



Richard L Allington

Peter Afflerbach



Richard L Allington :

Reading Instruction That Works Michael Pressley, Richard L. Allington, 2014-10-03 This widely adopted text and K 8 practitioner resource demonstrates how successful literacy teachers combine explicit skills instruction with an emphasis on reading for meaning Distinguished researcher Richard L Allington builds on the late Michael Pressley s work to explain the theories and findings that guide balanced teaching and illustrate what exemplary lessons look like in action Detailed examples offer a window into highly motivating classrooms around the country Comprehensive in scope the book discusses specific ways to build word recognition fluency vocabulary and comprehension especially for readers who are struggling New to This Edition Updated throughout to reflect important recent research advances Chapter summing up the past century s reading debates and the growing acceptance of balanced teaching New and revised vignettes of exemplary teachers Subject Areas Key Words balanced instruction classrooms comprehension decoding elementary reading methods engagement exemplary teachers explicit instruction fluency literacy meaning motivation primary grades reading instruction skills strategies struggling readers teaching vocabulary whole language word recognition Audience Teacher educators and graduate students reading and literacy specialists K 8 classroom teachers Serves as a text in such courses as Reading Methods Elementary Literacy Instruction Reading Diagnosis and Instruction and Psychology of Reading What Really Matters for Struggling Readers Richard L. Allington, 2001 Another in the series of Longman s brief practical texts on reading *What Really Matters for Struggling Readers* helps teachers design reading remediation and intervention programs around well established reality and research based components Nationally recognized scholar and author Dick Allington offers easy to understand interpretations of research that support three important principles and shows teachers how to use a variety of best practices with children who are struggling readers **Focus** Richard L. Allington, Bernadine J. Bolden, Scott, Foresman and Company, Sandy Anderson, 1988 **The ELL Writer** Christina Ortmeier-Hooper, 2015-04-24 By respecting the intelligence of multilingual writers this book helps teachers capitalize on the resources those students bring into the classroom District secondary curriculum coordinators should make sure every teacher in every discipline has this book and every university course about secondary teaching should require it Randy Bomer University of Texas at Austin This resource for secondary school ELA and ELL teachers brings together compelling insights into student experiences current research and strategies for building an inclusive writing curriculum *The ELL Writer* expands the current conversation on the literacy needs of adolescent English learners by focusing on their writing approaches their texts and their needs as student writers Vivid portraits look at tangible moments within these students lives that depict not only the difficulties but also the possibilities that they bring with them into the classroom The case studies are complemented by findings from current research studies by second language writing specialists that will inform today s classroom teachers Book Features Activities writing prompts and teaching tips to support ELL learning in mainstream classes Personal stories and voices of ELL writers

along with examples of student writing A focus on teacher responses revision strategies and assignment design Clear connections between current research student experiences and the classroom Christina Ortmeier Hooper is an assistant professor of English at the University of New Hampshire *Moving Forward with Literature Circles* Jeni Pollack Day, 2002 Presents advice for teachers on making classroom book discussions successful covering such topics as choosing books grouping students using writing assessing participation and comprehension and supporting students who struggle with reading

Critical Media Pedagogy Ernest Morrell, Rudy Duenas, Veronica Garcia, Jorge Lopez, 2015-04-25 This practical book examines how teaching media in high school English and social studies classrooms can address major challenges in our educational system The authors argue that in addition to providing underserved youth with access to 21st century learning technologies critical media education will help improve academic literacy achievement in city schools Critical Media Pedagogy presents first hand accounts of teachers who are successfully incorporating critical media education into standards based lessons and units The book begins with an analysis of how media have been conceptualized and studied it identifies the various ways that youth are practicing media as well as how these practices are constantly increasing in sophistication Finally it offers concrete examples of how to develop a rigorous standards based content area curriculum that embraces new media practices and features media production

Literacy Playshop Karen E. Wohlwend, 2015-04-25 Building on her award winning research featured in *Playing Their Way into Literacies* which emphasizes that play is an early literacy Wohlwend has developed a curricular framework for children ages 3 to 8 The Literacy Playshop curriculum engages children in creating their own multimedia productions positioning them as media makers rather than passive recipients of media messages The goal is to teach young children to critically interpret the daily messages they receive in popular entertainment that increasingly blur toys stories and advertising The first half of this practical resource features case studies that show how six early childhood teachers working together in teacher study groups developed and implemented play based literacy learning and media production The second half of the book provides a Literacy Playshop framework with professional development and classroom activities discussion questions and technology try it sections This user friendly book will inspire and support teachers in designing their own Literacy Playshops

