Good Evening,
Thank you to our team who are presenting tonight
Leslie Guglielmi – Literacy Coach
Deb Lenz – Literacy Coach
Julie Higginbotham – 5th grade
Valerie Rivera – 4th grade
Jason VandenBos – 3rd grade
Nuala Watson – 2nd grade
Tonya Steitz – 6th grade ELA
Charlene Bunge – 8th grade ELA

Keeping the "old" way of doing things while trying to apply the "new" doesn't work!

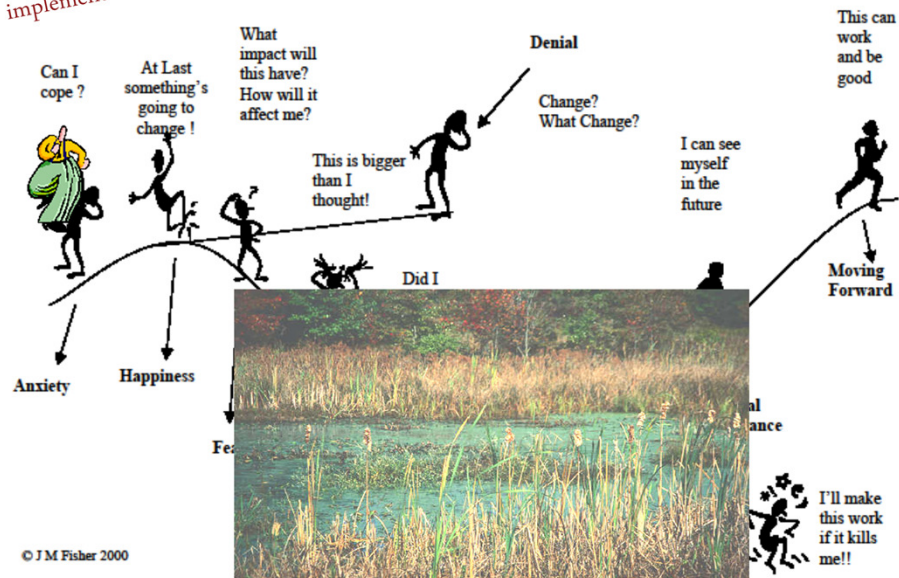*It requires a **paradigm shift!***

2

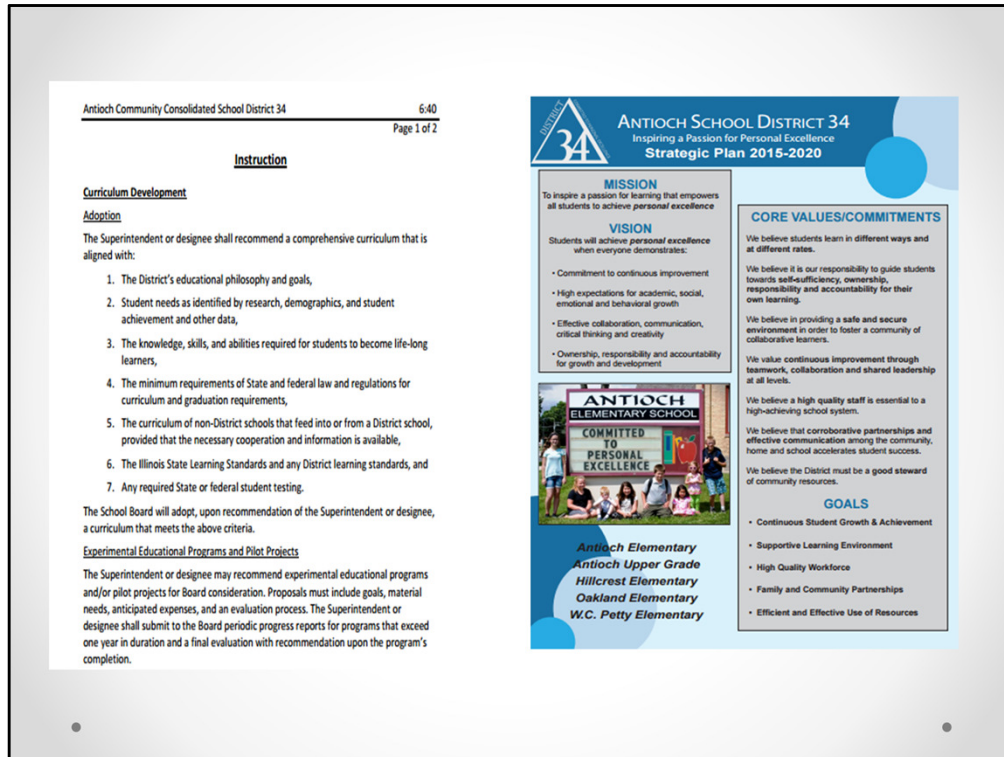## The CCSS Requires Three Shifts in ELA/Literacy

1. Regular practice with **complex text** and its **academic language**

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

3. **Building knowledge** through **content-rich nonfiction**

3

- The shifts are a high-level summary of the biggest changes signified by the adoption of the CCSS.
- They represent the most significant shifts for curriculum materials, instruction, student learning, and thinking about assessment. Taken all together, they should lead to desired student outcomes. Communicate the shifts to everyone who will listen! Everyone working in your school and district should have a solid understanding of the shifts required in both ELA/Literacy and Mathematics. They are a great starting point for learning about and understanding the CCSS.
- You can test any message or effort regarding the CCSS against these touchstones. From state, district, school, or classroom – how does X support the ideas of the shifts?
- They are meant to be succinct and easy to remember.
- We'll discuss them each in turn.

The Process of Transition

This can
work
and be
good

What
impact will
this have?
How will it
affect me?

Denial

Can I
cope ?

At Last
something's
going to
change !

