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Pearson Education dedicates this book
to Gail E. Tompkins, one of our most gifted writers.
Her talent was valued not only by Pearson but also by
many literacy and language arts professors who recognized her ability
to make research practical and teaching accessible for their students.
Gail understood the literacy needs of children
and also the essential role teachers play in meeting those needs.
She masterfully wrote and deeply cared about both.
For my nephew Travis and his wife Andrea;
and for all the other early career teachers who, like them,
are making a difference in the
lives of their students.

Emily Rodgers
Dear Reader,

I was delighted to be invited to co-author this new edition of *Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers* with Gail Tompkins. Gail’s textbooks for preservice teachers are so well-respected for their depth and detail; as a college professor myself, I leapt at the chance to work alongside her. Sadly, I didn’t get a chance to meet Gail; she passed away just as our work together on this text was getting underway. However, after a year immersed in co-authoring this text I feel I know Gail very well. We couldn’t collaborate in person or on the phone or via Skype as I was imagining we would, but every time I opened a chapter file to work on, I felt I was in close dialogue with her. Gail’s voice is that personal, that caring, about preparing expert literacy teachers of young children.

Like Gail, I was a teacher for several years before undertaking a doctoral degree and eventually going on to earn a position as a professor in a college of education. I started out teaching in a third-grade classroom; it was a beautiful group of young students who taught me so much about the range and variation of strengths, needs, and interests that exist in one class. I can still name all 28 students! (You never forget your first class!)

Though I loved teaching third grade, I became increasingly interested in what the reading specialist was doing with my students when they left my classroom for additional instruction. I realized I really wanted to be the specialist who worked with students who needed something more than classroom instruction. That interest led me to pursue a special education degree in reading, and then I spent several years working with 6th–8th graders who were struggling with classroom instruction.

In my new position as a remedial reading teacher, I learned a lot about assessment, diagnosis, and planning instruction. I also learned something else that led me to a third career change: while studying the records of my 6th–8th grade struggling readers, I realized that nearly every single one of the cumulative records contained teacher comments going as far back as kindergarten identifying reading and writing difficulties. I realized that it was possible to see the trajectory of reading progress going off course at a very early age, and I also realized the importance of early literacy instruction. I also learned that if young students are on a successful track early on, they almost certainly will stay on that track throughout the grades. However, young students who are struggling early on will almost certainly continue to struggle unless they have expert instruction from their teachers to help them catch up.

These realizations about the importance of becoming literate and of closing gaps as soon as they appear spurred me on to study early literacy at a doctoral level. I was fortunate to study at The Ohio State University and to become involved in Reading Recovery at OSU as a trainer of teacher leaders for 15 years. In my role as a faculty member at Ohio State, I have continued to work closely with teachers and young children; I wouldn’t have it any other way.

As a teacher of young children, you have in your hands a remarkable opportunity to help beginning readers and writers become literate early on. Know that as a classroom teacher you are your students’ first tier of instruction and you are responsible for each and every student in your classroom. Know too that you can make an incredible difference in the lives of young individuals who will soon (perhaps sooner than you can imagine) be college and career ready high school students, due in no small part to your early efforts to set them on a strong path to becoming literate.

This textbook, rich in theory and instruction, will help prepare you for that awesome job. I invite you to dialogue with Gail and me, as you read these chapters. Every word is written with you in mind.

Emily Rodgers
Columbus, Ohio
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Preface

Our goal is for all young students to make a successful start in reading and writing. We believe the key to making that happen is for teachers to use a balanced approach that combines explicit instruction, guided practice, and authentic application. Effective teachers know their students and their individual learning needs, and they use this knowledge—and their understanding of how students develop from emergent to beginning to fluent readers and writers—to guide their teaching. This 5th edition of Literacy in the Early Grades: A Successful Start for PreK–4 Readers and Writers, provides the background knowledge, modeling, and application tools that will ensure you are well prepared to meet grade-level standards and lead young students to become fluent readers and writers.

