

Activating Literacy Knowledge to Develop the B.E.S.T. Secondary Readers and Writers



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Objectives



Define Literacy Knowledge and its components through referencing Scarborough's Reading Rope and Sedita's Writing Rope.



Connect B.E.S.T. English Language Arts (ELA) Standards and Literacy Knowledge to instructional practices for Tier 1 implementation.

The Reading Rope

LANGUAGE COMPREHENSION

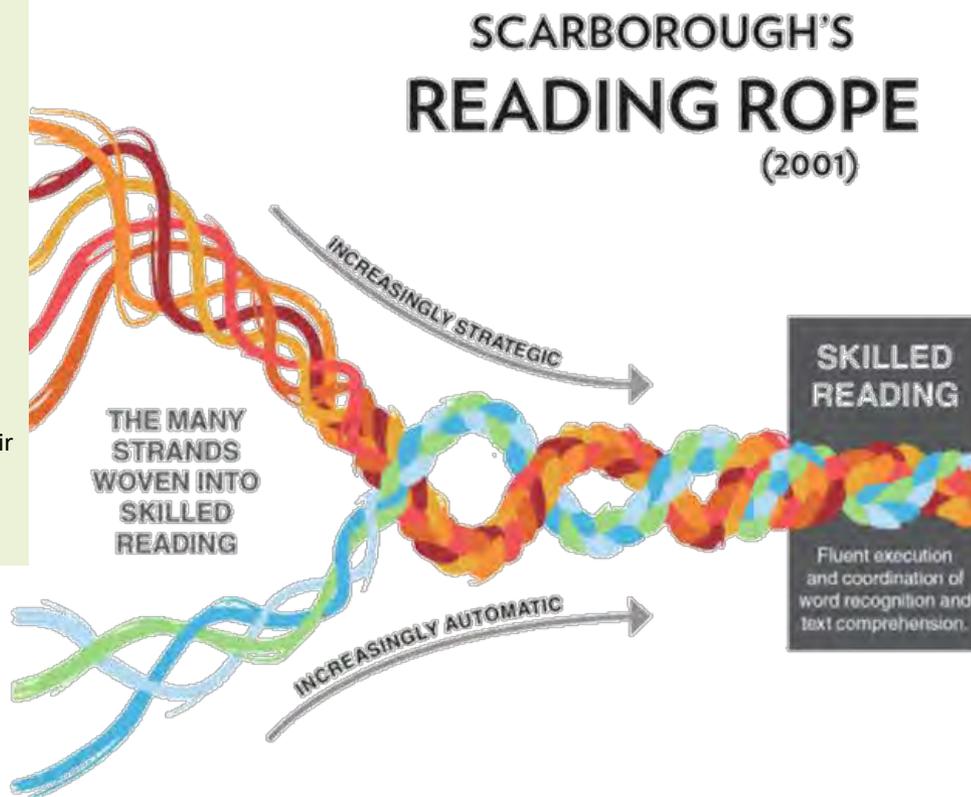
Background Knowledge (facts, concepts, etc.)	←	You shall hear of the midnight ride of Paul Revere, on the eighteenth of April, in Seventy-Five.
Vocabulary (breadth, precision, links, etc.)	←	Eschewing the vulgate can obfuscate the lucidity of your rhetoric.
Language Structures (syntax, semantics, etc.)	←	Time flies like an arrow, but fruit flies like a banana.
Verbal Reasoning (inference, metaphor, etc.)	←	Two roads diverged in a wood and I—I took the one less traveled by, and that has made all the difference.
Literacy Knowledge (print concepts, genres, etc.)	←	“Most of the time travelers worry about their luggage.” or “Most of the time, travelers worry about their luggage.”

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc.)

