LITERACY for the 21st Century

K-8

Balancing Reading and Writing Instruction

eighth edition

Gail E. Tompkins Emily Rodgers Adrian Rodgers

EIGHTH EDITION

Literacy *for the* 21st Century

Balancing Reading and Writing Instruction

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Dedication

Pearson Education dedicates this book to

Gail E. Tompkins, one of our most gifted writers. Her talent was valued not only by Pearson but also by many literacy and language arts professors who recognized her ability to make research practical and teaching accessible for their students. Gail understood the literacy needs of children and also the essential role teachers play in meeting those needs. She masterfully wrote and deeply cared about both.

Emily Rodgers' Dedication

For my mom, Lily J. Thorne, the greatest advocate
for education I'll ever know; she works every day for a more
fair and caring society, giving voice to those who might
not otherwise be heard.

Adrian Rodgers' Dedication

For my brother Earl D. Rodgers, who struggled
with literacy throughout his life.
And, to caring teachers who work with students like
him for the goal of improving lives.

About the New Co-Authors

Emily Rodgers. After a nearly ten-year career teaching students from 2nd to 8th grades, Emily decided to pursue a Ph.D. to better understand reading and literacy development. Now, as a Professor of Reading and Literacy in Early and Middle Childhood at The Ohio State University, and still learning, she mentors graduate students, teaches courses in early literacy, and co-directs the Ramseyer Reading Lab at OSU. She is an active researcher, author and co-author of articles and books focused on scaffolding in early literacy instruction and teacher education. Currently, she is co-directing an $8 million Education Innovation and Research grant called HEROES, a literacy professional development initiative for special education teachers working with beginning readers.

Adrian Rodgers. Adrian Rodgers is a former high school English teacher and now an Associate Professor at The Ohio State University. His research areas are literacy and teacher education for preservice and inservice teachers. He teaches early and middle childhood literacy and teacher preparation courses, and advises graduate students who are primarily educators working on their masters or doctoral degrees in literacy. Most recently, Adrian has focused on international contexts, especially Indonesia. He has published in journals such as *Teaching and Teacher Education*, co-authored several books and serves as a reviewer for *The Reading Teacher*.

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About This Book

Teaching reading and writing effectively is a great responsibility. It's one of the most critical responsibilities teachers have because literacy makes a huge difference in students' lives—good readers and writers have many more opportunities afforded to them throughout their school years and beyond. Learning to read and write well closes the achievement gap among students, which affects not only their academic success but also their future.

This text, *Literacy for the 21st Century: Balancing Reading and Writing Instruction*, 8th edition, provides a vision for reading and writing instruction. It covers the fundamental components of literacy, illustrates how to teach skills and strategies, supports digital teaching and learning, identifies how to differentiate instruction, and teaches how to meet the diverse needs of students by scaffolding instruction so that all students can be successful. More than ever, we need capable teachers to ensure that our students will become literate early on, grow as readers and writers, and quickly catch up when they fall behind their peers. This text has been written to develop capable teachers—helping them learn how to create a classroom climate where literacy flourishes, technology becomes a tool to meet the needs of new ways of learning, and differentiated instruction is understood as a way to scaffold instruction so all students can be successful.

NEW TO THIS EDITION

The value of a new edition is the changes that are made to both improve the delivery of content and address any needs text reviewers and users point out. The following are new to this edition:

New Co-Authors!

Teacher educators Emily Rodgers and Adrian Rodgers join Gail Tompkins as coauthors for this 8th edition of *Literacy for the 21st Century*. Their knowledge and experience preparing early through middle-school educators, teaching students from primary to high school, and using a range of technology to support instruction, round out the seminal theory and evidence-based instructional practices presented in this new edition.

Reorganization of Chapters

One of the most visible changes in the 8th edition—also one of the most significant—is the reorganization of chapters to better support how instructors approach the topics.

- *Reading and Writing Chapters.* Once combined in Chapter 2 as the introductory sections, the reading process can now be found in new Chapter 10, *Scaffolding Students' Reading Development*, and the writing process in new Chapter 11, *Scaffolding Students' Writing Development*. This change will support instructors in being able to spend more time on each of these essential topics.
- *Components of Literacy Development.* The chapter on development (former Chapter 4) has now been integrated into revised Chapter 2. We wanted to place development earlier in the text because the content—understanding how children develop as readers and writers—is foundational to the entire text.
- *Phonemic Awareness.* The sections on phonemic awareness and phonics that were in Chapter 5 have become new Chapter 4, still named *Cracking the Alphabetic Code*. The content

has been revised to introduce oral language concepts, phonological awareness and the alphabetic principle before developing an understanding of phonemic awareness and the strategies needed to engage students in manipulating sounds. Building a strong foundation for recognizing young students' emergent language skills and phonological awareness will better prepare teachers for developing phonemic awareness and teaching phonics.

