

Lenses on Reading, Third Edition: An Introduction to Theories and Models

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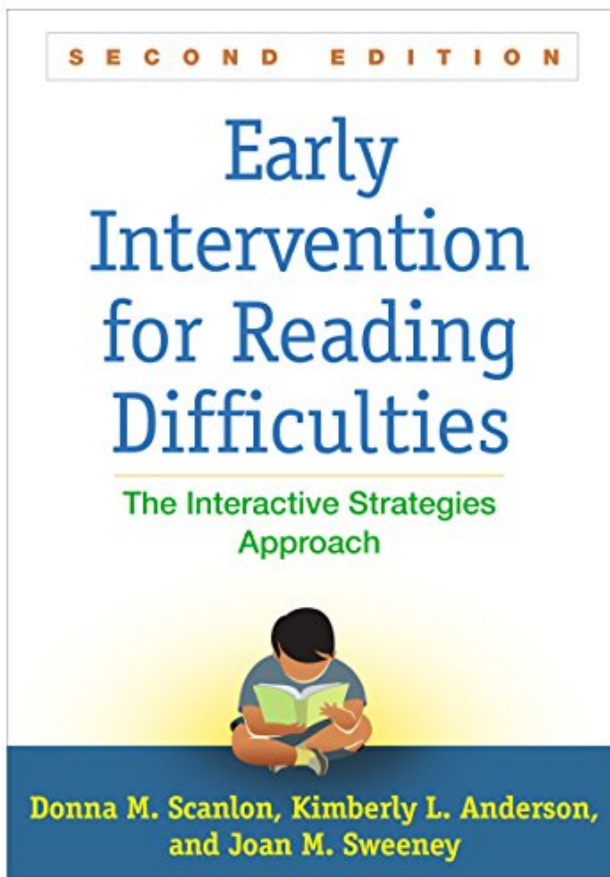
Price: \$735.00

Categories: [CHILDREN'S AND EDUCATIONAL](#), [EDUCATION](#), [EDUCATIONAL MATERIAL](#), [Educational psychology](#), [Educational strategies & policy](#), [Educational: English language & literacy](#), [Educational: English language: reading & writing skills](#), [Literacy strategies](#), [SOCIAL SCIENCES](#), [Teaching of a specific subject](#)

Product Description

Widely adopted as an ideal introduction to the major models of reading, this text guides students to understand and facilitate children's literacy development. Coverage encompasses the full range of theories that have informed reading instruction and research, from classical thinking to cutting-edge cognitive, social learning, physiological, and affective perspectives. Readers learn how theory shapes instructional decision making and how to critically evaluate the assumptions and beliefs that underlie their own teaching. Pedagogical features include framing and discussion questions, learning activities, teacher anecdotes, classroom applications, and examples of research studies grounded in each approach. New to This Edition

- *Chapter on physiological foundations of reading development, including the impact of nutrition, sleep, and exercise.
- *Chapter on affective/emotional perspectives, such as the role of engagement and teacher-student relationships.
- *Additional social learning perspectives: Critical Race Theory and Multiliteracies Theory.
- *All chapters updated with the latest research; many new teacher anecdotes added.



Early Intervention for Reading Difficulties, Second Edition: The Interactive Strategies Approach

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SKU: 9781462528097

Price: \$882.00

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Product Description

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.



Developing Literacy in the Primary Classroom

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Price: \$924.00

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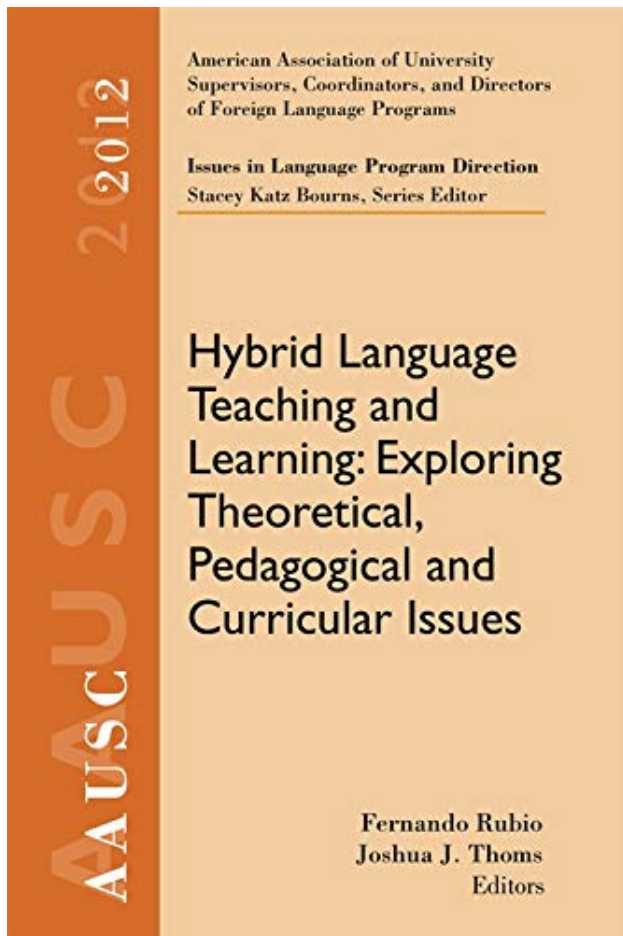
Developing Literacy *in the* Primary Classroom

