## INDEX

Ability grouping, 35-37, 159 Abstraction, 396-400: generalization and, 399; in haiku, 396-400; over-, 397-400 Acrostics, 283 Acting. See Dramatic activities Activity cards, 54, 61-62, 172; for dictation, 119; for games, 62-63; getting started with, 70-71; making, 56, 61, 305 Advertisements, 395 Advice columns, 408 Aides: coaching by, 155; dictation to, 119, 120; parents as, 251-52; reading aloud by, 118; role with small groups, 54 Alter egos, 326 Anagrams, 268-69 Animal stories, 345 Animated films, 165 Annotations, 158 Anthologies, compiling, 160-61 Aphorisms, 404-5 Art: classroom area for, 68; integration of language arts with, 39-40; labels and captions for, 296-97; materials for, 65; as writing stimuli, 212 Assessment. See Evaluation Attention, 146, 411-13 Atwell, Nancie, 249n Audience: arranging for, 179; for panel discussions, 90; reading for, 156-57; students as each others', 28 - 29Audio recordings, 59-60. See also Recordings Auditory discrimination, 97, 112 Autobiography, 10, 354, 365-67; Chamber Theater and, 192; fictional, 349-50; "phase" vs. "incident," 365; reading, 366-67

literacy Big books, 117 Biography, 10; fictional, 347-48; reading, 375-76; student-written, 374-75 Bissex, Glenda, 124, 125-26, 262n Body English, 91, 92 Body movement: in Chamber Theater, 191; in Readers Theater, 188; script enactment and, 194; in Story Theater, 190 Book banks, 160 Booklets, 297-98; consumable, 65; dictionaries and encyclopedias, 298; making, 200-1; scrapbooks, 298 Books: activity cards and directions for making, 172; for classroom library, 167-71; crossreferencing, 170-1; levels of difficulty of, 176-70; reviews of, 176; sequencing of, 170; studentproduced, 173, 200-1; types of, 168-70 Brainstorming, task talk, 76-77 Breen, Robert S., 190 Buzz groups, 89 Calendars, students, 355 Calkins, Lucy, 208

Badge-making kits, 401

Basic skills, 11-12, 39

Beginning literacy. See Emergent

Basal readers, 6

Calendars, students, 355 Calkins, Lucy, 208 Calligraphy, 131 Captions, 18, 42, 292–99; for booklets, 297–98; for charts, 295; collages of, 297; for exhibits, 293–94; for graphs, 295–96; for maps, 294; signs as, 293; for students art, 296–97 Card decks: making 295; for word recognition, 137 Card games, 64-65 Cartoons, captions for, 298 Case studies, 261-62; reading, 377; as true stories, 376-77 Chain verse, 285 Chamber Theater, 190-92 Chanteys, 213 Chants and cheers, 181, 266 Charades, 92, 103 Charting, of students, 25-26, 248 - 50Charts, labels and captions for, 295-96 Chomsky, Carol, 124, 229n Choral reading, 117, 167, 184-85 Chorus role: in investigative writing, 370; in memoir writing, 367-68 Chronicles: fictional, 347; as true stories, 375-76 Chronological ordering, of topics, 87,420 Cinquains, 417 Ciphers, 276-78 Circle walk, 100 Citing sources, 388 Classroom: art and science area in, 68; drama area in, 68, 91-110; equipment for, 65; game area in, 68; integration of, 35-37; layout, 66-69; learning stations in, 69-70; listening area in, 67; parent involvement in, 251-52; reading area in, 66-67; sharing area in, 69; structure of, 23-24. See also Materials Class trips, 380 Cloze procedure, 113-14

Coaching, 26: crowd-scene improvisations and, 105; for reading, 152-55; side-coaching, 105; on text performance, 178-79; for writing, 208-9. See also Conferencing; Counseling Codes, 276-78 Collages, 297 Collective writing, 122, 201-2 Comic strips, 297, 312-13 Comparisons, 289-90; egocentricity and, 31-33; poems, 289-90; sensory recording and, 218, 219; topics, 88. See also Metaphor Composition, 11-13; choice and, 22; mid-composition dialogue, 208; process of, 39-40, 203-4; transcribing and, 197; writing and, 197-98, 202-3. See also Writing Comprehension, 11-14; choice and, 22; directions and, 243-44; dramatic activities and, 94; integration and, 40; reading and, 142, 256-58. See also Reading Comprehension Computers: games, 63-64: selfsequencing software for, 24; spell checkers, 230; for teacher record keeping, 250; writing menu directions for, 305 Concentration activities, 99 Concrete poetry, 273 Conferencing, 2, 208-10, 250-51. See also Coaching; Counseling Confidant role: in investigative writing, 370; in memoir writing, 367-68 Consumable booklets, 65 Consumer reporting, 390-91 Conundrums, 266-67 Conversation. See Discussions Correspondence. See Letters Counseling, 210; by charting student progress, 25-26, 248-50; individualization and, 25-26; for spelling, 227-28. See also Coaching; Conferencing Couplets, 285-86 Creative dramatics, 104, 107. See also Dramatic activities Creative writing, 334. See also Writing Criterion-referenced tests, 254-56 Critical thinking, 2. See also Thinking Cross-commentary: on drafts. 204-5; in drama workshops, 110; reading comprehension and, 147 Crossword puzzles, 271 Cryptograms, 275-79 Cultural literacy, 5, 140

