



NINTH EDITION

READING & LEARNING TO READ



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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 6 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, 5, 10, 13, 14

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.

Craft and Structure: Chapters 3, 7, 9, 10, 11, 12, 13, 14

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, 10, 12, 14

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, 8, 10, 12, 13, 14

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, 5, 10, 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.

Research to Build and Present Knowledge: Chapters 3, 10, 11, 13, 14

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.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration: Chapters 3, 4, 8, 9, 10, 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, 5, 7, 9, 12, 14

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.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English: Chapter 5

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 5, 9

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, 9

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 ninth 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. 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. Additionally, the features Through the Lens of the Common Core and RTI for Struggling Readers provide specific information related to each chapter topic.

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 enhanced our coverage of "new literacies." This concept embraces experiences that many of you have probably experienced as you learned to read. New literacies include reading that goes beyond linear print: the Internet, hypertext, graphic design, visual literacy, music, and film interpretation. Throughout the text we suggest classroom strategies that will broaden your understanding of these new literacies and the new skills we need to address as teachers of reading.

Each chapter includes the Student Voices box. Listening to students' perspectives related to their beliefs and experiences as they develop as readers and writers is important to us. As the students share their voices, you will undoubtedly realize that teachers do, indeed, make a difference in how students perceive learning how to read and write.

Additionally, the Activating Your Schema feature at the beginning of each chapter includes schema-related questions to encourage readers to think about their experiences as they develop as reading and writing teachers.

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**

Reading and Learning to Read

Ninth
Edition

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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.

Mary Gove is an associate professor at Cleveland State University in the graduate literacy education program and served as a co-author on the early editions of *Reading and Learning to Read*. Her research interests include action research and how teachers' beliefs about teaching and learning influence classroom practice and teacher efficacy. Dr. Gove has also presented papers at various conferences and seminars worldwide. A recent area of focus for Dr. Gove has been ecological critical literacy (ECL), an approach to enhance how we read and critically think about published and broadcasted information about the present environmental depletion of natural resources.

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May all who read this book embrace literacy as challenging, invigorating, necessary, and captivating. May you all 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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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 ninth 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. Students' 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 ninth edition continues to feature technology applications as they relate to literacy instruction, and also highlights new literacies. The concept of new literacies goes beyond linear print to include knowledge of fluid print such as hypertext, graphic design, visual literacy, music, and film interpretation. We recognize that new literacies are transforming the way children comprehend and express their understanding of the world.

Core Beliefs at the Center of This Text

This ninth 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.

Changes to the Ninth Edition

The ninth 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. Each chapter opens with concept map and chapter objectives that are aligned with the major sections in the chapter, and the chapter summary. References throughout are updated. Other changes include:

- 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.
- In the feature Step-by-Step Lessons there is more of a focus on teaching ELLs.
- Coverage of Response to Intervention (RTI) in schools and how school districts help struggling learners to develop effective skills for literacy instruction has been updated. The RTI for Struggling Readers boxes provide the integration of RTI and RTI decision making in relation to the topic of each chapter.
- Each chapter has been updated based on current research and topics. Classroom management and organization are essential components of an effective literate classroom. The authors have integrated information on creating and managing a literate environment throughout the text.
- The burgeoning concept of new literacies is explored in the general text and in the New Literacies features, which offer classroom strategies that broaden the understanding of literacy beyond print, including multimodal forms of graphic design, visual literacy, music, film, and even advertising.
- Teaching concepts and more specific information related to each chapter topic are highlighted at the end of the chapter in a new feature, Through the Lens of the Common Core.

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

Chapter 1: Knowledge and Beliefs About Reading

Chapter 1 includes new technology information, such as web links related to the legislative influences in reading as well as information on new literacies in Box 1.3. Additionally, Richard Vacca gives his perspective of the Common Core State Standards in Box 1.2. New scenarios and updated information can be found throughout the chapter.

Chapter 2: Approaches to Reading Instruction

Chapter 2 features new sections on top-down curriculum, the literature-based approach, the basal reader approach, the integrated language arts approach, the technology-based approach, curriculum methods, and the Common Core State Standards (CCSS). Both a New Literacies and a Viewpoint Box have also been added as well as a new feature that explains the relationship between the CCSS and approaches to reading instruction. A section on what an effective teacher looks like was also added to conclude the chapter.

