

Improving Literacy in the Classroom and Beyond

By: Fatima R. Henson
Atlanta, GA
May 8, 2020

Table of Contents

- I. Introduction
 - a. The Meaning of Literacy
 - b. Four Aspects of Literacy
- II. Literacy Process
 - a. Reading and Writing as Language Processes
- III. Reading Ability
 - a. Reading Ability
 - b. Judging the Match between Students and Materials
 - c. Measures of Readability of Text
- IV. Lesson Planning
 - a. The Directed Reading Activity (DRA)
 - b. The Directed Reading—Thinking Activity (DR—TA)
 - c. K-W-L
- V. Reading Strategies
 - a. Pre-Reading Strategies
 - b. Introducing Technical Vocabulary
 - c. Reading Guides
- VI. Post Reading Strategies
- VII. Conclusion
- VIII. Works Cited
- IX. Bibliography

I. Introduction

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Literacy is essential for all members of society. (International Reading Association, <https://www.ira.org>).

The ability to read, write, and communicate connects people to one another and empowers them to achieve things in any area of life. Communication and connection are the basis of how we live together and interact with the world. According to the International Reading Association, roughly 12 percent of the world's population is considered functionally illiterate, with only basic or below-basic literacy levels in their native languages. (International Reading Association, <https://www.ira.org>).

Educational researchers have spent a tremendous amount of time studying and identifying the best techniques available for teaching literacy and improving reading and writing skills. Educators and students can benefit from understanding the various components of literacy as well as methods to improve these skills.

The aim of this paper is to introduce the reader to important aspects of literacy and to familiarize the reader with teaching techniques that allow students to improve their literacy levels. Content from several research-based instructional texts are included throughout this paper. In particular, the author has relied upon the reference materials found in *Teaching through Text: Reading and Writing in the Content Areas* by Micheal C. McKenna and Richard D. Robinson; *Instruction: A models Approach* by Mary Alice Gunter, Thomas H. Estes, and Jan Schwab; and *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners* by Jodi Reiss.

The reader should consider acquiring these reference materials for additional content, as the texts provide key instructions to help teachers improve their methodology for teaching reading and writing in the classroom.

a. The Meaning of Literacy

Literacy is one of the avenues by which individuals interact in social contexts. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 4). The literate are defined not simply as those who have attained a certain level of proficiency in language ability but rather as those who are able to use the written materials effectively in the environment in which they live and work. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 4).

Furthermore, literacy is relative. The context for literacy must be taken into account because of the unique requirements of the context in which it is to be used. For example, different literacy may be applied in a large context such as a nation or a small context such as a classroom. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 4). Each situation presents unique requirements, and adequate language proficiency in one situation might be inadequate in another.

b. Four Aspects of Literacy

i. Emergent Literacy

Researchers have determined that literate behavior and experiences begin long before formal schooling commences and that literacy acquisition is seen as a gradual process that begins in the

home. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 6).

ii. Functional Literacy

In general, the term functional literacy denotes the ability to use reading and writing to function adequately in one's environment, including in one's job. Functional literacy includes the more specific concept of workplace literacy. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 7).

iii. Workplace Literacy

The need for increasingly higher levels of literacy in particular jobs, as well as the general shifts from industrial to service occupations has made workplace literacy a growing concern for teachers and students. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 7). In today's world, skills in word processing and technical reading are generally necessary.

In addition, workers must be skilled in knowing how to set their own specific purposes for reading and how to choose reading strategies for achieving these purposes. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 7).

iv. Content Literacy

Content literacy is defined as the ability to use reading and writing for the acquisition of new content in a given discipline. (Michael McKenna and Richard D. Robinson, *Teaching*

Through Text: Reading and Writing in the Content Areas, 2002, pg. 8). Such ability includes three principal cognitive components: (1) general literacy skills, (2) prior knowledge of content, and (3) content-specific literacy skills (such as map reading in social studies).

