

## Week 1

### Session 3

#### Assessing Reading across Disciplines

##### Activity Detail:

##### Silent reading (20 minutes)

- Ask the class to sit in a circle.
- Distribute **Handout-3a**.
- Ask each Student Teacher to read this handout individually take notes to get themselves ready to answer the questions. Provide a graphic organizer if deemed helpful for student teachers. Ensure absolute silence so that everyone may read the handout undisturbed.

##### Handout-3a

Reading and writing are used across the curriculum and can therefore be assessed and evaluated for language(s) and other areas of study. When the recounts have been written, the teacher assesses the writing skills, and also the students' understanding of concepts related to pioneers. Assessment can be recorded through the use of two different rubrics: one to assess the social studies content and one to assess the skills used to write a recount. Students need opportunities to practice recounts before the recount can be used for evaluation.

The cross-curricular importance of reading and writing is highlighted by a number of studies that demonstrate the relationship between literacy and content area learning. Mathematics and science teachers, among others, are being encouraged to think of themselves as teachers of reading and writing and to bring literacy practices into their teaching. Shanahan and Shanahan (2008)'s model of disciplinary literacy highlights how teachers in particular subjects have expertise to share with students about literacy practices related to their field. For example, Seixas and Peck (2004) trace elements of historical thinking with which students might become familiar as part of a disciplinary literacy in history. Individuals with less proficiency in reading and writing are at an enormous cultural, social, political and economic disadvantage, and approaches to literacy development in schools have effectively become an issue of social justice. As the use of standardized assessments such as the Programme for International Student Assessment (PISA) to measure students' literacy proficiency

increases locally, nationally, and internationally, teacher accountability for student literacy achievement in all subject areas is brought sharply into focus. Math, science, and social studies teachers, among others, are being asked to more fully incorporate literacy strategies into their teaching in school. Because literacy is important in all subject areas, content area teachers can play a significant role in their students' literacy development. A number of studies have shown the importance of teaching students skills, strategies, and attitudes that foster high level comprehension and critical thinking in content areas. One approach to exploring teachers' developing abilities to infuse literacy in their content area teaching practices is through the lens of pedagogical content knowledge.

Learning to read is arguably the most important work of students in the early elementary grades. Learning to read lays the foundation for future learning and understanding across all areas of the curriculum. Without this foundation, students will struggle to achieve academically in not only reading and writing, but also in areas such as math, science, and social studies. Decades of reading research have provided a good blueprint for understanding how children learn how to read.

Reading has importance across the disciplines as it (like writing) is integral to student learning across the disciplines. Reading, it might be said, is in and of itself transformative to student learning across the disciplines. No matter what discipline a learner journeys into or passes through, reading's purpose remains constant. Reading is a dynamic mode of reception that transforms student learning and learners.

Reading researchers recognize that definitions of reading differ across programs "and more so across disciplines," and encourage others to view these differences as productive. However, a common definition of reading that runs across the disciplines might also be viewed as productive, for it might initiate and sustain a consistent interest in reading across the disciplines. Defining reading as a dynamic mode of reception that transforms student learning and learners allows researchers to recognize the rhetoric at work across all disciplines and to embrace the discursive characteristics of all the beginning concepts. When researchers define reading according to a common, complex, and transformative definition, they enable themselves to communicate across the disciplines and they position reading, in addition to writing, squarely at the threshold.

Adolescents may struggle with text for a number of reasons, including problems with:

- a) Vocabulary knowledge,

- b) General knowledge of topics and text structures,
- c) Knowing of what to do when comprehension breaks down, or
- d) Proficiency in monitoring their own reading comprehension.

Most recent literacy initiatives target younger readers and attempt to instill basic decoding and comprehension skills. But struggling adolescent readers in our schools face more complex and pervasive challenges.

Supporting these readers as they grapple with the highly specific demands of texts written for different content-areas will help prepare them for citizenship, encourage personal growth and life-satisfaction on many levels, and open up opportunities for future education and employment.

### **Reading in Science**

Scientific texts pose specialized challenges to inexperienced and struggling readers. For example, scientific research reports include abstracts, section headings, figures, tables, diagrams, maps, drawings, photographs, reference lists and endnotes. Science textbooks usually include similar elements. Each of these elements serves as a signal as to the function of a given stretch of text and can be used by skilled readers to make predictions about what to look for as they read, but consider the situation of an adolescent reader confronted for the first time by such texts and trying to make sense of them using the basic decoding tools acquired in "learning to read." Comprehension of scientific texts also often requires mathematical literacy, or an ability to understand what mathematical tables and figures convey.

### **Reading in History**

The ability to read historical documents including contemporary explications about societal, economic and political issues provides perhaps the most direct link to literacy as preparation for citizenship, which presupposes an ability to conduct informed debate. As in the other disciplines, schools are unique sites for youth across class and ethnic boundaries to learn to read such documents and equally important to develop the necessary dispositions to continue to engage in such reading for college and career success.

### **Reading in Literature**

Reading deeply complex literary texts offers unique opportunities for students to wrestle with some of the core ethical dilemmas that we face as human beings.

### **Reading in Mathematics**

Studies have shown that students, in general, do not read traditional mathematics books. As a result, these students do not learn to become independent learners capable of acquiring mathematics outside of school when the need arises

You must read to succeed in future courses that use mathematics and in future jobs; because the reading will help you understand the uses of mathematics; because the reading tells you how the material from one lesson is related to other material in the book.

#### **Category 1: Reading to make public**

- a. Reading to value students' meanings.
- b. Reading to convey meaning.
- c. Reading to get feedback.
- d. Reading to make a presentation.
- e. Reading to demonstrate one's thinking.

#### **Category 2: Reading to comprehend**

- a. Reading generatively to make sense of text.
- b. Reading to understand and follow directions.
- c. Reading to make a decision.
- d. Reading the teacher's comments to get the message.
- e. Reading to make sense of graphic/visual text.
- f. Reading critically and reflectively to make a decision that affects your life.
- g. Reading with a focus to extract specific information.

#### **Category 3: Reading to get an example**

- a. Reading a text to learn how to do something the text does.
- b. Pointing to a text to show an example of something.