Cultural literacy, 5, 140 Curriculum: commercial programs for, 6–7, 24, 55–56; evaluation and, 242; reform of, 5–7; sequencing, 24

Dance, 39; drama, pantomime and, 103–4; rehearsed reading and, 182

Debates, 89

Decision-making. See Choice Decording, 14. See also Literacy; Reading Definitions. See Dictionaries. Description, 18; of groups and

places, 368; loaded, 395-401; writing, 320-21 Desktop publishing, 200

Dialect: nonstandard, 10, 36–37, 150, 404–5; storytelling using, 150

Dialogue, 10, 308–33; actual, 18, 308–11; comic strips as, 312–13; converting to essays, 410–11; correspondence as, 309–11; gags, 281; of ideas, 407-11; improvising, 312; invented, 18, 311–33; literature as stimulus for, 313–14; monologues and, 90; photographs as stimulus for, 313; poems and stories as, 328–29; punctuation and, 236–39; showand-tell and, 78; silent reading of, 327; technique for, 320. See also Discussion; Transcribing

Diaries: fictional, 350–51; published, 357; as true stories, 355–57; using for later writing, 356–57. See also Journals

Dictation: early composition and, 198; for classmates, 238; in language-experience method, 119–23; of single words, 121–22. See also Transcribing

Dictionaries: definitions as single statements, 405–6; labels and captions for, 298; making one's own, 231, 298, 405; specialized, 231, 405; as spelling aid, 231

Directions, 18, 75, 172, 300–7; activity, 161–62, 172, 304–7; embedded discussion and, 80–81; as evaluation, 243–44; games, 301–4; how-to, 304–7; oral, 172; reading, 303; recipes, 306; stage, 300, 315; travel, 306–7; written, 300, 303–4

Discourse, 8–10; differences in, 9–10; integration and, 38; objectives, 17–18; school imbalance of, 9–10

Discussion: conditions for, 81-82; defined, 79; digression in, 83-84; disagreement in, 85-87, 89; distraction in, 81; embedded, 80-81; encouraging participation in, 85; helping with hang-ups in, 85-86; interruptions in, 84-85; keeping focus in, 83-84; panel, 89-90; personal relationships and, 85-86; pre-performance, 328-29; questioning in, 85, 175; of reading, 161-62; recording, 88; repetitions and nonsequiturs in, 84; scribing, 89; shyness, 85; silences, 85; small-group, 79-90; summarizing, 88-89; teacher's role in, 80, 82-86, 161, 175; topics for, 83, 86-88. See also Dialogue; Speech; Talking Documentaries, 391 Drafts, 203-5, 210-11. See also Writing Dramatic activities, 91-110; charades, 92; comprehension and, 94; concentration activities, 99; costumes, 95, 96; dance drama, 103-4; enacting scripts, 192-95; enacting stories, 104-5; improvisation, 104-9; inference and, 147; masks, 95; movementto-sound, 92, 96-98; nonverbal underpinning of, 92-93; personal and social growth and, 93; play with objects, 95-96; props for, 95-96; puppets, 96, 182; purposes of, 91-92; rehearsed reading, 152, 179-92; relaxation exercises, 98-99; teacher concerns about, 92; thinking and, 94; value of, 91-94; warming-up activities, 98-99; workshop, 109-110. See also Improvisation; Pantomime; Scripts; Text performance

Dramatic (exterior) monologues, 316-17, 321-22, 329-31

Drawings; captions for, 296–97; draw it like it is game, 302; illustrations, 165, 400; show-andtell and, 79. *See also* Pictures Duologues, 315–17 Duplicating methods, 199–200

