

Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting held October 20, 2020 at 7:00 p.m. in the Reed Intermediate School Library.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	3 Staff
J. Vouros	1 Press
R. Harriman-Stites	
D. Zukowski	

Mrs. Ku called the meeting to order at 7:07 p.m. and stated it was being recorded. Mr. Delia, Mrs. Leidlein and Mr. Vouros joined remotely.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue stated that two very special individuals were being celebrated tonight and we are lucky to have them as members of our school community. Dawn Eagelson is Paraeducator of the Year from Sandy Hook School. Dr. Gombos stated Dawn was an exceptional human being and has been a part of the Newtown school community for many years with eight at Sandy Hook School. She is kind, loving, and the most optimistic person she's ever met.

Dr. Rodrigue spoke about Teacher of the Year Janice Gabriel who has a genuine commitment to students, staff and leaders at Newtown High School where she teaches English, theater arts, and started the Unified Theater Arts Program. Janice also is the auditorium manager and supports the Board of Education with technology,

Dr. Longobucco said it was an honor to speak about Janice. She cares about everyone in her path and she leads by example. She spent hundreds of hours helping with graduation as the class of 2020 advisor. Her colleagues said she puts in more hours than anyone and students stay she is a mentor and a friend.

Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of October 6, 2020 and the correspondence report. Mr. Cruson seconded. Mrs. Ku removed the minutes of October 6, 2020 to the end of the meeting. Motion passes unanimously.

Item 4 – Public Participation

Item 5 - Reports

Chair Report: Mrs. Ku reported that the CAGE Equity and Diversity Inclusion Committee met last week and provided a quiz on equity and diversity in the United States. The CAGE Board of Directors met last week. There will be no convention this year because of the virus. The Board of Finance meeting continues to review the CIP and non-lapsing account. Our board self-evaluation is November 10 in person. Paul Lundquist forwarded a legal opinion regarding the education non-lapsing account and suggested we forward it to our Board attorney for review. We were also asked to attend the Legislative Council meeting tomorrow night. The regulations for the non-lapsing account were reviewed by our legal counsel and she sent it to the Board for their information. She clarified the discussion of voting at meetings. Policy 9325.1 indicates

any Board member can explain their vote which should happen before the vote is taken or we run the risk of continuing the discussion after the vote which is against Robert's Rules.

Mr. Delia read through the non-lapsing fund policy and imagined the Policy Committee and the CIP/Finance/Facilities Committee would revisit it again. The letter from the attorney says the Legislative Council makes the final decision and not the Board of Finance and asked if we were going to do anything regarding the previous surplus we have. That means the protocol was not followed. There's about 180 days for that decision to be made and the Legislative Council is the body going to decide. The Board of Finance just makes the recommendation.

Mrs. Ku would follow up on the question on the protocol.

Mr. Delia wants to know if we have to do something differently in moving forward with the non-lapsing fund.

Ms. Zukowski was not clear that it's settled yet. We asked our attorney specifically about notwithstanding language in the general statutes and he said the Charter did not apply. We have to go through our attorney and have the two attorneys agree.

Superintendent's Report: Dr. Rodrigue said we are preparing for our November 3 professional development on diversity and equity. Members from the CT Center for School Change and Dr. Derrick Gay will speak and hold an afternoon discussion with school and town leaders. Also, there is an article in The Bee about Talk Saves Lives which is a suicide prevention program. We did a PSA which was shared with the Board.

Committee Reports:

Mrs. Harriman-Stites reported the Policy Committee met last week and discussed the racial harassment policy which is on the agenda. We are continuing with personnel policies including one on nepotism.

Mr. Vouros reported the Curriculum and Instruction Committee met regarding the Grade 5 Language Arts curriculum on the agenda tonight. Also discussed were the devices provided for students in the elementary and Reed schools. Anne Uberti is planning a student curriculum and instruction advisory council to increase student voice regarding curriculum and instruction. The hope is to launch this in November.

Mr. Delia noted that Mrs. Vadas did a wonderful job at the CIP Committee Meeting. We discussed the CIP and how to move forward as well as COVID expenses. We are getting credits for investments in clean energy. Also discussed was waste water related to COVID. We did a walk-through of Hawley School with Mr. Adriani and Debbie Leidlein and discussed the challenges for that project. We talked about the Hawley project's timing which is moving along well.

Ms. Zukowski attended the middle school PTA meeting last week. The Installation of the Ben's Bells mural should be finished tomorrow and the October book fair is virtual with proceeds for the library media center. Fundraising for PTA activities has started with a shoe drive. A big concern is that lack of face-to-face interaction with parents has led to a decline in PTA members.

Mr. Delia asked how students were doing.

Dr. Correia said our students were doing very well, are happy to be in school, and are working hard. He commends all of the parents in Newtown regarding safety protocols. There has not

been one discipline issue that involved safety. Teachers are working to engage students in a safe manner.

Student Representatives Report:

Mr. Jerfy reported that the majority of students were excited about coming back to school but some are concerned about the increase in Covid cases and are not fond of the new schedule. Regarding transitions for Cohort D students to come back, he thinks it will go smoothly. Sanitization in school is going well.

Ms. Clure said the SAT scores were released last Thursday and juniors took the PSAT last Wednesday. We are half way through the fall sports season but disappointed to not see as many fans at the games. Unified soccer had their first game yesterday with Bethel. NHS band and guard had senior recognition night last week. Clubs are looking for more members.

Financial Report:

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending September 30, 2020. Mr. Cruson seconded.

Mrs. Vadas presented the report. We are experiencing stress in the sub accounts due to expenses from the Covid virus but expect relief from funds which will become available through the Corona Relief Grant and the town's Capital Non-recurring Fund. The virtual net metering project will provide a cost savings for energy.

Motion passes unanimously.

Item 6 – Presentations

Mrs. Uberti introduced Carla Tischio who led the curriculum writing team at Reed. Dr. Correia provided the team with a lot of support and time and also contributed to the curriculum.

Dr. Correia said this curriculum would not be possible without Anne Uberti and her knowledge and support.

Mrs. Tischio presented the curriculum and noted that Peggy Kennedy and Jacky McMahon also worked on it.

Mr. Delia thought it was awesome and that they also included communication and email. He asked if they had all of the tools they needed for this curriculum in our current situation.

Mrs. Tischio said did because last year they tried different apps to use.

Ms. Zukowski asked how they would determine the success level of the program.

Mrs. Tischio stated that the assessment will determine if we're successful.

Dr. Correia said this curriculum is challenging us as teachers in noticing what students are doing and what we want to see.

Mrs. Ku thanked them.

Item 7 – Old Business

COVID-19 Update:

Dr. Rodrigue reported one positive case in the high school but this is to be expected. We are planning to bring grades 7-12 students back November 2. We sent a survey to families to determine the percentage of students returning in-person and those remaining remotely. We are close to 75 to 80% returning at the high school and 86% to the middle school. Close to 45% will use bus transportation. Her weekly call to the DPH and State Health Department was very positive today. They emphasized that students are not rapid spreaders of infection. Parents in our community have been completely compliant and have put that emphasis onto their children. Wearing masks and washing hands is important. We are less than 1% in Newtown but cases

are expected. She thanked the community and staff for supporting students. She is working with Whitsons food service where there will be losses because students aren't getting their normal lunches. The high school is not on the National Lunch Program but we will most likely go back to that. The free lunch is only reimbursable if a school is on the National Lunch Program so we have been subsidizing free lunch for high school students. Free lunch is being extended for the remainder of the year and she hoped the high school students will be okay with the box lunches.

