

# READING COUNTS



Expanding the Role of Reading  
in Mathematics Classrooms

Raffaella Borasi & Marjorie Siegel

FOREWORD BY DAVID PIMM

# Reading Counts Expanding The Role Of Reading In Mathematics Classrooms

**Zhihui Fang**



## **Reading Counts Expanding The Role Of Reading In Mathematics Classrooms:**

**Reading Counts** Raffaella Borasi, Marjorie Gail Siegel, 2000-01-01 Discusses how reading can support inquiry oriented mathematics instruction in the classroom and offers the findings of a collaborative action research project that explored different ways reading can enhance the learning of mathematics

**Reading Rules!** Liz Knowles, Martha Smith, 2001-06-15 Filled with ideas practical tips useful statistics and other helpful data on teen reading this book details numerous methods for getting teens to read such as reading workshops literature circles book clubs and booktalks An overview of YA literature and annotated bibliographies of both teen and professional reads further assists in creating a literacy game plan at your school

Grades 6-8

**Designing Everyday Assessment in the Science Classroom**, 2005 This book describes how middle school science teachers in collaboration with a team of researchers tried to improve their everyday assessment practices to enhance student learning It discusses the challenges they faced the differences among the teachers and the personal nature of deep educational change A product of CAPITAL Classroom Assessment Project to Improve Teaching and Learning a research effort supported by the National Science Foundation this book Uses classroom stories to show how teachers can use a variety of formative assessment techniques to answer questions they have about their teaching Provides real life examples of teachers grappling with new practices at a personal level in their own settings and in light of their own values and beliefs Offers suggestions for designing professional development efforts that recognize the significant variation among teachers in how they go about changing their assessment practices Outlines principles and practices that must accompany change in the classroom if it is to be more than superficial

**Teaching Mathematics in Grades 6 - 12** Randall E. Groth, 2012-08-10 A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6-12 explores how research in mathematics education can inform teaching practice in grades 6-12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and then connecting this research to practices that enhance students understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6-12 classrooms and how students thinking may develop in response to different teaching strategies

**Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs** Shelton, Kaye, Pedersen, Karen, 2016-09-12 As e learning has evolved into a global change agent in higher education it has become more diverse in its form and applications Now that many institutions have implemented e learning programs as part of their course offerings it is essential for these institutions to fully grasp how best to facilitate continued improvements and accessibility in online education The Handbook

of Research on Building Growing and Sustaining Quality E Learning Programs highlights several significant elements of e learning including program planning quality standards and online course development as well as institutional student and faculty support Serving as a critical resource for online and hybrid learning programs this publication is designed for use by administrators educators instructional designers and doctorate level students in the field of education Knowledge to Support the Teaching of Reading Catherine Snow,Peg Griffin,M. Susan Burns,2007-08-17 Basic reading proficiency is key to success in all content areas but attending to students literacy development remains a challenge for many teachers especially after the primary grades Knowledge to Support the Teaching of Reading presents recommendations for the essential knowledge about the development acquisition and teaching of language and literacy skills that teachers need to master and use This important book is one result of an initiative of the National Academy of Education s Committee on Teacher Education whose members have been charged with the task of creating a core knowledge base for teacher education

*Demystifying Academic Reading* Zhihui Fang,2023-09-29 Foundational and accessible this book equips pre service and practicing teachers with the knowledge understanding tools and resources they need to help students in grades 4 12 develop reading proficiencies in four core academic subjects literature history science and mathematics Applying a disciplinary literacy approach Fang describes the verbal and visual resources expert strategies inquiry skills and habits of mind that students must learn in order to read carefully critically purposefully and with an informed skepticism across genres and content areas He also shows how teachers can promote language learning and reading literacy development at the same time that they engage students in content area learning With informative synthesis and research based recommendations in every chapter this text prepares teachers to help students develop discipline specific as well as discipline relevant discursive insights literacy strategies and ways of thinking reasoning and inquiring that are essential to productive learning across academic subjects It also provides teacher educators with approaches and strategies for helping teacher candidates develop expertise in academic reading instruction In so doing the book demystifies academic reading revealing what it takes for students to read increasingly complex academic texts with confidence and understanding and for teachers to develop expertise that promotes disciplinary literacy This state of the art text is ideal for courses on reading literacy methods and academic literacy and eminently relevant to all educators who want their students to become thoughtful readers and powerful learners Improving Instruction in Rational Numbers and Proportionality Margaret Schwan Smith,Edward A. Silver,Mary Kay Stein,2005-01-01 Helping students develop an understanding of important mathematical ideas is a persistent challenge for teachers In this book one of a three volume set well known mathematics educators Margaret Smith Edward A. Silver and Mary Kay Stein provide teachers of mathematics the support they need to improve their instruction They focus on ways to engage upper elementary middle school and high school students in thinking reasoning and problem solving to build their mathematics understanding and proficiency The content focus of Volume One is rational numbers and proportionality

