LITERACY PORTFOLIO

Part One: The Foundation
Elementary Balanced Literacy
Secondary Comprehensive Literacy

Fort Wayne Community Schools
Learning to read and write......

Reading and writing to learn.
Model Development

WHAT WE DO

WHAT WE WANT

WHAT WE BELIEVE

WHAT WE KNOW

WHAT WE DO
WANT

• All students are lifelong learners who enjoy and profit from literacy experiences.

• All students develop competencies in accordance with standards in reading, writing, speaking, and listening.
BELIEVE

• Literacy is a tool for learning and a tool for life.
• Instruction must be responsive to the wide range of styles and rates by which students learn literacy strategies.
• FWCS must provide a strong basic program that reflects the diverse learning needs of students and also offer an array of supports for those students who need additional help.
KNOW

• The federal government requires districts to use scientifically based research.
• The National Reading Panel has defined scientifically based reading research.
• FWCS students must accelerate their rate of gaining literacy skills to meet the goals of NCLB.
No Child Left Behind

- Mandates Scientifically Based Research
- SBRR includes
  - Phonemic Awareness Instruction
  - Systematic Phonics Instruction
  - Fluency Instruction
  - Vocabulary Instruction
  - Comprehension Instruction
Literacy includes

• Reading
• Writing
• Speaking
• Listening
### ISTEP Scores for Language Arts

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DO

• Use researched-based literacy models for instruction of all students
  - Balanced Literacy Model and Secondary Comprehensive Literacy Model

• Provide additional literacy support for students who can benefit from the assistance.
Elementary Balanced Literacy Model (BLM)

The BALANCE is between

- teacher-directed explicit instruction

AND

- multiple opportunities for students to construct their own knowledge
Components of BLM

READING

• Read Aloud
• Shared Reading
• Self-Selected Reading
• Teacher-Directed Reading
• Guided Reading/Flexible Grouping
  • Guided Reading Groups
  • Literature Circles and Study Groups
  • Flexible Learning Groups
Components of BLM

WRITING

• Response Journals
• Shared/Modeled Writing
• Interactive Writing
• Writer’s Workshop
  • ORAL editing mini-lessons
  • Focused mini-lessons
  • Process Writing
    (prewriting, writing, revising, editing, sharing)
Components of BLM

WORD/LETTER FOCUS

• Handwriting
• Spelling
• Word/Letter Exploration
  • Letter identification
  • Phonemic Awareness
  • Systematic Phonics
• Vocabulary
• English Language conventions
  (grammar, punctuation, sentence structure)
Secondary Comprehensive Literacy Model (SCLM)

It is COMPREHENSIVE because it includes

- Development of literacy and language arts skills
- Use of those skills to acquire knowledge in other content areas

AND
Components of SCLM

READING in service of Content Areas

• Read Aloud
• Shared Reading
• Teacher-Directed Reading
• Sustained Silent Reading
• Guided Reading
• Literature Circles
Components of SCLM

WRITING in service of Content Areas

• Journals/Learning Logs
• Writer’s Workshop: Oral Editing mini-lesson
• Writer’s Workshop: Focused mini-lesson
• Writer’s Workshop: Process writing
  (prewriting, writing, revising, editing, sharing)
Components of SCLM

LANGUAGE/WORD STUDY in service of Content Areas

• Vocabulary and Concept Development
• English Language Conventions
Components of SCLM

LISTENING AND SPEAKING in service of Content Areas

• Evaluate content of oral communications
• Use proper speaking skills
  • in accordance with topic and audience
  • aligned to state academic standards
Professional Support

- Instructional materials aligned to district models
- Specific in-service training on components and their use
- College courses on Balanced Literacy
- Released time for teacher training
- Instructional Facilitators for
  - Modeling
  - Observing
  - Co-planning
  - Co-teaching
  - Coaching
Next Steps…..

• CONTINUED TEACHER TRAINING AND ON-THE-JOB SUPPORT

• CONTINUED PRINCIPAL TRAINING TO SUPPORT EFFECTIVE LITERACY PRACTICES IN THE CLASSROOM

• CONTINUED MONITORING OF STUDENT PROGRESS IN LITERACY