Systems for Sticky Learning

toward deeper engagement and reading comprehension

Presented by Sarah Goodis-Orenstein
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Welcome! What brings you here?

Session Goals

Session participants will be able to…

1. Problematize the notion of all teachers as literacy teachers
2. Define active learning and engagement
3. Bridge a science of reading frame with a culturally responsive teaching frame
4. Identify key school leadership practices to enhance students' opportunities for depth of knowledge and comprehension skills
5. Reflect and brainstorm on next steps for your school

About me

- Mom to 2 fabulous children, ages 5 and 9
- Currently Director of Instruction at an independent Montessori school in Glen Spey, NY
- Former Network Head of Literacy Instruction at a public charter network in Brooklyn, NY
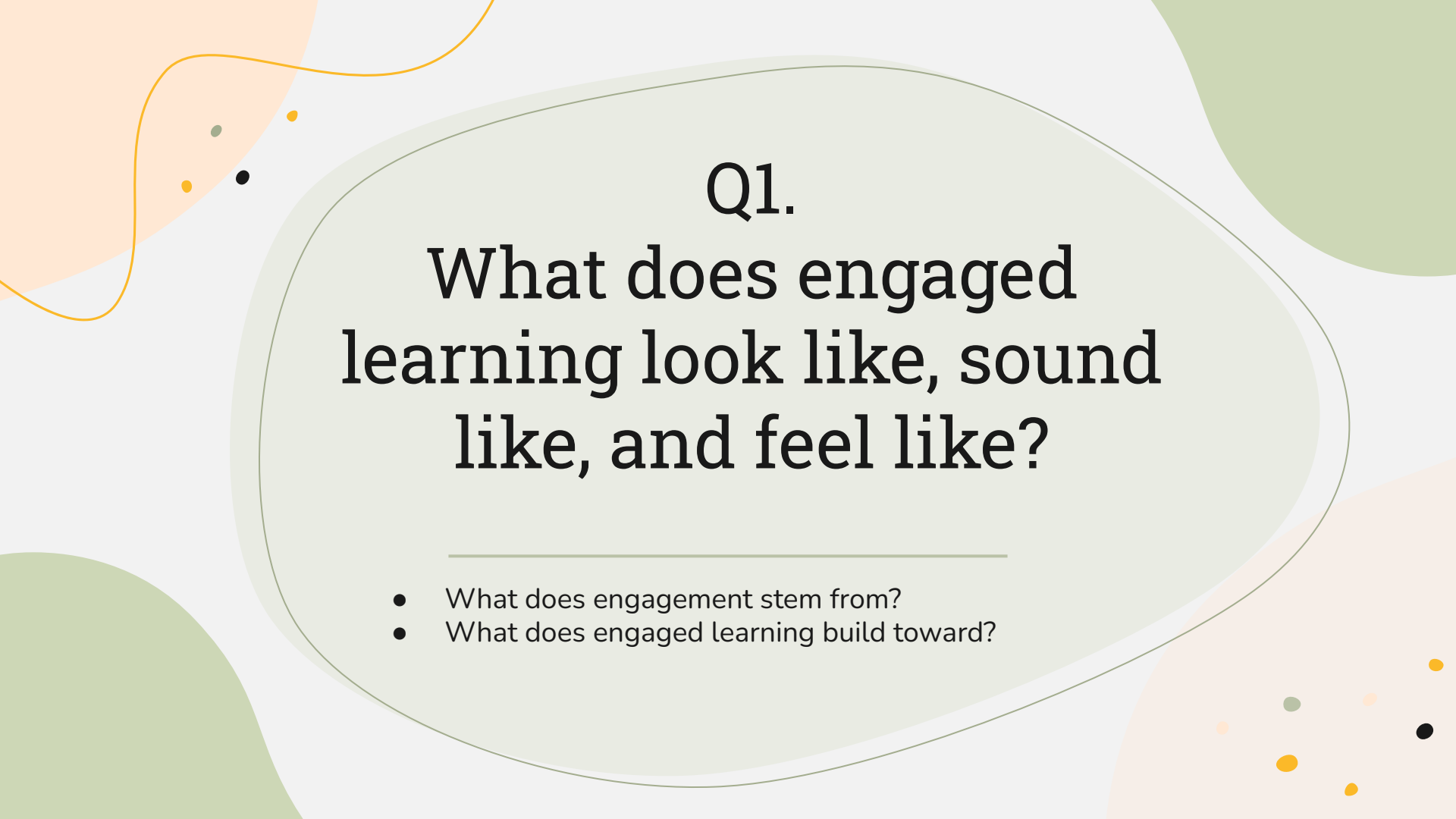- Certified Literacy Specialist / Interventionist
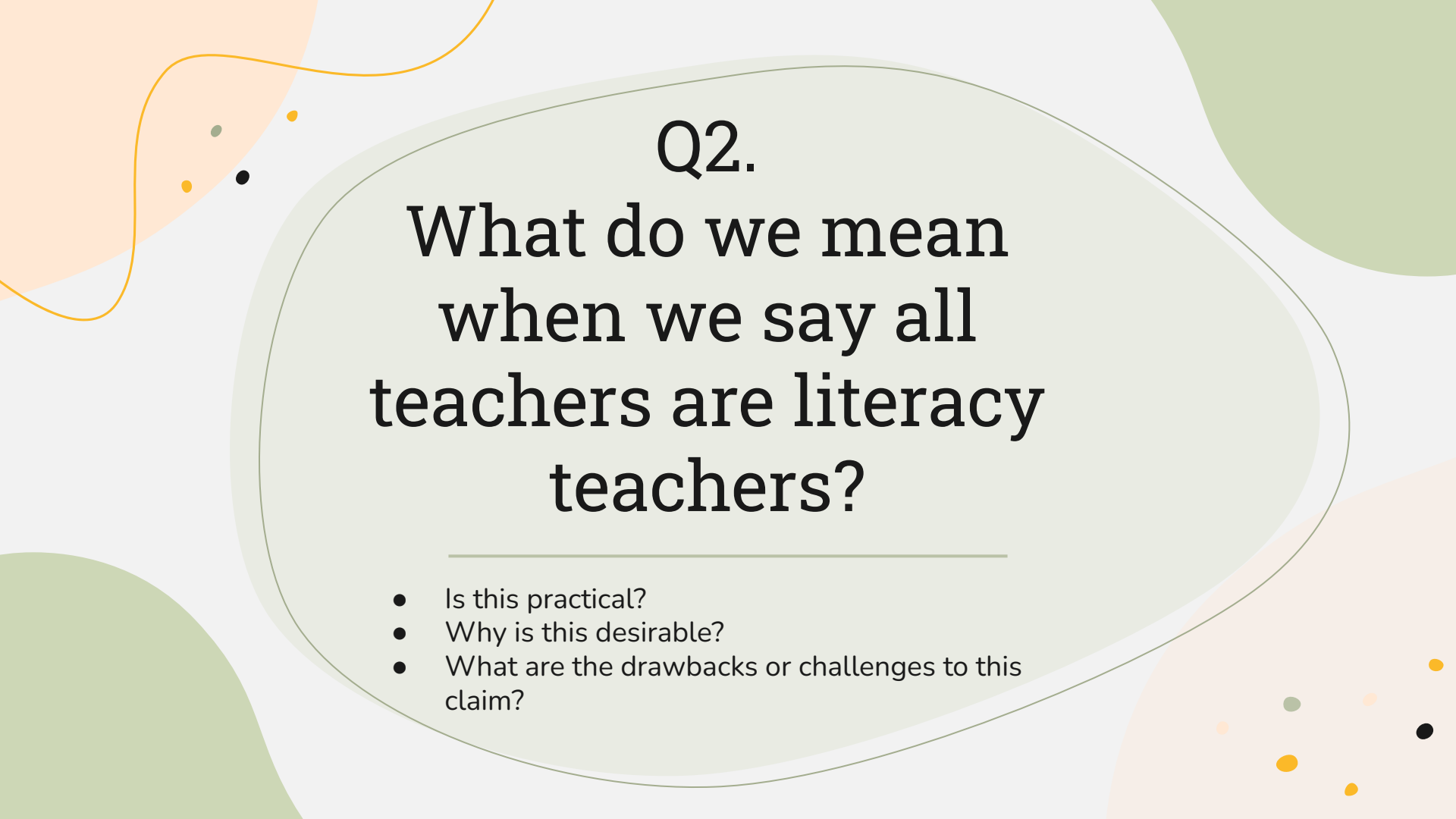
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Lines of Inquiry

