



Additional Literacy Considerations for K-12 Classrooms

This section describes the additional considerations to promote literate individuals in a global society. While the standards do not specifically address areas such as spelling, grammar, and handwriting with content standards, their subtle inclusions across the standards warrant a further explanation.

ESSA defines other aspects of learning, such as social and emotional learning, and dictates the inclusion of these standards across multiple content areas. The same holds true with technology, therefore, guidance for inclusion of these areas is outlined here.



Spelling

The English writing system is complex and, therefore, challenging to learn. The 26 letters of the alphabet can produce approximately 44 sounds (phonemes) that are represented in 250 different spellings (Ball & Blachman, 1991).

Developing automaticity in decoding and spelling requires redundant exposures to the grapho-phonemic patterns of the language (Robbins, Hosp, Hosp, & Flynn, 2010). Therefore, reading and spelling can be mutually beneficial if taught together, rather than separately, because they create additional opportunities to practice applying common patterns (see tables 8 and 9).

Standards Addressing Spelling: K-5 (Table 8)

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>RF.1.3b: Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3c: Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3f: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF.3.3d: Read grade-appropriate irregularly spelled words.</p>	N/A	N/A
Language Standards	Language Standards	Language Standards	Language Standards	Language Standards	Language Standards
<p>L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>L.1.2d: Use conventional spelling for common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>L.2.2d: Generalize learned spelling patterns when writing words (e.g., cage – badge – boy – boil)</p>	<p>L.3.2e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>L.3.2f: Use spelling patterns and generalizations in writing words. (word families, position-based spellings, etc..)</p>	<p>L.4.2d: Spell grade appropriate words correctly, consulting references as needed.</p>	<p>L.5.2e: Spell grade appropriate words correctly, consulting references as needed.</p>

Standards Addressing Spelling: 6-12(Table 9)

6 th Grade	7 th Grade	8 th Grade	9 th -10 th Grade	11 th -12 th Grade
L.6.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2b: Spell correctly.	L.7.2b Spell correctly.	L.8.2c: Spell correctly.	L.9-12.2c: Spell correctly.	L.11-12.2b: Spell correctly.

Why it Matters:

Why Teach Spelling? is a resource compilation of three documents that support the teaching of spelling in today's schools: a discussion of "Why Spelling Instruction Matters", a checklist for evaluating a spelling program, and tables of Common Core State Standards that are linked to spelling instruction. For your convenience, we have also included a Word formatted file of the checklist that is downloadable for use in evaluating your own spelling program.

<https://keystoliteracy.com/wp-content/pdfs/orc-genlit/Why%20Teach%20Spelling.pdf>

Grammar

People associate grammar with errors and correctness. The misconception lies in the view that grammar is a collection of arbitrary rules about static structures in the language. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So, grammar teaching is necessary to achieve the goals. (J. Zhang, 2009).

Knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And *knowing about* grammar means finding out that all languages and all dialects follow grammatical patterns. (NCTE, 2015).

Why it Matters:

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962)

Calkins, Ehrenworth, and Lehman note in *Pathways to the Common Core* that the language standards (including grammar), are written to suggest that language work should not be taught in isolation. Language work should be interwoven across the day so that conventions, vocabulary, and craft moves become a seamless part of reading, writing, speaking, and listening already under way in the classroom.

Effective Practices:

Hillocks states that the sentence combining practice provides writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most appropriate. (Hillocks, 1986). Noguchi (1991) created an analysis depicting that grammar choices affect writing style. To that end, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. Students can explore sentence variety, length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect.

Teachers can design their own sentence-combining activities by using short sentences from student writing or other appropriate sources. For example, teachers who notice many choppy sentences in students' writing can place these sentences on an overhead for all their students to read. Teachers can then ask different students to combine orally the short sentences in a variety of ways.

By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage, and punctuation affect meaning. For more information, click

http://www.illinoisliteracyinaction.org/uploads/4/0/7/1/40712613/01_grammar_matters_-_left_side.pdf

Handwriting

Legislation was passed in 2018 mandating cursive handwriting be taught in Illinois. School code states, "Beginning with the 2018-2019 school year, public elementary schools shall offer at least one unit of instruction in cursive writing. School districts shall, by policy, determine at what grade level or levels students are to be offered cursive writing, provided that such instruction must be offered before students complete grade 5."

Curricula, grade level determinations, and instructional strategies for teaching cursive writing will be developed at the local school or school district levels. School districts are free to develop or choose the program that best meets the needs of their students.

Students need both handwriting and keyboarding instruction to master their grade level literacy standards which allows for success later in college and career. Although the standards provide a solid framework for students to achieve 21st century success, the standards cannot realistically include every skill necessary for achieving this goal. Developed with a "focus on results rather than means", the standards empower educators to integrate any additional relevant topics that will help achieve the objectives set out in the CCSS (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Included in this framework is how handwriting and keyboarding support literacy success.

