

Whole Language Approach Vs Phonics

VM Jensen

Phonics and Whole Language Education Jessica L. Jager, 2000 This research paper examines the debate between phonics and whole language— two methods of teaching students how to read. Phonics instruction consists of teaching the sounds of letters that produce the distinct sounds of individual words. Whole language, on the other hand, instructs students to learn words from reading. Whole language is not centered on the word itself, but on the subject matter as well, which can range from social studies to mathematics. Activities are instilled to help the child understand what they are reading. Phonics can be used within the whole language program, but the two are very different. “Believers of the phonics-first approach feel that phonics teaching must be systematic and intense” and that the rules of phonics need to be understood before reading can take place. Believers in whole language “put phonics and skills in the context of reading whole and predictable texts while viewing phonics as a cueing system that readers use” (Routman, 1997, p. 71). There is no need for this debate to continue because there is no clear answer about which method is better. One program is no better or worse than the other. Both phonics and whole language approaches teach what they were designed to teach.

Whole Language Lives On Louisa Cook Moats, 2000 This position paper contends that the whole language approach to reading instruction has been disproved by research and evaluation but still pervades textbooks for teachers, instructional materials for classroom use, some states' language-arts standards and other policy documents, teacher licensing requirements and preparation programs, and the professional context in which teachers work. The paper finds that many who pledge allegiance to balanced reading continue to misunderstand reading development and to deliver poorly conceived, ineffective reading instruction. It argues that rooting out whole language from reading classrooms calls for effort on eight separate fronts. The paper describes what whole language is, why it is contradicted by scientific studies, how it continues in education, and what should be done to correct the situation. (Contains a glossary and 57 notes.) (NKA)

Whole Language Instruction Vs. Phonics Instruction Krissy Maddox, Jay Feng, 2013 The purpose of this study is to investigate the efficacy of whole language instruction versus phonics instruction for improving reading fluency and spelling accuracy. The participants were the first grade students in the researcher's general education classroom of a non-Title I school. Stratified sampling was used to randomly divide twenty-two participants into two instructional groups. One group was instructed using whole language principles, where the children only read words in the context of a story, without any

phonics instruction. The other group was instructed using explicit phonics instruction, without a story or any contextual influence. After four weeks of treatment, results indicate that there were no statistical differences between the two literacy approaches in the effect on students' reading fluency or spelling accuracy; however, there were notable changes in the post test results that are worth further investigation. In reading fluency, both groups improved, but the phonics group made greater gains. In spelling accuracy, the phonics group showed slight growth, while the whole language scores decreased. Overall, the phonics group demonstrated greater growth in both reading fluency and spelling accuracy. It is recommended that a literacy approach should combine phonics and whole language into one curriculum, but place greater emphasis on phonics development. The following are appended: (1) Sequence of Phonics Skills and Whole Language Stories; (2) Sample Lesson Plan for Phonics Instruction; and (3) Sample Lesson Plan for Whole Language Instruction.

The Developing Person Through the Life Span Kathleen Stassen Berger, 2005 *The Developing Person Through the Life Span*, Sixth Edition presents theory, research, practical examples, and policy issues in a way that inspires students to think about human development--and about the individual's role in the community and the world. Review the new edition, and you'll find Berger's signature strengths on display--the perceptive analysis of current research, the lively and personal writing style, and the unmistakable commitment to students. You'll also find a wealth of new topics--plus a video-based Media Tool Kit that takes the teaching and learning of human development to a new level.

Closing the Gap Between Research and Practice Marion De Lemos, 2002 Over the years two main approaches have emerged in the teaching and learning of reading and writing. One is the 'whole language' approach; the other concentrates more on instruction in phonics. This paper focuses on the theoretical assumptions underlying these two approaches to the teaching of literacy, and the studies which have been undertaken, in the international arena, to find out how children progress, from their earliest educational years, in attaining both initial reading skills and lifelong literacy. [Author abstract, ed].

Teaching Children to Read: Reports of the subgroups National Reading Panel (U.S.), 2000

The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing Dominic Wyse, Charlotte Hacking, 2024-06-20 Dominic Wyse and Charlotte Hacking present a ground-breaking account of teaching phonics, reading, and writing. Created from a landmark study, new research, new theory, and cutting-edge teacher professional development, this balanced approach to teaching seeks to improve all children's learning, and therefore life chances. The book dismantles polarised debates about the teaching of phonics and analyses the latest scientific evidence of what really works. It shows, in vivid detail, how phonics, reading, and writing should be taught through the creativity of some of the best authors of books for children. By describing lessons inspired by 'real books', it showcases why the new approach is more effective than narrow phonics approaches. The authors call for a paradigm shift in literacy education. The chapters show how and why education

policies should be improved on the basis of unique analyses of research evidence from experimental trials and the new theory and model the Double Helix of Reading and Writing. It is a book of hope for the future in the context of powerful elites influencing narrow curricula, narrow pedagogy, and high stakes assessments. The Balancing Act will be of interest to anyone who is invested in young children's development. It is essential reading for teachers, trainee teachers, lecturers, researchers, and policy makers world-wide who want to improve the teaching of reading and writing in the English language.