Using materials that were developed under the NSF funded COMET Cases of Mathematics to Enhance Teaching program each volume in the set features cases from urban middle school classrooms with ethnically racially and linguistically diverse student populations Each case illustrates an instructional episode in the classroom of a teacher who is implementing standards based instruction the teachers perspective including their thoughts and actions as they interact with students and with key aspects of mathematical content cognitively challenging mathematics activities that are built around samples of authentic classroom practice and facilitation chapters to help professional developers teach the cases including specific guidelines for facilitating discussions and suggestions for connecting the ideas presented in the cases to a teacher s own practice As a complete set this resource provides a basis on which to build a comprehensive professional development program to improve mathematics instruction and student learning

Improving Instruction in Geometry and Measurement Margaret Schwan Smith,Edward A. Silver,Mary Kay Stein,2005-01-01 Helping students develop an understanding of important mathematical ideas is a persistent challenge for teachers In this book one of a three volume set well known mathematics educators Margaret Smith Edward A Silver and Mary Kay Stein provide teachers of mathematics the support they need to improve their instruction They focus on ways to engage upper elementary middle school and high school students in thinking reasoning and problem solving to build their mathematics understanding and proficiency The content focus of Volume One is rational numbers and proportionality Using materials that were developed under the NSF funded COMET Cases of Mathematics to Enhance Teaching program each volume in the set features cases from urban middle school classrooms with ethnically racially and linguistically diverse student populations Each case illustrates an instructional episode in the classroom of a teacher who is implementing standards based instruction the teachers perspective including their thoughts and actions as they interact with students and with key aspects of mathematical content cognitively challenging mathematics activities that are built around samples of authentic classroom practice and facilitation chapters to help professional developers teach the cases including specific guidelines for facilitating discussions and suggestions for connecting the ideas presented in the cases to a teacher s own practice As a complete set this resource provides a basis on which to build a comprehensive professional development program to improve mathematics instruction and student learning

**Standards-based Mathematics Assessment in Middle School** Thomas A. Romberg,2004 This volume takes an in depth look at the problems and practices involved in conducting formative assessments in middle school mathematics classrooms In these chapters researchers and teachers identify the challenges teachers faced as they attempted to implement new assessment procedures moving from more traditional methods to an emphasis in the quality of student work This authoritative book Documents the shift from traditional ways of judging student performance tests to measure what students know to reform notions of mathematical literacy documenting students growth in understanding specific content domains Discusses four key steps in the change process that helped teachers to accomplish the necessary shift in assessment