2010 Illinois ELA Standards Referencing Handwriting (Table 10)

The ILS ELA Standards (adopted in 2010) reference handwriting in the following standards:

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Print/ Manuscript	L.K. 1.A Print many upper- and lowercase letters.	L.1. 1.A Print all upper- and lowercase letters.	N/A	N/A
	W.K.1,2 & 3 Use a combination of drawing, dictating, and writing to compose.	W.1.1,2 & 3 Write opinion, informative/explanatory, and narrative pieces to compose.	W.2.1,2 & 3 Write opinion, informative/explanatory, and narrative pieces to compose.	W.3.1. 2 & 3 Write opinion, informative/explanatory, and narrative pieces to compose.
Cursive	Before end of 5 th grade in Illinois			

Why it Matters:

In grades K–1, handwriting instruction supports the achievement of key Foundational Skills Standards:

- Reading Standards: “Print Concepts” include the organization of text (left-to-right, top-to-bottom), alphabet recognition, and word spacing.
- Language Standards: “Conventions of Standard English” include the ability to print capital and lowercase letters, and demonstrate written command of sentence and paragraph writing conventions (capitalization and punctuation).

In grades K–5, handwriting instruction supports achievement of the increasingly rigorous standards for production of written text (See table 10):

- Writing Standards include Production and Distribution of Writing, Text Types and Purposes, Research to Build and Present Knowledge, and Range of Writing.
- Speaking and Listening Standards require fluent notation of interaction and question/answer exchanges with teachers and other students (including Comprehension and Collaboration, and Presentation of Knowledge and Ideas).
- Language Standards need to demonstrate mastery of key concepts in written texts (including Knowledge of Language, and Vocabulary Acquisition and Use).

Although handwriting legibility and fluency are not directly specified in the 2010 Standards for English Language Arts & Literacy as Foundational Skills (with the exception of spelling proficiency as articulated in Language Standard 2), the importance of handwriting legibility and fluency is implicitly recognized as critical to students’ writing development for two reasons:

1. If handwriting is illegible and the message has been lost, a student’s writing efforts have been for naught.
2. An absence of automaticity and fluency with handwriting skills may limit the cognitive attention students can devote to the content of their writing and the writing process (Berninger, 1999; Olinghouse & Santangelo, 2010) (similar to the relation between decoding and comprehension observed in reading, LaBerge & Samuels, 1974; Perfetti, 1985).

Moreover, research indicates that many activities in the early grades require fine motor skills. Once movement patterns, such as those used while writing become established through repeated practice, they are often resistant to change (Bradfield, 2009). Therefore, though fine motor skills are important for handwriting, handwriting is important in the promotion of fine motor skills. It’s also important to note that poor handwriting is not primarily related to poor fine motor skills, but rather to poor letter knowledge in memory (Abbott & Berninger, 1993; Berninger, Abbott, et al., 1998).

Effective Practices:

Relatively modest investments of instructional time devoted to handwriting — perhaps the equivalent of ten or fifteen minutes daily — may pay off in preventing later writing problems, including difficulties with higher-level composition skills.

The early years of schooling are especially critical for handwriting instruction; once children have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change.

Even for young children, however, handwriting instruction should occur in the context of a broader program of written expression in which children learn many other writing skills and develop motivation to write.

- Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.
- While children are practicing writing a given letter, they can also be saying the sound the letter makes.

- Unlike manuscript writing, cursive writing involves making connections between letters within a word. Once children can form individual letters, explicit teaching of letter connections is important.
- Connections involving four letters — cursive *b*, *o*, *v*, and *w* — followed by a subsequent letter (e.g., as in the words *bed*, *on*, *have*, *will*) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter. Reading Rockets - <http://www.readingrockets.org/article/importance-teaching-handwriting>

Keyboarding

Schools can no longer prepare students for the workplace of the future without providing them with skills necessary for using computers competently. One of those necessary skills is, of course, keyboarding. Unfortunately, some schools have concentrated on teaching students how to use computers to obtain and produce information, and have paid little attention to teaching how to type on the keyboard quickly, accurately, and with correct technique. In addition, keyboarding is essential to Illinois students because many statewide assessments have moved to an online platform for grades 3 through 12 students.

Why it Matters:

- Children access all types of technology at home—even before they attend school—and schools can provide the developmentally appropriate instruction to bolster their fluency and efficiency in using keyboard-input devices to make them truly “bilingual by hand” (Berninger, 2012).
- Keyboarding instruction bolsters fluency and automaticity. Touch typing is a skill that will help all students in their education, as well as their later careers, by making the physical production of their texts efficient, leaving them with more cognitive freedom to develop ideas and arguments. Some research also shows that students write essays with more words and sentences when they type (Barrera, 2001; Goldberg, Russell, & Cook, 2003).
- Word Processing research indicates that word processing has a consistently positive impact on writing quality for students in grades 4 through 12 (Graham & Perin, 2007) – including average-achieving writers, at-risk learners, and students identified with learning disabilities (Karchmer-Klein, 2007) – and should be used within the classroom when appropriate.
- Word processing can be particularly helpful to low-achieving writers by enabling them to produce text accurately and fluently. Word processing can increase the ease of editing which results in better revision. The spell checker can be especially helpful for low-performing writers. Use of spell checker can be encouraged if the following limitations are recognized:
 - Research indicates that spell checkers miss approximately one out of three spelling errors.
 - Once an error is identified, the correct and intended word may not appear in the list of suggestions. Even if the correct spelling is in the list of suggestions, students may not recognize it.
 - Some words such as proper names may be falsely identified as errors. When teaching the editing and revising stages of the writing process, include proofreading as part of the explicit instruction. Teach students how to proofread for spelling errors that the word processor may not identify.