Mr. Cruson was disappointed to hear the decision around distance learning for absences. His understanding was that this was for all absences in an attempt to not have other illnesses in school. For a student to miss one day and the parents having to say the child will be out for additional days in order to be able to utilize distance learning will result in more parents sending their child to school who are sick with more minor things. He thought there were ways to work around that.

Dr. Rodrigue said the addendum by the State is clear regarding attendance. When students changed to attending full time, it was becoming difficult for teachers because there were students unprepared so they were upset online. Parents didn't know. We have to look at the instructional side and what is good for students. If a parent calls in by 10 a.m. the teachers have time to be sure the student has the device at home and they can send work to them. Parents she spoke to understood. Some educators don't have remote learners anymore so that leaves very few students working remotely so teachers would have to set up for those. 24 hours is fair to our teachers and parents.

Mrs. Leidlein understands the concerns with the educators but it is difficult at times. Did the nurses talk about the fact if students are home they should really be resting?

Dr. Rodrigue said if a student is ill the teachers will give them work but rest time is a piece of this too. Nurses are having that conversation too.

Mrs. Ku said the State is providing the rapid test and thought we could utilize the school-based health center. She asked if we could use those rapid tests.

Dr. Rodrigue said in Connecticut they hope to get over a million tests. We will look at being one of the pilot schools and are looking into that. She has to apply and will look into that for staff and students.

BOE Budget Assumptions and Priorities:

MOTION: Mr. Delia moved that the Board of Education approve the BOE Budget Assumptions and Priorities for 2021-2022. Mr. Cruson seconded.

Mrs. Ku reviewed the revised document and indicated changes she made to #4 under assumptions and added #8 based on their discussion which addresses racism and bias. In the Priorities she changed the wording in #2 and for #3 added addressing maintenance of buildings, grounds and vehicles. She added wording in item #6 based adequate funding on a five-year average difference to the budget. #8 addresses what we had in our resolution. #9 and #10 are new.

Mr. Cruson suggested changing "vehicles" to "equipment" in Priority #3. In #7 he wanted to add wording to show continued consistency to be sure we want to continue the practices in place.

Ms. Zukowski referred to Priority #6 and asked if we were just talking about a catch all contingency line or would it be part of the contingency line for special education. The resolution

said anything not spent would go into the non-lapsing fund for special education. She was concerned it might be better to have a run of the mill contingency for this year until we work out with other boards the way we will handle our special education year to year. Last budget season members of Board of Education said to get rid of the contingency. This could cause disruptions to our discussions with other boards.

Mrs. Ku didn't think it was legal to just put in a contingency for the entire budget and will check on it.

Ms. Zukowski said Dan Rosenthal recommended the Board of Education have a contingency.

Mrs. Ku said this was meant to be specifically for special education.

Mrs. Harriman-Stites was not in support of making it a general contingency. We worked hard to have a special education contingency line in our budget. Her focus is what's best for students and feels strongly that we keep this item as a priority in our budget. She likes that it includes the average of five years and supports making it clear for special education.

Ms. Zukowski agreed but wants to put in \$400,000 or what the amount happens to be just for special education. She is concerned about the automatic movement of the money to our non-lapsing fund may make people want to remove it from our budget. We don't want to let anything influence this line item. This priority doesn't need to change, but be sure there are no misunderstandings about what we want to do going forward.

Vote with proposed changes: Motion passes unanimously.

Item 8 – New Business

First Read of Policy 5145.42:

Dr. Rodrigue referred to the District Compliance Coordinator as a position to work with students and families. Currently we have a position for someone who works with the Sandy Hook families. We need the right person for this position to be a strong liaison to address issues. This should be a full-time position.

Mrs. Harriman-Stites said there was also language about yearly protocols in identifying instances of bullying, harassment and racism.

Mr. Delia asked if we have one person in the position, what happens if something occurs in two schools at the same time. Why wouldn't it just go to the school counselors then the assistant principal and up the chain in the schools because they know the students?

Dr. Rodrigue said this person would work with the counselors and principals and the students and staff. We are not excluding the counselors but those issues don't usually get resolved just working with the school staff.

Mr. Delia said this is a very important topic and was concerned if we create this position will it properly address instances where it needs to be addressed. We have a protocol now and asked where that person would be placed. There might be instances the school counselor can handle.

Dr. Rodrigue sees this is more of someone working with students, the leadership team and even central office. The coordinator would work side by side with staff. In the PEAC meetings some parents felt uncomfortable going to the administration again and looked for someone who wasn't biased.

Dr. Ku asked if this was for this year or next year.

Dr. Rodrigue said we have to see how long it takes to create this position and there is clarity around it. There was something in the regulations we need to fix which talks about discipline. This person will not be a disciplinarian.

Mrs. Harriman-Stites said a lot of procedural work is in the regulations. She would want this person to look at the regulation and make changes where needed.

Ms. Zukowski asked if the Board could make changes to the regulations.

Mrs. Harriman-Stites said the Board doesn't approve regulations but if there were substantive changes to the regulations, the Policy Committee would review them and then bring them to the Board.

Ms. Zukowski referred to the policy and asked if it would be racial harassment if there was preferential treatment based on race such as someone giving a student extra supplies because they have a different skin color. As written it indicates that preferential treatment could be considered racial harassment.

Mrs. Harriman-Stites asked her to submit her language suggestions to the Policy Committee.

Mr. Delia said that treating anyone differently based on race is the definition and people have different perceptions of good or bad. We have to be careful on how we word things. He likes the general wording.

Ms. Zukowski noted that the word harassment is typically is considered negative. She also referred to reporting incidents through the Anonymous Alerts app and asked why it was starting with ninth grade students instead of those in seventh grade.

Dr. Rodrigue said it was meant for students in grades 9-12 because they have more access to cell phones. We want the younger students to go to a trusted adult first.

Ms. Zukowski noted that in Dr. Rodrigue's summary she wanted to make sure in the policy that the Board would get updates on these incidents which is in the equity and diversity policy that states there will be a summary of the overall diversity goals and asked if the details of the policy will be included.

Mrs. Harriman-Stites said the Board will get the details on racial harassment so those the goals are in the policy. We can include a line in this policy if she would like to submit language to the policy committee.

Mrs. Ku said the purpose of the committees is so we don't do all the work at the Board level.

CABE Delegate Assembly:

Mrs. Ku said the CABE Delegate Assembly is where CABE provides information on how they set the legislative agenda. We are all welcomed to participate but we only get one vote. She is planning on going and would appreciate being named in the motion.

MOTION: Mr. Delia moved that the Board of Education appoint Dr. Michelle Ku as delegate to the 2020 CABE Delegate Assembly on November 19, 2020. Mr. Cruson seconded. Motion passes unanimously.

Minutes of October 6, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of October 6, 2020. Mr. Cruson seconded.

MOTION: Ms. Zukowski moved to change the \$400,000 on page 4, second paragraph to \$4 million (2020 dollars). Mr. Cruson seconded.

Vote: 5 ayes, 2 abstained (Mrs. Leidlein, Mr. Vouros) Motion passes.

MOTION: Ms. Zukowski moved to change the wording “offered language in the previous meeting” on page 7, fourth paragraph from the bottom, to “offered language in her email to the policy committee for its prior meeting.” Mrs. Harriman-Stites seconded.

