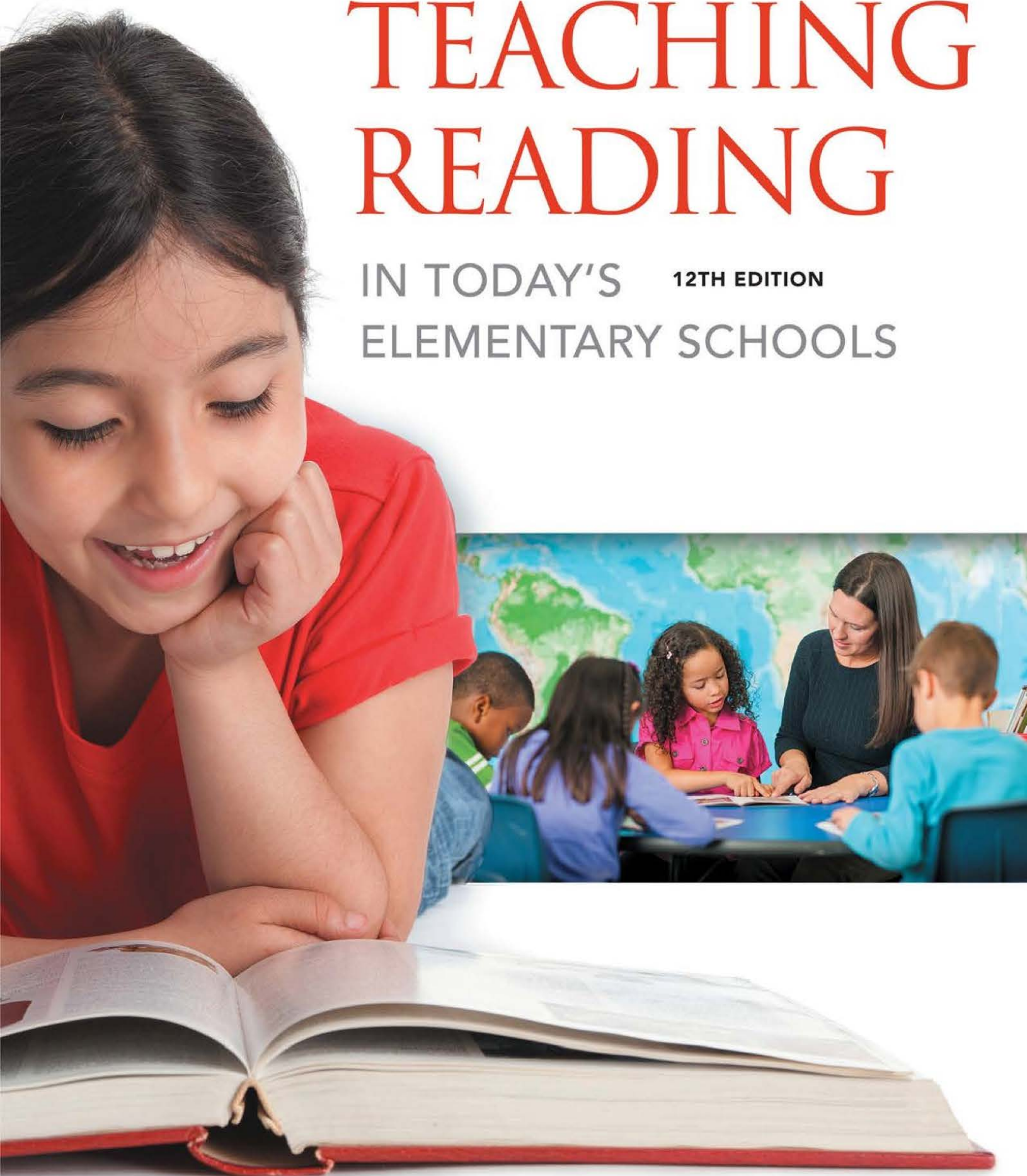


TEACHING READING

IN TODAY'S **12TH EDITION**
ELEMENTARY SCHOOLS



BETTY D. ROE | SANDY H. SMITH | NANCY KOLODZIEJ

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Teaching Reading

IN TODAY'S ELEMENTARY SCHOOLS

12th Edition

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Preface

Teaching reading in today's schools presents teachers with a number of interesting challenges. Teachers are expected to

