

**Mapping Out the Literacy
Journey:
Professional Development in
Elementary Schools**



**Tri-Associates Conference
Bonnie Campbell Hill
Santo Domingo, Dominican Republic
October 15, 2009**

Special thanks to all the teachers and students who have contributed ideas, suggestions, samples and assessment forms. I especially wish to thank the following teachers whose work and forms are included in this handout:

Cynthia Ruptic (Jakarta, Indonesia)
Lisa Norwick (West Bloomfield, Michigan)
Anne Klein (Edmonds, Washington)
Christy Clausen (Everett, Washington)
Megan Sloan (Snohomish, Washington)
Teachers at Brighton School (Lynnwood, Washington)

© 2009

Copyright Notice:

All materials in this handout are copyrighted by Bonnie Campbell Hill. Some of this material was published by Christopher-Gordon Publishers in the first two books of the *Corner Pieces* series, titled:

Classroom Based Assessment (Book One)

By Bonnie Campbell Hill, Cynthia Ruptic and Lisa Norwick

Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8 (Book Two)

By Bonnie Campbell Hill

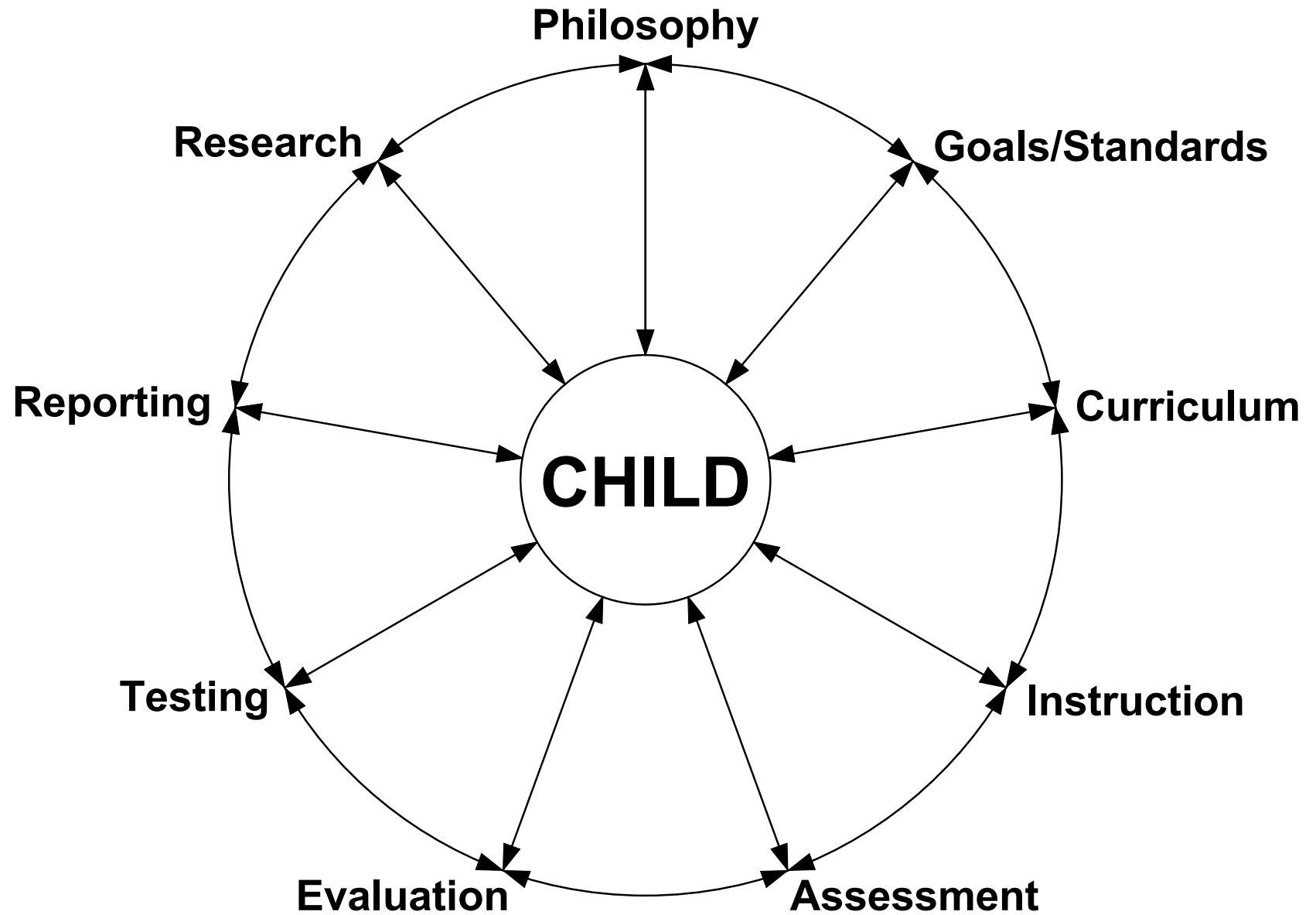
You have permission to make copies of these materials for your classroom use. You may not distribute, copy, or otherwise reproduce any of this material for sale, commercial, or wide-scale use without written permission of:

