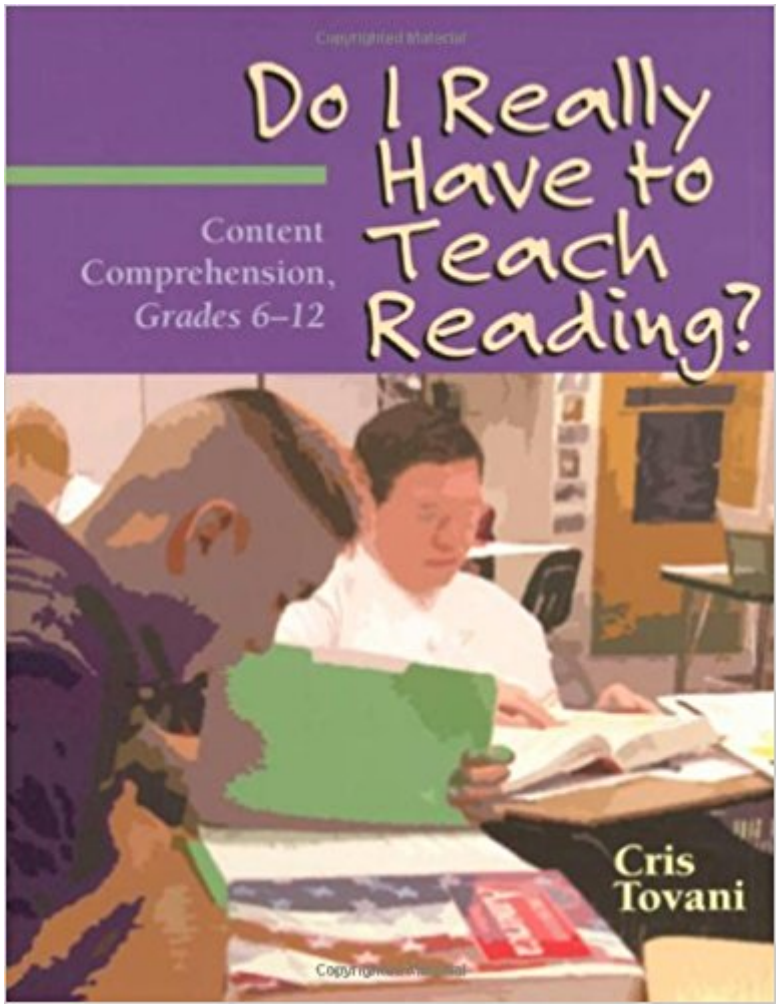
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Do I Really Have To Teach Reading?: Content Comprehension, Grades 6-12



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Synopsis

“Do I really have to teach reading? This is the question many teachers of adolescents are asking, wondering how they can possibly add a new element to an already overloaded curriculum. And most are finding that the answer is “yes. If they want their students to learn complex new concepts in different disciplines, they often have to help their students become better readers.Building on the experiences gained in her own language arts classroom as well as those of colleagues in different disciplines, Cris Tovani, author of I Read It, but I Don’t Get It, takes on the challenge of helping students apply reading comprehension strategies in any subject. In Do I Really Have to Teach Reading?, Cris shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts. The book includes: examples of how teachers can model their reading process for students;ideas for supplementing and enhancing the use of required textbooks;detailed descriptions of specific strategies taught in context;stories from different high school classrooms to show how reading instruction varies according to content;samples of student work, including both struggling readers and college-bound seniors;a variety of “comprehension constructors : guides designed to help students recognize and capture their thinking in writing while reading; guidance on assessing students;tips for balancing content and reading instruction.Cris’s humor, honesty, and willingness to share her own struggles as a teacher make this a unique take on content reading instruction that will be valuable to reading teachers as well as content specialists.

Book Information

Paperback: 144 pages

Publisher: Stenhouse Publishers; 1 edition (January 1, 2004)

Language: English

ISBN-10: 1571103767

ISBN-13: 978-1571103765

Product Dimensions: 7.4 x 0.4 x 9.2 inches

Shipping Weight: 9.6 ounces (View shipping rates and policies)

Average Customer Review: 4.6 out of 5 stars 57 customer reviews

Best Sellers Rank: #17,472 in Books (See Top 100 in Books) #31 inÃ Â Books > Textbooks > Education > Secondary Education #78 inÃ Â Books > Textbooks > Education > Elementary Education #110 inÃ Â Books > Education & Teaching > Schools & Teaching > Instruction Methods > Reading & Phonics

Customer Reviews

’All in all, Tovani has written a nicely approachable book that practices what she preaches. Do I Really Have to Teach Reading isn’t just about teaching students, but about teaching ourselves.’ --Education Review’A wonderful resource.’ --School Library Journal

Cris Tovani taught first grade to seniors for 31 years. Her entire career has been spent trying to figure out the Ã¢â ¬Å“knowing-doingÃ¢â ¬Â• gap. Researchers tell teachers what they should be doing but actually doing it with 125+ students is a whole new ball game. Throughout her career, Cris has tried to take reading and writing research and apply it to all levels of learners. She loves sharing her success and failures with colleagues around the world so they too, can better serve students.Cris most recently worked with secondary English language learners from a high poverty district in Colorado that was in its fourth year of turnaround. Currently, Cris is facilitating literacy labs in several different states to promote collaboration among colleagues. In addition, she has the pleasure of working with administrators to build their background knowledge on best practices so they are able to give teachers useful feedback about instruction.Cris is a internationally known consultant focusing on issues of reading, content comprehension and assessment in secondary classrooms. She has been an adjunct professor and is the author of four books:Ã Â I Read it but I DonÃ¢â ¬â„¢t Get It,Ã Â Do I Really Have to Teach Reading?,Ã Â So, What do They Really Know?Ã Â AndÃ Â No More Telling as Teaching:Ã Â Less Lecture, More Engaged Learning.

