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KEY BENEFIT Gives secondary school teachers the knowledge, skills, and techniques they need to build their own content literacy teaching skills and ensure that their students have the skills they need to be college- and career-ready.**KEY TOPICS** Developing

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content literacy; Common Core State Standards; IRA's 2010 Standards for Reading Professionals; sample lessons; examples

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Building Literacy in the Content Areas
provides templates for planning
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for average, gifted, ESL and bilingual students, and struggling learners at all grade levels (not just secondary). It is estimated that 25% to 35% of students do not read well enough to handle their content area texts.

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The emphasis is on building language and background knowledge, the foundations of literacy. Specific suggestions for developing the academic language skills of all students—but especially English language learners—are provided

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the content you teach. Include reading assignments, and ask questions about the ...

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Across the Curriculum, says,
“ Adolescents entering the adult
world in the 21st century will read
and write more than at any other time
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advanced levels of literacy to perform
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author Thomas Gunning gives
practicing and prospective content
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Building Literacy in Secondary
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content area teachers the knowledge and skills they need to develop their students' content literacy—and to ensure that these secondary school students are college- and career-ready. Comprehensive and research-based, the book presents a balanced combination of both theory and

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practice; provides more than a dozen examples of exemplary teaching; includes extensive, practical suggestions for working with struggling students and English language learners; and incorporates the Common Core State Standards and IRA's 2010 Standards for Reading

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Building Literacy in the Content Areas reflects the diversity of today's student population and emphasizes the need to gear instruction to include all students. With templates, sample lessons, and actual teaching scenarios,

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this new text provides preservice teachers with the tools they need to effectively teach reading at all grade levels.

This guide presents research-based strategies that enable secondary teachers to increase adolescent

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learning while meeting standards by incorporating reading, writing, and critical thinking into content instruction.

Preparing students to be active, informed, literate citizens is one of the primary functions of public schools.

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But how can students become engaged citizens if they can't read, let alone understand, their social studies texts? What can educators--and social studies teachers in particular--do to help students develop the knowledge, skills, and motivation to become engaged in civic life? Building Literacy

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in Social Studies addresses this question by presenting both the underlying concepts and the research-based techniques that teachers can use to engage students and build the skills they need to become successful readers, critical thinkers, and active citizens. The authors provide targeted

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strategies--including teaching models, graphic organizers, and step-by-step instructions--for activities such as *

- * Building vocabulary,
- * Developing textbook literacy skills,
- * Interpreting primary and secondary sources,
- * Applying critical thinking skills to newspapers and magazines, and *

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Evaluating Internet sources. Readers will also learn how to organize classrooms into models of democracy by creating learning communities that support literacy instruction, distribute authority, encourage cooperation, and increase accountability among students. Realistic scenarios depict a

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Areas My school teacher's
experience before and after
implementing the strategies in the
classroom, showing their potential to
make a significant difference in how
students respond to instruction. By
making literacy strategies a vital part
of content-area instruction, teachers

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not only help students better understand their schoolwork but also open students' eyes to the power that informed and engaged people have to change the world.

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How can linguistics help teachers of
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improve their instruction? What
specific competencies do ELLs need to
build in order to speak, listen, read,

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and write in a new language? Now revised and expanded with a broader view of literacy, this book has guided thousands of inservice and preservice teachers to understand the processes involved in second-language acquisition and help ELLs succeed. The authors explain relevant linguistic

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concepts with a focus on what works in today's diverse PreK-12 classrooms. Effective teaching strategies are illustrated with engaging classroom vignettes; the volume also features instructive discussion questions and a glossary. (First edition title: Teaching Reading to English Language

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suggestions from real teachers, vignettes, and examples and graphics illustrating linguistic concepts. *End-of-chapter "challenge questions" that inspire deeper reflection. *Coverage of timely topics, such as numeracy and the language innovations of text messages. This e-book edition features

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1.8 full-color figures. (Figures will appear in black and white on black-and-white e-readers).

This book by Judith
Langer—internationally known
scholar in literacy learning—examines
how people gain knowledge and

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Area Academically literate in the
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science, and social studies/history.

Based on extensive research, it offers
a new framework for conceptualizing
knowledge development (rather than
information collection), and explores
how one becomes literate in ways that

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mark "knowing" in a field. Langer identifies key principles for practice and demonstrates how the framework and the principles together can undergird highly successful instruction across the curriculum. With many examples from middle and high schools, this resource will help

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educators to plan and implement
engaging, exciting, and academically
successful programs.

How can linguistics help teachers of
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improve their instruction? What
specific competencies do ELLs need to

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build in order to speak, listen, read, and write in a new language? Now revised and expanded with a broader view of literacy, this book has guided thousands of inservice and preservice teachers to understand the processes involved in second-language acquisition and help ELLs succeed.

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The authors explain relevant linguistic concepts with a focus on what works in today's diverse PreK-12 classrooms. Effective teaching strategies are illustrated with engaging classroom vignettes; the volume also features instructive discussion questions and a glossary. (First edition title: Teaching

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Well established as a clear, comprehensive course text in five prior editions, this book has now been extensively revised, with a focus on disciplinary literacy. It offers a research-based framework for helping students in grades 6-12 learn to read,

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write, and communicate academic content and to develop the unique literacy, language, and problem-solving skills required by the different disciplines. In an engaging, conversational style, William G. Brozo presents effective instruction and assessment practices, illustrated with

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extended case studies and sample forms. Special attention is given to adaptations to support diverse populations, including English language learners. (Prior edition title: Content Literacy for Today's Adolescents, Fifth Edition.) New to This Edition: *Shift in focus to

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disciplinary literacy as well as general content-area learning. *Chapter on culturally and linguistically diverse learners. *Incorporates a decade of research and the goals of the Common Core State Standards. *Increased attention to academic vocabulary, English language learners, the use of

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technology, and multiple text sources, such as graphic novels and digital texts. *Pedagogical features: chapter-opening questions plus new case studies, classroom dialogues, practical examples, sample forms, and more.

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