



Reading And The Elementary School Child

Robert Hill Lane



Reading And The Elementary School Child:

Reading and the Elementary School Child Mary Anne Hall, Jerilyn K. Ribovich, Christopher J. Ramig, 1979 **Sailing Into Reading** National Education Association of the United States. Department of Elementary School Principals, 1956

Teaching Reading in the Elementary School Progressive Education Association (U.S.). Service Center, Richmond (Va.) Matthew Fontaine Maury School, 1941 *Raising an Active Reader* Samantha Cleaver, 2020-05-18 This book will prove a valuable resource for parents teachers and librarians on the vital topic of reading aloud Library Journal Starred Review Parents and teachers know that reading aloud to children is important and many parents of infants and toddlers read aloud to them daily However when children start to read on their own parents often stop reading aloud But these early elementary school years are actually a perfect time to build vocabulary and comprehension skills through reading aloud and Active Reading Raising an Active Reader makes clear the process of learning to read how Active Reading fits into raising strong readers and what adults can do to encourage strong language comprehension and vocabulary in children in grades K 3 This book extends on the ABCs of Active Reading Ask Questions Build Vocabulary and make Connections as they apply to older children for picture books chapter books and novels It provides parents and teachers with examples clear explanations and ideas for making one on one or small group read aloud sessions a powerful way to build children s early literacy and language skills all while creating a lifelong love of reading *Reading and the Elementary School Child* Virgil M. Howes, Helen Fisher Darrow, 1968 *Some Phases of Reading in the Elementary School*, 1919 Robert Hill Lane, 2015-07-08 Excerpt from *Some Phases of Reading in the Elementary School* 1919 Reprinted From the Series Published in the Educational Journal Because the Educational Journal is largely a principals magazine this article is addressed primarily to the elementary principal who desires to attack the problem of reading in his school As far as possible the writer wishes to put this into the form of a friendly talk rather than in the form of a finished essay so that while we may lose something in the way of style we may perhaps gain thereby in directness and simplicity First of all I should impress on the teachers of your building that reading is the most important subject with which we have to deal in the elementary school Unfortunately there is a tendency in this city as well as elsewhere to measure a child s progress if not actually to decide upon his fitness for promotion by his ability in arithmetic Now while arithmetic is a highly important subject and merits our best attention it is altogether conceivable that men and women may get along successfully in life with only a modicum of arithmetical skill Indeed the average person in adult life has little use for anything but the simple fundamental processes of addition subtraction and multiplication while reading functions to an enormous degree in the affairs of every day life not only in conducting the affairs of the working day but in the right employment of one s leisure Hence the position of so many teachers that reading as a subject is of relatively little importance beyond the first and second grades is hardly a tenable one In the next place I should point out to the teachers that reading is an extremely complex subject and one which is exceedingly hard

to teach Nothing is easier than to distribute readers to a class and to call upon the individual members to read in turn with an occasional criticism by the teacher Such a lesson could hardly be called a reading lesson but it is considered so in unfortunately too many cases Again there is a lack of clear understanding that reading must be considered both from the standpoint of silent reading and oral reading Many teachers regard reading as synonymous with oral reading neglecting entirely the wide field of silent reading In the elementary school it is indeed necessary to devote considerable time to oral recitations in reading but the time given to oral reading should decrease from lower grades to higher grades and the time given to silent reading increased from grade to grade until in the higher grades of the elementary school silent reading should receive most attention In adult life one's oral reading demands relatively an insignificant portion of our time while silent reading for information or for pleasure is an indispensable part of daily life Then too reading is complex in that the attempt to analyze a reading situation is not an easy task To discover why a child fails in reading and to prescribe an adequate remedy calls forth the best skill which the teacher possesses a task which is complicated by the truth that there is no panacea for poor reading but every case in a very real sense must be judged upon its own merits About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

Know What Your Child Knows C. E. Crutcher Ed D, 2009-10 *Know What Your Child Knows* unlocks the mystery behind standardized testing and traditional curricula in elementary school reading math and language instruction ultimately helping parents better understand educational jargon and maintain positive and constructive relationships with their child's teachers C E Crutcher Ed D is a retired teacher who taught in both an elementary school classroom as well as a university environment and acted as a special education consultant for parents of children with special needs Dr Crutcher includes specific grade level concepts and expectations reflects on basic elementary school curriculum and answers common parents questions such as How do I decide what instruction methods are best for my child How can I identify and track my child's progress in core subjects How can I prepare for parent teacher conferences How do I decide when how and who to ask for help for my struggling child Every parent has the power to improve their child's school experience The expert advice and guidance offered in *Know What Your Child Knows* will ensure that every child no matter what their personal challenges is successful in school

