

# Principles and Practices of Teaching Reading



NINTH EDITION

## Principles and Practices of Teaching Reading

Arthur W. Heilman

The Pennsylvania State University Professor Emeritus

Timothy R. Blair

University of Central Florida

William H. Rupley

Texas A&M University



Merrill, an imprint of Prentice Hall Upper Saddle River, New Jersey

Columbus, Ohio

#### Library of Congress Cataloging-in-Publication Data

Heilman, Arthur W.

Principles and practices of teaching reading / Arthur W. Heilman,

Timothy R. Blair, William H. Rupley. —9th ed. p. cm.

Includes bibliographical references and index.

ISBN 0-13-267857-8 (alk. paper)

1. Reading (Elementary) I. Blair, Timothy

R. II. Rupley,

William H. III. Title. LB1573.H325 1998

372.4-dc21

97–606 CIP

Cover photo: copyright David Young-Wolff/Photo Edit

Editor: Bradley J. Potthoff

Developmental Editor: Linda Scharp McElhiney Production Editor: Alexandrina Benedicto Wolf

Photo Editor: Linda Gray

Design Coordinator: Julia Zonneveld Van Hook

Text Designer: John Edeen Cover Designer: Brian Deep

Production Manager: Patricia A. Tonneman Director of Marketing: Kevin Flanagan Marketing Manager: Suzanne Stanton

Advertising/Marketing Coordinator: Julie Shough

This book was set in Meridien and Eras by The Clarinda Company and was printed and bound by R.R. Donnelley & Sons Company. The cover was printed by Phoenix Color Corp.



© 1998 by Prentice-Hall, Inc. Simon & Schuster/A Viacom Company Upper Saddle River, New Jersey 07458

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Earlier editions, © 1994, 1990, 1986, 1981, 1977, 1972, 1967, 1961 by Merrill Publishing Company.

Photo credits: pp. 2, 21, 32, 58, 79, 146, 205, 238, 300, 372, 379, 410, 452, 461, 506, 513, 515, and 532 by Anthony Magnacca/Merrill; pp. 12, 67, 92, 99, and 362 by William H. Rupley; pp. 23, 38, 104, 114, 151, 282, 415, and 458 by Barbara Schwartz/Merrill; pp. 44, 49, 130, 149, 162, 219, 306, 388, 413, 422, 488, 501, and 453 by Anne Vega/Merrill; pp. 72, 248, 310, 498, and 526 by Scott Cunningham/Merrill; p. 202 by Linda Peterson/Merrill; p. 547 by KS Studios/Merrill; and p. 553 by Tom Watson/Merrill

Printed in the United States of America

109876543

ISBN: 0-13-267857-8

Prentice-Hall International (UK) Limited, London
Prentice-Hall of Australia Pty. Limited, Sydney
Prentice-Hall of Canada, Inc., Toronto
Prentice-Hall Hispanoamericana, S. A., Mexico
Prentice-Hall of India Private Limited, New Delhi
Prenctice-Hall of Japan, Inc., Tokyo
Simon & Schuster Asia Pte. Ltd., Singapore
Editora Prentice-Hall do Brasil, Ltda., Rio de
Janeiro

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

We wish to thank our many students and fellow classroom teachers who have provided us with invaluable feedback on various parts of the book. We acknowledge the following for their insightful reviews: Susan J. Daniels, The University of Akron; Reta D. Hicks, Western Kentucky University; Peter Quinn, St. John's University; Mary S. Rogers, The University of Alabama; and William J. Valmont, University of Arizona.

The writing of this text has been a true team effort. We express our appreciation to the entire Merrill/Prentice Hall staff, especially Jeff Johnston, Brad Potthoff, Linda Scharp McElhiney, Alex Wolf, and copy editor Genevieve D'Arcy for their encouragement, expertise, and guidance throughout all the phases of the publishing process.

