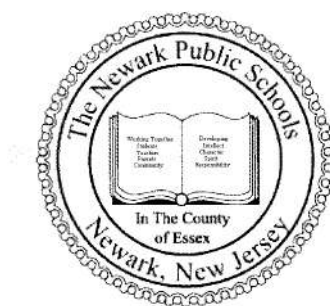


NEWARK PUBLIC SCHOOLS
DEPARTMENT OF TEACHING AND LEARNING

Office of Language Arts Literacy
Implementation Guidelines

LANGUAGE ARTS LITERACY
POLICY AND PRACTICES
FOR
ELEMENTARY, MIDDLE, AND SECONDARY
SCHOOLS



SY 2008-2009

Administrative Page

SY 2008-2009

State District SuperintendentDr. Clifford B. Janey

Chief Financial Officer/School..... Mr. Ronald Lee
Business Administrator

Assistant Superintendent..... Ms. Joanne Bergamotto
School Leadership Team I

Interim Assistant Superintendent..... Mr. Roger Leon
School Leadership Team II

Assistant Superintendent..... Dr. Glenda Johnson-Green
School Leadership Team III

Assistant Superintendent..... Ms. Lydia Silva
School Leadership Team IV

Assistant Superintendent..... Dr. Don Marinaro
School Leadership Team V

Assistant Superintendent..... Dr. Kevin West
Office of Special Programs

Assistant Superintendent..... Dr. Gayle W. Griffin
Department of Teaching and Learning

Advisory Board Members

Mr. Samuel Gonzalez, Chairperson

Ms. Shanique L. Davis-Speight, Vice Chairperson

Mr. Tharien Arnold

Ms. Barbara King

Mr. Anthony Machado

Ms. Eliana Pintor

Ms. Arelis Romero

Mr. Felix A. Rouse

Mr. Carlos Valentin, Jr.

Student Representative

Ms. Andrea Coronado

Newark Public Schools
Department of Teaching and Learning
Office of Language Arts Literacy

LANGUAGE ARTS LITERACY POLICY AND PRACTICES Implementation Guidelines

“Creating a Culture of Possibility”

SY 2008-2009

CURRICULUM IMPLEMENTATION

1. Language Arts Literacy curriculum guides should be in the possession of every teacher.
 - a. The Language Arts Literacy curriculum guides provide the standards, goals and objectives which correlate to the NJASK and HSPA tests where applicable, and are fully integrated into the SASSI/ABACUS management system.
 - b. The curriculum guides should be used when planning instruction. The textbook and supplementary materials should be used as resources to support the objectives listed in the curriculum guides.

TEXTBOOK ADOPTION

1. Secondary Adoption: Prentice Hall
2. Grades 6-8: McDougal Littell
3. Grades K-5: Harcourt

NOTEBOOKS/JOURNALS

1. Students in Grades K-8 are expected to maintain a notebook that they write in each day.
2. Student writing is to be kept in notebooks and/or in folders for works in progress, in a portfolio for finished products, and in the classroom library for published works.
3. The Office of Language Arts Literacy has provided copies of rubrics and these may be found in the curriculum guides, as well as in the newly revised assessment manual.
4. Note that dialogic journals have the strongest research base in support of their use in promoting student achievement.

5. Progressive writing walls represent the public evidence for data represented on assessment walls.

HOMEWORK POLICY

1. It is the district policy to assign Language Arts Literacy homework daily.
2. Homework assignments will consist of developmentally appropriate reading and writing assignments.
3. Homework will be based upon a careful analysis of the needs of the student, and will be designed to strengthen areas of need.
4. It is the district policy that textbooks, novels, and trade books must be taken home by students.

INDEPENDENT READING

1. Students will be encouraged to read a minimum of twenty-five books each school year.
2. The Office of Language Arts Literacy will provide a list of summer reading for students. It is suggested that students have the opportunity and responsibility to complete a summer reading book project at the beginning of each school year.
3. Curriculum rigor cannot be accomplished unless students are assigned the task of obtaining texts for themselves at our public libraries.

