# LITERACY PERKS-STANDARD 4

# PERKS ESSENTIAL ELEMENTS

Academic Performance

1. Aligned Curriculum
2. Multiple Assessments
3. Instruction and Targeted Intervention

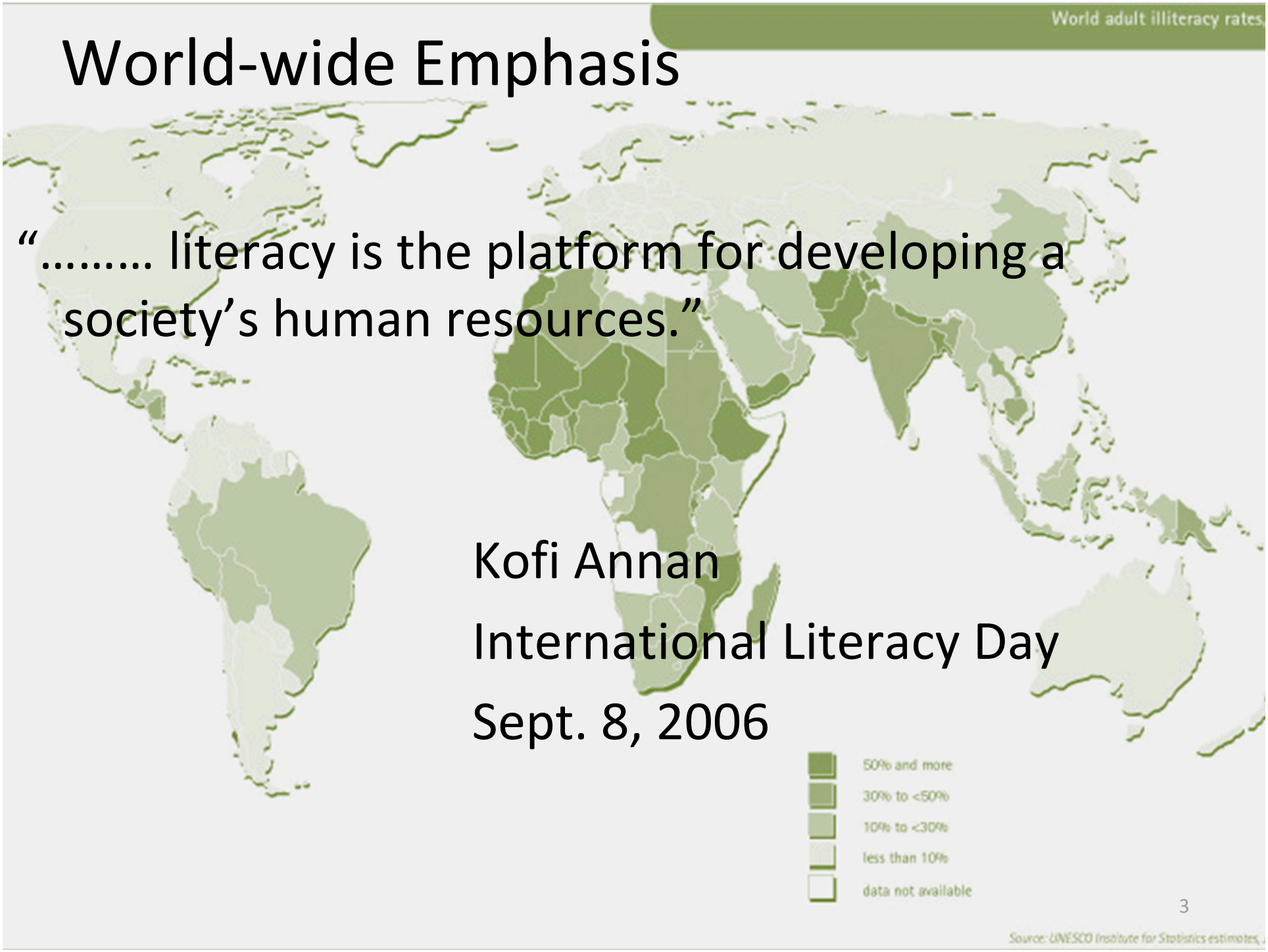
Learning Environment

4. ***Literate Environment***
5. School/Family/Community Partnerships
6. Professional Development

Efficiency

7. Literacy Team
8. Valuable Resources
9. Literacy Plan

# World-wide Emphasis




"…… literacy is the platform for developing a society's human resources."

Kofi Annan

International Literacy Day

Sept. 8, 2006

LITERATE

# What does it mean to be "literate"?

ILLITERATE

The Basics: Literate and illiterate are not labels for two distinct groups of learners.

