

ENGLISH LANGUAGE ARTS (ELA) MEETING MINUTES

FEBRUARY 18, 2005

9:30am-12:00pm 1:00pm-3:00pm

MEMBERS PRESENT

Nancy Erlanger
Jodi Dooley

Vinny Nugent
Clare Dwyer

Shannon Denise

Donna Woodward

MEMBERS ABSENT

none

BEST PRACTICES AND RECOMMENDATIONS

Grade Level Uniformity - Skills and Assessments

Revisit Retention Issue

Separate Reading Report Card

Training offered to all faculty to become certified as a Reading Specialist

K-3 assist in grading of Grade 4 ELA

5-7 assist in grading of Grade 8 ELA

K-12 should all be exposed to every State Assessment (ELA)

Off year testing – scorers attend regional scoring – enabling us to diagnose and Rx, then score in-house

Provide frequent time and opportunity for independent reading within the school day

Direct instruction and guided practice using textual reference to support answers

Time to pool best practices in reading and time to develop/implement lessons

Incorporate ELA skills into other subject areas

- o Listening skills
- o Note taking

Direct instruction of sophisticated vocabulary

Revisit AIS

Encourage review of ELA Curriculum in preparation for Grades 3-8 testing

Grade 4

- 2 Basal series
- 3 Trade books – (Shannon- 3 groups at different levels)

Grade 5

- 4 sections – trade books
- Independent reading time
- Teachers need to be using the same language and tools across grade levels, and as a District
- Students need to feel comfortable working with **text** and taking notes. We need to assess thinking, not memory (comprehension). * Better assessment for inference.
- How do we keep students engaged and excited about reading?
- Incorporate ELA skills in other areas. (Ex. Listening during Social Studies – incorporating content material into ELA.

Grade 6

- 42 minutes of reading
- 42 minutes of writing
- Grade 6-8 reading teacher, or train current teachers giving supplemental support.
- Using non-fiction, listening
- All do the same novel and activities
- Special Education students included most times but pulled for skills at other times
- AIS - small group every other day with reading or writing teacher. Students can't receive both.

Reading teacher for Middle School!

- Paragraph writing, writing based on reading (8th gr. ELA). Mechanics, details, facts
- Clare and Sue push in during class periods when **writing** is done.
- Library Research

Ideas:

- expose teachers to what is expected on ELA (6-8 ELA teachers presenting to all middle school teachers)
- need more time to discuss with others

Grade 7

- 42 minutes of Language Arts
- Reading and writing heterogeneous
- Computer Research

Special Education

- gets support in class and resource room

AIS

- extra period with Language Arts teacher
- *dilemma: do you work on skills or the work that is due?

Grade 8

- 42 minutes of Language Arts instruction

AIS

- extra period with ELA teacher
- Special Education teachers push in to support

Grades 9-11- ENGLISH

Modified instruction with the same end result

- One group with about 18 Students (1/3 ESL, 1/3 504, 1/3 CSE)
- Identified based on level of dependence vs. independence and ELA scores
- Developed on new Regents- Prentice Hall series, trade books, and many resources
- Some support push-in

Next year create 2 modified classes for grade 10, using the same, but modified content

Grades 9-11 - each grade has one teacher per grade level

Grades 9-11 Honors – more independent, one per grade level

Grade 12

All 12th graders with the exception of a small group of CSE students

English 12- broken into 4- 10wk classes. (40 weeks)

- Week 1-10:
 - Skills Review - rotate through three skills:
 - Research
 - Oral presentations
 - Essays
- Week 11-40: Choose from 3 classes with different electives each quarter

Advanced Placement – Full year course

- Extra 5th unit for Sequence, Language and Composition
- Writing in various genres
- Sentence diagramming
- Heavy emphasis on LANGUAGE
- AP exam in May

Writing Course – elective

Video Production – elective

AIS – every other day with skills review for regents