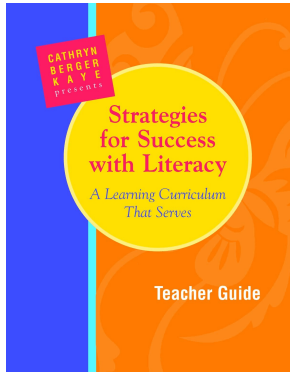


STRATEGIES for SUCCESS with LITERACY

a Learning Curriculum that Serves

by Cathryn Berger Kaye, M.A.



Introducing *Strategies for Success with Literacy*, an innovative curriculum designed to engage students for academic excellence. The program combines research-based strategies from the fields of literacy, service learning, civic development/citizenship, and social emotional learning. Its value-added approach is intended to help students become more academically and civically engaged; acquire traits associated with positive character; develop civic knowledge and skills; and increase their literacy skills, particularly in the areas of vocabulary, higher order thinking skills, and literal and inferential comprehension.

Specific objectives include helping youth to:

- Improve and strengthen study and homework skills;
- Become more effective in their use of time;
- Develop better understanding and use of the language of learning and literacy;
- Acquire greater literacy-related knowledge and skills;
- Create more mutually supportive and respectful relationships;
- Have a greater understanding of the foundations of friendships;
- Contribute to activities that benefit others;
- Develop competence in making deliberate responsible choices;
- Have greater confidence and competence in their ability to meet challenges;
- Apply learning to a novel situation related to contributing to the common good.

Themes of the program include Building Skills, Strengthening Relationships, Meeting Challenges, and Growing Community. Teachers are provided with comprehensive professional development and a curriculum guide. The guide provides a sequence and a chart of activities and materials. It articulates the student strengths being developed and applied, and the content emphasis and outcomes expected for the activities. Lessons also specify the suggested timeframe; vocabulary to be emphasized; opening activities that set the stage and scaffold to students' prior experiences; effective clearly articulated strategies for teaching and reflection with an emphasis on engagement, and ideas for reinforcement and enrichment. Teachers have ample room for creativity within a framework. The curriculum guide provides detailed descriptions of how to use the companion literature with varied teaching strategies, and well-integrated activities, art projects, questions, and reflection prompts. Students have many opportunities throughout the *Strategies for Success with Literacy* program to apply their accumulated experiences into service learning activities that directly benefit their school community.

This research-based program draws upon current education and psychological theoretical foundations aimed at developing all aspects of the learner, and includes ideas from Gopnick, Sternberg, Seligman, and Gardner, and, of course, from author-educator Cathryn Berger Kaye, known for her innovative approach to education.

The program is designed for implementation with students in grades 5-9 in a myriad of ways, including:

- Transition program from students moving from elementary to middle and middle to high school
- Academic course grades 5-9 – in Language Arts/English; can be combined with aspects of Social Studies; Life Skills
- Advisory curriculum for middle school through ninth grade
- Alternative education curriculum, middle and high school
- After school program for academic enrichment with creative teaching and learning methods
- Youth group for academic enrichment with creative teaching and learning methods

STAFF DEVELOPMENT

Strategies for Success with Literacy includes a comprehensive staff development approach that includes:

Establishing a Respectful School Environment

- The Social Imperative for creating a respectful school community
- The Role of the Teacher in modeling mutually respectful behaviors and the process and methodology of “change”
- Student Participation through Service Learning, particularly toward contributing to an improved school community
- Academic Connections across all curricular content areas

Overview of Service Learning

- Foundations in Process and Practice
- Cross-curricular Integration
- Youth Initiative and Leadership
- Literature Connections

Strategies for Success with Literacy, Part One

- Overview of Concept
- Theoretical Framework
- Materials and Process

Strategies for Success with Literacy, Part Two

- Building Foundations for Learning
 - ▶ Application of concepts
 - ▶ Interactive sessions from curricula
 - ▶ Cross-curricular opportunities
- Literacy – Form and Function
 - ▶ Application of concepts
 - ▶ Interactive sessions from curricula
 - ▶ Cross-curricular opportunities

Strategies for Success with Literacy, Part Three

- Process and Practice
 - ▶ Application of concepts
 - ▶ Interactive sessions from curricula
 - ▶ Cross-curricular opportunities

Every session includes highly interactive experiences drawn from the curricula to provide adequate modeling for future implementation. Upon arrival, participants are deeply immersed in the program, and this continues throughout the institute.

Ample time is also provided for questions regarding both content and implementation.

