

# ALL CHILDREN READ

TEACHING FOR LITERACY IN TODAY'S DIVERSE CLASSROOMS

FIFTH EDITION



CHARLES TEMPLE   DONNA OGLE   ALAN CRAWFORD  
PENNY FREPPON   CODRUTA TEMPLE

# All Children Read

## Teaching for Literacy in Today's Diverse Classrooms

**Fifth Edition**

**Charles Temple**

*Hobart and William Smith Colleges*

**Donna Ogle**

*National-Louis University*

**Alan Crawford**

*California State University, Los Angeles*

**Codruta Temple**

*State University of New York College at Cortland*



**Pearson**

330 Hudson Street, NY NY 10013

**Vice President and Editor in Chief:** Kevin M. Davis  
**Portfolio Manager:** Drew Bennett  
**Content Producer:** Miryam Chandler  
**Portfolio Management Assistant:** Maria Feliberty  
**Development Editor:** Carolyn Schweitzer  
**Executive Product Marketing Manager:** Christopher Barry  
**Executive Field Marketing Manager:** Krista Clark  
**Procurement Specialist:** Deidra Smith  
**Cover Designer:** Cenveo, Carie Keller  
**Cover Art:** Lorena Fernandez/Shutterstock  
**Media Producer:** Allison Longley  
**Editorial Production and Composition Services:** Cenveo Publisher Services  
**Full-Service Project Manager:** Revathi Viswanathan and Yasmita Hota, Cenveo Publisher Services  
**Text Font:** Palatino LT Pro

Copyright © 2018, 2013, 2010, 2007, 2004 by Pearson Education, Inc., or its affiliates. All Rights Reserved.  
Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit [www.pearsoned.com/permissions](http://www.pearsoned.com/permissions).

Acknowledgments of third-party content appear on the page within the text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Cataloging-in-Publication data is on file with the Library of Congress.

REVEL + LLV  
ISBN-10: 0-13-451549-8  
ISBN-13: 978-0-13-451549-6

LLV Only  
ISBN-10: 0-13-451596-X  
ISBN-13: 978-0-13-451596-0

REVEL Access Card  
ISBN-10: 0-13-451597-8  
ISBN-13: 978-0-13-451597-7



# About the Authors



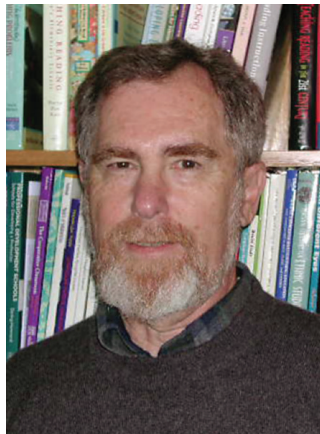
- CHARLES TEMPLE is a professor of education at Hobart and William Smith Colleges in Geneva, New York, where he teaches courses on literacy, children's literature, storytelling, and international education. He has written books on emergent literacy, invented spelling, writing instruction, language arts, diagnosis and remediation of reading

disabilities, and children's literature, as well as books for children. He codirects Critical Thinking International, Inc., a nonprofit organization that does children's book development and literacy work around the world.



- DONNA OGLE is Emerita Professor of Reading and Language at National-Louis University (NLU) in Chicago, Illinois, and is active in research and professional development projects. She served as senior consultant to the Chicago Striving Readers Project, was CoDirector of the Literacy Partners Project, and codirects the Reading Leadership

Institute. Donna also serves as a literacy consultant internationally and is part of Critical Thinking International and an editorial reviewer for Grupo SM in Latin America, *The Reading Teacher*, and the *Journal of Adolescent and Adult Literacy*. Donna is a past president of the International Reading Association (IRA) and an elected member of the Reading Hall of Fame. She is the author of many books, book chapters, professional articles, and curriculum materials.



- ALAN CRAWFORD is Emeritus Professor of Education at California State University, Los Angeles. He has served as President of the California Reading Association, a Fulbright Senior scholar in Ecuador and Morocco, and a Researcher in Residence at the American Embassy in Baku, Azerbaijan. He has done extensive teaching, consulting, and writing on

teaching reading in the elementary school, especially for second language learners. Alan has written curriculum for teaching reading in Spanish and served on the Editorial Review Board of *Lectura y Vida*. He served as IRA's representative to UNESCO for many years and was a Senior Literacy Specialist at UNESCO in Paris during International Literacy Year (1989–90). He is currently a director of Critical Thinking International. He frequently presents seminars and workshops on a volunteer basis for international development projects in Latin America, Europe, Asia, and Africa.



- CODRUTA TEMPLE is associate professor of second language education at the State University of New York College at Cortland. She has coauthored two college textbooks, *The Beginnings of Writing* and *Understanding Reading Problems: Assessment and Instruction*, as well as several articles and book chapters on literacy development in mathematics classrooms.

This page intentionally left blank

# Brief Contents

<b>1</b>	Approaches to Teaching Reading	1	<b>10</b>	Critical Thinking and Critical Literacy	225
<b>2</b>	The Social and Cultural Contexts for Teaching All Children to Read	19	<b>11</b>	Teaching Children to Spell and Write	252
<b>3</b>	What Reading Teachers Need to Know About Language	48	<b>12</b>	Assessing Literacy	286
<b>4</b>	Emergent Literacy	71	<b>13</b>	Integrating Language and Literacy Instruction Across the Grades	321
<b>5</b>	Phonics and Word Knowledge	95	<b>14</b>	Models and Strategies for Teaching ESL and for Teaching Reading in the Mother Tongue	341
<b>6</b>	Helping Readers Build Fluency	116		Appendix A: Addressing the Common Core Standards	374
<b>7</b>	The Importance of Vocabulary Development	132		Appendix B: Teach It! Instructional Activities	375
<b>8</b>	Reading Comprehension, Part I: Making Sense of Literature	157		References	R-1
<b>9</b>	Reading Comprehension, Part II: Understanding and Learning with Informational Texts	185		Glossary	G-1
				Name Index	N-1
				Subject Index	S-1

This page intentionally left blank

# Contents

About the Authors  
Preface

## 1 Approaches to Teaching Reading

Learning Outcomes	
Anticipation Guide	
A Classroom Story	
Why Does Literacy Matter?	
How Well Do Children in the United States Read?	
Global Reading Scores	
Discrepancies in Reading Achievement Among American Students	
DIFFERENCES IN READING ACHIEVEMENT BY SOCIOECONOMIC STATUS 4 • DIFFERENCES IN READING ACHIEVEMENT BY STATE AND LANGUAGE BACKGROUND 5	
Who Are the Struggling Readers?	
Early Reading Experiences Matter	
“MATTHEW EFFECTS” IN READING 6	
Family and Community Involvement	
GIVING ALL FAMILIES ACCESS TO READING MATERIALS 8	
Components of Reading Ability	
Concepts about Print	
Word Recognition and Phonics	
Reading Fluency	
Vocabulary	
Reading Comprehension	
Critical Reading	
Phases of Reading Development	
Emergent Literacy	
Beginning Reading	
Building Fluency and Comprehension	
Reading for Learning and Pleasure	
Mature Reading	
The Recent History of Reading Instruction: How We Got Where We Are	
Early Modern Descriptions of Reading	
Phonics Versus Whole-Word Reading	
The Cognitive Revolution	
Whole Language	
Research-Based Emphasis	
No Child Left Behind	
CHANGES IN SPECIAL EDUCATION 16 • ENGLISH LANGUAGE LEARNERS 16 • LEARNING STANDARDS 16	
Common Core State Standards	
For Review 17 • For Your Journal 18 • Taking It to the World 18	

iii	<b>2 The Social and Cultural Contexts for Teaching All Children to Read</b>	19
xv		
1	Learning Outcomes	19
1	Anticipation Guide	19
1	A Classroom Story	20
2	The Social Contexts of Literacy	21
2	Cultural Experiences and Their Relationships to Literacy in Communities	21
3	The Need for a Learning Community: Linking Home, School, and Community	22
3	Planning for a Literate Classroom	22
3	Create a Literate Culture	22
3	Ensure the Sharing of Literacy	24
3	Start the Year Out Right	26
3	Involve Parents in the Reading Program of the School	26
6	Meeting the Literacy Needs of All Children	27
6	An Urban Classroom	27
7	Valuing Diversity or Coping with Differences?	28
7	CULTURAL DIVERSITY, BACKGROUND KNOWLEDGE, AND LITERACY 29 • THE ZONE OF PROXIMAL DEVELOPMENT 29 • CULTURALLY RESPONSIVE CLASSROOM COMMUNICATION 29	
8	Linguistic Diversity: Today’s Classroom Demographics	30
8	ENGLISH LANGUAGE LEARNERS 31 • ENGLISH LANGUAGE LEARNERS AND LITERACY 31	
8	Dialects of English and Literacy	32
8	AFRICAN AMERICAN VERNACULAR ENGLISH (AAVE) 32 • ADDING STANDARD AMERICAN ENGLISH 32 • LITERACY ISSUES FOR AFRICAN AMERICAN CHILDREN 33 • INCORPORATING STUDENTS’ AUTHENTIC LANGUAGE AND CHILDREN’S LITERATURE WITH THE LANGUAGE EXPERIENCE APPROACH 35	
10	Differentiating Instruction for At-Risk and Struggling Readers	35
10	COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR FACTORS 36 • INCLUSION IN GENERAL EDUCATION CLASSROOMS 37	
11	Response to Intervention (RTI)	37
11	No Child Left Behind (NCLB), Reading First, and the Every Student Succeeds Act (ESSA)	38
11	Characteristics of RTI: What It Is, What It Isn’t	38
12	The Multi-Tiered Structure of RTI	39
12	TIER ONE: GENERAL EDUCATION PROGRAM 39 • TIER TWO: SMALL GROUP INTERVENTION 39 • TIER THREE: INTENSIVE INTERVENTION 39	
13	The Role of Assessment in RTI	39
13	CURRICULUM-BASED MEASUREMENT (CBM) OR BENCHMARK ASSESSMENT 40 • DIAGNOSTIC ASSESSMENT 40 • PROGRESS MONITORING 40	



