DEDICATION

Linda Bishop

For your dedication to literacy
and attention to my books,
For your dynamic spirit
and our good times together,
I thank you!

I miss the magic of our collaborations,
but this book and the ones I write tomorrow
will reflect all that I’ve learned from you.

PREFACE

My goal is for all young children to make a successful start in reading and writing, and I believe the key is a balanced approach that combines explicit instruction, guided practice, and authentic application. Effective teachers know their students and their individual learning needs, and they apply their understanding of how students develop from emergent to beginning to fluent readers and writers to guide their teaching. In this third edition of *Literacy in the Early Grades: Getting PreK-4 Readers and Writers Off to a Successful Start*, I provide the knowledge, modeling, and tools to help teachers in the early grades ensure that their students meet grade level standards and become fluent readers and writers.

{H1} New to this Edition:

These brand new special features, discussed in more depth on the pages that follow, add dimension to the chapters:

- Literacy Portraits: Viewing Guides
- If Children Struggle…
- PreK Practices
- Be Strategic!
- Reality Check: Time Management
- MyEducationLab margin notes

Through these features, preservice teachers connect with the world of classroom practice, learn how to link instruction and assessment, adapt instruction, and intervene when preK-4 students aren’t successful.

Along with the new features, I’ve added and expanded content in nearly every chapter:

- Chapter 1: Becoming an Effective Teacher of Reading presents a thoroughly revised principle on learning theories and a brand new principle on differentiation, including information about Response to Intervention.
- Chapter 2: Examining Children’s Literacy Development includes a new section on children’s oral language development.
- Chapter 3: Assessing Children’s Literacy Development has an expanded section on diagnostic assessment plus new material on preparing children for high-stakes assessments.
- Chapter 4: Cracking the Alphabetic Code offers more information on how to intervene with children who struggle with phonemic awareness and phonics.
- Chapter 6: Developing Fluent Readers and Writers has been completely revised, and I’ve updated the content, especially on writing fluency.
- Chapter 7: Expanding Children’s Knowledge of Words presents an updated organization with new information about the 3 tiers of vocabulary development.
- Chapter 8: Facilitating Children’s Comprehension: Reader Factors has an expanded section on comprehension activities, including story retelling.
• Chapter 9: Facilitating Children’s Comprehension: Text Factors offers new sections that examine the text features in a story, an informational book, and a book of poetry plus increased emphasis on books for prekindergartners.
• Chapter 11: Scaffolding Children’s Writing Development has a new organization and the latest material on writing strategies and genres.
• Chapter 12: Integrating Reading and Writing into Thematic Units includes new information on oral presentations plus an increased emphasis on differentiation and assessment in thematic units.

This comprehensive third edition is as committed as ever to supplying the research-based knowledge, teaching tools, and assessment materials, plus the authentic classroom experience that preservice teachers need to learn to get preK-4 students off to a successful start in literacy.

{H1} Connecting to the Classroom

My texts have always been grounded in real classroom teaching and learning. I want preservice teachers to connect research-based information and theory about teaching reading and writing to classroom practice so I provide many classroom examples to model best practice and teacher decision-making to help new teachers understand the needs of young readers and writers. Emphasizing these connections is essential so that preservice teachers will be prepared to begin their teaching careers.

{ED: insert MyEdLab logo} NEW! {H2} Literacy Portraits

Beginning with a multi-page introduction just prior to Chapter 1 and Viewing Guide feature boxes that appear throughout the chapters, preservice teachers will meet five second graders who are learning to read and write and the remarkable teacher who guides their learning.

{H3} Introducing Ms. Janusz and Her Second Graders
In this three-page section, preservice teachers step into a thriving second grade classroom to see how Ms. Janusz supports her students as they become successful readers and writers. They’ll meet five wonderful children--Curt’Lynn, Jimmy, Rhiannon, Rakie, and Michael--and find out a little about each one.

{H3} Literacy Portraits: Viewing Guide features help preservice teachers use the year long case study videos of Jimmy, English learner Rakie, struggling readers Rhiannon and Curt’Lynn, and bilingual reader Michael to apply chapter concepts in a real-world setting. I’ve included features on these topics:
• Community of Learners
• Assessment
• Phonics
• Reading Fluency
• Vocabulary
• Comprehension: Reader Factors
• Comprehension: Text Factors
• Writing

{ED: insert sample viewing guide here or next to bullets}

You’re invited to go to the Literacy Portraits section of the MyEducationLab website for the literacy methods course to watch these children and their inspiring teacher. There you’ll examine classroom footage and student artifacts that document a year-long study of literacy learning.

