

4TH QUARTER NEWSLETTER

OFFICE OF CURRICULUM & INSTRUCTION

MANDY'S MESSAGE

Well, here we are - rounding third and heading for home. I know these last several weeks come with the stress of testing, but it is also such an exciting time of the year. Spring is here. We can enjoy warmer days, more hours of daylight, more outdoor recess, and all of the other traditions that come with the end of the school year. It's a time of year when we celebrate students and their accomplishments. Without your time, love, and support, these students would not be where they are today. I hope you take time to reflect and celebrate all you have accomplished this year too.

Since this will be the year's last newsletter, I'll wish all of you a well-deserved, relaxing, and fun summer.

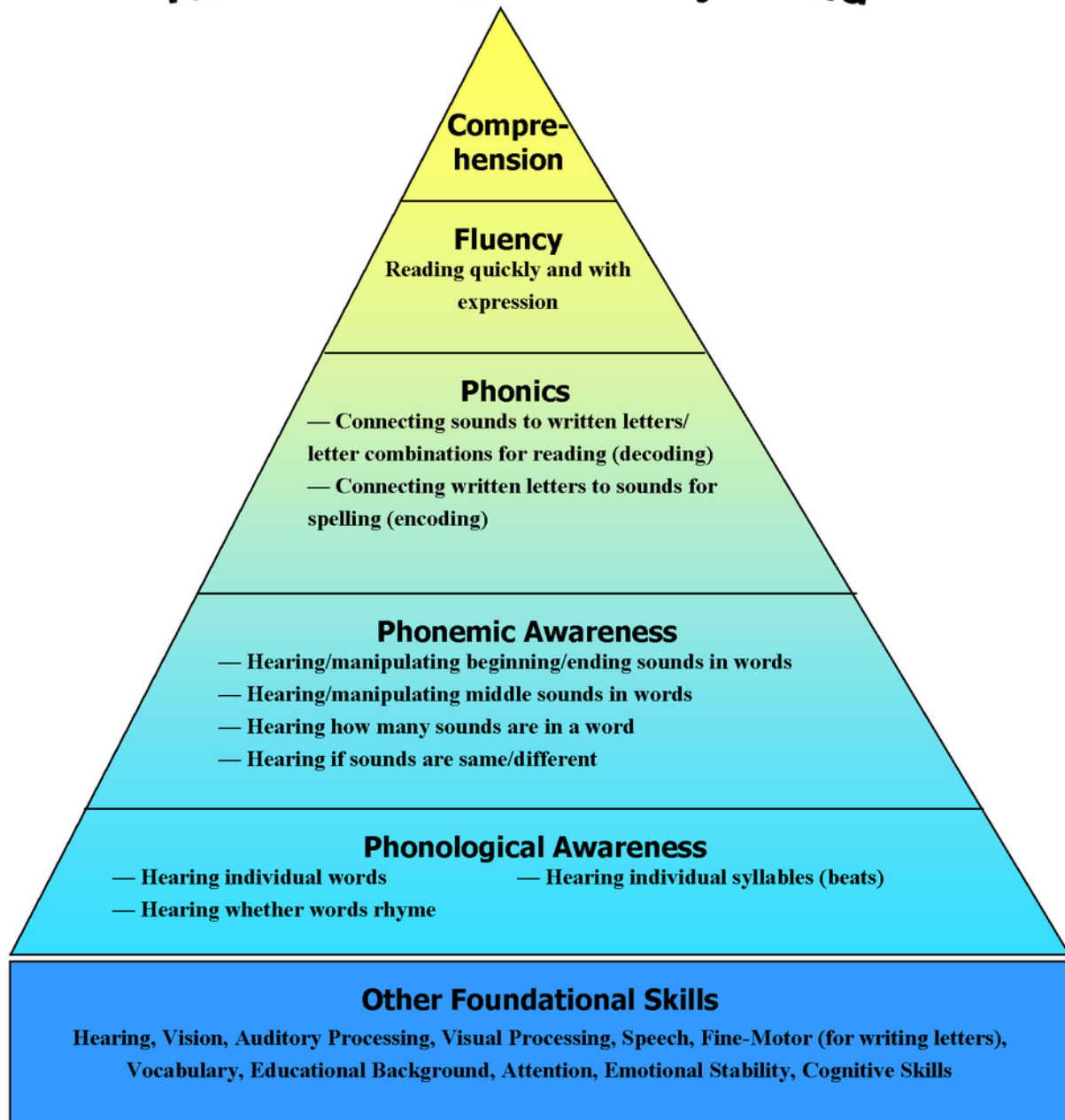
Enjoy.
Mandy

LITERACY LOCALE #4

... Comprehension strategies (for any content) to use today! But first:

Take a close look at the **Reading Skills Pyramid**. Notice, comprehension is at the top. In order to truly comprehend, all of the components underneath must be grasped. It is difficult to think that older students may still need phonics, but they may have gaps, especially with advanced decoding skills. You can touch on those skills when teaching your vocabulary. Break the words down by looking at roots, base words, prefixes/suffixes, chunk multisyllabic words, etc.

