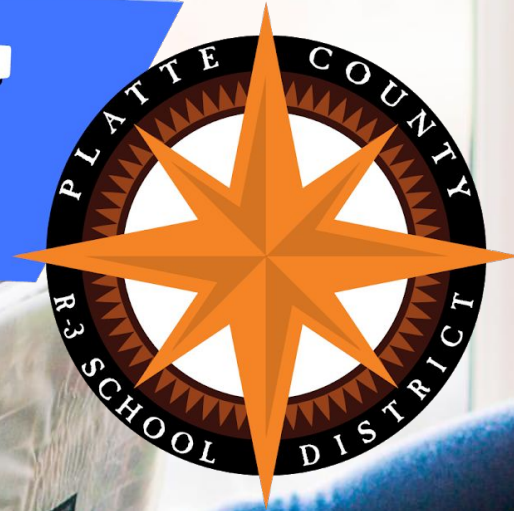


PARENT IgNIGHT



Reading and Math Strategies at Home

PURPOSE



PURPOSE

VISION

Building learners of tomorrow...

MISSION

To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.

VALUES

*Student Focus • Collaboration • High Expectations • Integrity
Visionary Leadership • Innovation • Results Orientation*



“

**Platte County School District's
Parent IgNIGHT, a series of
informative parent sessions,
is designed to include, inform, involve,
and *ignite* parents.**

FORMAT

- Introduce an issue
- Learn from some experts
- Show what we're doing in our schools
- Share what you can do at home
- Offer a Message Board



THE ISSUE



THE ISSUE

- Reading, Writing, and Math has changed dramatically since parents were in school
- Parents are partners in education; we need to support parents with strategies they can use at home



AT
SCHOOL

A photograph of two young girls sitting on a blue carpet with large letters, reading a book together. The girl on the left has long blonde hair, wears glasses, and a blue vest over a white shirt. The girl on the right has long blonde hair and wears a pink shirt. They are both looking down at the book. In the background, other students are seated at tables in a classroom setting. A large orange text overlay reads "AT SCHOOL".

WHAT WE'RE DOING AT SCHOOL

- Alignment of District Practices in relationship to:
 - Curriculum
 - Instruction
 - Assessment



CURRICULUM

A blue-tinted photograph of a classroom scene. A female teacher with long blonde hair is leaning over a desk, assisting a young girl with her homework. The girl is focused on writing in a notebook. The teacher's hands are visible, pointing at the worksheet. The worksheet contains math problems, including a multiplication problem (512 x 25) and a division problem (7772 ÷ 4). There is a small black eraser on the desk. In the background, there are bookshelves filled with books and other classroom materials. The word "CURRICULUM" is overlaid in large white letters across the top of the image.



