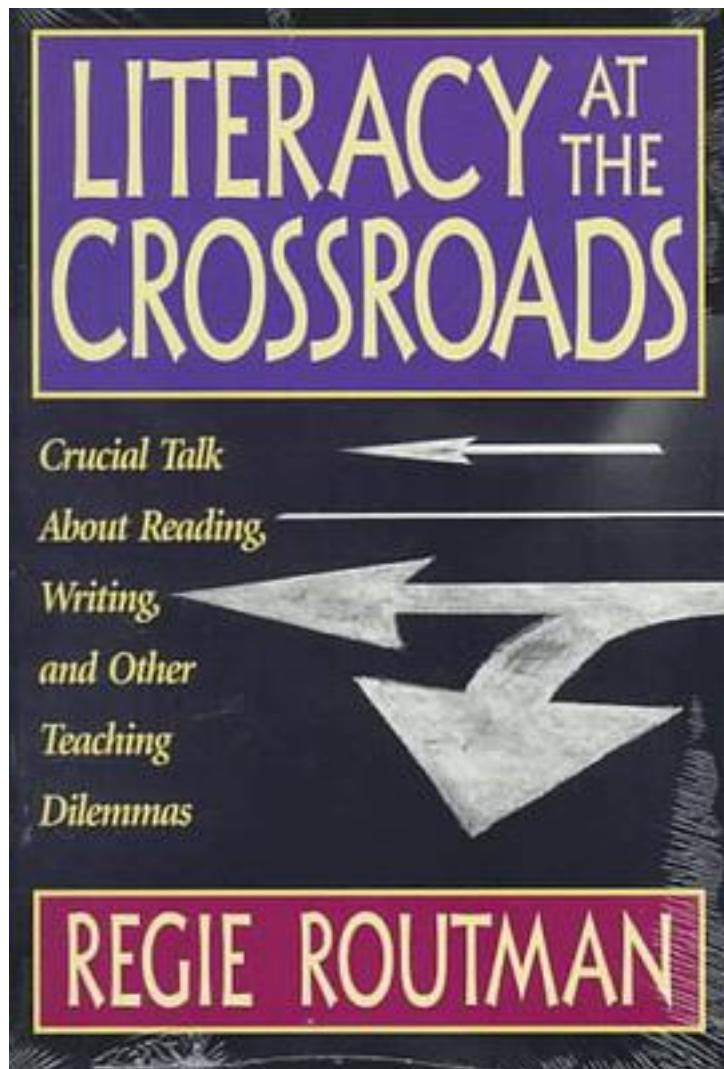


# Literacy at the Crossroads



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Taking as a starting point the criticism of "whole language" as to blame for illiteracy, declining test scores, and poor spelling and grammar skills, the author of this text considers whether whole language is truly at fault. Looking at the surrounding issues, she questions the ways in which teachers are trained, students are assessed, educators and parents communicate and funds are allocated. Current critical concerns are described and clarified, with suggested actions for doing what is best for children. In the author's belief, back-to-basics instruction is not the solution to America's school problems. What is needed is teachers who are clear about their own goals and outspoken about their beliefs.

作者介绍:

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