Teaching Children to Read

The Teacher Makes the Difference

Eighth Edition

D. Ray Reutzel
University of Wyoming

Robert B. Cooter, Jr.
Bellarmine University
For my wife, Pamela, my children and their spouses, and my grandchildren, who are my life’s inspiration. To the many teachers and administrators who have also inspired in me a passion for improving the education of teachers and children and a desire for literacy to light the eyes and hearts of every human soul.

—DRR

For the dedicated teachers and literacy coaches around the world who give children the great gift of literacy, for it is truly the gateway to a promising life and social justice.

—RBC
About the Authors

D. Ray Reutzel is Dean of the College of Education at the University of Wyoming in Laramie. He was the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Literacy at Utah State University for 14 years. He has taught kindergarten, first grade, third grade, and sixth grade. Dr. Reutzel is the author of more than 225 refereed research reports, articles, books, book chapters, and monographs published in The Elementary School Journal, Early Childhood Research Quarterly, Reading Research Quarterly, Journal of Literacy Research, Journal of Educational Research, Reading Psychology, Literacy Research and Instruction, Language Arts, Journal of Adolescent and Adult Literacy, and The Reading Teacher, among others. He has received more than $16 million in research and professional development funding from private, state, and federal agencies, including the Institute of Education Sciences and the U.S. Department of Education.

Dr. Reutzel is the past editor or coeditor of The Reading Teacher, Literacy Research and Instruction, and the current Executive Editor of The Journal of Educational Research. He is author or co-author of several chapters published in the Handbook of Classroom Management, the Handbook of Research on Literacy and Diversity, and the Handbook of Reading Research (Vol. IV), and is editor of the Handbook of Research-Based Practice in Early Education, published by Guilford Press. His most recent book, Young Meaning Makers: Teaching Reading Comprehension, K–2, published by Teachers College Press, explains how to use Construction-Integration Theory to inform the teaching of reading comprehension with young learners. Dr. Reutzel received the 1999 A. B. Herr Award from the College Reading Association for outstanding research and published contributions to reading education. He was the recipient of the John C. Manning Public School Service Award from the International Reading Association in May 2007 for his many years of working in schools with teachers and children. He also served as past president of the College Reading Association/Association for Literacy Educators and Researchers, and as a member of the board of directors of the International Reading Association from 2007 to 2010. Dr. Reutzel was inducted as a member of the Reading Hall of Fame in 2011. From 2012 to 2015, he served on the Board of Directors of the Literacy Research Association. Dr. Reutzel was elected to serve as President of the Reading Hall of Fame for 2017–2018.
Robert B. Cooter, Jr., currently serves as Ursuline Endowed Professor and Dean of the Annsville Frazier Thornton School of Education at Bellarmine University in Louisville, Kentucky. From 2006 to 2011, he served as editor of *The Reading Teacher*, the largest circulation literacy education journal worldwide. His research is focused on the improvement of literacy acquisition for children living in poverty. In 2008, Professor Cooter received the A. B. Herr Award from the Association of Literacy Educators and Researchers for contributions to the field of literacy.

Earlier in his career, Professor Cooter served as an elementary classroom teacher and Title I reading specialist. In public school administration, he was appointed as the first “Reading Czar” (associate superintendent) for the Dallas Independent School District. He was also named Texas State Champion for Reading by the governor for development of the acclaimed Dallas Reading Plan for some 3,000 elementary school teachers. Professor Cooter later designed and served as principal investigator of the Memphis Striving Readers Program, a $16 million middle-school literacy research project funded by the U.S. Department of Education. In 2007, he and colleagues J. Helen Perkins and Kathleen Spencer Cooter were recipients of the Urban Impact Award from the Council of Great City Schools for their work in high-poverty schools.

Professor Cooter has authored or co-authored over 20 books in reading education and more than 60 journal articles. His books include the best-selling *Strategies for Reading Assessment and Instruction* (co-authored with D. Ray Reutzel) used at over 200 universities; *The Flynt-Cooter Comprehensive Reading Inventory–2*, a norm-referenced classroom reading assessment with English and Spanish versions; and *Perspectives on Rescuing Urban Literacy Education: Spies, Saboteurs, and Saints*. Professor Cooter is currently working on a new book with his wife and colleague, Professor Kathleen Cooter, titled *Urban Literacy Education: Helping City Kids in Regular and Special Education Classrooms*.

Professor Cooter lives in Prospect, Kentucky, and enjoys family time with his bride, grandchildren, and pups on their houseboat, *Our Last Child*. He sometimes appears in reunion concerts with The George Washington Bridge Band, a Nashville-based rock group he cofounded and toured with during the 1960s and 70s.
Preface

Why is high-quality teacher education so critical for literacy teachers? The preponderance of research tells us it is the teacher, not the instructional program or technology, who makes the difference in effective reading instruction. As a knowledgeable, skilled, and successful literacy teacher, you will need to reflect regularly and carefully on your teaching decisions in order to understand and meet the literacy needs of every student in your classes, especially today, when the responsibility for quality education has been returned to the states—many of which have adopted the Common Core State Standards or some version of standards closely aligned with the Common Core. It is a tall order, but this book will become your personal guide to help you succeed in meeting the literacy needs for each child.

Teaching Children to Read: The Teacher Makes the Difference, Eighth Edition, emphasizes the essential nature of the teacher’s role in effective literacy instruction. At the core of this new edition, we continue to assert the primacy of the role of teacher effectiveness as the key to powerful literacy instruction. To that end, we have thoroughly updated our popular seven pillars of effective reading instruction to provide a logical and consistent structure for closely examining the essential elements of effective reading instruction that well-prepared literacy teachers know, understand, and are able to implement in classrooms. By organizing every chapter around learning outcomes and these seven pillars, and aligning chapter content to the International Literacy Association and the Common Core State Standards within each of these seven pillars, the concept of the teacher as lynchpin in literacy instruction is reinforced and cemented. The seven pillars will help ground your thinking about future teaching and enable you to successfully perform your vital role of helping all children become college- and career-ready readers and writers. Finally, in this edition we have enhanced many of the popular features of the seventh edition etext. Throughout this text (if purchased in the REVEL™ edition), you will be able to access a variety of videos, assessments, interactive activities, websites, and more at the click of your mouse or at the touch of your screen!

New to This Edition

This is the first edition of Teaching Children to Read offered in REVEL™. REVEL™ is Pearson’s newest way of delivering our respected content. Fully digital and highly engaging, REVEL offers an immersive learning experience designed for the way today’s students read, think, and learn. Enlivening course content with media interactives and assessments, REVEL empowers educators to increase engagement with the course, and better connect with students.

REVEL offers:

- **Dynamic content matched to the way today’s students read, think and learn:**

  - **Videos** Throughout each chapter, embedded videos show literacy teachers and students in K–8 classrooms as well as experts in the field. These videos elucidate concepts, skills, and strategies that are discussed in the text.

  - **Interactives** Integrated within the narrative, interactives empower students to engage with concepts and take an active role in learning. REVEL’s unique presentation of media as an intrinsic part of course content brings the hallmark features of Pearson’s best-selling titles to life.

  - **Quizzing** Located at the end of each chapter section, quizzing affords students opportunities to check their understanding of concepts, skills, and strategies they
have learned before moving on. Questions are aligned with the chapter’s learning outcomes. Additional feedback about the correct answers is provided.

- **Coverage of Dialogic Reading in Chapter 2, “Developing Children’s Oral Language to Support Literacy Instruction,”** gives teachers updated and expanded information about how to use this approach to develop children's oral language—especially as this relates to supporting later reading comprehension ability.

