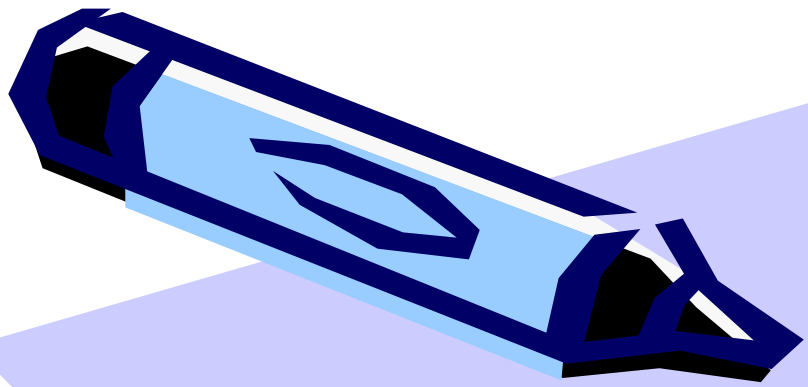


**Speaking, Listening,  
Writing, Reading, and  
Thinking: How to Make  
Them Work Together to  
Support Language and  
Learning**

**Dr. Maribeth C. Schmitt  
RR Trainer of Teacher Leaders  
Purdue University**





# The **WHOLE** of LANGUAGE



Brainstorm very quickly *everything* that comes to your mind when you think of the term "language" and write it down. Consider all aspects and perspectives, including *who, what, where, how, and why* and anything that could be relevant. Use more paper if needed.

# The Language Arts



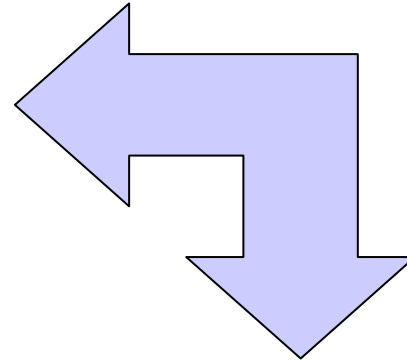
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Reading

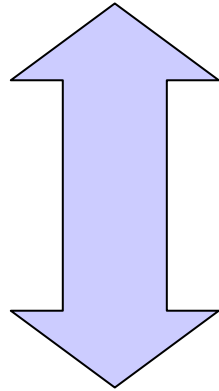
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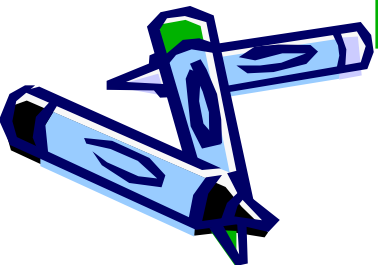
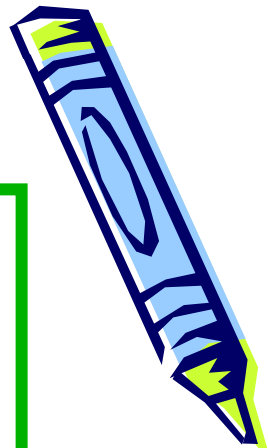
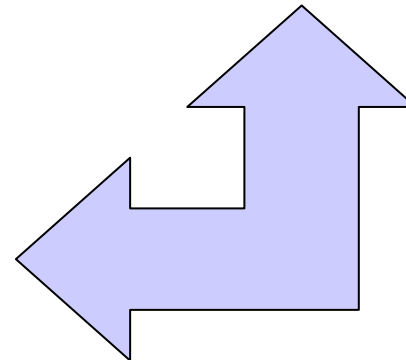
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Writing

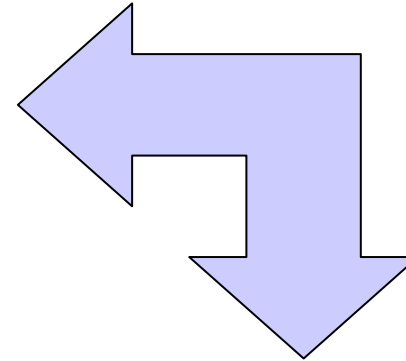


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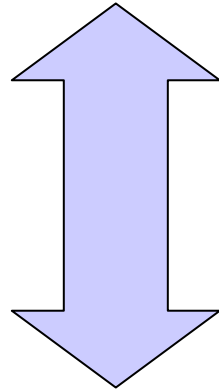


