


# THE

# HOFFMAN HUM

A BI-WEEKLY NEWSLETTER

September 2, 2016



| MONDAY   | TUESDAY | WEDNESDAY   | THURSDAY  | FRIDAY                               |
|--|---------|---|---|--------------------------------------|
| 5<br><b>Labor Day</b><br><b>NO SCHOOL</b>        | 6       | 7<br>Superintendent<br>Search Parent<br>Focus Group<br>Springman<br>6:30-7:30pm | 8<br>Monday<br>Schedule   | 9<br>PTA Kick-off<br>9:30-11:30      |
| 12   | 13      | 14  | 15  | 16                                   |
| 19   | 20      | 21  | 22<br> | 23                                   |
| 26<br>Board of<br>Education<br>Meeting<br>7:30pm | 27      | 28  | 29  | 30<br><b>HE/HO Fall<br/>Carnival</b> |

**NWEA TESTING AUGUST 31<sup>st</sup> - SEPTEMBER 14<sup>th</sup>**

HOFFMAN SCHOOL  
2000 HARRISON STREET ★ GLENVIEW ★ 847-998-5040  
<http://ho.glenview34.org>

## FROM THE PRINCIPAL'S DESK



Dear Hoffman Families,

Welcome to another exciting school year! I hope that you and your child have enjoyed the transition into another grade-level. I have certainly enjoyed my transition into my new school community, and I am so grateful for all of the welcoming and support I have received.

During the first week of school your child brought home a packet of information about Hoffman's expectations for positive behavior and character in each area of the school building. I sincerely appreciate the time that you have taken reading through this important information with your child and **returning your signed portion to school.**

This issue and future issues of the "**HOFFMAN HUM**" are designed to provide parents with some basic information about the programs, policies, procedures, upcoming events, and classroom happenings at Hoffman School. Please read it carefully.

Although efforts have been made to answer questions parents might have, we fully expect that other questions will arise. Please feel welcome to contact me or other school personnel with your questions, concerns, and suggestions.

Again, on behalf of the entire staff at Hoffman School, I welcome you to the 2016-2017 school year, and wish you and your children a happy and successful year.

Sincerely,  
Selene Stewart, Principal



# All About Language Arts at Hoffman

August 2016

By Linda Dorken,  
Hoffman Reading  
Specialist

The English/Language Arts curriculum at Hoffman School and District 34 is meant to foster a love of literacy and enable each student to grow as readers and writers. The rigorous curriculum is aligned to the Common Core State Standards. The faculty at Hoffman School uses their expertise to weave together literacy instruction from the variety of approaches, activities, and resources at their disposal so that it is flexible, inspiring, powerful, and differentiated. The students and classroom teachers are supported by the following staff: Gifted Teacher, Instructional Coach, LRC Director, Reading Specialist, Reading Associates, Resource Teachers, ELL Teachers and Technology Facilitator.

Specific learning targets, aligned to the Common Core State Standards, are assigned to each grade level and translated into student-friendly language. Every grade level has a listing of the essential knowledge and skills that must be taught in a given trimester. All knowledge and skills are covered over the entire K-8 continuum and identified by essential outcomes by grade level. These documents can be accessed via District 34's website under the "Parents" tab, then "Curriculum" tab or the following link:

<http://www.glenview34.org/parents/curriculum/>

The curriculum, materials, skills and strategies are all implemented through a framework called Balanced Literacy. Balanced Literacy incorporates the components of shared reading, guided reading, independent reading, word study, and writing to support the reading process and overall student achievement. The philosophy of balanced literacy is that students are diverse learners and therefore, need diverse learning experiences to achieve maximum growth. Balanced literacy provides a more targeted learning system in which students' reading experiences allow for varying degrees of independence.

Students are scaffolded in their learning and gradually take on the responsibility of using strategies to comprehend text themselves. It involves teacher modeling, guided practice, independent practice, and independent application to new text. Teachers support and scaffold students in using the processes that proficient readers apply. This process continues until the students are able to independently use strategies appropriate to the text and task.



# All About Language Arts at Hoffman, cont'd

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## What is Shared Reading?

**Description:** The teacher works with the whole class or a group to process the text while teaching specific strategies. The text may be enlarged using a projector, smart board, or large chart so that all eyes are on the same text. The teacher reads the text thinking aloud while he or she processes the text. The text is selected to teach a specific skill or strategy or particular text type or genre.

