

Maynard Public School District

ENGLISH LANGUAGE ARTS

Literacy Plan

Grades PreK-3



Maynard Public School District Literacy Plan & Appendix, 2012

Work in this document is based upon the standards outlined in the Massachusetts Curriculum Framework for English Language Arts and Literacy incorporating the Common Core State Standards, March 2011.

Overview and Organization

Overview:

The PreK-3 literacy plan is created based upon the Massachusetts Curriculum Framework for English Language Arts and Literacy: Reading, incorporating the Common Core State Standards (March 2011). These standards are based on research and effective practice and will allow teachers and administrators to strengthen curriculum, instruction and assessment. The future goal is to incorporate the Massachusetts Curriculum Framework for English Language Arts and Literacy: Writing, Speaking and Listening, and Language, incorporating the Common Core State Standards (March 2011) into this document. This is a living document that will constantly be evolving to meet the needs of Green Meadow students.

Organization:

The literacy plan is organized by month and includes the following key components:

- Essential Questions: student-friendly questions designed to engage student interest and guide inquiry. They are intended to stimulate discussion and rethinking over time and are able to accommodate diverse learning styles. Answers to essential questions cannot be found; they create insight.
- Reading Standards for Literature: These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks.
- Reading Standards for Informational Text: These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks.
- Reading Standards: Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with a capacity to comprehend texts across a range of types and disciplines.
- Assessments: Assessments produce evidence that guide and evaluate student learning.
- Appendix: An appendix offers further curricular resources to support instruction.

The number within each table represents the supplementary standard from the Massachusetts Curriculum Framework for English Language Arts and Literacy: Reading, incorporating the Common Core State Standards (March 2011) (i.e. 1. Ask and answer questions about key details in a text.)

Committee

This document was created by *Green Meadow* teachers for *Green Meadow* teachers.

Glossary

Digraph: two successive letters that make a single sound

Differentiated instruction: the practice of modifying and adapting instruction, materials and assessment to meet the learning needs of individual students

Guided reading: an instructional approach that involves a teacher working with a small group of students in which students learn to use reading strategies independently so that they can read texts and discuss them critically.

Gradual Release Responsibility (GRR) Model: a learning model in which the responsibility for task completion shifts gradually over time from the teacher to the student

Grapheme: a letter or number of letters that represent one sound

High frequency words: words you see often in both reading and writing

Literacy: the ability to communicate effectively through reading, writing and language

Phoneme: the smallest unit of sound

Read aloud: a planned oral reading of a text. It can be used to engage the student listener while developing background knowledge, increasing comprehension skills and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension.

Reading: the ability to make meaning from text

Rubric: an explicit set of criteria used for assessing a particular type of work

Scaffolding: *see Gradual Release of Responsibility (GRR) Model*

Shared reading: the teacher and student each take part in reading a text together (e.g., big books and charts)

Strategies: a tool one uses to develop a skill

Syllable: a word or a part of a word with one vowel sound

Trick words: phonetically irregular words