- **An updated Chapter 3, “Early Reading Instruction,”** gives teachers new and expanded information about the importance of learning letter names. The chapter offers exceptionally useful instruction on helping younger students learn concepts about print, phonemic awareness, and letter names and put this knowledge to work in early reading.

- **An updated Chapter 4, “Phonics and Word Recognition,”** gives teachers expanded information about phonics foundations in the Common Core State Standards, and a free and valid phonics assessment—The CORE Phonics Survey. This survey provides expanded teaching suggestions for struggling readers, new technology links to phonics and word recognition apps and Internet games, and the Words-to-Go family phonics program.

- **Chapter 5, “Reading Fluency,”** gives teachers an update on research related to how fluency supports the acquisition of reading comprehension. It also provides many new fluency practice apps and access to Internet games, readers’ theatre scripts, and information about the Family Fluency Program.

- **Chapter 6, “Increasing Reading Vocabulary,”** focuses on the latest information to assist teachers in helping typically developing and struggling readers acquire robust listening, speaking, reading, and writing vocabularies to meet and exceed expectations associated with achieving grade level Common Core State Standards. Also included in this new edition are multifaceted word-learning strategies to help students learn independently. A myriad of new technologies for teaching vocabulary are likewise included for English learners (ELs) and native English speakers.

- **A newly revised Chapter 7, “Teaching Reading Comprehension,”** includes effective new strategies giving teachers the tools to boost students’ reading comprehension through effective instruction of literature and informational text to grow learners’ knowledge and a strong theoretical framework rooted in Kintsch’s (2013) Construction-Integration (CI) Theory of Text Comprehension. This chapter also includes new coverage of brain research and its impact on reading comprehension. Our new “roadmap” unifies the Common Core State Standards, and evidence-based research helps teachers clearly understand the nonnegotiable comprehension skills to be learned at each grade level. Innovative comprehension assessment strategies also address meta-cognitive skills that improve students’ comprehension self-monitoring and motivation.

- You will also discover a great deal of attention on ways for increasing students’ comprehension of informational and complex texts. In our Response to Intervention (RTI) section, we zoom in on the needs of children with mild learning disabilities and, a first in literacy methods textbooks, meeting the needs of children with Asperger’s syndrome. New technologies focus in part on the use of iPads in the classroom. We conclude the chapter with new ways to involve families through summer reading programs.

- **Chapter 8, “Writing,”** brings fresh ideas for integrating the reciprocal processes of reading and writing. Discover the latest writing skills to be learned from the National Assessment of Educational Progress of Writing, as well as the Common Core State Standards. A plethora of innovative teaching strategies such as self-regulated strategies development (SRSD) are provided to add to teachers’ teaching toolkits. Ways to introduce the writing process as part of a comprehensive writing program are the hallmark of this chapter, as well as writing-on-demand strategies that prepare students for high-stakes testing situations.
• Chapter 9, “Evidence-Based Reading Programs and Tools,” helps new teachers understand the anatomy of core reading programs provided in most school districts, including their advantages and weak points. In this way, teachers are able, as wise consumers, to pick and choose that which works best for meeting students’ reading needs. Also included are the latest ratings by What Works Clearinghouse as to the programs, program components, and supplemental materials found to be effective with specific groups of students, including English Learners.

• Chapter 10, “Assessment,” supplements assessment strategies provided in other chapters by providing a new section on formative assessment and a global view of the assessment process and how it informs instruction. Introduced are the four primary purposes of reading assessment: screening, progress monitoring, outcome, and diagnostic assessments. Also featured are specific tools for meeting these purposes, as well as our popular “IF-THEN” system for analyzing data and making instructional decisions.

• Chapter 11, “Effective Reading Instruction and Organization in Grades K-3,” takes teachers on a tour de force of early literacy instruction, from preparing the classroom before the children arrive, the first day, the first week, and daily literacy instructional routines, to designing and implementing a yearlong early literacy assessment plan. This practical chapter lays out many of the most popular and well-researched instructional practices that teachers of young children should be implementing in early reading and writing instruction. Packed with practical tips, this chapter is a perennial favorite!

• Chapter 12, “Effective Disciplinary Literacy Instruction in Grades 4-8,” provides the latest in research-proven strategies for helping students become literate in the core subject areas of mathematics, science, social studies, and English language arts. A good deal of the new information and strategies come directly from work in the Memphis Striving Readers Project, a federally funded research project in some of our nation’s most challenging schools. Helping every student become college and career ready, this chapter includes critical information for teachers at all levels, especially in the intermediate and middle-school grades.

• A major focus on—and new lesson examples for—explicit instruction of reading skills, strategies, and concepts gives teachers a way to “think aloud” and provide students with clear, systematic, and highly practical strategies that lead to reading success.

The Seven Pillars of Effective Reading Instruction

Pillar 1: Teacher Knowledge

This eighth edition thoroughly examines how teacher knowledge can lead to informed instructional decision making. Purple headings, figures, and tables mark the chapter sections that address Pillar 1—Teacher Knowledge. Material in the purple section of each chapter gives you the foundational, evidence-based knowledge you need to understand in order to assure you are well prepared as an informed literacy decision maker.

Pillar 2: Classroom Assessment

The role of assessment, highlighted in royal blue in each chapter, is integral to effective instruction and is part of informed instruction as covered in this new edition. Because you, the teacher, must be able to gauge your students’ development of literacy skills to make informed instructional decisions, the blue assessment section is designed to help you make important determinations about student progress and intervention selections.
Pillar 3: Evidence-Based Teaching Practices

Effective, evidence-based teaching practices, highlighted in light blue in each chapter, are richly described in this new edition. This section lays out practical intervention strategies and teaching practices for instructing essential literacy skills and strategies effectively. Great teachers have a large assortment of effective tools in their instructional toolboxes, helping all children to reach their literacy potential.

Pillar 4: Response to Intervention (RTI), or Multi-tiered Systems of Support (MTSS)

This fourth pillar, highlighted in green in each chapter, guides teachers toward ways to differentiate the instruction, monitor the effectiveness of that instruction, and then adapt the instruction based on progress-monitoring data, as found in many renditions of Response to Intervention and Multi-tiered Systems of Support models. It is clear to any teacher who has spent more than 5 seconds in today’s classrooms that students come to school with diverse learning needs. Your goal must be to help all the students in your classroom succeed, including students who struggle because English is not their first language or because they have learning disabilities or other special needs.

Pillar 5: Motivation and Engagement

Highlighted in gold in each chapter, Pillar 5 provides specific strategies to motivate students to read and to remain engaged in the process of improving one’s reading skills and growing one’s knowledge throughout the year. Motivation has been shown to be among the most important considerations in students’ willingness to persist and put forth the necessary effort to learn to read and then love to read. Research evidence has been mounting over the past decade about the importance of motivation. Teachers need to know about and use various strategies to motivate their students to become and stay engaged in learning to read and reading to learn.

Pillar 6: Technology and New Literacies

Pillar 6, highlighted in orange in each chapter, explains how teachers in today’s classrooms are teaching children who are digital natives—more familiar with MP4 players, ereaders, computer tablets, smartphones, and powerful desktop and laptop computers than they may be with traditional printed reading materials. They swipe, text, Google, and navigate social media to stay connected to their peers and the world outside. Access to the Internet and the vast information available to students in contemporary classrooms demands that teachers know about how to connect learning to read to the technologies and new literacies these students use every day in their lives. Students will spend as much or more time reading materials presented or accessed through digital means today than they will read traditionally published print materials. In this important section of each chapter, we provide teachers with a primer on new technologies and a host of updated links to free apps that may be useful in teaching various essential elements of learning to read and reading to learn to today’s plugged-in students. For those of you who are as well-versed in technology as your students, our strategies will help you harness your knowledge and experience and bring it to effective teaching and engaged student learning.

