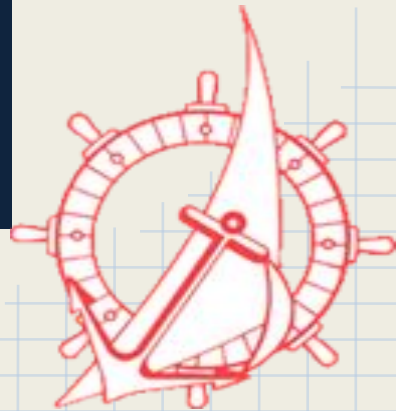


Showing All You've Learned Teaching For Transfer

South Country Central School District
March 27, 2019

Amy Brennan, Director of Elementary Education
Kim Gosselin, Literacy Coach, Brookhaven Elementary School
Jenn Hayhurst, Literacy Coach, Verne W. Critz Elementary School
Keri Paolillo, Literacy Coach, Frank P. Long Elementary School
Vicki Williams, Literacy Coach, Kreamer Street Elementary School



Oral Language

Reading

Read-Aloud
Shared Reading
Guided Reading
Independent Reading
Small Group

Oral Language

Balanced Literacy

Word Study

Concepts of Print
Phonological Awareness
Phonics
Vocabulary
Spelling & Word Study

Oral Language

Writing

Modeled Writing
Interactive Writing
Shared Writing
Guided Writing
Independent Writing
Small Group

Curriculum Connections

3rd Grade	4th Grade	5th Grade
• Character Studies • Reading to Learn: Grasping Main Ideas & Text Structures	• Interpretation Book Clubs • Reading the Weather, Reading the World	• Interpretation Book Clubs • Tackling Complexity • Argument and Advocacy
• Art of Information Writing • Baby Literary Essay	• Persuasive Essay • Literary Essay	• Literary Essay • Research-Based Argument Essay

Board of Education Priority #1



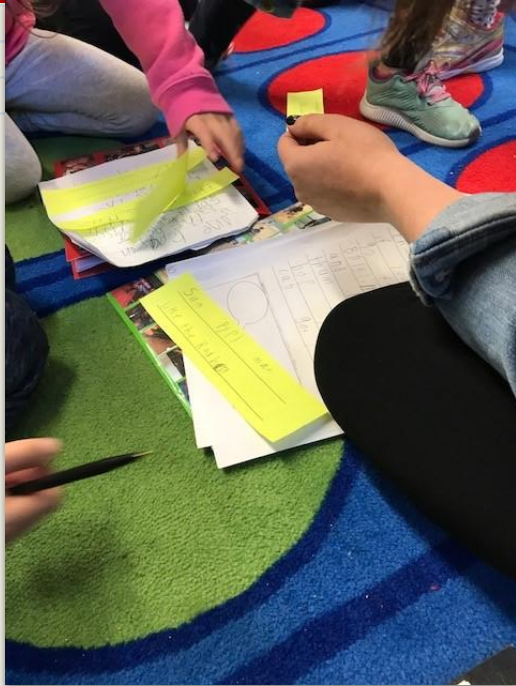
Develop and support teaching and learning aligned to the NYS Learning Standards, ensuring all students receive skilled instruction leading to attainment of grade level learning expectations or above.

Methods of Teaching Reading Within the Unit

Day 1	Day 2	Day 3	Day 4	Day 5
Shared Experience	Mini-lesson Partner and Independent Work	Mini-lesson Independent Work	Small Group and Center Work	Reading Marathon