#### **Category 4: Reading to generate something new**

This course guide has been approved for Pilot testing by NCRC on June 1-2, 2015

- a. Reading to generate a reflective written response.
- b. Reading to push something further.
- c. Reading to spark an idea.
- d. Reading a text representing individuals' thoughts to generate a shared text.
- e. Reading to set the stage for the next activity.
- f. Reading to revise a text.
- g. Reading to generate an immediate response.

**Category 5: Reading to remember**

- a. Reading reflective statements written on newsprint to value the meanings.
- b. Reading to copy from the board

Source: Siegel & Fonzi (1995, p. 644).

**Discussion and write-up (20 minutes)**

- Once Student Teachers have had a chance to read the handout, direct teacher students to sit in the groups to review their individual notes on reading across all areas of the curriculum. Ask groups to write a paragraph considering the following:
  - Why strong receptive and expressive language is a necessary condition across the discipline?
  - How well-developed phonological and print awareness helps understanding?
  - How knowledge of letter–sound relationships (decoding) lay the foundation for future learning and understanding across all areas of the curriculum?
  - Why large vocabularies are useful for understanding of all subjects?
  - What is the importance of an ability to comprehend what they read?
  - What is the importance of ability to read naturally and effortlessly (fluency)?

## **Week 3, Session 1**

### **Issues for reading assessment**

#### **Session objectives**

Pre-service teachers will be able to:

- Highlight the recognition of the consequences of reading assessment
- Discuss the need of teacher training for effective reading assessment

#### **BRAINSTORMING**

**(10 min)**

- Write the phrase "Issues for reading assessment" on the board.
- Divide the class into pairs.
- Ask each pair to discuss their knowledge and Understanding Issues for reading assessment
- After 5 minutes ask each pair to share their understanding with the pair sitting next.
- After 10 minutes conduct a whole class discussion and take the responses of each individual prospective teacher.

#### **INTERACTIVE LECTURE**

**(25 min)**

- Share the following information with the prospective teachers interactively.

#### Possible ideas

Two ideas regarding issues in reading assessment will be discussed with prospective teachers in this session

#### **Idea 1**

**Recognition —on the parts of assessors, teachers and administrators—of the consequences of reading assessment**

- All assessments have consequences.
- In a classroom setting, students may feel that they did not perform well.
- Teachers may be disappointed in a specific performance by a student and let it show even if no grade is involved

- When teachers do not take assessment seriously as their responsibility, they give up their ability to advocate for students in assessment contexts or support fair assessment practices (see more details: Reading as a second language.p372)

## **Idea 2**

### **Teacher training for reading assessment**

- Teachers must develop expertise in reading assessment practices and uses of the resulting outcomes.
- Change teacher development programs so that a greater emphasis is placed on assessment skills.
- Teachers may want to learn about specific standardized assessments, perhaps in study groups, to understand technical specifications. (see more details: Reading as a second language.p373)

### **GROUP WORK/ PRESENTATION (15 minutes)**

- Organize the class into 4-6 groups (depending upon the strength).
- Distribute the handouts on the topic.
- Ask groups to read the material and come up with explanation.
- After 10 minutes invite each group to present their selected topics with explanation.
- Give your feedback on each presentation.

### **Wrap Up (5 min)**

- Sum-up the session by highlighting key points.

### **SUGGESTED ASSIGNMENT (10 minutes)**

Assign student teachers the task to search and collect the material on the topic "Issues for reading assessment".

### Idea 1. reading and writing relationship.

1. Many tasks that call on reading for academic purposes also involve writing from the same sources, including tasks that require summaries, critical-response papers, poster presentations, essay exams or research reports.
2. There is a need to develop summary writing skills as an important component skill for reading comprehension.
3. Whether or not the outcome of reading and writing tasks actually provides information on how well a student comprehends the text used for the tasks. (see more details: Reading as a second language.p377-378)

### Idea 2

- **Teacher training for reading Instruction and assessment (TEFL, TESOL)**

1. Many teachers may or may not have specific methodology training in reading instruction and assessment as well.
2. Most elementary level teachers have taken a reading-methods course and have participated in in-service training sessions. They do not feel adequately prepared for teaching all aspects of reading skills.
3. Teachers commonly see themselves as content area teachers, and reading instruction and assessment becomes invisible. see more details: Reading as a second language.p378-79)

### Idea 3

- **Early L1 and L2 reading development and L2 adult literacy instruction and assessment**

1. Many theories of reading development more generally arise from the specific research addressed in early L1 literacy context.
2. Much less is known about early L2 reading development among young children
3. In the case of adult literacy instruction and assessment, relatively little research is conducted with this population (see more details and reasons: Reading as a second language.p379-80)

### GROUP WORK/ PRESENTATION. (15 minutes)

- Organize the class into 4-6 groups (depending upon the strength).
- Distribute the handouts on the topic.



### **Challenges with Observational Records and Checklists**

- Observational records may capture information that other assessments do not. They are flexible across content areas and contexts, they are easily completed, and they provide data across the whole school year. If we use computer labels, they are easy to record and require no special forms, equipment, or procedures.
- However, observational records can be hard to create when you are in the act of teaching. They sometimes require teachers to remember what occurred after the event has ended, can be overly biased if not done correctly, and are sometimes difficult to organize across all students and subjects. Once a system for generating these records is in place, however, they are much easier to collect.
- Observational checklists are guides constructed by teachers, and sometimes for teachers, to help them attend to particular events, behaviors, dispositions, and learning experiences in their classrooms. The most effective observational checklists are ones that classroom teachers create for themselves, drawing on standards documents and curriculum outlines to help them attend to things they may not pay attention to on their own. The primary purpose of these guides is to help teachers develop their observational skills and learn to attend to students' learning behaviors, needs, and abilities they may otherwise overlook.
- Checklists are quick snapshots of what is occurring in a student's reading life at a particular time. They can be used to help teachers remember what to pay attention to, and they can be readily shared with parents and other teachers. However, the information provided on a checklist is minimal. For example, simply checking off the "Likes to Read" column does not explain much about a reader's preferences. One challenge is to not let these checklists become static, unchanging documents. They need to evolve and grow as teachers' knowledge evolves and expands.

### **GROUP WORK/ PRESENTATION. (15 minutes)**

- Organize the class into 4-6 groups (depending upon the strength).
- Distribute the handouts on the topic.
- Ask groups to read the material and come up with explanation.

