

創辦人：李萬吉
 發行人：張啟隆
 發行者：康橋雙語實驗高中
 編輯委員：李慶耀、吳志弘、朱旭光、莊勝利
 吳祖瑞、周秀蘭、余天德、吳浩銘
 陳孟菁、陳寶來、徐雅婷
 編輯：簡群欣
 美編：辛瓊瑤、林玉卿
 校址：23153 台北縣新店市華城路800號
 網址：www.kcbs.tpc.edu.tw
 電話：(02) 2216-6000

親親康橋

Kang Chiao Wonderland

January 2010/69th

Kang Chiao Bilingual School Developmental Reading Assessment (DRA) Introduction

1. What is the DRA?

The number one goal of any reading program should be to help students become proficient, enthusiastic readers who read for a variety of purposes. The Developmental Reading Assessment (DRA) helps teachers achieve this goal for students in primary grades through middle school. DRA provides a method of assessing and documenting students' development as readers over time. DRA enables teachers to systematically observe, record, and evaluate changes in student reading performance. DRA provides teachers with information that helps them determine each student's independent reading level and identify what the student needs to learn next. At Kang Chiao Bilingual School, DRA will be used twice per year (both September and June).

2. How is the assessment conducted?

The assessment is conducted in three steps:

STEP 1: Oral Reading Fluency (for all levels and is tested in September of the first semester):

The assessment contains a range of stories leveled according to text difficulty and requires the student to read a passage orally and to retell the story with minimal prompting. The teacher assesses the student's oral reading skills, analyzes the strategies that the student uses to read unfamiliar text, determines fluency and phrasing demonstrated during the oral reading and monitors the student's ability to retell the story with minimal prompting. The main purpose of this assessment is to determine each student's reading level and to help guide instruction.s.

STEP 2: Oral Reading Fluency (for all levels and is tested in June of the second semester):

The main purpose of this assessment is to determine whether each student reaches the Kang Chiao DRA grade level standard at the end of the school year to determine the following year's reading instruction.

STEP 3: Reading Comprehension(Level 28 to Level 80):

Students whose reading levels are between L28 to L80 are required to take the reading comprehension assessment in addition to the STEP 2 Assessment. Each student reads independently the leveled reading book determined on the STEP 2 Oral Reading Fluency Assessment and responds to literal comprehension, interpretation, and reflection questions.

3. DRA Level Correlation Chart (U.S.A. Standard)

Grade	Senior Kindergarten	1 st Grade	2 nd Grade
DRA Level	Level 1 → Level 3	Level 3 → Level 16	Level 18 → Level 28

Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
DRA Level	Level 30 → Level 38	Level 40	Level 50	Level 60	Level 70	Level 80

4. DRA Level Correlation Chart (Kang Chiao Standard)

Grade	Senior Kindergarten	1 st Grade	2 nd Grade
DRA Level	Level 1 → Level 3	Level 3 → Level 10	Level 10 → Level 20

Grade	3 rd Grade	4 th Grade	5 th Grade
DRA Level	Level 20 → Level 30	Level 30 → Level 40	Level 40 → Level 50

Grade	6 th Grade	7 th Grade	8 th Grade
DRA Level	Level 50 → Level 60	Level 60 → Level 70	Level 70 → Level 80

5. What is the purpose of administering the DRA at Kang Chiao?

The DRA provides teachers an opportunity to observe their students' reading behaviors. The data and information gathered enable the teacher to:

- Diagnose students' instructional needs and plan for intervention as needed.
- Determine the level at which the student is able to read independently.
- Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.
- Identify students who may be working below proficiency and need further assessments.
- Inform parents and other educators of students' current reading performance and achievement.

6. What reading strategies can be used to improve students' DRA level?

Predict & Infer --- Effective readers find out what is going to happen next. They figure out things that aren't there. Use this strategy before and during reading to help make predictions about what happens next or what you are going to learn.

Here's how to use the Predict & Infer Strategy:

1. Think about the title, the illustrations, and what you have read so far.
2. Tell what you think will happen next or what you think you will learn. Thinking about what you already know about the subject may help.
3. Try to figure out things the author does not say directly.

Phonics & Decoding --- Effective readers sound out words. They cover part of the word to help them see the base word. They look for words that belong to families they already know. They have memorized a lot of easy words and don't have to sound them out any longer. Use this strategy during reading when you come across a word you don't know.

Here's how to use the Phonics & Decoding Strategy:

1. Look carefully at the word.
2. Look for word parts that you know and think about the sounds for the letters.
3. Blend the sound to read the word.
4. Ask yourself: Is this a word you know?
5. If not, ask yourself. What else can I try?

Monitor & Clarify --- Effective readers reread a sentence when they don't understand it. Use this strategy during reading whenever you are confused about what you are reading.

Here's how to use the Monitor & Clarify Strategy:

1. Ask yourself if what you are reading makes sense – or if you are learning what you need to learn.
2. If you don't understand something, reread, look at the illustrations, or read ahead.

Question --- Effective readers read and think on every page. They are always asking questions. Use this strategy during and after reading to ask questions about important ideas in the story.

