Teaching & Learning
Parent Night #2

November 14, 2019
**K–5 Reading and Writing Units of Study Implementation Timeline**

**2017-2018**
District begins relationship with Chicago Literacy Group. Coaches support implementation.

**2018-2019**
All teachers attend Chicago Literacy Group Professional Development

**September 2019**
Year 2 of District Implementation

**September 2016**
Wilmot Pilot of Units of Study in Reading and Writing

**October 2017**
Teachers’ College PD in Units of Study Writing

**September 2018**
Year 1 of Full District Implementation of Units of Study Reading

**Summer 2019**
Full Scope and Sequence Developed with coach-created additional units

**2019-2020**
Ongoing Coach-delivered Professional Development and CLG

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Elementary Curriculum Maps & Instructional Model

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Minilesson
Partner reading

Small groups

Conferring

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Reading Differentiation Through the Use of Complex Text

Mentor Text: Teacher
- Complex text
- Used to model critical thinking and
- Demonstrate skills and strategies

Independent Text: Student
- Practice and apply skills and strategies
- Read critically with greater independence
- Meets student at their level
Level N
- characters begin to have conflicting traits
- Feelings AND personality changes
  Ex: Amber starts out a mess but ends up more secure
- Figurative language starts to matter

Level R
- complex main character becomes more real - makes decisions we don’t like
- More than one problem
- Characters personality changes - but not always for the better
- Inferring or “reading between the lines” is necessary now
<table>
<thead>
<tr>
<th>Informational Reading</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
</table>
| **Main Idea(s) and Supporting Details** | - Say the main idea with more than just one word  
- Identify important supporting details that go with the main idea  
- Summarize briefly, leaving out unimportant things | - Pause to summarize as a way to hold onto learning  
- Identify main idea and link to related points (details)  
- Use text structure to determine main idea and important details or claims  
- Keep own opinions separate from the ideas presented in the text | - Determine several important main ideas that are woven throughout the text  
- I can weigh the importance of details within the text and avoid minor details  
- I can discuss important details that best support each of the main ideas  
- Keep own opinions separate from the ideas presented in the text |
Understanding the Reading Progressions

Readers at Level K

At level K, readers process a wide range of genres (realistic fiction, animal fantasy, traditional literature, some simple biographies, expository nonfiction, and other informational texts). They read many illustrated chapter books (including some series books). Most fiction texts have multiple episodes related to a single plot, but the demand on the reader’s memory is higher than at previous levels. They read about characters that change very little but are at the same time more complex; and readers encounter some literary language. Readers process a great deal of dialogue, some of it unassigned, and are challenged to read stories based on concepts that are distant in time and geography and reflect diverse cultures. Readers solve many content-specific words and some technical words in informational texts. They encounter new information and ideas in nonfiction texts and learn from them. They automatically recognize a large number of words and quickly apply word-solving strategies to multisyllabic words with inflectional endings, and to words with suffixes and prefixes. They can read a wide range of plurals, contractions, and possessives. They read silently in independent reading, but when reading orally they demonstrate all aspects of fluent reading. Readers continue to develop awareness of the characteristics of genres and can discuss them. Their ability to use academic language is expanding.

Selecting Texts: Characteristics to Texts at Level K

- Some embedded forms (e.g., letters, directions) within narrative and expository structures
- Variation in narrative: e.g., cumulative tales, circular stories
- Some books with characters connected to a single plot
- Nonlinear plots divided into sections
- Underlying structural patterns: description, temporal sequence, chronological sequence, questions and answers

Themes and Ideas
- Concrete themes close to students’ experiences: e.g., imagining, courage, fears, friendship, family relationships, self, home, nature, growing, behavior, community, first responsibilities, loyalty, belonging, peer relationships, feelings
- Some books with multiple ideas, easy to understand
- Ideas close to students’ experiences: e.g., showing with others, caring for others, doing your job, helping your family, taking care of self, staying healthy, saving for your world, empathizing with others, problem solving, making differences, expressing feelings, warning about life’s challenges

Language and Literary Features
- Some books with settings that are not typical of many students’ experiences
- Some settings that are distant in time and geography
- Settings that are important toCharacterization of the fiction narrative...
Differentiation in Writing

All about ginnie pigs. Do you want to know a lot about ginnie pigs? Well you’ve got the lite book, all about ginnie pigs. So the first you need to do is take a look at that diagram. Ok?

Information Writing Checklist (continued)

Grade 2

DEVELOPMENT

Did I do it like a second grader?

