

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
  - III.A. October 16, 2014 - Regular
- IV. Approval of the Agenda
- V. Chairman's Report
- VI. Superintendent's Report
- VII. Student Representatives' Report
- VIII. Committees
  - VIII.A. Finance
  - VIII.B. Curriculum
  - VIII.C. Personnel
  - VIII.D. Policy
  - VIII.E. Operations
  - VIII.F. Field Fees
  - VIII.G. Liaison
    - VIII.G.1. Board of Finance
    - VIII.G.2. Magnet School
    - VIII.G.3. Parks and Recreation Committee
    - VIII.G.4. Permanent Building Committee
    - VIII.G.5. Technology
    - VIII.G.6. Safety
    - VIII.G.7. Education Connection
- IX. Information Items
  - IX.A. 5Cs – K-5 Writing Units of Study Update
- X. Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
- XI. Action Items
  - XI.A. Personnel Report
  - XI.B. Board of Education Policies
    - XI.B.1. Policy 5114 - Suspension and Expulsion/Due Process/Referral to the Police
    - XI.B.2. Policy 5118 – Nonresident Students
    - XI.B.3. Policy 5131.911 – Hazing - Bullying
    - XI.B.4. Policy 5141.3 – Health Assessments and Immunizations
    - XI.B.5. Policy 5141.7 – Student Sports - Concussions
    - XI.B.6. Policy 6142 – Basic Instructional Program
    - XI.B.7. Policy 6142.101 – Student Nutrition and Physical Activity/School Wellness Policy