Evidence-Based Literacy Programs	40	Text Structure, Reading, and Writing	69
Members of the RTI Team and Their Roles	41	For Review 69 • For Your Journal 70 • Taking It to the World 70	
Special Considerations in Implementing RTI	42		
RTI IN MIDDLE SCHOOLS 42 • ENGLISH LANGUAGE LEARNERS AND RTI 42 • RTI AND THE GIFTED 43			
• RTI AND THE COMMON CORE STATE STANDARDS (CCSS) 43			
<b>Finding the Books and Materials They Want to Read</b>	<b>43</b>		
The Print Environment of Students at Home	43		
Getting Books, Magazines, and Newspapers Into Children’s Hands	44		
READERS WHO ARE BOYS 45 • READERS WHO ARE ENGLISH LANGUAGE LEARNERS 46			
For Review 46 • For Your Journal 47 • Taking It to the World 47			
<b>3 What Reading Teachers Need to Know About Language</b>	<b>48</b>		
Learning Outcomes	48		
Anticipation Guide	48		
A Classroom Story	49		
Phonology: The Sounds of English	51		
How English Vowels Are Made	51		
VOWELS: LONG AND SHORT, OR TENSE AND LAX? 51 • DIPHTHONGS AND MONOPHTONGS 51			
How English Consonants are Made	51		
Phonemic Awareness and Reading	52		
Syllables, Onsets, and Rimes	53		
Morphology: How English Words Are Built	54		
Classification of Morphemes	54		
FREE MORPHEMES 54 • BOUND MORPHEMES 54			
Morphemes, Reading, and Spelling	55		
Etymologies: Word Origins	56		
Vocabulary: Words and Their Meanings	57		
Levels of Vocabulary Knowledge	57		
Exploring Children’s Vocabulary	57		
Vocabulary and Reading	58		
POLYSEMY 58 • COLLOCATION 58 • IDIOMS 58 • DENOTATIONS AND CONNOTATIONS 58 • HOMOPHONES AND HOMOGRAPHIS 58			
Syntax: Ordering and Inflecting Classes of Words	59		
Kinds of Sentences	59		
SENTENCE TYPES 60 • SENTENCE PATTERNS 60			
Parts of Speech	61		
NOUNS 61 • ARTICLES 62 • PRONOUNS 62 • VERBS 62			
• ADJECTIVES AND ADVERBS 65 • CONJUNCTIONS 65			
• PREPOSITIONS 66			
Syntax and Reading	66		
Text Structure	66		
Story Grammar	66		
Structures of Informational Texts	68		
QUESTION AND ANSWER 68 • PROBLEM AND SOLUTION; CAUSE AND EFFECT 68 • TAXONOMY 68			
• CHRONOLOGY 68 • COMPARISON AND CONTRAST 68 • GENERAL EXPOSITION 68			
• ARGUMENTS 69			
		<b>4 Emergent Literacy</b>	<b>71</b>
		Learning Outcomes	71
		Anticipation Guide	71
		A Classroom Story	72
		What Is Emergent Literacy?	72
		Language-Based Learning and Emergent Literacy	74
		Vocabulary	75
		Syntax	75
		Decontextualized Language	75
		Social Uses of Language	75
		Knowledge About Language	75
		THE CONCEPT OF WORD 75 • PHONOLOGICAL AWARENESS 76	
		Print-Based Learning and Emergent Literacy	76
		Concepts About Print	77
		Alphabet Knowledge	77
		Letter-to-Sound Correspondence: Learning Phonics	78
		Comprehensive Strategies to Nurture Emergent Literacy	78
		Reading Aloud	79
		Interactive Reading Aloud	79
		TEXT TALK. 80 • REPEATED INTERACTIVE READ-ALOUDS. 80	
		More Response Options for Younger Children	81
		USE CHANTS 81 • USE DRAMA 81 • USE ART 81	
		Dialogic Reading	81
		Shared Reading	81
		ON THE FIRST READING 82 • ON THE SECOND READING 83 • ON THE THIRD READING 83	
		Guided Reading	83
		Shared Writing	84
		Writing Workshop	85
		Teaching Specific Skills	85
		Teaching Phonological Awareness	85
		LISTENING FOR SPECIAL WORDS 85 • CLAP OUT WORDS 85 • SONGS, CHANTS, AND POEMS 86 • AT THE SYLLABLE LEVEL 86 • AT THE ONSET AND TIME LEVEL 86	
		• AT THE PHONEME LEVEL 87	
		Teaching the Alphabet	87
		WORKING WITH NAMES 87 • ALPHABET BINGO 88	
		• JUMPING LETTERS 89 • LETTERS ON THE WEB 89	
		Teaching Phonics	89
		Environmental Strategies to Support Emergent Literacy	89
		Calling Attention to Language and Literacy	89
		PREPARING YOURSELF TO BE A LANGUAGE MODEL 90 • A TOUR GUIDE TO WRITTEN LANGUAGE 90 • COGNITIVE APPRENTICESHIPS 90	
		Features of the Classroom That Support Literacy	90
		LABELS 90 • LITERACY PLAY 90 • CLASSROOM LIBRARY 90 • CHARTS AND POSTERS 90 • CLASSROOM POST OFFICE 91 • WRITING CENTER 91 • DISPLAYING PRINT 91	

Teaching Resources		
CLASSROOM-PRODUCED BOOKS 91 • ALPHABET BOOKS 91 • COUNTING BOOKS 91 • RIDDLE BOOKS 92 • JOKE BOOKS 92 • CONCEPT BOOKS 92		
<b>Involving Families in Emergent Literacy</b>		
In the Classroom		
At Home		
HOME BOOKS 92 • BOOK BAGGIES 32		
Help With Family Literacy		
For Review 93 • For Your Journal 94 • Taking It to the World 94		
<b>5 Phonics and Word Knowledge</b>		
Learning Outcomes		
Anticipation Guide		
A Classroom Story		
What Is Phonics? What Is Word Knowledge?		
Words as Wholes: The Logographic Phase		
Teaching the Logographic Reader		
READING WORDS IN CONTEXT 98 • THE LANGUAGE EXPERIENCE APPROACH 98 • WORD BANKS 99 • MORNING MESSAGE 99 • LABELING THE ROOM 100		
Letter-by-Letter Reading: The Alphabetic Phase		
Teaching the Letter-by-Letter or Alphabetic Reader (Grades K and 1)		
SHARED WRITING 101 • SOUND BOARDS 101 • WORD WALLS 101 • SIGHT WORDS 102 • WORD WALL CHANTS 102 • PICTURE SORTS 103 • PLASTIC LETTERS 103 • PUSH IT SAY IT 103 • MAKING AND BREAKING WORDS 103 • GUIDED READING 103		
Chunking: The Orthographic Phase		
Teaching the Reader at the “Chunking” Phase: The Orthographic Reader (Grades 1 and 2)		
WORD SORTS 105 • WORD WHEELS 108 • WORD HUNTS 108 • FLIP CARDS 108		
Meaningful Word Parts: The Morphological Phase		
Teaching the “Meaningful Word Parts” or Morphological Reader (Grades 3 and 4)		
STRUCTURAL ANALYSIS 109 • WORD JOURNALS 109		
Word Histories and Families: The Derivational Phase		
Teaching the Reader of “Word Histories and Families,” or the Derivational Reader (Grade 4 and Up)		
WORDS WITH PARTS FROM ANCIENT SOURCES 110 • STRUCTURAL ANALYSIS WITH LATIN AND GREEK PARTS 112 • WORD REPORTS 112		
Helping Students Read Words in Context		
The Challenges of English Phonics for English Language Learners		
For Review 114 • For Your Journal 115 • Taking It to the World 115		
<b>6 Helping Readers Build Fluency</b>		
Learning Outcomes		
Anticipation Guide		
A Classroom Story		
91 Fluency in Reading	117	
Components of Reading Fluency	118	
ACCURATE WORD RECOGNITION 118 • A REASONABLE RATE OF READING 118 • MEANINGFUL GROUPING OF WORDS 119 • EXPRESSIVE READING 119		
92 Teaching Reading Fluency	119	
92 Modeling Fluent Oral Reading	120	
Read Aloud With Expression	120	
93 QUALITIES OF VOICE 120 • BRING CHARACTERS TO LIFE 120 • DEMONSTRATE PROSODY 121 • ENGAGE THE STUDENTS AS YOU READ 121		
Choose Texts for Reading Aloud	121	
Extend the Meaning of the Text	122	
FOUR-WAY RESPONSE CHART 122		
95 Supporting Children’s Reading for Fluency	122	
95 The Mixed Success of Sustained		
96 Silent Reading	122	
96 Scaffolded Silent Reading (ScSr)	123	
97 Repeated Reading	123	
97 Guided Repeated Oral Reading (GROR)	124	
Practicing Fluency With and Without the Teacher’s Guidance	125	
Paired Reading	125	
Buddy Reading	125	
Radio Reading	126	
101 Fluency Oriented Oral Reading (FOOR)	126	
Embedding Repeated Reading in Performance	126	
Readers’ Theater	126	
SELECTING TEXTS FOR READERS’ THEATER 127		
Choral Reading in Voice Choirs	128	
VOICES IN UNISON 128 • POEMS IN TWO PARTS 128 • POEMS IN ROUNDS 130		
For Review 130 • For Your Journal 130		
<b>7 The Importance of Vocabulary Development</b>		132
Learning Outcomes		132
Anticipation Guide		132
A Classroom Story		132
What Is Vocabulary?		133
110 Synonyms and Polysemous Words	134	
Receptive and Expressive Vocabulary	134	
Other Dimensions of Vocabulary Acquisition	135	
112 What Does the Research Say About Vocabulary?	136	
113 Factors Contributing to Vocabulary Growth	136	
Vocabulary Development for English Learners	136	
Research and the Common Core Vocabulary Instruction	137	
116 Teaching Vocabulary	138	
116 Promoting Respect for Language	138	
116 Creating a Language-Rich Environment	140	

Teaching Specific Words	142
SELECTING WORDS TO TEACH 142 • BUILDING VOCABULARY WITH READ ALOUDS 143	
Teaching Targeted Words	144
DEVELOPING VOCABULARY WHEN READING LITERATURE 144 • DEVELOPING VOCABULARY WHEN READING INFORMATIONAL TEXTS 145	
Assessing Students' Vocabulary Learning	148
<b>Teaching Strategies for Independent Word Learning</b>	<b>149</b>
Using Context Clues	149
SYNONYM OR APPOSITIVE 150 • EXPLANATION 150 • CONTRAST OR ANTONYM 150 • GENERAL CONTEXT 150 • VISUALS 150	
Showing Relationships Among Terms and Word Parts	150
CONNECTED WORD WEB 151 • VOCABULARY DETECTIVE BOOKMARKS 151 • CONCEPT OF DEFINITION MAP 151 • NONLINGUISTIC REPRESENTATIONS 153 • CONCEPT LADDERS 154 • THE FRAYER MODEL 154	
Using Online Sources to Build Vocabulary	155
For Review 155 • For Your Journal 156 • Taking It to the World 156	
 <b>8 Reading Comprehension, Part I: Making Sense of Literature</b>	 <b>157</b>
Learning Outcomes	157
Anticipation Guide	157
A Classroom Story	158
How Students Understand Literature	159
Constructing Meaning	159
SCHEMA THEORY 159 • READER RESPONSE THEORY 160 • SCHEMA THEORY AND BACKGROUND KNOWLEDGE OF ENGLISH LANGUAGE LEARNERS 160	
Textual Factors in Comprehension	161
LITERARY TEXTS COME IN <i>GENRES</i> 161 • LITERARY TEXTS HAVE <i>SETTINGS, CHARACTERS, PLOTS, AND THEMES</i> 161 • LITERARY TEXTS USE LANGUAGE IN UNIQUE WAYS 161	
Acts of Comprehension	162
ENGAGING PRIOR KNOWLEDGE 162 • KNOWING VOCABULARY 162 • VISUALIZING DETAILS AND EVENTS 162 • FOLLOWING THE PATTERNS OF TEXTS 163 • ASKING QUESTIONS AND PURSUING ANSWERS 163 • MAKING INFERENCES 164 • MONITORING COMPREHENSION 164 • NOTING MAIN IDEAS AND SUPPORTING DETAILS 164 • SUMMARIZING AND REHEARSING MAIN IDEAS 164	
<b>Teaching for Comprehension: General Strategies</b>	<b>164</b>
Strategies for the Anticipation Phase	165
FOCUSING QUESTIONS 165 • THINK/PAIR/SHARE 165 • ANTICIPATION GUIDE 165 • PAIRED BRAINSTORMING 165 • TERMS IN ADVANCE 166	
Strategies for the Building Knowledge Phase	166
THINK-ALOUDS 166 • READERS' WORKSHOP 167 • GUIDED READING 167 • QUESTIONING THE AUTHOR 168 • THE DIRECTED READING ACTIVITY 168 • THE DIRECTED READING-THINKING ACTIVITY 168	
Strategies for the Consolidation Phase	169
DUAL-ENTRY DIARY 169 • SAVE THE LAST WORD FOR ME 170 • LITERATURE CIRCLES 170 • SKETCH-TO-STRETCH 172	

