

SPONSOR UPDATE

DECEMBER 2017

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OUR MISSION

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

OUR VISION

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.

ODE releases annual sponsor ratings

As required by state law, the Ohio Department of Education (ODE) released ratings assigned to all charter school sponsors – based on school academic performance, sponsor and school compliance, and sponsor quality practices – on Nov. 15.

Ratings for the 2016-2017 school year showed improvement over the previous year with three sponsors being rated “Exemplary” (compared to none last year), 21 rated “Effective” (compared to 5), 13 rated “Ineffective” (compared to 39), and eight – all districts, Educational Service Centers and technical schools – rated “Poor” (compared to 21).

State law provides incentives for sponsors rated “Exemplary,” and penalties for sponsors rated “Ineffective” (prohibited from sponsoring additional schools) and “Poor” (revocation of sponsorship authority). Sponsors rated “Ineffective” for three consecutive years are also subject to revocation of sponsorship authority.

Sponsors were unsuccessful in efforts earlier this year to make legislative modifications to the sponsor performance assessment and implementation guidelines, including weighting value-added more heavily than other report card metrics in assessing school academic performance.

Buckeye Community Hope Foundation maintained its “Effective” rating.

Congrats to Momentum Award honorees!

Congratulations to Horizon Science Academy Columbus Middle School and Lincoln Park Academy – two of 214 schools to recently receive Momentum Awards from the State Board of Education.

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SUCCESS WITH STORIA: OHIO'S GRADE 4 eBOOK COLLECTION

INFOhio wants to ensure that every fourth-grade student in Ohio has access to Storia's collection and online reading tools.

This collection of 160 popular titles was selected to specifically support Ohio's Learning Standards and help teachers track students' reading progress.

Scholastic's Storia gives teachers valuable information, including data that can be used to create student learning objectives and supports the Ohio Teacher Evaluation System.

Learn more online at:
https://www.dropbox.com/s/aujobx46fwova4k/Getting_Started_with_Storia.pdf?dl=0



Momentum awards — continued

The award recognizes schools that exceed expectations in annual student growth. Schools must earn straight A grades on all value-added measures – a key component of state report cards. Schools must have at least two value-added subgroups of students, which includes gifted, lowest 20 percent in achievement, and students with disabilities.



“These districts and schools are doing a wonderful job providing students with the tools to succeed – and their students are rising to the challenge,” said State Board President Tess Elshoff. “The State Board of Education is proud to recognize these students, teachers, administrators and parents for their accomplishments.”

Can one person make a difference?

Can one person make a difference? is the theme for Buckeye Community Hope Foundation's (BCHF) Writing Challenge for the 2017-2018 school year. The Writing Challenge awards schools entries from three grade bands: 3-5; 6-8; and, 9-12.

All school leaders are encouraged to share this opportunity with their teachers. The writing prompts are written so that teachers can incorporate the contest within the context of their English language arts instruction.

Writing Challenge packets – including the scoring rubrics -- have been provided to all schools sponsored by BCHF.

Deadline entry (one per school, per grade band) is March 31, 2018. Please keep spring break in mind for planning purposes.

The Writing Challenge team looks forward to reading students' amazing essays!

Questions? Contact Mindy Farry at mfarry@buckeyehope.org.

Bill addresses school discipline, bullying and hazing

Legislation (H.B. 360) introduced in September by Rep. Dave Greenspan (R-Westlake) has been subject to change, with the substitute bill under consideration by the House Education and Career Readiness Committee.

Greenspan offered sponsor testimony on the bill, which he says would “provide a standard general protocol for addressing acts of bullying and hazing while continuing to respect the concept of local control.”

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PREVENTING AND ADDRESSING BULLYING USING STRATEGIES THAT WORK

Many educators find the most effective way to prevent disruptive behavior such as bullying is to address issues before they happen.

The Positive Behavioral Interventions and Supports (PBIS) model is a proven prevention strategy that also provides assistance as educators address bullying during and after each incident.

