

# Using Young Adult Literature in the English Classroom

*Fourth Edition*

John H. Bushman  
Kay Parks Haas



# Using Young Adult Literature In The English Classroom

**Judith A. Hayn, Jeffrey S. Kaplan, Karina  
R. Clemons**

## **Using Young Adult Literature In The English Classroom:**

*Using Young Adult Literature in the English Classroom* John H. Bushman, 1993 This practical methods book provides future middle and high school English teachers with the direction they'll need to choose adolescent literature and to develop ideas for teaching it. Using a highly effective conversational tone the book provides the latest information about young adult literature in a short concisely written classroom oriented format. The authors show the busy English teacher how to accomplish four important teaching goals including life long reading, reader response, teaching the classics and reaching a diverse student population English Teachers Grades 6-12

*Using Young Adult Literature in the English Classroom* John H. Bushman, Kay Parks Haas, 2006 This practical methods book provides future middle and high school English teachers with the direction they'll need to choose adolescent literature and to develop ideas for teaching it. Using a highly effective conversational tone the book provides the latest information about young adult literature in a short concisely written classroom oriented format. The authors show the busy English teacher how to accomplish four important teaching goals including life long reading, reader response, teaching the classics and reaching a diverse student population. NEW Expanded section on Organizing Literature Chapter 6 Provides literature suggestions to incorporate its use in content area courses. NEW Updated chapters on Diversity and Media in Young Adult Literature Chapters 8 and 9 Provides readers with information about the most current young adult literature and contains ready made media activities that can be taken directly into the classroom. NEW Three appendices designed to make the text as useful and accessible as possible. Provides general teaching information and supplements the young adult literature information given in the text. NEW Statements from young adult authors. Designed to provide additional information and insight into reading and writing so that readers can better understand the importance of young adult literature from the point of view of various authors

*Using Young Adult Literature in the English Classroom* John H. Bushman, Kay Parks Bushman, 1997 Young adults and the literature that meets

their needs and interests with Donald Lind Young adult literature in the classroom The reading writing connection with Victoria Tate The language connection Young adult literature and the classics Diversity in young adult literature ethnic cultural and national with Lois Stover The censorship issues Young adult literature a brief history Appendix A Support for teaching young adult literature Appendix B Works of literature cited Appendix C Book lists

**Teaching Young Adult Literature Today** Judith A. Hayn, Jeffrey S. Kaplan, Karina R. Clemmons, 2016-11-02 Teaching Young Adult Literature Today introduces the reader to what is current and relevant in the plethora of good books available for adolescents. More importantly literary experts illustrate how teachers everywhere can help their students become lifelong readers by simply introducing them to great reads smart, insightful and engaging books that are specifically written for adolescents. Hayn, Kaplan and their contributors address a wide range of topics how to avoid common obstacles to using YAL, selecting quality YAL for classrooms while balancing these with curriculum requirements, engaging disenfranchised readers, pairing YAL with

technology as an innovative way to teach curriculum standards across all content areas. Contributors also discuss more theoretical subjects such as the absence of lesbian, gay, bisexual, transgender, and questioning LGBTQ young adult literature in secondary classrooms and contemporary YAL that responds to the changing expectations of digital generation readers who want to blur the boundaries between page and screen. This book has been updated to reflect the wealth of new YA literature that has been published since the first edition appeared in March 2012 and to reflect new trends in technology that influences how adolescents are reading and responding to literature.

*A Rationale for Using Young Adult Literature in the Secondary English Classroom* Christopher T. Englund, 2000

**Using Young Adult Literature in the English Classroom**  
John H. Bushman, Kay Parks Haas, 2001 This practical methods book provides future and inservice middle and high school English teachers with the direction they'll need to choose reading selections and to develop ideas for teaching them. Using a highly effective conversational tone, it provides the latest information about young adult literature in a short, concisely written format. The authors show the busy English teacher how to accomplish four important goals that address life long reading, reader response, teaching the classics, and reaching a diverse student population. Covers diversity in young adult literature with a strong emphasis on the relationship between reading, writing, and language skills. Presents a variety of curricular patterns to illustrate ways to organize literature lessons in a variety of settings. Discusses theories of Piaget, Havighurst, Kohlberg, and Carlsen, and literary examples that use these theoretical frameworks. This book is a current resource for those who are studying young adult literature.

