

Ohio School Boards Association Capital Conference and Trade Show

November 7 – 10, 2010

Greater Columbus Convention Center
Columbus, Ohio

Building a district literacy council

Instruction

Monday, November 8, 2010

3:30 p.m.

C 112— 113

Ann Marie Reinke, assistant director of curriculum and instruction, PK-5, Sycamore Community City
Jennifer Manoukian, assistant director of curriculum and instruction, 6-12, Sycamore Community City
Amye Kelly, language arts subject leader, Sycamore Community City
Jennifer Thiel, language arts subject leader, Sycamore Community City
Mary Frey, language arts subject leader, Sycamore Community City

Strategic planning

Reach your district's goals by planning for the future.

OSBA can help your district plan for a successful future by proactively implementing a strategic plan for your district. Experienced staff will work directly with the board, school officials, staff and the community to develop a dependable plan that will ensure your district reaches its vision.

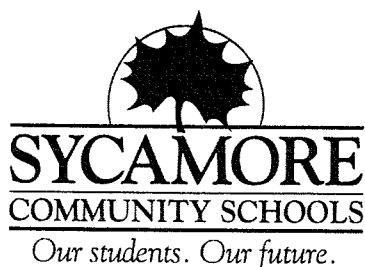
Contact Kathy LaSota at (614) 540-4000 or (800) 589-OSBA to start the process that leads to a brighter future.

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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Columbus OH 43235-6481
(614) 540-4000 fax (614) 540-4100
www.osba-ohio.org



OSBA Presentation---Building a District Literacy Council
November 8, 2010 3:30-4:45 p.m. Room C 112-113
AGENDA

Welcome and Introductions

**Ann Marie Reinke,
Assistant Director of Curriculum and
Instruction, PK-5**

What does a Literacy Council add to the Fabric of a School District?

Increased professional, on-going conversations around the complexities of teaching reading and writing
Increased the teaching of reading and writing in the content areas
Developed the understanding that all teachers can and should be literacy coaches in their classrooms

Notes:

Our Journey...Getting Started

**Mary Frey, Language Arts
Subject Leader,
Montgomery Elementary**

What is our "core curriculum" and why is it important to define one?
The call for teachers to come to talk about literacy—starting small and growing bigger
Teacher research groups and presentations
Help from the Hamilton County Educational Resource Center

Notes:

Peeking into a Literacy Council Meeting

**Amye B. Kelly, Language Arts
Subject Leader,
Edwin H. Greene Intermediate School**

Seeing ourselves as readers and writers
Nurturing the literacy teacher's spirit
Redefining what we know and believe about effective reading and writing instruction
Video clip

Notes:

The Sycamore Literacy Framework

**Jennifer Thiel, Language Arts
Subject Leader,
Maple Dale Elementary**

Clearly defines our philosophy
Provides the "what" and the "how" of literacy instruction
Supports literacy instruction across the content areas

Notes:

Reaping the Benefits of Improved Literacy Instruction

**Jennifer Manoukian,
Assistant Director of Curriculum and
Instruction, 6-12**

Reinvigorating our practice
Conducting collaborative conversations
Expanding the learning to 7-12 content area teachers
Gaining expertise in reading and writing instruction:

- ✓ Demonstration Lessons
- ✓ Conferences---Reading Recovery, IRA, NCTE, Boothbay Harbor Conference, ASCD
- ✓ Book Studies---Aimee Buckner, Kelly Gallagher, Stephanie Harvey and Harvey Daniels, Ellin Oliver Keene, Tanny McGregor

Rubbing shoulders with giants in the field:

- ✓ Aimee Buckner, Gary Chadwell, Matt Glover, Stephanie Harvey, Will Hillenbrand, Lester Laminack, Tanny McGregor, Debbie Miller and Cris Tovani

Building systems of trust and support

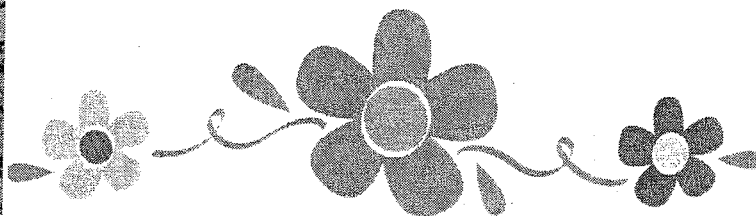
For More Information Contact: Ann Marie Reinke, reinkea@sycamoreschools.org

