



Curriculum Definitions



What you may need to know to interpret
our data wall

Percentile Rank

A percentile rank shows your child's rank, from 1 to 99, in relation to the comparison group for any one particular test.

What does this mean? A percentile rank of 74 means that this student did as well as or better than 74% of those students taking the same test.

Due to a common misunderstanding, it must be noted that percentile rank scores are not to be thought of as the percent correct on a given test.

Percentile ranks are not equal units so the difference between the 50th and 52nd percentiles is not the same as the difference between the 1st and the 3rd percentile (even though both are only 2 percentile points apart).

Guided Reading

Guided reading is small group reading instruction, in which the teacher assists students in the development of independent reading strategies and comprehension.

Guided reading is only effective as part of a balanced literacy program, including shared and independent reading and writing.

The groups are flexible according to the needs of the students within them and can be changed.

There are ongoing observations and assessments to determine the strengths and needs of the students in the group.

Leveled Reading Text

Experts have developed many different ways to level guided reading books.

Each level has certain characteristics, such as word patterns, sight words, concepts, and number of words per page.

The texts become increasingly more complex as the levels progress.

The texts used in guided reading are leveled A to Z, with level A text being for beginning readers.

Reading Comprehension Strategies

Making Connections: Readers use their schema to combine what they already know about decoding and comprehension as they read and think about text. They activate their prior knowledge before, during, and after reading. Children make Text to Self Connections, Text to Text Connections, and Text to World Connections.

Creating Mental Images: Readers create mental images from all five senses during and after reading. These images help the reader draw conclusions and recall details about a text.

Questioning: Readers purposefully ask questions before, during, and after reading to clarify meaning, predict, determine the author's purpose, or locate a specific answer within a text. Readers also determine whether their questions can be answered by the text, by inferring, by their schema, or by an outside source.

Inferring: Readers determine meanings of unknown words by paying attention to details and engaging in conversations with others. Inferring also involves making predictions and confirming or contradicting those predictions as they read on.

Determining Importance in Non-Fiction: Readers distinguish between fiction and non-fiction, as well as distinguish important from unimportant information to identify main ideas as they read.

Synthesizing: Readers monitor their overall comprehension and realize that it changes throughout the process. Readers retell, share, recommend, and criticize books they have read.

Basal Reading

Basal Reading is a form of whole language

Key characteristics:

All students are working on same skills.

Stories are written at levels ranging from a half year below grade level to two years above.

Stories are purposefully not read in a progressive manner.

Grammar, spelling, research, phonics, and some writing skills are linked to stories.

Six Traits

The six traits of good writing are means of describing the qualities of good writing

“Ideas” can be explained as the heart of the message. The writing piece makes sense, is focused and has quality details.

“Organization” is the structure of the piece of writing. Good writing has an inviting opening, has a logical sequence with linking ideas and an effective ending.

Six Traits Continued

“Voice” is the personal quality, a sense of the writer behind the words found in writing. The tone should be appropriate for the reader/ audience. Involvement, enthusiasm and integrity in the writing should be evident.

“Word Choice” in good writing has correct and accurate use of language. Vivid, precise and memorable words are present as is effective, original use of everyday words.

“Sentence Fluency” is the rhythm and flow of sentences. Variety of sentence beginnings, lengths and patterning is reflected in quality writing.

“Conventions” is the general correctness of the piece. Included in conventions are: spelling, punctuation, grammar and usage, paragraphing and use of capital letters.

Everyday Math Rubric

Beginning (B) = Children cannot complete the task independently. They show little understanding of the concept or skill.

Developing (D) = Children show some understanding of the concept or skill; errors or misunderstandings may occur. Reminders, hints, clues, and suggestions are incorporated for better understanding.

Secure (S) = Children can apply the skill or concept correctly and independently.

Curriculum Based Measurements (CBM)

A simple assessment that measures basic skills linked to core curriculum

Used in both general and special education

Provides valuable feedback to both educators and parents regarding progress in the general curriculum

Provides useful data for decision-making at all levels

CBM Test at Kaneland

Basic Skill Area	Timing	Group or Individual	Procedure	Scoring Unit
Math Computation	2 Minutes	Group or Individual	2 page math computation worksheet	Correct digits
Written Expression	5 Minute Thinking 3 Minutes Writing	Group or Individual	Writing a story from a grade appropriate story starter	Total words written Words spelled correctly Correct writing sequences

CBM vs. Traditional Assessment

CBM

Aligned with the curriculum
Sensitive to differences
within and among a person
over time
Can identify academic
weaknesses
IEP goals lead to improvement

Traditional Assessment

Limited overlap
Sensitive only to differences
among individuals
Cannot pinpoint instructional
needs
IEP goals tend to be vague and
lack observable, measurable
outcomes

ISEL: Illinois Snapshot of Early Literacy.

This assessment is given once in the fall and once in the spring to determine a child's early literacy development and helps teachers make instructional decisions

Kindergarten/First Grade ISEL Subtests	Second Grade ISEL Subtests
Alphabet recognition	Spelling
Story listening	Word recognition
Phonemic awareness	Fluency
One-to-One matching and word naming	Written response to reading
Letter sounds	Reading passage (oral accuracy and comprehension)
Developmental Spelling	Oral vocabulary
Word Recognition	
Oral Vocabulary	
Graded Reading Passage	

Rigby Reading Assessments

The Rigby Benchmark Assessment is a systematic resource for identifying individual student reading levels.

It provides students with constructive feedback and assists teachers in organizing students into flexible groups of similar learning needs.

Running Records in Reading:

Also known as reading records

This is an assessment tool to find the student's "just right" reading level.

Book levels are predetermined based on word difficulty, sentence structure, and meaning. Levels range from the beginning reader to the mature reader.

Students are assessed on oral accuracy and comprehension. Oral accuracy refers to the correct reading of the words in the text. A percentage is found from the student's correct answers. Percentages determine the reading levels.

Independent Reading Level = 100%- 97% Student can read book without help

Instructional Reading Level = 96% to 90% Student can read this level and improve reading skills through instruction with the teacher

Frustration Reading Level = 89% or lower Reading at this level is not beneficial to learning to read

SIP: School Improvement Planning Days

On these days Kaneland is committed to serving the diverse educational needs of all students.

Each year we are providing staff with a wide range of professional development activities to assist them in better serving our growing student population.

SIP & Institute days will be focused on the following topics: the North Central Accreditation (NCA) review process at the high school; curriculum mapping, and new curriculum support workshops.

Literary Elements

Character – people or animals in a story, poem or piece of writing

Plot – main events in a story

 Problem – the issue in the story that the character tries to overcome

 Resolution – the solution to the problem

 Conflict - struggle between opposing forces in the plot

Setting – time and place of the story; answers where and when the action takes place

Theme – the message, lesson or moral of the story

Point of View – the perspective from which the story is written

 First person: character tells the story and uses “I”

 Second person: author speaks to the reader and uses “you”. This sometimes happens in nonfiction.

 Third person: the author knows what each character is doing, thinking, and feeling

Literary Devices Continued

Idiom – figurative speech that can not be taken literally (*tickled pink* = extremely pleased or happy)

Simile - a figure of speech that directly compares two unlike items using “like” or “as”

Metaphor - a figure of speech that implies a comparison of two unlike things without using “like” or “as”

Alliteration - repetition of consonant sounds usually at the beginning of a sequence of words such as “quickly and quietly” or “peculiar problems persist”

Onomatopoeia - words used to name the sounds they represent: buzz, bang, sizzle

For More Information on Curriculum Terms or Questions

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