LITERACY PLACE
Training Manual
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Literacy Place is founded on ten philosophical concepts drawn from the very best research on how children learn to read and write.

1. Literacy is developed within the personal, social, and intellectual contexts of the learner.

2. A literacy program should provide developmental continuity.

3. The successful learner is motivated, strategic, knowledgeable, and interactive.

4. Children learn best when they have real purposes and can make connections to real life.

5. Effective learning is a combination of student exploration and teacher and mentor modeling.

6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.

7. Making reading and writing connections across multiple sources and curricula facilitates meaning.

8. Literacy for the future means literacy in multiple technologies.

9. Education must respond to society’s diverse population and must serve all children.

10. Interactions among students, teachers, parents, and community form the network that supports learning.
A. INSTRUCTIONAL CONTENT

Scientifically based reading research has identified five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. A comprehensive reading Language Arts program should also provide explicit and systematic instruction in each of the five areas. Scholastic Literacy Place provides these components.

1. Phonemic Awareness

The ability to hear, identify and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

- Literacy Place recognizes the significance of phonemic awareness and phonetic decoding and provides systematic, explicit instruction daily. Students are deliberately engaged in manipulating phonemes with letters, simultaneously identifying positions of sounds in words, substituting sounds with different phonemes, recognizing and producing rhyming words, matching sounds, and matching phonemes and letters.

- Scholastic teaches letter recognition and the letter’s most common sound-spelling at the same time. Halfway through their kindergarten year, children begin to blend sounds to read words by using their knowledge of sound-spelling relationships. Letters and sounds are reviewed in different sequences throughout the year.

- Oral segmentation is an essential skill for children to develop in Scholastic Literacy Place. Specific instruction focuses on segmenting spoken words into their individual, sequential phonemes, which reinforces sound-spellings and writing words. In Literacy Place, students practice and apply breaking words into their constituent sounds.

2. Phonics

The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds.
sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

- Literacy Place features systematic, explicit daily phonics instruction. The phonics instruction progresses from simple to more complex sound-spellings, follows a sequence that generates a maximum number of words, teaches consonants and short vowels in combination, introduces continuous consonants and progresses to the teaching of high utility syllabication spelling patterns. Each phonics lesson includes blending opportunities and word-building exercises.

- Every lesson in Scholastic Literacy Place provides a wealth of materials for students to practice their phonics skills through decodable texts and purposeful activities. These include student sourcebooks, reproducible stories, Phonics Readers, My Books, Phonics Chapter Readers, and WiggleWorks™ Plus.

- Every phonics lesson offers suggestions for applying phonics skills to writing. A wide array of activities are included in WiggleWorks™ Plus, journal writing, writing activities, and interactive writing, as well as formal writing instruction.

### Vocabulary Development

The development of stored information about the meanings and pronunciation of words necessary for communication.

- Literacy Place teaches vocabulary before, during, and after reading. In the primary grades, the program presents both high-frequency and story words. At the upper grades content vocabulary is also taught. “Think Alouds,” concept building, context, meaning, personal word lists, application to writing, and technology are included.

- Teachers build on prior knowledge using graphic organizers and word sort activities. Students are also taught strategies for figuring out unknown words. Writing activities invite students to apply their vocabulary in a meaningful way. Options for using technology offer additional vocabulary practice.

- During reading, vocabulary words are taught in context. Students maintain their vocabulary through personal word lists and journal writing activities. Section features include self-monitoring strategies and intervention tips. After reading, students apply their new vocabulary through an “Extended” or “Content-Area” Lesson.
• In addition to direct vocabulary instruction, Scholastic Literacy Place includes specific instruction for developing context clues to figure out the meaning of unknown words.

• There is a glossary of vocabulary words in the back of the Literacy Place student sourcebooks. A definition of each word is provided for students and each word is also used in a sentence.

• Scholastic provides lessons on common word parts, such as prefixes and suffixes to teach children to apply something they know in order to figure out a word they don't know. Lessons in structural analysis occur in phonics lessons and activities, mini-lessons, and vocabulary extensions. Students practice and apply structural analysis in WiggleWorks™ Plus, and through connected texts.

4 Reading Fluency, Including Oral Reading Skills

The ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

• Scholastic realizes that word recognition and decoding are of fundamental importance in developing students' reading fluency; therefore, students receive explicit instruction for vocabulary, phonemic awareness, and phonics before they read a selection for the first time. Reading practice is also essential for fluency; therefore, Literacy Place students read and reread each selection orally in small groups, with a partner, or for the teacher.

• Scholastic primary teachers use Big Books to model concepts of print, pacing, expression, word-to-word matching, left-to-right directionality, and other reading strategies. Big Books are also revisited and reread to focus on phonics and comprehension skills while practicing fluency.

• The program includes fluency building exercises such as partner reading, echo reading, repeated reading, dramatic reading, choral reading, and recorded reading through WiggleWorks™ Plus technology. These recordings can be used to practice reading fluency and reading with expression. Teachers or students can save recordings in the management system to assess reading fluency progress over time.

• Scholastic Literacy Place provides a wealth of fluency-building activities through numerous connected and leveled texts including Phonics Readers, Phonics Chapter Books, My Books, Take-Home

- Literacy Place celebrates the power of Read Alouds by including them in the weekly organizers for each grade and in each day’s “Wrap Up.” As children listen to Read Alouds, they develop a sense of story; hear fluent reading; gain a sense of the sounds of language; and increase their vocabulary.

5 Reading Comprehension Strategies

Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

- Direct instruction and modeling of comprehension strategies occurs before, during, and after reading in Scholastic Literacy Place. Before reading, teachers build background and activate prior knowledge using “Build Background,” “Preview and Predict,” and “Set a Purpose.” During reading, teachers focus on one or two key comprehension strategies. After reading, students respond to the selection through comprehension questions, writing prompts, and story maps in the Student Sourcebooks.

- Direct instruction always follows a three-step process beginning with teacher modeling of the comprehension strategy using a “think aloud.” Mid-week intervention for the comprehension strategy includes a graphic organizer. The Teacher’s Sourcebook includes review and reteach lessons.

- Literacy Place students use a variety of graphic and semantic organizers that assist comprehension including flow charts, Venn diagrams, timelines, charts, webs, and story maps. Students benefit from the use of graphics that depict many of the strategic comprehension processes. Graphics illustrate the direction students’ thoughts can take to attain a more complete summary, conclusion, comparison, solution, or cause and effect relationship.

- While self-monitoring their reading, students recognize when something does not make sense and they acquire the tools to implement a “fix-up” strategy, such as rereading, reading ahead, asking questions, adjusting reading rate, visualizing, and asking for help.
B. INSTRUCTIONAL STRATEGIES AND PROGRAM

Literacy Place is a complete, comprehensive reading and language arts program for Kindergarten through Grade 6. The Teacher’s Sourcebook includes all the elements for reading success. It provides support to help the teacher

- Build background
- Preteach vocabulary
- Directly teach phonics and word study
- Preview text structure
- Directly teach comprehension skills and strategies
- Use flexible grouping strategies
- Provide revisit opportunities
- Assess to inform instruction
- Provide a wide variety of literary genres

The Teacher’s Sourcebook is organized around the following three sections:

1. Reading the Sources

Before Reading:

- Planning is easy at Literacy Place. Before reading, the following information is provided:
  a. Clearly stated objectives.
  b. Materials, time, and suggested grouping options.
  c. Technology options.
- At Literacy Place, selections are strategically paired to enhance comprehension. Students transfer their skills from one selection to another as they move from narrative to exposition, for example, or from poetry to nonfiction.
- There are multiple opportunities to teach phonics and word study critical to reading selection words. In addition, there are ample opportunities to develop vocabulary, focusing on story words organized around a concept. Tested words are highlighted throughout the lesson. One or more vocabulary words are always used as the exemplar for the upcoming spelling lesson. Therefore, students have many opportunities to engage in word study.
During Reading:
• Comprehension questions are strategically placed to help students move through the text with understanding. These questions check comprehension, model reading strategies, and help students self-monitor their reading. Opportunities to reread the selection for a specific purpose are highlighted in the Revisit section.
• Brief, explicit skill lessons provide instruction at point-of-use to enable teachers to teach, review, or reteach skills while revisiting a selection.

