



P.S. 23

The New Children's School

# ENSURING ALL STUDENTS READ AT GRADE LEVEL BY THIRD GRADE

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2017-2018 **SHOWCASE VISIT ARTIFACTS**

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# UNIVERSAL LITERACY

## P.S. 23

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### Promoting Literacy Key Considerations and Prioritizations

#### Create Literacy-Rich Environments

- Surround students with oral language, books, and print.
- Keep books on hand at various reading levels, genres, and interests.
- Design their classrooms to encourage reading and writing.

#### Encourage Read-Alouds

- Spend some time every day reading aloud to students.
- Teachers model proper fluency and expression, which helps students improve their vocabulary and comprehension skills.
- Students are encouraged to read a wide variety of genres and text types.

#### Collaborate with the Literacy Coach

- Meet frequently (weekly) to talk about goals and plans for teachers, as well as visiting teachers together.
- Make sure that adequate resources are allocated to support the work, such as space for the Coach, scheduling for common planning with the Coach.
- Attend professional learning with teachers and the Coach.

### Having Fun Together!

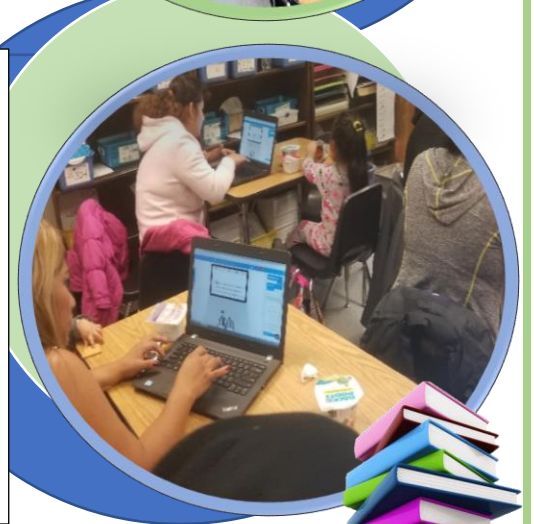
#### Support High-Quality Classroom and School Libraries

- Promote independent, self-selected reading by the students.
- Prioritize a lending library for all students in the classroom/school library for book exchanges.
- Provide resources to support the classroom and school library.

#### Support Literacy with Teachers and at Home with Parents

- Support teachers in learning about effective literacy instruction through coaching, consultation, and professional learning opportunities.
- Provide parents with family activities that will enhance literacy skill development in their children.
- Encourage a home-school connection.

### Books, Books, & More Books!







## Coaching Tips & Tricks: Collaboration with Teachers and Principals

### Building relationships and buy-in with teachers

#### Start where you're wanted

The easiest teachers to work with are the ones that are willing to work with you around their strengths and needs. If you start with the teachers who are most receptive, they will spread the word to their colleagues about what it's like to work with you and more and more people will be excited about working with you.

#### Learn about teachers' needs

Having teachers inventory themselves is a good way to start. This can be achieved by sending out short surveys that ask the teachers to take an honest look at what they know. Connecting their work to the Five Pillars (phonemic awareness, phonics, fluency, vocabulary, comprehension) is a great way to have teachers examine what they are most comfortable with and what they need to work on the most. If people are not comfortable with attaching their names to the surveys, the information within them can still be of great use to a coach. Professional development series and sessions can be crafted to support common needs and address areas where teachers feel they would like to grow.



*One way to support teachers' needs is by curating & organizing literacy resources for their use.*

#### Help out

Since the start of the school year can be hectic for all, this is the best time to go around and be the helping hand that everyone could use. Helping with organizing classrooms, resources, and classroom libraries is always a good place to begin. Once teachers feel comfortable with their systems in place, children benefit.

#### Come to classrooms to "kid watch"

Dropping into classrooms can be uncomfortable for both coaches and teachers. Teachers often clam up when someone is watching them work. A good way to make the situation less threatening is to let the teacher know that you are 'kid watching,' looking to see what the needs and strengths of the class are so that co-planning and the modeling that you provide as the coach will benefit the exact needs of the class.

### Collaborating with Administration

#### Make a weekly meeting

Setting up a time where you can communicate with administration is key. Since schedules can be very hectic for administrators, a consistent time to check in with them is helpful. If these meetings become part of their schedule, they are more likely to happen.

