

## CHAPTER 1

### KNOWLEDGE AND BELIEFS ABOUT READING

#### CHAPTER-AT-A-GLANCE

<i>Chapter Outline</i>	<i>In this Chapter You Will Discover and Be Able To:</i>	<i>Supporting Supplements</i>
<b>The Importance of Belief Systems</b> <ul style="list-style-type: none"> <li>Different Beliefs, Different Instructional Decisions</li> <li>Reading Instruction and Teacher's Belief Systems</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how beliefs about literacy learning influence instructional decisions and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> <li>Instructor's Resource Manual</li> <li>(IRM) Activities and Discussion</li> <li>Questions: Before Reading chapter 1, #1, 4, 7</li> <li>IRM Activities and Discussion Questions: During or After Reading chapter 1, #1, 5</li> </ul>
<b>How Teachers Come to Know About Reading and Learning to Read</b> <ul style="list-style-type: none"> <li>Constructing Personal Knowledge</li> <li>Constructing Practical Knowledge</li> <li>Constructing Professional Knowledge and Expertise</li> </ul>	<ul style="list-style-type: none"> <li>Explain how teachers use and construct personal, professional, and practical knowledge about literacy learning.</li> </ul>	<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> <li>IRM Activities and Discussion Questions: Before Reading Chapter 1, #2, 9</li> <li>IRM Activities and Discussion Questions: During or After Reading Chapter 1, #6, 8, 10</li> </ul>
<b>Perspectives on Learning to Read</b> <ul style="list-style-type: none"> <li>Cognitive Insights into Reading and Learning to Read</li> </ul>	<ul style="list-style-type: none"> <li>Compare the different theoretical models of the reading process.</li> </ul>	<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> <li>IRM Activities and Discussion Questions: Before Reading Chapter 1, #4, 7</li> </ul>
<b>Reading from a Language Perspective</b> <ul style="list-style-type: none"> <li>Psycholinguistics and Reading</li> </ul>	<ul style="list-style-type: none"> <li>Define language, social, and psychological perspectives on reading</li> </ul>	<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> </ul>

<i>Chapter Outline</i>	<i>In this Chapter You Will Discover and Be Able To:</i>	<i>Supporting Supplements</i>
<ul style="list-style-type: none"> <li>Sociolinguistics and Reading</li> </ul>	and explain how they inform knowledge and beliefs about literacy learning.	<ul style="list-style-type: none"> <li>IRM Activities and Discussion Questions: During or After Reading Chapter 1, #3, 5</li> </ul>
<b>Models of Reading</b> <ul style="list-style-type: none"> <li>Bottom-Up Models</li> <li>Top-Down Models</li> <li>Interactive Models</li> </ul>	<ul style="list-style-type: none"> <li>Compare the different theoretical models of the reading process.</li> </ul>	<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> </ul>
<b>RTI for Struggling Readers</b> <ul style="list-style-type: none"> <li>Summary</li> <li>Teacher Action Research</li> <li>Through the Lens of the Common Core</li> <li>Related Web Sites</li> </ul>		<ul style="list-style-type: none"> <li>Test Bank Chapter 1</li> <li>PowerPoint Presentation Chapter 1</li> </ul>

## KEY TERMS

alphabetic principle

belief system

bottom-up model

decoding

graphophonemic cues

interactive model

literacy event

new literacies

professional knowledge

schemata

sociolinguistics

top-down model

autobiographical narrative

best practice

constructivism

explicit

implicit

literacy coach

metacognition

orthographic knowledge

psycholinguistics

semantic cues

syntactic cues

## PURPOSE AND UNDERLYING CONCEPTS

The purpose of this chapter is to help teachers think about their knowledge and beliefs about reading, because these will influence their instructional decisions and practices. This chapter explores the reading process from cognitive, linguistic, and social perspectives and presents three models of reading. This chapter also defines new literacies as they affect the way teachers instruct reading and identifies the literacy coach as an important contact for teachers to plan and develop classroom reading instruction.

