

The Reading Teacher Journal Articles

The strategies and materials presented here provide the best of whole language and phonics instruction for setting up an appropriate, well-paced reading program that meets the needs of individual students, small groups, or the entire class, grades K-8. For quick and easy access, the Kit is organized into eight sections and includes such practical information as: * Over 80 stimulating hands-on games and activity sheets to build students' skills in letter-name knowledge, sight word recognition, word structure, and morpheme knowledge. * Comprehensive lists of fiction and nonfiction trade books that reinforce the learning of essential reading skills.

This book helps readers envision their future classrooms, including the role technology will play, as they prepare to be successful teachers. Comprehensively updated, the second edition addresses new demands on teaching in traditional and virtual ELA classrooms, and the new ways technology facilitates effective instructional practices. Organized around the receptive language arts—the way learners receive information—and the expressive language arts—the way leaners express ideas—chapters cover all aspects of literacy instruction, from the theory of language to the practice of teaching. This book also addresses the needs of diverse learners, including students with learning disabilities, students with special needs, and students with limited English proficiency. The book provides a rich array of teaching tools and experiences, which allow readers to learn from real-world classrooms. The eBook version includes interactive features and links to the up-to-date Companion Website, with more strategies, and examples of practice and student work. This book's unique and engaging voice, supported by its many resources, will help future and in-service teachers to improve the odds in terms of improving elementary students' reading achievement. Originating with the CIERA School Change Project directed by Barbara Taylor and David Pearson, it was subsequently expanded to include the work of other research teams doing similar work. It combines large scale studies of effective schools and teachers (Part I) with case studies of individual schools and teachers who have successfully transformed their classrooms (Parts II and III). The book's distinct contribution is showing that no matter how consistent the research findings on effective school and classroom practice, groups of teachers must improve their own situation-specific programs and practices. In short, they must be able to create variations on a common theme. Key features of this outstanding new volume include: *Integration of research and cases--One cannot fully understand research-based general principles without knowing how they play themselves out in real classrooms. *Diverse cases--The schools and classrooms depicted in this book are urban, rural, and suburban; poor and middle class; and English-only and bilingual. Rather than telling readers how to beat the odds, it provides them with a wide variety of cases from which they can extrapolate to build their own customized teaching programs and practices. *Summarizing section--The final section contains a summary of the research and the book's content and possible directions for future research. The book is targeted to both in-service elementary teachers and literacy students in advanced college courses.

Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be addressed?) and alternative perspectives. Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, the volume is on the front line in exploring the relation of reading disability to learning and language, to poverty and prejudice, and to instruction and schooling. The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations. Their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers.

Reading Engagement

Quotes to Inspire Great Reading Teachers

Report Together with Minority and Dissenting Views (to Accompany H.R. 2614) (including Cost Estimate of the Congressional Budget Office).

The Reading Teacher's Survival Kit

An Anthology for Reading Apprenticeship

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction

Teaching the Language Arts

Grounded in a strong evidence base, this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K–2. The interactive strategies approach (ISA) is organized around core instructional goals related to enhancing word learning and comprehension of text. The book provides guidance for assessment and instruction in whole-class, small-group, and one-to-one settings, using the curricular materials teachers already have.

Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1/2" x 11" size. Of special value, the website also features nearly 200 pages of additional printable forms, handouts, and picture sorts that supplement the book's content. New to This Edition *Incorporates the latest research on literacy development and on the ISA. *Describes connections to the Common Core State Standards (CCSS). *Explains how to use the ISA with English learners. *Chapter on fluency. *Expanded coverage of morphological knowledge. *Companion website with downloadable reproducible tools and extensive supplemental materials. See also Comprehensive Reading Intervention in Grades 3–8, by Lynn M. Gelzheiser, Donna M. Scanlon, Laura Hallgren-Flynn, and Peggy Connors, which presents the Interactive Strategies Approach--Extended (ISA-X) for intermediate and middle grade struggling readers.

This book has been replaced by Assessment for Reading Instruction, Fourth Edition, ISBN 978-1-4625-4157-7.

This volume helps parents and early childhood educators understand the nature of early literacy at home and at school. Ways in which nursery school structures support and extend childrens' literacy are explored. This volume, based on an 18-month ethnographic study of story reading and other literacy events in nursery school, describes parents' attitudes, beliefs, and values about literacy, nursery school organization of time and space, how reading and writing is used by nursery school participants and how story reading events help children learn to make sense of books and use books to learn about the world.

