Early Childhood Education Resource Guide

Department of Early Childhood Education

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.
Richland School District One

Dr. Cynthia Cash-Greene, Interim Superintendent

South Carolina’s Capital Schools

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Our Philosophy

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Effective and high quality education begins with effective and high quality early childhood programs. In Richland One we believe that early childhood programs must prepare our youngest learners to be school ready by providing a variety of learning experiences, participation in varied social interaction opportunities and exposure to rich literacy activities. We meet students where they are developmentally and work to advance them to the same levels as their grade level peers.

Adopting developmentally appropriate practices, our teachers commit to having high expectations, “learning” from their students, setting realistic goals, culturally responsive teaching and using research-based strategies and approaches. Our belief is that all students can learn when provided with quality teaching that meets their unique needs, a comprehensive program that provides a strong foundation and materials, resources and technology that prepare students for the rigors of elementary school.

Early childhood education in Richland One provides all students an engaging and rigorous environment. We provide optimal learning environments, encourage parental engagement and involvement and ensure that every teacher is well prepared and provided the support they need to actively support our students’ progress.

As we strengthen our commitment to provide an exemplary early childhood program in Richland One, we empower all students to achieve their potential and dreams.
Early Childhood Education Expectations

The Early Childhood Education program embraces a holistic approach to a child’s healthy growth & development. We encourage and support all young children in their cognitive, emotional, social, creative and physical growth & development. As we educate our youngest learners, we follow developmentally appropriate practice in our classrooms. Developmentally Appropriate Practice (DAP) requires both meeting children where they are and enabling them to reach goals that are both challenging and achievable. All teaching practices should be appropriate to a child’s age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live. It is to ensure that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest. Best practice is based on knowledge of how children learn and develop. (NAEYC position statement)

Overview of the NAEYC Program Standards

Relationships

Curriculum

Teaching

Assessment of Child Progress

Health

Teachers

Families

Community Relationships

Physical Environment

Leadership and Management
EFFECTIVE LEARNING ENVIRONMENT FOR EARLY CHILDHOOD

An effective learning environment provides a setting for children to grow cognitively, emotionally, socially, creatively and physically. Teachers carefully plan the physical layout of the classroom, providing areas in the room where children can interact with peers and materials. Classrooms should be created to include whole group, small group and independent work areas. The learning environment fosters and encourages exploration, initiative, positive peer interaction, and cognitive growth. The daily schedule includes periods for activity/movement and quiet times as well. Transitions between learning experiences are smooth to help students feel secure.

(Developmentally Appropriate Practice in Early Childhood Programs, Copple & Bredekamp, 2009)

An effective learning environment, established by the teacher, includes:

- Developmentally appropriate, nurturing, and inquiry-based learning environment that is safe and clean
- Activities that are challenging but attainable and meet student needs
- Provide areas and activities for students to work both collaboratively and independently
- Equal opportunity for all students to engage in classroom discussions, activities, resources, technology and support
- Incorporates digital technology for learning information, explore/solve problems, and create original student products
- Establishing rules and consequences that are fair, clear and consistent
- Establishing and modeling high expectations for learning and behavior
- Using higher order thinking and inquiry skill based questions
- Connecting the curriculum with real-life experiences
- Assessment criteria that is clear and child centered
- Progress monitoring and providing immediate feedback to students
- Establishing an environment that understands and respects student feelings and provides opportunity to improve behaviors/products based on feedback.
An effective learning environment, for the **student**, includes:

- Opportunities to learn in a positive, nurturing, developmentally appropriate, inquiry-based setting
- Engage in multiple collaborative & independent activities that are challenging but attainable and meet his/her needs
- Able to take risks in learning without fear of negative feedback for it
- Equal opportunity to engage in classroom discussions, activities, resources, technology and support
- Using digital technology for learning information, explore/solve problems, and create original products
- Knowing and following the rules
- Knowing and striving to meet the high expectations for learning and behavior
- Responds to higher order thinking and inquiry skill based questions
- Connecting the learning with real-life experience
- Understands the learning expectations and the assessment criteria
- Having the opportunity to improve behaviors/products based on the assessment feedback
- Speaking and interacting respectfully to teachers and peers
- Transitions to activities smoothly and efficiently
Emotional & Social Growth and Development

Teachers support a child’s social and emotional development by having a warm, a positive relationship with the student and foster a respectful relationship with the family. They are caring and responsive to the needs of the students. In the classroom, all children are included in the social aspects of the classroom. Teachers act to promote a sense of positive self-identity for all children. All classroom activities are designed to allow for full participation of all children, including those not fluent in English. Social and emotional development is critical to the academic success of the child. (Developmentally Appropriate Practice in Early Childhood Programs, Copple & Bredekamp, 2009)

Creative Growth & Development

Teachers plan daily opportunities for creative expression and aesthetic appreciation. This can take the form of dramatic play, music, dance and visual arts. Integrating the arts into the classroom learning experience (with the assistance of outside resources or experts in the field if needed) is a critical element to the growth and development of the child. Displaying children’s art and the work of artists connects the child with the role of a creator. Teachers plan opportunities for the students to experience the arts in the community and the arts of a variety of cultures (represented within the classroom and beyond). Emphasis is on the child’s creativity and imagination, not a model to copy.

Establishing An Effective Creative Arts Environment

An effective creative arts environment should begin with empty walls, for the children shall create the work to hang. Fine art examples are acceptable to demonstrate a lesson but should not be used as a model for the creativity. A dramatic play area that reflects the interests of the children is arranged. This area changes with the learning, builds vocabulary and provides an opportunity for expression through props and cooperative play. An art area includes drawing, paint and modeling materials. A variety of paper is readily available. An open area to play instruments, hear music and move to the rhythm. Places to work collaboratively and independently is important.

Physical Education & Health

Teachers familiarize students with healthy habits in eating and hygiene. An introduction to basic concepts of body functions and physical health is the foundation. The schedule allows the flexibility for children to move freely about the classroom. Teachers plan daily opportunities to use large muscles in play and planned movement activities. Outdoor play every day is planned. Equal encouragement to boys and girls is given to the importance of physical health, spatial awareness and key movement skills (catching, jumping, balance).

Establishing An Effective Physical Education & Health Environment

When designing the classroom layout, it is important to create areas for large motor activities as well as have an open flow from area to area throughout the classroom. Large muscle activities can occur in the classroom if an open area for children to move is created. Children’s play outdoors should be in a safe, open area. Playground equipment should provide opportunities for children to develop balance, coordination, and muscle strength. In addition, a healthy environment is one which provides proper nutrition for snacks and meals as well as supports and encourages proper hygiene. Visual cues such as child centered posters that demonstrate hand washing procedures is an excellent way to promote good health.
Details of Consistency Rubric for Physical Environment

**Physical Environment**  The physical environment includes space and materials that are inviting to students and instructional areas that support individual, small group and whole group instruction.

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<th></th>
<th>Inconsistent</th>
<th>Consistent</th>
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<tbody>
<tr>
<td>1</td>
<td>The classroom is not inviting; there are no displays of student work. The room may be overly cluttered or sparse.</td>
<td>Generally inviting room with <em>some</em> authentic student work displayed. The room is pleasantly arranged, with thought given to student access to materials.</td>
</tr>
<tr>
<td>2</td>
<td>The room is sparsely or overly decorated with commercially or teacher-produced skills-based charts and materials. There is little or no evidence of student work.</td>
<td>Authentic student work is <em>often</em> visible. The room is pleasantly arranged, with thought given to student access to materials.</td>
</tr>
<tr>
<td>3</td>
<td>The room is colorfully decorated and generally organized. There is some formulaic student work displayed; commercially or teacher-produced skills-based charts and materials dominate the physical environment.</td>
<td>Teacher provides differentiated instructional areas for small group reading or writing instruction, but they may not be used regularly.</td>
</tr>
<tr>
<td>4</td>
<td>There may be areas for differentiated instruction, but they are not used.</td>
<td>Teacher provides differentiated instructional areas for small group reading or writing instruction and they are <em>used regularly</em>.</td>
</tr>
<tr>
<td>5</td>
<td>Teacher's desk or work station is prominent so that instruction can be delivered from one location the room (teacher to student). Student interaction is not allowed.</td>
<td>The differentiated instructional areas <em>clearly function</em> and are <em>consistently used</em> for both instructional and student purposes.</td>
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<tr>
<td>6</td>
<td>Desks are organized in rows. Teacher's desk or work station is prominent so that instruction can be delivered from one location the room (teacher to student). Student interaction is not allowed.</td>
<td>Desks, tables, and other furniture are arranged to encourage student interaction. The teacher <em>consistently encourages</em> student interactions.</td>
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</tbody>
</table>

Desks may be in rows, in a U, or groups of three or four. Space may not foster student interaction, and student interaction is *seldom encouraged*.
Response to Intervention
Response to Intervention

What Is RTI?

Response to Intervention (RTI) is an approach used to support students experiencing academic or behavioral needs that place them at risk. The following are recommended RTI approaches to help all children experience success in the classroom:

- Using a multi-tiered system of support,
- Providing support through intentional teaching and caregiving with the appropriate intensity and frequency to promote positive outcomes,
- Using formal and informal data to inform teaching and responsive caregiving practices, and
- Using research-based, scientifically validated practices to maximize the effectiveness of interventions (NAEYC, 2013).

The RtI framework encourages collaborative problem solving among teachers, school leaders, parents and students to address student needs. The RtI framework guides educators to target resources and interventions to serve struggling learners early to maximize student achievement and to reduce behavior problems. It is designed to provide early, effective assistance to children who are having difficulty learning. The key to successful implementation of Response to Intervention is the shared belief that ALL students can learn!

Four Components of RtI

Four main components of RtI include universal screening, intervention, progress monitoring, and intervention efficacy and fidelity.

1. **Universal Screening** refers to assessments administered to all students. Examples of universal screenings include Early Literacy Skills Assessment (ELSA), Prekindergarten Assessment of Mathematics (PAM), Dominie Writing and Reading Assessment in Kindergarten through second grades, and MAP testing in grades 3 through 10. Universal screening usually occurs three times a year: beginning of the year, middle of the year, and end of the year. These screenings identify students who are not making adequate progress and require additional support or intervention.

2. **Intervention** in the Response to Intervention model occurs in a tiered process using research based academic or behavioral interventions. Intervention begins in the classroom where teachers provide effective differentiated core instruction. Intervention at this level in RtI is referred to as Tier I. It is important this level for teachers to use research based best practices and instructional programs are implemented as they are intended. Support for the core instruction is found in...
the South Carolina Curriculum Standard Support Documents and the district instructional frameworks.

3. **Progress Monitoring** is a scientifically based practice to continuously measure student performance growth and provide objective data to evaluate the effectiveness of instruction and interventions. The key characteristics of progress monitoring are:
   - Students who are at risk, not making adequate progress, require more frequent progress monitoring.
   - Brief (1-3 minute) assessments or “probes” are conducted frequently with high risk students.
   - Teachers incorporate “probes” within the regular school day to get a quick snapshot of progress.
   - Results are analyzed by the classroom teachers and school RTI team to determine if the student’s response to the intervention is adequate. An ongoing analysis of a student's rate of learning helps to guide decisions relating to the duration and intensity of interventions needed.

4. **Intervention Efficacy and Fidelity** determines the successful implementation of Response to Intervention. RtI involves team work and sharing the belief that students can learn. Response to Intervention is a school wide team approach that works to implement interventions early when students display difficulties. Interventions are selected carefully so they reliably address targeted deficiencies. RtI focuses on the individual needs of all students through direct focused instruction that addresses academic and behavioral needs. Fidelity refers to whether an intervention is implemented according to how it was designed.

**The Three Tier Model of Response to Intervention**
RtI incorporates a tiered approach for supporting student learning. Interventions within the RtI model increase in intensity and duration as a student moves upward through the tiers. The Response to Intervention approach provides timely support early to students so that they can make progress.
**Tier 1**

Tier 1 begins at the classroom level where teachers support student learning through implementation of the instructional frameworks using research based, best practices that are developmentally appropriate. The majority of all students, between 80 to 90%, generally responds positively to classroom instruction and makes adequate progress. Teachers monitor student progress and when students experience difficulties teachers differentiate and make accommodations to meet different learning styles and needs. Teachers will recognize that some students are struggling and not making adequate progress. Teachers implement Tier I interventions for struggling students and progress monitor to determine if students demonstrate a positive response to interventions. If the progress monitoring indicates a lack of progress interventions could be modified and Tier 2 interventions can be considered by the Response to Intervention (RtI) Team. The RtI team consists of grade level teachers, principal or principal designee, interventionists, etc. (See Core Instruction page 9 for information on how RtI looks in the general classroom).

**Tier 2**

Tier 2 interventions are provided in addition to the high-quality core classroom instruction provided in Tier 1. Tier 2 is designed to provide either more intensive or more frequent interventions to students not responding adequately to Tier 1 interventions. Tier 1 interventions are typically appropriate for 5-15% of students. Tier 2 interventions are generally provided in a small group setting and can be scheduled for short intervals of time or for the entire school year depending on the students’ needs. Progress monitoring of students receiving interventions in Tier 2 help determine
effectiveness of interventions. A small number of students may not respond to Tier 2 interventions and will move into Tier 3.

**Tier 3**

Tier 3 interventions are appropriate for approximately 1-5% of students who do not respond positively to classroom instruction in Tier 1 and interventions in Tier 2. These students may require individualized and more intensive interventions to target identified skill deficits. Again progress monitoring will determine the effectiveness of an intervention and help guide decisions by the RtI team in modifying or extending interventions.

**Evaluation Determination**

Students who do not respond to interventions in Tier 3 may then be considered eligible for a referral to Early Childhood Assistance Team (ECAT), Successful Transitions to Enter Prekindergarten (STEP) or Special Education services as required by the Individuals with Disabilities Education Act (IDEA). Students may also be considered for referral to Section 504 or other district options. The data collected during Tier 1, 2 and 3 may be included and used as part of the eligibility decision. Evaluation determination is coordinated by the school leadership team as designated by school principals through the Student Intervention Team (SIT). The SIT is an interdisciplinary team which may consist of the following members: principal, guidance counselor, school psychologist, curriculum resource teacher, special education teacher, general education teacher, parents, and other staff as appropriate.

**The goal of Response to Intervention is to provide appropriate support early to students and avoid unnecessary referrals for special education services.**

**Response to Intervention Team**

The response to intervention team, or RtI team, is a collaborative, problem solving school based group that finds solutions to help struggling students. The primary responsibility of the Response to Intervention team is to use the resources available in the school and community to provide support so that students can be successful in the general education environment. The classroom teacher has the primary responsibility for educating students and the RtI team provides support and ideas. The purpose of the RtI team is to facilitate a collaborative team approach to solving problems. The RtI team uses data to develop interventions to target academic and behavioral problems as well as provides the teacher support to implement interventions.

**RtI Team Members**

The core members of the RtI team may vary from school to school depending on staffing. One way to organize RtI teams is by grade level or content area. For instance, at the elementary school level each grade level may have an individual RtI team. At the middle school the RtI teams can be organized by content area. Each team should also be joined by the principal or a principal designee. Other staff members such as special education teachers, counselors, social workers, school psychologists, curriculum resource teachers may be assigned to teams or invited to team meetings as neede
RtI Team Member Roles

**Team Leader** – the RtI team leader directs the activities of the team. The team leader may be the principal, curriculum resource teacher, assistant principal, reading teacher, or a grade level chair. The team leader oversees the RtI meetings and guides the group through activities related to analyzing student data, instructional planning, identifying and organizing interventions, etc. The RtI Team Leader is also responsible for following up to ensure interventions are implemented and appropriate documentation and data collection is maintained.

**Facilitator** – The RtI Facilitator keeps the RtI meetings on track and focused. The facilitator encourages team members to be active participants sharing their ideas and concerns. The Facilitator directs the meeting asking questions and redirecting the discussion to keep it focused on solving problems.

**Record Keeper** – The RtI record keeper takes notes during the meeting and also serves as the timekeeper to help the group manage time.

**Parents** – Parental and student involvement are critical to the success of the RtI team. Parents should be included in RtI meetings whenever possible. Students should also be involved whenever possible to provide insight into the concern.

**Other Staff Members** - The core RtI team may invite other school personnel to RtI meetings when they have information or expertise that can help the team’s efforts to support students (nurse, related arts teacher, social worker, parent educator, etc.)

**Frequently Asked Questions**

**When would a student be referred to the RtI team?**

If a student does not make progress to a teacher’s universal intervention strategies or accommodations at Tier 1 then it would be appropriate for the student to be referred to the RtI team. The team will analyze the situation and provide modifications or suggestions for the classroom teacher to use. If appropriate the team may identify additional interventions at the Tier 2 or Tier 3 level.

**What does the RtI team do?**

The RtI team examines student data and discusses strategies to address student needs. The team collaboratively plans instruction while being mindful of meeting individual student needs by incorporating opportunities for flexible small groups and differentiated instruction during regular classroom instruction. Additionally, the team develops interventions for groups of students experiencing similar problems. The team sets goals and times for follow-up to check the effectiveness of any plans they initiate.
How is the RtI Team different from the SIT (Student Intervention Team)?

The intent of the Response to Intervention Team is essentially the same as the Student Intervention Team. Both the RtI and SIT are designed to provide ideas to support students having academic or behavioral difficulties. However, SIT teams sometimes become a mechanism for referral for special education services without adequate intervention opportunities in the general education environment. Guidelines from ID 2004 and Leave No Child Behind direct educators to avoid unnecessary referrals to special education by implementing the tiered approach in Response to Intervention prior to referral to the SIT. The RtI tiers provide intervention, or support, early to students to help them overcome deficits and in the long term reduce the number of students receiving special education services. Schools will continue to have a Student Intervention Team (SIT) comprised of the school leadership team (principal, guidance counselor, school psychologist, special education teachers, etc.) for evaluation determinations for those students who do not make adequate progress despite receiving interventions through RtI.
How does a team measure effectiveness?

RtI Flow Chart

**RESPONSE TO INTERVENTION**
**RtI TEAM FLOW CHART**

Step 1: Universal Screening (Grades K-2, MAP 1-10)

Step 2: At-Risk Student Identified

Step 3: Teacher attempts accommodation and/or intervention

Step 4: Teacher progress monitors student 1-2x wk for 4-6 weeks

Step 5: No or minimal improvement in student progress

Step 6: Response to Intervention Team reviews data and teacher notes. Identifies different and/or continues intervention (classroom or Tier 2 small group)

Step 7: Teacher or facilitator attempts intervention

Step 8: Progress monitoring continues 1-2x wk for 4-6 weeks

Step 9: No or minimal improvement in student progress

Step 10: Response to Intervention Team reviews data and teacher notes. Identifies different & intense intervention (Tier 3 individual) in addition to classroom and Tier 2

Step 11: Teacher or facilitator attempts intervention

Step 12: Progress monitoring continues 1-2x wk for 4-6 weeks

Step 13: No or minimal improvement in student progress

Teacher makes referral to Student Intervention Team (SIT) for Evaluation Determination

Student improves & resumes general program. School RtI Team determines how to continue progress monitoring.
**Problem-Solving Method**
The focus of the RtI team is to identify ways to support students and help them be successful. This is accomplished by using problem solving strategies in a step by step process. The steps include identification of the problem, analyzing the problem and hypothesizing causes of the problem, developing a plan to focus on the problem, and evaluating the effectiveness of the plan.

**Problem-Solving Steps**

**PLAN**

1. **Identify the problem**
   - Screen students (Universal screenings and classroom data)
   - Identify at risk students
   - Describe problems

2. **Analyze the student data**
   - Identify specific skill deficiencies
   - Brainstorm possible areas of focus

**DO**

3. **Develop an action plan**
   - Develop a student intervention plan matching data to student needs
   - Identify who is responsible for implementing intervention
   - Decide the frequency, length, and group size of the intervention
   - Identify resources and materials needed for intervention
   - Identify the progress monitoring tool
   - Determine goal for progress before intervention begins

4. **Implement the plan**
   - Execute the intervention
   - Progress monitor intervention
   - Maintain data and documentation

**CHECK**

5. **Evaluate effectiveness of the plan**
   - Review data to determine the effectiveness of intervention
   - Revise or adjust the plan as needed

**ACT**

6. **Implement plan and continue monitoring progress**
RtI and Core Instruction

Response to Intervention begins in the classroom and is part of effective instruction. Teachers examine student data and make instructional decisions to make sure that students are making progress. When a student is not successful the classroom teacher continues to look for opportunities to support learning within the classroom setting. Teachers are expected to continue to provide effective daily instruction to all students including those who receive additional interventions in Tiers 2 and 3. The instructional frameworks for each content area provide teachers with guidance as to the components to include in daily instruction. Differentiation of instruction within the frameworks allows teachers opportunities to individualize instruction to meet each student’s needs. Research based practices such as the following will help students learn:

- Provide a safe and supportive learning environment
- Build on prior knowledge
- Target essential skills and knowledge
- Articulate clear and rigorous expectations
- Establish clear and attainable learning goals
- Provide student choice
- Recognize and accommodating student differences
- Promote active, engaged learning
- Modify the content, process, and product depending on student needs
- Plan for flexible and small group instruction

Differentiated Instruction
Differentiated instruction maximizes learning for all students by providing different pathways for learners. Students have diverse academic abilities, learning styles, personalities, interests, background knowledge, experiences, and levels of motivation for learning. Instruction can be differentiated in four ways: content, process, product, or environment.

Four Ways to Differentiate Instruction:

1. Differentiating the Content or Topic
Content is the knowledge, skills and attitudes we want children to learn. Differentiating content requires that students are pre-tested so the teacher can identify specific skills individual students need.

2. Differentiating the Process or Activities
Differentiating the processes means to provide varying learning activities or strategies for students to explore concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. Graphic organizers, maps, diagrams or charts are some ways for students to display their comprehension of
concepts covered. Further differentiation can be made by varying the complexity of the graphic organizer to support differing levels of student ability.

3. Differentiating the Product

Differentiating the product means varying the difficulty of the product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or advanced thinking. Whenever practical allow students to make choices between different activities or products.

4. Differentiating the Environment by Accommodating for Individual Learning Styles

Differentiating the environment takes into consideration factors that impact learning for individual students and understanding how each student learns best. Some examples of changing the environment include: altering the lighting or sound levels, eliminating visual distracters, or providing alternative seating arrangements for students. Varying teaching strategies makes sure that students will occasionally learn in a manner most compatible with their own learning preference and also expands their range of alternative learning strategies.

