

## Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Paperback)



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### ***Reviews***

*Good electronic book and useful one. It usually does not expense a lot of. It is extremely difficult to leave it before concluding, once you begin to read the book.*

*(Annette Boyle)*

## DO I REALLY HAVE TO TEACH READING?: CONTENT COMPREHENSION, GRADES 6-12 (PAPERBACK)



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Stenhouse Publishers, United States, 2004. Paperback. Book Condition: New. 231 x 185 mm. Language: English . Brand New Book. Do I really have to teach reading? This is the question many teachers of adolescents are asking, wondering how they can possibly add a new element to an already overloaded curriculum. And most are finding that the answer is yes. If they want their students to learn complex new concepts in different disciplines, they often have to help their students become better readers. Building on the experiences gained in her own language arts classroom as well as those of colleagues in different disciplines, Cris Tovani, author of *I Read It, but I Don't Get It*, takes on the challenge of helping students apply reading comprehension strategies in any subject. In *Do I Really Have to Teach Reading?*, Cris shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts. The book includes: examples of how teachers can model their reading process for students; ideas for supplementing and enhancing the use of required textbooks; detailed descriptions of specific strategies taught in context; stories from different high school classrooms to show how reading instruction varies according to content; samples of student work, including both struggling readers and college-bound seniors; a variety of comprehension constructors : guides designed to help students recognize and capture their thinking in writing while reading; guidance on assessing students; tips for balancing content and reading instruction. Cris's humor, honesty, and willingness to share her own struggles as a teacher make this a unique take on content reading instruction that will be valuable to reading teachers as well as content specialists.

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