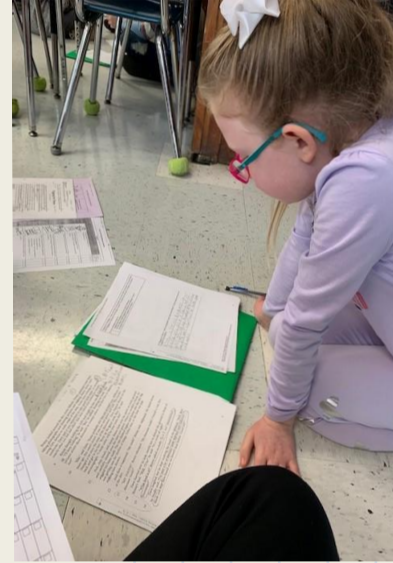
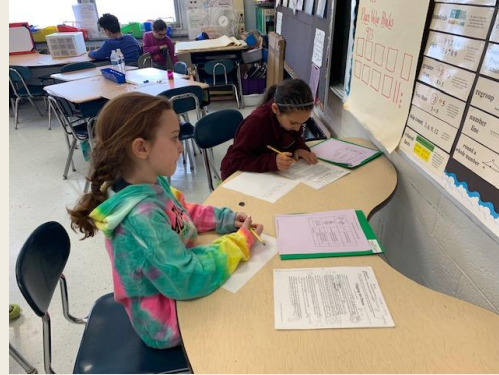
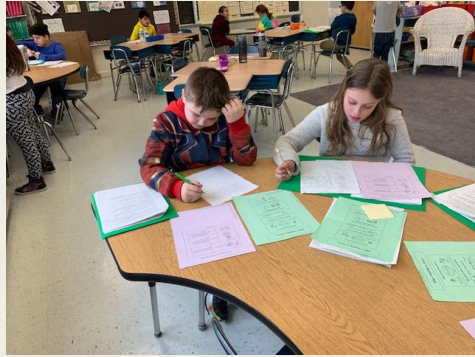
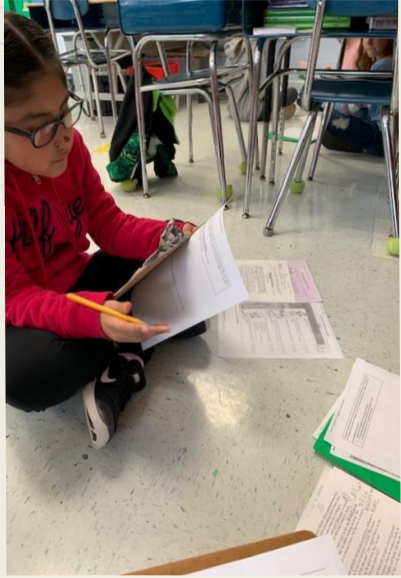
Methods of Teaching Writing Within the Unit Third Grade



Mini-lesson	Conferring	Small Group	Share
<i>"Writers, move quickly from their plan to their draft. To do this, they often say their plan in the air or across their fingers, imagining how they'll answer the questions and provide evidence for all the parts."</i>	<i>Ways to Confer:</i> <i>Compliment</i> <i>Conferences</i> <i>Research Decide</i> <i>Teach</i> <i>Coaching</i> <i>Goal Setting</i>	<i>Strategy Group:</i> <i>If students need support in selecting details to support their answer then, have students restate in their own words then sort through details to find relevance.</i>	<i>Partners should compare their evidence, noting which evidence they have both agreed on and which details only one of them was planning on using. For each detail or quote, have students explain why that evidence is relevant and important - this kind of oral rehearsal helps students with the explanation and analysis they need to include in their drafts.</i>

Standards: RI 3.1, RI 3.2, W.3.1A-B, W 3.2, W 3.5, SL 3.1, SL3.4, SL 3.6

Writing Workshop



Snapshot and Progression of Learning

Reading	Writing
“Today I want to teach you that when you are reading, looking to learn about the character, you will want to learn about what the character feels at different times in the story. The character won’t just feel one thing the whole time.” “Today I want to teach you that to find the main idea of a text, it helps to look for what repeats. That will let you know what’s important. Then you want to ask, <i>“Why is that important? What is the text trying to teach me about that?”</i> “Today I want to teach you that readers look for ways that parts of a text connect or support one another as well as how parts of the text support the whole text. Putting parts together always helps us understand more of a text and will also help tackle part to part questions.”	“Today I want to teach you that when you bring evidence to support something, it helps to sometimes quote exactly from the text. Before you can quote, you sometimes need to explain where in the text the quoted part came from; telling what has been going on. Then you use a transition to bring in the quoted part.” “Today I want to teach you that writers evaluate their work by using checklists and rubrics.” “Today I want to teach you that one way to lift the level of your writing is to have a vision of what you’re trying to create. To do this, it helps to study a piece asking, <i>“What did the writer do well that I could also do? Then you can draft a new piece.”</i>

Snapshot and Progression of Learning

4th
Grade

Reading	Writing
“Today I want to teach you that when you are asked to name a character’s traits, you can’t rely on first impressions; it helps to pay attention to what a character says, what a character does, and how a character reacts to an event or a problem.” “Today I want to teach you that to find the main/central ideas of a nonfiction text, it helps to look for what repeats. That will let you know what’s important. Then you want to ask, ‘Why is that important? What is the text trying to teach me about that?’” “Today I want to remind you that when you are asked the importance of a particular part of a text, or about how two parts connect, you need to think not just about the parts but also the whole of the text.”	“Today I want to teach you that writers evaluate their work to self-assess and improve their writing” “Today I want to remind you that writers don’t just list a bunch of quotes and details in an essay. Instead, writers introduce their evidence, making it clear which text (and what part of the text) it came from. They also link their evidence back to their idea.” “Today I want to teach you that one way to raise the level of your writing is to study mentor responses, asking yourself: ‘What techniques do the response writers use to make their writing strong that I could use in my writing as well?’”