New To This Edition

The value of a new edition of the text are the changes that are made to both improve upon the delivery of content and address any concerns text reviewers and users have had. As a result of that review and a careful look at the previous edition, the following is new to this edition:

A NEW AUTHOR!  New to this edition is author Dr. Emily Rodgers. Dr. Rodgers is a professor at The Ohio State University and a well-respected educator in the Reading and Literacy in Early and Middle Childhood Area of Study where she mentors graduate students and teaches courses related to early literacy. Her research examines the nature of effective scaffolding in early literacy instruction; effective coaching of teachers; and challenges of reforming, implementing, scaling, and sustaining effective literacy intervention practices. Her research has been published in a number of prestigious peer-reviewed journals including The Reading Teacher, Reading Research Quarterly, Journal of Early Childhood Literacy, and The Journal of Reading Recovery. She has also contributed to the writing of numerous books on literacy. You will benefit from the ideas and updated research she shares in the pages of this text. Welcome, Dr. Rodgers!

MYLAB EDUCATION. One of the most visible changes in the 5th edition—also one of the most significant—is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K-12 classrooms and to help them see the real and powerful impact of literacy concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

• Video Examples. Several embedded videos per chapter provide illustrations of a literacy teaching principle or concept in action. These video examples most often show students and teachers working in classrooms. Sometimes they portray teachers describing their literacy teaching experiences or identify literacy experts who share their wisdom and guidance. Many new videos are included in every chapter. Be sure to read the captions which will identify why you will find the video informative and respond to the caption question to satisfy your own learning.

• Self-Checks. In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice
items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.

- Application Exercises. These exercises give learners opportunities to practice applying the content and strategies from the chapters. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

ADVANCED ROLE OF LEARNING OUTCOMES. Chapter topics are organized around the major concepts shared in the learning outcomes. New to this edition, however, is the greater importance of ensuring that the outcomes are realized by you. A Study Plan has been carefully developed for you based on these outcomes. As you complete reading major chapter sections, check your own understanding of the content through Practice questions and Quiz Me sections as part of the Self-Check quizzes in your MyLab. In addition, the Application Exercises provide you with teaching artifacts and/or videos that engage you in observing authentic practice, reviewing examples of the literacy development of young students, and using teaching artifacts that model those actual classroom teachers use. You will be asked to engage in what teachers do to monitor or measure student literacy development and to make instructional decisions. Our goal is to support your college methods course experience and help prepare you as well as we can for actual classroom teaching.

REORGANIZED CHAPTER 1. Chapter 1, Becoming an Effective Teacher of Reading, contains the latest standards for literacy, reading, and language arts as recently updated by the national Board for Professional Teaching Standards. The chapter also covers the principles that undergird literacy teaching, but these principles are now organized under four umbrella themes—Learning and Learning to Read, Effective Reading Instruction, Differentiating Instruction to Meet Students’ Needs, and Linking Assessment to Instruction—which are mapped on to the very latest set of standards from the National Board for Professional Teaching Standards. These new themes required revising the Learning Outcomes and make this chapter more manageable for teacher educators and as accessible as it is critical for your growth as a teacher candidate.

CLARITY OF CONCEPTS ABOUT ASSESSMENT. Chapter 3, Assessing Students’ Literacy Development, covers assessment of student literacy development and now identifies the differences between assessment and evaluation while better explaining the use and value of running records. Rather than support the misperception that error analysis is the same as running records, new discussions and featured examples identify how to capture the errors young students make in their reading and measure them to determine students’ reading levels. Application exercises, both in this chapter and throughout the text, provide opportunities to monitor and assess student work including practice in completing running records. You will find that assessment that informs instruction is an idea threaded throughout this text.