practices Includes two chapters written by teachers that describe their personal experiences with implementing these new practices in the classroom and outlines a professional development program that evolved as a consequence of the work done by the teachers and students discussed in this book      **Meeting the Challenge of Adolescent Literacy** Mark W. Conley, Joseph R. Freidhoff, Michael B. Sherry, Steven Forbes Tuckey, 2013-11-18 In this concise thought provoking book prominent researchers analyze existing knowledge on adolescent literacy examine the implications for classroom instruction and offer specific goals for future research The volume reviews cutting edge approaches to understanding the unique features of teaching and learning in secondary schools Particular attention is given to how teaching literacy across disciplines can improve students content area learning and the book includes chapters dedicated to literacy in math and science classrooms Also addressed are key findings and unresolved questions regarding fluency instruction struggling adolescent readers responding to the literacy needs of African American adolescents and literacy coaching      **How Students (mis-) Understand Science and Mathematics** Ruth Stavy, Dina Tirosh, 2000-01-01 In this long awaited book Timothy J Lensmire examines the problems and promise of progressive literacy education He does this by developing a series of striking metaphors in which for example he imagines the writing workshop as a carnival or popular festival and the teacher as a novelist who writes her student characters into more and less desirable classroom stories Grounded in Lensmire s own and others work in schools Powerful Writing Responsible Teaching makes powerful use of Bakhtin s theories of language and writing and Dewey s vision of schooling and democracy Lensmire s book is at once a defense a criticism and a reconstruction of progressive and critical literacy approaches      Science Teaching/science Learning Elnora S. Harcombe, 2001-01-01 Science Teaching Science Learning based on a model professional development program gives powerful proof that urban teachers can ignite curiosity and promote deep understanding in children when provided with the necessary intellectual infrastructure including a complex balance of increased science knowledge a safe environment for professional experimentation and a long term interaction with colleagues The ensuing invigoration and renewed dedication of program participants belies the inevitability of the projected national science teacher shortage Harcombe breaks new ground demonstrating that when professional teacher development is based on constructivist learning theory and framed in the knowledge domain of the sciences it empowers teachers to dramatically change what they know how they teach and what their students learn      *Literacy and Learning in the Content Areas* Sharon Kane, 2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing

anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children's and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks

**Implementing Standards-based Mathematics Instruction** Mary Kay Stein, 2000 Presents prevalent cases of maths instruction drawn from research of classroom lessons The Mathematical Tasks Framework developed by the authors offers teachers the means to evaluate instructional decisions choice of materials and learning outcomes

*Connecting Girls and Science* Elaine V. Howes, 2002 Shows the positive results that can occur in secondary science classes when student's curiosity about science is brought to the centre of the curriculum In particular it demonstrates how girls can become more interested when such topics as childbirth and sexism in science are included

*Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers* Denise S. Mewborn, Hollylynne S. Lee, 2015-06-01 Originally published in 2009 The sixth monograph of AMTE highlights examples of the important scholarship of the mathematics teacher education community This monograph like others produced by AMTE serves as a forum for mathematics teacher educators to exchange ideas experiences resources and detailed accounts of work to improve preservice and inservice teacher preparation Chapters address important issues such as designing tasks to emphasize mathematics knowledge for teaching capitalizing on opportunities for student teaching mentor learning and learning to lead classroom mathematics discussions

*Metacognition in Literacy Learning* Susan E. Israel, Cathryn Collins Block, Kathryn L. Bauserman, Kathryn Kinnucan-Welsch, 2006-06-17 This volume provides the first comprehensive research based examination of metacognition in literacy learning Bringing together research findings from reading linguistics psychology and education it is logically organized as follows Part I provides the theoretical foundation that supports the teaching of metacognition Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels and Part IV provides new information on integrating metacognition into professional development programs Key features include Chapter Structure Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters Contributor Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents Comprehensiveness Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy based metacognition This volume is appropriate for reading researchers professional development audiences and for upper level undergraduate and graduate level courses in reading and educational psychology

**Learning to Read the Numbers** David J. Whitin, Phyllis E. Whitin, 2010-09-13 Being a critical reader of numerical

information is an integral part of being literate in today's data-drenched world. Uniquely addressing both mathematics and language issues, this text shows how critical readers dig beneath the surface of data to better evaluate their usefulness and to understand how numbers are constructed by authors to portray a certain version of reality. Engaging, concise, and rich with examples and clear connections to classroom practice, it provides a framework of critical questions that children and teachers can pose to crack open authors' intentions, expose their decisions, and make clear who are the winners and losers. Questions that are essential for building democratic classrooms. Explaining and illustrating how K-8 teachers can engage students in developing the ability to be both critical composers and critical readers of texts. *Learning to Read the Numbers* is designed for teacher education courses across the areas of language arts, mathematics, and curriculum studies, and for elementary teachers, administrators, and literacy and mathematics coaches. *Learning to Read the Numbers* is a co-publication of The National Council of Teachers of English ([www.ncte.org](http://www.ncte.org)) and Routledge. *Resources in Education*, 2001-10.



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