

TOMPKINS | SMITH | CAMPBELL | GREEN



# LITERACY

## FOR THE 21ST CENTURY

A Balanced Approach

3RD EDITION

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## PREFACE

*One thing that becomes clear is that being a teacher of English language, literacy and literature is a uniquely complex and demanding job. It calls for knowledge, intelligence, innovativeness, professional persistence and stamina, seriousness and playfulness, and an optimism that will sometimes seem pathological . . . But when we consider what is at stake for the future, our students' and our own, it is the size of the difference between getting it right and getting it wrong that makes teaching English the biggest job in town. (Simpson, White, Freebody & Comber, 2013, p. 25)*

**WELCOME TO THE THIRD AUSTRALIAN EDITION** of *Literacy for the 21st Century: A Balanced Approach!* This edition of the text builds on the best aspects of previous editions, those features that have made the book such a success in Australia and the United States. In presenting this new edition, we maintain our belief that English teaching is 'the biggest job in town'. Consequently, we have adopted a broader lens through which to view English literacy teaching in the 21st century. We make this move because collectively we believe that as contemporary teachers of literacy you need to be acquainted with and skilled in delivering English curriculum in a variety of mediums and modes.

Again, this edition of the text is written for preservice teachers, practising teachers and those interested in English literacy teaching and learning. Included in the text are a range of vignettes drawn from classroom and university practice across Australia, examples that stand to authenticate the learning. The distinctive features of this new third edition include:

- ▶ A reorganisation of some of the sections to align more closely with further developments in the Australian Teaching Standards and the Australian Curriculum: English, and its organisation through the strands of language, literature and literacy.
- ▶ A focused overview of the Four Resources Model (Freebody & Luke, 1990), as a classroom instructional model for teaching children how to develop simultaneously the roles of code breaker, text participant, text user and text analyst.
- ▶ An updated impression of teaching strategies and their pivotal role in teaching practice. Changes were made to the Compendium to reflect this focus.
- ▶ A renewal of a range of Australian resources, including children's literature, interactive websites, information texts and content-area topics.
- ▶ Greater emphasis on the use of digital platforms in classrooms and the community.
- ▶ Incorporation of current language and literacy research and practice into discussions on classroom practice.

### OUR GOALS

The purpose of this book is to develop your knowledge, understanding and skill in teaching literacy to children from the Foundation Year to Year 6. To help you achieve these goals, we outline from the beginning that successful teaching involves knowing your students, your content and associated curriculum requirements, and understanding how to apply this knowledge in explicit and skilled ways to meet individual students' literacy learning needs. We emphasise that effective teachers continually engage in reflective practice to gauge if and how each student's learning goals are achieved.

Therefore, in this text you will be challenged to consider ways of knowing, learning and teaching. There is opportunity for you to consider ways of using digital platforms to develop children's reading, writing, speaking, listening and viewing skills. You will be required to consider the role of theory in the development of models and approaches to literacy teaching and learning. As you engage in the first vignettes and the content of the chapters, you will be stimulated to trial teaching strategies that help you appreciate how to teach curriculum concepts. Elaboration on these strategies is provided in the Compendium at the conclusion of the text. There is opportunity for you to test assessment tasks. At all times, you are encouraged to read from and reflect on the recommended readings to develop greater appreciation of the complex role that teaching literacy entails.

As you make your way through the chapters, you will find references made to ways of working with students who have learning difficulties and those for whom English is an additional language/dialect (EAL/D students). This inclusion is deliberate, given the diverse and complex cultural and language backgrounds of individual learners in 21st century classrooms. At the same time, you will encounter calls to develop competencies in nurturing strategic readers and writers. Please keep in mind the problem that the term 'strategies' is used inconsistently in the research literature, and this inconsistency creates confusion (Afflerbach, Pearson & Paris 2008). When we enlist your support to nurture strategic readers and writers, we are calling on you to develop ways of teaching learners to process information and attend to cueing systems so that they can read and write for meaning, decode words and symbols in texts, analyse what they are reading, and write a range of text types, using an expanding knowledge of the possibilities of the syntactic patterns of written English. With this information, you will be prepared to instruct and nurture your students as they become more strategic readers and writers.

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### References

- Afflerbach, P. Pearson, P. & Paris, S. (2008). Clarifying Differences Between Reading Skills and Reading Strategies. *Reading Teacher*, 5(61), 364–73.
- Freebody, P. & Luke, A. (1990). Literacies' programs: Debates and demands in cultural contexts. *Prospect*, 5(3).
- Simpson, A. White, S., Freebody, P. & Comber, B. (2013). *Language, Literacy and Literature*. Melbourne: OUP.
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# RESOURCES FOR EDUCATORS

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A suite of resources provided to assist with delivery of the content, as well as to support teaching and learning.

## TEST BANK

Each chapter has an ‘Evaluate and reflect’ section with short-answer and essay-type questions featuring problems of varying complexity. These are structured by learning objective for the educator’s convenience, with questions for every learning objective. The Test Bank has been tagged by topic, AITSL standards and also by difficulty level.

## INSTRUCTOR RESOURCE MANUAL

The Instructor Resource Manual provides detailed concepts and activities to enrich lessons.

