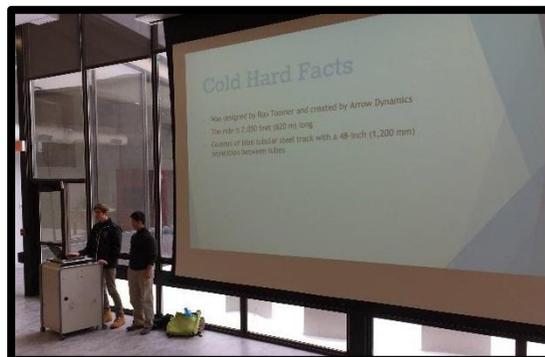
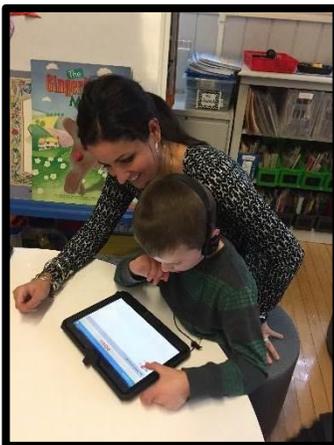




Mayfield City Schools K-12 Literacy Framework

*Reading, writing, speaking and listening in **all Mayfield** K-12 classrooms*

June 5th, 2017



Mayfield City Schools K-12 Literacy Framework

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[Ohio New Learning Standards](#)



Letter from The Literacy Team

Walk into any Mayfield classroom in any of the four elementary buildings, the middle school, or the high school and the hallmarks of literacy are observable, reverberating in the energy of problem solving, the eloquence of argument, the strategy of inquiry and discovery, and the dance of words both consumed and produced. In every Mayfield classroom from math to science to English to art to Media Productions to physical education to foreign language, literacy is alive. Wherever information is consumed and meaning is constructed, literacy exhales.

We are Mayfield strong, and our commitment to literacy is one of the signposts of that strength. But we know that strength is not static. It must be roused and renewed, reshaped and rallied. It requires the will and willingness to ask the right questions and to engage the inquiry process to find the right answers---to press the why and what if?

In 2016-2017, the Literacy Task Force mobilized to create a systematic framework for literacy instruction for reading, writing, and discussion for PreK-12. In galvanizing the *what if?* we concluded that using the four essential questions to guide literacy instruction across every grade level and in every grade content area would not only create a stronger literacy infrastructure but would also produce deeper learning.

The framework the task force crafted reflects the exemplary work that is already alive in our classrooms but has been expanded to create a culture of literacy that will be systematic and comprehensive, a framework that when implemented will increase literacy achievement by equipping students with the skills they need to participate fully in a complex digital world.

In the same spirit that writer Marita Golden *rejects the notion of life lived on automatic pilot* and believes *that life is a flame... something that when lived properly bristles and squirms, even as it glows*, Mayfield rejects persisting in the status-quo. Like Golden, we too believe that life is a flame and desire our work to be a fingerprint that conveys a unique pattern of renewal and resolve, a narrative that equips our students with the literacy skills they need and deserve.

We also believe there is particular power when we commit to an enterprise together and when we pledge to do so in a deliberate, diligent, and determined way. In committing to the literacy framework, each one of us becomes a literacy leader-- an ambassador of literacy, fueling its muscle and sway.

So here's to reenergizing our commitment to literacy and doing great things together!



Literacy: Read, Write, Speak

Think, Learn, Live

Mayfield City Schools K-12 Guiding Practices in Literacy

*Literacy is defined as reading, writing, speaking and listening in **all** K-12 classrooms.*

We believe:

- actively engaged students take responsibility for their learning
- literacy provides equal opportunity for all students
- curriculum should be aligned with the Ohio Learning Standards
- formative/summative assessments support intervention and enrichment
- students should receive instruction in whole group, small group, and individual settings
- comprehension is strengthened through collaboration, sharing, evaluating, and analyzing ideas
- literacy takes place in all content areas
- literacy is comprehensive
- teachers are masters of their content literacy and consistently read to learn
- literacy practices include reading, writing, interpreting charts, equations, and other graphic representations
- every discipline grows literacy skills

A Comprehensive Literacy Approach Encompasses:

<p>Modeled Reading-the teacher reads aloud to students to:</p> <ul style="list-style-type: none"> ● provide adult models of fluent reading ● develop vocabulary ● develop active listening ● provide adult models of metacognition and reading strategies 	<p>Modeled Writing-the teacher models the writing process to:</p> <ul style="list-style-type: none"> ● develop a variety of writing strategies and skills ● demonstrate both formal and informal writing
<p>Shared Reading-the teacher and students read together to:</p> <ul style="list-style-type: none"> ● demonstrate awareness of the text ● promote reading strategies and skills ● develop fluency (reading with accuracy, expression and appropriate pace) ● develop comprehension 	<p>Shared Writing-the teacher and students write collaboratively to:</p> <ul style="list-style-type: none"> ● promote a variety of writing strategies and skills ● develop fluency (reading with accuracy, expression and appropriate pace)
<p>Guided Reading-the teacher provides text that meets specific individual instructional needs to:</p> <ul style="list-style-type: none"> ● introduce or expand on reading strategies and skills ● increase comprehension 	<p>Guided Writing-the teacher plans and teaches the lesson to:</p> <ul style="list-style-type: none"> ● provide support and guide the student’s writing ● provide feedback ● assist with revising and editing
<p>Independent Reading-students read independently to:</p> <ul style="list-style-type: none"> ● support writing development ● extend experiences with a variety of written texts ● learn to read for enjoyment and information ● increase comprehension and fluency 	<p>Independent Writing-students write independently to:</p> <ul style="list-style-type: none"> ● support reading development ● increase writing strategies and skills ● write for enjoyment and information ● write to explain, inform, and argue



Suggested K-5 Literacy Schedule

Adapted from The Daily 5 (Second Edition): Fostering Literacy Independence in the Elementary Grades
By Gail Boushey and Joan Moser

Reading and Writing Workshop

Mini Lesson 5-10 minutes

Round 1

Students – Work on shared, guided, and independent reading, writing and word study

Teacher – Works with small group and individually conferences with students

Mini Lesson 5-10 minutes

Round 2

Students – Work on shared, guided, and independent reading, writing and word study

Teacher – Works with small group and individually conferences with students

Mini Lesson (optional) 5-10 minutes

Round 3 (optional)

Students – Work on shared, guided, and independent reading, writing and word study

Teacher – Works with small group and individually conferences with students

Share out

Word Study (K-3 Foundations and 4-5 Vocabulary)

Read Aloud Outside of the Workshop

Suggested 6-8 Literacy Schedule

Grade Level	Lesson (1-2 class periods)	Balanced Reading and Writing (modeled, shared, guided and independent)	Speaking and Listening (sharing, discussion, etc.)	Conferencing (individual or small group)	Independent Skill Practice
6	≥20 min	In Class: 20-30 min Outside Class: 15-20 min	≥15 min	Concurrent with independent or reading practice	15-20 min
7	≥20 min	In Class: 20-30 min Outside Class: 15-20 min	≥15 min	Concurrent with independent or reading practice	15-20 min
8	≥20 min	In Class: 20-30 min Outside Class: 15-20 min	≥15 min	Concurrent with independent or reading practice	15-20 min
6-8 Content Area Specialist	≥20 min	As applicable In Class: 10-15 min Outside Class: 15-20 min	Variable	Concurrent with independent or reading practice	15-20 min



Suggested 9-12 Literacy Schedule

Grade Level	Mini Lesson	Read Aloud	Literacy Activities	Conferencing	Speaking and Listening
9-10	Teacher discretion	As the lesson demands	In Class: 50-100 min/week Outside Class: 35-40 min Approx. 225 minutes--- all classes combined per week. ***Time will vary in honors and AP classes.	Teacher and student conference when necessary	Daily participation
11-12	Teacher discretion	As the lesson demands	In Class: 75-150 min/week Outside Class: 50-60 min Approx. 300 minutes---all classes combined per week. ***Time will vary in honors and AP classes.	Teacher and student conference when necessary	Daily Participation



Elementary Literacy Framework (Grades K-5)

All K-5 classrooms will use [Reading](#) and [Writing Workshop](#) to instruct Literacy.

What do we want students to know and be able to do?