*The key concepts underlying this chapter are:*

1. Teachers have belief systems about what reading is and how reading is learned, although they may not be aware of those beliefs.
2. Teachers' beliefs about the reading process and the way children become literate influence their instructional decisions.
3. Teachers' belief systems about reading come from a combination of personal and practical experiences, as well as professional knowledge.
4. Teachers can use new literacies to enhance reading instruction.
5. Literacy coaches can be utilized to support teachers as they instruct young readers.
6. Perspectives on learning to read include cognitive and language viewpoints.
7. Theoretical models add to our understanding of the reading process.

## **STUDENT OBJECTIVES**

Students will be able to:

1. Explain how beliefs about literacy learning influence instructional decisions and practices.
2. Describe how linguistic, social, and psychological perspectives on reading inform understanding about literacy learning.
3. Demonstrate an understanding of different theoretical models of reading.
4. Identify new literacies and explain how to implement them in the classroom.
5. Define the role of the literacy coach and explain how literacy coaches may be utilized to enhance reading instruction.
6. Identify personal and practical experiences that influence their views about literacy learning.

## **ACTIVITIES AND DISCUSSION QUESTIONS**

*Before Reading*

1. Using the concept map at the beginning of the chapter, explain how the content of the chapter relates to the chapter title.

2. Have students do a focused free-write about their memories of learning to read. Using their free-writes, have students discuss similarities and differences in their reading histories with the aid of a graphic organizer, such as a Venn Diagram. What effect did home and school have on learning to read? On their attitudes about reading?
3. Have students brainstorm some of the ways new technologies have demanded new ways of reading. What technologies are available today that were not when the students were learning to read?
4. Divide the class into three groups. Have one group brainstorm personal recollections about learning to read. Have another group brainstorm professional knowledge beliefs they have acquired about reading. Have the third group brainstorm knowledge about teaching reading they have acquired through classroom observations or experience. Each group might present the brainstorming sessions by graphically displaying them on chart paper and sharing them with the class as a springboard for discussion.
5. Have students individually create graphic organizers using the categories above. Explain the concept of schemata using this activity.
6. The true/false and/or multiple choice questions might be used as a pre-assessment.
7. Selected true/false statements might be used as a springboard for discussion or to assess prior knowledge and beliefs about a particular aspect of the content.
8. Have students research major theorists of reading instruction. What are their philosophies, and do they align with students' own philosophies?
9. Use Activating Your Schemata as an entrance slip.
10. Ask students to free-write what they believe it takes to teach or approach reading instruction.

#### *During or After Reading*

1. Using the scenario about Mrs. Zufall at the outset of the chapter, have the students work in pairs and list her actions and beliefs that might exemplify best practice.
2. Have the students work in small groups to develop teacher–student scenarios that illustrate teachable moments. Have each group dramatize the scenario.
3. Refer the students to Box 1.2. Richard Vacca states “reading is a covert and complex human process that takes place in the head and heart of the reader.” Have students write a personal reflection commenting on the power of reading in their own lives.
4. Give the students the following imaginary newspaper headline: **TEACHERS DON'T KNOW THE RIGHT WAY TO TEACH READING.** Have them write a letter to the editor of the imaginary newspaper explaining their points of view based on the chapter.

5. Have students read the descriptions in the chapter of Arch and Latisha, two first-grade teachers, for the purpose of taking a position on how to teach reading. Ask a panel of student volunteers to discuss the positions based on their beliefs about teaching reading.
6. Have students develop a list of interview questions they might ask a literacy coach. If possible, have them conduct the interview and report back to the class.
7. In this chapter Bill Kist introduces the reader to new literacies. Brainstorm a list of new literacies, beginning with the ones Dr. Kist mentions in the text. Lead a discussion: Which of the new literacies have promise for supporting struggling readers? How might these new literacies be used in daily instruction?
8. Set up a Twitter chat for your class. You could create a tweet with a class hashtag (#) that gets students discussing a topic before or after class. For example, you might post a thought such as: “How do your beliefs impact your teaching?” Or a statement such as, “The debate and criticism over the teaching of reading will likely never subside.” See how your students respond and react to one another.
9. There are so many amazing higher education professionals on Twitter today. Here are some professionals involved in new literacies whom your students could follow:

David Jakes: @djakes  
Digital Strategist and Designer for Cannon Design and The Third Teacher Plus,  
Chicago, Illinois

Jeremy Brueck: @brueckj23  
President of Brueck Educational Innovations.  
Green, Ohio

William Kist: @williamkist  
Teacher, writer, piano player, filmmaker.  
Akron, Ohio

### *In the Field*

1. Have students interview several elementary-school children at different grade levels to determine their perceptions of reading. They might ask questions such as the following:
  - What is reading?
  - Do you remember learning how to read?
  - How did you learn to read?
  - What did your teacher do to help you learn how to read?

- What did your parent(s) do to help you learn to read?
- What reading skills do you now have that you didn't last year?
- What did one of your teachers do that helped you to learn to read?

2. Have students report on what technologies are available in schools today. They may search the Internet in order to report on various innovations in classes today. How do teachers instruct students to use the new technologies? How do the students respond?

### **CRITICAL THINKING ABOUT THE COMMON CORE**

No two teachers teach reading in exactly the same way even though they may share the same instructional goals and teach in the same district. With this in mind, what is the argument for a common set of standards nationwide? As teachers (or future teachers), how do you see your beliefs about teaching reading impact your instructional decisions?

### **CRITICAL THINKING ABOUT RESPONSE TO INTERVENTION**

Teachers, parents, students, literacy coaches and other stakeholders need to work collaboratively to meet the literacy needs of struggling readers. What would that collaboration possibly look like in a school setting?

### **CRITICAL THINKING ABOUT TECHNOLOGY**

- Some people think that technology is redefining literacy learning. What do you think?
- Do you need new skills before you can engage your students with technology and literacy learning? If so, what kinds of skills do you think you need? Why do you think you need those skills? Do you think it's acceptable for a teacher to not use technology today? Why or why not?
- Will you need to teach your students those same skills? Why or why not?
- Do you think "new literacies" will ever completely replace "old literacies?" Why or why not?
- How might a teacher use today's technology to enhance reading instruction for struggling or advanced readers?

### **CRITICAL THINKING ABOUT DIVERSE LEARNERS**

- How does a teacher's belief system affect meeting the needs of diverse learners?
- How might a literacy coach help a teacher meet the needs of diverse learners?

## CRITICAL THINKING ABOUT MIDDLE SCHOOL STUDENTS

- A middle school teacher should have a clear understanding of what reading knowledge? Justify your response.
- Do middle school students need to spend much time on the essential components of reading instruction? At what point should students stop learning to read?

## CRITICAL THINKING ABOUT STRUGGLING READERS

Explain how teachers can have the same goal of reading instruction: “To teach children to become independent readers and learners,” but also make different instructional decisions.

## SUGGESTED READINGS

Cassidy, J. & Grote-Garcia, S. (Eds.). (2012). *Literacy trends and issues: What’s hot*. Dubuque, Iowa: Kendall Hunt.

Cassidy, J. & Ortlieb, E. (2012). Looking at literacy in the 21st Century, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85(4), 141-145.

Cowen, J. (2003). *A balanced approach to beginning reading instruction: A synthesis of six major U.S. research studies*. Newark, DE: International Reading Association.

Samuels, J., & Farstrup, A. (Eds.). (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*. (3rd ed.). New York: Guilford Press.

Robinson, R. (Ed.). (2005). *Readings in reading instruction: Its history, theory, and development*. Boston: Pearson/Allyn and Bacon.

Zarrillo, J. (2007). *Are you prepared to teach reading?: A practical tool for self-assessment*. Upper Saddle River, NJ: Pearson/Merrill Prentice-Hall.