The Sycamore Literacy Council 2010-2011

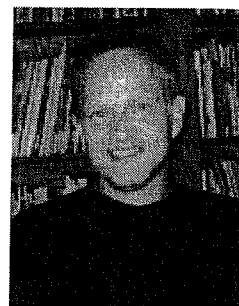
Dr. Martha Angello, Director of Student Services
Cheryl Brown, Montgomery Kindergarten Teacher
Danielle Burns, Symmes Fourth Grade Teacher
Dr. Lisa Campbell, Hamilton County Educational Service Center Literacy Consultant
Cindy Carey, Maplè Dale Kindergarten Teacher
Janene Chavis, Sycamore High School ESL Department Leader
Dana Darbyshire, Sycamore Junior High Social Studies Teacher
Andrea Dorko, Edwin H. Greene Language Arts Teacher
Debbie Emrick, Maple Dale Fourth Grade Teacher
Judy Fagel, Maple Dale Fourth Grade Teacher
Marianna Fall, Montgomery First Grade Teacher
Debbie Fisher, Sycamore Junior High Language Arts Teacher
Mary Frey, Montgomery Fourth Grade Teacher
Frank Forsthoefel, Assistant Superintendent of Academic Affairs
Kasi Gruber, Blue Ash Third Grade Teacher
Karen Goldfarb, Symmes Fourth Grade Teacher
Johanna Gordon, Sycamore High School English Teacher
Kristin Hershberger, Blue Ash First Grade Teacher
Kim Hightower, Symmes First Grade Teacher
Jane Hillenbrand, Montgomery Kindergarten Teacher
Colleen Houston, Montgomery Fourth Grade Teacher
Bryan Jones, Sycamore Junior High Science Teacher
Amy Kasten, Edwin H. Greene Teacher
Amye Kelly, Edwin H. Greene School Language Arts Subject Leader
Jodi Kinazewitz, Sycamore Junior High Special Education Teacher
Michelle Lacalameto, Edwin H. Greene School Language Arts Subject Leader
Judy Pryor, Edwin H. Greene ESL Teacher
Linda Larson, Symmes Intervention Teacher
Jennifer Manoukian, Assistant Director of Curriculum and Instruction, 6-12
Ashley Marinich, Sycamore Junior High Special Education Teacher
Kathy Matacia, Symmes Second Grade Teacher
Teresa Messer, Blue Ash Media Specialist
Becky Miller, Blue Ash Kindergarten Teacher
Kathy Nagel, Sycamore Junior High Social Studies Teacher
Terry Neack, Montgomery Intervention Teacher
Amy Nock, HCESC Literacy Consultant
Caroline O'Connor, Symmes Third Grade Teacher
Melissa O'Connor, Second Grade Teacher, Blue Ash
Mel Ostrowski, Blue Ash Fourth Grade Teacher
Mary Palmer, Sycamore High School Science Teacher
Chris Pappas, Maple Dale Special Education Teacher
Debbie Penn, Symmes First Grade Teacher
Jessica Ralston, Symmes Special Education Teacher
Ann Marie Reinke, Assistant Director of Curriculum and Instruction PK-5
Shawn Rosekrans, Maple Dale and Symmes Assistant Principal
Dee Rosen, Sycamore High School Math Teacher
Angie Ryan, Edwin H. Greene Gifted Teacher
Sarah Schuh, Maple Dale First Grade Teacher
Melissa Speelman, Sycamore Junior High Art Teacher
Babs Stanford, Symmes Kindergarten Teacher
Brandi Studer, Maple Dale Intervention Teacher
Katie Stewart, Montgomery Fourth Grade Teacher
Tiffany Stewart, Sycamore High School Social Studies Teacher
Marianne Sweetwood, Blue Ash Principal
Jennifer Thiel, Maple Dale Third Grade Teacher
Amey Turner, Montgomery Second Grade Teacher
Peggy Ursini, Blue Ash First Grade Teacher
Mary Lou Vadas, Montgomery Intervention Teacher
Dottie Wasem, Sycamore High School Special Education Teacher
Katy Young, Edwin H. Greene Intermediate Language Arts Teacher
Mindy Zellner, Maple Dale Gifted Teacher



Sycamore Community Schools
Literacy Council
March 4, 2010
AGENDA
Special Guest: Lester Laminack



- I. Welcome and Picture Book Exchange All Members
Please bring a new picture book to give away!
- II. Special Guest, Lester L. Laminack
- III. Lunch—On your own
- IV. Book Club Meetings
- V. Update on the Sycamore Literacy Principles Jennifer
- VI. Revision of the Sycamore Literacy Framework Ann Marie
- VII. Report from the NCTE Conference---Amye Kelly
- VIII. Report from the National Reading Recovery Conference---Cindy Carey, Jane Hillenbrand, Ann Marie Reinke
- IX. Plans for the Summer Literacy Institute Ann Marie



Next Meeting: Friday, May 14, 2010--Potluck Lunch

Three Principles of Reading Achievement

The Reading Principle

Readers must read extensively in text they can and want to read. The more kids read the better they read. "Reading volume---the amount students read in and out of school significantly affects the development of reading rate and fluency, vocabulary, general knowledge of the world, overall verbal ability and last, but not least, academic achievement." (Cunningham and Stanovich 1998) So we need to have texts on a wide range of topics on many levels readily accessible for the kids in our classrooms. (Allington 2005) Readers need a multi-source multi-genre curriculum if they are to read and understand.

