



# West Ridge Academy



January 5, 2018

## Morning Drop-Off

As a reminder, we ask that you not drop off your students before 7:40 a.m. There are no teachers on duty outside until that time.

As temperatures turn colder, students will be let indoors to wait in the hallway at

7:50 a.m. if the temperature is under 17°. Students will not be allowed to come in the building before that time.

Thank you for your cooperation with this matter.



## Annual Giving Campaign

Thank you to all the families and businesses who contributed to the Annual Giving Campaign this year. Donations will be used to build the teachers' classroom libraries.

We greatly appreciate your support of West Ridge Academy.

## School Closures due to Bad Weather

WRA follows District 6 closures. If the District is closed for the day, so are we. Closures will be posted on the District 6



website: [www.greeleyschools.org](http://www.greeleyschools.org) or on the District 6 Facebook page at: [www.facebook.com/greeleyevansschools](http://www.facebook.com/greeleyevansschools). If you do not see a closure message in those two locations, then school is open as usual. As soon as the district posts a closing we will post the information on the WRA website and on our Facebook page.

As the weather turns colder, on days that the temperature is below 17°, we will allow students to wait inside in the hallways from 7:40 – 7:50 a.m. We will place cones outside the front door to indicate that students may wait inside that day. At 7:50 a.m. the students will be released to class.



If the temperature is below 17 ° during recess or lunch, there will be an indoor recess.



## End of 2<sup>nd</sup> Semester

2<sup>nd</sup> Semester ends Friday, January 19<sup>th</sup>. Please encourage your students to turn in all missing and late work by January 19<sup>th</sup>. Any work turned in after this date will not longer be able to be entered into the grade book.

Infinite Campus (IC) to check grades and missing/late assignments.

If you need assistance with logging into IC please contact the office by either phone (970-330-3671) or stopping by.

Students and parents can get on to

## Upcoming Events

- Jan. 8<sup>th</sup>– WRA Board Meeting– 6:30 p.m.
- Jan. 10<sup>th</sup>, 17<sup>th</sup> & 24<sup>th</sup>– Art Club for elementary students
- Jan. 15<sup>th</sup>– MLK Jr. Day– **NO SCHOOL**
- Jan. 16<sup>th</sup>– Girls' Basketball, WRA vs Dayspring, 4 p.m. @ Dayspring
- Jan. 19<sup>th</sup>– End of 2<sup>nd</sup> Quarter
- Jan. 18<sup>th</sup>– Girls' Basketball, WRA vs Ridgeview, 4 p.m. @ WRA
- Feb. 9<sup>th</sup>– Parent/Teacher Conferences– **NO SCHOOL FOR STUDENTS**
- Feb. 12<sup>th</sup>– WRA Board Meeting– 6:30 p.m.
- Feb. 16<sup>th</sup>– Professional Development Day– **NO SCHOOL FOR STUDENTS**
- Feb. 19<sup>th</sup>– President's Day– **NO SCHOOL**
- March 12<sup>th</sup>– 16<sup>th</sup>– Spring Break– **NO SCHOOL**

Winter is here!



2018  
Happy New Year!

## Pillars of Virtue

**SELF-CONTROL** - Being rational – acting out of reason, not anger; knowing the difference between what you have a right to do and what is right to do; being in control of yourself, not letting others influence your decision as to what is right or wrong; being disciplined; having power over what you do.



WRA would like to acknowledge the following students for being nominated for a Pillar of Virtue Award in January:

### Kindergarten A-

Victoria Fox – Respect  
Sienna Sexton – Perseverance & Community  
Grant Marshlain – Respect

### Kindergarten B-

Eil Wild – Integrity  
Jeffrey Pattison – Responsibility  
Emmalyn Thompson – Respect  
Lucas Hein – Perseverance

### 1<sup>st</sup> A -

Gracie Leet – Compassion  
Lexi Burseik – Community  
Nathan Bieri – Community

### 1<sup>st</sup> B -

Kaylin Estrada – Respect  
Carter Scott – Respect  
Hunter Olson – Community

### 2<sup>nd</sup> A -

Gage McCoy – Community  
Ayden Morales – Community  
Aviendah Wagner – Community  
Lariah Vasquez – Responsibility  
Mikaella Theide – Perseverance  
Keira Stanley – Integrity

### 2<sup>nd</sup> B -

Elijah Sexton – Community  
Isabella Trujillo – Community  
Kynslee Dorst – Community  
Mia Medrano-Morales – Community

