

# Kansas Guide to Learning: Literacy

A resource for the critical elements of curricula and instruction for children birth through grade 12.

[www.ksde.org/literacy](http://www.ksde.org/literacy)



# Activating Prior Knowledge

## What Is **Literacy**?

With an elbow partner, take 3 minutes to craft a definition of **literacy**.



# Discussion

What Is **Literacy**?

What ISN'T **Literacy**?



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# The Need . . .

- Districts, schools, administrators, teachers, and parents want more guidance and information regarding literacy instruction.

[www.ksde.org/literacy](http://www.ksde.org/literacy)

Kansas Guide Learning: [Literacy](#)



# Kansas State Department of Education

- committed to developing a statewide literacy framework that supports the needs of the educators and parents in Kansas.
- created an internal workgroup at KSDE to begin researching and developing the Sunflower Literacy Project.



# Development Timeline

- Synthesized available research in the Kansas Sunflower Literacy Project (Fall 2010).
- Secured a Striving Readers Comprehensive Literacy grant from USDE to assist in writing the statewide literacy plan (Fall 2010).
- Created a state literacy team to guide the development (Winter 2010/11).



# Development Timeline (cont.)

- Recruited literacy experts to refine the content based on research (Fall 2011).
- Revised and expanded the Sunflower Literacy Project into the Kansas Guide to Learning: Literacy (KGLL).





# Development Timeline (cont.)

- Invited feedback from educators
  - State Literacy Team
  - Focus Group
  - Public Comment (Spring 2012).
- Revised documents based on feedback from all groups (Spring 2012).



# Kansas Guide to Learning: Literacy

The **Kansas Guide to Learning: Literacy** is a comprehensive cross-curricular literacy guide to advance learning from birth through grade 12.

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Kansas Guide Learning: **Literacy**



# Kansas Guide to Learning: Literacy

Documents created:

**Birth – Five Years of Age:** Language, Listening, Speaking; Foundations of Reading; Foundations of Writing

**Kindergarten – Grade 5:** Reading (Informational Text, Literature, Foundational Skills, Interventions); Writing, Speaking and Listening, Language

**Grades 6-12:** Reading (Informational Text, Literature, Interventions); Writing, Speaking and Listening, Language

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## Kansas Guide to Learning: Literacy Birth - Five Years of Age

