

Cornerstone Literacy Framework

Learning Outcomes: 2002

READING

Crafting

I have important things to learn about what great readers do --- I use those strategies not just in the book I'm reading now, but also in books I will read.

Deep Nearly every day, I work with my whole class and we observe our teacher when he/she shows us what really good readers and writers do.

Semantic

I am learning to:

- make connections between the words I read and other words I know;
- recognize differences between words that I used to think meant the same thing;
- use words that relate to the topics I'm studying in other subjects;
- group a wide range of words that mean nearly the same thing;
- speculate about how/why authors choose words.

Schematic

I am learning to understand what I read more deeply. The tools I use to do this are called comprehension strategies. I am learning to:

- make connections between what I read and the ideas, knowledge and experiences I have in my head;
- use what I know about books and other things I have read, seen or experienced to help me understand when I am reading;
- decide what is most important in what I read;
- change my mind as I read more, keep track of the important ideas while I read and recall the important events and ideas after reading to tell others in my own words;
- stop and check to make sure I really understand what I read;
- create pictures in my head to help me see, hear, taste, touch and smell what is happening and feel different emotions as I read;
- understand more from the book than the author or illustrator actually chose to put in the book, make predictions and talk about what could happen next after the story has ended;
- use questions to help me understand what the author is trying to say;
- distinguish between different kinds of text (poetry, fiction, non-fiction) and understand how to read differently in different types of text;
- recognize different kinds of problems I'm likely to have in different kinds of text;
- recognize characters, settings, conflicts, events and resolutions in fiction.

Pragmatic

During kindergarten, first and second grade, children will be taught how to:

- use others' responses to understand text more deeply;
- use oral, written, artistic, and dramatic means to share their responses to text with others.

Surface

Syntax

I am learning to:

- use periods, exclamation marks and question marks to make my reading sound more like talking;
- recognize the 'voice' of my favorite authors by the way they order and select words;
- use the way sentences are put together to help me recognize different kinds of writing like fiction or non-fiction;
- hear when sentences don't sound like language and correct them.

Lexical

I am learning to:

- remember and pronounce words that I read often;
- recognize words as the same when they are printed differently;
- use the words I know how to read out loud well;
- recognize where prefixes and suffixes begin and how they change a word.

Grapho-phonetic

I am learning to:

- identify and blend phonemes to help me read new words;
- recognize words within words and use these to help me read new words;
- identify word families and use them to pronounce more and more words.

Cornerstone Literacy Framework

Learning Outcomes: 2002

WRITING

Crafting

I have important things to learn about what great writers do --- not just in my current pieces of writing, but in pieces I will write.

Deep Nearly every day, I work with my whole class and we observe our teacher when he/she shows us what really good writers do.

Semantic

I am learning to:

- experiment with new and well-loved words in my writing;
- help my readers think and feel things just by choosing the right words;
- use words I've used when I'm speaking and in other subjects I'm studying in my writing.

Schematic

I am learning to:

- understand that revision means adding, deleting or re-organizing information;
- study great authors to learn about the writing tools they use to make their writing exciting and understandable;
- understand different genres -- I have learned about narrative, poetic and expository writing so I can try each on my own;
- use what we know about the comprehension strategies our readers will use -- then talk about how writers can help readers use those strategies to understand what they write.

Pragmatic

I am learning to:

- get feedback from other writers to improve my pieces;
- set a clear purpose when I write for publication;
- use different genres depending on my purpose for writing;
- pay attention to the audience for whom we're writing and to stay true to the reason we're writing;
- use writers' tools, but not their original ideas;
- review my writer's notebook to find little ideas that can be developed further.

Surface

Syntax

I am learning to:

- reorganize the sentences and paragraphs in my pieces if it makes better sense to do so;
- use different kinds of sentences using the conventions and style of a particular genre;
- discuss the effect of making selected changes and modifications to sentences in writing;
- check and revise sentences to make sure they make sense (coherence), sound like language, and are accurate (agreement);
- use a range of punctuation including periods, question marks and exclamation marks to demark sentence boundaries;

- use a range of connectives to link and join my sentences, e.g. after, next meanwhile, before;
- use a range of devices to organize my ideas in writing including, arrows, lines, bullets, boxes and codes;
- use what I know about how text is structured (i.e. plot structure) to give my pieces a clear beginning, middle and end.