PBIS provides a proactive, consistent school-wide approach to teaching appropriate behaviors to children and creating positive learning environments.

Schools that use the PBIS framework see reductions in disciplinary actions and increases in academic achievement.

Access the PBIS model online at:

<https://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources>

Bullying, hazing bill — continued

Sub. H.B. 360 would require public school students (with the exception of K-3 students and students with developmental disabilities) to be suspended for up to 10 days for a first offense of harassment, intimidation or bullying, up to 30 days for a second offense in the same school year, and up to 182 days for a third offense.

Community service would be mandatory for students suspended or expelled for harassment, intimidation or bullying.

Schools would be required to provide tutoring and academic support for suspended or expelled students and to allow them to take all required state assessments. Schools would also be obligated to offer counseling services for victims, and for students expelled or suspended upon parental consent.

The legislation also establishes advance notice procedures, an appeals process, and return-to-school procedures for students who are suspended or expelled.

Greenspan characterizes the bill, also known as the “Ohio Anti-Bullying and Hazing Act,” as taking a “firm yet fair approach to addressing and changing the behavior of the bully and by providing an appropriate punishment along with corrective measures.”

School hosts seventh Veterans Day Breakfast

At an annual event celebrating Veterans Day and honoring local veterans, Horizon Science Academy (HSA) Lorain students enjoyed breakfast and expressed their gratitude to those that have served our country.

“This breakfast is a way to give back to our veterans for the sacrifices they have made,” said Jayson Bendik, the school’s assistant principal. “It’s because of people like this our school exists.”

Students expressed their appreciation for veterans in different ways: first-graders wrote thank you letters, while third-graders performed a drill focused on writing and math. All

students enjoyed the opportunity to engage with veterans one-on-one, and some heard about individual veterans’ experiences, dedication and sacrifices from those who volunteered to speak in classrooms.

“These veterans love (the event) and it’s a great opportunity for students to connect with them, Bendik said.



CHANGES RESULT IN STRS FUNDING IMPROVEMENTS

The State Teachers Retirement System (STRS) Board recently heard from a Segal Consulting actuarial that eliminating cost-of-living increases has produced positive results.

The system's funded ratio - a comparison of assets to actuarial accrued liabilities - improved over the course of one year from 69.6 percent to 75.1 (compared to 66.6 percent without the cost-of-living adjustment), as the funding period decreased from 26.6 years to 18.4 (compared to 50.4 percent without the adjustment).

Overall investment returns were 14 percent for fiscal year 2017, contributing to funding improvements.

STRS staff estimate about a 30 percent chance that, without additional changes, the funding ratio will drop below 50 percent over the next 10 years.



Chess club just one example of school's holistic approach to education

Chapelside Cleveland Academy (CCA) Principal Anna Turner is enthusiastic about the impact she and her team can have on students - providing them with opportunities they may never have experienced. "We're not just teaching," she reminds her staff, "we're changing the world!"

Turner grew up on the south side of Chicago and spent much of her career in education in the Windy City. Her perspective and experience - and belief in a holistic approach to education - has served CCA, under her leadership since the beginning of the current school year, well.



Recognizing the importance of focusing beyond academics to social and emotional learning, Turner knew that offering students after-school programs, SEL curriculum, and partnering with a family counseling service, would support the school's broader academic goals.

Among the new staff she hired this year was a teacher who played chess himself and had experience coordinating school chess teams.

"So, I thought, why not offer a chess club in addition to our other after-school programs," Turner said. "Talk about rigor - it's a challenging game that forces players to think strategically. Every move you make will influence the next 20. Chess teaches higher order thinking skills for life."

The school's after-school program offerings also include dance, basketball, girls club, tutoring and a book club. All support the school's focus on social and emotional learning, to which a half-hour is dedicated each school day.

Turner and her team also strive to involve students' parents and other family members.

"If they (parents) feel a connection with you, you'll have their support," Turner explained. "It's so important that we understand the lives students and their families lead and provide support based on their life experiences."

