

Recommended Literacy Links

(thanks to Choice Literacy www.choiceliteracy.com and Stenhouse Newslink)

Although the majority of the following articles and websites focus on elementary aged children, many of the messages apply to all students/teachers. Articles of interest specific to Junior High and High School Teachers are highlighted in yellow. The newest additions are highlighted in green.

Assessment:

- Getting to know your students beyond reading levels <http://www.inkthinktank.com/>
- **Clare Landrigan** and **Tammy Mulligan** write about the importance of **Triangulating Data when looking at student assessments**, and in the process affirm the value of classroom observations:
<http://www.choiceliteracy.com/public/960.cfm>

Classroom Design/Environment/Routines:

- From the Teach Well Now blog, a fascinating post with loads of furniture and design options for classrooms. This photo essay will definitely move you beyond traditional conceptions of furniture for classrooms. In the quiet days of winter here in the Northern Hemisphere, it's fun to dream about design possibilities: <http://teachwellnow.blogspot.com/2012/01/classroom-design.html>
- From the Choice Literacy archives, **Barbara Coleman** explains how **classroom tours among colleagues** can be a wonderful activity for sparking conversations about curriculum: <http://www.choiceliteracy.com/public/402.cfm>
- "Off the Walls" features photos of inspiring anchor charts, bulletin boards, and displays of student work from classrooms around the country <http://www.facebook.com/pages/Choice-Literacy/214577521953773>
- Many of us start the new year by tweaking our schedules, routines, and classroom arrangements. A fresh year often means a fresh start in some realm of our professional life. We invited Choice Literacy contributors to share changes they have made. This week we hear from **Donalyn Miller**, **Stella Villalba**, **Michelle Kelly**, and **Karen Terlecky**:
<http://www.choiceliteracy.com/public/1770.cfm>
- The second part of our series on changes in the new year features insights from **Katie DiCesare**, **Julie Johnson**, **Tony Keefer**, and **Beth Lawson**:
<http://www.choiceliteracy.com/public/1771.cfm>
- We conclude our series on changes in the new year, with contributions from **Bill Bass**, **Katie Baydo-Reed**, **Mary Lee Hahn**, and **Mandy Robek**:
<http://www.choiceliteracy.com/public/1772.cfm>
- From the Choice Literacy archives, **Katie DiCesare** works with a resource support teacher to organize reading materials in ways that better support students and are easier to access for the teacher:
<http://www.choiceliteracy.com/public/1288.cfm>
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- **Karen Terlecky** uses **A Tornado of Books** to foster student ownership of the classroom library and learn more about how students classify texts:
<http://www.choiceliteracy.com/public/721.cfm>
- What messages do we give to students with our **classroom library design**? **Franki Sibberson** telegraphs a few different principles for reading and learning in

her classroom as she lays out books and baskets:

<http://www.choiceliteracy.com/public/1011.cfm>

- **Ann Marie Corgill** makes a bare space beautiful for her sixth-grade students as she moves up from the primary grades:
<http://www.choiceliteracy.com/public/926.cfm>
- **Joan Moser** and **Gail Boushey** ("The Sisters") help a **middle school** teacher replace some of the commercial posters in her classroom with more tween art from students in this **time-lapse classroom design** video:
<http://www.choiceliteracy.com/public/1166.cfm>
- **Ann Williams** finds that a "**literacy housekeeping**" routine takes only a little time each day, and does a tremendous amount of good in helping students become more purposeful and efficient: <http://www.choiceliteracy.com/public/1210.cfm>
- How can teachers **gradually release more responsibility** to students during workshops? **Debbie Miller** has wise advice:
<http://www.choiceliteracy.com/public/397.cfm>
- The good folks at **Literacyhead** have compiled a list of **read alouds** for early in the school year that help **build community, establish routines, and comfort students** who are unsure at the start of the year.
<http://www.choiceliteracy.com/public/1624.cfm>
- **John T. Spencer** explains in **A Sustainable Start** why it's important to develop rules, rituals, and routines that go beyond formulas:
<http://www.educationrethink.com/2011/07/sustainable-start-rituals.html>
- **Giving Students Room to Run** is a lovely short essay from the "Why I Teach" series at **Teaching Tolerance** which considers one of those kids. Joel is a seven-year-old math genius who just can't sit still. This would be a good conversation starter in a staff or PLC meeting for talking about **adaptations for students who struggle with classroom routines**: <http://bit.ly/ffCGCF>
- **Should students be responsible for individual stashes of pens, pencils and paper, or would community supplies work best?** This brief article from **Responsive Classroom** makes the case for community supplies, and gives some tips for helping students work well with shared materials:
<http://www.responsiveclassroom.org/article/classroom-connections>
- In this short **video**, **Gail Boushey** and **Joan Moser** ("The Sisters") help a teacher move from all individual supplies to a mix of community and personal materials:
<http://www.choiceliteracy.com/public/1440.cfm>
- In **The Science of Boredom**, **Judy Willis** (who is a neurologist and elementary teacher) examines the **mismatch between instructional design in many classrooms and what the brain requires** to stay engaged. This is a series of very short and provocative **videos** that could serve as thoughtful conversation starters in staff meetings and study groups: <http://bit.ly/eYZA4d>
- In **Don't Get Mad Get Creative**, **Rick** describes **how one teacher transformed her relationship with the class clown**. Her technique would be helpful with any challenging child: <http://rickackerly.com/2010/07/28/dont-get-mad-get-creative/>
- **Debbie Miller** writes about the importance of **Putting Ourselves in Our Teaching**. This is a wonderful essay to read when you're feeling rushed, and want to hit the "pause button" to remind yourself of what really matters in the classroom: <http://www.choiceliteracy.com/public/316.cfm>
- In **You Will Not Lose Recess Here**, a 4th grade teacher ponders the changes in her students when they realize the main reward in her classroom is the satisfaction of doing your work well, not just finishing it: <http://bit.ly/frSLqe>
- **Put Your Name on the Board - A Tale of Why I Gave Up Classroom Discipline**

Systems is a provocative post about trust, risk, and conversations with students:
<http://bit.ly/e9LEV4>

Conferring

- From the Choice Literacy archives, a basic primer of **Conferring Principles** to use as a cheat sheet or share with colleagues: <http://www.choiceliteracy.com/public/89.cfm>
- **Ruth Ayres** has compiled an excellent collection of **conferring forms** for keeping track of your one-on-one time with students, as well as tools for **self-reflection** and **goal setting**: <http://bit.ly/tldeKM>
- From the Choice Literacy archives, **Gail Boushey** and **Joan Moser** ("The Sisters") explain their conferring routines during reading conferences: <http://www.choiceliteracy.com/public/673.cfm>
- **So many students to confer with, and so little time.** **Aimee Buckner** explains how she deals with time constraints when conferring with students during literacy workshops in this new two-minute **Quick Take video**: <http://www.choiceliteracy.com/public/1296.cfm>

Nonfiction reading and writing

- If you are pressed for time but want to integrate more nonfiction into your literacy block, then **Andrea Smith's** **Our Living Minute** (from the Choice Literacy archives) may be the routine for you: <http://www.choiceliteracy.com/public/826.cfm>
- **Marc Aronson** from the **Nonfiction Matters** blog at *School Library Journal* asked seventh graders, "What should nonfiction be called?" Their funny, thought-provoking, and surprising answers might get you itching to ask your own students this question as a way into understanding their previous experiences with nonfiction: <http://bit.ly/um8DDG>
- **Are you trying to spice up your nonfiction minilessons?** The **INK Think Tank** has many excellent very short videos at this link. Adding a minute or two of a book trailer or author interview to a lesson may be just what's needed to pique student interest: <http://www.inkthinktank.com/pages/video-gallery/index.html>
- **Ruth Shagoury** presents **Social Justice Picture Books** that even the youngest learners can enjoy: <http://www.choiceliteracy.com/public/1390.cfm>
- **Mandy Robek** shares some of her favorite books for **Teaching Economics with Children's Literature**: <http://www.choiceliteracy.com/public/571.cfm>
- The **S-Collection** (from the University of Illinois) provides an excellent **booklist of children's literature linked to family histories**: <http://bit.ly/s3Zz0q>
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- **Jennifer Jones** explains why **Strong Readers Need Strong Nonfiction**: <http://www.choiceliteracy.com/public/722.cfm>
- A new **podcast** with **Georgia Heard**, who discusses the surprising connections between **nonfiction, poetry, and the Common Core**: <http://www.choiceliteracy.com/public/1708.cfm>
- From the Choice Literacy archives, **Franki Sibberson** has suggestions for **previewing nonfiction** with students: <http://www.choiceliteracy.com/public/818.cfm>

