

mr 16/7/

Maryvale Be a Reading Star

August 9, 2016

Monique Baugh

Overview of BARS

Distribution of Pacing, Preface Pages, Lesson Plan Format

- Preface, pacing, lesson plan format distributed
- Not a scripted program, tells verbage
- Bullet 2 Anchor Std 9 –the Reflect and Review component will be this part- suggested day 8
- Anchor Std 4- close reading- covered in every unit
- # 6 bullet- bridge text- up to two grade levels below level, accelerated- up to one year below
- 6 pack of trade books- for you to use at discretion
- Teachers guide, assessment, student workbooks, all Maryvale students will have workbooks
- Pacing guide: bullet under unit- tells what part of priority std is not completely covered in BARS
- Use resource page on office 365- has resources for each standard, also englishworksheet.com
- 3rd grade- week 1-2 no standard- suggest teaching r13.2
- Can use the same text to teach different standards, just using it for a different purpose
- Filled in template- small group will be differentiated every day,
- Instruction plan: Day 1: all read alouds in back of TE, differentiate vocab based on student needs, determine as a group what vocabulary is important and is also based on students' needs/misconceptions, framework has been revised to allow more time for small groups, can meet with On level students on days 1,3,5- don't have to but it is good to push them, can use six packs, book studies
- **Tier I needs to be on grade level specific standard**
- Tier II and III is where you can break it down to a lower level
- Tier II could be BARS, Sonday, etc. based on student data, try to stay within genre and/or genre, can pull resources from website if need for lower grades. They are aligned with standards just a different grade level, if student can't decode- do Sonday, could word call but not know meaning of words- word structure/vocabulary- can use Sonday for this
- State is paying for third grade DIBELS, Monique can email progress monitoring books to use the passages for progress monitoring, can use passage in BARS,
- Days 3-5: close reading lessons- 3-4 sections- each close read has a different purpose, as a grade level determine which two pieces go together, do they have to be done in order? Depends on if one builds upon the other- need to determine that.
- Day 5- indep reading and workstation 1- strugglers- use in small group and give guided instruction, can chunk it
- Assessment practice- could be a minor grade (as a part of something else) but not a major grade
- **Major grades must always be a cold read, complex but not difficult,**

- Day 6-10-
- Day 9-10- – assessments- can use as beginnings of a CFA with additions (questions or passages to cover priority standards not covered in unit assessment) instead of assessment on day9/10
- Day 9/10- need some type of assessment based on the genre – can use resources from office 365
- Look at assessments now to determine/plan how to instruct students, what verbage is needed, what needs to be added to meet standards
- mbaugh@mcpss.com

Maryvale Elementary

Professional Learning Communities In Action

Date 8-9-18

8:15-9:30

Learning Team Members in Attendance Spring Pacheco
D. Davis D. Padgett R. MSM R. Latta
Spring Amia Sullivan
Dahli Cannon Veronique Marks J.M.W. Williams
Lisa Shugrue Yalankhan Charles Cook

Purpose of Meeting: Be a Reading Star
 ___ PST ___ Plan ___ Examine Student Work
 ___ Solve Instructional problem ___ Other

Presenter: Veronique Baugh

Minutes of Meeting:

Administrator Signature _____
 Date _____
 Comments:

RX:

PLEASE SIGN IN

Wonders Modeled Lessons

January 31, 2017

Times are for planning, model of a small group/whole group lesson, and debrief with McAdam. Please bring your T.E.'s, computer, and small group materials. We will meet in Weaver's office.

4th grade- 8:00-11:15 (Teachers meet class in cafeteria)

- Plan whole group lesson - 20 minute cafeteria style teaching
- Plan small group lesson - resources Reading A-Z for below
- McAdam model whole group lesson 9:00-9:30 - Vocabulary, 10:00-10:30
- McAdam model small group lesson - discuss resources
- Debrief and Next Steps Vocabulary - breaking lessons apart
Ask and Answer Questions - Cause and Effect

Sue Robinson	
Kimberly McArthur	
Joris McManus	
Carla Dear	

SUBSTITUTE LUNCH 11:15-12:00 (please meet first grade class in cafeteria)

Next Steps - 4 copies of small group rotations to teachers (4th grade)

Cause and effect graph - looked at a few students - scaffolded Effect or Cause as necessary.

- Email Aspire type assessment from Wonders.

MV1519

Maryvale PBL

Joe Gaston

November 12, 2015

8-11:00

Kimberly McNeilson

Dee Robinson

Carla Deen

✓

11:30-2:30

Edith Carr

Sonya King

John James

Angela Stafford

✓

M151634

Certificate of Attendance

Awarded to:



Shenetta A. Wheaton

Alabama First Class Pre-K

Conference 2016

1/4-1/6 2016

Date

21

Hours

Tara Skiles

Tara Skiles
Professional Development Manager
The Alabama Department of
Early Childhood Education

Jeana Ross

Jeana Ross
Secretary
The Alabama Department of
Early Childhood Education



8-11

Maryvale Elementary School

Sonday System Professional Learning

October 20, 2015

Facilitators: ARI Literacy Coaches--Angela Sloke, Claudia Weems, Cabrina McShan

Outcomes: The Kindergarten Teachers will (1)explore Let's Play Learn System, (2)engage with multiple learning modalities, (3)create whole group and small group lessons, (4)review assessing tools

<u>Participants</u> <u>First, Last Name (PRINT)</u>	<u>Signature</u>	<u>Grade Level</u> <u>or Position</u>
1. Paula Chartier	Paula Chartier	K
2. Dildra Daniels	Dildra Daniels	K.
3. Lebarin Packer	Lebarin Packer	para
4. Maria Gaines	Maria Gaines	para
5. Tamika P. Turner	T.P.T.	K
6. Anesha Watson	Anesha Watson	K
7.		
8.		
9.		
10.		