This volume demonstrates how promoting children's engagement with reading can greatly enhance reading achievement. From leading literacy researchers and educators, the book illuminates what a child needs to become an engaged reader and presents a set of instructional principles designed to facilitate this goal. Helping teachers offer a coordinated emphasis on competence and motivation in reading instruction, chapters blend research evidence with practical recommendations. Topics covered include ways to provide children with a good foundation at the word level, help if they are in trouble, ample time and materials for reading, opportunities to share in a community of learners, instruction that is coherent, motivating, and responsive to each child's strengths and weaknesses, school-wide coordination of instruction, and continuities between home and school.

Response Journals That Increase Comprehension

Teaching Literacy in Kindergarten

Literature and the Child + Mindtap Education, 1 Term, 6 Months Printed Access Card

Literacy Instruction for Culturally and Linguistically Diverse Students

Assessment for Reading Instruction, Third Edition

Strategies That Get Students to Write Every Day, in Every Content Area, Grades 3-12

Comprehensive Literacy Basics

Building Academic Literacy: An Anthology for Reading Apprenticeship is a volume for middle and high school students addressing the topic of literacy and the important role it plays in our lives. Featuring lively and provocative essays, journalistic writings, and poetry as well as inspiring personal stories, the anthology offers a broad range of cultural and historical perspectives on the following themes: Literacy and Identity: The different ways people see themselves as readers. Literacy and Power: How reading and writing can open doors in our lives. How We Read: The different ways our minds work as we try to understand what we read. Breaking Codes: Our need to navigate unfamiliar types of texts.

A year's worth of thought-provoking quotations will inspire you to reflect on the way you teach and provide you with tools to inspire your students, too!

Twelve-year-old Ahlene Tucker is the daughter of a drifter who, in the summer of 1936, sends her to stay with an old friend in Manfess, Kansas, where he grew up, and where she hopes to find out some things about his past.

In this practical, engaging book, former elementary school teacher and university professor Brian Kessel asks teachers to go back to the roots of writing workshop. What happens when students, not planned teaching points, lead writing conferences? What happens when students, not tests, determine what they learned through reflection and self-evaluation? Writing instruction has shifted in recent years to more accountability, taking the focus away from the writer. This book explores what happens when empowered writers direct the writing workshop. Through stories from real classrooms, Brian reveals that no matter where children come from, they all have the power to write, shared need to be heard. And when children choose their writing topics, their lives unfold onto the page and teachers are educated by the young voices and bold choices of these writers. Written in an engaging, teacher-to-teacher style, this book focuses on four key components of writing workshop, with an eye on what happens when teachers step back and allow students to drive the instruction: Confering sessions where students lead and teachers listen Author's Chair where students set the agenda and ask for feedback Reading time and structures for powerful, shared and expectations for themselves Mini-lessons that allow for detours based on students' needs, not teacher or curricular goals Each of the chapters includes practical ideas, a section of Guiding Beliefs, a list of Frequently Asked Questions, and some Digital Diversions to help teachers see the digital possibilities in their classrooms.

When Writers Drive the Workshop

Handbook of Research on Reading Disabilities

Reading Acquisition

Early Intervention for Reading Difficulties, Second Edition

The Interactive Strategies Approach

The Making of a Reader

The Science of Reading

A trusted practitioner guide and course text, this book provides a complete introduction to the multiple roles of the reading specialist in grades PreK-12. Rita M. Bean offers evidence-based best practices for working with struggling readers; supporting teachers through professional development and coaching; assessing at the individual, classroom, and school levels; and building strong school, family, and community partnerships. User-friendly features include helpful classroom vignettes, questions for discussion and reflection, follow-up activities, and ideas for instructors and workshop leaders. Reproducible forms and worksheets can be downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition New overarching framework that connects literacy leadership more directly to classroom instruction and assessment. Links to the Common Core State Standards (CCSS) and new standards-based examples are included throughout. Expanded coverage of literacy coaching, middle and high school grades, and response to intervention. Chapters now begin with key questions and include annotated resources for further reading.

The essential handbook for reading teachers, now aligned with the Common Core The Reading Teacher's Book of Lists is the definitive instructional resource for anyone who teaches reading or works in a K-12 English language arts-related field. Newly revised and ready for instant application, this top seller provides up-to-date reading, writing, and language content in more than 240 lists for developing targeted instruction, plus section briefs linking content to research-based teaching practices. This new sixth edition includes a guide that maps the lists to specific Common Core standards for easy lesson planning, and features fifty brand-new lists on: academic and domain-specific vocabulary, foundation skills, rhyming words, second language development, context clues, and more. This edition also includes an expanded writing section that covers registers, signal and transition words, and writers' craft. Brimming with practical examples, key words, teaching ideas, and activities that can be used as-is or adapted to students' needs, these lists are ready to differentiate instruction for an individual student, small-group, or planning multilevel instruction for your whole class. Reading is the center of all school curricula due to recent state and federal initiatives including rigorous standards and new assessments. This book allows to you skip years of curating content and dive right into the classroom armed with smart, relevant, and effective plans. Develop focused learning materials quickly and easily Create unit-specific Common Core aligned lesson plans Link classroom practice to key research in reading, language arts and learning Adapt ready-made ideas to any classroom or level It's more important than ever for students to have access to quality literacy instruction. Timely, up to date, and distinctively smart, The Reading Teacher's Book of Lists should be on every English language arts teacher's desk, librarian's shelf, literacy coach's resource list, and reading professor's radar.

