

CharterSchoolStartup

New York City Charter School Center:  
New School Development Program


# Curriculum Philosophies: Literacy

November 10, 2009

Presented by:  
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Charter School Startup

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## Today's Agenda



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- Understanding what “reading” is and why literacy instruction is critical
- Aligning your school’s mission and educational philosophy with the NY state literacy standards
- How to choose an evidence-based literacy program that meets the needs of your students

2

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## Please Read Silently:



“The Indian logicians discussed various rules of inference, the violation of which would involve mistakes in reasoning. Perhaps the most important of these is the rule of the saadhya-pervaded hetu. This requires that the hetu must fall completely within the saadhya. The pervasion relation meant here is the relation of class-inclusion. Thus class A can pervade class B only if all members of B are members of A, though not necessarily vice versa. Similarly, class A is pervaded by class B only if all members of A are members of B, though not necessarily vice versa. Hence our example above is a valid inference only if the class of fire-possessing things really does pervade the class of smoke-possessing things. This relation of pervasion or universal concomitance (vyaapti) can be reformulated as the major premise of a Western syllogism: for example, ‘All smoke-possessing things are fire-possessing things.’”<sup>1</sup>

<sup>1</sup> Roy W. Perrett, The Problem of Induction in Indian Philosophy. (HI: University of Hawaii Press, 1984) 162.

## What Good Readers Do



*While you were reading that paragraph, you were...*

- Monitoring for meaning
- Using and creating schema (visual images)
- Asking questions
- Determining importance
- Inferring
- Using sensory and emotional images
- Synthesizing

*...using metacognitive strategies – listening to the voice in your mind that speaks while you read.*<sup>2</sup>

<sup>2</sup> Ellin Oliver Keene and Susan Zimmerman, Mosaic of Thought: The Power of Comprehension Strategy Instruction, 2<sup>nd</sup> ed., (Portsmouth, NH: Heinemann, 2007) 14.

## What is “Reading”?



*According to the National Institute for Literacy, “reading” is defined as:*

A complex system of deriving meaning from print that requires all of the following:

- the skills and knowledge to understand how phonemes (speech sounds) are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently (quickly, accurately, and with adequate expression and intonation);
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print;
- the development and maintenance of a motivation to read.

5

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## Five Essential Components of an Elementary Reading Program



*According to the “Reading First” guidelines developed by the Center for the Improvement of Early Reading Achievement (CIERA) and the National Institute for Literacy (NIFL), the five essential components of an elementary reading program are:*

1. Phonemic awareness
2. Phonics
3. Vocabulary development
4. Reading fluency, including oral reading skills
5. Reading comprehension strategies

6

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## Five Essential Components of an Elementary Reading Program



### 1. Phonemic Awareness

The ability to hear, identify and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

### 2. Phonics

The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds) in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

7

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## Five Essential Components of an Elementary Reading Program



### 3. Vocabulary Development

Development of stored information about the meanings and pronunciation of words necessary for communication. The four types of vocabulary are:

- Listening – the words needed to understand what is heard
- Speaking – the words used when speaking
- Reading – the words needed to understand what is read
- Writing – the words used in writing

8

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## Five Essential Components of an Elementary Reading Program



### 4. Reading fluency, including oral reading skills

Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

### 5. Reading comprehension strategies

Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

## Key Principles in Effective Reading Instruction



1. Students learn to read by *reading continuous text*.
2. Students need to read *high quality texts* to build a reading process.
3. Students need to read a *variety of texts* to build a reading process.
4. Students need to read a *large quantity of texts* to build a reading process.
5. Students need to read *different texts for different purposes*.
6. Students need to *hear many texts read aloud*.
7. Students need *different levels of support* at different times.
8. "*Level*" means *different things* in different instructional contexts.
9. The more students *read for authentic purposes*, the more likely they are to make a place for reading in their lives.
10. Students need to *see themselves as readers* who have tastes and preferences.<sup>3</sup>

<sup>3</sup>Irene C. Fountas and Gay S. Pinnell, *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8* (Portsmouth, NH: Heinemann, 2006) xxvii-xxix.