Snapshot and Progression of Learning

5th
Grade

Reading	Writing
“Readers, today I want to remind you that when you are reading stories, you’ll need to step out of <i>your</i> point of view, and step into <i>the character’s</i> point of view.” “Today I want to teach you that whenever you come across dialogue, you need to almost eavesdrop and think, ‘What am I realizing now? What is this showing?’” “Today I want to teach you that readers expect more complicated nonfiction to be about more than one idea. To do this work, they often consider how parts of the text suggest different points or central ideas.”	“Today I want to teach you that some of the trickiest reading work you do as you read is to understand what the question is asking you. Sometimes you will be asked to explain why...sometimes to describe how...and sometimes to do something else. You need to notice that those are different jobs and to do the job you are asked to do.” “Today I want to teach you that when you need to provide details from the text to support your answer, it usually helps to actually refer to the text, locating parts of the text that will do the job.” “Today I want to teach you that essayists do more than insert details or quotes as evidence. They also elaborate on that evidence. Some ways to elaborate include: analyzing how the evidence supports their point; exploring change over time and offering comparisons.”

Board of Education Priority #2



Improve student performance in the Core Curriculum (K – 12) by implementing Learning Standards with fidelity, addressing differences in achievement gaps among demographic subgroups with an end goal of improved educational outcomes and increased graduation rates.

Creating Formative Assessments for Instructional Planning



K-5 Reading Teachers

Reviewed the NYS Learning Standards

Reviewed the available rubrics to score written responses

Located passages and created questions

Each grade level was reviewed by each team

Grade Level Teacher Representatives

Representatives from each building reviewed the 2nd draft and suggested edits/revisions

Representatives shared with their colleagues for further review

Building Reviews

Building principals and assistant principals reviewed respective grade levels

Teachers at grade levels reviewed the drafts and suggested edits/revisions

Feedback Reviewed and Final Draft

Suggestions for edits and revisions were reviewed against the NYS Learning Standards and the final draft was administered

Following the administration the questions and passages were reviewed along with the data to improve the test for 2019-2020



South Country

Central School District

A tradition of quality...A future of excellence

Mid-Year Formative Assessments Questions and Answers

http://www.southcountry.org/Assets/Curriculum_Links/032618_SC_Mid-Year_Formative_Assessments.pdf?t=636576621669900000

The Formative assessment showed...

R.I. 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

R.I. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

R.L. 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

The Formative assessment showed...

R.I. 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided

R.I. 4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

R.I. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

The Formative assessment showed...

R.I. 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R.L. 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

R.L. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

How can we use the information from the Mid-Year Formative Assessment ?

District

Data from all tests reviewed and shared with district and building leadership



Building

Building Leadership reviewed data

Building level meetings to review data



Grade

Grade levels reviewed data

Literacy Coaches and TCRWP Staff Developers supported this work



Class

Teachers reviewed their classroom data to make instructional decisions for whole class, small group and individual student work



