TENTH EDITION

Creating Literacy Instruction for All Students

Thomas G. Gunning

Tenth Edition

Creating Literacy Instruction

For All Students

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Pearson

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To my wife, Joan, the love of my life

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About the Author

Thomas G. Gunning

Has taught courses in methods of teaching reading and writing for more than 20 years and was director of the Reading Clinic at Southern Connecticut State University. Before that, as a secondary English teacher, a reading specialist, and an elementary school reading consultant, he worked extensively with achieving and struggling readers and writers. Dr. Gunning is currently working on programs to help struggling readers learn foundational skills and build their overall reading ability.

Over the years, Dr. Gunning's research has explored reading interests, informal reading inventories, decoding strategies, readability, higher-level literacy skills, and response to intervention. As a result of this research, he has created a number of informal assessments and programs for developing decoding and comprehension skills, including an intervention program for students experiencing difficulty learning decoding skills, *Word Building: A Response to Intervention Program* (Galvin Publishing); a program designed to develop students' comprehension, *Reading Comprehension Boosters: 100 Lessons for Building Higher-Level Literacy* (Grades 3–5) (Jossey-Bass); and a program designed to foster the use of formative assessment, *Reading Success for All Students: Using Formative Assessment to Guide Instruction and Intervention* (Grades K–8) (Jossey-Bass).

Dr. Gunning's books with Pearson Education include:

- *Assessing and Correcting Reading and Writing Difficulties*, *Sixth Edition*, ©2018, ISBN: 978013451662-2
- *Creating Literacy Instruction for All Students in Grades 4–8*, *Third Edition*, ©2012, ISBN: 9780132317443
- *Creating Literacy Instruction for All Children in Grades Pre-K to 4*, *Second Edition*, ©2012
- *Building Literacy in Secondary Content Area Classrooms*, ©2012, ISBN: 9780205580811
- *Developing Higher-Level Literacy in All Students: Building Reading, Reasoning, and Responding*, ©2008, ISBN: 9780205522200
- *Closing the Literacy Gap*, ©2006, ISBN: 9780205456260

For more information about any of these books, please visit www.pearsonhighered.com.

Preface

Creating Literacy Instruction for All Students will not tell you how to teach reading and writing. Providing literacy instruction is in large measure a matter of making choices: Should you use basal reader anthologies or children's books or both? Should you teach children to read words by patterns or to sound out words letter by letter, or both? Should you have three reading groups or four in your class, or no groups? There are no right answers to these questions. The answers depend on your personal philosophy, your interpretation of the research, the level at which you are teaching, the diversity of the students you are teaching, community preferences, and the nature of your school's or school district's reading program.

What this book will do is help you discover approaches and techniques that fit your teaching style and your teaching situation. Its aim is to present as fairly, completely, and clearly as possible the major approaches and techniques shown by research and practice to be successful. This book also presents the theories and research behind the methods, so you will be free to choose, adapt, and/or construct approaches and techniques that best fit your style and teaching situation. You will be creating literacy instruction.

Although the text emphasizes approaches and techniques, methods are only part of the equation. Reading is not just a process; it is also very much a content area. What students read does matter, and, therefore, I have provided recommendations for specific children's books and other reading materials. The basic premise of this book is that the best reading programs result through a combination of effective techniques and plenty of worthwhile reading material.

Because children differ greatly in their backgrounds, needs, and interests, the book offers a variety of suggestions about techniques and types of reading materials. The intent is to provide you with sufficient background knowledge of teaching methods, children's books, and other reading materials to enable you to create effective instruction for all children.

This book also recognizes that reading is part of a larger language process; therefore, considerable attention is paid to writing and the other language arts, especially as these relate to reading instruction. Whether reading or writing is being addressed, the emphasis is on making the students the center of instruction. For instance, I recommend activities that allow students to choose writing topics and reading materials. Approaches that foster a personal response to reading along with a careful analysis of text are also advocated. Just as you are encouraged by this text to create your own reading instruction, students must be encouraged to create their own literacy.