Arts Integration in Diverse K-5 Classrooms Liane Brouillette, 2019-07-12 Partnerships are now pervasive in global education and development but are they creating equitable cooperative and positive relationships Through case studies of prominent multistakeholder partnerships including the Education Cannot Wait Fund and Global Partnership for Education as well as a comprehensive analysis of the global education network this book exposes clear power imbalances that persist in the international aid environment The author reveals how actors and organizations from high income countries continue to wield disproportionate influence while the private sector holds a growing degree of authority in public policy circles In light of such evidence this book questions if partnerships truly ameliorate power asymmetries or if they instead reproduce the precise inequities they are meant to

eliminate This text offers a thoughtful look into both theoretical and practical issues surrounding arts integration as a viable strategy for increasing students achievement and access to higher education and career pathways It is especially timely in the context of a widespread focus on equity and inclusion as teachers are facing more diversity in the classroom than ever before Kristen Greer Paglia CEO P S ARTS This book offering a rich buffet of art based activities grounded in critical ideas about teaching and learning includes topics as oral language development visual thinking strategies making meaning of narrative and informational texts and expression through narrative and informational writing An excellent guide to teachers aspiring to integrate the arts into their curriculum it is both a delightful and useful read Liora Bresler University of Illinois Champaign Urbana

The Vulnerable Heart of Literacy Elizabeth Dutro, 2019 What is trauma and what does it mean for the literacy curriculum In this book elementary teachers will learn how to approach difficult experiences through the everyday instruction and interactions in their classrooms Readers will look inside classrooms and literacies across genres to see what can unfold when teachers are committed to compassionate critical and relational practice Weaving her own challenging experiences into chapters brimming with children s writing and voices Dutro emphasizes that issues of power and privilege matter centrally to how attention to trauma positions children The book includes questions and prompts for discussion reflection and practice and describes pedagogies and strategies designed to provide opportunities for children to bring the varied experiences of life including trauma to their school literacies in positive meaningful and supported ways This stunning book about trauma interrogates the very notion Dutro excels at interweaving her stories with those of teachers and students and at challenging readers to find their way into the fabric I recommend this book to teachers so that they might accept her challenge to explore and understand the importance of both witnessing and testimony in relation to trauma in literacy curriculum and pedagogy Mollie Blackburn The Ohio State University

Translanguaging for Emergent Bilinguals Danling Fu, Xenia Hadjioannou, Xiaodi Zhou, 2019-02-22 Translanguaging for Emergent Bilinguals is a thorough examination of the development evolution and current realities of educating emergent bilinguals in U S classrooms Through engaging vignettes readers follow the experiences of emergent bilinguals in a variety of monolingual settings tracing the challenges encountered by both the students and the schools that serve them The authors argue that the future of emergent bilingual education lies in an inclusive translanguaging pedagogy By embracing home languages and cultures this approach nurtures the development of multiple literacies enabling individuals to thrive academically socially linguistically and intellectually The text begins by showing how the authors evolved from monolingual language educators to translanguaging educators and ends with concrete takeaways for successfully using this approach in different education settings This book offers an uplifting alternative view of the lives and education of language minoritized students The authors present here a practice based approach to translanguaging for all types of teachers of emergent bilinguals From the Foreword by Ofelia Garc a The Graduate Center City University of New York A fascinating volume offering practical as well as theoretical insights into

translanguaging pedagogy Li Wei UCL Institute of Education University College London Contributes significantly to our understanding of the nature of translanguaging and its potential to transform the education of emergent bilingual students James Cummins University of Toronto

Words Worth Using Dianna Townsend, 2022 Help adolescents learn and use the academic words that will assist them in school and beyond The author argues that words worth using must matter to adolescents authentic work in the disciplines and connect to their lived experiences Rather than using a model of vocabulary instruction that positions students as passive recipients who must simply memorize definitions Townsend outlines a metalinguistic approach that shows students how to learn words by using them in ways that are meaningful to their identity language background and individual interests The book provides research based instructional routines to support adolescents as they learn and use new words in their disciplinary learning It explores how academic vocabulary can position students as insiders or outsiders and how culturally sustaining instruction can welcome all students into discovering and using language Words Worth Using will be a popular resource for teachers who feel stymied by the sheer volume of words they are expected to teach