Grapho-phonics

I am learning to:

- use my phonic knowledge to segment words into phonemes and use the correct letters to represent the phonemes as I spell words;
- recall and write accurately many of the familiar words that I know;
- identify letter strings, words within words and common spelling patterns when I investigate and analyze words;
- add new words of interest and importance to my personal spelling log.

Cornerstone Literacy Framework

Learning Outcomes: 2002

SPEAKING/LISTENING

Crafting

Every day I talk to others about what I've learned and the ideas I think are important. This helps me remember what I've learned and I get to understand what others know.

Presenting Ideas

I am learning to:

- make my ideas and opinions clear to my listeners;
- plan for a presentation and give it in a way that helps to clarify complicated ideas and keep the listeners interested;
- use a range of strategies and prompts to make my presentations fascinating to my audience and make changes as I go based on their responses.

Listening and Responding

I am learning to:

- listen to others' ideas and add mine to them;
- expand what I know by learning from what others have to say;
- ask great questions of other speakers;
- decide what was most important after listening to other people speak;
- understand even more than a speaker said by closely watching his/her non-verbal messages;
- listen and ask myself if I really understand other speakers.

Exploring Ideas Through Talk

I am learning to:

- understand that one of the best ways to learn more about something is to talk about it to others until their ideas combine with my ideas and I know more than I did before we talked.

Expression and Drama

I am learning to:

- use drama activities such as role play, readers' theatre, and short skits to share my knowledge and ideas from books;
- use the same kinds of drama to show how well I can use a comprehension strategy;
- use drama to help people learn more about a topic or to entertain them;
- use what I know about narrative text elements (character, setting, etc.) to make dramatic scenes more interesting.

Presenting Ideas

I am learning to:

- plan for and undertake oral presentations for a range of audiences including children and adults, small and larger audiences;
- convey ideas and messages with enthusiasm, responding to audience reactions;
- sequence events using a range of temporal connectives to indicate position and order;
- demonstrate a sense of audience and use a range of strategies to ensure that the audience can participate in the discussion.

Cornerstone Literacy Framework

Learning Outcomes: 2002

LIVING LANGUAGE

Crafting

I am lucky to work in an environment that helps me to think clearly, learn more and remember what I learn.

Resources

- My classroom has a wide variety of books of all different types. I know where I can find those in which I'm most interested and seeing them displayed makes me want to read them.
- We often talk about books when we're learning skills and strategies in reading and writing.
- We regularly get a chance to look at the books in our classroom library. Sometimes we get to figure out the best ways to classify and store the books.
- My teacher shows us how readers choose books that are helpful and interesting. Sometimes my teacher selects a book for me, sometimes I chose one book from four or five choices and sometimes I choose the book I'll read on my own.
- My teacher shows us how writers choose the topics and ideas they write about. He/she shows us how writers keep day books where they grow ideas that might turn into published writing.
- In my classroom, we recommend books we think other kids will like.
- Sometimes in my classroom we stop reading a book or writing a piece we started, but we have to have a clear reason.
- In my classroom, I know where I can find the tools a writer needs to do his or her work. I make wise choices about using a wide variety of paper, pencils, markers, colored pencils, staplers, hole punches, white-out, computers for word processing, tape glue, post it notes, index cards and highlighters.

Experiences

- With the other children in my class, I often talk about ways to make our Crafting sessions serious and important. We talk about ways to use music, rituals (things we always do), how to make sure everyone gets to share, what it means to work with rigor and how we help others understand what happens in our classrooms.
- In my classroom, we talk to each other using the language of readers and writers; and we work in the same kind of place that adult readers and writers use.
- When we have big questions and strong interests in my classroom, we may take the time to study questions and learn about the interests of others.
- We often talk about how what we are learning now is like what we have learned earlier.
- In our classrooms we can use talk, writing, art or drama to show our teacher we understand what we've been learning and what we think about the books and other texts we read.
- My teacher often pushes me to think more deeply and consider new ideas I didn't even know I had and I always know she/he trusts me to think and learn like a scholar.
- We spend long periods of time studying books, comprehension strategies and working on the same topic in our writing. This allows us to learn deeply and remember for a long time.
- My teacher often shows us what great readers think about when they read.
- My teacher often shows us what great writers do to make their audiences interested.

