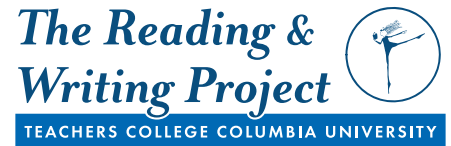


Teachers College Reading and Writing Project

Foundations in Research



Overview

The act of reading is complex. Pulling apart the mechanisms and inputs required for students to engage in, and draw meaning from, texts has been the subject of countless research studies and professional journal articles, not to mention rich fodder for social media posts from pundits and politicians. Writing instruction has faced similar treatment in the quest to encourage students to communicate more effectively with the word. For three decades, the Teachers College Reading and Writing Project (TCRWP) at Columbia University, has been at the forefront of these conversations, leading with active on-the-ground research, collaborating with top national and global thinkers, and advocating for increased equity and access for all children and youth across the country—and beyond.

At TCRWP, we take pride in our contributions to the field of literacy and are actively engaged in current and emerging research. As an organization, we devote regular in-house study to promising developments and new lines of thinking—adapting and innovating in real time. TCRWP sees its role as a leader among all who are committed to the collective good. Finding ways to ensure all students are literate is certainly a place where all advocates in this area can find common ground.

We believe our body of work captures the best of current and past wisdom. It acknowledges learning to read and write is both science and art, and an entirely human enterprise. There is no *one-size-fits-all*—a statement that has been borne out in our years in the classroom. In fact, research runs contrary to this thinking, showing that young readers seem to *need it all*: phonics work; direct instruction to support comprehension, interpretation and critical thinking; and even time to read (Pearson, P.D., et al. 2020). Also of critical importance is that students see themselves in the characters and stories they read. Students need books where their heritage, culture, and identities are valued.

In writing, teacher modeling, direct instruction of specific

skills, and real-time coaching in individual and small-group conferences have proven effective, especially when students write for an authentic purpose and audience. At the heart of this work are dedicated teachers who know their students well. They strategically—and individually—deploy the right tool at the right time. We know that learning itself is a social construct. Children learn better from people who care about them and consider them as individuals. So, when a personalized and rich learning environment mixes with a well-designed curriculum, such as can be found in the Units of Study in Reading, Writing, and Phonics, sparks fly and students engage. Roots are set more deeply as students become creators and masters of their own destiny.

Growth, however, is more than what is measured by standardized tests. In the era of data and accountability, TCRWP has worked to find a balance with our underlying philosophy and calls for higher test performance. To be clear, we see standardized assessments as part of a broad range of measures to assess growth over time. In recent years, state testing data has shown that schools who have engaged in TCRWP work, on average, outperform non-TCRWP schools across the country. We recognize, however, that state assessments are imperfect and only give a limited view of student achievement. Daily formative assessment in the TCRWP classroom is therefore critical to moving all students forward. The workshop model itself is grounded in using formative assessment to drive instruction—whole class, small group, and individual—to support student learning. The results can be seen in incremental changes in behavior in the everyday classroom, such as when a child chooses to read because it is an enjoyable experience, or in the enthusiasm students naturally bring to partner work and their independent wonderings, or in the level of engagement students show when reading books at their level with characters that look and talk like them, and struggle with problems they recognize. In writing, change can be measured in the volume

seen in notebooks, and in the evolving level of sophistication of word choice and thinking. Success in writing is reached when an authentic student voice can convey a perspective that moves, informs, or entertains an intended audience. To achieve these levels of growth requires many things: time, resources, a well-trained teacher, and the active engagement of learners. TCRWP offers a compass and roadmap for those willing to take this literacy journey.

Through our experience and study, we know a wide-range of students—urban, suburban, and rural, coast-to-coast and around the world—have grown into powerful readers and writers under our instructional framework and curriculum. The foundation for the TCRWP approach has been built on the work of literary and educational giants and insights of researchers from across the spectrum. But most importantly, we have taken lessons learned through our intimate, day-to-day interactions with students. We remain humble to the reality that our work is not complete when there are children who struggle to read and write. There will always be a new strategy to try or an important insight just waiting to be discovered. For its part, TCRWP will continue to lead with compassion and forthrightness in the effort to put the opportunities literacy affords within reach of every student.

Part 1: Classrooms Matter

Spaces to Foster Achievement and Independence

The reading and writing classroom serves multiple purposes and reflects certain key principles. Around the TCRWP classroom are instructional artifacts and dedicated areas. Charts on the walls are visible reminders and references for students to choose strategies to apply in daily reading and writing work. A collection of curated, *leveled*, fiction and nonfiction texts make up the classroom library. The in-class library provides material that is readily accessible and supports increasing students' overall volume of reading.