The Reading Skills Pyramid



Created by Dite Bray, MSW in 2013 <http://www.atlantareads.org/>

Concise Summary Writing with GIST

GIST (Generating Interactions between Schemata and Text) is a strategy for establishing comprehension of a text. It encourages students to write concise meaningful summaries, and it works well with all levels of readers. Teaching students summarizing techniques will help them learn to effectively synthesize information. The goal of a GIST summary is for students to be able to convey the “GIST” of what they read without the extraneous details. Using GIST, students develop the necessary skills to independently identify the main ideas and key details in a text. Begin the GIST strategy by having students read a short piece of text. After reading, instruct students to answer who, what, when, where, why, and how questions based on the text selection. Next, have students condense their answers into a one-sentence summary. It is important to support students in writing GIST summaries until they can do them independently.

Develop Active Readers with the SQ3R Method

SQ3R is a reading comprehension strategy that encourages students to think about what they are reading, while they are reading. The SQ3R method is comprised of five steps:

1. **Survey:** Before reading, students survey the text. Have them notice the title, subtitles, illustrations, and graphics. Students can also read the first paragraph, last paragraph, and the text summary (if provided).
2. **Question:** While students are surveying the text, they should be formulating questions about the topic. Encourage students to write down questions as they arise. Students may also find unknown vocabulary words. This is a good time to record them and determine meaning.
3. **Read:** Students actively read the text. Ideally, they will find answers to the questions that arose during the survey portion of the strategy. Teach students to re-read portions that are unclear and determine the meaning of unknown words using context clues.
4. **Recite:** After reading the text, students think about the information in their own words. Summarizing the text will help students conceptualize the material.
5. **Review:** The last step in the SQ3R method requires students to review the text in a more detailed manner. Answering comprehension questions, completing a graphic organizer, or participating in a group discussion are all examples of how students can actively review the information presented in the text.

Kahn, Brook. "9 Highly Effective Reading Comprehension Strategies." *Literacy In Focus*, Literacy In Focus LLC, 5 November 2020, <https://www.litinfocus.com/9-highly-effective-reading-comprehension-strategies-levels-readers/>.

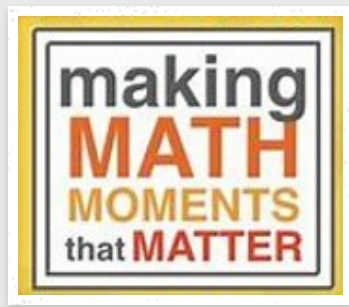
Check out the resources shared a few years ago by Fairfield's Literacy Consortium that are in SharePoint: [Fairfield Literacy Resources](#)

Looking for a writing workshops this summer?
[Intro to the Writing Revolution Flyer v2_06-20-22.pdf](#)
[OWP Summer Flyer 2022](#)

[Laura Griffin](#)

Instructional Specialist

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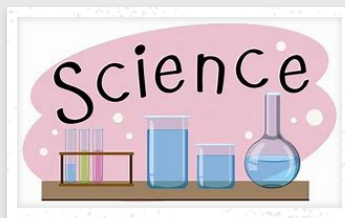
MATH MOMENTS

Who should be doing most of the work in a math classroom? The students! One tenet of a good math classroom is allowing the students time to talk through their learning.

An article from Edutopia gives directions of specific structures for doing just that. Four different structures are listed to assist with these strategies: Successive Pair Share, My Favorite No, Always Sometimes Never, and Revoicing. You can read the article here: [3 Strategies to Get Students Talking in Middle and High School Math Classrooms | Edutopia](#). It is an easy read.

While the examples given are geared to middle and high school, they can be used with some modifications for elementary school as well. Give them a try!

[Debi Freimuth](#)
Instructional Specialist
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THE SCIENCE SCOOP

Coming soon: Elementary Virtual Science Fair!

