

# ONCE UPON A FACT

Helping Children Write Nonfiction

Carol Brennan Jenkins and  
Alice Altfillisch Earle

FOREWORD BY GEORGE KAMBERELIS

# Once Upon A Fact Helping Children Write Nonfiction Language And Literacy Series

**R Sandford**



### **Once Upon A Fact Helping Children Write Nonfiction Language And Literacy Series:**

*Once Upon a Fact* Carol Jenkins, Alice Earle, 2006-07-27 This timely book explores the debate about how best to engage children in the writing of nonfiction and suggests many instructional strategies for K 6 classrooms Using transcripts and descriptions of children s actual writing practices the authors show that children willingly embrace nonfiction writing when the genre is given an important place in the classroom Drawn from the authors classroom based research study with third graders this groundbreaking volume Explores in detail the intertextual patterns that children adopt when writing nonfiction reports Documents the ways in which peer and teacher influence fuel and direct children s writing Identifies four types of nonfiction writers strategic experience only memory only and textbound and presents case studies with excerpts from interviews and nonfiction reports Offers a set of instructional guidelines for supporting and extending expository writing including sample lessons and curricular activities

**Literacy Tools in the Classroom** Richard Beach, Gerald Campano, Melissa Borgmann, Brian Edmiston, 2015-04-17 This innovative resource describes how teachers can help students employ literacy tools across the curriculum to foster learning The authors demonstrate how literacy tools such as narratives question asking spoken word poetry drama writing digital communication images and video encourage critical inquiry in the 5 12 classroom The book provides many examples and adaptable lessons from diverse classrooms and connects to an active Website where readers can join a growing professional community share ideas and get frequent updates <http://literacytooluses.pbworks.com>

**Envisioning Knowledge** Judith A. Langer, 2015-04-17 This book by Judith Langer internationally known scholar in literacy learning examines how people gain knowledge and become academically literate in the core subjects of English mathematics science and social studies history Based on extensive research it offers a new framework for conceptualizing knowledge development rather than information collection and explores how one becomes literate in ways that mark knowing in a field Langer identifies key principles for practice and demonstrates how the framework and the principles together can undergird highly successful instruction across the curriculum With many examples from middle and high schools this resource will help educators to plan and implement engaging exciting and academically successful programs

**A Call to Creativity** Luke Reynolds, 2015-04-24 In this age of standardization many English teachers are unsure about how to incorporate creative writing and thinking into their classroom In a fresh new voice Luke Reynolds emphasizes that creativity in our lives as teachers and in the lives of our students is one of our most vital needs in the 21st century Based on his own journey as an English teacher *A Call to Creativity* is a practical guide that shows teachers how they can encourage and support students creativity in the English language arts classroom The book offers both the inspiration and practical steps teachers need to engage their students through a variety of hands on projects and worksheets that can be used immediately to insert creativity into any standards based curriculum Book Features Adaptable projects tested in diverse school environments Guiding questions at the end of each chapter Lesson plans for creative writing assignments Over 30