- prepare all students to do well on mandatory, high-stakes standardized tests based on national, state, and local standards, as well as on those developed by professional associations, such as the International Literacy Association and the National Council of Teachers of English;
- choose methods that are research-based and represent best practices;
- integrate an ever-changing array of technology;
- choose materials that are high quality, including appropriate trade books from the multitude of children's titles that are available;
- use assessment to determine students' strengths and needs and use observation and assessment data to plan instruction; and
- meet the needs and interests of an increasingly diverse population of students, including English-language learners (ELLs) and students with a variety of special instructional needs.

Our Mission

In this book, we strive to give aspiring teachers and in-service teachers the tools to meet these challenges in the following ways:

- *We address the skills and strategies that meet important standards for reading instruction and that are covered by the stressful high-risk tests.*
- *We present a multitude of techniques for teaching these skills and strategies that are based on best practice and a sound research base. Updated research is included in each chapter.*
- *We embrace a balanced approach to reading instruction to actively engage students in child-centered learning that conveys the message that comprehension is the ultimate goal of reading. We advocate reading instruction that integrates the language arts and new literacies to ensure that all students are on paths to being college and career ready.*
- *We provide up-to-date information on technology that is currently being used in schools and by many of today's students outside of school.*
- *We suggest materials that can be used to enhance reading instruction and reading across the curriculum, including many trade books that add both information and interest value to lessons. We encourage intentionally selecting materials that meet students' needs, learning styles, and interests, as well as integrate the use of complex text that will prepare students for further growth in comprehension.*
- *We show how teachers can differentiate instruction to meet the needs of all students in a diverse educational setting, including English-language learners, students with disabilities, and gifted learners.*

We want to empower teachers to become informed decision-makers rather than merely followers of plans provided by others. Toward that purpose, we offer information about many methods and materials for reading instruction, along

with sound principles to help teachers choose among these options for their specific students and situations.

Our primary aim is to prepare teachers to develop students' abilities in comprehending text and reading fluently. But we are also committed to helping teachers foster their students' enjoyment of reading.

Audience for the Text

Teaching Reading in Today's Elementary Schools is designed for use in introductory reading education courses for both preservice and in-service elementary school classroom teachers. It also will meet the needs of introductory courses for teachers preparing to become reading specialists or literacy coaches and administrators who need to understand reading instruction to serve as instructional leaders in their schools' reading programs.

The large amount of the school day spent on reading instruction in the primary grades makes this content especially important to the primary-grade teacher. In addition, in all grades, students must possess a repertoire of strategies to read informational text in the content areas as well as during reading blocks, making our coverage of content-area reading and study skills essential for teachers. Our book—particularly the chapter on content-area reading—contains information that will help teachers implement reading instruction across the curriculum.

Learning Features of this Text

This text offers several unique chapter features that help accomplish the previously outlined goals. The following text features are designed to organize and summarize content, provide practical information, and help students learn the concepts and strategies in the text:

- **Learning Objectives** are listed at the beginning of each chapter and are aligned directly to the main headings within the chapter.
- **Professional Teaching Standards** from the International Literacy Association (ILA) Standards for Reading Professionals and the Common Core State Standards that correlate to the chapter content are listed at the beginning of each chapter. A detailed correlation chart listing the standards coverage in each chapter appears on the inside front and back covers of the book.
- **Anticipation/Reaction Guides** at the beginning of each chapter help students activate their background knowledge, provide purposes for reading the material, and offer opportunities to reinforce the ideas as the students return to the guides after reading. These are available as Professional Resource Downloads (PRDs) to facilitate instructors' use of them.
- **Key Vocabulary** terms alert students to important concepts presented in the chapter, and are defined in the text and in the Glossary at the back of the book. This vocabulary can be reviewed using the flash cards available on MindTap.
- **Chapter Introductions** in each chapter help students develop a mental set for reading the chapter and give them a framework into which they can fit the ideas they will read about.
- **Marginal icons** appear throughout the text, connecting specific content to the core topics that are integral to the entire text. The marginal icons are as follows:



