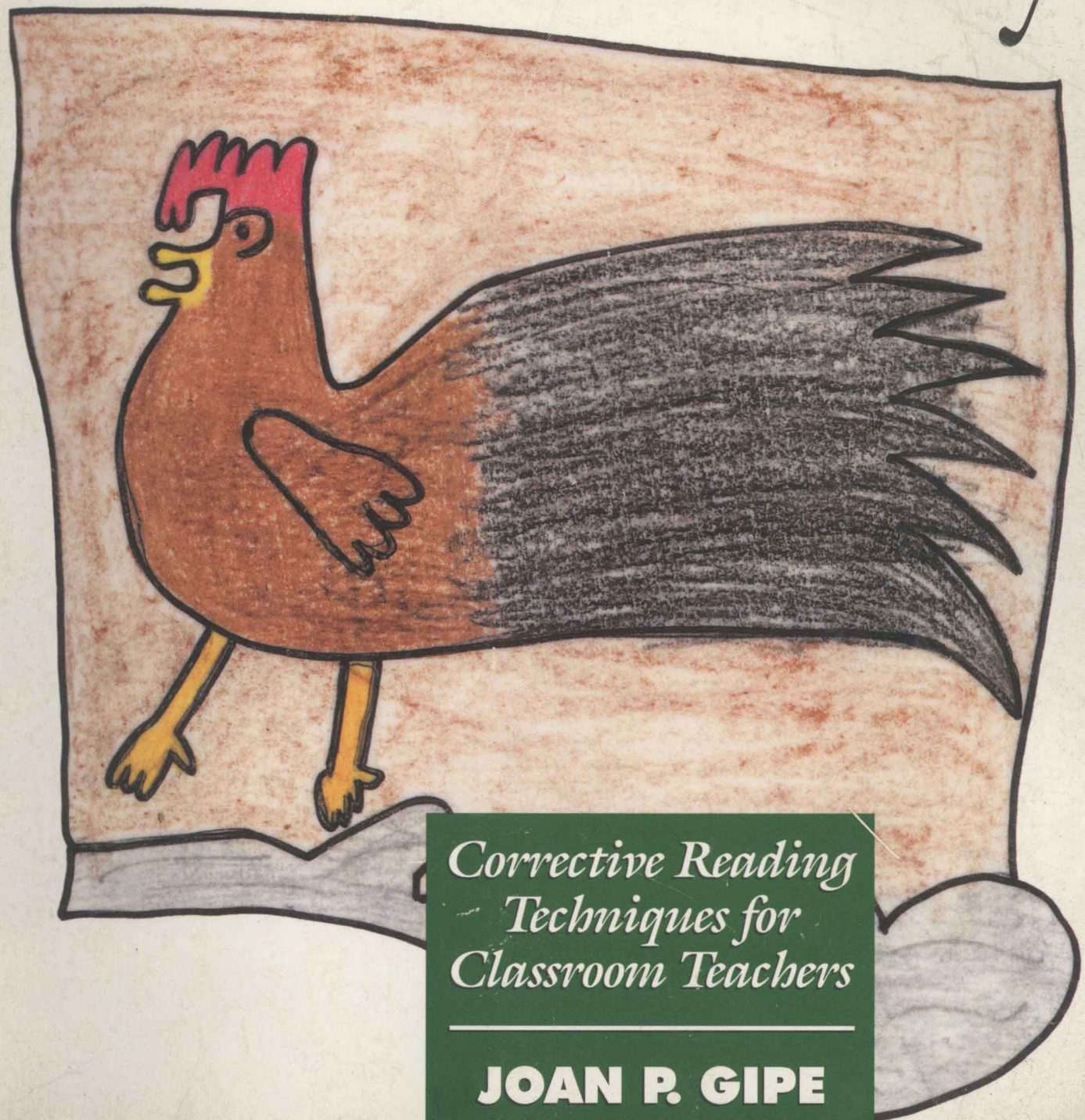
FOURTH EDITION

Multiple Paths to Literacy



Corrective Reading Techniques for Classroom Teachers

JOAN P. GIPE

FOURTH EDITION

Multiple Paths to Literacy

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JOAN P. GIPE
University of New Orleans

