GRADUATES:
LY/YTD
- DREAMS: 5/6
- DSSM: 7/5
- KAISER PARK: NA/0
- MURROW: 39/29
- SCHERMERHORN: 53/42

ATTENDANCE:
- DREAMS: 57%
- DSSM: 53%
- KAISER Pk: 73 %
- MURROW: 87%
- SCHERMERHORN ST: 46%

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER
“MY MOVIE EXPERIENCE”

Scaffolding Techniques

<table>
<thead>
<tr>
<th>Verbal Scaffolding</th>
<th>Procedural Scaffolding</th>
<th>Scaffolded Learning Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Lang Development-focused)</td>
<td>(Grouping Techniques &amp; Activity Structures)</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Using an instructional framework that includes explicit teaching: T-modelling, T-practising &amp; T-applying</td>
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<tr>
<td>Using “think-alouds”</td>
<td>1-1 teaching, coaching, modeling</td>
<td></td>
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<tr>
<td>Reinforcing contextual definitions</td>
<td>Pairing/grouping Ss so that less experienced/knowledgeable Ss work with more experienced/knowledgeable ones</td>
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<tr>
<td>Developing Qs using Bloom’s Taxonomy</td>
<td>Activating prior knowledge</td>
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<tr>
<td>Writing prompts</td>
<td>Think-Pair-Share</td>
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<tr>
<td>Following oral text with written text</td>
<td>Personalisation (relating to Ss’ lives)</td>
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<tr>
<td>Elaboration &amp; expansion of student response</td>
<td>Jigsaw Reading</td>
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<tr>
<td>Use of cognates</td>
<td>Dictogloss</td>
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<tr>
<td>Using synonyms &amp; antonyms</td>
<td>Co-operative Group Techniques</td>
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<tr>
<td>Effective use of wait time</td>
<td>Joint writing project</td>
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<tr>
<td>Teaching familiar chunks: “May I go to the bathroom?”, “Excuse me” etc</td>
<td>Process writing</td>
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<tr>
<td>Clear enunciation and articulation by T, slow when appropriate</td>
<td>TPR</td>
<td></td>
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<tr>
<td>Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues</td>
<td>Roleplays &amp; Simulations</td>
<td></td>
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<tr>
<td>Songs, jazz chants, rhythm &amp; rhyme</td>
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<tr>
<td>Graphic Organisers</td>
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<tr>
<td>Using Visuals &amp; Imagery</td>
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<tr>
<td>Word Wall</td>
<td>Making a variety of resources available in class, eg dictionary, thesaurus, etc</td>
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<tr>
<td>Labelled visuals</td>
<td>Pictographs as a success supporting strategy for dictogloss</td>
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<tr>
<td>Videoclips</td>
<td>Online dictionaries like Multidict, in combination with Wordlink</td>
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<tr>
<td>Multimedia</td>
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</tbody>
</table>
TEAM COMMITTEES:
MEET DURING THE DATES LISTED BELOW,
AT SCHERMERHORN ST FROM 2-2:50

**MATH BOWLATHON: ROOM 405**
1/17, 1/24, 1/31, 2/7, 2/14 & 2/27
EVENT ON THE 3/14TH

- MS. GILLIS, MR. LIMA, MR. NOWAR, MR. CHIEF, MR. BRAY & MRS. MARCINCZYK

**ELA SCAVENGER HUNT: ROOM 203**
2/14, 2/28, 3/7, 3/14 & 3/21
EVENT IS ON 3/22ND

- MRS. GRELL, MRS. HOFFMANN, MRS. POWELL, MRS. BAKER, MR. MURPHY, MRS. BETHEA, MR. CAMMISO & MR. BRAY

**5 ANNUAL BROOKLYN NORTH ART: SHOW ROOM 201**
EVENT IS ON THE 4/24TH

- MR. DANIELS, MRS. GRELL, MR. CAMMISO, MR. BRAY, MRS. HOFFMANN & MRS. BAKER

**3RD ANNUAL SCIENCE FAIR: ROOM 401**
4/11, 4/8, 4/25, 5/2 & 5/9
EVENT IN ON THE 10TH

- Mr. CHIEF, MRS. CUMMINGS, MS. GILLIS, MR. BRAY, MR. FAY & MRS. MARCINCZYK. *(IF WE WANT MS. BORJA TO PARTICIPATE, PLEASE REACH OUT TO HER TO JOIN OUR TEAM.)*
MY MOVIE EXPERIENCE:
A PRIVATE SCREENING OF “BLACK PANTHER”