Dr. Bonnie Campbell Hill
13910 64th Place West
Edmonds, WA 98026
(425) 742-7110
www.bonniecampbellhill.com

TABLE OF FORMS

Nine Educational Components.....	1
Washington State Essential Learnings.....	3
Curricular Components	4
Assessment, Evaluation, and Reporting.....	5
Assessment and Evaluation	6
Assessment Planning.....	7
Teacher Notebook: Primary Grades.....	8
Organizational Grid: Primary Grades	9
Organizational Grid: SAS	10
Teacher Notebook: Intermediate Grades	11
Organizational Grid: Intermediate Grades.....	12
Organizational Grid	13
Sample Four-Year Plan.....	14
Books to Read.....	17
References for Reading/Writing	18

NINE EDUCATIONAL COMPONENTS



Seeing the Big Picture

Setting the Foundation

1. Philosophy
2. Standards/Goals

Building Support

3. Curriculum
4. Instruction
 - a. Balanced Literacy
 - b. Essential Agreements
 - c. Literacy Block

Examining the Framework

5. Assessment
6. Evaluation
 - a. Organizational Grids with Common Assessment Tools
 - b. Teacher Notebooks
 - c. Reading/Writing Continuums

Connecting to the Wider World

7. Testing
 - a. Quality Standardized Tests
 - b. School-Wide Assessments (Writing Prompt and DRA)
 - c. Data Collection and Analysis
8. Reporting
 - a. Continuums
 - b. Report Card
 - c. Portfolio
 - d. Student-Led Conference
 - e. Learner Profile
 - f. Parent Education
9. Research

WASHINGTON STATE STANDARDS

WRITING

1. The student writes clearly and effectively.
2. The student writes in a variety of forms for different audiences and purposes.
3. The student understands and uses the steps of the writing process.
4. The student analyzes and evaluates the effectiveness of written work.

READING

1. The student understands and uses different skills and strategies to read.
2. The student understands the meaning of what is read.
3. The student reads different materials for a variety of purposes.
4. The student sets goals and evaluates progress to improve reading.

