

READING AND LEARNING TO READ

Tenth Edition



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COMMON CORE STATE STANDARDS: English language Arts

The areas that are referenced are reading, writing, speaking and listening, and language. It should be noted that Chapters 1 and 5 are foundational chapters and these chapters are a basis for the Common Core State Standards.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details: Chapters 3, 4, 9, 10, 13

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Crah and Structure: Chapters 3, 6, 8, 9, 10, 11, 12, 13

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas: Chapters 3, 9, 10, 12

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and level of Text Complexity: Chapters 2, 3, 7, 9, 10, 12, 13

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes: Chapters 11, 13

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing: Chapters 3, 4, 9, 11, 13

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Research to Build and Present Knowledge: Chapters 3, 9, 10, 11, 13

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: Chapter 11

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: Chapters 3, 4, 7, 8, 9, 12

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: Chapters 3, 4, 6, 8, 10, 12

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English: Chapter 4

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: Chapters 4, 8

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: Chapters 4, 8

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Dear Readers,

When we set out to revise *Reading and Learning to Read*, our goal was to update this tenth edition with the latest thinking in the field of literacy while adhering to our core beliefs about literacy and learning. We hope you conclude that we have done that. Below we share with you some of the critical issues that have driven us to craft this new edition. These new issues are not in any particular order of importance. We invite you to think about them as you expand your knowledge and expertise regarding your current pre-clinical, clinical, and professional teaching experiences.

In this edition of *Reading and Learning to Read*, we address legislative influences throughout the text such as the Common Core State Standards (CCSS) initiative and the Response to Intervention (RTI) model. We recognize the importance of educating teachers with a core knowledge base that includes a focus on contemporary issues that influence national and statewide literacy decisions. Additionally, we aligned each chapter with the International Literacy Association Standards for Literacy Professionals 2017 to provide a connection between text content and literacy standards. In addition to inviting you, the reader, to think about contemporary topics regarding literacy, we provide you with practical strategies for assessing and engaging all students in the process of learning to read.

We continue to integrate classroom management in this new edition because we believe that teachers need to think about the many ways that they can organize language arts instruction as they learn to teach children how to read and write. There is no one best way to organize literacy instruction. As you will learn in our text, instruction depends on multiple factors: students' instructional needs, interests, background knowledge, linguistic proficiency, and so much more.

We have featured technology application and highlight transliteracies. *Transliteracy* is the understanding of traditional literacy components alongside the nuances that living in a touchscreen world brings. Throughout the text, we suggest classroom strategies that will broaden your understanding of transliteracies and the new skills we need to address as teachers of reading.

A new feature, Instructional Decision Making, encourages readers to review assessment data related to the chapter content and to make instructional decisions based on the assessment data presented. Encouraging the reader to engage in reflective decision-making is important to us. Reflection is also encouraged in another feature, Check Your Understanding. This feature encourages the reader to reflect upon the text content throughout each chapter in order to further develop understanding of reading and learning to read.

Finally, we again feature Viewpoint boxes in many of the chapters. We asked colleagues to share their stories and experiences on particular features of reading instruction in order to provide you with authentic anecdotes and classroom-tested strategies from real educators.

There is so much more included in this redesign that we hope you will take time to explore it and find new features for yourself. We are excited about this new edition and hope it serves you well in your quest to make a difference in the ways in which you teach children to read!

**Our best,
Linda C. Burkey
Lisa A. Lenhart
Christine A. McKeon**

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The Vaccas have a daughter, Courtney; son-in-law, Gary; and grandsons, Simon, Max, and Joe. They volunteer, golf, and walk their toy poodles, Tiger Lily, Gigi, and Joely, in Vero Beach, Florida.

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May all who read this book embrace literacy as challenging, invigorating, necessary, and captivating. May you inspire children and young adolescents to read well, critically, and thoughtfully in the ever challenging ways that the twenty-first century expects readers to learn and learners to read.

Thank you to all who have supported our writing about reading and learning to read, especially:

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Hannah, and Emma Lenhart
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Preface

Evidence-based reading research, the essential components of reading instruction, and data-driven decision making—these concepts represent the direction in which literacy professionals currently focus attention. Fortunately, *Reading and Learning to Read* has always included philosophies, teaching strategies, and assessment practices that reflect the beliefs that underscore these concepts.

In the tenth edition of *Reading and Learning to Read*, there is a focus on the Common Core State Standards (CCSS) initiative. The CCSS are integrated throughout the text, and each chapter features the English language arts (ELA) standards respectively as they relate to the chapter content.

We continue to recognize legislative influences, standards for reading professionals, and research-based practices, as well as update the reader with new strategies that reflect alternative reading methodologies that we consider to be best practices. An additional feature, Instructional Decision Making, encourages the readers to review assessment data, interpret the data, and make instructional decisions. We updated Student Voices on reading and learning to read also support these practices. In addition, this edition reflects our dedication to struggling learners. We include features that demonstrate understanding and utilization of Response to Intervention (RTI). Also, we highlight the essential components of effective literacy instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and demonstrate how each component can be taught within meaningful contexts. In addition, we highlight elements of managing and organizing effective language arts classrooms.

The tenth edition continues to feature technology applications as they relate to literacy instruction, and also highlights transliteracies. The concept of transliteracies goes beyond linear print to include knowledge of fluid print such as hypertext, graphic design, visual literacy, music, and film interpretation. We recognize that transliteracies are transforming the way children comprehend and express their understanding of the world.

Finally, throughout each chapter a new feature, Check Your Understanding, was included to help support the reader's understanding and development as a literacy professional. The reader is asked a series of questions to encourage the reader to reflect upon the text and make connections. Feedback is provided to help the teacher understand the essential concepts being developed.

Core Beliefs at the Center of This Text

This tenth edition of *Reading and Learning to Read* is based on research, legislation, and current thinking about how children become literate. We continue to use our core beliefs about literacy learning to frame important questions related to the teaching of reading. In addition, we craft our beliefs to reflect topics that address current educationally related literacy issues relevant to the twenty-first century. We believe the following:

- Children use language to seek and construct meaning from what they experience, hear, view, and read.
- Reading, writing, speaking, listening, and viewing are interrelated and mutually supportive as children learn to become literate.
- Learning to read involves learning how to decode words quickly and accurately with comprehension as the main goal of word recognition instruction.

- Children learn to read as they read to learn. They need to view reading as enjoyable, a process of communication, a process of gathering knowledge, a venue for expressing opinions, and so much more.
- Children need to be exposed to a broad spectrum of reading materials and text, including fiction, nonfiction, informational, electronic, and texts that reflect new literacies (art, music, dance, graphics, comics, etc.) in a well-managed and organized literate classroom.
- Children develop skills and strategies through explicit instruction in purposeful, meaningful ways.
- Assessment techniques and processes need to mirror the authentic ways children demonstrate their continually developing literacy, and assessments should inform instruction.
- Children benefit from classroom communities in which materials, curricula, instruction, practice, and assessment recognize diversity.
- Teachers, parents, and administrators should work together as they make decisions based on how children learn and how they can best be taught.