II. Literacy Process

a. Reading and Writing as Language Processes

Communication involves the transmission of ideas and feelings from one individual to another. The model of process as it relates to literacy begins in the mind of the writer and ends in the mind of the reader. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 19). This process starts with the thoughts a writer wishes to convey and it can be described as encoding because the written language is made up of cipher-like symbols that differ from one language to another.

The reader then must use a process of decoding the printed symbols in order to access the writer's thoughts. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 19). The degree to which the ideas the writer initially intended to convey were eventually reconstructed in the reader's mind is the degree to which the communication was successful.

i. The Reading Process

Researchers define reading as the reconstruction in the mind of meaning encoded in print. It involves the steps listed below. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 21).

1. Reading is an interactive process in which a reader's prior knowledge of the subject and purpose for reading operate to influence what is learned from text.
2. The visual structure of printed words and the system by which letters represent the sounds of speech together define sub-processes used to identify words.
3. These word-identification processes are applied rapidly by fluent readers, but they may hamper readers with problems.
4. As visual word forms are associated with word meanings, a mental reconstruction of overall textual meaning is created. This reconstruction is subject to continual change and expansion as the reader progresses.
5. In the end, the nearer the reconstructed meaning is to the writer's originally intended meaning, the more successful the act of communication will be.
6. The reader's purpose may deliberately limit the scope of the reconstruction, however, as when one reads an article for its main points or consults an encyclopedia for a specific fact.

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 20, 21).

III. Reading Ability

a. Reading Ability

Reading ability involves the capacity to coordinate a number of mental processes that enable the reader to form a reasonable idea of the meaning represented by print. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 34.) Examples of evidence of reading ability include:

1. Ability to answer questions after reading
2. Ability to summarize what has been read
3. Ability to decide which of two statements is aligned with an author's views
4. Ability to guess missing words periodically deleted from a passage
5. Ability to choose from among several pictures the one that best represents the content of a selection
6. Ability to "retell" the information or events of the selection
7. Ability to apply the information contained in a selection to some new problem or situation

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 51).

In order to make instructional decisions that turn content literacy into an asset, a teacher must have three types of information. These involve (1) proficiency of the students, (2) the nature of the written materials, and (3) the literacy-related demands made by the teacher.

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 51).

Many formats have been used to determine reading ability. One of the most common is the use of grade levels.

One useful concept to determine an individual's reading ability is to identify three distinct levels based on a grade-level frame of reference. The independent level is the highest at which comprehension is good and no assistance is necessary. In contrast, the frustration level is the lowest at which comprehension is poor even when help is available. The instructional level

lies between these two and represents materials that are challenging but not frustrating. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 52).

b. Judging the Match between Students and Materials

Teachers must determine whether their students will be able to read the assignments they plan to make from reading materials. The teacher can (1) estimate the students' reading ability and readability of the text and then compare the two measures, or (2) the teacher can construct a brief reading and writing task based on the text itself and judge the students' success with this task.

c. Measures of Readability of text

Measures of readability of texts include:

1. Sentence length
2. Vocabulary
3. Grammatical complexity
4. Organization
5. Cohesion
6. Abstractness
7. Clarity
8. Assumptions about prior knowledge

IV. Lesson Planning

a. The Directed Reading Activity (DRA)

The Directed Reading Activity (DRA) is popular amongst elementary teachers and remains the format of choice in organizing basal reader lessons. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 59).

Additionally, its flexibility and breadth of application make it an effective plan for content area teachers as well. The DRA is appropriate whenever a reading assignment is to be a focal point of instruction. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 59). Examples of its appropriate use include the assignment of a textbook chapter by a biology teacher, a poem or short story by a literature teacher, and a historical novel by a social studies teacher. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 59).

The main assumption of the DRA is that the comprehension of students can be increased by building their background knowledge in advance and by giving them specific purposes for which to read. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 59). Once the students have completed the reading assignment, they engage in class discussion and activities designed to extend their understanding further.

Therefore, the DRA has components that come before and after reading. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 59). The DRA strategy involves a five step process.

Step 1: Develop readiness for the reading activity.

