Students Perceptions Of Reading

Strategy Instruction for Middle and Secondary Students with Mild DisabilitiesOmani EFL Students' Perceptions of Reading DifficultiesEngaged ReadingDesirable LiteraciesAdult Intentions, Student PerceptionsThe Book of PerceptionsStudent Perceptions in the ClassroomReading EngagementPreventing Reading Difficulties in Young ChildrenNetwork-Based Language TeachingAn Investigation of Students' Perceptions of Academic Reading Difficulties and Their Association with English Language ProficiencyTeaching and Researching: ReadingReading FamiliesSecond Grade Student Perceptions of Online Vs. Paper Text ReadingAssessing Culturally and Linguistically Diverse StudentsEducation and the BrainThe Kansas State University Human Nutrition (HN 400) FlexbookBuilding Communities of Engaged ReadersLanguage Awareness and Learning to ReadReading in a Second LanguageEngaging Young ReadersDistance Education: A Systems View of Online LearningCarbon Dioxide Capture and StorageCollege Students' Perceptions of Libraries and Information ResourcesUnequal CityReconceptualizing the Literacies in Adolescents' LivesStudents' Perceptions of the Impact on Their Learning of a Reading Intervention ProgrammeA Study of the Relationship Between Sixth Grade Students' Perceptions of the Classroom Climate and Progress in ReadingTaking Action on Adolescent LiteracyBernard SpodekTeaching English for Academic Purposes (EAP) in JapanScience Through Children's LiteratureUnderstanding Poverty in the ClassroomTaiwanese EFL Junior High School Students' Perceptions of Online English Extensive ReadingStudent Reactions to Learning with TechnologiesVoicesLanguage Awareness and Learning to ReadCurrent Topics in Early Childhood EducationThe Effects of Accelerated Reader on Students' Perceptions and Attitudes Towards ReadingInformation Literacy: Moving Toward Sustainability

Strategy Instruction for Middle and Secondary Students with Mild Disabilities

Poetry. Asian American Studies. This lavishly produced book includes poems by Truong Tran and black-and-white photographs of Vietnam by Chung Hoang Chuong. Tran's work explores the duality of being Vietnamese American and the fragmentation of the self as a result of this dual existence. Chuong, the director of the Vietnamese Ameican Studies Center at San Francisco State University, has added elegant photographs that still perfectly echo Tran's concerns. the other as perceived is language or the loss of other as/ place stranger country beleoved the other when deciphered/ is but the self intently saying in loving you I lose myself. A portion of the proceeds from the book will benefit Huong Viet Community Center.

Omani EFL Students' Perceptions of Reading Difficulties

Engaged Reading

Desirable Literacies

This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists--including several in both English and Spanish--in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Adult Intentions, Student Perceptions

The importance of creating lifelong readers has been always been a value to all teachers because it is critical factor that contributes to a student's academic success. Accelerated Reader has been implemented among schools across the nation to engage students into reading and used as a tool to measure student learning in reading achievement. Research on Accelerated Reader reveals that the reading program has contradictory findings of having a positive and negative effect on students. A qualitative research design was used to investigate whether and how Accelerated Reader effects students' perceptions as reader and attitudes towards reading. A total of 25 second graders provided qualitative data with responses to a survey and interview. Classroom observations were also made over the six-week period of the study. Analyses of student behaviors, responses, and comments led to identification of important themes related to the students' experiences with Accelerated Reader. The results showed that Accelerated Reader did affect students both positively and negatively.

The Book of Perceptions

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.

Student Perceptions in the Classroom

The most comprehensive and authoritative text on the subject, DISTANCE EDUCATION, Third Edition, retains its emphasis on a systems approach to the organization and selection of material. The text is researched-based and grounded

in solid principles of teaching and learning. The authors apply their broad experience and expertise as they explain how to design and teach courses online--including the latest technologies employed, characteristics of learners, organizational structures, and current policy and global perspectives. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Reading Engagement

