



LIT BITS

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Cleveland Heights-University Heights School District

HEIGHTS CUB CLUB



Small group tutoring in reading is taking place for first and second graders after school from 3:15 until 4:15. There are twelve weeks of Heights Cub Club, and two sessions are held each week. Each elementary school is participating in providing this intervention program which is free of charge to the students selected to participate. A late bus is provided to those students who normally qualify for transportation. Teachers from the District provide the instruction. Funding provided by this grant from the State of Ohio supported the purchase of intervention materials that are aligned to the English Language Arts Content Standards. Each intervention specialist was trained in DIBELS, Dynamic Indicators of Basic Early Literacy Skills. Pre and Post data is being collected to monitor the progress made by the children.

"The first years of school are crucial because they lay the foundation in literacy learning for all the verbal learning that follows in an individual's school career. That foundation needs to be sound." -Marie Clay By Different Paths to Common Outcomes (1998)

KEY DATES

Writing Workshop Grade 1 AM, Grade 2 PM	3/22
Writing Workshop Grade 3 AM	3/24
Middle School Summer Reading Meeting	4/15
Leveled Books Workshop	4/19
Title Parent Advisory Board Mtg. PM	4/21
Title/ Reading Teachers	4/27
Balanced Literacy Task Force Meeting	4/29



Noble's News

Stephanie Fernald's 2nd grade class had a *Reading Celebration*. Students shared and discussed their reading strategies, habits, and interests with the audience which included their parents, teachers, Deb Delisle, Sally Levine, Julie Beers and Carol Ghazarian.

Teachers at Noble have been working to prepare their students for the upcoming writing diagnostic tests.

First grade teacher, Cathy Shramo uses the overhead to model writing strategies for her first graders.



Superintendent, Deb Delisle, discussing reading interests with a 2nd grader at Noble School.

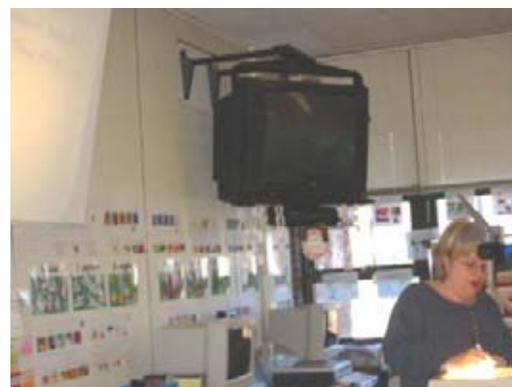
BUDDY READING IN MRS. MACHMER'S GEARITY CLASSROOM



**Dominique and Justis Discover
"Two Heads are Better Than One."**



**Mya and Victoria
enjoy reading together!**



Cathy's first graders hosted a "Publishing Party" the morning of March 10. Julie Beers and Carol Ghazarian saw an excellent presentation. The children talked about the steps of the writing process and each child shared a published piece of writing. The following Academic ELA Standards were addressed: Phonemic Awareness, Word Recognition and Fluency, Writing Process, Writing Applications, Writing Conventions, and Communication: Oral and Visual. The children truly enjoyed and benefited from this special event.

Literacy Day Celebration



Clarence and Arielle



Tara and Sasha



**Tori and Arnedra using the
Literacy Briefcase.**



**Miss Weisman, Miss Theresa and
Mrs. Williams in front of the
classroom map.**

Gearity's Gossip

Caren Weisman's kindergarten class invited parents to a special "Literacy Day" celebration. The purpose of the day was to have family members enjoy literacy together while meeting other families. Research in the area of parental involvement and family literacy documents the importance of time for adults and children to participate together in literacy activities that they can also do at home. Students shared literacy briefcases, special books and maps that they had made of their classroom.

Boulevard

In this time of accountability, educators are working to make certain that “*No Child is Left Behind.*” In the spring of 2002, teachers at Oxford and Boulevard were asked to participate in the The Collaborative Language-Literacy Instruction Project (CLLIP).

