approaches you need to create schools and classrooms that truly challenge students to use their thinking skills and intelligence: • Best reasons to teach thinking skills • Impact of brain research on thinking skills instruction Characteristics of effective and creative thinkers and problem solvers • Classroom strategies for teaching thinking • Proven ways to assess thinking skills • Technologies that help teachers develop their students' thinking skills • Effects of new standards and increased accountability on teaching thinking</p>			X			X									
<p><b>Differentiating Instruction in the Regular Classroom</b></p>	<p>Heacox, Diane / Free Spirit Publishing</p>	<p>3-12</p>	<p>Some children learn easily, while others struggle. How can teachers make sure that every child has opportunities to develop his or her talents? The answer is differentiation: changing the pace, level, or kind of instruction in response to learners' needs, styles, and/or interests. This timely, practical guide presents a menu of strategies for any teacher faced with a spectrum of student needs and styles. Some are quick and easy-differentiating discussions, creating tiered assignments. Others are more comprehensive-matrix plans for designing curriculum units, "one-sentence lesson plans" that encompass content, process skills, and evidence of learning. Individual chapters focus on evaluation in a differentiated classroom and how to manage both behavior and work tasks. Diane describes ways to get to know your students and recognize that all have strengths and limitations. Not every gifted student is always ready for higher-level thinking; not every child with learning differences is always incapable of succeeding in a "higher group." Any curriculum can be differentiated -- even a standard or mandated curriculum.</p>				X		X									

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<b>Differentiation in Practice, Grades 5-9</b>	Tomlinson and Eidson / ASCD	5-9	Takes you deeper into the practice of differentiation with complete differentiated units of study in five core subjects. Each unit includes lesson plans, worksheets, assignments, rubrics, and other tools and strategies for teaching mixed-ability groups. Clear steps and timelines help you plan your use of instructional processes such as flexible grouping, tiered assignments, and scaffolding. Teacher comments throughout the units guide you in how to present material, focus on learning goals, and vary the lessons for struggling, grade-level, and advanced students. Use these units as templates to design your own differentiated curriculum, or adapt the lessons and activities to units you're already teaching in other subjects and grade levels.				X		X									
<b>Differentiation in Practice, Grades 9-12</b>	Tomlinson and Strickland / ASCD	9-12	Complete your toolbox for differentiated teaching with this collection of differentiated units for grades 9-12. Drawing from what real teachers do to incorporate differentiation in their classrooms, this book provides you with nine core-subject units, complete with • Annotated lesson plans with correlations to state standards, learning goals, and links to other units and disciplines • Overview charts that block-out teaching time and clarify which parts of a lesson to differentiate • Support materials such as worksheets, assignments, rubrics, and homework handouts • Teacher comments that help you adapt units to your curriculum and vary teaching strategies to different student needs • Each unit equips you with a generic template for creating your own differentiated units for any grade level, subject area, and student population.				X		X									

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<p style="text-align: center;"><b>Differentiation in Practice, Grades K-5</b></p>	<p style="text-align: center;">Tomlinson and Eidson / ASCD</p>	<p style="text-align: center;">K-5</p>	<p>Because young school children have such a wide range of interests, abilities, and learning styles, there’s always the danger of losing some with a “one-size-fits-all” curriculum. But you can ensure all students are learning with this guide to differentiation. The guide features entire instructional units for science, social studies, math, and language arts. Each unit is complete with standards and learning outcomes, lesson plans, worksheets, learning contracts, assessments, and other materials for classroom instruction. Comments from the teachers who created these lessons help you decide differentiation strategies based on students’ varied interests, strengths, and needs. Plus, timelines and pacing tips help you implement differentiation in your classroom all year long. Use these units as templates to design your own differentiated curriculum for virtually any subject and grade level.</p>				X		X									
<p style="text-align: center;"><b>Differentiation: Simplified, Realistic, and Effective</b></p>	<p style="text-align: center;">Kingore, Bertie / Professional Associates Publishing</p>	<p style="text-align: center;">K-12</p>	<p>In working with wonderful teachers across the nation, the common thread of concern is how to do it all. Teachers want to differentiate. They certainly view it as important to their students, but they continue to experience frustration at the vastness of the task. How-to questions prevail. Management questions repeat themselves in district after district. Therefore, the focus of this book is to simplify the implementation of differentiation to increase its practice. Specific aids and examples are included because teachers found them particularly beneficial to simplify the planning and preparation process of differentiated instruction. Over 50 reproducible figures to aid differentiation in the classroom!</p>				X		X									

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<b>Educating Children With Autism</b>	Lord, Catherine / National Academy Press / 2001	K-12	With the passage of IDEA of 1975, the U.S. accepted responsibility for educating children who face special challenges, such as autism. This report represents the first effort to combine scientific, theoretical and policy literature of the past twenty-five years, and to create a framework for evaluating scientific evidence concerning the effects and features of educational intervention for young children with autism. The text outlines an interdisciplinary approach to education for children with autism, explores what makes education effective for the child, and identifies specific characteristics of effective programs for parents, administrators, advocates, researchers and policy makers.														X	
<b>Empowering Students by Promoting Active Learning in Mathematics: Teachers Speak to Teachers</b>	Buerk, Dorothy (editor) / NCTM / 2001	6-12	This book details the successful efforts of five full-time teachers in grades 5-14 to implement the NCTM Standards and empower their students. It allows a look at both the experiences of these teachers as they moved to a standards-based curriculum, as well as the strategies they used with students as they worked to transform their students' conceptions of mathematics.				X						X	X				
<b>Enhancing Professional Practice &amp; A Framework for Teaching</b>	Danielson, Charlotte / ASCD / 1996	K-12	This book describes a model to examine effective teaching and what types of things effective teachers do. It goes into a clear description about many attributes of effective teaching as well as what is not effective teaching.										X					