#### **Brief Contents**

#### **Foundations of Literacy Instruction**

CHAPTER 1

**Principles of Reading Instruction** 2

CHAPTER 2

**Teacher Effectiveness in the Literacy Program** 32

CHAPTER 3

Language: The Key to Literacy 58

CHAPTER 4

**Emergent Literacy** 



#### **Teaching Students to Become Strategic Readers** 144

CHAPTER 5

Word Identification 146

CHAPTER 6

Meaning Vocabulary 202

CHAPTER 7

Comprehension 238



#### Implementing a Reading Program 298

CHAPTER 8

Instructional Procedures for Teaching Literacy 300

CHAPTER 9

Literature-based Reading Programs 374

CHAPTER 10

Content-area Reading 410

CHAPTER 11

Literacy Assessment 452

CHAPTER 12

Classroom Management and Organization 498

CHAPTER 13

Focus on All Learners 532

Glossary 569

Index 573

#### Contents

PART

Principles of Reading Instruction 2
A Message to Teachers-in-Training 4
The Reading Process 4
New Perspectives 7
What Constitutes a Balanced Literacy Program? 8
Principles of Reading Instruction 10
What Are the Stages of Reading Development? 25

#### CHAPTER 2

Teacher Effectiveness in the Literacy Program 32

Studies of Teacher Effectiveness 34

Recent Research 34

**Foundations of Literacy Instruction** 

CHAPTER 1

Characteristics of Effective Literacy Instruction 36

Assessing Students' Reading 36 • Interactive Instruction 38 • Opportunity to Learn 43 • Attention to Learning Tasks 45 • Promoting Reading

Comprehension 47 • Teacher Expectations 48 • Classroom Management 50 Decision Making in Reading Instruction 50

#### CHAPTER 3

Language: The Key to Literacy 58

The Interactive Features of Reading 60

Recognizing Words 60 · Constructing Meaning 60

Oral Language and Reading 60 • Reading Instruction That Builds on Oral

Language 62 · Contextualized Language 62

Structure of Language 64

Terms Associated with Phonology 64 • Terms Associated with Meaning Features of Language 64 • Terms Associated with Structural Features of Language 64

Language Variations 65

Culturally and Linguistically Diverse Learners 65

The Reading and Writing Connection 66

Key Strategies Used by Readers and Writers 68 • Interactive Features of Reading and Writing in Constructing Meaning 69

Considerations for a Language-rich Classroom Environment 76
Whole-language and Interactive Reading Instruction 76 • Features of a
Language-rich Environment 77 • Classroom Centers 78 • Reading Activities
and Instructional Opportunities in a Language-rich Environment 80 • Writing
Activities and Instructional Opportunities in a Language-rich Environment 83

CHAPTER 4

#### Emergent Literacy 92

The Concept of Emergent Literacy 94

Characteristics of Emergent Literacy 95 • Variations in Children's Literacy

Experiences 96

Acquiring Concepts About Print 98

Parents' Reading to Children 100 • Environmental Print 100 • Art and Play Activities 101 • Print Concepts Associated with Decontextualized Language 103 Print Is Meaningful 103 • Language Used to Talk About and Teach Literacy 103 Phonemic Awareness 104

Instructional Features of Early Literacy and Beginning Literacy Programs

Language-based Reading and Writing Instruction 108 • Play and Learning

Centers 108 • Reading and Writing Centers 109 • Thematic Units for

Writing and Reading Activities 111 • Literature, Book, and Writing

Activities 112 • Poetry in the Literacy Program 118 • Reading Aloud

and Telling Stories 119

Direct/Explicit Instructional Activities 120
Listening Capabilities 122 • Visual Discrimination 124
Auditory Discrimination and Phonemic Awareness 125 • Visual and Auditory
Integration 126 • Phonics 126 • Building Background Knowledge by
Introducing New Storybooks to Children 131

Assessing Emergent Literacy 131
Information from Parents 134 • Observing Children's Literacy Behaviors 135
Classification Scheme for Assessment of Emergent Reading and Writing 135

