

Ninth Edition

MULTIPLE PATHS TO LITERACY

Assessment and Differentiated
Instruction for Diverse
Learners, K–12

Joan P. Gipe

*Professor Emeritus, University of New Orleans Lecturer Emeritus,
California State University, Sacramento Faculty, Ed.D. Program in Curriculum,
Instruction, and Assessment, Walden University, Contributing Faculty and Mentor*

Janet C. Richards

Professor, University of South Florida, Tampa



330 Hudson Street, NY 10013

Director and Publisher: Kevin Davis
Executive Portfolio Manager: Drew Bennett
Managing Content Producer: Megan Moffo
Content Producer: Yagnesh Jani
Portfolio Management Assistant: Maria Feliberty
and Casey Coriell
Development Editor: Jill Ross
Executive Product Marketing Manager: Christopher Barry
Executive Field Marketing Manager: Krista Clark

Manufacturing Buyer: Deidra Smith
Cover Design: Studio Montage
Cover Art: getty images © FatCamera
Media Producer: Lauren Carlson
Editorial Production and Composition Services:
SPi Global, Inc.
Editorial Project Manager: Mirasol Dante, SPi Global
Full-Service Project Manager: Subash Raju
Text Font: ITC Garamond Std, 10/12

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text or on this page.

Additional Text Credits: **p. 8:** Insights with Implications for the Early Literacy Learning Environment: Based on Emerging literacy: New perspectives. In Emerging literacy: Young children learn to read and write, eds. D. Strickland and L. Morrow, by W. Teale and E. Sulzby © 1989 by the International Reading Association.” **p. 60:** Developmental Stages of English Language Development: Information from Into English! by Josefina Villamil Tinajero and Alfredo Schifini, © 1997, published by Hampton-Brown Books. **p. 95:** Learning Preferences Assessment Menu: Adapted from Multiple Intelligence Approaches to Assessment, © 1994 Zephyr Press, Tucson, Arizona. **pp. 108–109:** “Characters: What else can you tell me about (name of character(s) Where and when did the story take place?” (114 words): Based on Weaver, C. (2002). Reading process and practice (3rd ed.). Portsmouth, NH: Heinemann; **p. 111:** Level 1 Passage Scored and Analyzed as a Running Record: Based on Flynt/Cooter, Reading Inventory for the Classroom. **p. 140:** CC Connection 6.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 158:** CC Connection: 7.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 171:** Tips for Teachers about Young Learners’ Visual Art: Some ideas suggested by Lynch 2016. **p. 180:** CC Connection 8.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 211:** CC Connection 9.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 254:** CC Connection 10.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 279:** Figure 10.16 Word Pyramid (Sprenger, 2017): Based on Sprenger, 2017. **p. 301:** CC Connection 11.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 310:** Teaching Active Comprehension: Based on “A Story of a Hare and a Fox. **p. 317:** Example of a Concept Guide: Based on Concept Guide for “Auto Wreck.” **p. 328:** CC Connection 12.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 354:** CC Connection 13.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. **p. 379:** Predict, Observe, Explain Sequence: Based on Haysom & Bowen, 2010, p. x–xi. **p. 390:** CC Connection 14.1: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Photo in Spotlight on English Learners feature: Jaren Wicklund/Fotolia; photo in Vignette feature: Goodluz/Fotolia; photo in Arts Connection feature: Africa Studio/Fotolia; photo on page v: Courtesy of Charles A. Duffy.

Copyright © 2019, 2014, 2010, 2006 Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, NJ 07458, or you may fax your request to 201-236-3290.

Many of the designations by manufacturers and seller to distinguish their products are claimed as trademarks. Where those designations appear in this book, and the publisher was aware of a trademark claim, the designations have been printed in initial caps or all caps.

Library of Congress Cataloging-in-Publication Data

Names: Gipe, Joan P., author. | Richards, Janet C., author.

Title: Multiple paths to literacy : assessment and differentiated instruction for diverse learners, K-12 / Joan P. Gipe, Professor Emeritus, University of New Orleans Lecturer Emeritus, California State University, Sacramento Faculty, Ed.D. Program in Curriculum, Instruction, and Assessment, Walden University, Janet C. Richards, Professor, University of South Florida, Tampa.