- a. Develop the background needed for good comprehension. Begin by introducing the new topic and relating it to what students have already studied and, where pertinent, to their personal experiences. An effort may also be made to stimulate student questioning and to set an appropriate mood or tone for what is to be read. Writing activities may be initiated at this point.
- b. Develop special reading abilities if they are needed. If the selection contains unusual features that might cause difficulties, review them with students in advance. Such features might include charts, maps, diagrams, and the organizational pattern employed.
- c. Develop vocabulary introduced in the material to be read. Present technical terms and the names of people and relevant places. The discussion should link the new terms with those previously introduced.

Step 2: Set purposes for reading.

- a. Determine the objectives for reading. Decide what knowledge, impressions, and understandings you want students to come away with. If the selection is lengthy and/or contains subdivisions, analyze each section separately.
- b. Convey the purposes to the students. Tell students what you expect of them. Outline questions to be answered, information to be obtained, and so on. One means of accomplishing this goal is the content literacy guide.

Step 3: Arrange for students to read silently.

- a. Decide how much class time and how much out-of-class time will be apportioned for silent reading.
- b. Set clear expectations that the material will be read, not necessarily word for word but with sufficient care to accomplish the purposes set forth in Step 2.

Step 4: Discuss what has been read.

- a. Respond to the purposes set prior to reading. Lead a class discussion, using as a blueprint the purpose set forth to students in advance. The text should be used as a resource during the discussion. Portions may be reread orally to review or underscore certain points.
- b. Develop oral reading for a purpose. In certain classes, though not in all, the teacher may wish to encourage oral reading. In the study of literature, for example, students may be asked to read a poem aloud for rhetorical effect or to read aloud the dialogue of characters in a conversation-rich short story in a classroom version of reader's theater.

Step 5: Extend students' understanding of the material.

- a. Use collateral materials where appropriate. Select additional sources that may be used to stretch your students' grasp of what has been read. These might include library materials, reference books, treatments of the same topic by different authors, and other works by the same author.

- b. Stimulate thinking thought writing activities. Select an activity well matched to the initial purposes for reading. Such activities can vary widely in nature, from writing out a step-by-step problem-solving process in an algebra class to writing a personal response to a poem read as a literature assignment.

A basic strength of the DRA is that it is easily adapted to a wide range of content reading situations. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 59, 60).

- b. The Directed Reading—Thinking Activity (DR—TA)

The Directed Reading—Thinking (DR—TA) is a popular variation of the Directed Reading Activity. It is designed to help readers determine their own purposes for reading a selection and then to decide on the most appropriate strategies for achieving these purposes. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 61, 62). The DR—TA is a proven effective strategy with appropriate material that lends itself to prediction. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 62). The steps to the strategies are below.

Step 1: Assist students in developing purposes for reading.

- a. Determine students' background related to the material to be read. Ask questions that assess the knowledge of students to determine whether their prior

understanding will be equal to the demands of the reading. In reality, past experiences with a group of students will often provide a teacher with a fair appraisal of whether their existing knowledge is adequate.

- b. Provide appropriate teaching, when needed, to address any lack of information or misconceptions about the reading.
- c. Discuss new vocabulary relative to the reading material. This process is likely to be an essential part of background building.
- d. Help students set purposes for reading the material. This is largely a predictive process. Ask the students what they suspect will be presented in the material to be read. Encourage class members to critique one another's projections and explore a variety of possibilities.

Step 2: Facilitate reasoning as students read.

- a. Circulate as students read, offering assistance where needed. Respond to specific questions about vocabulary first, by encouraging students to make use of context, glossaries, and other aids available to them.
- b. Break down longer assignments into manageable segments. Predictions can be checked at the end of each section and new ones formed.

Step 3: Help students test their predictions.

- a. After students have read a selection, remind them of their predictions. Have the students examine the predictions to decide whether they were supported by what was encountered in print.

- b. Require proof based on the reading. Ask students to locate and share aloud supporting material. When predictions are not borne out, require students to cite information that refutes their original assumptions.