Ms. Zukowski stated that in the video she wanted to speak to her comments but it did not say where those comments came from. The comments weren’t made in the previous board meeting but were in an email sent to the Policy Committee.

Mrs. Ku watched the video which says she offered the language in her comments but there was no mention of when.

Mrs. Harriman-Stites understood the intent of her comments at the Board meeting but we can’t be in a practice to adjust minutes to reflect what you meant to say.

Mrs. Ku noted that regarding making corrections to minutes, a lot of time is spent on reviewing the video to get comments but we are not meant to copy all that’s said at a meeting. We want precision but it means a lot more time is spent on minutes than should be.

Mr. Delia agreed and appreciated Mrs. Ku’s comment.

Vote: 1 aye, 4 opposed (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Harriman-Stites) 2 abstained (Mrs. Leidlein, Mr. Vouros) Motion fails

Motion to approve the minutes: 5 ayes, 2 abstained (Mrs. Leidlein, Mr. Vouros) Motion passes.

Item 9 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mrs. Leidlein seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:50 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held virtually on October 6, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein (absent)	7 Staff
J. Vouros (absent)	1 Press
R. Harriman-Stites	2 Public
D. Zukowski	

Mrs. Ku called the meeting to order at 7:02 p.m. The meeting was being recorded and held remotely instead of in person because some people were feeling under the weather and unable to attend in person. All are attending remotely.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

The celebration was moved to the next meeting

Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of September 15, 2020 and September 24, 2020, the donation to the Sandy Hook School Music Department, and the correspondence report. Mr. Cruson seconded. Mrs. Ku removed the minutes of September 15, 2020 to the end of the agenda.

Motion passes unanimously.

Item 4 – Public Participation

Item 5 - Reports

Chair Report: Mrs. Ku reported that the Board of Finance approved the recommendation of the Board of Selectman to transfer \$400,000 to the capital and nonrecurring fund. The Legislative Council will discuss this at their next meeting and sought opinion from the Town attorney about which body has authority over the Education Non-lapsing Account which is on their agenda. The Board of Finance will continue discussion about our CIP next week.

Superintendent's Report: Dr. Rodrigue said that 90% of K-6 graders returned to school this week. She has only heard positive comments from staff and families. We have lower ridership and bus monitors are rotating now. All precautionary measures continue as part of our reentry plan. She was on a call with DPH and Connecticut is at 0% cases. Regarding our staffing report, Carol Howard, grade 1 teacher at Head O'Meadow School, will retire October 30, 2020 and we are filling many of our para positions. The first PEAC meeting will be tomorrow with a new subgroup to address diversity and equity. We had the first of a series of antiracism workshops with 16 Newtown employees attending which is being facilitated by the Connecticut Center for School Change. It was about sharing stories and developing your own narrative. She has a scheduled phone call with Kerry Lord to see what else we can add to our November 3 professional development day.

Mr. Cruson referred to the bus monitors and noted this was the second round of monitors. We had them the first 12 days and now for two additional weeks.

Dr. Rodrigue said we have more children now and the monitors are still supporting our routes.

Committee Reports:

Mr. Cruson stated the Communications Committee met yesterday and reviewed the equity and diversity newsletter. We hope to bring it to the Bboard at the first meeting in November. We also discussed the articles done so far with some still outstanding. At our September 14 meeting we discussed the next newsletter with a focus on technology.

Mrs. Harriman-Stites said the Policy Committee met last week and went over changes to the equity and diversity policy. We also looked at the racial harassment policy and the 4000 personnel policies.

Mr. Cruson reported that the Safety and Security Committee met for the first time since the pandemic. Mr. Pompano gave an overview of how things are over the last six months. The discussion was around an assortment of changes in policies and changes in the traffic agents around the opening of school.

Mr. Delia stated that the Board of EdAdvance approved their budget for this year. They are phasing out their drivers ed program because it's not sustainable. They also send Covid reports to the superintendents.

Mrs. Ku reported on the Curriculum and Instruction Committee. Dr. Rodrigue provided an update on our commitment to honoring diversity and equity in our curriculum. We are piloting two new math resources in K-5 with a recommendation in early spring. There are new online resources being used in the district. We also talked about teacher advisory groups to better understand the challenges of synchronist learning. She just wanted to note that the commitment of our technology department, administrators and teaching staff in getting this hybrid model to work has been extraordinary.

Student Reports:

Mr. Jerfy reported that he spoke to a student in Cohort D and the music and art classes going fine. Half of the students are still at home. Clubs are back to normal but with the larger clubs work needs to be done because it's difficult to meet with the number of students participating. There will also be virtual clubs this year.

Ms. Clure spoke about the various sports games being held. The Unified Sports program has begun. Last Monday CIAC said each athlete can have two family members attend their game but no fans can attend away games. Seniors are working on college applications. The SAT was given on September 23 with scores to be released around October 9. All school counselors made videos on how to apply to college. October 5 to 9 is Solidarity Week. The Gay and Straight Alliance sent a google form to show solidarity. The band and guard had their first performance on September 26 at the Blue and Gold Stadium which was recorded.

Item 6 – Presentations

Diversity and Equity:

Dr. Rodrigue spoke the Board's resolution that builds on our practices. We want to look at current practices that demonstrate a safe, inclusive and respectful environment for students and staff which needs to be consistent K-12. We will develop future practices in alignment with our values, beliefs, and commitments as outlined in our BOE Resolution, and also continue to assess, modify, and support our practices to ensure they promote equity, inclusivity and respect. We need a system that provides a voice for students and families.

Dr. Rodrigue spoke about the development of the Board's resolution which will help us move forward. Our goal is to have students feel a sense of belonging and safety. All students and

staff need to feel valued and stay and remain socially connected. We need to make sure the barriers that existed be eliminated. We need to honor existing practices but we need to do more and expand practices. As a future commitment, Dr. Rodrigue proposed the inclusion of a Diversity & Equity Compliance Officer to work to support students, staff, and families in finding resolution to issues. She will be looking at recruiting persons of color in our district. 18% of newly hired employees registered at non-white which is a positive for this district. There are students who really care about each other and leaders and staff who care about students. She is very proud of what we do. We need to evolve and change and grow to make it a better learning environment for our students.

Mrs. Harriman-Stites appreciated the presentation and was glad this has been moving forward with a firm commitment to carrying out what is in the resolution. This sets a good standard and framework.

Mrs. Ku noted that our strategic plan includes this in it. It is worth revisiting our strategic plan but she appreciates all that is going on that addresses issues the Board is very interested in addressing. She appreciates all the work moving toward that and the percent of minority hiring we are doing. We never had that reported before and were glad to see that was shared and would continue to be monitored.

Item 7 – Old Business

COVID-19 Update:

Dr. Rodrigue gets weekly reports from EdAdvance on Covid cases and we are tracking expenditures. We will have a detailed report at the next meeting as well as some of the funding coming our way. We've worked closely with Donna Culbert and Matt Memoli on sports with protocols in alignment with the CDC. Football is engaging in a 7 on 7 style competition with limited spectators at home games.

Mr. Memoli said all fall sports are operating on a low to moderate risk according to CDC guidelines. We have cross country, hockey and volleyball. Unified team started yesterday. It's been wonderful to have these students competing.

Superintendent's Goals:

MOTION: Mr. Delia moved that the Board of Education approve the Superintendent's Goals for 2020-2021. Mr. Cruson seconded.

Ms. Zukowski asked for the difference between points 1 and 2 of the second item and points 5 and 7 of the first item.

