

Choice Words Peter Johnston

Janet L. Elliott

Choice Words Peter Johnston, 2024-06-27 In the years since *Choice Words: How Our Language Affects Children's Learning* was first published and quickly became a beloved bestseller, countless educators and their students have been impacted by this short, but powerful book. Throughout it, author Peter Johnston provides examples of seemingly ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a balance of research and classroom practice, *Choice Words* demonstrates how and what we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Now, in this second edition, Peter Johnston returns to the central message of the book—that teachers' language is their most powerful tool for impacting children's learning and creating classroom community. With updates throughout the chapters to both the research and classroom examples, and new chapters on social-emotional learning and mindsets, this book has much to offer to both those familiar with *Choice Words* and those who will read it for the first time. This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world, their peers, and themselves in new ways.

Choice Words Peter Johnston, 2023-10-10 In productive classrooms, teachers don't just teach students math and reading skills; they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings. *Choice Words: How Our Language Affects Children's Learning* shows how teachers can accomplish this by using their most powerful teaching tool: language. Throughout this book, author Peter Johnston provides examples of seemingly ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how and what we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Students learn how to become strategic thinkers, not merely learning the literacy strategies, but adapting them to their lives outside of the classroom. In addition, Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests, by policy-makers, by the general public, and often by teachers themselves, yet is vitally important. This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world,

their peers, and themselves in new ways.

Choice Words ,2023 In productive classrooms, teachers don't just teach students math and reading skills; they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings. Choice Words: How Our Language Affects Children's Learning shows how teachers can accomplish this by using their most powerful teaching tool: language. Throughout this book, author Peter Johnston provides examples of seemingly ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how and what we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Students learn how to become strategic thinkers, not merely learning the literacy strategies, but adapting them to their lives outside of the classroom. In addition, Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests, by policy-makers, by the general public, and often by teachers themselves, yet is vitally important. This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world, their peers, and themselves in new ways.

Opening Minds Peter H. Johnston, 2012 Sometimes a single word changes everything. In his groundbreaking book Choice Words, Peter Johnston demonstrated how the things teachers say (and don't say) have surprising consequences for the literate lives of students. Now, in Opening Minds: Using Language to Change Lives, Peter shows how the words teachers choose affect the worlds students inhabit in the classroom, and ultimately their futures. He explains how to engage children with more productive talk and to create classrooms that support not only students' intellectual development, but their development as human beings. Grounded in research, Opening Minds: Using Language to Change Lives shows how words can shape students' learning, their sense of self, and their social, emotional and moral development. Make no mistake: words have the power to open minds--or close them.

Readers Front and Center Dorothy Barnhouse, 2023-10-10 Every teacher wants and expects his or her students to be reading increasingly complex texts, yet sometimes the gap between our expectations and our students' abilities seems wide and deep. It's tempting to look at that gap and step in to fill it for them, but then we'd be doing most of the heavy lifting the understanding, analysis, and interpretation that our students should be learning for themselves. So how can teachers reverse this trend and ensure that our students are fully entering, absorbing, and experiencing texts? How can we make sure they're making complex meaning independently and proficiently, - as the Common Core State Standards require? Readers Front & Center answers these questions by framing instruction that starts with the student. You'll learn how to do the following: Research and listen to your students so your teaching can be more targeted Notice and name your students' thinking so they

can see- what complex thinking looks and sounds like Set your students up to be problem solvers Prepare your students to do increasingly complex thinking in increasingly complex texts Filled with examples of one-on-one conferences, small groups, and whole-class scenarios, this essential book provides an accessible and inspiring model of how-;and why-;we need to put students at the front and center of our teaching.

The Restorative Principal Stephen Young, 2021-03-01 In *The Restorative Principal*, teacher and principal Stephen Young explores the basic tenets of restorative practices and how he uses them to create positive school climates; build relationships between staff, students, parents and the community; address disciplinary issues; and provide leadership that is fair, supportive, equitable, and inclusive of all. Humorous, and at times controversial, true stories from his own career will engage fellow educators who are striving to develop an authoritative, rather than authoritarian, approach to working with others. Mr. Young reviews the more common approaches of the past to classroom management, and he outlines the history of restorative practices in education, sharing practical examples and suggestions for readers—from think sheets to circle questions. Engaging and relevant, *The Restorative Principal* is an essential resource for all school leaders.

Teaching and Learning in the (dis)Comfort Zone D. Jensen, D. Eldridge, Y. Hu, J. Tuten, 2009-12-21 The novice teacher and literacy coach need to form a team to share their expertise and continually evolve, to have opportunity for guided reflection and self-assessment of practice. This book shares these professional experiences which delineates and describes the (dis)comfort of teaching and learning at the edge of the teachers' comfort zone.

