

Introduction

The Literacy Curriculum Frameworks Document is the result of the collaborative efforts of many people over the last two years. During the 1999-2000 school year several staff members were trained in the Four Block model and began experimenting with it in their classrooms. In the Spring of 2000 the new superintendent and assistant superintendent began meeting with a team of elementary staff members to identify the Overarching Classroom Structures that comprise the Literacy Block. All elementary teachers focused on implementation of the components of the Literacy Block during the 2000-2001 school year setting three sets of short-term goals for themselves that focused their learning. All professional development time, including full days and early release/late stay study sessions were devoted to learning the necessary knowledge and skills for effective literacy teaching. During the summer of 2001, the Elementary Literacy Curriculum Writing Team met for one week and developed this Curriculum Framework Document building on the work of the Literacy Initiative Team and the professional development opportunities that influenced the work.

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Linda Henke, Superintendent
Vivian McBride, Board of Education President
Cindy Blankenship, Board of Education Vice-president

Mark Livingston, Board of Education Treasurer
Barbara O'Sullivan, Board of Education Secretary
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Rationale

“It sounds like a simple proposition: we construct our own understandings of the world in which we live. We search for tools to help us understand our experiences. To do so is human nature.”

-Jackie and Marty Brooks in *The Case for Constructivist Classrooms*

The Maplewood-Richmond Heights Literacy Curriculum is premised on our belief that all children can learn. We see learning as a natural and social process that builds on prior experience. Learners bring their own concerns and knowledge to the learning community, but it is we, as educators, who must insure that all students have ready access to the power and pleasure of literate lives.

Interest in reading and writing is actually interest in learning. Children construct their sense of the world through the language they use which reflects cultural understandings and provides a critical foundation for learning in all areas. Thus we believe that literacy is an essential tool to empower students to become independent and successful learners.

Philosophy and Beliefs

We believe literacy is a complex process that includes reading, writing, listening, speaking, and viewing. Language literacy develops through active engagement of the learner in authentic and meaningful experiences.

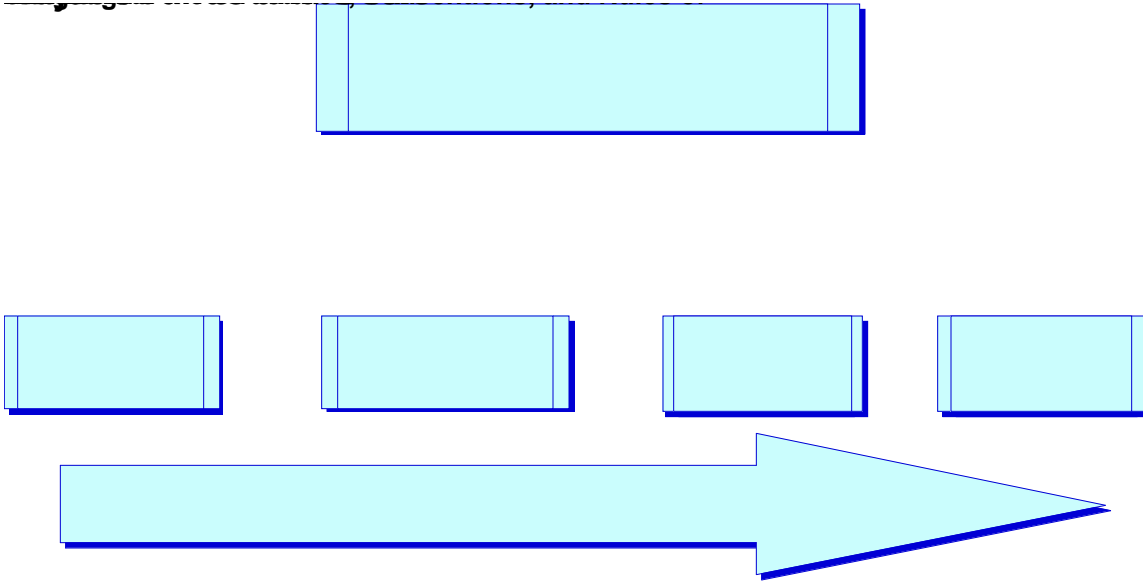
Collaborative efforts among teachers, administrators, and staff provide consistency across the curriculum, and develop instructional methods aimed at demonstrating and modeling the process of meaning making. Relevant, connected learning results in self-motivated students. Allowing students the opportunity to make choices enables them to take responsibility for their learning, keeps them engaged in authentic work, and teaches them to be life-long readers and writers.

Effective literacy classrooms provide students with an environment rich in written and spoken language in which to make appropriate choices. Students read and write daily in large blocks of uninterrupted time that allows for thinking, reflection, and literacy activities.

Maximum literacy learning occurs in a safe, supportive environment that encourages risk-taking by teachers and students. Teachers and students use language as a tool

- for personal growth,
- to share meaning and construct knowledge,
- to interact with the world, and
- to appreciate and create art.

We believe all children learn to read and write at their own pace. Explicit strategy instruction embedded in a variety of genres at appropriate levels with a strong home-school connection accelerates progress. Learners construct their own meaning through a unique lens formed by their own experiences. It is enhanced and enriched through social interactions with others.



The Maplewood-Richmond Heights Literacy Curriculum has four strands. Teachers and students use language as a tool

- For personal growth,
- To share meaning and construct knowledge,
- To interact with the world
- To appreciate and create art.

All strands involve recognition and use of the structures, conventions, and rules of language. Attention to these systems increases as you move through the continuum (or from the top to the bottom of the list.)

Each strand has several overarching goals that span across each grade level and specific student learning outcomes for each key stage. At each key stage the structures, conventions, and rules of language appropriate at that stage are identified in the spelling and grammar strands.

Strand A: Personal Growth

A literate person values and uses language as a tool for reflection and personal growth.

Goals

Students:

1. regard themselves as evolving language users who develop and trust their personal voices.
2. choose reading, writing, and discussion as important daily activities.
3. make connections between personal experience, existing knowledge and ideas in text.
4. listen, view, read, and respond to a wide variety of literature to gain a greater understanding of themselves and others.
5. establish meaningful, realistic personal goals and participate in the assessment process.
6. develop a love for reading and writing.

Strand B: Share meaning and construct knowledge

A literate person uses language as a tool for gathering information and constructing and sharing knowledge.

Goals

Students:

1. explore a broad range of topics through reading and discussion.
2. inquire about, gather, and use information from a wide variety of sources.
3. process, organize, and evaluate information and ideas.
4. shape and defend critical opinions while remaining open to new information and opposing viewpoints.
5. develop and share evidence of constructed knowledge.
6. appreciate variety of purpose and reach the appropriate audience through communication.

Strand C: Interact with the World

A literate person uses language as a tool to build a sense of community, influence others, and create connections with past, present, and future.

Goals

Students:

1. clarify thought and demonstrate understanding in a variety of ways.
2. ask questions and frame problems.
3. engage in collaborative experiences to support learning.
4. share and understand feelings and opinions to resolve interpersonal conflict.
5. analyze and evaluate decision-making processes involving language use, literature, and daily experiences.
6. use language to effect and reflect social change.

Strand D: Appreciate and create art

A literate person responds to the beauty of language, appreciates and explores its variety, and uses language to create and inspire.

Goals

Students:

1. read and write in a variety of genres.
2. reflect on and respond to the intrinsic beauty of language.
3. recognize and appreciate their own and others' standards of quality in language.
4. value the way language captures and expresses human experience and connects it to their personal experience.
5. celebrate their accomplishments with an audience.

Kindergarten/First Grade Key Stage Learning Outcomes

Strand A: Personal Growth

1. Understand and use the writing process.
2. Read and write reflectively
3. View self as reader, writer, speaker, and listener
4. Enjoy reading and writing
5. Draw on reading to enrich writing
6. Use writing to get a better sense of self

Strand B: Share Meaning and Construct Knowledge

1. Understand concepts of print.
2. Orchestrate the three cueing systems.
3. Offer and support opinions with material from the text.
4. Use a variety of resources to improve writing.
5. Identify various genres: fables, fairy tales, fiction, nonfiction, poetry.
6. Retell stories in correct sequence.
7. Use story elements to predict events.

Strand C: Interact with the World

1. Produce and present published work for appropriate audience.
2. Offer honest, sensitive feedback.
3. Discover, explore, and communicate ideas in various ways.
4. Demonstrate comprehension in a variety of ways, including use of art, oral language, booklets, graphic organizers, etc.
5. Read print in the environment daily.

Strand D: Appreciate and Create Art

1. Publish a variety of written work.
2. Recite, write, and enjoy poetry.
3. Celebrate literacy work.
4. Respond to literature through dramatic play.
5. Create original work.
6. Delight in and value the sounds of language.

Spelling Strand

1. Use inventive spelling.
2. Begin transition from inventive to conventional spelling.
3. Use known chunks to spell new words.
4. Employ a repertoire of basic sight words.

Grammar Strand

1. Understand and use correct noun/verb agreement.
2. Understand and use capitalization and punctuation properly.
3. Understand and construct simple sentences.

Second/Third Grade Key Stage Learning Outcomes

Strand A: Personal growth

1. Gain confidence by presenting and performing.
2. Understand and use the writing process.
3. Make connections between literacy and personal experiences.
4. Listen carefully to written and oral language to gain a better understanding.
5. Participate actively and appropriately within a literacy group.
6. Draw on reading to enrich one's own writing.

Strand B: Share meaning and construct knowledge

1. Select and adjust reading strategies for different genres and purposes.
2. Respond to literature in a variety of ways.
3. Create written texts supporting a central idea.
4. Elaborate on ideas and predict outcomes when reading, writing, or telling a story.
5. Locate, gather, and organize information using various references and tools.
6. Read, view, and listen for specific purposes.
7. Summarize, organize, retell, and present information in meaningful ways.
8. Ask questions, collect information, and apply knowledge to solve problems.

