



MILWAUKEE PUBLIC SCHOOLS

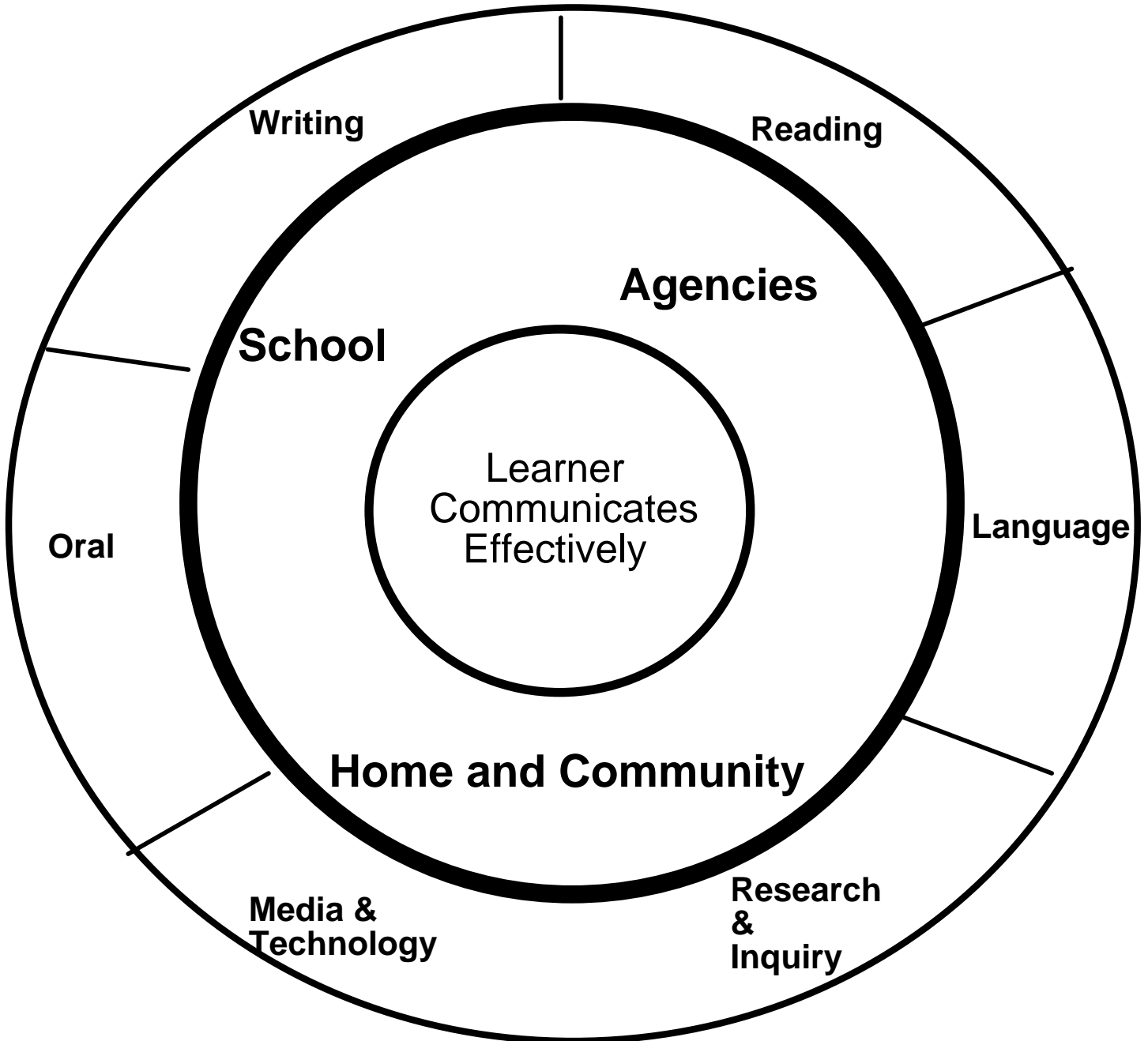
Division of Teaching and Learning

MPS Comprehensive Literacy Framework

A conceptual framework utilized for the development of instructional design that integrates reading, writing, listening, speaking, using language, technology, and research across all content areas to promote critical thinking and learning.