{H2} NEW! PreK Practices
PreK Practices features are placed in chapters to draw preservice teachers’ attention to the particular needs of four-year-olds. These notes point to the most appropriate instruction for the youngest literacy learners. I’ve created PreK Practices on the following topics:

- Literacy Practices in Preschool
- Interactive Read-Alouds
- Assessing Young Children
- Phonemic Awareness
- Spelling
- Vocabulary
- Comprehension
- Shared Reading
- Writing
- Thematic Units

{ED: insert sample feature}

{H2} Nurturing English Learners

Nurturing English Learners sections in most chapters focus on how teachers scaffold children who are learning to read and write at the same time they’re learning to speak English. Your preservice teachers will learn ways to adapt instruction and assessment so young English learners can be successful through these topics:

- Differentiation
- Oral Language
- Assessment
- Phonemic Awareness
- Spelling Development
- Reading and Writing Fluency
- 3 Tiers of Vocabulary Words
- Comprehension
- Writing
- Thematic Units

{H2} Spotlights

Spotlight features in Chapter 2 provide in-depth information about the 3 stages of early literacy development featuring children from one multi-age classroom. Preservice teachers will read about a five-year-old emergent reader and writer, a seven-year-old beginning reader and writer, and a nine-year-old fluent reader and writer. The spotlight features look closely at individual learners, using student artifacts and an analysis of each learner’s strengths and weaknesses, and I’ve highlighted the best teaching practices for children at each stage.

{H2} Authentic Classroom Vignettes

Authentic classroom vignettes introduce each chapter help new teachers see how chapter concepts play out successfully with early learners. Starting with Chapter 2, I begin each chapter with a vignette in which your preservice teachers will see how a real teacher teaches the topic addressed in that chapter. These vignettes are rich and detailed, with photos, dialogue, student writing samples, and illustrations. They’ll be drawn
into these stories of literacy instruction in real classrooms as they build background information and activate prior knowledge about the chapter’s topic. Then during the chapter, I refer to the vignette so that new teachers can make connections to the world of practice.

{H1} Preparing New Teachers for Their Classrooms

The best way to teach reading and writing in the early grades is to build balanced, comprehensive literacy instruction. As I wrote this text, I built in several features that would help preservice teachers examine the components of a balanced literacy program and prepare them to create balance in their own classrooms.

{H2} NEW! Reality Check: Time Management

Reality Check: Time Management sections take into account the monumental task of devising a balanced instructional program and fitting explicit instruction, guided practice, and authentic application into it. These chapter sections help new teachers manage their instructional time so that young readers and writers get off to a successful start.

{H2} Developmental Continuums

The Developmental Continuum features describe children’s literacy accomplishments at each grade level, prekindergarten through fourth grade. I created this feature to help new teachers understand how children grow as readers and writers and appreciate grade level expectations so they’ll implement chapter concepts appropriately. I’ve prepared developmental continuums on these topics:

- Reading Development
- Writing Development
- Phonemic Awareness
- Phonics
- Spelling
- Reading Fluency
- Writing Fluency
- Vocabulary
- Comprehension: Reader Features
- Comprehension: Text Features

{ED: insert image near bulleted list}

{H2} Guidelines

Guideline features throughout the text present the important, detailed implementation guidance your preservice teachers will need to put chapter concepts into action in their classrooms. These features pinpoint the most important things teachers need to know about teaching phonics, word identification, vocabulary, comprehension, and writing, for example.

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{ED: insert MEL logo} {H2} NEW! MyEducationLab margin notes

MyEducationLab margin notes draw preservice teachers’ attention to online, video-based assignments and lessons that deepen their comprehension, as well as other online resources that will enrich their understanding of chapter concepts.

- They will be directed to online Assignments and Activities that use authentic classroom video footage to help answer questions that will deepen their understanding of chapter concepts.
• Other notes lead to online learning units to help new teachers develop instructional strategies and
dispositions to take directly into their early literacy classrooms.

{H1} Tools to Use
I want this text to be a rich resource for new teachers even after they begin teaching. Within these chapters
preservice teachers will find features that not only illustrate the concepts they’re learning, but become
valuable classroom tools once they’re teaching.

{H2} The Compendium of Instructional Procedures
This incredibly popular bank of procedures offers new teachers a robust resource of step-by-step
instructional methods designed to get them up and running quickly in their own preK-4 classrooms. The
easily accessible Compendium on the orange-edged pages at the back of the book offers clearly articulated
instructional procedures. It’s an invaluable resource and quick reference.
  • Look for notes in chapter margins, and orange terms highlighted throughout the chapters, that
    connect chapter content with a fully crafted procedure in the Compendium.