CURRICULAR COMPONENTS

READING

Reading Aloud

Shared Reading

Guided Reading

Literature Circles

Independent Reading

WRITING

Modeled Writing

Shared Writing

Guided/Focused Writing

Writing Workshop

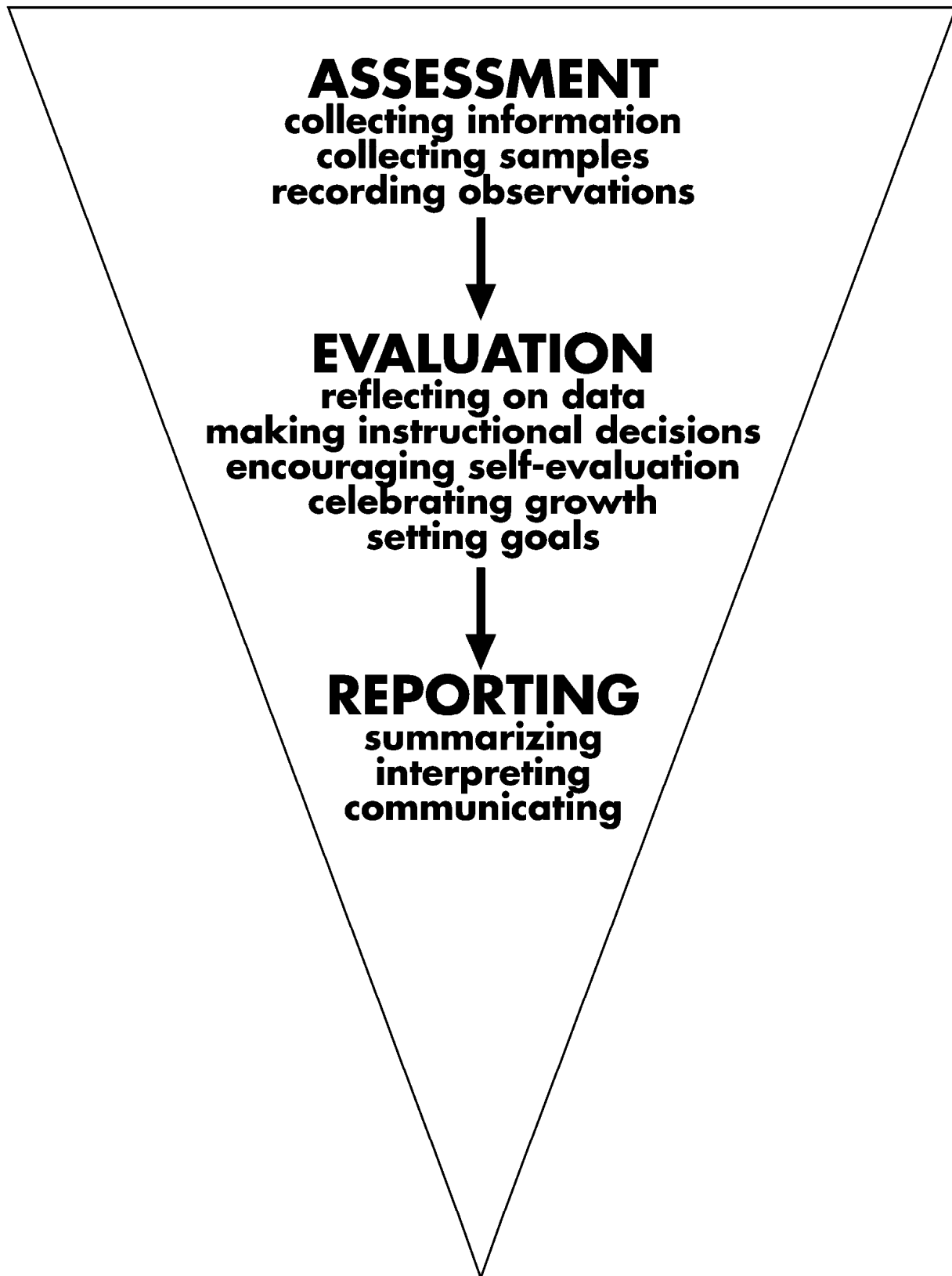
Independent Writing

WORD STUDY

Spelling

Vocabulary

ASSESSMENT, EVALUATION, AND REPORTING



ASSESSMENT AND EVALUATION

Assessment is the process of gathering evidence in order to document learning and growth. This daily, ongoing collection of data is often inseparable from instruction. We make professional decisions based on observations, conferences, and data from surveys, as well as from samples of student work. Assessment helps us know our students and guides our instruction.

