

Contents

Preface	ix
Acknowledgments	xi
About the Authors	xiii
Introduction: Multiple Competencies in Literacy	xv
1. Accelerating Literacy Learning	1
Academic Accountability	1
Closing the Achievement Gap	2
Diverse Learners and Busy Teachers	3
Selecting High-Payoff Instructional Strategies	4
Standards-Based Curriculum	6
Four Core Competencies in Literacy	7
Assessment Data	11
A Comprehensive Literacy Program	16
2. Creating a Climate for Literacy Learning	19
Equity, Diversity, and Classroom Climate	19
Building Connections With Students	21
The Basic Toolkit for Teachers of Diverse Learners	24
You Can't Learn to Read Without Reading	28
You Can't Learn to Write Without Writing	30
You Can't Learn to Speak and Listen Without	
Speaking and Listening	32
Reading, Writing, Speaking, and Listening Every Day	35
3. Knowing the Literacy Learner	37
Brain Research	37
Developmental Stages	43
Learning Styles	46
Gardner's Multiple Intelligences	50

Best Teaching Practices for ALL Learning Styles, Preferences, and Intelligences	55
Gender Issues	59
Data Collection	62
4. Functional Literacy	63
Functional Literacy Defined	63
Oral Language Development	64
Phonological Awareness	66
Phonemic Awareness	66
Spelling and Early Writing	69
Fluency	73
Literacy Strategies for Diverse Learners	76
Flexible Grouping Strategies for Functional Literacy	80
Forms of Writing: Narrative and Descriptive	95
A Balanced Literacy Program for Functional Literacy	99
5. Content Area Literacy	105
Content Area Literacy Defined	105
Vocabulary Acquisition	106
Formulating Questions for Critical Thinking	113
Text Orientation	115
Forms of Writing: Expository and Persuasive	129
Presentation and Product Creation for Content Area Literacy	141
6. Technological Literacy	145
Technological Literacy Defined	145
The Multidimensional Nature of the Twenty-first Century	146
Questioning Authenticity	146
Searching for Information	149
Media Orientation	152
Multimedia Production	155
Demystifying Directions	157
Technological Literacy and Diverse Learners	160
Technological Literacy and Lifelong Learning	161
7. Innovative Literacy	163
Innovative Literacy Defined	163
Innovation and Creativity	164
Instructional Strategies That Promote Innovative and Creative Literacy	167

Lifelong Learner Orientation	172
Practical and Adaptive Thinking	173
Influential Communication	177
High Payoff for the Unknown Future	180
8. Managing Instruction in the Differentiated	
Literacy Classroom	181
Unit Planning for Literacy Learning	182
Managing Literacy Instruction in Diverse Classrooms	188
Centers	191
Strategies for Learners With Literacy Problems	199
Developing Independent Learners	200
Classrooms That Support Differentiated Literacy Learning	206
References	207
Index	215

Table 4.1 Using multiple intelligences to develop phonemic awareness

Verbal Linguistic	<p>Alphabet books</p> <p>I went to the zoo</p> <p>party farm ballgame</p> <p>Name game</p>	<p>Students create a booklet with consonants or blends and add pictures or words</p> <p>Students say I went to the zoo and saw a bear not a bufrush</p> <p>I went to the farm and saw a cow not a crane</p> <p>I went to the beach and took a towel</p> <p>The next student must take something that begins with I</p> <p>The vintage song "Name Game" ... Banana Fana ...</p>
Musical Rhythmic	Clap, snap, or stamp the syllables	<p>Read aloud with rhyme and rhythms in songs, jingles, and poems</p> <p>Use rhymes to help remember the rules</p> <p>"When two vowels go walking, the first one does the talking"</p>
Visual Spatial	Create visual pictures of sounds	Cut and paste from magazines and catalogues of items with initial consonants, and create a scrapbook
Bodily Kinesthetic	Make letters	Create mime and sing songs similar to the song YMCA, where letters are spelled out with the body
Logical Mathematical	Sort letters	Using magnets, cut-out paper, or felt letters, have students match the consonants or blends with pictures or objects
Naturalist	Out in the woods On the beach	Take a visualized or actual walk and have students find as many things that begin with certain letters or sounds
Interpersonal	Buddy sounds	"Say and switch" is a way partners can listen and offer words that begin the same, end the same, or are part of the same word family
Intrapersonal	Things in my room	Students can use their journal to write about word families, rhyming words, and words that start or end with the same sounds

- Using their own spelling booklet (high-frequency words)
- Using the dictionary
- Using spelling rules and generalities

From Invented Spelling to Correct Spelling

With emerging readers and writers, "invented" spelling is often used to encourage writing even if students do not know how to spell the words.

This strategy helps students to write more easily and fluently without worrying about conventions. Using invented spelling can be somewhat risky, however, as many students may see no need to move to more accuracy if not encouraged to do so. To get past invented spelling, the teacher can ask students to write down an initial consonant during reading, and then the teacher, volunteer, or more capable peer editor can write the full word. This models accuracy and imprints the correct spelling of the word rather than imprinting the invented spelling.

It is discouraging for teachers and students to still see invented spelling in middle school. We need to help students think about the strategies they have to get the correct spelling. By constantly exposing students to working with letters and building words, students may become more familiar with patterns and feel more confident with spelling.

Building Words

Students need opportunities to play with letters and create words and understandings of their own. For example, a new vocabulary word such as *teacher* can be transferred to cards or anagrams so that the student can manipulate its letters to form as many new one-, two-, three-, four-, or five-letter words as possible (see Table 4.2). Another strategy might be to have students use a four-squared placemat to go deeper into understanding how a word is formed, what it means, and any rules that apply to its use (see Table 4.3). To help the process and reinforce spelling, the teacher can also tap into the eight multiple intelligences (see Table 4.4).

Table 4.2 Building words through play and creativity

Word: Teacher				
1	2	3	4	5
a	he	the	here	reach
	ah	eat	hear	teach
		art	each	cheer
		cat	chat	cheat
		hat	heat	
		ate	tear	
		her		

Table 4.3 Four-squared placemat for building words

<p>Write the word and box it</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 150px;"> <h2 style="margin: 0;">Helicopter</h2> </div>	<p>Draw a picture to help you remember the word</p>
<p>Break it into parts (syllables)</p> <p>Write something about the helicopter</p>	<p>What rules will help you remember how to spell it?</p>

Table 4.4 Using multiple intelligences for spelling

Verbal/Linguistic	Verbalizing the sounds of the words in an exaggerated way so that the spelling of the word is clearer. For example, <i>asparagus</i> can be said as <i>as par a gus</i> .
Musical/Rhythmic	Students create word family booklets with rhyming word families. Beat out or chant the syllables of the word (i.e., <i>Miss iss ipp i</i>).
Visual/Spatial	Shut your eyes and see the word. Describe it. Notice the double <i>f</i> s, etc.
Bodily/Kinesthetic	Create a shape out of the word by writing it and adding a line around it. Act out the meaning of the word.
Logical/Mathematical	Apply any rules that help you remember how to spell the word.
Naturalist	Think about classification: word families, derivations, and origins. Where did the word come from?
Interpersonal	Discuss and work with a partner to help each other remember the spelling.
Intrapersonal	Make notes in your journal with strategies you learned to remember spelling tricks.