Strand C: Interact with the world

1. Make connections between text and own experiences, other literature, and the world.
2. Discover, explore and communicate ideas using a variety of methods.
3. Understand the structure of factual text: compare/contrast, cause/effect, time order, and list.
4. Demonstrate comprehension in a variety of ways, including use of art, oral language, booklets, graphic organizers, etc.
5. Read, view, listen and respond to culturally diverse text and videos.

Strand D: Appreciate and create art

1. Create, publish, and share authentic work.
2. Enjoy a wide range of genres: tall tales, historical fiction, poetry, fairy tales, fiction, fables, nonfiction including biographies.
3. Delight in and value the sounds of language.
4. Write for a variety of purposes.
5. Recognize and understand figurative language.

By the end of third grade most students will be able to use the following structures, conventions, and rules of language.

Spelling

1. Use letters to represent all vowel and consonant sounds in words placing vowels in every syllable.
2. Use knowledge of prefixes and suffixes to spell words.
3. Edit work for misspelled words with assistance.
4. Use principles of rhyme and pattern to spell words.
5. Use multiple resources to locate correct spelling (spelling dictionary, word walls, peers and adults, etc.)
6. Write regular plural endings.
7. Use known chunks to spell new words.
8. Use adults, peers, and classroom resources to produce published pieces.

Grammar

1. Write simple, complete sentences with subject/verb agreement.
2. Write an indented paragraph with a topic sentence and supporting details.
3. Use correct capitalization: proper nouns, pronoun “I,” sentence beginnings.
4. Use correct punctuation: commas and ending marks.
5. Use apostrophes in contractions and possessive nouns and begin use of quotation marks.
6. Identify the subject and the predicate of a sentence.
7. Use revision strategies for all written work.
8. Recognize that compound words are two words put together.

Fourth/Fifth/Sixth Grade Key Stage Learning Outcomes

Strand A: Personal growth

1. Recognize and reflect on progress as a writer and reader.
2. Exhibit confidence and ownership in writing, presenting, and performing.
3. Listen attentively to written and oral language to gain a better understanding of others.
4. Express personal connections to the writings of others.
5. Develop criteria for quality literature and writing.
6. Develop an interest in a particular genre or author's work.
7. Use writing to get a better sense of self.
8. Use and understand the writing process.

Strand B: Share meaning and construct knowledge

1. Actively seek meaning from the text.
2. Demonstrate story, book, and library knowledge.
3. Generate new connections, meanings, and relationships.
4. Read and write for a variety of purposes.
5. Paraphrase and summarize texts, draw conclusions, and identify point of view.
6. Understand the structure of factual text: compare/contrast, cause/effect, time/order, lists, etc.
7. Use prediction, connections, and reflections as inquiry tools.
8. Use information organizers as a way to sort and prioritize.
9. Use appropriate literary terminology when discussing or comparing text.

Strand C: Interact with the world

1. Interact within the reading and writing community.
2. Use multiple sources to learn about, analyze, and discuss current and historical events.
3. Explore the author's motive in relation to presentation of ideas.
4. Explore concerns in the community and know how to initiate appropriate action by posing questions and developing action plans.
5. Demonstrate authentic writing appropriate for varied audiences.
6. Apply communication strategies that reflect respect for diversity.

Strand D: Appreciate and create art

1. Select from language options in creating oral and written works, such as word choice, sentence variety, rhythm, and poetic devices.
2. Recognize, appreciate, and generate figurative language and literary techniques and visual representations.
3. Analyze imaginative use of language.

4. Recognize and use elements from a variety of genres: fiction, realistic fiction, non-fiction, historical fiction, poetry, fantasy, short stories, biographies, myths.
5. Create, publish, and share authentic work.

By the end of sixth grade most students will be able to use the following structures, conventions, and rules of language.

Spelling

1. Use both visual memory and sound/symbol correspondence.
2. Use knowledge of roots, prefixes, and suffixes to spell words.
3. Use basic homophones correctly (such as there/their/they're, too/to/two.)
4. Edit for misspelled words.
5. Use multiple resources to locate correct spellings (dictionary, thesaurus, software, charts, etc.)
6. Use adult, peer, and classroom resources to produce published pieces with conventional spelling.
7. Use semantics as a spelling aid (such as, using homophones, root words, word origins, etc.)

Grammar

1. Indent paragraphs.
2. Use varied sentence structures in writing, including simple, complex, and compound sentences.
3. Punctuate dialogue with quotation marks, commas, and indentation.
4. Use varied sentences – declarative, interrogative, exclamatory, and imperative.
5. Use commas appropriately: separate compound sentences, in dates, in series, in greetings and in the closing of a letter, between city and state or city and country, in a direct address (appositives.)
6. Recognize the terms for the following parts of speech – noun, verb, pronoun, adjective, adverb, preposition, interjections, and conjunctions.
7. Know simple and complex subject and predicate terminology.
8. Differentiate linking verbs from action verbs.
9. Recognize run-on sentences.
10. Use common homonyms and contractions correctly.
11. Write and use regular and irregular plural endings.
12. Edit for grammatical errors.

**Maplewood-Richmond Heights and the Missouri Standards
Literacy Curriculum**

Communication Arts Standards	MRH Aligned Outcomes of K-1
<i>Goal 1: Gather, Analyze and Apply Information and Ideas</i>	
1. Students will read, view, listen to, and evaluate written, visual and oral communication.	
<i>By the end of grade 2, all students should be able to</i>	
a. demonstrate understanding of print conventions	Strand B-1
b. use pictures, titles, contexts, structures of texts, patterns of language and personal experiences to make predictions and comprehend texts.	Strand C-4
c. recognize and interpret print from their surroundings	Strand B-1
d. recognize the differences between real and make-believe	Strand B-5
2. Locate and gather information and ideas.	
a. ask relevant questions to collect information	Strand C-3
b. gather information from first-hand experiences (such as people, concrete objects and daily life)	Strands B-4, C-3
c. gather information from second-hand sources (such as pictures or graphics, trade books or computer programs)	Strands B-4, C-3
3. Process, organize , and evaluate information and ideas.	
<i>By the end of grade 2, all students should be able to</i>	
a. recognize similarities and differences in words, stories and ideas	Strand B-4, B-5
b. used story elements (such as characters, setting, problem, events, and ending) to predict and recall events.	Strand B-6
c. ask questions to clarify understanding	Strand B-6, B-7
d. use drawing, writing, and speaking to clarify understanding	Strand C-4
4. Relate literature and other texts to prior	

experiences.	
<i>By the end of grade 2, all students should be able to</i>	
a. recall past reading or viewing when discussing current reading or viewing	Strand B-3
b. demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc	Strand C-4
c. make connections between print and nonprint texts and people, events, and experiences that are part of their daily lives	Strand C-5
d. offer opinions and perceptions about literature based on their experiences	Strand B-3
5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created.	
<i>By the end of grade 2, all students should be able to</i>	
a. read, view, listen to, and respond to culturally diverse literature and videos (such as fairy tales, folktales, contemporary stories, and nonfiction)	Strands B-5, D-4, D-5, D-6
b. make connections between concepts and ideas in texts and their own experiences	Strand C-3
c. connect new information to previous knowledge and experiences	Strand A-2
d. identify familiar words in new contexts	Strand B-2
e. use language for a variety of purposes (such as establishing social relationships, displaying knowledge, gaining and giving information, and influencing others)	Strands A-6, D-2, D-4
<i>Goal 2: Communicate Effectively Within and Beyond the Classroom</i>	
1. Write about, visually represent and discuss written, visual, and oral communications.	
<i>By the end of grade 2, all students should be able to</i>	
a. use pictures or create drawings to aid understanding	Strand C-4
b. talk about characters and their actions in stories	Strands B-3, B-5
c. write about, draw or retell part of a story or a learning experience	Strands C-4, B-6
d. write about, draw or retell information or ideas discovered in written or oral texts or videos	Strands C-4, B-6
2. Create print and nonprint communications to	

demonstrate understanding of information and ideas	
<i>By the end of grade 2, all students should be able to</i>	
a. dictate information to express their own ideas	Strand A-3
b. explain their own writing by reading it out loud or telling about it	Strands A-3, B-6
c. demonstrate understanding by drawing, tallying, labeling, writing, explaining, creating models, dramatizing, etc.	Strands C-4, D-4
d. extend comprehension by role-playing, questioning, and referring to personal experiences	Strands B-4, C-4, D-4
e. use classroom resources (environmental print, predictable texts, peers' stories, etc.) as models for writing	Strands B-4, C-4
3. Create print and nonprint communications for various audiences, and for a variety of purpose.	
<i>By the end of grade 2, all students should be able to</i>	
a. write daily about a variety of topics and using a variety of formats (moving over time from invented spelling to conventional spelling)	Strands A-1, A-2, A-3, A-4, A-5, A-6, C-1, D-1
b. adjust loudness of speaking voice to different situations in the classroom (conferences, small group work, presentations to the entire class)	Strands A-3, D-2, D-4
c. use appropriate visual representations (such as pictures, diagrams, models, and demonstrations) for a variety of audiences and purposes	Strands C-1, C-4, D-6
4. Create print and nonprint communications to publish or formally present information and ideas.	
<i>By the end of grade 2, all students should be able to</i>	
a. tell or write stories with a setting, plot, and characters	Strands A-3, B-6, C-4, D-5
b. speak and write in complete thoughts to communicate clearly	Strands A-3, C-1, C-3, D-1
c. organize and sequence thoughts and ideas logically	Strands B-3, B-6, C-1, C-3, D-1
d. self-check content and conventions of written work by reading aloud	Strands A-1, A-3, A-5
e. use appropriate visual representations to present information and ideas	Strands C-3, C-4, D-1, D-3, D-5
5. Participate in informal presentations and discussions	