## DIGITAL IMAGE POWERPOINT SLIDES

All the diagrams and tables from the course content are available for lecturer use.

## STANDARDS MAPPING GRID

This book is designed to assist readers to achieve selected standards in the Australian Curriculum. The Standards Mapping Grid shows how the content of particular chapters and learning objectives relate to these standards, by either providing implicit links or giving background information.

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## ABOUT THE AUTHORS



**Dr Gail E. Tompkins** was a teacher, first and foremost. She began her career as a first-grade teacher in Virginia in the 1970s. She'd remembered one student who cried as the first day of school was ending. When she tried to comfort him he sobbed accusingly, 'I came to school to learn to read and write, and you forgot to teach me.' The next day, she taught that child and his classmates. They made a small patterned book about 'Tom', a stuffed animal in the classroom. She wrote some of the words and the students supplied the others, and she duplicated and bound copies of the book for each child. They practised reading it until everyone memorised the little book. The children proudly took their books home to read to their parents. She'd never forgotten that child's comment and what it taught her: teachers must understand their students and meet their expectations.

Dr Tompkins' first few years of teaching left her with more questions than answers and she wanted to become a more effective teacher so she started taking graduate courses. In time she earned a master's degree and then a doctorate in Reading/Language Arts, both from Virginia Tech. Through her graduate studies, she learned a lot of answers, but more importantly, learned to keep on asking questions.

Her first university teaching appointment was at Miami University in Ohio, then at the University of Oklahoma, and finally at California State University, Fresno. She taught preservice teachers and practising teachers working on master's degrees and directed doctoral dissertations. She received awards including the Provost's Award of Excellence in Teaching at California State University, Fresno, and was inducted into the California Reading Association's Reading Hall of Fame. She regarded her students as having taught her as much as she taught them and was grateful to all of them for what she'd learned.

Dr Tompkins wrote college textbooks for more than 30 years, and thought of the books she wrote as teaching, too. When she wrote a book, she tried to anticipate the questions you might ask and provide that information so that you'll become an effective teacher. Other books written by Dr Tompkins and published by Pearson Education, include *Language Arts: Patterns of Practice*, 9th ed. (2016); *Teaching Writing: Balancing Process and Product*, 6th ed. (2012); *50 Literacy Strategies*, 4th ed. (2014); and two grade-level-specific versions of this text: *Literacy in the Early Grades*, 3rd ed. (2015); and *Literacy in the Middle Grades*, 2nd ed. (2010).



**Dr Carol Smith** is a lecturer in English language and literacy studies at the University of the Sunshine Coast. She teaches English curriculum and pedagogy subjects to Early Years, Primary and Secondary preservice teachers. In the past, Carol led early literacy intervention programs at the university. She has worked at primary, secondary and tertiary levels of education, and has extensive experience as a language and literacy consultant in primary and secondary education. Her thesis is titled 'Developing Secondary English Education Courses for Preservice Teachers through Practitioner Research'.

Carol's research interests lie in all features of language and literacy development F–12, explicit teaching strategies in English classrooms,

mentoring and assessment that promotes powerful learning. Carol is involved in national and international research involving English classroom practice, literature exchanges and literacy intervention with writers who experience difficulty.



**Dr Rod Campbell** is a highly qualified practising teacher and currently holds an adjunct position as Senior Teaching Fellow at Sunshine Coast University. He earned his PhD at the University of Queensland in 1996 with the thesis 'Teaching Grammar'. He has continued post-doctoral research in classrooms since then, conducting classroom-based research into the teaching of writing and English grammar with colleagues in Australia and the United States.

Rod Campbell began teaching in primary schools and special schools, including five years teaching in secondary schools as learning support teacher for students with visual impairment. For six years he was a school psychologist in primary, preschool and special schools. He brings to teaching his commitment to teaching each student, and has carried that commitment into training teachers in Australia and Asia for early childhood and primary education. For the last 16 years, Rod has worked in schools and colleges in Australia, Asia and the United States, showing teachers how to become effective teachers of English, researching the teaching and assessment of English for writing and reading, writing texts for teachers and students, and mentoring literacy coaches and senior staff in implementing programs for the explicit teaching of writing and knowledge about English.

Rod Campbell was one of the six finalists in 2015 in the Professor Betty Watts OBE Memorial Award for Outstanding Contribution to Teaching, conducted by the *Courier Mail* and the Queensland College of Teachers. In 2018, he was appointed a member (AM) of the Order of Australia for significant service to education, particularly to literacy, as a practitioner, academic and author.



**David Green** has been a primary school teacher and principal. For 27 years he was an academic at QUT in Brisbane where he taught literacy education and children's literature. He has also taught literacy education at Griffith University and the Australian Catholic University. He has been an educational consultant to schools, an educational consultant to the Education Department of Queensland, an executive member of the Brisbane branch of the Australian Literacy Educators' Association, a leader of the Meanjin Young Writers' Camps for over 20 years, a presenter at national and state literacy conferences, and, most recently, a learning support teacher at a disadvantaged school in Western Sydney. In addition to the first two editions of this book,

David has published three editions of *Literacies and Learners* with Rod Campbell (Pearson Australia, 2000, 2003, 2006).

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