CONCEPTS ABOUT PHONOLOGICAL AWARENESS. Chapter 4 in this text, Cracking the Alphabetic Code, has been carefully revised to introduce oral language concepts and phonological awareness before developing an understanding of phonemic awareness and the strategies you need to know to engage students in manipulating sounds. Building a strong foundation for recognizing young students’ emergent language skills and phonological awareness will better prepare you for developing phonemic awareness and teaching phonics.

UPDATED RESEARCH. Wise with each edition is the updating of research where research is new. Those of you who have used this title before will recognize the new citations within chapters and in the chapter end references.
A Focus On Classroom Practice

We have written this text for you. It shares our vision for reading and writing instruction because we know you want to become a successful teacher of reading and writing, capable of using instructional approaches and procedures that unlock the door to reading and writing for young students. Grounding the text in both scientific research and authentic classroom practice, we cover the fundamental components of literacy instruction, illustrate how to teach developmental strategies and skills, and identify how to differentiate instruction to meet the needs of every student in your classroom—students who come to school well prepared for literacy learning and those who struggle with learning to read and write, including students whose first language isn’t English. Throughout this text is critical classroom pedagogy organized under five purposeful themes—teacher accountability, instructional support, developmentally responsive practice, diverse learners, and assessment resources. Text features shared through these themes illustrate the significant roles and responsibilities you’ll be expected to undertake in teaching reading and writing to students from PreK through grade 4.

Teacher Accountability

As a teacher, you’ll be asked to account for student achievement in reading and writing; your accountability will depend on how you address the Common Core State Standards in your literacy lessons and your successful use of instructional methods. Your knowledge can be significantly advanced through the use of this text and the following distinctive features:

NEW! MY TEACHING TO-DO CHECKLISTS. Teaching reading and writing requires understanding a number of important components—the processes of reading and writing, literacy assessment, and the strategies and skills for teaching phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing. Along with the instructional knowledge shared in each chapter, we provide Teaching To-Do Checklists that will serve as guidelines in your classroom to verify that you’ve covered key elements for each reading and writing component. You can download these checklists from the eText. Be sure to take them into your classrooms!

COMMON CORE STATE STANDARDS. Look for Common Core State Standards boxes that highlight specific English Language Arts Standards you’ll be responsible for teaching. These boxes point out how to use grade-level standards to plan concrete and purposeful literacy lessons that align with national and state literacy standards.

MY TEACHING TO-DO CHECKLIST: Comprehension: Reader Factors

☐ I teach students to attend to both reader and text factors as they read.
☐ I teach comprehension strategies using a combination of explanations, demonstrations, think-alouds, and practice activities.
☐ I expect students to apply the strategies they’ve learned when they’re reading independently.
☐ I have students apply comprehension strategies in literacy activities as well as in thematic units.
☐ I display student-made charts about the strategies in the classroom.
☐ I have students read and analyze increasingly complex texts.
☐ I have students read grade-appropriate fiction and nonfiction texts.

Common Core State Standards

Comprehension: Reader Factors

The Common Core State Standards for English Language Arts emphasize that students are expected to read a broad range of high-quality and increasingly challenging texts. Students must understand precisely what authors say and make interpretations based on textual evidence. The Standards specify these comprehension requirements:

- Students determine the central ideas of a text and analyze their development.
- Students make connections with background knowledge and other texts.
- Students draw inferences from the textual evidence.
- Students cite textual evidence that supports an analysis of what the text states explicitly.
- Students comprehend grade-level stories, informational books, and other texts independently and proficiently.

The Standards emphasize that students use reader factors to comprehend increasingly complex fiction and nonfiction texts. To learn more about the Standards, go to http://www.corestandards.org/ELA-Literacy, or check your state’s educational standards website.
MINILESSONS. Each of these popular step-by-step features models a clear and concise instructional strategy or skill and is meant to serve as a ready tool for your classroom teaching.