<table>
<thead>
<tr>
<th>Elaboration</th>
<th>Grade 2</th>
<th>I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft</td>
<td></td>
<td>I tried to include the words that showed I’m an expert on the topic.</td>
</tr>
</tbody>
</table>
## Understanding the Writing Progressions

<table>
<thead>
<tr>
<th>Informational Writing</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elaboration</strong></td>
<td>I drew and wrote important things about the topic.</td>
<td>I put facts in my writing to teach about my topic.</td>
<td>I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.</td>
</tr>
<tr>
<td><strong>Craft</strong></td>
<td>I told, drew, and wrote some details about the topic.</td>
<td>I used labels and words to give facts.</td>
<td>I tried to include the words that showed I’m an expert on the topic.</td>
</tr>
</tbody>
</table>
Middle School English-Language Arts: Thematic Units of Study

- Reading, Writing, and Speaking
- Informational, Narrative, and Argumentative
- Socratic Seminar, Presentations, & Debates
- Mentor Texts, Choice Texts, Book Clubs, Poetry, Short Stories

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
(Almost) Everyday Practices

Read - Short Stories, Poems, Book Talks, Whole Class or Independent Text

Write - About the reading, generative writing, formal writing, editing/revision/final draft

Study - Skill or strategy lesson to correspond with unit of study

Create/Conference - Time for the student to do and time for the teacher to check in on readers and writers

Share - Debrief, demonstration, student shares work
6th Grade ELA

Quarter 1 - Self Discovery
Mentor Text: Things Not Seen
Writing: Comparing and Contrasting the theme, while citing evidence from multiple texts

Quarter 2 - Grit
Mentor Text: Fish in a Tree
Writing/Speaking & Listening: TED-inspired Talk

Quarter 3 - Life Lessons
Mentor Text: Touching Spirit Bear
Writing, Speaking & Listening: Personal narrative and Life Lessons Podcast

Quarter 4 - Loyalty and Selflessness
Mentor Text: The Outsiders
Writing/ Speaking & Listening: Argumentative Campaign
7th Grade ELA

Quarter 1 - The Impact of Choices
Lit Circle Books: Red Kayak, One for the Murphys, Wild Bird, As Brave As You, The Edge of Nowhere, and My Sister’s Keeper
Writing: Informative Essay

Quarter 2 - Utopia vs Dystopia/Individuality vs. Conformity
Mentor Text: “All Summer in a Day,” Harrison Bergeron, “Utopia”
Book Clubs: The Giver, Among the Hidden, Among the Imposters, The Testing, Delirium, Unwind, Scythe
Writing: Argumentative on Government Policies

Quarter 3 - Exploring Genres and Research
Mentor Texts: A variety of poems and nonfiction articles
Reading: Book Circles (CMS)
“Change the World” project and Student Showcase (SMS)
Writing: Research Paper and Poetry Analysis

Quarter 4 - Coming of Age
Mentor Text: “A Crush,” “Amigo Brothers,” “Seventh Grade”
Lit Circles Books: Orbiting Jupiter, Bystander, Waiting for Normal, Running Dream, Peak, Grenade, etc.
(Student choice)
Writing: Short Story Argumentative essay, & Personal Narrative
8th Grade ELA

Quarter 1: Perception versus Reality

Mentor Texts: *Animal Farm*, Short Stories Unit

Writing/Speaking/Listening: Comparative Theme Essay

Quarter 2: Morals, Empathy and Intelligence

Mentor Texts: *Flowers for Algernon* and *To Kill a Mockingbird*

Writing/Speaking & Listening: Philosophical Chairs Debate, Informative Essay, Lit Circle Discussions

Quarter 3: Overcoming Adversity

Mentor Texts: *The Diary of Anne Frank* and *Night* (SMS) or Holocaust/ Genocide *Choice Novels* (CMS)


Quarter 4: Nature vs. Nurture

Mentor Text: *Warriors Don’t Cry* and/or Modern Day Civil Rights

Writing/Speaking & Listening: Modern Day Civil Rights Research, Lit Circle Discussions

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Click HERE to Access 6-8 Common Rubrics and Checklists!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking and Listening</td>
<td>Speaking and Listening</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>7th</td>
<td>Informative Writing Checklist</td>
<td>Writing</td>
<td>Poetry Analysis</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lit Circle Checklist</td>
<td>Inquiry Circle Checklist</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Argumentative Rubric</td>
<td>Informative Rubric</td>
<td>Informative Rubric</td>
<td>Argumentative Rubric</td>
</tr>
<tr>
<td></td>
<td>Speaking &amp; Listening</td>
<td>Speaking &amp; Listening</td>
<td>Speaking and Listening</td>
<td>Speaking &amp; Listening</td>
</tr>
</tbody>
</table>
What might I see my child working on at home?

- Reading a variety of texts
- Annotating a text
- Working on a writing piece
- Preparing a Presentation

---

"Are you getting enough protein?" "How can your body function without meat?" "You need to eat meat! You're growing and you need protein!" 

These are some of the endless questions from concerned friends and family members of a vegetarian. It seems as though the world has been brainwashed into believing that meat is the only source the human body has to get protein. This, however, is most definitely not the case. Thousands of vegetarians across the globe are able to consume the needed amount of protein by eating a lot of meat. Through the wonderful sources of nuts, ancient grains and eggs, vegetarians are more than able to live a healthy, protein-rich lifestyle.

