



The Language Experience Approach and the Science of Literacy Instruction

By Elaine Traynelis Yurek and Mary Winifred Strong

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This book is a comprehensive guide that provides multiple wholistic approaches to literacy instruction in kindergarten, primary grades, middle school, and secondary school with an emphasis on research validation of methods and descriptions of the different ways that literacy can be taught in today's schools.

The information contained in this text covers literacy instruction in kindergarten, primary grades, middle school, and secondary school. It gives the background on the developmental aspects of all attributes needed for successful reading. It presents a balanced body of information for instruction between wholistic approaches and traditional approaches for the total literacy curriculum. This book includes the complete developmental aspects of skills necessary for competence in all literacy tasks from birth to adolescent literacy, the need for availability for teachers to assess the progress of all these skills as they are presented in a wholistic fashion on a regular basis, the criteria of how decisions are made for remedial reading instruction, the interface of special education considerations for students experiencing literacy deficits, approaches for adolescent literacy programs, and extensive information on teaching English language learners.

Readership

This book would interest reading specialists; literacy coaches/supervisors; curriculum specialists; special education, ELL, and classroom teachers; and college literacy instructors.

About the Author(s) / Editor(s)

Dr. Elaine Traynelis Yurek has a strong research background in the areas of literacy, learning disabilities, emotional disturbance, and attention deficit disorders. She has presented and published extensively in these areas.

Dr. Mary Winifred Strong has published over 30 articles on reading methodology in state, national, and international journals and proceedings; written several book chapters in literacy and international proceedings; and coauthored a textbook on literacy coaching.

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