10/E

LITERACY

HELPING STUDENTS CONSTRUCT MEANING

J. David Cooper Michael D. Robinson Jill Ann Slansky Nancy D. Kiger

Literacy

HELPING STUDENTS CONSTRUCT MEANING

Tenth Edition

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***Literacy: Helping Students Construct Meaning*, 10th Edition**
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In Memory of Nancy D. Kiger

Nancy D. Kiger was a scholar, an outstanding teacher, a superb author, a dedicated colleague, a loving daughter, a devoted mother—but above all she was our best friend and confidant. We miss her!

—J. David Cooper

—Michael D. Robinson

—Jill Ann Slansky

To the memory of my mother, Isabelle, who continues to give me the strength to succeed, and to Michael, Lucas, Melissa, David, Molly, Cooper, and Tallulah, the most important people in my life.

—J. David Cooper

To my friends and colleagues who have encouraged me to write, to my father, and to the memory of my mother, who always believed in me.

—Michael D. Robinson

To the memory of my parents, who valued educational equality and multicultural acceptance.

—Jill Ann Slansky

Brief Contents

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Preface

This tenth edition of *Literacy: Helping Students Construct Meaning* is an important milestone for both the textbook and its authors. For thirty years, this text has helped preservice and in-service teachers become more effective teachers of literacy. The text has weathered fads and pendulum changes in teaching reading, writing, speaking, and listening while maintaining a consistent belief that there is only one thing that helps students learn to read and write effectively, and that is ***quality classroom instruction***. Well-informed and well-trained teachers make all the difference in the world as to how students become literate. This edition is a milestone for the authors because we have also endured the many fads and changes in teaching reading and writing while holding firmly to our belief that it is not materials or programs that teach students to read and write but, rather, well-trained teachers. Nancy D. Kiger and J. David Cooper worked hard to maintain this belief and translate it into a text that has helped thousands of teachers improve their skills. As teachers of literacy, they defied pressures to present "cute ideas"; instead, they have always maintained the belief that their job was to help every teacher teach every student to read and write effectively.

Even though Nancy Kiger could not physically be with us as we developed the tenth edition of *Literacy: Helping Students Construct Meaning*, her contributions and legacy live on in every chapter and on every page. We are pleased that our new authorship team includes two outstanding teachers and literacy scholars who have worked with teachers and students every day to help them develop the skills they need to achieve success in learning to read and write. Michael D. Robinson, retired supervisor–coordinator of reading/language arts for the Monroe County Schools of Key West, Florida, and Jill Ann Slansky, retired literacy consultant from Portland, Oregon, have provided unbelievable contributions in maintaining and expanding the long-standing goal for this text—*ensuring that every teacher helps every student achieve success in literacy.*

Focus of This Revision

The mission of Cengage Learning's education list is to provide quality content, technology, and services to ensure that new teachers are prepared for the realities of the classroom—thus bridging the gap from preservice to practice to foster teachers' lifelong career success. In this revision, as always, we strive to meet the needs of preservice and in-service teachers. Here are some of the changes that we think make this edition more outstanding than ever before:

- **Every chapter has been rewritten or reorganized** to give teachers the most current research-based perspectives needed to develop effective strategies for teaching literacy.
- **Chapter order has been revised to accommodate the changing needs of instructors and students.** The chapter on assessment now appears as Chapter 3 and the title and content have been revised to show how assessment and evaluation are designed to inform instruction.
- **A new feature to help students learn terminology has been added.** A running glossary appears in the margin when a new term for a given chapter is introduced. This is designed to help students learn the important terminology within each chapter.

- **More emphasis is placed on second-language learners.** A new feature, *Increasing Success for English Language Learners*, highlights the many places throughout the text that show teachers how to adjust instruction to meet needs of the second-language learners in their classrooms.
- The ***Good Books and Where to Find Them*** feature has been updated with the most recent award winners.
- **To maintain the strong research base**, references and research have been updated where appropriate.
- The ***For Additional Reading*** section has been updated so that teachers can easily locate helpful information that focuses on the most pertinent and user-friendly sources.

Chapter-by-Chapter Organization

The eleven chapters and the Handbook Resource provide complete coverage of the topics needed to help all teachers develop research-based strategies that ensure success for all students.

"To the Student Reading This Text" is a brief introduction that provides guidance to the reader, focusing on what to do before reading, during reading, and after reading each chapter.

CHAPTER 1, WHAT YOU NEED TO KNOW TO BE AN EFFECTIVE LITERACY TEACHER, summarizes the current research on literacy instruction and presents teachers with a clear and simple proven model for creating a balanced literacy program.

CHAPTER 2, FRAMEWORKS FOR EFFECTIVE STANDARDS-BASED LITERACY LESSONS, presents models that teachers need to create the type of lessons that lead to total student success. These include the basic literacy lesson and the minilesson.

CHAPTER 3, ASSESSMENT AND EVALUATION THAT INFORMS INSTRUCTION, presents an updated perspective on assessment for the classroom teacher. Topics such as the assessment wall are included.

CHAPTER 4, PRIOR KNOWLEDGE: ACTIVATING AND DEVELOPING CONCEPTS AND VOCABULARY, stresses the importance of connecting prior knowledge and vocabulary development. In addition, it presents strategies that lead students to become independent in developing their own prior knowledge and vocabulary, including the *new* student strategy "making connections." The Common Core State Standards–based literacy lesson focusing on prior knowledge is based on the chapter of the book *The Pirate Captain's Daughter*.

CHAPTER 5, HOW TO TEACH STRATEGIES FOR CONSTRUCTING MEANING, provides information that is important at all literacy levels. It shows teachers how to model strategies for students systematically and explicitly. Strategies supported by the research are presented: visualizing, making connections, monitoring, inferencing, identifying important information, generating and answering questions, synthesizing and summarizing, and evaluating. Sample lessons are provided. This chapter focuses on the strategies that are most important for students to learn.

CHAPTER 6, BEGINNING LITERACY: DECODING, VOCABULARY, AND MEANING, presents instructional routines for beginning literacy instruction. A standards-based literacy

lesson using the book *Memoirs of a Goldfish* is provided. The lesson is based on the Common Core State Standards.

CHAPTER 7, INTERMEDIATE GRADES AND MIDDLE SCHOOL: DECODING, VOCABULARY, AND MEANING, has a *new* title that more accurately reflects the content. It focuses on reading instruction in the upper elementary grades and middle school. A *new* section address tiers of vocabulary instruction. The Common Core State Standards–based literacy lesson uses a piece of literature, *Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy That Dropped from the Sky*.

CHAPTER 8, RESPONDING AND THE CONSTRUCTION OF MEANING, stresses that responding is the keystone of comprehension, or the construction of meaning. This chapter focuses on how to use responding to help all students improve their construction of meaning.

CHAPTER 9, WRITING AND THE CONSTRUCTION OF MEANING, a rewritten chapter, shows how writing supports the construction of meaning. It moves beyond what is commonly called *learning to write* to a stronger emphasis on *writing to learn*, focusing on the elements of writing at all grade levels that are important to improving comprehension.

CHAPTER 10, HELPING STRUGGLING READERS, provides teachers a framework and guidelines for helping struggling readers in the classroom. The primary focus of this chapter is on Response to Intervention (RTI).

CHAPTER 11, DEVELOPING A MANAGEMENT SYSTEM FOR A COMPREHENSIVE LITERACY CLASSROOM, identifies the steps required for developing a management system for a comprehensive literacy classroom. An explanation and graphic clarify how to use guided reading with leveled books. Organizing for this instruction is illustrated with a sample guided reading plan for three groups. The chapter presents guidelines for creating a literate environment, organizing the classroom, and keeping needed records. Procedures for developing student routines are included.

GOOD BOOKS AND WHERE TO FIND THEM presents resources that will help you stay current with children's and young adult literature and awards. This resource also appears on the website.

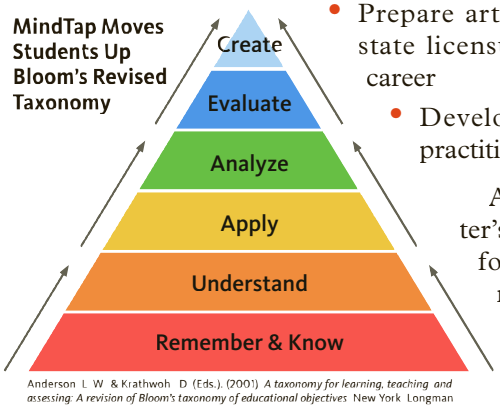
THE HANDBOOK RESOURCE, WORD SKILLS: PHONICS AND STRUCTURAL ANALYSIS FOR TEACHERS, is designed to help teachers develop the content of phonics and structural analysis. It includes information on the scope and sequence of decoding instruction and practice exercises. The Handbook Resource can serve as a useful reference.

Student and Instructor Resources

MindTap™: The Personal Learning Experience

MindTap for *Literacy* 10e represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated eportfolio, MindTap helps students to elevate thinking by guiding them to:

- Know, remember, and understand concepts critical to becoming a great teacher
- Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards



- Prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career
- Develop the habits to become a reflective practitioner

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms
- Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issue(s) presented in the scenario.
- Reflecting about and justifying the choices they made within the teaching scenario problem

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:

- Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class
- Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome
- Allowing instructors to generate reports on students' performance with the click of a mouse against any standards or outcomes that are in their MindTap course
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities, and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library

MindTap for *Literacy* 10e helps instructors easily set their course since it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (e.g., YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

Online Instructor's Manual with Test Bank

An online instructor's manual accompanies this book. It contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes true/false, multiple-choice, short-answer, and essay questions for each chapter.

PowerPoint Lecture Slides

These vibrant Microsoft PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, create multiple test versions in an instant, and deliver tests from your LMS, your classroom, or wherever you want.

Acknowledgments

This tenth edition of *Literacy: Helping Students Construct Meaning* is a reflection of the ideas from many preservice and in-service teachers across the country. We are very appreciative of the suggestions and ideas we received from them. Many individuals have provided support that helped to make this book a reality.

Thanks to Nancy D. Kiger for friendship and support as J. David's coauthor for more than 25 years.

Thanks to our families and friends for their support and encouragement.

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- The memory of John T. Ridley, friend and former vice president and publisher in the Houghton Mifflin School Division, who was the first person, in 1985, to believe in this book and support its publication.
- Loretta Wolozin, who sponsored the first edition of this text for Houghton Mifflin. As the sponsoring editor she believed it would have a long life and bright future. Thirty years and nine editions later, her beliefs have been verified.
- Every teacher who has used this book in one or more editions and each student who has been touched by those teachers.

To each of these individuals and groups we extend a very special *thank you*!

