Teaching Reading in the 21st Century: Motivating All Learners, Connie Juel, Bonnie B. Graves, Pearson/Allyn & Bacon, 2010, 0132092255, 9780132092258, 613 pages. Informed by the latest research on topics ranging from phonemic awareness and phonics to teaching comprehension strategies, motivation, and assessment, this text provides the knowledge base, skills, and research-based "strategies" that you need to guide K-8 students successfully toward literacy for the 21st century--using reading and writing for thinking, problem solving, and communicating. Principal themes include balancing phonemic skills with more holistic approaches; fostering the love of reading; and successfully teaching all students to become able and eager readers. Motivating Struggling Readers features provide real-life examples of research-based strategies in action that help make reading exciting for all learners.Motivating Children with Technology features provide access to technological resources related to chapter concepts and explain why a technology-based approach can sometimes be more motivating for students than a traditional approach.Differentiating Instruction for English Language Learners features provide guidance on how to successfully teach English language learners in a classroom of native speakers..

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Teaching Individual Words One Size Does Not Fit All, Kindergarten Through 8th Grade, Michael F. Graves, 2009, , 106 pages. Helping students master a broad range of individual words is a vital part of effective vocabulary instruction. Building on his bestselling resource The Vocabulary Book, Michael ....

The language arts a balanced approach to teaching reading, writing, listening, talking, and thinking, Ronald L. Cramer, 2004, , 622 pages. Described by reviewers as one of the most comprehensive and complete texts to be published in the field in years, Teaching the Language Arts provides readers with a truly ....


Classrooms that work they can all read and write, Patricia Marr Cunningham, Richard L. Allington, 1994, Education, 270 pages. .

Reading problems assessment and teaching strategies, Joyce Holt Jennings, Joanne Schudt Caldwell, Janet W. Lerner, Margaret Ann Richek, 2006, , 483 pages. Provides information on assessing and teaching students with reading disabilities..


The many faces of reading , Violet Carroll, 1974, Education, 95 pages. .

The art of teaching writing , Lucy McCormick Calkins, Mar 17, 1994, Language Arts & Disciplines,
550 pages. The Art of Teaching Writing, New Edition, has major new chapters on assessment, thematic studies, writing throughout the day, reading/writing relationships, publication ....

Language arts workshop purposeful reading and writing instruction, Nancy Frey, Douglas Fisher, May 21, 2005, Language Arts & Disciplines, 485 pages. This book provides teachers with information about the intentional teaching of reading and writing in the elementary and middle school classrooms. The authors provide readers ....

Text savvy using a shared reading framework to build comprehension, grades 3-6, Sarah Daunis, Maria Cassiani Iams, 2007, Education, 126 pages. What strikes me about this wonderful book is that the authors not only tell us what they did in their classrooms, they make sure that we know how to do what they did. At the ....


The art of teaching reading a language and self-concept approach, Hope W. Dunne, Jun 1, 1972, , 158 pages. .

Informed by the latest research on topics ranging from phonemic awareness and phonics to teaching comprehension strategies, motivation, and assessment, this text provides the knowledge base, skills, and research-based strategies that you need to guide K-8 students successfully toward literacy for the 21st century; using reading and writing for thinking, problem solving, and communicating. Principal themes include balancing phonemic skills with more holistic approaches; fostering the love of reading; and successfully teaching all students to become able and eager readers.

The fifth edition of Teaching Reading in the 21st Century: Motivating All Learners maintains the friendly voice of its outstanding author team and its superior coverage of motivation and assessment. The book upholds its commitment to a rich, balanced, and comprehensive program of reading instruction.

New! Classroom applications are not limited to the text. Accompanying the book is an exciting new online resource, MyEducationLab, that is integrated into the text via margin notes and provides readers with opportunities to apply the core principles and strategies of the text while building their teaching skills.

Michael F. Graves is Professor of Literacy Education, Emeritus at the University of Minnesota and a member of the IRA Reading Hall of Fame. Mike taught in the upper grades, and his research and writing focus on such matters as vocabulary, comprehension, and higher-order thinking. His current major research efforts are with IES-funded research and development projects on teaching a basic vocabulary and on teaching word-learning strategies.

Connie Juel is Professor of Education at Stanford University and a member of the IRA Reading Hall of Fame. Connie taught in the primary grades, and her research and writing focus on such matters as phonemic awareness, phonics, and word study. Her current research centers on the effects of early elementary school instruction and specific interventions on literacy and language growth.

Bonnie B. Graves is a full-time education writer and the author of 15 books for children. Bonnie taught in third and fourth grades, and her major interests are making literature enticing and accessible to beginning and middle-grades learners. In addition to writing, Bonnie currently spends time working with children, teachers, and other educators on children's writing.

Peter Dewitz is an educational consultant and researcher. He has worked with districts across the country to improve reading achievement and brings this real world experience to Teaching Reading in the 21st Century. He has been a professor at the University of Virginia and the University of Toledo where he taught courses on reading comprehension and reading disorders. He writes and
researches about comprehension instruction and most recently on the process of evaluating, selecting and using core reading programs.

I received this book supposedly packaged new, but... New books are supposed to be packaged with a myeducationlabs.com access code. Mine was not. I sent the book back two times only to be promised that the replacement book would come with the myeducationlabs.com access code. To my repeated dismay, once again it did not.

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The outstanding author and contributor team includes experts in phonemic awareness and word recognition (Connie Juel, Stanford University), vocabulary and comprehension (Michael Graves, University of Minnesota), children's literature and writing (Bonnie Graves, a widely published children's author), and Peter Dewitz (a national educational consultant working with schools districts on comprehension, differentiation and intervention.

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