



Boynton, Alice & Blevins, Wiley. (2004). *Teaching Students to Read Nonfiction, Grades 2-4: 20 Easy Lessons with Color Transparencies, High-Interest Passages, and Practice Pages – Everything You Need to Help Your Students Learn How to Read All Kinds of Nonfiction*. New York: Scholastic.

When the subtitle states “everything you need to help your students learn how to read all kinds of nonfiction,” you can rest assured that this powerful book gives you EVERYTHING! Lesson plans, bookmarks, reproducibles, transparencies, definitions, research based theory, assessment, activities - everything.

Teaching Students to Read Nonfiction, Grades 2-4 is a supplement to the previous book written by Boynton and Belvins with the same title, for students grades 4 and up. The book reads like a self- paced workshop on a topic that needs to be addressed. More teachers are seeing their students confused and baffled by expository texts. Boynton and Belvins’ book provides teachers with a means to reach young students before they become further confused by this unique form of writing. Young readers need to develop a foundation in the nature of expository text structure and features. This book gives teachers a way to address a necessary skill.

The first three chapters move the reader beyond theory into practice. The final section of the book provides an example of a detailed one-week lesson plan, with 20 more follow-up lessons. Boynton and Blevins provide different ways to reach students with different learning styles in each lesson.

A major flaw in this otherwise excellent book is the absence of citations to the research the authors use to justify the importance of their work. It is ironic that a book that deals with nonfiction lacks the citations that a student, at any age, should know to provide when writing a paper. Both authors have written numerous other books and should have known better. One can only assume that the publisher decided to forego the citations when providing the bibliography of related books and web sites. The research is extremely persuasive, but it would take a dedicated researcher to find the articles or books referenced in the first three chapters.

This is one of the best buys a teacher or school librarian could make and deserves to be on the bookshelf beside Boynton and Blevins’ other excellent book of the same title for grades 4 and up.

Pages: **160** Price: **\$21.99** ISBN: **0439376580**

Reviewed by Rita Kohrman, Education Resources Librarian, Grand Valley State University

Davis, Judy & Hill, Sharon. (2003). *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions*. Portsmouth, NH: Heinemann.

This book strategically chronicles student growth in writing through the course of a one year program. The book is easy to understand and provides displays of student work. Davis and Hill provide practical strategies for improving student achievement in writing. They make it clear in the introduction that effective writing instruction requires specific goals, detailed plans for the year, and a clearly-defined structure and organization for the writing day (p. xx). The first section of the book talks about “Getting a Handle on the Essentials.” The authors begin by emphasizing the importance of preparation. In order for a teacher to successfully guide students through the writing process, clear goals must be established. The writer’s tools are described as anything that supports the ongoing work of the writer in the classroom. The notebooks, magazines, folders, and peers all provide valuable assistance to a writer.

After providing a solid writing foundation, the authors then emphasize ways of “Helping Students Become Writers.” The first part of this section talks about getting students to write anything down on paper. This task can be easily accomplished by having the students write about familiar territory (family, photographs, literature passages, etc.). The section finishes by describing the importance of revision. Revision can not be emphasized enough, at any school level (middle, secondary, postsecondary).

The final section offers suggestions for “Extending Writing Possibilities.” Davis and Hill take the reader through three studies (also described as genres) that involve a more in-depth awareness of the writing process. The “Poetry Study” allows the student to examine poetry and to discuss its impact. The “Feature Article Study” engages the students in a more universal way of thinking about real-world topics. The “Picture Book Study” helps the student to analyze picture books so that they can create their own picture book (tell their own story about an event). For each study, the authors use phases of development to achieve student success.