Pillar 7: Family and Community Connections

The value of establishing durable relationships with children’s caregivers and other community resources is clarified and amplified in red sections of all chapters in this eighth edition. Here, we provide recommendations for creating and nurturing important connections between the school classroom and community resources. The goal in the red sections of the chapters is to help you communicate with parents and other caregivers, including daycare and other educational providers, and involve them in students’ continuing literacy success.
Text Organization

In preparing this new edition of Teaching Children to Read, we have taken care to preserve the many popular features of the seventh edition while presenting the updated information teachers need to develop into master literacy teachers in the twenty-first century. We believe that a foundation in scientific research evidence, college- and career-ready standards, and a necessary acquaintance with classroom experience are pivotal to informing teacher decision-making and promoting effective reading instruction and assessment. In this eighth edition, we have carefully woven into the content of the chapters recommendations made by the Institute of Education Sciences (IES) as contained in its practice guides and added more recent information about Response to Intervention/Multi-tiered Systems of Support. Flowing from these updates, the essential elements of effective, evidence-based early reading instruction are covered in detail. With this in place, we build on the chapter-by-chapter topical focus on assessment with a full chapter (Chapter 10) dedicated to the topic, with a focus on meeting the grade level expectations of the Common Core State Standards.

We then turn our attention to the reality of today’s reading classrooms and the programs and standards teachers are asked to examine and follow. Classroom organization and management are important considerations in setting up effective and motivating literacy instructional programs. Therefore, we offer you insight into the observations and recommendations we have made for K–8 teachers so that you prepare and organize your literacy materials to meet students’ needs.

Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/educator. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor’s Resource Manual and Test Bank (0134742427)

The Instructor’s Resource Manual and Test Bank includes questions that tie to the learning outcomes as well as discussion questions and activities, preview questions, and focus questions that promote reflection and higher-order thinking. There is also a wide assortment of in-class activities. A current list of related readings in each chapter provides pre-service teachers a great start to their in-class library.

PowerPoint® Presentation (0134742419)

The PowerPoint® Presentation includes key points pertaining to key concepts, skills, and strategies that will enhance learning. They are designed to help students understand, organize, and remember core concepts.

TestGen (013474246X)

TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF
- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
Acknowledgments

We owe a great deal of gratitude to the many teachers we have coached and prepared, parents with whom we have met, and children we have observed and taught in the classrooms we have visited over decades and several editions and with whom we continually try out new ideas and strategies. The insights we gain from teachers and learners across the nation have profoundly influenced our understanding of how children successfully learn to read. We are especially thankful for the support of our professional colleagues at our home institutions and across the nation. Those who have reacted to our evolving ideas have offered many hints for improvement. We appreciate your wisdom and advice.

We also express our gratitude to our reviewers for this edition: Angela R. Child, Dixie State University; Arnetta K. Crosby, Alcorn State University; Angela McNulty, University of Texas at Dallas; Martha Young Rhymes, Northwestern State University of Louisiana; Lori Smolleck, Bucknell University.

We deeply appreciate the support of Jeffrey Johnston, former Pearson Vice President, who, back in 1989, believed in and mentored two young teacher educators in creating a best-selling textbook on teaching children to read. For his vision, friendship, and support over the years, we cannot express our gratitude in mere words.

In addition, we thank our Pearson colleagues, Carolyn Schweitzer, Miryam Chandler, Meredith Fossel, Drew Bennett, and Yagnesh Jani for their expert guidance and support in producing this eighth edition of Teaching Children to Read: The Teacher Makes the Difference. We couldn’t have done it without their able assistance, prodding, and critiques.

DRR

RBC
# Brief Contents

1. **Effective Reading Instruction**  
   1

2. **Developing Children’s Oral Language to Support Literacy Instruction**  
   25

3. **Early Reading Instruction: Getting Started with the Foundations**  
   83

4. **Phonics and Word Recognition**  
   123

5. **Reading Fluency**  
   176

6. **Increasing Reading Vocabulary**  
   209

7. **Teaching Reading Comprehension**  
   250

8. **Writing**  
   313

9. **Evidence-Based Reading Programs and Tools**  
   370

10. **Assessment**  
    403

11. **Effective Reading Instruction and Organization in Grades K–3**  
    435

12. **Effective Disciplinary Literacy Instruction in Grades 4–8**  
    487
Contents

1 Effective Reading Instruction 1
   Becoming a Master Teacher of Reading 3
   A Brief History of Current Trends in Reading Instruction 4
   Inability to Read: “A National Health Risk” 4
   Political Responses to the Literacy Crisis 5
      THE 1980s AND A NATION AT RISK
      THE 1990s AND GOALS 2000
      THE NATIONAL READING PANEL
      THE 2000s AND NO CHILD LEFT BEHIND
      THE CURRENT STATE OF LITERACY POLICY
   The Common Core State Standards 7
   What is Reading? 9
      Reading Instruction in the Twenty-First Century 9
      The Skills, Concepts, and Strategies of Successful Reading 9
   Teachers Make the Difference! 10
      The Need for Quality Classroom Teachers 11
      Support from Literacy Coaches 11
   What Reading Teachers Need to Know and Do: The Seven Pillars of Effective Reading Instruction 12
      Pillar One: Teacher Knowledge 13
      Pillar Two: Classroom Assessment 13
      Pillar Three: Evidence-Based Teaching Practices 14
         CLASSROOM MANAGEMENT
         TEACHING READING ESSENTIALS
         DESIGNING PRINT-RICH CLASSROOM ENVIRONMENTS
         SUPPORTING READING WITH EVIDENCE-BASED TECHNIQUES
      Pillar Four: Response to Intervention (RTI) 17
         DIFFERENTIATING INSTRUCTION
         CULTURALLY SENSITIVE READING INSTRUCTION
      Pillar Five: Motivation and Engagement 19
      Pillar Six: Technology and New Literacies 20
      Pillar Seven: Family and Community Connections 22
         THE HOME–SCHOOL CONNECTION
         FAMILY LITERACY PROGRAMS

2 Developing Children’s Oral Language to Support Literacy Instruction 25
   Teacher Knowledge 26
   What Teachers Need to Know About Oral Language 26
      Oral Language: The Foundation of Literacy 27
      What Is Language? 28
      Phonology: Sounds in Spoken Words 28
      Orthography: Connecting Letters and Sounds 30
      Morphology: The Building Blocks of Meaning in Words 31
      Syntax and Grammar: The “Rule Book” of Language 31
      Semantics: Connecting Background Knowledge to Reading 32
      Pragmatics: Using Language to Get What We Need 34
## Contents

How Do Children Develop Oral Language? 35
THE BEHAVIORIST VIEW OF ORAL LANGUAGE DEVELOPMENT
THE INNATIST VIEW OF ORAL LANGUAGE DEVELOPMENT
THE CONSTRUCTIVIST VIEW OF ORAL LANGUAGE DEVELOPMENT
THE SOCIAL INTERACTIONIST VIEW OF ORAL LANGUAGE DEVELOPMENT