Support Student Learning

Responsive Teaching in Small Groups

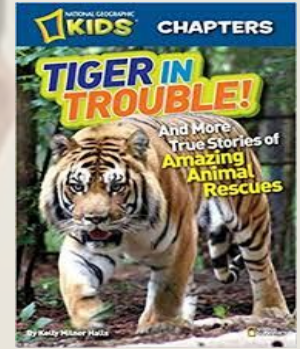
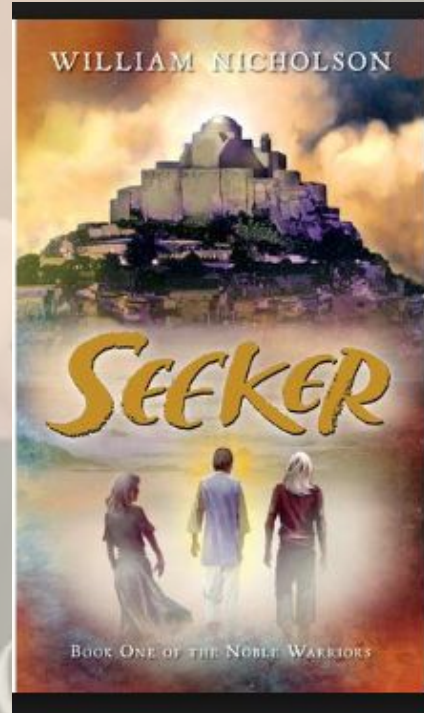
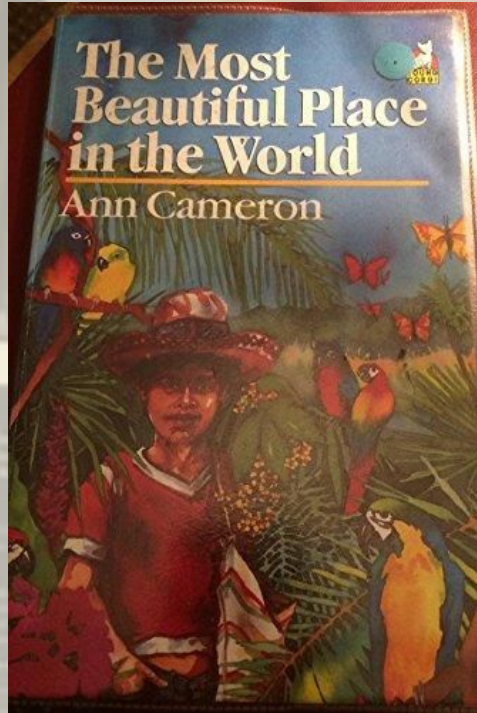
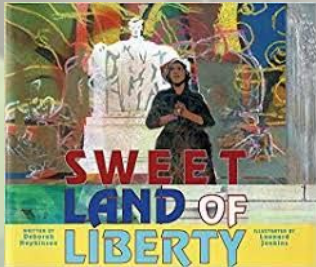
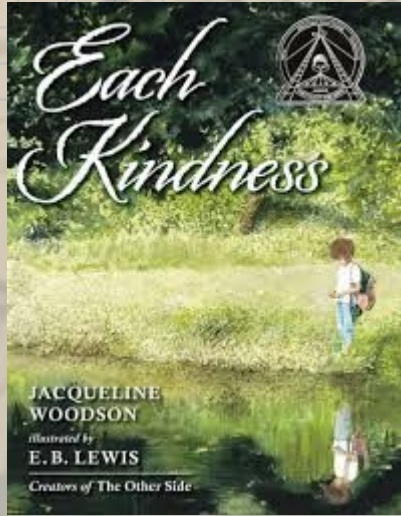
Students are struggling to read and understand the passages (the passages are just too hard for the student)	• Teach students to ◦ Look at the title and text features to gather information and anticipate the topic/content ◦ Read and underline the first and last paragraph and topic sentence of all other paragraphs to gather a broad sense of the passage (without struggling to read every word) • Use the topic sentences to guide rereading when answering the questions
Students having trouble determining main ideas in nonfiction	• Teach them to ◦ look for repeating words, phrases or topics ◦ look for topic sentences (aka 'pop out' sentences) ◦ sketch their learning in the margins

