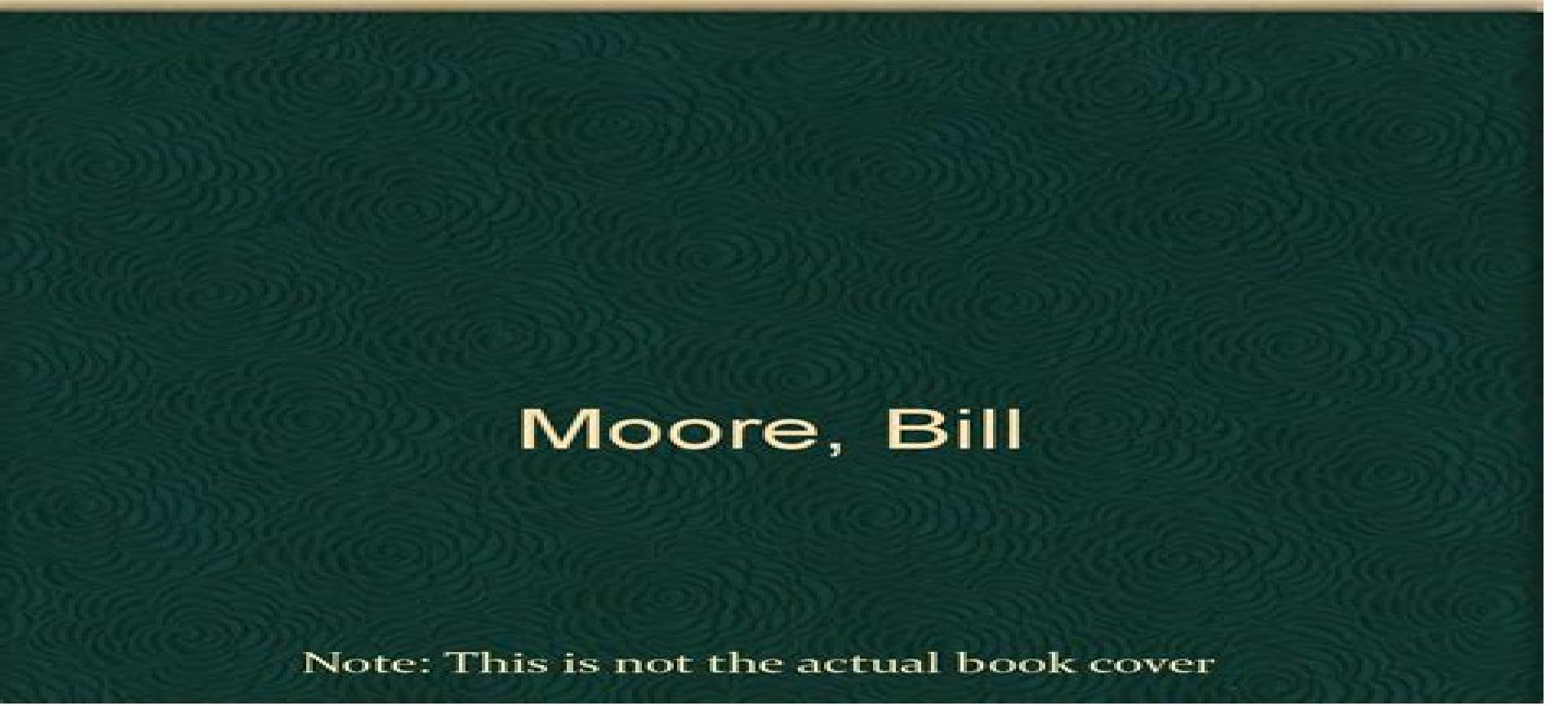




ORGANISING WHOLE LANGUAGE CLASSES



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Organizing The Whole Language Classroom

Julia E. De Carlo

Organizing The Whole Language Classroom:

Organizing for Whole Language Yetta M. Goodman, Wendy J. Hood, Kenneth S. Goodman, 1991 **Whole Language Approach to Reading** Gordon S. Anderson, 1984-09-04 *Whole Language Teaching, Whole-hearted Practice* Monica Taylor, 2007 This seminal collection brings together the multiple perspectives of whole language educators over the course of the past thirty five years. The essays illustrate the complex ways in which whole language teachers have been and continue to be political activists through their interactions with students, the teachers' beliefs about teaching, learning and curriculum, their commitment to critical thinking and social justice, their collaborative engagements with other teachers, their role as leaders of change in schools and communities, and finally their activism in society. Although many believe that we are living in a climate where the term whole language is considered taboo, the contributors to this book demonstrate hopefulness for the future of whole language as Yetta and Ken Goodman write in the concluding chapter whole language is alive and well.