On 02/19/2018, the “African Village and Cultural Center of N.Y.C” and the “100 Blacks in Law Enforcement Who Care”, organized a free screening of the movie “Black Panther”. The “African Village and Cultural Center of N.Y.C” and the “100 Blacks in Law Enforcement Who Care” share a common goal, which is to help the youth on improving their quality of their life by increasing their self-awareness, self-reliance, self-worth, effectiveness and productivity in society. For the screening, the two groups invited people of all ages and all backgrounds to watch the record breaking & historic movie. And Thanks to Mr. Daniels for having a connection with the two groups, some of Schermerhorn’s students were able to get invited. In my opinion, the movie was the best movie I have ever watched, and that says a lot since I watch a lot of Marvel movies. But this movie was made is such a way that you can watch it and it’ll change the way you feel. Most importantly, it’ll give our student population a sense of hope, because the movie showed us that we as a people should not live divided but as one. Besides that, this trip was a blast and I am glad I was able to share that experience with some of my students.

Alex

I wanted to thank you for allowing me and the other students along with Mr. Alex and Mr. Daniels on seeing the Black Panther movie. The movie itself was spectacular and eye opening, the message it sent was heart warming and inspirational, stating that humanity is one people and shouldn’t be divided. I look forward to future trips like this!

Thanks, Jibreel Abdulkhabir
I was one of the chosen people to join the school on the trip to see Black Panther, and I am very thankful for that opportunity. Not only is Black Panther one of the greatest movies of all times as stated in many magazines and online, but it is also my favorite movie. I believe that Black Panther the movie has many different meanings especially in the black/African culture and it was clearly soon as well. One of the lessons I feel that was shown in the movie is the simple fact that, we people create bigger problems than the one we are trying to avoid. In the beginning it shown that the Black Panther killed his brother because he betrayed his family and told everyone a different story, to maintain the lie we found out later on that he also abandoned his late brother’s son. Hence the abandonment he create a monster in the son, who later tried to take over and do the unthinkable. That is where the lesson comes into play, he tried to prevent a problem unknowing that it created an even bigger one. That just shows that sometimes we people need to deal with things the way they happen instead of trying a different method and causing a bigger issue. Like I previously stated I love the movie and can watch it nonstop and I really appreciate the privilege of going to see it with the students and staff. I had a great time and would love to do something like that again. Thank you.

Cathyann Jules

First i would like to say that i very appreciative and honored for being given the opportunity to watch such a spectacular movie named Black panther. There are many words to describe this movie, some of them are: empowering, inspiring, breath taking and intense. The scene that stands out to me was when the people, men and women, who belonged to the same country were fighting against each other. One of the leaders stood in front of his wife who was his opponent. He asked her if she would actually fight against him and she said for her country she will. So much patriotism was shown in this scene. But it took me by surprise when he knelt before her and so did the rest of the soldiers, who also knelt before the other opponents. This shows me that women are strong and brave just like men. Women are equally as patriotic and fearless. This movie was truly inspirational and outstanding.

Ronnell Harper
The movie trip was great. One of the things that made it great was that it was free. I worried less about the tickets and more about how awesome this movie is going to be. Black Panther the movie was a great experience to see it was a good moment in our lives for me and my friends. I've never seen a free movie before. There is nothing I could complain about. If we were halfway through the movie and the projector broke I wouldn't care because I got to see a free movie with my friends from school who I see every day.

This Trip Was Phenomenal and Interesting we learn about the great city Of Wauconda. It is a modern marvel with its sophisticated technology and pristine architecture and marvelous people and culture. All of this is possible because of a metal that fell to earth Millions of years ago called vibranium with is very tough and durable which the waucondans have mind for millions of years. Their king is chosen by combat they fight by the edge for a waterfall for to win you need to either killed your foe or knocked he or she of the waterfall. When you are king you rule Wauconda and get the honor of becoming the black panther in which you get power from the panther god that gives you all the powers of a panther.

Cory Kellyman

This trip help me to learn about the kings of Wauconda and the black pander help to keep it safe from any enemy. This movie showed us the beauty of Africa and the different tribes. We learn that Wauconda hold a strong vibranium that can wipe out a hold country and if the vibranium left Wauconda it can cause a war between two country the new king try to show all the country how powerful Wauconda are.

Rudolph Purlett

Black Panther is like heading to a feast and finding that every food on the table is one of your favorite dishes, so you cry because you’re not sure how you’ll ever eat with that many possibilities and limited stomach space.

Black Panther is like reading a book and then being furious when it’s over because you can never read it for the first time again.

Black Panther was like chocolate, sweet with actions, good with graphic and great actor/actress.

