

SEVENTH EDITION



Literacy

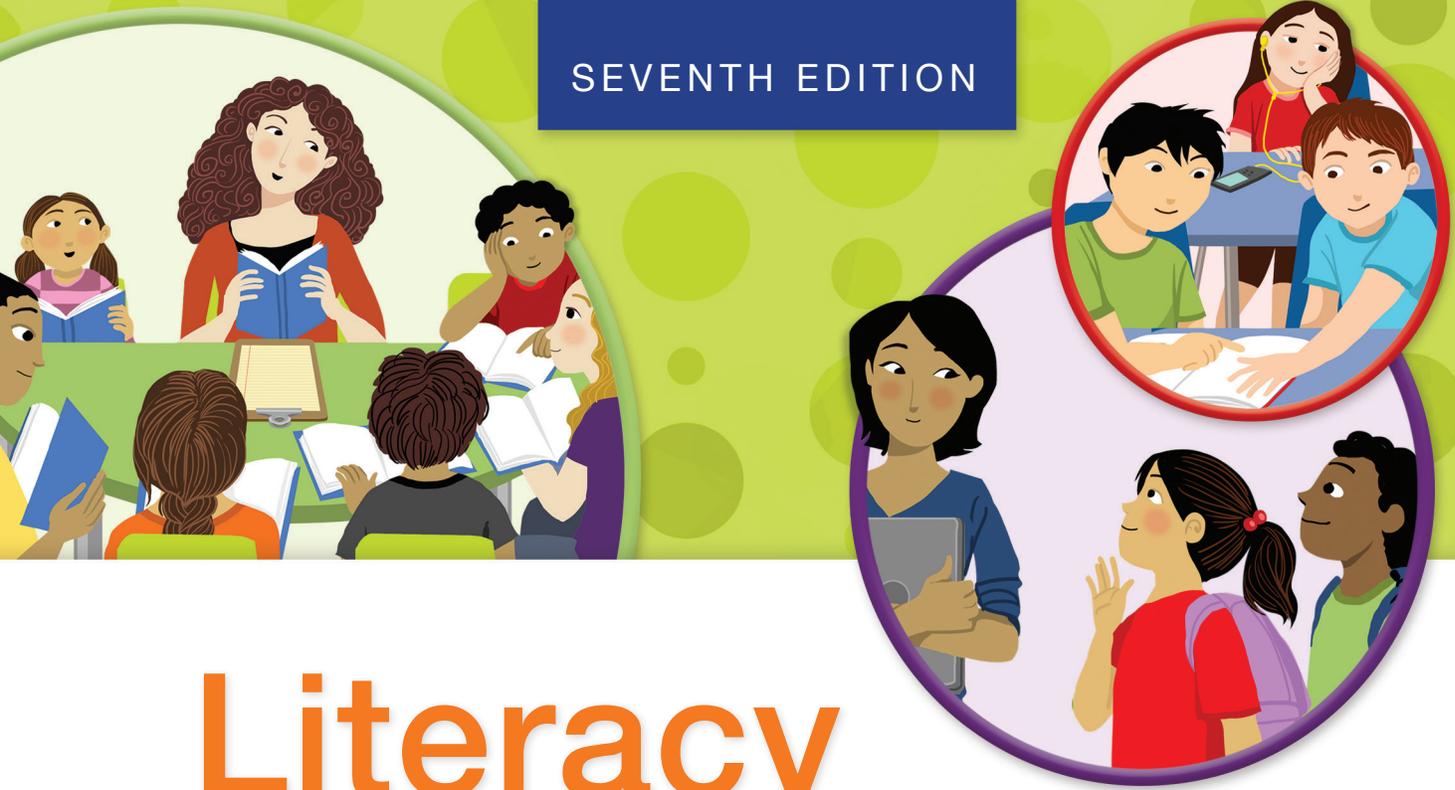
for the **21st Century**

A Balanced Approach

GAIL E. TOMPKINS



SEVENTH EDITION



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for the **21st Century**

A Balanced Approach

GAIL E. TOMPKINS

California State University, Fresno, Emerita

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Dedication

In memory of my parents,
Ruth and Charles Tompkins,
who took me around the world and
celebrated my accomplishments.



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About the Author

I'm a teacher, first and foremost. I began my career as a first grade teacher in Virginia in the 1970s. I remember one student who cried as the first day of school was ending. When I tried to comfort him, he sobbed accusingly, "I came to school to learn to read and write, and you forgot to teach me." The next day, I taught that child and his classmates. We made a small patterned book about "Tom," a stuffed animal in the classroom. I wrote some of the words and the students

supplied the others, and I duplicated and bound copies of the book for each child. We practiced reading it until everyone memorized our little book. The children proudly took their books home to read to their parents. I've never forgotten that child's comment and what it taught me: Teachers must understand their students and meet their expectations.

My first few years of teaching left me with more questions than answers, and I wanted to become a more effective teacher, so I started taking graduate courses. In time I earned a master's degree and then a doctorate in Reading/Language Arts, both from Virginia Tech. Through my graduate studies, I learned a lot of answers, but more importantly, I learned to keep on asking questions.

Then I began teaching at the university level. I taught at Miami University in Ohio, then at the University of Oklahoma, and finally at California State University, Fresno. I've taught preservice teachers and practicing teachers working on master's degrees, and I've directed doctoral dissertations. I've received awards for my teaching, including the Provost's Award for Excellence in Teaching at California State University, Fresno, and I was inducted into the California Reading Association's Reading Hall of Fame. Through the years, my students have taught me as much as I've taught them, and I'm grateful to all of them for what I've learned.

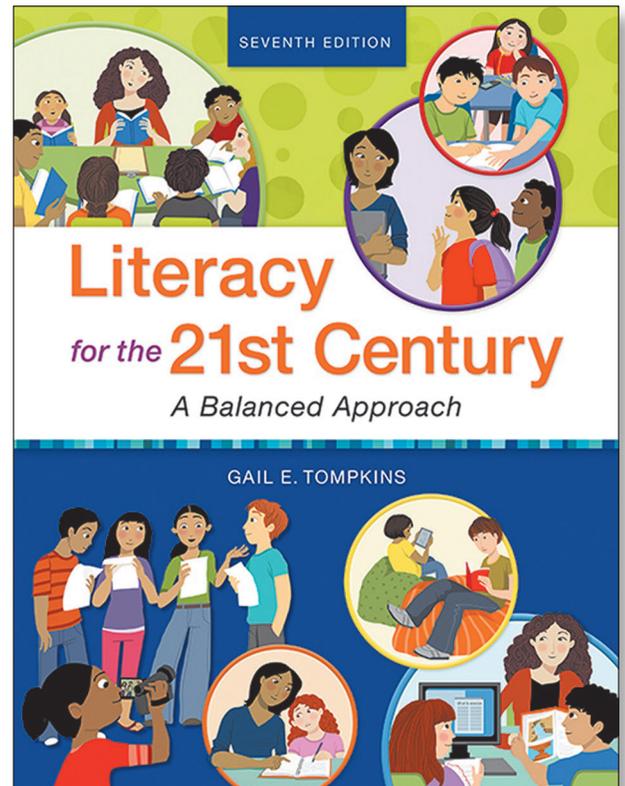
I've been writing college textbooks for more than 30 years, and I think of the books I write as teaching, too: I'll be teaching you as you read this text. When I write a book, I try to anticipate the questions you might ask and provide that information so that you'll become an effective teacher. I've written other books published by Pearson Education, including *Language Arts: Patterns of Practice*, 9th ed. (2016); *Teaching Writing: Balancing Process and Product*, 6th ed. (2012); *50 Literacy Strategies*, 4th ed. (2014); and two grade-level-specific versions of this text: *Literacy in the Early Grades*, 3rd ed. (2015); and *Literacy in the Middle Grades*, 2nd ed. (2010).

