

Reading and Writing

Introduction

The ability to communicate clearly – to read, write, speak, and listen – forms the core of human culture. Reading, writing, speaking, and listening skills are essential tools for learning, for success in the workplace, for enriching and expanding our lives, and for responsible citizenship.

Language skills are particularly critical in the area of education. Through language abilities, students understand the academic content areas. Success in learning depends on students acquiring solid knowledge and skills in reading, writing, speaking, and listening.

Reading and writing have the power to bridge time and place. We remain in contact with people who lived before us through literature and other written records of human experience. We reach toward our future by knowing how to locate, read, comprehend, and make use of an ever-increasing amount of information.

These essential learnings express what each student in Caruthersville should know and be able to do in order to

- Become fluent readers, writers, and speakers;*
- Communicate effectively, concisely, coherently, and imaginatively*
- Recognize the power of language and use that power ethically and creatively; and*
- Communicate with ease in an increasingly technological world.*

Educators, parents, and communities can now focus their attention and energy on creating the conditions under which all students can meet these expectations. Therefore, it is the responsibility of the education community to intervene at the earliest point in the student's formal educational experience where, through careful observation, it becomes apparent that a student is not progressing in a manner that will lead to the meeting of these essential learnings.

These essential learnings will lead to the development of literate students who are proficient in reading, writing, listening, speaking, creativity, problem solving, and researching skills. Achievement of these essential learnings gives students the ability to make meaningful connections between life and educational experiences and enables them to enjoy personal success. Given the importance of developing literate students, the reading and writing essential learnings cannot be accomplished in isolation. Literacy skills must be developed in all content areas. Essential learnings that incorporate the academic rigor in these reading and writing essential learnings will help students achieve essential learnings for all content areas and perform at the expected levels of proficiency.

Essential Learnings

1. Readers will apply a flexible range of skills and strategies to comprehend a variety of texts.

1-1 Readers will solve words by decoding and recognizing the meaning.

1-2 Readers will monitor and self-correct as needed for accurate reading.

1-3 Readers will search for and use all kinds of information in the text.

1-4 Readers will remember information in summary form during and after reading.

1-5 Readers will maintain rate and phrasing to produce fluent reading.

1-6 Readers will adjust speed and technique according to the purpose and type of text.

1-7 Readers will predict what comes next.

1-8 Readers will make connections to the text.

1-9 Readers will infer what is implied in the text but not told directly.

1-10 Readers will synthesize the information to realize the greater meaning of the text.

1-11 Readers will analyze literary elements and techniques as well as text structure.

1-12 Readers will critique text.

2. Writers will apply a writing process to compose well-developed text for a variety of purposes and audiences.

2-1 Writers will identify a purpose for writing and select an appropriate form.

2-2 Writers will compose well-developed text.

2-3 Writers will apply the writing process.

ESSENTIAL LEARNING 1: Readers will apply a flexible range of skills and strategies to process a variety of texts with understanding.

Processing a text involves a wide range of actions – physical, emotional, cognitive, and linguistic. All are involved in thinking. When we think, all we have to do is respond from within, but when we read, we have to connect our thinking to an author’s thinking. Students need to engage in three kinds of thinking in order to process a text with understanding: thinking within the text, thinking beyond the text, and thinking about the text. All three kinds of thinking are occurring simultaneously before, during, and after reading.

Within the text – *To effectively and efficiently process a text and derive the literal meaning, readers must solve the words; and monitor and self-correct their reading.*

- ❖ **1-1 Readers will solve words by decoding and recognizing the meaning.**
- ❖ **1-2 Readers will monitor and self-correct as needed for accurate reading.**
- ❖ **1-3 Readers will search for and use all kinds of information in the text.**
- ❖ **1-4 Readers will remember information in summary form during and after reading.**
- ❖ **1-5 Readers will maintain rate and phrase to produce fluent reading.**
- ❖ **1-6 Readers will adjust speed and technique according to purpose and type of text.**

Thinking within the text enables the reader to gather essential information from the text. Thinking within the text allows the reader to:

- ❖ ***Derive the basic information from the text.***
- ❖ ***Process the literal meaning of the text.***
- ❖ ***Reconstruct the text in summary form if needed in order to remember the gist.***
- ❖ ***Have basic information available as a foundation for thinking beyond and about the text.***

1-1 Solving words – Using a range of strategies to take words apart and understand what words mean.

