Language Arts

Content and Teaching Strategies

SIXTH CANADIAN EDITION

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PEARSON
Toronto
To Linda and John Cooke, who are always there for me—Gail E. Tompkins

To the children in classrooms, the teachers, and the student teachers who inspire and challenge us to write, research, and teach—Robin M. Bright, Pamela J. T. Winsor
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Teachers who help students grow into literacy and learn to communicate effectively are cognizant of the cultural and linguistic diversity the students present in their classrooms. Further, technological advances both enhance and transform the nature of language learning and teaching.

It is our intent with this sixth Canadian edition of *Language Arts: Content and Teaching Strategies* to provide a useful resource for teachers as they face the complexities of literacy instruction in today’s classrooms. Both pre-service and in-service teachers will find this text a valuable addition to their professional libraries. For pre-service teachers who will work with students in kindergarten through grade 8, the text offers a consistent model of instruction that will help them become knowledgeable about language learning and guide the many instructional decisions they will make. For experienced in-service teachers, the text provides a rich array of strategies and ideas that they can adapt to suit their personal instructional styles.

The sixth Canadian edition of *Language Arts* is a significant revision of a popular core text designed for elementary and middle-school language arts methods courses and for language and literacy courses.

**Philosophy of the Text**

The philosophy of *Language Arts* reflects a constructivist approach to teaching and learning. The processes of reading and writing provide the foundation for the instructional approaches presented: resource-based units, theme study units, inquiry-based units, and readers and writers workshops. Such timeless, research-based approaches to teaching share these important features:

- Establishing a community of learners
- Using exemplary children’s and young adult literature
- Involving students in meaningful, functional, and genuine activities and decision making
- Engaging students with new literacies through digital technologies
- Teaching skills and strategies in context
- Integrating instruction and assessment

**Goal of the Text**

The goal of *Language Arts* is to present the nature of language and language learning together with the most effective strategies for teaching the language arts. The text is organized in three parts. The first two chapters present an overview of learning and teaching the language arts. The middle chapters describe the content and teaching strategies that represent research-based best practices for learning and assessment. The final chapter demonstrates how to create a variety of field-tested language arts instructional plans.

The sixth edition continues to recognize the importance of the Canadian context for teaching language and literacy in schools, in addition to the valuable role that teachers play in offering effective literacy instruction. This edition also acknowledges the availability of digital technologies in students’ lives and provides literacy practices that help learners access, analyze, evaluate, and make use of those expanded technologies.
Highlights and Features of the Sixth Canadian Edition

- New literacies and critical literacy are included in Chapter 1 with reference to literacy practices, such as digital storytelling, WebQuests, blogging, and other online activities.
- New content on viewing and visually representing strengthens the visual literacy component of the book. Teaching and learning activities relating to these specific paired skills have also been added.
- New Canadian research and new culturally diverse Canadian literature and resources have been added, with specific attention to a new genre of literature referred to as narrative non-fiction or creative nonfiction.
- New resources have been added in the area of integrating the fine arts into literacy programs.
- Content is drawn from across Canada. Urban and rural schools are featured in chapter-opening profile boxes, and more diverse instructional strategies are presented.
- New and extended ideas are offered for differentiating instruction to meet the needs of every student, particularly through a vast array of Canadian children’s and young adult literature.
- Extended information is included on organizing readers and writers workshop within instructional units.
- More information on integrating communication technology into English language arts has been incorporated throughout the book. Specifically, attention is provided regarding the important relationship between the foundational literacies we have always taught in schools (reading, writing, listening, speaking, viewing, and visually representing) and the new literacies (navigating websites, using multimedia for communication, synthesizing information, and critically evaluating online resources) required to take advantage of communicating online.
- The Glossary is extensive and provides useful definitions of terms throughout the book.

Student Supplements

MyEducationLab

Discover where the classroom comes to life! From video clips of teachers and students interacting to sample lessons and portfolio templates, MyEducationLab gives students the tools they will need to succeed in the classroom—with content easily integrated into existing courses. MyEducationLab gives students powerful insights into how real classrooms work and also gives them a rich array of tools that will support them on their journey from their first class to their first classroom.

- CourseSmart for Students

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Instructor Supplements

The following instructor supplements are available for downloading from a password-protected section of Pearson Canada’s online catalogue (vig.pearsoned.ca). Navigate to your book’s catalogue.
Preface

page to view a list of those supplements that are available. See your local sales representative for
details and access.

● Instructor’s Manual
The Instructor’s Manual contains a wealth of resources for instructors, including chapter
overviews, outlines, teaching suggestions, and further readings. A very practical resource,
the Instructor’s Manual will help teachers create engaging lesson plans and an environment
of literacy for their students.