## TEST BANK

### 1.1 True/False Questions

1. \_\_\_\_\_ What teachers believe about reading and learning to read is closely related to what they know about literacy learning and the teaching of literacy.

2. \_\_\_\_\_ One single discipline cannot provide a teacher with the insights and understandings needed to support literacy learning in the modern world.
3. \_\_\_\_\_ Vygotsky agrees with Piaget that reacting to the environment will foster growth and learning.
4. \_\_\_\_\_ Teachers who hold a bottom-up conceptual framework believe the process of translating print to meaning begins with the reader's prior knowledge.
5. \_\_\_\_\_ The interactive model of reading describes readers who adapt their reading process according to the demands of the text.

## 1.2 Multiple Choice Questions

- 1) Literacy events
  - A) must follow certain guidelines in order to be effective.
  - B) are widely recognized by all teachers.
  - C) are defined with a belief system that recognizes them as such.
  - D) require formal tests of reading assessment to determine their meaning.
- 2) From a reading perspective, the main goal of instruction is to
  - A) teach children to become independent readers and learners.
  - B) interact with children during instruction.
  - C) develop better attitudes toward reading.
  - D) show evidence that such instruction would benefit children.
- 3) The connections that exist within and between texts are referred to as
  - A) instructional practices.
  - B) intertextuality.
  - C) constructivism.
  - D) reflection.
- 4) When teachers develop their knowledge about teaching and learning, they engage in a process of seeking and making meaning from experiences. Which experience has the least influence on this process?
  - A) Practical
  - B) Psychological
  - C) Professional
  - D) Personal
- 5) A teacher's practical knowledge is characterized by the beliefs, values, and attitudes one constructs about
  - A) readers and writers.
  - B) texts.
  - C) the role of the teacher.
  - D) All of the above



- 6) \_\_\_\_\_ is knowledge acquired from an ongoing study of the practice of teaching.
- A) Personal knowledge
  - B) Practical knowledge
  - C) Professional knowledge
  - D) Psychological knowledge
- 7) Responsibilities of literacy coaches may include
- A) developing curriculum with colleagues.
  - B) making professional development presentations to teachers.
  - C) modeling lessons, providing resources, and visiting classrooms to provide feedback.
  - D) All of the above
- 8) A reading professional continually needs to study the knowledge base from a \_\_\_\_\_ perspective.
- A) hierarchical
  - B) linear
  - C) multidisciplinary
  - D) sequential
- 9) The ability of students to regulate reading by keeping track of how well they comprehend is known as
- A) self-knowledge.
  - B) self-monitoring.
  - C) task knowledge.
  - D) task monitoring.
- 10) Which of the following student behaviors does NOT actively rely upon metacognition?
- A) Sounding out an unknown word
  - B) Asking oneself “what does this mean?”
  - C) Skipping an unknown word and continuing to read
  - D) Rereading a passage to understand it better
- 11) Which of the following instructional practices is NOT part of explicit instruction?
- A) Assign
  - B) Explain
  - C) Model
  - D) Demonstrate
- 12) A psycholinguistic view of reading and learning to read combines an understanding of
- A) the transition between reader and author.
  - B) the reading process and how language works.
  - C) how children actively grow and learn.
  - D) None of the above