#### Observe together and align your support

Observing classrooms together starts conversations about specific needs of teachers and can help you make an action plan and create a teacher profile that identifies teachers' needs. While debriefing, you can have conversations around who and what grades you might want to prioritize for cycles. You can also use this opportunity to clarify questions or wonderings principals may have around instruction, curriculum, and pedagogy. Also, it is a great time to develop literacy look-fors, not just for individual classrooms but also for grade bands, as a way to be on the same page as one another and to maintain consistency within and across grades.



## Coaching Tips & Tricks: Coaching Stems

### Listening & Delving into Practice

- Why do you say that?
- What do you mean?
- Tell me more.
- Describe the thought process behind your decision.
- What else?
- How do you know?
- I am hearing you say that....
- What did I miss?
- What will you do next?
- Explain that, please.

### Questions for Pre-Visit Meetings

- What is your primary goal for your lesson today, and how will you know if you have met it?
- On what would you like me to focus my attention while I am watching the lesson?
- What are your students' strengths in this area? Challenges?

### Questions for Post-Visit Meetings

- What did you learn from your lesson today?
- What does the students' work tell you about the lesson?
- Were there any tricky parts to your lesson? What were they, and how were they tricky?
- What was your favorite part of the lesson, and why?
- What worked for you and your students in the lesson today?
- What would you do differently if you taught this lesson again?

### Stems for Giving Positive Feedback (Beyond: "The lesson was good")

- Here are some research-based strategies I saw you use today...
- Here is something I learned from you today...
- I saw you... This is a sound practice because...
- I enjoyed being in your classroom today because...

### Stems for Making Suggestions

- You might try...
- Here is something you could consider...
- Another approach to this might be...

### Questions that Invite Action

- What are your next steps?
- What do you need from me?

## Sample Teacher Schedule

Finding the time to support all the components of literacy can be daunting. In order to ensure all the components of literacy are incorporated into our classroom schedules, teachers create individualized program cards that include six teaching periods, one lunch, and one preparation period. One day per week, teachers spend their Circular Six period working with small groups on targeted needs-based instruction. During this period, K-2 teachers have the opportunity to give students who struggle with foundational skills for teaching and spelling a double dose of Foundations instruction where they can emphasize phonemic awareness, phonics word study, vocabulary, handwriting, and spelling. For children who struggle with the writing and reading process, teachers create small group strategy/guided reading lessons and writing labs.

### Example of how we satisfy the instructional time requirements for each element of literacy instruction in a second grade classroom

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:20-9:05</b> Breakfast/Handwriting <i>Leader In Me</i>	<b>8:20-9:05</b> Breakfast/Handwriting <i>Leader In Me</i>	<b>8:20-9:05</b> Breakfast/Handwriting <i>Leader In Me</i>	<b>8:20-9:05</b> Breakfast/Handwriting <i>Leader In Me</i>	<b>8:20-9:05</b> Breakfast/Handwriting <i>Leader In Me</i>
<b>9:05-9:50</b> Music Enrichment	<b>9:05-9:50</b> <i>Reading Workshop/SSR</i>	<b>9:05-9:50</b> <i>Reading Workshop/SSR</i>	<b>9:05-9:50</b> <i>Reading Workshop/SSR</i>	<b>9:05-9:50</b> <i>Reading Workshop/SSR</i>
<b>9:50-10:40</b> <i>Writing Workshop</i>	<b>9:50-10:40</b> <i>Writing Workshop</i>	<b>9:50-10:40</b> <i>Writing Workshop</i>	<b>9:50-10:40</b> <i>Writing Workshop</i>	<b>9:50-10:40</b> <i>Writing Workshop</i>
<b>10:40-11:40</b> Math Workshop	<b>10:40-11:40</b> Math Workshop	<b>10:40-11:40</b> Math Workshop	<b>10:40-11:40</b> Math Workshop	<b>10:40-11:40</b> Math Workshop
<b>11:40-12:30</b> LUNCH	<b>11:40-12:30</b> LUNCH	<b>11:40-12:30</b> LUNCH	<b>11:40-12:30</b> LUNCH	<b>11:40-12:30</b> LUNCH
<b>12:30-1:05</b> <i>Word Study/Foundations</i>	<b>12:30-1:05</b> <i>Word Study/Foundations</i>	<b>12:30-1:05</b> <i>Word Study/Foundations</i>	<b>12:30-1:05</b> <i>Word Study/Foundations</i>	<b>12:30-1:05</b> <i>Word Study/Foundations</i>
<b>1:05-1:50</b> Dance (Prep)	<b>1:05-1:50</b> Science	<b>1:05-1:50</b> Science	<b>1:05-1:50</b> Science	<b>1:05-1:50</b> Dance (Prep)
<b>1:53-2:38</b> <i>Reading Workshop/ Social Studies</i>	<b>1:53-2:38</b> <i>Language Acquisition (Prep)</i>	<b>1:53-2:38</b> Social Studies	<b>1:53-2:38</b> Social Studies	<b>1:53-2:38</b> <i>Language Acquisition*</i> <i>*Circular Six</i>
<b>2:40</b> Dismissal	<b>2:40</b> Dismissal	<b>2:40</b> Dismissal	<b>2:40</b> Dismissal	<b>2:40</b> Dismissal