### 3<sup>rd</sup> A -

Reyad Koudsi – Respect  
Kaylie Coon – Compassion

### 3<sup>rd</sup> B -

Adam Hilzer – Perseverance,  
Responsibility & Respect

### 3<sup>rd</sup> B cont.-

Summer Perkins – Perseverance,  
Respect & Responsibility  
Tremaine Bell – Integrity  
Lauren Hemesath – Responsibility  
& Respect  
McKinzi Bingley – Respect

### 4<sup>th</sup> A -

Emily Bingley – Community  
Blayden Bouse – Community  
River Miller – Community

### 4<sup>th</sup> B -

Thomas Zishka – Community  
Haley Frantz – Community  
Shaylah Harms – Community  
Madison Van Horn – Respect  
Arawyn Blood – Perseverance and  
Responsibility

### 5<sup>th</sup> A -

Evie Gavette – Responsibility  
Elijah Cordova – Community  
Austin Hein – Self-Control  
Jareydi Leos Jimenez – Respect

### 5<sup>th</sup> B -

Devin Forgett-Bauer – Community  
Dharma Perkins – Respect and  
Responsibility

### 6<sup>th</sup> Grade-

Marissa Blewer – Responsibility  
Rachel Hemesath – Community  
Tevish Shefferd – Community &  
Perseverance  
Quinn Boyd – Responsibility  
Erick Tapia – Responsibility  
Leena Koudsi – Respect,  
Compassion & Community

### 7<sup>th</sup> Grade-

Jaden Dominguez – Community  
Katie Maslak – Community,  
Gratitude, Respect &  
Responsibility  
Kianna Wheelwright – Community  
Lana Coron – Community  
Paloma Fish – Community  
Angie Corral – Community  
Brook Eskew – Community  
Jadyn Franz – Community &  
Responsibility  
Adriana Gross – Perseverance  
Pieper Smith – Respect, Compassion  
& Community  
Deacon Forgett – Respect and  
Responsibility  
Alexis Johnson – Compassion and  
Integrity

### 8<sup>th</sup> Grade-

Kylie Patterson – Community  
Anissa McCoy – Community  
Caleb Caesar – Community  
Lexi Barber – Community  
Maggie Barron – Community &  
Respect  
Ally Bartels – Community  
Willow Emmert – Community  
Lexy Martinez – Community &  
Respect  
Madison Lansford – Community  
Emma Korby – Community  
Jonathan Robinson – Community  
Haley Harmon – Community &  
Perseverance  
Ki Jimenez – Community  
Elizabeth Dorst – Community  
Breanna Slike – Community  
Ben Colgate – Respect  
Jacob Caesar – Perseverance and  
Responsibility  
Dylan Blewer – Perseverance

---

## Sports Corner

---

### Girls' Basketball

Practice started this week. The girls are working hard and learning some great drills!

Have a great season girls!! We can't wait to see how you do!



First Games of the Season:

- Jan. 16<sup>th</sup>– Warriors vs Dayspring, 4:00 p.m. @ Dayspring– 3734 W 20<sup>th</sup> St. Greeley
- Jan. 18<sup>th</sup>– Warriors vs Ridgeview, 4:00 p.m. @ Warriors Gym– 3905 8th St. Greeley

GO WARRIORS!!!



---

## Principal's Corner

---

*Please enjoy this great interview with E.D. Hirsch, Founder of the Core Knowledge Foundation*

*By Rebecca Rothbaum of Amplify. This does a great job of capturing why CKLA is a great program.*

Teachers and students across the country are now using Core Knowledge Language Arts<sup>®</sup>, a comprehensive reading and language arts program for grades PreK–5 developed by Amplify partner the Core Knowledge Foundation.

With richly produced print materials and online digital resources, CKLA<sup>™</sup> builds the reading and writing skills, vocabulary and background knowledge that students need to become proficient readers. It's also designed to help students meet the Common Core State Standards, which emphasize analysis of the same mix of fiction and nonfiction texts offered by CKLA<sup>™</sup>. In fact, a three-year pilot of the program in New York City schools showed that students in 10 schools using CKLA<sup>™</sup> outperformed their peers in 10 comparison schools on measures of reading, as well as science and social studies.

Amplify, which holds an exclusive license to market and develop the program in partnership with the Core Knowledge Foundation, recently spoke with CKLA<sup>™</sup> chief architect E.D. Hirsch Jr. about the origins of this game-changing approach to reading. Hirsch is also the founder of the Core Knowledge Foundation and author of the best-selling book “Cultural Literacy: What Every American Needs to Know.”

