

**Supporting Reading
Achievement Through NYC
Literacy Shifts & Core
Curriculum**

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MESA, Literacy/Science Lead

Link to Slides!

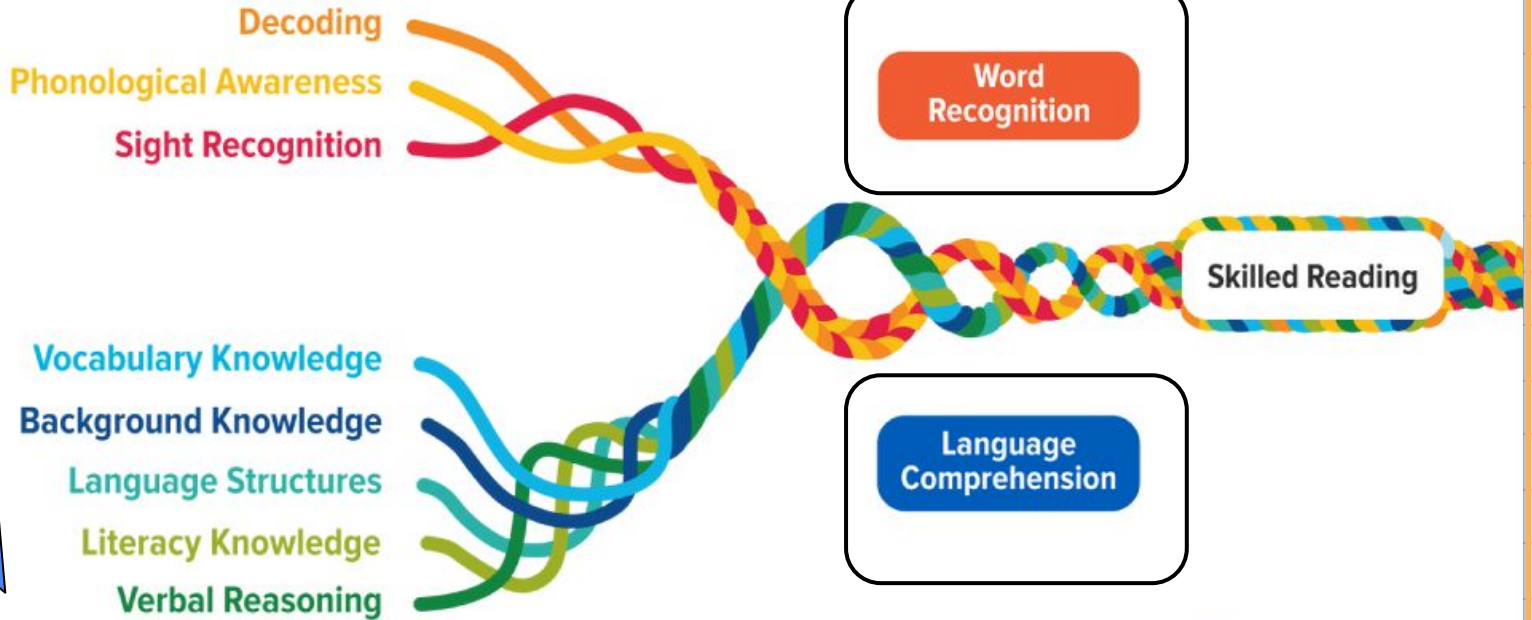


NYC Reads: A Call to Action!

Strengthening Student Literacy



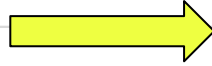
SCARBOROUGH'S READING ROPE



NYC Reads Literacy Shifts

From These Common Literacy Practices	To These Science of Reading-Informed Practices
Non-systematic, incidental instruction in phonics	Systematic, explicit phonics instruction
Use of leveled texts (K-2)	Use of decodable texts (K-2)
Leveled reading groups	Small group, differentiated instruction based on need
Incidental instruction and practice in fluency	Explicit instruction and practice in fluency
Assessing reading with running records	Assessing reading with universal screening, secondary diagnostics, and additional formative assessments
Implementing a skill-based reading curriculum	Implementing a content-rich reading curriculum that builds background knowledge and vocabulary

Systematic, Explicit Phonics Instruction



From These Common Literacy Practices	To These Science of Reading-Informed Practices
Non-systematic, incidental instruction in phonics	Systematic, explicit phonics instruction

K-2 Phonemic Awareness



K-3 Phonics

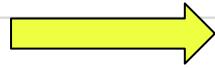


K-3 Phonics



K-2 Spanish Phonics







Decodable & Leveled Texts

From These Common Literacy Practices

To These Science of Reading-Informed Practices

Use of leveled texts (K-2)

Use of decodable texts (K-2)

Type of Text	Text Sample	How Students Access Words
Patterned Text	<p>LEVEL C</p> <p>Puppies get into lots of silly spots. 2 puppies are in the boots.</p>  <p>Puppies get into lots of silly spots. 2 puppies are in the flowers.</p> 	<p>RED = decodable words</p> <p>BLUI</p> <p>GRE clues</p> <p>So, s prim read</p>

Type of Text	Text Sample	How Students Access Words
Decodable Text	<p>Can Sam sit?</p>  	<p>RED = decodable words</p>

Chick chops, hums, and makes jam.
Chop, chop, chop! Mix, mix, mix!
Jam gets hot in her big jam pot.
Chick chills it and gets it in a dish.