## Kindergarten

- ✓ 380 minutes per day - 50 min. lunch= 330
- ✓ 330 - 45 min. Prep= 285
- ✓ 285 - 60 min. (Math)= 225
- ✓ 225 - 90 min. (Reading/Writing)= 135 (2x for SS)
- ✓ 135 - 30 min. (Foundations)= 105
- ✓ 105 - 25 min. (Breakfast)= 80
- ✓ 80 - 10 min. (Handwriting)= 70
- ✓ 70 - 40 min. (Science)= 30; Kindergarten receives 2x per week
- ✓ Remaining 30 min. - Morning Meeting/Read Aloud/Shared Reading/Leader In Me

## Grades 1-2

- ✓ 380 minutes per day - 50 min. lunch= 330
- ✓ 330 - 45 min. Prep= 285
- ✓ 285 - 80 min. (Math)= 205
- ✓ 205 - 90 min. (Reading/Writing)= 115
- ✓ 115 - 30 min. (Foundations)= 85
- ✓ 85 - 10 min. (Handwriting)= 75
- ✓ 75 - 45 min. (Sci- depends on Sci received /Social Studies)= 30
- ✓ Remaining 30 min. - Morning Meeting/Leader In Me/Read Aloud/ SSR)

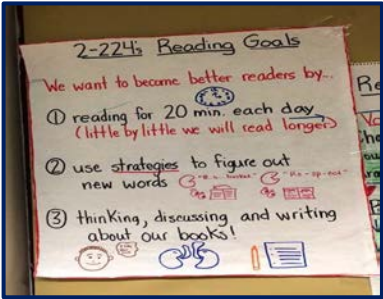
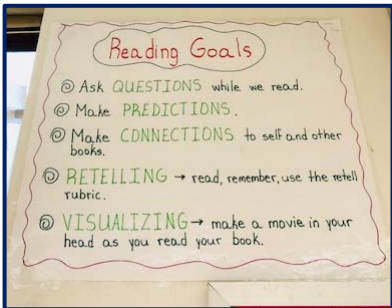


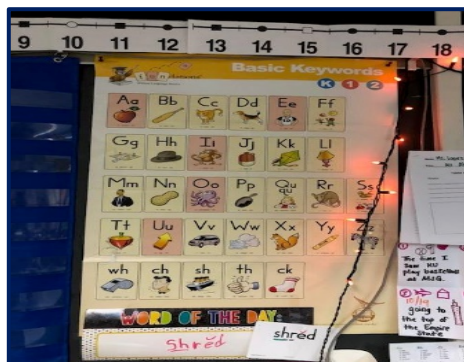
## USING CHARTS TO PROMOTE LITERACY

### P.S. 23: Classroom Literacy Charts (2nd Grade)

YEAR: 2017-2018

Part of promoting Universal Literacy is using every corner of a classroom to promote the development of literacy skills and academic vocabulary. One powerful tool is classroom charts. The following are a sequence of various classroom charts (created by teachers and students) that promote the Five Pillars of Literacy.

