



STANDARDS

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Literacy

Literacy — defined by Meltzer, Smith, and Clark as the ability to read, write, speak, listen, and think effectively — enables students to learn and to communicate clearly about what they know. Being literate gives people the ability to become informed, to inform others, and to make informed decisions (2001). Literacy is synonymous with learning. The integration among reading, writing, speaking, listening, and viewing — connecting with the ever-increasing knowledge base for each content area — provide the means for thinking among and between concepts and ideas. It is an active process.

The Reading, Writing, Speaking, Listening, and Viewing Essential Skills and Concepts found in the Iowa Core Curriculum describe what students should know and be able to do in English language arts at the primary (K–2), intermediate (3–5), middle (6–8), and high school (9–12) levels. The essential skills and concepts described in this document should be considered the focal points for instruction and student learning. The language arts: reading, writing, speaking, listening, and viewing — are different from other content areas because they provide the processes that students use to learn and understand the complex world in which they live. Each discipline has a language and vocabulary of its own. Because of the inclusive nature of language arts, it is critical that these essential literacy concepts and skills be integrated throughout the content areas.

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The purpose of this document is to guide school districts in the development of effective literacy curricula. Two fundamental concepts have guided its creation. First, literacy learning is recursive. This means students apply similar language arts skills and concepts at every developmental level as they encounter increasingly complex materials. Therefore, the essential skills and concepts for each level (primary, intermediate, middle, and high school) are very similar. Their implementation at each level will vary by instructional strategies, learning materials, and assessment. As a result, students will build upon and refine their knowledge, and gain sophistication and independence in their use and application of the essential skills and concepts.

Second, although listed separately in the Iowa Core Curriculum, the individual strands of Reading, Writing, Speaking, Listening, and Viewing are intertwined. Each strand links to and supports the other strands. At any time, or at the same time, students may read, write, and view, or speak and listen, to convey meaning. To be learned and used effectively, the processes of reading, writing, speaking, listening, and viewing are best taught in an integrated manner and assessed in the same way.

Reading

<ul style="list-style-type: none"> ■ Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres 	<p>Student Edition: 32-37, 90-94, 142-147, 188-193, 250-257, 302-306</p>
<ul style="list-style-type: none"> ■ Reads for a variety of purposes and across content areas 	<p>Student Edition: 32, 90, 142, 188, 250, 302, 697-698</p> <p>Teacher Wraparound Edition: ARS 147, 192; CT 37, 143, 146, 193, 302; EE 698; T 5, 111, 199, 263</p>
<ul style="list-style-type: none"> ■ Uses a variety of skills and strategies to comprehend nonfiction and informational text 	<p>Student Edition: 38, 194, 258, 697-698, 699-700, 703-705, 722</p> <p>Teacher Wraparound Edition: ARS 33, 34, 35, 36, 144, 189, 192, 193, 251, 252, 254, 255, 257; CT 253; EE 148</p>
<ul style="list-style-type: none"> ■ Uses a variety of strategies and skills to comprehend and interpret fiction 	<p>Student Edition: 38, 95, 148, 306, 697-698, 699-700, 703-705</p> <p>Teacher Wraparound Edition: ARS 33, 34, 35, 36, 91, 93, 144, 147, 304, 305; CT 303</p>
<ul style="list-style-type: none"> ■ Reads with fluency silently and aloud to support comprehension 	<p>Student Edition: 697-698, 776-778</p> <p><i>Listening and Speaking 77</i></p> <p>Teacher Wraparound Edition: ARS 147; TW 254, 304</p>

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<ul style="list-style-type: none"> ■ Uses a variety of strategies to develop and expand reading vocabulary 	<p>Student Edition: 668-669, 671-674, 723</p> <p>Teacher Wraparound Edition: T47; ARS 147; MIN 288</p>
Writing	
<ul style="list-style-type: none"> ■ Uses an effective writing process 	<p>Student Edition: 28-31, 46-48, 50-52, 54-56, 58-60, 62-64, 66-68, 70-72, 74-76, 78-80, 82-84, 86-89, 98-107, 138-141, 184-187, 246-249, 298-301</p> <p><i>Writing Activities</i> 49, 53, 57, 61, 65, 69, 73, 77, 81, 85</p> <p>Teacher Wraparound Edition: EE 88</p>
<ul style="list-style-type: none"> ■ Uses knowledge of purpose, audience, format, and medium in developing written communication 	<p>Student Edition: 28, 30, 50-52, 86, 88, 138, 140, 184, 186, 246, 248, 270-272, 287, 290-292, 298-300, 791</p> <p><i>Write About Reading</i> 148, 194</p> <p><i>Writing Activities</i> 53, 85, 273, 277, 281, 289, 293</p> <p>Teacher Wraparound Edition: EE 52</p>
<ul style="list-style-type: none"> ■ Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences 	<p>Student Edition: 28-31, 86-89, 114-116, 130-132, 138-141, 156-158, 176-178, 184-187, 210-212, 246-249, 290-292, 298-301</p> <p><i>Write About Reading</i> 38, 95, 148, 194, 258, 306</p> <p><i>Writing Activities</i> 117, 133, 179, 269</p> <p>Teacher Wraparound Edition: T44; CL 103; RWC 99</p>
<ul style="list-style-type: none"> ■ Uses writing as a tool for learning 	<p>Student Edition: 12-14, 24-26, 54-56, 102-103, 134-136, 172-174, 180-182, 230-232, 242-244, 247</p> <p><i>Write About Reading</i> 258</p> <p><i>Writing Across the Curriculum</i> 39, 149</p> <p><i>Writing Activities</i> 15, 27, 57, 61, 183, 233, 245</p> <p>Teacher Wraparound Edition: T35, T39, T48; IC 101</p>

