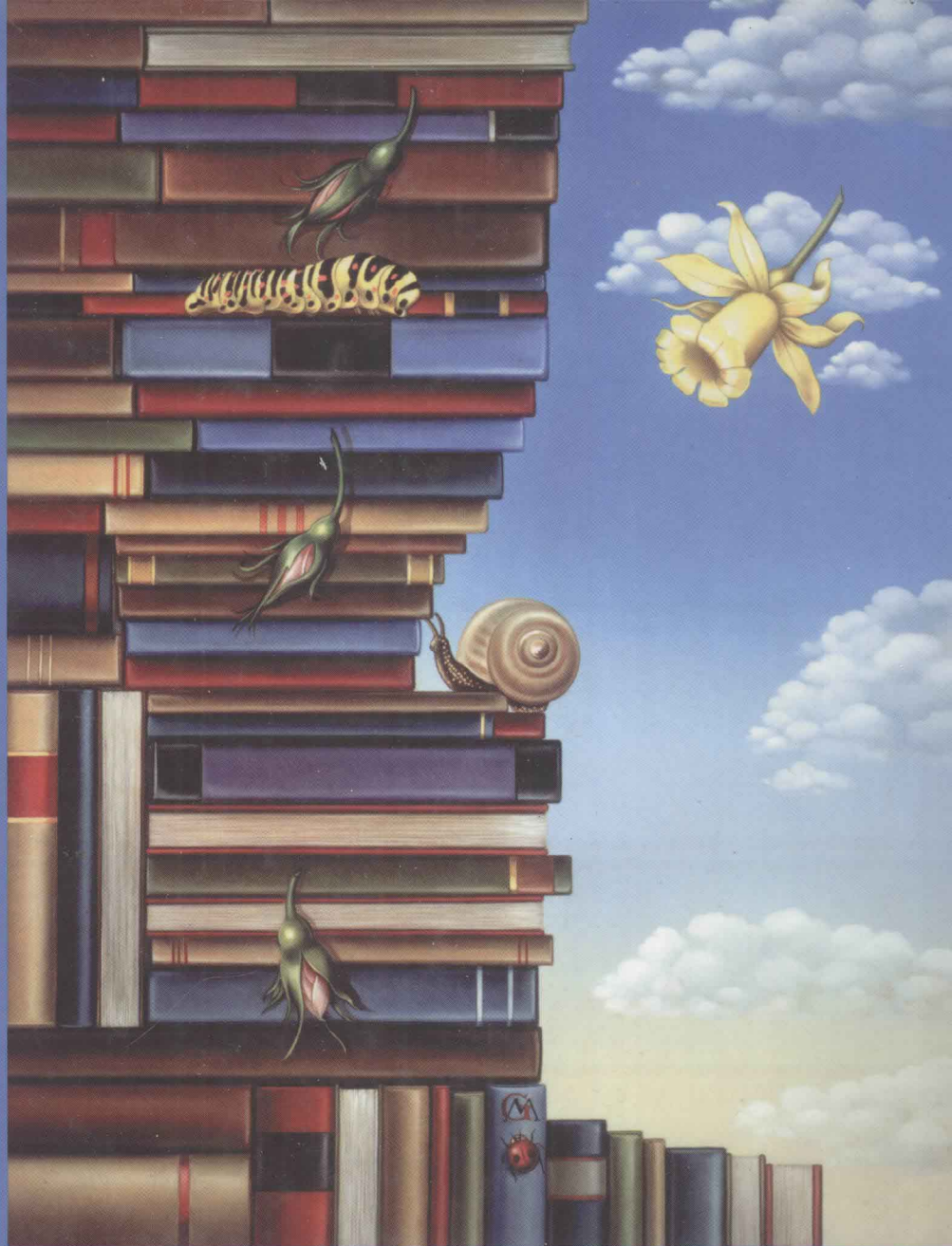




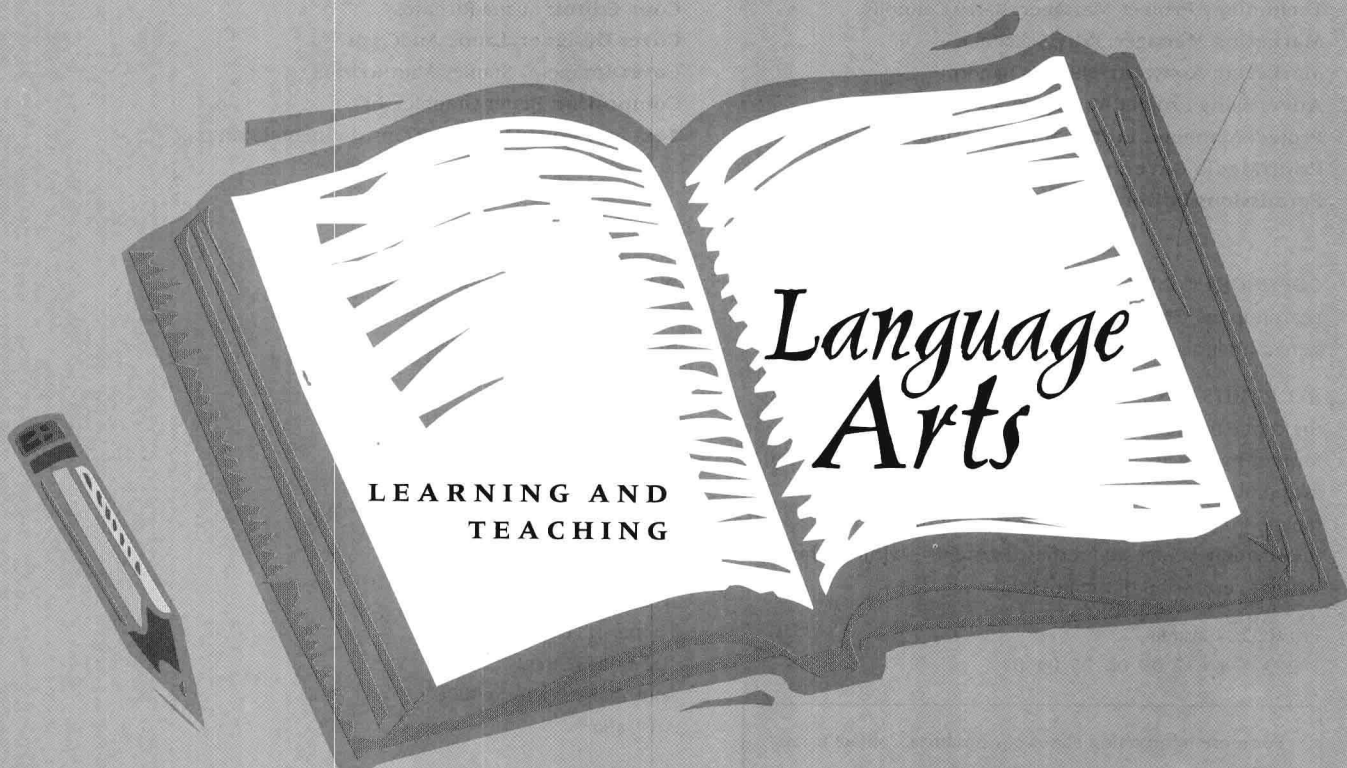
Language Arts
CD-ROM Inside!



Language Arts

LEARNING *and* TEACHING

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P R E F A C E

WELCOME TO LANGUAGE ARTS: LEARNING AND TEACHING

In our work as teachers and as teachers of teachers, we have always been intrigued by language—how we learn it, how we learn from it and with it, and how we learn about it. Language is both personal and social. It is the primary medium for thinking and learning. It allows us to communicate through highly sophisticated processes that are uniquely human. It is the foundation for learning in school.

As educators with many years of experience, we have learned a great deal about how children learn language and how we, as adults, best support that learning. In this book we share what we have learned from research, from classroom teachers, and from our own experiences in classrooms. Our desire to share what we know with each other and with you, our readers, is how this book came about.

Our primary purpose is to improve the quality of instruction in classrooms from kindergarten through middle school. Thus, we focus on what teachers need to know and be able to do to foster oral and written language development in young children and in developing students throughout the grades. We emphasize the interrelatedness and interdependence of all the language arts not only with each other, but also with the content taught across the curriculum. Our love of literature is evident as we cite it as a source of beautiful and interesting language to read, think, and talk about, and to use as models for writing.

By engaging the voices of classroom teachers, we seek to go beyond merely telling about best practice. We show it through rich, active descriptions told by the teachers themselves. In a world

of reform and accountability, we balance the need to be cognizant of teacher standards of knowledge and behavior with the need for informed teacher judgment and creativity. Throughout, we stress the need for culturally and linguistically responsive teaching.

A QUICK WALK THROUGH LANGUAGE ARTS: LEARNING AND TEACHING

Our book is divided into three major sections. Part One, Contexts for Teaching and Learning the Language Arts, begins with an overarching chapter on contemporary issues and perspectives on language arts learning and teaching. This chapter sets the stage for all that follows by providing readers with insights into various instructional changes and challenges that have occurred since they were young students. This is followed by chapters on organization and management of the language arts program, and the role of literature in language arts learning and teaching. We believe that a well-organized classroom that allows for both structure and flexibility provides an environment where effective learning and teaching can happen. We include literature up front because we feel that quality fiction and nonfiction are major resources for language and literacy development.