XI.B.8. Policy 6146 – Graduation Requirements

XI.C. New Textbook Adoption

XI.C.1. Words Their Way

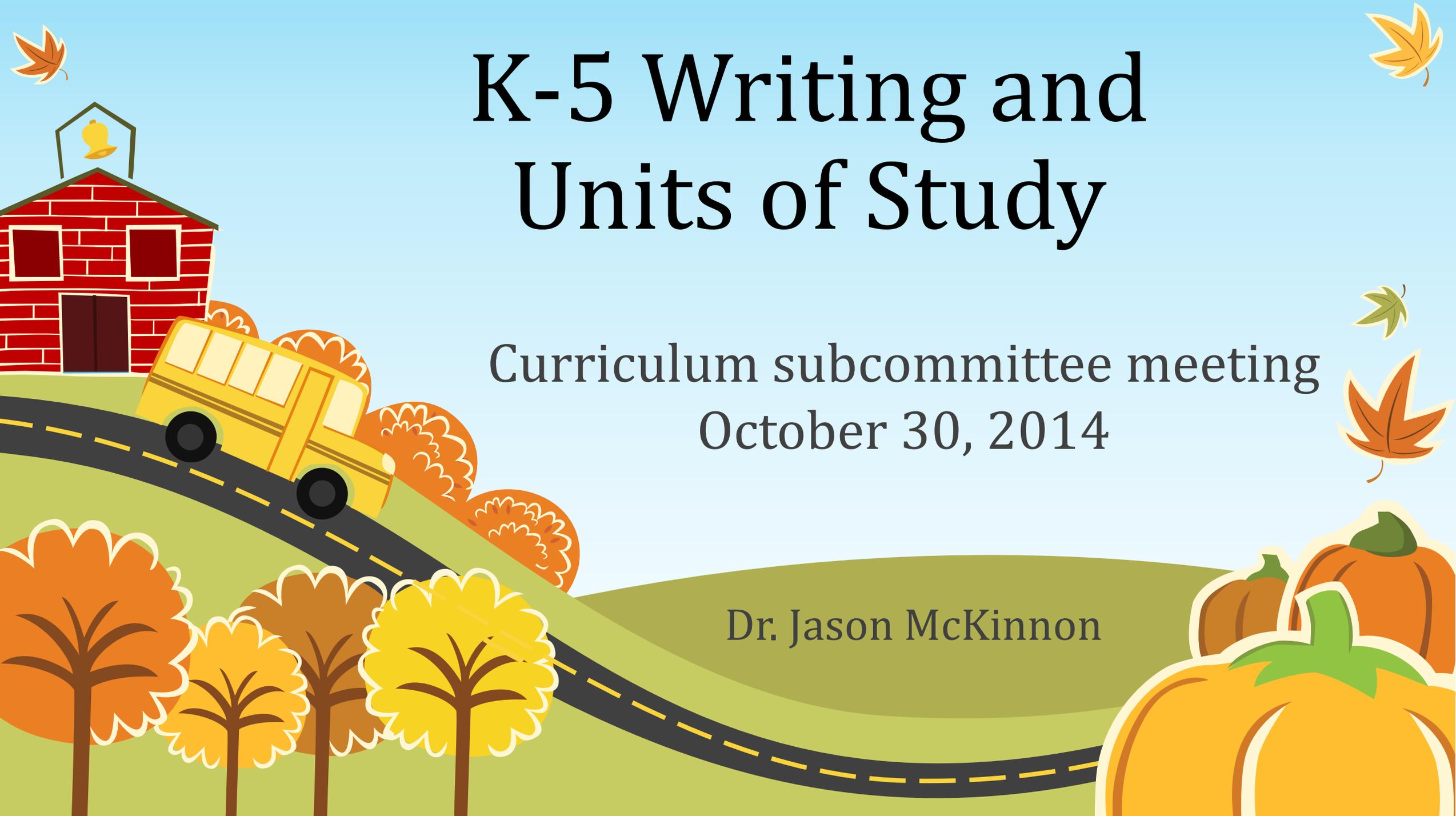
XI.D. Approval of Grant Application

XI.D.1. Local Alcohol, Tobacco & Other Drug Abuse Prevention  
Councils Grant

XII. Other

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SECURITY  
MATTERS

XIV. Adjournment



# K-5 Writing and Units of Study

Curriculum subcommittee meeting  
October 30, 2014

