



**CABELL COUNTY SCHOOLS**  
CREATE YOUR STORY

# Elementary School

*Instruction & Technology Guide*

## Elementary: Welcome to the Family

The Elementary School staff is excited to start the 2024-2025 school year. The Academic Specialists have worked hard to develop a comprehensive Instruction & Technology Guide specifically tailored toward elementary school educators. This is phase one of the guide to inform our educators about the available instructional resources and county expectations.

The elementary schools in Cabell County have shown significant growth, and we know it's due to the high expectations of our teachers. The Academic Specialists and I are here to support and serve you. Have a great year and thanks for all you do!

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Core & More Curriculum

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Assessment

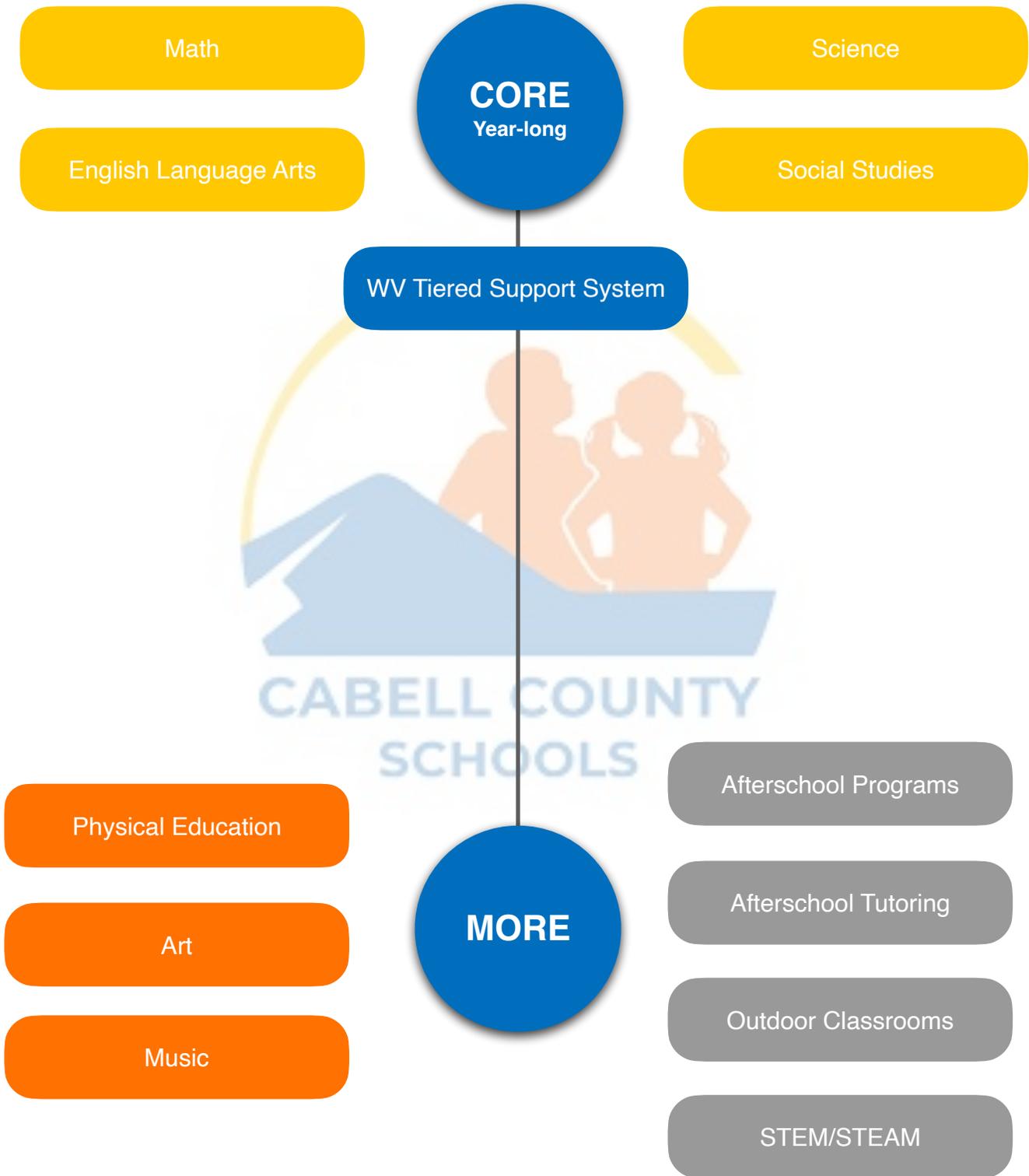
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Instructional Technology

