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Effective Classroom Management

Effective teaching leads to positive student outcomes, and professional development for early childhood teachers is key to improving both. But what exactly do we mean by 2professional development3? What effect does it have on school readiness? Which models and approaches really work? This is the book the early childhood field needs to take the crucial first steps toward definitive answers. Top experts in early childhood education help readers: define professional development; examine research across a range of settings Head Start, public preschools, private programs on professional development and school readiness; consider both the extent and the content of professional development; learn from detailed explorations of promising professional development models; investigate key economic considerations and policy implications; identify areas for further exploration.

Secondary CLASS Dimensions Guide

Infant CLASS Dimensions Guide

The Art of Coaching

"Gloria Ladson-Billings provides a perceptive and interesting account of what is needed to prepare novice teachers to be successful with all students in our multicultural society. This book is must reading for all those entering the profession of teaching today and for those who prepare them for this important work." --Ken Zeichner, associate dean and professor of curriculum and instruction, School of Education, University of Wisconsin-Madison "The multiple voices in Gloria Ladson-Billings's book are compelling, provocative, and insightful—they provide a powerful 'insider' perspective on what it really means to learn to teach all children well." --Marilyn Cochran-Smith, professor of education and editor, Journal of Teacher Education, Boston College, School of Education "Ladson-Billings, one of the stellar researchers and most passionate advocates for social justice, has written yet another masterpiece. By weaving the novice teachers' voices, her personal teaching journey, and language rich in compelling research and inspiring metaphors, Ladson-Billings has documented how new teachers transform schools and teach poor children of color." --Jacqueline Jordan Irvine, Candler Professor of Urban Education, Emory University, Division of Educational Studies "Masterful teacher and teacher-educator Gloria Ladson-Billings has given us—in highly readable form—a brilliant vision of what teacher education might become. In *Crossing Over to Canaan* we get a glimpse of how a carefully constructed teacher education program focused on teaching for social justice can produce excellent teaching, even

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by young, middle-class teachers-in-training, in diverse educational settings." --Lisa D. Delpit, Benjamin E. Mays Professor of Educational Leadership, Georgia State University The author of the best-selling book *The Dreamkeepers* shows how teachers can succeed in diverse classrooms. Educating teachers to work well in multicultural classrooms has become an all-important educational priority in today's schools. In *Crossing Over to Canaan*, Gloria Ladson-Billings details the real-life stories of eight novice teachers participating in an innovative teacher education program called Teach for Diversity. She details their struggles and triumphs as they confront challenges in the classroom and respond with innovative strategies that turn cultural strengths into academic assets. Through their experiences, Ladson-Billings illustrates how good teachers can meet the challenges of teaching students from highly diverse backgrounds--and find a way to "crossover to Canaan." She offers a model of teaching that focuses on academic achievement, cultural competence, and socio-political consciousness. Drawing from her own experiences as a young African-American teacher working in Philadelphia, she successfully weaves together narrative, observation, and scholarship to create an inspirational and practical book that will help teachers everywhere as they work to transcend labels and categories to support excellence among all students.

Infant/Toddler Environment Rating Scale (ITERS-3)

Whether you're new to the CLASS® framework or honing your skills, this Spanish

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booklet will ground you in the domains and dimensions that make up the CLASS Infant framework. In its pages you will: Explore CLASS Infant domains and dimensions Find clear explanations of effective interactions Learn practical strategies for improving interactions This dimensions guide is great for teachers and anyone interested in understanding why classroom interactions matter and how they can be improved with the CLASS tool. This guide is used with the bestselling CLASS observational tool that measures interactions between children and teachers--a primary ingredient of high-quality early educational experiences. With versions for infant and toddler programs and pre-K and K-3 classrooms, the reliable and valid CLASS tool establishes an accurate picture of the classroom through brief, repeated observation and scoring cycles and effectively pinpoints areas for improvement. Learn more about the whole CLASS system. See which domain of school readiness in the Head Start Child Development and Early Learning Framework this tool addresses.

Classroom Assessment Scoring System (Class) Guia de Dimensiones

Resource books often provide tips and tricks for managing challenging behaviors, but what happens when those tactics don't work? Most teachers give up. Push Past It! brings a raw, real, and at times funny approach to handling challenging

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behaviors and understanding why most behavior-management strategies don't work. Author Angela Searcy shares real-world examples, proven solutions, and new approaches to overcoming classroom disruptions using her PUSH PAST IT approach. Beyond behavioral-management strategies, Push Past It! will teach you how to: See children's behavior as communication Understand what is (and is not) developmentally appropriate behavior Identify when to seek support Communicate and listen more effectively Help children overcome their own challenging behaviors Take care of yourself too!

Teacher Adaptive Practices

Designed to help teachers meet the diverse needs of young children, this book offers differentiated strategies for promoting intellectual discovery and creative thinking across key disciplines.

