

Features xv Preface xvii

CHAPTER

Knowledge and Beliefs About Reading 1

- Key Terms 1
- Between the Lines 1
- Concept Map 1

THE IMPORTANCE OF BELIEF SYSTEMS 4

Different Beliefs, Different Instructional Decisions 5

The Reading Wars: A Clash Between Two Belief Systems 8

HOW TEACHERS COME TO KNOW ABOUT READING AND LEARNING TO READ 10

Constructing Personal Knowledge 10
Constructing Practical Knowledge 11
Constructing Professional Knowledge and
Expertise 11

COGNITIVE INSIGHTS INTO READING AND LEARNING TO READ 13

The Alphabetic Principle and Learning to Read 13 Schema Theory and Reading Comprehension 16 Metacognition and Learning 17

READING FROM A LANGUAGE PERSPECTIVE 19

Psycholinguistics and Reading 21 Sociolinguistics and Reading 21

MODELS OF READING 23 Bottom-Up Models 24 Top-Down Models 25 Interactive Models 26

- Summary 27
- Teacher Action Research 28
- Related Web Sites 28

CHAPTER 2

Balanced Instruction 30

- Key Terms 31
- Between the Lines 31
- Concept Map 31

BELIEF SYSTEMS AND THE SEARCH FOR BALANCE 33

Beliefs About Reading Interview 33 Theoretical Orientation to Reading Profile 37

CURRICULUM PERSPECTIVES 38

Skills-Based Curriculum 39 Whole Language Curriculum 41

INSTRUCTIONAL APPROACHES 44

Approaches to Phonics Instruction 45
The Basal Reading Approach 47
The Language-Experience Approach 49
Integrated Language Arts 49
Literature-Based Instruction 49
Technology-Based Instruction 50

ACHIEVING A BALANCED LITERACY PROGRAM 51

Balanced Instruction as an Extension of the Back-to-Basics Movement 51 Balanced Instruction as a Return to Eclectic Methods of Teaching Reading 52 Balanced Instruction as an Integration of Instructional Approaches and Strategies 54

FRAMEWORKS FOR BALANCED LITERACY 56

- Summary 58
- Teacher Action Research 58
- Related Web Sites

CHAPTER 3

Early Literacy: From Birth to School 60

- III Key Terms 61
- Between the Lines
- Concept Map 61

CHILDREN'S DEVELOPMENT IN EARLY READING AND WRITING 63

Phases of Literacy Development How Reading Develops How Writing Develops 69

DEVELOPMENTALLY APPROPRIATE PRACTICES 76

Creating Literate Environments 77 Designing Literacy Play Centers 78 Exploring Print Through Language Experiences 82 Reading to Children 84

- Summary 89
- Teacher Action Research 90
- Related Web Sites 91

CHAPTER

Inviting Beginners into the Literacy Club 92

- Key Terms 93
- **■** Between the Lines 93
- Concept Map 93

EMERGENT LITERACY PROGRAMS FOR BEGINNERS

LEARNING LITERACY THROUGH STORYBOOKS 97

Big Books in U.S. Classrooms 98 Computer Software 99

Interactive Reading and Writing 100

LEARNING ABOUT THE RELATIONSHIPS BETWEEN SPEECH AND PRINT 105

Understanding the Uses of Written Language 106

Connecting Speech and Print Through Language Experience 110

LEARNING ABOUT FEATURES OF WRITTEN LANGUAGE 113

Linguistic Awareness 113 The Concepts About Print Test 114 Observing Children's Emerging Literacy Accomplishments 116

LEARNING ABOUT LETTERS AND SOUNDS

Recognizing Letters 118 Developing Phonemic Awareness 120

- Summary 128
- Teacher Action Research 128
- Related Web Sites 129

CHAPTER

Assessing Reading Performance.

- Key Terms 131
- **■** Between the Lines 131
- Concept Map 131

TOWARD A CORROBORATIVE FRAMEWORK FOR DECISION MAKING 133

TRENDS IN ASSESSMENT 134

Proficiency Testing 134

Authentic Assessment 135

FORMAL ASSESSMENT 136

Standardized Tests 136

Criterion-Referenced Tests 141

INFORMAL ASSESSMENT 142

Informal Reading Inventories 142

Analyzing Oral Reading Miscues 146 Running Records 150

PORTFOLIO ASSESSMENT 155

Essential Elements of Portfolios 156 Implementing Portfolios in the Classroom 158 Kidwatching While Teaching 161

- Summary 166
- Teacher Action Research
- Related Web Sites 167

CHAPTER 6



Word Identification 168

- Key Terms 169
- Between the Lines 169
- Concept Map 169

DEFINING WORD IDENTIFICATION 171

PHASES OF DEVELOPMENT IN CHILDREN'S ABILITY TO IDENTIFY WORDS 173

APPROACHES AND GUIDELINES FOR TEACHING PHONICS 176

STRATEGIES FOR TEACHING PHONICS 182

Consonant-Based Strategies 182 Analogy-Based Strategies 189 Spelling-Based Strategies 193

