

The Texts in Elementary Classrooms

Edited by

James V. Hoffman ~ Diane L. Schallert



Texts In Elementary Classrooms

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Texts In Elementary Classrooms:

The Texts in Elementary Classrooms James V. Hoffman, Diane L. Schallert, 2004 The book is based on research related to texts tasks and effective teaching in primary classrooms as compared to an ideal primary classroom Audience to be specialists curriculum directors and supervisors Also useful for specialized institutes and graduate courses

The Texts in Elementary Classrooms James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This volume explores a variety of topics including texts in the teaching and learning of reading word identification and text characteristics choosing fiction to support young children s literacy development electronic text in the classroom and issues surrounding text selection

Inclusive Texts in Elementary Classrooms Amy J. Heineke, Aimee Papola-Ellis, 2022 Put children s diverse experiences at the center of the curriculum with texts that promote their identity development literacy engagement and comprehension and learning across the content areas This practical text includes guidance for setting learning goals that align with relevant standards and curricular directives as well as classroom examples teaching strategies and reflective questions

Close Reading in Elementary School Diana Sisson, Betsy Sisson, 2014-01-01 The Common Core State Standards encourage teachers to use close reading as a means to help students access complex text Many literacy experts believe close reading has the power to create strong independent readers But what does that really mean and how does it work in the classroom This book is your must have guide to getting started It provides step by step strategies and scaffolds for teaching close reading and improving students comprehension of complex texts You will learn how to teach close reading based on text type how to transition students through increasingly challenging texts and how to use close reading as a springboard for close writes and close talks Special Features An easy to use framework for creating a close reading lesson Close reading strategies for a variety of literary and informational subgenres Ideas for teaching close reading to meet specific comprehension objectives based on the Common Core including analyzing text structure and evaluating argument Suggestions for helping students read with increased levels of rigor A clear explanation of what text complexity really means and how it varies by student Scaffolds to help students at all ability levels do a close reading Guidelines and procedures for close talks purposeful focused discussions about text Procedures for close writes that vary based on genre and student ability level In addition each chapter includes study guide questions to help you apply the ideas in the book to your own classroom With this practical book you will have all the tools you need to make close reading a reality

Reading Across Multiple Texts in the Common Core Classroom Janice A. Dole, Brady E. Donaldson, Rebecca S. Donaldson, 2014-04-15 This teacher friendly resource addresses one of the most important critical reading skills in the Common Core State Standards reading across multiple texts As the world grows ever more complicated students more than ever need to become skillful at reading multiple sources comparing contrasting and integrating texts Responding specifically to Standards 7 and 9 this guide shows teachers how to work with students as they read think about critique and evaluate multiple texts including narrative and informational print graphic and video hard copy

and online The authors provide strategies for helping students answer text dependent questions find evidence in a text and scan for information Model lessons developed and taught by the authors and their professional colleagues will be especially useful to teachers whether they are beginning or expanding their own teaching of multiple texts Reading Across Multiple Texts in the Common Core Classroom K 5 is the book for which elementary school literacy educators have been waiting for ever since the Common Core State Standards were released From the Foreword by Robert J Marzano CEO Marzano Research Laboratory These authors provide a refreshingly realistic look at what it could mean to read across texts Planning templates and examples illustrate the potential of CCSS to vastly improve students text based experiences The combination of an extended application of comprehension research and a clear understanding of classrooms make this book a must read for teachers Sharon Walpole professor School of Education University of Delaware Finding the Right Texts Elfrieda H. Hiebert,Misty Sailors,2009-01-01 Until now no single volume has comprehensively examined the crucial question of how to select the most appropriate reading material for beginning or struggling readers From leading authorities this book meets an important need by reviewing the best available research on the role of specific text features a including linguistic and conceptual content a in supporting the development of proficient reading Also explored are ways that teacher scaffolding can help students who have difficulties with particular aspects or types of texts The book considers approaches to adapting the design and selection of texts to reinforce reading skills and provide well paced challenges for Ka 6 students at a variety of ability levels Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences National Science Foundation (U.S.),1974 Literacy Instruction with Disciplinary Texts William E. Lewis,John Z. Strong,2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size Classroom Literacy Assessment Jeanne R. Paratore,Rachel L. McCormack,2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for

incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **Texts, Tasks, and Talk** Brad Cawn, 2015-10-22 Align teaching with next generation standards To fully address the Common Core State Standards educators must pair standards aligned instructional goals with high quality texts or content The author underscores the crucial role of selecting preparing and incorporating texts in curriculum design and the importance of close reading rigorous task construction purposeful classroom discussion and focused collaboration in literacy instruction

Resources in Education, 2000 **Childhood Education**, 1929 Includes music **Digitally Supported Disciplinary Literacy for Diverse K-5 Classrooms** Jamie Colwell, Amy Hutchison, Lindsay Woodward, 2020 This book focuses on how elementary teachers might plan for and incorporate digitally supported disciplinary literacy into English Language Arts Mathematics Science and Social Studies to reach all learners To do so the authors present the six phase Planning Elementary Digitally Supported Literacy PEDDL Framework along with four core practices useful for considering elementary disciplinary literacy After grounding disciplinary literacy in elementary grades how it might support all learners and the rationale for its inclusion in K 5 instruction core practices are presented along with a rationale behind those practices Then the authors provide an in depth overview of the PEDDL Framework with examples and research based underpinnings of each phase Finally a paired chapter approach then guides readers through each of the four core disciplines to first overview practices particular to each discipline that are appropriate for elementary grades and then provide detailed lesson planning approaches using the PEDDL Framework for each Supplementary lesson plan examples are also offered in this book for extended consideration of digitally supported disciplinary literacy across K 5 Critical Literacy and Urban Youth Ernest Morrell, 2015-07-22 Critical Literacy and Urban Youth offers an interrogation of critical theory developed from the author's work with young people in classrooms neighborhoods and institutions of power Through cases an articulated process and a theory of literacy education and social change Morrell extends the conversation among literacy educators about what constitutes critical literacy while also examining implications for practice in secondary and postsecondary American educational contexts This book is distinguished by its weaving together of theory and practice Morrell begins by arguing for a broader definition of the critical in critical literacy one that encapsulates the entire Western philosophical tradition as well as several important Othered traditions ranging from postcolonialism to the African American tradition Next he looks at four cases of critical literacy pedagogy with urban youth teaching popular culture in a high school English classroom conducting community based critical research engaging in cyber activism and doing critical media literacy education Lastly he returns to theory first considering two areas of critical literacy pedagogy that are still relatively unexplored the importance of critical reading and writing in constituting and reconstituting the self and critical writing that is not just about coming to a critical understanding of the world but that plays an explicit and self referential role in changing the world Morrell concludes by

outlining a grounded theory of critical literacy pedagogy and considering its implications for literacy research teacher education classroom practice and advocacy work for social change *School Life*, 1958 *Research in School and College Personnel Services* Paul Macminn, United States. Office of Education, Carroll Hiram Miller, Frank E. Wellman, 1960

Research in Constructing the Elementary School Curriculum American Association of School Administrators, 1926

Reading and Learning Strategies Susan Davis Lenski, Mary Ann Wham, Jerry L. Johns, 2006-06-22 From Text to 'Lived'

Resources Ghislaine Gueudet, Birgit Pepin, Luc Trouche, 2011-09-06 What kinds of curriculum materials do mathematics teachers select and use and how This question is complex in a period of deep evolutions of teaching resources with the proficiency of online resources in particular How do teachers learn from these materials and in which ways do they tailor them for their use and pupil learning Teachers collect resources select transform share implement and revise them Drawing from the French term *ing nerie documentaire* we call these processes documentation The literal English translation is to work with documents but the meaning it carries is richer Documentation refers to the complex and interactive ways that teachers work with resources in class and out of class individually but also collectively Turning the Page on Complex Texts Diane Lapp, Barbara Moss, 2016-04-28 Ensure all learners become successful close readers In this powerful resource the authors examine what features make a text complex Learn how to select appropriate complex texts and design instruction to meet the needs of every student Explore grade specific classroom scenarios that illustrate how to scaffold lessons to foster close reading and deepen comprehension at all stages of K 12 education Benefits Gain practical teaching strategies for creating close reading lessons Consider grade level specific instructional scenarios that illustrate how to support students reading comprehension as they learn to read closely Learn how to evaluate a text s complexity and how to ask text dependent questions that can help students engage with a text Study evidence for why continuous close assessment of student performance is vital for making sure all students learn to closely read complex texts Discover potential contingency scaffolds for the classroom and how to use them to promote student success in closely reading a text Contents Introduction Part I Background and Planning Information 1 Understanding Close Reading 2 Identifying Text Complexity 3 Making Decisions That Support Close Reading Instruction 4 Assessing During Close Reading Part II Instructional Scenarios 5 Understanding What the Text Says Through Differentiated Scaffolds 6 Understanding How the Text Works Through Differentiated Scaffolds 7 Understanding What the Text Means Through Differentiated Scaffolds 8 Supporting Knowledge Demands with Differentiated Scaffolds Epilogue Appendix A References and Resources

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