Adequate yearly progress (AYP), 7, 87, 257, 368
Aesthetic literary stance, 300–302
Affixes, 55
African American Vernacular English (AAVE) bridging to standard forms of English, 68
as distinct language variation, 36–37
impact of standardization and, 40
African Americans
children’s literature, 69
percent of teaching force, 61
Age, in grouping ELL students, 63
Alphabet knowledge, 188–192
alphabet books and, 190
emergent reading and, 157–158
making words and, 190–191
word lists and, 190–192
Alphabetic strategies, 222
Alternative assessment, 265–277. See also Assessment
anecdotal records, 274–275
checklists, 272–274
classroom observations, 274–275
documentary/observation, 266–275
group discussions, 276
miscue analysis, 267
reading and writing conferences and, 277
responsive listening assessment, 275–277
retelling, 276
retrospective miscue analysis, 267–271
running records, 271–272
America's Choice, 372
Analogy, code breaking and, 192
Ancillary materials, 121
Anecdotal records, 274–275
Anthology, reading, 123–124
Approximation
as condition for reading and writing, 43
as condition of learning, 42
Asian American children’s literature, 69
“Assembly line” model of schooling, 6–8
Assessment
alternative assessment practices, 265–277
anecdotal records, 274–275
attitude questionnaires and surveys, 80
beliefs and values and, 258–259
classroom observations, 274–275
critical practices and, 279–283
documentary/observation, 266–275
eyear assessment, 76–82
formative, 255
information gathering and, 277–279
group discussions and, 276
early assessment, 266–275
illuminating calendar dates and, 256
informal reading inventory and, 264–265
interviews, 82
kidwatching, 77–79
miscue analysis, 267
multiple choice tests and, 262–264
portfolio systems and, 278–279
purposes of, 256–257
qualitative reading inventory and, 264–265
reading and writing conferences and, 277
reading portfolios, 279
reflective cycle and, 260–261
responsible listening assessment, 275–277
retellings and, 276
retrospective miscue analysis, 267–271
running records, 271–272
At-risk students. See Struggling readers and writers
Attitude questionnaires and surveys, 80
Audit trail, 103
Authentic experiences with language, 47
Authentic literature, 70–71
Authenticity, of reading and writing practices, 13
Author circles, 137–138
Automatic word callers, 359
Autonomous model of literacy, 13–14
Background knowledge, struggling readers and, 360–361
Balanced approach to literacy development, 116–117
Basal reading programs, 119–126
basal curriculum and, 122
basal plus books curriculum and, 122
book curriculum and, 123
books plus basal curriculum and, 123
common characteristics and features of, 119–121
differences among programs, 121–122
DR-TA format, 123
guided reading groups and, 123–126
writing portfolios, 278–279
Assessment forms
book celebration plan, A10
concepts of print assessment tool, A11
courses of screen checklist, A12
daily conference sheet, A13
individual literature discussion form, A14
literature discussion checklist, A16
reading conference and goals, A9
reading process checklist, A15
responsive listening assessment:
group discussion, A19
storytelling checklist, A18
teacher-student reading conference form, A8
Yopp-Singer test of phonemic segmentation, A17
Asian American children’s literature, 69
percent of teaching force, 61
Beginning readers and writers. See also
Reader/Writer workshops
alphabet knowledge and, 188–192
code breaking mini-lessons and, 192–193
code breaking practice and, 184–185
critical practices and, 197–198
early (first grade), 182–183
experimental (kindergarten), 182
four resource model and, 184–198
guiding principles and, 181
high-frequency words and, 192
language play and rhymes and, 186–187
reader/writer workshops and, 199–212
standards and benchmarks and, 212–213
text participant practice and, 193–196
text use practices and, 196–197
transitional (second grade), 183
word families and, 187–188
Behaviorism, 91
Benchmark tests, 259
Bilingual Education Act (1968), 40
Bilingual education elimination, 40
Biographies, 334
Book celebration plan, A10
Book reviews, 132
Book shares, 285, 286
Bottom-up perspective, 258
Bottom-up theory, 91
Buddy reading partnerships, 362–363
Caldecott Award winners, A4–A6
Call/response interaction pattern, 75
Cambourne, Brian, 41–43
Cambourne’s model of oral language development, 41–43
conditions for oral language development, 42–43
conditions for reading and writing, 43
Center for Child and Family Studies (CCFS), 152
Center on English Learning and Achievement (CELA), 298