MERRILL
an imprint of Prentice Hall
Upper Saddle River, New Jersey Columbus, Ohio

Library of Congress Cataloging-in-Publication Data

Gipe, Joan, P.
Multiple paths to literacy : corrective reading techniques for classroom teachers / Joan P. Gipe. — 4th ed.
p. cm.
Rev. ed. of: Corrective reading techniques for classroom teachers. c1995.
Includes bibliographical references (p.) and index.
ISBN 0-13-785080-8
1. Reading—Remedial teaching. I. Gipe, Joan P. Corrective reading techniques for classroom teachers. II. Title.
LB1050.5G545 1998
372.43—dc21 97-39968
CIP

Cover art: James McCarthy
Editor: Bradley J. Potthoff
Production Editor: Mary M. Irvin
Production Coordination: WordCrafters Editorial Services, Inc.
Design Coordinator: Karrie M. Converse
Cover Designer: Rod Harris
Production Manager: Laura Messerly
Illustrations: Clarinda Co.
Director of Marketing: Kevin Flanagan
Marketing Manager: Suzanne Stanton
Advertising/Markering Coordinator: Julie Shough

This book was set in Souvenir by Clarinda Company and was printed and bound by Courier/Kendallville. The cover was printed by Courier/Kendallville.

©1998 by Prentice-Hall, Inc.
Upper Saddle River, New Jersey 07458

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Earlier editions © 1987, 1991, 1995 by Gorsuch Scarisbrick, Publishers.

Printed in the United States of America

10 9 8 7 6 5 4 3

ISBN 0-13-785080-8

PRENTICE-HALL INTERNATIONAL (UK) LIMITED, *LONDON*
PRENTICE-HALL OF AUSTRALIA PTY. LIMITED, *SYDNEY*
PRENTICE-HALL CANADA INC., *TORONTO*
PRENTICE-HALL HISPANOAMERICANA, S.A., *MEXICO*
PRENTICE-HALL OF INDIA PRIVATE LIMITED, *NEW DELHI*
PRENTICE-HALL OF JAPAN, INC., *TOKYO*
PEARSON EDUCATION ASIA PTE. LTD., *SINGAPORE*
EDITORA PRENTICE-HALL DO BRASIL, LTDA., *RIO DE JANEIRO*

To my Mom and Dad for all their love and support, always;
To my friend, companion, lover—my husband Charlie;
and to my treasured students throughout the years.
Many thanks to Tillie for "helping me get my work done."

Preface

This text, now in its fourth edition, has always been intended for two groups of people: (1) undergraduate students enrolled in teacher education programs that include a practicum or field experience allowing each student to work with readers experiencing difficulty and (2) classroom teachers at all levels who wish to expand their repertoire of techniques for working with readers experiencing difficulty. My continuing goal is to provide preservice and classroom teachers with both a guide and a resource for meeting the needs of readers experiencing difficulty who can be found in every classroom.

A conscious effort has been made 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, perhaps most often when asked to read material such as expository text that requires strategic reading behaviors.

This edition provides teachers with techniques for (1) recognizing readers with difficulties, (2) identifying readers' specific strengths and needs, and (3) planning instruction that takes into account the special talents and multiple intelligences of their students. The philosophy underlying this analytic approach and its implications for reading instruction are presented in some detail.