The Stages of Oral Language Development 39
PARENTS’ BABY TALK: ONE WAY OF GETTING ATTENTION
THE FIRST 12 MONTHS: A TIME FOR HOPE
FROM 1 TO 2: BY LEAPS AND BOUNDS
FROM 2 TO 3: WHAT DOES IT MEAN WHEN I SAY NO?
FROM 3 TO 4: THE WHY YEARS
FROM 4 TO 6: YEARS OF GROWTH AND REFINEMENT

Oral Language Is the “Great Predictor” 41
Effects of Poverty on Oral Language and Reading Development 42
English Learners and Vocabulary Development 43
Common Core State Standards in Speaking and Listening 44
Teachers Can Make a Difference 45

Classroom Assessment 46
Assessing Children’s Oral Language Development and Use 46
Teacher Rating of Oral Language and Literacy (TROLL) 47
IGDIs: Picture Naming Test 51
The Oral Language Acquisition Inventory (OLAI-2) 52
Test of Language Development (TOLD) 52
A “Rule of Thumb” for Determining Children’s Mean Length of Utterance 53

Evidence-Based Teaching Practices 54
Principles of Effective Oral Language Instruction 54
Promoting Oral Language Learning in Classrooms with Conversations 55
Instrumental Oral Language Instruction: Interviews 57
THE RULE OF FIVE
Regulatory Oral Language Instruction: Giving and Following Commands 59
Interactional Oral Language Instruction: Dialogic Reading 59
Personal Oral Language Instruction: “About Me!” 60
Heuristic Oral Language Instruction: Explaining, Arguing, and Persuading 61
Imaginative Oral Language Instruction: “Let’s Pretend” 63
Representational Oral Language Instruction: Instructions and Directions 64
Divertive Oral Language Instruction: “That’s Funny!” 65
Authoritative Oral Language Instruction: “Now Hear This!” 67
Perpetuating Oral Language Instruction: “Remember This!” 67

Response to Intervention (RTI) 68
Supporting Students’ Oral Language Development Through RTI 68
Tier 2 Adaptations for Promoting Oral Language Development 68
Resources and Programs Focused on Oral Language Development 69
PEABODY LANGUAGE DEVELOPMENT KITS (REVISED)
THE HEAD START REDI PROGRAM
LET’S TALK ABOUT IT!
English Learners: Important Considerations 70

Motivation and Engagement 72
Motivation and Engagement in Oral Language Development 72
Joint Productive Activity (JPA) 73

Technology and New Literacies 74
Technology and New Literacies for Oral Language Development 74
Electronic Talking Books (ETB) 75
Speech-to-Text (STT) and Text-to-Speech (TTS) Digital Applications 76
3 Early Reading Instruction: Getting Started with the Foundations  83

Teacher Knowledge  85

Early Reading Concepts, Skills, and Strategies  85
What Is Early Reading and How Do Young Children Become Readers?  85
What Does Research Say about the Foundations of Early Reading Instruction?  87

CONCEPTS ABOUT PRINT
PHONOLOGICAL AND PHONEMIC AWARENESS
LETTER-NAME KNOWLEDGE

Classroom Assessment  90
Early Reading Classroom Assessment  90
Assessing Concepts about Print (CAP)  91
THE METALINGUISTIC INTERVIEW
THE CONCEPTS ABOUT PRINT TEST
Assessing Phonemic Awareness  93
AUDITORY BLENDING TEST
PHONEME SEGMENTING TEST
Assessing Letter-Name Knowledge  94

Evidence-Based Teaching Practices  95
Early Reading Instruction  95
The Foundations of Early Reading Instruction  97
Concepts about Print Instruction  97

FUNCTIONS OF PRINT
MAPPING SPEECH ONTO PRINT
TECHNICAL ASPECTS OF PRINT
STRATEGIES FOR TEACHING YOUNG CHILDREN CONCEPTS ABOUT PRINT
USING ENVIRONMENTAL PRINT TO TEACH PRINT CONCEPTS
USING SHARED READING EXPERIENCES TO TEACH PRINT CONCEPTS

Phonological and Phonemic Awareness Instruction  102
MATCHING THE INSTRUCTIONAL SEQUENCE TO THE DEVELOPMENTAL DIFFICULTY OF
PHONOLOGICAL AND PHONEMIC AWARENESS TASKS
Strategies for Teaching Young Children Phonological and Phonemic Awareness  105
Letter-Name Instruction  107
Strategies for Teaching Young Children Letter-Name Knowledge  109

RECOGNIZING LETTERS
SEARCHING FOR LETTERS
WRITING LETTERS
THE PACING OF LETTER-NAME INSTRUCTION

Response to Intervention (RTI)  111
Differentiating and Adapting Early Reading Instruction  111
Struggling Readers  112
Some Special Considerations for English Learners (ELs)  114

Motivation and Engagement  115
Motivation and Engagement of Early Readers  115
Reading Aloud with Expository Books  115
Student Interests and Choice Matter . . . A Lot!  116

Technology and New Literacies  117
4  Phonics and Word Recognition  123

Teacher Knowledge  124
What Teachers Need to Know to Teach Phonics  124
  What Is Phonics?  125
  Learning the Alphabetic Principle  125
  Phonics for Teachers  126
Consonant Letters and Sounds  127
  THE C RULE
  THE G RULE
  CONSONANT BLENDS OR CLUSTERS
  CONSONANT DIGRAPHS AND TRIGRAPHS
Vowel Letters and Sounds  130
  VOWEL DIGRAPHS OR “TEAMS”
  DIPHTHONGS
  SCHWA
  ~-CONTROLLED VOWELS
Word Patterns  131
  THE CVC PATTERN
  THE CV PATTERN
  THE VCe (FINAL SILENT e) PATTERN
  VOWEL DIGRAPHS (CVVC)
Onset and Rime  131
Body and Coda  132
Word Recognition: Teaching High-Frequency Sight Words  133
Structural Analysis: A Tool for Recognizing Multisyllabic Words  135
Putting It All Together: A Sequence for Phonics and Word Identification  136

Classroom Assessment  139
Assessing and Monitoring Student Progress in Phonics  139
Letter-Naming Tests  139
  LETTER-NAME ACCURACY TEST
  DIBELS LETTER NAMING FLUENCY TEST
High-Frequency Sight-Word Reading Test  141
The Consortium on Reading Excellence (CORE) Phonics Survey  141
Running Records  141
  UNDERSTANDING MISCUES: MSV ANALYSIS
  AN ALTERNATIVE RUNNING RECORDS SYSTEM
  A RUNNING RECORD SELF-ASSESSMENT
Commercial Diagnostic Reading Tests  146

Evidence-Based Teaching Strategies  150
Effective Phonics Instruction  150
Five Approaches to Phonics Instruction  150
  SYNTHETIC PHONICS INSTRUCTION
  EMBEDDED PHONICS INSTRUCTION
  ANALOGY-BASED PHONICS INSTRUCTION
  ANALYTIC PHONICS INSTRUCTION
  PHONICS-THROUGH-SPELLING AND WRITING INSTRUCTION
Effective Strategies for Teaching Phonics: Blending 151
  SEQUENTIAL BLENDING
  HIERARCHICAL BLENDING
Effective Strategies for Teaching Phonics: Segmenting 154
  SEQUENTIAL SEGMENTING
  HIERARCHICAL SEGMENTING
Effective Strategies for Teaching High-Frequency Sight Words 158
  THE LAW OF 10/20
  THE DRASTIC STRATEGY

Response to Intervention (RTI) 161
Meeting the Needs of Diverse Learners in Phonics Instruction 161
  Interactive Strategies for Struggling Readers 162
  Helping Students with Dyslexia 163
  English Learners 164
Motivation and Engagement 165
Motivating Students with Games 165
  Letter–Sound Cards 166
  Phonics Fish (or Foniks Phish?) Card Game 166
  Stomping, Clapping, Tapping, and Snapping Syllables and Sounds 167
  Creating Nonsense Words 168
  Arts-Based Reading Programs 169