Book Features An engaging exploration of adolescents and the kinds of powerful word learning that endure Metalinguistic awareness as an underleveraged approach to helping adolescents develop word knowledge in engaging ways A culturally sustaining pedagogy framework with specific attention to emergent bilinguals Words Worth Using boxes that share the etymology and morphology of many important words throughout the text A careful review and explanation of research accompanied by classroom anecdotes real world examples and templates for teachers and instructional leaders to use in their own contexts

Before Words Judith T. Lysaker, 2018-11 In this book the author challenges reductive views of emergent literacy prevalent in many of today's kindergarten and pre K classrooms As an alternative Lysaker explains how reading wordless books with young children helps them to develop a range of comprehension abilities that are important for understanding narrative texts Readers will find concrete methods to help them gauge document and respond to children as they make meaning of and respond to wordless books Through description and analysis the text reveals the undervalued richness of young children's emergent comprehension and the intricate purposeful nature of their specific early thinking activities Before Words encourages readers to think about young children's comprehension as complex meaning making and suggests new ways of responding to the unique sense making tools young children use during wordless book reading

Book Features Demonstrates how young children develop reading comprehension abilities even before learning to read print Expands on reading as more than just a technical skill Engages the whole child and scaffolds their formation of relationships with other people including peers teachers families and communities Nurtures students creativity positive relationships with storytelling and social emotional growth Offers guidance for building a wordless book library including a selected list of books A breakthrough work Prepare to have your mind opened to completely new terrain in children's literate development From the Foreword by Peter Johnston The University at Albany

SUNY Before Words is a kidwatcher's delight Her sensitive descriptions of reading conversations provide concrete strategies that will be welcome additions to both novice and experienced teachers' toolkits Deborah Wells Rowe Vanderbilt University Scholars of early childhood literacy development will find much of interest in this book Nell K Duke University of Michigan

Letting Go of Literary Whiteness Carlin Borsheim-Black, Sophia Tatiana Sarigianides, 2019 Rooted in examples from their own and others' classrooms the authors offer discipline specific practices for implementing antiracist literature instruction in White dominant schools Each chapter explores a key dimension of antiracist literature teaching and learning including designing literature based units that emphasize racial literacy selecting literature that highlights voices of color analyzing Whiteness in canonical literature examining texts through a critical race lens managing challenges of race talk and designing formative assessments for racial literacy and identity growth Sophia and Carlin's book is startling in how openly and honestly it takes up the problem of how to teach about racism using literature in White schools As I read I kept marveling at how courageous and direct and clear their writing is From the Foreword by Timothy J Lensmire University of Minnesota *Letting Go of Literary Whiteness* unpacks the necessary responsibility of exploring race for all teachers Borsheim Black and Sarigianides center this work in English classrooms exploring the kinds of literature discussions and difficult instructional decisions that teachers make every day This book emphasizes that racial justice is a shared responsibility for teachers today and through myriad practical examples offers guidance for centering equity in schools Antero Garcia Stanford Graduate School of Education

Amplifying the Curriculum Aída Walqui, George C. Bunch, 2019 This book presents an ambitious model for how educators can design high quality challenging and supportive learning opportunities for English Learners and other students identified to be in need of language and literacy support Starting with the premise that conceptual analytic and language practices develop simultaneously as students engage in disciplinary learning the authors argue for instruction that amplifies rather than simplifies expectations concepts texts and learning tasks The authors offer clear guidance for designing lessons and units and provide examples that demonstrate the approach in various subject areas including math science English and social studies This practical resource will guide teachers through the coherent design of tasks lessons and units of study that invite English Learners and all students to engage in productive meaningful and intellectually engaging activity This book offers the most detailed guide available for designing instruction for students categorized as ELLs Theoretically grounded and informed by years of implementation and study this work is without equal in the field I recommend the book enthusiastically as required reading in all teacher preparation programs Guadalupe Valdés Bonnie Katz Tenenbaum Professor of Education Stanford Graduate School of Education Reflecting its title this book is an amplification of what it means to provide the best learning opportunities for English Language learners Drawing on classroom based research *Amplifying the Curriculum* offers many practical examples of intellectually engaging units and tasks This innovative book belongs on the bookshelves of all teachers Pauline Gibbons UNSW Sydney This timely book is a call to educators across

the nation to integrate language literacy and disciplinary knowledge to improve the education of our new American students
Tatyana Kleyn The City College of New York "We've Been Doing It Your Way Long Enough" Janice Baines, Carmen
Tisdale, Susi Long, 2018-08-17 Filled with day to day practices this book will help elementary school teachers tackle the
imbalance of privilege in literacy education Readers will learn about culturally relevant pedagogies as young children learn
literacy and a critical stance through music oral histories name stories intergenerational texts and heritage lessons

