

CREATING COMPETENT COMMUNICATORS



ACTIVITIES FOR TEACHING
Speaking, Listening,
and Media Literacy
IN K-6 CLASSROOMS

Editors: Sherwyn Morreale / Pamela Cooper



In association with
The National Communication Association

Creating Competent Communicators K6

**David Yellin, Mary E. Blake, Beverly A.
DeVries**

Creating Competent Communicators K6:

The Teacher's Guide to Media Literacy Cyndy Scheibe, Faith Rogow, 2012 A Deeper Sense of Literacy is the first book to suggest that media literacy is both a content area and an approach to teaching that can be integrated into any subject area. It combines theory and practical application in a way that addresses the most important questions related to media literacy in education today: what is it, why is it important, how can you teach it across a wide range of curriculum areas and grade levels, and does it work? Rather than focusing on how to teach media literacy, Scheibe and Rogow focus on actually using media literacy to teach lessons across the content areas.

Teaching with the Common Core Standards for English

Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-12-07 The Common Core State Standards (CCSS) are the first academic standards to be independently adopted by almost every state in the country. The purpose and intent of the Common Core standards for English Language Arts (ELA) as well as Literacy in History, Social Studies, and Science education are the focus of this book. This volume is aimed at educators, administrators, graduate students, university professors, and others who deal with students in grades 3 through 5. Each of the chapters addresses one of the major English Language Arts domains: literature, informational texts, foundational skills, writing, speaking, and listening, language technology, and assessment. They contain invaluable information, insight, and research from literacy leaders in their respective fields. Their objective is twofold: to provide a theoretical background and detailed explanation of each of the CCSS ELA standards, as well as practical suggestions, classroom vignettes, models, instructional resources, and unit ideas to implement the standards.

Checking for Understanding Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren't students getting it? And just as important, why didn't the teacher recognize the problem? In *Checking for Understanding*, Douglas Fisher and Nancy Frey show how to increase students' understanding with the help of creative formative assessments. When used regularly, formative assessments enable every teacher to determine what students know and what they still need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, and much more. This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility, guided instruction, formative assessment systems, data analysis, and quality instruction. Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted (FIT) Teaching. They are also the authors of numerous ASCD books, including *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* and the best-selling *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention*.

Iowa Journal of Communication, 2004 **Creating Competent**

Communicators Amy Aidman, National Communication Association (U.S.), 2003-01-01 *Spectra*, 2002 **Creating Competent Communicators** Nancy L. Cecil, 2016-12-08 *Creating Competent Communicators* Amy Aidman, National Communication Association (U.S.), 2003-01-01 **Instructor's Resource Manual/Test Bank with Teaching Tool for Cw** John Skinner, George Grice, 2003-06 **Integrating the Language Arts** David Yellin, Mary E. Blake, Beverly A. DeVries, 2004 **Literacy in the Intermediate Grades** Nancy Lee Cecil, Joan P. Gipe, 2003 Language Arts Workshop Nancy Frey, Douglas Fisher, 2006 *Language Arts Workshop Purposeful Reading and Writing Instruction* presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early intervention or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom *Boletin Internacional de Bibliografia Sobre Educacion*, 2003 Forthcoming Books Rose Arny, 2003 *Education in the 80's--speech Communication* Gustav W. Friedrich, 1981 Taken together the 20 chapters in this book provide many suggestions predictions alternatives innovations and improvements in the speech communication curriculum that can be either undertaken or accomplished during the 1980s The first five chapters speculate positively about the future of speech communication instruction in five of its most common settings elementary schools secondary schools community colleges colleges and universities and the world of work Chapters 6 through 15 focus on an alphabetized arrangement of the major content areas for speech communication instruction as categorized by the National Center for Education Statistics including communication theory intercultural communication interpersonal communication mass communication oral interpretation organizational communication pragmatic communication public address and rhetorical theory The remaining five chapters discuss instructional topics of special concern for speech communication teachers such as oral communication as a basic skill learning styles instructional strategies the training of teachers and the special needs of handicapped reticent gifted bilingual and female students RL *Missouri Register* Missouri. Office of the Secretary of State, 2002 **The Software Encyclopedia**, 1986 **American Book Publishing Record**, 2007 **Resources in Education**, 1997 **Methods for Teaching Foreign Languages** Joan Kelly Hall, 2001 For undergraduate or graduate level foreign language methods courses

in Teacher Preparation Also appropriate for junior high and high school teachers of modern foreign languages Exclusive in its socio cultural approach to language learning this comprehensive text builds on the National Communication Standards for foreign language learning Its goal is to equip students with the necessary knowledge and skills to establish and maintain effective classroom communities of foreign language learners To accomplish this the author incorporates the latest research and theoretical insight regarding communication and communicative development with practical application The result is a complete effective approach to designing curriculum instruction and assessment for foreign languages

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