

Book Review

Ruddell, M. R. (2005). *Teaching Content Reading and Writing*, (4th ed.). New York: John Wiley & Sons Canada, Ltd. ; ISBN: 0471151610

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Ruddell's book, *Teaching Content Reading and Writing*, is an excellent source to find information about content reading and writing, especially adolescent literacy, new technologies, and instructional strategies. The book has 12 chapters and they link together in a logical manner. After the preface and acknowledgement, readers can see instructional strategies and their chapter numbers. I think giving the specific chapter numbers of the each strategy makes the book more accessible for the readers. They can easily find and read the strategies. At the beginning and at the end of the each chapter, Ruddell gives Double Entry Journal Activity (DEJ) for the readers. According to Ruddell, Before Reading Journals help readers to stimulate their ideas about the main topics of the chapters, and After Reading Journals help readers to extend their understanding of the text. I think before and after DEJ activities are excellent methods for active reader participation. Connecting the chapter contents to schools, classrooms, teachers, and students is the main idea in these journals.

In the first chapter, the author introduces adolescent literacy and its millennials. In addition, the readers can see the literacy instruction in historical perspective from 1930s to 2000s. Plan of the book is also given in the first chapter. Ruddell summarizes each chapter briefly. In the second chapter, cognitive theory, and second language acquisition theories (e.g., Krashen's Second Language Acquisition Theory and Cummin's Cognitive and Language Context Theory) are the key topics. I think this chapter does not give enough information about Rosenblatt's Transactional and Vygotsky's Social Constructivist theories. Covering these two important reading theories with great depth could have been very useful for in-service and pre-service teachers.

Evaluating instructional materials is the main topic of the third chapter. Ruddell argues that "evaluating instructional materials is the right and responsibility of every classroom teachers" (p. 52). I believe this chapter gives teachers all they need to evaluate classroom texts including textbooks, and electronic texts. Two traditional formulas, Fry and SMOG, are introduced, and step-by-step instruction is given. Detailed information about cloze testing and Group Reading Inventory is also provided in this chapter. Readers can understand and learn how to apply these two procedures without reading any additional sources. Ruddell includes alternative readability checklists such as Irwin and Davis' Checklist, Singer's Friendly Text Evaluation Scale, and an electronic text evaluation scale. Near the end of the chapter, additional resources and short explanations show evaluators different procedures for evaluating the Internet resources.

In chapter 4, comprehension instruction in content areas is examined with great depth. I think this chapter is a very helpful source for one who want to learn about Directed Reading-Thinking Activity (DR-TA), Group Mapping Activity (GMA), Directed Reading Activity (DRA), and ReQuest. Especially, the information about the DR-TA is amazing. Teachers' role in DR-TA, sample demonstrations in some selected content areas, and sample guidesheet are great sources for the content area teachers. In chapter 5, the importance of vocabularies for learning in subject areas is demonstrated.

Teaching bilingual/bicultural students in multilingual/multicultural settings is covered in chapter 6. Ruddell explains the meaning of terms to describe non-English-speaking and bilingual students. In this chapter, the readers can have clear ideas about such terms as Limited English Proficient students (LEP), First language (L1), Second Language (L2), English as Second Language (ESL), English Language Learners (ELL), Bilingual Education Programs, Transition Programs, and Maintenance Bilingual Programs. Sheltered Instruction (SI) is also covered with great depth by the author.

Chapter 7 and 8 are respectively about reading and writing across the curriculum. Learning from the text is the central topic in the reading across the curriculum chapter. According to Ruddell (p. 232), teachers need to do following activities to guide students' learning from text: (1) Provide means for

students to organize information before reading, (2) Provide means for students to organize information while reading, (3) Provide means for students to organize information after reading, (4) Provide means for students to synthesize and articulate new learning, (5) Identify and teach vocabulary that labels important concepts, elements, and relationships, and (6) Provide opportunity for students to produce or create something new. I believe these six activities describe teachers' responsibilities well to guide students learn from text. In this chapter, Ruddell gives some strategy examples (e.g., K-W-L Plus, Predict-Locate-Add-Note; Anticipation Guides; Questioning the Author; Survey, Question, Read, Recite, Review; Underlining and Notetaking etc.) to guide students for before, during, and after reading phases. The writing process is also examined according to the same order. Detailed information about the Writing Workshop, Learning Logs, and Double Entry Journals could be very useful for teachers who want to know more about these strategies.

Chapter 9 is named as assessment of student progress in subject area reading and writing. First, the author gives general explanations about the assessment and evaluation. Description of terms, assessment today and in the future, and standards and assessment are the headings of this section. In the second section of the chapter, Ruddell examines the assessment in the context of subject area learning and teaching. The focus is on formal and informal assessment of subject area reading and writing. Ruddell distinguishes the observation as structured and unstructured (p. 335-336). She also provides the copies of the Developmental Inventory Instrument for the readers to observe and evaluate all aspects of language, reading/listening and writing/speaking. I believe these two structured observation guides could be very useful for teachers to observe and analyze students' language and literacy behaviors. Practical ideas about the interview and portfolio assessment can also be found in the chapter.

Chapter 10 is about diversity in the classroom. Mainly, four models are given to describe instructional implications for students who have reading difficulties. These implications are the defect and disruption model, the deficit model, the difference model, and at-risk students-the difference model-and diversity. In chapter 11, Ruddell explores the current approaches to content learning. Cooperative/collaborative learning is the main topic of the entire chapter.

Developing lifelong readers and writers is explored in the last chapter. According to Ruddell, teachers should capture students' energy, interest, and curiosity. If teachers have the role of mentor, they can open doors for their students. Teachers should know their students' literacy interests and attitudes. I think Ruddell's following statement clearly describes the importance of knowing students' interests and attitudes toward reading and writing. "Gaining access to students' literacy attitudes, interests, and habits gives you real insight into their attitude toward your subject area, other subject areas, school in general, and themselves as learners. This understanding critical to our goal of developing lifelong readers and writers..." (p. 443). In this chapter, questionnaires are introduced as a useful instrument to learn students' literacy attitudes and behaviors. Ruddell claims that school librarians, published book lists and on-line resources can be seen as good resources by content area teachers to find appropriate books. Ruddell also includes students to this resource list, and argues that "students know what books they like and don't like, and they will tell you" (p. 453).

I believe that Ruddell's strength lies in the clarity of her writing style. The book is easy to read and understand. It can be recommended to all those who want to learn the latest development in the content area reading and writing.