



Literacy: An In-Depth Expedition

Planning Your Journey: Literacy Components

May 18, 2020



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Disclaimer



Objectives

- Explore the four components of literacy:
 - Reading
 - Writing
 - Listening
 - Speaking
- Identify actions to help build or strengthen a strong foundation for literacy in your program.
- Outline steps to conduct a needs assessment.





Literacy: An In-Depth Expedition

1

Planning Your Journey

Monday
May 18

2

Excursions and Adventures

Tuesday
May 19

3

Who's Coming Along?

Wednesday
May 20

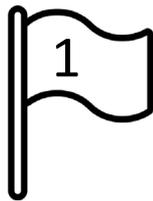
4

Enjoy the Amazing Journey!

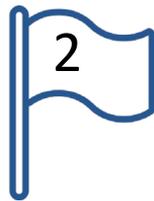
Thursday
May 21



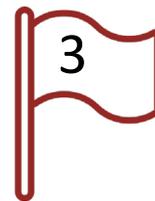
Literacy Implementation Steps



Build a
Program Team



Conduct a
Needs
Assessment



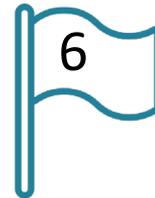
Develop
SMART Goals



Plan Logistics



Intentionally
Design
Activities



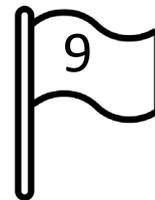
Intentionally
Recruit
Students



Recruit High-
Quality Staff
and Partners



Engage
Families



Celebrate

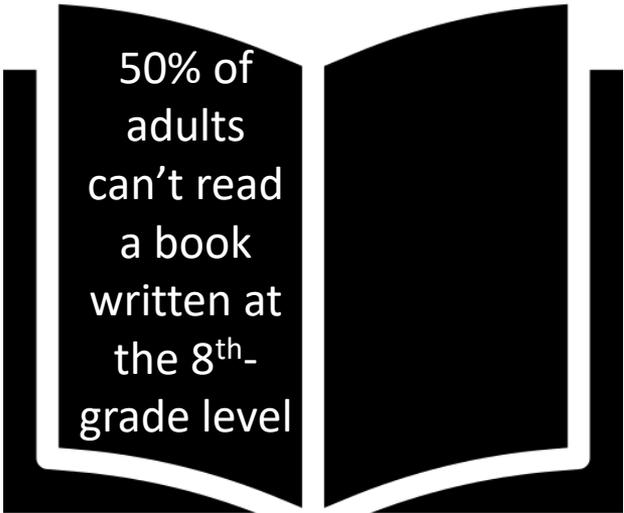


What Is Literacy?

Ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context

- Hold their own in a variety of interactions
- Make informed decisions
- Navigate the world

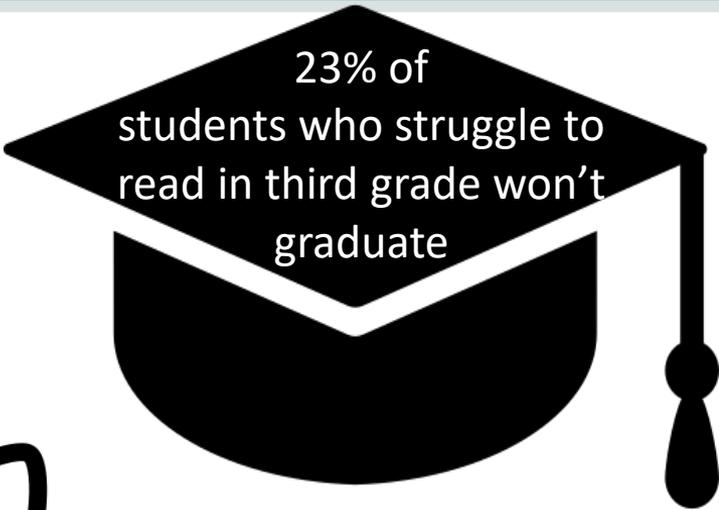
Why Is Literacy Important?



