

Teaching Reading in the 21st Century (Book Alone) (4th Edition)

By Michael F. Graves, Connie Juel, Bonnie B. Graves

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With new chapters on fluency and motivation, *Teaching Reading in the 21st Century* maintains the friendly voice of its widely recognized author team and its superior coverage of assessment for learning, and strengthens its commitment to a rich, balanced, and comprehensive program of reading instruction.

Informed by the latest research on topics ranging from phonemic awareness and phonics to teaching comprehension strategies and assessment, this text provides the knowledge base, skills, and ***assessment strategies*** that all teachers need to guide elementary students successfully toward literacy for the 21st Century–using reading and writing for thinking, problem solving, and communicating. Always ***practical***and with a focus on ***critical literacy***, this edition is even richer in first-person accounts, instructional routines, classroom vignettes, and hands-on literacy activities. Principal themes include balancing phonemic skills with more holistic approaches; fostering the love of reading; and successfully teaching all students–mainstream and minority, native speakers of English and English-language learners, and special needs and gifted–to become able and eager readers.

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Teaching Reading in the 21st Century (Book Alone) (4th Edition) By Michael F. Graves, Connie Juel, Bonnie B. Graves Bibliography

- Sales Rank: #845981 in Books
- Published on: 2006-04-29
- Original language: English
- Number of items: 1
- Dimensions: 11.21" h x 1.01" w x 8.72" l, 3.10 pounds
- Binding: Hardcover
- 576 pages

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Editorial Review

From the Back Cover

About the Fourth Edition:

With new chapters on fluency and motivation, the Fourth Edition of *Teaching Reading in the 21st Century* maintains the friendly voice of its widely recognized author team and its superior coverage of assessment for learning, and strengthens its commitment to a rich, balanced, and comprehensive program of reading instruction. Always *practical*, this edition is even richer in first-person accounts, instructional routines, classroom vignettes, and hands-on literacy activities.

One reviewer sums it up:

In a perfect number of chapters for a typical college semester, Graves et al. carefully cover such incredibly important concepts as the complex, recursive nature of reading and writing, the special considerations... for English language learners, and the intricacies of grouping learners. Countless professors will appreciate the ways in which the authors highlight and consistently interweave such vital notions as metacognition, scaffolding, the gradual release of responsibility model, and reciprocal teaching. Perhaps my favorite part of the text is that there is not just one, but two excellent chapters on comprehension.
Christine Woodcock, Massachusetts College of Liberal Arts

What is New of the Fourth Edition?

- **A new full-color design** and increased **trim size** make this already-friendly book even friendlier.
- **A complete new chapter on Motivation and Engagement (Ch. 3)**
- **A complete new chapter on Fluency (Ch. 6)**
- **New and Revised In the Classroom/ Instructional Routines** features in every chapter
- **An Expanded Assessment Strategies and Lesson Plans Booklet—free with every new student text**

About the Author
Michael F. Graves is a former high school English teacher, a Professor Emeritus of Literacy Education at the University of Minnesota, and a member of the Reading Hall of Fame. Michael has authored and coauthored over a dozen books on vocabulary learning and instruction and on comprehension instruction. His recent books include Teaching Vocabulary to English-Language Learners, Fostering Comprehension in English Classes, and Reading and Responding in the Middle Grades.

Francine Johnston, EdD, is Assistant Professor of Curriculum and Instruction at the University of North Carolina at Greensboro, where she teaches courses in reading, language arts, and children's literature. Tutoring is a key part of her curriculum, as she believes that there is no better way to help preservice teachers learn how to teach beginning readers.
Marcia Invernizzi, PhD, is Associate Professor of Reading Education at the Curry School of Education, University of Virginia, where she also serves as Clinical Director of the McGuffey Reading Center. With Connie Juel, she cofounded the Book Buddies community volunteer tutorial program, which has served over 700 children since 1992. Dr. Invernizzi's research on the effectiveness of Book Buddies has been published in "The Reading Teacher "and "Scientific Studies of Reading,"

Connie Juel, PhD, is the Thomas G. Jewell Professor of Education at the Curry School of Education, University of Virginia, where she also serves as the Director of Studies in Learning to Read. She is codirector of the Center for the Improvement of Early Reading Achievement and a former Associate Editor of "Reading Research Quarterly," Cofounder with Marcia Invernizzi of the Book Buddies tutorial program, Dr. Juel has published numerous research articles, chapters, and books on literacy acquisition.

Users Review

From reader reviews:

Betty Casas:

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Robert Fox:

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