



WARWICK VALLEY
CENTRAL SCHOOL DISTRICT

Elementary Program

Where we were, where we are,
where we are going

November 18, 2021

PORTRAIT OF A GRADUATE

COLLABORATOR



Collaborators hear, acknowledge, and appreciate a diversity of perspectives in conversation. They foster strong group dynamics by remaining open to varied opinions and valuing the input of others. They solicit suggestions from others when forming ideas and solving problems, and consult multiple sources to inform their opinions and conclusions. Collaborators unite those around them to achieve a common goal.

COMMUNICATOR



Communicators connect with people who are both like and unlike them. Communicators read and listen; they carefully research and ask questions. They know their topics, know their audiences, and are able to grasp broad ideas to distill and make them digestible for others. They write, speak and present their ideas digitally in ways that advance learning by educating and empowering.

CREATOR / INNOVATOR



Creators/Innovators utilize their imagination and evidence-based knowledge. They strategize to solve problems, investigate answers to their own questions, and meet challenges with solutions to further their own learning. They often share their ideas and feelings through the arts, design and building processes. Similar to Collaborators, Creators/Innovators consider information from different sources and apply it in new ways to make things, disseminate ideas or provide solutions. They carefully examine their sources and consider the potential impact on others.

LIFE-LONG LEARNER



Lifelong Learners don't just love learning, they are dedicated to understanding themselves and their world more and more over time. They are enthusiastic and hopeful about what new knowledge they may be able to obtain from and for their global community. Lifelong Learners can be professionals dedicated to their research, artists committed to expression, or anyone who has made self-directed learning an essential part of their personal growth. They honor the work of their teachers by embracing and continuing their own education beyond the classroom for their lifetime.

ETHICAL AND GLOBAL CITIZEN



Ethical and Global Citizens are neighbors to the world, exhibiting empathy, compassion, and respect for others. They strive to understand a variety of cultures and perspectives outside their own, including language study. They consider the issues of the day through the lens of local, national, and global perspectives – from social issues to environmental issues. Ethical and Global Citizens must act with integrity, be community-minded and understand the foundations of our nation – both rights and privileges – and the responsibilities we share to others in the global community.

RESILIENT INDIVIDUAL



Resilient Individuals make good choices that enable them to persevere when challenges arise. They choose to maintain a healthy body and mind, and surround themselves with supportive, positive people. They stay goal-oriented and tackle tasks through successful planning. Resilient Individuals understand that self-reflection and advocacy are keys to growth and self-improvement.

PROBLEM SOLVER



Problem Solvers, when faced with unique challenges, are equipped with the knowledge and drive necessary to face those challenges with understanding and ingenuity. They recognize society's needs and come up with original ideas, offer astute alternatives, and identify unseen connections that lead to new solutions. Problem Solvers are generous with their efforts toward a positive resolution, and unselfish about the benefits those ends will deliver to the community.



Literacy

Then

- Basal readers
- AIMSWeb probes
- Traditional Spelling
- Literacy model dependent on teachers



Now

- Classroom libraries
- Readers workshop
- Writers Workshop
- F&P Reading Assessment
- Word Study
- Literacy Coach



Components of a Balanced Approach to Literacy



Guided Reading



Small Group Shared Reading



Strategy Lessons





A Workshop Model

A workshop model of instruction is grounded in “cognitive apprenticeship.”





Gradual Release of Responsibility

Demonstration

Guided Practice

Independent Practice

I do it

We do it

You do it

Dependence

Independence





Essential Features of Workshop:

- Independence
- Choices
- Extended Time for Reading/Writing
- Teaching
- Talking
- Periods of Focused Study
- High Expectations
- Structured Management



*Ray, Katie Wood and Laminack, Lester. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. Illinois: National Council of Teachers of English.





Structure of a Reading & Writing Workshop

The Whole



The Small



The Whole





The Whole

Mini lesson

- Students gather for a period of focused instruction
- Explicit whole group teaching time
- Demonstrates the skills, strategies, and behaviors of effective readers/writers





The Small

The heart of the workshop

• **Students:** reading independently, making decisions about reading, and trying out new or past strategies

• **Teacher:** works with students in small group instruction or in a one-to-one conference





The Whole

Wrap Up

- Reiterate teaching point: closure
- Students return for a focused discussion that reflects on the day's learning
- Honor student effort





Writing Workshop

In Writing Workshop, students...

- learn they have stories worth telling, information worth sharing, and they can use their writing to persuade others and affect change.
- self-select their topics, leading to independence.
- write for extended periods of time, leading to increased stamina.
- collaborate with peers for feedback and assistance.
- participate in minilessons where the teacher offers instruction on a writing strategy or technique to try.