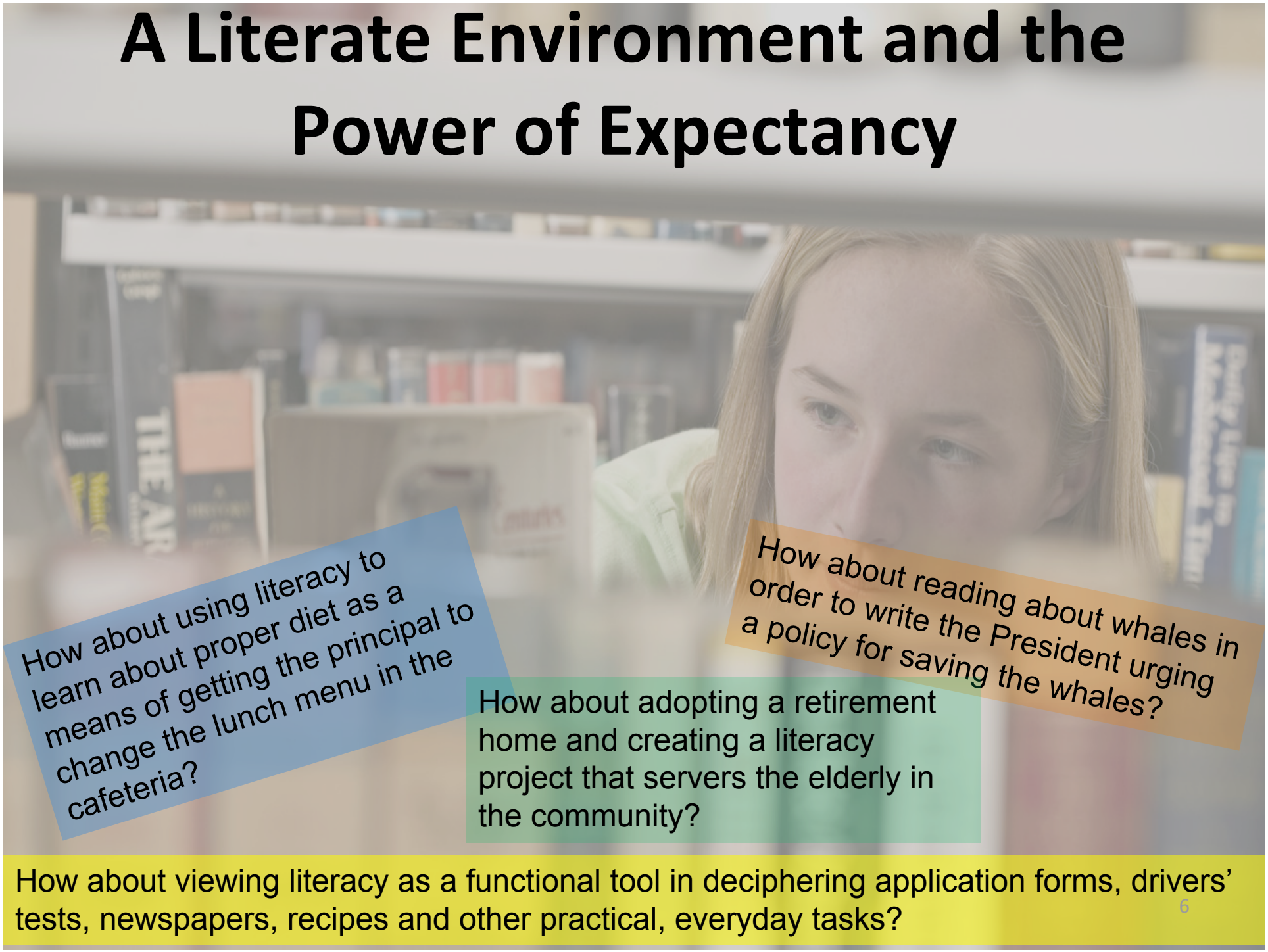
Literate _____ Illiterate

# Session Objectives

At the end of the session, participants will:

- Understand the importance of a literate environment to literacy
- Understand  essential criteria for a literate environment
- Understand how to create and effectively implement a literate environment in classrooms/school

# A Literate Environment and the Power of Expectancy



How about using literacy to learn about proper diet as a means of getting the principal to change the lunch menu in the cafeteria?

How about reading about whales in order to write the President urging a policy for saving the whales?