pages of worksheets and sample assignments Luke Reynolds has taught 7th through 12th grade English in Massachusetts and Connecticut public schools as well as composition at Northern Arizona University He is co editor of the bestselling book *Burned In Fueling the Fire to Teach* This book puts wheels on high ideals in a way that can move us toward the kind of education our students deserve and our best teachers desire Parker J Palmer bestselling author This book sounds a hopeful note in the current era of teaching It shows us we can still be passionate and practical creative and collaborative at a time when too many feel it is impossible From the Foreword by Jim Burke author of *The English Teacher's Companion* I can't think of a more important topic or a more inspired treatment of it than this book I'm not just recommending this book I can't wait to teach it and use it myself Bravo Luke Reynolds Viva Creativity Jeffrey D Wilhelm Boise State University author of *You Gotta Be The Book* Second Edition Every chapter in *A Call to Creativity* is a real gem Using humor and his gift as a storyteller Luke Reynolds shows teachers not only how creativity can be woven through standards based curricula but why it is essential to do so Christine Sleeter professor emerita California State University Monterey Bay co editor of *Teaching with Vision* Luke Reynolds provides a purposeful framework to help teachers transform the fundamental elements of contemporary practice into classroom experiences that awaken students creativity passion and energy Sam Intrator professor of education and the program in urban studies Smith College This marvelous new book by Luke Reynolds shows how passionate teaching is lit by soul and vulnerability knowledge of self on the part of the teacher and a willingness to explore what can really happen in a classroom if you challenge students to engage their muscular and creative minds Kirsten Olson Institute for Democratic Education in America IDEA author of *Wounded by School* *(Re)Imagining Content-Area Literacy Instruction* Roni Jo Draper, Paul Broomhead, Amy Peterson Jensen, Daniel Siebert, Jeffrey D. Nokes, 2015-04-18 Today's teachers need to prepare students for a world that places increasingly higher literacy demands on its citizens In this timely book the authors explore content area literacy and instruction in English music science mathematics social studies visual arts technology and theatre Each of the chapters has been written by teacher educators who are experts in their discipline Their key recommendations reflect the aims and instructional frameworks unique to content area learning This resource focuses on how literacy specialists and content area educators can combine their talents to teach all readers and writers in the middle and secondary school classroom The text features vignettes from classroom practice with visuals to demonstrate for example how we read a painting or hear the discourse of a song Additional contributors Marta Adair Diane L Asay Sharon R Gray Sirpa Grierson Scott Hendrickson Steven L Shumway Geoffrey A Wright Roni Jo Draper is an associate professor in the Department of Teacher Education in the David O McKay School of Education Paul Broomhead is associate professor and coordinator of the Music Education Division in the School of Music Amy Petersen Jensen is an associate professor in the College of Fine Arts and Communications Jeffery D Nokes is an assistant professor in the History Department Daniel Siebert is an associate professor in the Department of Mathematics Education All editors are at Brigham Young University Utah This is a must read for

educators engaged in professional development efforts aimed at improving students learning across the content areas The editors and chapter authors are to be applauded for taking up the call to place content area literacy squarely in the disciplines From the Foreword by Thomas W Bean University of Nevada Las Vegas A great tool for developing disciplinary literacy Douglas Fisher San Diego State University Draper and her colleagues successfully convey the complex and subject specific nature of effective content area literacy instruction This book reminds us in refreshing ways that there is more to effective reading than decoding and prior knowledge George G Hruby Executive Director Collaborative Center for Literacy Development University of Kentucky From its grounding in inquiry and collaboration to its contemporary views of literacy and text this book is an important response to recent calls to redress century old recommendations for teaching reading It is exciting to recommend *Re Imagining Content Area Literacy Instruction* for any course or in service project with a focus on content area literacy instruction Kathleen Hinchman Syracuse University School of Education Writing Assessment and the Revolution in Digital Texts and Technologies Michael R. Neal, 2015-04-17 This text provides an innovative new framework for the formative and holistic assessment of students digital writing It also addresses the rapid evolution of writing assessment tools analyzing the research in clear terms for both techno phobic and techno savvy teachers The author critiques computer automated scoring of student writing for example but also considers the possibilities and potential of the future of technology assisted assessments *Storytime* Lawrence R. Sipe, 2008 Presents a comprehensive theoretically grounded model of children s understanding of picture storybooks the first to focus specifically on young children Relevant to contemporary young children from a wide variety of ethnic racial and socioeconomic backgrounds this dynamic volume includes a wealth of examples of children s responses to literature and how teachers scaffold their interpretation of stories The highest recommendation I can make is that I learned so much You will too From the Foreword by P David Pearson University of California Berkeley The single most important book on this topic since Applebee s *The Child s Concept of Story* it is also a pleasure to read Lee Galda University of Minnesota Sipe provides a comprehensive theory of literary understanding specific to contemporary young children s interactions with picture books *Storytime* is grounded in well documented research an in depth knowledge of literary theory and enlivened by insightful commentary Glenna Sloan Professor Emerita Queens College of the City University of New York As a working illustrator who spends most days drawing or painting or dreaming about children s picturebooks I sometimes wonder Is there really any point to all of this In this book Larry Sipe shows me clearly wittily and thoroughly that there is Chris Raschka Caldecott Medal winning children s book author and illustrator Those of us who work with children picturebooks and teachers could have no more insightful guide to their interactions than Larry Sipe himself Nancy L Roser University of Texas Austin **Harlem on Our Minds** Valerie Kinloch, 2015-04-24 Ginwright examines the role of community based organizations CBOs in the lives and development of black urban youth The author argues that these organizations have the potential to provide a powerful influence in how