Preparing this fourth edition presented me with an opportunity to reexamine and share my own beliefs about and philosophy for supporting developing readers. As part of my personal efforts to develop further as a professional, I engage in action research projects each semester. Related to the preparation of this edition are projects involving the integration of technology in the literacy curriculum, and course restructuring that accommodates students' multiple intelligences. The change in the text's title, inclusion of guidelines for observing multiple intelligences in students, and an appendix of useful and relevant Internet web sites are a sign of where I am as a professional educator. Previous users of this text will find a mostly new introductory chapter to include a scenario of my own university "corrective reading" setting, as well as an overview of Howard Gardner's (1983) multiple intelligences (MI) theory. Previous Chapters 2 and 3 have been reversed to help the flow of the text. Attention to multiple intelligences and technology applications has been interspersed throughout the text without major modifications to the previous edition in order to ease the transition to a new edition. The bibliography of children's literature has been significantly updated. There is more quality children's literature available than ever before.

The new edition maintains the two major sections: Part I, "Foundations," and Part II, "The Major Domains." Part I introduces the nature of corrective reading, analytic teaching, and the analytic process; discusses reading-related factors such as physical, psychological, and environmental correlates; and describes ways to assess and evaluate lit-

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eracy performance. Part II provides specific information on instructional techniques for the major literacy domains of oral and written language, word recognition, comprehension and strategic reading for narrative text, and study skills and strategic reading for expository text, as well as for the special topic of linguistically diverse students. The extensive coverage of instructional techniques for all the literacy domains and for all grade levels is a strength of this text.

The chapters in Part I are best studied in the order presented, while the chapters in Part II are independent of one another and can be studied in any order. This text organization corresponds especially well to a course organization that includes a practicum or clinic experience. While a theoretical basis is provided for the suggestions made throughout the text, with many research studies cited, the overall flavor of the text remains more applied than theoretical.

Certain format features aid learning from the text. Each chapter begins with a list of learning objectives, an extended study guide, and important vocabulary words. An annotated list of suggested readings at the end of each chapter helps the reader gain further understanding of the concepts discussed. These features aid the reader in preparing to read each chapter and in studying the material and aid the instructor in anticipating topics that may need additional explanation or hands-on experience. The appendices provide specific aids for communicating student progress to parents, locating relevant Internet sites, determining readability of written material, assessing instructional environments, examining readers' attitudes toward reading and self-concept, determining spelling development, analyzing writing samples, and locating quality, culturally diverse literature. A glossary has also been added to this edition.

Acknowledgments

Thanks to colleagues and students across the country, and to Colette Kelly, Brad Potthoff, Mary Evangelista and the staff at Prentice Hall, this text is now in its fourth edition. While its intended audience and primary focus on the analytic process have not changed, this edition contains a greater number of examples of instructional techniques appropriate for, or easily modified for, older students. Suggestions for instruction continue to focus on the use of whole text and include writing whenever possible. In addition, teachers are encouraged throughout to accommodate their students' many and varied natural talents.

The feedback from my own students and 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. Special thanks to Dr. Sue R. Mohrmann, Texas A & M University, Kingsville; Dr. Barbara V. Kirk, Central Michigan University; Dr. Dee A. Holmes, Emporia State University; Dr. Tim Rasinski, Kent State University; and Dr. Beth Heins, Stetson University, for their thorough and thoughtful readings and reviews of the fourth edition. I hope all of you will find this edition even more appealing and helpful than the previous ones.

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❖ PART I

FOUNDATIONS

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Chapter 1 ❖

Fundamental Aspects of the Reading Process and Corrective Reading

Objectives

After you have read this chapter, you should be able to

1. identify dimensions of the reading process;
2. explain the importance of teachers developing a set of beliefs about reading;
3. describe several characteristics of your own philosophy about literacy learning;
4. explain the nature of corrective reading instruction;
5. describe possible characteristics of corrective readers.