MATERIALS

Participants each receive a *Strategies for Success with Literacy* Tote that includes:

- *Strategies for Success with Literacy* Teacher Guide with step-by-step lesson plans
- *Strategies for Success with Literacy* Student Guide with student friendly documents
- *The Complete Guide to Service Learning*, Book and CD-Rom
- Literature – these books are integral to the program and include:
 - Four picture books
 - ▶ *Toestomper and the Caterpillars*
 - ▶ *Somebody Loves You, Mr. Hatch*
 - ▶ *La Mariposa*

- ▶ *The Summer My Father was Ten*

Three novels

- ▶ *Any Small Goodness*
- ▶ *The Misfits*
- ▶ *Seedfolks*

Two nonfiction books written by students: *Increase the Peace—The ABCs of Tolerance* by Devora Kaye, and *In Our Village* – written by students attending Awet Secondary School in Kambi ya Simba, Tanzania, providing a global context to the *Strategies for Success with Literacy* program. Both of these books are prototypes for students writing their own original books as part of this program experience.

All materials are completely reviewed. Staff development participants have a brief reading assignment for “homework” that can easily be completed in 20 minutes.

For program implementation with students, every participating teacher needs a complete tote bag of resources and additional copies of the Student Guide, one per student. Multiple copies of the books are also essential. Quantities of all materials purchased for *Strategies for Success with Literacy* is determined by the size and scope of program implementation.

PRIOR IMPLEMENTATION

This program has been implemented for two consecutive years within the Los Angeles Unified School District. The initial implementation in 2005 was with 400 students as part of a summer transition program from elementary to middle school. Based on the value gained by the students, the second year program was expanded in 2006 to reach over 9,000 students – students transitioning from elementary to middle school *and* students transitioning from middle to high school. An evaluation was conducted of this second year implementation by RMC Research led by Dr. Shelley Billig. The findings were most favorable for student benefits. A summative report is available on www.abcdbooks.org. Again, based on the benefits gained by students, the program will be implemented in the Los Angeles Unified School district during 2007 to reach an even larger population of students. Conferences on *Strategies for Success with Literacy* have been held in California and Michigan with staff development institutes scheduled for Florida, California, and Texas.

WHAT TEACHERS ARE SAYING ABOUT THE STAFF DEVELOPMENT INSTITUTE

“Most helpful for me? All the different learning styles presented and modeled!”

“I love the literature used.”

“This is active learning.”

“The design of the teacher and student guides is so practical.”

“This program is really about the application of excellent teaching methods.”

“I am ready and eager to implement this program. Thank you.”

For additional information about ***Strategies for Success with Literacy***, contact Cathryn Berger Kaye at 310-397-0070 or by email cbkaye@aol.com.

Cathryn Berger Kaye, M.A., is the author of *The Complete Guide to Service Learning—Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. As an International Service Learning Consultant, Cathy is known for her interactive, engaging staff development sessions. She has vast experience assisting state departments of education, school districts and schools, K-12, and working with university faculty to develop plans for integrating service learning into pre-service education. Her workshops provide practical tips and tools concentrating on academic success. Cathryn’s newest publications are two hands-on workbooks for students: *A Kid’s Guide to Hunger and Homelessness—How to Take Action* and *A Kid’s Guide to Helping Others to Read and Succeed—How to Take Action*.

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A SAMPLE of ACTIVITIES and TOPICS

A variety of lessons engage students in experiences that synthesize analysis, creativity, and practical application. In this way students experience relevance and purpose in their learning process. The *Strategies for Success with Literacy* curriculum guide consists of a developmental progression of activities such as:

Building Foundations

- Class Agreements
- Homework: A Step-By-Step Guide
- Need Assistance? Check This Out
- Personal Inventory
- Kinesthetics–Movement, Balance, Strength
- Active Listening: Rules for Engagement
- Retention: Making Learning Stick
- Why Notes?
- Notes on Notes

Literacy: Form and Function

- Literature Circles
- Summing Up Literature
- Point of View
- Conflict: Challenges & Choices
- Word Discovery
- A Look at Characters
- Comprehensive Reading Guides for *Any Small Goodness* and *Seedfolks*
- Author Interviews
- Writing for Life
- A Dozen Writing Tips

Process

- How Do I Learn?
- Build-A-Learner
- Knowing the Difference: Thoughts & Feelings
- Words Matter
- Conflict: Knowing Your Options
- Response-Ability: Words of Wisdom
- Intrinsic Qualities...A Personal Plan for Change
- A Matter of Time (Time Management)
- Time Matters
- 100 Reasons for Service
- The Four Stages of Service Learning
- Service Learning Vocabulary
- Coming to Know: Community
- Community Assessment
- Taking Action in Our Community
- Service Learning Proposal
- Making the ABCs of _____
- Service Fair Plans