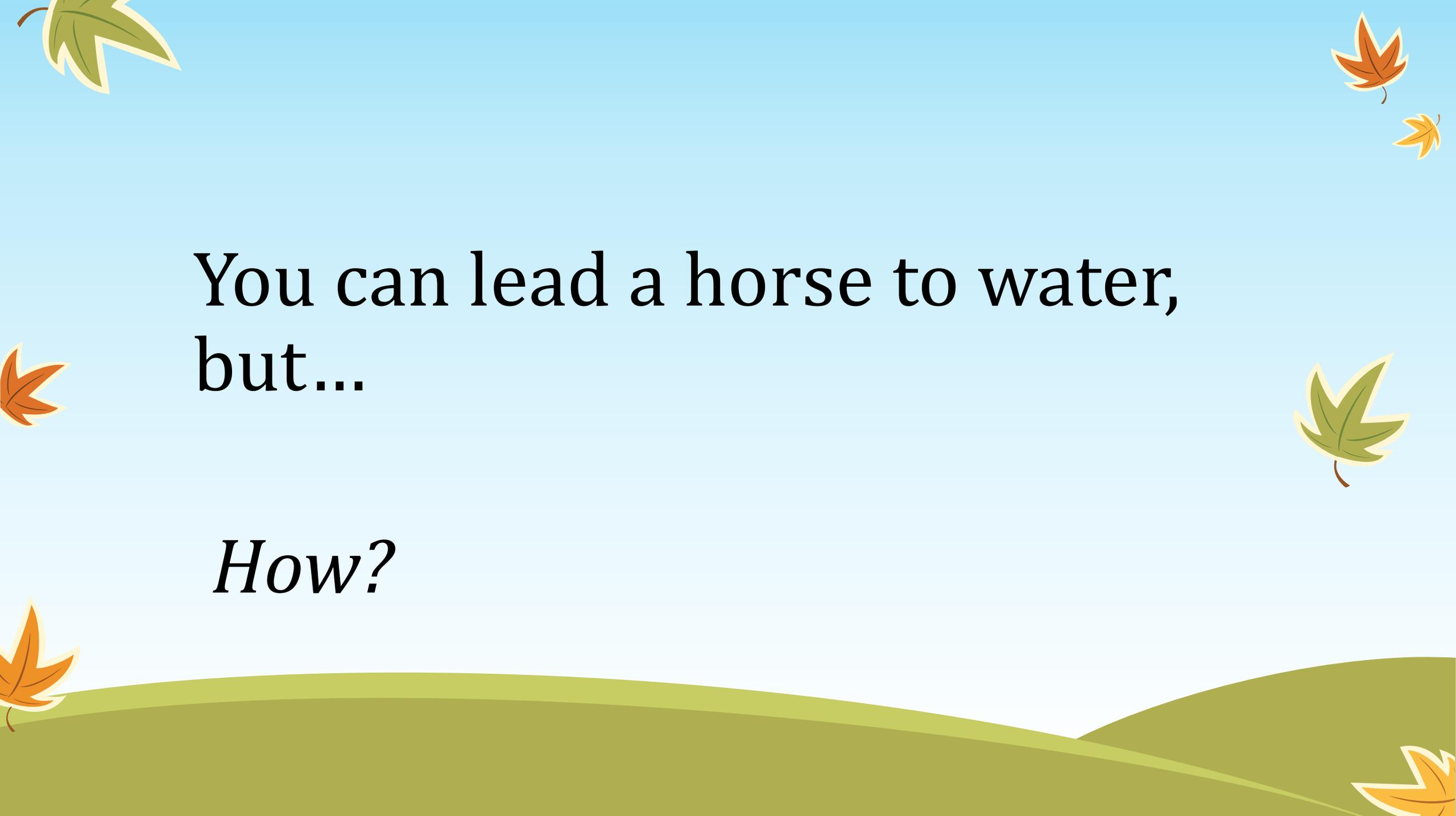
Dr. Jason McKinnon

# Agenda

1. Writing

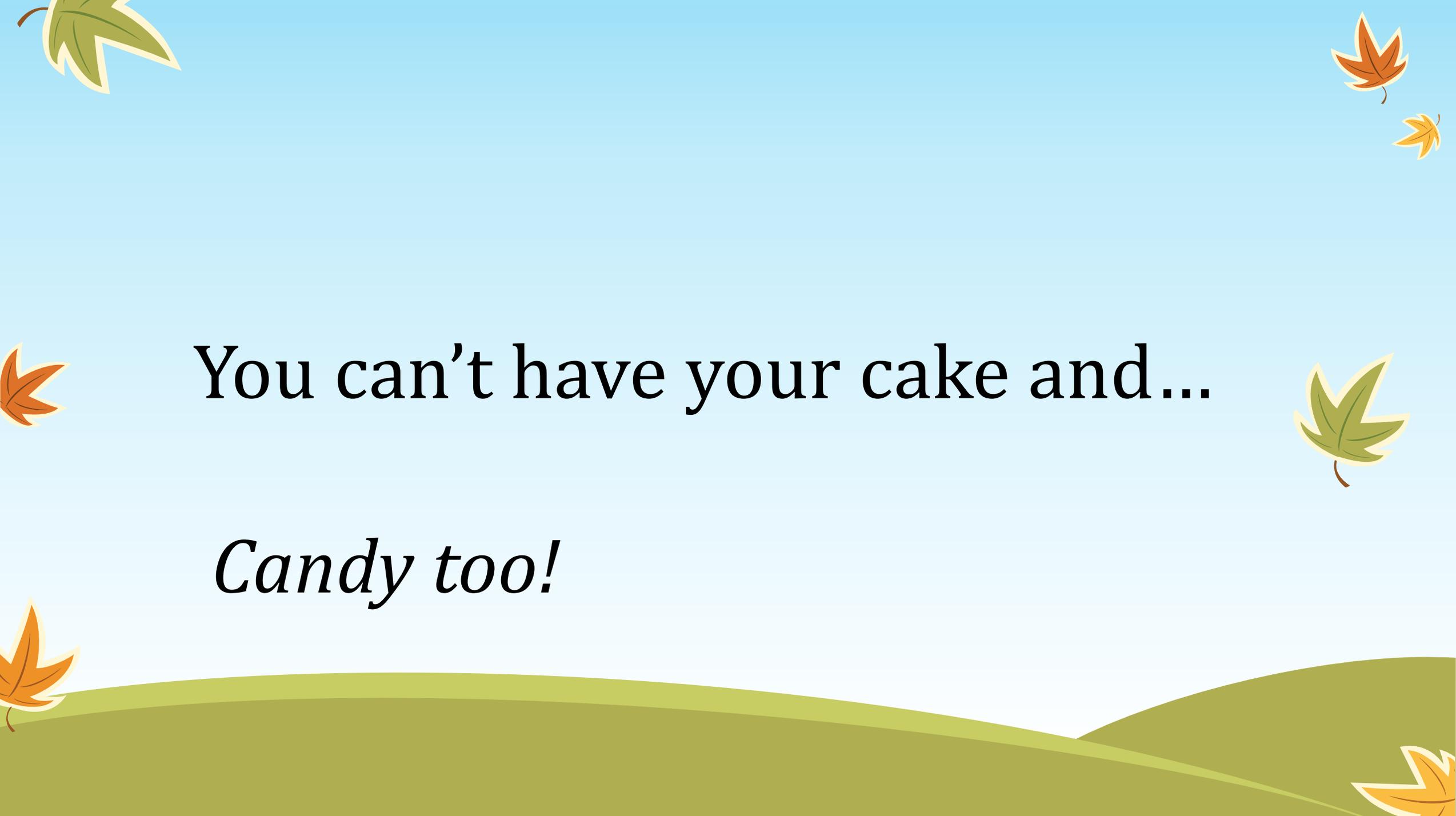
2. Review Units & Plan



The background is a light blue sky with a white gradient at the bottom. There are several stylized autumn leaves in various colors (green, orange, yellow) scattered around the edges. At the bottom, there are rolling green hills. The text is centered in the upper half of the image.