After Reading:
• Assessment materials and prompts assess reading for students’ aesthetic response and understanding of information and critical analysis.
• Ideas for conferencing follow every section. The Assessment Handbook provides reading rubrics for assessment.

2 Integrating Language Arts

Literacy Place includes three language arts programs in one: writing; grammar, usage, and mechanics; and spelling.
• What students read is the model for what they write.
• What students read and write is the basis for all grammar, usage and mechanics instruction.
• All spelling lessons are connected to the reading.
• Students apply what they have learned about grammar, usage, and mechanics to their own writing.

Writing: Students write with purpose every day. Every plan includes a full writing lesson, including all the critical steps in the writing process. A prewriting organizer and transparency support the lesson. The reading selection is used as the expert model for the writing assignment.

Grammar, usage, and mechanics: Grammar, usage and mechanics instruction is explicit and intentional. The instruction is linked to the writing assignment as students have an immediate opportunity to apply the skills.

Spelling: The complete spelling program reinforces phonics and word study in every grade. The spelling portion of the lesson includes a word list, a five-day lesson plan, and a weekly test. The spelling lessons have three easy steps: teach, practice, check.
3 Building Skills and Strategies

Explicit and purposeful skills instruction appears throughout every phase of each lesson.

• Skills and strategies are always taught explicitly.
• “QuickChecks” help monitor instruction and meet individual needs.
• The lessons follow an effective teach/model, practice, and apply format.
• Graphic organizers are provided.
• There are multiple opportunities to transfer skills to new texts.
• Review and reteach options are available for those who need them.
• There is plenty of practice, practice, practice.

C. Motivation and Engagement

With Scholastic Literacy Place children learn all letters and sounds through, not only daily routines in reading, writing, and listening, but also by using engaging stories, rhymes, activities, games, and songs.

Other motivational aspects of the program include:

• Projects and Workshops cards, which provide hands-on learning in every lesson and invite children to bring their real-world knowledge into the classroom.
• Meet the Mentor Videos, which show real people in a variety of jobs using reading and writing on a daily basis. These mentors model the literacy skills required for a successful and productive career.
• CD-ROM technology, which has a high interest level for students, is available. WiggleWorks™ Plus is the innovative technology for Grades K-2. Smart Place™ is used for Grades 3-6.
• A wide variety of literary genres, with age-specific subject matter that keeps students’ interest. Trade Books, Unit lessons, and Read Alouds are some of the available reading materials.
• Leveled books that allow students to read with success.
D. Assessments

Scholastic Literacy Place features focused assessment that informs instruction and measures progress. The assessment materials include Placement Tests, Assessment Handbook, Classroom Management Forms, Selection Tests, and Unit Tests. Literacy Place contains highly practical informal assessment as well as formal tests designed and validated by the most respected name in standardized testing: ETS.

In addition, Scholastic Reading Inventory (SRI), which is available in print and electronic form, allows teachers to use the same metric as the highly effective Lexile Framework™. The assessment instrument contains norm-referenced data so that teachers can use it on a periodic basis to measure learning gains. It automatically generates 14 reports on class and individual student learning gains for use by teachers and parents.

1 Informal Assessment

Informal assessment at point-of-use helps the teacher to make sound instructional decisions every day. This assessment includes:

- Observation: Observe students as they read.
- Conference: Assess students’ reading skills and understanding quickly with an informal conference after reading. Reading rubrics and suggested next steps are in the Assessment Kit.
- Performance-based: Have students participate in their ongoing assessment through portfolio opportunities and self-assessment prompts.
- Benchmark/Rubrics: Evaluate student writing with rubrics for novice, apprentice, and proficient.
- QuickCheck: Helps you determine students’ grasp of each plan’s skills and strategies and offers clear instructional paths to meet individual needs.

2 Formal Assessment

Literacy Place includes a comprehensive Assessment Kit with formal tests developed and validated by ETS.

- Unit Tests come in two forms: A and B
- Mid-Year and End-of-Year Tests are available.
- Placement Tools include a collection of leveled Benchmark Books for Diagnosis (with guides) for each grade as well as formal Placement
Tests and an Early Reading and Writing Assessment at Kindergarten and Grade 1.

- The Assessment Handbook provides guidance on what, when, and how to assess.

**E. Intervention Strategies**

Scholastic Literacy Place provides a wide range of interventions for struggling readers. The program has assessment tools to identify these students plus specific research-based activities and teaching recommendations to build the skills necessary to help them become successful and confident readers. Strategies target students who need skills intervention, language development support, maintenance, practice, and enrichment or extra challenge. The intervention components include activities and teaching suggestions for kindergarten students transitioning to first grade.

Literacy Place is designed for teachers to work with small *flexible* groups for delivery of skill instruction. Small group instruction regulates the pace at which new information is delivered. In small groups, specific instruction, review, and assessment can be tailored to match the needs of the students. Suggestions for classroom management and modifying instruction to meet the needs of diverse classrooms are woven throughout the program.

Specific interventions include:

- **Leveled books:** When students read books that are matched to their level of learning, they experience a high degree of satisfaction and accomplishment and a low level of frustration, thereby increasing their desire to continue improving their skills.

- **Immediate feedback:** The program offers numerous reading experiences where teachers pose questions and students answer and receive immediate feedback. Immediate feedback has been shown to be highly effective in learning situations.

- **Graphic and semantic organizers:** Literacy Place students use a variety of graphic and semantic organizers that assist comprehension including flow charts, Venn diagrams, timelines, charts, webs, and story maps.
In addition, Literacy Place provides interventions that are very beneficial to English language learners and students with disabilities:

1. **English Language Learners**

   Literacy Place provides teachers with valuable tools. Materials that can be used with English-as-a-Second-Language (ESL) and English-Language-Development (ELD) students include:
   - Spanish language parent letters.

2. **Students With Disabilities**

   Literacy Place’s systematic, explicit daily phonics instruction is particularly useful in teaching reading to children who require extra help or who have learning differences. “All Learners” tips and strategies are valuable tools to meet the special needs of these students. In addition, the “QuickCheck” helps teachers determine each student’s grasp of phonemic awareness and other reading components in order to offer instructional paths that meet individual needs.

   Use of nonprint materials can be instrumental in teaching students who have different preferred learning styles, who have difficulty processing written words, or those with attention deficits. Available through Literacy Place are:
   - Multimedia materials, such as audiocassettes, puppets, magnetic sponge letters, phonics bingo, videos, and picture cards.
   - Computer technology:
     - WiggleWorks™ Plus, for Kindergarten through Grade 2, Windows version. This program provides phonemic awareness and phonics activities using the magnetic board as well as reading practice using interactive stories. It allows students to listen to a story read aloud and record their own reading of the story. Students may participate in dramatic reading with a partner.
     - Smart Place™, the CD-ROM for Grades 3 through 6, Windows version.