Terry Noble
KAISER VISITS THE CREEK

At Kaiser Park, we are lucky to have one of the best science labs available just outside our door. The weather this week gave us our first opportunity to explore Coney Island Creek Park. On our walk, we talked about a number of topics and projects we can explore, including a catalogue of the many birds we saw, a study of tides, or exploring the ecosystem and food web. As the NYC Parks has an event to plant sea grass on Coney Island beaches March 10th, studying beach erosion, and what we can do to affect it, quickly topped our list. We look forward to hearing suggestions to improve our experience as much as we look forward to sharing our results!

Ben Bray
TEAM MEETING #6

During our monthly team meeting, we discussed and reviewed our current data dashboard and celebrated our successes. We also continued to establish a family first approach by celebrating January’s and February’s birthdays; Chazz, Chris, Jackie and Alex.
WELCOME TO THE FAMILY BRIANNA!

My name is Briana Rivas and I will be your new School Aide. I was a student at P2G Schermerhorn 2 years ago. Although I passed the TASC exam in 2 short months, Pathway’s taught me a lot. I learned a lot about myself as a person and was always surrounded by an amazing support group. Now I’m a student at BMCC college, If I could do it so can you! I look forward to working with the staff and students and can’t wait to learn from you all.
MONTHLY CELEBRATION AT MURROW:

Another month has passed and we were celebrating more birthdays! As always, there was a birthday cake, warm wishes and wonderful time students shared. As time passes by, our “family” is growing stronger and students have learned to appreciate and cherish each other. Happy birthday ELI AND HUHENG
IN PARTNERSHIP WITH

Presents:

“The Empowerment Equation”

Education x Employment x Entrepreneurship = E3™ 2018

WEDNESDAY, APRIL 18, 2018

ST. FRANCIS COLLEGE
180 Remsen Street, Brooklyn, NY 11201
10:00 AM - 3:00 PM

FEATURING the following Vendors:
* CUNY KINGSBOROUGH * EMT * WORKFORCE ONE * MEDGAR EVERS * BMC * WORK FORCE ONE
* METRO PCS * LUNA PARK * NYPD * NYFD * JUMA * ASA COLLEGE
AND MANY MORE!!!!

FOR MORE INFORMATION PLEASE CONTACT: 718-455-4308
DWAYNE BURGESS: YOUTH ADVISOR @ EXT: 201 OR
LINNELL BAUGHAM- FARMER: PROGRAM MANAGER @ EXT: 204

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UNITED STATES OF AMERICA

PATHWAYS to GRADUATION
A Powerful Approach to Reading Instruction

A research-based method of instruction that helps struggling readers is appropriate to use with all students.

By Jessica Hamman

The first time I met my adult student Mary, she was skeptical but desperate. She was a treasured bus driver for the local school district and had recently received word that the route she had driven for 20 years was about to change. She would have to navigate a new route filled with unfamiliar street signs. Mary had come to the literacy council where I worked to confront the secret she had kept for decades from coworkers, friends, and family: She couldn’t read.

At first, she doubted I could help, and I have to admit, so did I. I had to imagine other, more qualified teachers had tried and failed before.

Although this was my first formal teaching position, I wasn’t totally lacking in experience. The prior summer I had prepared for teaching at the literacy council by taking a workshop in the Wilson Reading System, a literacy program based on the Orton-Gillingham method. I practiced the method with students at the Children’s Dyslexia Center in New Jersey and found that the approach, when followed with fidelity, effectively taught reading to children in even the most difficult cases. Nothing had seemed to work for Mary before, but maybe no one had given this method a try.

To our amazement, in a few short sessions the concepts that had eluded Mary for decades began to stick, until she was reading and spelling on her own for the first time in her life.
More than once we ended sessions with tears welling, touched by her newfound access to print. But equally palpable was the realization that she could have learned to read all along but hadn’t been exposed to the right approach.

**What Is Structured Literacy?**

Structured Literacy is a term coined in 2016 by the International Dyslexia Association to *unify the many names* for this research-based approach. Also known as Orton-Gillingham, phonics-based reading instruction, systematic reading instruction, and synthetic phonics (among others), this method has been around for nearly a century.

In the late 1920s, physician Samuel T. Orton partnered with Teacher’s College educator Anna Gillingham to create a method of reading instruction that would better support the needs of his patients with reading difficulties. He believed that these difficulties were brain-based and not supported by the popular rote memorization method used to teach reading at the time.

The method Orton and Gillingham devised was phonics-based, systematic, explicit, and highly structured, with multisensory elements to help learners retain the concepts that eluded them. This is the same method we call Structured Literacy today.

Because Structured Literacy was originally devised to support students who struggle with reading, many educators assume that the approach is only for remedial instruction. But Structured Literacy is appropriate for the general education classroom because it supports the reading acquisition of all students.