Language-based Assessment Techniques 139 • Using Assessment Information 140



144

#### Teaching Students to Become Strategic Readers

CHAPTER 5

Word Identification 146

Word-identification Strategies 148
Integration in Authentic Reading Situations 149

249

Contents Four Major Instructional Tasks 150 Sight Vocabulary 151 Names 153 · Picture Dictionaries 156 · Reporters' Questions 156 Position Words 157 · Words Often Confused 158 · Scrambled Sentences 159 · Classification 159 Phonics 161 Purposes of Phonic Instruction 161 • Tasks in Phonics 161 Phonic Instruction 163 • Teaching Methods 164 • Direct/Explicit Teaching of Phonics 165 • Phonics in Proper Perspective 168 Structural Analysis 183 Inflectional Endings 185 · Prefixes and Suffixes 187 Compound Words 189 Contextual Analysis 190 Syntactic Clues 192 · Semantic Clues 193 · Contextual-analysis Instruction 194 Dictionary Instruction 195 CHAPTER 6 Meaning Vocabulary 202 Vocabulary Knowledge and Reading 204 Role of Vocabulary in the Interactive View of Reading 204 • Language Development and Word Meanings 204 · Vocabulary Growth 204 Vocabulary and Concept Development 206 Teacher-directed Vocabulary Instruction 206 Semantic Mapping 207 · Concept of Definition 208 · Webbing 211 Semantic-features Analysis 212 • Teaching Relationships Among Words 212 Word-association Vocabulary Instruction 214 · Contextual Approaches 218 Modeling Application/Contribution of Context to Word Meaning 218 • Different Meanings for the Same Word 220 · Homonyms 223 223 Language-based Approaches Independent Reading Programs 224 · Poetry Writing 227 · Writing: Journals, Diaries, and Response Journals 230 · Student-compiled Dictionaries 230 CHAPTER 7

Teacher Responses 253

238 Comprehension Conceptualizations of Reading Comprehension The Interactive View 240 · Schema Theory 241 What to Teach 247 Determining Importance 247 · Summarizing Information 247 Drawing Inferences 247 · Generating Questions 247 Monitoring Comprehension 247 Questioning Strategies to Promote Comprehension and Understanding Literal Questions 249 · Inferential Questions 249 · Helping Students Develop Comprehension Strategies (Question-and-Answer Relationships) 250

Direct/Explicit Comprehension Instruction Rethinking Direct/Explicit Instruction 254 • Modeling 255 Scaffolding 256 • Effective Direct/Explicit Comprehension Guidelines 257 Example of Direct/Explicit Comprehension Instruction 257 · Using Direct/ Explicit Instruction to Teach Strategic Reasoning 260 • Determining What Is Important 261 · Modifying Direct/Explicit Reading Instructional Activities 263 · Anticipation Guides 265 Story Schemata 267 Setting 267 · Theme 267 · Plot 267 · Resolution 271 Guidelines for Teaching Story Schemata 272 • Story Frames 272 Visual Display of Texts 273 Discussion Webs 278 Reciprocal Teaching 280 Oral Language, Readers' Theater, and Visual Arts 280 Oral-language Interactions 281 · Readers' Theater 281 · Visual Arts 281 The Reading and Writing Connection 284 Probable Passages 284 • Reporting About Books 285 • Thinking and Writing About What Students Read 285 • Developing the Reader-Writer Relationship 288



#### Implementing a Reading Program 298

Comprehension Activities

CHAPTER 8

Instructional Procedures for Teaching Literacy 300

288

Literacy Instruction 302

**Basal Readers** 302

> Design and Content 303 · Advantages of Basal Series 305 Today's Newer Basals 306 • Teacher's Editions 308 • Workbooks 308 Directed Reading Activities 309 · A Critical View 344

Important Considerations in Using a Basal 348 · Going Beyond the Basal 348

**Instructional Procedures** 350

The Language-experience approach (LEA) 350 • Features of the LEA 352 Expansions and Variations of the Language-experience Approach 354