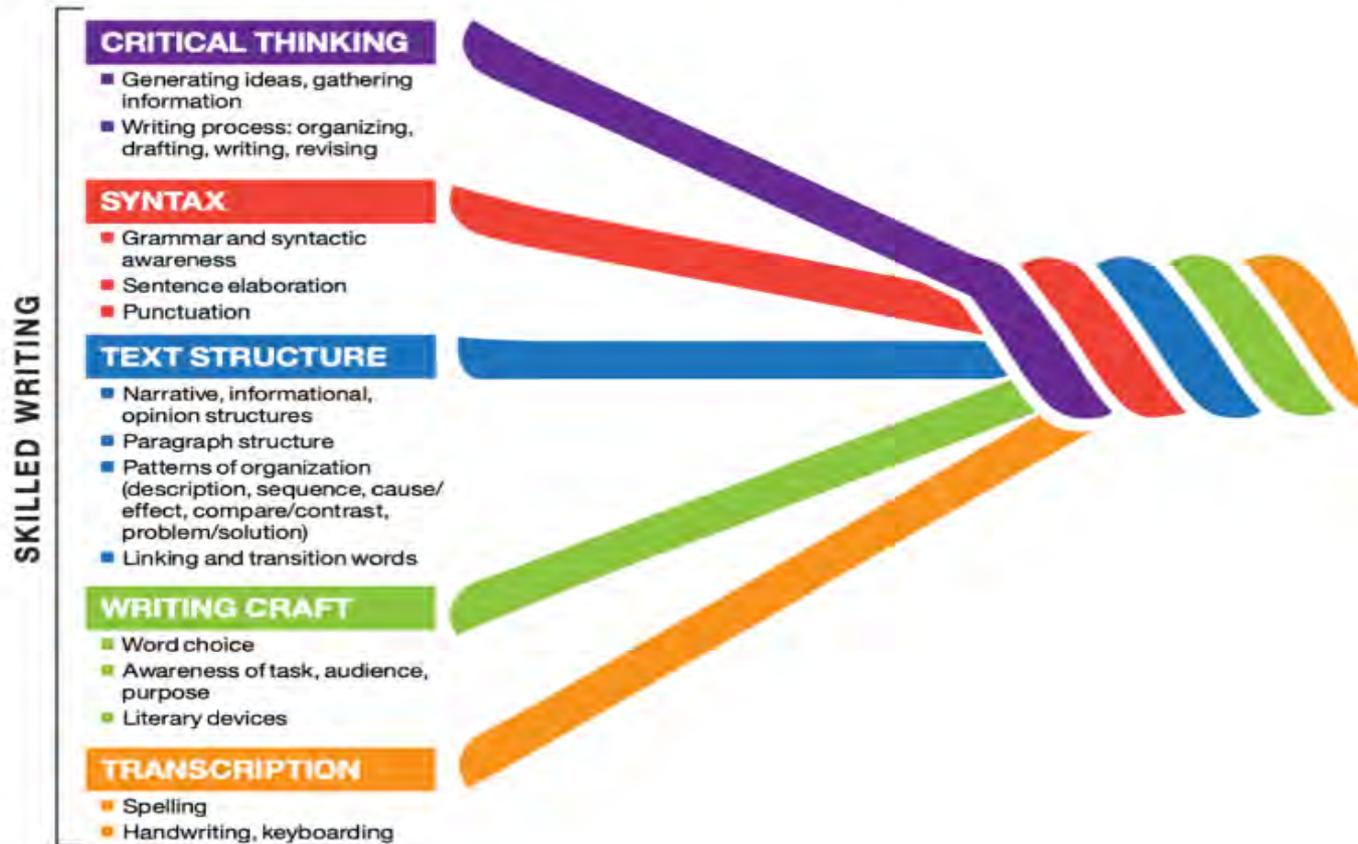
Decoding
(alphabetic principle,
spelling-sound
correspondence)

Sight Recognition
(of familiar words)



The Writing Rope

The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Defining Literacy Knowledge

