

GCHS Language Arts Department Meeting– November 13, 2008

USD 457 SMART Goals for Reading:

1. On the 2009 Kansas Reading Assessment, **40% of all ELL** students will meet or exceed standards at the 11th grade level.
2. On the 2009 Kansas Reading Assessment, **60% of all SWD** students will meet or exceed standards at the 11th grade level.
3. On the 2009 Kansas Reading Assessment, **71% of all Hispanic** students will meet or exceed standards at the 11th grade level.
4. On the 2009 Kansas Reading Assessment, **65% of all SES** students will meet or exceed standards at the 11th grade level.
5. On the 2009 Kansas Reading Assessment, **80% of all GCHS** students will meet or exceed standards at the 11th grade level.

Mandatory Changes to Curriculum

Writing

- Juniors will focus on persuasive writing to prepare for Kansas Writing Assessment.
- Sophomores & Juniors: research-paper is to be put on hold until after the Kansas Reading Assessment. Decisions regarding any adjustments to this year's research paper will be finalized before February.

Reading & Literature

- All local curriculum (including Junior English curriculum currently in development) is on hold until after the Kansas Reading Assessment. Decisions regarding any further adjustments will be finalized before February.
 - 9th and 12th grade classes who are currently reading novels and/or using literature circles should complete these units before beginning adjustments to curriculum
- All teachers will teach the state reading indicators applied to connected appropriate level text. Teachers should utilize textbooks, supplemental student workbooks (Write-In Readers), and additional appropriate level passages.
 - Reading indicators should not be taught as isolated skills, but must be applied to text.
 - Students must be provided multiple opportunities to read and analyze narrative, expository, persuasive, and technical text.

- Classroom assessments will test students' knowledge and application of state assessed indicators (not knowledge of content). Assessment data will be used to make instructional changes.
- Instruction should be direct and explicit, following all stages of the Gradual Release of Responsibility Model.
- Juniors who pass the state reading assessment will be moved to English III, so that teachers in Junior English will be able to provide more intense, individualized instruction for those students who do not pass the assessment.
- Juniors and seniors who have passed the state reading assessment may continue to work on the local curriculum as written.

All questions or clarifications regarding what curriculum should be taught should be directed to Kristi, Janet, or Leigh Ann.

"Many things we need can wait. The child cannot. Now is the time his bones are formed, his mind developed. To him we cannot say tomorrow; his name is today."

-Gabriela Mistral