



## Content Area Reading: Literacy and Learning Across the Curriculum (10th Edition)

By Richard T. Vacca, Jo Anne L. Vacca, Maryann E. Mraz

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*Content Area Reading* remains the market-leading text in content literacy and maintains the authors' original objective—to offer an ambitious, coherent, and workable exploration of content literacy. Celebrating its 30<sup>th</sup> university, Vacca, Vacca, and new-to-this-edition co-author Mraz, have written this text to be an active learning tool, complete with real-world examples and research-based practices. Thoroughly updated, the text has been completely reorganized into two parts: Part 1, “Learners, Literacies, and Texts”, places the focus on the cultural, linguistic, and academic diversity of today’s learners; their personal and academic literacies, and the kinds of texts that are integral to their lives in and out of schools. Part 2, “Instructional Practices and Strategies”, contains a multitude of evidence-based instructional strategies waiting to be adapted to meet the conceptual demands inherent in disciplinary learning. Accessible and comprehensible, the text provides a foundation that can be applied across the disciplines, meeting the needs of all students.

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# **Content Area Reading: Literacy and Learning Across the Curriculum (10th Edition)**

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**Content Area Reading: Literacy and Learning Across the Curriculum (10th Edition) By Richard T. Vacca, Jo Anne L. Vacca, Maryann E. Mraz Bibliography**

- Sales Rank: #258089 in Books
- Published on: 2010-01-30
- Ingredients: Example Ingredients
- Original language: English
- Number of items: 1
- Dimensions: 9.20" h x .90" w x 7.40" l, 1.85 pounds
- Binding: Hardcover
- 504 pages

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## **Editorial Review**

### From the Back Cover

First published in 1981, *Content Area Reading: Literacy and Learning Across the Curriculum*, has undergone multiple revisions over the years to reflect the changing field content area literacy and its ever adapting literacy practices. Teachers across the curriculum will enjoy the books focus on what it means to be literate in the 21<sup>st</sup> century. The text helps content area teachers plan and adapt literacy and learning to meet the needs of all students, including struggling readers and writers. Part 1, “Learners, Literacies, and Texts”, places the focus on the cultural, linguistic, and academic diversity of today’s learners; their personal and academic literacies, and the kinds of texts that are integral to their lives in and out of schools. Part 2, “Instructional Practices and Strategies”, contains a multitude of evidence-based instructional strategies waiting to be adapted to meet the conceptual demands inherent in disciplinary learning. Through their revisions, Vacca, Vacca, and Mraz continue to provide a framework that focuses on the ability to use reading, writing, speaking, and listening processes to learn subject matter across the curriculum.

### **Here’s what makes this new tenth edition unique.**

- **Complete reorganization** of the text into two main parts: Part 1, Learners, Literacies, and Texts and Part 2, Instructional Practices and Strategies
- **A new Chapter 2, “Learning with New Literacies”** replaces a now outdated discussion on electronic texts from previous editions. This chapter was developed by William Kist, Kent State University, one of the leading scholars in the area of socially networked classrooms and new literacies.
- **A new Chapter 7, “Guiding Reading Comprehension”** underscores the importance of comprehension strategies that guide reader-text interactions and consolidates instructional strategy from several chapters of the previous edition.
- **A new Chapter 12, “Literacy Coaching”** expands upon the discussion of the literacy coach—an indispensable ally to content area teachers and specialists in middle and high schools.
- **“Voices from the Classroom”** features include interviews with content area teachers related to instructional practices, in which teachers reflect on particular challenges they encounter in the classroom relative to chapter topics.
- **“RTI for Struggling Adolescent Learners”** features take a relatively new approach to instructional intervention, Response to Intervention (RTI) and show how it may be adapted to various aspects of content literacy instruction

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### About the Author

**Richard and Jo Anne Vacca** are professors emeriti in the Department of Teaching, Leadership, and

## Curriculum

Studies in the College and Graduate School of Education, Health, and Human Services at Kent State University. They met as undergraduate English majors at SUNY–Albany and have been partners ever since. Jo Anne taught middle school language arts in New York and Illinois and received her doctorate from Boston University. Rich taught high school English and earned his doctorate at Syracuse University. He is a past president of the International Reading Association. The Vacca's live in Vero Beach, Florida, where they golf, volunteer, and walk their toy poodles, Tiger Lily and Gigi Marie. They especially enjoy visiting and traveling with their daughter, Courtney; son-in-law, Gary; and grandsons, Simon, Max, and Joe.

**Maryann Mraz** is an associate professor in the Reading and Elementary Education Department of North Carolina at Charlotte (UNCC). She earned her Ph.D . from Kent state University under the guidance of Jo Anne and Rich Vacca. Maryann is a board member of the Association of Literacy Educators and Researchers (ALER) and the author of numerous articles, chapters, and instructional materials on Literacy education, including the co-authored books The Literacy Coach's Companion and Independent Reading. She teaches graduate courses in literacy education and provides professional development workshops to teachers and literacy coaches.

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