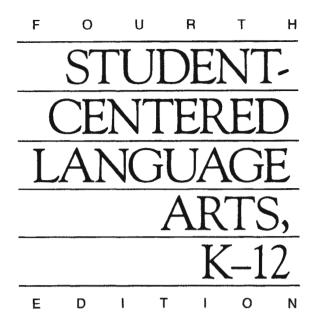


STUDENT-CENTERED LANGUAGE ARTS, K-12

			-
			,
		1	
•			



James Moffett and Betty Jane Wagner

BOYNTON/COOK PUBLISHERS HEINEMANN Portsmouth, NH

# Boynton/Cook Publishers, Inc.

A subsidiary of Reed Elsevier, Inc. 361 Hanover Street, Portsmouth, NH 03801-3912 Offices and agents throughout the world

Copyright © 1992 by James Moffett and Betty Jane Wagner. Portions previously © 1983, 1976 by Houghton Mifflin Co. under the title Student-Centered Language Arts and Reading, K–13: A Handbook for Teachers. All rights reserved. No part of this book may be reproduced in any form or by electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publishers, except by a reviewer, who may quote brief passages in a review.

Every effort has been made to contact the copyright holders for permission to reprint borrowed material. We regret any oversights that may have occurred and would be happy to rectify them in future printings of this work.

#### Library of Congress Cataloging-in-Publication Data Moffett, James.

Student-centered language arts, K-12 / James Moffett and Betty Jane Wagner.—4th ed.

p. cm.

Rev. ed. of: Student-centered language arts and reading,

K-13. c1983.

Includes bibliographical references and index.

ISBN 0-86709-292-0 : \$27.50

1. Language arts. 2. English language—Study and teaching.

I. Wagner, Betty Jane. II. Moffett, James. Student-centered

language arts and reading, K-13. III. Title.

LB1576.M57 1991

428' . 0071---dc20

91-29010

CIP

Front-cover photographs by Elaine Rebman (top and bottom right) and Sue Markson (bottom left).
Designed by Maria Szmauz.
Printed in the United States of America.

Docutech RRD 2005

# CONTENTS

# **ACKNOWLEDGMENTS**

# I • ORIENTATION

RELATION TO CURRENT TRENDS 2 RELATED RESOURCES 3

# CHAPTER ONE □ UNDERSTANDING LANGUAGE ARTS 4

CURRICULUM REFORM 5
THE CONTEXTS OF LANGUAGE LEARNING 7
DEFINING LANGUAGE ARTS 8
LITERACY 11
SUBSTRUCTURES OF LANGUAGE 15
GOAL STATEMENTS 16

# CHAPTER TWO INDIVIDUALIZATION, INTERACTION, AND INTEGRATION 20

INDIVIDUALIZATION 20
INTERACTION 26
INTEGRATION 34
MAKING SCHOOLING MORE EFFECTIVE 42

#### CHAPTER THREE □ SETTING UP 48

INDIVIDUAL PROGRAMS 49
LEARNING WITH COLLEAGUES 50
FOSTERING SMALL-GROUP PROCESS 52
OTHER HUMAN RESOURCES 54
MATERIAL RESOURCES 55
CLASSROOM LAYOUT 66
GETTING STARTED 69

CONTENTS

# II **BASIC PROCESSES**

# CHAPTER FOUR TALKING AND LISTENING 74

TASK TALK 75 TOPIC TALK 77 MONOLOGUES 90

vi

#### CHAPTER FIVE INFORMAL CLASSROOM DRAMA 91

THE VALUE OF INFORMAL CLASSROOM DRAMA 91
PLAY WITH OBJECTS 95
PUPPET PLAY 96
MOVEMENT-TO-SOUND 96
WARMING-UP AND CONCENTRATION ACTIVITIES 98
PANTOMIME 100
ENACTMENT AND IMPROVISATION 104
THE DRAMA WORKSHOP 109