Table 11 on the next page identifies the standards, by grade level, that support the integration and direct instruction of keyboarding skills.

The 2010 ELA Learning Standards Referencing Keyboarding (Table 11)

The current ELA Learning Standards (adopted in 2010) references keyboarding in the following standards:

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Writing Standard	W.K .6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W. 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W .2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W .3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W .4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.5. 6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

The ELA Standards are progressive, meaning that students are expected to learn material, transfer that knowledge to the next grade level where they show evidence of having learned it by using it and building on it.

Effective Practices:

Technological tools themselves have very little impact on learning (including writing); rather, learning depends on a combination of technology and instruction designed to help students take advantage of the capabilities of the technology (MacArthur, 2009).

Ensuring students receive instruction on keyboarding and other technological skills allow students the opportunity to take advantage of word processing. Overall, an instructional plan should integrate word processing with writing instruction. The following summarizes recommendations for effective use of word processing in writing instruction:

- Teach students to type as fluently as they handwrite. Typing instruction software may be used. Encourage students to use correct fingering and monitor their speed and accuracy.
- Ask students to complete the entire writing process from planning through publication on the computer. Typing from a handwritten draft can be a tedious and error-prone process, especially for students with poor spelling skills.
- Provide adequate student access to word processors. Teach students revising strategies to take advantage of the editing capabilities of word processing, including strategies for substantive revision as well as using spell checkers for editing.
- Take advantage of word processing and publish student writing in a variety of formats. Publishing is one of the primary motivations for writing.

Keyboarding Resources:

https://www.internet4classrooms.com/common_core/keyboarding_standards.htm

https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope

Other Technology Considerations

The US Department of Educational Technology released a [2017 updated report](#) stating, “Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Our schools, community colleges, adult learning centers, and universities should be incubators of exploration and invention.

Educators should be collaborators in learning, seeking new knowledge, and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. However, to realize fully the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice. Furthermore, education stakeholders should commit to working together to use technology to improve American education.”

Why it Matters:

To succeed in college, career, and life in the 21st century, students must be supported in mastering both content and skills. The [US Department of Education states](#), “Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand-held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.”

Recent progress from the USDOE in the area of technology suggests:

- The conversation has shifted from whether technology should be used in learning to how it can improve learning to ensure that all students have access to high-quality educational experiences.
- Technology increasingly is being used to personalize learning and give students more choice over what and how they learn and at what pace, preparing them to organize and direct their own learning for the rest of their lives.
- Advances in the learning sciences have improved our understanding of how people learn and have illuminated which personal and contextual factors most impact their success.

Effective Practices:

The following list is retrieved and adapted in part from The Partnership of 21st Century Learning (www.P21.org), and suggests the core competencies and practices teachers should employ to enable students to be ready for their future endeavors:

- Focus on 21st century skills, content knowledge, and expertise.
- Build understanding across and among academic subjects as well as 21st century interdisciplinary themes.
- Emphasize deep understanding rather than shallow knowledge.
- Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems.
- Allow for multiple measures of mastery.
- Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
- Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.

- Encourage the integration of community resources beyond school walls.
- Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes.
- Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies, and resources.

Determining how to implement a curriculum that infuses 21st Century skills, virtual platforms and courses, use of specific applications, websites, etc., and keyboarding is left to districts in the state of Illinois.

Social Emotional Learning (SEL)

[The Collaborative for Academic, Social, and Emotional Learning](#) (CASEL) defines Social and Emotional Learning (SEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The educational goals of SEL are to be included in all content areas of all classrooms across Illinois. There are three goals at all grade levels for SEL and supporting standards for each goal. They are as follows:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standards:*
- Identify and manage one's emotions and behavior.
 - Recognize personal qualities and external supports.
 - Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standards:*
- Recognize the feelings and perspectives of others.
 - Recognize individual and group similarities and differences
 - Use communication and social skills to interact effectively with others.
 - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standards:*
- Consider ethical, safety, and societal factors in making decisions.
 - Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Contribute to the well-being of one's school and community.

Why it Matters:

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

It is of utmost importance to note the nuances in these standards and how they translate to literacy development, especially as they connect to speaking and listening standards.

Effective Practices:

The following SEL Strategy Charts are grade band specific. Note how the literacy standards can work in tandem with social emotional learning strategies. While the literacy standards are grade specific, please notice that the grade bands in the SEL Strategy Charts are K-3 and 4-5, 6-8 and 9-10 and 11-12. More information that support these goals and standards can be found at: <http://www.ilclassroomsinaction.org/sel.html>