1.	Record Nr.	UNINA9910797310603321
	Autore	St. John Edward P.
	Titolo	Improving reading and literacy in grades 1-5 : a resource guide to research-based programs / / Edward P. St. John, Siri Ann Loescher, Jeffrey S. Bardzell ; cover designer, Michael Dubowe
	Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, Inc., , 2003 ©2003
	ISBN	1-4833-6088-1 1-4833-6307-4
	Descrizione fisica	1 online resource (201 p.)
	Disciplina	372.4/0973
	Soggetti	Reading (Elementary) - United States School improvement programs - United States Literacy - United States
	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	Cover ; Contents; Acknowledgments; Chapter 1 - Introduction; Public Policy and Reading Reform; Equal Educational Opportunity; Academic Preparation for all; Focus on Early Reading; Reading and Literacy Reforms that Work; Criteria for Successful Reading and Literacy Reforms; A Research-Based Approach; A Resource Guide for Educators; Chapter 2 - Planning for Reading and Literacy Reform; Phase I: Assess Current Practice; Step 1: Assess Current Educational Outcomes; Step 2: Access the Features of the Existing Program; Step 3: Compare Current Practice to State Standards
		Step 4: Identify Critical ChallengesPhase II: Set a New Direction; Step 1: Build an Understanding of the School's Philosophy; Step 2: Identify Strengths and Weaknesses; Step 3: Identify Possible Approaches; Phase III: Design an Intervention; Step 1: Recognize the Complexity of Early Reading; Step 2: Use a Comprehensive, Balanced Approach; Step 3: Focus on Underlying Development of Children; Step 4: Use a Coherent Intervention Strategy; Step 5: Integrate Inquiry into the Intervention; Guidance for Educators; Attachment: Early Reading and Literacy Classroom Survey

Chapter 3 - Comparing Reading and Literacy ReformsFramework; Reform Program Features; School-wide Features; Professional Development Features; Implemented Theoretical Philosophical Features; Parent/Community Involvement Features; Classroom-Instruction Features; Structural/Organizational Features; Relating Features to Reading Standards; Guidance for Educators; Chapter 4 - Targeted Interventions; 4.1 Early Intervention in Reading; Program Description; References and Contacts; 4.2 Early Steps; Program Description; References and Contacts; 4.3 Reading Recovery; Program Description

References and ContactsGuidance for Educators; The Research Base; Meeting Standards; Politics of Reform; Integrating Inquiry; Building Community; Chapter 5 - Classroom-Based Interventions; 5.1 First Steps; Program Description; References and Contacts; 5.2 Four Blocks; Program Description; References and Contacts; 5.3 Literacy Collaborative; Program Description; References and Contacts; 5.4 Waterford Early Reading Program; Program Description; References and Contacts; Guidance for Educators; The Research Base; Meeting Standards; Politics of Reform; Integrating Inquiry; Building Community Chapter 6 - Teacher Inquiry Models6.1 Reader's and Writer's Workshops; Program Description; Research Base; References and Contacts; 6.2 Teacher Inquiry; Program Description; Research Base; References and Contacts; Guidance for Educators; The Research Base; Meeting Standards; Politics of Reform; Integrating Inquiry; Building Community; Chapter 7 - Process-Oriented Comprehensive Reforms; 7.1 Accelerated Schools Project; Program Description; References and Contacts; 7.2 ATLAS Communities; Program Description; References and Contacts; 7.3 Modern Red Schoolhouse; Program Description References and Contacts

Sommario/riassunto	The book's in-depth coverage analyzes and compares features, frameworks, tools, methods, outcomes, and reform components for 17 major reading programs.