

Identifying

For children who find talking and communicating difficult, you may like to use the technique as a tool to support and explore their ideas. The purpose is to give the child something to explore that they can talk to you. For example, 'I'm interested in your car, can you tell me what it's like?' or 'I like what you've made, can you tell me how you made it?' The aim is to encourage the child to say what they are doing and to explore their ideas.

Remember

Be very positive when you have any shared activities to set them to complete the next session of use. Also, remember to include children who are struggling to communicate, focus on shared activities such as a shared story, drawing. It is also a good idea to include visually impaired users to ask to communicate information during activities. An outline of a plan.

When using this technique

- use simple language and short phrases
- use open-ended questions to encourage
- use simple and general responses to questions
- avoid focusing too much on the child's language skills



Use the first shared activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

Remember

This is a shared activity to help the child to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

To use the second activity, the child needs to be able to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

To use the third activity, the child needs to be able to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

To use the fourth activity, the child needs to be able to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

To use the fifth activity, the child needs to be able to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

To use the sixth activity, the child needs to be able to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

Remember the focus

The aim is to encourage the child to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

Other resources

Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

Activity 1: Introduction

Activity 2: Shared activity

Activity 3: Shared activity

Development

Use simple language and short phrases to encourage the child to talk to you. Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.

Use the first activity to help the child to talk to you. Use the second activity to help the child to talk to you. Use the third activity to help the child to talk to you. Use the fourth activity to help the child to talk to you.



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Strategies to Support Communication and Language Development

Communication and language skills are central to children's development. When working with young children, there are several strategies adults can use to support their language development and communication skills.

Try using these techniques to further support children when interacting, playing and exploring to develop language acquisition and understanding.

Commenting Rather Than Questioning

Our world is full of questions but for young children, asking too many questions can sometimes be met with silence, sensory overload, removing themselves from the play and an unnecessary pressure to respond. By using the commenting technique, you can reduce the pressure for them to speak by providing a model which they can copy. For example, instead of 'What are you doing?' try 'Wow! You have built a tower' or 'You are building... building a tower!'

When using this technique

- reduce the amount of language used
- talk about what the child is doing
- allow time for them to respond
- don't worry if you are repetitive because often children will repeat and copy the key words and phrases.



Pause and Wait

When interacting with children in a playful context, by pausing after asking a question. When children may like to count in your head up to ten. Some children need extra giving them more time to reply they will feel less pressure and use language and give a greater depth of answer.

Open Ended Questions/Statements



Research On Whole Language Support For A New Curriculum

**Kenneth S. Goodman, Yetta M.
Goodman**



Research On Whole Language Support For A New Curriculum:

Research on Whole Language Diane Stephens, 1991-01-01 *Cross-Language Studies of Learning to Read and Spell:*
C.K. Leong, R.M. Joshi, 2013-03-14 The present volume is based on the proceedings of the Advanced Study Institute AS I sponsored by the North Atlantic Treaty Organization NATO held in Alvor Algarve Portugal A number of scholars from different countries participated in the two week institute on Cognitive and linguistic aspects of reading writing and spelling The present papers are further versions with modifications and refinements from those presented at the Advanced Study Institute Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged Our special thanks are to the Scientific Affairs division of NATO for providing the major portions of the financial support Dr L V da Cunha of NATO and Dr THo Kester and Mrs Barbara Kester of the International Transfer of Science and Technology of the various aspects of the institute and ITST for their help and support the staff of Hotel Alvor Praia for making our stay a pleasant one by helping us to run the institute smoothly *Literacy* David Wray, 2004 This four volume collection reprints key debates about exactly what it means to be literate and how literacy can best be taught Rather than centering on the emotional reaction of mass media debates this set focuses on research findings into processes and pedagogy The themes covered include Literacy its nature and its teaching Reading processes and teaching Writing processes and teaching and New Literacies the impact of technologies *School-Based Interventions For Struggling Readers, K-8* Evan Ortlieb, Earl H. Cheek Jr, 2013-06-06 The volume highlights best practices of literacy instruction for students who have difficulties in reading From components of effective pedagogy to instruction for specific populations this text offers an array of expert perspectives on how to engage scaffold and prepare students to meet the multimodal demands of schools today **Assessing Readers** Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books *Changes in the Second Edition* Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed

strategy lessons *Critiquing Whole Language and Classroom Inquiry* Sibel Boran, Barbara Comber, 2001 This book part of the Whole Language Umbrella Series offers a critical reexamination of inquiry and whole language as tools for rethinking literacy schooling and humanistic citizenship in the complexities of today's multicultural world The essays in the book explore the political implications of literacy theories and practices by asking what kinds of inquiries promote or hinder the acquisition of literacies as tools for envisioning critically exploring and reconstructing knowledge and societies that are socially just After an introduction The Inquirers and Their Questions by the editors essays in the book are 1 What Education as Inquiry Is and Isn't Jerome C Harste 2 Curriculum as Inquiry Kathy G Short and Carolyn L Burke 3 The Journey from Pedagogy to Politics Taking Whole Language Seriously Susan M Church 4 What's It Going To Be Patrick Shannon 5 Critical Inquiry or Safe Literacies Who's Allowed To Ask Which Questions Barbara Comber 6 Writing for Critical Democracy Student Voice and Teacher Practice in the Writing Workshop Timothy J Lensmire 7 Classrooms in the Community From Curriculum to Pedagogy Timothy Shannon and Patrick Shannon 8 I Knew That Already How Children's Books Limit Inquiry Jennifer O'Brien 9 Examining Poverty and Literacy in Our Schools Janice's Story Connie L White 10 Classroom Inquiry into the Incidental Unfolding of Social Justice Issues Seeking Out Possibilities in the Lives of Learners Vivian Vasquez 11 Our Kinds of Questions You Wouldn't Find in a Book Robyn Jenkin 12 Young Researchers in Action David Wray Maureen Lewis with Carolyn Cox 13 Different Cultural Views of Whole Language Lee Gunderson and 14 Inviting Reflective Global Inquiries Politicizing Multicultural Literature Mediated Student Voices and English Literacies Sibel Boran

RS Preparing To Teach Writing
James D. Williams, 2003-03 *Preparing to Teach Writing Research Theory and Practice Third Edition* is a comprehensive survey of theories research and methods associated with teaching composition successfully The primary goal is to provide practicing and prospective teachers with the knowledge they need to be effective teachers of writing and to prepare them for the many challenges they will face in the classroom Overall the third edition of *Preparing to Teach Writing* is clearer and more comprehensive than the previous editions It combines the best of the old with new information and features The discussions and references to foundational studies that helped define the field of rhetoric and composition are preserved in this edition Also preserved is most of the pedagogical apparatus that characterized the first two editions research and theory are examined with the aim of informing teaching New in the Third Edition a more thorough discussion of the history of rhetoric from its earliest days in ancient Greece to the first American composition courses offered at Harvard University in 1874 a major revision of the examination of major approaches to teaching writing current traditional rhetoric new rhetoric romantic rhetoric writing across the curriculum social theoretic rhetoric postmodern rhetoric and post postmodern rhetoric considering their strengths and weaknesses an extension of the discussion of strengths and weaknesses of major approaches to its logical conclusion Williams advocates an epistemic approach to writing instruction that demonstrably leads to improved writing instruction when implemented effectively a more detailed account of the phonics whole language debate that

continues to puzzle many teachers and parents a new focus on why grammar instruction alone does not lead to better writing the difference between grammar and usage and how to teach grammar and usage effectively an expanded section on Chicano English that now includes a discussion of Spanglish more information on outcome objectives the Council of Writing Program Administrators statement of learning outcomes for first year composition courses has been included to help high school teachers better understand how to prepare high school students for college writing and to help those in graduate programs prepare for teaching assistantships in first year composition courses and a more comprehensive analysis of assessment that considers such important factors as the validity reliability predictability cost fairness and politics of assessment and the effects on teaching of state mandated testing and also provides an expanded section on portfolios

Reading Process and Practice Constance Weaver, 1994 Updated and revised this text begins with a discussion of the reading process New to this edition are chapters on characterizing whole language principles and practices and growing into whole language teaching of writing reading literature and theme study