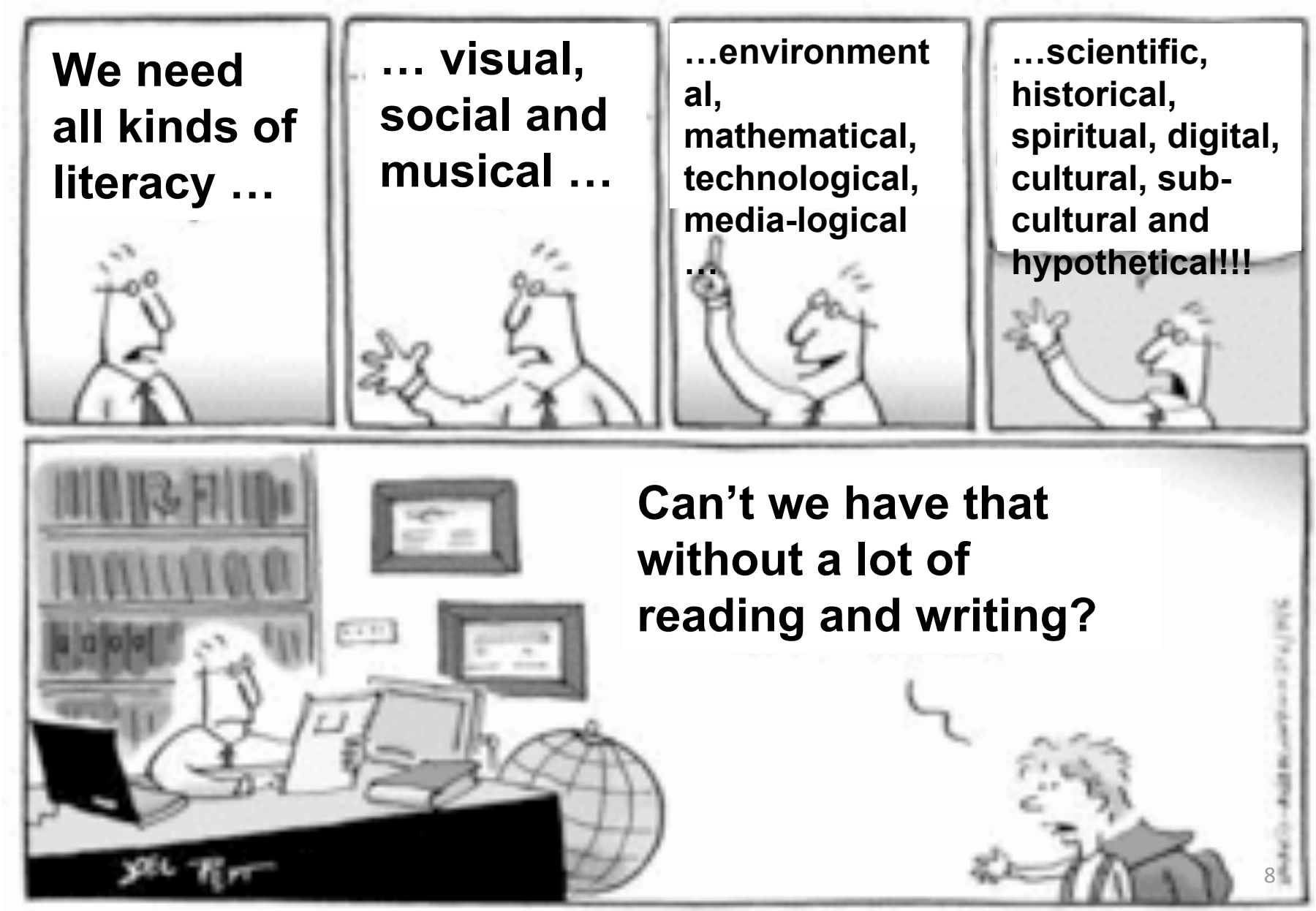
How about adopting a retirement home and creating a literacy project that servers the elderly in the community?

How about viewing literacy as a functional tool in deciphering application forms, drivers' tests, newspapers, recipes and other practical, everyday tasks?

# Six Characteristics of a Literate Environment (Duffy, 2003)

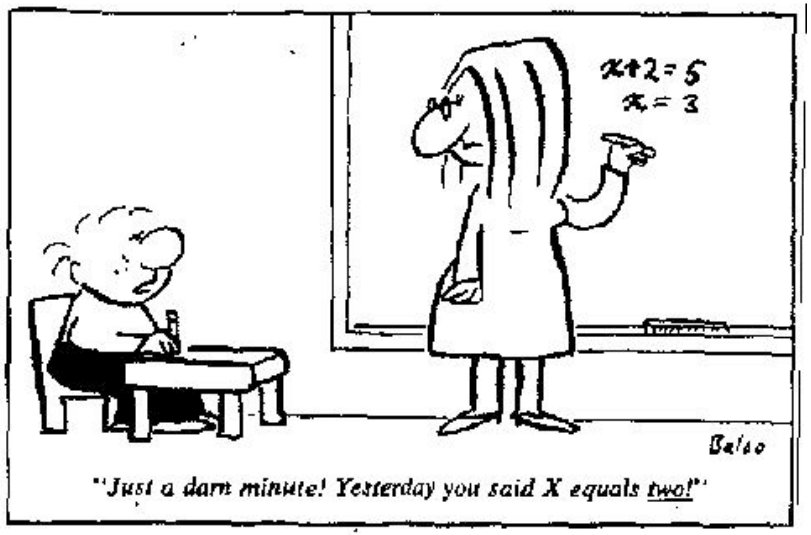
1. Fill the class environment with text.
2. Organize the classroom so that students have lots of time to read.
3. Build rich oral and written vocabulary.
4. Make writing an integral part of the classroom context.
5. Include multiple opportunities for students to read under your guidance.
6. Emphasize conversational talk in the classroom.