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Preface

Teaching reading and writing effectively is a great responsibility. I think it's one of the most critical responsibilities teachers have because literacy makes a huge difference in students' lives—good readers and writers have many more opportunities throughout their school years and beyond. Meeting challenges for developing readers and writers has never been more important, because new technologies have changed what it means to be literate. And, learning to read and write well closes the achievement gap among students, affecting not only their academic success but also their future.

This text, *Literacy for the 21st Century: A Balanced Approach*, shares my vision for reading and writing instruction. It covers the fundamental components of literacy, illustrates how to teach strategies, identifies how to differentiate instruction to meet the diverse needs of students today, and supports digital teaching and learning. In a nutshell, I've written *Literacy for the 21st Century* to help you create a classroom climate where literacy flourishes, technology is a tool to meet the needs of contemporary teaching and learning, and differentiated instruction scaffolds instruction so all students can be successful.



NEW TO THIS EDITION

This seventh edition of *Literacy for the 21st Century* is exciting because it incorporates a variety of new features and digital applications. I share detailed information in this Preface of what is new to this edition, but here's a brief list:

- ☉ **Organizational Change** In Chapter 10, *Organizing for Instruction*, I've added guided reading as an effective approach for teaching reading. Responding to reviewer requests, I've described and discussed the purpose, components, theory base, applications, strengths, and limitations of this instructional approach.
- ☉ **Teach Kids to Be Strategic** Reviewers also requested a change to the feature Teach Kids to Be Strategic, so it has been thoroughly revised to specify what you need to do to ensure that your students have ample practice with the strategic behaviors they need to use to be successful readers and writers.
- ☉ **New Topics** In every edition I explain new literacy concepts. These are some of the critical new discussions in this edition:
 - ☉ **Oral Language** In Chapter 1, *Becoming an Effective Literacy Teacher*, and Chapter 4, *The Youngest Readers and Writers*, I discuss the critical role of oral language in literacy development for both native English speakers and English learners. In addition, I explain how to nurture and monitor children's oral language proficiency through grand conversations, choral reading, hot seat interviews, oral reports, retelling stories, and other literacy activities.
 - ☉ **Close Reading** In Chapter 2, *The Reading and Writing Processes*, and Chapter 8, *Promoting Comprehension: Reader Factors*, I discuss close reading—helping students understand the deeper meaning of complex text—and I describe how to implement it in grades K–8.
 - ☉ **Standards** New features in this text address the Common Core State Standards for English Language Arts, demonstrate how to use them in your classroom, and point to the value of addressing Standards in lesson planning. The Standards hold you accountable for teaching grade-level-specific content, and the vignettes at the beginning of each chapter and in the Compendium of Instructional Procedures show you how effective teachers integrate the Standards into their teaching.
 - ☉ **The Instruction–Assessment Cycle** Assessment is a crucial part of effective literacy instruction. You'll be held accountable for determining students' literacy levels, monitoring their progress, diagnosing strengths and weaknesses, and documenting student learning. In Chapter 1, *Becoming an Effective Literacy Teacher*, and Chapter 3, *Assessing Literacy Development*, I teach you how to follow an instruction–assessment cycle; in other chapters, the information about how to assess phonics, fluency, comprehension, and other topics also follows this four-step cycle. In addition, this text is organized using the instruction–assessment cycle; you'll notice that the terms *planning*, *monitoring*, *evaluating*, and *reflecting* are used throughout to call your attention to the learning outcomes, quizzes, and end-of-chapter projects.

MY GOALS

First and foremost, I have written this text for you. I know you want to become a successful teacher of reading and writing, capable of using the instructional approaches that unlock reading and writing for all the students you have the privilege to teach. It's why I've loaded *Literacy for the 21st Century: A Balanced Approach* with the most effective instructional methods for kindergarten through eighth grade, methods that are based on scientific research

and classroom-tested practice. I've also written it to help you meet the needs of every student in your classroom—children who come to school well prepared for literacy learning and those who struggle with learning to read and write, including children whose first language isn't English.

To make this text and its valuable resources accessible, I have organized it into four distinct parts, and I present pedagogy and classroom applications through five text themes—*teacher accountability*, *instructional support*, *diverse learners*, *assessment resources*, and *technology tools*. These themes illustrate the significant roles and responsibilities teachers must learn to teach reading and writing effectively.

TEACHER ACCOUNTABILITY

As a teacher, you'll be responsible for your students' literacy achievement, and your accountability will depend on how well you address reading and writing standards in your literacy lessons and how successfully you use instructional methods. This text will advance your understanding of what you're expected to teach and the instructional approaches you're expected to use. These text features point to ways you can be an accountable teacher:

Teacher Checklists

Teaching reading and writing requires understanding a number of important components—the processes of reading and writing; literacy assessment; and the procedures for teaching phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing. You can answer the questions in Teacher Checklists to ensure you address key elements for each literacy component.

Common Core State Standards

You'll be responsible for ensuring that the literacy lessons, strategies, and skills you teach align with standards. Your state may use its own standards or use some adaptation of the Common Core State Standards for English Language Arts. Three features in this text illustrate how to integrate the Common Core State Standards into your instruction.

- **NEW Standards Check!** At the end of each chapter-opening vignette are directives for identifying the Standards the vignette teachers address while teaching their lessons.
- **Common Core State Standards Boxes** Look for Common Core State Standards boxes that point out how to plan purposeful literacy lessons that align with state and national literacy standards.

STANDARDS CHECK!

Ms. Williams addressed the Common Core State Standards as she taught high-frequency words in the vignette you've just read. Review the second grade literacy Standards document online at <http://www.corestandards.org/ELA-Literacy>, and identify the Standards that Ms. Williams addressed through her assessment activities. Create your list, and compare it with Ms. Williams's.

COMMON CORE STATE STANDARDS

Reader Factors

The Common Core State Standards for English Language Arts emphasize that students are expected to read a broad range of high-quality and increasingly challenging texts. Students must be able to understand precisely what authors say and make interpretations based on textual evidence. The Standards specify these comprehension requirements:

- Students determine the central ideas of a text and analyze their development.
- Students make connections with background knowledge and other texts.
- Students draw inferences from the textual evidence.
- Students cite textual evidence that supports their answers to questions or supports their positions.
- Students comprehend grade-level stories, informational books, and other texts independently and proficiently.