Chapter 3: Meeting the Literacy Needs of Diverse Learners

Chapter 3 includes new boxes and figures including Step-by-Step Lessons. Best practices for diverse learners include explicit references to the CCSS for the English Language Arts, including reading, writing, and speaking and listening.

Chapter 4: Early Literacy: From Birth to School

Chapter 4 has been reorganized with new sections on oral language development, talking to children, and using RTI with young children, which includes the latest information in this area and how the CCSS affect our youngest learners. The reading development section features significant revisions including a discussion of dramatic play. Several vignettes throughout the chapter are also new.

Chapter 5: Literacy Instruction for Beginning Readers and Writers

Chapter 5 begins with a look back at how young children were taught how to read, which is different from today's philosophy. Also new to this chapter are: a section on using books to teach beginners how to read, which has a greater emphasis on nonfiction books and eBooks, and new strategies for teaching children necessary skills, including some with a multisensory approach. Teaching the CCSS is highlighted in this chapter with an emphasis on teaching all skills in authentic ways.

Chapter 6: Assessing Reading Performance

Chapter 6 changes focus more on the integration of technology and assessment than in past editions. New coverage includes discussions of students who are demonstrating new technological skills while reading print and nonprint materials and technology-based assessments such as digital portfolios and the Developmental Reading Assessment. New scenarios are also included throughout this chapter.

Chapter 7: Word Identification

Chapter 7 includes several new boxes that demonstrate Step-by-Step Lessons for teaching phonics. Multiple new references are noted regarding the CCSS for the English Language Arts.

Chapter 8: Reading Fluency

Chapter 8 is updated with some clarifying thoughts on the definition of fluency and on assessing fluency from leaders in this field. New sections on the uniqueness of English language learners and fluency as well as on how to use silent reading in the classroom to strategically support fluency have been added.

Chapter 9: Vocabulary Knowledge and Concept Development

Chapter 9 has been updated with new scenarios throughout the chapter. There is an increased focus on English language learners in order to enhance our discussion of vocabulary development. There is also a closer look at how to better integrate technology into vocabulary instruction.

Chapter 10: Reading Comprehension

Chapter 10 is reconfigured to capture the concepts of understanding stories, followed by strategies for understanding content-related text. There is also a new section on technology and twenty-first century reading comprehension skills.

Chapter 11: Reading–Writing Connections

Chapter 11 features a revised section on technology that discusses electronic text production and publishing, online communications, and online resources for writing. Along with the integration of the CCSS, five new boxes and two new figures capture new guidelines for research-based practices and provide practical examples of classroom-based writing strategies.

Chapter 12: Bringing Children and Text Together

Chapter 12 starts with a new title. The focus of the chapter was expanded to include the utilization of literature and informational text as it relates to the CCSS. An increased integration of technology as well as a new section on media literacy is included. Critical literacy is explained and defined in the chapter.

Chapter 13: Instructional Materials

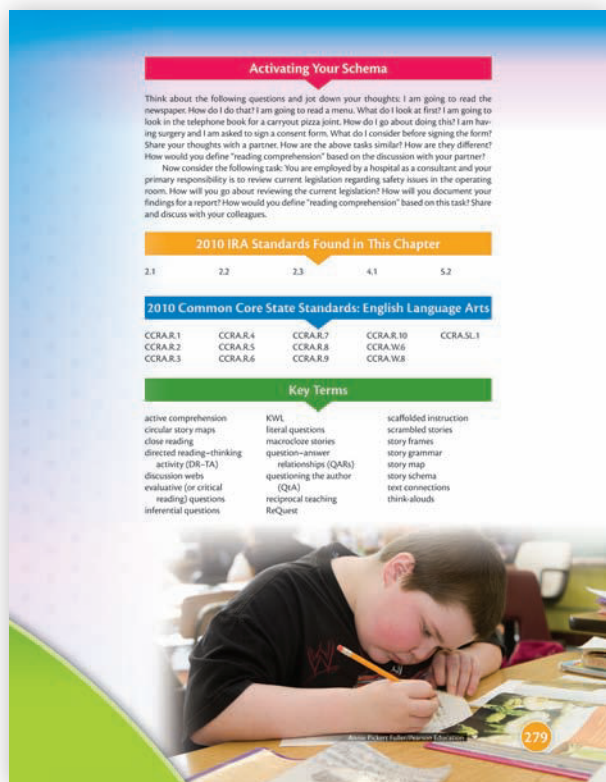
Chapter 13 has a new section about the history of basal readers and then describes contemporary basals of today (CCSS, all types of assessments, etc.). The language of the basal, as well as a new section called “Anatomy of Basal Readers,” which includes the features and components of basals today, is integrated throughout the chapter. A Before/During/After framework is also included. Finally, a completely new section on technology as an instructional tool is included.