Changes to the Tenth Edition

During the time that has elapsed since the publication of the ninth edition of this book, it has become clear that advances in technology have accelerated and that technology is playing an increased role in students' lives. It is also clear that technology has much to offer in both literacy assessment and instruction. Throughout this revised text, possible uses of technology have been highlighted, with an emphasis on resources that are of high quality but of low or no cost. Also emphasized in this revision is a do-whatever-it-takes attitude. Several research studies, which are explored in this revision, offer convincing proof that almost all students can be brought up to grade level or close to it if they are provided with the instruction and practice that is required.

One key is deliberate practice in the form of lots of reading on the students' levels but moving up as the students gain in skills.

As with previous revisions, the tenth edition also contains updated information and research as well as the additions and revisions listed below.

Chapter 1: The Nature of Literacy

- Expanded information on literacy theories.
- Discussion of critical literacy
- Update of performance of students on national and international tests
- Clarification of the meaning of NAEP designations
- Discussion of Every Student Succeeds Act
- Discussion of differentiating instruction
- Added information on developing self-efficacy and a growth mindset
- Discussion of collective teacher efficacy, a top factor in effective programs
- Discussion of success criteria

Chapter 2: Teaching All Students

- Expanded discussion of reading disabilities
- Discussion of dyslexia
- Additional information for working with students who have ADHD
- Additional information for working with students on the autism spectrum
- Explanation of need to build academic identity
- Comparison of RTI and MTSS
- Example of the importance of having teachers see the impact of their teaching

Chapter 3: Assessing for Learning

Discussion of the impact of the Every Student Succeeds Act, including assessment requirements

- Expanded explanation of use of technology in assessment
- Discussion of formats for traditional and new assessment items
- Fuller discussion of reliability
- Fuller discussion of measuring growth
- Fuller discussion of computer adaptive tests
- Discussion of success criteria
- Fuller discussion of student self-assessment
- Explanation of steps for implementing assessing for learning

Chapter 4: Fostering Emergent/Early Literacy

- Expanded discussion of concept of word and voice-to-print match
- Expanded discussion of parents' role in literacy development
- Discussion of the power of invented spelling
- Expanded discussion on teaching letter names
- Expanded coverage on phonological awareness

- Fuller discussion of literacy instruction in pre-K and K
- Discussion of why today's first graders are better prepared for literacy instruction

Chapter 5: Teaching Phonics and Syllabic Analysis

- Added practice activities
- Added suggestions for using technology
- Discussion of sound and visual blending
- Discussion of single-sound and successive blending
- Explanation of split digraphs as an alternative way of presenting final-*e* patterns
- Expansion of major word patterns
- Expanded information on assessing phonics knowledge

Chapter 6: High-Frequency Words, Fluency, and Extended Reading

- Suggestions for assessing the ability to read high-frequency words
- Expanded discussion of oral vs. silent reading

Chapter 7: Building Vocabulary

- Added information on word tiers
- Expanded suggestions for teaching new words
- Discussion of storytelling as an approach to developing vocabulary
- Explanation of an extended introduction for presenting new vocabulary words
- Added information on teaching morphemic analysis
- Expanded discussion of electronic dictionaries
- Description of a variety of vocabulary programs
- Expanded information on assessing vocabulary
- Suggestions for aiding students whose vocabularies are underdeveloped

Chapter 8: Comprehension: Theory and Strategies

- Expanded explanation of mental model theory of comprehension
- Explanation of techniques for integrating and synthesizing text
- Expanded discussion of role of interest in comprehension
- Added information on modeling strategies
- Suggestions for more thoroughly teaching students how to support responses
- Expanded discussion on visualizing
- Expanded discussion of embodied comprehension, which involves carrying out actions specified by the text in order to understand the text

Chapter 9: Comprehension: Text Structures and Teaching Procedures

- Added discussions of using text structure to aid comprehension
- Added suggestions for using questions to foster deeper understanding
- Expanded discussion of the steps in a guided reading lesson

- Discussion of the importance of a text walk for struggling readers
- Discussion of the importance of providing adequate pre-reading preparation
- Explanation of guided close reading of informational text
- Expanded coverage of critical (evaluative) reading
- Discussion of reflective reading