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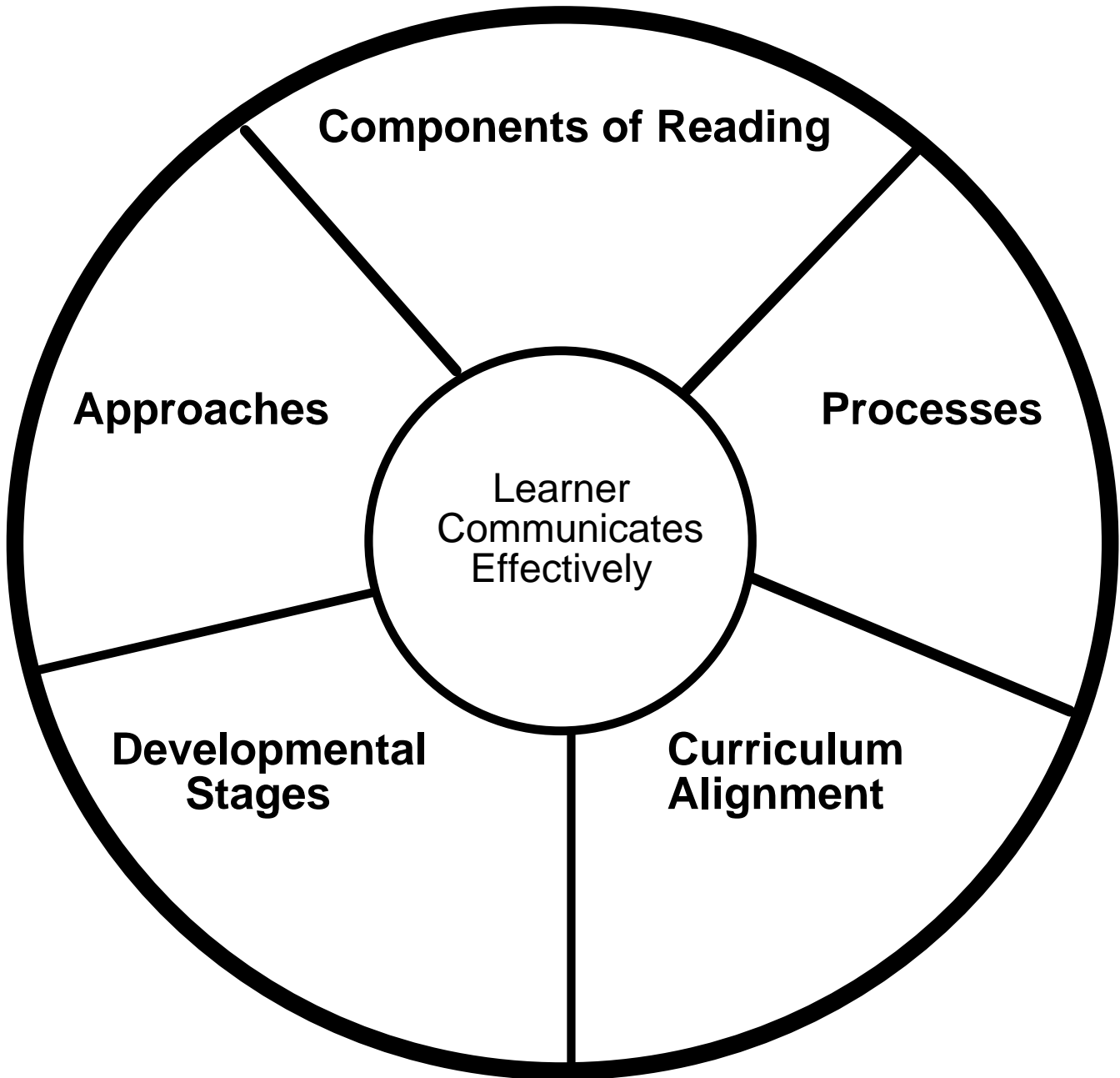


References

- National Council Teachers of English & International Reading Association. (1996). *Standards for the English language arts.* NCTE Executive Committee and IR Board of Directors. Urbana, IL: Author.
- National Reading Panel. (2000). *Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* National Reading Panel. Washington D.C.: U.S. Department of Health and Human Services.
- Wisconsin Department of Public Instruction. (1998). *Planning curriculum in the English language arts.* E. Last, Consultant. Wisconsin Department of Public Instruction. Madison, WI: Wisconsin Department of Public Instruction.