Editorials, 422 Egocentricity: reading comprehension and, 145–46; undoing, 31–33 Elbow, Peter, 414 Elective courses, 141 Electronic mail, 200, 310–11 Emergent literacy, 13, 14, 111–38. See also Literacy Encyclopedias, labels and captions for, 298 English Coalition, 46 Environmental writing, 166, 292 Epigrams, 406 Epitaphs, 402-3 Epithets, 282 Errors: learning by, 30-31, 239; spelling, 225, 226-30 Essays, 18; converting from dialogue, 410-11; journalistic, 419-22; personal, 418-19; showand-tell and, 79; student, 175-76; transpersonal, 419-28 Evaluation, 240-62; alternatives to standardized testing, 259-62; case studies for, 261-62; charting for, 25-26, 248-50; conferences for, 250-51; curriculum and, 242; functions of, 240-42; grading and, 241, 252-53; holistic, of writing samples, 258-59; interaction analysis for, 246-47; as learning activities, 242-44; nontest activities for, 242-44; observation for, 245-47; parent involvement and, 251-52; portfolio assessment, 247-48; reading comprehension tests and, 256-58; research and development and, 262; standardized tests and, 240, 253-56, 262; of student productions, 259-60; student selfevaluation, 241, 244-45; student tracking charts, 25-26, 248-50; of teacher, 241-42; by teacher, 245-51, 260-61; teacher research, 260-61; writing and, 242 Exhibits, 293-94 Experiments: information from, 381-82 Eyewitness role: in investigative writing, 370, 371-72; in memoir writing, 367-68 Fables, 339-40 Fact. See Information Fairy tales, 108 Fantasy writing, 344-46 Feature stories, 391-92, 419-20 Feedback, 29-30 Fiction, 18, 334-53; fantasy, 344-46; folk narrative, 338-43; media alternatives, 334-35; narrative poetry, 344; points of view in, 347-53; realistic, 346; selecting for library, 168; stimuli for, 335-37; types of, 334, 337-46 Films: pantomime of, 103; of text,

165; as writing stimuli, 212. See also Video recordings First-person narration, 348–53 Folders, student, 247–48 Folk narrative, 338–43; ballads, 342–43; fables, 339–41; folk tales, 338–39; legends, 342; myths, 341–42; parables, 339–41; poetry, 342–43 *Foxfire* books, 374 Free writing, 414

## Gags, 281

Games, 62-65, 129-38; card, 64-65, 137; care, storage, and distribution of, 66; commercial, 271; computer, 63-64; directiongiving, 301-4; guessing, 108, 217-219; as interaction, 28; for logic and decision-making, 28; matching, 130; particle approach and, 42; punctuation, 235-36; sentence, 279-83; small-group interaction and, 53; social interplay and, 130; spelling, 229-31; 268-73; task talk and, 76; word-making, 133-37; wordrecognizing, 137-38; writing directions for, 303-4 Gazing, 411-12 Generalization: essays on, 423-28; instances and, 423-25; in poetry, 399; single-statement, 404–5; theory and, 425-27 Genres: imitating, 165-66; selecting for library, 167; transposing among, 164; as writing stimuli, 213 Ghost stories, 345 Goals statements, 16-19 Goodman, Kenneth, 153 Grades and grading, 241, 250-53. See also Evaluation Graffiti boards, 402 Grammar, 197, 198; Mad Libs, 65, 280; grammar-composition textbooks, 6; tenses, mixed, 224 Graphic arts, 39-40 Graphs, labels for, 295-96 Groups: collective writing by, 122, 201-2; cooperation in, 29; duration of, 50-51; dynamics of, 52; forming, 51; heterogeneous, 2, 35-37; individual variation and, 21; interaction in, 52-53; 98, 246-7; large, improvisations by, 105-6; memoirs of, 368; multiage, 25, 32; play-it-by-ear teaching style in, 53-54; reading activities, 159-64; scribing for, 120; setting up, 70-71; size of, 51-52, 203. See also Ability grouping; Small groups Growth: personal, 93; social, 93, 130

Guessing games: pantomime as, 103; sensory recording as, 217-18, 219

Haiku, 162-164, 396-401 Handwriting, 129, 131-33 Headlines and headings, 298 Heathcote, Dorothy, 106n Heterogeneous groupings, 2, 35-37 Historical events and persons, improvisation from, 108-9 Historical literature, 141 Holistic learning, 55 Home: learning in, 43-44; obtaining information from, 379 Homographs, 266-67 Homophones, 266-67 Humor: captions for, 298-99; cartoons, 298; comic strips, 297, 312-13; in definitions, 406; gags, 281 HyperCard, 392n

Ideas, 18, 394-428; dialogue of, 407-11; implicit and explicit statement of, 394; loaded description, 395-401; reflection, 411-19; single statements, 401-6 Illustrations. See Drawings Imitating texts, 165-66 Improvisation, 91, 104-9: dialogue, 312, 320; dramatic, 104-10; large-group, 105-6; minimal situations, 106-9; in mock panels, 90; of moral, social, or psychological issues, 108-9; from stories, 104-5, 107-8; student ideas for, 106-7; writing and, 93-94, 214. See also Dramatic activities Independent writing, 124-29 Individualization, 20-26, 42-43; accessibility and, 25; activity sequencing and, 24; charting and counseling and, 25-26; classroom structure and, 23-24; coaching and, 26; electives and, 141; environment for, 48-49; evaluation and, 244; getting started in, 70-71; of reading, 139-142; reading groups and, 152; remedial reading and, 173; standardized tests and, 255; student choice and, 21-23, 49-50; writing workshop and, 205-6 Inference, 146-48 Information, 18, 378-93; composite, 388-93; from environment, 379-81; from experiments, 381-82; from other persons, 383-85; from records, 385-88; research with, 386-88