Q1.
What does engaged learning look like, sound like, and feel like?

- What does engagement stem from?
- What does engaged learning build toward?

Q2.

What do we mean when we say all teachers are literacy teachers?

- Is this practical?
- Why is this desirable?
- What are the drawbacks or challenges to this claim?

02

Pedagogical
Frameworks

SCARBOROUGH'S READING ROPE

LANGUAGE COMPREHENSION
Background Knowledge
Vocabulary
Language Structures
Verbal Reasoning
Literacy Knowledge

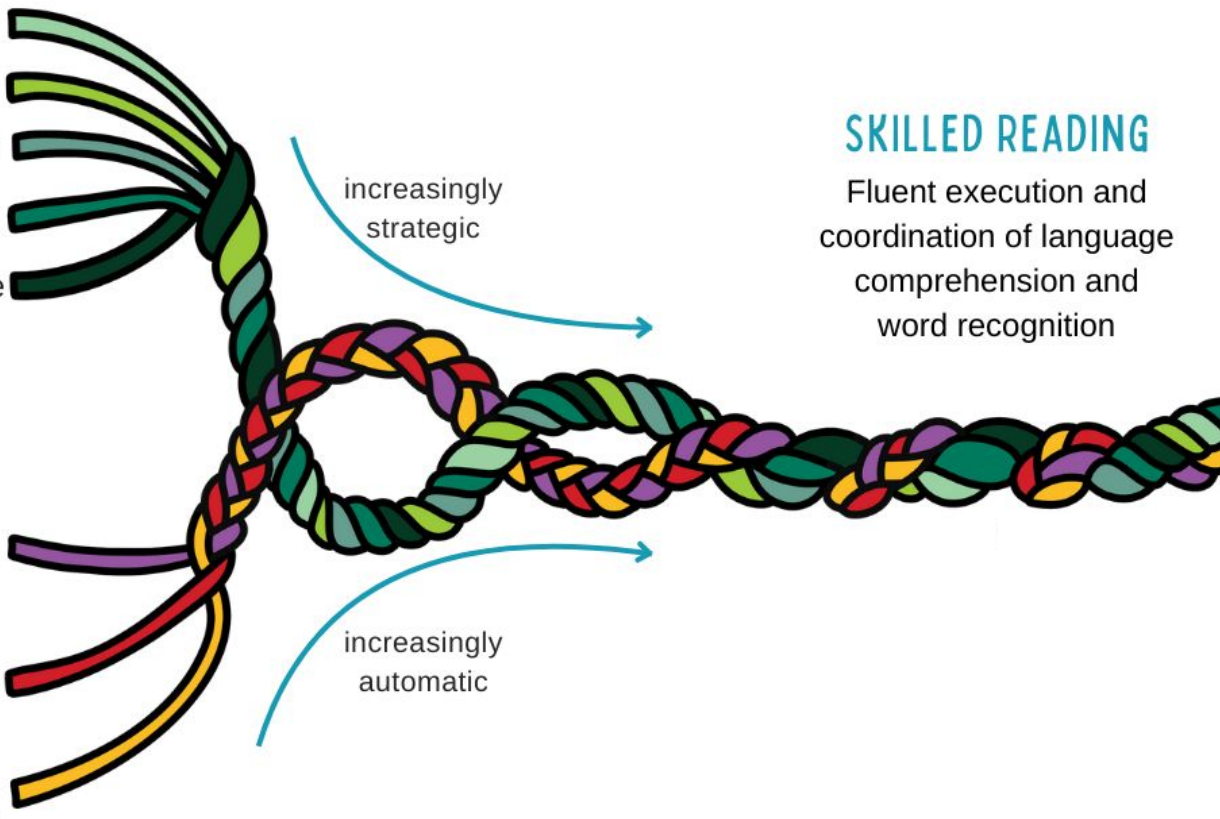WORD RECOGNITION
Phonological Awareness
Decoding
Sight Recognition

increasingly strategic

increasingly automatic

SKILLED READING
Fluent execution and coordination of language comprehension and word recognition

How can we possibly allocate enough time for children to develop the constellation of skills they need to read and write effectively?
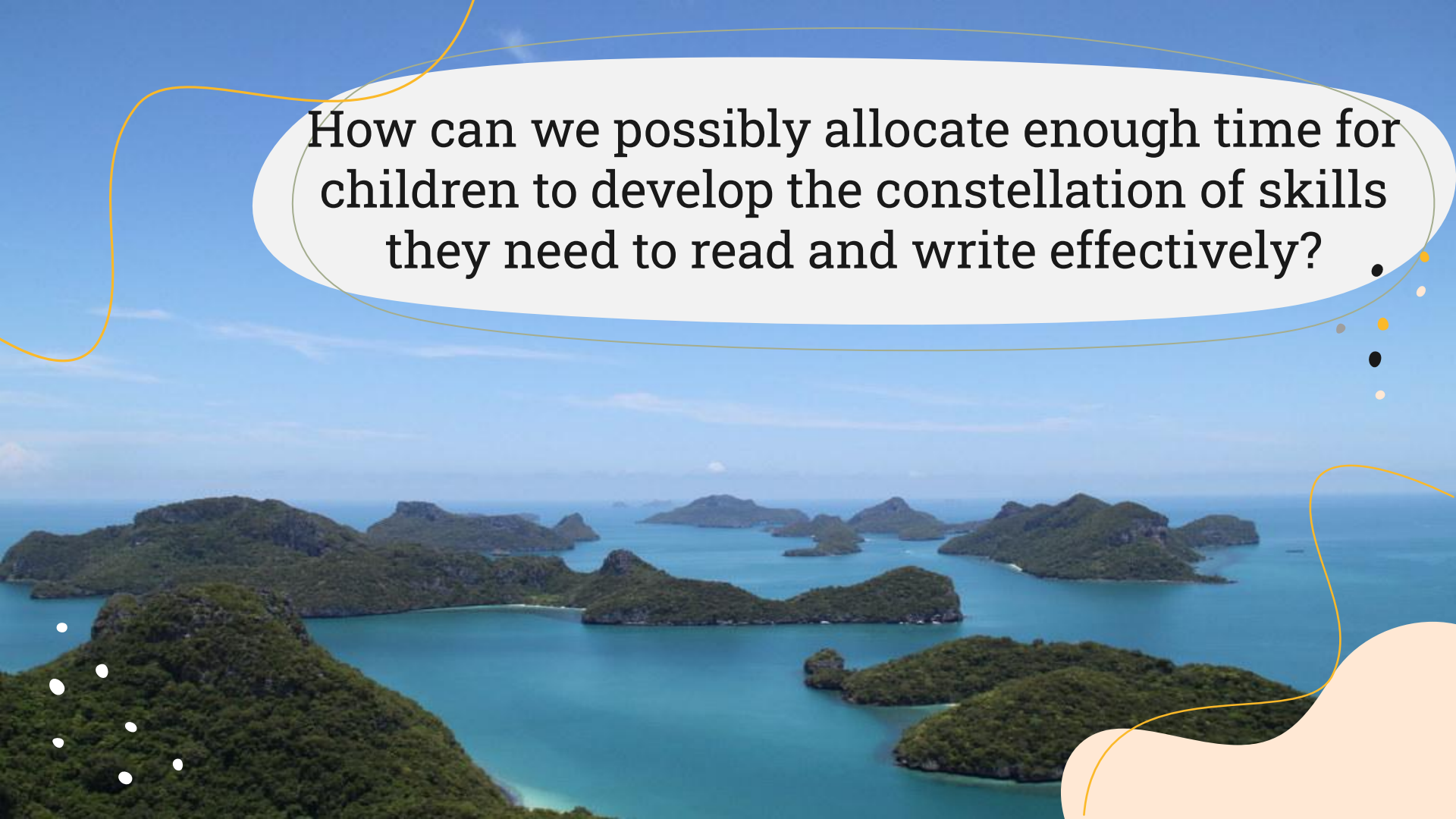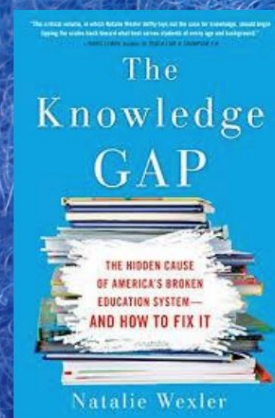
Knowledge as Velcro