LANGUAGE ARTS LITERACY ASSESSMENTS

1. Pre-K through Grade 3 will use the Observational Survey.
2. Grades 4-8 will use assessments being piloted by the NJDOE (Learnia).
3. Writing assessments developed by the Office of Language Arts Literacy will be administered in all elementary grades.
4. Secondary schools will use midterm and final exams, as well as fall and spring writing assessments developed by the Office of Language Arts Literacy.
5. All literacy assessments are to be scored at the schools, with results reported to the appropriate SLT Assistant Superintendent, and then forwarded to the Office of Language Arts Literacy for district analysis.
6. Writing assessments are available in Spanish and Portuguese and are available through the Office of Bilingual Education.
7. The staff of the Office of Language Arts Literacy will assist principals and the SLTs in local, site-specific data analysis.

INTERVENTIONS

Interventions for struggling readers include, but are not limited to:

1. Reading Recovery
2. Literacy Tutors
3. Reading Advantage Kits from Great Source
4. Special Education Literacy Resource Teacher Coordinators (NJDOE grant funded)
5. Read 180 (locally funded, and also funded by the USDOE Striving Readers grant)
6. Breakthrough to Literacy
7. Harcourt Intervention Kit
8. McDougal Littell (*Bridges to Literature*)
9. Prentice Hall (*Reading Achievement System*)

These services are idiosyncratic, that is, they are both need based and budget based.

CHILDREN'S LITERACY INITIATIVE

The Children's Literacy Initiative enhances the introduction of best literacy practices in our schools. The staff of the Office of Language Arts Literacy supports CLI through the extension of CLI training and the development of the model classroom project.

NATIONAL URBAN ALLIANCE

Through funding provided by the USDOE Striving Readers grant and NPS, the National Urban Alliance Literacy Project provides strategies for accelerating literacy across the curriculum. Reading goals are linked to critical research-based experiences designed to improve student literacy. The Office of Language Arts Literacy works to support this endeavor through focusing on consistent teacher implementation of literacy strategies.

NATIONAL WRITING PROJECT

The National Writing Project has established a relationship with identified middle and high school teachers in collaboration with the Office of Language Arts Literacy. The National Writing Project is a university based teacher centered partnership program based at Rutgers. The NWP works to improve student writing and learning.

NEW JERSEY CITY UNIVERSITY

Through funding provided by both the USDOE Striving Readers grant, as well as the Victoria Foundation, faculty partners from NJCU in-service our middle grades teachers in literacy strategies specific to struggling readers. On site

coaching is also provided by NJCU as teachers work to incorporate research based practices into their literacy classrooms. Credit bearing literacy courses are now being offered to teachers in Striving Readers schools.

TECHNOLOGY PARTNERSHIPS

Together with the Office of Instructional Technology, the Office of Language Arts Literacy has worked to integrate the curriculum through technology and literacy. Students have the opportunity to become part of our *e-pals* project, allowing them the opportunity for secure on-line chat with others.

The Scholastic *Writing with Writers* project has allowed our students to dialogue in real time with authors like Virginia Hamilton. Through this project, our own Newark Public School students have had some of their writing critiqued by Newberry Award winning authors, and have even had their own poetry published on the web.

Read 180 implementation has provided a technology and media enhanced balanced literacy approach to struggling readers in the middle grades, while *Breakthrough to Literacy* offers similar assistance to our Intensive Early Literacy schools in the primary grades.

ON-LINE RESOURCES

The Bulletin of the Center for Children's Books Homepage

Contains information on books for children and young adults, including book reviews and lists of award winning books.

<http://edfu.lis.uiuc.edu/puboff/bccb/>

Carol Hurst's Children's Literature Web Site

Information on literature for children and young adults: book reviews, author bios, teaching materials, and suggestions for using literature across the curriculum.

