



Teaching Atrisk Students In The K4 Classroom Language Literacy Learning

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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
Wisconsin Charter Schools Yearbook ,2013 **Atlanta Magazine** ,2005-01 Atlanta magazine s editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region Atlanta magazine s editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region **Speaking, 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
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

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

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

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

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

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