The school's recent Turkey Bingo Thanksgiving event brought family members to the school for a bit of fun and, for the lucky winners, prizes including turkeys ready to be cooked and served, and "dinner in a basket" with nonperishable food items.

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NEW REPORT SHEDS LIGHT ON SCHOOL LEADERS' NEEDS

The Ohio Department of Education (ODE), in partnership with the Ohio Association of Elementary School Administrators and the Ohio Association of Secondary School Administrators, worked with individuals from throughout the state to gather information serving as the basis for recommendations included in a recently released report, *Strengthening Educational Leader Supports*.

The report sheds light on what principals need throughout their careers to maximize their effectiveness and recommends specific strategies and supports.

Access the full report online at: <http://education.ohio.gov/Administrators/Strengthening-Educational-Leader-Supports>.



Holistic approach — continued

Turner credits her staff, who volunteer their time to support after-school programs and events like Turkey Bingo, for their individual commitments to student success.

“Our teachers put in a lot of blood, sweat, and tears to show their students that this isn’t just about a grade, it is about their lives,” she said, “and everyone goes above and beyond their daily schedules to volunteer their time. That includes office staff, security, title ... everyone has become a significant part of this community.”



CCA has also created a new mascot this year: the “Chargers.” By definition, a Charger is an armored horse that is ready for battle. This is the theme for motivation. “Our education is our armor, and the battle that we are fighting for is life,” Turner said. “Are you ready for battle?”

Chapelside Chess Club members will participate in the Dec. 16 Cleveland Metro Chess Championship, sponsored by the Cleveland Public Library and Progress with Chess, for K-12 Cleveland students.

“When students are excited about being part of something bigger than themselves – that’s when they really thrive,” Turner said. “That’s why it’s so important to provide students with opportunities that create a sense of community. The whole school will be excited about the upcoming chess championship – not just the students who will complete. And we’ll all be proud of their success.”

Stakeholders voice support for Common Core

Members of the House Education and Career Readiness Committee recently heard testimony from education stakeholders who support Ohio’s Learning Standards and oppose legislation (H.B. 176) that would prohibit the State Board of Education from adopting – and the Department of Education from implementing – the Common Core State Standards, or any standards developed by any similar initiative process or program, as the state’s academic content standards for English language arts, mathematics, science or social studies, and voids any prior actions taken to adopt or implement the Common Core State Standards.

Common Core, which has been modified and rebranded as Ohio’s Learning Standards, has been controversial and subject to intense criticism by opponents.

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SuccessBound INITIATIVE A WIN FOR SCHOOLS, BUSINESSES AND STUDENTS

Ohio's SuccessBound initiative empowers businesses and schools to form win-win-win partnerships.

Schools win by forming relationships with businesses that want to invest in education. Businesses win by gaining the opportunity to better prepare their future workforces. And students win by learning through engaging, real-world work experiences.

The Ohio Department of Education (ODE), in partnership with the Ohio Educational Service Center Association, recently hosted the inaugural statewide SuccessBound conference. Additional conferences -- being planned regionally throughout the state -- will provide opportunities to foster additional partnerships, network, interact with potential partners and feature sessions addressing the unique needs of specific regions in Ohio.

Learn more about SuccessBound online at: <https://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound>

Common Core — continued

“Changing the standards again, especially going backwards to standards written by another state and since discarded would only move us backwards by throwing another disruption in the learning process,” said Melissa Cropper, president of the Ohio Federation of Teachers.

“Instead of changing standards again and spending the time to learn and implement the new standards, our teachers need to be focused on continuing to develop more teaching strategies, working with each other on best practices for teaching current standards, sharing data and discussing ways to move student achievement forward, bringing in community resources to both address student needs and to enhance the curriculum,” she added.

Char Shryock, director of curriculum for Bay Village City Schools, also testified, reminding the committee that development of Ohio's Learning Standards was a year-long process involving teachers, parents and content experts.

