



November/December 2008  
Volume 7, Issue 5

# COACH TALK

District 1 ... where students come first!



District  
**ONE**  
LAUSD

Jean Brown  
Superintendent  
Annette Star  
Literacy Coordinator

## What's Happening at Your School?



*"Spectacular. . .well-attended. . .very productive. . .a great opportunity for students to speak to an audience. . .perfect fluency practice. . .a great way for parents and students to spend quality time together developing literacy. . .what a treat for parents and community!"*

These are some of the reviews from parents who attended Ranchito Elementary School's Annual Family Literacy Night on Thursday, Nov. 6. This year's theme, *Poetry in the Moonlight – a Night of Elegance*, provided an opportunity for children to dress up to recite their poems. With the help of their teachers, children chose their poems and practiced fluent reading with accuracy, pacing and expression. Some students went all out and included gestures and hand movements.

About ten teachers acted as moderators and announcers. Parents had a pizza night, complete with chocolate drinks and cookies. Students were given book bags, books and book covers. The goal was to renew the students' love for poetry and it surely was a big success!



Submitted by:  
*Connie Cross, Literacy Coach*  
Pictures taken by:  
*Alma Padilla, Parent*

### IMPORTANT DATES

**Coach Meeting**  
**Thurs., Jan. 15**  
Devonshire Site  
8:00 a.m. to 3:30 p.m.

**DRAS**  
**Thurs., Jan. 29**  
St. Michael's Community Center  
4:00 p.m. to 7:00 p.m

**Principal Coach Meeting**  
**Wed., Feb. 25**  
St. Michael's Community Center  
8:00 a.m. to 12:00 p.m



## Thank You

Our heartfelt gratitude to our presenters at the New Teacher/Change of Grade Level Span Training on Nov. 14<sup>th</sup>:

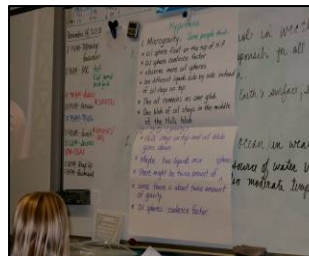
**Kindergarten:**  
Jodi Harrison  
Tami Metken  
Cris Rush  
Amy Lamon

**First Grade:**  
Aviva Freeman  
Tina Hernandez  
Cindy Dominguez

**Second Grade:**  
Arlene Cowen  
Marilyn Hubert  
Cindy Fagin

... and our presenters at the District 1 Parent Summit on Nov. 15<sup>th</sup> at Panorama HS:

Silvia Roman  
Tina Hernandez



## Back through the Stars with NASA

Fifth grade students at Vintage Magnet were lead through their research and inquiry projects for the "Back Through the Stars" unit by NASA astronauts and scientists. Utilizing technology, the NASA team is digitally linked with the students enabling students to converse about their experiments on gravity. The astronauts helped the students through their conjectures and conclusions. Not only does this relate to the Open Court Unit, but it is tied into their math and science lessons, as they measure, describe data tables, and investigate their findings.



-----Dayna Leo, Instructional Coach  
Vintage Magnet

## A Note from Annette.....



This year is unique for me as a Coach Coordinator. For the first time in seven years, all our coaching positions are filled, and there are no new coaches. So, how does an experienced coach move from *surviving* to *thriving*? The challenges faced by experienced literacy coaches are some of the same challenges faced by new coaches; however, with experience the issues that remain have become tougher, the questions probing deeper and no easy answers are left.

Here are some suggestions from Cathy Toll's new book, "Surviving, But Not Yet Thriving: Essential Questions and Practical Answers for *Experienced* Literacy Coaches." You might consider adding one or two of these suggestions to your New Year's Resolutions.

- ☞ Aim for realism in your perspective, avoiding both extreme optimism and extreme pessimism.
- ☞ Be clear about the outcomes you are seeking and implement a model that will lead to such outcomes.
- ☞ Seek partnerships with teachers, and try to be the kind of partner you would want.
- ☞ Emphasize the coaching conversation as the most effective format for successful literacy coaching.
- ☞ Know yourself.
- ☞ Develop a keen understanding of human nature, but avoid playing psychologist by assuming to know what is going on inside any particular person.
- ☞ Focus on capacity building for teachers.
- ☞ Never think for a teacher what the teacher can think for himself.
- ☞ Ask open, honest questions – those for which you do not yet know the answers.
- ☞ Assume the best in others.
- ☞ Help others to see possibilities.
- ☞ Listen and learn!



The District One Elementary Literacy Staff joins me in wishing each of you a holiday season filled with joy and moments to cherish with your families and friends. We hope that this holiday season will add richness and meaning to your lives that will be treasured and fondly remembered in years to come.

--Annette Star  
Literacy Coordinator

### How to Contact Us

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### EXPERT ADVICE

**Instruct, Practice, and Apply**, referred to as **IPA**, is one of the six models of instruction that we know as Direct Instruction. The OCR program always presents IPA in the Grammar, Usage, and Mechanics lessons (GUMS), as well as in other lessons in the Blue Section. The purpose of using direct instruction to teach these lessons is to provide students an opportunity to learn new skills correctly. After the orientation to the lesson, the teacher moves on to the **instruct** phase. It is during **instruct** that the teacher explicitly presents the new skill, a set of facts, a process or procedure by explaining, and giving examples of how it is used. The teacher uses "I" statements in think-alouds. Through highly structured, to guided **practice**, the students work with the skill and refer to examples in the reading selection to see and discuss how it is used in authentic literature. They then **apply** the skill to revise or proofread their own writing. In this way, the skill is transferred into authentic use during the writing process. Although not always stated in the lessons, the workbook pages are for **additional practice**. The practice in the workbook is highly structured and guided by the teacher. The apply section of the workbook is part of independent practice for the student. The purpose of the IPA design is to assist the learner in getting new learning correctly into short-term memory, and to provide practice and application to transfer into long-term memory. Although Instruct, Practice, and Apply is the terminology used in the Blue Section, the specific Direct Instruction learning model lessons in OCR are: Blending, Word Knowledge, Spelling, Dictation, Decodable Reading, and initial teaching of syntax and grammar.

From Your Experts,  
Aviva Freeman and Jodi Harrison

### Happy Birthday



**November**  
11/15 Silvia Roman  
11/28 Tina Hernandez

**December**  
12/3 Holly Norton  
12/3 Josie Stevens  
12/14 Elaine Princi  
12/20 Abby Clifford  
12/25 Rachelle Ratner

**WELCOME  
BACK**  
To our new mommies:

**Cynthia Hernandez  
Kady Plowman  
Rachelle Ratner**