Board of Education Priority # 3

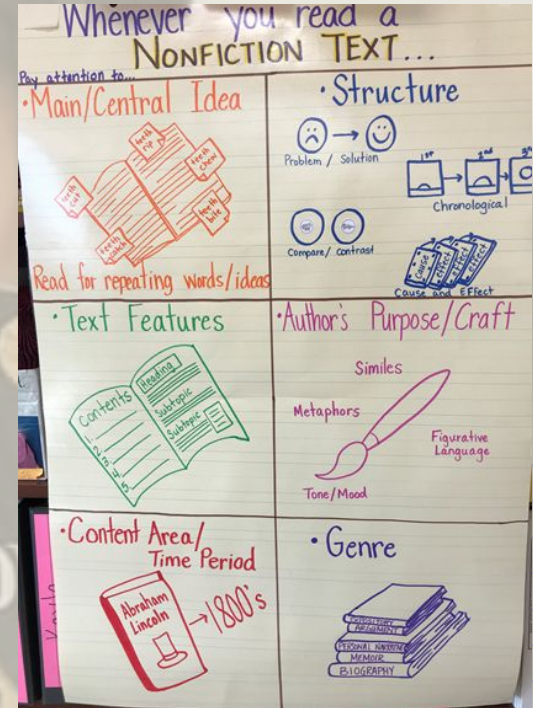
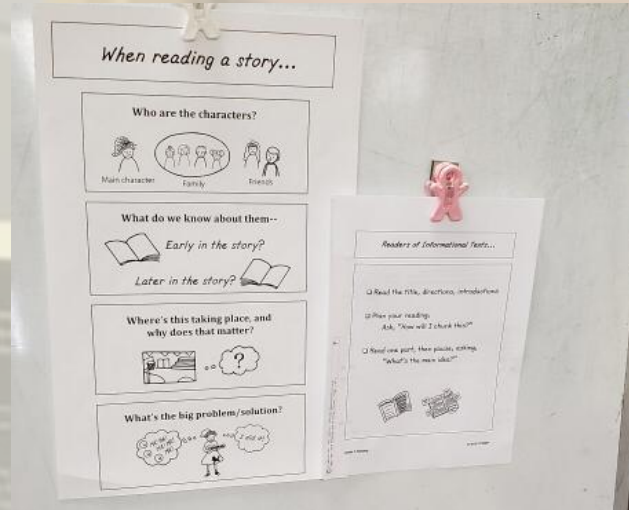
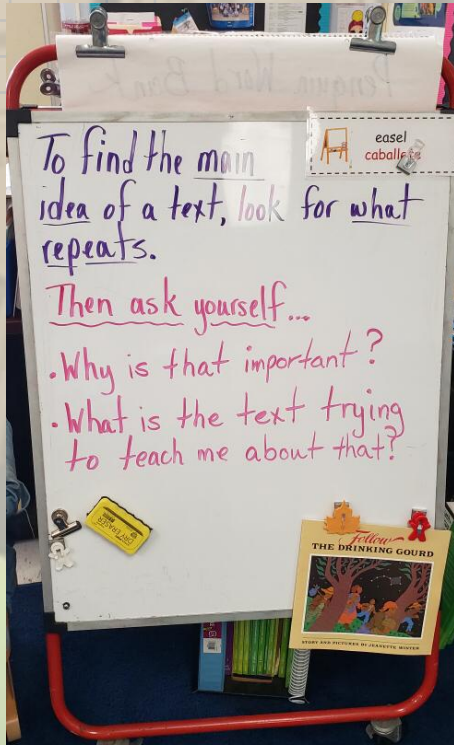


Provide a learning environment that is welcoming to everyone and ensures all children have access to a well-rounded, culturally responsive education that supports their social emotional development.

Authentic Texts to Grow Ideas



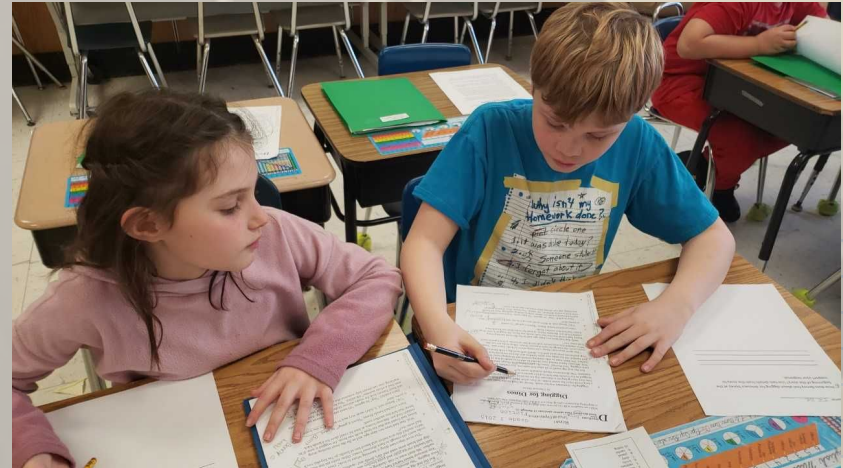
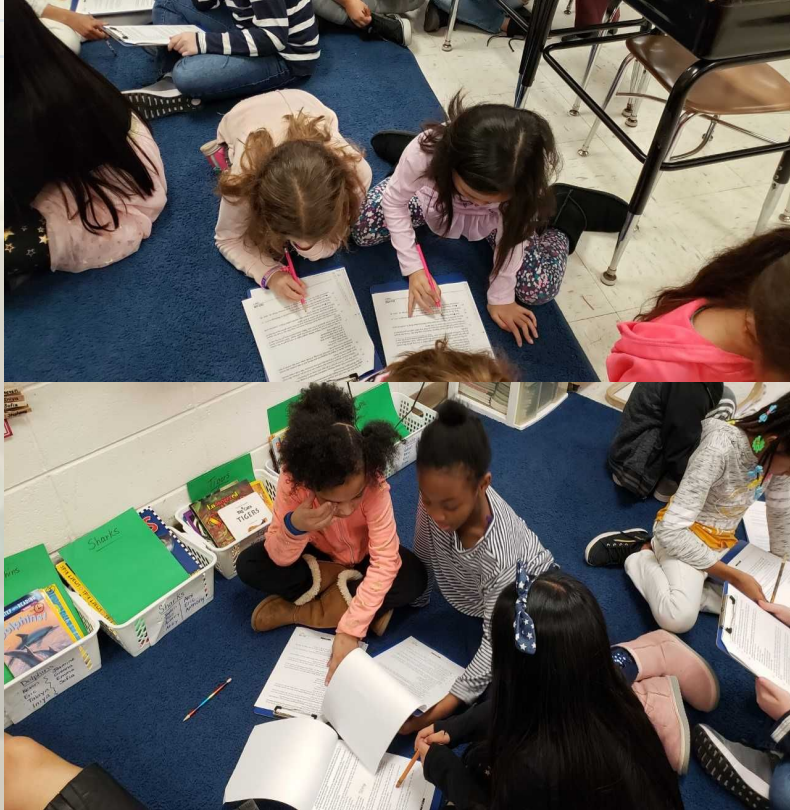
Learning Environment