• SHARED INQUIRY DISCUSSION 172 • DRAMA IN RESPONSE TO STORIES 173	
<b>Teaching for Comprehension: Specific Skills</b>	<b>173</b>
Comprehension in Context	174
Games and Other Focused Activities	174
STORIES AND THEMES 174 • STORIES AND SUMMARIES 174 • CHARACTERS AND DESCRIPTIONS 174 • MAIN IDEAS AND SUPPORTING DETAILS 175	
Graphic Organizers	175
THE LANGUAGE CHART 175 • STORY MAPS 175 • CHARACTER CLUSTERS 176 • CHARACTER MAPS 176	
<b>Close Reading</b>	<b>177</b>
Six Close Readings	177
FIRST READING: GET THE GIST. 177 • SECOND READING: GET THE IMPORTANCE 177 • THIRD READING: GET THE STRUCTURE. 177 • FOURTH READING: GET THE WORDS. 178 • FIFTH READING: GET THE STYLE. 178 • SIXTH READING: COMPARE TO OTHER PRESENTATIONS. 178	
A Close Reading of <i>Tom Sawyer</i>	178
<b>Assessing Comprehension</b>	<b>180</b>
Observational Assessments	180
Student Self-Assessments	180
Quantitative Assessments	180
For Review 183 • For Your Journal 184 • Taking It to the World 184	
 <b>9 Reading Comprehension, Part II: Understanding and Learning with Informational Texts</b>	 <b>185</b>
Learning Outcomes	185
Anticipation Guide	185
A Classroom Story	186
Characteristics of Informational Texts	187
External Features	187
Visual and Graphic Information	188
The Structure of Web Sites	189
Internal Organization	189
Density of Vocabulary	189
Expectations within Current Standards	190
Instructional Implications and Priorities	190
<b>Understanding How Readers Comprehend Informational Texts</b>	<b>191</b>
The Importance of Background Knowledge	192
VOCABULARY 192 • KNOWLEDGE OF TEXT STRUCTURE 192 • TOPICAL CONTENT KNOWLEDGE 192 • PRINCIPLED CONTENT KNOWLEDGE 193	
The Teacher's Role in Guiding Instruction	193
DEVELOPING PRINCIPLED KNOWLEDGE 193 • SKILLS AND STRATEGIES 194 • INTEREST AND MOTIVATION 194 • THE "MATTHEW EFFECT": ASPECTS OF COMPREHENSION ARE INTERRELATED 194	
Student Engagement	195
ANTICIPATING 195 • BUILDING KNOWLEDGE 196 • CONSOLIDATING WHAT THEY LEARN 196 • COLLECTING BOOKS FOR READING ALOUD 196	

Teaching Students to Use Features of Informational Texts	197	Examining Arguments That Don't Look Like an Arguments	234
Write Informational Book Reports	198	Reading Web Sites?	236
Preview Informational Texts	198	Comparing Texts on the Same Topic	236
Predict Tables of Contents	199	<b>Teaching Strategies for Critical Thinking</b>	<b>237</b>
Create Chapter Graphic Organizers	199	General Strategies to Encourage Discussion and Debate	237
Jigsaw Text Sections	200	THE DISCUSSION WEB 237 • DEBATES 238	
Use Visual and Graphic Information	200	• VALUE LINE 239	
Use the Organization of Internet Sites	201	Strategies That Look Under the Surface of Narratives	240
Developing Students' Understanding of Internal Organization	202	BEHAVIOR AND REWARDS. 240 • READING FOR STRUCTURED OPPOSITES 241 • QUESTIONING THE AUTHOR 242 • SOCRATIC SEMINAR 243	
COMPARE TEXTS 202 • WRITE TEXTS 202 • ATTEND TO VOCABULARY AND CONTENT-SPECIFIC TERMINOLOGY 202		Reading to Follow Arguments	245
<b>Teaching with Informational Texts</b>	<b>205</b>	PRODUCING ARGUMENTS 245 • ANALYZING ARGUMENTS IN TEXTS 245 • WORDS AND THEIR CONNOTATIONS 246	
K-W-L	206	Looking at Arguments That Don't Say They Are Arguments	247
I-Chart	211	Strategies That Compare Multiple Texts With Common Themes	247
Involving Students in Self-Assessment	212	COMPARING TEXTS 247 • USING DIFFERENT INFORMATIONAL TEXTS 248 • READING MULTIPLE VERSIONS OF THE SAME STORY 249	
Shared and Close Reading	212	<b>For Review 250 • For Your Journal 251 • Taking It to the World 251</b>	
CLOSE READING EXPANDED 213 • GETTING STARTED IN ELEMENTARY GRADES 214 • FORMATIVE DIAGNOSIS 215 • SUGGESTED FOCUSING QUESTIONS 215 • TRANSFER TO INDEPENDENT READING 216		<b>11 Teaching Children to Spell and Write</b>	<b>252</b>
Partner Reading Routines	216	Learning Outcomes	252
REQUEST PROCEDURE 216		Anticipation Guide	252
Metacognitive Graphic Organizer	217	A Classroom Story	253
Reciprocal Teaching	218	Spelling Development and Assessment	254
AN EXAMPLE OF RECIPROCAL TEACHING 218		Stages of Spelling Development	254
Questioning	219	The Prephonemic Phase of Spelling	255
<b>Classrooms That Develop Independent Learners</b>	<b>220</b>	The Early Phonemic Phase of Spelling	255
Organizing Instruction	221	The Letter Name Phase of Spelling	256
Engaging in Research	221	The Orthographic Phase of Spelling	257
Involving English Language Learners	222	The Morphological Phase of Spelling	258
Using Computer Resources	222	The Derivational Phase of Spelling	258
<b>For Review 223 • For Your Journal 223 • Taking It to the World 223</b>		Assessing Spelling Knowledge	259
		USING WORDS FROM SPELLING TEXTBOOKS 260 • ASSESSING SPELLING QUALITATIVELY 260	
<b>10 Critical Thinking and Critical Literacy</b>	<b>225</b>	<b>Teaching Children to Spell</b>	<b>261</b>
Learning Objectives	225	Common Approaches to Teaching Children to Spell	262
Anticipation Guide	225	USE THE DIFFERENTIATED TEST-RETEST METHOD 262	
A Classroom Story	226	• USE THE MULTISENSORY STUDY METHOD 262	
Critical Thinking and Critical Literacy	227	• LEARN WORDS BY SPELLING PATTERNS 262	
Defining Critical Thinking	227	• TEACH SYLLABLE 262 • TEACH MORPHEMES 263	
Defining Critical Literacy	227	<b>A Writing Process in Five Parts</b>	<b>263</b>
Critical Thinking and "The New Literacies"	228	Rehearsing	264
<b>Looking Critically at Works of Literature</b>	<b>229</b>	Drafting	265
The Web of Narrative and "the Way It Is"	229	Revising	265
Dramatic Roles	230	TEACHER-LED CONFERENCES 265 • PEER CONFERENCES 265	
Characters as Stand-Ins for Other People	231	Editing or Proofreading	266
<b>Thinking Critically About Texts Other Than Stories</b>	<b>231</b>	Publishing	267
Examining Simple Arguments	231		
Examining More Complex Arguments	232		
Examining Arguments That Don't Persuade Fairly	233		

Different Levels of Support for Writing	267	PHONEME SEGMENTATION 299 • ASSESSING PHONEMIC AWARENESS BY MEANS OF INVENTED SPELLING 299	
SHARED WRITING 268 • INTERACTIVE WRITING 268			
• GUIDED WRITING 268 • WRITING FRAMES 269			
• INDEPENDENT WRITING 269			
The Writing Workshop	269	Word Recognition	301
SENSE-OF-THE-CLASS MEETING 269 • FOCUSED LESSONS 270 • WRITING TIME 271 • CONFERENCES 271		“Roaming around the Known”	301
• SHARING 271 • MODIFYING THE WRITING WORKSHOP FOR ENGLISH LANGUAGE LEARNERS 272		<b>Assessing Beginning Readers and Beyond</b>	<b>302</b>
<b>Writing in Different Genres</b>	<b>272</b>	Reading Levels: Independent, Instructional, Frustration	302
Journals and Other Personal Writing	272	INDEPENDENT READING LEVEL 302 • INSTRUCTIONAL READING LEVEL 302 • FRUSTRATION READING LEVEL 303	
DUAL-ENTRY DIARY 272 • DIALOGUE JOURNALS 272		Reading Levels, Readability, and Text Complexity	303
Stories	273	QUALITATIVE FACTORS 305 • QUANTITATIVE FACTORS 306	
IMITATING AN AUTHOR 273 • STORY MAPS 273		• READER AND TASK CONSIDERATIONS 306	
• DIALOGUE STORIES 273		Word Recognition	306
Poems	274	ASSESSING WORD RECOGNITION AND PHONICS 307	
ACROSTICS 274 • CINQUAINS 274 • LIST POEMS 275		• WORD RECOGNITION INVENTORY 307 • WORD KNOWLEDGE LEVELS BY ERROR TYPE 309	
Expository Writing	275	Assessing Reading Fluency	309
CLUSTERS 275 • VENN DIAGRAMS 276 • DESCRIPTIVE ESSAY FRAMES 276 • CAUSE-AND-EFFECT CHARTS 276		Assessing Vocabulary	310
• PERSUASIVE ESSAYS 277 • MIXING GENRES: RAFT 277		Assessing Comprehension	311
Teaching Students to Write in Genres:		ASSESSING COMPREHENSION WITH AN INFORMAL READING INVENTORY 311 • OTHER MEASURES OF COMPREHENSION 313	
Descriptive Writing	278	Measuring Attitudes and Interest	313
<b>Assessment of Writing</b>	<b>280</b>	Differentiated Instruction	313
Using Rubrics	280	SCREENING ASSESSMENT 313 • DIAGNOSTIC ASSESSMENT 313 • MONITORING ASSESSMENTS 316	
SIX TRAITS WRITING EVALUATION 280 • SIX TRAITS RUBRIC 281		• OUTCOMES-BASED ASSESSMENTS 316	
Work Sampling	281	<b>Other Uses of Assessment</b>	<b>317</b>
<b>Writing to Learn</b>	<b>282</b>	Teacher Self-Assessment	317
ENTRANCE CARDS 283 • EXIT CARDS 283 • LEARNING LOGS 283 • I-SEARCH PROJECTS 283		Professional Assessment of Teachers	317
<b>For Review 284 • For Your Journal 285 • Taking It to the World 285</b>		Assessment of English Language Learners	318
		<b>For Review 320 • For Your Journal 320 • Taking It to the World 320</b>	
<b>12 Assessing Literacy</b>	<b>286</b>	<b>13 Integrating Language and Literacy Instruction Across the Grades</b>	<b>321</b>
Learning Outcomes	286	Learning Outcomes	321
Anticipation Guide	286	Anticipation Guide	321
A Classroom Story	287	A Classroom Story	322
What Is Assessment and Why Do We Assess?	288	Teaching Print Concepts and Phonological Awareness in Context	323
Approaches to Assessment	289	Teaching Phonics in Context	325
Formal Assessments	289	Phonics Instruction for Alphabetic Readers and Spellers	325
NORM-REFERENCED TESTS 289 • STANDARDS-BASED TESTS 289 • CURRICULUM-BASED MEASUREMENT (CBM) 290		Phonics Instruction for Orthographic Readers and Spellers	326
Less Formal Assessments	290	SPELLING OF WORD-FINAL /K/ 326 • THE “FLOSS RULE” 326 • SPELLING OF /Tj/ 326 • DOUBLING OF THE CONSONANT IN WORDS CONTAINING A CONSONANT + LE SYLLABLE 327	
INFORMAL READING INVENTORIES 290 • RUNNING RECORDS 290		The Four Blocks Approach	327
Observational Assessments	292	1. GUIDED READING 328 • 2. SELF-SELECTED READING 328	
KIDWATCHING 293 • PORTFOLIOS 293 • RUBRICS 293		• 3. WORKING WITH WORDS 328 • 4. WRITING 328	
Terms Used in Testing	294		
Assessing Emergent Readers	295		
Measures of Emergent Literacy	296		
Assessing Print Concepts	296		
Assessing Alphabet Knowledge	297		
Assessing the Concept of Word	297		
Assessing Phoneme Awareness	298		