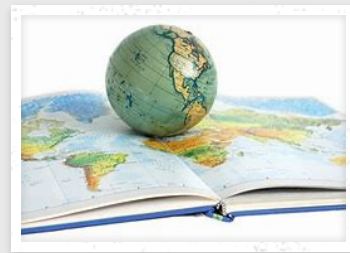
We are dipping our toes into the waters of a district science fair this year by hosting a virtual fair for our 4th and 5th grade students. More information, including links to view the projects, will be coming soon! A special THANK YOU to Craig Reed of South for helping me organize the event this year

End of the Year Tasks:

As the year winds down, it's a good time to start to take stock for next year! Here are some things that should be done between now and May 27th:

1. Next year's curriculum calendars should be updated and added to the [appropriate Science folder in SharePoint](#).
2. Common assessments should be audited and edited as needed for next year (paper versions in [SharePoint](#), electronic versions in Edcite)
3. [Laboratory Spring Cleaning \(mainly 6-12\)](#).
4. Inventory/orders
5. Disposals

Most of this work will be organized by your department chair/unit leader. If you have any questions or need



SOCIAL STUDIES SCOOP

Exciting things are happening at Fairfield High School for next school year. Two new elective courses are being offered: *CCR Black History: From Africa to America* and *CCR Contemporary Black History (1900s- Present)*. Each course is a semester long and has been approved by the NCAA clearinghouse. The interactive textbook being utilized is **Black History 365**. Each unit is accompanied by a song written by Grammy winning artists. For a sample, go to <https://www.youtube.com/watch?v=XXTfDsgW92I>.

Next year, Grades 1 and 2 will be seeing a new look with their subscriptions to **Ohio Studies Weekly**. The newspaper format has been restructured to give students more space to write with less clutter on the pages. The content is the same, but where topics are located in the issues will be changed. Like topics are grouped together rather than being spread across the year. The loose-leaf teacher manual that comes with the issues will give you the information you need to find the topics.

Questions? Please contact [Debi Freimuth](#).

assistance, please contact Lori Wegman.

[Lori Wegman](#)

Instructional Specialist

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HAPPY 4TH QUARTER WORLD LANGUAGES



What a year! I cannot believe that we are in the 4th quarter. There is more daylight in the day. The warm weather is here; but also, it's a busy season. There are really no words to say other than...

Thank you! Thank you for an amazing year and for all the hard work you have put into implementing new curriculums. Our implementation work will continue as we head into the next school year. A big shout out to French as they have been working hard to completely reform the way in which they teach languages. A big congratulations to Mindy on getting her new College Credit Plus approved.

I am excited about what the 2022-2023 school year will bring! Please know that I am always here to support you.

If you are interested, check out this article from the 2021-2022 OFLA Technology Integration Committee:

Expand Your Auto-Graded Questions!

When the school year is at its busiest, it's a great idea to create auto-graded assignments that quickly check student progress and comprehension. As a teacher with multiple preps, this is a huge time-saver and makes me feel like I can check in on my students without creating a mountain of grading for myself.

Here are a few ways to create automatically graded questions that are still academically rigorous.

The Basics - No matter which LMS you use, it's worthwhile to do some research into what types of question formats your system supports. Personally, I use Schoology to create the bulk of my auto-graded assignments. You may use Google Classroom, Google Forms, Canvas, or another LMS. Check out which types of questions can be created and set up to auto-grade.

Matching - Problem/Solution - As my French III students learn about the environment, I created an assignment for them matching problems to possible solutions. This tested their reading comprehension without creating extra grading for me.

Matching - Mistake/Type - This can be used to review grammar concepts. Have students match a sample of incorrect text with a description of the mistake. For example, students could match the text sample "son maison" with "gender agreement - change possessive

adjective to *sa*.” This explains the mistake and leads students to read carefully and think critically.

Fill-In - Fix the Mistake - To review grammar concepts, have students complete fill-in-the-blank questions where they retype an incorrect phrase and fix the mistake. For example, if I wrote “Il est grande,” my students would type “Il est grand” (creating gender agreement).

Picture Labeling - Creating Categories - I used this type of question recently as my French II students learned about the food pyramid. Students used a picture labeling feature to place foods on the appropriate area of the food pyramid.

Avoid...

- Translations. Unless you’re using an assignment to introduce new vocabulary or create a vocabulary list, avoid matching English and TL translations since it doesn’t challenge students’ comprehension skills.
- Open-ended fill-in-the-blanks. These can get annoying since if students deviate from the answer you input, it will be marked wrong. Even a space or extra period at the end of the phrase can flag an answer as incorrect. If you choose to create auto-graded fill-in questions, make sure the answer is just one or two words.

As many of us look forward to the fourth quarter, I hope that these tips will help you create easy-to-grade assignments for your students!

