



Reading & Learning to Read, with REVEL -- Access Card Package (10th Edition) (What's New in Literacy)

Jo Anne L. Vacca , Richard T. Vacca , Mary K. Gove , Linda C. Burkey , Lisa A. Lenhart , Christine A. McKeon

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An active learning tool with superior coverage of standards, *Reading and Learning to Read*, Seventh Edition, promotes a comprehensive approach to teaching reading and writing with an emphasis on research-based best practices, integrating technology, and accommodating the needs of diverse and struggling learners.

The seventh edition of this best-selling book continues its commitment to preparing preservice teachers for the ever-changing literacy classroom. A focus on meeting the standards of today's research-based environment and new concepts and practices that enhance professional development, as well as a wealth of practical examples and references that exemplify the International Reading Association Standards for Reading Professionals, results in the most comprehensive and contemporary book on the market.

What's New to This Edition?

A reorganization of content moves the diversity chapter (**NEW Chapter 3**) toward the front of the book, placing **greater emphasis on the importance of understanding diversity** in all aspects of the literacy classroom. The burgeoning concept of **new literacies** is explored in the general text and in special boxes throughout the text. New coverage of **literacy coaches** examines how coaches help teachers to develop effective skills for literacy instruction. **Technology Advantage! MyEducationLab callouts** in every chapter alert students to this online resource that gives them the opportunity to assess their knowledge, view live classroom footage, evaluate classroom artifacts, and much more through this rich resource created specifically for this edition of *Reading and Learning to Read*.

What Do Reviewers Say About *Reading and Learning to Read*?

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“The chapter introductions are wonderful. I like the summary statements at the beginning of the chapters, the concept maps, the key terms and the vignettes that provide students a realistic context for what they will be studying in each chapter.”

—Beverly J. Boulware, The University of Texas at Arlington

“The major strengths of this text are its readability, well-organized content, clarity of writing, variety of

support details (visuals, boxes, figures, etc.), well-balanced perspectives, valuable suggested resources and its clear understanding of real classroom issues and needs.”

–Edward F. Sacco, Framingham State College

“I appreciated the clear comparison of reading readiness and emergent literacy as well as the comprehensive view of fluency that puts prosody on equal footing with rate and accuracy.”

–Carolyn Jaynes, California State University, Sacramento

“MyEducationLab is an excellent feature that I have not seen in any other text. I am sure that preservice teachers would value this aspect.”

–Yvonne D. Taylor, Shippensburg University

“The word identification chapter has excellent information for looking at words in different ways and I love the fact that the authors are once again teaching the importance of the reading-writing connection by adding spelling as a reading skill.”

–Claudia J. McVicker, Southern Illinois University Edwardsville

Reading & Learning to Read, with REVEL -- Access Card Package (10th Edition) (What's New in Literacy) Details

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From Reader Review Reading & Learning to Read, with REVEL -- Access Card Package (10th Edition) (What's New in Literacy) for online ebook

Shanna says

I am a voracious reader to the umpteenth degree, but I'll be honest with you: this book bored me to death. I understand the importance of teaching children to read (it is one of my passions as an aspiring elementary educator) but this text could not have made it more dry. The information in and of itself is solid, but I wish the author had made it a bit more engaging. Aside from the introductory anecdotes heralding each chapter and the fact that I built my knowledge base on how to teach reading, I did not gain much from this textbook.

Cara says

How do rate a book that's required reading?!

It was as good as an informational text can be... :)

Lauren Piechota says

It was very informative, but most of the information I already knew so for me it was repetitive and kind of boring. It would probably be good for someone who knows nothing about language development.

Dominica says

It's completely impossible to take seriously a book about teaching reading when it contains sentences like, "the development of an autobiographical narrative is a powerful tool...", finds it noteworthy that a cognitive psychologist is "interested in 'how the mind works,'" highlights key terms without ever clearly defining them, and opens with a vignette about a kid named Malcolm and yet fails to spell his name in a consistent manner! This marks the beginning of a loooong semester.

To make matters worse I got a freaking A- in the class instead of a solid A. Stupid woman.

Kitchengrrl says

Few useful bits. This was your typical textbook with snippets of information about a vast swath of theories and methods. Not enough information about any one thing to be more useful than a web search. I did like the vignettes that had snapshots of ACTUAL CLASSROOMS, since mostly this book is a paean to theory.

Valerie Zink says

This is a great resource for any teacher at all, but for me as a new reading teacher it is invaluable! Many specific ideas and ways to implement those ideas. Many great resources and supporting details. I read this for a class and I am glad I found it!

Amy says

I would have to label this textbook "awesome". (If a textbook can be labeled "awesome".) This is a book that I foresee reading over and over and over again throughout my career as a teacher. I learned so much in this class, and this textbook will be a staple and a necessity for me for many years to come. I should also mention that the teacher for this class was absolutely amazing and she showed my class how to absorb every valuable piece of information from this book.