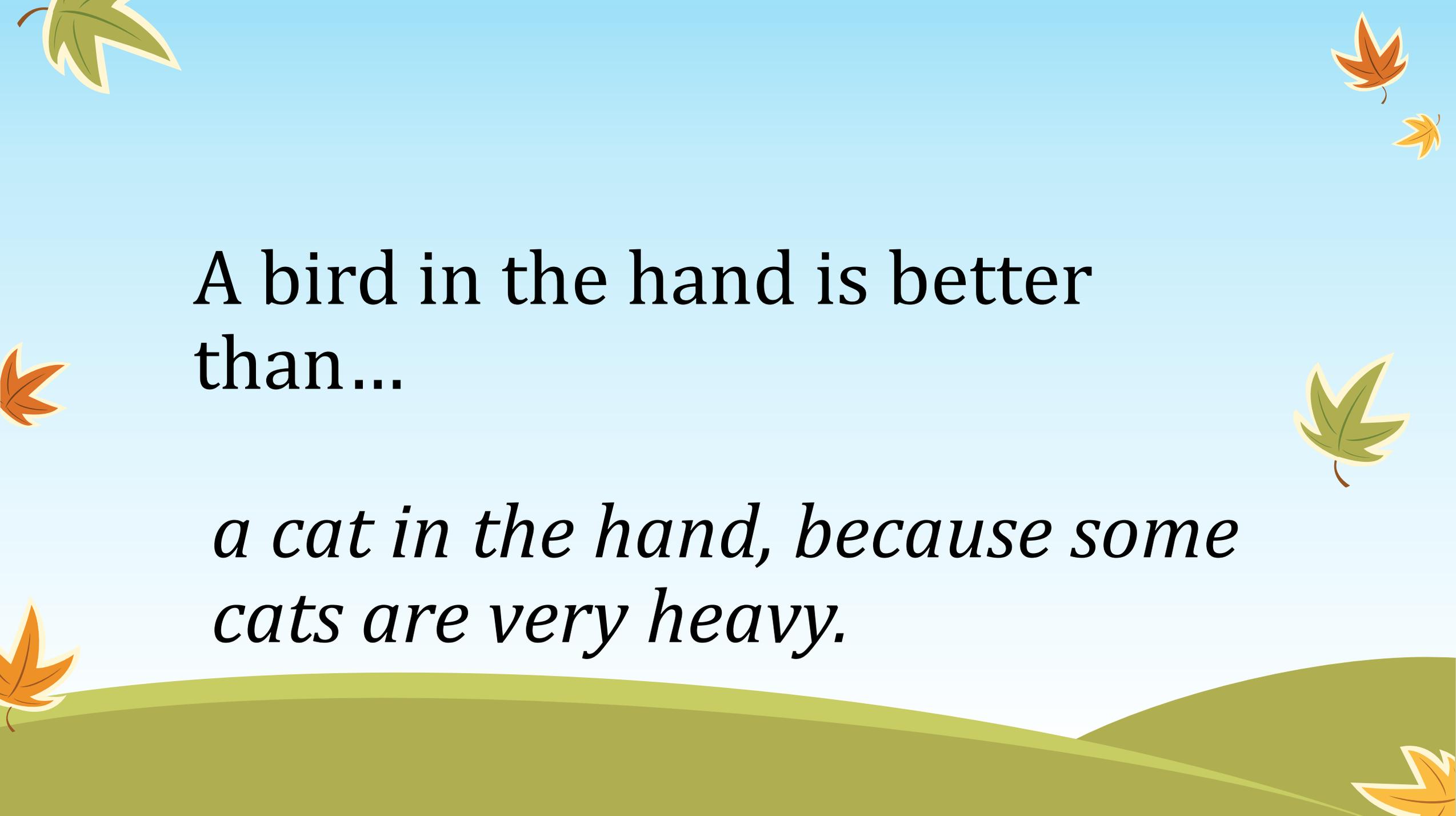
You can lead a horse to water,  
but...

