
Preface

As education has moved in the direction of a more systematic, standards-based standardized assessment approach, I have become very concerned about how this approach affects students' ability to learn. Does it assist them in learning more in-depth, complex content? Does this type of education contribute to students' active engagement in the learning process? I am not convinced that this is happening.

I direct a Reading Certificate program at the University of California, Riverside, and have had numerous opportunities to observe teachers teaching reading. As I have sat in their classrooms, I have become concerned that some teachers teach directly from publishers' materials without providing any augmented materials to assist those students who need more individualized, differentiated instruction. I have also noticed that some children can decode words very effectively, but do not know what these words mean and are unable to identify sight words.

This book has evolved from these observations and from the national and state discussions of the advantages and disadvantages of teaching through phonics-driven or literature-based approaches to reading. My deep commitment to education continues to focus on how the educational system can provide effective opportunities for all students to become engaged, successful learners. I believe we need to examine what approach for teaching reading is the most effective for all learners.

This book explores current research on the brain in reference to reading, the process for teaching children how to read, methods for integrating multiple intelligences into teaching reading, and strategies for teaching English language learners to read. A multifaceted, integrated approach is presented as a means for ensuring all students are given opportunities to learn to read.

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This book has been written with a sincere desire for everyone involved in the educational process to refocus their efforts and energies on ways we can more effectively ensure that all our students are provided fair and equitable opportunities to reach their highest academic potential. The educational process must stop putting so many barricades in the way of student learning and must acknowledge that students learn in many different ways. My hope is that the readers of this book will discover that there are many different approaches for helping students master the complex process involved in learning to read. Corwin Press gratefully acknowledges the contributions of the following reviewers:

Linda Peist
Reading Specialist
Manalapan-Englishtown
Regional School District
Manalapan, NJ

Martha J. Larkin, Ph.D.
Assistant Professor of Special Education
State University of West Georgia
Carrollton, GA

Shelley Johnson
Second Grade Teacher
Lincoln Elementary School
Great Falls, MT

Lee Dubert, Ph.D.
Associate Professor of Education
Boise State University
Boise, ID