# Circular Causation

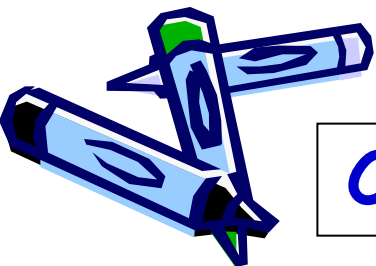
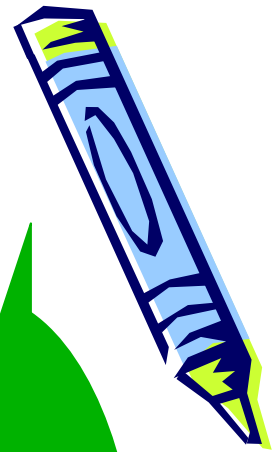
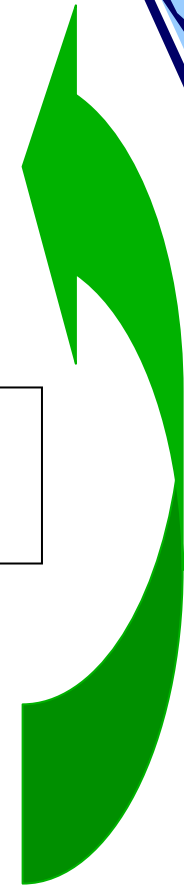
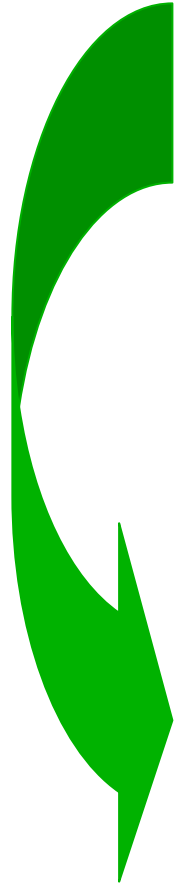
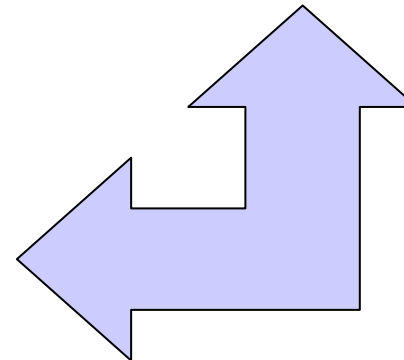
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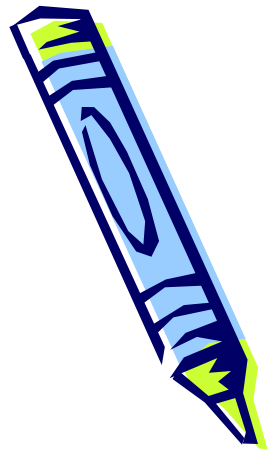
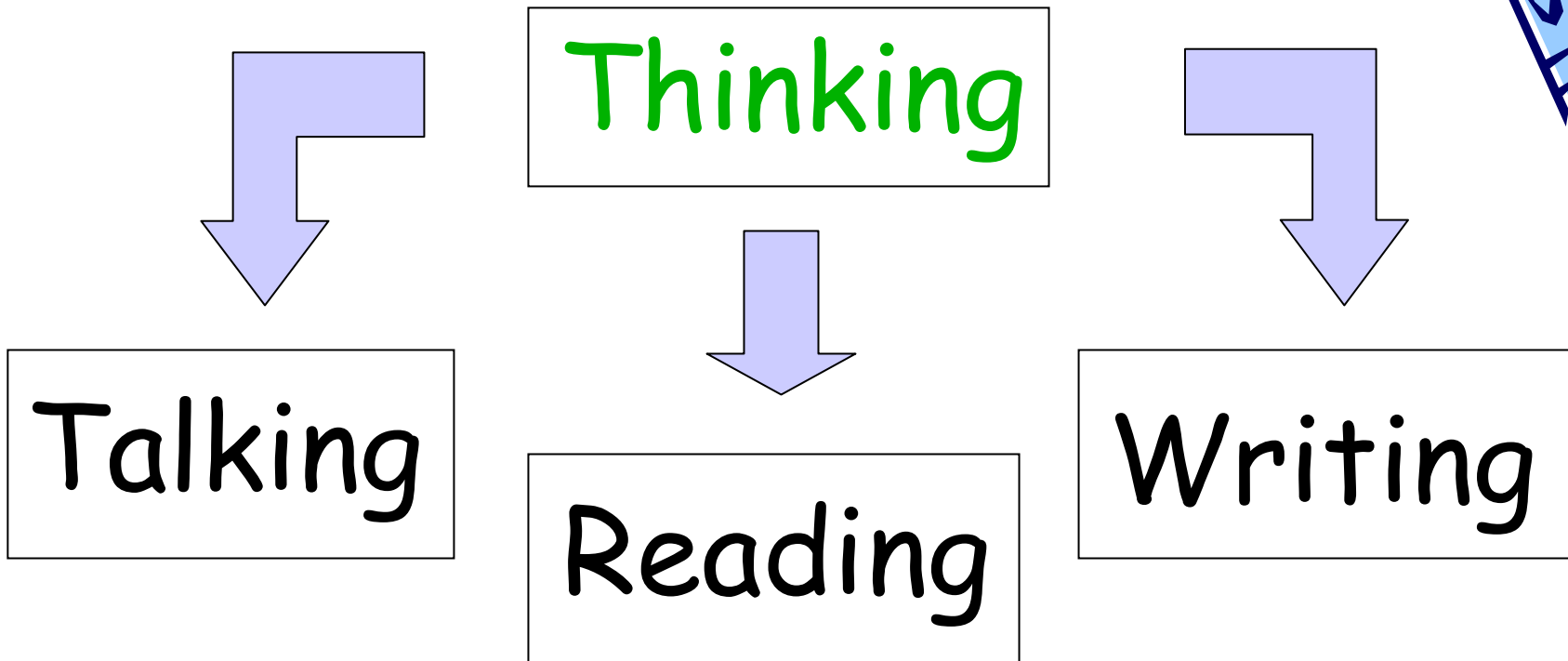
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Reading