{H2} Assessment Tools
Assessment Tools throughout chapters recommend specific tests and informal assessments to screen,
diagnose, and monitor children’s progress. I’ve included assessment tools on these topics:
  • Oral Language
  • Concepts About Print
  • Reading Levels
  • Diagnostic Assessments
  • Phonemic Awareness
  • Phonics
  • Spelling
  • Reading Fluency
  • Vocabulary
  • Comprehension
  • Writing
{ED: insert sample near bullets}

{H2} NEW! If Children Struggle…
If Children Struggle... sections help new teachers decide how to intervene after an assessment indicates
that children aren’t making adequate progress or meeting grade level standards. I’ve offered intervention
recommendations on these topics:
  • Phonemic Awareness
  • Phonics
  • Spelling
  • Reading Fluency
  • Writing Fluency
  • Vocabulary
  • Comprehension
  • Writing
{ED: insert image near bullets}

{H2} NEW! Be Strategic!
Be Strategic! features highlight the literacy strategies that young learners need to develop to become successful readers and writers. I’ve explained these cognitive and metacognitive strategies that children learn in the primary grades:

- Beginning Reading
- Test Taking
- Phonemic Awareness
- Phonics
- Spelling
- Word Identification
- Word Learning
- Comprehension (Reader Factors)
- Comprehension (Text Factors)
- Writing

{ED: insert image near bullets}

{H2} Minilessons

Minilessons offer ready to use reading and writing strategy and skill instruction designed specifically for use in PreK-4 classrooms. The lessons follow the same research-based procedure to teach children about these topics:

- CVC words
- Word families
- High-frequency words
- Word Sorts
- Self-questions
- Beginning, middle, and end of stories

{H1} Supplements

MYEDUCATIONLAB
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The power of classroom practice.

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . .”

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’

work—is an important and perhaps even an essential, part of training teachers for the complexities of teaching in today’s classrooms. For this reason, we have created a valuable, time-saving website – MyEducationLab – that provides the context of real classrooms and artifacts that research on teacher education says is so important. The authentic in-class video footage, interactive skill-building exercises and other resources available on MyEducationLab offers a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into assignments and courses. Whenever the MyEducationLab logo appears in the text, follow the simple instructions to access the interactive assignments, activities, and learning units on MyEducationLab. For each topic covered in the course you will find most or all of the following resources:

**Connection to National Standards**
Now it’s easier than ever to see how coursework is connected to national standards. Each topic on MyEducationLab lists intended learning outcomes connected to the appropriate national standards. And all of the Assignments and Activities and Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

**Literacy Portraits**
Year-long case studies of second graders - complete with student artifacts accompanying each video clip, teacher commentary, and student and teacher interviews – track the month-by-month literacy growth of five second graders. You’ll meet English learner Rakie, struggling readers Rhiannon and Curt-Lynn, bilingual learner Michael, and grade-level reader Jimmy, and travel with them through a year of assessments, word study instruction, reading groups, writing activities, buddy reading and more.

**Assignments and Activities**
Designed to save preparation time and enhance new teachers’ understanding, these assignable exercises show concepts in action (through video, cases, and/or student and teacher artifacts). They synthesize and apply concepts and strategies your preservice teachers read about in the book.

**Building Teaching Skills and Dispositions**
These learning units help new teachers practice and strengthen strategies and skills that are essential to quality teaching. They’re presented with the core concept and then your preservice teachers are given opportunities to practice their understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill being presented.

**General Resources on Your MyEducationLab Course**
The Resources section on MyEducationLab is designed to help preservice teachers pass their licensure exams, put together effective portfolios and lesson plans, prepare for and navigate the first year of their teaching careers, and understand key educational standards, policies, and laws. This section includes:

- **Licensure Exams:** Contains guidelines for passing the Praxis exam. The Practice Test Exam includes practice multiple-choice questions, case study questions, and video case studies with sample questions.
- **Lesson Plan Builder:** Helps preservice teachers create and share lesson plans.
- **Licensure and Standards:** Provides links to state licensure standards and national standards.
- **Beginning Your Career:** Educate Offers tips, advice, and valuable information on:
  - Resume Writing and Interviewing: Expert advice on how to write impressive resumes and prepare for job interviews.
  - Your First Year of Teaching: Practical tips on setting up a classroom, managing student behavior, and planning for instruction and assessment.
Law and Public Policies: Includes specific directives and requirements teachers need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

Instructor Resource Center
The Instructor Resource Center at www.pearsonhighered.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass code–protected resource files, course-management content, and other premium online content directly to your computer.

Digital resources available for Literacy in the Early Grades: Getting PreK-4 Readers and Writers Off to a Successful Start, 3e, include the following:

- A test bank of multiple choice and essay tests.
- PowerPoints presentations specifically designed for each chapter.
- Chapter-by-chapter materials, including objectives, suggested readings, discussion questions, and in-class activities, and guidance on how to use the vignettes meaningfully in your instruction.
- A MyEducationLab guide to help you make the best use of MyEducationLab in your classes.

To access these items online, go to www.pearsonhighered.com and click on the Instructor option. You'll find an Instructor Resource Center option in the top navigation bar. There you’ll be able to log in or complete a one-time registration for a user name and password. If you have any questions regarding this process or the materials available online, please contact your local Pearson sales representative.

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Thanks to the professors who reviewed this text for their insightful comments: [PLEASE ADD NAMES & SCHOOLS]

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