Character grids, 239
Checklists, 272–274
Choral reading, 229
Circle of questions, 343
Class homophone dictionary, 225
Classmates names, alphabet knowledge and, 190
Classroom library, in reader/writer workshop approach, 130–131
Classroom observations, 274–275
Classroom setting, oral language development and, 151
Classroom structures, basal, 122–123
Clipboards, for kidwatching, 79
beginning readers and writers and, 184–185
integrated approach and, 185
mini-lessons for, 192–193
prescriptive approach and, 184
strategy comparison, 185
for intermediate and accomplished readers and writers, 222–239
alphabetic strategies and, 222
developmental word study and spelling, 224–227
meaning families and, 222–223
pattern knowledge and, 222
reading with fluency and, 227–229
word hunts and, 224
word sorts and, 224
word study strategies and, 222–224
Code breaking strategies for nonfiction texts, 337–339
Code switching, 29, 70
Cognitive processing, struggling students and, 355
Cognitive psychologist theory, 91
Comics, 242
Community practices, learning about, 63–66
Compare/contrast, 328
Complex letter-sound relationships, 192–193
Comprehension behavior flowcharts and, 367
centers for, 125
monitoring strategies, 365–368
nonfiction texts and, 332, 340
read alouds and, 361
Reading First initiative and, 20
in text participant practice, 235–238
Computers. See Multimodal literacy; Technology
Concept books, 333
Concepts of letters and sounds, 157–159
Concepts of print assessment tool, 159–161, A11
emergent readers and, 156
Concepts of screen, 166, A12
Concepts of text, 154–156
Concepts of words, 156–157
Connect the words, 339
Connections, text participant practice and, 193–194
Contextual dimension, literature discussions and, 302
Contextual vocabulary work, 233–234
Contrast charts, 340
Conversations, written, 46–47
Criterion-referenced tests, 263
Critical dimension, multimodal literacy and, 346
Critical ideological perspective, 258–259
Critical model of learning, 9–11
Critical practices assessments and, 286
beginning readers and writers and, 197–198
in four resource model for literacy, 106
intermediate and accomplished readers and writers and, 242
nonfiction texts and, 343
Critical theories, 103–108
Cueing systems, 50–55, 97
graphophonemics, 50
phonemes and phonemic awareness, 50–52
phonetics and phonics, 52–53
pragmatics, 55
semantics, 53–54
syntactics, 54–55
Cultural diversity attitude questionnaires and surveys and, 80
code switching and, 70
cultural divide between teacher and student, 61–62
culturally relevant pedagogy and, 66–67
eyear assessment and, 76–82
encouraging primary language and, 70
examination of in classroom setting, 61–66
fostering oral language and, 69–70
funds of knowledge and, 64–65
home and community practices and, 63–64, 71–72
inquiry model of schooling and, 8–9
interaction patterns and, 72–73
interactive journals and, 68
interviews and, 82
kidwatching and, 77–79
learning a language and, 29
multicultural authors and, 69
multicultural texts and, 68
multimodal literacy and, 346
reading aloud from student-centered perspective and, 74–76
reading aloud from teacher-centered perspective and, 73–74
recognizing differences in English Language Learners, 62–63
storybook reading and, 171–172
supporting linguistically diverse learners and, 67–68
using authentic literature and, 70–71
virtual school bags and, 65–66
Cultural divide, students and teachers, 61–62
Cultural mismatch, instructional events and, 75–76
Cultural understanding, literacy and, 11–12
Culturally relevant pedagogy, 66–76, 72–73
Curriculum building theory, 87–88

Daily conference sheet, A13
Daily Oral Language (D.O.L.), 46
Data choice assessment, 277–279
Decodable texts, 122
Decoding words, 115
Defining moments, 8
Definitional vocabulary work, 233–234
Demographics, teaching workforce and, 61
Demonstration
as condition for reading and writing, 43
as condition of learning, 42
Derivational-consistency, spelling development and, 226
Derivational suffixes, 223
Developmental word study and spelling, 224–227
Dewey, John, 8
Dialects
African American vernacular, 36–37, 40, 68
assumptions and biases and, 35–36
classroom approaches to issues of, 36–37
contrastive approaches and, 36–37
correctionist perspective and, 36
influences on, 35
myths and realities of, 35
Dialogic nature of language, 27–28
Dialogue journal samples, 283
Dictation, 155
Digital language experience approach (D-LEA), 172–175
Digital technologies. See Multimodal literacy
Digital world, 16–17
Directed reading thinking activity, 240