“Ohio districts have spent hundreds of thousands of hours over the past seven years selecting, creating, and implementing instructional materials that are based on our Ohio Learning Standards,” she said. “Ohio districts have spent hundreds of thousands of dollars on purchasing instructional materials and providing teachers with collaborative time and ongoing professional development to best utilize these resources.

Other opponents – the Ohio Chamber of Commerce, Philanthropy Ohio, Cleveland Metropolitan School District and Ohio Parent-Teachers Association -- of H.B. 176 submitted written testimony.

How cool is that?

Congratulations to Horizon Science Academy (HSA) Denison Elementary School for recently being selected by Cleveland's Fox 8 News as a “Cool School.”

The school sent a letter to the television station describing what makes HSA Denison Elementary School “cool” – resulting in a nomination, along with two other schools, for the title.

Voting lasted for about a week and the school was proactive in getting the news to students' families, friends and colleagues. The smallest school in the running, HSA Denison received nearly 4,000 votes and secured the title!



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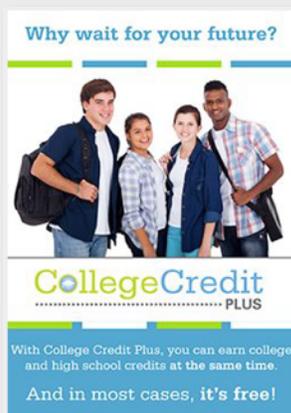
MORE STUDENTS TAKING ADVANTAGE OF CCP PROGRAM

The Ohio Department of Education (ODE) recently announced that more than 68,000 students earned college credit while still in high school during the 2016-2017 school year.

According to the Ohio Department of Higher Education, the College Credit Plus (CCP) program potentially saved students \$144 million in future tuition.

In the previous year, which was the first year of CCP implementation, 54,000 students saved about \$124 million in tuition costs.

Student interested in learning more can access information about CCP - including important upcoming deadlines -- online at: <https://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus>



Cool school — continued

Fox 8 visited the school and video-recorded various activities, from classroom instruction to music and gym classes.

School leaders selected two sixth-grade students to represent the school on the news show, play the “coffee quiz,” and accept the “Cool School” award.

The experience was, well ... nothing less than cool, showing students that their efforts can result in the accomplishment of their goals.

It was a great experience for the school’s leader, teachers, staff and – most of all – students! After all, who doesn’t like being cool?

Socktober increases student awareness of local need

Horizon Science Academy (HSA) Lorain first grade students participated in Socktober – a community event brainstormed by YouTube personality best known as Kid President – aimed at helping those in need from the local community.

The campaign focuses on a very basic human need for clean socks. While helping economically disadvantaged people in the Lorain community, students learn the importance of helping others and how every person has the capacity to give in some way.

Spearheaded by the school’s “Teacher of the Year 2017” Shannon Grief, the campaign encouraged donations of socks and cash in support of the Haven Homeless Shelter in Lorain. The school exceeded its goal to collect 1,300 socks, donating 1,841 pairs of socks and \$189 in cash.



Two key events served as great opportunities for students, parents and other supporters to embrace the campaign: donation of a new pair of socks or \$1 for students to wear jeans and HSA Spirit Wear; and Salsa for Socks featuring DJ Nacho playing music for salsa lessons and dancing.

Students helped load the sock donations – filling a school bus and two SUVs – and deliver them to the Haven Homeless Shelter.

A pair of socks may seem like a small thing to give, but the campaign helps students understand that something small can make a difference in the lives of others.

“Just getting them to see that even though they are small and little, they can make a big difference ...,” Grief said of her students.

ACCESS QUALITY INSTRUCTIONAL MATERIALS THROUGH INFOhio

Finding free high-quality instructional materials for teachers and students is an easy, two-step process.

First, visit Educator Tools – at <https://www.infohio.org/educator-tools> -- to explore best practices, articles, websites and media, along with lesson plans and other support materials developed by the INFOhio community of users.