During the "Poetry Study" the authors explain how the student can achieve understanding through each phase of the study. In Phase One, Immersion is observed when the students read many poems, share their favorite poems with parents, and write in poetry form. During the Inquiry and Analysis phase, students write new entries or poems in response to their personal connection, use one side of the notebook to imagine poems that might create a spin-off. In phase three the students Move Beyond the Comfort Zone by gathering different anthologies that

might contain poems of a different nature than those they have been reading, and write responses to the more challenging poems. The Drafting and Revising phase allows students to move out of their notebooks to draft poems, and use their poetry chart to review crafting strategies of mentor poets. The final phase is Editing and Publishing, here the students are self or peer editing, and deciding how to illustrate the poems for publication.

When using the Feature Article Study, the authors offer the following phases; Immersion, Inquiry, Developing an Idea, Drafting, Revising and Crafting, Editing, and Publishing the Article. The Picture Book Study uses similar phases; Immersion, Inquiry and Analysis, Drafting/Envisioning the Structure of the Picture Book, Revision, Studying the Art and Editing the Text, and Publishing.

In summary, the book offers many successful writing strategies which can be used to enhance student writing. Many of the techniques can be used for secondary, even college students taking a writing course. The book is easy to read and versatile, so that a year-long writing program can be developed, or users could pull certain chapters for a customized writing curriculum. This book should be beneficial to writing teachers everywhere.

Pages: **272** Price: **\$25.00** ISBN: **0-325-00521-4**

Reviewed by Brenda A. Martin, Assistant Professor of Education at the University of Arkansas at Pine Bluff. She has experience teaching at the middle, secondary, and postsecondary levels. Her current research interests include learning styles, minority teachers, and student achievement.

Freeman, David E. & Freeman Yvonne S. (2004). *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Portsmouth, NH: Heinemann.

In this text, the authors' stated goals are: "to provide teachers with the linguistics concepts they need to help their students become more proficient in their use of both oral and written language" and "to suggest ways that teachers can help their students to take a scientific approach to learning about language to conduct linguistic inquiry" (p. xv). They do an admirable job of meeting their second goal; but are a little less successful with the first.

In attempting to meet their first goal, the Freemans seem to have difficulty finding the right balance between sufficient explanation of complex linguistic concepts to aid teacher understanding and so much detail that the reader loses the thread of their reasoning. For example, in

the chapter entitled “Implications from Phonology for Teaching Reading and Teaching a Second Language,” the concepts of allophones and assimilation are introduced. What begins as a clear example using the phrase “keep cool” gradually loses the reader in an extended discussion of positioning the tongue for each phoneme:

We invite readers to say “Keep cool” and to notice exactly where the tongue hits the velum in each word. Most speakers will feel that the point of contact is farther forward for keep than for cool. Thus, the /k/ phoneme is produced at a slightly different place in the mouth for each instance of this phoneme... The allophones of /k/ are the result of a general process in language called assimilation. Phonemes assimilate to neighboring sounds. Just as immigrants may change some habits to become more like the people in their new country, phonemes become similar to the phonemes next to them. In this case, the /k/ in keep is produced farther forward in the mouth because the following vowel sound, /iy/, is a high, front vowel. The brain sends a message to block the air at the velum to form /k/, but even as the tongue is moving to that position, it is preparing for the next sound in the sequence. The tongue doesn't go all the way back along the velum because it is getting ready to move to the front.

In producing cool, the tongue blocks the air to form /k/ at a point farther back in the mouth because the following vowel, /uw/, is a high, back sound. By stopping the air farther back along the velum, the tongue is moving closer to the position to make the /uw/ sound. Thus, the /k/ is assimilating to the /uw/ (p. 87).

