

Bill Honig

**Teaching
Our
Children to**



**The Role of Skills
in a Comprehensive
Reading Program**

Teaching Our Children To Read The Role Of Skills In A Comprehensive Reading Program

Yi-Tong Ma



Teaching Our Children To Read The Role Of Skills In A Comprehensive Reading Program:

Teaching Our Children to Read Bill Honig, 1996 Teaching reading isn't an either/or situation of phonics versus whole language. Rather, it's both with the essential added ingredient of skills training. Well-documented evidence supports this balanced approach, and now this new book offers the guidelines you need to make sure all kids become automatic readers. Prominent educator Bill Honig explains why just giving students high-quality reading matter and encouraging a love for reading isn't enough. Students need a comprehensive, organized skills development program if they are to read well enough to understand the world around them. *Resources in Education*, 1998 **How Should We Teach Our Children to Read?**

Bill Honig, 1995* *Reading and Writing in Elementary Classrooms* Patricia Marr Cunningham, 2004 This K-4 text follows the style of the successful Cunningham Allington franchise. It is very practical with tons of activities and grounded on solid research. With new chapters on Fluency Assessment and a new organization, this text offers the most current insight on thinking processes on reading and writing as language and on the importance of the affective domain. Other books by these authors: *Phonics They Use: Words for Reading and Writing* Third Edition Patricia M. Cunningham Wake Forest University ISBN 0-321-02055-3 *Classrooms That Work: They Can All Read and Write* Third Edition Patricia M. Cunningham Wake Forest University Richard L. Allington University of Florida ISBN 0-205-35541-2 *Schools That Work: Where All Children Read and Write* Second Edition Richard L. Allington The University of Florida Patricia M. Cunningham Wake Forest University ISBN 0-8013-3246-X *Reading and Writing in Elementary School Classrooms* 4e was well conceived and will only grow in popularity as more and more teachers seek support for the teaching of reading. The book is a great effort on the part of the authors. Professor Lee T. Person, Ed.D., Associate Dean for Education, Ottawa University. It's clear that these authors know the research, know the history of reading instruction, and know the classroom. They have a keen sense of how to help the teachers move forward in understanding and implementing good literacy practices by utilizing new insights without being iconoclastic. Professor James Rooks, Calvin College. The pedagogical elements of the text are excellent. One of the things I like best about the book is the inclusion of the appropriate activities within each chapter so that students can read about and practice the concepts first-hand. Professor Luther R. Kirk, Longwood University. Author Bio: David W. Moore serves as a Professor of Education at Arizona State University West where his teaching centers about literacy development. His publication record balances research reports, professional articles, book chapters, and books. Recent co-authored books include *Developing Readers and Writers in the Content Areas K-12* 4th ed and *Starting Out: A Guide for Teaching Adolescents who Struggle with Reading*. Patricia M. Cunningham is a professor at Wake Forest University in Winston-Salem, North Carolina. In addition to university teaching, she worked for ten years in public school positions that included first grade teacher, fourth grade teacher, remedial reading teacher, curriculum coordinator, and director of reading. Dr. Cunningham has published numerous research and applied articles. She is also the author of *Phonics They Use* and coauthor of *Schools That Work* along with Dorothy Hall.

she developed the Building Blocks and Four Blocks frameworks for providing balanced literacy instruction in kindergarten and primary grades James W Cunningham is Professor of Literacy Education at the University of North Carolina Chapel Hill He teaches undergraduate and graduate courses in reading and writing education He has over 85 publications in professional books and journals and has presented at many national conferences He serves on the editorial board of four literacy research journals Sharon Arthur Moore Literacy Staff Development Specialist for the Osborn School District in Phoenix Arizona assists teachers in implementing best practices in literacy She has published numerous books and articles and is a frequent presenter at national conferences She has been an elementary teacher Title I teacher and university Associate Professor

Full Board, Public Session, Minutes California. State Board of Education, 1996

Seven Strategies of Highly Effective Readers Elaine K. McEwan-Adkins, 2004-04-20 The strengths of this book are many It translates theory into practice showing how a solid theory can inform one's teaching Stevi Quate Co director of the Secondary Literacy Network University of Colorado at Denver Very comprehensive It contains everything a teacher needs to guide students in comprehension Aileen Carew Marin Reading Council President Reading Specialist Bel Aire School Tiburon CA When students learn to read strategically they read to learn How do some students extract complex information from advanced reading materials while others struggle to find the meaning of even simple passages What characteristics do strategic readers exhibit that others don't possess Unlocking the cognitive strategies of exceptional readers means finding ways to teach every student to read strategically and help them be successful in the classroom and beyond This essential reading instruction teaching tool offers hard evidence to show how effective readers use specific strategies to extract and comprehend information Seven Strategies of Highly Effective Readers melds scientific research with hands on experience to offer a comprehensive look at reading instruction Instructors will discover that they can use the seven strategies no matter what their teaching style and students will discover how to read to learn McEwan has developed easily reproducible tools geared toward helping teachers get the most out of their readers Teacher Think Alouds to facilitate modeling the seven strategies for your students Templates to speed planning time Activities to encourage use of the seven strategies Forms posters props and prompts to assist both students and teachers While theories come and go research has shown that using these seven strategies will prove successful in the classroom and beyond

Reading Research Anthology, 2001

[Resources in Education](#), 1996

Reconsidering a Balanced Approach to Reading Constance Weaver, 1998 This collection reflects the stance that a truly balanced approach to reading instruction will focus not only on reading but on literacy integrate language and literacy across disciplines attend to reading writing and other skills and strategies in context and reflect a coherent integration of as broad a research base as possible Following a foreword by Diane Stephens an introduction an article on reading and literacy and a note on terms phonics and whole language articles in the collection and their authors are as follows