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Helpful Resources

# Overview of Curriculum



### Curriculum Overview: Superkids

ELA  
K-2

The current instructional resource for ELA in grades K-2 is Superkids by Zaner-Blosser. Superkids teaches all aspects of reading with a focus on the alphabetic principle. This phonics-based, highly developmentally appropriate approach is exactly what young children need. Schools with split adoptions for grades K-2 and 3-5 recognize what brain research and the science of reading confirm: How primary students learn to read is different, and how they're taught matters. This curriculum will support our LETRS trained teachers with systematic and explicit instruction in foundational skills and is WVDE approved.

### Curriculum Overview: CKLA

ELA  
3-5

The current instructional resource for ELA in grades 3-5 is Amplify CKLA. Amplify CKLA (Core Knowledge Language Arts) is a unique core curriculum for ELA grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. CKLA uses an intentional approach to teach background knowledge and allows students to build a robust knowledge base for accessing and unpacking complex texts, allowing authentic comprehension to happen. This curriculum is also WVDE approved and supports our ongoing LETRS professional development.

#### Curriculum Standards & Maps

ELA is aligned to WV K-5 standards. Furthermore, cadres of Cabell County elementary school teachers have designated standards as Power or Supporting Standards.

Access to county curriculum maps and pacing guides can be found [here](#).

#### Diagnostic Assessment, Formative Assessment, and Screeners

- i-Ready
- K-1 DIBELS
- Spelling Inventory
- Quick Phonics Screener (QPS)
- LETRS Phonics and Word Reading Survey
- Phonological Awareness Screening Test (PAST)
- Non-Summative and Benchmark Assessments
- Common Formative Assessments

#### Supplemental ELA Programs

- Heggerty
- Newsela
- Edpuzzle
- Ready Reading Toolbox
- Readworks
- Rewards
- Phonics for Reading
- WV Explicit Phonics
- UFLI Foundations

## Curriculum Overview: i-Ready Classroom

### Math K-5

The current instructional resource for K-5 Math is i-Ready Classroom Mathematics by Curriculum Associates. Picture a busy, focused, collaborative classroom driven by real-world mathematics examples and all the necessary support for meeting students right where they are. Picture students smiling as they confidently explain their reasoning to the class. Picture measurable growth and success with i-Ready Classroom Mathematics, West Virginia Edition, the student-centered core mathematics program adopted this year in Cabell County Schools. All instructional content can be accessed through the i-Ready application located on Clever.

### i-Ready Classroom Teacher Toolbox

All K-5 teachers have access to the Teacher Toolbox. Teacher Toolbox is a digital collection from which teachers can access all core instruction materials as well as locate relevant, standards-based mathematics resources to introduce new concepts, reteach standards, differentiate instruction, or help students learn prerequisite skills from earlier grades. All instructional content can be accessed through the i-Ready application located on Clever.

### Teacher Toolbox

#### Curriculum Standards & Maps

Math is aligned to WV K-5 standards. Furthermore, cadres of Cabell County elementary school teachers have designated standards as Power or Supporting Standards.

Access to county curriculum maps and pacing guides can be found [here](#).

