

Chapter 1 : The relationship between reading and writing

'Connected Reading' While you are reading books you always find some connections to historical events, books by the same author, other authors, other book titles, a place, a person or whatever gives you a connection to something.

Educators often talk about the reading-writing connection. Kate Kinsella of San Francisco State University summarizes the reading-writing connection research as follows: Reading widely and regularly contributes to the development of writing ability. Good writers were read to as children. Increasing reading frequency has a stronger influence on improving writing than does solely increasing writing frequency. Developmental writers must see and analyze multiple effective examples of the various kinds of writing they are being asked to produce as well as ineffective examples ; they cannot, for example, be expected to write successful expository essays if they are primarily reading narrative texts. There are certainly important lessons and skill development exclusive to each field. Teach the Author-Reader Relationship Both reading and writing involve interactive relationships between author and reader. Reading really is about communication between the reader and the author. Unlike reading, writing requires the thinker to generate both sides of the dialog. The writer must create the content and anticipate the reader response. Teach Prior Knowledge What people already know is an essential component of good reading and writing. Content knowledge is equally important as is skill acquisition to read and write well. Reading specialists estimate that reading comprehension is a interaction. However, some disclaimers are important to mention here. Although prior knowledge is important, it can also be irrelevant, inaccurate, or incomplete which may well confuse readers or misinform writers. Of course, the teacher has the responsibility to fill gaps with appropriate content. Teach Sensory Descriptions Both readers and writers make meaning through their sensory experiences. Recognizing sensory references in text improves understanding of detail, allusions, and word choice. Good readers apply all of their senses to the reading to better grasp what and how the author wishes to communicate. For example, good readers try to feel what the characters feel, visualize the changing settings, and hear how the author uses dialog. Teach Genre Characteristics All reading and writing genres serve their own purposes, follow their own rules, and have their own unique characteristics. Knowing the text structure of each genre helps readers predict and analyze what the author will say and has said. For example, because a reader understands the format and rules of a persuasive essay, the reader knows to look for the thesis in the introduction , knows to look for the evidence that backs up the topic sentence in each body paragraph, and knows to look for the specific strategies that are utilized in the conclusion paragraphs. Writing form is an important component of rhetorical stance. Knowing each genre domain also helps writers include the most appropriate support details and evidence. For example, persuasive essays often use a counterpoint argument as evidence. Teach Structural Organization Readers recognize main idea, anticipate plot development or line of argumentation, make inferences, and draw conclusions based upon the structural characteristics of the reading genre. For example, since news articles include Who, What, Where, When, and How at the beginning, the informed reader knows to look for these components. Similarly, writers apply their knowledge of specific structural characteristics for each writing genre. For example, knowing the characteristics of these plot elements: Teach Problem Solving Strategies Good readers and writers act like detectives, looking for clues to understand and solve a case. In a persuasive essay, the reader should detect how a thesis is argued, how the variety of evidence is presented, and if the conclusions are justified in light of the evidence. In a narrative, the writer needs to clearly state the basic problem of the story and how that problem leads to a conflict. Teach Coherency and Unity For both reading and writing, the object is to make sense of the content. Knowing how the author communicates helps the reader understand what is being communicated. Applying an organizational pattern appropriate to the writing content and effective writing techniques will help the reader understand the content of the communication. Writing unity refers to how well sentences and paragraphs stay focused on the topic. For example, readers need to train themselves to look for irrelevant off the point details. Coherency and Unity Unity 8. Teach Sentence Structure Variety Good readers are adept at parsing both good and bad sentence structure. They consciously work at identifying sentence subjects and their actions. They apply their knowledge of grammar to