2018-19 THIRD GRADE ENGLISH LANGUAGE ARTS CURRICULUM SCOPE AND SEQUENCE

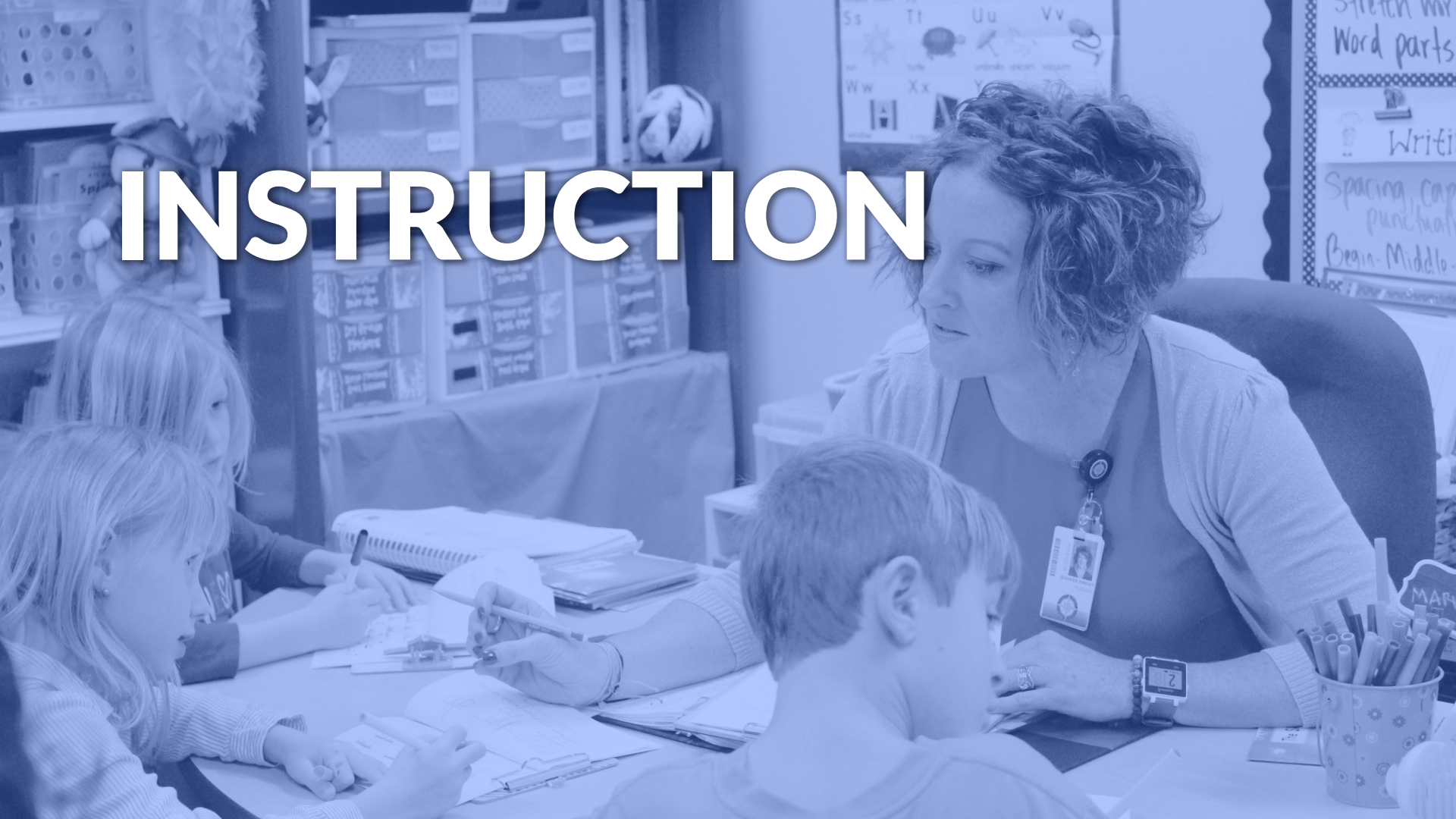
August 16-17, 2018 should be utilized to establish a QCI Classroom and Review the prior grade's Power Standards and curricular topics.
August 20, 2018 - Unit 1 Instruction Begins

English Language Arts: Reading Foundational Skills, Reading Literature, Reading Informational Text, Speaking and Listening

