

Content Area Reading Teaching And Learning For College And Career Readiness Pearson Etext With Loose Leaf Version Access Card Package 2nd Edition

Video-Enhanced Pearson eText Access Code. This access code card provides you access to the new Video-Enhanced eText for Content Area Reading: Literacy and Learning Across the Curriculum, 11/e exclusively from Pearson. The Video-Enhanced Pearson eText is: Engaging . Full-color online chapters include dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Video links, chosen by our authors and other subject-matter experts, are embedded right in context of the content you are reading Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.* Interactive . Features include embedded video, note taking and sharing, highlighting and search. Affordable . Experience all these advantages of the Video-Enhanced eText for half the cost of a print bound book. *The Pearson eText App is available for free on Google Play and in the App Store.* Requires Android OS 3.1 – 4, a 7” or 10” tablet or iPad iOS 5.0 or newer This access code card provides a 6 month subscription to the video-enhanced Pearson eText for Content Area Reading, 11/e. At the end of your subscription, you have the option to extend your access at a reduced cost. Long respected as the market-leading text in content area literacy, this book gives pre- and in-service teachers an ambitious, coherent, and workable exploration of content literacy to take into their classrooms to improve reading and writing for all students. Comprehensible and accessible, Content Area Reading: Literacy and Learning Across the Curriculum, 11/e shows teachers how to use literacy-related instructional strategies to help students think and learn with both print and digital texts. The new Eleventh Edition emphasizes the comprehensive content focus of previous editions, including an ever-expanding knowledge base in the areas of literacy, cognition and learning, educational policy, new literacies and technologies, and student diversity. Chapter content has been upgraded to reflect current theory, research, and practice related to content literacy and learning in disciplines.

This book is written primarily for pre-service and in-service teachers of Literacy/English Language Arts, school administrators, literacy graduate education students, and literacy education researchers, and addresses the myriad of questions regarding the implementation of the Common Core State Standards. Classroom teachers and pre-service teachers are currently confronting questions such as how they can teach the Common Core State Standards to make sure they are fully addressing them; how they can have the time to teach students to have deeper understandings of the skills and concepts addressed in the Standards; what they can do to meet the learning needs of diverse students such as English language learners and students with learning disabilities; whether teachers of content areas are required to add reading instruction to their teaching responsibilities; whether the Standards tell teachers what to teach; and whether the document tells teachers how to implement the Standards in the classroom, among others. This book is designed to answer these questions and many others. Each chapter contains instructional practices, examples, vignettes, and illustrations that connect the Common Core State Standards to classroom practices, and thereby provide pre-service and in-service teachers with meaningful, relevant, and practical teaching strategies to prepare culturally, academically, and linguistically diverse students in California and other states of the nation for both career and college. In this regard, readers of this book will find that the authors have provided a pathway to better understand the Common Core State Standards, and will be able to use what they learn in the pages of this book to provide more effective instruction for their students across the disciplines to read, analyse, and critique complex texts and apply knowledge to solve practical, real-life problems.

With *READING TO LEARN IN THE CONTENT AREAS*, Eighth Edition, future educators discover how they can teach students to use reading, discussion, and writing as vehicles for learning in any discipline. The text explores how the increased availability of computers, instructional software, social media, and Internet resources--as well as the rise of electronic literacy in general--have affected the ways children learn and create meaning from their world. The authors unique lesson framework for instruction, PAR (Preparation/Assistance/Reflection), extends throughout the book. The text's reader-friendly presentation, balanced approach, strong research base, and inclusion of real-life examples from a variety of subject areas and grade levels have helped make it one of the most popular and effective books on the market. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Well known for its detailed and practical explanations of reading, writing, and study strategies, *SECONDARY SCHOOL LITERACY INSTRUCTION* is required reading for all non-literacy teaching majors. Its motivational pedagogy especially appeals to pre-service teachers, who quickly realize that the text will help them improve their students' progress. Two hallmark chapters on content area teaching have brought this text wide acclaim for its unique application of literacy and study skills in all secondary subject areas. The text also is recognized for its proven pedagogy, including "Meeting the Challenge," which puts ideas into classroom practice, and "Focus on English Language Learners" and "Focus on Struggling Readers," which highlight important applications for these special needs learners in easy-to-locate sections in each chapter.