build comprehension. Knowing how to use different sentence structures allows the writer to say what the writer wants to say in the way the writer wants to say it. No one is taught, convinced, or entertained when bored. Grammatical Sentence Openers 9. Teach Precise Word Choice Understanding the nuances to word meanings lets the reader understand precisely what the author means. When writers use words with precision, coherency is improved. Vocabulary Ladders and Semantic Spectrums For example, if the style is informal and the voice is flippant, the author may use hyperbole or understatement as rhetorical devices. Recognizing whether the author uses omniscient or limited point of view in the first, second, or third person will help the reader understand who knows what, and from what perspective in the reading. Identifying the tone of helps the reader understand how something is being said. For example, if the tone is sarcastic, the reader must be alert for clues that the author is saying one thing, but meaning another. Identifying the mood of a literary work will enable the reader to see how the plot and characters shape the feeling of the writing. Writing Style Errors Teach Inferences Both reading and writing is interpretive. Readers infer meaning, make interpretations, or draw logical conclusions from textual clues provided by the author. Writers imply, or suggest, rather than overtly state certain ideas or actions to build interest, create intentional ambiguity, develop suspense, or re-direct the reader. Teach Metacognition and Critical Thinking Reading and writing are thinking activities. Just decoding words does not make a good reader. Similarly, just spelling correctly, using appropriate vocabulary, and applying fitting structure to paragraphs does not make a good writer. Knowing how to organize thought through chronology, cause-effect, problem-solution, or reasons-evidence rhetorical patterns assists both reader and writer to recognize and apply reasoning strategies. Knowing higher order questioning strategies, such as analysis, synthesis, and evaluation helps the reader and writer see beyond the obvious and explore issues in depth. Designed to significantly increase the reading abilities of students ages eight through adult within one year, the curriculum is decidedly un-canned, is adaptable to various instructional settings, and is simple to use—a perfect choice for Response to Intervention tiered instruction. These 54 decodable eBooks includes print-ready and digital display versions have been designed for older readers with teenage cartoon characters and plots. Each book introduces focus sight words and phonics sound-spellings aligned to the instructional sequence found in Teaching Reading Strategies. Plus, each book has a second word fluency to review previously learned sight words and sound-spelling patterns, five higher-level comprehension questions, and an easy-to-use running record. Your students will love these fun, heart-warming, and comical stories about the adventures of Sam and his friends: Tom, Kit, and Deb. Oh, and also that crazy dog, Pug. Everything teachers need to teach an assessment-based reading intervention program for struggling readers is found in this comprehensive curriculum. Simple directions, YouTube training videos, and well-crafted activities truly make this an almost no-prep curriculum. Works well as a half-year intensive program or full-year program. Find essay strategy worksheets, writing fluencies, sentence revision activities, remedial writing lessons, posters, eight complete writing process essays, essay e-comment editing resources to differentiate essay writing instruction in Teaching Essay Strategies.

Chapter 2 : RFID Software: Reading data from an RFID reader using the LLRP protocol

We would like to show you a description here but the site won't allow us.

Other readers that support LLRP protocol. Configuring the connection with the reader Information: In this case, the computer client initiates a connection to the reader and acts as a TCP client. The TCP server will be waiting for readers to connect. One server can simultaneously handle multiple readers. Configuring the TCP server mode To ensure a stable connection with the readers, it is recommended to configure the selected options as shown in Figure 3. Select the module from the two drop-down lists as shown in Figure 4. Selecting the parser module To additionally configure the module, click the "Configure" button next the the selected module. The module configuration window will open Figure 5. Configuring the module Reader operation mode Use the "Reader operation mode" parameter group to define how the reader should read RFID tags. These parameters will be sent to the reader when a connection is established. If this option is turned off, the application will not do the conversion but will export the time as received from the reader. Start tag detection every N seconds " If this parameter is not set to zero, the reader will be checking for any tags in its field of view FOV at the specified time interval. If this parameter is set to zero, the reader will be continuously checking for any tags in its field of view. This parameter directly affects the amount of data transferred between the reader and the computer. The more the time interval, the less the traffic. Detect tags during N seconds " This parameter defines the time during which the reader will be polling the tags. It is recommended to set this parameter less than the tag detection interval. Enable antenna only when reading tags " If this option is turned on, the reader will be enabling the antenna only when the tags are being read. Wait for events " In this mode, the logger awaits data from the reader. The reader will start sending data if it detects one or more tags in its FOV. Group N tags before reporting to client " This parameter lets you additionally optimize the data transfer from the reader to the computer in the event mode. If this parameter is not set to zero, the data will be sent to the computer if the tag polling interval is over and at least one tag was detected, or if N tags were read within that interval. Poll " In this mode, the logger will be sending a request to the reader at the interval specified in the "Polling interval" field, and check for any data. The tags will be stored and grouped in the reader. It is recommended to use this mode in case of a large number of tags in the FOV, as it considerably reduces the amount of traffic between the reader and the computer. Data logging Use the "Log data" parameter group to configure pre-filtering of the data read by the reader. Configure time synchronization with an accurate time for the reader. When tag data has been changed " Each tag that has been read is characterized by a set of associated data, such as the time of appearance, the number of readings, signal level, etc. If this option is turned on, the data will be logged only if one or more of the associated values change. Every reading " All data read will be logged. You can configure the events manually see "Fine-tuning the reader". Before getting to the data export modules, the variables are pre-filtered via the "Data logging" parameter group. Each variable consists of a name and a value of a certain type see Table 1. In the data export module, you can refer to a variable by its name. The application works with the reader as follows: Data are received from the reader. The data are parsed. The data are pre-filtered. The prepared variables are sent to each of the enabled filtering modules see Figure 4. Note that variables for each reading are sent to the filtering modules separately from variables for other readings. If any filtering module has blocked the data, they will not be processed any more go to Step 7. The prepared variables are sent to each of the enabled data export modules see "Configuring data writing to a Firebird database". The variables created at Step 4 are deleted.