*The Significance of Teaching Young Adult Literature in the English Foreign Language Class* Talia Baskaya, 2020-01-10 Seminar paper from the year 2017 in the subject Didactics for the subject English Literature Works grade 10.0 Justus Liebig University Giessen language English abstract

The following term paper will deal with the significance of teaching ethic values in school and how it can take place simultaneously with foreign language classes. In this case, the English Foreign Language Class EFLC will be in our focus. Above all, the main topic will be about how teachers can avail themselves of using YAL in order to teach the foreign language contemporaneous with ethical values. In order to do so, YAL will be defined and its importance for the EFLC will be emphasized. In this regard, the chances and possibilities will be presented. Furthermore, the problems and challenges will be explained. Subsequently, the significance of teaching ethic values will be pointed out in combination with the competences which English teachers are ought to foster. Lastly, some examples for teaching ethic values with YAL will be presented with the help of chosen novels which can be utilized in the EFLC. Tutorizing literature has always been an essential part of the curriculum for language teaching classes and owns a granted position in the language teaching process. In particular, for Mittel and Oberstufe canonical literature used to be the classical material. Teachers ought to make use of whereas in the last years Young Adult Literature (YAL) seems to have a chance of taking its place. While YAL has been utilized in primary schools since the early 1990s, it has made its way into the Mittelstufe toward the end of the 1990s and has slowly started to appear in the Oberstufe nowadays. Several positive

experiences recommended novels teaching units and additional material are available by now whereas there is still a lack of systematic analyses concerning the learning goals and teaching possibilities in different school years In addition YAL consistently has to deal with its prejudiced reputation as teachers parents and linguists tend to underestimate the worth and possibilities which underlie non classical literature Teaching Young Adult Literature Judith A. Hayn,Jeffrey S.

Kaplan,Amanda L. Nolen,Heather A. Olvey,2015-11-12 The authors who contributed to this text believe that young adult literature YAL can meet the Common Core s push to include literacy across content areas as well as meet the standards in creative and effective ways This text is intended to give educators a resource to aid them in creating a literacy curriculum The included chapters written by experts from different universities across the country offer a variety of methods for using YAL to meet the standards while connecting with students Following a framework first chapter introducing the importance of YAL and discussing its relevance other authors tackle various ways to teach it Each chapter may suggest different strategies and rationales for utilizing YAL but each shares a common purpose with the others to promote the efficacy of YAL to engage students while at the same time meeting the rigorous standards set forth by the Common Core **Teaching Young Adult**

**Literature** Mike Cadden,Karen Coats,Roberta Seelinger Trites,2020-04-01 Offers pedagogical techniques for teaching classic and contemporary young adult YA literature and texts about growing to adulthood Addresses issues of selecting classroom texts building cultural awareness responding to censorship and reading both emotionally and critically Gives syllabus suggestions for undergraduate and graduate courses in literature education and library science Breaking the

Taboo with Young Adult Literature Victor Malo-Juvera,Paula Greathouse,2020-04-13 This text offers 6th 12th grade educators guided instructional approaches for including diverse young adult YA literature in the classroom as a form of social justice teaching and learning Through the YA books spotlighted in this text educators are provided pre during and after reading activities that guide students to a deeper understanding of topics that are often considered taboo in the classroom race racism mental health immigration gender sexuality sexual assault while increasing their literacy practices **Young**

**Adult Literature and Adolescent Identity Across Cultures and Classrooms** Janet Alsup,2010-07-02 Taking a critical research oriented perspective this book explores the theoretical empirical and pedagogical connections between reading and teaching young adult literature in middle and secondary classrooms and adolescent identity development Integrating Young Adult Literature through the Common Core Standards Rachel L. Wadham,Jon W. Ostenson,2013-01-07 This book

advocates for a stronger role for young adult literature in ELA classrooms compellingly documenting how this body of work meets both the needs of adolescent students and the demands of the common core for complex texts and tasks Integrating Young Adult Literature through the Common Core Standards provides a compelling template for teachers that uses young adult literature and inquiry learning to meet students needs and the demands of the common core standards The first part of the book addresses the widely adopted common core state standards by examining closely the standards model of text

complexity and demonstrating how young adult literature can fill the requirements of this model. The second part provides theoretical discussions and analysis of the standards as well as concrete applications of young adult literature within the classroom in order to give school professionals a comprehensive understanding of how young adult literature and the standards can work together. The book empowers schools and teachers to make intelligent informed decisions about texts and instructional practices that benefit their students. Finally the authors explore a powerful teaching approach that integrates current understandings about learning young adult literature and the common core standards in a way that will facilitate greater learning and understanding in English classrooms.

