

[Kelly Gallagher Article Of The Week](#)

kelly gallagher article of the week: Readicide Kelly Gallagher, 2023-10-10 Read-i-cide: The systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools. Reading is dying in our schools. Educators are familiar with many of the factors that have contributed to the decline, poverty, second-language issues, and the ever-expanding choices of electronic entertainment. In this provocative book *Readicide: How Schools are Killing Reading and What You Can Do About It*, author and teacher Kelly Gallagher suggests it is time to recognize a new and significant contributor to the death of reading: our schools. *Readicide*, Gallagher argues that American schools are actively (though unwittingly) furthering the decline of reading. Specifically, he contends that the standard instructional practices used in most schools are killing reading by: Valuing standardized testing over the development of lifelong readers Mandating breadth over depth in instruction Requiring students to read difficult texts without proper instructional support and insisting students focus on academic texts Ignoring the importance of developing recreational reading Losing sight of authentic instruction in the looming shadow of political pressures *Readicide* provides teachers, literacy coaches, and administrators with specific steps to reverse the downward spiral in reading;-;steps that will help prevent the loss of another generation of readers.

kelly gallagher article of the week: *In the Best Interest of Students* Kelly Gallagher, 2023-10-10 In his new book, *In the Best Interest of Students: Staying True to What Works in the ELA Classroom*, teacher and author Kelly Gallagher notes that there are real strengths in the Common Core standards, and there are significant weaknesses as well. He takes the long view, reminding us that standards come and go but good teaching remains grounded in proven practices that sharpen students' literacy skills. Instead of blindly adhering to the latest standards movement, Gallagher suggests: Increasing the amount of reading and writing students are doing while giving students more choice around those activities Balancing rigorous, high-quality literature and non-fiction works with student-selected titles Encouraging readers to deepen their comprehension by moving beyond the four corners of the text Planning lessons that move beyond Common Core expectations to help young writers achieve more authenticity through the blending of genres Using modeling to enrich students' writing skills in the prewriting, drafting, and revision stages Resisting the de-emphasis of narrative and imaginative reading and writing Amid the frenzy of trying to teach to a new set of standards, Kelly Gallagher is a strong voice of reason, reminding us that instruction should be anchored around one guiding question: What is in the best interest of our students?

kelly gallagher article of the week: *Write Like this* Kelly Gallagher, 2011 If you want to learn how to shoot a basketball, you begin by carefully observing someone who knows how to shoot a basketball. If you want to be a writer, you begin by carefully observing the work of accomplished writers. Recognizing the importance that modeling plays in the learning process, high school English teacher Kelly Gallagher shares how he gets his students to stand next to and pay close attention to model writers, and how doing so elevates his students' writing abilities. *Write Like This* is built around a central premise: if students are to grow as writers, they need to read good writing, they need to study good writing, and, most important, they need to emulate good writers. In *Write Like This*, Kelly emphasizes real-world writing purposes, the kind of writing he wants his students to be doing twenty years from now. Each chapter focuses on a specific discourse: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. In teaching these lessons, Kelly provides mentor texts (professional samples as well as models he has written in front of his students), student writing samples, and numerous assignments and strategies proven to elevate student writing. By helping teachers bring effective modeling practices into their classrooms, *Write Like This* enables students to become

better adolescent writers. More important, the practices found in this book will help our students develop the writing skills they will need to become adult writers in the real world.

kelly gallagher article of the week: *Deeper Reading* Kelly Gallagher, 2023-10-10 Do your students often struggle with difficult novels and other challenging texts? Do you feel that you are doing more work teaching the novel than they are reading it? Building on twenty years of teaching language arts, Kelly Gallagher shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading: Comprehending Challenging Texts, 4-12*, he shares effective, classroom-tested strategies that enable your students to: Accept the challenge of reading difficult books and move beyond a first draft understanding Consciously monitor their comprehension as they read and employ effective fix-it strategies when comprehension starts to falter Use meaningful collaboration and metaphorical thinking to achieve deeper understanding of texts Reflect on the relevance the book holds for themselves and their peers by using critical thinking skills to analyze real-world issues Gallagher also provides guidance on effective lesson planning that incorporates strategies for deeper reading. Funny, poignant, and packed with practical ideas that work in real classrooms, *Deeper Reading* is a valuable resource for any teacher whose students need new tools to uncover the riches found in complex texts.

