

Not My Beach Day

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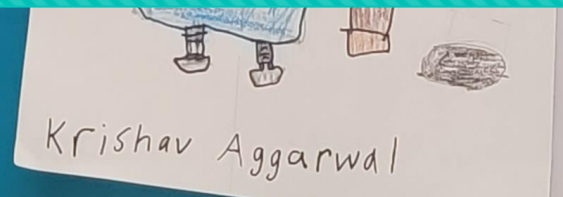
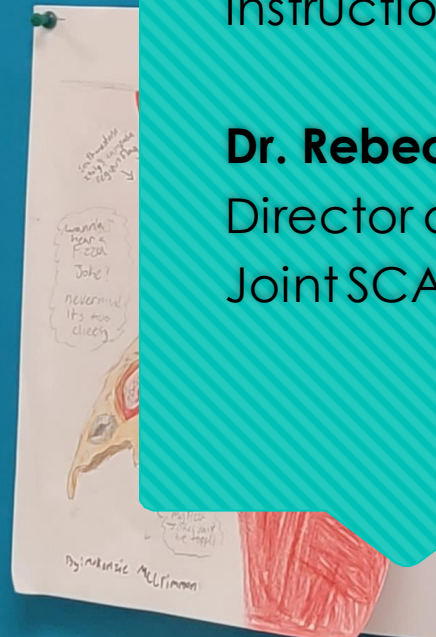
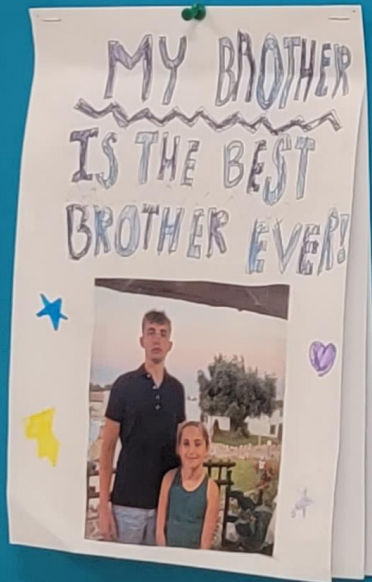
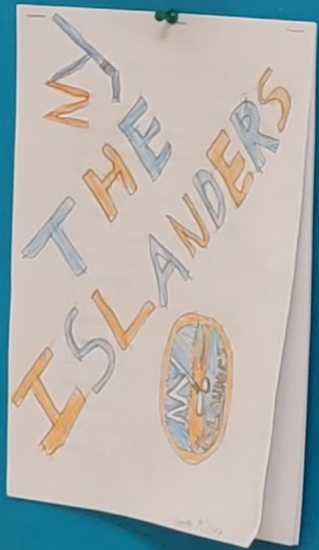
Manhasset Elementary School Literacy Update

Dr. Don Gately

Assistant Superintendent for Curriculum, Instruction, & Personnel

Dr. Rebecca Chowske

Director of ELA, Reading, and Libraries
Joint SCA Meeting, November 30, 2023





Strong Curriculum Choices Should:

- Reflect the needs and values of the local community
- Provide the flexibility necessary to respond to all students
- Offer opportunities for high quality learning and engaging, joyous experiences for children

Manhasset's Overarching Concepts:

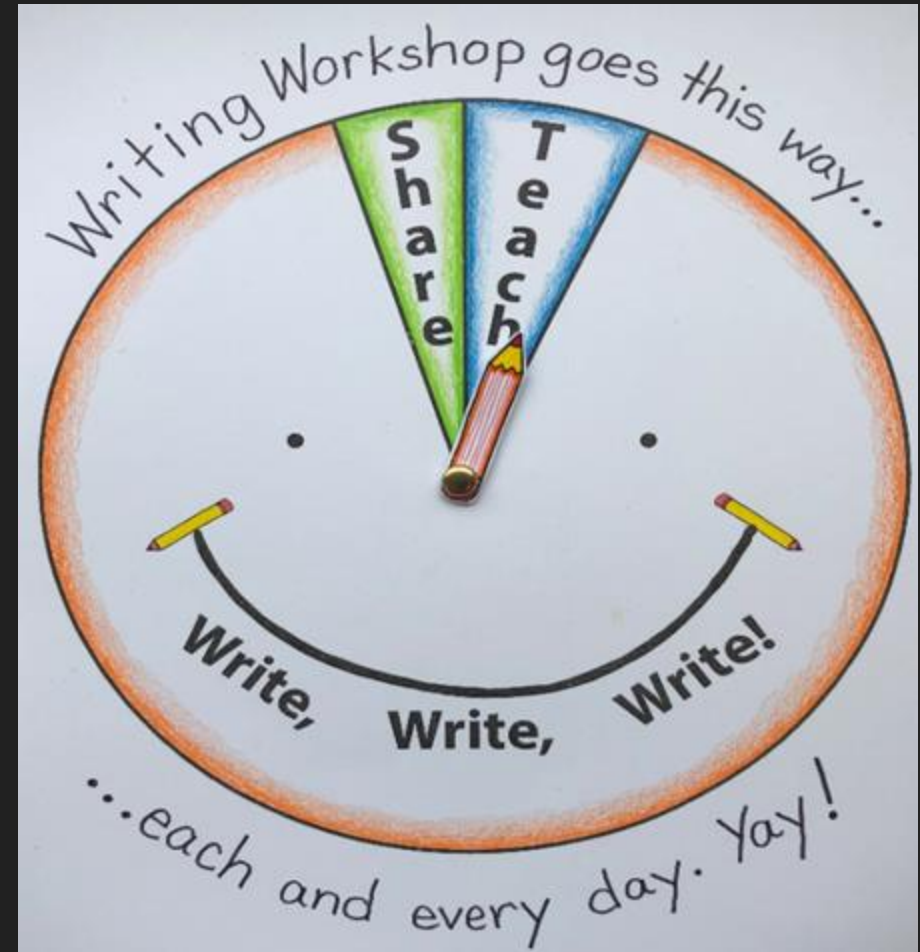
Manhasset ascribes to the workshop model, Columbia University's program is merely our framework

There is no "one size fits all" program. We have enhanced our pedagogy consistently since the adoption.

Columbia's strong professional development builds our capacity as a district.



What is the Workshop Model?

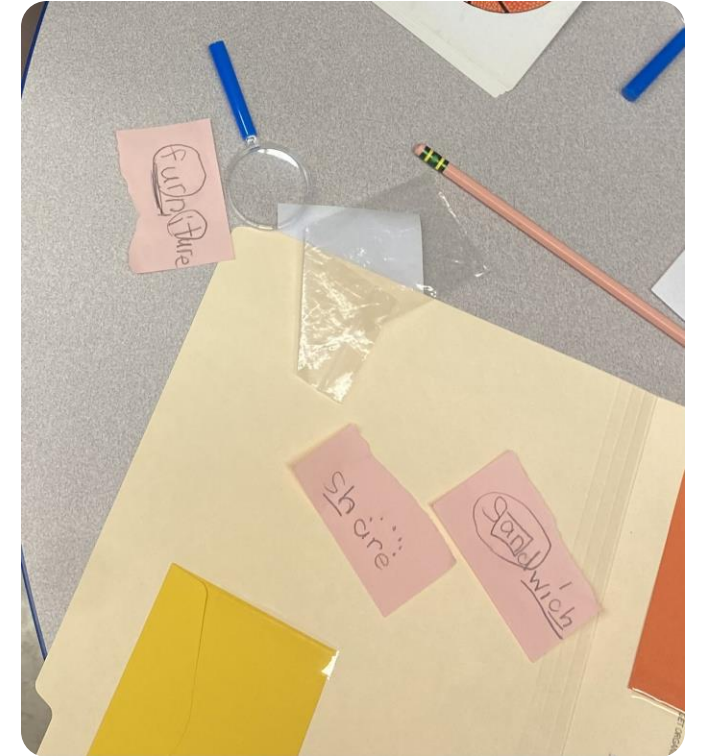




Components of a Minilesson

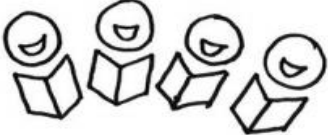
- **Connection** 
- **Teaching Point** 
- **Teaching** 
- **Active Engagement** 
- **Link** 


May be photocopied for classroom use. © 2015 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study for Teaching Reading, Portsmouth, NH.

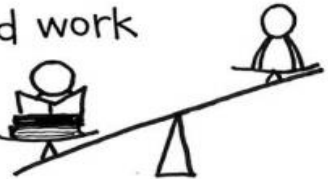



Minilesson Structure Overview

Key Features of Small Group Instruction

1. Engagement is high! 

2. They are brief. 

3. They are heavy with kid work and low on adult talk. 

4. The kids move, the work sticks! 



Small Group Instruction

Meet Our Literacy Specialists

Mrs. Elizabeth
Watts

Shelter Rock



Mrs. Sarah
Isaacson
Castellano

Munsey Park



A Bit of History: Why Did We Choose the Workshop Model?