<i>By the end of grade 2, all students should be able to</i>	
a. hold conversations with peers and familiar adults	Strands A-3, C-2, D-3
b. listen to others and respond courteously to their ideas	Strands A-3, B-3, C-2, D-4
c. stay on the topic	Strands B-3, C-3
d. ask and answer questions during discussions	Strands A-3, C-2
6. Demonstrate proficiency in speaking and writing standard English	
<i>By the end of grade 2, all students should be able to</i>	
a. speak standard English with increasing fluency to large and small groups	Strands A-3, G-1,
b. leave spaces between words to show understanding of the concept of a “word”	Strands A-1, B-1
c. use complete sentences	Strands A-1, A-3, G-3
d. recognize and increase proficiency in using end punctuation and capital letters	Strand G-2
e. spell an increasing number of words using letter-sound associations and letter patterns	Strand S-1, S-2, S-3, S-4
f. recognize others’ overgeneralizations of the rules of the English language	Strand A-1, G-1, G-2
<i>Goal 3: Recognize and Solve Problems</i>	
1. Apply communication strategies to identify, understand, and solve problems.	Strands B-3, B-7, C-3, C-4, C-5
2. Analyze and evaluate problems-solving strategies of characters in fiction, nonfiction, drama, and film.	Strands A-2, C-3
3. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications	Strands A-2, C-3
4. Analyze and solve problems involved in creating their own written, oral, and visual communications.	Strands A-1, C-4, D-5
<i>Goal 4: Make Decisions and Act as Responsible Members of Society</i>	
1. Apply communication skills and strategies to facilitate decision-making.	Strands A-1, A-2, C-5
2. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences.	Strands A-6, C-5
3. Make informed decisions regarding communications	Strands A-1, A-2, A-3, B-3

**Maplewood-Richmond Heights and the Missouri Standards
Literacy Curriculum**

Communication Arts Standards	MRH Aligned Outcomes of 2-3
<p><i>Goal 1: Gather, Analyze and Apply Information and Ideas</i></p> <p>1. Students will read, view, listen to, and evaluate written, visual and oral communication.</p>	
<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. use a variety of strategies to interpret text</p>	Strand B-1, B-6
<p>b. read, view, and listen for specific purposes (such as scanning to find needed information)</p>	Strand B-6
<p>c. read, view, listen to, and recognize a variety of literary genres</p>	Strand D-2, B-1
<p>d. apply prior readings and experiences to aid comprehension</p>	Strand C-1
<p>e. recognize and understand figurative language (such as personification, simile, and metaphor)</p>	Strand D-5
<p>2. Locate and gather information and ideas.</p>	
<p>a. use key words for locating information</p>	Strand B-5
<p>b. gather information from first-hand sources (such as interviews and observations)</p>	Strand B-5, C-2
<p>c. use print and nonprint resources (including electronic resources) to locate information</p>	Strand B-5
<p>d. find information on a topic by examining tables of contents and indexes</p>	Strand B-5
<p>e. gather information using pictures, dictionaries, encyclopedias, atlases, trade books, and subject-resources</p>	Strand B-5
<p>3. Process, organize , and evaluate information and ideas.</p>	
<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. interpret and follow brief written directions (such as those in recipes, games, safety guidelines, or the</p>	Strand A-4

daily list of activities)	
b. take brief notes	
c. summarize information and ideas	Strand B-7, B-5
d. organize information and ideas in meaningful ways	Strand B-7, B-5
e. determine which ideas best fit a designated purpose	Strand D-2, D-4
4. Relate literature and other texts to prior experiences.	
<i>By the end of grade 4, all students should be able to</i>	
a. compare and contrast current and past reading or viewing	Strand C-4
b. interpret texts by writing, painting, dramatizing, discussing, etc.	Strand C-2, C-5, D-5
c. recall and relate prior experiences to texts	Strand A-3, A-6, C-1
d. integrate texts read and viewed with other areas of study	Strand A-6
5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created.	
<i>By the end of grade 4, all students should be able to</i>	
a. read, view, listen to, and respond to culturally and historically diverse texts and videos (such as myths, tall tales, contemporary and historical fiction and nonfiction)	Strand D-2, B-1, C-5
b. explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing, and discussing)	Strands C-2, B-2, C-5
c. identify words and phrases (such as idioms, jargon, and local expressions) that reflect the cultures or eras in which they are used	
6. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks.	
<i>By the end of grade 4, all students should be able to</i>	
a. apply comprehension strategies to written, visual, and oral texts	Strand A-5, B-4, C-1, C-5, D-5
b. apply prior knowledge to predict sequence and	Strands A-3, B-4

logical events	
c. identify a new or unfamiliar viewpoint in a text	
d. use language effectively for a variety of purposes and in different situations	Strands A-2, C-4, D-4
<i>Goal 2: Communicate Effectively Within and Beyond the Classroom</i>	
1. Write about, visually represent and discuss written, visual, and oral communications.	
<i>By the end of grade 4, all students should be able to</i>	
a. talk about literature and other kinds of communications in small groups	Strands A-4, A-5, B-2, B-7
b. distinguish between main and supporting ideas	Strands B-1, A-4
c. identify and discuss story elements (such as setting, plot, structure, characters, and themes)	Strands B-7
d. respond to communications in a variety of ways (such as role playing, drawing, and writing)	Strands B-7, C-5, D-3
e. make and explain predictions	Strands B-4, B-6, A-5
f. explain how fact and fiction differ	Strand D-2
2. Create print and nonprint communications to demonstrate understanding of information and ideas	
<i>By the end of grade 4, all students should be able to</i>	
a. clarify thoughts and ideas using visual representations (such as pictures, diagrams, models, and demonstrations)	Strands C-5
b. select main and supporting details for a topic	Strands A-2, B-3, G-2
c. use their own words to explain new words and definitions	Strands A-2, A-3, C-1
d. identify direct quotations from sources by using quotations marks	Strand G-4
3. Create print and nonprint communications for various audiences, and for a variety of purposes.	
<i>By the end of grade 4, all students should be able to</i>	
a. select and use various types of communications (Strands D-2, B-1

such as fairy tales, letters, personal narratives) that are appropriate for audience and purpose	
b. demonstrate effective communication skills in a variety of situations	Strands A-1, D-1, D-4
c. use technological tools to create communications	Strands B-5
4. Create print and nonprint communications to publish or formally present information and ideas.	
<i>By the end of grade 4, all students should be able to</i>	
a. write or speak about a theme or topic	Strands A-1, D-1
b. revise communications in response to feedback	Strands A-4, A-2
c. edit and proofread	Strands S-2, A-2
d. self-check content and conventions of written work by reading aloud	Strands A-2, S-2, G-8
e. use appropriate visual representations to present information and ideas	Strands C-5, D-1
5. Participate in informal presentations and discussions	
<i>By the end of grade 4, all students should be able to</i>	
a. speak clearly and loudly enough to be heard	Strands A-1, D-1, D-3
b. listen and respond courteously to the views of others	Strands A-4, B-6
c. stay on the topic	Strands A-2, G-2
d. ask and answer relevant questions during discussions	Strands A-5, B-2, B-4
e. exchange information and ideas using technology	Strands B-5, B-7, C-2
6. Demonstrate proficiency in speaking and writing standard English	
<i>By the end of grade 4, all students should be able to</i>	
a. Demonstrate increasing proficiency in spelling, usage, punctuation, and capitalization in their writing	Strands S-1,2,3,4,5/ G-1,2,3,4,5,6,7,8/A-2
b. demonstrate increasing proficiency in standard English usage in their speaking	Strands G-9
c. choose whether formal or informal language best suits the audience and purpose	

<i>Goal 3: Recognize and Solve Problems</i>	
1. Apply communication strategies to identify, understand, and solve problems.	
<i>By the end of grade 4, all students should be able to</i>	
a. contribute ideas and suggestions to facilitate problem solving	Strands A-5, B-8
b. listen and respond to others' suggestions	Strands A-5, A-4
c. recognize that there are different ways to solve the same problem	Strands B-1, B-8
d. ask questions to clarify understanding	Strands B-8
e. collect relevant information using available resources	Strands B-5, B-8
f. state problems and proposed solutions clearly in their own words	Strands B-8
g. organize information using a variety of formats	Strands B-7, B-8
h. show persistence when attempting to solve problems	Strands B-8
i. apply previously successful problem solving	Strands A-3
j. use available technologies to communicate problems and solutions	Strands B-5
k. modify plans or actions if necessary after considering others' suggestions	Strands A-2, A-3, G-8
2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama, and film.	
<i>By the end of grade 4, all students should be able to</i>	
a. identify the problem or goal of the main character	Strands B-1, B-7
b. explain characters' actions	Strand B-7
c. predict what might happen because of a character's problem	Strand B-7
d. describe how a character solves a specific problem	Strand B-7
e. compare problems and solutions of characters in different texts	Strands B-7, C-4
f. compare problems and solutions of fictional characters to real situations	Strands B-7, C-4
3. Analyze and evaluate problems encountered by creators of written, oral, and visual	

communications	
<i>By the end of grade 4, all students should be able to</i>	
a. evaluate the effectiveness of an author's or speakers' choice of format	
b. analyze and evaluate a speaker's decisions concerning length of presentation, choice of content, and style	
c. analyze and evaluate the effectiveness of a speaker's use of visual aids (size, quality, color, clarity, etc.)	
4. Analyze and solve problems involved in creating their own written, oral, and visual communications.	
<i>By the end of 4, all students should be able to</i>	
a. choose language appropriate for audience and purpose	Strands B-1, A-2, D-4
b. organize communications logically	Strands B-7, A-2
c. revise ineffective communications	Strand G-9
d. create stories containing problem/solution situations	Strands A-2, D-4
<i>Goal 4: Make Decisions and Act as Responsible Members of Society</i>	
1. Apply Communication skills and strategies to facilitate decision making	
<i>By the end of grade 4, all students should be able to</i>	
a. establish and follow guidelines for group work using democratic principles	Strands A-5, D-1
b. identify and state decisions to be made	Strand B-8
c. contribute ideas and opinions in large and small groups	Strands A-5, D-1
d. listen courteously to others	Strands A-5, A-4
e. gather relevant information	Strands B-5
f. consider possible alternatives suggested by others	Strands A-5, A-4
g. predict possible consequences of decisions	Strand B-4
h. explain reasons for making decisions	Strand C-1
i. demonstrate understanding of a consensus-building	

process (such as negotiating, agreeing to a plan)	
2. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences	
<i>By the end of grade 4, all students should be able to</i>	
a. demonstrate appropriate use of language in a variety of situations	Strands B-2, D-4, A-2
b. analyze decision-making processes involving language use, literature, and daily experiences	Strand C-1
c. compare real-life decisions to those faced by fictional characters	Strand C-3
d. examine decisions that community workers must make as part of their jobs	
3. Make informed decisions regarding communications.	
<i>By the end of grade 4, all students should be able to</i>	
a. develop and revise communications to suit audience and purpose	Strands A-2, G-8
b. create accurate and legible communications	Strand G-9
c. understand that communications containing stereotypes and negative language offend others	Strand C-5
d. list resources consulted for reports and presentations	