kelly gallagher article of the week: 180 Days Kelly Gallagher, Penny Kittle, 2018 East Coast and West Coast teachers discuss how they get it all in with their respective high school classes--

kelly gallagher article of the week: The Core Six Harvey F. Silver, R. Thomas Dewing, Matthew J. Perini, 2012 Drawing on their extensive research and practice in schools across the United States, the authors of this indispensable guide offer six research-based, classroom-proven strategies that every K-12 teacher needs to respond to the Common Core State Standards. This practical book includes sample lesson plans and checklists to ensure effective implementation of each strategy in the classroom.

kelly gallagher article of the week: Mechanically Inclined Jeff Anderson, 2023-10-10 Some teachers love grammar and some hate it, but nearly all struggle to find ways of making the mechanics of English meaningful to kids. As a middle school teacher, Jeff Anderson also discovered that his students were not grasping the basics, and that it was preventing them from reaching their potential as writers. Jeff readily admits, "I am not a grammarian, nor am I punctilious about anything," so he began researching and testing the ideas of scores of grammar experts in his classroom, gradually finding successful ways of integrating grammar instruction into writer's workshop. *Mechanically Inclined* is the culmination of years of experimentation that merges the best of writer's workshop elements with relevant theory about how and why skills should be taught. It connects theory about using grammar in context with practical instructional strategies, explains why kids often don't understand or apply grammar and mechanics correctly, focuses on attending to the "high payoff," or most common errors in student writing, and shows how to carefully construct a workshop environment that can best support grammar and mechanics concepts. Jeff emphasizes four key elements in his teaching: short daily instruction in grammar and mechanics within writer's workshop; using high-quality mentor texts to teach grammar and mechanics in context; visual scaffolds, including wall charts, and visual cues that can be pasted into writer's notebooks; regular, short routines, like "express-lane edits," that help students spot and correct errors automatically. Comprising an overview of the research-based context for grammar instruction, a series of over thirty detailed lessons, and an appendix of helpful forms and instructional tools, *Mechanically Inclined* is a boon to teachers regardless of their level of grammar-phobia. It shifts the negative, rule-plagued emphasis of much grammar instruction into one which celebrates the power and beauty these tools have in shaping all forms of writing.

kelly gallagher article of the week: Flash Feedback [Grades 6-12] Matthew Johnson, 2020-02-11 Beat burnout with time-saving best practices for feedback For ELA teachers, the danger of burnout is all too real. Inundated with seemingly insurmountable piles of papers to read, respond to, and grade, many teachers often find themselves struggling to balance differentiated,

individualized feedback with the one resource they are already overextended on—time. Matthew Johnson offers classroom-tested solutions that not only alleviate the feedback-burnout cycle, but also lead to significant growth for students. These time-saving strategies built on best practices for feedback help to improve relationships, ignite motivation, and increase student ownership of learning. Flash Feedback also takes teachers to the next level of strategic feedback by sharing: How to craft effective, efficient, and more memorable feedback Strategies for scaffolding students through the meta-cognitive work necessary for real revision A plan for how to create a culture of feedback, including lessons for how to train students in meaningful peer response Downloadable online tools for teacher and student use Moving beyond the theory of working smarter, not harder, Flash Feedback works deeper by developing practices for teacher efficiency that also boost effectiveness by increasing students' self-efficacy, improving the clarity of our messages, and ultimately creating a classroom centered around meaningful feedback.

kelly gallagher article of the week: [Why Study History?](#) Marcus Collins, Peter N. Stearns, 2020-05-27 Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the Why Study series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

kelly gallagher article of the week: [Reading Reasons](#) Kelly Gallagher, 2023 This book contains forty practical, classroom-tested and reproducible mini-lessons that get to the heart of reading motivation and that can be used immediately in English-as well as other content-area classrooms. These easy-to-use motivational lessons serve as weekly reading booster shots that help maintain reading enthusiasm in your classroom from September through June. The mini-lessons, ranging from five to twenty minutes in length, hit home with adolescents, and in turn, enable them to internalize the importance reading will play in their lives. Rather than telling students reading is good for them, the lessons in this book show them the benefits of reading.

