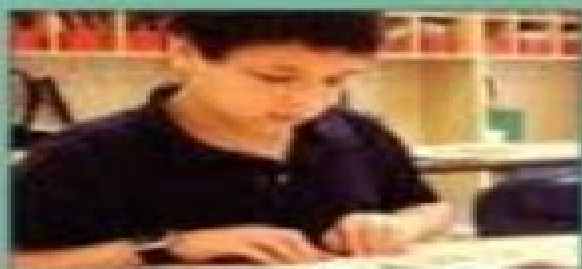


Small-Group Reading Instruction

A Differentiated Teaching Model
for Intermediate Readers, Grades 3–8



BEVERLY
TYNER

SHARON E.
GREEN

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Small-group Reading Instruction Beverly B. Tyner, Sharon E. Green, 2012 This edition reflects the authors insight gained from working with students and teachers across the United States Chapters provide the knowledge base and practical application models necessary to implement small group differentiated reading instruction for a wide range of readers in the intermediate grades To help you provide struggling and proficient students with the specific instruction that will increase their overall reading ability as they face higher standards book cover

Small-group Reading Instruction Beverly Tyner, Sharon E. Green, 2005 This classroom tested research based model supports reading writing and spelling as integrated processes

Handbook of Effective Literacy Instruction Barbara M. Taylor, Nell K. Duke, 2014-07-21 The intent of this handbook is to provide a comprehensive forward looking research based resource for teachers teacher educators and researchers on the key inter connected components of effective literacy instruction The book is designed so that it is a readily useable resource for pre service and practicing teachers as well Every chapter in sections I II III and IV includes substantial suggestions for implementing research based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and when applicable parents within schools

Standards for Reading Professionals—Revised 2010 International Reading Association, 2010-08-04 What should reading professionals know and be able to do The fully updated and revised Standards 2010 identifies the performance criteria necessary to assess competence of reading educators and to design programs to foster this competence Two new professional role categories are addressed 1 the middle and high school content teacher and 2 the middle and high school reading classroom teacher Also with the addition of a new diversity standard Standards 2010 addresses the urgent need for preparing reading professionals to teach today s increasingly diverse student population Standards 2010 also provides matrixes that list each role with the corresponding elements of each standard to help you view a specific standard s element and its description across all roles

Hands-on Literacy Coaching Nancy N. Boyles, 2007 Integrating literacy instruction and coaching this step by step guide is for literacy coaches teachers and administrators of all grade levels It uses an explicit instruction model complete with ready to use strategies charts checklists protocols and teaching scenarios

The Literacy Coaching Challenge Michael C. McKenna, Sharon Walpole, 2013-11-18 When the goal is supporting excellent teaching there is no one size fits all approach This popular practitioner resource and text helps readers navigate the many choices involved in developing and fine tuning a coaching program that offers the best fit for a particular school The authors draw on current research as well as their extensive experience in K 8 settings They provide clear guidance with helpful reproducibles on Major coaching models and how to choose among them Applying principles of adult learning and motivation The role of reading assessment in coaching Balancing classroom level grade level and whole school tasks Special considerations in middle school coaching See also The

Literacy Coach's Handbook Second Edition which offers a complete primer on the role of the literacy coach and what coaches need to know to get started

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Climbing the Literacy Ladder Beverly Tyner, 2019-08-05 Literacy skills are the cornerstone upon which students knowledge self esteem and future educational opportunities are built But far too many teachers lack the time materials and specialized knowledge required to address these skills adequately To that end Climbing the Literacy Ladder is a one stop shop to help teachers plan and differentiate literacy instruction for all students from prekindergarten through 5th grade Literacy educator Beverly Tyner presents plans for small group instruction that addresses elementary students six developmental stages of reading and writing emergent beginning fledgling transitional fluent and independent To help teachers support students literacy development this book also provides Characteristics of readers and writers at each stage Lesson plans that target each of the research based instructional components fluency word study vocabulary and comprehension Authentic classroom scenarios and conversations Practical classroom strategies and activities Advice for when to move students to the next stage If students cannot read with comprehension by 3rd grade then their educational future is cast in doubt Climbing the Literacy Ladder will not only help you grow as a competent and empowered literacy teacher but also ensure that your students continue to travel a clear and unobstructed educational road This book is a co publication of ASCD and ILA

Strategies to Support Struggling Adolescent Readers, Grades 6-12 Katherine S. McKnight, Lisa Hollihan Allen, 2018-03-02 When students are in elementary school a teacher who has expertise in teaching the fundamentals of reading instructs them At the middle and high school level that stops and the timing could not be worse The literacy demands increase exponentially yet typically schools do not teach adolescents how to successfully read the increasingly difficult materials they encounter throughout their

day As the rigor increases in their classes student coping skills become less effective Consequently the achievement gap becomes wider and more difficult to close during the adolescent years When it comes time to prescribe an intervention middle and high school teachers are hitting a wall Decoding and comprehension materials are often presented at an elementary level The students feel bad enough that they struggle with reading assigned baby work increases the stigma This book addresses the need for 6 12 teachers to have appropriate literacy intervention materials to use with struggling adolescent readers This book will also help teachers learn how to support any adolescent reader struggling or not when they encounter challenging text The book features two strands decoding and comprehension Each strand contains lessons materials a difficulty dial tips for implementation and student samples

Academic Knowledge Construction and Multimodal Curriculum Development Loveless, Douglas J.,Griffith, Bryant,Bérci, Margaret E.,Ortlieb, Evan,Sullivan, Pamela M.,2013-11-30 This book presents practical conversations with philosophical and theoretical concerns regarding the use of digital technologies in the educational process challenging the assumption that information accessibility is synonymous with learning

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