**Maplewood-Richmond Heights and the Missouri Standards
Literacy Curriculum**

Communication Arts Standards	MRH Aligned Outcomes of 4-5-6
<p><i>Goal 1: Gather, Analyze and Apply Information and Ideas</i></p> <p>1. Read, view, listen to, and evaluate written, visual, and oral communications</p>	
<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. classify and categorize communications by themes and genres</p>	Strand D-4, B-4
<p>b. compare and contrast various communications</p>	Strand B-6, A-8
<p>c. analyze figurative language and literary techniques used in effective communications</p>	Strand D-2, B-9
<p>d. examine cause and effect relationships in literature and other texts</p>	Strand B-6, B-8
<p>e. contrast fictional accounts with real-life experiences</p>	Strand A-2, A-4, B-3, B-7
<p>2. Locate and gather information and ideas.</p>	
<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. determine key words to use in locating multiple resources</p>	Strand B-1, C-2, S-5
<p>b. select appropriate electronic and print resources for research purposes</p>	Strand B-1, C-2, C-5
<p>c. compare several sources on a topic to determine reliability</p>	Strand B-1, B10, C-6
<p>d. identify and analyze organizational patterns of print and nonprint resources to facilitate research</p>	Strand A-8, B-8, B-10
<p>e. explore community resources</p>	Strand C-1, C-2, C-4
<p>3. Process, organize, and evaluate information and ideas</p>	
<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. recognize different viewpoints, biases and propaganda</p>	Strand B-5, C-3, C-6
<p>b. distinguish between fact and opinion</p>	Strand B-6, C-3

c. draw conclusions and form opinions	Strand B-1, B-5
d. take notes and record sources consulted	Strand B-10
e. summarize main ideas	Strand B-5
f. determine relevance of information to purpose and audience	Strand B-4, B-5
g. process and organize thinking about a topic using a variety of formats	Strand B-8, B-10
4. Relate literature and other texts to prior experiences	
<i>By the end of grade 8, all students should be able</i>	
a. make comparisons and draw conclusions about texts based on experience in daily life	Strand A-4, B-3, B-7
b. recognize similarities and differences among new texts and those previously read or viewed	Strand B-4, C-6
c. interpret and respond to texts through performances in the fine arts and other content areas	Strand A-2, C-1, C-3, C-5
5. Analyze and evaluate how language and communications influence and reflect	
<i>By the end of grade 8, all students should be able to</i>	
a. read, view, listen to and respond to a variety of cultural and historical texts and videos	Strand C-1, C-6
b. analyze communications to determine how they reflect particular cultures or eras	Strands C-2, C-6
c. explore how the English language changes as a result of historical events and cultural connections	Strands C-2, C-3, C-5, C-6
d. compare contrast communications that reflect differing perspectives on a current issue	Strand B-6, C-2, C-4
6. Apply information, ideas, processes, and skills learned in the study of communication arts to new situations	
<i>By the end of grade 8, all students should be able to</i>	
a. apply comprehension strategies and prior knowledge to new situations and tasks	Strand B-7, C-1, C-4
b. predict meanings of new words and concepts from context	Strands B-3, B-7, D-1
c. develop views on new readings and experiences	Strands A-1, A-2, A-3, D-4
d. use language effectively for a variety of purposes and in different situations	Strands B-4, B-7, D-1, D-2, D-3

<i>Goal 2: Communicate Effectively Within and Beyond the Classroom</i>	
1. Write about, visually represent and discuss written, visual, and oral communications.	
<i>By the end of grade 8, should be able to</i>	
a. talk and write about a variety of communications	Strands B-4, B-9, C-5
b. explain how the elements of a certain genre influence each other	Strands A-6, C-3, D-4
c. compare and contrast communications in their writing and speaking	Strands A-3, B-6, C-2, D-1
d. talk and write about figurative language and literary techniques used in effective communications	Strands A-3, B-9, D-2, D-4
e. talk and write about cause and effect relationships in literature and other texts	Strands B-4, B-6
f. compare and contrast fictional accounts with real-life experiences in their writing and speaking	Strand A-4, C-5, D-4
g. respond to communications using visual representations (such as dramatizing, drawing, and painting)	Strand D-2, D-5
2. Create print and nonprint communications to demonstrate understanding of information and ideas	
<i>By the end of grade 8, all students should be able to</i>	
a. formulate and support information and ideas by making predictions and comparisons, developing opinions and drawing conclusions	Strands A-4, B-5, B-7
b. distinguish between summaries and direct quotations in their writing	Strand B-8
c. incorporate topic-related vocabulary into reports and presentations	Strand A-5, B-9, C-5, D-1
d. use visual representations to clarify and support ideas during oral presentations	Strand A-2, A-3, D-2
3. Create print and nonprint communications for various audiences and for a variety of purposes	
<i>By end of grade 8, all students should be able to</i>	
a. select and use formats appropriate for audience and purpose	Strands A-5, C-3, C-5

b. adjust language use considering context and audience	Strands C-5, C-6, D-1
c. use technological tools to create and revise communications	Strands C-5, D-5
4. Create print and nonprint communications to publish or formally present information and ideas	
<i>By the end of grade 8, all students should be able to</i>	
a. plan and compose communications	Strands A-8, B-4, B-10
b. produce communications using available technologies	Strands D-5
c. evaluate and revise content considering audience feedback	Strands A-1, C-5, G-12, S-4
d. edit and proofread communications	Strands G-12, S-4
e. set goals for improving their communications	Strands A-1, A-5
f. use techniques observed in effective communications as models for speaking and writing	Strand D-4
5. Participate informal presentations and discussions	
<i>By the end of grade 8, all students should be able</i>	
a. speak clearly and loudly enough to be heard in large and small groups	Strands A-3, C-1
b. listen attentively and respond courteously to others	Strand A-3
c. stay on the topic	Strands A-8, B-8
d. contribute by making relevant comments	Strand C-1
e. exchange information and ideas using technology	Strand D-5
6. Demonstrate proficiency in speaking and writing standard English	
<i>By the end of grade 8, all students should be able to</i>	
a. use standard spelling in materials written for another reader	Strand S-5
b. self-correct usage, punctuation, capitalization, and mechanics in their writing	Strands S-4, G-12
c. demonstrate increasing proficiency in standard English usage in their speaking	Strand D-1
d. demonstrate increasing fluency in a variety of situations requiring writing and speaking	Strands A-2, A-3, A-4
<i>Goal 3: Recognize and Solve Problems</i>	

1. Apply communication strategies to identify, understand, and solve problems	
<i>By the end of grade 8, all students should be able to</i>	
a. identify and state problems and solutions clearly	Strands B-4, B-6, B-10, C-4
b. ask questions to determine causes of problems	Strands B-1, B-4, B-7, B-8, B-10
c. listen and respond politely to others	Strands A-3, A-4, B-3, C-1, C-6
d. collect information and determine its reliability	Strands A-5, B-2, B-6, B-10
e. focus on the important aspects of the problem	Strands B-1, B-7, B-8, B-10
f. generate possible solutions	Strands B-2, B-10, C-1, C-2
g. summarize the problem and suggested solution(s)	Strands B-4, B-5, B-10
h. predict possible results of proposed solutions	Strands B-3, B-10, C-1
i. develop a plan for solving the problem under discussion	Strands B-6, B-10, C-1, C-2, C-4, C-6
j. revise plans when necessary	Strands B-7, B-10
k. evaluate effectiveness of communication strategies used	Strands B-8, B-10, C-2, C-4, C-6
l. facilitate problem solving by using appropriate technologies	Strands B-10
2. Analyze and evaluate problem-solving strategies of character in fiction, nonfiction, drama, and film	
<i>By the end of grade 8, all students should be able to</i>	
a. identify and describe problems faced by characters	Strands A-4, B-1, B-10
b. analyze the problems-solving strategies of individual characters	Strands A-3, A-4, B-1, B-10
c. suggest alternate solutions to characters' problems	Strands A-3, A-4, B-3, B-5, B-10
d. compare real-life problems to those depicted in literature	Strands A-3, A-4, B-6
e. compare and contrast how cultural or social differences might have impact on the problem and/or solution	Strands B-6, B-10, C-2, C-6
3. Analyze and evaluate problems encountered by the creators of written, oral, and visual communications	
<i>By the end of grade 8, all students should be able to</i>	
a. evaluate the effectiveness of an author's or speaker's choice of genre	Strands A-5, A-6, D-4
b. analyze and evaluate an author's or speaker's choice of format	Strands A-5, A-6, D-2
c. analyze and evaluate a speaker's decisions	

