

Card Retell for "Hill of Fire" by Thomas P. Lewis

by Kelly Duffels

This worksheet will aid your students in re-telling the story Hill of Fire by Thomas P. Lewis. Card Retell is an excellent comprehension activity to ensure students' understanding of the story. Students work in pairs. One student retells while the other records on the worksheet. If the re-teller mentions the cue, the recorder places a check mark in the "without cue" column. When the re-teller is finished, the recorder asks if there is anything else that he/she remembers. If additional cues are mentioned, they are marked in the "without cue" column. Then the recorder asks what the re-teller remembers about each of the unmentioned cues and if he/she is able to elaborate, the "with cue" column is marked. The roles are switched and the second student re-tells the story. This is an excellent way to encourage each student to talk and to be heard.



Cued Retell Comprehension Guide

Susan E. Israel



Cued Retell Comprehension Guide:

A Quasi-experimental Validation of Transactional Strategies Instruction with Previously Low-achieving Second-grade Readers ,1995 *Handbook of Research on Reading Comprehension, Second Edition* Susan E.

Israel,2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research *Children's Early Text Construction* Clotilde

Pontecorvo,Margherita Orsolini,Barbara Burge,Lauren B. Resnick,2014-02-04 For decades research on children s literacy has been dominated by questions of how children learn to read Especially among Anglophone scholars cognitive and psycholinguistic research on reading has been the only approach to studying written language education Echoing this debates on methods of teaching children to read have long dominated the educational scene This book presents an alternative view In recent years writing has emerged as a central aspect of becoming literate Research in cognitive psychology has shown that writing is a highly complex activity involving a degree of planning unknown in everyday conversational uses of language At the same time developmental studies have revealed that when young children are asked to write they show a surprisingly sophisticated understanding of the representational constraints of alphabetic writing systems They show this understanding long before they can read conventional writing on their own The rich structure of meanings involved in the word text provided the glue that brought together a group of scholars from several disciplines in an international workshop held in Rome Reflecting the state of the field at the time the majority of the workshop participants were scholars working in languages other than English especially the romance languages Their work mirrors a linguistic and psychological research tradition that Anglophone scholars knew little of until recently This volume provides English language readers with updated versions of the papers presented at the meeting The topics discussed at the workshop are represented in the chapters as follows the relationship between acquisition of language and familiarity with written texts the reciprocal permeability between spoken and written language the initial phases of text construction by children and the educational conditions that facilitate written language acquisition and writing practice *Preparing Every Teacher to Reach English Learners* Joyce W. Nutta,Kouider Mokhtari,Carine Strebelle,2020-07-29 2013 Outstanding Book Award American Association of Colleges for Teacher Education AACTE *Preparing Every Teacher to Reach English Learners* presents a practical flexible model for infusing English learner EL instruction into teacher education courses The editors outline the key steps involved in

this approach winning faculty support assessing needs and developing capacity and share strategies for avoiding pitfalls The central chapters feature sample courses illustrating how EL content can be incorporated into standard courses human development learning disabilities and social foundations and across subject areas and topics math science social science physical education and classroom management Most preservice teacher candidates report that they feel unprepared to work with English learners This practical flexible model for infusing EL content into teacher education will provide an invaluable resource in shaping the next generation of teachers

Handbook of Research on Reading Comprehension Susan E. Israel, 2014-06-03 Researchers of reading comprehension literacy educational psychology psychology and neuroscience are brought together for this handbook to document and summarize the current body of research on theory methods instruction and assessment in reading comprehension

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4 Sylvia Linan-Thompson, Sharon Vaughn, 2007 This book is packed with dozens of field tested lessons for helping English language learners develop proficient reading skills

Psychology of Education: The school curriculum Peter K. Smith, Anthony D. Pellegrini, 2000

Developing Reading Comprehension Katherine A. Dougherty Stahl, Georgia Earnest Garcia, 2015-02-18 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups National Reading Panel (U.S.), 2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel's conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 11

Teaching Children to Read: Reports of the subgroups National Reading Panel (U.S.), 2000

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