Assessment

Intervention/
Struggling Reader

Technology



Diversity



Research/Theory

- **Seeing It in Practice** boxes present vignettes of actual classroom use of the strategies presented, offering a true context for the strategies and materials discussed in the text.
- **Putting It into Practice** boxes provide model activities, lesson plans, and teaching suggestions that students can try in field experiences, student teaching, teaching residency, or in their own classrooms.
- **Numerous examples** of student work and teacher resources offer additional clarification for information in the text.
- **Professional Resource Downloads** provide instructors and students with appropriate tools for use in their present and future classrooms. These resources include summaries of strategies and practices, checklists, sample questionnaires, activities, assessments, and other useful documents that are downloadable from MindTap and often customizable. The Professional Resource Download label identifies these items throughout the text.
- **Time for Reflection** is a learning aid located at strategic points throughout each chapter to encourage readers to think about the subject matter that has been presented and decide where they stand on debated issues.
- **For Your Journal** at the end of each chapter presents topics that students can write about in order to further their understanding of the ideas and methods presented in the chapter.
- . . . **And For Your Portfolio** at the end of each chapter presents ideas to include in a portfolio for assessment purposes.
- The **Glossary** contains meanings of specialized terms used in this book.

New to this Edition

This edition presents information with a full-color design, conversion of text into graphics when suitable, and addition of many visuals that will appeal to twenty-first century learners and will support their understanding of the content. The many changes that elementary schools have undergone in the twenty-first century are reflected in this new edition of our book. We have included coverage on topics of recent prominence, such as:

- the Standards movement
- standardized and informal assessment
- Response to Intervention (RTI)
- close reading
- differentiated instruction
- informational reading
- new literacies
- digital applications
- complex text
- text leveling (including Lexile levels)
- guided reading
- ways to help diverse populations (especially English-language learners and struggling readers) receive special attention

To increase utility to students and instructors, some reorganization of chapters and internal information has also taken place; for example, a new chapter on fluency and a chapter about meeting the literacy needs of diverse learners have been included. Additional information about assessments has been included throughout the book, and particularly in the chapter that is dedicated to the topic. Rather than having technology information isolated in a chapter, we integrated technology throughout the book. This information is easily located with the use of the technology marginal icons.

Key changes in this edition include:

- New full-color design featuring many new or improved color illustrations and color photographs enhances the reading experience and highlights what's important for the student.
- New numbered learning objectives, listed at the beginning of each chapter and correlated with main headings throughout the chapter, provide a framework for students as they read, helping them to locate key content and understand expected outcomes.
- New chapter on diversity is devoted to helping prospective teachers teach in a culturally responsive manner and meet the needs of today's diverse learners.
- New chapter on fluency provides specific information about its relevance to the reading process and ways to provide instruction to improve fluency.
- New examples of student work show authentic classroom materials.
- Updated information on standards that teachers must meet helps prospective teachers understand their profession more completely.
- New marginal icon for Research/Theory highlights the theory connections within chapters, helps prospective teachers understand the reasons for practices, and assists them with teacher preparation assessments, such as the Praxis and edTPA.
- New examples of applications of children's literature have been integrated in various sections throughout the book to alert readers to useful resources.
- MindTap for Education is a fully customizable online learning platform with interactive content designed to help students learn effectively and prepare them for success in the classroom. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Chapter-by-Chapter Changes

All chapters have been revised to reflect the suggestions of the reviewers and our beliefs about teachers' needs in the current school settings.

- **Chapter 1: The Reading Act** has evolved to reflect the changing needs of children in today's classrooms and current legislative and social influences on teachers of literacy. Additional information and research about meeting the diverse needs of children, including sensory and perceptual issues and the use of RTI to meet struggling readers' needs, have been incorporated.
- **Chapter 2: Assessment and Intervention** has been updated to reflect current legislative policies. New examples and explanations about the following assessment topics have been addressed: curriculum-based measures (CBMs), sight words, phonics, prosody, reading rate, and self-assessment.
- **Chapter 3: Understanding Diverse Literacy Needs** is a new chapter in this edition, and it is devoted to sharing suggestions for meeting the needs of a variety of diverse learners in today's classrooms. A number of teaching strategies provide guidance for teachers about best practices to improve their effectiveness in a diverse classroom.
- **Chapter 4: Emergent Literacy** includes a new section about Marie Clay's literacy processing theory, which will provide readers with significant theoretical information about emergent literacy. New information on the use of interactive read-alouds for emergent readers has been included. Several new figures, such as a continuum of children's early literacy development, and new student samples will further promote readers' comprehension of the text.