Research shows increasing students' reading volume has been linked to higher-order literacy proficiencies (Allington 2012; Brozo et al. 2008). Also, when students read many books at their independent reading level there are many benefits. A number of research studies show that students make greater gains when they read texts with 95% accuracy. To become proficient readers, students need to read a lot of books that match their independent reading levels (Allington, McCuiston, and Billen 2014). Students also engage when they see themselves in texts, and experience reading as affirmative and relevant to their

lives (Hammond 2017). When a classroom collection values the diversity of human experience—from culture to heritage to ability—it provides the potential fuel to ignite learning.

Additionally, TCRWP has been studying the types of texts students engage with at the beginning stages of reading, and see benefits for a balanced diet of texts. These include selections that allow children to transfer their phonics learning as well as those with rhyme, repetition, and picture support that assist students with reading for meaning. Carefully selected decodable texts allow young children to solidify their phonics by giving them opportunities to apply their emerging skills. These texts are especially important in kindergarten and early first grade because later on, once students have learned enough phonics, authentic literature like the books found in the classroom library becomes more “decodable.”

The layout of seating and tables also serves important functions. Specific arrangements naturally foster productive student talk, collaboration, conferencing, and independence. Research supports encouraging talk among students to allow students to acquire new vocabulary and practice new learning (Moses, A. M., and Duke, N. K. 2003). The TCRWP workshop model itself necessitates dedicated areas within the room for differentiated instruction and personalized learning to occur. A dedicated meeting area—many times defined by a rug at the elementary level—becomes an intimate hub for explicit whole-class instruction. Clustered desks and chairs, or large tables, allow for gatherings of students to conference and collaborate. Teachers also create centers around the room to foster independent movement and choice. Centers include a variety of resources for writing and grammar; sticky notes; blank notebooks; pencils; and so on. Technology, such as 1:1 Chromebooks and iPads, and educational software also are part of this physical fabric for learning, providing tools to create, connect, research, and collaborate inside and outside the classroom walls. Collectively, the TCRWP classroom supports the exciting and active instructional work that lies ahead.

Part 2: Instructional Approach

The Workshop Model, Conferencing, and the Power of Choice

In the area of Instruction, TCRWP has created a powerful structure in the reading and writing workshop model, and a curriculum that embodies the best of educational research. Focused minilessons that actively engage students, modeling of strategies, student-led conferencing, and so on provide students

with the skills and strategies they can apply *independently* to their own literacy work. TCRWP believes that explicit instruction in reading comprehension strategies is critical for students to become skillful, analytical, independent, and lifelong readers (Duke and Pearson 2002; Piasta, McDonald Connor, Fishman, and Morrison 2009). As identified by the National Reading Panel, phonemic awareness, phonics, fluency, vocabulary, and comprehension are critical aspects of learning to read and need explicit instruction. Also of critical importance is knowledge of all kinds for students to make the associations and connections

that lead to deeper engagement and understanding (Cervetti and Hiebert 2018). To do this, students need to read—a lot. In addition to access to a diverse book collection, time is allocated in the workshop model to independently read. Teachers also have time to conference with students to provide more personalized instruction that can lead to long-term growth.

Many of the same concepts hold true for a writing workshop. At the center of the writing work is the role of student autonomy and purpose, and an emphasis on the writing process (Graham and Perin 2007; Murray 2013). Explicit instruction, teacher

K–2 INSTRUCTION: The Right Mix, Not One-Size-Fits-All

Teaching emergent readers requires a mix of instructional approaches to ensure students not only learn to read well, but to see reading as a joyful experience. There is nothing more rewarding as a teacher than to watch an early reader hold a book—right-side up and typically with a large smile—pointing at words as they glide left-to-right across the page, reading words aloud that were once a mystery. The pathway to this moment is both individual and developmental. Students walk in the front doors of the school with a mix of pre-reading experiences. Some had parents or siblings who read to them regularly. Some attended preschool where stories were played on audio. And all students, to one degree or another, have seen and wondered at text and images on smartphones, iPads, gaming consoles, educational software programs, and screens that scroll at drive-thru windows, in doctors’ waiting rooms, and on the front dashboard of the car. Kindergarten-age children come to us not as a tabula rasa, empty slate, but as eager explorers who have years of experience wondering, questioning, studying, recognizing patterns, memorizing, and testing their understanding of the world.

Because phonological awareness and phonics instruction are crucial for children learning to read, TCRWP has always advocated for systematic, research-based approaches to teaching phonics, and over the years supported professional development for teachers using a wide range of phonological awareness and phonics curricula, including Words Their Way, Orton Gillingham, Lindamood-Bell, Foundations, and Month by Month Phonics. In 2018, TCRWP published Units of Study in Phonics, K–2. These units have a special emphasis on student engagement, and articulate ways to successfully transfer phonics work into the regular reading and writing curricula.

