

..... OUR .....

# 10 CORE BELIEFS

..... FOR .....

# STUDENT SUCCESS

SCHOLASTIC  
**Literacy**<sup>™</sup>

 SCHOLASTIC





A Comprehensive Literacy Program

**Our mission is to encourage the intellectual and personal growth of all children—beginning with literacy, the cornerstone of all learning.**

**Scholastic works to accomplish this mission by:**

- ✓ Promoting student well-being and academic success at the heart of everything we do.
- ✓ Drawing on every component of support—academic, social-emotional, and community—to create a continuum of coordinated learning that spirals in challenge across the year and the grades.
- ✓ Promoting the power of text. We understand that learning flows through language, both oral and written. Therefore we immerse students in abundant authentic texts and provide the resources and support that students need to read, write, critique, and discuss.
- ✓ Fostering expert, responsive teaching through exemplary models, resources, and opportunities for continuous professional learning for all members of the school community.



A Comprehensive Literacy Program

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Drawing on Scholastic's long history as a trusted leader in literacy education and our relationship with researchers in the field, we have developed **Scholastic Literacy**, a comprehensive K–6 literacy curriculum that ensures that all students become independent thinkers, readers, and writers.

Our instructional methodology is built upon our **10 core beliefs** for student success.

Scholastic's 10 core beliefs for student success:



THE IMPORTANCE OF  
CHOICE AND ACCESS TO  
**AUTHENTIC TEXTS**



**READING AND  
WRITING CONNECTIONS**



**FOUNDATIONAL  
SKILLS**



**INNOVATIVE  
DIGITAL LEARNING**



**SOCIAL-EMOTIONAL  
LEARNING**



**DATA TO INFORM AND  
DIFFERENTIATE INSTRUCTION**



**CRITICAL THINKING**



**PROFESSIONAL LEARNING**



**STANDARDS-INFORMED  
INSTRUCTION**



**FAMILY AND COMMUNITY  
ENGAGEMENT**

# THE IMPORTANCE OF CHOICE AND ACCESS TO AUTHENTIC TEXTS



Central to our mission and philosophy is our conviction that **every child both deserves to read and can read authentic trade books**. **Scholastic Literacy** incorporates a wide selection of authentic texts into every area of the literacy block. If we only provide children with texts exclusively designed for instruction in school, we risk children internalizing the idea that real, engaging, and authentic books are not for them. The more we can expose children to real books and real texts, the more we can help children build their identities and confidence as capable and engaged independent readers, thinkers, and learners.

Furthermore, access to books is an issue of equity. As Stephen Krashen's research (2011) has demonstrated, access to books is as strong of a factor in school success as poverty is a detriment. If children have access to books in their schools (Miller and Sharp 2018; Krashen, Lee, and McQuillan 2010; Sweeney 2014), there is a chance that they can read their way out of the disadvantages of poverty. Additionally, by allowing students to choose what to read we are saying that reading is not just something to do at school, but something you can enjoy both inside and outside of the classroom.

**“Every child deserves to see themselves, their families, and their communities in books and learn about the lives of others.”**

**—Miller and Sharp 2018**

# FOUNDATIONAL SKILLS



Learning to read with fluency and comprehension means mastering a set of complex skills that **help readers to decode and understand words in a text**. The National Reading Panel concluded that in order to become a confident reader, students must master five foundational skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension (NICHD 2000). Today, experts know that mastering these five skills is crucial, and that each must build upon the other and be reinforced in order to create a confident reader (Gamse et al, 2008).

**Scholastic Literacy** provides foundational skills instruction through whole-class phonics lessons and Scholastic F.I.R.S.T. (Foundations in Reading, Sound, and Text). This adaptive digital program provides guided phonological activities, reading for comprehension, and free choice activities to build a solid foundation for students to become automatic, fluid readers with strong comprehension.

The process of learning to read begins in infancy and continues through the early years, with academic success correlating to the number of words children hear spoken.

—(Hart and Risley 2003; Fernald, Marchman, and Weisleder 2013)



During **Scholastic Literacy**'s whole-class instruction students engage with stories that reflect real-life experiences in order to develop empathy and expand their capacity to recognize the emotions of the characters and their peers. Throughout each week **children are encouraged to connect in deep and personal ways** with self-selected books from a carefully curated list of authentic literature designed to foster social-emotional learning. Students will build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills in the Scholastic Literacy classroom.

“A systematic process for promoting students’ social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior.”