This title is only available as a loose-leaf version with Pearson eText. A comprehensive resource for future and in-service grade 6 - 12 teachers, *Content Area Reading*, 2/e provides a unique, Common Core-based, student-centered approach using innovative features to help students make connections between what they read and how they apply it in the classroom; the book translates theory into practice through a wide range of innovative instructional approaches. The teaching ideas are initially taught using explicit instruction to scaffold student learning, and student examples from a variety of disciplines are featured throughout the text, along with a variety of readily available teaching resources. With a central theme of multiple literacies and their effects on today's teachers and classrooms, the book emphasizes today's need to be able to reading and write and also to understand a variety of disciplines, navigate a myriad of information sources, examine the author's intent, and comprehend beyond the printed pages. The new edition features an entirely new chapter on the Common Core, in which both the College and Career Readiness Standards and the Common Core State Standards are emphasized and "rich instructional tasks" are introduced; a new "Making Connections to the Common Core" feature that appears throughout the text; updated theoretical information; revised websites; and numerous new student examples integrated throughout. In addition, the Appendixes have been

revitalized to include a variety of new graphic organizers that focus on using multi-modal text and recognizing and creating text structures, plus new examples of completed student projects. 0133830950 / 9780133830958 Content Area Reading: Teaching and Learning in an Age of Multiple Literacies, Loose-Leaf Version with Pearson eText -- Access Card Package Package consists of: 0133520668 / 9780133520668 Content Area Reading: Teaching and Learning for College and Career Readiness, Loose-Leaf Version 0133827615 / 9780133827613 Content Area Reading: Teaching and Learning for College and Career Readiness, Pearson eText -- Access Card

An indispensable guide for all who teach in grades six through eight, as well as curriculum directors, reading specialists, literacy coaches, and school administrators, Inside the Common Core Classroom: Practical ELA Strategies for Grades 6-8 is the middle-grade volume of Pearson's definitive new series on the Common Core State Standards. It provides essential information about the Common Core initiative, insights into the standards, practical classroom strategies, and vignettes from Common Core-aligned classrooms. Real-life instruction examples are included in every chapter, along with a variety of teaching strategies and applications. An interdisciplinary unit on climate change pulls the book together with discipline-specific teaching suggestions, sample lesson plans, an assessment and evaluation plan, a culminating activity, and a rich collection of additional resources.

Engage third through twelfth grade students with creative strategies to develop their writing skills with the help of Content Area Writing That Rocks. This standards-based resource provides teachers with strategies and suggestions to build writing skills based on students' interests in technology, social media, and other contemporary topics. This guide supports overall writing instruction across the content areas.

The 3rd Edition of Literacy & Learning in the Content Areas helps readers build the knowledge, motivation, tools, and confidence they need as they integrate literacy into their middle and high school content area classrooms. Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms. Rather than passively learning about strategies for incorporating content area literacy activities, readers get hands-on experience in such techniques as mapping/webbing, anticipation guides, booktalks, class websites, and journal writing and reflection. Readers also learn how to integrate children's and young adult literature, primary sources, biographies, essays, poetry, and online content, communities, and websites into their classrooms. Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students' content area learning. Author Sharon Kane demonstrates how relevant reading, writing, speaking, listening, and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks.

History teachers aren't expected to teach science, math teachers aren't expected to teach social studies; so why are all teachers responsible for teaching reading? The answer is simple. An emphasis on reading and literacy skills in the content areas has an exponential effect on learning in every discipline. This completely revised third edition of the best-selling Teaching Reading in the Content Areas seeks to help educators understand how to teach reading in their respective disciplines, choose the best reading strategies from the vast array available, and positively impact student learning. Throughout, it draws from new research on the impact of new technologies, the population boom of English language learners, and the influence of the Common Core State Standards. Given the complexities of the reading process, teachers deserve--and this book provides--clear, research-based answers to overarching questions about teaching reading in the content areas: * What specific skills do students need to read effectively in each content area? * Which reading strategies are most appropriate to help students become more effective readers and independent learners? * What type of learning environment promotes effective reading and learning? By focusing on the differences in how content-area experts read and reason, teachers can be better prepared to help their students understand that the ways they read in biology are different from the ways they read in English, history, or mathematics. To read successfully in different content areas, students must develop discipline-specific skills and strategies along with knowledge of that discipline. With that in mind, this book also includes 40 strategies designed to help students in every grade level and across the content areas develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read.

