



## Teaching Through Text: Reading and Writing in the Content Areas (4th Edition)

By Michael C. McKenna, Richard D. Robinson

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Authored by two of the most respected literacy researchers, Teaching Through Text focuses on describing, illustrating, and applying both teacher-directed and student-centered strategies for content area literacy in middle and secondary grades. This balanced approach of how student-centered and teacher-centered strategies are implemented in the classroom makes this text distinct from the rest by attending to students' different learning styles. Student-centered strategies are illustrated through graphic organizers, concept bridges, and applicable exercises. Taking a unique stance, McKenna and Robinson rethink the way content literacy is taught by describing it in the context of multiple literacies.

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**Teaching Through Text: Reading and Writing in the Content Areas (4th Edition)** By Michael C. McKenna, Richard D. Robinson **Bibliography**

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## **Editorial Review**

From the Back Cover

### **Rave Reviews for the Fourth Edition of *Teaching Through Text*:**

“The major strengths of this text are its elegant conceptual frame (first the global lesson planning frameworks and then the before-during-after reading strategies) and its conscious use of connections to technology.”

*Sharon Walpole, University of Delaware*

“Due to the extra care the authors took to make *Teaching Through Text* a ‘real-life example’ of a reader-friendly textbook, the text itself becomes a more accessible, and therefore more rewarding text from which to learn about content area literacy instruction.”

*Laura Jones, Nazareth College of Rochester*

“It is an easy text to read and use. Summaries are brief and provide a nice closure to the chapters. Content information is easily located and dissected for class discussion and presentation.”

*Isaac Willis Larison, Xavier University*

### **About the Fourth Edition:**

Bringing all the research up-to-date, this Fourth Edition of *Teaching Through Text* provides a broad range of techniques to enhance students’ literacy development and learning across the curriculum. Authored by two of the most respected literacy researchers, this text focuses on describing, illustrating, and applying both teacher-directed and student-centered strategies for content area literacy in middle and secondary grades.

### **What’s New on the Fourth Edition?**

- **Additional instructional techniques** are presented, aligned with the Report of the National Reading Panel
- **The treatment of diversity is more prominent** and has been expanded to include the topic of culturally responsive teaching
- A detailed section on **content area read-alouds** has been added
- **New, research-based ideas for motivating students** to read are presented
- The topic of **reciprocal teaching** has been given major status

### **Other Allyn & Bacon Titles by Michael McKenna and Richard Robinson:**

*Issues and Trends in Literacy Education: 3/e* © 2004 ISBN: 0205361102

*Readings in Reading Instruction: Its History, Theory, and Development: 1/e*

© 2005 ISBN: 0205410588 by Richard Robinson

### **About the Author**

**Michael C. McKenna** is Thomas G. Jewell Professor of Reading at the University of Virginia. He has authored, coauthored, or edited 15 books and more than 100 articles, chapters, and technical reports on a range of literacy topics. His books include *The Literacy Coach’s Handbook: A Guide to Research-Based Reform*, *Differentiated Reading Instruction: Strategies for the Primary Grades*, and *The Literacy Coaching Challenge*, with Sharon Walpole. Other books include *Assessment for Reading Instruction* (with Steven

Stahl), *Help for Struggling Readers, Issues and Trends in Literacy Education*, with Richard Robinson, among others.

**Richard D. Robinson** is Professor of Literacy Education at the University of Missouri—Columbia. He is the author of 10 books and numerous articles on many areas of literacy development. His national prominence in the field of literacy has been acknowledged through many awards, such as the William H. Byler Distinguished Professor Award.

## **Users Review**

### **From reader reviews:**

#### **John Krumm:**

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#### **Todd McCrea:**

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**Richard Pascual:**

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