In contrast to detailed descriptions of linguistic concepts that lead to confusion rather than clarity; others are brilliantly done. The Freemans provide an historic overview of the English writing system, which sets the stage for an engaging discussion of the logic underlying the American English spelling system. Their chapter on syntax reconfigures traditional sentence parsing into easily understood “tree diagrams” and makes explicit the connection between syntax and morphological word categories to assist in reading. And, their description of Chomsky's theory of language acquisition is clear and concise without being overly simplistic. They pepper their description with multiple examples that help clarify difficult concepts:

Chomsky's idea that language was best described by a model with both a surface level and a deep level came from his observation that many sentences are ambiguous. Some sentences are ambiguous because an individual word has multiple meanings. For example, if someone says, “There's a fork in the road,” he might mean that the road divides or that he sees and eating utensil on the road. Other sentences, though, are ambiguous not because of the multiple meanings

of individual words, but because the sentence has two possible underlying structures corresponding to the two meanings. For example, “Visiting linguists can be boring” is a surface structure that could have come from one of two underlying or deep structures corresponding roughly to these meanings: “ linguists who visit can be boring” and “Visiting a linguist can be boring” (p. 12).

The major strengths of this text emerge from the authors’ focus on their goal of suggesting ways for teachers to incorporate linguistic inquiry to help students learn about language. The Freemans provide extensive recommendations for books, web sites, and ideas for interactive, investigative activities for teaching reading and ESL. For example, in their chapter on phonics, they list a number of books to help “beginning readers learn the names of letters and begin to associate letters with sounds” (p. 154). These include alphabet books that use riddles to solve for each letter, alphabet books that focus on ocean animals, alphabet books that focus on bugs, etc. Almost every chapter includes descriptions of authentic activities designed to promote student interest and understanding of linguistic constructions. One activity is a text analysis of a history or social studies text that helps students develop an awareness of how language shapes what is learned through identification of “thinking/feeling verbs” within the text and analysis of how the authors used those verbs to establish a point of view. To assist ESL students develop academic vocabulary, they provide several activities related to the study of cognates. To help students acquire spelling rules, they recommend a scientific approach whereby the students collect words, categorize them, and attempt to develop a hypothesis (spelling rule) based on their data. The selection of resources and activities are mostly drawn from actual lessons of teachers the Freemans have worked with or observed.

The content of this text is straight forward, with little room for critical analysis of the concepts presented. The authors make clear their argument for the value of linguistic knowledge for teaching reading, grammar, spelling and ESL. Early on they set up the dichotomy of the traditional “word recognition” method of literacy and second language development versus the “sociopsycholinguistic” approach, which lends itself to incorporation of linguistic concepts. These two approaches to literacy and ESL development provide the framework for discussions of phonology, orthography, phonics, morphology, and syntax. Throughout there is heavy emphasis on the sociopsycholinguistic approach as the most effective. The activities offered at the end of each chapter focus on interaction with or reinforcement of the concepts presented within the chapter (e.g. “Some of the differences between British and American English spelling are listed in this chapter. Look at books published in England and compile a more complete list of differences” (p. 128)). There are few questions that expand the thinking of the teachers using this as a text. Activities/questions are aimed at answering “how specific concepts may be applied,” not “why teachers should apply specific concepts” or “with whom recommended approaches might be more

appropriate or less appropriate.” While the Freeman’s linguistic-based arguments for the sociopsycholinguistic approach are compelling, the lack of critical analysis is problematic. There is the implicit assumption that this approach is the best for all students; yet, various studies and reports have demonstrated that some students are better served by the word recognition (or phonics) approach (Liberman & Liberman, 1992). Different reading approaches may be beneficial at different stages of child development, and children from homes where literacy is not a focus may need the more structured, didactic word recognition approach (Delpit, 1995; Stahl & Miller, 1989).

That being said, this is a worthy text. The fact that it is a linguistic text written precisely for teachers makes it unique. The authors make a strong argument for the linkage of linguistic understanding and instruction in reading and ESL, and teachers will find the instructional activities and resources outlined in the text very beneficial.

References

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Stahl, S. A. & Miller, P. A. (1989). Whole language and language experience approaches for beginning readers: A quantitative synthesis. *Review of Educational Research*, 59, 87-116.

Pages: **263** Price: **\$27.00** ISBN: **0-325-22374-6**

Reviewed by J. Kay Fenimore-Smith, Assistant Professor of Education, Whitman College. Areas of interest include: First and second language development, multicultural education, teacher education.