Then, use ISearch and other INFOhio resources to find print materials and digital content – including texts, videos, images and more – that can be printed or uploaded to learning management systems for students to use.

CHECK OUT ODE'S OFFICIAL BLOG

ExtraCredit, the official blog of the Ohio Department of Education (ODE), offers commentary and insight on a wide range of education issues from department experts and guest bloggers from throughout Ohio's schools and support organizations. Ideas, feedback and comments to promote a two-way dialogue are encouraged. Learn more at: <https://education.ohio.gov/Media/Extra-Credit-Blog>

Bill inspired by Chardon High School shooting

The Ohio House Education and Career Readiness Committee recently heard testimony in support of H.B. 318, which would establish training requirements for school resource officers (SRO).

Tim Armelli, Chardon High School teacher and coach, and Frank Hall, former coach – both of whom were present during Ohio's deadliest school shooting in 2012 – offered testimony in support of the legislation.

“Throughout Ohio there currently exist confusion and inconsistency in the term and training of school resource officers,” Armelli said. “Local school officials can use the term ‘school resource officer’ as they see fit. They can determine what training, if any, a school resource officer needs. We need to set a standard by which the people in our buildings, with the task of protecting our children’s lives, are held to a high standard of moral, ethical and legal responsibility.”



The legislation would require all new school resource officers to complete a peace officer training program approved by the Ohio Peace Officers Training Commission. Additionally, they would be required to complete at least 40 hours of school resource officer training through either the National or Ohio Association for School Resource Officers or another certified training program that includes instruction regarding skills, tactics and strategies to address the specific nature of various potentially dangerous situations.

The bill would allow school resource officers to provide services related to districts’ or schools’ comprehensive emergency management plans, and would permit them to make arrests, conduct searches and seizures, carry a firearm, and exercise other policy powers in accordance with the standards and requirements applicable to all Ohio peace officers.

Chardon Mayor Nancy McArthur, who also testified in support of the legislation, told committee members: “The results of having an SRO are not necessarily something that can be measured, graphed, or documented. But those of us in Chardon know that having an SRO in our public schools contributes to our students’ physical safety, their mental health, and to their growth as contributing members of our society.”

Existing school resource officers – generally individuals employed as police officers of municipal corporations, townships or other political subdivisions – would be “grandfathered” under the bill and exempt from the training requirements.

VALUE-ADDED GUIDEBOOKS AVAILABLE FOR TEACHERS AND SCHOOL LEADERS

Free guidebooks spotlight the use of value-added data to impact teaching and learning. The guidebooks help develop knowledge of how to interpret and use a variety of value-added reports to inform professional practices, using sample value-added, diagnostic and projection reports, combined with reflective scenarios. Download guidebooks and access more free value-added resources on Battelle for Kids' Ohio Portal:

<http://portal.battelleforkids.org/Ohio/topics/value-added/value-added-resources>

SHARE YOUR STORIES!

The #MyOhioClassroom hashtag on the Ohio Department of Education's Instagram and Twitter accounts offers teachers and administrators ways to share stories of success, innovation and other great news with their statewide peers. Learn how to start sharing ideas for success and engagement from your classroom and find weekly theme prompts at:

[http://education.ohio.gov/Topics/Teaching/MyOhioClassroom.](http://education.ohio.gov/Topics/Teaching/MyOhioClassroom)

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

The busy holiday season, or just afterwards, may be “just the time” to renew your commitment to school improvement and high quality professional development! Buckeye Community Hope Foundation (BCHF) has a full slate of offerings to continue the annual theme of “Schools of Hope.” Session topics are drawn from the needs that school leaders requested for this school year. BCHF offers showcase sessions centrally or regionally based on requests and perceived interest. Consider participating in a session soon!

CREATING CLASSROOM ASSESSMENTS – offered regionally!

