

When Text Meets Text

HELPING
HIGH SCHOOL READERS
MAKE CONNECTIONS
IN LITERATURE

BARBARA KING-SHAVER

When Text Meets Text Helping High School Readers Make Connections In Literature

Bruce M. Penniman



When Text Meets Text Helping High School Readers Make Connections In Literature:

When Text Meets Text Barbara King-Shaver, 2005 It is not enough for students to just understand a text In order for students to achieve academic excellence and succeed in today's society they must also be able to exercise critical awareness over what they read But how do you cultivate comprehension and help kids sharpen their analytical skills The answer writes Barbara King Shaver lies in thinking outside the book by studying texts in tandem In *When Text Meets Text* King Shaver lays out rationales and strategies for using an approach called intertextuality where a reading of carefully paired texts increases students grasp of content while honing their command of crucial critical tools Making connections among texts students delve deeper into each by observing similarities and differences in literary characteristics such as syntax plot character and structure propelling them toward greater meaning making King Shaver presents the research supporting intertextual instruction techniques for adding it to your curriculum suggestions for a wide array of books to teach together and best of all practical ideas for units of study covering key aspects of teaching literature including genre theme author archetypes Find an exciting new way to build literature connections in your classroom as you extend the comprehension abilities of your students Read Barbara King Shaver's *When Text Meets Text* and find out why two texts are better than one **Teaching**

Literature-Based Instructional Units Angela L. Hansen, Anete Vásquez, 2022-04-21 *Teaching Literature Based Instructional Units From Planning to Assessment* provides an accessible roadmap to planning designing and implementing literature based instructional units for the English Language arts ELA classroom Understanding that unit plans are the building blocks of the ELA curriculum Hansen and Vásquez outline the theoretical foundations and approaches behind teaching ELA and offer a framework to help readers make sound decisions about their content pedagogy In so doing this text offers research based and straightforward guidance on planning instruction around key literary texts Placing literature at the center of the ELA curriculum the approaches in this book not only support students reading writing listening speaking and digital media skills but will also motivate and inspire them Part 1 addresses how to choose unit themes and texts discusses the importance of having a rationale for choices made and examines the practical philosophical and historical approaches to teaching literature Part 2 provides step by step instructions for designing literature based units of instruction by using backwards design The text focuses on assessment before moving into how to scaffold and sequence lessons to meet learning objectives and concludes with consideration given to teaching ELA in virtual environments The wealth of activities strategies exercises examples and templates in this book make this text essential reading for instructors and pre service teachers in ELA pedagogical methods courses and for practicing teachers of literature instruction **Multimedia Texts Set** Janice Marcuccilli Strop, Jennifer Carlson, 2011-02-02 Today's multimedia multimodal world necessitates literacy instruction that includes a variety of text forms such as film print music Internet photographs Strop and Carlson provide all types of learners with the lifelong tools they need to explore and interpret texts This book will help teachers and students reach beyond

printed texts to expand perspectives understand different text forms and genres make intertextual connections and transcend strategy based instruction Multimedia Text Sets includes ideas for explicit teaching of how to read different forms and genres of texts real stories which demonstrate the power of multiple literacies from three teachers who incorporate multimedia text sets in their classrooms engaging ideas for instruction you can use to help develop your own students reading writing practices with a variety of text forms practical suggestions on how to create your own multimedia text sets Contributors to this book are Holly Dionne Richard Kuhn and Stephanie Reid *Text Sets* Joanne Kilgour Dowdy, Rachael Fleischaker, 2018-07-17 Text Sets Multimodal Learning for Multicultural Students integrates a multicultural approach to teaching with standards based instruction and multimodal learning opportunities in a variety of content areas This unique combination allows teachers to meet the demands of their curriculum while recognizing and honoring the diverse students in their classroom Each chapter provides an annotated text set with a specific theme curricular goals and instructional activities that suggest ways for students to interact with the texts In addition to providing ready made text sets it models a framework for teachers to build their own text sets based on the individual needs of their schools and communities Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2011-03-04 Designed to introduce prospective English teachers to current methods of teaching literature in middle and high school classrooms this popular textbook explores a variety of innovative approaches that incorporate reading writing drama talk and media production Each chapter is organized around specific questions that English educators often hear in working with preservice teachers The text engages readers in considering the dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their own current or future classrooms New in the second edition more attention to the use of digital texts from use of online literature to digital storytelling to uses of online discussion and writing tools incorporated throughout new chapter on teaching young adult literature new chapter on teaching reading strategies essential to interpreting literature more references to examples of teaching multicultural literature **Teaching Literature to Adolescents** Alan B. Howes, 1972 **Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals** Hartsfield, Danielle E., 2021-06-25 Perspectives and identity are typically reinforced at a young age giving teachers the responsibility of selecting reading material that could potentially change how the child sees the world This is the importance of sharing diverse literature with today s children and young adults which introduces them to texts that deal with religion gender identities racial identities socioeconomic conditions etc Teachers and librarians play significant roles in placing diverse books in the hands of young readers However to achieve the goal of increasing young people s access to diverse books educators and librarians must receive quality instruction on this topic within their university preparation programs The Handbook of Research on Teaching Diverse Youth Literature to Pre