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<p><b>Everyday Assessment in the Science Classroom</b></p>	<p>Atkin, J Myron &amp; Janet E Coffey / NSTA / 2005</p>	<p>K-12</p>	<p>Make ongoing, classroom-based assessment second nature to your students and you. Everyday Assessment in the Science Classroom is a thought-provoking collection of 10 essays on the theories behind the latest assessment techniques. The authors offer in-depth “how to” suggestions on conducting assessments as a matter of routine—especially in light of high-stakes standards-based exams, using assessment to improve instruction, and involving students in the assessment process. The second in NSTA’s Science Educators’ Essay Collection, Everyday Assessment is designed to build confidence and enhance every teacher’s ability to embed assessment into daily class work. The book’s insights will help make assessment a dynamic classroom process of fine tuning how and what you teach... drawing students into discussions about learning, establishing criteria, doing self-assessment, and setting goals for what they will learn. And isn’t that the point? As the editors write, “Assessment operates to improve student learning, not solely to measure it.”</p>	<p>X</p>											<p>X</p>			
<p><b>Flow: The Psychology of Optimal Experience</b></p>	<p>Csikszentmihalyi, Mihaly</p>	<p>K-12</p>	<p>You have heard about how a musician loses one’s self in music, how a painter becomes one with the process of painting. In work, sport, conversation or hobby, you have experienced, yourself, the suspension of time, the freedom of complete absorption in activity. This is "flow," an experience that is at once demanding and rewarding--an experience that Mihaly Csikszentmihalyi demonstrates is one of the most enjoyable and valuable experiences a person can have. The exhaustive case studies, controlled experiments and innumerable references to historical figures, philosophers and scientists through the ages prove Csikszentmihalyi's point that flow is a singularly productive and desirable state. But the implications for its application to K-12 education and society are what make the book revolutionary.</p>			<p>X</p>							<p>X</p>					

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<b>Going Bohemian: Activities That Engage Adolescents In the Art of Writing Well</b>	Bains, Lawrence (editor) and Kunkel, Anthony / IRA / 1999	6-12	Have you ever felt “underwhelmed” with your adolescent students’ responses to writing assignments? Would you like to use more creative lessons to catch their attention and develop their writing potential? Do you wish you could get your students excited about coming into your classroom? It’s time for you to go Bohemian! A compilation of 45 lesson plans for writing activities for use by middle school and secondary English language arts teachers. Going Bohemian activities use unconventional strategies, competitive games, art and multi-media, and indirect approaches to teaching some of the difficult lessons of writing.									X						
<b>How the Special Needs Brain Learns</b>	Sousa, David A. / Corwin Press / 2001	6-12	How the Special Needs Brain Learns helps you turn research on the brain function of students with various learning challenges into practical classroom activities and strategies. David Sousa shows how the brain processes information and examines both simple and complex learning strategies that can be adapted and taught to your students. This book focuses on the most common challenges to learning for many students, especially for those who are often the first candidates for special education referral, and emphasizes lifelong independent learning, increased retention, and cognitive flexibility for all.											X			X	
<b>How to Differentiate Instruction in Mixed-Ability Classrooms 2nd Edition</b>	Tomlinson, Carol Ann / ASCD / 2001	K-12	In this book, Tomlinson shows how to use student’s readiness levels, interests and learning profiles to address student diversity. In addition, the author shows teachers how to differentiate, or structure lessons at every grade level and content area to provide “scaffolds” for the content of lessons, the processes used in learning, and the products of learning. The book contains a mix of theory and practice. The early chapters focus on a rationale for differentiation and offer an explanation of what differentiated instruction is and is not. Other chapters offer insight on management, grading and how to plan differentiated lessons.				X		X									

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<p style="text-align: center;"><b>How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Inventions for Helping Children with Attention Problems and Hyperactivity</b></p>	<p style="text-align: center;">Rief, Sandra F. / Jossey-Bass / 1993</p>	<p style="text-align: center;">K-5</p>	<p>A comprehensive resource that addresses the "whole child", as well as the team approach to meeting the needs of students with attention deficit hyperactivity disorder. Includes management techniques that promote on-task behavior and language arts, whole language, and multi-sensory instruction strategies that maintain student attention and keep students involved. This book shows you...</p> <ul style="list-style-type: none"> <li>• What is ADD/ADHD and how to identify it</li> <li>• Successful home-school intervention plans based on actual case studies</li> <li>• How to get and keep student attention and increase on-task behavior</li> <li>• Specific management techniques that prevent behavioral problems</li> <li>• What works best to improve students' organization and study skills</li> <li>• Proven multi-sensory activities and methods for language arts, math, and writing instruction</li> <li>• How to reach students through learning styles awareness, environmental modifications, and cooperative learning situations</li> <li>• Various medications, their effects, and school management of them</li> <li>• How to modify assignments and tests, and accommodate the child with writing difficulties</li> <li>• Num</li> </ul>														X	
<p style="text-align: center;"><b>In Search of Understanding</b></p>	<p style="text-align: center;">Brooks and Brooks / ASCD</p>	<p style="text-align: center;">K-12</p>	<p>In a constructivist classroom, the teacher searches for students' understandings of concepts, and then structures opportunities for students to refine or revise these understandings by posing contradictions, presenting new information, asking questions, encouraging research, and/or engaging students in inquiries designed to challenge current concepts. In this book, you will read about five overarching principles evident in constructivist classrooms. Builds a case for the development of classrooms where students construct deep understandings of important concepts. Presents new images for educational settings: student engagement, interaction, reflection, and construction.</p>					X					X					