Chapter 14: Making the Transition to Content Area Texts

Chapter 14 includes five new features boxes that include Research-Based Practices and Step-by-Step Lessons. Over three dozen new references document up-to-date topics and issues regarding content area reading, and a new section on digital literacy has been added.

Features of the Ninth Edition

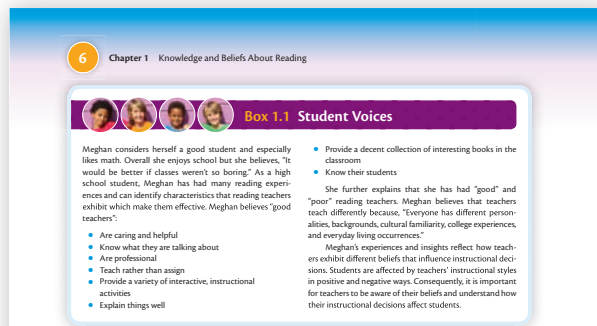
With superior coverage of standards and an emphasis on comprehensive reading instruction, *Reading and Learning to Read*, Ninth Edition, remains an active learning tool that encourages future teachers to teach reading in ways that are both meaningful and reflective. Notable features of *Reading and Learning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



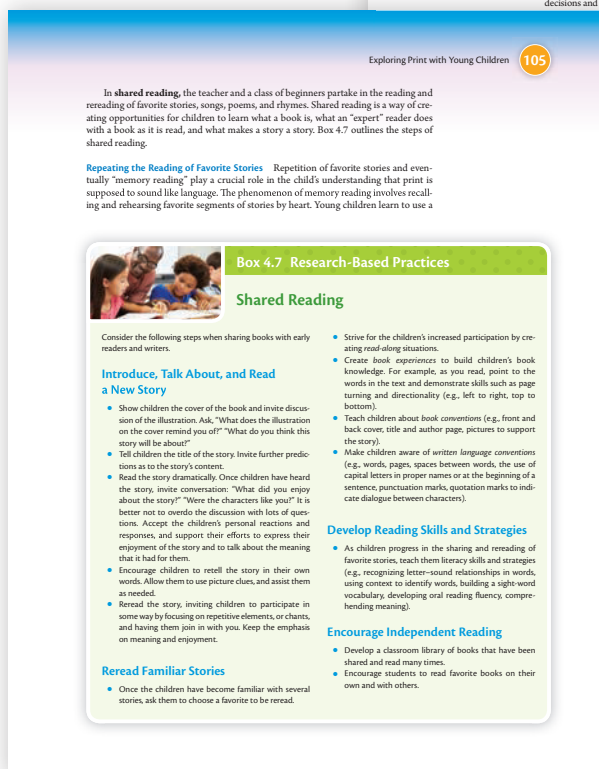
- ◀ The **Activating Your Schema** at the beginning of each chapter acts as an advance organizer for critical thinking and reflective reading, providing schema-related questions that encourage readers to think about their own experiences in terms of their futures as reading and writing teachers.
- ◀ A **focus on standards** can be found throughout every chapter starting with the Common Core State Standards and IRA 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.
- ◀ **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.