Early readers are just beginning to acquire ways of looking at words, and they work with a few signposts and word features (simple letter-sound relationships and word parts). High-level readers employ a broad and flexible range of word-solving strategies that are largely unconscious, freeing attention for deep thinking.

STRATEGIC ACTIONS FOR SOLVING WORDS

Readers:

- **Solve words using a wide range of efficient, flexible actions.**
- **Engage in sound analysis of words left to right.**
- **Recognize known words quickly.**
- **Partially sound words and complete the solving using language and meaning.**
- **Analyze words quickly by attending to critical features.**
- **Analyze words from left to right, using letters, letter clusters, syllables, or other word parts.**
- **Use text meaning, language, and visual information to support word solving.**
- **Use what is known about other words to solve unfamiliar words.**
- **Take words apart efficiently while reading continuous text.**
- **Use base or root words, prefixes, and suffixes to take apart longer, unfamiliar words.**
- **Use letter/sound relationships and visual information in connection with meaning and language.**
- **Use language and meaning to understand individual words.**
- **Use meaningful parts of words (e.g., roots, inflectional endings) to understand individual words.**
- **Perform all word-solving actions efficiently while understanding the meaning of the text.**

1-2 Monitoring and Correcting– Checking whether reading sounds right, looks right, and makes sense, and work to solve problems.

Beginning readers will overtly display evidence of monitoring and self-correcting while higher-level readers keep this evidence “underground”; but readers are always monitoring, or checking on themselves as they read.

STRATEGIC ACTIONS FOR MONITORING AND CORRECTING READING

Readers:

- **Check on themselves consistently while reading.**
- **Know when reading makes sense and when they don’t understand.**
- **Ask questions while reading.**
- **Use prior knowledge to notice whether reading makes sense, sounds right, and looks right.**
- **Notice errors and work at correcting them while reading.**
- **Work at fixing attempts that don’t fit with the language, meaning, or print.**
- **Notice whether reading makes sense in the context of the text or whether their own understandings fit with what is being read.**
- **Stop, think, and search back or forward in the text to ensure correct understanding.**
- **Notice when words make sense or sound right but don’t look right.**
- **Notice and use a range of punctuation or other textual features to check on or correct reading.**
- **Self-correct when essential for understanding or reading out loud.**
- **Use multiple sources of information to check on and correct reading.**

1-3 Searching for and using information – Searching for and using all kinds of information in a text.

Beginning readers will overtly search for information in the letters and words, the pictures, or the sentence structure; they also use their own background knowledge. Proficient readers pick up information quickly and “in the head” so it usually cannot be observed.

STRATEGIC ACTIONS FOR SEARCHING FOR AND USING INFORMATION

Readers:

- **Recognize and locate important information.**
- **Actively search for important information.**
- **Grasp the literal meaning of the text.**
- **Follow important events and characters.**
- **Identify the setting.**
- **Select important facts and weave them together.**
- **Ask questions for which they want answers.**
- **Select information from narrative and expository texts.**
- **Use text structure to gain important information.**
- **Notice a variety of ways writers present information.**
- **Read the precise visual information to gain the exact meaning of the text.**
- **Recognize and use print features (punctuation, italics, headings), graphic features (diagrams, photographs, illustrations), and text tools (index, glossary, table of contents) to identify information.**

1-4 Summarizing – Putting together and remembering important information and disregarding irrelevant information while reading.

Summary implies the selection and reorganization of important information. Readers constantly summarize information as they read a text, thus forming prior knowledge with which to understand the rest of the text; they also remember this summary information long after reading.

