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Reading Matters - Catherine Sheldrick Ross 2006 A road map to the research on reading and libraries, and a cogent case for the library’s vital role in the life of a reader—from childhood through adulthood.

Reading Matters - Margaret Willes 2008 It is easy to forget in our own day of cheap paperbacks and mega-bookstores that, until very recently, books were luxury items. Those who could not afford to buy had to borrow, share, obtain secondhand, inherit, or listen to others reading. This book examines how people acquired and read books from the sixteenth century to the present, focusing on the personal relationships between readers and the volumes they owned. Margaret Willes considers a selection of private and public libraries across the period—most of which have survived—showing the diversity of book owners and borrowers, from country-house aristocrats to modest farmers, from Regency ladies of leisure to working men and women. Exploring the collections of avid readers such as Samuel Pepys, Thomas Jefferson, Sir John Soane, Thomas Bewick, and Denis and Edina Healey, Margaret Willes also investigates the means by which books were sold, lending fascinating insights into the ways booksellers and publishers marketed their wares. For those who are interested in books and reading, and especially those who treasure books, this book and its bounty of illustrations will inform, entertain, and inspire.

Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community - Catherine Sheldrick Ross 2018-03-01 Drawing on scholarly research findings, this book presents a cogent case that librarians can use to work towards prioritization of reading in libraries and in schools. • Provides proof of the library’s vital role in readers’ lives, information that may be used to justify services and collections • Compiles current research on reading from diverse sources and presents it intuitively, saving librarians time and energy when searching for research findings • Offers a clear rationale for making pleasure reading a priority in libraries and in schools

Language at the Speed of Sight - Mark Seidenberg 2017-01-03 We’ve been teaching reading wrong—a leading cognitive scientist tells us how we can finally do it right

Nonfiction Matters - Stephanie Harvey 1998-01-01 A guide to bringing nonfiction into the curriculum in third through eighth-grade classrooms, with strategies and ideas for reading nonfiction, conducting research, and writing reports.

Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning - Heafner, Tina Lane 2019-01-11 National efforts have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K-12 learners. While online learning has become pervasive in many fields in education, it has been somewhat slow to catch on in K-12 settings. The Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses, explore how content is delivered across disciplines and settings, and support the formation of relationships and enrichment opportunities. While highlighting topics including learning initiatives, institutional policies, and program structures, this book is ideally designed for teachers, principals, early childhood development centers, university faculty, administrators, policymakers, researchers, and practitioners.

Why Reading Books Still Matters - Martha C. Pennington 2017-08-29 Bringing together strands of public discourse about valuing personal achievement at the expense of social values and the impacts of global capitalism, mass media, and digital culture on the lives of children, this book challenges the potential of science and business to solve the world’s problems without a complementary emphasis on social values. The selection of literary works discussed illustrates the power of literature and human arts to instill such values and foster change. The book offers a valuable foundation for the field of literacy education by providing knowledge about the importance of language and literature that educators can use in their own teaching and advocacy work.

Knowledge Matters - Diana Rhoten 2011-02-22 Universities Are Changing Around The World. In China and Africa there is massive expansion, while many of America’s greatest public universities are experiencing major budget cuts. In Latin America universities have been affected by dictatorships and privatization but are now growing in ways central to economic development. In Europe universities built as state institutions are being told to raise more money from private sources and are being reorganized so they will compete better in global rankings. In this context clarity about the public mission of universities is vital, yet it is lacking both outside and inside academia. When universities educate students, is this simply a private benefit because it advances their careers? Or is it a public good because informed citizens are integral to democracy and essential for national economic development? How important is equal opportunity? What are the effects of hierarchy? Who pays now and who will pay tomorrow? Should the results of academic research be private property for sale or openly available for public
use? Who sets the university research agendas? What kinds of scholarship flourish and what kinds suffer? Should competitive research take priority over educating competent students? Do international rankings matter? Are these and other university priorities or provide needed objective assessments? What are the university’s roles and responsibilities in terms of knowledge creation and dissemination today? And tomorrow? In this collection, scholars report from Asia, Africa, Europe, Latin America, and North America. They confront the realities and challenges of higher education as it is torn between multiple public and private agendas. This comparative perspective illuminates both the continuing importance of the university’s public mission and the pressing need to clarify it. Diana Rhoten is the founder and director of the Knowledge Institutions Program and the Digital Media and Learning Project at the Social Science Research Council. She has published in a range of academic journals and advises cultural, scientific, and educational institutions on issues of organizational design, creative collaboration, and adaptive change. Craig Calhoun is the president of the Social Science Research Council and University Professor of the Social Sciences at New York University. He has served in a variety of academic leadership positions, including as a dean, and has conducted research in many international settings. His most recent book is an edited collection, Robert K Merton: Sociology of Science and Sociology as Science (Columbia).

