

Improving Reading Comprehension Using Classroom Strategies

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Reciprocal Teaching at Work
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Developing Reading Comprehension

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. *Preparing Teachers* addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

The Book Whisperer

Reciprocal Teaching at Work, 3rd Edition

Radically change the way students learn from texts, extending beyond comprehension to critical reasoning and problem solving. Comprehension proposes a new, comprehensive model of reading instruction that goes beyond teaching skills to fostering engagement and motivation. Using a structured, three-pronged approach—skill, will, and thrill—students learn to experience reading as a purposeful act and embrace struggle as a natural part of the reading process. Instruction occurs in three phases:

- Skill. Holistically developing skills and strategies necessary for students to comprehend text.
- Will. Creating the mindsets, motivations, and habits necessary to engage fully with texts.
- Thrill. Fostering the thrill of comprehension and using the knowledge for something else.

Reciprocal Teaching at Work

Early literacy instruction typically emphasizes foundational skills--often at the expense of engaging young children in reading and supporting their comprehension of different types of texts. This book explains the essential elements of comprehension and shares a wealth of classroom-tested instructional practices. It presents developmentally informed strategies for scaffolding comprehension skills, using content to promote engagement, and implementing high-level discussions and writing tasks. Ways to teach and assess English learners and other diverse students are highlighted throughout. The book features explicit links to the Common Core State Standards (CCSS) as well as helpful reproducible forms. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

Handbook of Reading Research

Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

Reading Comprehension Package

Introduction to Information Retrieval

To address the concern that students are not actively engaging with what they read, the authors present a strategy called Questioning the Author (QtA), an approach designed to establish student interactions with text to build greater understanding. Contents: -Introduction Chapter 1: What Is Questioning the Author and How Was It Developed? Chapter 2: Queries Chapter 3: Planning Chapter 4: Discussion Chapter 5: Implementation Chapter 6: Where Has Questioning the Author Been and Where Is It Going?

The Everything New Teacher Book

Class-tested and coherent, this textbook teaches classical and web information retrieval, including web search and the related areas of text classification and text clustering from basic concepts. It gives an up-to-date treatment of all aspects of the design and implementation of systems for gathering, indexing, and searching documents; methods for evaluating systems; and an introduction to the use of machine learning methods on text collections. All the important ideas are explained using examples and figures, making it perfect for introductory courses in information retrieval for advanced undergraduates and graduate students in computer science. Based on feedback from extensive classroom experience, the book has been carefully structured in order to make teaching more natural and effective. Slides and additional exercises (with solutions for lecturers) are also available through the book's supporting website to help course instructors prepare their lectures.

North Woods Poachers

"Prepare students for future success by using effective reading instruction that's proven to work. The Teaching Reading Sourcebook, updated second edition is an indispensable resource that combines evidence-based research with actionable instructional strategies. It is an essential addition to any educator's professional literacy library--elementary, secondary, university." -- back cover.

Teaching Reading Comprehension

Teaching students to comprehend the content and meaning of what they read can be a complex and challenging process; it

is also an urgent educational priority.

The Condition of Education 2011

It is time to rethink the relationship between teaching and learning and assess the crucial skills students need to succeed in the 21st century. The authors assert that educators must focus assessment on mindfulness and feedback for improvement, framing assessment around six fluencies students need to cultivate. The book provides scenarios, lessons, activities, and assessment rubrics. Benefits Discover the essential fluencies and skills students need for success in the 21st century. Examine different kinds of assessments and their focuses, strengths, and weaknesses. Gain assessment rubrics for evaluating students' skills in the fluencies. Access sample lessons and projects that support the fluencies. Employ the Solution Fluency Activity Planner to help students develop the fluencies they'll need to succeed in the 21st century. Contents Preface Introduction: Lessons from the Dojo Approaches to Assessment Structure of the Fluencies Assessment Framework Solution Fluency Assessment Framework Information Fluency Assessment Framework Creativity Fluency Assessment Framework Media Fluency Assessment Framework Collaboration Fluency Assessment Framework Global Digital Citizen Assessment Framework Epilogue: Where Will You Go from Here? Appendix: Glossary of Command Terms