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 62, 63).

b.1. DRA Versus DR—TA

DRA	DR-TA
<ol style="list-style-type: none">1. Generally more teacher directed.2. Relies on teacher to analyze material and determine what the purposes for reading should be.3. Post-reading discussion based on pre-reading purposes set by the teacher.4. Useful with all selections.5. Useful with relatively unfamiliar topics.	<ol style="list-style-type: none">1. Generally more student centered.2. Encourages students to set their own purposes based on what they think the material may tell them.3. Post-reading discussion based on whether students' predictions were borne out by reading.4. More useful with narrative than with expository selections.5. Most useful with relatively familiar topics.

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 64).

e. K-W-L

An additional strategy known as K-W-L involves a three step process.

Step 1: Determine what students know (K).

- a. Begin by leading a brainstorming session with the students about the topics to be addressed by the reading. Ask what students know about the topic. Write responses on the board or use the overhead projector.

Step 2: Help students determine what they want to learn (W).

- a. Ask students what they wish to learn from the material, and in ensuing discussion attempt to steer them toward the gaps in the students' preexisting knowledge.

Step 3: Assess what students have learned (L).

- a. Request that students write down the answers to their questions as they read. Caution them in advance that they might not find the answers to all the questions.
- b. Conduct a discussion comparing what students wished to learn with what they actually gained from the reading. Stress points at which the selection did not address their needs, pointing out that what an author chooses to include is not comprehensive of the topic.

K (What do I know?)	W (What do I want to know?)	L (What have I learned?)

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 66); Jodi Reiss, *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners*, 2001, pg. 70.

f. Listen-Read-Discuss

Listen-Read-Discuss is a three part plan designed to make assigned reading easier for low-ability readers by presenting virtually all of the text content through lecture prior to reading. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 69). This approach involves pre-reading, reading, and post-reading phases like the DRA, but the background step of the DRA is expanded to the point that the content of the selection is fully presented through lecture. The effect of this process is that when the students begin to read, the experience is more like a review than an encounter with fresh material.

Step 1: Present complete text content through lecture and demonstration.

Step 2: Give students a chance to read the material silently.

Step 3: Conduct a discussion of the selection.

V. Reading Strategies

a. Pre-Reading Strategies

1. Activating Background Knowledge

1. Free recall –Use brainstorming

Brainstorming is an effective strategy to introduce a new topic. Start by writing the topic word on the chalk board. Accompany it with the open-ended question, “What comes to mind when I say the _____?”

2. Word associations.

Using a list of topics or subtopics, the teacher tells students they are to react with whatever association occurs to them. Then each topic is read aloud.

3. Structural questions.

The teacher begins by asking a relatively simple question concerning the content of a reading selection. If students successfully answer it, the teacher proceeds to a second question that is an outgrowth of the first and that is slightly more difficult. Sequences of carefully crafted progressively more difficult questions can tell a teacher a great deal about the limits of prior knowledge.

4. Recognition questions.

The teacher prepares and distributes a number of multiple choice questions about the topic. The idea is to assess misinformation as well as prior knowledge.

5. Unstructured discussion.

The teacher attempts to elicit from students their own experiences as they relate to the topic. This technique seems especially well suited for fiction.

6. Review

Whenever an upcoming reading assignment builds on information previously provided, review can be an effective first step in introducing the new material.

7. Quotes

Write a provocative quotation on the board at the beginning of a lesson. The quotation must not be too abstract or arcane. It must be comprehensible to the students based on their existing knowledge.

8. Writing

Writing can be used to clarify the students' thoughts about a subject and activate and apply prior knowledge.

9. Think-Pair-Share

Start with an open-ended question and give students one or two minutes to jot down any related words or phrases they can think of. Then, for the next few minutes, they expand their lists by discussing them with a partner. Finally, the teacher invites students to share ideas with the rest of the class.