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<ul style="list-style-type: none"> Engages in the information literacy process: accesses, evaluates, and communicates information and ideas 	<p>Student Edition: 226-228, 234-236, 238-240, 246-249, 841-843, 847-848 <i>Writing Across the Curriculum</i> 307 <i>Writing Activities</i> 229, 237, 241</p> <p>Teacher Wraparound Edition: T45</p>
<ul style="list-style-type: none"> Is able to write on demand 	<p>Student Edition: 28-31, 86-89, 138-141, 184-187, 246-249, 298-301 <i>Write About Reading</i> 38, 95, 148, 194, 258, 306</p> <p>Teacher Wraparound Edition: TW 94</p>
<ul style="list-style-type: none"> Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style 	<p>Student Edition: 324-326, 327-329, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-626, 627, 679-680, 682-689, 691-693 <i>Editing/Proofreading Checklist</i> 141, 187 <i>Grammar Link</i> 73, 121, 137, 171, 183, 225, 229, 233 <i>Wordworks</i> 690 <i>Write About Reading</i> 258</p> <p>Teacher Wraparound Edition: T 80; TW 252</p>
<ul style="list-style-type: none"> Incorporates technology as a tool to enhance writing 	<p>Student Edition: 141, 187, 301, 839 <i>Listening and Speaking</i> 233 <i>Revising Tip</i> 838 <i>Using Computers</i> 15, 27, 57, 61, 69, 77, 81, 133, 137, 171, 237, 281, 285 <i>Write About Reading</i> 194</p> <p>Teacher Wraparound Edition: T 38</p>
Speaking	
<ul style="list-style-type: none"> Considers audience and variables in the speaking situation 	<p>Student Edition: 86-89, 767-768, 769-771, 772-775, 776-778 <i>Activity</i> 355 <i>Listening and Speaking</i> 117, 213, 221, 273</p>

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<ul style="list-style-type: none"> ■ Produces a coherent message 	<p>Student Edition: 86-89, 765-768, 769-771, 772-775 <i>Activity 355</i> <i>Listening and Speaking</i> 159, 171, 213, 221, 273, 277, 289, 297</p>
<ul style="list-style-type: none"> ■ Participates in a variety of communication situations 	<p>Student Edition: 86-89, 764-768, 769-771, 772-775, 776-778 <i>Activity 355</i> <i>Listening and Speaking</i> 11, 117, 159, 171, 205, 209, 213, 221, 273, 277, 285, 289</p>
<ul style="list-style-type: none"> ■ Uses appropriate content and conventions for purpose, audience, occasion, and context 	<p>Student Edition: 86-89, 767-768, 769-771, 772-775, 776-778 <i>Activity 355</i> <i>Listening and Speaking</i> 117, 213, 221, 273</p>
<ul style="list-style-type: none"> ■ Demonstrates use of presentation skill to communicate 	<p>Student Edition: 769-771, 772-775, 776-778 <i>Listening and Speaking</i> 117, 205, 213, 245, 273, 285</p>
<ul style="list-style-type: none"> ■ Participates appropriately in one-on-one situations and group settings 	<p>Student Edition: 38, 95, 148, 194, 764-768 <i>Listening and Speaking</i> 11, 61, 117, 121, 125, 171, 205, 209, 213, 221, 225, 273, 277, 285, 289</p>
<ul style="list-style-type: none"> ■ Recognizes the role of evaluation in oral communication 	<p>Student Edition: 775, 778 <i>Listening and Speaking</i> 19, 129, 159, 205, 209, 213, 221, 233, 273, 297 Teacher Wraparound Edition: A 117, 171; PA 355</p>
<ul style="list-style-type: none"> ■ Recognizes the role of response in oral communication 	<p>Student Edition: <i>Listening and Speaking</i> 205, 209, 213, 221, 233</p>
Listening	
<ul style="list-style-type: none"> ■ Listens for information and understanding 	<p>Student Edition: 755, 756-759, 760-763 <i>Listening and Speaking</i> 129</p>
<ul style="list-style-type: none"> ■ Listens for interpretation, analysis, and evaluation 	<p>Student Edition: 755, 756-759</p>

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<ul style="list-style-type: none"> Listens to establish, maintain and enhance relationships 	<p>Student Edition: 766 <i>Listening and Speaking</i> 225, 229, 233, 241</p>
<p>Viewing</p>	
<ul style="list-style-type: none"> Analyzes the effects of visual media on society and culture 	<p>Student Edition: 780-781, 786-789</p>
<ul style="list-style-type: none"> Uses a range of strategies to interpret visual media 	<p>Student Edition: 780-781, 782, 783-785 <i>Viewing and Representing</i> 15, 73, 137, 269 Teacher Wraparound Edition: EE 353</p>
<ul style="list-style-type: none"> Applies a variety of criteria to evaluate informational media 	<p>Student Edition: 786-789, 803, 841-842 Teacher Wraparound Edition: CL 345; EE 812; LS 758</p>
<ul style="list-style-type: none"> Understands how literary forms can be represented in visual narratives 	<p>Student Edition: 783 <i>Viewing and Representing</i> 57 Teacher Wraparound Edition: CT 787</p>