

# Portraits of Whole Language Classrooms

Learning  
for All Ages



Edited by Heidi Mills and Jean Anne Clyde

# Portraits Of Whole Language Classrooms Learning For All Ages

**Deborah A. Butler, Tom Liner**



## **Portraits Of Whole Language Classrooms Learning For All Ages:**

**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 □□□□□□□□□□□□□□□□ □□□, 2006-09-01

Whole Language Carl Rogers Paulo Freire Education of Liberation Paulo Freire Education of Liberation Paulo Freire [Life in Language Immersion Classrooms](#) Elizabeth Buchter Bernhardt, 1992 This volume chronicles a project that involved the

staff and principals in the midwestern United States in collaboration with a team of educational researchers Included as chapters are qualitative studies of immersion teachers analyses of the use of drama and children s literature and discussions of staff preparation and maintenance for immersion schooling **Resources in Education** ,2000 **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

*Handbook of Instructional Practices for Literacy Teacher-educators* Joyce E. Many, 2001-01-01 This volume offers a unique glimpse into the teaching approaches and thinking of a wide range of well known literacy researchers and the lessons they have learned from their own teaching lives The contributors teach in a variety of universities programs and settings Each shares an approach he or she has used in a course and introduces the syllabus for this course through personal reflections that give the reader a sense of the theories prior experiences and influential authors that have shaped their own thoughts and approaches In addition to describing the nature of their students and the program in which the course is taught many authors also share key issues with which they have grappled over the years while teaching their course others discuss considerations that were relevant during the preparation of this particular syllabus or describe how it evolved in light of student input The book is organized by areas within literacy education reading English language arts literature emergent

literacy content area literacy literacy assessment and instruction literacy and technology and inquiries into literacy theory and classroom practice It is accompanied by an interactive Web site <http://msit.gsu.edu/handbook> This online resource provides additional information about the authors' courses including complete syllabi, recommended readings, grading rubrics, and sample assignments. Readers are invited to respond and contribute their own syllabi and teaching experiences to the discourse generated by the volume.

**Street Smarts and Critical Theory** Thomas McLaughlin, 1996-11-01 Everybody's got a theory or do they? Thomas McLaughlin argues that critical theory, raising serious, sustained questions about cultural practice and ideology, is practiced not only by an academic elite but also by savvy viewers of sitcoms and TV news, by Elvis fans and Trekkies, by labor organizers and school teachers, by the average person in the street. Like academic theorists who are trained in a tradition of philosophical and political skepticism that challenges all orthodoxies, the vernacular theorists McLaughlin identifies display a lively and healthy alertness to contradiction and propaganda. They are not passive victims of ideology but active questioners of the belief systems that have power over their lives. Their theoretical work arises from the circumstances they confront on the job, in the family, in popular culture. And their questioning of established institutions, McLaughlin contends, is essential and healthy for it energizes other theorists who clarify the purpose and strategies of institutions and justify the existence of cultural practices. *Street Smarts and Critical Theory* leads us through eye-opening explorations of social activism in the Southern Christian anti-pornography movement, fan critiques in the zine scene, New Age narratives of healing and transformation, the methodical manipulations of the advertising profession, and vernacular theory in the whole language movement. Emphasizing that theory is itself a pervasive cultural practice, McLaughlin calls on academic institutions to recognize and develop the theoretical strategies that students bring into the classroom. This book demystifies the idea of theory, taking it out of the hands of a priestly caste and showing it as the democratic endowment of the people. Daniel T. O'Hara, Temple University, author of *Radical Parody: American Culture and Critical Agency after Foucault* and Lionel Trilling's *The Work of Liberation*. McLaughlin takes seriously the critical and theoretical activity of everyday people and does so in a way that will empower these very populations to take seriously their own activities as theorists. A manifesto that is sure to be heard by the younger generation of thinkers in American cultural studies. Henry Jenkins, MIT, author of *Textual Poachers: Television Fans and Participatory Culture*.

*Research on Composition* Peter Smagorinsky, 2006 Covering the period between 1984 and 2003, this authoritative sequel picks up where the earlier volumes Braddock et al. 1963 and Hillocks 1986, now classics in the field, left off. It features a broader focus that goes beyond the classroom teaching of writing to include teacher research, second language writing, rhetoric, home and community literacy, workplace literacy, and histories of writing. Each chapter is written by an expert in the area, reviewed, and covers both conventional written composition and multimodal forms of composition, including drawing, digital forms, and other relevant media. *Research on Composition* is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about

composition today      **This Too is Music** Rena Brigit Uptis,2019 This Too is Music guides and motivates teachers to foster playful and motivating classroom conditions that enable elementary students to thrive as musicians in every way as singers improvisers critical listeners storytellers dancers performers and composers Told through anecdotes and illustrated with musical examples the book explores how all of these aspects of music making are intertwined quelling any doubts teachers may have regarding their abilities to create an environment where children can improvise dance compose and notate their musical offerings While the book acknowledges the importance of traditional approaches to teaching notation and performance the emphasis is on the student s point of view illustrating how young musicians can learn when their musical ideas are honored and celebrated Various teaching ideas are presented some exploratory in nature others involving direct instruction Regardless of their nature all of the activities arise from research on children s musical development in general and their development of notational systems in particular The ideas and activities have been tested in multiple elementary classroom environments and pre service settings The activities center on music through movement song various types of performances improvisation and composition and notational development These activities which encompass both small scale classroom lessons and large scale productions engage children across subjects including language drama and mathematics Activities encompass both small scale classroom lessons and large scale productions The book underscores the timeless quality of this pedagogy even in our digital age this musical environment appeals to children The work invites readers to adapt the ideas to their own teaching settings showing both pre service and established teachers that they can teach music creatively to build community and to inspire all who enter there      **Integrating Reading and the Other Language Arts**

Carole F. Stice,John E. Bertrand,Nancy Parks Bertrand,1995      *Lessons to Share on Teaching Grammar in Context* Constance Weaver,1998 This book features eighteen articles addressing issues such as how language is learned and teaching grammar through writing across the grades      Rooms to Grow Deborah A. Butler,Tom Liner,1998 Now revised updated and improved Rooms to Grow remains based on sound theory about how middle school students grow and learn Authors Butler and Liner cover all aspects of teaching language arts in an integrative natural way In addition to providing generous resources for furthering natural language arts the book contains profiles of outstanding middle school teachers and highlights the results they have attained in classrooms around the country      *Technical Report* ,1987      **Spe Sourcebook**

Society for Developmental Education,1993-10      Creative Mathematics William Higginson,Eileen Phillips,Rena Uptis,2002-03-11 Exploring the ways in which maths skills can be learned through cross curricular projects on arts and music this book presents maths as a meaningful and exciting subject which holds no fear for children      Striving for Excellence ,1993 Each vol a compilation of ERIC digests      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      **Supporting Whole**

**Language** Constance Weaver, Linda Henke, 1992 This book examines the powerful learning theory that drives whole language practice and the resultant organizational changes that emerge as theory becomes practice

**The Professional Educator** Charles B. Myers, Lynn K. Myers, 1995 This comprehensive and integrative text is designed to introduce teaching as a professional activity that requires a solid grounding in theory and research responsible judgment and lifelong professional development It also provides the student with a foundation in the social philosophical legal historical and political aspects of education The text creates a more practical learning environment than the standard foundations text through a wealth of vivid examples realistic case studies and opportunities to practice analyzing and applying implications of theory and research

Children's Voices Sally Hudson-Ross, Linda Miller Cleary, Mara Casey, 1993 Fifty children from kindergarten through eighth grade share their present wisdom regarding literacy and learning

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