Words Onscreen—Naomi S. Baron 2015-01-09 People have been reading on computer screens for several decades now, predating popularization of personal computers and widespread use of the internet. But it was the rise of eReaders and tablets that caused digital reading to explode. In 2007, Amazon introduced its first Kindle. Three years later, Apple debuted the iPad. Meanwhile, as mobile phone technology improved and smartphones proliferated, the phone became another vital reading platform. In Words Onscreen, Naomi Baron, an expert on language and technology, explores how technology is reshaping our understanding of what it means to read. Digital reading is increasingly popular. Reading onscreen has many virtues, including convenience, potential cost savings, and the opportunity to bring free access to books and other written materials to people around the world. Yet, Baron argues, the virtues of eReading are matched with drawbacks. Users are easily distracted by other temptations on their devices, multitasking is rampant, and screens coax us to skim rather than read in-depth. What is more, if the way we read is changing, so is the way we write. In response to changing reading habits, many authors and publishers are producing shorter works and ones that don’t require reflection or close reading. In her tour through the new world of eReading, Baron weights the value of reading physical print versus online text, including the question of what long-standing benefits of reading might be lost if we go overwhelmingly digital. She also probes how the internet is shifting reading from being a solitary experience to a social one, and the reasons why eReading has taken off in some countries, especially the United States and United Kingdom, but not others, like France and Japan. Reaching past the hype on both sides of the discussion, Baron draws upon her own cross-cultural studies to offer a clear-eyed and balanced analysis of the ways technology is affecting the ways we read today—and what the future might bring.

When Research Matters—Frederick M. Hess 2008 According to When Research Matters, analytical and well-researched data are the most important component to positively impacting school policy. This book explores the evolving nature of policy research and the thinking that should proceed school policy.

Reading Unbound—Jeffrey Wilhelm 2013-12-15 Explores the reading habits of teens and how educators can learn how to teach reading from the choices that young readers make for themselves.

Disrupting Thinking—Robert Probst 2017-02-28 Supported with student conversations, classroom scenarios, practical strategies, and turn-and-talk moments, teachers and administrators can use this book as a guide for changing the way they think about teaching students to become thoughtful, skillful, attentive, responsive readers.

Why Reading Literature in School Still Matters—Dennis J. Sumara 2002-05-01 Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight explains how a reader’s involvement with literary texts can create conditions for developing deep insight into human experience, and how teachers can develop these interpretive possibilities in school contexts. Developed from the author’s many years of research, this book offers both a theoretical framework that draws from an interdiscipliary array of sources and many compelling and insightful examples of literary engagement of child, adolescent, and adult readers, as well as practical advice for teachers and other readers about how to create interesting and expansive sites for interpretation that are personally rewarding and productive. Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight:* presents a reconceptualized view of reading pedagogy. This is an essential text for education courses at both the undergraduate and graduate levels and a must read for teachers and for anyone interested in more deeply understanding how literary works of art can create conditions for learning about oneself, one’s situation, and one’s possibilities.

How the Page Matters—Bonnie Mak 2011 From handwritten texts to online books, the page has been a standard interface for transmitting knowledge for over two millennia. It is also a dynamic device, readily transformed to suit the needs of contemporary readers. In How the Page Matters, Bonnie Mak explores how changing technology has affected the reception of visual and written information. Mak examines the fifteenth-century Latin text Controversiae de nobilitate in three forms: as a manuscript, a printed work, and a digital edition. Transcending boundaries of time and language, How the Page Matters connects technology with tradition using innovative new media theories. While historicizing contemporary digital culture and asking how on-screen combinations of image and text affect the way conveyed information is understood, Mak’s elegant analysis proves both the timeliness of studying interface design and the persistence of the page as a communication mechanism.

