

School Literacy Teams

Conversations Around Literacy



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**Fort Bend Independent School District
Reading Recovery®/Descubriendo la Lectura
School Literacy Teams**

- Purpose:** School Literacy Teams meet six times a year
- to address school-wide implementation issues related to Reading Recovery/Descubriendo la Lectura service
 - to discuss/provide professional development in curriculum, instruction, and goal-setting related to balanced literacy instruction in the classroom
 - professional development credit will be awarded to teachers
 - either 3 hours or 6 hours credit will be awarded depending on number of meetings the teacher has attended
 - credit will be awarded at the end of the school year
- Membership:** The membership of the School Literacy Team should meet the professional development needs of the campus. Some campuses will choose to involve all kindergarten, first, second and third grade teachers. Other configurations may include all kindergarten and first grade teachers and the second and third grade teachers that have a former RR/DLL student for Language Arts. At a minimum, the School Literacy Team should consist of the following members:
- Principal and/or Assistant Principal
 - Reading Recovery teachers
 - Descubriendo la Lectura teachers
 - Specialists as needed: counselor, special education teacher, ESL teacher, reading specialist
 - Teacher membership: (Includes bilingual education teachers at DLL campuses.)
 - all first grade teachers
 - one kindergarten teacher representing his or her team
 - one second grade teacher representing his or her team
 - one third grade teacher representing his or her team
 - One Reading Recovery/Descubriendo la Lectura teacher leader functioning as an advisor
 - Facilitator role rotates among the Reading Recovery/Descubriendo la Lectura teachers
- Obligations:** Each year, the School Literacy Team members will

- meet 6 times annually
- observe one Reading Recovery or Descubriendo la Lectura lesson by **the end of October**
- participate in School Literacy Team Meetings professional development by problem-solving and supporting the literacy needs of individual students
- participate in School Literacy Teams problem-solving for school-wide issues
- collaborate in the writing of the school's annual Reading Recovery/Descubriendo la Lectura Report

**Monitoring
of Students:**

The progress of all current and former Reading Recovery/ Descubriendo la Lectura students will be monitored by the Principal and Reading Recovery/Descubriendo la Lectura teacher leader. As concerns arise, the principal and teacher leader will problem-solve with the appropriate teacher(s).

- SLT charts will be completed at the end of each 9 week grading period for all current and former RR/DLL students grades 1-6. The form will be given to Principal and Reading Recovery/Descubriendo la Lectura teacher leader.
- Reading Recovery/Descubriendo la Lectura teachers and the classroom teachers are expected to regularly discuss their student's progress.

"When people work together to share knowledge, information, and ways of communicating, then teachers, parents, and most importantly, children are empowered."

-Bridges to Literacy, p. 176

Oyster Creek Elementary SLT Meetings

WHERE WE WERE...

TO WHERE WE ARE!

And in the end
it is the individual adaptation
made by the expert teacher
to that child's idiosyncratic competencies
and history of past experiences
that starts him on the upward climb
to effective literacy performances.

Marie M. Clay, Literacy Lessons...Part One, page 63

Oyster Creek SLT Agendas

FORT BEND I.S.D.

Reading Recovery®

School Literacy Team Meeting #3

OCE

February 4, 2009

“Prompts are not just talk! Short prompts give a maximum of information to the child using the fewest words. ‘Too much teacher talk’ interferes with solving a problem. Conversations in the lesson should be warm and friendly, but when the child must attend to something, or must pull several things together, prompts should be short, clear and direct.” ~Literacy Lessons: Part Two

Welcome!

Update from Mr. Heintz

Reflection- K-1 Teachers

*Feedback from Observations

*Kindergarten Teachers: Did you observe any teaching prompts/strategies that you are currently using in your classrooms?

Group Work:

*What common language can K-2 grade levels use during Reading and Writing lessons?

Application:

Teacher Prompts that can be used in Guided Reading Lessons

*Self-Monitoring

*One to One Matching

*Searching for Cues

*Locating one or two known words

Annabel Vera (Ft. Bend ISD Helping Teacher)

Our next SLT meeting will be on Wednesday, April 8, 2009 in the OCE Library.

FORT BEND I.S.D.

Reading Recovery®
School Literacy Team
Final Meeting
Oyster Creek Elementary
May 20, 2009

“The decision to discontinue must be weighed up very carefully. The child has come a long way in a short time but still has a long distance to travel to become a good reader and writer. The transition to only classroom support must be made in such a manner that progress continues...Most children will manage the transition without close monitoring; but there will be one or two who need a temporary increase in attention from the classroom teacher to facilitate the change.”

Literacy Lessons Part 1 pp. 54

- **Welcome!**
- **Open discussion around today’s quote:**
- **Reflection on SLT format for this year:**

What do you consider as pros and cons for the new format?

What are some improvements that can be made for next year?

What topics/issues would you like to address next year?

List any particular staff development you would like to see around Reading and Writing.

You may get with a partner, team or individual to fill out the SLT Format.

Please turn in when you are finished.

- **Thank you for a wonderful year!**

SLT Format
2008-2009

Pros

Cons

What topics/issues would you like to address next year?



**FORT BEND I.S.D.
Reading Recovery®
School Literacy Team Meeting #1
OCE
September 23, 2009**

“We wanted to change the atmosphere in our classrooms and our own roles, from trying to “manage” students, rushing around the room, putting out fires, to creating routines and procedures that fostered independent literacy behaviors that were ingrained to the point of being habits. Our goal was for all students to have internalized these expectations and shared experiences in a way that allowed for every child to become engrossed in their reading and writing.” *The Daily 5 p. 9*

***Welcome Teachers!**

- *Advocates Chart Reminders
- *Introduction to The Daily 5 (Chapters 1 and 2)

Basic Components of the Daily 5:

- *Read to Yourself
- *Read to Someone
- *Work on Writing
- *Listen to Reading
- *Spelling/Word Work

The Daily 5 Literacy Block

“Allington (2001) suggests that children should spend a minimum of one and a half hours a day reading in school. Instructional time is in addition to these ninety minutes.” P. 10 The Daily 5

Foundations of the Daily 5

- *Trust
- *Choice
- *Community
- *Sense of Urgency
- *Stamina
- *Stay out of the Way

Additional Resources: www.the2sisters.com
www.thedailycafe.com

Our next SLT meeting will be on **Wednesday, October 21, 2009** in the OCE Library. Please be prepared to discuss Chapter 3: pp. 27-42

**FORT BEND I.S.D.
Reading Recovery®
School Literacy Team Meeting #3
OCE
November 16-20,2009**

Who? All ELA teachers

What? Chapter 4 of *The Daily 5*
Reflection, discussion and observation

When? The week of November 16-20, 2009
(During your planning period)

You get to choose what day works best for your team!

Where? 20 minutes with your team
20 minutes of observing a teacher during ELA block

*Please **take notes** during your classroom observation and **be prepared to share** your thoughts/observations at the 4th SLT meeting.

*All teachers will be observing the **grade level above** what they teach during the ELA block. 5th Grade ELA teachers will be observing a kindergarten teacher!

