

Curriculum Update



UPCOMING LOCAL WRITING ASSESSMENT

3RD & 5TH GRADE

The students will be given a task to complete, based on the writing pacing guide. It could be narrative or expository and the rubric that is provided online will be used to score the writing sample. Notice that the rubric has changed and students will no longer be measured according to a level. The top ten papers from each classroom will be submitted to the Department of Elementary Education.

KINDERGARTEN

Teachers will be able to choose the type of paper that the students will use. Students are allowed to use markers, crayons, and colored pencils to "sketch". However, the students should use pictures to complete the task. Once students are finished writing, the teacher should ask each student what they wrote to be recorded on the back of the paper. Sticky notes should not be used.

1ST AND 2ND GRADE

The students will use the traditional writing paper for the writing assessment. Students may use crayons, markers and colored pencils to "sketch".

K, 1, & 2

The writing assessment will be administered on March 5, 2009. The rubrics that are online will be used to score student writing. Please note that the "sketch" is a part of the rubric and must be submitted to be scored. The top 10 papers from each classroom will be submitted to the Department of Elementary Education. March also marks the beginning of a new unit, "Authors as Mentors" in Writing Workshop. This unit should begin March 2nd.

Curriculum & Instruction

The Focus at Knollwood

"Good first teaching requires a responsive approach where the teacher is aware of what the child can do, what situations will be appropriate to assist the children to meet the next challenges, and what support will be needed. Responsive teaching ensures each step is secure enough to be a springboard for the next learning and that the learner has the resources and confidence for success. Understanding the learning and reading processes and being familiar with the materials available are as important as knowing the students in one's care. Good teaching can only occur when all three are operating harmoniously."

- Margaret Mooney,
Developing Life-long Readers

Data Drives Instruction What's in your Data?

Continue using assessment data that is collected in the K-2 Assessment Folder and the 3-5 writing folder to guide instruction. It is important to keep the data in the folders up-to-date and accurate. Take the time to review your data to make instructional decisions.

Guided Mathematics

Guided mathematics provides teachers the opportunity to differentiate instruction. During guided math, the students work on concepts and strategies through the use of teacher directed tasks and math learning centers. The teacher conferences with students to assess student growth and development. While conducting the guided groups, the teacher makes notes of weakness and misconceptions to aid in developing a plan to move the student forward. As in

guided reading, the groups last approximately 15-20 minutes after a whole class introduction of the concept and essential question.

- Christine Mulgrave

Guided Reading

The small groups in guided reading allows the teacher to interact with each child during the lesson. The teacher listens to each of the students as they read making note of reading behaviors, strengths and weaknesses. Once the notes are analyzed, the teacher can make instructional plans to help move the students forward. Guided reading lessons include specific reading strategies and skills in a way that meets the needs of the students. The Fountas and Pinnell books are great resources for how to start developing a framework for implementation in your classroom.

Rowan-Salisbury Focus Areas Marzano's HOTS

Continue using Marzano's HOTS to stretch student's thinking. February's focus is *Applying* and March's focus is *Analyzing*. Application requires demonstration of prior knowledge within a new situation without being shown how to use it. Analyzing clarifies existing information by discovering and examining parts and relationships.

Focus on Instruction and Learning Needs

Use disaggregated data to make instructional decisions and to meet the learning needs of students. When planning, consider the misconceptions of individual or groups of students.