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ABSTRACT
                Intended to help practitioners make the transition
from traditional to whole language instruction in reading and
writing, this 160-item annotated bibliography provides a selection of
journal articles and research reports, language arts curriculum
guides, student texts, and professional textbooks which reflect whole
language theory, research, practice, and evaluation. The introduction
gives background information on and defines the whole language
movement. Materials in the annotated bibliography were published
between 1980 and 1993. The bibliography provides annotations of (1)
96 journal articles and research reports (nearly all published in
1991 or 1992); (2) 25 professional textbooks; (3) 15 student texts;
and (4) 24 curriculum guides. An addendum provides a list of 12
additional curriculum guides. (RS)

ED 393 093

Curriculum Resources Center

RHODE ISLAND COLLEGE

Bibliography of

Whole Language

Materials

CS012414

Bibliography Series
1993 Number 1

A BIBLIOGRAPHY OF WHOLE LANGUAGE MATERIALS

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Edited by: David C. Woolman

Curriculum Resources Center
Rhode Island College
May, 1993

Introduction

A great deal has happened in the language arts curriculum over the last decade. New curriculum approaches and strategies have emanated from the research. The most widespread and fastest grassroots curriculum trend in U.S. education today may be the whole language movement. This development encompasses the move from basal to literature-based instruction, from emphasis on product to emphasis on process, and a trend away from teacher as technician toward teacher as decision maker.

What is whole language? Whole language is described as curricula that keep language whole and in the context of its thoughtful use in real situations. More comprehensive to us is Kenneth Goodman's explanation:

> " Whole language emphasized the importance of approa- 'ng reading, writing, speaking, listening, and thinking by building on the language and experiences of the child. The term whole language itself draws on two meanings of "whole": It is undivided, and it is integrated and unified" (1989, 209-221)'.

Whole language proponents believe that children will develop their own phonetic principles as they read, write, speak, listen, and think. They oppose teaching phonics in any structured, systematic way.

This bibliography provides teachers with a selection of journal articles and research reports, language arts curriculum guides, student texts, and professional textbooks which reflect whole language theory, research, practice, and evaluation. These sources will help practitioners make the transition from traditional to whole language instruction in reading and writing. Some discussions about the whole language philosophy, its history, and whole language weaknesses are also included in the selection.

Table of Contents

1. Journal Articles and Research Reports

ERIC
AN: EJ 447937

Andrews, Sharon Vincz; Huffman Joley,Gail
"Five Persistent Myths about Educating Teachers
and Eight Strategies for Refuting Them: Reflective
Curriculum Development in the Language Arts
Methods Classroom"
Contemporary Education
(Winter 1991) Vol. 62 No. 2, pp. 82-87.

ERIC
AN:EJ 429503

Barclay, Kathy Dulaney
"Teaching as a Focus of Change"
Illinois Schools Journal (1991) Vol. 70, No. 2, P.
43-52.

Describes the factors facilitating teacher change
and the stages teachers go through when adopting
classroom change. Reports the comments and
insight of teachers who, having taken a graduate
course in designing reading and rereading programs
using a whole language approach, had begun to
implement whole language learning in their
classrooms. (CJS)

ERIC
AN: EJ 447088

Baumann, James F.
"Organizing and Managing A Whole Language
Classroom"
Reading Research and Instruction (Spring 1992)
Vol. 31, No. 3, pp. 1-14.

Presents definitions of "Whole Language" and
classroom organization/management. Describes
several plans for organizing and managing a whole
language classroom. Presents a detailed example
demonstrating how to organize and manage a whole
language primary classroom during a "modified
blocked" approach. (SR)

1

ERIC   Bolser, Shirley A.
AN: EJ 434274 "Whole Listening in the Primary Classroom"
              Ohio Reading Teacher(Spring 1991) Vol. 25, No. 3,
              pp. 19-27.

              Describes the process of listening within the
              boundaries of learning. Focuses on whole language
              methods in reading that promote whole listening
              and can help students improve their listening as
              well as reading skills. (MG)

ERIC   Bright, Robin
AN: EJ 434193 "Teacher as Researcher: Traditional and Whole
              Language Approaches."
              Canadian Journal of English Language Arts
              (1989) Vol. 12, No.3, pp. 48-55.

              Describes an ethnographic study conducted in a
              grade four classroom during language arts
              instruction to discover patterns of a traditional
              approach, a whole language approach, or a
              combination of the two. Compares and contrasts
              traditional and whole language approaches
              according to specific dimensions: concept of
              learning, curriculum, pedagogy, teacher's role,
              evaluation, and research orientation. (MG)

ERIC   Brunearu, Beverly, and others
AN: EJ 435634 "Parent Communication in a Whole Language
              Kindergarten: What We Learned From a Busy First
              Year
              Reading Horizons (December 1991) Vol. 32, No. 2,
              pp. 117-27.

              Describes how one teacher initiated a whole
              language program and attempted to inform parents
              about the program. Discusses the importance of
              maintaining a constant flow of communication to
              parents and providing variety in the media that
              are used to carry the communication. (MG)

ERIC
EJ 447939

Burk, Jill; Melton Pages, Joyce
"From Recipe Reader to Reading Professional:
Extending the Roles of the Reading Teacher though
Whole Language"
Contemporary Education (Winter 1991) Vol. 62, No.
2, pp. 96-101.

Describes the roles of reading professionals in
school, focusing on whole language learning and
noting implications of those roles for
administrators and teacher educators' lists
recommendations for administrators and teacher
educators who wish to support the development of
whole language instruction. (SM)

ERIC
AN: EJ 443826

Caslovka, Arlys; and others
"Teachers Tell the Truth About School Change"
Instructor (January 1992) Vol. 101, No. 5, pp. 24-
27.

This article provides an overview of several major
themes in the reform movement and how changes
brought about by school restructuring affect
practicing teachers. Topics include teacher
empowerment, site-based management, knowledge-work
enterprise, school-university collaboration,
professional development schools, whole language
instruction, and technology. (IAH)

ERIC
AN:EJ442752

Cothern, Nancy B.
"Whole Language Theory-Based Instruction in the
Basal Environment:Yes, You Can Do Both"
Ohio Reading Teacher (Spring 1992) Vol. 26, No. 3
pp. 9-13.

Suggests ways in which teachers may plan and
incorporate effectively whole language theory into
existing programs in which basal materials are
established and accepted. (RS)

ERIC   Crax, Sandra
AN: EJ 433455   "A Whole Language Literacy Strategy That Works"
                      <u>Education Canada</u> (Summer 1991) Vol. 31, No. 2,
                      pp. 16-21.

                      Presents the Holistic Educational Literacy Process
                      Strategy for adult literacy education consisting
                      of the following 10 steps: presenting an advance
                      organizer; reading silently; reading aloud;
                      listening to the passage recorded; listening and
                      taking notes; highlighting important points;
                      networking structures; summarizing the passage;
                      revising the written summary; and reflecting and
                      evaluating. (KS)

ERIC   Cunningham, Patricia M.; Allinton, Richard L.
AN: EJ 436768   "Words, Letters, Sounds, and Big Books: A Beary
                      Good Approach"
                      <u>Learning</u> (September 1991) Vol. 20, No. 2, pp. 91-
                      92, 94-95.

                      Describes how primary teachers can use decoding
                      strategies within a literature-based, whole
                      language setting. A three-stage approach involves
                      the book stage (real reading), the word stage
                      (learning words), and the letter-sound stage
                      (learning sounds). The article provides sample
                      activities. (SM)

ERIC   Dudley Marling, Curt; Dippo, Don
AN: EJ 434263   "The Language of Whole Language"
                      <u>Language Arts</u> (November 1991) Vol. 68, No. 7, pp.
                      548-54.

                      Calls for resolution or the ambiguities and
                      contradictions of the language and the practices
                      of whole language. Attempts to elucidate
                      conflicting conceptions and practices among whole
                      language advocates and thereby make whole language
                      even stronger. (MG)

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ERIC   Duffy, Gerald G.
AN: EJ 439293   "Let's Free Teachers to Be Inspired"
                  Phi Delta Kappan (February 1992) Vol. 73, No. 6,
                  pp. 442-47.

                  Drawing on specific examples in elementary school
                  classrooms and flying instruction analogies, this
                  article shows how teachers can creatively combine
                  tenets of both holistic and direct approaches to
                  reading instruction. Students are more likely to
                  use reading and writing effectively when teachers
                  themselves are empowered to select intelligently
                  from various conceptions. (MLH)

ERIC   Foley, Christy L.
AN:EJ 447110   "Turn Them on To Learning With Two WholeLanguage
                  Strategies: Guam'sExperience An Overview of Guam's
                  Classroom Realities"
                  Reading Improvement (Spring 1991) Vol.28, No. 1.,
                  pp.40-43.

                  Discusses Guam's unique multicultural student and
                  teacher population. Describes two classroom
                  language arts activities (the method of taped
                  repeated reading and "write around") that have met
                  with success and continue to gain momentum in
                  Guam's classrooms. (RS)

ERIC   Ford, Michael
AN: EJ 429707   "Whole Language Change: Lessons from Hostile
                  Audiences"

                  Journal of the Wisconsin State Reading Association
                  (Winter 1991) Vol. 35, No. 1, P. 29-35.

                  Answers the five following common objections to
                  the whole language approach:
                  1.   Haven't we tried this all before?
                  2.   What will happen to the child if some
                       teachers use whole language and others don't?
                  3.   Where does the teacher find the time to do
                       all this?
                  4.   Where's the proof that it works?
                  5.   What about the future?

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ERIC   Giddings, Louise R.
AN: EJ 441047   "Literature - Based Reading Instruction"
                    Reading Research and Instruction (Winter 1992)
                    Vol. 31, No. 2, pp. 18-30.

                    Reviews the literature relative to the theory and
                    practice of literature-based reading instruction.
                    Cites studies that support a holistic, literature-
                    based approach to reading instruction. Suggests
                    that more studies are needed relative to the
                    implementation of literature-based reading
                    programs. (PRA)

ERIC   Giddings, Louise R.
AN: EJ 431071   "Literature - Based Reading Instruction·
                    Understanding the Holistic Perspective"
                    Contemporary Issues in Reading (Spring 1991) Vol.
                    6, No. 2, P. 69-74.

                    Presents a discussion of the ideas that are
                    central to the concept of literature-based reading
                    instruction. Review the theory, gives insights
                    from reading research, stresses the importance of
                    literature in the reading program, and offers
                    strategies for literature-based reading
                    instruction. (PRA)

ERIC   Gold, Judith; and Others
AN: EJ 441115   "Whole Language and Teacher/Librarian
                    Partnerships"
                    Phi Delta Kappan (March 1992) Vol. 73, No. 7, pp.
                    536-37.

