

Our Beliefs About the Reading—Writing Connection

- 1 You can teach phonics and skills with a child’s written story and assess their phonemic awareness by examining his/her journal writing.
- 2 Shared writing that evolves from common experiences are often the easiest texts to read and is an excellent way to connect to reading.
- 3 Young children do not need to know all their letters and sounds before they can write stories and read back their writing.
- 4 Explaining vocabulary through interactive read-aloud can lead to students applying that vocabulary in their reading and writing.
- 5 Reading excellent literature and/or hearing quality literature read aloud positively influences students’ writing quality.
- 6 For struggling readers, reading their own writing is often their first successful reading experience.
- 7 English language learners can more easily read a written text that deals with familiar concepts.
- 8 They more writing students do, the better readers they become.
- 9 A good way to work on a child’s reading is to help him/her become a strong writer.

Our Beliefs About Reading for Understanding

- 1 Choice in what students read and how much they read influences motivation and achievement.
- 2 The easiest texts for English learners to understand are those in which the concepts and vocabulary are familiar.
- 3 Students can have good comprehension even if they do not read well orally.
- 4 Rereading is an excellent strategy when comprehension breaks down.
- 5 Students need to do lots of independent reading of self-selected texts.
- 6 Easy access to books students can and want to read is crucial to readers’ success.
- 7 Students need to be taught how to choose “just right” books.
- 8 Kindergarten students are capable of inferring meaning from text.