Teaching Morphology in Context	329	Instructional Strategies for Second-Language Acquisition	350
Spelling Instruction for Morphological Readers and Spellers	329	The Total Physical Response Method	350
CONSONANT DOUBLING BEFORE A SUFFIX 329 • CHANGE OF Y TO I BEFORE A SUFFIX 330 • DROPPING OF SILENT -E 330		The Natural Approach	350
Spelling Instruction for Derivational Readers and Spellers	331	THE PREPRODUCTION STAGE 351 • THE EARLY PRODUCTION STAGE 351 • THE EMERGENCE OF SPEECH STAGE 352	
ASSIMILATED LATIN PREFIXES 331 • INSTRUCTIONAL SUGGESTIONS FOR DEVELOPING MORPHOLOGICAL AWARENESS 331		Planning and Teaching Natural Approach/TPR Lessons	353
Teaching Grammar in Context	333	PREPARING TO TEACH 353 • A MODEL NATURAL APPROACH/TPR LESSON PLAN 353 • TEACHING THE NATURAL APPROACH/TPR LESSON 354	
Teaching Grammar through Conversation to Support Reading/Listening Comprehension	333	Grammar as Part of the Curriculum?	355
GRAMMAR TEACHING IN THE LOWER ELEMENTARY GRADES 333 • GRAMMAR TEACHING IN THE UPPER ELEMENTARY GRADES 334		Building Vocabulary	356
Teaching Grammar to Support Writing Development	334	AT LOWER GRADE LEVELS 356 • AT UPPER GRADE LEVELS 356	
TEACHING GRAMMAR THROUGH WRITER'S WORKSHOP 334 • TEACHING GRAMMAR THROUGH THE WRITING PROCESS 336		Sheltered English Instruction for Intermediate-Level English Speakers	357
Teaching Text Structure	336	CONTEXT: THE UNDERLYING BASIS FOR SHELTERED INSTRUCTION 357 • SHELTERED INSTRUCTION: PROVIDING SCAFFOLDING TO ENABLE STUDENT COMPREHENSION 357 • OTHER SHELTERED INSTRUCTION SCAFFOLDING STRATEGIES 358 • SHELTERED INSTRUCTION OBSERVATION PROTOCOL 359	
Teaching Signal Words to Identify Text Structure	337	Linking ESL Instruction and Literacy	359
Using Headings and Subheadings to Identify Text Structure	338	Options for Teaching the English Language Learner to Read	361
For Review 339 • For Your Journal 340 • Taking It to the World 340		In English	361
<b>14 Models and Strategies for Teaching ESL and for Teaching Reading in the Mother Tongue</b>	<b>341</b>	In the Mother Tongue	361
Learning Outcomes	341	Teaching Children to Read in Spanish	363
Anticipation Guide	341	METHODOLOGIES FOR TEACHING READING IN SPANISH 364 • ISSUES RELATED TO THE SOUND SYSTEMS OF SPANISH AND ENGLISH 364 • INSTRUCTIONAL MATERIALS IN SPANISH 365	
A Classroom Story	342	Children Who Struggle Learning to Read in the Mother Tongue	366
Options for Teaching the English Language Learner	342	Assessing the Oral Language Proficiency and Reading Proficiency of English Language Learners	367
Teach Them in English	342	Mother Tongue Support in the Bilingual Classroom	370
IMMERSION INSTRUCTION 343 • SUBMERSION INSTRUCTION 344 • PULLOUT APPROACH 344 • SHELTERED ENGLISH INSTRUCTION, SDAIE, AND SIOP® 344		Vignette of a Non-bilingual Teacher and a Bilingual Paraprofessional in a Bilingual Classroom	370
Teach Them in the Language They Already Speak	345	Supervising the Paraprofessional Who Teaches in the Mother Tongue	370
TRANSITIONAL VERSUS MAINTENANCE MODELS OF BILINGUAL EDUCATION 346 • STRUCTURES FOR ORGANIZING PROGRAMS OF BILINGUAL EDUCATION 346		Parent Volunteers	371
Major Principles of Second-Language Acquisition	347	For Review 372 • For Your Journal 373 • Taking It to the World 373	
Constructivist Versus Reductionist Models of Instruction	347	Appendix A: Addressing the Common Core Standards	374
Communicative-Based Approaches	348	Appendix B: Teach It! Instructional Activities	375
THE INPUT HYPOTHESIS 348 • ACQUISITION-LEARNING HYPOTHESIS 348 • NATURAL ORDER HYPOTHESIS 348 • MONITOR HYPOTHESIS 348 • AFFECTIVE FILTER HYPOTHESIS 348		References	R-1
Other Basic Principles	349	Glossary	G-1
APPROXIMATION AND CORRECTION 349 • AGE OF ACQUISITION 349		Name Index	N-1
		Subject Index	S-1

This page intentionally left blank

# Preface

## New to This Edition

Since you are most likely reading these words on a screen, you are experiencing one feature that distinguishes this fifth edition of *All Children Read: Teaching for Literacy in Today's Diverse Classrooms*. And of course there are updates to the contents that respond to significant developments in the literacy field and build upon the strengths our readers have found in previous editions of our book.

The fifth edition includes:

- **Learning outcomes open each chapter and are linked to the sections where they are discussed.** The end-of-chapter reviews link you back to where the information was presented within the chapter, too.
- **Illustrative video clips** bring content to life, allowing you to view real classrooms taught by master teachers and receive in-depth information from subject matter experts. Video clips are accompanied by Video Exploration short-answer questions with answer feedback that encourage you to think critically about chapter concepts.
- **New, interactive glossary** helps you keep track of important terms that are used throughout the book.
- **Check Your Understanding multiple-choice quizzes** are located at the end of every major section of all chapters and provide immediate feedback about correct and incorrect answers, helping you to self-assess your learning before moving on to new concepts.
- **Separate chapters on teaching reading fluency and vocabulary** have been prepared for greater coverage of both topics.
- **Updated explanations of concepts about language** prepare teachers to teach foundational concepts for reading as called for in the Common Core State Standards, and equip teachers-in-training with what they are expected to know on professional qualifying examinations.

Carried over from the previous edition are:

- *An emphasis on the Common Core State Standards (CCSS) throughout the book*, highlighted by icons in the margins alongside content that aligns with these Standards, as well as boxed features.
- *Updated content is provided throughout the book on teaching English language learners, along with an updated chapter on teaching these students in Chapter 14.* There is an opening discussion in Chapter 2 on sociocultural and legal factors in teaching reading to English language learners, background content in Chapter 3 on the English language, and then subsequent chapters address the topic as appropriate, including those on assessing and teaching reading and writing.
- *Expanded emphasis on teaching close reading for comprehension in the primary grades*, in response to the Common Core State Standards' insistence that children from the earliest grades be guided to read repeatedly to get the message, the details, and the devices used in both fiction and nonfiction.
- *An appendix correlating chapters with Common Core State Standards* that pinpoints which chapters correspond to which Standards, and identifies what students should know and be able to do.
- *An expanded focus on Response to Intervention (RTI)* further explores this important initiative in practical ways in Chapter 2.
- *Elaborate coverage of new literacies throughout the book* that provides information about the impact of technology on the teaching of reading and writing. This content is highlighted by a margin note icon.
- *A Developmental Milestones feature* that appears in Chapters 3 and 4. The Developmental Milestones feature provides at-a-glance summaries of typical behaviors in children's development of emergent literacy and phonological awareness.
- Students from California who use *All Children Read* will find that key terms from the *Reading Instruction Competence Assessment (RICA)* are fully developed in the text and also appear in the index. In addition, major concepts related to the assessment of students are also developed to support our readers in other aspects of the RICA.



- *The Teach It! lesson plan booklet* appears as an Appendix containing a wide variety of ready-to-use, classroom-tested activities for teaching critical concepts in literacy education. Teach It! feature boxes appear throughout the text, linking content to correlated activities in Appendix B.
- *Chapter 1: Approaches to Teaching Reading* chronicles recent major changes in the field, including a trend toward integrating instruction across the curriculum, that are affecting classroom practice. Response to Intervention (RTI), the federal initiative to support readers with a range of needs, is introduced in Chapter 1.
- *Chapter 2: The Social and Cultural Contexts for Teaching All Children to Read* includes regulations and implementation guidelines about the federal Response to Intervention (RTI) initiative and insights about teaching reading and writing to children whose home language is African American Vernacular English. A classroom vignette about Getting Parents and the Community Involved is included.
- *Chapter 3: What Reading Teachers Need to Know about Language* includes careful treatments of the sounds of the English language, vocabulary, morphology or word structure, syntax (grammar), and text structure.
- *Chapter 4: Emergent Literacy* includes practices based on current research on assessing and teaching for emergent literacy, including teaching concepts about print and the language units that print represents, including phonemes.
- *Chapter 5: Phonics and Word Knowledge* treats phonics more generally as knowledge of words—knowledge that begins with teaching letter-to-sound correspondences and advances to include morphemes and derivational relationships among words.
- *Chapter 6: Helping Readers Build Fluency* is a new chapter devoted entirely to teaching students to read fluently with approaches that range from direct instruction to creative performances—voice choirs and readers’ theater.
- *Chapter 7: The Importance of Vocabulary Development* is now a chapter all its own, with updated strategies for teaching many dimensions of word meanings. It connects general vocabulary and content specific vocabulary learning to the CCSS.
- *Chapter 8: Reading Comprehension, Part I: Making Sense of Literature* includes more teaching strategies to boost the comprehension of younger students, and an update of major concepts. It also includes strategies for close reading.
- *Chapter 9: Reading Comprehension, Part II: Understanding and Learning with Informational Texts* provides reliable suggestions for teaching students to comprehend and learn from informational text. It is rich with suggested Web- and computer-based resources. One section introduces teachers to the importance of helping students learn to use the basic structure of Web sites and identifying the sources of the sites.
- *Chapter 10: Critical Thinking and Critical Literacy* provides explanations of critical thinking and critical literacy and discusses their importance at all levels. The chapter explores ways of teaching students to conduct critical discussion of fictional and informational texts, and also addresses the special and urgent challenges of applying critical thinking to electronic texts.
- *Chapter 11: Teaching Children to Spell and Write* provides updates of research-supported practices for assessing and teaching spelling, including the work of Donald Bear, Robert Schlagal, Richard Gentry, and Kathy Ganske. The chapter also includes writing supports for English language learners.
- *Chapter 12: Assessing Literacy* explains the many kinds of assessments of reading and their purposes. It includes a section on administering the Informal Reading Inventory and subsections on scoring and interpreting the outcomes.
- *Chapter 13: Integrating Language and Literacy Instruction Across the Grades* provides updated information about research-based approaches to teaching students at grade levels K–8. Chapter 13 also includes information about the important relationship between oral language development and written language. References to the Common Core State Standards are made throughout the chapter.
- *Chapter 14: Models and Strategies for Teaching ESL and for Teaching Reading in the Mother Tongue* is our anchor chapter on teaching students with limited English proficiency. The chapter introduces research and information about legal policies for English language learners, as well as a section on building vocabulary with read-alouds.

## Our Rationale for This Book

Teaching all children to read is a central responsibility of our elementary and middle schools. This book shares the knowledge and skills needed to do that work well. What kind of skills? Many of them could be called “traditional.” There are things good

teachers of reading have done successfully for a long time: student-centered teaching, immersing children in good literature—both fiction and nonfiction, and combining reading and writing, to name a few. We will pass on the best of those practices here. Traditional teaching won't take us far enough, though, because the circumstances of teaching have changed and are still changing.

We are facing enormous pressure to educate better. Changes in society beyond the classroom are insisting that every student learn to read and think critically—every student. There are fewer and fewer places in our society and in the workplace for the undereducated. By law, children with special needs are guaranteed the right to be educated in the least restrictive environment, and all teachers are invited to team together to plan and carry out instruction that helps every child learn. All of us are educating all or nearly all of the children.