Dr. Rodrigue said point 1 is focused on the Board and keeping you updated on cases and trends. The other talks about giving the community as well as staff updates on decisions related to Covid including the appropriate school modes we may move in and out of for example hybrid to full distance.

Ms. Zukowski also questioned the last point in the first goal and point 2 of the following goal.

Dr. Rodrigue said the first area is supporting the administration, staff and community regarding the emotional challenges of Covid. The second was more about an overall vision and looking at the environment. She can rework that one so they are not so closely related.

Mrs. Harriman-Stites said she didn't understand the last one about equity and diversity and the quote about deliverables.

Dr. Rodrigue said she was using it as term but wants to use that to connect to outcomes and was really talking about outcomes.

Mrs. Harriman-Stites felt she should consider changing it to outcomes and remove the quotes.

Mrs. Ku agreed with changing it to outcomes.

Dr. Rodrigue would clarify the second item.

Ms. Zukowski asked if would make sense to have a goal related to special education. She did a 10-year study and found that special education costs increased by \$4M (2020 dollars) in those 10 years. We should focus our attention on how to manage special education better and have it be a specific goal.

Dr. Rodrigue stated that a lot of those costs were out of our controls based on IEPs, students coming in and outplacements. She would put that in as a goal.

Ms. Zukowski said she sees so much effort Dr. Rodrigue is doing in that area it would be good to have a goal.

Mr. Delia didn't understand that goal. If it is out of Dr. Rodrigue's control, we would have a goal which depends on the population enrolled. How can she have a goal of doing something without knowing how many students will be enrolled?

Dr. Rodrigue asked if this was about rising costs or wanting to bring students back to be educated here.

Ms. Zukowski said this was about forging a better relationship to keep students here instead of out-placing them.

Dr. Rodrigue said there are outplacements out of our control. She would be glad to write a goal but wanted to be sure it isn't about costs.

Ms. Zukowski wanted to think of ways of making things sustainable such as having a regional program.

Mrs. Ku wondered if this is an appropriate goal and wanted to hear from other members.

Mr. Delia said Ms. Zukowski brings up a good idea for a goal to support programs for special needs students but he wants to make sure it's not a financial goal. The Board is charged with the fiscal responsibility of setting a budget. There is a disconnect here he is not comfortable with.

Mrs. Ku wants to be sure we provide appropriate education for our special education students.

Mr. Cruson agrees with the point about the trouble around making it a financial goal. It's important to continue to support and improve our offerings. He shared Mr. Delia's concern about making it a financial goal.

Ms. Zukowski stated it should not be a financial goal but a program goal to make them as sustainable as we can. We have to make the option for students who want to stay here and make a program to meet their needs.

Dr. Rodrigue said we have seven special education programs in the district. When students and families leave it isn't for something we failed to do but for other reasons having to do with their needs.

Mr. Delia suggested approving these goals and possibly consider amending them rather than waiting for two or three weeks to which Mrs. Ku agreed.

Motion passes unanimously.

Item 8 – New Business

School Schedule:

MOTION: Mr. Delia moved that the Board of Education approve the November 2 return to school schedule for Newtown Middle and Newtown High Schools. Mr. Cruson seconded.

Dr. Rodrigue noted that the middle and high school students will return full time November 2. It's more challenging in these schools with social distancing and in hallways and lunch. These students ride the buses together and will include some early dismissal time.

Dr. Longobucco said they came up with similar schedules for the middle school and high school students. Our students are doing an excellent job wearing masks and doing what they need to do. With the removal of lunch this will work. We have limited cafeteria spots for high school students to have lunch with some being outside. We would run five classes each day and provide a travel and lunch block, students would go home and then log onto their last class by 1:42. That gives them their six classes per day. She presented this to her faculty this afternoon and there was positive feedback. It reduces periods from 57 to 50 minutes which also allows teachers lunch and prep time. On early dismissal days they will have all classes at school.

Mr. Einhorn spoke about the middle school schedule. They have minimized the time students are in the hallways but lunch has challenges with all students returning. The schedule allows us to have students for six periods and the last one remotely. We will have a rotating last period of the day so the same class is not remote each day. They would go home, have lunch, and take their last class. He also presented to his staff today and had positive comments. They have met with the cafeteria staff regarding the grab and go lunch for students to take home and we have an orderly way to do that.

Mrs. Harriman-Stites asked if students in after school activities, sports, or clubs have to take the bus home for their last class and have to find a way to school for practice.

Dr. Longobucco said they would and have been doing that now. Our fall sports are set to end the first week in November. They are not planning to keep students in the building but special education will remain in the school all day.

Mr. Einhorn said a lot of clubs are remote and will continue that way.

Dr. Longobucco said they first spoke to All Star to see if they could get the students home in time for their last class.

Ms. Zukowski asked if we were still within the required hours of class time.

Dr. Longobucco said we were and have been running 85 minute periods. We will be within the 900 hour limit for the duration of the year.

Ms. Zukowski asked how snow days would be counted.

Dr. Longobucco stated we were still waiting for guidance on that.

Dr. Rodrigue said the State is still not waiving snow days so they won't be counted even though students can be remote. It does require a change in legislation.

Mr. Cruson asked if this had been looked at by students.

Dr. Longobucco has spoken to a handful of students. They just want to come back every day and did not care about the logistics and just take one online class per day.

Mr. Cruson was on board with students needing to be in person but this is confusing to him. This seems overly complicated and the travel is a concern about losing students having to get virtual. It only leaves about 20 minutes to have lunch and get back on line. He has trouble being comfortable with this plan, feels it's not what is best for students, and that we might be better with the hybrid plan.

Dr. Longobucco said this is the schedule in the order our students are used to. 75% of our building has been operating under this except the last five weeks. She feels confident they can do it.

Mr. Delia asked if the community was involved in any of this planning and was feedback sought from parents.

Dr. Longobucco did not have parents look at this plan. It's out traditional high school schedule used for years.

Mr. Delia asked if there were any issues for parents regarding the drop off areas.

Mr. Einhorn said they started the year dropping off A-wing students in the horseshoe. We had C-wing students dropped off at that wing. This is working well and we are releasing a few minutes earlier. We are confident the schedule will work. Lunch is the biggest driver here.

Dr. Longobucco said currently students are in two full days. When we return the students will be in school 23 hours a week. The value of in person time with the teachers is significant. Jillian Clure added that a lot of students are looking forward to full time.

Mrs. Ku felt the biggest concern of hers was the cafeteria and how to make it a safe environment for students. We need to think about when we spoke about this earlier when we said the K-6 students would be going back all in and then the 7-12 students would return. We made a commitment to this and stick with what we said we would do initially.

Dr. Rodrigue said we have to continue to look at this as temporary. During her superintendent calls about this issue every district has the same issues with secondary schools returning with different options. In some cases classrooms are just not big enough in some districts. This is a good space to bring students back safely. She doesn't agree to be in the hybrid.

Mrs. Ku asked what would happen if we went to all distance learning.

Dr. Longobucco said if we had a brief closure for a couple of days we would keep this schedule and if needed a change we would go to the hybrid.

Mr. Einhorn said the middle school would revert back to this schedule also on a long-term closure.

Mr. Cruson asked if anyone talked to All Star about this plan and additional costs that might happen.

Dr. Rodrigue said they did and there were a few questions about special education vans and preschool transportation but we worked it out. The higher needs students would remain in school.

Mr. Cruson said bus drivers will be in two hours earlier and have down time they wouldn't normally have. It seems unfair to the drivers to have two hours they don't get paid for.