New to This Edition

The tenth edition of *Reading and Learning to Read* continues to emphasize a comprehensive approach to teaching reading and writing. In maintaining this standard of excellence, this edition includes a number of additions and updates that reflect the changes in the field of literacy:

- **First Time as REVEL** This tenth edition is offered in a new immersive online format called REVEL that's been designed to accommodate twenty-first-century learning on laptops, tablets, and smartphones. REVEL offers a variety of interactive experiences:
 - **Learning Outcomes** The REVEL format guides the chapter structure. Specifically, we list learning outcomes at the beginning of each chapter, organize the chapter's content into sections addressing each learning outcome, and include self-assessments for each section.
 - **Classroom Videos** Important concepts in each chapter are illustrated in videos, showing you how teachers apply them in authentic classroom settings.
 - **Check Your Understanding** Self-assessments, appearing at the end of each major section of each chapter, help the reader reflect upon the chapter content. These multiple-choice self-assessments help verify comprehension and identify gaps in learning. Feedback is provided to further build understanding of the essential concepts being developed.
- The **Common Core State Standards (CCSS) for the English Language Arts** are aligned and integrated into each chapter to assist teachers with instructional and assessment decisions in order to help all children succeed.
- Chapter content is aligned with the **International Literacy Association Standards for Literacy Professionals 2017**.
- A new feature, **Instructional Decision Making**, encourages the reader to review and analyze data related to content in order to make data-based instructional decisions.
- The concept of transliteracy (contributed by Jeremy Brueck) is explored in the general text and in the **Transliterations features**, which offer classroom strategies that go beyond linear print to include knowledge of fluid print such as hypertext, graphic design, visual literacy, music, and film interpretation. We recognize that

transliterations are transforming the way children comprehend and express their understanding of the world.

- Chapters 4 and 5 from the previous edition have been combined for a more comprehensive focus on young children and literacy development.

In addition to these global changes, discussions have been enhanced and new topics have been introduced within each chapter to reflect the latest trends and research in literacy education.

Additional Features of the Tenth Edition

With superior coverage of standards and an emphasis on comprehensive reading instruction, *Reading and Learning to Read*, Tenth Edition, remains an active learning tool that encourages future teachers to teach reading in ways that are both meaningful and reflective. Notable features of *Reading and Learning to Read* include the following:

A Focus on Standards can be found throughout every chapter starting with the Common Core State Standards and ILA standards that are listed at the beginning of each chapter. Meeting standards—state, local, and those developed by professional organizations—plays a major role in helping teachers meet the challenge of accountability for student performance on standards-based tests.

Meeting the Literacy Needs of Diverse Learners 53

Activating Your Schema

Can you recall a time in your life when you felt left out? Your recollections might range from social gatherings, dating situations, educational settings, family gatherings, or other experiences. Jot down your recollections, and share them with your colleagues. Your prior experiences can help you understand the meaning of diversity and differences.

2017 ILA Standards Found in This Chapter

1.1	4.1	4.3	5.2	5.4
1.2	4.2	5.1	5.3	6.3
2.1				

Common Core State Standards: English Language Arts

CCRA.R.1	CCRA.R.5	CCRA.R.9	CCRA.W.8	CCRA.L.1
CCRA.R.2	CCRA.R.6	CCRA.R.10	CCRA.SL.1	CCRA.L.3
CCRA.R.3	CCRA.R.7	CCRA.W.6	CCRA.SL.5	CCRA.L.5
CCRA.R.4	CCRA.R.8			

Key Terms

academic and cognitive diversity accents additive approach American Standard English code-switching contributions approach cultural diversity curriculum compacting dialects differentiated instruction dyslexia	inclusion inquiry learning instructional conversations linguistic diversity LOTEs response protocol Sheltered Instruction Observation Protocol (SIOP) social action approach transformative approach translanguaging
--	---

Knowledge and Beliefs about Reading 5

Different Beliefs, Different Instructional Decisions

Just about every teacher we've ever talked to agrees on the main goal of reading instruction: to teach children to become independent readers and learners. Differences among teachers, however, often reflect varying beliefs and instructional perspectives on how to help children achieve independence. Because they view the reading process through different belief systems, teachers have different instructional concerns and emphases. The decisions they make will also vary based on research and societal influences.

2017 ILA Standards
1.1, 4.1, 4.2

In addition, effective reading teachers use their knowledge and beliefs about reading to adapt instruction to individual differences among children in their classrooms. The students they work with may have different academic, language, cultural, or physical needs. Student diversity in today's classrooms is greater now than at any time in this century. There are an increasing number of students whose first language is not English and whose culture does not reflect the beliefs, values, and standards of the mainstream culture in U.S. society. Moreover, inclusive classrooms, where students with "special needs" are included in regular classrooms, make it necessary that teachers become knowledgeable about the nature and purposes of reading acquisition.

No two teachers, even if they work with students at the same grade level and in classrooms next door to each other, teach reading in exactly the same way. Even though they may share the same instructional goals and adhere to literacy guidelines established within the school district or state department of education standards, teachers often make decisions and engage in practices based on what they know and believe to be worthwhile. In Box 1.1, Meghan, a high school student, reflects upon her experiences of learning to read. She recounts both positive and negative reading experiences, suggests characteristics of an effective reading teacher, and describes her beliefs on why teachers teach differently.

DIFFERING INSTRUCTIONAL DECISIONS Observe how Arch and Latisha, two first-grade teachers, introduce beginners to reading and learning to read. Arch invites his first graders to explore and experience the uses of oral and written language in a

Activating Your Schema at the beginning of each chapter acts as an advance organizer for critical thinking and reflective reading, providing schema-related questions that encourage readers to think about their own experiences in terms of their futures as reading and writing teachers.

Key Terms are linked to the glossary so that when students click on a key term, they will be taken to the definition for that term.

BOX 1.1 | STUDENT VOICES

Meghan considers herself a good student and especially likes math. Overall she enjoys school, but she believes "It would be better if classes weren't so boring." As a high school student, Meghan has had many reading experiences and can identify characteristics that reading teachers exhibit that make them effective. Meghan believes "good teachers":

- Are caring and helpful
- Know what they are talking about
- Are professional
- Teach rather than assign
- Provide a variety of interactive, instructional activities
- Explain things well

- Provide a decent collection of interesting books in the classroom
- Know their students

She further explains that she has had "good" and "poor" reading teachers. Meghan believes that teachers teach differently because "Everyone has different personalities, backgrounds, cultural familiarity, college experiences, and everyday living occurrences."

Meghan's experiences and insights reflect how teachers exhibit different beliefs that influence instructional decisions. Students are affected by teachers' instructional styles in positive and negative ways. Consequently, it is important for teachers to be aware of their beliefs and understand how their instructional decisions affect students.

er students are English lan- these students in learning ups with each child's family, bond graders to share items and the children take turns sions. In order to encourage ounds and traditions, Nikki he activity and to encourage is, and food. n pride in Spanish costume to the parts of the costume, and sleeve. Nikki took the res she found on the web.