Chick chops, hums, and makes dip.
Chop, chop, chop! Mix, mix, mix!
Chick has a bit of dip on a chip.
It is hot! "Yum, dip," hums Chick.

Resources- What Can You Do?

WEEK 1

we

she

he

WEEK 2

be

me

WEEK 3

I

you

WEEK 4

they

➤ Cut words into flashcards. 1. Each night, help your child read the Trick Words. These words must be memorized.

Dear Family:

The first several units in Foundations® Level 3 will review concepts previously taught while adding new information. This is a key component of the program. We will build on the skills already in place so that we can progress further into the study of word structure by focusing on advanced spelling rules and morphology (patterns of word formation).

In Unit 1, we will review **closed syllables**. A **closed syllable** is a word or part of a word that has one vowel "closed in" or followed by one or more consonants. The vowel does not need to have a consonant before it, but it must have at least one consonant after it. Examples include **cup**, **whip**, **last** and **at**. A **closed syllable** makes the vowel short (as in **ă** in apple, **ĕ** in Ed, **ĭ** in itch, **ŏ** in octopus and **ŭ** in up). The vowel is marked by the breve sign (˘). **Closed syllable** words are marked this way:

w h i p
c

The five **closed syllable exceptions** will also be revisited. **Closed syllable exceptions** have a similar pattern to closed syllables, but they have a long vowel sound instead of the expected short vowel sound. It is helpful to stress the meaning of the word **exception** to your child (something that does not follow the rules). The **closed syllable exceptions** are:

/īd/ as in **child** /īnd/ as in **kind** /ōst/ as in **post**
/ōld/ as in **cold** /ōlt/ as in **colt**

Closed syllable exception words are marked this way: m ō s t

In addition, to review, students will learn some new sounds. They will learn **tch** - **catch** - **/ch/** and to choose **tch** rather than **ch** after a short vowel, and will mark the new sound by underlining it (**catch**). And last but not least, I will teach students that **w** and **qu** change the sound of the letter **a** (as in **wash**, **squash**).

Throughout Level 3, your child will study **homophones**, or words that sound alike but are not spelled the same and have different meanings. For example: **no/know** and **write/right**. You will see that several activities will provide practice with the meaning and spelling of these words.

Please work with your child to reinforce the above concepts by using the enclosed activity suggestions. If you have any questions, please write them down and I will get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

Name: _____

Date: _____

UNIT
16



Do the "Read, Write and Mark" Activity

Have your child read the following words, write them on the line and mark up the syllable.

