

Early Literacy Initiative

Milton Public Schools 2013-14

The Case for Early Identification & Prevention

“One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up...the poor first grade reader almost invariably continues to be a poor reader.”

“The best solution to the problem of reading failure is to allocate resources for early identification and prevention.”

-Joe Torgesen, 1998

Francis, Shaywitz, Stuebing, Dhaywitz & Fletcher, 1996; Torgesen & Burgess, 1998

Early Literacy Initiatives:

- Launched Readers' Workshop as a District-wide Initiative
- Focused Professional Development and Coaching
- District-wide Reading Assessments K-7
- Increased Reading Specialist Support

Readers' Workshop...What is it?

A structure for teaching reading that combines explicit instruction by the teacher, with extended time for students to read independently in “just right” books.



Readers' Workshop...What is it?

The structure is designed to provide opportunities for differentiated instruction; whole group, small group, and individual instruction; exposure to a variety of genres; and a classroom that invites all students to become a part of a community of readers, thinkers, and talkers.

Focused Professional Development

- August/October District PD Days
- 5 and 10 hour PD Strands
- Coaching in the Classroom
- Data Analysis Meetings



Focused Professional Development

- Components of Readers' Workshop
- Creating a classroom culture...effective independent reading habits
- Calkins Units of Study/Gafi & ZigZag
- Effective Conferencing
- Effective small group instruction

Assessment...Data Driven Instruction

- Fountas and Pinnell Benchmark Assessment System (K-2)
- GB+ (French 1-2)
- Scholastic Reading Inventory (3-7)
- Data Analysis meetings to develop action plans for instructional focus areas in small groups

Reading Specialists

- Increased reading specialist support to provided the opportunity to;
 - *service more students
 - *create collaborative approach around reading instruction and intervention

**When we reflect on the
year's work....**

Reflections on Implementing RW...

Previously we...

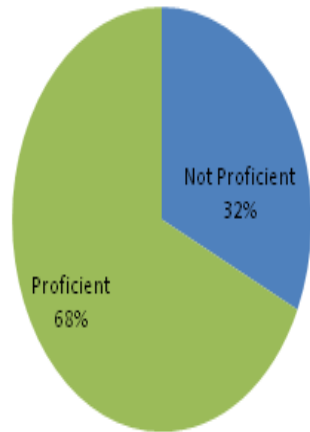
- taught everyone with the same materials
- talked the whole time during a mini-lesson
- relied solely on the teacher's guide
- had a long block of phonics, with less time allowed for student reading

Now we...

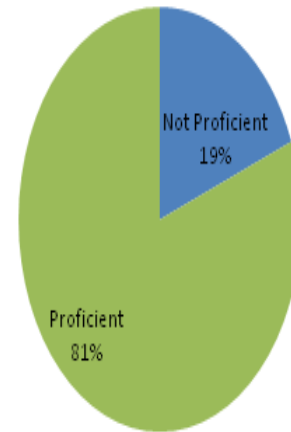
- use books that are matched to readers
- hear more talk from students
- use more variety to meet the needs of all readers and create lesson plans based on conferring notes
- teach phonics and embed word study into RW

Data...

*District Grade 1 Reading Proficiency Data
September, 2013*

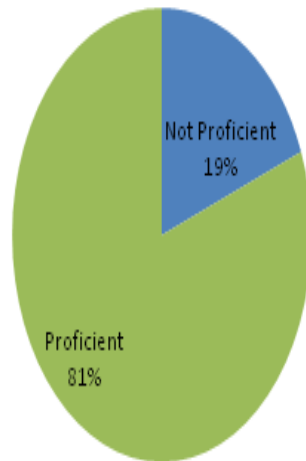


*District Grade 1 Reading Proficiency Data
February, 2014*

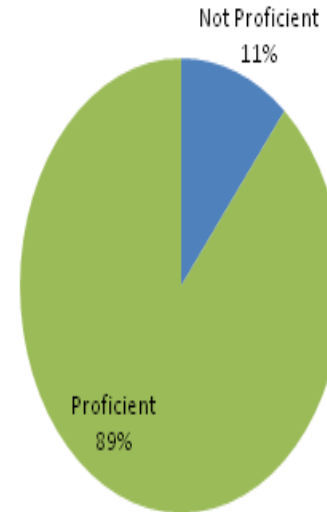


Data...

*District Grade 2 Reading Proficiency Data
September, 2013*



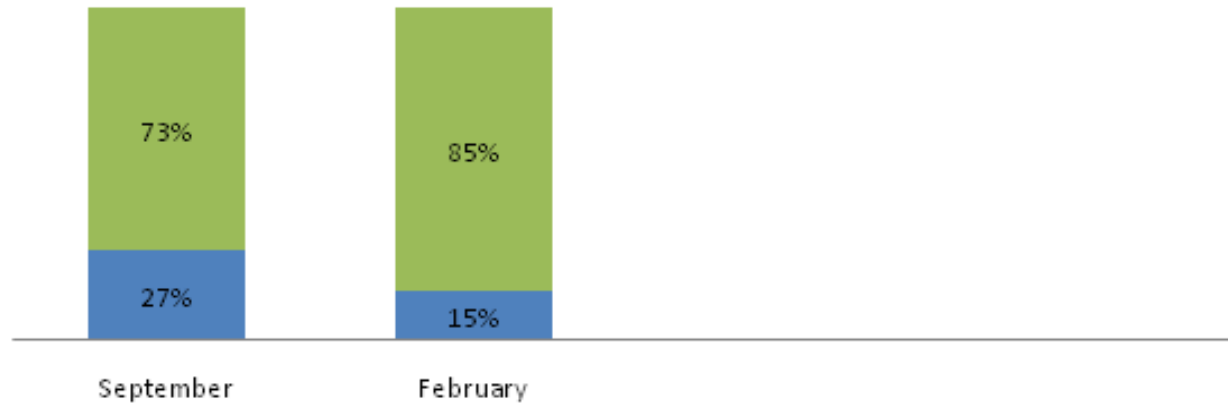
*District Grade 2 Reading Proficiency Data
February, 2014*



Data...

All Students- Grades 1 and 2 Reading Proficiency Data

■ Proficient ■ Not Proficient



Next Steps 2014-2015

- Summer Institutes Grades 3-5
- Continue targeted professional development Grades K-5
- K-5 Data Analysis Meetings
- Continued Consultation from Ms. Winokur
- Implement Phase 1 Calkins Units of Study for Writing