## Types of Reading Instruction



### Core Instruction

- Provided to all students in the class
- Guided by a comprehensive core reading program
- Part of instruction given to whole class, part to small group
- Small group time involves differentiated instruction using core program materials

### Supplemental Instruction

- Makes up for lacking elements in a core program

### Intervention Instruction

- Provided only to students lagging behind classmates in reading development
- Usually focuses on one or more key areas of reading development

11

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## Reading Next Instructional Improvements



Reading Next: A Vision for Action and Research in Middle and High School Literacy identifies 9 elements of instructional improvements that will lead to increased facility in reading and writing among middle and high school students:

1. Direct, explicit comprehension instruction
2. Effective, instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. Technology component
9. Ongoing formative assessment of students

12

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## Reading Next Infrastructural Elements



Reading Next: A Vision for Action and Research in Middle and High School Literacy identifies 6 elements of instructional improvements that will lead to increased facility in reading and writing among middle and high school students:

1. Extended time for literacy
2. Professional development
3. Ongoing summative assessment of students and programs
4. Teacher teams
5. Leadership
6. Comprehensive and coordinated literacy program

13

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## Important Literacy Terminology: Reading



- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Literature Circles or Book Talks
- Reading Workshop

14

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## Important Literacy Terminology: Writing



- Letter and Word Study
- Shared Writing
- Interactive Writing
- Guided Writing or Writing Workshop
- Independent Writing

15

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## Why Literacy Instruction Is Critical



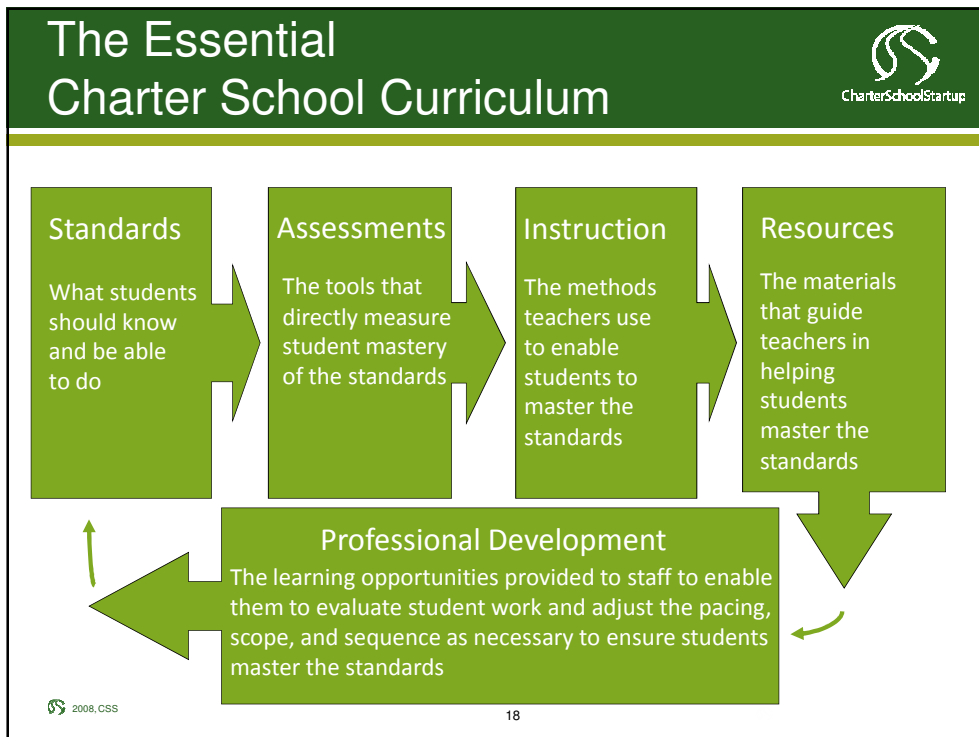
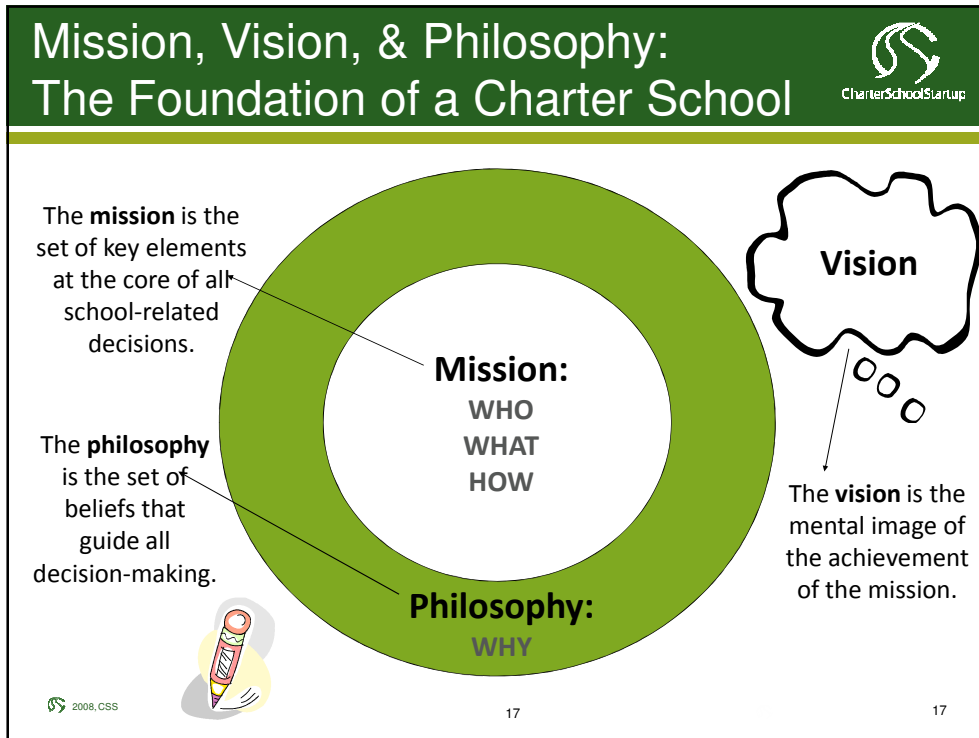
- Approximately one quarter of all students in grades 4-12 have reading scores that are “below basic”.
- Nearly half of African American and Hispanic 8th graders score below basic on the NAEP reading assessment.
- On average, African American and Hispanic twelfth-grade students read at the same level as white eighth-grade students.
- About half of the incoming ninth graders in urban, high-poverty schools read three years or more below grade level.
- A mere two percent of all eighth graders read at an advanced level.
- About two thirds of prison inmates are high school dropouts, and one third of all juvenile offenders read below the fourth-grade level.<sup>4</sup>