seesaw seesaw Paul _____

law _____ jigsaw _____

fault _____ auto _____

claw _____ haunt _____

launch _____ draw _____

yawn _____ shawl _____

hawk _____ sprawl _____

raw _____ brawl _____

straw _____ crawl _____

saw _____ laundry _____

Shared Reading Curriculum

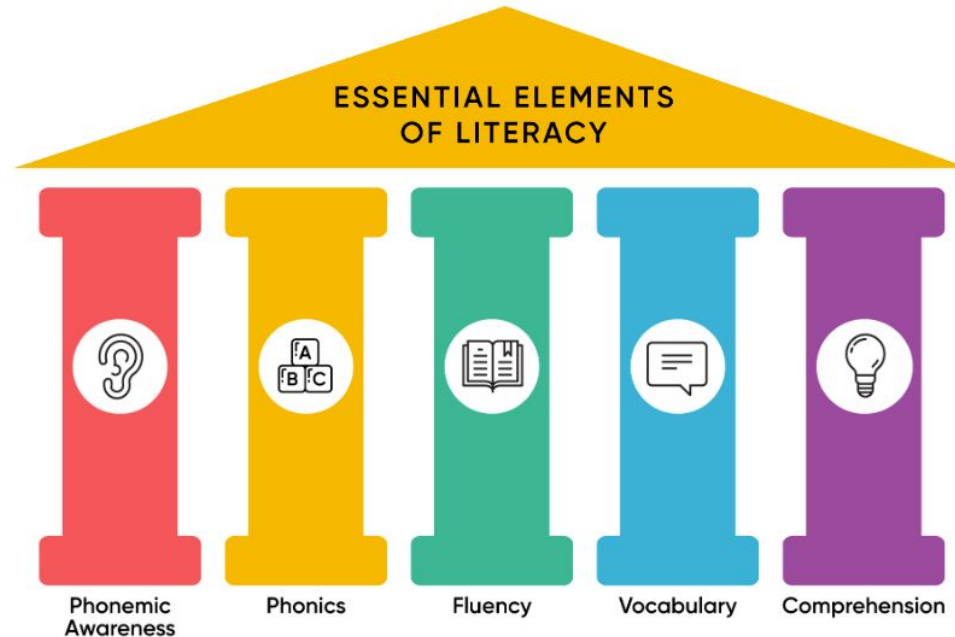
K-5

From These Common Literacy Practices

Implementing a skill-based reading curriculum

To These Science of Reading-Informed Practices

Implementing a content-rich reading curriculum that builds background knowledge and vocabulary



Thematic Modules and Text Collections

MODULE

1

What Makes Us Who We Are?

Module Overview T1

myBook, Book 1

MODULE
1

What Makes Us Who We Are?

SOCIAL STUDIES CONNECTION: Personal Experiences 10



The Story of You 14
INFORMATIONAL TEXT



Flora & Ulysses: The Illuminated Adventures 16
by Kate DiCamillo • Illustrated by K. G. Campbell
FICTION



Yes! We Are Latinos 42
by Alma Flor Ada and F. Isabel Campoy • Illustrated by Laura Pérez
NARRATIVE POETRY



The Year of the Rat 56
by Grace Lin • Illustrated by Du Lin
REALISTIC FICTION



Kitoto the Mighty 74
by Tololwa M. Moale • Illustrated by Kristi Frost
POETRY

Performance Task
Write an Expository Essay 92



MODULE

2

Come to Your Senses

Module Overview T1

myBook, Book 1

MODULE
2

Come to Your Senses

SCIENCE CONNECTION: Using the Senses 96



What Are the Five Senses? 100
INFOGRAPHIC



The Science Behind Sight 102
by Louise Spillbury
INFORMATIONAL TEXT



Animal Senses 122
from *Animals' Jobs*
INFORMATIONAL VIDEO



Blind Ambition 128
by Matthew Cooper as told to Pasche Buchholz
PERSONAL NARRATIVE



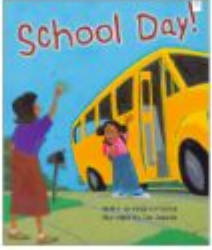





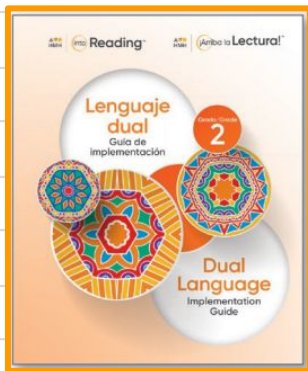
The Game of Silence 138
by Louise Erdrich • Illustrated by Paolo Donizetti
HISTORICAL FICTION

Performance Task
Write an Expository Essay 156








Highlights: HMH Student & Teacher Materials

Teacher and Student Materials					
<p>Teaching Pal (1–6)</p> 	<p>myBook</p> 	<p>Big Books (K–1)</p> 	<p>Read Alouds (K–2)</p> 	<p>BookStix (K–2)</p> 	<p>Anchor Charts</p> 



Lenguaje dual
Guía de Implementación

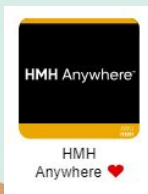
Dual Language
Implementation Guide

Teacher and Student Materials				
<p>Tabletop Minilessons: Reading</p> 	<p>Tabletop Minilessons: English Learners</p> 	<p>Rigby Leveled Readers</p> 	<p>Take and Teach Lessons</p> 	<p>Start Right Readers</p> 

