

PREPARING OUR TEACHERS

Opportunities for Better Reading Instruction



*Dorothy Strickland and Catherine Snow
for the New Brunswick Group*

Preparing Our Teachers Opportunities For Better Reading Instruction

Catherine Snow, Peg Griffin, M. Susan Burns



Preparing Our Teachers Opportunities For Better Reading Instruction:

Preparing Our Teachers Dorothy Strickland, Catherine Snow, Peg Griffin, M. Susan Burns, Peggy McNamara, 2002-11-11
Today's teachers face huge challenges especially for teaching reading in the primary grades. They must understand as much as possible about how children develop and learn what they know and what they can do. They must be able to apply a variety of teaching techniques to meet the individual needs of students. Equally important, teachers must identify students' strengths and weaknesses and plan instructional programs that help students make progress. But a recent study reveals that fewer than half of American teachers report feeling very well prepared to meet such challenges. *Preparing Our Teachers* seeks to improve that statistic by extracting practical information from the groundbreaking report issued by the National Research Council in 1998. This new book carefully outlines what classroom teachers need to know and what they need to be able to do to give children in preschool through grade 4 the essential opportunities to become good readers. It discusses what teacher education programs need to do to make their students good teachers of good readers and looks at what schools and school districts need to do to keep their teachers up to date for teaching reading. Students at risk for educational failure represent the fastest growing segment of our school population. *Preparing Our Teachers* demonstrates to educators, parents, and policy makers alike that the first and most enduring way to meet children's literacy needs is to support their teachers and teachers to be

Knowledge to Support the Teaching of Reading Catherine Snow, Peg Griffin, M. Susan Burns, 2007-08-17
Basic reading proficiency is key to success in all content areas, but attending to students' literacy development remains a challenge for many teachers, especially after the primary grades. *Knowledge to Support the Teaching of Reading* presents recommendations for the essential knowledge about the development, acquisition, and teaching of language and literacy skills that teachers need to master and use. This important book is one result of an initiative of the National Academy of Education's Committee on Teacher Education, whose members have been charged with the task of creating a core knowledge base for teacher education.

Using Informative Assessments towards Effective Literacy Instruction Evan Ortlieb, Earl H. Cheek Jr., 2012-03-21
Using Informative Assessments towards Effective Literacy Practices offers research-driven solutions to improve student literacy success through the exploration of advancements in literacy assessment and instruction. Recommendations are provided on selecting appropriate assessments and effectively using data for planning and instruction.

Assessing and Addressing Literacy Needs Barbara Combs, 2011-04-07
Assessing and Addressing Literacy Needs: Cases and Instructional Strategies is designed to help preservice and inservice teachers understand the problems that children encounter when learning to read and to provide key instructional strategies related to best practices in literacy instruction. The text promotes reflection and analysis that will provoke thoughtful responses and discussions to help teachers use assessments to identify problems and employ appropriate strategies to help their students become better readers.

Provided by publisher **Breaking Through the Language Arts Block** Lesley Mandel Morrow, Kenneth Kunz, Maureen P.

Hall, Maureen Hall, 2018-04-06 This innovative book helps K 6 teachers infuse the entire school day with research based literacy best practices Classroom tested strategies are presented for planning and implementing each component of the exemplary literacy day vocabulary and word study sessions literacy work stations differentiated guided reading groups reading and writing workshops and interdisciplinary projects Teachers get tips for organizing a print rich classroom supporting students social emotional well being and using assessment to guide instruction User friendly features include vivid vignettes classroom management tips questions for discussion and reflection and 15 reproducible forms checklists and lesson templates 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 Note this book is a contemporary follow up to Morrow s influential earlier title *Organizing and Managing the Language Arts Block*

Handbook of Reading Research Michael L. Kamil, P. David Pearson, Elizabeth Birr Moje, Peter Afflerbach, 2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date

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

The Early Childhood Educator Professional Development Grant John A. Sutterby, 2011-10-06 Focuses on the implementation of professional development for early childhood educators describing a number of models for improving early childhood care This title provides future developers of professional development with a road map for what works and what might not be as effective

Reading for Life Lyn Stone, 2018-12-07 Why is it that more people can t read and write Why are there still so many vastly different methods of teaching literacy Why do people still argue about it Reading for Life examines these three questions addressing the less evidence supported ideas about teaching reading and writing which are still alive and well in schools all over the world This accessible guide bridges the gap between research and practice translating academic findings into practical suggestions and ready to use techniques Written in an approachable style and with informative graphics vignettes and interviews woven throughout this book covers the components of literacy including phonics vocabulary and fluency the history of approaches to literacy teaching and an overview of the key figures government level inquiries into the provision of reading and writing teaching the mindset which leads to acceptance of poor practice the essential components of an effective literacy program with practical advice on selecting resources to get the job done well Reading for Life helps educational

practitioners make informed decisions about which teaching methods to reject and select and empowers parents to ask the right questions of professionals and policy makers This book is a timely exploration of poor teaching methods and is an innovative fresh assessment of how high quality literacy teaching can be provided for all **Handbook of Professional Development in Education** Linda E. Martin, Sherry Kragler, Diana J. Quatroche, Kathryn L. Bauserman, 2015-10-13 This comprehensive handbook synthesizes the best current knowledge on teacher professional development PD and addresses practical issues in implementation Leading authorities describe innovative practices that are being used in schools emphasizing the value of PD that is instructive reflective active collaborative and substantive Strategies for creating measuring and sustaining successful programs are presented The book explores the relationship of PD to adult learning theory school leadership district and state policy the growth of professional learning communities and the Common Core State Standards Each chapter concludes with thought provoking discussion questions The appendix provides eight illuminating case studies of PD initiatives in diverse schools

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