Gerber, Sterling. (2003). *Responsive Therapy: A Systematic Approach to Counseling Skills*. Second edition. Boston: Houghton Mifflin.

One of the most challenging tasks for counselor educators is teaching microskills. Counselors in training must have a solid foundation in counseling microskills if they are to be successful in practicum and internship experiences; choosing an appropriate text can be the cornerstone of teaching counseling microskills. Some texts are too simple while others are too complex. Many texts on counseling skills are too ingrained in one specific theory and fail to afford students the opportunity to explore the variety of theoretical approaches. Still other texts fail to make a connection between specific counseling skills and the

theoretical context necessary for effective counseling interventions.

In the second edition of his book, *Responsive Therapy: A Systematic Approach to Counseling Skills*, Sterling Gerber has created an excellent text for both the novice counselor in training and the more experienced counselor. The text gives a clear presentation of introductory through advanced counseling skills, organized in a logically sequential format. Moreover, the integrationist approach explicit in the responsive therapy model teaches the reader to use advanced counseling skills to match a theoretically consistent intervention with a specific client style and predicament.

Responsive Therapy is divided into two sections. The first section is aimed at teaching the reader basic counseling skills. Section II focuses on specific application strategies using the responsive therapy approach. Each of these sections presents several strengths of the text.

Section I: Learning Basic Skills

The first six chapters of *Responsive Therapy* comprise Section I. Chapter one gives an overview of the responsive therapy approach. The model is clearly explained through metaphor and explanatory figures. The benefits of the method are made clear by contrasting the responsive therapy model with eclecticism and specialization in a specific theory; again, clever metaphors illuminate the major points. The following chapters teach basic counseling skills as utilized through different phases of the counseling process.

A predominant strength of Section I is Gerber's introduction of the Sequential Initiating Tracking and Enhancing (or SITE) skills. The SITE skills are an organized and structured presentation of counseling skills. The author spends four chapters illustrating the use of each set of skills in their developmentally appropriate manner. The use of analogies facilitates conceptual understanding of the skills and their correct use within the context of the counseling process. Exercises in the back of each of the chapters allow students to practice and refine the set of skills in each subsequent chapter.

The SITE skills lend themselves to easy use within the setting of a course. The sequential organization of the skills contributes to a sound pedagogical design. Moreover, the skills build on each other as students become more proficient, and so the text facilitates developmentally appropriate counseling supervision.

The final chapter of Section I discusses the use of specific counseling skills in the application of strategies for change. A formidable strength of this chapter is the author's discussion of the four families of learning theory as they relate to counseling interventions. The internal congruence model of mental health is posited as a conceptual framework for a common goal of therapy. This chapter then explains the perceptually based model of assessment and acquaints the reader with

the use of specific counseling skills in response to unique client style and particular client circumstance. Gerber groups four theory-pure methods according to their stylistic techniques and underlying philosophies into the categories; (1) Affective, (2) Behavioral, (3) Cognitive-Perceptual, and (4) Cognitive Rationale/Linguistic. Each of these methods is described in greater depth in Section II.

Section II: Application Strategies for Different Client Circumstances and Styles

The five chapters in this section explain the responsive therapy approach. Central to this method is the integration of unified and theory-pure therapeutic approaches. The affective, behavioral, cognitive-perceptual, and cognitive rational/linguistic conceptual models are each described in greater detail in separate chapters. In each chapter the author carefully and clearly presents the “families of theory” (p. 174) and gives explicit theoretical interventions for the category. Each intervention is underscored by the common learning principles within each family. The core of each chapter, however, is the application of theoretically appropriate interventions and strategies within the specific categories.

For example, in Chapter 9 Gerber discusses the use of the ‘empty chair’ technique within the cognitive perceptual model. Clients have not engaged in talking with a person who is not present (often because the person is deceased) and this has resulted in ‘unfinished business.’ The empty chair intervention creates an experiential frame for the client and allows the client to gain insight, thus alleviating the cognitive-perceptual deficit as well as processing feelings from an affective overload. In this manner, an intervention is appropriated to match client style and circumstance using the responsive therapy method.