considering audience and purpose	
d. analyze and evaluate the effectiveness of a speaker's use of visual aids	Strands B-4, B-7, D-1, D-2
e. analyze and evaluate print and nonprint advertising	Strands A-3, B-1, C-3
4. Analyze and solve problems involved in creating their own written, oral, and visual communications	
<i>By the end of the grade 8, all students should be able to</i>	
a. identify problems to be solved when creating effective communications	Strands A-8, B-10
b. create communications considering audience and purpose	Strands B-4, B-10, C-5, C-6
c. present material in logical order to avoid confusion	Strand A-8, B-6
d. recognize barriers to effective communication	Strands B-10, C-3, D-1
e. revise communications considering audience feedback	Strands A-3, A-4, A-8, C-1, C-5
<i>Goal 4: Make Decisions and Act as Responsible Members of Society</i>	
1. Apply Communication skills and strategies to facilitate decision making	
<i>By the end of grade 8, all students should be able to</i>	
a. apply democratic principles to communication processes involved in decision making	Strands A-3, A-4, B-10
b. develop a plan to reach consensus	Strands B-10, C-2, C-4
c. contribute ideas and opinions on the topic under discussion	Strands B-1, B-3, B-7, C-1
d. communicate ideas clearly	Strands A-2, A-4, B-3, C-1, C-3, C-4
e. listen attentively to the ideas and opinions of others	Strands A-3, A-4, C-3
f. restate the ideas of others	Strands A-4, C-1, C-3
g. gather relevant information for decision making from a variety of resources	Strands B-3, B-5, B-7, B-6, B-10, C-2, C-3, D-4
h. evaluate information to identify reasonable alternatives	Strands A-4, B-4, B-6, B-7, B-10
i. summarize the decisions of the group	Strands A-3, B-5, B-6, B-10, C-1, C-4
j. discuss historical and current events to evaluate the role of communication skills in decision making	Strands A-3, B-10, C-1, C-2

2. Analyze and evaluate decision-making processes involving language use, literature, and daily experiences	
<i>By the end of grade 8, all students should be able to</i>	
a. analyze the impact of language use in decision making	Strands A-1, A-2, A-8, B-1, B-10
b. analyze decisions of literary characters and historical figures	Strands B-7, B-10, C-2, C-3
c. compare their own decision-making processes with those of literary and historical figures	Strands A-4, B-6, B-7, B-10
d. analyze the impact of decisions	Strands A-8, B-10
e. research career and academic options	
3. Make informed decisions regarding communications	
<i>By the end of grade 8, all students should be able to</i>	
a. choose a format and genre appropriate for audience and purpose	Strands B-4, C-5, D-4
b. demonstrate understanding of constitutional rights and responsibilities regarding public expression	Strands A-2, C-4, C-5, C-6
c. demonstrate sensitivity in language use regarding stereotypes, gender, ethnicity, etc.	Strands A-3, A-4, C-2, C-4, C-6, D-4
d. identify sources and quotations used in reports and presentations	Strands A-8
e. apply established criteria to evaluate communications	Strands A-5
f. create accurate and aesthetically pleasing communications	Strands A-7, C-5, D-1, D-3

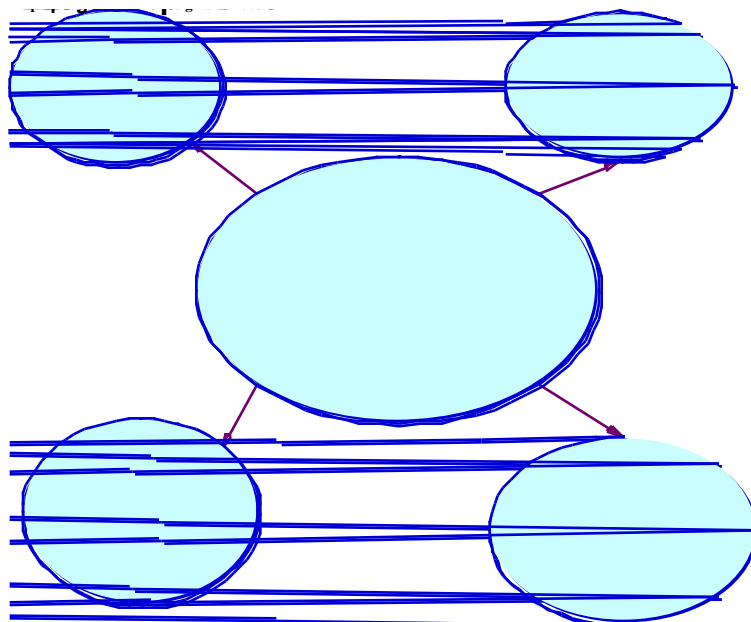
Overarching Classroom Structures: The Literacy Block Components

A balanced reading program includes a range of literacy activities, carefully selected materials for each activity, and a responsive teacher who knows how to structure literacy interactions that move children to higher levels of understanding.

Linda Dorn, Cathy French, and Tammy Jones in *Apprenticeship in Literacy*

The Literacy Block format used in Pre-kindergarten through sixth grade classrooms in the Maplewood-Richmond Heights School District includes four components: independent reading, guided reading and literature study, writers' workshop and guided writing, and word and sentence work. By incorporating these strands into the learning work of students on a daily basis, we provide the kind of balanced program described by Dorn and her colleagues. The four components of the Block taken together allow classroom teachers to create rich literacy communities in their classrooms, and support students in becoming competent and enthusiastic readers and writers. The Block involves two hours and fifteen minutes of time daily and includes opportunities for children to learn about the reading and writing process through a variety of literacy contexts.

A team of M-RH teachers developed a list of descriptors for each component of the Literacy Block during the summer of 2000. The team identified the understandings or knowledge base that a teacher needs in order to effectively facilitate the component and listed the skills that teachers need to implement the practices in their classrooms. During the summer of 2001, the Literacy Document Curriculum writing team developed the list of classroom practices that increase and those that decrease for students and teachers in classrooms where the Block is implemented. These practices are identified by key stage.



Independent Reading

(K/1—20 minutes daily; 2 through 6—30 minutes daily)

Research tells us that having time to read books and materials of one's own choosing is essential to becoming a reader and is the best predictor of reading achievement. Independent reading promotes comprehension, vocabulary, conventional spelling, a sense of grammar, writing competency, and a positive attitude toward the written word (Routman, 2000.) Independent reading involves setting aside a sustained period of time daily for reading when students and teachers are involved in reading materials they have selected with a focus on enjoyment.

The Independent Reading component of the Literacy Block is characterized by the following descriptors:

- Is purposeful, yet less formal than Guided Reading or Literature Study.
- Involves an uninterrupted block of time.
- Includes opportunity for students to make choices about their reading.
- Provides time for teachers to conference one-on-one with students.
- Includes time for research and exploration of topics of interest.
- Includes time for students to participate in book talks with each other and their teacher.
- Includes instructional time, when the teacher may present “mini” or focus lessons.
- Involves teachers and students in keeping records of the students' reading.
- Provides opportunities for teachers to read themselves and share their readings with students.

Knowledge Base

Teachers who effectively facilitate the Independent Reading component of the Literacy Block have the following understandings:

- Awareness of what good literature is and of various titles and levels of reading.
- Knowledge of Cambourne's “conditions for learning” and their application in reading classrooms.

- Knowledge of strategies for helping students figure out unknown words.
- Knowledge of developmental expectations.
- Knowledge of assessment strategies.

Skill Set

Teachers need the following skills in order to implement the Independent Reading component of the Literacy Block:

- Ability to create a cozy reading environment and display books effectively.
- Ability to help children choose appropriate books.
- Ability to ask questions that stretch students thinking and support them in deepening their understandings.
- Ability to observe students in order to gather data about their current understandings and skills and to plan for next steps.
- Ability to lead students in book talks and to use individual reading to help students learn about good writing.
- Ability to help students self monitor, plan, keep track of their reading, and set goals.
- Ability to keep appropriate and useful records, including anecdotal records.
- Ability to use running records, miscue analysis, and IRIs to assess students' reading.
- Ability to design lessons based on student need.
- Ability to extend independent reading to the home.

Classroom Practices—Kindergarten/First Grade

In classrooms where the Independent Reading is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- choosing of topics and genres to read
- self-monitoring and documenting of reading goals
- reading every day
- peer reading
- book talks
- read-alouds and shared reading
- re-reading, predicting, questioning, contextualizing
- retelling of familiar stories

teachers doing more . . .

- providing a wide variety of reading materials for students at all levels
- asking open-ended questions
- providing of opportunities for students to read together and discuss books
- conferencing with students
- scheduling of uninterrupted time for literacy
- modeling reading
- providing a relaxed, comfortable environment for reading
- shared reading and read-alouds

students doing less

- reading of teacher-selected material
- seeking of approval from the teacher
- nonproductive browsing

teachers doing less . . .

- selecting or assigning books for children
- asking questions with one right answer
- enforcing strict silence in the classroom

Classroom Practices—Second/Third Grade

In classrooms where the Independent Reading is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- choosing of reading materials, including topics and genres
- daily reading
- reading in and appreciating a broad array of literature
- choosing a place and making space for reading
- using strategies to draw meaning from a text
- keeping a record of reading selections
- participating in book talks with classmates
- using a variety of resources for assistance (peers, charts, prior experience, adults)
- writing reflections and responses to literature

students doing less . . .

- reading teacher selected texts
- sporadic reading
- reading in basal texts
- seeking teacher assistance while reading

teachers doing more . . .

- allowing students to choose reading materials for themselves
- modeling, reflecting, and responding about their own reading orally and in writing
- emphasizing reading and reading strategies across all areas of the curriculum
- allowing time for conferencing, research, exploration of topics of interest, booktalks, etc.
- shared reading and read-alouds
- keeping records of students' work to assess their reading
- creating a cozy, inviting, and varied reading area in the classroom
- providing time for students to record books they have read

teachers doing less . . .