- **Chapter 5: Word Recognition** includes additional research support about the relationship between word recognition and comprehension. Specifically, Perfetti's verbal efficiency theory is emphasized, providing prospective teachers with more information about the importance of developing sight words and word recognition strategies; this information can support their edTPA portfolios and Praxis essays. The first 100 of Fry's Instant Words appear in the chapter, and the entire 1,000 words are offered as a PRD. A new Putting It into Practice explains a concrete activity to help students understand the placement of apostrophes for possessive nouns.
- **Chapter 6: Phonics** has received prominent attention on recent standardized assessments for future teachers, such as Praxis exams and edTPA. Thus, new information regarding open and closed syllables and voiced and unvoiced sounds has been added. More examples about other phonics terms and generalizations have been included as well. Child-centered and kinesthetic teaching strategies (such as Elkonin boxes and word sorts) have received increased attention in the text and include new visuals, so teachers can more readily apply their knowledge in instructional settings.
- **Chapter 7: Fluency** is a new chapter in this edition and addresses the components of accuracy, prosody, and rate. Each component is discussed, and strategies to positively impact students' ability in each area are included.
- **Chapter 8: Vocabulary** continues to address the development of word meanings and provides numerous practical strategies for effective vocabulary instruction, including academic vocabulary in content areas. The chapter features step-by-step instructions on how to implement a variety of strategies and techniques with accompanying examples of authentic student work or templates to assist with planning.
- **Chapter 9: Comprehension, Part 1** has undergone a variety of changes to show alignment with the Common Core State Standards. Information about new literacies and how reading in different modes affects comprehension has been included in this chapter, and several concepts (such as traits of effective teachers and multiple intelligences) appear in new reader-friendly graphics. Each of these graphics is available as a PRD. New student examples of a K-W-L, semantic web, and story map have also been integrated.
- **Chapter 10: Comprehension, Part 2** includes a new section about close reading, including scaffolds that can be used and a detailed example of how to conduct close reading with a popular trade book. This example can be used by the instructor to model close reading, or students can use it with peers or children to immerse themselves in a close reading lesson. A new Putting It into Practice: Story Impressions provides readers with another idea for using prediction to enhance comprehension. In addition, several new graphics have been added to facilitate readers' comprehension of topics such as main idea, propaganda techniques, and Bloom's taxonomy.
- **Chapter 11: Major Approaches and Materials for Literacy Instruction** has been substantially revised and includes new information on text complexity, interactive read-alouds, and leveled readers/texts, including Lexile levels. In addition, a considerable amount of new information has been added regarding guided reading, e-books, reading workshop, and writing workshop. To support readers' understanding, 12 new figures and 3 new tables have been added to this chapter, including three new examples of student work, three new excerpts from a teacher's manual, and a chart of bilingual books that includes a variety of languages prevalent in U.S. classrooms.
- **Chapter 12: Content Area Literacy** has undergone substantial revision to integrate information from Chapters 12 and 13 from the prior edition, as well as the visual literacy material from Chapter 2 in the prior edition, and to reflect

current content area policies and practices. New topics in this chapter include text complexity and frontloading. In addition, significant updates have been made in the topics of differentiated instruction, electronic books, graphic organizers, instructional units, and student motivation. Furthermore, new figures have been added to enhance readers' understanding.

Accompanying Teaching and Learning Resources

The twelfth edition of *Teaching Reading in Today's Elementary Schools* is accompanied by an extensive package of instructor and student resources.