Teaching and Researching Reading was first written to help language professionals understand the complex nature of reading. Now in a thoroughly updated and improved second edition, the book expands connections from research on reading to instructional practices and teacher-initiated action research. Offering an updated overview of reading theory, it summarises key ideas and issues in first and second language contexts. In addition to providing insightful research analyses, Grabe and Stoller offer practical advice for practitioners and researchers, including evidence-based teaching ideas and a multi-step iterative process for conducting meaningful action research on reading-related topics. The volume outlines 29 projects for teacher adaptation and use, as well as numerous new or substantially expanded resource materials that can be used for both action research and classroom instruction. Learning aids featured throughout the volume include � key concept boxes and a glossary of key terms � quote boxes highlighting critical issues in the field � resource lists of relevant journals, books and websites Fully revised throughout, with a range of new exemplary L1 and L2 research studies and an entirely new chapter on the move from research implications to instructional applications, this second edition of Teaching and Researching Listening is an invaluable resource for teacher trainers, practicing teachers, materials writers and researchers alike.

Preventing Reading Difficulties in Young Children

During the 1970s there was a rapid increase in interest in metacognition and metalinguistics. The impetus came from linguistics, psychology, and psycho linguistics. But with rather unusual rapidity the work from these scientific dis ciplines was taken over in education. This new direction in these various areas of academic study was taken simultaneously by several different investigators. Although they had varying emphases, their work sometimes appears to be over lapping; despite this, it has been rather difficult to find a consensus. This is reflected in the varying terminology used by these independent investigators "linguistic awareness," "metacognition," "metalinguistic ability," "task aware ness," "lexical awareness," and so on. For educators these developments presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing.

Network-Based Language Teaching

Reconceptualizing the Literacies in Adolescents' Lives, Second Edition focuses on exploring the impact of young people's identity-making practices in mediating their perceptions of themselves as readers and writers in an era of externally mandated reforms. What is different in the Second Edition is its emphasis on the importance of valuing adolescents' perspectives--in an era of skyrocketing interest in improving literacy instruction at the middle and high school levels driven by externally mandated reforms and accountability measures. A central concern is the degree to which this new interest takes into account adolescents' personal, social, and cultural experiences in relation to literacy learning. In this new edition of Reconceptualizing the Literacies in Adolescents' Lives students' voices and perspectives are featured front and center in every chapter. Particular attention is given throughout to multiple literacies--especially how information and new communication technologies are changing learning from and with text. Nine of the 15 chapters are new; all other chapters are thoroughly updated. The volume is structured around four main themes: * Situating Adolescents' Literacies–addressing how young people use favorite texts to perform their identities; how they counter school-based constructions of incompetence; and how they re/construct their literate identities in relation to certain kinds of gendered expectations, pedagogies, and cultural resources; * Positioning Youth as Readers and Writers–stressing the importance of classroom discourse, cultural capital, agency, and democratic citizenship in mediating adolescents' literate identities; * Mediating Practices in Young People's Literacies–looking at issues of language, social class, race, and culture in shaping how adolescents represent themselves and are represented by others; and * Changing Teachers, Teaching Changes–capturing the productive ambiguities associated with teaching urban adolescents to read and write in changing times, encouraging students to conduct action research on topics that are personally relevant, and using 'enabling constraints' as a concept to formulate policies on adolescent literacy instruction. Reconceptualizing the Literacies in Adolescents' Lives, Second Edition is an essential volume for researchers, faculty, teacher educators, and graduate students in the field of adolescent literacy education.

An Investigation of Students' Perceptions of Academic Reading Difficulties and Their Association with English Language Proficiency

Teaching and Researching: Reading

Understanding Poverty in the Classroom identifies perceptual differences, teaches strategies to address the special needs of children from poverty, encourages teachers to learn about the neighborhoods where their students live and what to look for in those areas, confronts myths about poverty, and reinforces learning with specific illustrations.

Reading Families

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linguistics. But with rather unusual rapidity the work from these scientific dis ciplines was taken over in education. This new direction in these various areas of academic study was taken simultaneously by several different investigators. Although they had varying emphases, their work sometimes appears to be over lapping; despite this, it has been rather difficult to find a consensus. This is reflected in the varying terminology used by these independent investigators "linguistic awareness," "metacognition," "metalinguistic ability," "task aware ness," "lexical awareness," and so on. For educators these developments presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing.

