

Curriculum & Instruction Update

Fairfield City School District

FIP is at the Heart of Teaching and Learning

The holidays are a great time to relax, reflect, and plan for a new year. It is hard to believe, but 2015 is right around the corner! Thinking about what 2015 holds for our students, it's good to bring the great teaching strategies we have already studied to the forefront of our minds - FIP (formative instructional practices) can make a real difference for your students.

Remember, "FIP is at the heart of teaching and learning. It helps students of all ages answer three questions every day.

1. *Where am I going?*
2. *Where am I now?*
3. *How can I close the gap?"*

The better we, as educators, are at utilizing teaching strategies that engage all students in the

learning process, the more likely they are to succeed.

As you reflect and roll into 2015, remember to utilize your FIP strategies (along with Marzano and Kagan) as often as possible.

For those of you who are new to our district this year, attached to this newsletter are directions for setting up and accessing the FIP modules.

If you need a refresher, check out the link below:
<http://portal.battelleforkids.org/FIPOhio/what-is-fip>

Did You Know?

- The window for Ohio's first PBA on February 16th.
- Social Studies is the only subject area to take a new state assessment at FHS.
- Last year, FFS did not administer any high stakes assessments. This year, they will be administering four.
- There are "Accessibility Features" available to ALL students on the new ELA and Math assessments. Some of these features include crossing out answer choices, flagging items for later review, clarification of testing directions, and redirection of students.
- According to state law, students in 3rd grade this year must earn a 394 on the OAA in order to be promoted to 4th grade.



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Reminders

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The Common Core ELA Key Shift #6

Academic Vocabulary:

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “ignite,” “commit,” and “integrate”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

Three Tiers of Vocabulary:

Tier 1: Words acquired through every day speech, usually learned in the early grades

Tier 2: Academic words that appear across all types of text. These are often precise words that are used by the author in place of common words. (i.e. gallop instead of run). They are often found across many types of text and are highly generalizable.

Tier 3: Domain-specific words that are specifically tied to content (or field of study). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks and addressed by teachers. They are considered difficult words important to understanding content.

Watch a video designed to help with understanding the three tiers: <http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html#.VldD5NLFSo>

Building a Vocabulary List:

- Is this word for mastery, exposure, or not to teach at all?
- Does the work significantly impact the meaning of the text?
- Is the word likely to appear often in other texts?
- Does the word belong to a semantic word family (ie. base, basic, basically)?

Got Structure?

The Standards for Mathematical Practice cover skills students should demonstrate at appropriate levels for grades K – 12. Standard 7 states that students need to “look for and make use of structure”. Open-ended questions can help a teacher guide students as they seek to notice and use mathematical structure:

Visit **Inside Mathematics** for more information, including videos for various grade levels.

<http://tiny.cc/3zmqx>

Sample open-ended questions:

- *How might you explain the problem in another way?*
- *Why does this strategy work and why does yours?*
- *How are the strategies the same? Why do they both work?*
- *How can you solve the problem using a different operation?*
- *How does repeated addition relate to multiplication?*
- *Can you solve the problem using a different method?*
- *What pattern are you noticing?*
- *What might be another way for you to sort?*
- *What are you noticing?*

Formative Assessment Resources

Are you looking for ways to more efficiently collect data from formative assessments? There are many on-line resources from which to choose! Here are four that are currently popular with educators:

1. **Plickers** (www.plickers.com)
– Collect formative data without the use of a student device. The teacher needs a mobile device with a camera and the free app. Teachers create and manage the questions on the website, then use the app to scan the student responses using QR codes.
2. **Kahoot** (www.getkahoot.com)
– Format is an online, game show. Students respond with mobile devices or computers. Teachers create the questions on the website.
3. **Socrative** (www.socrative.com)
– Teachers can create quizzes, competitions, exit tickets, or ask a quick, formative question. Students will need access to a mobile device or a computer. Free apps are available as well.
4. **Poll Everywhere** (www.pollerywhere.com)
– Live audience polls through text messages, the website, Twitter, or a free app. Polls can be added to PowerPoint presentations.

All of these tools can collect and store data, as well as display data in a variety of ways. Contact Rob Beideman or Lori Wegman if you would like help getting started!