Here's how to use the Question Strategy:

1. Ask yourself questions about important ideas in the story.
2. Ask yourself if you can answer these questions.
3. If you can't answer these questions, reread and look for answers in the text. Thinking about what you already know and what you've read in the story may help you.

Evaluate --- Effective readers think about what they like and don't like about what they read. Use this strategy during and after reading to help you form an opinion about what you read.

Here's how to use the Evaluate Strategy:

1. Think about how the author makes the story come alive and makes you want to read it.
2. Think about what was entertaining, informative, or useful about the selection.
3. Think about how well you understood the selection and whether you enjoyed reading it.

Summarize --- Effective readers think about what they have read in their own words. Use this strategy after reading to summarize what you read.

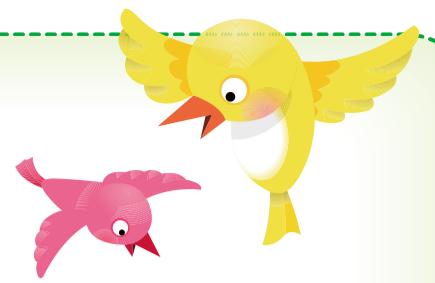
Here's how to use the Summarize Strategy:

1. Think about the characters.
2. Think about where the story takes place.
3. Think about the problem in the story and how the characters solve it.
4. Think about what happens in the beginning, middle, and end of the story.
5. Tell in your own words the important things you have read.



The Earth Has A Fever!!

Digest from **Eco Kids Online**



Climate Change: It could change our world!

You've probably heard of GLOBAL WARMING, right? That's because it's one of the "hottest" environmental issues. But, global warming is only part of a bigger environmental issue - CLIMATE CHANGE.



Climate is what the weather of a place is like over a long time (like 30 years or more).

Climate can change. When it does we call it "climate change" (makes sense, huh?). Climate changes can be natural. Natural changes happen over a very long time (hundreds and hundreds of years).

The reason climate change is such a big issue now is that things people have been doing for the last 100 years have been adding up and can change the climate in a big way. These changes could happen faster and be bigger than any in the last 1000 years.

Most scientists think that the average temperature of the world will go up between 1°C and 3.5°C over the next one hundred years.

Special gases in the Earth's atmosphere called "greenhouse gases" help make the Earth warm enough for us, other animals and plants to live.

Climate change is more than changes to weather. Climate affects the environment that people and wildlife (plants and animals) depend on. This means climate change is also about plants, animals and all the other living and non-living (like soil, rocks, oceans, and lakes) things.

Things people do like using electricity, driving cars, cutting down and burning trees, making things in factories etc. put extra greenhouse gases in the air.

These extra greenhouse gases cause the Earth's temperature to go up. Changing temperatures affect other things to do with climate.

Climate change could affect EVERYONE and EVERYTHING around the world.

Some of the changes could be good. Many of the changes could be bad.

Renewable Energy

Renewable energy is generated from natural resources such as sunlight, wind, rain and tides. These sources are considered renewable because they quickly replenish themselves and are usually available in a never-ending supply. Let's read the paragraphs below to learn more...

Solar Energy

Solar energy is energy collected from the sun. Solar collectors and modules are designed to capture some of the sun's energy and change into more usable forms such as heat or electricity. Sunlight is a great source of heat and electricity, the two most important forms of energy we consume. Solar energy is an increasingly popular method of generating electricity to, heat swimming pools or buildings etc.

The main concerns with solar energy include land disturbance/land use, visual changes to the landscape, impacts associated with hazardous materials and potential impacts on water and other resources (the extent of the impact depends on the solar technology). Energy is also required to manufacture and install solar components. Any fossil fuels used for this purpose will also generate emissions.

Wind Energy

The wind has been used by humans for hundreds of years, first to carry ships across oceans and later to pump water and grind grain. More recently wind has been harnessed as a clean, safe source of electricity. Today, airflows can be used to run turbines that generate electricity. Areas where winds are stronger and more constant, such as offshore and high altitude sites, are preferred locations for wind turbines.

The environmental impact of wind energy is negligible but concerns have been raised over the noise produced by the rotor blades, visual impacts, and deaths of birds and bats that fly into the rotors (avian/bat mortality).

Water Energy

The energy associated with harnessing water has also been used around the world for hundreds of years. It used to be common to use water wheels to provide the power for mills that ground grains. Today the energy in the water is mainly used to produce electricity via hydroelectricity—using the energy generated by falling water.

Hydroelectricity does not produce significant greenhouse gas emissions but does have other major environmental impacts. The reservoirs often destroy vast areas of highly productive forest and wildlife habitat. The dams also damage freshwater ecosystems by blocking the movement of fish and other organisms.

Biomass Energy

Biomass energy is produced from energy crops or from waste materials. Heat, electricity, and transportation fuels can be made from plant materials and wastes such as agricultural residues, forest underbrush and organic human wastes. The food you eat, plants that die, woodchips and seaweed are all sources of biomass energy.

Most rubbish we throw out is buried in the ground (also known as a landfill). The gas generated by a landfill as it rots (biomass) is another form of renewable or "green" energy.