<sup>4</sup>Alliance for Excellent Education, “Adolescent Literacy Fact Sheet, Updated February 2009,” <http://www.all4ed.org/files/AdolescentLiteracyFactSheet.pdf> (accessed February 23, 2009).

16

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## Resource Considerations



### Your resources **MUST BE ALIGNED** to the:

New York state standards:

- Curriculum to Standards Crosswalk (DOE)
- Curriculum Framework (SUNY)

New York state assessment AND its schedule:

- April: ELA
- May: Math

## What are “Learning Standards”?



According to the NY State ELA Core Curriculum, “Learning Standards” are:

“Established levels or degrees of quantity, value, or quality. They are the knowledge, skills, and understandings that individuals can, and do, habitually demonstrate over time.”

## ELA Standard 1



- Students will read, write, listen, and speak for ***information and understanding***.
  - ✓ As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

21

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## ELA Standard 2



- Students will read, write, listen, and speak for ***literary response and expression***.
  - ✓ Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

22

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## ELA Standard 3



- Students will read, write, listen, and speak for ***critical analysis and evaluation***.
  - ✓ As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

23

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## ELA Standard 4



- Students will read, write, listen, and speak for ***social interaction***.
  - ✓ Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

24

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## Breaking Down the New York English Language Arts Standards



- **Key Ideas:**
  - ✓ The receptive language skills of listening and reading
  - ✓ The expressive language skills of writing and speaking
  
- **Literacy Competencies:**
  - ✓ Skills students must have to learn to read, such as print awareness, phonemic awareness, decoding, fluency, and comprehension

25

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## Breaking Down the New York English Language Arts Standards



- **Core Performance Indicators:**
  - ✓ What students should know and be able to do in PK-12 as a result of skilled instruction
  - ✓ Descriptions of student achievement expectations that are *common to all four ELA standards*
  
- **Grade-Specific Performance Indicators:**
  - ✓ What students should know and be able to do in PK-12 as a result of skilled instruction
  - ✓ Descriptions of student achievement expectations that *address each key idea within each learning standard*

26

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# New York ELA Core Curriculum



Standards	Information and Understanding	Literary Response and Expression	Critical Analysis and Evaluation	Social Interaction
<b>Key Ideas</b>				
<b>Reading</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Reading Literacy Competencies</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Writing</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Writing Literacy Competencies</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Listening</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Listening Literacy Competencies</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Speaking</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators
<b>Speaking Literacy Competencies</b>	Performance Indicators	Performance Indicators	Performance Indicators	Performance Indicators