Quarter	Suggested Pacing	GHGR Unit Alignment	ELA Strand	Grade Level Missouri Learning Standards Power Standards are in Orange	Academic Vocabulary	Assessment
Pacing was determined using the suggested timelines for Good Habits Great Readers.						
Second Quarter	4 weeks	Reading Unit 3: Great Readers Use What They Know	Reading Foundational Skills	N/A	Contractions Irregular Past Tense Verbs Compare Contrast Textual Evidence Infer	Good Habits Great Readers Assessment Handbook Checklist title
			Reading	3.R.1.A.b Develop and demonstrate reading skills in response to text by: draw conclusions and support with textual evidence (Literature Text only) <u>3.R.3.A.b Read, infer, and draw conclusions to: identify the details or facts that support the main idea (Informational Text only)</u> 3.R.3.A.c Read, infer, and draw conclusions to: use text and graphic features to locate information and to make and verify predictions <u>3.R.2.A.e Read, infer, analyze, and draw conclusions to: compare and contrast key elements in various types of fiction</u> 3.R.1.C.a Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) (Literature Text only)		Additional Assessments as Needed Include: *Compare/Contrast Fiction Assessment *Main Idea/Supporting Details Assessment (Informational Text)
			Speaking and Listening	3.SL.4.A.b Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details speaking clearly at an understandable pace		Reporting Topics:
			Language	3.RF.3.A.b ending Develop phonics in the reading process by: decoding words that double final consonants when adding an ending 3.R.1.B.e Develop an understanding of vocabulary by: determining the meaning of the new word formed when a known affix is added to a known base word 3.R.1.B.f Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words 3.R.1.B.d Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context		<u>3.R.2.A.e Compare/Contrast Fiction</u> <u>3.R.3.A.b-Main Idea/Supporting Details (Informational Text)</u>



INSTRUCTION



Daily Workshop Instruction in All Content Areas

A workshop framework is incorporated within all content areas. During workshop, teachers guide learning opportunities for students based upon specific content area learning objectives. Students are engaged in their own independent practice to apply the learning objective at their instructional level. This is a core component in personalizing learning for all students.



ASSESSMENT

A blue-tinted photograph of two students in a classroom. The student in the foreground is a young man with curly hair, wearing a dark jacket, looking down at a laptop. The student in the background is a young man with glasses, wearing a dark hoodie, also looking at a laptop. The word "ASSESSMENT" is overlaid in large, white, bold, sans-serif capital letters across the upper middle of the image. The background shows a classroom setting with other students and equipment.

Platte County School District

CONTINUOUS IMPROVEMENT (DATA) TEAM CYCLE

How do we respond when the desired outcome was not met? How do we respond when the desired outcome was met?

- Which strategies are making improvements and should be continued?
- Which strategies need to be revised for greater impact?
- Which strategies need to be abandoned?
- Consider next steps for improvement...
- Repeat the Cycle...

How do we determine what we want learners to know and/or do?

- Based on data, determine desired outcome(s)
- Identify data needed to track progress
- Gather data (pre-assessment)
- Data cycle
 - Step 1. Analyze the data/student work
 - Step 2. Determine strengths and areas for growth from the data
 - Step 3. Set goal(s) for improvement
 - Step 4. Identify strategies/actions aligned to areas of growth from Step 2
 - Step 5. Determine plan to monitor improvement and effectiveness of strategies.

How do we determine if a learner has achieved the desired outcome?

- Gather Mid Assessment/Checkpoint Data
- Analyze the data for strengths and areas of growth
- Reflect on progress toward goal(s)

How do we facilitate the learning to achieve the desired outcome?

- Implement/deploy strategies/actions
- Check-in with team members frequently to informally monitor the strategies being implemented. Are they being implemented consistently and with fidelity?



HEAR FROM OUR EXPERTS

- **Ashley Scanlon**, Pathfinder Elementary 2nd Grade Teacher
- **Dr. Amy Cordova**, Compass Elementary 3rd Grade Teacher
- **Rebecca Anderson**, Siegrist Elementary 3rd Grade Teacher
- **Cheri Bonsignore**, Compass Elementary 4th Grade Teacher
- **Jessica Chiddix**, Compass Elementary 5th Grade Teacher
- **Jennifer Wright**, Pathfinder Elementary Reading Teacher