The tenth edition of this text continues to reflect what we know to be true about helping teachers help students while including new viewpoints and thinking. We are thankful that we have been able to provide college instructors and in-service trainers a resource that has consistently improved in its effectiveness over 26 years.

J. David Cooper

Michael D. Robinson

Jill Ann Slansky

About the Authors

J. DAVID COOPER is a retired professor from Ball State University. Prior to teaching at the college level, he taught at elementary and secondary schools in Louisville, Kentucky. Dr. Cooper has served as a consultant to the Department of Education in Washington, D.C., numerous state departments of education, and school systems throughout the country. Active in the International Reading Association, he has spoken in all fifty states and eight countries. Dr. Cooper has authored or coauthored more than twenty books on the teaching of reading. He has served as an editor of *Indiana Reading Quarterly* and as a reviewer for such leading journals as *The Reading Teacher*, *Journal of Reading*, and *National Reading Conference Yearbook*.

MICHAEL D. ROBINSON is a retired curriculum supervisor for K–6 as well as the coordinator and supervisor for English and language arts K–12, coordinator of multitiered systems of support (MTSS), and problem solving/Response to Intervention (PS/RtI) K–12 for the Monroe County School District, Key West, Florida. Formerly, he worked as a curriculum support specialist in the Miami–Dade County Public Schools, where he developed curriculum and served as a master coach in reading and language arts. He taught second, third, and fourth grades and was a Title I coordinator, reading specialist, and federal grants coordinator in Marion, Indiana. Mr. Robinson, who supervised student teachers while studying at the University of Illinois, is coauthor of *Success with RTI: Research-Based Strategies for Managing RTI* and *Core Reading Instruction in Your Classroom*.

JILL ANN SLANSKY is a retired national reading consultant and professor. She has taught many courses in reading/language arts, assessment, and curriculum. She is active in many educational organizations and has spoken in forty-eight states and three foreign countries. Her strong knowledge of practical classroom techniques comes from her experience as an elementary teacher, a middle-school remedial reading teacher, and a teacher of special education children. Currently, Dr. Slansky serves on the Board of Directors of the Oregon Jewish Museum and Center for Holocaust Education.

NANCY D. KIGER had more than forty years of experience in education. She retired from the College of Education at the University of Central Florida, where for fifteen years she taught courses in reading, language arts, and children's literature, as well as supervised student teachers. She also taught at universities in Indiana and Missouri. She began teaching as an elementary classroom teacher; later, she taught reading at the elementary and middle-school levels in Indiana. She was a writer and editor of literacy materials for over twenty-five years.

Introduction

Milestone birthdays and anniversaries usually warrant celebration. So put on your party hats and shake those noisemakers! Please join me in congratulating J. David Cooper, Michael D. Robinson, Jill Ann Slansky, and Nancy Kiger on reaching the thirtieth anniversary as authors of one of the field's most trusted literacy resources, *Literacy: Helping Students Construct Meaning*. Just like the best-selling cookbooks of all time, *Literacy: Helping Students Construct Meaning* continues to provide tens of thousands of educators with the most essential recipes for implementing a successful literacy program. This new tenth edition meets the current needs of teachers striving to provide quality literacy instruction in the age of standards. When planning lessons today's educators often spend countless hours online immersed in a plethora of teaching ideas and choices. How does one weed through the information overload to deliver the best instruction possible? Once again the authors of *Literacy: Helping Students Construct Meaning* provide the essential foundations for every aspect of a comprehensive balanced literacy program, including assessment, groupings, strategy instruction, classroom management, and much more. All levels of literacy instruction from beginning to intermediate are carefully outlined. By adding additional strategies for reaching English Language Learners (ELLs) and struggling readers the authors strengthen their proven mix. The authors also fold in super helpful glossary features, classroom video clips, and online supports at just the right times! Newly organized chapters with updated lessons and bibliographies of award-winning children's books sprinkled throughout make this edition especially inviting.

Read, celebrate, and enjoy this special commemorative thirtieth-anniversary edition of *Literacy: Helping Students Construct Meaning*! Prospective teachers, like most of you reading this text, and veteran teachers alike will find *Literacy: Helping Students Construct Meaning* loaded with a wealth of practical and research-based strategies to promote growth for all students. Once again the authors stress the "secret ingredient" to a successful classroom is *not* materials or programs but a well-trained, highly qualified, caring teacher!

The Absolute Essentials for Great Literacy Teaching

Chapter 1 provides a quick tour of every aspect of literacy teaching that you need to know to deliver powerful instruction that meets the needs of all students! The authors cite a clever analogy from Richmond R-XVI School District educators. They suggest that teachers often feel like circus tightrope walkers under the big top as they juggle all the elements of a literacy program. A balanced literacy approach ensures that *you* the teacher are like a ringmaster always in control providing rich choices and offerings to students. This chapter covers an overview of the stages of literacy development, a definition of comprehensive balanced literacy, and a quick description of the components of balanced literacy.

Step-by-Step Building Blocks for the Most Effective Lessons

After studying Chapter 2 the reader will know how to put together engaging and powerful lessons at any grade level in either reading or writing! That is a tall order, but possible because the authors present a simple easy to follow three step reading

lesson-introduce the text, read and respond to the text, and extend the text. The chapter also includes a practical method for teaching mini-lessons along with clear explanations of the different modes of reading such as shared reading and guided reading. Essential steps for teaching writing from modeling to independent practice are outlined too.

Assessment and Evaluation Tools That Really Work

This chapter lays out exactly how to assess students on a regular basis to inform your short-term daily instruction as well as long-term growth reports for parents and the school. The nine principals of assessment that every teacher should know are outlined. Forms for assessment are included to make evaluating student progress easy! This is the essential "everything you need to know" chapter on assessment.

Powerful Strategies for Prior Knowledge

Teachers often complain that students do not possess the necessary background or experiences to understand texts. Prior knowledge impacts a student's understanding of a text. Concrete ways to build prior knowledge include discussing vocabulary and concepts that the student will read about. The chapter includes 12 very easy to implement suggestions for building and activating prior knowledge. Some of these include role-playing, analyzing text structures for fiction and nonfiction, anticipation guides, and brainstorming. You will return to this chapter again and again for inspiration and ways to engage students in reading any text.

Comprehension Strategies That Work

Chapter 4 gives you the most important research-based comprehension strategies to teach and all the tools you need to teach them! The authors include timely updates for the familiar comprehension strategies included in most reading programs and district standards (connect, predict, question, infer, monitor/clarify, synthesize, visualize, summarize, evaluate). For each critical strategy, the authors include a fabulous student-friendly poster to download and display as well as sample minilessons.

What You Need to Know to Teach Beginning Reading

I remember peering into the little glass window of the door to my first classroom and wondering, "How am I going to reach all these first graders with different needs and teach them to read?" Teaching beginning reading really is a science and an art. It is a complex process that requires an understanding of how young children learn and the classroom routines necessary to achieve success. The good news is that Chapter 6 leaves nothing to chance! If you follow the very specific suggestions outlined here, your students will learn to read.

Super Vocabulary/Decoding Strategies for Upper Grades

Older students are bombarded with vocabulary in the rigorous complex texts they read. Students need to learn about 3,000 words per year to read the 40,000-word vocabulary required of a high school senior (Nagy & Herman, 1987). Wide reading provides some of the best practice for learning vocabulary. However, the research indicates that we should teach some words directly and also teach students strategies to "fish" and figure out words on their own. Which words should be taught directly or in context, how, and when? In Chapter 7 the authors tackle these questions and provide plans for selecting vocabulary, hands-on lessons, and vocabulary routines.

Promoting Responses to Reading to Deepen Comprehension

This chapter is filled with many wonderful, varied, and rich suggestions for teaching students to respond to text with either personal or creative responses. Students learn to back their opinions about texts with evidence from the reading as they respond. Response modes include discussions, book clubs, art, readers theater, and many different forms of journal writing. Students will enjoy all the fun and interesting suggestions in this chapter, and their comprehension will deepen as they eagerly participate!

Writing Essentials and More

When students connect reading and writing, critical thinking emerges. Research has long supported the integration of reading and writing as constructive processes (Pearson &Tierney, 1984). Chapter 9 shows you how to naturally connect reading and writing in your literacy instruction. The texts your students read become models for student writing. Everything from the phases of beginning writing, to what to do when students say, "I hate to write," to six steps to meaningful grammar and spelling lessons are covered in depth. This critical chapter includes the steps to process writing and scaffolding writing with modeled, shared, guided, and independent lessons.

Specifics for Targeting the Needs of the Struggling Reader

No two struggling readers' needs are the same. Some experience problems with decoding, oral language, comprehension, or vocabulary. Chapter 10 outlines research-based, proven strategies to use to accelerate the progress of the struggling readers in your classroom. Specific ways to use the three tiers of Response to Intervention (RTI) include ideas for helping struggling students in class, in a small group, or individually. Routines for struggling readers are outlined and ways to make time for intervention are covered. Popular intervention programs found in schools today are discussed.

The Management Puzzle: Putting It All Together

Creating a daily classroom management plan for reading and writing entails lots of strategic know how. Chapter 10 includes practical guidelines for setting up the physical classroom environment, organizing a classroom library, ways to conference with students, ideas for meeting the needs of struggling readers and ELL students, and training students to function in the various structures. Teachers will appreciate detailed suggestions for the three most common frameworks for grouping used in schools today that include reading with a basal, leveled books in small group guided reading, or Reading Workshop. The down to the minute schedules and schedules for reading and writing workshop are invaluable.

Happy Tenth Edition! Join me in thanking J. David Cooper, Michael D. Robinson, Jill Ann Slansky, and Nancy Kiger for the latest update of their best-selling classic. The gift, however, goes to you the reader and the students you will impact by implementing the proven ideas in this guiding text. This amazing resource continues to successfully prepare teachers for the challenges of today's classrooms. Timely, research-based, and practical, *Literacy: Helping Students Construct Meaning* once again is the right book at the right time!

Lori Oczkus

Author and Literacy Coach
Orinda, California

To the Student Reading This Text

Literacy: Helping Students Construct Meaning, Tenth Edition, was written for preservice and in-service teachers. How you use this text will depend on your purpose for using it. The following ideas will help you gain the most knowledge and skills possible from each chapter.

Before Reading

- Preview the chapter by reading over the graphic organizer to determine the learning objectives for each chapter.
- Review the list of "Terms You Need to Know" found within each graphic organizer. As you read the text, use the Running Glossary that appears in the margin to define terms within each section.

During Reading

- As you read each section, keep the learning objective in mind.
- Highlight key points or make notes as you read.
- List questions that you have.
- Use the running glossary to be certain you clearly understand each important term.

After Reading

- Review the "Summary" and "How Do I Teach" features listed at the end of each chapter.
- Review the "Terms You Need to Know."
- Seek answers to questions you still have by using some of the sources in the "For Additional Reading."
- Prepare responses for the "For Discussion" questions.

