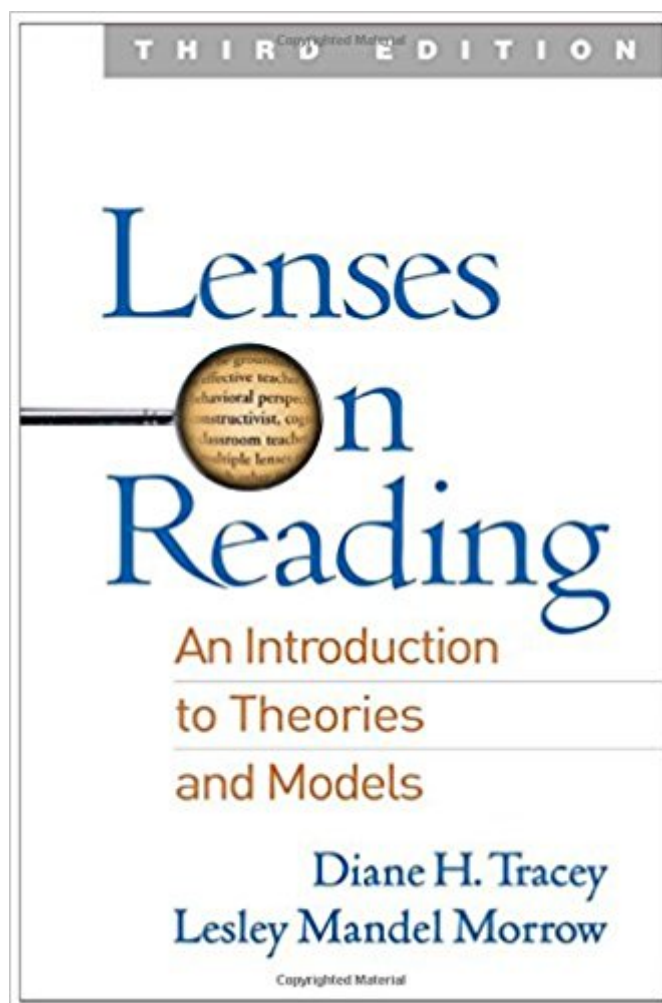


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Lenses On Reading, Third Edition: An Introduction To Theories And Models



Synopsis

Widely adopted as an ideal introduction to the major models of reading, this text guides students to understand and facilitate children's literacy development. Coverage encompasses the full range of theories that have informed reading instruction and research, from classical thinking to cutting-edge cognitive, social learning, physiological, and affective perspectives. Readers learn how theory shapes instructional decision making and how to critically evaluate the assumptions and beliefs that underlie their own teaching. Pedagogical features include framing and discussion questions, learning activities, teacher anecdotes, classroom applications, and examples of research studies grounded in each approach. **New to This Edition** *Chapter on physiological foundations of reading development, including the impact of nutrition, sleep, and exercise. *Chapter on affective/emotional perspectives, such as the role of engagement and teacher-student relationships. *Additional social learning perspectives: Critical Race Theory and Multiliteracies Theory. *All chapters updated with the latest research; many new teacher anecdotes added.

Book Information

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Customer Reviews

"The third edition of this text raises the bar. The authors have captured our field's historical and present-day understanding of the behavioral, cognitive, and sociocultural influences on reading development. Content on neuroscience represents the leading edge of reading research and is not to be missed. This indispensable book belongs on the desk of every reading researcher and in the collection of every graduate student of reading."--Nancy Frey, PhD, Professor of Educational

Leadership, San Diego State University "The balance of theoretical explanations, research ideas, classroom applications, and teacher anecdotes makes this an ideal text for introductory graduate courses in literacy research and methods. Adding to the robust overview of theories and models, new chapters in the third edition examine the critical yet often hidden roles of physiology and affect in literacy learning and achievement. The addition of Critical Race Theory and Multiliteracies Theory to the chapter on social learning theories also provides essential perspectives."--Janice F. Almasi, PhD, Carol Lee Robertson Endowed Professor of Literacy Education, University of Kentucky "The third edition of Lenses on Reading invites teachers to deepen their understanding of theories and models of reading in order to gain perspective and ground their work. What is unique about this text is the way the authors provide clear and insightful implications for practice and research. I have used prior editions in graduate classes for over a decade, and my students consistently give the text high marks for helping them understand why theory is so important and how it shapes our practices. I absolutely love this book and think it has had a significant impact on our field."--Linda B. Gambrell, PhD, Distinguished Professor of Education, Clemson University

Diane H. Tracey, EdD, is Professor of Education at Kean University. She has written widely on topics related to literacy achievement and is an active presenter at local, state, and national conferences. Dr. Tracey has served as Secretary of the Literacy Research Association and on the editorial review boards of the Journal of Literacy Research, The Reading Teacher, the National Reading Conference Yearbook, and Education and Urban Society. Currently she is coeditor of the Journal of School Connections. Dr. Tracey is a recipient of Kean University's Presidential Scholars Challenge Award. Prior to her work at the university level, she was an early childhood educator and a research assistant on a large, federally funded grant project studying children's reading disabilities. Dr. Tracey is also a graduate student at the Center for Modern Psychoanalytic Studies, training to become a modern psychoanalyst. Lesley Mandel Morrow, PhD, is Distinguished Professor and Director of the Center for Literacy Development at the Graduate School of Education at Rutgers, The State University of New Jersey. A former classroom teacher and reading specialist, her research deals with multiple topics in early literacy development. Dr. Morrow has more than 300 publications, including journal articles, chapters, monographs, and books. She is a recipient of Excellence in Research, Teaching, and Service awards from Rutgers; the Outstanding Teacher Educator in Reading Award, the Special Service Award, and the William S. Gray Citation of Merit from the International Literacy Association (ILA); the Alumni Award for Outstanding Achievement from Fordham University; and the Oscar S. Causey Award from the

Literacy Research Association. Dr. Morrow has served as president of both the ILA and the Reading Hall of Fame. ã ã ã ã

I cannot say enough about this book. It is well-organized, well-written and very informative. This book makes an invaluable contribution to the field of reading. Kudos!!!!!! Anyone interested in understanding the theoretical underpinnings of reading should own this book!

This is a good book for your professional library if you are an educator.

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