## Week 5

### Session 2

#### Challenges in using oral reading analyses

##### Session outcome

Student teachers will be able to discuss the challenges in using oral reading analyses for reading assessment.

#### **BRAINSTORMING**

**(10 minutes)**

- Write the phrase “challenges in using oral reading analyses” on the board.
- Divide the class into pairs.
- Ask each pair to discuss their knowledge and understanding regarding challenges in using oral reading analyses.
- After 5 minutes ask each pair to share their understanding with the pair sitting next.
- After 10 minutes conduct a whole class discussion and take the responses of each individual prospective teacher.

#### **INTERACTIVE LECTURE**

**(25 minutes)**

- Share the following information with the prospective teachers interactively. One option is to place some of the information on various pieces of paper posted around the classroom and ask student teachers to fill in information in a graphic organizer.

#### ✓ Oral reading analyses

- Oral reading analyses are used to determine what a reader does with a text, what miscues they make during their reading, and what strategies they draw upon when they encounter challenges in reading.
- To begin, students select an appropriate text, or the teacher selects one from his or her collection that provides a reasonable amount of both support and challenge for the student.

- The selection of text is very important for getting an informative assessment of what a student does when text becomes challenging. If the selected text is too easy, students will not get to demonstrate what they do when they come to a word they don't know or when meaning breaks down.
- If the text is too hard, readers will over rely on word attack or decoding strategies because they have little else to draw on to make sense of the text.

### **Challenges with Oral Reading Analyses**

- Oral reading analyses provide detailed information about the skills and strategies readers use when approaching an authentic text. Because they include a retelling, they focus on readers' decoding skills, as well as their comprehension abilities.
- By conducting oral reading analyses over time, teachers become more sensitive listeners, who are able to analyze more nuanced aspects of reading. In conjunction with reader response notebooks and Think Alouds, oral reading analyses can provide a thorough understanding of a reader's abilities.
- Of course, oral reading analyses take time. Since they are done one-on-one, they may take away from instructional time. Also, selecting an appropriate text is very important. If the text selected is too hard or too easy, the results can be skewed.
- Using the procedures simply to arrive at an accuracy rate or reading level undermines the value of these analyses and reduces their effectiveness.
- The primary purpose of these analyses should be to understand the skills and strategies that readers bring to the act of reading, not simply to find a reading level.

### **GROUP WORK/ PRESENTATION. (15 minutes)**

- Organize the class into 4-6 groups (depending upon the strength).
- Distribute the handouts on the topic.
- Ask groups to read the material and come up with explanation.
- After 10 minutes invite each group to present their selected topics with explanation.
- Give your feedback on each presentation.

### **WRAP UP (5 minutes)**

- Sum-up the session by highlighting key points.

## Week 5

### Session 3

#### Challenges with Think Aloud

Session objectives

Pre-service teachers will be able to:

- Recognize the challenges with think aloud.

#### BRAINSTORMING

(10 minutes)

- Write the phrase "**Challenges with Think Aloud**" on the board.
- Divide the class into pairs.
- Ask each pair to discuss their knowledge and understanding regarding topic.
- After 5 minutes ask each pair to share their understanding with the pair sitting next.
- After 10 minutes conduct a whole class discussion and take the responses of each individual prospective teacher.

#### INTERACTIVE LECTURE

(25 minutes)

- Share the following information with the prospective teachers interactively.

#### Think Alouds

1. There has been less written about Think Aloud as an assessment device.
2. Reading researchers have used Think Aloud (or "verbal protocols") as a data-generating technique in their research studies for some time now.
3. In verbal protocol procedures, researchers asked proficient readers to stop during the reading of a text at various points and "think aloud" about what was going on in their heads, what they attended to, and what they did to make sense of the text as they were reading.
4. This procedure can also be adopted for use in the classroom to generate information about what readers think as they read texts.

### Issues with Think Aloud

1. Think Aloud can provide information about cognitive processes and reading strategies.
2. By asking students what they are thinking, we are able to focus on comprehension during the act of reading.
3. Think Aloud are important assessments to include because of this focus on comprehension and the fact that they are done during reading, not after.
4. Furthermore, the recordings can be used as an instructional tool for discussing reading strategies with our students. On the other hand, Think Aloud can be complicated to explain, and students may be guessing what we want them to talk about.
5. Younger readers may struggle with sharing internal cognitive processes. These assessments can quickly generate a great deal of recordings that must be analyzed sometime if they are going to be worth the time it takes to make the recordings.
6. Transcribing the recordings can take an extreme amount of time. Again, don't generate data you are unwilling to analyze. In my opinion, there are no simple rubrics that are effective for analyzing Think Alouds.
7. Utilizing inductive reasoning, teachers are able to get a sense of what students are doing when they read, and are then able to use this data to talk with students about their reading strategies and performances

### GROUP WORK/ PRESENTATION. (20 minutes)

- Organize the class into 4-6 groups (depending upon the strength).
- Distribute the handouts on the topic.
- Ask groups to read the material and come up with explanation.
- After 10 minutes invite each group to present their selected topics with explanation.
- Give your feedback on each presentation.

### SUM\_UP (10 minutes)

- Sum-up the session by highlighting key points.

### OUT OF CLASS ACTIVITY (5 minutes)

## Handout

### The Early Grade Reading Assessment:

#### An Introduction Amber Gove and Anna Wetterberg

During the 1990s, many low-income countries committed to the United Nations Education for All goals of ensuring universal access to primary education and students' completion of all primary grades. Since that time, with support from donors, some countries have made impressive strides toward expanded access to schooling. Much of the progress has stemmed from additional *inputs*—such as classrooms, teachers, and textbooks. The assumption was that, with enough inputs, learning would naturally follow. Improvements in enrollment rates, however, have not always translated into high-quality education—or even basic learning. To illustrate, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) tracks both enrollment and quality in its Education for All Development Index. These data show that Nicaragua, for instance, has a 97 percent enrollment rate but scores below 50 percent on the quality indicator. Similarly, Cambodia's enrollment rate is 89 percent, but quality lags considerably at 62 percent (UNESCO, 2010).