READING GOALS	CHART EXAMPLE	CLASSROOM USE OF CHART	INTRODUCTION OF CHART	CONNECTION TO STANDARDS	PURPOSE
	 	<ul style="list-style-type: none"> <li>Documentation of yearlong reading goals of the class</li> <li>Visual reminder to students of what we are working on and how it relates to our class goals</li> </ul>	<ul style="list-style-type: none"> <li>Introduced in beginning of year reading unit</li> <li>Concept of a “goal” introduced to the class</li> <li>Students discuss and decide on common goals for reading and turn those into class goals</li> </ul>	RF.2.3  RF.2.4  RL.2.1  RL.2.5  RL.2.7  RI.2.1  RI.2.10	<ul style="list-style-type: none"> <li>Set attainable reading goals based on what is expected of them during second grade</li> <li>Self-monitor progress by asking: “Does this work relate to or help us reach our class reading goal?”</li> </ul>



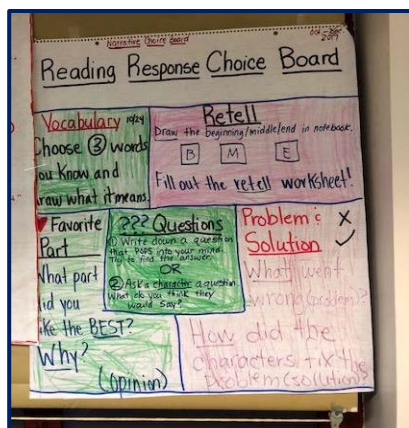
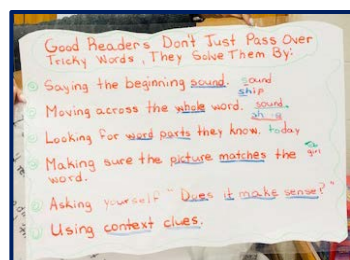
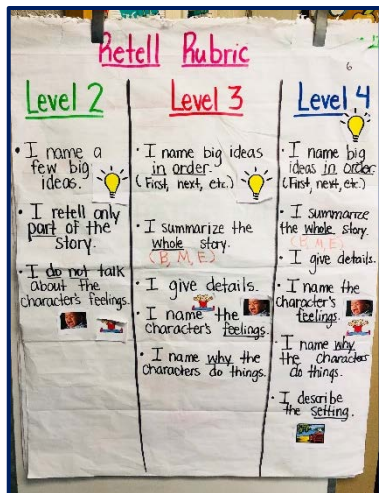
- Used in conjunction with Foundations phonics lessons
- Yearlong reference for students to use during reading and writing activities
- Visual representations of sounds
- Charts are visually accessible and are placed where students may touch or interact with them (letter sound cards)
- Small letter sound cards are used for letter-sound drill practice in which the students lead the class in reviewing letters, keywords, sounds

- Basic keyword chart introduced in Unit 1 as a review of letter name and sounds
- Letter sound cards introduced in Unit 1 in conjunction with lessons on vowel sounds and digraphs
- R-controlled vowel chart introduced in Unit 2 as an extension lesson on the basic vowel sounds
- All charts are introduced in relation to a lesson or unit of study in Foundations AND remain up and accessible to students thereafter

RF.2.3

RF.2.4

- To provide visual references that support the phonics foundation skills taught through the Foundations program
- To provide interactive resources that support universal literacy and student autonomy when decoding and spelling words (smaller versions of the basic keyword charts are given to each student)



- Charts stay up throughout the unit (or year) as a continuous literacy reference
- Large charts are often recreated in a smaller version for students to have as a reference during reading workshop and independent reading

- Charts are created along with the children as the lesson/skill/concept is being taught
- The Reading Response Choice Board chart was introduced as a class group practice activity, then it transitioned into an independent practice activity to be completed during independent reading time
- Retell Rubric: based on retelling rubric used by Teachers College when evaluating students' independent reading levels (introduced as a way to show understanding of text)
- Intro lesson for launching reading workshop includes "What good readers do" chart used as a reference to remind students of good reading behaviors and is created based off of class discussion

RL.2.1

RL.2.2

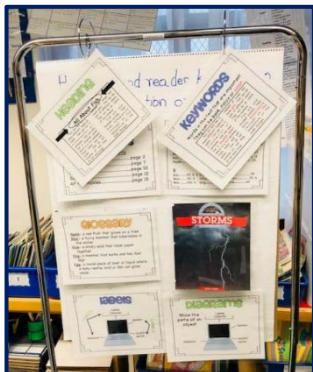
RL.2.3

RL.2.5

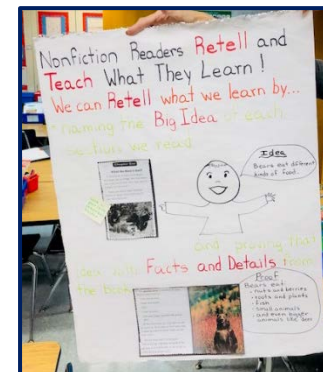
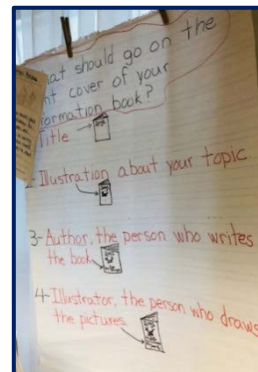
RL.2.7

