

### **K-12 Components of Literacy**

*This document should be used to help a teacher plan their instruction for a balanced literacy program, while remembering that all students are in a different place on the continuum. Teachers should make instructional decisions based on each student's stage of reading and/or writing, not specifically on the enrolled grade level. For specificity on individual skills see individual grade level SE's.*

Stage of Reading	GL	Phonological/ Phonemic Awareness	Alphabetic Principle (Phonics/Spelling/ Word Study)	Vocabulary	Fluency & Accuracy	Comprehension	Written Expression
<b>Pre-Reading</b>	PK	Phonological Awareness	Letter Recognition	<ul style="list-style-type: none"> <li>Labeling</li> <li>Classifying</li> <li>Functional</li> </ul>	<ul style="list-style-type: none"> <li>Letter Naming</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Metacognitive Skills <a href="#">See Figure 19</a></li> </ul>	<ul style="list-style-type: none"> <li>Shared/Modeled Writing</li> <li>Content Area writing</li> <li>Handwriting-pencil grip</li> </ul>
	K	Phonological/ Phonemic Awareness	<ul style="list-style-type: none"> <li>Letter Recognition</li> <li>Mapping sounds to print</li> </ul>	<ul style="list-style-type: none"> <li>Labeling</li> <li>Classifying</li> <li>Functional</li> </ul>	<ul style="list-style-type: none"> <li>Letter naming</li> <li>Fluency— word &amp; sentence</li> <li>High Frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Metacognitive Skills <a href="#">See Figure 19</a></li> </ul>	<ul style="list-style-type: none"> <li>Shared/Modeled Writing</li> <li>Process Writing (workshop model)</li> <li>Content Area writing</li> <li>Handwriting-Letter writing <a href="#">(HW continuum)</a></li> </ul>
<b>Accuracy</b>	1	<ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Mapping sounds to print</li> <li>Decoding words</li> <li>Begin to recognize syllable types</li> </ul>	<ul style="list-style-type: none"> <li>Attributes</li> <li>Describing</li> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Fluency- word, sentence</li> <li>Connected Text</li> <li>High Frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Listening/Reading Comprehension</li> <li>Metacognitive Skills <a href="#">See Figure 19</a></li> </ul>	<ul style="list-style-type: none"> <li>Shared Writing</li> <li>Process Writing (workshop model)</li> <li>Content Area writing</li> <li>Handwriting-Letter and word writing <a href="#">(HW continuum)</a></li> </ul>
<b>Fluency</b>	2	Word Study	<ul style="list-style-type: none"> <li>Mapping sounds to print</li> <li>Decoding words</li> <li>Focus on syllable types</li> </ul>	<ul style="list-style-type: none"> <li>Attributes</li> <li>Describing</li> <li>Compare/Contrast</li> <li>Semantic Mapping</li> <li>Affixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Connected Text</li> <li>High Frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Metacognitive Skills <a href="#">See Figure 19</a></li> </ul>	<ul style="list-style-type: none"> <li>Process Writing (workshop model)</li> <li>Content Area writing</li> <li>Handwriting- word writing <a href="#">(HW continuum)</a></li> </ul>
	3	Word Study	<ul style="list-style-type: none"> <li>Mapping sounds to print-</li> <li>Affixes, roots</li> <li>Focus on syllable types</li> </ul>	<ul style="list-style-type: none"> <li>Reference skills</li> <li>Affixes and roots</li> <li>Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>Connected Text</li> <li>Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Metacognitive Skills <a href="#">See Figure 19</a></li> </ul>	<ul style="list-style-type: none"> <li>Process Writing (workshop model)</li> <li>Content Area writing</li> <li>Handwriting-cursive writing <a href="#">(HW continuum)</a></li> </ul>

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Stage of Reading	GL	Phonological/ Phonemic Awareness	Alphabetic Principle (Phonics/Spelling/ Word Study)	Vocabulary	Fluency & Accuracy	Comprehension	Written Expression
<b>Reading to Learn</b>	4	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Handwriting-cursive writing</li> <li>• <a href="#">(HW continuum)</a> <ul style="list-style-type: none"> <li>▪ Content Area writing</li> <li>▪ Reader Response</li> </ul> </li> <li>• Literary Analysis</li> </ul>
	5	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Content Area writing</li> <li>▪ Reader Response</li> <li>• Literary Analysis</li> </ul>
	6	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Content Area writing</li> <li>▪ Reader Response</li> <li>• Literary Analysis</li> </ul>
	7	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Content Area writing</li> <li>▪ Reader Response</li> <li>• Literary Analysis</li> </ul>
<b>Multiple Viewpoints</b>	8	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Content Area writing</li> <li>▪ Reader Response</li> <li>• Literary Analysis</li> </ul>
	HS+	Word Study	Affixes, roots	<ul style="list-style-type: none"> <li>• Figurative Lang.</li> <li>• Reference skills</li> <li>• Affixes and roots</li> <li>• Foreign words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Connected Text</li> <li>• Ind. Reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Metacognitive Skills</li> <li>• <a href="#">See Figure 19</a> <ul style="list-style-type: none"> <li>▪ Reader Response</li> <li>▪ Literary Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process Writing (workshop model)</li> <li>• Content Area writing</li> <li>▪ Reader Response</li> <li>• Literary Analysis</li> </ul>

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