Change?
What Change?

I can see
myself
in the
future

This is bigger
than I
thought!

Moving
Forward

Anxiety

Happiness

Did I

al
ance

Fe

© J M Fisher 2000

I'll make
this work
if it kills
me!!

MISSION To inspire a passion for learning that empowers all students to achieve personal excellence

VISION Students will achieve personal excellence when everyone demonstrates: • Commitment to continuous improvement • High expectations for academic, social, emotional and behavioral growth • Effective collaboration, communication, critical thinking and creativity • Ownership, responsibility and accountability for growth and development

Board Policy 6:40
The Superintendent or designee shall recommend a comprehensive curriculum that is aligned with: 1. The District's educational philosophy and goals, 2. Student needs as identified by research, demographics, and student achievement and other data, 3. The knowledge, skills, and abilities required for students to become life-long learners, 4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements, 5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, 6. The Illinois State Learning Standards and any District learning standards, and 7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent or designee, a curriculum that meets the above criteria.

Curriculum Development:
Purposes, Practices, Procedures

*The development of an effective curriculum guide is a **multi-step, ongoing and cyclical process.** The process progresses from **evaluating** the existing program, to **designing** an improved program, to **implementing** a new program and **back to evaluating** the revised program.*
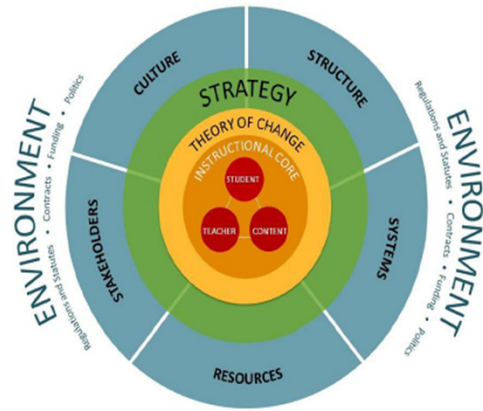
The Start

2012 until now..........

Vision Was Created

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes.

o Skills, scope and sequence
o The map of learning to provide the who, what, when, where, why, and how

An ELA and Math curriculum committee was formed.
Coaches and committee members created a definition of curriculum this definition defined the work ahead. The first step was looking at the Common Core Standards and we created SPLASH documents, that unpacked the standards and turned them into I Can Statements. Then a curriculum cycle was created.

Who

- District Administrators
- Building Administrators
- Teachers
  o General Ed
  o Special Ed
  o ELL
  o Gifted
  o Related Services
  o Instructional Coaches

- District Wide Planning Committees
- Grade Level Planning Team
- Grade Level Work Team

who

	Grade Level	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English Language Arts (ELA)	K	Study Balance Literacy Framework (BLF), Common Core State Standards, and Best Practices Write a Scope and Sequence	Implement Common Core Scope and Sequence within the BLF	Review and Revise on a continual basis			
English Language Arts (ELA)	1	Maintain Guided Reading (a component of BLF) Structure Form Committee to research Common Core Standards and Best Practices	Grade Level Team study BLF, Common Core State Standards, and Best Practices Write a scope and Sequence	Implement Common Core scope and sequence within the BLF	Review and Revise on a continual basis		
English Language Arts (ELA)	2,3,4,5	Maintain Guided Reading (a component of BLF) Structure	Maintain Guided Reading (a component of BLF) Structure Form Committee to research Common Core Standards and Best Practices	Grade Level Team study BLF, Common Core State Standards, and Best Practices Write a Scope and Sequence	Implement Common Core Scope and Sequence within the BLF	Review and Revise on a continual basis	
English Language Arts (ELA)	6,7,8	Research Best Practices in Writing Write Literacy units of study aligned to the CCSS Write units of study for Guided Reading aligned to the CCSS	Implement Literacy and Guided Reading units of study Write units of study for Writing aligned to the CCSS	Implement Literacy, Guided Reading, and Writing units of study aligned to CCSS	Review and Revise on a continual basis		

The teaching and learning work plan was Presented to the BOE December 2012. The work plan established our timeline and is posted on the teaching and learning website under the curriculum cycle tab.

The goal of the work was to implement Common Core Aligned curriculum and provide professional development to staff. We started with the work that was done in 2010 and built on that work with teacher teams.

Kindergarten: September

Reading		Word Study	Writing	Social Studies & Science	Math	Assessments
Making Meaning: Unit 1 Reading Life	(Making Meaning) CCSS	Michael Heggerty	Being A Writer: Unit 1 The Writing Community	Self and Friends		Fountas and Pinnell Benchmark
My Friends	RL.1*	Phonemic Awareness Week 1-3	Just Watch			
If You Give a Mouse a Cookie	RL.2*		Somersaults			
Cat's Colors	RL.3*	Jolly Phonics	I Love School			
Flower Garden	RL.6	Letter Recognition/Letter Sounds				
The Kissing Hand	RL.7	s, a, t, i, p, n, c, k	(Being A Writer) CCSS			
Whistle for Willie	RL.10*		RL.1			
	RI.1	High Frequency Words	RL.7			
	RI.10	I, a, like, see, my, and	RL.10			
	W.2		W.3*			
	W.3	Segment/Blending Introduce Concept	SL.1*			
	SL.1,1a,b*		SL.1a*			
	SL.2*		SL.1b			
	SL.6*		SL.2*			
	*Focus Standard		SL.4			
			SL.6			
			L.1			
			L.1f			
			L.2			
			L.2a,b			
			*Focus Standard			

We began our curriculum work in 2012 by bringing back documents that the district had started in 2010. Coaches brought this work to teachers during team times adding new resources and materials to the document. The 2010 work had the standards and resources in a month by month document. The coaches began adding in the new resources and organizing the resources in a UBD format. Jessica Hockett and Lake County ROE content specialist were brought in to consult with teachers and coaches to help establish Essential Questions and Key understandings and to begin providing professional development to teachers on understanding the standards and making them a part of the classroom instruction.