Insults, 281-82 Integration, 20, 34-42; of classrooms, 35-37; immersion, 40-41; of language arts with other arts, 39-40; of school with home, 34-35; of subjects, 37-39; whole communication structures and, 41-42 Interaction, 20, 26-34, 42-43; analysis of, 246-47; as stimulus and support, 28; audience and, 28-29; by trial-and-error, 30-31; cooperation and, 29; dialogue and, 308; egocentricity and, 31-33; feedback and, 29-30; game playing and, 28; in small groups, 33-34, 52-53; oral base for, 27; peer, 32; play-it-by-ear teaching and, 53-54; pooling knowledge and, 27 Interior monologue, 323-25, 331-32 Interpersonal skills, 195 Interpretation: oral, 155; reading comprehension and, 148-49; teacher lecturing and, 175 Interviews, by students, 373, 383-85 Invented dialogue, 18, 311-33 Invented stories, 18, 334-53. See also Fiction Invented spelling, 125-28 Italic printing, 131

Jokes, 281 Journalistic essays, 419–22 Journals: for collecting information, 380; learning logs, 211–12; reading, 158–59; for selfevaluation, 245; writer's, 211; writing about reading in, 162. See also Diaries

Koch, Kenneth, 344 Kohl, Herbert, 340

Labels, 18, 292–99; for booklets, 297–98; for charts, 295; for exhibits, 293–94; for graphs, 295–96; for maps, 294; for scrapbooks, 298; signs as, 293; for writing down single words, 122 Language: across the curriculum, 38; substructures of, 15–16 Language arts, 4–19; as activities, 11; definition of, 8–11; goals statements, 17. *See also* Literacy Language-experience approach, 119–123

Language learning: contexts of, 7-8; improving effectiveness of, 42-47; individualization and, 20-26; integration and, 34-42; interaction and, 26-24; as practice, 10-11 Lap method, of reading instruction, 115-18, 233 Learning: active, 2, 55-57; by doing, 45; collaborative, 2, 27, 82, 253; contexts of, 7-8; decision-making and, 21-23; functional, 7; individualization and, 20-26, 42-43; integration and, 20, 34-42, 42-43; interaction and, 20, 26-34, 42-43; modes, reading and, 144; in school vs. home, 43-45; stations, 69-70 Learning centers, 55; traveling 68-69 Lecturing, by teacher, 175 Legends, 108, 341-42 Letterheads, 273 Letters (alphabet), 16; cutout, for handwriting, 131-32; for games, 127; sets, for individuals, 132-33; spelling and, 123; tracing cards for, 131 Letters (correspondence), 18; as dialogue, 309-11; fictional, 351-53; as true stories about self, 354-55 Libraries: classroom, 59, 166-71; community, 171-72; school, 171 - 72Limericks, 284-85 Listening, 8; classroom area for, 67; comprehension and, 146; development of, 74: overemphasis on, 9; small-group discussion and, 81, 83; spelling improvement and, 226; to texts, 149-57; while reading, 151-52; writing about, 216-18 Literacy, 11-15; beginning or emergent, 13-15, 111-38; contexts in, 12-13; definition of, 11, 13-14; forcing, 111-12; as a game, 127–28; games and, 129-38; independent writing, 124-29; invented spelling, 125-28; language-experience approach to, 119-23; multisensory materials and, 129-38; preparation for, 111-13, 144; read-along (lap) method, 115-18; reading impasse and, 123-24; sensorimotor ability and, 112; thought and, 11-12; verbalization and, 12, 13; visual processing of text and, 113-15

Literary forms: writing in, 176; as writing stimulus, 213

- Literature: inventing soliloquies 325–26; monologues and, 331, 332–33; plurality and, 140–42; response to, 140–42; as stimulus for dialogue, 313–14; teaching, 11, 140–42, 174–76 Lively arts, 39–40 Logic, games of, 28
- Logs, 211–12, 370–71. See also Journals

