

SAGE and WKCE goals written and worked on by Woodside teachers during the 2007/2008 school year. As part of the Board of Education Goals (#2: Target WKCE Scores) and Woodside's 3 year Staff Development Plan (2006-2009) with a focus on addressing the learning gap, Woodside teachers will continue to implement these WKCE/SAGE goals throughout the year.

Kindergarten, 4K, EC

- Students will be able to understand and state the main problem of a story
- Students will rote count to 100, recognize numbers in random order, skip count, and perform simple equations.
- Stationary unit (continue to use cubes) to measure height, width, etc.
- Students will better understand the main problem in the story.
- Students will be able to better understand calendar activities, such as days, months, years, and minutes.
- Focus on the meaning of the word; "best" as a comparison term
- Providing developmentally appropriate computer software so students can choose appropriate answers to answer the questions.

Grade 1

- Students will be working on the vocabulary needed to answer questions accurately.
- Students will learn how to determine the main problem in the story and increase familiarity with vocabulary such as best, main, most likely, least likely to answer reading comprehension questions accurately.
- Students will work on vocabulary needed to understand the problem.

Grade 2

- Balanced equations in math
- Main idea – most important, most likely, most often
- Text features – children are able to define difference between glossary and index
- Equations containing missing variable in a box
- Balanced equations

Grade 3

- "Prove it" – looking back into text/ passage. Text features
- WKCE terminology: mainly, most, best
- WKCE terminology
- Measurement, algebraic relationships

Grade 4

- Locate and interpret key words on questions to prove answer choices
- Locate and interpret key words in multiple choice questions to prove answer choices by highlighting
- Locating and interpreting keywords to prove answer choices

Grade 5

- Making inferences, drawing conclusions, searching for proof
- We will emphasize conclusive reasoning using given information to make decisions of their own
- Making inferences/ drawing conclusions and proving with passage (going back and rereading)

Grade 6

- Reread to support your answers
- Reread to support your answers
- Reread to support your answers

EEN

- Locate and interpreting keywords to prove answer choices
- Teaching rereading to support answers from text
- We will emphasize conclusive reasoning using given information to make decisions of their own
- Students will work on the vocabulary related to answer questions accurately
- Developing a pointing response
- Text features – tell difference between index and glossary and balance equations containing missing variable in box

Reading

- Students will learn how to determine the main problem in the story
- Increase my knowledge and familiarity with the Lucy Calkins series so that students can accurately respond in written form to questions asked

Art, music, phy ed., guidance

- Measurement, geometry and probability
- Tessellations, flips and turns and eyeball measurement
- Estimating and eyeballing; complete set of directions; terminology
- Main idea
- Focus group – drawing conclusion
- Main idea in relationship to song text

Speech and Language

- Relationships that occur in analogies
- Main idea in relation to stories