- *Differentiation.* The content on differentiation has been integrated into the chapters on reading and writing to provide an understanding of the importance of meeting the needs of every student in every lesson.

Clarity Of Concepts: Assessment and Evaluation

Chapter 3, *Assessing Students' Literacy Development*, covers assessment of student literacy development and now identifies the differences between assessment and evaluation while better explaining the use and value of running records. New discussions and featured examples identify how to capture the errors young students may make in their reading and analyze them to determine the students' reading levels. Application exercises, both in this chapter and throughout the text, provide opportunities to monitor and assess student work, including practice in completing running records. You will find that assessment that informs instruction is an idea threaded throughout this text.

A New Chapter

Spelling has its own chapter! We moved spelling out of Chapter 5 and expanded the content to create a new chapter completely devoted to spelling: Chapter 6, *Learning to Spell.* This new chapter focuses on the stages of spelling development, spelling strategies, and spelling assessment.

New Literacies

The New Literacies and digital features have been updated and moved to within the chapters to reflect the seamless nature of integrating technology with everyday literacy instruction that we expect teachers to know today.

Updated Research

With each edition, we update research throughout all chapters. Those of you who have used this title before will recognize the new citations within chapters and in the end-of-chapter references.

PEDAGOGICAL FEATURES

To make this text and its valuable resources accessible, it is organized it into four distinct parts with pedagogy that provides classroom applications through purposeful text themes: *instructional support*, *diverse learners*, *assessment resources*, and *teacher accountability*. These themes illustrate the significant roles and responsibilities teachers must learn to teach reading and writing effectively.

Instructional Support

Balance is key to teaching reading and writing effectively: balancing reading instruction with writing, balancing explicit instruction with practice, and balancing instruction with

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

Chapter-Opening Vignettes

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

Teach Kids to BE STRATEGIC!

Test-Taking Strategies

Beginning in second grade, teach students how to use these test-taking strategies to answer multiple-choice questions on standardized tests:

Pace yourself. Students budget their time so they'll be able to finish the test. They don't spend too much time on any one question.

Check your work carefully. Students check that they've answered every question if they finish early.

These test-taking strategies are summarized in Teach Kids to Be Strategic!

Students use these test-taking strategies along with reading

Minilesson

TOPIC: Blending Sounds into Words
GRADE: Kindergarten
TIME: One 20-minute period

Ms. Lewis regularly includes a 20-minute lesson on phonemic awareness in her literacy block. She usually rereads a familiar wordplay book and plays a phonemic awareness game with the kindergartners that emphasizes one of the phonemic awareness strategies

Booklist — Books That Develop Oral Language

GRADE	BOOKS
K	Carle, E. (2002). *The very hungry caterpillar.* Fleming, D. (2007). *In the small, small pond.* Logue, M. (2012). *Sleep like a tiger.* Martin, B., Jr., & Archambault, J. (2009). *Chicka chicka boom boom.* Root, P. (2004). *Rattletrap car.* Taback, S. (1997). *There was an old lady who swallowed a fly.* Wood, A. (2005). *The napping house.*
1	Gray, M. (1995). *My mama had a dancing heart.* Hoban, T. (2008). *Over, under, and through.* Most, B. (1996). *Cock-a-doodle-moo!* Rathmann, P. (1995). *Officer Buckle and Gloria.* Reynolds, A. (2012). *Creepy carrots.* Scieszka, J. (1999). *The true story of the 3 little pigs!* Seeger, L. V. (2012). *Green.*
2	Bunting, E. (1999). *Smoky night.* Di Pucchio, K. (2014). *Gaston.* Fosberry, J. (2010). *My name is not Isabella.* Fox, M. (1998). *Tough Boris.* Hurd, T. (2003). *Moo cow kaboom.* St. George, J. (2004). *So you want to be president?* Yolen, J. (1987). *Owl moon.*

Teach Kids to Be Strategic!

This feature will be invaluable to you in the classroom. Specific guidelines list the cognitive and metacognitive strategies students need to learn. Use these features to confirm what strategies students know and can use. Explanations of how to verify students' knowledge will help you certify that your students are applying these strategies as they read and write.