Directed spelling thinking activity, 227
Discussion formats, literature, 308–315
Disrupting the commonplace, 104
Diversity, as a resource, 11–12. See also Cultural diversity
Documentary/observation, 266–275
DR-TA format (Directed Reading-Thinking Activity), 123
Dramatization, 155
Drop everything and read (DEAR), 307
Eager to Learn, 149
Early phonemic spelling, 163
Early reading and writing (first grade), 182–183
Easy books, reading with understanding, 231–232
Easy reading time, 363
Ebonics. See African American Vernacular English
Educational histories, grouping ELL students and, 63
Efferent literary stance, 300–302
Elaborative processes, text participant practices and, 235
Electronic media. See Multimodal literacy; Technology
Electronic/talking books, 168
Emergent literacy
alphabet knowledge, 157
assessing the dimensions of, 159–161
concepts of letters and sounds, 157–159
concepts of screen and, 166
courses of texts and, 154–156
courses of words and, 156–157
developing oral language skills, 151
developmental continuum and, 148–149
digital language experience approach, 172–175
dimensions of, 153–154
electronic/talking books and, 168
emergent spelling, 162–164
emergent writing, 161–166
emergent writing and meaning making, 166
historical beginnings of, 146–150
home and community contexts and, 149
language experience approach stories, 172–175
noticing environmental print, 169–170
oral language learning, 150–161
phonemic awareness, 158
planning experiences, 154
preschool settings and, 152–153
reading readiness and, 147–148
sociodramatic play settings, 172
storybook reading and, 170–172
technology and, 166–168
writing centers and, 170
written language forms and, 161–162
Emergent spelling, 162–164
early phonemic, 163
letter-naming, 163–164
prephonemic, 163
random marks and, 162–163
transitional, 164
Emergent writing, 161–166
emergent spelling, 162–164
inventing and refining written language forms, 161–162
meaning making and, 166
Engagement
as condition for reading and writing, 43
as condition of learning, 42
struggling readers and writers and, 355–356
English Language Acquisition, Language Enhancement, and Academic Achievement Act, 40
English Language Learners (ELL)
declaration of, 33
grouping of, 62–63
impact of standardization and, 40
interactive journals and, 68
multicultural texts and, 68
numbers of, 31–33
segregation in classroom of, 40
teaching in primary languages and, 67–68
vocabulary development and, 232
Environmental print, 169–170
Envisionment, literature discussions and, 297
Etymology, 54
Everyday materials, in teaching reading and writing, 16–18
Expectation
as condition for reading and writing, 43
as condition of learning, 42
Experience view, reading readiness and, 147
Experiences and backgrounds use, 15–16
Experimental reading and writing (kindergarten), 182
Expository text structure, 334–335
Extrinsic motivation, 356

Feedback
as condition for reading and writing, 43
as condition of learning, 42
Fishbowl strategy, 316
Flexibility, literature discussions and, 317
Flexible reading groups, 132
Flipbooks, 188
Fluency, reading with, 227–229
Focused mindfulness, 21
Formative assessment, 255. See also Assessment
Four Blocks program, 370–371
Four language cueing systems, 116
Four-resource model, 105–106
for beginning readers and writers, 184–198
code breaking practices, 184–185, 192–193
critical practices, 197–198
text participant practices, 193–194
text use practices, 196–197
for intermediate and accomplished
readers and writers, 219–243
code breaking practices, 222–229
critical practices and, 242
text participant practices and, 230–240
text use practices and, 240–241
Funds of knowledge, 15–16, 64–65

General public, assessment practices and, 292
Get one-give one, 341
Goals of the reading events, 73
Goodman, K., 96
Graphic organizers, 236
Graphophonemic cueing, 283
Graphophonemics, 50
Group discussions, assessment and, 276
Groups, working in, 12
Guided reading groups, 123, 124–126
Guiding principles, for effective literacy instruction, 373

Halliday, Michael, 44–49
Halliday + model, 107
Halliday’s eight conditions for language learning, 151
Halliday’s model of language acquisition, 44–49

application to classroom literacy events, 49
functional uses of language, 45
learning about language, 44–47
learning language, 44
learning through language, 48–49
Head Start, 148
High-frequency words, 192
High stake tests, 261
Hispanic Americans, percent of teaching force, 61
Historical changes in curriculum balanced approaches, 116–117