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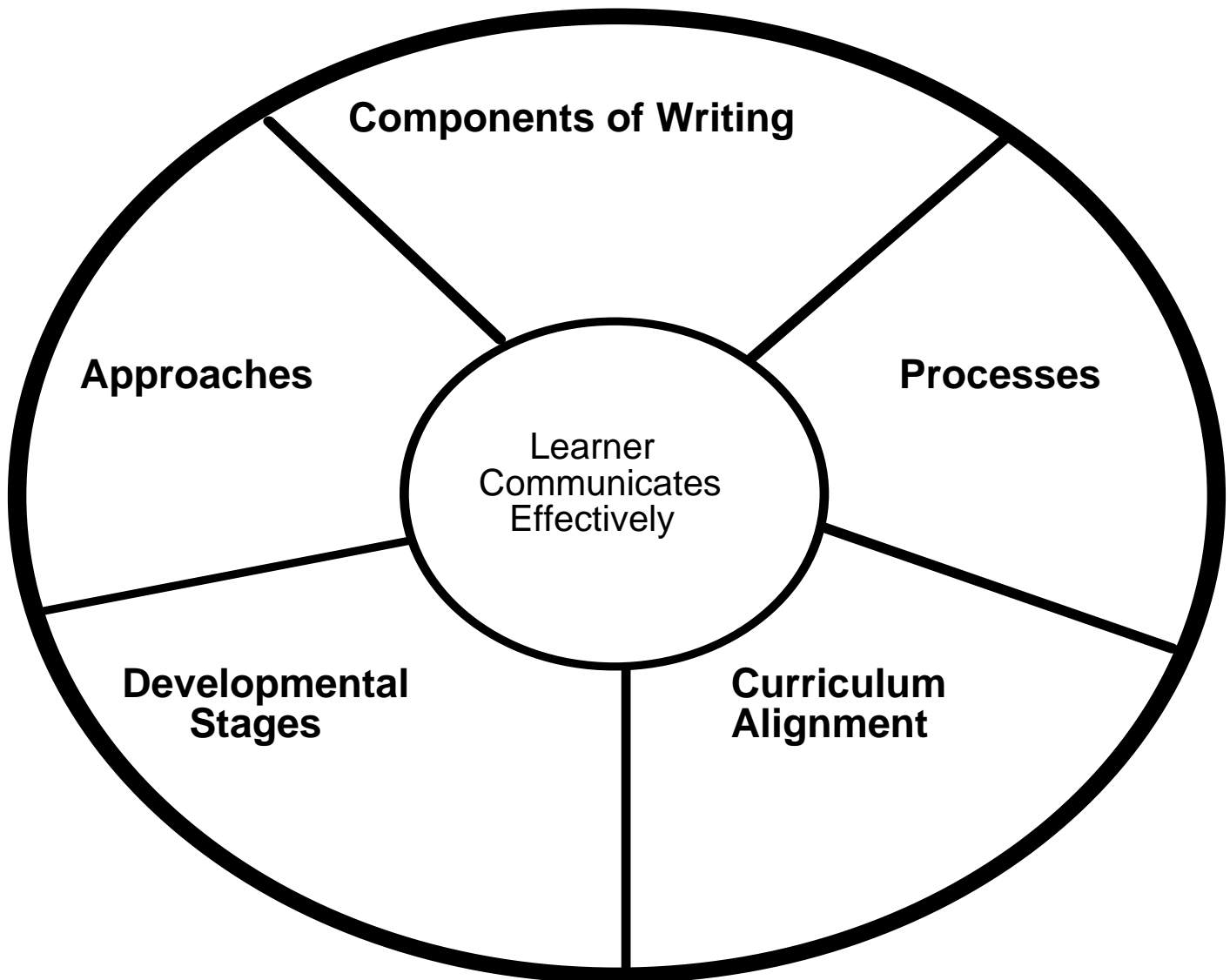
Area- Reading
Context - School



MPS Comprehensive Literacy Framework

Area- *Writing*

Context - *School*



Comprehensive Literacy Framework

Content area - Reading

Context: School

I. Components of Reading (National Reading Panel, 2000)

- A. Phonemic Awareness
- B. Phonics
- C. Vocabulary
- D. Comprehension
- E. Fluency

Reading is an active process where the reader constructs meaning through the dynamic process of the reader's prior knowledge, the information suggested by the written language, and the context of the reading activity (Resource Book for the Elementary Reading Curriculum and Elementary Reading Assessment Guide, 1996).