Description: Ninth Edition. | Boston : Pearson, [2017]

Identifiers: LCCN 2017051363 | ISBN 9780134683898 | ISBN 0134683897

Subjects: LCSH: Reading—Remedial teaching.

Classification: LCC LB1050.5 .G545 2017 | DDC 372.43—dc23 LC record available at <https://lcn.loc.gov/2017051363>

*As always, I dedicate this work to Charlie,
my parents (miss you, Mom and Dad), and my loyal companion,
Cocoa, who has survived another edition with me, her third.*

*I dedicate this work to my husband, Paul, my two sons,
my four grandchildren, and my great grandchild.
Thanks also to my two daughters-in-law.*



About the Authors

Joan P. Gipe is Research Professor Emeritus from the University of New Orleans and Lecturer Emeritus from California State University, Sacramento. She is currently engaged in online mentoring for Walden University's EdD program. After graduating from the University of Kentucky with a BA and an MA in education, and Purdue University with a PhD emphasizing reading education, Joan spent many years working with learners of all ages: in Kentucky as a reading specialist, in Indiana as a fifth-grade teacher, and in several university contexts as faculty, supervisor of student teachers, department chairperson, coordinator for teaching enhancement, university/school liaison for professional development schools, coordinator of field-based teacher education cohorts, and now mentor for numerous doctoral students engaged in research toward the Ed.D. Many publications, including this text, share with the professional community what was learned during this career. Joan now resides in the charming town of Healdsburg, California, nestled in the heart of Sonoma County's Wine Country. She savors life there with her husband and her four-legged companion, Cocoa, a field spaniel, who earned an Honorable Mention in Sonoma County's Best in Show.

Joan may be contacted at PO Box 1553, Healdsburg, CA 95448.
E-mail joan.gipe@mail.waldenu.edu.



Janet C. Richards received a BS degree in K-8 Teaching from New Jersey City University, an MA from Tulane University in Guidance and Counseling, and a PhD in Curriculum and Instruction with an emphasis in Literacy from the University of New Orleans. She taught grades K-6 in New Jersey, New York, North Carolina, New Orleans, and the Republic of Panama. She is a Professor of Literacy at the University of South Florida, Tampa, where she teaches doctoral courses in writing and transdisciplinary texts, teaching, and research. She is also an affiliate faculty member in the Department of Educational Measurement at USF where she teaches PhD introductory and advanced qualitative research courses, Art-Based Research, and Writing as Inquiry. She serves as chair or methodologist on numerous PhD committees annually. She was selected as a Volunteer Literacy Scholar for the International Literacy Association's "Reading and Writing for Critical Thinking" project in which she worked with teachers and higher education faculty in developing nations, such as Azerbaijan, Estonia, Romania, and Hungary, and with indigenous Myanmar political refugees in jungle camps between Myanmar and Thailand. She serves as senior editor of *Literacy Practice and Research*, received the Organization of Literacy Teacher Educators' 2016 Award for Scholarly Research, and was chosen as the Lansdowne Invited Visiting Scholar at the University of Victoria, BC, Canada. She is the author of numerous scholarly manuscripts. This volume is her 13th textbook. She lives in Tampa, Florida, with her husband, brilliant little rescue dog, Jezzy, and two clever rescue cats. She is the proud mother of David and Matthew; mother-in-law of Allison and Missy; grandmother of Elizabeth, Madeline, Noah, and Joshua; and great grandmother of Jacob. She may be reached at JRichards@usf.edu.



Brief Contents

Part I

Foundations

- CHAPTER 1** Fundamental Aspects of Literacy Learning 2
- CHAPTER 2** The Analytic Process: Preparation for Differentiating Instruction and Data-Driven Decision-Making 14
- CHAPTER 3** Literacy Education of English Language Learners: Some Linguistic Aspects of Theory and Practice 42
- CHAPTER 4** Physical, Psychological, and Environmental Factors Affecting Literacy Development 64
- CHAPTER 5** Literacy Assessment: Summative and Formative Assessments 92

