SECOND EDITION

FUNDAMENTALS OF
**Literacy**
Instruction
**& Assessment** PRE-K–6

Martha C. Hougen
Susan M. Smartt

# NEW EDITION
of bestselling text for teaching foundational literacy skills!

DISCOVER WHAT'S NEW ▶

# Contents

FUNDAMENTALS OF

## Literacy
### Instruction
### & Assessment

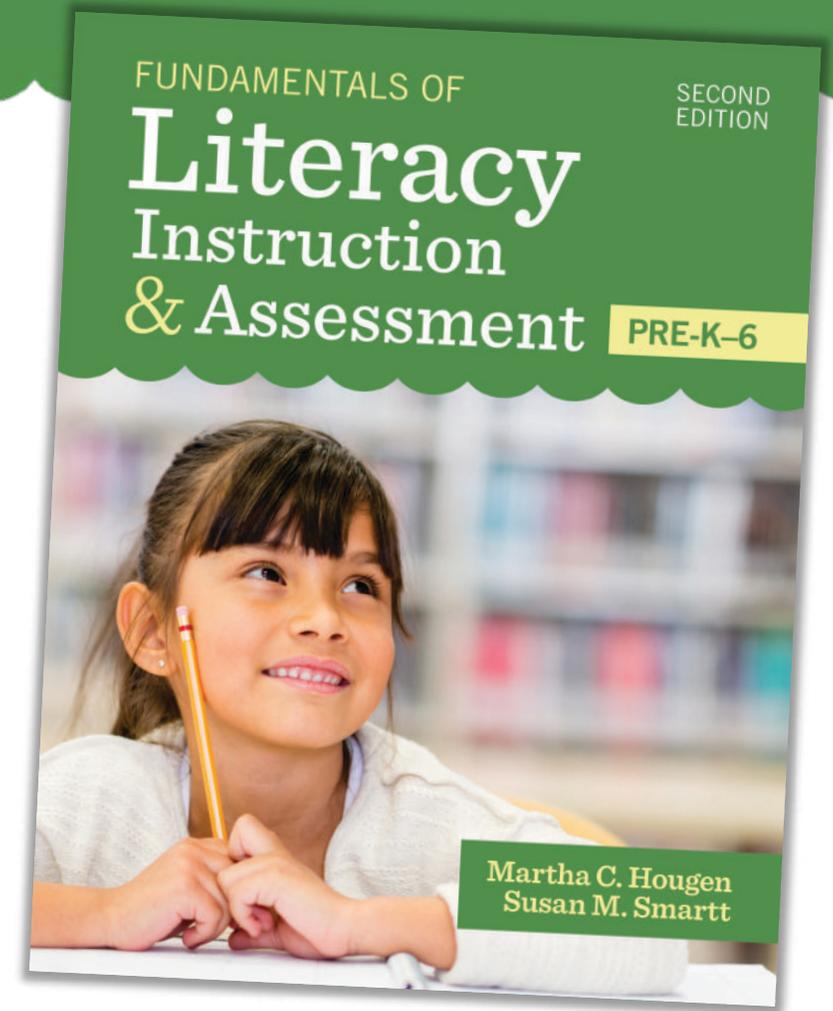SECOND EDITION

PRE-K–6

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# About *Fundamentals of Literacy Instruction & Assessment, Pre-K–6, Second Edition*

# About the Book

Understand the **science of reading** and how to implement **evidence–based instruction** to increase the reading and writing achievement of pre-K–6 students, including those at risk for reading difficulties.

Fully revised and updated, this core text covers the **research base** for structured literacy instruction and **practical guidance** on the essential components of literacy instruction:

- oral language
- phonemic awareness
- phonics
- vocabulary
- fluency
- comprehension
- handwriting
- spelling
- writing

Engaging, pragmatic, and accessible, this book is an essential text for **preservice teacher candidates** and a valuable resource for **experienced teachers, teacher educators, administrators**, and other professionals involved in teaching foundational literacy skills.