- 1 Toward a Balanced Approach to Reading Constance Weaver
- 2 Learning about Literacy A 30 Year Journey P David

Pearson and Diane Stephens 3 To Err Is Human Learning about Language Processes by Analyzing Miscues Yetta M Goodman and Kenneth S Goodwin 4 Considering the Research on Phonological Awareness and Phonics Constance Weaver 5 Reconceptualizing Phonics Instruction Margaret Moustafa 6 Orthographic Analogy Training with Kindergarten Children Effects on Analogy Use Phonemic Segmentation and Letter Sound Knowledge Margareth E Peterson and Leonard P Haines 7 A Comparison of Children s Development of Alphabetic Knowledge in a Skills Based and a Whole Language Classroom Ellen McIntyre and Penny A Freppon 8 Phonological Awareness Training of Kindergarten Children Three Treatments and Their Effects Linda R Ayres 9 Literacy Learning in a Whole Language Classroom Reading Concepts and Reading Strategies First Graders Know and Use Penny A Freppon and Ellen McIntyre 10 A Comparison of Innercity Children s Interpretations of Reading and Writing Instruction in the Early Grades in Skills Based and Whole Language Classrooms Karin L Dahl and Penny A Freppon 11 Experimental Research On Phonemic Awareness and on Whole Language Constance Weaver 12 Using Real Books Research Findings on Literature Based Reading Instruction Michael O Tunnell and James S Jacobs 13 Successful Dyslexics A Constructivist Study of Passionate Interest Reading Rosalie Fink 14 The Case for Late Intervention Once a Good Reader Always a Good Reader Stephen Krashen and Jeff McQuillan 15 Every Person a Reader Stephen Krashen 16 The California Reading Situation Rhetoric and Reality Jeff McQuillan 17 California Whole Language and the National Assessment of Educational Progress NAEP Kenneth S Goodman and 18 The Schools We Have The Schools We Need Richard L Allington Contains 55 references NKA

Teaching Phonics for Balanced Reading E. V. Starrett, 2006-10-06 K 3 teachers will find this book very appealing Based on current research and commonsense experience the book is full of effective strategies that are easy to use Jeanne Gren First Grade Teacher Woodburn Elementary School Morgantown WV Provides interesting and informative background knowledge about phonics instruction The author defines terms discusses the difficulties practitioners may encounter provides strategies and suggestions for teaching and presents numerous easy to use reference charts Jane Ching Fung First Grade Teacher Alexander Science Center School Los Angeles CA A comprehensive easy to use guide with invaluable resources for planning phonics instruction The Report of the National Reading Panel 2000 explains that phonemic awareness instruction and phonics instruction are highly beneficial for students learning to read In the updated second edition Edmund V Starrett provides educators with guidance on teaching phonics as part of a well planned reading program This reference book presents the content and ideas of phonics instruction in an accessible format that appeals to both new and experienced teachers Coverage of each topic begins with a broad general overview and then offers specific practical tips and strategies Thorough and in depth this beneficial guide Discusses specific principles of phonics in teacher friendly terms Presents and explains the most useful phonics rules and generalizations Provides practical guidance for sequencing phonics instruction Includes informal assessments and checklists Offers a generous collection of instructional strategies and activities Teaching Phonics for Balanced Reading offers all teachers a comprehensive guide for planning phonics instruction that helps

students become better readers and better learners School Psychology Review ,1998 **Teaching Individuals with Physical, Health, Or Multiple Disabilities** June L. Bigge, Sherwood J. Best, Kathryn Wolff Heller, 2001 Rev ed of Teaching individuals with physical and multiple disabilities **The Little Red Reading Book** Illinois State Board of Education (1973-), 1997 **The Education Digest** ,1997 *How to Raise a Reader* Elaine K. McEwan, Elaine K. McEwan-Adkins, 1999 The author an educator and mother offers expert advice to parents teachers and caregivers who want to raise a reader ERS Bulletin Educational Research Service (Arlington, Va.), 1993 **Teaching Our Children to Read** Bill Honig, 2014-05-06

Studies of effective teaching practices have continued to validate the need for explicit and systematic instruction in basic reading skills and Bill Honig uses this research to shed new light on an old problem how to help all students become fluent readers Teaching Our Children to Read grows out of the experiences of scores of dedicated teachers and their success in the classroom This book explores current research from the leading experts in the field and presents new instructional strategies that bring all students to higher levels of literacy Highlights from Teaching Our Children to Read include Phonics instruction and fluency Connected practice with decodable text Multisyllabic word instruction Spelling vocabulary and concept development Strategic reading book discussions and text organization Literacy benchmarks assessment and intervention This is an essential resource for educators administrators policymakers and parents concerned about how to successfully teach our children to read Teaching Our Children to Read points the way to implementing the best research based practices in adopting reading materials training teachers and providing the necessary school leadership *Critical Issues in Education* Jack L. Nelson, Stuart B. Palonsky, Kenneth Carlson, 2000 This text is designed to be used in courses that examine relevant pro and con disputes about schools and schooling It explores the major opposing viewpoints on these issues and encourages students to develop critical thinking skills and to grasp the many sides of these complex issues **The Home School Manual** Theodore E. Wade, 1998 Boletin Internacional de Bibliografia Sobre Educacion ,1997

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