



return.

"Audiobooks are now a staple in most public and school libraries, and with good reason, since they have a clear role in the education of today's "born digital" generation. Burkey, who has been following their rise in popularity for years, combines a fascinating history of the medium and practical tips for using them in a readable guide applicable to school and public librarians as well as classroom teachers. Enriched with reflections and comments from authors, audiobook narrators, producers, reviewers, and librarians, this book Shows how audiobooks not only benefit struggling readers and bring families together but also fit neatly within newly accepted standards for early literacy education Demonstrates how to use audiobooks as classroom and library tools for learning Identifies how to locate "must-have" audiobooks and offers advice for maintaining a collection Including an overview of the major audiobook awards and lists of additional resources, Burkey's guide will help librarians and educators unlock the educational potential of audiobooks for youth. "

Starting from the same nonfoundationalist premises, Rosenblatt avoids the extreme relativism of postmodern theories derived mainly from Continental sources. A deep understanding of the pragmatism of Dewey, James, and Peirce and of key issues in the social sciences is the basis for a view of language and the reading process that recognizes the potentialities for alternative interpretations and at the same time provides a rationale for the responsible reading of texts. The book has been praised for its lucid explanation of the multidimensional character of the reading process - evoking, interpreting, and evaluating the work. The nonliterary (efferent) and the literary (aesthetic) are shown not to be opposites but to represent a continuum of reading behaviors. The author amply illustrates her theoretical points with interpretations of varied texts. The epilogue carries further her critique of rival contemporary theories.

North American short stories enhance students' reading skills, language learning, and enjoyment of literature. Discovering Fiction, Second Edition, Student's Book 1 presents stories with universal appeal to engage students and make them think critically. Among the authors included are O. Henry, William Saroyan, Gwendolyn Brooks, Isaac Asimov, and Sandra Cisneros. Extensive pre-reading activities capture students' interest. Post-reading activities check their comprehension, increase their knowledge of grammar and vocabulary, and provide thought-provoking discussion and writing assignments. Literary term explanations and tasks enhance students' appreciation of literature. In addition, WebQuests take students beyond the reading to expand their knowledge of the topic while building Internet reading skills.

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration with such activities as examining the subjectivity of magazine news reports, inventing new words and definitions, preparing and presenting consumer reports, and compiling books of family lore and local history. Activities in the second section are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section can be used to help students understand the importance of the oral history of Beowulf, predict what might happen next in a novel, analyze an author's style, compose letters based on Pope's "The Rape of the Lock," write an additional episode for H. G. Wells's time traveler, and develop conversations about a novel read out of class. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include writing an operating manual for a household device, analyzing the interactions of writing response groups, practicing descriptive techniques using thesauri, journals and personal scrapbooks, and writing the most trite, cliched story possible. (JG)

Provides detailed instructional strategies, sample lesson plans, and sample assessments which can be adapted in your classroom to help create better readers and more effective writers.

Presents advice for library media specialists in the middle school on how to incorporate reading strategies into their lessons, discussing such techniques as previewing text, establishing objectives, reviewing comprehension, summarizing, and interpreting concepts.

A basic text to help provide structure, background, and perspective for a first year college course in theology or religious studies. It is ecumenical in approach, though not without some impact from the author's being a Roman Catholic.

LANDSCAPES is a comprehensive college reading preparatory text (spanning grade levels 8-10) that takes a metacognitive approach and focuses on how the brain processes information, often referred to as brain-based learning. Since metacognition can best be understood as thinking about thinking, the text consistently presents new information with written think alouds to model the thought process involved in applying skills and strategies to reading passages. Based on the premise that the brain learns best through organization of information, the text presents the recognition of text structure and organization as a fundamental skill--one that is especially important for students who have limited prior knowledge of a subject. This focus on text structure provides a scaffold onto which developmental-level readers can apply new knowledge. Information is presented in a carefully crafted sequence that serves to build upon prior knowledge and expand understanding of skills and strategies in a recursive manner. The knowledge of how we learn, the focus of the first chapter, permeates the text and informs the selection of strategies and skills to be introduced and mastered in a specific order. In addition, learning is treated as incremental, with the reader gradually taking more responsibility with each new chapter. While each chapter emphasizes carefully selected reading skills and strategies, thematic content for each chapter establishes solid background knowledge of and interest in the subject matter. Specific and relevant study skills and vocabulary skills are integrated within each chapter as well. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

North American short stories enhance students' reading skills, language learning, and enjoyment of literature. Discovering Fiction, Second Edition, Student's Book 2 presents stories with universal appeal to engage students and make them think. Among the authors included are Nathaniel Hawthorne, Kate Chopin, Langston Hughes, Ernest Hemingway, and Shirley Jackson. Pre-reading and post-reading activities arouse students' interest, check their comprehension, increase their knowledge of grammar and vocabulary, and provide thought-provoking discussion and writing assignments. Literary term explanations enhance students' appreciation of literature. In addition, WebQuests take students beyond the reading to expand their knowledge of the topic while building Internet reading skills.

[Copyright: 639ff3119ac0c5726b58692644b4b8d6](https://www.studypool.com/doc/639ff3119ac0c5726b58692644b4b8d6)