# About the Editors

## Martha C. Hougen, Ph.D.

As a general and special education teacher, public school administrator, and university faculty member, Dr. Hougen has dedicated her work to improve the achievement of students who struggle with learning. She supports teacher educators, teacher candidates, classroom teachers, and specialists to implement the science of literacy.

Read Dr. Hougen's full bio

## Susan M. Smartt, Ph.D.

As a senior research associate at Vanderbilt University, Dr. Smartt engaged in research, writing, and teaching focused on improving teacher preparation in reading. Previously, she was a national literacy consultant with state departments, teacher preparation programs, and local school districts focusing on school reform, reading intervention for low-performing schools, using data to inform practice, developing Response to Intervention initiatives, and implementing scientifically based literacy programs.

Read Dr. Smartt's full bio

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- Holly Tate Rocha, M.S.
- Carol Tolman, Ph.D.
- Joshua Wilson, Ph.D.

# Interior Features

# About the Features

*Fundamentals of Literacy Instruction & Assessment, Pre-K–6, Second Edition* includes a variety of features designed to enhance reader understanding.

Examples include:

- Authentic classroom scenarios
- Learning objectives
- Key terms
- Vignettes
- Sample activities and scripts
- Tables and figures
- Reflect boxes
- Chapter conclusions
- Knowledge assessment questions
- Application activities
- References
- Appendices

# Authentic Classroom Scenarios

## 2 Critical Components of Teaching Structured Reading

Martha C. Hougen and Susan M. Smartt

*I don't know where to start, the first-year teacher lamented. My third-grade class consists of 28 students; several are students learning English and at least three students need special education support. Some students can barely speak a complete sentence whereas others are reading at the third-grade level. Where do I start? What do I teach? How do I prepare all of my students to successfully pass the state test at the end of the year? HELP!*

Each chapter begins with an authentic classroom scenario to frame the chapter content.
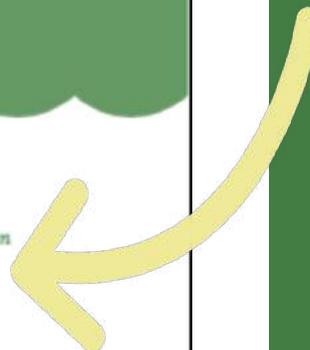
# Learning Objectives

OBJECTIVES    After studying this chapter, you will be able to:

1. Define and explain the essential components of reading instruction.
2. Define and explain the features of effective instruction.
3. Explain the research base that constitutes the science of reading.
4. Explain what is meant by scaffolding instruction and provide three examples.
5. Explain the "I do, you do, we do" lesson structure of teaching and provide examples.
6. Explain the differences among phonological awareness, phonemic awareness, and phonics.
7. Explain the reading rope figure. (See Scarborough's reading rope in Figure 2.4.)
8. Explain the background and findings of the Report of the National Reading Panel.
9. Explain the Simple View of Reading.
10. Plan your first tutoring session and share your plan with a colleague.

Learning objectives appear at the beginning of each chapter to orient readers to the key content of that particular chapter.

# 🔍 Key Terms

## Glossary

**academic English** The English language ability required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments, sometimes referred to as cognitive academic language proficiency (CALP).

**accelerated students** Those who learn quickly and may need to be challenged with more advanced material. These students are referred to as *gifted and talented*, *advanced*, or *exceptional*.

**accuracy** the ability to recognize words correctly.

**adequate yearly progress (AYP)** An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year.

**attention-deficit disorder (ADD)** Attention-deficit disorder is an older name for attention-deficit/hyperactivity disorder.

**attention-deficit/hyperactivity disorder (ADHD)** Refers to the inability to use skills of attention effectively. Studies suggest that 5%–10% of children, adolescents, and adults may have ADHD.

**automaticity** A general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. Skills become automatic after extended periods of training. With practice and good instruction, students become automatic at word recognition—that is, retrieving words from memory—and are able to focus attention on constructing meaning from the text rather than decoding.

More than 175 key terms are defined in the chapters and can be easily referenced in the Glossary.