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<th>Similarities</th>
<th>Accommodation</th>
<th>Modification</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Change in presentation</td>
<td>Change in presentation</td>
<td>In classroom</td>
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<td>In classroom</td>
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<table>
<thead>
<tr>
<th>Differences</th>
<th>Accommodation</th>
<th>Modification</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Change in the environment and how to access information</td>
<td>Change in content</td>
<td>Individualize, extra instruction in addition to classroom instruction</td>
<td></td>
</tr>
<tr>
<td>DOES NOT alter expectations</td>
<td>DOES alter what you are measuring</td>
<td>Monitored on a frequent basis</td>
<td></td>
</tr>
<tr>
<td>DOES NOT alter what you are measuring</td>
<td></td>
<td>Individualized, measurable goal</td>
<td></td>
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<table>
<thead>
<tr>
<th>Examples</th>
<th>Accommodation</th>
<th>Modification</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow extra time to complete assignments</td>
<td>Reduce the number of assignments</td>
<td>Additional instruction targeted towards the student's goal</td>
<td></td>
</tr>
<tr>
<td>Allow student to type responses</td>
<td>Allow student to use a calculator during tests</td>
<td>Strategies</td>
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<td>Books on tape</td>
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Differentiating Strategies:

Readiness / Ability

Teachers can use a variety of assessments to determine a student’s ability or readiness (i.e., Dominie). Students may be missing necessary prerequisite skills needed to learn new concepts. Readiness is constantly changing so it is important that students be permitted to move between different groups (flexible grouping). Activities for each group may be differentiated by complexity. Students whose understanding is below grade level will work at tasks less complex than those attempted by more advanced students. Those students whose reading level is below grade level will benefit by reading with a buddy or listening to stories/instructions using a tape recorder so that they receive information verbally.

Varying the level of questioning and compacting the curriculum are effective strategies for accommodating differences in ability or readiness.

Flexible Grouping

As student performance will vary it is important to permit movement between groups. Student’s readiness varies depending on personal talents and interests; therefore, a student may be below grade level in one subject at the same time as being above grade level in another subject.

Flexible grouping allows students to be appropriately challenged and avoids labeling a student’s readiness as static. Students’ rate of learning varies from time to time. Flexible grouping also has the benefit of allowing different students to interact with one another. Often students scaffold knowledge between each other so allowing opportunities for students to work with one another can benefit all students.

Adjusting Questions

During large group discussion activities, teachers use a variety of questions that encourage students to think and justify their answers. Teachers adjust the complexity of questions to accommodate for the abilities of individual students.

Compacting Curriculum

To compact the curriculum means assessing a student’s knowledge, skills and attitudes and providing alternative activities for the student who has already mastered curriculum content. This can be achieved by pre-testing basic concepts. Students who do not required instruction move on to tiered problem solving activities while others receive instruction.
Tiered Assignments

Tiered activities are a series of related tasks of varying complexity. All of these activities relate to essential understanding and key skills that students need to acquire. Teachers assign the activities as alternative ways of reaching the same goals taking into account individual student needs.

Acceleration/Deceleration

Accelerating or decelerating the pace that students move through curriculum is another method of differentiating instruction. Students demonstrating a high level of competence can work at a faster pace through the curriculum. Students experiencing difficulties may need adjusted activities that allow for a slower pace.

Peer Teaching

Sometimes a student may have personal needs that require one-on-one instruction that go beyond the needs of his or her peers. After receiving this extra instruction the student could be designated as the “resident expert” for that concept or skill and can get valuable practice by being given the opportunity to re-teach the concept to peers. In these circumstances both students benefit.

Learning Profiles/Styles

Students may be assigned to tasks by learning style, such as adjusting preferred environment (quiet, lower lighting, formal/casual seating etc.) or learning modality: auditory (learns best by hearing information) visual (learns best through seeing information in charts or pictures), or kinesthetic preferences (learns best by using concrete examples, or may need to move around while learning) or through personal interests.

Student Interest

Interest surveys, brainstorming, and semantic webbing are often used for determining student interest.

Reading Buddies

Reading buddies is a useful strategy for younger students and/or students with reading difficulties. Children develop fluency and comprehension while getting additional practice and experience reading away from the teacher. Reading buddies can be on different reading levels. Students with varying word recognition, word analysis and comprehension skills can help each other be more successful. Adjusted follow up tasks are also assigned based on readiness level. It is important that students read with a specific purpose in mind and then have an opportunity to discuss what was read.
Independent Study Projects

Independent Study is a research project where students learn how to develop the skills for independent learning. The degree of help and structure will vary between students and depend on their ability to manage ideas, time and productivity. A modification of the independent study is the buddy-study.

Buddy-Studies

The buddy-studies strategies teams up two or three students to work together on a project. Each student in the group is responsible for completing an individual project; however the buddies work together to share the research and analysis/organization of information.

Learning Contracts

A learning contract is a written agreement between teacher and student that will result in students working independently. The contract helps students to set daily and weekly work goals and develop management skills. It also helps the teacher to keep track of each student’s progress. The actual assignments will vary according to specific student needs.

Learning Centers

Learning Centers may contain both differentiated and required activities. However a learning center is not necessarily differentiated unless the activities are varied by complexity taking in to account different student ability and readiness. It is important that students understand what is expected of them at the learning center and are encouraged to manage their use of time. The degree of structure that is provided will vary according to student independent work habits. Typically teachers model activities with students prior to placing an activity in a learning center. Classroom procedures and expectations for learning centers should be explicitly explained and demonstrated to students.

Anchoring Activities

Anchoring activities may be a list, or menu, of activities that a student can do to at any time when they have completed present assignments. Sometimes anchoring activities can be assigned for a short period at the beginning of each class as students organize themselves and prepare for work. These activities may relate to specific needs or enrichment opportunities, including problems to solve or journals to write. They could also be part of a long-term project that a student is working on. These activities may provide the teacher with time to provide specific help and small group instruction to students requiring additional help to get started. Students can work at different paces but always have productive work they can do. Anchoring activities should be worthy of a student’s time and appropriate to their learning needs.
Assessment
Assessment

Teachers use a variety of assessment tools to plan and guide instruction. Examples of assessments in the early childhood grades include anecdotal records, checklists, performance tasks, classroom quizzes and tests. Prekindergarten students are administered the Children's Progress Assessment (CPAA) as a diagnostic literacy and math assessment. Students in kindergarten through second grade are administered the Measures of Academic Progress for Primary Grades (MPG) three times a year as a diagnostic literacy and math assessment.

The primary function of the district assessment program is to improve the quality of instruction for all students, not to evaluate teachers. Classroom instruction must be driven by the needs of the students. The diagnostic data received from district assessments are to be used to identify those needs so teachers can make sound instructional decisions to address them.

The district common assessments are designed to provide diagnostic data regarding student progress towards meeting state academic standards. The assessments are aligned to the district’s pacing guides and are constructed to address the content and intent of the state academic standards/indicators.

Please refer to Appendix – for the District Assessment Calendar.

- Classroom instruction-based assessments (PreK-2)

Classroom instruction-based assessments include pre and post-tests in each subject area. The use of teacher created assessments and those provided by the adopted textbook are used to understand the prior knowledge base of the students before instruction and the learned information after classroom instruction. Performance tasks aligned to learning standards promote hands-on conceptual learning for students.

- Anecdotal records (PreK-2)

Anecdotal record keeping during student/teacher conferences and during student work time provides a snapshot of what is being observed. An anecdotal record is "a written record kept in a positive tone of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. The teacher observes and then records a child's actions and work
throughout the day while the activities are occurring. The recording is informal and typically is based on notes or a checklist with space for writing comments.

- **Dominie Testing (K-2 optional only)**

The Dominie testing program is designed to establish base line data in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. It provides a reliable and valid assessment instrument that assists teachers in an ongoing screening, diagnosing, and monitoring of student literacy progress. It provides beginning, mid-year and end of the year data to gauge student literacy growth. It also assists teachers in developing instructional strategies to meet individual student and small group needs. See Appendix for helpful tools that have been developed to support the effective use of Dominie.

- **MPG**

Measures of Academic Progress for Primary Grades (MPG) are computerized adaptive assessments that provide useful information about student achievement and growth.

MPG tests provide results that can be used to:
- identify the skills and concepts individual students have learned;
- monitor academic growth over time;
- place new students into appropriate instructional programs.

The MPG assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. However, computer based assessments are not appropriate for all young children and require careful monitoring by teachers to ensure validity. In addition, MPG tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. Test items adjust to a student's performance level, and as a result, test scores are more accurate.
Instructional Management System

The Instructional Management is designed to give educators with online access to curriculum guides, pacing guides, links to instructional resources and teaching lessons and tools. In addition, district assessment data can be accessed through a variety of reports that are available in the system. The instructional management system is also used to track students’ district assessment results from year to year.

Currently, district assessments are scanned and scored by computer. After assessments are scored, a variety of reports are available to show student, class and school performance results. The results are available through the online district management system and can be accessed by classroom teachers, building level and district administrators. Student results become a part of the individual student’s portfolio and can be accessed by all teachers working the student. Teachers should analyze assessment results to assist them in identifying student needs and to guide and direct future instruction.

The primary function of the district assessment program is to improve the quality of instruction for all students. Classroom instruction must be driven by the needs of the students. The diagnostic data received from class and student progress reports are to be used as a basis for making sound instructional decisions.

The Instructional Management System (EdSoft) can be accessed from any computer that has access to the internet. The following system requirements are needed to properly operate EdSoft. Most PC’s in Richland One have these requirements, but a PC outside the district may not:

- A personal computer connected to the internet
- Internet Explorer 5.5 or greater installed on the computer
- Adobe Acrobat 5.0 or greater installed on the computer

User names for individuals are firstname.lastname. Initial passwords for first-time users of the system is richland1. Passwords can be changed but changed passwords must include a combination of letters and numbers.
IMS DataDriven Software Navigation for Teachers

To access district cuniculum:
1. Click Cuniculu button.
2. Click button to get desired subject.
3. Click button.
4. Click the desired year or nine weeks marking period.
5. Click button to indicate data desired on report.
6. Click button.

To change your EdSoft password:
1. Click Change Password button.
2. A window will open.
3. Enter your new password and confirm.
4. Passwords must be at least one character with at least one number and at least one security question.
5. Click save.
6. Click Ok button.
7. Click M button.

To process report, based on benchmark data:
1. Click Reports button.
2. Click button on left to retrieve specific report.
3. Click on the desired year you would like to pull data from.
4. Click Refresh button, then select each or click.
5. Click Refr button, select desired data.
6. Click button to indicate data desired on report.
7. Click button. To print report, click printer icon, then close window.

To log out of EdSoft:
1. Click Logout button.
2. You are logged out of EdSoft software.
3. Click Close button at upper right of Main window to log off.
Data
Montessori
Richland One Montessori Program Overview

The Montessori Program is a self-paced, mixed-age grouped learning environment. Independence and self-discipline are important factors to success in the program. It is based on the child’s natural desire to learn so the child chooses their work, designed for specific development and learning needs. The materials are attractive and carefully sequenced. The environment offers both freedom and structure. Children are intrinsically motivated, responsible for setting up their lessons, working, checking for accuracy and cleaning up the lessons. Their success demonstrates their independence and mastery. The emphasis is on the child’s growth as a whole person. Each classroom is a respectful community, with grace and courtesy as the foundation.

Teacher & Instructional Assistant Role

Teachers are trained in an accredited Montessori Teacher Education Program. The teacher is required to plan the lessons to align Montessori curriculum with Common Core State Standards. However, their focus is on the child as a person, not on the daily lesson plan. The teacher nurtures and inspires the human potential, leading children to ask questions, think for themselves, explore, investigate and discover. The teacher does not simply present lessons; he/she is a facilitator, mentor, coach and guide. Teachers provide an environment with active, hands-on learning materials that are organized and prepared daily.

Instructional Assistants are in each classroom. They require love, patience and respect for children. They encourage the children to be independent and model appropriate manners and behaviors. They also instruct children in activities designed to promote social, physical and intellectual growth, both in independent work time and group work to promote socialization. The Instructional Assistant helps to prepare the environment daily, as keeping the classroom clean and inviting is essential. They also assist the children in choosing work, completing work cycles and return work when the child completes a task.

Curriculum/Materials

The curriculum extends over a nine-year period beginning with 3-6 year olds. The mixed age groups are Primary (3-6 year olds), Lower Elementary (6-9 year olds) and Upper Elementary (9-12 year olds). The curriculum is carefully structured and integrated to demonstrate the connections among the different subject areas. Materials offer multiple levels of challenge and can be used repeatedly at different developmental levels. Learning areas such as practical life, sensorial, language, math, and the content areas of biology, geography, history and science are incorporated as the child develops in the program. Children progress at their own pace, moving on to the next step in each area of learning as they are ready. Our program follows the Montessori Curriculum and is aligned with the Common Core State Standards (Summer 2013) to meet the needs of both.

Materials are arranged in sequence from the most simple to the most complex and from the most concrete to those that are more abstract. Each material is a concrete representation of an abstract idea. Cognitive capabilities are developed while students use the materials to sort, arrange, build connections and problem solve. The materials offer multiple levels of challenge and can be used repeatedly at different developmental levels. They are tools used to guide children into logical thought and discovery. They are simple and carefully designed to appeal to children at a given level of development. Many of the materials give the children immediate feedback, called the Control of Error.
Lessons are divided into four domains: Practical Life, Sensorial, Language, and Mathematics.

**Practical Life lessons help the child:**

- build independence
- develop a sense of order
- develop concentration and follow a complex sequence of steps
- learn to take care of own needs

Lessons include transferring exercises (hands, spoons, tongs and pitchers), dressing frames, cleaning (sweeping, mopping, dusting, table and dish washing), food preparation, polishing and gardening.

**Sensorial lessons help the child:**

- focus attention on the physical world
- use each sense to explore differences in properties of objects
- builds language and vocabulary
- learn how to observe their surroundings
- understand and appreciate their world more fully
- establish a solid basis for language and math materials

Lessons include using the Pink Tower and the Brown Stair to discover volume and size, the Red Rods to investigate length, using sound cylinders and cylinder blocks, color tablets and the geometry cabinet.

**Language lessons help the child:**

- learn basic skills phonetically
- compose words and sentences
- control of the pencil which leads to writing (forming letters)

Lessons include using the sandpaper letter to introduce letter sounds (not the name of the letter), moveable alphabet to compose words and sentences, metal insets for pre-writing skills and a variety of drawing opportunities as well.

**Math lessons help the child:**

- make abstract concepts clear and concise with hands-on materials
- understand quantity
- understand the decimal system

Lessons include sandpaper numbers, red and blue rods, and the spindle box which aid in the child learning the names of the numerals before grasping the abstract concepts. The golden beads are used to introduce the decimal system.
Richland One Montessori Program

Policies & Procedures

FAQ

Who is eligible to attend the Montessori program?

All students who live in Richland One are eligible to attend ONE of the four Montessori sites.

Logan Elementary:
Enrolls students from these feeder zones: Columbia, C.A. Johnson, Keenan & Eau Claire.

Caughman Rd. Elementary:
Enrolls students from Burnside, Mill Creek, Caughman & Dreher feeder zone.

Gadsden Elementary:
Enrolls students from Gadsden, Horrell Hill, Hopkins & Webber.

Brockman Elementary:
Enrolls students from Bradley, Brennen and Satchel Ford attendance zones.

Students must meet the following age requirements:

3K program (half-day) – must be three by September 1
4K through gr.5 (full-day)-must be appropriate age for level by September 1 (i.e., 4K - four years old by 9/1; 5K – five years old by 9/1, etc.)

Note: Students are admitted in grades 4-5 only if transferring from a Montessori School. All pre-school students must be fully toilet trained to attend.

There are many factors that help children to be successful in their early school experiences. To enter the Richland One Montessori primary program (3, 4, 5 years old), the child must be completely toilet trained. The ability for your child to use the toilet and clean properly is an independent skill for school readiness and is essential for participation in our program. Staff cannot change children that have soiled their clothes. In the event of an accident, parents will be contacted by the teacher to come to school to clean/change the child or pick up the child within 30 minutes. A pattern of toileting issues will result in the child being removed from the program. The child will be placed back on the waiting list for reentry when issue is resolved.

What time is the Montessori program?

The half-day program for 3K is 7:30 a.m. - 10:30 a.m. Full day for 4K-Grade 5 is 7:30 a.m. - 2:30 p.m.

How does a family apply for the Montessori program?

Admission is by written application only. Applications are distributed at mandatory Parent Information Sessions held at Montessori sites from December through February. Application (with required documents) must be submitted to the school by the February deadline posted.

How are students selected for the program?

Applications are sorted by attendance zones and age for each site. If more students apply for an age group than the number of slots available, students are selected through a computerized “Random Selection Procedure.” The goal for the programs at Logan, Caughman Road and Gadsden is to have a population that is equally split between the host school and the remaining eligible schools.
Brockman strives to maintain a proportionate number of students from each of its three feeder zones. If any of the three zones does not fill its slots, students may be accepted from the other two zones.

**When are families notified of acceptance?**
Parents will be notified in writing about their application in mid-March. Students not accepted remain on the waiting list. As slots become available, parents are notified by telephone. Once a student is accepted, he/she DOES NOT need to reapply each year to attend.

**Are siblings automatically accepted?**
Applications for siblings in families already enrolled in the Montessori program are given preference on a “space-available basis.” When a new family applies for more than one child, applications are processed separately, i.e., one child may be accepted and another be placed on the waiting list (exception – twins).

**Is the wait list at the school carried over to the next school year?**
No. New lists are generated each February. If a child is not accepted, parents may re-apply the following year(s).

**Can you transfer to a different Montessori school?**
At this time, there is not a transfer policy/employee option in place for the Montessori Program. The registrar’s office does have an employee option to transfer beginning at age 5 for general education.

**Is bus transportation provided for Montessori students?**
Bus transportation is available for students (4K & up) if the child lives more than 1.5 miles from their Montessori site. Transportation is NOT available for 3K students. Please see new policy on transportation of 4K and 5K in the Appendix.

**Is tuition charged for the Montessori program?**
Tuition is charged for 3K – 4K students only and will be on a sliding scale based on a child’s meal status. This means that a child qualifying for either free or reduced meals can apply for tuition reduction as listed in chart below.

<table>
<thead>
<tr>
<th></th>
<th>Free Meals</th>
<th>Reduced Meals</th>
<th>Full Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 yr. olds – half day</td>
<td>00.00</td>
<td>400.00</td>
<td>1200.00</td>
</tr>
<tr>
<td>4 yr. olds – full day</td>
<td>00.00</td>
<td>600.00</td>
<td>2000.00</td>
</tr>
</tbody>
</table>

The fees listed are per year for the ten-month program. Tuition can be paid on a monthly basis. For example, the tuition for a student who does not qualify for free or reduced meals would be $200 per month for the full-day 4K program. Persons who accept a slot and will be paying tuition need to reserve that slot by paying one month’s tuition (which will be non-refundable). Failure to pay tuition will result in removal from the program.
Visitor and Observation Guidelines

For Montessori Classrooms

Welcome to our Montessori Classroom! We are happy that you are here to visit with us. The children are our primary responsibility and we, the staff, are not generally available to talk with visitors during observation time. We appreciate your being mindful of that and are encouraged to take notes and write down questions that can be addressed at a later date. We will be happy to talk to you during a break time, or you may call or email us. Conferences may be scheduled with us when we are not working with the children.

Please follow these guidelines while observing the children in the Montessori environment.

1. Sit quietly in the chair provided (or on the floor). The “greeter” in the room will show you the location of the chair. You may observe form different areas of the room. Please move about quietly.
2. As you observe the children’s work, do not interrupt them or ask them questions. If a child comes to you to ask a question or initiate conversation, you may respond, but please end the conversation politely and allow the child to return to his work.
3. You will notice the “quiet voices” of everyone in the room. Please speak softly as well.

Observing in a Montessori classroom is an exciting experience! With each child pursuing his/her own level of curriculum, it may be difficult for the new visitor to sort out the variety of activities and materials. Observing for at least 30 minutes usually allows one to see a full work cycle. Here are a few observation tips:

First: Take a quick look around the room. Notice:
- The level of activity and diversity of activities
- The busy, yet peaceful and purposeful activities
- The individual activity of the children
- The range of ages of the children
- The type of equipment and materials
- The cooperative interaction of the children

Second: Focus attention on one of the teachers. Notice:
- The composure and respect
- The introduction of a lesson, or assisting with a lesson
- The teacher as an observer

Third: Focus your attention on one child. Notice:
- Concentration on work
- Respect for teachers, other children, and the equipment
- Independence, initiative
- Enthusiasm and joy in their work
- Children taking care of the classroom, putting materials away
- Children helping one another

Thank you for visiting our classrooms and come again. If you have any questions or comments, please feel free to contact us at the Main Office phone number.
Prekindergarten
Program Goals

The goal of prekindergarten is to provide children and their families with quality preschool experiences necessary for school success. Each program shall endeavor to:

./ Provide a healthy, safe and nurturing environment

./ Provide an environment that encourages emotional, social, physical and intellectual development

./ Encourage the development of a positive self image

./ Make learning fun so that children will develop a desire to be lifelong learners

./ Encourage language development, creativity and an appreciation of fine arts and music

./ Encourage children to interact successfully with other children and adults and to live and work together in a cooperative environment which promotes decision making, peaceful resolution of conflicts and respect for others

./ Form a cooperative partnership with parents so we can work together to meet the needs of each child and ensure his or her success
Registration and Placement

Prekindergarten is a non-compulsory program that is designed to meet the needs of children who have been identified as needing additional services so they can be successful in Kindergarten. All children accepted into the program must be 4 years old on or before September 1 of the current school year, participate in a Developmental Indicators for Assessment of Learning (DIAL-4) screening and their family’s income must meet the federal free or reduced lunch guidelines.

Richland One has 984 available slots in 24 elementary schools. For this reason students are rank ordered for selection based on a variety of factors which include their (DIAL-4) screening scores and parent interviews. Children are then placed in their zoned school as space allows. Each classroom can only have 20 students and has two adults – a certified teacher and a highly qualified instructional assistant.

If it becomes necessary for a child to be placed in a neighboring school (one of the cluster schools) preference is given to those children who have older siblings currently enrolled in the zoned school. While parent requests, daycare arrangements and other special circumstances will be considered, program guidelines may not allow these requests to be granted. Since prekindergarten is not compulsory, parents may choose to decline the placement - there is no penalty for a child who does not attend school when he or she is four.

Children may not be placed in schools that cross cluster zones.