- selecting texts for students
- keeping of their own reading tastes/habits private
- isolation of reading to reading time
- assigning of seatwork

Classroom Practices—Fourth/Fifth/Sixth Grade

In classrooms where the Independent Reading is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- reading of self-selected literature
- choosing of space to read and using time wisely
- reading of a wide variety of genres
- recording and evaluating reading selections daily
- participating in book talks
- using of a variety of resources for assistance (peers, prior experience, charts, etc.)
- writing and reflecting on readings
- using reading strategies independently

students doing less . . .

- reading teacher selected texts
- sporadic reading/nonproductive browsing
- reading in basal texts
- non-literacy behaviors, i.e., socializing, off-task activity

teachers doing more . . .

- allowing students to choose reading materials for themselves
- modeling, reflecting, and responding about their own reading orally and in writing
- emphasizing reading and reading strategies across all areas of the curriculum
- allowing time for conferencing, research, exploration of topics of interest, booktalks, etc.
- shared reading and read-alouds
- keeping records of students' work to assess their reading (status of the class, anecdotal records, running records, etc.)
- creating a cozy, inviting, and varied reading area in the classroom
- providing of literature at a variety of reading levels and in a wide and rich range of genres
- providing time daily for independent reading and record-keeping

teachers doing less . . .

- selecting texts for students or assigning places to read
- keeping of their own reading tastes/habits private
- isolation of reading to reading time or sporadic scheduling of time to read
- giving out of information
- use of basal texts

- guiding student-directed learning
- observing and conferencing with students

Guided Reading and Literature Study (45 minutes daily)

In Guided Reading teachers work with small groups of students with similar instructional needs (Dorn, et al, 1998.) The teacher predicts the type and amount of support the group will need in order to be able to read and understand the story or book. The teacher supports students by reminding them to apply reading strategies and regulates assistance according to the developmental needs of the children in the group. Students are encouraged to problem-solve independently, but the teacher intervenes when students are losing meaning or are frustrated. Interventions take the form of specific feedback or questions about the reading process.

In Literature Study students have the opportunity to think deeply about text as they read books in small groups and talk together to construct new understandings. Talking about a piece of literature gives the readers the opportunity to hear others' interpretations and to become readers who think critically.

The Guided Reading and Literature Study component of the Literacy Block is characterized by the following descriptors:

- Well-chosen books and materials.
- Teachers who make instructional decisions based on the child's current needs and the district's curriculum expectations.
- Strong emphasis on the interaction between the teacher and the student.
- Specific feedback provided by the teacher.
- A focus on developing problem-solving conversations with students regarding their application of reading strategies.
- Teacher modeling of skills and strategies.
- Students developing an appreciation and understanding of a broad array of literature.
- More formally structured lessons than independent reading with the inclusion of direct instruction of skills and strategies.

Knowledge Base

Teachers who effectively facilitate the Guided Reading and Literature Study component of the Literacy Block have the following understandings:

- Understanding of the elements of good literature.
- Knowledge of reading strategies, including decoding and comprehension.
- Broad knowledge of children's literature.
- Knowledge of cueing systems.
- Knowledge of how to help students to work collaboratively (understand cooperative learning strategies.)
- Understanding of district and state curriculum standards and expectations.
- Knowledge of how children develop as readers.
- Knowledge of a variety of assessment tools and their interpretations.

Skill Set

Teachers need the following skills in order to implement the Guided Reading and Literature Study component of the Literacy Block:

- Ability to incorporate a variety of reading materials, including big books.
- Ability to incorporate graphic organizers to help children understand what they read.
- Ability to group students flexibly and manage multiple groups at a time by developing routines for students.
- Ability to help students access prior knowledge to help them understand text.
- Ability to identify students' "zone of proximal development" maximum level of development the child can reach with assistance) and provide appropriate direct instruction and practice.
- Ability to model reading fluently and with expression.

- Ability to use running records, miscue analysis, and IRIs to assess students' reading skills.

Classroom Practices—Kindergarten/First Grade

In classrooms where Guided Reading and Literature Study is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- connecting new reading to prior knowledge
- choral, echo, and peer reading
- writing reflections and responses to literature read
- reading real books that are appropriately leveled to a student's abilities
- taking picture walks
- reading for meaning
- using graphic organizers
- conferencing with adults and peers about their reading
- having conversations about literature

students doing less . . .

- reading texts without preparation
- round robin reading
- worksheets
- reading in basal texts

teachers doing more . . .

- teaching structures, conventions, and rules of language in context
- flexible grouping based on current needs
- mini-lessons or focus lessons for large and small groups based on assessed need
- using of literature and real books
- making instructional decisions based on individual needs
- running records and miscue analysis to assess student progress
- introduction of books using picture walks that introduce new vocabulary, establishing purpose prior to reading, activating prior knowledge, and making predictions
- using prompts for the three cueing systems keeping meaning paramount

teachers doing less . . .

- teaching isolated skills
- grouping students in fixed ability-level groups
- whole class teaching
- basal instruction
- round robin reading
- evaluation based on isolated skills

Classroom Practices—Second/Third Grade

In classrooms where Guided Reading and Literature Study is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- cooperative learning
- appreciate and understand a broad array of literature
- reading real books that are appropriately leveled to a student's abilities
- writing reflections and responses to literature
- reading across the content areas
- open-ended performance tasks
- conferencing with adults and peers about their reading
- having conversations about literature
- choral, echo, and peer reading

teachers doing more . . .

- teaching structures, conventions, and rules of language in context
- manage multiple, flexible reading groups
- mini-lessons or focus lessons for large and small groups based on student need and key stages
- use of literature and real books of a wide variety of genres
- model fluent reading and expression
- on-going assessment for planning of instruction and documenting progress, such as running records, miscue analysis, and anecdotal records
- emphasis of reading for meaning
- teaching reading as a process: using strategies to activate prior knowledge, helping students make and test predictions, structuring help during reading, and providing

students doing less . . .

- solitary seatwork or worksheets
- reading in basal texts
- round robin reading

teachers doing less . . .

- teaching isolated skills in workbooks or drills
- grouping students in fixed ability-level groups
- isolation of reading to reading time
- reliance on basal texts for selections and instruction
- round robin reading
- evaluation based on isolated skills
- heavy reliance on standardized test scores only

after-reading applications

Classroom Practices—Fourth/Fifth/Sixth Grade

In classrooms where Guided Reading and Literature Study is fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- participating in social, collaborative activities with much discussion and interaction
- appreciate and understand a broad array of literature
- reading real books that are appropriately leveled to a student's abilities
- taking responsibility and ownership for learning
- reading across the content areas
- active participation in open-ended performance tasks
- conferencing with adults and peers about their reading
- having conversations about literature
- strategizing from a range of options when drawing meaning from a text
- identifying words using strategies appropriately and automatically
- writing reflections and responses to literature

teachers doing more . . .

- inviting thoughtful responses to literature that reflect a student's deep understanding of the material
- manage multiple, flexible reading groups
- mini-lessons or focus lessons for large and small groups based on student need and key stage
- use of literature and real books of a wide variety of genres
- quiet facilitating, generally behaving in an interactive manner to mediate the environment

students doing less . . .

- solitary seatwork or worksheets
- reading in basal texts
- participation in inflexible groups based solely on ability
- asking the teacher for information and help

teachers doing less . . .

- seeking "correct" answers to validate student learning
- inflexible grouping by ability-level
- segregation of reading to reading time
- reliance on basal texts for selections and instruction
- direct, whole-class instruction or activities

- on-going assessment for planning of instruction and documenting progress, such as running records, miscue analysis, portfolios, teacher observation, and anecdotal records
- emphasis on reading for meaning
- teaching reading as a process: using strategies to activate prior knowledge, helping students make and test predictions, structuring help during reading, and providing after-reading applications
- on-going documentation including status of the class, anecdotal records, and observations
- teaching structures, conventions, and rules of language in context
- model fluent reading and expression through shared reading and read-alouds
- evaluation based on isolated skills
- heavy reliance on standardized test scores only

Guided Writing and Writers' Workshop

(45 minutes daily)

Children bring a wide range of writing experience with them to the classroom. Guided Writing provides students with opportunities to learn how to use what they know (skills, strategies, facts) to initiate problem-solving activities in different situations. Teachers use language prompts and adjustable levels of support to enable students to accomplish writing tasks they would be unable to do alone. Writers' Workshop provides time for students to apply their learning independently and to increase the child's knowledge of the writing process.

The Guided Writing and Writers' Workshop components of the Literacy Block are characterized by the following descriptors:

- Allows opportunities for students to make choices about what they write.
- Includes mini-lessons or focus lessons on specific writing strategies or tools.
- Includes larger blocks of time for writing and conferencing.
- Includes opportunities for children to experience the full writing process from composing to editing and publishing.
- Includes opportunities for students to develop skills and strategies in the context of their writing.
- Includes clear and focused models, demonstrations, and routines.
- Promotes and invites social learning (peer editing, peer sharing, brainstorming, and risk-taking.)

Knowledge Base

Teachers who effectively facilitate the Guided Writing and Writers' Workshop component of the Literacy Block have the following understandings:

- Understandings of students' writing development, including spelling, phonics, grammar, and surface features or mechanics.
- Knowledge of the writing process, including revision, and an understanding that students don't always draft, revise, edit, and publish every piece, but an ability to help them choose pieces that will go through the entire process.
- Understanding of the relationship between reading and writing.

- Knowledge of various ways to publish and display students' work.
- Awareness of district and state standards and expectations.

Skill Set

Teachers need the following skills in order to implement the Guided Writing and Writers' Workshop component of the Literacy Block:

- Ability to organize and manage writing folders, notebooks, and journals.
- Ability to help students find a real purpose and audience for writing.
- Ability to help students to pick appropriate topics and genres.
- Ability to use and demonstrate graphic organizers.
- Ability to teach students reference and research skills.
- Ability to help students support each others' writing, including author's sharing opportunities.
- Ability to embed the teaching of spelling, phonics, grammar, and surface features or mechanics into writing lessons.
- Ability to conference effectively with students.
- Ability to use writing rubrics and anecdotal records to track students' progress and assess writing.
- Ability to help students revise and rethink their work.
- Ability to work with a class of students who are all at different stages of the writing process at any given time.