Chapter 3 : License Plate Reader Program - Standard Operating Procedure

*Learn More. Chapter 1: Reimagining Reading Instruction for All Students; Table of Contents * Sample files are typically provided in PDF format and can be opened using the free Adobe® Reader® program or a comparable viewer.*

Additionally, a PDF of this document is available for download. **PURPOSE** It is the purpose of this policy to provide personnel assigned to the Maryland Coordination and Analysis Center MCAC and participating agencies with guidelines and principles for the collection, analysis, dissemination, retention and destruction of information regarding the Automatic License Plate Recognition Operations Center data and facilitating compliance with all applicable laws. The LPR system consists of a high-speed camera, mounted either at a fixed location or on a mobile patrol vehicle, and a computer to convert data from electronic images of vehicle license plates into a readable format, and then compare the information against specified databases of license plates. The system attaches camera identification, date, time, and location information, to include GPS coordinates, to the digital image and it is maintained electronically in a central location to provide a means of ensuring the license plate number was properly converted. The digital image can include additional information such as: The Maryland Coordination and Analysis Center has, as one of its core missions, the sharing of information, thereby assisting law enforcement agencies in the fulfillment of their duties. Specifically, LPR data may be used for, but is not limited to, the following purposes: Crime analysis; To alert law enforcement officials that a license plate number is on a list of targeted license plate numbers Hot List or is related to a criminal investigation and is found in the LPR database; To alert law enforcement officials that a license plate number on a hot list has been recorded by a fixed versus mobile camera, possibly requiring notification to law enforcement agencies in proximity or travel route of the identified vehicle; To identify the movement of vehicles operated by individuals currently under an open criminal investigation; VII. Mission The mission of the Maryland Coordination and Analysis Center is to serve as the focal point for federal, state, local, and private sector partners in the collection, analysis, and dissemination of criminal and homeland security information within Maryland. The MCAC collects information in a manner consistent with applicable laws, regulations, and internal policies. In accordance with these principles, LPR data will be queried and disseminated only if there is legal process requiring these actions or there is reasonable suspicion that an individual or enterprise is involved in criminal conduct or activity and the information is relevant to that criminal conduct or activity and the requestor has a legitimate need to know. The data will be maintained on the Operation Center server independent of any other law enforcement databases housed at the MCAC. After the one year period, the data will be purged unless it has become, or it is reasonable to believe that it will become, evidence, including evidence that tends to inculpate or exculpate a suspect, in a specific criminal or other law enforcement investigation or action. Should data be determined to have evidentiary value, the following paragraph applies: In those circumstances when data is identified as having evidentiary value, the LPR Program Administrator, or designee, will review the facts of the specific case and determine if the data should be saved. The MCAC reserves the right to grant or deny agency requests based on the information provided. The following methods shall be used when disseminating LPR information: The "need to know" and "right to know", as defined in the MCAC Privacy Protection Policy of a potential recipient must be verified and documented prior to dissemination of LPR information. Mandatory requirements are in place in order to satisfactorily justify the request. The primary method of dissemination shall be via email, in an electronic format that employs a reasonable level of security to guard against alteration, or fax. If access to secure email accounts is not practical, the information may be provided to the requestor via digital storage media or paper copy, as determined by MCAC staff. After disseminating LPR information deemed to have evidentiary value, the completed report containing the data will be entered into a searchable database for future exploitation and auditing purposes in accordance with the MCAC Privacy Protection Policy. It manages and provides a storage and search structure for the license plate information being collected in the field. The Operations Center is established as a secure intra-net site within the MCAC IT network, allowing only personnel with password protected access to license plate data collected. The Operations Center receives data from scanned license