- Develop and Share a Love for Reading
- Think Critically About Their Reading and Writing
- Have Choice Within Their Reading and Writing
- Use [Technology](#) to Enhance Learning
- Successfully use the Five Essential Components of Reading
 1. [Phonemic Awareness](#)
 2. [Phonics](#) All K-3 classrooms will use Foundations for phonics and word study instruction
 3. [Vocabulary](#)
 4. [Fluency](#)
 5. [Comprehension](#)

How do we know students are learning?

District Assessments:

- [District Assessment Calendar](#)
- All teachers will read with all students using an [informal reading inventory](#) a minimum of three times a year

State Required

- [Kindergarten Readiness Assessment \(KRA Testing Website\)](#)
- [STAR Assessment and Teacher Directions](#)
- [AIR tests](#)
- [Writing Diagnostic](#) (Grades 1-3) Full measure in spring
- [CogAT](#) (Grade 2 Spring)
- [Iowa](#) (Grade 3 Fall)

Teacher Created

- [1:1 and Small Group conferences with students](#)
- Formative assessment/projects
- Summative assessments



What do we do when students are not learning?

Tier 1 Interventions (80-90% of students)

- Provided by classroom teacher
- Quality research based instruction
- Regular progress monitoring
- Use of WIN/FOX time
- Flexible grouping

Tier 2 Interventions (5-15% of students)

- Goals are set, researched, and implemented by classroom teacher and possibly support staff
- [Leveled Literacy Intervention \(LLI\)](#) Grades K, 2, 3
- [Foundations](#): Double Dose
- ESL Services

Tier 3 Interventions (1-5% of students)

- Specialized, intensive instruction provided by classroom teacher and support staff
- [Reading Recovery Grade 1](#)
- [Wilson Reading](#)

What do we do when students have mastered the content?

- Use of WIN/FOX time
- [Project Based Learning](#) to Differentiate
- Small Group Instruction
- 1:1 Conferencing
- [Gifted Services](#) and Acceleration



Writing Blueprint for K-5

This blueprint contains links to student examples and rubrics.

Grade Level			
K	Narrative	Opinion	Informative/Explanatory
1	Narrative	Opinion	Informative/Explanatory
2	Narrative	Opinion	Informative/Explanatory
3	Narrative	Opinion	Informative/Explanatory
4	Narrative	Opinion	Informative/Explanatory
5	Narrative	Opinion	Informative/Explanatory



Middle School Literacy Framework (Grades 6-8)

What do we want students to know and be able to do?

Components of Literacy

1. [Key Ideas and Details](#)
2. [Citing Evidence](#)
3. [Style and Structure](#)
4. [Evaluation](#)
5. [Informational Writing](#)
6. [Research](#)
7. [Speaking and Listening](#)
8. [Conventions](#)
9. [Collaboration](#)

Lori Wilfong Reading Presentation		
Pre-reading	During reading	Post-reading
<ul style="list-style-type: none"> • Book Box • Contrast chart • Anticipation guide • Trigger letter • Tea party • Defined vocabulary 	<ul style="list-style-type: none"> • Turn and talk • Cornell Notes • Sketch to stretch • Character walk • Mantle of the expert • Stump the teacher • Graphic organizers or templates • Tiered texts (leveled versions of same text or alternate texts to accommodate reading level) 	<ul style="list-style-type: none"> • Discussion web • I am poem (two voice option) (explanation) • Ten words or less • Somebody, wanted, but, so, then • Vanity plate



Writing Blueprint (Grades 6-8)

As students practice these skills, they should be engaged in a variety of writing tasks.

- [Content Area Writing Types](#)
- [RACE strategy](#)

Type One and Two Writing Strategies

Lori Wilfong [Content Area Writing Presentation](#)

- [Crew Arguments](#)
- [Pair Share](#)
- [The Most Important Thing](#)
- [Text Structure](#)
- [The Multi Genre Project](#)
- Written Conversations
- Entrance/Exit Slips
- [Battle Brackets](#)
- [SWBST \(Somebody Wanted But So Then\)](#)
- [Unit Planner](#)

Type Three Writing

Lori Wilfong: [“Big Dog” Writing Presentation](#)

[Content Area Rubric](#) for Type 3 Writing

6-8 Writing Descriptions

[Argumentative](#)

[Narrative](#)

[Informative/Explanatory](#)



How do we know students are learning?

