

Stoughton Elementary Schools Literacy Initiatives 2011 – 2012

Dawe Elementary School

Our newest initiative will be launched on Dec. 2: "Book Talk"- a block of time during which all students in the school will meet in a small group with an adult mentor (staff or parent volunteers) to informally discuss books they are reading.

Also, throughout the year, we have a variety of activities that encourage literacy at school and at home, including;

Family Literacy Month in November

Dr. Seuss birthday celebration in March

Earth Day Book Swap in April

Community readers in May

Summer reading initiatives (both from the school and the public library)

Book sales run by the PTO

Gibbons Elementary School

Fluency Initiative – each grade level K – 5 will incorporate opportunities for students to increase fluency.

K- will begin with modeling of fluency

Grades 1 and 2 – using the Daily Five which teaches independence and provide the skills needed to create a lifelong love of reading

Grade 3 – poetry, reader's theater, repeated readings of decodable readers, leveled readers and the anthology

Grade 4 – modeling, choral reading, partner reading, poetry, independent reading and fresh reads

Grade 5 – repeated readings, poetry performance, reader's theater, fluency center – record themselves reading, listen to recording then do a journal reflection about their fluency

Reading Support – Fluency Friday – fluency games from Florida Center for Reading Research, repeated readings, DIBELS progress monitoring

Library - Poetry station in library

Community Reader Day – November 22

Reading Buddies

Book Swap

Read Across the Gibbons – all students have a library card

South Elementary School

Walk to Read:

At the South School, Walk to Read is going well. We got off to a great start and continue to keep the pace.

Incentive:

Next week, we will begin a school-wide grammar incentive. Each grade will work on creating a list of different parts of speech. For example, Grade 1 will make a list of verbs, grade K and 5 will make a list of nouns, etc. The words will be typed in a large font, laminated and taped throughout the school on the corridor walls. Teachers will use these in various ways. They may choose to have students remember 3 common nouns on their way back from Music, Gym, Recess, Library etc. Students may be directed to take those nouns and write a synonym or an antonym, add an adjective, use in a sentence, change a letter to make another word, etc. We will continue this activity until the holiday break.

Ongoing:

The librarian, Mrs. Kerman, uses extension activities and stories from Reading Street to teach lessons that support content curriculum for every grade. This is especially helpful since extension activities are difficult to fit into classroom schedules.

BookClubs: Mrs. Kerman also runs grade 4 bookclubs using Literacy Circles.

Bi-monthly newsletter includes literacy tips for parents.

West Elementary School

Book Bags

Book bags go home with some of the students for extra practice. The book bag contains books that are leveled for the student, and also contain vocabulary and comprehension activities.

Parent Volunteers

Parent volunteers come in during the whole group literacy block to work 1:1 with students on letter identification, vocabulary words and fluency.

Literacy Newsletter

The *Wildcat Literacy News* is a monthly family literacy publication. The newsletter contains tips for K-2, tips for 3-5, a community connection for the family to participate in, a literacy website, a vocabulary word to practice and upcoming literacy based events.

Books Before Bed

Books Before Bed is a fun, family literacy night where the children come in their pajamas to listen to a bedtime story and the parents experience new ways to engage their children in bedtime stories. Books Before Bed will be held on December 1, 2011.

Daily Five

Dear Parents,

The purpose of this letter is to fill you in on routines and expectations we are presenting to students this year. Our goal is to introduce classroom routines and structures in a way that removes all of the guesswork from the children and allows them to concentrate fully on learning. In reading, the classroom structure we are introducing this year is called "Daily Five". Soon your child will be talking about "The Daily Five" at home. The Daily Five is a literacy structure that teaches independence and gives children the skills needed to create a lifetime love of reading and writing. It consists of five tasks that are introduced individually. When introduced to each task, the children discuss what it looks like, sounds like, and feels like to engage in the task independently. Then, the children work on building their stamina until they are successful at being independent while doing that task.

The five tasks include:

1. Read to self
2. Read to someone
3. Listen to reading
4. Work on writing
5. Word work

When all five tasks have been introduced and the children are fully engaged in reading and writing activities, we are able to work with small groups and confer with children one on one. This structure is effective, the results are amazing, and the children really look forward to Daily Five time. Throughout the year, ask your child about Daily Five and see what he/she has to say. We anticipate your child will tell you about the class stamina, how we are working towards independence, and maybe you will even hear about some of the fantastic things your child has written, read, or listened to during our structured reading time.

Thank you for your continued support!

Sincerely,
First Grade Teachers



See the back of this page for tips on choosing books at home.