▲ **User-friendly marginal icons** highlight point-of-reference material focused on International Reading Association (IRA) standards, Common Core standards, classroom management issues, diverse learners, technology, and middle-grade students.



◀ **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.



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

Box 7.1 Viewpoint

Word Identification Involves More than Teaching Phonics

Timothy Rasinski

Timothy Rasinski is a professor of literacy education at Kent State University.

I am glad that you have chosen to use the term *word identification* to identify the contents of this chapter. In recent years, the term *word identification* has been supplanted by *phonics* in many literacy-related educational circles. I prefer *word identification* as it is a broader term that refers to all the ways that a reader can decode words. Certainly phonics, using one's knowledge of the letters and letter combinations and the sounds they represent, is one way to unlock the pronunciation of a word. However, there are other strategies that readers use to decode words—the meaningful context that surrounds words, a reader's knowledge of English root words that are derived from other languages, particularly Latin and Greek. Word identification embraces all these strategies. Good readers have access to and use multiple decoding strategies, not simply phonics. Of course the ultimate goal of a good word identification program is for readers to maximize their sight vocabulary—words that have been memorized by sight and sound. I'd like to suggest that the goal of any word identification or phonics program is to get students to the point where they don't have to use phonics—identifying a word using phonics or other strategies uses cognitive energy that could be better used for comprehending the text. Very little cognitive energy is used when the words that a reader encounters are recognized by sight.

In my opinion, word identification needs to be taught daily, directly, and in engaging ways to students. A person cannot read if he or she is unable to decode the words in print. However, this does not mean that I endorse the use of a daily packet of worksheets that has been the traditional tool for teaching word identification. This approach, however, is not a workable effort—it sends the message to students that words and the studying of words is a dry subject filled with learning activities that are boring.

I am a constructivist at heart and feel that students best learn words when they are guided by their teacher in learning how words work—how words are made and how the

various elements of words represent sound and meaning. Pat Cunningham's instructional strategy *Making Words* and my variation called *Making and Writing Words* are particular favorite strategies of mine and the students I work with in our university reading clinic. *Word ladders* are another form of guided word construction that students love and through which students learn words. Here is a word ladder that is based on the title of this book (students respond with the word in parentheses).

Read Change a letter in *Read* to make a word that means "to be in charge?"
 (Lead) Change a letter in *Lead* to make a word that means "to rest against an object for support OR a person or animal with very little fat."
 (Lean) Add a letter to *Lean* to make a word that describes what happens when you read.
 (Learn)

I have found that word identification instruction seems to be more engaging, memorable, and effective when it feels like a game for students and teachers. Think of all the games that we play as adults that involve words in some form or another: Scrabble, Boggle, Scabble Slam, crossword puzzles, Upwords, Wheel of Fortune, Buzz Word, Taboo, and so on. If adults love games that involve words, why wouldn't children? Indeed, that's what we have found. Making words, using a variety of word ladders, developing word walls, and the like all have the feel of a game that makes the students want to engage in the study and play of words.

Word identification should be taught. However, when their instruction and the way we are engaging and fun for developing good readers.

Keep in mind, however, one part of the total reading study, students need appropriate instruction involves all aspects of reading.

Phases of Development in Reading to Improve Children's Ability

It is through frequent experiences with books and print that children learn to read.

Box 7.3 Step-by-Step Lesson

World identification should be taught. However, when their instruction and the way we are engaging and fun for developing good readers.

Teaching Analogies

1. Note that an analogy has its own symbols: apple:fruit::carrot:_____
2. Point out that the symbol means to and means as. Walk students through an oral reading of several analogies, saying, "An analogy means like this." (The class reads the analogy in unison following the teacher's lead.)
3. Provide simple analogies at first and gradually increase the complexity of the relationships.
4. Develop analogies from vocabulary used in stories, content area texts, or topics of interest in the classroom.

In order to assist English language learners or struggling readers with analogies, students can be given two or three words to choose from to complete the analogy. Then follow up by asking the students to explain why the word was chosen. Teachers can also encourage the use of a thesaurus to help determine the correct word.

