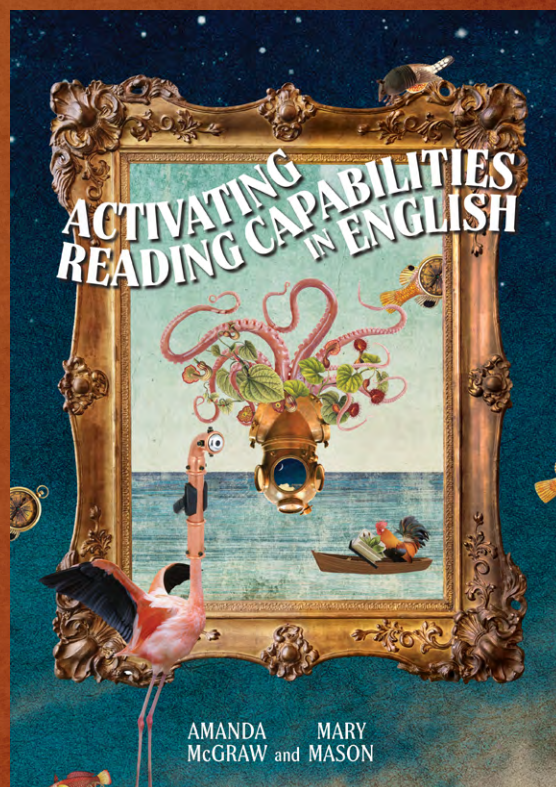


ACTIVATING READING CAPABILITIES IN ENGLISH

The foundation of *Activating Reading Capabilities in English* is students' reading experiences gathered and examined during a seven-year research and professional learning program for secondary English teachers. Attending closely to students' experiences and broader research into reading processes, a framework of reading capabilities was developed and trialled in schools. This book describes the power of each of those reading capabilities and includes reading activities that teachers designed to activate the capabilities and engage students to think deeply about texts, collaborate with peers, and respond with imagination and scrutiny. This is a practical book, including samples of student work, but it also provokes English teachers to critically reflect on practice and trust their imaginations.

WRITTEN BY **AMANDA MCGRAW** AND **MARY MASON**
EDITED BY **PRUE GILL**



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In *Activating Reading Capabilities in English*, McGraw and Mason synthesise their wealth of experience as educators, their extensive research-based evidence from their studies with teachers and students, and their passionate, practical commitment to transforming the reading lives of young people. It gives voice to students themselves, drawing on their experiences and perspectives as the driving evidence for approaches to re-invigorating classroom practice. It offers teachers an adaptable framework of reading capabilities that can readily underpin and guide the design and implementation of a reading program in any English classroom.

Jacqueline Manuel, Professor of English
Education, The University of Sydney

McGraw and Mason have given us all a great gift – a gift that will keep on giving. This book not only illuminates the processes and dimensions of actual reading engagement and expertise, but it supports us in teaching those processes and dimensions. But the book does more than that: it professionalises us as teachers – highlighting the profound kinds of knowledge teachers need to possess, and the kinds of conscious competence that lead our students to success as readers and learners.

Jeffrey D. Wilhelm, Distinguished Professor
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