# Using Microcomputers For Teaching Reading In The Middle School

**Melvin P. Heller,Nancy W. Sindelar**

**Using Microcomputers For Teaching Reading In The Middle School:**
   **Using Microcomputers for Teaching Reading in the Middle School** Rosemary Lee Potter,1989 Based on the experiences of using computer assisted reading instruction in middle schools this pamphlet proceeds from the conviction that the use of a computer helps middle school students improve their reading Following an introduction the booklet is in seven sections 1 Why Use Computers in Middle School Reading 2 Software The Heart of the Matter 3 Managing Computer Assisted Instruction in the Reading Classroom 4 The Reading Writing Connection Word Processing 5 Using Computers for Middle School Remedial Reading 6 Some Other Computer Considerations and 7 Resources SR      *Using Telecommunications in Middle School Reading* Rosemary Lee Potter,1992 This paper describes 2 years of international telecommunications experiences between seventh grade reading classes in Florida and England The report is presented in five sections 1 Telecommunications and Reading Instruction telecommunications and how it can motive students develop their confidence and empower them and how telecommunications helps to integrate reading into other areas of the curriculum using such tools as bulletin boards electronic pen pals comparative literature creative writing joint literary publications and teleconferencing 2 Getting Started how a network was selected for the project funding for the project and online expenses and changes in operations over the 2 year period 3 The Florida England Connection getting the project started conducting online operations problems with timing other possibilities using online activities evaluation of the project based on the first year s goals other miniprojects and the second year 4 What We Have Learned So Far the impact of the project on students and parents and 5 Recommendations for Implementing Telecommunications insights gained from the experiences of the project A description of how the use of telecommunications changed both the delivery of instruction and the role of the teacher in teaching reading conclude the report The names and addresses of the producer of one software package and 11 telecommunications services are included Contains 9 references ALF      *Resources in Education* ,1992      **Teaching Reading Using Microcomputers** Robert T. Rude,1986      **Using Captioned TV for Teaching Reading** Milton E. Goldman,1993 Suggesting that captioned television is a powerful motivator for teaching reading comprehension this fastback offers a procedure for teaching with captioned television including taping captioned programs off the air The fastback notes that captioned television is useful in intermediate and advanced English as a Second Language ESL programs students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age and remedial programs special education reading or English programs for students whose tested comprehension is between fourth and eighth grade reading levels The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off air recording regulations The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas A sample captioned television study guide is attached RS      *Using Computer Technology to Create a Global Classroom* Dan H. Wishnietsky,1993 Defines global education and

describes how to use computers to teach students about the necessity of thinking globally **Using Paraeducators Effectively in the Classroom** Anna Lou Pickett,Stanley F. Vasa,Allen L. Steckelberg,1993 Discusses the growing role of paraprofessionals in the classroom *Teaching Reading in Today's Elementary Schools* Paul Clay Burns,Betty D. Roe,Elinor Parry Ross,1992 Grade level 1 2 3 4 5 6 7 k p e i t **Developing an Effective Teacher Mentor Program** Melvin P. Heller,Nancy W. Sindelar,1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemna arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH *Restructuring Beginning Reading with the Reading Recovery Approach* Gay Su Pinnell,1991 Suggesting that Reading Recovery belongs on the restructuring agenda of American education this booklet introduces educators and others to how Reading Recovery works how teachers are trained to use the program and how it can be implemented in a school or district Sections of the booklet are Introduction Overview of Reading Recovery How Reading Recovery Works Personnel Roles in Reading Recovery Getting Started and Reading Recovery as a Systematic Intervention RS *A Resource Guide for Elementary School Teaching* Richard Dean Kellough,Patricia Roberts,1994 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching A four part organization covers an orientation to elementary school teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and professional development A new chapter on elementary school children discusses their development and their diversity and specific strategies for working with them **How to Start a Student Mentor Program** Susan G. Weinberger,1992 This booklet discusses mentoring in general describes a particular mentoring program and describes mentoring efforts around the country The first section about mentoring in general focuses on mentoring as an old idea and current trends in mentoring The next section describes the Norwalk Mentor Program in Connecticut which began in 1986 as an outgrowth of a well established adopt a school program The six step process used to begin and maintain this program and