Implementing Evidence-Based Academic Interventions in School Settings Sylvia Rosenfield, Virginia Wise Berninger, 2009-02-26 Designed for both researchers and practitioners, this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice. With the emphasis on evidence-based practice in the schools growing exponentially, school practitioners must learn how to understand, judge, and make use of the research being produced to full effect. Conversely, researchers must understand what is being used in real-world settings, and what is still needed. The editors of this book have outlined this process as a series of steps, beginning with being a critical consumer of current research literature, followed by concepts to consider in translating research into practice: systems issues at local, district, and state levels; the role of teachers in program implementation; evaluation of implementation effectiveness, and preservice and inservice professional development of teachers and psychologists. Each chapter is written by leaders on the topic, and contributors include both researchers and school-based practitioners. With contributing authors from a variety of disciplines, this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice.

The Construction Zone Terry Thompson, 2015 Instructional scaffolding is an essential part of teaching literacy. But what is scaffolding exactly? What does it look like in a classroom, and how can we improve the ways we use it? Despite its

prominence in the repertoire of teaching strategies, scaffolding remains a vague concept for many teachers. In essence, scaffolding is the idea of supporting students as they build independence. In *The Construction Zone*, Terry Thompson identifies four critical processes to deepen your understanding and improve your practice of instructional scaffolding: - Finding and maintaining a specific focus - Practicing flexibility in planning and delivering instruction - Giving constructive feedback in response to student efforts - Monitoring to ensure that, in every moment, students are working at optimal levels of responsibility Thompson encourages teachers to enhance their use of the traditional gradual release process through five actionable steps: show, share, support, sustain, and survey, and in doing so provides procedures and techniques to help them establish and maintain strong scaffolds throughout the instructional day. *The Construction Zone* is written from the teacher's perspective and urges educators to fully embrace their role in the scaffolding process while staying mindful of the effect it has on students. Taking a student from dependence upon the teacher to independent learning is what teaching is all about, and instructional scaffolding is key to accomplishing this goal. Regardless of where you are in your understanding of instructional scaffolding, *The Construction Zone* will raise your level of awareness around your instructional practices and the ways you scaffold students to independence.

Instructor ,2007

Vocabulary Is Comprehension Laura Robb,2014-08-21 Tackle students' biggest barrier to complex text: word knowledge In our rush toward complex texts, somehow we forget to put a new systematic vocabulary plan in place. Luckily, Laura Robb provides that instructional plan in *Vocabulary Is Comprehension*. The best part? Laura's plan takes just 10 to 15 minutes, and much of it is spent in partner and independent work so this is no "add on" to squeeze in. All materials are included. There are 35+ lessons paired with 50+ complex texts that: Cover academic vocabulary, figurative language, denotative and connotative meanings, and more Align with specific CCSS vocabulary and writing standards Include strategies for ELLs and developing readers, along with formative assessments

Principal ,2004

Engaging Literate Minds Peter Johnston,Kathy Champeau,Andrea Hartwig,Sarah Helmer,2023-10-10 Increasingly, educators are recognizing that for children to thrive intellectually they need socially and emotionally healthy classrooms. Conveniently, this is exactly what parents have always wanted for their children's classrooms that offer and grow positive relationships and behavior, emotional self-regulation, and a sense of well-being. Using the guiding principles from Peter Johnston's best-selling professional resources, *Choice Words* and *Opening Minds*,Peter and six colleagues began a journey to create just such classrooms'senvironments in which children meaningfully engage with each other through reading, writing, making, and discussing books. Together, they bring you *Engaging Literate Minds: Developing Children's Social, Emotional, and Intellectual Lives, K-3* where you'll discover how these teachers struggled and succeeded in building such classrooms.

Inside you'll find the following: Practical ways to develop a caring learning community and children's socio-emotional competence Powerful teaching practices from real classrooms Engaging ways to encourage inquiry and student agency Suggestions on how to use formative assessment in everyday teaching practices Helpful research behind the classroom practices and children's development Ways to help students inspire and support each other Building a just, caring, literate society has never been more important than it is today. By embracing the ideas and teaching strategies Engaging Literate Minds, you can help children to become socially, emotionally, and intellectually healthy. Not only do these classroom practices develop the skills to achieve district benchmarks and beyond, they help develop children's humanity.

