



Reading, Language, and Literacy: Instruction for the Twenty-first Century

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The impetus for this book emerged from a conference that brought together publishers, and reading researchers and educators for the purpose of examining the best available research evidence about what we know -- and what we have yet to learn -- about the teaching of reading and about how children learn to read. The goal of the conference was to contribute to a sound research base upon which to develop classroom practices that will ensure that every American child will become fully literate.

Because the field is still so deeply divided over the best ways to translate belief into classroom practice, the editors decided to highlight rather than gloss over these divisions. It is hoped that the papers in this volume will promote thought and discussion that will lead to action in improving reading instruction for children, now and into the new century.

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