Technology and New Literacies 170
Enhancing Phonics Instruction 170
  iPads and Phonics Instruction 171
Family and Community Connections 171
Fostering Phonics Development Outside the Classroom 171

5 Reading Fluency 176
Teacher Knowledge 177
Becoming a Fluent Reader 177
  What Research Has to Say about Reading Fluency 179
  The Role of Prosody 180
Classroom Assessment 182
Measuring Students’ Reading Fluency 182
  Assessing Reading Rate and Accuracy 183
  Assessing Expressive Reading (Prosody) 183
  Self-Assessment of Reading Fluency: Developing Meta-Cognitive Awareness in Fluency 186
Evidence-Based Teaching Strategies 189
Characteristics of Effective Fluency Instruction 189
  Elements of Explicit Instruction 189
    MODEL READING FLUENCY
    READING PRACTICE
    ACCESS TO APPROPRIATELY CHALLENGING READING MATERIALS
    USE OF ORAL AND SILENT READING
    MONITORING AND ACCOUNTABILITY
    WIDE AND REPEATED READING
  Fluency Instruction: Time Allocation and Focus 193
  Why Repeated Oral Reading Is Critical for Fluency Development 193
    FLUENCY-ORIENTED READING INSTRUCTION (FORI)
    CHORAL READING

Monday: Before Reading (New Text) 196
During the First Reading 196
6 Increasing Reading Vocabulary

Teacher Knowledge
What Does Research Tell Us about Vocabulary Learning?
  How Do Students Acquire New Vocabulary?
  Raising the Bar: Reading Vocabulary and the Common Core State Standards
  Greater Use of Informational Texts
  What Must Be Learned? The Four Types of Vocabulary
  Levels of Vocabulary Learning
  How Well Do Students Need to “Know” Vocabulary Words?
What Does Research Tell Us about Teaching Vocabulary?
What Are the Most Important Words for Children to Know?

Classroom Assessment:
  How Can Teachers Effectively Assess Students’ Vocabulary Knowledge?

Evidence-Based Teaching Practices
Strategies for Increasing Vocabulary Knowledge
  Principles of Effective Vocabulary Instruction
    PRINCIPLE 1: VOCABULARY SHOULD BE TAUGHT BOTH DIRECTLY AND INCIDENTALLY
    PRINCIPLE 2: LEARNING HOW CONTEXT DETERMINES WORD MEANINGS
    PRINCIPLE 3: EFFECTIVE VOCABULARY INSTRUCTION MUST INCLUDE DEPTH OF LEARNING AS WELL AS BREADTH OF WORD KNOWLEDGE
    PRINCIPLE 4: MULTIPLE MEANINGFUL EXPOSURES ARE IMPORTANT FOR LEARNING NEW VOCABULARY

Planning Vocabulary Instruction
Vocabulary Instruction Activities and Tools
  A ROUTINE SUGGESTED FOR NONFICTION TEXTS AND THEIR SPECIALIZED VOCABULARY
  A ROUTINE SUGGESTED FOR NARRATIVE/FICTION TEXTS AND THEIR VOCABULARY

Vocabulary Games and Activities
  WORD BANK
  WORD SORTS
  PASSWORD
DRAWING PICTURES  
CLAP, CHANT, WRITE—INTRODUCTION OF NEW WORDS  
HANGMAN  
Teaching Word Functions and Changes  
SYNONYMS  
ANTONYMS  
Helping Students Learn Words Independently  
WORD-LEARNING STRATEGIES  
USING CONTEXT CLUES TO DETERMINE WORD MEANINGS  
Response to Intervention (RTI)  
Tier 2 Vocabulary Instruction  
Areas to Consider for Tier 2 Vocabulary Interventions  
ENHANCED TEACHER READ-ALOUDS  
Draw Semantic Maps  
Link Multicultural Experiences with Vocabulary Development  
ENCOURAGE WIDE READING AT INDEPENDENT LEVELS AS A VEHICLE FOR VOCABULARY DEVELOPMENT  
USE EXAMPLES AND NONEXAMPLES ACTIVITIES  
IMPLEMENTING THE VILLAGE ENGLISH ACTIVITY  
Motivation and Engagement  
Engaging Vocabulary Instruction  
Planning Motivational Vocabulary Instruction  
Technology and New Literacies  
Using Technology and New Literacies to Enhance Vocabulary Learning  
Combining Video with Print Resources  
Internet Resources  
Digital Jumpstarts  
Using Podcasts to Enhance Content Vocabulary Development  
Family and Community Connections  
Connections That Enhance Vocabulary Learning  
Reading Backpacks  
NEWSPAPER WORD RACE  
CATALOG INTERVIEWS  
“SCRABBLE”  
Language Workshop: After-School Vocabulary-Building Activities  
PICTURE PUZZLERS  
ACADEMIC TABOO  
Ideas Drawn from Summer Reading Programs  
MULTISENSORY WORDPLAY  
BOOKTALKS  

