



It's all about Literacy

“To be a writer, you have to be a reader.”

To be a reader, you have to be a writer.”

*Adapted from Lucy Calkins,
Columbia University*

A Balanced Literacy Approach

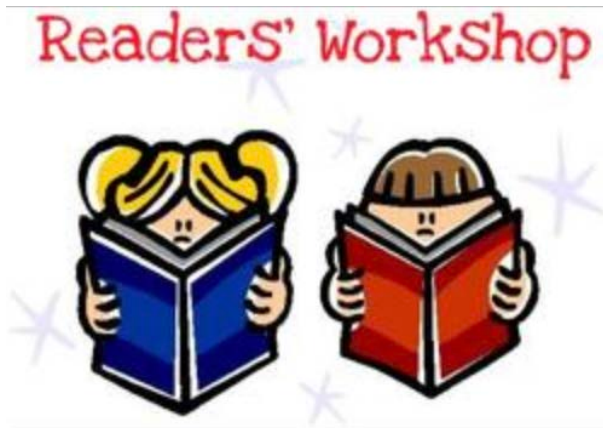
- Allows differentiation and personalization instruction for students at various levels
- Embeds reading and writing skills into other subject areas
- Includes comprehension, reading fluency, speaking and listening, word study and writing
- Exposes students to a variety of genres, text styles, and authors
- Aligned to Common Core

*Creating Powerful
Instructional
Frameworks
to
Support
ALL Readers*



Workshop Model

The Workshop Model is key to our instructional practice and includes the following components which are essential to a balanced literacy approach:



- Read Aloud
- Mini-Lesson
- Guided Reading
- Conferencing
- Shared Reading
- Word Study

- Interactive writing
- Shared writing
- Mini-lesson
- Strategy groups
- Conferencing



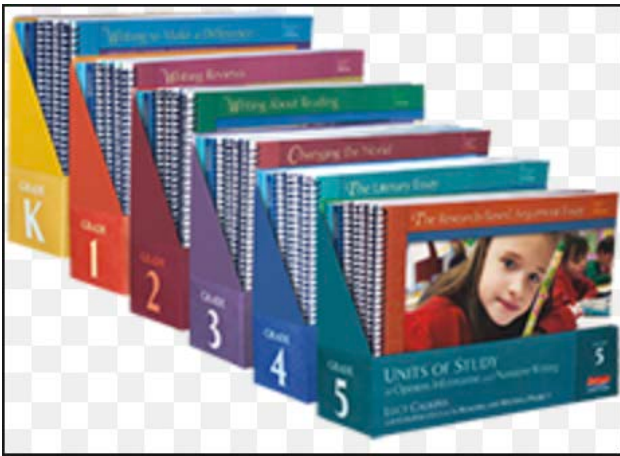
A Balanced Literacy Approach

Focus Year	Literacy Strand
2014/2015	Reading Comprehension – Making Meaning
2015/2016	Writing Assessment – Writing Pathways Rubrics
2016-2020	Writer’s Workshop – Units of Study Writing
2017-2021	Reader’s Workshop Pilot – Units of Study Reading



Reading Pilot Timeline

- **Fall 2017:** 2 Units of Study teacher kits were purchased for each grade level to pilot
- **Fall 2017-Winter 2018:** Teachers voluntarily piloted lessons and units
- **January 2018:** Teachers in grades K-6 were surveyed regarding U o S
- **February 2018:** Feedback shared with K-6 literacy team and decision made to continue with Units of Study Reading

