

Chapter 2

Language Arts Integration for All Students

Chapter Overview

The school community is one small aspect of a child's total living community. Before students come to school, they have spent important language-developing years in their home and neighborhoods. Teachers need to understand the impact of the larger community in which the school exists and the importance of the family.

At school, it is imperative that teachers accept children's dialect, and they need to understand how to work with children who are not native English speakers and with children who lack rich literacy experiences. Since home is where children learn oral language, it is imperative that teachers attempt to understand the family backgrounds of their students and the community in which they live. Teachers can learn about students' home life through contact with the family. Teachers can become familiar with the community by visiting the local library, attending community functions, visiting the community website, and reading the local paper to see what activities are available to students.

One responsibility of teachers is to share with parents and caregivers different literacy activities that they can do at home with their children. Caregivers should read to and with children. They should also engage their children in authentic writing activities. While it is somewhat easy for teachers to share ideas with English-speaking caregivers, it is imperative that they also share ideas with English learners' caregivers.

Teachers must never categorize children and their educational needs based on their neighborhood—suburban, rural, inner city, government projects, or homeless shelters. Children in any neighborhood can be either neglected or properly nurtured by caregivers or parents.

Teachers can become involved in their community through service learning projects. In order for the project to be a success, teachers need to carefully plan each step of the project.

It is important that parents or caregivers become involved in their child's education. They should be encouraged to volunteer in the classroom or school; attend school functions if their schedules allow; and provide space, quiet time, and support in the home.

In-Class Discussion Topics

(Brainstorm ideas before and after reading the chapter.)

1. Discuss ways to embrace and celebrate diversity in the classroom.
2. Discuss specific ways teachers can work effectively with a student who does not speak English.
3. Discuss how Vygotsky's zone of proximal development supports home/school relationships.
4. Discuss some cultural differences that teachers should understand so students and caregivers are not offended by teachers' actions.
5. Discuss the list of "other practices" (found on page 42) that teachers can use with English learners; as students suggest additional items based on classroom observation, add those ideas to the list.
6. Discuss how home-community life impacts students academic achievement.
7. Discuss the phrase "Success breeds success" and how it applies to at-risk students.
8. Discuss different ways to assess English learners.

Key Terms

associative play

code switching

collaborative discussions

collaborative reasoning

comprehensible input

dramatic play

discourse community

English learners

environmental print

interest inventories

language play

language-rich environment

sheltered instruction

WIDA I CAN charts

Teaching Suggestions

1. Bring to class a number of different back issues from a local newspaper; alternatively, look at the website for your local community. Have your students find community events that would help develop literacy for the local children.
2. Invite an EL teacher to class to discuss sheltered instruction.
3. Many school districts have alternative schools for students who are at risk of dropping out of school. Invite a teacher from this sort of alternative school to discuss what he or she does to help these at-risk students understand the importance of an education.
4. Have students write “mock” letters of introduction to their future students’ caregivers. Compare and critique each letter in small groups.

Test Questions

Fill-in-the-Blank/Short Answer Questions

1. The child learns oral language in the _____.
2. _____ refers to adults focusing on the meaningful intent of a child’s statements rather than on the form it takes.
3. _____ is a term used to describe how adults structure dialogues with children to ensure communicative success.
4. Recognizing whole words in print, such as names of breakfast cereals and favorite restaurants, is known as _____.
5. An example of _____ play is when children dress up to play house, doctor, or teacher.
6. Children playing with or using language in a creative or humorous way is called _____ play.

7. According to the text, a diverse learner is one who has _____ differences and/or _____ differences.
8. _____ is when diverse partners have conversations in which the two parties build on each other's ideas and express their own ideas clearly and persuasively.
9. It is estimated that by the year 2030 _____ % of students in grades Pre-K-12th grade will be English learners.
10. Name four of the eight components of sheltered instruction.
11. Describe four ways teacher can communicate with their students' caregivers.
12. What are four ways parents/caregivers can become involved in their child's education at home?
13. What are three ways parents/caregivers can become involved in their child's education at school.

True–False Questions

Determine whether the statement is true or false. If the statement is false, rewrite it so that it becomes a true statement.

1. **T or F** Lev Vygotsky believed that parent–child talk in the home later influenced the child's cognitive development.
2. **T or F** Code switching is natural for English learners as they learn English.
3. **T or F** In dramatic play, children memorize lines and perform on stage before a live audience.
4. **T or F** Parents/caregivers, home, and community exert powerful influences on children.
5. **T or F** Sheltered instruction refers to a classroom in which English learners learn English before they enter a regular classroom.