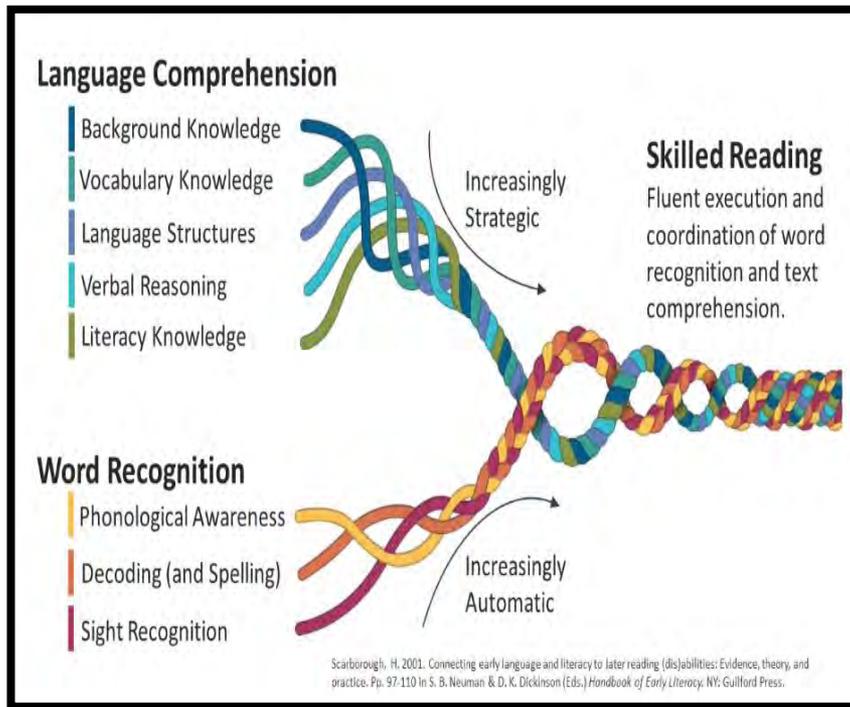
Literacy Knowledge

Literacy Knowledge is the understanding of how to convey meaning through print. It is the foundation for reading, writing and speaking. Literacy Knowledge includes:

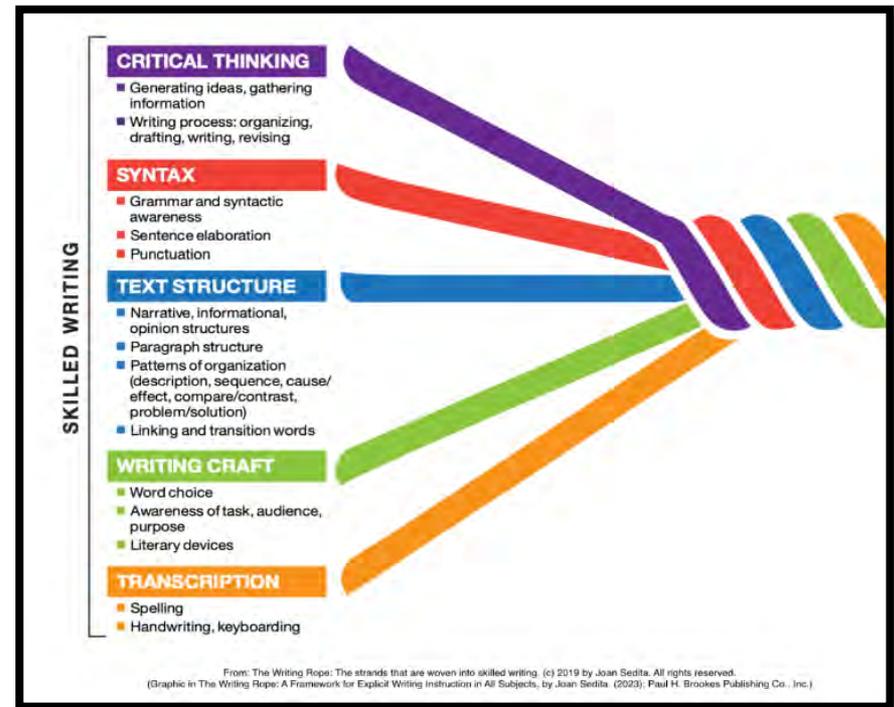


Complementary Skills

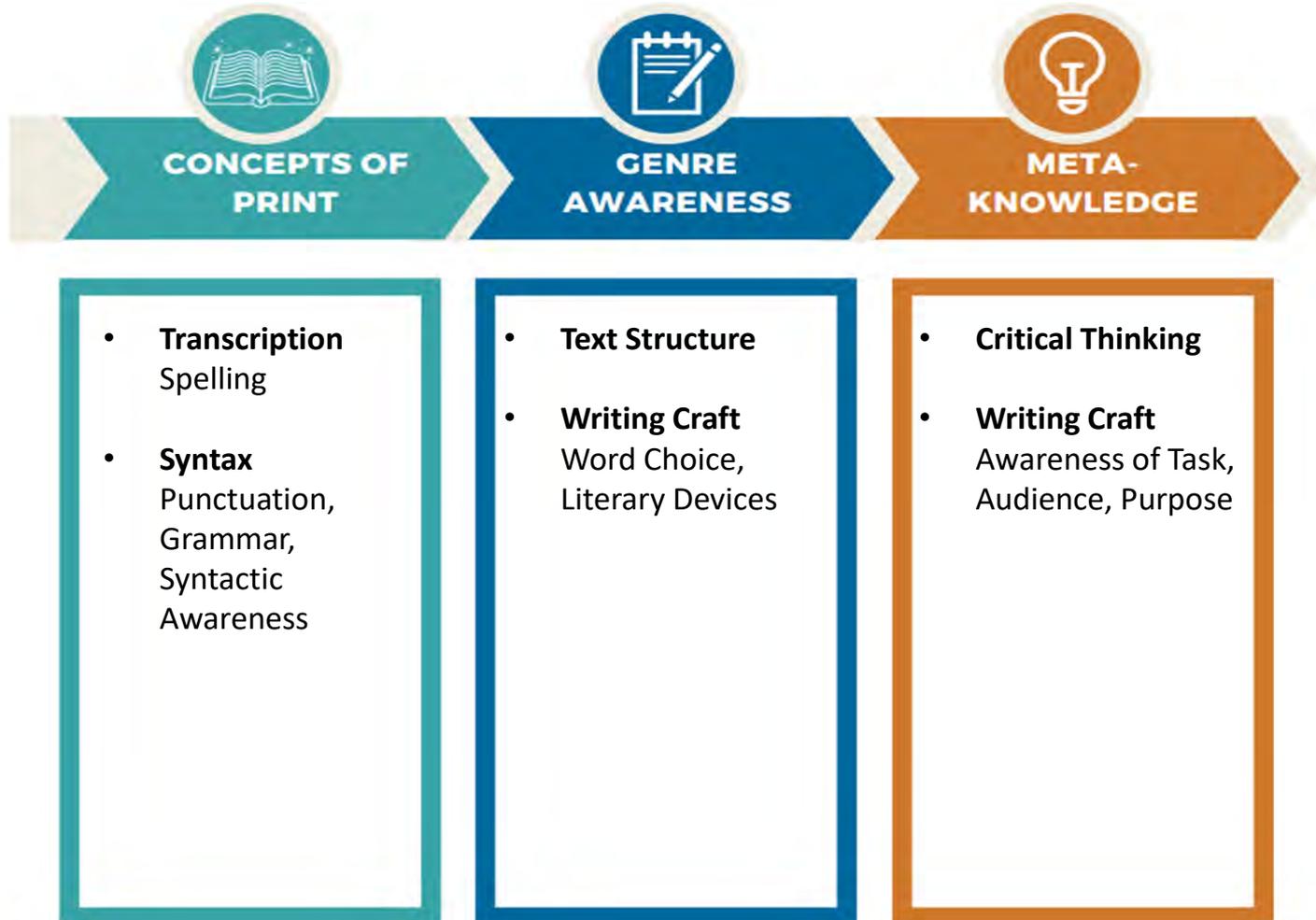
Scarborough's Reading Rope



Sedita's Writing Rope



Complementary Skills, Continued



Excerpt from “House Divided”

“A house divided against itself cannot stand.”

I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved* – I do not expect the house to *fall* – but I do expect it will cease to be divided.

It will become *all* one thing, or *all* the other.

Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward till it shall become alike lawful in *all* the States, old as well as new – *North* as well as *South*.