Dr. Rodrigue said none of that was brought forward.

Vote: 4 ayes, 1 nay (Mr. Cruson) Motion passes.

Newtown Association of Administrators Contract:

MOTION: Mr. Delia moved that the Board of Education approve the ratified Newtown Association of School Administrators Contract. Mr. Cruson seconded.

Mrs. Ku said this was a productive discussion and thanked everyone who was involved. Motion passes unanimously.

Authorization of Signature:

MOTION: Mr. Delia moved that the Board of Education authorize Tanja Vadas to execute agreements, apply for grants, or to sign other documents as necessary in the normal course of the school system's business, including documents that support the adopted budget or that implement the Board's established policies or programs. Mr. Cruson seconded.

Motion passes unanimously.

Policy 0523 Equity and Diversity:

MOTION: Mr. Delia moved that the Board of Education approve Policy 0523 Equity and Diversity. Mr. Cruson seconded.

Mrs. Harriman-Stites said this was the second read on this policy and they had feedback from the Board, public and staff on this policy. This policy is codifying what we put in the resolution. We will be looking at our policies with an equity lens.

Mr. Cruson said that regarding adding the upstander definition the committee had a thoughtful discussion about which term we wanted to use and decided to use upstander.

Ms. Zukowski asked if when it talks about teaching is the upstander going to apply broadly to all of our student body and staff or to all except people of color and our staff and student body. Mrs. Harriman-Stites expects that all students and staff to be upstanders.

Ms. Zukowski asked what it meant when you refer to recruit, employ, support and retain staff that is balanced and reflects the diversity of the student body and we have a student body made up of different races and reflect diversity would we be satisfied with that.

Mrs. Harriman-Stites felt that would be a wonderful place to start. We are not saying the percentages of staff and students have to match exactly. The language is clear to strive for a more diverse work force and looking at ways to increase diversity in our work force.

Ms. Zukowski wanted to set the bar higher and offered language in the previous meeting to address diversity in the State of Connecticut.

Mrs. Harriman-Stites said the Policy Committee discussed her point but decided we were comfortable with the language in the policy.

Mr. Delia said regarding creating multiple pathways he was curious about marginalized.

Mrs. Harriman-Stites said they used that language throughout as standard language. If a student feels marginalized and they are not getting an equitable education we want to be sure we are addressing the needs of all students and trying to be as inclusive as possible.

Mr. Cruson felt we were getting too tight lensed on certain groups and wanted to not leave anyone out. The goal was to try and open it up but not leave any group out.

Vote: 4 ayes, 1 nay (Ms. Zukowski)

Ms. Zukowski stated her reason for voting against the Equity and Diversity Policy. "I shared my concerns about some aspects of this policy in our last meeting of August 8. I'm not going to repeat those concerns. I will simply say that I think we could do better. This is a very important area for me and I'm just a little saddened at the limitation of the scope we have in certain areas."

BOE Budget Assumptions and Priorities:

Mrs. Ku provided last year's document for discussion.

Mr. Cruson noted that #4 didn't list equity and diversity which should be included.

Mrs. Ku suggested equity and diversity have its own bullet point to which Mr. Cruson agreed.

Mrs. Harriman-Stites agreed.

Ms. Zukowski asked if there will be money needed to support equity and diversity.

Mrs. Ku indicated there would be a financial implication.

Mrs. Harriman-Stites thought that it might be listed under priorities.

Mr. Delia suggested adding an assumption around setting an effective and timely budget calendar to visit every year.

Mr. Cruson hesitated on that because we already set the calendar.

Mrs. Ku referred to #2 about having a level funding plan for technology.

Ms. Zukowski said we are replacing technology and providing freshmen with their own Chromebook so we have a plan that might change from year to year and suggested possibly changing "level" to "consistent."

Mrs. Harriman-Stites said we always used the word level because that was a commitment we made to the other boards in keeping the budget consistent year after year dollar wise but we are in a much different situation now.

Mr. Cruson said technology has always been a level funding plan year after year and was not sure if we should do that each year because it isn't reasonable. He doesn't want to lock into the same dollar figure each year.

Dr. Rodrigue thought the history for that term was because technology was hit year after year. The past few years it had an adverse impact when developing the budget. With level funding, even if we didn't need it we didn't want to go below the figure or so far above but it wasn't in other areas of the budget. It's time to change "level" to something more appropriate.

Mrs. Ku referred to #3 and wanted to add ventilation and air capacity in the schools but decided to remove it from the list.

Mrs. Uberti referred to #8 regarding curriculum improvement and suggested to strengthen the statement to address possible learning deficits due to the disruption of the educational process. As the year goes on we may find additional needs. Regarding technology, we might be looking at technology in a different way next year and assessing where we are. No one knows what the expectation will be for parents and the need for technology.

Mrs. Ku referred to #8 to include equity and diversity but that may need to be a separate piece. She asked everyone to send her their suggestions for additions or deletions for the next meeting.

Minutes of September 15, 2020:

MOTION: Mr. Delia moved to approve the minutes of September 15, 2020. Mrs. Harriman-Stites seconded. Vote: 4 ayes, 1 abstained (Mr. Cruson) Motion passes.

Item 9 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:48 p.m.

Respectfully submitted:



Daniel J. Cruson, Jr.
Secretary

Correspondence Report
10/06/2020 – 10/19/2020

Date	Name	Subject
10/6/20	Kathy June	October 6 BOE Meeting
10/6/20	Steven Kordik	BOE public participation/return to school agenda item
10/7/20	Katherine Warner	Covid-19 Concerns – October 7, 2020
10/7/20	Michelle Ku	Board Self-Evaluation
10/9/20	Kiley Gottschalk	BOF 10/13/20 Agenda
10/9/20	Catherine Hall	Return to school
10/9/20	Cynthia Guzman	Special Needs Testing
10/12/20	Meredith Tabacco	Sickness Absences
10/14/20	Kathy June	October 20 BOE Meeting
10/15/20	Michelle Ku	Non-Lapsing Policy
10/15/20	Kathy June	BOE Mailing – October 20, 2020
10/15/20	Kathy June	Budget Summary Detail
10/16/20	Kathy June	Policy 5145.42 and Revised Agenda

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2020**

SUMMARY

This third report of the 2020-21 school year continues to provide year to date actual expenditures, encumbrances and anticipated obligations as we begin our account-by-account analysis. At this time, all certified and non-certified staff have been fully encumbered.

During the month of September, the Board of Education spent approximately \$5.7M; roughly 80%, or \$4.0M, was spent on salaries and the remaining 30%, or \$1.7M on all other objects, including tuition and transportation. The main object accounts are mostly showing a positive position for the quarter, however we are experiencing some stress in sub-accounts as additional costs related to the pandemic have occurred. We anticipate some relief in these areas as funds become available through the Corona Relief Grant and the Town's Capital Non-Recurring fund.

- Currently the Special Education Tuition account is showing a positive balance; however, this assumes the Excess Cost Grant arrives as budgeted at \$1,381,462. It is too early to predict a balance in this area as placements and mediated agreements are still ongoing. The Excess Cost Grant will be recalculated at the end of November which will capture enrollment changes that have occurred from the beginning of the school year. Adjustments to the grant will be made at that time.
- The Corona Relief Fund budget was submitted to the State for approval on October 2, 2020 in the amount of \$380,841. We anticipate the grant award notification to be received in October. The Town's Capital Non-Recurring fund was approved for Board of Education use, specifically for PPE in the amount of \$400,000.
- The Board of Education, Sustainable Energy Commission and the Director of Public Works continue to work collaboratively on cost savings and energy reduction projects. The virtual net metering project has recently come on line and will produce cost savings within the energy line items. We will have more information and savings to report as we continue to collect data in the months to come.
- There were no emergency repairs for the month.
- Receipt for local tuition and miscellaneous revenue for the month totaled \$6,861.

