



# Making Good Sense: Whole Language

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# Making Sense Of Whole Language Fastback

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## **Making Sense Of Whole Language Fastback:**

**Making Sense of Whole Language** John W. Myers, 1993 Based on the premise that whole language is a philosophy or perspective rather than a set of practices this fastback develops a definition of whole language presents an information processing model of language processes and discusses theory practice relationship and assessment as they relate to whole language Sections of the fastback are Making Sense of Whole Language A Holistic View of Language What Research Says Theory into Practice Whole Language Arts and Whole Language and Assessment The pamphlet concludes that 1 theory determines practice 2 integrated language activities are more powerful than separated ones 3 whole language arts cut across the curriculum and 4 instructional goals should drive the assessment of language arts skills Six figures are included and a 47 item bibliography is attached RS

**Resources in Education** ,2001-04      **Perspectives in Whole Language** Julia E. De Carlo, 1995      *A Resource Guide for Elementary School Teaching* Richard Dean Kellough, Patricia Roberts, 1994 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching A four part organization covers an orientation to elementary school teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and professional development A new chapter on elementary school children discusses their development and their diversity and specific strategies for working with them

**Assessment and Evaluation for Student Centered Learning** Bill Harp, 1994

Resources in Education ,1997      **Integrating the Trans-national/cultural Dimension** Seymour Fersh, 1993 Describes the why s and how s of multicultural education      *El-Hi Textbooks & Serials in Print, 2000* ,2000      *Implementing the Disabilities Acts* Patricia F. First, Joan L. Curcio, 1993 This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD

**Creating Professional Development Schools** Alan Colburn, 1993 Discussion on overcoming the barrier between schools and universities      *Win-win Discipline* Jack Blendinger, 1993 Focuses on key steps for quickly establishing good classroom discipline      **El-Hi Textbooks & Serials in Print, 2005** ,2005

**Using Computer Technology to Create a Global Classroom** Dan H. Wishnietsky, 1993 Defines global education and describes how to use computers to teach students about the necessity of thinking globally      **The Need for Work Force Education** Edward E. Gordon, 1993 Focuses on the need for educational opportunities in work place environments

Teaching for Multiple Intelligences David G. Lazear, 1992 Over the past 50 years brain researchers have stated that human beings probably use less than 1 percent of the brain's potential and research findings about human intelligence have transformed almost all previous definitions of intelligence This booklet addresses the following key findings in intelligence research intelligence is not fixed or static intelligence can be learned and taught and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain mind body system After this discussion of the research the publication is divided into five parts 1 Overview of the Seven Intelligences verbal linguistic logical mathematical visual spatial body kinesthetic musical rhythmic interpersonal intelligence and intrapersonal intelligence 2 Teaching for Multiple Intelligences A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one's curriculum 3 New Instructional Methods for Teaching with Multiple Intelligences 4 Teaching about Multiple Intelligences Re-inventing the Learning Process and 5 A Multi-Modal Approach to Assessment includes techniques for student evaluation and teacher self-assessment Contains 27 references LL

**Integrated Character Education** Kenneth Burrett, Timothy Rusnak, 1993 Discusses the history of educational programs designed to foster good character development in students *State Academies for the Academically Gifted* James E. Green, 1993 This guide to residential state academies for academically gifted high school students discusses the history of this movement student characteristics curricula faculty outreach programs and evaluation The establishment of the nine existing state institutions is traced from the prototype the North Carolina School for Science and Mathematics to the most recent established in Alabama in 1991 Reasons for such schools are given ranging from the specialized curricula needed by such students to their need for peer support The question of elitism is addressed suggesting that such schools actually are egalitarian in that they provide an opportunity for all students from both poor and wealthy regions of the state to go as far as they can The various selection processes are described and compared noting that the use of holistic methods rather than standardized tests results in enrollments more consistent with the demographic profiles of the state's population Curricula are discussed with special focus on the Indiana Academy Curriculum Criteria for selecting faculty are then briefly considered as are state academy outreach programs The lack of comprehensive and systematic evaluation of these new institutions is noted Contains 21 references DB

**School Choice** Susan Uchitelle, 1993 Issues in school choice as a method for achieving educational reform are discussed in this booklet The first part provides a brief historical background of the school choice movement including an analysis of the issues being debated over the marketplace theories and the general philosophy behind school choice The second part highlights a few of the existing plans on public schools of choice in the United States both interdistrict and intradistrict in Minnesota Indianapolis Indiana Eugene Oregon East Harlem New York and San Diego California Programs for controlled choice and for achieving desegregation are described Current state legislation dealing with school choice is also reviewed The third part discusses the conditions necessary for accessible and equitable choice programs including such issues as racial balance transportation community

participation and financing A conclusion is that school choice is not the sole vehicle for restructuring student performance but it can serve as a catalyst for bringing about change Recommendations are made to provide transportation involve parents reaffirm public schools make funding equitable and give every school the opportunity to improve Contains 20 references LMI

*Gay Teens at Risk* Donovan R. Walling, 1993 Guide for educators on understanding and working with teenage homosexuals     Vertical File Service Catalog ,1992

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