The major strength of this section is in the approach itself. In addition to the advantage of incorporating elements of relevant learning theory into the counseling process, the text teaches students ways of utilizing counseling theories in a theoretically consistent manner. The responsive therapy approach allows students to employ effective theoretical strategies and techniques in a unique fashion. This model allows students to avoid having to either (a) to wed themselves to a particular theoretical orientation and not allow themselves to draw upon different theoretical approaches that may be particularly effective in specific situations or (b) to piece together an eclectic approach comprised of sometimes contradictory (and subsequently ineffective) techniques from theories with juxtaposed theoretical/philosophical contexts. Used within the integrationist framework, the responsive therapy approach affords the advantageous of both choices while avoiding the drawbacks of eclecticism or theory discipleship.

Weaknesses

Like all texts, this book has some weaknesses. While the author does a

nice job of incorporating multiple theoretical approaches into the perceptually based assessment model and responsive therapy method, some counseling theories are missing. Notably, Narrative Therapy and Systems Theory are not mentioned in the text. Although such approaches may have philosophical underpinnings that might not be directly in line with the integrationist/responsive therapy method, it is possible to address the potential use of these more 'modern' theories within the responsive therapy framework. Interestingly the author has made comparisons with alternate approaches previously (Gerber & Basham, 1999).

Another weakness of the text is the failure to discuss cross-cultural implications for the responsive therapy approach. The responsive therapy method would appear to have potential as a culturally responsive method as a result of the consideration of client 'style.' Implicit in matching intervention to client circumstance and style would be the consideration of the client "worldview" (Sue & Sue, 1999) and the cross-cultural implications therein. The author does not address these considerations, however.

Conclusion

Despite the few, previously mentioned weaknesses, *Responsive Therapy: A Systematic Approach to Counseling Skills* is a well-written text with considerable strengths and meaningful implications for counselor educators. As a well-organized, structured presentation of counseling skills, the text can be incorporated into a counselor education program in a developmentally advantageous fashion. The progression of SITE skills into the perceptually based assessment model and subsequently the responsive therapy approach is similar to the application of Bloom's taxonomy to counseling supervision (Granello, 2000). The organization of the *Responsive Therapy* text may very well contribute to the cognitive processes that assist counselors in moving from novice to expert (Etringer & Hildebrand, 1995). At the very least, Sterling Gerber's text is a significant contribution to the task of teaching counseling skills and an impressive introduction to counseling theory. As such, the text is a benefit to any counselor educator.

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Pages: 267 Price: \$47.16 ISBN: 0-618-13119-1

Reviewed by Chris Wood, Ohio State University

The author wishes to thank Dr. Joel Levin of the University of Arizona for his editorial assistance with this review.

LeCount, David E. (2004). *Dream Writing Assignments: 600+ Prompts for Creative Writing*. Portsmouth, NH: Heinemann.

David LeCount states that “even if creative writing cannot be taught, I don’t doubt that under the right circumstances it can be encouraged, valued, resurrected, and at the very least, not killed off” (p. 4). *Dream Writing Assignments* serves as a resource of writing topics and story starters most appropriate for high school juniors and seniors, and easily adaptable for middle school students. The book reminds me of the National Council of Teacher’s of English publication, *What Can I Write About?* The prompts in the NCTE title are organized by traditional writing formats, while LeCount’s text focuses more on creativity and imagination than on format.

Guidelines for writing Haiku, Senryu, and Tanka are included in the introduction along with a list of websites for further exploration of these poetry forms. Unfortunately, some of the websites listed have changed addresses or no longer exist. To summarize LeCount’s introduction in Tanka format:

Physics, calculus:
 Immediate use unclear –
 Imagination:
 Seldom valued, encouraged,
 A great humanizing problem solver.