MindTap™: The Personal Learning Experience

MindTap for *Teaching Reading in Today's Elementary Schools* represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated e-portfolio, MindTap helps students to elevate thinking by guiding them to:

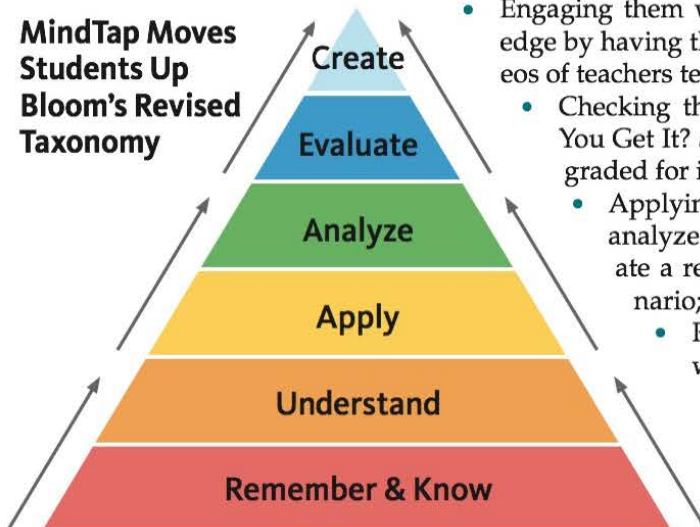
- Know, remember, and understand concepts critical to becoming a highly effective teacher of literacy;
- Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including professional and state education standards;
- Prepare artifacts for a professional portfolio and subsequent state licensure, to launch a successful teaching career; and
- Develop the habits to become a reflective practitioner.

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by having them watch and answer questions about authentic videos of teachers teaching and children learning in real classrooms;
 - Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are auto-graded for instant feedback;
 - Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations and then create a reasoned response to the issue(s) presented in the scenario; and
 - Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practices, and adjusting their instruction as needed. MindTap enables instructors to facilitate better outcomes by:

- Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the course;



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

- Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state’s standards or any other desired outcome;
- Allowing instructors to generate reports on students’ performance with the click of a mouse against any standards or outcomes that are in their MindTap course; and
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing MindTap activities or creating their own and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library.

MindTap for *Teaching Reading in Today’s Elementary Schools* helps instructors easily construct their course because it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don’t want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they want to include (e.g., YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

Online Instructor’s Manual and Test Bank

An online instructor’s manual accompanies this book; it has undergone extensive revision from the 11th edition. It contains information to assist the instructor in planning instruction for the course, including chapter outlines, learning objectives, discussion questions, teaching and learning activities, field experiences, and additional online resources. For assessment support, the updated and expanded test bank includes multiple-choice, short answer, and essay questions for each chapter.

PowerPoint Lecture Slides

A set of PowerPoint slides is available for each chapter and can assist instructors with their lectures by providing coverage of the key concepts. Each slide lists the number of the associated objective and heading in the chapter.

Cognero

Cengage Learning testing powered by Cognero is a flexible online system that allows instructors to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from an LMS, classroom, or wherever they are needed.

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1

The Reading Act

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- 1-1** Identify a number of examples that support the need for and importance of reading.
- 1-2** Explain how communication occurs during the reading event.
- 1-3** Explain how the various aspects of the reading process combine to create the product of communication.
- 1-4** Apply research-based evidence from a variety of theories to understand how the reading event occurs.
- 1-5** Identify and explain key principles of reading instruction.

STANDARDS ADDRESSED IN THIS CHAPTER



**International Literacy Association (ILA) Standards
for Reading Professionals—Revised 2010**

- Standard 1:** Foundational Knowledge
- Standard 2:** Curriculum and Instruction
- Standard 3:** Assessment and Evaluation
- Standard 4:** Diversity
- Standard 5:** Literate Environment

CCSS Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness Anchor Standards for Reading**
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- Anchor Standards for Reading: Foundational Skills K-5**
 - Phonics and Word Recognition
 - Fluency
- College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use
- College and Career Readiness Anchor Standards for Speaking
and Listening**
 - Comprehension and Collaboration
- College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge

KEY VOCABULARY

Pay close attention to the following terms when they appear in the chapter:

aesthetic stance
 affective
 auditory acuity
 auditory discrimination
 automaticity
 balanced approach to reading instruction
 bottom-up processing
 efferent stance
 fluency
 grapheme
 graphophonic clues (or cues)
 interactive theories of reading
 metacognitive strategies
 perception
 phoneme
 schemata
 semantic clues (or cues)
 subskill theories of reading
 syntactic clues (or cues)
 technological literacy
 top-down processing
 transactive theories of reading
 vicarious experience
 visual acuity
 visual discrimination

