ENSURING ALL STUDENTS READ AT GRADE LEVEL BY THIRD GRADE

P.S. 23
The New Children’s School
2017-2018 SHOWCASE VISIT ARTIFACTS
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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.

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.

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.
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.

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?
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 Fundations 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**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-9:05 Breakfast/Handwriting</td>
<td>8:20-9:05 Breakfast/Handwriting</td>
<td>8:20-9:05 Breakfast/Handwriting</td>
<td>8:20-9:05 Breakfast/Handwriting</td>
<td>8:20-9:05 Breakfast/Handwriting</td>
</tr>
<tr>
<td>Leader In Me</td>
<td>Leader In Me</td>
<td>Leader In Me</td>
<td>Leader In Me</td>
<td>Leader In Me</td>
</tr>
<tr>
<td>11:40-12:30 LUNCH</td>
<td>11:40-12:30 LUNCH</td>
<td>11:40-12:30 LUNCH</td>
<td>11:40-12:30 LUNCH</td>
<td>11:40-12:30 LUNCH</td>
</tr>
<tr>
<td>12:30-1:05 Word Study/Fundations</td>
<td>12:30-1:05 Word Study/Fundations</td>
<td>12:30-1:05 Word Study/Fundations</td>
<td>12:30-1:05 Word Study/Fundations</td>
<td>12:30-1:05 Word Study/Fundations</td>
</tr>
<tr>
<td>1:05-1:50 Dance (Prep)</td>
<td>1:05-1:50 Science</td>
<td>1:05-1:50 Science</td>
<td>1:05-1:50 Science</td>
<td>1:05-1:50 Dance (Prep)</td>
</tr>
<tr>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
<td>2:40 Dismissal</td>
</tr>
</tbody>
</table>
## 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. (Fundations) = 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. (Fundations) = 85
- 85 - 10 min. (Handwriting) = 75
- 75 - 45 min. (Science) - 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)**

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.

<table>
<thead>
<tr>
<th>CHART EXAMPLE</th>
<th>CLASSROOM USE OF CHART</th>
<th>INTRODUCTION OF CHART</th>
<th>CONNECTION TO STANDARDS</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Chart Example" /></td>
<td>Documentation of yearlong reading goals of the class</td>
<td>Introduced in beginning of year reading unit</td>
<td>RF.2.3, RF.2.4, RL.2.1, RL.2.5, RL.2.7, RI.2.1, RI.2.10</td>
<td>Set attainable reading goals based on what is expected of them during second grade</td>
</tr>
<tr>
<td><img src="image2" alt="Chart Example" /></td>
<td>Visual reminder to students of what we are working on and how it relates to our class goals</td>
<td>Concept of a “goal” introduced to the class</td>
<td></td>
<td>Self-monitor progress by asking: “Does this work relate to or help us reach our class reading goal?”</td>
</tr>
</tbody>
</table>

**YEAR: 2017-2018**

- **RF.2.3**: Set attainable reading goals based on what is expected of them during second grade.
- **RF.2.4**: Self-monitor progress by asking: “Does this work relate to or help us reach our class reading goal?”
- Used in conjunction with Fundations 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 Fundations AND remain up and accessible to students thereafter
- To provide visual references that support the phonics foundation skills taught through the Fundations 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

- 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

RL.2.1
RL.2.2
RL.2.3
RL.2.5
RL.2.7
RL.2.10
| Informational reading and writing unit charts used as a reference during both reading and writing workshop | Charts are introduced in a whole class setting as an intro to unit lesson, or as the unit progresses, as an evaluative tool (rubric) | RI.2.1
RI.2.2
RI.2.5
RI.2.6
RI.2.7
RI.2.10
W.2.2
W.2.7 |
| Visual model of non-fiction text features | Some elements of chart may be prepared beforehand by teacher (photographs, samples, etc.) but overall chart is created and discussed as a class | To provide references to be used throughout the units of study |
| Informational writing rubric used as student reference to guide their writing expectations throughout the unit and to evaluate their work | | Provide visual examples for learners of terminology and non-fiction elements discussed |
| Chart labeling parts of front cover of text introduce and support learning of content specific language (author, illustrator, etc.) | | 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.

<table>
<thead>
<tr>
<th>Initiative/Event</th>
<th>Timeframe</th>
<th>Outreach</th>
<th>Overview</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Parent Academy     | 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. | - Hand-outs of reading behaviors for levels A-Z  
- Alphabet charts  
- List of literacy websites  
- Tips on how to do a read-aloud  
- High frequency word list  
- Materials to make word sort games, flash cards, and file folder games |
| Storytelling Workshop | 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. | - Posters  
- Examples of family stories told using a story web  
- Photos, family memorabilia that carry stories of traditions and celebrations |
<table>
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</table>
| Fun with Alphabet Books| 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. Teachers share example alphabet books and how to use them. Families make the books together. The group discusses how to use them at home to support students’ letter and sound recognition. | • Posters  
• Permission slips  
• Materials for making alphabet books  
• Example alphabet books |
| Summer Book Fair       | One session per grade for all K-2 students. Held in June. | 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. Provide students with book reading logs. Note: these should be given as an optional assignment as recognition for their summer reading. 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. | • Posters  
• Books to give away  
• Open space to hold the fair  
• Decorations |
<table>
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</table>
| Bingo for Books  | 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! | • Posters  
• Books to give away  
• Open space to hold the fair  
• Decorations |

**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.