young people choose to participate in schooling and civic life Ginwright bases his observations on a five year study of a CBO he created in Oakland California The book shows readers that the lives of poor black urban youth are not quite as determined by locale and income as more deterministic readings have argued and that there is real hope for positive change in these urban communities

**Writing in Rhythm** Maisha T. Fisher, 2007 In this book Maisha Fisher invites us to pull up a chair and listen in as young people insert their own rhythms into school life But this book is not a simple celebration of student voice It is an ethnographic account of the teaching and learning processes through which lived or longed for experience was disciplined into verbal rhythms From the Foreword by Anne Haas Dyson University of Illinois Urbana Champaign author of *The Brothers and Sisters Learn to Write* Prepare to rethink the role of popular youth culture in the classroom This work demonstrates some of the most respected theories of learning put into action through the roles and rules of young people s poetry We leave this work alive and alert to ways that youth culture can transcend generations everyday identities and life disruptions Shirley Brice Heath Professor at Large Brown University This dynamic book examines how literacy learning can be expanded and redefined using the medium of spoken word poetry The author tells the story of a passionate Language Arts teacher and his work with The Power Writers an after school writing community of Latino and African American students Featuring rich portraits of literacy in action this book introduces teaching practices for fostering peer support generating new vocabulary discussing issues of Standard American English and using personal experiences as literary inspiration Drawing from literature in both literacy research and cultural studies this book Provides a model for incorporating open mic formats and the public sharing of reading and writing in literacy classes with urban youth Shows how teachers can approach teaching with profound respect for student cultures languages and life experiences Offers a new way of talking about literacy with urban high school students including new terminology generated by the teachers and students Explores what it means for Language Arts teachers to be practitioners of the craft

*Educating Emergent Bilinguals* Ofelia García, Jo Anne Kleifgen, 2010 This comprehensive and insightful book shows how present educational policies and practices to educate language minority students in the United States ignore an essential characteristic their emergent bilingualism Expanding on a popular report supported by the Campaign for Educational Equity Teachers College this accessible guide compiles the most up to date research findings to demonstrate how ignoring childrens bilingualism perpetuates inequities in their schooling What makes this book truly useful is that it offers a thorough description of alternative practices that would transform our schools and students futures such as building on students home languages and literacy practices in schools curricular and pedagogical innovations new approaches to parent and community engagement and adoptive assessment tools

**Change Is Gonna Come** Patricia A. Edwards, Gwendolyn Thompson McMillon, Jennifer D. Turner, 2015-04-17 While many books decry the crisis in the schooling of African American children they are often disconnected from the lived experiences and work of classroom teachers and principals In this book the authors look back to move forward providing specific practices that K 12

literacy educators can use to transform their schools The text addresses four major debates the fight for access to literacy supports and roadblocks to success best practices theories and perspectives on teaching African American students and the role of African American families in the literacy lives of their children Throughout the authors highlight the valuable lessons learned from the past and include real stories from their own diverse family histories and experiences as teachers parents and community members