LeCount is interested in students finding their voice as writers. Many of his writing prompts refer to animals, often turtles. I’m sure there is no accident there, as he is trying to draw students out of their shell to find their own unique voices. The text is loosely organized into broad categories: discoveries, likes, advice column, headlines, Asian literature, advertisements, myths, and a catch-all category named “national defiler.” The subjects cover the gamut from science, history, current issues and political science, to religion, art, music, and language. The book can easily be used by non-writing teachers as a means of bringing writing into other subjects.

LeCount provides a bibliography of related works that are worth investigating, and includes a few students’ writing samples. In the afterward, he states, “Forms...teach obedience while imagination teaches freedom” (p. 122). LeCount definitely sparked my curiosity, and

challenged me to dust off my writing journal. I believe that his book will inspire writing teachers and students alike.

Pages: **128** Price: **\$12.00** ISBN: **0-86709-557-1**

Reviewed by Kathy Irwin, University of Michigan-Dearborn

**Phenix, Jo. (2002). *The Reading Teacher's Handbook*.
Markham, Ontario: **Pembroke Publishers**, distributed by
Stenhouse.**

A book's title can succinctly convey an author's purpose for writing the book. The title of this book, *The Reading Teacher's Handbook* is a misleading title for potential readers or buyers. The book is not a handbook. It is an activity book. Furthermore, the book is not intended for all teachers who teach reading; instead, it is targeted for teachers who teach beginning reading across the curriculum or for substitute teachers who need practical ideas. Teachers who specialized in reading will not find this book particularly useful, as they will have already been exposed to the information. Teachers working with emergent readers will not find the activities or lists in this book to be of value, as the book does not cover alphabetic principles or sounding.

Chapters include:

1. Understanding the Reading Process
2. Organizing the Reading Environment
3. Preparing for Reading
4. Reading the Selection
5. Developing Comprehension
6. Developing Language Skills
7. Encouraging Reluctant Readers

Reproducibles

Index

The book is a collection of ideas, strategies, and hand-on activities for teaching beginning reading although the author falls short of being prescriptive. However, prescriptive writing is often what users of activity books want and need, for example, the book would benefit from a reproducible list of recommended books by reading level as well as a list of books by phonics features. While there is text and some line drawing illustrations, lists predominate and deliver the information and tips, for example, the "Reading Buddies List" (p. 26) includes: listen to their buddy read without jumping in to correct every time a miscue is made, read aloud, read in unison, help with difficult works, help with book selection and library visits. The line drawings throughout the book break up white space; however, they are not used often enough to enrich understanding of a recommended activity.

Chapter 5 focusing on developing comprehension is the longest chapter. The author states, "It is important for children also to know the kinds of thinking and response that are appropriate for each kind of text they read. When should they accept everything they read as truth, and when should they question the motives of the writer? When are they at liberty to form their own viewpoints about their reading? When should everyone agree on what is in the text, and when are reactions likely to vary? Is there always only one correct meaning?" (p.33) With these questions driving the chapter, Phenix outlines ways to develop comprehension by reflecting, talking, writing as well as using related readings, incorporating drama, and creating visuals to make the classroom an interesting place, and give students a variety of ways to think, talk, read, and write. The activities here are fundamentally in agreement with reading research and the activities are sound.

Two sections of reproducible materials are also included in the book - one for students and one for teachers. The latter section also incorporates materials that teachers might share with parents. It is formatted as a list and outlines practical pointers about integrating reading into activities "at home." The index is minimal, but sufficient.

I end this review by echoing the author's reminder that the time children spend reading in school isn't adequate to help them become fluent readers, and that the most important goal is to encourage children to become individuals who will choose reading as an activity. With the consistent help of many people and a variety of resources, a confident reader can be cultivated. My closing advice is to use this book and other resources such as the activities featured on the websites for Phonological Awareness Literacy Screening (PALS), Children's Book Council, and the University of Virginia Education Library.