What Really Matters in Fluency—Richard L. Allington 2009 (Pearson—5 titles)Unlike any other book on the topic, Richard Allington’s “What Really Matters in Fluency” provides a research base that supports wide, free voluntary reading as an overlooked component in the development of reading fluency along with implications this has for planning fluency interventions. Pearson Technology Group

Brain Matters—Patricia Wolfe 2010-09-15 Everyone agrees that what we do in schools should be based on what we know about how the brain learns. Until recently, however, we have had few clues to unlock the secrets of the brain. Now, research from the neurosciences has greatly improved our understanding of the learning process, and we have a much more solid foundation on which to base educational decisions. In this completely revised and updated second edition, Patricia Wolfe clarifies how we can effectively match teaching practice with brain functioning. Encompassing the most recent and relevant research and knowledge, this edition also includes three entirely new chapters that examine brain development from birth through adolescence and identity the impact of exercise, sleep, nutrition, and technology on the brain. Brain Matters begins with a “mini-textbook” on brain anatomy and the brain in childhood and adolescence, and then shifts into a sustained exploration of what the brain actually does and how it describes how the brain encodes, manipulates, and stores information, and she proposes implications that recent research has for practice—why meaning is essential for attention, how emotion can enhance or impede learning, and how different types of rehearsal are necessary for different types of learning. Finally, Wolfe introduces and examines practical classroom applications and brain-compatible teaching strategies that take advantage of simulations, projects, problem-based learning, graphic organizers, music, active engagement, and mnemonics. These strategies are accompanied by actual classroom scenarios—spanning the content areas and grade levels from lower elementary to high school—and almost help teachers connect theory with practice.

Change Matters—sj Miller 2010 Change Matters, written by leading scholars committed to social justice in English education, provides researchers, university instructors, and preservice and inservice teachers with a framework that pivots social justice toward policy. The chapters in this volume detail rationales about generating social justice theory in what Freire calls «the revolutionary process» through essays that support research about teaching about the intersections between teaching for social change and teaching about social injustices, and directs us toward the significance of enacting social justice methodologies. The text unpacks how education,
To Read Or Not to Read: A Question of National Consequence-Dana Gioia 2008-03 Executive Summary for a report which gathers & collates the best national data available to provide a reliable & comprehensive overview of American reading today. This report relies on large, nat. studies conducted on a regular basis by U.S. fed. agencies, supplemented by academic, foundation, & business surveys. Although there has been measurable progress in recent years in reading ability at the elementary school level, all progress appears to halt as children enter their teenage years. There is a general decline in reading among teenage & adult Americans. Both reading ability & the habit of regular reading have greatly declined among college grad. The declines have demonstrable social, economic, cultural, & civic implications. Charts & tables.

How to Read a Book-Mortimer J. Adler 2011-05-10 With half a million copies in print, How to Read a Book is the best and most successful guide to reading comprehension for the general reader, completely rewritten and updated with new material. A CNN Book of the Week: "Explains not just why we should read books, but how we should read them. It's masterfully done."—Farheed Zakaria Originally published in 1940, this book is a rare phenomenon, a living classic that introduces and elucidates the various levels of reading and how to achieve them—from elementary reading, through systematic skimming and inspecational reading, to speed reading. Readers will learn when and how to "judge a book by its cover," and also how to X-ray it, read critically, and extract the author's message from the text. Also included is instruction in the different techniques that work best for reading particular genres, such as practical books, imaginative literature, plays, poetry, history, science and mathematics, philosophy and social science works. Finally, the authors offer a recommended reading list and supply reading tests you can use measure your own progress in reading skills, comprehension, and speed.

What Really Matters in Response to Intervention-Richard L. Allington 2011-11-21 This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. The Response to Intervention initiative has risen to the top of today’s instructional agenda and yet it is a process that is unfamiliar terrain for many teachers. To help teachers acquire a fuller understanding of the complexity of response to intervention designs, literacy researcher and best-selling author Dick Allington offers clear recommendations to guide classroom teachers in designing response to instruction (RTI) programs such that struggling readers will develop their reading proficiencies to match those of their achieving peers. Unlike any other book on the topic, Dick Allington provides a research-base that supports closing the reading achievement gap along with implications this has for designing RTI programs. In addition, Dick provides a comprehensive discussion of the factors that inhibit poor, disabled, and second-language learners from achieving and offers a number of research-based instructional strategies and routines for turning struggling readers into successful learners. Teachers will be inspired and confident using these intervention programs! Take a look inside... Provides a complete review of what is critical to accelerating the development of struggling readers. Presents educators with a framework for how we might design response to intervention (RTI) programs such that struggling readers will develop their reading proficiencies to match those of their achieving peers. Features a complete analysis of response to intervention design (RTI) and offers a detailed framework for designing instructional programs! Includes an extensive bibliography and list of relevant titles for further reading • Provides a fascinating read for librarians, educators, and avid readers


