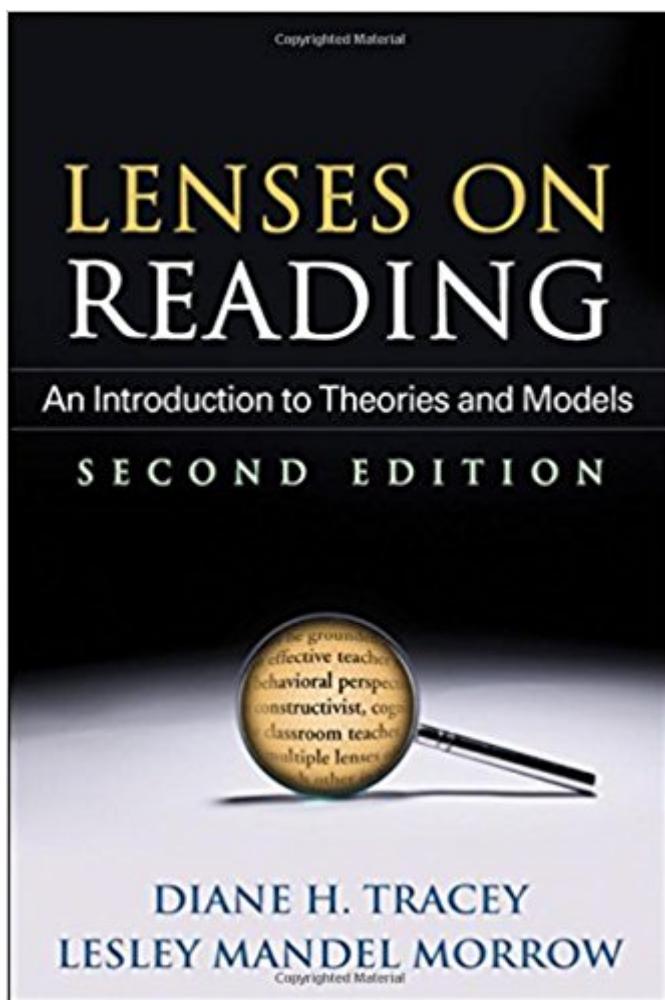


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Lenses On Reading, Second Edition: An Introduction To Theories And Models



Synopsis

This widely adopted text explores key theories and models that frame reading instruction and research. Readers learn why theory matters in designing and implementing high-quality instruction and research; how to critically evaluate the assumptions and beliefs that guide their own work; and what can be gained by looking at reading through multiple theoretical lenses. For each theoretical model, classroom applications are brought to life with engaging vignettes and teacher reflections. Research applications are discussed and illustrated with descriptions of exemplary studies. [®] ^{New to This Edition}Current developments in theory, research, and instructional practices. ^{*}Useful pedagogical features in every chapter: framing questions, discussion ideas, and learning activities. ^{*}Classroom applications give increased attention to English language learners and technology integration. ^{*}Coverage of additional theories (Third Space Theory) and theorists (Bakhtin and Bourdieu). [®]

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Customer Reviews

"Lenses on Reading is a unique text for our field. It introduces important theoretical perspectives and helps readers learn to apply them to real classroom situations. I have used the first edition in my teaching and look forward to using the second edition. Exciting additions to the second edition include learning activities in every chapter that students can use to deepen their understanding of the theoretical perspectives presented. I am grateful to the authors for developing this valuable text."--Nell K. Duke, EdD, Professor of Language, Literacy, and Culture, University of

Michigan"Tracey and Morrow have accomplished the seemingly impossible--to pair intellectually rigorous theoretical perspectives on reading with engaging and authentic classroom examples. The examples are not just window dressing; they bring the theories and models to life. The scope of this text is breathtaking, from the emergence of reading in human history to the construct of third space and its implications for educators in a postmodern world. Nothing is sacrificed as the authors mine the depths of the theories and models to illuminate the details of each. This will be a valued volume on my bookshelf, and one I will return to again and again."--Nancy Frey, PhD, School of Teacher Education, San Diego State University"An indispensable resource for graduate students in reading education who are striving to understand the relationships among theory, research, and effective instructional practices. The text provides a framework for understanding theories and models in terms of their historical context, as well as current interpretations, and includes classroom applications and vignettes. Students are encouraged to critically examine current practices and their theoretical foundations as they prepare for roles as literacy leaders. The framing questions and review questions in each chapter are a helpful new feature of the second edition."--Susan L. Massey, PhD, Department of Curriculum and Instruction, Western Illinois University"Tracey and Morrow once again have done a great service for both teachers and researchers by demonstrating that we are not nearly as far apart from one another as our rhetoric sometimes suggests. Indeed, as this book shows, we really need one another to ensure a healthy link between theory and practice. This book is important reading for all of us--teachers, researchers, teacher educators--in the field of literacy."--P. David Pearson, PhD, Graduate School of Education, University of California, Berkeley

À Diane H. Tracey, EdD, is Professor of Education at Kean University, where she teaches graduate classes to students planning to become reading specialists. She has written widely on topics related to literacy achievement and is an active presenter at national, state, and local conferences. Dr. Tracey currently serves as Secretary of the Literacy Research Association and coeditor of *Journal of School Connections*. She is a recipient of Kean University's Presidential Scholars Challenge Award. Dr. Tracey is also a literacy coach for New Jersey school districts and a literacy consultant for educational software and publishing companies. À Lesley Mandel Morrow, PhD, holds the rank of Professor II in the Graduate School of Education at Rutgers, The State University of New Jersey. Her research deals with early literacy development and the organization and management of language arts programs. Dr. Morrow has published more than 300 journal articles, chapters, and books. Her work has been recognized with awards including the Outstanding Teacher Educator in Reading Award and the William S. Gray Citation of Merit from the International

Reading Association (IRA), and the Oscar S. Causey Award from the Literacy Research Association. Dr. Morrow is past president of the IRA and is a member of the Reading Hall of Fame.

Must have book for any educator interested in learning about theories in education. I absolutely love this book!

A very concise review or educational theory throughout the ages. This is a must read for any teacher, regardless of their service status. This text will help you as a teacher to realize some of the rational behind your methods and pedagogy while presenting opportunities to observe the philosophy in a classroom context.

Great seller, Great product

An excellent book for reading specialist or administration. It reflects the historical psychological theories and how they connect to the classroom. It allows for you to reflect on your current teaching practices and the internal processes of students metacognition of reading strategies. This book does an excellent job of interweaving psychology theories with theoretical approaches along with classroom ideas and examples.

Considering the subject matter it is well written and easier to comprehend than most scholarly theoretical foundations books or writings so in that respect I highly recommend it. It was purchased for a masters level foundations in reading course at the university. I am not sure how often I would refer to it beyond the academic references to theory in our practice. However, as I stated it is much easier to understand than some of the journal articles about theoretical principles and it is neatly arranged for ease of study and research.

Excellent book on reading theories. Teacher anecdotes aide future and current teachers on how to implement these theories in their classrooms. Overall, great book worth purchasing.

This book is loaded with useful information on reading theories and models! Dr. Tracey did an outstanding job with including examples to real life situations which made the book really interesting and easy to read and understand! I also liked the fact that the book was a small and soft cover book

which made it easy to carry!

Clear information about the way one thinks and respond to their lives and environment.

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