- **Previous programs:**
 - **Three levels of reading instruction: below, on, and above grade level**
 - **Three-four writing units for the whole year**
- How can we support students and teachers when we have a wide range of students present?
- How can we personalize instruction to maximize individual progress? (Meeting students where they are?)
- How can we build teacher capacity to capitalize on expertise present?
- We need a nimble program that allows us to incorporate the most up-to-date research, respond to our local data, and shift as needed.

Guiding Ideas

- Key Values/Needs:
 - K-6 literacy curriculum alignment
 - Rigorous and intrinsically differentiated instruction (workshop model)
 - Rich, current, and enjoyable literature
 - Provide opportunities for student “voice and choice”
 - Constantly updated curriculum and instructional guidance; the program will never go out-of-date
 - Exceptional professional development and support





Literacy Program Evaluation Team

K-6 Literacy Evaluation Committee

- Included K-7 teachers, reading specialists, psychologist, librarians, ENL teachers, and administrators)
- Charged with reviewing current program & recommending improvements/updates

K-6 Response to Intervention Committee

- Included K-6 teachers, reading and math specialists, psychologist, ENL teachers, and administrators
- Charged with reviewing our Academic Intervention process & recommending improvements

Then we reviewed our Academic Intervention Process

Simultaneously, We Adopted:

Academic
Intervention Plan
(Written, Adopted,
Executed)

Tightened IST
(Instructional
Support Team)
process

Deepened our
Reading
department
offerings

K-1 Foundations

Grade 2 TC Phonics
(Now Foundations 2)

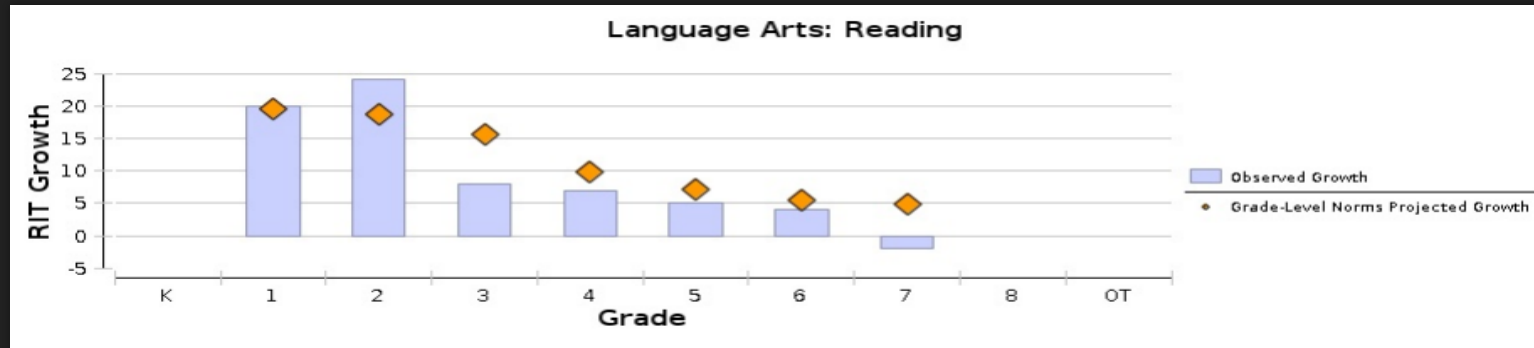
3-6 Spelling Books,
now IXL

Updated K-2
Reading Units of
Study (Includes
Significant Phonics
Revisions)