prescriptive programs, 117–119
skill models, 115
whole language models, 116
History of language policies, 39–40
Home literacy practices, 12, 63–66, 71–72. See also Parents
Homographs, 226
Homophones, 225
Identification texts, 333
Ideological dimension, literature discussions and, 302–304
Ideological model of literacy, 14
Ideological stance, teacher, 304
Ideologies regarding literacy development, 5–6
Immersion
as condition for reading and writing, 43
as condition of learning, 42
Independent and productive reading and writing. See also Intermediate and accomplished readers and writers
grade three, 220
grades four through six, 221
Independent reading
content areas and, 336–337
fluency work and, 229
reader/writer workshops and, 134–135
struggling readers and, 361–362
Individual literature discussion form, 14
Industrial model of schooling, 6–8
Industrial perspective, 258
Inferences, text participant practices and, 194–195
Inflectional suffixes, 222–223
Informal reading inventories (IRI), 264–265
Information gathering, assessment and, 277–279
Information technology. See also Multimodal literacy
Informational literacy, linking electronic media with, 348
Informational storybooks, 334
Initiate-respond-evaluate (IRE), 74, 75, 310
Inquiry-based learning, 322–334. See also Nonfiction texts
disciplines and, 329
integrating reading and writing
strategies and, 327–328
key principles of, 325–326
nonfiction and reader/writer development, 329–334
nonfiction incorporation into curriculums, 334–337
nonfiction texts in multimodal environments, 344–349
personal and social knowing and, 328–329
problem posing and, 326–327
reading strategies for nonfiction material, 337–344
sign systems and, 329
sources of knowledge and, 328–329
teacher’s role and, 329
topic choice and, 327
Inquiry curriculum, 14–15
Inquiry model of schooling, 8–9
Inquiry perspective, 258–259
Instant words, 192
Integrated approach, code breaking practices and, 185
Integrative processes, text participant practices and, 235
Interaction patterns, 73
Interactive journals, 68
Interests, struggling readers and, 360–361
Intermediate and accomplished readers and writers. See also Reader/writer workshops
characteristics of, 219
code breaking practices and, 222–229
connecting to meaning of a text, 235–238
critical practices and, 242
developmental word study and spelling, 224–227
grades four through six, 221
guiding principles and, 218–219
reader/writer workshops and, 244–248
reading easy books with understanding, 231–232
reading with fluency, 227–229
Language policies

Language play and rhymes, 186–187
Language experience approach stories
Language development. See Oral language development
Language as a deficit, 38
Language as a resource, 38
Language cueing systems, 267. See also Miscue analysis
Language of, 44–49
Language and literacy, 348–349
Language and power, 124–125
Language and race, 124–125
Language and social context, 124–125
Language and social interaction, 46–47
Language and social justice, 124–125
Language and sociocultural context, 124–125
Language and sociocultural identities, 124–125
Language and teacher development, 291
Language and writing, 46–47
Language as a deficit, 38
Language as a resource, 38
Language cueing systems, 267. See also Miscue analysis
Language of, 44–49
Language and literacy, 348–349
Language and power, 124–125
Language and race, 124–125
Language and social context, 124–125
Language and social interaction, 46–47
Language and social justice, 124–125
Language and sociocultural context, 124–125
Language and sociocultural identities, 124–125
Language and teacher development, 291
Language and writing, 46–47
Language acquisition, Halliday’s model
Language acquisition, standardized tests and, 263
Language experience approach stories (LEA), 172–175
Language play and rhymes, 186–187
Language policies
history of, 39–40
implications for teaching literacy, 39–40
Language testing, standardized tests and, 263
Latino American children’s literature, 69
Learning about language (Halliday model), 44–47, 107
Learning aptitude, grouping ELL students and, 63
Learning language (Halliday model), 44, 107
Learning through language (Halliday model), 48–49, 107
Learning to use language to critique, 107
Learning trail, 103
Letter-naming, emergent spelling and, 163–164
Leveled books, 119–120
Library, in reader/writer workshop approach, 130–131
Lifelong learning, 8
Limited English Proficient (LEP), 33
Linguistic backgrounds, 15–16
Linguistic variation
dialects and, 35–37
registers and, 34
Linguistically diverse learners
