Annotated Bibliography


Alsup and Bush present a collection of pedagogical narratives written by secondary teachers and thoughtful responses to these narratives by experienced teachers and teacher educators. They also include concise summaries of related theory and research and controversies in the field, through annotated bibliographies for continued reading, discussion questions, and suggested learning activities for preservice teachers.


Armstrong points out that most teachers consider reading and writing to be part of only the "linguistic intelligence." In this book he shows how involving the other seven intelligences (as noted in Howard Gardner's MI Theory)-logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic-will help students acquire reading and writing skills, especially those students who are not particularly strong in linguistic intelligence.


Richard Beach is a professor of English education at the University of Minnesota. He offers an overview of the wide range of reader-response theories that have transformed the field of literary theory, criticism, and pedagogy. Beach discusses the relationships between reader and text from textual, experiential, psychological, social, and cultural theoretical perspectives.
Beers, Kylene. *When Kids Can’t Read: What Teachers Can Do*. Portsmouth: Heinemann, 2003. Beers presents her extensive research results on helping place an emphasis on reading instruction in the secondary classroom. She provides useful strategies for before, during and after reading as well as explicit instruction in comprehension, vocabulary, spelling, and fluency.


Bryson argues, supported through detailed research, that the God Milton presents in PL and PR is neither "good" nor "God." He contends that Milton uses this portrayal, not to suggest that his character represents God, but to argue strongly that it does not. Bryson's work serves as a link between Neo-Christian critics and Romantic critics.

Crump, Galbraith M., ed. *Approaches to Teaching Milton's Paradise Lost*. New York: MLAA, 1986. This collection is one volume of a series released by The Modern Language Association of America entitled *Approaches to Teaching Masterpieces of World Literature*. This volume, edited by Galbraith Crump, focuses specifically on teaching *Paradise Lost* to modern undergraduate students. It offers lesson suggestions and teaching approaches from a wide variety of contributors. The book is laid out in two parts: materials and approaches.

Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*. Ontario: Stenhouse, 2002. Harvey Daniels is a leader in field of literacy. This book discusses the importance of accompanying reading with discussion in order to fully appreciate the text.