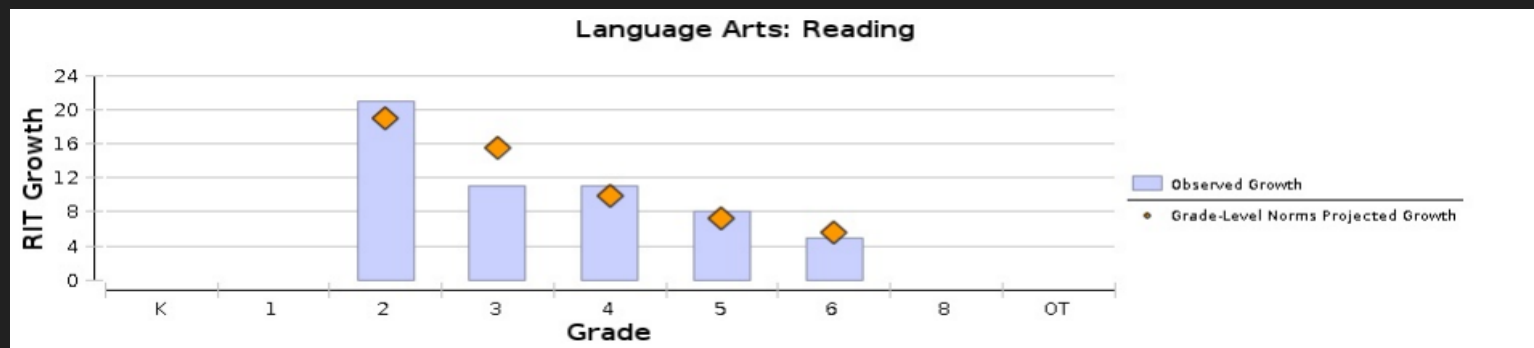
Summer Support
Sessions

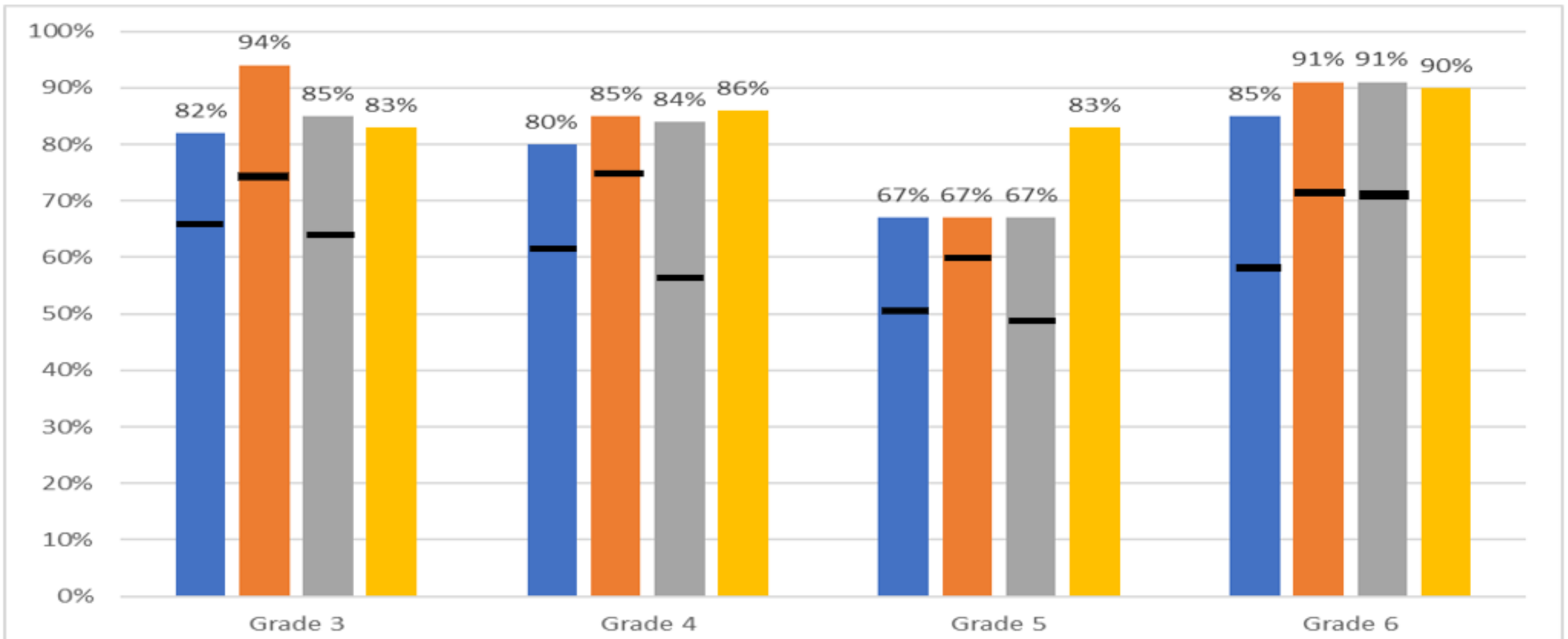
Despite COVID, Students Immediately Benefited