FOUNDATIONS of WRITING				
EMERGENT WRITING SKILLS	What Children Should Know and Be Able to Do	Instruction	Critical Questions & Considerations for Teaching and Learning	
	<p><b>3-year-olds</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories).</li> <li>• Writes or draws separated scribbles, shapes, pictures, to convey a story.</li> <li>• Demonstrates an understanding that drawings can represent ideas, stories, or events.</li> <li>• Explores a variety of tools for writing.</li> <li>• Demonstrates an understanding that letters are combined to make words.</li> <li>• Demonstrates an understanding that words are separated by spaces.</li> <li>• Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher).</li> </ul> <p><b>4-5-year-olds</b></p> <ul style="list-style-type: none"> <li>• Recognizes that print represents spoken words (i.e., first name in print, environmental labels).</li> <li>• Writes some recognizable letters.</li> <li>• Copies or writes familiar words or drawings.</li> <li>• Uses writing for authentic purposes (e.g., note to friend, lists, signs, name on artwork).</li> <li>• Begins to use invented spelling to write intended message.</li> <li>• Writes name, simple words from memory or with model, uses upper- and lower-case letters.</li> <li>• Write some recognizable letters.</li> </ul>	<p><b>3-5-year-olds</b></p> <p><b>Purposeful Play/Center Time</b></p> <ul style="list-style-type: none"> <li>• Model use of writing for authentic purposes and use of writing tools in various centers during play, and support children to use them independently. Writing within dramatic play activities provides children with authentic purposes for writing. For example, they use writing for sharing information (e.g., showing another child how to write), business transactions (e.g., writing a bill at a restaurant), organizing activities (e.g., working together to write and address a letter at the post office), and as a memory device (e.g., writing down an order) (Neuman &amp; Roskos, 1997).</li> <li>• Provide opportunities for children to engage in writing with a variety of tools, such as pencils, colored pencils, pens, crayons, stamps, sand, shaving cream, and pudding along with a variety of paper, such as unlined, lined, different sized, and envelopes. Also, dry-erase markers and white boards, and chalk and chalkboards.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Establish an organizational structure for instruction:             <ul style="list-style-type: none"> <li>◦ Place for writing.</li> <li>◦ Time for shared writing.</li> <li>◦ Time for semi-structured writing (e.g., labeling, drawing, writing name).</li> </ul> </li> <li>• Direct children's attention to letters and words outside of writing, as when teachers use name cards to assign "classroom helpers" during circle time. This supports children's developing understanding of words and letters.</li> <li>• Provide repeated/daily opportunities to write, using a variety of written materials. Provide opportunities for self-generated writing.</li> <li>• Provide opportunities for children to write their name in the context of functional classroom activities (e.g., sign-in), and include instruction to children on how to write their names.</li> <li>• Model writing for authentic purposes through the morning message. Morning messages can provide an opportunity for children to write through helping to construct parts of a message. This might be generating the first letter for a word, generating an invented spelling for a missing word, or identifying whether an uppercase or lowercase letter is needed.</li> <li>• Provide opportunities for self-generated writing, which lets children practice invented spelling. Support provided while writing can create successful encounters with print that help the child "self-teach."</li> </ul>	<p><b>3-5-year-olds</b></p> <ul style="list-style-type: none"> <li>• Children's earliest strategies for writing are embedded in and formed through social activities that reflect the role of writing in communication (Neuman &amp; Roskos, 1997).</li> <li>• Clay (2001) argues that "writing is of critical importance for learning to read" (p. 18), because it directs children's attention to print.</li> <li>• Caregivers/educators' modeling of writing supports children's understanding of writing.</li> <li>• Access to writing materials is important but NOT sufficient to support children's writing development; teacher guidance is needed (Diamond et al., 2008).</li> <li>• The National Early Literacy Panel found a number of variables that consistently were related to later outcomes for conventional literacy. Writing or writing one's name was moderately related to later decoding, spelling, and reading-comprehension abilities, even after controlling for other literacy variables (NELP, 2008). Thus, writing skills in preschool children can serve as a predictor of later conventional literacy, and these skills can be the target of instruction with the expectation that it can make a difference in later outcomes and supports children's understanding of writing.</li> <li>• Access to writing materials is important but NOT sufficient to support children's writing development; teacher guidance is needed (Diamond et al., 2008).</li> <li>• Writing integrates the important early- literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst &amp; Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al., 2008). Therefore, daily opportunities to write are important for preschoolers.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Do you provide multiple opportunities throughout the day for children to "write" for authentic purposes?</li> <li>• Do you model writing for children?</li> <li>• Do you know where children are developmentally within the stages of writing, and do you promote movement to the next level?</li> <li>• Do you engage students in topics for writing that are personally relevant to them?</li> <li>• Do you encourage children to write at any level they are able (scribble, pictures, single letters, invented spelling)?</li> <li>• Do your children view themselves as writers?</li> </ul>	<p><b>CL STANDARD 4: DEMONSTRATES EMERGENT WRITING SKILLS</b></p> <p>Benchmark 4.1, 4.2</p> <p><b>Stages of Scribbling and Writing</b> (Schickelanz &amp; Casbergue, 2008)</p> <ul style="list-style-type: none"> <li>• Random scribbling for pleasure.</li> <li>• Scribbling with the understanding that symbols can convey meaning.</li> <li>• Creating mock messages, in which mock letters and beginning letter forms appear.</li> <li>• Writing alphabet letters.</li> <li>• Writing with invented spelling, starting with the first letter of words then the first and last letters.</li> <li>• Children typically use consonants in their emergent writing before they use vowels.</li> </ul>