Anticipation/Reaction Guide

BEFORE A, D, or ?	Directions: Before you read this chapter, complete the following anticipation/reaction guide. In the space before each statement, write A if you agree; D if you disagree; or ? if you don't know. After you have read the chapter, complete the guide again to show what you have discovered in the chapter. In the space after each statement, mark whether you were initially correct (with a C) or incorrect (with an I). Write the letter for the correct answer (A) or (D) in the space for the statements that you initially marked with a question mark (?).	AFTER C or I (for initial A or D answers) and A or D (for initial ? answers)
	1. There is only one correct way to teach reading.	
	2. Teachers should stress reading for enjoyment as well as for information.	
	3. Current theories about reading account for all aspects of the reading process.	
	4. Bottom-up processing refers to processing printed text by examining the printed symbols, with little input being required from the reader.	
	5. According to an interactive model of reading, simultaneous processing of information from print and from background knowledge occurs.	
	6. Metacognitive processes are self-monitoring processes.	
	7. Transactive theories of the reading process take into account the reader, the text, and the context in which the reading takes place.	
	8. According to current research and theory, children learn better when they can associate new material with prior knowledge.	
	9. To promote literacy development, teachers should encourage parents of English-language learners (ELLs) to speak only English at home.	
	10. Today's readers need to be proficient in using technology.	

Professional Resource Download

FEW ADULTS WOULD QUESTION the importance of reading to effective functioning in today's complex, technological world. Reading instruction has long been a priority in the school curriculum, especially in the primary or early elementary grades. As students enter the middle grades and continue throughout secondary levels, their engagement in a systematic approach to reading instruction often decreases. To develop sufficient reading strategies and higher-order thinking skills, students need instruction in appropriate reading skills and strategies at all levels. Strategies are deliberate plans or actions designed to guide readers toward one or more goals. Readers acquire reading skills when the repetition of an appropriate strategy occurs enough to make its application effortless.

Educators often face challenges in helping students recognize the importance of reading in accomplishing everyday tasks effectively and value reading as a source of information, enjoyment, and recreation. To accomplish these tasks, teachers must understand the reading act, principles of reading instruction, and theories on which effective instructional practices in reading are based. They should understand the need for a comprehensive, **balanced approach to reading instruction** and the place of reading instruction in the overall language arts curriculum. Teachers must be knowledgeable about a wide variety of reading approaches and strategies so that they can match approaches and teaching strategies to the needs of individual students. Research has shown repeatedly that teachers have more influence on the learning of students in their classrooms than does any particular method (Blair, Rupley, and Nichols, 2007).



Reading is a complex act that can be viewed as having two parts: the *reading process* and the *reading product*. The reading process has many related aspects—sensory and perceptual, sequential, experiential, thinking, learning, association, affective, and constructive—that combine to produce the reading product. However, the sequences involved in the reading process are not always the same, and different readers do not always perform them in the same way. When these aspects blend and interact harmoniously, effective communication occurs between the writer and reader. Communication, in this sense, is the product of reading and the result of comprehension of the written message.

1-1 THE IMPORTANCE OF READING

The ability to read is vital to functioning effectively in a literate society. Some children come to school with a sense of the importance of reading in their lives. Unfortunately, not all students arrive at school with this understanding, and those who do not need to be helped to acquire it. Learning to read takes effort, and children who are unable to see the value of reading in their personal activities will be less likely to exert this effort than those who do see the benefits.

Fortunately, teachers should have little trouble demonstrating to students that reading is important. Every aspect of life involves reading. Road signs direct travelers to particular destinations, inform drivers of hazards, and alert people to traffic regulations. Other useful items to read include menus in restaurants, labels on food packages, advertisements, websites, and magazines. Reading situations are inescapable. Even very young children can be helped to see the need to read the signs on restrooms, their names on desks in their classrooms, and labels on food items in the supermarket. In fact, often young children are eager to learn to read and attack the task enthusiastically.

Reading tasks become increasingly complex as students advance through the grades, and continual attention must be given to these tasks. For example, teachers can introduce middle-grade students to many needs for literacy skills through career-education activities. Students can choose occupations that interest them and analyze the reading skills that each occupation requires. Taking field trips to work environments, job-shadowing a chosen professional, and listening to resource people speak can help students see how people in different professions use reading in their jobs. Students may also analyze reading demands in a wide variety of recreational (for example, playing soccer) and functional (for

example, ordering food from a menu) activities. In many cases, reading activities involve use of the Internet, including social networking websites, search engines, and e-mail.