*The Effective Literacy Coach* Adrian Rodgers, Emily Rodgers, 2007 This innovative book moves beyond the day to day matters of coaching to a deeper examination of how literacy coaching can improve instructional practice The authors offer research based strategies that can be used to create the professional and dynamic relationships needed for successful teacher coach collaborations Readers will hear the voices of coaches as they analyze their own efforts to scaffold adult learning guide collaborative inquiry and support teacher reflection Featuring concrete examples this practical book Provides a model for literacy coaches to analyze and examine their own practice Details the importance of systematic observation of teaching and how to use observation to shape subsequent coaching sessions Examines guiding teacher inquiry in whole groups small groups and pairs to reflect and act on teaching and coaching Charts the usefulness of teachers and coaches talking about teaching and how this supports the change of teaching practices The authors have provided a rich description of what literacy coaches actually do as they work daily with teachers Each chapter is soundly grounded in the research literature but goes beyond it to provide many practical examples From the Foreword by Gay Su Pinnell The Ohio State University The authors deal deftly with key aspects of coaching that characterize successful coaches and for which even the most knowledgeable literacy coaches are often ill prepared An excellent resource for anyone whose responsibilities sometimes include the role of coach Dorothy S Strickland Rutgers the State University of New Jersey

**Teaching Literacy for Love and Wisdom** Jeffrey D. Wilhelm, Bruce Novak, 2015-04-17 This book lays out a new vision for the teaching of English building on themes central to Wilhelm s influential *You Gotta BE The Book* With portraits of teachers and students as well as practical strategies and advice they provide a roadmap to educational transformation far beyond the field of English from publisher description

Reading Time Catherine Compton-Lilly, 2015-04-24 While teachers cannot travel back in time to visit their students at earlier ages they can draw on the rich sets of experiences and knowledge that students bring to classrooms In her latest book Catherine Compton Lilly examines the literacy practices and school trajectories of eight middle school students and their families Through a unique longitudinal lens the author has studied these same students from first grade we see how students from a low income inner city community grow and develop academically revealing critical insights for teachers about literacy development identity construction and school achievement Based on interviews reading assessments and writing samples *Reading Time* advocates for educators to Provide opportunities for students to develop long term relationships with teachers and administrators Allow children and parents to share their stories to identify obstacles that students encounter as they move through school Collaborate and learn from students former

teachers as well as inform their future teachers. Develop portfolio systems and longitudinal records that highlight children's emerging interests, abilities, and potential for the future.

Catherine Compton Lilly is an associate professor in Curriculum and Instruction at the University of Wisconsin-Madison. She has taught in the public school system for 18 years. Her books include *Reading Families*, *Re-reading Families*, and *Bedtime Stories and Book Reports*. The analysis here runs deeper than other contemporary critiques of accountability regimes and standardization, inviting us instead to consider how time, schooling, and literacy have always been co-constructed.

*Reading Time* features compelling examples of literacy practices that traverse generations, which could only be understood through interviews and observations extending over time.

Kevin Leander  
Vanderbilt University

*Overtested* Jessica Zacher-Pandya, 2015-04-24

This timely book explores what is often overlooked in policy debates about the education of English language learners: how the day-to-day dynamics of the classroom are affected by high-stakes testing and the pressures students and teachers experience and internalize as a result. The author presents and analyzes classroom observations, student work, and test scores, as well as interviews with students and teachers. A disturbing picture of today's overtested public school classroom emerges from the events and practices described in this book. While hard to believe, all the depictions presented took place in a real elementary school classroom and reflect the current culture of extreme accountability.

*Overtested* not only describes the flaws in our current accountability system but it also provides real-world solutions that can have an immediate and positive effect at the classroom, state, and national level. Chapters address key debates such as how to measure proficiency, the validity of various language assessment tools, the overuse of assessment, and the risks and benefits of teaching language arts to English language learners via mandated structured curricula.

Jessica Zacher-Pandya is an Associate Professor in the Departments of Teacher Education and Liberal Studies at California State University Long Beach. This book tells an important tale that cannot be conveyed by numbers and tables. It is important information for teachers, for those who depend on, employ, and train teachers, and for those who create the policies under which teachers are required to operate.