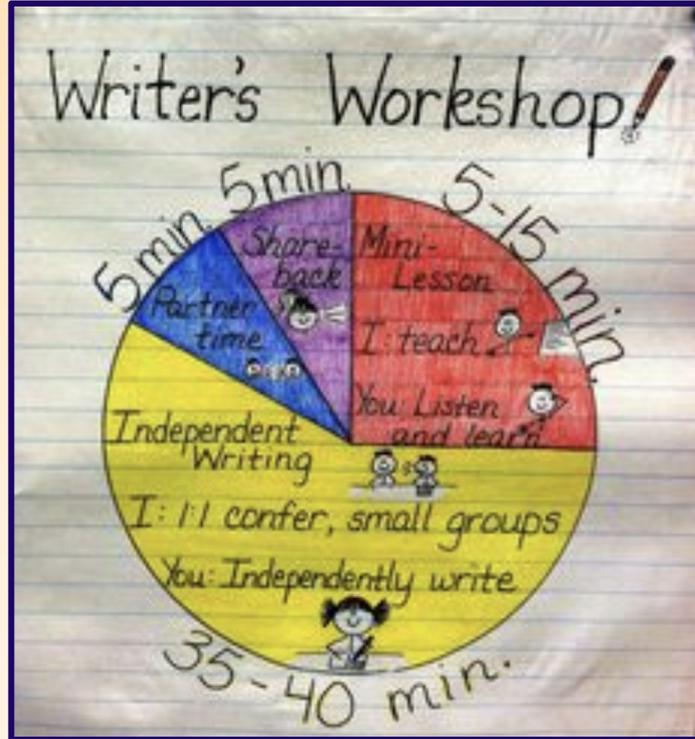


Writers Workshop

Expectations for Writer's Workshop

- 1) We will write the whole time. (Elizabeth)
- 2) We will be quiet and not distract others authors. (Gina)
- 3) We will choose writing spots where we will not be disturbed or disturb others. (Timothy)
- 4) We will concentrate and use creative ideas. (Gina)
- 5) We will get started right away (Carly)
- 6) Ask 3 before the teacher (Matthew)
- 7) Do your PERSONAL BEST!

WE ARE WRITERS!



Writer's Workshop

<u>Looks Like...</u>	<u>Sounds Like...</u>
<ul style="list-style-type: none"> • Students busy writing at their seats. • Teacher sitting with students teaching a lesson, or conferring. 	<ul style="list-style-type: none"> • Pencils writing on paper. • Teacher quietly conferring with students. • Partners sharing their writing during share time.



Reading Workshop Anchor Charts

Definition
The fox is timid. He is shy and easily frightened.

Examples
The fox is timid. He is like a little mouse that hides.

Word Parts
Is there a helpful prefix, suffix, or root word?
rewrite helpful

Using Context Clues

Synonyms (same)
The fox is timid. He looks nervous hiding behind the tree.

Antonyms (opposite)
The fox is timid. He is nothing like the brave goats that eat from my hand.

Turn and Talk

1. Sit like a pretzel.
2. Eye to eye.
3. Knee to knee.
4. One friend talks, one friend listens.
5. Switch

Managing Our Book Boxes

A good book is like a good pair of shoes, it fits!

Each week, our book boxes should have:

- 1-2 longer books (like chapter books) that are a good fit
- 2-3 picture books or poems
- 2-3 nonfiction books



★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

By Byla **'S compliment page**

Please read through this author's work, and leave a compliment! Be sure to include not just what you liked, but why you liked it too!

who is leaving the compliment?	compliment
Zoe	I like that you put onomatopoeia like this when and shaking
Mia	I loved your story! I especially liked how you made the shaking actually shaking. I liked those little things.
Nadya	I thought it was great how you made the word shaking, like it was shaking!

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The Mysteries of Harris Burdick

House on Maple Street

BY Kyle Klag

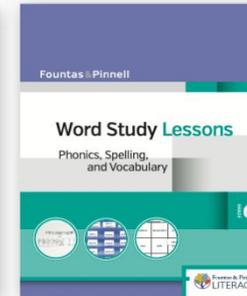
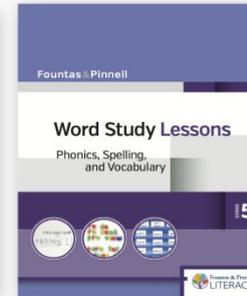
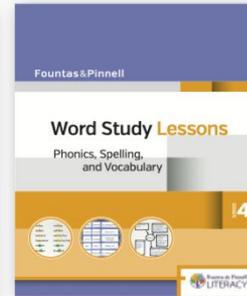
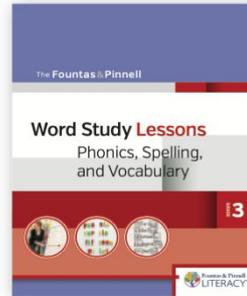
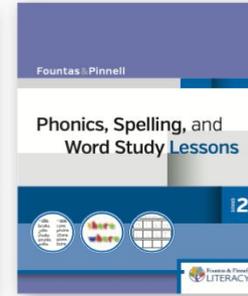
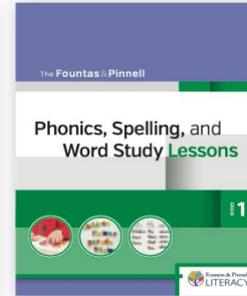
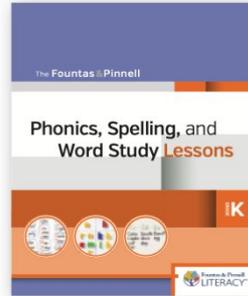
I'm about to walk out the door to my bedroom, WHEN suddenly... The ground starts ~~shaking~~ ~~shaking~~. I quickly fall to the ground thud!. I run upstairs. The window on the third floor was wide open. So I leaped out of it. And omg! My house is 30 feet off the ground. As fast as I could I open the door thinking I could jump out, but the time I'm to the door I'm far from the ground now. Every single person on the block is staring hard like it's some type of movie. All I hear are siren's the distance's Police, Fire trucks, and every you could imagine. As I lifted off into the sky I could feel my eyes b