[Ricardo Calles](#)

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NEWCOMER TOOLKIT

The U.S. Department of Education [Newcomer Toolkit](#) is a fantastic resource for staff serving students and families who are new to the country.

Check out page 32 for ***Information Schools Should Provide to Newcomer Families to Support Integration:***

- Course schedules (e.g., child will have more than one teacher and more than one classroom)
- Physical layout of the school
- Homework policy and purpose
- Attendance policy (e.g., mandatory phone call and note when child is sick)
- Discipline policy

- Immunization policy
- Dress code, winter clothing, physical education uniforms
- Cafeteria options
- Subsidized lunch applications
- Transportation options to and from school
- Back to School Night information
- Progress report and report card descriptions
- Parent-teacher conference dates and purpose
- After-school clubs and sports options
- Special education services
- Summer school availability
- The role of guidance counselors and other non-teaching staff

Starting on page 70, you can read about ***Misconceptions, Current Understandings, and Suggested Practices***. The misconceptions discussed include:

- Newcomers must develop significant language proficiency prior to participating in disciplinary learning.
- Students need simplified content and language as they learn English.
- Students can learn only one language at a time, and bilingualism is counterproductive. Use of a student's home language will negatively affect academic and language learning.
- Not all educators working ELs or newcomers need to be specially trained. If teachers speak English, they can teach English.



EL PROCEDURE MANUAL

The Fairfield City School District provides staff access to our [EL Procedures Manual](#). The EL Procedures Manual includes information on how we serve our English Learners, interpretation and translation guidelines, the EL Alternative Grade Scale, Federal and State regulations and guidelines, classroom and assessment accommodations, and more.

[Amber Heis](#)

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ASSESSMENT IN THE DIFFERENTIATED CLASSROOM

I know what you're thinking, yet *ANOTHER* communication about assessing students and differentiating in the classroom. I get it. Even my eyes at times begin to gloss over; and I drool (not in a positive manner) when I hear either word in a PD session, yet alone hear or see these words together. Even though these concepts are often pounded into our psyche, the truth is they are both crucial to good pedagogy that allows us as educators to engage and meet the needs of all our students.

One way to meet the needs of a diverse classroom is to utilize assessments that meet the needs of all. This is almost too broad a topic for a short quarterly newsletter, so I will keep it short, sweet... and (hopefully) simple.

One way to create a diverse assessment is to look at the challenge level of the questions used in the assessment. What if you had access to an interactive document that allows you to create a questioning matrix based on varying levels of rigor? In the book, *Differentiation for Gifted Learners: Going Beyond the Basics* by Diane Heacox, Ed.D. and Richard M. Cash, Ed.D., such an instrument exists. Below, please find samples of the Digging Deeper into Questioning Matrix (DDQM) from this text, along with a link to an interactive document that will allow you to create your own DDQM.

Heacox, D. (Ed.D.), Cash, R. M. (Ed.D.) (2014). *Differentiation for Gifted Learners: Going Beyond the Basics*. Free Spirit Publishing

Sample 1: ELA

☉ Digging Deeper into Questioning Matrix (DDQM): ELA Example

Unit: Hamlet Standard: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Students will know: Lines of dialogue, key events, actions and characteristic of key players in Hamlet; scene, setting, plot of Hamlet; key vocabulary

Students will be able to: Analyze how particular lines of dialogue, key events, and character actions and characteristics propel the action within the story of Hamlet

Students will understand: how authors use dialogue, setting, plot, and characters to propel action within a story or drama; How authors represent the human condition (fatal flaws) through literature