Improving Reading Comprehension with Online Text Visualization Tools

Close-reading strategies help students develop the critical-thinking skills essential for the rest of their lives. Close Reading in the Secondary Classroom offers high school and middle school educators extensive guidance on how to introduce close reading to students and help them improve their reading comprehension skills and critical thinking. Learn how to select close-reading examples and passages, elicit deeper question formation, facilitate positive classroom discussion, and assess your students' reading comprehension and literacy progress. Understand the importance of close reading, prereading, and post-reading activities. Learn how to choose appropriate literary or informational texts for close reading. Pass on tools necessary for literary analysis and annotating text. Develop thought-provoking questions and discussion that deepen text analysis and reading comprehension. Assess students' critical and creative thinking skills. Contents: Introduction Chapter 1: Research and Theory Chapter 2: Prereading Chapter 3: Reading Twice and Annotating Chapter 4: Generating Questions and Reading Analytically Chapter 5: Discussing as a Class or Analyzing Individually, and Using Processing Activities Chapter 6: Planning and Assessing Close Reading Epilogue Appendix A: Answers to Comprehension Questions Appendix B: Extended Examples of Close Reading

Teaching Reading in the Content Areas

In *Growing Global Digital Citizens*, authors Lee Watanabe Crockett and Andrew Churches address how teachers can help students effectively and ethically participate in and contribute to the physical and digital worlds around them. They share the concept of global digital citizenship (GDC), which, when adopted, will help students use technology to learn from one another and better participate in the global community. Through their Global Digital Citizenship Foundation, Crockett and Churches have worked with hundreds of schools around the world to guide the global transformation of education. They give guidance on how K-12 teachers and administrators can transform their technology use and restrictions in ways that grow global citizens who are respectful, responsible critical thinkers equipped to solve problems in the interconnected world.

Growing Global Digital Citizens

Comprehension [Grades K-12]

Literacy Strategies for Improving Mathematics Instruction

In this fully revised and expanded third edition of the bestselling *Reciprocal Teaching at Work*, Lori D. Oczkus provides both tried-and-true and fresh solutions for teaching reading comprehension. Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting, questioning, clarifying, and summarizing. With a focus on these four evidence-based and classroom-tested strategies, Oczkus presents new ways to use reciprocal teaching to improve students' comprehension while actively engaging them in learning and encouraging independence. Appealing to students and teachers alike, reciprocal teaching encompasses social aspects of teaching and learning with modeling, think-alouds, and discussion. This helpful guide is packed with fresh material, including

- * More than 40 new and updated step-by-step lessons and minilessons that reflect current thinking and best practice.
- * Dozens of rich suggestions for diving into informational texts.
- * Updated research and relevant results that show the effectiveness of reciprocal teaching.
- * Creative and targeted tips that capitalize on the specific benefits of whole-class settings, guided reading groups, and literature circles.
- * Ideas for differentiating instruction for struggling readers and English language learners.
- * New and newly designed support materials, including reproducibles, posters, bookmarks, and a lesson planning menu.

With a wealth of ideas to get you started—and keep you going—this is the all-inclusive resource you need to help students become active, engaged, and independent readers who truly comprehend what they read. Reviews and Testimonials "Literacy coach and author Lori Oczkus knows how to take the best of what works from long-established research and showcase it to make teaching and learning more effective, engaging, and enjoyable. In her latest edition of

Reciprocal Teaching at Work, she demonstrates how to scaffold instruction so that all K-12 students can benefit from reciprocal teaching techniques, what she calls the "Fab Four"—predicting, questioning, clarifying, and summarizing—in whole-group, guided reading, and book club settings, for both fiction and informational texts. In clearly delineated lessons and minilessons, Lori deftly shares how to support students' learning, including English language learners and students who struggle, so they can successfully apply and monitor those four discussion strategies—as well as troubleshoot problems—to yield significant progress in their reading comprehension. Filled with great practical ideas, this gem of a book is a must-have for all literacy educators!" —Regie Routman, author of *Read, Write, Lead; Literacy Essentials*, and *Reading Essentials*