NEW! ACCOUNTABILITY CHECK Located at the end of each chapter are MyLab: Application Exercises. These self-assessment questions and application activities allow you to test your knowledge of the chapter content. Interactive activities, Monitoring Literacy Development and Assessing Literacy Development, appear in every chapter, asking you to apply your understanding of students’ literacy development and classroom practice and make instructional decisions based on that understanding.

Instructional Support
Balance is critical to teaching reading and writing: balancing the teaching of reading and writing, balancing explicit instruction with practice, and balancing the use of assessment to inform instruction. Knowing how to balance the teaching of reading and writing strategies—when, why, and how—is a significant part of teacher preparation. The following features illustrate explicit instructional procedures, identifying when, why, and how to use them. Many are supported by specific and authentic teaching examples.

CHAPTER-OPENING VIGNETTES. As a signature feature of this text, chapter-opening stories describe how effective teachers integrate the teaching of reading and writing to maximize your understanding of classroom practice.

TEACH KIDS TO BE STRATEGIC! This feature will be invaluable to use in the classroom. Specific guidelines list the strategies you need to teach and then explain what to check for to ensure that students are applying them. Utilizing these features will help you and your students meet grade-level standards. Be sure to use them in your classroom!

First Grade Phonics Instruction

First Grade Phonics Instruction: Teach Kids to Be Strategic! Comprehension Strategies

Teach students to apply these strategies (presented here in alphabetical order):

- Activate background knowledge
- Connect
- Determine importance
- Draw inferences
- Evaluate
- Monitor
- Predict
- Question
- Repair
- Set a purpose
- Summarize
- Visualize

Students learn to use each strategy and make posters to highlight their new knowledge. They apply strategies as they read and use self-stick notes to record their strategy use. Monitor students’ growing use of strategies during independent reading activities, and if they struggle, reteach the strategies, making sure to name them and model their use.

Minilesson

| TOPIC: | Spelling -at Family Words |
| GRADE: | First Grade |
| TIME: | One 10-minute period |

Mr. Cheng teaches phonics during guided reading lessons. He introduces, practices, and reviews phonics concepts using words from selections his first graders are reading. The students decode and spell words using letter and word cards, magnetic letters, and small whiteboards and pens.

1. Introduce the Topic

Mr. Cheng holds up a copy of At Home, the small paperback Level E book the students read yesterday, and asks them to reread the title. Then he asks the students to identify the first word, at. After they read the word, he hands a card with the word at written on it to each of the six students in the guided reading group: “Who can read this word?” he asks. Several students recognize it immediately, and others carefully sound out the two-letter word.
BOOKLISTS. Quality books support students’ development of literacy and advance their fluency, vocabulary, and comprehension. Booklists appear throughout the chapters to identify grade-appropriate literature for your classroom or point you to literature your students can read independently.

STUDENT ARTIFACTS. Nothing illustrates connected teaching and learning better than authentic artifacts of students’ work. This text is peppered with examples of students’ developmental writing performance to help you learn to recognize grade-appropriate writing development.

SCAFFOLDING STUDENTS’ READING DEVELOPMENT. Five instructional approaches—guided reading lessons, basal reading programs, literature focus units, literature circles, and reading and writing workshop—provide concrete means for teaching reading and writing. Chapter 10 reviews these approaches, illustrating organization of your reading and writing instruction including how to plan for and manage each one. You can examine which makes the most sense for your classroom planning in alignment with the requirements of the school district for which you work.

GO DIGITAL! In many schools across the country, teachers engage students in digital learning. Our Go Digital! features provide practical ideas and guidance for using specific programs and products that will benefit you or your students in the use of technology and the development of media skills.

INSTRUCTIONAL PROCEDURES AS POP-UP FEATURES. Throughout this text, boldface, green terms identify printable pop-up features that show how to engage in a variety of step-by-step instructional procedures. A fully developed bank of these evidence-based teaching procedures is located in the Compendium at the back of the text. The pop-ups display the step-by-step procedures in brief; the Compendium offers more complete descriptions, including research that supports the use of each procedure.

