

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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Linda Burkey is a professor of education at the University of Mount Union in Alliance, Ohio. She is also the current appointee of the endowed Lester D. Crow Professorship in Education. Dr. Burkey teaches courses in the areas of reading methods, reading assessment, and special education. Prior to receiving her Ph.D. from Kent State University, Dr. Burkey taught special and elementary education. Her areas of interest in research include reading assessment and adolescent literacy. Dr. Burkey enjoys traveling and spending time with her family. She is a proud grandmother of Maura, Aubrey, and Ryan.

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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:

This item omitted from WebBook edition

- 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 **Transliterated 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.

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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

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

1. 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.
2. 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.
3. Next, beginning with the pictures, she points to and models vocabulary associated with the pictures.
4. Next, Mrs. Montler models and prompts the students to discuss their associations with the pictures in a conversational dialogue.
5. 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
CCRA-R.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.

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

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 are from the school and who realize that families are the critical value the family's knowledge and literacy development soon begin to rise. Therefore, I think that a teacher's contact with families and community groups of people will lead to closing

the gap to the relevance of materials and activities. When children see people like themselves they are using and can own life experiences, they tend to reading on home and community literacy as well as children and young adult groups can be the means for continuing meaningful literacy development. The European American culture are used diversity through literature and placed in their classrooms.

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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.

BOX 6.4 | STEP-BY-STEP LESSON

Synthetic Phonics Lesson

1. Teach a set of letter names; for example, t, a, c.
2. Teach the corresponding sounds for each letter.
3. 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.
4. Drill and practice until the students can rapidly elicit the sound associated with each letter.
5. 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.
6. Continue with other letters, sounds, and blending activities.
7. 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, Invernizzi, 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, sw, sz, spl, spr, str, spt

BOX 4.6 | TRANSLITERACY

Jeremy Brueck

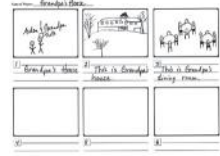
Creating a Simple E-Book with Young Children

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.

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.

If this does not result in effective growth, Tier 4 would focus on special

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.

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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