Gary Woolley



Product Description

Primary literacy involves many different learning processes, which can make it challenging to teach, particularly in diverse classroom environments. Combining an examination of theory and research with practical case studies and real examples of teaching practice, this book shows trainee and early career teachers how to engage and motivate children to develop a range of primary English skills. Chapters incorporate broader aspects of primary teaching such as active learning, self-regulation and assessment, and activities and discussion points explore how to apply important principles to your own teaching. Drawing from international research and aware of policy developments in different countries, the book covers key topics on primary teacher education courses, including: The foundations of reading, writing and oracy skills Planning, assessment and classroom organisation Using new technologies and social media as tools for learning Engaging with the literacy needs of diverse learners. This is essential reading for students on university-based and school-based courses preparing to teach in primary education, and early career teachers seeking to continue their professional learning. Dr Gary Woolley is senior lecturer at the University of the Sunshine Coast, Australia.



AAUSC 2012 Volume--Issues in Language Program Direction: Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues (Professional Development)

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Product Description

Hybrid language teaching and learning, also referred to as blended learning, has become an increasingly popular model for the delivery of foreign language (FL) courses at the college level in the United States. HYBRID LANGUAGE TEACHING AND LEARNING: EXPLORING THEORETICAL, PEDAGOGICAL AND CURRICULAR ISSUES addresses a number of theoretical and applied topics related to hybrid/blended contexts. The volume is useful for readers unfamiliar with hybrid approaches, as several chapters highlight practical concerns and contain suggestions from authors who have experience implementing and maintaining college-level hybrid FL courses. In addition, the volume serves to disseminate empirical work that focuses on the linguistic outcomes of learners in hybrid FL learning contexts. Finally, the issue of open educational resources/open access is discussed in the context of hybrid FL courses.

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BUILDING COMMUNITIES BETWEEN HOME AND SCHOOL

Researching Literacy Lives: Building communities between home and school

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TERESA CREMIN, MARILYN MOTTRAM,
FIONA M. COLLINS, SACHA POWELL
AND ROSE DRURY



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Product Description

A ground-breaking book. For years educationists have sought evidence of genuine partnerships between schools and homes reciprocal partnerships where schools are as keen to foster home practices relating to literacy and learning as they are to tell families this is what we do and ask that they should do the same. Eve Bearne, Cambridge Un

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Reclaiming Powerful Literacies

New Horizons for
Critical Discourse Analysis



Rebecca Rogers

EXPANDING LITERACIES IN EDUCATION SERIES

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Reclaiming Powerful Literacies: New Horizons for Critical Discourse Analysis (Expanding Literacies in Education)

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Product Description

Offering a unique, reflexive framework for Critical Discourse Analysis focused on discourses of hope, transformation, and liberation, this book showcases a variety of powerful literacies in action. Drawing from original research in a range of public, educational spaces across the lifespan—from Kindergartners studying social justice movements, to sixth graders designing a social justice museum exhibit focused on the environment and sustainability, to teacher education students practicing racial literacy in response to the death of Michael Brown in Ferguson, Missouri—Rogers makes the case that critical social theories often associated with Critical Discourse Analysis have not kept pace with a recent shift toward the positive, referred to as Positive Discourse Analysis. Encouraging readers to reconsider their understanding of concepts such as power, action, context, critique, and reflexivity, this book illustrates the potential of theorizing discourse analysis from a positive orientation.

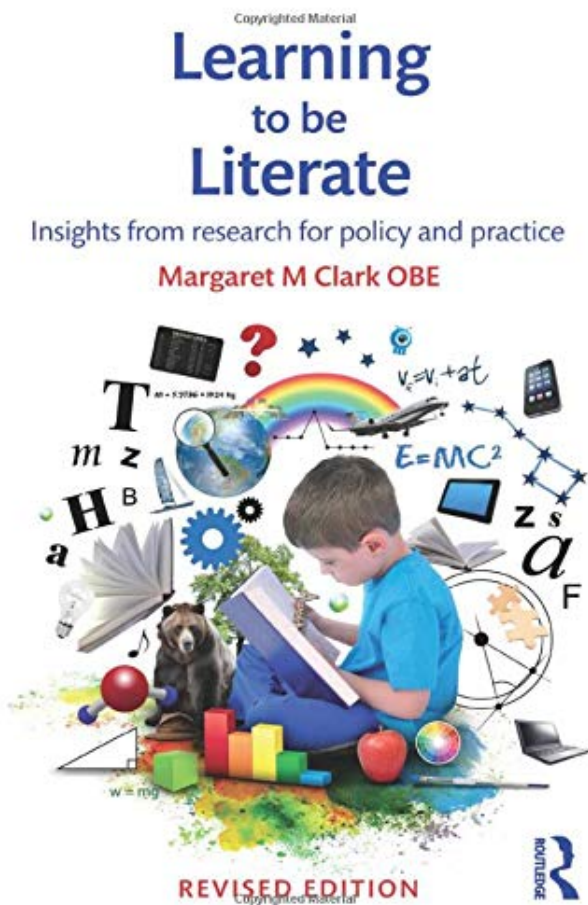
Learning to be Literate: Insights from research for policy and practice