Second Grade Student Perceptions of Online Vs. Paper Text Reading

Assessing Culturally and Linguistically Diverse Students

Restorative justice (RJ) is an idea whose time may have finally arrived. Although the concept has ancient roots and the term has existed in Western societies since the 1970s, only recently has it gained general public recognition. In schools, RJ's popularity is rising world-wide. In fact, education is the fastest growing area for the practice of RJ. Despite an increasing number of schools embracing the approach, it is not clear what educational RJ practitioners are trying to achieve. Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage focuses on the use of RJ in one school in Scotland and one in Canada. While important to understand the intentions of educators in using RJ in schools, those aims must be examined alongside the actual impact that such practices have on students. RJ can be understood and experienced in dramatically different ways by those implementing it. For some, RJ is about creating an environment of and for student engagement that challenges traditional systems of discipline and facilitates learning. For others, RJ is simply another tool for solidifying compliance and meting out punishment, albeit in a kinder, gentler way. Adult Intentions, Student Perceptions provides the opportunity to delve deeply into the stories of two schools and the adults and young people who inhabit them, and consider the broad impact that differing educator understandings of RJ have on students. Adult Intentions, Student Perceptions is a timely book for RJ advocates and critics alike. It challenges a common assumption of some RJ advocates that implementing RJ necessarily creates a classroom environment of social engagement (where students are empowered to engage with one another and think critically, and school relationships and hierarchies are transformed). The student experience relayed in this book shows that RJ can as readily be mobilized to create classroom environments of social control (where students are taught obedience and compliance, and authority and hierarchy are reinforced). Reimer argues that RJ, by itself, does not guarantee certain qualities of relationship, but RJ does allow us to examine relational qualities and ask questions of how school relationships are used to engage and/or control students.

Education and the Brain

This dynamic text offers a rare glimpse into the literacy development of urban children and their families' role in it. Based on the author's candid interviews with her first-grade students, their parents and grandparents, this book challenges the stereotypical view that urban parents don't care about their children's education. By listening closely to the voices of her students and their families, the author helps us to move beyond negative assumptions, revealing complexities that have previously been undocumented.

The Kansas State University Human Nutrition (HN 400) Flexbook

What are the ways in which young children learn to communicate? Collating their extensive experience of language and literacy in the early years, the contributors explore key aspects of this topic, linking practical ideas for early years settings and classrooms to relevant theory and research. This second edition is updated to take into account important developments in research, policy and practice, and now covers the 0-8 age range. It also addresses developments in new media and the impact this has upon literacy in young children, and offers chapters on new areas which have emerged in recent years, such as multimodality, media literacy, creative arts and literacy. Explored in the book are: - the relationship between play and literacy; - the role environmental print has in early literacy development; - the language and literacy development of young bilinguals; - ideas, suggestions and justifications for the use of poetry; - a two-year research project, funded by Creative Partnerships; and - key issues relating to family literacy.

Building Communities of Engaged Readers

This groundbreaking, critically acclaimed, and best-selling resource features more than 30 exciting instructional units that integrate all areas of the curriculum and serve as models to educators at all levels. Adopted as a supplementary text in schools of education nationwide, this resource features outstanding children's fiction books that are rich in scientific concepts yet equally well known for their strong story lines and universal appeal.

Language Awareness and Learning to Read

Featuring detailed student cases, this book provides proven ways to teach all students academic and lifetime learning skills. Informal assessments and sample IEPs are included.

Reading in a Second Language

"This book brings together recent research findings about the views and expectations of students when including technologies in their studies, suggesting that the use of technologies in teaching not only makes learning more interesting but also offers possibilities for variations in the learning processes"--Provided by publisher.

Engaging Young Readers

Distance Education: A Systems View of Online Learning

Carbon Dioxide Capture and Storage

This collection of research in on-line communication for second language learning inlcudes use of electronic mail, real-time writing and the World Wide Web. It analyses the theories underlying computer-assisted learning.

College Students' Perceptions of Libraries and Information Resources

This authoritative book covers qualities and practices of engaged readers; practices for elementary, middle, and high school classrooms; the influence of family literacy beliefs and interactions; the range of methodologies used by literacy researchers; and policy implications of the engagement perspective."--BOOK JACKET.