[ESSENTIAL QUESTION]

What Do You Need to Know to Be an Effective Literacy Teacher?

LEARNING OBJECTIVES	CHAPTER SUBHEADS	TERMS YOU NEED TO KNOW
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1-2 List the Key Elements That Research Indicates Are Important for Effective Literacy Instruction, **p. 10**	**1-2a** Phonemic Awareness and Phonics Instruction, **p. 11** **1-2b** Fluency Instruction, **p. 11** **1-2c** Vocabulary Instruction, **p. 11** **1-2d** Comprehension Instruction, **p. 11** **1-2e** Good Instructional Choices, **p. 11** **1-2f** Clarity of Purpose and Timing, **p. 12** **1-2g** Constant Use of Data, **p. 12** **1-2h** Culturally Responsive Instruction, **p. 12** **1-2i** Intellectual Challenges for All, **p. 13** **1-2j** Grouping Practices and Independent Student Activities, **p. 13** **1-2k** Teacher and Student Actions, **p. 13** **1-2l** Time Spent on Reading, **p. 13** **1-2m** Alignment of Standards, Curriculum, and Instruction, **p. 13** **1-2n** Common Core State Standards, **p. 14** **1-2o** Locating Standards for Your State, **p. 17**	phonemic awareness, **p. 11** phonics, **p. 11** fluency, **p. 11** vocabulary, **p. 11** English Language Learner (ELL), **p. 12** diversity, **p. 12** Common Core State Standards, **p. 14** diagnosis, **p. 16** differentiated (differentiating) instruction, **p. 17**
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What You Need to Know to Be an Effective Literacy Teacher

1

Visiting Ms. Rosario's Classroom

Today we are visiting Ms. Rosario's third-grade class of 24 students. There are students from several different language backgrounds—Spanish, Japanese, Italian, and, of course, English. The bulletin board features signs and captions in multiple languages. Ms. Rosario is conducting a guided reading lesson with a small group of nine students reading *Because of Winn-Dixie* (DiCamillo, 2000). She reminds students to apply the strategy of summarizing after they have silently read the book. We notice that there is a poster hanging on the wall that explains summarizing of a story. After the students complete their silent reading, Ms. Rosario calls on Jacob to give his summary of the story. Jacob has a little difficulty coming up with a good summary. Ms. Rosario says, "Let me share my summary, and you see how it compares to Jacob's." She gives a brief summary describing the characters, setting, and problem from the story. Li Yung raises her hand and asks if she can give her summary. Li's summary is very similar to Ms. Rosario's, with very few differences. The group continues their discussion of the story, sharing several more summaries.

As we walk around the room, we can tell that all the students are attempting to apply the strategy of summarizing. It is obvious that Ms. Rosario has taught this strategy to the whole class. Some students are writing summaries in their journals, and others are doing activities at various learning centers where they are practicing summarizing short segments of text. Everyone is actively involved while Ms. Rosario works with one small group. When students complete their assigned work, they go to the library center in the back of the room, where they select books for independent reading.

After Ms. Rosario completes the work with the small group, the students in the group take out their journals and begin to write a response to one of a list of text-dependent questions posted in the room, such as, "What is the main idea of the section you read today? What have you learned from reading this book/chapter/section? Why did the author choose to give his or her book its title? Does the information you have learned agree with other information you have previously read?" Ms. Rosario then calls another group to come to the table to meet with her. All the students in this class seem to know what their jobs are, and when their work is completed they either spend time reading an independently selected book or working on writing in their journals. ■

During our brief visit to Ms. Rosario's classroom, we saw a lot of activity related to literacy learning taking place. We observed that

- All students were focused on practicing or applying the strategy of summarizing, which the teacher had obviously taught to the entire class.
- The students in the class represented a variety of language and cultural backgrounds.
- The students in this room spoke several languages, which was clear from the signs in multiple languages on the bulletin boards.
- Students were all responding to what they had read in various ways—some were writing in journals, some were having discussions, and some were writing summaries.
- Discussions were both student led and teacher directed.
- Small-group and individual activities occurred as a follow-up to some whole-class instruction on summarizing. (See Photo 1.1.)
- The students had been taught routines to follow while doing their assigned work and upon completion of their assigned work.

Based on our observations and discussions with Ms. Rosario, we could tell that this was a comprehensive, balanced literacy classroom. Ms. Rosario knew what she had to do to be an effective literacy teacher. What we saw in Ms. Rosario's class demonstrated that an effective literacy teacher must know and understand many things in order to do the job of helping all students learn to read and write. We will revisit Ms. Rosario's class later in this chapter.

Understanding This Text

The tenth edition of *Literacy* is designed to help you become an effective literacy teacher. Throughout this text, we have incorporated the Standards for Reading Professionals developed by the International Literacy Association (ILA, 2010 – formerly the International Reading Association). These standards are listed in Table 1.1 and are integrated within each chapter as appropriate.

Mary Kate Denny/PhotoEdit

PHOTO 1.1 | Teacher works with a small group while other students complete independent activities.

TABLE 1.1 | Standards for Reading Professionals, Revised 2010 International Literacy Association

Standard 1: Foundational Knowledge
Candidates understand the theoretical and evidenced-based foundations of reading and writing processes and instruction.
Standard 2: Curriculum and Instruction
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
Standard 3: Assessment and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
Standard 4: Diversity
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society.
Standard 5: Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard 6: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Source: International Literacy Association. (2010). *Standard for reading professionals.* Newark, DE: Authors.

This edition of *Literacy* pulls together the best that we have learned from years of research and practice about how to provide literacy instruction that will ensure success for all students. The remainder of this chapter focuses clearly and simply on succinct answers to three important issues: (1) How students become readers and writers; (2) what research indicates about effective literacy instruction; and (3) a framework for effective, balanced literacy instruction. You may want to explore these topics in greater depth using the "For Additional Readings" and the web resources provided for this text by your instructor.

You saw at the very beginning of the chapter that we presented an "Essential Question" for you to think about before you read this chapter and to answer when you have completed reading the chapter. This will enable you to see how much you have enhanced your knowledge as a result of your reading and instruction. Every chapter begins with a graphic organizer that presents the "Learning Objectives" for the chapter, the chapter sub-heads, and a list of "Terms You Need to Know." By reviewing this organizer before you read, you will develop a framework of what you are likely to learn in this chapter. When each new term is introduced within the text, it will be bold-faced and a "Running Glossary" presented in the margin will define the term. A complete glossary of terms can be found in the back of the text.

1-1 | Describe How Students Become Readers and Writers

Knowing how children and young adults learn helps you know how to plan instruction. Teachers, reading specialists, and researchers have learned a great deal about how individuals learn to read and write, or become literate. Although there are several theories about learning (Hergenhahn & Olson, 2012), all include the understanding that individuals learn in different ways:

- Some students learn by having someone model or show them how to do something. For example, the teacher thinks aloud; they verbalize the process they use as they read to help infer the main idea. This is considered

direct instruction/explicit instruction Direct, teacher-led instruction. Involves teacher modeling, student practice with teacher guidance and feedback, and student application in a new situation. Term is used interchangeably with direct instruction or direct teaching.

explicit or **direct instruction**. This is the type of instruction the teacher uses to teach students a strategy, skill, or process.

- Some students learn implicitly by participating in different activities or experiences. For example, your students might read a book that is appropriate to their reading ability and carry out a discussion afterward. This is student-centered instruction.
- Most students learn in both ways—some things they learn through explicit instruction, and others learn through more student-centered instruction.
- No teacher should rely on only one type of instruction. Effective literacy teachers are aware of how students learn and are able to use both types of instruction.

1-1a How Literacy Develops

literacy Ability to listen, speak, read, write, and think. Viewing is a part of literacy that uses many of the skills and strategies involved in the other aspects of literacy

oral language Listening and speaking.

Literacy is the ability of children and young adults to learn to speak, listen, read, write, and think. Literacy develops when individuals participate in a variety of real literacy experiences enhanced with a considerable amount of direct or explicit instruction. They begin by developing **oral language** (listening and speaking) and then later learn to read and write. All of the elements of literacy—speaking, listening, reading, writing, and thinking—develop continuously (Wilkinson & Silliman, 2000). Understanding how these components develop helps us create an effective literacy program for our students.

All children come to school with a language base, though this base may or may not match the base on which the school is trying to build. Since a strong connection between oral language and reading has been clearly established for native English speakers and second-language learners (Cazden, 1972; Garcia, 2000; Loban, 1963; Menyuk, 1984; Ruddell, 1963; Snow, Burns, & Griffin, 1998; Wilkinson & Silliman, 2000), it is important that schools build literacy experiences around the language learning a child has developed prior to coming to school. We know that children typically acquire language

- When they have a need that is meaningful and real.
- Through interactions with peers and adults.
- By making approximations of real language.
- At varying rates and in various stages, even though they all go through similar phases of development.
- By having language modeled for them both directly and indirectly.

This understanding provides a solid basis on which to develop a literacy program that fosters students' abilities to read and write successfully.

1-1b Reading and Writing Acquisition

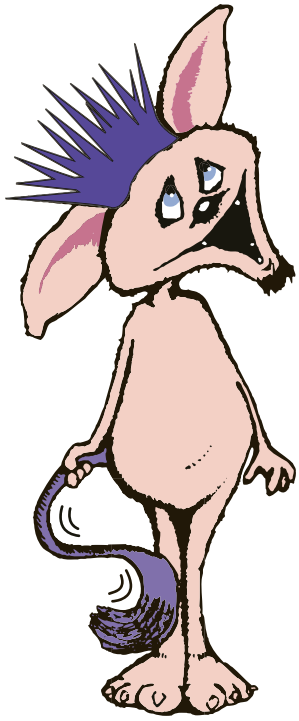
prior knowledge What students already know, through learning and experience, about a topic or about a kind of text.

decoding The process of translating written language into verbal speech sounds. Decoding is one part of reading.

Reading and writing are complex processes that grow from oral language and are built on listening and speaking. For example, the child who develops a good listening and speaking vocabulary has formed many concepts and ideas. This is known as **prior knowledge**, and it is critical for effective reading and writing (Anderson & Pearson, 1984; Pressley, 2005b).

Reading involves two basic processes—decoding and comprehension. **Decoding** is the ability of the individual to figure out the pronunciation of printed words and ultimately determine the word's meaning (Harris & Hodges, 1995). The only way a child knows that a word has been pronounced correctly is by checking it against his or her oral language. For example, suppose Meredith reads the sentence, "We had eggs and *bacon* for breakfast." If she does not immediately recognize the word *bacon*, she tries to sound it out. First, she says *băcun,* but that does not sound like a real word. Next, she says *bācun,* which sounds like a word she knows. The child mentally

FIGURE 1.1 | A Gayzorniplatz



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compares the word to his or her oral language to determine if it has been pronounced correctly and makes sense—that is, it is something that goes with eggs. A child with limited oral language or limited English may not be able to determine the accuracy of the word's pronunciation. In other words, the word must be in the child's head before pronunciation can be verified. However, even without the word *bacon* in the child's head, thinking can verify that—based on the context of the sentence—the word probably names a food that people eat for breakfast.