"Reciprocal teaching works to push students into deeper learning. There are decades of research on the impact of this instructional approach, and this book shows you how to implement and refine the practice such that all students succeed." —Doug Fisher, author of *Checking for Understanding* and *Visible Learning for Literacy*

"One of the great instructional research discoveries of the past three decades has been the efficacy of reciprocal teaching for improving student learning and reading comprehension. More than anyone, Lori Oczkus has explored practical ways for making reciprocal teaching an integral part of nearly any classroom setting. This current work by Lori represents the epitome of her work in translating reciprocal teaching research into practice. Readers will find this immensely readable book filled with strategies that can be easily implemented and that will improve student learning. If you are interested in improving your students' reading achievement, you need to read this book!" —Timothy Rasinski, author of *The Fluent Reader* and *Close Reading with Paired Texts*

"In this new edition of *Reciprocal Teaching at Work*, Lori Oczkus offers new thinking while reinforcing the best practices that make her ideas timeless. Through these engaging lessons and smart instructional moves, you will empower your students to build the confidence and competence they need to become strong, independent readers." —Donalyn Miller, author of *The Book Whisperer*

"On every page of this book, in every activity and plan, the voice of a gifted and empowering teacher inspires the reader. In a major revision of her classic work, Lori Oczkus engages the immediacy and demands of today's classrooms with the most robust constellation of strategies for teaching comprehension. She compellingly demonstrates how the "Fab Four" are engaged across the grades, and she powerfully scaffolds, supports, and reassures teachers in their efforts to incorporate reciprocal teaching across a broad communication, textual, and digital terrain." —Shane Templeton, Foundation Professor Emeritus of Literacy Studies University of Nevada, Reno, NV

Deeper Reading

This ready-to-use tool kit of fun and functional strategies, based on the National Reading Panel Report, helps teach the most difficult piece of the reading process: comprehension.

Preparing Teachers

Sydney S. Zentall, the foremost researcher in the education of children with attention deficit hyperactivity disorder (ADHD), provides educators with evidence-based knowledge about teaching students with ADHD and explains how these individuals differ from students with other disabilities. Based on the premise that educators are committed professionals, "ADHD and Education: Foundations, Characteristics, Methods, and Collaboration" provides information for teachers who want to understand the perspectives of students who have ADHD as well as their families and educators who work with them. This book: Provides empirically-based methods and strategies to successfully teach students with ADHD. Offers techniques for effectively collaborating and consulting with other teachers, service personnel, and family members. Discusses the limitations and controversies related to this complex disorder.

Improving Reading Comprehension in the Secondary English Language Arts Classroom

This volume focuses on our understanding of the reading comprehension of adolescents in a high stakes academic environment. Leading researchers share their most current research on each issue, covering theory and empirical research from a range of specializations, including various content areas, English language learners, students with disabilities, and reading assessment. Topics discussed include: cognitive models of reading comprehension and how they relate to typical or atypical development of reading comprehension, reading in history classes, comprehension of densely worded and symbolic mathematical texts, understanding causality in science texts, the more rigorous comprehension standards in English language arts classes, balancing the practical and measurement constraints of the assessment of reading comprehension, understanding the needs and challenges of English language learners and students in special education with respect to the various content areas discussed in this book. This book is of interest to researchers in literacy and educational psychology as well as curriculum developers.

Preventing Reading Difficulties in Young Children

Identifies the elements of an effective reading lesson, and presents strategies teachers may use to help secondary students read and understand challenging fiction and nonfiction books.

Improving Reading Comprehension

"Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction;

developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words"--

7 Keys to Comprehension

Improving Comprehension Instruction

Provides teachers with classroom-proven ways to prepare students to be successful math learners by teaching the vocabulary and comprehension skills needed to understand mathematics.