AT HOME



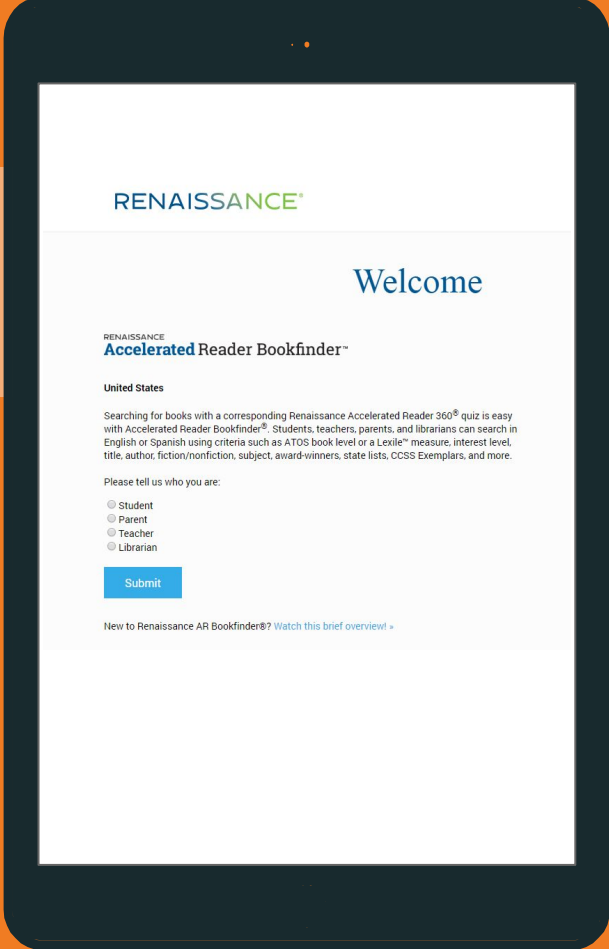
WHAT YOU CAN DO AT HOME

- Several resources to support ELA and Math learning at home
- Both online and offline
- We'll review a few tonight and provide a list of other recommended resources



RESOURCE #1

AR Bookfinder



RENAISSANCE®

Welcome

RENAISSANCE
Accelerated Reader Bookfinder™

United States

Searching for books with a corresponding Renaissance Accelerated Reader 360® quiz is easy with Accelerated Reader Bookfinder®. Students, teachers, parents, and librarians can search in English or Spanish using criteria such as ATOS book level or a Lexile™ measure, interest level, title, author, fiction/nonfiction, subject, award-winners, state lists, CCSS Exemplars, and more.

Please tell us who you are:

- ☐ Student
- ☐ Parent
- ☐ Teacher
- ☐ Librarian

[Submit](#)

New to Renaissance AR Bookfinder®? [Watch this brief overview!](#)