It is clear that phonemic awareness—the ability to identify and manipulate the sounds of spoken language—is a foundational component of reading success. Therefore, children in the earliest stages learning to read should receive explicit, engaging phonemic

awareness instruction every day. The writing workshop can be an important venue within which that instruction takes place.

Overall, our study of recent research affirms our conviction that children need and deserve a comprehensive approach to reading: one that provides systematic instruction in foundational skills as well as lots of opportunities to engage in reading for meaning.

Early learners should also be immersed in literature alongside their phonics instruction. During an interactive read-aloud, which is one instructional tool used in a reading workshop, students hear linguistic patterns and absorb new vocabulary. Research shows engaging interactive read-alouds lead to better thinking and more advanced literary understanding of a text (Flint 2013; Lennox 2013). This is because read-alouds draw students in to ask questions, make predictions, and converse in partner talk. Research (McGee 2007) supports this approach which has additional positive effects, including:

- ▶ Acquisition of literary syntax and vocabulary (Purcell-Gates, McIntyre, and Freppon 1995)
- ▶ Story recall and comprehension (Morrow and Smith 1990)
- ▶ Sensitivity to the linguistic and organizational structures of narrative and informational text
- ▶ Gains in expressive language even when the duration of story reading interventions are short (e.g., Hargrave and Sénéchal 2000).

At the heart of TCRWP’s position here, though, is a simple belief in teachers. We believe teachers can lend the right weight to all the tools and strategies available that develop literate students. There is no assembly line approach that helps all students equally. Generally speaking, our core instructional approach relies on smart teachers who focus relentlessly on the individual student.

modeling, small-group and individual conferencing, and an emphasis on a high volume of writing leads to better outcomes for writers. Research on writing backs these key principles:

- ▶ Students should have frequent and regular opportunities to write over the course of a week (i.e. to improve stamina and writing volume).
- ▶ Students should be taught a wide repertoire of writing strategies that they can apply flexibly in a variety of formats, both digitally and in print.
- ▶ Students need explicit instruction on how to write for different audiences and purposes.
- ▶ Student growth in writing is enhanced when students independently set goals, self-assess, and set new goals.
- ▶ Regardless of the purpose for or type of writing, there is a predictable process—brainstorming/seed ideas, drafting, revision, editing, and publishing.
- ▶ Explicit instruction in author’s craft leads to improvements in the sophistication of student writing.
- ▶ Opportunities for frequent, individualized feedback during all stages of writing improve students’ growth.

The secret sauce in the TCRWP instructional approach is the focus on *conferencing*. This is where teachers can truly differentiate and personalize instruction to the needs of the students. Through formative assessment, teachers set up small-group and individual conferences to reinforce, review, or advance student understanding. Student-led conferences become safe spaces for students to discuss their struggles in reading and writing, and to consider new approaches. It is a respectful exchange designed to honor the student as lead learner.

Collectively, the instructional approach advocated here is inherently complex. It requires, at a macro-level, an understanding of the Units of Study, the workshop architecture, and a number of literacy skills and strategies that lead to better outcomes. That takes time to learn. Teachers also must assess accurately how best to meet the needs of all learners. That takes training. At the micro-level, the work is highly personalized, requiring teachers to know students as learners and individuals, including their familial, cultural, ethnic, socio-economic, educational, and experiential background. That takes being human. This focus on the individual, however, does pay big dividends over time. It drives meaningful conversations and leads to better outcomes for students.

Part 3: Resources for Learning

Diversity, Equity, and Literacy for All

The TCRWP Units of Study are the blueprints for teaching literacy in ways that lead to greater student independence and agency. Underlying all TCRWP curricula, whether in reading, writing, phonics or interdisciplinary literacy, one commonality becomes clear—the emphasis on student autonomy.

Whether it is choosing books and other texts to read, topics to write about, movement through the process of writing, or strategies to employ, from the youngest to the oldest, students are expected to be the captains of their own learning lives. TCRWP believes that guidance and coaching into the student decision-making process is paramount. Research has shown again and again that a student with a strong sense of self-determination, metacognition, and agency will be more successful than those with less (Fisher and Frey 2018).

The types of Units of Study written also reflect a commitment to student engagement alongside a focus on equity and social justice. In the middle grades, for example, there is a *Social Issues Book Club* Unit. In the description of the unit, TCRWP discusses how engaging this work not only leads to better readers and writers, but young citizens. The introduction states:

The topic of social issues, the lens for reading in this unit, is a topic that matters greatly to the young human beings who enter our classrooms every day. In middle school, many kinds of issues start to weigh more heavily on students: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids. . . . Reading literature especially has proven to increase people’s ability to empathize with others, and to be more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what’s right.