#### Diagnostic Assessment, Formative Assessment, and Screeners

i-Ready

Do the Math Benchmark Assessments  
Universal Screeners for Number  
Sense  
Standards Mastery Report  
Non-Summative and Benchmark  
Assessments

#### Supplemental Programs

Do the Math  
Edpuzzle  
Tools for Instruction Lessons (see  
Teacher Toolbox)  
Fact Fluency Programs (varies based  
by school)

### Curriculum Overview: Twig

#### Science Twig

The current instructional material for Science is Twig by Imagine Learning. Twig is a phenomena-based science program created specifically to meet WV College and Career Readiness Science Standards.

The instructional design challenges the students to experience dozens of different STEM roles as they problem solve real-world phenomena through hands-on activities.

All content can be accessed through Clever.

**Curriculum Standards & Maps**  
Science and Social Studies is aligned to the WV K-5 standards; furthermore, Cabell County elementary school teachers also integrate these subjects into other content areas.

### Curriculum Overview

K-5 teachers will utilize Newsela articles from the Social Studies Collections to support instruction of the WV Social Studies Standards.

Additionally, Primary Source kits from Teacher Created Materials that utilize primary sources, literary and historical texts, simulations, and reader's theater scripts will be used to deepen students' content knowledge and build critical-thinking skills.

Newsela can be accessed from Clever.

Three Interactive Teaching Tools for Three-Dimensional Success



#### Supplemental Programs EdPuzzle



### Related Arts

#### Related Arts

General Related Arts courses are offered at each of the elementary schools. Students participate in these courses every third day depending on the individual school's schedule.

As the students progress through grade levels, these courses offer increasingly challenging topics, texts, and tasks.

All Related Arts courses follow the WVDE College and Career Readiness Standards.

Physical Education

Music

Art

Related Arts Standards can be found [here](#).

Golden Horseshoe Competition

Math Field Day

Science, Social Studies, and Literature Fairs

Afterschool Programs

Afterschool Tutoring

Outdoor Classrooms

STEM/STEAM

### Additional Programs/Activities

#### Additional Programs

Cabell County offers multiple opportunities for students to participate in academic competitions. These include: Literature Fair, Science and Social Studies Fairs, Golden Horseshoe, and Math Field Day in grades 4-5.

Additionally, some schools offer after school programs, such as Robotics Club, Girls on the Run, Jumprope Teams, and Tutoring. A list of afterschool programs is located [here](#).

### Grades K-1

DIBELS 8th Edition is focused on foundational reading skills and comprehension through short, one-minute measures. Text Reading and Comprehension assessments provide teachers with a deeper understanding into how students make meaning from text, and helps to determine reading levels. Also included in DIBELS is dyslexia screening. DIBELS is administered three times a year with progress monitoring occurring at regular intervals in between.



DIBELS

### Grades K-5



i-Ready Diagnostic is administered four times a year at the elementary school level. The diagnostic assessments focus on math and reading (two separate assessments). With the data gleaned from these adaptive diagnostics, teachers, interventionists, and academic specialists are able to thoughtfully design curriculum and instructional planning resources as well as determine flexible groupings for WVTSS (tiered intervention). Grade-level PLCs that include all educators who work with students use this data when making common formative assessments and determining instructional strategies and best practices. Student scores can be viewed by overall score or by domain-specific categories. The platform also provides Quantile and Lexile scores and predicts future WVGSA performance. Teachers have access to the Teacher Toolbox for specific, topic/standard-related intervention lessons.

Teachers can access i-Ready data and the Teacher Toolbox through the i-Ready app in the Clever

### Grades 3-5

The West Virginia Assessment Hub (formerly known as the Cambium Portal) houses all material and assessments related to the WV General Summative Assessment, including:

- Non-Summative Assessments (formerly IMAs) (Math, ELA, Science-5th grade only) are roughly twenty minute mini-assessments that measure the progress on a variety of ELA, Math, and Science domains. There are several forms (or versions) for each IMA.
- Benchmark Assessments (formerly CIAs) (Math, ELA) mirror the actual GSA (includes questions from all domains) for progress monitoring purposes.



WV GSA & Supporting Assessments

Teachers are able to view data related to standard mastery and individual student responses (IMA and CIA assessments). This information can then be used as an instructional planning tool.

