

SIXTH EDITION



LANGUAGE ARTS

PATTERNS OF PRACTICE



GAIL E. TOMPKINS

Language Arts

Patterns of Practice

SIXTH EDITION

Gail E. Tompkins

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ABOUT THE AUTHOR AND ILLUSTRATORS

Gail Tompkins I have spent my life teaching. Currently I teach as a professor at California State University, Fresno, where I was awarded the Provost's Award for Excellence in Teaching. Prior to that I taught at the University of Oklahoma in Norman, where I received the Regents' Award for Superior Teaching; Miami University of Ohio; and before that, I taught elementary school in Virginia for 8 years. Today I direct the San Joaquin Valley Writing Project and work regularly with teachers, both by teaching model lessons in classrooms and by leading staff development programs.



Every day, I write. *Language Arts: Patterns of Practice* is one of six texts I author for Merrill Education. I am also a contributing author for three other Merrill texts, and I've written numerous articles related to reading and language arts for *The Reading Teacher*, *Language Arts*, and other professional journals. For both teaching and writing I was recently honoured with an induction to California Reading Association's Reading Hall of Fame.

Teaching and writing are my life, as quilting is my hobby. I use a quilt design to carry the theme of this text. Many users recognized the underlying message embedded in this theme—effective language arts instruction weaves the teaching of the language arts into the whole curriculum, and acknowledges that instructional strategies and practices must meet the needs of the diverse language and multicultural backgrounds of students. Just like a quilt, the pieces come together to form a complete whole. To help me convey this message, I have enlisted the help of quilter Laurence Martin and designer Linda Bronson, whose beautiful craft you can see on the cover of this text as well as inside the book.

Laurence Martin I spent my childhood in Morocco, Africa. Morocco is a land of deep saturated colours and this is reflected in the fine craftsmanship produced in ceramics, fabric, wood, clay, glass, leather, wool, and many others. When I began quilting and painting ten years ago, to my own amazement, I saw colours and shapes from my childhood surface in my work.



A self-taught artist, I practice several forms of art. Creating is as vital to my soul as breathing is to my body, and I love discovering what emerges from deep within me. I remain in awe with the process.

I love colours, fabrics, and threads of all sorts! I enjoy playing with them and at some point in the process they become quilts. Starting a new project is always exciting, as I never know what the end result will look like. You can view more of my quilts at www.laurencemartin.ca

Linda Bronson I grew up on the hustling bustling Jersey Shore, spending summers at the beach covering my brother up to his neck in sand and decorating him to look like a starfish. At home I played dress up and ran around the backyard pretending to be Wonder Woman, and my mom taught me how to draw.

It wasn't until attending art college at the Rhode Island School of Design that I truly blossomed. Suddenly, I was expected to spend all of my time making art! What a treat! I was like a kid in a candy shop! I took so many interesting classes—everything from photography and graphic design to stained glass and ceramics! I learned that an artist could make a career out of doing what they love!



Nowadays, you can find my paintings in picture books, magazines, advertisements, posters and greeting cards. I think I have the world's best job! You can see more of my work at www.lindabronson.com/

PREFACE

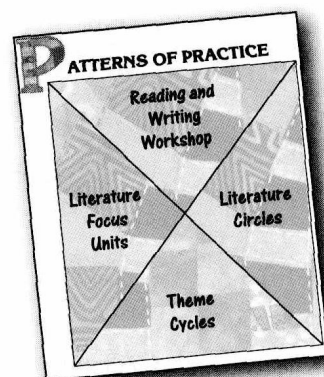
Current research identifies six language arts: reading, writing, listening, talking, viewing, and visually representing. Most textbooks cover only four. *Language Arts: Patterns of Practice* not only introduces the six language arts but also *models their integration into the curriculum*. Helping children and adolescents master all six language competencies and learn to communicate effectively in our culturally diverse, technologically changing society can seem like an overwhelming task for a new or even an experienced teacher. This text will help you fully understand how best to teach these language arts in kindergarten through eighth grade.

These six language arts can be meaningfully integrated into the curriculum through four instructional approaches, or *patterns of practice*. This text intricately weaves the teaching of the six language arts through four instructional approaches and, just like creating a quilt, you learn how to put the pieces together to form a complete whole.