Key Concepts and Terms

academic reading
aliterates
cognition
corrective reading
emergent literacy
graphophonics
language
language comprehension
language production
morphology
multiple intelligences
phonology
pragmatic cue system
recreational reading
semantics
syntax

Study Outline

1. Dimensions of reading
   a. Reading is a language process
   b. Reading is a cognitive process
   c. Reading is a psychological or affective process
   d. Reading is a social process
   e. Reading is a physiological process
   f. Reading is an emerging process
   g. Reading represents a linguistic intelligence
2. Beliefs about reading
   a. Prevalent views
   b. Personal beliefs
3. Two major goals of every reading program
   a. Academic reading
   b. Recreational reading
4. What is corrective reading?
5. Who is the corrective reader?
6. Summary
7. Suggested readings

As teachers, we continuously seek better ways to facilitate the learning of *all* our students. My years of experience as a classroom teacher and as a teacher educator have led me to believe strongly in certain principles of learning that I try to model in my own teaching. I also view these learning principles as universal; that is, they apply to all learners of all ages and stages of development. Learning principles that I try to put into practice and that are equally applicable to literacy development are:

- All learners are capable and can be trusted to take responsibility for their own learning.
- Learning is a social process—all learners share a need to communicate and learn from each other.
- Learning is a building process and so learning occurs over time.
- What is learned is unique for each learner as what you already know affects new learning.
- Reflection and self-monitoring are necessary to learning.
- Learning occurs in the context of use, or we learn by doing, by being actively involved; thus written language (i.e., reading and writing), like oral language, is learned "in the context of its use" (Whitmore & Goodman, 1996, p. 3).

In structuring the environment for my university course entitled *Corrective Reading Techniques for the Classroom Teacher,* I am careful to include my university students in the planning of the curriculum that will be implemented in our tutoring sessions. We work with learners of all ages, who have been recommended for tutoring by their classroom teacher, in language arts and reading, and whose parents or guardians have completed the requisite application. I provide opportunities for small and whole group sharing and discussions, and expect students to read professionally and reflect on that reading, plan instruction specific to a particular learner, monitor that learner's progress, and construct a portfolio of their own learning. The vignette that follows is not only intended to provide a view of this course, but is also intended to help others visualize how they might design their classroom environments in ways that support literacy growth for all learners, but especially those identified as having difficulty in the area of reading and language arts. In this vignette the children being tutored are referred to as learners and pupils. The term *students* refers to university students.

Vignette

The twenty-two university students enter the large classroom with their young charges, ranging in age from 4 to 14. Some head for the Message Board to check for important information or relevant newspaper articles; others sign-in on the Attendance Sheet and then get materials from the book cart. Most start the tutoring session by going first to a table or desk to talk about an overview of the day's work. Several move quickly to one of the centers located throughout the room (Art, Writing, Publishing, Math, Science), or check the schedule for the Computer Lab. CD-ROMs are signed out and carried off to the lab where pupils will also read and answer their e-mail and visit sites on the World Wide Web. Groups of learners are working together on different projects. One interesting project is a Blindfolded Treasure Hunt to accompany the story *The Cay* (Taylor, 1969) in which one of the main characters goes blind. Others are working in the Science Center on answering the question posted there, "How many different kinds of seashells are there?" Later, a new question appears, along with the skin of a water

snake. It asks, "How are water snakes and sea snakes alike and how are they different?" (Questions are posted by any member of this learning community, but whoever posts a question must also provide materials that assist other visitors to the center in getting started on finding an answer to the question.) One young pupil chooses a book on tape to listen to while he follows along in the book. Another listens to a tape of whale songs as a follow-up to reading about the sounds that whales make. Yet another learner is creating a song about sea life and recording her sung version on tape. New and interesting words are added by the pupils to the Word Wall, and examined later for similar characteristics, or for categorizing. Invitations are created and sent for others to come and celebrate the accomplishment of a learner, or to participate in the newly-developed Blindfolded Treasure Hunt. Since it is the end of the week, during the last 5 to 10 minutes of the session university students and their pupils sit together and complete a weekly progress report that presents a self-evaluation of the week's work by the learner, an evaluation by the tutor/teacher, and a place for parent comments (see Appendix A). All three parties provide their signature on the form. As the semester progresses, both students and pupils work on their respective literacy portfolios that will demonstrate areas of growth, new knowledge, and other relevant information.