Part II

The Major Domains

- CHAPTER 6** Early Literacy Skills 136
- CHAPTER 7** Supporting All Students' Literacy Development through the Arts 156
- CHAPTER 8** The Reading-Writing Connection: Best Practices and Strategies 178
- CHAPTER 9** Word Recognition 208
- CHAPTER 10** Reading Vocabulary 246
- CHAPTER 11** Reading Comprehension: An Overview 286
- CHAPTER 12** Comprehending Narrative Text 324
- CHAPTER 13** Expository Text and Disciplinary Literacy 350
- CHAPTER 14** Study Skills and Test-Taking Strategies 384
- APPENDIXES** Assessment Resources 433

Contents

Preface xv

Part I Foundations

CHAPTER 1 Fundamental Aspects of Literacy Learning 2

learning objectives • vocabulary alert 2

Literacy Processes 4

Literacy Is a Language Process 4

Literacy Is a Cognitive Process 5

Literacy Is a Psychological or Affective Process 6

Literacy Is a Social/Cultural Process 6

Literacy Is a Physiological Process 7

Literacy Is an Emerging Process 7

Approaches to Literacy Instruction 8

Two Major Goals of an Effective Literacy Program 10

Academic Literacy 10

Recreational Literacy 11

Summary 12

Recommended Websites 13

CHAPTER 2 The Analytic Process: Preparation for Differentiating Instruction and Data-Driven Decision-Making 14

learning objectives • vocabulary alert 14

Justification for The Analytic Process 16

Problems Associated with Assumptive Teaching 16

The Analytic Process Paradigm and the RTI Framework 17

Analytic Teaching: Teaching for Democracy and Social Justice 18

The Analytic Teacher 20

Analyzing Components of Literacy Learning to Assist Differentiated Instruction 22

Levels of Analysis and Correlative Diagnostic Questions 22

Basic Steps in the Analytic Process 28

Analysis of Literacy Behaviors: Diagnosis 28

Generation of Possible Teaching Hypotheses 29

Teaching 29

Reexamination of Literacy Behaviors: Analyze 32

From Teaching Hypotheses to Lesson Plans 32

Distinguishing Teacher Objectives and Correlated Student Learning Objectives 34

Writing Student Learning Objectives 35

Learning Activities 37

Summary 41

Recommended Websites 41

CHAPTER 3 Literacy Education of English Language Learners: Some Linguistic Aspects of Theory and Practice 42 Contributing Author: John G. Barnitz, Professor Emeritus, *University of New Orleans*

learning objectives • vocabulary alert 42

- Communicative Competence 44
- Some Linguistic Variations 46
 - Variations across Languages 46
 - Variations within a Language 50
 - Other Linguistic Variations 51
- Aspects of Second-Language Acquisition 52
- Some Linguistic-Related Principles for Literacy Education of Diverse Learners 53
 - Respect Differences in Languages and Dialects as Natural 54
 - Use Methods That Bridge Cultural Background Knowledge and Whatever Texts Are Being Read 54
 - Integrate Instruction on Language Structures and Skills within the Composing and Comprehending Process 54
 - Use Authentic Materials from the Learner's Community 55
 - Access Learners' Out-of-School Interests in the Community as Relevant to Literacy and Language Development 55
 - Design Literature-Based Instruction for Developing Language Competence 56
 - Use Technological and Other Communicative Arts to Facilitate Oral and Written Language Acquisition 56
 - Facilitate Authentic, Functional Communication 57
 - Base Literacy Assessment on Authentic Language and Literacy Tasks and Events 57
 - Practice Ongoing, Continuous, and Varied Literacy Assessment 57
 - In Interpreting Assessment Data, Be Sensitive to Cultural and Linguistic Variation 57
 - Teacher Education Is Critical for Enhancing the Linguistic-Related Knowledge Base to Transform Teaching and Learning of Linguistically and Culturally Diverse Learners 58
- Some Effective Instructional Practices for English Learners 59
 - A Developmental Stage Approach for English Language Acquisition 59

Summary 62

Recommended Websites 62

CHAPTER 4 Physical, Psychological, and Environmental Factors Affecting Literacy Development 64

learning objectives • vocabulary alert 64

- Physical Factors 66
 - General Health 66
 - Visual Acuity 66
 - Visual Perception 67
 - Auditory Acuity 69
 - Auditory Perception 70
 - Developmental Disorders 72
 - Neurological Factors 74
- Psychological Factors 78
 - Teachers' Responsibilities 78
- Environmental Factors 83
 - Poverty 83
 - Negative Home Environment 84