- In a **podcast**, **Georgia Heard** talks about **what teachers can do to help children keep a sense of wonder**, as well as the importance of "pondering time" in schools: <http://www.choiceliteracy.com/public/1697.cfm>
- From the Choice Literacy archives, **Andrea Smith** recommends a website to tap children's natural curiosity about and enjoyment of animal babies in **Born Wonders**: <http://www.choiceliteracy.com/public/1467.cfm>
- This free American resource has a clever, simple design, plus intriguing topics that can't help but spark kids' interest: <http://wonderopolis.org/>
- This link will take you to an article written by a teacher who uses wonderopolis in her classroom: <http://www.choiceliteracy.com/public/1417.cfm>
- Kidslitosphere is a society of bloggers in children's and young adult literature. Each week they celebrate non-fiction Monday. <http://www.kidlitosphere.org/nonfiction-monday/>
- **Interesting Nonfiction for Kids** (better known as **INK**) is one of the best American websites for nonfiction resources. <http://www.inkthinktank.com/>
- **Mary Lee Hahn** has wise advice about matching **tweens** and **nonfiction texts**: <http://www.choiceliteracy.com/public/1057.cfm>
- **Science notebooks** are a wonderful tool for building outdoor **observation** and **writing skills**. **Andrea Smith** explains how writing in the notebooks leads students to explore different nonfiction text features like **infographics** and **lists**: <http://www.choiceliteracy.com/public/996.cfm>
- The **Nonfiction Detectives** blog is a terrific new resource, with detailed descriptions of high-quality nonfiction texts: <http://nonfictiondetectives.blogspot.com/>

Read Alouds:

- **Mr. Schu Reads** is gathering a list of the best **recent back-to-school read-alouds**, including the latest from our favorite **Pete the Cat**: <http://bit.ly/qOm7en>
- **Katie DiCesare** gathers **Picture Books About Books** to talk with her first graders about everything from reading identity to the proper care of books in the classroom library: <http://www.choiceliteracy.com/public/445.cfm>
- If you're in the mood for a heartwarming story, you'll enjoy "**the reading streak**" - **a father/daughter commitment** to read aloud together every day that lasted more than nine years: <http://n.pr/iB0aEc>
- Teachers and school leaders share their favorite **read alouds for the end of the year**: <http://www.choiceliteracy.com/public/1182.cfm>
- Here is a lovely poem from the Father Goose blog, "**Be Still in the World**," for appreciating who you are. It would be a **delightful read-aloud** for any gathering of children or colleagues: <http://charlesghigna.blogspot.com/2011/03/be-still-in-world.html>
- **Is it ever alright for a teacher to cry when reading aloud?** **Shari Frost** and her colleagues select their favorite tearjerker read alouds, and what they've learned from sharing them with students: <http://www.choiceliteracy.com/public/275.cfm>

Reading and Viewing:

- You will find great reviews of **YA novels** along with links to book trailers at this blog: <http://nerdybookclub.wordpress.com/category/book-lists/>
- Do you want to connect your students in real-time with authors of their favorite books? Would you like to do this for free? (These are obviously rhetorical questions for any teacher.) This new podcast features Kate Messner talking about her Skype an Author project. Kate has compiled a list and contact information for over 100 children's and young adult book authors who are willing to do short (20 minutes or less) "classroom visits" using Skype: <http://www.choiceliteracy.com/public/1722.cfm>
- Pat Johnson from the Catching Readers Before They Fall blog explains why Praising the Baby Steps is so important, especially for students who struggle <http://catchingreaders.com/2011/10/27/praising-the-baby-steps/>
- What matters most in guided groups - the text or the teacher? Jan Burkins and Melody Croft consider the question in "Revisiting Instructional Reading Level" from their book *Preventing Misguided Reading*. You can download the full chapter for free at this link: <http://bit.ly/vUkfR4>
- What messages do we give students when we celebrate and post goals like reaching a level P in reading? In this season of renewal and resolutions, Vicki Vinton's post from her new To Make a Prairie blog will get you thinking about how your students frame their literacy accomplishments: <http://bit.ly/t6H0lg>
- In a new podcast, Tom Newkirk explains the art of slow reading and why it is valuable for learners of any age: <http://www.choiceliteracy.com/public/1758.cfm>
- From the Catching Readers Before They Fall blog, Pat Johnson shares four types of story conflicts with varying degrees of text complexity, as well as booklists for teaching each one: <http://catchingreaders.com/2012/01/06/four-types-of-story-conflicts/>
- Patrick Allen's students set reading goals for the coming months, and in the process think through text complexity and the habits of lifelong readers: <http://bit.ly/vZkMY1>
- In **Mind the Gap**, Donalyn Miller from the Book Whisperer blog shares **advice for working with gifted readers** and a wealth of text suggestions in different categories: <http://bit.ly/AeXcg>
- Franki Sibberson uses the analogy of food restriction to illustrate why it is important to **give new readers a diet of more than leveled books**: <http://www.choiceliteracy.com/public/322.cfm>
- The "Hard" Reading Workshop is a terrific **professional development activity** for launching conversations about text difficulty and strategy instruction: <http://www.choiceliteracy.com/public/325.cfm>
- Cathy Mere compiles a list of **Books Struggling Readers Can and Will Want to Read**: <http://www.choiceliteracy.com/public/1619.cfm>
- Clare Landrigan and Tammy Mulligan show how the "why and watch me" strategy can **make the abstract concrete for struggling readers**: <http://www.choiceliteracy.com/public/765.cfm>
- In a quick take **podcast**, Katie Doherty shares tips on **starting a middle school reading workshop**: <http://www.choiceliteracy.com/public/1643.cfm>
- Choice Literacy contributor Jill Ostrow and her colleague Jane Wellman have created a site rich in **videos** and **podcasts** for teachers new to working with **English language learners**. **Take a Minute for ELL** has many brief visual and audio resources to explore on your own, or with other teachers in professional

