

1. Record Nr.	UNINA9910480228403321
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Titolo	Fanatically formative [[electronic resource] ] : successful learning during the crucial K-3 years // Bob Sornson
Pubbl/distr/stampa	Thousand Oaks, Calif., : Corwin, c2012
ISBN	1-4522-8421-0 1-4522-7987-X 1-4833-8778-X
Descrizione fisica	1 online resource (217 p.)
Disciplina	372.210973
Soggetti	Education, Primary - United States Primary school teaching - United States Educational tests and measurements - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	FRONT COVER; FANATICALLY FORMATIVE; CONTENTS; PREFACE; PUBLISHER'S ACKNOWLEDGMENTS; ABOUT THE AUTHOR; CHAPTER 1: STUDENTS AT RISK; CHAPTER 2: RESPONSIVE INSTRUCTION VERSUS CURRICULUM-DRIVEN INSTRUCTION: WHY PUBLIC EDUCATION'S RACE TO COVER MORE MATERIAL AND TEST MORE STUDENTS IS FAILING AMERICA'S CHILDREN; CHAPTER 3: FINDING FOCUS; First-Grade Literacy/Common Core State Standards; Literature; Reading: Informational Text; Reading: Foundational Skills; Writing; Speaking and Listening; Language; CHAPTER 4: ESSENTIAL SKILLS AND THE WHOLE CHILD; Essential Grade 1 Literacy Skills, First Draft First-Grade Essential Skills InventoryLetters; Phonologic Skills; Language; Motor Skills; Visualization; Literacy; Numeracy; Behavior; CHAPTER 5: THE CHALLENGE OF FORMATIVE ASSESSMENT AND RESPONSIVE INSTRUCTION; Essential Skills Inventory: First Grade ; CHAPTER 6: THE IMPORTANCE OF CLASSROOM AND SCHOOL CULTURE; Relationships; Routines; Teacher Skills for Behavior Management; Design of Instruction; CHAPTER 7: INSTRUCTIONAL SUPPORT: RESPONDING TO TEACHER REQUESTS FOR HELP; CHAPTER 8: THE

IMPORTANCE OF QUALITY PRESCHOOL; CHAPTER 9: THE IMPORTANCE OF PARENT ENGAGEMENT  
CHAPTER 10: WHEN GOOD PEOPLE WORK WITHIN LOUSY SYSTEMS  
CHAPTER 11: PATHFINDERS; David P. Weikart; Craig Ramey; Mildred Winter; Robert Slavin; Geoffrey Canada; David Lawrence Jr.; James Heckman; Maria Montessori; Reggio Emilia; Finland; CHAPTER 12: LOVE OF LEARNING; CHAPTER 13: CRITICAL THINKING FOLLOWED BY ACTION; Building or District Administrators; Classroom Teachers; Parents; CHAPTER 14: THE LIVES OF CHILDREN IN THE BALANCE; APPENDIXES; A. Mrs. Peterson's First-Grade Essential Skills Inventory: Class Baseline Data; B. References for Considering Essential Early Learning Outcomes  
C. Essential Skills Inventory, K-3 Outcomes  
D. Essential Skills Rubric for First Grade; E. Protocol for Use of the Essential Skills Inventories in K-3; F. Questions and Topics for Monthly Data Meetings; G. Reflection on Classroom Culture; H. Reflection on School Culture; I. Reflection on Home-School Connections; J. Reflection on the Early Learning Success Initiative in Our School; K. Sample District Plan for Early Learning Success; L. Sample Support Team Procedures; M. Teacher Request for Instructional Support; N. PreK-Grade 3 Essential Math Skills Inventory  
O. Building Essential Skills: Parent Support Request  
P. Essential Skills Inventory: First Grade; Q. In My Classroom; REFERENCES; INDEX

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Sommario/riassunto

Helping children experience early learning success and acquire essential skills by third grade is a crucial part of any school reform effort. Yet, many teachers and children are overwhelmed by the ineffective curriculum-driven education system and the 'rush to cover' climate in schools. 'Fanatically Formative' shows how the joy of teaching can be rediscovered and children helped to fall in love with learning again.

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