# Vignettes

**Box 6.1. Vignette** | **Conversation between Ms. Kenitra and her students during center play**

1. **Ms. Kenitra,** the lead pre-K teacher, was playing a magnet game with a small group of children in the science center. Noah (N) and Joakim (J), two 4-year-olds, were using magnets and objects to determine which objects they could move along the table surface holding the magnet under the table. Here is part of the conversation that occurred during this play scene.

2. **Ms. K:** Oh, I can see that you're experimenting with these small objects to see what can be moved by the magnets you're holding. You're discovering which ones might be magnetic and which ones aren't. How do you know when one is magnetic?

3. **N:** It moves.

4. **Ms. K:** Oh, the object moves along the surface. Tell me what you're doing to make it move.

5. **J:** Well, we slided this thing under here and then it just moves.

6. **Ms. K:** Hmmm . . . What an interesting discovery! You are scientists! So, when you slid the magnet (holds or points to magnet) underneath the table, the objects that are magnetic slid along the table surface. Am I correct?

7. **J:** Yes, but, but, they don't move—all of them don't move. Only some of them.

8. **Ms. K:** Does that mean that some of the items or objects are magnetic, but some are not magnetic? Do you predict, or guess, which ones are magnetic before you test each object?

9. **J:** No, no. We just do it and then we can see it move.

10. **Ms. K:** I see you've created, or made, two piles of items. Tell me how you sorted the objects into two piles.

Vignettes aid reader comprehension by illustrating key concepts.

# Sample activities and scripts

**Box 7.2.** Scaffolding script to teach the /m/ letter sound

*I Do (Teacher Models):*

"Listen carefully while I say the first sound in *Mary,* /mmmmm/.
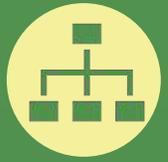
*We Do (Guided Practice)*

"Let's try one together. Say *Mary.* Let's say the first sound in *Mary* together after I tap my finger. Ready? (Tap) /m/."

*Students Practice (You Do):*

"Your turn to tell me the first sound in *Mary.* Yes, /m/. Say *man.* Is the first sound in *man* the same or different from the first sound in *Mary?* Yes, they are the same sounds!"

Sample activities and scripts are included throughout the book to provide concrete guidance for readers.

# Tables and figures



Table 3.1. General types of tests

| Term | Definition | Example |
|---|---|---|
| Norm-referenced tests | Tell us how well one student performs compared to other students at the same grade or age level... taken the test. Norm-referenced tests a... Percentile, standard scores, grade equi... scores are used. (Normative assessmen... | Woodcock-Johnson Tests of Achievement– |
| Criterion-referenced tests | Tell us what students know and can do on... identification of skills we need to teach... mastery scores, occasionally have bench... | |
| Curriculum-based measures (CBMs) | Method used to monitor what students hav... Usually has standardized instructions, a... set of materials (i.e., passages or lists re... scoring procedures, and record forms or... allow for immediate adjustment in a stud... program when needed. A general outcom... | |

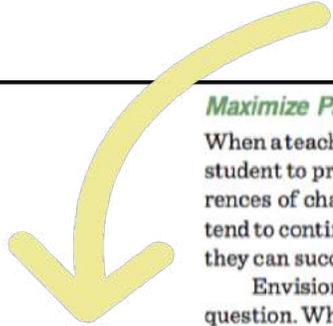36  \ \ \  An Introduction to Literacy Instruction and Assessment
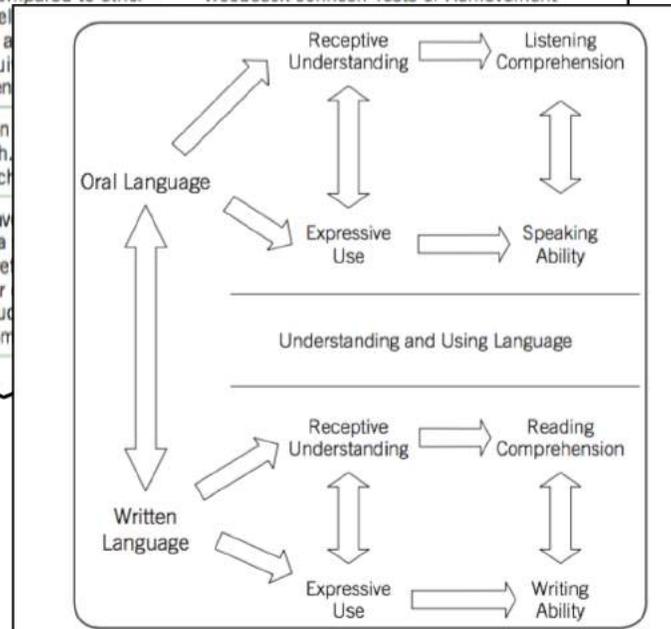
Figure 6.1. The connections between oral and written language and the impacts on language comprehension and use.