Student Voices boxes in every chapter provide students' perspectives as developing readers and writers and give insight into the ways in which their teachers make a difference in that development.

BOX 3.3 | RESEARCH-BASED PRACTICES

Response Protocol in Mrs. Montler's Classroom

Mrs. Montler teaches third grade in a rural school district in Pennsylvania. She has 18 students in her class; three of her students are Hispanic. Carla, Marco, and Juanita have very limited conversational skills, so each day Mrs. Montler works with the students in a small group for 15 minutes in order to personalize conversation with them using response protocol. Here is how she uses research-based practices as she develops her lesson:

- Mrs. Montler selects a focus theme that centers on communicating about an everyday topic in which the students have some background knowledge: for example, foods, hobbies, interests, or family.
- Next, Mrs. Montler selects a picture or pictures that focus on the topic. For example, if the topic is foods, she might have pictures that represent ethnic and American foods.
- Next, beginning with the pictures, she points to and models vocabulary associated with the pictures.
- Next, Mrs. Montler models and prompts the students to discuss their associations with the pictures in a conversational dialogue.
- She concludes the conversation by modeling a synthesis of the conversation with student participation.

Let's look at a lesson in which Mrs. Montler uses response protocol strategies (which are conversation elaboration strategies) with Carlos, Marco, and Juanita.

Mrs. Montler: Good morning, Carlos. Good morning, Marco. Good morning, Juanita.

Carlos, Marco, Juanita (in unison): Good morning.

Mrs. Montler: Today we have more pictures to talk about. These are pictures of things you might like to do. (Mrs. Montler points to the pictures.)

Mrs. Montler: This is a bike. This is a ball. This is a book.

Mrs. Montler: (She points to each picture.) What is this? What is this? What is this?

Carlos: Bike.

Mrs. Montler: Yes, this is a bike. What is this, Carlos?

Carlos: Bike.

Mrs. Montler: Yes, that's right, Carlos. This is a bike. What is this, Carlos?

Carlos: This is a bike.

Mrs. Montler: Yes, Carlos. This is a ball.

Mrs. Montler: Marco, what is this? (She points to the picture of the bike.)

Marco: A bike.

Mrs. Montler: Yes, Marco, this is a bike. What is this?

Marco: This is a bike.

Mrs. Montler: Yes, Marco, this is a bike!

Mrs. Montler: (Pointing to a ball.) Juanita, this is a ball. What is this, Juanita?

Juanita: This is a ball.

Mrs. Montler: Yes, good job, Juanita, this is a ball! What is this? (Mrs. Montler points to the bike.)

Juanita: This is a bike!

Mrs. Montler: Yes, Juanita! This is a bike! I can ride my bike! (Mrs. Montler dramatizes riding a bike with actions.) Juanita, can you ride a bike?

Juanita: Yes.

Mrs. Montler: Yes, you can ride a bike! Can you ride a bike?

Juanita: Yes, I can ride a bike!

Mrs. Montler: Marco, can you ride a bike?

Marco: Yes, I can ride a bike.

Mrs. Montler continues the conversation by helping the children elaborate on what they can do with a bike, a ball, and a book. She uses prompts such as, "Can you tell me more? What else?" She also responds positively with comments such as, "Good job! That's right!"

CONTENT AREA PRACTICES It is well documented that ELLs take longer to learn academic language than social communication (Cummins, 2011)—approximately 5 to 7 years for children between the ages of 8 and 11 (Hadaway & Young, 2006). On the other hand, it is critical that ELLs learn to navigate in a world in which all people need to be able to critically think about complex content. In order to scaffold content learning, teachers need to explicitly teach the various formats associated with content text, such as *main headings, subheadings, italics, index, glossary, tables, and figures*, to name a few. Pacheco and Miller (2015) elaborate on how newspapers written in multiple languages can help young children realize text features such as *titles, authors, and captions*. In addition, strategies that include promoting LOTE (languages other than English) in content area classrooms, such as taking notes and summarizing content in the first and second languages, can foster academic learning (Daniel & Pacheco, 2015).

Common Core Standard
CC.ELA.5

Research-Based Practices

boxes throughout the text highlight relevant research that is supported by theoretically sound rationales or evidence-based research. These boxes provide general suggestions, strategies, and approaches that are supported by theory or scientific research for reading instruction.

We believe that teachers need to go beyond limiting literacy lessons to celebrations or thematic units. Teachers of the twenty-first century need to provide students with authentic literacy and learning experiences that will supply them with the cross-cultural knowledge and skills they will need as future adults in a nation that has become increasingly diverse. In Box 3.4, Patricia Schmidt shares the evolution of her beliefs about teaching diverse learners.

BOX 3.4 | VIEWPOINT

Patricia Ruggiano Schmidt
Teaching Diverse Learners

Patricia Ruggiano Schmidt is professor emerita of literacy at Le Moyne College in Syracuse, New York. She works with urban schools preparing teachers with the ABCs of cultural understanding and communication. From 2010 to 2013, she acted as principal and development director for Cathedral Academy at Pompei, a prek through sixth grade urban school where 20 percent of the children are from European American and African American backgrounds, and 80 percent of the children are from refugee and immigrant families who originated in Africa, Asia, and the Middle East.

As a reading teacher for 18 years in a suburban middle school in upstate New York, grades 5–8, I worked with students who had been diagnosed with difficulties in reading, writing, listening, and speaking. Each year I was also assigned the one or two new students from places such as Taiwan, Russia, Israel, Detroit, or Appalachia. Similar to other European American teachers in this suburban setting, I believed in the assimilationist perspective. I thought that students from ethnic or cultural minority backgrounds needed to fit into the mainstream to be successful academically.

Diversity in our nation's schools is inevitable due to shifting world populations. Also, because the global economy affects all of us, our children will probably work in places very different from their home communities. Consequently, our present and future teachers must be prepared to work effectively with linguistic, cultural, and academic diversity. Since most teachers will have grown up in middle-class European American suburbs and have had few opportunities to develop relationships with different groups, they may unconsciously rely on media stereotypes. Differences in the classroom may be viewed as problematic rather than opportunities for children to explore physical, linguistic, cultural, and academic differences and learn to appreciate individual talents and multiple perspectives. Therefore, the classroom as social context can begin to prepare children for an appreciation of differences that gives them social and economic advantages. But how do we do this?

A major means is through effective connections between home and school. Families who are actively involved in the classroom and school community feel comfortable and needed. They see themselves as contributors to their children's education. The

reach out to families who are culturally from the school and to families who because of their own emotional and who realize that families are the critical value the family's knowledge and literacy development soon begin to

Therefore, I think that a teacher's contact with families and community groups of people will lead to closing

ness to the relevance of materials and When children see people like resources they are using and can own life experiences, they tend to reading on home and community lit- as well as children and young adult groups can be the means for con- meaningful literacy development. the European American culture are host diversity through literature and duced in their classrooms.