Phonics, Spelling, and Word Study Lessons

Engage students' curiosity with systematic instruction in how oral and written language "works." The *Fountas & Pinnell Phonics, Spelling, and Word Study System* includes a collection of one hundred concise lessons that address the nine areas of learning for letters, sounds, and words:

1. *Early Literacy Concepts*
2. *Phonological Awareness*
3. *Letter Knowledge*
4. *Letter-Sound Relationships*
5. *Spelling Patterns*
6. *High-Frequency Words*
7. *Word Meaning/Vocabulary*
8. *Word Structure*
9. *Word-Solving Actions*



The true purpose and promise of phonics instruction is to expand, refine, and activate students' reading and writing power.



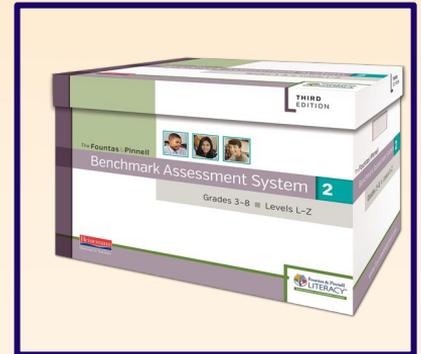
Essential Features of Word Study Instruction

- Direct, explicit, and systematic instruction in phonics, phonological awareness, vocabulary, and spelling
- Synthetic (sound-based) and analytic (word-level analysis in addition to sounds) approaches to reading and writing words
- Independent and collaborative practice





Resources





Resources





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Integrated Social Studies K-4

An Integrated Curriculum



NYS Social Studies Practices:

- Gathering, Interpreting and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economic Systems
- Civic Participation

Integrated Units:

- K- Self and Others
- Grade 1- My Family and other Families, Now and Long Ago
- Grade 2- My Community and US Communities
- Grade 3- Communities Around the World
- Grade 4- Local History and Government





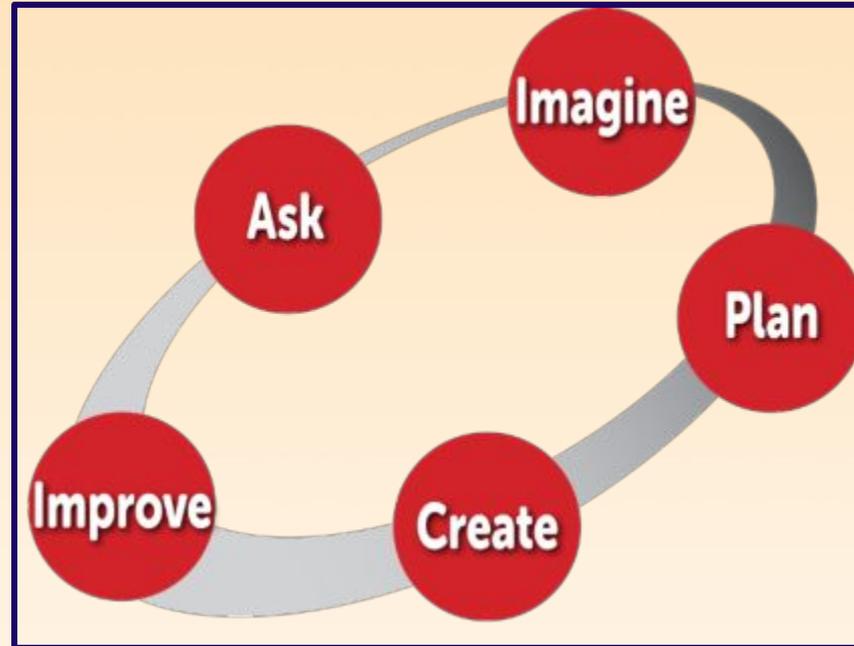
STEAM

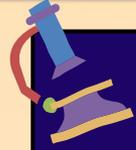
- Instructional Technology Facilitator in both elementary schools
- Utilizing Engineering is Elementary (EiE)
- Utilizing StemScopes to help supplement the curriculum