Learning to Read and Write in One Elementary School Connie Juel, 1993-10-22 This unique book presents a four year longitudinal study of the literacy development of children attending an Austin Texas area elementary school The reading and writing development of this microcosm of at risk children was followed as they

progressed from first through fourth grade The author poses the question What skills and abilities of the child and what classroom factors appear to foster literacy development Included here are the author s models of reading and writing acquisition and application of these models to six children three with literacy problems and three with successful literacy development Interviews with the children are presented along with measures of their cognitive development and skills samples of their reading and writing from and throughout the four year study and an examination of their successes and failures in relations to the models presented in earlier chapters Additionally one chapter examines school related factors that may play a role in the children s reading development The book is intended for graduate students at all levels and literacy researchers who are interested in the process of literacy acquisition as it occurs in the school setting **Have Fun Reading**

with Your Child Michelle Marshall,2021-04-23 Imagine what reading with your child at home would look like if you had a book of easy to learn reading strategies fun kid tested and approved games and effective approaches to reading books Have Fun Reading with Your Child is for parents grandparents or anyone who wants to help a child learn to read It s a product of Michelle Marshall s extensive experience as an elementary school teacher reading tutor and mom She guides you through the different approaches and teacher tips step by step so you can learn clear concise beginning reading strategies to pre teach reteach or review concepts with your child This book contains a range of topics including learning alphabet letter names and sounds sounding out words reading rules and how to apply them all while reading a book You ll be able to practice activities and lessons at your own pace Instead of worksheets use a variety of simple fun flashcard games using inexpensive materials that can be tailored to your child s interests and reading development You can also have fun with your child and equip yourself with the knowledge to work together in a positive productive way Michelle Marshall turns complex reading concepts into digestible applicable lessons to use at home Have Fun Reading with Your Child provides the information that she wishes all parents could have when their child is learning how to read Visit www.michellemarshallbooks.com where you ll find a quick reading assessment for your child to better understand their current reading skill level so you re able to get the most out of this book **Teaching Reading to Every Child** Diane Lapp,James Flood,Cynthia H.

Brock,Douglas Fisher,2013-06-17 This popular text now in its Fourth Edition introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children s literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes

invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in Teaching Reading to Every Child Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer s workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation **Children and**

Learning to Read Elizabeth Goodacre,2012 Annotation Literacy remains a contentious and polarized educational media and political issue What has emerged from the continuing debate is a recognition that literacy in education is allied closely with matters of language and culture ideology and discourse knowledge and power Drawing perspectives variously from critical social theory and cultural studies poststructuralism and feminisms sociolinguistics and the ethnography of communication social history and comparative education the contributors begin a critical interrogation of taken for granted assumptions which have guided educational policy research and practice **Reading in the Elementary School** Jeannette

Veatch,Philip J. Acinapuro,1978 This book is aimed at teachers of reading with a program that aims to produce eager omnivorous readers The major characteristics of this program are as follows the prime use of the child s own language in learning to read the ability of the child to choose the reading material frequent private conferences between the child and the teacher the inclusion of the child in groups determined by specific needs or tasks to master This test presents a new

philosophy of reading combining ideas old and new to inspire a life long interest in reading Handbook of Reading Research, Volume II Rebecca Barr,Michael L. Kamil,Peter B. Mosenthal,P David Pearson,2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who s who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection *Using Programmed Instruction* ,1973 **Resources in Education** ,1995-07 *Research in Education* ,1974 Gifted Students and Inclusion Sarah Schaffer,1996 Contains journal articles and excerpts from books published between 1993 and 1996

Teachers' Guide to Child Development Arch Oliver Heck,California. State Curriculum Commission,Edith Anna Lathrop,Fletcher Bascom Dresslar,Frank Kale Foster,Gabriel E. Loftfield,James Frederick Abel,James Frederick Rogers,Walter Herbert Gaumnitz,Ward W Keesecker,Haskell Pruett,1930 Catalogue of the University of Nashville. Peabody Normal College George Peabody College for Teachers,1928 PREP Report ,1972

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