Negative School Environment 84
 Societal Ills 85
 Resiliency 87
 Teachers' Responsibilities 87

Summary 90

Recommended Websites 90

CHAPTER 5 Literacy Assessment: Summative and Formative Assessments 92

learning objectives • vocabulary alert 92

Summative Versus Formative Assessment 94

Purposes of Testing 96

Assessment and Evaluation: Basic Concepts 96

Definitions 96

Basic Measurement Concepts 99

Standardized Tests for Reading 101

Standardized Reading Survey Tests 102

Standardized Diagnostic Reading Tests 103

Literacy-Related Formative Assessment Tools 105

Text-Related Tests 105

Informal Reading Inventories 105

Interpreting IRIs 113

Cloze Procedure 120

Modifications for Emergent Readers 121

Arts Connection 128

Documentation and Record Keeping 130

Vignette: Putting It All Together 132

Summary 134

Recommended Websites 134

Part II The Major Domains

CHAPTER 6 Early Literacy Skills 136

learning objectives • vocabulary alert 136

The Major Domains: Chapters 6–14 137

Early Literacy Development and Emergent Readers 138

Oral Language Development 138

Assessment Techniques for Oral Language 139

Instruction for Oral Language Development 140

Print Conventions and Book Handling 143

Assessment of Print Conventions and Book Handling 143

Instruction for Print Conventions and Book Handling 143

Phonemic Awareness 144

Assessment for Phonemic Awareness 144

Spotlight on Learners with Special Needs 145

Instruction for Developing Phonemic Awareness 145

Visual Literacy 147

Instruction for Visual Literacy Skills 149

Letter Recognition 149
 Assessment for Letter Recognition 150
 Instruction for Letter Recognition 151
Spotlight on English Learners: Word Configuration Boxes 154
Summary 154
Recommended Websites 155

CHAPTER 7 **Supporting All Students' Literacy Development through the Arts 156**

learning objectives 156 • vocabulary alert 157
What Does Roberto's Teacher Understand about Literacy and the Arts? 159
Implementing Literacy and Arts Integrations 160
Spotlight on Learners with Special Needs 160
 Chants and Students' Language and Literacy Development 161
 Creating Rhymed and Unrhymed Chants with Students 161
 Nonrhyming Chants 162
Spotlight on English Learners 163
Multiple Literacies for Additional Success 164
 Adding Dance and Movement 164
Rap for Adolescent Learners 164
Using Multicultural Literature to Integrate the Arts 165
Integrating the Dramatic Arts with Literacy 168
Literacy and Music Integration 169
 Connecting Chants to Music 170
 The Visual Arts and Literacy Development 171
 Developmental Stages of Art 172
 Visual Arts Connected to a Superhero Class Theme 172
 Individually Responding to Text through Visual Art 174
Summary 175
Children's Literature Cited 176
Music Cited 176
Recommended Websites 177

CHAPTER 8 **The Reading-Writing Connection: Best Practices and Strategies 178**

learning objectives • vocabulary alert 178
The Role of Teachers in an Effective Writing Program 180
Implementing the Writing Program 180
 Observations, Initial Assessments, and Instructional Decisions 181
 Nonstructured Writing 182
 Structured Writing Lessons and Best Practices 183
The Creative Writing Process 191
Spotlight on Learners with Special Needs 191
 Prewriting 192
 Drafting/Composing and Sharing for Feedback 194
 Revising and Editing 194
 Publishing/Sharing 196

Implementing a Spelling Program	196
Spotlight on English Learners: The Language Experience Approach	197
Nonstructured Spelling	199
Structured Spelling Best Practices	200
Writing Instruction and Assessment: A Continuous Process	202
Shared Observations	204
Postwriting Questionnaires	204
Spelling Questionnaires	205
Portfolios	205
Summary	207
Recommended Websites	207

CHAPTER 9 Word Recognition 208

learning objectives • vocabulary alert 208

Listening Vocabulary	210
Assessment	211
Instruction	211
Sight Vocabulary	212
Assessment	214
Instruction	215
Fluency	221
Predictable Language Method	221
Neurological Impress Method	221
Repeated Readings	222
Echo Reading	222
Readers' Theater	223
Spotlight on English Learners: Choral Reading and Readers' Theater	223
Word Recognition Processes	224
Use of Context Clues	226
Knowledge of Word Parts: Phonics and Structural Analysis	229
Spotlight on Learners with Special Needs	233
Visual Analysis	235
Blending and Synthesizing	242
Summary	244
Recommended Websites	245