Physical Spaces

- In my classroom, we have a group meeting area where we can be close enough to each other to listen carefully and understand what other kids think. It's a cozy place that feels more like home than school.

Cornerstone Literacy Framework

Learning Outcomes: 2002

READING

Composing Meaning

My teacher gives me time to read on my own and with my friends. I use this time to read and re-read my favorite books and explore new books that interest me.

Deep

I use all the things I have been taught about reading to help me understand lots of different kinds of books and other writing.

I am learning to:

- use and practice all the strategies I have learned in crafting sessions and invitational groups when I am reading different kinds of books;
- use reading to find out more about things that interest me;
- talk to my teacher and friends about my reading, get their ideas about my work in conferences and ask questions when I need help;
- talk about reading to be sure I am using what I know to help me understand.

Surface

I am learning to:

- use what I know about how letters and sounds work to help me check my predictions and pronounce unknown words;
- read books with lots of words I know;
- listen to sentences in my head and check they make sense and sound like language and re-read if they don't;
- think about what makes sense as I am reading and use the pictures and words to look again if I don't understand;
- practice reading out loud so others can understand;
- show my teacher how I can use what he/she has taught us in my own books.

Cornerstone Literacy Framework

Learning Outcomes: 2002

WRITING

Composing Meaning

My teacher gives me time to write on my own and with my friends. I use this time to write messages and texts for a wide range of purposes and audiences.

Deep

Semantic

I am learning to:

- include a wide range of words and phrases to make my writing interesting, personal and clear;
- use words I love in my pieces;
- use a lot of new words I've learned through reading and speaking in my writing;
- choose the right words to be sure my writing has the impact I want;
- make plans for revising my writing with my teacher or other writers in conferences.

Schematic

I am learning to:

- make daily entries in my writer's notebook in order to build a collection I will use later when I want to develop a piece more fully;
- review my writer's notebook frequently, searching for great little pieces that might be developed into a more formal piece of writing;
- revise my writing in order to make my meaning more clear to the audience I have chosen.

Pragmatic

I am learning to:

- choose an audience for my writing based on what I want to say;
- be sure about what I want to say before I begin;
- confer with my teacher and other writers to make sure I'm staying true to my audience and purpose.

Surface

Syntax

I am learning to:

- use what I know about different kinds of writing and text structures to begin and complete a piece of text;
- use different kinds of punctuation including periods, question marks, commas and exclamation marks to help the reader better understand my writing;
- organize my sentences in different ways to change the impact of my writing and make the message clear.

Grapho-phonetic/Lexical

I am learning to:

- accurately spell many of the common words I read and write;
- use what I know about how words work to put the correct endings and beginnings on words;
- use my phonic knowledge to segment words into phonemes and use the right letters and combinations of letters to spell words in my writing.

Cornerstone Literacy Framework

Learning Outcomes: 2002

SPEAKING/LISTENING

Composing Meaning

I use different kinds of language as I work with my friends, make requests and engage in the discussion in the classroom.

Presenting Ideas

I am learning to:

- work alone or with others to independently plan and organize presentations to my class using a range of techniques to engage the audience and help them understand.

Listening and Responding

I am learning to:

- help others who ask me questions by using what I have been learning about speaking and listening to make my answers clear;
- use the contributions of my friends and classmates to help me know and understand more.

Exploring Ideas Through Talk

I am learning to:

- ask questions and talk to my friends when I face problems before going to my teacher;
- listen carefully and contribute when I am working with my friends to study issues that interest us and solve the problems and questions our teacher presents.

Expression and Drama

I am learning to:

- use a range of texts, artifacts, props and other materials to create imaginary worlds and show my thinking;
- plan, rehearse and refine performances for presentation to the class or other audiences;
- plan and perform dramatic representations of the comprehension strategies and writers' tools I'm learning.

Cornerstone Literacy Framework

Learning Outcomes: 2002

LIVING LANGUAGE

Composing Meaning

I spend more time each week reading and writing by myself.

Resources

When I am composing in reading, I'm reading to practice the strategies I've learned most recently and I'm concentrating on understanding books I love.