                    At New York City's progressive Bank Street School
                    for Children, teaching is directed to the whole
                    child's social, emotional physical, and cognitive
                    development. The school's reading program focuses
                    on a language-experience approach based on student
                    choice. This article shows how collaboration
                    between teachers and librarians has strengthened
                    the classroom-library media center connection.
                    (four references) (MLH)

ERIC
AN: EJ 448434

Goodman, Kenneth S.
"Why Whole Language is Today's Agenda in
Education"
Language Arts (September 1992) Vol. 69, No. 5 pp.
354-63.

Discusses changes in textbook publishing,
attendance at professional meetings, media
coverage, and the response of the "testing
community" that demonstrate that whole language
has become the agenda of education. Discusses the
transactional view of writing, social/personal
views of learning, teachers redefining themselves
and their relations to learners, whole language as
curriculum, and the new agenda. (RS)

ERIC
AN:EJ 437420

Grindler, Martha; Stratton, Beverly
"The Reading/Writing Connection in Whole Language"
Ohio Reading Teacher (Fall 1991) Vol. 26, No. 1,
pp. 11-14.

Discusses the part reading and writing play in the
whole language approach. Offers 11 recommendation
to help teachers provide a functional approach to
language development. (MG)

ERIC
AN:EJ 433793

Gursky, Daniel
"After the Reign of Dick and Jane"
Teacher Magazine (August 1991) Vol. 2, No. 9, pp.
22-29.

Examines the philosophy of the whole language
approach to teaching and learning. Whole language
stresses that language should remain whole and
uncontrived and children should use it in ways
that relate to their own lives. Answers are not
as important as learning processes in the whole
language approach. (SM)

ERIC
AN:EJ 434194

Halpern, Honey
"Ideas for Collaborative Work in Whole Language
Classrooms"
<u>Canadian Journal of English Language Arts</u>
(1989) Vol. 12, No.3, pp. 56-60.

Discusses collaboration between teachers and
students and among students. Presents classroom
strategies that use the principles of
collaboration in the whole language class. (MG)

ERIC
AN: EJ 429502

Hancock, Marjorie R.
"Putting It All Together: A selected Bibliography
of Whole Language' <u>Illinois Schools Journal</u> (1991)
Vol. 70, No. 2, P. 31-42.

Presents a selected bibliography of 44 entries
concerning Whole Language theory, research,
practice, and evaluation. Annotations are
followed by subheadings indicating the primary
foci of the book or article. These sources will
help practitioners make the transition from
traditional to whole language instruction in
reading and writing. (CJS)

ERIC
AN: 440398

Hanlin, Jayne Ilene
"Give the Classics a Front-Row Seat"
<u>Learning</u> (January 1992) Vol. 20, No. 5, pp. 54-57.

A fifth grade teacher describes how by reading
classic literature aloud to her students each day,
she helped them along the road to literature -
based learning. She discussed the advantages of
the whole language approach. (SM)

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ERIC   Hobson, Eric
AN: EJ 437371   "Where Do College Students Come From?:
                    School/University Articulation in Writing Theory"
                    Freshman English News (Fall 1991) Vol. 19, No. 3,
                    pp. 26-28.

                    Changes postsecondary education pays scant
                    attention to developments outside their circle
                    (such as the whole language movement), and thus
                    are hindered in teaching the newest generation of
                    college students. Discusses the whole language
                    movement, its importance, its relationship to
                    freshman composition theory, whether it challenges
                    contemporary college-level based composition
                    theory, and what the future holds. (SR)

ERIC   Hoffman, James V.
AN: EJ 448435   "Am I Whole Yet? Are You? (Leadership in the
                    "Language Arts (September 1992) Vol 69, No. 5. pp.
                    366-71.

                    Discusses the author's experiences in learning
                    about the whole-language approach. Suggests that
                    whole language is not so much about method or
                    philosophy as it is about power. Offers five
                    suggestions for administrators and teacher
                    educators to help teachers explore the
                    possibilities of whole language.(RS)

ERIC   Hoese, Kari K.
AN: EJ 432425   "Putting Whole Language, Literature-Based Reading
                    into Practice"
                    Journal of the Wisconsin State Reading Association
                    (Spring 1991) Vol. 35, No. 2, pp. 17-21.

                    Presents three patterns of literature-based
                    reading instruction and illustrates their role in
                    the moving from a traditional reading program
                    toward a whole language, literature-based reading
                    program. (MG)

ERIC   Hornstein, Stephen; and Others
AN:ED 341960   "Whole Language Goes to College"
                        Insights into Open Education (March 1992) Vol. 24,
                        No. 6.

                        Based on the belief that teacher educators can no
                        longer be satisfied to teach about whole language
                        without teaching through whole language, this
                        article presents five major premises of whole
                        language and then describes several strategies by
                        which this philosophy has been implemented in
                        university classrooms. (SR)

ERIC   Jardine, David W.; Field, James C.
AN: EJ 438629   "Critical-Interpretive Explorations of Innovative
                        Language Arts Practices at the Elementary School
                        Level" Canadian Journal of Education(Spring 1991)
                        Vol. 16, No. 2, pp. 206-09.

                        A proposed research project is described in which
                        two university-based researchers and four
                        elementary school teachers will investigate
                        problematic features of "whole language
                        instruction" in monthly reflexive conversations.
                        One hypothesis is that problems with whole
                        language practice are indicative of a more broadly
                        based cultural malaise. (SLD)

ERIC   Jett Simpson, Marry
AN: EJ 429710   "Organizing the Whole Language Reading Class:
                        Readers' Workshop and Focused Study Reading
                        Workshop"Journal of the Wisconsin State Reading
                        Association (Winter 1991) Vol. 35, No. 1. p. 49-
                        55.

                        Describes the Reader's Workshop and the Focused
                        Study Reading Workshop. Offers them as a way to
                        accommodate the characteristics of individuals, to
                        respect the knowledge of readers who are at
                        earlier stages of reading development, to
                        establish a system which teachers problem solving,
                        and to provide for active child involvement and
                        ownership in the reading process.(PRA)

ERIC
AN: EJ 447940
Johnson, Betty; Stone, Eric
"Is Whole Language Restricting Our Classroom?"
Contemporary Education (Winter 1991) Vol. 62,
No.2, pp. 102-04.

Discusses whole language learning in Indiana
classrooms, its philosophical origin and
appropriate educational environment. The abide
offers a set of beliefs about whole language
teaching and presents guidelines to help schools
restructure their thinking about the curriculum
and learning climate. (SM)

ERIC
AN:EJ 437440
Jordan, Cynthia; Smith, Lana J.
"Planning for Whole Language across the Curriculum
(in the classroom)"
Reading Teacher (February 1992) Vol. 45, No. 6,
pp. 476-77.

Provides a sample whole language matrix than
systematically organizes the multitude of
activities and strategies of an integrated
curriculum. Discusses how this matrix may be
helpful for teacher planning and documentation for
administrators and parents. (MG)

ERIC
AN: EJ 432435
Kachur, Amy
"Making a Change Toward Whole Language"
Ohio Reading Teacher (Winter 1990) Vol. 24, No.
2., pp. 20-25.

Explores the challenge of making the transition
from a traditional basal-oriented language arts
program to a literature-based program. States
that initiating a literature-based reading program
requires an appreciation and grasp of the Whole
Language philosophy. Offers suggestions for
implementing this approach.

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ERIC
AN: EJ 436318

Kaminski, Robert
"Legends for Sale, Poems for Free: Whole Language
Activities Can Be Inspired by Risk-Taking and
Scene Changes"
Emergency Librarian (November- December 1991) Vol.
19, No. 2, pp. 21-24.

Describes two classroom activities that were
developed to promote a whole language approach to
listening, speaking, reading, and writing. One
involved fifth grade students who wrote legends
that other students paid to read and evaluate, and
the other involved an eight grade English class
who have free poetry readings in a coffee house
setting. (LRW)

ERIC
AN: EJ 429712

Karnowski, Lee: Krey DeAn
"Preparing Pre-Service Teachers for Whole Language
Classroom" Journal of the Wisconsin State Reading
Association
(Winter 1991) Vol. 35, No. 1, P. 73-76.

ERIC
AN: EJ 429712

Karnowski, Lee; Krey DeAn
"Preparing Pre-Service Teachers for Whole Language
Classroom"
Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 73-76.

Describes the reorganization of teacher education
methods courses at University of Wisconsin-River
Falls. Lists Whole language tenets, large group
session topics, and sample integrations for
prekindergarten through middle school grades.
Asserts that the experience demonstrated the
benefits of the whole language philosophy. (PRA)

ERIC
AN: EJ 448043

Kasten, Wendy C.
"Bridging the Horizon: American Indian Beliefs and Whole Language Learning" <u>Anthropology and Education Quarterly</u> (June 1992) Vol 23, No. 2, pp. 108-19.

Explores the relationship between the principles of whole language teaching and whole language learning, especially for elementary school students, and the culture of many Native American students. Listing seven points of compatibility. The experience of the Miccosukee Indian School in Miami (Florida) illustrates the use of whole language. (SLD)

ERIC
AN: EJ 434199

Keefe, Donald; Meyer, Valerie
"Teaching Adult New Readers the Whole Language Way"
<u>Journal of Reading</u> (November 1991) Vol. 35, No. 3, pp. 180-83.

Provides a brief summary of whole language theory and offers suggestions for its application in adult education settings. Maintains that when instructional techniques rooted in whole language theory are used with adult beginning readers, learning is more meaningful and success can be dramatic. (SR)

ERIC
AN: EJ 433795

Koepke, Mary
"The Power to Be a Professional"
<u>Teacher Magazine</u> (August 1991) Vol. 2, No. 9, pp. 35-41.

Describes experiences of a fifth grade teacher who converted her classroom to a whole language teaching and learning environment. In her child-centered classroom, she emphasizes student empowerment and decision making, cooperative learning, and flexibility. Her top priority is for students to participate and learn critical thinking and problem-solving skills. (SM)

ERIC
AN: EJ 434261

Kucer, Stephen B.
"Authenticity as the Basis for Instruction"
<u>Language Arts</u> (November 1991) Vol. 68, No. 7, pp.
532-40.

Reports on research that investigated students'
perceptions of the purpose of certain whole
language strategy lessons. Concludes that, even
in whole language lessons, authenticity may be
missing. Helps educators think more deeply about
what literacy lessons should be like for students
and how instruction can help develop students'
strategies while maintaining the integrity of the
whole. (MK)

ERIC
AN: EJ 433796

Ladestro, Debra
"Making a Change for Good"
<u>Teacher Magazine</u> (August 1991) Vol. 2, No. 9, pp.
42-45.

Describes middle and high schools in upper
Arlington (Ohio) that use the whole language
approach to teaching and learning. The schools
emphasize student-centered education, cooperative
learning, and student involvement in decision
making. The curriculum is fully integrated, with
writing used as a learning tool in all in all
subject areas. (SM)

ERIC
AN: 443816

Lake, Veronica A.
"Valentine Book Buddies"
<u>Learning</u> (February 1992) Vol. 20, No. 6, pp. 80-
83.

