



# Friday Focus

## Carter County Schools

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### Keeping the PACE

**PURPOSE WHY?** Doesn't it get on our nerves sometimes when children ask that one little question over and over again? This clichéd fact of life illustrates a crucial educational need of children - the need to know why. This need exists even when students are asked to read. It is because of this need that we have come to realize how important it is to establish a purpose for reading. The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. As a teacher, when you set the purpose for reading, be specific, be concise and provide support. A purpose for reading gives us a goal and a goal gives us a target to aim for at the end. Help your students "aim for the bull's eye in the center of learning" by setting a purpose each time they read!

**ACCOUNTABILITY** According to the article "Keeping

Students Accountable," posted by the NEA, "Students seem to respond productively when teachers give them the opportunity to take charge of their academic success. By holding students accountable for their work and responsible for maintaining a personal level of excellence, teachers can provide their classes with the necessary tools they need to better themselves. Accountability breeds responsibility, and students who develop the tools to target and improve their academic shortcomings will, in turn, develop the skills they need to go far in life."

**CONGRUENCY** One of the key components of sound instruction is the presentation of learning targets at the beginning of a lesson. In fact, students who could identify their learning scored, on average, 27 percentile points higher on assessments than those who could not (Marzano, 2004). What do we expect our students to know and be able to do? Learning targets allow us to specifically define what students need to know and what they must do with that

knowledge.

#### EYES ON TEXT

Good readers have one outstanding characteristic in common:

They spend a significant amount of time engaged in the act of reading. Research has consistently proven that children who spend time reading show gains in comprehension and fluency. In fact, one study found students' comprehension gains to be twice that of the peers when given exposure to a language arts program that placed a high emphasis on reading time and high interest books (Elley, W.B., & Mangubhai, F., 1983). Teachers who are serious about their commitment to developing a comprehensive literacy class-room must put this commitment into practice with a daily schedule that devotes a substantial portion of the day to a comprehensive literacy curriculum throughout all content areas (Ellery, 2009). After all, literacy is the basis for all other content area learning.



### Welcome Back!



However much we  
stumble, it is a  
teacher's burden  
always to try, that  
with learning, a  
boy's character might be  
changed. And, so, the  
destiny of a man.  
—The English Club

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#### Upcoming Events

- Sept. 8 ECHS Academy
- Sept. 15 ECMS Academy
- Sept. 22 WCHS Academy
- Sept. 29 WCMS Academy
- Sept. 16-18 Elementary Academies