Landfill gas is created when the waste you throw away starts rotting (or decomposing) in the ground. This gas can be captured and processed to create electricity. Biomass may also include biodegradable wastes that can be burn as fuel.

Biomass energy can have a negative environmental impact if there is too much CO₂ produced. The CO₂ contributes to global warming.

Geothermal Energy

Geothermal energy is formed from the heat inside the Earth that causes hot springs, geysers and volcanoes. Some countries have used it for thousands of years in some as a source of hot water, cooking and heating. Steam produced from heat found beneath the surface of the earth can also produce electricity.

The primary impacts of geothermal plant construction and energy production are gaseous emissions, land use, noise and potential ground disturbances (also know as subsidence).





2009-2010 1st Semester Dictionary Competition Winners

Gr.3 : Ginny Chang 張晉瑜, Kerry Ko 柯驊凌, Edward Chen 陳品兆, Jason Liu 劉致陞, Kevin Kuei 桂昀, Jasmine Wang 王詠誼, Andy Lin 林家丞, Jeffery Kao 高敬惟, Sandy Lee 李昕容, Timmy Han 韓君田, Jenny Chen 陳婕寧, Kevin Chang 張凱博, Angus Wang 王聲緯, Maggie Wu 吳孟庭, Caspar Chang 張毅德, Phoebus Lin 林咏翰, Kelly Ma 馬韻晴, Vivian Fan 范可萱, Ryan Wu 吳政穎, Kevin Tsai 蔡牧維, Joe Fan 范揚綸, Hans Yu 俞呈翰, Sean Tsai 蔡翔宇, Jaya Liao 廖穿雲

Gr.2 : William Chen 陳韋丞, Matt Wu 吳昇峯, Julie Su 蘇毓淳, Vicky Chen 陳芊卉, Thomas Shiao 蕭邑, Eric Hsu 許凱翔, Vivian Chang 張芷瑄, Ruby Lin 林若蘋, Vita Kuai 高涵薇, David Liao 廖育佑, May Lin 林心愛, Will Peng 彭惟, Philip Kao 高廷翔, Anita Lai 賴言柔, Eric Tseng 曾昀楷, Sean Han 韓碩

Gr.1 : Marvin Lin 林煒傑, William Chen 陳戎義, Cheng Fu Hsu 許正莆, Howard Yang 楊辰浩, Jesse Chiang 江在庭, Miya Hsiao 蕭米亞, Samantha Hsu 許惠瑜, Bruce Chang 張育愷, Harry Chen 陳冠宇, Justin Hsu 徐嘉辰, Tessa Huang 黃妍寧, Alex Tsai 蔡承岳, Zachary Lin 林廷澤, Vivian Kao 高筠涵, Daniel Yu 宇德弘, Mina Chiang 江侑宸



2009-2010 1st Semester Current Events Competition Winners

Gr.6 : Takanobu 吉田尊信, Selina Hsiao 蕭亭瑀, Sandy Chang 張馨云, Ally Liu 劉育熏, Maggie Yang 楊又瑄, Yoyo Tsai 蔡承佑, Louis Liao 廖士逸, Daphne Kao 高瑀璟, Jeffrey Cheng 鄭凱任, Kitty Sheng 盛鈺云, Samuel Wang 王昱翔, Candy Huang 黃卉君, Angela Wei 魏伶潔, Jeff Kuo 郭柏均, Welly Wang 王方廷, Magenta Lo 羅宇心

Gr.5 : Lucas Kao 高承濂, Victor Huang 黃淵揚, Kiki Chen 陳祐琦, Joanna Guo 郭向芸, Henry Wang 王若珩, Tina Chu 褚庭, Dav Lin 林靖, Emerald Lee 李品妍, Brian Tan 譚逸翔, Kelsey Fan 范宇彤, Angel Lin 林品葳, Robin Chew 周容, Kevin Chen 陳炫濤, Kenny Chiu 邱宣凱, Sherry Lin 林毓軒, Rafferty Wu 吳俊賢

Gr.4 : Gene Wu 巫一金, Tony Kuo 郭祐豪, Ray Chen 陳昶瑞, Willis Wu 吳雲行, Andy Hsieh 謝孟軒, May Jen 任渝, Alex Huang 黃以澄, Brian Lu 呂敬靈, Joseph Chen 陳冠佑, Gary Lin 林家瑋, William Lu 呂洵綸, Sky Yang 楊博翔, Michael Wang 王莫寒, James Wu 吳庭凱, Jenny Chen 陳韻潔, Howard Huang 黃彥皓



INTERNATIONAL DEPARTMENT NEWS

TIME

EVENTS

January 13th & 15th (Week 20)

Final Assessment Test

January 20th (Week 21)

The Last Day of the First Semester

January 21st – February 21st

Winter Vacation

January 25th – February 5th

Winter Camp

February 22nd (Week 1)

The First Day of the Second Semester



Contribution to Kang Chiao Wonderland

Do you want to share your writing or artistic work with others?

Do you have any funny comics, stories or excellent pictures?

Please email it to zephirchien@kcs.tpc.edu.tw or bring it to the International Department office on the second floor!