Describes one educator's whole language approach
to elementary school reading. Her class
activities focus on books and friends during
February to help celebrate Valentine's Day. Two
student pages after friendship-oriented student
activities. (SM)

ERIC   Lieberman, Jan
AN: EJ 436315   "Literature in Concert: Oral Interpretation
                    Harmonizes with the Whole Language Curriculum"
                    Emergency Librarian (November - December 1991)
                    Vol. 19, No. 2, pp. 8-9.

                    This introductory article discusses the
                    development of oral interpretation skills to
                    promote literature in the classroom as part of the
                    whole language curriculum. Benefits of listening
                    to adults read aloud and telling stories are
                    discussed, and the importance of listening skills
                    and audience etiquette is described. (LRW)

ERIC   Linn, Jeffrey B.
AN: EJ 434972   "Whole Language in the Social Studies"
                    Social Science Record(Fall 1990) Vol. 27, No. 2,
                    pp. 49-55.

                    Argues that a whole language approach can help
                    bring social studies to life for students.
                    Explains that the arrangement of terms into a web
                    or map that shows the terms' interrelationships
                    and is one way of using the whole language
                    approach. Provides guidelines for thematic
                    instruction and a list of potential themes. (SG)

ERIC   MacGowan Gilhooly, Adele
AN: EJ 432955   "Fluency before Correctness: A Whole Language
                    Experiment in College ESL."
                    College ESL (March. 1991) Vol. 1, No. 1, pp. 37-
                    47.

                    Describes a college English as a Second Language
                    curriculum model based on a whole language
                    approach that is presented to stimulate others to
                    review and revise their own curriculum. (GLR)

ERIC   Mather, Nancy
AN: EJ 443022   "Whole Language Reading Instruction for Students
                     with Learning Disabilities: Caught in the Cross
                     Fire"
                     Learning Disabilities Research and Practice (1992)
                     Vol. 7, No. 2, pp. 87-95.

                     This paper reviews the history of whole language
                     versus code-emphasis approaches to reading
                     instruction. The paper concludes that students
                     with severe learning disabilities may learn to
                     read in a whole language, mainstream classroom, if
                     provided with supplemental instruction, a variety
                     of instructional techniques, and appropriate
                     intensity and duration of services. (Author/JDD)

ERIC   McCoy, Linda Jones; Hammett, Victoria
AN: EJ 439182   "Predictable Books in a Middle School Class
                     Writing Program"
                     Reading Horizons (February 1992) Vol. 32, No. 3,
                     pp. 230-34.

                     Describes whole language activities (including
                     using predictable books and rewriting of literary
                     and poetic patterns) used for teaching reading and
                     writing in a Kansas Middle School. (PRA)

ERIC   McIntyre, Ellen; Davis, Marianne
AN: EJ 431072   "Reading Interactions in a First Grade Whole
                     Language Classroom
                     Contemporary Issues in Reading (Spring 1991) Vol.
                     6, No. 2, P. 75-82.

                     Relates a teacher's observations of first graders
                     in a whole language classroom enabling each other
                     to read. Suggests reading techniques which foster
                     this collaborative learning. (PRA)

ERIC   McKinsey, Laura
AN: EJ 431791 "Integrating Whole Language and Outdoor Education"
              Journal of Outdoor Education (1990-91) Vol. 25,
              pp. 19-22.

              Compares the philosophies of whole language
              instruction and outdoor education. Bath
              incorporate other subjects in a theme approach,
              use meaningful materials, are student-centered,
              and are process-oriented. An outline of a
              teaching unit based on the story "Sarah Plain and
              Tall" integrates whole language and outdoor
              education. (KS)

ERIC   McNeilly, Patricia
AN: EJ 432607 "Old Teachers Can Learn New Tricks"
              Ohio Reading Teacher (Summer 1990) Vol. 24, No. 4,
              pp. 34-38.

              Shares the author's transition from traditional
              reading instruction to a whole language approach.
              Discusses journal writing and dramatization as two
              effective teaching strategies. (MG)

ERIC   Miller, James G.; and Others
AN: EJ 434894 "Whole Language - Inside and Outside"
              Pathways to Outdoor Communication(Fall 1991) Vol.
              1, No. 1, pp. 14-15.

              Describes a teacher's efforts to create an
              anthology of poems written by fourth grade
              students. Whole language activities progressed
              from poetry reading and group writing to
              individual writings based on outdoor themes.
              Presents examples of students' poetry. (KS)

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ERIC
AN: EJ 432497

Moore, Sharon Arthur; Moore, David W.
"Whole Language - Yet Again (Professional Resources)"
Reading Teacher(October 1991) Vol. 45, No. 2, pp. 156-57.

Reviews five professional resource books on whole language instruction and mentions three additional books on the topic. Suggests these books to educators who are interested in obtaining information and support for child-centered instruction. (MG)

ERIC
AN: EJ 432485

Moss, Barbara
"Ten Tips for First Time Whole Language Users"
Ohio Reading Teacher (Spring 1990) Vol. 24 No. 3, pp. 38-42.

Provides 10 tips based on research, observations, experiences, and comments from practitioner which will help teachers get through the first year of implementing a whole language approach. Offers a 15 item list of resource companies and their addresses that might assist teachers and educators who wish to investigate this area further. (MG)

ERIC
AN: EJ 442766

Moss, Barbara
"Planning Effective Whole Language Staff Development Programs: A Guide for Staff Developers"
Reading Horizons (April 1992) Vol. 32, No. 4, pp. 299-315.

Discusses some principles, considerations, and cautions for those creating staff development programs in whole language. Discusses factors necessary for effective implementation of whole language programs.)RS)

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ERIC   Newman, Judith M.
AN:EJ 447936   "Whole Language: A Changed Universe"
                    Contemporary Education(Winter 1991) Vol. 62 No. 2,
                    pp. 70-75.

                    Examines how changes in the view of the universe
                    led to whole language learning, a collaborative
                    process which considers the social contexts of
                    language. Suggests that whole language is not a
                    teaching method but a belief and discusses how to
                    transform teaching into a learning experience.
                    (SM)

ERIC   Novelli, Joan
AN: EJ 433768   "Instructional Style Meets Classroom Design"
                    Instructor (August 1991) Vol. 101, No. 1, pp. 26-
                    30.

                    Nine elementary teachers explain how they design
                    their classrooms to match and support their
                    instructional styles. The teachers focus on whole
                    language programs, student portfolios, science
                    activity set-ups, technology transformation,
                    learning center strategies, and space utilization.
                    (SM)

ERIC   Ohlhausen, Marilyn M., and others
AN: EJ 440913   "Viewing Innovations through the Efficacy -Based
                    Change Model: A Whole Language Application"
                    Journal of Reading(April 1992) Vol. 35, No. 7, pp.
                    536-41.

                    Describes the Efficiency-Based Change Model, which
                    takes into account the complexity of the change
                    process for individual teachers. Notes that the
                    model is being tested and refined within a variety
                    of settings, including a staff development project
                    designed to support a group of teachers as they
                    explore ways to provide whole language services to
                    other teachers. (RS)

ERIC   Olds, Henry F.
AN: EJ 440964 "Reading, Writing, and Restructuring: A Case for
              Renewal"
              Writing Notebook: Creative Word Processing in the
              Classroom (January - February 1992) Vol. 9, No. 3,
              pp. 19-42.

              Discusses the need for fundamental restructuring
              of language arts instruction. Discusses the
              benefits of the whole language approach and the
              current problems with testing, use of
              instructional time, and the lack of teacher
              support. (PRA)

ERIC   Pace, Glennellen
AN: EJ 441942 "Stories of Teacher-Initiated Change from
              Traditional to Whole Language Literacy
              Instruction"
              Elementary School Journal (March 1992) Vol. 92,
              No. 4 pp. 461-76.

              Through the stories of nine teacher-innovators,
              factors that promote or impede grassroots change
              efforts in elementary school are examined,
              especially in terms of teachers' attempts to shift
              from traditional textbook, teacher-centered
              language and literacy curriculum to a learner-
              centered, whole language approach. Identified
              three major sources of tension.
              (Author/BB)

ERIC   Pahl, Michele M.; Monson, Robert J.
AN:EJ 440911   "In Search of Whole Language: Transforming
               Curriculum and Instruction Journal of Reading
               April 1992. Vol. 35, No. 7. 7, pp. 518-24.

               Suggests ways that transactional learning can be
               reflected in staff development practices.
               Addresses issues raised during attempts to
               implement a whole language staff development
               program. contends that what unites whole language
               teachers is a unique but common orientation toward
               instruction and curriculum and that this
               orientation can be reflected in whole language
               staff development programs. (RS)

ERIC   Pils, Linda J.
AN: EJ 431098 "Soon Anofe You Tout Me: Evaluation in a First-
               Grade Whole Language Classroom"
               Reading Teacher 'September 1991' Vol. 45, No. 1 P.
               46-50.

               Presents a variety of literacy evaluation
               strategies devised and implemented by a teacher
               who is making the transition to whole language.
               (MG)

ERIC   Pollack, Hilary L.
AN: EJ 429708 "Veteran Teachers and Whole Language Instruction"
               Journal of the Wisconsin State Reading Association
               (Winter 1991) Vol. 35, No. 1, p 37-41.

               Describes the positive experiences of veteran
               teachers who have switched from basal reading to
               the whole language approach. (PRA)

ERIC
AN: EJ 432646

Pryor, Elizabeth Gibbons
"Whole Language Rhetoric: Clarifying
Misconceptions"
Ohio Reading Teacher (Fall 1990) Vol. 25, No. 1,
pp. 15-22.

Explores four misconceptions about the whole
language approach and attempts to replace them by
grounded realities associated with whole language.
(MG)

ERIC
AN: EJ 430389

Raines, Shirley C.
"Professional Books"
Childhood Education (Summer 1991) Vol. 67, No. 4.,
pp. 248-51.

Presents review of several professional books
concerning such topics as teacher preparation
programs; the suitability of childhood education
projects for development of children's knowledge
skills, positive disposition, and feelings; a
developmental approach to the social studies; and
literacy development that focuses on whole
language. (BB)

ERIC
AN: EJ 431086

Richards, Janet C.; Gripe, Joan P.
"Whole Language Teaching and Mandated District
Objectives are Compatible"
Reading: Exploration and Discovery (Fall 1990)
Vol. 13, No. 1, P. 8-18.