STRATEGIC ACTIONS FOR *SUMMARIZING*

Readers:

- **Accumulate and organize information extracted from a text.**
- **Select important information after reading and bring it together in a concise report.**
- **Remember and discuss important ideas, events, details, or other information related to comprehending the whole text.**
- **Distinguish between remembering/retelling all the details of a text and constructing a more selective account that serves as a brief report of important information.**
- **Put together text information in order to engage in ongoing interpretation.**
- **Put together what has been read while continuing to process the text.**

1-5 Maintaining Fluency – Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.

At early levels, readers will be working to match one spoken word to one written word and will usually be pointing crisply at each word to assist the eye and voice in this process; however, when dialogue is first presented, they will begin to make their reading sound like talking. As the finger is withdrawn and the eyes take over the process at subsequent levels, children will read increasingly complex texts with appropriate rate, word stress, phrasing, and pausing in a smoothly operating system. In and of itself, fluency is not a stage or level of reading. Readers apply strategies in an integrated way to achieve fluent reading at every level after the early behaviors are in place. Fluency is an important aspect of effective reading at all levels.

STRATEGIC ACTIONS FOR MAINTAINING FLUENCY

Readers:

- **Recognize words rapidly and take apart unfamiliar words efficiently, automatically, and quickly.**
- **Engage processing actions at a good rate (in oral reading, not too slow and not too fast.)**
- **Anticipate meaning and syntax.**
- **Notice and use phrases as meaning units.**
- **Use a rising and falling voice (intonation) to interpret the text.**
- **Use appropriate stress on words to convey meaning.**
- **Notice punctuation and use it (pausing appropriately) to produce accurate phrasing.**
- **Slow down to problem-solve when needed but speed up for smooth, expressive processing.**
- **Process all sources of information in a smooth orchestrated way.**

1-6 Adjusting – Reading in different ways as appropriate to the purpose for reading and type of text.

At all levels, readers may slow down to problem solve words or complex language and resume a normal pace, although at higher levels this process is mostly unobservable. Readers make adjustments as they search for information; they may reread, search graphics or illustrations, go back to specific references in the text, or use specific readers' tools. At all levels, readers also adjust expectations and ways of reading according to purpose, genre, and previous reading experiences. At early levels, readers have only beginning experiences to draw on, but at more advanced levels, they have rich resources in terms of the knowledge of genre.

STRATEGIC ACTIONS FOR ADJUSTING READING

Readers:

- **Adapt reading for different genres and purposes.**
- **Vary rate and intonation as appropriate to text, audience, and purpose.**
- **Vary speed to accommodate problem solving.**
- **Skim or scan a text to search for particular information and slow down to examine some sections of a text in detail.**
- **Read some texts slowly, searching for and remembering important information.**
- **Scan for particular information as appropriate.**
- **Reread texts or parts of texts to confirm understanding.**
- **Read sections of a text as appropriate.**

Beyond the Text – Readers make predictions and connections to previous knowledge and their own lives. They also make connections between and among texts. They bring background knowledge to the reading of a text, synthesize new information by incorporating it into their won understandings, and think about what the writer has not stated but implied. Readers may infer the feelings and motivations of characters in fiction texts or the implications of the writer’s statements in nonfiction

- ❖ **1-7 Predicting what comes next.
Bringing content knowledge to the understanding of a text.**
- ❖ **1-8 Making connections to one’s personal experience.
Integrating existing content knowledge with new knowledge.
Relating and comparing the text to others one has heard or read.**
- ❖ **1-9 Inferring what is implied in the text but not told directly.**
- ❖ **1-10 Synthesizing the information to realize the greater meaning of text.**

Thinking beyond the text enables the reader to understand the text more fully, because the real meaning may be different qualitatively from the literal meaning. Almost all texts require thinking beyond the text for true understanding. Thinking beyond the text allows the reader to:

- ❖ ***Understand the motivations of characters in fiction and biography.***
- ❖ ***Derive universal human truths from the reading.***
- ❖ ***Learn about life vicariously by seeing through the eyes of another.***
- ❖ ***Enjoy the connections between one’s own life and the texts one reads.***
- ❖ ***Learn from text through identifying new information and incorporating it into one’s existing understanding.***

1-7 Predicting – Using what is known to think about what will follow while reading continuous text.