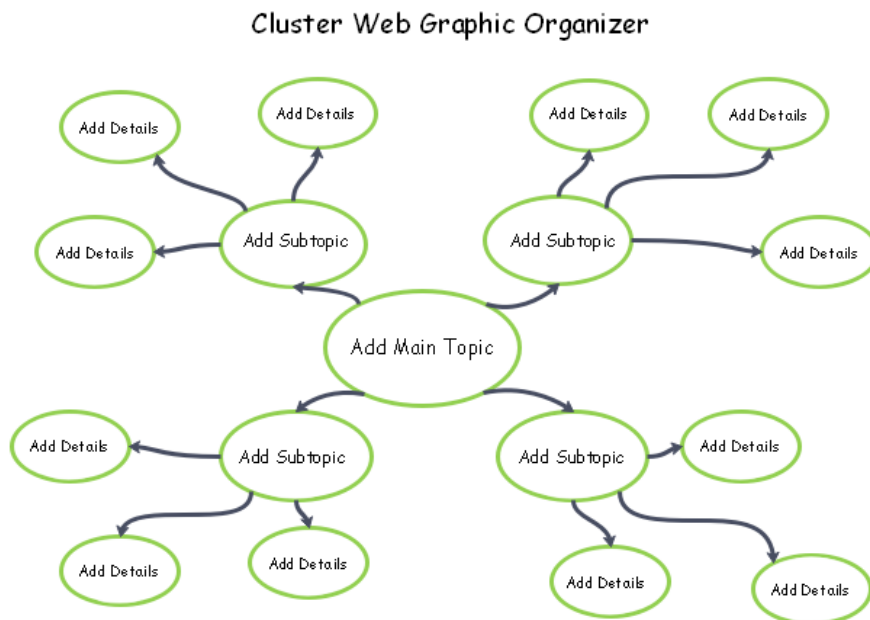
(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 59, 60; Jodi Reiss, *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners*, 2001, pg. 69; Mary Alice Gunter, et. Al, *Instruction: A Models Approach*, 2003, pg. 271).

b. Introducing Technical Vocabulary

1. Graphic Organizers

A graphic organizer is a diagram showing how key concepts are related. The graphic organizer with the widest application uses the concept of clustering or webbing. Students are able to depict complex relationships among elements with a minimum amount of language. This type of organizer is particularly useful for explaining multiple elements. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pgs. 59, 60; Jodi Reiss, *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners*, 2001, pgs. 60, 61).

Clustering



Tree Diagram

Name: _____ Date: _____

Graphic Organizer: Problem Solution

Problem:

Choice #1:

Choice #2:

Choice #3:

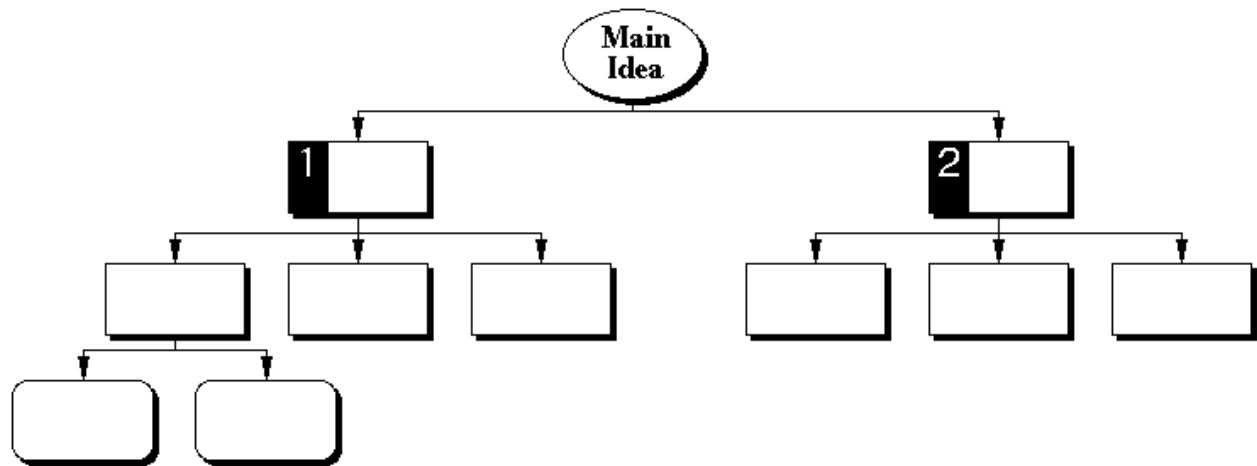
Pros: **Cons:**

Pros: **Cons:**

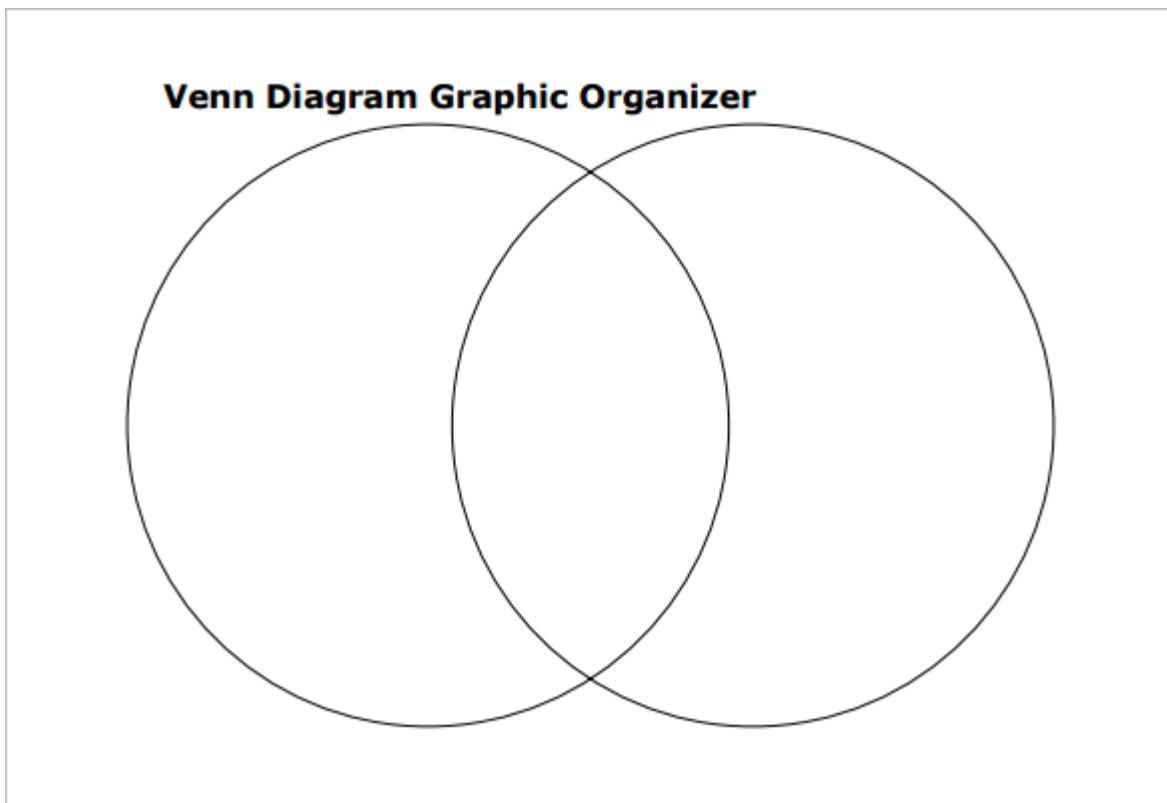
Pros: **Cons:**

Solution:

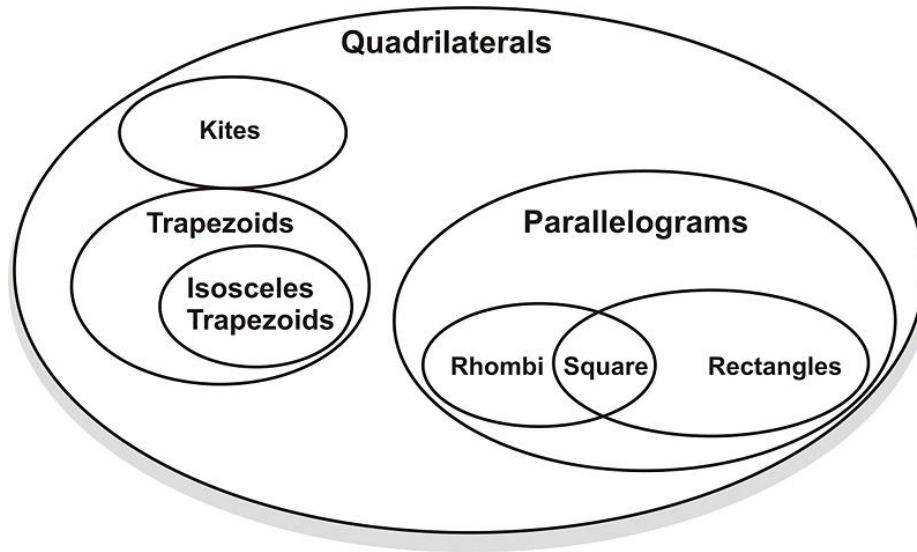
Network Tree



Venn Diagram



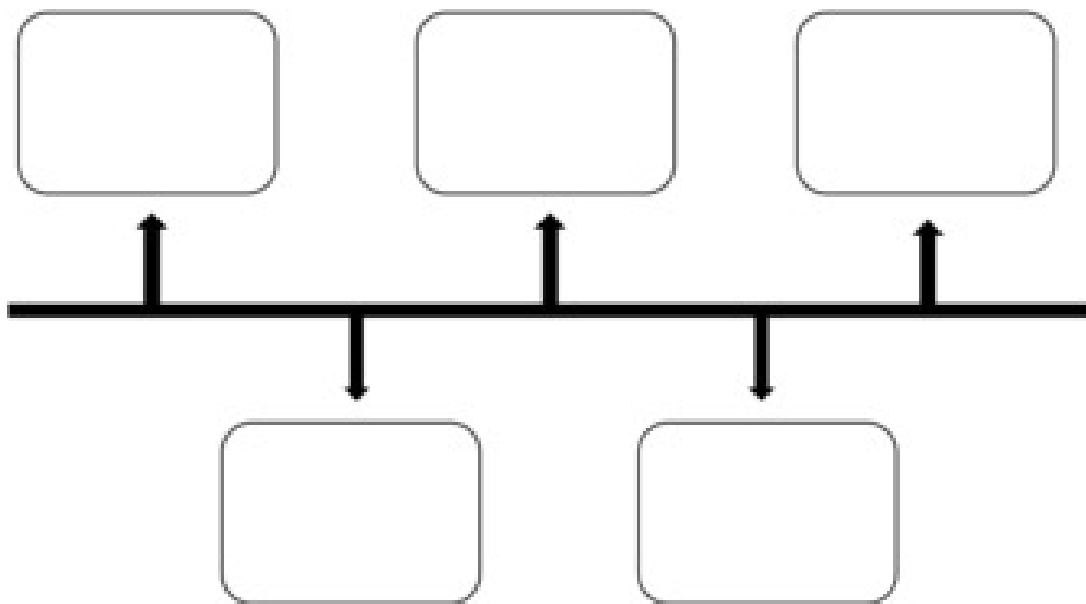
Nested Venn Diagram



Timeline

Name: _____

Timeline Graphic Organizer



Flowchart

Name _____ Date _____

Title: _____

Directions:

```
graph TD; R1_1[Enter Text Here] --> R1_2[Enter Text Here]; R1_2 --> R1_3[Enter Text Here]; R1_3 --> R2_1[Enter Text Here]; R2_1 --> R2_2[Enter Text Here]; R2_2 --> R2_3[Enter Text Here]; R2_3 --> R3_1[Enter Text Here]; R3_1 --> R3_2[Enter Text Here]; R3_2 --> R3_3[Enter Text Here];
```

www.storyboardthat.com

StoryboardThat

Create your own at Storyboard That

Name _____

What's the problem?
How is it solved?

