

Making Good Sense: Whole Language

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*This is an excerpt from my book, *Understanding the Science of Reading: Context Matters*. It will be published by Guilford sometime in 2025.

Podcast Version of this chapter excerpt:



<https://podcasts.apple.com/us/podcast/whole-to-part-vs-part-to-whole-reading-instruction/id1491626913?i=1000690609727>

Whole vs. Part

In the last chapter it was stated that teaching component parts in isolation is not nearly as effective as addressing the various interdependent and interacting elements holistically within a meaningful context. Let's unpack this a bit more.

Part-to-whole Instruction

Structured literacy is based on the idea that people learn complex things best by mastering each little part separately and then putting the parts together to create the whole. This is called part-to-whole instruction or Humpty-Dumptyism. Applied to reading, you would pull apart each of the eight strands of Scarborough's reading rope, then teach all the little subparts related to each of the eight strands (one little subpart at a time) until all the eight strands and their corresponding subparts were mastered. The theory is that at some point, children would be able to put all the subparts back together again and engage in the act of reading.

It just makes good sense, yes?

There are 26 letters used to make the 44 phonemes found in the English language. These 44 phonemes are represented by over 280 letter-sound combinations. You teach children how to "decode" by first teaching them how to put together all the 280 letter-sound combinations so they can apply them to all the words they will ever encounter. It just makes good sense, yes?

The idea is that children eventually develop what's called an orthographic map in their head. Orthographic mapping refers to the words stored in long term memory based on letter patterns (Ehri, 2014). Think of a storage locker in your head. Here, all the short-a-words would be stored in one section of the locker. Within this section, there would be boxes of /at/ words,

Making Sense Of Whole Language Fastback

**Anna Lou Pickett, Stanley F. Vasa, Allen
L. Steckelberg**

Making Sense Of Whole Language Fastback:

Making Sense of Whole Language John W. Myers,1993 Based on the premise that whole language is a philosophy or perspective rather than a set of practices this fastback develops a definition of whole language presents an information processing model of language processes and discusses theory practice relationship and assessment as they relate to whole language Sections of the fastback are Making Sense of Whole Language A Holistic View of Language What Research Says Theory into Practice Whole Language Arts and Whole Language and Assessment The pamphlet concludes that 1 theory determines practice 2 integrated language activities are more powerful than separated ones 3 whole language arts cut across the curriculum and 4 instructional goals should drive the assessment of language arts skills Six figures are included and a 47 item bibliography is attached RS *Perspectives in Whole Language* Julia E. De Carlo,1995 **Resources in Education**,1993 **Assessment and Evaluation for Student Centered Learning** Bill Harp,1994 [A Resource Guide for Elementary School Teaching](#) Richard Dean Kellough,Patricia Roberts,1994 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching A four part organization covers an orientation to elementary school teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and professional development A new chapter on elementary school children discusses their development and their diversity and specific strategies for working with them **El-Hi Textbooks and Serials in Print** ,2006 **Resources in Education** ,1997 **Integrating the Trans-national/cultural Dimension** Seymour Fersh,1993 Describes the why s and how s of multicultural education **Vertical File Service Catalog** ,1992 **Implementing the Disabilities Acts** Patricia F. First,Joan L. Curcio,1993 This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD **Using Paraeducators Effectively in the Classroom** Anna Lou Pickett,Stanley F. Vasa,Allen L. Steckelberg,1993 Discusses the growing role of paraprofessionals in the classroom *Using Computer Technology to Create a Global Classroom* Dan H. Wishnietsky,1993 Defines global education and describes how to use computers to teach students about the necessity of thinking globally **El-Hi Textbooks & Serials in Print, 2005** ,2005 *English as a Second Language* Donovan R. Walling,1993 Frequently asked questions about English as a Second Language ESL instruction are posed and

answered Questions address the following the goals of ESL instruction how ESL differs from bilingual education how students needing ESL are identified where interpreters are found the Lau Decision how to find out how much English the student understands the distinction between conversational and academic proficiency in English ESL and age appropriate placement the ESL teacher s role early childhood ESL programs how much ESL is enough how soon ESL students should be mainstreamed dealing with special education needs what regular classroom teachers should do to help ESL students sheltered English the role of bilingual aides ESL students use of their native language in school grade retention and promotion and academic standards parent involvement instructional materials use of instructional technology ESL program funding program recordkeeping ongoing professional training for ESL teachers and ESL inservice education for regular teachers Lists of print materials publishers and distributors of ESL materials and organizations useful as resources are appended MSE

A Primer on Attention Deficit Disorder Beth Fouse, Suzanne Brians, 1993 Brief description of AAD for parents and educators

Using Captioned TV for Teaching Reading Milton E. Goldman, 1993 Suggesting that captioned television is a powerful motivator for teaching reading comprehension this fastback offers a procedure for teaching with captioned television including taping captioned programs off the air The fastback notes that captioned television is useful in intermediate and advanced English as a Second Language ESL programs students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age and remedial programs special education reading or English programs for students whose tested comprehension is between fourth and eighth grade reading levels The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off air recording regulations The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas A sample captioned television study guide is attached RS

Teaching for Multiple Intelligences David G. Lazear, 1992 Over the past 50 years brain researchers have stated that human beings probably use less than 1 percent of the brain s potential and research findings about human intelligence have transformed almost all previous definitions of intelligence This booklet addresses the following key findings in intelligence research intelligence is not fixed or static intelligence can be learned and taught and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain mind body system After this discussion of the research the publication is divided into five parts 1 Overview of the Seven Intelligences verbal linguistic logical mathematical visual spatial body kinesthetic musical rhythmic interpersonal intelligence and intrapersonal intelligence 2 Teaching for Multiple Intelligences A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one s curriculum 3 New Instructional Methods for Teaching with Multiple Intelligences 4 Teaching about Multiple Intelligences Re inventing the Learning Process and 5 A Multi Modal Approach to Assessment includes techniques for student evaluation and teacher self assessment Contains 27 references LL

Gay Teens at Risk Donovan R. Walling, 1993 Guide for educators on understanding and working with

teenage homosexuals Education and Welfare Reform John Baldwin,1993 Describes the history of Hamilton Terrace Adult Learning Center and the impact of adult education programs on welfare recipients **Integrated Character Education**
Kenneth Burrett,Timothy Rusnak,1993 Discusses the history of educational programs designed to foster good character development in students

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