development settings: <http://takaminuteforell.weebly.com/>

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- **In a new podcast, Sharon Taberski** shares her latest thinking on **comprehension instruction**: <http://www.choiceliteracy.com/public/1448.cfm>
- **Who is a "drive-thru" reader?** One who zips through the start of a book and discards it before finishing, moving ever more quickly through random books. From the **Choice Literacy Archives**, **Aimee Buckner** has some **minilesson suggestions for dealing with those students who can't or won't finish any books they start**: <http://choiceliteracy.com/public/429.cfm>
- **In a new podcast, Teri Lesesne** talks about the concept of **"reading ladders" for tweens and teens** who have different interests and need varied levels of support: <http://www.choiceliteracy.com/public/1572.cfm>
- Franki Sibberson's DVD **The Right Book at the Right Time** shows how teachers can **match students and texts in intermediate classrooms**. From **guided previewing before read alouds to helping tweens sort through their "next-read" stacks** in conferences, this video includes almost two hours of examples from Franki's classroom. You can watch sample footage from the DVD and learn how to order at this link: <http://www.choiceliteracy.com/products/item34.cfm>
- **Debbie Miller shares why she often uses songbooks early in the year with primary students**, as well as why songs are such a valuable component of the reading curriculum with youngsters. This is a **Quick Tip Tuesday** post from the Stenhouse blog: <http://bit.ly/izcdOk>
- **In a new podcast, Lester Laminack** talks about how he **reads like a writer**, and gives some **practical tips** for teachers to help students develop this skill: <http://www.choiceliteracy.com/public/1545.cfm>
- In a new podcast, **Cris Tovani** chats about the challenges and joys of a **workshop model for teaching reading in high schools**: <http://www.choiceliteracy.com/public/1486.cfm>
- In a new **podcast, Paul Hankins** discusses his favorite books and activities for **adolescent readers**: <http://www.choiceliteracy.com/public/1654.cfm>
- Franki Sibberson's chat with Patrick Carman about how **multi-media texts with integrated videos and web components** work, as well as the **challenges in schools of so many media distractions**: <http://www.choiceliteracy.com/public/1485.cfm>
- **Looking for some fun (but safe) video sites for kids to browse?** Here are links to the best sites that are like YouTube but for children: <http://www.educational-freeware.com/news/youtube-for-kids.aspx>
- **Donalyn Miller** talks about **engaging readers** in this **podcast**, as well as her role in sparking interest among students: <http://www.choiceliteracy.com/public/1450.cfm>
- If you're hunting for audio for your students to listen to on the web, there is a fine collection from **Reading in Action** of **book review podcasts** for children: <http://www.readinginaction.org/bookcasts/childrens>
- **Book trailers** are a wonderful way to connect students with new books, but it can be time-consuming to find and sort through the best ones on the web. Mr. Shu Reads is a **blog that features book trailers from the perspective of a K-5 teacher-librarian**. It's a terrific mix of trailers and anecdotes from working with young readers: <http://mrschureads.blogspot.com/>
- **If you want to discuss the issue of appropriate reading with your students, this post from the Reading Vacation Blog would be a fine place to start.** It's written by an 11-year-old who is a voracious reader, and articulate in explaining