# A lot of reading and writing …

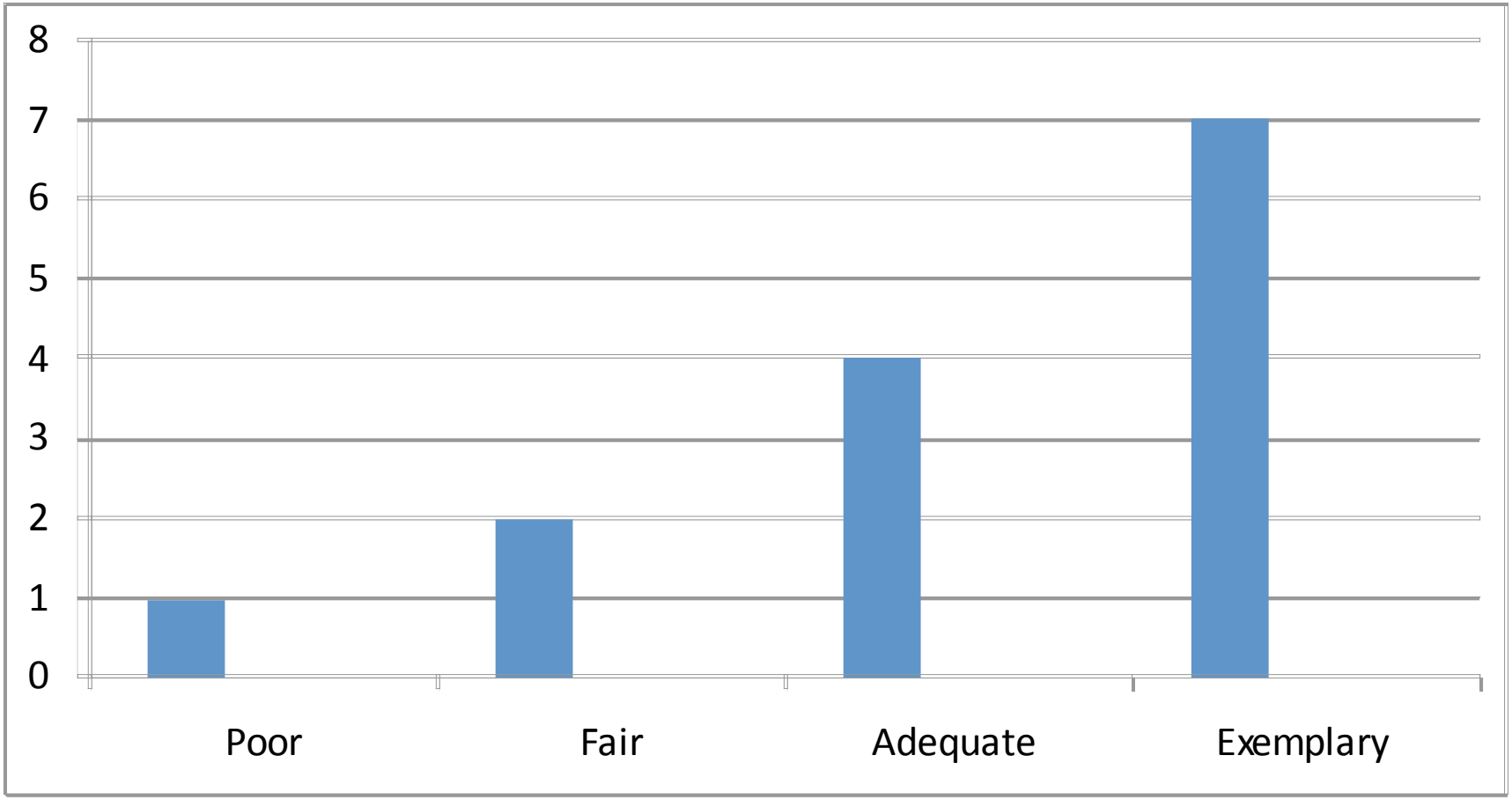


# In a rich literate environment …

- all teachers value reading and writing as tools to help students understand the content



