Promoting student interest in the whole language reading program for grades 4-6 in Somers Point, NJ, including an annotated bibliography

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Abstract
A reading interest survey was conducted in an attempt to evaluate the whole language reading program in the intermediate grades 4-6. The survey was distributed to seventeen 4-6 grade classes, and students were asked to record their favorite books of the past year. Novels that are a part of our whole language reading program overwhelmingly ranked as student favorites. The survey resulted in the conclusion that literature in our reading program interested students the most.

Based on this information, an annotated bibliography was created for each novel read as part of our whole language program in Somers Point. Thematically-related complementary literature of read-alouds, picture books, nonfiction, and supplementary novels of an easy as well as a challenging level were included in each list. This created a useful reference resource for classroom, gifted, and basic skills teachers as well as librarians in recommending books to students who find a particular interest in the classroom reading novels.

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are young and full of energy. So why not move the class to a different environment and see how it affects their learning process? Try taking them to museums, beaches, for a nature walk, or even to the school's backyard. Appendices The Appendices section includes an "Annotated Bibliography" of 13 professional resources and a bibliography of resources cited in the Tips and Resources sections. The Appendices also include a replica of the inside front and back covers of the print document. These graphic organizers connect instructional approaches to literacy skills needed by students who are struggling with reading and writing. Overall class home reading, when the whole class read the text common to all the students but with different tasks and volume settings for reading, depending on the language capabilities of students. From the goal of the organization of home reading now designated two trends Reading plays a major role in the process of learning a foreign language. It is always directed to the perception of the finished voice message (and not on its creation), to receive information, so it is considered to be receptive types of speech activity. The peculiarity of reading is that the evaluation of the success of its implementation is subjective and is reflected in the satisfaction of reading with the result — achieved a degree of completeness and accuracy of understanding.