Minilessons

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

Booklists

Well-written children's books can serve as mentor texts to support the development of literacy and advance children's fluency, vocabulary, comprehension, and writing. Throughout the text, Booklists identify grade-appropriate literature for your classroom use or for students' independent reading.

Student Artifacts

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

Compendium of Instructional Procedures

Part Four of this text is a bank of step-by-step, evidence-based teaching procedures that are popular because of their value as a classroom resource. **Green** boldface terms throughout the text point to these procedures and identify *when* they're appropriate to use; Compendium descriptions tell you *how* to use them. In the eText of this edition, clicking on a **green** term links you to brief, step-by-step descriptions of how to implement each procedure.

Embedded Classroom Videos

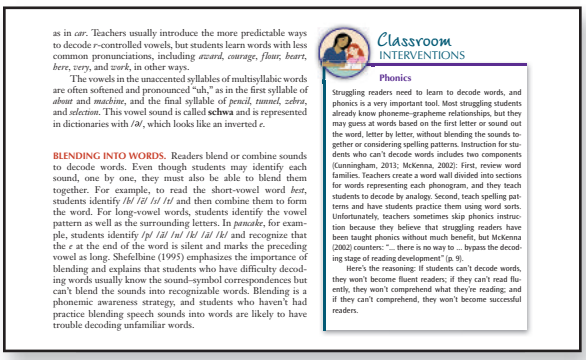
Video Examples link to videos about concepts covered in each chapter or educators who make the concepts clear. You will use some of these videos to check your own understanding in Application Exercises that accompany this text.

Diverse Learners

No two students are alike. Children come to school with different background knowledge, language experiences, and literacy opportunities. They also differ in the way they learn and in the languages they speak. Throughout this text—and in these features in particular—the vast diversity of students emphasizes the need to differentiate instruction to meet individual students' literacy needs.

Teaching English Learners

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


as in *car*. Teachers usually introduce the more predictable ways to decode *r*-controlled vowels, but students learn words with less common pronunciations, including *award*, *courage*, *flour*, *heart*, *here*, *very*, and *work*, in other ways.

The vowels in the unaccented syllables of multisyllabic words are often softened and pronounced "uh," as in the first syllable of *about* and *machine*, and the final syllable of *pencil*, *tunnel*, *zebra*, and *selection*. This vowel sound is called **schwa** and is represented in dictionaries with /ə/, which looks like an inverted *e*.

BLENDING INTO WORDS. Readers blend or combine sounds to decode words. Even though students may identify each sound, one by one, they must also be able to blend them together. For example, to read the short-vowel word *best*, students identify /b/ /ĕ/ /s/ /t/ and then combine them to form the word. For long-vowel words, students identify the vowel pattern as well as the surrounding letters. In *pancake*, for example, students identify /p/ /ā/ /n/ /k/ /ā/ /k/ and recognize that the *e* at the end of the word is silent and marks the preceding vowel as long. Shefelbine (1995) emphasizes the importance of blending and explains that students who have difficulty decoding words usually know the sound–symbol correspondences but can't blend the sounds into recognizable words. Blending is a phonemic awareness strategy, and students who haven't had practice blending speech sounds into words are likely to have trouble decoding unfamiliar words.

Classroom INTERVENTIONS

Phonics

Struggling readers need to learn to decode words, and phonics is a very important tool. Most struggling students already know phoneme–grapheme relationships, but they may guess at words based on the first letter or sound out the word, letter by letter, without blending the sounds together or considering spelling patterns. Instruction for students who can't decode words includes two components (Cunningham, 2013; McKenna, 2002): First, review word families. Teachers create a word wall divided into sections for words representing each phonogram, and they teach students to decode by analogy. Second, teach spelling patterns and have students practice them using word sorts. Unfortunately, teachers sometimes skip phonics instruction because they believe that struggling readers have been taught phonics without much benefit, but McKenna (2002) counters: "... there is no way to ... bypass the decoding stage of reading development" (p. 9).

Here's the reasoning: If students can't decode words, they won't become fluent readers; if they can't read fluently, they won't comprehend what they're reading; and if they can't comprehend, they won't become successful readers.

Classroom Interventions

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

Literacy Portraits

Because teachers need to recognize individual students' progress and personalize learning, this edition includes features that zero in on students whose cultural backgrounds and literacy progress differ. *Literacy Portrait* features appear in Chapters 2 and 8 to showcase the developmental differences you might find in beginning readers and writers and in readers and writers who are learning comprehension strategies to facilitate becoming literate.