# How would you rate the richness of your school's Literacy Environment?



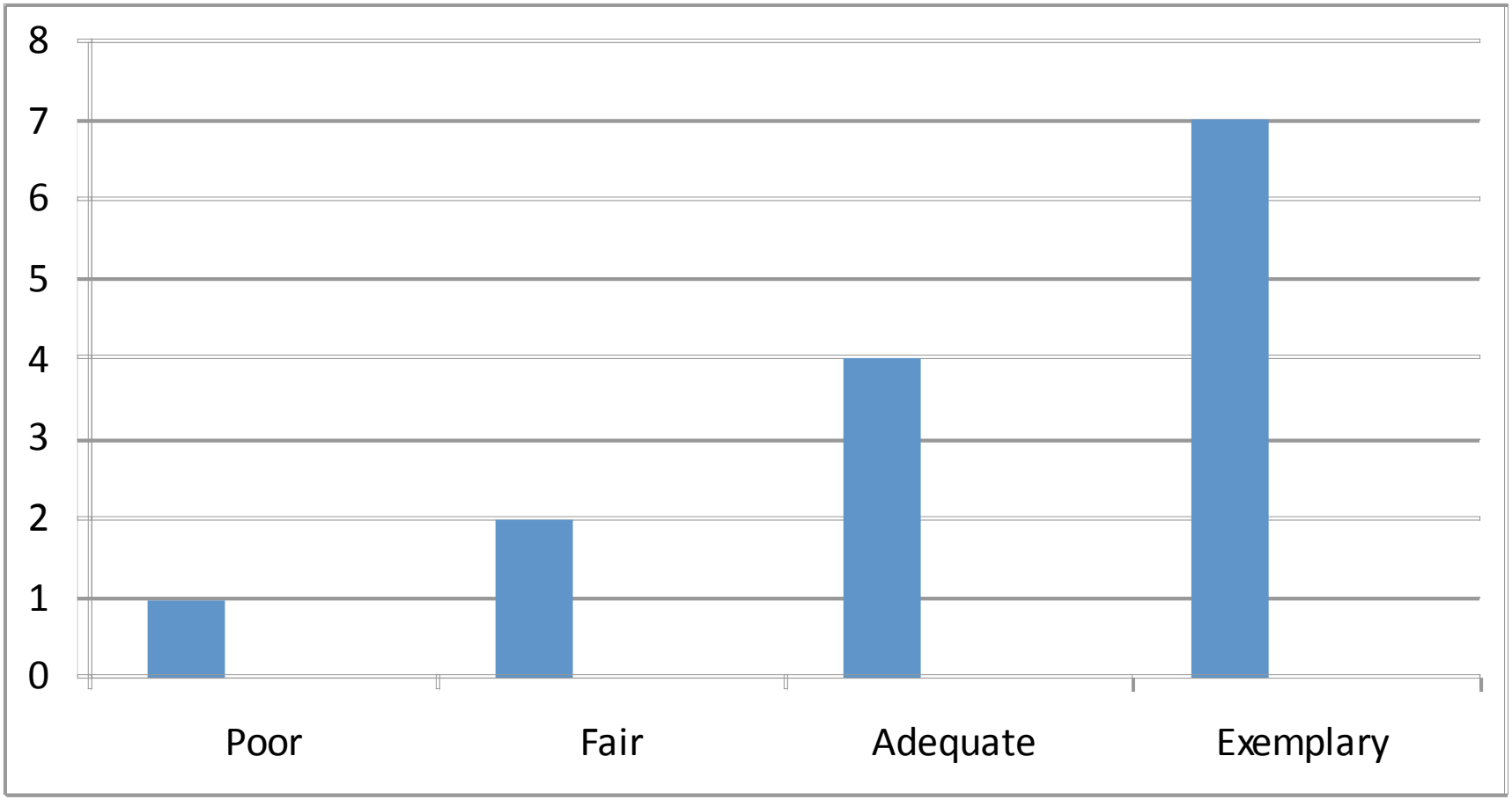
# The CLEP (Comprehensive Literacy Environment Profile) suggests …

* 500+ **different** texts in classrooms, including books, magazines, newspapers, etc.
* Various **genre** (fiction, nonfiction, poetry, contemporary , classic, e.g.) of texts are represented equally
* The **level** of texts spans 4+ grade levels
* The text collection includes a wide assortment of **formats and content**
* Most print materials on display are **student-produced**

# CLEP Suggestions (continued) …

* Numerous **reference** materials are available
* Many types of **writing utensils, surfaces, publishing and technological resources** are present
* **Furnishings** support literacy events
* **Locations, types, sizes and boundaries of classrooms** support authentic literacy experiences
* Literacy tools are readily **accessible** to all students
* Participation in literacy events is **inviting and encouraged**

# How Rich Is Your School's Literacy Environment?



Did you know that if current trends persist, illiteracy rates will increase at alarming rates?

**Did you know that 774 million adults world-wide lack minimum literacy skills?**

Did you know access to reading materials is lacking, with the result that neo-literates cannot sustain their skills?

# In a rich literate environment …

**all** stakeholders (teachers, administrators, parents and community) take responsibility for improving the literacy performance of students.