2019-2020



Fall
2020-2021

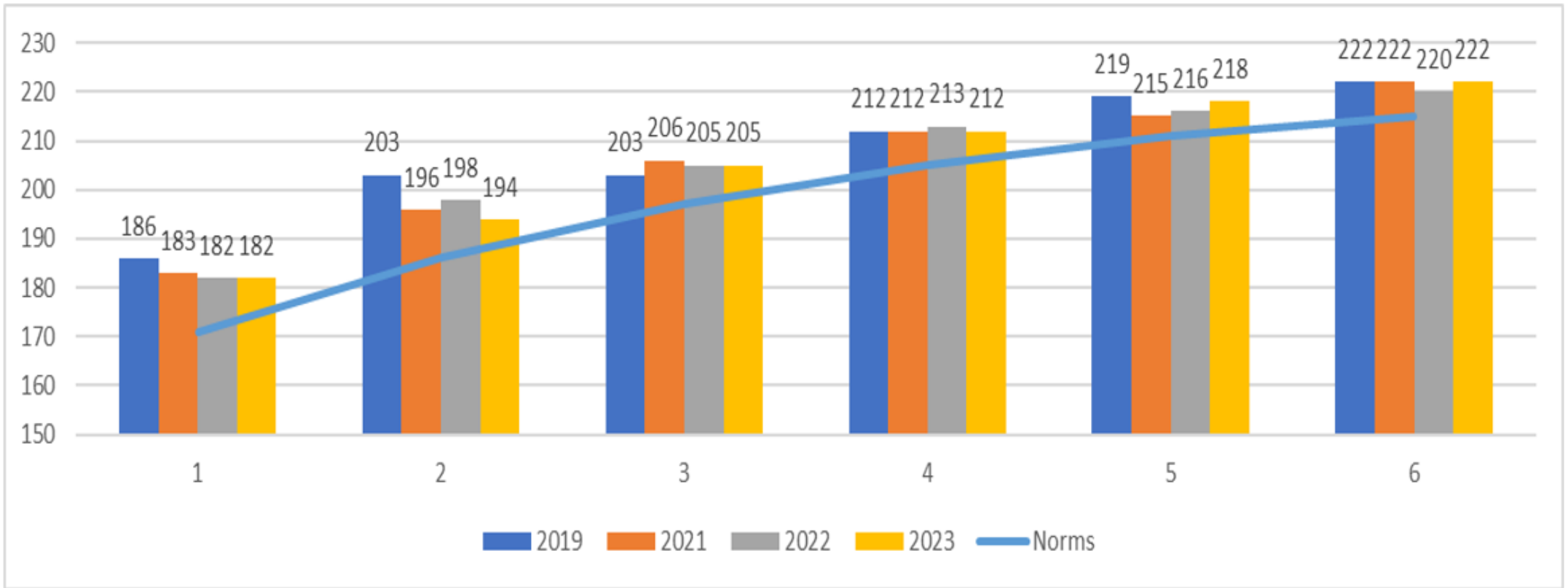




Outcomes: NYS ELA Assessment

(Black line = Nassau County Average)

NWEA ELA RIT Scores



Closing Gaps- FUNdations

End Unit 1- Lower Case	End Unit 1 Sounds	End Unit 1 Letters-Sounds	End Unit 1 Forms L Case	Total End Unit- 32	Unit 2 BI Sounds	Unit 2 CVC	Unit 2 U Case	Total Unit 2- 20
10	10	3	10	33	3	9	10	22
10	10	10	4	34	5	10	6	21

Scores are similar (green), needs are very different.
We are able to respond with targeted, appropriate interventions
Can help with targeted interventions- [SDS Link](#)

Enriching Students - NWEA

Percentile	RIT	Understanding Key Ideas, Details, & Connections	Vocabulary Acquisition & Use	Understand Language, Craft, & Structure
97	228	229	235	220
98	233	241	227	232

Why the Workshop Model Works for Manhasset

The best curriculum choices reflect our local demographic.

Our approach to workshop captures:

- The excellence of our teaching staff
- The need to adjust during the school year, between school years, or over long term
- Supports students as individuals



How We Have Incorporated the Science of Reading into Our Workshop Approach



Phonics has been a historical district focus



The Science of Reading has been around for over 20 years and remains part of our student-needs based philosophy toward curriculum



The current media focus has, at times, skewed research (See resources) to frame it as a "silver bullet"



We continue to improve on our word work, phonics, vocabulary, and grammar instruction

Next Steps:

- Improved communication with parents, especially in writing feedback
- IXL initiative