Packed with lessons, sample texts, and strategies, this book helps teachers use ELL students' personal experiences to improve their oral language, reading comprehension, and writing skills.

This text is a must-read for preservice teachers, in-service teachers, graduate students of literacy and related fields, and alternative teaching candidates seeking reading endorsement or certification.—BOOK JACKET.

Worlds of Literacy

Leadership and Coaching for the Classroom, School, and Community

Weaving Possibilities

The Write to Read

Teaching Reading

Exemplar Models of Effective Practice

Multilingual Literacy

Includes summaries of the latest research on reading, descriptions of what effective literacy instruction looks like, and tools for evaluating the literacy classroom.

The Reading Excellence Act Handbook brings together state-of-the-art review of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction Divided into seven sections: Word Recognition Processes; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading Edited by well-respected senior figures in the field

Use reader response strategies to help students build understanding of complex literary and informational text, and provide supporting evidence in their writing—all goals of the Common Core.

Once upon a time, nonfiction books for children routinely included concise, stodgy writing. Most of the books were text heavy, with just a few scattered images decorating, rather than enhancing, the content and meaning. But nonfiction has changed dramatically over the last two decades, evolving into a new breed of visually dynamic, engaging texts that delight as well as inform. The timing of these groundbreaking changes couldn't be better, as English Language Arts standards now put an increased focus on nonfiction reading and writing. For decades, we've classified fiction as a way to study, understand, and, ultimately, teach it better. However, up to now, nonfiction hasn't received this same level of attention. In 5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books, Melissa Stewart and Marlene Correia present a new way to sort nonfiction into five major categories and show how doing so can help teachers and librarians build stronger readers and writers. Along the way, they introduce the 5 kinds of nonfiction—active, browseable, traditional, expository literature, and narrative—and explore each category through discussions, classroom examples, and insights from leading children's book authors; offer tips for building strong, diverse classroom and library collections; provide more than 20 activities to enhance literacy instruction; and include innovative strategies for sharing and celebrating nonfiction with students. With more than 150 exemplary nonfiction book recommendations and Stewart and Correia's extensive knowledge of literacy instruction, 5 Kinds of Nonfiction will elevate your understanding of nonfiction in ways that speak specifically to the info-kids in your classrooms, but will inspire all readers and writers.

An Anthology by Capstone Professional

Motivating Readers Through Integrated Instruction

Current Issues and Trends

Engaging Young Readers

Research to Practice

Smuggling Writing

Literacy Strategies for Teacher Candidates

Originally published in 1992. This book brings together the work of a number of distinguished international researchers engaged in basic research on beginning reading. Individual chapters address various processes and problems in learning to read - including how acquisition gets underway, the contribution of story listening experiences, what is involved in learning to read words, and how readers represent information about written words in memory. In addition, the chapter contributors consider how phonological, onset-rime, and syntactic awareness contribute to reading acquisition, how learning to spell is involved, how reading ability can be explained as a combination of decoding skill plus listening comprehension skill, and what causes reading difficulties and how to study these causes.

Leveled passages with ready-to-use assessment pages help teachers quickly screen students for reading problems, such as low word recognition, poor fluency rate, and inadequate comprehension. Rubrics and grade-level norms make interpreting the data simple and easy, and record-keeping forms allow teachers to document and monitor student performance all year long. Meets Reading First guidelines.

Teaching English language arts at grades K-5 is both a science and an art. Educators must teach literacy skills and content with best practices, while also keeping focus on each student's individual needs. They are challenged to monitor students working independently while also conducting small group instruction. And they must focus on providing differentiated support with a rather complicated text. With increased attention to rigor, requirements, and personalized instruction, it can be a challenge to make sure all students are receiving instruction that is just right. Comprehensive Literacy Basics: An Anthology by Capstone Professional contains useful tips to support educators. Chapters focus on each part of the literacy and language arts block, including whole group, small group, writing, and differentiation. A collection of expert authors specializing in literacy and language arts instruction contributed chapters to the book. The quick tips and suggestions within will reinforce current practices while providing an invaluable go-to reference.