BOX 6.4 | STEP-BY-STEP LESSON

Synthetic Phonics Lesson

- Teach a set of letter names; for example, t, a, c.
- Teach the corresponding sounds for each letter.
- Review and practice the sounds for each letter. For example, t makes the sound at the beginning of table, tent, top; a makes the sound at the beginning of apple, action, after; c makes the sound at the beginning of cake, cup, cow. Pictures and letter cards can be used to develop games.
- Drill and practice until the students can rapidly elicit the sound associated with each letter.
- Next, model how the individual sounds can be blended to make a word; in this example, the sounds of c, a, t make the word cat.
- Continue with other letters, sounds, and blending activities.
- Be sure to keep track of the letter sounds you have taught and review with blending activities.

There are similarities between analytic and synthetic phonics. Both approaches discuss isolated letter-sound relationships, break words apart, and put them back together again.

Teachers who engage children in the analysis of words must be well versed and knowledgeable in content and language of phonics. In Figure 6.2, we highlight the basic terminology associated with the content of phonics instruction. In Figure 6.3, we share word patterns that represent reasonably consistent vowel and consonant sounds depending on the locations of the letters.

SYLLABLES A syllable is a vowel or a cluster of letters containing a vowel and pronounced as a unit. Phonograms, for example, are syllables. The composition of the syllable signals the most probable vowel sound. Examine the following word patterns in Figure 6.3.

These patterns underlie the formation of syllables. The number of syllables in a word is equal to the number of vowel sounds. For example, the word *disagreement* has four vowel sounds and thus four syllables. The word *hat* has one vowel sound and thus one syllable.

There are three primary syllabication patterns that signal how to break down a word into syllabic units. Examine the patterns in Figure 6.4.

Although there is no one particular phonics sequence or program that is better than another (Cunningham, 2005), Bear, Helman, Templeton, Iovannizzi, and Johnson (2007) suggest that early English learners begin with initial and final consonant sounds and short and long vowels by picture sorting, followed by blends, word families, and digraphs. In addition, they recommend:

- Talking with students as they perform activities such as drawing, painting, and playing with blocks
- Reading to students and talking about words and pictures
- Reading with students chorally, and using repeated readings and dictation activities

Helman's (2004) research on the English and Spanish sound systems reveals that the following consonants and vowels are shared between the two:

b, d, f, g, k, l, m, n, p, s, t, w, y
long a, e, i, o, u and short o

She also notes that Spanish does not include the following /s/ blends or clusters:

st, sp, sk, sc, sm, sl, sn, sr, ss, spl, spr, str, sq

Viewpoint boxes introduce the reader to the research and opinions of respected teacher-educators, researchers, and authors about particular facets of reading instruction.

Step-by-Step Lesson boxes offer teacher-directed lessons that can be imported directly into the classroom as specific lessons or as a series of lessons.

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BOX 4.6 | TRANSLITERACY


Jeremy Brueck
Creating a Simple E-Book with Young Children

Today's children are able to use new technologies with amazing ease. As a result, these tools are quickly becoming the medium through which students are learning and interacting. E-books, books in electronic format, are becoming popular in classrooms. They can be downloaded to a computer, a laptop, a handheld device, a smartphone, or any other reading tool and read on the screen. E-books can have page numbers, a table of contents, pictures, and graphics just like a traditional book. However, e-books have features traditional books do not. E-books allow students to connect with stories in ways never possible before; they can show links for easy access to more information, are searchable, and are interactive with audio, video, and animations, which can enhance the message the author is trying to convey. Fortunately for schools, many free e-books are available today. Teachers can log on to public library websites or other online sources to access e-books.

Personalized e-books are a lot of fun, too. However, the thought of creating an e-book can be intimidating, yet there are many online resources available to help you get started. Here is a basic overview on how to make your own e-book:

Step One: Planning and Preparation

- To get started, think of the subject matter for your e-book. Select a simple plot by thinking about something that happens as a series, such as brushing your teeth or tying your shoe. For example, I made an e-book with my son, Aiden, about the home my dad lived in since Aiden was curious about where his grandpa lived. This helped him to see that Grandpa's house may look different, but it has all of the same things in it that ours does.



- Next, create a simple storyboard on a piece of paper, or download and print a storyboard template from the Internet. Try to stick to six to eight pages for your first book. Remember to include a cover page! Here is a look at the start of my storyboard for Grandpa's house.
- Once the storyboard is finished, you will need to search online for and install some essential story-creating applications on your tablet or computer. There are many apps to create stories and crop photos available online at no cost.

Step Two: Creating Media

Once your storyboard is complete and you have the apps downloaded, take a picture for each block on your storyboard and save it to your tablet camera. You could also use video.

Step Three: Assemble E-Book

No matter what app you've selected, you're now ready to use the media you've created to build your e-book. During this build, try to incorporate some of the tools that the e-book app provides in addition to your media. For example, you might have a child record the audio. Other apps allow you to insert text boxes and video. Explore the potential of the app as you build your e-book!

Step Four: Publication

Finally, take a moment to publish your e-book. Again, depending

Transliteracy boxes focus on how teachers can use technology to enhance literacy instruction. Readers will learn about using podcasts, wikis, and other software tools and programs that can make teaching and learning literacy skills motivating and engaging.

RTI for Struggling Readers sections at the end of each chapter highlight the influence of response to intervention on national and statewide literacy decisions, while reflecting current realities and concerns in today's schools.

Meeting the Literacy Needs of Diverse Learners 73

program "scripted"? If so, why was it selected? Was the population of our school and the expertise that would be needed to carry out the program considered? If so, how? Are there any political or business ties to the program that would benefit a constituency?

- What support systems does our school have in place to guide me in helping struggling students? Are there reading specialists to support classroom teachers? If so, how do they support teachers? If I am a first-grade teacher, where do I receive support for the students I perceive to be struggling readers? If I am a science teacher, what do I do with students who cannot read my textbook?

In essence, it is critical that teachers at all grade levels involve themselves in serious conversations about how to address students who are academically and cognitively challenged and the programs and strategies that are or might be implemented in classrooms. The questions listed can serve as a starting point for discussions by preservice teachers, continuing education and graduate-level students, and teachers in professional development programs.

2017 ILA Standard
 6.3

Check Your Understanding 3.3: Gauge your understanding of the skills and concepts in this section.

RTI for Struggling Readers
Culturally and Linguistically Struggling Students and Response to Intervention

Historically, students from diverse cultures and languages who immigrated to the United States tended to be placed in programs that assumed they were or would be struggling learners. One of the underlying purposes of RTI is to avoid this labeling phenomenon. In an attempt to place culturally and linguistically diverse students within the framework of RTI, Klingner and Edwards (2008) suggest a four-tiered RTI model that addresses this concern. Here, we capture the gist of the model.