<http://pals.virginia.edu/scores/Activities/>
<http://www.cbcbooks.org/html/13excotomg.html>
h
<http://www.lib.virginia.edu/education/collections/activity.htm>

Pages: **80** Price: **\$16.50** ISBN: **1-55138-145-1**

Reviewed by Kay A. Buchanan, Information Services Librarian, University of Virginia, Education Library

Ruzzo, Karen, & Sacco, Mary Anne. (2004). *Significant Studies for Second Grade: Reading and Writing Investigations For Children.* Portsmouth, NH: Heinemann.

In Significant Studies for Second Grade: Reading and Writing Investigations for Children, Karen Ruzzo and

Mary Anne Sacco invite readers into their second grade classrooms to observe the recursive nature of their planning and teaching. Two reading studies (dialogue and non-fiction) are presented in Part 1 of the book, followed by two writing studies (setting and content area writing) in Part 2. The authors skillfully weave their planning processes for reading and writing workshop with the voices of their students to create an in depth account of a complete school year. For teachers inexperienced with the workshop format, or longing to make the experience more productive for their students, this book is an excellent resource.

The authors have a dual purpose in writing this book: first to explain “thoughtful planning and explicit teaching and their effect on student learning” (p. 1); and secondly, to tell a “story that takes place in the classroom, bringing, through the voices of our second graders, this planning and explicit teaching to life” (p. 1). An unusual feature of this book is the inclusion of a new teacher’s perspective. At the conclusion of each unit of study, a second year teacher reflects on her time as a student teacher in Sacco’s class, noting what she learned from her observations and participation, and how she has adapted what she learned for her own classroom.

It would have been easy to enjoy this book primarily as a story – to delight in what these young students had to say about what they were learning about reading and writing, to admire their teachers’ careful attention to their student’s needs- and to loose track of the particulars of planning. Ruzzo and Sacco prevent this from happening by organizing the book on two levels. First, each chapter begins with an overview of the unit of study (each from between 5 and 7 weeks), as well as detailed day-to-day plans for each week of the study. The authors make frequent use of graphics and diagrams to record student responses, and to highlight components of workshop including daily goals/objectives, ideas for mini-lessons, student work assignments during workshop, and opportunities for whole-group and partner sharing. In addition, numerous photographs are included showing children at work, examples of student work, class charts, word walls, and bulletin boards. The authors include an extensive appendix of useful reproducible forms for student and teacher use.

As a story, this book is a rich account of planning, teaching, and learning in a second grade classroom.

By chronicling their thought process as they plan, the authors introduce readers to their notion of “thoughtful planning and explicit teaching.” As an example, when planning a unit on dialogue, the authors realized that their young students were having difficulty identifying which characters were speaking, resulting in poor comprehension. They explain to us:

It was clear that if we wanted our children to read fluently and deepen their comprehension, we needed to design an investigative study to specifically address written conversation – dialogue. So we took it on, searching professional books for guidance...none gave us the road map we needed to launch an in-depth investigation. We knew this work had to come from our own experience as teachers, so we examined texts and thought long and hard about how writers write dialogue and how we would instruct children to read it with greater fluency. (p. 21)

This book has many strong points. First, the authors’ ability to reveal their thinking as they interact with their students and collaborate with each other to make instructional decisions – a process they call thoughtful planning and explicit teaching - is a powerful model for pre-service and in-service teachers alike. Secondly, the inclusion of student work samples and vignettes of student conversations allows readers the opportunity to observe student learning over the course of a year. Finally, Ruzzo and Sacco provide a structured model for reading and writing workshop that could be applied throughout the primary grades.

Pages: **248** Price: **\$25.00** ISBN: **0-325-00512-5**

Reviewed by Whitney Donnelly, a PhD candidate at the University of California Davis. Her interests include the effects of testing and accountability policy on school organization; and the nature of collaborative work arrangements among adults in school settings.