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<b>In the Middle: New Understandings about Writing, Reading, and Learning</b>	Atwell, Nancie / Boyton/ Cook/ Heinemann / 1998	6-12	Atwell has revised her earlier work. Here she clarifies her new learning about the reading/writing workshop. She advocates a more active role for teachers as learners, timekeepers, and managers. Several hundred ideas for mini-lessons are included. The appendix includes surveys, sample record-keeping forms, literature lists, and quotes.								X	X						
<b>Interactive Writing</b>	Pinnell, Gay Su and Fountas, Irene. Heinemann, 2000	K-2	This book targets the K-2 classroom. It explains the essential elements of interactive writing. The teacher supports students as they transform talk into a written product. Teachers learn how to compose, reread, revise and edit texts with children. These interactive texts can be used to extend learning. A must read for kindergarten teachers!									X						
<b>Is That a Fact?</b>	Stead, Tony. Stenhouse, 2002	K-3	Tony Stead shows you how to open the door to the rich world of nonfiction writing that goes beyond “what I did” narratives and animal reports. He shows the importance of introducing nonfiction writing in the primary grades. The book explores a variety of authentic purposes for writing nonfiction. Part One provides a complete overview of teaching nonfiction writing in the primary grades. Part Two describes five different ways nonfiction writing was used in actual classrooms. The appendix includes reproducible pages for exploring different writing forms.									X						
<b>It's Never Too Late: Leading Adolescents to Lifelong Literacy</b>	Allen, Janet / Heinemann / 2004	6-12	It's Never Too Late is a research chronicle that offers not only proven methods, but also inspiration. Anyone working with “at-risk” students will find thoughtful and creative strategies for making school experiences for these students positive and productive. This is at once a story and a “how-to” book. Readers will find absorbing case studies, photographs, quotes from educators, surveys, activities and step-by-step strategies for teaching reading and writing to the most reluctant middle and secondary school students. Most important, they will find affirmation for the powerful role they play as teachers.								X							

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<b>Joyful Fluency</b>	Freeman Dhority, Lynn and Eric Jensen / Brain Store, Inc. / 1998	6-12	The purpose of Joyful Fluency is to provide a practical guide for those who wish to learn how to use the brain-compatible acquisition model to enhance world language teaching and learning. Informed by various human development theories and language acquisition models, The Joyful Fluency Model recognized the valuable contributions of behaviorists, scientists and educators.															X
<b>Leadership Capacity for Lasting School Improvement</b>	Lambert, Linda / ASCD / 2003	6-12	The book begins by outlining the five major prerequisites for high leadership capacity: skillful participation in the work of leadership, inquiry-based use of data to inform decisions and practice, broad involvement and collective responsibility for student learning, reflective practice that leads to innovation, and high or steadily improving student achievement. In addition to providing a comprehensive overview of steps schools should take to meet these criteria, Lambert quotes at length from her discussions with educators to provide a view of leadership enhancement techniques in practice. She also includes helpful rubrics and surveys that teachers and administrators alike can use to personally assess their leadership skills.						X									
<b>Learning and the Memory: The Brain in Action</b>	Sprenger, Marilee / ASCD / 1999	6-12	The author describes the five “memory lanes” – semantic, episodic, procedural, automatic, and emotional – and tells how they function in learning and memory. She offers dozens of practical suggestions for teaching and assessing in ways that take advantage of what we know about how the brain works. Written by a classroom teacher who has spent years studying neurological research and training educators in brain-compatible teaching methods, this book provides an approach to brain research that educators at all levels can apply in their daily work.			X	X						X					

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<p><b>Literacy Work Stations: Making Centers Work</b></p>	<p>Diller, Debbie / Stenhouse / 2003</p>	<p>K-2</p>	<p>This book will help teachers solve the dilemma: What does the rest of my class do while I'm working with a small reading group: Debbie Diller offers practical suggestions for over a dozen literacy work stations that link to instruction and make preparation and management easy for teachers. Learn how to set up work stations, how to manage them, and how to keep them going throughout the year. Each chapter includes: how to introduce each station; materials to include at each station; what to model; how to solve problems; how to differentiate; how to assess and keep students accountable; reflection questions for professional development. Materials in both English and Spanish are provided in the extensive resource section. Throughout the book the author has included photos of literacy workstations from a variety of classrooms in which she has worked to illustrate the methods discussed in the text.</p>							<p>X</p>	<p>X</p>							
<p><b>Literature Circles: Voice and Choice in Book Clubs and Reading Groups (Second Edition)</b></p>	<p>Daniels, Harvey / Stenhouse Publishers / 2002</p>	<p>3-5</p>	<p>“Smokey” Daniels returns with a thoroughly revised and expanded guide to forming, managing, and assessing peer-led book discussion groups. Included in this easy to read book are many practical and adaptable examples of strategies, structures, tools, and stories that show how to launch and guide literature circles effectively. Daniels gleaned these ideas from practicing teachers across the nation who share concrete suggestions and flexible classroom materials that can be used by both teachers and students. Highlights from the second edition include: newly-designed role sheets, new structures for primary, intermediate, middle, and high school grades, new tools for assessing and grading, ideas for nonfiction texts across the curriculum, and research that correlates literature circles with higher student achievement on standardized tests.</p>							<p>X</p>								