● Test Item File
This test bank in Microsoft Word format contains a complete series of fill-in-the-blank,
true/false, multiple choice, short-answer, and application questions, which will enable teach-
ers to create interesting and meaningful student assessments. This test bank is also available
in MyTest format (see below).

● MyTest
The test bank is also available as a MyTest from Pearson Education Canada. It is a powerful
assessment generation program that helps instructors easily create and print quizzes, tests,
exams, as well as homework or practice handouts. Questions and tests can all be authored
online, allowing instructors ultimate flexibility and the ability to efficiently manage assess-
ments at any time, from anywhere. MyTest for Language Arts: Content and Teaching Strategies,
Sixth Canadian Edition, includes fill-in-the-blank, true/false, multiple choice, short-answer,
and application questions. MyTest can be accessed by visiting www.pearsonmytest.com.

● CourseSmart for Instructors
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representative can provide you with more details on this service program.

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**About the Authors**

**Gail E. Tompkins** I'm a teacher, first and foremost. I began my career as a first-grade teacher in Virginia in the 1970s. I remember one first grader who cried as the first day of school was ending. When I tried to comfort him, he sobbed accusingly, “I came to first grade to learn to read and write and you forgot to teach me.” I've never forgotten that child’s comment and what it taught me: teachers must understand their students and meet their expectations.

My first few years of teaching left me with more questions than answers, and I wanted to become a more effective teacher, so I started taking graduate courses. In time I earned a master's degree and then a doctorate in reading/language arts, both from Virginia Tech. Through my graduate studies, I learned a lot of answers, but more important, I learned to keep asking questions.

Then I began teaching at the university level. First I taught at Miami University in Ohio, then at the University of Oklahoma, and finally at California State University, Fresno. I've taught pre-service teachers and practising teachers working on master's degrees, and I've directed doctoral dissertations. I've received awards for my teaching, including the Provost's Award for Excellence in Teaching at California State University, Fresno, and I was inducted into the California Reading Association’s Reading Hall of Fame. Throughout the years, my students have taught me as much as I taught them. I'm grateful to all of them for what I've learned.

I've been writing college textbooks for more than twenty years, and I think of the books I write as teaching, too. I'll be teaching you as you read this text.

When I'm not teaching, I like to make quilts, and piecing together a quilt is a lot like planning effective language arts instruction. Instead of cloth, teachers use the patterns of practice and other instructional procedures to design instruction for the diverse students in today’s classrooms.

**Robin M. Bright** is a professor in the University of Lethbridge’s Faculty of Education. She teaches courses to undergraduate and graduate students in the areas of language and literacy, children’s and young adult literature, reading, writing, and gender. Previously, Dr. Bright taught elementary school for ten years. She received both the Excellence in Teaching Award from the Alberta Ministry of Education and the Distinguished Teaching Award from the University of Lethbridge. She also served as Board of Governor’s Teaching Chair for the University of Lethbridge from 2010-2012. She is the author of Writing Instruction in the Intermediate Grades: What Is Said, What Is Done, What Is Understood (International Reading Association, 1995); Write from the Start: Writers Workshop in the Primary Grades (Portage & Main, 2001); Write Through the Grades: Teaching Writing in the Secondary School (Portage & Main, 2007); the co-author of From Your Child’s Teacher: Helping a Child Learn to Read, Write and Speak (FP Hendriks, 1998); and has written numerous articles on learning to read and write. Her work has appeared in the Journal of Reading Education, Canadian Children, the Canadian Journal of English Language Arts, Alberta English, The Writing Teacher, English Quarterly, and the Journal of Teacher Education, and she twice received the Journal Article of the Year for research that appeared in International Reading Association-refereed journals. Robin values the opportunity to work with student teachers and teachers through professional development activities related to meeting the varied literacy needs and interests of Canadian children.
About the Authors

Pamela J. T. Winsor is a professor in the Faculty of Education at the University of Lethbridge. She teaches graduate and undergraduate courses in language education, including courses concerning early literacy, literacy across curriculum, and student diversity. She is also a supervisor and mentor of student teachers at both beginning and advanced levels of their field experiences.

Pamela regularly presents at local, national, and international conferences on topics related to early literacy development and associated classroom practice. Her work concerning literacy and teacher education extends internationally. She is currently a volunteer consultant to Reading Ghana, a teacher education project sponsored by CODE, focused on helping Ghanaian teachers increase their capacity to offer effective early literacy instruction. In the past, she has participated in educational development projects in several countries including Belize, South Africa, and Kosovo.

A strong believer in a symbiotic relationship between research and teaching practice, she is currently working collaboratively to develop a global micro-library as a way of bringing the world to classrooms through multicultural literature. She is the author of Language Experience Approach to Literacy for Children Learning English (Portage & Main, 2009) as well as several articles. Her work has appeared in The Reading Teacher, Journal of Reading, Alberta English, Teaching Exceptional Children, and the Journal of Teacher Education.