**Amplify: How would you describe the driving principle behind Core Knowledge Language Arts<sup>®</sup>?**

What is the knowledge possessed by the haves but not by the have-nots? If a chief aim of education is to achieve equality of opportunity, then a critical element in fulfilling that aim is to impart to everyone in school the enabling knowledge that advantaged students often gain outside of school.

EDH: The whole Core Knowledge movement is an attempt to offer all students, quite systematically, the general knowledge they need to be good readers and learners.

**Amplify: How did you come to realize this was the best way to teach students to read and write?**

EDH: The aha moment came back in 1978, when I realized that the community college students we were testing along with University of Virginia students could read just as well as anyone else when the topic was familiar — “Why I don't like my Roommate,” etc. But their reading began to fall off drastically in passages about the Civil War, which they were not on familiar terms with. And this was in Richmond, Virginia. In boring down into the psycholinguistic research, I found that topic familiarity was the single most important variable in reading comprehension. This meant that the most important variable for general reading ability was general knowledge. There's no such thing as abstract “reading skill.” It's very “domain specific,” like most skills.

**Amplify: Indeed, in your book, “The Knowledge Deficit,” you wrote, “We need to see the reading comprehension problem for what it primarily is — a knowledge problem.” Can you talk more about this connection between knowing more and reading better?**

EDH: The reason that knowing more makes you a better reader is that it increases the likelihood that for any given passage you will have enough familiarity with the domain and the vocabulary to construct the meaning of the passage. Those community college students who hadn't a clue about Lee's surrender to Grant naturally couldn't make much of Catton's description of the scene. They knew the words, but not the context. The current term in cognitive science for reading comprehension is “the construction of a situation model.” But you can't imaginatively construct the situation if it's all a black hole to you — as it often is for our most disadvantaged students.

---

---

## Principal's Corner

---

**Amplify: How has the Core Knowledge Foundation determined the general knowledge students need as they learn to read and write?**

EDH: This is another key issue: What is the knowledge that most gets taken for granted in writing addressed to a general audience in our society today? What is the knowledge possessed by the haves but not by the have-nots? If a chief aim of education is to achieve equality of opportunity, then a critical element in fulfilling that aim is to impart to everyone in school the enabling knowledge that advantaged students often gain outside of school. So we took an inventory of the taken-for-granted knowledge in, say, a paper like *The New York Times*, and we made that knowledge explicit. That was the origin of “*The Dictionary of Cultural Literacy*.” And it was also the origin of the Core Knowledge Sequence. We determined what students needed to know by the end of high school, and we asked experienced teachers to help us put that knowledge into a coherent school sequence. Those schools that have adopted the sequence have been enormously successful in raising achievement and narrowing the achievement gap between haves and have-nots.

**Amplify: Why haven't more districts and schools adopted a similar approach to CKLA™ when it comes to their ELA programs?**

EDH: Most professors of education who teach our teachers continue to regard reading as a general skill. It's not altogether their fault. That was the understanding of reading until 30 or 40 years ago. But they haven't kept up with the research.

**Amplify: Can you talk about how CKLA™ addresses the Common Core State Standards?**

EDH: CKLA™ was consistent with the CCSS before the CCSS existed. Our sequence is based on the same science as the CCSS are. The creators of the CCSS consulted the same scientific authorities, for example, Walter Kintsch, as Core Knowledge did. So it's not surprising that CKLA™ is congruent with the new standards. I should mention, by the way, that the new standards are going to be tested by the same underlying competencies as the old reading tests probed. No matter what the outward forms of the new CCSS tests, they will be consistent with older, well-validated reading tests like ITBS and Gates-MacGinitie and the AFQT. They will have to be in order to be considered valid. So any school that follows a knowledge-based curriculum like the Core Knowledge Sequence will do excellently on the ELA tests of the CCSS — whatever they are, because the students will be gaining the knowledge needed for reading competency.

**Amplify: Amplify holds the sole license to develop and market CKLA. Why Amplify?**

EDH: Amplify was a good fit. It had no preconceptions or vested interests in the formalistic approach to reading. I found [Amplify Learning president] Larry Berger to be a very quick study in grasping the cognitive science behind our work. His flexibility and imagination were a breath of fresh air for me.

*This article is commissioned by Amplify Education Inc. The views expressed are the author's own, and do not represent those of Amplify Education Inc.*

---



**Have a great weekend.**

**We'll see you**

**Monday.**