Although functional reading is important to everyday living, reading for enjoyment is also an important goal. Teachers must attempt to show students that reading can be interesting to them for reasons other than strictly utilitarian ones. Students may read for relaxation, vicarious adventure, or aesthetic pleasure as they immerse themselves in tales of other times and places or those of the here and now. They may also read to obtain information about areas of interest or hobbies to fill their leisure time. “Putting It into Practice: Reading for Enjoyment” provides suggested ways teachers can promote a joy of reading in their classrooms.

PUTTING IT INTO PRACTICE



Reading for Enjoyment

As a teacher, you can take the following steps to help your students see reading as a pleasurable activity:

- Read to your students each day about a variety of themes and topics, from a variety of genres, and from the works of many authors.
- Make many books available for students to look at and read, and dedicate time for them to read from self-selected materials.
- Give students opportunities to share information from and reactions to their reading in both oral and written forms.
- Encourage students to relate the things that they are reading to their own experiences.
- Share with students the pleasure that you get from your recreational reading. Let them see you reading something you enjoy during dedicated recreational reading times.
- Share appropriate websites that encourage students to read, write, and participate in literacy-based activities.

Professional Resource Download

1-2 THE READING PRODUCT

The product of the reading act is the communication of thoughts and emotions by a writer to a reader, resulting in the reader’s own understanding of ideas that the writer has put into print. Communication results from readers’ construction of meaning through integrating their prior knowledge with the information presented in the text.

Today’s readers have a wealth of knowledge available to them because they can read material that others wrote in years past. They can read of events and accomplishments that occur in other parts of the globe. Knowledge of great discoveries need not be laboriously passed from person to person by word of mouth; such knowledge is available to all who can read.

Reading is also a means of current communication. A note may inform a babysitter about where to call in case of an emergency, a memo from a person’s employer can identify the work to be done, and an e-mail or text message from a friend may announce an upcoming visit. Reading can be a way to share another person’s insights, joys, sorrows, or creative endeavors. Reading can also enable people to find places that they have never visited before (through maps and directional signs), to take advantage of bargains (through advertisements), or to avert

Time for Reflection

Reading has both functional and recreational uses.

What can you add to the list of ways to demonstrate to students the importance of reading and the suggestions for showing students the enjoyment of reading?

disaster (through warning signs). It is difficult to imagine what life would be like without this vital means of communication.

Communication depends on comprehension, so teachers should teach reading as a thoughtful, critical, and creative process that students can master with appropriate strategies (Santman, 2006). Each aspect of the reading process contributes to the degree of comprehension attained. Word-recognition strategies are essential, but comprehension involves much more than decoding symbols into sounds; readers must construct meaning while interacting with the print.

Teachers who realize that all aspects of the reading process affect comprehension of written material can more easily identify a student's reading strengths and weaknesses, and, as a result, offer effective instructional support based on the student's need. Faulty performance related to any aspect of the reading process may result in reduced comprehension or total lack of comprehension.

1-3 THE READING PROCESS

Reading is an extremely complex process. As Frederick McDonald stated, reading is an act that “demands complex sets of responses—some of them cognitive, some attitudinal, and some manipulative” (Downing, 1982, p. 535). When they read, students must be able to

- Perceive the symbols set before them and interpret what they see (*sensory and perceptual aspect*).
- Follow the linear, logical, and grammatical patterns of the written words (*sequential aspect*).
- Relate words back to direct experiences to give the words meaning (*experiential aspect*).
- Make inferences from and evaluate the material (*thinking aspect*).
- Remember what they learned in the past and incorporate new ideas and facts (*learning aspect*).
- Recognize the connections between symbols and sounds, between words and what they represent (*association aspect*).
- Deal with personal interests and attitudes that affect the task of reading (*affective aspect*).
- Put everything together to make sense of the material (*constructive aspect*).

Although reading can be broken down into subskills, reading takes place only when these subskills are put together into an integrated whole, resulting in fluent reading with comprehension. Performing isolated subskills individually is not reading.

