

The Continuum of Literacy Learning

<p>Interactive Read Aloud and Literature Discussion: Students engage in deep discussion with one another about a text that they have heard read aloud or one they have read independently.</p>	<p>Shared and Performance Reading: Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices.</p>	<p>Writing About Reading: Students extend their understanding of a text through a variety of writing genres and sometimes with illustrations.</p>	<p>Phonics, Spelling, and Word Study: Students learn about the relationships of letters to sounds as well as the structure of words to help them in reading and spelling.</p>
<p>Characteristics for Selecting Texts</p> <ul style="list-style-type: none"> • Genre: full range of fiction and non-fiction genres at every grade level • Text Structure: fiction and non-fiction organization • Content: builds upon prior knowledge to understand new information • Themes and Ideas: appropriate for age and background experience to stretch students' knowledge, making connections to existing knowledge • Language and Literary Features: literary quality that provides for processing literary language • Sentence Complexity: listening to sentences read aloud helps students gradually internalize more complex sentence structures • Vocabulary: expand the vocabulary students know and understand in both oral and written language by reading or hearing written language read aloud • Illustrations and Graphics: provide information that supports text or adds to the body of the text • Book and Print Features: physical aspects of the text to be shared and discussed with students 	<p>Characteristics for Choosing Texts</p> <ul style="list-style-type: none"> • Genre: full range of fiction and non-fiction genres at every grade level • Text Structure: fiction and non-fiction organization • Content: builds upon prior knowledge to understand new information • Themes and Ideas: appropriate for age and experience to extend students' understanding • Language and Literary Features: literary quality that provides for different interpretations of text • Sentence Complexity: practicing sentences for performance helps students internalize various sentence structures • Vocabulary: students meet new words many times to expand their vocabularies • Words: through shared reading students learn more about how words work • Illustrations: help students interpret text • Book and Print Features: support students in reading more complex texts if appropriately selected 	<p>Forms of Writing About Reading</p> <ul style="list-style-type: none"> • Functional Writing: communication, Reader's Notebook in grades 2-8 • Narrative Writing: tells a story • Informational Writing: organizes facts into a coherent whole • Poetic Writing: selecting and arranging words to convey meaning that evokes feelings and sensory images 	<p>Broad Categories of Learning</p> <ul style="list-style-type: none"> • Early Literacy Concepts: awareness of how written language works • Phonological Awareness: hear sounds in words, sounds of language • Letter Knowledge: how letters look, how to distinguish from one another, how to detect in text, how to use in words • Letter-Sound Relationships: learning connections between letters and sounds • Spelling Patterns: patterns in the way words are constructed • High-Frequency Words: core of high-utility words recognized with automaticity • Word Meaning and Vocabulary: know the meaning of texts in oral and written language • Word Structure: notice categories of words to apply word-solving strategies • Word-Solving Actions: focus on strategic moves readers and writers make when using knowledge of the language system
<p>Oral, Visual, and Technological Communication: Students present their ideas through oral discussion and presentation or through the use of technology.</p> <p>*BCPS supports the ISTE Student Standards for Technology intergration.</p>	<p>Writing Craft, Conventions, and Process: Students compose and write their own examples of a variety of genres, written for varying purposes and audiences.</p>	<p>Guided Reading: Students read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.</p>	
<p>Communication Beyond Print</p> <ul style="list-style-type: none"> • Listening and Speaking: <ul style="list-style-type: none"> • listening and understanding: learn by active listening • social interaction: develop ability to interact with others in positive ways • extended discussion: critical to development of reading comprehension • content: describe thinking, make predictions and inferences, and support talk with evidence from texts • Presentation: <ul style="list-style-type: none"> • Voice: speaker's personal style • Conventions: enunciate words clearly, talk at appropriate volume, use effective pace, make eye contact • Organization: well planned, concise and clear • Word Choice: impact audience and communicate clearly • Ideas and Content: substantive • Media: varied visual displays 	<p>Major Writing Areas</p> <ul style="list-style-type: none"> • Purpose and Genre: <ul style="list-style-type: none"> • Narrative • Informational • Poetic • Functional • Hybrids • Craft: <ul style="list-style-type: none"> • Organization • Idea Development • Language Use • Word Choice • Voice • Conventions: <ul style="list-style-type: none"> • Text Layout • Grammar • Capitalization • Punctuation • Spelling • Handwriting and Word Processing • Writing Process: <ul style="list-style-type: none"> • Rehearsing and Planning • Drafting and Revising • Editing and Proofreading • Publishing • Sketching and Drawing • Viewing Self as Writer 	<p>Guided Reading Lesson Structure</p> <ul style="list-style-type: none"> • Introduction to the Text: facilitate students' thinking • Reading the Text: reinforce the effective use of strategic actions in reading throughout the text • Discussing the Meaning: support students as they think through the text • Teaching for Processing Strategies: revisit text to reinforce strategic actions in reading • Word Work: instruct word analysis based on students' needs • Extending the Meaning: use writing, drawing, or extended discussion to explore any aspect of understanding the text <p>Systems of Strategic Actions</p> <ul style="list-style-type: none"> • Thinking Within the Text: solve words, monitor and correct, search for and use information, summarize, maintain fluency, adjust reading for text type • Thinking Beyond the Text: predict, make connections, synthesize, infer • Thinking About the Text: analyze and critique 	
<p>*Technology</p> <p>ISTE Student Standards</p> <ul style="list-style-type: none"> • Creativity and innovation • Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Digital citizenship • Technology operations and concepts 			