



LITERACY PORTFOLIO

Part One: The Foundation

Elementary Balanced Literacy
Secondary Comprehensive Literacy

Fort Wayne Community Schools

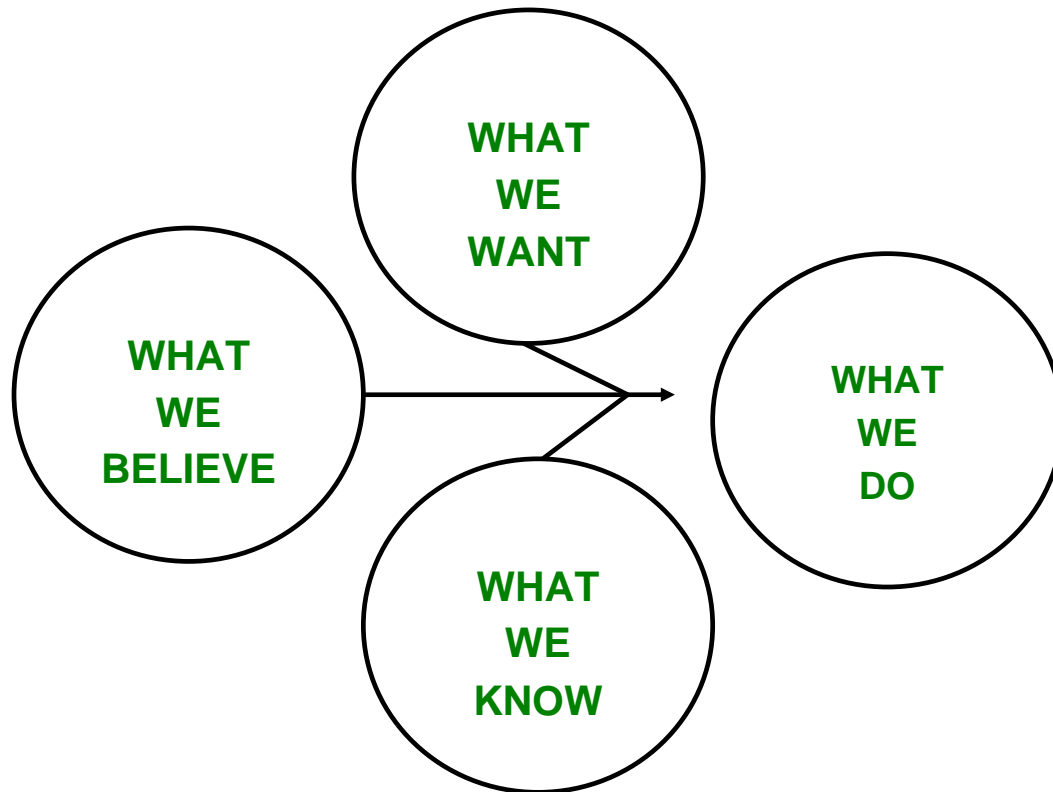


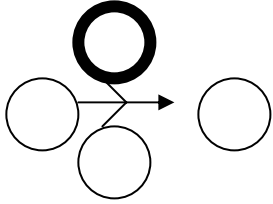
Learning to read and write.....

Reading and writing to learn.