Oral language is also critical to **comprehension**, which is the ability to construct meaning by interacting with a text. Think back to the sentence read above: "We had eggs and bacon for breakfast." As the child decodes the word *bacon*, he or she uses the meanings developed in oral language to associate meaning with the written word. A child who does not have these meanings in his or her oral language cannot associate meaning with the word or text. For example, read the following sentence to yourself:

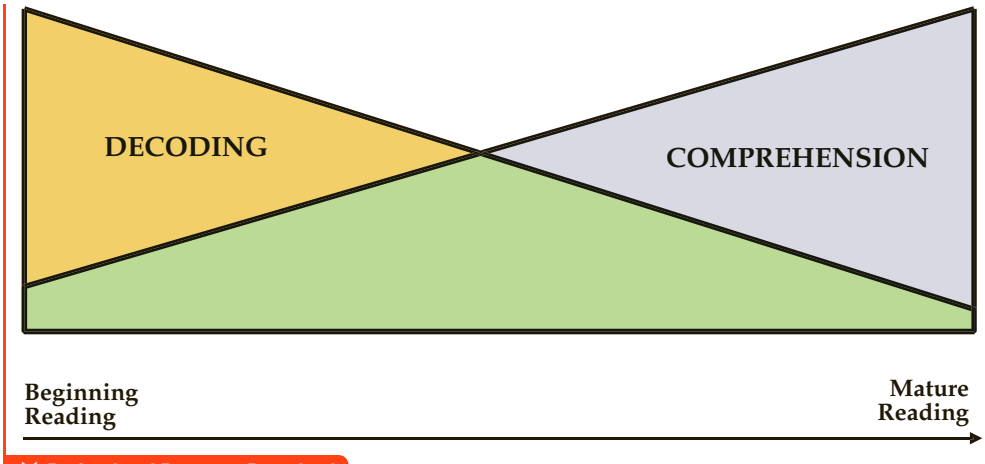
The Gayzorniplatz was noving his tonk.

Because you have good reading skills, you obviously recognize the words *the*, *was*, and *his*. You may recognize the inflected ending *-ing* in the word *noving* and decide it must be a verb. Because of the noun markers *the* and *his*, you also know that *Gayzorniplatz* and *tonk* are probably nouns and that *Gayzorniplatz* is probably a proper noun, since it is capitalized. You are also able to come up with some semblance of pronunciation for the words using analogies from what you know about spelling and pronunciation. However, since these words are not in your oral language, you cannot be absolutely sure of their pronunciation or construct their meaning. If, on the other hand, I show you a picture of a Gayzorniplatz (see Figure 1.1) and give you the meanings of *noving* and *tonk*, you begin to be able to construct meaning.

Decoding and comprehension are the two big jobs in the process of learning to read. Take a look at Figure 1.2. Notice that as an individual moves from beginning reading to mature reading, the emphasis in learning shifts from more focus on decoding to more focus on comprehension. Both comprehension and decoding are *always* a part of the process. However, as students become adept at decoding, they are free to pay more attention to constructing meaning. Shaywitz's research (2005) on how students approach unknown words shows that the more often children have to stop and think about decoding and oral language, the less able they are to understand what they read. This process is not as smooth and linear as the diagram shows; it is a "jerky continuum" (Cooper & Kiger, 2011).

comprehension The part of reading that involves constructing meaning by interacting with text. Comprehension is one part of the reading process.

FIGURE 1.2 | Changing Emphasis in Learning to Read



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Writing is the process of conveying meaning or ideas by using graphic symbols. For very beginning writers, this may be drawing or scribbling. This type of writing occurs long before the child can form letters. Once the child begins to form letters, he or she uses invented or phonetic spelling (see Figure 1.3).

Writing involves the reverse of decoding, the process that is used in reading; writing involves encoding or spelling—writing symbols to represent words. Using the concepts and ideas you have developed through your own prior knowledge and oral language, you convey your ideas for others to read. You use the knowledge of language you have gained to express your ideas.

Throughout the processes of speaking, listening, reading, and writing, children learn to think. As they learn language, they become more adept at expressing themselves, solving problems, and making judgments. The process of thinking (often referred to as *critical thinking* or *higher-order thinking* skills) develops along with all of the other aspects of literacy. Exactly what happens as children develop literacy?

FIGURE 1.3 | A Preschool Child Writes about How He Feels about School with His Friend Matthew

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1-1c Stages of Literacy Development

stages of literacy development Various points in time in the development of the overall literacy process. There are five stages: early emergent literacy, emergent literacy, beginning reading and writing, almost fluent reading and writing, and fluent reading and writing.

There is general agreement among researchers and literacy specialists that children and young adults go through various stages as they develop literacy (Adams, 1990; Chall, 1983; Cooper & Kiger, 2011; Ehri, 1991, 1997; Juel, 1991; Rupley, Wilson, & Nichols, 1998). There are a variety of names for these stages. Although detailed study of these stages is beyond the scope of this text, it is important that we be aware of these stages and know the role that they play in literacy instruction. The names we use here for each stage are the ones that are most commonly used in schools. For more discussions about the **stages of literacy development**, see Cooper and Kiger (2010), listed in "For Additional Reading."

A stage is a point in time during the development of an overall process. There are five stages or phases in literacy development:

1. ***Early Emergent Literacy.*** This is the stage during which children develop the foundations of literacy. It usually occurs before the child enters school and includes such aspects of literacy as developing oral language, writing by drawing or scribbling, and being curious about print. Second-language learners have usually had these experiences in their first language.
2. ***Emergent Literacy.*** During this stage, the child becomes more interested in literacy. He or she uses more standard oral language patterns, and forms and names letters. Concepts about print, such as recognizing a letter or word, also develop during this stage. Most children complete most of this stage by the end of kindergarten or at the beginning of first grade.
3. ***Beginning Reading and Writing.*** In this stage, oral language expands, and students begin to actually read and write in conventional ways. They figure out the pronunciation of words and also develop fluency (the ability to recognize words automatically, accurately, and rapidly) in reading (Samuels & Farstrup, 2006). They understand the meanings of more and more words. This stage continues through first grade for most students and into second or third grade for some.
4. ***Almost Fluent Reading and Writing.*** During this stage, the child is growing more sophisticated with all aspects of literacy. He or she reads silently more than in the previous stage, does more writing, and has a larger oral language vocabulary. For most students, this stage may begin toward the end of second grade and may continue into the beginning of fourth or fifth grade. Photo 1.2 shows almost fluent readers working collaboratively.

Tetra images/Getty Images

PHOTO 1.2 | Almost fluent readers work collaboratively.

5. ***Fluent Reading and Writing.*** By this stage, the student is using reading, writing, and oral language for a variety of purposes. He or she has attained most of the skills of reading and writing. This stage may begin for some students in fourth grade; it continues through the upper elementary grades and into middle school and high school. In fact, fluent reading and writing development continues throughout one's life.

There is much overlap between the stages. No student ever completely finishes one stage and then moves into another. Some students reach a plateau and remain at a particular stage for a period of time.

For many years, literacy development was viewed as having a period of "readiness," a time when children developed a discrete set of "prerequisite" skills. At some magical moment, they were supposedly ready to learn to read. Research evidence eventually indicated that this is not true (Durkin, 1966). In the past, educators also tended to rigidly associate levels of achievement with specific grades; they did not allow for variation in individual development.

In the light of all that has been learned through research over the past several decades, thinking about literacy development in stages is the most reasonable way to approach literacy instruction. Consider the following findings:

- All of the language arts—speaking, listening, reading, writing, viewing, and thinking—are interrelated. Essentially, what happens to a student's development in one area affects the other areas (Shanahan, 1990).
- Researchers (Yaden, Rowe, & MacGillivray, 2000) have been able to document and describe the earliest stages of literacy as an emergent literacy stage. Students do not develop or learn one part or piece of literacy at a time. Rather, they gradually develop all the parts. They grow into literacy with the appropriate support and instruction.
- Stages of development are clearly evident in beginning readers as they develop decoding and word-identification skills (Ehri, 1991, 1997; Juel, 1991).
- When students' reading comprehension abilities have been studied in the elementary grades, evidence shows that they go through stages or phases as they develop their reading abilities (Rupley, Wilson, & Nichols, 1998). As their comprehension builds, students use a consistent set of strategies repeatedly, gradually becoming more sophisticated in their use (Harvey & Goudvis, 2007). Within each stage of literacy development, students exhibit certain behaviors, strategies, and skills that are identified through the use of **standards** and **benchmarks** that form the core content for a comprehensive Balanced Literacy Program. Let's examine what research says about effective literacy instruction.

standard A statement that expresses a degree or level of performance that is expected from students at a certain time.

benchmark A behavior exhibited by students at a certain stage of development. Sometimes used interchangeably with the term standard.

1-2 List the Key Elements That Research Indicates Are Important for Effective Literacy Instruction

Research over the last several decades has informed us that there are a number of critical elements to effective literacy instruction (Taylor, 2008; Taylor & Duke, 2014; Samuels & Farstrup, 2011). These include:

- Phonemic awareness and phonics instruction
- Fluency instruction
- Vocabulary instruction
- Comprehension instruction
- Good instructional choices

- Clarity of purpose and timing
- Constant use of data
- Culturally responsive instruction
- Intellectual challenge for all
- Grouping practices and independent student activities
- Teacher and student actions
- Time spent on reading
- Alignment of standards, curriculum, and instruction

We will focus on these thirteen items throughout this text. However, let's briefly examine each of them now.

1-2a Phonemic Awareness and Phonics Instruction

phonemic awareness The knowledge that words are composed of sounds (phonemes).

phonics The use of one's knowledge of the relationship between the letters and the sounds the letters represent to help in determining the pronunciation of a word.

Phonemic awareness is the knowledge that words are composed of sounds. **Phonics** is knowing that individual letters and groups of letters represent sounds. Research indicates that readers, especially beginning readers, benefit from systematic, explicit instruction in both of these areas (Adams, 1990; NICHD, 2000; Snow et al., 1998; Stahl, 2001). Chapter 5 will focus on these areas in more detail.

1-2b Fluency Instruction

fluency In reading, the ability to read words of connected text smoothly and without significant word recognition problems. A fluency record is taken by keeping track of words read aloud correctly and those not read correctly. See running record.