RL.2.10

- Display student work expectations in terms of guidelines, rubrics, choice activities, etc.
- Provide students with a way to monitor their reading and comprehension
- The process of creating charts together and using them in whole group/small group and independently allows students to internalize the process and have more connection to it when using the chart as a reference



Information Writing Rubric				
Ask Yourself	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you write a paragraph that got readers ready to learn a lot of information about your topic?	No, I did not write a paragraph that got readers ready to learn a lot of information about my topic.	I introduced some information that got readers ready to learn a lot of information about my topic.	Yes, I wrote a paragraph that got my readers ready to learn a lot of information about my topic.	Yes, I wrote a paragraph that got my readers ready to learn a lot of information about my topic.
Did you introduce your topic?	No, I did not.	Yes, I somewhat introduced my topic.	Yes, I did introduce my topic.	Yes, I introduced my topic in a creative way!
Did you use facts and details to develop your points?	No, I did not use facts and details to develop my points.	I used a few facts and details to develop my points.	Yes, I used several facts and details to develop my points.	Yes, I used many facts and details to develop my points in a creative way!
Did you provide a concluding statement or sentence?	No, I did not provide a concluding statement or sentence.	I somewhat provided a concluding statement or sentence.	Yes, I provided a concluding statement or sentence.	Yes, I provided a concluding statement or sentence in a creative way!



- Informational reading and writing unit charts used as a reference during both reading and writing workshop
- Visual model of non-fiction text features
- Informational writing rubric used as student reference to guide their writing expectations throughout the unit and to evaluate their work
- Chart labeling parts of front cover of text introduce and support learning of content specific language (author, illustrator, etc.)

- Charts are introduced in a whole class setting as an intro to unit lesson, or as the unit progresses, as an evaluative tool (rubric)
- Some elements of chart may be prepared beforehand by teacher (photographs, samples, etc.) but overall chart is created and discussed as a class

RI.2.1  
RI.2.2  
RI.2.5  
RI.2.6  
RI.2.7  
RI.2.10  
W.2.2  
W.2.7


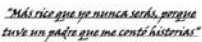
- To provide references to be used throughout the units of study
- Provide visual examples for learners of terminology and non-fiction elements discussed
- Introduce students to content-specific vocabulary and provide many opportunities to see and use those terms in the classroom



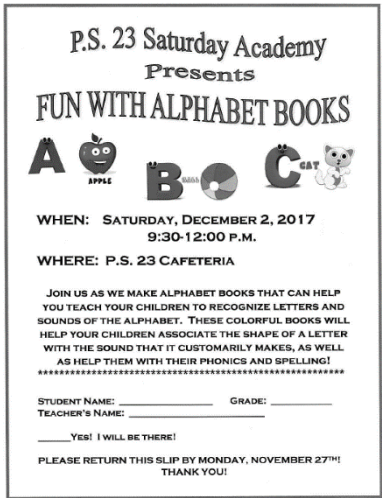
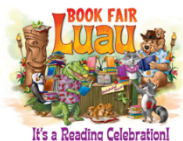


## Promoting Universal Literacy: Partnering with Families


Part of a Universal Literacy Coach's work involves engaging with the families of students, as families are key partners in developing literacy. This year, we are trying to establish trust, and give teachers and parents a chance to discuss ways in which parents can support students with the material they are learning in school. A growing body of research shows that successful parent involvement not only improves student behavior and attendance, but also positively affects student achievement.

