

Influences on Reading Instruction

Effective reading instruction requires that teachers:

- know their students, including their cultures and identities, unique assets and challenges, and the socio-cultural forces that impact children’s motivation and engagement
- understand the content of reading instruction
- understand the pedagogy of reading instruction

Individual Level Attention to Supporting All Students

<p>Student Identity and Motivation</p>	<p>Children’s identities - individual, social, and cultural - are fundamental to who they are as unique learners and literate beings (Pearson & Hoffman, 2011)</p> <ul style="list-style-type: none"> ● Children must feel welcomed and valued in the classroom <ul style="list-style-type: none"> ○ Teachers must believe in the essential humanity and inherent worth of every child in their care ○ Teachers work to create classroom communities that value diverse perspectives and experiences ● Instruction should be humanizing and asset-framed (Milner, 2020) <ul style="list-style-type: none"> ○ Families’ assets [e.g., funds of knowledge (Moll et al, 2006) and community cultural wealth (Yosso, 2005)] provide insight into children’s families’ ways of knowing and being ○ Teachers need to understand the historical and current events and the social and political contexts that have affected and shaped the experiences of their students (Banks et al, 2001) ○ Teachers need to actively reflect on and work to dismantle their own biases (Staats, 2016) <p>Motivation can be cultivated when students:</p> <ul style="list-style-type: none"> ● feel accepted and loved within the classroom context (Banks et al., 2001) ● are clear about what is expected of them ● feel safe to take risks and make mistakes (Roskos & Neuman, 2001) ● believe the effort it takes to master the content and skills is a worthwhile and useful endeavor (Baker & Wigfield, 1999) ● believe that growth and eventual mastery are possible (Schunk & Pajares, 2009) ● experience accomplishment and challenge ● have choice and agency in the learning (Guthrie et al., 2007; Ryan & Deci, 2009) ● are not tracked into static ability groups (Milner, 2020)
<p>Teacher Identity, Mindset, and Pedagogical Content Knowledge</p>	<p>Teacher’s belief in the brilliance of their students must be axiomatic. Reading instruction is influenced by a teachers’ sense of their students’ current performance and future capacity. Furthermore, teachers’ beliefs about the effectiveness of their instructional practice is linked to their sense of competence as educators. Teachers need an asset-based view of both themselves and their students. Additionally, teachers need an awareness of their own culture and biases, and of the students they serve.</p> <p>The body of specialized reading knowledge that teachers have informs their effective instruction. A key element of teacher quality is the specialized knowledge teachers utilize when teaching - a knowledgeable teacher can make a positive impact on students’ literacy acquisition, particularly for students who struggle to acquire basic literacy skills. Students benefit from a teacher’s clear, concise, and consistent explanations, modeling, and feedback. Teachers must have the knowledge and skills to communicate the what, why, and how of learning. Teachers must understand and address the unique needs of each student, including students’ exceptionalities.</p>

Classroom Level Attention to Supporting All Students

<p>Emotional Tenor and Safety</p>	<p>Students have a range of socio-emotional and academic needs, including essential needs around feeling both physically and emotionally safe. We theorize that safety is a necessary but not sufficient precondition for students to benefit from skilled reading instruction. Classrooms are also characterized by distinct instructional climates. Some classrooms are chaotic, while others are calm and productive but lack warmth and emotional support (Berlin & Cohen, 2020). In other classrooms, teachers and students engage in consistently positive, responsive interactions.</p> <p>Research on motivation makes clear that a physically and emotionally safe, predictable classroom learning environment facilitates the development of social, emotional, and academic competencies (Hamre & Pianta, 2005; Zins & Elias, 2007) Moreover, teachers who engage in more autonomy-supportive practices - allotting individual work time, welcoming and responding to student voice, emphasizing effort and growth over competence or skill, and supporting students (Reeve & Jang, 2006) - have been shown to increase student effort, persistence, initiative, engagement, enjoyment, deep processing, and success during academic tasks (Anderman et al., 2012; Deci & Ryan, 1980; Jang et al., 2009; Senko et al., 2011; Vansteenkiste et al., 2004). As such, we need to consider the emotional tenor or climate of a classroom as a key context for understanding instructional quality in reading. Tools such as the Classroom Assessment Scoring System (CLASS; Pianta & Hamre, 2009) have robust systems for measuring features of emotional climate.</p>
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School and District Attention to Supporting All Students

Curriculum and Materials

Curriculum must be developed from research on foundational literacy skills and development. It must include a scope and sequence of learning targets that contextualizes current lessons within the larger sequence of learning and provides connections to previous learning as appropriate. There should be cumulative and cyclical learning. Reading materials create a text- and print-rich environment. Manipulatives make abstract concepts more tangible (e.g. physical representations of phonemes). Text should be high-quality, represent diverse authorship and characters, and developmentally appropriate across literary, poetic, dramatic, and informational genres.