- Tier 1**—Teachers need to be informed about culturally responsive teaching. This means teachers need to be aware of the linguistic similarities and differences of the languages their students speak as compared to the English language. They also need to be cognizant of cultural differences that may influence learning.
- Tier 2**—For linguistically and culturally diverse students who do not respond to classroom initiatives that capture the purposes of Tier 1, classroom teachers need to evaluate why Tier 1 is not making an impact on student learning. What are the assessments used to evaluate culturally and linguistically diverse students? Are teachers unfamiliar about strategies that assist culturally and linguistically diverse students? Additional questions include the following: Are the teachers in Tier 1 expert teachers of reading for all students? Do they have the support of teachers who speak the native language(s) of the students? In addition, Tier 2 ought to include more intensive instruction for culturally and linguistically diverse students from teams of teachers who participate in helping to plan, guide, and deliver instruction in the classroom that address the "diverse" students' needs.

Instructional planning, instructional guidance from other team members, and intervention workshops don't seem to address the students' needs appropriately. This could include a pull-out program that focuses on individual instruction.

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Summary

- We examined three dimensions of fluency: accurate word decoding, automaticity, and prosody. We looked at the close relationship fluency has with comprehension, serving as a bridge between word recognition and comprehension.
- Fluency can be taught through effective instruction, but should never be taught just for the sake of reading quickly. The goal of fluency instruction is always to preserve mental energy so that comprehension can take place. We shared strategies for groups of students, pairs, and individuals, as well as ways to involve parents and older students.
- Assessing the components of fluency assists teachers in choosing appropriate text for various instructional purposes and provides information about areas in need of further instruction to assure accuracy.
- Silent reading, when managed appropriately, allows students time to practice reading. Research shows time spent reading increases reading achievement.

Teacher Action Research

- Create a diagram that depicts the three dimensions of fluency and how they all work together and support comprehension. Be ready to share your diagram electronically with your peers.
- Paired repeated readings have many benefits, and you'll want to use them often in your classroom. Create a guide to be used in your classroom to remind students of the steps in paired reading. It could take the form of a chart, a bookmark, or other form that is easily accessible to students.
- Try out one of the assessment strategies you read about in this chapter on a young reader. What patterns of behavior do you notice? What strategies to develop fluency will you use based on what you learned from the assessment?
- Based on what you learned about the benefits of independent reading time, write an email to your curriculum director, explaining why there should be time set aside for silent reading in the classroom. Be sure to use research to support your request.

Through the Lens of the Common Core

Students need word identification strategies such as phonics, structural analysis, and the use of context to figure out unknown words. But they also need fluency—the ability to read accurately and well in order to make meaning—so they can move on and maintain comprehension. Fluency is specifically included in the CCSS under Reading Foundational Skills. In this chapter we addressed why fluency matters and how the classroom teacher can develop both oral and silent reading fluency by working with students on rate, accuracy, and automaticity. Knowing how to develop these three dimensions of fluency will allow teachers to scaffold students as they aim to read with sufficient accuracy to support comprehension, read grade-level text with purpose and understanding, and read with accuracy, appropriate rate, and expression—all of which are CCSS grade-level goals.

Chapter-ending sections such as the **Summary** help students review, formulate, and extend their thinking about the concepts discussed in each chapter. In particular, the projects in **Teacher Action Research** challenge the reader to think critically about the information covered.

Support Materials for Instructors

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

Instructor’s Resource Manual and Test Bank (0134448014)

The Instructor’s Resource Manual and Test Bank includes key topics for a robust variety of questions, activities, and critical-thinking reflective questions on topics such as the role of new technologies in the classroom, working with diverse learners, teaching middle school students, and teaching struggling readers. The test bank offers a large assortment of questions. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies.

PowerPoint Slides (0134519671)

The PowerPoint slides include key concept summarizations to enhance learning. They are designed to help students understand, organize, and remember core concepts, skills, and strategies.

TestGen (0134447743)

TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material. Assessments—including equations, graphs, and scientific notation—may be created for both print or testing online.

The tests can be downloaded in the following formats:

TestGen Test Bank file—PC

TestGen Test Bank file—MAC

Test Bank for Blackboard Learning System (application/zip)

Test Bank for Blackboard CE/Vista (application/zip)

Canvas Test Bank (application/zip)

Desire2Learn Test Bank (application/zip)

Moodle Test Bank (application/zip)

Sakai Test Bank (application/zip)

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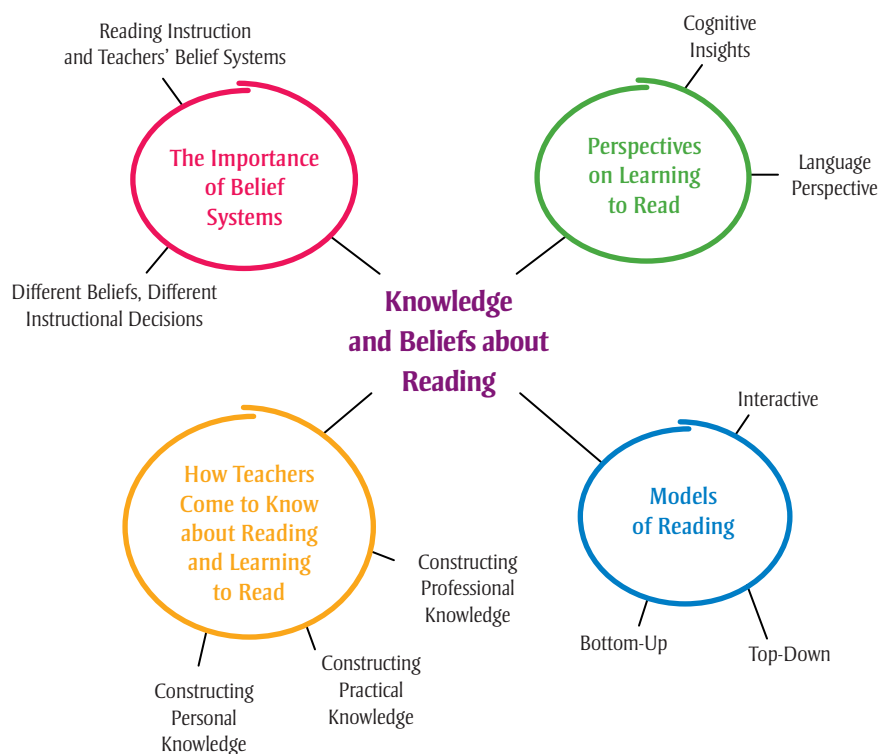
L. C. B.

L. A. L.

C. A. M.

Chapter 1

Knowledge and Beliefs about Reading



Learning Outcomes

In This Chapter, You Will Discover How to:

- Analyze how beliefs about literacy learning influence instructional decisions and practices.
- Explain how teachers use and construct personal, practical, and professional knowledge about literacy learning.
- Define language, social, and psychological perspectives on reading and explain how they inform knowledge and beliefs about literacy learning.
- Compare theoretical models of the reading process that describe what humans do when they engage in reading.

Activating Your Schema

Think about a teacher who had a positive influence on your reading development. What instructional reading strategies and materials did he or she use? Think about a teacher who did not have a positive impact on your reading development. What instructional strategies and materials did he or she use?