New units have been created to reflect the need for students to be digitally literate when reading posts on social media and sites on the Internet, and very recently, also to teach skills and strategies that support all learners when the class is completely—or partially—online.

TCRWP has also immersed itself more deeply in the call for equity and social justice, standing beside powerful writers, thinkers, and advocates searching for ways to create more inclusive environments. Important new voices have called on the educational community to use materials that better reflect

the identities, realities, and backgrounds of students. This call to action has led TCRWP to listen, reflect, and pivot. We know a reader's identity plays a vital role in everything from their knowledge-base, to language practices, to home exploration of phonemic awareness, to cultural views of literacy, to texts they connect with, and to purposes for reading. Literacy cannot be taught without acknowledging, including, and celebrating the

range of racial, cultural, ethnic, religious, gender, family, geographic and economic identities students' represent.

The story here is far from over. TCRWP will continue to engage in these important conversations and to learn. We are proud of our history. And we will continue our mission to ensure all children have the ability to lead rich, meaningful, and literate lives.

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Research Base

The following is a list of the researchers and educators who have influenced the thinking of TCRWP—then and now. Brief descriptions are provided for some entries to highlight key ideas.

- Ahmed, S. 2018. *Being the Change: Lessons and Strategies to Teach Social Comprehension*. Heinemann.
- Allington, R. L. 2012. *What Really Matters for Struggling Readers: Designing Research-Based Programs, 3rd Ed.* Pearson.
- Allington, R.L. McCuiston, K., and M. Billen. 2014. "What Research Says about Text Complexity and Learning to Read." *The Reading Teacher* (68) 7: 491–501.
- Anderson, R. C., Wilson, P.T., and L. Fielding. 1988. "Growth in Reading and How Children Spend their Time Outside of School." *Reading Research Quarterly* (23): 285–303.
- Atwell, N. 1989. *Coming to Know: Writing to Learn in the Intermediate Grades*. Heinemann.
- . 1998. *In the Middle*, 2nd Ed. Heinemann.
- Bomer, R., and T. Laman. 2004. "Positioning in a Primary Writing Workshop: Joint Action in the Discursive Production of Writing Subjects." *Research in the Teaching of English*, 420–66.
- Brozo, W.G., Shiel, G. and K. Topping. 2008. "Engagement in Reading: Lessons Learned from Three PISA Countries." *Journal of Adolescent and Adult Literacy* 51(4): 304–15.
- Cervetti, G. and E. Hiebert. 2015. "The Sixth Pillar of Reading Instruction." *The Reading Teacher* (68) 7: 548–51. The authors add to the National Reading Panel's five pillars of essential reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Cervetti and Hiebert describe the crucial role knowledge plays as part of literacy learning and development and suggest that one of the most effective ways for teachers to aid students in gaining more knowledge is through reading. Not dissimilar to Kintsch's Construction-Integration model referenced in an earlier study.
- . 2018. "Knowledge at the Center of English Language Arts Instruction." *The Reading Teacher* (72) 4: 499–507.
- Cheatham, J. P., and A. H. Allor. 2012. "The Influence of Decodability in Early Reading Text on Reading Achievement: A Review of the Evidence." *Reading and Writing: An Interdisciplinary Journal* 25(9): 2223–246.
- Cipielewski, J., and K.E. Stanovich. 1992. "Predicting Growth in Reading Ability from Children's Exposure to Print." *Journal of Experimental Child Psychology* (54): 74–89.
- Cooperative Children's Book Center. 2020. "The Numbers Are In: 2019 CCBC Diversity Statistics." *University of Wisconsin-Madison, School of Education*. This is the most recent release the CCBC has gathered on the identity of authors or the identity representation of primary characters in children's books published that year. While these numbers are becoming more reflective of the diverse populations they are still far from what they should be. Knowing this information helps educators to discover and advocate for more representation in children's literature, as well as to better teach critical consciousness.
- Cullinan, B. 2000. "Independent Reading and School Achievement." *School Library Media Research* (3): 1–24.
- Denton, C., Barth, A. Fletcher, J., Wexler, J., Vaughn, S., Cirino, P., Romain, M., and D. Francis. 2011. "The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students with Reading Difficulties." *Scientific Studies of Reading* (15) 2. Researchers studied the relationship between silent reading, oral reading, and reading comprehension. They found that a student's fluency scores on a text passage were strongly correlated to their results on a high-stakes reading comprehension test, but weak correlation on fluency on word lists. This suggests that there is a relationship between fluency and text comprehension.
- Duke, N. and P. D. Pearson. 2002. *Effective Practices for Developing Reading Comprehension*. Discusses how research supports the explicit teaching of specific reading comprehension strategies such as purpose setting, activating prior knowledge, drawing inferences, and summarizing and retelling.
- Duke, N., Pearson, P. D., Strachan, S. L., and A. K. Billman. 2011. *Essential Elements of Fostering and Teaching Reading Comprehension*. The authors argue that research supports specific practices for teachers looking to foster reading practices, including but not limited to building "disciplinary and world knowledge," providing "motivating texts and contexts for reading," teaching "strategies for comprehending," and integrating reading and writing. The authors discuss Kintsch's Construction-Integration model, and the way in which we bring knowledge to comprehension, and that this shapes our comprehension, which then