Teaching young children to read is the cornerstone of improving educational outcomes and has far-reaching implications. Unless they learn to read at an early age, children cannot absorb more advanced skills and content that relies on reading. Children who do not learn to read in the early grades risk falling further and further behind in later ones, as they cannot absorb printed information, follow written instructions, or communicate well in writing.

These challenges, rooted in poor reading skills, lead to disappointing results and often early dropout from the education system. In the aggregate, reading and learning achievement are central to economic productivity and growth. Assessment data of early grade literacy in low-income countries, although still limited, reveal that many students are not mastering the basic skills of reading. In some countries a majority of students at the end of grade 2 are unable to read *a single word* of a simple paragraph in the language in which they are being taught (Gove & Cvelich, 2011).

To shift the focus of education improvement from access to achievement, it is critical to determine how serious and widespread low learning levels are among a country's students. As a first step, measuring how well students read can make policy makers, educators, and donors more aware of how

low reading levels are and what the implications are for future learning. Such awareness can lay the foundation for discussions of how to best address the problem. The early grade reading assessment (EGRA) is one tool used to measure students' progress toward learning to read. It is a test that is administered orally, one student at a time. In about 15 minutes, it examines a student's ability to perform fundamental pre reading and reading skills. Since 2006, RTI International, with the support of a range of donors, has worked with education experts to develop, pilot, and implement EGRA in more than 50 countries and 70 languages. Although these assessments have shown very low levels of basic literacy skills in many countries, the results have prompted policy makers and educators to search for solutions to address the shortcomings, including developing teaching and learning strategies and materials. Ref [www.rti.org/pubs/bk-0007-1109-wetterberg.pdf](http://www.rti.org/pubs/bk-0007-1109-wetterberg.pdf) )

**Wrap -up (10 minutes)**

- Ask student teachers to share these key learned points.

## Week 10

### Session 1

#### Tests for assessing oral reading fluency

##### Learning outcome:

The PTs can assess oral reading fluency of primary and elementary students by using reading fluency assessment tools.

##### Introduction (For instructors)

Achieving fluency is one of the stages that students move toward in their journey toward good reading. Ehri (1991) refers to this stage as sight word reading, and Spear-Swerling and Sternberg (1996) call it the stage of automatic word recognition. Nathan and Stanovich (1991) state that fluency “may be almost a necessary condition for good comprehension and enjoyable reading experiences” (p. 176). Kame’enui and Simmons (2001) suggest that oral reading fluency represents the automatic use of those early literacy skills that we have discussed in Chapter 4 (phonological awareness, alphabet understanding, and sound–symbol matching) and can be used to predict proficiency in later reading skills. Fuchs, Fuchs, Hosp, and Jenkins (2001) believe that oral reading fluency “may serve as an indicator of overall reading comprehension” (p. 239) because of the significant relationships between fluency and comprehension scores on standardized tests. However, they caution that this relationship may be stronger in elementary and junior high school than in high school.

Fluent readers read orally with speed, accuracy, and proper expression or intonation. Fluent readers identify words accurately. Moreover, they do this automatically and instantaneously, without pausing to analyze letters and sounds. As noted in Chapter 5, words that are recognized immediately and without analysis are called sight words. Good readers have large sight word vocabularies that include most of the words they meet (Samuels, 1988). These are words they have seen before. When they first encountered them, good readers may have analyzed the words by matching letters and sounds; now, however, having met them over and over again, they can identify them from memory. Even if good readers come across an unfamiliar word, they are so skilled at matching letters and sounds that they hardly pause.



### Brainstorming (10 minutes)

- Ask three students to read a paragraph and the rest of the students to listen carefully (Choose a well fluent, average and a low fluent student). The time of reading will be different. Feel free to choose a paragraph from an essay or a piece of news.
- Make buzz group to discuss the reasons of enablers and disablers of fluency. Check on understanding of the meaning of these.
- Write following points on the board with the help of students:  
Before, during, and after reading, good readers....

*(sample answers)*

Use letter and sound patterns to pronounce unfamiliar words

Pronounce words accurately

Pronounce words automatically

Read fluently—that is, accurately, quickly, and expressively

Or:

Students who break words in syllables cannot read fluently

Unfamiliar words

Complex (multi syllable) words

10 minutes

### Presentation (30 minutes)

- Tell student teachers about measuring oral fluency skill and show them following rubric.
- Describe the parts of the rubric.
- One option is to provide the parts of the rubric in strips of paper and have student teachers place them on the right spaces of a blank template.

National Assessment of Educational Progress Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.

Non-Fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

A checklist developed by Hudson, Lane and Pullen (2005, p. 707) provides a more detailed assessment of a student's fluency:

1. Student placed vocal emphasis on appropriate words.
2. Student's voice tone rose and fell at appropriate points in the text.
3. Student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question).
4. In narrative text with dialogue, student used appropriate vocal tone to represent characters' mental states, such as excitement, sadness, fear, or confidence.
5. Student used punctuation to pause appropriately at phrase boundaries.
6. Student used prepositional phrases to pause appropriately at phrase boundaries.
7. Student used subject-verb divisions to pause appropriately at phrase boundaries.
8. Student used conjunctions to pause appropriately at phrase boundaries.

See #6 and 7 of the Resource Section on this document

#### Practice (15 minutes)

- Make groups of 3-4 student teachers. One of them will read a paragraph aloud and the rest of the students will fill the checklist. Provide blank templates and a paragraph of your choice.
- The students will match their scores for one volunteer student and discuss the results.
- Recap the main points with the help of students on the white board.

#### Assignment and school based task (5 minutes)

- Ask students to search some tests or checklists for assessment of fluency on WEB and apply on students of different grades.
- Add results to their portfolio.

## Week 10

### Session 2

#### Assessing the receptive oral vocabulary

##### Learning outcome

The PTs can assess the receptive oral vocabulary for primary and elementary students.

##### Introduction (For instructors)

If you've ever been around toddlers, you've noticed that they *understand* words and phrases way before they can *say* them: A fourteen-month-old child, for example, may respond to language like "Let's put on our shoes. It's time to go now" well before she is able to say things like this herself. Just as this child's receptive vocabulary is much larger than her productive vocabulary, our students' **receptive** vocabulary remains considerably larger than their **productive** vocabulary. In fact, virtually every literate adult has a much larger **receptive** vocabulary — including, of course, you. You know lots of words that, for a variety of reasons, you simply do not use when you speak or write.