Collaborative Conversations

***“The language that teachers
(and their students) use in the
classroom is a big deal.”***

-Peter Johnston



Board of Education Priority #4



Provide high quality, content related professional development to build capacity in providing high level instruction in all core subjects, thereby facilitating student engagement in the learning process.

Professional Development

Staff Development Days

Conference Days at Teachers College Columbia University

TCRWP Lead Teacher Meetings at Long Island School Districts

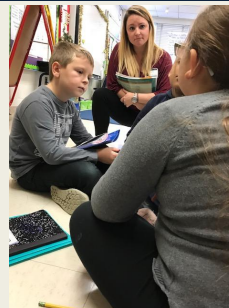
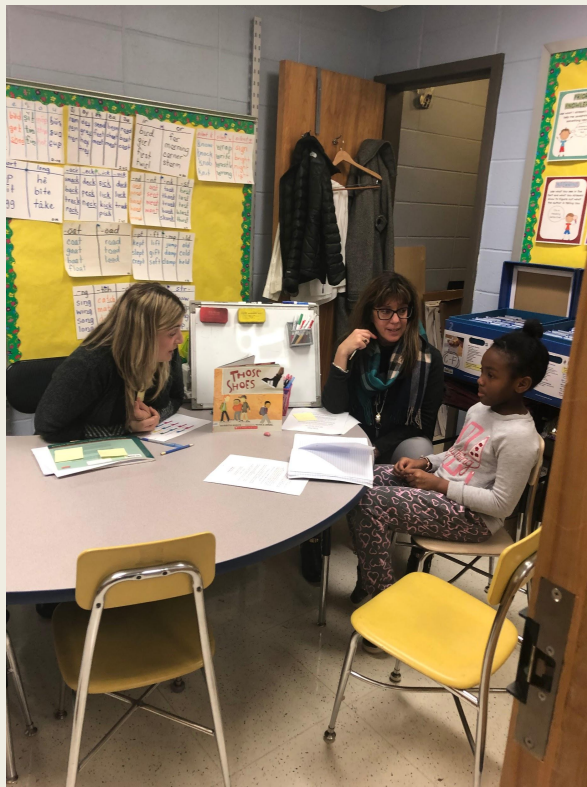
Mini Institutes

