

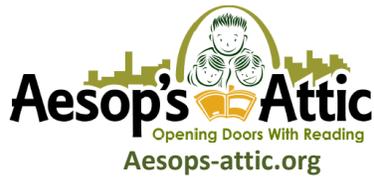
19 December 2014

Analyses of existing program

AESOP's Attic is a non-profit literacy outreach program which focuses on students in kindergarten through 5th grade from lower socio-economic neighborhoods. The program of instruction is fashioned after the traditional RTI programs of the NCLB legislation. Our program activities include after school literacy support using the leveled literacy intervention program of Fountas & Pinnell (2011), writing seminars provided by Lucy Calkins (K-5), a synthetic phonics program, and summer literacy camps which rely on leveled Reader's theater and literacy activities and games provided by Lakeshore Learning. All materials and activities are directly aligned with the Common Core standards for Language Arts grades K-5 (See tab A for example).

Our resources afford us the capability to organize and maintain a library and language arts room(s) continuously available to the kids during the center's normal hours of operation. Our library will be filled with leveled texts from the Fountas & Pinnell Leveled Literacy Intervention series and free-issue books provided by First Read of STL. These books are our tools as we strive to match *'books to readers'* during small group reading instruction and guided reading. While the Fountas & Pinnell program uses authentic text in a balanced-program approach to reading instruction, our literacy activities and games and writing workshops support the alphabetic principle and reading development fundamentals such as phonics and decoding, fluency, comprehension, vocabulary, and writing. The major focus of our guided reading program includes four fundamental areas:

- **Oral fluency:** phrasing, expression, intonation, problem solving and pace.



- **Word Study:** phonemic awareness, synthetic phonics curriculum, and word features.
- **Vocabulary development:** choosing what words to teach (basic, general academic, low frequency)
- **Comprehension Activities:** listening, reading and viewing strategies.
- **Lucy Calkins Writing workshop curriculum:** Aligned with Common Core standards

Program Mission Statement.

The mission of AESOP's ATTIC is to be a leading advocate for reading and literacy in underserved populations. Our focus will include assembling a team of professional reading specialists, teachers of reading, and certified paraprofessional reading assistants to inspire and provide direct support to parents and students in the development of reading skills. AESOP's ATTIC intends to provide students in grades K-5 with primary and supplemental didactic and hands-on experiences to improve their knowledge of letters and letter sounds, phonemic awareness, phonics, vocabulary, grammar, spelling, fluency, comprehension, and writing. AESOP's ATTIC espouses a particular concern and empathizes with struggling readers at all levels and ages, and with literacy in general. AESOP's ATTIC intends to operate as: a convenient after school and summertime literacy outreach center(s), neighborhood-level charter schools for the K-5 student, and adult literacy outreach for the illiterate.

Program Goals and Objectives

- Program goals are aligned with the After School Education and Safety (ASES) grant goals and the Federal 21st Century Learning grant goals with a singular focus on reading and



writing skills at grades K-5 as the primary enrichment opportunity to help students meet state and local standards in the core content areas.

- To serve as a force multiplier in reading education to the community.
- To afford all participants the tools and opportunity to read at grade-level, to enjoy reading as a recreational alternative, and inculcate the literacy skills and abilities to function successfully in a demanding school-based curriculum.
- To guide children in establishing collaborative relationships through reading.
- To recruit and train a force of skilled and passionate tutors who love children and want to share their literacy skills and love of reading.
- To increase home-based reading activity through the Running Start program
- To involve parents in the intervention process through training, encouragement, and providing leveled reading materials for home use.

Analyses of modes of tutoring to be used in program.

Tutoring will use both didactic and experiential modes for teaching reading. Our tutoring objectives will focus on targeted skills that are aligned with Common Core for Language Arts for Illinois (2012). AESOP's Attic has adopted five practical approaches as the basis of our tutoring efforts, each approach serving as contributors to our expanded reading tutors program of instruction and also as practical guides for our curriculum development and program of execution:

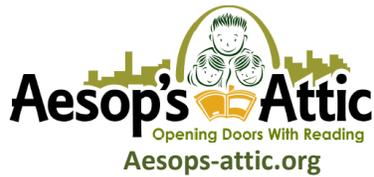
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- DeBruin-Parecki, A. (2007). *Let's read together: Improving literacy outcomes with adult-child interactive reading inventory*. Baltimore, MD: Brookes Publishing.

