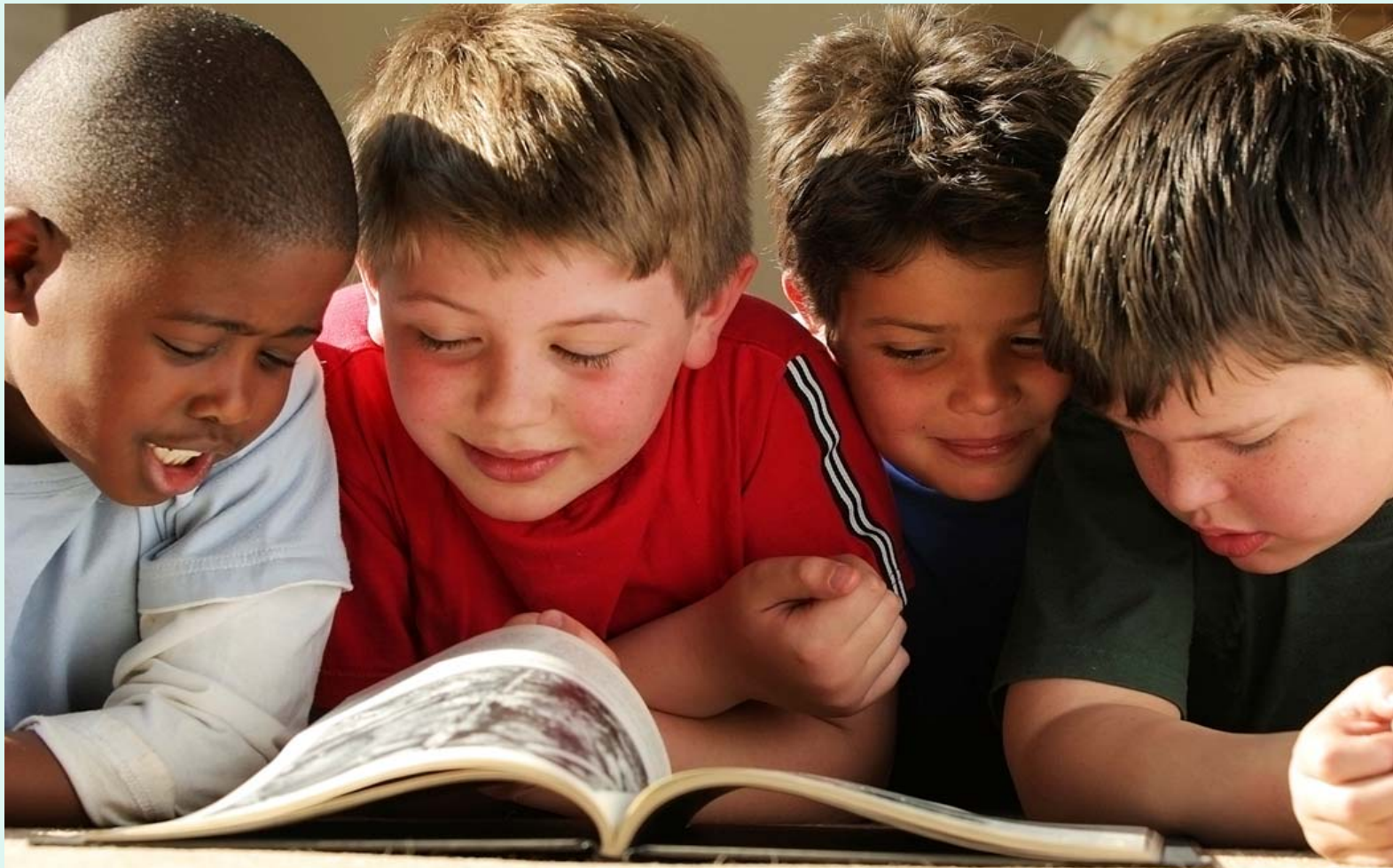


Newburyport Public Schools
Comprehensive Literacy
2008-2009



*“Literacy is reading, writing, listening,
speaking and critical thinking.”*

Dr. Kevin M. Lyons,
Superintendent of Schools

What is a Comprehensive Literacy Model?

A comprehensive literacy model is research-based and designed to help all students learn to read and write effectively. There is a reciprocity between reading and writing instruction and practice. Assessments are given to guide the teacher's instructional decisions. Students are provided with many opportunities for strategy-based learning, critical thinking and real life reading and writing experiences.

What are the Literacy Components?

Reading

- **Interactive Read Aloud** – whole class
- **Shared Reading** – whole class
- **Guided Reading** – small group
- **Independent Reading**

Writing

- **Modeled and Shared Writing** – whole class
- **Interactive Writing** – whole class
- **Guided Writing** – small group
- **Independent Writing**

Word Study

Word Study is embedded in all aspects of the components. Students work on **phonics, phonemic awareness, grammar, vocabulary** and **spelling**.

Listening and Speaking

Listening and **speaking** are emphasized in this integrated approach. Students learn to communicate and collaborate with peers and adults within their classroom learning community.

What is our role as Literacy Specialists/Coaches?

- To build supportive, trusting relationships with teachers
- To provide collegial collaboration to support professional changes in thinking and teaching practices
- To offer professional development opportunities to help teachers reflect on their teaching and deepen their understanding

- To guide teachers in the use of new literacy resources and student assessments
- To review and analyze assessment results and use data to plan for instruction
- To observe, model lessons, co-plan and/or co-teach in the classrooms
- To coordinate and manage literacy supplies and materials, including our leveled book closets

- To serve on the *Curriculum Advisory Board* to support teacher leaders in ensuring a continuum in our literacy curriculum and alignment with state standards
- To communicate and collaborate with Principals, District Literacy Consultant, Director of Curriculum, Literacy Teacher Leaders, Title 1, Reading Recovery and Special Education teachers

Where Did We Begin in September?

- Working collaboratively with our Literacy Consultant, Kathie Heap, to provide professional development sessions on the *Benchmark Assessment System*
- Supporting the administration of individual student reading assessments
- Organizing and distributing new literacy resources and materials
- Visiting classrooms during literacy blocks and supporting management routines and procedures
- Training tutors at the *Kelleher Park Learning Center*

Where Are We Now?

- Analyzing completed student assessments to inform teaching decisions – forming student groups and planning for guided reading instruction
- Using *The Continuum of Literacy Learning* as a teacher's guide for instructional planning
- Providing professional development sessions and using staff meetings to expand our knowledge of guided reading and the writing process
- Offering ongoing coaching for teachers through pre-conferences, observation of lessons and post-conferences

Where Are We Going?

- Using *The Continuum of Literacy Learning* as a guide for our ELA mapping work to ensure equity, consensus and scaffolding across grade levels
- Providing ongoing classroom coaching support to guide teachers and foster reflection, confidence and independence
- Continuing to provide professional development on literacy components to deepen understanding and fine tune teaching practices

- Supporting the development of using individual *Student Benchmark Assessment Folders* to record data, pass folders to the next year teachers and use data management software to share individual student and class composite results
- Identifying future professional development needs

“You build a teacher’s confidence by building her competence.”

Irene C. Fountas, on the importance of an effective literacy coach

Together we are on a continuum of implementation of comprehensive literacy in our schools. It is an exciting time to be a **teacher of literacy** in Newburyport!

We are committed to helping our students become readers and writers who enjoy and value literacy, and to creating lifelong learners with strong critical thinking skills who will be well-prepared for their future.



S.Jasiak, G. Remmes 2008