Demonstrates how a real first grade teacher in a
real classroom covers district objectives for
reading and language arts within the context of a
whole language philosophy. Illustrates how the
teacher recognizes the needs of the students and
encourages them to participate in making decisions
about what activities are included in the
unit. (MG)

ERIC   Richards, Janet C.; Gipe, Joan P.
AN: ED 347165 "Whole Language Teaching and Mandated District
              Objectives are Compatible"
              <u>Paper presented at the Annual Meeting of the
              International Reading Association</u>
              (Orlando, FL May 1992)

              Many teachers with a whole language philosophical
              orientation question how to cover mandated
              district objectives using whole language
              instruction. One problem is that curriculum
              objectives are usually presented in discrete,
              isolated fragments. Second, teachers are also
              expected to document what skills they have
              covered. Third, specific guidelines which
              demonstrate how teachers can structure whole
              language classroom activities are lacking. This
              paper presents a vignette which provides answers
              to teachers who wish to initiate whole language
              instruction and also cover district objectives.
              The teacher in the vignette follows curriculum
              guidelines and: (1) allows her students' interests
              and instructional needs to determine what is
              directly taught and reviewed; (2) incorporates
              reading/<u>language arts</u> lessons with multiple
              disciplines when appropriate; (3) integrates and
              interrelates reading and writing instruction; (4)
              promotes student/teacher collaboration and student
              discussion and decision making; (5) makes learning
              meaningful, personal and functional; and (6) helps
              students to participate actively in their own
              learning (Author)

ERIC   Rigg, Pat
AN: EJ 435954 "Whole Language in TESOL"
              <u>TESOL Quarterly</u>(Fall 1991) Vol. 25, No. 3, pp.
              521-47.

              Presents key aspects of the whole language
              perspective; describes examples of whole language
              principles in practice in elementary, secondary
              and adult English as a Second Language programs;
              and reviews recent whole language research on
              second language development. (56 references)
              (VWL)

ERIC   Ross, Eleanor Parry
AN: EJ 435525 "Moving Toward a Whole Language College Classroom"
              Journal or Reading (December - January 1991-1992
              Vol. 35, No. 4, pp. 276-81.

              Describes changes made in the teaching of a
              college preservice education course in children's
              literature and reading methods that reflect
              principles of the whole language approach.
              Discusses integration of curriculum, social
              context, classroom environment, evaluation,
              writing, purposeful learning, and opportunities to
              choose. (SR)

ERIC   Routman, Regie
AN: EJ 449373 "Teach Skills With A Strategy"
              Instructor (May - June 1992) Vol. 101 No. 9, pp.
              34-37.

              The article describes how to teach skills
              strategically in whole language classrooms. It
              discusses differences between skills and
              strategies and notes how to move from skill to
              strategy. A section on teaching phonics examines
              phonics charts and personal phonics booklets
              suggests an order for teaching phonics. (SM)

ERIC   Salzer, Richard T.
AN: EJ 435750 "TAWL Teachers Reach for Self-Help"
              Education Leadership(November 1991) Vol. 49, No.3,
              pp. 66-67.

              The Whole Language Movement may be the most
              widespread and fastest growing grassroots
              curriculum trend in U.S. education. Although a
              few teachers applying whole language (TAWL) groups
              are affiliated with school systems, the majority
              are supported entirely by teachers from different
              school districts meeting together voluntarily to
              advance their own professional development. (MLH)

24

ERIC   Scheu, Judith; and Others
AN: EJ 432547 "Teaching and Learning of Nonfiction (Reviews and
               Reflections)"
               Language Arts (October 1991) Vol. 68, No. 6, pp.
               502-07.

               Review 13 professional materials that explore the
               uses of expository texts and informational
               materials designed to be used with elementary and
               middle school students in the classroom.
               Discusses a book that provides a whole language
               perspective on language learning and teaching.
               (MG)

ERIC   Schultz, Elizabeth
AN: EJ 433794 "Nourishing a Desire to Learn"
               Teacher Magazine (August 1991) Vol. 2, No. 9, pp.
               30-34

               Describes the experiences of first grade teachers
               who use the whole language approach to teaching
               and learning. Learning involves students
               participating in activities they find meaningful
               and sharing knowledge with their peers. Students
               must exercise initiative in learning, and they are
               responsible for making choices. (SM)

ERIC   Sensenbaugh, Roger
AN: EJ 441053 "Reading Teachers and Their Students"
               Reading Research and Instruction (Winter 1992)
               Vol. 31, No. 2, pp. 98-101.

               Presents annotations of nine articles from the
               ERIC database that discuss the pedagogical
               relationship between reading teachers and their
               students. Includes articles that deal with whole
               language instruction, student motivation,
               instructional grouping, questioning techniques,
               and the characteristics of effective teachers.

ERIC
AN:EJ 429709

Shaw, Ellyn A.
"Impressions of Whole Language Reading Instruction
from the Land down Under" Journal of the Wisconsin
State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 43-48.

Discusses a teacher's perspective on the whole
language approach to reading instruction, based on
her observation of Australian students.   Examines
the theoretical frameworks, the materials used for
instruction, the time allotted for instruction,
the role of the teacher, the lesson format, and
student motivation. (PRA)

ERIC
AN: EJ 429706

Shaw Patricia A.
"A Selected Review of Research on Whole Language"
Journal of the Wisconsin State Reading Association
(Winter 1991) Vol. 35, No. 1, P. 3-17.
Identifies quantitative research regarding whole
language.   Includes studies on preschool literacy,
literature and basal reading, at-risk first grade
children, whole language and traditional
approaches to beginning reading, students' writing
ability, whole language and older students, and
implementation.   Concludes that whole language may
be more effective at different stages of reading
development.(PRA)

ERIC
AN: EJ 4366317

Sierra, Judy
"Whole Language and Oral Traditional Literature,
or, pigs, puppets and Improv."
Emergency Librarian(November - December 1991) Vol.
19, No. 2, pp. 14-15.

Discussion of the development of oral language
skills for elementary age children highlights the
use of well-known folk tales such as "The Story of
the Three Little Pigs" to involve a group an oral
language experience.   The use of puppets is
described, and props and resource materials are
suggested. (LRW)

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ERIC   Smith Burke, M. Trika; and Others
AN: EJ 428634 "Whole Language: A viable Alternative for Special
              and Remedial Education?"
              Topics in Language Disorders
              (May 1991) Vol. 11, No. 3, pp. 58-68.

              This article explores the assumptions of
              traditional remedial and learning disabilities
              education and summarizes empirical evidence
              challenging this approach; examines the
              assumptions underlying whole language context;
              presents data on the efficacy of whole language
              instructional programs; and discusses the
              potential benefits of whole language for special
              populations. (JDD)

ERIC   Smith, Frank
AN: EJ 439292 "Learning to Read: The Never Ending Debate"
              Phi Delta Kappan (February 1992) Vol. 73, No. 6,
              pp. 432-35, 438-41.

              Methods such as phonics or whole language can
              never ensure that children learn to read.
              Children must learn from people, from teachers
              initiating them into the readers' club and from
              authors' writings. Children's relationships with
              teachers, each other, and the learning task itself
              are supremely important. Observation, not
              testing, gauges student progress. (MLH)

ERIC   Smith, Patricia Gannon
EJ 447938   "A Practical Guide to Whole Language in the
              Intermediate Classroom"
              Contemporary Education (Winter 1991) Vol. 62 No.
              2, pp. 88-95.

              Discusses the role of the intermediate whole
              language teacher, including creating a proper
              environment, emphasizing meaning, encouraging risk
              taking, providing sufficient learning time,
              focusing on students, encouraging collaboration,
              using whole pieces of language, using the best
              literature, teaching skills in context,
              evaluating, and integrating different aspects of
              the curriculum. (SM)

ERIC   Stahl, Steven A.
AN: EJ 441001 "the P' Word: Nine Guidelines for Exemplary
              Phonics Instruction"
              Reading Teacher (April 1992) Vol. 45, No. 8, pp.
              618-25.

ERIC
AN: EJ 433304

Stanek, Lou Willett
"Whole Language for Whole Kids: An Approach for
Using Literature in the Classroom"
School Library Journal (September 1991) Vol. 37,
No. 9, pp. 187-89.

Discusses the use of literature in the whole
language approach. Examples show the integration
of a second grader's experiences with the
curriculum; integrating the language arts in the
middle school via study of the author as well as
the book; and the integration of literature into
the study of history. Titles to use in each area
are suggested. (LRW)

Examines what is entailed in effective phonics
instruction and shows how such instruction can be
integrated into a wide variety of approaches to
the teaching of beginning reading. Discusses nine
guidelines for exemplary phonics instruction that
can be incorporated into classrooms using basal
readers, whole language philosophy, or shared
reading of literature. (PRA)

ERIC
AN: ED 341964

Stephens, Diane
"Whole Language in Context"
Center for the Study of Reading, Urbana, IL.;
Illinois University, Urbana. Center for the Study
of Reading. (1992).

Whole language is a response to the increased
knowledge base about language, literacy, and
learning. Whole language educators believe that
teachers should have direct access to this
knowledge base and be supported in their efforts
to use it to inform instructional decisions. This
response stands in contrast to more traditional
responses in which university educators use the
knowledge base to develop instructional
innovations and then try to sell teachers these
innovations/methods. Debates pro and con whole
language are really debates about power and
control, and a commitment too teaching as
informed, reflective practice necessitates
rethinking the roles of university and public
school educators as well as reconceptualizing the
relationship between them. (Author)

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ERIC
AN: EJ 445690

Stice, Carole F.; Bertrand, John E.
"What's Going On Here? A qualitative Examination of Grouping Patterns in an Exemplary Whole Language Classroom"
Reading Horizons (June 1992) Vol. 32, No. 5, pp. 383-93.

Describes a classroom in which the teacher has developed a sense of community through her emphasis on whole language instruction. Describes the organizational patterns of both the teacher's and the children's activities in this exemplary whole language classroom. Documents instances of collaboration and student choice. (SR)

ERIC
AN EJ 442698

Swan, Ann
"Getting a Good View of Whole Language"
Ohio Reading Teacher (Winter 1992) Vol. 26, No. 2, pp. 11-12.

Discusses the whole language philosophy and its view of language, learning, and teaching. Discusses the whole language view of the relationship between students and teachers and the holistic approach. (PRA)

ERIC
AN: EJ 437380

Swan, Ann M.
"Getting a Good View of Whole Language"
Ohio Reading Teacher (Summer 1991) Vol. 25 No. 4 pp. ?? ,

Discusses the issues of language, learning and teaching, and kids and teachers in a whole language classroom. (MG)

ERIC
AN: EJ 445255

Tchudi, Stephen
"The Interdisciplinary Island. Whole Language, Holistic Learning, and Teacher Education"
Holistic Education Review (Spring 1992) Vol. 5, No. 1, pp. 30-36.

Describes a whole language, interdisciplinary summer program for school and college teachers. From hands-on exploration and reading and writing about self-selected topics, participants learned to understand theory and practice of whole language instruction and to explore implications for their own teaching. (SM)

ERIC
AN:EJ 448369

Thompson, Richard A.
"A Critical Perspective on Whole Language"
<u>Reading Psychology</u> (April - June 1992) Vol. 13,
No. 2, pp. 131-55.