[District Assessment Calendar](#)

District-selected Diagnostics:

- [STAR](#) Assessment and Teacher [Directions](#)
- [Fountas & Pinnell](#) (reading level benchmarking)
- [Woodcock-Johnson](#) (reading and math aptitude)
- Norm-referenced assessments

State-required Tests:

- [AIR tests](#)

Teacher/Department-created Assessments:

- Pre-Assessments
- Common formative assessments with common criterion for proficiency
- Common summative assessments with common rubrics

Anecdotal/Observational Data:

- Individual conferencing
- Small-group discussion
- Classwork samples
- Teacher observation



What do we do when students are not learning?

Tier 1 Interventions:

- Flexible grouping based on:
 - readiness
 - instructional reading level
 - skill development
 - motivation
 - interest/choice
- Differentiated homework and classwork
- 1:1 conferencing
- [Reteach and retake process](#)

Tier 2 Interventions:

- Reading/Math Advantage
- Language Arts/Math Edge
- Co-taught classes
- Learning Center/Lab
- Homework Club

Tier 3 Interventions:

- Language Arts/Math Intervention (self-contained) classes

What do we do when students have mastered content?

Literacy Enrichments:

- Flexible grouping (see above)
- Differentiated homework and classwork
- 1:1 conferencing
- Flexible assessments
- Use of higher-order questions
- Increased opportunity for choice
- Open-ended assignments
- Compacted curriculum
- Accelerated pacing
- Stations and centers



Supplemental Opportunities:

- Small group instruction
- [Gifted Services](#)
- Independent study
- Mentoring/shadowing
- Interscholastic contests/competitions
- Grade-level or subject acceleration
- [Project Based Learning](#) to differentiate



High School Literacy Framework (Grades 9-12)

What do we want students to know and be able to do?

- Develop and demonstrate reading stamina and writing acumen that increases by grade level (9th-10th-11th-12th)
- Tackle topics that present challenges for diverse reasons
- Take an active role in engaging their own curiosity and independence as learners to pursue deeper understanding
- Believe that independent and collaborative reading build knowledge and achievement
- Connect content literary expectations (i.e., - rubric, research, standards) derived from the activity of reading and thinking
- Recognize their literacy needs and employ targeted strategies
- Progress from recall, comprehension, and summary, to application, analysis, evaluation, and creation
- Synthesize cross-curricular connections and current world issues
- Write a multi-paragraph essay no matter the subject nor discipline
- Write multi-paragraph topical essays with increasing breadth and depth. (i.e., 3-4 pages 9th and 10th grade; 5-6 pages 11th and 12th grade)
- Write extended response answers on assessments, homework, and class work by writing a body paragraph that contains a topic sentence, credible evidence, and analysis
- Write and prove a debatable claim
- Adjust writing styles as subject or discipline requires
- Synthesize multiple texts to find common and contradictory arguments
- Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling
- Employ the basics of MLA & APA in-text citation, based on discipline, and paper format guidelines, while checking accuracy from established style guides (i.e. Purdue Owl, Noodle Tools, Easybib.com, databases)



How do we know students are learning?

District Assessment Calendar

- Demonstrate mastery through formative and summative assessments devised in TBT
- Produce on-demand writing
- Write for different purposes
- Self-correct
- Lead a group discussion
- Support claims and theses with credible evidence
- Recall, comprehend, and summarize
- Apply, analyze, and evaluate
- Connect ideas and create authentic products
- Demonstrate understanding through peer collaboration
- Meet regularly in class to discuss student learning progress
- Review reading and writing data from standardized testing
- Discuss student progress (teachers, students, and parents)

What do we do when students are not learning?

- Identify students in need of remediation
- Conference with student
- Design tiered instruction to accommodate pace
- Provide intervention and approach learning standard in a new way
- Direct students to writing and math labs
- Refer students to academic coaching and advantage classes
- Contact parents, administrators, guidance counselors for support
- Refer students to peer tutoring (NHS, counseling office)
- Design lessons/units based on learning styles and levels of understanding, including flipped and blended learning experiences
- Adapt student environment to facilitate improvement
- Explore various instructive methods from collegial and professional resources
- Contact Writing Center for assistance and student intervention



What do we do when students have mastered content?