Chapter 10: Reading and Writing in the Content Areas and Study Skills

- Contrasting content-area with disciplinary literacy
- Discussion of shallow reading and ways to overcome it
- Expanded explanation of using writing to support comprehension
- Explanation of concept sorts
- Discussion of infographics
- Increased coverage of digital texts
- Discussion of the use of scaffolding to help student reads difficult texts
- Suggestions for using Simple English Wikipedia, digital aids, and differentiated texts
- Discussion of open educational resources
- Listing of high-quality informational websites
- Added information about using primary sources
- Expanded discussion of using content to teach English learners
- Added information about the importance of retrieval as a study skill
- Explanation of steps for preparing students for required assessments who are reading significantly below level

Chapter 11: Reading Literature

- Expanded coverage of close reading
- Discussion of text-based interpretations of literature
- Expanded discussion of a close reading lesson
- Suggestions for using annotations
- Expanded discussion of reader's theater

Chapter 12: Approaches to Teaching Reading

- Discussion of digital programs, blended learning, and adaptive programs
- Expanded discussion of thematic teaching
- Discussion of use of reader's notebook
- Extended discussion of use of leveled readers
- Increased coverage of guided reading
- Expanded coverage of project learning
- Suggestions for creating a literacy program

Chapter 13: Writing and Reading

- Emphasizing the importance of building foundational writing skills
- Discussion of a lesson for developing a strategy for adding details

- Expanded discussion of techniques and procedures for teaching revision skills
- Listing of sources that publish children's writing
- Expanded discussion for holding effective writing conferences
- Suggestions for assembling mentor texts
- Expanded discussion of the role of author's chair
- Expanded discussion of teaching English learners to write
- Discussion of Self-regulated Strategy Development, a technique that is especially effective with struggling writers
- Teaching students how to write annotations
- Explanation of a guide for writing an argument piece
- Expanded discussion on the assessment of writing

Chapter 14: Creating and Managing a Literacy Program

- Expanded discussion of Universal Design For Learning (UDL) guidelines
- Discussion of teacher-created curriculum and resources
- Discussion of online curriculum resources
- Expanded discussion of working with parents
- Expanded discussion of using Internet resources both for instruction and professional development
- Expanded discussion of Professional Learning Communities

Organization of the Text

The text's organization has been designed to reflect the order of the growth of literacy. Chapter 1 stresses the construction of a philosophy of teaching reading and writing, including the concepts of close reading and reader response. Chapter 2 stresses the need to prepare every child to be college and career ready and discusses the diversity of students in today's schools and some special challenges in bringing all students to full literacy. Chapter 3 presents techniques for evaluating individuals and programs so that assessment becomes an integral part of instruction. Chapters 4 and 5 discuss emergent literacy and basic decoding strategies, including phonics and syllabic analysis. Chapter 6 explores high-frequency words, fluency, and the role of extended reading in developing automatic word recognition and fluency. Chapter 7 presents advanced word-recognition skills and strategies: morphemic analysis, dictionary skills, and techniques for building vocabulary. Chapters 8 through 10 are devoted to comprehension: Chapter 8 emphasizes comprehension strategies that students might use, including those needed to read complex text; Chapter 9 focuses on text structures and teaching procedures; Chapter 10 covers the application of comprehension skills in the content areas and through studying. Chapter 11 takes a step beyond comprehension by focusing on responding to literature.

Chapters 4 through 11, which emphasize essential reading strategies, constitute the core of the book. Chapters 12 through 14 provide information on creating a well-rounded literacy program. Chapter 12 describes approaches to teaching reading. Chapter 13 explains the process approach to writing narrative, informational, and persuasive text and discusses how reading and writing are related. Chapter 14 pulls all the topics together in a discussion of principles for organizing and implementing a literacy program. Also included in this final chapter are a section on intervention

programs, a section on technology and its place in a program of literacy instruction, and a section on professional development.

