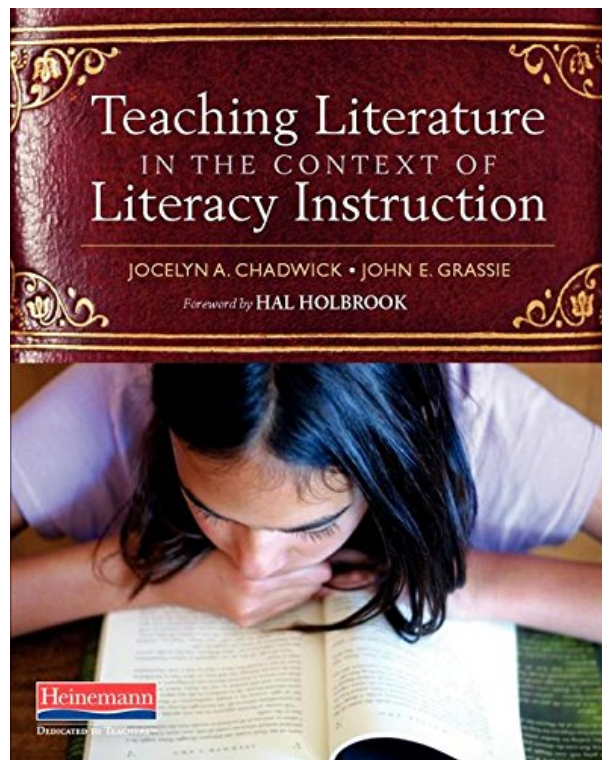
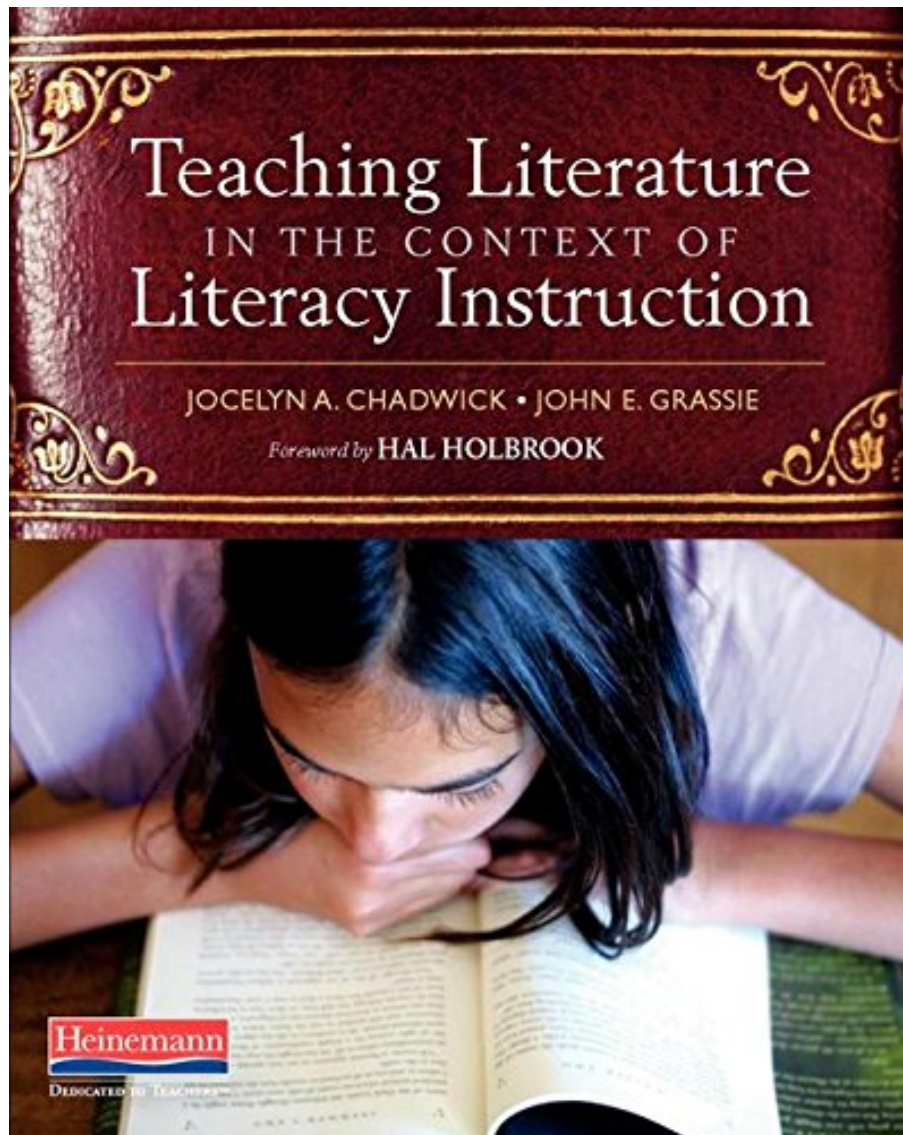