Schools and districts have a responsibility to provide a variety of high-quality texts that meet the multifaceted needs of readers. Text variety for purpose includes but is not limited to:

- decodable texts: to provide practice applying phonics in context
- trade books: for practice in authentic text that allows for transfer of decoding, comprehension, and metacognition
- controlled vocabulary text: for repeated practice with high-frequency primary grade words
- read-aloud text: for listening comprehension
- grade level as appropriate (e.g. read alouds in lower elementary provide the opportunity to engage with rich and complex text, concepts, and vocabulary)

Students need experience in decodable and trade books to build their word recognition and practice applying coding skills in a range of text and genre type that provides them opportunities to engage with appropriately challenging grade-level purposes.

The best curriculum and the highest quality materials are of little use without consideration for and connection to students' identities and unique needs. When districts and schools select curriculum, these tools must provide the layers of reading instruction that will lead to fluent reading comprehension and develop students' joy, identity, presence, criticality, and self-efficacy.

The choices districts, schools, and teachers make about the texts they use can either invite or marginalize children

- Texts for instruction and independent reading should provide windows, mirrors, and sliding glass doors for all children across social and cultural identities (Bishop, 1990)
- Content-rich instruction can provide connections to children's lives and experiences (Cabbell & Hwang, 2020)
- Texts available in classroom libraries for independent reading should likewise be broadly diverse (as defined above), allowing students to apply foundational, comprehension, and metacognitive learning in self-selected learning

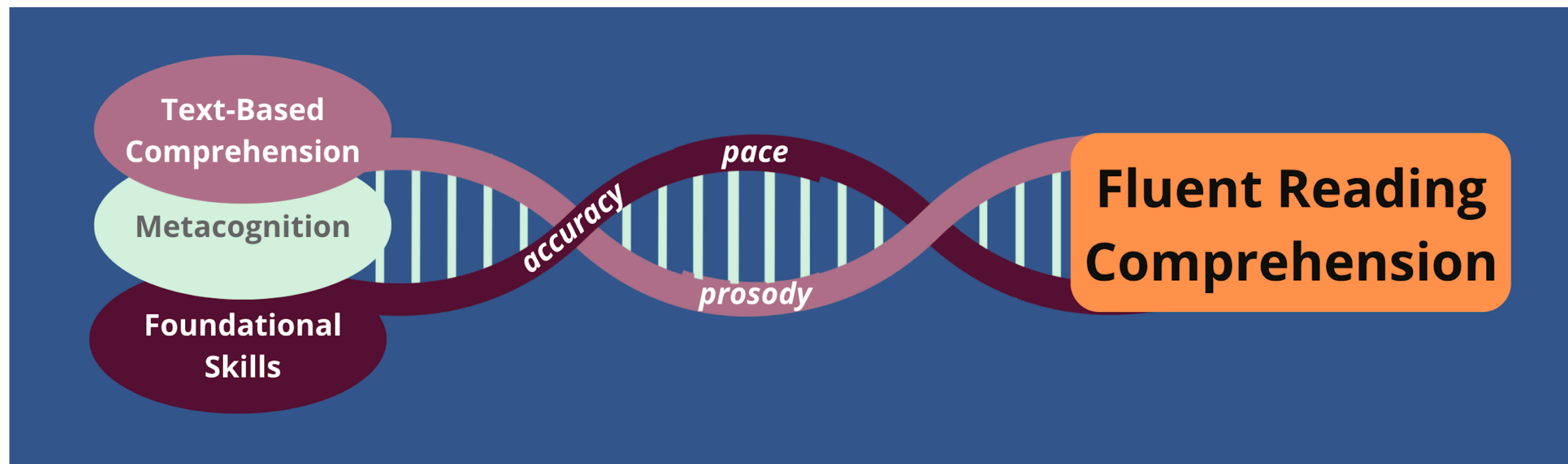
Literacies, defined broadly, provide access to children's understandings