50% of adults can't read a book written at the 8th-grade level



43% of Americans with low literacy skills live in poverty



23% of students who struggle to read in third grade won't graduate



Literacy Is Key to Our Journey



We engage in literacy to

- **read** bedtime stories to our children
- **write** a resume for a job application
- **speak** with our doctor during an appointment
- **listen** to a podcast



Four Components of Literacy

Reading

Writing

Speaking

Listening



English Language Arts Standards

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity



Reading



The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.



Reading Grades PK-2



Examples of **learning to read** may include

- **Phonemic Awareness**
 - Relationship of sounds in spoken words
- **Phonics**
 - Relationship of sounds in written words
- **Fluency**
 - Accuracy, rate and expression
- **Comprehension**
 - Understanding the meaning of the reading
- **Vocabulary**
 - Knowing the meaning to a body of words



Reading Grades 3-12

Examples of **reading to learn** may include

- Active reading
 - Planned, deliberate reading strategies to increase understanding
 - Know the reading purpose
 - Read in chunks
 - Look up vocabulary to aid comprehension
- Sustained reading
 - Read long passages in a text
- Using the structure of the reading
 - Look at headings, subheadings, appendixes, graphics and so on
- Taking notes during reading
 - Capture the main ideas
 - Summarize or paraphrase key points



Reading



Reading Standard Across Grade Levels

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text.

K

Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4

Key Ideas and Details

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8

Key Ideas and Details

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

12



Writing



The process of recording language graphically by hand or other means, as by letters, logograms and other symbols.

Writing Grades PK-2



Examples may include, with help from adults and/or working with peers

- Demonstrating command of writing conventions
 - Capitalization
 - Punctuation
 - Spelling
- Writing an opinion with reasons to support it
- Writing to explain a topic using facts to develop points
- Writing a narrative to recount real or imagined events in a short sequence



Writing Grades 3-12



Examples may include

- Stating an opinion
 - Use an organizational structure that logically groups ideas
- Writing to explain a topic
 - Use definitions, details, quotes and facts
- Using words, phrases or clauses to link ideas
 - *e.g., in contrast, especially*
- Writing narratives that
 - Establish a situation
 - Introduce narrator or character
 - Use transitional words and phrases to lay out the sequence of events



Writing Standard Across Grade Levels

Text Types and Purposes

Use a combination of drawing, dictating and writing to compose opinion pieces.

K

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

4

Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

8

Text Types and Purposes

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

12

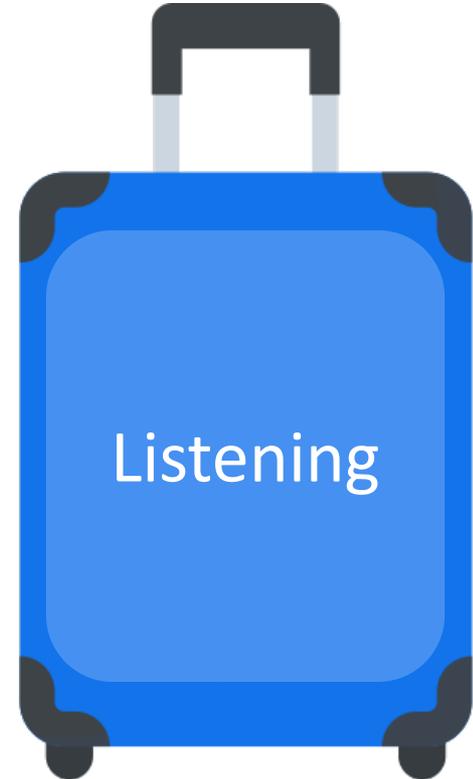


Speaking and Listening



The act of communicating through producing oral-aural language.

The act of understanding spoken language.





Speaking and Listening Standard Across Grade Levels

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about kindergarten topics and texts.

K

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.

4

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (1-on-1, in groups, and teacher led) on grade 8 topics, texts and issues.

8

Comprehension and Collaboration

Initiate and participate in discussions, building on others' ideas and expressing their own clearly and persuasively.