Teachers can access the WV Cambium Portal here (<https://wv.portal.cambiumast.com/>) to preview and assign assessments as well as view data.

### Clever

Clever is Cabell County's single sign-on digital learning platform where employees and students can access Instructional Technology Resources such as:

- Office 365
- i-Ready/Ready/Teacher Toolbox
- Amplify (CKLA)
- Superkids
- TWIG Science
- Schoology
- Newsela
- WVDE Online IEP
- ZoomWV
- Attendance Reporting
- Quaver Ed
- Accelerated Reader (school-based)

### Microsoft Office 365

Office 365 includes a set of tools that help educators work, learn, organize, create, and stay connected.

Office 365 includes the following apps:

- Outlook
- Word
- Excel
- Microsoft Teams
- PowerPoint
- OneDrive
- Calendar
- Forms
- OneNote

### Schoology

Schoology is Cabell County's learning management system that includes class rostering, attendance, and grade syncs. Schoology also provides educators with the assessment management tools they need to better monitor student progress.

### County-Issued Devices

Cabell County educators are issued a MacBook and an Apple iPad for teaching and learning. Elementary school students are allocated an Apple iPad with an integrated keyboard for learning activities on and off campus. Apple applications such as Keynote, Pages, GarageBand, iMovie, Numbers, and Clips are available to students and teachers in the self-service app. If you are interested in incorporating a new app into your lessons, feel free to reach out to your Academic Specialist for support!

## Helpful Elementary School Resources

### Schoology Groups

We house a variety of county-approved resources in the following groups:

- Kindergarten Code: WTFV-SM66-2W5NB
- 1st Grade Code: HRG6-HSBG-PGMN8
- 2nd Grade Code: NJKX-33Q9-RJQNT
- 3rd Grade Code: R5SJ-GRG5-8MBNV
- 4th Grade Code: KHM3-WGXM-8RHMJ
- 5th Grade Code: F8TD-53TD-BDNDP
- Resource Teacher Code: 8GWS-84HH-8CT52
- Related Arts Code: RWD5-V3GJ-X93J9



### Assessment

- How-To Documents for i-Ready, WV GSA/IMA
- County Guidance
- State Guidance & Updates

SCAN ME



### Instructional Technology

- How-To Documents
  - Device (MacBook, iPad, Apple TV)
  - Apple Apps
  - Microsoft Suite
- Remote & Blended Learning Support

SCAN ME





Cabell County Schools strives to engage all students in a rigorous and relevant curriculum. Through the process of progress monitoring and an intentional focus on individual student data, educators will assist students in meeting high levels of learning and mastery of the grade level standards.

## District Expectations for K-12 Curriculum and Instruction

### Standards-Based Planning Aligned with District Curriculum Maps

- Implementation of District Standards At-A-Glance Document with standards assignment
- Standards-aligned curriculum maps with vetted resources for instruction
- Use of data to drive instruction and reflection in educator planning

### Literacy Instruction across All Content Areas

- Close reading practices in all content areas
- Emphasize writing with text evidence across the curriculum.
- Development of academic and domain specific vocabulary

### High Impact Instructional Strategies & Student Engagement

- Engage students in authentic learning experiences
- Create a learning environment focused on student achievement for all
- Offer opportunities for student choice based on interest
- Increase inquiry-based learning with rigor
- Utilize technology for student learning and authentic student products

### Fidelity of Instructional Programs

- Implementation of research-based instructional programs and core instructional materials according to district provided guidance and training

### Instructional Resources

**ELA** – (K-2) Zaner Bloser: SuperKids, Handwriting Workbook, (3-5) Amplify: CKLA, Writing Studio, (2-5) Think SRSD-Releasing Writers