Listed below are the 24 schools and their clusters:

**Pine Grove Cluster**
- Logan
- Pine Grove
- H.B. Rhame
- Sandel
- E.E. Taylor

**Watkins Cluster**
- Bradley
- Burton Pack
- Carver Lyon
- Satchel Ford*
- Watkins Nance

**Hyatt Park Cluster**
- Arden
- Forest Heights
- Lewis Greenview
- Hyatt Park
- J.P. Thomas

**Meadowfield Cluster**
- Brennen*
- Meadowfield
- A.C. Moore
- Rosewood*
- S.Kilbourne

**Caughman Cluster**
- Burnside
- Caughman Road
- Horrell Hill
- Mill Creek

**Hopkins Cluster**
- Gadsden
- Hopkins
- Webber

*These schools do not have prekindergarten classrooms so students zoned for these schools are bused to their neighborhood school.
Home Visits

Home visits are required to be conducted before a child enters prekindergarten and should happen primarily in the child’s home. The goal is for each child to meet his teachers in a familiar environment and for everyone (teachers, parents and students) to begin to establish a comfortable relationship.

Parents should expect to complete additional paperwork specific to their school during this visit. Teachers will also use this time to explain prekindergarten, school and district policies and set up transportation.

Below are some sample activities and questions that teachers may ask to learn more about each family:

1. Complete a “Hopes and Dreams” form for each child in the program.
2. What is the primary language spoken at home?
3. Does your child have any allergies or medical conditions?
4. Please share some information about your culture? Are there things that you would like to share with the class?
5. What is your family’s philosophy or belief about education?
6. Are there any celebrations or cultural things your child cannot participate in?
7. Tell me about your child’s strengths. What does he or she do well?
9. Do you have any particular questions or concerns?
10. What can I or should I do to make your child feel more comfortable at school?

Self-Help Skills
There are many factors that help children to be successful in their early school experiences.

Children entering the prekindergarten program are expected to be completely toilet trained. The ability for your child to use the toilet and clean properly is an independent skill for school readiness and is essential for participation in our program.

Our staff cannot change children that have soiled their clothes. In the event of an accident, teachers will be contacted by the teacher to come to school to clean/change the child or pick up the child within 30 minutes.

A pattern of toileting issues will result in the child being removed from the program. The child will be placed back on the waiting list for reentry when issue is resolved.

Transportation
All students who are assigned to their zoned school and live at least 1.5 miles from the school can ride the bus to school. However, prekindergarten students must have an adult present when they get on or off the bus. Four-year-olds will not be allowed to get
on or get off the bus without an adult present, even if they have older siblings with them.

If a child must be placed in a cluster school, a shuttle bus is provided. This means that the child rides his regular bus to his zoned school and may then be placed on another bus to ride to the assigned school. Occasionally, a child selected from the wait list may have the opportunity to attend a cluster school that does not have bus transportation. Parents may choose to accept the placement if they provide transportation.

(See Policies and Procedures: Transportation)

Nutrition
All prekindergarten students are allowed to eat both breakfast and lunch at school with no cost to the family. Teachers must discuss food allergies and morning arrival time with all families. Breakfast routines vary by school.

Safety and Health
Your child’s safety is one of the school’s primary concerns. Precautions must be adhered to at all times. Children will be taught how to properly wash hands, and how to conduct some self-help skills.

Children and adults should wash their hands as often as possible, but especially after sneezing, coughing, outside play and before and after lunch.

If a child has a contagious disease, teachers should notify immediately so proper precautions can be taken for the remaining students.

Children must have a change of clothes and are never allowed to wear used underwear. Should a child soil his clothing while toileting, teacher should contact parents in accordance with the district procedure described under Self-Help Skills. Teachers are not allowed to change children, but may need to direct them through the process discretely while maintaining safety standards. The soiled clothes should be placed in a well-secured, separate bag.

Medication, Illness Minor Injuries and Emergencies

Medication:
Prescribed medicines

The district recognizes the fact that medication should not be administered by district employees unless the parent is unable to make arrangements for the student to receive the prescribed medication before or after school hours. Whenever medication is prescribed by a physician to be given during school hours, prescribed orders and a signed permission by a parent will be dispensed. All medications will be administered in the form and manner according to the instructions prescribed. The instructions will include the name of the student, the name of the drug, the frequency and the
description of anticipated reactions of the student to the medication. Whenever the medication is changed, the parent is responsible for informing the school.

**Non-prescribed medicines**

Should district employees be asked to administer non-prescribed medications during school hours, the school nurse or the principal's designated health care providers must use discretion. The medication must be properly labeled and/or contained. Written or verbal permission from parents to administer non-prescribed medicines must be on file in the school.

**Topical applications**

Before applying topical applications, the school nurse or the principal's designated health care provider will refer to the recommended procedure for "Emergency Care of Sickness and Accident Plan" approved and distributed by Richland School District One.

**Responsibility**

The designated health care provider will be responsible for the safekeeping of the medication as indicated which is to be administered. The medication bottles will be properly labeled with student's name, name of the medication, dosage, how administered and, for prescribed medication, physician's name. All medications must be stored in a secure, locked cabinet accessible only to the responsible authorized school personnel. (RCSD1 Board Policy JLCD and ARJLCD-R)

**Emergency Care:**

The school nurse or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of a child or staff member.

Each school will develop procedures for the proper handling of such emergencies. The administration will distribute these procedures to the staff.

The procedures will include the following requirements.

The school nurse or another trained person will be responsible for administering first aid.

The school will notify the student's parent of the student's illness or injury. The school will request that the parent make appropriate arrangements for the student's care.

If the school cannot contact the parent immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the child to the appropriate medical facility. Schools will notify the parent as soon as possible.

Schools will administer first aid/emergency care and the routine delivery of health services to students according to the procedures specified in the health Services Procedures Manual or other appropriate document. (RCSD1 Board Policy JLCE)
**Reporting of Abuse or Neglect**

All schools are mandated by law to report suspicion of child abuse or neglect, the law requires reporting the following:

- Any physical injury, sexual or emotional abuse inflicted on a child other than by accidental means by those responsible for his/her care, custody and control (with the exception of discipline including spanking administered in a reasonable manner) shall be construed to be **abuse**.

- Failure to provide by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, medical, surgical or any other care necessary for his/her well-being shall be classified as **neglect**.

Parents may not be informed of reporting if such confidence may hinder a full investigation. Be sure to follow your school’s protocol for reporting abuse or neglect.

**School Start**

Prekindergarten is a full day program and follows the regular school schedule and calendar. However, students start the school year with reduced class sizes. Each day during the first week of school, 5 different students will attend school. Each of these days will be a regular full day of school. On Friday of that first week all students will attend. *This process may vary for Forest Heights because it is a year round school.*

The modified start will allow students to acclimate to their classroom and their teachers with minimal anxiety. This will also allow teachers to conduct the beginning of year assessments and more thoroughly show, explain and allow individuals to practice following classroom procedures.

**Attendance, Tardiness, Early Dismissal**

Once accepted into the program, attendance in prekindergarten is mandatory. Although, prekindergarten students will not be sent to the hearing board for excessive absences and tardiness, the district guidelines should be followed.

The prekindergarten program generates a tremendous amount of participation, thus the need for a waiting list. When a student is **excessively** absent, tardy or leaves early, he/she is occupying a space that could be available for others; therefore, students are expected to be in class. **Should a student accumulate a total of 10 unexcused absences, tardiness, or early release times, he/she may be removed from the program.** (See Home/School Compact)
Whenever a child is absent, parents/guardians must send a note upon his return. If a child is absent for two or more consecutive days, the teacher should contact the parent. School procedures vary on how a tardy is handled. Please verify your school's procedures and discuss this with your parents at home visits.

It is the teacher’s responsibility to communicate often and directly with parents about excessive absences, tardiness, or early dismissals. The Home/School Compact should be followed. Teachers should also keep their principal informed about infractions.

**Transfers**

Prekindergarten classes throughout the district are limited to 20 students. This means that if a family moves to another school in Richland One, they are not guaranteed a placement for their prekindergarten child. **Teachers must inform all families of this process at home visits.**

To help ensure uninterrupted education, parents should notify their teacher or the Office of Early Childhood immediately about upcoming moves. While this notification does not guarantee the child a placement, it allows the prekindergarten consultant an opportunity to coordinate vacancies so current families are placed before those on the wait list.

All transfers are managed through the Office of Early Childhood. Teachers should not contact the new school to see if there is a vacancy. However, teachers should email the prekindergarten consultant as soon as a family notifies them about the move.

Information in the email should include: the child’s name, the parent/guardian’s name, a current telephone number, the new address, corresponding school and the expected date for the move.

Once the student has transferred to the new school, the sending teacher should notify the Breakthrough to Literacy consultant so the student can be removed from their BTL roster and added to the receiving teacher’s roster without losing any documentation.

A transfer student should never be added to a BTL roster without explicit directions from the Office of Early Childhood.

Teachers should also make every effort to discuss the needs of the student to help make the transition as seamless as possible. All assessment data, work samples, letter link, BTL symbol etc. should be transferred to the new classroom as quickly as possible – preferably before the student arrives.
Teaming in the Prekindergarten Classroom

The teacher and instructional assistant form an important team whose primary objective is to provide a high quality, effective learning environment. The adults work collaboratively to ensure that the developmental needs of all students are fostered. The adults make every effort to involve ALL children and provide adequate choices according to the ability level and interests of the children. Equal encouragement is given to girls and boys. The following provides some ideas for the teacher and assistant to structure the daily routine:

- **Arrival and Greeting**

  One team member meets the children at the door and assists them in putting away coats, backpacks, signing in, etc.

  The other member of the team is on the rug so that the children can gather there after they put away their coats, etc. and begin an activity such as reading a story or singing a song.

- **Large Group Time**

  The teacher usually leads large group, and the teaching assistant actively participates in the activity with the children. The teaching assistant models appropriate behavior and provides positive support to students having difficulty. Sometimes the teaching assistant will lead the large group activity and the teacher sits with the children. (One person leads, and the other assists in keeping the group organized and focused – the person assisting also participates in the activity as much possible).

  **Both adults should be attentive to the needs of the children and make adjustments to the activities if students become fidgety or disinterested.**

- **Transition to Small Group**

  One member of the team leads a transition activity to assist children in moving quietly to their small group area. The other team member encourages participation in the transition while helping to monitor. Effective transitions involve movement and singing.

- **Small Group Time**

  Both the teacher and the teaching assistant lead small groups during the day. After careful observation, the teacher determines which children will be assigned to each group. The teacher may ask the teaching assistant for input regarding group assignments, but the teacher makes the final decision, and if necessary determines when children should be switched
from one group to another. Teachers should try to avoid frequently moving children from one group to another. Young children need consistency. Planning for a small group may be done by the teacher or the teaching assistant, but the teacher must always be aware of the lesson that the assistant is planning to use and give prior approval. 

**Ultimately, instruction in the classroom is the teacher’s responsibility.**

Small group time should always include the Active Learning Ingredients (see appendix). The teacher and teaching assistant move from one child to another in their group during small group time to facilitate language, to offer assistance, and to extend the learning.

**Note:** In the Prekindergarten classrooms, small group is usually conducted with a ratio of 1:10. With the teacher and the instructional assistant both leading small groups simultaneously.

In the Kindergarten classroom, a teacher may lead a small group while the instructional assistant supports students working in the learning centers.

- **Work Time/Learning Centers**

  **Planning**

  Both the teacher and teaching assistant work with children in their small group to assist them in making a plan for work time. Props are used to assist in planning, and the teacher and teaching assistant monitor turn-taking in their respective groups. Research shows that planning helps children engage in more meaningful purposeful play that involves problem solving and higher order thinking (Epstein, 1996, NAEYC, 2013).

  **Doing**

  During work time, both the teacher and teaching assistant are actively involved with the children and work with small groups of children or individual children in the work areas. Both the teacher and teaching assistant are constantly monitoring the entire classroom and move to other areas to assist children or resolve conflicts as the need arises. They help children to sustain and extend their learning and make new plans as needed.

  **Clean-up Time**

  Before clean-up time, an adult gives a 5 minute warning. Children are expected to help clean up. Both the teacher and the teaching assistant help children to match materials to labels on the shelves. It is helpful if the
teacher and teaching assistant identify which portion of the room each will be responsible for helping children to clean up. Children should be encouraged to help each other.

**NOTE:** Classes and children vary from year to year. Sometimes, with book baskets, etc. on the tables, children are developmentally ready to move from work areas to their small group areas with little disruption until everyone has finished cleaning up and joined them. At this time the teacher and teaching assistant join their groups for recall.

However, some groups of children have not yet developed the self-control to wait quietly until everyone is finished. The children will need to move back to a large group before going into small groups for recall. The teacher and teaching assistant will need to decide who will remain with the children to assist them with cleaning up, and who will go to the rug to gather the children and begin providing a transition to recall time.

**Recalling**

During recall time, both the teacher and teaching assistant use the same prop that was used for planning and assist the children in their group with recall. Recall is an opportunity for the children to share their accomplishments during work time. Adults facilitate the use of descriptive language through questioning and paraphrasing student responses. Integrate different strategies to allow as many children as possible the opportunity to share.

- **Outside Time**

  When children are outside, both the teacher and teaching assistant should be with them at all times, unless there is an emergency involving a child. They assist children in using equipment to develop large muscles, talk with the children to develop language, and help children to resolve conflicts. The teacher and teaching assistant should determine which outside zone areas each will monitor.

- **Lunch Time**

  The teacher and the teaching assistant should have a plan in place for the cafeteria. Who will hand out lunch tickets? Who will assist children in getting trays, milk, silverware, etc.? What is the expected behavior for children in the cafeteria? Where is the best place for the teacher and assistant to sit in order to help children learn appropriate behavior, talk about manners with them, and resolve conflicts?
• **Quiet Time**

The teacher and teaching assistant should have a plan in place for quiet time. Who is going to do a large group activity with the children while the other calls them individually to get their mats? The teaching assistant is required by law to have a 30 minute lunch break. In most classes, this occurs during quiet time. The teacher and teaching assistant should have a prior agreement regarding when the assistant leaves to take a lunch break. Sometimes situations arise when it is not safe for one person to be left alone.

**NOTE:** School districts have been told by the State Department that all prekindergarten programs (both in child care centers and public schools) need to review and follow DHEC regulations when applicable.

**Mats (Prekindergarten) that children use during quiet time must be sanitized daily.** Teachers and teaching assistants are encouraged to work out an agreement in which both the teacher and teaching assistant share this job. You may want to look at alternating days or weeks.

Teachers and teaching assistants are also encouraged to share the responsibility of periodically wiping off shelves and discarding materials that are broken or have missing parts.

Classroom rugs should be steam cleaned with a bacteria destroying solution at least once a year. The school custodians can request an “extractor” for this purpose from Maintenance Services. This is not the same as shampooing the rug. The extractor actually puts the bacteria destroying solution and steam down into the rug and then pulls it back out. Once this is done, the rug has to be left to dry with the air conditioning running, otherwise, it will grow mold.

**Active Learning Ingredients:**
- Y Materials
- Y Manipulation
- Y Choice
- Y Language from Peers
- Y Support from Adults

**Adult/Child Interaction Strategies:**
1. Move to children’s physical level.
2. Watch what children do with materials.
3. Listen to what children say.
4. Move from child to child so all children receive attention.
5. Imitate children’s actions.
6. Converse with children, following leads.
7. Encourage children to do things for themselves.
8. Refer children to each other for ideas and assistance.
9. Ask questions sparingly to enhance experiences without stifling independence and problem solving.
10. Remember SOUL when entering children’s play:

   Be Silent
   Observe first
   Seek to Understand
   Always Listen to what is being said

Daily Schedule

Listed below are the typical parts of a prekindergarten day and what you may see or expect your child to learn during this time:

Large group activities: Students and teachers are altogether – it may bemusic/movement, shared reading, giving directions and/or a class community building activity. The shared reading or activity may support the current social studies, science or health topic.

Small group activities: Students are divided into groups of 10 and work with a teacher - lessons are based on the early learning standards, but may be integrated with science, social studies or health.

Flexible groups: Students are divided into smaller group of 2-4 and are working with the teacher to master a particular skill or concept.

Work time or Plan, Do, Review: Students are exploring the classroom centers with purpose. Students and teachers are talking, playing, working together individually, in pairs or in small groups. Before visiting a center, students PLAN their learning, while in the center they DO by interacting and then, when they come back to group time they REVIEW what they did and learned while in the center.

Outdoor Play: Teachers and students are outside participating in activities that promote large group muscle development as well as small muscle control while maintaining health and safety procedures.

Read Aloud: Students listen to a story read aloud by one of the teachers. Teachers engage students by asking questions about the story.

Snacks: Ideally snack time should be incorporated into the center time. Many classrooms ask teachers to donate prepackaged snacks.

Related Arts: Some schools provide a time for prekindergarten students to participate
in Visual Arts, P.E., Computer, Music, and/or Media Center. These classes are usually held in another area of the school with the teacher who teaches that subject. In this case the instructional assistant will accompany the class.

Curriculum

All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff child interactions, teaching strategies, learning center provisions, etc. must be founded on current early childhood research and focus on the developmental and academic needs of four year old children. The State of South Carolina has approved and recommends the following curricula and processes as best practices in early childhood:

- Good Start Grow Smart Early Learning Standards
- High/Scope Curriculum
- Creative Curriculum
- Montessori
- Project Approach (a process more than a curriculum)

Richland One merged the best practices adopted from the High/Scope curriculum, the state’s early learning standards (Good Start Grow Smart) and the National Association for the Education of Young Children’s Developmentally Appropriate Practice guidelines to create a curricular framework, The Richland One Way. RCSD1 believes that using this combination of curricula enables teachers to meet the learning needs of the children.

Prekindergarten classrooms throughout the district focus primarily on Language and Literacy development. One of the resources that teachers use is the Breakthrough to Literacy (BTL) program. Students are introduced to a book each week and with the teachers’ help learn how to become an emergent reader. This program also has a computer component that helps the children understand and identify letters, words and sentences. Each week the student receives a BTL book to bring home to add to his personal library.

Math instruction for the student is designed to be conceptual and hands-on. Teachers work with students to help them understand numbers, what they mean and what they look like.

Social Studies, Science, Health are often included as part of the language or math study. Teachers recognize that children at this age enjoy exploration and play, especially pretend or dramatic play, so they use this natural part of child development to help children extend their learning.

Physical Development is promoted through big body play outside or during music and movement in the classroom. Teachers recognize the importance of allowing children to gain control over their bodies, but will provide adult supervision.
Conflict Resolution is also an important part of the prekindergarten day. Students are taught how to resolve problems in the classroom without hitting, biting or crying.

Language and Literacy

Overview Of Academic Standards

Prekindergarten students develop language and literacy skills through the integration of daily experiences that allow them to transfer their interest in communicating with others and their oral language learning into written language. The following areas form the foundation for the success in later reading and writing:

- *Phonemic awareness* – the ability to analyze spoken language into sounds, syllables, and words. It also includes Phonics – the knowledge of the alphabet, matching of sounds and letters, and awareness of conventional spelling patterns.
- *Oral Language Comprehension* – vocabulary and fluency, which encompass knowledge and comfortable usage of the conventions of spoken language
- *Concepts about Print* – which includes understandings about how print works and carries meaning
- *Early Writing Development* – which refers to the student’s experimentation with pictures, letter like forms and invented spelling to communicate meaning

Prekindergarten students acquire communication skills not only through direct instruction, but also by participating in an informal language environment, filled with good oral and written language models, engaging materials and activities that are meaningful.

Students need many opportunities daily to express themselves, be creative, learn the alphabet, and be exposed to reading and writing, and play in activities that prepare them for literacy.

Pretend and dramatic play gives students many opportunities to rehearse speech/communicate with each other and practice social skills. Dramatic play also allows the teacher to learn a great deal about the language competence of the student.

Language and motor skill development play a critical role in the development of literacy and the readiness to read. Students need every opportunity to use print in various and meaningful ways.

PACING

Prekindergarten students have different needs. Some have difficulty processing, attending to, communicating, and understanding language. Activities are arranged so that the activity and the teacher are interactive with the student’s language effort daily.
Best Practices

Use the Good Start, Grow Start Standards as the foundation for all instruction. Provide a print rich environment

- Teachers create regular opportunities for students to actively listen to and converse with others during play and while working together in small groups.
- Teachers engage in conversations with both individual students and small groups.
- Teachers model the skills of speaking and listening in their interactions with student and with other adults.
- Teachers teach students how to listen by teaching and scaffolding it.
- Teachers provide a wide range of vocabulary in their own speech and through reading to students.
- Teachers read aloud to students daily.
- Teachers encourage student engagement by asking questions and reading with expression.
- Teachers also use questions and comments to help students recall and comprehend what is happening in the story.
- Teachers encourage students to make connections between the stories that they read and their own life experiences.
- Teachers place a variety of high-quality books in an inviting, comfortable library area and in other places conducive to student enjoyment.
- Teachers introduce engaging oral language experiences such as songs, poems, and word games that feature sound patterns, rhyme, and alliteration.
- Teachers plan activities that give students a motivation to write. They encourage students to write for various purposes.
- Teachers focus on capturing student ideas by recording their dictated words and then reading the dictation back.
- Teachers encourage and assist students in their own efforts to write. They display student writing.
- Teachers provide a word wall that includes student and teacher names as well as environmental print.
- Teachers provide writing material in various interest/play areas and in a designat space where students can find a variety of materials.
- Teachers draw students’ attention to print conventions by tracking the words on a Big Book while reading aloud.
- Teachers provide field trips or class visitors to broaden students’ knowledge and vocabulary.
Good Start Grow Smart Standards School Readiness Guidelines which are Early Learning Standards that are aligned with the state’s K-12 Academic Standards. The guidelines are intended to support the readiness of young students through nurturing early care and education environments which use developmentally appropriate practices.
Breakthrough to Literacy is a comprehensive, research-based literacy program that helps teachers provide students with oral language and comprehension instruction, along with vocabulary, phonemic awareness, and phonics instruction. The program consists of various components which help facilitate literacy and language instruction—whole group read aloud and small group instruction for language and literacy and writing, and an individualized software program which helps teachers differentiate for students’ needs.

Letter Links: Alphabet Learning with Students’ Names by Andrea DeBruin-Parecki and Mary Hohmann

This book builds on students’ natural attachment to their own names to introduce the alphabet letter names and sounds. Numerous strategies are provided to also build the student’s understanding of the alphabetic principle, phonological awareness, sense of word, and vocabulary.

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers by Mary Hohmann

This book provides research-based strategies for phonemic awareness activities suitable for small-group learning.

The Intentional Teacher: Choosing the Best Strategies for Young Students’ Learning by Ann S. Epstein

This book sets forth the rationale for a blended approach to teaching young students. It combines “student-guided” and “adult-guided” learning experiences to help teachers create supportive environments and scaffold learning.

Preschool Readers and Writers: Early Literacy Strategies for Teachers by Linda WeikelRanweiler

This book explains early literacy development and offers teachers strategies to encourage it. It is based on the premise that speaking and listening are the foundations of literacy. It offers ways to encourage word play, reading aloud and storytelling, learning the alphabet, and early writing. Ideas and materials to encourage parent involvement are also included.

