

# Literacy Learning: What is Essential?

## Practicing the Craft in a wide variety of texts and contexts

<b>Cognitive Strategies</b>	<b>Text and Context</b>	<b>Environment</b>
<p style="text-align: center;"><b><u>Surface Structure Systems</u></b></p> <p><b>Grapho-phonic</b> Letter/Sound knowledge Phonemic awareness Decoding</p> <p><b>Lexical</b> Visual word recognition Visual memory for words</p> <p><b>Syntactic</b> Language structure at the word, sentence, and text level*see more under text structures</p> <hr/> <p><b><u>Strategies for Solving Word Problems and Reading Fluently</u></b> <b>Identifying and pronouncing words, oral reading fluency</b></p> <ul style="list-style-type: none"> <li>• Using context</li> <li>• Visual word recognition strategies-environmental print use</li> <li>• Word analysis strategies-prefix, suffix, compound words, word derivatives</li> <li>• Text mgt.-rereading, reading ahead, deep reading, skimming/scanning</li> <li>• Decoding strategies-word families, chunking, point and slide, looking for known words inside words</li> <li>• Cross check across systems(make sense, sound like language, letters Match sounds)</li> <li>• Ask another reader</li> </ul>	<p style="text-align: center;"><b><u>Deep Structure Systems</u></b></p> <p><b>Semantic</b> Word meanings/associations; precision in word choice</p> <p><b>Schematic</b> Constructing meaning at the whole text level; prior knowledge that governs storage and retrieval of information</p> <p><b>Pragmatic</b> Social construction of meaning, reading and writing for specific purposes and audiences-adapting the social mores of reader/writer, reading and writing habitually-short term to long term memory</p> <hr/> <p><b><u>Cognitive Strategies for Comprehending:</u></b> <b>Probing ideas and extending meaning</b></p> <ul style="list-style-type: none"> <li>• Monitoring for meaning</li> <li>• Determining importance</li> <li>• Creating mental images</li> <li>• Synthesizing</li> <li>• Relating new to known (schema)</li> <li>• Questioning</li> <li>• Inferring</li> </ul>	<p style="text-align: center;"><b>Distinguish among genre; apply reading writing strategies differently depending on the genre:</b></p> <p style="text-align: center;"><b>Biography</b> <b>Realistic fiction</b> <b>Historical fiction</b> <b>Textbooks/Reference text</b> <b>Persuasion</b> <b>Poetry</b> <b>Memoir/autobiography</b> <b>Science fiction</b> <b>Mystery</b> <b>Journalism; Opinion/Editorial</b> <b>Tests</b> <b>Expository text (narrative or didactic)</b> <b>Picture book</b> <b>Photo essay</b> <b>Promotional materials/Advertising</b> <b>Fantasy</b></p>
		<p style="text-align: center;"><b>A school and classroom, climate of rigor, inquiry, and intimacy</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Understand and engage in the processes, procedures and rituals of the learning community; respond and react with civility and respect</li> <li>• Select books, topics, authors, appropriately for level, challenge, and interest</li> <li>• Engage deeply in book discussions; share recommendations and insights with other readers, seek to understand the insight of others</li> <li>• Understand and use options for oral, artistic, dramatic, and written responses to literature</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Create a climate of rigor, inquiry, and intimacy by continually expecting more, probing ideas further and pressing children to explore their intellect</li> <li>• Serve as lead learner by living literate lives and sharing insights from those more experienced</li> <li>• Provide equal access for all to the materials and expertise needed by readers and writers</li> <li>• Model what readers who comprehend think about and how they create a literate life</li> <li>• Model what writers who write convincingly think about and how they observe the world to feed their writing</li> </ul>