The Response Principle

Readers must have opportunity to respond by talking, writing and drawing about their reading. The best way to understand what is read is simply to talk about it. We must increase the amount of purposeful student-to-student talk in our classrooms. (Allington, 2002) Book clubs, literature circles (Daniels 2002) Read, Write and Talk (Harvey and Goudvis 2005) all provide opportunities for readers to talk and write about their reading. Writing in relation to reading leads to improved literacy achievement. And don't forget authentic artistic response for those who want to draw, sing or act out their understanding of text.

The Explicit Instruction Principle

Readers need explicit instruction in the strategies needed to decode text. They do not need phonics instruction if they can already read. And they need explicit instruction in the strategies used when comprehending text. (Person, et al 1992, Keene and Zimmerman 2007, Harvey and Goudvis 2007) Teachers need to make their thinking visible by modeling how they use a strategy and then give kids time to practice collaboratively and independently.

Allington, Richard (2002) "What I've Learned about Effective Reading Instruction" Phi Delta Kappan, June 2002: 741-747

Allington, Richard (2005) *What Really Matters for Struggling Readers* (2nd Ed): New York Allyn and Bacon

Cunningham, A. and Stanovich, K. (1998) "What Reading Does for the Mind." *The American Educator*. (Spring/Summer 1998): 8-15
American Federation of Teachers

Daniels, Harvey (2002) *Literature Circles* (2nd Ed.) Portland, ME: Stenhouse

Harvey, Stephanie and Anne Goudvis (2008) *The Primary Comprehension Toolkit*. Portsmouth NH: Heinemann

----- (2007) *Strategies that Work* 2nd Ed. Portland ME: Stenhouse

----- (2005) *The Comprehension Toolkit*. Portsmouth ME: Heinemann

Keene, Ellin and Susan Zimmerman (2000) *Mosaic of Thought* 2nd Ed. Portsmouth ME: Heinemann

Pearson, P. David, J. A. Dolc, G.G. Duffy and L.R. Rochler. 1992. "Developing Expertise in Reading Comprehension: What Should Be Taught And How Should It Be Taught?" In *What Research Has to Say to the Teacher of Reading*, ed. I.J. Farstrup and S.J. Samuels, 2nd ed. Newark DE: International Reading Association

Harvey (2008)



The Sycamore Literacy Framework Table of Contents

- I. Rationale for the Sycamore Literacy Framework
- II. Literacy Council Members 2010-2011
- III. The Five Areas of Literacy: An Overview
- IV. The Reading and Writing Workshop Format: An Overview
- V. Kindergarten Through Second Grade:
 - ✓ *The Common Core Standards in Language Arts K-2*
 - ✓ *The Reading Principle*
 - What does a Reader's and Writer's Workshop look like K-2?
 - Tips for organization and assessment
 - Independent Reading and Writing
 - ✓ *The Response Principle*
 - Shared and Performance Reading and Writing
 - Independent Writing/The Writer's Notebook
 - Oral, Visual and Technological Communication
 - ✓ *The Explicit Instruction Principle*
 - Interactive Read Aloud and Literature Discussion
 - Guided Reading and Writing
 - Building Vocabulary and Schema
 - Word Study and Handwriting
- VI. Third through Fifth Grade:
 - ✓ *The Common Core Standards in Language Arts 3-5*
 - ✓ *The Reading Principle*
 - What does a Reader's and Writer's Workshop look like 3-5?
 - Tips for organization and assessment
 - Independent Reading and Writing
 - ✓ *The Response Principle*
 - Shared and Performance Reading and Writing
 - Independent Writing/The Writer's Notebook
 - Oral, Visual and Technological Communication

- ✓ ***The Explicit Instruction Principle***
 - Interactive Read Aloud and Literature Discussion
 - Guided Reading and Writing
 - Building Vocabulary and Schema
 - Word Study
- VII. **Sixth through Eighth Grade English Language Arts:**
- ✓ ***The Common Core Standards in Language Arts 6-8***
 - ✓ ***The Reading Principle***
 - Independent Reading and Writing
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 - Shared and Performance Reading and Writing
 - Writing to Learn
 - Oral, Visual and Technological Communication
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 - Literature Discussion
 - Guided Reading
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- VIII. **Ninth through Twelfth Grade English Language Arts:**
- ✓ ***The Common Core Standards in Language Arts 9-12***
 - ✓ ***The Reading Principle***
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 - ✓ ***The Response Principle***
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 - Shared Writing/Writing to Learn
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 - ✓ ***The Explicit Instruction Principle***
 - Literature Discussion
 - Guided Reading
 - Processed Writing
- IX. **7-12 Content Area Comprehension Strategies**
- ✓ ***Specific Content Area Standards***
 - ✓ ***The Explicit Instruction Principle***
 - Content area reading strategies
 - Building Academic Vocabulary
 - Writing to Learn
- X. **Comprehensive Materials List by Grade Level**
- XI. **Sycamore Comprehensive Literacy Plan**
- XII. **Universal Interventions in Literacy**