StarLit Literacy Intervention Toolkits - Phonological Awareness and Print Awareness and Alphabet Knowledge

These toolkits provide intensive, explicit, systematic reading instruction for students who have been identified as needing literacy intervention. They offer teachers ready-to-use materials and instructional tools to conduct hands-on engaging learning opportunities that teach print awareness, alphabet knowledge, and other foundational literacy skills in small incremental steps.
Mathematics – Prekindergarten

Overview Of Academic Standards

Prekindergarten students experience mathematics naturally and spontaneously as they explore, interact and try to make sense of their world.

The goal of mathematics instruction during the preschool years is to help students begin to develop their understanding and use of mathematical concepts and vocabulary, and to become comfortable in applying mathematical models as a way of asking questions and solving problems.

To support this learning, teachers engage students in informally structured, playful experiences with carefully chosen materials, model mathematical language and thinking in meaningful contexts daily, and guide students to pose questions, collect data, and organize their observations.

Many experiences with the mental processes of estimating, counting, ordering, measuring, comparing, classifying, and combining objects and sets of objects help young students build a solid foundation for higher-order concepts and skills taught in Grades 1-12. This developmentally appropriate center-based teaching lays the foundation for the areas of Mathematics Processes, Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

Pacing

Mathematics is a way of thinking taught throughout the day, using all classroom areas and activities, drawing upon both teacher and student initiated activities as well as supporting students’ interest and extending their discovery learning.

Best Practices

- Use the Good Start Grow Start School Readiness Guidelines
- Teachers integrate math into all aspects of the daily routine through individual and small-group activities, choices and transitions.
- Teachers allot time for in-depth, planned, small-group experiences that include interaction, problem solving and reflection.
- Teachers understand that math instruction should be meaningful.
- Teachers engage students in thinking about solution to everyday situations.
- Teachers provide opportunities for students to investigate and solve problems.
- Teachers talk to students about their solutions and ask how the student came up with the solution.
• Teachers are aware of and teach the progression of skills needed to support higher levels of math concepts.
• Teachers actively foster students’ understanding of whole numbers.
• Teachers engage students in thinking about and working with geometric/spatial relationships and manipulating two and three-dimensional shapes.

**Program/Resource Description**

**Good Start Grow Smart Standards School Readiness Guidelines** which are Early Learning Standards that are aligned with the state’s K-12 Academic Standards. The guidelines are intended to support the readiness of young students through nurturing early care and education environments which use developmentally appropriate practices.

**Hands-On Standards: The First Source for Introducing Math Manipulatives by ETA Cuisenaire**
The resource guide contains 57 manipulative-based lessons for PreK-Kindergarten. The kit includes a variety of manipulatives for the students to complete the activities.

**City Steps by ETA Cuisenaire**
Explicit instruction and age-appropriate activities in each theme kit encourage young children to think about, talk about, and explore these standards-based mathematical concepts and skills.
Physical Development and Health – Prekindergarten

Overview Of Academic Standards

Prekindergarten students use their senses and bodies to explore and master their physical environment. Their self-esteem is closely related to what they can do physically, and they often describe their competence according to their physical accomplishments.

Prekindergarten students need to spend much time each day, both indoors and outdoors, engaged in physical activity, using well-chosen materials, in order to develop the skills of body coordination, control, and balance. While mastering these large muscle skills, they are also learning to use the finer muscles of arms, hands, and fingers to build hand-eye coordination, strength, control and object manipulation.

Learning acquired through the body builds a strong base for time and space concepts, problem-solving, and literacy and mathematical skills.

Also important for this age student are the development of self-care skills, formation of good health habits, and the knowledge and use of age-appropriate safety practices.

Pacing

Prekindergarten students need to spend much time each day, both indoors and outdoors, engaged in physical activity

Best Practices

- The teacher structures play activities to compensate for the students’ varying abilities - moving, coordination, balance.
- The teacher enters into the play activities with the spirit of fun, enthusiasm, and respect for students’ achievements.
- Teachers are encouraged to choose play activities and games that provide the most success for each student.
- Teachers should vary the play opportunities to include games that require teamwork, sharing, taking turns, and fantasy.
- Teachers must consider the environment at all times - be aware of safety and health concerns.
- Teachers can help the student get the play and movement experiences he needs by adapting the physical environment.
**Program/Resource Description**

**Good Start Grow Smart Standards School Readiness Guidelines** which are Early Learning Standards that are aligned with the state’s K-12 Academic Standards. The guidelines are intended to support the readiness of young students through nurturing early care and education environments which use developmentally appropriate practices.
Social and Emotional Development – Prekindergarten

Overview Of Academic Standards

As they play, PreKindergarten students learn about and develop an appreciation for their own abilities and accomplishments. They also learn how to interact positively with other people, form and value friendships, and express both positive and negative feelings appropriately.

PreKindergarten students’ self-confidence and trust in the world around them expands as they experience dependable, consistent routines, practices, and expectations in the classroom.

As they begin to develop a sense of belonging to the “classroom community,” they show more responsibility for following classroom rules and for caring for learning materials.

The student’s placement in such a “ready classroom” is one of the best predictors of his/her readiness for future academic learning in the primary years.

Pacing

Social and Emotional development occurs throughout virtually every aspect of a PreKindergarten student’s day.

Best Practices

- Teachers must show respect for the student’s family and culture while helping him/her to learn those skills and attitudes which have been demonstrated to underlie school success.
- The teacher must greet each student warmly upon arrival, soothes the student whose mother left home without hugging him/her, quietly provide a pencil for the student who “forgot”, and value very student as part of a “community of learners,”
- The teacher must provide a classroom that is organized and maintains a positive expectation for the student’s success.
- Teachers must work with students to teach them how to act, interact, and react within the world around them.
Program/Resource Description

**Good Start Grow Smart Standards School Readiness Guidelines** which are Early Learning Standards that are aligned with the state’s K-12 Academic Standards. The guidelines are intended to support the readiness of young students through nurturing early care and education environments which use developmentally appropriate practices.

**Seven Steps of Conflict Resolution** a guideline provided to each classroom outlining nonviolent steps to conflict resolution.
Approaches to Learning - Prekindergarten

Overview Of Academic Standards

The way a student approaches learning will influence both his/her attitude toward learning and success in all educational endeavors. This domain recognizes that students approach learning in different ways, emphasizes the development of a positive attitude, and desire to acquire new skills and knowledge.

It is inclusive of the student’s curiosity about the world and openness to different experiences, tasks, and challenges. Because of these affective factors, it is the domain which contains the most individual variation.

The preschool years are also a time of considerable growth in cognitive skills. As students’ attention spans lengthen throughout this period, they begin to build the skills of initiating, engaging in, and completing self-chosen tasks.

Students also make considerable progress in the skills of remembering and applying prior learning to new situations, reasoning, problem-solving, and predicting possible results of their actions.

Early childhood theorists and practitioners agree that factors beyond the classroom greatly affect the student’s ability to learn. If the student is fearful, angry, hungry, anxious, sad, depressed, in poor health, lonely, or feeling incompetent, learning will not occur -- at least not to the level of his/her potential.

Pacing

Teachers must use every day as an opportunity to influence the students' attitudes toward learning.

Best Practices

- It is the teacher’s responsibility to work with teachers to ensure the nurture of their student and to prepare a developmentally appropriate environment where students can use their imaginations, make choices, and direct much of their own learning.
- Teachers must facilitate learning in students with different abilities; teachers can provide detailed feedback and descriptive praise to the student.
- Teachers must positively reinforce students’ efforts.
- Teachers understand that Play is the foundation for learning and plan a curriculum that use play as the medium for learning.
- Teachers incorporate Play in three (3) areas of learning for all students:
  1. About themselves – self-image, competent, independent, and good feelings about themselves as a learner.
2. About the world around them – communication, social skills, observation, initiative, choice, and task completion. They respond to teachers and community.

3. About problem-solving – observation, investigation, prediction, changes, compromise, and solve problems socially.

- The teacher supports competence in self-care as a major goal.

**Program/Resource Description**

**Good Start Grow Smart Standards School Readiness Guidelines** which are Early Learning Standards that are aligned with the state’s K-12 Academic Standards. The guidelines are intended to support the readiness of young students through nurturing early care and education environments which use developmentally appropriate practices.
Assessments

The DIAL-4 screening instrument is used to help determine prekindergarten eligibility.

Once a child is admitted into the program, two additional assessments are used to determine what the child knows about reading and math. The Early Literacy Skills Assessment (ELSA) assesses language and literacy. The Prekindergarten Assessment of Math (PAM) assesses math.

These assessments are given twice a year (fall and spring). However, during the year teachers should use a variety of methods to monitor and informally assess student learning. Informal assessments such as anecdotal notes, developmental guides, checklists and portfolios are encouraged and recommended. The Breakthrough to Literacy program has built-in assessments that show student knowledge of letters or letter sounds. Teachers may create their own short assessments in the form of checklists. All of these assessments are used to help inform instruction.

Teachers should share the results of formal and informal assessments during parent conferences.

All assessment results are kept secure and only authorized personnel have access to individual reports.

Differentiation

Teachers enhance student learning and development by differentiating and scaffolding instruction. A prekindergarten teacher must be aware of the students’ abilities and challenges to facilitate learning beyond his current level. This knowledge of the child allows the teacher to provide appropriate supports, additional instruction or alternative materials to enable success or mastery.

Remember: I do, we do, you do. The goal is to provide just enough support for the student to feel successful while moving him toward independence.
Early Childhood Intervention Team (ECAT)

The Early Childhood Assistance Team (ECAT) was established during the 2005-06 school year as a Title I initiative to provide supplemental support to prekindergarten students experiencing social, emotional, physical, and academic difficulties in the classroom.

The goal of the ECAT is to collaborate with school based staff to identify and implement strategies to help students develop skills needed to succeed within the classroom. The primary objective is to empower the school with the capacity to serve all students. The ECAT consists of a multidisciplinary team: early childhood consultant, psychologist, nurse, social worker and other contract service providers.

State, district and Title I funds finance the prekindergarten program; therefore, procedures to refer a student to the ECAT must be followed to comply with state and federal guidelines. In order to ensure that ECAT services are supplementary, potential referrals to the ECAT are made prior to the start of school and/or after regular district intervention procedures are followed (referred to the Student Intervention Team (SIT) which has completed all school based services and interventions). The ECAT does not complete psycho-educational evaluations. Referrals for full psycho-educational evaluations are completed by school based staff.

To refer a prekindergarten student to the ECAT, an ECAT representative should attend the school SIT meeting where an ECAT referral form is completed.

Successful Transitions Entering Prekindergarten (STEP)

Purpose:
To serve students in the Pre-K program who demonstrate significant emotional/behavioral challenges and who have been unsuccessful in the Pre-K class after interventions have been implemented. This program is a preventive measure to provide effective and intensive intervention as opposed to removal from school and being referred for special education services.

Components:
The STEP classroom will have eight to ten students, a teacher and two instructional assistants. The class will follow the same curriculum as other Pre-K classrooms. This will maintain consistency and help with the child’s transition as he or she returns to the home based classroom. Since this classroom is designed to teach students coping and social skills, a variety of modifications may be necessary throughout the day to reduce frustration levels. Research based strategies from Reponsive Classroom and HighScope curriculums will be used.
Each student will have a case manager. The case manager will coordinate services, maintain documentation, and assess needs on a continuous basis. A student’s duration in STEP will be determined on an individual basis. The STEP program will include a
mandatory parent component. Parents will be required to participate in sessions on topics such as: Ages and Stages/Developmental Milestones, Discipline, Effective Parent-Teacher Communication, Child Health, Mental and Emotional Health Supports, and others.

**Referral Process:**
Students who have attended the Pre-K program and continue to demonstrate significant emotional, behavioral, and social challenges after interventions have been implemented for an appropriate duration of time.

**ALL REFERRALS TO STEP MUST BE MADE FROM ECAT.**
Placement in the STEP class is not appropriate for students demonstrating significant cognitive delays or other potential disabilities. In these cases a full evaluation may be recommended.

It is recommended that a SIT Meeting is held documenting concerns, recommendations and interventions. Students will have an academic and/or behavioral screening to determine needs and appropriate placement. Students should not be referred to STEP if interventions have not been attempted and behavior is due to adjustment issues.

Referral Packets will include:
1. A completed referral form
2. Notes and recommendations from the SIT Meeting
3. Any other documentation supporting the need for intensive services

**Intake:**
After a student is referred to the program, the case manager will coordinate a meeting to address individual needs and goals of the student. An intervention plan will be developed collaboratively. The plan will be reviewed as needed. Present at the meeting may include the parent(s) or guardian(s), referring teacher, STEP teacher, Title I School Psychologist, Title I Social Worker, Title I Nurse, Early Childhood consultant and other school or community personnel involved with the student. It is mandatory for the parent or guardian to attend the initial meeting. **The student will not be admitted into the program until this meeting is conducted.**

**Progress Monitoring:**
The case manager will maintain home based communication with the classroom teacher, parent, social worker, administration, and other service providers. Student needs will be assessed on a continuous basis. The intervention plan is a working document and meetings will take place as needed to add goals, recommendations and services as needed.

**Exit:**
The student will return to the home based Pre-K classroom when goals have been met and when the team feels he or she has learned the skills to be successful. An adult from STEP will accompany the student back into the home based classroom (as a temporary/itinerant assignment) to ensure a successful transition.
Follow Up:
After the student transitions back to the home based classroom, the case manager will continue to coordinate services and communication as needed.

Evaluation:
Student Assessment- Pretest and Posttest Academic Achievement; Pretest and Posttest Behavior Rating Scale; Teacher Survey
Parent Driven Data may include - Telephone Interviews; Parent Survey; Community Outreach

Parent Communication and Student Led Conferences
The relationship with teachers and families is critical to the success of the children in prekindergarten. Teachers should strive to establish a partnership with their families.

Communication:
It is important to communicate clearly and often. Teachers should have a daily communication folder to send home notes or additional school information. Parent responses should be encouraged. Ask parents about their preferred method of communication. In addition, teachers should solicit parents’ knowledge about their children. This information should be considered when planning.

Teachers should be sensitive to the needs of parents who do not speak English and should seek strategies to facilitate communication.

Teachers should also send home parent newsletters periodically to highlight class or school events, provide information for families, explain skills and announce themes that will be taught. Parents should be encouraged to participate in school events or class projects.

Conferences:
Parent/teacher conferences are scheduled twice a year by the school district. These conferences are student led in prekindergarten. The expectation is that the students will show and tell the parent about his day and what he is learning. This will also help the parent gain a better understanding of how to assist and participate in the education of the student.

A third parent meeting should be planned by all prekindergarten teachers at the end of the year. During this meeting, the teacher will discuss the student’s strengths and challenges and provide recommendations to the parents that will support mastery. The teacher will also distribute and explain the contents of the summer packet.

Make sure parents understand that they may request a conference if they have questions or concerns.
**Parent/Family Workshops:**
All prekindergarten students and their families are invited to either Books and Breakfast or Books and Supper. Make sure your families are familiar with the parent educator at your school and encourage them to attend these activities as well as PTO meetings and other school functions.

**Classroom Visits:**
While all parents are encouraged and welcome to visit their child’s classroom to observe or participate, make sure that all parents have followed the school’s protocol for admittance. Also, explain to parents prior to visits that teachers are not available to conference during instructional time. A separate appointment needs to be made for conferences.
Parent-Teacher Agreement

We truly believe that parents are their child’s first and most important teachers and that the prekindergarten teacher and instructional assistant is a partner. The Parent-Teacher agreement symbolizes this partnership. It is a document that outlines how parents and teachers can share the responsibility for the success of each child.

As a parent, I, ________________________________ will strive to:

☐ Believe my child can learn
☐ Demonstrate that I value education and that school is important
☐ Ensure my child attends school regularly and is on time
☐ Set aside time each day to talk with my child about his or her learning
☐ Read to my child daily and allow my child to see me read daily
☐ Provide a home environment that encourages my child to do his/her best
☐ Provide structured sleeping and eating habits
☐ Attend parent-teacher and/or student-led conferences

As a teacher and instructional assistant, I/we, ________________________________

will strive to:

☐ Believe that each child can learn
☐ Respect and value the uniqueness of each child and his or her family
☐ Provide a safe environment that promotes active hands-on learning
☐ Provide frequent communication with newsletters, reports, and telephone call
☐ Seek ways to involve parents in the school program
☐ Schedule parent-teacher conferences to accommodate parents schedules
☐ Welcome the participation of parents in the classroom and their support in helping their children succeed
Prekindergarten Essentials Handbook Acknowledgement

I, ________________________________ acknowledge
(Please Print First and Last Name)

that I have received the Richland County School District One Prekindergarten Essentials Handbook. I understand that it is my responsibility to read and review the information in this handbook.

Teacher Name /School (Please Print)

Teacher Signature/Date
Kindergarten-Second Grades
Developmentally Appropriate Practice in Early Childhood Classrooms
Prekindergarten through Second Grade

It is the expectation of Richland County School District One that all early childhood prekindergarten through second grade classrooms strive to provide the highest quality, developmentally appropriate education to all students. Developmentally appropriate practice is defined by the National Association for the Education of Young Children (NAEYC, 2013) as having the following characteristics:

- Meeting children where they are and providing goals that are challenging and achievable.
- All teaching practices should be appropriate to the age and developmental status of each child. Teachers must recognize students as unique individuals and be responsive to the students’ cultural and social backgrounds.
- Goals and experiences should support children’s learning and development in challenging and interesting ways.
- Instructional practices are based on knowledge of how young children learn and develop.
Overview of English/Language Arts Instructional Practice
Kindergarten, First and Second Grades

Language and communication skills develop significantly during the early childhood grades. **Language development is critical across all content areas (NAEYC, 2013).** Students begin to learn to read and write in prekindergarten. They develop oral language and literacy simultaneously in an effective learning environment. Therefore, it is very important that instruction in early childhood classrooms (Prekindergarten through second grade) provide children with differentiated experiences that purposely address individual interests and needs. Teachers use data from a variety of assessments and classroom performance indicators to guide and inform instruction.

A variety of informational and literary texts—**fiction**, literary **nonfiction**, poetry, and **drama**—are read aloud to students throughout the school day across content areas. Students also have opportunities to read independently using materials that are matched to their reading levels. They use information from **texts** to make predictions and to orally identify story elements (for example, **characters**, **settings**, and events). They also draw conclusions and make **inferences**. They begin to understand how print works by understanding **concepts about print**.

**CURRICULUM, INSTRUCTION & ENVIRONMENT**

**Cognitive Growth & Development**

**Language and Literacy**

The English Language Arts curriculum follows the Common Core State Standards (CCSS). Effective practices considerations for K-2 teachers provide direct, explicit, systematic instruction in a consistent, predictable learning environment. The South Carolina Good Start, Grow Smart Early Learning Standards (GSGS) provide general content standards for our youngest learners. When the GSGS are applied and expanded in appropriate environments, developmental needs are met which ensure school readiness.

Teachers provide opportunities for literacy instruction to occur across the day and across the curriculum. Student needs and interests and state standards, with a focus on acquisition, intervention, and acceleration, are the bases for establishing independent readers and writers. Students have opportunities to read independently at an appropriate level from a variety of genres for extended time daily. Teachers routinely monitor and assess student progress using both formative and summative assessments and use the results to direct and inform instruction. ELA instruction provides opportunities for teachers to:

- Model fluent reading, using a variety of fictional and informational text
- Model and directly and explicitly teach using a variety of instructional strategies that suit particular learning goals and the needs of the child
• Think aloud and make real-world connections.
• Teach phonemic awareness, fluency, vocabulary, comprehension, and writing with a variety of learning experiences and hands-on materials
• Build a sense of community in a safe, risk-free learning community.
• Engage all students in reading behaviors.
• Create charts with students that help them organize and extend their thinking.
• Develop students’ background knowledge, deepening and refining concepts and understanding
• Provide teacher-guided lessons and opportunity for child guided learning experiences

ELA instruction provides opportunities for students to:
• Listen attentively, make connections to prior knowledge, and ask higher level questions
• Learn new concepts through engagement and inquiry.
• Expose how readers think about texts.
• Learn, apply and share their reading and writing skills/strategies at his level of processing.
• Express themselves in a variety of ways to share their learning
• Share their knowledge/interest/opinions on topics
• Engage in conversations with peers and teachers, learning the back-and-forth of conversation to build the complexity of language and the size of their vocabulary

(Developmentally Appropriate Practice in Early Childhood Programs, Copple & Bredenkamp, 2009; South Carolina Department of Education, 2012 & The South Carolina Good Start Grow Smart Early Learning Standards, 2010)

**Establishing an Effective Language & Literacy Environment**

An effective English language arts curriculum/classroom is framed within the context of a community of learners.

Classrooms should be places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers need to create spaces where learners come together as a community in which young people are encouraged to explore, take risks, and inquire about their world. Students need to be able to let teachers know who they are and to share the different perspectives they bring into the classroom. In such a context, students can learn about their classmates as individuals who each have unique ideas and talents to contribute. Children need opportunities to be actively engaged in purposeful learning tasks. Materials need to be assessable, well organized, and labeled. A wide variety of books and print representing different genres and reading levels should be readily available for students to use. Classrooms should be organized to support small group and individual activities set in learning centers. Literacy centers should be incorporated in the classroom based on: Word Study (phonemic awareness, phonics and vocabulary), Fluency (oral reading), and Comprehension (reading strategies). In the prekindergarten classroom, each work area/developmental center should provide opportunities for students to read and write. It is important that young learners understand that reading and writing can be found everywhere. The activities in the centers should reflect the individual needs of students and change as student needs change. Word walls, word charts, and labeled materials should also be incorporated in the classroom to support emergent reading and writing skills.
Word Wall Guidelines:

- Prekindergarten word walls should focus on student names and environmental print.
- Word walls in kindergarten through second grade incorporate high frequency words.
- Locate word walls at students’ eye levels and assessable to students.
- Write words in bold, easy to read print and use a variety of colors to help students discriminate between similar words.
- Add words gradually to the wall (5 per week).
- Incorporate activities involving the word walls frequently (chanting, clapping, stomping, etc.) to allow students to practice spelling words.

Establishing a Digital Learning Environment

Kindergarten

Kindergarten students need many opportunities to talk about their personal experiences and observations. They expand their vocabularies based on what they read, hear, or view. Phonemic awareness is developed by segmenting, blending, or manipulating individual sounds in words. Kindergarten students become fluent in their oral language by reciting familiar rhymes, poems, and songs.

Students in kindergarten generate ideas to “write” about through oral language. Kindergarten students learn that a “story” is someone’s thoughts written down. They use uppercase and lowercase letters when writing. Using pictures, letters, and/or words, they create written material that follows a logical sequence. They begin to use revision and editing strategies, with teacher support, in whole-class or small-group structures.