Technology has affected the teaching of reading and other literacy skills by serving as a vehicle for instruction. However, it has also added to the literacy strategies needed for functioning in today's society. Readers must now interpret information in forms other than purely linear printed text and two-dimensional, still pictures. They must also deal with sounds, video clips, and animations. They must navigate digital environments that allow nonlinear access to presented material through embedded links.

Not only is the reading process complex, but each aspect of the process is also complex. As **Figure 1.1** shows, the whole process can be likened to a series of books, with each aspect represented by a hefty volume. To completely comprehend the subject matter, students would have to integrate information from all of the volumes. The complete series would be more important than any individual volume.

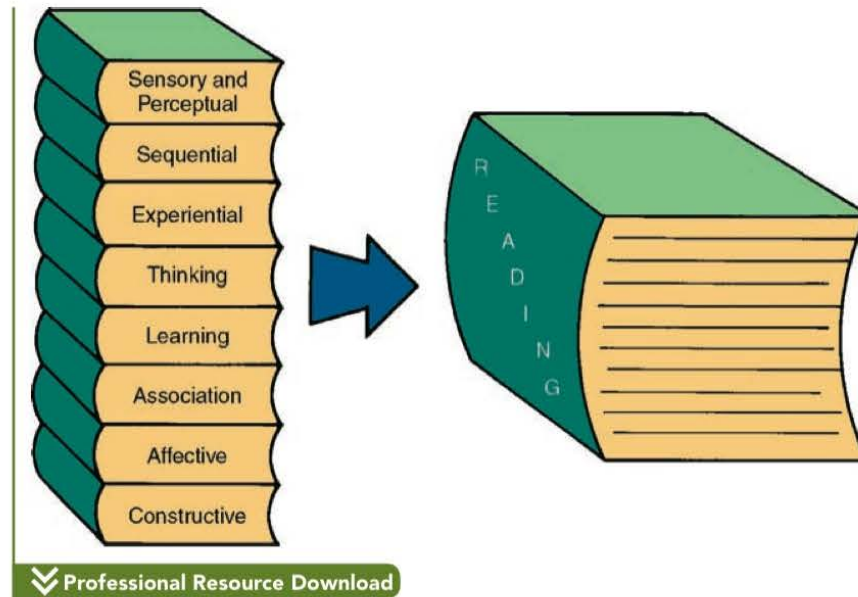
Time for Reflection

Some people believe that just teaching children to pronounce words allows them to achieve communication with the authors of written materials.

What do you think, and why?



Figure 1.1 Aspects of the Reading Process. ►



1-3a Sensory and Perceptual Aspects of Reading

The reading process begins with a sensory impression, either visual (sight) or tactile (touch). Typical readers perceive the printed symbol visually; blind readers use the tactile sense. The auditory sense is also very important because a beginning stage in reading is the association of printed symbols with spoken language. A person with poor auditory discrimination may find some reading skills, especially those involved with phonics, difficult to master.

Perception

Perception involves interpretation of the sensory impressions that reach the brain. Individuals process and reorganize sensory data according to their experiential backgrounds. When a person is reading, the brain receives visual sensations from the words and phrases on the printed page. Visual perception is the interpretation of these visual sensations as the reader recognizes and gives meaning to these words and phrases. This is accomplished by associating them with the reader's previous experiences with the objects, ideas, concepts, or emotions represented.

Because readers' experiences vary, different readers may interpret a single text differently. For example, seeing the printed words *apple pie* can result not only in a visual image of a pie but also in a recollection of its smell and taste. Of course, to make these associations, the person must have prior experience with the things named by the words. Because different people have had different experiences with apple pies, and apple pies can vary in smell, taste, and appearance, people will attach different meanings to *apple pie*. Therefore, individuals will have slightly different perceptions when they encounter these or any other words.

Auditory perception is also important when readers first turn the visual symbols into sounds (phonic analysis) and then interpret the meanings of the oral words that result. Once again, they use their past experiences to attach meaning to the words they hear.

Vision

The reading act imposes many visual demands on readers. Reading requires **visual acuity** or sharpness of vision. Readers must be able to focus their eyes on a page of print that is generally fourteen to twenty inches away, as well as on various signs