The idea behind this book is that in complex societies like our own there are different worlds of literacy that exist side by side. This book presents a range of case studies describing some of these worlds of literacy and is carefully organised by theme, so as to bring out both the differences and connections between them.

Reading Excellence Act

The Reading Specialist

Effective Schools, Accomplished Teachers

Funds of Knowledge

Preparing Teachers

A Reflective Tool for Advancing Students' Literacy

5 Kinds of Nonfiction

"This interactive guide is designed as a scaffold to help teacher candidates learn the concepts from literacy methods classes, apply the strategies to topics they will encounter in their classrooms, and understand the ideas as both a teacher and a learner.

This book investigates multilingual literacy practices, explores the technology applied in different educational frameworks, the centrality of multilingual literacy in non-formal, informal and formal educational contexts, as well as its presence in everyday life. Thematically clustered in four parts, the chapters present an overview of theory related to multilingual literacy, address the methodological challenges of research in the area, describe and evaluate projects set up to foster multilingual literacy in a variety of educational contexts, analyze the literacy practices of multilingual groups, and their contribution to language and literacy acquisition. This volume aims to initiate a change in paradigms, shifting from structured and conservative problematizations to inclusive and diverse conceptualizations and practices. To that end, the book showcases explorations of different methodologies and needs in formal and non-formal educational systems, and it serves as a springboard for developing multivoiced participatory spaces with opportunities for learning and identity-building for all multilingual groups across different settings, languages, ages and contexts.

The third edition of the Handbook of Educational Psychology is sponsored by Division 15 of the American Psychological Association. In this volume, thirty chapters address new developments in theory and research methods while honoring the legacy of the field's past. A diverse group of recognized scholars within and outside the U.S. provide integrative reviews and critical syntheses of developments in the substantive areas of psychological inquiry in education, functional processes for learning, learner readiness and development, building knowledge and subject matter expertise, and the learning and task environment. New chapters in this edition cover topics such as learning sciences research, latent variable models, data analytics, neuropsychology, relations between emotion, motivation, and volition (EMOVO), scientific literacy, sociocultural perspectives on learning, didactic instruction, and networked learning. Expanded treatment has been given to relevant individual differences, underlying processes, and new research on subject matter acquisition. The Handbook of Educational Psychology, Third Edition, provides an indispensable reference volume for scholars in education and the learning sciences, broadly conceived, as well as for teacher educators, practicing teachers, policy makers and the academic librarians serving these audiences. It is also appropriate for graduate level courses in educational psychology, human learning and motivation, the learning sciences, and psychological research methods in education and psychology.

Can you sneak more writing into your already-jammed curriculum? Smuggling Writing shows how to integrate writing seamlessly into your lesson plans, with 32 written response activities that help students process information and ideas in short, powerful sessions. The authors invigorate time-tested tools and organize them into sections on Vocabulary and Concept Development, Comprehension, Discussion, and Research & Inquiry. Each strategy: Takes students through before, during, and after reading/learning Provides engaging digital applications Includes sample lessons Details connections to Common Core State Standards Smuggling Writing shows how big gains will come from "writing small" day by day.

The Reading Teacher's Book of Lists

Literacy Teaching and Learning

Rethinking Metaphors for Early Literacy Development

Enriching Reading and Writing Instruction with Children's Books

A Collection of Articles and Commentaries

Moon Over Manifest

What's Hot in Literacy

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 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 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.

This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students in learning rich vocabulary. The book also includes practical information on how to assess students' vocabulary knowledge and how to use that information to inform instruction. The book also includes practical information on how to assess students' vocabulary knowledge and how to use that information to inform instruction. The book also includes practical information on how to assess students' vocabulary knowledge and how to use that information to inform instruction.

Kindergarten is a time for playful and enriching learning activities that support children's literacy emergence while enhancing their social and cognitive development. The routines of a busy, engaged, productive kindergarten classroom are vividly brought to life in this information-packed book. Demonstrated are whole-class and small-group strategies for helping children acquire concepts about print and the alphabet, build phonological and phonemic awareness, learn to read sight words, develop their listening comprehension and writing abilities, and much more. This book showcases hot topics in literacy, providing teachers with practices for literacy improvement. The international scholars which comprise the author line-up for this edited collection describe the evidence-based research findings from their research in K-12 schools to demonstrate how literacy success is fostered across the globe.

