

Using Young Adult Literature in the English Classroom

Fourth Edition

John H. Bushman
Kay Parks Haas



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Using Young Adult Literature in the English Classroom John H. Bushman, Kay Parks Bushman, 1997 Young adults and the literature that meets their needs and interests with Donald Lind Young adult literature in the classroom The reading writing connection with Victoria Tate The language connection Young adult literature and the classics Diversity in young adult literature ethnic cultural and national with Lois Stover The censorship issues Young adult literature a brief history Appendix A Support for teaching young adult literature Appendix B Works of literature cited Appendix C Book lists

Teaching Young Adult Literature Today Judith A. Hayn, Jeffrey S. Kaplan, Karina R. Clemmons, 2016-11-02 Teaching Young Adult Literature Today introduces the reader to what is current and relevant in the plethora of good books available for adolescents More importantly literary experts illustrate how teachers everywhere can help their students become lifelong readers by simply introducing them to great reads smart insightful and engaging books that are specifically written for adolescents Hayn Kaplan and their contributors address a wide range of topics how to avoid common obstacles to using YAL selecting quality YAL for classrooms while balancing these with curriculum requirements engaging disenfranchised readers pairing YAL with

technology as an innovative way to teach curriculum standards across all content areas Contributors also discuss more theoretical subjects such as the absence of lesbian gay bisexual transgender and questioning LGBTQ young adult literature in secondary classrooms and contemporary YAL that responds to the changing expectations of digital generation readers who want to blur the boundaries between page and screen This book has been updated to reflect the wealth of new YA literature that has been published since the first edition appeared in March 2012 and to reflect new trends in technology that influences how adolescents are reading and responding to literature

A Rationale for Using Young Adult Literature in the Secondary English Classroom Christopher T. Englund, 2000 **Teaching Young Adult Literature** Judith A.

Hayn, Jeffrey S. Kaplan, Amanda L. Nolen, Heather A. Olvey, 2015-11-12 The authors who contributed to this text believe that young adult literature YAL can meet the Common Core's push to include literacy across content areas as well as meet the standards in creative and effective ways This text is intended to give educators a resource to aid them in creating a literacy curriculum The included chapters written by experts from different universities across the country offer a variety of methods for using YAL to meet the standards while connecting with students Following a framework first chapter introducing the importance of YAL and discussing its relevance other authors tackle various ways to teach it Each chapter may suggest different strategies and rationales for utilizing YAL but each shares a common purpose with the others to promote the efficacy of YAL to engage students while at the same time meeting the rigorous standards set forth by the Common Core

Teaching Young Adult Literature Mike Cadden, Karen Coats, Roberta Seelinger Trites, 2020-04-01 Offers pedagogical techniques for teaching classic and contemporary young adult YA literature and texts about growing to adulthood Addresses issues of selecting classroom texts building cultural awareness responding to censorship and reading both emotionally and critically Gives syllabus suggestions for undergraduate and graduate courses in literature education and library science

Integrating Young Adult Literature through the Common Core Standards Rachel L. Wadham, Jon W. Ostenson, 2013-01-07 This book advocates for a stronger role for young adult literature in ELA classrooms compellingly documenting how this body of work meets both the needs of adolescent students and the demands of the common core for complex texts and tasks Integrating Young Adult Literature through the Common Core Standards provides a compelling template for teachers that uses young adult literature and inquiry learning to meet students needs and the demands of the common core standards The first part of the book addresses the widely adopted common core state standards by examining closely the standards model of text complexity and demonstrating how young adult literature can fill the requirements of this model The second part provides theoretical discussions and analysis of the standards as well as concrete applications of young adult literature within the classroom in order to give school professionals a comprehensive understanding of how young adult literature and the standards can work together The book empowers schools and teachers to make intelligent informed decisions about texts and instructional practices that benefit their students Finally the authors explore a powerful teaching approach that

integrates current understandings about learning young adult literature and the common core standards in a way that will facilitate greater learning and understanding in English classrooms

The Significance of Teaching Young Adult

Literature in the English Foreign Language Class Talia Baskaya, 2020-01-10 Seminar paper from the year 2017 in the subject Didactics for the subject English Literature Works grade 10 0 Justus Liebig University Giessen language English abstract The following term paper will deal with the significance of teaching ethic values in school and how it can take place simultaneously with foreign language classes In this case the English Foreign Language Class EFLC will be in our focus Above all the main topic will be about how teachers can avail themselves of using YAL in order to teach the foreign language contemporaneous with ethical values In order to do so YAL will be defined and its importance for the EFLC will be emphasized In this regard the chances and possibilities will be presented furthermore the problems and challenges will be explained Subsequently the significance of teaching ethic values will be pointed out in combination with the competences which English teachers are ought to foster Lastly some examples for teaching ethic values with YAL will be presented with the help of chosen novels which can be utilized in the EFLC Tutorizing literature has always been an essential part of the curriculum for language teaching classes and owns a granted position in the language teaching process In particular for Mittel and Oberstufe canonical literature used to be the classical material teachers ought to make use of whereas in the last years Young Adult Literature YAL seems to have a chance of taking its place While YAL has been utilized in primary schools since the early 1990 s it has made its way into the Mittelstufe toward the end of the 1990 s and has slowly started to appear in the Oberstufe nowadays Several positive experiences recommended novels teaching units and additional material are available by now whereas there is still a lack of systematic analyses concerning the learning goals and teaching possibilities in different school years In addition YAL consistently has to deal with its prejudiced reputation as teachers parents and linguists tend to underestimate the worth and possibilities which underlie non classical literature Young Adult Literature and Adolescent Identity Across Cultures and Classrooms Janet Alsup, 2010-07-02 Taking a critical research oriented perspective this exploration of the theoretical empirical and pedagogical connections between the reading and teaching of young adult literature and adolescent identity development centers around three key questions Who are the teens reading young adult literature Why should teachers teach young adult literature Why are teens reading young adult literature All chapters work simultaneously on two levels each provides both a critical resource about contemporary young adult literature that could be used in YA literature classes or workshops and specific practical suggestions about what texts to use and how to teach them effectively in middle and high school classes Theorizing problematizing and reflecting in new ways on the teaching and reading of young adult literature in middle and secondary school classrooms this valuable resource for teachers and teacher educators will help them to develop classrooms where students use literature as a means of making sense of themselves each other and the world around them

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