From the Foreword by Robert Rueda, University of Southern California, author of *The 3 Dimensions of Improving Student Performance: Finding the Right Solutions to the Right Problems*.

How many more dire tales of schooling for assessment must be told before we realize that teaching and testing are not the same, and that scores on standardized multiple-choice achievement tests are a sorry substitute for an engaging learning environment?

In this book, Jessica Zacher-Pandya reaches across ideological and institutional borders to offer reasonable, pragmatic solutions for change.

Linda Valli, Jeffrey David Mullan, Professor of Teacher Education, Professional Development, College of Education, University of Maryland.

Zacher-Pandya's invaluable book exposes the injustices and absurdities of our high-stakes accountability era. Just as importantly, it limns a more academically robust and culturally relevant instructional vision for English language learners.

Gerald Campano, University of Pennsylvania

**What Learning Looks Like** Reuven Feuerstein, Ann Lewin-Benham, 2012-05-04

The authors bring to life the theory of mediated learning. Through numerous



examples and scenarios from classrooms and museums they show how mediated learning helps children to become more effective learners from publisher description      Reading Girls Hadar Dubowsky Ma'ayan,2012-04-06 *Reading Girls* captures the voices and literacy experiences of a diverse group of urban adolescent girls The author an experienced researcher and middle school teacher intertwines investigations of multiple literacies technologies race class gender sexuality and gender expression to provide a provocative look at what helps and what hurts adolescent girls in school Through engaging case studies we see how traditional schooling fails to make room for crucial life topics such as grappling with sexual or racial identity understanding gang culture or coming of age in urban America Each chapter concludes with concrete strategies for improving both in and out of school practices to better serve young girls especially marginalized students      *Children, Language, and Literacy* Celia Genishi,Anne Haas Dyson,2015-04-18 Synopsis In their new collaboration Celia Genishi and Anne Haas Dyson celebrate the genius of young children as they learn language and literacy in the diverse contexts that surround them Despite burgeoning sociocultural diversity many early childhood classrooms pre K to grade 2 offer a one size fits all curriculum too often assessed by standardized tests In contrast the authors propose diversity as the new norm They feature stories of children whose language learning is impossible to standardize and they introduce teachers who do not follow scripts but observe assess informally respond to and grow with their children Among these children are rapid language learners and those who take their time to become speakers readers and writers at child speed All these learners regardless of tempo are often found within the language rich contexts of play      **Words Were All We Had** Maria de la Ruz Reyes,2015-04-17 This engaging collection examines the personal narratives of a select group of well respected educators who attained biliteracy when they were young students and in the era before bilingual education These autobiographical accounts celebrate and make visible a linguistic potential that has been largely ignored in schools the inextricable and emotional ties that Latinos have to Spanish The authors offer teachers important lessons about the individual potential of their Latino students These stories of tenacity and resilience offer hope for a new generation of bilingual learners who are too often forced to choose between English and their native language      *Children's Language* Judith Wells Lindfors,2019-09-06 The more teachers understand about how children learn to talk the more they can help children become avid joyful readers and writers Drawing on a large body of research and her own volunteer work at a family shelter Lindfors concisely identifies several important commonalities across oral and written language Taking the compelling perspective that it s all language she traces children s emergent literacy from infancy through the early school years The book incorporates abundant examples from a diverse range of children engaged in authentic literacy experiences Lindfors describes a set of principles that teachers can build on as they help young students learn to read and write using the oral language processes they already know A valuable resource for teacher educators Gail Perry New Books Editor Young Children Children s Language offers a return to sanity in children s early literacy development an appeal for joy in a literate community with

logic and evidence to support it Peter Johnston the University at Albany SUNY Once again with her unique insights Judith Lindfors describes and updates children s oral and written language development to inform those of us who work with young children Yetta M Goodman Regents Professor Emerita University of Arizona College of Education Children s Language gives us a front row seat at a spectacular show This book should appeal to anyone who has ever been intrigued by young children s language learning Carole Edelsky Arizona State University

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