- Bi/multilingualism and bi/multidialectalism shape understandings of language
 - Teachers must learn to access children's linguistic, literate, and cultural assets (Paris, 2014), including the asset of translanguaging (Noguerón-Liu, 2020)
- For English instruction, teachers need to explicitly teach the "rules of the game" of Dominant English and connect those rules to children's literacies
 - All learners must have support and attention toward oral language proficiency (Goldenberg, 2020)
 - Instruction must teach underlying linguistic features and support learners in "translating" those features from home varieties of English to Dominant English (Crovitz & Devereaux, 2014)
 - Learners should be invited to critique structures that marginalize non-Dominant varieties of English

Critical literacies provide opportunities for students to engage with the limitations and possibilities of texts (Comber & Simpson, 2001)

- Children learn to ask who is present, who is absent, and whose stories are (un)told in a particular text
- Children learn that authors have their own identities, and that those identities can influence the stories they tell and the ways in which they tell those stories.
- Children learn to question the author's intent in writing a text
- Children place texts within their socio-political contexts

Layers of Reading Instruction

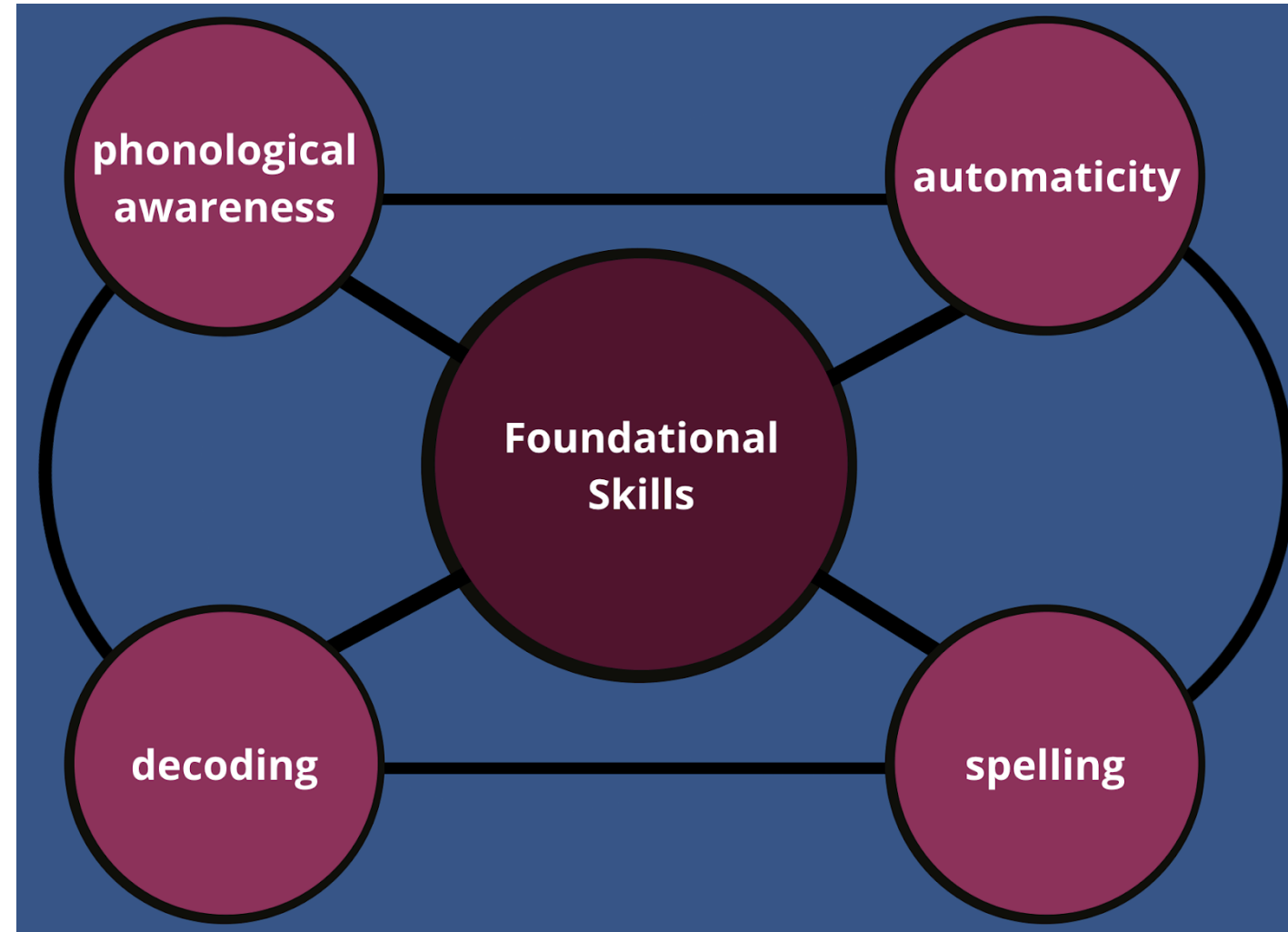


We see the influence of foundational skills (leading to word recognition), text-based comprehension (including the influence of oral language), and metacognition as three crucial elements of fluent reading comprehension - our ultimate goal. Word recognition is a critical aspect of overall reading success because misreading a large number of words that are important to a text's meaning can derail comprehension. Moreover, accuracy is only part of the equation. Automaticity is also necessary as it contributes to the reader's pace and releases cognitive and attentional resources for comprehension. Text-based comprehension pulls together vocabulary, structural understanding (both language and text structures), prior knowledge (both life experiences and content