Engineering Design Process





	Trimester 1	Trimester 2	Trimester 3
Kindergarten	Forces	Weather	Ecosystems
1st Grade	Patterns in the Sky	Communicating with Light & Sound	Animal & Plant Structures
2nd Grade	Earth's Systems	Matter	Plants
3rd Grade	Weather	Forces	Animal Development & Survival <i>*STEM: Ecosystems*</i>
4th Grade	Organism's Structure & Behavior	Earth's Systems	Energy





Tehya's Pollution Solution

An Environmental Engineering Story

Written by the Engineering in Elementary Zone
Illustrated by Leah Frazier



Museum of Science



Tehya is a girl from Washington state, who seeks help from her neighbor Thomas, an environmental engineer. Students design and improve their own process for cleaning an oil spill.

Engineering Field: Environmental Engineering

Science Field: Life Science

A Package Engineering Story

A Gift From Fadil



Fadil is a boy from Jordan, who seeks help from his Aunt Rasha, a packaging engineer. Students design their own package by recycling leftover packages and materials they find at home.

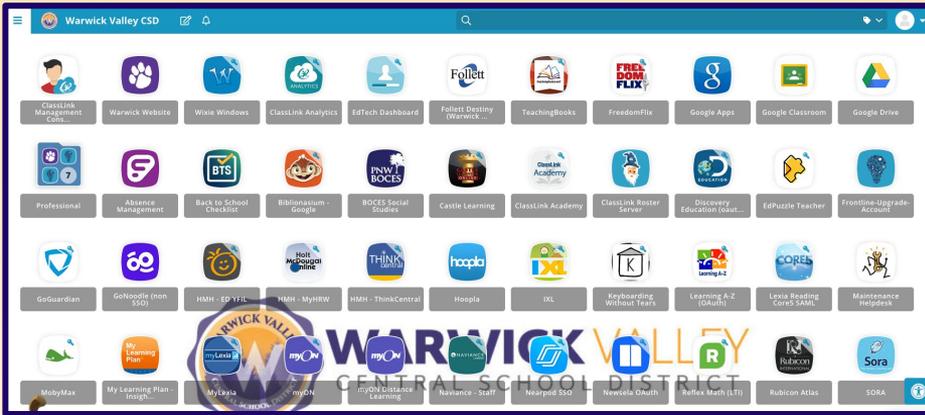
Engineering Field: Package Engineering

Science Field: Life Science





Instructional Technology



- Automatic Login to resources
- Launchpad interface
- Google Suite and Classroom utilized by all teachers





Math

Then

- ENVision utilized in grades K-4
 - workbook/textbook model
 - Not aligned to the standards

Now

- Into Math is in 4th grade for 3 years. All other grades-this is their first year.
 - Working textbook so students can write in the resource
 - Very text rich
 - Learning more number sense.
 - Same series is being used K-8 for the first time in Warwick





District Math Program

Learning Environment

TEACHER

- Providing a respectful and safe environment in which mistakes are seen as an opportunity to learn
- Structuring the class for independent work, pairs, groups, and whole class in a thoughtful and deliberate way
- Asking high-level questions that both build and reveal new understanding of content and practice
- Making appropriate tools available and encouraging their use

STUDENT

- Taking an academic risk and relying on their own thinking and the thinking of other students
- Listening to and asking questions of each other to clarify information and respectfully challenge ideas
- Explaining their reasoning; constructing viable arguments and critiquing the reasoning of others
- Communicating using appropriate mathematical language, both orally and in writing
- Working productively in a variety of grouping structures





District Math Program

Reasoning and Sense-Making

TEACHER

- Selecting rigorous learning experiences
- Making learning experiences accessible to all students without compromising the rigor in the problem
- Expecting students to justify their reasoning for all answers, whether correct or incorrect
- Selecting learning experiences that represent a balance of conceptual understanding and procedural fluency

STUDENT

- Persevering in making sense of rigorous problems
- Seeking multiple approaches to solving a problem
- Using multiple representations when solving problems, such as symbols, diagrams, graphs, words, and so on
- Understanding math concepts and using procedures appropriately
- Using appropriate tools strategically, including mental calculations that fit the situation
- Looking closely to discern a pattern or structure



District Math Program

Focus and Coherence

TEACHER

- Understanding the expectation of the standard to be taught and its connection to previous standards; aligning the lesson to grade-level content and process standards
- Differentiating instruction based on student needs
- Selecting problems that provide opportunities for students to contextualize and/or decontextualize
- Selecting problems that provide opportunities for students to apply math to real-world situations

STUDENT

- Making connections among mathematical understandings and using those understandings to solve problems
- Using math to contextualize and/or decontextualize problems
- Applying the math they know to solve real-world problems



