

Close Reading And Writing From Sources

Close Reading 14-16 provides a wide selection of extracts with accompanying interpretation/comprehension-type questions, and is appropriate for pupils working towards certificate examinations in English, including Standard Grade, Intermediate 2 and Higher. In addition, the 'Taking A Closer Look' section in each chapter focuses on a specific language feature from the passage and provides further explanations and practice exercises on that aspect of language. An edition of the book is available without answers.

Argues that the decline in reading by children in the United States is furthered by schools by focusing on test-taking and focusing solely on academic texts with guidance for educators on how to counteract this trend.

With simple steps on how to stay organized for quizzes or projects, readers will be able to tackle new ideas or challenging topics. This book is filled with ideas on how to use note taking and close reading to ensure students ace the next test. This book will allow students to determine the main idea of a text, explain how it is supported by key details, and summarize the text.

Spanning the centuries, from the seventeenth to the twentieth, and ranging across cultures, from England to Mexico, this collection gathers together important statements on the function and feasibility of literary translation. The essays provide an overview of the historical evolution in thinking about translation and offer strong individual opinions by prominent contemporary theorists. Most of the twenty-one pieces appear in translation, some here in English for the first time and many difficult to find elsewhere. Selections include writings by Scheiermacher, Nietzsche, Ortega, Benjamin, Pound, Jakobson, Paz, Riffaterre, Derrida, and others. A fine companion to *The Craft of Translation*, this volume will be a valuable resource for all those who translate, those who teach translation theory and practice, and those interested in questions of language philosophy and literary theory.

Learn new ways to help middle and high school students develop the habits necessary to read closely, take good notes, then analyse what they have read from multiple sources and synthesise information into effective discussion and, ultimately, solid writing. Video clips (linked from QR codes) will show classroom strategies in action, teacher ideas, and chapter introductions from the authors.

Reading poetry and prose, images and art, literary and critical theory, science and cultural studies, *Close Reading the Anthropocene* explores the question of meaning, its importance and immanent potential for loss, in the new geological epoch of the Anthropocene. Both close reading and scientific ecology prioritize slowing down and looking around to apprehend similarities and differences, to recognize and value interconnections. Here "close" suggests careful attention to both the reading subject and read "object." Moving between places, rocks, plants, animals, atmosphere, and eclipses, this interdisciplinary edited collection grounds the complex relations between text and world in the environmental humanities. The volume's wide-ranging chapters are critical, often polemical, engagements with the question of the Anthropocene and the changing conversation around reading, interpretation, and textuality. They exemplify a range of work from across the globe and will be of great interest to scholars and students of the environmental humanities, ecocriticism, and literary studies.

Read Online Close Reading And Writing From Sources

Literature and Understanding investigates the cognitive gain from literature by focussing on a reader's close analysis of a literary text. It examines the meaning of 'literature', outlines the most prominent positions in the literary cognitivism debate, explores the practice of close reading from a philosophical perspective, provides a fresh account of what we mean by 'understanding' and in so doing opens up a new area of research in the philosophy of literature. This book provides a different reply to the challenge that we can't learn anything worthwhile from reading literary fiction. It makes the innovative case that reading literary fiction as literature rather than as fiction stimulates five relevant senses of understanding. The book uses examples of irony, metaphor, play with perspective and ambiguity to illustrate this contention. Before arguing that these five senses of understanding bridge the gap between our understanding of a literary text and our understanding of the world beyond that text. The book will be of great interest for researchers, scholars and post-graduate students in the fields of aesthetics, literary theory, literature in education and pedagogy. With half a million copies in print, *How to Read a Book* is the best and most successful guide to reading comprehension for the general reader, completely rewritten and updated with new material. A CNN Book of the Week: "Explains not just why we should read books, but how we should read them. It's masterfully done." –Farheed Zakaria

Originally published in 1940, this book is a rare phenomenon, a living classic that introduces and elucidates the various levels of reading and how to achieve them—from elementary reading, through systematic skimming and inspectional reading, to speed reading. Readers will learn when and how to "judge a book by its cover," and also how to X-ray it, read critically, and extract the author's message from the text. Also included is instruction in the different techniques that work best for reading particular genres, such as practical books, imaginative literature, plays, poetry, history, science and mathematics, philosophy and social science works. Finally, the authors offer a recommended reading list and supply reading tests you can use measure your own progress in reading skills, comprehension, and speed.