knowledge), and verbal reasoning as contributors to successful comprehension. Throughout the active process of word recognition and understanding, the reader employs metacognitive strategies to set a purpose, monitor, and regulate. It is the interplay between foundational skills and text-based knowledge as mediated by metacognition that builds fluent reading comprehension.

Oral language is the launching pad for and reinforcement of the reading skills detailed throughout this section. Since children come to school with different oral language experiences — and some with extensive exposure in language(s) or varieties of English other than or in addition to Dominant English — it is important that teachers tend to oral language development as they consider reading development more generally (Goldenberg, 2020). In terms of instruction, ESOL and non-dominant English speakers need connections between world knowledge, their home language(s), and English knowledge purposefully and specifically supported (Goldenberg, 2020). English language development is intended to support emergent bilinguals' English reading, writing, speaking, and listening. While there are certain techniques that comprise effective ELD, there is evidence that those techniques support the development of monolingual English speakers as well.

Foundational Skills

the work of learning to read

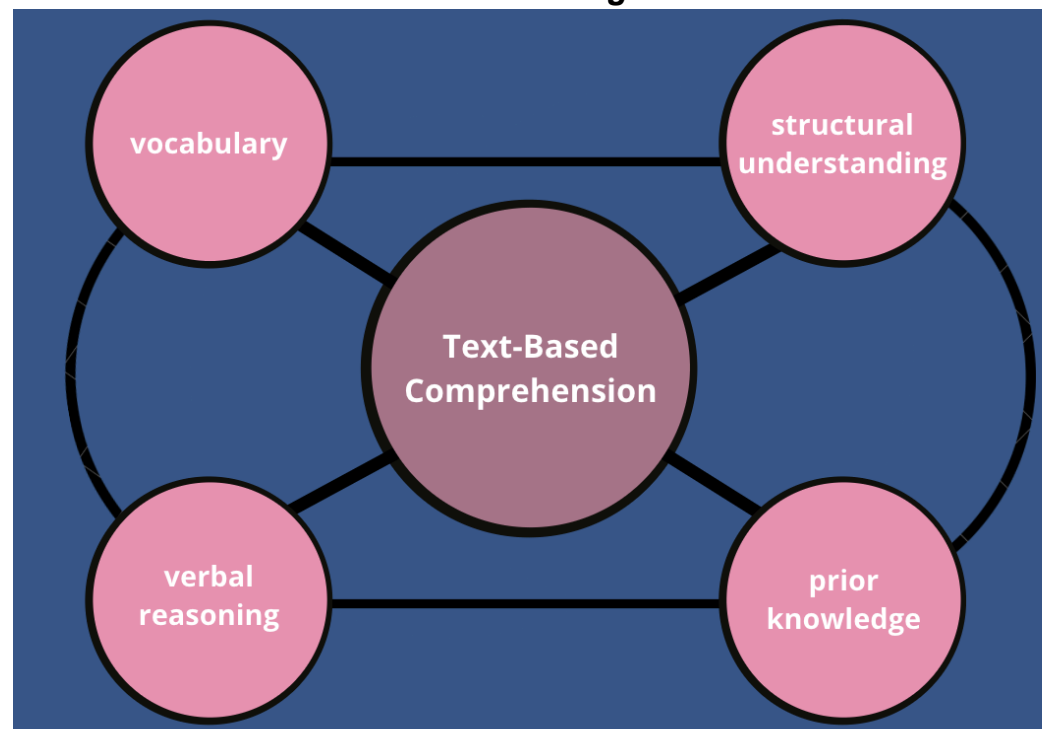


Learning to read requires skill in alphabetic decoding. Then we are able to see “children make the transition from being ‘novices,’ reading words primarily via alphabetic decoding, to ‘experts,’ recognizing familiar written words rapidly and automatically, mapping their spellings directly to their meanings without recourse to decoding, a process...referred to as orthographic learning” (Castle et al., 2017, page 19). This process requires phonemic proficiency, phonics and orthographic knowledge, and a solid understanding of the alphabetic principle (Kilpatrick, 2015; Seidenberg & McClelland, 1989). Ultimately, orthographic mapping explains how children build word recognition (i.e., learn to read words by sight) and spell words from memory (Ehri, 2017).