F. **Community Partnerships**

   Educators understand that close cooperation between teachers and parents is essential to student success. Therefore, the program contains home-school connection letters, suggested at-home reading lists for
each unit, Parent Resource Packs in Spanish and English, and selection audiocassettes for school and home use. Take-Home books focus on phonics, sound spellings, and high-frequency word application.

G. Professional Development

1. Professional Development for Literacy Place

Scholastic’s Reading Specialists provide professional development and support for Literacy Place. Also available are the inservice video, Kindergarten Place Overview; Grades 1 & 2 Overview; Grades 3 & 4 Overview; and Grades 5 & 6 Overview.

2. Professional Development From Scholastic Red

Scholastic has developed a world-class reading curriculum to help all teachers teach reading—Scholastic Red. Scholastic Red is a comprehensive professional development solution, designed to improve teacher practice and raise student achievement. Working with leading researchers and practitioners, Scholastic created facilitated online courses and in-person courses to help foster student achievement in reading. Red provides systematic training to help teachers apply research-based reading strategies in their classrooms through whichever delivery method a district chooses—in-person, online, or a blend of both.

Scholastic Red offers the unique capabilities of online learning for individualized and self-paced instruction with the collaboration and personal support necessary to foster an environment focused on student achievement. Through online instruction and facilitator-led workshops, teachers are supported in learning new skills and strategies, and applying what they learn in their classrooms.

Effective professional development is ongoing. Extension workshops support teachers in continuing to use skills and strategies, and to sustain learning from Red courses. Teachers will also have an opportunity to learn additional strategies and see different approaches to each strategy modeled. Workshops may be customized to address specific district or school needs. Extension workshops build on content from facilitated and in-person courses, providing further support for teachers, staff developers, and principals in establishing schools as lifelong learning communities.
## BIG IDEA

We learn how to communicate our unique voices as we grow and change.

### Personal Literacy
- **Personal Voice**
  - **Title:** Hello!
  - **Concept:** We share what we like.
  - **Mentor:** Donald Crews

### Intellectual Literacy
- **Problem Solving**
  - **Title:** See it, Solve it
  - **Concept:** We see problems and find solutions.
  - **Mentor:** Dr. Fay Vittecoe

### Social Literacy
- **Teamwork**
  - **Title:** Team Spirit
  - **Concept:** It’s fun to do things together.
  - **Mentor:** Danny Prenut

### Personal Literacy
- **Creative Expression**
  - **Title:** Imagine That!
  - **Concept:** Imagination lets us look at things in new ways.
  - **Mentor:** William Walsh

### Intellectual Literacy
- **Managing Information**
  - **Title:** I Spy!
  - **Concept:** Information is all around us.
  - **Mentor:** Pat Mora

### Social Literacy
- **Community Involvement**
  - **Title:** Join In!
  - **Concept:** We help our community.
  - **Mentor:** Steven Powell

### Overview/Foundations

- **Core Competency:** Communities are built on the contributions of the people who live there.

### Title Concept Mentor

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<th>Personal Literacy</th>
<th>Intellectual Literacy</th>
<th>Social Literacy</th>
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| **Stories About Us** | We listen to, tell, and create stories.
  - **Grandmother:** Honey Wada | **People have the power to solve problems.** | **Successful teams depend on the collaboration of individuals.** | **People express themselves in many creative ways.** | **Finding and using information helps us live in our world.** |
| **Hello!** | We share what we like.
  - **Author:** Donald Crews | **We learn about our world through new experiences.** | **There may be more than one way to solve a problem.** | **Imagination lets us look at things in new ways.** | **We use imagination to explore and understand the natural world.** |
| **Problem Patrol** | There are many kinds of problems.
  - **Veterinarian:** Dr. Fay Vittecoe | **It’s fun to do things together.** | **Creative teams produce great performances.** | **People express themselves through stories and pictures.** | **We help our community.** |
| **What’s New?** | We learn about our world through new experiences.
  - **Wilderness Guide:** Keith Jardine | **Teams work best when they use each member’s strengths to get the job done.** | **A creative idea can grow into a series.** | **Finding information in stories and pictures helps us understand and describe the natural world.** | **In every community, there are people who inspire others to take action.** |
| **Chapter by Chapter** | We are always adding to our life story.
  - **Author:** Jerry Spinelli | **When we work as a team, we learn new things about our world.** | **Sometimes humor is the best way to communicate.** | **Gathering and using information help us understand and describe the natural world.** | **In every community, there are people who inspire others to take action.** |
| **Making a Difference** | Each of us is inspired by the lives of others.
  - **Musician:** Joseph Shabalala | **We can solve mysteries using reason, logic and intuition.** | **Considering different points of view gives us a fuller understanding of history.** | **Cities depend on the strengths and skills of the people who live and work there.** | **Literacy empowers us to be part of the democratic process.** |
| **Self-Portraits** | Individuals are a composite of their experiences.
  - **Author:** Gary Soto | **Problem Solving is a survival skill.** | **We use imagination to explore and explain the world.** | **An informed person analyzes the facts and opinions found in the media.** | **I Spy! Information is all around us.** |
| **Meet the Challenge** | Problem Solving is a survival skill.
  - **Emergency Worker:** Cesar Rivera | **Teamwork can make a business successful.** | **Computer Graphics Technician:** Ellen Poon | **Finding and using information helps us live in our world.** | **We learn how to communicate our unique voices as we grow and change.** |
| **Open for Business** | **Entrepreneurs:** Ben Cohen & Jerry Greenfield | **World of Wonder We use imagination to explore and explain the world.** | **Drama Coach:** José Garcia | **We help our community.** | **The Funny Side Sometimes humor is the best way to communicate.** |
| **Voyagers** | We depend on a network of people when we explore.
  - **Travel Agent:** Marie French | **In the Spotlight We use our creativity to reach an audience.** | **History:** Ruben Mendoza | **In the News An informed person analyzes the facts and opinions found in the media.** | **I Spy! Information is all around us.** |
| **In the Spotlight** | We use our creativity to reach an audience.
  - **Drama Coach:** José Garcia | **Considering different points of view gives us a fuller understanding of history.** | **I Spy! Information is all around us.** | **We help our community.** | **A creative idea can grow into a series.** |
| **America’s Journal** | Considering different points of view gives us a fuller understanding of history.
  - **History:** Ruben Mendoza | **Cities depend on the strengths and skills of the people who live and work there.** | **Finder:** Steven Powell | **People can make a difference in their communities.** | **We learn how to communicate our unique voices as we grow and change.** |
| **City Scape** | Cities depend on the strengths and skills of the people who live and work there.
  - **Urban Planner:** Karen Heit | **We help our community.** | **We learn how to communicate our unique voices as we grow and change.** | **We help our community.** | **A creative idea can grow into a series.** |
| **The Story of Democracy** | Literacy empowers us to be part of the democratic process.
  - **Judge:** Maryann Vial Lemmon | **We help our community.** | **We learn how to communicate our unique voices as we grow and change.** | **We help our community.** | **A creative idea can grow into a series.** |

### Additional Resources

- **Highlights:**
  - **What’s New?**
    - **Author:** Donald Crews
  - **Big Plans**
    - **Architect:** Jack Catlin
  - **On the Job**
    - **Art Director:** Max Jerome
  - **Hit Series**
    - **Author:** Joanna Cole
  - **Nature Guides**
    - **Editor:** Children’s Express: Soluk Chonwing
Literacy is the ability to process information for a purpose. The foundation for the blueprint of Literacy Place is to help establish the purposes for literacy and actively engage students in tasks and materials to understand those literacies. What are those purposes for literacy?