**Purpose:** Because the teacher reads the text orally, shared reading allows all students to access to the same text regardless of their reading level. The text is selected to demonstrate a specific skill or strategy or particular text type of genre. Students are invited into the process when teachers have them read along or when they are asked to think through the text with the teacher.

## What is Guided Reading?

**Description:** Guided reading is a structure teachers use to provide differentiated instruction to a small group (3-7 students). Groups are flexible and are formed based on students' needs, interests, experiences, and achievement. Each student has a copy of the text and reads orally or silently as the teacher observes, prompts, and evaluates their performance.

The teacher encourages students to think critically about the text and apply strategies that have been modeled and demonstrated in shared reading. Most of the time is spent in discussion, in appreciating and enjoying the literature (fiction and nonfiction) and in sharing personal and group insights. Oral reading is used to emphasize a particular passage or setting, to back up statements in discussion, and to teach strategies as the need arises.

**Purpose:** Guided reading is designed to provide an opportunity for students to develop and practice reading strategies necessary to read independently: it allows teachers to observe students as they read unfamiliar text and ensures that students read the new text successfully.

## What is Independent Reading?

**Description:** Independent level reading describes a time set aside at school, or home, for student reading practice on appropriate, interesting, self-selected materials. These materials must be on an appropriate level for comfortable practice (independent level). The teacher plays an important role in motivating, modeling, and monitoring the reading.

**Purpose:** Independent level reading is important in developing reading fluency, comprehension, vocabulary, reading interests, and habits.

## What is Word Study?

Word study is the knowledge and use of alphabetic code, phonemic awareness, phonics, spelling, sight words, vocabulary, and grammar. The District utilizes *Words Their Way* as the core resource for word study instruction in grades K-5. Word study instruction is provided in small groups based on students' specific developmental spelling. Words are sorted in hands-on learning activities that require children to examine, discriminate, and make critical judgments about speech sounds, spelling patterns, and word meanings. Students compare and contrast categories of word features to discover similarities and differences between categories.



## Hoffman Hum Newsletter Distribution

At Hoffman School we continue to make baby steps to improve our environmental footprint and conserve resources when we can. One way to do this is to reduce the paper copies we make. Production and distribution of the Hoffman Hum electronically is one way to accomplish this goal.

Our school newsletter, the Hoffman HUM, is published bi-weekly. We will email the newsletter to you via an email link to the email address we have on record. You can also read the newsletter online as it will be posted to our school website at [www.glenview34.org/ho](http://www.glenview34.org/ho).

We will, of course, distribute printed copies of our newsletters to those families who cannot access the website and/or request hard copies. To request a hard copy, please call the school office at 847/998-5040.

Thank you for your support of our “green” efforts to save paper.



**Glenview School District 34**  
1401 Greenwood Road  
Glenview, Illinois, 60026-1511  
[www.glenview34.org](http://www.glenview34.org)

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Dear District 34 Families,

The Board of Education is asking for your critical input and feedback on determining the desired characteristics of the next superintendent. We are inviting you to join representatives from our search firm School Exec Connect to share your critical input and feedback during a focus group scheduled for **Wednesday, September 7** from **6:30-7:30 pm** in the Wildcat Commons at Springman Middle School.

The information shared during these sessions, as well as an online survey to be shared in the coming days, will be used to develop a profile of the desired superintendent. All input gathered will remain private and confidential.

If you are unable to attend this session, there are two other sessions scheduled that you may join. These include:

Wednesday, September 21  
9:15-10 am  
Springman Middle School, Wildcat Commons  
6:30-7:30 pm  
Attea Middle School, Cafeteria

We thank you in advance for dedicating time to this important process and providing your valuable perspectives.

Sincerely,  
Board President  
Cathe Russe

# THE

# HOFFMAN HUM

Noticias Quincenales

2 de septiembre del 2016



| lunes  | martes | miercoles  | jueves  | viernes                                      |
|--|--------|--|---|--|
| 5<br>Dia Laboral<br><b>NO HAY CLASES</b>           | 6      | 7<br>Superintendente Grupo de enfoque para padres en Springman 6:30-7:30pm | 8<br>Programa del Lunes   | 9<br>Iniciando el programa de PTA 9:30-11:30 |
| 12   | 13     | 14   | 15  | 16   |
| 19   | 20     | 21   | 22<br> | 23   |
| 26<br>Reunion del Departamento de Educacion 7:30pm | 27     | 28   | 29  | 30<br>HE/HO Carnaval de Otoño                |

**EXAMENES DE NWEA 31 AGOSTO – 14 SEPTIEMBRE**

HOFFMAN SCHOOL  
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## DESDE EL ESCRITORIO DE LA PRINCIPAL



Queridas Familias Hoffman,

Bienvenidos a otro excitante año escolar! Espero que usted y sus hijos/as allan disfrutado la transición a su nuevo nivel de grado. Yo también he disfrutado mi transición a mi nueva comunidad escolar. Estoy tan agradecida por todo el apoyo y la cálida bienvenida que he recibido aquí en nuestra escuela y en la comunidad.