District Math Program

Formative Assessment

TEACHER

- Using data to make instructional decisions based on student needs
- Providing feedback to students and structuring opportunities for students to provide feedback to each other
- Establishing and communicating the learning outcome(s) of the lesson
- Monitoring learning and adjusting teaching during instruction

STUDENT

- Taking responsibility for their learning by monitoring their progress toward a learning outcome
- Applying teacher and peer feedback to strengthen and deepen learning
- Articulating what one is learning and why



Partners In Education (PIE)



4 Cornerstones:

Multi-age Approach, Integrated Curriculum, Parent Involvement, Nature Appreciation



Then

- Grade configuration was K-1, 2-3, 4-5
- Using Multiple resources and no written curriculum



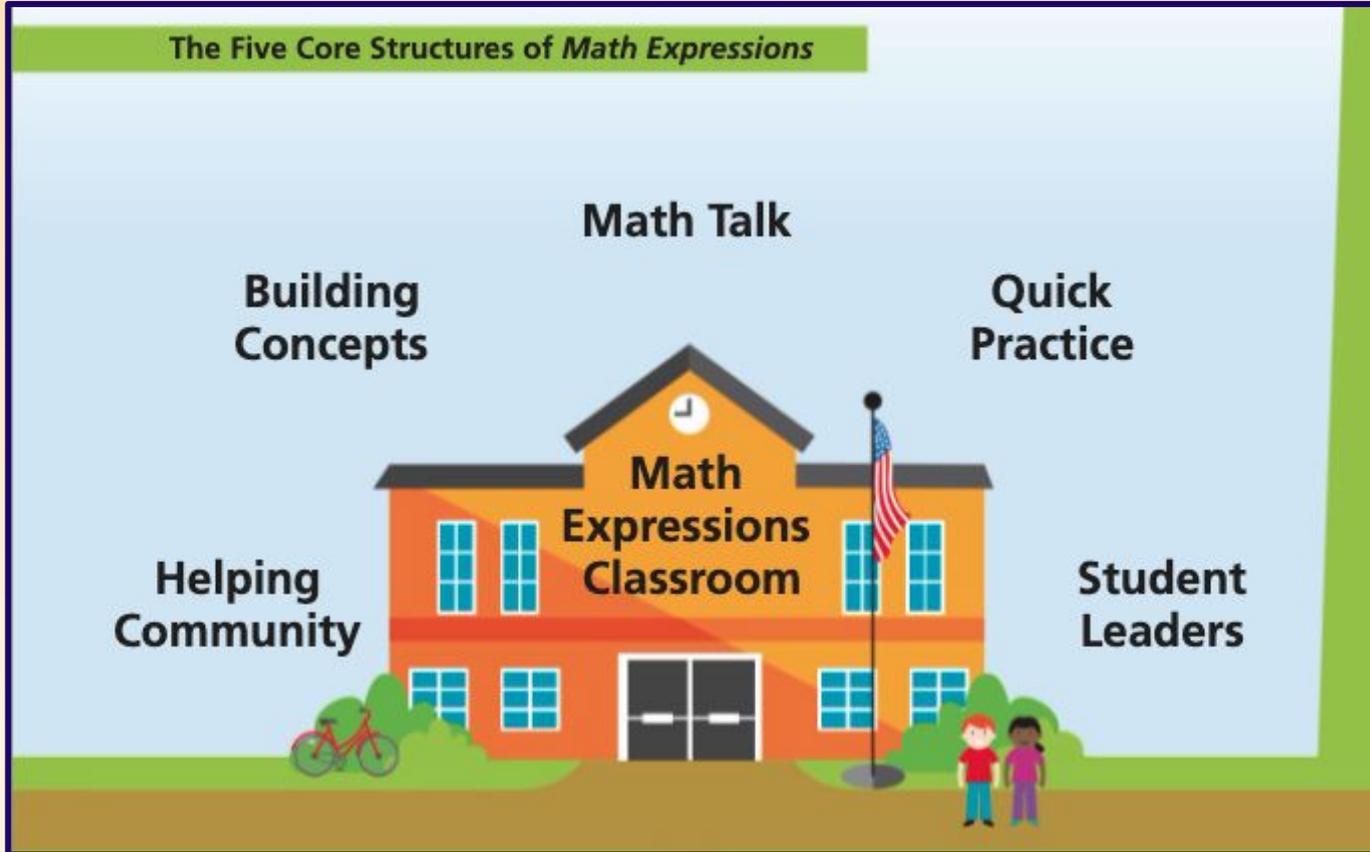
Now

- Grade Configuration is K, 1-2, 3-4, (MAC is 5-6)
- Utilizing Reading and writing Workshops in ELA . Using Math Expressions in Math
- Collaborative design of integrated curriculum.
- Creative ways to keep parents involved.





