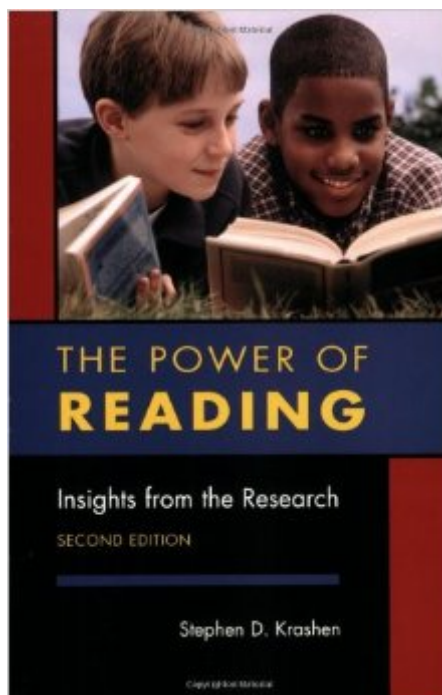


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The Power Of Reading: Insights From The Research, 2nd Edition



Synopsis

Continuing the case for free voluntary reading set out in the book's 1993 first edition, this new, updated, and much-looked-for second edition explores new research done on the topic in the last ten years as well as looking anew at some of the original research reviewed. Krashen also explores research surrounding the role of school and public libraries and the research indicating the necessity of a print-rich environment that provides light reading (comics, teen romances, magazines) as well as the best in literature to assist in educating children to read with understanding and in second language acquisition. He looks at the research surrounding reading incentive/rewards programs and specifically at the research on AR (Accelerated Reader) and other electronic reading products.

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Customer Reviews

throw away all your phonics rules and worksheets and Hooked on's.If you wish to read, then read.If you want to teach others to read, give them something they will read.Lower your standards. Read the cereal box, the soup can, Calvin and Hobbes, Incredible Hulk, Barefoot Gen, Maus, whatever absolutely they want to read. Just read. Just do it.The great Dr. Krashen here shows you how.Here in this second edition, updated to the latest research of 2004 which serves to confirm his earlier conclusions, Dr. Krashen gives us and our students permission to read whatever interests us, so long as we will read.By reading we learn to read.No brainer.Few people know that the great American comedian of film and stage WC Fields began his vaudeville career as a fantastic juggler,

manipulating cigar boxes and pool cues and balls, etc. with great skill and alacrity. After years of this someone gave him a manual of How to Juggle, which had so many rules and advice, including regarding breathing and concentration, that in his next performance he failed while he tried to remember and observe the rules of good juggling. He could no longer concentrate as he focused on concentrating. He later recovered his incredible skills when he could finally again forget the rules and just juggle. Same with reading. Throw away those high priced "how to read" and phonics books. Just read. The industry gives you nothing to really read, just exercises with no benefit and little interest. Just read what you want and you will read. Only the great publication houses with phonics programs and worksheets to sell at a high price tell us (and the big government that now runs our schools) otherwise.

Stephen Krashen's argument in this book is no different from his hypotheses on second language learning. Students will develop full literacy if they are exposed to reading in a natural manner, free from the constraints of skill-learning that often controls classroom learning. Full literacy means that readers develop properly reading comprehension skills, acquire large amounts of vocabulary, improve spelling, and develop writing styles. The research overwhelmingly supports the fact that when students are encouraged to read on their own, and when they read what they like (what Krashen calls Free Voluntary Reading or FVR) readers will benefit exponentially as opposed to the poor effects of direct instruction in the classroom. Although this idea is already popular among educators, Krashen's efforts at documenting the research is definitely appreciated by teachers and professionals in this field. Beside proving that FVR has a strong impact on reading, Krashen discusses in detail and supports with research, the kind of literature that students like to read; examines how helpful this literature helps students in the different types of reading skills; and discusses ways in which schools can address the problem of accessing good reading materials. Krashen does not simplify his case by putting the blame on anyone specifically. He explores the socio-economic factors that impede learners from having access to books and recommends that schools should better equip their libraries with books that kids like to read, for example: comic books, teen romances, children books, mystery and scary books. He also discusses these genre to show why these types of texts benefit learners in becoming literate. He also calls for more money to build better libraries.

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