fostering oral language and, 69–70
supporting in reading and writing, 67–68
Listening centers, 125
Literacy centers, classroom, 125
Literacy Collaborative, 369–370
Literacy events, 70
Literacy Place, 121
Literacy portfolios. See Portfolio systems
Literacy practices
guiding principles for, 373
for new generation of children, 4–5
in school and out of school gap, 4–5
Literacy reform efforts
America’s Choice, 372
characteristics of, 368
Four Blocks, 370–371
Literacy Collaborative, 369–370
Reading Recovery, 368–369
for struggling schools, 368–372
Success for All (SFA), 371–372
Literacy-rich classrooms, 128–129
Literacy stance, literature discussions and, 298–308
Literature-based basal programs, 121
Literature-based reading textbooks, 116
Literature discussion checklist, 274, A16
Literature discussions
aesthetic literary stance and, 300–302
textual dimension and, 300–302
different styles and, 292–293
teacher literary stance and, 300–302
envisionment and, 297
flexibility and, 317
goals for, 294–295
ideoological dimension and, 302–304
with intermediate and accomplished
readers and writers, 246–247
interpretive authority and, 308–315
literary stance and, 298–308
literary/strategic dimension and, 298–302
reader response theory and, 295–316
reader transaction and, 296–298
reader/writer workshops and, 134–135
sharing interpretive authority and, 315
sociocultural backgrounds and, 295
spheres of influence and, 295
student-led discussions and, 310–312
student thought processes and, 285
teacher-led, student-centered discussions and, 312–315
teacher-led discussions and, 310
text use and, 286
Literature testing, 263
Literature webbing, 195
Little books, 117
Long-term view of literacy, 376
Looking Backwards and Beyond strategy, 305–306
Macroprocesses, text participant practices and, 235
Main idea questioning, 366
Making words, alphabet knowledge and, 190–191
Maturation view, reading readiness and, 147
Meaning families, 222
Meaning making, emergent writing and, 166
Metacognitive processes, text participant practices and, 235–237
Microprocesses, text participant practices and, 235
Mini-lessons
form, A20
for intermediate and upper grades, 245–246
reader/writer workshops and, 133–134
Minority teacher shortage, 61–62
Miscue analysis, 138, 267
Models of schooling, 6–11
critical modeling, 9–11
industrial model, 6–8
inquiry model, 8–9
Monthly memory posters, 156
Morphemes, 54
Motivation, struggling readers and writers and, 355–356
Multi-language titles, 71
Multicultural authors, 69
Multicultural texts, 68
Multimodal literacy
critical dimension of, 346
cultural dimension of, 346
dimensions of, 346–348
goals regarding, 347
integrating electronic media into, 346–348
linking electronic media and informational literacy, 348
Index

literacy practices and, 16–18
literacy skills and, 348–349
nonfiction texts and, 344–349
operational dimension of, 346
scaffolding reading and writing strategies and, 349
watch media and, 345
Multimodalities, in children’s lives today, 4–5
Multiple choice tests, 262–264
Multiple dialects, value of in U.S., 37
Multiple language titles, 70
Multiple languages, in classroom settings, 31–33

National Assessment of Educational Progress (NAEP), 116, 262
National Association for the Education of Young Children (NAEYC), 153, 181, 219
National Center for Educational Statistics (NCELA), 68
National Council of Teachers of English (NCTE), 96
National Early Literacy Panel, 153
National Institute of Literacy, 13
National Reading Panel, 19–20, 50–52, 117, 158
Nationality, in grouping ELL students, 63
Native American children’s literature, 69
Needs improvement lists, 7
Newbery Award winners, A1–A3
No Child Left Behind (NCLB) legislation
industrial model of schooling and, 7
National Institute of Literacy and, 13
National Reading Panel and, 19–20
proliferation of assessments and, 255–256
publishing companies and language from, 117
Reading First initiative and, 20–21
reading fluency and, 227
role of, 18–21
scientifically based reading research and, 19–20
state-specific standardized tests and, 257
Nonfiction texts
biographies, 334
categories of, 333
code breaking strategies for, 337–339
comprehension skills and, 332
comprehension strategies and, 340
concept books, 333
criteria for choosing, 333
critical practices strategies and, 343
evaluation of, 332–334
expository text structure, 334–335
identification texts, 333
importance of, 330–331
independent reading time and, 336–337
informational storybooks, 334
integration of, 331–332
in multimodal environments, 344–349