The Standards emphasize that students use reader factors to comprehend increasingly complex fiction and nonfiction texts. To learn more about the Standards, go to <http://www.corestandards.org/ELA-Literacy>, or check your state's educational standards website.

Teachers use these features to ensure that students meet grade-level standards.

INSTRUCTIONAL SUPPORT

Balance is key to teaching reading and writing effectively: balancing reading instruction with writing, balancing explicit instruction with practice, and balancing instruction with assessment so that teachers use the results of assessment to inform their instruction. Knowing how to balance the teaching of reading and writing strategies—when, why, and how—is also vital. These features, many of which are supported by authentic classroom scenarios, illustrate the balanced approach to literacy instruction:

Chapter-Opening Vignettes

As a signature feature of this text, chapter-opening classroom stories describe how effective teachers integrate reading and writing instruction to maximize students’ learning.

Teach Kids to Be Strategic

This revised feature will be invaluable in the classroom. Specific guidelines list the cognitive and metacognitive strategies students need to learn and then explain what to check for to ensure students are applying them effectively.

Minilessons

These popular step-by-step features model a clear and concise instructional procedure for teaching literacy strategies and skills, and they’re intended to serve as ready-to-use tools for your classroom teaching.

Booklists

Well-written children’s books can serve as mentor texts to support the development of literacy and advance children’s fluency, vocabulary, comprehension, and writing. Throughout the text, Booklists identify grade-appropriate literature for your classroom use or for students’ independent reading. These lists are vetted in every edition to ensure currency.

Student Artifacts

Nothing illustrates connected teaching and learning better than models of children’s work. To that end, this text is peppered with examples of students’ writing projects and other work products to help you learn to recognize grade-appropriate literacy development.

Chapter 10, Organizing for Instruction

Five instructional approaches—*guided reading*, *basal reading programs*, *literature focus units*, *literature circles*, and *reading and writing workshop*—provide concrete methods for teaching reading and writing. Chapter 10 digs into these approaches, illustrating how



Reader Factors

Teach students to apply comprehension factor strategies:

- Activate background knowledge
- Connect
- Determine importance
- Draw inferences
- Evaluate
- Monitor
- Predict
- Question
- Repair
- Set a purpose
- Summarize
- Visualize

Students learn to use each strategy and make posters to highlight their new knowledge. They apply strategies as

2. Look for the author’s clues as you read.
3. Ask questions, tying together background knowledge and the author’s clues.
4. Draw inferences by answering the questions.

Teachers can create charts to make the steps more visible as students practice making inferences. Figure 8-3 shows an inference chart a seventh grade class developed as they read and analyzed *The Wrecked Sore* (Van Allsburg, 1991). The story, told in diary format, is about a ship’s crew that picks up a strange, glowing stone on a sea voyage; the stone captivates the sailors and has a terrible transforming effect on them. After reading the story and talking about what they understood and what confused them, students began making the chart. First, they completed the “background knowledge” column. The students thought about what they needed to know to understand the story: the meaning of the word *irrevocable*, sailors, the author/illustrator Chris Van Allsburg, and the fantasy genre because fantasies are different from other types of stories. Then they reread the story, searching for clues that might affect the meaning. They noticed that the ship captain’s name was Hope, the



TOPIC: Teaching Students to Ask Self-Questions
GRADE: Third Grade
TIME: Three 30-minute periods

Mrs. Macadangalang (the students call her Mrs. Mac) introduced questioning by talking about why people ask questions and by asking questions about stories they were reading. She encouraged the third graders to ask questions, too. They made a list of questions for each chapter of *Chang’s Paper Pony* (Coerr, 1993), a story set in the California gold rush era, as she read it aloud, and then they evaluated their questions, choosing the ones that focus on the big ideas and that help them understand the story better. Now all of her students can generate questions, so she’s ready to introduce the questioning strategy.

1 Introduce the Topic

Mrs. Mac reads the list of comprehension strategies posted in the classroom that they’ve learned to use and explains, “Today, we’re going to learn a new thinking strategy—questioning. Readers ask themselves questions while they’re reading to help them think about the book.” She adds, “Questioning” in the list.

Booklist Complex Texts

GRADE	FICTION	NONFICTION
K	dePaola, T. (1970). <i>Panuckers for breakfast</i> . New York: Harcourt.	Alki (1998). <i>My five senses</i> . New York: HarperCollins.
1	Haley, G. E. (1988). <i>A story, a story</i> . New York: Aladdin Books.	Jenkins, S., & Page R. (2003). <i>What do you do with a tail like this?</i> Boston: Houghton Mifflin.
2-3	Arnold, T. (2006). <i>Hit! Fly guy</i> . New York: Cartwheel Books.	Hodgkins, F. (2007). <i>How people learned to fly</i> . New York: HarperCollins.
4-5	Alvare, R. (2011). <i>Mr. Popper’s penguins</i> . Boston: Little, Brown.	Pfeifer, W. (2004). <i>From seed to pumpkin</i> . New York: HarperCollins.
6-8	MacLachlan, P. (2005). <i>Sarah, plain and tall</i> . New York: Scholastic.	Alki (1986). <i>A medieval feast</i> . New York: HarperCollins.
	White, E. B. (2006). <i>Charlotte’s web</i> . New York: HarperCollins.	Fleca, B. (2009). <i>Howabout: The flight of Apollo 11</i> . New York: Atheneum.
	Lin, G. (2011). <i>Where the mountain meets the moon</i> . Boston: Little, Brown.	Lauber, P. (1996). <i>Hurricanes: Earth’s mightiest storms</i> . New York: Scholastic.
	Thores, E. L. (2000). <i>Casey at the bat: A ballad of the republic sung in the year 1888</i> . San Francisco: Chronicle Books.	Montgomery, S. (2009). <i>Quest for the tree kangaroo</i> . New York: Sandpiper.
	Frost, R. (1993). <i>“The road not taken.” In The road not taken and other poems</i> . Mineola, NY: Dover Books.	Douglass, F. (2007). <i>Narrative of the life of Frederick Douglass, an American slave</i> . New York: Book Jungle.
	Yip, L. (2000). <i>Dragonwings</i> (25th anniversary ed.). New York: Harper Trophy.	Steinbeck, J. (2002). <i>Travels with Charley: in search of America</i> . New York: Penguin Books.

to plan for and manage each of them and determine which approaches are most appropriate for your students.

Compendium of Instructional Procedures

Part Four of this text is a bank of step-by-step, evidence-based teaching procedures, popular because of their value as a classroom resource.

Literacy Portraits

Literacy Portraits features in the text draw your attention to five children—Rhiannon, Rakie, Michael, Curt’Lynn, and Jimmy—who are students in Ms. Janusz’s second grade class. They’re introduced in the openers to Parts One and Two, and the Literacy Portraits features provide direct links to video case studies so you can track these children’s reading and writing development through their second grade year.