An AEP Award winner, this teacher-friendly guide integrates a variety of reading skills and strategies into your content-area instruction to improve comprehension of textbook reading and other content-area material. Based on solid research, provides multiple strategies and ready-to-implement best practices to help K-6 students develop their reading, writing, and oral communication skills within the context of content-area material taught in the classroom. Packed with various teaching methods and techniques, up-to-date research-based theory and practical applications, this book is great for new and experienced teachers. 164 pp.

Our goal was to produce a book that provides a wide variety of suggestions for instructional practice that is consistent with our beliefs in effective teaching techniques. We have tried very hard to include only those recommendations that have been validated through research and that teachers tend to regard as practical. This task has not been easy because of the multitude of ideas now in the literature. Rather than offer a comprehensive review of these ideas, we have sifted through them in a search for those that have proved both practical and effective.

Contemporary Readings in Literacy Education is designed to provide students with high-quality journal and research articles in literacy education. The readings are contextualized with introductions and discussion questions by the editors of the text. The text will help instructors to easily integrate the latest research into their course in a meaningful way. This reader, with edited content and contextualizing material, makes the latest research more interesting and accessible to the students of literacy education.

Easy-to-use compendium from a recognized authority in reading education. The kit provides scores of practical guidelines and ready-to-use materials designed to help students meet the unique challenges of reading and writing in each content area: literature/language arts, math, science, and social studies.

With this book, the authors support content-area and language arts teachers alike by pairing more than 75 short, kid-tested reproducible nonfiction texts with 33 simple, ready-to-go lessons that deepen comprehension and support effective collaboration.--[book cover]

A content reading methods text that takes a quick start, heuristic approach to imparting the skills future teachers need to improve their pupils' reading ability in essential content areas.

Coverage of current theories and practices in comprehension, assessment and heuristics is organized around pre-reading, guided silent reading, and post-reading.

Forty evidenced-based strategies for integrating literacy instruction into the content areas Providing unique content on assessment, differentiated instruction, technology, and reflective practice, Developing Content Area Literacy, Second Edition is designed to help busy middle school and secondary teachers meet the challenge of addressing the literacy learning needs of all students, including English language learners. Each of the 40 evidence-based strategies is organized around eight essential areas of literacy instruction: academic vocabulary, reading fluency,

narrative text, informational text, media and digital literacies, informational writing, critical thinking, and independent learning. Each topic has five strategies from which to choose, giving teachers ample variety to meet the diverse needs of the classroom.

A welcome addition to the content area reading market, this much-needed text helps teachers find ways to show elementary school children the classroom value of what they learn outside of school. Using a social constructionist framework, this prestigious author team includes strategies that the "National Reading Panel" deemed useful in promoting comprehension, becoming the first and only text that calls attention to "evidence-based research" and its implications for instruction. Innovative in its 3 R's framework--Remembering--Reflecting--Reconsidering--it will help readers make connections and improve comprehension. Unique features that you will find in this new text: A full chapter on diversity (Ch. 7). "English Language Arts Standards" textboxes are found in each chapter, and "English Language Arts Standards" and "Reading Professionals Standards Matrices" are found in Appendix C to help students understand how standards are addressed in the text. "Evidence-based Research" icons are found throughout every chapter. A wealth of sample lessons about how to integrate literacy into different grade-level content lessons are found throughout the text. "Try-It" exercises in every chapter illustrate main points and engage readers in participating in their own learning. Every chapter is embedded with boxed material highlighting key information on struggling Readers, English language learners, activities aligned to standards, and technology links to show students how to adapt their instruction.