Eight Myths of Student Disengagement

Hands-on resources for new and seasoned school coaches This practical resource offers the foundational skills and tools needed by new coaching educators, as well as presenting an overview of the knowledge and theory base behind the practice. Established coaches will find numerous ways to deepen and refine their coaching

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practice. Principals and others who incorporate coaching strategies into their work will also find a wealth of resources. Aguilar offers a model for transformational coaching which could be implemented as professional development in schools or districts anywhere. Although she addresses the needs of adult learners, her model maintains a student-centered focus, with a specific lens on addressing equity issues in schools. Offers a practical resource for school coaches, principals, district leaders, and other administrators Presents a transformational coaching model which addresses systems change Pays explicit attention to surfacing and interrupting inequities in schools The Art of Coaching: Effective Strategies for School Transformation offers a compendium of school coaching ideas, the book's explicit, user-friendly structure enhances the ability to access the information.

Classroom Assessment Scoring System (CLASS) Manual, Infant

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

The Skillful Teacher

Written for teachers and administrators who wish to become familiar with the Classroom Assessment Scoring System (CLASS) the CLASS Dimensions Guide provides an overview of the teacher-student interactions that form the CLASS tool. The CLASS Dimensions Guide describes each dimension of the CLASS tool, explaining its importance for student's social-emotional and academic growth, and provides practical strategies and tips to help teachers improve the effectiveness of their teaching across all dimensions.

Infant/toddler Environment Rating Scale

Help children participate in purposeful play to promote the development of a number of important skills.

Critical Issues in Early Childhood Professional Development

This book introduces the construct of teacher adaptive practices, extending existing research on teacher adaptability into classroom practices. It identifies specific teaching practices that constitute the just-in-time adaptation during lessons that provides opportunities for students' critical and creative thinking. 278

classroom observations of teachers resulted in a summary of teaching behaviours that constitute teacher adaptive practices. Based on these findings, the book develops a practical teacher improvement program.

Humanizing the Classroom

Teacher Evaluation: Guide to Professional Practice is organized around four dominant, interrelated core issues: professional standards, a guide to applying the Joint Committee's Standards, ten alternative models for the evaluation of teacher performance, and an analysis of these selected models. The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation (CREATE). The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles, facts, ideas, processes, and procedures. Finally, the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation.

School Readiness and the Transition to Kindergarten in the Era of Accountability

The long-anticipated new version of the internationally recognized Early Childhood

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Environment Rating Scale® , ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Classroom Assessment Scoring System(r) (Class(r)) Guia de Las Dimensiones, Infant

Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning.

School-Based Observation

Angkor, the temple and palace complex of the ancient Khmer capital in Cambodia is one of the world's most famous monuments. Hundreds of thousands of tourists from all over the globe visit Angkor Park, one of the finest UNESCO World Heritage Sites, every year. Since its UNESCO listing in 1992, the Angkor region has experienced an overwhelming mushrooming of hotels and restaurants; the infrastructure has been hardly able to cope with the rapid growth of mass tourism and its needs. This applies to the access and use of monument sites as well. The authors of this book critically describe and analyse the heritage nomination processes in Cambodia, especially in the case of Angkor and the temple of Preah Vihear on the Cambodian/Thai border. They examine the implications the UNESCO listings have had with regard to the management of Angkor Park and its inhabitants on the one hand, and to the Cambodian/Thai relationships on the other. Furthermore, they address issues of development through tourism that UNESCO

has recognised as a welcome side-effect of heritage listings. They raise the question whether development through tourism deepens already existing inequalities rather than contributing to the promotion of the poor.

Classroom Assessment Scoring System (CLASS) Manual, Toddler

A guide to helping students learn to study more efficiently, discussing the basic requirements a student must bring to the endeavor, explaining the tools of the business of study, and looking at the habits of accomplished studiers.

Practical Solutions to Practically Every Problem

K-3 CLASS Manual

This toolkit is designed to be a resource for researchers and technical staff of any discipline, working for governments and institutions interested in measuring and monitoring the quality of child care centers serving infants ages 0 to 3 years (36 months).