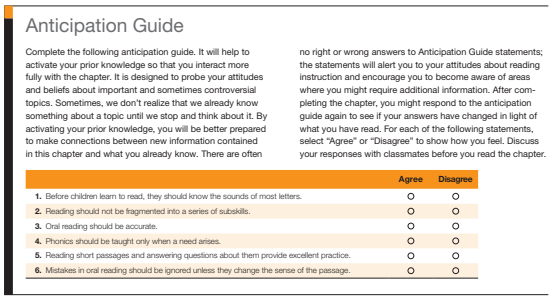
This text, designed to be practical, offers detailed explanations and numerous examples of applications for every major technique or strategy. Many suggestions for practice activities and reading materials are also included. I hope that this book will furnish an in-depth knowledge of literacy methods and materials so that the teachers and future teachers who use it will be able to construct lively, effective reading and writing instruction for all the students they teach.

* Please note that these enhancements are available only through the Pearson MyLab w/eText platform. Other third-party eTexts (i.e., Vitalsource, Kindle) might not contain these enhancements.

Features of this Text

Throughout the tenth edition of *Creating Literacy Instruction for All Students,* special pedagogical features draw the reader's attention to issues of recurring importance in literacy instruction and foster retention and deeper understanding of key concepts.

Opening Learning Aids include **Anticipation Guides**, which are statements designed to probe students' attitudes and beliefs about key concepts and practices that will be explored in the upcoming chapter. **Using What You Know** is an overview of the chapter and is designed to activate students' background knowledge about the chapter content.

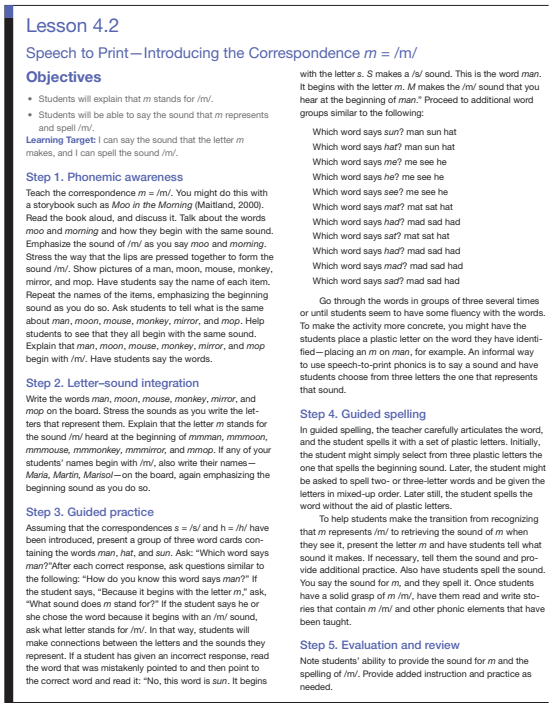


Anticipation Guide

Complete the following anticipation guide. It will help to activate your prior knowledge so that you interact more fully with the chapter. It is designed to probe your attitudes and beliefs about important and sometimes controversial topics. Sometimes, we don't realize that we already know something about a topic until we stop and think about it. By activating your prior knowledge, you will be better prepared to make connections between new information contained in this chapter and what you already know. There are often no right or wrong answers to Anticipation Guide statements; the statements will alert you to your attitudes about reading instruction and encourage you to become aware of areas where you might require additional information. After completing the chapter, you might respond to the anticipation guide again to see if your answers have changed in light of what you have read. For each of the following statements, select "Agree" or "Disagree" to show how you feel. Discuss your responses with classmates before you read the chapter.

	Agree	Disagree
1. Before children learn to read, they should know the sounds of most letters.	O	O
2. Reading should not be fragmented into a series of subskills.	O	O
3. Oral reading should be accurate.	O	O
4. Phonics should be taught only when a need arises.	O	O
5. Reading short passages and answering questions about them provide excellent practice.	O	O
6. Mistakes in oral reading should be ignored unless they change the sense of the passage.	O	O

USING WHAT YOU KNOW This chapter provides a general introduction to literacy instruction in preschool and grades K–8. Before reading the chapter, examine your personal knowledge of the topic so that you will be better prepared to interact with the information. What do you think reading is? What do you do when you read? What do you think the reader's role is? Is it simply to receive the author's message, or should it include some personal input? How about writing? What processes do you use when you write? How would you go about teaching reading and writing to today's students? What do you think the basic principles of a literacy program should be? What elements have worked especially well in programs with which you are familiar?