<http://www.carolhurst.com/>

The Children's Book Council

Classroom ideas, previews of new books, discussions about current issues and trends, links to author's web sites, bibliographies, and news about the publishing business.

<http://www.cbcbooks.org/>

Children's Book Publishers

This site has links to publishers of books for children and young adults.

<http://www.scils.rutgers.edu/special/kay/publish.html>

Children's Literature Authors and Illustrators

Provides access to more than fifty links to biographical home pages of authors such as Walter Dean Myers.

<http://www.ucet.edu/~jbrown/chuth.html>

.

SERVICE TO SCHOOLS

The Office of Language Arts Literacy is committed to providing support to students, teachers, and administrators. Our goal is to improve student achievement through professional development, curriculum implementation, and a balanced, standards-based approach to the teaching and learning of literacy.

**NEWARK BOARD OF EDUCATION
NEWARK, NEW JERSEY****File Code:****POLICY****LANGUAGE ARTS LITERACY**

It shall be the policy of the Newark Public School District to provide students with effective instruction. The Language Arts Literacy framework for the primary grades provides a structure within which teachers can accommodate the varying needs of their students. The district policy integrates the range of reading, writing, and research based word study activities essential for promoting early literacy. As students move into the middle and upper grades, students are assisted in the construction of meaning in their lives through reading and writing.

The district literacy policy consists of a MINIMUM daily 90minute contiguous block, with schools strongly encouraged to exceed the 90minute block. The literacy block is to begin immediately after the district's breakfast program and no later than 8:45am.

The following research based framework is to be used:

Grades K-3**Whole Class Instruction**

- Spelling/Phonics (10 minutes)
- Shared Reading (15 minutes)
- Read Aloud (10 minutes)

Small Group Instruction

- Guided Reading/Writers' Workshop (35 minutes)
- Independent Reading (10 minutes)
- Independent Spelling/Phonics (10 minutes)

Grades 4-8**Whole Class Instruction**

- Comprehension Strategy Based Mini-Lesson (15 minutes)
- Read Aloud (10 minutes)

Small Group Instruction

- Small Group Reading/Writing (35 minutes)
- Independent Reading (15 minutes)
- Spelling/Word Study (15 minutes)

**The Newark Public Schools
OFFICE OF LANGUAGE ARTS LITERACY**

**HIGH SCHOOL SERVICES AND RESOURCES
2008-2008 SCHOOL YEAR**

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
1.	<i>Assessment & Planning</i> <ul style="list-style-type: none"> • Train new teachers in the administration of assessments. • SRA Meeting for specific information for the 2008-2009 school year and assist High Schools in meeting SRA requirements. • Preparation, duplication and distribution of Fall Diagnostic Writing Assessment. • Preparation, duplication, and distribution of English Mid Term examinations, including teachers' guides and answer keys for block scheduled high schools. The Assessment Data Report is to be used in the analysis of data to assist school leadership teams, schools and individual teachers in interpretation of data results for planning based on state and local assessments as required. • Preparation, duplication, and distribution of English Mid Term examinations, including teachers' guides and answer keys for regular scheduled high schools. The Assessment 	<ul style="list-style-type: none"> • Supervisor/DC • LAL Staff, Office of Testing, Planning and Evaluation, SLT II • LAL Staff • LAL Staff • LAL Staff 	9/08-6/09 9/08-6/09 9/08 9/08 1/09