**Teaching Reading with YA Literature** Jennifer Buehler, 2016 Jennifer Buehler shows how to implement a YA pedagogy one that revolves around student motivation while upholding the goals of rigor and complexity. Jennifer Buehler knows young adult literature. A teacher educator, former high school teacher and host of ReadWriteThink.org's Text Messages podcast, she has shared her enthusiasm for this vibrant literature with thousands of teachers and adolescents. She knows that middle and high school students run the gamut as readers from nonreaders to struggling readers to reluctant readers to dutiful readers to enthusiastic readers. And in a culture where technological distractions are constant finding a way to engage all of these different kinds of readers is challenging no matter the form of delivery. More and more literacy educators are turning to YA lit as a way to transform all teens into enthusiastic readers. If we want to meet the needs of all students as readers we have to offer books they can and want to read. Today's YA lit provides the books that speak to the world of teens even as they draw them out into the larger world. But we have to do more than put YA titles in front of students and teach these books as we've traditionally taught more canonical works. Instead we can implement a YA pedagogy one that revolves around student motivation while upholding the goals of rigor and complexity. Buehler explores the three core elements of a YA pedagogy with proven success in practice: 1 a classroom that cultivates reading community, 2 a teacher who serves as book matchmaker and guide, and 3 tasks that foster complexity, agency, and autonomy in teen readers. With a supporting explication of NCTE's Policy Research Brief Reading Instruction for All Students and lively vignettes of teachers and students reading with passion and purpose this book is designed to help teachers develop their own version of YA pedagogy and a vision for teaching YA lit in the middle and secondary classroom.

**Using Young Adult Literature to Teach the Classics** Deanna Lynn Velazquez, 2011 Young adult literature is a genre of literature that is often overlooked. Adolescents would greatly benefit from reading young adult novels academically and also for enjoyment. Educators are not using young adult literature as often as they should in the classrooms as a tool due to strict curricula. However young adult literature is a perfect tool for aiding with comprehension of the classic works. Pairing certain young adult books with classics would help adolescents understand the classic novel but also assist in intriguing the student enough to pick up both books. After an online survey given to nine Seminole County school English or Reading teachers I found that high school teachers today do feel as though young adult literature would benefit the students.

greatly

**Teaching Young Adult Literature** Thomas W. Bean, Judith Dunkerly-Bean, Helen J. Harper, 2013-02-14 Teaching Young Adult Literature Developing Students As World Citizens by Thomas W Bean Judith Dunkerly Bean and Helen Harper is a middle and secondary school methods text that introduces pre service teachers in teacher credential programs and in service teachers pursuing a Masters degree in Education to the field of young adult literature for use in contemporary contexts. The text introduces teachers to current research on adolescent life and literacy the new and expanding genres of young adult literature teaching approaches and practical strategies for using young adult literature in English and Language Arts secondary classrooms and in Content Area Subjects e.g. History and ongoing social political and pedagogical issues of English and Language Arts classrooms in relation to contemporary young adult literature. *Young Adult Literature in the Classroom* Joan B. Elliott, 2002 This new volume answers both questions by explaining how YA literature promotes learning across cultures genres disciplines and grade levels and by giving practical lessons and teaching tips.

**Reading Young Adult Literature: A Critical Introduction** Carrie Hintz, Eric L. Tribunella, 2024-10-23 Reading Young Adult Literature is the most current comprehensive and accessible guide to this burgeoning genre tracing its history and reception with nuance and respect. Unlike any other book on the market it synthesizes current thinking on key issues in the field and presents new research and original analyses of the history of adolescence the genealogy of YA literature key genres and modes of writing for young adults and ways to put YA in dialogue with canonical texts from the high school classroom. Reading Young Adult Literature speaks to the core concerns of contemporary English studies with its attention to literary history literary form and theoretical approaches to YA. Ideal for education courses on Young Adult Literature it offers prolonged attention to YA literature in the secondary classroom and cutting edge approaches to critical visual and multimodal literacy. The book is also highly appealing for library science courses offering an illuminating history of YA Librarianship and a practical overview of the YA field.

**Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, 2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students. The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors. Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and

attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text **How Young Adult Literature Gets Taught** Steven Bickmore,T. Hunter Strickland,Stacy Graber,2022-10-20 A manual for teaching Young Adult Literature this textbook presents perspectives and methods on how to organize and teach literature in engaging and inclusive ways that meet specific educational and programmatic goals Each chapter is written by an expert and offers a rich and nuanced approach to teaching YA Literature through a distinct lens The effective and creative ways to construct a course explored in this book include multimodal historical social justice place based approaches and more The broad spectrum of topics covered in the text gives pre service teachers and students a toolbox to select and apply methods of their choosing that support effective reading and writing instruction in their own contexts motivate students and foster meaningful conversations in the classroom Chapters feature consistent sections for theory and practice course structure suggestions for activities and assessments and takeaways for further discussion to facilitate easy implementation in the classroom This book is an essential text for pre service teachers of English as well as professors and scholars of Young Adult Literature **Engaging students in secondary English classrooms** Amyellen Brune,2011

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### Using Young Adult Literature In The English Classroom Introduction

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