# From “Literacy for All: Twelve Paths to Move Ahead,” by Rosa Maria Torres

Creating a literate environment means more than distributing books, newspapers, etc. It means “creating the necessary conditions to learn, to continue learning …and to build a reading culture, a collective social value and need” to read, write and study in schools, families, communities and society at large.

# Literacy & Poverty

Dealing with illiteracy means dealing with poverty, because poverty continues to be the main obstacle to literacy.

"I never learned to read or write. But then, I've never really needed to."

A literate environment is inviting and visually stimulating…

in the classroom,

in the hallways …

# and everywhere in between.

# VIDEO CLIP PURPOSE FOR VIEWING: GALLERY WALKS

As you watch this video clip, think about these questions …

1. What are possible student benefits for posting content-related work in hallways?

2. How does this type of display contribute to a literate environment?

gallery walk short.wmv

In addition, a literate environment will have student work on display … preferably with rubrics!

Principles of Design – Student Assessment

Name _____
Section_____ Date_____

Use colored pencils and your #2 pencil to demonstrate your knowledge of the Principles of Design
Create an interesting composition in each block using the Principle in bold type.

Contrast

**Contrast:** Draw a composition that shows two different kinds of contrast. What other types of contrast are there? rough/smooth

Rhythm

**Rhythm:** Create a composition that has a jazzy rhythm.

Movement

**Movement:** Movement can be actual or implied. Show an example of visual movement.

Emphasis

**Emphasis:** Show emphasis though the use of color. What is another way to show emphasis? change size, value, style shapes.

Balance

**Balance:** Show an example of formal – or symmetrical balance.

Unity/Variety

**Unity:** Show unity and variety through the use of color and shape. What is unity? how elements go together
What is variety? how are different

Balance

**Balance:** Show an example of Asymmetrical balance.

Pattern

**Pattern:** Draw a still life showing patterns found in man made objects. Include some pattern in nature.

In a literate environment, adults and students will engage regularly in informal discussions about reading,
in a safe and comfortable environment.

# VIDEO CLIP PURPOSE FOR VIEWING:

As you watch this video clip, think about …

1-Ways in which this teacher helps this student feel comfortable;

2-The types of questions the teachers asks for higher level thinking; and

3-How the teacher encourages the student toward continued growth.