Cognitive scientists have known for decades, the most important factor in reading comprehension is not generally applicable skills like finding the main idea — it's how much knowledge and vocabulary the reader has.

--Natalie Wexler, author of *The Knowledge Gap*

T&T: What's the through line between active engagement and knowledge-rich literacy instruction?

by Zaretta Hammond

Culturally Responsive Teaching & THE BRAIN

Promoting Authentic Engagement and R[...] Among Culturally and Linguistically Diverse S[...]

Zarett[...]

Figure 1.1

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

The Dependent Learner	The Independent Learner
• Is dependent on the teacher to carry most of the cognitive load of a task always • Is unsure of how to tackle a new task • Cannot complete a task without scaffolds • Will sit passively and wait if stuck until teacher intervenes • Doesn't retain information well or "doesn't get it"	• Relies on the teacher to carry some of the cognitive load temporarily • Utilizes strategies and processes for tackling a new task • Regularly attempts new tasks without scaffolds • Has cognitive strategies for getting unstuck • Has learned how to retrieve information from long-term memory

Dependent Learner Characteristics vs. Independent Learner

All excerpts and charts are from chapter 1.

03

Process +
Resources

Sunset Yards Elementary School Curriculum Map
SYES Teaching & Learning Guiding Principles
Key Dates for 2022-2023
Lesson Counts by Grade + Subject

BROOKLYN PROSPECT
SUNSET YARDS ELEMENTARY SCHOOL

Essential Teacher Moves:

🔄	Collaborative planning[1] leverages the full grade team's expertise, flexibly maximizes student learning time, and results in deep, interdisciplinary learning.
⏱️	Pacing calendars account for buffer days, sufficient project work time, and with cognizance of each term's progress monitoring practices.
🎯	Students' development of priority standard skills is tracked in an ongoing way on everyday formative tasks and summative assessments.
🕵️	Curricular resources are intentionally adapted to meet all learners' needs (accommodations, modifications, UDL access).
🔗	Lesson plans are linked to the respective module/unit planner, ensuring access default is comment-able to all Prospect Schools, AND within the WLP template.

Shortcuts by Grade

K	1st	2nd

Relevant Instructional Resources

| Network Elementary Literacy Program Guide
- EL Module Unpacking Template
- EL Lesson IPP Template (p. 1)
- Phonics Observation Tool
- Guided Reading Planning Checklist

Math Instructional Routines Bank | Priority Standards At-a-Glance Overviews

SFUSD Math One-Pager
- SFUSD Math Unit Unpacking Template
- Number Talks Resources
- 5 Practices Checklist | The Writing Revolution "paper templates"

Network Teaching & Learning Folders:
- Literacy
- Math
- Multilingual Learners
Network Curricular Change & Adoption Protocol |

_____

[1] See Practice 2 of the Instruction Partners Collaborative Planning rubric.

Curriculum Map Cover Page = one-stop shop

1st Grade

Subject	Term 1	Term 2
Social-Emotional Learning		
STEP Bottom Lines	Independent STEP 4 Self-reliance: What can I do to help myself?	Independent STEP 5 Endurance and interpretation
Phonics (CKLA Skills)	Unit 1: K in Review + Decodable Reader Unit 2: Five Vowel Sounds + Spellings Unit 3: Five More Vowel Sounds + Spellings	Unit 4: /r/ Controlled Vowel Sounds + S Unit 5: Alternative Spellings (Advance Unit 6: Common Spelling Alternatives Consonant Sounds
Reading Comprehension (EL)	Module 1: Tools & Work Unit 1: Getting to Know the Tools Around Us Unit 2: Habits of Character	Module 2: The Sun, Moon, and Stars Unit 1: Stories of the Sun, Moon, and S Unit 2: Patterns of the Sun, Moon, and Unit 3: Narrative Poems about the Sun