Lesson 4.2

Speech to Print—Introducing the Correspondence *m* = /m/

Objectives

- Students will explain that *m* stands for /m/.
- Students will be able to say the sound that *m* represents and spell /m/.

Learning Target: I can say the sound that the letter *m* makes, and I can spell the sound /m/.

Step 1. Phonemic awareness

Teach the correspondence *m* = /m/. You might do this with a storybook such as *Moo in the Morning* (Maitland, 2000). Read the book aloud, and discuss it. Talk about the words *moo* and *morning* and how they begin with the same sound. Emphasize the sound of /m/ as you say *moo* and *morning*. Stress the way that the lips are pressed together to form the sound /m/. Show pictures of a man, moon, mouse, monkey, mirror, and mop. Have students say the name of each item. Repeat the names of the items, emphasizing the beginning sound as you do so. Ask students to tell what is the same about *man*, *moon*, *mouse*, *monkey*, *mirror*, and *mop*. Help students to see that they all begin with the same sound. Explain that *man*, *moon*, *mouse*, *monkey*, *mirror*, and *mop* begin with /m/. Have students say the words.

Step 2. Letter–sound integration

Write the words *man*, *moon*, *mouse*, *monkey*, *mirror*, and *mop* on the board. Stress the sounds as you write the letters that represent them. Explain that the letter *m* stands for the sound /m/ heard at the beginning of *mmman*, *mmmoon*, *mmmouse*, *mmmonkey*, *mmmirror*, and *mmop*. If any of your students' names begin with /m/, also write their names—*Maria, Martin, Marisol*—on the board, again emphasizing the beginning sound as you do so.

Step 3. Guided practice

Assuming that the correspondences *s* = /s/ and h = /h/ have been introduced, present a group of three word cards containing the words *man*, *hat*, and *sun*. Ask: "Which word says *man*?"After each correct response, ask questions similar to the following: "How do you know this word says *man*?" If the student says, "Because it begins with the letter *m*," ask, "What sound does *m* stand for?" If the student says he or she chose the word because it begins with an /m/ sound, ask what letter stands for /m/. In that way, students will make connections between the letters and the sounds they represent. If a student has given an incorrect response, read the word that was mistakenly pointed to and then point to the correct word and read it: "No, this word is *sun*. It begins with the letter *s*. *S* makes a /s/ sound. This is the word *man*. It begins with the letter *m*. *M* makes the /m/ sound that you hear at the beginning of *man*." Proceed to additional word groups similar to the following:

Which word says *sun*? man sun hat
Which word says *hat*? man sun hat
Which word says *me*? me see he
Which word says *he*? me see he
Which word says *see*? me see he
Which word says *mat*? mat sat hat
Which word says *had*? mad sad had
Which word says *sat*? mat sat hat
Which word says *had*? mad sad had
Which word says *mad*? mad sad had
Which word says *sad*? mad sad had

Go through the words in groups of three several times or until students seem to have some fluency with the words. To make the activity more concrete, you might have the students place a plastic letter on the word they have identified—placing an *m* on *man*, for example. An informal way to use speech-to-print phonics is to say a sound and have students choose from three letters the one that represents that sound.

Step 4. Guided spelling

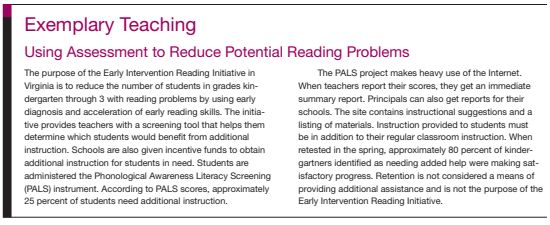
In guided spelling, the teacher carefully articulates the word, and the student spells it with a set of plastic letters. Initially, the student might simply select from three plastic letters the one that spells the beginning sound. Later, the student might be asked to spell two- or three-letter words and be given the letters in mixed-up order. Later still, the student spells the word without the aid of plastic letters.