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<b>Mosaic of Thought</b>	Keene, Ellin Oliver and Zimmerman, Susan / Heinemann / 1997	K-12	The authors look at the thought processes of proficient readers. The book helps teachers understand how readers of all ages work to build comprehension strategies. Oliver and Zimmermann show how thinking comes together for children when strategies are taught in depth. "As the students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what's important, synthesize ideas, and solve problems, they are able to construct a rich mosaic of meaning."								X			X				
<b>Motivating Underachievers</b>	Coil, Carolyn / Pieces of Learning	K-12	Author Carolyn Coil constantly looks for new strategies to use with underachievers. Her Revised Best-Selling "Motivating Underachievers" reflects what she has found during the past 8 years. In addition to more strategies, explanations are more detailed and she incorporates strategies using new technologies. This edition is jammed with workable, practical strategies. As a teacher, use it as an individual reference and handbook - a use-it-right-now strategy to match the immediate situation. As an administrator use it as a resource for teacher training. Practical guide to helping motivate underachieving students work toward their true potential.				X		X								X	
<b>Music with the Brain in Mind</b>	Jensen, Eric	K-12	Although compelling evidence supports the value of the musical arts in the academy, many of us still find ourselves fighting for its inclusion. This timely new resource translates the latest brain research as it relates to music and cognition, and provides practical strategies for incorporating the musical arts at all levels.	X		X		X										

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<p style="text-align: center;"><b>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</b></p>	<p style="text-align: center;">Harvey, Stephanie / Stenhouse Publishers / 1998</p>	<p style="text-align: center;">3-5</p>	<p>“Once a student leaves high school, 90% of his reading will be informational reading. Only 10% of his reading will be for pleasure.” Daggett, November 1990. Nonfiction Matters offers teachers the tools to help students explore informational text, reach a more complete understanding of the real world, and report their learning in a compelling manner. Stephanie Harvey shows how inquiry projects can tap into students’ natural curiosity about things around them to build deeper meaning and knowledge. This book is full of practical suggestions for using expository text to develop independent thinkers and researchers such as: reading strategies for expository text, organizing and writing accurate information, guided practice, and ways to assess ongoing learning. The appendix includes organizational forms and structures plus a bibliography of nonfiction materials sorted by subject and grade.</p>							X	X							
<p style="text-align: center;"><b>Not Much Just Chillin’: The Hidden Lives of Middle Schoolers</b></p>	<p style="text-align: center;">Perlstein, Linda / Farrar, Straus &amp; Giroux / 2003</p>	<p style="text-align: center;">6-8</p>	<p>Suddenly they go from striving for A’s to barely passing, or obsessing for hours over “boyfriends” they’ve barely spoken to. Former chatterboxes answer in monosyllables; free-thinkers mimic their peers’ clothes, not to mention their opinions. Bodies of psyches morph under the most radical changes since infancy. On the surface, they’re “just chillin’.” Underneath, they’re a stew of anxiety and ardor, conformity and rebellion. They are kids in the middle school years, the age every adult remembers well enough to dread. No one understands them, not parents, not teachers, least of all themselves-no one, that is, until Linda Perlstein spent a year immersed in the lives of suburban Maryland middle-schoolers. The book traverses the school year, following five representative kids-&amp; including the stories of many more-as they study, party, IM each other, &amp; simply explain what they think and feel. She explains what’s really going on under the don’t-touch-me façade of these critically formative years.</p>	X														

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<b>On the Same Page</b>	Allen, Janet / Stenhouse Publishers / 2002	6-12	Janet Allen provides research, resources, practical ideas, and strategies for building from shared reading to increase students' literate experiences. This book includes a wide range of students work as well as extensive appendices of additional resources, graphic organizers, suggested reading lists, and teaching guides for implementation of shared reading in your classroom.								X							
<b>Overcoming Dyslexia</b>	Shaywitz, Sally / Knopf / 2003	3-5	This a guide to helping teachers and parents identify and overcome reading problems in children. Shaywitz uses the latest brain imaging studies to help understand ways dyslexic students can be supported as they learn to read. The book includes an overview of the nature of reading and dyslexia, tips for diagnosing dyslexia and specific examples on how to turn struggling readers into proficient readers. Many parents have read this book and come to PPS meetings with quotes from this resource. Some of Shaywitz' findings may not match those of educators. Reader in the District have found the discussion around this book to be informing and very lively.								X						X	
<b>Quantum Teaching</b>	dePorter, Bobbi, Mark Reardon, and Sarah Singer-Nourie / Allyn & Bacon / 1999	K-12	Quantum Teaching gives you the impetus to implement everything you've not yet mustered the courage to try - and every reason to believe you'll be successful. Included are simple phrases to encourage better communication between teacher and student as well as strategies to promote a more positive classroom atmosphere. Everything in this book can be applied to any classroom at any level. This is not just a teaching reference; it is a teaching essential.			X								X				
<b>Read It Again!</b>	Parks, Brenda / Stenhouse / 2000	K-2	This book will help you revitalize your shared reading instruction. Parks emphasizes the importance of book selection and shows teachers how to look for the teaching and learning possibilities presented in different texts. She will help teachers to develop a range of strategies for supporting young readers as they learn to get meaning from text. An annotated bibliography of quality books is included.								X							

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<b>Reading and Writing Informational Text in the Primary Grades</b>	Duke, Nell K. and V. Susan Bennett-Armistead / Scholastic / 2003	K-3	This research-based text gives teachers a framework for using informational texts in primary classrooms. The authors give teachers ways to incorporate informational text into all the components of balanced literacy instruction. The book includes a chapter on trouble shooting and resources for locating good informational books. This is a good match for our district framework.								X	X						
<b>Reading Comprehension – Strategies for Independent Learners</b>	Blachowicz, Camille and Donna Ogle / Guilford Press / 2001	2-5	A good choice for teachers who want to go deeper into their understanding and teaching of comprehension. The authors identify the strategies that good readers use to comprehend a variety of texts. They support teachers with organizing and planning for strategy instruction. The book also includes sample activities, worksheets and assessment tools. You will find this book will become a valuable reference tool.								X							
<b>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</b>	Smith, Michael and Wilhelm, Jeffrey / Heinemann, 2004	6-12	Rarely does research point out how literacy educators can combat the problems that boys experience, especially in areas of reading and writing. That situation has changed. Michael Smith and Jeff Wilhelm, respected names in English education and in the teaching of reading, worked with a diverse group of young men to understand how they use literacy and what conditions promote it. In this book they share what they have learned. Through the use of creative research methods and in an extended series of interviews with 49 young men in middle and high school who differ in class, race, academic achievement, kind of school, and geography, the authors identified the factors that motivated these young men to become accomplished in the activities they most enjoyed – factors that marked the boys' literate activities outside of, but not in, school. Their study questions the way reading and literature are typically taught and suggests powerful alternatives to traditional instruction.								X							

