

Best Practices in Literacy Instruction, Fourth Edition

Lesley Mandel Morrow, et al.

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For preschool to high school

Designed for teacher-librarians, teachers (ELL teachers are specifically mentioned), parents

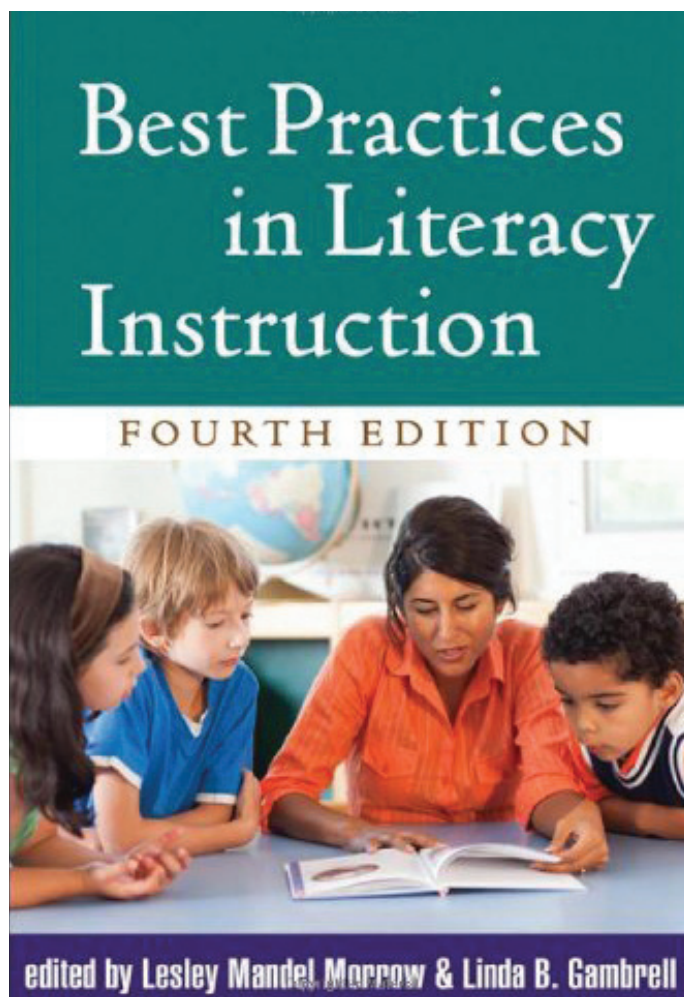
Organized into four main sections, *Best Practices* includes: Perspectives on Best Practices (Part I); Best Practices for All Students (Part II); Evidence-Based Strategies for Literacy Learning and Teaching (Part III); and Perspectives on Special Issues (Part IV). Within each section, leading educators contribute practical ideas from their classroom experience: Best Practices in Early Literacy: Preschool, Kindergarten, and First Grade; Best Practices in Adolescent Literacy Instruction; Best Practices in Teaching Writing; Effective Uses of Technology in Literacy Instruction; Parent-Teacher Partnerships That Make a Difference...

Of particular interest to the English Language Learner teacher is chapter five, Best Practices in Literacy Instruction for English Language Learners, where the discussion focuses on phonological awareness in understanding spoken English, and an overview of some of the best classroom practices. Sample activities are also given. In some instances, teachers concluded that "...ELLs can learn words from instruction as fast or faster than English-only learners, at times achieving faster rates of growth in vocabulary."

Chapter 17, Organizing Effective Literacy Instruction: Differentiating Instruction to Meet Student Needs reflects the current trend in Boards of Education to develop this kind of instruction. Among topics considered are the use of assessment data in creating differentiated literacy instruction, literacy instructional practices, its scheduling, and alternative grouping approaches.

The book suggests more references, examples and websites, ending with an easy-to-use index.

Lesley Morrow is Professor and Chair of the Department of Learning and Teaching in the Graduate School of Education at Rutgers, The State University of New Jersey, author of over 300 articles and books, and recipient of the Outstanding Teacher Educator in Reading Award, the William S. Gray Citation of Merit from the International Reading Association, of which she is the past president.



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