Part Two, Language Arts Processes, focuses on key processes of the language arts. We include two chapters each on oral language, reading, and writing. The first chapter in each set provides the background that teachers need in order to understand and promote children's development. This is presented along with implications for instruction and a large number of specific practical

activities. The second chapter in each set continues with classroom applications that demonstrate how teachers at various levels of instruction focus on oral language, or reading, or writing as individual curricular elements, and at the same time, integrate each with the others and with content across the curriculum. For example, the first chapter on oral language emphasizes both early and later development of listening and speaking. It includes what is known from research about child development in these areas and what is known about good instruction to support that development. That support is illustrated through concrete examples from the classrooms of teachers and from our experiences. The second chapter on oral language continues with numerous practical ideas that illustrate the dynamics of how teachers best support children's listening and speaking in the classroom. The chapters on reading and writing follow a similar pattern.

Part Three, Links and Supports for Language Arts Learning and Teaching, might be considered the nuts-and-bolts section of the book. The first two chapters deal with supports for written language. Word study, vocabulary development, and spelling are given in-depth treatment in the first chapter of this section. The second chapter focuses mainly on grammar, punctuation, and handwriting support for written composition. In both chapters, readers are provided with examples of effective teaching strategies across all levels of schooling and across a range of diverse learners.

Suggestions for assessment are integrated throughout this book. They appear in each chapter as demonstrations of ongoing assessment appropriately linked directly to instruction in various areas of the language arts. We also thought it important, however, to devote a chapter specifically to assessment as a major component of the language arts program. In Chapter 12, readers are given background knowledge in the key issues related to accountability and assessment as well as

key terminology for the types of assessments currently in use.

Chapter 13, the final chapter of this book, is intended to bring the language arts together in ways that mirror their use in the real world. Inquiry is at the heart of this chapter. We write about teachers and students as they raise questions about topics of importance to them and then use the language arts to explore possible answers. Teachers and students at various levels work together to solve problems and further their own learning. As they work, they use all facets of the language arts. They listen, speak, read, write, view, and make use of visual representations. This final chapter represents the culmination of a journey in which various components of the landscape were explored and where the entire landscape can now be viewed as an integrated whole.

SPECIAL FEATURES OF LANGUAGE ARTS: LEARNING AND TEACHING

- ◆ *A Key Standard with accompanying performance standards* at the beginning of each chapter focuses attention on the critical teaching standards that are the overarching learning goals for the chapter.
- ◆ *An abundance of teaching ideas that beginning teachers can easily replicate* are included throughout—for example, ideas for assessment, linguistic and cultural diversity, special needs, use of literature, cross-cultural activities, course management, technology, and home/school connections.
- ◆ *Vivid classroom vignettes based on real teaching practice* open each chapter and also appear throughout the book to help make complex concepts and strategies accessible.
- ◆ *The teaching of reading receives strong emphasis*, with Chapters 6 and 7 devoted exclusively to reading; there is a focus throughout the text

on methods for incorporating children's literature into the curriculum.

- ◆ *Assessment issues and suggestions* as they relate to each area of the language arts are integrated throughout the text and covered in a full chapter.
- ◆ *Suggested Activities and Readings* at the end of each chapter offer concrete suggestions for application and reflection on chapter content.
- ◆ *The two Language Arts CD-ROMs* include a Tool Bank component with practical materials (forms, checklists, samples, and many other valuable teaching resources) that help teachers implement the strategies discussed in the text. The CD also includes videotaped chapter introductions presented by Dorothy Strickland, related interviews with practicing teachers, and special topics segments featuring Lee Galda and Bernice Cullinan.

Bringing all of this together in one volume has not been an easy task, but it has been worthwhile. There is no other area of the curriculum for which teachers are held more responsible. Fortunately, there is no other area that is more important or rewarding to teach.

ACKNOWLEDGMENTS

Our thanks to all those who made this book possible: Rebecca Brittain for editorial review and

participation in the videotaping; Helen Comba for help with the Language Arts Tool Bank; Lisa Green for editorial review; Rebecca Tisdell Rapport for editorial review and Chapter 9; Bevin O'Brien and Margaret Smith for help with the end pages; Joseph Kassick for photography; Kedra Gamble, Barbara Moncada, and Joan Pearlman for participation in the videotaping; James O'Kelly for help with technology suggestions and participating in the videotaping; Ellen Kolba and Sheila Crowell of The Writer's Room for help with supports for written language processes in Chapters 10 and 11; Chauncey Olinger for contributing computer guides to writing instruction; Ginnie Schroder, who shared student-developed rubrics; Stephanie Adams, Kara Ahmed, Mary Belastocki, Joanie Bonick, Margaret Burke, Launa Ellison, Kim Lanza, Karen Lee, Margo McLean, and student teacher Alison Denmark, who generously shared their classrooms with us; and our wonderful editorial team: Joan Keyes, Luana Richards, Tangelique Williams, and Dan Alpert for his extraordinary helpfulness and patience.