Evaluation is the process of reflecting upon all the data we have collected. We should evaluate students based on both their own individual growth and in comparison to widely held expectations for their particular age group or grade level. In addition, we should help students learn how to evaluate and celebrate their own growth as learners. This "stepping back," in order to value or reflect upon learning and progress, is what separates assessment from evaluation.

ASSESSMENT PLANNING

NOW	NEXT	LATER

TEACHER NOTEBOOK: PRIMARY GRADES

FIRST STEPS

Parent Survey
Spelling Words
Words I Know (Clay)
Writing Continuum
Running Record/DRA
Reading Continuum
Photocopy Reading Sample
Anecdotal Notes (ongoing)

ADDING ON

Student Interest Survey
Writing Conference Form
“Fix-it” Strategy
Assessing Written Response
Writing Names
Draw Me/Draw a Tree
Concepts About Print (Clay)
Spelling Development Form
Emergent Writing Development Form
Spelling Continuum
Story Scramble
Retelling

ORGANIZATIONAL GRID: PRIMARY GRADES

ASSESSMENT TOOL/STRATEGY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey										
Spelling Words										
Words I Know (Clay)										
Writing Continuum										
Running Records/DRA										
Reading Continuum										
Photocopy Reading Sample										
Anecdotal Notes (ongoing)										

ORGANIZATIONAL GRID - Grade One Shanghai American School 2005-2006

Assessment Tool/Strategy	AUG/ SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey Form 8.1 Christopher Gordon Pub.										
Spelling Words List used from Word Crafting by C. Marten										
Words I Know (2 or 3 times per year) Form 6.1 Christ Gordon Pub or M. Clay										
Writing Continuum (Mandatory) Form BCH Developmental Continuum										
Reading Continuum (Mandatory) Form BCH Developmental Continuum										
Running Records (Mandatory) DRA										
Running Records PM Benchmarks										
Reading Sample (Optional)										
Fix it – Writing Sample (Optional)										
Anecdotal Notes Any format										
EAL Continuum (ESOL students only) Form BCH Developmental Continuum										
Sentence Dictation (Optional) Wright Group Publishing										
High Frequency Words (Optional) 100 First Grade High Frequency Words										
High Frequency Words 50 “No Excuse” Words										

Form 3.2: Organizational Grid

TEACHER NOTEBOOK: INTERMEDIATE GRADES

FIRST STEPS

Parent Survey
Student Surveys
Spelling Words
“Fix-it” Strategy
Writing Continuum
Reading Conference Form/DRA
Reading Continuum
Photocopy Reading Sample
Rubrics (ongoing)
Anecdotal Notes (ongoing)

ADDING ON

Spelling Words
Spelling Strategies Form
Spelling Survey
Writing Conference Form
Cloze Procedures
Assessing Response to Literature
Reading Strategies Assessment
QRI III
Retelling
Informal Miscue Analysis

ORGANIZATIONAL GRID: INTERMEDIATE GRADES

ASSESSMENT TOOL/STRATEGY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey										
Student Surveys										
Spelling Words										
“Fix-it” Strategy										
Writing Continuum										
Reading Conference Form/DRA										
Reading Continuum										
Photocopy Reading Sample										
Rubrics (ongoing)										
Anecdotal Notes (ongoing)										

SAMPLE FOUR-YEAR PLAN

YEAR ONE (This Year) 2009-2010 INTRODUCTION

1. Create a Four Year Literacy Plan (September)
2. Provide Professional Book Study on *Developmental Continuums*
3. Fill out the Reading Continuum on 3 Students (December and May)
4. Pilot DRA with 3 Students (October and April)

