

Correlation Between Literacy Components

Text Level	Guided Reading	Shared Reading/ Poetry	Letter Work Word Building	Assisted & Independent Writing	Revising & Editing
1-4	<p>Attends to print using some known letters and words</p> <p>Controls one-to-one matching</p> <p>Recognizes link between known letters and related sounds</p> <p>Uses special key word from ABC chart or letter book to help solve unknown words</p> <p>Articulates first letter in unknown words</p> <p>Fluently reads some basic high frequency words</p> <p>Monitors using known information</p>	<p>Reads ABC chart</p> <p>Reads poetry and listens for rhyming words (teacher supplies first rhyming word and children apply the rhyming word)</p> <p>Hears syllable breaks</p>	<p>Identifies, sorts, traces, and analyzes letter features of known and unknown letters</p> <p>Builds high frequency words with known letters</p> <p>Categorizes known words by initial letters</p>	<p>Interactive Writing</p> <p>Writes known letters with correct formation</p> <p>Uses ABC chart and name chart to assist with writing unknown letters and letter sounds</p> <p>Slowly articulates unknown words</p> <p>Records sounds in sequence</p> <p>Acquires a small core of high frequency words</p> <p>Uses practice page to try new words and for fluency</p> <p>Records words in personal dictionary</p>	<p>Crosses out letters and words that are not needed or do not look right, making another attempt if necessary</p> <p>Uses caret to insert words</p>
5-8	<p>Self-monitors using known words</p> <p>Has a core of high frequency words that are read fluently</p> <p>Notices known parts of words</p> <p>Searches through words in left to right sequence, blending letters into sounds</p> <p>Uses punctuation for phrasing and expression</p> <p>Repeats to confirm</p> <p>Rereads to search for more information, confirm, phrase</p> <p>Integrates cue sources</p>	<p>Reads ABC chart</p> <p>Reads poetry and listens for and generates rhyming words</p> <p>Hears onset and rime (absence of print)</p> <p>Begins to attend to basic rime patterns</p>	<p>Continues to identify, sort, trace and analyze features of known and unknown letters</p> <p>Continues to build core of high frequency words using known letters</p> <p>Categorizes known words by first, middle, and last letters</p> <p>Uses known words as a base for adding inflectional endings</p>	<p>Writing Aloud</p> <p>Writes in sequential order</p> <p>Uses an opening word or phrase</p> <p>Analyzes unknown words using sound and visual analysis</p> <p>Uses practice page for trying out different spellings and writing fluency</p>	<p>Crosses out letters and words that are not needed or do not look right, making another attempt if necessary</p> <p>Uses caret to insert words</p> <p>Begins to use parts of a simple writing checklist</p>

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9-12	<p>Self-monitors known information with ease Reads high frequency words fast, fluently, and automatically Notices known parts of words Searches through words in left to right sequence blending letters into sounds, using larger units of phonological information Rereads closer to point of difficulty Processes at a level of orchestration</p>	<p>Reads poetry and identifies rhyming words Separates onset from rime Generates rhyming words Categorizes by rime patterns Acquires knowledge of spelling patterns</p>	<p>Build high frequency words with ease Builds new words using known words, known word parts and spelling patterns (onset & rime)</p>	<p>Writing Aloud Writes in sequential order using transition words or phrases to support flow Uses opening word or phrase Uses some describing words and strong action words Demonstrates a sense of closure Uses known words and word parts to write unknown words Uses practice page to try out different spellings</p>	<p>Crosses out letters and words that are not needed or do not look right, making another attempt if necessary Uses caret to insert words Circles some misspelled words Looks up misspelled words in a dictionary Uses most part of a simple writing checklist</p>
13-16	<p>Self-monitors known information with ease Notices known parts of words Searches through words, efficiently taking words apart at the larger unit of analysis (e.g., consonant diagraphs, inflectional endings, blends, onset & rime patterns) Becomes faster at noticing errors and initiates multiple attempts to self-correct Orchestrates many sources of information</p>	<p>Reads poetry, identifies and generates rhyming words Separates onset from rhyme Generates other rhyming words Categorizes rime patterns Acquires greater knowledge of spelling patterns</p>	<p>Analyzes unknown words with greater efficiency and speed Uses onset and rime patterns to build unknown words Begins to spell words using irregular patterns Manipulates letters and word parts to build new words Uses syllable breaks to spell longer words</p>	<p>Writing Aloud Writes in sequential order, staying with the topic throughout the piece Uses opening phrase Uses transition words or phrases to support flow Includes better word choices Demonstrates a sense of closure</p>	<p>Crosses out letters and words that are not needed or do not look right, making another attempt if necessary Uses caret to insert words Circles some misspelled words Highlights parts of words that do not look right Looks up misspelled words in a dictionary Demonstrates some awareness how to use a thesaurus Uses writing checklist with ease</p>