

The Owner's Manual: How to Use *The Roadmap to Literacy*

The Roadmap to Literacy has been meticulously organized to help you do your job. This document provides a few introductory pointers to this organization:

1. The Layout of the Book
2. The Layout of Each Section and Its Chapters
3. Section One: Background Information
4. Sections Two: Waldorf Methodologies
5. Section Three: Language Arts Skills
6. Section Four: Phonics Rules
7. Section Five: Curriculum and Lesson Planning
8. Section Six: Assessment and Remediation
9. Appendices
10. Glossary
11. Index

1. The Layout of the Book

Go to the **Table of Contents**. (It's several pages before page 1.)

Glance through the table of content, and note the main headers. *The Roadmap to Literacy* is divided into six sections:

- **Section One: Essential Background Information**
- **Section Two: Waldorf Methodologies**
- **Section Three: The 15 Aspects of Language Arts**
- **Section Four: Phonics Rules**
- **Section Five: Curriculum and Lesson Planning**
- **Section Six: Assessment and Remediation**

Note that there are appendices that provide lesson templates at the end.

This book can be divided into two parts: Sections one and two, which provide background information, and sections three, four, five, and six, which provide reference material.

2. The Layout of Each Section and Its Chapters

Before we look at the sections, let's consider the layout of each section and its chapters.

The chapters within each section are labeled 1.1, 1.2, 1.3, etc. The number before the decimal point names the section and the number after names its order within the section. For example, chapter 1.3 means section one, third chapter.

All of the chapters are then further broken down into subsections that are clearly labeled. After chapter 1.1, the list of subsections appears at the top of each chapter. This is so you can use the book as a reference book later. See page 6 for an example.

You may notice some **textual links** such as the following: (see chapter 1.3 #4). These links take you to related information. The first number is the section number, the second is the order within the section, and the third refers to the subsection within the chapter. For example, *see chapter 1.3 #4* means go to section 1, third chapter, subsection number 4. [Note: It's on page 17.]

The header on each right-hand page in the text identifies the chapter number and title. For example, the header on page 17 says *1.3 WHY IS ENGLISH SO COMPLICATED?*. Use these headers to help you find textual links.

3. Section One: Essential Background Information

This section introduces the book and shows why it is necessary to go beyond Steiner's indications to teach language arts in English. It also introduces the concept of **phases**, a way to organize the teaching of literacy skills that is in alignment with brain development and the structure of the English language.

It is important to read sections one in its entirety before working with this book.

4. Sections Two: Waldorf Methodologies

This section presents material about Waldorf. Most of it will be review for Waldorf teachers; however, there are several terms that will be new or used in a new way.

It is important to read section two in its entirety before working with this book.

5. Section Three: Language Arts Skills

This section is the heart of the book. It introduces 15 key language arts skills, how to teach them, and how to assess them. Each chapter in this section is dedicated to one aspect of language arts, such as handwriting, spelling, and grammar. This is where you go if you need to learn how to teach something.

All of the chapters in this section are organized along the same lines: chapters are broken down into smaller subsections that include:

- Why each skill matters
- Background information
- Preparation
- Scheduling
- Initial introduction
- How to teach in each grade (or in each phase)*
- Practice
- Assessment

- How to help struggling students

*Some skills will be broken down by grade and others by phase. A subsection is offered for each grade or phase to show how instruction changes.

The subsection on assessment includes the benchmark (standard) for each skill. For an example, see table 3.4.10 on page 165. All of these benchmarks are then presented later in the book (i.e., table 6.1.4 starting on page 492).

The final subsection includes information on how to help students who are struggling to learn this skill. This is where to start if a student needs extra help with a particular skill.

Use this section as a reference for every aspect of teaching language arts, from a review of what the skill is to how to remediate difficulties.

6. Section Four: Phonics Rules

This section is a continuation of one chapter in section three: Encoding and Decoding (chapter 3.4). There are so many phonics rules that they got their own section.

It is important to teach phonics rules in a logical order. They are broken down into chapters by phase.

Section 4 Protocol (page 366) provides background information to explain how each chapter is organized.

Use this section as a reference for working with phonics rules.

7. Section Five: Curriculum and Lesson Planning

This section explains how to make your own curriculum and lesson plans using the material in sections three and four. Each grade gets its own chapter. The final chapter discusses how to work with stories.

Use this section as a reference when you are planning your curriculum and lessons.

8. Section Six: Assessment and Remediation

Section six explains how to assess and how to work with remedial issues. Recommendations are given about how to work with different types of assessments, how to interpret them in light of the phases, and how to communicate assessment results. The final chapter (6.6) discusses how to work with remedial issues and presents a structure that is useful if the material in the last subsections in chapter three (i.e., How to Help Struggling Students) is not effective.

Recall that each chapter in section three has one or more benchmarks. These benchmarks are compiled into a table (table 6.1.4 on page on pp. 492–494). This table provides an overview of where students should be at the end of each academic year. This table represents *The Roadmap to Literacy's* academic standards.

Use this section as a reference when planning assessment and remediation.

9. Appendices

The appendices include many useful features. First, templates have been provided so you can make your own lessons based on the materials presented in the book. The final appendices include a list of sight words and a list of resource books.

Use this material as a resource when planning your curriculum and lessons.

10. Glossary

The glossary defines common terms and includes a textual link to where the word is introduced.

11. Index

The index allows you to look up some of the more useful concepts in the book. Textual references are used in lieu of page numbers. The textual links in the index work in the same way as do the textual links in the text (see point #2). In addition, pertinent tables and figure are also noted. See page 594 for the shorthand for the other terms.

This concludes the brief introduction for *The Roadmap to Literacy*. Congratulations on the purchase of your new book. Thank you for traveling this road with us. Enjoy the journey!

Janet Langley and Jennifer Militzer-Kopperl
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