

Abstract

Synthesis of best classroom practice reports links a teacher knowing the learner academically and culturally to growth in literacy skills. To communicate with and understand the learner is critical to literacy growth. Included are researched ideas for implementing this practice into the classroom. Reviewed studies include Casey Carter (2000), Education Trust (1998), Reeves (2000), and Wood (1992). Implementation suggestions include such programs as *Learning Record* (Barr & Thomas, 2002), *First Steps* (Rees & Shortland-Jones, 1994), *Dynamic Indicators of Basic Early Literacy* (Good & Kaminski, 2001), *Texas Primary Reading Inventory* (Texas Education Agency, 2000), and *Success for All* (American Federation of Teachers, 1998). Authentic assessment and personal communication are advocated as non-programmatic approaches to knowing the learner.

