

## **Barrington 220 Standards and Assessment**

*Barrington 220 literacy expectations for student learning are aligned with the following standards:*

- Common Core (National Standards)
- 21st Century Skill Standards
- Illinois Social-Emotional Standards
- Fountas & Pinnell's *Continuum of Literacy Learning*
- Grade-Level Benchmarks

*Assessment for Learning and of Learning in literacy includes:*

*Formative assessments – on-going observations and evidence of students' progress in order to inform instruction.*

*Summative assessments – measures of a child's learning and achievement at specific points throughout the year, including the MAP, AIMS, ACCESS, ISAT, and Fountas & Pinnell Benchmark Assessments.*

*Thank you for joining us in growing your child's reading, writing, and communication skills and abilities.*

*As partners, we can ensure the success of our children.*

*For more information on Barrington 220's Literacy Program, please contact:*

- *Your child's teacher or principal*
- *Dr. Cindy Drumheller, Literacy Instructional Facilitator*  
(cdrumheller@barrington220.org or 847-381-1888)
- *Dr. Becky Gill-Schultz, Curriculum Director* (bgill@barrington220.org or 847-842-3526)
- *Louise Robb, Assistant Superintendent for Curriculum & Instruction* (lrobb@barrington220.org or 847-381-6300)



**Elementary Literacy  
Curriculum & Instruction**

*Inspiring All Learners to  
Achieve Excellence*

## Barrington 220 Literacy Curriculum and Instructional Framework

The Barrington 220 Literacy Curriculum merges the components of literacy (reading, writing, and communication) based upon grade-level benchmarks and the developmental needs of learners.

Reading includes both **decoding** (phonological and phonemic awareness) and **comprehending** (thinking within, beyond, and about a text). Word study is also an integral part of the literacy curriculum and includes instruction in phonics, vocabulary, and spelling embedded within the reading and writing process.

Barrington 220 has adopted a **reader's workshop model** for instruction in literacy emphasized through a caring classroom community of learners. The reader's workshop model follows research-based, best-practice instruction through interactive read aloud, shared and performance reading, small-group instruction, independent reading, writing about reading, and word study.

\* The Barrington 220 Reading Curriculum will be implemented in the Fall, 2010. The Barrington 220 Writing and Word Study Curriculum will be implemented in Fall 2011.

## Barrington 220 Literacy Vision and Belief Statements

**Literacy Initiative Vision:** *Barrington 220 students will become active, skillful, and confident readers, writers, and communicators through purposeful literacy experiences within a comprehensive literacy program.*

### Our Beliefs about Literacy:

- We believe literacy includes the skills necessary for effective **reading, writing, thinking, and communicating**.
- We believe in guiding students toward **independence** in their literacy skills through a comprehensive approach.
- We believe that all readers, writers, and communicators are **aware of their thinking** in order to be active learners.
- We believe that all students achieve literacy through a **continual process** of:
  - *Forming a foundation for reading*
  - *Developing an initial understanding of text*
  - *Interpreting text*
  - *Reflecting and responding to text*
  - *Demonstrating a critical stance about and from text*
- We believe that in order to be prepared for the future, students need to communicate effectively using their literacy skills within a **variety of contexts**, such as:
  - *audiences*
  - *genres*
  - *written products*
  - *technology*
- We believe that students learn best when they **invest** in their own learning.
- We believe that the literacy achievement of students is supported by the **cooperative** efforts of the family, school, and community.
- We believe classrooms are **environments** that promote the appreciation of literacy and the love of learning.

## Barrington 220 Literacy Materials

- Developmental Studies Center's ***Making Meaning*** program
- Stephanie Harvey's ***Comprehension Toolkits & Toolkit Texts***
- Linda Hoyt's ***Interactive Read Alouds***
- Genre Study Literature and Texts
- Small Group Instructional Texts from: *National Geographic*, *Newbridge*, and *Scholastic*
- \* Kathy Ganske's ***Word Study*** Program
- Fountas & Pinnell ***Phonics Lessons*** (Grade K-1); ***Jolly Phonics*** & Michael Heggerty's ***Phonemic Awareness*** (Grade K)