Maps, 122, 294

Materials: activity cards, 61-62; art, 65; audio recordings, 59-60; care, storage, and distribution of, 65-66; in the classroom, 55-66; classroom library, 59, 166-71; consumable booklets, 65; costs of, 56; cross referencing of, 170-71; for dramatic activities, 95-96; equipment, 65; four levels of, 57-58; games, 62-65; for independent writing, 127; multisensory, 129-38; for reading, 166-74; selection of, 56, 129-31, 167-68; video recordings, films and filmstrips, 60-61 Maxims, 402, 404-5 Media: alternatives for invented stories, 334-35; changing, as writing stimulus, 213-14; invented dialogue and, 311; translating among, 164-65 Memoirs: fictional, 348-49; of groups and places, 368; of nature, 367-68; of people and places, 368-69; reading, 369; as true stories, 367-69 Memorization: of poetry, 330; readalong method and, 116; of scripts, 193; spelling and, 123, 225-26 Memory writing, 359-69 Metacommunication, 86 Metaphor, 289-90; 397-400; 403-4 Mime. See Pantomime Minimal situations, 106-9 Minorities: dialects of, 10, 36-37; standardized testing and, 36-37 Miscue analysis, 153-5 Mock panels: discussion in, 90; improvisation and, 109 Monologues, 26; dialogue and, 90, 410-11; dramatic, 316-17, 321-22, 329-31; interior, 323-25, 331-32; literary, 331; show-and-tell, 78; soliloquies, 10, 323, 325-26, 332; understanding literature and, 332-33 Moral, social, and psychological issues, improvisation and, 108-9 Morals, in fables and parables, 339,

404

Motivation, 21; reading and, 114, 142-44; revisions and, 223; sensory recording and, 215 Movement-to-sound activities, 92, 96-98 Movies, See Films; Video recordings Multi-age grouping, 25, 32 Multicultural literature, 140-42 Multisensory materials, 129-38 Music: movement-to-sound activities and, 96-97; recordings of, 151; rehearsed reading and, 182; as writing stimulus, 212–13 Myths, 341-42; improvisation from, 108; as stimulus for dialogue, 314 Narrative, 18, 420; Chamber Theater and, 190-91; folk, 338-43; poetry, 344; show-and-tell and, 79; Story Theater and, 188-90. See also Fiction; Text performance; True stories National Writing Project, 2 Newspaper headlines, 298 Nonverbal experience: reading comprehension and, 145; as underpinning, 92-93; verbal learning and, 7-8, 39 Norm-referenced tests, 254 Notebooks: spelling, 230; writer's, 211 Notetaking: for obtaining information, 380; as prewriting, 216; for sensory recording, 216, 217, 223; writing from notes, 223

Observation: daily, of student, 245–47; obtaining information and, 379–80; poetry of, 401; sensory recording and, 215 Opinion scales, 408 Oral composition, 197–98, 201, 359 Oral directions, 301–2 Oral history, 373–74, 383 Oral interpretation, 155

Paris, 52, 55; for collective writing, 202; for dramatic monologues, 330. See also Groups Palindromes, 269 Pantomime, 39, 100-4; rehearsed reading and, 181; speech development and, 92; for Story Theater, 190; writing about, 214 Parables, 108, 339, 341 Paragraphs as discourse unit, 15, 41-42 Parents: evaluation and, 251-52, 258; involvement in classroom, 251-52 Parodies, 166, 282-83 Particle approach, 41-42, 46, 128

Peer editing, 2, 173, 202 Performance of texts, 177–96; discussion preceding, 328-29; testing scripts by, 326--27. See also Dramatic activities Personal essays, 418-19 Phonemes, 16; grapheme relationships, 125; spelling and, 123, 125-26, 129 Phonetic analysis, 227-28 Phonics, 14, 114, 115, 123, 128 Photocopying, of written products, 200Photographs, as writing stimuli, 212, 213, 335-36 Piaget, Jean, 29 Pictures, as writing stimuli, 212 Play-it-by-ear teaching, 53-54 Plays: monologue in, 316-17, 329-30; of more than one scene, 317-21; reading, 327-33. See also Scripts; Text performance Poetry, 18; ballades, 287--88; ballads, 213, 342-43; chain verse, 285; for choral reading, 184; comparison poems, 289-90; concrete poems, 273; dialogue poems, 328-29; as folk narrative, 342-43; formulaic verse, 283-88; found poems, 280; haiku, 162-64; 396-400; memorization of, 330; monologue in, 322, 330-33; narrative poems, 344; of observation, 401; occasional verse, 288; pantoums, 285; reading to young children, 166; reflective poems, 417-18; rondeaus, 287; rondels, 286; terse verse, 281; triolets, 286; typographical poems, 274; villanelles, 287; as writing stimulus, 213 Points of view: changing, as writing stimulus, 213-14; first-person narration, 348-53; in storytelling, 347-53; third-person narration, 347-48 Polanyi, Michael, 427 Polls, 385, 405 Portfolios of student work, 247-48 Posters, 61 Prewriting, 210, 216 Process approach, 2; integration and, 38-39; writing workshop and, 202, 203-4 Profile, writing, 388-90 Project-centered learning, 392-93 Pronunciation, 228. See also Dialect Proofreading, 113, 230 Proverbs, 42, 88, 403 Publication of written products, 200 Punctuation, 231-37; colons, 232, 233, 235; commas, intonation and, 232; dashes, 233, 235; dialogue and, 236; full stops, 233; games