Formal matters-Allison Deutermann 2016-05-16 How do the formal properties of early modern texts, together with the materials that envelop and shape them, relate to the cultural, political, and social world of their production? Formal matters: Reading the materials of English Renaissance literature answers this question by linking formalist analysis with the insights of book history. It thus represents the new English Renaissance literary historiography tying literary composition to the materials and material practices of writing. The book combines studies of familiar and lesser known texts, from the poems and plays of Shakespeare to jests and printed commonplace books. Its ten studies make important, original contributions to research on the genres of early modern literature, focusing on the involvement of literary forms in the scribal and print cultures of composition, continuation, translation, and correspondence, as well as in matters of political republicanism and popular piety, among others. Taken together, the collection’s essays exemplify how an attention to form and matter can historicise writing without abandoning a literary focus.

Phonological Processes in Literacy-Susan A. Brady 2013-09-13 This impressive volume contains the edited proceedings of a symposium held in honor of Isabelle Y. Liberman, whose teaching and writings laid the foundation for contemporary views of reading disability. Her work has influenced ways of thinking about the nature of the problem and ways of working with children and adults who experience unusual difficulty in learning to read. The symposium covered four themes that were central to Dr. Liberman’s research on reading acquisition and disability: the development of phonological awareness, the relationship between phonological awareness and success in learning to read and write, the investigation of other phonological processes associated with reading and writing performance, and the implications of current research on these matters for reading instruction. The text includes a paper on each topic, followed by commentaries which introduce additional research findings and theoretical considerations—all by leading researchers in the field.

Handbook of Early Literacy Research-David K. Dickinson 2013-10-15 Current research increasingly highlights the role of early literacy in young children’s development—and informs practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the early years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics: the transition to school, the teacher-child relationship, sociodramatic play, vocabulary development, neuroimaging work, Vygotskian theory, findings from international studies, and more.

The Pleasures of Reading: A Booklover's Alphabet-Catherine Sheldrick Ross 2014-06-27 Based on years of ground-breaking research, this book supplies a look at the unique relationship between each text and the individual reader that results in a satisfying, pleasurable, and even life-changing reading experience. • Supplies succinct, authoritative, and readable accounts on a wide range of genre literature and explains why these types of books appeal to readers • Promotes the librarian’s role with readers and helps librarians design readers’ advisory services to better serve readers • Offers valuable insights into readers and reading based on research • Includes an extensive bibliography and list of relevant titles for further reading • Provides a fascinating read for librarians, educators, and avid readers

Summer Reading-Richard L. Allington 2018

Fire Up Your Writing Brain-Susan Reynolds 2015 “Filled with accessible instruction, practical techniques, and thought-provoking exercises, Fire Up Your Writing Brain shows you how to become a more productive, creative, and successful writer. Identify the type of writer you are: Do you think or feel your way through writing a book? Are you a pantser or a plotter? Develop writing models that accelerate your learning curve. Hardwire your brain for endurance and increased productivity. Brainstorm better character concepts and plot points. Learn to edit your manuscript on both a macro and micro level. Recharge a lagging brain to gain an extra burst of creativity” --
Page and Sergey Brin had amazing technology, entrepreneurial energy, and sky-high ambitions, but no real business plan. For Google to change the world (or even to survive), Page and Brin had to learn how to make tough choices on priorities while keeping their team on track. They’d have to know when to pull the plug on losing propositions, to fail fast. And they needed timely, relevant data to track their progress—to measure what mattered. Doerr taught them about a proven approach to operating excellence: Objectives and Key Results. He had first discovered OKRs in the 1970s as an engineer at Intel, where the legendary Andy Grove (“the greatest manager of his or any era”) drove the best-run company Doerr had ever seen. Later, as a venture capitalist, Doerr shared Grove’s brainchild with more than fifty companies. Wherever the process was faithfully practiced, it worked. In this goal-setting system, objectives define what we seek to achieve; key results are how those top-priority goals will be attained with measurable, actionable results within a set time frame. Everyone’s goals, from entry level to CEO, are transparent to the entire organization. The benefits are profound. OKRs surface an organization’s most important work. They focus effort and foster coordination. They keep employees on track. They link objectives across silos to unify and strengthen the entire company. Along the way, OKRs enhance workplace satisfaction and boost retention. In Measure What Matters, Doerr shares a broad range of first-person, behind-the-scenes case studies, with narrators including Bono and Bill Gates, to demonstrate the focus, agility, and explosive growth that OKRs have spurred at so many great organizations. This book will help a new generation of leaders capture the same magic.