If you have read Tovani’s book, I Can Read, But I Don’t Get it, then you will love this book. Here she discusses how to incorporate reading into all content areas to increase student learning and understanding.

This book addresses the question posed in its title: do teachers of content other than language arts really need to teach their students how to read in their content areas? Not surprisingly, the author’s answer to that question is a resounding "yes". Somewhat surprisingly, she makes a good enough case for that answer that many if not most readers of the book will be persuaded.Reading a math textbook (or other math instructional material) or science, or history, or even industrial arts, all require different skills than reading a novel, and for the most part, different from each other. Each content area has its own jargon, its own standard methods of expressing its concepts, and its own priorities in terms of what students need to be looking for when they read. A student who is a good reader of literature may or may not be able to figure out, on their own, how to transfer those skills to

the reading of other content areas. Some will manage it, others will need explicit instruction. It is the job of the teachers of those content areas to make sure that their students are given that explicit instruction. Some strategies and skills will have value for several areas; some may even apply across the board. But it’s important for teachers to help students see how reading in their particular content areas differs from reading elsewhere, and what strategies will NOT apply. It seems obvious to say that looking for plot, characterization, and symbolism, while helpful in the reading of literature, will not be of any use in reading a math or science text, and students probably would not consciously do so. But if that’s how they’re used to approaching a reading assignment, they may find that they have no skills to replace those with in order to make sense of their assignment; they may not be aware that that lack is what is making the reading difficult. That’s where explicit instruction comes in: point out to them how they are used to reading and the obvious ineffectiveness of those skills to the job at hand, and then give them some suggestions of approaches to replace those with.This is the gist of this book, and it’s a very good point that needs to be made. What’s more, the book is written in a very accessible, conversational style, with a minimum of ed-psych jargon. It contains many helpful suggestions of ways to help struggling readers, both in general and in regard to specific content areas. Highly recommended.

I was worried the book would take forever to read since I am being required to read by my principal. It took me less than 2 days to read, highlight, and take notes to complete the book. What I found most interesting about the book is that I already use some of the techniques suggested in the book. I teach a Career and Technology class at the lowest socio economic high school in our district. I started there 3 years ago, bringing 18 years of teaching experience. I realized then that our students didn’t have the reading skills, nor the vocabulary to be successful in my class. So I selected articles related to the current subject, had students highlight terms they didn’t know, define the terms, then as a class we read the article out loud. As we read, we define the terms and explain in more simple terms so students can understand. My favorite response from a student "I wish they had taught me this strategy in the 4th grade, I would be a much better reader today". It breaks my heart we are still getting students in high school that can not read. Makes me question what is happening in elementary and middle school. The usual response from students "we only practice for the test".

Thoughtful. Practical. Being good readers probably resulted in many of us becoming teachers. The downside of that is that we have practiced the habits of good readers automatically since we were little. Cris Tovani breaks things down so that we can reflect on what we do when we read and make

that explicit for our students. Everyone talks about the need to teach critical thinking. Teaching reading -not just scanning the words, but really reading: making connections, reflecting on causes, making predictions- is, if not THE answer to the question "Yes, I need to teach critical thinking, but how?", certainly a real and practical step in the right direction. I don't do everything the way she does and that is not the author's intent. I am not yet the expert teacher that I want to be, but after ten years in front of the classroom, I can honestly say that I am better able to serve my students thanks to the ideas presented in and generated by reading this book.

I purchased this book a couple months ago and devoured it within a few days' time. As an aspiring teacher, I'm always looking for strategies to use with my future students. Tovani is full of practical and effective reading comprehension strategies that are adaptable for a number of purposes in any content classroom. I feel certain this will be one of my go-to books for lesson planning!

This text was required for an online class I took. I loved the convenience of being able to order it from and have it instantly on my Kindle! Also, having the choice to rent or buy on many textbooks is an awesome option to save some money. Once the rental period is up, you usually have the option to purchase the text and get credit for the amount you paid to rent it. So if you decide you want to keep it you don't end up paying both the rental and purchase prices!

I don't really remember ordering this book. I vaguely remember it among my teaching material. I haven't read it but my friend who teaches reading to children and coaches other content area teachers to teach to read from each subject area attests that it is very good reading with helpful techniques over the the theoretical.

Bought this book for a content literacy teaching class. Of course my assumption was that it was yet another useless book A lot of the methods recommended could be adapted for my subject. The author did use a lot of science (my subject) as well as a variety of subject examples throughout the book. I was surprised that this book was really helpful in pointing out easy ways to help students become more literate even when the course is unrelated to literature.

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