*How?*



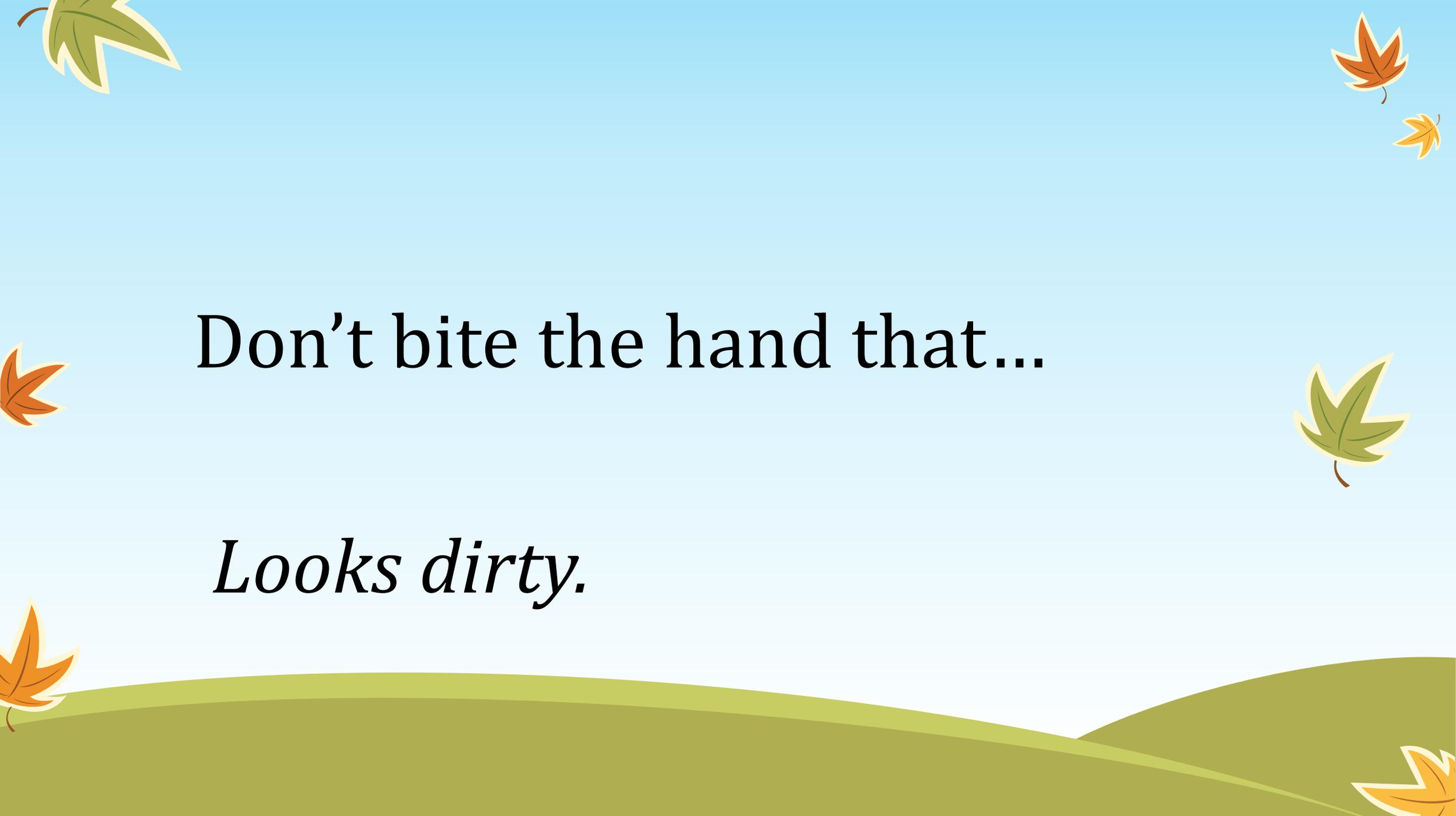
You can't have your cake and...