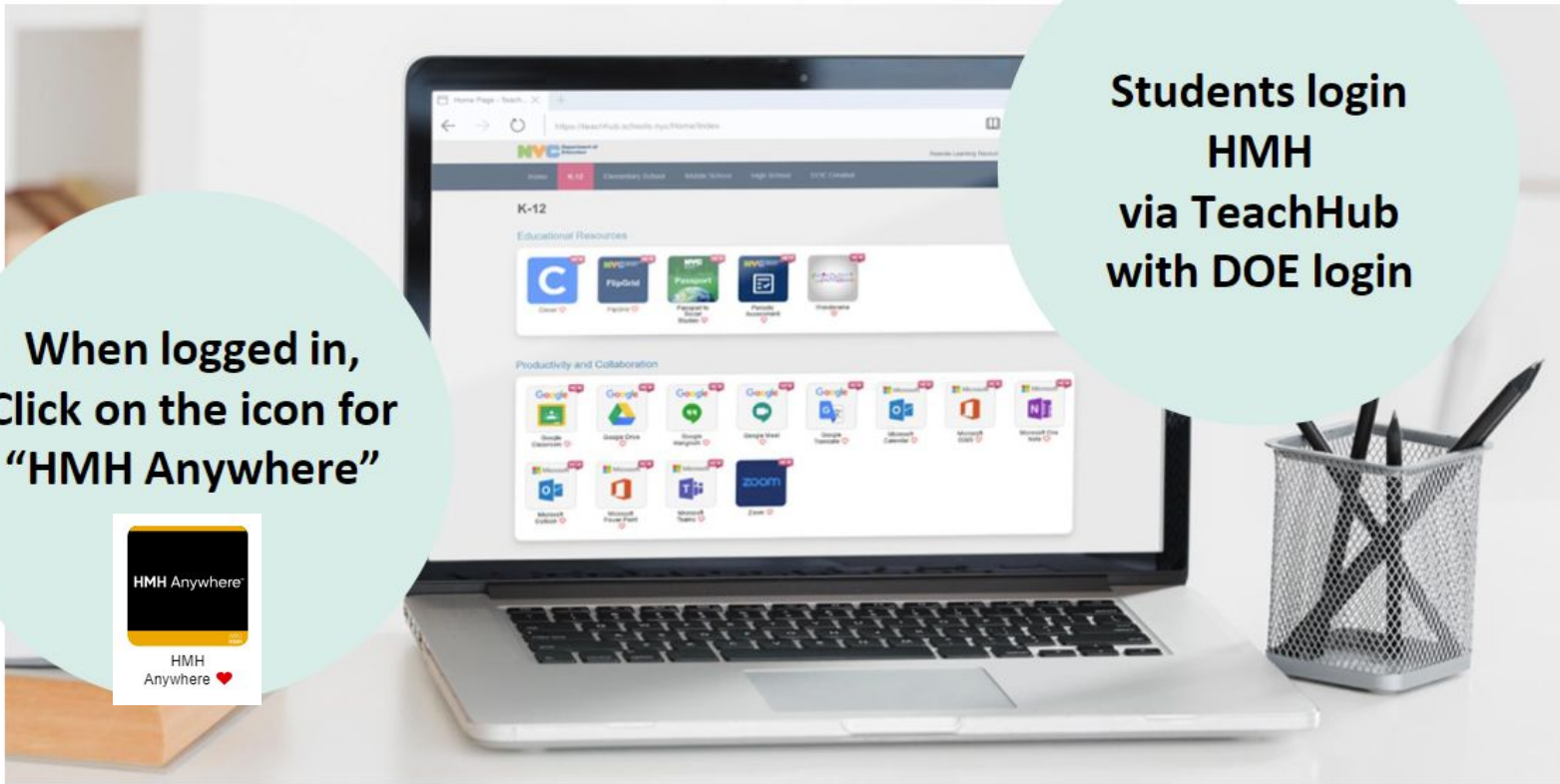
Online Access

TeachHub

When logged in,
Click on the icon for
“HMH Anywhere”



Students login
HMH
via TeachHub
with DOE login



Home-School Connections

Module 5 Teamwork

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about the concept of teamwork, with a focus on the realistic fiction genre. We will read texts and view videos about how sports can bring people together to work as a team. Children will also write an expository essay to explain how the authors used sports to teach readers about teamwork.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading, and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is realistic fiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that:

- Spark your child's curiosity.
- Tie to the module topic.
- Reflect real-life problems and situations.
- Feature true-to-life characters who use teamwork to solve a problem.

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words *collaboration, symbiosis, determination, and unity* in everyday conversations with your child. Use prompts like these: What shows you have **determination**? When is **unity** important?

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for words with the suffixes *-er/-or, -er/-est, and -ment* and the roots *bio* and *vid* in books, magazines, online texts, and environmental print.

Módulo 5 Trabajo en equipo

¡HOLA, FAMILIA!

Durante las próximas tres semanas, nuestra clase desarrollará conocimientos sobre el concepto de trabajo en equipo, con un enfoque en el género de ficción realista. Leeremos textos y veremos videos sobre cómo los deportes pueden unir a las personas para que trabajen en equipo. Los niños también escribirán un editorial sobre el valor de los deportes para un periódico escolar imaginario.

EN CASA ¡Nos divertimos aprendiendo en familia!