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
	<p>Data Report is to be used in the analysis of data to assist school leadership teams, schools and individual teachers in interpretation of data results for planning based on state and local assessments as required.</p> <ul style="list-style-type: none"> Preparation, duplication, and distribution of English Final Examination including teacher's guides and answer keys for block scheduled high schools. The Assessment Data Report is to be used in the analysis of data to assist school leadership teams, schools and individual teachers in interpretation of data results for planning based on state and local assessments as required. Preparation, duplication, and distribution of English Final Examination including teacher's guides and answer keys for regular scheduled high schools. The Assessment Data Report is to be used in the analysis of data to assist school leadership teams, schools and individual teachers in interpretation of data results for planning based on state and local assessments as required. Fall and Spring Writing Assessment Data – Collection and analysis of data and the assisting of school leadership teams, schools and individual teachers with support in interpretation of data results for planning based 	<ul style="list-style-type: none"> LAL Staff LAL Staff LAL Staff LAL Staff 	<p>1/09</p> <p>6/09</p> <p>10/08 – (Fall Assessment), 5/09 – (Spring Assessment)</p> <p>8/08-6/09</p>

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
	<p>on state and local assessments as required.</p> <ul style="list-style-type: none"> Provide school leadership teams, schools and teachers with support in data analysis and future planning based on state and local assessments as required. 		
2.	<p><i>Prentice Hall Textbook</i> <i>Comprehensive Review of Resources/Implementation of Technology</i></p> <ul style="list-style-type: none"> Plan and organize workshops as needed that address the following topics: use of materials, including anthology, Reader's Companion, Adapted Reader's Companion, Writing and Grammar Text, videos, audio tapes, and teacher ancillary materials; use of Resource Pro, Test Bank and Lesson Planner; use of Reading Achievement System as a Diagnostic Tool. Facilitate Prentice Hall workshops – specific focus, the implementation of i-text and e-rater programs; invite participants, reserve facility, coordinate with Prentice Hall for workshop dates. Monitor strategies and assist Department Chairs through department meetings and in-class support. 	<ul style="list-style-type: none"> LAL Staff LAL Staff, Prentice Hall, All Regular High School English Teachers, Special Needs & Bilingual Teachers, Department Chairpersons, Home Instruction Teachers 	<p>9/08-6/09</p> <p>9/08-6/09</p>

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
	<ul style="list-style-type: none"> Resource Pro CD - Assist Department Chairpersons and teachers in the use of literature database, test bank software, and lesson planning resources. Monitor, model and coach, utilizing the cognitive apprenticeship model. 	<ul style="list-style-type: none"> LAL Staff 	9/08-6/09
3.	<ul style="list-style-type: none"> Confer with NUA Representatives and NPS Officials to establish parameters for NUA's work in the schools during SY 2008-2009 Facilitate National Writing Project Training – conferences with NWP representatives, regarding the teaching and the effective application of strategies as well as the alignment of NWP program dynamics with NPS Curricula. Training and Coaching – Attend workshops, confer with NWP staff and coach, model and monitor strategies during department meetings and in-class support opportunities. Individual conferences with department chairpersons regarding implementation of NWP program. 	<ul style="list-style-type: none"> SLT II, Department of Teaching and Learning, Office of Language Arts Literacy, Office of Special Education, Office of Bilingual Education, LAL Staff, NUA. LAL Staff, NWP Staff, High School Principals, Department Chairpersons, High School Teachers LAL Staff, Department Chairpersons LAL Staff 	10/08 10/08-6/09 10/08-6/09 11/08-6/09
4.	Core Curriculum Standards & Curriculum		

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
	Guides <ul style="list-style-type: none"> Through workshops, department meetings, in-service sessions and informal discussions, assist department chairpersons and teachers in making connections to the NJ Core Curriculum Content Standards and the English Curriculum Guides, Gr. 9-12, which support the state standards and are extended through the district indicators. Review English/Social Studies Course Curriculum Guides for content and integration of curriculum and core content standards and indicators - 	<ul style="list-style-type: none"> LAL Staff LAL Staff 	9/08-6/09 TBD
5.	English Department Chairs' Meetings <ul style="list-style-type: none"> Conduct regular monthly meetings in order to coordinate and clarify goals of the Language Arts Literacy High School English Department Program. 	LAL Staff, Department Chairpersons	Monthly TBD
6.	High School English Department Meetings <ul style="list-style-type: none"> Monitor, coach and if necessary, model department meetings so as to define the goals of the Language Arts Literacy/English program in the high schools. 	<ul style="list-style-type: none"> LAL staff 	As per each high school's scheduled meetings
7.	<ul style="list-style-type: none"> Act as liaison in 		