Instruction is not complete until teachers check for understanding. This workshop will build upon knowledge of Ohio learning standards and how to assess them. Participants will be supported in developing formative and summative assessments aligned to standards and AIR testing formats. Participants should be prepared to bring a set of “power” or “focus” standards from test blueprints for their content area. Item type, item development, item format, and item analysis will be discussed. Sessions are scheduled 10 a.m. to 3 p.m. with specific location information available upon registration. Register through the appropriate link:

December 13 – Columbus

<https://register.eventarc.com/38753/creating-classroom-assessments-columbus>

January 23 – Toledo

<https://register.eventarc.com/39702/creating-classroom-assessments-Toledo>

January 31 – Cleveland

<https://register.eventarc.com/38754/creating-classroom-assessments-Cleveland>

COACHING 101 - January 8, Columbus

This session is a repeat offering of BCHF's very popular initial coaching workshop. Instructional coaches are change agents in schools. However, coaches need to have a model to follow in order to be truly effective. Coaches will learn about a partnership model for coaching, develop a coach's “toolkit” and find ways to create effective learning conversations. Instructional coaches will learn ways to develop strong coaching partnerships and learn how their influence can affect the instruction in the entire building. This session is especially for instructional coaches, school leaders and building leadership teams. The session is scheduled 10 a.m. to 3 p.m. Register through the following link:

<https://register.eventarc.com/39694/coaching-101-january>

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COMPLIANCE UPDATE

Compliance progress reports

Compliance progress reports were generated on November 30 and reflect schools' progress on compliance items due through October 31. The reports will be reviewed at December board meetings during the sponsor update, or e-mailed to boards that do not meet in December.

Mid-year submission of safety drill logs

All schools are required to submit their safety drill logs to the State Fire Marshall at mid-year (December/January) and year-end (May/June). The logs should be submitted via e-mail to Jennifer Smith -- Jennifer.smith2@com.state.oh.us -- at the Ohio Department of Commerce, Division of State Fire Marshall, Code Enforcement Bureau. Please copy your sponsor representative on the submission e-mail.



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — *continued*

TEACHER BOOTCAMP – January 11, Columbus

This is a re-offering of BCHF's highly-successful teacher "boot camp" covering basic elements of quality instruction and classroom management. Teachers will learn about effective classroom management systems and dealing with disruptions in the classroom. They will then learn about best practices for effective lesson planning and delivery. The session is intended for teachers who are novice or who need a refresher of their practices. The session is scheduled 10 a.m. to 3 p.m. Register through the following link:

<https://register.eventarc.com/38763/teacherbootcamp-columbus-january>

WORKING WITH ELEMENTARY WRITING

RUBRICS – January 18, Columbus

This workshop will allow teachers of grades 1-6 to gain experience with writing rubric tools including the state rubrics for grades 3-5, primary writing rubrics and "student friendly checklists." The focus will be on how to evaluate student writing, pinpoint writing instruction needs, and confer with students to encourage them as young authors and writers. The session is scheduled 10 a.m. to 3 p.m. Register through the following link:

<https://register.eventarc.com/39701/developing-youngwriters-using-rubrics>

EFFECTIVE STRATEGIES FOR MATH

INSTRUCTION K-5 – *offered regionally!*

This invigorating workshop will explore a series of mathematics instructional techniques popularized by both the Eureka and Singapore Math series. These strategies could be utilized in any mathematics classroom to increase student engagement with mathematics and to therefore enhance student understanding. Examples will focus on grades K-5. Sessions are scheduled 10 a.m. to 3 p.m. Register through the appropriate link:

January 30 – Cleveland

<https://register.eventarc.com/38770/effectivestrategies-for-math-instruction-cleveland>

January 31 – Columbus

<https://register.eventarc.com/38771/effectivestrategies-for-math-instruction-columbus>

Remember to make eventarc a trusted site in your email in order to receive confirmations and email updates on our workshops! Please email Mike Grote at mgrande@buckeyebope.org if you have problems registering. Please include names and email addresses of all registrants.

SCHOOL IMPROVEMENT

Literacy in all classrooms

By Mindy Farry, School Improvement Representative

Occupations that require high levels of literacy continue to grow in the United States. Many high school graduates are not prepared for college level coursework due to their literacy skills. Only 50 percent of students taking the ACT score high enough to avoid remedial college courses.

