Literacy Plan

North Rowan High School

2017-2018

Literacy is speaking, reading, listening, and writing. North Rowan High School teachers participate in professional development to learn instructional routines and strategies to improve student literacy in all disciplines.

**Structured Classroom Talk**

1. Collaborative conversations:

 Student questions, evidence, argument, roundtable

1. Inquiry:

 Helping students develop questions

 Inquiry based lessons or lesson components

*“Students use accountable talk to persuade, provide evidence, ask questions of one another and disagree without being disagreeable.”* (Frey & Fisher, *English* *Journal*, 2010, p. 32).

**Annotation**

 **(Interaction with reading)**

*“Why is marking a book indispensable to reading it? First, it keeps you awake – not merely conscious, but wide awake. Second, reading, if active, is thinking, and thinking tends to express itself in words, spoken or written. The person who says he knows what he thinks but cannot express it usually does not know what he thinks. Third, writing your reactions down helps you remember the thoughts of the author.”* (Adler and Van Doren,How to Read a Book, 1940/1972, p. 49).

**Accountable Independent Reading in Class**

*“Schools that maintain regular reading times see positive differences in schoolwide reading scores.”*

(Fisher, *Journal of Adolescent & Adult Literacy,* 48,pp. 138-150).

**Read-Alouds**

Teacher read-alouds help to make difficult texts accessible to more students, while teachers model their own thinking and processing about the text.

(Ivey, *The Reading Teacher,* 56, pp. 812-814).

**Response Writing**

Response writing is an important piece in the process of learning. Writing helps to solidify new knowledge. Response writing is a precursor to deeper, more skilled writing. It can provide a successful foundation for the writing process when students find intellectual safety in being able to express themselves in brief, thoughtful responses.

*“Writing is thinking. Writing, in fact, is the most disciplined form of thinking. It allows us to be precise, to stand back and examine what we have thought, to see what our words really mean, to see if they stand up to our own critical eye, make sense, will be understood by somebody else.”* (Murray, Writing to Learn, 1984).

Vocabulary development has been a yearlong focus. Our first professional development in literacy addressed types of vocabulary and practical strategies for building students’ vocabulary. In addition, academic and content vocabulary strategies are interwoven throughout professional development in the five areas listed above.

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