Art		Module 1: Building With Shapes Unit 1: Geometric and Organic Shapes (Focus on Joan Miro)	Module 2: The World Around Us Unit 1: People: Focus on Colors of Us by Karen Katz	Module 3: Animals in Art Unit 1: Pottery with Animal Characteristics: Focus on Mesoamerican pottery
		Unit 2: Collage: Focus on Howardena Pindell and Matisse (Connection to Math: Attributes of 2-Dimensional Shapes - students identify attributes that define a shape (# of sides, vertices, etc.) Unit 3: Our Community: Focus on Jacob Lawrence (Connection to Reading Comprehension: Tools, focus on depictions of tools and work in Lawrence's Paintings)	Unit 2: Landscapes and Cityscapes (focus on Richard Mayhew's "mindscapes" and printmaking elements incorporated into the cityscapes of Romare Bearden) Unit 3: The Solar System: Focus on Vincent van Gogh and Vija Celmins (Connection to Reading Comprehension)	Unit 2: Animals in their Habitats: Focus on the Audubon Mural Project (Connection to Reading Comprehension, focus on Audubon Society and art as a means of advocacy for endangered and climate threatened birds.) Unit 3: Self-Portrait Collages: Focus on Frida Kahlo
Physical Education		Module 1: Fitness Foundations Unit 1: Exploring Movement with Supports Unit 2: Locomotor Movements Unit 3: Moving Without Moving (focus on non-locomotor movements and yoga)	Module 2: Teamwork Unit 1: Building Strength Unit 2: Cardio Fitness Unit 3: Cooperative Games	Module 3: Making Connections Unit 1: Animal Movements Unit 2: Mindfulness and Balance Unit 3: Exercising as a Community
Music		Module 1: Rhythm, Theory & Vocal Tunes Unit 1: Movement & Introduction to Rhythm	Module 2: Composition & Percussion Instruments	Module 3: Performance & Review

1. What is the potential of a tool like this to facilitate curricular integration? Deeper learning? Literacy development?
2. Is literacy / ELA in one spot, or is it intermingled?

Knowledge-Rich Curriculum

ELA programs that excel in building knowledge

In our estimation, 10 English language arts curricula currently meet the criteria for knowledge-building detailed here.

While these curricula share common virtues and are all solidly grounded in what matters most for literacy, each has a unique and compelling identity. They present students with substantive, rich content and lack "fluff." They support access for all students. They motivate and engage students through their content and design. They help all students achieve at high levels. A teachers get ever better at their craft by using them.

Learn what characterizes each curriculum – and gives all of these materials an advantag programs that are organized around strategies and skills.

AMPLIFY ELA (6-8)   ARC CORE (K-5)   BOOKWORMS (K-5)   CORE KNOWLEDGE LANGUAGE ARTS (6-8)

CORE KNOWLEDGE/AMPLIFY (K-5)   EL EDUCATION (K-8)   FISHTANK ELA (K-8)   LOUISIANA GUIDEBOOKS (3-8)
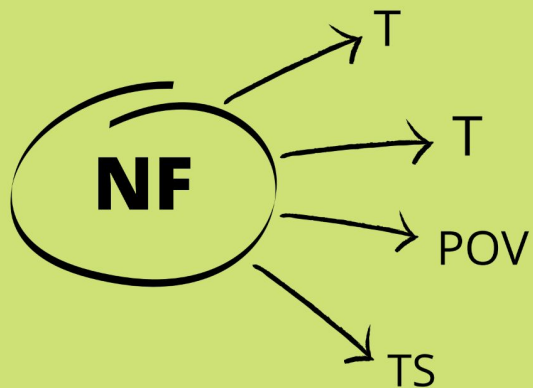
READING RECONSIDERED (5-8)   WIT & WISDOM (K-8)

Knowledge Matters
PODCAST

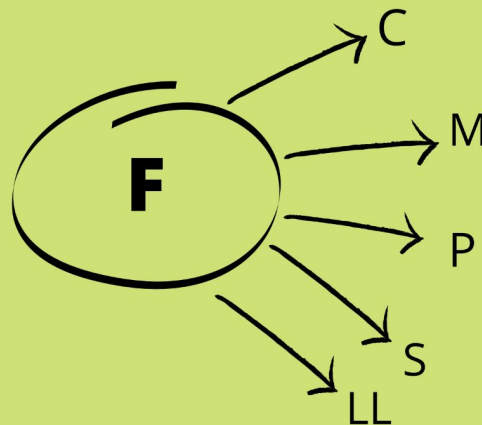T&T: Are we centering knowledge or skills?

Genre-Based Thinking Jobs

Nonfiction Thinking Jobs

Whenever we encounter a new informational (nonfiction) text, we ask ourselves and annotate for:

- What is the author TEACHING me about this TOPIC?
- What is the author's POINT OF VIEW (perspective) about this topic?
- How did the author use TEXT STRUCTURE to teach about this topic?
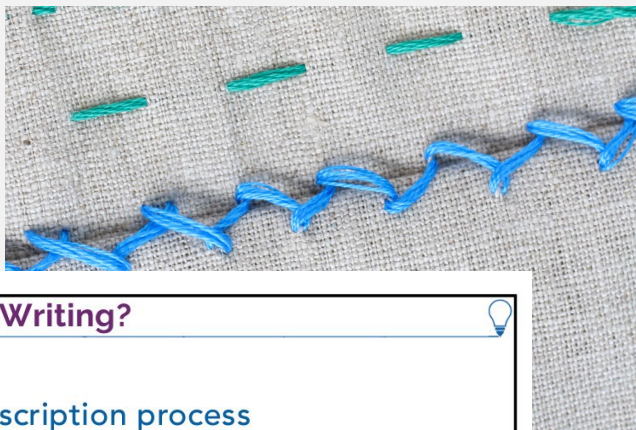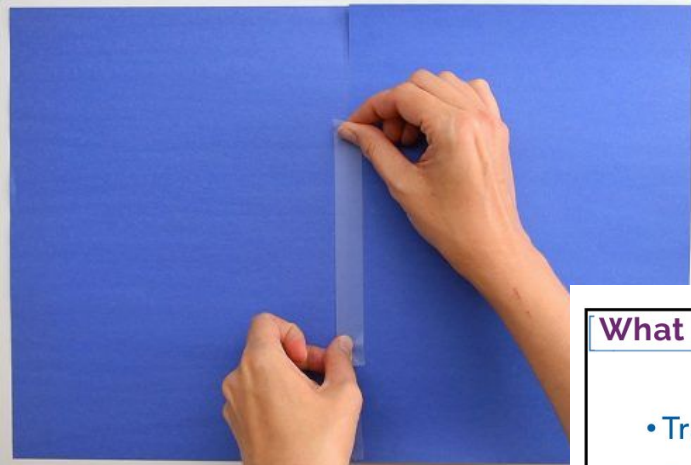
Fiction Thinking Jobs

Whenever we encounter a new fiction text, we ask ourselves and annotate for:

- Who is the CHARACTER?
- What is their MOTIVATION?
- What is the PROBLEM?
- What is the SOLUTION?
- What is the LESSON LEARNED?

What is the best analogy for writing?

What is Writing?

- Transcription process
- Form of writing
- Demonstration of knowledge
- Learning tool

| *The Writing Revolution Skills*
 TWR activities are practiced orally in Kindergarten. | 1. Expand kernel sentences (when, where, why; then add who and what)
 2. Expand complete sentence stems with basic conjunctions (because & but)
 3. Identify and punctuate sentence types (statements & questions)
 4. Produce statements and questions | 5. Identify and convert fragments
 6. Complete sentence stems beginning with after and before
 7. Complete sentence stems beginning with if and when
 8. Revise sentences to vary vocabulary | *Reinforce previously taught skills through recursive practice!* |

Common Criteria for Success or Rubrics

5th Grade Informational Writing Rubric   Student Name: _____

	Exceeds expectations	Meets expectations	Approaches expectations	Does not yet meet expectations
Focus	❏ I wrote a clear topic sentence that shows my excellent understanding of the prompt and the topic.	❏ I wrote a clear topic sentence that shows I understand the prompt.	❏ I wrote an unclear topic sentence for the prompt.	❏ I did not start my paragraph with a topic sentence, or it is off-topic.
Content *Development*	❏ I included more than two strong, specific details that connect to and explain my topic.	❏ I included two specific details that connect to and explain my topic.	❏ I included one specific detail (or two general	❏ I did not include any specific or
Explanation *Development*	❏ I deeply explained how all of my details support my topic sentence. ❏ I gave some helpful background information about the details.	❏ I mostly explained how my details support my topic sentence.		
Voice & Style	❏ I used varied, logical, and accurate vocabulary. ❏ I wrote several sentences of different lengths and styles (simple, compound, and complex). ❏ I kept my opinion out of the piece.	❏ I used logical, accurate vocabulary. ❏ I wrote sentences of different lengths (mostly simple and compound). ❏ I mostly kept my opinion out of the piece.		
Organization	❏ I skillfully used a range of transitions to link my sentences to each other and to the topic sentence.	❏ I used logical transitions to link my sentences to each other and to the topic sentence.		
Mechanics	❏ I always used accurate capital letters, end marks, quotation marks, apostrophes, and commas. ❏ I spelled all keywords from the text and prompt correctly and had very few other spelling errors. ❏ All of my sentences are complete. ❏ My verbs agree in tense.	❏ I mostly used accurate capital letters, end marks, quotation marks, apostrophes, and commas. ❏ I spelled most keywords from the text and prompt correctly and had very few other spelling errors. ❏ Most of my sentences are complete. ❏ Most of my verbs agree in tense.	❏ Some of my verbs agree in tense.	

Academic Response Criteria for Success

- ❏ Address all parts of the prompt; stay on-topic
- ❏ Be logically organized with a topic sentence, supporting details, and a concluding sentence
- ❏ Use at least two pieces of evidence (quote; explain)
- ❏ Use content-specific vocabulary and precise word choices
- ❏ Use accurate capitalization and punctuation
- ❏ Apply spelling rules and strategies

Exit Skills / Benchmarks / Priority Standards

PROSPECT SCHOOLS

FIRST GRADE LITERACY PRIORITY STANDARDS

TERM 1	TERM ...
Reading: Foundati...	
1RF2a/b/c: Count, blend and segment single syllable words that include consonant blends. / Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words. / Manipulate individual sounds (phonemes) in single -syllable spoken words.	**1RF3b:** Decode long v... regularly spelled one-sy... (e.g., final –e conventio... vowel teams). **1RF3f:** Distinguish betw... (singular and plural) ar... present, future simple t...
1RF3c/d: Decode regularly spelled one-syllable words.	
1RF3g: Read 80% of taught tricky words. **1RF4:** Read grade-level texts with sufficient accuracy and fluency...	
Reading: Literary &	
1R4: Identify specific words that express feelings and senses. (RI&RL)	**1R2:** Identify a main to... idea in a text and retell... details. (RI&RL) **1R3:** Describe characte... major events in a story... information in a text. (R...
Writing	

