Below are this week’s updates. We hope you had a chance to review the parent letter that went home with students the first of this week.

**Upcoming Professional Development Session**

Just a friendly reminder that the next PD is scheduled for Saturday, November 6th from 8:30 – 12:30pm. The focus on this session will be on practice and progress monitoring.

**Who’s doing what…**

- Leah: Taught the Self Monitoring mini-module
- Greg: Plans to use MyAccess! twice a week this quarter.
- Bobbye: Enjoying Germany this week.
- Marc: We miss you and will be visiting you soon.
- Koren: Displays important content using her completed Cornell Notes on the Elmo while students write their notes.
- Julianna: Plans to teach the mini-module on brainstorming
- Shiloh: Used the screening data to place students in heterogeneous groups and has started to use group work, assigning students particular roles.

**Mini-Modules**

We need your help! What specific things do you ask students to analyze? For example, do you ask them to analyze a picture, data, a cartoon, object, etc. We’d like to broaden the content of the analyzing mini-module using actual classroom examples. Please let us know.

**TOWL**

Dr. Smith has scored over 100 tests so far. Here’s Julie’s thoughts for this week.

Some students are writing some very interesting stories, but many are not writing about the storm having much to do with the tree on fire. About 1/3 write about fireworks, 1/3 write about kitchen fires, and 1/3 write about a storm, but make it a hurricane or locate the setting in places other than Hawai‘i. It makes sense, since lightning is rare here and bolts that hit the ground are almost unheard of locally. Most students treat the lightning storm in the picture prompt as background, but pay attention to what’s happening in the foreground.

This causes some scoring issues. Generally they do not score high on the
picture/story vocabulary based on the picture, but may score well on plot and overall story. As I’ve explained before, students are writing to their lived experiences – they know about fires started by fireworks, kitchen fires, or arson, but not by cloud-to-ground lightning.

The other peculiar thing is that not one student has identified the birdcage as such. Instead, if they identify it at all, they call it a mailbox. Truthfully, it’s hard to think of it as a birdcage, and even more difficult to think of a reason why a dog is tied to it. The placement looks like it could be a mailbox, and local experiences would make it more logical to see a dog tied to a mailbox than to a birdcage outdoors.

Staying within story composition, there is a wide range of descriptive writing. Mostly, students are minimally descriptive, adding few adjectives, adverbs, or literary devices (e.g., similes, metaphors). Some students do, but they are rare, and often these stories end quickly because it seems they ran out of time.

Remember
It's not where you start that matters,
it's where you finish!