to evaluate the success of the relationship between mentors and students is presented These steps involve 1 recruitment and screening 2 orientation and training 3 matching mentors and students and responsibilities 4 weekly sessions 5 evaluation and 6 year end celebrations and renewal The buddy system transfers and moves summer activities family involvement and new directions for Norwalk s mentor program are also described The third section presents an overview of mentoring efforts around the country Also included are a resource list sample recruitment letter sample mentor profile mentor pledge sample mentor agreement sample teacher request for a mentor sample parent permission letter sample mentor evaluation form and references ABL *Learning Strategies for Problem Learners* Thomas P. Lombardi,1992 This pamphlet offers guidelines for educators who want to improve their use of strategy instruction with students who have inefficient and or ineffective learning strategies Specific examples of strategic teaching are provided for improving general and academic performance and suggestions are given on how to create a strategic environment consistent with strategic teaching The pamphlet begins with an outline of the steps in acquiring a learning strategy It then discusses strategies for improving general performance including strategies in the areas of organization time management memory test taking social skills speech and handwriting Strategies for improving academic performance in the areas of reading and writing spelling mathematics and other content areas are then described Suggestions for creating a supportive environment for strategy learning in the home and school are provided Guidelines for teaching strategically are noted such as use of advanced organizers brainstorming motivating and activating students modeling providing feedback and use of post organizers Contains 55 references JDD **Discipline Strategies for Teachers** Eleanor B. Baron,1992 Classroom management and effective discipline are skills that all beginning teachers must learn Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly running classroom discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior This booklet intended primarily for student teachers and beginning teachers provides practical strategies for both classroom management and discipline that are solidly based in theory The publication is divided into three parts Prevention Strategies A Discipline Plan discusses classroom routines and behavior rules and the arrangement of both seating and instructional materials Four Discipline Models describes and analyzes the assertive discipline model a traditional model the effective momentum management model and the reality therapy model Discipline Scenarios presents and analyzes both effective and ineffective approaches to developing behavior rules and routines focusing on preventive strategies and the discipline models The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment Contains seven references LL *The Portfolio Approach to Assessment* Emily Grady,1992 The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children s educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test scores may be unfair or biased

against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD      Teaching for Multiple Intelligences David G. Lazear,1992 Over the past 50 years brain researchers have stated that human beings probably use less than 1 percent of the brain s potential and research findings about human intelligence have transformed almost all previous definitions of intelligence This booklet addresses the following key findings in intelligence research intelligence is not fixed or static intelligence can be learned and taught and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain mind body system After this discussion of the research the publication is divided into five parts 1 Overview of the Seven Intelligences verbal linguistic logical mathematical visual spatial body kinesthetic musical rhythmic interpersonal intelligence and intrapersonal intelligence 2 Teaching for Multiple Intelligences A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one s curriculum 3 New Instructional Methods for Teaching with Multiple Intelligences 4 Teaching about Multiple Intelligences Re inventing the Learning Process and 5 A Multi Modal Approach to Assessment includes techniques for student evaluation and teacher self assessment Contains 27 references LL      State Academies for the Academically Gifted James E. Green,1993 This guide to residential state academies for academically gifted high school students discusses the history of this movement student characteristics curricula faculty outreach programs and evaluation The establishment of the nine existing state institutions is traced from the prototype the North Carolina School for Science and Mathematics to the most recent established in Alabama in 1991 Reasons for such schools are given ranging from the specialized curricula needed by such students to their need for peer support The question of elitism is addressed suggesting that such schools actually are egalitarian in that they provide an opportunity for all students from both poor and wealthy regions of the state to go as far as they can The various selection processes are described and compared noting that the use of holistic methods rather than standardized tests results in enrollments more consistent with the demographic profiles of the state s population Curricula are discussed with special focus on the Indiana Academy Curriculum Criteria for selecting faculty are then briefly considered as are state academy outreach programs The lack of comprehensive and systematic evaluation of these new institutions is noted Contains 21 references DB      Strategies for Involving Parents in Their Children's Education Linda T. Jones,1991 This publication presents an overview of programs and practices that schools can

use for involving parents in the education of their children at home and in school The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age A list of 10 approaches for involving parents in their children s early education is included The second chapter discusses the topics of 1 improving communication between home and school 2 helping parents work with their children at home 3 involving parents in school activities 4 developing collaborative planning among parents students and teachers and 5 empowering parents to become decisionmakers in their children s schools The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor Some are for parents only others are for parents and children The fourth chapter describes types of school parent collaboration that can improve children s behavior attitudes and study habits The concluding chapter offers guidelines for planning a successful parent involvement program Contains 37 references RH

*Initiating Restructuring at the School Site* Robert J. McCarthy,1991 **Implementing the Disabilities Acts** Patricia F. First,Joan L. Curcio,1993 This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD

Reviewing **Using Microcomputers For Teaching Reading In The Middle School**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Using Microcomputers For Teaching Reading In The Middle School**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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## Using Microcomputers For Teaching Reading In The Middle School Introduction

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