7 Teaching Reading Comprehension  
Teacher Knowledge  
What Teachers Need to Know about Reading Comprehension  
What Is Reading Comprehension?  
How Children Develop Reading Comprehension  
SCHEMA THEORY  
CONSTRUCTION-INTEGRATION THEORY  
Three Waves of Reading Comprehension Research  
A Roadmap for Reading Comprehension Instruction: Unifying the Common Core State Standards and Evidence-Based Research  
Classroom Assessment  
Assessing Reading Comprehension  
Assessing Factors within the Reader Affecting Comprehension  
Assessing Students’ Use of Comprehension Strategies
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Students’ Knowledge of Text Features and Structure</td>
</tr>
<tr>
<td>STORY GRAMMAR QUESTIONING</td>
</tr>
<tr>
<td>STORY GRAMMAR PARSING</td>
</tr>
<tr>
<td>ORAL RETELLINGS: ASSESSING NARRATIVE (STORY) AND EXPOSITORY (NONFICTION) TEXT STRUCTURES</td>
</tr>
<tr>
<td>Evidence-Based Teaching Practices</td>
</tr>
<tr>
<td>Effective Reading Comprehension Instruction</td>
</tr>
<tr>
<td>“Less Is More” in Comprehension Instruction</td>
</tr>
<tr>
<td>The Four-Part Focus of Reading Comprehension Instruction</td>
</tr>
<tr>
<td>The Reader</td>
</tr>
<tr>
<td>ACTivating BACKGROUND KNOWLEDGE: THEME OR TOPIC?</td>
</tr>
<tr>
<td>ACTivating BACKGROUND KNOWLEDGE: TELLING TALES</td>
</tr>
<tr>
<td>The Text</td>
</tr>
<tr>
<td>WHAT ARE THE TEXT FEATURES WE SHOULD TEACH?</td>
</tr>
<tr>
<td>TEACHING TEXT STRUCTURES</td>
</tr>
<tr>
<td>TEXT STRUCTURE AND USING GRAPHIC ORGANIZERS</td>
</tr>
<tr>
<td>HELPING CHILDREN UNDERSTAND CHALLENGING OR COMPLEX TEXT</td>
</tr>
<tr>
<td>EFFECTIVE NARRATIVE OR LITERATURE TEXT STRUCTURE INSTRUCTION</td>
</tr>
<tr>
<td>SCAFFOLDING COMPREHENSION INSTRUCTION</td>
</tr>
<tr>
<td>EFFECTIVE EXPOSITORY TEXT STRUCTURE INSTRUCTION</td>
</tr>
<tr>
<td>The Activity</td>
</tr>
<tr>
<td>ASKING QUESTIONS AT DIFFERING LEVELS OF THINKING</td>
</tr>
<tr>
<td>WHAT IS A GOOD COMMON CORE QUESTION?</td>
</tr>
<tr>
<td>COMPREHENSION MONITORING AND FIX-UP STRATEGIES</td>
</tr>
<tr>
<td>SUMMARIZING</td>
</tr>
<tr>
<td>The Situational Context</td>
</tr>
<tr>
<td>COOPERATIVE/INTERACTIVE COMPREHENSION DISCUSSIONS</td>
</tr>
<tr>
<td>Multiple Strategies Reading Comprehension Instruction</td>
</tr>
<tr>
<td>SEQUENCING COMPREHENSION STRATEGY INSTRUCTION</td>
</tr>
<tr>
<td>RECIproCAL TEACHING</td>
</tr>
<tr>
<td>Response to Intervention (RTI)</td>
</tr>
<tr>
<td>Meeting Students’ Diverse Needs in Reading Comprehension Instruction</td>
</tr>
<tr>
<td>Alternative Strategy Instruction for Tiers 1 and 2: Comprehension Under Construction</td>
</tr>
<tr>
<td>Adapting Comprehension Instruction for English Learners</td>
</tr>
<tr>
<td>Children with Mild Learning Disabilities: The SLiCK Strategy</td>
</tr>
<tr>
<td>Helping Students with Asperger Syndrome Make Meaning</td>
</tr>
<tr>
<td>IMPROVING COMPREHENSION FOR CHILDREN WITH AS IN YOUR CLASSROOM</td>
</tr>
<tr>
<td>Motivation and Engagement</td>
</tr>
<tr>
<td>Strategies for Reading Comprehension</td>
</tr>
<tr>
<td>Self-Determination Theory: Surveying Student Motivation</td>
</tr>
<tr>
<td>The Six Cs of Motivation</td>
</tr>
<tr>
<td>Affective Responses: Interpreting and Elaborating Meaning</td>
</tr>
<tr>
<td>Motivation for Children with Reading Disabilities: Priming and Praise</td>
</tr>
<tr>
<td>Technology and New Literacies</td>
</tr>
<tr>
<td>Focus on Reading Comprehension</td>
</tr>
<tr>
<td>iPad Technology and Comprehension</td>
</tr>
<tr>
<td>Internet Reciprocal Teaching</td>
</tr>
<tr>
<td>e-PELS</td>
</tr>
<tr>
<td>Family and Community Connections</td>
</tr>
<tr>
<td>Connections That Enhance Students’ Reading Comprehension</td>
</tr>
<tr>
<td>Summer Reading Programs: Avoiding the Learning Melt</td>
</tr>
<tr>
<td>READING ROCKETS</td>
</tr>
</tbody>
</table>
## Writing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Knowledge</td>
<td>314</td>
</tr>
<tr>
<td>What Teachers Need to Know about Teaching Writing</td>
<td>314</td>
</tr>
<tr>
<td>Where We Stand as a Nation</td>
<td>314</td>
</tr>
<tr>
<td>The Verdict Is In on Writing</td>
<td>315</td>
</tr>
<tr>
<td><strong>How is Reading Related to Writing?</strong></td>
<td></td>
</tr>
<tr>
<td>How Writing Develops</td>
<td>317</td>
</tr>
<tr>
<td>SCRIBBLING AND DRAWING STAGE</td>
<td></td>
</tr>
<tr>
<td>PREPHONEMIC STAGE</td>
<td></td>
</tr>
<tr>
<td>EARLY PHONEMIC STAGE</td>
<td></td>
</tr>
<tr>
<td>LETTER-NAMING STAGE</td>
<td></td>
</tr>
<tr>
<td>TRANSITIONAL STAGE</td>
<td></td>
</tr>
<tr>
<td>SUPPORTING WRITING DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>THE WRITING DEVELOPMENT OF ENGLISH LEARNERS</td>
<td></td>
</tr>
<tr>
<td>Unique Writing Patterns Used by Authors</td>
<td>323</td>
</tr>
<tr>
<td>Self-Regulated Strategies Development (SRSD)</td>
<td>325</td>
</tr>
<tr>
<td>Classroom Assessment</td>
<td>325</td>
</tr>
<tr>
<td>Classroom Writing Assessment</td>
<td></td>
</tr>
<tr>
<td>What Are the Writing Skills to Be Learned at Each Grade Level (K–6)?</td>
<td>326</td>
</tr>
<tr>
<td>Common Core State Standards for Writing</td>
<td>327</td>
</tr>
<tr>
<td>How Do Teachers Assess Students’ Writing Abilities?</td>
<td>327</td>
</tr>
<tr>
<td><strong>What are Rubrics?</strong></td>
<td></td>
</tr>
<tr>
<td>HOLISTIC SCORING RUBRICS</td>
<td></td>
</tr>
<tr>
<td>ANALYTIC SCORING RUBRICS</td>
<td></td>
</tr>
<tr>
<td>“DIGITAL AGE” RUBRICS</td>
<td></td>
</tr>
<tr>
<td>The Six-Trait Writing Model</td>
<td>333</td>
</tr>
<tr>
<td>THE SIX TRAITS OF WRITING</td>
<td></td>
</tr>
<tr>
<td>RUBRICS FOR EVALUATION OF THE SIX TRAITS</td>
<td></td>
</tr>
<tr>
<td>Why Formative Assessments Fail for Some Teachers</td>
<td>334</td>
</tr>
<tr>
<td>Evidence-Based Teaching Practices</td>
<td>335</td>
</tr>
<tr>
<td>Writing Instruction</td>
<td>335</td>
</tr>
<tr>
<td>Research on Writing Instruction</td>
<td>335</td>
</tr>
<tr>
<td>Providing Time for Students to Write</td>
<td>336</td>
</tr>
<tr>
<td>Understanding the Writing Process</td>
<td>336</td>
</tr>
<tr>
<td>PREWRITING</td>
<td></td>
</tr>
<tr>
<td>DRAFTING</td>
<td></td>
</tr>
<tr>
<td>REVISION AND EDITING</td>
<td></td>
</tr>
<tr>
<td>PUBLISHING</td>
<td></td>
</tr>
<tr>
<td>Writing for Different Purposes</td>
<td>341</td>
</tr>
<tr>
<td>WRITING WITH VOICE: PROMPTS FOR STUDENTS</td>
<td></td>
</tr>
<tr>
<td>CHALLENGES IN WRITING FOR DIFFERENT PURPOSES</td>
<td></td>
</tr>
<tr>
<td>IMPLEMENTING SELF-REGULATED STRATEGIES DEVELOPMENT (SRSD)</td>
<td></td>
</tr>
<tr>
<td>Writing TO, Writing WITH, and Writing BY Children: A Way of</td>
<td>344</td>
</tr>
<tr>
<td>Mentally Structuring Your Teaching</td>
<td></td>
</tr>
<tr>
<td>MORNING MESSAGE</td>
<td></td>
</tr>
<tr>
<td>INTERACTIVE WRITING</td>
<td></td>
</tr>
<tr>
<td>The Writing Workshop</td>
<td>348</td>
</tr>
<tr>
<td>PHASE 1: TEACHER SHARING TIME (5 TO 10 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>PHASE 2: MINI-LESSON (5 TO 10 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>PHASE 3: STATE OF THE CLASS (5 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>PHASE 4: WORKSHOP ACTIVITIES (30 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>PHASE 5: STUDENT SHARING TIME (5 TO 10 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>The Writing Center</td>
<td>351</td>
</tr>
<tr>
<td>The First Six Weeks of Writing Instruction</td>
<td>351</td>
</tr>
<tr>
<td>Response to Intervention (RTI)</td>
<td>352</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Using Tier 2 Writing Interventions</th>
<th>352</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Writes and POW + TREE</td>
<td>353</td>
</tr>
<tr>
<td>Strategies for Helping English Learners Develop as Writers</td>
<td>354</td>
</tr>
<tr>
<td>GENEROUS READING</td>
<td></td>
</tr>
<tr>
<td>INTERACTIVE WRITING</td>
<td></td>
</tr>
<tr>
<td>DRAWING BEFORE WRITING</td>
<td></td>
</tr>
<tr>
<td>THE FIX REVISION STRATEGY</td>
<td></td>
</tr>
<tr>
<td>LEARNING IS NOISY, DEATH IS SILENT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation and Engagement</th>
<th>357</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating and Engaging Students to Write</td>
<td>357</td>
</tr>
<tr>
<td>Write-Talks</td>
<td>357</td>
</tr>
<tr>
<td>Schoolwide Photo Library</td>
<td>358</td>
</tr>
<tr>
<td>Author’s Chair</td>
<td>359</td>
</tr>
<tr>
<td>Celebrate Writing Achievements!</td>
<td>359</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology and New Literacies</th>
<th>360</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology and New Literacies That Promote Writing</td>
<td>360</td>
</tr>
<tr>
<td>Blogs</td>
<td>361</td>
</tr>
<tr>
<td>Wiki Writing</td>
<td>361</td>
</tr>
<tr>
<td>eReading and eResponding</td>
<td>362</td>
</tr>
<tr>
<td>Student-Created eBooks</td>
<td>364</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family and Community Connections</th>
<th>364</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Family and Community Connections Can Foster Writing</td>
<td>364</td>
</tr>
<tr>
<td>Genius Hour</td>
<td>364</td>
</tr>
<tr>
<td>Open-House Brochure</td>
<td>365</td>
</tr>
<tr>
<td>Friday Letters</td>
<td>365</td>
</tr>
<tr>
<td>Camp Imagination</td>
<td>365</td>
</tr>
<tr>
<td>Traveling Tales Backpack</td>
<td>366</td>
</tr>
</tbody>
</table>