Stoughton Elementary Schools Reading Schedule 2011 - 2012

	NO SCHOOL		STATE ASSESSMENTS		20-Oct	Conferences
	Unit One		MEPA Grades 1-5 Oct. 24-31		6-Dec	Term 1 Ends
	Unit Two		MEPA Grades K-5 March 5-12		20-Dec	Report Cards
	Unit Three		MCAS ELA Grades 3-5 March 20-April 2		8-Mar	Conferences
	Unit Four		MCAS MATH Grades 3-5 May 7-22		16-Mar	Term 2 Ends
	Unit Five		MCAS STE/HSS Grade 5 May 9-22		27-Mar	Report Cards

SEPTEMBER 2011

S	M	T	W	T	F	S
				1	2	3
4		6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

SEPTEMBER 2011

SF Unit One begins no later than 9/15
 SF Baseline and Fall Dibels completed by 9/16
 Data Team Meetings no later than 9/ 23 for grouping
 Grades 1-5 Walk to Read begins by 9/26

FEBRUARY 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19						25
26	27	28	29			

OCTOBER 2011

Complete Unit 1 Benchmark/Regroup as needed by 10/28
 Unit Two begins 10/ 31

MARCH 2012

S	M	T	W	T	F	S
				1	2	3
4	5		7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9		11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

DECEMBER 2011

Complete Unit 2 Benchmark/Regroup as needed by 12/16

JANUARY 2012

Unit Three begins 1/3

K Winter Dibels completed by 1/11; Data Team meets by 1/13

K Walk to Read begins 1/17

Winter Dibels (except K) by 1/27

APRIL 2012

S	M	T	W	T	F	S
1	2	3	4	5		7
8	9	10	11	12	13	14
15						21
22	23	24	25	26	27	28
28	30					

NOVEMBER 2011

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10		12
13	14	15	16	17	18	19
20	21	22	23			26
27	28	29	30			

FEBRUARY 2012

Complete Unit 3 Benchmark by 2/ 10
 Grades 1-5 Data Team Meetings by 2/17
 Unit Four begins 2/27

DECEMBER 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25						31

MARCH 2012

While support staff is assisting with MCAS,
 SF instruction will continue in classrooms
 Spring Dibels by 3/30

MAY 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27		29	30	31		

APRIL 2012

Complete Unit 4 Benchmark by 4/5
 Data Team Meetings by 4/13
 Unit Five begins 4/23

JANUARY 2012

S	M	T	W	T	F	S
1		3	4	5	6	7
8	9	10	11	12	13	14
15		17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2012

While support staff is assisting with MCAS,
 SF instruction will continue in classrooms

JUNE 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JUNE 2012

SF End-of-year Test by 6/8 (Term 3 Ends)

Stoughton Elementary Schools
2011-2012 Implementation of Reading Program

Units of Instruction:

- All grade levels will complete **ALL selections** in units one through five of Scott Foresman.
- Each unit, including assessments, should be completed within the span indicated on the calendar.
- Each **building based** grade level team may determine the pacing of the Scott Foresman selections and any additional literacy activities chosen to supplement the unit.

Walk-to-Read:

- **ALL** groups must meet a minimum of four times **EVERY** week throughout the school year. Cancellations or exceptions for all Walk-to-Read groups must be approved by the building principal.
- Groups will be flexible and formed based upon assessment data shared during grade level data team meetings.
- Students in a strategic or intensive intervention (i.e. My Sidewalks) group will have a lower student to teacher ratio than On Level or Advanced Groups.
- A combination of whole and small group instruction, based upon the "Differentiated Instruction" section of Scott Foresman manuals (or My Sidewalks), should be used with walk-to-read groups.

Grade Level Data Teams:

- Members: Principal, Reading and Special Education Teachers, Grade level classroom teachers.
- Purpose: Review most recent formal and informal assessment data available. Share anecdotal information regarding students' performance as necessary. Determine group placements based on data.

See separate sheet for a more detailed description of data team requirements.

Assessment Plan:

- All instructions in Test Manuals must be followed in order to provide consistency by all teachers.
- IEP and 504 Testing accommodations/modifications must be honored.
- **K-5 Scott Foresman** assessments to be administered by classroom teachers:
 - Baseline and Alternate in September. (Walk-to-read Support staff to assist with alternate)
 - Units 1-4 Benchmarks/Fluency (Fluency not assessed in K or in Units 1 or 2 of grade one)
 - End-of-Year/ Unit 5 Fluency (Kindergarten will administer Unit 6 benchmark)
 - Selection Tests and Fresh Reads (optional, administration determined by building grade level teams-classroom and walk-to-read teachers)
- **My Sidewalks or Alternative Intensive Intervention Programs:**
 - Students will take assessments as required in their program, or any as needed to test out, plus
 1. S.F. Baseline + Alternate
 2. Unit 2 Benchmark
 3. End of the Year/ Unit 5 Fluency
- **K-2 Dibels**
 - Fall, Winter, and Spring Benchmarks to be administered by classroom teachers.
 - Progress Monitoring *at least* bi-weekly for identified students to be done by walk-to-read teacher.
 - Results to be submitted to Dibels database by teacher conducting the assessment.
- **3-5 Dibels** may be used to assess and monitor fluency of identified students at the discretion of classroom and/or walk-to-read teacher. Testing materials may be downloaded from the Dibels website.

Stoughton Elementary Schools Grade Level Data Teams

Members: Principal, Reading and Special Education teachers, Grade level classroom teachers

Purpose: Review most recent formal and informal assessment data available. Share anecdotal information regarding students' performance as necessary. Determine group placements based on data.