Think about your reading experiences outside the classroom. Focus on your home, family, and social experiences. How did these experiences influence your development as a reader?

2017 ILA Standards Found in This Chapter

1.1	2.1	4.2	5.2	6.2
1.2	3.2	4.3	5.3	6.3
1.3	4.1	5.1	6.1	6.4

Key Terms

alphabetic principle	literacy event
autobiographical narrative	metacognition
belief system	orthographic knowledge
best practice	professional knowledge
bottom-up model	psycholinguistics
constructivism	schemata
decoding	semantic cues
explicit	sociolinguistics
graphophonemic cues	syntactic cues
implicit	top-down model
interactive model	transliteracy
literacy coach	

During the beginning of each school year, Mrs. Zufall has the challenge of trying to encourage the children in her first-grade class to believe that they are readers and writers. Depending on the children's experiences and their developmental levels, some believe it easier than others. Some students like Maura read and write with ease, while Destanie finds that reading and writing are difficult tasks. Because of these differences, it is critical for Mrs. Zufall to create an environment that encourages all children to develop their confidence as beginning readers and writers.

Providing a literate environment where the children feel comfortable to read and write helps them to develop as readers and writers. Having multiple books in the classroom, using various writing materials, and providing uninterrupted time all help to develop a community of readers and writers. A writing activity that Mrs. Zufall likes to encourage regularly is letter writing. This activity encourages the children to freewrite and practice their writing skills.

One day after lunch, Destanie asks Mrs. Zufall, "Can I write a letter to you? I like to write letters." Mrs. Zufall tells Destanie that it is a good idea.

Maura overhears Destanie and requests permission to write a letter to her mom. "Certainly," Mrs. Zufall responds and then asks the other children whether they want to write letters, too.

The class responds with a resounding, “Yes, can we?” Mrs. Zufall decides to delay the spelling lesson until later in the day because there is an excitement for letter writing. She tells the students to think about how to write a letter, the other letters they have written, and to whom they would like to write. The first graders excitedly write their special letters.

The letters have a great deal to say about “literacy in the making.” As innocent as it may seem on the surface, this activity reveals much about the children’s literacy development. Just ask yourself, for example, “Do Maura, Destanie, and the others know what writing and reading are for? Do they get their message across effectively? Do they have a sense of being a reader?” And as language users, “Are Maura, Destanie, and the others empowered? Are they willing to take risks?” The answers to questions such as these are as revealing about Mrs. Zufall’s first graders’ literacy development as the grammatical and spelling errors they made.

Although Maura and Destanie misspelled words, their written approximations of *when*, *work*, and *favorite* are phonetically regular and close to the conventional spellings of the words. Though Maura neglected to use proper punctuation at the end of one sentence, Mrs. Zufall attributes the omission to fast writing rather than a lack of understanding the use of punctuation. Developmentally, Maura and Destanie write the way they talk. In time, they’ll understand why it is important to use proper spelling and be grammatically appropriate.

After Mrs. Zufall collects all of the letters, she reads to the class *The Jolly Postman* by Janet and Allan Ahlberg. She builds anticipation for the story by inviting the students to think about the letters they have written and received. This book helps to demonstrate to the children that there are various kinds of letters and different purposes. Mrs. Zufall reinforces that letter writing is purposeful and conveys meaning.

Throughout the year, Mrs. Zufall’s literacy program has centered on the development of confident and competent readers and writers. She continues to encourage her students to read and write and connect learning with literature. She wants her students to be motivated, thoughtful, and skillful as they engage in literacy learning. Although the school year is rapidly coming to a close, Mrs. Zufall thinks about the children’s first few days in her class. She recalls students who hardly spoke and wrote a word. Yet today, they have blossomed into confident and competent readers and writers. Her decision to continue and extend the communication reflects not only what she knows about reading and learning to read but also what she believes about teaching, learning, and the process of becoming literate.

How teachers come to know and develop beliefs about reading and learning to read is the subject of this chapter. Examine the chapter overview. It depicts the connections between several key concepts related to the role of teacher knowledge and beliefs in reading instruction. A **belief system** represents a teacher’s informed philosophy of reading and learning to read. What teachers believe about reading and learning to read is closely related to what they know about literacy learning and the teaching of literacy. As you study this chapter, pay close attention to how teachers come to know about literacy learning through (1) personal experiences—past and present—as readers and writers, (2) practical experiences and knowledge of their craft as they work with and learn from students, and (3) professional study that allows them to develop and extend their knowledge base about teaching and learning literacy.

2017 ILA Standard

1.1

Also in this chapter, we emphasize how different perspectives related to reading and learning inform teachers’ knowledge and beliefs about literacy learning.

dear mommy you are
the best
w/in I go to school I
do a lote av wrk. do I
have to wrk at hom
love Maura

dear Mrs. Zufall
you ar the Best
techr in the wrld
i hop that i never
swich. Was ur favorit
wlor?

Destanie

Language, social, and psychological perspectives are not mutually exclusive domains of knowledge. Often, effective literacy practice, sometimes referred to as **best practice**, requires teachers to use multiple perspectives as they plan and enact literacy instruction in their diverse, multidimensional classrooms. The final section of this chapter describes various theoretical models of the reading process. Understanding reading and learning to read within the context of theoretical models will enable you to connect knowledge and beliefs about reading to issues and approaches related to instructional practice.

The Importance of Belief Systems

■ Analyze how beliefs about literacy learning influence instructional decisions and practices.

Knowledge and beliefs about reading and learning to read are wedded in ways that influence almost every aspect of a teacher's instructional decisions and practices. To illustrate, consider what Mrs. Zufall does to help her students develop into confident readers and writers. Creating a literate environment where children feel comfortable to read and write and making connections with literature are essential. In addition, sharing the book with the class results in a "commercial" for another book, Janet and Allan Ahlberg's *The Jolly Christmas Postman*, which is part of the classroom library collection. Sharing literature encourages the children to read and write, which are integral parts of the literacy curriculum in this first-grade classroom.

All of the reading and writing activities that evolved from the unanticipated events of the morning provided children with a demonstration of the *intertextuality* of stories. Stories are products of the imagination, but the problems and themes they portray reflect the human experience. *Intertextuality* is a word used by literary theorists to describe the connections that exist within and between texts. Think about the personal connections made by Maura, Destanie, and their classmates. The children in Mrs. Zufall's class are exploring what it means to be *meaning seekers* and *meaning makers*. Their use of texts to construct meaning is the nexus by which they link the stories and explore a theme that will recur throughout their lives. They are developing a critical literary stance.