List of Director and Staff duties.

- **William J. Miklosey Jr.**, (MS Reading and Literacy, Doctoral Candidate, Capella University). Director, curriculum manager, NTA certified tutor trainer.
- **Patricia L. Miklosey**. BSW, Social Worker. Responsible for family and community outreach.
- **Tom O'Saben**. Accountant, Enrolled Agent LLC. Provides oversight of finances, payments and disbursements.



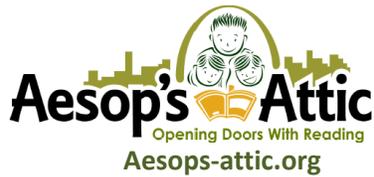
Job description for Tutors.

Tutors will be asked to implement daily tutoring lesson plans provided by the curriculum coordinator following the format provided by McTighe, J. and Wiggins, G. (2004) (See Tab B for example). Tutors will be asked to provide small-group reading instruction and other literacy activities supporting the following developmental groups of readers: emergent, beginning, fledgling, transitional, and independent. The major focus for tutoring will be to develop literacy skills that support and promote the tenant literacy skills of the program: Oral fluency, word study, vocabulary development, and comprehension. In support of oral fluency tutors will be asked to lead and conduct: choral reading, stop-and-go reading, lead read, whisper read, partner read, and echo read. In support of word study tutors will be asked to lead and conduct: card sorting, spelling sort, word ladders, cut up sentences, dictated sentences, memory and speed drills. In support of vocabulary development tutors will be asked to lead and conduct: word wizard, vocabulary maps, picture this, vocabulary preview, and summarize with vocabulary. In support of comprehension tutors will be asked to lead and conduct: predicting, making connections, preview text structure, picture walk, building background knowledge, summarizing, questioning, and using graphic organizers.

Tutors will also be asked to be the librarian for the AESOP's Attic library.

Plan for promoting the program.

AESOP's Attic is being promoted as an educational force multiplier in support of the East St. Louis, IL. School District 189 Our community outreach program supports the family by promoting home literacy activities and parent tutoring.



We have developed our own website which can be seen at aesops-attic.org. We have been in contact with the following organizations in the greater St. Louis metropolitan area to establish collaborative and financial support relationships:

- Youth Bridges- St Louis.
- Jackie Joyner Kersey Community Center.
- The Wish-You-Well foundation.
- Mt Sinai Development Corporation.
- Christian Activity Center, East St Louis, IL.
- United Way of St. Louis.
- Urban Strategies of St. Louis.
- First Books of St. Louis.
- Greater East St. Louis Community fund.
- Ready Readers of St. Louis.
- Reading is Fundamental of St. Louis.
- Early Childhood Education Allocation.
- Kid Friendly Network of the Metro East.
- Illinois Reading Council.
- East St Louis School District 189

Plan for recruiting and hiring tutors.

- Tutors recruitment will be conducted from the following sources:



✓ Local universities providing undergraduate elementary teacher education program (Harris Stowe State university, Southern Illinois University-Edwardsville, McKendree University, Saint Louis University).

✓ Local High schools with Advanced Placement (AP) Language Arts programs (East St. Louis HS, Collinsville HS, and O'Fallon HS).

✓ St Clair County, IL substitute teacher list.

• All prospective tutors will be required to fill out an appropriate application and undergo a criminal background check.

• All positions will receive an hourly wage.

• All tutors will be required to participate in the NTA tutor training program and selected tutors will participate in an extended AESOP's Attic reading tutors training program,

Plan for location and materials needed for the program.

• AESOP's Attic will fully utilize all the materials listed below:

✓ Leveled Literacy Intervention: Levels A-W, Grades K-5. Fountas & Pinnell.

