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Understanding ERIC search results from the EBSCOhost database:

- 7. [A Diagnostic Reading of Scientifically Based Research for Education](#) Schwandt, Thomas A.; Educational Theory, v55 n3 p285-305 Aug 2005 (EJ694196)  
 [Linked Full Text](#)  
This is a journal article. The full text of this document is available from EBSCOhost.
  
- 7. [Bibliotherapy and Children's Award-Winning Books](#). Davis, Karen; Wilson, Timothy L.-Y., 1992 (ED354470)  
[Full Text from ERIC](#)  
  
The full text of this document is available from the Department of Education ERIC database
  
- 7. [Emergent Literacy: Ensuring that Students "Emerge" with Self-Esteem Intact](#). Bass, Jo Ann F., 1990 (ED328883)  
  
This document may be available on microfiche in the Curriculum Library, 2 East.




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**Title:** *Emergent Literacy: Ensuring that Students "Emerge" with Self-Esteem Intact.*

**Author(s):** [Bass, Jo Ann F.](#)

**Publication Year:** 1990

**Descriptors:** [\\*Beginning Reading](#); [\\*Classroom Communication](#); [\\*Classroom Environment](#); [\\*Reading Instruction](#); [\\*Self Esteem](#); [Cooperative Learning](#); [Oral Reading](#); [Primary Education](#); [Questioning Techniques](#); [Reading Strategies](#); [Student Needs](#); [Teaching Methods](#)

**Identifiers:** [\\*Emergent Literacy](#)

**Abstract:** Reading is an area of the curriculum that contains many opportunities for *students* to develop self-esteem. Three common procedures used in the classroom, however, are likely to threaten *students'* self-esteem: required oral reading, team selection and the aspect of competing and declaring winners and losers; and question and answer procedures. Alternatives to required oral reading include one-to-one reading; choral reading using big books and language experience charts; reading along with a tape-recording of a predictable book; "partner reading"; "perfection reading"; and "impress reading." Alternatives to competitive teams include random selection of team members and avoidance of team rankings. Alternatives to traditional question and answer techniques are to ask questions a student can answer, rephrasing the question for the student; giving praise for the part of an answer that is correct; and offering clues. Instructional strategies for fostering self-esteem in beginning readers are dependent upon the teacher. Whenever teachers are unsure as to whether a classroom practice will damage a *students'* self-esteem, the teachers should ask themselves how they would feel in that situation. (RS)

**Notes:** Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).

**Country of Publication:** U.S.; Arkansas

**Language:** English

**Clearinghouse:** Reading, English, and Communication (CS010412)

**Number of Pages:** 13

**Publication Type:** [Speeches/Conference Papers \(150\)](#)  
[Guides - Classroom Use - Teacher \(052\)](#)

**Availability:** Available in paper and on microfiche  
EDRS Price MF01/PC01 Plus Postage.


**Journal Code:** RIEJUL1991

**Entry Month:** 199107

**ERIC Number:** ED328883  
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