## Evidence-Based Reading Programs and Tools 370

### Teacher Knowledge

#### What Are Core Reading Programs?

<table>
<thead>
<tr>
<th>Organization of Core Reading Programs</th>
<th>372</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy of Core Reading Programs</td>
<td>373</td>
</tr>
<tr>
<td>THE CORE READING PROGRAM TEACHER’S EDITION (TE)</td>
<td></td>
</tr>
<tr>
<td>THE STUDENTS’ CORE READING TEXT OR ANTHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

#### Beginning Reading Texts

| CONTROLLING WORD DIFFICULTY AND FREQUENCY | 378 |
| CONTROLLING DECODING PROBLEMS |     |
| CONTROLLING TEXT LEVELS |     |

<table>
<thead>
<tr>
<th>Workbooks and Worksheets</th>
<th>380</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARDS AND GUIDELINES FOR ANALYZING WORKBOOK TASKS</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment

<table>
<thead>
<tr>
<th>Student Data Management Systems</th>
<th>382</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classroom Assessment</th>
<th>384</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing the Effectiveness of Core Reading Programs</td>
<td>384</td>
</tr>
</tbody>
</table>

### Evidence-Based Teaching Practices

#### Commonly Used Core Reading and Supplemental Reading Programs

| Houghton Mifflin: *Invitations to Literacy* | 385 |
| SRA/McGraw-Hill: *Open Court Reading* | 385 |
| Doors to Discovery | 386 |
| Macmillan/McGraw-Hill: *Treasures Reading* | 386 |
| Houghton-Mifflin Harcourt: *Story Town* | 387 |
| Success for All | 387 |
| Classwide Peer Tutoring | 388 |
Little Books 388
Improving Tier 1 Instruction Using Core Reading Programs 389
Response To Intervention (RTI) 389
Supplemental Reading Intervention Programs 389
Early Reading Supplemental Programs 390
  READING RECOVERY
  READING MASTERY
  CORRECTIVE READING
  READING EXPEDITIONS: LANGUAGE, LITERACY, & VOCABULARY!
  SCOTT FORESMAN: EARLY READING INTERVENTION
Supplemental Programs for English Learners 393
  READING MASTERY
  READ WELL
  WHAT ELSE IS AVAILABLE FOR HELPING STUDENTS WITH DIVERSE CULTURAL OR LANGUAGE NEEDS SUCCEED?
How Can Core Reading Programs Be Adapted to Assist the Struggling Reader? 394
Motivation and Engagement 395
Programs and Standards Focused on Motivation and Engagement 395
  The Student Reading Interest Survey (SRIS)
  Accelerated Reader 396
Technology and New Literacies 397
Core Reading Programs and Technology Standards 397
  Technologies for Making CRPs More Accessible to Struggling Readers 398
Family and Community Connections 399
How Teachers Help Parents Better Understand Reading Programs and Standards 399

10 Assessment 403

Why We Have a Special Chapter on Assessment 404
  Closing Achievement Gaps: A National Priority 404
  Better Classroom Assessment Is a Critical Part of the Answer 405
Principles of Reading Assessment 406
  Principle 1: Choose the Right Assessment Tool for Your Purpose 406
  Principle 2: Measure the Right Things 406
  Principle 3: Assessment Is Critical for Continuous Improvement 407
  Principle 4: Assessment Must Not Supplant Instruction 407
  Principle 5: Effective Classroom Assessment Requires Valid and Reliable Instruments 408
    A POTENTIAL THREAT TO VALIDITY: INACCURATE READING LEVELS FACTORS CONCERNING ENGLISH LEARNERS
Four Types of Reading Assessment 410
  Where to Begin? A Classroom Teacher’s Perspective 412
Screening and Progress-Monitoring Assessments 414
  Screening Assessments 414
    SCREENING ASSESSMENTS FOR ENGLISH LEARNERS
  Progress-Monitoring Assessments 414
  Kid Watching 414
Assessing Reading Interests and Self-Perception 415
  ATTITUDE/INTEREST INVENTORIES
  THE BURKE READING INTERVIEW
  SELF-RATING SCALES FOR SUBJECT AREA READING
  ASSESSING BACKGROUND KNOWLEDGE
  FAMILY SURVEYS OF READING HABITS
  SCREENING CHECKLISTS AND SCALES
Assessing Students’ Reading of Nonfiction Texts 420
  EXPOSITORY TEXT FRAMES
  CONTENT AREA READING INVENTORY (CARI)
Commercial Reading Tests for Screening and Progress-Monitoring Assessments  423

INFORMAL READING INVENTORIES
CURRICULUM-BASED MEASUREMENT

Outcome Assessments  425
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  425
Texas Primary Reading Inventory (TPRI)  425

Diagnostic Assessments  426
Diagnosing Vocabulary Knowledge  426
Individual Diagnostic Reading Tests  427
Individually Administered Achievement Tests  427

Getting Organized: Creating a Literacy Profile of Your Class  428
Two Documents Needed for Literacy Profiling  428
STUDENT PROFILING DOCUMENT
CLASS PROFILING DOCUMENT
Data-Driven Decision Making: IF–THEN Thinking  430