This is the flavor of the multi-age, inquiry-based, thematic curriculum that the university students enrolled in "corrective reading" and I have designed together. The theme, "At the Beach," lends itself to a wide variety of topics to be explored, as well as use of a wealth of quality children's literature (e.g., *The Sign of the Seahorse* by Graeme Base; *A House for Hermit Crab* by Eric Carle; *The Magic School Bus on the Ocean Floor* by Joanna Cole; *Swimmy* by Leo Lionni; *Sukey and the Mermaid* by Robert San Souci; and *The Whale's Song* by Dyan Sheldon) and CD-ROMs (e.g., Microsoft's *Explorapedia, Oceans,* and *The Magic School Bus Explores the Ocean;* the Discovery Channel's *Seaside Adventure* and *Ocean Planet;* and Living Books' *Just Grandma and Me* by Random House/Broderbund).

As course instructor I often model instructional strategies, so I began the first session by modeling the K–W–L strategy (see Chapter 12) and at the same time introduced our theme by brainstorming "At the Beach" with the new pupils. Thus began the Word Wall of words related to this theme. I also presented the first inquiry activity by showing a sanddollar and asking the young learners to look at it, touch it, and listen to its interior pieces when shaken. Questions like "What is this?", "Where would you find one of these?", and "What do you think is inside?" lead to further K–zW–L-type activities between the university students and their pupils. This inquiry activity is also the lead-in for an introduction to the World Wide Web and the concept of bookmarking sites of interest to which pupils will want to return (see Appendix B for some relevant web sites). Through these activities the tone for the semester was set, and these learners began to explore, read about, and write about a variety of topics of interest to them such as sea life, oceans, beaches, and travel in general. For example, one 14 year old, who stated quite emphatically on the first day that he was only interested in sports and not at all happy about coming to this summer program, became quite enthralled with traveling across the ocean to lands where there are castles. By visiting various locations on the Internet he was able to find many castles that one may tour and stay in, along with pricing information. And since the currency listed needed to be translated into US currency, a meaningful math lesson ensued.

These thematic activities also provided a wealth of information to be used in assessing learners' literacy needs and planning appropriate instruction. Pupils were motivated because they were pursuing topics of interest to them from among a variety of venues, and could choose the nature of their reading and writing tasks.

As this brief scenario suggests, students of *all* ages sometimes need assistance in learning to read or in extending their literacy development. Assisting learners in their literacy development is one of the most important tasks facing classroom teachers at all levels. It is also a challenging task because paths to literacy development are often unique and distinct. Use of hands-on activities, computer technology, music, art, drama, group work, self-evaluation, as well as creative writing and reading material of one's choice, provides a context that allows pupils to cultivate their linguistic intelligence even when their strengths may lie elsewhere (Gardner, 1983).

❖ DIMENSIONS OF READING

It is important to note at this time that while the term *reading* is being used, it has become more and more apparent that *literacy* learning involves writing, speaking, listening, and thinking, as well as reading. Thus, the *process* of reading is complex. How it all actually works is not clear, but some aspects that usually interact during the process have been identified.

Reading Is a Language Process

The sophisticated system through which meaning is expressed is **language.** Language enables individuals to communicate; that is, give and receive information, thoughts, and ideas. Communication does not exist in a vacuum. A message has both a sender and a receiver. The sender has specific intentions and produces a message that is reconstructed by the receiver. The sender uses this language system for particular functions, such as sharing a personal experience, asking a question, or complaining. The sender can also use language to persuade, inspire, comfort, or encourage others.

Sending a message is called **language production,** which can be either oral or written; receiving or decoding the message is **language comprehension.** Speaking, therefore, is the production of oral language, while listening is the comprehension of oral language. Similarly, writing and reading are the production and comprehension, respectively, of written language. As young children learn to read and write, they are already giving and receiving information by speaking and listening. We know that a strong oral language base facilitates reading and writing development.