opportunities and exposure to, 330
organization features of, 342
pairing with fiction, 337
procedural texts, 333
reading aloud and, 335–336
sample twin texts, 336
standards and, 331
text participant strategies and, 340
text use strategies and, 341
vocabulary words and, 337–338
word mapping and, 338–339
Norm-referenced tests, 263
Notebooks
anecdotal records and, 275
for kidwatching, 79
One-sheet observation method, 275
Onsets, 53, 192
Open Court
Organization features
Open houses, 278
Operational dimension, multimodal literacy and, 346
Oral language development, 150–161
alphabet knowledge and, 157
Cambourne’s model, 41–43
concepts of letters and sounds and, 157–159
concepts of print assessment tool and, 159–161
concepts of texts and, 154–156
concepts of words and, 156–157
conditions and models and, 41–49
conditions for developing skills and, 151
culture and, 29
dialects and, 35–37
dimensional nature of language, 27–28
dimensions of emergent literacy, 153–154
evolutionary nature of language, 27–28
graphophonemics and, 50
Halliday’s model and, 44–49
language cueing systems, 50–55
language policies and, 39–40
language variation as a resource, 37–39
multiple languages and, 31–33
phonemes and phonetic awareness and, 50–52, 158–159, 281–282
phonetics and phonics and, 52–53
power and politics and, 29–30
pragmatics and, 55
preschool settings and, 152–153
registers and, 34
semantics and, 53–54
from a sociocritical perspective, 26–30
syntactics and, 54–55
variations in oral language, 30–40
Orbis Pictus Award winners, A7
Orthography, 54

Parents. See also Home literacy practices
assessment practices and, 292
conferences with, 278
surveys of, 82
Participation structures, literature discussions and, 308–315
Partner reading, 229
Pattern knowledge, 192, 222
Pen pal letters, 166
Perceptions of language, 38
Personal experiences, 15–16
Personal knowing, 328–329
Personal narratives, 46
Personal reading lists, 286
Phonemic awareness, 50–52
assessment and, 281–282
emergent reading and, 158–159
Reading First initiative and, 20
Phonemic blending, 186
Phonemic segmentation, 186, 259
Phonemic spelling, 163
Phonetics, 52–53
Phonics
assessment of, 282
basal programs and, 121–122
classroom practices and, 52
national Reading Panel guidelines and, 118
“Pocket monsters,” 17
Poetry, exploring language through, 153
Policy makers, assessment practices and, 292
Politics, language practices and, 29–30
Poor readers. See Struggling readers and writers
Portfolio systems, 278–279
essential features of, 278
reading portfolios, 279
writing portfolios, 278–279
Postcard creation, 243
Power, language practices and, 29–30
Pragmatic/text users, 105–106
Pragmatics, 55
Predictions, text participant practices and, 194–195
Prefixes, 222
Prephonemic spelling, 163
Preschool settings, 152–153
Prescriptive approaches additional support or alternatives and, 127–128
code breaking practices and, 184
concerns with, 126–128
individual student needs and, 126–127
Prescriptive reading programs, 117–119
Primary grades. See Beginning reading and writing
Primary language support, 70
Problem posing inquiry-based learning and, 326–327
teacher as, 15
Procedural texts, 333
Psycholinguistics, 96
Puppets, 156
QAR (Question-Answer Relationship) strategy, 315
Qualitative reading inventory (QRI), 264–265
Questionnaires, attitude, 80
Questions, sequencing of, 194
Random marks, emergent spelling and, 162–163
Read-alouds cultural assumptions and, 73
fluency and, 229
meaning construction and, 285
struggling readers and, 361
from student-centered perspective, 74–76
from teacher-centered perspective, 73–74
Reader response model, 98–102, 101–102
Reader response theory. See Literature discussions
Reader transaction, literature discussions and, 296–298
Reader/writer workshops, 128–141
for beginning readers, 199–212
approaches to reading aloud, 202–204
independent and partner reading, 207–208
literature discussions and, 207
mini-lessons and, 200
quality picture books and, 201–202
reading and responding and, 200–208
record keeping and, 208–212
routine creation and, 199–200
shared reading events, 205–207
writing and, 208–210
differentiating instruction in, 375
intermediate and accomplished readers and writers and, 244–248
literature discussions and, 246–247
mini-lessons and, 245–246
reading and writing conferences and, 247–248
text sets and, 244–245
for literacy development
classroom spaces and places and, 130–131
flexible reading groups and, 132
independent discussions and, 134–135
mini-lessons and, 133–134