Prior to Data Team Meetings:

- The reading specialist will schedule a date and time that allows all service providers to attend the meeting.
- Classroom teachers should input the data onto the Scott Foresman Excel spreadsheet.
- Classroom teachers should email the Excel spreadsheet to the Reading Specialist at least 24 hours prior to the Data Team Meeting.
- Dibels data must be entered into the system at least 24 hours prior to the Data Team Meeting.

During the Data Team Meetings:

- All team members must be present.
- The principal will facilitate the meeting.
- Reading Specialists will provide copies of the grade level Dibels report and copies of the grade level Scott Foresman Excel spreadsheet to all Data Team members.
- Team members will review the assessment data and group students based on current information.

After the Data Team Meetings:

- New groups will begin on the date established by the team members.
- Regrouping may occur, as needed.

STOUGHTON PUBLIC SCHOOLS CURRICULUM
Elementary Literacy Grade 1

SUBJECT: Elementary Literacy	PROGRAM: Scott Foresman Reading Street
GRADE: 1	WEEKS: 6
UNIT: 1	LAST REVISED: NOVEMBER 2011

Introduction / Overarching Objectives:

All students will acquire and use taught skills and strategies to become better readers.

	ESSENTIAL QUESTION	UNDERSTANDING <i>Students will understand that:</i>	LEARNING STANDARDS KNOWLEDGE <i>Students will know:</i>	SKILLS <i>Students will be able to:</i>	STD.
Genres	How do readers understand the broad range of reading materials and genres?	Genre is a category used to classify literary works, usually by form, technique, or content.	Different genres have different characteristics and attributes.	Identify, analyze, and apply knowledge of the characteristics of different genres.	10
Phonics	How does knowledge of the letter/ sound relationship help students become better readers?	Phonological awareness, phonemic awareness and an understanding of the concepts of print are essential to beginning reading.	The nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	Apply letter-sound knowledge by blending and segmenting words and syllables.	7
Comprehension	How do readers apply reading strategies to gain and improve understanding?	Comprehension allows the reader to understand, remember and communicate what is read with others.	How to identify basic facts and main ideas in a text and use them as the basis for interpretation.	Retell a story; determine main idea and details and identify story elements.	8, 9
Vocabulary	How does knowledge of vocabulary words help us when reading a text?	Acquiring and using grade level vocabulary words help students to communicate effectively.	How to acquire new vocabulary and use it correctly in reading and writing.	Demonstrate automatic recognition of high frequency words and use context clues to make meaning.	4
Grammar	How does the proper use of grammar, punctuation and spelling help to convey meaning?	Following rules for standard English helps students to communicate effectively.	How to analyze standard English grammar and usage and recognize how its vocabulary has developed.	Identify parts of speech, use capital letters and punctuation correctly and recognize oral and written English language conventions.	5, 6

Unit 1: Animals, Tame and Wild

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Title	<i>Sam, Come Back!</i>	<i>Pig in a Wig</i>	<i>The Big Blue Ox</i>	<i>A Fox and a Kit</i>	<i>Get the Egg!</i>	<i>Animal Park</i>
Genre	Fiction	Fantasy	Animal Fantasy	Nonfiction	Realistic Fiction	Photo Essay
Comprehension Skill	Character	Realism and Fantasy	Character and Setting	Main Idea	Realism and Fantasy	Cause and Effect
Comprehension Strategy	Monitor and Fix Up	Summarize	Visualize	Ask Questions	Story Structure	Monitor and Fix Up
Grammar	Sentences	Naming parts of a sentence	Action parts of a sentence	Word order	Telling sentences	Questions
Phonics	Short <i>a</i> Final <i>-ck</i>	Short <i>i</i> Final <i>-x</i>	Short <i>o</i> Plural <i>-s</i>	Inflected endings <i>-s, -ing</i>	Short <i>e</i> Initial blends	Short <i>u</i> Final blends

Grade 1: Word Lists

Unit 1: Animals, Tame and Wild

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<i>Sam, Come Back!</i>	<i>Pig in a Wig</i>	<i>The Big Blue Ox</i>	<i>A Fox and a Kit</i>	<i>Get the Egg!</i>	<i>Animal Park</i>
High Frequency Words	in on way	and take up	get help use	eat her this too	saw small tree your	home into many them
Spelling	am at back bat can cat dad mad ran sack	did fix in it lip mix pin sit six wig	got hop hot lock mom mop ox pop pot rock	fit fits hit hits nap naps sit sits win wins	bed jet leg men net red sled step ten wet	bump bus cut jump must nut rug run sun up
Amazing Words	cuddle faithful fetch heel needs responsibility shelter tickle	career comfort exercise scrub search service sloppy tool	danger enormous past powerful present produce serve snuggle transportation	dangle medicine nape observe parent poisonous solo wild	gentle habitat hatch moist nudge perch private survive	beneath desert forest native reserve snug surf world
Selection Words	n/a	play	mud town	animals dinner watch	bird nest	park zebras hippos elephants