



The MONTHLY NEWS

GOLDENDALE MIDDLE SCHOOL

Board Report : Mar '25

Enrollment:	254 (Feb)	252 (Mar)
5th :	55	54
6th :	51	52
7th :	76	75
8th :	72	71

New News :

- **Spring Season practices start Mar 17.** Competition begins the week of April 14.
- **GMS St Patrick's Day BINGO Mar 17**
- HS Counselor visit March 10 & 11 : Introduce HS scheduling to 8th graders
- WASL Conference with ASB at Highland
- **Family Resource Fair : MARCH 27 : 1-6pm @ GMS**
- HS/MS ASB collaboration for Vape Prevention activity (Scavenger Hunt)
- **GMS FFA Rituals Team**, consisting of Bo Hedgecock, Aubrey Rhoades, Kylee Baunach, Gage Halm, and CJ Casteel, placed second and headed to STATE in May.

UPCOMING :

- Math Cadre : April 22nd / Assessments created for each priority standard
- Math Cadre : May 19th / Administer assessment and provide results to team
- Math PD : 6th & 7th grade teachers
- GearUp / 7th Grade Field Trip : CBC College Campus tour and Planetarium Show April 8th & 10th
- 5th grade Maturation Class (April 15)

Athletics/Activities:

Track FFA - Tour of Lyle Falls and Planting project 3/20/25 (45 7th/8th students)
ASB Conference March 10 Character Strong + Financial Literacy Lessons 7th/8th

Writing Implementation:

GMS's **SIP goal** for ELA included a specific goal to increase the amount of 'informational' writing. The following summary of GMS Informational Writing activities is from Sept '24 - Feb '25. *Note: This is not a complete list!*

Summary of Informational Writing Activities (2024 SIP Goal - ELA)

Social Studies & History

- **US History:**
 - Essays/short-answer responses on tests (5 times)
 - CBA on the three branches of government
 - Invention presentation
 - Informational article on explorers
 - Conducted interviews and wrote essays on the results
- **8th Grade History:**
 - Informational writing completed approximately **10 times**

English/ELA

- **Writing Curriculum & Assignments:**
 - **Colonial Taverns Essay**
 - **Brother Sam is Dead:** Chapter summaries & prompts (5+ times)
 - **Short story prompts** (5 times)
 - **Teach the Teacher Project** (6 times, informational writing included in each)
- **Response to Informational Texts:**
 - **Storyworks Articles** (3 times):
 - **Woolly Mammoths & Ice Age** – Written response
 - **Code Talkers** – Short answer response using text evidence
 - **March on Washington (MLK & Granddaughter's activism)** – Whole-class written response using the **R.A.C.E.S.** strategy
- **8th Grade ELA:**
 - Approx. **3-4 instances** of informational writing

Math

- **Limited informational writing**
- **Graphs & data tables** serve as primary "informational texts"

Science

- **Great Body Shop Magazines** (3 so far, 3 more planned)
 - Reading, discussions, note-taking, and informational poster projects
 - Frequent modeling of scientific processing and collaborative understanding
- **Discovery Education Curriculum** (primarily informational text)
- **Specific Writing Activities:**
 - Informational workbook entries
 - **Kelp & Plants** – Scientific analysis and explanation
 - **Energy Use in Plants** – Informational text-based explanation
 - **Kelp Forest Restoration** – Case study evaluation and explanation
 - **Salmon Egg Stage** – Summary of key points from informational text

Overall Frequency Estimate

- **Social Studies/History:** ~10 times
- **ELA:** ~3-6 times per grade level
- **Science:** Integrated regularly within curriculum
- **Math:** Minimal, primarily data interpretation

GMS also created a **Building Goal** that focused on the complete implementation of the Units of Study writing curriculum.

Garner	5	Narrative	Opinion	Informative	Witch of Blackbird Pond used with social studies; writing a state report used with social studies
Schuster	5	Informative	narrative	Opinion	
E. Hurst	6	Narrative	novel study "Mystery of Egyptian Scroll" making connections to social studies	informative/argument	mind mapping strategies, mentor texts, questions to ask yourself when editing, peer editor checklists
Markel	7	Realistic Fiction/Narrative	Novel study/Narrative	Argumentative	
Telford	8	Narrative	novel study	argument	
R. Hurst	8	Narrative	novel study	argument	

Teacher feedback:

Pro:

- Unit aligned with state standards for narrative writing.
- Writing workshops encouraged creativity and idea development.
- Student conferencing was more efficient.
- Writing notebooks provided a clear view of student progress and areas needing support.
- With guidance from peers and teachers, students improved their writing through planning, revising, editing, and rewriting.
- Notes and posters from lessons were valuable reference tools for students.
- The "What Makes a Great Essay?" poster/steps were particularly helpful in guiding students to write strong essays, making it a resource worth reusing.

Con:

- No built-in grammar, spelling, or vocabulary instruction—separate mini-lessons had to be planned.
- No distinction between formal writing styles and speaking styles—this had to be taught separately.
- Attendance was crucial; students who missed workshop days fell behind, and there was no built-in structure for makeup work.
- Grading 70 writing notebooks per week was overwhelming, especially with multiple responsibilities.
- The curriculum assumes it is the sole English curriculum, but it lacks essential skills, making it more of a complementary resource rather than a complete program.

