



Learning to Read the Numbers: Integrating Critical Literacy and Critical Numeracy in K-8 Classrooms A Co-Publication of The National Council of Teachers of English and Routledge

David J. Whitin, Phyllis E. Whitin

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Being a critical reader of numerical information is an integral part of being literate in today's data-drenched world. Uniquely addressing both mathematics and language issues, this text shows how critical readers dig beneath the surface of data to better evaluate their usefulness and to understand how numbers are constructed by authors to portray a certain version of reality. Engaging, concise, and rich with examples and clear connections to classroom practice, it provides a framework of critical questions that children and teachers can pose to crack open authors' intentions, expose their decisions, and make clear who are the winners and losers – questions that are essential for building democratic classrooms.

Explaining and illustrating how K-8 teachers can engage students in developing the ability to be both critical composers and critical readers of texts, *Learning to Read the Numbers* is designed for teacher education courses across the areas of language arts, mathematics, and curriculum studies, and for elementary teachers, administrators, and literacy and mathematics coaches.

Learning to Read the Numbers is a co-publication of The National Council of Teachers of English (www.ncte.org) and Routledge.

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