organizing workshops, 129–132
reading and writing conferences, 138–141
sample schedule for, 133
sharing work and, 138–139
status of the class and, 138
workshop design, 128–129
workshop structure, 132–139
writing and responding and, 136–138
Reader’s theater, 229
Reading aloud, nonfiction texts and, 335–336
Reading and writing conferences, 138–141. See also Reader/writer workshops
assessment and, 277
intermediate and accomplished readers and writers and, 247–248
teachers roles during, 247–248
Reading anthology lessons, 123–124
Reading behaviors, comprehension strategies and, 238
Reading bookmarks, creating, 237
Reading centers, in reader/writer workshop approach, 130
Reading conference goal sheets, 134, A9
Reading First Initiative, 7, 20–21, 117
Reading Mastery, 20, 122, 126
Reading portfolios, 279. See also Portfolio systems
Reading process checklist, 273, A15
Reading readiness, 147
Reading Recovery program, 368–369
Reading response rubric, 287
Reading with fluency, 227–229
Real-life experiences, 13
Reflecting questions back to student, 366
Reflection forms, 313
Reflective cycle, assessment and, 260–261
Registers, 34
Reluctant readers, selection of books for, 364
Remedial readers. See Struggling readers and writers
Response logs, 286
Responsibility as condition for reading and writing, 43
as condition of learning, 42
Responsive listening assessment, 275–277, A19
Retellings, 239–240, 276, 285, 286
Retrospective miscue analysis (RMA), 267–271
Rimes, 53, 188
R.I.T.E. strategy (read, interrogate, teach, and explore), 344
Root words, 54, 223
Running records, 271–272
Save the Last Word for Me strategy, 316
Scaffolding
electronic media and, 349
struggling readers and, 364–365
Schemas, 194
School districts, assessment practices and, 292
Scientifically based reading research, 19–20
Scott Foresman Reading 2004, 20
Segregation, classroom, 40
Self confidence, 356
Semantics, 53–54
Sequencing questions, 194
Sesame Street, 148, 172
Sign systems, 329
Silent reading, 94–96
Skills-based approach to literacy, 88–92
Skills model for curriculum, 91–92
Skills model for literacy, 115
Skills worksheets, 12, 14
Slow comprehenders, 359
Slow readers. See Struggling readers and writers
Slow word callers, 359
Social action, 105
Social experiences, 13
Social goals, literacy and, 12–13
Social knowing, 328–329
Social understanding, literacy and, 11–12
Sociocritical perspective, oral language development and, 26–30
Sociocritical practice, planning literacy as, 375
Sociocultural backgrounds, literature discussions and, 295
Sociodramatic play settings, preschool, 172
Sociopolitical influences, 37
Sociopolitical issue focus, 105
Sorting letters and words, 191
Sounding out words, 192
Spelling, emergent. See Emergent spelling
Spelling analysis chart, 284
Spelling strategies, 224–227
Spheres of influence, reader interpretation and, 295
SQR3 (survey, question, read, recite, and review), 340
Stakeholders, assessment and, 261
Standard English (SE), 35–37, 37
Standardized tests, 6–8, 257, 258, 261, 262–264
Starting Out Right, 149
State administrators, assessment practices and, 292
State-specific standardized tests, 257
Stickynotes, for kidwatching, 79
Story maps, 71, 197
Storybook reading, 170–172
Storytelling checklist, 274, A18
Struggling readers and writers
adequate yearly progress and, 368
America’s Choice and, 372
automatic word callers, 359
books for reluctant readers, 364
buddy reading partnerships and, 361–362
characteristics and possible evidence, 359
cognitive processing and, 355
comprehension flow chart for, 367
comprehension monitoring strategies, 365–368
differences between literacy students, 355
extrinsic motivation and, 346
Four Blocks and, 370–371
guiding principles and, 373–354
identification of during literacy events, 358–359
independent reading time and, 361–363
instructional practices for, 359–368
interest and background knowledge and, 360–361
intrinsic motivation and, 356
Literacy Collaborative and, 369–370
literacy reform efforts and, 368–372
long-term view with, 376
motivation and engagement and, 355–356
read alouds and, 361
Reading Recovery program, 368–369
scaffolding and, 364
scheduling easy reading time and, 363
slow comprehenders, 359
slow word callers, 359
statistics regarding, 357
struggling word callers, 359
Success for All Program and, 371–372
teacher beliefs and attitudes and, 357–358
word stumblers, 359
workshops and, 375
Struggling schools, literacy reform efforts for, 368–372
Student attitude surveys, 80
Student-centered literature discussions, 312–315