Oral vocabulary, or knowledge of word meanings, plays a key role in reading comprehension. If children are unfamiliar with the meanings of words in a text, their comprehension will suffer, even if they can decode the words. For example, if a child can sound out the printed word *scarlet* in a sentence but does not know that *scarlet* means *red*, some comprehension will be lost; if this experience is repeated with a number of important words in the text, then comprehension will be seriously impaired. Although vocabulary is critical to reading at all stages of development, the vocabulary demands of the texts used in school escalate greatly beginning at about a fourth-grade level. Therefore, children with vocabulary weaknesses are especially vulnerable to difficulties with reading comprehension from the middle elementary grades onward. Furthermore, vocabulary weaknesses may affect school achievement in many areas beyond reading, including written expression, mathematics, and performance in content subjects such as social studies and science.

##### Brainstorming (10 minutes)

- Select two texts, one with easy to use daily routine words and the second one with difficult and non-familiar words.
- Ask one student to read the text one by one.

## Week 13

### Session 1

#### Assignment to be done during the session (60 minutes)

- Ask students using National Curriculum 2006 for Urdu and English develop rubrics and use these rubrics in schools to assess different components of reading and writing.
- Ask student teachers to use the above included as models. They may also visit the websites below.
- Add these rubrics and results to their portfolio.
- Present them at the end of the session.

#### Kindergarten Reading Assessment Rubrics

Rating Scale / Objectives	1. Beginning	2. Developing	3. Accomplished (at grade level)	4. Exemplary
1. Identifies letters of the alphabet	Recognizes 0-5 letters	Recognizes 5-10 letters	Recognizes 10-15 letters	Recognizes 16-26 letters
2. Knows some sight words	Does not recognize any words including own name	Recognizes own name	Recognizes 5-10 words	Knows more than 10 words
3. Experiments with written communication	Draws	Scribbles	Prints random letters with meaning	Beginning to write some phonemic sounds
4. Demonstrates reading behaviours	Looks at a book from back to front	Looks at a book from top to bottom	Looks at a book from left to right	Tracks one word at a time
5. Understands the difference between a letter and a word	Does not recognize what words or letters are	Recognizes letters as letters	Differentiates between a letter and a word	Can count the number of words in the sentence

6. Is able to copy simple words and phrases	Cannot copy simple words	Copies one word	Copies a phrase	Copies a series of words left to right and top to bottom
7. Joins in and contributes to shared language	Does not join in	Joins in sporadically or inappropriately	Participates consistently and appropriately	Shows leadership in group discussions
8. Listens to a story and relates sequence of events	Cannot give any information regarding the story	Gives independent details, but not the main idea	Retells the story in sequence	Retells the story in greater detail
9. Beginning to make meaningful predictions	Cannot give any information about the story	Makes erroneous or illogical predictions	Predicts a reasonable outcome	Uses insight, reasoning and previous knowledge to derive the correct outcome
10. Uses basic everyday language	Cannot communicate basic needs or personal experiences	Expresses needs and shares ideas but uses incorrect grammar, syntax and vocabulary	Effectively uses correct grammar, syntax and vocabulary	Consistently uses correct grammatical structure, syntax and vocabulary
11. Demonstrates writing-like behavior	Marks randomly all over the page	Imitates words	Writes left to right	Writes left to right on a line
12. Follows simple directions	Follows one step directions with reminders and support	Follows two-step directions with support	Follows three-step directions	Follows directions with more than three steps
13. Printing of name	Prints "magic" writing	Prints the first letter of name and some subsequent letters	Prints all the letters in name in the correct order	Prints according to printing rules (size, space, formation, pencil grip, pressure)
14. Will recognize and generate some phonemic awareness	See each individual area rubrics as follows: rhyming, alliteration, segment clapping, sounds of letters			

• Rhyming	Cannot hear a rhyme	Hears and recognizes a rhyme	Generates a rhyme	Creates many rhymes in a word family
• Alliteration	Does not hear when two words begin with the same letter	Hears when words start with the same letter	Hears and isolates the beginning sound	Generates other words that start with the same sound
• Segment clapping	Cannot clap or clap syllables	Claps a segment	Claps two segments	Claps more than three segments
• Knows the sounds of letters	Has no sound/letter correspondence	Recognizes that letters make sounds	Knows up to 10 sounds of the letters	Knows more than 10 sounds of the letters

#### Grade 1 Reading Assessment Rubric

Rating Scale Objective	1. Beginning	2. Developing	3. Accomplished (End of June)	4. Exemplary
1. Read fluently at grade level & 5	<ul style="list-style-type: none"> <li>word by word</li> <li>phonetically decoding words</li> </ul>	<ul style="list-style-type: none"> <li>recognizes high frequency sight words</li> <li>reading in phrases with some self-correcting</li> <li>beginning to read for meaning</li> </ul>	<ul style="list-style-type: none"> <li>read like you are talking</li> <li>uses appropriate pacing</li> <li>uses appropriate punctuation</li> <li>uses appropriate expression</li> <li>reading for meaning</li> <li>recognizes majority of sight words</li> </ul>	<ul style="list-style-type: none"> <li>reads fluently using accuracy, expression and punctuation</li> <li>reads at or above grade level</li> </ul>

2. Identify words by sight (See attached word list)	<ul style="list-style-type: none"> <li>recognizes 0-100 words</li> </ul>	recognizes 100-150 words	recognizes 150-200 words from the list	recognizes more than 200 words
3. Recalls details, events, characters, setting and sequence of events (student read)	<ul style="list-style-type: none"> <li>able to retell a story with one or two of the following:               <ul style="list-style-type: none"> <li>- details</li> <li>- events</li> <li>- characters</li> <li>- setting</li> <li>- sequence</li> </ul> </li> </ul>	retell a story using 3 of the following with prompts: <ul style="list-style-type: none"> <li>- details</li> <li>- events</li> <li>- characters</li> <li>- setting</li> <li>- sequence</li> </ul>	retell a story using their own words with few prompts: <ul style="list-style-type: none"> <li>- details</li> <li>- events</li> <li>- characters</li> <li>- setting</li> <li>- sequence</li> </ul>	able to retell a story using all components of the object with no prompt <ul style="list-style-type: none"> <li>- make connections to their own experiences</li> </ul>
4. Answer comprehension questions at various levels based on the reading (knowledge, application)(student read)	<ul style="list-style-type: none"> <li>anything below 80% according to the reporting period</li> </ul>	overall comprehension of testing 80-90% according to the reporting period	overall comprehension of testing Mastery 90-100% according to the reporting period	consistently achieving 90-100% reading materials above grade level according to the reporting period
5. Recognizes rhyme	<ul style="list-style-type: none"> <li>can hear and recognize some rhymes</li> </ul>	can generate a rhyme	can create many rhymes in word families	complete and/or create his/her own rhyming pattern
6. Recognizes all phonetics using the cueing systems to construct meaning	<ul style="list-style-type: none"> <li>student reads at frustration level with 0-60% of the specified words</li> </ul>	student reads at instructional level with 70-80% accuracy of the specified words	student reads at independent level with 90% accuracy of the specified words	student reads at independent level with more than 90% accuracy of the specified words

