### The Continuum of Literacy Learning

**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.

<table>
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<tr>
<th>Characteristics for Selecting Texts</th>
<th>Characteristics for Choosing Texts</th>
<th>Forms of Writing About Reading</th>
<th>Broad Categories of Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Genre:</strong> full range of fiction and non-fiction genres at every grade level</td>
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<td><strong>Functional Writing:</strong> communication, Reader’s Notebook in grades 2-8</td>
<td><strong>Early Literacy Concepts:</strong> awareness of how written language works</td>
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<td><strong>Text Structure:</strong> fiction and non-fiction organization</td>
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<td><strong>Narrative Writing:</strong> tells a story</td>
<td><strong>Phonological Awareness:</strong> hear sounds in words, sounds of language</td>
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<td><strong>Content:</strong> builds upon prior knowledge to understand new information</td>
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<td><strong>Informational Writing:</strong> organizes facts into a coherent whole</td>
<td><strong>Letter Knowledge:</strong> how letters look, how to distinguish from one another, how to detect in text, how to use in words</td>
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<td><strong>Themes and Ideas:</strong> appropriate for age and background experience to stretch students’ knowledge, making connections to existing knowledge</td>
<td><strong>Themes and Ideas:</strong> appropriate for age and experience to extend students’ understanding</td>
<td><strong>Poetic Writing:</strong> selecting and arranging words to convey meaning that evokes feelings and sensory images</td>
<td><strong>Letter-Sound Relationships:</strong> learning connections between letters and sounds</td>
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<td><strong>Language and Literary Features:</strong> literary quality that provides for processing literary language</td>
<td><strong>Language and Literary Features:</strong> literary quality that provides for different interpretations of text</td>
<td><strong>Sentences Complexity:</strong> practicing sentences for performance helps students internalize various sentence structures</td>
<td><strong>Spelling Patterns:</strong> patterns in the way words are constructed</td>
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<td><strong>Sentence Complexity:</strong> listening to sentences read aloud helps students gradually internalize more complex sentence structures</td>
<td><strong>Vocabulary:</strong> students meet new words many times to expand their vocabulary</td>
<td><strong>Words:</strong> through shared reading students learn more about how words work</td>
<td><strong>High-Frequency Words:</strong> core of high-utility words recognized with automaticity</td>
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<td><strong>Vocabulary:</strong> expand the vocabulary students know and understand in both oral and written language by reading or hearing written language read aloud</td>
<td><strong>Illustrations and Graphics:</strong> provide information that supports text or adds to the body of the text</td>
<td><strong>Illustrations:</strong> help students interpret text</td>
<td><strong>Word Meaning and Vocabulary:</strong> know the meaning of texts in oral and written language</td>
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<td><strong>Illustrations and Graphics:</strong> provide information that supports text or adds to the body of the text</td>
<td><strong>Beaut and Print Features:</strong> physical aspects of the text to be shared and discussed with students</td>
<td><strong>Book and Print Features:</strong> support students in reading more complex texts if appropriately selected</td>
<td><strong>Word Structure:</strong> notice categories of words to apply word-solving strategies</td>
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<td><strong>Book and Print Features:</strong> physical aspects of the text to be shared and discussed with students</td>
<td></td>
<td><strong>Word-Solving Actions:</strong> focus on strategic moves readers and writers make when using knowledge of the language system</td>
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**Oral, Visual, and Technological Communication:** Students present their ideas through oral discussion and presentation or through the use of technology.

*BCPS supports the ISTE Student Standards for Technology integration.

**Communication Beyond Print**
- **Listening and Speaking:**
  - 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:**
  - 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

**Writing Craft, Conventions, and Process:** Students compose and write their own examples of a variety of genres, written for varying purposes and audiences.

**Guided Reading:** Students read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.

**Guided Reading Lesson Structure**
- **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

**Systems of Strategic Actions**
- **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

**Major Writing Areas**
- **Purpose and Genre:**
  - Narrative
  - Informational
  - Poetic
  - Functional
  - Hybrids
- **Craft:**
  - Organization
  - Idea Development
  - Language Use
  - Word Choice
  - Voice
- **Conventions:**
  - Text Layout
  - Grammar
  - Capitalization
  - Punctuation
  - Spelling
  - Handwriting and Word Processing
- **Writing Process:**
  - Rehearsing and Planning
  - Drafting and Revising
  - Editing and Proofreading
  - Publishing
  - Sketching and Drawing
  - Viewing Self as Writer

**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.

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<tr>
<th>Technology ISTE Student Standards</th>
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<tbody>
<tr>
<td><strong>Creativity and Innovation</strong></td>
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<td><strong>Communication and collaboration</strong></td>
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<td><strong>Research and Information fluency</strong></td>
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<td><strong>Critical thinking, problem solving, and decision making</strong></td>
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<td><strong>Digital citizenship</strong></td>
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<td><strong>Technology operations and concepts</strong></td>
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