CLLIP is a literacy initiative funded through the Ohio Department of Education. The primary goal of CLLIP is to provide each child in the classroom with the necessary skills needed to become a fluent and proficient reader, writer and speaker. To achieve these skills, CLLIP focuses its attention on the “essential components for effective reading instruction in the elementary grades” as identified by The National Reading Panel. The components of CLLIP are phonological awareness, reading fluency, vocabulary, comprehension, and written expression, all of which are targeted through on-going professional development.

Over the course of two years, teachers have actively participated in professional development trainings focused on these critical components. Teachers are provided with the most current information on literacy instruction, as well as research-based classroom interventions and strategies. These literacy strategies allow for differentiated instruction and they are aligned with the Ohio Department of Education’s Academic Content Standards.

Some strategies have been used in the classroom for years; however there are other strategies that are innovative. Because of these new strategies, teachers have had to make minor adjustments in their delivery of literacy instruction. To support teachers, CLLIP provides coaches who visit each classroom two to three times per month. During the visits, coaches are able to highlight positive teaching strategies and recommend additional ideas for literacy lessons. In addition, teachers are able to access an on-sight language-literacy coordinator as a supplemental resource. Overall, these adjustments have had a positive effect on student learning.

The teachers involved in CLLIP are dedicated and pioneering in their efforts. A special note of acknowledgement to these teachers: Boulevard’s CLLIP Team is comprised of Lynda Steiner & Belinda Farrow (K); Pat Wilson (1st); Karin Shumway (1/2 split); Lorene Varley (2nd); Pat Rahmon & Sandy Axner (3rd); Aimee Banas & Sarah Coyne (4th). Oxford’s CLLIP Team is comprised of Gail Brewster & Christy Bauer (K); Betty Miller & Sean Sullivan (1st); Pat Steinfurth & Ellen Cook (2nd); Joi Curry & Karen Rego (3rd); and Mikia Byers, Mary Beth Leib & Tara Keller (4th).



This picture shows Connie Preisel doing a phonological awareness activity with first graders in Pat Wilson’s class. Connie Preisel had students use rhyme to help her guess what animal the person would turn into in the book The Magic Hat by Mem Fox.



Pat Wilson facilitates differentiated phonemic awareness instruction with a group of her first grade students.

Boulevard staff has an opportunity to participate Boulevard’s book chats centered around Strategies for Reading Assessment and Instruction: Helping Every Child Succeed by Reutzel and Cooter. Interested staff members receive a copy of the book and meet monthly to read, discuss, and reflect upon best practice literacy teaching.

CANTERBURY TALES

Kindergarten students in Evelyn Fierer's class are springing into Spring with "Good Reader Can..." Flowers. The flowers remind kindergarten students how they can help themselves when they come to a "tricky" word.



Mrs. Fierer's students also have fancy fingers to help them with their finger pointing while they read.

Canterbury's Literacy Team is planning a "Family Literacy Night" April 29th. The event will be an all school affair celebrating the importance of reading with your children. The event will be funded by Canterbury's Ohio Reads Continuation Grant.

OXFORD OVERVIEW by Iane Roberts

Oxford has had an Ohio Reads Grant for several years. We have a core of qualified tutors who have continued with our students each year and even brought in other volunteers.

On May 6, 2004 as part of Right to Read Week "Take Flight and Read" activities, Oxford will sponsor a Family Literacy Night. Past literacy nights have been very successful. First, Oxford families have dinner and then parents/guardians attend informational sessions given by the District literacy specialists and Oxford's own librarian. Meanwhile, the children listen to a variety of outstanding new books from Oxford's collection. The evening culminates with a drawing for students to receive a literacy gift.

In March the students participated in a "Reading Around Oxford" program in which our support staff volunteered to be "special listeners" for small groups of children sharing a poem, song or skit. This idea came from an in-service given by Dr. Tim Rasinski from Kent State University and sponsored by our CLLIP grant. Students enjoyed practicing fluency with their selection by building expression, smooth and clear phrasing and appropriate pace in their reading.

The Oxford staff continues to think of many ways to build our students reading and writing skills and support our families.



