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The Reading Teacher (RT) provides the latest peer-reviewed, research-based best practices to literacy educators working with children up to age 12. RT ' s classroom-ready articles cover topics from curriculum, instruction, and assessment to strategies for teaching diverse populations of literacy learners. [LATEST ISSUE >](#)

The Reading Teacher - Wiley Online Library

Description: The Reading Teacher is a peer-reviewed journal serving teachers and literacy professionals interested in the teaching of reading to children in the elementary classroom. The journal offers teaching tips, application of research to classroom practice, thought-provoking commentaries, book and resources reviews, and more.

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Journal Overview. The Reading Teacher (RT) provides the latest peer-reviewed, research-based best practices to literacy educators working with children up to age 12. RT ' s classroom-ready articles cover topics from curriculum, instruction, and assessment to strategies for teaching diverse populations of literacy learners.

The Reading Teacher

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Journal description For more than 50 years, The Reading Teacher has been the first choice of literacy professionals who teach children from preschool to age 12. Whether you work with the youngest...

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The Reading Teacher September/October 2020 Volume 74, Number 2 FROM THE EDITORS. Making Sense of Research. THE INSIDE TRACK. The Science of Reading: Making Sense of Research Timothy Shanahan. FEATURE ARTICLES. Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read-Alouds to Promote Translanguaging Sandra ...

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The Reading Teacher: Vol 74, No 2

The most popular journal for educators of literacy learners up to age 12, offering high-quality, evidence-based teaching tips and ideas plus the teacher perspective. Editors. The Reading Teacher is currently edited by Jan Lacina and Robin Griffith (Vols. 70 – 74), who are working alongside the incoming editor team of Tanya Wright, Patricia Edwards, Laura Tortorelli, Luc í a C á rdenas Curiel, and Shireen Al-Adeimi (Vols. 75 – 77).

Journals | International Literacy Association

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The mission of the Journal of Teacher Education, the flagship journal of AACTE, is to serve as a research forum for a diverse group of scholars invested in the preparation and continued support of teachers who can have a significant voice in discussions and decision-making.

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The Journal welcomes papers on the learning, teaching, and use of literacy in adults or children in a variety of contexts, with a particular focus on psychological and educational approaches. The Journal encourages papers within any research paradigm and from researchers in any relevant field. The Journal of Research in Reading is published for the United Kingdom Literacy Association.

Journal of Research in Reading - Wiley Online Library

Teacher is excited to be the media partner for a novel research project working to understand Australian teachers' perspectives about enterprise education. Find out more in today's article.

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The International Journal of Educational Research publishes research manuscripts in the field of education. Work must be of a quality and context that the Editorial Board think would be of interest to an international readership. The aims and scope of the journals are to:

- Provide a journal that reports research on topics that are of international significance across educational contexts

International Journal of Educational Research - Elsevier

Tensions Over Islam's Place in French Society Escalate After Teacher's Death The government launches a campaign against 'Islamic separatism'; Muslim groups say they are stigmatized

This volume discusses the aesthetic and cognitive challenges of modern picturebooks from different countries, such as Denmark, France, Germany, Norway, Spain, Sweden, United Kingdom, and USA. The overarching issue concerns the mutual relationship between representation and narration by means of the picturebooks' multimodal character. Moreover, this volume includes the main lines of debate and approaches to picturebooks by international leading researchers in the field. Topics covered are the impact of paratexts and intertextual allusions, the relationship between artists' books, crossover picturebooks, and picturebooks for adults, the narrative defiance of wordless picturebooks, the representation of emotions in images and text, and the depiction of hybrid characters in picturebooks. The enlargement of the picturebook corpus beyond an Anglo-American picturebook canon opens up new horizons and highlights the diverging styles and genre shifts in modern picturebooks. This tendency also demonstrates the influence of specific authors and illustrators on the appreciation of the picturebook genre, as in the case of Astrid Lindgren's picturebooks and the picturebooks created by renowned illustrators, such as Anthony Browne, Wolf Erlbruch, Stian Hole, and Bruno Munari. This book will be the definite contribution to contemporary picturebook research for many years to come.

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. Preparing Teachers also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

Collects thirty-two articles for teachers of struggling readers, covering such topics as literacy interventions, diverse student needs, motivation and ownership, reading for meaning, accuracy and fluency, and family and community collaboration.

Online education has become a prevalent means of program and course delivery, especially within teacher education programs. However, the lack of preparation in online design is concerning, especially in the field of teacher education where the focus is preparing preservice and practicing teachers to implement effective, evidence-based instructional strategies. Effective Practices in Online Teacher Preparation for Literacy Educators is an essential scholarly resource that shares innovative ideas for translating face-to-face reading/literacy specialist preparation into effective online instruction for courses in literacy education. Highlighting various topics such as instructional design, teacher education, and literacy assessment, this book is ideal for instructors, curriculum developers, instructional designers, IT specialists, education professionals, instructors, administrators, academicians, and researchers.

The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading. Edited by well-respected senior figures in the field.

Distance learning has existed in some form for centuries, but modern technologies have allowed students and teachers to connect directly, no matter what their location, using the internet and mobile devices. Mobile Pedagogy and Perspectives on Teaching and Learning explores the tools and techniques that enable educators to leverage wireless applications and social networks to improve learning outcomes and provide creative ways to increase access to educational resources. This publication is designed to help educators and students at every level optimize the use of mobile learning resources to enhance educational experience and improve the effectiveness of the learning process regardless of physical location.

Teaching English language arts at grades K-5 is both a science and an art. Educators must teach literacy skills and content with best practices, while also keeping focus on each student's individual needs. They are challenged to monitor students working independently while also conducting small group instruction. And they must focus on providing differentiated support with a rather complicated text. With increased attention to rigor, requirements, and personalized instruction, it can be a challenge to make sure all students are receiving instruction that is just right. Comprehensive Literacy Basics: An Anthology by Capstone Professional contains useful tips to support educators. Chapters focus on each part of the literacy and language arts block, including whole group, small group, writing, and differentiation. A collection of expert authors specializing in literacy and language arts instruction contributed chapters to the book. The quick tips and suggestions within will reinforce current practices while providing an invaluable go-to reference.

This authoritative book covers qualities and practices of engaged readers; practices for elementary, middle, and high school classrooms; the influence of family literacy beliefs and interactions; the range of methodologies used by literacy researchers; and policy implications of the engagement perspective."--BOOK JACKET.

Building Academic Literacy: An Anthology for Reading Apprenticeship is a volume for middle and high school students addressing the topic of literacy and the important role it plays in our lives. Featuring lively and provocative essays, journalistic writings, and poetry as well as inspiring personal stories, the anthology offers a broad range of cultural and historical perspectives on the following themes: Literacy and Identity: The different ways people see themselves as readers. Literacy and Power: How reading and writing can open doors in our lives. How We Read: The different ways our minds work as we try to understand what we read. Breaking Codes: Our need to navigate unfamiliar types of texts.

"Subject Areas/ Keywords: assessments, decoding, elementary, English language learners, fluency, literacy instruction, oral reading, primary grades, prosody, reading comprehension, reading expressiveness, reading methods, secondary, struggling readers Description: This accessible guide brings together well-known authorities to examine what reading fluency is and how it can best be taught. Teachers get a clear, practical roadmap for navigating the often confusing terrain of this crucial aspect of balanced literacy instruction. Innovative approaches to instruction and assessment are described and illustrated with vivid examples from K-12 classrooms. The book debunks common misconceptions about fluency and clarifies its key role in comprehension. Effective practices are presented for developing fluency in specific populations, including English language learners, adolescents, and struggling readers"--

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