Four hundred sixty. That is the number of different languages children in our classrooms speak at home. Fourteen million is the number of English language learners in our schools. North Carolina, South Carolina, and Indiana are some of the states that have recently seen 200% to 300% increases in English language learners. But 55% is the share of Spanish-speaking children who entered Los Angeles County schools last year. Most teachers at one time or another will teach a child who doesn't have strong English ability, and a large number will teach many English language learners every year.

A few years ago, teachers could complain of working in a lonely profession: When they closed the door in the morning they were alone all day with the kids. The Response to Intervention Initiative (RTI) is asking teachers who teach reading to work in teams with fellow teachers and other educational professionals in the school, sharing data and ideas and finding solutions to learning problems together.

When teachers plan together, they often speak of ways to combine or integrate the teaching of many subjects. As long as students are reading for comprehension and writing to learn, it makes sense to focus reading and writing some of the time on social studies, science, and mathematics. Integrating curriculum makes good use of teaching time. Also, with the greater attention being paid to reading instruction, integrating curriculum buys more teaching time for social studies and science.

Not long ago, teaching students to understand what they read was the pinnacle of reading instruction. Now we must go further and teach students not only to understand what they read but also to make sure it is credible and to examine it for biases and manipulation. Critical literacy and critical thinking are taking their place alongside reading comprehension.

The technology affecting what students read, how they read it, and how we should teach has been changing so rapidly that literacy educators now refer to the “new literacies.” The recognition of new literacies acknowledges that as students continue to encode and decode messages, and store and search for information, the technologies that they use to do these things will have a profound effect on the skills they need.

Finally, the Common Core State Standards for the English Language Arts have now been with us for a while, after having been adopted with dramatic suddenness a decade ago by 45 states and the District of Columbia. The CCSS call on teachers to understand and be able to teach the details of the English language, to teach children to read closely for literary details, and to read and learn from informational texts. All of these topics had been addressed for years in previous editions of *All Children Read*, and the coverage has been strengthened in this fifth edition.

## Special Features

Throughout the book, special features focus on issues of recurring importance to reading teachers and extend understanding of key concepts in reading instruction.

- **Common Core State Standards (CCSS) features** illustrate chapter content that aligns with Common Core State Standards.

### CCSS

#### Common Core State Standards and Vocabulary for Literary Discussions

As part of the comprehension of literature, the Common Core State Standards include having vocabulary to discuss characters and their feelings and motives, settings, and actions (CCSS, Comprehending Literature: Key Ideas and Details, Standards 2 and 3). Students should also have control of literary terms, so that they can talk about an author's craft (CCSS, Comprehending Literature: Craft and Structure, Standard 5). Teachers should be careful to model and also explicitly teach the words students will need in order to discuss stories from the inside out (as if the characters were real people and the events actually happened) and from the outside in (as if they were writers and were interested in the way the author created the work).

## Anticipation Guide

The following statements will help you begin thinking about the topics covered in this chapter. Answer *true* or *false* in response to each statement. As you read and learn more about the topics mentioned in these statements, double-check your answers. See what interests you and prompts your curiosity toward more understanding.

- \_\_\_\_\_ 1. Literacy makes you smarter because the vocabulary, the information, and the habit of learning from text make you better able to learn new things.
- \_\_\_\_\_ 2. Among adults, there is little correlation between people's reading ability and their income level.
- \_\_\_\_\_ 3. American children read fairly well. Fourth graders scored in the top eighth in the world on one recent international comparison of basic reading skill.
- \_\_\_\_\_ 4. Most reading disabilities are caused by malfunctions of the brain, and children with reading problems need a wholly different kind of teaching from that provided to normally developing readers.
- \_\_\_\_\_ 5. Research shows that 86% of the children who get a poor start in learning to read do not catch up with their peers.
- \_\_\_\_\_ 6. Differences in the amount of reading children do are not significant. What matters in teaching reading are the skills students learn.
- \_\_\_\_\_ 7. Giving parents ideas for helping their children at home with literacy experiences makes a considerable difference in the children's success in school.
- \_\_\_\_\_ 8. Reading ability develops through stages in this order: beginning reading, emergent literacy, reading to learn and for pleasure, building fluency, and mature reading.
- \_\_\_\_\_ 9. The debate between advocates of phonics instruction and advocates of whole-word instruction began in the 1980s in the United States, during the Reagan Administration.
- \_\_\_\_\_ 10. Because the U.S. Constitution leaves the governance of education up to the states, standards for education, including reading, vary widely from state to state.

## A Classroom Story

### Literacy Activities in a First-Grade Classroom

*Maria Gupta plans to show her first-grade students how words are constructed by building them from consonants and vowels. On a digital overhead projector, she places cut-out consonants in one row and vowels in another. She has chosen the letters the children can recognize and name. The children are ready to study says those letters can combine and spell words.*

*Poised to begin, she calls the children's attention to the screen. "Class," she says, "here is a way I think you'll find interesting to learn how words are made. Watch me make a word and take that word apart, and make another word!" Ms. Gupta moves the consonant s from the row of consonants. She thinks out loud as she does this, and she continues to think aloud as she moves through the modeled lesson.*

*"Okay, I'm moving the s. What sound does this letter make?" The children respond with the ssss sound, and she asks for the name of this letter as well. "Correct. I'm putting it down here where I'm going to build a word. But, I think I need more letters to make a word. Now I'm getting a vowel; I'm going to try a, hmm . . . okay, we have sa. I'm going to think of a word that begins with sa; you try, too, and I'll get another letter. I'm going to try t because I may have thought of a word spelled s a t." She moves the letter t beside s and a, and asks the class if they know this word. Many of the children respond correctly, but not all of them. Ms. Gupta says, "Yes! It's the word sat. Let's say all three sounds. We can hear them and then put them together to make sat. Sat is a word!" Ms. Gupta says, "It's nice to learn to make words."*

*For the next step, Ms. Gupta takes the letters away one by one beginning with the s. She then asks if they can pronounce the at that is left and guides them in deciding together if a word can be made with just two letters. In talk that ensues, Ms. Gupta makes teaching points at each opportunity. For example, she says, "Yes, we can make a word with just these two letters this time because at is a word. But we nearly always need more letters to make a real word in English because we don't have many two-letter words!" Ms. Gupta repeats word building in the same way with other consonants and vowels.*

- **An Anticipation Guide** at the start of each chapter provides readers with the opportunity to assess their level of understanding prior to reading the chapter.

- Every chapter begins with a narrative **Classroom Story** that shares a reading teacher's experience in an active classroom. Each vignette models key concepts from the chapter and demonstrates the challenges of today's classrooms and considerations for addressing children's needs.

## The World of Reading

### Using Taxonomies in Questioning

As we take time to consider the role of questioning in learning, we need ways to categorize and analyze the nature of our questions. There are some commonly used frameworks that can be used to help us in this activity. The most widely used is probably one developed by Benjamin Bloom and his colleagues in the 1950s and revised in 2010.

Bloom's **taxonomy** was not initially created for use by teachers, but was developed as a taxonomy of educational objectives to measure school goals and assessment. However, teachers saw its value and have used it as a tool to help them reflect on their classroom questioning patterns. The taxonomy has seven levels of questions: memory, translation, interpretation, application, analysis, evaluation, and synthesis.

In research studies of classroom talk, it is not uncommon to see analyses of the levels of teacher questions. In some descriptions of reading comprehension and reading assessment, Bloom's seven levels have been chunked into three or four levels. For example, one common way of describing reading is by thinking of literal, interpretive, applied, and critical levels of comprehension to define kinds of questions in relation to text.

Raphael (1986) has helped students to think about sources of information for questions they are to answer by creating four categories:

- **Right there:** Questions that can be answered directly from the text
- **Think and search:** Questions that require more than one piece of information from the text
- **Author and you:** Questions that go beyond the text
- **On your own:** Questions that rely on the reader

The whole strategy is called Question-Answer-Relationships (**QAR**) and provides very practical definitions that make it easy for students to become more involved in both planning their strategies for responding and becoming aware metacognitively of the range of responses they need to be able to make to the text.

Taxonomies provide a helpful language to think about questioning and the kinds of thinking we want to help stimulate in students. Some teachers keep the levels of questions in their teacher manuals or put them on the bulletin boards so that both they and students are more aware of the need to go beyond the literal or memory level. Other teachers do not like to use taxonomies to evaluate comprehension. Rather than conceiving of them as a hierarchy, these teachers see taxonomies as an array of options that are available to use as appropriate.

- **World of Reading** boxes investigate a wide array of subjects as they pertain to the field of reading.

## Teach It! 39

### Discussion Web

Promoting thoughtful discussion and interpretation of shared literature with peers, this activity asks students to consider both sides of an argument.

- **Teach It!** boxes link to correlating activities from the Teach It! appendix that can be used to teach the concepts discussed.

- **Differentiated Instruction** features highlight ways to differentiate instruction so that all students are engaged positively and productively, acknowledging the increasing diversity of today’s students.

## Differentiating Instruction

### English Language Learners

Measures of reading fluency count the number of words read in a period of time and subtract from that number a reader’s errors in word reading. Fluency scores may be reported as words read correctly per minute (WCMPM) or the reading may be characterized qualitatively on a rubric such as Rasinski and Zutell’s *Multidimension Index* (Rasinski, 2003). When fluency assessment is conducted with native speakers, we assume we are testing children’s speed and accuracy at reading words, whether the children read words as wholes or decode them. We are also indirectly assessing their understanding of the materials, since being able to follow the syntax of the sentences, the structure of the text, and the meaning of the ideas contribute to the rate and accuracy of reading.

Be aware, though, that English language learners may score poorly on reading fluency measures, but not for the same reasons that native speakers do. English language learners’ poorer performance on both rate and accuracy can be caused by difficulties in rapidly pronouncing words in an unfamiliar language (Ockey, 2010). The good news is that such readers may comprehend words that they mispronounce.

The methods in this chapter that provide practice in fluent reading may be challenging for English language learners. The practice of repeated oral reading can be helpful for English language learners, but teachers should take extra care to avoid making it embarrassing. English language learners may read faster silently than they do orally, so practices like Scaffolded Silent Reading are recommended for them.

- **For Review** sections conclude each chapter and offer a convenient study tool in the form of a brief recap of the learning outcomes covered.
- **For Your Journal** sections offer ideas for using material learned in each chapter to inform development of a personal teaching journal.
- **Taking It to the World** exercises challenge readers to apply chapter material to authentic classroom situations.

This is the first edition of *All Children Read: Teaching for Literacy in Today’s Diverse Classrooms* offered in REVEL™.

REVEL™ is Pearson’s newest way of delivering our respected content. Fully digital and highly engaging, REVEL offers an immersive learning experience designed for the way today’s students read, think, and learn. Enlivening course content with media interactives and assessments, REVEL empowers educators to increase engagement with the course, and better connect with students.

REVEL Offers:

### Dynamic content matched to the way today’s students read, think, and learn:

- **Videos**  
Integrated within the narrative, videos empower students to engage with concepts and take an active role in learning. REVEL’s unique presentation of media as an intrinsic part of course content brings the hallmark features of Pearson’s bestselling titles to life.
- **Quizzing**  
Located throughout REVEL, quizzing affords students opportunities to check their understanding at regular intervals before moving on.

## Support Materials for Instructors

The following resources are available for instructors to download on [www.pearsonhighered.com/educators](http://www.pearsonhighered.com/educators). Instructors enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

- Instructor’s Resource Manual and Test Bank (0-13-451598-6)

The Instructor’s Resource Manual and Test Bank includes suggestions for learning activities, additional Experiencing Firsthand exercises, supplementary lectures, case study analyses, discussion topics, group activities, and a robust collection of test items. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies.

