

Teaching Reading in Elementary Classrooms

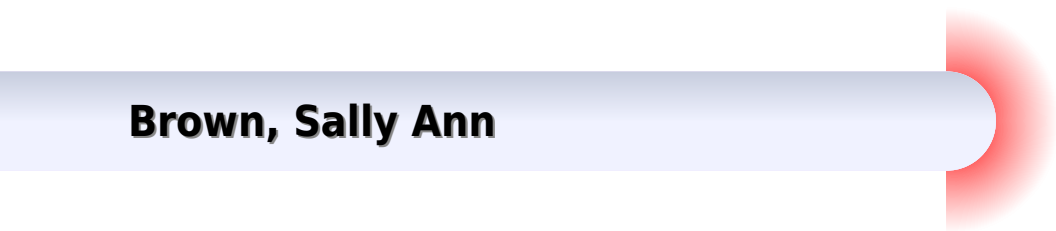


DEVELOPING INDEPENDENT READERS

Rebecca Barr ■ Barbara Johnson

Teaching Reading In Elementary Classrooms Developing Independent Readers

Brown, Sally Ann



Teaching Reading In Elementary Classrooms Developing Independent Readers:

Teaching Reading in Elementary Classrooms Rebecca Barr, Barbara Johnson, 1991 Instructor's Manual for Barr and Johnson's Teaching Reading in Elementary Classrooms Barbara Johnson, 1991 **Resources in Education** , 1998

The Texts in Elementary Classrooms James V. Hoffman, Diane Lemmonier Schallert, 2004-09-22 This CIERA sponsored book is based on the premise that high quality texts of all kinds are essential to good teaching in elementary classrooms. Experts on a variety of text related topics were asked to summarize existing research and then apply it to literacy development in an ideal classroom. The most comprehensive and up to date book in its field, it moves progressively from an examination of discrete literacy processes and forms to a holistic overview and assessment of the classroom literacy environment. Content coverage in this outstanding new book includes: Literacy Processes: Part I examines basic reading processes: instruction, comprehension, word recognition, fluency, and motivation as they relate to text features. Forms of Texts: Part II examines the wide variety of text types: fiction, nonfiction, leveled, local, and electronic that comprise an effective classroom literacy program. Discussions include the nature of these texts, their qualities and quantities, how they fit into an instructional plan, and how a teacher might assess their effectiveness. Text Selection: Part III examines special issues: linguistic diversity and teachers as censors related to the selection of classroom texts. Personal Applications: The final hands-on chapter synthesizes the book's ideas and offers practical tools, checklists, and inventories whereby teachers can self-assess the literacy environment of their own classrooms. This book is suitable for anyone: graduate students, in-service reading specialists, and curriculum directors, college faculty, and researchers who deal directly with issues of classroom literacy. Teaching Language and Literature in Elementary Classrooms Marcia S. Popp, 2006-04-21 This book is designed to help the beginning teacher create a classroom environment that integrates literacy development with learning in all areas of the curriculum. It provides fundamental information about language arts teaching and is meant to be used. *Digital Initiatives for Literacy Development in Elementary Classrooms: Emerging Research and Opportunities* Brown, Sally Ann, 2017-08-11 Children of today are growing up in technology rich environments and spend countless hours engaged with digital tools. It is essential that educators take advantage of children's technological skills once they enter the classroom. *Digital Initiatives for Literacy Development in Elementary Classrooms: Emerging Research and Opportunities* is an essential reference work featuring the latest scholarly research on the benefits of technology integration into classrooms to enhance learning experiences. Including coverage on a number of topics and perspectives such as multimodal literacy, cloud based writing, and social semiotics, this publication is ideally designed for educators, media specialists, instructional technology coaches, literacy coaches, and academics seeking current research on classroom literacy practices. Research in Education , 1974 Balancing Principles for Teaching Elementary Reading James V. Hoffman, Peter Afflerbach, Ann M. Duffy-Hester, Sarah J. McCarthey, James F. Baumann, 2014-04-08 This book appears at a time when the crisis rhetoric about schools teaching and

learning to read is extremely high There is a rising call within the profession for a balanced perspective on reading Balancing Principles for Teaching Elementary Reading aspires to help set the agenda for improving the quality of literacy instruction in the United States by recentring the debate from What s better whole language or phonics to What can we do in reading instruction to prepare all children for the literacy demands of the next century The authors all members of the professional community of reading educators work on a daily basis with teachers in classrooms prospective teachers clinicians and tutors Their goal for this book is to represent what they have learned about effective teaching and learning as members of this community It is written with four purposes in mind to offer a principled conception of reading and learning to read that is considerate of both the personal dimensions of literacy acquisition as well as the changes that are taking place in society to summarize key findings from the research that relate specifically to effective teaching practices to describe current practices in reading instruction with specific comparisons to the principles of effective practice that are identified and to suggest an action agenda that is school based and designed to promote positive changes in the quality of instruction This text offers a perspective for teaching that provokes members of the reading education community to think about their underlying beliefs about teaching and their shared commitment to making schools more effective for the students they serve It is envisioned as a resource to be used in building a community of learners to be read with professional colleagues in a course of study in a teacher researcher book club or in some type of in service setting Readers are encouraged to debate the ideas presented to challenge the authors conceptions with their own reality to make sense within a community about what action is desirable Some specific suggestions and strategies are provided as springboards for further exploration and action

Reading and Writing Instruction for Second- and Third-Grade Classrooms in a PLC at Work® Sarah Gord, Kathryn E. Sheridan, 2020-06-30

Fully prepare students to begin the pivotal transition from learning to read to reading to learn Written for individual teachers and collaborative teams this resource outlines how to craft instruction to ensure every learner masters literacy expectations in second and third grade Readers will gain a wealth of strategies and practices for designing standards aligned instruction developing quality assessment providing timely interventions and more Use this resource to address specific literacy challenges found within the second and third grade band Understand the role professional learning communities PLCs play in literacy development Learn how teams of teachers can maximize their collective strengths to make profound impacts on student literacy and reading comprehension Obtain instructional strategies and tools such as the pre unit protocol PREP for unpacking and clarifying literacy standards Observe how to collaboratively score quality assessments as a team and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity in grades two and three Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations

Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Essential Understandings and Guiding Questions References and Resources Index

Teaching New Literacies in Grades 4-6 Barbara Moss, Diane Lapp, 2009-11-23 Upper elementary students encounter a sometimes dizzying array of traditional and nontraditional texts both in and outside of the classroom. This practical handbook helps teachers in grades 4-6 harness the instructional potential of fiction, poetry, and plays; informational texts; graphic novels; digital storytelling; Web-based and multimodal texts; hip-hop advertisements; math problems; and many other types of texts. Twenty-four complete lessons promote critical literacy skills such as comprehending, analyzing, and synthesizing information and using writing to communicate new ideas and pose questions. Snapshots of diverse classrooms are accompanied by clear explanations of the research base for instruction in each genre. Ready-to-use reproducibles are included.

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Teaching Reading In Elementary Classrooms Developing Independent Readers Introduction

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