Experiences

- We spend at least 30 minutes reading and 30 minutes writing every day. This is the part of the day where I work hard to get better in both reading and writing and it's time where I get to think about books I love and ways I can make my writing interesting to other readers.
- My teacher creates opportunities to confer with us children about the deep and surface structure strategies we are working on and also about our insights about books, authors and what it means to live a literate life.
- We get to meet by ourselves at least once a week in book clubs. We talk about important ideas from the books we read and about the strategies we use to understand those books more deeply.
- We get to meet by ourselves at least once a week to help other writers improve their writing.
- We use talk, writing, art and drama to show how we use strategies we're learning and to share our ideas about books we're reading.

Physical Spaces

In my classroom we each have a private composing area. This is the place where I can really concentrate on my work and where I'm not often distracted by other kids. I have brought things from home like pictures of my family to make this space look like my own work space.

Cornerstone Literacy Framework

Learning Outcomes: 2002

READING

Invitational Groups

I meet with a small group of friends and my teacher to enjoy different books and other kinds of writing. My teacher helps us make sure we really understand what we have read, and sometimes she will work with me if I need help.

Deep

Semantic

I am learning to:

- make connections between the words I know and new words in the books I read and discuss with my friends and teacher;
- share new words I've learned with a smaller group of kids and learn some of the words they know;
- speculate about word meanings and why authors I love choose the words they do;
- group a wide range of words that mean nearly the same thing;
- speculate about how/why authors choose words.

Schematic

I am learning to:

- read lots of different kinds of texts and use the seven comprehension strategies to better understand what I read;
- work in new ways to use comprehension strategies.

Pragmatic

I am learning to:

- talk, write, and create pictures, music and drama to express my understandings and emotions after reading;
- learn from what other kids think about books we've read;
- work with other kids to experiment with using comprehension strategies.

Surface

Syntax

I am learning to:

- use punctuation such as periods, question marks and exclamation marks to make my reading sound like talking and help me understand what I read;
- use what I know about how language sounds to check my reading;
- recognize some prefixes and suffixes and understand the effect these beginnings and endings have on the meaning of words;
- hear when sentences don't sound like language and correct them.

Grapho-phonics/Lexical

I am learning to:

- know all the sounds that go with each letter in the alphabet;

- know all about vowels and consonants;
- recognize words as the same when they are printed differently;
- use the words I know to read well out loud;
- talk about how we use phonic knowledge to blend phonemes to pronounce unknown words;
- recognize and read the words that I see often even though they may look different.

Cornerstone Literacy Framework

Learning Outcomes: 2002

WRITING

Invitational Groups

I meet with a small group of friends and my teacher to write for a wide range of audiences and purposes. My teacher reads my writing and helps me to improve my pieces by making sure I use everything I know about how language works.

Deep

Semantic

I am learning to:

- discuss and experiment with the most perfect words in order to make my audience understand and make my messages interesting;
- think about which words work best for other authors in my group.

Schematic

I am learning to:

- discuss and review my writing to justify and explain my writing decisions;
- discuss and consider the effect of selecting particular words from a wide and growing vocabulary;
- use what I know and what I am most interested in to create the most interesting writing for different audiences and purposes;
- talk about possible writing topics when I'm not sure what to write about;
- talk with my group about what they like to read in order to make my writing interesting;
- talk with my group about how to use the comprehension strategy we're studying to make my writing clearer.

Pragmatic

I am learning to:

- decide with others in my group if one person's writing has an impact for the audience he/she has chosen;
- work with others in my group on specific revisions to my writing.

Surface

Syntax

I am learning to:

- experiment with a range of sentence structures to select an appropriate beginning for my pieces;
- consider the effect of changing the structure of sentences;
- maintain the conventions of a selected text type throughout a piece of writing;
- read my writing aloud to hear when it doesn't sound like language and discuss revisions with my group.

Grapho-phonics/Lexical

I am learning to:

- talk about and apply a range of strategies to spell unknown words;
- discuss editing and what needs to be edited in my writing;
- recall and write accurately high frequency words;
- identify correct and incorrect use of conventions when I share my own and others' writing.

