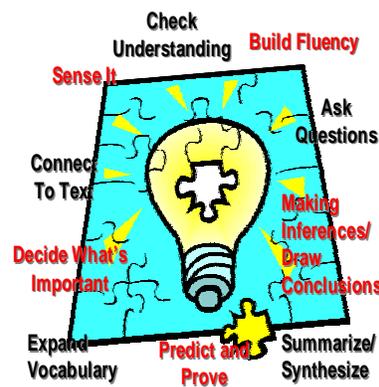


## LITERACY TEAM LAUNCHES VOCABULARY SUPPORT

By the second grade, students may know anywhere between 2,000 and 5,000 words (Graves, Juel, and Graves 1998). As children move through the grades, and develop their skills as readers and writers, they learn, on average, 3,000 to 4,000 words a year. (Nagy and Anderson, 1984; Nagy and Herman, 1987). If you were able to try to directly teach all of those words, you would have to teach over 20 words a day (Stahl, 1999)! Teachers need an array of strategies to support helping students learn all the words they need to know. A collection of strategies to support our District's focus on vocabulary development is being sent to schools. These can be inserted in the red binder that contains our comprehension protocols.

Additionally, a power point preview is posted on our literacy web-site: <http://resources.chuh.org/Literacy/main.lasso>.

Growing word knowledge supports reading comprehension and writing since it promotes understanding of words in print and their application. Good vocabulary instruction emphasizes *useful words* that students will see frequently, *important words* that help students understand the text, and *complex and intricate words*, especially those that are idiomatic or have multiple meanings.



Since the average high school student needs to acquire 40,000 words, students must learn about 70 words per week during their 13 years of school. This information creates a need for the research-based strategies included in this packet to support vocabulary acquisition. These protocols demonstrate the range of ways students can be assisted in their word learning. Strategies have been organized around six categories:

- Defining Words
- Comparing Words
- Visualizing Words
- Contextualizing Words
- Analyzing Words
- Playing with Words

“By middle school, if students are to make grade-level progress (i.e. 3,000 to 5,000 new words per year), they should be reading more than 1.1 million words a year of outside reading (25-35 books) and about 1.7 million words in school texts.” (Honig, 1996.)

## ELA Core Adoption...Off to a Terrific Start!

The elementary grades are off to a terrific start with the implementation of the newly adopted core curriculum reading series, *Treasures*, published by Macmillan McGraw-Hill.

This program is an excellent match for our District as many of the components are embedded in our current practices. For example, the writing instruction incorporates the use of Writer's Workshop, *6 Traits*, and the use of rubrics for assessment and reflection purposes. A library of leveled readers organized around a common weekly theme supports guided reading. Weekly spelling lists encourage students to learn spelling patterns and features which correlate with the *Developmental Spelling Analysis*.

This comprehensive literacy program incorporates the five essential components identified by the National Reading

Panel: phonemic awareness, phonics, fluency, comprehension, and vocabulary. These elements are integrated throughout the weekly lesson plans to support acquisition of literacy skills. Additionally, oral language and writing are prominent components as each weekly theme is organized around a format that includes “Talk About It,” “Read About It,” and “Write About It.”

Implementation of the program for grades K-5 is being supported in a variety of ways. Teachers have access to ongoing professional development by Macmillan McGraw-Hill representatives. Building level support is provided by reading specialists and our consultant, Libby Larrabee. Tip-ins or inserts for teacher manuals are being provided. These tip-ins list Ohio indicators at each grade level to support lesson planning. Lesson planning is also being clarified

using the ELA Curriculum Map that can be accessed through our District web-site: <http://resources.chuh.org/Literacy/main.lasso>. Teachers, students and families will have access to activities to support student learning on the publisher's soon to launch link: <http://activities.macmillanmh.com/reading/treasures/>.



## Piloting ELA Materials 6-12

Six middle school and two high school teachers are exploring a potential English Language Arts core program and tracking progress within an action research framework organized by Glencoe. In addition to the experimental group, five teachers have volunteered to serve in a cohort to function as a control group. Experimental and control classes are completing an initial assessment and post assessment using the TerraNova CAT™ Survey.

Our October 4<sup>th</sup> meeting created a lot of enthusiasm since pilot teachers and control teacher will both benefit by an online writing component that will support the writing process through technology. Four times throughout the year, writing products will be submitted electronically, and teachers will receive holistic scores. A perk provided to the teachers in the control and experimental groups is free use of the *Online Essay Grader* during the 2007-2008 school year.