Comentar el tema

Separe tiempo todos los días para que su hijo comparta con usted lo que está aprendiendo. Use estas ideas para desarrollar el conocimiento de su hijo sobre el tema:

- Hablen sobre las ideas que su hijo ha añadido al Mapa de conocimientos cada semana.
- Pregúntele sobre los textos que está leyendo y lo que ha aprendido de ellos.
- Comparta con su hijo sus propias preguntas sobre el tema y trabajen juntos para encontrar las respuestas.

Explorar el género

El enfoque del género de este módulo es la ficción realista. Comente con su hijo las características de este género.

Pídale que le lea todos los días y reserven un tiempo para leer juntos.

Busque textos que:

- despierten la curiosidad.
- se relacionen con el tema del módulo.
- reflejen problemas y situaciones de la vida real.
- presenten personajes de la vida real que usen el trabajo en equipo para resolver un problema.

Desarrollar el vocabulario

Use estas ideas para ayudar a desarrollar un vocabulario rico.

La idea esencial Refuerce el tema: *colaboración (collaboration) y simbiosis (symbiosis)*, de (determinación) y unidad. Todas las conversaciones Haga preguntas como: ¿Qué **determinación** es importante **la unidad**?

¿Qué significa? Pídale una lista de las palabras: *Vocabulario crítico.* Haga preguntas sobre su significado.

Búsqueda de palabras Busque palabras con los sufijos *-er/-or, -er/-est, and -ment* y con las raíces *bio* y *vid* en libros, revistas, textos e internet.

الوحدة الخامسة العمل الجماعي

مرحبًا، عائلتي!

خلال الأسابيع الثلاثة المقبلة، سنبني طلابنا معرفتهم حول مفهوم العمل الجماعي، مع التركيز على النوع الخيالي الواقعي. سنقرأ نصوحًا ونشاهد مقاطع فيديو حول كيف يمكن للرياضة أن تجمع الناس للعمل معًا ك فريق. سيكتب الأطفال أيضًا مقالًا تفسيريًا للشرح كيف استخدم الكتاب الرياضة لتعليم القراء عن عملهم الجماعي.

التدريب في المنزل! تعلم المرشح لجميع أفراد الأسرة!

بناء المفردات

استخدم هذه الأفكار لمساعدة طفلك على بناء مفردات غنية.

المفردات الكبيرة عزز كلمات الموضوع مثل *التعاون (collaboration) والتعايش (symbiosis) والوحدة (unity)* في المحادثات اليومية مع طفلك. استخدم العلامات مثل ما يلي: ما يظهر أن لديك **الوحدة**؟ متى تكون **الوحدة** مهمة؟

ماذا يعني لك؟ اجعل طفلك يحتفظ بقائمة متزايدة من المفردات الهامة. اختبرها بعضكم البعض في معانيها.

البحث عن الكلمات ابحث عن الكلمات ذات اللاحقات مثل *-er/-est و -er/-or -ment* في الكتب والمجلات والنصوص الإلكترونية والمطبوعات البيئية.

البحث عن الكلمات ابحث عن الكلمات ذات اللاحقات مثل *-er/-est و -er/-or -ment* في الكتب والمجلات والنصوص الإلكترونية والمطبوعات البيئية.

انكشاف النوع

النوع الذي يتم التركيز عليه في هذه الوحدة هو نوع الخيال الواقعي. ناقش مع طفلك خصائص هذا النوع.