Children's Comprehension of Text

History teachers aren't expected to teach science, math teachers aren't expected to teach social studies; so why are all teachers responsible for teaching reading? The answer is simple. An emphasis on reading and literacy skills in the content areas has an exponential effect on learning in every discipline. This completely revised third edition of the best-selling *Teaching Reading in the Content Areas* seeks to help educators understand how to teach reading in their respective disciplines, choose the best reading strategies from the vast array available, and positively impact student learning. Throughout, it draws from new research on the impact of new technologies, the population boom of English language learners, and the influence of the Common Core State Standards. Given the complexities of the reading process, teachers deserve--and this book provides--clear, research-based answers to overarching questions about teaching reading in the content areas: * What specific skills do students need to read effectively in each content area? * Which reading strategies are most appropriate to help students become more effective readers and independent learners? * What type of learning environment promotes effective reading and learning? By focusing on the differences in how content-area experts read and reason, teachers can be better prepared to help their students understand that the ways they read in biology are different from the ways they read in English, history, or mathematics. To read successfully in different content areas, students must develop discipline-specific skills and strategies along with knowledge of that discipline. With that in mind, this book also includes 40 strategies designed to help students in every grade level and across the content areas develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read.

From Clunk to Click

Being a great teacher is more than lesson plans and seating charts. In this revised and expanded new edition of the classic bestseller, you learn what it takes to be the very best educator you can be, starting from day one in your new classroom! Filled with real-world life lessons from experienced teachers as well as practical tips and techniques, you'll gain the skill and confidence you need to create a successful learning environment for you and your students, including how to: Organize a classroom Create engaging lesson plans Set ground rules and use proper behavior management Deal with prejudice, controversy, and violence Work with colleagues and navigate the chain of command Incorporate mandatory test preparation within the curriculum Implement the latest educational theories In this book, veteran teacher Melissa Kelly provides you with the confidence you'll need to step into class and teach right from the start.

60 Strategies for Improving Reading Comprehension in Grades K-8

This is a powerful dramatisation of Daniel Keyes's perceptive and sad novel. Charlie is a retarded adult who desperately wants to be able to read and write. He undergoes a brain operation which increases his intelligence. Yet such an operation begs many questions--can Charlie's emotional development keep pace with the intellectual? How do the psychiatrists and psychologists view Charlie--as a man or as the subject of an experiment like the mouse, Algernon? And the biggest question of all--will the operation be successful?

Improving Reading Comprehension through Metacognitive Reading Strategies Instruction

In the second edition of Reading with Meaning, Debbie Miller shares her new thinking about comprehension strategy instruction, the gradual release of responsibility instructional model, and planning for student engagement and independence. It has been ten years since the first edition, in which Debbie chronicled a year in her own classroom. Reading with Meaning, Second Edition supports that work and expands her vision of strategy instruction and intentional teaching and learning. Debbie believes that every child deserves at least a full year of growth during each classroom year and offers planning documents with matching assessments to ensure that no child falls through the cracks. The second edition also provides new book recommendations that will engage and delight students, and current picture books for reading aloud and strategy instruction. This new edition reflects Debbie's professional experiences and judgment, her work in classrooms and collaboration with colleagues, and the current research in the field, showcasing her newest, best thinking.

Reading with Meaning

Reflecting the concerns of researchers and practitioners about children's text comprehension, this book defines and

provides examples of narrative and expository text and describes research-based strategies for helping children comprehend these two types of text. The book contains the following chapters: (1) "Research on Stories: Implications for Teachers" (Jill Fitzgerald); (2) "Using Story Retelling to Develop Comprehension" (Lesley Mandel Morrow); (3) "Teaching Repetition as a Story Structure" (Gail E. Tompkins and Lea M. McGee); (4) "Teaching Narrative Text Structure: A Process Approach to Reading and Writing" (Christine J. Gordon); (5) "Using a Literary Framework to Teach Mysteries" (Charles W. Peters and Marilyn Carlsen) (6) "Research on Expository Text: Implications for Teachers" (Wayne H. Slater and Michael F. Graves); (7) "Teaching Expository Text Structure in Reading and Writing" (Donald J. Richgels and others); (8) "The Teaching with Analogies Model" (Shawn M. Glynn); (9) "The Know, Want to Know, Learn Strategy" (Donna M. Ogle); (10) "Getting the Gist of Expository Text" (Ted Schuder and others); (11) "The Comprehension Experience" (James H. Mosenthal); and (12) "Questions and Concerns about Teaching Narrative and Expository Text" (Joan Nelson-Herber and Carolyn S. Johnston). Each chapter lists references. (MS)