Some components of language important to the reading process are phonology, syntax, morphology, and semantics. Briefly, **phonology** refers to the system of speech sounds, **syntax** to word order and the way words are combined into phrases and sentences, **morphology** to the internal structure of words and meaningful word parts (prefixes, suffixes, word endings and inflections, compound words), and **semantics** to word meanings or to understanding the concepts represented by the language.

While reading is basically an act of communication between an author and a reader, it is only one aspect of the communication process. Reading, writing, speaking, and listening are mutually supportive and must be seen as interrelated and developing concurrently. Reading and listening share common receptive and constructive processes, while writing and speaking share common expressive processes. As Fox and Allen (1983) state:

> Writing suggests the reading of one's compositions by others and the input that reading experiences can give to written language. In addition, speaking will be drawn out with writing because it is the other expressive skill. Since oral language initially precedes written language, experiences in oral composition influence success in written

> composition. Listening, the remaining segment, is firmly attached to speaking and reading . . . because the language that one hears, especially the "story language" one hears when books are read aloud or when stories are told, is another source of written expression. (p. 12)

A firm language base, resulting from many hours spent experiencing written language through activities such as book sharings, is crucial to success in reading. Fortunately, students generally bring to school a wealth of language and cultural experiences upon which teachers can build literacy. Goodman (1973; 1996) analyzes the oral reading behaviors of students and demonstrates that they use specific language cues to predict meaning in the reading comprehension process. These he terms the *graphophonic, syntactic,* and *semantic* cue systems. As users of language, students bring to the reading task expectations about language that are basic to their ability to make sense of printed text. For example, assume a student encounters the unknown word *sidewalk* in the sentence "The dog ran down the _____." The reader may rely on one or all of the following: (1) the syntactic cue system, which indicates the unknown word is a noun, (2) the semantic cue system, which indicates the possible words that would make sense (e.g., street, alley, path, stairs, hill, sidewalk, and so on) in the context of the sentence, and (3) the **graphophonic** cue system, which provides sound and symbol clues, in this case, an initial sound of *s,* a final sound of *k,* and a possible long *i* because of the vowel-consonant-silent *e* pattern.

Additionally, language is only really meaningful "when functioning in some environment" (Halliday, 1978, p. 28). Therefore, language users also develop a **pragmatic cue system;** that is, rules related to the use of language in social or cultural contexts. For example, the sentence "This is cool" can be interpreted several ways depending on the context of the situation. Consider the two different meanings of the sentence if it were spoken by a person tasting some coffee that has just been poured for them in a restaurant or by two teenagers enjoying a rock concert. Similarly, one might say in an informal conversational setting, "Nice to meet 'ya"; but in a more formal context, such as academic writing, this statement might become "It is a pleasure to meet you." Because language is so critical as an underlying process for success in reading, students who are linguistically diverse require special attention. This topic is discussed in more depth in Chapter 13, "Literacy Instruction in Linguistically Diverse Classrooms."

Reading Is a Cognitive Process

Cognition refers to the nature of knowing or the ways of organizing and understanding our experiences. The formation of concepts is basic to cognition. The more experience learners have with their environment, and the richer that environment, the more concepts they develop. A limited conceptual development affects reading. Even if a reader correctly pronounces the words, understanding is hindered unless those words represent familiar concepts. Active involvement with their world provides students with the necessary background for concept development and, ultimately, for literacy development. Cognitive development is crucial to reading comprehension, and is discussed in more detail in Chapter 9, "Reading Comprehension: Foundations."

Reading Is a Psychological or Affective Process

The student's self-concept, attitudes in general, attitudes toward reading, interests, and motivation for reading affect the reading process. Each of these factors is closely related to the student's experiential background in both home and community.

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