PATTERNS OF PRACTICE

Encouraging you as a teacher to actively engage your students in personally meaningful, functional activities, *Language Arts: Patterns of Practice* highlights the four well-respected instructional approaches best suited to integrating the six language arts. These are:

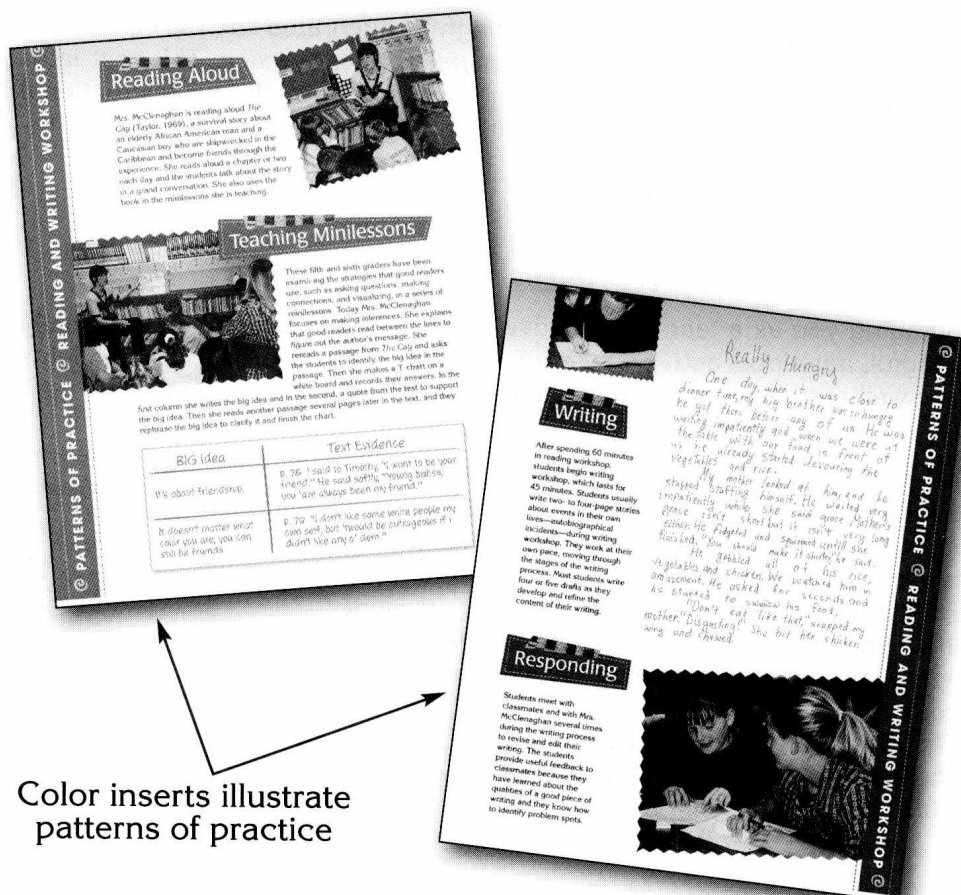
- *Literature focus units*—students read and study a high-quality children's book together as a class.
- *Literature circles*—students choose, read, and respond to a book in small groups.
- *Reading and writing workshops*—students work independently to read self-selected books and use the writing process to independently write books and other compositions.
- *Theme cycles*—students use an integrated approach to engage in a content area study, such as a unit for social studies or science topics.



Throughout the chapters, the text illustrates how to use patterns of practice to:

1. Establish a community of learners
2. Engage students in “real” children’s literature
3. Teach children the language arts strategies and skills that enable them to learn to communicate effectively
4. Integrate the six language arts skills into classroom instruction by threading them through this entire text with discussions, examples, and specific features

