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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 62 pages. OCLC Number: 49243334 Excerpt: . . . evidence. These criteria offer administrators, teachers, and parents a standard for evaluating critical decisions about how children will be taught to read. In addition to identifying effective practices, the work of the National Reading Panel challenges educators to consider the evidence of effectiveness whenever they make decisions about the content and structure of reading instruction programs. By operating on a what works basis, scientific evidence can help build a foundation for instructional practice. Teachers can learn about and emphasize methods and approaches that have worked well and caused reading improvement for large numbers of children. Teachers can build their students skills efficiently and effectively, with greater results than before. Most importantly, with targeted what works instruction, the incidence of reading success should increase dramatically. This guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of phonemic awareness, phonics, fluency, vocabulary, and text reading instruction: . Each section defines the skill, reviews the evidence from research, suggests comprehension implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions. Our understanding of what works in reading is dynamic and fluid, subject to ongoing review and assessment through quality research. This guide begins the process of compiling the findings from scientifically based research in reading instruction, a body of knowledge that will continue to grow over time. We encourage all teachers to explore the research, open their minds to changes in their instructional practice, and take up the challenge of helping all children become successful readers. ii This...

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