CHAPTER 10 Reading Vocabulary 246

learning objectives • vocabulary alert 246

Assessing Knowledge of Word Meanings	248
Identification	249
Multiple Choice	249
Matching	249
Checking	250
Effective Instruction for Building Reading Vocabulary	251
Choosing Words to Teach	253
Teaching Individual Word Meanings	253
Spotlight on English Learners: Homophones, Homographs, and Idioms	262
Teaching Word-Learning Strategies	266

Developing Word Awareness 273
Instruction for Academic Vocabulary 274
Spotlight on Learners with Special Needs 276

Summary 284
Recommended Websites 284

CHAPTER 11 Reading Comprehension: An Overview 286

learning objectives • vocabulary alert 286

Factors Affecting the Comprehension Process 287
Reader Factors 288
Text Factors 292
Environmental Factors 294
Skilled Versus Less Skilled Comprehenders 295
Assessment and Instruction for General Comprehension 298
Assessing the Ability to Organize Text 298
Instruction for General Comprehension 301
Instructional Techniques Using Paragraphs 303
Spotlight on English Learners: The Experience–Text–Relationship Method 314
Spotlight on Learners with Special Needs 317

Summary 323
Recommended Websites 323

CHAPTER 12 Comprehending Narrative Text 324

learning objectives • vocabulary alert 324

Assessing Comprehension of Narrative Text 325
Instruction Focused on Story Structure 328
Instruction Focused on Making Connections to Text 334
Spotlight on English Learners: Generating Stories 342
Adolescent Literacy 343
Spotlight on Learners with Special Needs 347

Summary 348
Recommended Websites 348
Lesson Examples 349

CHAPTER 13 Expository Text and Disciplinary Literacy 350

learning objectives • vocabulary alert 350

Assessing Awareness of Strategies For Reading Expository Text 353
Instructional Techniques for Developing Strategic Reading of Expository Text 353
A Framework for Strategic Expository Reading 353
Activities for Skimming and Scanning 355
Spotlight on Learners with Special Needs 358
Spotlight on English Learners: Generating Interaction between Schemata and Text 364
A Framework for Expository Writing 373
Disciplinary Literacy and Expository Texts 376
Expository Reading and Writing, and Using the Internet 380

Summary 382
Recommended Websites 382

CHAPTER 14 Study Skills and Test-Taking Strategies 384**learning objectives • vocabulary alert 384**