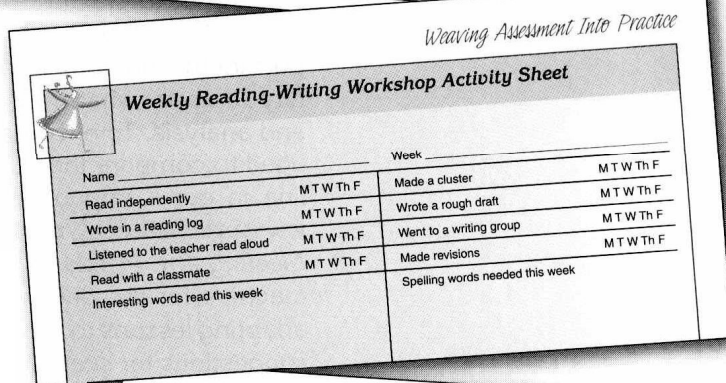
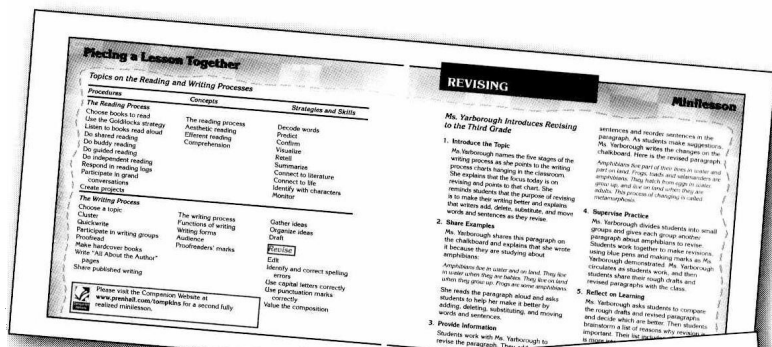
- ◆ **New!** Chapter opening vignettes begin new chapter discussions by describing how classroom teachers use one of the instructional approaches to develop students’ language arts competencies associated specifically with the new chapter’s content. These intimate looks at classrooms model masterful language arts teaching while offering a contextual understanding of how patterns of instructional practice actually work in real classrooms.
- ◆ **Colorful inserts** in Chapter 2 provide detailed classroom examples of teachers in action, identifying procedures and processes for using each instructional approach. These colorful classroom glimpses illustrate how motivating and engaging each approach can be for students learning language arts.



Color inserts illustrate patterns of practice

Language Arts: Patterns of Practice also provides teachers with a seamless presentation of practical methods for developing and assessing specific strategies and skills

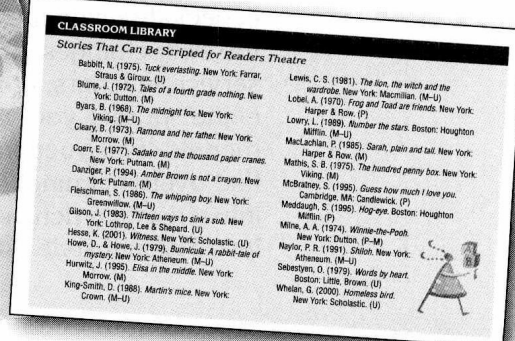
- ◆ **Piecing a Lesson Together** shows how to teach strategies and skills with detailed descriptions. These features list lesson topics to help teachers plan meaningful *minilessons*, illustrating fully realized minilessons, to demonstrate how classroom teachers follow certain sequences to teach skills. Additional minilessons accompany chapter modules on the text's Companion Website.
- ◆ **Weaving Assessment Into Practice** features take readers into the classroom to witness the regular integration of assessment in masterful language arts teaching. Here are authentic artifacts and guidelines for assessing students' language arts learning and development.
- ◆ **Step by Step** features in every chapter give teachers the tools they need to prepare and carry out specific instructional procedures for myriad research-based strategies. Providing detailed instructions, these features become a clear and precise map for teachers to use in their classrooms.
- ◆ **LA Essentials** provide *guidelines, lists, tools, and resources* ready to take right into the classroom. These practical, informative teaching tips are foundational tools all teachers can refer to again and again as they teach.
- ◆ **Classroom Library** features are another excellent tool for teachers, providing lists of books to use in teaching language arts, addressing the needs of different grades, different reading levels, and different topics.



Essentials

Roles Students Play in Literature Circles

- Discussion Director**
The discussion director guides the group's discussion and keeps the group on task. To get the discussion started or to redirect the discussion, the discussion director may ask:
 - What did the reading make you think of?
 - What questions do you have about the reading?
 - What do you predict will happen next?
- Passage Master**
The passage master focuses on the literary merits of the book. This student chooses several memorable passages to share with the group and tells why



Language Arts: Patterns of Practice grounds readers in real classroom teaching and learning. To feel comfortable and confident in teaching, you will need more than just an understanding of the language arts concepts and familiarity with the best teaching methods. You will need to be able to see yourself successfully teaching in a language arts classroom. The text's many examples from real classrooms model best practice and teacher decision-making.

