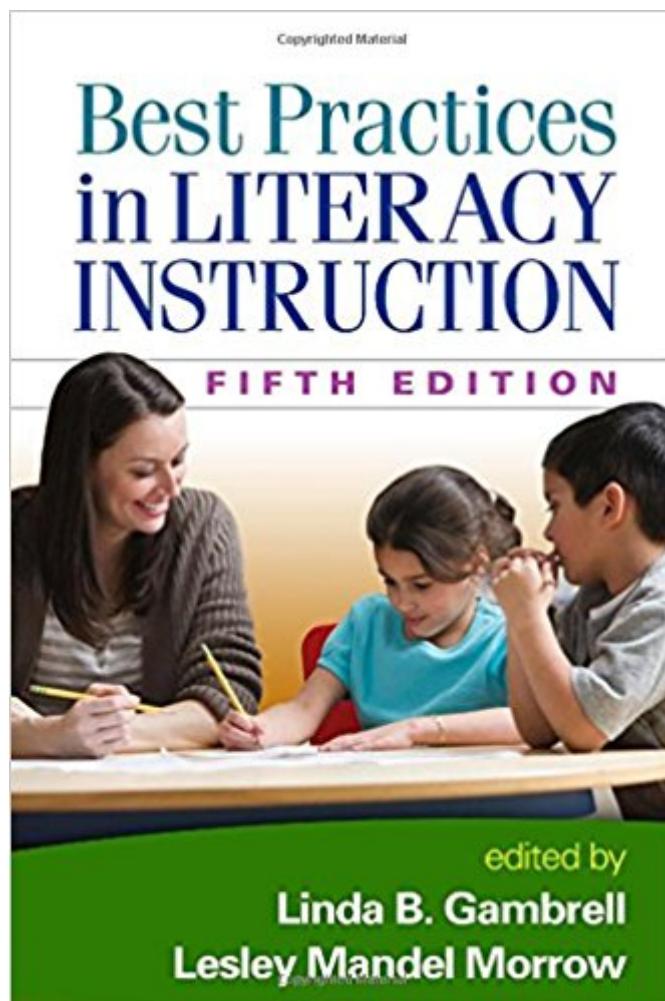


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# Best Practices In Literacy Instruction, Fifth Edition



## Synopsis

This indispensable classroom resource and course text has inspired thousands of teachers to help their students become better readers and writers. The fifth edition addresses evidence-based best practices in the light of emerging research and national policy, actively tying classroom-based research, innovation, and instruction to the Common Core State Standards (CCSS). Practical suggestions and case studies empower PreK-8 teachers to support the needs of all their students while meeting Common Core goals. Each chapter includes concrete examples, Engagement Activities, and resources for further learning. New to This Edition: <sup>Â</sup>\*Connects best practices with the requirements of the CCSS. \*Incorporates the latest research findings and instructional practices. \*Chapters on comprehending informational text, dual language learners, and new literacies. \*Expanded topics include motivation, close reading, and text complexity.

## Book Information

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## Customer Reviews

"If you are a literacy educator looking for solutions, this book is just what you need! Whether itâ™s the CCSS, new literacies, struggling readers, or other key literacy topics, this book provides up-to-date, evidence-based information. With end-of-chapter activities to draw readers in, this book is a powerful tool for school-based professional development efforts and graduate courses in literacy programs."--Mariam Jean Dreher, PhD, Department of Teaching, Learning, Policy, and Leadership, University of Maryland, College Park "This remarkable work shares critical knowledge about important aspects of literacy instruction and learning. Each chapter of the fifth edition

intertwines connections to the CCSS to help readers understand how the practices resonate with the standards. Throughout, the contributors suggest ways to accommodate and differentiate instruction so that all students are successful. I love the way every chapter showcases ways to promote active, engaged learning for all aspects of literacy instruction and learning."--Diane M. Barone, EdD, Foundation Professor of Literacy Studies, University of Nevada, Reno "The fifth edition has been updated to identify and explore significant literacy issues encountered by today's educators, such as RTI, the CCSS, close reading, text complexity, and more. Among the book's contributions is its reclaiming of the term 'best practices.' Rather than focusing on particular teaching strategies that are assumed to be universally appropriate for all children, best practices in this text are contingent on teacher expertise. Offering a rich array of strategies for crafting high-quality literacy instruction that can meet the needs of individual children, the book addresses everything from phonics instruction to online literacies. Literacy educators will find important lessons that they can adapt, implement, and explore in PreK-8 classrooms."--Catherine Compton-Lilly, EdD, Department of Curriculum and Instruction, University of Wisconsin-Madison

Linda B. Gambrell, PhD, is Distinguished Professor in the Eugene T. Moore School of Education at Clemson University. Her major research interests are in the areas of reading comprehension, literacy motivation, and the role of discussion in teaching and learning. She has published numerous books and articles on reading instruction, comprehension strategy instruction, and literacy motivation. She is a recipient of the Outstanding Teacher Educator in Reading Award from the International Literacy Association (ILA), the Albert J. Kingston Award from the Literacy Research Association (LRA), the Laureate Award from the Association of Literacy Educators and Researchers (ALER), and most recently, the Oscar S. Causey Award from LRA. She is past president of the IRA, LRA, and ALER and a member of the Reading Hall of Fame. Lesley Mandel Morrow, PhD, is Distinguished Professor of Literacy and Director of the Center for Literacy Development at the Graduate School of Education at Rutgers, The State University of New Jersey. Her research, which she conducts with children and families from diverse backgrounds, deals with early literacy development and the organization and management of language arts programs and literacy rich environments. Dr. Morrow has published more than 300 journal articles, chapters, and books. Her work has been recognized with awards including the Outstanding Teacher Educator in Reading Award and the William S. Gray Citation of Merit, both from the IRA, and the Oscar S. Causey Award from the LRA for outstanding contributions to reading research. Dr. Morrow is past president of the IRA and is a member and past president of the Reading Hall of Fame.

Great book filled with valuable information for literacy teachers.

Very informative, comprehensive, and packed full of researchers and references with peer reviews and content rich articles.

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