



Reading Instruction That Works, Third Edition: The Case for Balanced Teaching (Solving Problems in the Teaching of Literacy)

By Michael Pressley

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This widely adopted text provides a comprehensive guide to effective literacy instruction in the elementary grades. Distinguished scholar and educator Michael Pressley presents research-based, classroom-tested best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

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Editorial Review

Review

"No one does a better job of describing a truly balanced approach to reading instruction than Michael Pressley, particularly with the new chapters on fluency, vocabulary, and writing. If I had only ten books on reading on my bookshelves, this would be one of them."--Michael F. Graves, PhD, Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota

"After reading the third edition of this book, I knew that I had another valuable resource for my classroom. I was encouraged to find coverage of new aspects of reading instruction, including new research that is relevant to my students. Current instructional standards are reflected in the new chapters on fluency, vocabulary, and writing. I highly recommend this book to elementary teachers and special educators."--Sheri Louis, MA, Special Education Teacher, Westcott Junior High School, Westbrook, Maine

"Reading Instruction That Works, Third Edition, demonstrates once again how scholarship can inform instructional practice. With a keen analytical eye, Pressley takes disparate research findings and integrates them into a model of teaching children to read that goes well beyond the recommendations of the National Reading Panel. Moving thinking in the field forward, this third edition is an invaluable resource for both emerging scholars of literacy development and accomplished practitioners and researchers. The reader is left with an overarching sense of what is important: Pressley shows how effective literacy instruction begets engagement and how, as teachers learn to become excellent, 'they also seem to become agents of peace in children's lives.'"--Anne McGill-Franzen, PhD, Department of Theory and Practice in Teacher Education, and Reading Center, University of Tennessee

"This book is a tremendous resource for teachers and principals in school districts across the country. It emphasizes research-based practice in a manner that supports the importance of balanced reading instruction. Ideal for teachers' book groups and district-wide staff development initiatives, the book is also an important reference for reading specialists and reading supervisors. School districts could avoid a lot of 'bandwagons' by making use of the wealth of research in this text."--Carol S. Beers, School of Education, College of William and Mary; former Superintendent, Williamsburg-James City County (Virginia) Public Schools

"Pressley thoroughly defines and describes each type of instruction before showing how successful classrooms provide teacher support as children apply the skills they are learning."
(*Curriculum Connections* 2005-12-02)

About the Author

Michael Pressley, PhD, was University Distinguished Professor, Director of the Doctoral Program in Teacher Education, and Director of the Literacy Achievement Research Center at Michigan State University. An expert on effective elementary literacy instruction, he was the author or editor of more than 300 journal articles, chapters, and books. Dr. Pressley was the recipient of the 2004 E. L. Thorndike Award (American Psychological Association, Division 15), the highest award given for career research accomplishment in educational psychology.

Users Review

From reader reviews:

Robert Johnson:

Information is provisions for people to get better life, information today can get by anyone with everywhere. The information can be a expertise or any news even a huge concern. What people must be consider any time those information which is inside former life are hard to be find than now's taking seriously which one is appropriate to believe or which one typically the resource are convinced. If you receive the unstable resource then you understand it as your main information we will see huge disadvantage for you. All those possibilities will not happen within you if you take Reading Instruction That Works, Third Edition: The Case for Balanced Teaching (Solving Problems in the Teaching of Literacy) as the daily resource information.

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