The Five Core Structures of *Math Expressions*





ENCORE Classes

Physical Education

- Mindfulness incorporated into the curriculum
- Kinesthetic lab- bringing core content curriculum into Physical education





Encore Classes

Music

- Keep steady beats, play rhythms, explore voice and pitch, and sing echo songs
- Sing complete songs, play the recorder, and chorus ensemble
- Band and orchestra (4th grade)

Art

- Art making and art history to enhance creativity
- Traditional and non-traditional materials
- Discover new methods of art while focusing on good craftsmanship



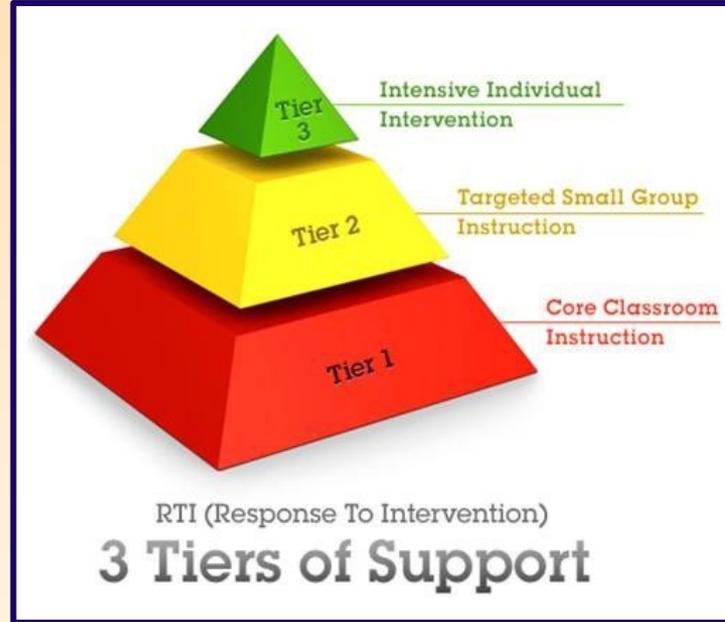
Response to Intervention

Instructional Support Team and Academic Intervention Services

IST: Instructional Support Team

A **multi-disciplinary team** that supports teachers as they maximize individual student success in the classroom.

- Who are the members of the team?
- What is the purpose?

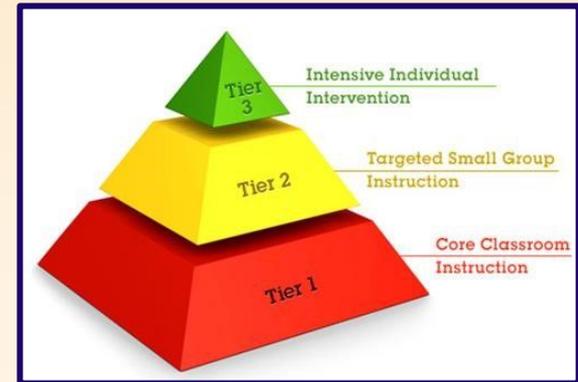




Response to Intervention

IST Process:

- **Step 1:** Consult Meeting
- **Step 2:** Initial IST Meeting
- **Step 3:** Carry out the Interventions
- **Step 4:** Follow-up Meeting(s)
- **Step 5:** Next Steps





Elementary Counseling

- Classroom lessons on life skills such as understanding your feelings, how to be a good friend, building self-confidence and more
- Banana Splits groups
- Social Skills groups
- Group and Individual Counseling
- Crisis Intervention
- Instructional Support Team
- DASA Coordinator
- Communication and referrals to families and community agencies
- Parenting Workshop Series through Cornell Cooperative “*Discipline Is Not a Dirty Word*”
- Positive Behavior Interventions Supports
- RULER





ENGLISH LANGUAGE ARTS	TR1	TR2	TR3	Mathematics	TR1	TR2	TR3
READING				Components of Kindergarten Math:			
Components of Kindergarten Reading:				Your child can . . .			
Your child can ...				Count numbers in a sequential order	--	--	--
identify upper and lowercase letter names	--	--	--	count sets accurately and compare numbers	--	--	--
identify lowercase letter sounds	--	--	--	represent addition and subtraction with objects, fingers, drawing, and equations	--	--	--
demonstrate phonological/phonemic awareness	--	--	--	work with teen numbers as a group of ten and more ones		--	--
recognize and produce rhyming words	--	--	--	describe, compare, and classify measurable attributes	--		--
demonstrate comprehension		--	--	analyze, compare, create, and compose shapes (circle, square, triangle, rectangle, hexagon, cube, cylinder, cone, sphere)			--
read high frequency words		--	--				
use print strategies to read unknown words (pictures, context, phonics)		--	--	Science	TR1	TR2	TR3
WRITING				SCIENCE (Overall)	--	--	--
Components of Kindergarten Writing:				Components of Kindergarten Science:			
Your child can...				Applies concepts and content in the areas of Physical Science, Earth Science, Human Body, and Life Science	--	--	--
use pictures, letters, and strings of letters to express ideas	--	--	--	Effort	--	--	--
form letters correctly	--	--	--				
generate and develop ideas		--	--	Social Studies	TR1	TR2	TR3
applies proper conventions of grammar and usage		--	--	SOCIAL STUDIES (Overall)		--	--
use knowledge of letters and sounds to approximate spelling		--	--	Components of Kindergarten Social Studies:			
space letters and words		--	--	Apply concepts and content in the areas of History of U.S. and N.Y., Geography, Civics, Citizenship and Government		--	--
				Effort		--	--

NEW Report Cards: Standards-based Report Cards as a progress reporting tool.