7. Reread own written simple sentences to ensure ideas make sense	• rereads own written simple sentences to ensure ideas make sense with assistance	rereads own written simple sentences to ensure ideas make sense	rereads own written text to ensure ideas make sense with some assistance	rereads own written text to ensure ideas make sense without assistance
8. Read and follow directions	• reads and follows 1-step directions	reads and follows 2-step directions	reads and follows 3-step directions.	reads and follows more than 3-step directions
9. Participates in individual, small group or whole class reading (oral and/or silent)	• seldom	sometimes	• student is usually involved in reading by tracking and/or reading aloud	• student is consistently involved in reading by tracking and/or reading aloud



**Grade 2 Reading Assessment Rubric**

OBJECTIVES	RATING SCALE			
	Beginning	Developing	Accomplished	Exemplary
a. Reads aloud with fluency	Generally reads word by word at a slow pace with frequent hesitations	Generally reads 2-3 word phrases at an inconsistent pace with some hesitations	Generally reads with proper phrasing, at a conversational pace with few hesitations	Generally reads higher level texts with proper phrasing at a conversational pace with few hesitations
b. Reads aloud with accuracy	Below 50% word recognition at grade level	50%-95% word recognition at grade level	95%-100% word recognition at grade level	95%-100% word recognition above grade level
c. Reads aloud with expression	Reads individual words with inappropriate volume for the passage	Reads with inconsistent phrasing and volume appropriate to the passage	Reads with natural language and volume appropriate to the passage	Reads with language and volume appropriate to their individual interpretation of the passage that brings the passage to life with voice and animation
d. Reads orally with comprehension	Answers questions at a frustration level (6 or less correct)	Answers questions at an instructional level (7-8 questions correct)	Answers questions at an independent level (9-10 questions correct)	Reads passage at a higher grade level and can answer questions at an instructional level
Uses cueing systems to construct meaning	Complete CLOZE at grade level with 60% accuracy	Complete CLOZE at grade level with 70% accuracy	Complete CLOZE at grade level with 80% accuracy	Complete CLOZE at grade level with 90% accuracy

Retells story in own words including setting, characters and important events	Retells story in own words with prompting for setting, characters and important events	Retells story in own words omitting one or more of setting, characters and important events	Retells story in own words including setting, characters and important events	Retells story in own words including setting, characters and important events as well as the problem and the solution
Uses a variety of reading strategies	Uses one of the five reading strategies	Uses two of the five reading strategies	Uses three of the five reading strategies	Uses four or more of the five reading strategies
a. Identifies similarities and differences in fiction	Can answer questions about stories with 60% accuracy	Can answer questions about stories with 70% accuracy	Can answer questions about stories with 80% accuracy	Can answer questions about stories with 90% accuracy
b. Identifies similarities and differences in non-fiction texts	Can answer questions about non-fiction texts with 50% accuracy	Can answer questions about non-fiction texts with 60% accuracy	Can answer questions about non-fiction texts with 70% accuracy	Can answer questions about non-fiction texts with 80% accuracy
Reads silently with comprehension	Answers questions at a frustration level (6 or less correct)	Answers questions at an instructional level (7-8 questions correct)	Answers questions at an independent level (9-10 questions correct)	Reads passage at a higher grade level and can answer questions at an instructional level
Reads and follows directions	Can read and follow 1-step directions	Can read and follow 2-step directions	Can read and follow 3-step directions	Can read and follow more than 3-step directions

### Grade 3 Reading Assessment Rubric

Rating Scale /Objectives	Experiencing Difficulty	Beginning	Developing	Accomplished	Exemplary
Recognizes fact and opinion	Reads the Identifying Fact and Opinion test and answers questions with less than 70% accuracy	Reads the Identifying Fact and Opinion test and answers questions with 70% accuracy	Reads the Identifying Fact and Opinion test and answers questions with 80% accuracy	Reads the Identifying Fact and Opinion test and answers questions with 90% accuracy	Reads the Identifying Fact and Opinion test and answers questions with 100% accuracy
Identifies main idea in fiction texts	Identifies main idea from non-text with less than 70% accuracy	Identifies main idea from non-text with 70%-79% accuracy	Identifies main idea from non-text with 80%-84% accuracy	Identifies main idea from non-text with 85%-89% accuracy	Identifies main idea from non-text with 90%-100% accuracy
Recognizes elements and organization of traditional stories	Can complete story maps independently with less than 70% accuracy	Can complete story maps independently with 70%-79% accuracy	Can complete story maps independently with 80%-89% accuracy	Can complete story maps independently with 90%-95% accuracy	Can complete story maps independently with 100% accuracy
Masters word attack strategies	Reads word list from Basic Reading Inventory with less than 70% accuracy	Reads word list from Basic Reading Inventory with 70%-79% accuracy	Reads word list from Basic Reading Inventory 80-89% accuracy	Reads word list from Basic Reading Inventory with 90%-95% accuracy	Reads word list from Basic Reading Inventory with 100% accuracy
Reads and comprehends grade	Student reads 6 months below grade level on	Student reads 4 to 5 months below grade	Student reads 2 to 3 months below grade	Student reads 1 month above and below	Student reads 2 months above grade level on

appropriate text for a purpose	STAR reading test	level on STAR reading test	level on STAR reading test	grade level on STAR reading test	STAR reading test
Reads grade appropriate text orally with fluency, accuracy, and confidence	Student reads story from Basic Reading Inventory at frustration level according to Inventory rating scale	Student reads story from Basic Reading Inventory at instructional to frustration level according to Inventory rating scale	Student reads story from Basic Reading Inventory at instructional level according to Inventory rating scale	Student reads story from Basic Reading Inventory at independent level according to Inventory rating scale	Student reads story from Basic Reading Inventory at independent level according to Inventory rating scale