"The dead will always find ways to speak" When Teffy Byrne steals a dead sex worker's coded journal from a local art show, she thinks it might shed light on an unsolved murder committed seven years ago. The victim? Teresa Squires, her boyfriend Ger's old flame. But Teffy has to put Teresa's journal aside because Troy Hopper, Ger's former drug boss, is out of Her Majesty's Penitentiary and trying to contact Ger through her. An attempt to protect her lover quickly gets out of hand and Teffy finds herself stranded on an island with a pound of Troy's heroin smuggled inside a dead woman's urn: a dead woman whose daughter is intent on scattering what she thinks are her mother's ashes. But Teffy is determined to get the dope back and crack the code to that stolen journal. She just has no idea how explosive the journal's contents will turn out to be. Martin's propulsive storytelling, knife-edge prose, and deep compassion for the hardscrabble lives of his characters will keep you turning pages in this North Atlantic noir set against the hip galleries and rapidly changing outposts of modern Newfoundland.

Little Readers, Big Thinkers: Teaching Close Reading in the Primary Grades Young learners are full of questions and wonderings, so much so that sometimes they need a guide for their curiosity. With Amy Stewart's manageable approach to close reading, you'll be able to harness the big thinking we know is inside their inquisitive minds. Stewart, a Chicago-based literacy coach and teacher, showcases ways that close reading can teach even the youngest students new ways to enjoy texts, think about them critically, and share that thinking with peers and adults. With its description of the pillars of close reading, multiple lesson sequences for grades

Read Online Close Reading And Writing From Sources

K-2, and real-life classroom scenarios, *Little Readers, Big Thinkers* offers a trove of insights: What close reading is (and is not) How to encourage students to "read like detectives" Ways to weave close reading practices into your lessons How to cultivate real reading, organic thinking, and deep conversation Which books invite amazing learning and thinking experiences With Stewart as your guide, close reading will become your students' stepping stone to a lifelong love of reading.

"Every student deserves a great teacher, not by chance, but by design" — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you'd keep it. And that's precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote *Visible Learning for Literacy*. They know teachers will want to apply Hattie's head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are "visible" for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Yes, the "aha" moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. "Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways," say Doug, Nancy, and John. So let's see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence, just in time.

Teach kindergarten students close reading strategies that strengthen their fluency and comprehension skills! Students will read and analyze various types of texts to get the most out of the rich content. Their reading skills will improve as they answer text-dependent questions, compare and contrast texts, and learn to use close reading strategies on their own! The lessons are designed to make close reading strategies accessible, interactive, grade appropriate, and fun. The lesson plans are easy to follow, and offer a practical model built on research-based comprehension and fluency strategies.

Presents lessons intended to help students read literature with deeper understanding, introducing signposts that help them identify significant moments in literature and anchor questions that encourage them to read more closely.

WINNER OF THE NATIONAL BOOK CRITICS CIRCLE AWARD How does a literary historian end up thinking in terms of z-scores, principal component analysis, and clustering coefficients? The essays in *Distant Reading* led to a new and often contested paradigm of literary analysis. In presenting them here Franco Moretti reconstructs his intellectual trajectory, the theoretical influences over his work, and explores the polemics that have often developed around his positions. From the evolutionary model of "Modern European Literature," through the geo-cultural insights of "Conjectures of World Literature" and "Planet Hollywood," to the quantitative findings of "Style, inc." and the abstract patterns of "Network Theory, Plot Analysis," the book follows two decades of conceptual development, organizing them around the metaphor of "distant reading," that has come to define—well beyond the wildest

Read Online Close Reading And Writing From Sources

expectations of its author—a growing field of unorthodox literary studies.