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
	facilitation and development of Read 180 Readers'/Writers' Workshop model.	<ul style="list-style-type: none"> LAL Staff/RTCs LAL Staff/RTCs, English Department Chairpersons 	8/08-6/09
8.	<p>LAL Liaison</p> <p>Act as Language Arts Literacy liaison to the School Leadership Teams by:</p> <ul style="list-style-type: none"> Providing current research and information on language arts literacy Facilitating in problem solving Meeting with Assistant Superintendents to assess needs, provide information and further the Language Arts Literacy program Attending the SLT Principals' meetings as requested by SLTs Meeting individually with administrators to assess needs, provide information and further the Language Arts Literacy program Monitoring, modeling, and coaching by providing information, assisting in the use of materials, defining strategies and determining areas of concern in promoting the Language Arts Literacy program Attending grade level meetings Attending staff development sessions 	<ul style="list-style-type: none"> LAL Staff & SLT Staff LAL Staff & SLT Staff, Principals, Teachers LAL Staff, Assistant Superintendents LAL Staff, SLT Staff, Principals LAL Staff, Principals LAL Staff, literacy coaches LAL Staff, literacy coaches, Teachers LAL Staff, literacy coaches, Teachers 	<p>8/08-6/09</p> <p>8/08-6/09</p> <p>8/08-6/09</p> <p>8/08-6/09</p> <p>8/08-6/09</p> <p>9/08-6/09</p> <p>9/08-6/09</p> <p>9/08-6/09</p>

	SERVICE AND/OR RESOURCE	PERSONS INVOLVED	DATE
9.	<i>LAL Linking Departments/Offices</i> Coordination of district initiatives with Language Arts Literacy linking departments/offices	<ul style="list-style-type: none"> LAL Staff, Office of Technology, Early Childhood, Bilingual, Special Needs, Title I, Extended Day Program, Social Studies, Health & Physical Education, Gifted & Talented, School-to-Careers. 	7/08-6/09
10.	<i>RTC Meetings</i> Regular monthly in-service of Resource Teachers/Coordinators in order to further their knowledge of: Guided Reading, Balanced Literacy, Connecting the Core Curriculum Standards and the Language Arts Literacy Curriculum Guides and additional areas as determined by needs assessment	<ul style="list-style-type: none"> LAL Staff 	TBD

**SERVICES PROVIDED BY LANGUAGE ARTS LITERACY
RESOURCE TEACHER COORDINATORS**

- ✓ Promote a balanced, standards-based approach to instruction in classrooms.
- ✓ Support and assist model classrooms.
- ✓ Work with designated teachers to align curriculum and practices to standards.
- ✓ Plan, co-teach, and coach using the cognitive apprenticeship model.
- ✓ Develop and deliver on-site professional development activities.
- ✓ Integrate best literacy practices into all areas of literacy instruction.
- ✓ Establish, refine, and sustain a data analysis approach to literacy teaching and learning.
- ✓ Meet with Secondary English Department Chairs to assess the needs of teachers and to plan for assistance.
- ✓ Plan collaboratively with classroom teachers.
- ✓ Guide and support the efforts of classroom teachers in providing innovative research based best practices in literacy.
- ✓ Provide demonstration lessons utilizing the cognitive apprenticeship model.
- ✓ Furnish materials and supplies.
- ✓ Establish a process to reflect upon lesson implementation with the aim of improving instruction.
- ✓ Collaborate with administrators at the school, SLT, and central office level in developing and delivering professional development experiences.
- ✓ Develop assessment protocols and assist teachers in their administration and utilization.
- ✓ Offer other services as needed in consultation with the Director of the Office of Language Arts Literacy.