



# All Children Read: Teaching for Literacy in Today's Diverse Classrooms (4th Edition)

By Charles A. Temple, Donna Ogle, Alan N. Crawford, Penny Freppon

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## Editorial Review

### Review

"This is an excellent text for teaching students the steps to teaching reading instruction for any teacher program" - **Nancy L. Kelly**,  
**Sierra Nevada College**

"...I have never come across one textbook that [is] so incredibly comprehensive and cover[s] so many topics in such great depth! - **Vidya Bhat, Anne Hutchinson Elementary School**

"A wealth of information that preservice teachers need to prepare for teaching reading to elementary children." - **Dr. Tarsha Bluiett**, University of Montevallo

### From the Back Cover

### About the Author

**C CHARLES TEMPLE** is a professor of education at Hobart and William Smith Colleges in Geneva, New York, where he teaches courses on literacy, children's literature, peace studies, and storytelling. He has written books on emergent literacy, invented spelling, writing instruction, language arts, diagnosis and remediation of reading disabilities, and children's literature. Along with Alan Crawford and Jean Gillet, he authored the *Developmental Literacy Inventory*, an assessment system for literacy, K–12. With Jim MaKinster, he co-authored *Intervening for Literacy*, a supplemental handbook for Jump Start, the early intervention project. Temple taught as a senior Fulbright Scholar in Portugal and Romania, and was a founding director of the Open Society Institute's and the International Reading Association's Reading and Writing for Critical Thinking Project, which has served more than 100,000 teachers in 40 countries in Europe, Asia, Latin America, and Africa. He co-directs Critical Thinking International, Inc., a non-profit organization that develops materials and fields mid-career professionals for teacher training projects around the world. He has published books for children, and he is currently working with teachers and authors in Liberia, Sierra Leone, and Tanzania to develop indigenous literature for children.

**D ONNA OGLE** is Emerita Professor of Reading and Language at National-Louis University (NLU) in Chicago, Illinois, and is active in research and professional development projects. She served as senior consultant to the Chicago Striving Readers Project, co-directs the Reading Leadership Institute and for eight years was Co-Director of the Literacy Partners Project, collaboration among the Chicago Public Schools, NLU and the Chicago Community Trust. Donna also serves as a literacy consultant internationally: as part of the Reading and Writing for Critical Thinking Project she worked primarily in Russia and Romania, for the U.S government she has worked in Peshawar, Pakistan (for an Afghan Education Project), in Latin America and in Austria; and currently is part of Critical Thinking International and Grupo SM in Latin America. She is currently on the editorial review boards of the *Reading Teacher* and the *Journal of Adolescent and Adult Literacy*. Donna is a past-president of the International Reading Association (IRA) and an elected member of the Reading Hall of Fame. She also conducts research on visual literacy, vocabulary and content

comprehension, having developed both the K-W-L and PRC2 (partner reading in content, too) frameworks. She is the author of many books, book chapters, professional articles, and curriculum materials and is currently coordinating editor for a series of books on the CCSS being published by Pearson Education.

**A LAN CRAWFORD** is Emeritus Professor of Education at California State University, Los Angeles. He has served as President of the California Reading Association, a Fulbright Senior scholar in Ecuador, and a Researcher in Residence at the American Embassy in Baku, Azerbaijan. He has done extensive teaching, consulting, and writing on teaching reading in the elementary school, especially for second language learners. Alan has written curriculum for teaching reading in Spanish and served on the Editorial Review Board of *Lectura y Vida*. He served as IRA's representative to UNESCO for many years and was a Senior Literacy Specialist at UNESCO in Paris during International Literacy Year (1989–90). He is currently a director of Critical Thinking International. He frequently presents workshops on a volunteer basis for international development projects in Latin America, Europe, Asia, and Africa.

**PENNY FREPPON** is Emerita Professor of Literacy at the University of Cincinnati, where she taught undergraduate and graduate courses in reading and writing and directed a Literacy Center serving urban children. Federal, state, and university grants supported her research. Her publications appeared in national and internationally referenced journals. She has served on Review Boards for Language Arts (LA) and Research in the Teaching (RTE) of the National Council of Teachers of English, Research Reading Quarterly (RRQ) and The Reading Teacher (RT) of the International Reading Association, Journal of Reading Behavior (JRB) and the Yearbook of the National Reading Conference (Literacy Research Association), Literacy, Teaching and Learning: An International Journal of Early Literacy of the Reading Recovery Council and won the Distinguished Research Award in Teacher Education. Freppon has written and co-written research and practice-based articles, book chapters and a book on “what it takes to be a teacher.” The state of Ohio and federal funds supported a Literacy Specialist workshop-based and literature-rich program, of which she was field-faculty member. She has taught teachers in Uzbekistan and Africa, and is a member of Critical Thinking International and is a RWCT IC International Trainer.

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