

January 2017

## Book Review: Reading Instruction in America

Terrence V. Stange  
*Marshall University*

Follow this and additional works at: <https://scholar.stjohns.edu/thereadingprofessor>



Part of the [Language and Literacy Education Commons](#)

---

### Recommended Citation

Stange, Terrence V. (2017) "Book Review: Reading Instruction in America," *The Reading Professor*. Vol. 39 : Iss. 1 , Article 10.

Available at: <https://scholar.stjohns.edu/thereadingprofessor/vol39/iss1/10>

This Book Review is brought to you for free and open access by St. John's Scholar. It has been accepted for inclusion in *The Reading Professor* by an authorized editor of St. John's Scholar. For more information, please contact [fazzinol@stjohns.edu](mailto:fazzinol@stjohns.edu).

## Book Review

### Title: *Reading Instruction in America [2015]*

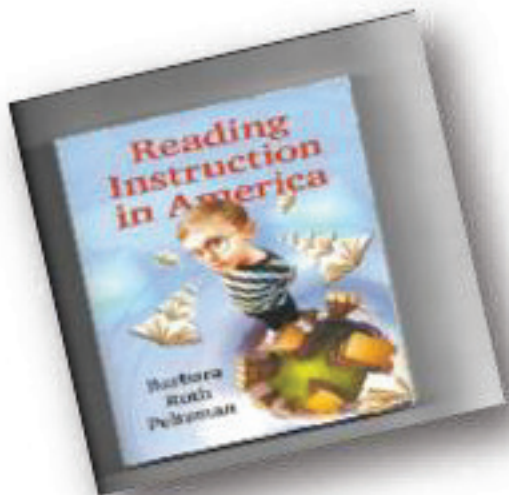
Author: Dr. Barbara Ruth Peltzman

Publisher: McFarland and Company, Inc., Jefferson, North Carolina,  
[www.mcfarlandpub.com](http://www.mcfarlandpub.com)

ISBN: 978-0-7864-3524-1 [Softcover/Acid Free Paper]

ISBN: 978-1-4766-2013-8 [eBook]

Reviewer: Dr. Terrence V. Stange, Professor, Marshall University,  
Graduate College



The Author and Scholar, Dr. Barbara Peltzman, is an Associate Professor of Education, St. John's University, School of Education, Department of Curriculum and Instruction, Staten Island Campus, located on Staten Island, New York. Her research interests include literacy, children's literature and early childhood, to name a few. Dr. Peltzman was voted *Outstanding Education Professor* by her Staten Island students in 2015!

## The Audience of her scholarly work will discover a:

**Comprehensive** text exploring reading education methods from 19<sup>th</sup> – 21<sup>st</sup> Century

**Noteworthy** text for teachers investigating methods to use in their classrooms

**Exceptional** resource highlighting prominent Pioneers in the field of reading

**Significant** text for conducting research in reading at the University/College level

## The Text will capture the interest and attention of educators in

the field of reading education, for many purposes, including the timesaving benefit of annotated bibliographies in each Chapter.

The well-written annotations are practical and provide an opportunity to review references and determine quickly/efficiently that the citation will be useful for specific research. For example, if you peruse the Chapter on Readability, you can review the Bibliography, read the annotations, and discover research to support your own scholarly work on the topic.

The **Table of Contents** reveals many, varied methods of reading instruction in America over time. There are at least thirty [30] instructional methods referred to in the text, addressed in chronological order and defined to help teachers in the classroom, including some examples such as the Initial Teaching Alphabet, the Four Blocks Framework, Emergent Literacy and Reading-Writing Workshops. The strategies can be adapted/tailored to both individualized and group instruction. Like, Dr. Peltzman, I favor flexible approaches to reading instruction to best meet the needs of students in the classroom.

There is an extraordinary appeal to the author's presentation of

the Chapters about many Pioneers in the field of reading instruction, including and beginning in 1778 with Noah Webster, Jr. and William Holmes McGuffey in 1826! Not only does Dr. Peltzman describe the influences and achievements of phenomenal leaders in American education, but she also manages to reveal the *human* side to their experiences and expertise.

After I read the text, *Reading Instruction in America*, I immediately added it to my Bibliography for advanced level practicum courses for Candidates pursuing Degrees in Reading Education. The text will be a valuable addition to the references outlined in their assigned reading and course requirements. Thank you to Dr. Peltzman for her dedication of time and expertise in writing this book.

**The Reviewer,** Terrence V. Stange, Ph.D., is a Professor at Marshall University, Graduate College, Reading Education, S Charleston, West Virginia, United States. Dr. Stange earned his Ph.D. in Reading at The University of Oklahoma, Norman, Oklahoma. He teaches both graduate foundation and advanced level graduate reading courses for Candidates pursuing a Master's Degree or Certification in Reading Education. Dr. Stange's current research interests include listening comprehension, reading language assessment, text level complexity, and children's capacity and potential to progress.