Argues that reading educators need to objectively
appraise the whole language instructional
philosophy in relation to what is known about
reading methodology. Discusses the whole language
philosophy, its history, the "whole sentence
method," and whole language weaknesses. Advocates
developing a "balanced reading program," which
would emphasize skills instruction as well as
whole language ideas. (PRA)

ERIC
AN: EJ 444372

Trotter, Andrew
"When Principals Gather"
<u>Executive Educator</u> (June 1992) Vol. 14, No. 6, pp
27-29.

Summarizes main discussion topics at the recent
annual meeting of the National Association of
Elementary School principals held in New Orleans.
Participants discussed school readiness,
parenthood education, minority achievement, whole
language instruction, and multiculuralism. The
Association for supervision and Curriculum
Development's New Orleans conference featured
Carlos Fuentes's views on cultural diversity for
U.S. classroom. (MLH)

ERIC
AN: EJ 432662

Valencia, Sheila W.
"New Assessment Books (Assessment)"
<u>Reading Teacher</u> (November 1991) Vol. 45. No. 3,
P. 244-45.

Reviews two recent professional publications
concerning alternative assessment: "Portfolio
Assessment in the Reading Writing Classroom" and
"Assessment and Evaluation in Whole Language
Programs." (MG)

35

ERIC
AN: EJ 431656

Valeri Gold, Maria; Olson, James
"Using Research-Based Whole Language Strategies to Empower At-Risk College Readers"
Research and Teaching in Developmental Education
(Spring 1991) Vol. 7, No. 2, pp. 81-91.

Describes the following research-based whole language instructional strategies: predictions as a rereading activity; "webbing" words or ideas around a specific topic; shared writing; journal writing; vocabulary development; clustering synonyms as a way of approaching new vocabulary; context clues; analogies; definition maps; and reading short stories and novels aloud. (DMM)

ERIC
AN: EJ 441141

Vassallo, Philip
"Putting Children before Grown-Ups"
American School Board Journal (March 1992 Vol. 179, No. 3, p. 42,44.

In the children's school, a pilot project in New York City's south Bronx neighborhood, a unique program for kindergarten to third grade students features whole language approach. This philosophy puts children first and provides an environment that gives children varied choices for learning. (MLF)

ERIC
AN :EJ 447941

Waterman, David C.
"Whole Language: Why Not?"
Contemporary Education (Winter 1991) Vol. 62, No. 2, pp. 115-19.

The article explores the creation of whole language learning, examing educational reform since the 1950s. It presents descriptions of whole language learning, noting confusion about its definition and debating whether it is a reaction to poor reading and language arts teaching or response to criticisms of teaching since the 1950s. (SM)

31

36

ERIC   Webb, Alice; and others
AN: EJ 430347   "Four Teachers Pilot a Whole Language Program"
                     Childhood Education (Spring 1991) Vol. 67, No. 3,
                     pp. 155-60.

                     Four K-3 teachers described their experiences
                     using whole language programs. They had in common
                     a child-centered attitude; an initial experience
                     of frustration followed by encouragement from the
                     children's excitement and involvement in learning;
                     and an approach that began with the writing
                     process and moved to literature-based instruction.
                     (BC)

ERIC   Westby, Carol E. Costlow, Linda
AN: EJ 428635   "Implementing a Whole Language Program in a
                     Special Education Class"
                     Topics in Language Disorders
                     (May 1991) Vol. 11, No. 3, pp. 69-84.

                     A program for language learning -disabled students
                     is described that uses a whole language philosophy
                     to structure contexts that develop students'
                     pragmatic, semantic, syntactics, graphophonemic,
                     and metacognitive abilities underlying speaking,
                     listening, reading, and writing. This paper
                     describes the program environment, children,
                     thematic contexts, contexts for literacy, and
                     parent involvement.(IDD)

ERIC   Whitmore, Kathryn F.; Goodman, Yetta M.
AN: 444303   "Inside the Whole Language Classroom"
                     School Administrator
                     (May 1992) Vol. 49, No.5., pp 20-26.

                     The whole language movement is challenging
                     educators to reconsider their early childhood
                     programs and assumptions about children and
                     learning. This article explores four promises of
                     whole language philosophy central early childhood
                     education (language, active learning, play, and
                     home-school relationships), and explores some
                     program implementation issues, Resources are
                     listed. (MLH)

ERIC   Williams, Sharon K.
AN: EJ 433797   "Whole Language Resources"
                    Teacher Magazine (August 1991) Vol. 2, No. 9, pp.
                    46-47.

                    Presents an annotated list of associations,
                    organizations, book publishing companies,
                    children's bookstores, magazines, catalogs, and
                    hot lines that can provide elementary and
                    secondary teachers with more information on the
                    whole language approach to teaching and learning.
                    (SM)

ERIC   Winners, Diane; Cassady, Judith K.
AN: EJ 432604   "Teaching Reading and Writing in a Whole Language
                    Atmosphere: The Teacher's Role"
                    Ohio Reading Teacher (Summer 1990) Vol. 24, No.
                    4, pp. 14-17.

                    Discusses the whole language teacher's role in the
                    development of children's writing and creating a
                    positive writing environment in the classroom.
                    (MG)

ERIC   Wood, Margo; O'Donnell, Michael P.
AN EJ 448346   "Directions of Change in the Teaching of Reading"
                    Reading Improvement (Summer 1991) Vol. 28, No. 2,
                    pp. 100-03.

                    Discusses three trends in approaches to reading
                    and literacy instruction: (1) the move from basal
                    to literature-based instruction; (2) the move from
                    emphasis on product to emphasis on process; and
                    (3) the trend away from teacher as technician
                    toward teacher as decision maker. States that
                    these trends will result in profound and lasting
                    changes in literacy instruction. (PRA)

                    Discusses the need for holistic curriculum
                    development and reflective teaching, examing five
                    persistent myths related to teacher education and
                    noting strategies for refuting them. Challenges
                    excuses for maintaining the status quo in
                    education (lecturing and testing as the normal
                    mode), viewing learning as an interactive process.
                    (SM)

2. Professional Textbooks

220 TP
RD/EL
S.F.
1988

Alexander, J. Ectill and Heathington, Betty S.
Assessing and Correcting Classroom Reading
Problems. Glenview, IL: Scott, Foresman and

This text is intended for teachers and
prospective teachers enrolled in a reading
education course focused on assessing and
correcting classroom reading problems. The text
is appropriate for undergraduate and graduate
students who have had a previous developmental
reading course. It is viewed as appropriate for
a second course in the study of reading for those
who plan to teach in the elementary grades.

220 TP
LG.
Long
C 1993

Andrews, Larry
Language Exploration and Awareness: A Resource
Book for Teachers.
White Plains, N.Y.: Longman Publishing Group,1993

This book is written for teachers of English and
language arts in teaching the English language
and/or linguistics for upper-level undergraduate
students and beginning-level graduate students.
In some cases, it can be used in an introduction
to language or an introduction to linguistics
course.

34

Reserves   Bromley, Karen D'Angelo
Lyons/Cordeiro   Language Arts: Exploring Connections. (2nd ed.)
ED. 335 #4   Needmah Heights, MA: Allyn and Bacon, 1992

                  This text book is meant to help you teach
                  children to use language effectively by
                  connecting the teaching of listening, speaking,
                  reading, and writing and integrating this
                  instruction with children's literature and
                  content learning. It not only provides a strong
                  information base and thorough coverage of correct
                  research to support the integrated teaching of
                  language arts, but also provides many examples of
                  children's work and practical strategies that
                  connect the teaching of each of the language
                  arts. It contains nearly 200 new professional
                  references and discussions of topics such as
                  emergent literacy, language acquisition,
                  multicultural teaching, second language learners,
                  webbing, response to literature, literature-based
                  instruction, journals, invented spelling, writing
                  workshop, word processing and the computer, among
                  many others.

220 TP   Carbo, Marie; Dunn, Rita and Dunn, Kenneth
Rd./El.   Teaching Students to Read Through Their
P.H.   Individual Learning Styles.
1986   Englewood Cliffs, NJ: Prentice-Hall

                  This book presents tried and tested materials for
                  immediate classroom use. All resources and
                  strategies are based on the well-designed, often
                  prize winning research described in the text. It
                  may be used for college courses, in-service
                  workshops, and as a daily reference for teachers
                  concerned with employing sound and practical
                  reading techniques based on the most recent
                  research in academic achievement.

35

10

220 TP
Elem.
Rd.
M.H.
1992

Conley, Mark W.
Content Reading Instruction: A Communication.
Approach
New York: McGraw - Hill, Inc., 1992

This book is designed for courses in teacher
education variously labeled content area reading
or secondary reading. Its purpose is to help yo
teach your students to read and communicate more
effectively in whatever subject area you happen
to be teaching. It emphasizes on what teachers
think and do to help students become more
literate. Each of the instruction-oriented
chapters has a common format: setting goals,
planning for instruction, and teaching a lesson.
They not only describe specific teaching
strategies, but also develop students' sense of
how, when, and where to adapt these strategies to
various contexts and subject areas.

Reserves
Lyons/Cordeiro
Ed.335
#11

Coody, Betty and Nelson, David
Successful Activities for Enriching the Language
Arts.
Prospect Heights, IL: Waveland Press, Inc. 1986

This book provides elementary language arts
teachers with an array of activities designed to
enrich the reading, writing, speaking, and
listening skills of their students. It is a
supplement to regular textbooks in language arts
courses at both the graduate and undergraduate
levels. Teachers in service will find the
activities practical, pertinent, and convenient
to use at once with their students. Preservice
teachers, on the other hand, will be able to
learn the important skills of planning,
developing, and evaluating independent activities
for children.

220 TP
Elem.
Rd.
Long.
1989

Cunningham, Patricia M.; Moore, Sharon Arthur;
Cunningham, James W. and Moore, David W.
Reading in Elementary Classrooms: Strategies and
Observations. (2nd ed.
White Plains, N.Y.: Longman Inc. 1989

This book will explain the most effective ways to
teach children to read. The book is divided into
two parts, and in Part I, the chapters are
written in traditional textbook fashion. Part II
is composed of nontraditional textbook chapters.
The purpose of the unusual chapters in Part II is
to illustrate how all of the topics discussed in
Part I interact with one another.

220 TP
Elem.
Rd.
S.F.
1989

Dupuis, Mary M.; Lee Joyce W.; Badial:,
Bernard J.; and Askov, Eunice N.
Teaching Reading and Writing in the Content
Areas.   o

Teaching Reading and Writing in the Content Areas
is designed for those preparing to or already
teaching in middle and/or secondary schools.

Reading and Writing are integrated strands of the
language process that also includes listening and
speaking. Throughout the book you will find this
philosophical theme expressed within the context
of instructional principles and suggested
teaching practices. While many recent textbooks
in the field of reading have included ideas for
integrating writing across the curriculum, this
text provides on exceptional focus on this
research-based instructional imperative. Writing
instruction in this text is not presented as an
add-on component to the curriculum. Instead,
each chapter addresses the issue of teaching
writing as an integral part of any content area.

220 TP   Duffy, Gerald G. and Roehler, Laura R.
RD/El   Improving Classroom Reading Instruction.
R.H
1986   Random House, NY: Random House, Inc., 1986.