A packet of letters, found in an attic, leads young Jane into the world of love. The attic is in Montefort, a corroding country house in County Cork, which harbours a collection of people held there by ties of kinship or habit, and haunted by the memory of its former owner. During a hot and dry summer, Jane pursues her romantic imaginings, while not far off the rich, promiscuous Lady Latterly waits to play her part in Jane's awakening.

DIV In her entertaining and edifying New York Times bestseller, acclaimed author Francine Prose invites you to sit by her side and take a guided tour of the tools and tricks of the masters to discover why their work has endured. Written with passion, humour and wisdom, *Reading Like a Writer* will inspire readers to return to literature with a fresh eye and an eager heart – to take pleasure in the long and magnificent sentences of Philip Roth and the breathtaking paragraphs of Isaac Babel; to look to John le Carré for a lesson in how to advance plot through dialogue and to Flannery O'Connor for the cunning use of the telling detail; to be inspired by Emily Brontë's structural nuance and Charles Dickens's deceptively simple narrative techniques. Most importantly, Prose cautions readers to slow down and pay attention to words, the raw material out of which all literature is crafted, and reminds us that good writing comes out of good reading. /div

To respond effectively to a text--a common task in standardized tests--students have to merge their reading and writing skills. Response writing requires a different set of strategies that involve close reading and writing. This book offers practical strategies for teaching students how to read and analyze text closely and combine ideas gleaned from their reading with their own original thinking to respond to the text. Includes nonfiction and fiction anchor texts, writing scaffolds, and more.

What should we do with a literary work? Is it best to become immersed in a novel or poem, or is our job to objectively dissect it? Should we consult literature as a source of knowledge or wisdom, or keenly interrogate its designs upon us? Do we excavate the text as an historical artifact, or surrender to its aesthetic qualities? Balancing foundational topics with new developments, *Engagements with Close Reading* offers an accessible introduction to how prominent critics have approached the task of literary reading. This book will help students learn different methods for close reading perform a close analysis of an unfamiliar text articulate meaningful responses Beginning with the New Critics and recent argument for a return to formalism, the book tracks the reactions of reader-response critics and phenomenologists, and concludes with ethical criticism's claim for the value of literary reading to our moral lives. Rich in literary examples, most reprinted in full, each chapter models practical ways for students to debate the pros and cons of objective and subjective criticism. In the final chapter, five distinguished critics shed light on the pleasures and difficulties of close reading in their engagements with poetry and fiction. In the wake of cultural studies and historicism, *Engagements with Close Reading* encourages us to bring our eyes back to the words on the page, inviting students and instructors to puzzle out the motives, high stakes, limitations, and rewards of the literary encounter under the pressure of this beleaguered and persistent methodology.

DIVA reader intended for courses, presenting the continuity of close reading from New Criticism through poststructuralism./div

The Common Core State Standards encourage teachers to use close reading as a means to help students access complex text. Many literacy experts believe close reading has the power to create strong, independent readers. But what does that really mean, and how does it work in the classroom? This book is your must-have guide to getting started! It provides step-by-step strategies and scaffolds for teaching close reading and improving students' comprehension of complex texts. You will learn how to teach close reading based on text type, how to transition students through increasingly challenging texts, and how to use close reading as a springboard

Read Online Close Reading And Writing From Sources

for close writes and close talks. Special Features:

- An easy-to-use framework for creating a close reading lesson
- Close reading strategies for a variety of literary and informational subgenres
- Ideas for teaching close reading to meet specific comprehension objectives based on the Common Core, including analyzing text structure and evaluating argument
- Suggestions for helping students read with increased levels of rigor
- A clear explanation of what text complexity really means and how it varies by student
- Scaffolds to help students at all ability levels do a close reading
- Guidelines and procedures for close talks—purposeful, focused discussions about text
- Procedures for close writes that vary based on genre and student ability level

In addition, each chapter includes study guide questions to help you apply the ideas in the book to your own classroom. With this practical book, you will have all the tools you need to make close reading a reality!