Durante nuestra primera semana escolar, sus hijos/as llevaron para la casa un paquete con información sobre las expectativas en todas las áreas del edificio y salones. Apreciamos sinceramente el tiempo que ustedes han tomado para leer las informaciones con su hijos/as y **regresar su porción de las formas firmada.**

Esta edición y las futuras ediciones del “**HOFFMAN HUM**” son diseñadas para proveerle a los padres información básica sobre los programas, pólizas, procedimientos, eventos, y acontecimientos en los salones de Hoffman. Por favor lean todas las informaciones enviadas diariamente.

Aunque hacemos todo lo posible por responder sus preguntas, sabemos que siempre habrán preguntas, sugerencias o preocupaciones durante el año escolar y por esa razón estamos disponible para ustedes. Les pedimos que se sientan cómodos en contactar a los miembros de nuestra escuela o a mi en cualquier momento.

Una vez mas, en nombre de todo el personal en la escuela Hoffman, les damos la bienvenida a nuestro año escolar 2016-2017. Les deseamos un feliz y exitoso año escolar.

Sinceramente,  
Selene Stewart, Principal





# Todo Sobre Lenguaje Y Literatura en Hoffman

August 2016

Por Linda Dorken,  
Especialista de  
Literatura en Hoffman

El currículo de lenguaje, literatura y inglés en la escuela Hoffman y el distrito 34 está diseñado para ayudar a los estudiantes a desarrollarse en escritura y lectura. Nuestro rígido currículo está alineado con las normas de enseñanza del estado. La facultad de maestros en Hoffman usan sus experiencias para crear instrucciones de literatura innovadoras que incluyen actividades y recursos interactivos disponibles al estudiante. Estos recursos son flexibles, inspirantes y diferenciados. Los estudiantes y maestros están respaldados por los siguientes administradores e maestros expertos: Gifted Teacher, Instructional Coach, LRC Director, Reading Specialist, Reading Associates, Resource Teachers, ELL Teachers and Technology Facilitator.

Las instrucciones alineadas con las normas del estado son asignadas para cada nivel de grado y traducidas en el lenguaje que los estudiantes puedan entender. Cada nivel de grado tiene una lista de destrezas para cubrir todos los semestres. Todas estas destrezas serán cubiertas durante los años de K-8. Estos documentos pueden ser encontrados electrónicamente en la página del distrito 34 bajo el nombre "Parents" tab y luego "Curriculum" tab o en nuestra página: <http://www.glenview34.org/parents/curriculum/>

El currículo, materiales, destrezas y estrategias son implementadas a través del programa llamado Literatura Balanceada. Literatura Balanceada incorpora elementos como lectura independiente, lectura compartida, lectura guiada y escritura para ayudar a los estudiantes con el proceso de desarrollo. Literatura Balanceada ayuda a los estudiantes tener independencia en lenguaje y literatura.

Los maestros apoyan a los estudiantes usando el proceso de competencia en la lectura balanceada. Este proceso continuará hasta que su hijo/a sea lo suficientemente independiente para usar las estrategias apropiadas para su éxito.



# All About Language Arts at Hoffman, cont'd

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## Que es lectura compartida?

**Description:** El maestro trabaja con la clase entera o en grupo en estrategias especificas. La material puede ser desarrollada usando proyectores, pizarra inteligente o table grande para que todos los estudiantes puedan ver toda la informacion. El texto seleccionado ensena destrezas y estrategias particularmente disenadas para cada genero.

**Purpose:** La lectura compartida permite que los estudiantes puedan aprender juntos sin segregar al estudiante por su nivel de aprendizaje. Los estudiantes son invitados a compartir la destreza con los companeros y sus maestros para despues ser analizados en grupo.