"The three-point design of Remembering, Reflecting, and Reconsidering is excellent for helping students understand and make connections." (Nina L. Rynberg, Lake Superior State University) "Extremely well done! ... (Chapter four) inspires readers and offers hope that there can be success in helping students of all abilities acquire skill with content area reading." (Lee A. Dubert, Boise State University) "The text is highly readable. The authors speak directly to the reader in a collegial voice. Ideas are presented clearly and illustrated with examples that will appeal to both novice and veteran teachers." (Lois E. Huffman, North Carolina State University) Author Bios Donna E. Alvermann is a professor of reading education at the University of Georgia and former classroom teacher in Texas and New York. She co-directed the National Reading Research Center (1992-1997) and currently edits Reading Research Quarterly. Her co-authored books include "Content Reading and Literacy: Succeeding in Today's Diverse Classrooms" (3rd ed., Allyn & Bacon, 2002) and "Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy" (International Reading Association, 1999). Jeanne Swafford is an associate professor of literacy education at Mississippi State University and a former kindergarten, special education, and Title I reading teacher in Tennessee and Ohio. She has published on content area literacy in The "National Reading Conference Yearbook, Content Area Reading Journal, and Journal of Reading." She presents regularly at international and national reading and education conferences. Her passions include spending time with elementary school students and teachers and reading children's literature. M. Kristina Montero is a Ph.D. Candidate at The University of Georgia and former English as a Second Language and French as a Second Language teacher in Ontario and Quebec, Canada. She was the Reading Clinic Assistant at Northern Illinois University and the Editorial Assistant for the "Journal of Literacy Research" at the University of Georgia. Kristina has worked extensively in the preparation of pre-service teachers, both in the classroom and field experiences, during her graduate studies.

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134170733. Practical, straightforward, and affordable, this guide gives middle and secondary school teachers the tools they need to support their students' comprehension and success in literacy and in content area learning. The classroom-proven strategies and procedures included are taken from the authors' and their colleagues' experience in middle and secondary classrooms. Each chapter opens with a vignette from an actual classroom to show readers effective teaching in action and to give them a look at how the chapter's instructional approach works within content area teaching. Research-based rationales for each strategy follow the vignettes and provide an in-depth look at how to implement the strategy, along with examples of each strategy across the curriculum. The Enhanced Pearson eText features embedded video and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

With three full chapters on reading comprehension (reflecting the before, during, after reading approach) and a separate chapter that explores multiple literacies, "Content Area Reading: Teaching and Learning in an Age of Multiple Literacies," has a wealth of practical strategies for teaching reading, writing and study skills in the content area classroom. See what's inside: Teaching Ideas icons found throughout chapter margins highlight practical strategies to use across content areas. Teaching Ideas that are specific to fostering student comprehension feature 5 steps of explicit instruction: 1. explain, 2. demonstrate, 3. guide, 4. practice, 5. reflect. After students walk through the strategy, they are able to see applications of the strategy within content-specific classroom examples. Student artifacts, student dialogues, and student writing samples show the real-life application of each Teaching Idea. Every chapter opens with a chapter outline highlighting the key questions addressed within each chapter. Chapter outlines also have a complete list of the Teaching Ideas offered in the chapter. Chapters are supported by feature streams that enhance comprehension by "making connections: " Making Connections to Multiple Literacies notes found in all chapters connect chapter topics to different aspects of multiple literacy (ex. media literacy, critical literacy, mathematics literacy, visual literacy, etc.) Making Connections to Struggling Readers apply chapter topics to issues surrounding struggling readers Making Connections to English Learners are notes that explore issues related to teaching English language learners Making Connections to Writing features link chapter coverage to writing opportunities and give examples of ideas for writing assignments Making Connections to Study Skills are notes that connect chapter topics to teaching different aspects of study skills and strategies Making Connections boxes encourage students to actively engage with the chapter content by posing a question and then asking students to share their responses with a small group Final Thoughts at the end of each chapter provide a chapter summary E-Links annotated weblinks at the end of every chapter give students an opportunity to explore chapter topics in greater depth Accountable Talk provides students with ideas for small group discussions Portfolio/Performance Opportunity at the end of each chapter are ideas for expanding students'