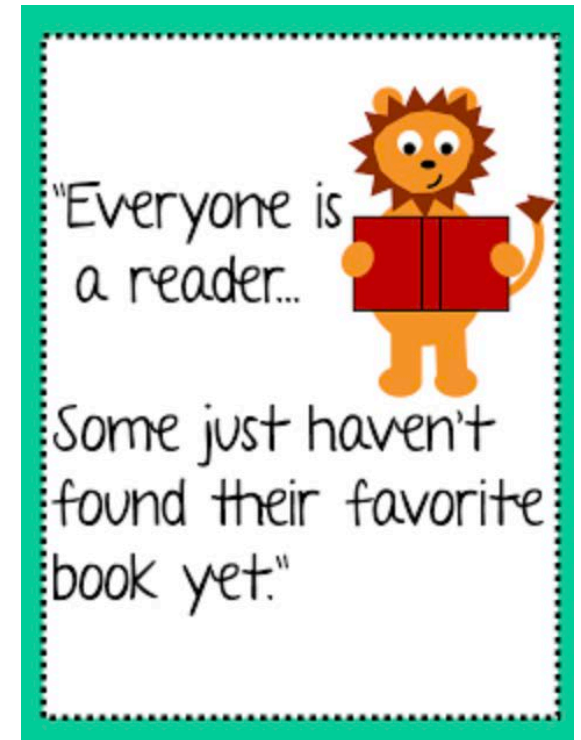


Units of Study Reading:

- Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened from Y5-grade 6
- Supports explicit instruction in reading skills and strategies and offers extended time for reading
- Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work
- Gives teachers on-the-job guidance in powerful reading workshop teaching

Students Learn to:

- Read a wide variety of complex texts
- Read for key ideas, author's craft, and structure
- Conduct comparative textual analysis
- Cite textual evidence
- Engage in conversations about texts



Teacher Feedback

PROS

All staff surveyed reported Units of Study was an effective Reading program for students in their classes.

All staff reported it provided consistency with UoS Writing.

Students are hearing the same language throughout writing and reading, so they're learning the vocabulary and strategies quickly. The reading and writing are constantly reinforcing one another.

My students have a deeper understanding of literacy.

CONS

The units are time consuming to plan at first...it will take a year of planning and being comfortable with the material to get more efficient as a planner!

Many supplemental lessons have needed to be created in order to bridge the gaps students have because it is their first year with the program.

Embedded professional development and Literacy Coach will be needed to help support teachers in doing this.

We need more books to support the units - a lot more.
My classroom library is sufficiently lacking in the books needed to teach the units properly.

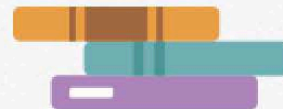
Supporting Readers in the classroom



- The International Reading Association recommends 7-10 books per child to start a classroom library.
- A classroom teacher should add 2-4 books per child each year to continue build a current, high interest library.
- Fountas and Pinnell recommend a library of 300-600 books in a classroom library.

What does this look like in the classroom?

- | | |
|--------------------------------|-------------------------|
| • Fountas & Pinnell Levels A-G | 10-12 Books per student |
| • Fountas & Pinnell Levels G-J | 8-10 Books per student |
| • Fountas & Pinnell Levels J-M | 5-8 Books per student |
| • Fountas & Pinnell Levels M+ | 4-5 Books per student |



Updates to Building and Classroom libraries needed

Grade Levels	# of teachers	Cost to update classroom libraries	Cost to update building "shelves"	Total Cost
Y5-2	38	\$19,000	\$20,000	\$39,000
3-4	20	\$10,000	\$10,000	\$20,000
5-6	20	\$10,000	\$10,000	\$20,000
			TOTAL INVESTMENT	\$79,000

Professional Development



- Embedded and sustained with coaches and consultants
- Continuing during the 2018/2019 school year

Thank you to our ELA staff!

Bates teachers

Cornerstone teachers

Wylie teachers

Creekside teachers

- The Literacy Team:

- Laura Armbruster
- Emily Arbour
- Ryan Bruder
- Eleanor Budd
- Kris Bowman
- Kate Boynton
- Karen Eby
- Kelli Gatecliff
- Lisa Glover
- Stacey Keeler
- Ashley Kerns
- Cheryl Kessler
- Nicole Leonard

- Craig McCalla
- Anne Nakon
- Karen Porter
- Tammy Reich
- Jessica Savoni
- Kaitlin Schmoekel
- Katie See
- Mollie Sharrar
- Stacy Shields
- Sandy Sloan
- Vicki Smith
- Wendy Steadman
- Kelly Stearns
- Jennifer Suppes

In Closing

“This series builds on decades of teaching and research—in literally tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic.”

Lucy Calkins

Teacher's College Writing and Reading Project

Columbia University, New York