12



Y4Y Tool: Progression Ladders



You for Youth | Literacy

3

Literacy “I Can” Progression Ladders

Strand: Speaking and Listening	
Anchor Skill 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Grade	“I Can” Student-Friendly Outcome:
11-12	I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, and assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
9-10	I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, and identify any false reasoning or exaggerated or distorted evidence.
8	I can delineate a speaker’s argument and specific claims, evaluate the soundness of the reasoning, relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.
7	I can describe a speaker’s argument and specific claims, and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence provided.
6	I can describe a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
4	I can I identify the reasons and evidence a speaker provides to support particular points.
3	I can ask and answer questions about information from a speaker, offering details in my answers.
2	I can ask and answer questions about what someone says in order to gather additional information or deepen my understanding of a topic or issue.
1	I can ask and answer questions about what someone says in order to get additional information when I don’t understand something.
K	I can ask and answer questions in order to seek help or get information when I don’t understand something.



All the Literacy Skills Work Together!



- **Read** about travel destinations to figure out where you want to go.
- **Speak** and **listen** to friends or family about what they want to do on the trip.
- **Write** emails or texts to friends and family about the trip.



Build a Program Team

- Reading specialists
- Reading/literacy coaches
- Special education teachers
- School or community librarians
- Community partners

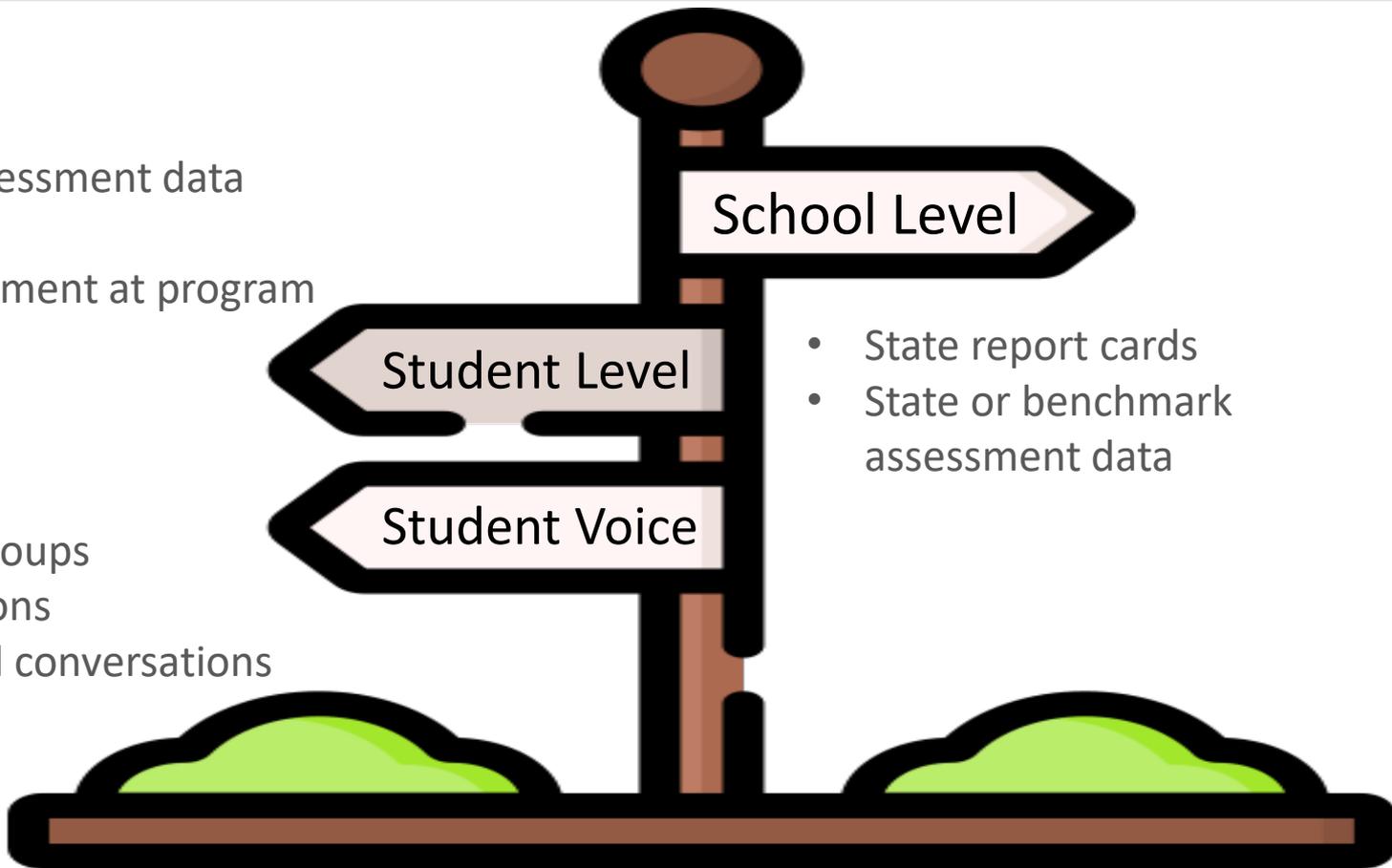




Needs Assessment Data

- Benchmark assessment data
- Teacher report
- Informal assessment at program

- Surveys
- Focus groups
- Reflections
- Informal conversations



- State report cards
- State or benchmark assessment data



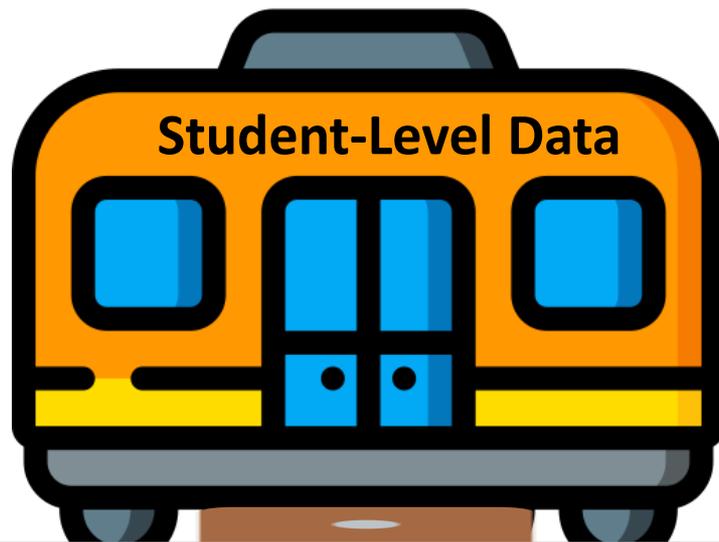
School-Level Data



Only 45% of seventh-grade students met proficiency standards on the state English language arts assessment.



Student-Level Data

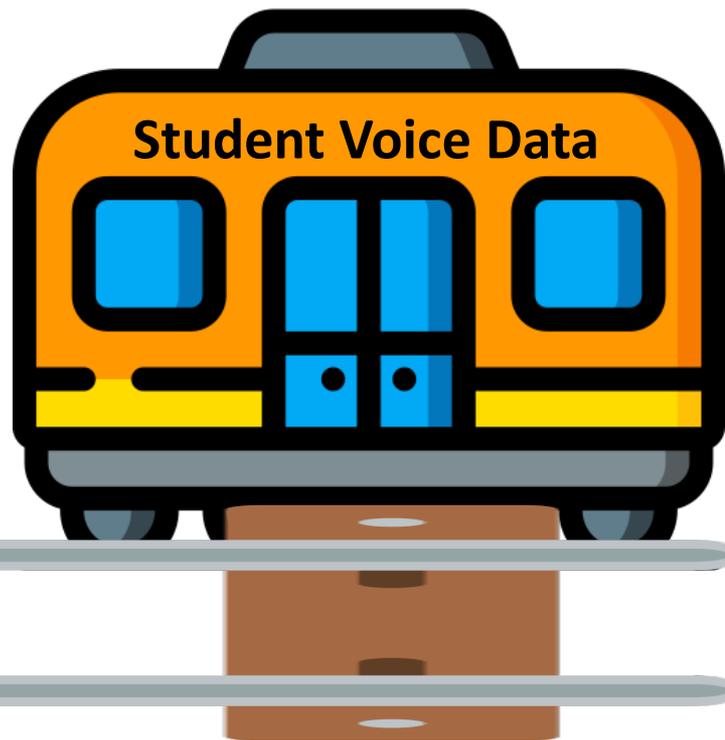


According to teachers, students struggle the most with understanding how to determine theme and central ideas of a text.



Student Voice Data

Student surveys revealed that students are most interested in video games and music.