Multiple-Choice Questions

1. Lev Vygotsky believed which of the following?
 - a. School is more important to a child's language development than is the home.
 - b. A child's speech helps the child clarify his or her thinking.
 - c. Children learn to talk in a lock-step progression.

- d. Children must learn to read before learning to write.
2. Semantic contingency refers to adults focusing on which aspect of a child's literacy development?
- a. Grammar
 - b. Dialect
 - c. Vocabulary
 - d. Meaning
3. Scaffolding refers to which of the following?
- a. Ways in which adults structure dialogues with children
 - b. Learning the names of the alphabet before reading
 - c. Learning the names of the alphabet before writing
 - d. Both b and c
4. All of the following contribute to positive reading outcomes EXCEPT
- a. Access to children's books
 - b. Frequent visits to the public library
 - c. Conversations with caregivers about books
 - d. Learning the alphabet by age three
5. To encourage writing at home, what should parents and caregivers do?
- a. Provide designated times for writing
 - b. Provide all types of writing materials
 - c. Provide a special space for writing
 - d. a and b
 - e. a, b, and c
6. What does environmental print include?
- a. Words in story books

- b. Names of favorite restaurants
 - c. Names on cereal boxes
 - d. b and c
 - e. a, b, and c
7. According to the text's authors, children's play consists of all of the following EXCEPT
- a. A learning experience
 - b. A social experience
 - c. A home-only experience
 - d. A language experience
8. A home that has a language-rich environment has all of the following activities EXCEPT
- a. A TV that's on for more than 2 hours each day
 - b. Caregivers reading books, magazines, and newspaper regularly
 - c. Bedtime stories being part of the nightly routine
 - d. Caregivers discussing children's daily activities
9. Components of sheltered instruction include which of the following?
- a. Preparation, building background, comprehensible input
 - b. Multiple strategies, interaction, practice
 - c. Lesson delivery, review/assessment
 - d. All of the above
10. What is collaborative reasoning?
- a. Doing difficult math problems
 - b. Debating political topics
 - c. Peer-led small group discussions on topics with diverse points of view
 - d. None of the above
11. All of the following are responsibilities of the teacher EXCEPT
- a. Valuing a child's dialect

- b. Valuing cultural differences
 - c. Understanding the community
 - d. Visiting every student's home
12. When corresponding with parents, what is the best tone for teachers' communications?
- a. Critical and honest
 - b. Positive and specific
 - c. Both a and b
 - d. Neither a nor b
13. All of the following are ways to foster positive school–caregiver relationships EXCEPT
- a. require all caregivers to volunteer at school
 - b. communicate regularly with home
 - c. support parenting skills
 - d. involve caregivers in school decision making

Essay Questions

1. Name and explain the various forces that influence young children's performance in school.
2. Describe at least six activities that occur in the home that contribute to positive reading outcomes.
3. Explain how caregivers can encourage their children to write.
4. Describe a home that has a language-rich environment.
5. Describe some appropriate activities kindergarten teachers can use with children who lack language skills.
6. Explain the importance of a teacher communicating with caregivers, and discuss some effective means of communication.
7. Two caregivers—one who desires to work with children and one who desires to do clerical work—come to you and want to volunteer in your classroom. Describe the type of activities that you would ask each caregiver to do.

Answers to Test Questions

Fill-in-the-Blank/Short Answer Questions

1. home
2. Semantic contingency
3. Scaffolding
4. environmental print
5. dramatic
6. language
7. language-cultural
8. collaborative reasoning
9. 30%
10. Choose four from these eight: preparation, building background, comprehensible input, multiple strategies, interaction, practice/application, lesson delivery, review and assessment
11. Chose four from the following: newsletters, happy grams, letters, emails, phone calls, texts
12. Choose four from the following: providing time/space for studying, asking about school day, reading/writing with child, watching and discussing educational TV programs/videos, providing nourishing food, insisting on early bed times
13. Choose three from the following: volunteering in classrooms, tutoring, reading/writing with children, organizing classroom libraries, attending parent–teacher conferences, attending PTA meetings, being a school board member

True–False Questions

1. True
2. True
3. False—children pretend to be another person such as a doctor, nurse, firefighter and so on

4. True

5. False—it refers to what a teacher does to ensure that an English learner is successful

Multiple-Choice Questions

1. b

2. d

3. a

4. d

5. e

6. d

7. c

8. a

9. d

10. c

11. d

12. b

13. a

Essay Questions

Answers will vary according to the students' experiences.