- Explore various instructive methods from collegial and professional resources
- Present resources to students, including flipped and blended learning experiences
- Develop student project-based learning teams to explore real-world problems and challenges found in content areas and with interdisciplinary opportunities
- Engage students in distance learning opportunities
- Create extension menus with advanced levels within a unit in TBT's
- Recommend students to join co-curricular clubs that extend learning
- Engage students in empirical learning

Writing Blueprint for 9-12

This blueprint contains links to teacher resources, student examples and rubrics.

9	Argumentative	Informative/Explanatory
10	Argumentative	Informative/Explanatory
11	Argumentative	Informative/Explanatory
12	Argumentative	Informative/Explanatory



K-12 Common Vocabulary Reference Sheet

Authentic Assessment– A form of assessment where students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. It usually has a performance rubric. *John Mueller*

Comprehension– Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. In other words, it is the process of constructing meaning from the words read. It involves the reader’s prior knowledge and past experiences, as well as what is written in the text.

Critical Thinking– Critical Thinking employs higher level analytical skills to understand a problem and to work toward a means by which it can be “solved.

Fluency– Fluency is the ability to read a text accurately and quickly. When fluent readers read silently they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural as if they are speaking. Readers who have not yet developed fluency read slowly, word by word.

Formative Assessment– A form of assessment that monitors student learning in order to provide ongoing feedback that teachers can use to improve their instruction and students can use to improve their learning.

Guided Reading– Guided Reading is an approach that enables teachers and a group of children to talk, read and think their way purposely through a text. The teacher selects and introduces the text with a small group who have similar needs and strengths. Guided reading leads children to understand that reading is a process of actively constructing the authors intended meaning and allows for teachers to support students while they are reading.

Language– The use of conventions of standard English language and the ability to use general academic and domain specific words (vocabulary) for reading, writing, speaking and listening.

Literacy– The acquisition of literacy, thus defined, is the primary means of acquiring knowledge, thinking skills, and verbal facility. *Mike Schmoker*

Mini Lesson– Short and focused lesson on one strategy, skill, or concept.

Norm-referenced assessments– Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.

Phonemic Awareness– Phonemic Awareness is the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words. Effective phonemic awareness instruction teaches children to notice, think about, and manipulate sounds in spoken language. Teachers use many activities to build phonemic awareness.

Phonics– Phonics instruction teaches children the relationships between the letters of written language and the individual sounds of spoken language. It teaches children to use these relationships to read and write words.

Reading Workshop– Children engage in reading an assortment of texts. The teacher facilitates the process and provides instruction through mini lessons, small group (strategy/skill/level/interest) and individual conferences.



Speaking/Listening– Speaking and listening includes student involvement in one-on-one discussions, small/collaborative groups, and teacher led discussions. Effective speakers express their own ideas, consider the opinions of others, and build on the ideas of others. Effective listeners can demonstrate their understanding of a discussion and the opinions of others through reflection and paraphrasing.

Strategy Group– Children with the same needs grouped together to receive their instruction regardless of reading level.

Summative Assessment–A form of assessment that is used at the end of an instructional unit that compares the assessment against a standard or benchmark. The teacher can use to improve the unit in the future as its focus is on the outcome of a unit.

Vocabulary– Vocabulary refers to the words we must know to communicate effectively in general. Vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Writing Workshop– Children engage in writing an assortment of texts. The teacher facilitates the process and provides instruction through mini lessons and individual conferences.



K-12 Acronym Reference Sheet

BLT	Building Leadership Team
DLT	District Leadership Team
DSA	Developmental Spelling Assessment
F&P	Fountas and Pinnell Benchmark
GIS	Gifted Intervention Specialist
IAT	Intervention Assistance Team
IEP	Individualized Education Plan
IIC	Instructional Innovation Committee
IRI	Informal Reading Inventory
KRA	Kindergarten Readiness Assessment
OLS	Ohio's Learning Standards
OST	Ohio's State Tests
PBL	Project Based Learning
PLC	Professional Learning Community
QRI	Qualitative Reading Inventory
RTI	Response to Intervention
TBT	Teacher Based Teams
WIN (FOX)	What I Need/Focus on eXtras
W-J	Woodcock-Johnson IV Assessment



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