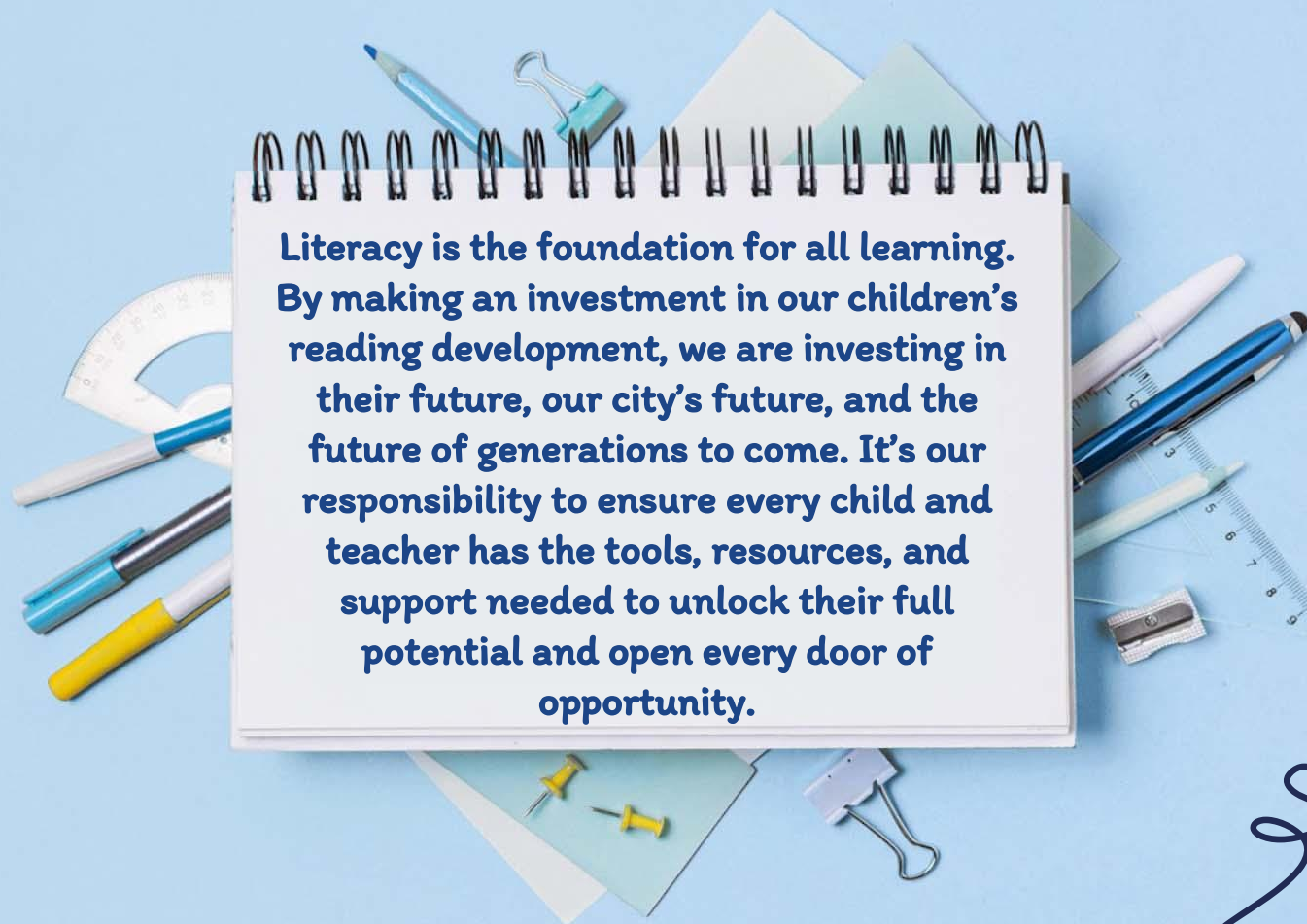
اطلب من طفلك أن يقرأ لك، كل يوم وخصصنا وقتًا للقراءة معًا.

ابحث عن النصوص التي:
• تثير فضول طفلك.
• ترتبط بموضوع الوحدة.
• تعكس مشكلات ومواقف الحياة الواقعية.
• تعرض شخصيات واقعية تستخدم العمل الجماعي لحل مشكلة ما.

ناقش الموضوع

خصص وقتًا يوميًا لطفلك لمشاركة ما يتعلمه أو للتشارك ما تتعلمه استخدم هذه الأفكار للمساعدة في بناء معرفة طفلك حول الموضوع:

- تحدث عن الأفكار التي أضفها طفلك إلى خريطة المعرفة كل أسبوع.
- اسأل عن النصوص التي يقرأها طفلك، وما الذي تعلمه أو تعلمته منها.
- شارك مع طفلك أسئلة الخاصة حول الموضوع، وأصلاً معًا على إيجاد الأجابات.

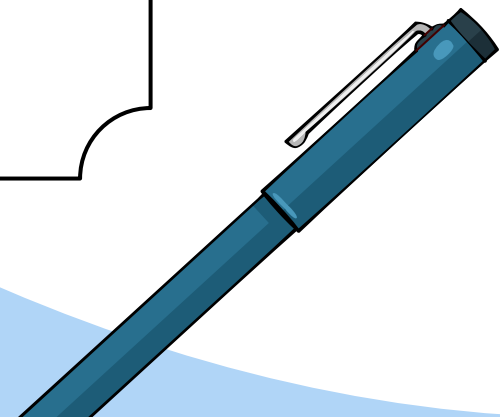


Literacy is the foundation for all learning. By making an investment in our children's reading development, we are investing in their future, our city's future, and the future of generations to come. It's our responsibility to ensure every child and teacher has the tools, resources, and support needed to unlock their full potential and open every door of opportunity.



Superintendent

Lisa Hidalgo, I.A.