Handbook of Research on Reading Comprehension Susan E. Israel, 2014-06-03 Researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience are brought together for this handbook to document and summarize the current body of research on theory, methods, instruction, and assessment in reading comprehension. *Portraits of Whole Language Classrooms* Heidi Mills, Jean Anne Clyde, 1990 A group of whole language teachers share their personal experiences by highlighting a typical day in their classrooms. *Organizing the Whole Language Classroom* Bill Moore, 1989 Grade level 1 2 3 4 5 6 7 p e i t **Perspectives in Whole Language** Julia E. De Carlo, 1995 Whole Language Carl Bernard Smith, 1994 This book presents a debate between reasonable educators who either claim that there is evidence for the effectiveness of whole language or who challenge the claim that whole language works across the broad spectrum of learners. The book presents the debate in the form of formal debate resolutions, opening statements, transcripts of a face to face shoot out at a convention of the National Reading Conference in San Antonio, Texas, further written responses and commentary on the debate. Contents of the book are And the Winner Is The Context of the Debate, Carl B. Smith, Call Me Teacher, Susan Ohanian, Whole Language and Research, The Case for Caution, Michael C. McKenna and others, Moderator's Comments, Carl B. Smith, The Answer Is Yes, Patrick Shannon, Unlike Patrick We Do Accept Reality, Michael McKenna, Who the Hell Are You, Susan Ohanian, Let Us Not Permit Ourselves to Be Forced into Bitterly Polarized Positions, Richard Robinson, Audience Participation moderated by Carl B. Smith, People Who Live in Glass Houses, Patrick Shannon, Emerging Perspectives on Whole Language, Michael C. McKenna and others, Whole Language Now More Than Ever, Shelley Harwayne, Is Whole Language The Real Thing, Advertisements and Research in the Debate on Whole Language, Steven Stahl, New Questions, Different Inquiries, Jerome Harste and Commentary on the ERIC Whole Language Debate, Michael Pressley. A selected annotated bibliography of approximately 1 000 items from the ERIC database concerning whole language is included. RS *What's Whole in Whole Language?* Kenneth S. Goodman, 1986 A parent teacher guide.

describing the features of the whole language movement **Resources in Education** ,1996-05 *Practical Classroom Applications of Language Experience* Olga G. Nelson,Wayne M. Linek,Nancy Bristol,1999 First this book examines and reflects upon the Language Experience Approach LEA as an educational approach reviewing its history and offering different perspectives Second it provides practical classroom applications for early childhood primary and middle school teachers and learners Finally the book helps to understand the purposes of language experience and how far one may take the process Classroom teachers and reading specialists describe strategies in use in a variety of classroom settings and describe ways to integrate current assessment techniques with LEA The book is divided into five major sections In the first section the authors conceptualize language experience and examine its historical evolution In the second and third sections the authors provide practical classroom applications for early childhood primary and middle school teachers and learners Some examples include a scrapbook project the use of nursery rhymes the writing and telling of family folklore stories and methods through which to develop a voice through writing In the fourth section the authors explore sensible language experience processes and scenarios that meet the needs of special learners ESL bilingual learning disabled In the final section the authors examine the big picture of education consider the perpetually swinging pendulum of approaches and provide insight into language experience as an enduring and evolving approach For pre service and in service teachers **Toward a Whole Language Classroom** ,1990 This book is a collection of articles originally printed in Language Arts the membership journal of the elementary section of the National Council of Teachers of English The book responds to the thousands of teachers looking for ways to incorporate student centered collaborative learning strategies into their classrooms The articles draw heavily upon the experiences of reflective teacher researchers who have adapted approaches based on the whole language philosophy to meet the unique learning styles of their students The articles grouped into sections on writing writing thinking literature drama and storytelling are as follows 1 What Am I Supposed To Do While They're Writing Mary K Simpson 2 The Writer's Inside Story Carin Hauser 3 First Grade Thinkers Becoming Literate Carol S Avery 4 What Did Leo Feed the Turtle and Other Nonliterary Questions E Wendy Saul 5 Children's Response to Literature Janet Hickman 6 Building Castles in the Classroom Karen L Erickson 7 Connecting to Language through Story Marni Schwartz 8 Storytelling and Science Kathleen Martin and Etta Miller and 9 Children's Narrative Thought at Home and at School Richard Van Dongen SR **The Whole Language Evaluation Book** Kenneth S. Goodman,Yetta M. Goodman,Wendy J. Hood,1989 Discusses strategies used for evaluating student growth in curricular areas that are consistent with principles of the whole language approach **Reading Strategies and Practices** Robert J. Tierney,John E. Readence,2000 This book is a compendium of strategies it is not a description of a single approach nor is it intended to be eclectic The inclusion of a strategy should not be perceived as our endorsement of that strategy There are some strategies that we view as problematic there are others about which we disagree **Teaching Children to Read and Write** Robert B. Ruddell,1999 New edition of a textbook intent on creating

the kind of teachers that students remember for the rest of their lives Covers early reading and writing development building vocabulary and comprehension connections using literature and reader response and understanding language and cultural diversity *Case Studies in Whole Language* Richard T. Vacca, Timothy V. Rasinski, 1992 Unique collection of six case studies introducing the concept of whole language Cases reflect classrooms at three developmental levels early childhood primary and intermediate *The Resource Program: Organization and implementation* J. Lee Wiederholt, Donald D. Hammill, Virginia Brown, 1993 **The Whole Language Catalog** Kenneth S. Goodman, 1992 More than 100 whole language educators researchers parents and students have contributed to this comprehensive source book of innovative approaches to student evaluation *Beginning in Whole Language* Kristin G. Schlosser, Vicki L. Phillips, 1991 **New Connections** Kathy Pike, Rita Compain, Jean Mumper, 1994 Grade level 1 2 3 4 5 6 7 k e i t

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