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Part of Longman's successful Short Guide Series, *A Short Guide to Writing about Literature* emphasizes writing as a process and incorporates new critical approaches to writing about literature. The twelfth edition continues to offer students sound advice on how to become critical thinkers and enrich their reading response through accessible, step-by-step instruction.

"A charming and informative story about a pipistrelle bat. . . . Offers vivid descriptions of the animal's flight, its navigational skills, and the hunt for food." – School Library Journal

Features an audio read-along! Night has fallen, and Bat awakens to find her evening meal. Follow her as she swoops into the shadows, shouting and flying, the echoes of her voice creating a sound picture of the world around her. When morning light creeps into the sky, Bat returns to the roost to feed her baby . . . and to rest until nighttime comes again. Bat loves the night! Back matter includes an index. A Common Core Text Exemplar

Written for an Introduction to Literature course, *Close Reading* allows students to examine the language and structure of a text, as well as the ideas or feelings it expresses, and to investigate the intricate links between form and content. It helps students to see such issues as sound and rhythm, imagery and figurative language, voice, the way characters are portrayed, the importance of setting, plot structure - all the elements that make literature 'literary' - changes the way in which they approach their study of literature. Covers poetry, fiction, and drama.

The Common Core State Standards have put close reading in the spotlight as never before. While middle and high school teachers want and need students to connect with, analyze, and learn from both literary and informational texts, many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content. Is there a process to follow? How is close reading different from shared reading and other common literacy practices? How do you prepare students to have their ability to analyze complex texts measured by high-stakes assessments? And how do you fit close reading instruction and experiences into an already crowded curriculum? Literacy experts Barbara Moss, Diane Lapp, Maria Grant, and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers, how to make close reading a habit of practice across the content areas, and why doing so will build content knowledge. Informed by the authors' extensive field experience and enriched by dozens of real-life scenarios and downloadable tools and templates, this book explores

- Text complexity and how to determine if a particular text is right for your learning purposes and your students.
- The process and purpose of close reading, with an emphasis on its role in developing the 21st century thinking, speaking, and writing skills essential for academic communication and college and career readiness.
- How to plan, teach, and manage close reading sessions across the academic disciplines, including the kinds of questions to ask, texts to use, and supports to provide.
- How to assess close reading and help all students—regardless of linguistic, cultural,

Read Online Close Reading And Writing From Sources

or academic background—connect deeply with what they read and derive meaning from complex texts. Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers—and empowered and independent learners. In this comprehensive resource, you'll find everything you need to start their journey.

Provides strategies for close reading narratives, informational texts, and arguments using a three-step close-reading ritual.

Through a series of short essays, *Readings* traces the consideration given to the act of close reading in literary criticism and theory over the last thirty years.

Focusing on short passages from a number of critical works, including those by Barthes, Cixous, de Man, Derrida, Foucault, Kristeva, Lacan and J. Hillis Miller amongst others, the essays enact close readings of the trope of reading - its movements and performances in each of the passages in question - so as to offer a more detailed comprehension of the nature of reading, and the ways in which critical thinking has transformed our understanding of what it means to read. *Readings* addresses in a lively and engaging manner the varying rhythms and articulations made possible through the careful tracing of the process of critical reading which literary theory has made available.