**Mathematics** – i-Ready Classroom

**Science** – Twig

**Social Studies** – Teacher Created Materials: Primary Sources; Newsela (3-5)

### Assessment and Monitoring

Non-Summative Assessments/Benchmark Assessments (Practice GSA Tests), i-Ready Diagnostic, Common Formative Assessments, DIBELS (K-1), QPS, LETRS Phonics and Word Reading Survey, PAST, Spelling Inventory, i-Ready Standards Mastery, Universal Screener for Number Sense, Do the Math Benchmark Assessments

### Supplemental Programs for Differentiated Instruction

Rewards, Heggerty, i-Ready, WV Explicit Phonics Lessons, UFLI, Phonics for Reading, Superkids Skill Building, Do the Math

### Curriculum Planning & Instruction

Grade Level/Course Standards

<https://wvde.us/tree/>

Curriculum Maps (Found on Schoology)

Pacing Guides (Found on Schoology)

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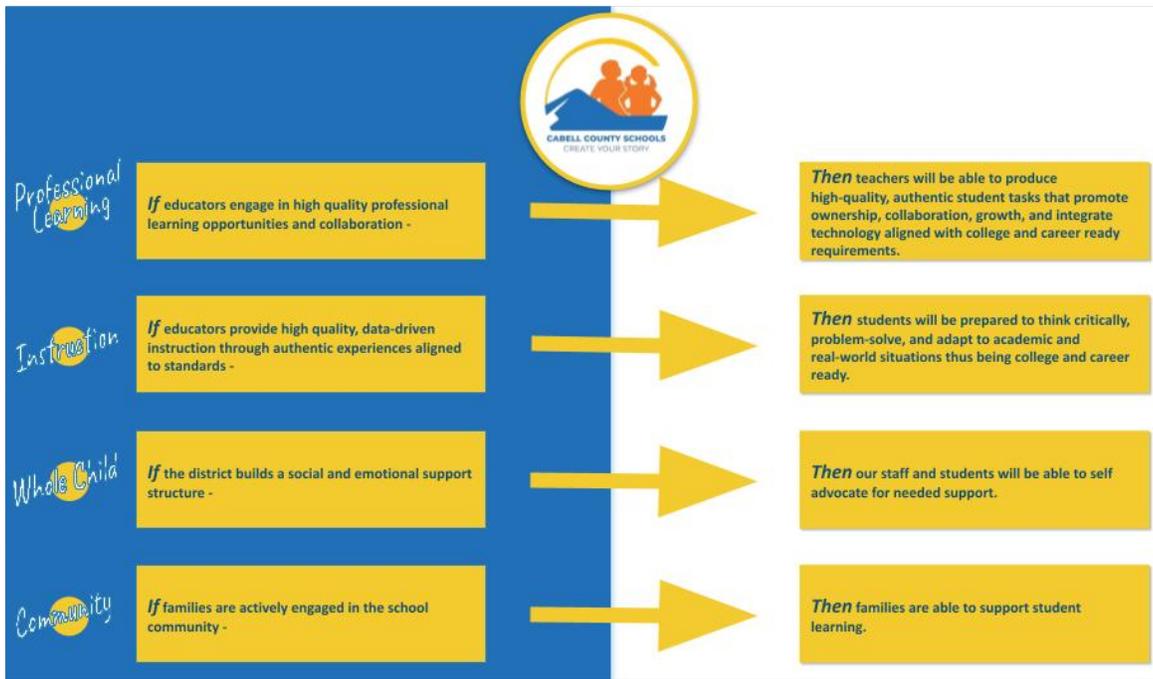
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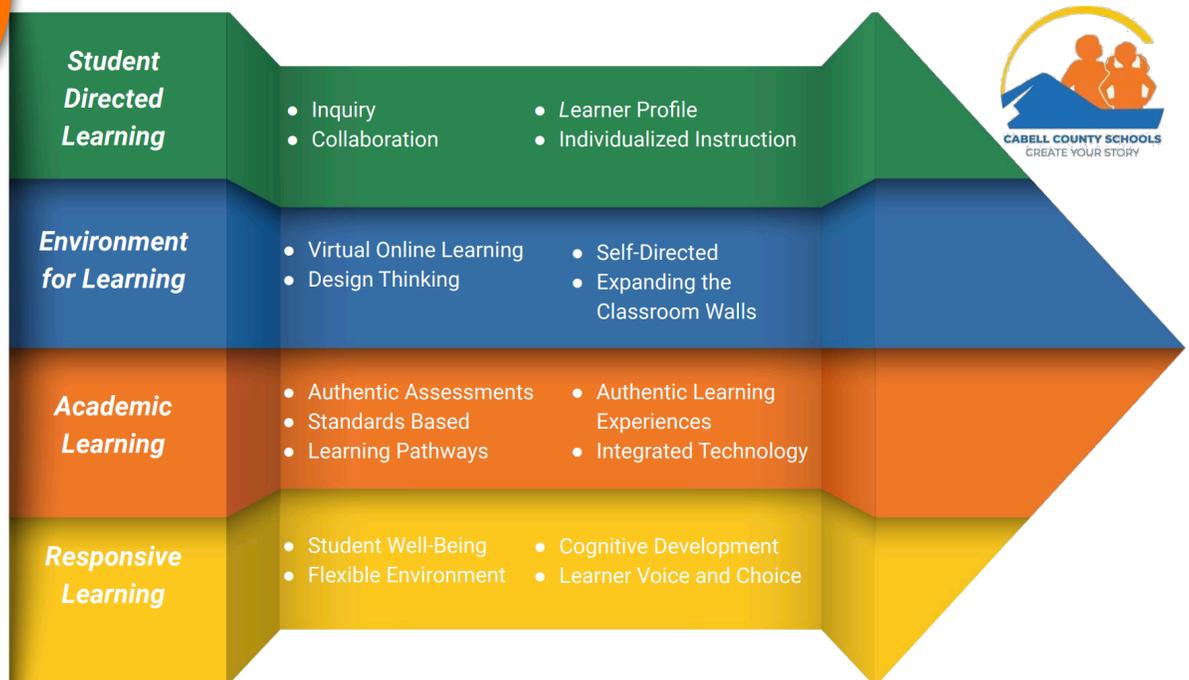
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# Modern Teacher Theory of Action