LITERACY EXIT SKILLS <Vertical Alignment>

Bookmark

	Early Childhood - K	Lower EL - 3rd	Upper EL - 6th
Reading[2] [LE + UE] [On EC reports, Language = Reading + Writing]	☐ Can ask and answer questions about key details of a story ☐ Retell familiar stories (oral and written) with support ☐ Identify characters, settings, and major events in a story ☐ Describe the relationship between text and illustrations ☐ Demonstrates concepts of print (how to hold a book, directionality, 1:1 correspondence) ☐ C-D / BR40-160L = proficient (green) across most EOY DIBELS components **FOUNDATIONAL SKILLS** ☐ Phonemic sound recognition ☐ Knows letter names and	☐ Identify main idea / supporting details ☐ Identify basic story structures (main characters, setting, plot) ☐ Ability to select texts for independent reading ☐ Fluently reads (silently and orally) and understands grade-level text ☐ T / 790-940L = proficient (green) across most EOY DIBELS components	☐ Fluently reads (silently and orally) and understands grade-level text ☐ Demonstrate literal and inferential comprehension of grade-level text ☐ Identify the elements of a story and find examples within a text ☐ Synthesize a text, paraphrase and communicate it verbally with others ☐ Identify and interpret how nonfiction text features help to create meaning in texts ☐ Explain an author's purpose and basic craft moves or text structure decisions in writing a text

04

Rubber to Road

So, how?

Team

Leadership Question:
Are people's doors (and minds) open or closed?

Time

Leadership Question:
Have we structured sacred time for collaboration?

Tools

Leadership Question:
What common learning structures and strategies do we have?

Moving Toward Systems Thinking

Looks like...

Team

Time

Tools

kid talk, curriculum talk, PLC, all s

Tuesday Meeting Cycle
Folder of Team Meeting Logs

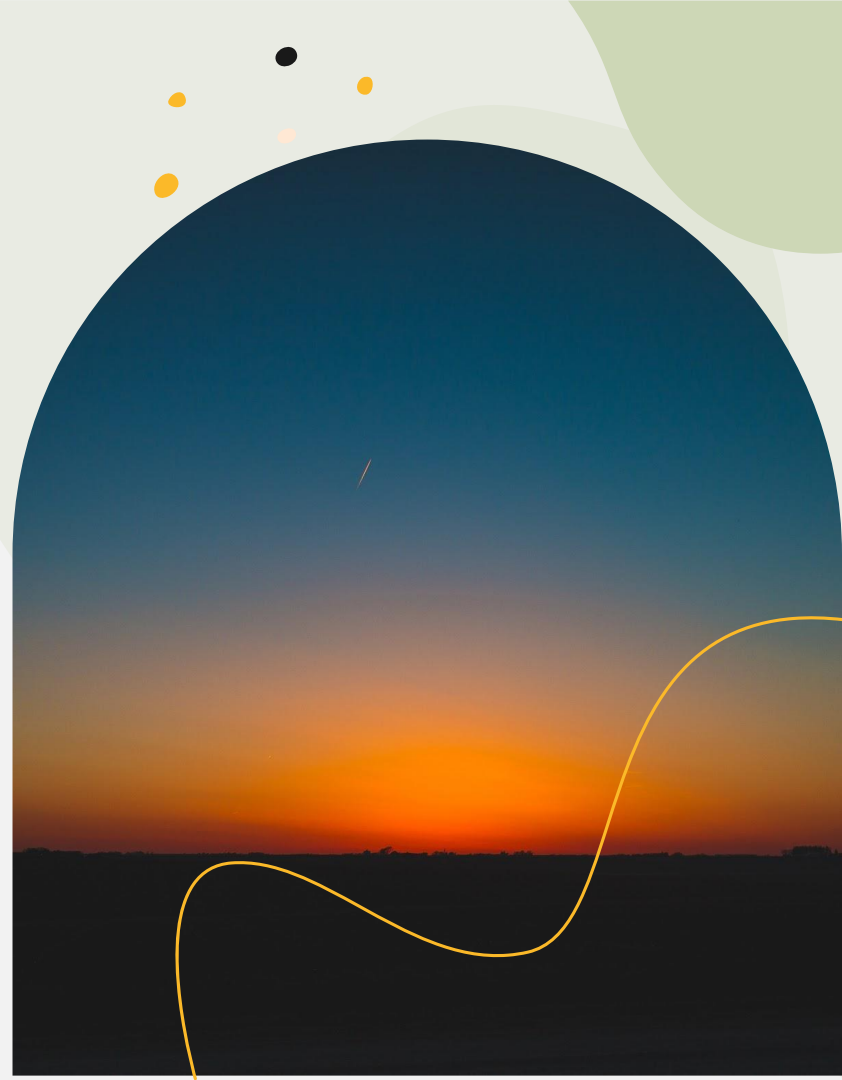| Tuesday Dates	A / B Week	Meeting Type	Key Tasks	EC Notes	LE Notes	UE Notes
			Summer In-Service Packet			
9/3		▼	N/A - classroom teams huddle			
9/10	A	Building ▼	B2SN; in-service reflections; number sense screeners prep; UE overnight in September	phon awareness curr (EC)	Rainbow Tower bridge works	VCR workbooks
9/17	B	Building ▼	*launch conference prep; SignUp Genius form tweaks; photo day schedule*			
9/20	Inservice	All Staff ▼				
9/24	A	Building ▼	discuss number sense screener trends + October conferences overview --> class team prep time about student observations to share		Cosmic ed lessons (leads with Nisha)	

Your Turn!