At all levels, readers constantly make and confirm or disconfirm predictions. Usually, these predictions are implicit rather than voiced, and they add not only to understanding but also to the enjoyment of a text. All readers predict based on the information in the text and their own background knowledge, with more advanced readers bringing a rich foundation of knowledge, including how many varieties of texts work.

STRATEGIC ACTIONS FOR *PREDICTING*

Readers:

- **Generate expectations based on genre, author, illustrator, or topic.**
- **Use knowledge of language syntax to narrow possibilities when decoding words.**
- **Parse the text into meaningful syntactic units that reduce the attention needed to decode words and allow the reader to determine meaning.**
- **Use knowledge of language syntax and meaning to propel reading forward.**
- **Use language redundancy to read words efficiently.**
- **Use meaning and syntax to anticipate and predict, making processing more efficient.**
- **Use knowledge of characters, plot, setting, or theme to anticipate what will happen next.**
- **Given the topic or organization, anticipate kinds of information in the text.**
- **Use prior knowledge to anticipate text content while reading, and reflect on content after reading.**

1-8 Making Connections (text, world, personal) – Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.

At all levels, readers use their prior knowledge as well as their personal experiences and knowledge of other texts to interpret a text. As they expand knowledge through reading experience, they have more information to help them understand every text. At the most advanced levels, readers are required to understand mature and complex ideas and themes that are in most cases beyond their personal experience; yet they can empathize with the human condition, drawing from previous reading.

STRATEGIC ACTIONS FOR MAKING CONNECTIONS

Readers:

- **Bring background knowledge to the reading of a text.**
- **Understand purposes for reading texts.**
- **Interpret texts using personal experiences and knowledge of the world.**
- **Connect the topic, characters, plot, and setting to personal experience, knowledge of the world, and knowledge of other texts.**
- **Make connections between and among texts, noticing similarities and differences.**
- **Relate words to visual images.**
- **Relate feelings and emotions to the meaning in the text.**
- **Search for relationships among texts using a wide range of criteria – the same genre, author, illustrator, topic, theme, issue, setting, historical period, character (or similar character), culture, ethnic group, or age group.**

1-9 Inferring – Going beyond the literal meaning of a text to think about what is not stated but is implied by the writer. To some degree, all texts require inference. At very simple levels, readers may infer characters' feelings (surprised, happy, sad) or traits (lazy, greedy). But at high levels, readers need to infer constantly to understand both fiction and nonfiction texts.

STRATEGIC ACTIONS FOR *INFERRING*

Readers:

- **Understand what is not stated, but is implied in the text (both print and illustrations).**
- **Make conclusions that are not stated but are based on information found in the text or illustrations.**
- **Make judgments about characters, events, theme, and plot that are not explicitly stated.**
- **Think about the deeper meanings of text.**
- **Visualize while reading.**
- **Recognize symbolism and use it to interpret the text.**
- **Develop theories that explain characters' motives or events.**
- **Develop empathy for characters.**
- **Use background knowledge and information from the text to form these theories about the significance of events.**

1-10 Synthesizing – Putting together information from the text and from the reader’s own background knowledge in order to create new understandings.

STRATEGIC ACTIONS FOR *SYNTHESIZING*

Readers:

- **Develop new understandings from reading a text.**
- **Add new information to existing personal, environmental, and literary knowledge.**
- **Integrate new information into existing personal, environmental, and literary knowledge.**
- **Reorganize personal, environmental, and literary knowledge based on new information.**
- **Think about what the text really means.**
- **Think about how the text fits or doesn’t fit with what is known.**
- **Deepen understandings of topics, concepts, or ideas by integrating new knowledge with prior knowledge.**
- **Expand personal understandings by incorporating experiences lived vicariously through texts.**

At all levels, readers gain new information from the texts they read, although beginning readers are processing texts on very familiar topics. As they move through successive levels of text, readers encounter much new information, which they incorporate into their own background knowledge.