Study Skills and Prerequisite Abilities 387

Assessing Locational Skills 387

Alphabetizing 387

Book Parts 388

Reference Materials 388

Reference Skills 390

Instruction for Developing Locational Skills 392

General Teaching Procedures for Direct Instruction 392

Specific Activities 393

Assessing for Organizing Information 396

Attentive Listening 397

Classifying Words, Phrases, and Sentences 398

Main Ideas and Supporting Details 399

Sequencing 399

Summarizing and Synthesizing 400

Listening or Auditory Comprehension 400

Instruction for Organizing Information 400

Attentive Listening 401

Classifying 401

Main Ideas and Supporting Details 402

Sequencing 403

Summarizing and Synthesizing 404

Listening or Auditory Comprehension 407

Note Taking 411

Spotlight on English Learners: Dictogloss 412

Outlining 414

Assessing for Interpretation of Graphic and Pictorial Materials 418

Spotlight on Learners with Special Needs 419

Instruction for Interpreting Graphic and Pictorial Materials 420

General Teaching Procedure 420

Real-World Usage 422

General Study Strategies 422

SQ3R 422

GRS 424

PORPE 424

Additional Acronyms for Study Strategies 425

Test-Taking Strategies 425

Approaching a Test with a Good Attitude 426

Knowing the Distinct Kinds of Test Formats 426

Following Directions 429

Managing Time 429

Having a Strategy for Dealing with Difficult Questions 430

Summary 431**Recommended Websites 431**

Assessment Resources 433

Appendix A	Instructional Environment Survey for Teachers 433
Appendix B	Levels of Analysis and Correlative Diagnostic Questions: A Checklist 435
Appendix C	Lesson Plan Template 436
Appendix D	Self-Assessment Questionnaire for Teachers of English Learners 436
Appendix E	Educator’s Checklist: Observable Clues to Classroom Vision Problems 437
Appendix F	Checklist of Symptoms of Hearing Difficulties 438
Appendix G	Weekly Progress Report for Keeping Parents Informed 439
Appendix H	General Scoring Rubric for Story Retellings 440
Appendix I	Short Form for Assessing Oral Reading Behaviors 441
Appendix J	Assessing Emergent Reading Concepts 441
Appendix K	Checklist for Appraising Early Reading Development 442
Appendix L	Checklist of Oral Reading Characteristics for a Group of Students 443
Appendix M	Student Behavior Log of Demonstrated Learning Preferences 444
Appendix N	Sample Interest Inventory 445
Appendix O	Primary Grades Attitude Survey 446
Appendix P	Oral Language Assessment 447
Appendix Q	Assessing Spelling Development 448
Appendix R	Developmental Writing Checklist 449
Appendix S	Writing Perception Survey 450
Appendix T	A Self-Assessment Postwriting Questionnaire 450
Appendix U	Spelling Questionnaire 451
Appendix V	Self-Assessment for Phonics Terminology 452
Appendix W	Questionnaire to Determine Expository Reading Strategies and Habits 454
Appendix X	Example of a Critical Reading Guide 455
Appendix Y	Study Skills Checklist 456
Appendix Z	Skills Test for Assessing Knowledge of Book Parts 457

Glossary 458

References 465

Index 485

Preface

Teaching is very hard work. It requires a view of oneself as a lifelong learner. Our best teachers also view themselves as researchers, constantly questioning their methods and trying new ideas that might help them meet the needs of all the students entrusted to them. Our best teachers resist efforts to work mainly as technicians of a particular program; rather, they deserve to be recognized as valued and trusted professional educators capable of making instructional decisions that benefit their students. Throughout this text we hope to demonstrate the profound respect we have for teachers as knowledgeable, thinking professionals.

Just as classroom teachers are continually developing as professionals, so are we, as authors of this text. Between editions we read professional literature, attend conferences and webinars, work with students who struggle with literacy, and discuss ideas with colleagues for the express purpose of identifying the methods and theories related to literacy assessment and instruction that represent the best of what is known in the field of literacy education. As in prior editions, we offer information based on the most current research in the field and the best thinking of literacy experts representative of a variety of viewpoints to present a comprehensive look at what we educators can do to help all learners, of all ages, achieve literacy. A continuing goal is also to provide teacher education students, classroom teachers, literacy coaches, and reading teachers with a guide and a resource for meeting the needs of their diverse learners, including English learners and students with special needs found in most classrooms throughout the United States. The use of quality multicultural literature as a means to help learners broaden their understanding of their own and others' cultures remains a recommendation of this edition, and one that is practical in educating for a democratic society.

In this edition, we continue to strongly support a view of literacy development that includes multiple forms of literacy. From text-based forms to technology-related literacy to visual literacy and the performing arts, incorporating a variety of forms is essential to meeting the needs of learners in today's world. The conceptual framework that best illuminates this view is Howard Gardner's (1983, 1999) multiple intelligences (MI) theory, which provides the foundation for the instructional recommendations made in this edition. Also, MI theory supports differentiated instruction, and this text describes analytic teaching as essential to achieving effective differentiation. The conceptual framework offered by MI theory is also consistent with the response to intervention (RTI) paradigm. The similarity between RTI and the analytic process needs to be recognized as all U.S. states and the District of Columbia now support, at some level, implementation of a tiered academic and behavior framework like RTI (17 states as of 2013 require RTI). Additionally, the underlying premise of the text has been, and remains, an emphasis on making literacy education equally available for all students, a premise consistent with another topic discussed, that of Universal Design for Learning (UDL). In this edition, we make explicit what has been an underlying premise in earlier editions—that is, an emphasis on educating students in ways that make literacy education equally available for all students. For example, in a new chapter we show how the arts can provide support to the literacy learning of all learners, including those from low socioeconomic circumstances, learners who struggle academically, and those who are culturally, racially, and linguistically diverse. Such a

focus is certainly consistent with the concept of differentiated instruction and multiple intelligences theory.