helps us gain new knowledge that is then fed into future comprehension, forming a “virtuous” comprehension and knowledge cycle.

Duke, N., Pearson, P. D., and A. Ward. 2021. “The Science of Reading Comprehension Instruction.” *The Reading Teacher* (74) 6: 663–72.

España, C., and L. Yadira Herrera. 2020. *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*. Heinemann.

Fisher, D., and N. Frey. 2018. “Raising Reading Volume Through Access, Choice, Discussion, and Book Talks.” *The Reading Teacher* (72) 1: 89–97. This article looks at teachers’ intervention for reading volume in grades 1, 3 and 5. Specifically they offered more access to and choice of books, as well as opportunities for book discussion. The effects were generally positive affecting a range of factors including volume of reading, student motivation, and writing achievement.

Flint, A. 2014. “The Social Construction of Literary Understanding in a 3rd Grade Classroom During Interactive Read-Alouds.” *Bridgewater State University, Undergraduate Review*, Vol. 10, Article 17: 72–78. Excerpt from article: “Allowing the students to converse with each other, their teacher, and the text during the read-aloud resulted in more responses that demonstrated a more advanced literary understanding and a better understanding of how the text was crafted for the reader.”

Foorman, B. R., and J. Torgesen. 2001. “Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children.” *Learning Disabilities Research and Practice* 16 (4): 203–12. This work shows that when explicit instruction in foundational reading skills such as phonemic awareness, fluency, construction of meaning, and vocabulary is done, whether as prevention or as an intervention, there is a “dramatic reduction in the incidence of reading failure.” The authors then go on to promote the coordination of research with what is known about small-group work and one-on-one work to suggest explicit instruction would be even more powerful if it was applied there as well.

García, O., Johnson, S., and K. Seltzer. 2017. *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning, 1st Ed.* Caslon.

Gillon, G. T. 2017. *Phonological Awareness: From Research to Practice*. New York, NY: Guilford Press.

Graham, S. 2019. “Changing How Writing is Taught.” *Review of Research in Education* (43)1. This article discusses how writing is currently taught in schools, concluding that there are two main occurrences: teachers who teach a solid writing program and devote almost an hour a day teaching writing, across purposes, mediums, and genres, or teachers who do not do a sufficient

job teaching writing. The author suggests four indicators of insufficient writing instruction: 1) not enough time dedicated to writing instruction, 2) not enough writing frequency, 3) not enough use of proven instructional practices such as a variety of writing genres and purposes and adaptations made, and 4) absence of digital tools for writing.

Graham, S., and M. Hebert. 2010. *Writing to Read: Evidence for How Writing Can Improve*. Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. This is a report which studies and demonstrates the ways in which writing instruction supports reading. The authors identify instructional practices that are effective in accomplishing this goal: 1) students write about what they read, 2) teachers instruct students on the writing processes and writing skills that go into creating a piece, and 3) increase the amount of time they spend producing their own original texts.

Graham, S., and D. Perin. 2007. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. This report discusses small but significant positive effects for writing process instruction, especially when taught explicitly in grades 4–12

Graves, D. 1983. *Writing: Teachers and Children at Work*. Heinemann.

———. 1994. *A Fresh Look at Writing*. Heinemann.

Hammond, Z. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.

Hargrave, A. C., and M. Sénéchal. 2000. “A Book Reading Intervention with Preschool Children Who Have Limited Vocabularies: The Benefits of Regular Reading and Dialogic Reading.” *Early Childhood Research Quarterly* 15 (1): 75–90. Excerpt from article: “The results of this study revealed that children with limited vocabularies learned new vocabulary from shared book-reading episodes. Children in the dialogic-reading condition made significantly larger gains in vocabulary introduced in the books, as well as gains on a standardized expressive vocabulary test, than did the children in a regular book-reading situation.”

Hammond, Z. L. 2015. *Culturally Responsive Teaching and the Brain*. Corwin Press.

Hertz, M., and W. Heydenberk. 1997. “A Kindergarten Writing Workshop: How Kindergarten Students Grow as Writers.” *Reading Horizons* 37 (3): 3.