The experimental teachers who have Glencoe materials available for inspection include: Monticello - Anna Gregory, Angela Kirkland-Coleman, Marian Kopp, and Wanda Lewis-Jackson; Roxboro - Peggy O'Malley; Wiley - Kelly Roath; and CHHS - Donna Feldman and Peggy Hull. Be sure to visit these teachers and compare these resources with the Holt and McDougal Littell materials that are also being piloted.

## Sharon Draper Visits Heights High and Main Library

The Cleveland Heights-University Heights School District partnered with Nancy Levin at the Cleveland Heights Main Library to host Sharon Draper, an award winning professional educator and accomplished writer. She visited Heights High for the day on Tuesday, October 24<sup>th</sup>. Groups of students met with Ms. Draper throughout the day posing thoughtful questions and providing opportunities for stimulating conversations. An afternoon assembly was held for selected English classes.

A highlight after the assembly was a reception to honor the participants and winners of the writing contest. Students attending the tea submitted a poster, poem, essay, or bookmark reflecting the theme "Power of Hope." The entries were judged by a panel of teachers, and a first through fourth prize was awarded in each category.

Ms. Draper is the author or co-author of teen favorites such as *Copper Sun*, *Tears of a Tiger*, *Darkness Before Dawn*, *Battle of Jericho*, *Double Dutch*, *Romiette and Julio* and *We Beat the Street*. Be sure to add these to your list of "must reads!"

Ms. Draper also spoke at the Heights Library on Tuesday evening. This day was a great example of District collaboration with the library to support literacy. Future partnership activities are enthusiastically anticipated.



## Oxford Focuses on Reading

### School was *out*, but reading was *in* at Oxford!

Congratulations are in order for over 100 Oxford Owls who completed their required reading this summer! Mrs. Householder's third grade class had the highest percentage of students complete the required reading-72%. Third and fourth grade classes had the highest percentage of logs turned in!

Mrs. Steinfurth and Mrs. Rogers, two Oxford teachers, arranged for the students to have pizza with the principal. At the party, each student received a certificate, pencils and stickers. These summer readers also each had their picture taken for the bulletin board.



### Character Tea at Oxford

Oxford will hold the annual *Character Tea* on October 31<sup>st</sup>. Students and staff dress up as their favorite book characters.

Highlights of the day include:

- \*a parade
- \*a book raffle
- \*D.E.A.R.
- \*an assembly
- \*teacher performance of Cinderella
- \*book character bingo
- \*activity to make bookmarks & book covers

Grade levels will also hold activities that day which will include a book scavenger hunt, treasure hunt, "Who Am I?" book character game, charades and read-alouds.



## CHFD Visits Read 180 Classroom



The fifth grade Read 180 students at Oxford worked on unit entitled *Fires Out of Control*. They read three selections in this unit: "I Survived the Yellowstone Fire," (a personal narrative), "Smoke Jumpers," (a magazine article) and "Up in Flames," (a science text). They wrote an expository paragraph about what they learned. Then they invited Cleveland Heights firefighters to come to the classroom to discuss home evacuation plans and the career of firefighters. The firefighters taught the students about equipment used and general fire safety. The students shared with the firefighters what they learned from their unit in Read 180. Finally, the Oxford students were given a tour of the CHFD fire truck. Both the CHFD and the Read 180 students learned a lot during this informative and fun-filled visit. **by Tara Keller**

## District Climbs to "Effective" Rating



The 2005-2006 State Report Card rates the CH-UH District as effective based on the performance index of 90.0. Five schools within our district also received an "effective" rating: Coventry moved from "continuous improvement", and Noble, Oxford, and Roxboro Elementary maintained their effective status from 2004-2005. Heights High is effective for the second consecutive year.

The district met the state targeted 75% proficiency benchmark in the following areas:

- 4<sup>th</sup> Grade – Reading and Writing
- 6<sup>th</sup> Grade – Reading
- 10<sup>th</sup> Grade – Reading, writing, and social studies

All elementary schools met and exceeded the 75% indicator in writing with no school scoring below 81%. Seventh and

## Writing Topics Revised for 2006-2007 School Year

In the month of October, English Language Arts teachers received updated topics to replace the writing prompts used last year.