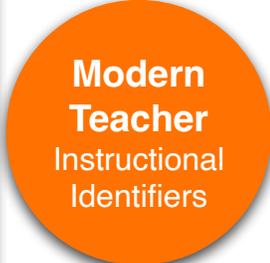


# Modern Teacher Instructional Model





| Cabell Instructional Model Identifiers and Guiding Questions |   |   |   |
|--|---|---|---|
| Big Idea   | Identifiers (Look-fors and Listen-fors)   | Guiding Questions   | Professional Learning   |
| <b>Student Directed Learning</b>                             |   |   |   |
| <b>Inquiry</b>   | <ul style="list-style-type: none"> <li>Students know what they are learning and its relevance.</li> <li>Students are doing a bulk of the learning and work.</li> <li>Students engage in authentic experiences and can make real-world connections.</li> <li>Teachers facilitate students' investigation of open-ended questions.</li> <li>Teams plan inquiry-based lessons or units that link standards and learning outcomes to post-secondary education or employment.</li> </ul> | <ul style="list-style-type: none"> <li>What inquiry strategies are students employing to create personal connections and meaning to the intended outcomes?</li> <li>How are students given opportunities to understand and communicate their intended learning outcomes?</li> <li>How does a teacher act as a facilitator of learning?</li> <li>How does the learning experience enable student collaboration, communication, choice, and autonomy?</li> <li>Does the classroom allow for adaptability and flexibility for various modes of learning and changing student needs?</li> <li>Have I considered the various cultures and personal challenges of my students?</li> <li>Am I including students' interests and needs when planning for learning?</li> </ul>   | Architect a Learner Centered Culture<br>Architect Procedures for the Modern Learning Environment<br>Architect a Rigorous Learning Experience<br>Academic Specialists / Interventionists - Reading and Math strategies<br>PBL strategies<br>Apple Coach<br><a href="#">Schooling Courses</a> |
| <b>Collaboration</b>   | <ul style="list-style-type: none"> <li>Students can lead the instructional activity.</li> <li>Teachers move from directive to consultative.</li> <li>Teachers create flexible learning structures that promote opportunities for student collaboration.</li> </ul>  |   |   |
| <b>Learner Profile</b>                                       | <ul style="list-style-type: none"> <li>Students' modes of learning are considered.</li> <li>Students are reflective of their learning, behavior, and choices.</li> <li>Teachers create opportunities for reflection.</li> </ul>   |   |   |
| <b>Individualized Instruction</b>                            | <ul style="list-style-type: none"> <li>Students make connections, apply skills, and knowledge needed to succeed in work, life, and citizenship.</li> <li>Students have voice and choice in the learning approach with multiple opportunities to master content in a variety of ways.</li> </ul>   |   |   |
| <b>Environment for Learning</b>                              |   |   |   |
| <b>Self-Directed</b>   | <ul style="list-style-type: none"> <li>Students have opportunities to further interest.</li> <li>Teachers and staff support self-efficacy in students by instructing with gradual release of responsibility and promoting a growth-mindset.</li> </ul>  | <ul style="list-style-type: none"> <li>How do I ensure that the learning environment is focused on student needs and what is planned for learning?</li> <li>How does the teacher cultivate an environment to foster a caring and inclusive culture for learning?</li> <li>How are teachers encouraging students to take intellectual risks and providing feedback that helps them refine and revise their work?</li> <li>How do the physical and virtual arrangements of the learning environments support students' voice and choice?</li> <li>How are teachers providing options that promote independent learning, as well as small and large group participation in the physical and virtual learning environments?</li> <li>How are teachers and students utilizing technology to move substitution/enhancement to redefinition/transformation of learning?</li> </ul> | Architect an Online Classroom Space<br>Architect a Digital Learning Environment<br>Architect a Modern Physical Learning Environment<br><a href="#">Apple Teacher Learning Center</a><br><a href="#">PBIS Resources</a><br>Reclaim West Virginia<br>Project Aware<br>Parent University       |
| <b>Design Thinking</b>                                       | <ul style="list-style-type: none"> <li>All students have equitable access, support, and opportunities to use provided tools and resources.</li> <li>Teachers design a learning environment which provides choice and flexible seating and collaboration.</li> <li>Teachers deemphasize the front of the classroom as an instructional focus.</li> <li>Teachers identify learning outcomes prior to development of instructional practices.</li> </ul>                               |   |   |
| <b>Online Learning</b>                                       | <ul style="list-style-type: none"> <li>Students are engaged in virtual or in-person learning.</li> <li>Students have opportunities to use technology to interact with other students, teachers, and class content to support their learning in both the physical and virtual environments.</li> <li>Varied digital media and platforms are used purposefully to meet the lesson goals and needs of multiple learners.</li> </ul>  |   |   |
| <b>Expanding the Classroom Walls</b>                         | <ul style="list-style-type: none"> <li>Students are working side by side with the community.</li> <li>Learning spaces are physically mobile, flexible, and adaptable to easily accommodate learning.</li> <li>Teachers design learning experiences which recognize global learners have rights, responsibilities, and opportunities that are interconnected.</li> </ul>   |   |   |