Statement ,2010

Layers of Learning JoEllen McCarthy,2020 What if we viewed every read aloud as an invitation to learn more about literacy and ourselves? When we layer together the two ideas that the books we share not only serve an academic purpose, but they also convey big, affective messages, our classroom conversations become richer and student learning becomes more meaningful. Layers of Learning explores read-aloud strategies designed to enhance your reading and writing standards by capitalizing on the way literature can impact caring communities. With over 200 picture-book suggestions, author JoEllen McCarthy introduces the Heartprint Framework, which demonstrates how you can layer literacy and life lessons throughout your day using multiple connections across learning. Inside, you'll find the following: 60 read-aloud-based connections that support caring classroom conversations, lesson planning, and extensions Instructional opportunities for nurturing readers and writers during workshop, small-group, and individual conversations Literacy Snapshot photo essays with ideas to adopt or adapt Continuing connections with additional resources and invitations for further learning Layers of Learning is structured around four key elements: Community, Agency, Respect, and Empowerment, or CARE. Inside you'll discover the tools you need to emphasize reading and writing connections, character education, and culturally responsive teaching, while championing the power of read alouds to affect independent readers, writers, and thinkers.

Whole-class Teaching Janet Angelillo,2008 Angelillo's ideas create personal and intellectual connections by validating students' experiences, and they build structure into your day while promoting student responsibility by balancing routines with independence. Best of all Whole-Class Teaching demonstrates how to adjust the teaching of minilessons to optimally support specific goals such as inquiry, coaching, and demonstration. Angelillo even provides detailed tools for self-assessment and for finding out more through teacher study groups.--BOOK JACKET.

Literacy for the New Millennium: Childhood literacy Barbara J. Guzzetti,2007 Living in an age of communication, literacy is an extremely integral part of our society. We are impacted by literature during our infancy, childhood, adolescence, and adulthood. This work includes information from specialists in the field who discuss the influence of popular culture, media, and technology on literacy. Together, they offer a comprehensive outline of the study and practice of literacy in the United

States. The first volume, *Early Literacy*, covers infancy and early childhood. Topics such as oral language development, phonics, beginning writing, storytelling and drama, and instruction for second language learners and special needs children are all addressed. Volume two, *Childhood Literacy*, includes information on popular approaches to reading instruction, children's literature, spelling, computer and instructional technology, book clubs, and after-school programs. *Adolescent Literacy*, the third volume, covers supplementary literacy programs for at-risk adolescents, literacy tutors, young adult literature, gender issues, digital literacy, and blogging. Finally, volume four, *Adult Literacy*, offers chapters on adult basic education, programs for English language learners, and workplace literacy.--publisher's description.

Literacy Lessons Designed for Individuals: Teaching procedures Marie M. Clay, 2005

Using the Writer's Notebook in Grades 3-8 Janet L. Elliott, 2008 Janet Elliott provides practical ideas, assignments, and examples of student writing. This book offers a vision of what is possible for young writers--both in writing across the curriculum and in writing workshop. Janet Elliott performs magic in the classroom by encouraging children to write! In this highly readable guide, Elliott provides everything you need to re-create that magic in your classroom, including tips and ideas for getting started with writer's notebooks and using them effectively all year long. Filled with practical ideas, assignments, and examples of student writing, this book offers a vision of what is possible for young writers--both in writing across the curriculum and in writing workshop. You'll also find handy management tips that help you meet the challenges that often arise. Starting with a rationale for using writer's notebooks, topics include getting started, using the notebook to record observations, and using children's literature as a springboard for writing entries. Elliott shows you how to help students develop their entries through the writing process and use the notebook as a planning tool. Also included are a focused unit of study for the writer's notebook and a special chapter about engaging boys in notebook writing. You'll return to this valuable resource again and again, whether you've used writer's notebooks for years or are just starting out.

The Power of Our Words Paula Denton, 2007 This warm and thought-provoking book shows how you can use words, tone, and pacing to build a classroom where students feel safe, respected, appreciated, and excited about learning. Denton, an educator with over twenty years of experience teaching children and adults, offers practical tips (including language to avoid and language to adopt), real-life anecdotes, and concrete examples.

Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **Choice Words** Peter Johnston

In a world inundated with screens and the cacophony of fast connection, the profound energy and psychological resonance of verbal artistry frequently disappear in to obscurity, eclipsed by the regular barrage of sound and distractions. However,

situated within the lyrical pages of **Choice Words Peter Johnston**, a captivating work of literary elegance that pulses with fresh feelings, lies an memorable journey waiting to be embarked upon. Published with a virtuoso wordsmith, this enchanting opus guides readers on a mental odyssey, gently exposing the latent possible and profound influence stuck within the intricate web of language. Within the heart-wrenching expanse of this evocative evaluation, we shall embark upon an introspective exploration of the book is main subjects, dissect its captivating writing style, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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