Kindergarten students create lists, notes, messages, and rhymes. They also create descriptions of experiences, people, places, and things.

Kindergarten students generate how and why questions about topics of interest. They understand how to use print and non-print sources of information. They classify information by constructing categories.
First grade

First-grade students apply skills learned in kindergarten as they become more sophisticated readers and writers. They continue to develop oral language and literacy simultaneously in a print-rich environment.

First graders read a variety of literary texts—fiction, literary nonfiction, poetry, and drama—and informational texts. They generate retellings of literary texts that include characters, setting, and important events from the text in sequential order. They make predictions about texts, summarize what they read, and are able to identify the narrator. In informational texts, first-grade students identify functional text features (for example, tables of contents). They recognize cause-and-effect relationships, the difference between facts and opinions, and the central idea in texts. First graders engage in authentic writing experiences that allow them to represent their ideas in cohesive, creative, and thoughtful ways.

Second grade

Second grade students apply and expand their reading skills to comprehend and appreciate progressively more difficult texts. They read a variety of informational texts and literary texts. They identify key details that support the main idea of a literary text and identify and analyze figurative language and sound devices. They understand how elements of the author’s craft can affect the meaning of texts. They create responses to literary and informational texts in a variety of ways. When reading informational texts, second grade students understand that headings, subheadings, and print styles provide information to the reader. They recognize the sequence and logical order used in such texts, and they draw conclusions, make inferences, distinguish between facts and opinions, and analyze central ideas in them. In grade two, students identify the meanings of unknown words by using context clues.

Early Childhood Best Practices

- Instructional practices should be appropriate to the developmental stages of the students.
- Teachers use informal and formal data on an ongoing basis to individualize instruction according to student needs via small, flexible groups and one-on-one settings.
- Learning experiences are differentiated to ensure student independence and success.
- Teachers must facilitate frequent opportunities for students to actively listen to and converse with others and work together in small groups on projects or problem-solving.
- Students are encouraged to describe events, retell stories, and give simple directions to others.
- Teachers engage in conversations both with individual students and in small groups to develop comprehension skills.
Teachers allow, whenever possible, sustained conversations with multiple turns, complex ideas, and rich vocabulary. Teachers help students use communication and language as a tool for thinking and learning. Teachers introduce engaging oral language experiences such as songs, poems, and word games. Reading and writing are integrated into content areas so students have authentic experiences to apply skills. Teachers read aloud to students every day from a variety of genres. Books are accessible in the library area and other places in the classroom. Students can listen to audiobooks and follow along in a printed book. Teachers provide multiple copies of familiar leveled texts. Students are encouraged to “read” books that have been read to them. Teachers encourage and assist students in their own efforts to write. Teachers give students frequent opportunities to draw and write about topics that interest them. Students are encouraged to use conventional spelling for common or familiar words. Students are also encouraged to apply their developing knowledge of sound and letter correspondence to spell independently. Students generate much of the environmental print in the classroom and use it in functional ways. Teachers use a variety of strategies to help students recognize that the sequence of letters in writing words represents a sequence of sounds. Teachers provide field trips and class visitors to help broaden students’ knowledge and vocabulary. Students actively use technology to enhance their learning experience. Students are encouraged to link content in text or class instruction to their own experiences.

Pacing

The ELA Pacing Guide indicates to teachers what should be taught each marking period and reflects the recursive nature of the Common Core State Standards for English Language Arts and Literacy. Common Core Standards identify what children should be able to do by the end of each grade. A document containing all standards is available at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. Pacing Guides and other support documents can be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System.
Programs/Resource Description

District curriculum resources may be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System. This includes pacing guides, support documents, units of study, Edmodo for collaboration, etc.

South Carolina Common Core Standards for English Language Arts and Literacy may be accessed through the State Department of Education at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

Comprehensive Literacy Resource for Kindergarten Teachers by Miriam P. Trehearne Recent research findings are combined with practical explanations and techniques for building essential literacy skills in beginning readers.

The Continuum of Literacy Learning by Gay Su Pinnell and Irene C. Fountas provides information on how to provide effective differentiated literacy instruction.

The Next Steps in Guided Reading by Jan Richardson is a user friendly resource with ideas on how to meet the needs of diverse learners.

Breakthrough to Literacy is a comprehensive, research based literacy program for prekindergarten and kindergarten that helps teachers provide students with oral language and comprehension instruction, along with vocabulary, phonemic awareness and phonics instruction. The program consists of various components which help facilitate literacy and language instruction - whole group read aloud and small group instruction for language and literacy and writing, and an individualized software program which helps teachers differentiate for students’ needs.

Treasures by McGraw Hill is the adopted textbook series. A variety of resources are also available to teachers online.

BookFlix an online literary resource pairs classic video storybooks with related nonfiction eBooks. Accessing this resource allows teachers to link fact and fiction and reinforce early reading skills while building a love for reading.

TeachingBooks.net is a website that provides students and young adult literature. The site allows users to view authors and illustrators discuss their craft.

Reading A to Z is a website that provides a variety of literary and informational text at various text levels.

Strategies That Work 2nd Edition Teaching Comprehension for Understanding and Engagement by Stephanie Harvey & Anne Goudvis This book provides research-based strategies that address teaching reading comprehension. The book
includes lesson for targeted comprehension strategies, teaching comprehension across the curriculum, a resource listing of *Great Books for Teaching Content*, a reference listing of children’s books and professional references.

**The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson** The book provides teachers with practical strategies on differentiating instruction for all learners. Actual lessons, units and classrooms with differentiated instruction are described.
## ELA – Kindergarten Instructional Framework
### Based on 120 minutes of instruction daily

<table>
<thead>
<tr>
<th>Components</th>
<th>Instructional Format</th>
<th>Resources</th>
<th>Activities”/Look Fors”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Whole/Small Group</td>
<td></td>
<td>Greeting and Work Jobs - students will use appropriate social and inter-personal skills to greet each other and resolve differences, make eye contact, smile and identify each other by name, and use self-management skills to get ready for the day.</td>
</tr>
<tr>
<td></td>
<td>Whole Group</td>
<td>Pacing Guide</td>
<td>Morning Message – students will learn writing is speech written down, proper letter formation, upper and lower case letter recognition, associating letters and sounds, left to right progression, differentiate between a letter, a word, and a sentence, reading of common sight words, spacing, punctuation, and to look for patterns within words (word families)</td>
</tr>
<tr>
<td>Large Group Time</td>
<td></td>
<td>Guidance Breakthrough to Literacy</td>
<td>Shared Reading and Read Aloud – students will build vocabulary, integrate words into sentences, and understand word meanings in context and concepts of print.</td>
</tr>
<tr>
<td>Literacy Work Time</td>
<td>Small Group</td>
<td>Pacing Guide</td>
<td>Phonemic and Phonological Awareness - Students will blend and segment words, and manipulate sounds in words through substitution, deletion, and addition of phonemics.</td>
</tr>
<tr>
<td>Writing</td>
<td>Whole/Small Group</td>
<td>Pacing Guide</td>
<td>Literacy Based Centers (Rotational) – students will participate in purposeful learning activities in thinking, speaking, listening, reading, writing, and dramatic play. These activities promote emergent vocabulary development, word recognition, phonetic awareness, and knowledge of syllables, onsets and rimes, and sounds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empowering Writers – Getting Ready to Write</td>
<td>Read Aloud – students will develop a passion and interest for reading, improve vocabulary and reading comprehension skills, learn about text features, letters, words, sentences, and punctuation and improve reading skills such as predicting, asking questions, understanding character, plot and setting, and beginning, middle, and end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Independent Reading – students will build fluency, background knowledge and increase vocabulary.</td>
</tr>
</tbody>
</table>

**Writing** - students will learn writing is speech written down, proper letter formation, upper and lower case letter recognition, associating letters and sounds, left to right progression, differentiate between a letter, a word, and a sentence, reading of common sight words, spacing, punctuation, and to look for patterns within words (word families).
### DAILY COMPONENTS OF LITERACY INSTRUCTION

#### READING

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>Think Aloud</th>
<th>Shared Reading</th>
<th>Small Group Instruction</th>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reads aloud texts from a variety of genres and content areas to students. Teachers explicitly model strategies proficient readers use and what fluent, expressive reading sounds like. These texts should be above the students' instructional level and selected purposefully. This can be done with the whole class or in small groups.</td>
<td>Effective teachers verbalize their thoughts during read alouds to model the use of strategies. This can be done with the whole class or in small groups.</td>
<td>Teacher models the reading of a text (e.g. basal selections, trade books, poems, song lyrics, plays) while students follow along, engaging in the text together. It provides opportunities for phrasing and fluency practice. It also may include specific instruction about print features or strategy usage. This is done in small groups.</td>
<td>Teacher supports students in their reading development by choosing texts across content areas and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies modeled by the teacher to appropriate reading material. The teacher uses ongoing formative assessments such as running records, observations, and student responses to make instructional decisions. Small groups should ideally have 4-5 students, no more than 6 students.</td>
<td>Students read books for extended periods of time from selections of their choice in a variety of genres and disciplines with 95% accuracy. Students respond to and share their independent reading in a variety of formats such as reading response journals, reading logs, book recommendations, and literature circles. The teacher models student progress through student conferencing. This can be done as an individual conferencing, with two students or in a small group.</td>
</tr>
</tbody>
</table>

#### WRITING

<table>
<thead>
<tr>
<th>Shared Writing</th>
<th>Small Group Writing</th>
<th>Independent Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and students work together to compose texts. Shared writing can expose students to a variety of genres and helps them understand the writing process. Teacher and student can both serve as scribe. Teacher models effective writing strategies. This can be done with the whole class or in small groups.</td>
<td>Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of students with similar strengths and weaknesses. This can be done with the whole class or in small groups.</td>
<td>Students compose and write their own texts. Teacher supports students through individual conferences. Independent writing provides time for students to incorporate skills and strategies related to the writing process that were modeled in shared and small group writing. Teachers use student writing samples to plan future instruction. This can be done as an individual conferencing, with two students or in a small group.</td>
</tr>
</tbody>
</table>

#### Schedule

Starting in Pre-K, 120 minutes of uninterrupted time is recommended literacy (reading and writing) instruction. In departmentalized settings, middle and high school, reading and writing instruction occurs in ELA, along with opportunities for students to read and write in the content areas.
Expectations for Literacy Instruction

- Classrooms are print and literacy rich.
- Teachers use the processes of literacy: reading, writing, speaking, listening, viewing, thinking, and communicating with multiple symbol systems.
- Teachers read to and with students on-grade-level texts.
- Teachers instruct, model, and practice strategies of expert readers and writers with students.
- Students read independently with accountability.
- Teachers provide explicit word analysis instruction, including phonics, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, and vocabulary).
- Teachers continuously monitor and assess the reading levels and progress of individual students. This ongoing evaluation directs and informs instruction.
- Teachers plan instruction considering three phases of reading: pre-reading, during reading, and post-reading.
- Students have extensive opportunities to read and write for a variety of purposes and to apply what is read every day. Students use writing, listening and speaking to organize their thinking and to reflect on these experiences.
- Students are taught and given opportunities to apply the following comprehension strategies to construct meaning: making and confirming predictions, visualizing, summarizing, drawing conclusions, making inferences, making connections, and self-monitoring understanding.
- Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

Terms Every Instructional Leader Should Know

- **Concepts About Print**
- **Cuing Strategies**
- **English Language Learner**
- **Invented Spelling**
- **Metacognition**
- **Miscue**
- **Miscue Analysis**
- **Print-Rich Environment**
- **Running Record**
- **Self-Monitor**
- **Word Walls**
- **Depth of knowledge**
- **Informational Text**

(See the “Richland One Glossary of Literacy Terms”-Appendix)
# Reading and Writing Continuum of Development

## Phase 1: Awareness and Exploration – Pre Kindergarten

Prekindergarten students need to explore their environment and build the foundation for reading and writing.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoy listening and discussing books</td>
<td>• Share books and model reading behavior</td>
</tr>
<tr>
<td>• Understand that written print conveys message</td>
<td>• discuss letters by names and sounds</td>
</tr>
<tr>
<td>• Engage in reading and writing</td>
<td>• provide a literacy rich environment</td>
</tr>
<tr>
<td>• Identify environment print and labels</td>
<td>• label materials with words</td>
</tr>
<tr>
<td>• Actively participate in rhyming games</td>
<td>• reread favorite stories</td>
</tr>
<tr>
<td>• Begin to identify some letters and make some letter-sound matches</td>
<td>• engage students in language games and songs</td>
</tr>
<tr>
<td>• Use some letters and representations of letters to represent written language</td>
<td>• promote literacy related play activities</td>
</tr>
</tbody>
</table>

## Phase 2: Experimental Reading and Writing – Kindergarten

Students in Kindergarten develop basic concepts of print and begin to experiment with reading and writing skills.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoy being read to and retell simple stories</td>
<td>• Encourage discussions about reading and writing</td>
</tr>
<tr>
<td>• Use descriptive language to explain and explore environment</td>
<td>• Provide opportunities for students to explore and discover sound-symbol relationships in purposeful contexts</td>
</tr>
<tr>
<td>• Recognize letters and letter-sound matches</td>
<td>• Support students to segment words into individual sounds and blend sounds into whole words</td>
</tr>
<tr>
<td>• Recognize beginning sounds and rhyming words</td>
<td>• provide a literacy rich environment</td>
</tr>
<tr>
<td>• Understand concepts of print (left-to-right and top-to-bottom orientation)</td>
<td>• label materials with words</td>
</tr>
<tr>
<td>• Match spoken with written words</td>
<td>• Read books frequently</td>
</tr>
<tr>
<td>• Begins to write letters of the alphabet and some high frequency words</td>
<td>• Read interesting books and varied genres</td>
</tr>
<tr>
<td></td>
<td>• Provide daily opportunities for students to read and write</td>
</tr>
<tr>
<td></td>
<td>• Help students build sight vocabulary</td>
</tr>
</tbody>
</table>
### Phase 3: Early Reading and Writing – First Grade

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read and retell familiar stories</td>
<td>• Read daily to expand student vocabulary and knowledge base</td>
</tr>
<tr>
<td>• Utilize strategies when encountering challenging text (rereading, predicting, questioning, contextualizing)</td>
<td>• Model strategies and provide practice for identifying unfamiliar words</td>
</tr>
<tr>
<td>• Use reading and writing on their own initiative</td>
<td>• Provide opportunities for independent reading and writing</td>
</tr>
<tr>
<td>• Orally read with reasonable fluency</td>
<td>• Read, write and discuss different text types and genres</td>
</tr>
<tr>
<td>• Identify new words by using letter-sound associations, word parts, and context</td>
<td>• Introduce new words and teach strategies for learning to decode and spell new words</td>
</tr>
<tr>
<td>• Identify increasing number of words by sight</td>
<td>• Demonstrate and model comprehension strategies</td>
</tr>
<tr>
<td>• Spell words by sounding out and representing substantial sounds</td>
<td>• Provide opportunities for students to read to teachers</td>
</tr>
<tr>
<td>• Write about topics that meaningful personally</td>
<td>• Provide a literacy rich environment</td>
</tr>
<tr>
<td>• Uses some punctuation and capitalization</td>
<td>• Label materials</td>
</tr>
</tbody>
</table>

### Phase 4: Transitional Reading and Writing – Second Grade

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read with greater fluency</td>
<td>• Create an environment that encourages analytic, evaluative and reflective thinking</td>
</tr>
<tr>
<td>• Use strategies more efficiently to promote comprehension (rereading, questioning, context clues)</td>
<td>• Teach students to read and write in multiple genres and for different purposes</td>
</tr>
<tr>
<td>• Use strategies to decode unfamiliar words</td>
<td>• Teach revising, editing, and proofreading skills</td>
</tr>
<tr>
<td>• Identify more words by sight</td>
<td>• Teach strategies for spelling new and difficult words</td>
</tr>
<tr>
<td>• Write about different topics for various audiences</td>
<td>• Provide opportunities for students to read aloud and independently</td>
</tr>
<tr>
<td>• Spell words using common letter patterns and critical features</td>
<td></td>
</tr>
<tr>
<td>• Proofread their own work and use simple convention rules</td>
<td></td>
</tr>
<tr>
<td>• Read and write daily</td>
<td></td>
</tr>
</tbody>
</table>
## Phase 5: Independent and Productive Reading and Writing – Third Grade

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read fluently and enjoy reading</td>
<td>• Provide opportunities daily for students to read and critically evaluate narrative and expository text</td>
</tr>
<tr>
<td>• Use a range of strategies to draw meaning from text</td>
<td>• Create a climate that encourages critical reading and personal response</td>
</tr>
<tr>
<td>• Use word identification strategies appropriately and automatically</td>
<td>• Teach students to examine ideas in texts</td>
</tr>
<tr>
<td></td>
<td>• Encourage students to use writing as a tool for thinking and learning</td>
</tr>
<tr>
<td></td>
<td>• Extend correct use of writing conventions</td>
</tr>
<tr>
<td></td>
<td>• Encourage using editing strategies including correct spelling in finished written products</td>
</tr>
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<td>• Provide opportunities for students to read aloud and independently</td>
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- Adapted from Miriam Trehearne’s Comprehensive Literacy Resource
### Emergent Reader Prompts

- Read it with your finger and make it match.
- Did you have enough (or too many) words?
- Did it match?
- Can you find _____? (a known or new word)
- Were you right?
- Where’s the tricky word? (after an error)
- What did you notice? (after a hesitation)
- Why did you stop?
- Would _____ fit there?
- Would _____ make sense?
- You almost got that. See if you can find what is wrong.
- Check the picture.
- Does that make sense?
- Does that sound right?
- Try that again and think what would make sense.

### Transitional Reader Prompts

- Are you right?
- Does that make sense?
- What can you do to help yourself?
- Reread and think what would make sense.
- Do you see a part that might help?
- Chunk the word and think what would make sense.
- Look for the part you know.
- Notice the parts of the word.
- Say the first part, the next part...Now say the whole word.
- Cover the last part (or the first part) of the word.
- Reread the sentence and think what word would make sense.
- Read the punctuation.
- How would the character say that?
- Put your words together so it sounds like the way you talk.
- Read it like this (model phrase units).
- Read this much all together (cover part of the print to expose the phrase unit).
- What have you read?
- Is there a confusing part? What don’t you understand?
- What do you think might happen next?
- Why do you think that?

### Early Reader Prompts

- Check the picture.
- Does that make sense?
- Does that look right?
- Does that sound right?
- You said ___. Can we say it that way?
- You said ___. Does that make sense? Check it.
- Does it look right and sound right?
- Does it look and sound right? Reread the sentence and check.
- Check the end (or middle) of the word.
- What would look right and sound right?
- Is there a part you know in the word?
- Try that again and think what would make sense.
- Try that again and think what would sound right.
- Cover the ending and say the word. Now uncover the ending and try it.
- Do you know another word that looks like this one?
- Do you know a word that ends with those letters?
- Could it be dog or puppy, how do you know?
- What letter would you expect to see at the beginning of _____?
- What do you know that might help?
- What can you do to help yourself?
- Something wasn’t quite right. Read it again.
- You made a mistake. Can you find it?

### Self-Extending Reader Prompts

- Reread and think what would make sense.
- Check the picture/illustrations.
- Think about the meaning of the sentence.
- Use a known part of the word to help when the word is used in a new way.
- What have you read so far?
- What is the most important idea or event?
- Can you summarize what you have read in a sentence?
- What do you think will happen next? Why?
- What are you thinking now?
- What are you thinking about the character?
- What might the character be thinking?
- What was the effect of ...? What do you think caused that to happen?
## Dominie Text Level Requirements

The criteria for accuracy, comprehension, and fluency for each text level is indicated in the chart below.

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Overview of Mathematics Instructional Practice – Kindergarten, First and Second Grades

The Common Core State Standards include the content standards and the Standards for Mathematical Practice. The Standards for Mathematical Practice describe practices that students apply as they engage in mathematics. Student should be given the opportunity to develop these practices during every mathematics lesson for all early childhood students. Teachers may integrate the Standards for Mathematical Practices by developing and delivering instruction which provides students opportunities to do the following:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The content standards describe what students should understand and be able to do in their study of mathematics in an early childhood mathematics class. Listed below is how instruction should focused in grades k-2.

**Mathematics**

To be effective, prekindergarten mathematics curriculum and instruction need to be engaging to children, consistent with their developmental level and focused on the important concepts and processes on which subsequent math learning will build.

Children need to learn math concepts and relationships to become mathematical thinkers. They also need to learn basic problem solving and reasoning.

To promote math skills, teachers can

- Introduce the language of mathematics into everyday situations
- Talk with children about problems, patterns and mathematical connections
- Investigate
- with children observing what they do and say
- Create mathematical learning environments (Copple & Bredekamp, 2013)

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.
Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as \(5 + 2 = 7\) and \(7 - 2 = 5\). (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

The Common Core State Standards for Mathematical Practice are practices expected to be integrated into every mathematics lesson for all students in Kindergarten. Teachers may integrate the Standards for Mathematical Practices by developing and delivering instruction which provides kindergarten students opportunities to do the following:

- Examine math tasks, make sense of the tasks, and find ways to begin the tasks
- Persevere while solving tasks and lastly at the end of the task ask themselves the question, “Does my answer make sense?”
- Make sense of quantities and the relationships while solving tasks
- Use mathematical terms to construct arguments and engage in discussions about problem solving strategies while examining a variety of problem solving strategies and recognizing the reasonableness of them, as well as similarities and differences among them
- Model real-life mathematical situations with a number sentence or an equation, and check to make sure that their equation accurately matches the problem context. (Kindergarten students rely on concrete manipulatives and pictorial representations while solving tasks, but the expectation is that they will also write an equation to model problem situations. Likewise, Kindergarten students are expected to create an appropriate problem situation from an equation.)
- Have access to and use tools i.e. counters, place value blocks, hundreds number boards, number lines, and concrete geometric shapes appropriately, calculators, virtual manipulatives, and paper and pencil
- Describe their actions and strategies clearly, using grade-level appropriate vocabulary accurately as well as giving precise explanations and reasoning regarding their process of finding solutions
- Carefully look for patterns and structures in the number system and other areas of mathematics
- Look for regularity in problem structures when solving mathematical tasks
Establishing an Effective Mathematics Environment

An effective mathematics classroom environment creates positive attitudes towards mathematics and recognizes student’s accomplishments in mathematics. Teachers and school staff should exhibit high expectations of students and believe that all students are capable of achievement in mathematics. Students should be encouraged to help develop high expectations and standards of themselves and others. Teachers can support mathematical thinking by providing a safe classroom environment which allows students to explore and take risks. Students should be rewarded for originality, accuracy, personal initiative, and creativity in mathematics. The classroom environment should reflect the diversity of students’ cultures and values and thereby encourage active participation by every student. A hands-on, minds-on learning environment that promotes concrete to abstract thinking is essential.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Establishing a Digital Learning Environment

Kindergarten

Kindergarten students need their instructional time focused on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; and (2) describing shapes and space. The majority of learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.
First Grade

The instructional time in first grade should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.
Second Grade

Instructional time in second grade should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 100 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds. (3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Pacing

The Mathematics Pacing Guide indicates to teachers what should be taught each marking period and reflects the progressive nature of the Common Core State Standards for Mathematics. Common Core Standards identify what children should be able to do by the end of each grade. A document containing all standards is available at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. Pacing Guides and other support documents can be accessed through the PCG (Data Driven) Online Curriculum Instructional Management System and Teacher Toolbox.