Writing Communication: Improvement Plan

Student Facing Checklist for Narrative Writing, Grades K-10

	Narrative Checklist Grade 3	Yes!	Starting To	Not Yet
	Structure			
Overall	I told the story bit by bit.			
Lead	The beginning shows a person saying or doing something.			
Transitions	I told my story in order by using phrases like <i>a little later, or after that</i> .			
Ending	I chose the action, talk or feeling that would make a good ending, and worked to write it well.			
Organization	I worked on the beginning, middle, and end of my story.			
	Development			
Elaboration	I worked to show what was happening to (and in) my characters.			
Description	I didn't just tell my story, I wrote my story in ways that got readers to picture what was happening and to bring my story to life.			
	Language Conventions			
Spelling and Punctuation	<p>I used what I know about word families and spelling rules to help me spell and edit.</p> <p>I punctuated dialogue correctly, with commas and quotation marks. I used punctuation to fix my run-on sentences.</p> <p>I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and other in another.</p>			

Grade 6 2023-2024

Dates	Reading		Writing	
9/11 - 9/22	Getting Back Into Independent Reading (Notice and Note resources plus TC launching units as a resource)	Read Alouds: <ul style="list-style-type: none"> • Crown or use your own • Spelling Bee Short Story 	Restarting A Writing Life	Mentor texts: <ul style="list-style-type: none"> • Teacher notebook/stories of your choice
9/26 - 10/27	A Deep Study of Character Key Skills: character analysis, setting, and theme	Read Alouds: <ul style="list-style-type: none"> • Popularity • The Fight • Bend III: Taylor Swift music video Assessments: <ul style="list-style-type: none"> • Refer to last year's/TBD with Katy 	Personal Narrative Key Skills: story structure, elaboration, writing process	Mentor texts: <ul style="list-style-type: none"> • Everything will be OK by James Howe (PDF) or use your own Assessments: <ul style="list-style-type: none"> • TBD with Katy
10/30 - 12/22	Tapping the Power of Nonfiction Key Skills: central idea, vocabulary, cross-text synthesis, summary	Read Alouds: <ul style="list-style-type: none"> • Excerpt from Fast Food Nation • GMO articles Assessments: <ul style="list-style-type: none"> • Refer to last year's/TBD with Katy 	Research Based Information + Argumentative TedTalk Key Skills: Using research in writing, elaborating on evidence, paraphrasing and quoting, structure of information writing	Mentor texts: <ul style="list-style-type: none"> • Malala text set (articles and videos on Heinemann) Assessments: <ul style="list-style-type: none"> • TBD with Katy

How Will the Changes at TC Impact Us?



IXL Initiative (Grade 3 Example)

Reading foundations

A. Short and long vowels

- 1 Use spelling patterns to sort long and short vowel words
- 2 Spell rhyming words to answer riddles
- 3 Spell the long a word: silent e, ai, ay, ea, ey, eigh
- 4 Spell the long e word: silent e, ee, ea, ie
- 5 Spell the long i word: silent e, ie, y, igh, ind, ild
- 6 Spell the long o word: silent e, oa, ow, old, ost, olt
- 7 Spell the long u word: silent e, ue, oo, ew, ui

B. Blends, digraphs, and trigraphs

- 1 Complete the word with a three-letter consonant blend
- 2 Spell the digraph word: ch, sh, th
- 3 Spell the digraph or trigraph word: ph, mb, kn, wh, dge, tch
- 4 Spell words with final consonant patterns: ng, nk

C. Multisyllabic words

- 1 Identify syllable types
- 2 Read multisyllabic words
- 3 Spell words with open and closed syllables
- 4 Spell consonant-l-e words
- 5 Spell multisyllabic words

D. Variant, diphthong, and r vowel patterns

- 1 Spell words with r vowel patterns
- 2 Spell words with vowel diphthong patterns
- 3 Spell words with variant vowels: oo, ou, ow, ea

E. Irregular words

- 1 Select the letters that make a given sound
- 2 Spell the sight word: easier
- 3 Spell the sight word: harder

Reading strategies

F. Main idea

- 1 Use key details to determine the main idea
- 2 Determine the main idea of a passage

G. Theme

- 1 Determine the themes of myths, fables, and folktales

H. Author's purpose

- 1 Identify the author's purpose: mixed media
- 2 Identify the author's purpose: passages

I. Text structure

- 1 Determine the order of events in informational texts
- 2 Compare and contrast in informational texts
- 3 Match causes with effects
- 4 Match causes and effects in informational texts
- 5 Match problems with their solutions
- 6 Identify text structures

J. Sensory details

- 1 Sort sensory details

K. Literary devices

- 1 Similes with pictures
- 2 Determine the meanings of similes

L. Point of view

- 1 Distinguish characters' points of view
- 2 Compare information from two informational texts