Source: Barreth, M. E. et al, (2010). K-Grade 3: Improved Literacy Success through Assessment and Evaluation. Teaching and Learning Research Exchange. Dr. Sterling McDowell Foundation. Project #179. 2317 Arlington Avenue Saskatoon SK S7J 2H8

[http://www.mcdowellfoundation.ca/main\\_mcdowell/projects/research\\_rep/179\\_improved\\_literacy\\_success.pdf](http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/179_improved_literacy_success.pdf)

Writing assessment rubrics can be downloaded from given below link

<http://www.p12.nysed.gov/ciai/lote/pub/lotecassess.pdf>

## Week 13

### Session 2

#### Assessing a reluctant participation in reading response group discussion

##### Brainstorming (15 minutes)

- Ask teacher student to think about some emergent reading skills
- Provide the example of reading stop sign.
- Ask them to share in groups of 3 and share with the whole class.

##### Mini lecture (30 minutes)

- Provide an outline, which student teachers must use to fill information from the handout below.
- Consider the option of recording yourself giving the lecture as a varied means of working content.
- During the lecture, consider pausing and allowing for some buzz group activity.
- Give student teacher the opportunity to share their answers.
- Elicit some of the key points from teacher students.

##### Handout

Good early education provides opportunities to learn emergent reading skills—to identify letters, to recognize frequently encountered words like “stop” or “exit,” to write one’s own name, to know what sounds the initial letters of a word represent, to rhyme, to use knowledge of letter names and letter sounds to produce invented spellings. Reading aloud is often incorporated by teachers into this emergent literacy agenda and is used as an opportunity to point out words and letters in meaningful contexts.

The value of these emergent literacy activities is undeniable. They predict children’s skills at kindergarten entry, and children who do better at letter recognition, phonological awareness tasks, and reading words as five year-olds are very likely to have an easier time learning to read. Literacy instruction in the primary grades of American schools is generally dominated by practices designed to ensure accurate and fluent decoding of grade-level texts by the end of grade three. Third-grade texts look like this:

It was a fine summer morning, So Frances took out her bat and ball. "Will you play ball with me?" said her little sister, Gloria. "No," said Frances. "You are too little." Gloria sat down and cried. Frances walked over to her friend Albert's house, singing a song: Sisters that are much too small To throw or catch or bat a ball Are really not much good at all Except for crying

Texts like this, however charming, offer little opportunity to grapple with deep comprehension. That is entirely appropriate because the technical challenges of reading English are sufficiently daunting that most students need lots of help and lots of practice to get good at it. Practicing deep comprehension while still struggling to decode multisyllabic words may simply be too hard. On the other hand, children in the primary grades can practice some aspects of deep comprehension while listening to texts read aloud. They are capable of discussing and evaluating competing interpretations of a character's actions and competing explanations for physical phenomena. They are capable of integrating information from different sources, if they have access to those sources with the help of pictures, read-aloud, and videos, or help from better readers. Observations suggest that primary-grade instruction devotes remarkably little time to science, civics, current events, or social studies, perhaps because of the accountability pressures to ensure that all students leave third grade reading at the third-grade level. Thus, children have the opportunity to learn reading as a tool, but the content that would support their later use of that tool for purposes of comprehension and further learning may be neglected.

The educational challenges, and students' needs for twenty-first-century literacy skills, this issue explores what is known about current levels of literacy, their determinants, and new strategies to improve literacy. The study of Trends in Literacy Levels and Gaps provides a detailed look at how well U.S. students are performing. The researchers find that about two-thirds of fourth graders, three-fourths of eighth graders, and three-fourths of twelfth graders were reading at a "basic" level in 2011. About one-third of students at each grade level were reading at a "proficient" level. Over the past forty years literacy skills scores on assessment tests have not improved much—in sharp contrast to sizable increases in math scores over this same period. The gaps in literacy skills by socioeconomic status and race are striking. Throughout elementary and middle school, girls consistently score about 0.2 standard deviation above boys; the black-white and Hispanic-white gaps are each about 0.6 standard deviation; and the income gap (10th vs. 90th percentile of family income) is larger still. While the black-white and Hispanic-white gaps have narrowed somewhat over the past forty years, the socioeconomic gap has widened, and the gender gap has not changed. These gaps do not typically narrow as children progress through school. Indeed, they sometimes widen. For example, the black white gap increases between kindergarten and third grade and widens further by eighth grade. U.S. scores are about, or a

little above, average compared with those in other developed countries for similarly aged children. The differences between subgroups (by race, socioeconomic status, and immigrant status) to note that parents are critical to children's early literacy. More advantaged parents are more responsive to their children, interact with them more frequently, and provide a richer learning environment through reading and other cognitively stimulating activities, such as use of a computer or visits to a library.

Other factors playing a role in the acquisition of early literacy skills that vary with race or socioeconomic status include health and health-related behaviors and participation in preschool. The reading gaps between black and white children are especially troubling because not only are they evident when children start school but they grow larger during the school years. In contrast, although Hispanic children start out behind (perhaps because of still limited English skills and lower levels of participation in preschool), the gaps with whites narrow or stabilize after a few years. A reading gaps between black and white children are especially troubling because not only are they evident when children start school but they grow larger during the school years. In contrast, although Hispanic children start out behind, the gaps with whites narrow or stabilize after a few years.