To help students make the transition from recognizing that *m* represents /m/ to retrieving the sound of *m* when they see it, present the letter *m* and have students tell what sound it makes. If necessary, tell them the sound and provide additional practice. Also have students spell the sound. You say the sound for *m*, and they spell it. Once students have a solid grasp of *m* /m/, have them read and write stories that contain *m* /m/ and other phonic elements that have been taught.

Step 5. Evaluation and review

Note students' ability to provide the sound for *m* and the spelling of /m/. Provide added instruction and practice as needed.

Model Lessons cover nearly every area of literacy instruction.



Exemplary Teaching

Using Assessment to Reduce Potential Reading Problems

The purpose of the Early Intervention Reading Initiative in Virginia is to reduce the number of students in grades kindergarten through 3 with reading problems by using early diagnosis and acceleration of early reading skills. The initiative provides teachers with a screening tool that helps them determine which students would benefit from additional instruction. Schools are also given incentive funds to obtain additional instruction for students in need. Students are administered the Phonological Awareness Literacy Screening (PALS) instrument. According to PALS scores, approximately 25 percent of students need additional instruction.

The PALS project makes heavy use of the Internet. When teachers report their scores, they get an immediate summary report. Principals can also get reports for their schools. The site contains instructional suggestions and a listing of materials. Instruction provided to students must be in addition to their regular classroom instruction. When retested in the spring, approximately 80 percent of kindergartners identified as needing added help were making satisfactory progress. Retention is not considered a means of providing additional assistance and is not the purpose of the Early Intervention Reading Initiative.

Marginal annotations provide the reader with interesting, practical, and handy guidance for planning and adapting instruction. These notes are titled Adapting Instruction for Struggling Readers and Writers, Adapting Instruction for English Language Learners, Using Technology, Assessing for Learning, CCSS (marking places in the text where a Common Core State Standard is being addressed), and FYI (providing information on a variety of topics).

Exemplary Teaching features help make the descriptions of teaching techniques come alive by offering examples of good teaching practices. All are true-life accounts; many were drawn from the memoirs of gifted teachers, and others were garnered from newspaper reports or my own observations.

Using Technology

- The website of the New Literacies Research Team offers videos and articles exploring the new literacies.
- The Joan Ganz Cooney Center website provides information on using media to advance learning.

Adapting Instruction for Struggling Readers and Writers

Teachers are taking increased responsibility for helping struggling readers and writers. Suggestions for working with struggling readers and writers are made throughout this text.

Adapting Instruction for English Language Learners

Academic language should be emphasized from the beginning of ELs' schooling. Academic English varies by subject matter and increases as grade levels increase (Franz, Starr, & Bailey, 2015).

CCSS

CCSS.ELA-Literacy.RF.K.1: Demonstrate understanding of the organization and basic features of print.

Assessing for Learning

Assessments for state standards include summative, benchmark/interim, and formative assessments.

FYI

The term *new literacies* is used by some groups to describe changes in literacy practices as well as the addition of new tools. The focus is on how these new tools have led to more collaboration and participation (Tracey & Morrow, 2017).

Case Study

Good Decoding, Poor Comprehending

Although he has excellent decoding skills and reads orally with fluency and expression, Mark has problems understanding what he reads. He also has difficulty answering questions about selections that have been read to him. On the reading inventory, Mark was able to read the 6th-grade word list with no difficulty. He was also able to read the words on the 6th-grade oral passage with no errors. However, his comprehension was below 50 percent on the 6th-grade passage and also on the 4th- and 5th-grade passages. Puzzled by Mark's performance, the reading consultant analyzed Mark's responses (Dewitz & Dewitz, 2003). The consultant wanted to get some insight into Mark's thinking processes. When erroneous responses were analyzed, patterns appeared. Mark could answer questions that required comprehending only a single sentence. However, he had difficulty with questions that required linking ideas across sentences or passages. Putting ideas together posed problems for him. Mark could pick up information from one segment but couldn't integrate that with information from another segment.