There were many challenges ahead has we began our curriculum work in 2012.

The Challenge:

Building Key Capacities in Preparation for College & Career

Demonstrate independence	Students have the strategies and skills they need to independently identify, research (including reading), and **explain** the complex text associated with that topic.
Build strong content knowledge	Students read widely and deeply across many content areas building knowledge and the ability to **convey** those ideas using discipline-specific academic vocabulary.
Comprehend as well as critique	Students critically evaluate information from multiple sources, considering author's purpose and biases as they **discuss** and derive meaning from those texts.
Value evidence	Students formulate opinions based on information they have interacted with, **citing** specific text-based evidence for both arguments and counterarguments.
Use technology and digital media	Students know available technologies, how and when to use them to **communicate**; they work with diverse forms of media and are prepared for online assessments.

12

Governors, business leaders, and policy makers realized the imperative to take action to raise the bar for U.S. students and ensure teachers were performing a higher level.

In this classroom environment that has the rigor we need it to have, we are going to help students meet the demands of college and career readiness.

By the time students graduate from high school, they will be able to demonstrate these Literacy capacities (Click through each literacy capacity and summarize the text on the screen).

Teachers need to help students acquire this basic set of literacy capacities which will help them succeed across the content areas.
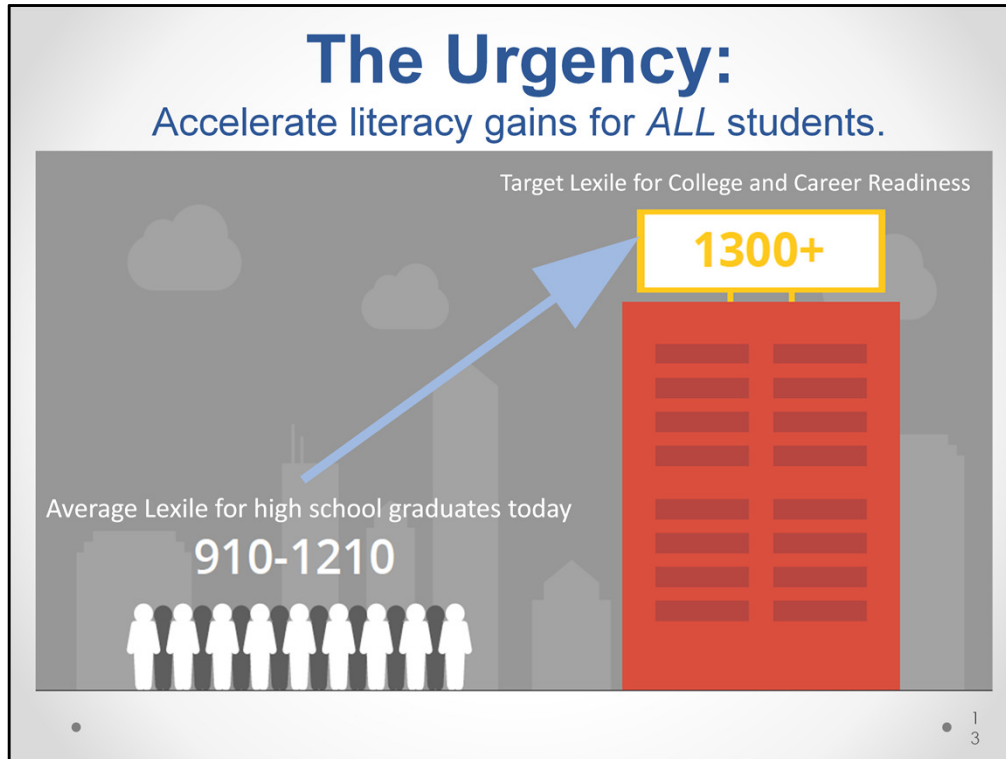
The bar for success is high: graduating high school students need to be reading at the 1300 Lexile level.

But there is a shortfall between graduating student Lexile scores and college workplace requirements.

The average 12th grader is reading between a 910-1210 Lexile level, which is insufficient for MOST jobs.

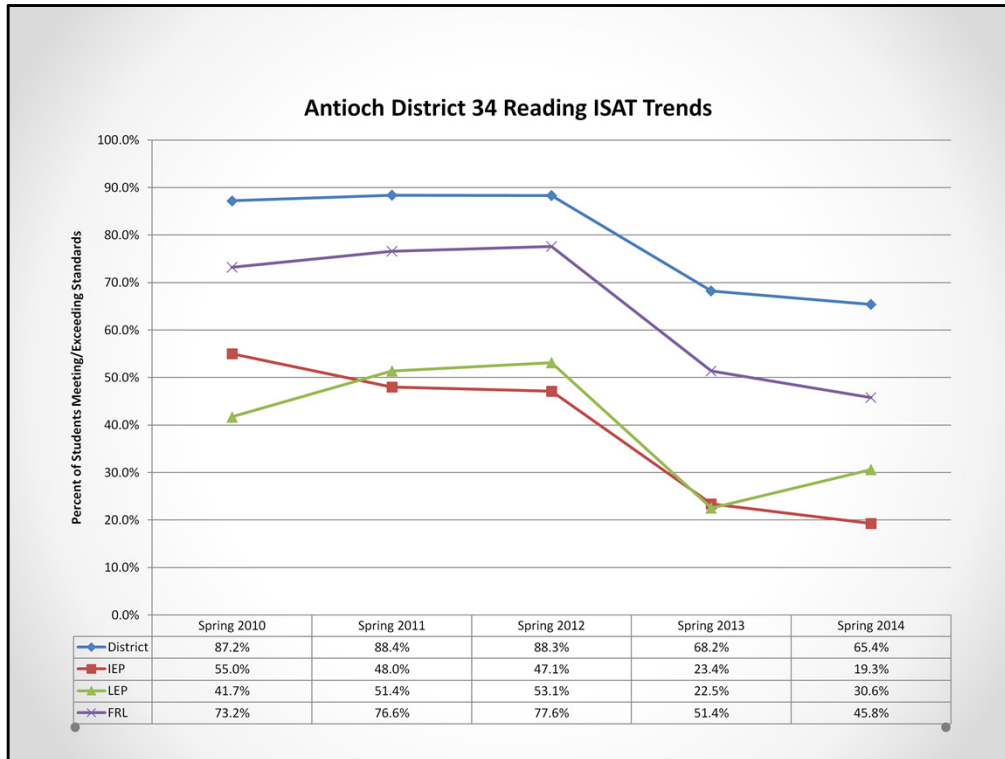## The Challenge: Bridging the Gap of New Rigorous Expectations