DIVERSE LEARNERS

No two students are alike. Children come to school with different background knowledge, language experiences, and literacy opportunities; they also differ in the way they learn and in the languages they speak. Throughout this text, and in these features in particular, I address the vast diversity of students and what it means to differentiate instruction to meet individual students’ literacy needs:

Classroom Interventions

These features present information on topics such as dysfluency, phonics mismatches, vocabulary in content area texts, revising writing, and comprehension strategies. These suggestions for classroom intervention detail specific ways to assist struggling readers and writers.

Nurturing English Learners

Throughout the text, expanded chapter sections focus on ways to scaffold students who are learning to read and write at the same time they’re learning to speak English. These sections provide in-depth guidance for planning instruction that addresses the needs of culturally and linguistically diverse students.

remember what they’ve just read and what they do when they run into difficulty. Students also write about their thinking on small self-stick notes and place them in their books, next to text that stimulated their thinking. Later, students share their notes during a discussion about how they monitor their reading.



Classroom Interventions

Struggling Readers

Struggling students often complain that they don’t understand what they’re reading. Comprehension difficulties are due to a variety of problems, but one of the most common is that students don’t read strategically (Cooper, Chard, & Kiger, 2006). They read passively, without using comprehension strategies to think about what they’re reading. Unless they learn to thoughtfully engage in the reading process, it’s unlikely that students who struggle with comprehension will improve very much.

The good news is that teachers can help struggling students become more thoughtful and strategic readers by teaching them to use comprehension strategies (Allington, 2012). The most important strategies for struggling readers are activating background knowledge, determining importance, summarizing, questioning, visualizing, and monitoring.

As teachers teach comprehension strategies, they explain each strategy, including how, when, and why to use it, and they make the strategy visible by demonstrating how to use it during minilessons, interactive read-alouds, and guided reading lessons. They use think-alouds to show that capable readers are active thinkers while they’re reading. Students participate in small-group and partner activities as they practice using the strategy and verbalize their thinking. At first, teachers provide lots of support, and they withdraw it slowly as students become responsible for using the strategy independently. Once students have learned to apply two or three strategies, they begin to use them together. Integrating strategy use is important because capable readers don’t depend on a single comprehension strategy; instead, they have a repertoire of strategies available that they use as needed while they’re reading (Allington, 2012).

Predicting

Readers make thoughtful “guesses” or predictions about what will happen or what they’ll learn in the book they’re reading. These guesses are based on what students already know about the topic and genre or on what they’ve read thus far. Students often make a prediction before beginning to read and several others at pivotal points in a text—no matter whether they’re reading stories, nonfiction books, or poems—and then as they read, they either confirm or revise their predictions. Predictions about nonfiction are different than for stories and poems; here students are generating questions about the topic that they would like to find answers to as they read.

When teachers share a big book with young children using shared reading, they prompt children to make predictions at the beginning of the book and again at key points during the reading. They model how to make reasonable predictions and use think-alouds to talk about their predictions.

Questioning

Readers ask themselves questions about the text as they read (Duke & Pearson, 2002). They ask self-questions out of curiosity, and as they use this strategy, they become more engaged with the text and want to keep reading to find answers (Harvey & Gounavis, 2007). These questions often lead to making predictions and drawing inferences. Students also ask themselves questions to clarify misunderstandings as they read. They use this strategy throughout the reading process—to activate background knowledge and make predictions before reading, to engage with the text and clarify confusions during reading, and to evaluate and reflect on the text after reading.

Traditionally, teachers have been the question-askers and students have been the question-answerers, but when students learn to generate questions about the text, their comprehension improves. In fact, students comprehend better when they generate their own questions than when teachers ask questions (Duke & Pearson, 2002).



Fifth Graders Vary in Knowledge About Comprehension

This Differentiated Instruction feature highlights three students from Ms. Reid's fifth grade class who vary in their knowledge about comprehension and how they use reader and text factors. Ms. Reid is currently teaching a literature focus unit on *Number the Stars* (Lowry, 2011), a story about bravery set during World War II, and the students are examining the novel's structure. As you read, think about what these students understand about reading comprehension and how you'd personalize instruction for them while addressing grade-level standards.



Meet Crystal, a Struggling Fifth Grader

Twelve-year-old Crystal, the tallest student in Ms. Reid's class, wishes she were shorter. Even though she yearns to fit in, she's a confident performer. She writes song lyrics that she calls "poems—but not the kind that rhyme," and then performs them at the school talent show. She also makes her own clothing using her mom's sewing machine. "The fun part," Crystal says, "is adding rhinestone decorations." She wears her own clothing almost every day to school and to family events.

This girl is an athlete! Crystal loves to play sports. "I'm the only girl on the Panther football team, and that's really cool, but basketball is my favorite," Crystal explains. Her mom and dad show their support by attending all of her games.

Crystal lives with her mom and dad and her little brother and sister, and she's attended the same school, beginning with a preschool program. She claims to read lots of books, but she can't name any books she's read recently "because I never look at the title of the book I'm reading." Even though school is challenging for her, Crystal plans to go to college and become a hairdresser. "I'm really good at doing hair, you know," she explains.

Crystal describes herself as a good reader, but she's very concerned about reading aloud in class. "I'm not good at reading aloud because I don't know how to pronounce all the words, and that's the most important part of reading," she explains. Crystal defines "comprehension" as getting all the words right, and she says that knowing every single word is what makes you a good reader.

Reader Factors

Crystal isn't comfortable talking about comprehension strategies. "I don't really like talking about my brain," she explains, but with prompting, Crystal says that she makes predictions "because you have to know the beginning to understand what's happening later in the book." She says she makes pictures in her mind, because description is the most important part of a story. She can't name any other strategies even though there's a list of comprehension strategies hanging in the classroom.

When Crystal has trouble reading, she skips over the "hard" word and tries to keep reading. Even if that strategy doesn't work, she keeps reading whether the words make sense or not. "The most important thing is to never give up," she says. She's not familiar with the term "context clues" and doesn't have other ideas for dealing with unfamiliar words. "Here's what I do. I just keep reading until I get to the end," she announces proudly.

Differentiated Instruction

Because teachers need to recognize individual students' progress and personalize learning, this edition includes three features that zero in on nine students whose cultural backgrounds and literacy progress differ. *Differentiated Instruction* features appear in Chapters 4, 8, and 11 to showcase the developmental differences you might see in beginning readers and writers, readers and writers who are learning comprehension strategies, and older readers and writers who differ greatly in their achievement levels. In addition, many of the featured students are learning English at the same time they're becoming literate.

ASSESSMENT RESOURCES

Although summative assessment is often a part of a formal whole-school program, teachers often use formative assessment measures to monitor and evaluate students' achievement. I offer a variety of authentic assessment examples in this text so you'll learn how to plan for assessment that really measures what's intended, glean useful information about student progress, and personalize instruction to meet students' needs. Assessment requires teachers to engage in all four steps of the instruction–assessment cycle—plan for, monitor, evaluate, and reflect on students' literacy progress plus their own effectiveness; this link with instruction is crucial to ensure that all students are successful.