USING MEANING AND LETTER-SOUND INFORMATION TO IDENTIFY WORDS 196

Strategies for Teaching Context 196 Cross-Checking and Self-Monitoring Strategies 200

RAPID RECOGNITION OF WORDS 201

High-Frequency Words 202 Strategies for Teaching Function Words 205 Teaching Key Words 206

BALANCING WORD IDENTIFICATION INSTRUCTION 208

- Summary 209
- Teacher Action Research 209
- Related Web Sites 210

CHAPTER

Reading Fluency 212

- Key Terms 213
- Between the Lines 213
- Concept Map 213

DEFINING ORAL READING FLUENCY 214

Immediate Word Identification 215 Automaticity 216 Predictability of Reading Materials 216

DEVELOPING ORAL READING FLUENCY 217

Repeated Readings 217 Paired Repeated Readings 219 Automated Reading 221 Choral Reading 224 Readers' Theater 225

ROUTINES FOR FLUENCY DEVELOPMENT 228

MONITORING ORAL READING FLUENCY

DEVELOPING SILENT READING FLUENCY 232

Sustained Silent Reading 233 Putting SSR into Action 234 SSR for Beginning Readers and Struggling Readers 234 Parents and SSR 236

Teaching Sustained Silent Reading 236

- Summary 238
- Teacher Action Research 238
- Related Web Sites 239

CHAPTER 8

Reading Comprehension 240

- Key Terms 241
- Between the Lines
- Concept Map 241

SCAFFOLDING THE DEVELOPMENT AND USE OF COMPREHENSION STRATEGIES 243

Active Comprehension 243

Reciprocal Questioning (ReQuest) 245
Question-Answer Relationships (QARs) 246
Questioning the Author (QtA) 247
Reciprocal Teaching 251
Think-Alouds 252

DEVELOPING READERS' AWARENESS OF STORY STRUCTURE 254

Elements in a Story 255

Mapping a Story for Instructional Purposes 258 Building a Schema for Stories 259

GUIDING INTERACTIONS BETWEEN READER AND TEXT 265

Directed Reading-Thinking Activity 265 Inferential Strategy 268

KWL (What Do You Know? What Do You Want to Find Out? What Did You Learn?) 269

Discussion Webs 270

Story Impressions 273

- Summary 275
- Teacher Action Research 276
- Related Web Sites 277

CHAPTER 9

Vocabulary Knowledge and Concept Development 278

- Key Terms 279
- Between the Lines 279
- Concept Map 279

THE RELATIONSHIP BETWEEN VOCABULARY AND COMPREHENSION 281

EXPERIENCES, CONCEPTS, AND WORDS 283

Words as Labels for Concepts 284

Words and Concepts: A Closer Look 285

Class, Example, and Attribute Relationships 286

PRINCIPLES TO GUIDE VOCABULARY INSTRUCTION 288

Principle 1: Select Words That Children Will Encounter While Reading Literature and Content Material 288 Principle 2: Teach Words in Relation to Other Words 289

Principle 3: Teach Students to Relate Words to Their Background Knowledge 290

Principle 4: Teach Words in Prereading Activities to Activate Knowledge and Use Them in Postreading Discussion, Response, and Retelling 290

Principle 5: Teach Words Systematically and in Depth 291

Principle 6: Awaken Interest in and Enthusiasm for Words 292

BEST PRACTICE: STRATEGIES FOR VOCABULARY AND CONCEPT DEVELOPMENT 292

Relating Experiences to Vocabulary Learning 293
Using Context for Vocabulary Growth 294
Developing Word Meanings 294
Classifying and Categorizing Words 296
Developing Word Meanings Through Stories and Writing 303

Developing Independence in Vocabulary Learning 306

- Summary 308
- Teacher Action Research 309
- Related Web Sites 309

CHAPTER 10

Reading-Writing Connections 310

- Key Terms 311
- Between the Lines 311
- Concept Map 311

RELATIONSHIPS BETWEEN READING AND WRITING 313

CREATING ENVIRONMENTS FOR READING AND WRITING 315

CONNECTING READING AND WRITING 318

Using Journals (and E-Mail Correspondence) for Written Conversation 319 Using Journals to Explore Texts 323 Organizing the Writing Workshop 329 Guiding Writing (and Observing Reading) 332