Literacy is everyone's responsibility — everyone's job. Most students do not get any formal reading and/or writing instruction past the fifth grade. Secondary teachers just *expect* that students in middle and high school will magically know how to read and dissect their science textbooks. Literacy is so much more than reading and writing; it includes speaking, listening, debating, discussing and presenting. For students to be competent in the adult working world, all of those skills are necessary.

The State of Ohio recognizes that literacy is the key to all learning. That is why there are grade 6-12 literacy standards, which are the responsibility of all secondary teachers, not just English teachers. The problem is that content area teachers are often not taught how to *teach* literacy skills, and make the assumption that students already possess these skills. There are, however, some simple ways that content area teachers (including art, music, physical education and all of the academic core areas) can infuse literacy into everyday instruction.

WRITING: Students should be writing in class every day. It can be a seamless part of instruction for students to write their reactions, reflections and thoughts about any topic being studied. Consider having students write for three minutes as they enter class, reviewing the topic and learning from the previous day. Students can be taught effective note-taking skills such as two-column journaling, webbing, graphic organizers, etc. to capture teacher notes. Do not assume that students, even in high school, know how to take notes and have a system perfected. It has to be modeled and taught.

READING: Students receive intensive reading instruction through the fifth grade, but

unfortunately, it is often very fiction-heavy. Content teachers need to teach students how to read non-fiction and how to attack a textbook or online article. Teach students to pre-read a chapter, looking at the headings, the illustrations and charts, the questions at the end, the side notes or footnotes. Plan vocabulary study ahead of time, anticipating words that may slow down or even stop a reader. (BUT—do not assign words for students to merely “look up”; they will not truly understand the meaning of the words). Are there any technical words or jargon that are specific to the content area with which students may not be familiar? Pre-load those words into the students' schema in order to make the reading more accessible. Can you model the reading and the metacognition of a portion of a chapter? Read it aloud to students and let them hear your thought processes as you make meaning out of the words.

SPEAKING, LISTENING, ETC.: Discussion and speaking are so much more than a teacher asking a question and a few (usually the same) students answering them. Ask students to share with a partner what was just presented in class. Students can share the notes they've taken to add to their notes with a partner. Socratic seminars and Fishbowl Discussion on topics in history or biology or music is an exercise in discussion participation and critical thinking and debate skills. Students should be given multiple opportunities to stand in front of peers, teachers and content specialists, and present information and be able to defend their answers. Debates, speeches, small group discussions, defenses of writing are all examples of ways that teachers can use speaking and listening skills in their classrooms.

Improve literacy instruction and improvement will automatically follow in all other areas because literacy involves thinking, creating, and synthesizing information.

HIGH FREQUENCY WORDS

ANALYZE
CITE
COMMENT
COMPARE
CONSIDER
CONTRAST
CREATE
DEFINE
DESIGN
DETAIL
DETERMINE
DEVELOP
DIAGRAM
DISCERN
DISCOVER
DISCUSS
DISPLAY
DISSUADE
EDIT
ELABORATE
ELIMINATE
EMBELLISH
ESTABLISH

ESTIMATE
EXAMINE
EXPAND
EXPLAIN
EXPLORE
EXTRACT
FIND
FLOW CHART
GENERATE
IDENTIFY
IMAGINE
INJECT
INSERT
INTERPRET
INVESTIGATE
JUSTIFY
LEGITIMIZE
LIMIT
LOCATE
MARGINALIZE
MATCH
MEASURE
OBTAIN

ORGANIZE
PARAPHRASE
PERSUADE
PERUSE
PROVE
REASON
RECOVER
RECREATE
REDESIGN
REFER
REFLECT
REFRAIN
REFUSE
REJECT
RESEARCH
REVISE
SELECT
SET PRIORITIES
SOLVE
STATE
SUMMARIZE
SUPPORT
UNPACK

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