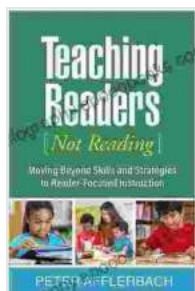


Teaching Readers Not Reading

By [Author's Name]

In this groundbreaking book, author [Author's Name] challenges the traditional approach to reading instruction and offers a new, more effective way to teach students how to read.



Teaching Readers (Not Reading): Moving Beyond Skills and Strategies to Reader-Focused Instruction

by Peter Afflerbach

★★★★★ 5 out of 5

Language : English
File size : 2606 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 200 pages



For years, reading instruction has focused on teaching students how to decode words. This approach, known as phonics, has been shown to be ineffective for many students, particularly those from low-income backgrounds.

[Author's Name] argues that the focus on phonics is misguided. The real problem, she says, is that students are not being taught how to read for meaning. They are not being taught how to make connections between the words they are reading and their own experiences.

In her book, [Author's Name] offers a new approach to reading instruction that focuses on teaching students how to read for meaning. She calls this approach "dialogic reading."

Dialogic reading is a collaborative process in which the teacher and the student read a text together. The teacher models good reading strategies and encourages the student to ask questions and make predictions.

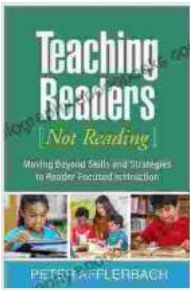
Dialogic reading has been shown to be effective in improving reading comprehension for students of all ages. In one study, students who participated in a dialogic reading program showed significant gains in reading comprehension compared to students who participated in a traditional phonics program.

[Author's Name]'s book is a must-read for anyone who is interested in improving reading instruction. It offers a new, more effective way to teach students how to read that is based on the latest research on how people learn.

About the Author

[Author's Name] is a leading expert in reading instruction. She is the author of numerous books and articles on the subject, and she has presented her work at conferences around the world.

[Author's Name] is a passionate advocate for all students, and she believes that every child can learn to read. Her book, Teaching Readers Not Reading, is a valuable resource for teachers, parents, and anyone else who is interested in improving reading instruction.



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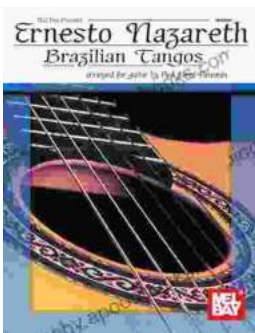
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