Choose a tool your team could use sooner rather than later, whether a transdisciplinary literacy strategy or a curricular planning tool.
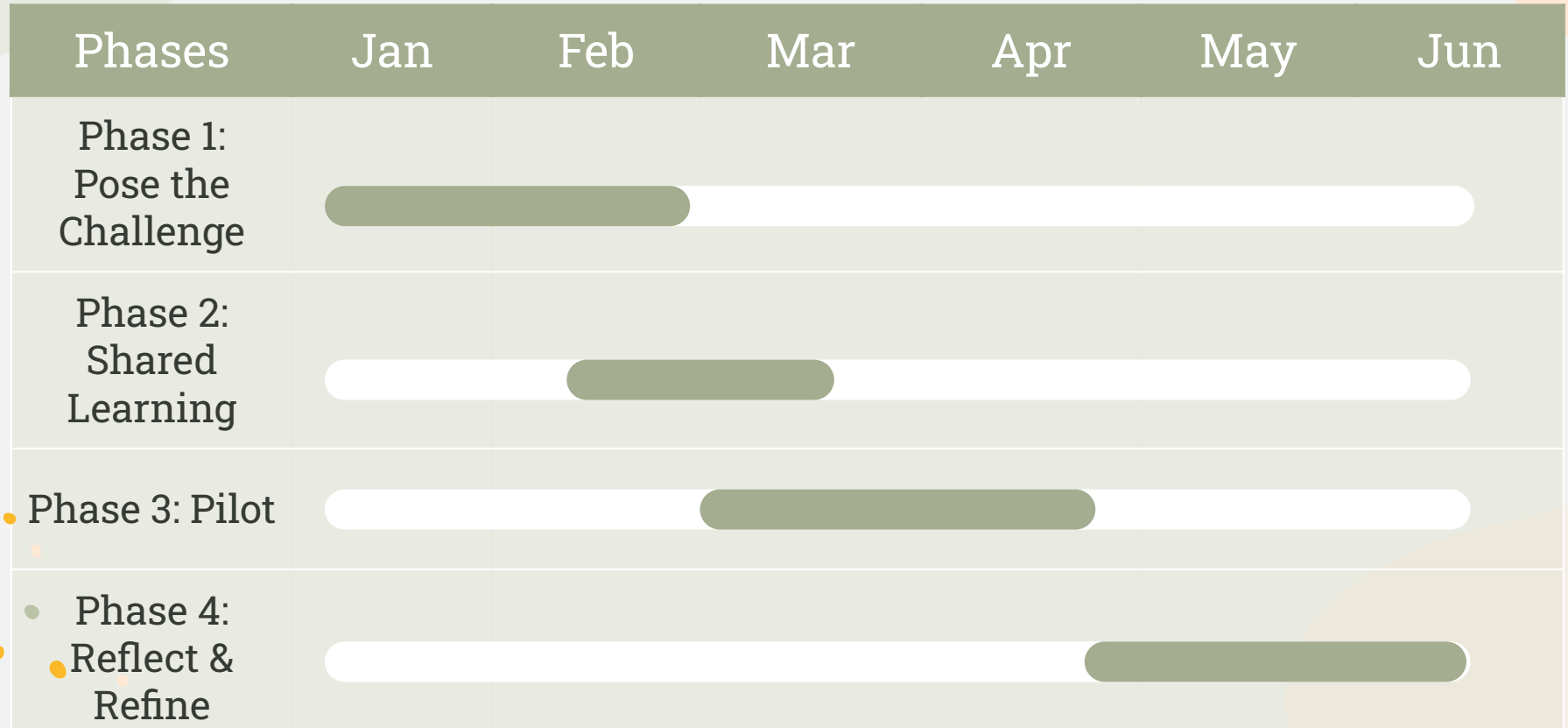
- What would you try? Why?
- When?
- Who can we anticipate will be early adopters? Who can we anticipate may need more support?

OR, reflect and brainstorm about a related epiphany you've had!

A Tentative Spring Launch

Planting seeds for next year

Phases	Jan	Feb	Mar	Apr	May	Jun
Phase 1: Pose the Challenge	�					
Phase 2: Shared Learning		▮				
Phase 3: Pilot			▮			
Phase 4: Reflect & Refine					▮	

Thanks

Do you have any questions?

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Alternative resources

Here's an assortment of alternative resources whose style fits the one of this template:

Photos

- Medium shot woman looking in a mirror
- Facade of old building with columns of new york stock exchange
- Full shot women crossing street
- Road signs on pillar in street

Premium icon pack

Premium alternative resources

Here's an assortment of alternative resources whose style fits the one of this template:

- Hand drawn abstract organic shapes background