



Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures (2nd Edition)

By Norman Unrau

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Through this strategy-driven, theory-based text, content-area teachers gain a thorough understanding of the fundamental role that reading and writing play in content-area learning. Unique to this text is the attention paid to helping teachers understand how the high school cultures students belong to affect their view of literacy and learning. The author effectively guides readers to ways they can identify and address school cultures and make literacy in content learning, relevant to students. The author offers step-by-step approaches to gauge student literacy, build vocabulary, and implement instruction that improves comprehension, encourages critical reading, supports writing for learning, and facilitates collaboration for literacy development.

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Editorial Review

Review

"I love this Content Area Reading/Writing text, especially because it's the only one with an entire chapter on motivation! Also I appreciate the author's attention to the reading process, the user-friendliness of the book in general (as with step-by-step directions), and the research base." -Carol J. Delaney, Ph.D., of Texas State University

From the Back Cover

This theory-based, strategy-driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching. Chapters on assessment, motivation, struggling readers, aligning standards with strategies and assessment, and a constant focus on diversity set this text apart. Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text.

SPECIAL FEATURES INCLUDE:

- Step-by-Step features, which precisely explain a strategy's implementation.
- Plenty of simple and effective strategies for assessing and addressing students' reading capabilities.
- A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards.
- An abundance of student work samples to fully illustrate chapter concepts, strategies, and effective teaching.
- A Companion Website, available at www.prenhall.com/unrau, containing self-assessments, web links, and classroom video footage to round out content comprehension.

About the Author

Norman Unrau is a Professor at California State University, Los Angeles, in the Division of Curriculum and Instruction, where he teaches a course to beginning teachers that addresses literacy and learning in content classrooms. He also serves as Coordinator of the MA in Education with a focus on middle and high school curriculum and instruction and facilitates MA candidates' pursuit of certification by the National Board for Professional Teaching Standards. He served as editor of the *Journal of Adolescent and Adult Literacy*, a publication of the International Reading Association for educators interested in the development of students' reading and writing. For several years he served as a University Coach to develop literacy and learning in a large urban middle school in the Los Angeles Unified School District.

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Christopher Jaeger:

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Manuel Porter:

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Martin Herrin:

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