✓ Lakeshore Learning Literacy games and activities. Grades K-5.

✓ Benchmark Assessment System. (System 1 for grades K-2; System 2 for grades 3-8)

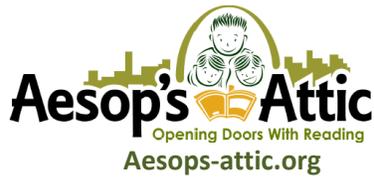
✓ Phonological Awareness Literacy Screening (PALS). Pre-K-8.

✓ Qualitative Reading Inventory-5 (5th ed.)

✓ Test of Phonological Awareness skills (TOPAS)

✓ Phonics Drill Cards for Reading and Spelling

✓ Phonetic Word Cards: Remedial training for children with specific disability in

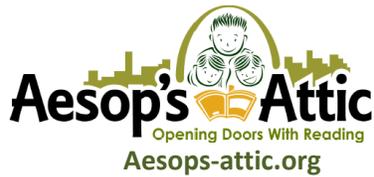


Reading, spelling, and Penmanship.

- ✓ The Gillingham Manual: Remedial training for children with specific disability in reading, spelling, and penmanship (9th ed.).
- ✓ Lucy Calkins Unit of Study writing curriculum

Detailed plan for record keeping and confidentiality

- Exchange of educational records pertaining to progress monitoring information, periodic assessments and daily records between AESOP's Attic and the custodial and noncustodial parents of the students in the program will comply with the appropriate Family Educational Rights and Privacy Act (FERPA) requirements. Exchange of school records between a student's school of record and AESOP's Attic will comply with local directives as necessary.
- Records of progress monitoring, assessments, and daily records are the property of AESOP's Attic and will remain confidential within the requirements of FERPA. All records will be maintained for one (1) year. Disclosure of personally identifiable information derived from education records is prohibited. Disclosure of personally identifiable information to third parties is prohibited.
- Custodial parents may inspect and review their child's education record upon verbal request or within 45 days of a written request.
- Parents of students participating in an AESOP's Attic program will be notified annually of their rights under FERPA.
- All records will be maintained in a secured location with limited access granted to the Director and the program Social Worker.



List of program policies and procedures

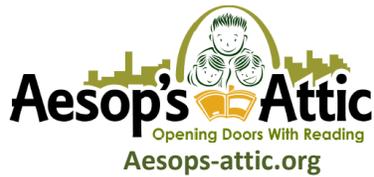
- AESOP's Attic is a tutor-based literacy outreach program but retains assets and abilities to provide individual instruction to students appropriately assessed as needing individual intervention.
- Sessions will be guided by lesson plans provided to each tutor daily. Tutors will be familiar with each lesson plan, the materials required, and make progress monitoring notes for each child as necessary at the end of each session.
 - Pre- and post-testing will occur semi-annually.
 - Children suspected of having special needs will be referred (with written parental permission) for screening and/or evaluation through the local education agency. The tutoring program will participate in planning and implementing follow-up strategies and services.
 - AESOP's Attic tutors, families, and children will work together to create and maintain portfolios that document children's progress.
 - All tutors will take part in a three-day initial tutor orientation that will culminate in the award of certification as either a basic or advanced tutor by the National Tutoring Association (NTA). An additional 36 hours of training on reading and literacy will culminate in the award of a Reading Tutor Certification conferred by AESOP's Attic as the certifying agency. Thereafter tutors will attend monthly workshops conducted by the program's director. The director will observe tutoring sessions at least monthly and provide feedback and technical assistance.



- Sessions for each reading group will not last longer than 45 minutes usually. Emergent and beginning reader session will usually last approximately 30 minutes.
- General administrative policies regarding student conduct, hours of operation and the like will align with the policies of the Christian Activity, East St. Louis, IL.

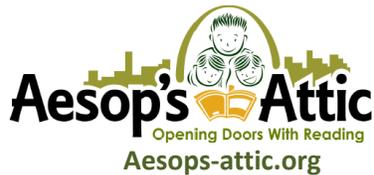
Plan for selecting students to be tutored.

