



## Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms (7th Edition)

By Donna E. Alvermann, Victoria R. Gillis, Stephen F. Phelps

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In this authoritative, highly-respected best seller, pre- and in-service teachers get a wealth of strategies and ideas for teaching content area literacy in an era of high accountability. In-depth attention to the needs of students from diverse cultural and linguistic backgrounds is integrated throughout and the guide features a presentation of a wide scope of topics and examples, research-based information, and an accessible writing style. The ideas the trusted authors present are backed by research, tested in real classrooms, and designed to help teachers apply what is useful to their own particular disciplines, making *Content Area Reading and Literacy* the ideal guide to using reading, writing, and literature effectively to teach in the content areas.

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## **Editorial Review**

From the Back Cover

A continuing best-seller, this highly respected text prepares current and future middle and secondary educators to teach content area literacy in an era of high accountability—while providing in-depth, integrated attention to the needs of students from diverse cultural and linguistic backgrounds.

Long appreciated for its scope of topics and examples, research-based information, and accessible writing style, the seventh edition of this book includes up-to-date information to help teachers address the literacy needs of English learners in their classrooms and today's culturally diverse student population, while also addressing new frameworks for reading and writing instruction, including a sociocultural perspective on teaching and learning and insights from the New Literacies.

The ideas the authors, trusted experts in the field, present are backed by research, tested in real classrooms, and designed to help teachers apply what is useful to their own particular disciplines. The ideas they share—both new and from previous editions—were picked with respect for diversity in language, culture, and social environment.

*Exciting changes to the new Seventh Edition include:*

- **Practical help for focusing on the most important ideas in the text** through Essential Questions that begin each chapter and help frame readers' attention
- **Additional help for organizing the principles and strategies presented in the text** through the unique *Learning Cycle* tool
- **Ideas to help teachers in math, science, social studies, fine arts, and physical education assess resources in their own professional journals** through suggested readings
- **A revised chapter on assessment** that enables readers to better construct conditional knowledge of assessment strategies.
- **And increased attention to such critical areas as:**
  - The **disciplinary literacies associated with vocabulary development and comprehension** in a wider variety of disciplines, including fine arts and physical education
  - Disciplinary ways of thinking following **Hal Herber's principle of "content determines process"**
  - **English language (EL) learners**
  - **New literacies for the twenty-first century**, including activities for use in both traditional and online classrooms
  - **Multimodal texts**
  - **Adaptations of well-known strategies** to address disciplinary ways of thinking and reading
  - **Updated technology tips with URLs for videos** that enhance comprehension and critical thinking
  - Updated tips for teaching **readers who struggle to read their assignments**

About the Author

**Donna E. Alvermann** is University of Georgia-appointed Distinguished Research Professor of Language

and Literacy Education. Formerly a classroom teacher in Texas and New York, her research focuses on literacy instruction across the disciplines. Her co-authored/edited books include *Reconceptualizing the Literacies in Adolescents' Lives* (3<sup>rd</sup> ed.); *Bridging the Literacy Achievement Gap, Grades 4–12*; and *Adolescents and Literacies in a Digital World*. Past President of the National Reading Conference (NRC), she serves on the Adolescent Literacy Advisory Group of the Alliance for Excellent Education. She was elected to the Reading Hall of Fame in 1999, and is the recipient of NRC's Oscar Causey Award for Outstanding Contributions to Reading Research, College Reading Association's Laureate Award, and the American Reading Forum's and NRC's two service awards. In 2006, she was awarded the International Reading Association's William S. Gray Citation of Merit.

**Victoria Ridgeway Gillis** graduated from North Georgia College with a BS in Biology and from Emory University with an MAT in Secondary Science Education. She taught science courses including life science, chemistry, physics, and physical science in Georgia, Florida, and South Carolina. In the early 1970s, she encountered the ideas and concepts in content area reading and tried them in her classroom. Her success in using those strategies led her to return to graduate school after 20 years in the classroom to complete her Ph.D. at the University of Georgia in 1994. Victoria taught graduate and undergraduate disciplinary literacy courses at Clemson University for 20 years. She is currently Professor and Wyoming Excellence Chair in Literacy Education in the College of Education at the University of Wyoming.

**Stephen Phelps** is professor emeritus of Elementary Education and Reading at Buffalo State College. In his 30 years at Buffalo State, he taught a wide range of literacy methods courses at the undergraduate and graduate levels and was coordinator of the graduate literacy specialist program. His research interests include the preparation of teachers to work in urban schools and sociocultural influences on literacy acquisition and achievement.

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