Fluency is the ability of the student to read words and connected text smoothly and correctly with understanding. Research has shown that this is one of the significant elements in effective reading instruction (NICHD, 2000). Fluency will be discussed throughout this text.

1-2c Vocabulary Instruction

vocabulary Words known by an individual; recognition vocabulary refers to words an individual can pronounce and understand when he or she encounters them in print; meaning vocabulary refers to words one knows the meaning of whether or not one can yet recognize them in print.

Vocabulary refers to the understanding of the meanings of words. Research has shown that vocabulary knowledge is an important part of reading comprehension (Nagy & Scott, 2000). Throughout this text, we will present a variety of instructional and student strategies for effectively teaching meaning vocabulary, or the understandings of word meanings.

1-2d Comprehension Instruction

Comprehension is the process of constructing meaning by interacting with the text. It is the primary goal of reading instruction. This area needs to include the important comprehension skills and strategies that effective readers use when they read. Throughout this text, we will show you how to teach strategies and skills that will help all readers comprehend text effectively.

1-2e Good Instructional Choices

Teaching is the process of imparting knowledge, a skill, or a strategy to someone. It involves the teacher knowing how to model the skill, strategy, or process for students and being able to tell when a student has learned what is being taught. Teaching is more than assigning students one task after another. It involves modeling a skill, strategy, or process, and then having students practice and apply what is being taught. All students within the classroom are different. Therefore, the teacher must make instructional decisions designed to meet the individual needs of all students. The focus throughout this book is on *how to teach*. Knowing how to teach means the effective literacy teacher can use a variety of teaching strategies and routines to meet the needs of diverse students.

Technology is a significant part of nearly everyone's life (Valmont, 2003). The Internet, CD-ROMs, audio and video resources, and DVDs offer real possibilities for improving literacy instruction and thereby improving literacy learning. Research in literacy learning and technology suggests possibilities for enhancing literacy instruction, but it offers few clear guidelines as to the *best* use of technology (National Reading Panel, 2000a).

1-2f Clarity of Purpose and Timing

An important part of effective literacy instruction is knowing the purpose of every lesson and teaching it at the right time to meet the needs of the student. As we show you how to plan quality lessons, we will constantly show you how to plan to meet the range of needs exhibited by your students.

1-2g Constant Use of Data

Teachers must continually use data to plan literacy instruction for their students. This evidence may come from observations based on student performance during instruction or from assessments that have been administered. Throughout this text, we will focus on making instructional decisions based on all available data.

1-2h Culturally Responsive Instruction

English Language Learner (ELL) Any student who is learning English as a second language.

diversity In education, having classrooms with students of various backgrounds, languages, needs, and conditions.

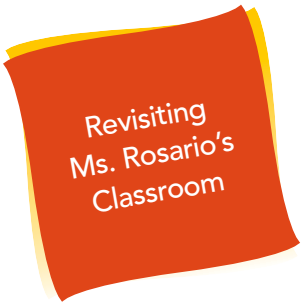
Classrooms throughout the United States are diverse; they include students who are **English Language Learners (ELLs)** or second-language learners, as well as students with a variety of special needs, such as learning disabilities, giftedness, reading challenges, and the wide cultural and familial differences that exist in any community. We consider **diversity** a strength in the classroom. The diverse classroom reflects the real world, allowing students to learn in a setting that more realistically represents the world outside the classroom. Researchers have shown that focusing on this diversity is an important part of effective literacy instruction (Au, 2006).

Diversity in the classroom means that teachers must adjust instruction to meet the needs of students.

We must keep in mind the truism that "good teaching is good teaching." "Considerable evidence supports the conclusion that the differences in achievement between students of mainstream and non-mainstream backgrounds are not the result of differences in their ability to learn, but rather of differences in the quality of instruction they have received in school" (Association for Supervision and Curriculum Development, 1995, p. x). There are no specific procedures designed just for students with learning disabilities or for ELL students. We must tailor our instruction to meet the needs of *all* students because instruction has a great impact on how *all* students learn. Throughout this text, we will continually focus on how to meet the needs of diverse students by differentiating instruction.

Increasing Success for English Language Learners

- Regardless of the language, the process of becoming literate is the same for ELL students as for English-speaking students.
- This does not mean that ELL students should just receive the same type of instruction as English-speaking students.
- Throughout this text, we will illustrate how to adapt instruction for English Language Learners.



Think back to Ms. Rosario's classroom, which we read about at the beginning of this chapter. Although most of her ELL students had made the transition to English, as she taught she made sure that all students, including the ELL students, had the needed background, concepts, and language to understand the texts they were going to read.

1-2i Intellectual Challenges for All

Researchers have found that good literacy instruction must be challenging for all students (Taylor, 2008). Having high expectations for all students is important. As we show you how to design lessons, we will stress that every student should be held to high standards.

1-2j Grouping Practices and Independent Student Activities

Understanding how to group students to maximize growth is key to good literacy instruction. Effective teachers know when students will benefit from small groups that have less variability than the whole-classroom setting. However, it is also important to know how and when you can use whole-class instruction and facilitate student-to-student interactions. The combination will strengthen literacy learning across all the ability levels encountered in a classroom. In addition, knowing *when* adequate explicit instruction and guided practice with the teacher have prepared students to proceed to independent practice without too much frustration requires focused observational skills. The teacher also has to determine if or when it is more appropriate to initiate student-centered literacy activities, where students build on previously acquired skills and strategies and apply them in new situations. Both teaching opportunities are critical to good literacy instruction.

1-2k Teacher and Student Actions

Effective literacy teachers must constantly think about the type of instruction they deliver and how to involve students in the process of decision-making. Students must be actively involved in their literacy instruction.

1-2l Time Spent on Reading

The amount of time devoted to literacy instruction is critical to planning an effective program. While there are no absolute time frames for literacy instruction, research provides good indicators to follow (Taylor, 2008). In Chapter 11, we will present guidelines for deciding on the appropriate amounts of time for literacy instruction at all grade levels.

1-2m Alignment of Standards, Curriculum, and Instruction

When you look at individual state standards, you find that the terms *standards* and *benchmarks* are not always used the same way. Usually, standards are statements that express what is valued or expected in a given field or area at certain times. Benchmarks are descriptions of behaviors that indicate whether students have achieved a given standard or reached a certain stage of development. However, in some states, a standard is just the name of broad category, such as reading. When that is the case, benchmarks say what is expected, with *indicators* used to describe what students should be doing.

For example, if a benchmark (or indicator) says, "The student reads 20 books independently during the semester," you as the teacher can use this expectation to evaluate student performance in relation to independent reading. Educators sometimes use the

terms *standards* and *benchmarks* interchangeably. Regardless of terminology, your state standards will play an important part in how you carry out your literacy program.

1-2n Common Core State Standards

Standards and benchmarks become the foundation for differentiating literacy instruction for each student. These standards tell you what strategies and skills you should teach. Each state has its own set of similar standards. Many states have now adopted the "Common Core State Standards."

Common Core State Standards The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn at each grade level, so teachers and parents know what they need to do to help them.

The **Common Core State Standards (CCSS)** for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards. These help ensure that all students are college and career ready in literacy no later than the end of high school (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). See Table 1.2 for a list of the anchor

TABLE 1.2. | Common Core State Standards: Anchor Standards for English Language Arts

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING
Key Ideas and Details
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, or ideas develop and interact over the course of a text.
Craft and Structure
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
7. Integrate and evaluate content presented in diverse formats and media, 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
10. Read and comprehend complex literary
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING
Text Types and Purposes
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 or 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
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
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
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
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
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 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
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
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
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 figurative language, 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 considering a word or phrase important to comprehension or expression.
READING STANDARDS: FOUNDATIONAL SKILLS (K–5)
Print Concepts
1. Demonstrate understanding of the organization and features of print.
Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
4. Read emergent-reader texts with purpose and understanding.

Source: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Authors.

standards for English Language Arts. In all sample lessons provided throughout this text, we will show how to develop lessons based on these standards.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work. Read how the Lake Geneva School District in Wisconsin is implementing the CCSS in their district in Jan Eckola's "Educators Speak" feature.

At present there are two basic steps that you need to follow:

1. First, familiarize yourself with your state's standards for the grade level you are teaching, as well as standards for the previous grade. Identify whether your state has adopted the Common Core Standards. This information will let you know the content students should have learned in the previous grade and what you are expected to teach your students in their current grade.
2. Next, look at each student's performance in relation to the content from the previous grade to make sure the student has really learned what the standards indicate should have been learned. This process is known as a **diagnosis**, which means that you do some type of testing or assessment to identify each student's

diagnosis Testing or assessment done to determine a student's strengths and weaknesses.

EDUCATORS SPEAK

Implementing Common Core Standards in Our District: Calling All Stakeholders

The State of Wisconsin adopted the Common Core Standards and laid out a plan entitled *The Work of Schools* to set up a timeline for implementation. In our district, Lake Geneva Schools, we knew from the beginning it would be important to bring key stakeholders into the process of implementing the Common Core State Standards. We included teachers, administrators, and district leaders. As a district we felt it was important to spend the first year exploring the Common Core Standards to have an understanding of the differences that would improve our instruction.

This exploration could not be done with just a binder filled with standards. It is always critical for teachers to have the experience of seeing and analyzing or "unpacking" the standards and comparing them to the current state standards which they are using; making sure this process is in place builds the collective understanding of the Common Core State Standards.

However, it is not just those who deliver the instruction who need this kind of knowledge and experience. District leaders, administrators, and parents must also be included. We felt it would be wrong to provide information just for the teachers. We planned training and staff development for our teachers, administrators, and district leaders at the end of the school year and during the summer months. It was critical to include administrators at every level because even though they do not have to deliver the instruction, they are charged with making decisions, being curricular leaders of their buildings and the liaison between the schools and the community.

Administrators needed knowledge, vocabulary, and a clear understanding of the CCSS to provide that information. Making sure that all stakeholders—students, parents, teachers, administrators, and the community at large—understand the importance of implementing these new and rigorous standards will allow our district, our state, and our nation the ability to educate our students for the twenty-first century and beyond.

JANICE HYDE ECKOLA
Director of Curriculum & Instruction
Lake Geneva Schools
Lake Geneva, WI

differentiated (differentiating) instruction Instruction that is designed to accommodate a student's strengths, needs, and stage of development.

strengths and needs. This information helps you plan instruction that fits the needs of each student. This process is known as **differentiated instruction** or **differentiating instruction**.

1-2o Locating Standards for Your State

As we have noted, each state usually has its own set of standards. Many states have adopted the Common Core State Standards. If you do not have a copy of the standards for your state, use the Internet to locate them. Use a search engine; type in "(the name of your state) Department of Education" and click Search or Go. Then look for a link to information on the standards for that state. In this book, we use sample standards from different states to help you understand that though the language varies, the intent of standards from one state to another is virtually the same.