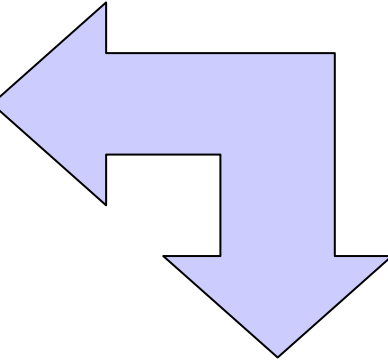


Constructing and Composing Activities

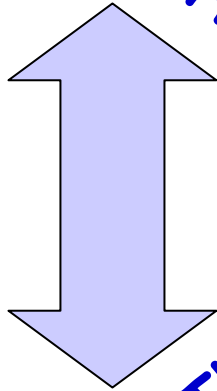


# Circular Causation

Talking

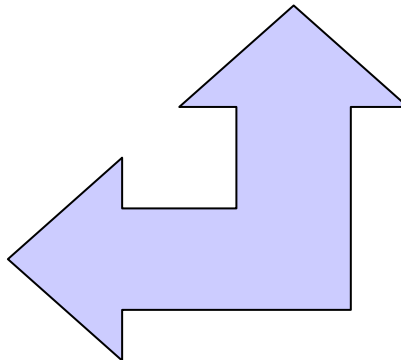


Writing



THINKING  
THINKING

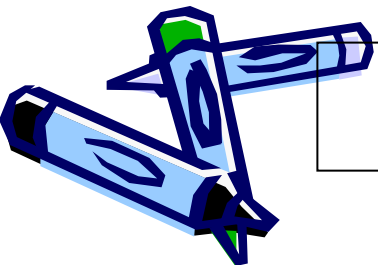