kelly gallagher article of the week: [These 6 Things](#) Dave Stuart Jr., 2018-06-28 Streamline literacy instruction while increasing student achievement Dave R. Stuart Jr.'s work is centered on a simple belief: all students and teachers can flourish. Yet that seemingly simple goal can feel unattainable when teachers are expected to teach core content within the disciplines and improve literacy in their classrooms. How can teachers and students flourish under so much pressure? Stuart's advice: Take a deep breath and refocus on six known best practices— establish and strengthen key beliefs, then build knowledge and increase reading, writing, speaking and listening, and argumentation in every content area, every day. These 6 Things is all about streamlining your practice so that you're teaching smarter, not harder, and kids are learning, doing, and flourishing in ELA and content-area classrooms. In this essential new resource, teachers will receive Proven, classroom-tested advice delivered in an approachable, teacher-to-teacher style that builds confidence Practical strategies for streamlining instruction in order to focus on key beliefs and literacy-building activities Solutions and suggestions for the most common teacher and student hang-ups Numerous recommendations for deeper reading on key topics In addition to teaching English and world history for more than a decade, Stuart is well-known for his blog DaveStuartJr.com, which has over 35,000 visitors each month. This popular resource has been a beacon of light for more than 10,000 subscribers who refuse to freak out about the everyday challenges of teaching in a high-stakes era. He presents professional development workshops and institutes for schools around the United States and offers a number of online learning tools and experiences on his website.

kelly gallagher article of the week: [Whole Novels for the Whole Class](#) Ariel Sacks, 2013-10-21

Work with students at all levels to help them read novels *Whole Novels* is a practical, field-tested guide to implementing a student-centered literature program that promotes critical thinking and literary understanding through the study of novels with middle school students. Rather than using novels simply to teach basic literacy skills and comprehension strategies, *Whole Novels* approaches literature as art. The book is fully aligned with the Common Core ELA Standards and offers tips for implementing whole novels in various contexts, including suggestions for teachers interested in trying out small steps in their classrooms first. Includes a powerful method for teaching literature, writing, and critical thinking to middle school students Shows how to use the *Whole Novels* approach in conjunction with other programs Includes video clips of the author using the techniques in her own classroom This resource will help teachers work with students of varying abilities in reading whole novels.

kelly gallagher article of the week: *Reading Nonfiction* G. Kylene Beers, Robert E. Probst, 2016 *Nonfiction* intrudes into our world and purports to tell the truth. To evaluate that truth, we need students to be sophisticated, skillful, and savvy readers. And that's why Kylene and Bob wrote *Reading Nonfiction*, a book that presents: 3 big questions that develop the stance needed for attentive reading; 5 signposts that help readers analyze and evaluate the author's craft; and 7 strategies that develop relevance and fix up confusions--Back cover.

kelly gallagher article of the week: *Chasing Lincoln's Killer* James L. Swanson, 2012-09-01 NEW YORK TIMES bestselling author James Swanson delivers a riveting account of the chase for Abraham Lincoln's assassin. Based on rare archival material, obscure trial manuscripts, and interviews with relatives of the conspirators and the manhunters, *CHASING LINCOLN'S KILLER* is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia.

kelly gallagher article of the week: *Teaching Adolescent Writers* Kelly Gallagher, 2023-10-10 In an increasingly demanding world of literacy, it has become critical that students know how to write effectively. From the requirements of standardized tests to those of the wired workplace, the ability to write well, once a luxury, has become a necessity. Many students are leaving school without the necessary writing practice and skills needed to compete in a complex and fast-moving Information Age. Unless we teach them how to run with it, they are in danger of being run over by a stampede—a literacy stampede. In *Teaching Adolescent Writers*, Kelly Gallagher shows how students can be taught to write effectively. Gallagher shares a number of classroom-tested strategies that enable teachers to: Understand the importance of teaching writing and how to motivate young writers Show how modeling from both the teacher and real-world texts builds young writers Provide choice of what to write, which helps elevate adolescent writing, and how to fit it into a rigorous curriculum Help students recognize the importance of purpose and audience Assess essays in ways that drive better writing performance. Infused with humor and illuminating anecdotes, Gallagher draws on his classroom experiences and work as co-director of a regional writing project to offer teachers both practical ways to incorporate writing instruction into their day and compelling reasons to do so.

kelly gallagher article of the week: *Write, Think, Learn* Mary K. Tedrow, 2017-08-15 Find out how to create the climate and space for everyday student writing. In this new co-publication with MiddleWeb, award-winning teacher Mary Tedrow shows you how to encourage students to integrate daily writing into their lives, leading to improved critical thinking skills, increased knowledge of subject areas, and greater confidence in written expression. This practical guide will help you consider the unique needs of your students, while still meeting state standards. You'll discover how to... Develop classroom routines and activities that invite creativity and self-expression Teach writing methods that can be used across different grade levels and all content areas Challenge students to examine their own writing processes for thinking and problem solving Evaluate written work in a way that emphasizes growth over grades Many exercises, prompts, and attempts at thinking found in the book can be easily adapted for use both in and out of the classroom. Whether you are a new or

experienced teacher, Write, Think, Learn will enable you to make writing come alive for all your students.