Mark also overrelied on background knowledge. He made up answers. This happened when he was unable to recall a fact or put pieces of information together. Mark also had some minor difficulty with complex syntactical structures and vocabulary. Based on an analysis of Mark's responses, the consultant created a program for Mark and other students who had similar difficulties. After instruction, Mark was able to comprehend 6th-grade material. He was no longer overrelying on background knowledge, and he was connecting and integrating ideas.

Case Studies offer perspectives on teachers at work improving their programs.

Student Strategies

Applying the Variability (Try Another Sound) Strategy to Consonant Correspondences

1. Try the main pronunciation—the one the letter usually stands for.
2. If the main pronunciation gives a word that is not a real one or does not make sense in the sentence, try the other pronunciation that the letter usually stands for.
3. If you still get a word that is not a real word or does not make sense in the sentence, ask for help.

Display a chart showing consonant correspondences as in Figure 5.3. A student feeling puzzled when pronouncing *cider* as "kider" can look at the chart and note that *c* has two pronunciations: /k/ and /s/. Because the /k/ pronunciation did not produce a word that made sense, the child tries the /s/ pronunciation.

Student Strategies outline step-by-step strategies to help students become independent learners.

Reinforcement Activities

Alphabet Knowledge

- Have children create their own alphabet books.
- Help children create name cards. Explain that names begin with uppercase letters but that the other letters in a name are lowercase.
- Make a big book of the alphabet song, and point to the letters and words as children sing along.
- If children are using classroom computers or tablets, teach the letters of the alphabet as you teach them keyboarding skills.
- Encourage students to write as best they can. This will foster learning of the alphabet as they move from using pictures and letterlike forms to actual letters to express themselves.
- As you write messages, announcements, or stories on the board, spell out the words so that students will hear the names of the letters in a very natural way.
- Sing songs, such as "Bingo," that spell out words or use letters as part of their lyrics.
- Read books such as *Chicka Boom* (Martin & Archambault, 1989), in which letters play a prominent role.
- Most important, provide an environment in which children are surrounded by print. Encourage students to engage in reading and writing activities. These might include, using a combination of drawings and letterlike figures to compose a story, creating some sort of list, using invented spelling to write a letter to a friend, exploring a computer keyboard, or completing an app that reinforces letter knowledge. Interaction with print leads to knowledge of print. The ability to form letters improves without direct instruction (Hildreth, 1936). However, systematic instruction should complement the provision of opportunities to learn. Learning the alphabet is too important to be left to chance.

Reinforcement Activities provide practice and application, particularly in the area of reading and writing for real purposes.

Student Reading Lists are provided in all instructional chapters as a resource for titles that reinforce the particular literacy skills being discussed

Student Reading List

Alphabet Books

Aylesworth, J. (1991). *Old black fly.* New York: Holt. Rhyming text follows a mischievous black fly through the alphabet as he has a very busy day.

Ehlert, L. (1989). *Eating the alphabet.* New York: Harcourt. Drawings of foods beginning with the letter being presented are labeled with their names in both upper- and lowercase letters.

Hoban, T. (1982). *A, B, see!* New York: Greenwillow. Uppercase letters are accompanied by objects in silhouette that begin with the letter shown.

Jocelyn, M. (2006). *ABC × 3.* Plattsburgh, NY: Tundra Books. Presents letters and illustrative words in English, Spanish, and French. The letter *p* is accompanied by *pear, pera,* and *poire*. Some words and illustrations will need explaining.

Martin, D. (2010). *David Martin's ABC: Z is for zebra.* North Vancouver, BC, Canada: DJC Kids Media. Clever drawings reinforce the shapes of letters. Each letter is accompanied by a humorous illustration, such as an ant crawling over the letter *A*.

Musgrove, M. (1976). *Ashanti to Zulu.* New York: Dial. This Caldecott winner gives information about African tribes as it presents the alphabet.

Onyefulu, I. (1993). *A is for Africa.* New York: Dutton. Color photos and a brief paragraph using the target letter show everyday life in Africa.

Scarry, R. (1973). *Richard Scarry's find your ABC.* New York: Random House. Each letter is illustrated with numerous objects and creatures whose names contain the letter.