Unequal City

Literacy lies at the heart of student understanding and achievement. Yet too many educators mistakenly assume that the reading, writing, speaking, and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school. The result? Disappointing test scores, high dropout rates, and students unprepared for higher education, citizenship, and the world of work. Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders presents a structured approach to using literacy as a lever for overall school improvement. Literacy instruction is not an "add-on," authors Judith L. Irvin, Julie Meltzer, and Melinda Dukes insist; it's an ongoing essential. All adolescent students, no matter what their level of achievement, can benefit from direct instruction in reading, writing, speaking, and thinking. And all secondary school leaders can improve students' literacy and learning by following the five action steps outlined in this book: (1) develop and implement a literacy action plan, (2) support teachers to improve literacy instruction, (3) use data to make curricular decisions, (4) build capacity for shared leadership, and (5) creatively allocate resources to support the literacy plan. The book also offers strategies to help educators integrate literacy and learning across the content areas, provide targeted interventions for students who are struggling the most, and develop a supportive school environment that involves parents, community members, and district leaders. Practical tools, helpful resources, and vignettes based on the authors' extensive work in school districts nationwide make this an indispensable guide for principals, central office administrators, literacy coaches, department chairs, and other school leaders committed to helping students succeed.

Reconceptualizing the Literacies in Adolescents' Lives

Abstract:

Students' Perceptions of the Impact on Their Learning of a Reading Intervention Programme

This book's two primary objectives are to present theory and research on the role of learners' achievement-related perceptions in educational contexts and to discuss the implications of this research for educational practices. Although contributors share the view that students' perceptions exert important effects in achievement settings, they differ in diverse ways including their theoretical orientation, their choice of research methodology, the perceptions they believe are of primary importance, and the antecedents and consequences of these perceptions. They discuss the current status of their ideas and provide a forward look at research and practice.

A Study of the Relationship Between Sixth Grade Students' Perceptions of the Classroom Climate and Progress in Reading

This book constitutes the refereed proceedings of the Third European Conference on Information Literacy, ECIL 2015, held in Tallinn, Estonia, in October 2015. The 61 revised full papers presented were carefully reviewed and selected from 226 submissions. The papers are organized in topical sections on information literacy, environment and sustainability; workplace information literacy and knowledge management; ICT competences and digital literacy; copyright literacy; other literacies; information literacy instruction; teaching and learning information literacy; information literacy, games and gamification; information need, information behavior and use; reading preference: print vs electronic; information literacy in higher education; scholarly competencies; information literacy, libraries and librarians; information literacy in different context.

Taking Action on Adolescent Literacy

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 Lemonnier 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. Schweiger); (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 Santa). (RS)

Bernard Spodek

Bernard Spodek, one of the most important figures in contemporary early childhood education, has been a seminal figure in early childhood education for approximately six decades. He has also been a creative contributor to contemporary thinking on the integration of theory, research, and practice on the development and education of young children. He is the author of numerous theoretical, research, and practical articles that continue to be published in scholarly journals and the author of textbooks that span the fields of early childhood education and child development. This book, Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher, offers an understanding of an eminent scholar who has made significant contributions to the field of early childhood education. It has a richly detailed and intimate picture of the construction of a knowledge base for the development and education of young children. All of the chapters show how Bernard Spodek assumes various roles to promote the field of early childhood education as he functions as a mentor, scholar, researcher, and master teacher. Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher is a text for students who are interested in acquiring the basic knowledge about early childhood education, about the work that practitioners do with young children, and about the ideas that underlie that work. It is an appropriate text for graduate students in fouryear colleges and universities.

Teaching English for Academic Purposes (EAP) in Japan

This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context. It investigates a variety of pedagogical techniques, addressing the fundamental academic English skills – listening, speaking, reading and writing – as well as assessment and materials development. All the research included was conducted in Japanese university settings, thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English. This book is of interest to anyone working in an EAP context at the secondary or tertiary level, especially those which include Japanese learners.