LITERACY PORTRAITS. Literacy Portraits features draw your attention to five students—Rhiannon, Rakie, Michael, Curt’Lynn, and Jimmy—who are introduced at the beginning of this text as members of Ms. Janusz’s second grade class. Direct links to video footage of these five students are available in the eText and allow you to track their reading and writing development through the school year.

Diverse Learners

No two students in any classroom are alike. Students come to school with different language experiences and literacy opportunities. They also differ in the way they learn and in the languages they speak. This text describes the vast diversity of students and explain what it means to differentiate instruction to meet individual student’s literacy needs.
TEACHING ENGLISH LEARNERS. Each expanded chapter section focuses on ways to scaffold students who are learning to read and write at the same time they’re learning to speak English. These sections provide in-depth guidance for planning instruction that addresses the needs of culturally and linguistically diverse students.

IF STUDENTS STRUGGLE . . . These text sections describe ways to intervene after an assessment indicates students aren’t making adequate progress or meeting a grade-level standard. These suggestions for classroom intervention detail ways to assist struggling readers and writers.

Developmentally Responsive Practice

Effective teaching requires fine-tuning the ability to determine where each child is in his or her literacy development. Features in this text support the development of teaching skills that lead to decision making based on knowledge of students’ current level of literacy progress. Many new application exercises, including those at the ends of every chapter, will help you practice developmental decision making.

PREK PRACTICES. PreK Practices draw your attention to the most appropriate instruction for the youngest of literacy learners and especially for four-year-olds.

Assessment Resources

Assessment requires teachers to plan for, monitor, and evaluate students’ literacy progress. Although summative assessment is often a part of a formal all-grade-level or whole-school program, formative assessment measures are typically chosen by and used at the discretion of classroom teachers. Within each chapter, we provide a variety of authentic assessment examples so you can learn how to plan for assessment that measures what’s intended, glean ongoing information on student progress, and tailor instruction to meet student needs. Recording assessment data on a frequent basis assists in documenting student progress and achievement.

ASSESSING STUDENTS’ LITERACY DEVELOPMENT. Chapter 3 is placed early in the text to lay the groundwork for assessing in line with backward design, ensuring that you know how you’re going to measure literacy progress as you set literacy goals. Information in this chapter addresses how to use student performance to inform instructional planning.

INSTRUCTION–ASSESSMENT CYCLE. Effective teachers engage in a four-step cycle that links instructional planning with assessment. The Instruction-Assessment Cycle identifies how teachers plan for, monitor, evaluate, and reflect on instruction that is informed by assessment.

DEVELOPMENTAL CONTINUUM. The Developmental Continuum features typical expectations for students’ literacy accomplishments at each grade—prekindergarten through fourth grade—and will help you understand how students grow as readers and writers. Developmental Continuums appear for reading and writing development, phonemic awareness, phonics, spelling, reading and writing fluency, vocabulary, and comprehension for both reader and text factors.
ASSESSMENT TOOLS. Descriptions throughout the text identify well-respected and widely used assessment tools that measure literacy development. Teachers are responsible for knowing about these assessment choices, when it’s appropriate to use them, and the kinds of screening or diagnostic information they impart.

ASSESSMENT SNAPSHOTs. Chapters include a variety of authentic examples of assessment that portray the literacy performance of various students. Teacher notes are overlaid on each assessment example and illustrate the information teachers gather from assessment and what that information may mean to guide further instruction. You’ll have the opportunity to examine assessment samples and draw your own conclusions in many of the MyLab Application Exercises.
Many people have contributed in some important way to the production of this new edition. I am grateful to the undergraduate students in my Reading Foundations class at Ohio State for their thoughtful participation in classes; their questions and comments gave me insights into which topics in this volume would need greater explanation and more examples. I also have enjoyed a special learning relationship with the doctoral students who teach sections of the Reading Foundations course including Jungmin Lee, Rebecca Tang, and Hillary Libnoch.

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Emily Rodgers