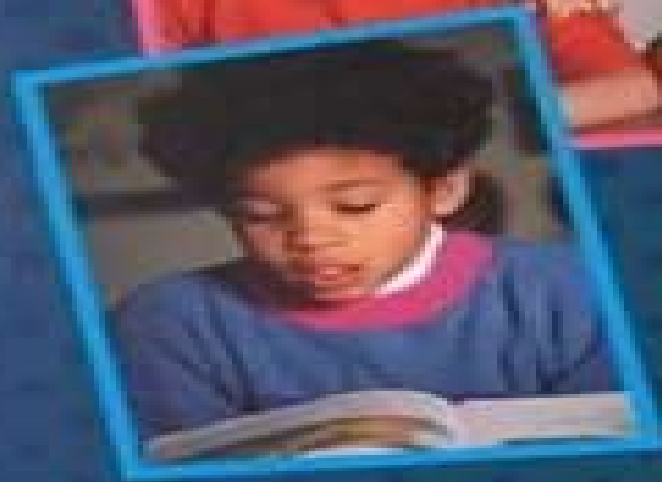


Second Edition

Teaching Reading and Writing in Elementary Classrooms



Rebecca Barr

Barbara Johnson

Teaching Reading And Writing In Elementary Classrooms

RS Peters



Teaching Reading And Writing In Elementary Classrooms:

Literate Lives Amy Seely Flint, 2007-11-09 *Literate Lives Teaching Reading and Writing in Elementary Classrooms* invites readers to consider the complexities of the reading process in diverse settings. The text is designed to meet the challenges and needs of undergraduate and graduate teacher candidates in elementary education programs, helping them to have a better first year in the classroom experience. The text introduces teacher candidates to the notion that reading is a complex, multi-layered process that begins early in a child's life. Reading, by all accounts, is more than decoding symbols on a page. While this is one component of the reading process, it is important for teacher candidates to see a broader, more complete picture of reading. Given the role that reading plays in the elementary school curriculum, it is imperative that teachers have a well-developed understanding of the reading process and what it means to be a teacher of readers. *Literate Lives Teaching Reading and Writing in the Elementary Classroom* covers the major theories and application strategies of the reading process as well as current debates in the field, using a unique framework that builds upon the following themes: believing that literacy is based in social, cultural, and historical contexts; assuming an inquiry stance; being problem posers and wondering why; using *kidwatching* (Goodman, 1985) as an assessment tool to make informed instructional decisions; recognizing and using the multiple literacies that children bring to the classroom; and lingering and reflecting on one's decisions in light of what one knows and believes.

Teaching Reading and Writing in Elementary Classrooms Rebecca Barr, Barbara Johnson, 1997 Based on principles of inclusion and constructivism, this text offers balanced coverage of whole language and basal reading instruction and offers clear strategies for melding approaches to accommodate the needs of individual learners. The text also features abundant case studies, interviews, strong emphasis on literacy, the writing process, and children's literature.

Engaging Students in Disciplinary Literacy, K-6 Cynthia H. Brock, Virginia J. Goatley, Taffy E. Raphael, Elisabeth Trost-Shahata, Catherine M. Weber, 2014-03-01 This accessible book will help elementary school teachers improve literacy instruction inside or outside the Common Core environment. The authors address teachers' instructional needs by introducing key concepts from current trends in literacy education, from high-level standards to the use of 21st-century literacies. Readers then follow teachers as they successfully implement the curriculum they developed to promote high-level thinking and engagement with disciplinary content. The text focuses on three disciplinary literacy units of instruction: a science unit in a 2nd grade classroom, a social studies/history unit in a 4th grade classroom, and a mathematics unit in a 6th grade classroom. Each unit revolves around a central inquiry question and includes research-based strategies for using reading, writing, and classroom talk as tools to foster disciplinary understandings. This unique insider's look at how real teachers build and implement a Common Core-aligned curriculum will be an invaluable resource for teachers, schools, and districts as they move forward to align their own curricula.

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Reading and Writing in Elementary Classrooms

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