



TEACHING LITERACY IN ELEMENTARY GRADES THROUGH LITERATURE

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Teaching Literature In The Elementary Grades A Thematic Approach

Léo Pomar



Teaching Literature In The Elementary Grades A Thematic Approach:

Teaching Literature in the Elementary School Joy F. Moss, 1996 **Closing the Circle** Sean A. Walmsley, 2008-03-07 In Closing the Circle Sean Walmsley offers education practitioners at all levels district and school administrators curriculum supervisors staff developers literacy coaches classroom teachers and special education teachers a coherent framework along with practical advice for setting K 12 language arts expectations and for effectively guiding instruction assessment reporting and data analysis Distilled from the author s extensive experience working with schools and districts the framework enables educators to prioritize literacy learning and work together more productively to achieve better literacy outcomes for all students The innovative framework includes five major elements 1 a set of clearly defined literacy attributes concise expectations for what students should know do understand and experience in the language arts 2 instructional contributions that best support students including struggling learners in acquiring the attributes 3 appropriate assessments for tracking students progress 4 reporting practices that clearly explain the progress achieved and 5 rigorous analysis of data to inform instruction The model embraces a broad conception of literacy and includes expectations for reading writing listening and speaking as well as viewing and representing making it especially suitable for learning in the digital era **Resources in Education** , 2001-10 **Literary Discussion in the Elementary School** Joy F. Moss, 2002 Offers a rich resource for preservice and practicing teachers who want to build extend or enliven a program in which students explore the expanding world of children s literature Research in Education , 1974 *Teaching Children to Read and Write* Robert B. Ruddell, 1999 New edition of a textbook intent on creating the kind of teachers that students remember for the rest of their lives Covers early reading and writing development building vocabulary and comprehension connections using literature and reader response and understanding language and cultural diversity *Learning to Teach* Linda Shalaway, 1998 An essential guide for all teachers Learning to Teach Not Just for Beginners offers a wealth of great strategies for all those who desire to instruct others as a career **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , **Making Sense of Whole Language** John W. Myers, 1993 Based on the premise that whole language is a philosophy or perspective rather than a set of practices this fastback develops a definition of whole language presents an information processing model of language processes and discusses theory practice relationship and assessment as they relate to whole language Sections of the fastback are Making Sense of Whole Language A Holistic View of Language What Research Says Theory into Practice Whole Language Arts and Whole Language and Assessment The pamphlet concludes that 1 theory determines practice 2 integrated language activities are more powerful than separated ones 3 whole language arts cut across the curriculum and 4 instructional goals should drive the assessment of language arts skills Six figures are included and a 47 item bibliography is attached RS **Resources in Education** , 1997

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