plate reads from participating agencies collected via fixed and mobile LPR systems, and organizes the data in a central database. The central database is the basis for reporting and query functions. Authorized MCAC personnel will have the ability to: Query license plate or partial license plate information in the system and view the image and location of matches; View maps with the location of plate reads and alarms; View statistical reports on reads and alarms; View reads and alarms for a specific geographic area and time frame; and Produce a geographic map of the plates that were searched. Prior to authorizing the manual input of license plate information, the Watch Supervisor, LPR Program Administrator, or their respective designees, shall ensure the information is related to a specific criminal investigation or to an officer safety concern. In order to ensure the accuracy of the "Hot List" for manually inserted license plates, each shift Supervisor or designee shall verify the logs accuracy. Manual entries are required to be removed following the automatic upload of NCIC and MVA wanted plates if applicable or if the wanted status of the plate has changed before the automatic upload. The LPR Operations Center System Hotlist Management tool does not automatically remove the inserted plates and therefore a separate query of the manually inserted hot list will be necessary. For manual entries that pertain to ongoing investigations which are not automatically uploaded through NCIC or MVA , the manually inserted license plate shall remain on the LPR Operations Center server until advised by the requesting investigator to remove it. Anyone found to misuse the system is subject to disciplinary action. The primary goal of maintaining audit logs is to deter and discover any abuse or misuse of a LPR system or the Operations Center. Operation Center files shall be audited and evaluated at least yearly through an independent auditor to be determined by the Director. When a file has no further informational value and meets no other legal requirement for retention, it shall be destroyed. In order to facilitate the periodic and random audits necessary to monitor user compliance with laws and policies, audit logs should include certain information. Specifically, queries to the Operations Center should be logged and include: Oversee and administer the LPR program, including storage and management of all LPR data systems; Ensure stored data is purged from the LPR System Operations Center one year after it has been entered, unless determined to be of evidentiary value. Refer to Paragraph VII. At the beginning of each shift, ensure all "Hot Lists" have been updated in the Operations Center. In addition, the Section will: Ensure that LPR data is backed up daily and monitored for abnormal operations. Act as the MCAC representative with the contracted vendor for system related issues. Case management databases, tips and leads files, records management systems, criminal history records, and other non-intelligence databases used and maintained by the MCAC are not Criminal Intelligence Files and are not required to comply with 28 CFR Part 23 [http: Much of the information stored in these databases tends to fall into one of two categories: A behavior, action, or omission that is punishable by criminal law. A crime is a public, as opposed to a moral, wrong; it is an offense committed against and thus punishable by the state or the community at large. Those administrative or analytic activities that provide relevant data to law enforcement personnel regarding the investigation of specific criminal activities or trends, or specific subject s of criminal investigations. This hot list is scheduled to be updated twice daily and does not rely on real-time communications with State or Federal data sources. LPR hot lists are compiled to serve agency-specified needs. Manual Entry is always available, allowing additions for specific license plates. The hot list is essential to LPR systems as it is required in order to notify law enforcement that a vehicle on the list is near an LPR camera. Legitimate Law Enforcement Purpose: Means the investigation, detection, or analysis of a crime or a violation of the Maryland Motor Vehicle MVA laws or the operation of Terrorist or Missing or Endangered person searches or alerts. The License Plate Reader Technology consists of an infrared strobe and high speed cameras combined with computer algorithms capable of converting the images of license plates into computer readable data. LPR systems use cameras to capture images of vehicles and their license plates, from both mobile patrol vehicles or from fixed positions, converts them to text and compares them quickly to a large list of plates of interest. This system also records the location, date and time of each license plate read. The resource is available as a tool, allowing the law enforcement officer to identify the last known contact with a vehicle and also to report the list of vehicles located in a specific area at a given time. When a target plate is located, the user may be notified with a message alert tone. The system that manages the data collected from LPR systems fixed and mobile , downloads hotlists and automatically secures the license plate data in a](http://www.fbi.gov)

central server. This management is automatically run without user intervention. The Operations Center database provides an inquiry tool, tracks history, analyzes and manages license plate data. The Operations Center will also manage the distribution and update of hotlist data, in addition to providing a storage and query tool for the plate information being collected in the field. Requested information which is pertinent and necessary to the requestor agency in initiating, furthering, or completing an investigation. These files may also include open source i. Such files do not include personally identifying information PII such as name, Social Security Number, birth date and address, etc. Requestor has official capacity and statutory authority for the information being sought. Defined as a request for any information or service, routinely provided by the MCAC, which is made by a law enforcement or homeland security or public safety agency such as:

Chapter 4 : Volunteer Reader at Parkside Elementary in Marshall | MustangsVOLUNTEER

week) with practice reading connected text (three times per week) to provide the practice students need to read words quickly and accurately both in isolation and in connected texts. Two activities shown to be successful in helping students gain fluency are tape-assisted.

Search The Relationship Between Reading and Writing For many years reading and writing were and sometimes still are taught separately. Over the last ten years research has shown that reading and writing are more interdependent than we thought. The relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. Research has found that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore reading plays a major role in writing. At the same time practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop phonemic awareness and phonics skills. Similarly, phonics skills or the ability to link sounds together to construct words are reinforced when children read and write the same words. For older children practice in the process of writing their own texts helps them analyze the pieces that they read. In order to help children develop these two essential skills, parents and teachers need to apply this knowledge when working with them. Here are a few strategies for using reading and writing to reinforce development of literacy skills.

Genre Study One of the most effective ways to use the relationship between reading and writing to foster literacy development is by immersing children in a specific genre. They should then study this genre with the children from the reading and writing perspectives. Children should read and discuss with adults high quality examples of works written in the genre focusing on its structure and language as well as other basic reading skills including phonics and comprehension. Once children have studied the genre to identify its essential elements, they should be given opportunities to write in the genre. As they are writing, adults should help them apply what they have learned from reading genre specific texts to guide their composition. This process should be recursive to allow children to repeatedly move between reading and writing in the genre. In the end children will not only have a solid and rich knowledge of the genre, but will also have strengthened their general reading and writing skills. Texts can be used on limited basis to help children learn and strengthen specific writing skills. Parents and teachers should first identify writing skills that a particular child or group of children need support in developing. For example, many students in a seventh grade class might have difficulty writing attention getting introductions in their essays. One of the most effective ways to help children build specific writing skills is to show and discuss with them models that successfully demonstrate the skill. Once children have explored effective models of the skill, they should be given opportunities to practice it. Without understanding the connection between sounds and letters, a person cannot read. The connection between reading and writing can help solidify these skills in young readers. Similarly, if a child wants to write a new word the adults can use the same technique to help her choose which letters to write. If the child is younger, accurate spelling is not as important as an understanding of the connection between particular sounds and letters. Therefore helping the child pick letters that approximate the spelling is more appropriate than providing him with the actual spelling.

Choice in Reading and Writing Another effective method for using the relationship between reading and writing to foster literacy development is simply giving children the choice in their reading and writing experiences. We learn best when we are motivated. Often in classrooms, teachers allow children to select their own books to read during independent reading time, but they rarely give them the opportunity to pick their own writing topics. In order to encourage ownership over their reading and writing, children should be given chances to read and write what is interesting and important to them. While it may seem like common sense to adults that reading and writing have a lot to do with each

other, the connection is not always as apparent to young people. Parents and teachers should explain how the two skills reinforce and strengthen each other.

Chapter 5 : Connected Reading: Teaching Adolescent Readers in a Digital World

Reading, Writing author-reader relationship, Mark Pennington, prior knowledge, reading and writing, reading intervention, reading programs, reading to learn, reading-writing connection, rhetorical stance, teach essay, writing to learn.