| Academic Learning                     |   |   |   |
|---------------------------------------|---|---|---|
| <b>Authentic Assessment</b>           | <ul style="list-style-type: none"> <li>Personalized assessments match student interests and needs.</li> <li>Assessments are designed to give students opportunities to practice, improve, and demonstrate their skills and knowledge.</li> <li>Teachers use multiple forms of feedback, assessment, and demonstration of learning.</li> <li>Teachers and students design assessments that are authentic, relevant, and intended for specific purposes.</li> <li>Teams use data to form a continuous improvement cycle.</li> </ul> | <ul style="list-style-type: none"> <li>How are content and skills being assessed?</li> <li>How are students involved in the assessment process?</li> <li>What evidence do I use to reflect upon my teaching?</li> <li>Does my team and I analyze student data to inform teaching and learning?</li> <li>How are students demonstrating mastery of the intended learning outcome?</li> <li>What opportunities do students have to reflect on their own learning and progress?</li> <li>In what ways are digital resources leveraged to support learning outcomes?</li> <li>In what ways are digital citizenship and technology skills embedded into lessons?</li> <li>How are teachers providing options that promote independent learning, as well as small and large group participation in the physical and virtual learning environments?</li> </ul> | Architect a Learner Centered Culture<br>Architect a Rigorous Learning Experience<br>Architect a Lesson Using Effective Pedagogy<br>Architect Digital & Face to Face Learning Experiences<br>Architect a Blended Lesson Block<br><a href="#">Schooling Courses</a> |
| <b>Standards-Based</b>                | <ul style="list-style-type: none"> <li>Teachers are focusing on Power Standards.</li> <li>Students are expected to remember, apply, assimilate and adapt knowledge and skills in new complex ways</li> </ul>  |   |   |
| <b>Learning Pathways</b>              | <ul style="list-style-type: none"> <li>Learning experiences are adaptive, flexible and provide varied opportunities for learning.</li> <li>Frame learning in terms of process and growth and purpose.</li> <li>Teachers differentiate instruction based on student need.</li> </ul>   |   |   |
| <b>Authentic Learning Experiences</b> | <ul style="list-style-type: none"> <li>Students are engaged in real world learning</li> <li>Teachers are clear about how they will promote, measure, and celebrate understanding.</li> <li>Students and teachers feel part of a trusting learning environment where they can take intellectual risks.</li> </ul>  |   |   |
| <b>Integrated Technology</b>          | <ul style="list-style-type: none"> <li>Students are using personalized technology to produce as well as consume.</li> <li>Teams purposefully embed technology skills, including digital citizenship, into units of study.</li> </ul>  |   |   |
| <b>Responsive Learning</b>            |   |   |   |
| <b>Student Well-Being</b>             | <ul style="list-style-type: none"> <li>Teachers promote safe and positive behaviors and citizenship in physical and virtual environments.</li> <li>School staff ensures that the learning environment is respectful and culturally and linguistically inclusive.</li> <li>Teams optimize curriculum and instruction to support social, emotional well-being.</li> </ul>   | <ul style="list-style-type: none"> <li>How can I ensure all kids in my classroom feel supported to the level they need?</li> <li>Have I engaged in and maintained an ongoing system of support for social and emotional well-being?</li> <li>Have I included students' voices in the planning, experience, and reflection of learning?</li> <li>Does the classroom allow for adaptability and flexibility for various modes of learning and changing student needs?</li> <li>What opportunities do students have to reflect on their own learning and progress towards goals?</li> <li>How is learning relevant to students' lives?</li> </ul>  | Architect a Learner Centered Culture<br>Architect a Rigorous Learning Experience<br>PBIS Resources<br>Growth Mindset  |
| <b>Flexible Environment</b>           | <ul style="list-style-type: none"> <li>Teachers design learning opportunities which blend individual, collaborative, and large group instruction.</li> <li>Learning spaces are physically mobile, flexible, and adaptable to easily accommodate learning.</li> </ul>  |   |   |
| <b>Cognitive Development</b>          | <ul style="list-style-type: none"> <li>Students actively think, explore, and use problem solving to find age-appropriate solutions to academic, behavior, and social situations.</li> <li>Teachers intentionally build relationships with and amongst students establish trust and support academic and social-emotional learning.</li> </ul>   |   |   |
| <b>Learner Voice and Choice</b>       | <ul style="list-style-type: none"> <li>Students are engaged with educators to provide meaningful feedback to student learning.</li> <li>Students design their own learning experiences based on their goals, strengths, needs, interests and learning styles.</li> <li>Teachers act as facilitators to empower students to take ownership of their learning.</li> </ul>   |   |   |





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