Assessment Resources

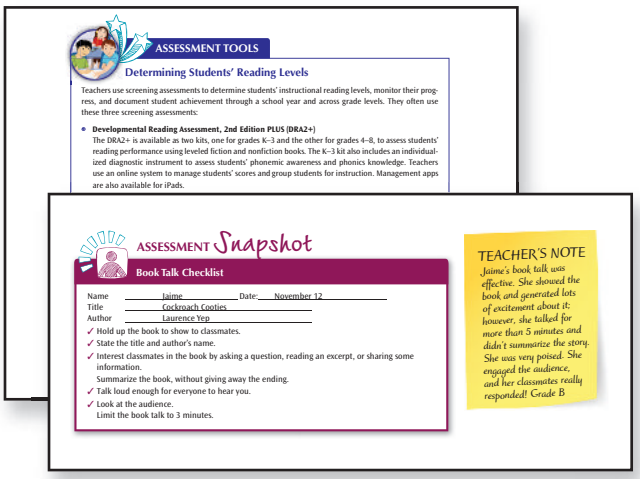
Assessment requires teachers to plan for, monitor, and evaluate students' literacy progress. Although summative assessment is often part of a formal grade-level or whole-school program, teachers often choose to use formative assessment measures to monitor and evaluate students' achievement. This text offers a variety of authentic assessment examples so that you can learn how to plan for assessment that really measures what's intended, glean useful information about student progress, and tailor instruction to meet students' needs. Planning for, monitoring, evaluating, and reflecting on classroom assessments—engaging in all four steps of an assessment cycle—are crucial for ensuring that all students are successful.

Chapter 3, *Assessing Students' Literacy Development*

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

Assessment Tools

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


ASSESSMENT TOOLS

Determining Students' Reading Levels

Teachers use screening assessments to determine students' instructional reading levels, monitor their progress, and document student achievement through a school year and across grade levels. They often use these three screening assessments:

- **Developmental Reading Assessment, 2nd Edition PLUS (DRA2+)**
  The DRA2+ is available as two kits, one for grades K–3 and the other for grades 4–8, to assess students' reading performance using leveled fiction and nonfiction books. The K–3 kit also includes an individualized diagnostic instrument to assess students' phonemic awareness and phonics knowledge. Teachers use an online system to manage students' scores and group students for instruction. Management apps are also available for iPads.

ASSESSMENT Snapshot

Book Talk Checklist

Name Jaime Date: November 12
Title Cockroach Cooties
Author Laurence Yep

- ✓ Hold up the book to show to classmates.
- ✓ State the title and author's name.
- ✓ Interest classmates in the book by asking a question, reading an excerpt, or sharing some information.
  Summarize the book, without giving away the ending.
- ✓ Talk loud enough for everyone to hear you.
- ✓ Look at the audience.
  Limit the book talk to 3 minutes.

TEACHER'S NOTE
Jaime's book talk was effective. She showed the book and generated lots of excitement about it; however, she talked for more than 5 minutes and didn't summarize the story. She was very poised. She engaged the audience, and her classmates really responded! Grade B

Assessment Snapshots

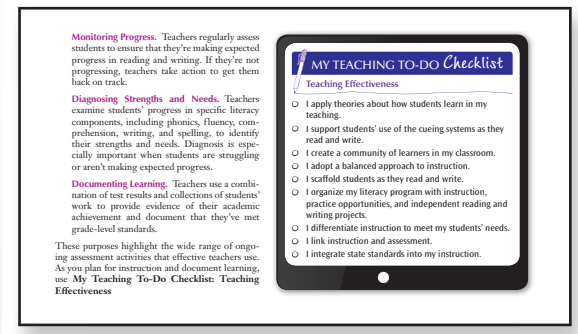
A variety of authentic assessment examples that portray the literacy performance of individual students are presented in most chapters. Teacher's Notes accompany each assessment example to illustrate how teachers gather information from each assessment and use the results to guide further instruction.

Teacher Accountability

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

My Teaching To-Do Checklists

Teaching reading and writing requires understanding a number of important components—the processes of reading and writing; literacy assessment; and the procedures for teaching phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing. Downloadable and printable, these checklists enable you to respond to the specific questions to ensure that you have addressed key elements for each literacy component in your literacy planning.


Monitoring Progress. Teachers regularly assess students to ensure that they're making expected progress in reading and writing. If they're not progressing, teachers take action to get them back on track.

Diagnosing Strengths and Needs. Teachers examine students' progress in specific literacy components, including phonics, fluency, comprehension, writing, and spelling, to identify their strengths and needs. Diagnosis is especially important when students are struggling or aren't making expected progress.