kelly gallagher article of the week: *Pushing the Limits* Kelly Gallagher-Mackay, Nancy Steinhauer, 2017-08-29 How do we prepare children for a future we can't even imagine? Across Canada, a debate swirls around what our children will need to know in the face of huge technological, economic, social and political change. The question has become an ideological battleground, and there is a hunger for a deeper understanding of what we should be doing to prepare children now for the challenges of the future. This timely, important book is an answer to that call. In *Pushing the Limits*, Kelly Gallagher-Mackay and Nancy Steinhauer draw on their experiences as educational leaders to reveal that the schools of the future exist in the here and now. They introduce us to extraordinary Canadian public schools, deeply rooted in their communities, that are fostering innovators, nimble problem-solvers and engaged citizens, boosting math comprehension, cultivating creativity and using technology to broaden the parameters of learning. And they explore why the role of schools is expanding to nurture students' social-emotional skills and growth mindsets, and how vital this broader definition of education is to children's long-term health, happiness and success. This book provides a vision of what schooling can and should look like in our rapidly shifting world and explores how we—parents and teachers—can realize this vision together.

kelly gallagher article of the week: *Mentor Texts* Lynne R. Dorfman, Rose Cappelli, 2017 It's been a decade since Lynne Dorfman and Rose Cappelli wrote the first edition of *Mentor Texts* and helped teachers across the country make the most of high-quality children's literature in their writing instruction. In the second edition of this important book Lynne and Rose show teachers how to help students become confident, accomplished writers by using literature as their foundation. The second edition includes brand-new Your Turn Lessons, built around the gradual release of responsibility model, offering suggestions for demonstrations and shared or guided writing. Reflection is emphasized as a necessary component to understanding why mentor authors chose certain strategies, literary devices, sentence structures, and words. Lynne and Rose offer new children's book titles in each chapter and in a carefully curated and annotated Treasure Chest. At the end of each chapter a Think About It--Talk About It--Write About It section invites reflection and conversation with colleagues. The book is organized around the characteristics of good writing--focus, content, organization, style, and conventions. Rose and Lynne write in a friendly and conversational style, employing numerous anecdotes to help teachers visualize the process, and offer strategies that can be immediately implemented in the classroom. This practical resource demonstrates the power of learning to read like writers.

kelly gallagher article of the week: *Congressional Record* United States. Congress, 1962 The *Congressional Record* is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The *Congressional Record* began publication in 1873. Debates for sessions prior to 1873 are recorded in *The Debates and Proceedings in the Congress of the United States (1789-1824)*, *the Register of Debates in Congress (1824-1837)*, and *the Congressional Globe (1833-1873)*

kelly gallagher article of the week: *Rethinking Rubrics in Writing Assessment* Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment. But sometimes it's better to be unconventional. In *Rethinking Rubrics in Writing Assessment*, Maja Wilson offers a new perspective on rubrics and argues for a better, more responsive way to think about assessing writers' progress. Though you may sense a disconnect between student-centered teaching and rubric-based assessment, you may still use rubrics for convenience or for want of better alternatives. *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change, demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process. With an emphasis on thoughtful planning and teaching, Wilson shows you how to reconsider writing assessment so that it aligns more closely with high-quality instruction and avoids the potentially damaging effects of rubrics. Stop listening to the conventional wisdom, and

turn instead to a compelling new voice to find out why rubrics are often replaceable. Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive, authentic style of writing assessment.

kelly gallagher article of the week: *Notice & Note* G. Kylee Beers, Robert E. Probst, 2012 Examines the new emphasis on text-dependent questions, rigor, and text complexity, and what it means to be literate in the 21st century--P. [4] of cover.

kelly gallagher article of the week: *Leaders of Their Own Learning* Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2014-01-07 From EL Education comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country. Student-Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole-school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student-Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress, improve achievement, and involve families and communities in the life of the school Describes each of the book's eight key practices, gives advice on how to begin, and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning, meet Common Core and state standards, and reach higher levels of achievement. DVD and other supplementary materials are not included as part of the e-book file, but are available for download after purchase.

kelly gallagher article of the week: *The Reading Zone* Nancie Atwell, Anne Atwell Merkel, 2016-11-16 Provides teachers with a method to help students develop into passionate, life-long readers.