Science Through Children's Literature

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the

problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Understanding Poverty in the Classroom

Taiwanese EFL Junior High School Students' Perceptions of Online English Extensive Reading

Student Reactions to Learning with Technologies

Chicago has long struggled with racial residential segregation, high rates of poverty, and deepening class stratification, and it can be a challenging place for adolescents to grow up. Unequal City examines the ways in which Chicago's most vulnerable residents navigate their neighborhoods, life opportunities, and encounters with the law. In this pioneering analysis of the intersection of race, place, and opportunity, sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents. Shedd draws from an array of data and in-depth interviews with Chicago youth to offer new insight into this understudied group. Focusing on four public high schools with differing student bodies, Shedd reveals how the predominantly low-income African American students at one school encounter obstacles their more affluent, white counterparts on the other side of the city do not face. Teens often travel long distances to attend school which, due to Chicago's segregated and highly unequal neighborhoods, can involve crossing class, race, and gang lines. As Shedd explains, the disadvantaged teens who traverse these boundaries daily develop a keen "perception of injustice," or the recognition that their economic and educational opportunities are restricted by their place in the social hierarchy. Adolescents' worldviews are also influenced by encounters with law enforcement while traveling to school and during school hours. Shedd tracks the rise of metal detectors, surveillance cameras, and pat-downs at certain Chicago schools. Along with police procedures like stop-and-frisk, these prison-like practices lead to distrust of authority and feelings of powerlessness among the adolescents who experience mistreatment either firsthand or vicariously. Shedd finds that the racial composition of the student body

profoundly shapes students' perceptions of injustice. The more diverse a school is, the more likely its students of color will recognize whether they are subject to discriminatory treatment. By contrast, African American and Hispanic youth whose schools and neighborhoods are both highly segregated and highly policed are less likely to understand their individual and group disadvantage due to their lack of exposure to youth of differing backgrounds.

Voices

This book is called Voices because it captures what African American and Hispanic students believe deters them from reaching the full measure of the American Dream. Voices simply echoes the thoughts and feelings of the students of DuPage County. The stated mission of the DuPage Regional Office of Education is to collaboratively build and sustain a high-quality county educational community for all. Dr. Darlene Ruscitti, DuPage County Regional Superintendent of Schools, is determined to see this mission lived out to its fullest. In keeping with this intent, she determined that the academic achievement gaps evidenced by African American and Hispanic students must be addressed. Dr. Ruscitti, with the financial support of the DuPage County Board, hired Lourdes Ferrer, Ed.D. and Stephen Garlington, MSW/LCSW to address the needs of under-achieving minority students. As part of their work, they conducted hundreds of interviews with high-achieving minority students over a five-year period to ascertain the students' perspectives on the academic achievement gaps. High achievers are more able to articulate orally and in writing their perceptions and yet close enough to their peers to provide insights about students who struggle academically. Out of the analysis of the students' responses, 25 significant findings emerged. In response to these findings, Dr. Ferrer and Mr. Garlington propose a series of 27 actionable recommendations, which are offered in this book. The implications for the education and political communities are boundless. Educators are held accountable for the performance of all students. With today's focus on test scores, schools cannot continue to allow significant performance gaps to exist. This book outlines specific problems and provides clearly delineated solutions. This work goes beyond the theories to offer concrete ideas that can make a significant difference in the academic attainment of these deserving students who so obviously need assistance to achieve their full potential. African Americans and Hispanics represent approximately 30% of the population in the United States and their numbers are increasing. Their educational attainment and contributions to society will significantly impact the future of our nation. It is a moral and national imperative to address these gaps for the betterment of these students and our nation. In the words of Dr. Ruscitti, "As educators, we have a moral imperative to educate all our children well. It is the foundation of our democracy, our economy and the American Dream. We can do it! We have the expertise, the political will and the greatness of heart."

Language Awareness and Learning to Read

Current Topics in Early Childhood Education

Reading for pleasure urgently requires a higher profile to raise attainment and

increase children's engagement as self-motivated and socially interactive readers. Building Communities of Engaged Readers highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading.

The Effects of Accelerated Reader on Students' Perceptions and Attitudes Towards Reading

IPCC Report on sources, capture, transport, and storage of CO2, for researchers, policy-makers and engineers.

Information Literacy: Moving Toward Sustainability

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION