

PLANNING FOR SUCCESSFUL READING AND WRITING INSTRUCTION IN K-2 pdf

1: Guided Writing - ReadWriteThink

Planning for Successful Reading and Writing Instruction in K A Step-by-Step Guide for Mapping Out the Year, the Month, the Day (Scholastic Teaching Strategies) Paperback - March 1, by Antoinette Fornshell (Author), Antoinette Cerulli Fornshell (Author).

In the hurly-burly of classroom life, every minute you spend on one subject is less time spent on another subject. Lucy and her coauthors aim to protect time for authentic reading and writing, while also helping you teach a rigorous, research-based phonics curriculum. Every message you send during phonics instruction needs to be angled to support transfer to reading and writing. Your goal is not for your kids to become linguistic scholars. Instead, phonics instruction only matters because it enables reading and writing. Given that phonics is important only insofar as it transfers to reading and writing, it is essential that a phonics curriculum draw on broad, deep, applied knowledge of how students develop as writers, readers, speakers and listeners. In addition, the sequence of the Units of Study in Phonics follows a pathway that is widely supported by an enormous body of research including the work of Bear, Beck, Blevins, Cunningham, Fountas, Pinnell, Rasinski, and others. A Lean and Efficient Curriculum Phonics instruction benefits children when it supplements and does not replace reading and writing instruction. Phonics instruction needs to be lean and efficient. Every minute you spend teaching phonics or preparing phonics materials to use in your lessons is less time spent teaching other things. The Units of Study in Phonics recommends twenty minutes for explicit phonics instruction, with time outside of phonics for small-group instruction in phonics. Going Beyond Item Knowledge Children benefit from being taught not only item knowledge such as blends and digraphs , but also the strategies and purposes that allow them to draw on that item knowledge as they read and write. In Units of Study in Phonics, children are taught the most high-utility phonics, and they are taught to use what they know to be problem solvers, word scientists, super-power readers, and writers. Game-changing Engagement Children benefit most from phonics work that is engaging: Supporting All Learners All our teaching, and especially our teaching of something as foundational as phonics, must be flexible enough and have scope enough to support all the member of a learning community. Your bottom-line assumption needs to be that it is important to provide students with a variety of ways to express what they know. The most important way in which the Units of Study in Phonics supports all learners is by building in flexibility and choice. Download Guide Chapter Read More. A Guide to the Phonics Units of Study Describes the essential principles, methods, and structures that undergird this phonics curriculum along with an overview of the developmental progression that the series supports. Small Groups to Support Phonics Offers support in coaching into the work that students do during each session and in leading small groups to support students in transferring their phonics learning to their ongoing reading and writing. Mentor Text Each series set comes with a trade book to be used as a demonstration text for teachers to model the skills and strategies students will try. Resource Pack Each resource pack contains a variety of full-color, illustrated, posters; charts; picture, photo, word, and letter cards; copies of poems and songs; assessment materials; and much more. Online Resources Each unit includes downloadable, printable pdfs of the materials included in the resource packs, links to videos, assessment tools, small group resources, and more. Frequently Asked Questions Overview.

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2: Thirteen Strategies to Improve Reading Performance | Education World

Planning for Successful Reading and Writing Instruction in K A Step-by-Step Guide for Mapping Out the Year, the Month, the Day (Scholastic Teaching Strategies) by Antoinette Fornshell Format: Paperback Change.

The NRC noted that for students to learn to read well they must a understand how sounds are represented by print and be able to apply this understanding to read and spell words, b practice reading enough to become fluent readers, c learn new vocabulary words, and d learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors. The NRC also found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. They purposefully used the word integrated rather than balanced. Finally, they noted that effective reading teachers adapt their instruction, making changes designed to meet the needs of different students. In summary, the evidence to date shows that there are five overriding research-supported characteristics of effective instruction for students with reading difficulties. Teach essential skills and strategies. Provide explicit and systematic instruction with lots of practiceâ€”with and without teacher support and feedback, including cumulative practice over time. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support. Teach the Essentials Shortly after the NRC issued its report on the serious national problem of widespread reading difficulties Snow et al. The NRP, similarly to the NRC, concluded that reading instruction should address the domains of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Effective classroom reading instruction includes teaching phonemic awareness in kindergarten and 1st grade, and for older students who need it and phonics or word study explicitly and directly with opportunities to apply skills in reading and writing connected text e. Effective reading teachers teach skills, strategies, and concepts. Skills are things students learn to do. In reading, students must learn skills such as associating letters with their sounds such as saying the sound of the letter b and blending these sounds to form words [as in sounding out words]. Strategies are routines or plans of action that can be used to accomplish a goal or work through difficulty. A word-reading strategy is described below. Finally, students must learn concepts, or ideas. They need background knowledge related to reading and to the topics they are reading about. In a typical 3rd grade classroom, there may be virtual nonreaders, typically developing readers, and students who read at 5th or 6th grade levels or even higher. Many classrooms in which all instruction is delivered in English include students who are learning to read and speak in English at the same time. A single classroom may include children who speak several different languages at home. Typically, this means that teachers implement reading instruction in small groups as well as in whole class formats. Although a quality reading curriculum will provide the foundation for effective instruction, teachers will need to adapt their instruction for students who struggle and for high-achieving students as well. Making Instruction More Explicit Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts providing both clear examples and nonexamples. If the student is not successful, the teacher models again. The teacher may have the students sound out a few words along with him or her. Eventually, the students apply the skill independently to sound out simple words. Students who are easily confused are more likely to be successful when teachers demonstrate and clearly explain what they need to learn. On the other hand, if confusions are not addressed and foundational skills are not mastered, it is likely that students will become more and more confused, resulting in serious reading problems. Providing Systematic Instruction Systematic instruction is carefully sequenced, so that easier skills are taught before more difficult skills. Letterâ€”sound correspondences and phonics skills i. The pace of introduction of new material is reasonable to allow struggling learners to master key skills, and much of each lesson consists of practice of previously introduced

skills, strategies, and concepts and the integration of these with the newly taught material. Increasing Opportunities for Practice Published reading programs rarely include enough practice activities for at-risk readers to master skills and strategies. Students with learning difficulties typically need extended guided, independent, and cumulative practice. During guided practice, students practice with teacher feedback. Students need both positive and corrective feedback. Specific positive feedback calls attention to behaviors and processes the student is implementing well. Students also need to know when they have made mistakes. Students also need independent practice, during which they implement skills and strategies without teacher support but with close teacher monitoring, and with reteaching when necessary. Finally, students at risk for reading difficulties need large amounts of cumulative practice over time to learn to apply skills and strategies automatically when they read, just as skilled readers do. Cumulative practice means practicing newly learned items mixed in with items learned earlier, so that skills are not taught and "dropped. One effective way to provide extra practice opportunities in the reading classroom is the implementation of peer tutoring routines in which students are paired and taught how to work together to practice skills they have been taught e. The real purpose of reading is to get meaning from text, and the purpose of writing is to convey meaning with text. It is very important that students have the opportunity to apply word identification and spelling skills as they read and write connected text. This process must be supported by teachers who model for students how to apply what they have learned and give students feedback about their reading and writing. For example, students must be taught what to do when they get to a hard word. The most common characteristic of poor readers of all ages is the tendency to guess words that are difficult, sometimes using just a few letters. This quote from a middle school student, taken from a moving article about students in middle school with severe reading problems, describes the situation well: Sometimes when students in my class read, they might know how to say simple words okay, but they will skip over the big words. They look around to see if anyone is even listening to them. They stumble over words, trying to sound them out. They just keep going. Students need explicit instruction, modeling, and practice in vocabulary and reading comprehension, but many students with reading problems continue to need instruction in phonics and word study even when they are in the upper elementary and secondary grades Fletcher, A critical part of effective reading instruction is explicitly teaching students how to use efficient word reading strategies. Simply put, students need to be taught what to do when they get to a hard word. In one research-validated early reading intervention program, young students are taught to use a three-part strategy when they try to read difficult words: These steps are described in more detail below. Look for parts of the word you know. In the earliest stages of learning to read, students may find a letter or a letter combination e. Later, they may recognize common word endings e. Still later, they may identify roots or base words, such as the root spect which means "to see" in the words inspect and spectacles, or common prefixes and suffixes like pre- or -ly. Students should be taught from the earliest lessons to use a sounding-out strategy to read unfamiliar words. They should learn how to blend sounds and larger word parts together to read words and how to apply this strategy when reading real text. Some teachers teach students in kindergarten or 1st grade to identify unknown words by looking at pictures on the page or at one or two letters in a word. These students are being taught to use a guessing strategy, the strategy of choice of struggling readers, as described so well by the middle school student above. If a word is too difficult for a student to sound out, the teacher can model the process of looking for known letters or word parts and sounding out the word, and then simply tell the student the word. Some reading programs include controlled text, sometimes called "decodable text," that contains only words students can read using words and letter sounds they have been previously taught in the program. This kind of text can provide a temporary support for students in the early stages of reading development. After students sound out the unfamiliar word, the last step of the three-part word reading strategy is to teach students to put the newly solved word back into the sentence and to check it to be sure it makes sense. Thus, the meaning of the word in context is not ignored; it is used as the checking mechanism. Monitoring Student Progress In schools with effective classroom reading instruction, students receive regular brief reading assessments so that their reading growth can be monitored. These results

can be graphed, so that teachers, parents, and students can readily see progress over time. Classroom reading teachers can adjust their teaching accordingly to try to accelerate student progress. For some students, quality classroom reading instruction is not enough. A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35, 1-10

Flexible intervention for struggling readers in the early grades. *Intervention for struggling readers: Bringing science to scale* pp. Findings of the National Reading Panel. Overview of the Texas Center for Learning Disabilities. Linking general education and special education. What we need to know pp. Promoting word recognition, fluency, and reading comprehension in young children. *Journal of Special Education*, 39, 34-40

Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5, 1-10

Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, 1-10

Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher*, 59, 1-10

What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*, 70, 1-10

Not all students learn to read by third grade: Middle school students speak out about their reading disabilities.

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3: Units of Study for Teaching Phonics Grades K-2

Get this from a library! Planning for successful reading and writing instruction in K a step-by-step guide for mapping out the year, the month, the day.

Classroom Strategy Research Review What makes an effective literacy program? As an adult, you already know how to read and write. You were given skills and tools in school to master reading and writing. These skills and tools came from a literacy program. A literacy program contains all the components necessary for you to master reading and writing. However, some literacy programs are more effective than others. Teaching children how to read and write are two of the hardest feats a teacher will be asked to complete. Having an effective literacy program helps teachers complete that difficult task effectively. There are many different kinds of literacy programs out there, all of which use different components. Everything from individual teaching experience to popular educational theory can influence what components are used in a literacy program. But we feel that no matter what program is popular at the time, an effective literacy program should always encompass these six basic components: Phonemic Awareness Phonemic awareness is the ability to hear that a spoken word is made up of a series of discrete sounds. This is not just important in English, but phonemic awareness is critical for any language that has an alphabetic writing system. Phonemic awareness is an important component of a good literacy program for a few reasons: Teaching phonemic awareness allows for greater printed word recognition. Teaching phonemic awareness teaches children to identify, understand, and manipulate sounds in spoken words. Teaching phonemic awareness helps teachers recognize if students will have trouble with reading and spelling. According to the National Reading Panel , the amount of phonemic awareness that a child has been exposed to before the start of school is a strong factor in how well that child will read by the end of first grade. Phonemic awareness is also the precursor to phonics instruction. Phonemic awareness is a necessary component for phonics instruction to be effective because the students need to connect the units of the written word to the sounds in the spoken word. The NRP suggests that including phonemic awareness is a necessary component in the process of teaching children how to read. The NRP states that those who promote the use of phonemic awareness believe that including phonemic awareness as a component in literacy programs may finally prevent the massive rehashing that English instruction goes through every five to ten years. Phonics Instruction Phonics instruction is teaching children that specific sounds belong to specific letters and letter patterns. Phonics instructions helps children recognize and associate the sounds of the letters and letter patterns in the words they read. Phonics instruction is a vital part of a literacy program for these reasons: Phonics instruction helps children decode words by recognizing the sounds that accompany letters and letter patterns. Phonics instruction increases fluency by helping children read more accurately and with ease. Phonics instruction helps with reading comprehension. When a word is pronounced correctly, it improves the understanding of the word. Phonics instruction helps children increase their everyday vocabulary. If children feel comfortable in the correctness of the word that they are saying, they will use it more often. Vocabulary Vocabulary can be defined as the knowledge of words and their meanings. The purpose of teaching vocabulary is for children to understand words and to use them to acquire and convey meaning. Vocabulary is an important component of a literacy program because the more words that a child knows and understands the more the child will comprehend when reading. Vocabulary is an important component in a successful literacy program because: Fluency in reading should include consistent speed, accuracy, and the use of proper expression. Fluency is achieved when a child is no longer focusing on how to read. Helping children read fluently is very important to a successful literacy program. Fluency is linked directly to comprehension, and once it is achieved, a student can start focusing on the meaning of what they read. Fluency can be achieved by using a literacy program that combines phonemic awareness, phonics instruction, and vocabulary. This not only includes reading, but also what is written. Having students attain comprehension of what they are reading and writing is very important. Comprehension is an important

component of an effective literacy program for a few reasons: Comprehension is important to success in academic and personal learning. Comprehension is important to becoming a productive member of society. Comprehension is important in obtaining and maintaining a job and being successful in life. Writing Writing is the process of students generating text, whether on paper or on a screen. Writing is an important part of a literacy program: For younger children, writing helps to reinforce phonemic awareness and phonics instruction. For older children, writing can help children understand the kinds of styles of text they read. Writing about what a child has read helps develop their reading comprehension skills. Writing and reading strengthen and support each other, actively combining all the other components of a literacy program together. An effective literacy program should encompass all six of these components. Each component is a piece of the puzzle that when assembled together in a coherent way results in a successful literacy program. This blog is the first in a series about literacy programs. Stay tuned for a more in-depth look at each component in an effective literacy program. The next blog in the series will be about phonemic awareness. What type of literacy program do you implement in your classroom? What are the components of your program? What do you like or dislike about your literacy program? Please share your experiences in the comment section below.

4: Essentials for Effective Reading Instruction | RTI Action Network

Planning for Successful Reading and Writing Instruction in K A Step-by-Step Guide for Mapping Out the Year, the Month, the Day (Scholastic Teaching Strategies) by Antoinette Cerulli Fornshell Paperback, Pages, Published

She argues that how, whether, and to what extent children take up what teachers make available to them is inextricably connected with the repertoires of practices and knowledges the children already possess. Language Arts , Vol. This ReadWriteThink lesson helps young readers become more aware of their reading abilities through the use of environmental print. All families engage with literacy or literacy-related experiences. Creating ways to bridge family and school writing experiences insures greater participation and success with school tasks. Family Message Journals can be tools for learning, thinking, and self-expression. When writing messages about school activities children think about, and articulate what they have learned, connect new information to known information, and express thoughts and feelings about their learning. Through attendance at an after school literacy program and the involvement of her mother, she gained confidence and a repertoire of learning strategies that she could develop in everyday experiences at home—strategies that any teacher might adapt. Talking Points , Vol. Drawing supports writing, writing supports reading; opportunity to use multiple expressions of language increases language ability. Teacher Kay Cowan shares the work of three kindergarten students to illustrate the integral relationship between the creation of visual art and the development of written and oral language, clearly showing how children use art as a tool for composition. She reflects on stages of literacy development and the arts and the acquisition of skills and the arts. Primary Voices K-6 , Vol. Drawing is an important part of the literacy process. Children read pictures to understand, make pictures to tell what they mean, and write the pictures into words. Continuing to use drawing past those early years not only helps students to make personal connections with their writing, but also results in more natural writing and a greater range of writing genre. It helps prompt ideas for writing and teaches the skills of observation. Primary Voices K-6 , Vol 10 No. In this ReadWriteThink lesson, students use factual information gathered from the Internet as the basis for creating a nonfiction story. Writing is a social activity; writing instruction should be embedded in social contexts. Through face-to-face interactions, children come to understand that writing serves many functions, that relationships exist between speaking and writing, and that writing is aimed at, and therefore must be sensitive to, an audience. A group of colleagues explore the functional and aesthetic use of print as a means to consider how best to support the literacy learning of young students. School Talk , Vol. Language learning proceeds best when children use language for meaningful purposes. Experience with a particular kind of writing is the best indicator of performance; extensive reading and writing within a particular genre or domain increases performance. Performance on most of the components of writing achievement varies with topic and type of writing: These variations mean that control of a particular kind of writing is best supported by ample experience with its use. She notes that even reluctant writers became involved in writing and that she followed her own advice and began writing a memoir about her grandmother. A rubric for evaluating memoirs is included. Writing is effectively used as a tool for thinking and learning throughout the curriculum. Teacher beliefs determine the kind of writing experiences they create and how they blend craft, conventions and procedures. This School Talk issue revisits the teaching of writing and provides a "refresher" course on writing workshop components and strategies 10 years after the teaching of writing became more common in elementary classrooms. School Talk , Vol 4. Each shares writing engagements you can use tomorrow. The effective participant in a community will be the person who can use writing to add his or her own contribution to the conversation, who can write with authority in ways that others will find interesting and convincing. Effective assessment plays a parallel role. She introduces a language-arts assessment—the Elementary Literacy Profile—designed to embody these principles and qualities and to be instructionally supportive, as well as useful for accountability. Planned responses to the writers in your classroom can prove to be

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invaluable and enable students to stretch their ability as writers. Writing develops in non-linear ways and takes multiple forms before becoming conventional. Working with name cards, students share observations about their names and the names of their classmates.

5: Antoinette Fornshell (Author of Planning for Successful Reading and Writing Instruction in K-2)

Antoinette Fornshell is the author of Planning for Successful Reading and Writing Instruction in K-2 (avg rating, 3 ratings, 0 reviews, published).

Developing these abilities is a lengthy and challenging process for many children, not only those with learning disabilities. However, learning disabilities may impact writing in numerous ways and may make tasks involving written expression particularly arduous. For instance, children with reading disabilities often have serious difficulties with spelling that adversely affect writing; disabilities involving oral language, such as vocabulary weaknesses, may affect written as well as oral expression. Writing disabilities also can exist in the absence of any other type of learning disability. Effective teaching of written expression requires accurate assessment of underlying component abilities and a comprehensive program of instruction that addresses all of the abilities needed for good writing. Effective Kindergarten through Grade Four Instruction Writing instruction in the beginning and middle elementary grades should attend to three broad areas: Explicit, systematic teaching of specific writing skills such as correct letter formation, capitalization of proper nouns, elimination of sentence fragments, and use of descriptive words is very important, as are opportunities to practice and apply learned skills in writing sentences and paragraphs. Because good writing involves learning and coordinating so many different abilities, and because struggling writers often have weaknesses in multiple areas, it can be helpful to begin by focusing on a few specific skills that will impact the writing of a particular child the most. For example, a youngster whose writing is virtually unreadable due to extremely poor spelling and lack of spacing between words might benefit most initially by learning to spell a set of common words and to space between words. When those skills have been learned, instruction can move on to the next set of skills. From the earliest grades, instruction in basic writing skills should occur in the context of a more comprehensive writing program that encourages children to express their thoughts in writing and to write for enjoyment. Once children have acquired at least a few basic mechanics and some ability to express their thoughts in writing, they can be introduced to the idea that good writing involves a process of planning, revising, and generating multiple drafts of important pieces of work. Approaches to the writing process vary, but many approaches describe an initial prewriting stage, during which children develop ideas and plan content; a composing stage, in which a draft is written; a revision stage, which involves making improvements in content, such as clarifying ideas or elaborating relevant details; and an editing stage, which involves correcting errors in mechanics such as spelling and punctuation. Even at the elementary level, these steps may be repeated several times in the production of an important piece of writing. Constructive feedback from teachers and peers is crucial in the acquisition of processes of planning, revising, and editing written work. The use of the writing process is complementary to, not a substitute for, direct instruction in specific writing conventions and content aspects of writing. However, it is vital for children in general and youngsters with learning disabilities in particular to understand that good writing involves considerable planning and rewriting. Struggling writers sometimes view the need to rewrite as a sign of failure, but to the contrary, repeated revision is a hallmark of good, not poor, writing. A variety of strategies, such as those for proofreading and organizing content, can be especially valuable in helping children learn how to plan and revise their writing. For instance, children might be taught a strategy for organizing a story using the narrative text structure elements of a setting, characters, problem, series of events, and resolution. A typical proofreading strategy might involve having children reread a draft several times, each time focusing on one specific category of possible errors, such as mistakes in spelling, capitalization, punctuation, and sentence structure. Although content aspects of writing are always important, the content demands of writing in the early grades are relatively low and unconstrained, frequently involving free writing in journals or creative writing. Early intervention with struggling writers during these years is critical, so that children develop the foundation of writing skills they will need for the much more complex writing demands of the later grades. Effective

Writing Instruction Beyond Grade Four Beyond grade four, normally-achieving youngsters generally have accurate and reasonably automatic handwriting skills, although further developments in speed may continue. The academic emphasis is increasingly on content aspects of writing, with content demands growing much more sophisticated, and good written expression becomes important to success in many different subjects. For example, children may write to convey new information they have learned in areas such as history or science, to explain and justify an opinion on a social issue in a health class, or to analyze themes in a novel they have read in an English class. However, even for normally-achieving students, many conventions of writing e. Attention to mechanics as well as content in writing instruction remains important into high school. Because students are expected to produce increasingly lengthy and complex pieces of work, the effective use of higher-level planning and revision processes in writing is essential. At middle and secondary grade levels, students have greater independence in using these processes and are less reliant on guidance from adults than at the elementary level. However, constructive feedback from teachers and peers remains important to growth in written expression. Older children with writing disabilities often continue to struggle with lower-level skill impairmentssuch as labored handwriting, poor spelling, or difficulties with punctuation and sentence structurethat tend to adversely affect content. For example, a youngster with a reading disability may have a rich oral vocabulary but may use only simple words in writing due to lack of knowledge of how to spell multisyllabic words. Difficulties with handwriting or other mechanics may make writing so laborious that children lose motivation to write even when they have interesting ideas and an extensive knowledge base. Use of technologyincluding but not limited to word processing, spell-checking, and grammar-checking programs can help to make the process of writing and especially revision less burdensome. However, to make optimal use of technology, students with writing disabilities require direct teaching of keyboarding and other computer skills. A youngster whose writing difficulties revolve around handwriting will have different instructional needs than one whose problems primarily involve an impoverished vocabulary or limited knowledge of conventions. Thus, assessment of component strengths and weaknesses is essential to instructional planning. Writing instruction should include explicit teaching in weak component areas, coupled with the application of writing strategies involving planning, organizing, and revising content. Because older students frequently lack motivation to write as a consequence of years of failure, techniques for building motivation can be very helpful; these techniques include emphasizing the roles of effort and persistence in developing good writing, and, when possible, providing choices in writing tasks. With effective instruction and practice, youngsters with learning disabilities can develop the written expression skills they need for success in the upper grades. Examples of Sources Peer-reviewed journal articles: Tutorial interventions for writing disabilities: Comparison of transcription and text generation processes. *Learning Disability Quarterly*, 22, Cognitive tools for writing: Scaffolding the performance of students through technology. *Teaching expressive writing to students with learning disabilities: Elementary School Journal*, , Executive control in the revising of students with learning and writing difficulties. *Journal of Educational Psychology*, 89, Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology*, 92, Technology applications for students with literacy problems: The *Elementary School Journal*, , The effectiveness of a highly explicit, teacher-directed strategy routine: Changing the writing performance of participants with learning disabilities. *Journal of Learning Disabilities*, 35, Assessment for reading and writing intervention: A three-tier model for prevention and remediation. Ability, achievement, and behavior in children pp. Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. Making the writing process work: Strategies for composition and self-regulation 2nd edition.

6: What We Know about Writing, Grades K-2

This video workshop addresses critical topics in teaching reading for K-2 teachers. Boston University professor of education Jeanne Paratore moderates the eight sessions with practicing K-2 teachers, reviewing current research on reading instruction and drawing out how it can inform classroom practice.

Thirteen Strategies to Improve Reading Performance From time to time, Education World updates and reposts a previously published article that we think might be of interest to administrators. We hope you find this recently updated article to be of value. How have some Chicago schools improved student reading performance? Leadership is essential -- leadership and 13 practical strategies to nurture concrete, measurable gains in reading! All are urban schools whose students face the kinds of challenges, such as poverty and English as a second language, that can often hinder student achievement. These schools have beaten the odds, though, and helped students do well according to objective performance measures. The report "Leave No Child Behind: Principals in the participating schools used 13 common strategies that showed dramatic improvements in reading. Those strategies include a zealous commitment to a focused reading program, teacher accountability and support, creative investment in student learning, and increased time on task. We have students who speak Spanish, Cambodian, Arabic, four dialects from India, Vietnamese, and many other languages. We also focus on the diverse meanings of one word. To students who use English as a second language, words with several different meanings are particularly confusing. For example, we might look at the word train. To one person, a train is a choo-choo. The word can also mean the train on a wedding dress. Jones, principal at Kellman Corporate Community School, said schools must be "consistent and organized for success. Our resource teacher and grade-level teams work together to align curriculum. Jones told Education World. Our students can relate to them and learn from them. The tutors spend time at the school once a week. They use reading and math materials teachers provide to help students develop specific skills. They clearly communicate to everyone that outcomes matter, support is available, and progress is monitored closely The 13 strategies identified as essential to progress in the 39 schools cited as most improved follow, along with recommendations on how to implement them. Create a Consistent Reading Program: A consistent, coherent, focused literacy program Implement a coherent reading program at every level. Emphasize phonics and decoding in early grades. Read aloud to students at all levels. Maintain a literature-based approach, balancing fictional and nonfictional materials. Focus on fluency and comprehension. Teach reading across the curriculum -- for example, how to read science. Use writing for a variety of purposes across the curriculum. Use daily oral language exercises DOL to teach grammar. Develop vocabulary through planned experiences and projects. Set Clear Goals and Standards: Clear standards and high expectations focus on results Create a culture of achievement by setting high expectations. Set clear performance expectations for students. Set clear, broadly understood performance expectations for staff. Focus on results, not inputs, for evaluation and development processes. Coordinated curriculum has vertical and horizontal coherence, alignment and accountability structures throughout Implement a curriculum with vertical and horizontal coherence. Align school curriculum to local and state standards and assessments. Facilitate inter- and intra-grade communication. Serve as a resource for staff. Build Strong Team Faculty: Establish a mutually supportive environment and team philosophy. Encourage joint planning and problem solving. Expect professionals to share ideas and resources. Create a culture that encourages learning, thinking, reflection, and self-analysis. Create an environment in which the staff is respected and everyone is expected to contribute. Counsel out or remove staff members who do not buy into the philosophy of the school or meet expectations. Principals hold teachers accountable for improving student achievement Make no excuses! Have principals and peers hold teachers accountable for student achievement. Use student performance data as part of the evaluation process. Expect teachers to gain skills in areas where student performance is weak. Monitor Both Students and Teachers: What is measured gets accomplished! Specific techniques for monitoring include the following:

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Require weekly parent newsletter. Collect a writing sample each week from children in each class. Recommendations for monitoring students and teachers include the following: Constantly monitor and use a variety of formal and informal methods. Use student data for instructional decision making. Meet regularly with teachers and grade-level teams to review student progress and solve problems. Make parents official partners in the process. Be visible and visit classrooms regularly. Place high value on early detection and remediation of student learning problems. Implement an individualized learning plan for every student performing below grade level. Begin assessment and monitoring in kindergarten. Make sure no child falls through the cracks. Foster Individual Teacher Support: Designate a point person to support and coordinate instruction Support teachers to ensure success. Designate a point person to coordinate instruction and support staff improvement. Use coaching and mentoring as support processes. Encourage and support staff to update and refine their skills regularly Give teachers time and opportunity to refine and improve skills. Tie professional development to school priorities and staff needs. Value and use teacher expertise. Plan high-level professional development topics: Set the expectation that staff members share what they learn and provide enough time for them to do so. Schools that improve have a common vision and mission and are philosophically consistent. Hire principals who exemplify the vision and philosophy of the school and "walk their talk. Work to ensure an across the board "buy-in. Counsel out or remove staff members who are not a good match for the school! Invest resources wisely to support achievement Invest resources beyond per-pupil allocations to enhance student achievement. Monitor results carefully; fine tune budget when investments do not yield results. Instill a Love of Learning Through Reading: Everyone is a learner! Everyone is a reader! Help students learn to love reading so they will love learning! Make sure everyone in the school is a learner and a reader! Value learning and make it fun! Parents, community, teachers, students, and administrators work together Expect everyone in the school community to work together; do not compartmentalize. Develop and implement "robust" communication strategies between and among staff, families, and the community. Increase Time on Task: Be creative and find more time for learning! Increase reading time during the school day and make good use of time. Provide smaller class sizes or tutors to give extra time-on-task during the school day. Provide opportunities before and after school to increase learning time. Increase the school day for all students by using discretionary resources. Increase the school year by using discretionary resources. Karen Carlson, executive director of the Academic Accountability Council and primary author of the study. These are principals and schools from whom all can learn.

7: Components of Effective Writing Instruction | LD OnLine

When I'm working with students in K-2, I almost always use writing paper, rather than journals or notebooks. I want my students (especially in K-1) to make the connection between the books that we're reading and the books that they're writing.

8: Reading Lesson Plans | www.enganchecubano.com

In order to successfully implement the CRP teachers need to organize, plan, and deliver effective instruction emphasizing the Reading Standards, GLEs/CBCs. Effective instruction includes learning strategies intrinsic to students' reading growth and intellectual development.

9: Six Components of an Effective Literacy Program | DataWORKS

Writing instruction should focus on helping students understand and deftly execute in ways that are developmentally appropriate the elements of the writing process, including prewriting activities to generate ideas and plan content for papers, drafting text, and revising and.

PLANNING FOR SUCCESSFUL READING AND WRITING INSTRUCTION IN

K-2 pdf

Macromolecular Crystallography, Part D, Volume 374 (Methods in Enzymology) The titles of the Psalms Inuktun: An introduction to the language of Qaanaaq, Thule Inuktun Water balance of lake Nainital, Kumaun Himalayas, U.P. The Remarkable Christmas of the Cobblers Sons Fundamental of engineering electromagnetics cheng Fuchsias in Color (Colour) The helpful highway ghost Rights and subjectivity Canada, Confederation to present Seattle in the 1880s Spinal Cord Medicine World resources and energy The Gospel Of The Egyptians Design for earthquakes Slovene minority of Carinthia Developing effective training Pushed by unseen hands Genetic engineering threatens human dignity Leon R. Kass Brief group treatment The chocolate deal Black economic empowerment policy Economics of climate change Irisches Tagekuch. The cow jumped over the moon book Baseball Stories for the Soul Get a Life: One That Makes You Happy Noble, A. Fable of freedom: The green isle of the great deep. The Case of the Dangerous Solution Religious perspectives in modern Muslim and Jewish literatures Part II Family ties. Making home: queer migrations and motions of attachment Anne-Marie Fortier Little wild ducklings Triple mummy case of Aroeri-Ao Two Greek Rhetorical Treatises from the Roman Empire Clarification of the Department of Education method of payment for special allowance granted in the court Practical guide to magnetic circular dichroism spectroscopy Drivers ed book massachusetts The five ages of the universe Service Location Protocol for Enterprise Networks Out of equilibrium