Summer Institutes

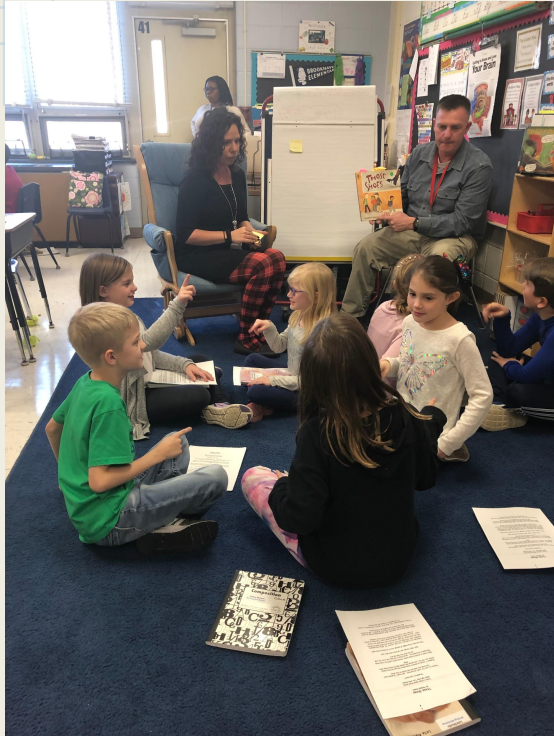
Coaching Institutes

After School Professional Development

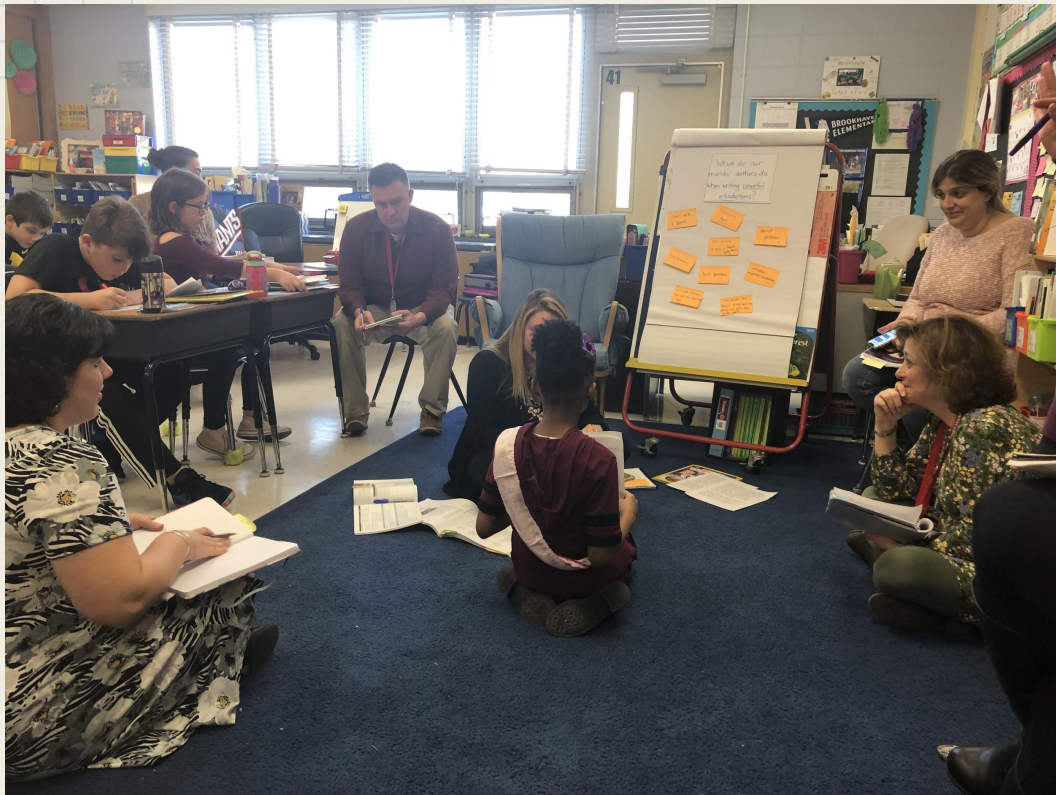
Staff Development Days



Engagement in the Learning Process



Learning in Action



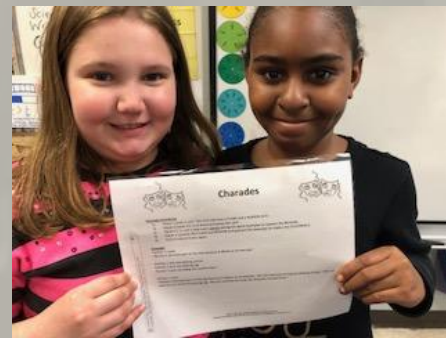
Student Engagement in the Learning Process