M. Inference

- 1 Which book title goes with the picture?
- 2 Use actions and dialogue to understand characters
- 3 Draw inferences from a text
- 4 Make predictions about a story

N. Story elements

- 1 Identify story elements

O. Visual elements

- 1 Compare mythological illustrations

P. Text features

R. Literary texts: level 1

- 1 Read fantasy with illustrations
- 2 Read historical fiction with illustrations
- 3 Read science fiction with illustrations
- 4 Read realistic fiction with illustrations

S. Literary texts: level 2

- 1 Read realistic fiction: set 1
- 2 Read realistic fiction: set 2
- 3 Read historical fiction
- 4 Read poetry

T. Informational texts: level 1

- 1 Read about animals
- 2 Read about food
- 3 Read about art, music, and traditions
- 4 Read about sports and hobbies

U. Informational texts: level 2

- 1 Read about famous people
- 2 Read about famous places
- 3 Read about business and technology

Writing strategies

V. Organizing writing

- 1 Put the sentences in order
- 2 Order items from most general to most specific
- 3 Organize information by main idea

W. Topic sentences

- 1 Select the detail that does not support the topic sentence
- 2 Choose topic sentences for narrative paragraphs
- 3 Choose topic sentences for expository paragraphs

X. Writer's purpose

- 1 Choose the text that matches the writer's purpose

Y. Linking words

- 1 Identify time-order words
- 2 Use time-order words
- 3 Use coordinating conjunctions
- 4 Use subordinating conjunctions
- 5 Choose the best transition
- 6 Use linking words to complete a passage

Z. Opinion writing

- 1 Distinguish facts from opinions
- 2 Identify an author's statement of opinion
- 3 Choose reasons to support an opinion
- 4 Complete the opinion passage with an example
- 5 Complete the opinion passage with a reason
- 6 Complete the opinion-reason-example table

AA. Descriptive details

- 1 Add descriptive details to sentences
- 2 Show character emotions and traits
- 3 Revise the sentence using a stronger verb

BB. Sentence variety

- 1 Combine sentences: subjects and predicates
- 2 Combine sentences by adding key details
- 3 Create varied sentences based on models

CC. Editing and revising

- 1 Correct errors with signs

Vocabulary

DD. Prefixes and suffixes

- 1 Identify base words, prefixes, and suffixes
- 2 Determine the meaning of a word with pre-, re-, or mis-
- 3 Use the prefixes pre-, re-, and mis-
- 4 Determine the meaning of a word with -ful or -less
- 5 Determine the meaning of a word with -ly or -ness
- 6 Determine the meaning of a word with -able or -ment
- 7 Determine the meaning of a word with a suffix: review
- 8 Determine the meanings of words with prefixes and suffixes: review
- 9 Sort words with shared prefixes and suffixes by meaning
- 10 Sort words with shared suffixes by part of speech
- 11 Word pattern analogies
- 12 Word pattern sentences

EE. Greek and Latin roots

- 1 Use Greek and Latin roots as clues to the meanings of words
- 2 Determine the meanings of Greek and Latin

FF. Compound words

- 1 Form compound words with pictures
- 2 Form compound words
- 3 Form and use compound words

GG. Categories

- 1 Select the members of a group
- 2 Select the words that don't belong

HH. Synonyms and antonyms

- 1 Choose the synonym
- 2 Which sentence has the same meaning?
- 3 Find synonyms in context
- 4 Choose the antonym
- 5 Which sentence uses an antonym?
- 6 Find antonyms in context

II. Homophones

- 1 Homophones with pictures
- 2 Identify homophones
- 3 Use the correct homophone

JJ. Multiple-meaning words

KK. Shades of meaning

- 1 Shades of meaning with pictures
- 2 Describe the difference between related words
- 3 Positive and negative connotation

LL. Idioms

- 1 Choose the picture that matches the idiomatic expression

MM. Context clues

- 1 Determine the meaning of words using synonyms in context
- 2 Use context to identify the meaning of a word
- 3 Use academic vocabulary in context

NN. Reference skills

- 1 Order alphabetically based on the first letter
- 2 Order alphabetically based on the first two letters
- 3 Order alphabetically based on the first three letters
- 4 Order alphabetically: challenge
- 5 Use guide words
- 6 Use dictionary entries

