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I Read It, But I Don't Get It: Comprehension Strategies For Adolescent Readers



Synopsis

I Read It, but I Don't Get It is a practical, engaging account of how teachers can help adolescents develop new reading comprehension skills. Cris Tovani is an accomplished teacher and staff developer who writes with verve and humor about the challenges of working with students at all levels of achievement—from those who have mastered the art of fake reading; to college-bound juniors and seniors who struggle with the different demands of content-area textbooks and novels. Enter Cris' classroom, a place where students are continually learning new strategies for tackling difficult text. You will be taken step-by-step through practical, theory-based reading instruction that can be adapted for use in any subject area. The book features: anecdotes in each chapter about real kids with real universal problems. You will identify with these adolescents and will see how these problems can be solved; a thoughtful explanation of current theories of comprehension instruction and how they might be adapted for use with adolescents; a What Works section in each of the last seven chapters that offers simple ideas you can immediately employ in your classroom. The suggestions can be used in a variety of content areas and grade levels (6-12); teaching tips and ideas that benefit struggling readers as well as proficient and advanced readers; appendixes with reproducible materials that you can use in your classroom, including coding sheets, double entry diaries, and comprehension constructors. In a time when students need increasingly sophisticated reading skills, this book will provide support for teachers who want to incorporate comprehension instruction into their daily lesson plans without sacrificing content knowledge.

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Customer Reviews

In this book, Chris Tovani invites you into one of her high school reading workshop classes. This reading workshop class is filled with students who are fluent readers, but who are also unable to comprehend what they read. Also, they have not elected to take the course, resulting in a room full of bored expressions and bad attitudes. The book begins at day one, and as you begin to read, you start to really feel sorry for Tovani, wondering how she is ever going to reach these reluctant students and turn them into better readers. But as she takes you through the class, and you read about each of her strategies, she makes it seem almost effortless. Tovani is able to connect with her students, and it is clear that they quickly gain her respect. You also learn that she herself was a "fake reader" until her 30s! I believe that this is a major reason why she is able to teach her students so successfully; she knows exactly what they are going through, and as a result, she is able to show them what really works. Tovani, a nationally-known reading consultant, continues to teach English and reading at the high school level because of this dedication to helping students. Comprehending what we read really is something that most of us take for granted, and it's a skill that is very difficult to teach. Oftentimes, students who struggle with comprehension will simply read the words on a page and expect the meaning to arrive automatically. Tovani also acknowledges that some students want to make their teachers responsible for their thinking. When they are confused, they think that it is the teacher's job to fix it. Tovani tells us that many times, students don't realize that they actually have the tools to change their reading habits themselves.

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