We have made a conscious effort to present techniques appropriate to, or easily modified for, any grade level from primary through secondary school. Students can experience difficulty at any point in their literacy development. Difficulty might be first noticed when students are asked to read expository text that requires strategic reading behaviors different from reading narrative text. Difficulties also occur with expository writing, or academic writing. We recognize that competence in reading and writing is critical to entry into the world of knowledge and societal power. In fact, our hope is for all students to acquire the skills, knowledge, and dispositions needed to respond to their public responsibilities as citizens. We also hope to help teachers empower all students to enjoy the confidence that good readers and writers share, identify and solve problems of social injustice, and act as wise consumers and decision-makers in our technologically advancing society. This we see as the main task of literacy instruction.

What Is New in This Edition?

We continue to provide teachers with an analytic approach consistent with RTI and techniques for (1) recognizing learners' literacy strengths and needs, (2) identifying learners' special needs, (3) planning and differentiating instruction that considers the special talents and learning preferences of their students, and (4) meeting the Common Core State Standards. New to this edition are the following elements.

- **A new chapter for supporting K-high school students' literacy development through the arts** that offers arts theory, teaching strategies, and students' arts/literacy connections, explains how the Common Core State Standards affirm the arts, and how the Every Student Succeeds Act supports the arts as a core academic subject.
- **A new section on disciplinary literacy has been added to Chapter 13** to address the needs of teachers responsible for content-area learning, and the current emphasis on text complexity and increased use of informational text at all grade levels.
- **More integration of technology and digital resources** occurs throughout the text with linkages to relevant video clips, linkages to glossary terms, and updated websites focused on digital resources, annotated and located at the end of each chapter. An updated listing of key search terms for use with one's personal choice of search engine for locating the most current and relevant websites for the topics contained in each chapter is provided. By providing these search terms, the problem of obsolete or nonfunctioning links is avoided.
- **A new explicit connection to students with special needs** is made in each Part II chapter titled Spotlight on Learners with Special Needs, similar in format to the current Spotlight on English Learners. Teachers need to be aware of strategies effective for students with special needs, including ELLs.
- **A new section on neurological disorders**, in Chapter 4, addresses obsessive-compulsive disorder (OCD). Often teachers confuse ADHD with OCD, but they are different disorders. Knowing the characteristics of both disorders should help to clarify any confusion.
- **Separate assessment chapters have been condensed into one chapter containing material on both summative and formative assessments.**

- **New attention to IRI administration and interpretation, as well as associated video clips**, can be found in Chapter 5, the assessment chapter.
- Updates were made throughout the text for content and references. **Updates to the References include updates to new editions cited and the addition of nearly 100 current references.**

How Is This Edition Organized?

For teachers to effectively build cooperative learning communities and provide opportunities for critical thinking and problem-solving—important goals in a democratic society—they first need to know their students’ learning profiles. The bulk of this text explains how to profile students through assessment, identify their individual needs and learning preferences, and address students’ needs in a variety of ways. The organization of this text supports these important teaching goals.

The text is divided into two major sections: Part I, “Foundations,” and Part II, “The Major Domains.” Part I presents the fundamental dimensions of literacy, the concept of civic literacy, prevalent views about literacy instruction, and the goals of effective literacy programs; describes analytic teaching and the analytic process as data-driven decision making and their relationship to differentiated instruction and RTI; summarizes perspectives on linguistic diversity as related to literacy education; discusses factors that influence literacy learning, such as physical and developmental, psychological, and environmental correlates; and describes ways to assess and evaluate literacy performance, using both summative and formative means. Part II provides specific information on instructional techniques and integrating multiliteracies through visual and communicative arts. The literacy domains addressed are early literacy; literacy development through the arts; oral and written language, including spelling and academic writing; word recognition; reading vocabulary; reading comprehension; comprehending narrative text; expository text and disciplinary literacy; and study skills, including test-taking strategies. The extensive coverage of research-based instructional techniques for all literacy domains and applicable to all grade levels is a particular strength of this text, with a comprehensive listing of these strategies highlighted on the inside covers of the text.