YEAR TWO (NEXT Year) 2010-2011 YEAR OF THE READER

1. Provide Professional Book Study on *Reading Essentials*
2. Develop Philosophy Statement and Essential Agreements for Reading
3. Pilot Organizational Grids with Teacher Notebooks and Common Assessment for Reading
4. Implement Developmental Reading Assessment (DRA) October and April for All Students K-5
5. Fill Out Reading Continuum for All Students for Assessment (December and May) K-8
6. Improve Classroom Libraries and Professional Library and Leveled Bookrooms

YEAR THREE 2011-2012 YEAR OF THE WRITER

1. Provide Professional Book Study on *Writing Essentials*
2. Develop Philosophy Statement and Essential Agreements for Writing
3. Implement Organizational Grids with Common Assessments in Grade Level Teams and Teacher Notebooks
4. Pilot *Units of Study* (Lucy Calkins)
5. Fill Out Writing Continuum with All Students for Assessment (December and May) K-8
6. Share Reading Continuums with Families for Reporting (December and May) K-8
7. Provide Parent Handbooks and Parent Education on Reading and Writing

YEAR FOUR 2012-2013 YEAR OF PORTFOLIOS AND REFLECTION

1. Implement *Units of Study* (Lucy Calkins) K-8
2. Implement DRA K-5
3. Develop Writing Prompts and Collect Exemplars by Continuum Stages
4. Involve Students in Using Continuums for Self-Evaluation Linked to Portfolios and Student-led Conferences K-8
5. Develop Philosophy and Essential Agreements for Portfolios and Learner Profiles K-8

12 Key Steps for Professional Development in the Literacy Journey

1. Create a Long Range Plan
2. Align Standards, Curriculum and Assessment
3. Develop Essential Agreements for LA
4. Create Consistent Literacy Blocks
5. Hire a Literacy Coach
6. Develop Leveled Bookrooms, Classroom and Professional Libraries
7. Provide DRA Training and Collect and Analyze Data
8. Develop Writing Prompts and Anchor Paper and Collect and Analyze Data
9. Align Report Card
10. Provide Parent Education
11. Build in Time for Regular Professional Conversations
12. Provide Ongoing Professional Development

REFERENCES

- Akhavan, Nancy. (2004). *How to Align Literacy Instruction, Assessment, and Standards And Achieve Results You NEVER Dreamed Possible*. Portsmouth, NH: Heinemann.
- Allington, Richard L. (2006). (Second Edition). *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York, NY: Addison-Wesley Educational Publishers.
- Allyn, Pam. (2007). *The Complete 4 for Literacy: How to Teach Reading and Writing Through Daily Lessons, Monthly Units and Yearlong Calendars*. New York, NY: Scholastic.
- Beaver, Joetta. *Developmental Reading Assessment (DRA 3-8)*. (2007). Lebanon, IN: Celebration Press/Pearson Learning.
- Beaver, Joetta. *Developmental Reading Assessment (DRA K-2)*. (2006). Lebanon, IN: Celebration Press/Pearson Learning.
- Booth, David & Rowsell, Jennifer. (2007). (Second Edition). *The Literacy Principal: Leading, Supporting, and Assessing Reading and Writing Initiatives*. Portland, ME: Stenhouse.
- Calkins, Lucy, Montgomery, Kate & Santman, Donna. (1998). *A Teacher's Guide to Standardized Reading Tests: Knowledge is Power*. Portsmouth, NH: Heinemann.
- Calkins, Lucy, & Pessah, Laurie. (2008). *A Principal's Guide to Leadership in the Teaching of Writing*. Portsmouth, NH: Heinemann. (with DVD).
- Casey, Katherine. (2006). *Literacy Coaching: The Essentials*. Portsmouth, NH: Heinemann.
- Church, Susan. (2005). *The Principal Difference: Key Issues in School Leadership and How to Deal with Them Successfully*. Portland, ME: Stenhouse.
- Church, Susan, Baskwill, Jane & Swain, Margaret. (2007). *Yes, but . . . If They Like It, They'll Learn It! How to Plan, Organize, and Assess Learning Experiences with Meaning, Purpose and Joy*. Markham, Ontario: Pembroke.
- Daulton, Kathy. (2007). *A Model: International School Curriculum Management: How to Move Curriculum Forward Rather Than in Circles*. Victoria, BC, Canada: Trafford Publishing. (www.trafford.com).
- Diller, Debbie. (2008). *Spaces and Places: Designing Classrooms for Literacy*. Portland, ME: Stenhouse.
- Fariña, Carmen & Kotch, Laura. (2008). *A School Leader's Guide to Excellence: Collaborating Our Way to Better Schools*. Portsmouth, NH: Heinemann.

