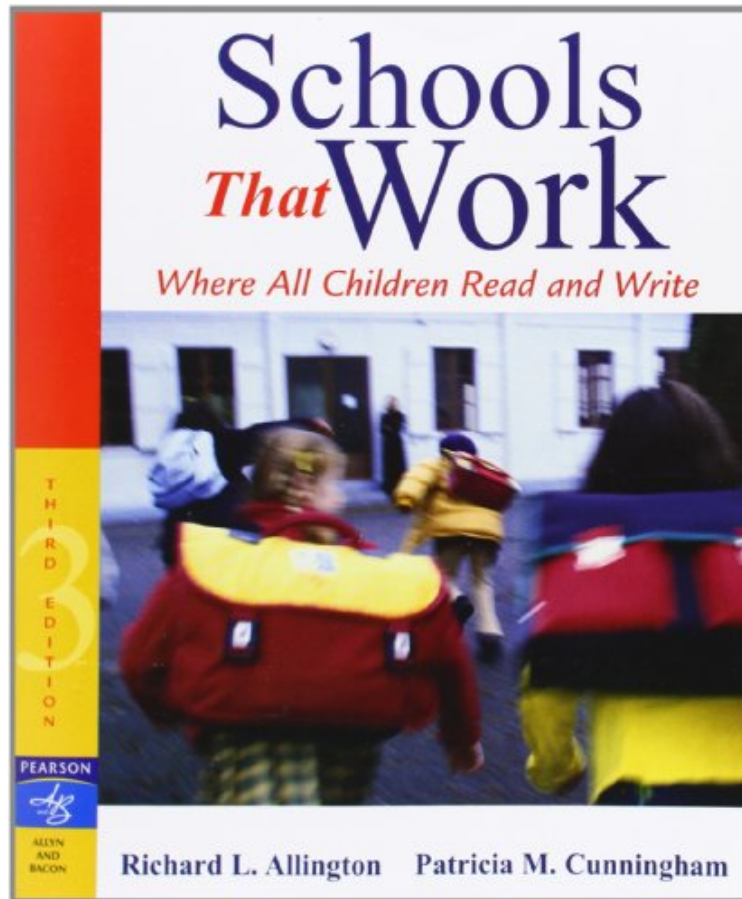


Schools That Work: Where All Children Read and Write (3rd Edition)

Richard L. Allington, Patricia M. Cunningham
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#261686 in Books Allington, Richard L./ Cunningham, Patricia Marr 2006-04-01Original language:EnglishPDF # 1 8.90 x .80 x 7.40l, 1.16 #File Name: 0205456359352 pages | File size: 65.Mb

Richard L. Allington, Patricia M. Cunningham : Schools That Work: Where All Children Read and Write (3rd Edition) before purchasing it in order to gage whether or not it would be worth my time, and all praised Schools That Work: Where All Children Read and Write (3rd Edition):

58 of 60 people found the following review helpful. Insightful book on how to help all children become literateBy A CustomerWith over fifty combined years of experience between them, educational researcher/ consultants Richard Allington and Patricia Cunningham have many ideas to offer in their new book, Schools That Work: Where All Children Read and Write. The book is a natural follow-up to their first collaborative effort, Classrooms That Work: They Can All Read and Write. It is lengthy, but highly engaging, and offers practical, research based ideas for those who envision and want to work toward moving their school or school system toward being one where all children become literate. Because American society has changed, and is changing, at such a rapid pace, Allington and Cunningham contend that the current organizational structure of schools, while being well intentioned, is outdated.