kelly gallagher article of the week: *They Say* Cathy Birkenstein, Gerald Graff, 2018

kelly gallagher article of the week: *The Power of Questions* Beverly Falk, Megan Blumenreich, 2005 *The Instructor's Guide* provides a suggested framework that outlines each class session, complete with detailed assignments and rubrics for assessment. Teacher research is a tool that can help you continue to learn throughout your career. Pursuing your own questions has the potential to foster genuine understandings of educational methods, re-invigorate your teaching practices, and re-shape your curriculum for the benefit of your students. *The Power of Questions* makes connections between investigating issues related to your practice and designing research curricula for your students. Beverly Falk and Megan Blumenreich carefully illustrate and scaffold the research process for you by breaking it into smaller steps. They cite examples of real teacher researchers' studies as they provide advice, study questions, and exercise that help you: formulate a research question design a study investigate prior research on the subject choose the best tools for collecting evidence analyze your findings and apply them to the issues and dilemmas in your teaching life share what you've learned with others make research a regular part of your practice. Unlike any other book on teacher research, Falk and Blumenreich provide you with analogous research projects for your students that support a classroom environment of inquiry and discovery. For teacher educators, an accompanying online instructor's manual includes rubrics to support and assess teacher professional development. Whether you are a preservice, inservice or veteran teacher, through the inquiry and reflection of teacher research you can learn about your practice and your students and gain a deeper understanding of the potential that the inquiry process has to support powerful student learning.

kelly gallagher article of the week: *"They Say"* Gerald Graff, Cathy Birkenstein, 2016 THIS TITLE HAS BEEN UPDATED TO REFLECT THE 2016 MLA UPDATE. The New York Times best-selling book on academic writing--in use at more than 1,500 schools.

kelly gallagher article of the week: Academic Moves for College and Career Readiness, Grades 6-12 Jim Burke, Barry Gilmore, 2015-01-28 Analyze, argue, compare/contrast, describe, determine, develop, evaluate, explain, imagine, integrate, interpret, organize, summarize, support, and transform . . . Can a mere fifteen words turn today's youth into the innovative, ambitious thinkers we need? Yes, contend Jim Burke and Barry Gilmore, coauthors of *Academic Moves for College and Career Readiness*, because these are the moves that make the mind work and students must learn if they're to achieve academically. It's that simple. Or is it? To arrive at these fifteen critical reading, writing, and thinking processes, Jim and Barry combed through the standards, research, and secondary curriculum—and that's for starters. Then, for each of these powerhouse processes, they developed a lesson structure, assignments, and activities so you can teach with potency, right away, and immediately cultivate in students discipline-specific habits of mind. Here's the best part yet: Jim and Barry distill each intellectual process into a potent concision that nevertheless spans subject areas: Before, during, and after sections offer essential questions, lesson ideas, and activities to assist you in instruction. Two sample student pieces illustrate not only what to look for but the process for getting there. Culminating tasks include producing an analytic essay, visual text, argument, narrative and informational writing, poetry, descriptive science writing, and explanatory writing in math. Every chapter has a correlation chart to Webb's Depth of Knowledge to deepen understanding and a reproducible rubric to aid in assessment. At the end of the day, what we want is for our students to know how to think at high levels in any discipline in school or any arena in life. In *Academic Moves for College and Career Readiness*, Jim and Barry translate these processes into remarkable instructional protocols. Use the book and you'll know for yourself what a revolution they've created.

kelly gallagher article of the week: Minds Made for Stories Thomas Newkirk, 2014 In this highly readable and provocative book, Thomas Newkirk explodes the long standing habit of opposing abstract argument with telling stories. Newkirk convincingly shows that effective argument is already a kind of narrative and is deeply entwined with narrative. --Gerald Graff, former MLA President and author of *Clueless in Academe* Narrative is regularly considered a type of writing—often an easy one, appropriate for early grades but giving way to argument and analysis in later grades. This groundbreaking book challenges all that. It invites readers to imagine narrative as something more—as the primary way we understand our world and ourselves. To deny the centrality of narrative is to deny our own nature, Newkirk explains. We seek companionship of a narrator who maintains our attention, and perhaps affection. We are not made for objectivity and pure abstraction—for timelessness. We have 'literary minds that respond to plot, character, and details in all kind of writing. As humans, we must tell stories. When we are engaged readers, we are following a story constructed by the author, regardless of the type of writing. To sustain a reading—in a novel, an opinion essay, or a research article— we need a plot that helps us comprehend specific information, or experience the significance of an argument. As Robert Frost reminds us, all good memorable writing is dramatic. *Minds Made for Stories* is a needed corrective to the narrow and compartmentalized approaches often imposed on schools—approaches which are at odds with the way writing really works outside school walls.