Have we no *tendency* to the latter condition?

**What do you notice
as a reader?**



**What do you notice
as a writer?**



Excerpt from “House Divided,” Continued

Think Like a Reader	Think Like a Writer
<ul style="list-style-type: none"> • Genre Awareness <ul style="list-style-type: none"> • Speech • Text Structure • Text Features • Meta-Knowledge <ul style="list-style-type: none"> • Background Knowledge • Rhetoric • Literary Devices 	<ul style="list-style-type: none"> • Text Structure <ul style="list-style-type: none"> • Narrative, Informational, Opinion • Paragraph Structure • Patterns of Organization • Critical Thinking • Writing Craft <ul style="list-style-type: none"> • Word Choice • Awareness of Task, Audience, Purpose • Literary Devices • Syntax <ul style="list-style-type: none"> • Sentence and Paragraph Structures
Instructional Implications	
<ul style="list-style-type: none"> • Connected Elements: Meta-Knowledge/Writing Craft • Instructional Implication(s): Word choice impacts comprehension. Students need explicit instruction in figurative language to support both reading and writing. • Example From the Text: <i>“A house divided against itself cannot stand.”</i> 	



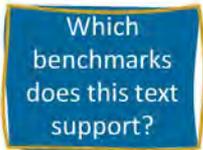
Tier 1 Implementation

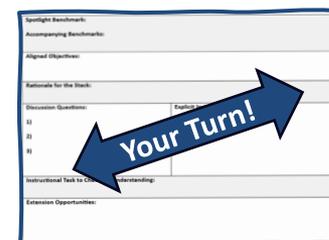
Build a Benchmark Stack Using Literacy Knowledge

Which benchmarks does this text support?

	ELA.7. R.1.1	ELA.7. R.1.2	ELA.7. R.1.3	ELA.7. R.1.4	ELA.7. R.2.1	ELA.7. R.2.2	ELA.7. R.2.3	ELA.7. R.2.4	ELA.7. R.3.1	ELA.7. R.3.2	ELA.7. R.3.3	ELA.7. R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
“the sonnet-ballad” by Gwendolyn Brooks				•						•		
“The Tell-Tale Heart” by Edgar Allan Poe	•		•							•		•

Build a Benchmark Stack Using Literacy Knowledge, Continued

	ELA.9.R.1.1	ELA.9.R.1.2	ELA.9.R.1.3	ELA.9.R.1.4	ELA.9.R.2.1	ELA.9.R.2.2	ELA.9.R.2.3	ELA.9.R.2.4	ELA.9.R.3.1	ELA.9.R.3.2	ELA.9.R.3.3	ELA.9.R.3.4
	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
"Letter from Birmingham Jail" by Martin Luther King, Jr.					•	•	•	•	•	•	•	•



Identify the Spotlight Benchmarks and Accompanying Benchmarks

Read the excerpt from “Letter from Birmingham Jail” and build a benchmark stack to design instruction that uses Literacy Knowledge to develop skilled readers and writers.

ASK	IDENTIFY	REVIEW
<ul style="list-style-type: none"> What Literacy Knowledge do I need as a skilled reader to comprehend this text? What do I notice about the writer’s craft? What instructional implications come to mind? 	<ul style="list-style-type: none"> Which benchmarks does this text address? What other benchmarks will support or extend the development of the students’ reading and writing skills? 	<ul style="list-style-type: none"> Did I connect Literacy Knowledge to reading and writing development? Did I incorporate the ELA Expectations into my benchmark stack?

Objectives



Defined Literacy Knowledge and its components through referencing Scarborough's Reading Rope and Sedita's Writing Rope.



Connected B.E.S.T. ELA benchmarks and Literacy Knowledge to instructional practices for Tier 1 implementation.

Objectives

Reflection

What is one thing you will do to transfer the information from this session into practice?

Teachers

Coaches

Administrators





www.FLDOE.org



facebook.com/educationFL

[@EducationFL](https://twitter.com/EducationFL)

youtube.com/educationFL

[@EducationFL](https://instagram.com/EducationFL)

www.FLDOE.org