

1. Record Nr.	UNINA9910963673503321
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Titolo	Creating literacy-rich schools for adolescents / / Gay Ivey, Douglas Fisher
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision and Curriculum Development, c2006
ISBN	9786610933334 9781416618386 1416618384 9781416603849 1416603840 9781280933332 128093333X 9781416603863 1416603867
Descrizione fisica	xviii, 154 p
Altri autori (Persone)	FisherDouglas <1965->
Disciplina	428.40712
Soggetti	Reading (Secondary) Education - Methodology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Foreword by Donna Ogle -- Overture -- Introduction: Adolescent Literacy in Perspective -- Reading and Writing in English Classes -- Transportable and Transparent Strategies for Content Literacy Instruction -- Time Spent "Just Reading": A Nonnegotiable -- Interventions and Support for Struggling Adolescents -- Leadership and Schoolwide Support for Literacy -- Coda: A Student's Perspective on Improving Adolescent Literacy -- Appendix A: A Call to Action -- Appendix B: Adolescent Literacy -- References -- Index -- About the Authors.
Sommario/riassunto	We know that literacy is the key to learning in school, yet millions of middle and high school students lack the literacy skills they need to succeed. What can educators do? In Creating Literacy-Rich Schools for

Adolescents , authors Gay Ivey and Douglas Fisher make a compelling case that all teachers--across the content areas--have a role to play in students' development of literacy, which they define as reading, writing, speaking, listening, and viewing. Rather than focusing solely on reading instruction and the cliche that says "all teachers are teachers of reading," they urge teachers to incorporate rich literacy-based learning experiences into their classrooms, with the goal of helping students to learn and think across the curriculum. With research-based findings, engaging examples, and extensive lists of resources, Ivey and Fisher encourage readers to * Reexamine the materials, experiences, and expectations of the English/language arts classroom; * Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook; * Make independent reading an important part of students' ongoing literacy development; * Design and use interventions that really work for struggling students; and * Consider the schoolwide elements--professional development, peer coaching, leadership, and assessment--that should be in place to support teachers and students. Essential questions provide the focus for each chapter, and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students. Creating Literacy-Rich Schools for Adolescents will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable.