Spanish Pre-K CLASS Dimensions Guide 2019

With the infant version of the trusted, widely used CLASS® tool, early childhood programs have an accurate and reliable way to assess teacher-infant interactions, a primary component of positive early experiences. Developed for use with children from birth to 18 months, the CLASS® Infant tool specifically focuses on how teachers engage with infants and support their learning and development during everyday routines and activities. With clear guidance and background information, this manual gives you a comprehensive introduction to the CLASS® Infant tool and how to use it effectively. You will see how this standardized tool assesses 4 dimensions of teacher-child interactions: relational climate, teacher sensitivity, facilitated exploration, and early language support. Establishes an accurate picture of interactions through repeated observation and scoring cycles. Highlights areas of strength and areas for growth useful for guiding professional development efforts. Comprehensive and reader-friendly, this manual provides helpful information on infant development, the theoretical and empirical foundations of the CLASS® Infant tool, an overview of procedures for using the tool, and detailed descriptions and examples for each dimension the tool assesses. Learn more about the entire CLASS system.

absenteeism and beyond: instructional time loss and

consequences

Whether you're new to the CLASS® framework or honing your skills, this booklet will ground you in the domains and dimensions that make up the CLASS K-3 framework. In its pages you will: Explore CLASS K-3 domains and dimensions Find clear explanations of effective interactions Learn practical strategies for improving interactions This dimensions guide is great for teachers and anyone interested in understanding why classroom interactions matter and how they can be improved with the CLASS tool. This guide is used with the bestselling CLASS observational tool that measures interactions between children and teachers--a primary ingredient of high-quality early educational experiences. With versions for infant programs, toddler programs and pre-K and K-3 classrooms, the reliable and valid CLASS tool establishes an accurate picture of the classroom through brief, repeated observation and scoring cycles and effectively pinpoints areas for improvement. Learn more about the whole CLASS system. See which domain of school readiness in the Head Start Child Development and Early Learning Framework this tool addresses.

Study is Hard Work

Many teachers report that student disengagement is one of the biggest challenges

they encounter in the classroom, and research shows that there is a steady decline in students' engagement that begins as early as kindergarten and persists through the transitions to middle and high school. Young children are naturally curious and want to learn and explore, but unfortunately this all too often gives way to a lack of participation and effort, acting out and disrupting class, disaffection and withdrawal, and failure to deeply invest in academic content. Jennifer Fredricks's book goes beyond the idea that classroom management techniques and on-task behaviour ensure student engagement, to consider the emotional and cognitive dimensions that are critical for deeper learning and student achievement. Fredricks presents compelling strategies based on the research to demonstrate how instructional tasks, teacher-student relations, and peer dynamics all play a pivotal role in cultivating lasting student engagement.

Classroom Assessment Scoring System (Class) Dimensions Guide, Pre-k

This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule. In a series of vivid case studies, Lesley Mandel Morrow brings to life the methods used by

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exemplary teachers to create rich, student-friendly learning environments for children in grades K-4. No component of organizing the language arts block is omitted, including setting up and running classroom learning centers, assessing different instructional needs, conducting whole-class and small group meetings, and linking language arts to content area instruction. Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level, along with dozens of reproducible learning activities, lesson plans, and assessment and record-keeping tools.

Organizing and Managing the Language Arts Block

This quick-guide in Spanish introduces teachers to the 10 dimensions of CLASS and includes practical classroom tips and strategies for implementation.

Early Childhood Environment Rating Scale (ECERS-3)

This fourth edition of the best-selling topically-organized introduction to infancy reflects the enormous changes that have occurred in our understanding of infants and their place in human development over the past decade.

Teacher Evaluation

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We differentiate instruction to honor the reality of the students we teach. They are energetic and outgoing. They are quiet and curious. They are confident and self-doubting. They are interested in a thousand things and deeply immersed in a particular topic. They are academically advanced and "kids in the middle" and struggling due to cognitive, emotional, economic, or sociological challenges. More of them than ever speak a different language at home. They learn at different rates and in different ways. And they all come together in our academically diverse classrooms. Written as a practical guide for teachers, this expanded third edition of Carol Ann Tomlinson's groundbreaking work covers the fundamentals of differentiation and provides additional guidelines and new strategies for how to go about it. You'll learn - What differentiation is and why it's essential - How to set up the flexible and supportive learning environment that promotes success - How to manage a differentiated classroom - How to plan lessons differentiated by readiness, interest, and learning profile - How to differentiate content, process, and products - How to prepare students, parents, and yourself for the challenge of differentiation First published in 1995 as *How to Differentiate Instruction in Mixed-Ability Classrooms*, this new edition reflects evolving best practices in education, the experiences of practitioners throughout the United States and around the world, and Tomlinson's continuing thinking about how to help each and every student access challenging, high-quality curriculum; engage in meaning-rich learning experiences; and feel at home in a school environment that "fits."/p>

Push Past It!

Includes Dimensions overview fold-out laminated sheet (28 x 60 cm.)

Developmentally Appropriate Play

This latest new edition of Effective Classroom Management is written for new teachers and those who train and guide them. It combines sound practical advice on lesson organisation and teaching methods with an exploration of teachers' feelings about themselves and the children they teach. In this second edition, classroom management is considered from four aspects: management in the classroom; mediation with individuals; modification of behaviour and monitoring school discipline.

How to Differentiate Instruction in Academically Diverse Classrooms

This quick-guide introduces teachers to the 10 dimensions of CLASS and includes practical classroom tips and strategies for implementation.