- 13) Which cueing system from the psycholinguistic view of reading is relied upon when children can anticipate a word or phrase that comes next in a sentence because of its grammatical relationship to other words in the sentence?
- A) Graphophonemic
  - B) Syntactic
  - C) Semantic
  - D) Pragmatic
- 14) The system that gives cues about the sounds associated with written symbols is
- A) graphophonemic.
  - B) syntactic.
  - C) semantic.
  - D) pragmatic.
- 15) Each day the students in Ms. Miller's class orally recite the alphabet and play alphabet bingo. Which model of reading is Ms. Miller relying upon?
- A) Bottom-up
  - B) Top-down
  - C) Interactive
  - D) Syntactic
- 16) What is one of the main tasks of the teacher regarding the use of new literacies?
- A) Encouraging students to engage with text not in traditional textbooks.
  - B) Helping students navigate the immense amount of material that is now available on any subject imaginable.
  - C) Monitoring all of the writing students will be doing using various new literacies.
  - D) Getting students to represent what they know using a screen, not just print.
- 17) Metacognition refers to knowledge about and regulation of some form of cognitive activity. In the case of reading, metacognition is least relevant to
- A) text comprehension.
  - B) solving a difficult problem.
  - C) performing a highly practiced skill.
  - D) critical evaluation of an author's claim.
- 18) Which of the following is the best illustration of metacognition?
- A) Kirk stays up late studying for a geography test. The next morning in school, he is too tired to think straight during the test.
  - B) Russ is studying for a history test. He knows that he has trouble with dates, so he checks himself by taking a short quiz after each chapter.
  - C) Robin is studying for a spelling test. She writes each spelling word five times in her nicest handwriting.
  - D) Diontre is preparing to take a state achievement test, so he checks out preparation packets from the school library and reads them cover-to-cover.

- 19) Kallie and Grace love to tell jokes and puns. They are enjoying the use of language known as
- A) instrumental.
  - B) personal.
  - C) imaginative.
  - D) divertive.
- 20) Keith has been hanging signs all over the house, listing “laws” and “rules.” He recognizes that written language can be used for laws, regulations, and contracts. He is now aware of which use of language?
- A) Perpetuating
  - B) Divertive
  - C) Authoritative
  - D) Instrumental
- 21) Alexa and Darius are playing in the housekeeping center. Darius is pretending to be the “daddy” and Alexa is the “baby.” Darius tells Alexa that she should “pretend she is hungry and start crying,” and then he’ll “make her some dinner.” Alexa and Darius are using language in what way?
- A) Imaginative
  - B) Representational
  - C) Personal
  - D) Interactional
- 22) Piaget, one of the preeminent child psychologists of the twentieth century, theorized that children don’t internalize knowledge from the outside but construct it from within their heads. This theory is known as
- A) constructivism.
  - B) Vygotskian.
  - C) Piagetian.
  - D) behaviorism.
- 23) Emily has learned that English writing represents sounds, or that there is a correspondence between graphemes and phonemes. As a beginning reader Emily has mastered
- A) the alphabetic principle.
  - B) phonemic awareness.
  - C) metacognition.
  - D) orthographic knowledge.
- 24) Vygotsky's theory of cognitive development is similar to Piaget's theory in that it
- A) describes how children develop by interacting with the physical world.
  - B) proposes four stages of development that are age-related.
  - C) emphasizes how children develop through social interaction.
  - D) emphasizes that children must be actively involved in order to grow and learn.

- 25) One way Miss Sherman works on regulation with her kindergarten class is by engaging them in sustained play during center time. She is a proponent of whose theory?
- A) Piaget
  - B) Vygotsky
  - C) Halliday
  - D) Goodman

### **1.3 Essay Questions**

- 1) If money were not an issue, what digital resources would you want available to your students? What are the new literacies your students would have to learn to be able to use these digital resources effectively? Write a letter to your administrator explaining why technology is important and how you intend to prepare your students to use it.
- 2) Teachers come to know about reading and learning to read in three main ways. Define and explain each of these ways and give personal examples for each. Then, decide which is the most important for you and explain why.
- 3) What are literacy coaches, and how should they be utilized to enhance classroom literacy instruction? How is a literacy coach different from a traditional mentor?
- 4) Cognition is a crucial component in reading. Explain the alphabetic principle, schema theory, and metacognition as they relate to learning to read.
- 5) Two areas of language-based reading inquiry are psycholinguistics and sociolinguistics. Compare and contrast the principles of each view. What are the subcomponents of each view as related to reading development? Which do you think has the greatest impact on reading development? Why?