

# Contents

Preface ix

1	Introduction to Literacy Difficulties	1
	Using What You Know 1 • Anticipation Guide 1 • Reading Difficulty Defined 2 • Incidence of Reading Problems 6 • Persistence of Severe Problems 6 • English Language Learners as Struggling Readers 6 • The Nature of Intervention and Corrective Instruction 7 • Principles of Intervention and Corrective Instruction 10 • Impact of the Elementary and Secondary Act and IDEIA 16 • The Whys of Reading Problems 18 • Summary 18 • Application Activities 19	
2	Factors Involved in Reading and Writing Difficulties	21
	Using What You Know 21 • Anticipation Guide 21 • Interacting Factors in Reading and Writing Difficulty 22 • Cognitive Factors 23 • Visual Processing Deficits 29 • Language Factors 33 • Social and Emotional Factors 39 • Physical Causes 44 • Educational Factors 51 • Social and Cultural Factors 53 • Family Factors 53 • Economic Factors 54 • Summary 54 • Application Activities 55	
3	Overview of Assessment	57
	Using What You Know 57 • Anticipation Guide 57 • Principles of Effective Assessment 58 • Dynamic Assessment 59 • Assessment Categories 62 • Assessment Instruments 64 • Tests 64 • Evaluating Assessment Devices 72 • Functional-Level Assessment 74 • High-Stakes Tests 76 • Assessing English Language Learners 77 • Reporting to Parents 78 • Summary 79 • Application Activities 79	

- 4      **Placing Students and Monitoring Progress**      81
- Using What You Know 81    Anticipation Guide 81    The Informal Reading Inventory 82    Miscue Analysis 102    Running Records 104    Planning Instruction Based on IRI, Miscue Analysis, or Running Record Results 108    Comparing IRI, Miscue Analysis, and Running Records 108    IRI-Based Tests 109    Screening, Monitoring Progress, and Benchmarking 111    Mini-Case Study 118    Summary 120    Application Activities 120
- 5      **Assessment of Reading and Writing Processes**      123
- Using What You Know 123    Anticipation Guide 123    Reading Processes: Decoding 124    Reading Processes: Comprehension 126    Assessing Study Skills 138    Assessing Vocabulary Knowledge 139    Assessing Writing 141    Spelling 147    Handwriting 155    Summary 155    Application Activities 156
- 6      **Assessment of Cognitive, School, and Home Factors**      157
- Using What You Know 157    Anticipation Guide 157    Assessment of Capacity 158    Role of Intelligence Tests 159    Tests of Listening 163    Tests of Language 163    Assessment of Memory 164    Associative Word Learning 165    Word Finding 166    Assessing the Instructional Situation 166    Case History 170    Students' Views 173    Reading Expectancy 174    Summarizing the Data 176    Making Recommendations 178    Professional Reports 179    Assessment: An Ongoing Process 181    A Multidisciplinary Approach 182    Mini-Case Study 182    Summary 183    Application Activities 183
- 7      **Emergent Literacy and Prevention Programs**      185
- Using What You Know 185    Anticipation Guide 185    Emergent Literacy and Prevention Programs 186    Developing Literacy Concepts 194    Students' Writing 196    Phonological Processes and Reading 201    Letter Knowledge 217    Mini-Case Study 219    Summary 220    Application Activities 221

## 8 Teaching Phonics, High-Frequency Words, and Fluency 223

Using What You Know 223 ◊ Anticipation Guide 223 ◊ Phonics and the Poor Reader 224 ◊ How Words Are Read 226 ◊ Phases in Learning to Read Words 227 ◊ Types of Word-Recognition Difficulty 230 ◊ Principles of Teaching Phonics 231 ◊ The Content of Phonics: Consonants 232 ◊ Approaches to Teaching Consonants 232 ◊ Other Consonant Elements 235 ◊ Sequence of Teaching Consonants 238 ◊ Reinforcement Activities for Consonant Correspondences 239 ◊ Using a Multisensory Approach to Learn Letter Names and Letter Sounds 243 ◊ The Content of Phonics: Vowels 244 ◊ The Role of Dialect in Teaching Phonics 257 ◊ Sequence for Teaching Vowels 258 ◊ Application through Reading 258 ◊ Additional Reinforcement for Vowel Patterns 262 ◊ Technology 268 ◊ Word-Analysis Strategies 268 ◊ Using Prompts to Foster the Use of Balanced Decoding Strategies 275 ◊ Mini-Case Study 279 ◊ Scope and Sequence of Analogy Words and Patterns 280 ◊ Phonics Progress Monitoring 280 ◊ Mini-Case Study 281 ◊ A Means to an End 282 ◊ High-Frequency Words 282 ◊ Direct Teaching Approach for High-Frequency Words 284 ◊ Indirect Teaching Techniques for High-Frequency Words 284 ◊ Additional Practice Activities for High-Frequency Words 292 ◊ Fostering Fluency 293 ◊ Affirming Efforts 301 ◊ Mini-Case Study 302 ◊ Summary 302 ◊ Application Activities 303