Hiebert, E. H. 2017. “The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?” *Literacy Research: Theory, Method, and Practice* (66): 117–34.

- Jasmine, J., and W. Weiner. 2007. "The Effects of Writing Workshop on Abilities of First Grade Students to Become Confident and Independent Writers." *Early Childhood Education Journal* 35 (2): 131–39.
- Juel, C. 1988. "Learning to Read and Write: A Longitudinal Study of 54 Children from First Through Fourth Grades." *Journal of Educational Psychology* (80) 4: 437–47.
- Kaefer, T. 2020. "When Did You Learn It? How Background Knowledge Impacts Attention and Comprehension in Read-Aloud Activities." *Reading Research Quarterly* (55) S1 Special Issue: The Science of Reading: Supports, Critiques, and Questions: S173–80. This piece builds off the understanding that knowledge affects reading comprehension and studies common practices to find out if introducing new information would be as effective as activating prior knowledge when looking for comprehension gains. The study showed that students who already had knowledge on the topic and were able to comprehend on a deeper level than those who had prior knowledge activated. Left unanswered was the most effective ways to build background knowledge.
- Kilpatrick, D. 2015. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. John Wiley & Sons Inc. This book explains the research behind a wide range of reading difficulties and the most successful, practical assessments and interventions teachers and schools can use. Kilpatrick explicitly states that successful interventions must address any phonological or phonics deficits as well as teach students how to apply phonics to print and have opportunities to transfer these skills to authentic texts.
- Kirkland, D. 2011. "Books Like Clothes: Engaging Young Black Men with Reading." *Journal of Adolescent & Adult Literacy* (55) 3: 199–208. This article discusses relationships between young black men and books, concluding that what Black young men read and do not read is decided by many different factors about the texts themselves and the contexts they are presented within. When the texts and contexts of the books match the students, they read and enjoy doing so. While this study was focused on high school aged students, it's conclusions about identity, instruction and context has powerful ideas to consider for educators in the K–8 level.
- Kraemer, L., McCabe, P. and R. Sinatra. 2012. "The Effects of Read Alouds of Expository Text on First Graders' Listening Comprehension and Book Choice." *Literacy Research and Instruction* (51): 165–78. These researchers studied how reading aloud of expository nonfiction texts affected both the studied first-graders' listening reading comprehension, but also the texts they chose to read. The study suggests that there is great power in the texts a teacher chooses to read to a class, including the ways it can influence student independent book choice.
- Ladson-Billings, G. 2009. *The Dreamkeepers: Successful Teachers of African American Children, 2nd Ed.*. Jossey-Bass, A Wiley Brand.
- Lennox, S. 2013. "Interactive Read-Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research." *Early Childhood Education Journal* (41): 381–89. Lennox reviewed the research literature on interactive read-aloud and concluded, "there is little doubt about the value of well-planned, engaging interactive read-alouds as one of the key avenues for supporting young children's language for thinking and understanding."
- McGee, L. M., and J. Schickedanz. 2007. "Repeated Interactive Read-Alouds in Preschool and Kindergarten: The Repeated Interactive Read-Aloud Technique is a Research-Based Approach to Comprehension and Vocabulary Development in Preschool and Kindergarten." *The Reading Teacher* (60) 8: 742+.
- Mesmer, H., and P. Griffith. 2011. "Everybody's Selling It—But Just What Is Explicit, Systematic Phonics Instruction?" *The Reading Teacher* (59) 4: 366–76. This is an important reference piece because it defines key terms and shows how a teachers use of explicit, systematic phonics increases student engagement and accountability.
- Milner, H.R. 2020. "Disrupting Racism and Whiteness in Researching Science of Reading." *Reading Research Quarterly* (55) S1: S249–53. This article cautions readers to critically consider any studies on reading and to do this by examining what is considered reading success, who decides, and who the subjects are. Milner also points to the ways research can help to legitimize and maintain racial hierarchies, including, but not limited to the role of knowledge-building, specifically how one decides which knowledge is prioritized.
- Moats, L.D. 2005. "How Spelling Supports Reading and Why It's More Regular And Predictable Than You May Think" *American Educator* (29) 4: 12,14–22, 42–43. Moats discusses a range of reasons why learning how to spell and the history, meaning and patterns of English can be a powerful ability students can practice and lean on as readers and writers.
- Morrow, L.M., O'Connor, E.M., and J.K. Smith. 1990. "Effects of a Story Reading Program on the Literacy Development of At-Risk Kindergarten Children." *Journal of Reading Behavior* (22) 3: 255–75. Excerpt from article: "Children in four experimental classes followed a daily program of literature experiences that included reading for pleasure, story retelling, repeated readings of favorite stories, interactive story reading, recreational reading periods, and others. During the same period of time, students in four control groups followed the prescribed reading readiness program used in the district that emphasized letter recognition and letter-sound correspondence. Based on the results of pretests in