Chapter 3, Assessing Literacy Development

This chapter is placed early in the text to lay the groundwork for assessing students in line with backward design, ensuring that you know how you're going to measure literacy progress as you set literacy goals. Information in this chapter also addresses how to use student performance to inform instructional planning and how to prepare students for high-stakes achievement tests.



ASSESSMENT TOOLS

How to Determine a Student's Stage of Spelling Development

- Choose a Writing Sample.** Teachers choose a student's writing sample to analyze. In the primary grades, the sample should total at least 50 words, in the middle grades 100 words, and in the upper grades 200 words. Teachers must be able to decipher most words in the sample to analyze it.
- Identify Spelling Errors.** Teachers read the writing sample to note the errors and identify the words the student was trying to spell. If necessary, teachers check with the writer to determine the intended word.
- Make a Spelling Analysis Chart.** Teachers draw a chart with five columns, one for each stage of spelling development.
- Categorize the Spelling Errors.** Teachers classify the student's spelling errors according to the stage of development. They list each error in one of the stages, ignoring proper nouns, capitalization errors, and grammar errors. Teachers ignore poorly formed letters or reversed letterforms in kindergarten and first grade, but these are significant errors when older students make them. To simplify the analysis, teachers write both the student's error and the correct spelling in parentheses.

TEACHER'S NOTE

June is a shy second grader, and in the spring of the year, he's reading at grade level. On this prosody rubric, June scored a 3, indicating that he's making good progress toward fluency. I plan to show June how to read with more expression and encourage him to read a little louder.

ASSESSMENT Snapshot

	1	2	3	4
Expression	Monotone	Some expressiveness	Reasonable expressiveness	Expression matches interpretation
Phrasing	Word-by-word reading	Choppy reading	Reasonable chunking and intonation	Effective phrasing
Loudness	Very quiet voice	Quiet voice	Appropriate volume	Volume matches interpretation
Smoothness	Frequent extended pauses or breakdowns	Some pauses or breakdowns	A few pauses or breakdowns	Smooth rhythm
Pacing	Very laborious reading	Slow reading	Some combination of fast and slow reading	Appropriate conversational pace

Assessment Tools

Features throughout the text identify well-respected and widely used assessment tools that measure literacy development. Teachers are responsible for knowing about these assessment choices, when it's appropriate to use them, and the kinds of screening or diagnostic information they impart.

Assessment Snapshots

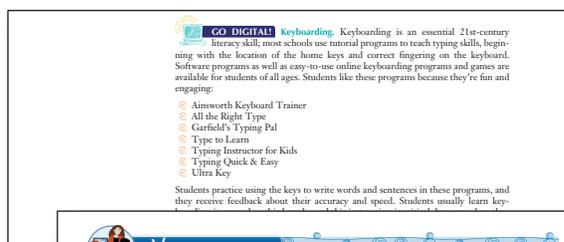
A variety of authentic assessment examples that portray the literacy performance of individual students are presented in most chapters. Teacher's Notes accompany each assessment example to illustrate how teachers gather information from each assessment and use the results to guide further instruction.

TECHNOLOGY TOOLS

Technology is changing the way we live and communicate; this change affects not only our use of technology but also students' ability to access and learn from it. In these two features, I introduce digital programs, products, or processes that support students in learning to read and write:

Go Digital!

Many schools across the country are expecting teachers to engage students in digital learning. The Go Digital! features provide practical ideas and guidance for using specific programs and products that benefit students in using technology and in developing new media skills.



GO DIGITAL! Keyboarding. Keyboarding is an essential 21st-century literacy skill; most schools use tutorial programs to teach typing skills, beginning with the location of the home keys and correct fingering on the keyboard. Software programs as well as easy-to-use online keyboarding programs and games are available for students of all ages. Students like these programs because they're fun and engaging:

- Aimsworth Keyboard Trainer
- All the Right Type
- Garfield's Typing Pal
- Type to Learn
- Typing Instructor for Kids
- Typing Quick & Easy
- Ultra Key

Students practice using the keys to write words and sentences in these programs, and they receive feedback about their accuracy and speed. Students usually learn key-

New Literacies

These features describe the research behind and the use of new technologies and how they support the development of 21st-century literacy strategies. Carefully researched, each featured technology identifies specific ways to prepare students for the reading and writing demands of 21st-century learning, including information and communication technologies.



Online Comprehension Strategies

Websites are dynamic learning contexts that create new challenges for readers because online texts differ from print texts in significant ways (Caink, Stevens-Mangione, & Goldstone, 2006). Print texts are linear and unchanging, with a finite number of pages and with information arranged in predictable narrative, nonfiction, and poetic genres; online texts, in contrast, are multilayered, with unlimited multimodal information accessed through hypertext links.

Students use these traditional comprehension strategies to read Web-based texts, but they use them in new ways (Coiro & Dobler, 2007):

- Activating Background Knowledge.** Readers need to know about websites and how to navigate: search engines to locate useful ones.
- Predicting.** Readers predict which links will be useful; otherwise, they get distracted or waste time finding their way back from unproductive links.
- Evaluating.** Students determine the accuracy, objectivity, relevance, and quality of information at websites, because some information is erroneous or biased.
- Monitoring.** Students monitor their navigational choices and decide whether the links they've reached are useful.
- Repairing.** Readers use the repairing strategy to correct poor navigational choices.
- Collaborating.** As researchers learn more about online reading, it's likely that they'll identify additional ways students adapt traditional comprehension strategies.

Readers also learn comprehension strategies that address the unique characteristics and complex applications of online texts (Coiro, 2003). *Collaborating* is a comprehension strategy that readers use to impose an organization on online texts (Liu, Kinzer, Coiro, & Cammack, 2004). Coiro and Dobler (2007) examined the strategies that sixth graders used for internet reading and found that these students use a self-directed process of text construction: They make a series of decisions as they move from one link to another, searching for information, and they plan, predict, monitor, and evaluate with each navigational choice. More than 30 years ago, Torney and Pearson (1983) asserted that reading is a composing process, and these strategies emphasize the interrelatedness of reading and writing.

It's essential that teachers prepare students to use 21st-century technology. Students need to understand how print and Web-based texts differ so they can adjust how they apply traditional comprehension strategies and learn ones to use for internet texts.





Support Materials for Instructors

Instructors can download the following resources at www.pearsonhigher.com/educators. They 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 these textbook supplements:

Instructor’s Resource Manual and Test Bank

The Instructor’s Manual and Test Bank includes chapter-by-chapter materials with learning outcomes, suggested readings, discussion questions, in-class activities, and guidance on how to use the vignettes meaningfully in your instruction. You’ll also find a bank of multiple-choice and essay questions.

PowerPoint Slides

The PowerPoint slides specifically designed for this text expand concepts and clarify chapter ideas to help instructors create a lecture or classroom activity that will engage students and share important chapter concepts.