Grade Band	Previous Lexile Ranges	New Lexile Ranges
2–3	450L–725L	420L–820L
4–5	645L–845L	740L–1010L
6–8	860L–1010L	925L–1185L
9-10	960L–1115L	1050L–1335L
11–12	1070L–1220L	1185L–1385L

With new high-stakes assessments, the level of rigor is getting higher. The level at which students used to read is now two to three Lexile bands higher. The bar has been raised.
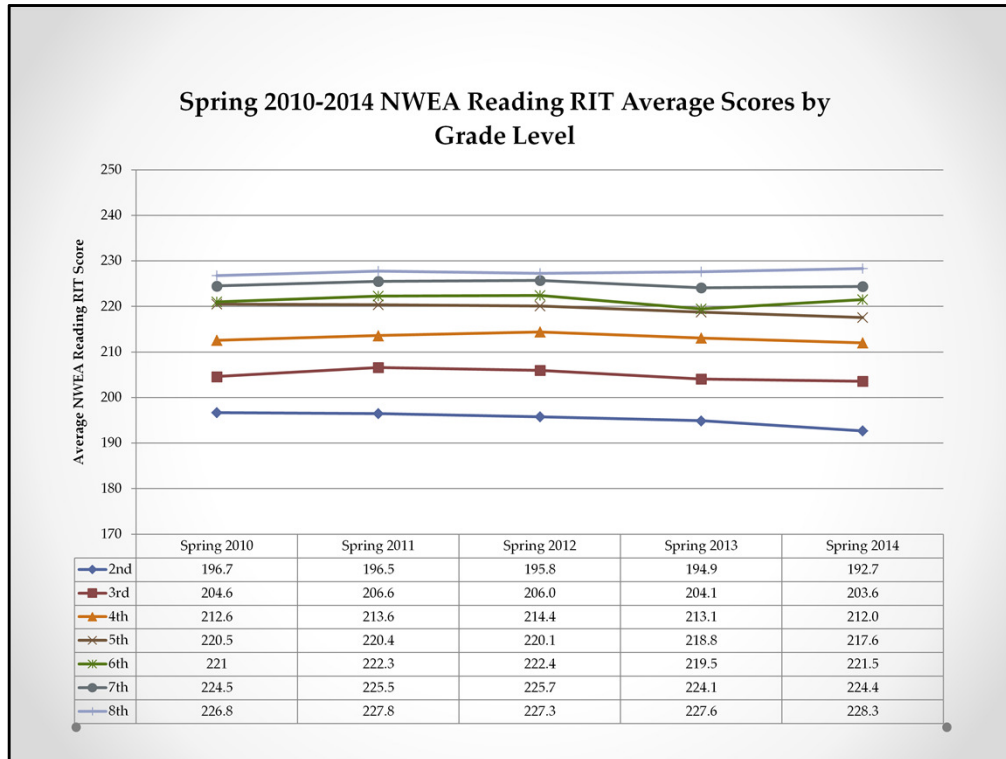
And here is why. As you can see from this chart, 1300L is just the starting point for college and career readiness. High school graduates will encounter higher levels of rigor in the workplace than the materials they are using in school.

Also, The jobs students will be seeking are also very competitive and a student's competition isn't another student down the street. It's a student in Bangkok, Beijing, or Bangalore. The benchmark for U.S. students is PISA, which trumps all state assessments when it comes to policy and economics. In short, the bar has been raised on a global scale.
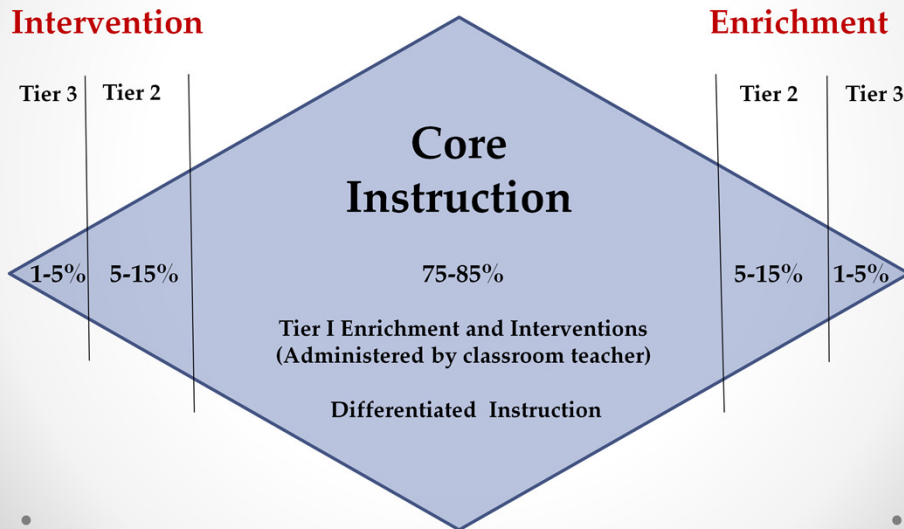
WHAT THE DATA WAS TELLING US?