phonological awareness	leading to phonemic awareness and phonemic proficiency
decoding	phonics and phonemic awareness build the alphabetic principle - contributes to reading accuracy development
spelling	phonics and phonemic awareness demonstrate the alphabetic principle
automaticity	recognition of words by sight as a result of orthographic mapping - contributes to reading pace development

Text-Based Comprehension

the work of reading to learn



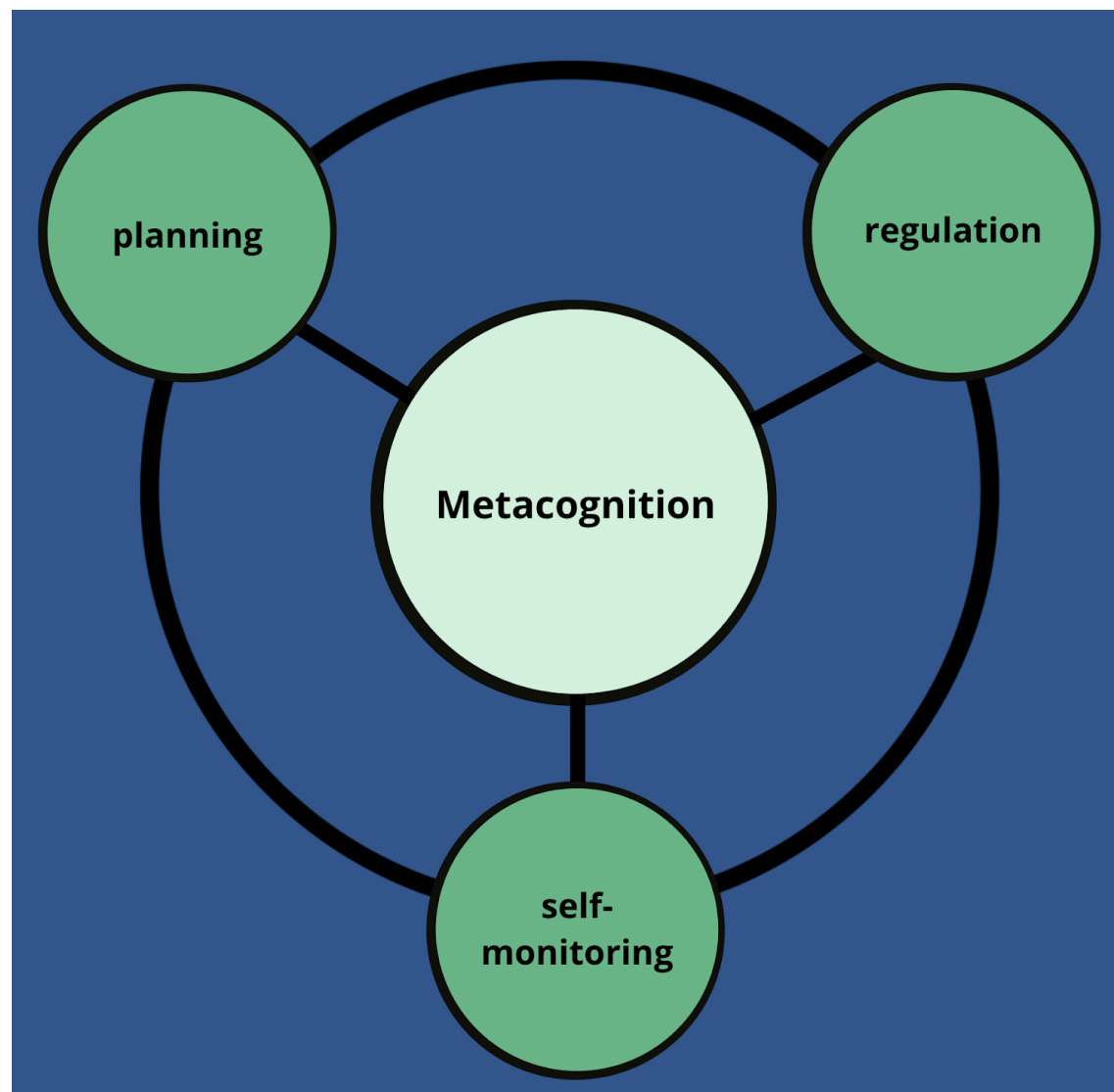
Reading comprehension requires more than accurate, quick word recognition (Perfetti & Stafura, 2014). Reading comprehension is the “orchestrated product of a set of linguistic and cognitive processes operating on text and interacting with background knowledge, features of text, and the purpose and goals of the reading situation” (Castles et al., 2017, pg. 28). Contributors to reading comprehension include language skills, working memory, and text-level processes (Clarke, Truelove, Hulme, & Snowling, 2013). Language skills include both vocabulary and language structures. Working memory allows the reader to hold information in mind while integrating new information with previously learned knowledge. Working memory also supports inference, or the connection of ideas to reach a conclusion based on reasoning. Verbal reasoning allows the reader to extract meaning and information from text and draw conclusions - or infer. Text-level processes involve using our prior knowledge (both life experiences and content knowledge) and metacognition to facilitate understanding. As noted earlier, reading comprehension rests on oral vocabulary, as readers connect what they are reading with known vocabulary.