11  Effective Reading Instruction and Organization in Grades K–3  435

Teacher Knowledge  436
What Do Teachers Need to Know and Do to Get Off to a Good Start?  436
Preparing the Classroom Environment  438
Step 1: Design a Classroom Floor Plan  439
Step 2: Design a Whole-Class Instructional Area  439
Step 3: Design Your Own Workspace  440
Step 4: Design a Small-Group Instruction Area  441
Step 5: Design Additional Small-Group Learning Spaces  442
ESSENTIAL LITERACY INSTRUCTION AREA 1: WORD WORK
ESSENTIAL LITERACY INSTRUCTION AREA 2: LISTENING COMPREHENSION
ESSENTIAL LITERACY INSTRUCTION AREA 3: PAIRED OR ASSISTED READING
ESSENTIAL LITERACY INSTRUCTION AREA 4: VOCABULARY
ESSENTIAL LITERACY INSTRUCTION AREA 5: CLASSROOM LIBRARY AND READING COMPREHENSION STATION
ESSENTIAL LITERACY INSTRUCTION AREA 6: WRITING
SUGGESTED LITERACY INSTRUCTION AREA 1: CONTENT LEARNING (K–3)
SUGGESTED LITERACY INSTRUCTION AREA 2: LITERACY-ENRICHED PLAY CENTER (KINDERGARTEN)
Step 6: Organize and Arrange Classroom Literacy Tools and Materials  448
Step 7: Making the Most of Classroom Display Areas to Support Literacy Learning  449
Step 8: Planning and Organizing Storage Spaces  450
Step 9: Planning the First Day of School in the K–3 Classroom  451
Step 10: Prepare Parents and Students for Success: Making Initial Contact  452
Step 11: The First Day: First Impressions  454
Step 12: Establish a Beginning Routine  454
Step 13: Establishing a Morning Routine  455
Step 14: Making the Classroom Work: Rules and Consequences  456
Step 15: Getting Student Attention and Giving Directions  456
Step 16: Reading and Writing Activities on the First Day  457
Step 17: Planning the First Weeks of K–3 Reading and Writing Instruction  457

Classroom Assessment  458
Determining Students’ Strengths and Needs in the K–3 Classroom: Arranging the Classroom to Support Assessment  458
Step 1: Selecting Literacy Assessments  458
Step 2: A Yearlong Timeline of Literacy Assessments  459
Step 3: Conditions for Administering Individual Assessments 460
Step 4: Using Assessment Data to Develop Student Grouping Plans 461
Evidence-Based Teaching Practices 463
Effective Reading and Writing Practices All Year Long 463
Training Classroom Procedures to Establish Management and Routines 464
WEEK 1
WEEK 2
WEEK 3
Role-Playing the Use of Literacy Learning Spaces and Materials in the Classroom 465
MINIMIZING TRANSITION TIMES AND MAXIMIZING READING AND WRITING PRACTICE AND INSTRUCTION
Preparing Written Lesson Plans to Build Teacher Capacity for Explicit Early Literacy Instruction 466
Designing a Yearlong Curriculum Plan 469
The School Literacy Coach: A Tremendous Resource 469
Interactive Reading Activities 470
INTERACTIVE READ-ALOUDS
SHARED READING
LANGUAGE EXPERIENCE APPROACH
A LANGUAGE EXPERIENCE EXAMPLE
Essentials of K–3 Classroom Reading Instruction: The Five-Block Model 473
WORD WORK (30 MINUTES)
WRITING (30 MINUTES)
FLUENCY (30 MINUTES)
COMPREHENSION (30 MINUTES)
Response To Intervention (RTI) 476
Meeting the Diverse Needs of K–3 Learners 476
Motivation And Engagement 478
Characteristics of Engaging Primary-Grade Literacy Programs 478
Technology And New Literacies 479
Using Digital Literacies in K–3 Classrooms 479
Family And Community Connections 481
Reaching Out to Families in the Early Years 481
12 Effective Disciplinary Literacy Instruction in Grades 4–8 487
Teacher Knowledge 489
What Teachers Need to Know about Expository Writing and Reading 489
The Nature of Informational Texts 491
SPECIALIZED VOCABULARY AND CONCEPTS
STUDENTS NEED CONCRETE LEARNING EXPERIENCES
INCREASED CONCEPT LOAD
UNIQUE WRITING PATTERNS
What Good Readers of Expository Texts Do 494
Classroom Assessment 495
Assessing Disciplinary Literacy Instruction in Grades 4–8 495
Analyzing Texts: Performing a Content Analysis 496
Analyzing Texts: Readability Considerations 498
Discovering the Disciplinary Literacy Abilities and Needs of Your Students 498
THE STRATEGIC CONTENT LITERACY ASSESSMENT (SCLA)
ACADEMIC VOCABULARY ASSESSMENTS
COMPREHENSION ASSESSMENTS
FLUENCY ASSESSMENTS
Evidence-Based Teaching Practices 505
**Contents**

**Organizing to Teach Content and Reading** 505
- The Nonnegotiables of Disciplinary Literacy Instruction 505
- The Before-During-After Organizational Framework
  - BEFORE READING STRATEGIES: VOCABULARY LEARNING
  - BEFORE READING STRATEGIES: COMPREHENSION
  - BEFORE READING STRATEGIES: FLUENCY
  - DURING READING STRATEGIES: VOCABULARY
  - DURING READING STRATEGIES: COMPREHENSION
  - DURING READING STRATEGIES: FLUENCY
  - AFTER READING STRATEGIES: VOCABULARY
  - AFTER READING STRATEGIES: COMPREHENSION
  - AFTER READING STRATEGIES: FLUENCY
- Reading across the Curriculum: Thematic Units 524
  - GUIDELINES FOR CONDUCTING THEMED STUDIES
  - CORE SUBJECT MATTER THEMES
  - THEME INTEGRATION

**Response to Intervention (RTI)** 529
- Tier 2 Instructional Plans for Grades 4–8 529
  - Commercial Programs for Low-Performing Readers
    - READING IS FAME
    - READ 180
    - READING MASTERY
    - ACCELERATED READER
  - Comprehension “Strategy Families”
    - SUMMARIZE, IMAGE, PREDICT (SIP)
    - TAKE IT EASY, EXPLAIN, EXPLORE, EXPAND (EEEZ)
  - Improving Fluency
    - GROUP-ASSISTED READING
    - WRITING WORKSHOPS
  - Helping English Learners Do Well with Expository Texts
    - MODIFYING LINGUISTIC VARIABLES
    - MODIFYING KNOWLEDGE VARIABLES
  - Vocabulary Bookmarks 533

**Motivation and Engagement** 533
- Motivating and Engaging Students in Grades 4–8 to Read 533
  - Reading and Analyzing Nonfiction (RAN) Strategy 534
  - Scaffolded Think-Alouds 535
  - Singing Across the Curriculum 536

**Technology and New Literacies** 537
- Promoting Disciplinary Literacy in the Digital Age 537
  - Voice Blogging for English Learners (and Others) 537
  - TUNEin To Reading: A Fluency Tool 538
  - eVoc Strategies 538
  - Digital Photography and the Visual Thinking Strategy 539

**Family and Community Connections** 540
- Involving Families to Increase Their Child’s Disciplinary Literacy 540
  - Interactive Homework 540
  - Homework Hotline and Homework Voicemail 540
  - Websites 541
  - Parent Lending Library 541

**References** 544

**Name Index** 592

**Subject Index** 597

**Credits** 607