Antioch District 34 Reading ISAT Trends

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
District	87.2%	88.4%	88.3%	68.2%	65.4%
IEP	55.0%	48.0%	47.1%	23.4%	19.3%
LEP	41.7%	51.4%	53.1%	22.5%	30.6%
FRL	73.2%	76.6%	77.6%	51.4%	45.8%

5 years worth of data, cut scores changed from 2012 to 2013, similar trends throughout. The LEP subgroup shows a slightly different trend

Spring 2010-2014 NWEA Reading RIT Average Scores by Grade Level

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
2nd	196.7	196.5	195.8	194.9	192.7
3rd	204.6	206.6	206.0	204.1	203.6
4th	212.6	213.6	214.4	213.1	212.0
5th	220.5	220.4	220.1	218.8	217.6
6th	221	222.3	222.4	219.5	221.5
7th	224.5	225.5	225.7	224.1	224.4
8th	226.8	227.8	227.3	227.6	228.3

When we do look at the MAP assessments, there are similar trends and patterns for Reading

Meeting Instructional Needs

Intervention

Enrichment

Tier 3 | Tier 2

Tier 2 | Tier 3

Core Instruction

1-5% | 5-15%

75-85%

5-15% | 1-5%

**Tier I Enrichment and Interventions
(Administered by classroom teacher)**

Differentiated Instruction

ELA

• • •

Research that informed the development of the Standards revealed that there is a significant gap in the complexity of what students read by the end of high school and what they are required to read in both college and careers – 4 years!

In a study done by ACT in 2006, it was found that the complexity level of what students read at each grade level has dropped 4 years in the last half of the 20th century (and has remained the same in the last decade.)

The academic language of informational text is different than narrative literature. Exposing students to this enhances the breadth of their academic language, lack of this exposure narrows it.

For too long, proficiency in reading has been defined as skill in using reading strategies, even to the point of separating those strategies from the context or challenge that might call for a given strategy. The Common Core puts the text in the center of the equation and demands that students activate strategies in service of understanding the text.

Mastering the strategies in isolation only take students so far. A successful reader possesses the ability to activate strategies skillfully in response to challenges most frequently encountered in complex text. Like every other complex set of skills, this takes lots of practice.

Increasing complexity of text is the path to CCR, not increasing more complicated reading strategies.

What are the Features of Complex Text?

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs
- Any text structure which is less narrative and/or mixes structures

Complex text contains any and all combinations of these features.

The complexity level is determined by quantitative and qualitative measures as well as Reader and Task considerations. The details of text complexity are well described in Appendix A on the website http://www.corestandards.org/assets/Appendix_A.pdf, one of the supplemental readings offered with this presentation. New tools have been developed since the Standards were developed to help determine qualitative text complexity. Those materials are available on www.achievethecore.org

Students who struggle with reading almost always have gaps in their vocabulary and their ability to deal with more complex sentence structures. This too is well documented in research.

Too often, less proficient students are given texts at their level where they do not see these features, where the demands of

Close Reading

- Requires prompting students with questions to unpack unique complexity of any text so students learn to read complex text independently and proficiently.

- Requires multiple reads of a text focusing on increasingly more complex analysis

- Multiple standards are activated during the course of every close analytic reading exemplar through the use of text dependent questions.

- Text dependent questions require text-based answers – evidence.

- Students annotate their text to showcase their thinking through peer conversations

- Teacher is the facilitator of learning; students do the hard work of meaning making

Close reading is reading complex text for different purposes. Close reading looks at the different layers of text, like peeling an onion, through multiple reads of a text. Each layer of text examination requires deeper analysis. Multiple standards are activated when students close read – the 3 shifts required by the standards are evident as well! When reading appropriately complex non-fiction or literature, students are asked to respond to text-dependent questions about the text. Student annotations during the reading of complex text showcases the student's thoughts and interactions with the text. It also prepares the student for meaningful conversations about the text with peers.

Reading, Writing and Speaking Grounded in Evidence from Text: Why?

- Most college and workplace writing requires evidence.

- Ability to cite evidence differentiates strong from weak student performance on NAEP

- Citing Evidence is a major emphasis of the ELA Standards and is required in an increasingly more complex manner through the grades

- Being able to locate and deploy evidence efficiently and effectively are hallmarks of strong readers and writers

Most college and career writing requires students to take a position or inform others citing evidence from the text, not provide a personal opinion.
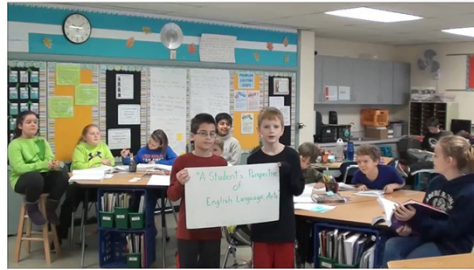
Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text.

Requiring students to use evidence can and should occur during oral discussions with "read alouds" in the youngest grades and continue across all grades and content areas.