# CHAPTER SIX □ BECOMING LITERATE 111

PREPARATION FOR LITERACY 111
VISUAL PROCESSING OF TEXT 113
READ-ALONG OR THE LAP METHOD 115
THE LANGUAGE-EXPERIENCE APPROACH 119
THE READING IMPASSE 123
INDEPENDENT WRITING WITH INVENTED SPELLING 124
GAMES AND MULTISENSORY MATERIALS 129
SUMMARY 138

#### CHAPTER SEVEN □ READING 139

INDIVIDUALIZED READING 139
THE MISCONCEPTION OF "READING COMPREHENSION SKILLS" 142
CAUSES OF INCOMPREHENSION 143
MEANS TO COMPREHENSION 146
LISTENING TO TEXTS 149
READING ALOUD 152
READING SILENTLY 157
GROUP READING ACTIVITIES 159
TRANSFORMING TEXTS 164
MATERIALS 166
REMEDIAL READING 173
TEACHING LITERATURE 174

#### CHAPTER EIGHT □ PERFORMING TEXTS 177

TEACHER ROLE 178
REHEARSED READING 179
SPECIAL TECHNIQUES FOR GIVING A REHEARSED READING 185
ENACTING SCRIPTS 192
THE VALUE OF PERFORMING TEXTS 195

# CHAPTER NINE D WRITING 197

DISSEMINATING WRITTEN PRODUCTS 199
COLLECTIVE WRITING 201
THE WRITING WORKSHOP 202
CONFERENCING 208
WRITING STIMULI 210
SENSORY WRITING 215
SPELLING AND PUNCTUATING 225

#### **CHAPTER TEN** □ **EVALUATING** 240

DIFFERENT FUNCTIONS 240
EVALUATING WITHOUT ACTIVITIES THAT ONLY TEST 242
EVALUATION FOR THOSE INSIDE THE CLASSROOM 244
EVALUATION FOR THOSE OUTSIDE THE CLASSROOM 251
SUMMARY 262

# III • KINDS OF DISCOURSE

#### CHAPTER ELEVEN □ WORD PLAY 265

THE WORD AS THING 265
PICTOGRAPHS AND CRYPTOGRAMS 275
THE SENTENCE AS THING 279
PLAYING FOR LAUGHS 281
FORMULAIC VERSE 283
COMPARISONS 289
SONGS 290

#### CHAPTER TWELVE LABELS AND CAPTIONS 292

SIGNS 293
EXHIBITS 293
MAPS 294
CHARTS 295
GRAPHS 295
STUDENT ART 296
COLLAGES 297
BOOKLETS 297
NEWSPAPER HEADLINES AND MAGAZINE HEADINGS 298
WIT 298

# CHAPTER THIRTEEN DIRECTIONS 300

STAGE DIRECTIONS 300 GAMES 301 HOW TO DO AND MAKE 304 viii CONTENTS

# CHAPTER FOURTEEN □ ACTUAL AND INVENTED DIALOGUE 308

ACTUAL DIALOGUE 308
INVENTED DIALOGUE 311

#### CHAPTER FIFTEEN INVENTED STORIES 334

MEDIA ALTERNATIVES 334
POINTS OF DEPARTURE 335
TYPES OF FICTION 337
POINTS OF VIEW IN STORYTELLING 347
WORKING THE REPERTORY 353

# **CHAPTER SIXTEEN** □ **TRUE STORIES** 354

WRITING FROM RECOLLECTION 354
WRITING FROM INVESTIGATION 370

#### CHAPTER SEVENTEEN ☐ INFORMATION 378

WHAT THE ENVIRONMENT SHOWS 379
WHAT EXPERIMENTS SHOW 381
WHAT OTHER PERSONS KNOW 383
WHAT RECORDS STORE 385
COMPOSITES OF INFORMATION GATHERING 388

#### CHAPTER EIGHTEEN □ IDEAS 394

LOADED DESCRIPTION 395 SINGLE STATEMENTS 401 DIALOGUE OF IDEAS 407 REFLECTION 411 TRANSPERSONAL ESSAY 419

# **SUGGESTED READINGS 429**

INDEX 431