# Grade 1 Reading Competencies & Performance Indicators



Literacy Competencies	Grade-Specific Performance Indicators
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Count the number of syllables in a word</li> <li>Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words</li> <li>Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance</li> <li>Distinguish between texts with stories and texts with information</li> <li>Use a picture dictionary as a resource for vocabulary development</li> <li>Select books to meet informational needs, with assistance</li> </ul>
<p><b>Decoding Including Phonics and Structural Analysis</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter-sound correspondences, including consonants and short and long vowels</li> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words</li> <li>Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at)</li> <li>Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds</li> <li>Check accuracy of decoding using context to monitor and self-correct</li> </ul>	<p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>Comprehend and respond to imaginative texts and performances; interpret, with assistance</li> <li>Engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>identify characters, settings, and events in a story</li> <li>retell a story</li> <li>distinguish between what is real and what is imaginary</li> <li>Dramatize or retell stories, using puppets, toys, and other props</li> </ul>

## Choosing a Literacy Curriculum that Meets the Needs of Your Students



- Scripted vs. unscripted
- Evidence-based research vs. advocacy-driven research
- Phonics vs. whole language
- Controlled vocabulary texts vs. children's literature
- Homogeneous vs. heterogeneous learning groups

29

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## Scripted vs. Unscripted Programs



### Scripted Programs (direct instruction)

- Utilize explicit, structured teaching routines
- Provide activities that directly reinforce instruction
- Give models for scaffolding and error correction
- Require teachers to follow carefully prescribed practices

### Unscripted Programs

- Rely heavily on organization and thoughtfulness of teacher
- Offer opportunities for teacher input and creativity
- Require extensive teacher training and support

30

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## What is “Evidence-based” Reading Research?



*“Evidence-based” research proves whether or not a particular reading program has an actual record of success based on studies that are:*

- Objective – data that any evaluator would identify and interpret similarly;
- Valid – data that adequately represent the tasks that children need to accomplish to be successful readers
- Reliable – data will remain essentially unchanged if collected on a different day or by a different person
- Systematic – data that were collected according to a rigorous design of either experimentation or observation
- Refereed – data that have been approved for publication by a panel of independent reviewers<sup>5</sup>

*Advocacy-driven research may be biased based on who performed the studies, under what conditions, etc.*

<sup>5</sup>“What is Evidence-based Reading Instruction?” A Position Statement of the International Reading Association, 2002.

## Phonics vs. Whole Language



### Phonics:

- Learning to read requires a great deal of explicit instruction in the rules of printed text
- If a person can correctly decode text, meaning and understanding will follow

### Whole Language:

- Reading is a natural process, like learning to speak; children exposed to lots of authentic texts will naturally become literate
- Text meaning is dependent on reader’s background knowledge and understanding<sup>6</sup>

<sup>6</sup> Sebastian Wren, “What does a ‘Balanced Literacy Approach’ Mean?”, The Southwest Educational Development Laboratory.



## Controlled Vocabulary Texts vs. Children's Literature



### Controlled Vocabulary Texts (aka Basal Readers or Leveled Books)

- Controls variables in reading such as difficulty levels of vocabulary, syntax, themes, etc.
- Eliminates need for teacher decisions

### Children's Literature

- Offers authentic storytelling and illustrations
- Requires teacher to make decisions regarding difficulty level of vocabulary, syntax, themes, etc.
- May offer intrinsic motivation

33

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## Homogeneous vs. Heterogeneous Learning Groups



### Homogeneous Learning Groups

- Enables students to read appropriately leveled texts
- Must be dynamic to avoid creating stigmas

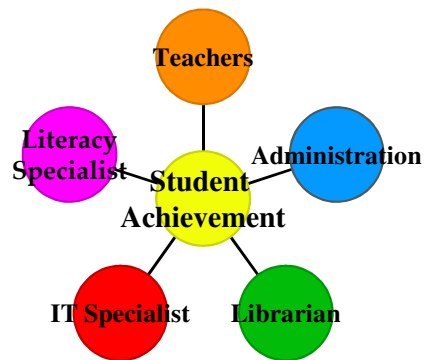
### Heterogeneous Learning Groups

- Offers opportunities for more advanced students to internalize knowledge by teaching others
- Can under-challenge or overwhelm students

34

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## School-wide Literacy



35

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## Literacy Specialists



### Reading Specialist

- Has a masters in reading
- Can do intensive reading recovery
- Focuses on students far below grade level

### Literacy Coordinator

- Has a reading credential
- Works with greater community, including parents
- Sets curriculum and oversees school-wide program

### Literacy Coach

- Has a masters in curriculum and instruction and/or reading
- Supports all teachers in literacy efforts
- Conducts school-wide professional development
- Models best-practices in classrooms

36

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## Hiring Literacy Teachers



Based on what you know about literacy and teaching:



- What would you ask potential reading/writing teachers in a hiring interview?
- What would you ask potential math, science, and social studies teachers about literacy in a hiring interview?
- What are the kinds of answers you would like to hear?