HOUSE OF H.E.A.R.T.s



LISA HIDALGO
I.A. SUPERINTENDENT



WILLIAM FAHEY
DEPUTY SUPERINTENDENT



NANCY DI MAGGIO
FIELD SUPPORT LIAISON



MIRIAM APONTE
PRINCIPAL ADMINISTRATIVE
ASSOCIATE



LAUREN VAN KEULEN
ACADEMIC POLICY, SCHOOL
PERFORMANCE & ASSESSMENT



DESIREE ROBINSON
COMMUNITY COORDINATOR



NICOLE VARGAS
TEACHER DEVELOPMENT &
EVALUATION COACH



LAURA ARCOS
FAMILY SUPPORT COORDINATOR



GUS HATZIDIMITRIOU
DIRECTOR OF STATE & FEDERAL
PROGRAM IMPLEMENTATION



STEPHANIE RAMBARAN
RELATED SERVICES TRANSMITTAL
ADMINISTRATOR



CORAL ZAYAS

MLL/ELL SERVICE ADMINISTRATOR



EVELYN PENIDO

DIRECTOR OF ELL



PHYLLIS TAM

MATH INSTRUCTIONAL LEAD



WALTER MORA

ADVANCE LEAD



CHERIE UMSTEAD

SCHOOL IMPROVEMENT COACH



APRIL GURLEY

SUPERVISOR OF SOCIAL WORK



NICOLE BIENHORN

SCIENCE INSTRUCTIONAL LEAD



CARLA MIRAGLIOTTA

ADMINISTRATOR OF SPECIAL
EDUCATION



ERIN EDWARDS

DIRECTOR OF SPECIAL EDUCATION



AMARILIS CASTILLO

ACADEMIC INTERVENTION
SERVICE COORDINATOR



SHERLY FRAZIER

DIRECTOR OF SCHOOL
IMPROVEMENT



BANDNA SHARMA

FAMILY LEADERSHIP
COORDINATOR



NICOLE PASSARETTI

DISTRICT UFT CENTER COACH



SALVATORE BIRARDI

ATTENDANCE COORDINATOR



KRYSTAL WORTHY

STUDENT SERVICES MANAGER



EVELYN MOSQUEA

MLL/ELL SERVICE ADMINISTRATOR



ROSALIND VALENZA

MLL/ELL COMPLIANCE &
PERFORMANCE SPECIALIST



JESSE SANCHEZ

PHYSICAL EDUCATION
INSTRUCTIONAL LEAD



SHELLY THOMAS

ACADEMIC INTERVENTION
SERVICE COORDINATOR



ISABEL AYALA

EXECUTIVE ASSISTANT



JULIA KING

CURRICULUM IMPLEMENTATION
COACH



JIMMY LIU

ACADEMIC POLICY, SCHOOL
PERFORMANCE & ASSESSMENT



FRANK LOZA

DATA MANAGEMENT & ANALYSIS



HOUSE OF **H.E.A.R.T.s**

Our new Principals and Assistant Principals



Carmen Montas
Principal, IA Q127



Kristina La Marca
Principal, IA Q084



Marisa Castello
Principal, IA Q429



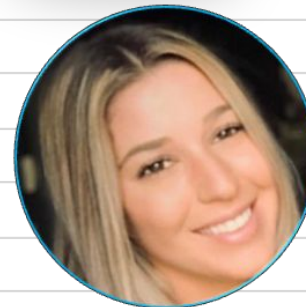
Caneia Wise
Assistant Principal, IA Q361



Trisha Mondal
Assistant Principal, IA Q398

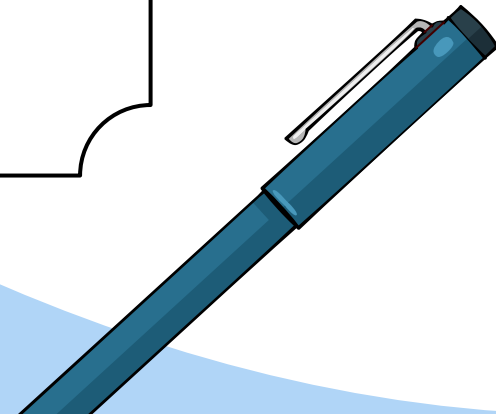


Allison DeGrazia
Assistant Principal, IA Q384



Jillian DiRoma
Assistant Principal, IA Q078

Superintendent's Report
Community District Education
Council
CDEC 30 Meeting

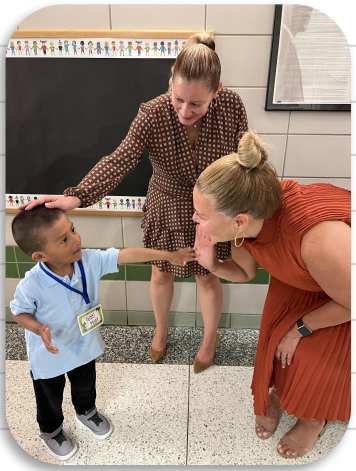


In Support of the Chancellor's Pillar #1

Reimagining the student experience

- **School Opening 2023-24**
 - I am happy to report that the D30 had a successful first day of school opening.
 - D30 team members and I visited schools and supported with arrivals protocols and procedures, greeted students, families and assisted where possible.