- **Personal Literacy**—One purpose of literacy is to derive pleasure, to know how to read a story and get emotional satisfaction from it. This is the foundation behind the Personal Literacy strand where children learn that literacy is a part of our daily lives—that being literate is a way to learn and enjoy things. (Read any good books lately?)

- **Intellectual Literacy**—A second purpose is to read for information in order to form a reasoned opinion or make a sound decision. It is finding out about what is going on around you and doing something about it. This is an important literacy for those of us living in the “Information Age”. (What are the newspaper headlines today?)

- **Social Literacy**—A third purpose is to be able to apply what we know and take an action, to produce new things, and develop and use skills we need to work together. It is communicating with those around you.

You can see how these literacies work together as you go through your daily life.

Scholastic’s Literacy Place will open those doors for all students.

**Literary Place Matrix Strands**

- The multiple literacies are expressed through six strands on the matrix. These are competencies needed to function effectively as adults. Can you find yourself engaged in these competencies as you go through your daily life?

- The students who have the opportunity to grow with Literacy Place will be prepared for their world as it exists now and in their future.

- **Personal Literacy**—**Personal Voice and Creative Expression** are the opportunities for taking in and sharing yourself through literacy.
• **Intellectual Literacy**—What do you do with this new found knowledge? The opportunities for using this knowledge are in the Problem Solving and Managing Information strands. “Today’s students need analytic and problem solving skills, not only to be productive employees in a fast-paced, high-tech, information-based global economy, but also to make good decisions as individuals and citizens on their way to adulthood.”—Packer

• **Social Literacy**—Living in our world you have to communicate and work with other people every day. Our ability to communicate is becoming very sophisticated through the technology available to us. Learning to be a responsible social being takes time and requires guidance and direction. The Teamwork and Community Involvement strands provide literacy opportunities to better help students live and work together.

• “Jobs for the future will go to those who can demonstrate their knowledge, work in teams, show initiative and determination and take responsibility.”—Tyson

• Tomorrow’s workers must be more than merely literate—they need a full range of literacies. They need better reasoning and decision-making skills. They need better personal and interpersonal skills to adapt to new managerial techniques and interact with persons from many backgrounds and cultures. They must also be literate in the language and jargon of data analysis, systems analysis, and technology.

• “Children who read and write for real purposes, read and write better.”—NAEP 1994

• Literacy Place answers the whys of learning for students.

• For each stand of the matrix there is a unifying concept or BIG IDEA that filter down through each grade level. The BIG IDEA in Literacy Place is unique because it allows students to come full circle in their growth and understanding of these concepts. There is continuity from year to year in what children learn. Literacy Place is connected through human processes. It is, where human beings interact and communicate with each other around the BIG IDEA concepts.

**Literacy Place Matrix Theme**

• To make the strands of Literacy Place accessible to students, integrated unit themes were built. This means every grade covers the same six BIG IDEAS so that there is continuity from year to year and themes that build developmentally from K-6.
• The unit themes are avenues for the continuous, developmental understanding of the concepts on which Literacy Place is designed. This is how our themes are different from other programs.

• In many programs the theme “topic” becomes more important than the literary process. A teacher will engage his/her students in learning information about a topic. At the end of that study the teacher will then engage the students in another topic of study, never coming back to what they have learned before. This “break” in knowledge every four to six weeks for seven years provides children with a lot of disjointed information. There is usually no relationship between what is learned and no process of skills. Their program is a product—ours is a connected process.

• Literacy Place themes evoke a response and action and engage students in reading, writing, listening, and speaking with a connected real-life purpose.

• To be engaged in our unit themes we take you to a place and introduce you to a face.

LITERACY PLACE MATRIX MENTORS AND PLACES

• Each theme transforms the classroom into a place in the world of work and introduces a real world mentor who models the use of literacy in their work.

• A real-life mentor expands each theme, both modeling for students how literacy is used in everyday life and work and motivating children to use and expand their own developing literacy skills.

• The Literacy Place mentor—via video—takes children to his or her place of work so that for each module the “literacy place” changes. Through workshops and projects the students apply the literary skills, strategies, and concepts they’ve learned.

• Learning “how” to do something is often best achieved through a mentor/apprenticeship model in which students observe and work with people who know how to do these things.—Rose

• The workshops, places, projects, and mentors that are woven into the texture of each thematic unit support the philosophical foundations—that children learn best when they have real purposes and make connections to real life.
**Concept Theme — The Big Idea**

**The Mentor**
- Real person
- Models use of literacies in the workplace
- Connects to the big idea

**The Place**
- Real world context
- Models mentor’s workplace
- Self-directed, cooperative activities
- Provides interest, motivation and choice
- Access for all learners

**Student Sourcebook**
- Literature shared by all students as a community of learners
- Grade level, age appropriate
- Over 150 types of sources
- Build background knowledge
- Ongoing assessment opportunities
- Context/model for: fluent reading, comprehension strategies, skill/strategy instruction, writing/text structure, grammar, usage, mechanics
- Meaningful connections
- Encourages reading beyond the sources

**Individualize Instruction**

**Demonstrate Independence**
- Sound and Letter Books — Kindergarten
- My Books (Kindergarten & 1)
- High Frequency (Readers — K & 1)
- Phonics Readers (Kindergarten–2)
- Phonics Chapter Books (1–3)
- Take Home Practice Readers (K–2)
- Guided Reading Program (Kindergarten–6)
- Trade Books (1–6)
- Sprint Plus (3 up)
- WiggleWorks Technology (K–2)
- Smart Place Technology (3 up)

**Workshops/Projects**
- Ongoing, open-ended
- Self-directed, cooperative
- Personal, purposeful
- Application & demonstration of independence with learned skills
- Differentiation and access—all abilities and learning styles
- Use multiple resources
- Apply study skills

**Placecards**
- Hands-on, problem-solving activities
- Connections to mentor, theme, and real world
1 Overview

- integrated program: reading, writing, grammar, usage, mechanics, spelling, listening and speaking skills, and connections to other areas of the curriculum
- Personal, Intellectual, and Socials strands/themes follow from kindergarten through grade six
- SIX units per grade level, SIX plans per unit
- each plan lasts from a week to eight days
- 120 minutes a day recommended time allotment
- “source” refers to the story, article, poem, or other piece of literature which is the foundation of the plan

2 Organization of a plan/lesson

Part One / GOLD: Building a Community of Learners
- whole group activities such as meeting the unit mentor/real-life role model, or a motivating group activity

Part Two / RED: Reading the Sources
- build background by activating prior knowledge, developing vocabulary, and doing a “quick-write”
- preview and predict the source
- options for reading the source (on-grade-level selection):
  1st time: the whole class reads, either listening to the teacher read aloud or an audio cassette, or using the “cloze” strategy, with some discussion as guided by the “blue read-stream” in the teacher’s sourcebook
2nd/3rd time: students re-read the source, either with partners, silently, or with the teacher in a smaller group; more thorough guided discussion takes place, referring to the “blue read-stream”

- formative/on-going assessment

Part Three / BLUE: Integrated Language Arts
(Writing, Grammar, Usage, Mechanics, Spelling)
- introduce the writing event (modeled on the source)—write, revise, assess according to benchmarks, share
- teach, model, apply in context (grammar & mechanics skills)
- pretest, teach, practice, apply to writing, and test spelling words
- optional: integrated language arts activities

Part Four / GREEN: Building Skills and Strategies
- “quickcheck” the key strategy/skill:
- teach/model and/or practice/apply
- assessment

Part Five/GOLD
- tradebooks (paperbacks with similar themes) as independent silent reading
Determining the CRITICAL components
(What are the most important skills to cover?)

