

PREFACE

This book describes a new approach to secondary content area reading. The approach, called **functional language analysis**, goes beyond the strategies often recommended—vocabulary, text structures, key words, and personal responses—to offer teachers explicit ways to focus on language itself to help students comprehend and critique the advanced texts of secondary schooling. Based in functional linguistics, the book provides a meaning-based metalanguage for talking about text that enables students to learn content at the same time they are developing advanced literacy skills.

The book is intended primarily for teachers and teacher educators of core secondary subjects (science, social studies, mathematics, and language arts). Reading teachers and literacy coaches in middle and high schools will also find it valuable. The book leads the reader through analysis of texts in different subjects to illuminate the challenges students face in reading those texts and to offer ways of engaging students in exploring meaning in text. It provides detailed suggestions for incorporating language analysis and exploration of meaning into classroom instructional practices to develop students' reading proficiency in content areas. The book is also a resource for language and literacy scholars who conduct research on reading, language, and literacy in academic content areas, as it offers ways of evaluating texts and analyzing the meanings they present. The book can be used in content area reading courses, in graduate seminars on literacy education and applied linguistics, and in professional development workshops and institutes.

We are grateful to Annabelle Lukin, Jingzi Huang, and Bruce Normandia for their contributions to the book. We also thank the many colleagues, friends, and students who have provided valuable comments on earlier drafts of the chapters in this book. They include Mariana Achugar, Thomasenia Adams, Anne Curzan, Luciana de Oliveira, Anne Gere, Gloriana Gonzalez, Stacey Greer, Tracy Linderholm, Kerry McArthur, Stephen Pape, John T. Rowntree, Jenny Sealy, Megan Sweeney, and Ebony Thomas. Finally, we acknowledge with appreciation the support of Kelly Sippell of the University of Michigan Press.