	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
Level 1 Factual:	<i>Tier 1 Questions</i> Specific/Concrete (1R) List up to 6 players in <i>Hamlet</i> who have significant effect on the actions of the play. (5 pts)	Translate (1U) What are the major characteristics of the 6 key players you selected? (5 pts)	Original Way (1A) What dialogue supports your list of characteristics for each player? (10 pts)	Individual Elements (1Z) Using two of your key players, how do their flaws influence their actions over the course of the play? (20 pts)	Check Clarity (1E) In what ways did Shakespeare successfully represent Hamlet's fatal flaws? (30 pts)	Reorganize (1C) How might the play have ended differently if one of your key players had not existed in this play? (30 pts)
Level 2 Procedural:	Tools/Skills (2R) Why do you believe the characters you identified are essential to the movement of the play toward understanding human's fatal flaw? (5 pts)	Interpret (2U) Why would Shakespeare use the character trait of fatal flaws in <i>Hamlet</i> ? (5 pts)	<i>Tier 2 Questions</i> Practical Way (2A) How did Shakespeare structure those scenes to highlight the fatal flaws of the key players you selected? (20 pts)	Relationship Among Elements (2Z) Using 3 of the key players, how are their flaws alike and different? (30 pts)	Judge Accuracy (2E) Why might audiences find Hamlet's fatal flaws appealing or appalling? (40 pts)	Formulate (2C) In what ways would the play have been different if all the characters were commoners/non-royalty? (50 pts)
Level 3 Conceptual:	Abstract Information (3R) Provide lines of dialogue from each character that helps you understand their fatal flaws. (5 pts)	Extrapolate (3U) How does Shakespeare use these players to help the viewer understand their own fatal flaws? (10 pts)	<i>Tier 3 Questions</i> Creative Way (3A) What additional literary techniques might Shakespeare have considered to highlight either the players' fatal flaws or propel the actions within the drama? (30 pts)	Principles Governing Elements (3Z) Using your 6 key players, in what ways do their fatal flaws propel the actions within the drama? (50 pts)	Critique Validity (3E) In what ways did Shakespeare use the human condition effectively to propel the plot and actions to a conclusion or resolution? (60 pts)	Innovate (3C) Using your 6 key players, and a period in history (other than the time used in <i>Hamlet</i>), write an abstract of an idea for a new drama based on human fatal flaws. (70 pts)
Assessment: Examples	Students must do all three boxes (max 15 pts)	Students choose at least 2 boxes (max 15 pts)	Students choose at least 1 box (max 30 pts)	Students choose at least 1 box (max 50 pts)	Students choose 1 box (max 60 pts)	Students choose 1 box (max 70 pts)

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Sample 2: Science

⊙ Digging Deeper into Questioning Matrix (DDQM): Science Example

Unit: Electrical Engineering: Designing a Circuit Standard: The engineering design process involves defining a problem, generating ideas, selecting a solution & testing it, making it, evaluating it, & presenting results.

Students will know: materials used in making things, properties of different materials, the steps in the design process, signs and symbols, the definitions of the key terms

Students will be able to: define problems, generate ideas, select solutions, plan, construct an object based on the plan, evaluate it, improve the object, present results, ask questions, troubleshoot, follow directions

	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
Level 1 Factual	<i>Tier 1 Questions</i> Specific/Concrete (1R) Write a definition for the 10 key terms used in this unit. (5 pts)	Translate (1U) Why is it important to know the key terms used in this unit? (5 pts)	Original Way (1A) How did you apply the EDP to solving the alarm problem? (10 pts)	Individual Elements (1Z) Why are signs and symbols used in schematic diagrams? (20 pts)	Check Clarity (1E) What made your electrical circuit work or not? (30 pts)	Reorganize (1C) Using the materials provided, create an alarm circuit system that can help alert Emily when the water runs out. (30 pts)
Level 2 Procedural	Tools/Skills (2R) What are the steps in the Engineering Design Process (EDP)? (5 pts)	Interpret (2U) Why is it important to know the steps in the EDP? (5 pts)	<i>Tier 2 Questions</i> Practical Way (2A) How might you use the EDP in your daily life? (20 pts)	Relationship Among Elements (2Z) Why is it important that in <i>A Reminder for Emily</i> she learned about electricity and electrical engineering? (30 pts)	Judge Accuracy (2E) Did Emily use all of her resources effectively? (40 pts)	Formulate (2C) Draw out a plan for creating an alarm circuit system for Emily. (50 pts)
Level 3 Conceptual	Abstract Information (3R) What does it mean to solve problems? (5 pts)	Extrapolate (3U) Why would scientists/engineers use the EDP to solve problems? (10 pts)	<i>Tier 3 Questions</i> Creative Way (3A) How might an author use the EDP when writing a story? (30 pts)	Principles Governing Elements (3Z) Compare and contrast the roles of an electrician to that of an electrical engineer? (50 pts)	Critique Validity (3E) Why is it important for us to use an effective problem solving method? (60 pts)	Innovate (3C) Create a new circuit system that could be helpful to a person with a disability. (70 pts)
Assessment: Examples	Students must do all three boxes (max 15 pts)	Students choose at least 2 boxes (max 15 pts)	Students choose at least 1 box (max 30 pts)	Students choose at least 1 box (max 50 pts)	Students choose 1 box (max 60 pts)	Students choose 1 box (max 70 pts)

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[Interactive DDQM Template](#)

Note: After accessing the document via the above link, you will need to download the file in order to have the ability to interact with the document.

[Depth of Knowledge Core Subject Support Information](#)

If you would like to learn more about ways of developing assessments designed to meet the diverse needs in your classroom, contact Rob Beidelman.

[Rob Beidelman](#)

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