- ◆ *Authentic student artifacts*, the student samples from each of the four patterns of practice, found in almost every chapter, help preservice teachers learn what to expect from young readers and writers.
- ◆ *Seeing Common Threads* allows readers to look more closely at issues important to elementary and middle school teachers, giving them an opportunity to apply what they're learning through questions provoking reflection and analysis. To encourage a dialogue on these issues, readers are encouraged to compare their thoughts with those of other preservice teachers online in our Companion Website's Threaded Message Board, available at www.prenhall.com/tompkins.
- ◆ *Meeting the Needs of Every Student* features help prepare pre-service teachers for the diverse needs of today's students by providing ideas for adapting lessons to fit students' needs. This special feature contains explicit suggestions for scaffolding and modifying the learning experiences for students with special learning needs so they can be successful. Visit the Companion Website at www.prenhall.com/tompkins for even more resources for adapting instruction to better suit the needs of all students.
- ◆ **NEW!** *Free CD-ROM* will help you experience the effective instruction that takes place in classroom communities by analyzing video footage of master teachers who integrate minilessons and strategy and skill development in the use of writing workshops. Users can examine, re-examine, and manipulate genuine classroom footage to develop a deep and lasting understanding of these instructional approaches and the ways they are effectively carried out in classrooms.
 - Margin notes throughout the text integrate the CD footage and lessons with chapter content to better apply the reading.
 - **New!** A colorful insert in Chapter 10 walks you through using the CD to the fullest.
 - **New!** CD-ROM Activities on our Companion Website, found at www.prenhall.com/tompkins help to deepen and solidify your understanding of research-based language arts teaching.

Helping students learn to communicate effectively is an ongoing challenge, especially given the cultural and linguistic diversity of today's classrooms and the swift changes in technological environments. For those of you who are preservice teachers, anxious to work with students from kindergarten through the eighth grade, you will find in *Language Arts: Patterns of Practice* consistent models of instruction to help you make those difficult decisions you may at first find overwhelming. For those of you who are experienced teachers, the text is infused with a rich array of strategies and ideas, adaptable to suit your personal instructional style and your students' individual needs.

TEACHING AND LEARNING SUPPORT

CD-ROM

The free Writing Workshop CD-ROM, packaged in every text, contains classroom footage of four different language arts classrooms, each following a master teacher through the stages of a lesson. Unlike any field experience, you can watch each lesson as many times as you'd like, reflecting on the decisions made and the strengths and weaknesses in each procedure. The many learning possibilities include:

- Classroom footage, lesson plans, and quotes from the stakeholders.
- A notepad feature allowing you to take notes.
- An Internet button to do more research on the topics being covered.
- The Study Builder and Custom Studies features, allowing you to think through your observations, assess and deepen your understandings, and share your conclusions by creating your own studies.

Companion Website

Built on and enhancing this edition's content, the Companion Website offers many valuable tools for broadening and deepening the reader's feel for inquiry science teaching.

For the Student

- **Chapter Objectives**—outline key concepts from the text
- **Dear Reader**—letters from the author help users see exactly how teachers can get the most from each chapter
- **CD-ROM Activities**—help users broaden and deepen their understanding of both chapter concepts and the classroom footage on the CD.
- **Minilessons**—a second fully realized minilesson from the topics listed in each Piecing a Lesson Together feature is available on the Companion Website.
- **Seeing Common Threads**—dialog with other preservice teachers about the issues and concerns language arts teachers face.
- **Meeting the Needs of Every Student**—more adaptation ideas are provided in this module to help all students find success in their language arts instruction.
- **Extension Activities**—help readers apply information, and many invite them to observe and interact with students in elementary and middle school classrooms. Others ask them to prepare instructional materials, consult outside readings, or examine how they use language.
- **Interactive Self-quizzes**—complete with hints and automatic grading that provide immediate feedback for students
- **Web Destinations**—links to www sites that relate to chapter content
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience

For the Instructor

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may log on to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next log on.