All students participating in the program will be assessed for phonological awareness (IAW PALS) and reading levels (IAW Benchmark Assessment System).

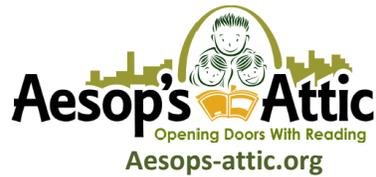


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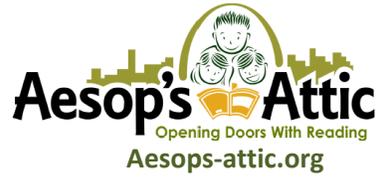
Tab A: Example of Literacy Activities alignment with Common Core English Language Standards.

Kindergarten	Standard	Supporting Product
	Strand Code:R.L=Reading-Literature,R.I=Reading Informational Text,RF=Reading Foundation Skills,W=Writing,SL=Speaking Listening,L=Language,R.H.=Reading History,R.ST=Reading in Science and Technical Text,WHST=Writing History,CC=Common Core	
Kindergarten	Standard	Supporting Product
R.L. 1	With prompting and support, ask and answer questions about key details in a text	CC520-Common Core Daily Language Practice CR709-Common Core Exemplar Text Libraries FF105-Oral Language Activity Box FF104-Phonological Awareness Activity Box PP850-Understanding & Retelling Texts Common Core Teaching Kit
R.L.2	With prompting and support, retell familiar stories, including key details.	CC520-Common Core Daily Language Practice CR709-Common Core Exemplar Text Libraries PP850-Understanding & Retelling Texts Common Core Teaching Kit PP153-Pick-A-Trick Sequencing Interactive Game CD-Rom
R.L. 3	With prompting and support, identify characters, settings and major events in a story	CR709-Common Core Exemplar Text Libraries FF928-Fairy Tales & Folk Tales Theme Box PP850-Understanding & Retelling Texts Common Core Teaching Kit FF709-What's The Order? Sequencing Kit FF521-Writing Activity Pockets
R.L. 4	Ask and answer questions about unknown words in a text.	CR709-Common Core Exemplar Text Libraries EE668-Lakeshore Word Family Big Books FF105-Oral Language Activity Box PP850-Understanding & Retelling Texts Common Core Teaching Kit EE129-Vocabulary Builder Books



Tab B: Lesson Plan example

Name:	Date:
Unit Title:	
Grade Level:	
Subject:	
Unit Length:	
Brief Summary of Unit	
(Describe the context for this unit within the curriculum, and the curricular aims of the unit.)	
Stage One – Desired Results	
Establish Goals: (Standards of Learning, content standards)	
Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."	Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?



<p>What key knowledge and skills are needed to develop the desired understandings and meet the goals of the unit?</p> <p>What knowledge and skill relate to the content standards on which the unit is focused?</p> <p>Students will know:</p> <p>Students will be able to:</p>	

Stage Two – Assessment
<p>Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?</p>
<p>Other Evidence: (quizzes, tests and so on)</p>
<p>Student Self-Assessment and Reflection: (self-assessments, observations, reflections, and so on)</p>
Assessment Task Blueprint



Using the performance tasks and other evidence (including student-self assessment), complete the assessment task blueprint.

What understandings or goals will be assessed through this task? (Students will...)

What criteria are implied in the standards and understandings, regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Explain how one of more of the assessment tasks will enable you to guide students toward meeting the state's graduation standards (see Unit 1, u01s1).

Through what authentic performance task will students demonstrate understanding? (Provide a task overview)

What student products and performances will provide evidence of better understandings?

By what criteria will student products and performances be evaluated?

Rubric

Provide a rubric for at least one of the performance tasks that students will complete. Utilize the elements found in the Arther and McTighe (2001) text.

Stage Three – Learning Plan

Differentiation:

Briefly discuss how you have incorporated instructional strategies in this unit that address different learning styles and student needs.

Adapted from the Understanding by Design Template available online, *Understanding by Design: Professional Development Workbook*, and the appendix of *Understanding by Design* (2005) text.

References

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