FIRST: checkout the first page of the plan (T7, except in HELLO)
- What is the “Explore” concept?
- What will the students be expected to create, read, use, write, and apply?

SECOND: check out the Plan Organizer on the next page
- What are the red-checked skills that will be assessed on the unit test?
- What is the key strategy?

THIRD: check out the Prepare to Teach page (usually the 3rd read page)
- Under “Observation”:
  - What is the plan’s theme?
  - What is the targeted text structure?
  - What is the key strategy or skill?

FOURTH: check out the red Read the Source pages
- Always cover “Preview and Predict”, and “Reader to Reader” background and questions section
LITERACY PLACE: TIME ALLOCATION

All students Kindergarten through Grade 6 should receive instruction in their literacy block for a period of 120-180 minutes each day at the elementary level. At middle schools, two periods (or the equivalent in a block schedule) should be allocated daily for integrated Language Arts/Reading instruction. To support the DoDEA ELA Curriculum Standards and the concept of integration, the adopted materials, *Literacy Place*, published by Scholastic, should be used as a primary resource for planning and instruction.

In schools where scheduling is an issue, the following should be considered:

1. In keeping with the emphasis of integration of Language Arts and Reading, it is recommended that instruction should not be divided between two teachers.

2. Where Language Arts and Reading are divided and taught by two teachers, common planning time is strongly recommended so teachers can plan for integration of all the ELA Standards.

3. The least desirable situation is one in which two teachers have divided the instruction without collaboration.

4. It is recommended that the two periods be scheduled back to back wherever possible.
It all comes together in one place...

Scholastic Literacy Place
COMPONENTS OF KINDERGARTEN PLACE

Teacher SourceBooks—1 per Unit, 6 Total

Big Books—3 per Unit, 18 Total

Alphabet Big Book—Annie, Bea, and Chi Chi Delores

Read Alouds—42 Total
  36 Story Books
  6 Alphabet Books

Source Cards—3 per Unit, 18 Total

Meet-the-Mentor Video—1 per Unit, 6 Total

My Read and Write Books Black Line Master—1 per Unit, 6 Total

My Books BLM

My Alphabet Book BLM

Sorting Cards

Tools-or-the-Trade Manipulative Sets—1 set per Unit, 6 Total

Big Book Sentence Strip Set

Emergent Reader Library

Assessment Handbook for Kindergarten

Literature Corner—standard-sized version of Big Books, 18 Total

Literacy-at-Home BLM

Emergent Library

Shoebox Library—Levels 1, 2, and 3

WiggleWorks Plus CD ROM or Networked Version
COMPONENTS OF LITERACY PLACE

GRADE ONE

Teacher SourceBooks—1 per Unit, 6 Total

Student SourceBooks—Soft covers Units 1, 2, and 3, Hardcover Units 4, 5, and 6

Listening Center Cassettes—1 per Unit 1, 2 per Units 2–6

Classroom Library—18 Trade Books, 3 Titles per Unit

Trade Book Guides—18 Total

Mentor Videos—1 per Unit, 6 Total

Read Aloud Books—2 per Unit

Big Books—3 per Unit 1, 2 per Units 2–6, 13 Total

Big Book of Rhymes & Rhythms 1A, 1B

Integrated Teacher Resource Kit

  Literacy-at-Work Teacher Annotated Book
  Literacy-at-Work Books BLM—1 per Unit, 6 Total
  My Read and Write Books BLM
  My Book BLM—66 Stories
  Spelling Practice Book BLM
  GUM Practice Book BLM
  Handwriting Practice BLM
  Unit Test, Form A
  1 Trade Book Teaching Guide

Transparency Set—1 per unit, 6 total

Assessment Kit

Fluency Library

Shoebox Libraries—Levels 1–9

WiggleWorks Plus CD ROM or Networked Version
COMPONENTS OF LITERACY PLACE

GRADE TWO

Teacher SourceBooks—1 per Unit, 6 Total

Student SourceBooks—2 hardcover Anthologies

Listening Center Cassettes—2 per Unit, 12 Total

Classroom Library—18 Trade Books, 3 Titles per Unit

Trade Book Guides—18 Total

Mentor Videos—1 per Unit, 6 Total

Read Aloud Books—2 per Unit

Big Books—1 per Unit, 6 Total

Big Book of Rhymes and Rhythms—2 Total (2A, 2B)

Integrated Teacher Resource Kit—1 each
  Literacy-at-Work Teacher Annotated Book
  Literacy-at-Work Books BLM
  1 Trade Book Teaching Guide
  Spelling Practice Book BLM
  GUM Practice Book BLM
  Handwriting Practice BLM
  GUM Practice Book BLM
  Unit Test, Form A

Transparency Kit—1 Set—1 per Unit, 6 Total

Assessment Kit

Fluency Library

Shoebox Libraries—Levels 9-12

WiggleWorks Plus CD ROM or Networked Version
**COMPONENTS OF LITERACY PLACE**

**Grades 3 – 6**

- Teacher SourceBooks—1 per Unit, 6 Total
- Student SourceBooks—1 per Unit 1-3, 1 per 4-6, 2 Total
- Listening Center Cassettes—2 per Unit, 12 Total
- Classroom Library—24 Trade Books, 4 Titles per Unit
- 24 Trade Book Guides
- Mentor Videos—1 per Unit, 6 Total
- Assessment Kit
- Smart Place CD ROMs—1 per Unit, 6 Total
- Integrated Teacher Resource Kit—1 each
  - Literacy-at-Work Teacher Annotated Book
  - Literacy-at-Work Books BLM
  - 1 Trade Book Teaching Guide
  - Spelling Practice Book BLM
  - GUM Practice Book BLM
  - Handwriting Practice BLM
  - GUM Practice Book BLM
  - Unit Test, Form A

**Grade 3 only:**

- Shoebox Libraries—Levels 10, 11, 12
BALANCED LITERACY PROGRAM
SCHOOLISIC ADVANTAGE ... ACCESS FOR ALL STUDENTS

CONCEPT THEME
“BIG IDEA”

Daily Independent Reading

Guided Reading/Writing
Gradual Release Model

Ongoing Investigations and
Presentations

Leveled Trade Books
Emergent Readers

SourceBook Selections
Places
Mentors
Workshops & Projects

Workshops & Projects

Technology
WiggleWorks Plus™ K–2
Smart Place™ 3–6
Scholastic.com

Technology
WiggleWorks Plus™ K–2
Smart Place™ 3–6
Scholastic.com

Technology
WiggleWorks Plus™ K–2
Smart Place™ 3–6
Scholastic.com
## SCHOLASTIC LITERACY PLACE
### FICTION, NONFICTION AND MULTICULTURAL REPRESENTATION

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Fiction: 70%</th>
<th>Nonfiction: 30%</th>
<th>Multicultural: 57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>Fiction: 53%</td>
<td>Nonfiction: 47%</td>
<td>Multicultural: 67%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Fiction: 48%</td>
<td>Nonfiction: 52%</td>
<td>Multicultural: 63%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Fiction: 55%</td>
<td>Nonfiction: 45%</td>
<td>Multicultural: 53%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Fiction: 40%</td>
<td>Nonfiction: 57%</td>
<td>Multicultural: 50%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Fiction: 43%</td>
<td>Nonfiction: 57%</td>
<td>Multicultural: 50%</td>
</tr>
</tbody>
</table>

Multicultural selections include African-American, Hispanic, Asian, Native American or a representation of multiple cultures.
Q: How does the program provide effective powerful first teaching strategies for the instruction of reading and early literacy?