1st DAY of SCHOOL



Transportation Reminders and Via School Bus Tracking System Expansion Updates for the 2023–24 SY



Transportation guidance:

- Pick-Up/Drop-Off Times based on approved session times. The principals submitted in the Spring
- Alternate Drop-Off Requests
- School Bus Route Information is viewed on the NYC School Account
- Fall MetroCard Deliveries: Deliveries began on August 28 and are valid as of **September 1**.
- Field Trips: Schools can request field trips during the school day starting **September 18**; The first available date is **September 26**.

Department of Education Reminders

- TikTok is banned on all City Devices and Networks
- Creating NYC School Account and updating Contact information
 - Parent Coordinators will support families in all schools to create their accounts in person and online
 - Families can use their NYC Schools Account to fill out digital forms, update and verify contact information
- Welcoming ALL students – no school can turn away newly arrived families
- Discipline code and letters for families to ensure school safety by September 29th
- Public Release of 2023 NYC School Survey Results – school survey results available by September 1st. Access this via NYCSchoolSurvey.org
 - Survey results are intended to be used in combination with other data and knowledge within school communities to inform, planning improvement, reflection and professional development

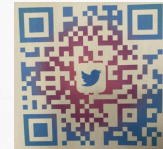
30Q398 Update

- I met with UFT leadership , elected officials, and 398Q teachers
- Supported the school for the first two days of school
- Assigned a House of H.E.A.R.T.s Team member to keep a pulse of what is happening at the school
- The school will be working with a consultant to support the teachers

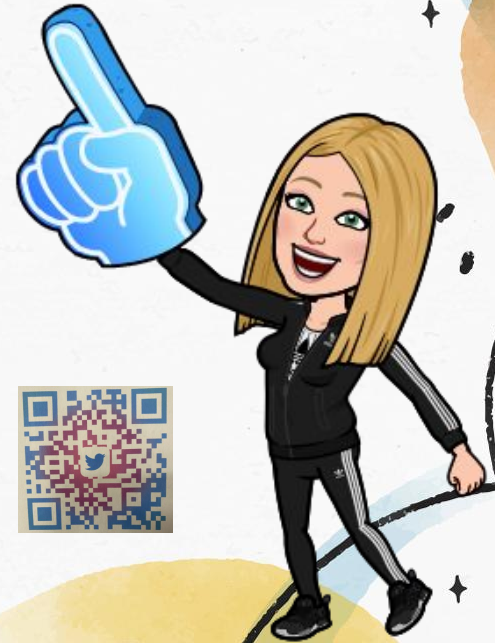
Superintendent Highlights



@NYCDistrict30



@NYCDistrict30





Meet and Greet with I.A.
Superintendent Hidalgo
and NYC Kids RISE



Superintendent Highlights



New Teacher Meet & Greet



Leadership Conference



Meet & Greet with NYC Rise & Superintendent Hidalgo

Community Outreach



District 30 Vision and Mission

Our Vision

District 30 is committed to cultivating a safe, nurturing and student driven learning environment for ALL students. This will promote the success of every student academically, socially, and emotionally while embracing the diversity of our school communities.

Our Mission

Families, staff, and community stakeholders collectively promote the delivery of engaging and authentic learning experiences that challenge all our students. We strive to equip our students with the critical knowledge and skills necessary to lead a life of success and significance as global citizens.

District 30 Goals



Strengthen Instructional Core

Strengthen instructional core by leveraging all 4 hallmarks of advanced literacy and a focus on scaling authentic transfer learning experiences across all content and grade levels to increase the proficiency levels in ELA and Math by 13 percentage point as measured by iReady.



Raise Literacy

Promote foundational literacy skills in early childhood through the implementation of instructional practices grounded in the science of reading to promote literacy inclusive of speaking, listening, reading & writing skills. This will result in at least 80% of K-2 students demonstrating proficiency in word recognition skills (phonological awareness, decoding/encoding, & sight recognition) to become fluent and automatic readers with an understanding of spoken language, as measured by Acadience Composite Scores.



Increase Access & Address Barriers

Foster welcoming and affirming learning environments for all throughout our District by building our collective capacity to identify and address issues of inequity and bias in order to increase access and opportunities for all students and families to promote their success as measured by district wide meetings, interviews, and surveys.



Develop High Quality Educators

Build the capacity of adults working in service of our students at all levels by strengthening offerings and experience in and out of the classrooms, resulting in an increase of 10 percent in overall performance ratings for principals and teachers as measured by the PPO and ADVANCE outcomes.

BELIEVE

CHANGE

IMPACT

OUTCOME