Development in Infancy

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Widely used to assess social-emotional and behavioral referral concerns in grades PreK-12, systematic direct observation is an essential skill for school psychologists and other educators. This accessible book helps practitioners conduct reliable, accurate observations using the best available tools. Chapters present effective coding systems for assessing student classroom behavior, the classroom environment, behavior in non-classroom settings, and behavior in a functional assessment context; also provided are guidelines for developing new codes when an appropriate one does not already exist. Procedures for summarizing, graphing, and interpreting data for different assessment purposes are detailed. In a large-size format with lay-flat binding for easy photocopying, the book includes 13 reproducible coding forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Powerful Interactions

Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on

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the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy Items. A new Item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3

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subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

Differentiating for the Young Child

More than 30 highly respected experts contribute cutting-edge information to give readers a comprehensive look at early education and kindergarten transition.; ;

Social Development

Crossing Over to Canaan

Written for teachers and administrators who wish to become familiar with the Classroom Assessment Scoring System (CLASS), the CLASS Dimensions Guide provides an overview of the teacher-student interactions that form the CLASS tool. The CLASS Dimensions Guide describes each dimension of the CLASS tool, explaining its importance for student's social-emotional and academic growth, and provides practical strategies and tips to help teachers improve the effectiveness of their teaching across all dimensions.

Classroom Assessment Scoring System (Class) Dimensions Guide, K-3

An encyclopedic how-to guide for the universal early childhood program problems. Practical Solutions to Practically Every Problem attempts to provide solutions to every possible problem faced by early childhood teachers—before teachers encounter them. This classic resource has been updated to focus on current issues faced by educators, including teaching twenty-first century life skills, technology, and cultural responsiveness. This easy-to-use guide gives you quick practical help, now! Educators will save time and energy with over eight hundred solutions to two hundred problems, including: Daily dilemmas and classroom issues Partnering with families to raise happy children Dealing with problematic behaviors from co-workers Learning to take care of yourself to prevent burn-out Steffen Saifer, EdD, a former early childhood teacher and Head Start director and trainer, is currently an international consultant and writer based in Spain. He has worked on projects for the Open Society Foundation, The World Bank, and UNICEF, in many countries including Bangladesh, Russia, and Zimbabwe. Dr. Saifer works with programs on culturally responsive curriculum development and implementation and with universities to develop graduate programs for ECD teachers, administrators, and leaders. When in the United States, Saifer resides in Portland, Oregon

How is Child Care Quality Measured?

Infant CLASS? Dimensions Guide

Social Development, 2nd Edition provides psychologists with a comprehensive, scholarly, engaging, and up-to-date treatment of theoretical insights and empirical findings in the field of social development. It conveys the excitement of recent advances along with the accumulated knowledge that forms the basis of the field. Psychologists will gain a better understanding of cultural variation, both among societies around the world and within our own society.

Upper Elementary CLASS™ Dimensions Guide

This book presents the pedagogical basis for using role plays to teach social and emotional skills, and provides over 45 model lessons that can be delivered in middle and high school classrooms. A rich resource for principals and classroom teachers, it addresses the how, why and what of teaching social and emotional skills in our diverse society.

Creative Curriculum

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Studies have shown that learning outcomes are related to the amount of time students engage in learning tasks. However, visits to schools have revealed that students are often taught for only a fraction of the intended time, particularly in lower-income countries. Losses are due to informal school closures, teacher absenteeism, delays, early departures, and sub-optimal use of time in the classroom. A study was undertaken to develop an efficient methodology for measuring instructional time loss. Thus, instructional time use was measured in sampled schools in Tunisia, Morocco, Ghana, and the Brazilian state of Pernambuco. The percentage of time that students were engaged in learning vis-à-vis government expectations was approximately 39 percent in Ghana, 63 percent in Pernambuco, 71 percent in Morocco, and 78 percent in Tunisia. Instructional time use is a mediator variable that is challenging to measure, so it often escapes scrutiny. Research suggests that merely financing the ingredients of instruction is not enough to produce learning outcomes; students must also get sufficient time to process the information. The quantity-quality tradeoff that often accompanies large-scale enrollments may be partly due to instructional time restrictions. Time wastage also distorts budgetary outlays and teacher salary rates. To achieve the Millennium Development Goals students must get more of the time that governments, donors, and parents pay for.

Class Dimensions Guide Toddler

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This quick-guide introduces teachers to the 8 dimensions of CLASS and includes practical classroom tips and strategies for implementation.

World Heritage Angkor and Beyond

The 35 items in the ITERS are divided into seven categories: Furnishings and Display for Children -- Personal Care Routines -- Listening and Talking -- Learning Activities -- Interactions -- Program Structure -- Adult Needs.

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