READING-WRITING-TECHNOLOGY CONNECTIONS 340

Word Processing 341

Desktop Publishing and Multimedia Authoring 342

- Summary 344
- Teacher Action Research 345
- Related Web Sites 346

CHAPTER 11

Bringing Children and Literature Together

- Key Terms 349
- Between the Lines 349
- Concept Map 349

SUPPORTING A COMMUNITY OF READERS

SURROUNDING CHILDREN WITH LITERATURE 353

Selecting a Classroom Collection of Books 353

Listening to Literature 360

Storytelling 363

Helping Children Select Books 365

ORGANIZING FOR LITERATURE-BASED INSTRUCTION 367

Core Books 367

Literature Units 367

Reading Workshops 368

Literature Circles 369

ENCOURAGING RESPONSES TO LITERATURE 373

Sparking Discussion with Book Talks 374

Engaging in Free Response 375

Exploring Response Options in Literature Journals 376

- Summary 381
- Teacher Action Research 381
- Related Web Sites 382

CHAPTER 12

Basal Readers and Instructional Materials 384

- Key Terms 385
- Between the Lines 385
- Concept Map 385

HISTORICAL BACKGROUND 387

1683: A Strong Bottom-Up Approach

Basal Readers as We Knew Them 389

Basal Programs Today 393

CHARACTERISTICS OF BASAL READERS 398

Appearance 398

Illustrations 398

Stereotyping 399

Language Style 399

Workbooks 400

Lesson Framework 401

MAKING INSTRUCTIONAL DECISIONS 404

Modifying Lessons 407

INSTRUCTIONAL MATERIALS 407

Electronic Materials 409

Beliefs About Reading and Instructional Materials 410

Selecting Reading Materials 411

Evaluating Reading Materials 412

- Summary 415
- Teacher Action Research
- Related Web Sites 417

CHAPTER 13

Making the Transition to Content Area Texts 418

- Key Terms 419
- Between the Lines 419
- Concept Map 419

WHY ARE CONTENT AREA TEXTBOOKS DIFFICULT? 421 Factors in Judging the Difficulty of Textbooks 421 Readability 423

USING LITERATURE AND NONFICTION TRADE BOOKS ACROSS THE CURRICULUM 427

Some Uses and Benefits of Literature and Nonfiction Trade Books 427

Developing Units of Study 430

Learning with Electronic Texts 434

STRATEGIES BEFORE READING 436

Previewing and Skimming 436

Organizers 438

Anticipation Guides 441

Brainstorming 442

EXTENDING CONTENT LEARNING THROUGH READING AND WRITING 443

Point-of-View Guides 443

Idea Circles 445

I-Charts 447

Internet Inquiry 447

- Summary 452
- Teacher Action Research
- Related Web Sites 453

CHAPTER 14

Meeting the Literacy Needs of Diverse Learners

- Key Terms 455
- Between the Lines 455
- Concept Map 455

THE COMPLEXITY OF DIVERSITY IN LITERACY CLASSROOMS 457

LINGUISTIC DIVERSITY IN LITERACY CLASSROOMS 459

Instructional Beliefs About Linguistic Diversity 459 Instructional Principles for Students Speaking Diverse Languages and Dialects 460

Instructional Strategies for Students Speaking Diverse Languages 462

Dialects and Reading Strategies 465

CULTURAL DIVERSITY IN LITERACY CLASSROOMS 466

Instructional Beliefs About Cultural Diversity 467 Instructional Principles for Students from Diverse Cultures 469

Instructional Strategies for Culturally Diverse Students 469

ACADEMIC AND COGNITIVE DIVERSITY IN LITERACY CLASSROOMS 475

Instructional Beliefs About Academic and Cognitive Diversity 475

Instructional Principles for Academic and Cognitive Diversity 477

Instructional Strategies for Students with Diverse Academic and Cognitive Abilities 479

Instructional Programs for Students with Diverse Academic and Cognitive Abilities 482

- Summary 485
- Teacher Action Research 486
- Related Web Sites 487

CHAPTER 15

Managing and Organizing an Effective Classroom

- Key Terms 489
- Between the Lines 489
- Concept Map 489

IMPROVING INSTRUCTION 491

Classroom Teachers of Reading 491 Collaborative and Cooperative Learning 494

INDIVIDUALIZING INSTRUCTION 496

What Is Individualized Instruction in Reading? Influences of Individualized Instruction 497

PUTTING IT ALL TOGETHER: ORGANIZING A CLASSROOM COMMUNITY 499

Multiage Classrooms 500

Creating a Physical Environment

The Technology Classroom of Tomorrow 508 Technology-Based Instructional Considerations 510

- Summary 512
- Teacher Action Research 513
- Related Web Sites 513

APPENDIX A

APPENDIX F

Beliefs about Reading Interview 515 Children's Book Awards 539

APPENDIX B

Recommended Books

The De Ford Theoretical Orientation to Reading Profile (TORP) 521

Recommended Books for Multicultural Reading Experiences 553

APPENDIX C

APPENDIX H

Reading and Writing
Accomplishments of Young
Children by Grade Level 524

Leveled Books 564

APPENDIX D

APPENDIX

Trade Books That Repeat Phonic Elements 529

Association Revised Standards for Reading Professionals 6

International Reading

APPENDIX E

Glossary 607 Bibliography 616

Name Index 632

Subject Index 636 Credits 646

Annotated Bibliography of Read-Aloud Books for Developing Phonemic Awareness 532