Worship Matters—Jane Rogers Vann 2011-02-01 Sunday worship is the central act of the Christian faith, yet few people truly understand what is happening during the service, and why, and how. Based on numerous visits with congregations of many denominations, Jane Rogers Vann examines how we can eliminate the barrier between the preacher and the people in the pew and offers practical advice directed not just toward church leaders but to worship committees and church members—all who are yearning to be fully engaged in worship. Photographs of many of the churches she visited are included.

Read to Succeed—Joy Court 2011 Concern about children’s reading is an international issue highlighted by continuing OECD research. Government actions such as the priority given to reading in the review of the National Curriculum reflect current UK concern. Reading is an essential life skill not only for an individual’s development and life chances but for social cohesion and a developed democracy. In an era of public spending cuts it is important to reflect upon the impact that libraries can have in growing readers for the future. This much-needed book provides valuable evidence of successes so far both nationally and internationally, and offers ideas for future development as well as inspiration for current practice. An edited collection contributed by expert practitioners, it covers all aspects of promoting reading to and with children and young people from birth right through to teenage years, including the following key topics: the importance of Bookstart how children begin to read creating young readers literacy libraries and literature in New Zealand the Summer Challenge in libraries Stockport does Book Idol restoring reading to the classroom promoting excellence - shadowing the CILIP Carnegie and Kate Greenaway medals local book awards the sport of reading libraries and partnerships the hard to reach reader in the 21st century creative reading. Readership: Offering future scoping for managers and aiming to inspire partnership and cooperation, this will be invaluable reading for practitioners and students of librarianship in both the public and school sectors. It will also be of great interest to all teachers, consultants and educators concerned with literacy and reading, and to policy makers in both the school and library sectors.

Reading Matter—Arthur Asa Berger 2017-07-28 To be civilized involves, among other things, making, using, and buying objects. Although speculation on the significance of objects often tends to be casual, there are professionals—anthropologists, historians, semioticians, Marxists, sociologists, and psychologists—who analyze material culture in a systematic way and attempt to elicit from it reliable information about people, societies, and cultures. One reason that analyzing objects has been problematic for scholars is the lack of a sound methodology governing multidisciplinary research. Reading Matter addresses this problem by defining a comprehensive set of methodological approaches that can be used to analyze and interpret material culture and relate it to the societies in which it is found. Arthur Asa Berger offers discussions found in semiotic, historical, anthropological, psychoanalytic, Marxist, and sociological analysis. He provides practical descriptions of the working methods of each discipline and demarcates their special areas of investigation. Berger’s lively discussions include a wealth of illustrative examples that help to clarify the complex and often difficult theories that underlie interpretations of material culture. In the second part of his analysis, Berger uses these disciplines to investigate one subject—fashion and an important aspect of fashion, blue jeans, and what the author calls the denomination phenomenon. Here he shows how different methods of reading material culture end up with different perspectives on things—even when they are dealing with the same topic. The author’s focus is on the material culture of post-scientific societies and cultures, both contemporary and historical. This comparative approach enables the reader to trace the evolution of objects from past to present or to see how American artifacts spread to different cultures, acquiring a wholly new meaning in the process. Reading Matter is an important contribution to the study of popula

Maximizing School Librarian Leadership—2018

Communicating Professionally—Catherine Sheildrick Ross 1989 Outlines how to listen effectively, ask productive questions, write clearly, tell stories with authority, sell ideas, network with librarians and other professionals, manage presentations, and write memos and letters. Sheildrick Ross’s challenging assignments with clarity and style, making communication a practical and enjoyable process.