Digitally Supported Disciplinary Literacy for Diverse K-5 Classrooms Jamie Colwell, Amy Hutchison, Lindsay
Woodward, 2020 This book focuses on how elementary teachers might plan for and incorporate digitally supported
disciplinary literacy into English Language Arts Mathematics Science and Social Studies to reach all learners To do so the
authors present the six phase Planning Elementary Digitally Supported Literacy PEDDL Framework along with four core
practices useful for considering elementary disciplinary literacy After grounding disciplinary literacy in elementary grades
how it might support all learners and the rationale for its inclusion in K 5 instruction core practices are presented along with
a rationale behind those practices Then the authors provide an in depth overview of the PEDDL Framework with examples
and research based underpinnings of each phase Finally a paired chapter approach then guides readers through each of the
four core disciplines to first overview practices particular to each discipline that are appropriate for elementary grades and
then provide detailed lesson planning approaches using the PEDDL Framework for each Supplementary lesson plan examples
are also offered in this book for extended consideration of digitally supported disciplinary literacy across K 5 **Seeing the
Spectrum** Robert Rozema, 2018-08-31 With 1 in 59 children being diagnosed with Autism Spectrum Disorder ASD odds are
that students on the spectrum will be in many classrooms across every subject area Seeing the Spectrum argues that
secondary English teachers are uniquely equipped to prepare students with autism for future success both in school and in life
Writing for preservice and current English language arts teachers Robert Rozema offers practical evidence based strategies
for teaching literature informational texts writing classrooms with both neurotypical students and students with autism The
first chapter includes a complete unit plan on Of Mice and Men illustrating how curriculum focused on commonly taught
literary works can be reimaged to accommodate the needs and draw on the strengths of students on the spectrum Book
Features in depth treatment of historical and contemporary research on autism including original case studies of adolescents
with Autism Spectrum Disorder and specific ready to use strategies for teaching literature informational texts writing and
communication in the inclusive English language arts classroom *Race, Justice, and Activism in Literacy Instruction*
Valerie Kinloch, Tanja Burkhard, Carlotta M. Penn, 2019 Race Justice and Activism in Literacy Instruction focuses on literacy
praxis that reflect how students with the loving critical support of teachers and teacher educators engage in resistance work
and collaborate for social change The contents of this book feature the activism and social justice literacy work of students
and critically conscious adults across multiple geographic contexts in the United States **The Reading Turn-Around**

with Emergent Bilinguals Amanda Claudia Wager, Lane W. Clarke, Grace Enriquez, 2019 This practical resource will help K-6 practitioners grow their literacy practices while also meeting the needs of emergent bilingual learners Building on the success of *The Reading Turn Around* this book adapts the five part framework for reading instruction to the specific needs of emergent bilinguals Designed for teachers who have not specialized in bilingual instruction the authors provide an accessible introduction to differentiating instruction that focuses on utilizing students strengths identities and cultural backgrounds to foster effective literacy instruction Chapters include classroom vignettes teacher exercises illustrations of powerful reading plans for the student and teacher resources for culturally and linguistically diverse children s literature and tools to engage with students families and communities Emergent bilinguals are the fastest growing population in our schools and this important resource equips literacy educators with tools for providing equitable literacy experiences for emergent bilingual students The authors have done an exceptional job of presenting their turn around framework in a way that not only puts forth a vision for effective language and literacy development but also presents a practical approach for applying the framework in today s multilingual multicultural classrooms Jana Echevarria professor emerita California State University Long Beach

Handbook of Individual Differences in Reading Peter Afflerbach, 2015-08-11 The central unifying theme of this state of the art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading Previous research focused on cognitive components of reading signaled the need for ongoing work to identify relevant individual differences in reading to determine the relationship s of individual differences to reading development and to account for interactions among individual differences Addressing developments in each of these areas this volume also describes affective individual differences and the environments in which individual differences in reading may emerge operate interact and change The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today the outcomes that are expected from successful teaching and learning and the manner in which reading development is assessed An important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ The *Handbook of Individual Differences in Reading* moves the field forward by encompassing cognitive non cognitive contextual and methodological concerns Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this area

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Richard L Allington Introduction

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