Whole Language Vs. Phonics for English Language Learners Karol Gilinsky, 2000 California is faced with a crisis! There are more English language learners than ever entering school. Every effort must be made to determine which strategies best support these kids to learn to read and write in English. English language learners have different needs than their native English speaking counterparts. Teachers must determine how best to allocate time and determine strategies to insure English language learners both successfully learn to read and write in English, and are also engaged in their own learning. The Unz Initiative, or English For the Children, was just legally passed by voters in California. Many educators are terrified how this may affect the success of our English language learners. Research shows they have done well with bilingual education. This has been for all intents and purposes, abolished. Certain districts have chosen to adopt a strict interpretation of the Unz Initiative, foregoing bilingual education, and plunging English language learners into complete English immersion. Due to this, careful consideration must be paid to using the best strategies to engage these students in their own learning, and to insure they learn to read. The whole language proponents are certain their method is the best for English language learners to learn to read in English. The direct phonics instruction proponents are certain their method is best to teach English language learners to read in English. Are they right? Are they wrong? Are they both right? Time in the primary grades is short. The teacher must research which methods best work for their students. Perhaps each situation is unique. Attention must be given to this large number of students. Which method best meets their needs, whole language, or direct phonics instruction, or both?

Ebook: Child Development: An Introduction John Santrock, 2014-10-16 Accurate. Reliable. Engaging. These are just a few of the words used by adopters and reviewers of John Santrock's Child Development. The new topically-organised fourteenth edition continues with Santrock's highly contemporary tone and focus, featuring over 1,000 new citations. The popular Connections theme shows students the different aspects of children's development to help them better understand the concepts. Used by hundreds of thousands of students over thirteen editions, Santrock's proven learning goals system provides a clear roadmap to course mastery.

The Whole Language Approach to Reading and Writing Instruction, 1991

Child Development: An Active Learning Approach Laura E. Levine, Joyce Munsch, 2010-09-16 Although the field of child and adolescent development seems to be an easy one in which to provide active learning opportunities to students, few

textbooks currently exist that actually do this.

Beginning Reading and Writing Dorothy S. Strickland, Lesley Mandel Morrow, 2000-09-29 In this essay collection, scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction. The collection presents current, research-based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing. Following a foreword (Alan Farstrup) and an introduction (Dorothy S. Strickland and Lesley Mandel Morrow), chapters in the collection are: (1) Beginning Reading and Writing: Perspectives on Instruction (William H. Teale and Junko Yokota); (2) Becoming a Reader: A Developmentally Appropriate Approach (Susan B. Neuman and Sue Bredekamp); (3) Literacy Instruction for Young Children of Diverse Backgrounds (Kathryn H. Au); (4) Enhancing Literacy Growth through Home-School Connections (Diana H. Tracey); (5) Children's Pretend Play and Literacy (Anthony D. Pellegrini and Lee Galda); (6) Talking Their Way into Print: English Language Learners in a Prekindergarten Classroom (Celia Genishi, Donna Yung-Chan, and Susan Stires); (7) Organizing and Managing a Language Arts Block (Lesley Mandel Morrow); (8) Classroom Intervention Strategies: Supporting the Literacy Development of Young Learners at Risk (Dorothy S. Strickland); (9) Teaching Young Children to Be Writers (Karen Bromley); (10) Phonics Instruction (Margaret Moustafa); (11) Reading Aloud from Culturally Diverse Literature (Lee Galda and Bernice E. Cullinan); (12) Fostering Reading Comprehension (Linda B. Gambrell and Ann Dromsky); (13) Assessing Reading and Writing in the Early Years (Bill Harp and Jo Ann Brewer); (14) Sign of the Times: Technology and Early Literacy Learning (Shelley B. Wepner and Lucinda C. Ray); and (15) Still Standing: Timeless Strategies for Teaching the Language Arts (Diane Lapp, James Flood, and Nancy Roser). (NKA)

Ebook: Life-Span Development Santrock, 2016-09-16 *Ebook: Life-Span Development*

A Balanced Approach Amanda Ruth Creech, 2000 During the last four decades, a debate has surfaced that affects every child in our nation. This debate focuses on the best method of reading instruction: phonics or whole language. The debate has always focused on which approach is better, but the researcher suggested that by combining the best components of phonics and whole language an even better approach would surface. In a balanced approach-reading program, students are taught letter-sound correspondences and decoding in a literature-rich environment where they are encouraged to take risks and experiment and explore in reading and writing. In a balanced approach-reading program, students are able to take advantage of the best ideas of both phonics instruction and whole language instruction.