More than 100 tables and figures reinforce important concepts and provide ways to more easily understand the material.

BROOKES

# Reflect boxes

**Maximize Participation and Engagement of All Students**

When a teacher maximizes student participation and engagement, there are more opportunities for the student to practice the new skill. Good news! When students are participating, there are fewer occurrences of challenging behavior. When students participate and are reinforced for participating, they tend to continue to participate, especially when instruction is scaffolded so that students feel confident they can succeed.

Envision a typical classroom. The teacher asks a question and hands go up. A student answers the question. What are the other students doing? They typically tune out the answer, are disappointed they were not called on, or are relieved that they were not called on. The teacher does not know which students know the information. Contrast that scene with this: All students have a wipe-off white board. The teacher poses a question: "Write the beginning sound of the word moon. *Mmmmoon.*" Students write the letter *m* on their white board and hold it up. The teacher can glance around the room and immediately see who knew the answer and who needs more instructional support.

*Reflect*

Although strategies to increase the number of student responses may vary by grade level or due to other factors, the same principles can be applied to all instruction. Consider a fifth- or sixth-grade classroom. How might you increase student participation for this class using the principles discussed previously?

**Increase the Number of Student Responses**

To provide frequent opportunities for practice, the teacher should find ways to increase student responses. One approach to consider is the 3:1 rule: For every three statements that a teacher makes, the students respond at least once. For example, the teacher says: "Learners, today we are going to learn about the letter *m*. What letter?" Students: "*M!*" Teacher: "Yes, *m*. The letter *m* makes the sound /m/. What sound?" Students: "/m/." Teacher, "Yes, /m/. If I say some words that start with /m/, you say /m/. If the word doesn't start with /m/, say 'shhh.' First word: *moon.*" Students: "/m/." The next word is *top*. Students: "shhh." The lesson continues. Although this example is for young students learning their letter sounds, the same principle can be applied to all instruction.

Throughout each chapter, reflect boxes prompt readers to consider the topic at hand and how it might affect work in the classroom.

# ✓ Chapter conclusions

Becoming an Effective Literacy Teacher / / / 17

**CONCLUSION**

This text explains how educators can fulfill their responsibilities outlined in the legislation described and their instructional responsibilities guided by **evidence-based research**. Each topic overviewed in this chapter is discussed in depth later in the book, ensuring that you have multiple opportunities to acquire knowledge and practice opportunities to apply what you learn.

Each chapter closes with a final section that summarizes its key elements and provides readers with an abstract of the covered material.

# Knowledge Assessment Questions

**KNOWLEDGE ASSESSMENT**

1. Federal legislation focused on literacy mandates that schools must implement interventions that are:
   a. The same for all students
   b. Evidence based
   c. Approved by the district
   d. Practical

2. Grade retention has been shown to:
   a. Increase literacy skills
   b. Improve long-term outcomes for students
   c. Increase social-emotional challenges
   d. Decrease literacy skills

3. A key element of structured literacy is that it involves:
   a. Systematic, explicit instruction
   b. Balanced literacy approach
   c. A focus on the student's learning style
   d. Drill and kill

4. The three tiers in MTSS refer to:
   a. Intensity of instruction
   b. Seating arrangements
   c. Learning styles
   d. Activity level required

The four to six multiple-choice Knowledge Assessment questions included at the end of each chapter address key concepts to aid reader comprehension.