Service Professionals is a comprehensive reference source that curates promising practices that teachers and librarians are currently applying to prepare aspiring teachers and librarians for sharing and teaching diverse youth literature. Given the importance of sharing diverse books with today's young people, university educators must be aware of engaging and effective methods for teaching diverse literature to pre-service teachers and librarians. Covering topics such as syllabus development, diversity, social justice, and activity planning, this text is essential for university-level teacher educators, library educators who prepare pre-service teachers and librarians, university educators, faculty, adjunct instructors, researchers, and students.

Connecting with Reluctant Teen Readers Patrick Jones, Maureen L. Hartman, Patricia Taylor, 2006. A practical guide to defining and attracting reluctant readers is divided into three parts: Tips That Work, Titles That Work, and Tools That Work.

Building the English Classroom Bruce M. Penniman, 2009. Writing for English teachers who are overworked and overwhelmed, Bruce Penniman offers personal reflections, classroom anecdotes, teaching materials, and student work while presenting strategies for managing the demands of the secondary English classroom. After nearly four decades in the classroom, Bruce M. Penniman knows what works and what doesn't when it comes to teaching English. Penniman draws on his own experiences, his successes of course, but also the mistakes he's made and the misgivings he's had to offer guidance and support for managing the myriad demands of teaching secondary English. From addressing the numerous subdisciplines within English to making individual accommodations, from dealing with being the primary locus of literacy instruction in the school to everyday organizational strategies, Penniman helps teachers find a way to impose order on what often seems like an overwhelming array of responsibilities. Focusing on all aspects of building a successful English classroom, Penniman offers unique and proven strategies on topics such as planning for the long term, designing writing programs and literature curricula, creating effective assessment systems, implementing instructional strategies for writing, literature, media technology, and basic skills, examining the curriculum through the lens of multiculturalism, attending to the needs of all students, especially those who require accommodations, and giving back to the profession pursuing a professional life outside the classroom.

Adolescent Literacy and Differentiated Instruction Barbara King-Shaver, Alyce Hunter, 2009. Quite simply, I would love to have had *Adolescent Literacy and Differentiated Instruction* as a secondary language arts teacher. The book makes me itch to go back to my secondary classroom to see how I could use contemporary technologies as vehicles for differentiation. Carol Ann Tomlinson. As a secondary teacher, *Adolescent Literacy and Differentiated Instruction* shows you how to effectively respond to the growing crisis in adolescent literacy. It's the first book that shows how to base lessons on students' strengths and target back-up instruction to their needs so they can improve in literacy, master content, and meet the demands of higher-level learning. In *Adolescent Literacy and Differentiated Instruction*, Barbara King-Shaver and Alyce Hunter summon the latest research and share effective, essential differentiation practices. With more than 30 replicable models and practical ideas for managing differentiated classrooms, King-Shaver and Hunter help you assess students.

individual needs interests and learning styles turn assessment into doable plans for targeted instruction implement dynamic differentiation strategies such as stations flexible grouping choice and anchor activities Drawing on NCTE s guidelines for promoting adolescent literacy King Shaver and Hunter offer suggestions for teaching not only reading writing listening and speaking but also viewing multimedia texts and engaging with digital literacy Read Adolescent Literacy and Differentiated Instruction use its study guide with colleagues and discover that with adolescent literacy the best way to make a difference is by embracing difference

When Text Meets Text Helping High School Readers Make Connections In Literature Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**When Text Meets Text Helping High School Readers Make Connections In Literature**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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