A: Research tells us that we learn best when we begin with what we know and are learning something that is connected to our lives. It is in this context that literacy is connected to young children's lives throughout Scholastic Literacy Place.

For example, the first six weeks in kindergarten begin with one of the most important first literacy acquisitions for young learners—*their own names*. Literacy Place Kindergarten helps children build networks of understanding that link knowledge of different kinds through reading, writing, listening, and speaking, utilizing literacy information contained within one another's names.

In subsequent weeks, Kindergarten utilizes another important piece of "known" literacy for early learners—*the alphabet song*. The alphabet is presented as a system of organization. A variety of alphabet books are used throughout the program to enable children to use alphabetic knowledge flexibly.

Children develop independence and a self-extending system as they read and revisit big books, read alouds, source cards, and read independently in Literacy Place My Books. They also revisit selections through technology as they read and write in WiggleWorks Plus. Teachers can plan guided reading lessons by using the Shoebox Library, a library of trade books that includes a Teacher's Guide, designed and leveled for guided reading by Dr. Gay Su Pinnell. This constant revisiting and connecting across meaningful texts enables children to build independence by using many different sources of information.

Phonemic awareness and phonics are stressed as children listen to rhymes in the Big Book of Rhymes and Rhythms and through daily "Write Together" sessions. During the interactive writing process, children...
construct a message with the teacher. The teacher gradually turns over the control of the writing as children’s competencies with written language grow. Additional lessons in phonemic awareness are found weekly in the Teacher’s SourceBook.

The first and second grade program enables children to use all three cueing systems while reading text—selected and leveled by Dr. Gay Su Pinnell and Dr. Adria Klein. Shared reading, shared writing, and guided reading are part of every lesson plan, every week of instruction. Lesson plans reflect a balanced approach to reading instruction and includes multiple experiences with literature, and intentional and sequential instruction in skills, including phonemic awareness and phonics.

Reading selections are provided at a variety of levels. This enables the teacher to match children to appropriate text and provide a successful experience in reading every day for each child. As is the case with the kindergarten program, WiggleWorks technology and repeated reading opportunities are provided and enable children to read flexibly across text types and develop a self-extending system.

A unique feature of the phonics program is the way in which children learn how words work with a well-designed phonics instruction emphasizing the context in the story from which the phonics skill can be demonstrated, phonemic awareness, blending, word building, and spelling patterns. Children learn about high-utility consonants, vowels, and phonogram early in the program, thus enabling them to build many words and learn how words work. Additional phonics and word building support is provided for children in the program through decodable Phonics Readers, the Phonics and Word Building Kit, and My Books.

Literacy Place is designed to leave no child behind. What is learned in one area supports and contributes to learning in the other. This integration of writing and reading through the program makes it easier for young children to figure out how to use written language for themselves and become readers and writers for a lifetime.

Q: How does Literacy Place support many levels of readers at a single grade level?

A: Literacy Place has been built so that all students can find a point of entry and experience success at every grade. Literacy Place offers a wide range of tools within the Teacher’s SourceBook to support every
learner. For each selection, teachers will find suggestions for flexible grouping, which specifically address children who need extra support getting through the selection. In addition, the box marked “Supporting All Learners” includes Extra Help, Access, ESL, and Challenge Strategies, through the use of Mini lessons that reinforces the instruction. Further, many Literacy Place selections are available on audiostream and on CD-ROM to make text more accessible.

In addition, for Grades K–2, you’ll find specially designed leveled libraries. Dr. Gay Su Pinnell, a nationally known expert in early literacy and a Literacy Place author, designed Shoebox Libraries for guided reading. The libraries feature 12 levels and range from wordless picture books to easy chapter books. You’ll find authentic literature titles such as Have You Seen My Duckling?, A Pocket for Corduroy, and A Birthday for Frances. 12 Teacher’s Guides, one for each level, provide both the characteristics of text at each level and the behaviors to notice and support while using guided reading with small groups of children. Thus, teachers can choose texts that are “just right” for children—texts that offer challenge and opportunities for problem solving, but are also easy enough for children to read with some fluency.

In this form of guided reading, the teacher tailors the instruction to enable a group of students to read successfully with minimal teacher support. The teacher’s primary role during reading is to observe and provide support only as necessary. Given that there are many reading levels in one classroom, teachers need a variety of levels of Shoebox Libraries. We recommend the following levels for each teacher:

- Levels 1–3: Kindergarten
- Levels 1–9: Grade 1
- Levels 9–12: Grade 2
- Levels 10–12: Grade 3

No other program can offer the authentic quality trade books available through Scholastic. Every grade includes a trade book library of 24 trade books, leveled easy, average, or challenging. All genres are represented with the highest quality of classic and contemporary fiction and nonfiction. For every trade book, you will find a trade book guide that’s second to none.
Q: What is the range of reading proficiency within a grade level?

A: The literature within each student anthology is grade- and age-appropriate and was carefully selected to build on significant themes that draw children into a program of sequenced instruction. The literature at the primary levels was leveled by early literacy experts and senior authors Dr. Gay Su Pinnell and Dr. Adria Klein. They reviewed the placement of all literary and expository works, applying the latest research on characteristics of text. Their careful review ensured that in the critical early years, the text is on target at each grade level. Additional accuracy checks were made using traditional readability formulas such as Frye, Spache, and Dale-Chall, as well as the Lexile readability formula.

Q: How does Literacy Place support second-language learners?

A: The Teacher’s SourceBook provides specific strategies at point of use to support students’ acquiring English. These strategies also support students’ individual learning styles and development of higher order thinking skills.

- Audiocassettes nurture students’ receptive and productive competence.
- Technology helps develop fluency and independence in English.
- Rubrics for each stage are also provided along with effective teaching strategies.

Q: How is Language Arts integrated in Literacy Place?

A: The balanced literacy of Scholastic Literacy Place is demonstrated in the outstanding literature and real-world sources, both fiction and nonfiction, that are used as the model for all integrated language arts
instruction. The integration of the language arts in Literacy Place has been rated by many teachers as second to none.

All writing, grammar, usage, mechanics, spelling, and handwriting instruction spring from the literature. In addition, the explicit, systematic skills instruction is always developed within the context of reading. Furthermore, trade books (with comprehensive trade book guides) tie back to the literature model in the student anthology. Everything is designed to maximize comprehension and strengthen the balance between skills and literature.

- What students read is the model for what they write.
- What students read and write is the basis for all grammar, usage, mechanics, and spelling instruction.
- What students read is the model for all skills and strategies.

Q: How does Literacy Place teach the writing process?

A: You’ll find a writing lesson for every Literacy Place plan, including a Writing Process Workshop at the end of each unit. Writing lessons always include connections to the literature students have just read (which serves as the model), writing prompts, steps in the writing process, skill applications, student models, and rubrics for evaluation.

Q: What are the highlights of the teacher manual?