Classroom Practices—Kindergarten/First Grade

In classrooms where Guided Writing and Writers' Workshop are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- choosing their own writing topics
- journaling and using learning logs across the curriculum
- using resources effectively, such as peers, adults, personal dictionaries, word walls, writing folders, etc.
- learning of grammar and spelling in the context of their writing
- writing for real purposes and real audiences

- shared and interactive writing across all curricular areas
- poetry and other creative writing
- participating in all steps of the writing process
- peer learning, peer sharing, and risk-taking

teachers doing more . . .

- student conferencing that includes evaluative feedback and assistance with editing
- modeling and think-alouds
- structuring of the classroom to provide opportunities for peer editing and peer sharing
- grammar and spelling teaching in the context of reading and writing
- providing of the appropriate materials for the complete writing process
- using student work as examples to teach skills
- mini-lessons and focus lessons

students doing less . . .

- story starters
- assigned writing

- waiting for the teacher's attention

- isolated phonics, grammar, and spelling lessons
- assignments without meaningful content or purpose, such as coloring sheets or worksheets
- writing only during writing time

teachers doing less . . .

- correcting and editing student work

- use of the red pen
- grading every writing piece

- spelling and grammar lessons from textbooks or out of context

Classroom Practices—Second/Third Grade

In classrooms where Guided Writing and Writers' Workshop are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- selecting of topics for writing
- learning spelling and grammar in the reading and writing process
- peer learning, peer sharing, and risk-taking
- publishing and presenting to an audience
- participating in the full writing process, including drafting, revising, and publishing
- writing in all areas of the curriculum
- expressive writing in many different forms
- collaborating with peers during the writing process

teachers doing more . . .

- conferencing with students to provide opportunities for self-assessment and editing in the context of student work
- using scoring guides to help students assess their own work and give them a target to work towards
- teaching grammar and spelling in the context of reading and writing
- allowing large blocks of time for writing and conferencing and embedding writing throughout the curriculum
- mini-lessons on specific writing strategies or skills
- allowing students to develop skills and strategies in the context of their writing
- using clear and focused models, demonstrations, and routines
- structuring of the classroom to make it a supportive setting for

students doing less . . .

- prompt-directed writing
- isolated grammar and spelling lessons
- whole class activities
- assignments without context or purpose
- text-driven activities

teachers doing less . . .

- marking every paper for every error noted
- grading based on errors, rather than focusing on growth
- grammar and spelling lessons from text books
- providing of time for writing only during writing time

- shared learning
- writing and sharing of their own work while in process

Classroom Practices—Fourth/Fifth/Sixth Grade

In classrooms where Guided Writing and Writers' Workshop are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- selecting topics and writing expressively in many different forms
- writing for real audiences, publishing for the class, and for wider communities
- revision and editing during and after composing, individually and with peers and adults; focus on spelling and grammar in the context of revision
- sharing work with others at all stages of the process, including structures such as author's chair and peer editing
- setting personal writing goals
- writing across the curriculum as a tool for learning
- taking ownership and responsibility for work
- journal writing
- participating in the writing process, including drafting, editing, conferencing, and publishing

teachers doing more . . .

- teaching grammar and spelling in the context of reading and writing
- structuring of the classroom to support writing, i.e., an editing area, a publishing area, provision of tools
- teaching students to review their

students doing less . . .

- prompted writing
- writing assignments out of context and without a purpose
- isolated drill and practice
- writing assignments that are only read and evaluated by the teacher
- competing with classmates for grades
- writing only during the literacy block

teachers doing less . . .

- isolated grammar and spelling lessons
- depending on textbooks for lessons
- marking papers heavily for errors

- own work and self-assess, as well as to work with peers
- focus groups and individual conferences to support students at various stages of the writing process
- and editing every piece of student writing personally
- editing papers only after the final draft is completed, rather than helping students make improvements during the process

- focusing on meaning and clarity of writing first
- helping students to choose topics and set goals for improvement
- modeling the writing process
- making the classroom a supportive place for shared learning
- on-going assessment and documentation of progress
- grading based on errors rather than growth
- whole class lecturing and assignments

Word and Sentence Work

(15 minutes daily; embedded in the other three components)

While writing and reading independently, students analyze the sequence of sounds within words and apply strategies for noting relationships between spelling patterns. The Word and Sentence Work component provides opportunities for teachers to directly address phonetic skills, spelling, grammar, vocabulary, and surface features of the written language during group lessons and conferences. Teachers embed this practice in meaningful reading and writing and support students as they transfer this knowledge to their independent work.

The Word and Sentence Work component of the Literacy Block is characterized by the following descriptors:

- Focused skill development.
- Builds on prior knowledge and provides scaffolding for acquiring new knowledge and skills.
- Is teacher-directed, but student-focused to provide systematic instruction about words, sentences, and how language works.
- Includes such things as oral language development, Daily Oral Language (DOL), vocabulary development phonemic awareness, and word searches.

Knowledge Base

Teachers who effectively facilitate the Word and Sentence Work component of the Literacy Block have the following understandings:

- Knowledge of the three cueing systems.
- Knowledge of how students build sight word vocabulary.
- Knowledge of language development, including oral language development.
- Understanding of how phonemic awareness develops.

Skill Set

Teachers need the following skills in order to implement the Word and Sentence Work component of the Literacy Block:

- Ability to use word walls, word sorts, and games to build phonemic awareness and syntactic understanding.
- Ability to contextualize new words and concepts to make them more meaningful.
- Ability to teach “word-solving” strategies within the context of reading and writing.
- Ability to teach surface features or mechanics through DOL, morning message, etc.
- Ability to identify current instructional needs and develop an instructional response.
- Ability to improve language development—word comprehension, concept understanding, vocabulary development, etc.

Classroom Practices—Kindergarten/First Grade

In classrooms where Word and Sentence Work are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- exploring meaning and words with concrete materials such as word walls or magnetic letters
- practicing words by chanting/cheering or writing them in a variety of ways (bubble words, triple treat, sand, salt, etc.)
- transferring knowledge from reading and writing experiences to new words
- manipulating word and sentence strips from books read and stories written

teachers doing more . . .

- embedding word and sentence work in the other components of the literacy block
- instruction built on prior knowledge
- teaching according to needs and designing appropriate mini-lessons connected to daily work
- developing spelling lists from reading and writing experiences/activities
- using poetry and shared reading to teach about words and sentences
- doing make and break activities
- using Daily Oral Language

students doing less . . .

- worksheets
- rote memorization of spelling words
- repetitive writing

teachers doing less . . .

- teaching spelling, phonics, and grammar in isolation
- asking students to write definitions
- teaching about words and sentences according to a rigid schedule
- using spelling books or irrelevant lists of words

Classroom Practices—Second/Third Grade

In classrooms where Word and Sentence Work are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- focused skill development in the context of reading and writing
- transfer of knowledge to new or independent work
- using word walls, word sorts, and word families
- word identification strategies
- participating in collaborative groups

teachers doing more . . .

- building on prior knowledge to determine current instructional needs
- embedding word and sentence instruction in meaningful reading and writing activities
- conferencing and small group lessons
- using word walls, word sorts, and word families

students doing less . . .

- isolated skill work
- assignments with no content or purpose
- rote learning

teachers doing less . . .

- isolated skill drills and activities
- isolating word and sentence work instruction from reading and writing
- using spelling books or irrelevant lists of words

Classroom Practices—Fourth/Fifth/Sixth Grade

In classrooms where Word and Sentence Work are fully implemented as a component of the Literacy Block, you will see and hear

students doing more . . .

- focused skill development in the context of reading and writing
- reading and writing that allows for discussion and collaboration with adults and peers to focus on integrating word-solving strategies and the entire writing process
- generalizing prior learning to new and independent reading and writing experiences
- expanding vocabulary use through use of vocabulary, synonym, and antonym walls

teachers doing more . . .

- teaching grammar and mechanics in the context of reading and writing and through a variety of literary sources
- monitor skill development and help students set goals
- encouraging risk-taking and honest expression
- conferencing and small group instruction

students doing less . . .

- isolated drill on grammar, vocabulary, spelling, etc.
- writing assignments given briefly with no context or purpose and completed in one step
- rote memorization of spelling words

teachers doing less . . .

