



# Teaching At-risk Students In The K4 Classroom Language Literacy Learning

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Technology**

## Teaching At-risk Students In The K4 Classroom Language Literacy Learning:

*Teaching At-risk Students in the K-4 Classroom* Carole F. Stice, John E. Bertrand, 1999      **Master's Theses Directories**  
,2007 Education arts and social sciences natural and technical sciences in the United States and Canada      Resources in  
Education ,1991      **Wisconsin Charter Schools Yearbook** ,2013      *Wisconsin Charter Schools* ,2003      *Atlanta*  
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**Reading, and Writing in Children With Language Learning Disabilities** Katharine G. Butler, Elaine R.

Silliman, 2001-12-01 The ability to use language in more literate ways has always been a central outcome of education Today however being literate requires more than functional literacy the recognition of printed words as meaningful It requires the knowledge of how to use language as a tool for analyzing synthesizing and integrating what is heard or read in order to arrive at new interpretations Specialists in education cognitive psychology learning disabilities communication sciences and disorders and other fields have studied the language learning problems of school age children from their own perspectives All have tended to emphasize either the oral language component or phonemic awareness The major influence of phonemic awareness on learning to read and spell is well researched but it is not the only relevant focus for efforts in intervention and instruction An issue is that applications are usually the products of a single discipline or profession and few integrate an understanding of phonemic awareness with an understanding of the ways in which oral language comprehension and expression support reading writing and spelling Thus what we have learned about language remains disconnected from what we have learned about literacy interrelationships between language and literacy are not appreciated and educational services for students with language and learning disabilities are fragmented as a result This unique book a multidisciplinary collaboration bridges research practice and the development of new technologies It offers the first comprehensive and integrated overview of the multiple factors involved in language learning from late preschool through post high school that must be considered if problems are to be effectively addressed Practitioners researchers and students professionally concerned with these problems will find the book an invaluable resource **An Ethnographic Case Study of an Early**

**Language and Literacy Intervention for At-risk Preschool Students** Cheryl Brantley Herring, Valdosta State University.

Department of Curriculum, Leadership, and Technology, 2010 The principle theme of this dissertation was the use of language and literacy intervention as a means of preventing at risk students from inappropriate placement in special education Abstract p i **The Relative Effectiveness of Two Approaches to Early Literacy Intervention in Grades**

**K-2. REL 2017-251** Barbara Foorman, Sarah Herrera, Jennifer Dombek, Chris Schatschneider, Yaacov Petscher, 2017

Understanding written language is crucial to academic success in all content areas Ensuring a strong foundation in the components of written language that is the literacy skills of reading writing and oral language is essential if students are to

read with understanding and thus is a primary goal of early literacy instruction and of the Regional Educational Laboratory Southeast Improving Literacy Research Alliance When students fall behind in developing literacy skills early literacy intervention in kindergarten through grade 2 can reduce the number of students failing to attain grade level expectations There is a strong research base on the skills targeted by effective early literacy intervention Effective early literacy instruction includes explicit instruction in phonological awareness links from letters to sounds decoding and word study as well as practice reading for accuracy fluency and comprehension These skills are often delivered in multiple tiers of instruction that include the classroom at tier 1 supplemental small group intervention at tier 2 and intensive intervention at tier 3 for students who do not progress after a reasonable amount of time with tier 2 intervention Furthermore research has demonstrated the efficacy of directly teaching academic vocabulary and language to students to improve their comprehension In grades K 2 this includes the oral language skills of listening comprehension syntax and vocabulary that predict comprehension outcomes along with reading skills An important consideration for schools and this study is to determine which instructional materials to use in tier 2 early literacy intervention One approach is to use the tier 2 materials embedded in the existing core reading program selected for classroom instruction which is appealing because these materials are aligned with core classroom instruction and do not require the purchase of additional materials But even though these embedded tier 2 materials may claim to be research based they are rarely evaluated empirically Another approach is to select tier 2 standalone instructional materials and strategies outside the existing core reading program If the standalone materials are backed by strong evidence that they support learning in reading and language it is reasonable to expect that the standalone approach will lead to better outcomes for small group tier 2 intervention than will an embedded approach that has not been empirically evaluated Regional Educational Laboratory Southeast sought to explore whether providing at risk students with small group tier 2 intervention using a standalone intervention leads to better reading and language outcomes than does using an embedded intervention To address this question 55 low performing schools as identified by the state's school grading system in south central and north Florida were randomly assigned to implement a pullout standalone or embedded tier 2 intervention for 45 minutes daily throughout the school year In each school the intervention was used in groups of four students in grades K 1 and five students in grade 2 All students were among those identified as being at risk of literacy failure Key findings include 1 Students at risk of literacy failure in grades K 2 improved on average 13 25 percentile points on reading outcomes and 6 25 percentile points on language outcomes in both standalone and embedded intervention schools 2 The standalone intervention did not significantly improve reading or language outcomes relative to the embedded intervention among students in grades K 2 except for spelling in grade 2 The standalone intervention led to significantly better grade 2 spelling outcomes than did the embedded intervention 3 The two interventions had similar impacts on reading and language outcomes in grades K 2 for groups of students who differed on baseline

performance and for schools from the 2013 14 and 2014 15 cohorts except for spelling in grade 2 Again the standalone intervention led to significantly better grade 2 spelling outcomes among students with low baseline spelling scores than did the embedded intervention 4 The two interventions had similar impacts on reading and language outcomes among English learner students and non English learner students in grades K 2 except for some reading outcomes in kindergarten and 5 In kindergarten English learner students in embedded intervention schools performed better in phonological awareness than did non English learner students but non English learner students in standalone intervention schools performed better in word reading than did English learner students In embedded intervention schools non English learner students performed better in word reading in kindergarten than did English learner students Data outcomes intervention and methodology is appended