The new topics for kindergarten through fifth grade directly correlate with the MacMillan McGraw-Hill core curriculum. Teachers use exemplars and graphic organizers to support the writing process and the incorporation of *6 Traits*. Refer to the dates posted within the ELA Curriculum Map on the Literacy Web-site: <http://resources.chuh.org/Literacy/main.lasso> to schedule completion dates for the writing products.

Middle school topics were revised based on input from teachers at all three middle schools. An effort was made to expand the opportunity for student choice. Changes were also made to the timeline based on teacher feedback.

The writing products articulated in the standards for the high school are identified along with a pacing guide and rubrics.

## Literacy News from the Transition Program

by Donna Feldman

A grammar review in poetry? Transition students recently used a grammar review as a writing prompt for poetry and composed innovative work. I learned this strategy at the Walloon Institute from Michael Salinger of Mentor, coauthor of *Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards*. First students defined and gave an example of the parts of speech (adjective, noun, etc.). The list of words generated became a sentence that served as the first line of a poem. Students then continued with the pattern for several lines and created a unique work of poetry.

Another fun activity from Salinger's workshop involved one question-starter and one sentence-starter. Students finished the question of "What is..." on one piece of paper and "It is..." on another. The questions and answers were then mixed up. Students selected one of each, which became the first line of their next poem. Every one became a poet.

Students extended poetry to their daily journals. On Fridays, students can select their favorite topic or genre. Soon after our poetry activity, I began seeing poetry. The following poem is one such example:



### *The Words of a Broken Heart*

As I sit here in  
shame  
My head down in  
blame

How could I  
Why did I hurt you so  
over and over again

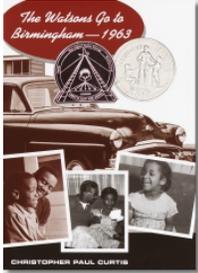
You want me back

But no,  
I can't hurt you  
once more  
I keep messing up  
Leaving your heart sore  
so leave and don't come back

Don't try to mend  
my heart for  
It is forever torn

**Paris Snipes**  
*Ninth grade student*  
*Transition School*

## The Watsons Come to Monticello!



working hand-in-hand to incorporate novel-related activities into their classes. The media specialist has even gathered artifacts from this era to show visiting sixth grade classes. Here are some of the interdisciplinary activities planned at Monticello:

**Language Arts**—Character poems, song lyrics from the 60's, foreshadowing,

The Monticello sixth grade teams are exploring literacy in a connected way. Students are reading the novel *The Watsons go to Birmingham-1963* by Christopher Paul Curtis. Teachers from each discipline are

figurative language from the novel, and R.A.F.T. Writing

**Science**—Weather patterns of the Great Lakes region, comparison of weather from locations in the novel and Ohio.

**Math**—Wage comparison of the 60's and today, reading graphs, money and inflation, Watson math

**Social Studies**—Geography of states visited by Watsons, March on Washington, migration of African Americans

**Library**—Music and clothes from the 60's, compare books with similar themes

Once the novel is completed, students will write letters to the author of the novel. As a culminating activity, sixth grade students and teachers will come to school dressed in 60's type clothing for some "Watson's" fun. **by Anna Gregory**

## Literacy at Rox!!

*Team Spirit* is busy constructing personal narratives. Highlights of the process so far include numerous graphic organizers to allow for both brainstorming and organization of thoughts. Students are also peer-editing each other's work.

*The Extreme Team* is planning for a visit by the local author Shelley Pearsall. She is an award winning Young Adult author. The team submitted a grant to fund her visit. Shelley has written three different novels which will be used in Mrs. Pahys's sixth grade, Mrs. Bloomberg's Mug Club and Mrs. O'Malley's reading class.

The Literacy Task Force is busy planning many literacy based reading initiatives. To prepare for the Poetry Slam later this year, Rox students will have the opportunity to join the Poetry Power club. Students will meet once weekly to share and slam. Also, we are currently working on developing our Reading Olympics. Mrs. Bloomberg has purchased software capable of placing student photos on a "READ" poster. We will also include a brief summary of the book and a review. We are also working on having our computers equipped with SRI and Reading Counts. We plan to test our students and provide those lexile scores to core teachers to use in planning their lessons.