- September and posttests in May, the experimental groups scored significantly better than the control groups on story retellings, attempted reading of favorite stories, comprehension tests, and other measures. There were no significant differences between the groups on standardized measures of reading readiness.”
- Moses, A. M., and N. K. Duke. 2003. “10 Research-Tested Ways to Build Children’s Vocabulary.” Professional paper. Scholastic.
- Muhammad, G. 2020. *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic.
- Murray, D. 1985. *A Writer Teaches Writing*, 2nd Ed. Cengage.
- . 2013. “The Maker’s Eye: Revising Your Own Manuscripts.” *Language Awareness: Reading For College Writers*. p. 194–98. This is one piece from Donald Murray whose scholarship on writing process is foundational to TCRWP. In this article, Murray argues that novice writers feel they are done when a draft is finished, whereas professional writers feel as if they have just begun. He then goes on to discuss the importance of the rewriting mindset for authors, with lenses to use as the author rereads their work including information, meaning, audience and form.
- Newkirk, T., and P. Kittle, Eds. 2013. *Children Want to Write: Donald Graves and the Revolution in Children’s Writing*. Heinemann.
- Orton, J. G. 2000. “Phonemic Awareness and Inventive Writing.” Orton discusses the relationship between phonemic awareness and spelling, and the ways inventive writing can support phonemic awareness and vice versa. In the article Orton quotes Priscilla Griffith’s work (1991) to explain this relationship, “Writing is especially beneficial in developing phonemic awareness because it provides opportunity to segment sounds and convert them into written language.”
- Ouellette, G. and M. Sénéchal. 2017. “Invented Spelling in Kindergarten as a Predictor of Reading and Spelling in Grade 1: A New Pathway to Literacy, or Just the Same Road, Less Known?” *Developmental Psychology* 53 (1): 77–88. The researchers studied kindergartners and their knowledge of oral vocabulary, phonemic awareness, letter knowledge, invented spelling, and decoding abilities. Then, once they were in first grade, they were assessed on their decoding and conventional spelling. It was found that using invented spelling helped children to learn to read and spell conventionally.
- Pearson, P. D., Palincsar, A. S., Biancarosa, G., and A. I. Berman, Eds. 2020. *Reaping the Rewards of the Reading for Understanding Initiative*. Washington, DC: National Academy of Education.
- Price-Dennis, D., Muhammad, G. E., Érica, Womack, McArthur, S. A., and M. Haddix. 2017. “The Multiple Identities and Literacies of Black Girlhood: A Conversation About Creating Spaces for Black Girl Voices.” *Journal of Language and Literacy Education* (13) 2. The article focuses on the role of identity development and the ways that educators can prioritize student voice, perspective, and offer multiple acts of literacy.
- Purcell-Gates, V., McIntyre, E., and P. Freppon. 1995. “Learning Written Storybook Language in School: A Comparison of Low-SES Children in Skills-Based and Whole Language Classrooms.” *American Educational Research Journal* (32): 659–85. Excerpt from Article: “Results show that all of the children who began school with low levels of knowledge of written syntax and vocabulary catch up to the well-read-to children’s baseline kindergarten scores on this dimension by the end of first grade. In addition, those children in whole language classes with increased levels of storybook readings, book discussions, and opportunities to explore books and to write, as compared to the skill-based curriculums, showed significantly greater growth in their knowledge of written language and more extensive breadth of knowledge of written linguistic features.”
- Rasinski, T., Blachowicz, C., and K. Lems, Eds. 2012. *Fluency Instruction: Research-Based Best Practices, Second Edition*. The Guilford Press. This is a text that mixes research pieces with practical guidance. The overall finding in this text is that fluency is more than simply reading quickly, and underlines the ways in which fluency is a key component in comprehension and a critical aspect in literacy instruction.
- Reutzel, D., Smith, J. A., and P. C. Fawson. 2005. “An Evaluation of Two Approaches for Teaching Reading Comprehension Strategies in the Primary Years Using Science Information Texts.” *Early Childhood Research Quarterly* (20): 276–305. The researchers show that teaching comprehension strategies for informational texts to K–3 students is effective. Additionally, evidence is shared that suggest teaching a group or set of strategies at a time, as opposed to teaching one strategy in isolation until mastery helps to increase acquisition of science content knowledge and showed gains on reading comprehension test scores.
- Robbins, C., and L. C. Ehri. 1994. “Reading Storybooks to Kindergartners Helps Them Learn New Vocabulary Words.” *Journal of Educational Psychology* (86) 1: 54–64. Excerpt from the article: “Children recognized the meanings of significantly more words from the story than words not in the story, indicating that storybook reading was effective for building vocabulary.”
- Rosenblatt, L. M. 2004. “The Transactional Theory of Reading and Writing.” In *Theoretical Models and Processes of Reading, 5th Ed*, Robert B. Ruddell and Norman J. Unrau, Eds. and *International Reading Association* (48): 1363–98. The transactional mode is based on both a multidisciplinary perspective including history, philosophy, aesthetics and the reader’s response to the text. Rosenblatt emphasizes that the reader is the one who creates the framework for the text, with the framework being informed