Instructor's Manual

Free to instructors, this useful tool provides additional support, including a substantial bank of tests, transparency masters, and online integration. This ancillary is available both in a print version and electronically. A media guide to help professors make the most of the accompanying CD-ROM is included.

Other Merrill Books by Gail Tompkins

- *Literacy for the 21st Century*
- *Teaching Writing: Balancing Process and Product*
- *50 Literacy Strategies*
- *Literacy for the 21st Century*
- *Teaching Reading and Writing in Pre-kindergarten Through Grade 4*
- *Literacy for the 21st Century: Teaching Reading and Writing in Grades 4 Through 8*

Dr. Tompkins is also a contributing author on two Merrill texts:

- *Sharing the Pen: Interactive Writing with Young Children*
- *Teaching Vocabulary: 50 Creative Strategies, Grades K-12*
- *50 Ways to Develop Strategic Writers*

ACKNOWLEDGMENTS

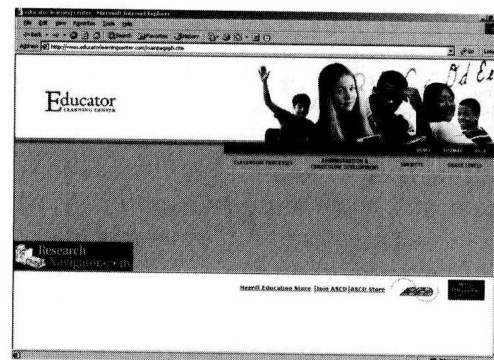
Many people helped and encouraged me during the development of this text and during the revisions. My heartfelt thanks go to each of them. First, I thank my students at California State University, Fresno, who have taught me while I taught them. Their insightful questions challenged and broadened my thinking, and their willingness to experiment with the teaching strategies that I was developing furthered my own writing.

I want to express my appreciation to the teachers who invited me into their classrooms and shared their expertise with me. In particular I thank the teachers featured in the *Patterns in Practice* features: Judith Kenney, Jackson Elementary School, Selma, California; Laurie Goodman, Pioneer Middle School, Hanford, California; Laura McCleneghan, Tarpey Elementary School, Clovis, California; and Susan McCloskey and Pam Papaleo, Greenberg Elementary School, Fresno, California, and also teachers Manuel Hernandez, Kathleen Kakutani, Arnold Keogh, Patty LaRue, Mike Martinez, Kristie McNeal, Ro Meinke, and Jennifer Miller McCollm. I also want to acknowledge the teachers who are spotlighted in the *Patterns in Practice* vignettes in the chapters and other teachers who have influenced my teaching over the years: Eileen Boland, Kimberly Clark, Stephanie Collom, Pat Daniel, Roberta Dillon, Whitney Donnelly, Sandy Harris, Terry Kasner, Kristi McNeal, Carol Ochs, Judy Reeves, Jenny Reno, and Susan Zumwalt. Thanks, too, to the children whose writing samples and photographs appear in the book.

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EDUCATOR LEARNING CENTER: AN INVALUABLE ONLINE RESOURCE



Merrill Education and the Association for Supervision and Curriculum Development (ASCD) invite you to take advantage of a new online resource, one that provides access to the top research and proven strategies associated with ASCD and Merrill—the Educator Learning Center. At www.EducatorLearningCenter.com you will find resources that will enhance your students' understanding of course topics and of current educational issues, in addition to being invaluable for further research.

How the Educator Learning Center will help your students become better teachers

With the combined resources of Merrill Education and ASCD, you and your students will find a wealth of tools and materials to better prepare them for the classroom.

Research

- More than 600 articles from the ASCD journal *Educational Leadership* discuss everyday issues faced by practicing teachers.
- A direct link on the site to Research Navigator™ gives students access to many of the leading education journals, as well as extensive content detailing the research process.
- Excerpts from Merrill Education texts give your students insights on important topics of instructional methods, diverse populations, assessment, classroom management, technology, and refining classroom practice.

Classroom Practice

- Hundreds of lesson plans and teaching strategies are categorized by content area and age range.
- Case studies and classroom video footage provide virtual field experience for student reflection.
- Computer simulations and other electronic tools keep your students abreast of today's classrooms and current technologies.

Look into the value of Educator Learning Center yourself

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