## Kansas Guide to Learning: Literacy Grades 6-12

WRITING		
Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<p><b>WRITING PROCESS</b> Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p><b>Explicit Instruction and scaffolding in a writing process:</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <ul style="list-style-type: none"> <li>• Prewriting             <ul style="list-style-type: none"> <li>○ Diagnosing audience</li> <li>○ Determining purpose for writing</li> <li>○ Discovering and gathering ideas (e.g., brainstorming, mapping, webbing, listing, discussing, bubble clustering, cubing, three perspectives, etc.)</li> <li>○ Narrowing a topic</li> </ul> </li> <li>• Drafting (e.g., quick writes, outlining, multiple drafts)</li> <li>• Revising             <ul style="list-style-type: none"> <li>○ For elements of effectiveness (e.g., changing, reordering, adding, and deleting content and wording)</li> </ul> </li> <li>• Editing             <ul style="list-style-type: none"> <li>○ For elements of correctness (e.g., conventions of standard English grammar and usage—nouns; pronouns; adjectives; verbs; verb tenses; prepositional phrases; complete sentences; correct use of to, too, two; conventions of capitalization; punctuation; and spelling, intentional breaches of convention for effect, etc.)</li> </ul> </li> <li>• Publishing (i.e., Using various technologies to produce and share a variety of texts, media, and formats for real-world situations)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Provide multiple opportunities for different types of writing: descriptive, narrative, expository, compare and contrast, creative, poetry, and others.</p> <p>Model our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Students need opportunities to write for authentic purposes and not just for the classroom teacher.</p> <p>Are students exposed to diverse writing samples?</p> <p>Are students taught the metacognitive process of reflecting on their writing?</p>	<p><b>KCCCS:</b> <b>Writing</b> Anchor Standards 4, 5</p> <p><b>Speaking &amp; Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 12</p>

WRITING PROCESS



# KGLL Connections

- Kansas Guide to Learning: Literacy (KGLL) enhances and supports content in the Early Learning Standards (Birth – Five Years of Age).
- KGLL aligns with the Kansas Common Core Standards (KCCS).
- KGLL enhances and supports teachers with the KCCS.



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- Home
- Kansas Guide to Learning: Literacy
- Meetings
- Research & Readings
- State Literacy Team

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Welcome to the Sunflower Literacy Project Web Page!

The goal of the Sunflower Literacy Project is to develop a comprehensive literacy plan for children ages birth through Grade 12. This plan, titled the *Kansas Guide to Learning: Literacy*, integrates the Common Core State Standards with recommended research-based curriculum, instruction, and critical instructional questions and considerations in the literacy strands of Reading, Writing, Language, and Speaking & Listening. The documents are posted under the tab titled, "Kansas Guide to Learning: Literacy."





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## Executive Summary

	Title	Modified Date
<a href="#">Download</a>	EXECUTIVE SUMMARY	9/5/2012

## Birth - Age 5

	Title	Modified Date
<a href="#">Download</a>	FULL DOCUMENT: Birth to Five Years of Age	9/20/2012
<a href="#">Download</a>	LANGUAGE: Birth to Five Years of Age	9/20/2012
<a href="#">Download</a>	READING: Birth to Five Years of Age	9/12/2012
<a href="#">Download</a>	WRITING: Birth to Five Years of Age	9/12/2012
<a href="#">Download</a>	REFERENCES	9/12/2012

## Kindergarten - Grade 5

	Title	Modified Date
<a href="#">Download</a>	FULL DOCUMENT: Kindergarten to Grade 5	9/20/2012
<a href="#">Download</a>	LANGUAGE: Kindergarten to Grade 5	9/20/2012



# ***KGLL* Activity**

In small, grade-band-alike groups:

- Select one (or more) section(s) of the *KGLL* to examine (e.g., *Language, Reading Informational, Writing, Reading Literature, Speaking & Listening*, etc.)
- Discuss the following questions:
  - What do you notice and appreciate about the *KGLL*?
  - How might the *KGLL* be used?
  - What elements listed in the *KGLL* do you recognize as already in place in your building/district?
  - What elements listed in the *KGLL* appear to be new to your building/district?



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