



DOLPHIN CHRONICLE

Cherry Hills Village Elementary

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March 22, 2013

CALENDAR OF EVENTS

Friday, March 22	Student Council – 8:00AM
Tuesday, March 26	First Grade Zoo Field Trip
Wednesday, March 27	Second Grade Musical – “Gotta Be Healthy”- 7:00PM
April 1 – April 5	NO SCHOOL – SPRING BREAK
Tuesday, April 9	Class Pictures
Wednesday, April 10	Reach Out -3:30PM
Tuesday, April 16	CLAW Field Trip to the Zoo
Thursday, April 18	Accountability Mtg – 7:50AM CLAW – 8:00AM
Friday, April 19	All Pro Dad’s Breakfast – 7:50AM CHVE Auction – “Lights, Camera, Action” 6:30pm - Cherry Hills Country Club

Dear CHVE Families,

The Common Core State Standards (CCSS) are a coherent progression of learning expectations in English/Language Arts and Mathematics, designed to prepare K–12 students for college and career success. The CCSS communicate what is expected of students at each grade level; putting students, parents, teachers, and school administrators on the same page, working toward shared goals. This chronicle explains the shifts you will see in English/Language Arts curriculum and instruction.

6 Key Instructional Shifts for English/Language Arts in the Common Core

Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts.

Shift 2: Knowledge in the Disciplines

Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.

Shift 3: Staircase of Complexity

Teachers will create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Shift 4: Text-based Answers

Students engage in rich and rigorous evidence based conversations about text.

Shift 5: Writing from Sources

Writing emphasizes use of evidence from sources to inform or make an argument.

Shift 6: Academic Vocabulary

Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms; but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers.

The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

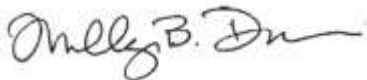
We have already begun the shift to Common Core State Standards. Teachers support the changes. We will continue to provide superior academic programing and instruction at CHVE.

Current “YIPPEE-YAHOO, YOU SPLASH” sentiments go to all our wonderful volunteers at CHVE, especially those nominated for the Cherry Creek School District Volunteer of the Year Award! Nominees were:

Kacy Adams, Buffy Chonchol, Hayden Collins, Rosalina Diecidue, Kelley Digby, Allison Dodge, Chris Dunne, Andrea Ellsworth, Erika Fisher, Colleen Frank, Jen Gallo, Jim Greenwell, Kirsten Handler, Betsy Huguez, Wendy Kane, Elizabeth Kris, Deb Lathram, Deb Larkin, Bonnie List, Megan Lynch, Becky Mackintosh, Tracy McInnes, John Prescott, Lynette Richardson, Karen Robinson, Jen Sax, Sherri Sargent, Stephanie Shalhope, Deon Smith, Whit Smith, and Molly Wolff

Congratulations and keep up the amazing work!!!

Together in education,



Molly Drvenkar, Principal

REMINDER:

Planning for the 2013-2014 school year is just around the corner! This planning includes the formulation of classes for next year. Allow me to explain the process. Each year the staff at CHVE spends many hours and takes great care assigning students to their next years' classes. We feel that we know each of our students well: learning styles, relationships with peers, academic strengths and weaknesses, etc. Our intention is to create groups of children who reflect heterogeneity and cohesiveness. Student placement is based upon many considerations. Some of the influencing factors in this process include:

- Balance of male and female students
- A heterogeneous range of reading, writing, and math in each room (Note: math is ability grouped beginning in grade 1)
- Consideration of learning disabled, gifted, and special needs students
- Separation of social conflicts
- Balance of students with strong leadership qualities
- Balance of students with good study habits

Due to the complexity of the class placement process, we are not able to honor specific requests for a classroom teacher. If you would like to add to our knowledge of your child's social, emotional, or academic needs; you may do so in writing to the principal no later than Friday, April 26. The needs you share will be treated as part of the process in making assignments for next year. Requests for specific teachers will not be granted and should not be part of the information you share. Information shared verbally or in previous years will not be considered. There is simply too much information to examine during this process. We need everything in writing. Please respect the integrity of this process. Thanks in advance for your assistance and cooperation!

DO YOU HAVE A CHILD WHO WILL NOT BE ATTENDING CHERRY HILLS VILLAGE NEXT YEAR

If you know you are moving or have a child who will NOT be attending Cherry Hills Village Elementary next year, please fill out the attached form and return it to the office as soon as possible. We are currently looking at next year's class sizes and this information is critical as we plan for the future. Also, if you have applied to a private school for next year and have been accepted, please make sure the office knows which school your child will be attending. ***This would also include 5th graders this year going to a private school for 6th grad. BEFORE THE END OF SCHOOL, YOU MUST FILL OUT WITHDRAWAL PAPERWORK AT THE OFFICE for all grade levels.***

SUMMER CAMPS

The Summer Camp Brochure will be available in mid-April
at: cherrycreekschools.org/AthleticsActivities/SummerCamps

Community Legislative Network 2012-2013 Calendar

May 8, 2013

Legislative Update 2013

9:30 – 11:00, ESC, Rm 210

Get an up-to-date report on the legislation proposed in the 2013 Legislature and how it may affect education in the District and throughout Colorado.

The Cherry Creek Community Legislative Network (CCCLN) is a non-partisan committee promoting awareness of education issues, legislation, and the legislative process. The Committee sponsors regular meetings and events to help community members learn about education issues within the District and provides opportunities to meet State Legislators, the Cherry Creek School Board, the Board of Education, and education advocacy groups. Everyone in the Cherry Creek School District community is welcome to attend.

If you have any questions about CCCLN or would like to receive monthly information from the meetings, please contact Mariellen Guerra at grobert67@comcast.net.



Tuesday, April 9, 2013 ~ 9:15 a.m.-11:15 a.m.
"Eyes Wide Open: A Brave New Look at Bullying"

Presented by CCSD professionals, Dr. Marla Bonds, PBIS/Intervention Coordinator and Stacey Brandon, M.S.W., Safety & Intervention Coach. In this presentation and discussion parents will be challenged to expand their vision of bullying. We will examine the prevalence of bullying in youth sports and activities. How do we know if our children are being bullied or doing the bullying themselves during their favorite activity? We will discuss how to discern if bullying is actually happening and when and how to intervene.

Additionally, we will encourage participants to broaden their vision while looking at our own behaviors on the sidelines, with coaches or in adult organizations. Are we modeling positive bystander responses when we see bullying or harassment happen in the adult world? Be brave and bring an open mind as we re-examine our own interactional patterns and explore the power of modeling as parents.

Presentations are held the first Tuesday of each month and are FREE.

Meetings are held at the **Student Achievement Resource Center (SARC)**,
14188 Briarwood Avenue, Centennial, south of Arapahoe Rd., between Potomac and Jordan
Roads

Come at 9:00 a.m. for refreshments and networking

MARK YOUR CALENDARS!

May 7th **Annual PIN Brunch held at CC Presbyterian Church Community Life Center**

National Speaker: Mary Ronan, "Loving, Limiting & Leading your Child with Laughter & Joy"

For more information go to: www.PINccsd.org