The budget will be closely monitored with any important issues identified and communicated in a timely manner.

Tanja Vadas
Director of Business
October 15, 2020

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2019-20 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$26,000 for this year.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- **Local Tuition –** amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- **High school fees for parking permits..**
- **The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.**

**NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	BALANCE %
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 7,069,601	\$ 42,395,626	\$ 1,579,327	\$ 1,406,240	\$ 173,087	99.66%
200	EMPLOYEE BENEFITS	\$ 11,113,830	\$ 11,435,283	\$ 11,435,283	\$ 3,384,985	\$ 6,323,173	\$ 1,727,125	\$ 1,738,408	\$ (11,283)	100.10%
300	PROFESSIONAL SERVICES	\$ 661,182	\$ 751,382	\$ 751,382	\$ 57,863	\$ 16,021	\$ 677,498	\$ 498,023	\$ 179,476	76.11%
400	PURCHASED PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 414,417	\$ 675,617	\$ 794,428	\$ 397,870	\$ 396,559	78.96%
500	OTHER PURCHASED SERVICES	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 1,360,752	\$ 7,196,501	\$ 757,689	\$ (453,457)	\$ 1,211,146	87.00%
600	SUPPLIES	\$ 3,347,617	\$ 3,498,335	\$ 3,498,335	\$ 911,627	\$ 381,406	\$ 2,205,302	\$ 1,222,500	\$ 982,802	71.91%
700	PROPERTY	\$ 832,708	\$ 549,402	\$ 549,402	\$ 79,253	\$ 743,880	\$ (273,731)	\$ 26,461	\$ (300,192)	154.64%
800	MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 47,164	\$ 1,474	\$ 24,777	\$ -	\$ 24,777	66.25%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 76,736,300	\$ 78,651,776	\$ 78,651,776	\$ 13,325,662	\$ 57,733,697	\$ 7,592,416	\$ 4,836,045	\$ 2,756,372	96.50%
900	TRANSFER NON-LAPSING	\$ 1,368,110								
GRAND TOTAL		\$ 78,104,410	\$ 78,651,776	\$ 78,651,776	\$ 13,325,662	\$ 57,733,697	\$ 7,592,416	\$ 4,836,045	\$ 2,756,372	96.50%

NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	BALANCE %
100	SALARIES									
	Administrative Salaries	\$ 4,163,820	\$ 4,160,309	\$ 4,160,309	\$ 988,127	\$ 3,179,552	\$ (7,370)	\$ -	\$ (7,370)	100.18%
	Teachers & Specialists Salaries	\$ 31,619,798	\$ 32,219,745	\$ 32,219,745	\$ 3,828,927	\$ 28,858,243	\$ (467,425)	\$ 15,000	\$ (482,425)	101.50%
	Early Retirement	\$ 32,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 92,408	\$ 93,096	\$ 93,096	\$ 33,025	\$ 36,881	\$ 23,190	\$ 3,750	\$ 19,440	79.12%
	Homebound & Tutors Salaries	\$ 88,213	\$ 185,336	\$ 185,336	\$ 4,839	\$ 22,515	\$ 157,983	\$ 153,000	\$ 4,983	97.31%
	Certified Substitutes	\$ 548,648	\$ 698,193	\$ 698,193	\$ 77,261	\$ 352,995	\$ 267,937	\$ 266,000	\$ 1,937	99.72%
	Coaching/Activities	\$ 643,256	\$ 656,571	\$ 656,571	\$ 2,988	\$ -	\$ 653,583	\$ 653,583	\$ -	100.00%
	Staff & Program Development	\$ 173,319	\$ 143,517	\$ 143,517	\$ 66,568	\$ 31,489	\$ 45,460	\$ -	\$ 45,460	68.32%
	CERTIFIED SALARIES	\$ 37,361,462	\$ 38,172,767	\$ 38,172,767	\$ 5,017,735	\$ 32,481,675	\$ 673,357	\$ 1,091,333	\$ (417,976)	101.09%
	Supervisors/Technology Salaries	\$ 917,739	\$ 945,154	\$ 945,154	\$ 270,560	\$ 651,623	\$ 22,971	\$ 15,000	\$ 7,971	99.16%
	Clerical & Secretarial Salaries	\$ 2,310,741	\$ 2,362,981	\$ 2,362,981	\$ 430,210	\$ 1,751,285	\$ 181,486	\$ 91,288	\$ 90,198	96.18%
	Educational Assistants	\$ 2,743,151	\$ 2,875,564	\$ 2,875,564	\$ 198,377	\$ 2,258,383	\$ 418,804	\$ -	\$ 418,804	85.44%
	Nurses & Medical Advisors	\$ 764,244	\$ 801,532	\$ 801,532	\$ 113,286	\$ 752,882	\$ (64,636)	\$ -	\$ (64,636)	108.06%
	Custodial & Maint. Salaries	\$ 3,144,919	\$ 3,263,032	\$ 3,263,032	\$ 707,957	\$ 2,477,164	\$ 77,911	\$ -	\$ 77,911	97.61%
	Non-Certied Salary Adjustments	\$ 22,043	\$ 81,607	\$ 81,607	\$ 1,255	\$ 26,297	\$ 54,055	\$ -	\$ 54,055	33.76%
	Career/Job Salaries	\$ 117,954	\$ 183,209	\$ 183,209	\$ 20,122	\$ 176,091	\$ (13,004)	\$ (45,500)	\$ 32,496	82.26%
	Special Education Svcs Salaries	\$ 1,257,724	\$ 1,382,103	\$ 1,382,103	\$ 131,366	\$ 1,260,152	\$ (35,662)	\$ -	\$ (35,662)	100.68%
	<i>Special Education Svcs Salaries ECG</i>	<i>\$ (33,039)</i>	<i>\$ (26,247)</i>	<i>\$ (26,247)</i>				<i>\$ (26,247)</i>	<i>\$ 26,247</i>	100.00%
	Attendance & Security Salaries	\$ 594,071	\$ 621,957	\$ 621,957	\$ 68,159	\$ 556,327	\$ (2,529)	\$ -	\$ (2,529)	100.41%
	Extra Work - Non-Cert.	\$ 141,823	\$ 115,447	\$ 115,447	\$ 49,255	\$ 3,744	\$ 62,448	\$ 15,000	\$ 47,448	58.90%
	Custodial & Maint. Overtime	\$ 214,479	\$ 233,448	\$ 233,448	\$ 61,321	\$ -	\$ 172,127	\$ 240,366	\$ (68,239)	129.23%
	Civic Activities/Park & Rec.	\$ 29,216	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ 32,000	\$ 25,000	\$ 7,000	78.13%
	NON-CERTIFIED SALARIES	\$ 12,225,064	\$ 12,871,787	\$ 12,871,787	\$ 2,051,866	\$ 9,913,951	\$ 905,970	\$ 314,907	\$ 591,063	95.41%
	SUBTOTAL SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 7,069,601	\$ 42,395,626	\$ 1,579,327	\$ 1,406,240	\$ 173,087	99.66%

**NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	BALANCE %
			APPROVED BUDGET	CURRENT BUDGET						
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,051,502	\$ 8,289,180	\$ 8,289,180	\$ 2,145,918	\$ 6,110,328	\$ 32,934	\$ 32,934	\$ 0	100.00%
	Life Insurance	\$ 86,352	\$ 86,760	\$ 86,760	\$ 21,164	\$ -	\$ 65,596	\$ 65,596	\$ -	100.00%
	FICA & Medicare	\$ 1,523,329	\$ 1,602,597	\$ 1,602,597	\$ 237,174	\$ -	\$ 1,365,423	\$ 1,365,423	\$ -	100.00%
	Pensions	\$ 863,104	\$ 913,394	\$ 913,394	\$ 743,286	\$ 750	\$ 169,358	\$ 169,358	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 110,435	\$ 82,000	\$ 82,000	\$ 3,283	\$ -	\$ 78,717	\$ 90,000	\$ (11,283)	113.76%
	Workers Compensation	\$ 479,108	\$ 461,352	\$ 461,352	\$ 234,160	\$ 212,095	\$ 15,097	\$ 15,097	\$ (0)	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,113,830	\$ 11,435,283	\$ 11,435,283	\$ 3,384,985	\$ 6,323,173	\$ 1,727,125	\$ 1,738,408	\$ (11,283)	100.10%
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 500,341	\$ 559,102	\$ 559,102	\$ 39,000	\$ 9,490	\$ 510,613	\$ 498,023	\$ 12,590	97.75%
	Professional Educational Serv.	\$ 160,841	\$ 192,280	\$ 192,280	\$ 18,863	\$ 6,531	\$ 166,886	\$ -	\$ 166,886	13.21%
	SUBTOTAL PROFESSIONAL SERV.	\$ 661,182	\$ 751,382	\$ 751,382	\$ 57,863	\$ 16,021	\$ 677,498	\$ 498,023	\$ 179,476	76.11%
400	PURCHASED PROPERTY SERV.									
	Buildings & Grounds Services	\$ 716,095	\$ 664,859	\$ 664,859	\$ 223,619	\$ 372,392	\$ 68,847	\$ 110,000	\$ (41,153)	106.19%
	Water & Sewer	\$ 134,403	\$ 146,945	\$ 146,945	\$ 14,781	\$ -	\$ 132,164	\$ 126,712	\$ 5,452	96.29%
	Building, Site & Emergency Repairs	\$ 503,227	\$ 460,850	\$ 460,850	\$ 79,714	\$ 49,869	\$ 331,267	\$ 7,682	\$ 323,585	29.79%
	Equipment Repairs	\$ 283,175	\$ 351,506	\$ 351,506	\$ 51,336	\$ 108,137	\$ 192,033	\$ 83,676	\$ 108,357	69.17%
	Rentals - Building & Equipment	\$ 268,547	\$ 260,303	\$ 260,303	\$ 44,967	\$ 145,219	\$ 70,117	\$ 69,800	\$ 317	99.88%
	Building & Site Improvements	\$ 399,191	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 414,417	\$ 675,617	\$ 794,428	\$ 397,870	\$ 396,559	78.96%

**NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	BALANCE %
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 750,419	\$ 669,215	\$ 669,215	\$ 303,923	\$ 136,211	\$ 229,081	\$ 177,090	\$ 51,991	92.23%
	Transportation Services	\$ 4,181,267	\$ 4,859,615	\$ 4,859,615	\$ 355,852	\$ 3,050,543	\$ 1,050,740	\$ 850,991	\$ 199,748	87.61%
	<i>Transportation Services - ECG</i>	\$ (354,206)	\$ (402,480)	\$ (402,480)				\$ (402,480)	\$ 402,480	100.00%
	Insurance - Property & Liability	\$ 378,323	\$ 378,032	\$ 378,032	\$ 220,085	\$ 160,013	\$ (2,066)	\$ -	\$ (2,066)	100.55%
	Communications	\$ 142,944	\$ 146,872	\$ 146,872	\$ 35,371	\$ 76,756	\$ 34,744	\$ 32,587	\$ 2,157	98.53%
	Printing Services	\$ 24,637	\$ 31,040	\$ 31,040	\$ 3,560	\$ -	\$ 27,480	\$ 27,480	\$ (0)	100.00%
	Tuition - Out of District	\$ 4,900,901	\$ 4,781,313	\$ 4,781,313	\$ 436,473	\$ 3,645,675	\$ (682,296)	\$ 202,487	\$ (884,783)	89.61%
	<i>Tuition - Out of District ECG</i>	\$ (1,372,981)	\$ (1,381,462)	\$ (1,381,462)				\$ (1,381,462)	\$ 1,381,462	100.00%
	Student Travel & Staff Mileage	\$ 172,406	\$ 232,797	\$ 232,797	\$ 5,488	\$ 127,304	\$ 100,006	\$ 39,850	\$ 60,156	74.16%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 1,360,752	\$ 7,196,501	\$ 757,689	\$ (453,457)	\$ 1,211,146	87.00%
600	SUPPLIES									
	Instructional & Library Supplies	\$ 805,612	\$ 801,275	\$ 801,275	\$ 183,558	\$ 191,450	\$ 426,268	\$ 435,477	\$ (9,209)	101.15%
	Software, Medical & Office Supplies	\$ 212,569	\$ 221,701	\$ 221,701	\$ 58,158	\$ 49,091	\$ 114,452	\$ -	\$ 114,452	48.38%
	Plant Supplies	\$ 423,659	\$ 356,400	\$ 356,400	\$ 406,377	\$ 80,869	\$ (130,846)	\$ 170,000	\$ (300,846)	184.41%
	Electric	\$ 1,164,615	\$ 1,228,072	\$ 1,228,072	\$ 193,528	\$ -	\$ 1,034,544	\$ -	\$ 1,034,544	15.76%
	Propane & Natural Gas	\$ 347,253	\$ 431,350	\$ 431,350	\$ 19,247	\$ -	\$ 412,103	\$ 373,102	\$ 39,001	90.96%
	Fuel Oil	\$ 76,257	\$ 63,000	\$ 63,000	\$ -	\$ -	\$ 63,000	\$ 63,000	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 122,159	\$ 205,031	\$ 205,031	\$ 9,110	\$ -	\$ 195,921	\$ 180,921	\$ 15,000	92.68%
	Textbooks	\$ 195,495	\$ 191,506	\$ 191,506	\$ 41,648	\$ 59,998	\$ 89,860	\$ -	\$ 89,860	53.08%
	SUBTOTAL SUPPLIES	\$ 3,347,617	\$ 3,498,335	\$ 3,498,335	\$ 911,627	\$ 381,406	\$ 2,205,302	\$ 1,222,500	\$ 982,802	71.91%

**NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	BALANCE %
700	PROPERTY									
	Technology Equipment	\$ 560,319	\$ 410,000	\$ 410,000	\$ 69,423	\$ 642,447	\$ (301,870)	\$ -	\$ (301,870)	173.63%
	Other Equipment	\$ 272,389	\$ 139,402	\$ 139,402	\$ 9,830	\$ 101,432	\$ 28,139	\$ 26,461	\$ 1,678	98.80%
	SUBTOTAL PROPERTY	\$ 832,708	\$ 549,402	\$ 549,402	\$ 79,253	\$ 743,880	\$ (273,731)	\$ 26,461	\$ (300,192)	154.64%
800	MISCELLANEOUS									
	Memberships	\$ 66,090	\$ 73,415	\$ 73,415	\$ 47,164	\$ 1,474	\$ 24,777	\$ -	\$ 24,777	66.25%
	SUBTOTAL MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 47,164	\$ 1,474	\$ 24,777	\$ -	\$ 24,777	66.25%
910	SPECIAL ED CONTINGENCY		\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL LOCAL BUDGET		\$ 76,736,300	\$ 78,651,776	\$ 78,651,776	\$ 13,325,662	\$ 57,733,697	\$ 7,592,416	\$ 4,836,045	\$ 2,756,372	96.50%