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.

progresses. It can help to document reading growth for the response to intervention (RTI) processes. It especially helps to identify the specific learning needs of all readers, including those who have difficulties with English. Formative assessment involves noticing details of literacy behavior, interpreting students' understanding and perspectives, and knowing what the reader knows (Johnston & Costello, 2005). Learning about students' development of new literacies is also an outcome of formative assessment (see Box 6.1).

Additionally, formative assessment helps readers to think about their own learning and use self-assessment strategies. Student self-assessments are a process-driven evaluation system where students have the ability to use assessments to change their behaviors, set goals, and redirect their learning efforts. (Evaux & Hodder, 2011, p. 330). Chappas (2005) believes students learn to answer such questions as "Where am I going?" "Where am I now?" and "How can I close the gap?" (pp. 40–42). These questions lay the foundation for students to identify their strengths and weaknesses and help to provide a plan for intervention. Having students take an active role in the assessment process broadens the view of literacy development.

As teachers learn more about the developmental nature of reading and writing acquisition, they are likely to want more tools that can help them assess. They will seek ways to collect performance samples (both informally and formally produced), observation techniques, anecdotal records, checklists, interviews, conferences and conversations with students, writing folders, and portfolios. The use of technology can facilitate the assessment process. A local teacher that teaches Spanish has her students record on smartphones or iPads and send the recording as a voice memo. She then goes to iTunes and listens to it and assesses the recording. This saves her time in the classroom for instruction. She believes that it is really easy, all students know how to do it, and the file is small so it is easily saved.

Recording ELLs is especially important in order to help document language development and use. The use of a variety of authentic assessments is easily integrated into the classroom. Although teachers will continue to be required to administer standardized tests and assign letter grades, they can confidently rely on their professional beliefs and abilities to meet their students' literacy needs.



Box 6.1 New Literacies Assessment and New Literacies

Assessment is multidimensional and multifaceted in order to assess the wide variety of literacy skills readers possess. As discussed earlier, high-stakes assessment is based on a static definition of literacy that does not include new literacies. Assessment needs to be dynamic and formative to assess all skills and strategies that students utilize in order to construct meaning. New literacy assessment needs to go beyond assessing individual work. It needs to include how students learn new literacies, how students learn new literacies from others, and how they communicate and collaborate with each other in order to construct meaning. Using technology requires students to construct, analyze, and interpret text. Teachers need to take into consideration the critical thinking needed for complex reading

while utilizing technology. In addition, the skills of using the technology-related assessment tools must be acknowledged. The information learned from the product and process is critical and important, especially with the trend of using technology for assessment. Having assessments designed to gather information regarding the process and products resulting from online learning helps teachers make informed decisions (Cairo & Costek, 2011). Using formative, authentic assessments while students are engaged in technology-based reading and writing tasks is essential in the assessment of new literacies.



generate one sentence that correctly demonstrates an understanding of the words and their relationship to each other. However, several steps in the process help elementary students reach this goal. We will describe these steps by illustrating how Mr. Fratello used the strategy with his fifth grade class as they worked with the concepts *reptile* and *cold-blooded*. First, Mr. Fratello had each student write sentences with the terms *reptile* and *cold-blooded* in them. The class came up with sentences such as these:

- Reptiles are cold-blooded.
- Snakes, lizards, and turtles are reptiles.
- Cold-blooded means that when the air is warm, their bodies are warm, and when the air is cold, their bodies are cold.

Mr. Fratello then led the class in a sentence-combining activity to write a sentence that would give the reader information about what *reptiles* are and what *cold-blooded* means. The class came up with sentences such as these:

- Reptiles, like snakes, lizards, and turtles, are cold-blooded because they are cold when the air is cold and warm when the air is warm.
- Snakes, lizards, and turtles are reptiles that are cold-blooded, which means they are warm when the air is warm and cold when the air is cold.

is fifth graders to generate paired-word sentences throughout the week as a whole class and later worked in groups of four or five. Finally, they worked alone, devising their own sentences.

New Literacies 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.

An emphasis on diverse learners and struggling readers reflects current realities and concerns in today's schools. This emphasis includes a **RTI for Struggling Readers** section at the end of each chapter, highlighting the influence of response to intervention on national and statewide literacy decisions.