- PowerPoint Slides (0-13-451600-1)

The PowerPoint slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

- TestGen (0-13-451599-4)

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen testbank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print or testing online.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:

TestGen file - PC

TestGen file - MAC

TestGen - Blackboard 9

TestGen - Blackboard CE/Vista (WebCT)

D2L

Moodle

Sakai Test Bank

## Acknowledgments

We would like to thank the reviewers who took time out from busy schedules to share with us their support and expertise and provided us with the valuable feedback that helped to shape this project: Thangi Appanah, Ed.D., Gallaudet University; Dr. Clarissa Gamble Booker, Prairie View A&M University; Michele Repass, Ph.D., George Mason University; Valerie Wright, Saint Leo University; Laurence Zoeckler, Utica College.

For hanging in through five editions Charles Temple thanks his coauthors on this book, which was conceived in a kitchen in Brasov, Romania, seventeen years ago. Thanks, also, to colleagues and students at HWS and to the good teachers in the Finger Lakes and elsewhere for inspiration and insights, to the International Literacy Association for offering a clearinghouse for teachers' ideas, to the Open Society Institute and to CODE-Canada for many great adventures over the years, and of course to Codruța and our family. He joins his co-authors in thanking our dear copy editor Kathy Smith for keeping us grammatical through so many editions; our production team at Cenveo in India, Revathi Viswanathan and Yasmita Hota; our current editors at Pearson, Drew Bennett, Carolyn Schweitzer, Miryam Chandler, and Hope Madden; and the previous editors who believed in this book and helped it on its way: especially Aurora Martinez, Kathryn Boice, Janet Domingo, Karen Mason, Kathy Smith, Bryce Bell, and Meredith Fossel.

Donna Ogle wants to thank her husband, niece, and colleagues for their contributions to this book. Bud has provided incredible support for this project and is a model "critical reader." Kjersten Kuhlman, teaching in Massachusetts, helps Donna stay current. The teachers with whom Donna works in the Chicago area and in international contexts energize her to share their exemplary practices.

Alan Crawford thanks his colleagues and students in the public schools of East Los Angeles and Cal State Los Angeles for inspiration over the years; the teachers with whom he's worked—in California, Latin America, Central Asia, Central Europe, and Africa; good friends at UNESCO, the International Literacy Association, and the Open Society Institute; and, of course, Linda.

Codruta Temple thanks her husband, Charles Temple, and the other coauthors, Donna Ogle and Alan Crawford, for trusting her to be able to contribute to this new edition of a textbook that she has used in her classes for many years, and for inviting her to do so. She also thanks all her former linguistics and literacy professors for teaching her much of what she knows today. Finally, she thanks her students at SUNY Cortland for learning so much from this text.

All of the authors send a grateful farewell to our long-time coauthor, Professor Penny Freppon, and wish her a happy retirement of teaching in Guatemala and hiking the mountains of Montana.

## Chapter 1

# Approaches to Teaching Reading



## Learning Outcomes

---

After reading this chapter you should be able to:

1. Define literacy and its importance in students' lives
2. Summarize the current state of literacy in the United States
3. List and describe the components of reading ability
4. Name the phases of reading development
5. Outline the recent history of reading instruction

---

## Anticipation Guide

The following statements will help you begin thinking about the topics covered in this chapter. Answer *true* or *false* in response to each statement. As you read and learn more about the topics mentioned in these statements, double-check your answers. See what interests you and prompts your curiosity toward more understanding.

- \_\_\_ 1. Literacy makes you smarter because the vocabulary, the information, and the habit of learning from text make you better able to learn new things.
  - \_\_\_ 2. Among adults, there is little correlation between people's reading ability and their income level.
  - \_\_\_ 3. American children read fairly well. Fourth graders scored in the top eighth in the world on one recent international comparison of basic reading skill.
  - \_\_\_ 4. Most reading disabilities are caused by malfunctions of the brain, and children with reading problems need a wholly different kind of teaching from that provided to normally developing readers.
  - \_\_\_ 5. Research shows that 86% of the children who get a poor start in learning to read do not catch up with their peers.
  - \_\_\_ 6. Differences in the amount of reading children do are not significant. What matters in teaching reading are the skills students learn.
  - \_\_\_ 7. Giving parents ideas for helping their children at home with literacy experiences makes a considerable difference in the children's success in school.
  - \_\_\_ 8. Reading ability develops through stages in this order: beginning reading, emergent literacy, reading to learn and for pleasure, building fluency, and mature reading.
  - \_\_\_ 9. The debate between advocates of phonics instruction and advocates of whole-word instruction began in the 1980s in the United States, during the Reagan Administration.
  - \_\_\_ 10. Because the U.S. Constitution leaves the governance of education up to the states, standards for education, including reading, vary widely from state to state.
-

## A Classroom Story

### What Makes a Good Teacher of Reading and Writing?

*Good teachers of reading and writing are multitalented people. They know a great many teaching methods, but they also have a solid background in the science of language and literacy, and they proudly keep up with new developments in their field. They are keen observers of children's learning, and inventive designers of lessons and techniques. They can connect with children, and children of all backgrounds like them, trust them, and are inspired by them. They make unusual efforts to connect with their students' families, too, and help the families feel comfortable with the school environment and practices. Good teachers of reading and writing love to read and write, and they gladly demonstrate their enthusiasm and share their knowledge with their students.*

*Good teachers of reading and writing work everywhere—in classrooms from Los Angeles to New York City, from the Rio Grande Valley to the fields of Saskatchewan, and all around the world. Some work in carpeted classrooms equipped with smartboards and tablets, while others make cheerful places out of storage rooms, hallways, or even tropical shelters with rattling tin roofs and open walls—always thoughtfully orchestrating the learning of an individual child or of many different children. You will find them teaching in English, Spanish, French, Tagalog, Arabic, or many languages at once. In North America, some good teachers of reading have the title of reading specialists, some are reading coaches, and some are teachers of children with special needs; many are classroom teachers at all levels, including teachers of English to speakers of other languages as well as teachers of social studies, science, and other subjects who recognize the need to help students learn to read and learn from materials in their disciplines. Many are active in their professional associations, and share their experiences and learn from others at the state, regional, and national conventions of the International Literacy Association and the National Council of Teachers of English.*

*The authors of this book hope that you will share with those good teachers a passion for bringing the gift of literacy to young people, that you will have a fascination for the intricacies of the task and an appreciation of the scholarship necessary to understand how reading works and how it is taught, and that you will continue to grow in your knowledge of reading and reading instruction.*

*Teaching every child to read and write is the most important mission of the elementary and middle school teacher. Science, mathematics, and social studies; art, physical education, and vocational preparedness; anti-drug abuse and conflict resolution education; civic education and education for self-awareness—all contribute to the making of the well-rounded child (and all of them require literacy in their own ways, too). But teaching children to read and write and to use the thinking processes that accompany literacy prepare them to learn their other school subjects and to educate themselves for the rest of their lives. The skills of literacy are centrally important for other reasons, too: Being able to read and write makes children smarter and ultimately makes their lives better.*

## Why Does Literacy Matter?

*Literacy.* Think about that word for a minute. If you describe a friend or relative as “literate,” chances are you mean that person has read many important books and been affected by them. But if you say someone is “not literate,” or, worse yet, “illiterate,” you mean that person cannot read this sentence. There is a lot of territory in between! When we attach the word *literate* to “technological” or “financial,” then literacy means to have the concepts and vocabulary that enable us to make sense of technology or financial information, and to have the skills to use that knowledge to operate successfully in the fields of technology or finance. Those uses of literacy come close to what we mean by the term *literacy* in this book. We define **literacy** as a set of concepts and skills that enable a person to read and write: that is, to make sense of and communicate messages through the medium of written language.

Teaching children to read and write not only gives them access to knowledge from print but also makes them better able to use that knowledge. Children who read store up background knowledge about the things they read about, whether it be nature, science, history, current events, or geography (Schwanenflugel, P. J., & Knapp, N. F., 2016; Stanovich, 1992). This knowledge helps them make better sense of the new things they read (Anderson & Pearson, 1984) and encounter in their everyday lives; in other words, it makes them smarter (Acheson, Wells, & MacDonald, 2008). Children who read gain bigger vocabularies, too (Smith, 1997), and having bigger vocabularies enables them to notice things (Brown, 1955) and to make finer distinctions in their perceptions of the world (Beck, McKeown, & Kucan, 2013).

Literacy helps children to think in more sophisticated ways. Studies have shown that reading proficiency makes profound differences in people's reasoning, their awareness of language, their understanding of themselves, and even their ability to formulate questions and learn about things they didn't know (Luria, 1976). Children who read and talk about books with others show greater self-awareness and critical thinking (Almasi, 1995), demonstrate increased empathy and social understanding (Lysaker, Tonge, Gauson, & Miller, 2011), tend to engage ideas more deeply (Eeds & Wells, 1989; Goatley, Brock, & Raphael, 1995), and are more likely to perceive themes in stories; that is, they are more likely to get the message (Lehr, 1991).

Among adults, literacy is associated with better health, greater job opportunities, and higher incomes (National Center for Education Statistics, 2015). Surveys show that people who can read and write well tend to have a wider range of options in life. But surveys also show that people need fairly sophisticated levels of literacy to benefit in terms of better jobs and other quality of life indicators (OECD and Statistics Canada, 2005).

This discussion may seem remote to anyone teaching kindergarten or third grade, but please pay attention: Students' early experiences as readers have a huge effect on their eventual success or failure to learn to read and write. Those of you who are fortunate enough to be teachers are in a privileged position to make sure your children have better choices available to them both sooner and later. You can teach them to read and write. But be aware that people with limited literacy do not usually see themselves as having a literacy problem (National Center for Education Statistics, 2015). The task of a teacher of reading, then, will not only be to teach but also to motivate. Even though reading ability is a ticket to a better future for all students, they might not know that, and their families might not know it either. Teachers have to make special efforts to encourage every child to *want* to be a reader, and for their parents to support them in their efforts to learn.

**Check Your Understanding 1.1:** Gauge your understanding of the skills and concepts in this section.

## How Well Do Children in the United States Read?

For years, the media have clamored about the poor state of reading in American schools. But the critics have mostly gotten it wrong. They have missed both the considerable achievements as well as the most serious challenges in our nation's efforts to teach all children to read (Klenk & Kibby, 2000). In a nutshell, two things are true about the way children read in the United States:

1. American students in elementary schools do fairly well at basic reading compared to those in other countries. But—
2. Success in reading among American students is spread unevenly among our children.

### Global Reading Scores

According to the latest international comparison of reading achievement, the **PIRLS** (Progress in International Reading Literacy), in 2011 American fourth graders scored sixth compared to children in the 45 countries around the world who participated in the test, and that rank was up from eleventh in 2006 (see Figure 1.1).

The **PISA** (Programme for International Student Assessment) test samples students' ability to solve real-world problems using a variety of realistic texts. In 2012 American 15-year-olds scored above the world's average in reading on the PISA test, but students in more than 21 countries scored better than students in the United States.

### Discrepancies in Reading Achievement Among American Students

Our most successful students do well in basic literacy tasks, but there are many students who do not. For example, the National Assessment of Educational Progress (**NAEP**) defines a fourth-grade "proficient reading level" this way:

*Fourth-grade students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.* (National Center for Education Statistics, 2015)

In 2015, 40% of all U.S. fourth graders could read at or above the proficient level, though that number dropped to one in five black students and Hispanic students. What about the rest? A "basic level" of reading ability on the NAEP was described this way:

*Fourth-grade students performing at the Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.* (National Center for Education Statistics, 2015)

In 2015, 42% of all fourth graders could read at a basic level; 31% read below that level. Again, performance was different for different ethnic groups. Nearly half of all black and Hispanic students read below the basic level in 2015.