- by the reader's identity, experiences and knowledge.
- Schrauben, J. 2010. "Prosody's Contribution to Fluency: An Examination of the Theory of Automatic Information Processing." *Reading Psychology* (31) 1: 82–92. This article takes on LaBerge and Samuels' 1974 theory that what is most important in fluency is accurate decoding and automaticity. While those things are important, Schrauben concludes that prosody, or reading with expressiveness, is also critical.
- Shapiro, L. and J. Solity. 2010. "Delivering Phonological and Phonics Training within Whole-Class Teaching." *British Journal of Educational Psychology* (78) 4: 597–620. This article explores a study where mixed-ability classes were given either explicit phonological awareness and phonics instruction or "standard" reading instruction. The study showed that in classes that received the phonological awareness and phonics whole-class training there was a significant positive effect, even for students with poor phonological awareness, resulting in a reduction of students with reading difficulties.
- Sims Bishop, R. 1990. "Mirrors, Windows, and Sliding Glass Doors." *Perspectives—Choosing and Using Books for the Classroom* (6) 3. This is a seminal piece of scholarship, discussing the importance for students to see their identities reflected in the texts they read (mirrors), learn about others who are different from you (windows) and opportunities to understand or be a part of the lives of other, if only in our imagination (sliding glass doors). Sims Bishop argues that when children cannot find themselves in the texts that they read "or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued." She also makes the point that children from dominant cultures and social groups, who are used to seeing books as mirrors, benefit from books that are windows and have suffered from not having them because these books can help them better understand the diverse world we live in.
- Stein, M., Dixon, R., and S. Barnard. 2001. "What Research Tells Us about Writing Instruction for Students in the Middle Grades." *Journal of Direct Instruction* (1) 2: 107–16.
- Suggate, S. 2016. "A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Comprehension Interventions." *Journal of Learning Disabilities* (49) 1. The review studied the long-term impact of interventions and found that phonemic awareness and comprehension interventions had more long lasting effects than fluency and phonics interventions. This was particularly true of students in the middle grades.
- Tatum, A. 2009. *Reading for Their Life: (Re) Building the Textual Lineages of African American Adolescent Males*. Heinemann.
- Taylor, B. M., Pearson, P. D., Clark, K. M., and S. Walpole. 2000. "Effective Schools and Accomplished Teachers: Lessons about Primary-Grade Reading Instruction in Low-Income Schools." *The Elementary School Journal* (101): 121–65. This study showed that highly effective teachers serving students experiencing high levels of economic poverty spend a large amount of time providing guided practice to support student application of reading and writing strategies as they were engaged in those tasks. This was true whether the students were working at word solving or at comprehension strategies. Another key point in the success rates of these teachers is that reading was a clear priority in both the school and classrooms studied.
- Troia, G. A., Ed., Lin, S. C., Monroe, B. W., and S. Cohen. 2009. "The Effects of Writing Workshop Instruction on the Performance and Motivation of Good and Poor Writers" In *Instruction and Assessment for Struggling Writers: Evidence-Based Practices*, 77–112.
- Walsh, B., Blewitt, P. 2006. "The Effect of Questioning Style During Storybook Reading on Novel Vocabulary Acquisition of Preschoolers." *Early Childhood Education Journal* (33): 273–78. This study reinforced previous findings that questioning during storybook reading results in more vocabulary learning than a straight run through a book.
- Wolf, M. 2008. *Proust and the Squid: The Story and Science of the Reading Brain*. HarperCollins. This book explores a wide range of scientific research, chronicling how the human brain learns to read, what obstacles it might face, and how learning to read and practicing it affects more than academic achievement.
- Willingham, D. and G. Lovette. 2014. "Can Reading Comprehension Be Taught?" *Teachers College Record* (9). The article refers to a range of studies to make the argument that reading comprehension strategies work, and that students tend to learn them fairly quickly, meaning that students do not need a lot of practice to master them. Teachers should teach them explicitly but not spend a lot of time focused on them, leaving more time to spend on other reading needs, such as vocabulary development, knowledge-building, etc.