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SKU: 9781138186958

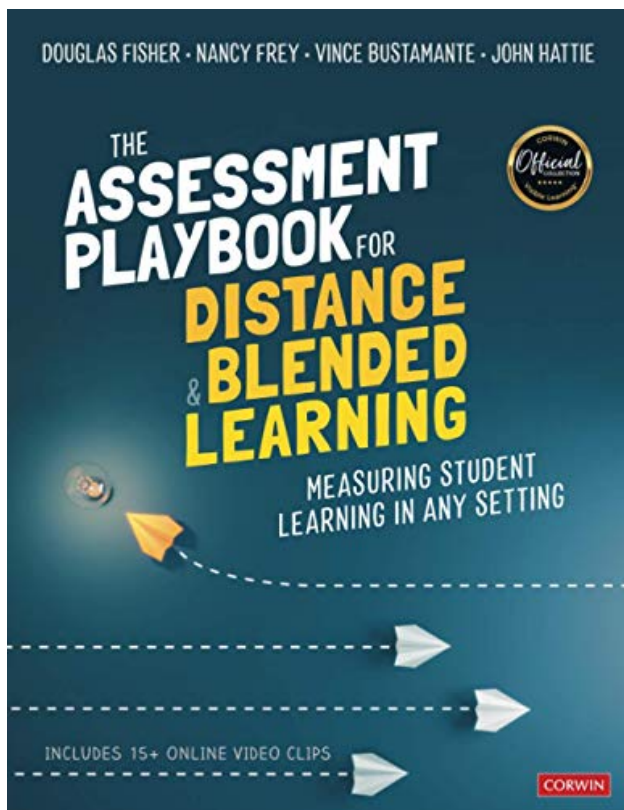
Price: \$817.95

Categories: [EDUCATION](#), [Educational strategies & policy](#), [Literacy strategies](#), [SOCIAL SCIENCES](#)



Product Description

Winner of the prestigious UK Literacy Association Academic Book Award for 2015 in its original edition, this fully revised edition of *Learning to be Literate* uniquely analyses research into literacy from the 1960s through to 2015 with some surprising conclusions. Margaret Clark explores the argument that young children growing up in a literate environment are forming hypotheses about the print around them, including environmental print, television, computer games and mobile phones. In a class where no child can yet read there is a wide range of understanding with regards to concepts of print and the critical features of written language. While to any literate adult, the relationship between spoken and written language may be obvious, young children have to be helped to discover it. This persuasive argument demonstrates the value of research in order to make informed policy decisions about children's literacy development. Accessible and succinct, Professor Clark's writing brings into sharp focus the processes involved in becoming literate. The effect on practice of many recent government policies she claims run counter to these insights. The key five thematic sections are backed up with case studies throughout and include: Insights from Literacy Research: 1960s to 1980s Young Literacy Learners: how we can help them Curriculum Developments and Literacy Policies, 1988 to 1997: a comparison between England and Scotland Synthetic Phonics and Literacy Learning: government policy in England 2006 to 2015 Interpretations of Literacy in the Twenty-first Century



The Assessment Playbook for Distance and Blended Learning: Measuring Student Learning in Any Setting

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Product Description

Design assessments that measure and target student learning in both face-to-face and distance learning environments. Assessments are the essential link between teaching and learning, yet the assessments used in face-to-face classrooms are not always practical or impactful in remote learning environments. Now that teachers are teaching from a distance, how will you assess what your students have learned? Tapping the expertise of teachers who are successfully engaged in distance learning, *The Assessment Playbook for Distance and Blended Learning* answers that question. Rich with a wide range of examples, strategies, and assessments that can be leveraged with rigor and fidelity regardless of learning environment, this practical playbook empowers teachers with the decision-making tools needed to gauge the impact of instructional strategies in today's rapidly evolving educational landscape. It features *

- * Assessment cookies, or insights that endure in any distance or hybrid learning environment and can be used to inform assessment decisions, including the understanding that everything is searchable.
- * A robust playlist of distance learning assessment tools-including universal response, teach-back opportunities, composing, taking action, self-assessment, and peer assessment-that teachers can mix and deploy to match every learning intention.
- * Information on how to evaluate the impact of your teaching on student learning-and how assessment can guide your teaching moves
- * Characteristics of formal tools of evaluation, such as tests, longer essays, and performance tasks that teachers can use in distance learning environments to document learning for reporting purposes.