professional teaching portfolios The Appendixes are practical, reproducible, idea-filled teaching resources that support a variety of topics addressed throughout the book. Examples featured include blackline masters, Discussion Circle Bookmarks, Double Entry Journal formats, Press Conference Checklist, First-Person Experience Rubric, form poems, and examples from projects such as the Content Area Resource Anthology, Student-Authored Electronic Books, and Transmediations. MyEducationLab icons throughout connect chapter content to video, student artifacts, and lesson planning resources. To get access to MyEducationLab with the book, use the ISBN: 0136101313 To order this book WITH MyEducationLab, use either ISBN: ISBN-13: 9780136101314 ISBN-10: 0136101313 To order this book WITHOUT MyEducationLab use either ISBN: ISBN-13: 9780205486618 ISBN-10: 0205486614

How can teachers make content-area learning more accessible to their students? This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning. The goal is to help teachers model, through excellent instruction, the importance of lifelong content-area learning. This working textbook provides students maximum interaction with the information, strategies, and examples presented in each chapter.

Content Area Reading and Learning: Instructional Strategies, Third Edition is organized around five themes: Content Area Reading: An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features: Each chapter includes a graphic organizer, a chapter overview, a Think Before Reading Activity, one or more Think While Reading Activities, and a Think After Reading Activity. The activities present questions and scenarios designed to integrate students' previous knowledge and experience with their new learnings about issues related to content area reading, literacy, and learning, and to serve as catalysts for thinking and discussions. New in the Third Edition The latest information on literacy strategies in every content area Research-based strategies for teaching students to read informational texts Up-to-date information for differentiating instruction for English-speaking and non-English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment-instruction connection Strategies for engaging and motivating students Content Area Reading and Learning: Instructional Strategies, Third Edition, is intended as a primary text for courses on middle and high school content area literacy and learning.

ABSTRACT: With the passing of the No Child Left Behind Act of 2001 and subsequent high-stakes tests, including the Florida Comprehensive Assessment Test (FCAT), literacy has become top priority in the field of education (Florida Department of Education [FDOE], no date a; NCLB, 2002). Though social studies was not mentioned in NCLB, nor is it tested by the FCAT, social studies teachers are expected to teach literacy skills in their classrooms. Social studies teachers' accountability for literacy enhancement is evidenced by the fact that some states, including Florida, now require social studies teachers to complete a course in reading integration to qualify for teaching certification in that state (Stilwell, 1999). Integrating reading into the content areas is commonly referred to as content area reading. By using content area reading, social studies teachers implement teaching strategies, methods, and techniques that foster their students' comprehension of the texts and other materials used in their course (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Tovani, 2000). Though there are many benefits to content area reading, social studies teachers have resisted implementing content area reading for decades (Carnine, 2000; Daisey & Shroyer, 1993; Jacobs & Wade, 1981; Moore, 1983; Nourie & Lenski, 1998; Ratekin, Simpson, Alvermann, & Dishner, 1985; Richardson, Anders, Tidwell, & Lloyd, 1991; Stewart & O'Brien, 1989; Vaughan, 1977). Furthermore, research suggests that content area reading courses are often associated with heightened resistance to implementing content area reading (Nourie & Lenski, 1998; Stewart & O'Brien, 1989). In order for a content area reading course to impact the classroom practices social studies teacher in the intended ways, the course instructor must be sensitive to the process of change that the student is engaged in and recognize the causes of resistance to change. The Concerns-Based Adoption Model (CBAM) is a framework that provides tools by which the process of change and resistance to change can be evaluated and better understood. This study was designed to examine the characteristics surrounding the process of change as social studies teachers learned about and implemented content area reading into the social studies curriculum.

This text addresses instructional issues and provides a wealth of classroom strategies that will enable all middle and secondary teachers to effectively teach their students in ways that develop both content concepts and strategies for continued learning

This hands-on resource offers a wealth of strategies aligned with national science education standards, including sample lessons for integrating reading instruction into inquiry-based science classrooms.