About the text – *Readers think analytically about the text as an object, noticing and appreciating elements of the writer’s craft, such as use of language, characterization, organization, and structure. Reading like a writer helps students notice aspects of craft and more fully enjoy a text, sometimes revisiting it. Readers also think critically about texts, evaluating the quality and considering the writer’s accuracy or objectivity.*

- ❖ **1-11 Analyze the text for:**
 - Aspects of the writer’s craft.
 - Organization and structure.
 - Use of language.
 - Use of literary devices.
 - Aspects of the text that indicate high-quality writing.
 - Underlying organizational structures that represent the ways the writer provides information, for example, temporal sequence, compare/contrast, cause/effect, description
 - Characteristics of the genre.
- ❖ **1-12 Critique the text.**
 - Features that can be used to evaluate quality or authenticity.

Thinking about text enables the reader to learn more about how texts work and, as a result, apply that information to achieve a high level of understanding and enjoyment. Thinking about the text allows the reader to:

- ❖ *Follow and appreciate the complexities of plot design*
- ❖ *Notice how the writer produces texts and apply this knowledge to appreciating other texts or to one’s own writing.*
- ❖ *Identify underlying structures that the writer uses to provide information.*
- ❖ *Understand a variety of genres and use that knowledge as a tool for selecting, evaluating, and understanding texts.*
- ❖ *Evaluate texts for quality and authenticity.*
- ❖ *Think critically about reading.*

1-11 Analyzing – Examining elements of a text to know more about how it is constructed and noticing aspects of the writer’s craft.

Thinking analytically about a text means reflecting on it, holding it up for examination and drawing some conclusions about it. Readers at early levels may comment that the text was funny or exciting. More advanced readers will notice more about how the writer (and illustrator when appropriate) has organized the text and crafted the language and this kind of analysis often enhances enjoyment.

STRATEGIC ACTIONS FOR ANALYZING

Readers:

- **Examine a fictional or informational text closely to better understand its elements and how it is constructed.**
- **Discover how writers craft meaning for readers.**
- **Understand how a text “works.”**
- **Understand how texts are organized to provide important information.**
- **Understand how language is used in a text to convey meaning and emotions.**
- **Recognize various genres and their characteristics.**
- **Support thinking with textual evidence or evidence from personal experiences.**
- **Notice how word choice conveys particular meanings.**
- **Examine illustrations or other graphic features and how they evoke aesthetic responses and convey meaning.**
- **Recognize and use graphic features of texts (such as maps and charts) to increase understanding.**
- **Recognize and use literary features to expand understanding.**
- **Examine the whole text to determine how illustrations, text, and format communicate meaning in an integrated way.**

12. Critiquing – Evaluating a text based on the reader’s personal, world, or text knowledge and thinking critically about the ideas in it.

Thinking critically about a text involves complex ways of evaluating it. Beginning readers may simply say what they like or dislike about a text, sometimes being specific about why; but increasingly advanced readers engage in higher-level thinking as they evaluate the quality or authenticity of text.

STRATEGIC ACTIONS FOR CRITIQUING

Readers:

- **Make judgments about a text.**
- **Reflect on and evaluate a text.**
- **Consider thoughtfully the strengths and weaknesses of every aspect of a text.**
- **Use information from a text to think about social issues, world issues, and human problems.**
- **Evaluate the effectiveness of a text.**
- **Assess whether a text is consistent with what is known through life experiences.**
- **Judge whether a text is authentic in terms of plot, setting, or characters.**
- **Judge whether a text provides accurate information.**
- **Judge the qualifications of a writer to produce an authentic fiction or nonfiction text.**
- **Examine and discover gender, racial, cultural, religious, or age bias in text.**
- **Appreciate the aesthetic qualities of a text.**
- **Evaluate the completeness of a text.**
- **Judge the writer’s perspective.**

ESSENTIAL LEARNING 2: Writers will apply a writing process to compose well-developed text for a variety of purposes and audiences.