              This book is written to help you become a
              professional teacher of reading. Professional
              teachers are in control of classroom instruction.
              They make the decisions. Control comes from
              knowledge and form a willingness to use
              knowledge. This book provides the knowledge and
              sets the expectation that you should use the
              knowledge to make instructional decisions. This
              book will help you become a professional decision
              maker who reaps the reward of being a classroom
              teacher of reading and literacy.

220 TP   English/Language Art: Curriculum Resource
Gen.   Handbook Millwood, NY: Kraus International
L.G.   Publications, 1992
K.I.   This handbook is one of a new series of practical
1992   references for curriculum developers, education
              faculty, veteran teachers, and student teachers.
              It is designed to provide basic information on
              the background of language arts curriculum, as
              well as current information on publications,
              standards, and special materials for K-12
              English/Language arts.

220 TP   Edwall, Eldon E.
EL   Locating and Correcting Reading Difficulties.
RD   Columbus, OH: E. Merrill Publishing Col, 1985
Mer.
1985   The fourth edition of this book is designed to
              give busy teachers and students in reading
              education concrete methods of locating and
              correcting reading difficulties. It includes
              updated material, based on research, concerning
              students' oral reading errors and the meaning of
              new chapter on the language-experience approach,
              the neurological impress method, and techniques
              that have proven beneficial in counseling
              students with reading difficulties.

Reserves	Farris, Pamela J.
Lyons/Cordeiro	Language Arts: A Process Approach.
Ed. 335	Dubuque, IA: WCB Brown and Benchmark, 1993
#2	

This book stresses teaching the integrated language arts via the learning process. As such, it presents both the product/content-oriented view of learning and the process approach so that readers may compare and contrast the two educational views. While many school districts have adopted the process approach (nontraditional Whole Language and literature-based instruction), a large number of school districts still maintain a product/content, traditional focus. Thus, readers of this book need a clear understanding of both the traditional and nontraditional approaches.

220 TP	Fried-Booth, Diana L.
LG.	Project Work.
O.U.P.	Oxford University Press, 1986
1986	

Project work provides one solution to the problem of learner-autonomy, of making the learner responsible for his own learning. By its very nature, project work places the responsibility on the students, both as individuals and as members of a co-operative learning group. Autonomy becomes a fact of life.

220 GA	Hobson, Eric and Shuman, R. Baird
29-20-1	Reading and Writing in High Schools: A Whole
NEA	Language Approach.
1990	Washington, D.C.: National Education Association

This book involves the skills of reading and writing in high schools in light of the whole-language movement and concentrates on the skills of decoding reading and listening-and the skills of encoding writing and speaking.

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220 TP	Irwin, Judith Westphal
Gen.	<u>Teaching Reading Comprehension Processes.</u> (2nd Ed.)
Rd.	Englewood Cliffs, NJ: Prentice-Hall, Inc. 1991.
P.H.	
1991	

This book is intended for all teachers. Elementary school teachers who overtly teach reading can use the material in this book to teach reading better. Secondary school and content-area teachers can use the suggestions in this book to help their students better understand the reading materials used in their courses. It is also intended for use as a college text for reading methods courses at both the undergraduate and graduate levels.

The special feature of the pedagogy in this text is that it attempts to integrate discourse processing research with general principles of good teaching. Basic themes include the importance of using instruction and modeling, teaching in a variety of meaningful contexts, integrating holistic and subskill approaches, and encouraging students to take an active role in their own learning.

220 TP	Taylor, Barbara; Harris, Larry A. and Pearson, P. David
Elem.	
Rd.	<u>Reading Difficulties: Instruction and Assessment.</u>
R.H.	New York, NY: Random House, Inc. 1988
1988	

A contemporary view of the reading possess with an emphasis on metacognition and reader and text interaction is employed throughout the text. It is intended for classroom teachers who want to learn about providing sound instruction and assessment for their students who are low-achieving readers. The focus of the book is on instruction and assessment in the regular classroom. It is useful for elementary and secondary teachers who are participating in a course or series of in-service sessions on reading difficulties or for teachers who simply want to learn about this field of study on their own.

220 TP Gen. Mer. 1987	Hoskisson, Kenneth and Tompins, Gail E. <u>Language Arts: Content and Teaching Strategies.</u> Columbus, OH: Merrill Publishing Company, 1987.

Language Arts: Content and Teaching Strategies is a language arts methods text designed for preservice and inservice teachers who work (or will work) with students in kindergarten through eight grade. An integrated or "whole language" approach is taken in the book, based on cognitive, developmental, and psycholinguistic theories about how children learn, and how they learn language, in particular. An instructional strategy based on the theories is developed in the first chapter and then applied throughout the text.

220 TP Rd/EL NEA 1990	Manning, Gary; Manning, Maryann and Long, Roberta <u>Reading and Writing in the Middle Grades:</u> <u>A Whole Language View.</u> Washington, D.C.; National Education Association, 1990

The ideas in this publication are based on (a) the Piagetian theory that knowledge, even social knowledge (including reading and writing). is constructed from within by each individual, and (b) the psycholinguistic view of literacy that learning takes place best when viewed as holistic and when instructional activities and materials for students are authentic and purposeful. This publication describes the ideas of teachers and researchers who focus on the constructive nature of students' thinking, reading, and writing, and the natural development of these processes.

220 TP Elem. Rd. Mer. 1990	Manzo, Anthony V. and Manzo Ula Casale <u>Content Area Reading: A Heuristic Approach.</u> Columbus, OH: Merrill Publishing Company, 1990 This book has a strong emphasis on the professional development of teachers. The first chapter emphasizes the strong connections between the roles of teacher and learner. The next chapter provides you with a solid background in the historical roots of teaching reading. Subsequence chapters outline where the field of reading is today as well as where it seems to be headed in the future.
220 TP Rd. AB 1992	O'Donnell, Michael P. and Wood, Margo <u>Becoming a Reader: A Developmental Approach to Reading instruction.</u> Needham Heights, MA: Allyn and Bacon, 1992 This book is intended as a basic developmental reading text for preservice and in-service teachers. The authors use a stage model of reading development to describe how children become skilled readers. Specific topics are discussed within this broader framework, and literacy learning is viewed by the authors as a language-learning process that is best acquired through functional, purposeful use of print. The instructional methods that are advocated reflect this basic premise.

220 TP
RD/EL
H.R.
1987

Robinson, Richard and Good, Thomas L.
<u>Becoming an Effective Reading Teacher</u>.
New York, NY: Harper and Row, publishers, Inc.

This book describes what we consider to be our
primary goal-to provide the information you need
to become an effective reading teacher.   Chapter
1 provides an overview of current reading
instruction and a discussion of various
viewpoints on reading, with an emphasis on the
development of a personal definition of reading.
The second chapter presents information related
to reading readiness and what teachers can do to
enhance a child's early reading experiences.
Chapter 3 discusses current programs of reading
instruction. Chapter 4 and 5 present material on
word knowledge and comprehension.   Chapter 6
covers assessment and the remediation of reading
problems from the viewpoint of the classroom
teacher.

220 TP
Gen
H.R.
1988

Stoodt, Barbara D.
<u>Teaching Language Arts.</u>
New York: Harper and Row, Publishers, Inc. 1988.

Teaching Language Arts emphasizes integrated
language arts instruction while recognizing that
separate subject instruction is necessary in some
instances.   More effective teaching is the
primary goal of this book.   It is designed to
help teachers and prospective teachers create
warm, literate environments that are both
stimulating and disciplined, and that after
students many varied opportunities for language
use.   This book integrates theory and practice to
help teachers acquire the foundations of
instructional excellence.   Moreover, it reflects
the belief that teachers need to know the why,
what, how, and when of teaching language arts, so
that they will know what to do when they get into
classroom.

220 TP
Elem.
Rd.
A.B.
1989

Swaby, Barbara E.R.
Diagnosis and Correction of Reading Difficulties.
Needmah Heights, MA: Allyn and Bacon, 1989.

The text is written for prospective and practicing teachers. It is extremely readable, and gives preservice teachers an accurate and clear view of classroom reality. It describes practices that are research based and student focused. For inservice teachers, the text provides a vehicle for analyzing and monitoring current instructional practices. The text presents a wide range of instructional options and gives teachers permission to teach children rather than curricula.

220 TP
Rd/EL
Mer.
1989

Wilson, Robert M. and Cleland, Craig J.
Diagnostic and Remedial Reading for Classroom and Clinic. (6th ed.)
Columbus, OH: Merrill Publishing Company, 1989.

In this edition, some chapters have been thoroughly rewritten and expanded to reflect a different focus as well as recent developments in whole language and literacy development. Considerable attention is given to language underpinnings of reading abilities and the need for poor readers to be exposed to the power of children's literature. New insights into metalinguistic awareness and its relationship to reading acquisition are also examined.

220 TP   Zintz, Miles V. and Margaret, Zelda R.
Elem.   Corrective Reading. (5th ed.)
Rd.   Dubuque, IA:Wm. C. Brown Publishers, 1990
Bro
1990   The fifth edition of Corrective Reading has been
                prepared to address many of the problems teachers
                face in providing reading instruction for the
                poor readers in their classrooms. Teachers will
                find a general overview of reading as one of the
                communication skills necessary for all children.
                Discussion of the nature of the reading process,
                methods of teaching reading, the humanistic side
                of learning, and mainstreaming to accommodate
                exceptional children in the classroom are
                included in the book. Regular classroom teachers
                can provide learning environments to accommodate
                in constructive ways all of the individual
                differences in the class - intellectual,
                linguistic, social, emotional, physical, and
                pychological.

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3. Student Texts

220 T RD/EL Mac. 1987	Arnold, Virginia A.; Smith, Carl B. and Others <u>The Macmillan Reading program: Connections.</u> New York: Macmillan Publishing Company, 1987

The Macmillan Reading Program is an integrated language arts program which reflects the theory and practice of whole language. It consistently offers students and teachers the opportunity to strengthen skills in all communication areas. This reading series for Grades 1-6 includes: students' books, skills practice books, workbooks, and teacher's editions.

220 T RD/EL Mac. 1986	Arnold, Virginia; Smith, Carl B. and Others <u>Macmillan Reading Express.</u> New York: Macmillan publishing company, 1986

Macmillan Reading Express is an integrated Language Arts program which capitalizes on the reading writing connection by providing composition lessons in the pupil's and teacher's editions. Careful attention is paid to developing oral language and listening skills to build on and enrich students' conceptual background. This reading series for grades 1-3 includes: textbooks, workbooks and teacher's editions.

220 T RD/EL Mac. 1989	Arnold, Virginia A.; Smith Carl B. and Others <u>The Macmillan Reading Program: Connections.</u> New York: Macmillan publishing company, 1989.

This is an integrated language arts program which reflects the theory and practice of whole language. It consistently offers students and teachers the opportunity to strengthen skills in all communication areas. This reading series includes:students' books, skills practice books, workbooks, and teacher's editions.