- Fountas, Irene & Pinnell, Gay Su. (2006). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.
- Fountas, Irene & Pinnell, Gay Su. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.
- Fountas, Irene & Pinnell, Gay Su. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Graves, Donald. (2002). *Testing Is Not Teaching: What **Should** Count in Education*. Portsmouth, NH: Heinemann.
- Greene, Amy & Melton, Glennon Doyle. (2007). *Test Talk: Integrating Test Preparation into Reading Workshop*. Portland, ME: Stenhouse.
- Harwayne, Shelley. (1999). *Going Public: Priorities and Practice at the Manhattan New School*. Portsmouth, NH: Heinemann.
- Hill, Bonnie Campbell. (2007). *Supporting Your Child's Literacy Learning: A Guide for Parents*. Portsmouth, NH: Heinemann.
- Hill, Bonnie Campbell. (2001). *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*. Norwood, MA: Christopher-Gordon. (with CD).
- Hill, Bonnie Campbell, Ruptic, Cynthia, & Norwick, Lisa. (1998). *Classroom Based Assessment*. Norwood, MA: Christopher-Gordon. (with CD).
- Marten, Cindy. (2003). *Word Crafting: Teaching Spelling Grades K-6*. Portsmouth, NH: Heinemann.
- Miller, Debbie. (2008). *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action K-5*. Portland, ME: Stenhouse.
- Robb, Evan. (2007). *The Principal's Leadership Sourcebook: Practices, Tools, and Strategies for Building a Thriving School Community*. New York, NY: Scholastic.
- Routman, Regie. (2008). *Regie Routman in Residence: Writing for Audience and Purpose*. Portsmouth, NH: Heinemann. (DVD).
- Routman, Regie. (2008). *Regie Routman in Residence: Reading/Writing Connections*. Portsmouth, NH: Heinemann. (DVD).
- Routman, Regie. (2007). *Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8*. Portsmouth, NH: Heinemann (website with video and DVD).

Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Routman, Regie. (2004). *Writing Essentials*. Portsmouth, NH: Heinemann.

Spandel, Vicki. (2005). *The 9 Rights of Every Writer: A Guide for Teachers*. Portsmouth, NH: Heinemann.

Taylor, Kathe and Walton, Sherry. (1998). *Children at the Center: A Workshop Approach to Standardized Test Preparation, K-8*. Portsmouth, NH: Heinemann.

Teachers College: for summer program: rwproject.tc.columbia.edu

Trelease, Jim. (2006). (Sixth Edition). *The Read-Aloud Handbook*. New York, NY: Penguin.