Existing structures do not effectively meet the needs of all children, especially those who are at the highest risk of school failure. Therefore, they believe that educational interventions that offer "more of the same" will not work to fix the inadequacies in today's schools. Because many schools are stuck, looking toward traditional solutions, huge amounts of federal and state money are being poured into educational programs such as developmental kindergarten, transitional K-1 classes, retention, and remedial, resource and bilingual programs that aren't effective in helping all at risk learners learn to read and write. Throughout the twelve chapters of the book, examples of effective large and small-scale school restructuring efforts in real schools are described. These descriptions are very helpful in illustrating the authors' key points. Models such as the Coalition of Essential Schools, Success For All, the Accelerated Schools Model, Reading Recovery, School Power and Schools for the 21st Century are included. Chapters of the book are organized around central themes of school organizational plans such as instruction, professional roles, allocation of time, parent involvement, assessment and curriculum materials. I will briefly summarize these chapters to give an overview of their content. In the chapter on curriculum, Cunningham and Allington offer many ideas for getting real reading material into the hands of children. Popular methods of literacy instruction are also described, but it is clear that the authors do not believe there is one best way to teach reading and writing. Instead, they advocate for quality instruction delivered in a multifaceted approach. This position is similar to that taken in *Best Practices in Literacy Instruction*, edited by Gambrel, Morrow, Neuman and Pressley, a resource text for teachers of literacy. Allington and Cunningham then go on to describe essential components of quality literacy instruction. One of the important points of the book is that "good schools are a collection of good classrooms" and that the job of everyone who works at a school is to support and enhance classroom instruction. An important point is made that while most instruction for at risk students slows down the pace of instruction, what is most effective is accelerating their learning through more and better instruction so that they are able to catch up with their peers. Concerning the issue of how instructional time is used; a chapter is devoted to describing effective classroom management practices that maximize the amount of time available for actual reading and writing. Innovative ways of creating more instructional time such as allowing teachers to work on flexible schedules opens up the possibility of students receiving extended amounts of instruction before and after school, in Saturday School and summer school. In the chapter on assessment, strategies for evaluating literacy programs and progress are given. Ideas for utilizing authentic assessments such as observational records, writing samples, narrative comments, interviews, self-evaluations, portfolios and anonymous student testing are presented. Because schools can change only as fast as the instructional practices of teachers change, Allington and Cunningham devote a chapter to advice for supporting the professional development of teachers. The authors believe that systems need to allocate greater amounts of their resources toward professional development, as well as offer administrative and collegial support in order for teachers to remain life long learners who continually develop new areas of expertise. As our changing society affects schools, it affects families too. Most children now come from single parent families or families where both parents work. Because the authors believe that schools cannot be fully effective without parent support and involvement, ideas for improving parent outreach programs are described. Innovative ways to improve communication between schools and families, involve parents in school decision making processes, and create family literacy programs and interagency family support services that help break cycles of illiteracy and poverty are provided. A chapter is set aside for offering additional ideas for developing the literacy skills of special populations of children, such as those with learning disabilities and those who speak English as a second language. In another chapter, a tour is given through a hypothetical school that reflects some of the basic themes in the book. Readers are then prompted to take a tour through their own school and look for examples of effective practices they would like to see more of, as well as ineffective practices they would like to see decreased. The final chapter of the book offers some relief to the reader, who may at this point be overwhelmed with the scope and scale of school restructuring that needs to be done. Allington and Cunningham caution, though, that there are no quick fixes in education, and that successful reform efforts are done gradually with the long view in mind. Restructuring often begins with a small group of people, or even with one person at a school. Is that person you? Do you believe that all children can learn to read and write, and would you like to help them do so? If you think so, this book could be an invaluable resource that gets you thinking about large-scale changes by starting small. Read it and pass it along to someone in your school, as someone in my school passed it along to me. Who knows what might happen next?

0 of 0 people found the following review helpful. ... book for a Reading Education class and I really enjoyed it. The book is full of knowledge and ...

By T.White I used this book for a Reading Education class and I really enjoyed it. The book is full of knowledge and the author is pretty awesome!

0 of 0 people found the following review helpful. Five Stars

By Customer

Nice condition

At a time when so many pivotal education issues are closely tied to the performance of schools and NCLB policy, *Schools That Work* provides critical insight into how elementary schools must change to meet the increased demands of education for the 21st century. Praised as the most accessible, readable and practical book on the market, *Schools That Work* combines renowned authors Dick Allington and Pat Cunningham's expertise as educators with continuing commitment to foster expert teaching in the classroom. Their dynamic analysis of systematic school reform

encompasses virtually all areas of elementary school organization. With the goal of turning readers into educated, informed decision-makers, Allington and Cunningham provide a clear and concise introduction to theories of school reform and include an organizational framework to accomplish this goal. This new edition offers: A view of how schools must change if they are to meet the increased demands of education for the 21st century.

From the Back Cover Schools That Work provides critical insight into elementary schools and how they are to meet the increased demands of education for the 21st century. The experience of the authors can be heard on every page [they] guide teachers and administrators in initiating change and inspire every educator to begin today to make a difference in his/her own school. Dr. Helen Hoffner, Holy Family University Schools That Work does an excellent job of covering key issues in school literacy programs. I particularly appreciate the good advice on working with paraprofessionals and volunteers, an issue that is problematic for many teachers. Mariam Jean Dreher, University of Maryland This no-quick-fix approach underscores the importance of strong leadership and support from the segments of the school community to help insure that the literacy needs of all students are appropriately addressed. Juan Lira, Texas AM International University New To the Third Edition * New coverage of reading coaches and their roles within the schools * Up-to-date review of reading reform models based on scientific evidence * Revised and increased discussion of recent federal and state initiatives throughout helps teachers address the call to develop high levels of reading and writing proficiency for ALL students About the Authors Richard L. Allington is a Professor of Education at the University of Tennessee at Knoxville. He is past president of the International Reading Association and the National Reading Conference, co-recipient of the Albert J. Harris Award, and a member of the Reading Hall of Fame. Dick has extensively researched effective teaching and how schools can develop effective, expert teachers. Patricia M. Cunningham is a Professor of Education at Wake Forest University. She has over 30 years of experience, taught in various elementary grades and remedial reading, and was a curriculum coordinator and director of reading. Her major professional goal is promoting literacy for all children and currently engages in staff development across the United States. About the Author Richard L. Allington is a Professor of Education at the University of Tennessee at Knoxville. He is past president of the International Reading Association and the National Reading Conference, co-recipient of the Albert J. Harris Award, and a member of the Reading Hall of Fame. Dick has extensively researched effective teaching and how schools can develop effective, expert teachers. Patricia M. Cunningham is a Professor of Education at Wake Forest University. She has over 30 years of experience, taught in various elementary grades and remedial reading, and was a curriculum coordinator and director of reading. Her major professional goal is promoting literacy for all children and currently engages in staff development across the United States.