Middle and high school students must become proficient readers and writers to successfully meet the requirements of the secondary curricula and be adequately prepared for college, employment, and citizenship. Literacy Across the Curriculum is a guide for educators who are concerned with how students experience literacy instruction across the secondary school curriculum and need strategies for raising student performance levels. Each chapter of this edited volume is co-authored by a professor and classroom teacher within a particular academic discipline, and provides a set of 4 or 5 provocative scenarios to illuminate the decisions teachers need to make in order to successfully incorporate literacy instruction within that content area. "The Fourth Edition Builds on Past Strengths and Adds New Ones... " Student Centered. Culturally Diverse Students. Evidence-Based Standards. Written by renowned authors Donna Alvermann and Steven Phelps, the Fourth Edition includes more emphasis and information on addressing the literacy needs of English language learners and culturally diverse students, a new focus on evidence-based practices and standards, and key information on newer frameworks for reading and writing instruction, such as the sociocultural New Literacies Framework, that equips students to teach content area literacy from a student-centered approach. What Continues to Make This Book a Best Seller... Increased discussion of English language learners. New evidence-based research icons highlighting current research New standards icons from various subject areas help pre-service teachers make the connection on how content area literacy instruction helps them meet the standards in their disciplines. New writing icons throughout the chapters point to writing examples. Thoroughly revised Chapter 7, " Reading to Learn." New information for all of the content areas in every chapter is represented in the examples, lessons, vignettes, and scenarios, making it easier for students enrolled from different discipline areas to locate content-specific/relevant examples. Ringing Endorsements for "Content Area Reading and Literacy, Fourth Edition" " Chapter 14-- " Teaching for Diversity." "This is an excellent

chapter that certification students and other graduate students can use to understand more about the types of diversity categories that are present in instructional settings. This textbook is excellent for students." " Lavernia F. Hutchison, University of Houston-- Central Campus "" There are many strengths in this text. I particularly like the way it is laid out. I believe that helping the students to see the importance of content literacy from the very beginning is extremely important. Immediately following this topic the students then move directly into diversity, which includes the understanding the meaning of language and culture. Both of these topics form the basis for the rest of the course. Overall, I believe that this book is an excellent text for teaching in the Content Area." " Randy M. Wood, Baylor University "" The strengths of this text include the authors in depth knowledge of the field of content area reading. Their chapter on assessing textbooks is invaluable for secondary teachers who don't understand the difficulty of some textbooks and the problems these texts can cause students. The chapter on multiculturalism and the ESL learner is a strength. The chapter on vocabulary is outstanding." " Patricia J. Pollifrone, Gannon University Please visit the book specific website at: <http://www.ablongman.com/alvermann4e> to learn more.

Content Area Reading Teaching and Learning in an Age of Multiple Literacies Allyn & Bacon

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. A focus on learning content through discipline-appropriate literacy practices, a strong emphasis on writing, and a current look at the use of media in teaching are hallmarks of the new edition of this widely popular text. Throughout, middle and secondary school teachers get a readable presentation of discipline-appropriate literacy practices and examples and adaptations of selected strategies. Set up to ensure comprehension, the chapters link to the Learning Cycle presented in the beginning of the book, graphic organizers help readers navigate chapter content, and questions, summaries, vignettes, and examples make the concepts clear. This edition of Content Area Reading and Literacy features three full chapters focusing on writing instruction, integrates culture and diversity throughout, and expands or reemphasizes important topics, such as life-long readers and learners beyond the printed text, close and critical reading in discipline-appropriate ways, evidence-based writing, and multimodal texts.

This theory-based, strategy-driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching. Chapters on assessment, motivation, struggling readers, aligning standards with strategies and assessment, and a constant focus on diversity set this text apart. Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text. SPECIAL FEATURES INCLUDE: Step-by-Step features, which precisely explain a strategy's implementation. Plenty of simple and effective strategies for assessing and addressing students reading capabilities. A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards. An abundance of student work samples to fully illustrate chapter concepts, strategies, and effective teaching. A Companion Website, available at www.prenhall.com/unrau, containing self-assessments, web links, and classroom video footage to round out content comprehension.

