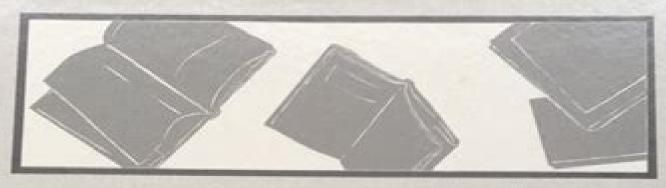
READING IN ELEMENTARY CLASSROOMS STRATEGES AND OBSERVATIONS OBSERVATIONS

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Reading In Elementary Classrooms Strategies And Observations

James V. Hoffman, Diane Lemonnier Schallert

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which I referred to as pre instruction strategies Computer Based Interventions CBI and reading comprehension strategies Observations were conducted in the classroom prior to and during reading instruction and guided by an observation checklist developed following teacher interviews Observations were designed to link strategies discussed during interviews with those used during real time classroom instruction Each observation sought to determine if special education teachers used pre instruction strategies to prepare their students for reading comprehension instruction as well as to observe those strategies used for reading instruction Analysis of the data led to findings which suggest that while special education teachers tend to believe in the benefits of and make pre instruction strategies available to students with ASD in their classrooms they do not apply these strategies in the preparation of reading comprehension instruction Findings also shed light on the types of reading comprehension strategies teachers use in their classrooms which are framed through the lens of the existing studies and the What Works Clearninghouse as well as the ways teachers implemented reading strategies often optimizing their efficacy through strategy combinations My study revealed significant gaps in the literature and led to recommendations encouraging future studies which examine larger populations possibly nationwide those which include participants who work with and instruct student readers with ASD outside of the classroom such as parents librarians and museum educators studies which include more participatory observations over a longer period of time studies which examine pre instruction and reading comprehension instruction strategies for middle and high school readers with ASD and how if special education teachers collaborate with school occupational therapists to prepare students for reading instruction Classroom Routines in Reading and Writing Programs Michael P. Ford, 2017-06-15 Three common routines are seen in almost every primary language arts programs morning messages shared readings and word walls These routines should be integrated to support the total language arts program but are teachers of grades K 2 getting the most bang for their buck out of these activities Morning messages can become very routinized and repeat the same experiences over and over again Shared readings are sometimes conducted with little variation in spite of changing demands from the texts being used and changing needs in the learners with whom they are being used Word walls might be put up with some attention early in the year and remain virtually unchanged as the year moves forward Intensifying Classroom Routines in Reading and Writing Programs focuses on how teachers can get more instructional mileage out of these three common classroom routines Author Michael P Ford lays out step by step day by day plans to put those three key routines on a cycle that changes as students move through developmental phases This resource helps teachers plan for emergent and early readers and writers It also looks at how teachers can assist students as they move through critical areas including concepts of print alphabetic knowledge phonological awareness sound symbol relationships high frequency words structural analysis context clues comprehension strategies and composition strategies With these intensified routines in place students will clearly see connections between reading and writing The Texts in Elementary Classrooms James V. Hoffman, Diane Lemonnier

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 An Introduction to Classroom Observation Edward Conrad Wragg, 2012 Highly regarded as one of the most widely used and authoritative texts on this topic An Introduction to Classroom Observation is an essential text for anyone serious about becoming a good teacher or researcher in education Observing Dimensions of Learning in Classrooms and Schools John L. Brown, 1995 Expands the use of ASCD's Dimensions of Learning DoL program to include not only teachers but also administrators who are observing and coaching teachers central office administrators in districts using the DoL model as a catalyst for organizational change or restructuring and individuals responsible for staff development Includes three questionnaires for evaluating the extent of the school's current use of DoL a Productive Habits of Mind checklist for students and several checklists for observing teachers who are using the DoL model in their classrooms

Observational Research in U.S. Classrooms Hersholt C. Waxman, Roland G. Tharp, R. Soleste Hilberg, 2004-01-26 The present national reform agendas stress that rigorous content and high expectations be accessible to all students including students from groups whose achievement has traditionally lagged behind that of the majority culture students Improving the achievement in US schools important for both social and economic stability will require that instruction be responsive to our nation s increasingly diverse student population This book includes theoretical frameworks as well as substantive research findings and provides examples of recently developed classroom observation instruments based on research of effective teaching practices for culturally and linguistically diverse students Each chapter represents a new aspect of classroom observation research that will assist educators in their endeavors to improve US schools **Diagnostic Classroom**Observation Nicole Saginor, 2008-05-22 The best educators are the best learners It s all about teaching learning and

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