

## Productive Partnerships: Collaboration Strategies to Improve Literacy Outcomes

### How Do We Know What We Know?

Tracey and Morrow write, “People may be conscious or unconscious of the theories that they use in daily living. When individuals are conscious of their theories, or belief systems, they are able to able them, think about them, talk about them with others, and compare their own theories with alternate ones” (p. 3).

The chart below explains several theories about literacy development, as summarized in *Lenses on Reading* (Tracey & Morrow, 2012). Identifying how your beliefs fit with these theories helps in identifying the knowledge, experience, and biases you bring to literacy-related collaboration. Understanding the full range of theories allows you insight into what your colleagues bring to literacy-related collaboration and may also push you to consider instruction and assessment techniques beyond your beliefs.

	Key Beliefs	Applications
<p><b>Behaviorism</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● Classical Conditioning</li> <li>● Connectionism</li> <li>● Operant Conditioning</li> </ul> <p>Contributors: Pavlov, Skinner, Thorndike, Englemann</p>	<p>“focuses on observable changes in behavior” (p. 55)</p> <p>Learners are conditioned to respond in a certain way to a stimulus</p> <p>“... explain how learning could be understood in terms of observable behavior” (p. 90)</p>	<p>Sub-skills or discrete skills approaches to reading</p> <ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Sequencing tasks in order of difficulty</li> <li>● Skill-and-Drill</li> <li>● Scripted programs</li> </ul>

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<p><b>Constructivism</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● Inquiry Learning</li> <li>● Schema Theory</li> <li>● Transactional/Reader Response Theory</li> <li>● Whole Language Theory</li> <li>● Metacognitive Theory</li> <li>● Engagement Theory</li> </ul> <p>Contributors: Bartlett, Dewey, Goodman, Pearson Rosenblatt</p>	<p>“emphasizes the active construction of knowledge by individuals” (p. 87)</p> <p>“... explain the ways in which individuals create internal understanding” (p. 90)</p>	<ul style="list-style-type: none"> <li>● Problem-based learning</li> <li>● Social collaboration</li> <li>● Physical environment for learning is important</li> <li>● Emphasis on accessing and/or developing background knowledge</li> </ul>
<p><b>Social Learning Perspectives</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● Sociolinguistic Theory</li> <li>● Socio-Cultural Theory</li> <li>● Social Constructivism</li> <li>● Social Learning Theory</li> <li>● Critical Literacy theory</li> <li>● Third Space Theory</li> </ul> <p>Contributors: Au, Bandura, Bernstein, Freire, Moje, Vygotsky</p>	<p>“... emphasize the central role of social interaction in the development of knowledge and learning” (p. 116)</p>	<ul style="list-style-type: none"> <li>● Emphasis on oral language development</li> <li>● Utilizing curriculum and text that reflects students’ cultures</li> <li>● Differentiation that allows each child to work within his/her zone of proximal development</li> <li>● Noticing and reinforcing desired behaviors</li> <li>● Someone (teacher, peer, family) as a knowledgeable other who models desired behavior</li> </ul>

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<p><b>Developmentalism</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Theory of Cognitive Development</li> <li>• Maturation Theory</li> <li>• Theory of Literacy Development</li> <li>• Stage Models of Reading</li> <li>• Emergent Literacy Theory</li> <li>• Family Literacy Theory</li> </ul> <p>Contributors: Chall, Clay, Holdaway, Piaget Morphett &amp; Washburne, Taylor</p>	<p>“articulate the growth of specific behaviors and abilities across time” (p. 90)</p>	<ul style="list-style-type: none"> <li>• Developmental spelling (including invented spelling)</li> <li>• Creating a literacy-rich classroom environment</li> <li>• Shared reading (including big books)</li> <li>• Importance of literacy-rich home environments</li> <li>• Concepts about print</li> </ul>

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<p><b>Cognitive-Processing Perspectives (or Cognitive Science)</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● Information-Processing</li> <li>● Gough’s Model</li> <li>● Automatic Information-Processing</li> <li>● Interactive and Interactive-Compensatory Theories</li> <li>● Phonological-Core Variable Difference Model</li> <li>● Parallel Distributed Processing Model</li> <li>● Dual-Route Cascaded Model</li> <li>● Double-Deficit Hypothesis</li> </ul> <p>Contributors: Adams, Atkinson &amp; Shiffrin, Gough LaBerge &amp; Samuels, Pugh et al., Rumelhart, Rumelhart &amp; McClelland, Seidenberg &amp; McClelland, Shaywitz, Stanovich</p>	<p>“... seek to describe the underlying mental processes inherent in the act of reading” (p. 151)</p> <p>Grew from linguistics and biology</p> <p>“... refers to the study of higher patterns of brain functioning through brain imaging technology” (p. 175)</p> <p>Conclusions drawn from neuroimaging including PET scans or functional MRIs</p>	<ul style="list-style-type: none"> <li>● Diagnostic and intervention value through the use of formal and informal assessment to understand: <ul style="list-style-type: none"> <li>○ Perceptual ability, memory capability, and executive control</li> <li>○ Letter-sound correspondence</li> <li>○ Word meaning</li> </ul> </li> <li>● Providing text with low decoding demands to allow students to focus on comprehension</li> <li>● Guided reading: small group with similar reading ability working with text at instructional level with teacher making intentional decisions about what students need next</li> <li>● Teaching multiple ways to understand words (that utilize all four brain processors)</li> <li>● Strengthening phonemic awareness through rhyme and/or linguistic games</li> <li>● Developing automatic and rapid naming of letters</li> <li>● Teaching sight-words and word families</li> </ul>