All the lessons that we present throughout this textbook will be based on standards, which will help you understand this process of diagnosing and then differentiating instruction accordingly. Let's put together all that we have considered so far in this chapter to see what a framework for effective, balanced literacy instruction should include.

1-3 Describe a Framework for Effective, Balanced Literacy Instruction

Over the years, considerable research has been conducted in the field of reading and literacy. Given the current state of our knowledge, a balanced, comprehensive approach to literacy instruction is recommended to ensure that all children and young adults, both native English speakers and second-language learners, achieve success in literacy (Armbruster & Osborn, 2003; Chen & Mora-Flores, 2006; Gambrell, Morrow, & Pressley, 2007; Lyon & Chhabra, 2004; Snow, Burns, & Griffin, 1998). First, let us answer this question: *What is comprehensive balanced literacy instruction?*

1-3a Comprehensive Balanced Literacy Instruction Defined

Many educators and researchers discuss comprehensive balanced literacy instruction (sometimes referred to as *comprehensive literacy* or *balanced literacy*) (Au, Carroll, & Scheu, 2001; Freppon & Dahl, 1998; Gambrell et al., 2007; Pressley, 1998; Snow, Burns, & Griffin, 1998; Strickland, 1994). When the various models and points of view are examined, it is clear that comprehensive balanced literacy instruction always combines teacher-directed instruction and student-centered activities. Some individuals feel that research supports more teacher-directed instruction, while others think that research supports more student-centered activities. Based on our collective experience and interpretation of the research, we believe that this program should include a combination of both. We use the term **Comprehensive Balanced Literacy Program** (or **Instruction**) throughout this text.

Comprehensive Balanced Literacy Program/ Instruction A plan for literacy instruction that includes the essential blocks of instruction that are supported by research.

teacher-directed instruction Explicit, teacher-led or teacher-modeled instruction.

student-centered instruction Instruction designed so that students learn implicitly by participating in different activities or experiences.

Teacher-directed instruction involves systematically and explicitly modeling or showing students how to use a skill, strategy, or process. For example, in writing, we model the process of writing a good sentence. Then students write their own sentences.

In **student-centered instruction**, students perform a given task from which they are expected to learn certain things. For example, we have students read a short story that includes two or three words they do not know, expecting that they will learn the meanings of each word by using the context in which the word occurs; this might be a sentence, a paragraph, or the entire story. If we had used teacher-directed instruction, we would have taught the word meanings prior to reading.

Some students may learn a task better through direct instruction, whereas others might learn better through student-centered instruction. An effective literacy teacher differentiates instruction for students in accordance with their strengths, their needs, and the tasks they are performing. All students need both teacher-directed instruction and student-centered instruction, depending on what they are learning. Thus, comprehensive balanced literacy instruction is a combination of teacher-directed instruction and student-centered activities.

1-3b A Model for Comprehensive Balanced Literacy Instruction

In order to develop an effective Comprehensive Balanced Literacy Program, you need a model or framework. The basic framework presented in Figure 1.4 is the same for kindergarten through eighth grade. Modifications are made across the grades as needed. See how the teachers and curriculum director in Richmond, Missouri, think about balanced literacy instruction in their district in the Educators Speak feature.

The Comprehensive Balanced Literacy Program has six blocks that make up **core instruction**, instruction that is needed by all students:

core instruction The part of the comprehensive literacy program that all students need.

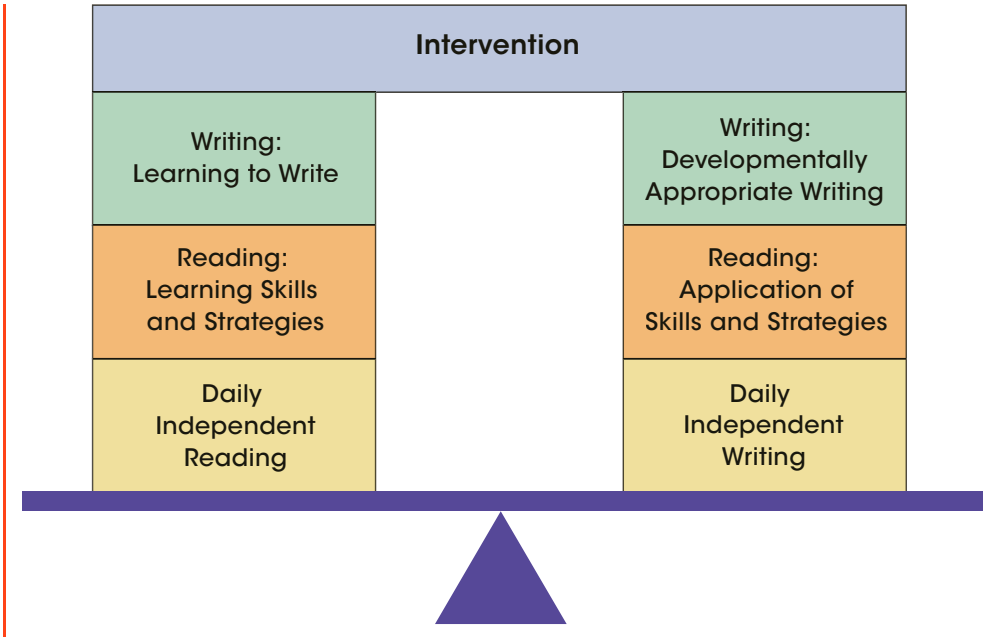
- Daily Independent Reading
- Daily Independent Writing
- Reading: Learning Skills and Strategies
- Reading: Application of Skills and Strategies
- Writing: Learning to Write
- Writing: Developmentally Appropriate Writing

The seventh block, Intervention, provides additional instruction for any students needing support, especially struggling readers and ELLs who are not making **adequate yearly progress (AYP)**.

adequate yearly progress The expected amount of growth a student should make in reading during one school year. A term used in various government-supported educational programs. Currently defined for each state by its state.

Let's see what takes place in each block.

FIGURE 1.4 | A Model for a Comprehensive Balanced Literacy Program



Professional Resource Download

EDUCATORS SPEAK

Keep Your Balance: Staying Stable and Strong in Balanced Literacy Instruction

"Under the big top" of the education world, you may feel you are on a tightrope, suspended in mid-air, juggling all the elements of balanced literacy. To ensure your students are successful as you build a community of proficient readers and writers, consider these components. Did you spin the plate of vocabulary enough? How did you teach your phonetic learners? Did your fluent readers really understand what they read? Did you model the writing process? Did you entertain your audience through read-alouds?

If you utilize a balanced approach to literacy instruction, you may feel your job is less of a circus act. By managing your responsibilities and methods, teaching can be less stressful and won't feel like a series of separate performances in different rings. This approach will result in fluent, motivated, and balanced students who display all the attributes of successful readers and writers. Balanced literacy, when combined with structure and instruction, will result in an all-star performance.

The Ringmaster is *you*! Always be in control of the rings. Be ready to crack the whip or applaud when an act really shines!

Act 1: As the ringmaster, evaluate the arena of learners through continual assessment and reassessment. Discover what resources you have available, track the data, and use it to polish your act.

Act 2: The concession stand provides choice! Choose from literature-rich activities. Pick your activity wisely; take it to your classroom and enjoy the show!

Act 3: The acrobat bends! Being flexible and open-minded will allow you to be strong and stable in the art of using best practices in balanced literacy. When you feel you are on a tightrope, use your safety nets—instructional coaches, administrative support, Internet resources, teacher resource kits and manuals, and especially collaboration with your colleagues.

Just when you feel that your performance is polished, your circus will pack up, move to a new town, and perform for a new audience. Change is constant. Enjoy your moments under the big top, savor the applause for your successes, and know that the juggling act was worth your time and energy.

Shannon Moore, Mary Pettegrew, and Shelley Ritchie
Sunrise Elementary
Fourth grade, Title 1 Reading Education Resource Teachers

Julie Stevenson
Curriculum Director
Richmond R-XVI School District,
Richmond, Missouri

1-3c Daily Independent Reading

Two activities—*self-selected reading* and *reading for fluency practice*—take place during this block. For self-selected reading, students read books of their own choosing. Beginning in preschool, children usually look at the pictures and often pretend to read the text by running their fingers along the lines of print. As children develop their skills through instruction in reading, they begin to read a greater variety of texts. This time allocation establishes the habit of independent reading.

To support self-selected reading, you need many different books, children's and young adult periodicals, and some newspapers. These can be displayed in the library area.

Starting in preschool, children usually select books by looking at the covers and illustrations. As they learn to read, you help them learn to select books they can read. Teach and model a procedure that many teachers use called "Thumbs Up." Tell children to read a page in the book. Each time they come to a word they don't know, they fold a finger down on one hand. If the child's thumb is still up at the end of the page, the text is probably appropriate for the child.

A second part of daily independent reading is time for fluency building. For this, you will need books that are at the students' independent and instructional reading

levels. Books used in previous instruction can be used for practice through repeated reading (Rasinski, 2006).

Self-selected reading at the beginning of kindergarten should last about 5 minutes each day. As the year progresses, this time can be extended to 10 minutes. In first and second grades, independent reading is usually 10 to 15 minutes per day. In third through eighth grades, independent reading increases to 15 to 20 minutes per day. Approximately 5 minutes per day should be allotted for fluency practice, which may also take place during other times in the two reading blocks we will discuss later.

1-3d Daily Independent Writing

During this time, children write what they want to write. In preschool, kindergarten, and the beginning of first grade, this "writing" may actually look like drawing a picture with a few scribbles under it. Independent writing, like independent reading, provides students with the needed practice time to become proficient and establishes the habit of writing daily. As students progress through the grades, they will write a greater variety of products on varying topics.

The amount of time for independent writing will range from 5 minutes per day at the beginning of kindergarten to 10 minutes or more by the end of the year. In first and second grades, the amount of time for independent writing is usually 10 to 15 minutes per day. For third through eighth grade, the amount of time should be 15 to 20 minutes per day. Both independent reading and independent writing are important components of the teacher's classroom management system.

1-3e Reading: Learning Skills and Strategies

basal series A set of texts and other materials produced by a given publisher for teaching literacy. Usually these series are for grades K–6 or K–8. They are often referred to as basal readers or basal programs and are usually called by the publisher's name.

decodable text A published or created text that is suitable for the application of previously taught phonics skills.

authentic literature Narrative and expository text in its original form. Often referred to as real or trade book literature.

high-frequency words The most commonly occurring words in the English language.