This is a sharp departure from much current practice where the focus is commonly to relate the text to yourself in narrative expressive pieces, where students share their views on various topics. The shift here is the teacher's response to student views, "Where in the text did you make that connection?" These responses are now common in the K-2 grades using Making Meaning. The rigor is in the teacher's sensitive responses to student peer conversations and whole group responses.
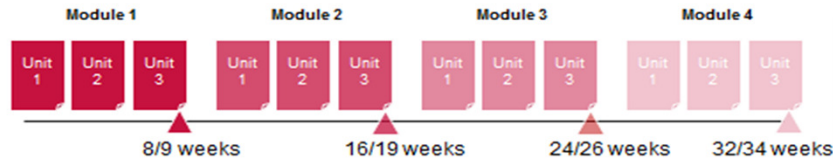
Providing text evidence has not always been expected from students which often resulted in less than accurate responses because of the lack of depth of understanding of the text.

View from the classroom

Navigating the EL Curriculum

Structure of the EL Curriculum Modules

| Module 1	Module 2	Module 3	Module 4
Unit 1 Unit 2 Unit 3	Unit 1 Unit 2 Unit 3	Unit 1 Unit 2 Unit 3	Unit 1 Unit 2 Unit 3
8/9 weeks	16/19 weeks	24/26 weeks	32/34 weeks

- Each module is approximately 8 weeks of linked instruction, comprised of 3 units. 6 modules will be provided so that teachers can make choices.

- Teaching four modules results in deep teaching and assessment of all of the RL, RI, and W standards in 3-5 and all of the standards in their entirety in 6-8.

- Each module is anchored around one or more central text – books from a variety of publishers, chosen to be the best for the subject and standards. These books are complemented by rigorous, authentic informational text embedded within the curriculum itself.

This is a rigorous curriculum, and it is hard for the teachers in this first year of implementation. To fully understand each module, teachers review the standards or learning targets covered in each unit and the related assessments. Then, teachers analyze the skills needed to be successful on the assessments and how the activities in each lesson are scaffolded to promote mastery of the standards. This practice is called backward planning from Higgins and McTighe's curriculum work and approach planning in three major stages: 1. What is worthy of requiring understanding? 2. What is the evidence of understanding? 3. What learning experiences and teaching promote understanding, interest, and excellence?
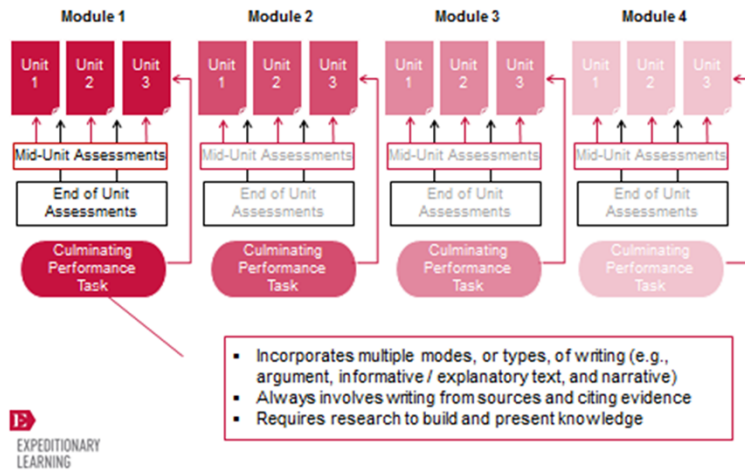
Teachers have EL videos that are available on their website if they want additional information on an instructional strategy. An EL consultant has come several times this year to provide us with a more in-depth understanding of the EL curriculum and how to maximize its use to strengthen student learning. In addition, District 34 has purchased Achieve3000, a web-based program, that provides informational text resources that include the EL research topics that are used by students, largely independently, that differentiates for all student levels. In addition, the literacy coaches are available to support the classroom teachers in any way needed.

Module Assessments

Mid-Unit 2 Assessment	**Letter about My Reading Goals** After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.
End of Unit 2 Assessment	**Listen Up! Recording Our Reading** Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.
Mid-Unit 3 Assessment	**Answering Text-Dependent Questions about Librarians and Organizations around the World** In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.
End of Unit 3 Assessment	**Accessing Books around the World: On-Demand Informative Paragraph about a New Country** Students will write an informative paragraph about a librarian or organization from the text *My Librarian Is a Camel*. Students may not write about the librarians portrayed on their bookmark, but may write about any of the other countries they learned about. Targets assessed in this assessment will include: "I can write an informative text that has a clear topic," "I can develop the topic with facts and details," and "I can write a conclusion to my paragraph."

Each of the three units has a mid-unit and end of unit assessment. The assessments mirror the activities and the graphic organizers used in the lessons. The mid-unit assessment functions as a good resource for adapting future instruction. Each module has a performance task requiring students to cite textual evidence, to revise their writing and critique their peers' writing, and share their writing with a real audience. The performance tasks are authentic activities that require the use of the Module focus standards to complete. Some examples of performance tasks include a Readers' Theatre script, scientific research journal page, and graphic novel, to name a few.

LANGUAGE ARTS K-2

- Making Meaning

- Being a Writer

K-2 is implementing three teaching resources that address the pillars of literacy when used in their entirety.

*The **Making Meaning** program is a reading comprehension curriculum for kindergarten through grade 6. It combine research-based best practices in reading comprehension with support for fostering your students' growth as caring, collaborative, and principled people.*

Academic and Social Focus

Students learn, practice, and apply skills and strategies that help them make sense of text.

Students learn how to work together and have opportunities to develop socially and ethically.