TEACHING LITERATURE IN THE CONTEXT OF LITERACY INSTRUCTION BY JOCELYN A CHADWICK, JOHN E GRASSIE



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Review

With the teaching of literature besieged on so many fronts, Chadwick and Grassie have come to our rescue. They offer compelling evidence for the claim that the prose and poetry can indeed change lives ... particularly when adolescent readers have able and inspired guides to show them the way. --Carol Jago, Past President of NCTE and author of *For Rigor for All: Meeting Common Core Standards for Reading Literature*

Chadwick and Grassie s work couldn t be more necessary or more impactful, presenting us with an approach to teaching literature that is responsive to students, texts, and the landscapes in which the two come together. The rich ideas here equip teachers to reskill students into the active and purposeful work of literary questioning, thinking and response. Offering us classroom models of what it means to question, read closely, re-read with purpose and then read connectively, this is a book that helps us see how the skills we teach using literature transcend the texts we teach. This is a book that challenges and guides us to re-see what it means to be a teacher of literature and a teacher of students who read. --Sara Kajder, Literacy Education Professor, University of Georgia and author of *Adolescents and Digital Literacies*

Jocelyn Chadwick and John Grassie have given us a book that is both expansive and precise, visionary and incisive. Using voices of teachers to connect us to crucial questions of literacy, this book serves both as a compass and a companion for teachers who crave practical advice on the road to compelling instruction. --Sarah Brown Wessling, author of *Supporting Students in a Time of Core Standards*, Teacher Laureate for the Teaching Channel, and former National Teacher of the Year.

About the Author

Jocelyn A. Chadwick has been an English teacher for over thirty years - beginning at Irving High School in Texas and later moving on to the Harvard Graduate School of Education where she was a professor for nine years and still guest lectures. Dr. Chadwick also serves as a consultant for school districts around the country and assists English departments with curricula to reflect diversity and cross-curricular content. For the past two years, she has served as a consultant for NBC News Education's Common Core Project for Parents,

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"For English teachers, literature is a beloved natural. This passion is our strength; it can also be our Achilles' heel, if we do not understand how to channel our passion to serve 21st century students."

Jocelyn Chadwick and John Grassie explore how the familiar literature we love can be taught in a way that not only engages students, but does so within the context of literacy instruction which reflects the needs of today's students. They address complex questions secondary English teachers wrangle with daily: where does literature live within the Common Core's mandates? How can we embrace informational texts in our literature classrooms? And most importantly, how can we help students recognize how canonical works are relevant to them? Their solution is to create an integrated, side-by-side blend of canonical texts with works of contemporary authors and multimedia resources which help build a bridge to literacy, and provide the "here-and-now" students crave today. With examples of old and new texts and resources being used together to address a myriad of themes and challenging questions, the authors illustrate how to help students make connections between the literature and their own lives. A toolbox of the authors' most often-used rubrics, templates and teacher resources is included.

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Valuable Resource for Teachers of Literature

By Cyn Christopherson

In classrooms where emphasis is increasingly placed on non-fiction text, where instruction is guided by Common Core standards, and where teachers often have to pry cell phones from students' hands, it has become more difficult for English/Language Arts teachers to teach what they love most—literature. In *Teaching Literature in the Context of Literacy Instruction* Dr. Jocelyn A. Chadwick and John E. Grassie discuss ways teachers can take control of how literature is taught in their classrooms regardless of these mandates, restrictions, and attitudes.