SUGGESTED REFERENCES FOR POLITICS AND READING

- Allington, Richard L. (Ed.). (2002). *Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence*. Portsmouth, NH: Heinemann.
- Allington, Richard L & Walmsley, Sean A. (Ed.). (2007). (The RTI Edition). *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. Newark, DE: International Reading Association.
- Altwerger, Bess. (Ed.) (2005). *Reading for Profit: How the Bottom Line Leaves Kids Behind*. Portsmouth, NH: Heinemann.
- Altwerger, Bess, Jordan, Nancy & Shelton, Nancy Rankie. (2007). *Rereading Fluency: Process, Practice, and Policy*. Portsmouth, NH: Heinemann.
- Bracey, Gerald. (2004). *Setting the Record Straight* (Second Edition). Portsmouth, NH: Heinemann.
- Coles, Gerald. (2003). *Reading the Naked Truth: Literacy, Legislation & Lies*. Portsmouth, NH: Heinemann.
- Coles, Gerald. (2000). *Misreading Reading: The Bad Science that Hurts Children*. Portsmouth, NH: Heinemann.
- Emery, Kathy & Ohanian, Susan. (2004). *Why is Corporate America Bashing Our Public Schools?* Portsmouth, NH: Heinemann.
- Fox, Mem. (1993). *Radical Reflections: Passionate Opinions on Teaching, Learning, and Living*. San Diego: Harcourt Brace.
- Gallagher, Chris. (2007). *Reclaiming Assessment: A Better Alternative to the Accountability Agenda*. Portsmouth, NH: Heinemann.
- Garan, Elaine. (2007). *Smart Answers to Tough Questions: What to Say When You're Asked About Fluency, Phonic, Grammar, Vocabulary, SSR, Tests, Support for ELLs, and More*. New York, NY: Scholastic.
- Garan, Elaine. (2004). *In Defense of Our Children: When Politics, Profit, and Education Collide*. Portsmouth, NH: Heinemann.
- Garan, Elaine. (2002). *Resisting Reading Mandates: How to Triumph with the Truth*. Portsmouth, NH: Heinemann.
- Goodman, Kenneth (Ed.). (2006). *The Truth About DIBELS: What It Is. What It Does*. Portsmouth, NH: Heinemann.
- Goodman, Kenneth (Ed.). (1998). *In Defense of Good Teaching: What Teachers Need to Know About the "Reading Wars."* Portland, ME: Stenhouse. (E-Book)
- Graves, Donald. (2002). *Testing Is Not Teaching: What **Should** Count in Education*. Portsmouth, NH: Heinemann.

- Keresty, Barbara, O'Leary, Susan & Wortley, Dale. (1998). *You Can Make a Difference: A Teacher's Guide to Political Action*. Portsmouth, NH: Heinemann.
- Kohn, Alfie. (2000). *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools*. Portsmouth, NH: Heinemann.
- McQuillan, Jeff. (1998). *The Literacy Crisis: False Claims, Real Solutions*. Portsmouth, NH: Heinemann.
- Moustafa, Margaret. (1997). *Beyond Traditional Phonics: Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.
- Ohanian, Susan. (2001). *Caught in the Middle: Nonstandard Kids and a Killing Curriculum*. Portsmouth, NH: Heinemann.
- Ohanian, Susan. (1999). *One Size Fits Few: The Folly of Educational Standards*. Portsmouth, NH: Heinemann.
- Popham, W. James. (2001). *The Truth About Testing: An Educator's Call to Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Routman, Regie. (1996). *Literacy at the Crossroads: Crucial Talk about Reading, Writing and Other Teaching Dilemmas*. Portsmouth, NH: Heinemann.
- Shannon, Patrick. (2007). *Reading Against Democracy: The Broken Promise of Reading Instruction*. Portsmouth, NH: Heinemann.
- Spandel, Vicki. (2005). *The 9 Rights of Every Writer: A Guide for Teachers*. Portsmouth, NH: Heinemann.
- Taylor, Denny. (1998). *Beginning to Read and the Spin Doctors of Science: The Political Campaign to Change America's Mind about How Children Learn to Read*. Urbana, IL: National Council of Teachers of English.

Heinemann Publishers: 1-800-541-2086/1-603-431-7894 (www.heinemann.com)
Stenhouse Publishers: 1-800-988-9812/1-207-363-9198 (www.stenhouse.com)
Scholastic Publishers: 1-800-325-6149/1-573-632-1687 (www.scholastic.com)

Compiled by Bonnie Campbell Hill October, 2009
13910 64th Place West
Edmonds, WA 98026
(425) 742-7110
Email: bonnie@bonniecampbellhill.com
Website: www.bonniecampbellhill.com