2-1 Writers will identify a purpose for writing and select an appropriate form.

Purpose and genre

- **Narrative – A narrative is a story with a beginning, middle, and ending. Narratives may be fiction or nonfiction, as they usually tell about important or exciting events from a character’s life.**
Memoir
Short fiction
Biography
- **Informational – Informational texts include literary nonfiction, expository nonfiction, and essays.**
Literary nonfiction
Expository nonfiction
Essay
- **Poetic – There are many different forms of poetry: traditional rhymes, songs, verses, free verse, lyric poetry, narrative poetry, limericks, cinquains, concrete poetry, haiku, “found” poetry, list poems, and formula poems**
- **Functional – Functional writing includes communications that are used on a daily basis. These include:**
Friendly letters
Formal letters
Lists and procedures
Test writing
Writing about reading

2-2 Writers will compose well-developed text.

Craft

- **Organization** – The way the writer arranges the information or structures the narrative. It includes the structure of the whole text – beginnings and endings, and the arrangement of ideas
- **Idea Development** – The way the writer presents and supports the main ideas and themes of the text
- **Language use** – The way the writer uses sentences, phrases, and expressions to describe events, actions, or information
- **Word choice** – The words the writer selects to convey meaning
- **Voice** – The individual's unique style as a writer
- **Conventions**
 - **Grammar** – Following rules for how sentences are put together, how parts of speech are used, how verb tense is made consistent, and how paragraphs are formed
 - **Capitalization** – The appropriate use of capital letters makes texts more readable, and signals proper nouns and specialized functions (titles, for example)
 - **Punctuation** – Punctuation adds meaning to the text, makes it more readable, and signals to the reader the writer's intentions in terms of using meaningful phrases
 - **Spelling** – Conventional spelling is critical to the presentation of a piece of writing in both appearance and meaning
 - **Handwriting/word processing** – The writer's handwriting must be legible. Effective handwriting also increases writing fluency and ease, so the writer can give more attention to the message. For the same reason, it is important for students to develop rapid, efficient keyboarding skills.

(Learning these conventions is a challenging and complex task, one accomplished over many years. We do not want students to devote so much time and energy to conventions that they become fearful writers or do not develop voice. We do want conventions to be an important part of the editing process.)

2-3 Writers will apply the writing process.

Process

- **Planning – Rehearsing and planning involves gathering information, trying out ideas, and thinking about some critical aspects of the text, such as purpose and audience, before beginning to write. Of course, a writer will often stop during drafting and gather more information or rethink the purpose after discussing it with others. This area includes curriculum goals for:**

Purpose

Audience

Oral language

Gathering seeds

Content, topic, theme

Inquiry and research

Genre/form

- **Drafting and Revising – The writer may produce an initial draft then revise it to make it more effective, but most writers revise while drafting and sometimes also draft more material after revising. There are a limited number of ways to draft and revise a text, and students use them throughout the grades including:**

Rereading

Adding information

Deleting information

Reorganizing information

Changing text

Using tools and techniques

Understanding the process

- **Editing and Proofreading – Once the content and organization are in place, students may wish to polish selected drafts to prepare them for publication. The editing and proofreading phase focuses on the form of the composition.**

Editing for conventions

Using tools

Understanding the process

- **Publishing – Writers will produce many final drafts that are shared with their peers, but sometimes they will publish pieces. That means that the piece will have received a final edit and will include all the elements of a published work, including cover with all the necessary information, typed and laid-out text, and graphics as appropriate.**

- **Sketching and drawing – Whether used to capture ideas, store quick images to aid recall, visually arrange ideas to clarify structure or information in a draft, or to enhance the effectiveness of a published work, sketching and drawing support the entire writing process.**
- **Viewing self as writer – Developing a writer means more than producing piece after piece and gradually improving. We want our students to make writing a part of their lives – to see themselves as writers who are constantly observing the world and gathering ideas and information for their writing. They need to become independent, self-motivated writers, consciously entering into their own learning and development.**