When a Structured Literacy program is taught in general ed classrooms, teachers may find that 5 to 10 percent of students will still struggle to master the concepts and need to be referred to intervention to intensify instruction. A unified Structured Literacy approach within a school’s
Response-to-Intervention (RTI) framework allows teachers in each tier to use the same curriculum to scaffold the learning and intensify the instruction as needed, with extra repetition, smaller group sizes, and/or increased instructional time.

**How It Works**

In Structured Literacy instruction, teachers guide students through systematic mastery of the smallest units of sounds (phonemes) and build upon that knowledge by introducing new, more complex material (morphemes and lexemes) in a structured and cumulative way. Structured Literacy teachers are explicit about the ways English is predictable and unpredictable by teaching the linguistic rules behind spelling and the exceptions to those rules.

In Structured Literacy lessons, teachers work on phonemic awareness, decoding skills (blending phonemes to make words), encoding skills (segmenting words into phonemes or morphemes), sight words, and reading fluency. Teachers follow the scope and sequence, covering one syllable at a time until all six syllable types are taught (closed, open, vowel-consonant-e, r-controlled, vowel pair/diphthong, and consonant-le).

Teachers cover these key components of reading instruction: phonemic awareness, phonological awareness, reading (decoding), spelling (encoding), sight words, reading fluency, and comprehension.

**Why It Works**

In Structured Literacy instruction, teachers review previously taught concepts in each lesson and introduce new material to keep the student stimulated and engaged. Built into this design is the understanding that while a student who doesn’t struggle with reading difficulties can master a concept in one to five exposures, a student who struggles with
reading difficulties may take upward of 25 exposures to master a concept.

Structured Literacy teachers are also diagnostic, evaluating concept mastery both informally in each lesson (through reading observation and written dictation) and formally at the end of each step in the scope and sequence. Teachers respond to student progress or lack thereof by moving at a pace led by student progress, not the curriculum.

There are many published programs that make implementing Structured Literacy in your classroom easier by providing lesson plan maps, scope and sequence, and detailed explanations of the spelling rules that you’ll need to explicitly teach to your students. Some of the programs popular with districts, schools, and teachers are:

- **Wilson Reading System** (second grade to adult)
- **Barton Reading System**
- **Slingerland**
- **Orton-Gillingham**
- **Sonday System**
- **Language!** (fourth grade to 12th)
- **The Dyslexia Training Institute**
- **Letrs**

I stopped working with Mary after a year due to a cross-country move. I helped her new tutor get training and left my materials with him so
Mary could continue the program. A few years ago, I received an email written by Mary herself: “Dear Jessica, the seed you planted all those years ago is still growing. Just thought you’d like to know.”

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### English ORT: Official Readiness Test

<table>
<thead>
<tr>
<th>TASC Referral Form Due Date</th>
<th>TASC Testing Center</th>
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<tbody>
<tr>
<td>March 2nd, Friday</td>
<td>March 21st &amp; 22nd, 2018 Wed. &amp; Thursday</td>
<td>March 19th &amp; 20th, 2018 Mon. &amp; Tuesday</td>
<td>March 6th &amp; 7th, 2018 Tues. &amp; Wednesday</td>
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<td>March 16th, Friday</td>
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<td>May 7th &amp; 8th, 2018 Mon. &amp; Tuesday</td>
<td>May 15th &amp; 16th, 2018 Tues. &amp; Wednesday</td>
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<td>May 3rd, Thursday</td>
<td>May 16th &amp; 17th, 2018 Wed. &amp; Thursday</td>
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<td>June 13th, Wednesday</td>
<td>Summer TBD</td>
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<td>June 19th, Tuesday</td>
<td>Summer TBD</td>
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Each ORT is aligned to a corresponding TASC date across the column.

**All ORT Readiness referrals are due two school days before the ORT Readiness exam.**

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Brooklyn Adult Learning Center: 475 Nostrand Avenue Brooklyn, NY 11216 Test Center ID #063
Mid-Manhattan Adult Learning Center: 212 West 120th Street New York, NY 10027 Test Center ID #291
Ralph McKee: 290 St. Marks Place Street Island, NY 10301 Test Center ID #188

January 25, 2018
UP AND COMING EVENTS

› 3/8 4:30 to 7:00 Open school Night
› 3/9 12:30 to 2:50 Open school afternoon
› 3/14 Math Bowlathlon
› 3/22 Ela Scavenger Hunt
› 4/16-4/17 PEEC
› 4/18 College and Career Fair @ St. Francis
› 4/19 Art Show @ St. Francis
› 5/10 Science Fair
› 5/18 Pa Dutch trip.