Grammar and mechanics

OO. Sentences, fragments, and run-ons

- 1 Is the sentence a statement, question, command, or exclamation?
- 2 Identify the complete subject of a sentence
- 3 Identify the complete predicate of a sentence
- 4 Identify the simple subject or predicate of a sentence
- 5 Is it a complete sentence or a fragment?
- 6 Is it a complete sentence or a run-on?
- 7 Is it a complete sentence, a fragment, or a run-on?
- 8 Is the sentence simple or compound?
- 9 Create compound sentences
- 10 Order the words to create a sentence

PP. Nouns

- 1 Which word is a noun?
- 2 Identify nouns
- 3 Identify nouns – with abstract nouns
- 4 Identify common and proper nouns
- 5 Form regular plurals with -s, -es, and -ies
- 6 Use regular plurals with -s, -es, and -ies
- 7 Identify nouns used as adjectives

SS. Subject-verb agreement

- 1 Is the subject singular or plural?
- 2 Use the correct subject or verb
- 3 Pronoun-verb agreement

TT. Verb tense

- 1 Which sentence is in the regular past tense?
- 2 Identify verbs in the regular past tense
- 3 Form and use the regular past tense
- 4 Identify the irregular past tense I
- 5 Identify the irregular past tense II
- 6 Form and use the irregular past tense: set 1
- 7 Form and use the irregular past tense: set 2
- 8 Form and use the irregular past tense: set 3
- 9 Form and use the irregular past tense: set 4
- 10 Form and use the irregular past tense: set 5
- 11 To be: use the correct form
- 12 To have: use the correct form
- 13 Is the sentence in the past, present, or future tense?
- 14 Change the sentence to future tense

UU. Articles

WW. Prepositions

- 1 Identify prepositions
- 2 Identify prepositions and their objects
- 3 Identify prepositional phrases
- 4 Prepositions: review

XX. Conjunctions

- 1 Identify coordinating conjunctions
- 2 Identify subordinating conjunctions

YY. Contractions

- 1 Pronoun-verb contractions
- 2 Contractions with "not"

ZZ. Commas

- 1 Commas with a series
- 2 Commas with dates
- 3 Commas with the names of places
- 4 Commas with direct addresses and after introductory words
- 5 Commas: review

AAA. Capitalization

- 10 Form the singular or plural possessive
- 11 Identify and correct errors with plural and possessive nouns

QQ. Pronouns

- 1 Identify personal pronouns
- 2 Choose between subject and object personal pronouns
- 3 Replace the noun with a personal pronoun
- 4 Compound subjects and objects with "I" and "me"
- 5 Identify possessive pronouns
- 6 Use possessive pronouns
- 7 Choose between personal and reflexive pronouns
- 8 Use reflexive pronouns

RR. Verb types

- 1 Use action verbs
- 2 Identify action verbs
- 3 Identify main verbs and helping verbs

VV. Adjectives and adverbs

- 1 Does the adjective tell you what kind or how many?
- 2 Identify the adjective that describes the noun
- 3 Identify adjectives
- 4 Does the adverb tell you how, when, or where?
- 5 Identify adverbs
- 6 Choose between adjectives and adverbs
- 7 Is the word an adjective or adverb?
- 8 Use adjectives to compare
- 9 Spell adjectives that compare
- 10 Use adverbs to compare

- 3 Capitalizing the names of places and geographic features
- 4 Capitalizing proper adjectives, nationalities, and languages
- 5 Capitalization: review

BBB. Abbreviations

- 1 Abbreviate days of the week
- 2 Abbreviate months of the year
- 3 Abbreviate people's titles
- 4 Abbreviate customary units of measurement
- 5 Abbreviate metric units of measurement
- 6 Abbreviate street names
- 7 Abbreviate state names
- 8 Abbreviate street names and state names: review

CCC. Formatting

- 1 Greetings and closings of letters
- 2 Formatting street addresses
- 3 Capitalizing titles
- 4 Formatting titles
- 5 Formatting and capitalizing titles
- 6 Punctuating dialogue

Questions?

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Resources

- [American Institute of Research \(AIR\) Study on TCRWP](#)
- [The Science of Reading and the Media: Does the Media Draw on High-Quality Reading Research? - Literacy Research Association](#)
- [Cunningham Laying a Foundation for Reading.pdf - Google Drive](#)
- [Myths of the Science of Reading Era | Shanahan on Literacy](#)
- [Catherine Snow on the Post-COVID Literacy Crisis | Harvard Graduate School of Education](#)
- [Phonics vs. whole word: The science of reading, with Adrian Johns \(Big Brains Ep. 117\) | Department of History \(uchicago.edu\)](#)