Constructing meaning is determined by:

- What the reader brings to the reading situation
- The characteristics of the text
- The learning context that defines the task and purpose of the reader
- The strategies applied by the reader to obtain meaning

II. Processes (Gough & Tunmer, 1986; Hoover & Gough, 1990) - Learning to read can be analyzed as involving two basic processes, converting letters to recognizable words and comprehending the meaning of text.

A. Learning to Read Process (Ehri, L. C., 1992; Samuels, S. J. & Farstrup A. E. (Eds.), 1992; Stahl, S. A., Duffy-Hester, A. M. & Dougherty Stahl, K. A., 1998; Stanovich, K. E., 1980)

1. Background Knowledge
2. Word Recognition
 - Symbol awareness
 - Print awareness
 - Letter recognition
 - Phonemic Awareness
 - Orthographics
3. Comprehension
 - Lexical knowledge
 - Semantic knowledge
 - Multi-word chunking
 - Syntactical knowledge
4. Fluency
5. Automaticity

B. Reading to Learn Process

1. Pre-read
 - Establish a purpose
 - Activate background knowledge
 - Preview
 - Plan a strategy
 - Make Predictions
2. Read
 - Construct meaning
 - Make Connections
3. Re-read
 - Pause and reflect
 - Re-read
4. Revise
 - Monitor
 - Revise
5. Respond/React

C. Instructional Process (Cooper & Kiger, 2003; Pearson, 1989)

1. Planning
2. Modeling
3. Guided practice
4. Shared practice
5. Independent practice
6. Assessment

III. Curriculum Alignment

A. Curriculum

1. Standards/Learning Targets
2. Fiction content to support curriculum
3. Nonfiction content to support curriculum

B. Instruction

1. before reading
2. during reading
3. after reading

C. Assessment – the act or process of gathering data in order to better understand of strengths and weaknesses of student learning, as by observation, testing, interviews, etc. (Harris & Hodges, 1995)

1. Types of Assessments
 - a. formative
 - b. summative
 - c. classroom assessments based on standards
 - d. performance
 - e. authentic

2. Aligning Assessments to Curriculum & Instruction
3. A Sample Assessment
4. Intervention

IV. Developmental Stages (Simpson & Leslie, 1994)

- A. Early Emergent Reader
- B. Transitional Reader
- C. Beginning Reader
- D. Advanced Beginning Reader
- E. Consolidating Reader
- F. Accomplished Reader

V. Approaches (Cooper & Kiger, 2003; Tunnell & Jacobs, 1989)

- A. Word Study
- B. Read Aloud
- C. Shared Reading
- D. Guided Reading
- E. Independent Reading

Comprehensive Literacy Framework

Area - Writing

Context – School

Audience - Teachers

- I. **Components of Writing** (*Dietrich, Spandel, etc.*)
 - A. Ideas
 - B. Organization
 - C. Voice
 - D. Work Choice
 - E. Sentence Fluency and Variety
 - F. Conventions

- II. **Process** (*Graves, Murray, etc.*)
 - A. Prewriting
 - B. Drafting
 - C. Revising
 - D. Editing
 - E. Publishing
 - F. Reflecting

- III. **Curriculum Alignment** (*Carr & Harris, Marzano, etc.*)
 - A. Standards / Learning Targets
 - 1. Create or produce writing to communicate with different audiences for a variety of purposes.
 - 2. Plan, revise, edit and publish clear and effective writing
 - 3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communication.
 - B. Curriculum and Instruction
 - C. Assessment

- IV. **Developmental Stages** (*Teale & Sulzby, etc.*)
 - A. Pre-emergent
 - B. Emergent
 - C. Early
 - D. Developing
 - E. Established

- V. **Approaches** (*Hill, Mallow & Patterson, etc.*)
 - A. Shared Writing
 - B. Modeled Writing
 - C. Interactive Writing
 - D. Guided Writing
 - E. Writers' Workshop
 - F. Independent Writing

Wisconsin State Standards for English Language Arts

- *Academic standards* specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.
- *Content standards* refer to what students should know and be able to do.
- *Performance standards* tell how students will show that they are meeting a standard
- *Proficiency standards* indicate how well students must perform.

(from Wisconsin's Model Academic Standards for English Language Arts, published by the Wisconsin Department of Public Instruction, 1998)

- *Learning Targets* are Milwaukee Public Schools' standards-based, grade-specific statements of what students should know and be able to do in various content areas.

In Wisconsin, the English Language Arts include the following areas:

- A. Reading/Literature
- B. Writing
- C. Oral Language
- D. Language
- E. Media and Technology
- F. Research and Inquiry