A variety of non-school factors could be playing a role here, such as stronger families, less crime, or more positive peer group attitudes in Hispanic communities. Another possibility examined in this article is that differences in experiences over the summer for children from different backgrounds contribute to literacy gaps. Waldfogel concludes that there is not one literacy problem but several different ones and that this complexity requires tailoring policy responses to these differences. For example, the early literacy of immigrant children tends to be influenced by their lack of English-language skills and the fact that English may not be spoken in the home. The literacy skills of black children and disadvantaged children are more likely to be affected by a lack of cognitively stimulating activities in the home or of other parenting practices that foster literacy and knowledge. Waldfogel also stresses, however, that out-of-school solutions are not the answer to out-of-school influences on literacy. Schools can and should address differences in literacy achievement, whatever their source. Progress over the Past Decade? In their article, Nell Duke, of the University of Michigan, and Meghan Block, of Michigan State University, describe key recommendations from a 1998 National Research Council report entitled Preventing Reading Difficulties in Young Children that were aimed at improving reading instruction in preschool to grade three in U.S. schools. The authors evaluate the extent to which U.S. elementary schools have adopted each of the recommendations and then review research on improving primary-grade reading conducted since the publication of Preventing Reading

Difficulties. The authors conclude by describing obstacles that have hindered the adoption of several key recommendations of the report. One conclusion is that reading instruction in the primary grades has moved to a greater emphasis on improving students' word reading skills—the prerequisite to performing well on early literacy assessments—but that attention to developing children's comprehension, vocabulary, and conceptual knowledge has not increased. Yet these are the skills and knowledge essential to success in comprehending the material in subject specific texts in the upper elementary and middle school grades.

Another important conclusion is that research conducted since *Preventing Reading Difficulties* was published provides considerable additional guidance regarding effective instructional practices. The authors argue that three obstacles hinder improvement in reading instruction in the early elementary grades. The first is undue emphasis on word-reading skills in assessments of children's literacy skills in the early grades, which creates incentives for teachers to focus instruction on improving word-reading skills at the expense of the development of the vocabulary, comprehension skills, and conceptual knowledge that children need. The second is a lack of expertise among many educators on how to teach comprehension, conceptual knowledge, and vocabulary effectively. The third obstacle is insufficient time in the school day to teach effectively the vocabulary and conceptual knowledge that some English Language Learners and children from disadvantaged families do not learn outside of school.

**Rising to the Challenge** The articles collected in this issue reinforce with data and analysis a growing recognition that policy makers, educators, and school systems have overemphasized technical reading skills and underemphasized conceptual knowledge and analytic skills in preparing students. This point has informed the call in the Common Core State Standards for more attention to informational text and analytical writing in instruction from kindergarten through twelfth grade, and these articles strongly support that shift. The dilemma these articles highlight, though, is that the domain of conceptual and analytical skills is very large and thus that support for development of such skills must be rich, consistent, and multipronged.

Children from low-income and non-English-speaking families show poor performance on indexes of conceptual and analytical accomplishment at school entry, suggesting the importance of enhancing their access to better preschool experiences through programs that provide parental education, home-visiting services, and high-quality center-based care and education. Such children are likely to attend less-well-resourced schools, which underscores the importance of both improving instruction in the



schools they attend and providing after and out-of-school enrichment experiences for them. If such children's educators were the most knowledgeable and most linguistically sophisticated within the teaching corps, the children would more likely experience the kinds of learning environments they need. Given the breadth of the challenge and the need for multiple points of entry in addressing it, we find it difficult to isolate a single solution or a particularly high-leverage approach.

However, if limited to one, we would cite the impact in Finland and Singapore of improving the quality of classroom teachers by limiting access to the teaching profession to the top college graduates and by according teachers the high levels of respect due to professionals engaged in shaping the next generation. This is not a short-term plan, but it is the only one that has worked anywhere at a national scale, and it is almost certainly a prerequisite to the successful implementation of the Common Core State Standards.

Duke and Block then identify three key obstacles that have prevented widespread adoption of these best practices in teaching reading. The first obstacle is a short-term orientation toward instruction and instructional reform that perpetuates a focus on the easier-to-learn reading skills at the expense of vocabulary, conceptual and content knowledge, and reading comprehension strategies. The second is a lack of expertise among many educators in how to effectively teach these harder-to-master reading skills, and the third is the limited time available in the school day and year to meet unprecedented expectations for children's learning. Policy makers, the education community, and parents must attend to these three challenges if they wish to see meaningful improvements in the reading skills of American children.

#### **Wrap Up (15 minutes)**

Ask student teachers to complete the following sentences:

Something I learned was...

Something I still have questions about is...

## Week 14

### Session 1

#### Assessing a reluctant participation in reading response group discussion

##### Mini lecture (10 minutes)

It's not enough to say, "These kids can't read." Not being able to read can mean a variety of things and we need to be more specific in order to help each student. For example, when a student can't read, this might mean the following:

- has a limited sight word vocabulary
- has few/no strategies for recognizing unknown single or multi-syllable words
- has difficulty spelling
- says reading is "boring" and "dumb"
- reads haltingly, one word at a time
- does not visualize the text
- does not reread to clarify meaning
- reads to finish rather than to understand
- cannot keep events of text in correct order
- does not predict without prompting
- cannot answer literal level questions about the text
- does not easily make inferences
- cannot state the main idea of a text or summarize it
- has trouble recalling information from a text
- reads very slowly, paying no attention to punctuation
- reads very fast, blurring words, rushing through punctuation
- does not recognize when comprehension is not taking place
- has trouble comparing and contrasting characters, events, and settings
- stops reading at first sign of difficulty and thinks "good" readers understand without effort
- knows when comprehension is not occurring but does not know how to adjust reading to help
- has a difficult time expressing thoughts or ideas about a text in small- or large-group settings

If a student CAN call all the words and read at a reasonable rate, BUT has trouble answering the questions, discussing the text, understanding unknown words, and says reading is boring... Then this student needs help with Vocabulary, making predictions, comparing and contrasting, summarizing, visualizing, and making connections

If a student stumbles through words, tries to sound out words, tries to decode then gives up, reads slowly, misspells a lot, and has trouble with high-frequency sight words... Then this student needs help with Word recognition, spelling, and fluency.

If a student does not participate in discussions, does not believe he is a good reader, thinks good readers are just smarter, is disengaged, and does not put much effort into reading assignments... Then this student needs help with Gaining confidence, learning how to be an active participant, and learning the academic language of discussions.

If a student has good word recognition skills, and appears to understand texts, BUT resists reading, says he can't find interesting books, cannot name favorite authors or genres, and claims reading is boring. Then this student needs help with learning how to find texts that interest him, how to navigate a library, and what resources can help him find reading material.

## Handout

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