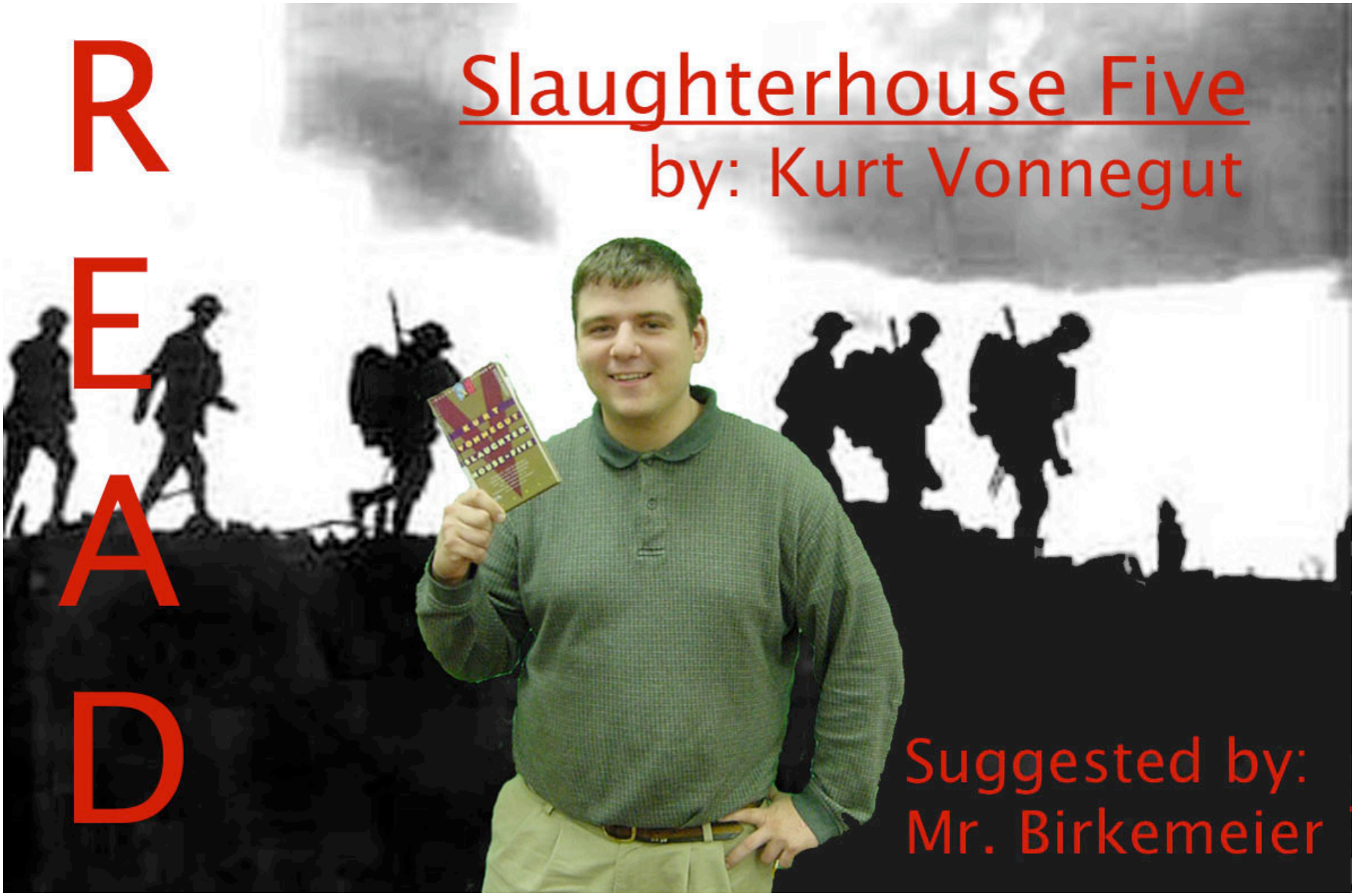
# Desert War

read

Recommended By:

Mr. Lynd

In The Season of the Wild Rose
By: Clara Rising
R E A D
Suggested By:
Mrs. Harriet Jones
HUNT-MORGAN HOUSE
A NOVEL OF THE CIVIL WAR
IN THE SEASON OF THE WILD ROSE
CLARA RISING


R
E
A
D
Slaughterhouse Five
by: Kurt Vonnegut
Suggested by:
Mr. Birkemeier

# Facilitating Discussion Isn't Easy

# Sample Questions for Deep Understandings

- What do you think the author considers the most important part of the story/text so far? What clues did you notice that made you think this is so important?
- How is the text structured to help you understand it better? What has the author done with organization or text features to help you?

# Sample Questions for Deep Understandings

- What do you think is going to happen next? Can you identify something in the text and/or your own experiences that helped you make that prediction?
- What connections to your life, yourself, this author, or this kind of book help you to understand the story better? Explain.
- Tell your group, in just a few sentences, what your book is about

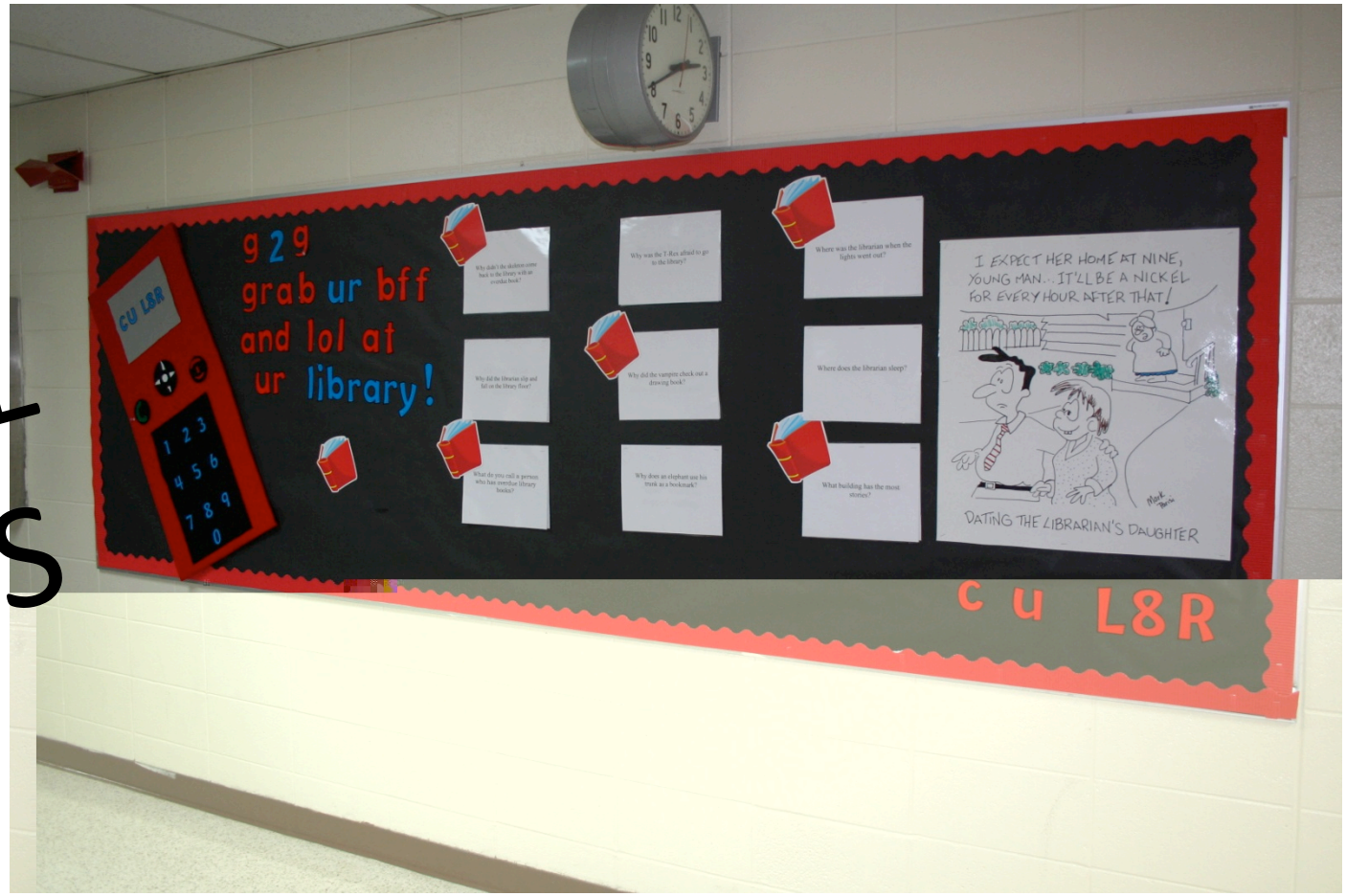
# What activities would you see in a adolescent/secondary literacy-rich environment?