Initiative/Event	Timeframe	Outreach	Overview	Resources
<b>Parent Academy</b> 	Saturday morning sessions starting in December 2017	Select parents were met with during PTC sessions and offered the opportunity to attend. Flyers are sent out to each family. The event is also posted on our school's Instagram page and monthly calendar of events. The ULit coach also connects with families that have reached out to her on a one-on-one basis for help with supporting literacy at home.	The ULit Coach and the ENL teacher facilitate workshops, establish trust, and give teachers and parents a chance to discuss ways in which parents can support students with the material they are learning in school. The focus of these Saturday morning sessions is aligned to the Five Pillars of Literacy and are opportunities for parents to come and learn alongside their children. There is a skill or set of skills taught and then an extension activity where parents have the opportunity to create a literacy-based activity (make and take) that can help them support their children at home.	<ul style="list-style-type: none"> <li>Hand-outs of reading behaviors for levels A-Z</li> <li>Alphabet charts</li> <li>List of literacy websites</li> <li>Tips on how to do a read-aloud</li> <li>High frequency word list</li> <li>Materials to make word sort games, flash cards, and file folder games</li> </ul>
<b>Storytelling Workshop</b> 	Series of sessions held during Parent Engagement time.	Flyers are sent out to each family. The event is also posted on our school's Instagram page and monthly calendar of events. The ULit coach also reaches out to families that have reached out to her on a one-on-one basis for help with supporting literacy at home.	Storytelling is a valuable art which can help to improve vocabulary development, expressive language, and recall abilities. Storytelling is a great way to foster family relationships and share traditions while developing identity and empathy through narrative.	<ul style="list-style-type: none"> <li>Posters</li> <li>Examples of family stories told using a story web.</li> <li>Photos, family memorabilia that carry stories of traditions and celebrations</li> </ul>



Initiative/Event	Timeframe	Outreach	Overview	Resources
<b>Fun with Alphabet Books</b> 	A three-hour Saturday morning session	These morning sessions are tailored to meet the needs of small groups of parents who have children with similar needs. While all families will have the opportunity to participate in other workshops, these small group sessions are targeted and developed with specific needs in mind.	<p>Teachers share example alphabet books and how to use them.</p> <p>Families make the books together.</p> <p>The group discusses how to use them at home to support students' letter and sound recognition.</p>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Permission slips</li> <li>• Materials for making alphabet books</li> <li>• Example alphabet books</li> </ul>
<b>Summer Book Fair</b> 	One session per grade for all K-2 students. Held in June.	<p>Students work with teachers and art teachers to make summer reading bookmarks. Have daily/weekly teasers to build up the excitement for the book fairs. Make countdown signs for the book fairs.</p> <p>Provide students with book reading logs. Note: these should be given as an optional assignment as recognition for their summer reading.</p>	Children build their skills when they have the chance to read every day. We want to ensure that every child maintains progress in literacy made over the course of the school year so that they keep their reading muscles strong. Reading helps children be prepared and successful for the upcoming school year. The best way to achieve this goal is for children to read books and build their knowledge and skills even during the summer months.	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Books to give away</li> <li>• Open space to hold the fair</li> <li>• Decorations</li> </ul>



Initiative/Event	Timeframe	Outreach	Overview	Resources
<b>Bingo for Books</b> 	One hour after school, a few times each year.	Flyers are sent out to each family. The event is also posted on our schools Instagram page and monthly calendar of events.	Families and students play bingo, which gives them the chance to practice letter recognition. Each time a student gets "Bingo", they get to take a book of their choosing. An NYPL librarian is also on-hand at the event to help people sign up for cards, forgive late fees, and distribute free hotspots. At the end of the event, students can load a bag full of books to take home and keep!	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Books to give away</li> <li>• Open space to hold the fair</li> <li>• Decorations</li> </ul>

## FAQs

### ***How do you get parents to start attending these events?***

Attendance at these events can vary. Parent involvement is an ongoing effort that involves constant communication and outreach. We have tried many ways to encourage parents to be involved in all of the family events that take place. In addition to flyers, we encourage parents to subscribe to our social media pages and school website. Parents are often reminded of events by our staff members during drop-off and dismissal. Our parent coordinator and Parent Association also help to spread the word about upcoming events.

### ***Where do you get the resources for these events, and how do you fund them?***

A lot of books that are given away at these events come from the Book Fairies organization. The Book Fairies charity donates thousands of books each year to high poverty schools and organizations. Our school is also fortunate enough to have a subscription with World Vision's Teacher Resource Centers. This subscription allows teachers in qualifying schools, in which at least 70 percent of students qualify for free or reduced-price lunch, access to their centers to stock up on learning and classroom supplies like binders, notebooks, crayons, glue sticks, and much more. Generous corporate donors provide these new, quality supplies that help ensure all students have the tools they need to learn.