A: In Literacy Place, the teacher manuals are called “SourceBooks” because they’re so rich and offer to many opportunities for customization. There’s also a wealth of activities. Every section in the teacher guide includes tips for suggested grouping, time suggestions, and the materials that will be needed to conduct the lesson. Every Teacher SourceBook includes 24 Integrated Language Arts activities, 24 Integrated Curriculum activities, 24 Idea File activities, 4 Place Card activities (Grades 3-6), 2 Workshops, and 1 Project.
Q: What are the assessment options in Literacy Place?

A: Literacy Place acknowledges that assessment is an essential part of the learning process and uses assessment to inform instruction throughout the program.

- Literacy Place provides a range of assessment options that diagnose and prescribe. Assessments are formal and informal, and include portfolios, miscue analysis, surveys and questionnaires, placement and diagnostic tests, and end-of-unit, mid-year, and end-of-year tests.

- To develop an effective instructional plan, diagnosis and placement tools can help provide an accurate picture of each student's literacy development, and knowledge about the strategies students use as readers. Literacy Place provides the tools to determine what students know at the beginning of the year and to monitor the progress they make during the year.

  (a) *Benchmark Books for Diagnosis*: Literacy Place includes a collection of leveled books for each grade to help determine the instructional needs of each student. A *Benchmark Books for Diagnosis* teacher's guide is provided to help use this tool.

  (b) *Placement Tests*: At each grade level, Literacy Place provides a comprehensive Placement Test and guide that helps you determine each student's instructional needs in reading and writing.

- Each unit in the Literacy Place Teacher's SourceBook begins with a Baseline Assessment and a KWL. These useful strategies help determine the conceptual level at which each student starts the unit. A follow-up to the baseline assessment is provided at the end of each unit.

- Assessment opportunities in the Teacher's SourceBook help teachers adjust and customize instruction to fit each child's needs.

- Each plan includes observational and conference assessments to help teachers monitor how well students grasp the Key Strategy, Literary Element, Theme, and Text Structure of the plan's primary reading source.

- Each plan includes a comprehension check (Reflect on Reading) and includes activity ideas for students to demonstrate understanding.
• Writing lessons, workshops, and projects feature multiple portfolio opportunities, performance-based assessments, authentic samples, and rubrics (benchmarks).

• Quickchecks help determine students’ grasp of skills and strategies and offers a clear instructional path to meet individual needs.

• The Assessment Handbook helps teachers identify what to assess, when to assess, and how to assess.

• Mid-Year, End-of-Unit, and End-of-Year Tests are supported by the scoring guide, reteaching lessons, as well as benchmarks with instructional alternatives for each student’s performance.

Literacy Place includes the following types of assessments:

**Diagnosis and Placement**  
Diagnostic Assessment  
Early Reading and Writing Assessment  
Placement Test  
Benchmark Books for Diagnosis  
Running Record  
Surveys and Questionnaires  
Mid-Year Reading and Writing Assessment  
Forms and Checklists

**Assessing Phonics**  
Phonics in Literacy Place  
Diagnosing Phonics Knowledge  
Assessing Progress

**Informal Assessment**  
Observation  
Performance Assessment  
Using Rubrics  
Portfolios  
Self- and Peer Assessment  
Journals
Q: How do you tie-in spelling & grammar to writing program with literature selections?

A: All writing, grammar, usage, mechanics, spelling, and handwriting instruction spring from the literature. In addition, the explicit, systematic skills instruction is always developed within the context of reading. Furthermore, trade books (with comprehensive trade book guides) tie back to the literature model in the student anthology. Everything is designed to maximize comprehension and strengthen the balance between skills and literature.

- What students read is the model for what they write.
- What students read and write is the basis for all grammar, usage, mechanics, and spelling instruction.
- What students read is the model for all skills and strategies.

Q: How are phonics and spelling blended?

A: Multiple studies of phonics and early reading show that phonics improves spelling. Researchers agree that children’s knowledge of sound-spelling relationships develops as they write. Whereas phonics is characterized by putting together sounds to form words that are printed, spelling involves breaking down spoken words into sounds in order to write them. Both skills rely on phonemic awareness.
Phonics is a particularly powerful tool because it emphasizes spelling patterns, which become familiar from reading. In English, groups of letters often form a particular sound. Orthographic knowledge from repeated exposures to text can help children recognize common letter patterns of most words in English. Good spellers are better readers because they can write and recognize a large number of spelling patterns. Studies show that half of all English words can be spelled with phonics rules that relate one letter to one sound. Thirty-seven percent of words can be spelled with phonics rules that relate groups of letters to one sound. The other thirteen percent must be learned by memorization. Good spellers have not memorized the dictionary. They apply the phonics rules they know and have a large store of sight words. Good spellers become good writers because they can access for themselves a larger and richer vocabulary.

In *Literacy Place*, the dictation exercises provide a direct link between phonics and spelling. In addition, many of the spelling lists are organized around high-utility spelling patterns.

**Q:** *Is the spelling program integrated?*

**A:** In *Literacy Place*, an important link between spelling and phonics is provided with dictation. Dictation is a part of each phonics lesson and serves as a valuable assessment tool.

In addition, *Literacy Place* consists of 36 weeks of spelling instruction—one list for every instructional week of the year. This serves as an excellent vehicle for applying phonics:

- **Grades 1-2:** The spelling list for the week is based on the phonics lesson that is in that unit. In grade 1, the spelling lists are organized around phonograms. In addition, two high-frequency words are added to each list.

- **Grades 3-6:** Many of the spelling lists are based on a phonics strategy for spelling, serving as an excellent review of phonics through grade six. The lists also include word study, including structural analysis lessons.
Literacy Place offers a complete 5-Day Spelling Plan that teaches spelling words connected to the phonics skills and the high-frequency words being taught. Spelling instruction is intentional and in context of the reading and writing and follows three easy steps—Teach, Practice, and Check Spelling. Word games and many activities focus students’ attention on the patterns and tools for spelling. Key points to spelling instruction, practice, and assessment include:

- pretest and test
- teach spelling every day of the week
- teach from a new spelling list every week
- personalize the spelling list
- connect to phonics and word study
- spell strategically

Q: At what grade level does guided reading initiate? Does guided reading continue as a component through grade 6?

A: Literacy Place is the only program that enables teachers to use two forms of guided reading.

- Shoebox Libraries for Grades K-2 allow teachers to choose a book that’s appropriate for a small group of children with similar needs.
- Teacher’s SourceBook for Grades K-6 are designed to bring all students to a core literature selection through flexible grouping options (Shared Reading).
- Both forms support one another—the first brings a book that is “just right” to a group of children to build fluency and apply their reading skills; the second brings a group of children to a central piece of text for the purpose of introduction of specific skills and to expose students, regardless of their reading level, to the best in age-appropriate fiction and nonfiction.

The ultimate goal of both forms of guided reading is to help children learn how to use independent reading strategies successfully. Only Literacy Place is designed right from the start to include both forms of guided reading and reference them right in the Teacher’s SourceBook.
**Q**: How are teachers advised to conduct guided reading sessions: number of students, matching students to texts, prompting, assessing, etc.?

**A**: The Teacher's SourceBook for Literacy Place

- Allows all children in a class to participate in reading a core selection of literature by providing scaffolded teacher support for children who might have difficulty reading the selection by themselves.

- A key strategy is taught and modeled in the blue read stream in Part A in the Teacher's SourceBook. Direct instruction continues, including opportunities to revisit and reteach, until children can use the strategy independently.