In this block, students receive instruction centered on the anthology of the **basal series** or **system** (a series of published texts and materials purchased by a school to use for reading instruction) being used or a core book selected for the grade level. Each helps develop the grade-level skills and strategies required by your state standards while exposing students to grade-level-appropriate background, vocabulary, and concepts. Explicit, direct instruction and student-centered instruction are used to teach the skills and strategies involved in decoding, comprehension, and study skills as needed. For example, in this block, beginning readers are systematically and explicitly taught to decode words through phonics and other skills and strategies. As they develop their ability to figure out words, students immediately begin to read **decodable texts** that allow them to practice and apply the skills they are learning. These texts may be in little book form or in the anthology of the basal program.

As children become more skilled at reading words, they should move beyond decodable texts to **authentic literature** (library or trade books) that has been selected to help them continue to practice and apply the skills and strategies they have learned. As children gain power in decoding and as they develop independence, they will read more and more authentic literature. Independence in decoding for most children usually occurs by the end of second grade; for others, this might take longer.

During this block, children are also taught a number of **high-frequency words**, ones that occur often in English. They practice reading these words in the decodable texts being used for practice and application of phonics and other decoding skills and strategies.

Constructing meaning, or comprehension, and research and study skills and strategies are also taught during this block. Various teaching routines are used throughout this block.

When using a grade-level anthology or single core text for the Learning Skills and Strategies block, you may face the challenge of having some students for whom the text is too difficult to read independently or some for whom the text is so easy that learning will not take place. To accommodate all students, you must differentiate the way the text is read so that students read in accordance with their abilities. This requires small groups and having students read in a mode, or way, that helps them succeed. Modes are discussed in more detail in the "Modes of Reading as Forms of Instruction" section. Remember—when using a single grade-level text or core text, you must vary the way students read the text so that every student can be successful.

In summary, during the Reading: Learning Skills and Strategies block, students at all grade levels are taught the skills and strategies of reading using the grade-level anthology or core book, either with the whole class or in small groups. If the book is too difficult for some students, you must adjust your instruction to meet individual needs. All chapters that follow will help you learn how to do this.

1-3f Reading: Application of Skills and Strategies

This is the block of the core instruction where students apply the skills and strategies they have been learning in texts appropriate to their reading levels. This means that students are able to read the texts independently or with minimal guidance and support. The texts used may include created or specially written texts, as well as authentic literature. This block requires the teacher to manage several reading groups in the classroom.

1-3g Writing: Learning to Write

In this block, children are taught how to write, either in groups or as a whole class. In preschool, kindergarten, and first grade, you begin by modeling how to form letters, words, and sentences. As students develop their ability to write, you model different types of writing; spelling and grammar are taught as appropriate. ELLs often need further instruction with the forms and functions of English during this block.

1-3h Writing: Developmentally Appropriate Writing

This is the block of core instruction where students write their own pieces. They do the same type of writing taught in the previous block, but *they select their own topics*. In the beginning, they may draw pictures and write a few letters or single words as captions for their pictures; gradually they begin to write stories, reports, and other pieces. In this block, students practice and apply grammar and spelling.

1-3i Intervention

intervention An instructional program that prevents or stops failure by providing additional instructional time beyond the core instruction.

Intervention is the block of instruction provided for students needing additional support beyond the six blocks of core instruction, especially those experiencing difficulty learning to read, ELLs, and students with special needs. Intervention is designed to provide extra support for any student who needs it or to stop or prevent failure for those students who are experiencing difficulty learning to read. Most schools are now focusing on a concept known as response to intervention (RTI). The intervention block is supported by the six blocks of the classroom program, showing that students who need intervention also need strong, quality classroom instruction.

Increasing Success for English Language Learners

- The Comprehensive Balanced Literacy model that we have presented works for English speakers as well as ELL students.
- Adaptations must be made within the model to spend more time in English language development (ELD) or oral language development, background knowledge, and vocabulary (O'Day, 2009).

The amount of time required for the six blocks of core instruction varies by grade level. In kindergarten, you need a minimum of 3 hours per day. In first through eighth grade, most schools are trying to provide a 90-minute block for reading and a 30- to 45-minute block for writing; for students needing intervention, an additional 30- to 40-minute block is provided. Most first- and second-grade classes have another 30 to 60 minutes, as 90 minutes in first and second grade is not sufficient for reading instruction.

In summary, the model we have presented for comprehensive balanced literacy instruction provides a framework for planning instruction in line with *all students' needs* as they progress through the stages of literacy development. Although this program model stops at eighth grade, literacy instruction should continue through twelfth grade (Biancarosa & Snow, 2004).

Summary

- Children and young adults become readers and writers in a variety of ways:
  - Having someone model reading and writing for them
  - Receiving direct or explicit instruction
  - Participating in student-centered instruction or activities
  - Experiencing a combination of the above
- Literacy development begins with oral language development (listening and speaking).
- Prior knowledge is the foundation of effective reading and writing.
- Decoding and comprehension are two basic processes in reading.
- Research has shown that literacy develops in a variety of overlapping stages.
- Research has documented that effective literacy instruction should include
  - Phonemic awareness and phonics instruction
  - Fluency instruction
  - Vocabulary instruction
  - Comprehension instruction
  - Good instructional choices
  - Clear purpose and timing
  - Constant use of data
  - Culturally responsive instruction
  - Intellectually challenging activities for all
  - Grouping practices and individual student activities
  - Teacher and student actions
  - Appropriate time spent on reading instruction
  - Alignment of standards, curriculum, and instruction
- A framework is needed for an effective literacy program.
- Comprehensive balanced literacy instruction includes six blocks of core instruction and intervention.
- Core instruction involves six blocks:
  - Daily Independent Reading
  - Daily Independent Writing
  - Reading: Learning Skills and Strategies
  - Reading: Application of Skills and Strategies
  - Writing: Learning to Write
  - Writing: Developmentally Appropriate Writing
- Intervention is a block of additional support for all students, especially those having difficulty learning.

How Do I Teach?

NOTE TO READERS: This feature appears at the end of each chapter. It is usually a list of strategies or procedures that you can try with a small group or individual student. This chapter is slightly different due to the nature of the chapter and the fact that this chapter focuses on broad concepts and program design.

1. Locate a school in your area that is using the CCSS. Make an appointment to visit and talk with them about how they are working with the new standards. (See the discussion of Common Core Standards on page 14.)
2. Visit a school in your area that has a balanced literacy program. Find out what they are doing. Compare what you learn at the school to what you have read in this chapter.

Thinking It Over

- Review the Essential Question for this chapter—What do you need to know to be an effective literacy teacher? Think about the things you already know and what you need to learn as you proceed with your study in this class.
- Return to the Learning Objectives for this chapter. Complete the tasks required by each objective.
- In terms of teaching literacy, what are you most excited about and what are you most concerned about?

For Additional Reading

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[ESSENTIAL QUESTION]

Why Are Different Standards-Based Literacy Lesson Frameworks Needed in an Effective Comprehensive Literacy Classroom?

LEARNING OBJECTIVES	CHAPTER SUBHEADS	TERMS YOU NEED TO KNOW
2-1 Describe the Parts of a Standards-Based Literacy Lesson, **p. 26**	**2-1a** Introducing the Text, **p. 27** **2-1b** Reading and Responding to the Text, **p. 27** **2-1c** Extending the Text, **p. 28**	focus wall, **p. 25** literacy lesson, **p. 26** scaffolding, **p. 27** metacognition, **p. 28**
2-2 List the Steps in a Standards-Based Minilesson, **p. 29**	**2-2a** Parts of a Minilesson, **p. 29**	minilesson or focus lesson, **p. 29** think-alouds, **p. 29** corrective feedback, **p. 29**
2-3 Explain and Describe Modes of Reading as Forms of Instruction, **p. 30**	**2-3a** Independent Reading, **p. 31** **2-3b** Cooperative Reading, **p. 31** **2-3c** Guided Reading, **p. 31** **2-3d** Shared Reading, **p. 35** **2-3e** Read-Aloud, **p. 36** **2-3f** Combinations of Reading Modes, **p. 36**	modes of reading, **p. 30**
2-4 Explain and Describe Modes of Writing as Forms of Instruction, **p. 37**	**2-4a** Independent Writing, **p. 37** **2-4b** Collaborative/Cooperative Writing, **p. 37** **2-4c** Guided Writing, **p. 37** **2-4d** Shared Writing, **p. 38** **2-4e** Write-Aloud, **p. 39** **2-4f** Combinations of Writing Modes, **p. 39**	modes of writing, **p. 37**
2-5 Summarize the Importance and Use of Reading Aloud in a Comprehensive Balanced Literacy Program, **p. 40**	**2-5a** Sample Guided Listening Lesson, **p. 42**	guided listening lesson, **p. 41**
2-6 Describe Which Texts Are Needed for a Comprehensive Balanced Literacy Program and How They Should Be Selected, **p. 44**	**2-6a** Basal Series or Systems and a Comprehensive Balanced Literacy Program, **p. 45** **2-6b** Types of Texts, **p. 45** **2-6c** Selecting Authentic Literature, **p. 49** **2-6d** Leveling Books for Instruction, **p. 50**	basal series or system, **p. 45** predictable texts, **p. 46** created texts, **p. 47** decodable text, **p. 47** automaticity, **p. 47** authentic literature, **p. 48** Lexiles, **p. 51**

Frameworks for Effective Standards-Based Literacy Lessons

2

Visiting Mr. Schumann's Classroom

Today we are visiting Mr. Schumann's second-grade class. Mr. Schumann has 19 students: 12 boys and 7 girls. Two of the boys just arrived in the United States from Argentina and speak very little English. Five other students are from various other South American countries, but they all speak English. For right now, Mr. Schumann has paired each of the new boys with another student who speaks both English and Spanish. We also notice that Mr. Schumann has a **focus wall** (a bulletin board or poster that lists the standards being covered at the present time) on one bulletin board summarizing what he is teaching about long and short vowels.

focus wall A bulletin board that tells what theme the class is studying and lists the titles of books being read, skills being learned, and vocabulary words being covered.

When we enter the room, Mr. Schumann is teaching a minilesson focusing on long and short vowel sounds to the whole class. (See Photo 2.1.) He has just modeled the sound of long "a" and is now modeling the sound of short "a." The students from Argentina are getting extra help from their buddy partners because they are unfamiliar with the English vowel sounds. Mr. Schumann has students play a game to practice phonemic awareness of the long and short "a" sounds. The game requires the students working in small groups of four to sort a stack of pictures into piles according to whether the picture contains a long or a short "a" sound. We notice that everyone seems to be doing very well, including the boys from Argentina. Mr. Schumann holds up the letter card "a" and tells the class that this letter can stand for long or short "a." He writes a list of words on the board and reads them aloud. Some of the words have a short "a" sound and others have the long "a" sound. Next, he has students read them aloud. Mr. Schumann then circles all the words with short "a" and asks the students to tell what they notice about where the "a" is located in the word. The students can all see that the "a" is in the middle, or medial, position. Mr. Schumann writes on the board "a vowel in the middle of a short, three-letter word usually has the short sound, as in *tap*, *cap*, and *bat*." Mr. Schumann continues his minilesson in this manner and models for students to see that short words that have a vowel–consonant–final "e" usually have the long "a" sound. He assigns a practice exercise for all students to complete.