ALERT: Before you purchase, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. Packages Access codes for Pearson's MyLab & Mastering products may not be included when purchasing or renting from companies other than Pearson; check with the seller before completing your purchase. Used or rental books If you rent or purchase a used book with an access code, the access code may have been redeemed previously and you may have to purchase a new access code. Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase. -- Long respected as the market-leading text in content area literacy, this book gives pre- and in-service teachers an ambitious, coherent, and workable exploration of content literacy to take into their classrooms to improve reading and writing for all students. Comprehensible and accessible, Content Area Reading: Literacy and Learning Across the Curriculum, 11/e shows teachers how to use literacy-related instructional strategies to help students think and learn with both print and digital texts. The new Eleventh Edition emphasizes the comprehensive content focus of previous editions, including an ever-expanding knowledge base in the areas of literacy, cognition and learning, educational policy, new literacies and technologies, and student diversity. Chapter content has been upgraded to reflect current theory, research, and practice related to content literacy and learning in disciplines. MyEducationLab MyEducationLab with Video-Enhanced Pearson eText. * Included in this package is access to MyEducationLab with the new Video-Enhanced eText for Content Area Reading , exclusively from Pearson. MyEducationLab delivers customizable content and highly personalized study paths, responsive learning tools, and real-time evaluation and diagnostics to help prepare students for the classroom. MyEducationLab provides instructors and students access to the video-enhanced Pearson eText, which includes: Full-color online chapters with dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Video links, chosen by our authors and other subject-matter experts, are embedded right in context of the content you are reading. Instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.** Other features such as note taking and sharing, highlighting, search and more. *To access, your Instructor must set up a course, pro

" ... contains useful information and concepts that teachers can apply in the classroom and other instructional settings. ... There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice ... This helpful and comprehensive resource can be used by preservice teachers, by experienced teachers and administrators, for development of staff at all levels, and by individuals in Alternate Route Teacher Certification programs."--P. [4] of cover.

Research-proven activities that engage students in active processing of new information, leading to deeper understanding, long-term retention of subject matter, and acquisition

of life-long learning skills.

This online Content Area Reading course developed by Pearson Teacher Education and Development offers instructors a rich online course built around assignments and activities, classroom videos, and readings. Weekly assignments are focused on essential course concepts and provide well-structured and effective learning activities. Once students complete these assignments they are given opportunities to discuss and reflect upon what they have learned. Students are then led to meaningful weekly activities that require them to apply what they have learned. Available for most course management systems, this course is customizable and can easily accommodate and adapt to instructors' own resources and materials. Basic Course Components Course Documents Online Student Manual Course Syllabus Course Reading Assignments from Leading Texts Rubrics Online Resources Bloom's Taxonomy Lesson Plan Template Microsoft Tutorials Weekly Assignments Learning Objectives Learning Log Reading Assignments Viewing Activities Theory Into Practice Exercises Discussion Board Questions Synthesize/Apply/Reflect Exercises Assignment Guidelines Additional Resources Content Area Reading Course Topics Literacy in the Content Areas Motivation Striving Readers Vocabulary Comprehension Writing to Learn Literacy Through Technology Assessing Literacy Progress Books Aligned to the Course Alvermann, D.E., Phelps, S.F., & Gillis, V.R. (2010) Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom (with MyEducationLab). (6th ed.) Boston, MA: Allyn & Bacon. ISBN-10:013610102X Brozo, W. G. & Simpson, M.L. (2007) Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence. (5th ed.) Columbus, OH: Merrill. ISBN-10:0132286718 Conley, M.W. (2008) Content Area Literacy: Learners in Context . Boston, MA: Allyn & Bacon. ISBN-10:0205455980 McKenna, M . & Robinson, R.D. (2009) Teaching Through Text: Reading and Writing in the Content Areas . Boston, MA: Allyn & Bacon. ISBN-10:0132074729 McLaughlin, M. (2010) Content Area Reading: Teaching and Learning in an Age of Multiple Literacies (with MyEducationLab). Boston, MA: Allyn & Bacon. ISBN-10:0136101313 Unrau, N. (2008). Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures. (2nd ed.) Columbus, OH: Merrill. ISBN-10:0132298546 Vacca, R.T & Vacca, J.L. (2008) Content Area Reading: Literacy and Learning Across the Curriculum. (9th ed.) Boston, MA: Allyn & Bacon. ISBN-10:0205532152

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