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<b>Reading Essentials</b>	Routeman, Regie / Heinemann / 2003	K-5	Routman challenges us to think about our professional decisions and to “teach with a sense of urgency”. This would be a good choice for teachers who want to go deeper into their understanding of reading instruction. The book is linked to current research on effective reading instruction. Routman believes that we should “view teaching as an art supported by science”. The book will help teachers make the essential decisions about what reading instruction is all about.								X							
<b>Reading With Meaning – Teaching Comprehension in the Primary Grades</b>	Miller, Debbie / Stenhouse / 2002	K-3	Debbie leads the reader through the course of a year where her students learn to become strategic readers. The focus of the books is how to teach young children to comprehend text. Through explicit instruction, modeling, discussion and by gradually releasing responsibility to students themselves, Debbie gives you the tools to help young students anchor their learning. This book rests on the concepts presented in Mosaic of Thought and Strategies That Work but it is focused on the primary learner.								X							
<b>Reciprocal Teaching at Work</b>	Oczkus, Lori D. / International Reading Association / 2003	2-5	This book explains the four strategies that are used in the reciprocal teaching model: predicting, questioning, clarifying and summarizing. This research-based strategy was originally aimed at struggling readers but the strategies improve the comprehension and independence of all readers. The author also extends the use of reciprocal teaching beyond the guided small group setting into whole class sessions and literature circles. An excellent book for teachers who have been working with SOAR materials.								X							

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<b>Releasing the Imagination: Essays on Education, the Arts, and Social Change</b>	Greene, Maxine	K-12	This remarkable set of essays defines the role of imagination in general education, arts education, aesthetics, literature, and the social and multicultural context.... The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts. Releasing the Imagination should be required reading for all educators, particularly those in teacher education, and for general and academic readers.	X		X		X										
<b>Science and Its Ways of Knowing</b>	Hatton, John and Plouffe, Paul B. (editors) / Prentice Hall / 1997	6-12	Science and Its Ways of Knowing invites the reader to think about science as a way of looking at and understanding the natural world. Organized into three parts – On the Scientific Method, Developing a Theory, and Contexts of Discovery – this collection of essays by leading scientists and science writers engages the reader in such issues as the relationship in science between fact and theory, the nature of scientific theory and the kinds of claims on truth that science makes. Science and Its Ways of Knowing will help readers in both the physical and the biological sciences to think about science in new ways and reflect on their own practice as science educators.												X			

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<b>Socratic Seminars in the Block</b>	Ball, Wanda H. and Brewer, Pam / Eye on Education / 2000	6-12	A successful strategy provoking readers to find meaning from text is the Socratic seminar. In Socratic seminars, students engage in analytical dialogue, consider new viewpoints, and take ownership of their learning while interpreting literature, historical documents, artwork, or music. Socratic seminars are especially well suited for blocks of instructional time; Socratic Seminars in the Block provides practical information for implementing this strategy in the classroom. Good seminars are carefully planned for in advance by the teacher. Socratic Seminars in the Block describes each step of this preparation, including: establishing student responsibilities, selecting text, writing Socratic questions, assessing seminars. Additional information on integrating seminars into content areas, troubleshooting discussions, and scheduling as well as sample lessons make this a valuable resource for both the teacher beginning to implement this discussion format or for the teacher revisiting the strategy.						X				X						
<b>Solving the Assessment Puzzle</b>	Coil, Carolyn and Dodie Merritt / Pieces of Learning	K-12	Look at testing from a different perspective - for ALL students, for students who operate in different learning styles, for those who already test out of standardized tests, for those who need or surpass classroom and district benchmarks. CD includes all rubrics and customizable rubric. The work is done for you! Includes 134 ready-to-use rubrics in all subject areas plus directions for how-to-write your own quality rubrics. Narrative topics include assessment terms, standardized testing, alternative assessment, standards, and benchmarks.		X		X		X										
<b>Strategies That Work</b>	Harvey, Stephanie, and Anne Goudvis / Stenhouse Publishers / 2000	K-12	This is the companion book to Mosaic of Thought. This work gives teachers the “how to” for teaching the strategies that help students become active thinkers as they read. It includes strategy lessons, ways to use short text in the guided reading setting, ways to help children use reading strategies in the content areas, and appendices listing resources that support strategy instruction.								X			X					

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<p style="text-align: center;"><b>Strong Arts, Strong Schools: The Promising Potential and Shortsighted Disregard of the Arts in American Schooling</b></p>	<p style="text-align: center;">Fowler, Charles</p>	<p style="text-align: center;">K-12</p>	<p>At a time when Americans are increasingly concerned with finding jobs, economic stability, supporting families, and surviving in a global economy, many consider the arts to be a luxury, a frivolous distraction which entices students away from real learning. Fowler argues that, far from a luxury, the arts are a vitally important part of our society &amp; our schools. Speaking directly to educators, policy makers, and parents alike, Fowler presents a compelling defense of the arts and their importance in our lives. The arts illuminate "life in all its mystery, misery, delight, pity and wonder." Without them, students are deprived of learning what it means to be truly human. The arts teach students how rather than what to think. Showing how the arts can enliven learning and revitalize schools, he contends that the arts teach skills that other basic subjects cannot--critical thinking and problem solving, judgment and independence, attention to detail and craftsmanship, and openness to other cultures and ways of thinking.</p>	X				X										
<p style="text-align: center;"><b>Subjects Matter Every Teacher's Guide to Content-Area Reading</b></p>	<p style="text-align: center;">Daniel, Harvey and Steven Zemelman / Heinemann / 2004</p>	<p style="text-align: center;">6-12</p>	<p>This is a book about content-area reading that's just as useful to math, science and history teachers as it is to English teachers. This book features: 23 practical classroom activities that help students understand and remember what they read, a tough analysis of today's textbooks - along with specific ways to use them more effectively, a new "balanced diet" of reading, including 150 books of interest to teenage readers, instructions for growing a rich classroom library in your subject area, plans for setting up student book clubs, and reading groups in any discipline, group-building techniques that create a productive community of readers. Harvey Daniels and Steven Zemelman bring thier trademark style - teacher friendly and kid wise - to the reality of today's middle and high schools.</p>							X			X					

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<b>Teaching Gifted Kids in the Regular Classroom</b>	Winebrenner, Susan / Free Spirit Publishing	K-8	Strategies and Techniques every teacher can use to meet the academic needs of the gifted and talented learner. Teaching Gifted Kids has been the definitive guide to meeting the learning needs of gifted students in the mixed-abilities classroom—without losing control, causing resentment, or spending hours preparing extra materials. This new edition includes more than 50 reproducible forms and handouts. A very practical, useable guide to help you easily adapt your classroom for differentiation for the gifted learner in your room.				X		X									
<b>Teaching Grammar in Context</b>	Weaver, Constance / Heinemann / 2004	6-12	This book offers teachers a rationale and practical ideas for teaching grammar in the context of writing. Numerous sample lessons from Weaver’s own teaching illustrate the five broad topics she suggests in her text: teaching the concepts of subject, verb, clause, sentence, and their related editing concepts; teaching style through sentence combining and generating; teaching sentence sense and style through manipulation of syntactic elements; teaching the power of dialects and dialects of power; and teaching punctuation and mechanics for convention, clarity and style.									X						
<b>Teaching High School Science Through Inquiry: A Case Study Approach</b>	Llewellyn, Douglas / Corwin / 2004	6-12	Teaching High School Science Through Inquiry offers a complete plan for nurturing a culture of inquiry in classrooms and schools. Drawing from current research, case studies, and personal anecdotes, Llewellyn leads teachers on a personal and professional journey to understanding inquiry-based instruction. Paying close attention to national standards, he shows teachers how to help students: • Develop an understanding of scientific concepts and the nature of science • Learn the skills and attitudes necessary to become independent thinkers and inquirers about the natural world • Identify questions and concepts that guide scientific investigations • Use logic and evidence to formulate and revise scientific explanations											X	X			

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<b>Teaching Reading in Middle School</b>	Robb, Laura / Scholastic / 2000	6-8	This book is full of practical, easy-to-access teaching ideas. It shows you how to teach comprehension strategies, provide guided practice, and still include time for students to savor literature independently. An instructional model that is sensible, workable, and research based is provided. The appendix includes a variety of surveys and assessment tools.								X							
<b>Teaching Reading in Social Studies, Science, and Math</b>	Robb, Laura / Scholastic / 2003	6-12	This book offers practical ways to weave comprehension strategies in to your content area teaching. It shows you how to help students read and engage with textbooks and navigate the special demands of any nonfiction text structure. Dozens of strategy lessons to use before, during and after reading content area selections are shared. Also included are tips on how to use discussions to deepen learning, build vocabulary, and use literature in the content areas.								X		X		X	X		
<b>Teaching Tools for the 21st Century</b>	Coil, Carolyn / Pieces of Learning	K-12	With emphasis on standards and accountability, this book examines the most important and current educational ideas, theories, issues, laws, and strategies for 21st century teachers and administrators. Also synthesizes those topics and presents practical applications – Tools - for the classroom “in the trenches” teachers and their administrative leaders. Teaching Tools includes practical planning formats or lessons and units (the Individualized Lesson Plan™ (ILP), a multitude of ideas for differentiation and assessment, and valuable information about No Child Left Behind (NCLB). The information and strategies presented and discussed correlate with the five core propositions that the National Board for Professional Teaching Standards® has deemed reflect the standards of excellence in teaching. Teaching Tools Topics include: Teaching Creatively, Learning Styles, Learning Modalities, Bloom’s Taxonomy, Multiple Intelligences Assessment, Educating Gifted Students, Dealing with Conflict, Technology, Parent/Teacher Collaboration, Cultural and Linguistic Diversity, Inclusion of Students with Disabilities		X		X		X					X				X

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<b>Teaching Vocabulary in All Classrooms</b>	Blachowicz, Camille, and Peter Fisher / Merrill / 1996	3-12	The book contains practical teaching ideas for different instructional situations. The authors explain how vocabulary can be learned from context and how independent word learning can be developed. This book will make both teachers and students more aware and interested in the world of words. Teaching ideas are outlined on small cards that can be made into a vocabulary strategy file.								X			X				
<b>Teaching with the Brain in Mind</b>	Eric Jensen / ASCD / 1998	6-12	Teaching with the Brain in Mind balances the research and theory of the brain with successful tips and techniques for using that information in classrooms. It includes a primer on brain biology as well as in-depth discussions of emotion, memory and recall. The author considers important questions like these: Biologically, can you truly expect to get and hold students' attention for long periods of time? How has the research on rewards been misinterpreted? Do students actually "forget" what we teach them, or do we ask them to recall information in the wrong way?			X							X					
<b>Teaching Young Gifted Kids in the Regular Classroom</b>	Smutney, Joan, Sally Walker, and Elizabeth Meckstroth / Free Spirit Publishing	PreK-3	Currently, our schools don't formally identify children as "academically talented" until the fourth grade. By then, some of the brightest children have become bored, resentful underachievers. Written for educators who believe that all children deserve the best education we can give them, this guide encourages and enables you to identify gifted children as early as age 4 and create a learning environment that supports all students. A highly readable and comprehensive book for identifying and educating the younger children among the gifted. Highly recommended to all teachers who want to give the best possible education to their gifted children in the primary grades.				X		X									

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<p><b>The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder</b></p>	<p>M.D. Papolos, Demitri and Papolos / Janice. Broadway Books / 2002</p>	<p>6-12</p>	<p>The Bipolar Child demystifies manic depression in children. Drawing upon recent advances in the fields of neuroscience and genetics, the authors convey what is known and not known about the illness. They comprehensively detail the diagnosis, tell how to find good treatment and medications, and advise parents about ways to advocate effectively for their children at school. Included in these pages is the first Individual Education Plan – IEP – ever published for a bipolar child. The book also offers critical information about the stages of adolescence, hospitalization, the world of insurance, and the psychological impact the illness has on the child.</p>														X	
<p><b>The Bully, the Bullied and the Bystander</b></p>	<p>Coloroso, Barbara / HarperResource / 2004</p>	<p>6-12</p>	<p>Barbara Coloroso describes bullying as the deadly triad: bullies who terrorize, bullied kids who are afraid to tell, bystander who watch, participate or look away, and adults who dismiss the incidents as a normal part of childhood. This books explains: the three kinds of bullying; and the differences between boy and girl bullies, four abilities that protect children from succumbing to bullying, seven steps to take with a child who is a bully, how to help the bullied child heal and effectively discipline the bully, and how to evaluate a school's anti-bullying policy.</p>	X														
<p><b>The Differentiated Classroom</b></p>	<p>Tomlinson, Carol Ann / ASCD / 1999</p>	<p>3-12</p>	<p>This book describes how teachers can divide their time, resources and efforts to effectively instruct and challenge students of diverse backgrounds, readiness, skill levels, and interests. Carol Ann Tomlinson's book will provide you with a balance of both theory and practice. Chapters define differentiation, explain the essential elements, strategies and help teachers manage tiered lessons in the classroom. Three of the ten chapters describe actual lessons, units, and classrooms with differentiated instruction in action.</p>				X		X				X					

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<b>The No-Nonsense Guide to Teaching Writing</b>	Davis, Judy and Hill, Sharon / Heinemann / 2003	3-8	The No-Nonsense Guide to Teaching Writing is a practical “how-to” book that offers day by day and month by month support to classroom writing programs in grades 3-8. Organized around writing cycles and the writing notebook, the authors share the explicit details of a successful year-long writing workshop.									X						
<b>The Power of Mindful Learning</b>	Langer, Ellen J. / Addison Wesley / 1997	K-12	Ms. Langer effectively conveys her theory of mindful learning and its implications for education wherever it takes place - in school, on the job, in the home - and does so in a clearly expressed nonacademic manner. What is mindful learning? It is learning that involves "openness to novelty; alertness to distinction; sensitivity to different contexts; implicit, if not explicit, awareness of multiple perspectives; and orientation in the present." What might this all mean for us? Perhaps our educational curriculums need to be taught differently, maybe our jobs could be more enjoyable, and self-improvement less onerous.			X								X				
<b>The Write Genre</b>	Rog and Kropp / Stenhouse Publishing	3-9	How do we make writing meaningful to students? A leading educator and a popular novelist present a refreshing exploration of how the challenges of professional writers can give students new insights into writing. Presents a balanced approach to writing workshops in grades 3–9 and provides hands-on activities that focus on all stages of the writing process, with teacher-directed assignments and self-selected writing lessons that emphasize writing to learn. These unique lessons are designed to help students write with a concrete purpose and audience in mind and complete assignments that are more focused and authentic. Organized around six writing genres, more than fifty mini-lessons deal with specific skills that help students write effective fiction and nonfiction in such genres as: <ul style="list-style-type: none"> <li>• personal memoir— from techniques involving a personal memoir timeline and organizer to great ways to start, create powerful paragraphs, and cut the clutter;</li> <li>• fictional narrative— from character, plot, and dialogue to point of view and conflict resolution;</li> <li>• informational report— from strategies for reading n</li> </ul>									X						

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Title	Author / Publisher / Year	Target Audience	Description	Affective Education	Assessment	Brain Research	Differentiation	Fine Arts	Gifted / Talented	Leadership	Literacy - Reading Instruction	Literacy - Writing Instruction	Math	Research Based Instruction	Science	Social Studies	Special Education	World Language
<p style="text-align: center;"><b>The Writing Workshop - Working through the Hard Parts (And They're All Hard Parts)</b></p>	<p style="text-align: center;">Ray, Katie Wood with Lester L. Laminack / NCTE / 2001</p>	<p style="text-align: center;">K-5</p>	<p>This text offers writing teachers an opportunity to think about things they are already doing in their writing workshop and things they would like to try. The early chapters explore why we have writing workshops, what workshops have in common across the grade levels, and the tone of teaching that exists in writing workshop setting. The middle chapters help readers think through the workshop as a predictable event in the life of a classroom where students work independently on writing projects that matter to them. Additionally, she examines focus lessons, conferences, share times, lesson planning, assessment and evaluation. It is a great reference tool to go back to when questions arise about writing workshop.</p>								X							
<p style="text-align: center;"><b>This We Believe (Book Study Package) - This We Believe: Successful Middle Schools for Young Adolescents and This We Believe... And Now We Must Act</b></p>	<p style="text-align: center;">National Middle School Association</p>	<p style="text-align: center;">6-8</p>	<p>Participants must read both books in order to receive credit for this book study group. This selection shines a bright and steady light guiding us toward truly successful middle level experiences for all students. It points with laser beam accuracy towards safe, sane and most importantly, successful schools in which no child need ever be lost. This resource opens with a section on the importance of middle level education with a clear elaboration of the 14 characteristics of successful middle schools. A call to action then provides specific suggestions for using this document as a tool to improve middle-level educations. This is truly a significant document that should be used in every middle school.</p>										X					

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<b>Understanding By Design</b>	Wiggins, Grant and McTighe, Jay / ASCD / 1998	6-12	What is understanding and how does it differ from knowing? What do we want students to understand and be able to do? How can we design our courses and units to emphasize understanding and “uncoverage” rather than “coverage”? Understanding By Design explores these questions and suggests practical solutions for teachers, providing a powerful, practical framework for designing curriculum, assessment and instruction. Understanding By Design will help educators enhance their “understanding of understanding”, so that the curriculum and assessments they design will truly focus on enhancing the understanding and learning of their students.											X				
<b>What A Writer Needs</b>	Fletcher, Ralph / Heinemann / 1993	3-5	Donald Graves introduces this book by saying that it “breaks down the writer’s craft and teaches what the writer has to learn and relearn at the writing desk. Fletcher speaks of writing from the maker’s side of the workbench in language that is lively and easy to understand. The book contains three chapters on the essentials of writing; mentors, freezing to the face, and a love of words and ten chapters of craft lessons. Fletcher shows teachers how to help students choose significant subjects, create characters, play with time, use tension and speak with a unique voice.									X						
<b>What you Know by Heart - How to Develop Curriculum for Your Writing Workshop</b>	Ray, Katie Wood / Heinemann / 2002	3-5	Write like a teacher of writing and read like a teacher of writing. In this book Katie shows how the most profound and effective teaching of writing can come from our own deep personal understanding of quality writing. Katie Wood Ray shares how our best teaching can result from what you can wrap your own heart and mind around, turning our own experiences with writing and reading into curriculum for our teaching.									X						

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<b>When Kids Can't Read: What Teachers Can Do: A Guide for Teachers</b>	Beers, Kaylene / Heinemann / 2002	6-12	Kaylene's work support upper level teachers who face the dilemma of students who are not proficient readers. She gives practical suggestions concerning how to frontload meaning before reading, to construct meaning during reading and to extend meaning after reading. She includes templates for strategy instruction, word level activities and booklists. The book is full of practical suggestions that can easily be incorporated into the 6-12 classroom.								X			X				
<b>Why Do Buses Come in Threes?</b>	Eastaway, Rob and Jeremy Wyndham / Wiley & Sons / 2000	6-12	The two messages of this book are that mathematics is important to everyday life, and that it's fun. This book aims to make mathematics relevant and accessible for you and for your students. The authors cover a variety of topics ranging from explaining coincidences to why people get stuck in traffic jams, why four leaf clovers are hard to find, why Fibonacci's series turn up so often in nature, the golden ratio, pi, and why cells in beehives are shaped like hexagons. In the course of a humorous, chatty discourse on the mysteries of life the authors introduce a number of branches of mathematics, including probability, topology, statistics and queuing theory, to name just a few. Have you ever wondered why flowers often have five petals, how bookies' odds work, how you always end up in the slowest queue, or, indeed, why buses come in threes? If so, then this is the book for you.										X	X				
<b>Wondrous Words - Writers and Writing in the Elementary Classroom</b>	Ray, Katie Wood / NCTE / 1999	K-5	If you are looking for a book that links reading and writing in the elementary classroom this is the book for you. Katie Wood Ray explains in practical terms the reading-writing connection. She models how students learn to write through read alouds, student reading and prewriting strategies. She also provides resource lists of great author models from her own library and recommends focus lessons.								X	X						

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<b>Words, Words, Words</b>	Allen, Janet / Stenhouse / 1999	3-8	This book offers teachers detailed strategy lessons to help students activate and build background word knowledge, use structural analysis to discover word meaning and use context as a vocabulary tool. Students will acquire strategies that make vocabulary acquisition both meaningful and lasting. She builds the educator's enthusiasm for word play while keeping vocabulary close to literacy instruction. Janet Allen does all this but manages to make reading the heart of vocabulary instruction.								X								
<b>Writing Through Childhood – Rethinking Process and Product</b>	Harwayne, Shelley / Heinemann / 2001	K-5	Shelley provides new thinking about how we design our writing workshops, use writer's notebooks, choose genres and link reading and writing. One chapter, "Reading to Inform Your Writing" will help you extend your thinking about the many connections between reading and writing. Shelley helps teachers to learn to talk with confidence about quality texts. The book is full of examples of children's writing.									X							
<b>Writing Workshop – The Essential Guide</b>	Fletcher, Ralph and Portalupi JoAnn / Heinemann / 2001	K-5	Nothing matches the writing workshop for growing strong writers. This books supports new teachers and those who revisiting their instructional practices in writing. The authors explain the principals of the writing workshop and give concrete examples on ways to implement each of these principals in the classroom. The appendix includes a variety of management and assessment tools.									X							
<b>Yellow Brick Roads</b>	Allen, Janet / Stenhouse Publishers / 2000	6-8	Do you spend your days working with students who struggle to comprehend reading in literacy and content classes in the middle school? Janet Allen outlines solutions for many of the literacy dilemmas that teachers face every day. This book provides research, practical methods, detailed strategies, and resources for read-aloud, shared, guided, and independent reading. In addition, the appendixes include graphic organizers to support strategy lessons, suggestions for titles for building classroom libraries, web sites and professional resources that support the teaching of reading in all content areas.								X								