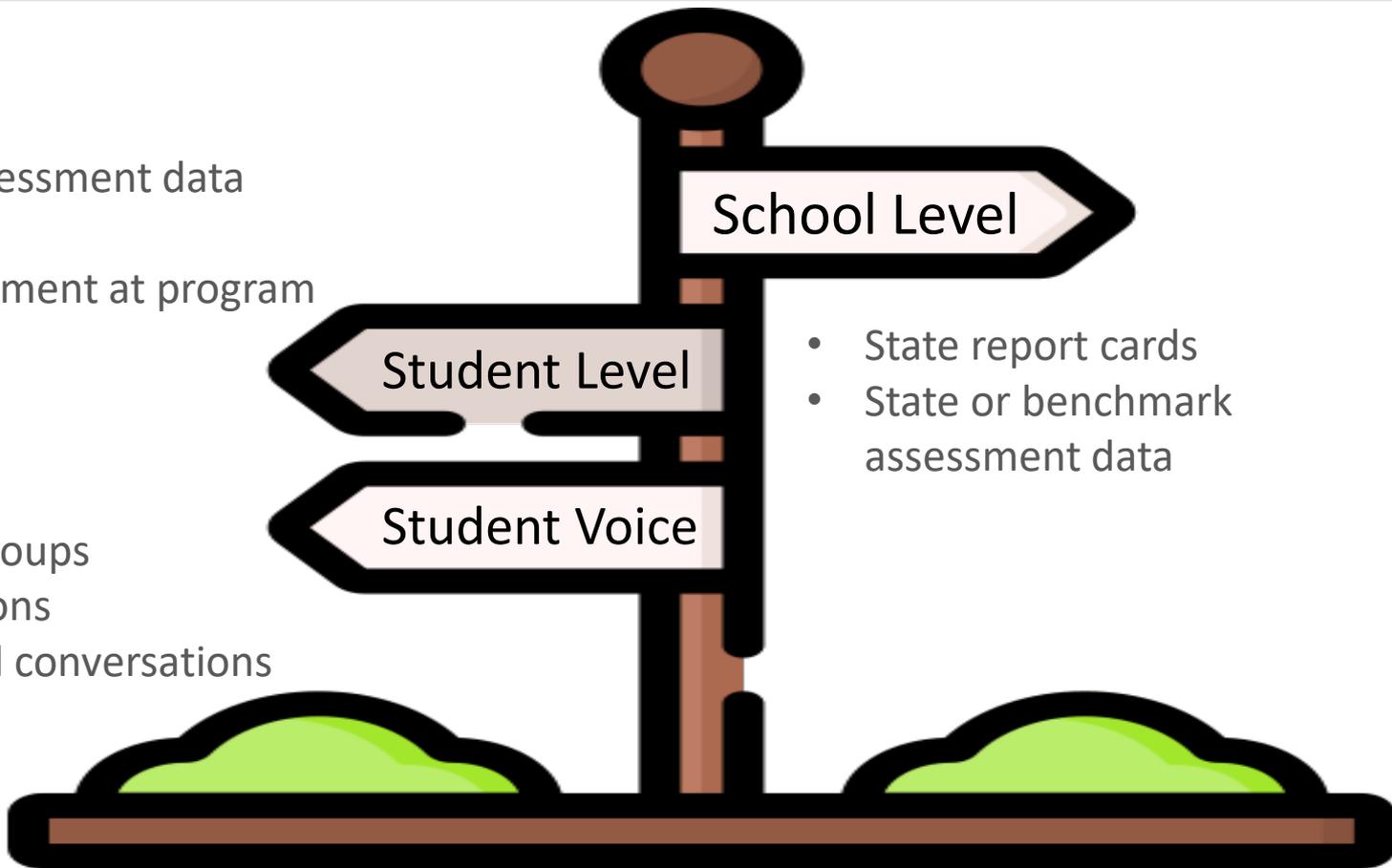




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- State report cards
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Principal Chat

Kim Dumaine-Banuelos



- Principal at Shaw Elementary
- Abydos Literacy Learning Diamond-Level Trainer
- Former District Reading and Writing Coach



Sample Program SMART Goal



By the end of the program year, 80% of students who attend our literacy program an average of 4 days per week **will demonstrate an increase of 10% in literacy scores** as measured by the district language arts beginning of year and end of year benchmarks.



Program SMART Goal Template

School-Level Data: Only 30% of 10th-grade students met the proficiency standards on the state writing assessment.