Name of Book _____

problem	solution
problem	solution
problem	solution







Sequenced Pictures

Name _____ Date _____

Picture Sequence

Color the pictures. Cut along the broken lines. Glue them to the correct sequence.

www.cleverlearner.com

c. Reading Guides

Written guides help students focus their attention on important aspects of content. A written format ensures that this focusing occurs at the appropriate time in their reading. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 156).

1. Hierarchical Guides

These guides lead students through three levels of mental processing as they read. The first level consists of questions of a literal nature, having factual, explicitly stated answers. Second, there is a series of inferential questions that required students to arrive at logical conclusions based on stated facts. The final set of questions requires students to apply and interpret what they had read. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 156).

2. Cluster Guides

This type of guide arranges the questions in clusters so that one or more literal questions were followed immediately by higher-level questions pertaining only to the literal questions preceding them. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 156).

3. Non Hierarchical Guides

This type of guide intermingles questions of various levels. The teacher writes questions without concern for their level and arranges them in the order in which students will encounter the appropriate portions of the text. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 156).

VI. Post Reading Strategies

a. Discussion

Discussion allows teachers to monitor the extent to which students understand content. It allows students to further develop their understanding, especially when the teacher discovers that

there are gaps in knowledge. Additionally, it serves as a vehicle for social interaction among teacher and students, who extend their learning and modify their perspectives by using language to share knowledge and ideas. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 188).

Discussion consists of three criteria. (Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 191).

1. The discussants must present multiple points of view and then be ready to change their minds after hearing convincing counterarguments;
2. The students must interact with one another as well as with the teacher; and
3. A majority of the verbal interactions, especially those resulting from questions that solicit opinion, must be longer than the typical two or three word phrases found in recitations.

(Michael McKenna and Richard D. Robinson, *Teaching Through Text: Reading and Writing in the Content Areas*, 2002, pg. 156).

VII. Conclusion

Literacy activities within content classrooms tend to maximize and reinforce learning when they are appropriately matched to the students' abilities. Improving literacy allows students to meet the demands of the classroom, workplace, and social environment and can ultimately help determine a student's success in life.

VIII. Works Cited

1. Gunter, Mary Alice, & Etes, Thomas H, & Schwab, Jan, (2003), *Instruction: A Models Approach*, Pearson Education, Inc.
2. International Reading Association, <https://www.literacyworldwide.org/>
3. McKenna, Michael C., & Robinson, Richard D., (2002), *Teaching Through Text: Reading and Writing in the Content Areas*, Allyn & Bacon: A Pearson Education Company
4. Reiss, Jodi, (2001), *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners*, Merrill Prentice Hall

IX. Bibliography

1. Barton, P.E. *Becoming literate about literacy: Policy information report*. Princeton, NJ: Educational Testing Service, 1994.
2. ERIC Digests, operated by U.S. Department of Education, <https://ies.ed.gov/ncee/projects/eric.asp>.
3. The Institute of Education Sciences (IES), (2016), *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>.

4. Good, T., & Brophy, J., (1991), *Looking in classrooms* (5th ed.), New York: Harper Collins.
5. Langer, J.A., *Literate communication and literacy instruction*, 1986, and *A socioeconomic perspective on literacy*, 1986).
6. Mikulecky, L., (1990), Literacy for what purpose? In R. L. Venezky, D.A. Wagner, & B.S. Ciliberti (Eds.), *Toward defining literacy* (pp. 24—34), Newark, DE: International Reading Association.
7. National Council of Teachers of English, <https://ncte.org/>
8. Shapiro, E. S. (2020), National Center for Learning Disability, RTI Action Network, <http://www.rtinetwork.org/>
9. Tierney, R.J. & Readance, J.E. & Dishner, E.K., (1995), *Reading strategies and practices: A compendium*, Boston: Allyn & Bacon.
10. Vaughn Sharon, Bos, Candace, S., Schumm, Jeanne Shay, (2013), *Teaching Exceptional, Diverse, and At-Risk Students: in the General Education Classroom*, Pearson Education, Inc.