Best Practices

Teachers recognize that children want to make sense of their world through mathematics.
- Teachers optimize on children’s natural intuitive interactions with mathematical concepts by providing mathematical language and processes.
- Teachers understand that students understanding of mathematical concepts is developmental. Therefore, data is used continuously to plan tasks that are differentiated to meet the individual developmental needs and interests of children.
- Teachers provide a focused math time every day.
- Students examine math tasks, make sense of the tasks, and find ways to begin the tasks.
- Teachers support students to persevere while solving tasks and encourage children to ask themselves the question, “Does my answer make sense?”
- Students interact with concrete objects to make sense of quantities and the relationships while solving tasks.
- Students use mathematical terms to construct arguments and engage in discussions about problem solving strategies while examining a variety of problem solving strategies and recognizing the reasonableness of them, as well as similarities and differences among them.
- Teachers engage children in thinking about solutions to real life mathematical situations.
- Students have access to and use a variety of tools to support their development of mathematical thinking.
- Students describe their actions and strategies clearly, using grade-level appropriate vocabulary accurately as well as giving precise explanations and reasoning regarding their process of finding solutions.
- Teachers guide students to carefully look for patterns and structures in the number system and other areas of mathematics.
- Students look for regularity in problem structures when solving mathematical tasks.
- Teachers build upon students’ intuition as they make a point to supply math language and procedures in everyday encounters.
- Teachers understand and encourage such activities as block building, play with manipulatives, games, and computers.
- Teachers are aware that math concepts and skills are dependent upon the mastery of foundational skills and concepts.
- Teachers use a variety of strategies to engage students in reasoning, problem solving and communicating about math.

**Program/Resource Description**

District curriculum resources may be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System. This includes pacing guides, support documents, units of study, etc.


**Math Expressions**, Houghton Mifflin is the district adopted mathematics series.

**Marilyn Burns Classroom Library Teacher Handbook** contains math activities integrated with children’s literature.

**About Teaching Mathematics** is book that contains math activities written to help teachers understand how children best learn mathematics by building their skills and conceptual understanding. The book contains over 100 activities and is a reference book for teachers to use when planning math lessons.
**Hands-On Standards** are books for teachers that provide step by step instructions and photo illustrated lessons on using a variety of mathematics manipulatives.

**Navigation Series** is a collection of five books per grade level, one per mathematical strand, that presents lessons which engage students in conceptual learning. The lessons help learners’ master understanding of mathematics by providing activities which require students to analyze and apply mathematical concepts in various ways.

**Teaching Student Center Mathematics** by John Van de Walle and LouAnn H. Lovin is a three book series (grades K-3; 3-5; and 5-8) contains strategies that enable teachers to diagnose and instruct students. Each book includes problem-based activities to help students develop understanding; assessment notes suggesting practical assessment strategies; and expanded lessons for select activities.

**It Makes Sense! Using Ten-frames to Build Number Sense K-2** is a book containing 20 classroom-tested routines, games, and problem-solving lessons. The lessons are designed to help students develop understanding of the base ten system using ten-frames.

**Number Talks Helping Children Build Mental Math and Computation Strategies** contains strategies to inform teachers how to implement number talks in early childhood math classrooms.

**Guided Math Daily Math Stretches Building Conceptual Understanding K-2** includes book are quick routines to help students develop mathematical literacy. Also included is an interactive whiteboard compatible CD.
MATHEMATICS INSTRUCTIONAL FRAMEWORK

The Mathematics Instructional Framework is designed to guide teachers in the planning and delivery of instruction. The framework is composed of four phases. The framework is based on Madeline Hunter’s – Elements of Effective Instruction. Each of the seven steps of effective instruction are embedded in the four phases of the mathematics framework.

- **Phase 1 - Focus:** Teacher focuses students' attention on the lessons and provides a hook for learning through instruction that supports the application of number sense. Students are attending to and thinking about the topic.
- **Phase 2 - Engage:** Teacher communicates the purpose of the lesson and what students need to know or be able to do, to be successful. Teacher provides students with scaffold instruction by modeling. Students are actively engaged and building conceptual understanding.
- **Phase 3 – Explore:** Students complete assigned learning tasks while applying the mathematical processes (communication, connection, representation, reasoning/proof, and problem solving) as teacher monitors, guides, and checks for understanding.
- **Phase 4 – Reflect & Assess:** Teacher and students summarize by reflecting on student performance and assessing students’ skills to apply new knowledge.

In mathematics the interaction of teachers, students, and content is the key to determining the quality of mathematics instruction. Student success in mathematics ultimately depends on what actually happens in the classroom and what teachers do to prepare and evaluate.
Explanation of Kindergarten Instructional Framework

The Kindergarten Instructional Framework is a guide for implementation of instruction during a 50 minute math class. The session begins with a long or short whole group lesson. The long session is usually implemented on a Monday to introduce the new skill/concept. The shorter lessons are used to re-teach, review, or introduce new activities to be put into a math center. These abbreviated lessons are intended to be taught from Tuesday-Friday.

Following the whole group lesson, the students will concurrently participate in independent work stations/math centers or small group/one-on-one instruction. Students who are working in math centers will alternate or remain in a station, depending on the students’ needs. During math center time, the teacher will pull different students to engage in small group or one-on-one instruction. The teacher can also use this time to assess students. The teacher is not expected to meet with every group every day however, each child should meet with teacher in a small group or one-on-one at least once a week.

The last part of the class period is reserved for the whole group to reconvene and reflect on learning. The teacher and students reflect upon the lesson/concept/skill to share learning, check for understanding, and bring closure to the math session.
## Kindergarten Instructional Framework

### Whole Group Lesson

These lessons can be used to teach new concepts or review previously taught concepts by spending just a few minutes at the beginning of each math block on either a Short Lesson or a Long Lesson.

<table>
<thead>
<tr>
<th>Long Lesson (Engage) (15-20 minutes)</th>
<th>Short Lesson (Engage) (5-10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction of the Concept</strong></td>
<td><strong>Review the Concept</strong></td>
</tr>
<tr>
<td>- Establish relevance to the real world</td>
<td>- Read Aloud, Song, or Rhyme</td>
</tr>
<tr>
<td>- Introduce the new skill or concept, including key vocabulary</td>
<td>- Review skill or concept and introduce new activity relating to the skill or concept</td>
</tr>
<tr>
<td>- Read Aloud, Song or Rhyme</td>
<td></td>
</tr>
<tr>
<td>- Connect new skill to previous learning</td>
<td></td>
</tr>
<tr>
<td>- Actively engage students by demonstrating the concept with manipulatives</td>
<td></td>
</tr>
</tbody>
</table>

### Ongoing

**Independent Work Stations / Math Centers (Explore) (25 minutes)**

- Computer center: Thinkcentral or Illuminations
- Blocks center: Measuring height, length, and weight
- Math center: Activities that reinforce the skills taught in the mini lessons, new or review
- Other centers: Math books (Listening, Big Book, Library centers), Sorting activities (Dramatic play, Science)

### Small Group / One-on-One Instruction (Explore, Reteach, Reinforce) (25 minutes)

- Pulling groups of up to 4 students for focused skill work on specific clusters

### Reflect and Assess (5-10 minutes)

- Whole group wrap up at the end of the math block
- Introduce any home activity that goes along with today’s lesson
- Make informal notes as you observe the student’s learning
Overview of Science Instructional Practice – Kindergarten, First and Second Grades

Overview Of Academic Standards

The focus of science in the early childhood grades is to provide students with hands-on experiences that will utilize their natural curiosity at the beginning of their development of scientific knowledge. Science involves experimenting and encouraging investigation about everyday experiences (NAEYC, 2013). The skills and tools listed in the scientific inquiry sections will be assessed on statewide tests independently from the content knowledge in the respective grade or high school core area under which they are listed. Moreover, the scientific inquiry indicators will be assessed cumulatively. Students must therefore demonstrate the skills and the knowledge of the use of the tools and equipment designated for each grade in preparation for the preceding grade.

Science is every day. Children are naturally curious. Teachers follow the State curriculum not only from life science/nature but also from physical and earth science. Teachers model and
identify the processes of science in the child’s everyday life. In the prekindergarten classroom, teachers can build upon a child’s question, eagerness and enthusiasm to help them learn science by introducing scientific vocabulary during engaging activities and by providing many opportunities for children to problem solve and investigate (Copple & Bredekamp, 2013).

In the K-2 classrooms, teachers plan for interesting experiences and have all materials ready to convey key scientific concepts (weight, light, cause/effect) as well as foundational skills (prediction, observation, classification, hypothesizing, experimenting and communicating).

Observation takes two forms-open and focused. A common language is built around the open conversation which is important as they move to more focused investigation. (Worth & Grollman, 2003) Recording and documenting investigations is critical to noticing change, finding patterns and looking at relationships when seeing an investigation over time. Documentation helps to make that process visible.

**Establishing An Effective Science Environment**

Creating a scientific environment embraces the five senses of the child. What the child can see, touch, smell, hear and safely taste are all incorporated into an effective scientific environment. It is conducive to a child’s exploration and independence. It fosters a child’s initiative, active exploration of materials, and sustained engagement with other children and the adults.

Materials and equipment are chosen based on the curriculum but consideration for the child’s interest and developmental levels is imperative. Key scientific concepts as well as skill building lend to interesting learning experiences that are teacher led and student driven. Teachers use a variety of environments (indoor and outdoor) to incorporate hands-on learning experiences.

Discovery areas throughout the room provide a student the opportunity to explore ideas and answer questions.

**Establishing a Digital Learning Environment**

**Kindergarten**

Kindergarten students need to expand their observation skills as they learn about the life, earth, and physical sciences. These students will explore the sciences within the framework of the following topics: “Characteristics of Organisms” (basic needs of organisms and life cycles); “My Body” (body structures and functions); “Seasonal Changes” (weather from day to day and season to season); and “Exploring Matter” (observable properties).

The standards for kindergarten describe only a core of knowledge that must be brought to life and enhanced through a wide variety of learning experiences, materials, and instructional strategies that accommodate the broad range of individual differences. These standards support active engagement in learning. Students should observe, interact with materials and with people, and ask questions as they explore new concepts and expand their understanding.
First Grade

The goal of science in grade one is to provide the opportunity for students to develop the skills of wondering, questioning, investigating, and communicating as the means of making sense of the world. Students will use scientific tools to gather data and carry out investigations and will continue to develop their observation skills as they learn about the life, earth, and physical sciences. First-grade students explore the life, earth, and physical sciences within the framework of the following topics: “Plants” (basic needs, structures and life cycles); “Sun and Moon” (features and changes in appearance); “Earth Materials” (composition and properties); and “Exploring Motion” (push or pull and movement).
The science standards for grade one provide for a rich variety of learning experiences, materials, and instructional strategies to accommodate a broad range of students’ individual differences. Students are actively engaged in their learning by observing, interacting with materials and with people, and asking questions as they examine new concepts and expand their understanding.

**Second Grade**

The science standards for grade two focus on instilling in students the understanding that everyone has the ability to participate in science and to explore scientific ideas. Students begin to build on the concept that in science it is helpful to collaborate with others, to work as a team and to share thoughts, ideas, and discoveries. Second graders explore the life, earth, and physical sciences within the framework of the following topics: “Animals” (basic needs, environments, and life cycles); “Weather” (weather terminology and weather conditions); “Properties and Changes in Matter” (solids and liquids); and “Magnetism” (attracting and repelling).

The science standards for grade two continue to provide a variety of rich learning experiences, materials, and instructional strategies to accommodate a broad range of students’ individual differences. Students are actively engaged in their learning by observing, interacting with materials and with people, and asking questions as they examine new concepts and expand their understanding.

**Pacing**

The South Carolina Science Academic Standards require students to delve in-depth in the content for their grade level. Inquiry must be embedded throughout the year within the content. Teachers should integrate inquiry-based science instruction every day to every child. Teachers must teach one content standard in-depth each 9 weeks. The pacing guides can be accessed through the Data Driven/Edsoft Online Curriculum Instructional Management System.

**Best Practices**

- Effective use of the adopted science kits is critical for students to develop the conceptual knowledge and understanding necessary for success.
- Utilization of the 5 E learning cycle is the best practice used for students to achieve conceptual development and understanding.
- Utilization of teacher self reflection guide for science.
- Utilization of the science support documents for planning, assessing, and teaching.
0 Heavy emphasis on inquiry embedded within the content.

**Program/Resource Description**

District curriculum resources may be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System. This includes pacing guides, support documents, units of study, etc.

**Delta Science Module (DSM) kit** adopted modules that include lesson plans and materials to meet state and national standards. The titles for each grade are as follows: “How Do We Learn?” (kindergarten), “Finding the Moon” (first grade), and “Magnets” (second grade).

**Full Option Science System (FOSS) kits** are adopted research-based inquiry modules complete with necessary materials, reading selections, and integrated activities to make science an exciting discovery process. It is an inquiry based-program with ongoing assessment. The titles for each grade are as follows: “Animals 2x2”, “Fabric, Wood & Paper” and “Trees” (kindergarten), “New Plants”, “Balance” (first grade), and “Solids and Liquids” and “Air and Weather” (second grade).

**MacMillan/McGraw Hill Texts** are textbook resources to supplement the adopted kits.

**Science and Technology (STC)** is a complete science program filled with innovative, hands-on activities designed to motivate young minds. It is a comprehensive, research-based curriculum that enhances skills and knowledge for students. The title for 2nd grade is “Life Cycle of Butterflies.”
SCIENCE INSTRUCTIONAL FRAMEWORK

The 5 E Learning Cycle is a tool designed for planning and delivering science instruction in Richland One. A team under the direction of Roger Bybee, Biological Science Curriculum Study (BSCS), developed the learning cycle called the “Five Es”. The model was adapted for instructional delivery in Richland One.

The steps of the cycle are:

Engage: In this section, the teacher captures the students’ attention, stimulates their thinking and helps them access prior knowledge and lay the foundation for current learning.

Explore: In this section, students are given time to think, plan and investigate science phenomena.

Explain: In this section, students are now involved in an analysis of their exploration and collected data. Their understanding is clarified and modified because of reflective activities.

Extend: In this section, students are given the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation.

Evaluate: In this section, the teacher wraps-up and provides closure of the day’s instruction. Explanation can be formal or informal.
Overview of Social Studies Instructional Practice – Kindergarten, First and Second Grades

**Social Studies**
Teachers use the student’s everyday experiences as the foundation for the social studies learning. The state curriculum is used effectively when the connection between the child and the content is made. Teachers actively foster the child’s understanding of the democratic process through concrete experiences. Making and discussing rules, solving problems that arise in the classroom together and learning to listen to others’ ideas and perspectives are all foundational skills in social studies. It is integrated throughout the day as it is connected to the student’s everyday experiences.

**Establishing An Effective Social Studies Environment**
An effective social studies environment begins with creating a cohesive community within the classroom. The classroom serves as a model of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live. Children are in cooperative learning experiences as well as independent work which values each child as an important member of the class. Community builds through student job boards (mealtime, cleanup). Students are encouraged to share their experiences and discuss plans for the future. Teachers provide daily opportunities for children to play and work together, both in groups they create and small groups created by the teacher. Peers are encouraged to help each other. Classroom reflects the diversity of the community and society. This can be displayed with photos of families or cultural celebrations. Multicultural materials, books, play items, songs and stories need to be considered. This promotes positive self-identity and helps children to respect and appreciate the similarities and differences among us.

**Establishing a Digital Learning Environment**

**Kindergarten - Children as Citizens: An Introduction to Social Studies**
Social studies in kindergarten focuses on those aspects of living that affect the children and their families. The classroom serves as a microcosm of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. The students learn about the nature of their physical environment—home, school, neighborhood, and country, including how the people in their community make a living. They also learn the role of families now and in the past; the need for rules and authority; and the character of the United States as a country (e.g., national symbols and figures, good citizenship).
Grade 1- Families Here and Across the World

The focus for social studies in grade one is the family as it exists in America and in other countries across the world. Students begin by exploring their own culture and identity and then expand their study to other lands and peoples to learn about the ways that individuals and groups live and work. Students also begin to learn about the concept of government, including the levels of government and the foundations and principles of democracy. They become aware of the importance of economic choices for families.

Grade 2 - Communities Here And Across The World

The focus for social studies in grade two is the community as it exists in America and in other countries across the world. Students examine not only the geographic locations but also the cultural characteristics and contributions of these various communities, expand their understanding of the world as divided into communities as well as nations, and continue their study of government by identifying the functions of local government and its leaders.

Pacing

The South Carolina Social Studies Academic Standards require students to delve deeper into in the content for their grade level. Specific standards are required to be covered during specific nine weeks. Teachers should integrate social studies instruction every day to every child. Please reference the social studies pacing guide for the grade level(s) that you teach. The pacing guides may be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System.
Best Practices

- Use of the revised Bloom’s taxonomy to align lessons with both the content and the cognitive process identified in the indicators.
- Utilization of teacher self-reflection guide for social studies.
- Incorporation of social studies literacy elements and technology (including Internet links);
- Utilization of external resources (e.g., archives, museums, community organizations/groups);
- Modifications of instruction to meet the needs of diverse groups (e.g., special education, gifted and talented);
- Connections and integration to other disciplines (e.g., English language arts, science);
- Use of fiction and nonfiction literature related to the topic and the grade level to encourage student reading in the content area; and
- A multicultural inclusion of perspectives and contributions of different groups of people including African Americans, Native Americans, Hispanics, Latinos, etc.

Program/Resource Description

District curriculum resources may be accessed through the Data Driven/EdSoft Online Curriculum Instructional Management System. This includes pacing guides, support documents, units of study, etc.

Geography Across the Curriculum* was developed to assist teachers in integrating the four content strands of social studies which are history, government, geography and economics. This program includes geography activities using data manipulation, graphic organizers, and maps. Lessons include multi-discipline connections. Key concepts are introduced and reinforced through activities.

Primary Sources are authentically recreated documents and stories of the past that give students a deeper and more comprehensive view of historical events through maps, letters, photographs, political cartoons and more.

Scott Foresman Social Studies is the adopted text. Teacher materials including a teacher’s edition of the text and supplemental resources are provided. A consumable workbook is also provided each year for each student text that is used.
South Carolina Maps and Aerial Photographic Systems (SC MAPS) is a program developed using process skills to teach content standards. The SC MAPS program affords instruction and practice in map reading skills, data analysis, and the elements of topography and cartography.

Studies Weekly is a weekly newspaper that contains grade specific standards based social studies lessons that incorporate history, geography, culture and economics.

Grade appropriate wall maps, globes and atlases should be utilized.
SOCIAL STUDIES INSTRUCTIONAL FRAMEWORK

The *Socio/ Studies Instructional Framework* is designed to assist teachers with the planning and delivery of instruction. Current research indicates that effective social studies classrooms are active and engaging environments.

The social studies framework supports teachers' application of the research by dividing the instructional time into four focused phases:

- **Phase 1** - *Prior Knowledge*: A review of what the student already knows
- **Phase 2** - *Guided Lesson Content*: Teacher provides direct instruction in the appropriate grade level standards
- **Phase 3** - *Application of Content Skills*: Students are actively engaged in using the social studies knowledge in structured learning experiences
- **Phase 4** - *Reflection*: Teacher and students summarize the knowledge gained and participate in activities that enable students to transfer learning. Teacher provides closure for the lesson.

The Richland One *Social Studies Instructional Framework* is a tool that encourages effective planning as the foundation of good instruction.
The Physical Education Instructional Framework is designed to assist teachers with the planning and delivery of instruction.

The physical education framework divides the instructional time into the following areas:

**Warm-ups**: Fitness activities that develop the components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility). Additional warm-ups related to task extensions may be included.

**Task Extensions**: The teacher provides content instruction and assigns activity tasks for the students to practice. Downward and Upward Extensions are variations of the basic task used to differentiate instruction based on the skill level/performance of the students.

**Refinements**: The refinement should provide a task or focus on one (or more) critical elements which is a "common error" for students.

**Applications**: The teacher presents a "challenge task" for the extension which provides some form of criterion to measure success. The intent of the application is to see if the students are ready to move on.

**Closure**: Review of the key elements.
Health Education Instructional Framework

The Health Education Instructional Framework is a platform designed to establish a common method to introduce proven-effective programs to develop and practice health and life skills. The skills learned should be applicable to real-world needs and enable students to make life-long healthy decisions.

The health education framework supports teachers’ application of the proven-effective programs by dividing the instructional time into four focused phases:

• Phase One: Engage: The teacher will set the tone of the class by accessing prior knowledge and utilizing thought-provoking activities to introduce the expectations of the lesson.

• Phase Two: Guided Lesson Content: The teacher will provide direct instruction in the appropriate grade level standards.

• Phase Three: Explore: The students will be actively engaged in a variety of group and individual activities to expand and enhance their knowledge of health. The students will utilize the skills learned in class and apply them to real-life situations.

• Phase Four: Reflect and Assess: The teacher and students will summarize by reflecting on the students' comprehension while assessing the students' ability to apply life-long health skills.

The Richland One Health Education Instructional Framework is a tool that encourages effective planning as the foundation of good instruction.
Building an Effective Reading Process Over Time

After assessment the teacher will determine the stage of each student for grouping purposes. Be cautious in moving the reader to the next stage too quickly. The reader should be firmly grounded in the descriptors of a given stage.