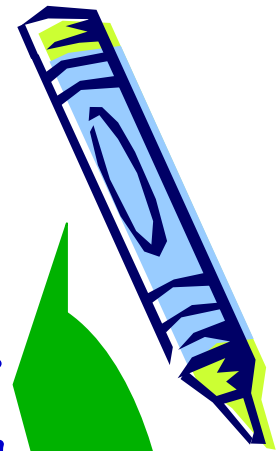
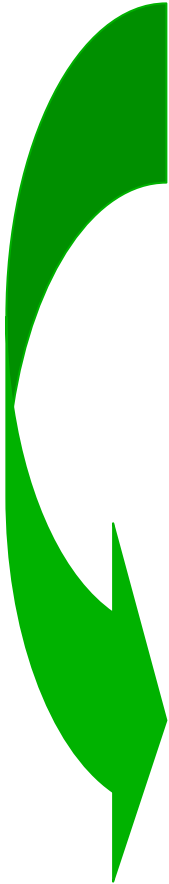
Reading



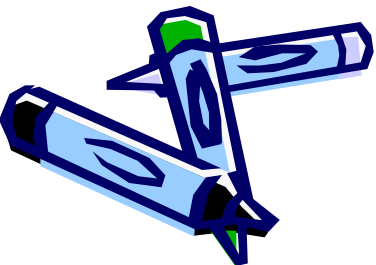
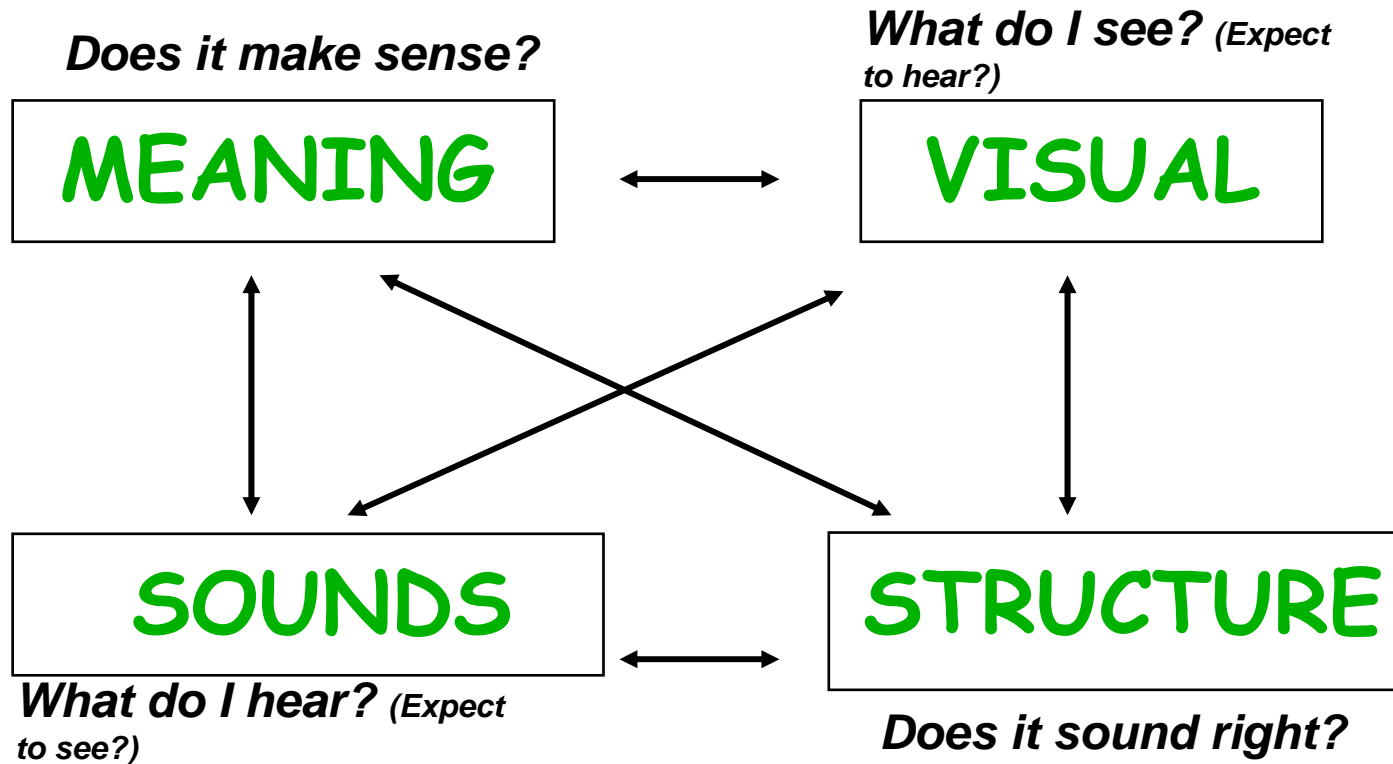
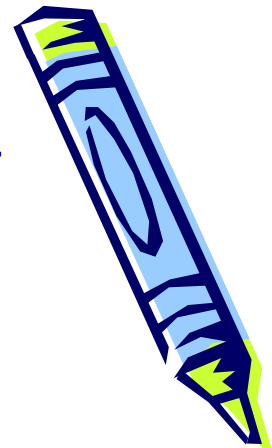
Constructing and Composing Activities