kelly gallagher article of the week: Two Peas & Their Pod Cookbook Maria Lichty, 2019-09-03 115 recipes--wholesome new creations and celebrated favorites from the blog--from the husband and wife team behind *Two Peas & Their Pod* TWO PEAS & THEIR POD celebrates a family, friends, and community-oriented lifestyle that has huge and growing appeal. Maria the genuine, fun, relaxed mom next door who's got the secret sauce: that special knack for effortlessly creating tantalizing and wholesome (and budget-friendly) meals with ease. From a Loaded Nacho Bar bash for 200 guests to quick-and-easy healthy weeknight dinners like never-fail favorites like One-Skillet Sausage Pasta or Asian Pork Lettuce Wraps (always followed by a fab dessert!), Maria shares her best lifestyle tips and home cook smarts. An essential resource for parents looking to update their healthy, inexpensive, time-saving, kid friendly meal roster; aspiring home cooks who want to eat-in delicious food more than they eat out; as well as anyone looking to share their love of food and the

giving spirit with their neighbors, *TWO PEAS & THEIR POD* will help readers bring home that (achievable!) slice of Americana, where families come together to enjoy fresh and nutritious meals and there's always a batch of still-warm cookies waiting on the counter.

kelly gallagher article of the week: DIY Literacy Kate Roberts, Maggie Beattie Roberts, 2016 We have never seen teachers work harder than we do now. These tools inspire kids to work as hard as we are. -Kate Roberts and Maggie Beattie Roberts What's DIY Literacy? It's making your own visual teaching tools instead of buying them. It's using your teaching smarts to get the most from those tools. And it's helping kids think strategically so they can be DIY learners. Teaching tools create an impact on students' learning, write Kate Roberts and Maggie Beattie Roberts. They help students hold onto our teaching and become changed by the work in the classroom. Of course, you and your students need the right tools for the job, so first Kate and Maggie share four simple, visual tools that you can make. Then they show how to maximize your instructional know-how with suggestions for using the tools to: make your reading and writing strategies stick motivate students to reach for their next learning goal differentiate instruction simply and quickly. Kate and Maggie are like a friendly, handy neighbor. They offer experience-honed advice for using the four tools for assessment, small-group instruction, conferring, setting learning goals, and, most important, helping students learn to apply strategies and make progress without prompting from you. In other words, to do it themselves. It is our greatest hope, write Kate and Maggie, that the tools we offer here will help your students to work hard, to hold onto what they know, and to see themselves in the curriculum you teach. Try *DIY Literacy* and help your readers and writers take learning into their own hands.

kelly gallagher article of the week: Write Beside Them Penny Kittle, 2008 This book is about teaching writing and the gritty particulars of teaching adolescents. But it is also the planning, the thinking, the writing, the journey: all I've been putting into my teaching for the last two decades. This is the book I wanted when I was first given ninth graders and a list of novels to teach. This is a book of vision and hope and joy, but it is also a book of genre units and minilessons and actual conferences with students. -Penny Kittle What makes the single biggest difference to student writers? When the invisible machinery of your writing processes is made visible to them. *Write Beside Them* shows you how to do it. It's the comprehensive book and companion video that English/language arts teachers need to ensure that teens improve their writing. Across genres, Penny Kittle presents a flexible framework for instruction, the theory and experience to back it up, and detailed teaching information to help you implement it right away. Each section of *Write Beside Them* describes a specific element of Penny's workshop: Daily writing practice: writer's notebooks and quick writes Instructional frameworks: minilessons, organization, conferring, and sharing drafts Genre work: narrative, persuasion, and writing in multiple genres Skills work: grammar, punctuation, and style Assessment: evaluation, feedback, portfolios, and grading All along the way, Penny demonstrates minilessons that respond to students' immediate needs, and her Student Focus sections profile and spotlight how individual writers grew and changed over the course of her workshop. In addition, *Write Beside Them* provides a study guide, reproducibles, writing samples from Penny and her students, suggestions for nurturing your own writing life, and a helpful FAQ. Best of all, the online videos take you right inside Penny's classroom, explicitly modeling how to make the process of writing accessible to all kids. Penny Kittle's active coaching and can-do attitude alone will energize your teaching and inspire you to write with your students. But her strategies, expert advice, and compelling in-class video footage will help you turn inspiration into great teaching. Read *Write Beside Them* and discover that the most important influence for all young writers is their teacher. Penny was the recipient of the 2009 NCTE Britton Award for *Write Beside Them*.