Lastly, Mug Club, CWC and Power of the Pen are all in full swing. These literacy-based clubs continue all year. We have plans to also phase in vocabulary development into these clubs to support the new district initiatives. **by Lia Radke-Litten**

## The Great Mail Race



Eighth grade students at Monticello Middle School are taking part in the *Great Mail Race*. This nationwide activity connects schools and students throughout the United States. Students send letters via the US mail and hope for a return reply.

To prepare for this activity, students completed a general information sheet about themselves, Monticello, and Cleveland Heights. In order to select a school to receive their letters, students are

searching the Internet to select a school. Once a school has been chosen, the student writes a friendly letter explaining the *Great Mail Race* and the process of participation. They include information from their fact sheet that they think readers will want to know. Their letters conclude with an invitation to write back. Practicing the skill and art of letter writing in this authentic way gives students a real opportunity to reach out to others.

## Title I Fall Meeting: A Triumph!

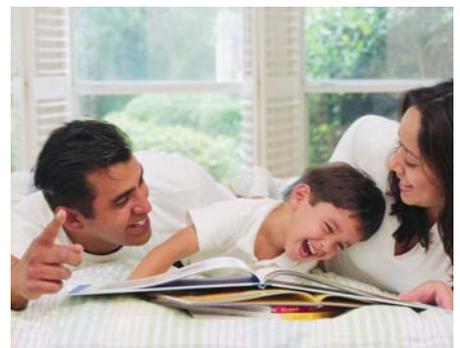
On the chilly night of October 4, Title I families and teachers gathered at Roxboro Middle School for the annual Title I Fall Dinner Meeting. After warming up with a dinner of spaghetti and meatballs, Title I children were engaged with a story presented by Suzanne Mrazek, reading teacher at Bellefaire, while parents gathered in the auditorium.

Kerry Kirby, sales representative for Macmillan McGraw-Hill provided an overview of *Triumphs*, the new intervention reading program. She reviewed the components and the correlation to the new ELA Core, *Treasures*. After Kerry's presentation, there was a question and answer session.

The Title I parents and children then joined their teacher for an interactive, informational session. Boulevard, Roxboro, and Bellefaire families took a closer look at developing oral vocabulary. Oxford families worked with letter tiles to make words. Noble, Mosdos, and Hebrew Academy families gained knowledge of the timed tests, homework, and the weekly take home stories. Coventry and Canterbury families worked with a variety of graphic organizers after reading both informational and narrative text. Fairfax and Gearity families had a chance to work with word sorts and ways to build comprehension skills using magazine pictures.

The evening concluded with every Title I student choosing a book that could be added to a personal library at home.

**by Jennifer Bennett**



## KEYNOTE SPEAKER: DR. CILE CHAVEZ

Since 1994, Dr. Cile Chavez has become a nationally recognized speaker and consultant. She has been a distinguished lecturer for annual meetings of the American Association of School Administrators, the Association for Supervision and Curriculum Development, and the National Association of Secondary School Principals.

Dr. Cile Chavez is president of Cile Chavez Consulting, Inc., and provides motivation and expertise to organizations in the private and public sectors on Leadership and Human Development. Her services include keynote speeches, seminars, in-depth retreats, and individual coaching.

Cile Chavez's passion is to guide others in realizing their skills, talents, and potential in both their personal and professional lives. She emphasizes the power of modeling integrity, effective human relations, intelligent behavior, and enthusiasm. Her unique mixture of humor, storytelling, ideas, and metaphors has helped make her one of the most sought after speakers.

Cile Chavez has presented keynotes to more than 35 state school board and administrator conferences and has been the keynote speaker twice at the National Staff Development Council's Annual Conference. Her influence extends beyond the

Continental U.S. to Brazil, Singapore, The Philippines, Japan, England, and The Arab Emirates.

Cile served as Superintendent and Deputy Superintendent of Littleton Public Schools; Assistant Dean of the College of Education, University of Northern Colorado; and as Chair of the Board of Trustees of the State Colleges of Colorado. She is the former Colorado State Director of the North Central Association of Colleges and Schools and President of the Colorado Association of Curriculum Development (ASCD).



## Champ Camp 2006



Sixty-two kindergarten students were *campers* at Champ Camp 2006! Champ Camp is a three week summer program held for kindergarten students who will be entering first grade in the fall. Camp was held at Coventry School from July 31 to August 18. Six teachers from the district worked with groups of children focusing on literacy skills to position them for success in first grade. Students were able to visit the Coventry Neighborhood Library each week where Glynis Welte, the children's librarian, read them stories linked to each week's theme, taught the children songs and

dances, and encouraged them to take out books to read at home with their family. A visit to the computer lab each week was another highlight. Students listened to stories or played literacy games on the computer.