<table>
<thead>
<tr>
<th>Pre-Emergent Readers</th>
<th>Emergent Readers Levels A-B</th>
<th>Early Readers Levels C-G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to and anticipate simple stories, songs, and rhymes</td>
<td>Become aware of print</td>
<td>Know names of most alphabet letters and many letter-sound relationships</td>
</tr>
<tr>
<td>• Make relevant comments or appropriate responses to story events or characters</td>
<td>• Use meaning and language in simple texts</td>
<td>• Use letter-sound information along with meaning and language to solve words</td>
</tr>
<tr>
<td>• Anticipate spoken lines in songs and finger plays</td>
<td>• Hear sounds in words</td>
<td>• Read without pointing</td>
</tr>
<tr>
<td>• Form sounds that imitate natural sounds of animals, actions or objects</td>
<td>• Recognize and name some letters</td>
<td>• Read orally and <strong>begin</strong> to read silently</td>
</tr>
<tr>
<td>• Retell one or two events from a story read aloud</td>
<td>• Use information from pictures</td>
<td>• Read fluently with phrasing on easy texts; use the punctuation</td>
</tr>
<tr>
<td>• Begin to make connections to prior knowledge, other texts and the world</td>
<td>• Make connections between printed words and student names</td>
<td>• Read high frequency words</td>
</tr>
<tr>
<td>• Begin to recall details</td>
<td>• Notice spaces between words</td>
<td>• Check to be sure reading makes sense, sounds right, looks right</td>
</tr>
<tr>
<td>• Explore books independently and with others</td>
<td>• Read orally</td>
<td>• Check one source of information against another to solve problems</td>
</tr>
<tr>
<td>• Begin to distinguish between real and make believe in stories</td>
<td>• Match one spoken word to one printed word while reading 1 or 2 lines of text</td>
<td>• Use information from pictures as added information while reading print</td>
</tr>
<tr>
<td>• Seek information about texts by asking “how and why” questions (including cause and effect)</td>
<td>• Use spaces and some visual information to check on reading</td>
<td>• Problem solve at the word level by taking words apart</td>
</tr>
<tr>
<td>• Identify familiar environmental print</td>
<td>• Read left to right</td>
<td>• Use known words to solve new words by analogy</td>
</tr>
<tr>
<td>• Recognize first name in print</td>
<td>• Recognize a few high frequency words</td>
<td></td>
</tr>
<tr>
<td>• Begin using appropriate voice volume, sentence structure (syntax), and vocabulary in oral language</td>
<td>• Begin to identify some letter sounds and match them to letters</td>
<td></td>
</tr>
<tr>
<td>• Begin to recognize similarities in sounds (beginning, ending, rhyming)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Begin to learn how to view, handle and care for books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand relationship between print and pictures on a page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Begin to notice spaces between words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## English/Language Arts Self Reflection Guide

<table>
<thead>
<tr>
<th>Entry</th>
<th>Progressive</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Aloud</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Reads aloud regularly</td>
<td>D Reads aloud daily</td>
<td>D Reads aloud throughout the day in other subject areas as well as ELA</td>
</tr>
<tr>
<td>D</td>
<td>Selects appropriate materials</td>
<td>D Selects appropriate materials</td>
<td>D Incorporates book talks and response journals</td>
</tr>
<tr>
<td>D</td>
<td>Sets purpose for read aloud</td>
<td>D Sets purpose for read aloud</td>
<td>D Selects appropriate, varied materials both on and above grade level</td>
</tr>
<tr>
<td>D</td>
<td>Models good reading regularly</td>
<td>D Models good reading daily</td>
<td>D Sets purpose for read aloud</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Presents high frequency words orally</td>
<td>D Presents high frequency words visually, orally and kinesthetically</td>
<td>D Presents high frequency words visually, orally and kinesthetically</td>
</tr>
<tr>
<td>D</td>
<td>Displays high frequency words on a word wall or in word journals</td>
<td>D Displays high frequency words on a word wall or in word journals</td>
<td>D Displays high frequency words on a word wall or in word journals</td>
</tr>
<tr>
<td>D</td>
<td>Frequently uses work sheets to address word study</td>
<td>D Refers to high frequency words during small and whole group instruction</td>
<td>D Incorporates high frequency words in reading and writing activities during small and whole group instruction</td>
</tr>
<tr>
<td>D</td>
<td>Develops students’ knowledge of roots and affixes</td>
<td>D Develops students’ knowledge of roots and affixes</td>
<td>D Develops students’ knowledge of roots and affixes</td>
</tr>
<tr>
<td>D</td>
<td>Teaches vocabulary in context</td>
<td>D Teaches vocabulary in context</td>
<td>D Teaches vocabulary in context</td>
</tr>
<tr>
<td>D</td>
<td>Uses technology infrequently or not at all</td>
<td>D Uses ‘hands-on’ writing activities to address word study</td>
<td>D Uses ‘hands-on’ writing activities to address word study</td>
</tr>
<tr>
<td>D</td>
<td>Establishes limited procedures for technology use</td>
<td>D Provides activities using word patterns (word families)</td>
<td>D Models phonetic techniques and word recognition/decoding strategies</td>
</tr>
<tr>
<td>D</td>
<td>Shows no evidence of teacher evaluating technology resources for bias and diversity</td>
<td>D Uses technology (including: online district and Internet resources, online activities, application software and information literacy software) regularly, both teachers and students, to enhance, enrich and extend instruction</td>
<td>D Incorporates study in word origins and meaning using a variety of resources and materials</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D Requires students to gather, analyze, synthesize and evaluate data using technology resources on a consistent basis</td>
<td>D Uses technology (including: online district and Internet resources, online activities, application software and information literacy software) regularly, both teachers and students, to enhance, enrich and extend instruction</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D Establishes procedures for technology use which are followed on a consistent basis</td>
<td>D Requires students to gather, analyze, synthesize and evaluate data using technology resources on a consistent basis</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D Evaluates technology (teacher) resources for bias and diversity</td>
<td>D Establishes procedures for technology use which are followed and updated on a consistent basis</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D Evaluates technology (teacher) resources for bias and diversity</td>
<td>D Evaluates technology (teacher) resources for bias and diversity</td>
</tr>
<tr>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
<td>PROFICIENT</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D Uses minimal pre and post reading activities</td>
<td>D Frequently uses pre and post reading activities</td>
<td>D Includes pre and post-reading activities in conjunction with all guided reading</td>
<td>D Includes pre and post-reading activities in conjunction with all guided reading</td>
</tr>
<tr>
<td>D Incorporates minimal whole and small group instruction</td>
<td>D Incorporates whole and small group instruction</td>
<td>D Incorporates whole and small group instruction</td>
<td>D Incorporates whole and small group instruction</td>
</tr>
<tr>
<td>D Rarely utilizes assessment data to form flexible student groups</td>
<td>D Sporadically utilizes assessment data to form flexible student groups</td>
<td>D Consistently utilizes assessment data to form flexible student groups</td>
<td>D Consistently utilizes assessment data to form flexible student groups</td>
</tr>
<tr>
<td>D Uses technology infrequently or not at all</td>
<td>D Uses observation to form small flexible groups in order to incorporate leveled texts</td>
<td>D Uses both observation and assessment data to form small flexible groups in order to incorporate leveled texts</td>
<td>D Uses both observation and assessment data to form small flexible groups in order to incorporate leveled texts</td>
</tr>
<tr>
<td>D Establishes limited procedures for technology use</td>
<td>D Facilitates class discussion</td>
<td>D Facilitates class discussion</td>
<td>D Facilitates class discussion</td>
</tr>
<tr>
<td>D Shows no evidence of teacher evaluating technology resources for bias and diversity</td>
<td>D Uses technology sporadically, by both teachers and students, to enhance, enrich and extend instruction</td>
<td>D Uses technology (including: online district and Internet resources, online activities, application software and information literacy software) regularly, both teachers and students, to enhance, enrich and extend instruction</td>
<td>D Uses technology (including: online district and Internet resources, online activities, application software and information literacy software) regularly, both teachers and students, to enhance, enrich and extend instruction</td>
</tr>
<tr>
<td></td>
<td>D Establishes procedures for technology use which are not followed on a consistent basis</td>
<td>D Requires students to gather, analyze, synthesize and evaluate data using technology resources on a consistent basis</td>
<td>D Requires students to gather, analyze, synthesize and evaluate data using technology resources on a consistent basis</td>
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<td></td>
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<td>D Evaluates technology (teacher) resources for bias and diversity</td>
</tr>
<tr>
<td>Writing</td>
<td>Independent Reading</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>D Uses daily oral language activities daily</td>
<td>D Provides opportunities for students to read independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Rarely provides choice of topics to students</td>
<td>D Provides daily opportunities for students to read independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Addresses the writing process (pre-writing, drafting, revising, editing, publishing)</td>
<td>D Provides materials that address diversity and a variety of interests and grade levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Rarely models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
<td>D Uses conferencing daily to assess student needs and assist with the selection of appropriate reading materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Models a variety of writing styles</td>
<td>D Establishes procedures for technology use which are followed on a consistent basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Uses conferencing on a regular basis to check for understanding</td>
<td>D Establishes procedures for technology use which are followed on a consistent basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Uses technology infrequently or not at all</td>
<td>D Establishes procedures for technology use which are followed on a consistent basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Establishes limited procedures for technology use</td>
<td>D Consistently models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
<td></td>
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</tr>
<tr>
<td>D Shows no evidence of teacher evaluating technology resources for bias and diversity</td>
<td>D Consistently models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Uses technology sporadically, by both teachers and students, to enrich and extend instruction</td>
<td>D Consistently models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Establishes procedures for technology use but they are not followed on a consistent basis</td>
<td>D Consistently models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Sporadically evaluates (teachers) technology resources for bias and diversity</td>
<td>D Consistently models the characteristics/traits which define good writing (ideas, organization, voice, word choice, sentence fluency, and conventions)</td>
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</tr>
</tbody>
</table>
**Mathematics Instructional Framework – Elementary**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Focus</th>
<th>Duration</th>
<th>Purpose</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Focus</td>
<td>10 minutes</td>
<td>- Provide practice and maintenance in skills that support number sense (counting and estimation, composing and decomposing numbers, awareness of use of numbers in various contexts, computational strategies and fluency, place value, mental computation)</td>
<td>- Facilitate activity that develops number sense by</td>
<td>- Are actively involved in developing number sense while applying mathematical processes by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>D Demonstrating, D Explaining, D Questioning, D Discussing, D Promoting inquiry</td>
<td>D Answering, D Discussing, D Using Manipulatives, D Working in Groups, D Attending to and thinking about topic being addressed</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Engage</td>
<td>20 minutes</td>
<td>- Identify the standard(s) to be studied, - Establish relevance to the real world, - Introduce new skills and concepts, - Connect new skill to previous learning, - Actively engage students in learning through a variety of instructional practices</td>
<td>- Provide students with scaffold instruction and help students develop the skills when appropriate by</td>
<td>- Are actively involved in applying mathematical processes and building conceptual understandings by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>D Demonstrating, D Modeling, D Lecturing, D Questioning, D Read Aloud</td>
<td>D Answering, D Discussing, D Using Manipulatives, D Working in Groups, D Attending to and thinking about topic being addressed</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Explore</td>
<td>20 minutes</td>
<td>- Provide students the opportunity to explore math concepts utilizing the mathematical processes: D problem solving, D communication, D reasoning, D representation, and D connections to master math skills, understand concepts, and to apply them to real world.</td>
<td>- Continually monitor and assess student performance.</td>
<td>- Complete differentiated learning tasks, activities, or projects designed to utilize the mathematical processes, culminating in responses to an essential question, a product or a newly learned mathematical performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D Feedback, D Conferencing, D Guided Questioning</td>
<td>D</td>
</tr>
<tr>
<td>Phase 4</td>
<td>Reflect and Assess</td>
<td>10 minutes</td>
<td>- Provide students the opportunity to reflect on lesson content, demonstrate new learning to allow teachers to assess student learning and identify next instructional moves</td>
<td>- Assess students’ individual abilities to apply new knowledge to situations as reflected in the learning task by</td>
<td>- Reflect on their own performance and that of their peers. Students demonstrate application of their new knowledge through discussions, response journals, or tests/quizzes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>D Summary Discussions, D Response Journals, D Exams/Tests/Quizzes/Assignments, D Project Presentations/Performance</td>
<td></td>
</tr>
<tr>
<td>PHASE 1</td>
<td>PHASE 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Engage</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENTRY</strong></td>
<td><strong>ENTRY</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D Provides practice and maintenance of skills</td>
<td>D Identifies the content standards(s) to be studied</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D Uses infrequently or not at all technology to prepare the lesson</td>
<td>D Provides at least one real-world application of the content standard</td>
<td></td>
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</tr>
<tr>
<td>D Fails to establish procedures for classroom technology use</td>
<td>D Introduces new skills and concepts and builds conceptual understandings by explaining, modeling, questioning, and discussing</td>
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</table>

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>PROGRESSIVE</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Provides practice and maintenance of skills that develop number sense sometimes using technology resources such as the Internet to assist</td>
<td>D <strong>Active ly engages</strong> students providing practice and maintenance of skills that develop number sense that is related to the standard(s)</td>
<td>D Actively engages all students through high-level tasks while providing practice and maintenance of skills that develop number sense that is related to the standards.</td>
<td>D Engage students in discussion</td>
</tr>
<tr>
<td>D Sometimes integrates technology/information literacy skills to be used within the lesson plan</td>
<td>D <strong>Often integrates</strong> technology/information literacy skills to be used within the lesson plan and communicates this to students</td>
<td>D Routinely integrates technology/information literacy skills to be used within the lesson plan and communicates this to students</td>
<td>D Routinely integrates technology/information literacy skills to be used within the lesson plan and communicates this to students</td>
</tr>
<tr>
<td>D Establishes and usually use technology</td>
<td>D Establishes and usually uses successfully definite procedures for classroom technology use</td>
<td>D Establishes and usually uses successfully and efficiently definite procedures for classroom technology use</td>
<td>D Routinely evaluates technology resources for bias and diversity</td>
</tr>
<tr>
<td>D Sometimes evaluates technology resources for bias and diversity</td>
<td>D <strong>Often evaluates</strong> technology resources for bias and diversity</td>
<td>D Routinely evaluates technology resources for bias and diversity</td>
<td>D Routinely integrates technology into the lesson with a variety of resources to deliver content</td>
</tr>
<tr>
<td>D Restricts technology to one or two types, such as the Internet and calculators</td>
<td>D <strong>Restricts</strong> technology to one or two types, such as the Internet and calculators</td>
<td>D Routinely integrates technology into the lesson with a variety of resources to deliver content</td>
<td>D Routinely integrates technology into the lesson with a variety of resources to deliver content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>PROGRESSIVE</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Identifies the content standard(s) to be studied and posts the standards</td>
<td>D Identifies the content standard(s) to be studied and posts the standards in student friendly terms</td>
<td>D Identify the standard(s) to be studied in terms the students understand and posts the standards</td>
<td>D Students can articulate the standard</td>
</tr>
<tr>
<td>D Provides at least one real-world application of the content standard</td>
<td>D Provides more than one real-world application of the content standard that is relevant to the students</td>
<td>D Provides more than one real-world application of the standard that is relevant to the student</td>
<td>D Allows students to contribute other real-world applications</td>
</tr>
<tr>
<td>D Introduces new skills and concepts and builds conceptual understandings by explaining, modeling, questioning, and discussing</td>
<td>D Introduces new skills and concepts and builds conceptual understandings by explaining, modeling, <strong>high-level questioning</strong>, and discussing</td>
<td>D Introduces new skills and concepts and builds conceptual understandings by explaining, modeling, high-level questioning, discussing, and <strong>utilizing discovery learning</strong></td>
<td>D</td>
</tr>
<tr>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
<td>PROFICIENT</td>
<td>EXEMPLARY</td>
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</tr>
<tr>
<td>D Delivers content primarily via lecture and demonstration in whole group instruction</td>
<td>D Delivers content via lecture and demonstration and <strong>modeling</strong> in whole group instruction</td>
<td>D Delivers content via lecture and demonstration, modeling, and questioning in whole group or flexible group where appropriate</td>
<td>D Delivers content in whole group or flexible group where appropriate using a variety of instructional delivery strategies to accommodate different learning styles</td>
</tr>
<tr>
<td>D Provides scaffolding by building on previous knowledge</td>
<td>D Provides scaffolding as indicated on <strong>teacher lesson plans</strong> which lead students from prior knowledge to a better understanding of new material</td>
<td>D Using logical steps, provide scaffolding as indicated on teacher lesson plans which lead students from prior knowledge to a better understanding of new material</td>
<td>D Using logical steps, provide scaffolding as indicated on teacher lesson plans which lead students from prior knowledge to a better understanding of new material</td>
</tr>
<tr>
<td>D Assesses student progress by questioning</td>
<td>D Assesses student progress by questioning for <strong>depth of understanding and observing</strong>; provides individual assistance as needed</td>
<td>D Assesses student progress by questioning for depth of understanding, observing, and conferencing, <strong>works with flexible groups of students to provide assistance as needed</strong></td>
<td>D Assesses student progress by questioning for depth of understanding, observing, conferencing, and analyzing students' responses; works with flexible groups of students to provide assistance as needed</td>
</tr>
<tr>
<td>D Uses infrequently or not at all technology for content delivery and to enrich or enhance the lesson</td>
<td>D Sometimes uses technology to deliver content, to <strong>assist in scaffolding, and to assess student progress</strong></td>
<td>D Often uses technology to deliver content, to assist in scaffolding, and to assess student progress</td>
<td>D Routinely uses technology to deliver content, to assist in scaffolding, and to assess student progress</td>
</tr>
<tr>
<td>D Routinely uses various types of technology with skills strategies</td>
<td>D Routinely uses various types of technology with skills strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHASE 3</td>
<td>Explore</td>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
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<tr>
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</tr>
<tr>
<td>D</td>
<td>Provides factual level instructional activities without addressing the process standards</td>
<td>D Provides factual and conceptual level instructional activities that utilize two or three of the process standards</td>
<td>D Provides factual, conceptual, and procedural level instructional activities that utilize three or four of the five process standards</td>
</tr>
<tr>
<td>D</td>
<td>Provides learning activities for students to complete independently</td>
<td>D Provides learning activities and projects for students to complete independently</td>
<td>D Often provides learning activities and projects for students to complete either independently or in flexible groups that culminate in a product/performance with real-world application</td>
</tr>
<tr>
<td>D</td>
<td>Uses commercially prepared assessments</td>
<td>D Develops criteria that are used to assess student work</td>
<td>D Develops and shares with students criteria that are used to assess student work</td>
</tr>
<tr>
<td>D</td>
<td>Assesses student performance using feedback and guided practice</td>
<td>D Provides opportunities for self assessment</td>
<td>D Provides opportunities for self and peer assessment</td>
</tr>
<tr>
<td>D</td>
<td>Uses little or no technology resources to enhance and enrich the instruction</td>
<td>D Sometimes uses technology resources to enhance and enrich instruction</td>
<td>D Often uses technology resources to create and share assessments</td>
</tr>
<tr>
<td>D</td>
<td>Sometimes uses technology resources to create assessments</td>
<td>D Often integrates a variety technology/information literacy skills into learning activities and projects</td>
<td>D Often integrates a variety technology/information literacy skills into learning activities and projects</td>
</tr>
<tr>
<td>D</td>
<td>Restricts technology to one or two types, such as Internet and calculators</td>
<td>D Often provides opportunities for students to use various types of resources for gathering, analyzing, synthesizing, and evaluating data</td>
<td>D Often provides opportunities for students to use various types of resources for gathering, analyzing, synthesizing, and evaluating data</td>
</tr>
</tbody>
</table>
### Mathematics Self Reflection Guide (Continued)

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>PROGRESSIVE</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Reviews and summarizes content and skills addressed by standard(s)</td>
<td>Reviews and summarizes content and skills addressed by standard(s)</td>
<td>Reviews and summarizes content and skills addressed by standard(s)</td>
</tr>
<tr>
<td></td>
<td>D Informs students of next standard(s) to be studied</td>
<td>D Relates these standard(s) to next standard(s) to be studied</td>
<td>D Relates these standard(s) to next standard(s) to be studied</td>
</tr>
<tr>
<td></td>
<td>D Involves students in review and summary by questioning</td>
<td>D Allows students to review and summarize content and skills addressed by standard</td>
<td>D Allows students to review and summarize content and skills addressed by standard(s)</td>
</tr>
<tr>
<td></td>
<td>D Allows students to discuss review and summarize in small groups with teacher facilitators as needed</td>
<td>D Allows students to review and summarize in small groups with teacher facilitators as needed</td>
<td>D Allows students to review and summarize in small groups with teacher facilitators as needed</td>
</tr>
<tr>
<td></td>
<td>D Questions how content standards are relevant to the real world on quiz, test, or exam</td>
<td>D Discusses how content standards are relevant to the real world</td>
<td>D Routinely discusses how content standards are relevant to the real world</td>
</tr>
<tr>
<td></td>
<td>D Discusses how the content and standards are addressed by the product/performance</td>
<td>D Ensures that high level learning activities and projects culminate in a product/performance with real-world application</td>
<td>D Routinely ensures that high level learning activities and projects culminate in a product/performance with real-world application</td>
</tr>
<tr>
<td></td>
<td>D Provides opportunities for students to apply knowledge to new situations using only quizzes, tests, and exams</td>
<td>D Provides opportunities for students to apply knowledge to new situations using a variety of open-ended high level learning activities and projects</td>
<td>D Routinely provides opportunities to share and discuss product/performance</td>
</tr>
<tr>
<td></td>
<td>D Assesses students’ skills and knowledge through the use of commercially-made quizzes, tests, and exams</td>
<td>D Assesses students’ skills and knowledge indicated in the standard by high cognitive demand learning activities and projects using a rubric, checklist, or scoring guide</td>
<td>D Assesses students’ skills and knowledge indicated in the standard by high cognitive demand learning activities and projects using a rubric, checklist, or scoring guide</td>
</tr>
<tr>
<td></td>
<td>D Assesses students’ skills and knowledge indicated in the standard by high cognitive demand learning activities and projects using a rubric, checklist, or scoring guide</td>
<td>D Uses the assessment to guide future planning</td>
<td>D Routinely uses the assessment to guide future planning</td>
</tr>
</tbody>
</table>