TestGen

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for this text. Assessments can be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom assessments 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 an assessment, based on the related textbook material.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF
- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

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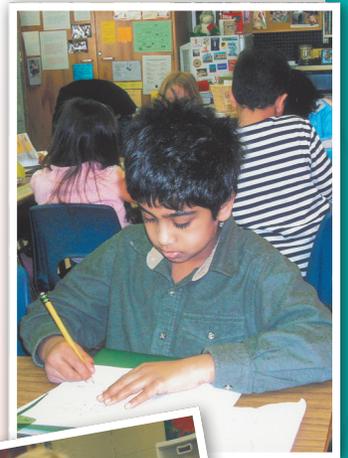
Literacy in the 21st Century

Classrooms are different today: They've become communities of learners where students assume more responsibility for learning. There's a hum as students talk about books they're reading, share their writing, and work in small groups. The students are more culturally and linguistically diverse, and many are English learners. Teachers guide and nurture students' learning through their instructional programs. Here's what they do:

- ☉ Balance explicit instruction with authentic application
- ☉ Address state standards
- ☉ Integrate reading and writing
- ☉ Teach with trade books as well as textbooks
- ☉ Incorporate digital technologies into literacy instruction
- ☉ Differentiate instruction so every student can succeed
- ☉ Link assessment and instruction

In this part opener, you meet Ms. Janusz and her second grade class, who exemplify this 21st-century view of literacy instruction. [Click here](#) to meet Ms. Janusz and students from her class. You'll also find several of her students featured in Literacy Portraits throughout this text.

Ms. Janusz works to develop her students' abilities to read and write fluently. She's teaching them to decode and spell words, use literacy strategies, and focus on meaning when they're reading and writing.





Students read leveled books with Ms. Janusz in guided reading groups, and she assesses their progress by listening to them read aloud.

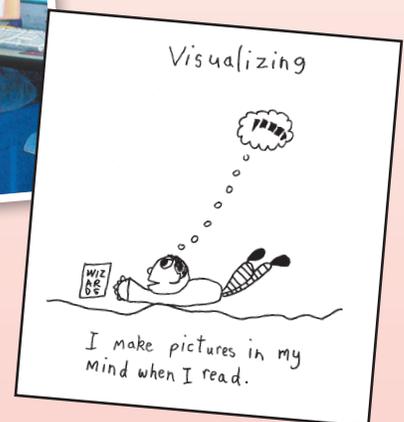
Because the students' reading levels range from first to fourth grade, and some are English learners, Ms. Janusz differentiates instruction by varying grouping patterns and instructional materials.

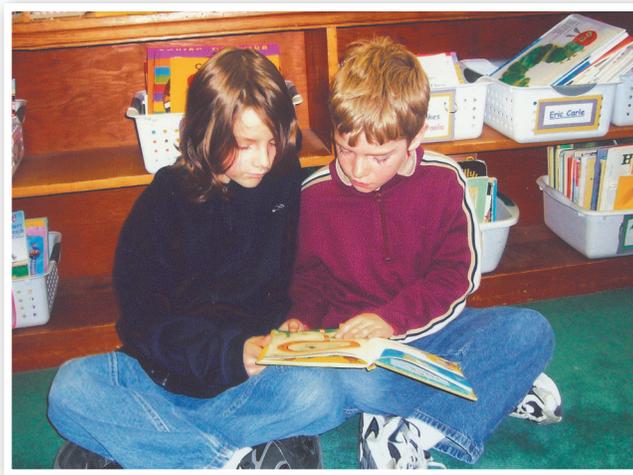


The second graders practice the phonics skills that Ms. Janusz is teaching as they do a making words activity.



After she shares a trade book, Ms. Janusz often uses it to teach a minilesson on a reading or writing strategy or skill.



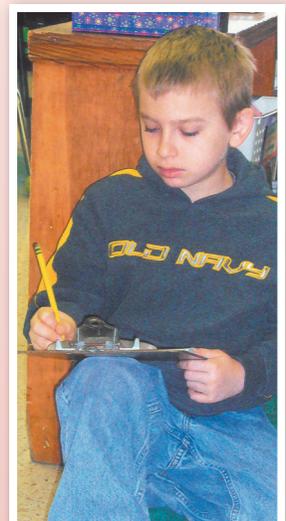


During reading workshop, students read “just right” books independently and with buddies.



Ms. Janusz balances explicit instruction with authentic reading and writing in her literacy program. Guided reading is the teaching component, and reading and writing workshop are the authentic application activities.

During writing workshop, the second graders draft, conference with Ms. Janusz, and revise and edit their writing with classmates. Later, they publish their books, sometimes using word processing so their writing will look professional.



Becoming an Effective Literacy Teacher

PLAN: Preview the Learning Outcomes

After studying this chapter, you'll be prepared to respond to these points:

- 1.1 Compare teacher-centered and student-centered theories about learning.
- 1.2 Examine the role of each of the four cueing systems.
- 1.3 Describe the characteristics of a community of learners.
- 1.4 Explain the balanced approach to instruction.
- 1.5 Discuss the Common Core State Standards.
- 1.6 Describe how to scaffold students' reading and writing.
- 1.7 Summarize the programs that teachers use to organize instruction.
- 1.8 Explain how and why teachers differentiate instruction.
- 1.9 Describe how teachers link instruction and assessment.

Effective teachers are the key to ensuring that students learn to read and write successfully. Most researchers agree that teacher quality is the most important factor in determining how well students learn (Vandevoort, Amrein-Beardsley, & Berliner, 2004). Teachers need to be knowledgeable about how students learn to read and write, how to teach literacy, and how to respond to the needs of struggling students and those learning English as a new language.

Today, teachers are held accountable for their effectiveness. In 2002, the federal No Child Left Behind (NCLB) Act ushered in a new era by holding schools responsible for educating all students to meet mandated standards. Teachers have always been responsible for advancing their students' achievement, but NCLB has led to annual standardized tests to measure student achievement and then using the scores to determine whether teachers and schools are effective.

The assumption is that if students don't do well, teachers aren't effective, even though this logic is faulty. Standardized tests don't take into account students' growth over time. For example, some struggling readers make less than one year's



growth each year, so by fourth grade, they're reading at the second grade level. Then they have an especially effective teacher, and these students make a whole year's growth—now they're reading at the third grade level; but because they're still below grade level, their teacher's effectiveness isn't recognized. In addition, learning to read and write is a complex endeavor, so a single test can never be a complete measure of student learning and teacher effectiveness.

President Obama called for “a new culture of accountability” in schools that builds on NCLB (Dinan, 2009). He described these components of accountability: better tracking of teachers' performance, higher standards for teachers, and assistance for teachers who aren't effective. He also recommended that exemplary teachers be recognized for their effectiveness and asked to serve as grade-level mentors or leaders in their schools. Obama's notion of teacher accountability still translates to how well students perform on standardized tests, but new ways of determining teacher effectiveness are being implemented.