## Que es lectura guiada?

**Description:** Lectura guiada es una clase de estructura que provee instruccion para grupos pequenos (3-7 estudiantes). Los grupos son basados en las necesidades, intereses, experiencias y logros. Cada estudiane lee la informacion en silencio o en voz alta mientras los maestros observan y evaluan su desarrollo en las destrezas comunicadas.

Los maestros ayudan a los estudiantes a pensar por si mismos y a aplicar las dstrezas adquiridas en la lectura compartida. Los maestros entran en discusiones con los estudiantes basado a la lectura dada al estudiante.

**Purpose:** El proposito es proveer oportunidades para practicar la lectura y las estrategias necesarias para poder leer independientemente.

## Que es lectura independiente?

**Description:** Lectura independiente consiste en asignar un tiempo en la escuela o en el hogar para que el estudiante practique apropiadamente los materiales seleccionados independientemente. Los materiales proveidos son de acuerdo al nivel del estudiante. Los maestros motivan a los estudiantes durante este proceso.

**Proposito:** Esta clase de destreza esta disenada para ayudar a los estudiantes en vocabulario, comprension, habitos y lectura.



## Distribución de hoja informativa de Hoffman Hum

En la escuela Hoffman continuamos tomando pasos cuidadosamente para mejorar y conservar los recursos que tenemos. Una de las manera que podemos hacer esto es reduciendo las copias que hacemos en nuestras maquinas. La producción y distribución del Hoffman Hum electrónicamente en una del as maneras que podemos ayudar.

Nuestra hoja informativa y el Hoffman Hum es publicado quincenalmente. Nosotros enviaremos la hoja informativa por correo electrónico a las direcciones en nuestro powerschool. Ustedes pueden encontrar nuestra hoja informativa en nuestra pagina electrónica en: [www.glenview34.org/ho](http://www.glenview34.org/ho).

Nosotros también podemos proveer copias en papel a las familias que no pueden tener acceso al internet o correo electrónico.

Si usted necesita una copia en papel, favor de llamar a la escuela Hoffman a 847/998-5040.

Gracias por sus esfuerzos en ayudarnos en reducir el uso innecesario de papel.



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Estimadas familias del Distrito 34:

La Junta de Educación quiere solicitarles sus ideas y comentarios para determinar las características deseadas en el próximo superintendente. Los invitamos a unirse a los representantes de nuestra firma de búsqueda School Exec Connect para compartir sus ideas y comentarios en un grupo de trabajo programado para el miércoles 7 de septiembre de 6:30 a 7:30 p.m. en Wildcat Commons, Escuela Media Springman.

La información que se comparta durante estas sesiones, al igual que la encuesta en línea que se compartirá en estos días, se usará para desarrollar el perfil del superintendente deseado. Todas las ideas y comentarios recopilados serán privados y confidenciales.

Si no pueden asistir a esta sesión, hay otras dos sesiones programadas a las que se puede unir. Estas incluyen:

Miércoles 21 de septiembre

9:15 a 10:00 a.m.

Escuela Media Springman, Wildcat Commons

6:30 a 7:30 p.m.

Escuela Media Attea, cafetería

Les agradecemos por adelantado el tiempo que dedican a este proceso importante y por proporcionar sus perspectivas.

Atentamente,  
Presidente de la junta  
Cathe Russe



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34 학군 가족 여러분께

교육 위원회에서는 차기 교육감에게 바라는 요소를 판단함에 있어 여러분의 소중한 의견과 피드백을 구하고자 합니다. 따라서 오늘 9월 7일 수요일, 오후 6:30~7:30에 Springman 중학교 Wildcat Commons에서 열리는 서 저회 헤드헌팅 업체 School Exec Connect 대표자들과 함께 포커스 그룹 회의에 참석하시어 여러분의 의견과 피드백을 나눠주시기 바랍니다.

이 회의에서 수집된 정보와 수일 내 전달해드릴 온라인 설문조사 결과를 토대로 차기 교육감 프로필을 개발할 예정입니다. 수집된 모든 의견은 비공개로 비밀이 유지됩니다.

이번 회의에 참석하지 못하실 경우, 두 번의 회의가 더 예정되어 있으므로 그때 참석하실 수 있습니다. 내용:

9월 21일 수요일  
오전 9:15~10:00  
Springman 중학교, Wildcat Commons  
오후 6:30~7:30  
Attea 중학교, 카페테리아

이 중요한 과정에 시간을 내주시고 소중한 견해를 제시해 주신 점 미리 감사드립니다.

감사합니다.  
교육 위원회 위원장  
Cathe Russe