What About Standards, Assessment, and Knowledge and Beliefs About Reading? 29

Note that the models of reading just described don't take into consideration the social nature of reading and learning to read. In this sense, they're incomplete. However, models are useful in some respects: They help you reflect on your beliefs, assumptions, and practices related to reading instruction.

RTI for Struggling Readers


Understanding Response to Intervention

Response to Intervention (RTI), derived from the Individuals with Disabilities Education Act (IDEA) of 2004, is a systematic approach to identification and instruction of struggling readers. With RTI, the identification process for learning disabilities shifts from a focus on the discrepancy between achievement and intellectual ability to the emphasis of early support and intervention. School districts have the option to use alternative approaches that employ research-based classroom interventions. If needed, more intensive small group and even individualized instruction are implemented prior to evaluation and identification of a learning disability. The focus of this process is on providing interventions and assessments to develop reading and writing skills and strategies for all students.

Although there are several available RTI models, a three-tiered approach strategy for intervention is used in many school districts. The process within each tier is dependent on each school and its administrative decisions.

- **Tier 1**—All students are provided research-based instruction differentiated to meet each student's needs. In Tier 1 intervention is considered preventive and proactive.
- **Tier 2**—More intensive work is provided to learners who have not been successful in traditional classroom learning situations. Therefore, more focused small group interventions are implemented with frequent monitoring to measure progress. Regular classroom teachers receive support from special educators and literacy coaches.
- **Tier 3**—Learners receive intensive, individualized intervention targeting specific deficits and problem areas. Regular classroom teachers are responsible for the intervention and assessment processes; special educators and literacy specialists provide support.

This multitiered process involves a collaborative process in which all stakeholders—parents, teachers, literacy specialists, special education teachers, and students—work together to meet the literacy needs of struggling learners.



What About

Standards, Assessment, and Knowledge and Beliefs About Reading?

Teachers should understand the theoretical and evidence-based foundations of the reading and writing processes. In addition, they need to make the connection between theory and instructional practices. Teachers who relate major theories and research to support their beliefs are able to utilize the components of reading and writing and literacy development to create an effective learning environment.

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.

176 Chapter 6 Assessing Reading Performance

What About

Standards, Assessment, and Reading Performance?

Assessing students is a process of gathering and using multiple sources of relevant information for instructional purposes. Two major approaches to assessment prevail in education today: a formal, high-stakes one and an informal, authentic one. Pressure from federal and state policy makers and other constituencies has resulted in the adoption of curriculum standards specifying goals and objectives in subject areas and grade levels in most states. Hence student performance on state-mandated tests must be considered by teachers when making instructional decisions based on their students' content literacy skills, concepts, and performance.

An informal, authentic approach is often more practical in collecting and organizing the many kinds of information that can inform decisions, including students' prior knowledge and students' use of reading strategies and other communication strategies. Knowing the assessment type, purposes, and strengths and limitations all can help teachers make the appropriate decisions from assessment data to plan and evaluate instruction.

Summary

- Reading is a process that takes place inside the mind; it isn't directly observable or measurable through any one instrument or procedure. To make an authentic assessment of a human process that's essentially hidden from direct examination, teachers need to base decisions about instruction on multiple indicators of reading performance.
- Trends in reading assessment are almost at cross-purposes with one another. Very different perspectives are held by educators who support standard setting and high-stakes testing and those who promote authentic, performance-based assessment.
- The uses of formal types of assessment were considered for both norm-referenced and criterion-referenced tests. We examined how to interpret test scores and provided information about reliability and validity of standardized tests.
- We explored informal assessment, beginning with informal reading inventories. Observation and interview, informal reading inventories, miscue analysis, and running records also contribute to teachers' understanding of students' learning. They all are useful for matching students with appropriate materials and in determining how they interact with print in oral and silent reading situations.
- The utilization of portfolios is a way to document literacy development. There are essential components of portfolio usage such as teacher-assigned and self-selected work overtime. Additionally, portfolio layout and purpose need to be determined for proper implementation in order to make it an assessment tool.
- Assessment is a complex process and is used for different purposes. Mandates at the federal and state levels influence assessment selection, especially when data from the assessments are utilized to determine achievement of standards.

