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Description: The Reading Teacher is a peer-reviewed journal serving teachers and literacy professionals interested in the teaching of reading to children in the elementary classroom. The journal offers teaching tips, application of research to classroom practice, thought-provoking commentaries, book and resources reviews, and more.

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Journal Overview. The Reading Teacher (RT) provides the latest peer-reviewed, research-based best practices to literacy educators working with children up to age 12. RT's classroom-ready articles cover topics from curriculum, instruction, and assessment to strategies for teaching diverse populations of literacy learners.

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The Reading Teacher September/October 2020 Volume 74, Number 2 FROM THE EDITORS. Making Sense of Research. THE INSIDE TRACK. The Science of Reading: Making Sense of Research Timothy Shanahan. FEATURE ARTICLES. Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read-Alouds to Promote Translanguaging Sandra ...

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The most popular journal for educators of literacy learners up to age 12, offering high-quality, evidence-based teaching tips and ideas plus the teacher perspective. Editors. The Reading Teacher is currently

edited by Jan Lacina and Robin Griffith (Vols. 70–74), who are working alongside the incoming editor team of Tanya Wright, Patricia Edwards, Laura Tortorelli, Lucía Cárdenas Curiel, and Shireen Al-Adeimi (Vols. 75–77).

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The Journal welcomes papers on the learning, teaching, and use of literacy in adults or children in a variety of contexts, with a particular focus on psychological and educational approaches. The Journal encourages papers within any research paradigm and from researchers in any relevant field. The Journal of Research in Reading is published for the United Kingdom Literacy Association.

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