Documenting Learning. Teachers use a combination of test results and collections of students' work to provide evidence of their academic achievement and document that they've met grade-level standards.

These purposes highlight the wide range of ongoing assessment activities that effective teachers use. As you plan for instruction and document learning, use **My Teaching To-Do Checklist: Teaching Effectiveness**

MY TEACHING TO-DO Checklist

Teaching Effectiveness

- ○ I apply theories about how students learn in my teaching.
- ○ I support students' use of the cueing systems as they read and write.
- ○ I create a community of learners in my classroom.
- ○ I adopt a balanced approach to instruction.
- ○ I scaffold students as they read and write.
- ○ I organize my literacy program with instruction, practice opportunities, and independent reading and writing projects.
- ○ I differentiate instruction to meet my students' needs.
- ○ I link instruction and assessment.
- ○ I integrate state standards into my instruction.

Standards Coverage

Whether your state uses the Common Core State Standards or state-specific standards, you will be responsible for ensuring that the literacy lessons, strategies, and skills you teach align with grade-level standards. You can become familiar with standards as you begin each chapter by comparing them to the instruction described in the chapter-opening vignettes. References to standards in chapters provide opportunities for you to compare standards with descriptions of instruction that will help you meet standards.

PEARSON E-TEXT, LMS, ASSESSMENT BANK

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign in to your Pearson eText, visit https://www.pearson.com/pearson-etext. The following features are included:

Video Examples

Each chapter includes Video Examples that illustrate principles or concepts aligned pedagogically with the chapter. These clips include interviews with students and teachers as well as classroom observations that illustrate what is being described in the text. By watching the videos you will develop a sense of "how to do it." We have focused on gathering videos from a range of classrooms so you will be equipped to practice teaching in many contexts.

Link to a sample **A reading lesson: Pearson eText Video Example 8.7**

Link to a sample **A writing conference: Pearson eText Video Example 3.2**

Interactive Glossary

All key terms in the eText are in boldface type. Clicking on a black, boldfaced term provides you instant access to full glossary definitions, allowing you to quickly build your professional vocabulary as you are reading. In addition, terms that are boldface in **green** identify instructional procedures that appear in the Compendium. Clicking on the boldface term will pop up a link to a brief description of the "how-to" steps for the instructional procedure named.

LMS-Compatible Assessment Bank

With this edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard, Canvas, D2L, and Moodle. These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. The assessment types include:

Learning Outcome Quizzes

Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their Learning Management System. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher- order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback on the correct answer and on each distractor to help guide students' learning.

Application Exercises

Each chapter provides opportunities to apply what you have learned through *Application Exercises*. These exercises are usually in short-answer format and are based on Pearson eText Video Examples or eText Pearson Artifacts that depict student activity and responses, and include student work and student assessment samples. These exercises give teacher candidates an opportunity to analyze and propose what to do so that they are ready when they step into real classrooms. When the exercises are used in the LMS environment, a model response written by experts is provided after you submit the exercise. This feedback helps guide your learning and can assist your instructor in grading.

SUPPORT FOR INSTRUCTORS

Instructor's Manual (9780135893302)

The Instructor's Manual is provided as a Word document and includes resources to assist professors in planning their course. These resources include chapter overviews, learning outcomes, guidance for using PowerPoint® slides to promote concept development, questions for discussion, and supplemental teaching suggestions. In addition, this manual includes test items for each chapter in the following formats: true/false, mulitple choice, and short answer/essay.

Powerpoint® Slides (9780135893289)

PowerPoint® slides are provided for each chapter. They highlight key concepts and summarize the content of the text to make it more meaningful for students. Often these slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate on and deepen their understanding of chapter topics.

Note: All instructor resources—LMS-compatible assessment bank, Instructor's Manual, and PowerPoint slides—are available for download at www.pearsonhighered.com. Use one of these methods:

- From the main page, use the search function to look up the lead author (i.e., Tompkins) or the title (i.e., *Literacy for the 21st Century*). Select the desired search result and then access the "Resources" tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the "Downloadable Resources" tab.

Acknowledgments

Many people have contributed in some important way to the production of this new edition. We are grateful to the undergraduate students in the Reading Foundations classes at Ohio State for their thoughtful participation in classes both in person and online. Their questions and comments gave us insights into which topics in this edition needed greater explanation and more examples. We also have enjoyed a special learning relationship with the doctoral students who taught sections of the Reading Foundations course along with us, including Jungmin Lee, Tracy Johnson, Clara Mikita, Rebecca Tang, and Hillary Libnoch.

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Emily Rodgers
Adrian Rodgers

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