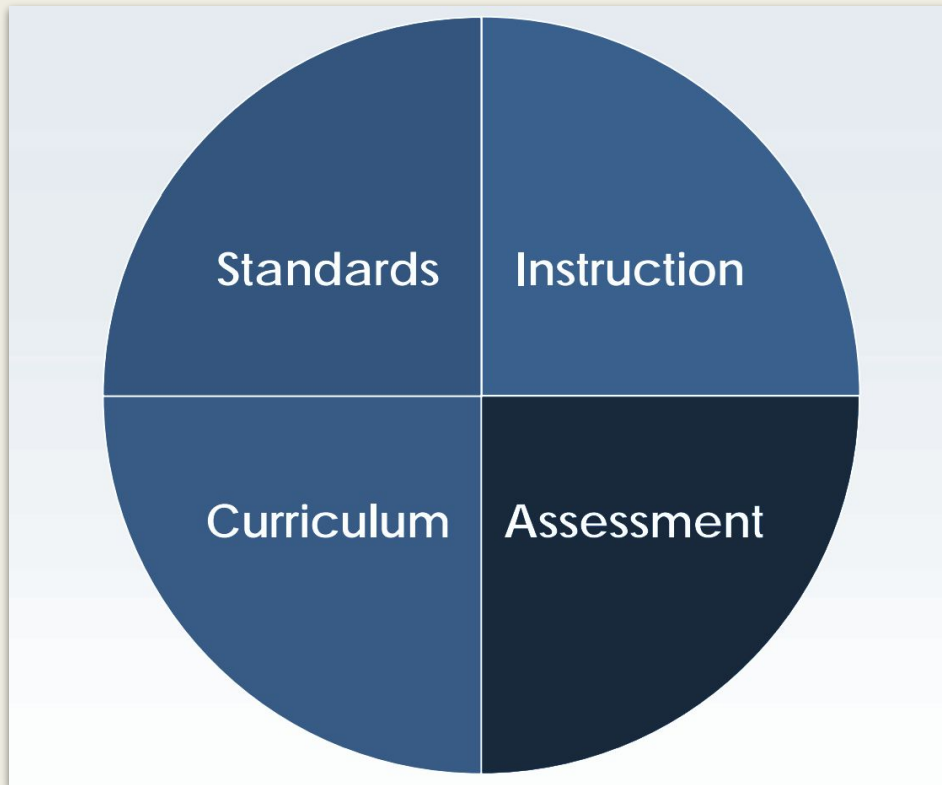
Student Engagement in Literacy Centers



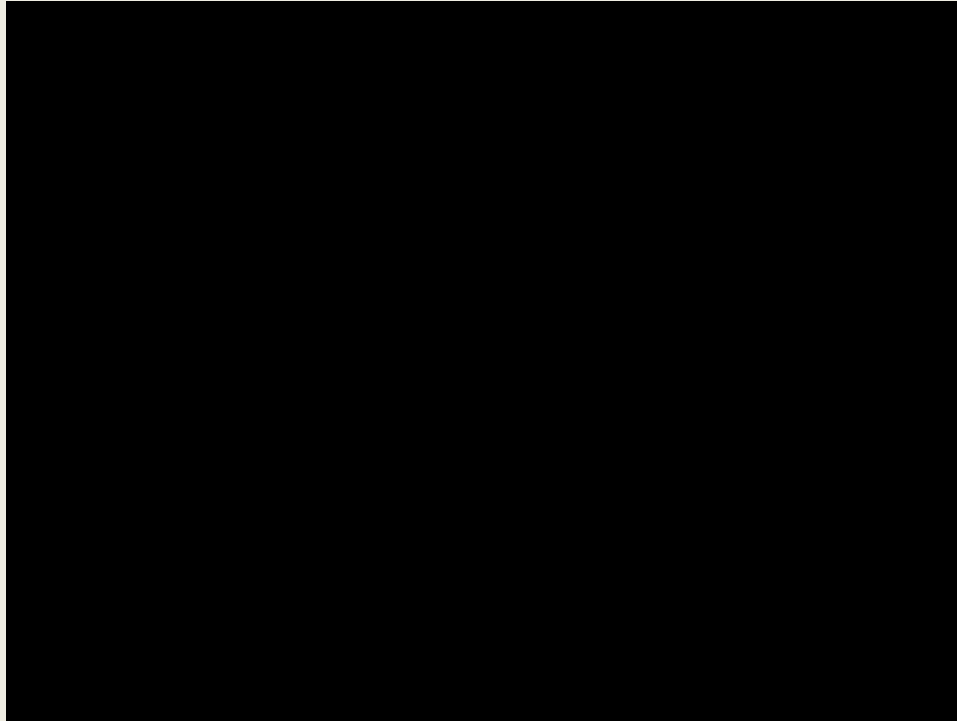
Student Engagement in the Learning Process



How do these four components work together to support learning?



Student Reflections on Learning



Thank you!

