



Improving Adolescent Literacy: Content Area Strategies at Work (3rd Edition)

By Douglas Fisher, Nancy Frey

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Improving Adolescent Literacy: Content Area Strategies at Work, Third Edition, gives teachers and teacher candidates the tools they need to help all students work toward mastery of literacy and comprehension of content area texts. Practical, straightforward, and affordable, this guide is packed with real classroom examples of specific teaching strategies in action and features a focus on working with English language learners and struggling readers, ideas for using different technologies to enhance teaching, an up-to-date research base of current sources of support and additional reading, and an excellent assessment chapter showing how various formal and informal assessments can be used in the classroom.

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Editorial Review

Review

Gay Ivey — James Madison University

This is a highly practical and useable book for a range of teachers and teacher candidates. Across the book, what I find most helpful are the descriptions of actual lessons. Unlike most content area methods books on the market, this book seems to include real examples. You get the feeling that the authors spend much time in high school classrooms and have a good feel of what's currently happening and what works. Especially valuable are examples of the strategies across different subject areas.

Margot Kinberg, National University

The various topics are applied to many different content areas, so that nearly every teacher is likely to find a strategy that he or she can use. Each chapter contains helpful graphics, useful concrete examples, and content-based strategies for implementing the various strategies in the classroom. The book is very practical, easy to read, and well organized. Information is easy to find and the busy practicing or pre-service teacher would no doubt find it to be a handy reference.

Karen Ford, Ball State University

The information is theoretically quite sound. It provides the students with a wealth of strategies to facilitate comprehension.

From the Back Cover

In the pages of this practical, straightforward, affordable guide, teachers and teacher candidates get the tools they need to support their middle and secondary school students' comprehension and success in literacy and in the content areas. Packed with classroom-proven strategies and procedures from the authors' and their colleagues' own experiences, it includes vignettes from actual classrooms showing effective teaching in action and how the instructional strategy works within content area teaching. Also included are research-based rationales for each strategy, providing in-depth looks at how to implement each strategy, along with examples of each strategy across the curriculum. With its focus on providing the right help for English language learners and struggling readers, coupled with media notes that provide ways for teachers to use different technologies to enhance teaching, this guide provides the right combination of strategies, advice, and ideas for improving literacy in all middle and secondary classrooms.

Featured in this new Third Edition . . .

- Practical help for developing literacy skills with **English language learners**.
- A focus on **struggling readers** in each chapter.
- **New classroom examples** added to each chapter from the authors' own teaching and from teachers with whom they work.
- Examples of **how to use technology and media**.

- **An updated research base** of current sources of support and additional reading.
- **Revisions in the assessment chapter** with additional information about the current state of formal and informal assessments.

“The work is, overall, fantastic, and I commend the authors for their ‘real world’ approach to writing and organizing this textbook. I enjoy all of their work! This book helps pre-service and in-service teachers feel comfortable integrating content area reading strategies in their particular content area.”

—Scott R. Popplewell, Ball State University

About the Author

Meet the Authors

Douglas Fisher, Ph.D., is a Professor in the Department for Teacher Education at San Diego State University and the Director of Professional Development for the City Heights Educational Collaborative. He is the recipient of an International Reading Association Celebrate Literacy Award as well as the Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design and has authored books such as *50 Content Area Strategies for Adolescent Literacy*. He has taught a variety of courses in SDSU’s teacher-credentialing program as well as graduate-level courses on English language development and literacy. He has also taught English, writing, and literacy development to public school students.

Nancy Frey, Ph.D., is Associate Professor of Language and Literacy Education in the School of Teacher Education at San Diego State University and the Coordinator of Professional Development Schools for the City Heights Educational Collaborative. A former classroom teacher in Florida, Dr. Frey now teaches pre-service and graduate courses and is the President of the Greater San Diego Reading Association. She is the author of numerous books and articles, including *Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension*.

Users Review

From reader reviews:

Teresa Vanhook:

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Keith Reese:

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