2017 ILA Standards

1.1, 1.2, 1.3

The work of teachers sometimes takes unexpected twists and turns—"teachable moments," if you will—that usually beget reasons for reading and writing. Yet taking advantage of a teachable moment, as Mrs. Zufall did, requires a philosophy of reading and learning to read. Some educators call a teacher's philosophical stance a *worldview*; others call it a *belief system*. For one reason or another, some teachers would probably have reacted differently to the children's letters. Perhaps another teacher would have praised Maura and Destanie for their efforts in writing the letters but, rather than extend the **literacy event**, would have concentrated on the misspellings or punctuation error. Another teacher might have been too busy or preoccupied with other matters to respond to Destanie's request in a manner that connects literacy learning to life in the classroom. Other teachers might simply have been oblivious to the teachable moment because they did not understand or appreciate the literacy event that occurred. Our point, therefore, is that a teacher's knowledge and beliefs about the nature and purposes of reading and the ways in which it should be taught contribute significantly to whatever decisions a teacher makes in a given situation.

Different Beliefs, Different Instructional Decisions

Just about every teacher we've ever talked to agrees on the main goal of reading instruction: to teach children to become independent readers and learners. Differences among teachers, however, often reflect varying beliefs and instructional perspectives on how to help children achieve independence. Because they view the reading process through different belief systems, teachers have different instructional concerns and emphases. The decisions they make will also vary based on research and societal influences.

2017 ILA Standards

1.1, 4.1, 4.2

In addition, effective reading teachers use their knowledge and beliefs about reading to adapt instruction to individual differences among children in their classrooms. The students they work with may have different academic, language, cultural, or physical needs. Student diversity in today's classrooms is greater now than at any time in this century. There are an increasing number of students whose first language is not English and whose culture does not reflect the beliefs, values, and standards of the mainstream culture in U.S. society. Moreover, inclusive classrooms, where students with "special needs" are included in regular classrooms, make it necessary that teachers become knowledgeable about the nature and purposes of reading acquisition.

No two teachers, even if they work with students at the same grade level and in classrooms next door to each other, teach reading in exactly the same way. Even though they may share the same instructional goals and adhere to literacy guidelines established within the school district or state department of education standards, teachers often make decisions and engage in practices based on what they know and believe to be worthwhile. In Box 1.1, Meghan, a high school student, reflects upon her experiences of learning to read. She recounts both positive and negative reading experiences, suggests characteristics of an effective reading teacher, and describes her beliefs on why teachers teach differently.

DIFFERING INSTRUCTIONAL DECISIONS Observe how Arch and Latisha, two first-grade teachers, introduce beginners to reading and learning to read. Arch invites his first graders to explore and experience the uses of oral and written language in a

BOX 1.1 | STUDENT VOICES

Meghan considers herself a good student and especially likes math. Overall she enjoys school, but she believes "It would be better if classes weren't so boring." As a high school student, Meghan has had many reading experiences and can identify characteristics that reading teachers exhibit that make them effective. Meghan believes "good teachers":

- Are caring and helpful
- Know what they are talking about
- Are professional
- Teach rather than assign
- Provide a variety of interactive, instructional activities
- Explain things well

- Provide a decent collection of interesting books in the classroom
- Know their students

She further explains that she has had "good" and "poor" reading teachers. Meghan believes that teachers teach differently because "Everyone has different personalities, backgrounds, cultural familiarity, college experiences, and everyday living occurrences."

Meghan's experiences and insights reflect how teachers exhibit different beliefs that influence instructional decisions. Students are affected by teachers' instructional styles in positive and negative ways. Consequently, it is important for teachers to be aware of their beliefs and understand how their instructional decisions affect students.

variety of instructional situations. He chooses all kinds of authentic and functional reading material—“anything that’s real and important to the kids”—for reading and learning to read: signs, box tops, labels, poems, nursery rhymes, children’s books, interactive stories, and computer games. His students also create their own texts, and these become the basis for reading. They write in journals about what they read, make books from original stories that they share with one another, and dictate stories that Arch captures on chart paper. In addition, Arch uses “big books” and storybooks to build concepts and skills related to reading. Often he begins a big-book lesson by reading the story aloud and discussing it with the class. Over the course of several days, he rereads the story in unison with the children once, twice, or even more times and then invites individual students to read parts of the story on their own.

2017 ILA Standard

2.1

Arch pays some attention to letter–sound relationships in the context of the writing and reading activities that children engage in. He encourages students to invent spellings during journal writing and other writing activities by helping them “spell the words the way they sound.” In doing so, he responds individually to children’s invented spellings. For words that he thinks a child should know how to spell correctly, he provides explicit intervention. For others, he accepts the child’s invention if it approximates the conventional spelling. In addition, during big-book readings, Arch will periodically stop to point out and discuss initial letters and sounds, letter combinations, or endings. When students read aloud, Arch places little importance on word-perfect reading. He says, “I tell my kids not to let one or two words prevent them from reading; they might be able to understand what the story is about and to enjoy it without identifying all of the words.”

Latisha also teaches reading to 6-year-olds. But her approach is different from Arch’s. She believes quite strongly that beginning readers must start with letter–sound correspondences, translating print into speech. Other than occasional “experience charts” in the first weeks of the school year, Latisha doesn’t attempt to introduce writing until most of her children make the monumental “click” between the black squiggly marks on a page (print) and the sounds they represent (speech).

Of the “click,” Latisha says, “You can’t miss it.” When she sees children making the connection between print and speech, Latisha begins to aim for mastery.

The study of words in Latisha’s class centers around story selections from the basal reading program that her school adopted several years ago. The basal program provides Latisha with “great literature, big books, everything that you need to teach reading.” When she began teaching 15 years ago, Latisha taught letter–sound relationships by relying heavily on workbooks and worksheets from the basal program. Her students spent a lot of time on isolated drill and rote memorization of phonics rules. “I didn’t know better then. Using workbook exercises was accepted practice by the teachers in my building, and I thought I was doing the right thing.”

Today, however, Latisha bases much of what she does on research related to how children learn words. Each day she blocks out 15 to 20 minutes for word study. She still teaches letter–sound relationships in a direct and systematic manner but relies more on *explicit* instruction—that is, Latisha makes it a practice to *model* skills and strategies that children need to decipher unknown words, *explain* why it is important for students to learn the skill or strategy under study, and *guide* students in their acquisition of the skill or strategy. She makes sure, for example, at the

beginning of the school year that her students have rudimentary skills related to hearing sounds in words, recognizing letters and sounds, and blending sounds into words. Latisha uses story selections from the basal reading anthology and big books to identify words for study and to provide practice and application in the use of the skill or strategy. Rather than dispense worksheets that require students to circle letters or draw lines to pictures, Latisha says, “I do a lot more teaching about phonics skills and strategies so that it makes sense to students as they learn to decode words.”

The perspectives from which Latisha and Arch teach reading reflect different beliefs about learning to read that result in different instructional emphases and practices. Arch uses authentic, real-world literature such as children’s books and functional materials such as signs and box tops. Latisha relies on materials from a basal reading program that includes literature anthologies and a wide range of ancillary materials. Latisha begins instruction with an emphasis on phonics skills and strategies. Arch begins with immersion in reading and writing. Comprehension is as important to Latisha as it is to Arch, but the two differ in belief. Latisha’s understanding of reading suggests that when children decode words accurately and quickly, they are in a better position to comprehend what they read than children who are not accurate and automatic decoders. Arch’s view is that children who engage in authentic literacy experiences will search for meaning in everything they read and write.

