

THE BULLETIN BOARD

What resources will help me to effectively address the state standards?



The Issue: Welcome to The Bulletin Board— A great resource to meet the needs of teaching and learning. This issue connects you to quality resources to effectively address the state standards.

Elementary Curriculum Adoptions

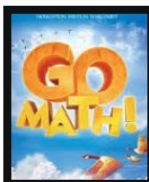


Wonders ELA/ELD K—6th

[Kinder & 1st-6th](#) Guaranteed Viable Curriculum

[Overviews and Scope & Sequence](#)

[Single Sign-on](#)



Go Math K-6

[Quarterly Planners & Scope and Sequence](#)

[Single Sign-on](#)

Secondary Curriculum Adoptions



SpringBoard ELA 7th -11th

[Guaranteed Viable Curriculum](#)

[Overviews & Scope and Sequence](#)

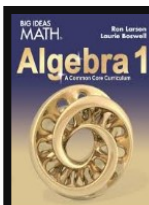
[Single Sign-on](#)



Go Math 7th-8th

[Quarterly Planners & Scope and Sequence](#)

[Single Sign-on](#)



Big Ideas AGA

[Quarterly Planners & Scope and Sequence](#)

[Single Sign-on](#)

PL Cycle Updates

Here are some highlights of our recent state standards cycle trainings, including key outcomes for both students and teachers:

Grades 1-6 ELA/ELD Cycle Training

Teacher Outcomes

- Understand the format and design of the adoption materials to plan and deliver instruction.
- Determine how foundational skills and comprehension instruction fit into a balanced literacy framework. (Grades 1-2)
- Determine effective close reading routines that support the mastery of standards in reading comprehension. (Grades 3-6)

Student Indicators

- Students would be utilizing the primary sources from the Wonders curriculum
- Students will be following the Instructional Path for each week of instruction
- Students will be using the decodable readers during foundational skills instruction and practicing reading newly acquired skills. (Grades 1-2)
- Students will engage in the Close Reading Routine as they deepen their comprehension of the text and its meaning. (Grades 3-6)

Grades 7-11 Secondary Mathematics Cycle Training

Teacher Outcomes

- Deconstruct a unit to develop a common understanding of the student learning and plan for CFA's.
- Develop and analyze SMART Goals through Learning by Doing.
- Reflect on the instructional frame/IPG to ensure effective teaching practices.
- Develop an understanding of the 5E lesson design for daily instruction.

Student Indicators

- Students should be actively engaged in digital assessments and mathematical tasks that are aligned to the standards through the new GVC.
- Students will have ownership by knowing exactly where they are, where they're going, and how to get there.
- Students have an understanding of the 5 E lesson design and know its purpose throughout the week's progression.

Educator to Watch



Jose Gonzalez

5th Grade Teacher Lincoln Elementary

Mr. Gonzalez has taught 15 years at Lincoln. This is his first year teaching fifth grade utilizing the Wonders ELA/ELD adoption. Previously, Mr. Gonzalez taught 1st-3rd grades. The Lincoln neighborhood is proud to have Mr. Gonzalez as a teacher because he is a product of the community he serves.



How is the implementation of Wonders going?

Immediately after trainings, I started by digging into the Teacher's Edition because I wanted to use the different components right away. My students have 1:1 technology, inspired by the Personal Learning Initiative, which has allowed me to start using the online assessments. My kids love playing with their dashboard and using the online readers. My kids and I have been interactive by using BLAST. We instant message back and forth to further our learnings.

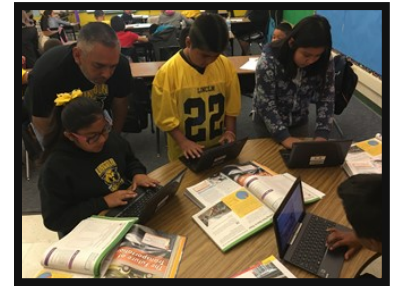
Tell us what your students enjoy about Wonders?

They are able to navigate/explore the whole system and read different books online. I assign assignments and assessments online, which not only helps with re-teaching but engagement. The first online assessment took some time but with practice it will go quicker.

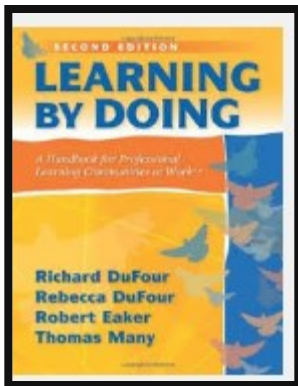
What Wonders resources are you finding support your comprehension standards?



I take two days to teach Reading Writing Workshop to really make sure my students have a clear understanding of what standards and skills they are learning for the week. I use this time to model and explain the standards and skills that are being taught. As we read the Anthology on days three and four, I use the Close Reading Companion's questions to really dive deep into the understanding of the same standards and skills. It's really nice to have this connection. I feel that my students are doing well, but seem to be struggling with the digital tests. My team and I are starting to look at the Weekly Assessment questions and making sure we ask our students questions in the format that support the standards being taught.



Learning by Doing



“The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, getting teams to meet, analyze their results, share ideas, figure out the best interventions and actually follow up in their classrooms.”

Questions to Guide the Work of your AC

1. What is it we want all students to know and be able to do?
2. How can we be sure each student has access to the same knowledge and skills based on the standards regardless who is teaching the course?
3. How will we monitor each students' learning of the standards, in a timely manner?
4. What evidence do we have that we are using the result of common assessments to identify students who require additional time and support for learning?
5. What evidence do we have that we are using the results of common assessments as part of a continuous improvement process that is helping our team get better results?

NEW Interim Assessment Information

Click [here](#) to view the district Interim # 1 standards blueprints for all grade levels and content areas.

[Teacher](#) and [Student](#) Login