*Candy too!*



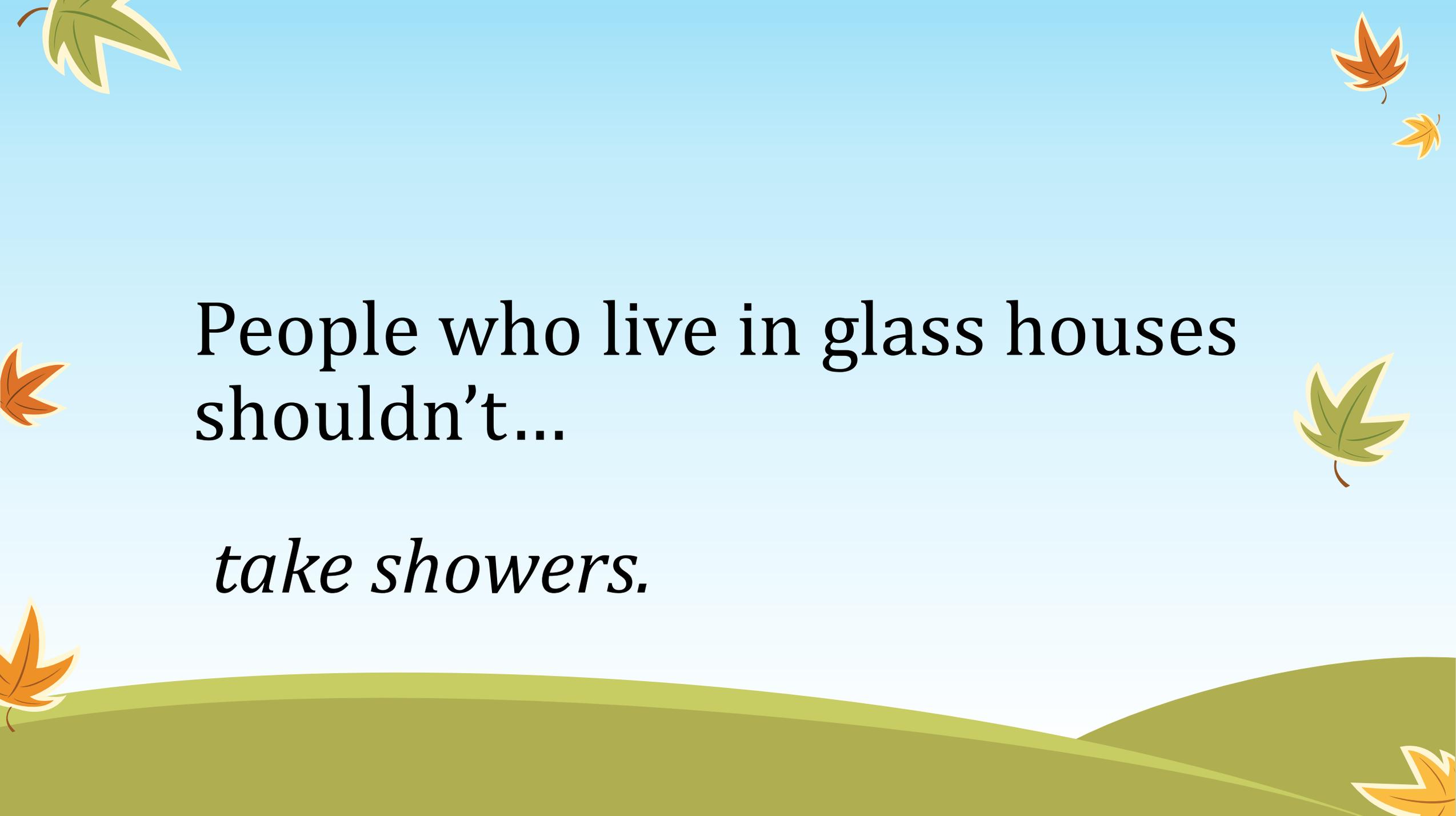
A bird in the hand is better  
than...