- Paideia Seminar
- Literature Circles
- Teacher-Student Conference
- Author’s Circle
- Creating Independent Readers
- Grammar in Context

# In a literate environment, the Library/Media Center reflects literacy as a school-wide priority.

- Book Fairs
- Book Clubs
- Student Readings
- Posting of Student Work
- Cooperation with other local libraries
- Professional library

# SPECIAL EVENTS




Read Across America Day;

Teen Read Week; Author visits;

Holiday Themes

# Author Visits

A literate environment means providing parents with **training** on reading aloud with their children, and **lists** of age-appropriate books to read aloud.

# Book Lists

- www.nsta.org/publications/ostb/
- www.ncss.org/resources/notable/
- www.newbridgeonline.com
- www.heinemannclassroom.com
- www.lexile.com
- www.ala.org
- http://www.ala.org/ala/professionalresources/outreach/booklists/index.cfm
- http://bookwizard.scholastic.com/tbw/homePage.do

"They're books, dad needs them for reading."

# In a rich literate environment, students will have access to appropriate and engaging texts.

# In Closing…….

Is it evident that reading is important …

In your school?

In your classrooms?

In your hallways?

In your community?

To your students' parents?

To your teachers?

To you?

# Next Steps:

Identify specific indicators where your school/district

A) meets the standard and/or B) needs improvement.

1) All teachers value reading and writing as tools to understand content.
2) Teachers understand how their work supports the SW literacy program.
3) Stakeholders take responsibility for students' literacy performance.
4) The school and classrooms are visually stimulating and inviting.
5) Regular conversations about literacy experiences take place between students and adults, and between students and students.

# Next Steps: (cont.)

Identify specific indicators where your school/district

A) meets the standard and/or B) needs improvement.

6) The library/Media Center is a key component of literacy efforts and reflects literacy as a school-wide priority through various activities.
7) The school provides parents with trainings on reading aloud to their children and lists of age-appropriate books to read.
8) Students have access to appropriate, engaging texts.
9) Students hear fluent adults model reading, thinking and writing.
10) Students see adults reading and writing for various purposes.
11) Student work is displayed prominently with accompanying rubrics.

# Session Objectives

At the end of the session, participants should …

- Understand the importance of a literate environment to literacy development;
- Understand  essential criteria for a literate environment;
- Understand how to create and effectively implement a literate environment in classrooms/school.

# Suggested Resources


Allen, Janet and Patrick Daley. *Read-Aloud Anthology.* New York: Scholastic, 2004.

Burke, Tricia and Kathy Hartzold. *Guided Reading*. Petersborough: Crystal Springs Books, 2007.

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# Suggested Resources (continued)


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Keene, Ellin. *Assessing Comprehension Thinking Strategies*. Huntington Beach: Shell Education, 2006.

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Payne, Ruby K. *A Framework for Understanding Poverty*. Aha! Process, Inc. , 1996.

"Seven Hundred Seventy-Four Million Adults Lack Minimum Literacy Skills: UNESCO," *Arabia,* 7/7/2007.

Torres, Rosa Maria. "Literacy for All: Twelve Paths to Move Ahead." *Convergence*; 1994, Vol. 27, issue 4, p. 50.