



Lenses on Reading, Second Edition: An Introduction to Theories and Models

By Diane H. Tracey, Lesley Mandel Morrow

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This widely adopted text explores key theories and models that frame reading instruction and research. Readers learn why theory matters in designing and implementing high-quality instruction and research; how to critically evaluate the assumptions and beliefs that guide their own work; and what can be gained by looking at reading through multiple theoretical lenses. For each theoretical model, classroom applications are brought to life with engaging vignettes and teacher reflections. Research applications are discussed and illustrated with descriptions of exemplary studies.

New to This Edition

- *Current developments in theory, research, and instructional practices.
- *Useful pedagogical features in every chapter: framing questions, discussion ideas, and learning activities.
- *Classroom applications give increased attention to English language learners and technology integration.
- *Coverage of additional theories (Third Space Theory) and theorists (Bakhtin and Bourdieu).

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Editorial Review

Review

"*Lenses on Reading* is a unique text for our field. It introduces important theoretical perspectives and helps readers learn to apply them to real classroom situations. I have used the first edition in my teaching and look forward to using the second edition. Exciting additions to the second edition include learning activities in every chapter that students can use to deepen their understanding of the theoretical perspectives presented. I am grateful to the authors for developing this valuable text."--Nell K. Duke, EdD, Professor of Language, Literacy, and Culture, University of Michigan

"Tracey and Morrow have accomplished the seemingly impossible--to pair intellectually rigorous theoretical perspectives on reading with engaging and authentic classroom examples. The examples are not just window dressing; they bring the theories and models to life. The scope of this text is breathtaking, from the emergence of reading in human history to the construct of third space and its implications for educators in a postmodern world. Nothing is sacrificed as the authors mine the depths of the theories and models to illuminate the details of each. This will be a valued volume on my bookshelf, and one I will return to again and again."--Nancy Frey, PhD, School of Teacher Education, San Diego State University

"An indispensable resource for graduate students in reading education who are striving to understand the relationships among theory, research, and effective instructional practices. The text provides a framework for understanding theories and models in terms of their historical context, as well as current interpretations, and includes classroom applications and vignettes. Students are encouraged to critically examine current practices and their theoretical foundations as they prepare for roles as literacy leaders. The framing questions and review questions in each chapter are a helpful new feature of the second edition."--Susan L. Massey, PhD, Department of Curriculum and Instruction, Western Illinois University

"Tracey and Morrow once again have done a great service for both teachers and researchers by demonstrating that we are not nearly as far apart from one another as our rhetoric sometimes suggests. Indeed, as this book shows, we really need one another to ensure a healthy link between theory and practice. This book is important reading for all of us--teachers, researchers, teacher educators--in the field of literacy."--P. David Pearson, PhD, Graduate School of Education, University of California, Berkeley

About the Author

Diane H. Tracey, EdD, is Professor of Education at Kean University, where she teaches graduate classes to students planning to become reading specialists. She has written widely on topics related to literacy achievement and is an active presenter at national, state, and local conferences. Dr. Tracey currently serves as Secretary of the Literacy Research Association and coeditor of *Journal of School Connections*. She is a recipient of Kean University's Presidential Scholars Challenge Award. Dr. Tracey is also a literacy coach for New Jersey school districts and a literacy consultant for educational software and publishing companies.

Lesley Mandel Morrow, PhD, holds the rank of Professor II in the Graduate School of Education at

Rutgers, The State University of New Jersey. Her research deals with early literacy development and the organization and management of language arts programs. Dr. Morrow has published more than 300 journal articles, chapters, and books. Her work has been recognized with awards including the Outstanding Teacher Educator in Reading Award and the William S. Gray Citation of Merit from the International Reading Association (IRA), and the Oscar S. Causey Award from the Literacy Research Association. Dr. Morrow is past president of the IRA and is a member of the Reading Hall of Fame.

Users Review

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Richard Reardon:

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