DSS

LG

BEC

ABOUT THE AUTHORS



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After teaching in the elementary and middle schools for a number of years, **Lee Galda** received her Ph.D. in English Education from New York University. After teaching at the University of Georgia for 19 years, she is now a professor in the Department of Curriculum and Instruction at the University of Minnesota. Dr. Galda has received many awards for excellence in university teaching and is also an active volunteer in the public schools. She is a member of the National Reading Conference, the American Library Association, the National Council of Teachers of English, and the International Reading Association and sits on the review boards of many professional journals. Dr. Galda was the Children's Books Department Editor for the *Reading Teacher* from 1989 to 1993, currently reviews trade books for *The Riverbank Review*, and was a member of the 2003 Newbery Award Selection Committee. She co-authored the chapter on children's literature in the third edition of the *Handbook on Research in Reading*, and is the author of numerous articles and book chapters. She is a co-author of *Literature and the Child*, sixth edition, also published by Wadsworth Publishing Company.

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*To Kali Brooke Ream and others like
her who are entering the teaching
profession.*

*And to experienced teachers everywhere
who continue to be learners.*

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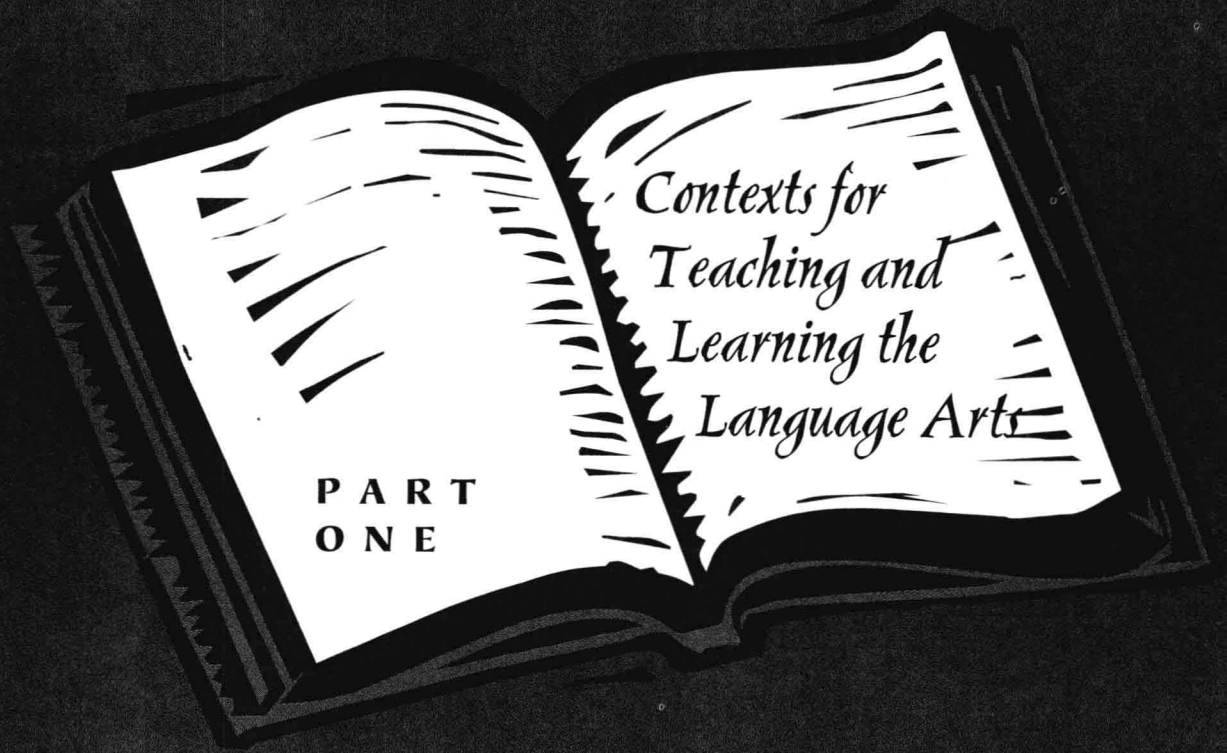
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PART
ONE

*Contexts for
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