Based on Gabriela Pereira's popular website and course, *DIY MFA* advocates "knowledge without the college" by providing tools and techniques for serious writers. It combines the three main elements of a traditional Masters in Fine Arts--writing, reading, and community--in one easy-to-access, portable book. Close reading is the most essential skill that literature students continue to develop across the full length of their studies. This book is the ideal guide to the practice, providing a methodology that can be used for poetry, novels, drama, and beyond. Using classic works of literature, such as *Hamlet* and *The Great Gatsby* as case studies, David Greenham presents a unique, contextual approach to close reading, while addressing key questions such as: What is close reading? What is the importance of the relationships between words? How can close reading enhance reading pleasure? Is there a method of close reading that works for all literary genres? How can close reading unlock complexity? How does the practice of close reading relate to other theoretical and critical approaches? *Close Reading: The Basics* is formulated to bring together reading pleasure and analytic techniques that will engage the student of literature and enhance their reading experience.

Christopher Ricks is one of the best-known living critics of English, and was described by W. H. Auden as 'the kind of critic every poet dreams of finding'. Though published independently over many years, each of the essays in this collection of his writings asks how a poet's words reveal the 'force of poetry', that force - in Dr Johnson's words - 'which calls new power into being, which embodies sentiment, and animates matter'. The poets covered range from John Gower, Marvell, and Milton to Wordsworth, Empson, Stevie Smith, Lowell, and Larkin, and the book contains four wider essays on clichés, lies, misquotations, and American English.

Read Online Close Reading And Writing From Sources

"This is an analysis of English studies in higher education, addressed in particular to practitioners in the field - teachers and students. As Heather Murray states in her introduction, those who work in English are likely to have a stronger sense of critical history than of disciplinary history. She contends that, in order to understand and reform the discipline of English studies, it is necessary to shift the focus of examination 'down and back' - to look at ordinary and often taken-for-granted disciplinary practices (such as pedagogy), and to extend the historical frame." "Murray begins with an examination of some important historical moments in the development of the discipline in Canada: the appointment in 1889 of W.J. Alexander as first professor of English at the University of Toronto; the twenty-five-year experiment early in this century in rhetorical and dramatic education for women that the Margaret Eaton School of Literature and Expression represented; and the entry of 'theory' into the English-Canadian academy. The second section examines some of the common features and routines of English departments, such as curriculum design, seminar groups, tests and assignments, essay questions, and the conference, in order to establish the critical/political principles that underpin study and teaching in the academy today. In this section, Murray also focuses on the role of women as students and teachers of English. The final section surveys the literature available for further research on the discipline and for constructing a history of English studies in Canada."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

This handbook teaches students to read for deep understanding, properly analyze and assess what they read, and reason within the logic of an author. Written by critical thinking authorities Richard Paul and Linda Elder as part of the Thinker's Guide Library, this guide includes activities for students to work through in developing close reading skills using the tools of critical thinking. Dive into the use of close reading in classroom instruction with this practical, standards-based resource. Featuring easy-to-use lessons that focus on informational/explanatory text samples, argumentative text samples, or narrative text samples, each lesson is tailored toward specific grade spans and includes step-by-step instructions on how to work with and improve students' close reading skills. By implementing the techniques and strategies outlined in this book, students will become more prepared for college and career readiness, become strong global thinkers, and will be able to meet the standards and expectations of 21st century learners.

One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 700,000 teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from classroom management to inspiring student engagement, you will be able to perfect your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college

Read Online Close Reading And Writing From Sources

readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators With the sample lesson plans, videos, and teachlikeachampion.com online community, you will be teaching like a champion in no time. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a "teaching Bible" for so many educators worldwide.

An anthology of exemplary readings by some of the twentieth century's foremost literary critics, *Close Reading* presents a wide range of responses to the question at the heart of literary criticism: how best to read a text to understand its meaning. The lively introduction and the selected essays provide an overview of close reading from New Criticism through poststructuralism, including works of feminist criticism, postcolonial theory, queer theory, new historicism, and more. From a 1938 essay by John Crowe Ransom through the work of contemporary scholars, *Close Reading* highlights the interplay between critics—the ways they respond to and are influenced by others' works. To facilitate comparisons of methodology, the collection includes discussions of the same primary texts by scholars using different critical approaches. The essays focus on Hamlet, "Lycidas," "The Rape of the Lock," Ulysses, Invisible Man, Beloved, Jane Austen, John Keats, and Wallace Stevens and reveal not only what the contributors are reading, but also how they are reading. Frank Lentricchia and Andrew DuBois's collection is an essential tool for teaching the history and practice of close reading. Contributors. Houston A. Baker Jr., Roland Barthes, Homi Bhabha, R. P. Blackmur, Cleanth Brooks, Kenneth Burke, Paul de Man, Andrew DuBois, Stanley Fish, Catherine Gallagher, Sandra Gilbert, Stephen Greenblatt, Susan Gubar, Fredric Jameson, Murray Krieger, Frank Lentricchia, Franco Moretti, John Crowe Ransom, Eve Kosofsky Sedgwick, Helen Vendler

