



MISD PreK-12 Literacy Continuum

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Literacy Instruction

High quality, research-supported core/tier 1 instruction enables most children to meet grade level expectations for reading comprehension (Duke, 2017).

Vision

- To create a document that would guide districts and schools in the development and implementation of a PreK-12 literacy plan
- To identify core instructional practices that should be evident for every student, in every classroom, every day
- To create common language around literacy learning at the classroom, school, and district levels
- To use the framework as a focus for literacy-centered professional learning

Purpose

To:

- increase literacy achievement for all students
- understand and implement a comprehensive approach to high quality literacy instruction
- establish consistent Tier I instructional practices
- align with future MISD professional learning offerings

MISD PreK-12 Literacy Framework

- Research and evidence-based
 - ✓ Designed using the current state standards
 - ✓ Built upon the work being developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA)

MISD PreK-12 Literacy Framework

- Clear and consistent continuum beginning in PreK
 - Foundations of Literacy
 - Close Reading
 - Writing
 - Speaking and Listening
- The key (heavy, moderate, and light emphasis) represents the range of intensity and focus and instruction at each grade level
- Definitions included for all components in the framework

Take A Closer Look

- Name two characteristics of effective literacy instruction. (p. 5)
- How many descriptors are included in the *Foundations of Literacy Continuum*? (p. 6)
- Why might *Independent Reading* be heavily emphasized in grades PreK-12? (p. 8)
- Based on the definition of *Shared Writing*, what might explain the change in emphasis from grades PreK-12? (pgs. 10-11)
- What are the five components of the *MISD PreK-12 Instructional Learning Cycle*?

PreK-12 Literacy Professional Learning Companion Document

- Based on the components embedded in the Macomb ISD PreK-12 Literacy Framework
- Focus on key elements of reading instruction and core instructional practices
- Provide teachers with practical evidence-based classroom application/strategies
- Provide administrators with knowledge and tools to ensure the consistent implementation of high quality Tier I instruction

Literacy Instruction

Children learn from a variety of approaches and strategies. The true difference in literacy instruction is *the teacher*, not the program.

Reflection

What role do you play in ensuring a comprehensive PreK-12 literacy continuum is being met with clarity and consistency?

Next Steps

- Document to be shared with MACA
- Document to be shared with principals
- Development of “Indicators of High-Quality Classroom Instruction”

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