vocabulary	breadth (number of words) and depth (extent of semantic representation) of word meanings as well as cultural influences on vocabulary	
	language structure	syntactic, pragmatic understanding of language (oral and written), plus morphological knowledge
structural understanding	literacy structures	understanding the knowledge of text genre and structures of text within each genre
	content knowledge	background knowledge of a particular content and the specialized vocabulary involved
prior/background knowledge	life experience	life experiences impact our funds of knowledge that can be drawn upon while reading; these differences contribute to the formation of coherent and high-quality text representations
	conceptual and abstract reasoning	ability to understand relationships and ideas within various context
verbal reasoning	deductive reasoning	process of reasoning from one or more statements to reach a logically certain conclusion
	verbal comprehension	capacity to apply word knowledge to reasoning skills to support understanding

	expression	ability to communicate understanding and ideas verbally or in writing
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Metacognition

the work of thinking about thinking



Metacognition helps a reader engage in ‘constructively responsive reading’ (Pressley & Afflerbach, 1995), which involves reading with a purpose, monitoring, and regulating while actively constructing meanings from the text. Metacognition occurs before, during, and after reading as a reader engages with text. Reading comprehension requires this active orchestration of numerous skills and strategies. Comprehension is considered both the *process* and the *product* of reading. With this in mind, the reader must engage actively in the *process* as they check their understanding. As readers recognize an error in their understanding, they employ fix-up strategies to solve the problem (e.g., cross-check decoding and meaning, reread a challenging section). Successful readers use metacognitive strategies (Clarke, Truelove, Hulme, & Snowling, 2013). We acknowledge the influence of motivation on metacognition as well as perceptions of ability, context (e.g., social and cultural norms), and executive functioning.

planning	students set a purpose for reading
self-monitoring	students monitor their understanding of text
regulation	students modify strategies based on their success in application

Drivers of Reading Instruction

the pedagogy of reading

instructional formats	<p>Knowledgeable teachers engage in various formats and adjust the format to best fit the content. Formats in the reading classroom can be categorized as:</p> <ul style="list-style-type: none"> ● teacher-directed (modeling during a gradual release) ● teacher-supported (guided practice) ● student-centered (independent reading) <p>As students progress toward fluent reading comprehension, instructional time will shift so a larger proportion of time is spent on making meaning.</p>
practice	Students need multiple opportunities with feedback to do the work of reading. Teachers serve as the facilitators of this practice, and navigate with expertise the nuance between moments that require immediate corrective feedback to address misconceptions (e.g., often with decoding and orthography) versus practice opportunities where inductive tension provides cognitive feedback that comes from a productive struggle (e.g., often with interpretation and comprehension).
discourse	Students and teacher pick up and respond to each other's ideas. Work focuses on particular aspects of a text, grounded (when appropriate) in a specific text. Students justify claims with specific evidence from a text to foreground the idea that disciplinary discussions are in service of understanding and engaging with text. Goal should be to increase the quality of student response and decrease the percentage of teacher talk time.
questioning	Teachers and students ask text-specific, text-dependent, and self-monitoring questions as a scaffold and support to making meaning.
culturally-sustaining practice	Teachers support students in sustaining the cultural, literate, and linguistic competence of their communities, with the explicit goal of supporting multilingualism and multiculturalism (for more details, see Paris, 2012)
feedback	Feedback must be specific, timely, actionable. It should reinforce the skill, strategy, or process being taught and practiced. In-the-moment teacher feedback should be supportive, corrective, and raise the level of discourse. Students should provide feedback to their peers in a mutually-enriching development process that creates a collective responsibility for the creation of knowledge and understanding
assessment	Assessment is used to inform instruction and provide feedback to both teachers and students on progress. Assessment should be aligned with instruction and purpose matched with type.
differentiation	Differentiation is based on student strengths and areas of need, with multiple opportunities for student expression. Differentiation includes extension to meet all exceptional student needs and, as all instruction, is sensitive to children's experiences and understandings.
representation of content	Teachers' instructional explanations, examples, and analogies should be accurate and clear, as well as conceptually rich. Teachers should provide clear and nuanced explanations and help students distinguish between different but related ideas
reflection	Reflection helps to reorient teachers to instructional drivers. Both teachers and students need opportunities to reflect on their growth and develop from feedback and assessment. Critical reflection is also helpful in giving space for teachers to examine and disrupt the power dynamics, assumptions, biases, and structures in their classrooms. Teachers should practice reflection-in-action, a continuous practice of implementing intentional, impactful change. (Tyrone, 2003)