kelly gallagher article of the week: Teach Me, Teacher Jacob Chastain, 2019-06-20 The Power to Save a Life Jacob Chastain grew up in an environment filled with drugs and violence. Inside the home that should have felt safe, fear and anxiety were the desperate norm. Stability and security eluded him as he was shuffled between family and friends that would take him in. But at school,

things were different. There, day after day, year after year, Chastain's teachers saved him. *Teach Me, Teacher* is the true story of a childhood marked by heartache--a story that may be similar to that of the children sitting in your classroom. It's the story that shaped Jacob Chastain into the educator he is today. Lessons learned from his experiences as a child and as a growing educator offer reflections on the trials and triumphs facing teachers and students everywhere. From these lessons, we learn that one's darkest moments can ultimately lead to a meaningful and fulfilling life when someone cares enough to step in and make a difference. Written in celebration of teachers and the power of education, *Teach Me, Teacher* affirms that you have the power to save a life. Jacob Chastain pours his heart out on the pages of *Teach Me, Teacher* by sharing his personal journey through childhood trauma. His message that action is the antidote to suffering is a powerful reminder to us all to do more, be more, understand more, and care more for our students. --Kim Bearden, co-founder and executive director, The Ron Clark Academy, author of *Talk to Me Teach Me, Teacher* is one of the most courageous, heartbreaking, hopeful books I've ever read. --Regie Routman, author of *Literacy Essentials* Jacob Chastain's raw honesty is something that we need more of in the education world. --Halee Sikorski, *A Latte Learning* *Teach Me, Teacher* is both an uplifting memoir and a message to all of us in education of the power we have to build relationships and make a difference for all of our students. --Dr. Sue Szachowicz, senior fellow, Successful Practices Network Jacob Chastain takes us on a transformational journey where past and present converge into possibility. His story of resilience and hope is a celebration of the impact each of us can have when professional purpose leads the way. --Dr. Mary Howard, author of *Good to Great Teaching*

kelly gallagher article of the week: [Literacy Is Liberation](#) Kimberly N. Parker, 2022-02-25 Literacy is the foundation for all learning and must be accessible to all students. This fundamental truth is where Kimberly Parker begins to explore how culturally relevant teaching can help students work toward justice. Her goal is to make the literacy classroom a place where students can safely talk about key issues, move to dismantle inequities, and collaborate with one another. Introducing diverse texts is an essential part of the journey, but teachers must also be equipped with culturally relevant pedagogy to improve literacy instruction for all. In *Literacy Is Liberation*, Parker gives teachers the tools to build culturally relevant intentional literacy communities (CRILCs) with students. Through CRILCs, teachers can better shape their literacy instruction by * Reflecting on the connections between behaviors, beliefs, and racial identity. * Identifying the characteristics of culturally relevant literacy instruction and grounding their practice within a strengths-based framework. * Curating a culturally inclusive library of core texts, choice reading, and personal reading, and teaching inclusive texts with confidence. * Developing strategies to respond to roadblocks for students, administrators, and teachers. * Building curriculum that can foster critical conversations between students about difficult subjects—including race. In a culturally relevant classroom, it is important for students and teachers to get to know one another, be vulnerable, heal, and do the hard work to help everyone become a literacy high achiever. Through the practices in this book, teachers can create the more inclusive, representative, and equitable classroom environment that all students deserve.

kelly gallagher article of the week: *Book Love* Penny Kittle, 2013 Describes why secondary students don't read, and offers teachers practical advice and strategies for developing depth, stamina, and passion in adolescent readers.

kelly gallagher article of the week: *A Writing Kind of Day* Ralph Fletcher, 2005-04-01 It's easy to make one, lying on your back in the newest snow. You move your arms like wings. Later you forget about your creation, go inside for a mug of hot chocolate. That's when she rises from the snow takes a feathery breath, tries out her wings. So begins a poem about making a snow angel, but it might also refer to the mysterious way that a poem comes into being and takes on a life of its own. In this new collection, Ralph Fletcher shows us how you can write a poem about almost anything: a baby sister, a Venus's-flytrap, a failing grandmother, a squished squirrel, grammar homework, and more. These poems take us inside the creative process as they reveal both the playfulness and the

power of poetry. More than anything, they invite us to pick up pen and paper and write some poems of your own.