Time for Science Education Michael R. Matthews, 2000-10-31 The book demonstrates the importance of history and philosophy of science for science education It provides a case study of the pendulum showing the pivotal role played by the pendulum in the Scientific Revolution It describes how the pendulum enabled the creation of accurate clocks that among other things enabled the long standing problem of longitude to be solved The book charts how the solution of the longitude problem was of enormous social economic and cultural significance for European and consequently world history Further the book shows how the discovery of the laws of pendulum motion by Galileo Huygens and Newton hinged on the acceptance of a new methodology for science The pendulum laws are a window through which to view the fascinating mixture of experiment mathematics and philosophy that characterized the foundations of modern science the Galilean Newtonian paradigm and distinguished it from Aristotelian medieval and commonsense science The book covers learning about the nature of science navigation and the longitude problem ancient and medieval timekeeping Galileo's analysis of pendulum motion Huygens Hooke Newton and the pendulum clocks and culture science and philosophy the mechanical world view teaching about time and pendulum motion and teacher education and culture The book defends a liberal or contextual approach to the teaching of science It shows how understanding the scientific philosophical and cultural contexts and ramifications of the pendulum laws can allow teachers to plan more engaging lessons and conduct informative historical investigative experiments Students can re live history Contextual understanding of the pendulum allows connections to be made with other parts of the science curriculum and with other subject areas such as geography literature religion music and mathematics Readers will come away with a deeper understanding of the nature of science and its

Encyclopedia of Language and Education Leo van Lier, P. Corson, 2013-11-01 ENCYCLOPEDIA OF LANGUAGE AND EDUCATION This is one of eight volumes of the Encyclopedia of Language and Education published by Kluwer Academic The publication of this work signals the maturity of the field of language and education as an international and

interdisciplinary field of significance and cohesion These volumes confirm that language and education is much more than the preserve of any single discipline In designing these volumes we have tried to recognise the diversity of the field in our selection of contributors and in our choice of topics The contributors come from every continent and from more than 40 countries Their reviews discuss language and education issues affecting every country in the world We have also tried to recognise the diverse interdisciplinary nature of language and education in the selection of the editorial personnel themselves The major academic interests of the volume editors confirm this As principal volume editor for Volume 1 Ruth Wodak has interests in critical linguistics sociology of language and language policy For Volume 2 Viv Edwards has interests in policy and practice in multilingual classrooms and the sociology of language For Volume 3 Bronwyn Davies has interests in the social psychology of language the sociology of language and interdisciplinary studies For Volume 4 Richard Tucker has interests in language theory applied linguistics and the implementation and evaluation of innovative language education programs

Reconsidering a Balanced Approach to Reading Constance Weaver, 1998 This collection reflects the stance that a truly balanced approach to reading instruction will focus not only on reading but on literacy integrate language and literacy across disciplines attend to reading writing and other skills and strategies in context and reflect a coherent integration of as broad a research base as possible Following a foreword by Diane Stephens an introduction an article on reading and literacy and a note on terms phonics and whole language articles in the collection and their authors are as follows

- 1 Toward a Balanced Approach to Reading Constance Weaver
- 2 Learning about Literacy A 30 Year Journey P David Pearson and Diane Stephens
- 3 To Err Is Human Learning about Language Processes by Analyzing Miscues Yetta M Goodman and Kenneth S Goodwin
- 4 Considering the Research on Phonological Awareness and Phonics Constance Weaver
- 5 Reconceptualizing Phonics Instruction Margaret Moustafa
- 6 Orthographic Analogy Training with Kindergarten Children Effects on Analogy Use Phonemic Segmentation and Letter Sound Knowledge Margareth E Peterson and Leonard P Haines
- 7 A Comparison of Children's Development of Alphabetic Knowledge in a Skills Based and a Whole Language Classroom Ellen McIntyre and Penny A Freppon
- 8 Phonological Awareness Training of Kindergarten Children Three Treatments and Their Effects Linda R Ayres
- 9 Literacy Learning in a Whole Language Classroom Reading Concepts and Reading Strategies First Graders Know and Use Penny A Freppon and Ellen McIntyre
- 10 A Comparison of Innercity Children's Interpretations of Reading and Writing Instruction in the Early Grades in Skills Based and Whole Language Classrooms Karin L Dahl and Penny A Freppon
- 11 Experimental Research On Phonemic Awareness and on Whole Language Constance Weaver
- 12 Using Real Books Research Findings on Literature Based Reading Instruction Michael O Tunnell and James S Jacobs
- 13 Successful Dyslexics A Constructivist Study of Passionate Interest Reading Rosalie Fink
- 14 The Case for Late Intervention Once a Good Reader Always a Good Reader Stephen Krashen and Jeff McQuillan
- 15 Every Person a Reader Stephen Krashen
- 16 The California Reading Situation Rhetoric and Reality Jeff McQuillan
- 17 California Whole Language and the National Assessment