Goals of Reading Instruction

In addition to producing children who are capable of fluent reading comprehension, it is the responsibility of curricula and teachers to produce children who identify as readers, with the skills, dispositions and stances to support this identity. Readers feel a sense of agency, efficacy, and joy related to reading. They are able to navigate and learn from texts, and they are also able to engage with and critique texts.

Outcome	Fluent Reading Comprehension	Students read with unburdened automaticity and understanding.
Disposition and Stances	Literary Joy	Students find well-being, success, and delight in reading.
	Reading Identity and Presence	Students have a sense of self-efficacy and purpose with regard to their reading. Students use what they read and the thinking they have about text they engage with to help shape their sense of selves as readers, writers, and speakers. They use reading, writing, and speaking to learn about themselves and others, sharing their voice and vision. (Muhammad, 2020)
	Literary Criticality	Students think deeply and analytically about text and the human condition. They use text to understand and attack power, inequity, and oppression, becoming critical consumers and producers of information and belief. (Muhammad, 2020)
	Literary Self-Efficacy	Students believe they are capable of growth and accomplishment in reading. Students use cognitive and metacognitive strategies to support learning and build independence. (Muhammad, 2020)

Limitations

Our work is based on attaining fluent reading comprehension in the English language. We acknowledge the importance of writing, speaking, and listening as essential components of high-quality English Language Arts instruction. There is a mutually supportive relationship between reading and writing (Graham, 2020), wherein reading development supports writing development and vice versa, but the scope of this project will examine what we see as key components of high-quality, equitable reading instruction.

Oral language supports all of the reading skills detailed here. Early readers use oral language as a referent for the words they are reading. Language comprehension becomes the dominant process in reading comprehension once the reader has facility in word recognition.

The scope of our work is primarily focused on print text, while recognizing the need for students to develop similar fluency in and exposure to additional conceptions of text (including but not limited to videos, multimedia, performances, visual art, etc.).