*a cat in the hand, because some  
cats are very heavy.*

The background is a light blue sky with several stylized leaves falling from the corners. The leaves are in shades of green and orange. At the bottom, there are rolling green hills. The text is centered in the upper half of the image.

Don't bite the hand that...

*Looks dirty.*

The background is a light blue sky with a white ground area at the bottom. There are several stylized autumn leaves scattered around the edges: a green leaf in the top-left, a brown leaf in the top-right, a green leaf in the middle-right, a brown leaf in the middle-left, a brown leaf in the bottom-left, and a brown leaf in the bottom-right. The ground is represented by rolling green hills.

People who live in glass houses  
shouldn't...

*take showers.*

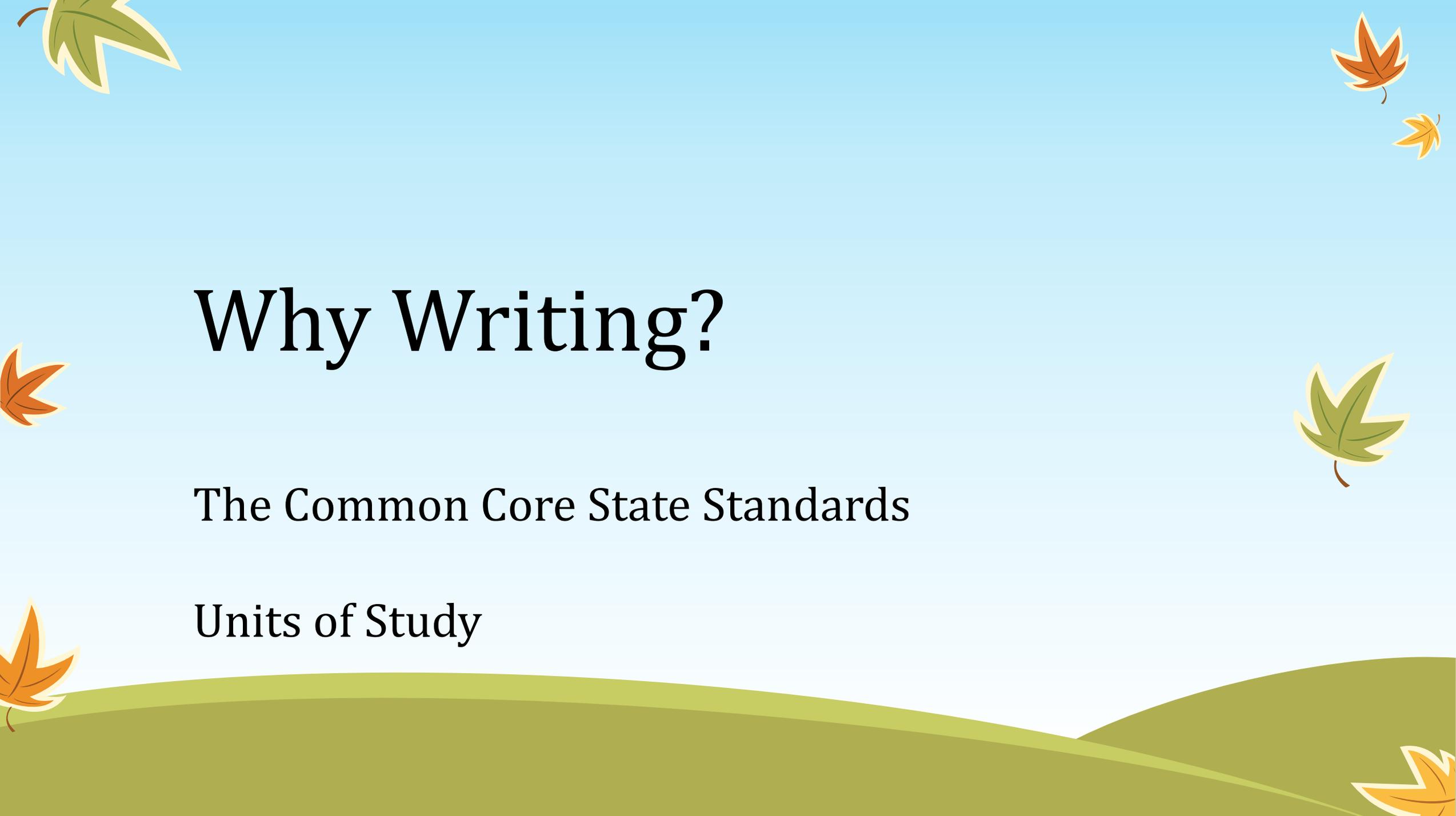


# Why Writing?



“One of the most potent ways to accelerate students’ progress as learners is by equipping them with first-rate skills in writing.”



The slide features a light blue background with several stylized leaves scattered around. There are green leaves in the top-left and bottom-right corners, and orange and yellow leaves in the top-right, middle-left, and bottom-left corners. At the bottom, there are rolling green hills.

# Why Writing?

The Common Core State Standards

Units of Study



# Units of Study

- “...writing skills need to develop incrementally, with the work that students do at one grade level standing on the shoulders of prior learning.”
  - Four Units: 18-22 lessons
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- 



# Units of Study

- Our calendar...work in progress
  - Pre and Post On-demand writing assessments
  - Consistency and coherence
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- 
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# Performance Assessments

- Studies (Hattie, 2008, 2011) show that we can maximize student learning when learners are crystal clear about their learning; are aware of their learning goals; receive valuable feedback; and are aware of what the next step is...
  - Sharing learning targets help students recognize the standards that they are responsible for and helps them set personal goals.
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# Why Writing Checklists?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade 3		NOT YET	STARTING TO	YES!
	<b>Structure</b>			
<b>Overall</b>	I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I connected my ideas and reasons with my examples using words such as <i>for example</i> and <i>because</i> . I connected one reason or example using words such as <i>also</i> and <i>another</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I worked on an ending, perhaps a thought or comment related to my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason. I organized my information so that each part of my writing was mostly about one thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>			
<b>Elaboration</b>	I not only named my reasons to support my opinion, but also wrote more about each one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Language Conventions</b>			
<b>Spelling</b>	I used what I knew about word families and spelling rules to help me spell and edit. I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation</b>	I punctuated dialogue correctly with commas and quotation marks. While writing, I put punctuation at the end of every sentence. I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Supporting Teachers

- Faculty meetings
  - Data Team meetings
  - Scoring Parties
  - Release Time for planning and collaboration
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- 



# Mini-lessons video

<https://www.youtube.com/watch?v=rOeJlxGwpY8>

4<sup>th</sup> grade writing mini-lesson (also, using the writing checklist)

<http://vimeo.com/89014992>



**Textbook<sup>1</sup> Selection Information**  
**Pre-K to Grade 5**

**Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction**

**Title:** Words Their Way

**Author:** Dr. Donald R Bear, Dr. Marcia Invernizzi, Dr. Shane Templeton, and Dr. Francine Johnston

**Publisher:** Pearson

**Date:** copyright 2012

*The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.*

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**

Words Their Way is a researched based resource that targets word study for phonics, vocabulary and spelling<sup>2</sup> instruction. It is directly aligned to the Core Standards and supports Reading Foundation Skills and Language Standards K-5. Research demonstrates that increased word knowledge supports the Core Standards emphasis on reading more complex fiction and informational texts. Traditional spelling programs focus on teaching students spelling words and patterns. Weekly spelling tests target what a student remembers each week. This approach is more student-centered whereby students can internalize and apply knowledge of spellings patterns. This instruction allows for greater transference to student writing and reading.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**

Words Their Way (WTW): Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered and assessment driven. The goal of this approach is the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.