Each petal provides a supporting strategy for decoding unknown words:

1. Look at the picture clues.
2. Point to the word.
3. Say the beginning sound of the new word.
4. Guess a word that makes sense.
5. Guess a word that makes sense and sounds right
6. Read the sentence again.
7. Skip the tricky part, read to the period & go back and fix it.

VIDEO UPDATE



The Family Video Production is proceeding on schedule. Special thanks to staff members who have shared their time and their families in order to support this project: Deborah Delisle, Betty Miller, Stephanie Fernald, Torella Trent, Areda Walker, Tamara Bishko, Tina Reynolds, Karen Heinsbergen, Teresa Taylor-Ware, Serena Edwards, Tijuana Schmidt, Kelli Cogan, Todd Watson and the specialists from Literacy Lane!

FAIRFAX by Sue Katz

Collaboration is abounding in Fairfax! Mrs. Borwick's fifth graders have been reading to Mrs. Kump's first graders every week this year. The kindergarten students listened to a story, *The Snowman*, by Raymond Briggs and then dictated their own versions to the fifth graders. The fifth graders helped by giving the kindergartners ideas to write the beginning, middle and end of the story. For a follow up activity everyone made snowmen out of marshmallows and pretzels to eat.

The weather outside is frightful, but the language, reading and writing it inspires is insightful. Science and literacy are integrated in Mrs. Schmidt's second grade classroom by providing a daily dose of letter writing and reading using the Internet to share weather reports and non-fiction inspired stories, with their third grade pen pals in a Florida classroom. the second grade literacy forecast for this project is a high degree of learning success.

The week preceding Dr. Seuss's 100th birthday was celebrated by all the Title I students of Mrs. Katz. Many of the students were able to go online and play a game with Dr. Seuss characters. A book a day was shared and all the students were able to spend lots of time reading their favorite Dr. Seuss books. Third and fourth graders read a biography of Dr. Seuss and learned many new facts about his life. Mrs. Hyne's and Miss Salamone's third graders went to Ms. Snyder's Multiple Disabilities class and read their favorite Dr. Seuss book to a student.

VIDEO FOR RENT!

If you have discovered Ralph Fletcher's books *Craft Lessons* and *Nonfiction Craft Lessons*, (and even if you haven't) you'll love borrowing *When Students Write*. This kit features four videotapes and a companion viewing guide. The topics for the tapes include: *Building a Writing Community*, *Teaching Writing Skills in Context*, *Literature that Supports Writing* and *Craft Lessons to Stretch Young Writers*. Contact any of the literacy specialists if you would like to make arrangements to borrow this outstanding set of videos.



John Carroll Tutors participate in "Mission Proficiency" Program at Roxboro Middle School.



LIT BITS is a monthly publication produced by staff members committed to promoting literacy.

Young Achievers' Academy

Third and fourth grade students representing all elementary schools attended Young Achievers' Academy this year. The Academy was held for eight Saturdays at Wiley Middle School beginning on January 17 and ending on March 6. There were 181 students enrolled in thirteen classes. The purpose of the Academy was not only to provide students with additional instruction in math and reading in preparation for the Reading Achievement, Reading and Math Proficiency, and Off-Grade Tests, but also to increase self-confidence. Students received personalized instruction based on their needs according to previous tests scores. Students were engaged in many small group, hands-on learning experiences.

At the last session, families were invited to attend a recognition ceremony in the homerooms. Each child received a certificate of participation and bookmark. Each student selected a new book to add to their personal library. We received many positive comments from the children, parents, teachers, and classroom teachers. Thank you to everyone who made this Academy a successful, positive educational experience for our students.



Special congratulations to 45 students who braved the cold and snow each week to achieve perfect attendance. This is a real credit to them and to their families. We appreciate the generosity of Chipotle's Mexican Grill Restaurant at Cedar Center for donating coupons that were awarded to these students!

“Children are who they are. They know what they know. They bring what they bring. Our job is not to wish that students knew more or knew differently. Our job is to turn each student’s knowledge and diversity of knowledge into a curricular strength rather than an instructional inconvenience. We can do that only if we hold high expectations for all students, convey great respect for the knowledge and culture they bring to the classroom, and offer lots of support in helping them achieve those expectations.”

