

West Linn–Wilsonville School District

English Language Arts

Guiding Principles

November 2004

Guiding Principle	Bibliography Source
<p><u>Reading Environment</u></p> <p>Environments rich in literacy experiences, resources, and models facilitate reading development. Children need the opportunity to read, read, read - experiencing many and varied opportunities to interact with print in meaningful ways. Both social and physical factors are important for creating a supportive environment for literacy acquisition and development.</p> <p>Children need a wide variety of print materials, including classroom and school library collections and community resources, e.g. public libraries. A literacy rich environment allows students wide reading experiences through choice, discussion, reflection and assessment of print material; and is a priority across all academic areas.</p>	<p>Allington, R., & Cunningham, P. (1996). <i>Schools That Work: Where All Children Read and Write</i>. New York, NY: Harper Collins.</p> <p>Braunger, J., & Lewis, J. P. (N.D.). <i>Building a Knowledge Base in Reading</i>. Portland, OR: Northwest Regional Educational Laboratories.</p> <p>Daniels, H. (1994). <i>Literature Circles: Voice and Choice in the Student-Centered Classroom</i>. York, MA: Stenhouse Publishers Limited</p>
<p><u>Learning</u></p> <p>Reading and writing develop together. Both are constructive processes. Research shows that writing leads to improved reading achievement, reading leads to better writing performance, and combined instruction leads to improvement in both areas.</p> <p>Reading is a construction of meaning from text. It is an active, cognitive, and affective process. Readers actively engage with the text and build their own understanding. This is a social process whereby it occurs within a situation whose participants, time, place, and expectation will impact the reader. As with all modes of language, reading, writing, listening, and speaking, the ultimate purpose of the reader is to construct meaning by interaction with the text.</p> <p>Reading involves complex thinking and is a strategic process. For students to connect ideas, inquire for information, analyze and synthesize text, assess understanding and evaluate, instruction must focus on reading strategies for narrative, expository and functional texts. Reading strategies are learned in the context of real reading. Students use visual and written print in a balanced environment in which reading instruction is based on meaningful text. Students have classroom experiences that allow them to demonstrate comprehension and knowledge acquisition from a wide variety of complex texts.</p> <p>Balanced literacy means that all aspects of reading and writing receive appropriate emphasis and that guided</p>	<p>Tierney, R. J., & Shannahan, T. (1991). <i>Research on Reading-Writing Relationship: Interactions, Transactions and Outcomes</i>. New York, NY: Longman.</p> <p>International Reading Association & National Council of Teachers of English (1996). <i>Standards for English Language Arts</i>. Newark, DE: International Reading Association.</p> <p>Routman, Regie (2000). <i>Conversations: Strategies for Teaching, Learning and Evaluating</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, K. (1998). <i>Into Focus: Understanding and Creating Middle School Readers</i>. Norwood, MA: Christopher Gordon.</p> <p>Lenski, S., Wham, M.A., & Johns, J. (1999). <i>Reading and learning strategies for middle and high school students</i>. Dubuque, IA: Kendall and Hunt.</p> <p>Moore, D.W., Bean, T., Birdshaw, D. & Rycik, J. (1999). "Adolescent Literacy: A Position Statement." <i>Journal of Adolescent and Adult Literacy</i>, 43. (pp. 1-14).</p> <p>NASSP (1998). <i>Bulletin of the National Association of Secondary Principals</i>.</p> <p><i>Reading at the Middle and High School Levels</i> (1995). ERS.</p> <p>Scherer, M. (Ed.). (1999). "Redefining Literacy." (1998) <i>Educational Leadership</i>, 57 (2).</p> <p>Weaver, C. (1998). <i>Practicing What We Know: Informed Reading Instruction</i>. Urbana, IL: National</p>

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<p>contexts are used to help readers and writers become critical thinkers, independent problem solvers, self monitors, self evaluators, and goal setters</p>	<p>Council of Teachers of English. Block, C. C., & Mangiere, J. (1996). <i>Reason to Read</i>. Reading, MA: Addison-Wesley. Routman, R. (1996). <i>Literacy at the Crossroads</i>. Portsmouth, NH: Heinemann. Snow, R. A. (1998). <i>Real World Literacy Skills</i>. New York, NY: Amsco Publications. Stephens, E. C., & Brown, J. E. (2000). <i>A Handbook of Content Literacy Strategies: Practical Reading and Writing</i>. Norwood, MA: Christopher Gordon. Wilhelm, J. (1995). <i>You Gotta Be the Book</i>. New York, NY: Teachers College Press.</p>
<p><u>Teaching & Literacy Development</u></p> <p>Teachers play a vital role in the literacy development of children that they teach. It is classroom teachers with whom children spend most of their instructional time.</p> <p>These five components: engagement in real reading and writing, supported comprehension activities, supported writing activities, decoding and spelling activities, and world/word knowledge are the critical components of a balanced classroom program that will result in eliminating the risk of literacy failure for most children.</p>	<p>Cunningham, Patricia M., & Allington, Richard L. (1999). <i>Classrooms That Work: They Can All Read and Write, 2ed</i>. New York, NY: Longman.</p>
<p><u>Technology</u></p> <p>Technology does not reduce the need for thinking or for reading and writing. In fact, technology has the potential to increase and enhance literacy.</p> <p>When students learn to search electronic databases and select and download information, they have acquired an enormous capacity for problem solving. But they still must be able to read information and then select and sort through it, synthesize it, and finally organize and present it in a comprehensible format to a particular audience.</p>	<p>Allington, R., & Cunningham, P. (1996). <i>Schools That Work: Where All Children Read and Write</i>. New York, NY: Harper Collins.</p>