Reading Instruction and Teachers’ Belief Systems

Latisha’s style of teaching reading reflects beliefs that employ a systematic instructional approach. A systematic instructional approach includes direct teaching and a logical instructional sequence. This structure includes ample opportunities to practice specific skills and move along a defined trajectory related to the sequencing of skills. Arch’s methods are the product of a belief system that reflects a broader constructivist view. This model is focused on the needs of the individual child. In this perspective, the role of the teacher is a facilitator who helps the child negotiate text by addressing the most immediate instructional needs. The progression of instruction or sequencing of skills is often centered on the student’s individual progress. Language skills are practiced through application or embedded skills instruction.

In examining these two approaches to reading, it is clear that the implementation of reading instruction can be viewed from multiple perspectives. This ambiguity is further complicated as we look at the current movement at the national level that emphasizes teaching methods and curriculum standards, and demands that educators be accountable for result.

NATIONAL INITIATIVES In April 1997, the National Institute of Child Health and Human Development (NICHD), in consultation with the secretary of education, was charged to convene a National Reading Panel (NRP) that would assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The panel was asked to provide a summary of findings that included the application of this work to classroom-based instruction. The NRP built on the previous work of the National Research Council (NRC) published in *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998). In April 2000, the panel released its findings and made recommendations about teaching methods that are scientifically proven to increase student learning and achievement. The reauthorization of the **Elementary and Secondary Education Act (ESEA)** in 2001 includes the scientifically based reading instruction recommendations for preschool and primary grades.

Scientifically based reading research, as defined in the federal legislation, is the body of scientific evidence about reading methodologies drawn from experimental and quasi-experimental work. These studies include rigorous data analysis and measurements that provide valid data across observers and evaluators. The research must be accepted by a peer-reviewed journal or be approved by an independent panel of experts.

With the reauthorization of ESEA in 2001, the federal government set forward initiatives in an attempt to ensure that no child is left behind. **No Child Left Behind (NCLB)** requires districts to assess all subjects to determine the success of all students. This legislation challenges educators to use evidence-based research as a guide in the development of high-quality reading programs for students in pre-school and the primary grades. Programs such as Reading First and Early Reading First clearly define the parameters and expected outcomes for educators and charge teachers to examine their teaching practices, tools, and materials. Reading First was established to improve K–3 reading achievement with the focus on explicitly teaching phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension. Early Reading First focuses on literacy development of preschoolers while also utilizing scientifically based reading research teaching approaches. These programs challenge reading teachers to rethink what it means to “teach and learn.” The ESEA was reauthorized in 2015, with the objective of continuing No Child Left Behind’s initiatives but reducing the role of the federal government and providing states, teachers, and parents with more decision-making responsibilities. It also had a focus on ensuring all students the opportunity to learn in spite of possibly disadvantaged backgrounds.

Continuing dialogue related to these current trends has resulted in recommendations from high-level organizations. The International Literacy Association (ILA), formerly known as the International Reading Association, released an Advocacy Position statement (2015) in support of the reauthorization of ESEA (2015). It focuses on quality education for all students no matter their backgrounds, dedicating funding for comprehensive literacy programs and professional development, and reducing reliance on standardized assessments. Previously, in the ESEA of 2001, the ILA raised questions about the notion of scientific research and calls for a broader perspective. This point of view stresses that “no single study ever establishes a program or practice as effective; moreover, it is the convergence of evidence from a variety of study designs that is ultimately scientifically convincing” (International Reading Association, 2002b, p. 1). The ILA supports evidence-based reading instruction as the way to enhance literacy development.

In light of the various positions on reading research, teachers need to be aware of programs and practices based on multiple types of research studies with a broad scope of topics reviewed. Research provides the reading professional with a foundation for effective reading instruction. It should broaden reading professionals’ beliefs, not narrow them. There are more and more external mandates and legislative decisions regarding reading. A few legislative influences on literacy include **IDEIA** and the **LEARN Act**. These are briefly described in Figure 1.1.

2017 ILA Standard

6.4

The Common Core State Standard (CCSS) initiative set out to develop high-quality education standards in order to ensure that all students are college and career ready. With the focus on the CCSS established by National Governors Association and the Council of Chief State School Officers (2010), state-led curricular expectations were developed for content areas. The CCSS are rigorous, research-based

Figure 1.1 Legislative Influences on Literacy

The Individuals with Disabilities Education Improvement Act (IDEIA)—The 2004 reauthorization of IDEA (1997) established federal rules for special education. The reauthorization focused on more effective instruction for struggling students. Response to Intervention (RTI) was derived to provide intensive support and intervention.

Literacy Education for All, Results for the Nation Act (LEARN)—A proposed bill that would strengthen the literacy skills of all students from birth to grade 12. LEARN would support literacy programs for enhancing reading and writing skills at the local and state levels.

standards in reading, writing, listening, speaking, and mathematics. The Common Core State Standards for English Language Arts (CCSS-ELA) have created significant changes in literacy practices. Grade-specific standards require students to read more challenging texts—both narrative and informational—in order to help them reach more advanced literacy achievement levels (International Reading Association, 2012). CCSS-ELA standards include knowledge and skills in the domains of reading, writing, listening, speaking, and language, as well as the integration of the language arts across content subject areas in order to develop college- and career-readiness skills and strategies.

TEACHER PREPARATION Students need to be prepared for college and career with a different set of skills than in the past. Developing higher-order thinking skills that require students to think critically is the focus of the standards. In order for students to develop these skills, teaching needs to be more personalized, relevant, applicable, and collaborative. Teachers are more empowered to utilize a variety of pedagogical strategies, digital tools, and resources to meet individual students' needs. Teachers are working more collaboratively with students to include them in the learning process. Additionally, data are utilized to set standard-based learning goals as well as instructional and assessment procedures.

Balancing literature and informational texts, building knowledge in content areas, using complex texts, relying upon evidence in text, developing academic vocabulary, fostering complex thinking skills, and relying upon a technological emphasis all have changed the literacy landscape. Teachers need to make decisions to develop reading, writing, listening, and speaking skills while they also cover the nonnegotiables in the area of teaching reading.

With today's views of reading content and reading instruction, teachers now more than ever need to make informed decisions based on their beliefs of reading and learning to read. Richard Vacca (see Box 1.2) emphasizes that teachers must make decisions for instructional approaches and strategies as well as materials. Teachers—not programs or mandates—produce effective reading instruction and achievement. It is ultimately the teacher who is responsible for providing successful reading experiences.

2017 ILA Standard

6.4

TRANSLITERACY The teacher is responsible for providing reading experiences in a transliterate environment. Although difficult to define due to various interpretations of what constitutes **transliteracy** skills in the context of changing textual media, an understanding that best represents the viewpoint of this text is that of Brueck (2015), who suggests that being transliterate is the ability to read, write, and interact across a range of platforms, tools and media. It is becoming an essential disposition in modern society. With an increasingly wide range of communication platforms and tools