P.David Pearson (1996)



Achievement/Proficiency/ Off-Grade Testing Winding Down

Students in 3rd, 4th and 6th grades completed their achievement /proficiency testing this month. Students in 2nd, 3rd, 5th, 7th and 8th grades took their battery of Off-Grade Tests in various subject areas. Third Grade Reading Achievement scores are expected back in the District on May 11. Results from the 4th/6th grade proficiency tests will be returned by May 25. Off-Grades results should be back by May 21.

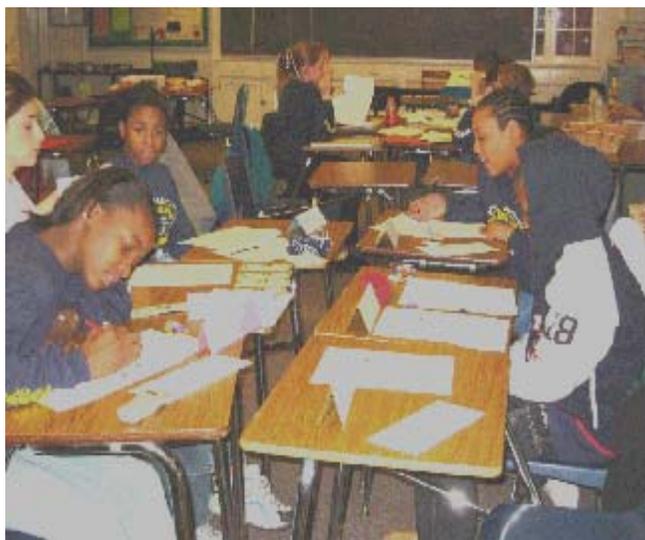
Students who needed to take parts of the 9th Grade Proficiency Tests also completed their testing this month. Scores for seniors will be back on April 18 and for other students by May 13. Seniors will have one more opportunity to take the 9th Grade Tests from May 3-7. These results will be back in the District on May 24.

All 10th grade students took the reading and math OGT. These results will not be back in the District until late in June. Many sincere thank yous to all who assisted with the administration of these tests.

18 Indicators for the 2003-2004 Report Card

This year there will be 18 indicators on the 2003-2004 Report Card for all districts. The indicators will be for the following areas and at the following percentage rates:

- 3rd Grade Reading Achievement Test (1) - 75%
- 4th Grade Proficiency Tests (5) - 75%
- 6th Grade Proficiency Tests (5) - 75%
- 10th Graders on Ohio 9th Grade Proficiency Tests (5) - 85%
- Attendance Rate (1) - 93%
- Graduation Rate (1) - 90%



Adequate Yearly Progress Measurements for 2003-2004

This year Adequately Yearly Progress will be based on the following:

- 3rd grade achievement: reading
- 4th grade proficiency: reading and math
- 6th grade proficiency: reading and math



Middle School Intervention

by Karen Frantz

In order to help 6th grade students prepare and review for the *6th Grade Ohio Proficiency Tests*, each middle school principal analyzed the needs of their students and initiated an intervention program tailored to meet these specific needs.

Renee Cavor and the Monticello 6th grade teachers developed an after school tutoring program that focused on citizenship, math, and test-taking skills. Students met twice a week from January until March. Students were rewarded with "proficiency bucks" and will celebrate with a dance. Students who pass all five parts of the test will participate in a field trip to Tower City.

Denine Goolsby, in collaboration with Professor Brandon Foreman from John Carroll, established tutoring for math. Students met after school two days each week and participated in hands-on math activities with the support of John Carroll students and 6th grade teachers Mrs. MacDonald and Ms. Marion.

Tom Zaranec, Roxboro Middle School Principal, in collaboration with John Carroll professor Dawn Harsch, initiated evening tutoring for his 6th graders. Students in Professor Harsch's class were the tutors for 5 evening sessions. Subtest areas were rotated each week with a math focus for two sessions. Students received T-shirts for participating and earned "bonus bucks" for their good work.

Students and parents appreciated these extra educational opportunities at each middle school.