



What Research Has to Say About Reading Instruction

Alan E. Farstrup, S. Jay Samuels

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The third edition of this respected volume provides current research along with instructional implications that reflect the rapidly evolving professional context in which the research is used. Educators will find information on how to teach students to read based on evidence from a broad base of effective, well-designed research. Topics have been updated and added to better reflect current thinking in the field and address issues that have come to national and international attention for a number of reasons, including the recently released U.S. National Reading Panel report. The editors maintain a balance among theory, research, and effective classroom practice without presenting a formulaic view of good instruction or overly theoretical discussions in which practical applications of research findings are not adequately explored. The 17 chapters focus on research related to early reading instruction, phonemic awareness, comprehension, and many other topics. Each chapter concludes with "Questions for Discussion" to encourage reflection on the topics discussed. Teacher educators will find this volume to be a valuable tool for preservice teacher preparation as well as graduate level courses. The professional development community, school administrators, and policymakers will also find it to be an indispensable resource as they seek to implement programs consistent with rapidly emerging legislative and policy mandates.

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