Resources in Education, 1998

Reconsidering a Balanced Approach to Reading Constance Weaver, 1998 This collection reflects the stance that a truly balanced approach to reading instruction will focus not only on reading but on literacy; integrate language and literacy across disciplines; attend to reading, writing, and other skills and strategies in context; and reflect a coherent integration of

as broad a research base as possible. Following a foreword by Diane Stephens, an introduction, an article on reading and literacy, and a note on terms (phonics and whole language), articles in the collection and their authors are, as follows: (1) Toward a Balanced Approach to Reading (Constance Weaver); (2) Learning about Literacy: A 30-Year Journey (P. David Pearson and Diane Stephens); (3) To Err Is Human: Learning about Language Processes by Analyzing Miscues (Yetta M. Goodman and Kenneth S. Goodwin); (4) Considering the Research on Phonological Awareness and Phonics (Constance Weaver); (5) Reconceptualizing Phonics Instruction (Margaret Moustafa); (6) Orthographic Analogy Training with Kindergarten Children: Effects on Analogy Use, Phonemic Segmentation, and Letter-Sound Knowledge (Margareth E. Peterson and Leonard P. Haines); (7) A Comparison of Children's Development of Alphabetic Knowledge in a Skills-Based and a Whole Language Classroom (Ellen McIntyre and Penny A. Freppon); (8) Phonological Awareness Training of Kindergarten Children: Three Treatments and Their Effects (Linda R. Ayres); (9) Literacy Learning in a Whole Language Classroom: Reading Concepts and Reading Strategies First Graders Know and Use (Penny A. Freppon and Ellen McIntyre); (10) A Comparison of Innercity Children's Interpretations of Reading and Writing Instruction in the Early Grades in Skills-Based and Whole Language Classrooms (Karin L. Dahl and Penny A. Freppon); (11) Experimental Research: On Phonemic Awareness and on Whole Language (Constance Weaver); (12) Using 'Real' Books: Research Findings on Literature Based Reading Instruction (Michael O. Tunnell and James S. Jacobs); (13) Successful Dyslexics: A Constructivist Study of Passionate Interest Reading (Rosalie Fink); (14) The Case for Late Intervention: Once a Good Reader, Always a Good Reader (Stephen Krashen and Jeff McQuillan); (15) Every Person a Reader (Stephen Krashen); (16) The California Reading Situation: Rhetoric and Reality (Jeff McQuillan); (17) California, Whole Language, and the National Assessment of Educational Progress (NAEP) (Kenneth S. Goodman); and (18) The Schools We Have. The Schools We Need (Richard L. Allington). (Contains 55 references.) (NKA)

Piaget's Theory of Cognitive and Affective Development Barry J. Wadsworth, 2004 Publisher description: This introduction to Jean Piaget's theory shows readers how children construct and acquire knowledge as it relates to current constructivist approaches to learning. Piaget's theory of Cognitive and Affective Development, sixth edition is well regarded as a work that preserves the historically important research done by Jean Piaget. The Classics edition retains all of the content of the previous edition and contains updates in critical areas by Barry Wadsworth.

Issues and Trends in Literacy Education Richard David Robinson, Michael C. McKenna, Judy M. Wedman, 1996 Issues and Trends in Literacy Education, Second Edition, is a unique, friendly reference designed to provide necessary information needed by both pre-service and in-service educators to better understand the various viewpoints in the ever-changing field of literacy education. Current topics of interest are identified with articles, related references, discussion questions, application ideas and an annotated bibliography of related resources. After using this book, students will be well versed in reading

education and will be able to decide upon and articulate their own informed approach to reading education. For readers interested in literacy education.

Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities Joan M. Harwell, 1995-12-21
Publisher's description: Volume I in the series, Ready-to-Use Information & Materials for Assessing Specific Learning Disabilities (0-87628-279-6) is a complete reference guide to diagnosing specific learning problems, including a list of behaviors that signal possible learning disabilities. Volume II provides 230 reproducible activities to remediate problems in reading, language arts, and math in grades K-12.

Critical Issues in Education Jack L. Nelson, Stuart B. Palonsky, Kenneth Carlson, Mary Rose McCarthy (Ph. D.), 2004
Designed to be used in courses that examine relevant pro-and-con disputes about schools and schooling. By exploring the major opposing viewpoints on the issues, this text encourages education students to think critically and develop their own viewpoints. It includes research and scholarship, discussion suggestions, and bibliographic references.

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