The National Board of Professional Teaching Standards (2002) developed a system of standards that represent a national consensus of the characteristics of effective teachers. These 15 standards describe what teachers need to know and how they support student learning:

Knowledge of Learners. Teachers use their knowledge of learning theories to inform their teaching.

Knowledge About Literacy. Teachers understand current research and theories about literacy instruction and apply their knowledge to their teaching.

Equity, Fairness, and Diversity. Teachers provide equal access to learning, capitalize on diversity, and encourage all students to respect themselves and their classmates.

Learning Environment. Teachers establish a community of learners in their classroom that's safe, supportive, inclusive, and democratic.

Instructional Resources. Teachers collect, create, and adapt instructional resources, involve students in creating resources, and invite community members to enrich the instructional program.

Instructional Decision Making. Teachers set informed goals for their students, provide meaningful learning experiences, and interact effectively with students.

Assessment. Teachers use a range of assessment tools to monitor instructional progress, evaluate students' learning, and make instructional decisions.

Integration. Teachers understand the reciprocal nature of reading and writing and integrate written language with oral and visual language.

Reading. Teachers use their knowledge of the reading process, types of texts, and instructional procedures to develop strategic, lifelong readers.

Writing. Teachers apply their knowledge of the writing process, writer's craft, and instructional procedures to develop writers who can write for a variety of purposes and audiences.

Listening and Speaking. Teachers teach listening and speaking as essential components of literacy and provide opportunities for students to use oral language for a variety of purposes and audiences.

Viewing. Teachers value viewing as an essential component of literacy and use a variety of print and multimedia resources to develop students' visual literacy capabilities.

Collaboration With Families and Communities. Teachers develop positive and purposeful relationships with families and community members.

Teachers as Learners. Teachers improve their knowledge about literacy learning and teaching through professional reading and inquiry.

Professional Responsibility. Teachers actively contribute to the improvement of teaching and learning and to the advancement of knowledge and professional practice.

To read more about these characteristics of teacher effectiveness, go to the National Board of Professional Teaching Standards website.

The goal of literacy instruction is to ensure that all students achieve their full literacy potential, and in that light, this chapter introduces nine principles of balanced literacy instruction. These principles are stated in terms of what effective teachers do, and they provide the foundation for the chapters that follow.

Principle 1: Effective Teachers Understand How Students Learn

Understanding how students learn influences how teachers teach. Until the 1960s, behaviorism, a teacher-centered theory, was the dominant view of learning; since then, student-centered theories that advocate children's active engagement in authentic literacy activities have become more influential. The three most important theories are constructivism, sociolinguistics, and information processing. During the last two decades, however, behaviorism has begun a resurgence as evidenced by NCLB, renewed popularity of basal reading programs, current emphasis on curriculum standards, and mandated high-stakes testing. Tracey and Morrow (2006) argue that multiple theoretical perspectives improve the quality of literacy instruction, and the stance presented in this text is that instruction should represent a realistic balance between teacher-centered and student-centered theories. Figure 1–1 summarizes these learning theories.

Behaviorism

Behaviorists focus on the observable and measurable aspects of students' behavior. They believe that behavior can be learned or unlearned, and that learning is the result of stimulus-and-response actions (O'Donohue & Kitchener, 1998). Reading is viewed as a conditioned response. This theory is described as teacher centered because it focuses on the teacher's active role as a dispenser of knowledge. Skinner (1974) explained that students learn to read by learning a series of discrete skills and subskills.

Teachers use **explicit instruction** to teach skills in a planned, sequential order. Information is presented in small steps and reinforced through practice activities until students master it because each step is built on the previous one. Students practice skills they're learning by completing fill-in-the-blank worksheets. They usually work individually, not in small groups or with partners. Behavior modification is another key feature: Behaviorists believe that teachers control and motivate students through a combination of rewards and punishments.

Constructivism

Constructivist theorists describe students as active and engaged learners who construct their own knowledge. According to this student-centered theory, learning

FIGURE 1–1 Learning Theories

ORIENTATION	THEORY	CHARACTERISTICS	APPLICATIONS
Teacher-Centered	Behaviorism	<ul style="list-style-type: none"> • Focuses on observable changes in behavior • Views the teacher’s role as providing information and supervising practice • Describes learning as the result of stimulus-response actions • Uses incentives and rewards for motivation 	<ul style="list-style-type: none"> • Basal readers • Minilessons • Repeated readings • Worksheets
	Constructivism	<ul style="list-style-type: none"> • Describes learning as the active construction of knowledge • Recognizes the importance of background knowledge • Views learners as innately curious • Advocates collaboration, not competition • Suggests ways to engage students so they can be successful 	<ul style="list-style-type: none"> • Literature focus units • KWL charts • Learning logs • Thematic units • Word sorts
	Sociolinguistics	<ul style="list-style-type: none"> • Emphasizes the importance of language and social interaction on learning • Views reading and writing as social and cultural activities • Explains that students learn best through authentic activities • Describes the teacher’s role as scaffolding students’ learning • Advocates culturally responsive teaching • Challenges students to confront injustices and inequities in society 	<ul style="list-style-type: none"> • Literature circles • Shared reading • Reading and writing workshop • Author’s chair
Student-Centered	Information Processing	<ul style="list-style-type: none"> • Compares the mind to a computer • Recommends integrating reading and writing • Views reading and writing as meaning-making processes • Explains that readers’ interpretations are individualized • Describes students as strategic readers and writers 	<ul style="list-style-type: none"> • Guided reading • Graphic organizers • Grand conversations • Interactive writing • Reading logs

occurs when students integrate new information with their existing knowledge. Teachers engage students with experiences so that they construct their own knowledge.

SCHEMA THEORY. Knowledge is organized into cognitive structures called **schemas**, and schema theory describes how students learn. Jean Piaget (1969) explained that learning is the modification of schemas as students actively interact with their environment. Imagine that the brain is a mental filing cabinet, and that new information is organized with existing knowledge in the filing system. When students are already familiar with a topic, the new information is added to that mental file, or schema, in a revision process Piaget called **assimilation**. But when students begin studying a new topic, they create a mental file and place the new information in it; this more difficult construction process is **accommodation**. Everyone’s cognitive structure is different, reflecting their knowledge and past experiences.

INQUIRY LEARNING. John Dewey advocated an inquiry approach to develop citizens who could participate fully in our democracy (Tracey & Morrow, 2006). He theorized that learners are innately curious and actively create their own knowledge and concluded that collaboration is more conducive to learning than competition. Students collaborate to conduct investigations in which they ask questions, seek information, and create new knowledge to solve problems.

ENGAGEMENT THEORY. Theorists examined students' interest in reading and writing and found that engaged learners are intrinsically motivated; they do more reading and writing, enjoy these activities, and reach higher levels of achievement (Guthrie & Wigfield, 2000). Engaged students have **self-efficacy**, the confidence that they'll succeed and reach their goals (Bandura, 1997). Students with high self-efficacy are resilient and persistent, despite obstacles and challenges that get in the way of success. These theorists believe that students are more engaged when they participate in authentic literacy activities and when they collaborate with classmates in a nurturing classroom community.