Reading Term Glossary

accuracy	the ability to correctly decode a word on sight. Over time, accuracy will lead to developing a bank of "sight words"
alliteration	recognizing beginning sounds of words
analytic phonics	teaches children to combine larger sound units (e.g., word families or phonograms: ab, ack, ad, ag, am, an, ap, at, etc.) or using known words as analogies for figuring out words
automaticity	decoding that is done so rapidly that it seems the word has been recognized as a whole
background knowledge	prior knowledge/concept knowledge a reader brings to the reading event as part of an active process between the reader and the text
context processor	constructs a coherent, ongoing interpretation of text. reciprocity with the meaning processor (e.g. "The dog met a bat." - context of a text tells you the dog is out at night) primes the system for meaning
decodable text	text students can access - includes high-frequency words, current sound/spelling patterns, and previously taught sound/spelling patterns. Low reliance on pictures, context, or repetition
decodable words	a word whose letter-sound connections following the common graphophonemic rules of English orthography
decoding	learning to read words by recognizing and stringing together sounds
encoding	using phoneme-grapheme knowledge to write a word, including knowledge of orthography and morphology later in development
equity	ensuring that every learner has what they need to be successful
fluency	reading accurately, at an appropriate rate, and with expression.
graphemes	letters or groups of letters that represent sounds
high frequency words	high frequency words are the most commonly used words in printed text; some estimate that over 50 percent of all text is composed of them
inventive spelling	a regular assessment of phonemic awareness and the alphabetic principle; source of constant feedback for teachers
irregular words	a word that cannot be decoded because one or more letters do not represent their most common sounds; some use the term 'temporarily irregular' because the word includes features a student has yet to learn (e.g., "wait" may be irregular to a student because the 'ai' long a pattern hasn't been learned)
letter recognition	visually recognizing the name of a printed letter
leveled text	leveling texts implies organizing texts by levels of difficulty using quantitative leveling by computers (e.g., word length, sentence length) and qualitative leveling by people (e.g., number and type of words)
lexical quality hypothesis	proficient readers know more about words - they know orthography, pronunciation, finality, parts of speech, and etymology
lexicon anchors	phonology (how it sounds), orthography (how it looks - patterns, letter sequences, syllables, morphological chunks), meaning, and context (use in text/sentence)
meaning processor	stores and accesses interconnected meanings of familiar words (connecting words to background knowledge; can include multiple-meaning words)
metacognition	awareness and understanding of one's own thought processes
nonsense words	also referred to as nonwords and pseudowords - these are 'words' that maintain the basic orthographic regularities of a language but does not have any meaning referent
one-to-one correspondence	matching the printed word to the spoken word
onset	hearing and identifying the part of a syllable before the vowel (examples: in "map," onset is "m"; in "skip," onset is "sk"). Not all words have onsets (example: "it").
oral rhymes	recognizing ending sounds of words. (Example: "The end of the word 'cast' sounds just like 'blast.' These words rhyme.")

orthographic mapping	the process of building sight recognition through phonemic proficiency and decoding/encoding
orthographic processor	processing visual information on the page by using knowledge of individual letters and how letters work together to represent sounds. Text is fed to the orthographic processor, so this process happens first. There is reciprocity with the phonological processor
phonemes	the smallest unit of speech that can be combined to make words. Some phonemes correspond to letters (e.g. each letter in the word "bat" is a separate phoneme: /b/ /a/ /t/); some to groups of letters (e.g. the word "day" has two phonemes, /d/ from "d" and /ā/ from "ay".) There are 44 phonemes in the English language.
phonemic awareness	a subgroup of phonological awareness which focuses on phonemes. Activities include: Identifying phonemes in isolation or at the beginning, middle, or end of words; blending, segmenting, deleting, and substituting phonemes from/in words. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.
phonics	learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print.
phonological awareness	understanding of spoken words, syllables, and sounds (phonemes). Broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced.
phonological processor	pronunciation/sound. speech is fed to the phonological processor. reciprocity with the orthographic processor
predictable text	heavy use of high-frequency words; relies on repetition or context; often relies on picture for meaning; some use of first-letter sound and dependence on syntax; many words aren't decodable or don't match instruction
psycholinguistic guessing	term from whole language referring to three cues readers use to make sense of text: syntactic cues, semantic cues, and graphophonemic cues
print concepts	the features and organization of print. Early concepts include letter recognition, page-by-page reading, and following words from left to right and top to bottom. Students should attend to how words are separated by spaces and that these spaces are the same size.
prosody	reading with appropriate expression. Components include timing, phrasing, emphasis, and intonation.
rate	words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level
read-aloud	Instruction where teacher reads aloud to children; interactive read-aloud involves teacher stopping at preselected points to engage students in a conversation to support comprehension
reading process	relationship between meaning, spelling, and phonics in print that plays back in forth among processors in the brain
return sweep	moving your eyes from the end of one line of text to the start of another line
rime	hearing and identifying the vowel and the consonants that follow (examples: in "map," rime is "ap"; in "skip," rime is "ip.")
shared reading	interactive reading event when students join in or share the reading of a book (typically a big book or enlarged text) while supported by a teacher
sight words	words that are correctly and instantly recognized without applying decoding knowledge
sound/spelling pattern	the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word part
syllables	breaking words up into their largest parts and hearing and counting these parts. (Example: I hear two syllables in the word "kitten.")
synthetic phonics	teaches children the letter-sound correspondences and then has them synthesizing words by blending the sounds for each of the letters or letter combinations.
think-aloud	verbalizing one's thinking while reading for various purposes, such as modeling how to fix-up when meaning is compromised or how to decode an unknown word
word awareness	awareness of spoken words in sentences or phrases (Example: I hear five words in the sentence, "I ran to the cone.")
word recognition	recognizing words in the moment of reading; recognition implies quick, accurate reading without the need to decode

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