

Coaches/Teachers:

Inside the Classroom first semester

Create a classroom schedule that permits:

Daily

- No less than 120 minutes a day in the literacy block
- Daily time set aside for a **crafting** session and time for **composing**: a chance for children to read a range of books and select a range of topics that vary in genre and difficulty
- Daily opportunities for at least one **invitational** group focused on a specific deep or surface structure strategy
- Daily opportunities to **confer** with individuals about the deep or surface structure strategy they have taught and monitor progress.
- Daily opportunity for children to **reflect** on their work as readers and writers.

Weekly

- 50/50 balance between deep and surface structure instruction gradually changing to 85/15 balance for second grade and above
- Weekly opportunities for children to share/teach others in **Reflecting Sessions**

Monthly

- Use of a range of teaching strategies oriented at specific Cornerstone Literacy Framework Teaching Intentions and Learning Outcomes.

During First Semester

- Read In the Company of Children and Mosaic of Thought; for Phase One sites, select a professional text and plan your schools' study group

During First Semester

- Select book for study groups from professional books received at summer institute

Children:

Work in an environment that permits: (or provides)

Daily

- Clarity about daily Learning Outcomes for every **Crafting session** in which they participate
- Daily opportunities for some students to confer with the teacher and others to meet in **Invitational Groups** with their teacher - at least 45 - 60 minutes of independent reading and writing

Weekly

- Opportunity to select at least some books/writing topics

Monthly

- Read and respond to a variety of texts including a range of genres
- Write for a variety of purposes in whole class, in

Invitational Groups and independently

Principals:

Create a schedule that permits:

Daily

- 90 - 120 minute literacy block each day, all primary classes

Weekly

- Weekly opportunities for grade level teams to plan together and monitor progress toward goals from asset map
- A consistent time for you to visit each classroom during literacy block once a week
- Focus on the Cornerstone Literacy Framework, particularly as it relates to **Crafting** for first year schools and **Invitational Groups** and **Composing** for second and third year schools
- Time to meet with coaches and, if necessary, critical friends once every two weeks

Monthly

- Devoting faculty meeting time to discussion of critical organizational issues that affect literacy teaching and learning
- Work with Cornerstone staff, other principals and district strategy manager to plan family/community involvement component

During First Semester

- Ensure that the faculty has ample time to complete the asset map and that the leadership team convenes to set goals and create a specific literacy action plan.
- Set a goal for your own professional reading that focuses on literacy instruction and another that focuses on leadership.

Coaches:

Outside the classroom - fall semester

- Set up demonstration classrooms in own classrooms
- Working with one other colleague for three to four weeks at a time to create additional demonstration classrooms
- Facilitate study groups focused on:
Asset map analysis, professional book study, School and classroom climate, and effective instruction in all six systems and/or on the books Mosaic of Thought and In the Company of Children (first year schools) or other professional books (second and third year schools)

Outside the Classroom - January

- Collect baseline assessment with a stratified random sample of 18 -24 children per school - 4 (5 in kindergarten and first grade) students per grade level
- Baseline data will include:
 - DRA, MPIR, Writing Sample
- Observation records from sample students during literacy block in their classrooms

Critical Friends:

First Semester

- Administer asset map in each site; analyze results with staff --- create goals and participate in leadership teams' development of the literacy action plan
- Help ensure regular study of the Cornerstone Literacy Framework, particularly as it relates to Crafting (first year schools) and Invitational Groups and Composing (second and third year schools)
- Get critical questions and problems out to the larger network and Penn staff as quickly as they surface