**GO WATCH GOOD READING TEACHERS IN ACTION!!!**

37

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## Evaluating Literacy Curriculum Resources



How do you decide which of the myriad literacy programs will be most effective for your students?

The Florida Center for Reading Research  
Reports on Reading Curricula and Materials  
<http://www.fcrr.org/FCRRReports/LReports.aspx>



The Florida Center for Reading Research:  
“Guidelines for Reviewing a Reading Program”  
<http://www.fcrr.org/FCRRReports/guides/grp.pdf>

Visit the *Florida Center for Reading Research* at <http://www.fcrr.org>

38

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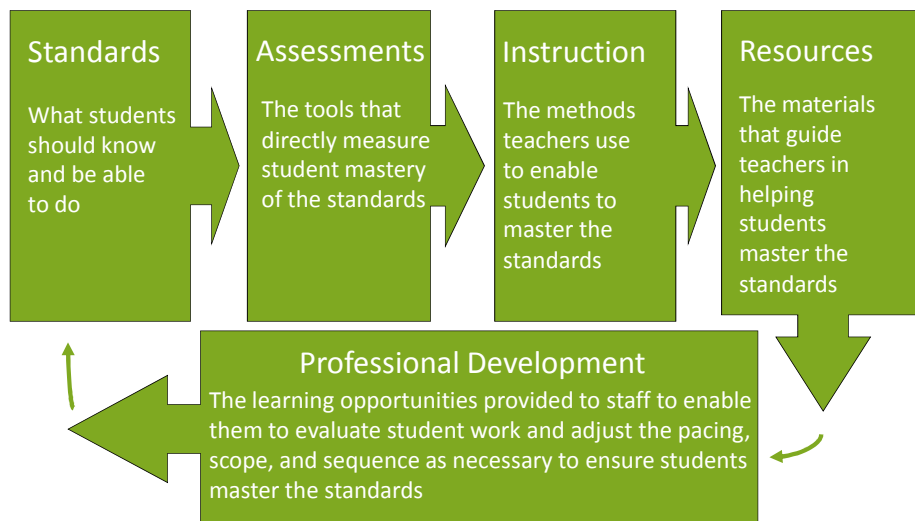
## Selecting Literacy Resources



Steps to take *with your literacy expert*:

1. **Identify** the most important model/program characteristics for your school.
2. **Research** the models that potentially fit your school's mission and philosophy.
3. **Visit** schools that are faithfully implementing the models that hold the most potential.
4. **Ensure** that the model fulfills your requirements in both theory and practice.
5. **Talk** with teachers and administrators about what they like and dislike about their program.
6. **Compare** and contrast the various approaches and outcomes you see.
7. **Create** a short list and ask key stakeholders to review the selections.
8. **Use stakeholders' input to choose a program that is consistent with your school's mission and philosophy.**

## The Essential Charter School Curriculum



## Resource Considerations



- Resources must be authentic to engage students and motivate them to learn.
- For resources to be effective, they must have been proven through evidence-based research.
- Resources must be aligned with your school's mission and the state standards to enable students to show progress on the state assessment.
- You must know what skills and experiences your students bring with them to ensure that the resources you utilize will meet them where they are and continually challenge them to the next level.

41

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## Learn More About Literacy Issues



- Alliance for Excellent Education. (2003). *Adolescents and Literacy: Reading for the 21st Century*.
- Alliance for Excellent Education. (2004). *Reading Next: A Vision for Action and Research in Middle and High School Literacy*.
- Alliance for Excellent Education. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*.
- Fountas, Irene C. and Gay S. Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Keene, Ellin Oliver, and Susan Zimmerman. 2007. *Mosaic of Thought: The Power of Comprehension Strategy Instruction*. 2<sup>nd</sup> Ed. Portsmouth, NH: Heinemann.

Visit the *Alliance for Excellent Education* at <http://www.all4ed.org>

42

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## Upcoming Workshops



Be sure to attend the upcoming Curriculum Philosophies workshops:

- Wednesday, November 18, 4-7 pm:  
Mathematics
- Wednesday, December 2, 4-7 pm:  
Science
- Wednesday, December 9, 4-7 pm:  
Social Studies

## Wrap Up



- Questions

### Charter School Startup

*Helping Founders Find Their Way*

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