Sociolinguistics

Sociolinguists theorized that learners use language to organize their thoughts. Lev Vygotsky (1978, 1986) recommended that teachers incorporate opportunities into their instruction for students to talk about what they're learning; students can work in small groups, for example, and talk about books they're reading or share their writing with classmates. Vygotsky realized that students can accomplish more challenging tasks in collaboration with adults than on their own, but they learn very little when they perform tasks that they can already do independently. He recommended that teachers focus instruction on children's **zone of proximal development**, the level between their actual development and their potential development. Teachers gradually withdraw their support or scaffolding as students learn so that they eventually perform the task independently. Then the cycle begins again.

SOCIOCULTURAL THEORY. Reading and writing are viewed as social activities that reflect the culture and community in which students live, and students from different cultures have different expectations about literacy learning and preferred ways of learning (Heath, 1983; Moll & Gonzales, 2004). Teachers apply this theory as they create culturally responsive classrooms that empower everyone, including those from marginalized groups, to become more successful readers and writers (Gay, 2010).

Teachers often use powerful multicultural literature to develop students' global awareness, including *Goin' Somewhere Special* (McKissack, 2001), a story about the mistreatment of black children in the segregated South; *Esperanza Rising* (Ryan, 2002), a story about a Mexican American girl who creates a new future for herself in a migrant camp; and *Project Mulberry* (Park, 2007), a story about a Korean American girl who creates a silkworm project for the state fair while dealing with issues of prejudice, patriotism, and conservation. Additional books are included in the Booklist: Multicultural Books.

Culturally responsive teaching acknowledges the legitimacy of all children's cultures and social customs and teaches children to appreciate their classmates' diverse heritages. This theory emphasizes that teachers are responsive to their students' instructional needs. When children aren't successful, teachers examine their instructional practices and make changes so that all children become capable readers and writers.

SITUATED LEARNING THEORY. Learning is a function of the activity, context, and culture in which it occurs (Lave & Wenger, 1991). Situated learning theory rejects the notion of separating learning to do something from actually doing it and

emphasizes the idea of apprenticeship, where beginners move from the edge of a learning community to its center as they develop expertise (Brown, Collins, & Duguid, 1989). For example, if you want to become a chef, you could either go to a cooking school or learn as you work in a restaurant; situated learning theory suggests that working in a restaurant is more effective. In the same way, children learn best through



Booklist

Multicultural Books

CULTURE	BOOKS
African American	<p>Bridges, R. (1999). <i>Through my eyes</i>. New York: Scholastic. M</p> <p>Bryan, A. (2009). <i>Ashley Bryan: Words to my life's song</i>. New York: Atheneum. M</p> <p>Curtis, C. P. (2000). <i>The Watsons go to Birmingham—1963</i>. New York: Laurel Leaf. MU</p> <p>Rappaport, D. (2007). <i>Martin's big words: The life of Dr. Martin Luther King, Jr.</i> New York: Hyperion Books. PM</p> <p>Ringgold, F. (1996). <i>Tar beach</i>. New York: Dragonfly Books. PM</p> <p>Taylor, M. D. (2004). <i>Roll of thunder, hear my cry</i>. New York: Puffin Books. MU</p> <p>Williams-Garcia, R. (2011). <i>One crazy summer</i>. New York: Amistad. MU</p> <p>Woodson, J. (2005). <i>Show way</i>. New York: Putnam. M</p>
Arab American	<p>Bunting, E. (2006). <i>One green apple</i>. New York: Clarion Books. P</p> <p>Ellis, D. (2001). <i>The breadwinner</i>. Toronto, ON: Groundwood Books. MU</p> <p>Nye, N. S. (1997). <i>Sitti's secrets</i>. New York: Aladdin Books. P</p> <p>Nye, N. S. (1999). <i>Habibi</i>. New York: Simon & Schuster. U</p> <p>Nye, N. S. (2005). <i>19 varieties of gazelle: Poems of the Middle East</i>. New York: Greenwillow. U</p> <p>Wolf, B. (2003). <i>Coming to America: A Muslim family's story</i>. New York: Lee & Low. PM</p>
Asian American	<p>Lai, T. (2013). <i>Inside out and back again</i>. New York: HarperCollins. M</p> <p>Look, L. (2006). <i>Ruby Lu, brave and true</i>. New York: Atheneum. PM</p> <p>Look, L. (2009). <i>Alvin Ho: Allergic to girls, school, and other scary things</i>. New York: Yearling. P</p> <p>Park, L. S. (2008). <i>Bee-bim bop!</i> New York: Sandpiper. P</p> <p>Park, L. S. (2011). <i>A single shard</i>. New York: Sandpiper. MU</p> <p>Perkins, M. (2008). <i>Rickshaw girl</i>. Watertown, MA: Charlesbridge. PM</p> <p>Say, A. (2008). <i>Grandfather's journey</i>. New York: Sandpiper. PM</p> <p>Yang, G. L. (2008). <i>American born Chinese</i>. New York: Square Fish Books. U</p>
Hispanic American	<p>Ada, A. F. (1999). <i>The lizard and the sun / La lagartija y el sol</i>. New York: Dragonfly Books. P</p> <p>Bunting, E. (1998). <i>Going home</i>. New York: HarperCollins. P</p> <p>Cisneros, S. (1991). <i>The house on Mango Street</i>. New York: Vintage. MU</p> <p>Dorros, A. (1997). <i>Abuela</i>. New York: Puffin Books. P</p> <p>Jiménez, F. (2002). <i>The circuit: Stories from the life of a migrant child</i>. Boston: Houghton Mifflin. U</p> <p>Krull, K. (2004). <i>Harvesting hope: The story of Cesar Chavez</i>. New York: Scholastic. M</p> <p>Ryan, P. M. (2010). <i>The dreamer</i>. New York: Scholastic. MU</p> <p>Soto, G. (1996). <i>Too many tamales</i>. New York: Puffin Books. P</p>
Native American	<p>Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i>. Boston: Little, Brown. U</p> <p>Bruchac, J. (1997). <i>13 moons on turtle's back</i>. New York: Puffin Books. PM</p> <p>Bruchac, J. (2001). <i>The heart of a chief</i>. New York: Puffin Books. MU</p> <p>Bruchac, J. (2006). <i>Code talker: A novel about the Navajo marines of World War II</i>. New York: Speak. U</p> <p>Erdrich, L. (2002). <i>The birchbark house</i>. New York: Hyperion Books. MU</p> <p>Goble, P. (2010). <i>The boy and his mud horses</i>. Bloomington, IN: World Wisdom. M</p> <p>McDermott, G. (2001). <i>Raven: A trickster tale from the Pacific northwest</i>. New York: Sandpiper. P</p> <p>O'Dell, S. (2010). <i>Sing down the moon</i>. New York: Sandpiper. U</p>

P = primary grades (K–2); M = middle grades (3–5); U = upper grades (6–8)