Improving Reading Comprehension of Middle and High School Students

Describes strategies teachers can use to promote reading comprehension in students from kindergarten through eighth grade; and includes examples of student work, illustrations, and other reference tools.

Improving Reading Comprehension in Students with Special Educational Needs

Using Peer Tutoring to Improve Reading Skills is a very practical guide, offering a straightforward framework and easy-to-implement strategies to help teachers help pupils progress in reading. A succinct introduction, it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities. Outlining the evidence base supporting peer tutoring approaches, it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading. Core topics covered include: Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading - cross-ability approaches One Book for Two - fostering fluency, reading comprehension, and motivation Reading in Pairs - cross and same-year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback. Illustrated throughout with practical examples from diverse schools across Europe, Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy-to-use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards.

Building Comprehension in Adolescents

ADHD and Education

Developed for middle and high school teachers, the classroom-ready lessons in this practical guide will help strengthen students' reading comprehension and written expression so they can master academic content.

Strategies that Work

Questioning the Author

Bringing Words to Life

“Lori has managed to accomplish what few Hollywood producers can—a sequel that outshines the original.” —P. David Pearson, Dean, Graduate School of Education, University of California, Berkeley “Reciprocal Teaching at Work delivers practical ways to utilize this research-based strategy for implementing Response to Intervention with Tier I instruction and Tier II and III interventions. Lori’s engaging spin on reciprocal teaching will provide infinite possibilities for instruction and progress monitoring.” —Mary Jo Fox, K-12 Language Arts Coordinator, Olathe, KS With dozens of lessons and a wealth of materials to get you started—and keep you going—this is the all-inclusive resource you need to lead your students to become active, engaged, and independent readers who truly comprehend what they read. This updated edition is jam-packed with Expanded suggestions for grades K-5 and all new ideas for grades 6-12 Creative tips for using reciprocal teaching in whole-class settings, guided reading groups, and literature circles Ideas for differentiating instruction for struggling readers and English learners Practical ways to use reciprocal teaching as a Response to Intervention (RTI) Support materials such as reproducibles, posters, and a lesson planning menu Don't miss the free, downloadable PD guide and classroom video clips at the International Reading Association website.

Close Reading in the Secondary Classroom

This book addresses the need to help all students, including English learners, improve their ability to read with understanding so that they can succeed not just in their language and literacy classes, but also in their subject area classrooms. The book brings together a group of experts representing the fields of first and second language reading, whose chapters contribute in different yet complementary ways to the goal of this book: Improve students’ reading for understanding across languages with metacognitive awareness and use of reading strategies instruction.

The Play of Daniel Keyes' Flowers for Algernon

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Mindful Assessment

It's simple: If children don't understand what they read, they will never embrace reading. And that limits what they can learn while in school. This fact frightens parents, worries teachers, and ultimately hurts children. 7 Keys to Comprehension is the result of cutting-edge research. It gives parents and teachers—those who aren't already using this valuable program—practical, thoughtful advice about the seven simple thinking strategies that proficient readers use: • Connecting reading to their background knowledge • Creating sensory images • Asking questions • Drawing inferences • Determining what's important • Synthesizing ideas • Solving problems Easily understood, easily applied, and proven successful, this essential educational tool helps parents and teachers to turn reading into a fun and rewarding adventure.

Teaching Reading Sourcebook

Using Peer Tutoring to Improve Reading Skills

The influential first volume of the Handbook of Reading Research was published in 1984. This classic work, an essential resource for researchers, students, and professionals across the field of reading and literacy education, is now available once again in on-line and print-on-demand versions.

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