

CHARACTER
BASED
LITERACY
PROGRAM

The Markkula Center for Applied Ethics
at Santa Clara University

CBLP Purpose and Model

The Purpose and Model of a Character Based Literacy
Campaign: Meeting Challenging Standards in the Court
Community Schools

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What are the outcomes of schooling?

1. Knowledge: what I know
2. Skills: what I am able to do
3. Character: the kind of person I become

What do we mean by character?

1. The sum of my virtues and vices
2. Who I am today as a result of all that I have become and overcome in my life as well as who I will be in the future as a result of what I do today.

How is the moral life properly influenced in the a public school?

Two universal moral values form the core of a public, teachable morality: respect and responsibility. [Thomas Lickona]

Respect means showing regard for the worth of someone or something. It includes respect for self, respect for the rights and dignity of all persons, and respect for the environment that sustains all life. Respect is the restraining side of morality; it keeps us from hurting what we ought to value.

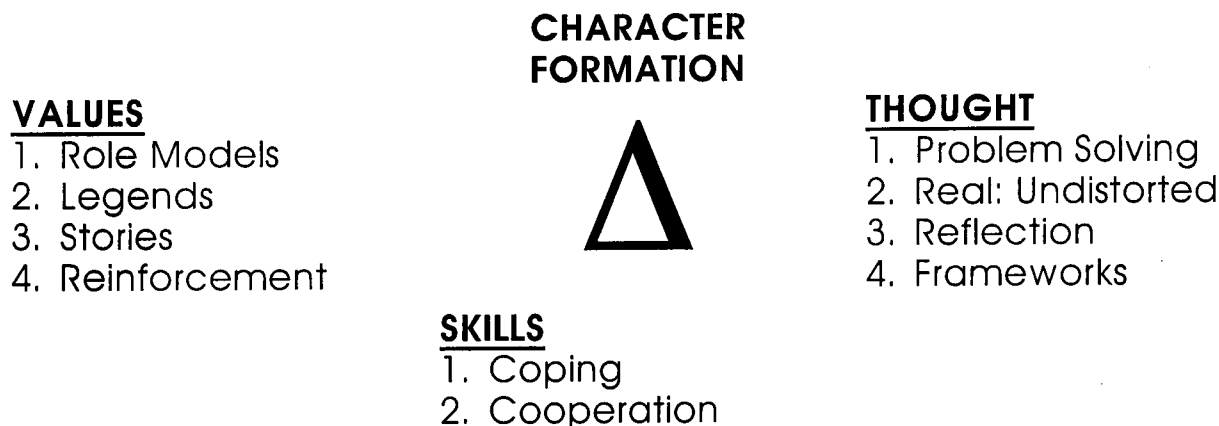
Responsibility is the active side of morality. It includes taking care of self and others, fulfilling our obligations, contributing to our communities and building a better world.

What are the Core Values in Character Based Literacy

Responsibility
Self Direction
Self Control, which is real courage
Change, which requires effort
Justice and Integrity
Respect and Moderation

What is Character Education as we use the term?

It is everything we do in a school that influences the kind of person that I [or anyone else] becomes. It is not a subject, or an activity: it is the curriculum done with people in mind.



What is the Character Based Literacy Program?

The Markkula Center's Character Based Literacy Program is a set of strategies and tactics to help teachers effectively develop student literacy while increasing coping and cooperation skills and reducing antisocial thoughts, values and behaviors by replacing them with pro-social thoughts, values and behaviors. It contains a series of value theme units that use a wide selection of *Recommended Readings* and supportive materials to meet *California Reading-Language Arts Standards*. The comprehensive program includes daily written, oral and visual language with linked instruction in coping, cooperation and thinking skills. This combination helps to build literacy while reducing antisocial thoughts, values and behaviors

What changes have prompted the development of CBL now?

The California adoption of Reading-Language Arts Standards with the mechanisms for accountability through evidence of actual learning requires change. The shift to an academic focus and the implementation of the Public School Accountability Act and related legislation require that all instruction be driven by standards, accountable through evidence

What would it take to do this? What does CBL propose to do?

Recognize the new reality

Teach to standards

Collect evidence

Use grade level reading: quality, complexity

A definite plan for clustering and teaching similar standards

Synergy across Reading, Writing and Listening/Speaking

Merging with appropriate character driven texts

Well timed units to avoid duplication

A definite plan to build basic literacy

Definite methods, materials, instruction

Filling in decoding, fluency, comprehension

Time to teach to standards while building literacy

How much of the day? 1/3 to 1/2

Functional training in teaching language arts

Explicit reference to standards and texts

Menu driven and methods oriented

Rethinking teaching to utilize student strengths and scaffold

Utilizing multiple formats and choices

Using oral and visual language as a bridge to written

Scaffolding to increase memory and the sequential

What kind of human being do you want to become?

Focus on strands and intersections of standards

Selections from Grades 9-10

Reading 2 million words per year by Grade 12

Writing 1500 word compositions

Vocabulary

Literary Response and the elements of fiction

Genre

Writing and speaking

Narrative

Exposition

Persuasion

Description

Mechanics

Parameters We Must Meet

universal access

standards

recommended readings

credit hours

exit exams

Access to Grade Level Reading and Instruction

Standards definition
Reading definition

Modifications for Grade Level Reading

Silent Reading
Round Robin Reading
Choral reading
Partner Reading
Shared reading
Taped Reading
Read Aloud
Summations
Oral Retellings
Film Clips

Modified Text
Abridgements
Written Retellings
Text Selections

Essentials of How We Teach the Language Arts**Oral, visual-leads to-written language**

We emphasize visual and oral language
We introduce new skills in visual and oral language
Then we transfer to written language

Strengths based model

We build on what students do best

English as a school language

We teach respect and use of
home, school and community language

Writing, reading---thinking

We build thinking skills
even where reading and writing skills limit access

Comprehension vs. decoding

Work on comprehension
doesn't wait for decoding to catch up

Internal vs. external

We teach language to communicate

We teach language to mediate thoughts and emotions

Sequential vs. simultaneous

We don't overwhelm memory systems

One thing at a time

Cumulative and structured

Major products are built from smaller one

Teaching all six language arts

Reading

Writing

Listening

Speaking

Viewing

Visually Representing

Character Based Literacy

is an ELA Program

Lesson Planning through PRREE

Prepare

Read

Respond

Explore

Extend

Discourse

Narrative

Telling a story

Exposition

Explaining

Persuasion

Making a Case

Description

Detailing

Response

Analysis of text