- Intervention strategies also appear at point of use and are direct teaching opportunities that enable teachers to reduce what might be “hurdles in text” to “speed bumps.” Intervention strategies enable children to construct meaning right at the point of difficulty, not later on when it may be too late. Additionally, self-monitoring tips in Grades 3–6 also enable students to use techniques that successful readers use in order to construct meaning.

**Q**: What assessments are provided for guided reading?

**A**: An Observation Checklist provides teachers with what they should be looking for before students begin to read a selection.

After children read the selections in their SourceBooks, there is a page called “Assess Reading” in the Teacher's SourceBook. Reflect and Respond questions are provided at the end of the selection to assess students understanding and comprehension. Read Critically Across Texts questions allow teachers to determine students' ability to think about what they have read and apply it to a new situation.

To check for understanding, a Conference Opportunity checklist is provided which ties back to the Observation Checklist.

Self-assessment questions provide opportunities for students to evaluate their understanding by responding to teacher-directed questions for portfolio opportunities.
Q: You say that the literature is the foundation for all the integrated language arts instruction. Can you assure me that the children who use Literacy Place will get enough formal instruction in the language arts?

A: At Literacy Place, language arts instruction is total, complete, and comprehensive. Each Teacher’s SourceBook offers formal instruction in the writing process. In each Plan, students have opportunities to experience the steps of the writing process. What makes Literacy Place unique is how each writing event is based on the type of literature students have just read. For example, if students read a first-person narrative, the writing lesson focuses on teaching how to write a first-person narrative. In addition to formal writing instruction, grammar, usage, and mechanics instruction is explicit and intentional. Students return to the reading source—the same reading source used for the writing lesson—and identify places where the skill was used. Students transfer what they have learned about the skill and apply it in their writing. Moreover, each unit includes 24 listening, speaking, viewing, and thinking activities that integrate what students have read. There are an additional 24 hands-on activities to integrate other curriculum areas. These are found behind the Tab in the Teacher’s SourceBook. In addition, Quick Writes and Journal Writing are integrated throughout the program. And Workshops and Projects allow students to integrate skills previously taught, practice study and presentation skills, and think critically and creatively!

Q: How does Literacy Place approach phonics?

A: At Literacy Place, phonics instruction is purposeful, connected to literature, and helps students build confidence with language. Phonemic awareness, spelling, and blending are critical parts of each phonics lesson. Phonics instruction is systematic and thorough enough to enable most students to become fluent and independent readers, yet still efficient and streamlined. It does not overshadow the abundance of engaging reading and listening experiences. In making the case for this balanced view of the role of phonics in reading development, Literacy Place looked at phonics instruction from three vantage points: (i) why phonics is useful; (ii) which skills are worth learning—and when; and (iii) how phonics skills and strategies should be taught.

While meaning and comprehension clearly are a central end of Literacy Place, its decoding and spelling strand represent an important means to
that end. In grades K-2, an understanding of the alphabetic principle and the development of phonemic awareness are essential components of successful reading. Lessons for developing phonemic awareness and reading independence begin with sentences that are directly tied to the material children are reading. Key words in these sentences become exemplars and the Big Book of Rhymes and Rhythms has poems and rhymes containing these sounds. These sounds are then used in blending and spelling activities. Other features include: (i) carefully sequenced phonic content; (ii) high-utility content; (iii) integration of decoding and spelling; and (iv) balanced combination of regular and irregular words.

Q: How was your phonics scope and sequence determined?

A: Literacy Place authors chose regular sound-letter relationships that frequently appear in children’s reading and writing. Instruction purposefully separates confusing sounds (short i and short e) and confusing letters (b and d). In fact, the first consonants that are introduced are the continuous sounds (s and m). Short vowels are taught before long vowel sounds. All short vowels and consonants are introduced by the fourth unit in grade one. The literature children read supports phonics instruction, is developmentally appropriate, and contains sound exemplars (clearly referenced in the Teacher’s SourceBook). The Big Book of Rhymes and Rhythms provides additional opportunities for children to see and hear the sound in context.

Q: What is the approach to phonics in Kindergarten Place?

A: Kindergarten Place builds on children’s prior knowledge and offers immediate success. Instruction begins with the use of children’s names and the Alphabet Song—emphasizing the alphabetic principle and alphabetical order. Current research supports teaching letters in alphabetical order, making it easy for the teacher to build on what children already know. Teaching letters in alphabetical order also gives teachers a sense of “where they are” sequentially.
Q: What is the approach to phonics in Grade One?

A: At Literacy Place, first-graders will receive a strong foundation of phonemic awareness and phonics skills. Grade One features:

- 12 phonics lessons per unit
- systematic instruction and opportunities for daily work with phonics
- a Big Book of Rhymes and Rhythms, providing additional exploration of sounds, language, and rhyme
- phonograms, introduced in spelling lessons
- My Books, to support phonics lessons and build fluency
- blending, to help students become fluent readers and provide ongoing review of phonic elements
- handwriting, to support phonics lessons
- phonics instruction that is contextualized from the student SourceBooks.

Q: Where is the phonics practice in Grade 1?

A: There are several opportunities to practice and apply phonics. Each phonics lesson includes a My Book. My Books combine the corresponding phonics, structural analysis, and high-frequency words so children apply reading strategies with a real book. In addition, each phonics lesson in the Teacher’s SourceBook includes optional hands-on activities to actively engage students in word play.

Q: What is the structure of your phonics lesson plan?

A: In Kindergarten, sessions 5 and 9 focus on sound/letter instruction, beginning with Unit 2, See It! Solve It! Each unit contains 6 phonics lessons. Teachers have the option of spending a whole session focusing on a specific sound/letter or can spread the instruction over a period of a week or two. In grade one, each unit contains 12 phonics lessons, found in Part C, Building Skills and Strategies.
In each phonics lesson (K-1), children: (i) develop oral language; (ii) connect sound to letter symbol; (iii) develop print awareness; (iv) make the sound and letter by writing it. One of our teacher advisors said the following about our Grade One phonics lessons: “The phonics plan does what good teachers do: Assess, Teach, Practice, and Assess.”

Q: How many phonics lessons are there in Grade 1?

A: There are two lessons per plan, making a total of 12 per unit. There are 72 phonics lessons in Grade 1. They are located in Part C, Building Skills and Strategies.

Q: What are phonograms and where do I find them in Literacy Place?

A: Phonograms are often referred to as rime or word families. They are easy to hear and easy for beginning readers to focus on. To help with the transition from Kindergarten to grade one, phonograms are taught in unit six, Join In! of Kindergarten Place. In grade one, phonograms are part of the phonics lesson and are built into spelling lessons: After all, phonograms are easy for children to hear and remember as they develop spelling strategies.

Blending is an important strategy and helps children make phonic generalizations and decode new words. Without blending, children memorize phonograms, rather than use decoding strategies. At Literacy Place, phonics instruction is designed to build confidence and to help children control language. Phonograms help build confidence, blending helps students learn control.

Q: How is phonics dealt with in grades 3-6?

A: Formal phonics instruction is completed at the end of grade 2. Decoding strategies, word study, and phonics instruction continues in the intermediate grades as part of the spelling lessons.
Q: Why is your phonics scope and sequence different from what I'm used to?

A: Each new phonics program will present a somewhat similar scope and sequence of phonics instruction. At Literacy Place, phonics instruction is based on what children read. Thus, the order in which sounds are introduced varies. However, the Literacy Place scope and sequence stresses economy and efficiency. Emphasis is placed on teaching letter-sound relationships that are regular and that apply to a significant number of words.