- how she decides what books are appropriate for her: <http://bit.ly/fr536F>
- **Shari Frost** considers the issue of young children who are able to read far above grade level in **Just Because They Can Doesn't Mean They Should**: <http://www.choiceliteracy.com/public/148.cfm>
 - **Short and Sweet** is a new series from the blog of **Sharon Taberski**. She'll be recommending **chapter books that aren't too lengthy or sophisticated for young readers**, yet still move them forward rapidly in acquiring comprehension skills. Sharon is looking for suggestions. What's your favorite "short and sweet" chapter book for young readers? <http://bit.ly/i6WeBn>
 - **Terry Thompson** has a playful take on how teachers can get started with using graphic novels in their classrooms: <http://www.choiceliteracy.com/public/1014.cfm>
 - Terry also shares reasons **why graphic novels are a valuable component of classroom libraries** in a guest post on Donalyn Miller's Education Week blog: <http://bit.ly/nT8EsS>
 - **The Graphic Novel Reporter** is a terrific **online newsmagazine** with the latest reviews, releases, and author interviews: <http://graphicnovelreporter.com/>
 - Parents also can be frustrated with children who struggle to stick with reading of any kind. Here is a **terrific collection of tips for parents of children who can read, but won't finish books**. This would be a good article to share with parents at a **back-to-school open house or literacy night**:: <http://bit.ly/oNx05y>
 - **In a new podcast, high school teacher** and best-selling author **Kelly Gallagher** talks about "**readicide**" - what teachers and schools do to systematically kill a love of reading in students: <http://www.choiceliteracy.com/public/1573.cfm>
 - **Donalyn Miller** and **Paul W. Hankins** swap titles of recent **young adult** books **their students have enjoyed** and discuss what they like about each book. Two installments: <http://www.choiceliteracy.com/public/1404.cfm>
<http://www.choiceliteracy.com/public/1423.cfm>
 - Children can come to schools with so much baggage and damage that it's hard to know where to begin to reach them. **Books That Heal Kids** helps educators match books to needs, one child at a time: <http://booksthathealkids.blogspot.com/>

- Word Study:**
- From the Choice Literacy archives, **Franki Sibberson** shares some of her favorite children's literature for **word work, grammar, and mechanics connections**: <http://www.choiceliteracy.com/public/416.cfm>
 - We're using our **Choice Literacy Facebook** page this month to highlight some favorite longer research quotes about **spelling instruction**, as well as **reflection questions** to use for individual study or in teacher learning groups: <http://www.facebook.com/pages/Choice-Literacy/214577521953773>
 - Understanding how spelling, punctuation and grammar work is all about understanding underlying principles. In **Patterns and Punctuation**, **Elizabeth Schlessman** writes about how she uses inquiry to help her students notice and understand punctuation (as well as the world beyond the classroom door): <http://bit.ly/ncOkYI>
 - Turn vocabulary practice into a game by having students create "vocabutoons" using this template from Mr. Kelly's science class. Have students do all but the word or definition box and turn it in. Redistribute the toons and have other students complete missing pieces:

<http://www.stenhouse.com/rdVocabutoons.htm?r=n233>

- Students love exchanging fortunes. Use vocabulary words to write them. Find out how by reviewing Jane Feber's directions for fortune cookies in this excerpt from her book, *Active Word Play*: <http://tinyurl.com/voc-fortune>
- A favourite site for language lovers <http://www.wordspy.com/>
- The **Choice Literacy Word Work Sampler DVD** has examples from over a dozen K-6 classrooms of everything from **word sorts** and **small group lessons** to **wall displays**. You can **preview sample footage** and get purchasing information at this link: <http://www.choiceliteracy.com/products/item22.cfm>
- **Can teaching similes, synonyms, homophones and metaphors be fun?** It sure can if you know the right children's books to use as mentor texts. **Franki Sibberson** shares her favorites for language study and word work in a new **booklist**: <http://www.choiceliteracy.com/public/1264.cfm>

Writing and Other Ways of Representing:

- **Ruth Ayres** explains the value of "crit partners" at the **Two Writing Teachers** blog, as well as how to launch these partnerships in classrooms: <http://twowritingteachers.wordpress.com/2011/12/12/10352/>
- A special event on the Kidlitosphere is a conversation about **Mentor Texts in the Digital Writing Workshop**. Contributing bloggers include **Bill Bass, Katie DiCesare, Mary Lee Hahn, Troy Hicks, Kevin Hodgson, Tony Keefer, and Franki Sibberson**. You can read all about it here: <http://bit.ly/tts0G9>
- **Persuasive writing** is a key focus in the Common Core, and **Heather Wolpert-Gawron** has suggestions for **minilessons to hone in on persuasion skills**: <http://bit.ly/sxOxPJ>
- In a new podcast, **Bud Hunt** talks about what teachers need to know when it comes to teaching writing and the Common Core: <http://www.choiceliteracy.com/public/1764.cfm>
- "Bends in the Road" is a concept from the **Two Writing Teachers** blog. **Ruth Ayres** explains how these "bends" or big ideas connect to Common Core standards in writing and lesson planning: <http://bit.ly/xR2Xqe>
- **Joyce Sidman's** accomplished poetry and prose for children blends fiction and nonfiction masterfully. Visit her wonderful website for all sorts of teaching tools - here are her tips for young writers: <http://www.joycesidman.com/writers.html>
- In a new podcast, **Ruth Ayres** talks about the importance of writing **celebrations**, with tips on how to create a festive mood even before students have written anything "fancy" in the classroom. A transcript is included below the player: <http://www.choiceliteracy.com/public/1736.cfm>
- Is your writing workshop in a December rut? **Ruth Ayres** also has advice on how to get out of the ruts, by concentrating on **What Fuels Writing Workshop** (from the **Two Writing Teachers** blog): <http://bit.ly/rE9rrt>
- **Persuasive writing** - Heather Wolpert-Gawron has suggestions for **minilessons to hone in on persuasion skills**: <http://bit.ly/sxOxPJ>
- From the **Choice Literacy Archives**, **Franki Sibberson** identifies two types of **struggling writers**: those who don't know what to write about, and those who don't want to write. She shares **mentor texts** and **lesson suggestions** to help

- each group: <http://www.choiceliteracy.com/public/276.cfm>
- **Clare Landrigan** draws on her own experiences to assist young writers in **Overcoming Writing Slumps**: <http://www.choiceliteracy.com/public/963.cfm>
 - The way out of a slump for some young writers begins with trying different genres. In a new **podcast**, **Aimee Buckner** talks about the value of **integrating more nonfiction reading and writing into student notebooks**: <http://www.choiceliteracy.com/public/1668.cfm>
 - If **autobiographic writing** is a staple in your classroom, you'll enjoy this set of **prompts for prewriting and discussions** from author **Suzanne Williams**. These prompts are especially appropriate for tweens, but they can be adapted for use with students of almost any age: <http://www.suzanne-williams.com/autobiography.htm>
 - **New podcast** with **Ralph Fletcher** on **Mentor Texts**: <http://www.choiceliteracy.com/public/1561.cfm>
 - **Stephen Hurley** at **Edutopia** explains how **outdoor writing** is a **powerful tool for developing attentiveness** in his students: <http://www.edutopia.org/student-motivation-writing-outdoors>
 - In **Coaching Reluctant Writers**, **Heather Rader** describes how to use "wows and wonders" to reach students who say they hate to write: <http://www.choiceliteracy.com/public/1474.cfm>
 - **If you have students struggling with writing, maybe they would enjoy some tips from their favorite children's book authors and illustrators**. **My Word Playground** is a blog featuring advice from many authors and illustrators on everything from character development to the use of color in illustrations: <http://mywordplayground.blogspot.com/>
 - In a new **podcast**, **Troy Hicks** talks about how teachers can incorporate digital writing into their workshops: <http://www.choiceliteracy.com/public/1612.cfm>
 - **Franki Sibberson** shares some of her **favorite mentor texts for teaching writer's craft**: <http://www.choiceliteracy.com/public/166.cfm>
 - If you're rethinking how students use writers' notebooks, you'll enjoy **Aimee Buckner's** thoughts on **New Notebook Essentials**: <http://www.choiceliteracy.com/public/1033.cfm>
 - In a new **podcast**, **Kelly Gallagher** talks about **writing models** for students. Kelly also previews some of the content in his latest book which will be published in October 2012: <http://www.choiceliteracy.com/public/1632.cfm>