Abstract

At advanced school grades, it is not possible to change the results of early reading and writing development. We unfortunately observe that classroom practice and activities are far from applying new trends and theoretical approaches in reading and writing teaching. This results in school failure and a high percentage of students finishing their sixth grade of elementary school without knowing how to read and write. Reasons for this are numerous. Accordingly, we conducted a study based on the application of teaching strategies and resources that could help solve this problem. The methodology followed a qualitative evaluation design. Results could determine some insights about mediation, teaching practice improvement, and resources used in reading and writing teaching. It could also be observed the importance of curricular contextualization in promoting active group participation by showing respect to one’s another differences.

Keywords

Early Reading Development, Learning Activities, Learning Resources.