reading aloud and, 237; in sentences, 16; semicolons, 232-33, 235; sequencing, 232-33; teacher demonstrations of, 234-35; of unpunctuated texts, 235 Puns and conundrums, 266-68 Ouestioning: in interviews, 383-85; show-and-tell and, 78; in smallgroup discussions, 85, 175; in writing workshops, 205 Radio scripts rehearsed reading as, 183 Rap, 213, 290-91 Reader response, 2, 140-41, 158, 161-63 Readers Theater, 185-88, 192 Reading, 8, 11, 139-76; by aides, 188; aloud, 117-18, 152, 237; for an audience, 156-57; annotating and, 158; anthologizing, 160-61; beginning, 13, 14-15, 65, 114-15; choral, 117, 167, 184-85; to classmates, 118, 155-57; classroom library for, 59, 166-71; to a coach, 152-55; in the content areas, 2, 9, 38; control of, 139; of dialogue, 327; directions, 303; discussing, 161-62: diversified, 148-49: expressiveness in, 155; forcing children to, 111-12; as a game, 127; gradual revelation and, 162-64; guessing in, 114; home influence on, 43–44; individualized, 139-42; journals, 158-59; learning modes and, 144; listening and, 149-57; literature and, 174-76; live voice, 149-50; miscue analysis, 153–55; monitoring, 153; oral, 149-57; overemphasis on, 9; by partners, 155-56, 161; plays, 327-333; preparation for literarcy, 111-13, 144; problems, 12; punctuation and, 233, 237; read along (lap), 115-18, 150-52, 233; recorded voice, 118, 150-52; recording student's, 154; rehearsed, 152, 179-92; remedial, 173-74; scanning, 114; sharing suggestions for, 159-60; sight, 152; silent, 149, 152, 157-59; solitude and, 144; spelling through, 225-26; subvocalization, 152; by teachers, 117-18; transforming texts, 164-66; visual processing, 113-15;

whole-class projects, 160; will and,

139; writing and, 149. See also

Decoding; Literacy

for teaching, 235-36; learning by

intonation, 231-32; periods,

232-233; presenting, 233-35;

Reading comprehension, 13-14, 40, 142-49; monitoring of, 153: motivation and, 114, 142-44; phonics and, 115; teaching, 13-14; tests of, 256-58; text performance and, 196 Reading groups: activities, 159-64; individualization and, 152 Reading materials, 166-74; choice of, 139-40; reviews of, 176 Realistic fiction, 346 Rebuses, 276 Recipes, writing, 306 Recordings: for brainstorming sessions, 76; for collective writing, 202; of discussions, 88; listening to, 150; for miscue analysis, 154, 155; of oral history, 373-74; punctuation learning and, 233; reading along with, 118, 151-52; of rehearsed reading, 183; of sounds, 216-18; transcribing from, 122, 238-39 Reflection, 411-19; essays, 418-19; poetry, 417-18 Reform, of curriculum, 5-7 Rehearsal: coaching and, 178-79; for script enactment, 194-95 Rehearsed reading, 152, 179-85; Chamber Theater, 190-92; Readers Theater, 185-88, 192; Story Theater, 188-90, 192; techniques for. 185-92 Remedial reading, 173-74 Reporting: investigative, 370-77; research, 386-88 Research: case study and, 261-62; with documents, 386-88; evaluation and, 262; teacher, 260-61, 314n Response to literature, 140-42 Restructuring schools, 5, 54 Reviews, 176, 422 Revisions, 208, 223-24 Rhythm, 97, 266 Riddles, 267, 268, 279 Role-playing, 93, 108-9. See also Dramatic activities

School: dispiriting effects of, 5–6; vs, home learning, 43–45; increasing effectiveness of, 42–47; obtaining information from, 379–80. *See also* Classroom Science fiction, 345–46 Scribing, 89; in collective writing, 201; in language experience, 119–22; for older students, 122–23; of student dictation, 119–20. *See also* Transcribing