- isolated skill drills and activities
- isolating word and sentence work instruction from reading and writing
- using spelling books or irrelevant lists of words

Guidelines for Use of Core Literature and Protected Titles

Core Literature:

- Two to three titles per grade level
- Approved as part of the literacy curriculum
- Each teacher is responsible for teaching these titles during the designated grade level
- Chosen by teachers
- Prior to the year used, can be on the shelf in the classroom for independent reading but will not be used for read aloud or done as a book study
- Librarians will try to have books by these authors available

Protected Titles:

- Two to three titles per grade level
- Approved as part of the literacy curriculum
- Chosen by teachers
- Prior to the year used, can be on the shelf in the classroom for independent reading but will not be used for read aloud or done as a book study
- Librarians will try to have books by these authors available
- Not committed to cover/read/use
- May include themes/genre studies

Criteria for Selection of Core Literature and Protected Titles

- Readable by average student at the grade level
- High interest topic
- Invites “meaty” conversation
- Illustrations must be beautiful (if picture book) and support text
- Consider the author and publisher
- Size of print
- Current interest or enduring theme; issues that have stood the test of time
- Balance genres, nonfiction, fiction, poetry
- One selection of poetry per key stage
- Reflect diverse cultures, ethnicities, genders, ages
- Students can relate to the main character
- Language is free of inappropriate or derogatory words and references
- Picture books are not limited to the lower grades (protected, not core)
- Provides good examples of use of language, figurative speech

Process for Selecting Core Literature and Protected Titles

August 22/September 12 Study Sessions

- Discussions of potential choices by teachers who have read and used
- Review Guidelines for Use of Core Literature and Protected Titles; review Selection Criteria developed by summer Curriculum Writing Team
- Review Mark Twain and Children's Choice lists
- Review current anthologies for themes (such as Adventuring with Books)
- Select potential titles at each key stage for piloting during first semester
- Organize the Elementary Literacy Curriculum Committee

September

- Order books needed for piloting
- Begin organizing structures for piloting (arrange after school book clubs, schedule target dates for piloting books)
- Elementary Literacy Curriculum Committee begins meeting

September/October/November/December

- Teachers at each key stage pilot the books with groups of students
- Independent reading: host after-school clubs for interested students to read potential titles and give feedback to teachers
- Literacy Curriculum Committee continues to meet and build in cross grade level conversations within the agendas/discussions
- Reading specialists coordinate between grade levels and facilitate cross grade level discussion of piloted books
- November 28 discussion of experiences to date in key stage groups

January 9/January 23

- Key stage groups make decisions/recommendations
- Order additional books needed for each key stage
- Make contact with Maplewood and Richmond Heights libraries to request that they have these titles and others by the same authors

Summer, 2002

- Discuss implementation issues and adjust selections as needed

Assessment

During Summer, 2001 the Literacy Curriculum Writing Team developed the following list of beliefs about assessment, began to create a list of types of assessment that M-RH teachers use or could use to monitor student progress and determine instructional levels, and identified priorities for the development of assessments and procedures that would help us to move our curriculum forward. The Elementary Literacy Curriculum Committee will refine the belief statement and work with teachers to craft appropriate assessments and procedures during the 2001-2002 school year.

Beliefs About Assessment

- Assessment should be embedded in the daily learning of the classroom
- Assessment should be ongoing and over time (not in one sitting)
- Assessment should be authentic and matched with instruction
- Assessments should be varied, not all the same kind
- Assessment should be meaningful and include opportunities to read and write
- Assessment should serve an instructional purpose
- Should include performance-based assessment
- There should be a consistent flow across grade levels
- Teachers need professional development support to understand how to develop appropriate assessments and to interpret data
- Results should be communicated with students and parents
- Include teachers' observations, portfolios, anecdotal records, work samples, running records, IRIs, etc.
- Attitude surveys
- Show individual; progress over time, rather than comparison with others
- Provide opportunities for self-evaluation
- Develop a manageable system
- Make sure assessment is useful for instructional, individual, and curricular purposes

- Do not spend an inordinate amount of time in discrete test preparation
- Develop ways to show strengths as well as deficits
- Include student-led conferences, K-12
- With our focus on reading as meaning-making, don't use nonsense words in assessment

Types of Assessment

- Choices of forms for quick checks
- Running records/IRIs
- Scoring guides/rubrics for writing and projects
- Create own rubrics
- CAP for phonemic awareness at k-1
- Dominie for K; DRA for 1-3, QRI for 4-6
- Portfolios that follow the child
- Anecdotal records
- Student self-evaluation
- Cumulative assessment records k-12
- Align report cards with assessment tools
- Standardized assessments: MAP, Terra Nova

Assessments/Procedures to Develop

- Common agreements about organization, contents, and procedures for portfolios; compiling them to follow students; folders within
- Storage for data and for portfolios
- Develop a new report card
- Develop parent education to assist parents in understanding assessment
- Develop our own ways of assessing standards that are not assessed by the MAP or other standardized or formal assessment

Essential Artifacts

During Summer 2001 the Literacy Curriculum Writing Team identified Essential Artifacts that should be present in every classroom K-6 when the Literacy Block is fully implemented. Essential Artifacts are used to focus conversations with the principal during evaluation, for conversations during Linda and Catherine's walk-throughs, to communicate with colleagues and parents, and to ensure that the Literacy Block is implemented in all our classrooms.

- Schedule of the day showing when Independent Reading and Writers' Workshop will be taught. The schedule is posted outside the classroom door and updated daily.
- Status of the Class or other anecdotal records for independent reading.
- Anecdotal records for all aspects of literacy development for students.
- Writing samples for all students; writing folder for each student.
- Record of focus lessons taught during Writers' Workshop.
- Evidence that each student has completed one piece of writing (through the entire writing process) every three weeks.
- Folder for DRA or IRI/Running Record data for each student.

Optional Artifacts

During the 2001-2001 school year, members of the Literacy Curriculum Committee will work with teachers at each key stage to identify optional artifacts that help to organize or structure implementation of the Literacy Block. These Optional Artifacts will be added to the document after being identified.

Resources Section: Ideas for contents

The Literacy Curriculum Writing Team developed the following list of resources that they felt would assist teachers as they implement the Literacy Block. The Literacy Document is a “work in progress.” As the following resources and others are developed, they will be added to the document. The initial contents of the Glossary and the list of recommended classroom materials was started by the Team and will be developed by the Literacy Committee during the 2001-2002 school year in collaboration with teachers at each grade level.

- Lists of guided reading materials across grade levels
- Lists of really good professional books that are available in the Professional Library in M-RH
- Standardized test terminology (see standardized test preparation book)
- List of prompts for helping students use the three cueing systems
- Glossary
- Essential artifacts and optional artifacts (or make this a separate section in the document)
- Names of literacy committee members and reading teachers so that teachers can locate resource people in their buildings
- List of materials that each classroom should have that are appropriate to the grade level or key stage
- Information on Cambourne’s Conditions of Learning
- Sample assessment forms (here or in the assessment section of the document)

Suggested Classroom Materials for Reading

- Book boxes or other method of storing students' books
- Highlighting pens
- Highlighting tape
- Paper clips
- Index cards
- Sticky notes
- Composition books and file folders
- Clipboards
- Bookmarks
- Small tablets

Suggested Classroom Materials for Writing

- Notepads
- Writing folders
- Writing tool kits
- Index cards colored paper and construction paper
- Stationery
- Clip art
- Sticky notes
- Wallpaper books
- Pencils, colored pens, markers
- Scissors
- Tape, glue, staplers
- Paper clips
- Dictionaries
- Rhyming word dictionaries
- Thesauruses
- Computers or laptops

Glossary

Anecdotal Records: Documented evidence of the learning process. These descriptive notes about children's behaviors are recorded after the event has occurred. They can provide rich and detailed descriptions of the child's abilities and approach to learning.

Artifacts: Evidence of learning. Artifacts provide a history of students' learning.

Audience: Humans need to be recognized. Providing different audiences for student authors helps to make the learning meaningful. A sense of audience is crucial to young writers/readers.

Authentic: Purposeful, meaningful learning.

Authentic Assessment:

Book Box: A container that holds books that a student is currently reading.

Book Talk: Sharing books that have been read. One student might talk about a recently read book to encourage others to read it. Several readers might respond and discuss topics in the books.

Concepts of Print: In order to be successful readers, children need to know how print operates. They need to understand the parts of a book and that reading is "talk written down." They also need to understand that print conveys a specific message.

Conventional Spelling: Standard, correct spelling.

Conventions of Language: Listening, speaking, viewing, writing, reading.

Core Literature: Two or three titles at each grade level that each teacher is responsible for teaching to students at that grade level. Prior to this grade, these books can be on the shelf in the classroom, but are not used for read-alouds or done as a book study.

Cueing Systems: An independent reader attends to meaning, structure, and visual cues to interpret text.

Easy/Vacation, Just Right, Challenge Books: Readers need access and opportunity to read books at a variety of levels. "Easy/Vacation" books are at the reader's independent reading level (95% accuracy or higher.) "Just Right" books are right at the instructional reading level (90-95% accuracy.) "Challenge" books are above the reader's level, but not beyond the frustration level (below 90% accuracy.)

Figurative Language: Metaphors, similes, and personification.

Focus Lesson (also called mini-lesson): A brief lesson that focuses on a specific skill or strategy. Focus lessons are based on identified student needs and are embedded in the context of reading and writing.

Frustrational Reading Level:

Genres: Categories of literature, such as poetry, fiction, nonfiction, biography, folk tales, fantasy, fables, tall tales, myths, realistic fiction, historical fiction, drama, short stories.

“Have-a-go”: Independent attempts to decode or spell a word.

Independent Reading Level:

Informal Reading Inventory (IRI):

Instructional Reading Level:

Interactive Writing: Interactive writing involves more joint composition than shared writing. It demonstrates the connection between oral and written language and shows how helpful it can be to talk something through before writing it down. For example, a first grade class might write a story or poem together based on a text that has been read to them.

Inventive Spelling: Spelling based on sound/letter relationships to the best of one’s knowledge.

Key Stages: Grade levels or clusters of students with similar learning needs around which student learning outcomes are based.

Literacy

Literacy Block

Literary Techniques

Making and Breaking Activities

Making Connections

Mini-lesson (also called focus lesson): A brief lesson that focuses on a specific skill or strategy. Focus lessons are based on identified student needs and are embedded in the context of reading and writing.

Miscue Analysis

Overarching Goals

Personal Voice

Picture Walk

Portfolios

Protected Titles

Publish

Retell

Semantics

Shared Writing

Status of the Class

Strand

Structures of language

Viewing

Writing Process

Zone of Proximal Development:

Next Steps: Professional Development or Other Support Needed to Keep the Initiative Going Forward

- Use time during professional development days and study sessions to make core literature selections
- Get the document into teachers' hands early in the fall; present in key stage groups
- Have a study group using the First Steps materials/books
- Bring Lola back for mentoring in classrooms
- Frameworks training with Nancy
- Use professional development time that is focused on math for classroom teachers for more reading specialist professional development
- Make time for mid-year questions and support
- Develop a literacy curriculum committee that can continue the work started in the summer and monitor progress
- Start Red Flag meetings