The chapters in Part I are best studied in the order presented, whereas the chapters in Part II are independent of one another and can be studied in any order. The text organization corresponds especially well to a course organization that includes action research, a field experience, or a practicum or clinic experience. Although the basis of the text is well supported by research and theory, the overall flavor of the text remains applied and practical.

Special Features

Certain format features aid learning from the text. Each chapter begins with a list of learning objectives and important vocabulary words. The terms listed as important vocabulary for each chapter are boldfaced within the text for quick location. There is also a glossary that provides definitions for these boldfaced terms. These features aid the reader in preparing to read each chapter and in studying the material, and they aid the instructor in anticipating topics that may need additional explanation or hands-on experience. Within each domain chapter, margin notes make explicit connections between teaching practices or strategies

and the specific Common Core State Standard(s) a strategy addresses. In addition, within each domain chapter there are Spotlight on English Learners and Spotlight on Students with Special Needs features that highlight particularly effective strategies for learners who are still learning English, or who have a specific disability or other special need.

The Assessment Resources found in the appendixes provide a compendium of assessment tools for both teachers and students. These tools include materials for assessing instructional environments, determining students' areas of literacy strength and instructional need, examining readers' attitudes toward reading and self-concept, determining spelling development, analyzing writing samples, communicating student progress to parents, self-assessment for phonics terminology, and many more. A glossary and index are provided for quick reference.

Supplements for Instructors

The following supplements comprise an outstanding array of resources that facilitate learning about reading assessment and differentiated instruction. For more information, ask your local Pearson Education representative or contact the Pearson Education Faculty Field Support Department at 1-800-526-0485. For technology support, please contact technical support directly at 1-800-677-6337 or <http://247.pearsoned.com>. Many of the supplements can be downloaded from the Instructor Resource Center at www.pearsonhighered.com/irc.

Help your students get better grades and become better teachers.

Instructor's Resource Manual and Test Bank. For each chapter, the instructor's manual features a summary of important concepts and terms with their definitions, in-class activities, field-based activities, and journal questions. The summary gives an overview of what is discussed in each text chapter. The important terms highlight the major concepts of each chapter. The in-class activities provide ideas for experiences that can be accomplished within the university setting to enhance understanding of the concepts presented in the text. The field-based activities help build professional portfolio materials. The journal questions help students engage personally with the concepts. The manual also provides resource pages that can be used either as handouts or as transparency masters. The test bank provides multiple-choice questions for each chapter (available for download from the Instructor Resource Center at www.pearsonhighered.com/irc).

Acknowledgments

Thanks to colleagues and students across the country, and to the staff at Pearson Education, this text is now in its ninth edition. Suggestions for improving the instructional strategies offered and the explicit text connections to differentiated instruction come from a variety of valuable sources. First, the feedback from my own students from the University of New Orleans and California State University, Sacramento, over the years, as well as from other instructors and students who used the previous editions provided the impetus for the changes in this edition. I sincerely thank all who offered suggestions for this new edition. Second, I extend a special thank you to reviewers Lisa Bauer, Wilmington College; Carolyn R. Fehrenbach, Pittsburg State University; Margaret Phillips, Tiger Creek Elementary, Tunnel Hill, GA; and Tobi Thompson, Northeastern State University. Your thorough and thoughtful reviews and comments were invaluable in the development of this new edition. Special

thanks to Janet C. Richards (USF) for agreeing to serve as coauthor for this edition. Without her help and encouragement it is unlikely there would have been a ninth edition. Special thanks also to John G. Barnitz (UNO) for being the contributing guest author of Chapter 3 for this and the past eight editions. Many thanks to Stephanie Branson, doctoral candidate at the University of South Florida, Tampa, in Curriculum and Instruction with a dual specialization in Literacy Studies and Elementary Education, for her assistance in updating references for this edition. She is also responsible for updating the Instructor's Manual for this ninth edition. Stephanie's research interests and specializations include how digital literacies are enacted in and out of the classroom and professional development practices across the lifespan. Much appreciation to Dr. Stephanie Lemley of the Mississippi State University for her contribution of the section on disciplinary literacy in Chapter 13. Special recognition goes to my friend, Devon Metzger, for his failure to keep me from completing a ninth edition (try again)! Lastly, thanks also to the many Pearson personnel involved in seeing this edition to fruition. I hope all of you who use this text find the result appealing, helpful, and a valuable resource.

Joan P. Gipe