—Durlak et al. 2011

# CRITICAL THINKING



Often students are merely asked to write down facts rather than to question or reflect on their reading. **Scholastic Literacy** has a different approach. **We ask students to think critically, reflect, and make connections.** We personalize reading and writing for our students by asking open-ended questions that lead to deep discussions and personal connections to the texts.

“The development and implementation of pedagogy that promotes students’ engagement in the learning process could encourage students’ critical thinking abilities and the transfer of those abilities necessary for academic achievement, personal success, and success in the work force.”

—Karbalaie 2017

# STANDARDS-INFORMED INSTRUCTION



**Our goal is to ensure that every student receives instruction of the highest quality. Scholastic Literacy** equips teachers with a deep conceptual understanding of a number of universal literacy skills, the academic language related to those skills, and the tools necessary to plan and facilitate instruction to meet the nuanced expectations of the standards.

Scholastic Literacy includes instructional tools that provide districts, teachers, and students with:

- A shared, spiraled understanding of the standards and their vocabulary across and through all grades
- An equity of understanding of expectations for learning outcomes and objectives
- Vertical planning for teachers and administrators
- Interpretation of the standards and important teacher reminders
- Ways to think about and find patterns within and across texts

“We must augment the assessment of the ‘big five’ of NCLB and Reading First (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to include a measure of what students do with the meaning they construct from reading, including complex acts of applying, analyzing, critiquing, synthesizing, and evaluating.”

—Afflerbach 2016

# READING AND WRITING CONNECTIONS

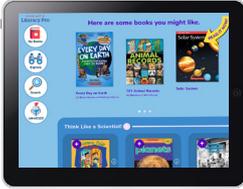


We encourage students to analyze and evaluate what they've read and then **make personal connections to the text through their own writing**. With **Scholastic Literacy**, educators utilize a workshop model where students write about mentor texts, practice in small groups and independently, and then share their writing with the entire class. Educators can also develop students' writing skills in small-group differentiated instruction or independently. Through this process of writing instruction, students learn writing skills and tie their writing to the rich literature they engage with throughout the lesson.

“Reading and writing are ‘interdependent processes that are essential to each other and mutually beneficial.’”

—Holt and Vacca 1984

# INNOVATIVE DIGITAL LEARNING



Digital learning can be truly transformative for many students. For some students it is a powerful tool for motivation, while for others it is a safe place to work on specific skills that they may be struggling with. **Scholastic Literacy** uses

highly adaptive and personalized online resources during the independent learning block. Students are engaged in purposeful reading and adaptive independent learning programs to build foundational skills, vocabulary, and word recognition. Educators are equipped with actionable data from these programs to inform instruction in whole-class and small-group lessons. Innovative tools motivate students and give them **the opportunity to independently apply what they have learned during whole-class and small-group instruction.**

“One of the most important aspects of technology in education is its ability to level the field of opportunity for students.”

—John King, former U.S. Secretary of Education

# DATA TO INFORM AND DIFFERENTIATE INSTRUCTION



Digital and print tools are not only a strong motivator for students—they also provide educators with detailed insights into students’ progress. Assessing students’ language and literacy development through ongoing

observation and assessment ensures that students are meeting the standards and **deepening their understanding of their own educational trajectory, and it helps teachers inform instruction.**

When we make students aware of their progress we offer opportunity for internal motivation, and when we have a full picture of student progress we can see where we need to target instruction and where we can celebrate student success.

“Assessment should produce information that is useful in helping students become better readers, and assessment should do no harm.”

—Afflerbach 2016



In addition to implementation training and the embedded professional learning within a program, **educators need continued opportunities to grow.** On-site workshops and personalized coaching are ways to help educators leverage literacy expertise with effective tools to ensure that students achieve their academic goals. With **Scholastic Literacy** educators receive customized in-person training to ensure student success.

“For students to develop mastery of challenging content, problem-solving, and effective communication, teachers must employ more sophisticated forms of teaching. Effective professional development is key to teachers learning to teach these skills.”

—Darling-Hammond et al. 2017

# FAMILY AND COMMUNITY ENGAGEMENT



More than 50 years of research proves a simple truth: **when families are involved in their children's learning, students are more successful.** As districts and schools consider how to engage families, they often struggle to understand what types of family engagement actually have a positive impact on student learning. **Scholastic Literacy** includes *The Family Guide to Literacy*, which provides families at all grade levels with information and strategies to encourage their children's literacy development. In addition, Scholastic Literacy provides robust professional learning and coaching to help educators build the capacity of families and communities to support student learning outside of school.

“The best way to prevent failure to thrive as a proficient reader is to marshal the support of all involved: families, schools, and communities.”

—Mapp et al. 2017

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