Making Meaning®
THIRD EDITION

Making Meaning has two goals. All the work done by Collaborative Classroom, curriculum and professional learning, have an academic and a social focus.
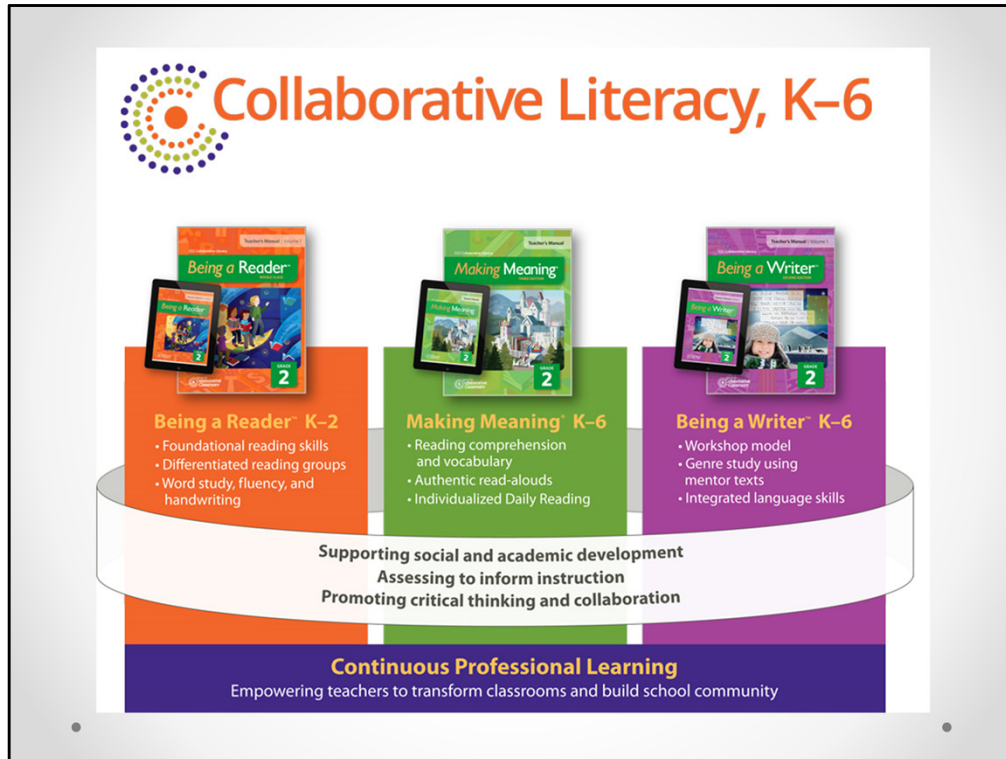
Collaborative Literacy (Professional Learning System) is researched based, field tested and has gone through multiple revisions. The district is using the 2015 edition, the most current edition, of Making Meaning.

WRITING K-2
BEING A WRITER
(CENTER FOR THE COLLABORATIVE CLASSROOM)

- Writing-process approach
- Interweaves academic and social-emotional learning
- Authentic children's literature models
- Modeled writing
- Multiple teacher supports

Being a Writer is a Writer's Workshop that develops student writing through exposure to good literature examples and study of the author's techniques. Writing is facilitated through student rehearsing of their writing before pencil is put to paper through the strong speaking and listening component all the way to the final product. Creating a classroom experience that develops a love of writing and allows children to express their thinking requires thoughtful, intentional instruction. Research has proven that when students feel connected to their school and peers, they perform better academically, are more motivated to achieve, and exhibit helpful behaviors toward others. Being a Writer's daily routines are based on cooperative work and caring, respectful relationships that result in student empowerment, risk taking, and responsibility for themselves and to the group. This program provides students an authentic audience for their pieces of writing and natural enhancements based on peer feedback. With this safe writing environment, students are excited about writing and sharing their writing pieces.

Being a Writer is a Writer's Workshop that develops student writing through exposure to good literature examples and study of the author's techniques. Students in K-2 have many opportunities to draw and tell their stories and to see writing modeled. To meet the expectations of common core, students in K-2 are formally or informally taught narrative, expository, opinion, functional, poetry, and letter writing.

Teachers are provided with multiple resources to develop their writing instruction skills and strategies through Collaborative Classroom consultants, webinars, ongoing free events, partnership with local National Writing Project sites, and a plethora of online materials.

SMALL GROUP INSTRUCTION K-5

- Guided Reading
- IDRs (Individual Daily Reading)

Guided reading allows the teacher as the facilitator to guide students through text that is at the students' instructional reading level. This is the step just before students' independent application of the reading skills and strategies. It is conducted with a small number of students and focuses more on the individual reading needs of each child. During guided reading, students practice the standards in a variety of books at their instructional level. The end goal, as with any literacy component, is for students to become confident, proficient readers who LOVE to read!

IDRs (Individual Daily Reading) are a component of the Readers' Workshop and are being incorporated in the K-2 classrooms. This includes monthly one-on-one conferences with each student to identify each student's ability to apply the comprehension strategies taught through the Making Meaning lessons and apply to their independent reading experiences – the ultimate goal.

Achieve3000® provides the only patented, cloud-base solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level.

First, students read an article that is matched precisely to their Lexile level to develop literacy capacities. Students need this to develop reading *stamina* with less complex text. We know the importance of meeting students where they are so they can have access to the topic of the article, it increases motivation, and they experience success. The Stretch article mirrors the same complex text that students will interact with on the PARCC assessment.

Achieve3000 measures and reports students' reading growth in real-time and automatically increases the level of text they receive at the moment they're ready.

We have found Achieve3000 is the only solution that <u>precisely</u> differentiates the same topic to each student's lexile.

By doing this, we are providing each school with a tool that is preparing students to meet the increased Lexile rigor required for college and career.

All the reading materials are non-fiction content for all students, regardless of reading level—there's no lower bar for a weaker student.

Each lesson is written at 12 Lexile levels in English and Spanish, ranging from as low as 150L all the way up to as high as 1600L so that it will be accessible to the spectrum of readers and writers.