Scripts: definition of, 177; as dialogue of ideas, 408-10; directors for enactment, 194; duologues, 315-17; enacting, 192-95; improvising, 312; punctuation and, 236-37; radio, 183; for Readers Theater, 186-87; reading in role, 194; rehearsals of, 194-95; sources of, 193; stage directions, 300; television, 183; testing by performance, 326-27; video taping and, 334; writing, 193, 314-26. See also Text performance Self-evaluation, 241, 244-45, 252-53 Sensory writing, 215-24 Sentences: building of, 279-80; complex, 223-24; concise, 281; as discourse unit, 15-16; fragments, 234; particle approach and, 41-42; punctuation of, 231-36; revising, 223-24; scrambled, 279; Silly Syntax, 281n; wordplay with, 279-83; writing, 207 Sequencing: of curriculum, 24; individual, 233; of nonnarrative discourse, 390; of punctuation learning, 232-34; of reading material, 170. See also Order Show-and-tell, 77-79, 304, 379 Side-coaching, 105 Sight-reading, 18, 152, 155-56 Signs, 293 Skills, exchanging, 304-306 Slogans, 401 Small-group process, 33-34; fostering, 52-54; learning through, 50-52; reading comprehension and, 145 Small groups: aides for, 54; discussion in, 79-90; movement-to-sound and, 98; pantomime in, 101-3; process, 33-34; 50-54; reading comprehension and, 147; showand-tell in, 77-79; writing workshop, 202-7. See also Groups Social growth: dramatic activities and, 93; games and, 130 Social interaction. See Interaction Soliloquies, 10, 323, 325-26, 332 Songs: as rehearsed reading, 181; as soliloquy, 331-32; as word games, 290-91; as writing stimulus, 212 Sonnets, 213 Sounds: movement to, 96-98; writing about, 216-18, 337 Sound-spelling correspondences: beginning readers and, 114-15; beginning writers and, 120, 124; teaching, 123 Sources, citing, 388

Speech, 8, 12–13; home learning of, 43–44; importance of, 9, 27; inner and outer, 197–98; interaction and, 27; linking to print, 14–15; singsay, 181; text performance and, 195; transcribing, 309. See also Talking; Dialogue; Task talk; Topic talk

Spelling, 16, 225-31; counseling for, 227-28; dictation and, 120; difficulty of, 123, 128; errors in, 225, 225-30, 230; games and books for, 229-31, 268-73; invented, 125-27; irregularity of in English, 123; learning, 123, 225; memorization and, 225-26: phonemes and, 123, 125-26, 129: phonographemic regularities, 116; pronunciation and, 228: proofreading and, 230; reading and, 225-26; root words and, 229; saturation experience in. 231: selfdiagnosis, 226-30; spell checkers for, 230; visual memory, 226; writing and, 128-29, 225 Spolin, Viola, 107n Stage directions, 300, 315 Standardized tests, 240, 241, 253-56, 262; alternatives to, 255, 259-62; criterion-referenced, 254-56; minorities and, 36-37; negative effects of, 255-57; normreferenced, 254 Statements: loaded, 395-401; single, 401-6, 423, 426 State-of-knowledge articles, 391-92 Stimuli: for drama, 95-96; for reading, 28; for writing, 28, 210-14, 313-14, 335-37 Stories, 334-53; as dialogue, 328-29; dramatic monologue in, 331; dramatizing, 104-5; improvisation from, 107-8; pantomiming, 102-3; retelling in disguise, 166. See also Fiction, True stories Storytelling, 150, 164, 347-53 Story Theater, 188-90, 192 Stream of consciousness, 413-17 Student-centered teaching: definition of, 20; empowerment and ownership and, 2, 21; environment for, 48-71; getting started, 69-71; individualization in, 20-26; integration in, 20, 34-42; interaction in, 20, 26-34; materials for, 55-66; play-it-by-ear style of, 53-54; subject-centering and, 41 Student productions, sampling, 259-60

Students: as audience for each other, 227-28; books produced by, 173, 200-201: choice by, 21-23, 49-50, 139-40; daily observation of, 245-47; dispiriting effects of school on, 5-6; dictation from, 119-23; dictation to, from classmates, 238; essays by, 175-76; independence of, 53-54, 70-71; individual variation in, 20-21: learning with colleagues. 50-52; older, scribing for, 122-23; one-to-one relations with, 25-26: peer interaction by, 32; reading to, 117-18; reading to others by, 118; as scribes, 120; self-evaluation by, 241, 244-45, 252-53 Style, sentence structure and, 224 Subjects, integrating, 37-39, 41 Summarizing, 88-89, 146 Surveys by students, 385 Sustained silent reading, 157 Syllables, 16, 229 Syllogisms, 425-27 Talking, 74-75. See also Speech, Task

talk: Topic talk Tall tales, 344 Tape recordings. See Recordings Task talk, 75-77 Teacher aides. See Aides Teacher research, 260-61, 314n Teachers: arranging for audience, 179; avoiding dependency on, 53-54, 75, 83; discussions led by, 175; evaluation of, 241-42; evaluation of student work by, 245-51; experience chats, 249-50; leadership of, 75, 175; punctuation demonstrations by, 234-35; reading by, 117–18; role in writing workshop, 206-7; standardized tests and, 241. See also Coaching Teachers handbooks, as reading material, 166 Telegraphic messages, 280-81 Television. See Recordings; Video recordings Tenses, mixed, 224 Tests: multiple choice, 255; negative effects of, 255-57; reading comprehension, 256-58. See also Evaluation; Standardized tests Text: annotating, 158; gradual revelation of, 162-64; illustrating, 165; imitating, 165-66; transforming, 164-66, 213-14; visual processing of, 113-15 Textbooks, 6-7, 24, 55-57; recordings of, 59-60; standardized tests and, 256; using, 56