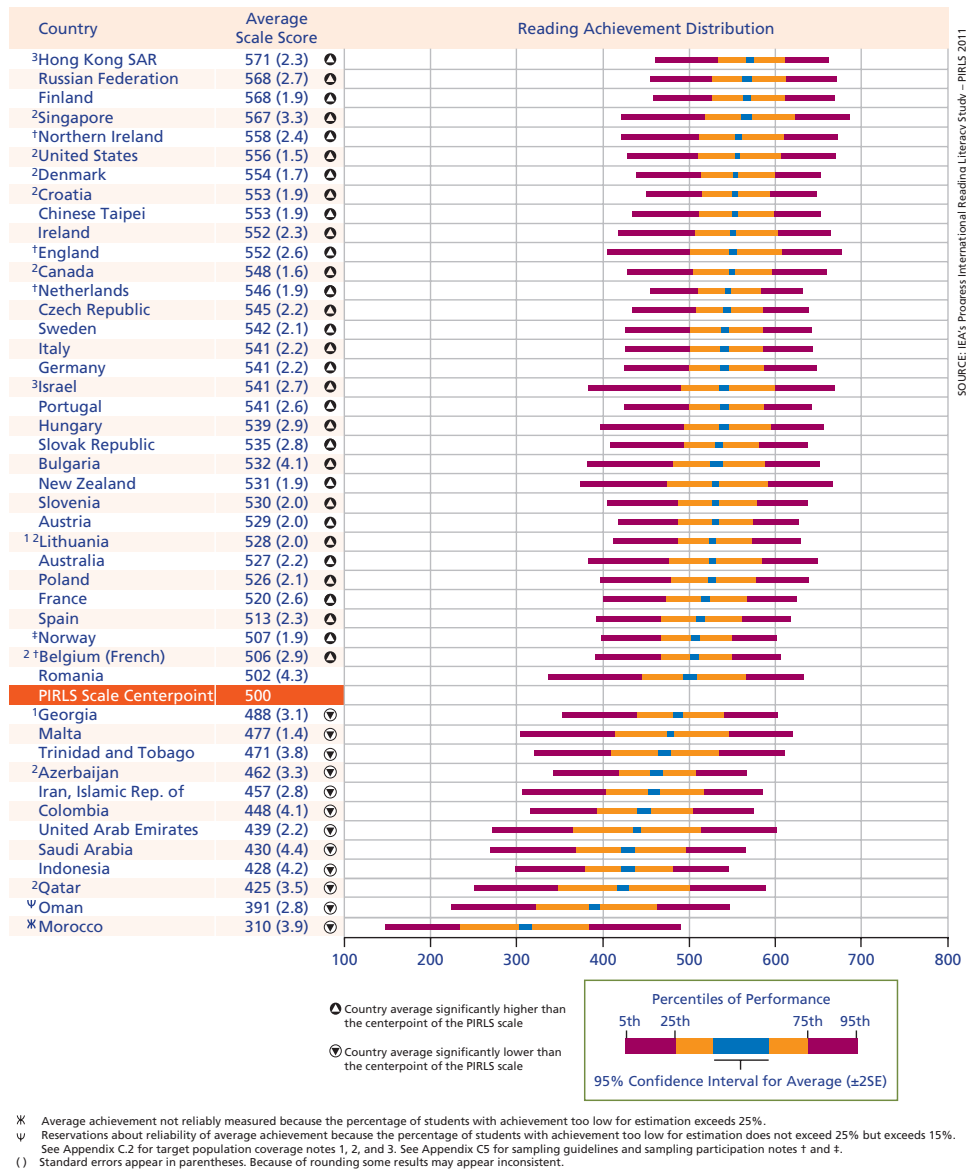
In 2015, a third of all U.S. eighth graders were at or above the proficient level, compared to 15% and 20% of black students and Hispanic students, respectively.

At the eighth grade level, NAEP defines basic reading this way:

*Eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used*



Figure 1.1 PIRLS Scores for Fourth Grades, 2011

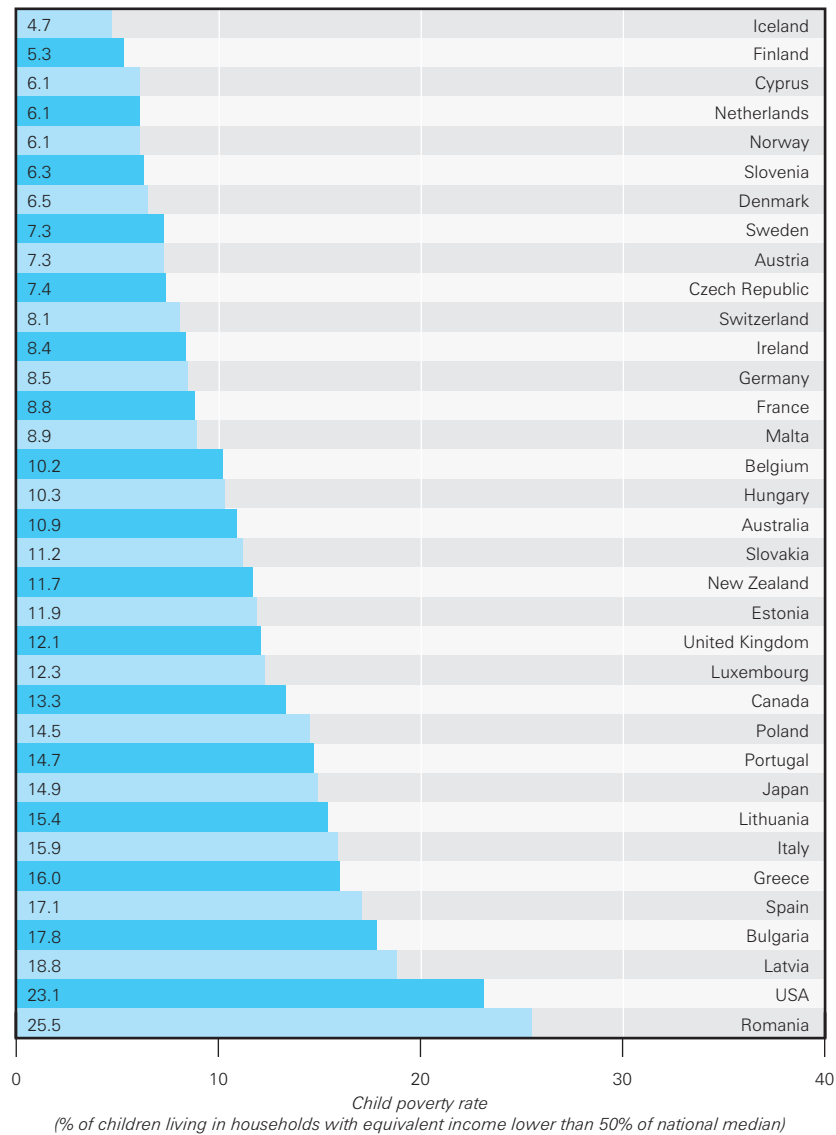


in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content. (National Center for Education Statistics, 2015).

In 2015, 42% of all eighth graders read at a basic level. But it's troubling again that a fourth of all eighth graders could not do so, and that proportion rose to 42% and 35% of black and Hispanic students, respectively.

**DIFFERENCES IN READING ACHIEVEMENT BY SOCIOECONOMIC STATUS** Differences in reading achievement are often related to socioeconomic status. That is not good news for American children, since a third of them live in poverty, according to *The Washington Post* (Ingraham, 2015). The *Post's* definition of a person living in poverty is anyone who makes below 60% of the national average income. When that criterion is tightened to below 50% of the national average, still over 23% of children in the United States are considered to be poor. By either criterion, that is a terrible statistic. It looks even worse when compared to other developed countries. As you can see from Figure 1.2, according to UNICEF, our child poverty rate in the United States at over 23% was second highest of the world's 35 richest countries. Lowest was Iceland, with 4.7%.

Poor children now make up a slight majority of the children who attend public schools in the United States (Layton, 2014). American students' standing on at least one international comparison is pulled down by high rates of poverty, one critic claims (Martin Carnoy, in Rabinovitz, 2013). The gap between U.S. 15-year olds' scores on the PISA test, on which we

**Figure 1.2** Child Poverty Rates in Developed Countries

Note: Data refer to children aged 0 to 17.

Sources: Calculations based on EU-SILC 2009, HILDA 2009, SLID 2009, SHP 2009, PSID 2007. Results for New Zealand are from Perry (2011). Results for Japan are from Cabinet Office, Gender Equality Bureau (2011).

now rank behind more than 20 countries, would be cut in half if the students in U.S. schools were compared with samples of students with similar demographics in other countries.

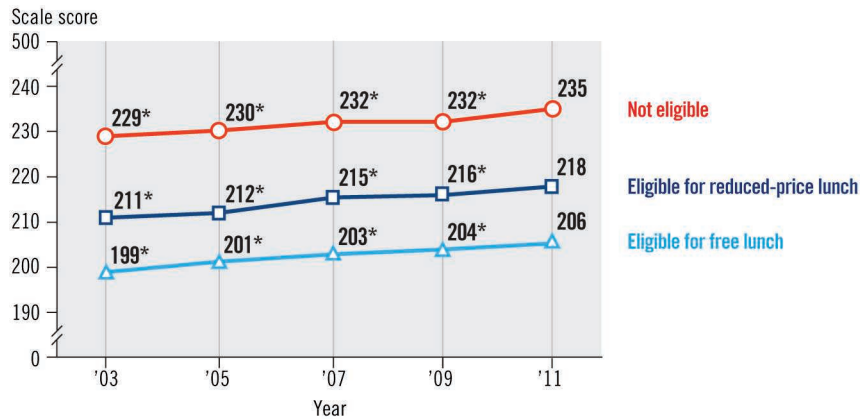
Poverty complicates children's learning in a host of ways that we will consider in Chapter 2. It is not surprising that poor children—those from families who are eligible for free or reduced cost lunches—tend to score well below other children in reading (see Figure 1.3).

Low family income does not necessarily mean students should perform poorly in reading. **Resilient students** are those who overcome difficult circumstances and learn to read in school. Poor children living in Asia are likely to be resilient—50% to 70% of them (PISA, 2009). But they are less so in the United States, where only about 5% of children from poor family backgrounds tend to be resilient (Center on International Education Benchmarking, 2013).

**DIFFERENCES IN READING ACHIEVEMENT BY STATE AND LANGUAGE BACKGROUND** There are also sizable differences in reading achievement levels among the states. In 2015, the state with the highest scores had 50% of fourth graders reading at or above the proficient level, while in the lowest scoring state only half that many read proficiently. In the lowest scoring state nearly half of the fourth graders read below the basic level, compared to 18% reading below basic in the state with the highest scores. In the highest scoring state, 14% of the children read at the advanced level, but only 4% did so in the lowest performing state (National Center for Education Statistics, 2015).

### Figure 1.3 Relation Between Poverty and Reading Achievement

SOURCE: NAEP *Nation's Report Card*, 2011: <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf>



**English language learners (ELLs)** are defined by the NAEP as “[S]tudents who are in the process of acquiring English language skills and knowledge” (National Center for Education Statistics, 2015). English Language Learners score well below native English speakers (see Figure 1.4).

## Who Are the Struggling Readers?

If success in reading in the United States is spread unevenly, how many of our children have “reading disabilities”? A reading disability is said to be present when a child who can see and hear well, has normal intelligence, and who has had adequate instruction fails to learn to read. Or to be more specific, the federal Individuals With Disabilities Education Act (IDEA) defines a Specific Learning Disability, of which a reading disability is a subcategory, as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage” (National Center for Learning Disabilities, 2014, p. 2).

By this definition, perhaps 5% of all school children—2.4 million of them—have Specific Learning Disabilities (National Center for Learning Disabilities, 2014). The majority of those disabilities affect reading. The percentage of children with learning disabilities has shrunk in recent years, but whether the decline is due to earlier and more effective reading interventions or because of refinements in identifying children with learning disabilities is a subject of debate.