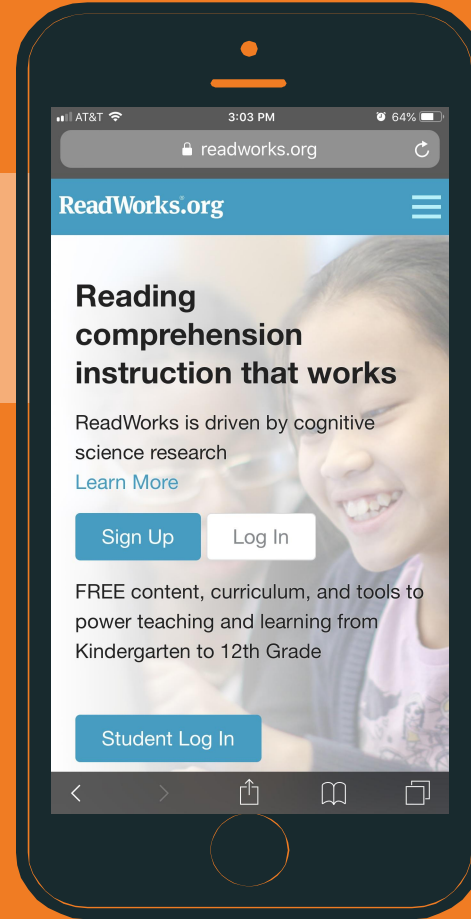
RESOURCE #2

Comprehension Cards



RESOURCE #3

Read Works.org



RESOURCE #4

Greg Tang Math



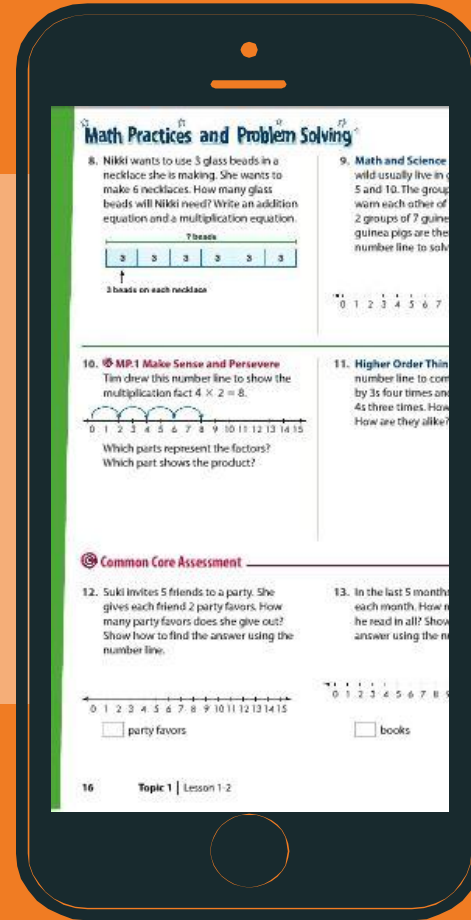
RESOURCE #5

Prodigy




RESOURCE #6

Problem-Solving Strategies with Envisions



OTHER RESOURCES

<div> <div>PARENT IgNIGHT</div>  </div>				
<div> <div>READING AND MATH STRATEGIES AT HOME:</div> <div>Recommended English Language Arts (ELA) and Math Resources</div> </div>				
Resource Name	ELA or Math	Link to Resource/Website	Grade Levels	How to Use
AR Bookfinder	ELA	arbookfinder.com	K-12	Student and parents can look at the details of "Just Right Books" for reading levels.
Florida Center for Reading Research	ELA	http://fcrr.org/resources/resources_sca.html	K-5	Wide variety of hands-on games to copy, cut out, and assemble; targets phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Jan Richardson's Next Steps to Guided Reading	ELA	http://www.scholastic.com/jmr/resources/	K-8	(Password: results) Select several "Comprehension Cards" to help them ask questions about the text.
Jan Richardson's Next Steps to Reading Intervention	ELA	https://www.scholastic.com/pro/The-Next-Step-Forward-in-Reading-Intervention.html	K-8	(Password: proficiency) Create a "Retelling Rope" to provide students with a hands-on technique for retelling the story.
ReadWorks	ELA	https://www.readworks.org/	K-12	Website that provides reading comprehension instruction and various reading levels. Practice can be done online or resources can be printed off for students to do on paper. Parents can sign up and make a donation or sign up and pay nothing.
ReadWriteThink	ELA	http://www.readwritethink.org/parent-afterschool-resources/	K-12	Website with various parent and after school resources. Parents can choose from online games/tools, activities/projects, podcasts, printables, and tools/how to's. Easy to search by concepts or grade levels.
Sight Word Practice (Jan Richardson's Next Steps to Reading Intervention)	ELA	https://www.scholastic.com/pro/The-Next-Step-Forward-in-Reading-Intervention.html	As needed	Description of how to introduce and practice sight words using a multisensory approach to learning.
Story Book Online	ELA	https://www.storylineonline.net/	K-6	The screen actors guild presents read aloud books for students to hear read by famous actors.



PARENT IgNIGHT



Safeguarding our Children, Part II:

*Drugs, Vaping, Alcohol,
and other Distractions*

May 1, 2019

Resilience:

*The Biology of Stress &
The Science of Hope*

Summer 2019



THANKS!

Additional questions?

Contact the District at 816-858-5420 or www.plattecountyschooldistrict.com

Dr. Mike Brown, brownm@platteco.k12.mo.us

Dr. Alicia Wilson, wilsona@platteco.k12.mo.us