Smith, R. M. (2008). *An A to Z walk in the park.* Alexandria, VA: Clarence Henry Books. Letters are illustrated with more than 200 animals.

Vamos, S. R. (2018). *Alphabet boats.* Ann Arbor, MI: Sleeping Bear Press. Target letters are found in descriptions of the boats and in the illustrations. See also *Alphabet Trains* and *Alphabet Trucks*.

Wood, A. (2003). *Alphabet mystery.* New York: Blue Sky Press. When the letter *x* is missing, the other 25 letters search for him.

Wood, J. (1993). *Animal parade.* New York: Bradbury. A parade starts with an aardvark, an antelope, and other animals whose names begin with *A* and proceeds through the rest of the letters of the alphabet.

Ziefert, H. (2006). *Me! Me! ABC.* Maplewood, NJ: Blue Apple Books. Dolls make a series of requests.

Each chapter ends with a brief summary and activities designed to extend understanding of key concepts: **Extending and Applying** provides suggestions for practical application. **Professional Reflection** asks readers to reflect on their ability to implement key assessment and instructional practices in the chapter.

Summary

- The United States is the most diverse nation in the world. Nearly half of the 50 million students in the public schools are members of ethnic or racial minorities. Adding to this diversity is the inclusion of students with special needs. In the average classroom, as many as one student in three may be in need of some sort of differentiation or extra attention to reach his or her full literacy potential.
- Students with diverse needs, students raised in poverty, and students who have physical, mental, or cognitive disabilities or who struggle with reading benefit from instruction that develops language, background, and literacy skills and that respects their language and culture. Gifted and talented students need to be given challenging materials and programs.
- English learners do best when taught to read in their first language so that they can use that as a foundation for learning to read in English. The greatest need for ELs is to develop English language skills. All teachers need to adapt instruction so as to build the English language skills of ELs.
- RTI, which can be used as part of a process for identifying students with learning disabilities, is a practical approach in which struggling students are offered increasingly intensive instruction but is also designed to benefit all students. MTSS is a broader approach that places greater emphasis on meeting the academic and behavioral needs of all students.
- It is important for teachers to understand, value, and build on every student's culture and language. Understanding students' diverse cultural approaches to learning and responding can help prevent misunderstandings and enhance learning.

Extending and Applying

1. Interview the special education, Title 1, reading specialist, or literacy coach at the school where you teach or at a nearby elementary or middle school. Find out what kinds of programs the school offers for special education, Title 1, and struggling students. Also find out whether RTI/MTSS is being implemented in the school and, if so, how it is structured. What might be your role in this process?
2. Observe a lesson in which English learners are being taught. Note whether the teacher makes adaptations for the students and, if so, how. In particular, what does the teacher do to make input comprehensible? What is done to encourage output? Does the teacher intentionally present vocabulary and language structures?
3. Observe a classroom in which a special education teacher is offering instruction or assistance according to the inclusion model. What arrangements have the specialist and the classroom teacher made for working together? What are the advantages of this type of arrangement? What are some of the disadvantages?
4. Investigate the culture of a minority group that is represented in a class you are now teaching or observing. Find out information about the group's literature, language, and customs. How might you use this information to plan more effective instruction for the class? Plan a lesson using this information. If possible, teach the lesson and evaluate its effectiveness.
5. What rules or regulations, if any, has your state issued for dyslexia?

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

The Instructor's Resource Manual and Test Bank feature a series of Learning Outcomes, a Chapter Overview, suggestions for Before, After, and During Reading, a list of suggested Teaching Activities, a Resource Master (a graphic organizer designed to help readers organize information from the chapters) and suggestions for Assessment. The test bank offers more than 200 questions, including multiple choice and essay questions. This supplement has been written completely by the author, Tom Gunning.

PowerPoint Slides

Designed for teachers using the text, the PowerPoint™ Presentation consists of a series of slides that can be shown as is or used to make handouts or overhead transparencies. The presentation highlights key concepts and major topics for each chapter.

TestGen

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.

The tests can be downloaded in the following formats:

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

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