Skills/Behaviors that Support and Promote Learning Key

Level 4- Consistently Meets Expectations	Level 3- Generally Meets Expectations	Level 2- Progressing Toward Meeting Expectations	Level 1- Not Meeting Expectations
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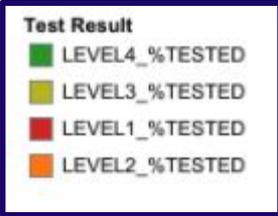
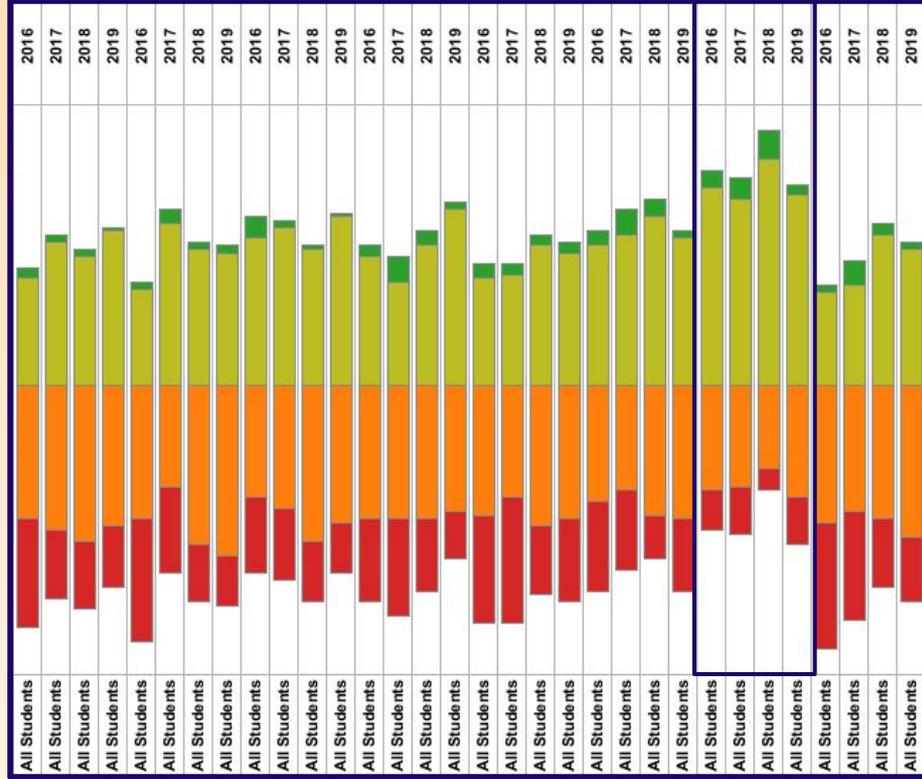
Skills that promote learning	TR1	TR2	TR3	Behaviors that support learning	TR1	TR2	TR3
Critical Thinking - Analyze ideas, data, textural evidence, and/or objects to make inferences, draw conclusions, establish patterns or solve problems	--	--	--	Works independently	--	--	--
Collaboration - Work with others to complete a task or to progress toward a common goal	--	--	--	Follows classroom/school rules and expectations	--	--	--
CommunicationWork - Share information and ideas for a given purpose, task, and audience	--	--	--	Listens to and follows directions	--	--	--
Creativity - Develop ideas, connections, and solutions to create something novel for an aesthetic and/or practical purpose	--	--	--	Demonstrates effort	--	--	--
				Uses time wisely	--	--	--
				Accepts responsibility for own actions	--	--	--

NEW Report Card: Assessing Skills that Promote Learning (Use of a rubric)