In the spirit of Muriel Spark and Walker Percy, *The Age of Infidelity's* eleven stories embrace the comic, the absurd, and the dead serious. Faithless parents betray their children, the young betray the old, and lovers betray each other--but somehow these characters cling to hope. Aging white cheerleaders shout through an online megaphone, remembering a time when racial equality seemed almost possible; a teenager endures her father's abandonment as her mother's psychotic episodes pick up pace; an old couple on the lam from the Constitutional Guard of the future hides out in a garage reminiscent of our consumerist past. In an age many call post-religious, these characters want to believe in something, but they're not always sure what that something is. Set in landscapes from the small-town South to New York City, from a parched Midwest to a deserted Dublin, these stories time-travel from our Jim Crow past to an imagined future of warehouses for the aged where robots do the nursing. With what the *Washington Post* describes as her "distinctive brutal elegance," Valerie Sayers writes playfully, powerfully, and musically. These stories form an album riffing on our age, the Age of Infidelity. **TEACH YOUR STUDENTS TO READ LIKE CHAMPIONS—WITH RIGOR, INDEPENDENCE, PRECISION, AND INSIGHT** The world we are preparing our students to succeed in is one bound together by words and phrases. Our students learn their literature, history, math, science, or art via a firm foundation of strong reading skills. When we teach students to read with precision, rigor, and insight, we are truly handing over the key to the kingdom. Of all the subjects we teach reading is first among equals. Grounded in advice from effective classrooms nationwide, enhanced with more than 40 video clips, *Reading Reconsidered* takes you into the trenches with actionable guidance from real-life educators and instructional champions. The authors address the anxiety-inducing world of Common Core State Standards, distilling from those standards four key ideas that help hone teaching practices both generally and in

Read Online Close Reading And Writing From Sources

preparation for assessments. This 'Core of the Core' comprises the first half of the book and instructs educators on how to teach students to: read harder texts, 'closely read' texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts. The second half of Reading Reconsidered reinforces these principles, coupling them with the 'fundamentals' of reading instruction—a host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary, interactive reading, and student autonomy. Reading Reconsidered breaks an overly broad issue into clear, easy-to-implement approaches. Filled with practical tools, including: 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms (note: for online access of this content, please visit my.teachlikeachampion.com)

Recommended book lists Downloadable tips and templates on key topics like reading nonfiction, vocabulary instruction, and literary terms and definitions. Reading Reconsidered provides the framework necessary for teachers to ensure that students forge futures as lifelong readers.

Teaching Literature is an inspirational guidebook for all teachers of English and American literature in higher education. Written by leading academic, prolific author and cultural journalist, Elaine Showalter Original and provocative reflections on teaching literature in higher education Encourages teachers to make their classroom practice intellectually exciting Wide-ranging - covers the practical, theoretical, and methodological aspects of teaching literature Highly practical - employs real examples from real classes and careers throughout Draws on 40 years of international teaching experience

Close Reading in Elementary School Bringing Readers and Texts Together Routledge

This book has been replaced by Close Reading of Informational Sources, Second Edition, ISBN 978-1-4625-3945-1.

[Copyright: f38899b86f9334c07c1b965759e15445](https://www.teachlikeachampion.com/courses/reading-reconsidered)