Text performance, 177-96, 237, 326-27; Chamber Theater, 190-92; Readers Theater, 185-88, 192; rehearsed reading, 179-92; Story Theater, 180-90, 192; teacher's role in, 179-79; value of, 195-96. See also Scripts Theater, 91, See also Dramatic activities: Text performance Theory writing, 425-28 Thinking, 8; brainstorming, 76-77; creative, 2; critical, 2; dramatic activities and, 94; literacy and, 12-13. See also Ideas Third-person narration, 347-48 Titles: draft, 204; for writing down single words, 122 Tongue twisters, 265-66 Topics, 83, 87, 88, 210 Topic talk, 77-90, 407-8; embedded, 80; show-and-tell, 77-79; smallgroup discussion, 79-90; topics for, 83 Transcribing, 128--29; aides for, 119. 120: composition and, 197: dialogue, 236-39; dictation from classmates, 238; difficulty of, 128; objectives of, 18-19; oral literature, 238; punctuation and, 233, 236-39; reading comprehension and, 146; speech, 309; from tapes, 238-39; writing and, 197-98. See also Scribing: Writing Transcripts, 177, 309; performing, 193-94, 309 Transforming texts, 164-66; imitating texts, 164-66; storytelling, 164; translating to other media, 164-65; as writing stimuli, 213-14 Transpersonal essays, 419-28 Travel directions, 306-7 Trial-and-error, 30-31 Trips, class, 380 True stories, 354-77; about others, 368-69; about self, 358, 365-67; definition of, 354; memory writing, 359-65; writing from investigation, 370-77; writing from recollection, 354-69 Tutoring, in reading, 153 Values, writing about, 410 Verbalization, 12, 13 Verbal learning, nonverbal ground of, 7-8 Verse. See Poetry Video recordings, 60-61; scripts for, 183, 335; of text, 165. See also Films; Recordings; Television Visualizing, 412, 413 Vocabulary; card games for, 64-65; other games for, 271-72; sensory

recordings and, 217, 224

437 Voice chorus, 184. See also Choral Reading Vygotsky, Lev, 29 Warming up activities, 98-99, 190 Whole language, 2, 40, 41-42 Wit, captions and, 298-99 Word cards, 121, 137 Word play, 265-91 Word pictures, 273-74 Word processors, spell checkers for, 230 Word recognition, 18--19; comprehension and, 143; games, 137-38: miscue analysis and, 154-55; reading along and, 151 Words: as discourse units, 16, 265; made-up, 268; recognition and transcription goals, 18-19; in sentences, 15-16; single, writing down, 121-22; word turning games, 135-137 Workbooks, 65 Work portfolios, 247-48 Workshops: drama, 109-10; panel discussions as, 89; writing, 199-200, 202-7 Writer's notebooks, 211 Writing, 8, 11, 197-239; across the curriculum, 2, 9, 38; beginning, 13, 124-28; collective, 122, 201-2; composition and, 197-98; dramatic activities and, 93-94; environmental, 166, 292; about feelings, 218; as a game, 127; holistic evaluation of, 242, 258-59; about ideas, 408; independent, 124-29; inference and, 147-48; language-experience approach to, 119-23; learning reading by, 149; literacy and, 12-13; in literacy forms, 176; monotony in, 207; problems, 12, 128; as a process, 2, 202-4; profiles, 388-90; reading other students', 172-73; revising, 208; scripts. 93-94, 314-26; sensory, 215-24; single words, 121-22; spelling through, 225; stimuli for, 28,

210–14, 313–14, 335–37; studentgenerated manual, 305; topics for, 210; transcribing and, 197–98; underemphasis on, 9; writing repertory, writing workshop and, 205–6. *See also* Emergent literacy; Literacy; Scribing; Transcribing Writing workshop, 202–7; autobiographical writing, 366;

autobiographical writing, 366; combining generalizations into theory, 427; duplicating materials for, 199–200; journalistic essays, 420; procedures, 203–6; process approach and, 202–4; repertory and, 205–6; response to drafts in, 204–5; sequencing material, 390; size of, 203; teacher's role in, 206–7; value of, 205–6 Written products, 199–201