## 9 Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies 305

Using What You Know 305 ◊ Anticipation Guide 305 ◊ Syllabic Analysis 306 ◊ Approaches to Teaching Syllabic Analysis 307 ◊ Morphemic Analysis 318 ◊ Teaching Morphemic Elements 319 ◊ Contextual Analysis 326 ◊ Using the Dictionary 329 ◊ Balanced Use of Strategies 332 ◊ Using Think-Alouds 333 ◊ Mini-Case Study 333 ◊ Summary 334 ◊ Application Activities 335

## 10 Building Vocabulary 337

Using What You Know 337 ◊ Anticipation Guide 337 ◊ Low-Achieving Readers and Vocabulary 338 ◊ Stages of Word Learning 338 ◊ Word Knowledge and Comprehension 340 ◊ Incidental versus Systematic Instruction 342 ◊ Principles of Vocabulary Instruction 343 ◊ Techniques for Teaching Words 345 ◊ Teaching Vocabulary to English Language Learners 357 ◊ A Full Program of Vocabulary Development 362 ◊ Mini-Case Study 362 ◊ Summary 363 ◊ Application Activities 364

- 11 **Building Comprehension** 365
- Using What You Know 365 • Anticipation Guide 365 • Reading Complex Text 366 • Theories of Comprehension 366 • Causes of Comprehension Difficulty 370 • Approaches to Teaching Comprehension 370 • Comprehension Strategies 370 • Implementing Strategies 371 • Importance of Using Appropriate Materials 399 • Beyond Strategies 399 • Approaches to Teaching Strategies 400 • Collaborative Strategy Instruction: An Exemplary Program 401 • Importance of Prior Knowledge 403 • The Role of Reasoning 403 • Accountable Talk 403 • Questions 404 • Lesson Plans That Foster Comprehension 409 • Other Techniques for Building Comprehension 414 • Developmental Retelling 417 • Sentence-Level Comprehension 418 • Mini-Case Study 421 • Summary 421 • Application Activities 422
- 12 **Reading to Learn and Remember in the Content Areas** 425
- Using What You Know 425 • Anticipation Guide 425 • The Challenge of Content-Area Texts 426 • Content Enhancement 426 • Framework for Teaching Content-Area Reading 427 • Text Structure 429 • Instructional Techniques for Fostering Learning from Text 441 • Outstanding Collaborative Approaches 457 • Developing the Ability to Read Complex Text 464 • Content Knowledge 467 • Textbooks in the Content Areas 467 • Teaching Literature 472 • Sheltered English 476 • Reading to Learn and Remember 478 • Aids to Studying 479 • Study Habits 484 • Preparing for Tests 486 • Motivating Students to Put Forth Needed Effort 488 • Mini-Case Study 488 • Summary 489 • Application Activities 490
- 13 **Building Writing Strategies** 491
- Using What You Know 491 • Anticipation Guide 491 • Extent of Writing Problems 492 • The Changing Nature of the Writing Process 492 • Composing Explanatory/Informational and Persuasive Texts 500 • Guided Writing 505 • Strategic Writing Instruction 505 • Writing Workshop 507 • Writing Programs for Low-Achieving Readers and Writers 508 • Motivating Reluctant Writers 519 • Writing Instruction for English Language Learners 520 • Preparing for Assessment Prompts 521 • The Need for a Balanced Program 522 • Spelling 522 • Handwriting 526 • Mini-Case Study 527 • Summary 527 • Application Activities 528

## 14 Tier II and III Programs for Students of All Ages 531

Using What You Know 531 • Anticipation Guide 531 • Approaches to Intervention 532 • Early Intervention Programs 532 • The Need for Specialized Techniques 541 • VAKT Tracing Technique 541 • Other Orton-Based Approaches 551 • Adapted Word Building 552 • A Total Program 552 • Working with English Language Learners 555 • Mini-Case Study 558 • Summary 559 • Application Activities 560

## 15 Organization of Intervention and Corrective Programs 561

Using What You Know 561 • Anticipation Guide 561 • The Changing Face of Intervention 562 • Components of an Intervention Program 564 • Professional Development 572 • Tutors 572 • Materials 573 • Voluntary Reading 578 • Technology for the Reading/Writing Program 579 • Teacher Tools 581 • Evaluation 581 • Summary 582 • Application Activities 583

Appendix A Informal Assessment Measures 585

Appendix B Sample Assessment Report 589

References 597

Index 625