



YOU GOTTA BE THE BOOK: Teaching Engaged & Reflective Reading with Adolescents

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You Gotta BE the Book is an inspirational text for teachers of students in the middle years of schooling in the area of Literacy. The book recognises the importance of Reading both through the engagement in non-fiction texts, in its varied forms, as well as fictional literary texts. Motivating adolescent readers to be highly engaged is essential in these years, especially reluctant readers who struggle to see a purpose in reading.

The third edition of this obviously popular American text, *You Gotta BE the Book*, builds upon the previous editions with greater insights of the author's teaching experiences. Jeffrey Wilhelm uses his various teaching roles over the years to share a wide range of teaching strategies and student case studies with the reader as a way to show how he has been able to engage readers and develop programs where students genuinely develop a love of reading. It is aligned with the current U.S. Core Curriculum but there is mention within the book of the connection to worldwide curriculum statements.

Throughout *You Gotta BE the Book* the importance of teacher research is referred to. By learning from their students, understanding their students as readers/writers, becoming reflective in their teaching and actively becoming involved in peer coaching teachers can BE the teacher who makes a difference in students' learning. It is suggested by working collaboratively, through a Professional Learning Community structure, teachers can use student work and data sources to reflect, gain feedback and develop relevant and purposeful Literacy programs that connect to real purpose.

At the end of each chapter the author includes a Commentary where he reflects on his own teaching experiences over the years from when the book was first written, after the second edition and this last edition which includes his work with students of varying backgrounds as well as pre-service teachers. The Appendices also support the reader with the inclusion of different questions and activities that may support the development of reading programs.