Drawing on her own classroom experiences and those of other ELA teachers and their students, Chadwick discusses ways teachers can make literature more relevant to students, incorporate informational texts into literature instruction, and blend canonical literature with new.

Teaching Literature in the Context of Literacy Instruction is packed full of information, examples, personal stories, and reproducible resources, that inform and guide teachers who are determined to “keep a firm grasp on literature to share it” with their students. And moreover give encouragement and permission for teachers

to show their students how reading is a relevant pleasure rather than punishment.

Coincidentally, I was teaching a unit on transcendentalism to my juniors at the same time I initially read *Teaching Literature*...and found many great ideas on texts to use, ways to use it, and the relevance of using it in my classroom. I was able to seamlessly incorporate Dr. Chadwick's ideas into my lesson plans—and feel that they benefitted from her knowledge and experience.

Teaching Literature in the Context of Literacy Instruction is a valuable classroom resource which I highly recommend.

0 of 0 people found the following review helpful.

Best Primer for the Literature/Literacy Discussion

By Dan Bruno

FULL DISCLOSURE: I was a contributor to this title; however, everything I say below is my feeling after reading the book in its entirety.

The book dives deeply into the reasons for the pairing of literature and nonfiction because, contrary to popular belief, not everyone understands how to pair them effectively. On top of that, teachers whose administration believes that the recommend 70% of the reading that should be nonfiction must come solely from the ELA classroom will find support and reasoning here to bolster their own practices. After all, a shallow or unsophisticated analysis of this complex and oft misunderstood issue would not take the time to explore the policy history of literature in the classroom as this book does. As a social foundationist, I appreciate the context that Chadwick and Grassie provide from the opening chapter.

The most valuable part of this book, however, are the voices. The voices that come from educators and students from a variety of backgrounds give this book an authenticity that other books about teaching practice lack. For example, in chapter 4, Chadwick and Grassie provide examples of student writing and reasoning that show how deep analyses of literary works can enrich our students thinking. Chadwick, a Twain scholar and Harvard Graduate School of Education lecturer, was even given a perspective on Twain's work that she had not yet considered. That is the real power of literature that this book tries to preserve, the ways in which what we teach challenges thinking time after time, pushing students to realize that being the best they can is only the beginning of the learning process.

What this book addresses is the crisis that literature faces in terms of the new "literacy instruction" that entities like the Common Core and 21st Century Skills ask us to teach. While the focus on practical and emerging literacies is absolutely vital to preparing students for life after high school, it is the literature we teach, literature with enduring value and cultural relevance, that provides the best opportunities for students to learn about themselves in relation to their society. The humanities are about studying the human, not merely the artifacts of text we leave behind.

So, would I recommend you buy this book? Absolutely. It is the best introductory primer you could get for the current question about the value of literature in secondary classrooms.

0 of 0 people found the following review helpful.

Like Mr. Bruno

By Holly E. Parker

Like Mr. Bruno, I am also a contributor to this book. And I must add a very proud contributor having seen the final product. After 14 years in secondary education, I am now working in higher education, where the role of teaching literature, canonical or any other kind, is often under scrutiny. I am often asked, "How will reading a text hundreds of years old prepare a student for a role in the workplace?" I bristle at such a

question as I believe that challenging students with themes and ideas that have permeated cultures for hundreds of years and indeed form the basis of our exploration of what it means to be a human, is crucial to helping them become empathetic and informed citizens. For this reason, I believe this book accomplishes its goal of providing a pathway for English teachers who often feel under siege, to create experiences for their students that combine informational texts and fiction in a way that is challenging and inspiring. Yes, ELA teachers have long known that this is the path they should take. But that does not make the message of this book in any way shallow. For in the context in which ELA teachers practice today, with the demands of Common Core and high stakes testing, we need to hear this message, veteran and novice practitioners alike. This book validates our own voices as we help our students find theirs.

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