After completing this chapter, test your knowledge of this chapter's content and concepts by completing this **Assessment**.

Click here to check your understanding of the concepts in this chapter.

Through the Lens of the Common Core 177

Teacher Action Research

1. Look at whole class data from multiple sources that have been gathered relating to standards and literacy development. What patterns of student learning do you notice? What additional information do you need? Create instructional lessons based on the data. Be sure to defend the decisions you make.
2. At a parent-teacher conference you were asked to explain the difference between high-stakes testing and authentic assessment. What would you say to the parents? Explain.
3. Create a visual of the differences and similarities between the purposes of formal and informal assessments.
4. Complete a miscue analysis with a primary or middle school student to find out more about the student's processing of print. Or ask a classmate to read a passage and purposely make miscues; record the reading. Then follow the procedures in this chapter for conducting miscue analysis to determine the percentage of semantically acceptable miscues, and so forth. Analyze to what extent the reader was able to use and coordinate graphophonemic, semantic, and syntactic information from the text.
5. Collaborating with a partner, develop a method of portfolio assessment that you believe would serve to show students' growth in literacy. What would be the essential elements of all of the portfolios? What elements would you leave open to student selection? Design a cover sheet to help organize and explain the portfolio's content. Determine the criteria for evaluating the content of the portfolio.
6. Interview an administrator from a local school district in order to discuss his or her beliefs about effective methods to assess and how assessment has changed. Then interview teachers on different grade levels, inquiring about their beliefs on how to assess literacy. Compare the recommendations and beliefs. Discuss why you believe each person interviewed responded the way he or she did.

Through the Lens of the Common Core


With the adoption of the Common Core State Standards (CCSS) at the state level there is a push for a consortium of state educators to develop a common assessment system. Utilizing a common assessment system will encourage comparison across students, schools, and states, which takes away from the purpose of assessment and does not focus on teaching and learning.

Until the common assessment is determined, assessing the Common Core State Standards for English Language Arts (CCSS-ELA) varies among the states. Some states rely upon standardized assessments while others utilize authentic assessments.

What is important for this varied process is the utilization of the data received. Assessments are to provide teachers information about the students' learning. Utilizing multiple assessments is key due to the nature of the assessment process and the uniqueness of each child. Assessing the Common Core State Standards with multiple means helps to give schools the opportunity to make decisions about literacy learning, as well as instructional approaches and strategies.

Reading and Learning to Read (Ninth Edition) is available for the first time as a Pearson eText. The affordable, convenient, interactive version of this text includes tools to help navigate and understand important, current content. The Pearson eText is available with a black and white, loose-leaf printed version of the text.

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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 (0133569748)

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 (0133571025)

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 (0133571092)

Test Gen 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 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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L. C. B.

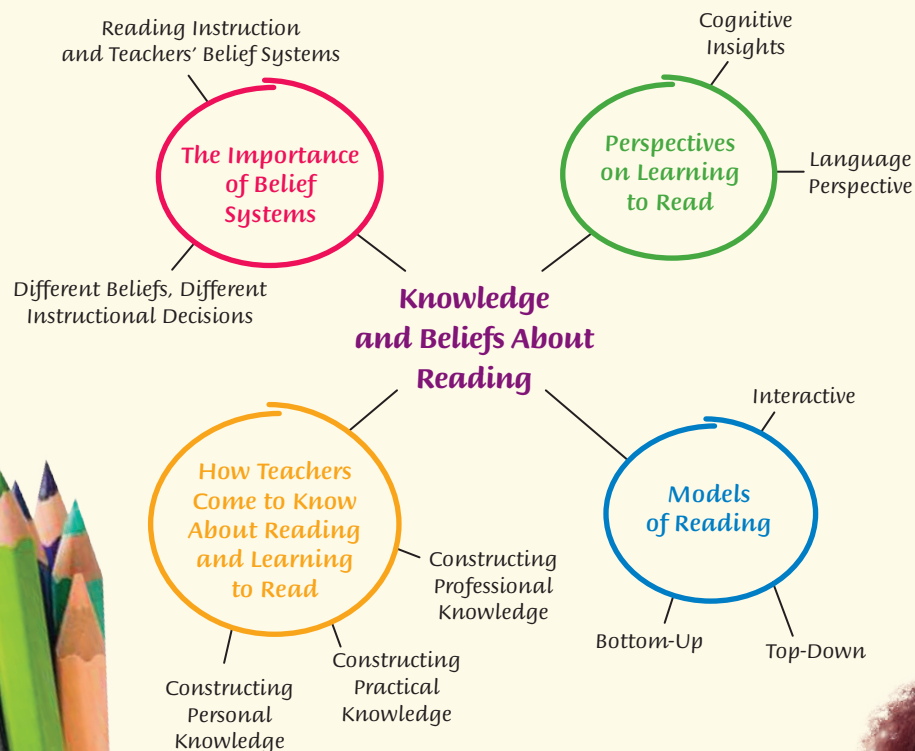
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Knowledge and Beliefs About Reading