Language Intervention in the Classroom Donna DiSegna Merritt, Barbara Culatta, 1998 The national trend emphasized collaborative intervention within general education classrooms where the impaired student can engage in extensive and meaningful verbal interactions with peers and teachers on a more regular basis The need to integrate teachers speech language pathologists and other school specialists in using the classroom context has given rise to the need for a written resource to use in combining the collaborative process with decision making This long awaited book an outgrowth of inservice training programs on collaborative language intervention fills that need

*Understanding Language and Literacy Development* Xiao-lei Wang, 2014-08-05 Understanding Language and Literacy Development Diverse Learners in the Classroom offers effective supporting strategies to address the cultural and linguistic diversity of students in contemporary classrooms Discusses learners with different linguistic abilities infancy early childhood middle childhood and adolescence by suggesting effective ways to reach them based on their strengths and needs Emphasizes language and literacy supporting strategies in a variety of everyday classroom settings Includes activities and questions to motivate readers to think and develop their own perspectives on language and literacy development Considers a variety of different language acquisition experiences including monolingual multilingual and language impairment Discusses different types of literacies including digital and hypertext Connects language and literacy development to identity and motivation to contextualize learning styles for pre service teachers Supported by a companion website that includes additional resources such as PowerPoint presentations by chapter and a summary of relevant information from the Common Core K 12 English Language Arts Standards

*Academic Language! Academic Literacy!* Eli R. Johnson, 2009-06-24 This practical guide provides 36 hands on strategies for helping ELLs learn the necessary skills to decipher academic language in reading writing listening and speaking

*Scaffolding Literacy Instruction* Adrian Rodgers, Emily M. Rodgers, 2004 Grades K 4 Helping emerging readers and writers reach their full potential requires a delicate balance between teacher assistance and student independence With Scaffolding Literacy Instruction you can create that balance for every member of your classroom gradually shifting the responsibility for learning to your students and creating confident learners in the process Editors Adrian Rodgers and Emily

Rodgers frame Scaffolding Literacy Instruction first giving you a valuable overview of guided instruction the theory and scholarship behind it as well as its instructional goals and then in the final essay anticipating its challenges and offering usable on Monday morning tips for implementation In between wide ranging essays from ten experts in the field including Gay Su Pinnell and Irene C Fountas offer straight talk and well researched ideas that scaffold lessons and strategies in support of phonics instruction word solving partner reading working with special needs students building student identity As Rodgers and Rodgers write All scaffolding is teaching but not all teaching is scaffolding So whether you are a preservice teacher studying scaffolding in the literacy classroom a novice looking for step by step ways to support students or a veteran who wants to consider other case studies to see what might apply to your instructional setting Scaffolding Literacy Instruction will help you do it and help you do it better Language in Writing Instruction María Estela Brisk, 2020-09-22 Accessible and engaging this book offers a comfortable entry point to integrating language instruction in writing units in grades 3-8 A full understanding of language development is necessary for teaching writing in a successful and meaningful way Applying a Systemic Functional Linguistics SFL approach Mar a Brisk embraces an educator's perspective breaks down the challenges of teaching language for non linguists and demonstrates how teachers can help students express their ideas and create cohesive texts With a focus on the needs of all students including bilingual and English language learners Brisk addresses topics necessary for successful language instruction and moves beyond vocabulary and grammar to address meaning making and genre This book provides a wealth of tools and examples for practice and includes helpful instructional resources that teachers can return to time after time Moving from theory to practice this teacher friendly text is a vital resource for courses in language education programs in service teacher training seminars and for pre service and practicing English Language Arts ELA teachers who want to expand their teaching abilities and knowledge bases This book features a sample unit and a reference list of instructional resources **Language Power: Grades K-2 Level A Teacher's Guide** Rosie Orozco-Robles, 2012-09-30 **Guiding At-risk Students in the Language Arts Classroom** ,1995 Hot Topic series guide 16 is Connections Project notebook with lecture bibliography articles for teachers of at risk students for workshops for classroom use *Literacy Instruction for English Language Learners, Pre-K-2* ,2007-10-25 Offers practical instructional strategies that teachers can use with young English language learners including coverage of oral language development and instruction materials word study vocabulary comprehension writing assessment and home school connections

## Reviewing **Teaching Atrisk Students In The K4 Classroom Language Literacy Learning**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teaching Atrisk Students In The K4 Classroom Language Literacy Learning**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

<https://archive.kdd.org/results/scholarship/HomePages/Teach%20Me%20More%20German%20Teachers%20Guidebook.pdf>

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