What Really Matters in Spelling—Patricia M. Cunningham 2012 Based on the active and innovative approach of making words that teachers and their students have grown to love from Pat Cunningham, What Really Matters in Spelling presents teachers in grades kindergarten through eighth grade a clear approach to what really matters in spelling. Pat reminds teachers how much spelling matters, how complex teaching spelling is, and how critical word walls and reading are to strengthening spelling skills. Her experience as a classroom teacher, researcher, scholar, and innovator gives readers a unique opportunity to learn from the best at Pat identifies the 100 most common words and patterns, and examines ways to develop sophisticated, independent spellers. Paired with Pat’s book What Really Matters in Vocabulary educators have the best tools to help every student become good spellers and communicators. Written by the authors you know and trust, each of the books in the What Really Matters series offers a succinct presentation of what matters most when teaching different aspects of the reading process. With a thought-provoking, rich presentation, Pat Cunningham, Dick Allington, and others explore complex issues teachers of reading face in today’s classrooms and bring each of the topics to life. These brief and inexpensive books are written in a lively narrative with clear organization, exceptional pedagogy, and special features. Their friendly design and compact size make the books accessible, convenient, and easy-to-read. What Teachers Are Saying...”Cunningham explicitly outlines the necessary steps for introducing 100 key words per school year and offers engaging activities for classroom teachers to help all of their students become great spellers. This is exactly what classroom teachers are looking for: step-by-step spelling instruction that is meaningful and relevant to their students’ needs.” - Shanaelle Cannon, K-5 Literacy, Southern Nevada Regional Professional Development Program, N. Las Vegas, NV “As a classroom teacher I know first hand how students’ spelling in written work seems to becoming increasingly problematic. Students often spell words phonetically which are not always spelled correctly. It seems as if students who continue to misspell these words in their writing do not move forward, as a matter of fact very little progress is made. I think with [Pat’s] approach students will have a better grasp on the tricky word patterns and help them to make a connection to other word
patterns rather than just spelling one word and then moving on to the next.” - Karen Berecky, Second Grade Teacher, Mill Lake, Monroe, NJ

**Communicating Professionally** Catherine Sheldrick Ross 2013-07-17 The new third edition of Communicating Professionally is completely revised with new sections outlining the opportunities offered by contemporary communication media.

**The Noise of Culture** William Paulson 2019-06-30 William Paulson believes that as contemporary science extends its influence over areas of thought that have long been the province of the humanities, scholars in literary disciplines may suffer for their lack of contact with work in the sciences of mind and information. In The Noise of Culture, he speculates on the role of literature in the post-literary culture of the information age and proposes a vital reorientation of the study of literature, both affirming its specificity and exploring its developing relationship with modern science. Paulson discusses literature in the context of information theory, particularly the theory of self-organizing and autonomous systems. Reviewing and building upon the work of such thinkers as Michel Serres, Henri Atlan, Francisco Varela, and Judith Schlanger, Paulson offers a new kind of conceptual vocabulary for literary theory. He concludes that literature functions as the noise of culture, a source of variety in the circulation and production of ideas and a rich and indeterminate margin through which messages are sent and transformed.

**Investing in Successful Summer Programs** Jennifer Sloan McCombs 2021-06-30 Research evidence suggests that summer breaks contribute to income-based achievement and opportunity gaps for children and youth. However, summertime can also be used to provide programs that support an array of goals for children and youth, including improved academic achievement, physical health, mental health, social and emotional well-being, the acquisition of skills, and the development of interests. This report is intended to provide practitioners, policymakers, and funders current information about the effectiveness of summer programs designed for children and youth entering grades K-12. Policymakers increasingly expect that the creation of and investment in summer programs will be based on research evidence. Notably, the 2015 Every Student Succeeds Act (ESSA) directs schools and districts to adopt programs that are supported by research evidence if those programs are funded by specific federal streams. Although summer programs can benefit children and youth who attend, not all programs result in improved outcomes. RAND researchers identified 43 summer programs with positive outcomes that met the top three tiers of ESSA’s evidence standards. These programs were identified through an initial literature search of 3,671 citations and a full-text review of 1,360 documents and address academic learning, learning at home, social and emotional well-being, and employment and career outcomes. The authors summarize the evidence and provide detailed information on each of the 43 programs, focusing on the evidence linking summer programs with outcomes and classifying the programs according to the top three evidence tiers (strong, moderate, or promising evidence) consistent with ESSA and subsequent federal regulatory guidance.