Principles *and* Practices *of* Teaching Reading

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NINTH EDITION

Principles and Practices of Teaching Reading

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To our wonderful wives, Jeanné and Agnes,

for their patience, continued understanding, and love

Preface

The ninth edition of *Principles and Practices of Teaching Reading* continues to emphasize the paramount importance of the classroom teacher and of providing a balanced literacy approach in today's elementary schools. The most sweeping changes coming from recent research are in the areas of effective teaching practices and of the reading comprehension process itself. Learning to read and reading to learn have never been of more importance in our society than today. In a recent State of the Union address, President Clinton highlighted the importance of learning to read and challenged all Americans to bind together to make sure that "every child can read independently and well by the end of third grade." As the President noted, "If a child can't read well by third grade, chances for later success are significantly diminished." The impetus for President Clinton's reading challenge was this statement from the office of Richard W. Wiley, U.S. Secretary of Education:

> Forty percent of all children are now reading below the basic level on national reading assessments. Children who cannot read early and read well are hampered at the very start of their education—and for the rest of their lives. This will be even more true as we move into the 21st century. To participate in America's high-skill workplaces, to cruise, much less use, the Internet, all children need to read better than ever before.

This edition of *Principles and Practices of Teaching Reading* reflects the importance of teaching children to read by presenting new topics and expanding other significant literacy topics for teachers-in-training. One of the hallmarks of this text is the continued presentation of multiple perspectives representing a comprehensive and balanced viewpoint in teaching children to become literate. As in previous editions, a variety of instructional activities for prospective teachers to examine and to use in their practicum and field experiences are also included. Throughout the text, practical examples, lesson plans, and classroom activities providing concrete ideas for instruction are presented.

■ New to This Edition

This edition includes three new sections in each chapter:

- ■ We recognize that many teacher education programs require their undergraduates to maintain a professional portfolio throughout their program. Two end-of-chapter sections have been added: **Field-Based Assignments** and **Portfolio Entries** focusing on the chapter content.

- Classroom teachers are often unfamiliar with particular strategies and techniques to use in teaching children with special needs to read. To address this problem, **Inclusion Strategies** have been added offering practical information, relevant to the chapter content, on modifying teaching strategies and presenting new strategies teachers can use when working with children with special needs in the regular classroom.

Major changes in this edition include:

- A major emphasis on a balanced literacy approach stressing the importance and necessity of combining research-based skills and strategies with fine literature;
- Complete coverage of the reading comprehension process, including the teaching of comprehension strategies;
- Expanded coverage of emergent literacy;
- Increased emphasis on the reading-writing connection in the language arts and content areas;
- A revised chapter on literature-based reading by Donna Norton, author of the classic textbook on children's literature, *Through the Eyes of a Child;*
- An updated chapter on teaching in a multicultural society;
- An updated appendix providing suggested games and activities for all reading skills and strategies;
- Updated flashback features, which provide a valuable historical perspective on teaching reading; and
- For the professors, a new Instructor's Manual that includes test questions, discussion questions, and blackline transparency masters.

■ Acknowledgments

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For the Reader

As you prepare to become an effective teacher of reading, it is important that you understand your enormous influence on whether students will learn, the features of quality reading instruction, and the process of reading itself. Reading is a basic communication skill and a primary means of learning in our society. You most likely are a competent reader, one who gives little thought to how you read and how you get meaning from what you read.

Reading is a complex process. It depends on a variety of factors, such as the reader's experiential and conceptual background, word recognition strategies, reasoning ability, purpose for reading, environment, motivation, and text complexity. These features of reading influence our attempts to construct meaning from what we read. This chapter presents some basic aspects of the reading process and sets forth principles to help guide you at all grade levels of reading instruction.

Key Ideas

- Reading is interaction with language that has been coded into print.
- The result of reading is construction of meaning.
- Reading is a language process.
- Learning to read is a developmental process.
- Many methods can be used to teach reading effectively.
- Instruction must be tailored to the needs of each student.
- Teachers must strive for a balanced literacy program.