# Application Activities

**APPLICATION ACTIVITIES**

**With a Colleague**

1. Study the Science of Reading graphic developed by the Reading Initiative for Student Excellence, Arkansas, available at http://www.arkansased.gov/public/userfiles/Learning_Services/RISE/SCIENCE_OF_READING.pdf

   With your colleague, summarize the key components in the Science of Reading graphic and prepare a 5–10 minute explanation to share with the class.

2. Review Figure 1.2, which conceptualizes a continuum of services outlined by the RTI/MTSS frameworks. Discuss and prepare to share with your colleagues the similarities and differences, and advantages and disadvantages, of each model.

3. Read *Teaching Reading **Is** Rocket Science* by Louisa Moats. Available at http://www.readingrockets.org/pdfs/reading_rocketscience_2004.pdf

   Take notes using a double-entry journal (see Appendix Figures B.1 and B.2 at the back of the book). Discuss with a partner some new information you learned. Does teaching reading seem like rocket science to you now? Explain your answer.

**On Your Own**

1. Listen to the Educate podcast: *Hard Words: Why Aren't Our Kids Being Taught to Read?* (September 10, 2018, by Emily Hanford), available at https://www.apmreports.org/educate-podcast

   A print version, not as comprehensive as the podcast, is available at https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read

Each chapter concludes with application activities to do with a colleague, on your own, and with a student to advance learning.

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Citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.

# Appendices

## Appendices

In addition to the Glossary, there are five other helpful appendices included.

# New Content

# New chapters focused on…

- Assessment basics

- Standards to guide instruction

- Development of social-emotional skills and early language

- Advanced word study

- English learners

- Supportive technology

- Role of reflection in planning instruction

# Revised chapters on…

- Foundational skills of literacy acquisition and instruction to develop phonological and phonemic awareness

- Basic phonics

- Beginning and advanced handwriting, spelling, composition, and strategic writing

- Fluency

- Vocabulary

- Comprehension

- Disciplinary literacy

- Integrated lesson plans

# Updated information on…

- Structured literacy

- Data-based decision making

- MTSS

- Metacognitive awareness

- Formal and informal assessments to guide instruction

- Standards-based instruction including the Common Core State Standards and the Knowledge & Practice Standards for Teachers of Reading

# New Features

- Reflect boxes that encourage critical thought

- Multiple-choice Knowledge Assessment questions

- Revised Application Activities

- Vignettes, case studies, numbered text boxes, and sample activities and scripts

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# Online Companion Materials

# About the Materials

*Fundamentals of Literacy Instruction & Assessment, Pre-K–6, Second Edition* offers online companion materials to supplement and expand the knowledge and strategies provided in this text.

Some materials are available to all readers. Other materials are reserved for verified faculty members.

All materials may be accessed via the Brookes Download Hub.

# About the Reader Materials

All purchasers of this book can access, download, and print the following from the Brookes Download Hub:

- Online Resources Appendix

- Select forms

- Appendices A–E from the text



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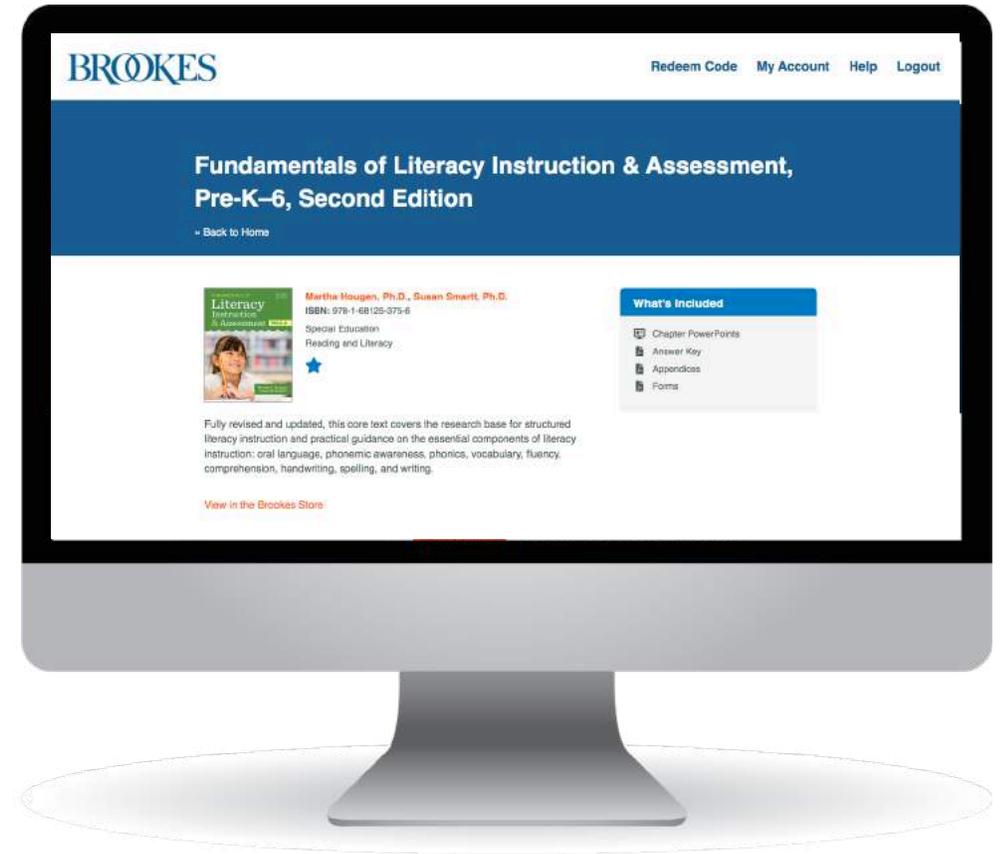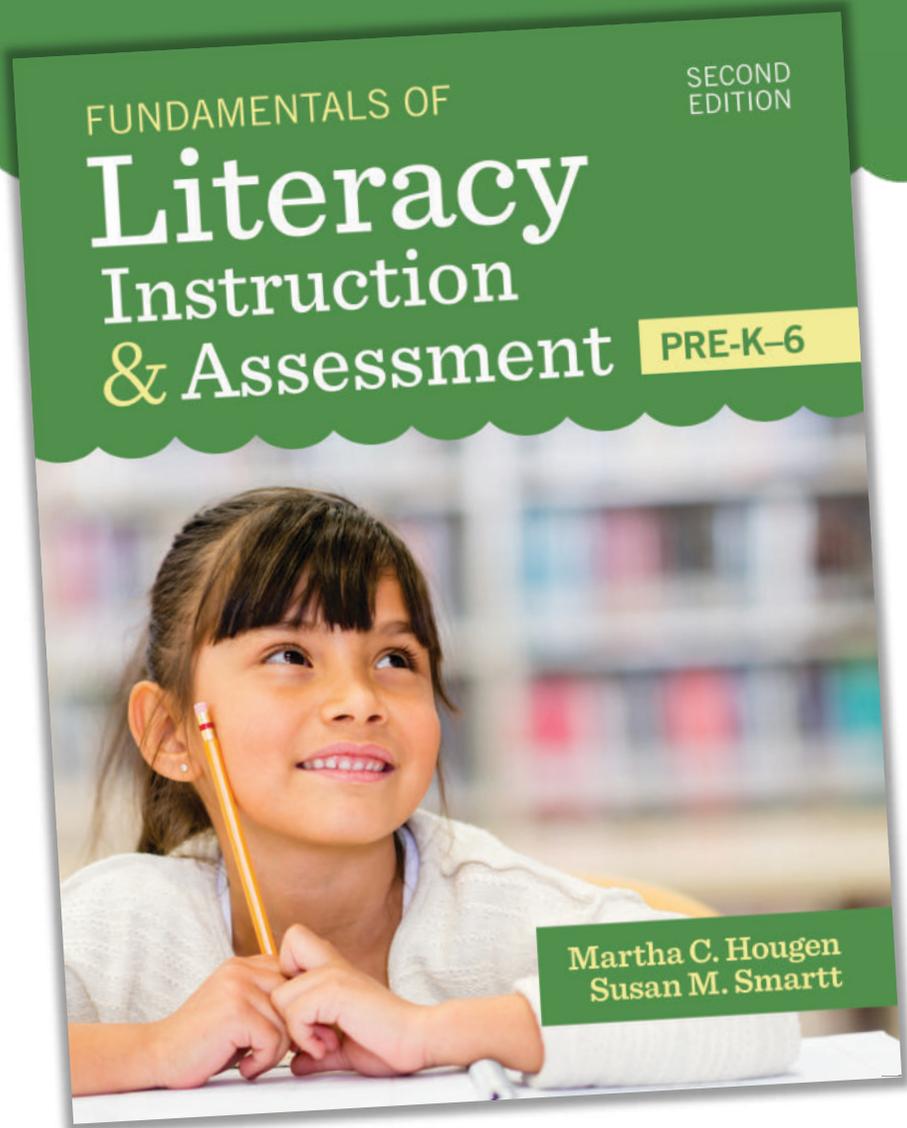**Visit the Brookes Download Hub ▶**
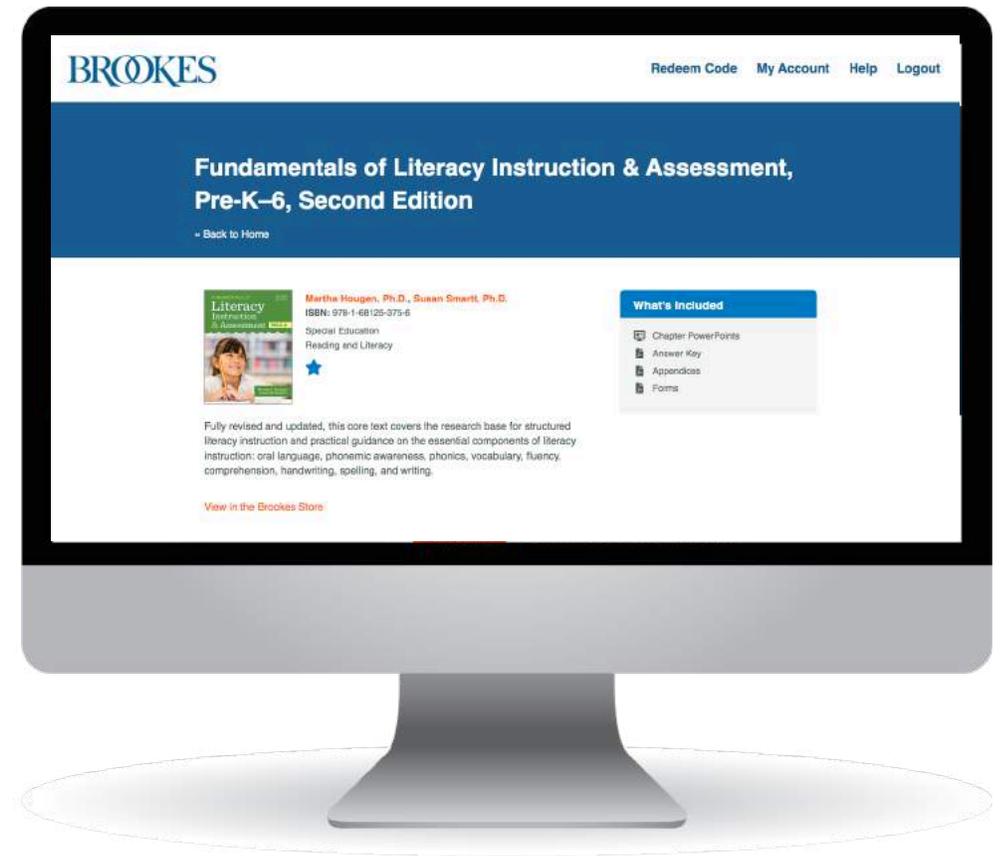
# About the Faculty Materials

Faculty can access, download, and print the following from the Brookes Download Hub:

- Sample syllabi and instructor guidelines

- PowerPoint presentations for each chapter

- Answer key for Knowledge Assessment questions

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