**PHASE 4: Reflect and Assess**
<table>
<thead>
<tr>
<th>Uses Infrequently or not at all technology to enhance or enrich assessment</th>
<th>Sometimes uses technology resources to enrich, enhance, and assist in reviews and summaries</th>
<th>Often uses a variety of technology to enhance, and assist in reviews and summaries</th>
<th>Routinely uses a variety of technology to enhance, and assist in reviews and summaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Sometimes restricts technology to one or two types such as the internet or calculators</td>
<td>Ensures that high level learning activities and projects often use various types of technology</td>
<td>Routinely ensures that high level learning activities and projects often use various types of technology</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Sometimes uses software such as word or excel to create rubrics, checklists, and scoring guides</td>
<td>Often uses software such as word or excel to create rubrics, checklists, and scoring guides</td>
<td>Routinely uses software such as word or excel to create rubrics, checklists, and scoring guides</td>
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</tr>
<tr>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>5 E's</td>
<td>COMPONENT</td>
<td>ACTIVITY</td>
<td>INSTRUCTIONAL FORMAT</td>
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</tbody>
</table>
| ENGAGE | Students engage with a scientific question, event, or phenomenon. This phase connects with what they already know, creates dissonance with their own ideas, and/or motivates them to learn more. | • Demonstration  
• Read Aloud  
• Graphic Organizer  
• KWL  
• Brainstorming | • Whole Group  
• Small Group |
| EXPLORE | Students explore ideas through hands-on experiences, formulate and test hypotheses, solve problems, and create explanations for what they observe. | • Investigation  
• Read authentic sources  
• Solve a problem  
• Construct a model | • Whole Group  
• Small Group  
• Individual |
| EXPLAIN | Students analyze and interpret data, synthesize their ideas, build models, and clarify concepts and explanations with teachers and other sources of scientific knowledge. | • Student analysis and explanation  
• Support ideas w/evidence  
• Structured questioning  
• Reading and discussing  
• Teacher explanation  
• Thinking skills | • Whole Group  
• Small Group |
| EXTEND | Students extend their new understanding and abilities and apply what they have learned to a new situation. | • Problem Solving  
• Decision Making  
• Experimental Inquiry | • Whole Group  
• Small Group |
| EVALUATE | Students, with their teachers, review and assess what they have learned and how they have learned it. | • Portfolio  
• Performance Assessment, Test  
• Product  
• Journal Entry | • Whole Group  
• Small Group  
• Individual |
### Science Self Reflection Guide – Elementary

<table>
<thead>
<tr>
<th>Five E’s</th>
<th>ENTRY</th>
<th>PROGRESSIVE</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE</strong></td>
<td></td>
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</tbody>
</table>
| This is the introduction to the lesson that motivates or hooks the students’ interest in the learning to follow. It can be a demonstration, a discussion, a reading, a KWL chart or other activity used to tap into prior knowledge about the lesson and engage students’ curiosity. It is used to uncover what students know and think about the concept or topic. | D Addresses 0 out of 3 of the components of this stage:  
- Captures students’ attention  
- Access prior knowledge by stating the previous lesson(s)  
- Identifies appropriate activities correlated to the cognitive level of the standard/indicator | D Addresses 1 out of 3 of the components of this stage:  
- Captures students’ attention  
- Access prior knowledge by teacher led questioning  
- Identifies appropriate activities correlated to the cognitive level of the standard/indicator | D Addresses 2 out of 3 of the components of this stage:  
- Captures students’ attention  
- Access prior knowledge by using graphic organizers/visual aids  
- Identifies appropriate activities correlated to the cognitive level of the standard/indicator | D Addresses ALL of the components of this stage:  
- Captures students’ attention  
- Access prior knowledge by incorporating the use of whole and small group discussions with graphic organizers/visual aids  
- Identifies appropriate activities correlated to the cognitive level of the standard/indicator |
| **EXPLORE** | | | | |
| This allows the students to have concrete experiences with the concepts and ideas of the lesson. Students are encouraged to work together. They observe, question, and investigate the concept to develop fundamental awareness of the nature of the materials and ideas. | D Addresses less than 3 of the components of this stage:  
- Student centered  
- Teacher as guide  
- Interactive  
- Inquiry-based  
- Provides scientific facts but not concepts or processes | D Addresses 3 out of 5 of the components of this stage:  
- Student centered  
- Teacher as guide  
- Interactive  
- Inquiry-based  
- Concepts are presented without reference to exploration | D Addresses 4 out of 5 of the components of this stage:  
- Student centered  
- Teacher as guide  
- Interactive  
- Inquiry-based  
- Provides opportunities for the student to explore | D Addresses ALL of the components of this stage:  
- Student centered  
- Teacher as guide  
- Interactive  
- Inquiry-based  
- Provides opportunities for the student to explore and apply the concept |
| **EXPLAIN** | | | | |
| This encourages students to explain concepts and definitions in their own words. Students are asked to justify and clarify their ideas. Formal definitions, explanations, and labels are provided. This is done through such activities as discussions, chalk talks, films, etc. and can | D Addresses less than 2 of the components of this stage:  
- Teacher and student work together  
- Analyzes information from Explore phase  
- Clarifies information and shares scientific terminology by textbook and worksheets | D Addresses 2 out of 3 of the components of this stage:  
- Teacher and student work together  
- Analyzes information from Explore phase  
- Clarifies information and shares scientific terminology by using a variety of print and nonprint sources | D Addresses 3 out of 4 of the components of this stage:  
- Teacher and student clarify information and share scientific terminology via lecture and demonstration using cooperative groups | D Addresses ALL of the components of this stage:  
- Teacher and student work together  
- Analyzes information from Explore phase  
- Teacher and student clarify information and share scientific terminology by using a variety of delivery methods to accommodate different learning styles that |
be didactic in nature.

EXTEND
Allows students to apply their new labels, definitions, explanations, and skills in new, but similar situations. It often involves experimental inquiry, investigative projects, problem solving, and decision-making. Lab work is common. Students frequently develop and complete their own well-designed investigations related to topic of study.

EVALUATE
Assesses both learning and teaching. Teachers can use a wide variety of informal and formal assessment strategies. Teachers frequently observe students as they apply new concepts and skills to assess students’ knowledge and/or skills, looking for evidence that the students have changed their thinking or behaviors. The assessment should “match” the instructional technique. The opportunities to allow students to assess their own learning and group-process skills are often provided.

| D | Addresses less than 2 of the components of this stage:  
  o Student centered  
  o Active learning  
  o Activities in which students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts  
  o Provides knowledge level instructional activities (e.g. coloring and labeling the parts of cell) |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>D</td>
<td>Lacking means to evaluate or inappropriate tool identified</td>
</tr>
</tbody>
</table>
| D | Addresses 2 out of 4 of the components of this stage:  
  o Student centered  
  o Active learning  
  o Activities in which students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts  
  o Provides independent learning activities or projects |
| D | Assessment is conducted only at the end of the lesson |
| D | Addresses 3 out of 4 of the components of this stage:  
  o Student centered  
  o Active learning  
  o Activities in which students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts  
  o Provides rigorous activities or projects that can be completed in cooperative groups with a culminating product/performance |
| D | Addresses ALL of the components of this stage:  
  o Uses a variety of formal and informal assessments throughout the learning cycle  
  o Analyzes results of assessments  
  o Assesses the teaching |
| D | Addresses ALL of the components of this stage:  
  o Use appropriate technology  
  o Concept is formed |
| D | Addresses 2 out of 3 of the components of this stage:  
  o Use appropriate technology  
  o Concept is formed |
| D | Addresses 3 out of 4 of the components of this stage:  
  o Use appropriate technology  
  o Concept is formed |
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>What Teachers Do</th>
<th>What Students Do</th>
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<tbody>
<tr>
<td>Prior Knowledge</td>
<td><strong>Definition and Purpose</strong></td>
<td><strong>Teacher as facilitator:</strong>&lt;br&gt;- provides interactive direction -- whole and small group&lt;br&gt;- questions&lt;br&gt;- mind mapping&lt;br&gt;- demonstrates&lt;br&gt;- utilizes graphic organizers and visuals&lt;br&gt;- manages behavior and materials</td>
</tr>
</tbody>
</table>

| Phase 2 | **Direct instruction in content standards.**<br>- Large units composed of complex problems or issues<br>- Broad, interdisciplinary focus | **Teacher as facilitator:**<br>- provides interactive direction -- whole and small group<br>- models/demonstrates/coaches<br>- provides structured and guided practice<br>- uses print and non-print information resources<br>- partners with ITS and other teachers<br>- integrates problem-solving through the Big Six<br>- integrates information literacy skills | **Students are actively engaged in learning experiences that include:**<br>- necessitate collaboration<br>- promote essential critical thinking and problem-solving skills<br>- necessitate information literacy integration<br>- employ a variety of experiences addressing multiple learning styles<br>- require effective and appropriate communication of ideas and information |

| Phase 3 | **Effort and inquiry-based learning, problem solving, and project-based learning.**<br>**Short-term Goals:**<br>Understanding and application of complex ideas and processes; mastery of integrated skills | **Teacher as facilitator:**<br>- provides interactive direction -- whole and small group<br>- models/demonstrates/coaches<br>- provides structured and guided practice<br>- advances development/ reinforcement of skills<br>- uses print and non-print information resources<br>- partners with ITS and other teachers<br>- integrates problem-solving through the Big Six<br>- integrates information literacy skills | **Students are actively engaged in learning experiences that include:**<br>- necessitate collaboration<br>- promote essential critical thinking and problem-solving skills<br>- necessitate information literacy integration<br>- employ a variety of experiences addressing multiple learning styles<br>- require effective and appropriate communication of ideas and information<br>- require constructing, contributing, synthesizing and analyzing information |
| Phase 4 Reflection | Summary of gained knowledge, relationships, transfer of learning, closure. | Teacher as facilitator:  
• draws closure  
• encourages reflection | Students are actively engaged in summative experiences that include:  
• presentation/performance assessments  
• whole group discussion  
• reflection/metacognition |

*Each student should receive a minimum of 45 minutes of daily social studies instruction in grades 1-5.*
<table>
<thead>
<tr>
<th>ENTRY</th>
<th>PROGRESSIVE</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
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<tbody>
<tr>
<td><strong>D</strong> Identifies the lesson standard(s)</td>
<td><strong>D</strong> Identifies the lesson standard(s)</td>
<td><strong>D</strong> Identifies the lesson standard(s)</td>
<td><strong>D</strong> Identifies the lesson standard(s)</td>
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<td><strong>D</strong> Standards are posted</td>
<td><strong>D</strong> Standards are posted</td>
<td><strong>D</strong> Standards are posted</td>
<td><strong>D</strong> Standards are posted</td>
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<tr>
<td><strong>D</strong> Provides at least one real-world application of the standard that is relevant</td>
<td><strong>D</strong> Students can articulate the standards</td>
<td><strong>D</strong> Provides more than one real-world application of the standards that is interesting and relevant</td>
<td><strong>D</strong> Students contribute other real-world applications to the standards</td>
</tr>
<tr>
<td><strong>D</strong> Reviews prior knowledge previous lesson(s)</td>
<td><strong>D</strong> Leads questioning of prior knowledge interactive whole group discussions</td>
<td><strong>D</strong> Interactive whole and small group discussions</td>
<td><strong>D</strong> Interactive whole and small group discussions frequently uses brainstorming techniques</td>
</tr>
<tr>
<td><strong>D</strong> Interactive whole group discussions</td>
<td><strong>D</strong> Frequently uses brainstorming techniques</td>
<td><strong>D</strong> Students frequently use graphic organizers, mind mapping and visuals</td>
<td><strong>D</strong> Students routinely use graphic organizers, mind mapping and visuals</td>
</tr>
<tr>
<td><strong>D</strong> Beginning to use brainstorming techniques</td>
<td><strong>D</strong> D Students beginning to use graphic organizers, mind mapping and visuals</td>
<td><strong>D</strong> Students frequently use graphic organizers, mind mapping and visuals</td>
<td><strong>D</strong> Students routinely use graphic organizers, mind mapping and visuals</td>
</tr>
<tr>
<td><strong>D</strong> D Students beginning to use graphic organizers, mind mapping and visuals</td>
<td><strong>D</strong> <strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> <strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation, such as Kidspiration, Inspiration, Timeliner, and PowerPoint</td>
</tr>
<tr>
<td><strong>D</strong> Uses technology for lesson preparation</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation, such as Kidspiration, Inspiration, Timeliner, and PowerPoint</td>
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<tr>
<td><strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> Students routinely use technology for reviewing prior knowledge (e.g., Kidspiration, Inspiration, Timeliner, PowerPoint)</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation</td>
<td><strong>D</strong> Routinely uses technology for lesson preparation, such as Kidspiration, Inspiration, Timeliner, and PowerPoint</td>
</tr>
<tr>
<td><strong>D</strong> Delivery of content primarily via lecture and demonstration in whole group instruction</td>
<td><strong>D</strong> Delivery of content via lecture and demonstration and modeling in whole group instruction</td>
<td><strong>D</strong> Delivery of content via lecture and demonstration, modeling and questioning, using flexible groups</td>
<td><strong>D</strong> Delivery of content to flexible groups using a variety of delivery methods to accommodate different learning styles</td>
</tr>
<tr>
<td><strong>D</strong> D Delivery of content via lecture and demonstration and modeling in whole group instruction</td>
<td><strong>D</strong> Provides multiple viewpoints of the content</td>
<td><strong>D</strong> Students provide multiple viewpoints of the content</td>
<td><strong>D</strong> Students provide multiple viewpoints of the content</td>
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<tr>
<td><strong>D</strong> Provides multiple viewpoints of the content</td>
<td><strong>D</strong> Facilitates small group content analysis and interpretation</td>
<td><strong>D</strong> Analyze and interpret content in small and large groups</td>
<td><strong>D</strong> Analyze and interpret content in small and large groups</td>
</tr>
<tr>
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<td><strong>D</strong> Analyze and interpret content in small and large groups</td>
</tr>
<tr>
<td><strong>D</strong> Relies exclusively on the textbook</td>
<td><strong>D</strong> Uses a variety of print and non-print resources, and primary and secondary source documents</td>
<td><strong>D</strong> Uses a variety of print and non-print resources, and primary and secondary source documents</td>
<td><strong>D</strong> Uses a variety of print and non-print resources, and primary and secondary source documents</td>
</tr>
<tr>
<td><strong>D</strong> Provides drill work and worksheets</td>
<td><strong>D</strong> Begins to integrate problem solving and information literacy through the Big6</td>
<td><strong>D</strong> Frequently integrates problem solving and information literacy through the Big6</td>
<td><strong>D</strong> Routinely integrates problem solving and information literacy through the Big6</td>
</tr>
<tr>
<td><strong>D</strong> Begins to integrate problem solving and information literacy through the Big6</td>
<td><strong>D</strong> Begins to address differentiated learning styles through the use of graphic organizers and manipulatives</td>
<td><strong>D</strong> Frequently addresses differentiated learning styles through the use of graphic organizers and manipulatives</td>
<td><strong>D</strong> Routinely addresses differentiated learning styles through the use of graphic organizers and manipulatives</td>
</tr>
<tr>
<td><strong>D</strong> Begins to address differentiated learning styles through the use of graphic organizers and manipulatives</td>
<td><strong>D</strong> Invites local and global community involvement (i.e., arranging classroom visits, email interviews, virtual conferencing, net-pals, etc.)</td>
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</tr>
<tr>
<td>ENTRY</td>
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<td>PROFICIENT</td>
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</tr>
<tr>
<td>D Does not use technology for content delivery</td>
<td>D Uses technology for content delivery (Kidspiration, Inspiration, Timeliner, PowerPoint, Internet)</td>
<td>D Students routinely use technology for content delivery (Kidspiration, Inspiration, Timeliner, PowerPoint, Internet)</td>
<td>D Students routinely use technology for content delivery (Kidspiration, Inspiration, Timeliner, PowerPoint, Internet)</td>
</tr>
<tr>
<td>Phase 3</td>
<td>APPLICATION</td>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
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<tr>
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</tr>
<tr>
<td>D</td>
<td>Provides factual level instructional activities</td>
<td>D</td>
<td>Provides factual and conceptual level instructional activities</td>
</tr>
<tr>
<td>D</td>
<td>Provides independent learning activities</td>
<td>D</td>
<td>Provides independent learning activities and projects</td>
</tr>
<tr>
<td>D</td>
<td>Student performance and understanding are assessed using observation, worksheets and textbook materials</td>
<td>D</td>
<td>Develops criteria that are used to assess student work (rubrics and checklists)</td>
</tr>
<tr>
<td>D</td>
<td>Technology infrequently used or modeled</td>
<td>D</td>
<td>Technology sometimes used or modeled to enrich and enhance content application</td>
</tr>
<tr>
<td>Phase 4</td>
<td>REFLECTION and ASSESSMENT</td>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
</tr>
<tr>
<td>D</td>
<td>Reviews and summarizes content and skills addressed by the standard(s)</td>
<td>D</td>
<td>Reviews and summarizes content and skills addressed by the standard(s)</td>
</tr>
<tr>
<td>D</td>
<td>Involves students in review and summary by questioning</td>
<td>D</td>
<td>Allows students to discuss, review and summarize in small groups with teacher as facilitator, as needed</td>
</tr>
<tr>
<td>D</td>
<td>Provides a prompt to encourage reflection in journal writing</td>
<td>D</td>
<td>Provides a prompt to encourage reflection in journal writing</td>
</tr>
<tr>
<td>ENTRY</td>
<td>PROGRESSIVE</td>
<td>PROFICIENT</td>
<td>EXEMPLARY</td>
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<tr>
<td>D Questions how standard is relevant to the real world on quiz, test or exam</td>
<td>D Discusses how standard is relevant to the real world</td>
<td>D Class discusses how standard is relevant to the real world</td>
<td>D Class discusses how standard is relevant to the real world</td>
</tr>
<tr>
<td>D Provides opportunities to apply knowledge to new situations using only quizzes, tests and exams</td>
<td>D Provides opportunities to apply knowledge to new situations using quizzes, tests and exams with some open-ended questions</td>
<td>D Ensures that learning activities and projects culminate in a product performance with a real-world application</td>
<td>D Ensures that learning activities and projects culminate in a product performance with a real-world application</td>
</tr>
<tr>
<td>D Uses commercially-made assessments</td>
<td>D Uses learning activities and projects to assess student skills and knowledge as indicated by the standard</td>
<td>D Discusses how the standard is addressed by the product performance</td>
<td>D Class discusses how the standard is addressed by the product performance</td>
</tr>
<tr>
<td>D Infrequently uses technology to assess student learning</td>
<td>D Sometimes uses technology to assess student learning</td>
<td>D Uses learning activities and projects to assess student skills and knowledge as indicated by the standard</td>
<td>D Provides opportunities to share, discuss, and analyze product performance</td>
</tr>
<tr>
<td>D Sometimes uses technology to assess student learning</td>
<td>D Students frequently use various technologies in product performance and to assess student learning</td>
<td>D Assessment guides future instruction/learning</td>
<td>D Uses learning activities and projects that accommodate different learning styles to assess student skills and knowledge as indicated by the standard</td>
</tr>
<tr>
<td>D Students frequently use various technologies in product performance and to seamlessly integrate the assessment process</td>
<td>D Students routinely use various technologies in product performance and to seamlessly integrate the assessment process</td>
<td>D Assessment guides future instruction/learning</td>
<td>D Assessment guides future instruction/learning</td>
</tr>
</tbody>
</table>
## Dominie Grade Level K-2 Equivalency Conversion Categories

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (BOY)</th>
<th>Middle of Year (MOY)</th>
<th>End of Year (EOY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Substantially Below Grade Level</td>
<td>At or Above Grade Level</td>
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<tr>
<td></td>
<td>Below Grade Level</td>
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<tr>
<td>KDG</td>
<td>*Show Me Book Stanine 1 Score 0-2</td>
<td>*Show Me Book Stanine 2-3 Score 3-7</td>
<td>*Show Me Book Stanine 4-9 Score 8-17</td>
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<tr>
<td>First Grade</td>
<td>Text Levels 0, 1, 1A</td>
<td>Text Levels 2A or above</td>
<td>Text Levels 0, 1, 1A, 1B</td>
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<td>Text Levels 1B, 2</td>
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<td>Text Levels 2, 2A, 2B, 3, 3A, 3B</td>
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<tr>
<td>Secon d Grade</td>
<td>Text Levels 2A, 2B, 3, 3A, 4, 4A, 4B, 5, 5A, 5B, 6</td>
<td>Text Levels 6A or above</td>
<td>Text Levels 0, 1, 1A, 1B, 2, 2A, 2B, 3, 3A, 3B</td>
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<td>Text Levels 4, 4A, 4B, 5, 5A, 5B, 6, 6A, 6B, 7, 7A, 7B</td>
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<td>Text Levels 8 or above</td>
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<td>Text Levels 8 or above</td>
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<td>Text Levels 8 or above</td>
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</table>

(June 2010)

*Show Me Book cutoff scores are defined by Reading First guidelines.

**Dr. Diane DeFord’s Equating Chart for Benchmark & Bridging Materials was used to identify cutoff scores for text levels
## DOMINIE GRADE LEVEL EQUIVALENCY CHART BY GRADES

### Kindergarten

<table>
<thead>
<tr>
<th>Show Me Book Scores</th>
<th>Test Level</th>
<th>Test Level</th>
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<tbody>
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*Kindergarten BOY reflects Show Me Book scores. Test levels reflect MOY for Kindergarten*

### First

<table>
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<tr>
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### Second

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</tbody>
</table>

*Significantly Below Grade Level*

*Below Grade Level*

*At Grade Level*

*11A or Above Grade Level*
Opening (Math Stretch): 6 minutes
- Warm-up
- Concept Review
- Skill Review
- Activating Activity
- Read aloud, song, or rhyme
- Connect new skill to previous learning

Balanced Math Framework
- 6 minutes Closing
- 5 minutes Opening
- 30 minutes Small Groups & Work Stations
- 18 minutes Whole Group Lesson

Whole Group Lesson: 18 minutes
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Lesson</td>
<td>Practice w/ teacher</td>
</tr>
<tr>
<td>Modeling</td>
<td>Use of manipulatives</td>
</tr>
<tr>
<td>Teacher focused</td>
<td>Vocabulary development</td>
</tr>
<tr>
<td>direct instruction</td>
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<tr>
<td>Demonstrate multiple methods/strategies</td>
<td>Develop conceptual understanding</td>
</tr>
<tr>
<td>Make connections/establish relevance to real world</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Incorporate concrete models</td>
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</tr>
</tbody>
</table>

Small Groups and Work Stations: 30 minutes
Allows for students to be given time to receive additional instruction, remediation or enrichment opportunities:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates independent and small group work</td>
<td>Independent practice (games, centers, hands-on-activities, work stations)</td>
</tr>
<tr>
<td>Monitors and documents student progress</td>
<td>Small group work w/ the teacher</td>
</tr>
<tr>
<td>Confers with students</td>
<td>Solve problems</td>
</tr>
<tr>
<td>Provides guided small group instruction</td>
<td>Reason and evaluate mathematical thinking</td>
</tr>
<tr>
<td>Assesses student understanding</td>
<td>Communicate mathematically (through talk, writing, or drawing)</td>
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<tr>
<td>Provides feedback and guidance</td>
<td>Make connections</td>
</tr>
<tr>
<td>Asks questions</td>
<td>Represent math concepts in multiple ways</td>
</tr>
<tr>
<td>Demonstrates alternate strategies</td>
<td></td>
</tr>
</tbody>
</table>

Closing (Math Huddle): 6 minutes
- Journaling
- Summarizing main concepts
- Answering Questions
- Show and explain approaches for solving problems
- Assessment or performance task
- Reflect on new learning
- Articulate thinking using math vocabulary (through talk, writing, or drawing)