Through the use of Achieve 3000 we weave literacy across the content areas.
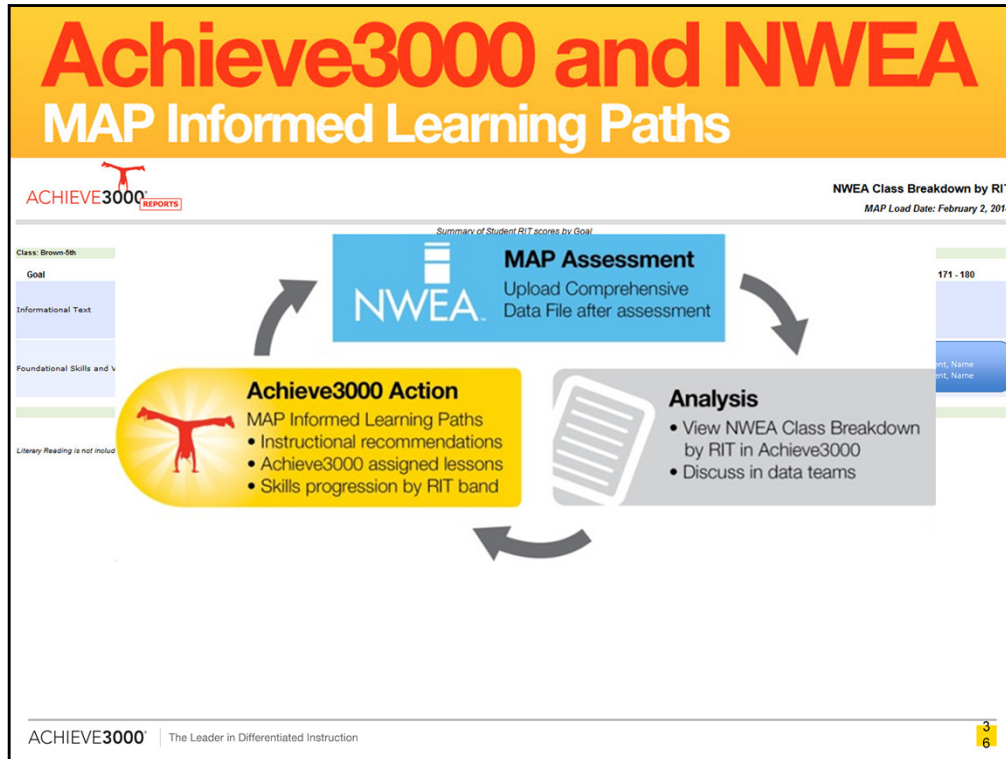
- Our partnership with Achieve3000 takes differentiation to the next level with Differentiated instructional recommendations from Achieve3000.

- MAP data is uploaded into Achieve3000. With MAP data, Achieve3000 is able to provide personalized and differentiated Informed Learning Paths for all students with Achieve3000 lessons.

We have several teachers present that would like to share their experiences. Also, please click on each of the video and voice clips inserted in this slide to learn more about the ELA curriculum.

STUDENT INTERVIEWS

Please click on each of the video and voice clips inserted in this slide to learn more about the ELA curriculum from D34 students

Voices From the Field : Reflection of the Tool

Pros

- There is a plan! Students are engaged in quality conversations and are thinking deeper about their reading.
- Non-fiction integration.
- Materials are readily available.
- Rigorous
- High interest
- Follows a scope sequence.
- Assessments are valuable indicators of what student knows.
- Standards-based.
- Great support/training.
- Opportunities to collaborate.
- Good variety of activities within a lesson.
- Very coherent and thoughtful!
  Lots of opportunities for assessment/data: summative and formative
  Makes me feel confident that students are learning and practicing skills found in the CCSS
  Makes me feel much more confident about their readiness for PARCC
  Rigorous skills and practice
- Students are engaged
  Texts are connected to social studies
  High expectations
  Students are using text evidence and have multiple opportunities to practice skills
  Writing connects to reading
  Flipcharts and workbooks that committees put together are extremely helpful (time saving)

Areas for Improvement

- Pacing is a huge issue
- No guided instruction.
- Homework is too much on some occasions.
- We do not have enough time to do what we need to do. Not necessarily a curriculum problem as much as a scheduling problem.
- For some units/lessons, there are pictures and copies of text excerpts that we have to spend lots of time copying.
- I would appreciate more time for collaboration with team and the district grade level, as we continue our first year of implementation
  It would be helpful if the workbooks were perforated (like Eureka), so I could send more information home to parents about how their child is doing with these skills
  I think we could benefit by looking at rubrics and assessments more closely--perhaps an ELA committee could accomplish this?
  Also, PD and collaboration on teaching/assessing Foundational/Language skills that are not formally included in EL curriculum
- The Teacher's Manual is very detailed and has so much to cover for the time given. There is a lot of prep work for some of the lessons. It would be helpful to have some support to help us as there is not a lot of time.
  Some of the expectations for third graders in the area of writing are a little high. The students need a lot more scaffolding to do what is expected.

Jennifer (all teachers)

Through curriculum surveys feedback is gathered to improve curriculum.

A strong curriculum brings clarity to a school's endeavor; it has practical, intellectual, and philosophical benefits – and leaves teachers room for professional judgment and creativity. ~Diana Senechal

Thank you

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- Sharon Clark, 5th
- Sue Buchholtz, 5th
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- Kris Campbell, 4th grade
- Kristen Newman, 4th grade
- Lana Stewart, 4th grade
- Kathy Walsh, 4th grade
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- Mary Ann Gunther, 3rd
- Jason Vandenbos, 3rd grade
- Cara Rittierodt, 3rd grade
- Meg Marienthal, 3rd grade
- Valerie Gorsline, 3rd grade

- Kris Judd, 2nd grade
- Melissa Mack, 2nd grade
- Julie Popp, 2nd grade
- Anne Marie Burke, 2nd grade
- Michelle Menges, 2nd grade
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