kelly gallagher article of the week: Where I'm from Steven Borsman, Brittany Buchanan, Crystal Collett, Keri N. Collins, Danny Dyar, Katie Frensley, Yvonne Godfrey, Ethan Hamblin, Silas House, Megan Rebeckiah Jones, Liz Kilburn, George Ella Lyon, Zoe Minton, Kia L. Missamore, Desirae Negron, Marcus Plumlee, Emily Grace Sarver-Wolf, Lesley Sneed, Cassie Walters, Lucy Weakley, 2011 In the Fall of 2010 I gave an assignment in my Appalachian Literature class at Berea College, telling my students to write their own version of Where I'm From poem based on the writing prompt and poem by George Ella Lyon, one of the preeminent Appalachian poets. I was so impressed by the results of the assignment that I felt the poems needed to be preserved in a bound document. Thus, this little book. These students completely captured the complexities of this region and their poems contain all the joys and sorrows of living in Appalachia. I am proud that they were my students and I am very proud that together we produced this record of contemporary Appalachian Life -- Silas House

kelly gallagher article of the week: Writing with Mentors Allison Marchetti, Rebekah O'Dell, 2015 In *Writing with Mentors*, high school teachers Allison Marchetti and Rebekah O'Dell prove that the key to cultivating productive, resourceful writers-writers who can see value and purpose for writing beyond school-is using dynamic, hot-off-the-press mentor texts. In this practical guide, they provide savvy strategies for:--finding and storing fresh new mentor texts, from trusted traditional sources to the social mediums of the day --grouping mentor texts in clusters that show a diverse range of topics, styles, and approaches --teaching with lessons that demonstrate the enormous potential of mentor texts at every stage of the writing process.

kelly gallagher article of the week: Getting Ready for College, Careers, and the Common Core David T. Conley, 2013-10-07 Create programs that prepare students for college, careers, and the new and challenging assessments of the Common Core State Standards Written for all educators but with an emphasis on those at the secondary level, this important resource shows how to develop programs that truly prepare students for both the Common Core assessments and for college and career readiness. Based on multiple research studies conducted by Conley as well as experience he has gained from working with dozens of high schools that succeed with a wide range of students, the book provides specific strategies for teaching the CCSS in ways that improve readiness for college and careers for the full range of students. Draws from research-based models for creating programs for high school students that will ensure readiness for tests and for college and beyond Includes strategies and practices for teachers to help students develop postsecondary preparedness Is the third in a series of books on readiness written by David Conley, including *College Knowledge* and *College and Career Ready Teachers* can use this valuable resource to understand the big picture behind the Common Core State Standards, how to teach to them in ways that prepare students for new, challenging assessments being implemented over the next few years and, more importantly, how to help all students be ready for learning beyond high school.

kelly gallagher article of the week: What to Look for in Literacy Angela Peery, Tracey Shiel, 2021-05-06 Practical and rich in resources, this book provides a roadmap to monitoring, evaluating, and implementing effective literacy instruction in grades PK-12. Designed for district and school leaders as well as literacy coaches and consultants, this book contains all the strategies, guidance, and tools you'll need to monitor the effectiveness of literacy instruction in your school or system. Top literacy experts Angela Peery and Tracey Shiel share concise, well-researched information about how to identify enriched literacy environments, what constitutes well-designed literacy lessons, and the components of effective literacy programs at each grade level. Chapters cover reading, writing, speaking and listening, as well as collaboration, technology, and more, and offer adaptable strategies for different environments. Tools such as checklists and conversation frames are included to help busy leaders and administrators effectively monitor literacy instruction and provide constructive, thorough feedback to teachers. Each chapter features: Check-Up Tools to review documents and observe instruction Check-In Tools to guide your conversations and feedback

given to teachers Reflective Questions for system and school leaders and instructional coaches.

kelly gallagher article of the week: What We Know About Grading Thomas R. Guskey, Susan M. Brookhart, 2019-02-04 Grading is one of the most hotly debated topics in education, and grading practices themselves are largely based on tradition, instinct, or personal history or philosophy. But to be effective, grading policies and practices must be based on trustworthy research evidence. Enter this book: a review of 100-plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date, with clear takeaways for learning and teaching. Edited by Thomas R. Guskey and Susan M. Brookhart, this indispensable guide features thoughtful, thorough dives into the research from a distinguished team of scholars, geared to a broad range of stakeholders, including teachers, school leaders, policymakers, and researchers. Each chapter addresses a different area of grading research and describes how the major findings in that area might be leveraged to improve grading policy and practice. Ultimately, Guskey and Brookhart identify four themes emerging from the research that can guide these efforts: - Start with clear learning goals, - Focus on the feedback function of grades, - Limit the number of grade categories, and - Provide multiple grades that reflect product, process, and progress criteria. By distilling the vast body of research evidence into meaningful, actionable findings and strategies, this book is the jump-start all stakeholders need to build a better understanding of what works—and where to go from here.

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