While students complete the practice exercise, Mr. Schumann calls up one small group after another and introduces a little book that students are to read silently. He introduces three new words, but none of them follow the long or short sound he just taught. He asks students to figure out all words containing the vowel patterns they had learned today. Each group returns to their table, completes their practice exercise, and reads their story silently, except for the last group Mr. Schumann calls up. He sits with this group and has them read silently, one page at a time, and then retell what they have read. Mr. Schumann asks students to read sentences from the page they had read silently to prove the answers to various questions they are discussing. Mr. Schumann can tell from the answers students read aloud which students are correctly applying the ideas about long and short vowels. ■

David L. Moore - ED/Alamy Stock Photo

PHOTO 2.1 | Mr. Schumann teaching a minilesson to the whole class.

Although our visit to Mr. Schumann's class was brief, we saw him use two different lesson formats to teach his class: He used a minilesson framework with the whole class and a literacy lesson framework when he had the groups read the books applying the vowel sounds he had taught. These two lessons were all a part of the Comprehensive Balanced Literacy Program we discussed in Chapter 1. In this chapter, we are going to help you learn the following:

1. The parts of a standards-based literacy lesson
2. The parts of a standards-focused minilesson
3. How to use different modes of reading and writing in your lessons to meet the individual needs of students
4. The importance of listening lessons in your literacy program
5. Different types of texts and when to use them

Let's begin by looking at the standards-based literacy lesson.

2-1 Describe the Parts of a Standards-Based Literacy Lesson

Various formats have been suggested over the years for reading lesson plans. These include the Directed Reading Thinking Activity (DRTA) (Stauffer, 1969), the Directed Reading Activity (DRA) (Burns, Roe, & Ross, 1988; Harris & Sipay, 1985), and the Directed Reading Lesson (DRL) (Cooper, Warncke, Shipman, & Ramstad, 1979; Cooper, 1986), among others. Although these plans differ somewhat, they are similar in that they focus primarily on reading connected text. The following **literacy lesson** format focuses on both reading and writing and helps the teacher and students relate both activities as integrated literacy learning processes. This lesson format can be used when you are teaching a lesson using an anthology or core text in the Reading: Learning Skills and Strategies block or the Reading: Application of Skills and Strategies block of the Comprehensive Balanced Literacy Program Model presented in Chapter 1. This lesson has three simple parts:

literacy lesson A structure for planning a teacher-directed reading and writing lesson around a given piece of text. A literacy lesson has three parts: introducing the text, reading and responding to the text, and extending the text.

1. Introducing the text
2. Reading and responding to the text
3. Extending the text

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- When you are introducing a text, you should provide extra support for your English Language Learners (ELLs). For example, you might provide a lesson on special terms or idioms from a text that is to be read that are unfamiliar to your ELL students.
- Introducing the text is also the place where you should provide more oral language development for your ELL students. If you are using a text with lots of pictures, have your ELL students look at each picture and describe what they see in the picture. Keep in mind that it is very important for your ELL students to have many opportunities to talk and build their English vocabulary.

To create a comprehensive lesson, you must identify the standards you want to develop in your lesson. List these standards, remembering that a given standard will be addressed many times. Next, read the text that is to be used for the lesson. If it is a story, identify the parts, such as setting, characters, and problem. If the text is informational (expository), identify the main ideas and supporting details. Let's examine each part of the lesson format in detail.

2-1a Introducing the Text

When you introduce each piece of text, two things must happen:

1. Students' prior knowledge must be activated and assessed. If appropriate, pertinent additional background and concepts must be developed. This should include the teaching of key concept vocabulary or any words that you think students may not be able to decode independently.
2. Students must develop their purpose(s) for reading.

These two things are accomplished in different ways and with differing levels of teacher support, depending on the text and the students' needs. Sometimes, you teach words that are key to understanding the text or use the illustrations in the text to preview it. For example, if students in a second-grade class are going to read *The Invisible Boy* (Ludwig, 2013) you might have them preview the story by looking at the pictures and make predictions as to what they think the book will be about. Their purpose for reading then becomes seeing whether their predictions are verified. Throughout, you provide support according to student needs. Often you may incorporate writing into this part of the lesson; for example, you may have students do a "quick write" (an activity in which students are given a topic and a short time to write on it) to activate prior knowledge or to write predictions they will check during and after reading.

2-1b Reading and Responding to the Text

Reading and responding to the text take place concurrently; that is, students respond while they are reading as well as after they have read.

Different texts need to be read in different ways called modes of reading (discussed later in this chapter), depending on the text and students' abilities. Beginning readers and writers and those having difficulty need more **scaffolding** or teacher support than others. Moreover, some pieces of text are more complex than others and require more teacher support, even for students who are progressing well.

scaffolding The process of providing strong teacher support at the beginning of new learnings and gradually taking it away to allow the student to achieve independence.

The primary focus of this part of the lesson is for students to read silently and to apply the reading skills and strategies that have been taught to new text. As students

metacognition Knowledge and control of one's own thinking and learning. In reading, metacognition refers to the reader being aware of when reading makes sense and adjusting his or her reading when comprehension fails.

read, remind them to apply whatever strategy you have been teaching; remind students to monitor their reading by asking themselves whether what they are reading makes sense to them. This process is known as **metacognition**, knowledge of one's own thinking process. If the text does not make sense, the students should know when and how to use appropriate strategies to help overcome the problem and construct meaning. Metacognitive development is a vital part of constructing meaning and comprehension (Paris, Wasik, & Turner, 1991).

When responding to the text, students first need to check their purpose for reading—check predictions or answer questions—and then, with teacher guidance, summarize what they read. After discussing the text, students may develop a piece of writing or create a product involving art, music, or drama to demonstrate understanding. Responses may be personal and/or creative. An important part of responding is summarizing or retelling what was read. Some students and some pieces of text require more teacher support than others. By observing how students respond, you can determine whether they need additional support or lessons to develop the needed skills and strategies further.

2-1c Extending the Text

Extending the text involves further instruction as well as making connections with and integrating other language arts and other curricular areas. Students are encouraged to use what they have learned in various ways or in different curricular areas, such as science, social studies, art, music, and writing. This is where students make connections between what they have read and other areas of their lives in and out of school. Minilessons may be taught at this point, as well as at other places in the lesson as needed.

Table 2.1 summarizes the parts of the standards-based literacy lesson. This simple, easy-to-use literacy lesson is flexible and can be used throughout all grades. Make adjustments and variations in accordance with the students' stages of development, the text being read, and the needs of individual students.

TABLE 2.1 | Summary of the Standards-Based Literacy Lesson Format

LESSON PART	PURPOSES	REMARKS
Introducing	Activate and assess prior knowledge and develop background, including vocabulary and any needed concepts.	The amount of teacher support provided will depend on both the text and the students' needs. ELLs may need a high degree of visual/picture support during this part of the lesson.
	Help students set purposes for reading.	This should involve helping students use strategies such as predicting and posing questions.
Reading and Responding	Read and have access to the entire selection. Do something creative and personal during and/or after reading the selection.	The mode for reading the selection is determined by students' needs and the text. This portion of the lesson focuses on the personal construction of meaning.
	Check purposes after reading.	It is important to check predictions or have students see if they can answer questions posed before reading. This helps them learn to construct meaning or comprehend.
	Summarize what has been read.	By observing students' responses, you will be able to determine the need for additional support or minilessons.
	Reflect on the text and how various strategies helped in constructing meaning.	This part of the lesson helps students develop their metacognitive abilities, which leads to more effective comprehension.
Extending	Use the understandings and ideas gained from the text. Use the text as a model for writing.	Extension of the text will use the knowledge gained in many creative ways or in other curricular areas. Writing may be taught using the text as a model for the type of writing being developed.

2-2 List the Steps in a Standards-Based Minilesson

minilesson or focus lesson A concise teacher-directed lesson that is designed to teach a specific strategy, skill, concept, or process.

A second framework that you need to learn to use is the standards-based **minilesson**. (or focus lesson) This is a way to provide systematic direct instruction in decoding or comprehension skills, strategies, or concepts that students need to learn. These minilessons may take place before, during, or after reading or writing. They can be based on the text that students are about to read, on text students have already read, or on their own writing. You determine the need for a minilesson by observing how students read and respond to the literature or how they write and respond to their writing.

Minilessons may be informal or formal. For example, suppose your students are reading *Mufaro's Beautiful Daughters: An African Tale* (Steptoe, 1987), which tells a version of the Cinderella story. As students are responding and discussing the fairy tale, you realize they have not understood that the snake, the hungry little boy, and the old woman are all the same person—namely, the king, Nyoka. You immediately have students go back to the story and locate the places where each character appeared and show them that each is the king, who has changed himself into these different forms. This is an example of a minilesson taking place when a "teachable moment" arises.

2-2a Parts of a Minilesson

Most minilessons are more formal and more carefully and thoroughly planned. First, you identify the standard(s) for the lesson. Then a typical planned minilesson incorporates the following steps:

1. *Introduction*. Tell students what they will learn, and relate it to the text or their writing.
2. *Teacher modeling*. Model the element being taught using the text or writing to show examples. Incorporate **think-alouds** (the process of explaining how you use a skill or strategy) as needed.
3. *Student modeling and guided practice*. Guide students in modeling and using what is being taught by finding other examples in the text or in their writing. If a skill, strategy, or process is being taught, provide **corrective feedback** as needed. Corrective feedback is the process of helping a student overcome a mistake or error by asking leading questions or guiding him or her to achieve the correct response.
4. *Summarizing and reflecting*. Help students summarize what they have learned, and talk about how and when they might use this knowledge.

think-alouds A kind of explicit modeling in which the teacher shares his or her own thinking processes when performing a task.

corrective feedback The process of helping a student overcome a mistake or error by asking leading questions or guiding him or her to achieve a correct response.

Follow-up for minilessons is necessary and includes the following three parts:

1. *Independent practice*. Have students read or write using what has been taught.
2. *Application*. Give students repeated opportunities to immediately use or apply what they have learned in other reading and writing experiences.
3. *Reflecting about use*. After students have had several opportunities to apply what was taught, encourage them to talk about how they have used what they have

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- Minilessons are one of your best tools for providing additional support for your ELL students. Use these lessons to teach specific vocabulary and concepts. They also support students as they retell stories after they have read them.
- One of the best ways to improve learning for ELL students is to give them many opportunities to talk. ELL students must talk in order to increase their vocabulary and fluency in English. Pair a fluent English speaker with an ELL student. Have them take turns retelling something they have read.