Each week students listened to and read stories, practiced rhyming, wrote in their journals, recited poems and sang songs. Many made significant progress based on their post assessments. Students, teachers, and families enjoyed the Camp. Parents delighted in the small classes and the focused individual attention each child received. They noticed their child's literacy skills improving, and delighted in their enthusiasm for reading. Progress Reports were mailed to each home and distributed to each school.

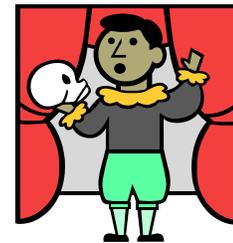
## New Program is Launched by Interventionists for K-5 Students

Intervention specialists are using *Triumphs* to support student success in the ELA Ohio Content Standards. *Triumphs* coordinates seamlessly with *Treasures*, the newly adopted core program for kindergarten through fifth grade students (see feature on page 1).

Teachers using *Triumphs* are coordinating services with classroom teachers so that intervention aligns with regular instruction more closely than in the past. Students are being provided with multiple opportunities to work on the same literacy strategy and skill in different ways. This provides an excellent opportunity for professional conversations during grade level meetings to support each student's individual progress.

At the primary level, *Triumphs* focuses instruction on phonemic awareness, phonics, oral vocabulary, sight word vocabulary, fluency, and comprehension. In the upper elementary grades the program concentrates on phonics, vocabulary, structural analysis, fluency, and comprehension.

It is exciting to support children with a research based program that is so connected to the regular diet of instruction.



DW0

WHQ WIRQ DOO VFKRROV\$

In keeping with our focus on Oral Communication, each school will select one student to perform a published poem for our District's *Poetry Extravaganza* this spring! Information will be forthcoming!!

## Featured Literacy Speakers on Professional Development Day 11/3

### Carol Jago Reading, Writing, and Vocabulary Instruction



All high school content area teachers, particularly English teachers, will want at least one opportunity to attend one of Carol Jago's workshops. Carol Jago teaches English at Santa Monica High School in Santa Monica, California and directs the California Reading and Literature Project at UCLA. Carol has written a weekly education column for the *Los Angeles Times*, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, *The Christian Science Monitor*, as well as in other newspapers across the nation.

### Dr. Vicki Gibson Differentiating Instruction

Are you a third, fourth or fifth grade teacher wondering what the other kids should be doing while you are working with your flexible groups? Are you wondering how to grab more time for teaching as you struggle with managing all of the agenda items that become a part of your day? Make room in your schedule for at least one session by Vicki Gibson. Dr. Vicki Gibson is a well-respected educational consultant, author, and speaker at state and national education conferences. Her areas of specialization include assessing learner's needs, planning instruction, curriculum development, instructional methodology, and classroom management and discipline.

She can provide you with practical tips to help you manage classrooms using small and whole group instruction, assessment integrated with instruction, and children participating as leaders and helpers. Her advice will help you set up management systems to encourage good instruction, decision-making, self-regulation, responsibility, and accountability.



### Lynne Ecenbarger Oral Language and Vocabulary Instruction



Primary school teachers will want to attend at least one session by Lynne Ecenbarger who has consulted with over 700 schools throughout 48 states. She is the author of three teacher resource books: *Method Mania: Activities to Teach Comprehension Skills and Strategies*, *Method Mania: Activities to Teach Phonological Awareness Skills and Strategies*, and *Spelling P.A.C.T.* This is her first time to visit our school district. Her vivacious presentations will keep preschool and primary teachers particularly spellbound.

### Donna Moore Vocabulary Instruction across the Content Areas

Middle school teachers across the content areas will want to make sure to participate in one of Donna Moore's vocabulary sessions related to Instructional Practices. Donna offers over 30 years of experience as a classroom teacher and coordinator of instruction. As a highly acclaimed, energizing teacher trainer, Donna thrives on providing practical and meaningful presentations in many areas of literacy. Her sessions in Cleveland Heights will focus on strategies that support vocabulary development across the content areas. She has worked with the Janet Allen Institutes since their inception. She currently teaches English and ELD to 7th and 8th graders in Garden Grove, California.