## Early Reading Experiences Matter

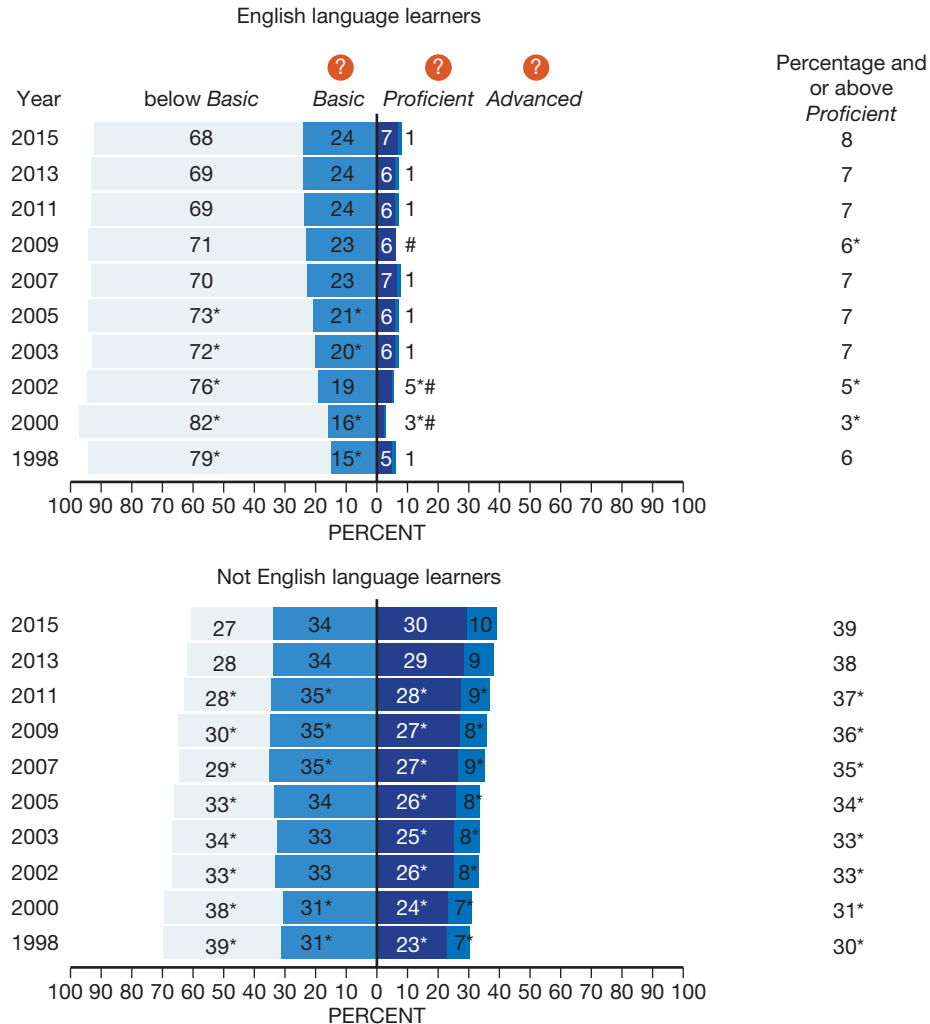
Why are early reading experiences important? The value of a good beginning in reading—and the damage that can be done by a poor beginning—was underscored by Connie Juel (1988). Juel surveyed a group of first graders in a Texas public school, found the 20% who read least well, and carefully tracked the reading progress of 54 of these students for three years. At the end of the study, 86% of those children were still in the bottom half of the class. Although reading problems had not been severe in first grade, they were serious by fourth grade. Juel worried that these children would not close the gap in later years.

Why?

**“MATTHEW EFFECTS” IN READING** In a famous essay, Keith Stanovich (1986) showed that in learning to read, “The rich get richer and the poor get poorer.” He called this phenomenon the “**Matthew Effect**,” after the Bible verse, “For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath” (Matthew 25:29). Stanovich meant that students who get off to a good start in reading are likely to practice reading and get better and better. But for others, relatively small reading problems in the early years can discourage students from practicing their reading; and if they don’t practice, their reading ability won’t grow, so those small problems are compounded and grow into severe reading disabilities after three or four years. Watch this video in which Dr. Stanovich explains the Matthew Effect and answer the question that follows.

**FIGURE 1.4** Reading Scores of English Language Learners Compared to Others

**SOURCE:** National Assessment of Education Progress, *Nation's Report Card Reading and Mathematics Assessment 2015*. [http://www.nationsreportcard.gov/reading\\_math\\_2015/#reading/acf?grade=4](http://www.nationsreportcard.gov/reading_math_2015/#reading/acf?grade=4)



 **Video Exploration 1.1:** Watch the video ([www.youtube.com/watch?v=IF6VKmMVWEc](http://www.youtube.com/watch?v=IF6VKmMVWEc)) and answer questions that reflect the content you have read.

Children learn to read by reading. The amount of reading children do closely correlates with reading achievement at all levels (Garan & DeVoogd, 2008), since children who read more tend to read better (Allington, 2014). That is why teachers need to consider the Matthew Effect as they plan instruction. Watch this video and think about the ways that the Matthew Effect might influence a teacher's daily classroom routine. Then, answer the question that follows.

 **Video Exploration 1.2:** Watch the video and answer questions that reflect the content you have read.

## Family and Community Involvement

Families make a difference in children's preparation to learn to read and write. On the average, children from poor families have more difficulty learning to be literate than children from middle-class homes do (Vernon-Feagans, Hammer, Miccio, & Manlove, 2001). But the exact reasons for this can be difficult to tease out. If a family is poor, then poverty itself presents a complex set of stress factors (Ehrenreich, 2001). If you are poor, it is hard to raise a healthy and competent child.

It is hard to buy and prepare nutritious food. It is hard to afford good-quality childcare. It is hard to find the time and energy between jobs to spend time with your child.

Nonetheless, researchers have identified family literacy practices related to children's success in learning to read and write. Many of these may be influenced by the school or by the school working in concert with community partners. The National Research Council (Snow, Burns, & Griffin, 1998) found that families help children become readers in four ways: by showing children that they (the family members) place value on literacy, by expecting children to work hard to achieve goals and motivating and encouraging them to do so, by making sure there are accessible reading materials in the home, and by reading with the children. Family literacy projects that encourage families to read to children and talk with them can have success (Vernon-Feagans et al., 2001). But helping families nurture their children's literacy is not a simple matter. Communication patterns within families are hard to change—even if we agreed that educators had any business trying to change them! A famous study showed that poor families offer children less verbal interaction than middle-class families do, and the shortage of interaction has a strong effect on the children's vocabulary size (Hart & Risley, 1995), which in turn shortchanges the store of meanings available to them as they try to learn to read and write.

**GIVING ALL FAMILIES ACCESS TO READING MATERIALS** It is known that children's preschool experiences with books and print also contribute to their success in learning to read once they arrive in school (Snow et al., 1998; Teale & Sulzby, 1987). But families who live in low-income areas have far less access to books than middle-class families do—fewer libraries, open fewer hours (Bornstein, 2011, unpaginated; Neuman & Celano, 2012).

Nearly all families in the United States have some contact with literacy materials, but many low-literacy families really do not seriously engage with print enough to provide experiences for children that teach them (Purcell-Gates, 1996). Even when low-income families visit libraries, the visits don't necessarily result in their finding materials to read (Neuman & Celano, 2010). Family literacy work is not always easy, but the title of Purcell-Gates' book about the illiterate mother and the semi-literate son—*The Cycle of Low Literacy*—underscores how important it is for educators to include families in their plans for promoting literacy.

**Check Your Understanding 1.2:** Gauge your understanding of the skills and concepts in this section.

## Components of Reading Ability

What exactly are you teaching when you teach a child to read? Reading ability can be broken down into several different sets of concepts and skills. The most widely recognized ones are outlined below.

### Concepts About Print

Imagine a child who had never watched someone read. If that child were in your kindergarten or first-grade class, you would need to show her what a book is, how to hold it, what is print and what is a picture, the direction of the print across from left to right and down the page, that print contains letters and the identities of those letters, that letters combine into words and that words are groups of letters with a space on either end, that the same words are spoken each time someone reads the same page, and—above all!—that those words add up to interesting information or a good story. Taken together, all of these facts are called **concepts about print**. Most children enter kindergarten with at least some concepts about print intact. But children vary widely in their exposure to print, so assessing and teaching concepts about print should be part of the repertoire of every teacher of preschool, kindergarten, and first grade—and just about every teacher of special education in the primary grades.

### Word Recognition and Phonics

Recognizing the words on the page is the next important reading skill. This skill has two parts. One is recognizing words instantly, as you would recognize the face of a friend. This is called **sight word recognition**, or recognizing words *at sight*. A word that has been seen many times, particularly if it refers to something interesting and its meaning is familiar, becomes a word a reader can recognize instantly. A good reader has many thousands of sight words in memory.

The other aspect of word recognition is puzzling out the identity of words readers can't yet recognize, and this is called **decoding**. When you read nonsense words like *glatz*, *charl*, *splane*, and *clorption*, you are decoding. A young reader uses decoding to figure out how to read the unfamiliar word *stripe* when he already knows how to read *stop* and *ripe*; or *dot* when

he can read hardly any words at all, but knows the sounds represented by the consonants *D* and *T*, and the vowel *O* when it comes right before a consonant. The sort of knowledge a reader applies when he decodes is called **phonics**. Phonics is knowledge of the relations between letters or groups of letters and speech sounds.

Phonics knowledge, in turn, has two parts. One is knowing the relationship between letters and clusters of letters called **graphemes** (a grapheme is a small unit of written language) and the speech sounds they represent. The other is awareness of those speech sounds, called **phonemes** (a phoneme is the smallest unit of speech that differentiates meanings). This latter sort of awareness is known as **phonological awareness** (which is the awareness of speech sounds in general, including syllables) and **phonemic awareness** (awareness of phonemes specifically).

## Reading Fluency

Reading fluency has four aspects:

- recognizing words *automatically and accurately*,
- reading text *with appropriate speed*,
- reading *with meaningful inflection* (the voice goes higher and lower, louder and softer, depending on the meaning or the emotions evoked by what is read), and
- *grouping words meaningfully* (for example, “Austin, [pause] the capital of Texas, [pause] is the home of the University of Texas.”).

Reading fluency is closely related to comprehension. First, reading fluently *contributes to* comprehension because having the ability to read strings of words smoothly and accurately leaves the mind plenty of capacity to think about the meaning of the text (Perfetti, 1992; Pressley, 2000). Second, reading fluency *benefits from* comprehension because a reader can only read with good voice inflection and meaningful pauses if she understands what she is reading. Bear in mind that fluent reading can be silent as well as oral—we just can’t hear the inflection and the word grouping when students are reading silently.

Like any other skill that we want to be able to perform automatically—be it tying a shoe, driving an automobile, sailing a boat, or hitting a tennis ball—reading fluency improves with practice. That is why thoughtful teachers provide children plenty of opportunities to read texts that are fairly easy for them, even as they sometimes assign more challenging texts, too. It’s not surprising that our best readers are the ones who read often for pleasure (see Figure 1.5).

## Vocabulary

Vocabulary is the store of words and their meanings in memory. Having an adequate vocabulary helps reading in several ways. First, when you encounter words such as *epithalamion*, *ecclesiastical*, *primogeniture*, *dodecahedron*, or *unicameral*, you may struggle to decide what the letters are adding up to, only to discover you don’t know the word they spell anyway. On the other hand, when you come across words like *muthuh*, *sista*, and *solja*, you can easily work through the unfamiliar street spellings because you do know the words they spell. Vocabulary helps us read by facilitating word recognition in just that way: You may more successfully puzzle through the spelling of a word you don’t immediately recognize in written form if you already have the word in your vocabulary.

**FIGURE 1.5** Children Who Read for Pleasure Score Higher on Reading Tests.

**SOURCE:** NAEP *Nation’s Report Card*, 2011: <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf>

Average Fourth Grade Reading Scores on the National Assessment of Reading Progress Sorted by Self-Reported Reading for Pleasure.