Vocabulary Instruction, Second Edition

Handbook of Educational Psychology

Word Recognition, Fluency & Comprehension, Grades 1-4

A Handbook

3-Minute Reading Assessments

Strategies for Engaging Students and Developing Literacy

Occupational Outlook Handbook

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for knowledge building. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counterweight to the dominant discourses of reform. It is a call to action for educators, researchers, and policy makers to pay attention to the rich knowledge and experiences of the communities in which they work. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

Addressing issues arising from increasing student diversity, this book brings together articles from "The Reading Teacher," "Journal of Reading," and "Language Arts" which offer teaching strategies, ways to capitalize on differences, and ways to use multicultural literature. Each section includes introductions by well-known literacy professionals and at the end is an annotated bibliography of over 100 multicultural children's books with a chart showing themes in each book. Part 1 (Awareness and Attitudes toward Literacy) includes 5 articles: "A Good Place To Begin: Examining Our Personal Perspectives" (Dawn Aht-Perkins and Mary Louise Gomez); "Johnny Can't Talk, Either: The Perpetuation of the Deficit Theory in Classrooms" (Rebecca G. Powell (Eller)); "Transforming Deficit Myths about Learning, Language, and Culture" (Barbara Flores, Patricia Tefft Cousin, and Esteban Diaz); "Cultural Attitudes toward Reading: Implications for Teachers of ESL/Bilingual Readers" (Mary Lee Field and Jo Ann Aebersold); and "Literacy Learning from a Multicultural Perspective" (Jim Anderson and Lee Gunderson). Part 2 (Principles of Instruction) includes 6 articles: "Acceptance and Caring Are at the Heart of Engaging Classroom Diversity" (Lindy L. Twiss); "Seven Strategies To Support a Culturally Responsive Pedagogy" (Francesca R. Jackson); "Discourse Diversity: Principles for Authentic Talk and Literacy Instruction" (John G. Barnitz); "Educating African American Learners At Risk: Finding a Better Way" (Dorothy S. Strickland); "Helping the Nonnative English Speaker with Reading" (Christine Sutton); and "Getting Meaning from Print: Four Navajo Students" (Diane M. DuBois). Part 3 (Enhancing Reading Comprehension) includes 9 articles: "Cross-Cultural Schemata and Reading Comprehension Instruction" (Billie V. Anderson and John G. Barnitz); "Using the Experience-Text-Relationship Method with Minority Children" (Kathryn Hu-Pei Au); "Negotiating Interpretations of Text: The Role of Student-Le.

Drawing on the professional literature of many fields, this book provides an interpretation of the available research on motivation and describes instructional approaches in classroom contexts. The book aims to help teacher educators, researchers, and graduate students understand the research literature in motivation and use in their efforts to enhance children's literacy development. After an introduction, "Reading Engagement: A Rationale for Theory and Teaching" (John T. Guthrie and Allan Wigfield), chapters in the book are: (1) "Children's Motivations for Reading and Reading Engagement" (Allan Wigfield); (2) "Developing Self-Efficacious Readers and Writers: The Role of Social and Self-Regulatory Processes" (Dale H. Schunk and Barry J. Zimmerman); (3) "Motivation, Volition, and Collaborative Innovation in Classroom Literacy" (Lyn Corno and Judi Randi); (4) "The Pull of the Text and the Process of Involvement in Reading" (Diane Lonnominer Schallert and Joylynn Hailey Reed); (5) "Teacher Perceptions of Student Motivation and Their Relation to Literacy Learning" (Anne P. Sweet); (6) "The Role of Responsive Teaching in Focusing Reader Intention and Developing Reader Motivation" (Robert B. Ruddell and Norman J. Unrau); (7) "Characteristics of Classrooms That Promote Motivations and Strategies for Learning" (John T. Guthrie and Ann Dacey McCann); (8) "Integrating Science and Literacy Experiences to Motivate Student Learning" (Roger Bruning and Barbara M. Schweitzer); (9) "Ownership, Literacy Achievement, and Students of Diverse Cultural Backgrounds" (Kathryn H. Au); (10) "Starting Right: Strategies for Engaging Young Literacy Learners" (Julianne C. Turner); (11) "Incentives and Intrinsic Motivation to Read" (Linda B. Gambrell and Barbara Ann Marinak); and (12) "School Change and Literacy Engagement:

Preparing Teaching and Learning Environments" (Carol Minnick Santos), (RS)

Using the Language Experience Approach With English Language Learners

Building Evidence for Sound Policy

The Principal's Essential Guide to Literacy in the Elementary School

Building Academic Literacy

Ready-to-Use Checklists, Activities and Materials to Help All Students Become Successful Readers

Theorizing Practices in Households, Communities, and Classrooms

Forward Thinking in Today's Classrooms