

Recommended Writing from Sources Book: Grades 3-8

Writing About Reading: From Book Talk to Literary Essays, Grades 3-8

By Janet Angelillo

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Janet Angelillo introduces us to an entirely new way of thinking about writing about reading. She shows us how to teach students to manage all the thinking and questioning that precedes their putting pen to paper. More than that, she offers us smarter ways to have students write about their reading that can last them a lifetime. She demonstrates how students' responses to reading can

- start in a notebook, in conversation, or in a read aloud
- lead to thinking guided by literary criticism
- reflect deeper text analysis and honest writing processes
- result in a variety of popular genres--book reviews, author profiles, commentaries, editorials, and the literary essay.

She even includes tools for teaching-day-by-day units of study, teaching points, a sample minilesson, and lots of student examples-plus chapters on yearlong planning and assessment.

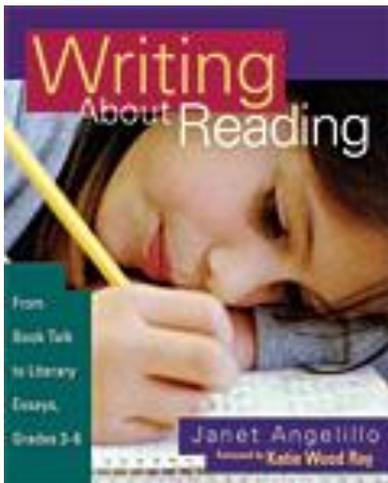
Ensure that your students will be readers and writers long after they leave you. Get them enthused and empowered to use whatever they read-facts, statistics, the latest book--as fuel for writing in school and in their working lives.

Contents

1. You Have to Have an Idea
 2. Thinking and Talking About Texts in Read-Aloud and Partnership Conversations
 3. Literary Thinking Across Texts
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Bibliography: List of Recommended Children's Books

Chapter 1

<http://www.heinemann.com/shared/onlineresources/E00578/chapter1.pdf>



I believe in reading books because others dislike them or find them dangerous, or too thick to spend their free time on, or too difficult to understand. I believe in choosing the hardest book imaginable. I believe in reading what others have to say about this difficult book, and then making up my own mind, agreeing or disagreeing with what I have read and understood. Part of this has to do with Mr. Buxton, who taught me Shakespeare in the 10th grade. We were reading Macbeth. It was an exciting experience. Besides, I got familiar with wonderful works of literary criticism. There are those critics, of course, who insist that there are right ways and wrong ways to read every book. No doubt they arrived at these beliefs through their own adventures in the stacks.