Cornerstone Literacy Framework

Learning Outcomes: 2002

SPEAKING/LISTENING

Invitational Groups

Sometimes my teacher meets with just a few of us to help us be more careful and exact in speaking. She also teaches us how to listen in a way that we will really understand all that others are trying to tell us.

Presenting Ideas

I am learning to:

- make a plan for my own oral presentation;
- listen to others' oral presentations and help them to make their presentations better by giving them feedback or just sharing what I liked;
- understand much more about a topic because I've talked to others and listened to what they had to say about it;
- put my ideas in a clear order using a range of words and phrases to indicate the passage of time or change of setting;
- change the way I speak and present my ideas based on the size and nature of the audience.

Listening and Responding

I am learning to:

- use the contributions of my friends and classmates to help me know and understand more;
- listen very carefully to my teacher and follow instructions and directions.

Exploring Ideas Through Talk

I am learning to:

- join in with class discussions, listening to others, waiting my turn and not shouting out;
- use questions to help me solve problems and understand more about what we are learning.

Expression and Drama

I am learning to:

- use drama to reveal my thinking to others;
- recall key events and characters in stories and use role play to recreate stories we have read and written;
- create new stories in role play as I build imaginary worlds with my friends.

Cornerstone Literacy Framework

Learning Outcomes: 2002

LIVING LANGUAGE

Invitational Groups

I am lucky to work in an environment that helps me to think clearly, learn more and remember what I learn.

Resources

- In Invitational groups, my teacher usually gives each of us a copy of the same text so we can work really hard on one skill or strategy.
- We have lots of other materials such as post it notes, small white boards, paper, index cards, pencils and markers on the table where our Invitation groups meet in case we need them.

Experiences

- My teacher shows us how to probe ideas more deeply in Invitational groups. We can really practice exploring our ideas and working on strategies that are hard for us in Invitational groups because there are only a few other kids.
- My teacher shows us how to make really important contributions to book clubs.
- My teachers show us how to make very helpful comments that will help other writers improve their work.
- When our Invitational groups meet, our work is so important that no one is allowed to interrupt us.
- We talk about ways to take our work seriously when working in Invitational groups.

Physical Spaces

When we meet in an Invitational group, we usually sit at a private table. It is only used for Invitational groups and book clubs and we work very hard to make it look like a place where readers and writers do serious work.

Cornerstone Literacy Framework

Learning Outcomes: 2002

READING

Reflection

I share the ways in which readers use conventions and comprehension strategies as I read new and interesting books --- I share my interpretation of books and help my class create a shared knowledge of what good readers do to read accurately and understand well.

- When I have gotten really good at using a convention or comprehension strategy, I get to teach others to use it.

Cornerstone Literacy Framework

Learning Outcomes: 2002

WRITING

Reflection

I share what I've learned about me as a writer and ways in which I've learned to use writers' tools and conventions to clarify thinking and convey meaning. I listen to the comments of others and recognize how others are affected by my writing.

- When I have used a convention or writer's tool very well in my writing, I may get to teach others to use it.

Cornerstone Literacy Framework

Learning Outcomes: 2002

SPEAKING/LISTENING

Reflection

I share what I've learned about speaking and listening and how talking with others has helped me understand more about what we are learning. I listen carefully to feedback on my presentations and identify ways to improve my speaking and listening skills.

Cornerstone Literacy Framework

Learning Outcomes: 2002

LIVING LANGUAGE

Reflection

I am learning to use the resources in my classroom to communicate my ideas to others.

Resources

In our classroom we are often asked to capture our thinking or make our thinking public. To do that we need:

- chart paper, tag board, fabric, tape, glue;
- tape recorders, markers, colored pencils, pencils, paint, post it notes, easels;
- areas in which we can display and/or perform work.

Experiences

In my classroom, I am often asked to share my thinking and my work with other children. I use different kinds of sharing processes:

- think, pair, share; knee to knee share; clockwise share; 5x5 share; large group share.

I get to meet with one other student to work hard on understanding what I'm reading and to help each other with writing. We call these meetings peer conferences.

Physical Spaces

When it's time to share, we have different spaces in our classroom to use. Sometimes we meet in the Crafting session area to share with the rest of the class, sometimes we meet in the Invitational group areas, and sometimes we stay in our own composing areas to share.