of Educational Progress NAEP Kenneth S Goodman and 18 The Schools We Have The Schools We Need Richard L Allington Contains 55 references NKA The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing Dominic Wyse,Charlotte Hacking,2024-06-20 Dominic Wyse and Charlotte Hacking present a ground breaking account of teaching phonics reading and writing Created from a landmark study new research new theory and cutting edge teacher professional development this balanced approach to teaching seeks to improve all children s learning and therefore life chances The book dismantles polarised debates about the teaching of phonics and analyses the latest scientific evidence of what really works It shows in vivid detail how phonics reading and writing should be taught through the creativity of some of the best authors of books for children By describing lessons inspired by real books it showcases why the new approach is more effective than narrow phonics approaches The authors call for a paradigm shift in literacy education The chapters show how and why education policies should be improved on the basis of unique analyses of research evidence from experimental trials and the new theory and model the Double Helix of Reading and Writing It is a book of hope for the future in the context of powerful elites influencing narrow curricula narrow pedagogy and high stakes assessments The Balancing Act will be of interest to anyone who is invested in young children s development It is essential reading for teachers trainee teachers lecturers researchers and policy makers world wide who want to improve the teaching of reading and writing in the English language Making Sense of Learners Making Sense of Written Language Kenneth S. Goodman,Yetta M. Goodman,2014-04-11 Ken and Yetta Goodman s professional work has been a lifelong collaboration informed by shared philosophical strands An overarching goal has been to provide access for all children to literacy and learning and to inform and improve teaching and learning Each also is recognized for specific areas of focus and is known for particular concepts This volume brings together a thoughtfully crafted selection of their key writings organized around five central themes research and theory on the reading process and written language development teaching curriculum and evaluation the role of language advocacy and the political nature of schooling In the World Library of Educationalists international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself **Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts** James Flood,Shirley Brice Heath,Diane Lapp,2011 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts a comprehensive overview of research on this topic extends conceptualizations of literacy to include all of the communicative arts reading writing speaking listening viewing and the visual arts of drama dance film art video and computer technology *In Defense of Good Teaching* Kenneth S. Goodman,1998 Is whole language the cause of the problems that beset our schools Is the debate between whole language

and phonics a cover up for control of what and how students learn Is it appropriate that legislators lobbyists textbook publishers and private interest groups evaluate and promote research on teaching and learning Is Christian fundamentalism being exploited by political and economic groups Is the attack on whole language supported by research that is valid Is the issue of teaching reading now so polarized that even a balanced approach is no longer acceptable in some schools These questions have come out of the reading wars And teachers now must be articulate and knowledgeable defendants of their own positions in the debate if they are to retain control of their profession In *Defense of Good Teaching* is the whole language community's first concerted response to its attackers reveals some disturbing truths in the reading wars deliberate misrepresentation of ideas about the role of the press conflicting political agendas played out in our schools teachers and administrators marginalized for their beliefs and commercial interests dressed up as scientific research This is an alarming and enlightening book and as the dispute broadens to affect teaching of math and bilingual education it is an important book It will be invaluable to teachers who want the means and strategies to respond to criticism to analyze arguments and to defend their position More is at stake than whole language

Knowledge about language Leo Van Lier, David Corson, 1997 This book contains a collection of more than 20 up to date overviews of a variety of aspects of language awareness and the role of metalinguistic knowledge in language development and education The contributions offer a balanced perspective on a range of topics including first and second language acquisition classroom talk language use in the multicultural work place translation Esperanto whole language historical perspectives from the UK and the Netherlands critical pedagogy the education of language teachers the teaching of grammar phonology and writing The book offers a comprehensive perspective on metalinguistic knowledge and processes and presents a coherent argument for building an element of language awareness into the language curriculum at all educational levels

Classroom Voices David Booth, Larry Swartz, Meguido Zola, 1994 This book uses a structure that can be best described as half textbook half novel Presenting language arts information in a straightforward yet engaging manner it reflects realistically the state of today's classrooms

The ... Yearbook of the National Reading Conference National Reading Conference (U.S.). Meeting, 1994

Resources in Education, 2001-10 Language, Literacy, and Learning in Educational Practice Barry Stierer, Janet Maybin, 1994 Language and literacy are highly contested areas of the curriculum Questions of what should be taught how it should be taught and who should control such decisions are increasingly subjected to public scrutiny debate and challenge in a manner which is often more reflection of competing social and political values than of theory and research evidence In recent years there has been a rapid development of new conceptual frameworks for understanding language literacy and learning from such diverse fields as anthropology cultural studies social psychology and critical linguistics The papers in this collection have been chosen because they will help readers to consider ways in which these new developments in theory and research may be applied to everyday practice

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