220 T
LG/EL
M.L.
1989

Bell, Kathleen L. and Others
McDougal, Littell English.
Evanston, IL: McDougal, Littell and Company,
1989.

McDougal, Littell English is a complete,
developmental english program for grades K-12.
it integrates the language arts to include more
of what you buy an English book for: a balance of
listening, speaking, thinking, literature, and
writing lessons that help students express their
ideas and become more powerful communicators. A
multimodal instructional approach offers a range
of strategies to engage all students in all
aspects of language development.

220 T
Rd/EL
B.L.
1987

Boning, Richard A.; Boning Mary H. and Boning
Charles R. Let's Think It Over.
Baldwin, NY: Barnell Loft, Ltd., 1987

Let's Think It Over is an interactive reading
book which reflects three theories of the reading
process: the bottom up theory, the topdown
theory, and the interactive theory. It focuses
on four kinds of interaction: (1) pupil-text; (2)
pupil-teacher; (3) pupil-pupil; and (4) language.
A teacher's book and a workbook are included.

200 T
RD/EL
HBJ
1989

Cullinan, Bernice E. and Others
HBJ Reading Program.
Orlando, FL:Harcourt Brace Jovanovich, Inc.

The HBJ Reading Program, Laureate Edition,
presents reading as an interactive, integrated
process, one in which students are taught to
integrate their knowledge and experience with the
text, think with the text as they are reading,
work collaboratively to share their ideas about
the text, and react and respond to the text
through writing.

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220 T          Durr, William K. and Others
RD/EL          Houghton Mifflin Reading.
H.M.           Boston, MA: Houghton Mifflin Company, 1989
1989

               Houghton Mifflin Reading is an integrated
               language arts program.  There are many provisions
               for integrating the language arts within the
               basic resources of the Student's Reader and the
               Teacher's Guide.  The Reading and Writing
               Connection follows every selection in levels.
               The activities involve reading, writing,
               listening and speaking.  The Teacher's guide
               contains suggestions for using the writing
               process with each reading and writing connection.
               The Student Handbook is a reference and found at
               the end of the Student's Reader in levels it
               includes the steps in the writing process.

220 T          Fay, Leo and others
Rd/EL          Star Show: The Riverside Reading Program.
R.P.           (Teacher's Edition)
1989           Chicago, IL: The Riverside Publishing Company,
               1989

               The Riverside Reading program is based on current
               research and these beliefs:

               *    Reading is an active process of making
                    meaning.
               *    Fine literature is at the heart of reading
                    enjoyment.
               *    Reading should be viewed as part of a whole
                    - the Language Arts.
               *    What is important in reading is making
                    connections.  This program integrates the
                    receptive (listening and reading) and the
                    expressive (speaking and writing) language
                    arts for a total approach to language.  The
                    program's literature is the springboard for
                    its integrated language system.  Through all
                    stages of the reading process, students are
                    provided opportunities to develop essential
                    listening, speaking, and writing strategies.
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220T	Fay, Leo and Others
RD/EL	The Riverside Reading Program.
R.P.	Chicago, IL: The Riverside Publishing company,
1989	1989

This is a series of reading program which
reflects the whole language theory and practice.
This program from grades 1-7 integrates the
receptive and the expressive language arts for a
total approach to language. The program's
literature is the springboard for its integrated
language system. Through all stages of the
reading process, students are provided
opportunities to develop essential listening,
speaking, and writing strategies.

220 T	Gunning, Thomas G.
Elem.	Creating Reading Instruction For All Children.
Rd.	Needham Heights, MA: Allyn and Bacon, 1992.
A.B.	
1992	

The text presents fairly, completely, and clearly
the major approaches and techniques for reading
instruction. It also presents the theory behind
the methods so students will be free to choose,
adapt, and/or construct those approaches and
techniques that best fit their styles and
teaching situations. The book recognizes that
reading is part of larger language process, so
considerable attention is paid to writing and the
other language arts, especially as they relate to
reading instruction.

220 T	Lannon, John M.
Sec.	The Writing Process. (4th ed.)
Comp.	New York, NY· Harper Collins Publishers Inc. 1992
H.C.	
1992	

This text fosters rhetorical awareness by
treating the writing process as a set of
deliberate and recursive decisions. It promotes
rhetorical effectiveness by offering practice in
the problem-solving skills essential to reader-
centered discourse. Beginning with personal
topics and a basic essay structure, the focus
shifts to increasingly complex rhetorical tasks,
culminating in argument. Within this cumulative
structure, however, each chapter is self-
contained for flexible course planning.
Exercises (or applications) in each chapter offer
various levels of challenge. All material has
been class tested.

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220 T
Rd/EL
T.I.P.
1988

Mohy, Carolyn; Nixon, Dorothy and Vickers, Shirley
Thinking Activities for Books Children Love: A Whole Language Approach.
Englewood, CO: Teacher Ideas Press, 1988

Books that children love can be the basis for a whole language curriculum. Children's natural language is a motivational vehicle for learning. When given the opportunity to explore possibilities of answering questions and participating in activities using higher level thinking skills, students move from the passive to the active role of learning. The most effective way to motivate children is to use the experiences, materials, and literature that they love. Consequently, the choice of books in this publication were selected by children. As compiled in Children's Books-Awards and Prizes, the choices are consistently read and loved by third to sixth graders.

220 T
RD/EL
SBET
1989

Pearson, P. David; Johnson, Dale D. and Others
World of Reading.
Needham, MA: Silver, Burdett and Ginn Inc. 1989

World of Reading is a series of an integrated language arts program. It introduces students to the classic stories and characters that generations of book lovers have been raided on. A wide assortment of award-winning stories are also introduced. It delivers an instructional model that combines definition, context, and concept associations in every lesson. This reading program from kindergarten to grade 7 includes teacher editions, students texts, workbooks, skills practice, and unit skill tests.

220 T
RD/EL
O.C.
1989

Suther, Zena; Cunningham, Marilyn F. and Others
Open Court Reading and Writing.
LaSalle, IL: Open Court Publishing Company, 1989

Open court reading and writing is the complete program with the full spectrum of the language arts for kindergarten to 6. Reading, writing and language skills are integrated in a sing program. They reinforce each other; they provide the motivation for each other. This reading and writing program includes: students' books, reading skills workbooks, teacher's resource books, and teacher's guides.

220 T	Toth, Marian Davies; Ragno, Nancy Nickell; Gray,
LG/EL	Betty G. and others
SBG	<u>World of Language.</u>
1990	Morristown, NJ:Silver, Burdett and Ginn Inc.,
	1990

World of language is a series of an integrated
language arts program. A thinking skill lesson
gives a strategy to use in reading and writing.
A literature lesson gives you a writing model. A
speaking and listening lesson helps you develop
skills for using language orally. The writing
lessons explain the kinds of writing you will do
as you use the writing process. Two connection
lessons help you apply the grammar and literature
to writing.

4. Curriculum Guides

FCH
ELAK-232
KRAUS
1987

A Guide to Curriculum Planning in
English/Language Arts.
Madison, WI: Wisconsin Department
of public instruction, GR. K-12, 1986

The guide presents a conceptual framework for a
K-12 language arts program, including the major
components of language, literature, and
communication skills. The emphasis throughout
the guide is on language as a means of
communication and as a learning tool. Its
content is derived from effective classroom
practice and from research on language learning.

FCH
ELAK-231
KRAS
1987

Composition in the English Language Arts
Curriculum K-12. Albany, NY: New York State
Department of Education, 1986.

This publication includes a chart of
characteristics commonly associated with
effective writing programs, a detailed
description of the composing process, an overview
of expectations for students writers K-12,
suggestions for organizing the classroom for
writing instruction, ideas for grouping,
suggestions for incorporating instruction in the
correct and effective use of written language in
the composing process, and a summary of commonly
used evaluation techniques. A bibliography of
selected references has been provided for those
who wish to explore the composing process in
greater detail. A variety of support material is
included in the appendices.

FCH
ELAK-189
KRAUS
1985

Core Curriculum Guide for Communication
Arts K-3. Yonkers, NY: Yonkers Board
of Education, 1980

This guide focused not only on communication
skills but on the process of writing as well. It
provides for the developmental, sequential
building of writing skills and the writing
process itself. The approach was holistic.
Listening-speaking and reading-writing activities
were integrated for every objective in the guide.

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FCH
ELAK-265
KRAUS
1991

Core Curriculum: Language Arts/English K-12.
Tucson, AZ : Tucson Unified School District, 1990

This Language Arts CORE Curriculum addresses the
needs of all students regardless of their levels
of ability, socioeconomic status, or their
familiarity, experience and skills with the
English Language.
Goals: (1) to insure that every student learns to
read and write (2) to provide integrated
instruction, teaching language skills through
content subjects, (3) to include classroom
instruction based on students' strengths and
experiences (4) to emphasize the reading and
study of literary works, (5) to provide
instruction in writing (6) to infuse on thinking
skills throughout language arts instruction, (7)
to include a broad range of assessment methods in
evaluating students

FCH
ELA 4-034
KRAUS
1989

Critical Thinking Activities to Improve
Writing Skills: Arguments UB. Gr.(4-7)
Pacific Grove, CA: Midwest Publications, 1989.

This book provides entertaining, easy-to-use
critical thinking activities to supplement your
existing writing program. The prewriting and/or
writing activities emphasize real-life
communication skills. The material is applicable
for students in grades 4-8 and works well as a
remediation tool with older students.

FCH
ELAK-208
KRAUS
1986

Curriculum Guide: Language Arts, K-8.
San Jose, CA: Alum Rock Union Elementary
School District, 1981

This scope and sequence was designed to be
independent of any textbook series or set of
materials and to address three major areas of the
language arts: listening, speaking, and writing.
It is important to follow the sequence within
each area of the scope and sequence since the
successful development of most skills depends
upon mastery of preceding skills.

Reading skills are not addressed in this guide,
but are considered at length in it for reading.

FCH   Elementary Reading Instruction Guide.
ELAK-239   Florence, KY: Boone County Schools,(Gr. K-6),
KRAUS
1988   The skills of this reading curriculum lists the
            comprehensive program of skills that should be
            taught at each specific grade level addressed.
            the skills are organized into six major strands
            which are coded using a number.

            The second section of the guide lists suggested
            activities, resources and evaluation strategies.

FCH   Elementary Language Arts Instruction Guide.
ELAK-238   Florence, KY: Boone County Schools,(Gr. K-6,)
KRAUS   1985.
1988
            It is divided into three main sections: (1) a
            skills continuum, (2) a core skills list and (3)
            a collection of activities, resources and
            evaluation strategies.

            The skills continuum lists the comprehensive
            program of skills tat should be taught at each
            specific grade level addressed. The skills are
            organized into five major strands. These
            strands, grade levels and skills are coded using
            a number. The first two digits represent the
            grade level; the second two represent the strand;
            and the last two represent the skill relating to
            that particular strand.