Use of Technology in Literacy Instruction

Uses 359 · Software Programs 359 · Computer-based Multimedia 360 Software Evaluation 363 • Instructional Principles 365

CHAPTER 9

Literature-based Reading Instruction

Literature-based Reading Programs 374 Objectives 375 • The Literature and Reading Connection 376

Selecting Literature 378

Sources 378 · Evaluation Criteria 382

Developing Literary Enjoyment and Appreciation 386 Oral Reading to Students 386 · Recreational Reading Groups 387

Developing Reading Skills Through Literature

Using Predictable Books 389 · Increasing Vocabulary Knowledge Through Literature 391 • Semantic Mapping and Vocabulary Development 392

Developing Understanding of Literary Elements

Semantic Mapping 394 • Plot Structures 397 • Modeling Literary Analysis 398

#### CHAPTER 10

Content-area Reading 410

Major Goals and Trends in Content Reading 412

Content-oriented Literature 412 • Integrating Writing in the Content Areas 412 Integrating Comprehension Strategies 413 • Primary-grade Emphasis 414

**Expository Text** 414

Organizational Structures 415 · Readability 418

Components of Content Reading

Vocabulary Development 420 · Studying Strategies 424 · Reading and Study Skills 431 · Locational Skills 432 · Critical-reading Skills 444

#### CHAPTER 11

Literacy Assessment 452

Meeting Individual Needs 454

Differentiated Instruction 454 • Forms of Assessment 455

Standardized Tests 455

Typical Features 455 • Norm-referenced Tests 457 • Criterion-referenced Tests 459 • Diagnostic Tests 459 • Cautions About Standardized Tests 460 Informal Assessment 460

Teacher Observation/Kid Watching 462 · Assessment Materials That Accompany Published Reading Materials 462 • Informal Reading Inventories 463 Cloze Procedure 473 • Authentic Assessment/Performance-based Assessment 482 Anecdotal Records 483 · Response Journals 486 · Portfolios 489

#### CHAPTER 12

Classroom Management and Organization 498

The Importance of Classroom Management 500

500 Preventative Classroom Management

Grouping for Instruction 503

Large Groups 503 · Small Groups 503 · Paired/Peer Groups 504 Skill Groups 505 • Interest Groups 505 • Research Groups 505 Cooperative Groups 505 · Ability Groups 508

Organizing a Class for Instruction

Alternative Management Approaches 512

The Ungraded School 513 • The Integrated Unit 514

Individualized Reading 519

Background 519 • Practices 519 • Problems 523 • Applications 527

CHAPTER 13

Focus on All Learners 532

Accepting Differences 534
Cultural and Linguistic Diversity 534
Early Reading Approaches for Culturally and Linguistically Diverse Students 534
Academic Early Reading Intervention 535

Approaches to Teaching Reading and Writing to Culturally and Linguistically Diverse Students 539

The Language-experience Approach 539 • An Integrated Language Approach Based on Whole-language Philosophy 540 • The Literature-based Reading Approach: Integrating Multiethnic Literature 545 • The Oral Reading Approach 546 • The Basal Reader Approach 549 • The Dialect Approach 550 • The Dual-language Reading Approach 550

Expanding and Developing Meaning Vocabulary 551

Special Students 551

Mainstreaming 552 • The Individualized Education Plain (IEP) 555 Attention-deficit Hyperactivity Disorder (ADHD) 560 • Gifted Students 562

Glossary 569

Index 573

### Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm N

## Foundations of Literacy Instruction

#### Chapters

- 1 Principles of Reading Instruction
- 2 Teacher Effectiveness in the Literacy Program
- **3** Language: The Key to Literacy
- 4 Emergent Literacy

CHAPTER

## Principles of Reading Instruction



#### **Chapter Outline**

A Message to Teachers-in-training The Reading Process

**New Perspectives** 

What Constitutes a Balanced Literacy Program?

Principles of Reading Instruction What Are the Stages of Reading Development?

#### 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.