Student-centered read alouds, 74–76
Student-led literature discussions, 310–312
Success for All (SFA), 371–372
Suffixes, 222–223
Summative assessment, 255. See also Assessment
Surveys
attitude, 80
parent, 82
Sustained silent reading (SSR), 135, 307
Syllable junctures, spelling development and, 226
Syllables, articulation of, 53
Syntax, 54
Talking books, 168
Teacher attitudes, struggling readers and, 357–358
Teacher-centered read alouds, 73–74
Teacher-led literature discussions, 310, 312–315
Teacher-student reading conference form, 95, A8
Teachers, assessment practices and, 292
Teaching, personal beliefs regarding, 87–88
Teaching Children to Read, 50
Teaching workforce, demographics regarding, 61
Technology. See also Multimodal literacy concepts of screen and, 166
in early literacy settings, 166–168
electronic/talking books, 168
Test of Early Reading Ability, 281
test prep curriculum, 260
tests. See Assessment
text awareness, developing, 157
text meaning, 105–106, 235–238, 285
text participant practices
beginning readers and writers and, 193–196
literature webbing, 195
making connections and, 193–194
making predictions and inferences and, 194–195
schemas and, 194
visualizing and, 195–196
intermediate and advanced readers and writers, 230–240
connecting to text meaning, 235–238
emphasizing meaning and, 231
key reading comprehension strategies, 238
reading easy books with understanding, 231–232
retelling and understanding, 239–240
vocabulary development and, 232–234
nonfiction texts and, 340
text sets
for intermediate and accomplished readers, 244–245
in literacy-rich classrooms, 128–129
text-to-self connections, 236
text-to-self strategy, 101
text-to-text connections, 236
text-to-text strategy, 101
text-to-world connections, 236
text-to-world strategy, 101
text transformation, 343
text use practices
assessments and, 286
beginning readers and writers and, 196–197
intermediate and accomplished readers and writers and, 240–241
nonfiction texts and, 341
texts, intercultural, 68
Theme cycles, 93
Theories of literacy development
  bottom-up theory, 91
  critical theories, 103–105
  curriculum building and, 87–88
  four-resource model, 105–106
  Halliday model, 107
  reader response model, 98–102
  skills-based model, 88–92
  top-down theory, 96
  transactional theory of reading, 99–101
  whole language model, 92–97
Think alouds, 236–237, 362
Top-down theory, 96
Topic choice, inquiry-based learning and, 327
Trade books, 121
Trading card games, 17
Traditional assessment, 262–265. See also Assessment
criterion-referenced tests and, 263
informal reading inventory and, 264–265
norm-referenced tests and, 263
qualitative reading inventory and, 264–265
standardized and multiple choice tests, 262–264
Transactional reading and writing, 99–101, 296–298
Transitional reading and writing, 183
Transitional spelling, 164
Twin texts, 336
Two-language titles, 71
Uninterrupted writing segments, 137
Use
  as condition for reading and writing, 43
  as condition of learning, 42
Variations in oral language, 30–40
Virtual school bags, 65–66
Vision and effective literacy instruction, 21–22
Visualizing, text participant practices and, 195–196
Vocabulary centers, 125
Vocabulary development
  contextual vocabulary work and, 233–234
  developmental vocabulary work and, 233–234
  encouraging wide reading and, 232–233
  high-quality oral language exposure and, 233
  independent strategies and, 233
  intermediate and advanced readers and writers and, 232–234
  Reading First initiative and, 20
  word consciousness and, 233
Vocabulary squares, word meanings and, 234
Vocabulary words, nonfiction texts and, 337–338
Voice print matching, 193
Webbing, literature, 195
WebQuests, 349
Whole language model of literacy development, 96–97
Whole language systems, 116
Whole Language Umbrella, 96
Within words, spelling development and, 226
Word families, 187–188
Word hunts, 224
Word lists, alphabet knowledge and, 190–192
Word mapping, nonfiction texts and, 338–339
Word meaning approach to literacy, 92–98
Word sorts, 224
Word study strategies, 222–224
Word stumblers, 359
Word work centers, 125
Work samples, 285
Workshops. See Reader/writer workshops
Writing, emergent. See Emergent writing
Writing and responding, reader/writer workshops and, 136–138
Writing centers, 125, 130, 170
Writing journals, for linguistically diverse learners, 70
Writing portfolios, 278–279. See also Portfolio systems
Written conversations, 46–47
Yopp-Singer Phonemic Awareness, 281–282
Yopp-Singer test of phonemic segmentation, A17