            To insure that basic skills are learned, a core
            skills list was developed. All students will be
            expected to learn the skills comprising the core.
            Those who do not will be remediated.

            The final section of the guide lists suggested
            activities, resources and evaluation strategies.

FCH   Elementary Language Arts: Curriculum. Guide.
ELAK-260   Stoughton, MA: Stoughton Public Schools,(Gr. K-6)
KRAUS   (no date)
1990

                      The goals and objectives involved the integration
                      of the skills of listening, speaking, reading,
                      and writing. It is based on a knowledge of the
                      needs, abilities, and interests of the individual
                      child, and related to his or her potential and
                      growth.

                      At the end of this guide is a list of available
                      Language Arts Resources which will provide the
                      teacher with numerous activities for each
                      objective in all areas of Language Arts.

FCH   English Language Arts Curriculum : Minimum
ELAK-243   Standards Leadership Series. Columbus, OH:
KRAUS   Ohio Department of Education, Gr. K-12,
1988   1985.

                      This document is the second in the leadership
                      series addressing concerns in the english
                      language arts. The major purpose of the document
                      is to assist committee members as they develop or
                      revise their school (district's english language
                      arts course of study.

                      Chapter I provides background information for
                      committee members and presents a brief historical
                      description of the growth of the english language
                      arts as a curricular area.

                      Some major issues relative to the english
                      language arts are presented in Chapter II.

                      The third chapter applies the components of the
                      process model for developing a course of study to
                      the english language arts.

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FHC   English Language Arts: K-12 Curriculum
ELAK-267   Guidelines. Olympia, WA: Office of
KRAUS   the Superintendent of Public Instruction,
1991   1985.

                   The ultimate goal of this document is to generate
                   guidelines to be used in curriculum development
                   by districts, schools, and teachers throughout
                   the State. It should be seen as "work in
                   progress" wherein improvements gained can be
                   incorporate.

                   The document includes modes in language arts
                   (how), content in the language arts (what), and
                   functions in language arts (why).

FCH   English Language Arts: K-12 Course of
ELAK - 266   Study. Alameda, CA: Alameda unified
KRAUS   school district(Gr. K-12), 1990
1991

                   This manual defines the major goals of the
                   district and details the students objectives for
                   each grade level. It is the basis of the
                   language arts program.

FCH   English Language Arts Syllabus K-12: A
ELAK-261   Publication for Curriculum Developers.
KRAUS   Albany, NY: New York State Education
1990   Department, 1988.

                   The syllabus has been prepared to assist
                   administrators and other developers of curriculum
                   at district and building levels, it outlines
                   general criteria for an effective integrated
                   curriculum in English language arts, suggests the
                   instructional objectives that need to be
                   addressed, and provides direction for the
                   evaluation of student progress and program
                   effectiveness. Each section examines different
                   aspects of communication each directs attention
                   tot he purposes, objectives, and focus skills of
                   that particular aspect of communication, all of
                   which support the development of interactive,
                   interdependent, and mutually reinforcing
                   processes that are necessary to understand and
                   express meaning.

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FCH   <u>Getting Ready to Read Teacher's Manual.</u>
ELAK-257   Chicago, IL: Society for Visual Education,
KRAUS   (Gr. K-2), Remedial, 1987
1990
            It consists of developmental activities in many
            areas: language, coordination, motor skills, and
            sensory perception. It focuses on activities to
            develop skills in two main areas= visual and
            auditory attention (looking and listening).

FCH   <u>Guide to Curriculum Planning: Language Arts</u>
ELAK-203   <u>K-5.</u> Daytona Beach, FL: Volusia County
KRAUS   Schools, 1985
1986
            The language arts unit guide is included and
            divided into units with a column for the teacher
            to make his/her comments during the course of the
            year.

FCH   <u>Kindergarten Curriculum.</u> Bakersfield,
ELEK-122   CA:Bakersfield City School District, 1990
KRAUS
1991   In this curriculum, experiences are provided that
            meet children's needs and stimulate learning in
            all developmental areas - physical, social,
            emotional, and intellectual.

FCH   <u>Listening and Speaking in the English Language</u>
ELAK-270   <u>Arts Curriculum K-12: Field Test Edition.</u>
KRAUS   Albany, NY: New York State Department of
1991   Education, 1989

            The publication provides information on the
            components of an integrated English language arts
            curriculum, suggests general criteria for an
            effective curriculum, outlines the communication
            process and the roles of letterers and speakers
            in the process, explores the classroom as a
            communication environment., discusses the
            integration of listening and speaking instruction
            with instruction in the other language arts and
            in the content areas, provides a chart of
            expectations for student listeners and speakers
            K-12, suggests methods of evaluating listening
            and speaking skills, and provides sample
            activities that show how identified listening and
            speaking objectives and focus skills can be
            integrated into the students' total learning
            program.

FCH   Middle School English Language Arts Curriculum
ELA7-105   Guide Gr. 7-8 Horseheads, NY: Horseheads.
KRAUS   Central School District, 1991
1991

Integration of meaningful reading, writing, speaking, and listening experiences is stressed in the guide with less emphasis on isolated skill instruction.

FCH   Reading and Literature in the English Language
ELAK-272   Arts Curriculum K-12: Field Test Edition.
KRAUS   Albany, NY: New York State Department of
1991   Education, 1989

This curriculum provides educators with important information concerning effective reading instruction as a supplement to the english language arts syllabus K-12, it is intended to assist classroom teachers in planning instruction that reflects reading as an active meaning-centered process. It includes a description of an integrated program in the english language arts, the characteristics and quality indicators of an effective english language arts program, a description of the reading process, recommendations for nurturing the reading process in the classroom, an overview of essential reading readiness experiences, and expected instructional outcomes K-12. Also includes is a discussion of the role of literature in a comprehensive reading program and a chart describing the content of a balanced literature program. The role of work identification in the reading process is also addressed. Finally, an evaluation section presents several informal approaches to assessment and monitoring of student achievement in reading.

FCH
ELAK-273
KRAUS
1991

Reading Curriculum Guidelines for
Washington Schools. K-12 Olympia, WA: Office
of the Superintendent of public Instruction,
1988

Reading is an interactive process that, when
combined with writing, speaking, listening,
drams, and the visual arts, expands the student's
knowledge and experience.

Goals: 1. The student constructs meaning from
text. 2. The student expands and refines
understanding by integrating reading with
writing, speaking, and listening. 3. The
student reads for a variety of purposes. 4. The
student reads to understand the diverse
perspectives in a multicultural society. 5. The
student possesses a lifelong desire to read.

FCH
ELA 6- 042
KRAUS
1990

Sound Out: Listening Skills Program. (Gr. 6-12),
Novato, CA: Academic Therapy Publications/High
Noon Division, 1989

This program is presented in successive
checklists, emphasizing vowel power and initial
and terminal sounds in words. Although the vowel
sounds checklists are introduced first, as this
area is often most difficult for students, it is
suggested that you use any checklist or section
of checklist as the need of your students
develops.

FCH
ELAK-275

KRAUS
1991

Standards of Achievement for English/Language
Arts. (Gr. K-8) Sunnyvale, CA: Sunnyvale
Elementary
School District, 1989

This document is the beginning of the sunnyvale
school district's efforts to make a transition to
the integrated, literature-based English/Language
Arts Framework managed by the State. The
instruction is based on an integrated program in
which listening, speaking, reading, writing and
the study of literature are taught in concert and
are mutually reinforced. The framework is
implemented by stages: transitional, integrated,
and cross curricular.

59

FCH   <u>Standards of Learning Objectives for Virginia</u>
ELAK-276 <u>Public School: Language Arts.</u> K-12,
KRAUS   Richmond, VA: Virginia Department of Education,
1991   1988.

The standards of learning objective for English
Language Arts/Reading emerge from ten program
goals designed to ensure the development of
concepts, skills, and positive attitudes in each
of the following areas:
* Oral Language (listening, speaking)
* Reading Comprehension
* Literature
* Writing (Composition, handwriting, spelling)
* Language process (thinking and study skills,
  media, research)

FCH   <u>The Pennsylvania Framework: Reading, Writing</u>
ELAK-271 <u>and Talking across the Curriculum.</u> K-12,
KRAUS   Harrisburg, PA: Pennsylvania Department of
1991   Education, 1990.

PCRP II is a framework for language, literacy and
learning across the curriculum. It addresses the
critical importance to learning of reading,
writing and talking at every grade level, in
every subject, as well as in programs designed
for special and remedial education. The PCRC II
offers a new vision for enhancing academic
achievement and communication skills in the
content areas while supporting three other
quality goals of the Commonwealth of
Pennsylvania: analytic thinking, self esteem, and
understanding others.

ADDENDA: CURRICULUM GUIDES

FCH
ELA6-045
1992
Middle School Language Arts Curriculum Resource Guide. (Gr. 6-8 level) Pasco County School Board, Land O'Lakes, FL   (1990; 129pp.)

FCH
ELA6-048
1992
Teaching Reading Incentive Program (TRIP) (Gr. 6-8). Teaneck Public Schools, Teaneck, NJ (no date; 209 pp.) on level.

FCH
ELA7-107
1992
Multicultural Communication Arts. (Gr. 7-8 on level). Instructional Publications Department, New York City Public Schools, Brooklyn, NY (1991; 84 pp.)

FCH
ELA7-108
1992
Secondary Language Arts Course Guide (Gr. 7-12 on Level/Advanced). Kelso School District, Kelso, WA (1990; 117 pp.)

FCH
ELA-109
1992
Secondary Language Arts/Other: Course Guides (Gr. 7-12 on level). Kelso School Districts, Kelso, WA (1991; 69 pp.)

FCH
ELA9-104
1992
Communication for the Future: Missoula County High Schools Language Arts Curriculum, 1992-1997. (gr. 9-12 on level.) Montana: Missould County

FCH
ELAK-277
Folktales: Teaching Reading through Visualization and Drawing. Gr. K-5 on level. Zephyr Press, Tucson, AZ (1992; 127 pp.)

FCH
ELAK-279
1992
Language Arts Curriculum Guide. (Gr. K-12 on level). Kelso School District, Kelso, WA (1990; 81 pp.)

FCH
ELAK-280
1992
Language Arts Curriculum: Literature-Based Approach Gr. K-6 on level). Victor Elementary School District, Victorville, CA (1992; 93 pp.)

FCH
ELAK-281
1992
Language Arts: 6 (Gr. K-6 on level). Lamoille North Supervisory Union, Hyde Park, VT (1992; 53 pp.)

FCH
ELA9-105
1992
The Literature Journal Pre-College Programs, Gallaudet University, Washington, DC (Gr. 9-12 on level.) (1991; 55 pp.)

FCH
ELA 9-
106
1992
Pre-Reading Strategies Pre College Programs, Gallaudet University, Washington, DC (Gr. 9-12 Remedial/on level). (1992; 78 pp.)