This hands-on resource helps students develop essential elements of reading including phonological awareness, phonics, word recognition, and vocabulary. The heart of the Words Their Way program is the sort, or the process of grouping sounds and words into specific categories. Students learn to look closely at words to discover letters, vowel patterns, syllable structures and spelling-meaning connections in English Orthography. The sorting activities include teacher-directed instruction as well as paired and independent learning<sup>3</sup>.

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<sup>1</sup> While this is the textbook adoption form, this particular resource contains many components.

<sup>2</sup> Spelling is classified in the CCSS as a convention of written language and is addressed in the Language standards.

<sup>3</sup> Eddy et al (2011)

**3. Learning resources shall meet high standards of quality in:**

**a. artistic quality and/or literary style**

- Word Sorts are student friendly
- Images, sorts, games are updated, lively and engaging for students.

**b. factual content**

- Based on research into the five developmental stages of spelling. The stages of spelling development are Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations. These stages describe students' spelling behavior as they move from one level of word knowledge to the next.<sup>4</sup>
- Students sort physical words into categories according to common features: i.e., word families, vowel diagraphs, consonant blends

**c. presentation**

- CD sorts are easy to print and student friendly
- Font is easy to read.
- Spacing of information is developmentally appropriate
- DVD whiteboard interaction is intuitive and easy for students to manipulate.

**4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**

The most effective instruction supports children's integration of knowledge across sound, spelling, and meaning; effective instruction supports students' general knowledge of how words work. This is the type of knowledge learners apply when they are not sure how to spell a word, when they encounter an unfamiliar word in their reading and need to decode it, or when they encounter a brand-new word and need to determine its meaning.<sup>5</sup> This transference of skills to reading adds to the validity of the resource in meeting the needs of learners.

The Words Their Way approach is highly differentiated based on the needs of the student. All students complete a development spelling inventory that measures student performance in the area of encoding. By using student spelling as a guide, teachers can differentiate word lists and sorts thereby providing effective instruction in phonics, spelling, and vocabulary. Words Their Way accommodates the wide variability in learning in the area of spelling by grouping students according to spelling features.

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<sup>4</sup> Pearson (2009)

<sup>5</sup> Pearson (2014)

**5. Learning resources shall promote an appreciation of cultural diversity.**

Words Their Way addresses word knowledge, phonics, and spelling instruction. It does address the needs of English Language Learners (ELL) through understanding at the word-level. Teachers are able to assess their ELL students' knowledge of word structure and place them at the appropriate levels within the Letter Name-Alphabetic, Within Word Pattern, or Syllables and Affixes curriculum<sup>6</sup>. As with all differentiation, teachers may also adjust the pace of instruction accordingly, taking more time with particular features and patterns as necessary.

**6. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.**

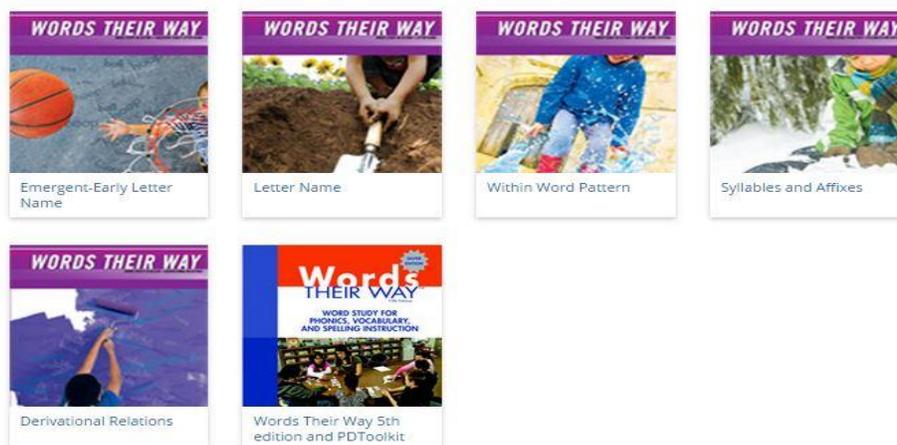
As noted above, learning resources are based on the five developmental stages for spelling. Importantly, Words Their Way is closely aligned to the five stages of reading and writing development<sup>7</sup> as well. Ultimately, this increases transference of encoding to decoding, comprehension and written expression. Student improvement in spelling, phonics and vocabulary (word study) is not only demonstrated in spelling assessments, but can be seen in student writing and written responses to text.

**7. The publisher provides appropriate support materials.**

A multitude of resources are available to support the teacher.

- Words Their Way technical manual
- Words Their Way interactive white board CD and sort CD
- Words Their Way sort books (See Figure 1)

**Figure 1 Words Their Way sort book**



<sup>6</sup> Pearson (2012)

<sup>7</sup> Emergent, Beginning, Transitional, Intermediate, and Advanced.

