

West Virginia Board of Education Policy 2510: Assuring the Quality of Education Programs

Intermediate Elementary Learning Grades 3, 4, and 5



General Overview of Early and Elementary Learning Programs (Grades Pre-K through Grade 5)

- » Early and Elementary Learning Programs address the holistic needs of all students in pre-k through Grade 5.
- » A comprehensive approach to early and elementary learning is inclusive of a balanced focus on knowledge and skill-building, as well as the development of positive dispositions to learning.
- » Early and Elementary Learning Programs support students' development of approaches to learning through the Science of Reading and integration of the Mathematical Habits of Mind to bolster literacy and numeracy proficiency.
- » Counties are afforded flexibility in determining and implementing methods to facilitate high-quality early and elementary learning programming.
- » Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high-quality classroom instruction in the early learning grades.

The purpose of this guidance document is to share information with those who serve children in West Virginia Grades 3, 4, and 5 regarding the components of West Virginia Board of Education (WVBE) Policy 2510. Grades 3, 4, and 5 in West Virginia are identified as *Intermediate Elementary Learning* grades.

Key Takeaways

Grades 3, 4, and 5:

- » build on the comprehensive approach to personalizing learning inherent in the Primary Elementary Learning grades;
- » encourage development that continues to span across a broad spectrum for all children regardless of ability or disability;
- » assist children to establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in the middle school grades and with lifelong learning;
- » elevate a balance between content-specific areas of focus and integration of content throughout the instructional day;
- » utilize the formative assessment process to ensure that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively;
- » measure student progress toward proficiency in English language arts and mathematics through the administration of a state-approved and county adopted benchmark/screener three times per year in Grades 3, 4, and 5;
- » utilize personalized learning plans to help students in grade three who are demonstrating a deficiency in literacy and/or mathematics based upon benchmark/screener assessment results.

Intermediate Elementary Learning Grades 3, 4, and 5

(Based on WVBE Policy 2510 Chart 3)

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- » Intermediate Elementary Learning Programs provide appropriate environments, sufficient time allocations, and instructional practices necessary to promote higher order thinking skills and mastery of content in all applicable state-approved content standards.
 - » Instructional activities shall use an approach to ensure content areas are interrelated, not addressed in isolation.
 - » Classrooms are designed and equipped to support discovery, small group and individual learning, exploration, and problem-solving in an environment that supports healthy social and emotional development.
 - » Students should be provided opportunities to develop the academic and social emotional skills necessary for the transition to middle school.
 - » Educators shall consistently use research-based instructional strategies to deliver content that is engaging and rigorous.
 - » Intermediate Elementary Learning programs should ensure sufficient blocks of time for student engagement and content integration.
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Domain	Additional Information and Related WVBE Policies
Social-Emotional Cognitive	K-12 Student Success Standards (Policy 2520.19) Content Standards for: English Language Arts (Policy 2520.1A) Mathematics (Policy 2520.2B) Science (Policy 2520.3C) Social Studies (Policy 2520.4) The Arts (Music and Visual Art) (Policy 2520.9) Technology and Computer Science (Policy 2520.14) Wellness Education (Policy 2520.5)
Physical Activity/Physical Education	Wellness Education (Policy 2520.5) Physical activity in the form of recess or informal physical activity shall be provided for at least 30 minutes daily for all students. Physical activity may not be withheld as a disciplinary action against a student or to complete assignments. Students in Grades 3-5 shall have at least 30 minutes of physical education, including physical exercise and age-appropriate physical activities, for at least three days a week per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs to enable existing staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted annually, prior the first day of instruction, to the WVDE for approval.
Classroom Learning Environments, Routines, and Instructional Practices	Safe and Supportive Schools (Policy 4373) Tiered System of Support for Early Literacy and Numeracy (Policy 2512) Regulations for the Education of Students with Exceptionalities (Policy 2419)

To access WVBE Policy 2510, visit <http://wvde.state.wv.us/policies/>.