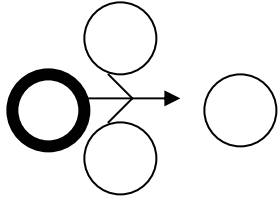
Model Development





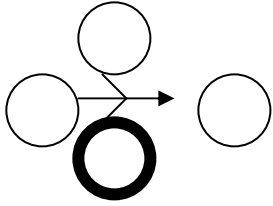
WANT

- **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.**



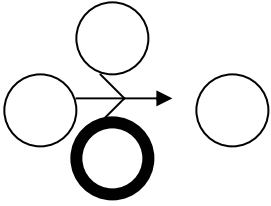
BELIEVE

- **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.**



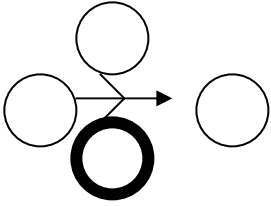
KNOW

- **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**



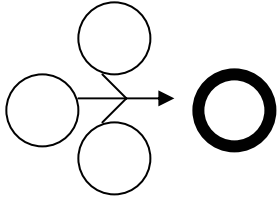
Literacy includes

- Reading
- Writing
- Speaking
- Listening



ISTEP Scores for Language Arts

STATE	2001	2002	2003
Grade 3	66.9%	73.3%	75.3%
Grade 6	53.6%	69.8%	70.5%
Grade 8	69.4%	65.1%	66.2%
Grade 10	69.3%	69.6%	70.4%
FWCS			
Grade 3	60.8%	65.3%	69.3%
Grade 6	43.4%	60.2%	59.9%
Grade 8	60.2%	56.0%	55.1%
Grade 10	59.5%	61.0%	57.8%



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.**



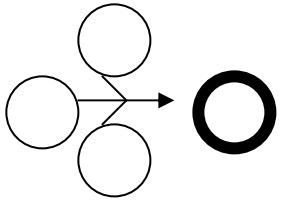
Elementary Balanced Literacy Model (BLM)

The BALANCE is between

**teacher-
directed explicit
instruction**

AND

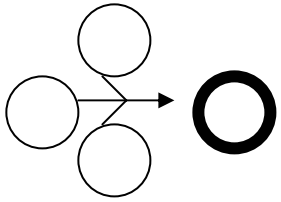
**multiple
opportunities for
students to
construct their
own knowledge**



Components of BLM

READING

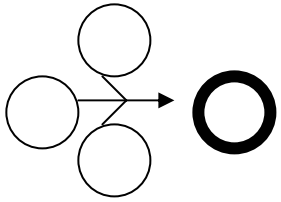
- Read Aloud
- Shared Reading
- Self-Selected Reading
- Teacher-Directed Reading
- Guided Reading/Flexible Grouping
 - Guided Reading Groups
 - Literature Circles and Study Groups
 - Flexible Learning Groups



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)



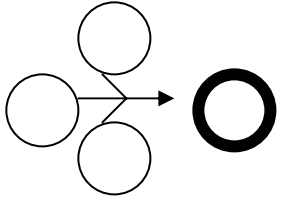
Secondary Comprehensive Literacy Model (SCLM)

It is **COMPREHENSIVE**
because it includes

**Development of
literacy and
language arts
skills**

AND

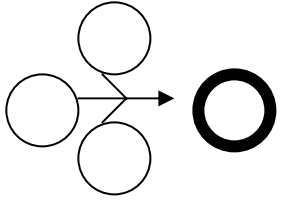
**Use of those skills
to acquire
knowledge in
other content
areas**



Components of SCLM

READING in service of Content Areas

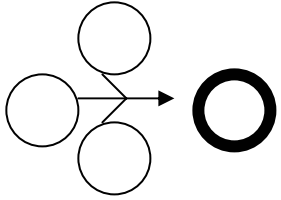
- Read Aloud
- Shared Reading
- Teacher-Directed Reading
- Sustained Silent Reading
- Guided Reading
- Literature Circles



Components of SCLM

WRITING in service of Content Areas

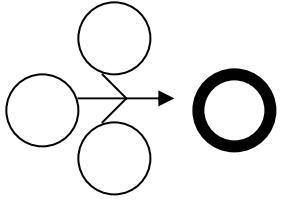
- **Journals/Learning Logs**
- **Writer's Workshop: Oral Editing mini-lesson**
- **Writer's Workshop: Focused mini-lesson**
- **Writer's Workshop: Process writing**
(prewriting, writing, revising, editing, sharing)



Components of SCLM

LANGUAGE/WORD STUDY in service of Content Areas

- **Vocabulary and Concept Development**
- **English Language Conventions**



Components of SCLM

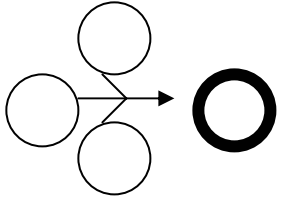
LISTENING AND SPEAKING in service of Content Areas

- 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**