Research Although electronic texts have been with us for many decades, in the past few years electronic reading has become increasingly popular. The ready availability of mobile, connected devices like smartphones and tablets, along with dedicated ereaders like the Kindle and Nook, have moved electronic reading out from behind a desk into the environment. This change has brought increasing attention to the differences between reading in print and reading via digital devices. If true, this claim deserves serious attention. When powerful companies such as these have a compelling business interest in promoting certain educational technologies, it is important for academics to question if these technologies serve students and learning, and, if reading on paper truly is superior to electronic reading, educators, parents, and students should be concerned about this trend. He argues that paper is superior to screens for four reasons: Together laboratory experiments, polls and consumer reports indicate that digital devices prevent people from efficiently navigating long texts, which may subtly inhibit reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done. Whether they realize it or not, people often approach computers and tablets with a state of mind less conducive to learning than the one they bring to paper. And e-readers fail to re-create certain tactile experiences of reading on paper, the absence of which some find unsettling. These four claims underlie the argument of the article: However, on closer reading there are a number of problems with the evidence Jabr uses to support his claims. Throughout the article, Jabr draws broad conclusions from very limited studies and he frequently fails to acknowledge that there are many different kinds of reading technologies for both paper and screens, and these technologies produce significantly different effects. This feature of a printed book, Jabr argues, allows readers to navigate them more efficiently. As anyone who has read a Kindle book or other electronic book format such as EPUB knows, these books do not have fixed pages: Of course, digital texts of all kinds represent the location of a reader in the text, generally as scroll bars, and they enable readers to find individual passages by searching for single words or phrases. And although e-readers and tablets replicate pagination, the displayed pages are ephemeral. Once read, those pages vanish. Rather, he is comparing two particular technologies: Finally, the need to find a selection of text via spatial memory seems unimportant when reading digital text, as one can simply search for the selection. Neither study compares the reading a book to digital scrolling text in fact, Jabr cites a third study, in which participants reading scrolling text performed equally well on comprehension as those in other groups, and, in each case, the participants read relatively short textsâ€”not long textsâ€”with the exact same spatial layout in print and on screen, a result that suggests the differences in tested comprehension have nothing to do with the fixity of the texts or their physical volume and says nothing about comprehension related to reading long texts, print or otherwise. In one study of Norwegian 10th graders, participants were asked to answer a series of questions on a computer after reading either a PDF or a printout of a four page document. Both groups were able to consult the document while answering questions, but the students in the PDF group were unable to search their digital texts for answers, and when answering the questions had to switch between the PDF and quiz windows on their computer screens. Students with paper handouts, in contrast, were able to access their handouts while answering the quiz on the computer, glancing between the two. Here, the inability to search the text limited one of the main navigational features of digital texts, and the researchers themselves suggest that having to use the same screen to scan the text and answer questions may have impaired the PDF group. In this study, the PDF group scored lower on reading comprehension while also reporting greater stress and tiredness. As with the previous study, this study did not test for reading comprehension of spatially fixed paper texts versus scrolling digital text or for comprehension of long texts. It is likely, the low resolution monitorsâ€”which were likely unable to show an entire page of the reading at a timeâ€”may have interfered

with the students comprehension. Indeed, participants in the paper group in that study reported greater difficulties in concentration and time pressure, while the PDF group reported problems with reading and following the text itself, which supports this conclusion. In short, the studies Jabr cites simply do not back up his claims about the nature of paper versus screen reading for comprehension, and his other claims in the article similarly suffer. He attempts to conflate multiple reading technologies—“paper and screen”—with each other to build an argument that is easily challenged by considering other reading technologies and that his own data does not support. This is unfortunate, as the question of screen reading versus print reading is an important one, and he fails to approach it with the nuance it deserves. In my next post, I will take a closer look at these studies and suggest a more complicated picture of the virtues and drawbacks of both print and screen reading.

Chapter 6 : The Content Reader : 'Connected Reading'

The ready availability of mobile, connected devices like smartphones and tablets, along with dedicated ereaders like the Kindle and Nook, have moved electronic reading out from behind a desk into the environment.

Chapter 7 : Twelve Tips to Teach the Reading-Writing Connection | Pennington Publishing Blog

*Thank you The Reading Agency. Our group, the Lydney WI Book Club have been lucky enough to received quite a few book sets. Two of our favourite have been *The House on Cocoa Beach* by Beatriz Williams and *Valley of the Moon* by Melanie Gideon.*

Chapter 8 : Comprehensive Elementary Reading Program | ELA/ELD K-5

AGENCY Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program appropriate expression if they are reading connected.

Chapter 9 : How Does Electronic Reading Affect Comprehension? - Connected Learning Alliance

For many years reading and writing were (and sometimes still are) taught separately. Though the two have almost always been taught by the same person (the English/Language Arts teacher) during the Language Arts period or block, educators rarely made explicit connections between the two for their.