Concept Map



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 the different 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 of the classroom. Focus on your home, family, and social experiences. How did these experiences influence your development as a reader?

2010 IRA Standards Found in This Chapter

1.1	2.1	3.3	4.3	6.3
1.2	2.2	4.1	5.2	6.4
1.3	3.2	4.2	6.2	

Key Terms

alphabetic principle
autobiographical narrative
belief system
best practice
bottom-up model
constructivism
decoding
explicit

graphophonemic cues
implicit
interactive model
literacy coach
literacy event
metacognition
new literacies
orthographic knowledge

professional knowledge
psycholinguistics
schemata
semantic cues
sociolinguistics
syntactic cues
top-down model



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

dear mommy you are
the best
whn 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
color?
Destanie

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. ●



2010 IRA Standard

1.3



The main goal of reading instruction is teaching children to become independent readers and learners.

Annie Pickert Fuller/Pearson Education

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.

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

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.

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.

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 today than at any time in this century. There is 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



2010 IRA Standard

2.1



In this [video](#), teachers discuss how they adapt their instruction to meet the individual needs of their students. What methods are used to support struggling students’ reading and writing skills in content area classes?



Diversity



2010 IRA Standards

1.3, 4.1



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 which 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.

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.

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 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.

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



2010 IRA Standard

2.2



Classroom Management

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 around the student’s individual progress. Language skills are practiced through application or embedded skills instruction.





2010 IRA Standard

6.4

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, curriculum standards and demands that educators be accountable for result.

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 based on assessment results. This legislation challenges educators to use evidence-based research as a guide in the development of high-quality reading programs for students in preschool 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 focused 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.”

Continuing dialogue related to these current trends has resulted in recommendations from high-level reading organizations. The International Reading Association (IRA) raises questions about the notion of scientific research and calls for a broader perspective. This point of view stresses that “[n]o 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 International Reading Association 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 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 **Race to the Top programs**, **Striving Readers**, and the **LEARN Act**. These are briefly described in Figure 1.1.

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

Figure 1.1**Legislative Influences on Literacy**

Elementary and Secondary Education Act (ESEA)—The reauthorization in 2001 set forward initiatives in an attempt to ensure that no child is left behind. This legislation challenges educators to use evidence-based research as a guide in the development of high-quality reading programs.

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

Race to the Top Program—The American Recovery and Reinvestment Act of 2009 provides funds to encourage states to develop educational programs that will lead to improved results for students, long-term gains in school, and increased productivity and effectiveness.

Striving Readers—Projects supported by the U.S. Department of Education are established to develop reading skills and assist struggling readers from birth through 12th grade. Striving Readers focuses on scientific research-based interventions for improving and developing literacy skills.

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.



2010 IRA Standard

6.4

of Chief State School Officers (2010), there are state-led curricular expectations developed for content areas. The CCSS are rigorous research-based standards in reading, writing, listening, speaking, as well as mathematics. The Common Core State Standards for English Language Arts (CCSS-ELA) have created significant changes in literacy practices. There are grade-specific standards requiring 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.

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 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 decisions will need to be