Time: By the end of the program year,

Who: 50% of 10th-grade students who regularly attend the writing program

What: Will score at least proficient

Measurement: On the end-of-year writing assessment.





Program SMART Goal Template

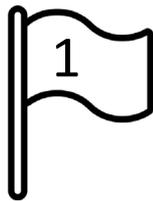
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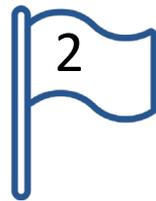
By the end of the program year, 50% of 10th-grade students who regularly attend the writing program will score at least proficient on the end-of-year writing assessment.



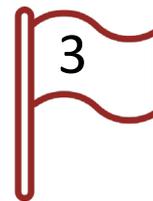
Literacy Implementation Steps



Build a Program Team



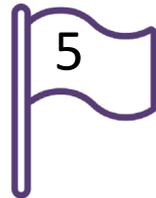
Conduct a Needs Assessment



Develop SMART Goals



Plan Logistics



Intentionally Design Activities



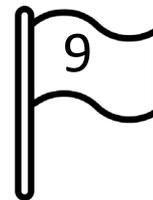
Intentionally Recruit Students



Recruit High-Quality Staff and Partners



Engage Families



Celebrate

[https:// y4y.ed.gov/forums/](https://y4y.ed.gov/forums/)

[HOME](#)

[GET STARTED](#)

[LEARN](#)

[TECHNICAL ASSISTANCE](#)

[RESOURCES](#)

[STEM INITIATIVES](#)



Search

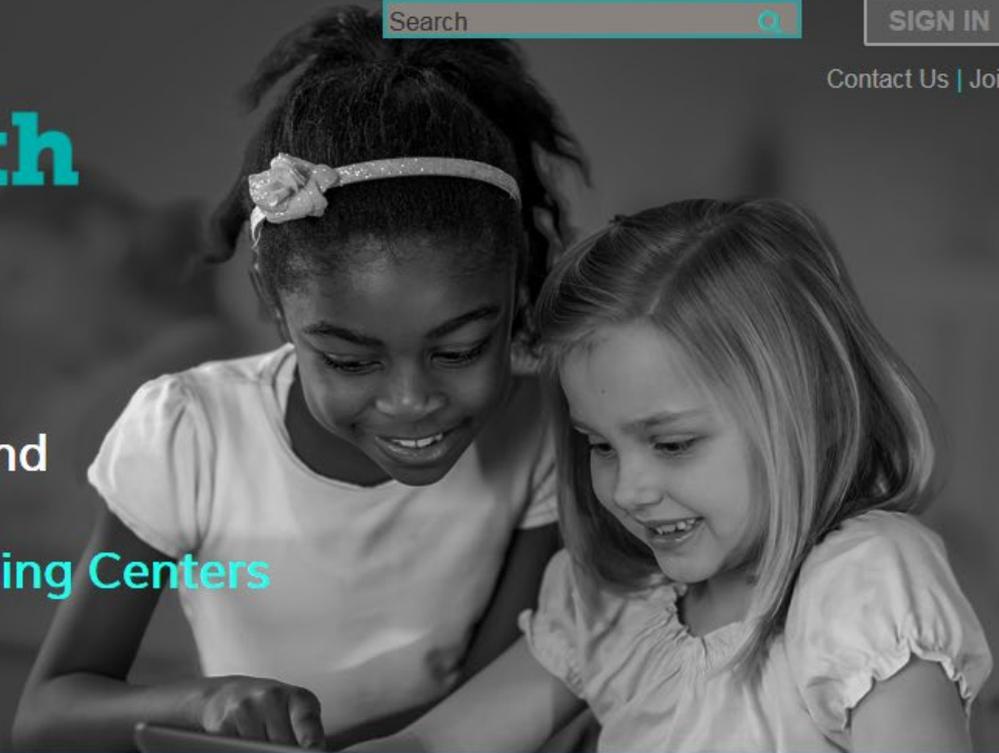


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Next Time!



After Today

Post 1 program SMART goals and 2 student-level needs on the discussion board!

Bring a sheet of colored paper and pair of scissors for tomorrow!

Next Steps

Excursions and Adventures

Tomorrow
1 p.m. ET