



Teaching Reading in the 21st Century (with MyEducationLab) (5th Edition)

By Michael F. Graves, Connie F. Juel, Bonnie B. Graves, Peter F. Dewitz

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Informed by the latest research on topics ranging from phonemic awareness and phonics to teaching comprehension strategies, motivation, and assessment, this text provides the knowledge base, skills, and research-based *strategies* that you need to guide K-8 students successfully toward literacy for the 21st century—using reading and writing for thinking, problem solving, and communicating. Principal themes include balancing phonemic skills with more holistic approaches; fostering the love of reading; and successfully teaching all students to become able and eager readers.

- **Motivating Struggling Readers features** provide real-life examples of research-based strategies in action that help make reading exciting for all learners.
- **Motivating Children with Technology features** provide access to technological resources related to chapter concepts and explain why a technology-based approach can sometimes be more motivating for students than a traditional approach.
- **Differentiating Instruction for English Language Learners features** provide guidance on how to successfully teach English language learners in a classroom of native speakers.

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About the Author

Michael F. Graves is Professor of Literacy Education, Emeritus at the University of Minnesota and a member of the IRA Reading Hall of Fame. Mike taught in the upper grades, and his research and writing focus on such matters as vocabulary, comprehension, and higher-order thinking. His current major research efforts are with IES-funded research and development projects on teaching a basic vocabulary and on teaching word-learning strategies.

Connie Juel is Professor of Education at Stanford University and a member of the IRA Reading Hall of Fame. Connie taught in the primary grades, and her research and writing focus on such matters as phonemic

awareness, phonics, and word study. Her current research centers on the effects of early elementary school instruction and specific interventions on literacy and language growth.

Bonnie B. Graves is a full-time education writer and the author of 15 books for children. Bonnie taught in third and fourth grades, and her major interests are making literature enticing and accessible to beginning and middle-grades learners. In addition to writing, Bonnie currently spends time working with children, teachers, and other educators on children's writing.

Peter Dewitz is an educational consultant and researcher. He has worked with districts across the country to improve reading achievement and brings this real world experience to Teaching Reading in the 21st Century. He has been a professor at the University of Virginia and the University of Toledo where he taught courses on reading comprehension and reading disorders. He writes and researches about comprehension instruction and most recently on the process of evaluating, selecting and using core reading programs.

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