By consuming nuts, seeds, beans, chickpeas, lentils, black beans, and more - a vegetarian is filling their diet with a nutritious and delicious variety.
INNOVATION in DPS109
TOPICS FOR TONIGHT

- meaningful use of tech & innovation
- tech & innovation in our classrooms
- digital citizenship
meaningful integration of tech & innovation
The 4 C’s are lifelong skills that transcend disciplines.

1. Critical Thinking
   Finding solutions to problems

2. Creativity
   Thinking outside the box

3. Collaboration
   Working with others

4. Communication
   Conveying ideas
2

tech & innovation
in our classrooms
Virtual & Augmented Reality
Google Expeditions & Tour Creator

Elementary students immersed in virtual reality expeditions using iPads and VR goggles.

8th grade students in social studies class created their own VR tour of Deerfield to teach about the “Fight to Integrate Deerfield: 60 Year Reflection.”

curiosity  wonder  empathy  exploration  time travel
Students in Social Studies class demonstrate their learning for their Utopia project using augmented reality.
Podcasting

Students in ELA recorded podcasts on the topic of “Life Lessons” that could be submitted to NPR’s Student Podcast Challenge.
Students created a short movie with a topic on “What is the change you want see in the world?”

Won: Best Middle School Video
Breakout EDU

Students PreK - 8 are immersed in educational escape-room style challenges that focus on strengthening SEL skills and the 4 C’s

Students creating their own Breakout EDU games
THE POWER OF BREAKOUT EDU

Self-Awareness
Students possess self-confidence and willingly put forward potential puzzle solutions. They demonstrate self-efficacy and believe in their ability to complete the challenge.

Self-Management
Students demonstrate impulse control and determine when they should step forward and advocate for their ideas or step back and allow others to participate. They track various game elements to make connections to solve complex puzzles.

Social Awareness
Students recognize that their peers are likely to have a different perspective on the problem and employ empathy when there is an increased sense of urgency during a game. Students must respect each member of their team and approach all interactions with an open mind.

Relationship Skills
Students articulate their ideas clearly and actively listen to the ideas of others. If a conflict arises, students negotiate constructively and work towards a resolution.

Responsible Decision-Making
Students identify, analyze, and solve each of the problems they encounter during a game. Through reflection, students evaluate their effectiveness and identify areas of improvement.

Communication
Students contribute unique perspectives, actively listen, consider diverse viewpoints, and build upon others’ ideas. They engage in brainstorming to develop possible solutions.

Collaboration
Students work together as a problem-solving team, synthesizing ideas from all members and ensure that all proposed solutions are considered.

Critical Thinking
Students analyze each puzzle from different perspectives, make connections, iterate, and persevere until all locks are opened.

Creativity
Students apply content knowledge by designing original Breakout EDU games, demonstrating a deep level of mastery.
STEM

Students designed and built a working soda machine from scratch.
Computational Thinking in Elementary STEM

Students used coding and computational thinking to fly drones.
Digital Tools for Independent Practice
Freckle
ST Math
Khan Academy
Big Ideas Skills Trainer
Exact Path
3
digital citizenship
Common Sense Media

◎ At school
https://www.commonsense.org/education/digital-citizenship

◎ At home
https://www.commonsensemedia.org/educators/digitalcitizenshipweek/home
1st graders learn to “pause & think” to be safe, responsible, and respectful online

cyberbullying awareness in 7th grade
Google Be Internet Awesome

SMART: share with care

ALERT: don’t fall for fake

STRONG: secure your secrets

KIND: it’s cool to be kind

BRAVE: when in doubt talk it out

- BIA Resources: [At School](#)
- BIA Resources: [At Home](#)
Balance of Digital Tools/Screen Time
Healthy Eating and Screen Time

**Red** - Cake, Candy, Ice Cream, Cookies, Soda

**Yellow** - Snacks, Mac & Cheese, PB&J, Chicken Nuggets, Juice

**Green** - Eggs, Salmon, Lean Meat, Fruits, Veggies, Nuts, Water
Healthy Eating and Screen Time

**Red** - Cake, Candy, Ice Cream, Cookies, Soda

**Red** - Most Video Games, Social Media, Youtube, Entertainment

**Yellow** - Snacks, Mac & Cheese, PB&J, Chicken Nuggets, Juice

**Yellow** - Consume, Youtube, Educational Apps, Social Media

**Green** - Eggs, Salmon, Lean Meat, Fruits, Veggies, Nuts, Water

**Green** - Create, Art, Photography, Music, Blogging, Videos, Coding

@NoApp4Pedagogy
Eric patnoues, M.Ed.
Purpose of Digital Tools/Screen Time

Focus on:
- Quality
- Quantity
Balance of Digital Tools/Screen Time

The 7 Habits® Tree

AND REMEMBER TO TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW
Balance Feels Best