ELA Curriculum Night
Hillside Elementary School

Mrs. Amanda Hart & Ms. Nicole Morrisroe
11/3/22
District Benchmark ELA Assessments

Renaissance Learning

- Given four times per year
- Assesses various areas in reading
  - Reading Literature
  - Reading Informational
  - Language Usage
- Used to guide instruction and target achievement gaps
District Benchmark ELA Assessments

Acadience Learning

- Given three times per year
- Formal reading assessment with three components:
  - **Oral Fluency**
    - Decoding, accuracy, rate, expression
  - **Comprehension**
    - Retell, sequencing, main idea
  - **Maze**
    - Context clues and vocabulary
Balanced Literacy Program
Building a Reading and Writing Community

Center for the Collaborative Classroom

The program fosters students’ growth as critical thinkers, who learn from, care for, and respect one another. The program supports the academic and social development of children.

Collaborativeclassroom.org
Social and Emotional Learning (SEL)

- The Center for the Collaborative Classroom is a nonprofit organization dedicated to students’ growth as critical thinkers who learn from, care for, and respect one another.
- Many social and emotional mini-lessons are imbedded throughout the year and the students practice strategies during collaborative learning moments. Strategies include “Turn to your Partner” and “Think, Pair, Share”.
- Expectations include focusing on the speaker using eye-contact, demonstrating attentive body language and offering engaging comments. A real bond forms between the children as they learn from one another and enjoy.
Reading

Making Meaning

- Whole class mini-lessons
- Authentic literature as Read Alouds
- Mentor texts (students apply learned skills to their own independent reading)
- Class and partner discussions
- Independent application in reading comprehension and vocabulary building
- Written reading responses include text evidence to support conclusions, predictions, open ended responses, compare and contrast, and summaries
- Vocabulary building
Independent Daily Reading

Independent Daily Reading- IDR (20 - 30 mins)

- Students read a book chosen from the classroom library.
- Students practice applying learned comprehension skills to their own independent reading.
- Teacher circulates the room to conduct mini reading conferences with students to set goals, reinforce skills, and provide feedback.
- Emphasis on written responses that include text evidence to support conclusions, predictions, and summaries.
Being a Writer

- Student-centered approach to teaching writing.
- Mini-lessons model writing focus of the day (i.e., character and plot development, revising, editing, publishing).
- Mentor texts support writing.
- Students follow a set of procedures known as the writing process for planning, drafting, revising, editing, and publishing their writing.
- Grammar and Mechanics are taught throughout the year and reinforced during the revising and editing writing stages.
Writing

Students will be publishing:

- Personal Narratives
- Informational/Expository
- Fiction
- Essays
- Poetry
- Research Projects

Students will publish writing pieces in various ways.
CKLA Pilot

Amplify Core Knowledge Language Arts (CKLA)

- Deep content knowledge with research-based foundational skills
  - Built on the Science of Reading
  - Centered around theory that background knowledge builds results
  - Read Aloud-Speaking and Listening Skills
  - Independent/small group reading comprehension
  - Writing Process & published pieces
  - Foundational Skills
What Can I Do At Home?

- **Read, Read, Read**
  - Children should be reading nightly, even if it is not assigned as homework.
  - After reading books, news articles, poetry, science passages, or even watching a movie, ask questions to encourage critical thinking.
  - Children should read material that is of interest to them.

- **Write, Write, Write**
  - Have your child keep a journal.
  - Write a summary of what was read.
  - Change the ending of the chapter/story.

- **Talk, Talk, Talk**
  - Talk to your child about what they read.
  - Ask questions.

- **Typing Skills**
  - Type a final draft.
  - Keep a digital journal.
Model Lesson

Reading - Making Meaning

● Fifth Grade - Tuck Everlasting Unit
  ○ Read Aloud Excerpt
    ■ Tuck Everlasting
  ○ Respond to an open-ended question using the RACES strategy
Let’s Try It!

**Reading Skill:** Respond using RACES strategy
1. How did Winnie feel when she entered the wood?
2. Describe the wood.

Excerpt from Tuck Everlasting

It was another heavy morning, already hot and breathless, but in the wood the air was cooler and smelled agreeably damp. Winnie had been no more than two slow minutes walking timidly under the interlacing branches when she wondered why she had never come here before. “Why, it’s nice!” she thought with great surprise.

For the wood was full of light, entirely different from the light she was used to. It was green and amber and alive, quivering in splotches on the padded ground, fanning into sturdy stripes between the tree trunks. There were little flowers she did not recognize, white and palest blue; and endless, tangled vines; and here and there a fallen log, half rotted but soft with patches of sweet green-velvet moss.

And there were creatures everywhere. The air fairly hummed with their daybreak activity: beetles and birds and squirrels and ants, and countless other things unseen, all gentle and self-absorbed and not in the least alarming.