- **Critical Thinking**
- **Collaboration**
- **Communication**
- **Creativity**

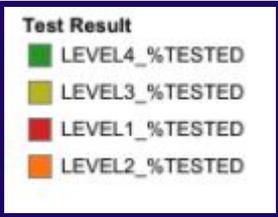
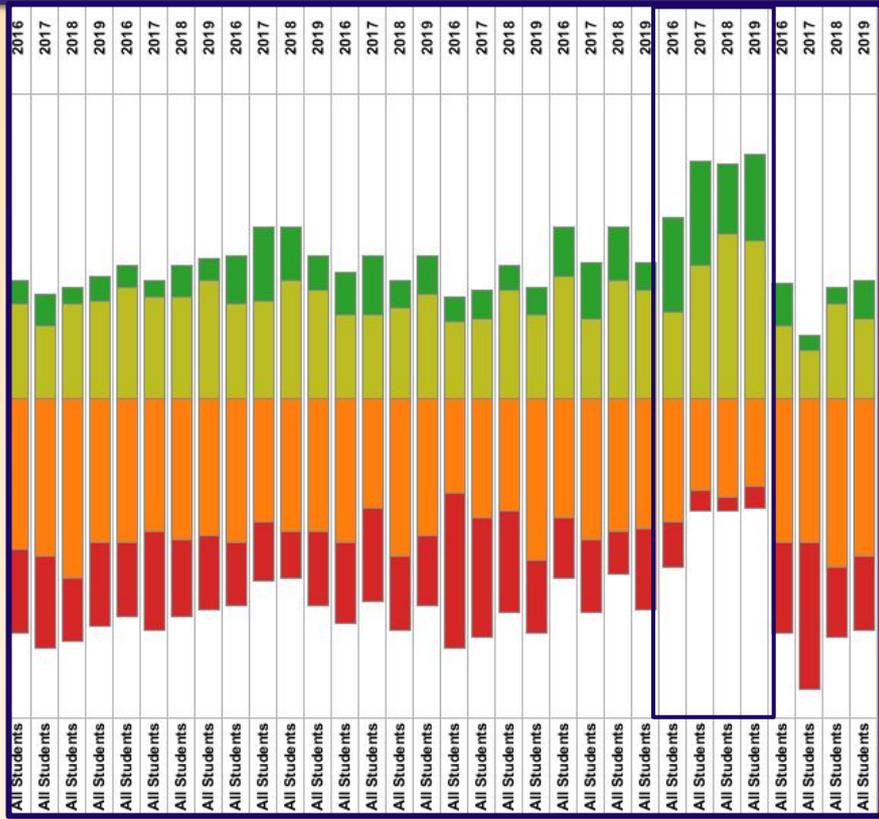


ELA 3



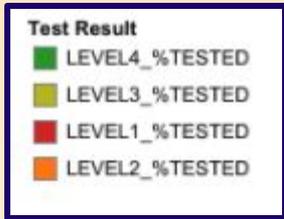
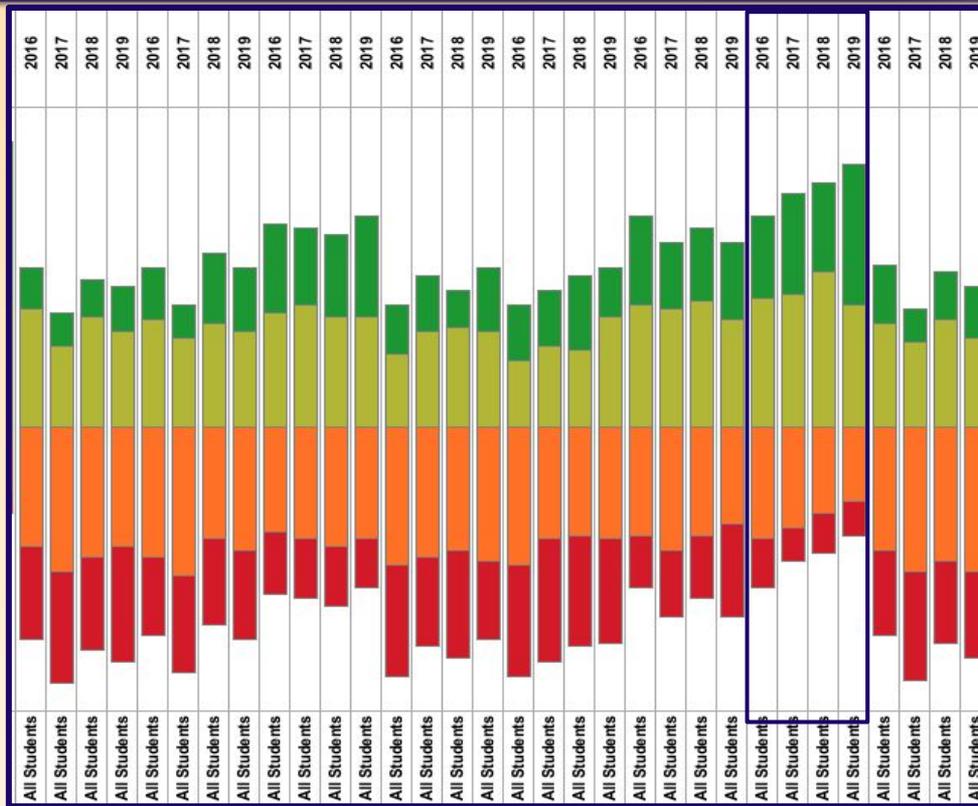


ELA 4





Math 4





What's Coming

Support Portrait of a Graduate Skill Development

- Tri-States Literacy Review - Educators' "Friends" Visitation
- Professional Learning - mathematics program, word study and classroom literacy interventions
- Summer school at the elementary level - address learning loss