THINKING

THINKING

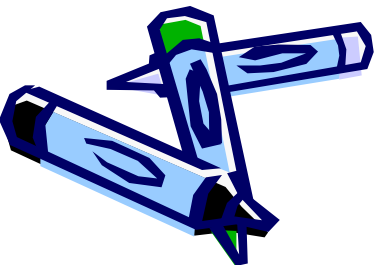
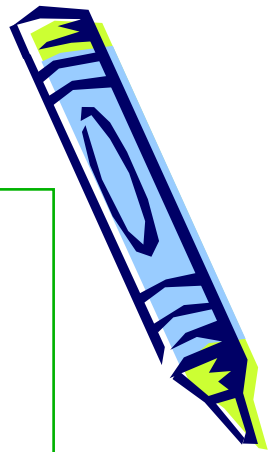


# Strategic Processing and Information Sources



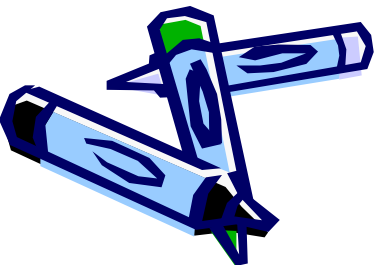
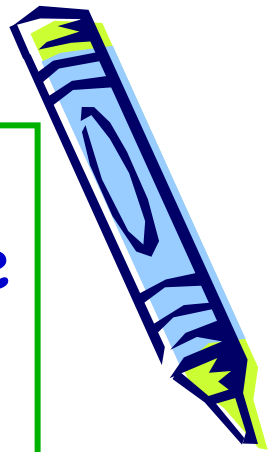
Adapted from M. Clay. Guide Book, p. 42  
Dr. Maribeth C. Schmitt  
Purdue University

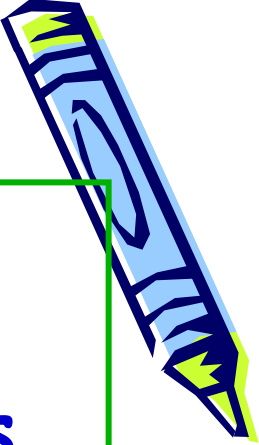
...when we speak or listen to speech we are constructing and composing; when we write any message, we are constructing and composing; and when we read text, we are again constructing and composing. The demands of each of these three activities are slightly different but each feeds into one pool of structural possibilities in the language.



## Principle 4: Learning is a Constructive Process. (of brain research)

...teachers who operate from a constructive perspective understand that meanings are constructed through social interaction and conversation while children actively engage in an activity.





Language is a tool that enables teachers and parents to orient children's construction of concepts by providing multiple opportunities for them to construct new and more complex understandings. Their words are chosen carefully and are designed to elicit a response or action that gives the child direction for thinking.

The first and most critical step is for teachers to fully embrace the idea that all of their students are gifted in one way or another, that all have the potential to be important contributors to our world, and that each one of them wants to be the best that he or she can be. No child wants to fail. Every child wants to be successful and to live his or her life to the fullest. And every child has strengths that can be built on. If teachers don't believe this about each and every one of the children, they shouldn't be teaching them.