<u>REVENUES</u>		2020-21 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>					
LOCAL TUITION		\$32,340	\$6,060	\$26,280	18.74%
HIGH SCHOOL FEES FOR PARKING PERMITS		\$30,000	\$0	\$30,000	0.00%
MISCELLANEOUS FEES		\$6,000	\$801	\$5,199	13.36%
TOTAL SCHOOL GENERATED FEES		\$68,340	\$6,861	\$61,479	10.04%

5th Grade ELA Curriculum

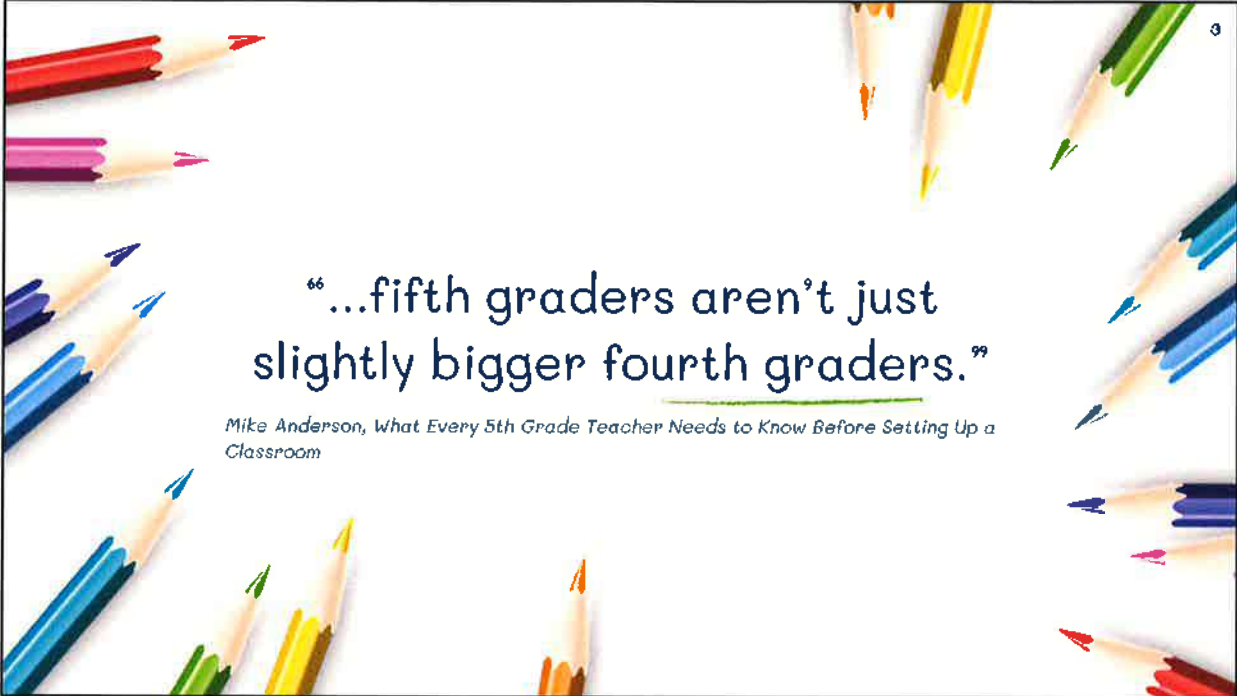
Peggy Kennedy + Jacky McMahon + Carla Tischio



1. Guiding Principles

5th Grade is a Transitional Year in More Ways Than One






3

“...fifth graders aren’t just slightly bigger fourth graders.”

Mike Anderson, What Every 5th Grade Teacher Needs to Know Before Setting Up a Classroom



4

The Nature of a Fifth Grader

According Responsive Classroom 5th Graders are characterized by:

- Growth spurts (making them hungry throughout the day)
- Mostly happy optimistic view of the world
- Increased desire for social interaction with peers
- Increased analytic and problem-solving abilities
- Increased desire and ability to play cooperative and competitive games
- Sensitive to and able to resolve issues related to fairness

From What Every 5th Grade Teacher Needs to Know about Setting Up a Classroom, Northeast Foundation for Children, Inc., 2011, www.responsiveclassroom.org

State/District Considerations

- ✗ CCSS
- ✗ Readers' and Writers' Workshop
- ✗ Concept-Based Curriculum and Instruction
- ✗ Specifying Grammar, Conventions, Vocabulary Development
- ✗ K-8 Vertical Alignment
- ✗ Complementary Reading and Writing Units



② Units of Study

Reading and Writing Units are meant to support each other.



Unit 1 Reading and Writing (4 weeks)

Reading: It's Like Riding a Bike

Lens: Independence

Focus: Increase stamina, self-monitoring, and enjoyment

Writing: Stop, Jot and Write!

Lens: Engagement

Focus: Facilitate awareness of metacognition to strengthen comprehension and accuracy



Practice can be Social, Relevant, and Authentic



Unit 2 Reading and Writing (8 weeks)

Reading: Say it Like You Mean it!

Lens: Fluency

Focus: Increase awareness of the effect punctuation and word choice have on mood, tone, and meaning.

Writing: Short and Sweet

Lens: Purpose and Audience

Focus: Develop understanding that audience affects word choice and format and precise language conveys a clear message



Unit 3 Reading and Writing (7 weeks)

Reading: Over the Rainbow

Lens: Close Reading

Focus: Develop close reading skills to test and affirm theories about the impact of setting in narrative fantasy

Writing: Based on a True Story

Lens: Craft

Focus: Strengthen use of writing process to craft elaborate personal narratives from small important moments




Personal Narrative Celebration



11

Unit 4 Reading and Writing (7 weeks)

<p>Reading: Trash and Treasure</p> <p>Lens: Accuracy</p> <p>Focus: Build on close reading from prior unit to develop awareness of text structure and its impact on meaning to facilitate accurate/meaningful note-taking</p>	<p>Writing: What do you know?</p> <p>Lens: Research</p> <p>Focus: Develop use of text structure to convey relationships between facts and details</p>
---	--



12

Unit 5 Reading and Writing (7 weeks)

Reading: Just the Facts

Lens: Analysis

Focus: Deepen the understanding of the importance of accuracy in the development of fact-based opinions

Writing: In My Opinion

Lens: Relevance

Focus: Build on the email unit from the beginning of the year to write opinion letters, taking into consideration which facts are most relevant to support the opinion



3 Next Steps

Ideally the 5th Grade Team will work to further specify which lessons are required, whether they are formative or summative, and how they support the concepts being taught.

[Rubicon Atlas](#)





Thanks!

Any questions?

You can find me at:

tischioc@newtown.k12.ct.us

DRAFT

ASSUMPTIONS

2021-2022 BOARD OF EDUCATION BUDGET

1. The Newtown Board of Education's mission to inspire every student to excel will be the foundation of all decision making.
2. Open and honest communication and cooperation will be maintained with other municipal boards and the community throughout the budget process.
3. State and Federal financial support of education will not keep pace with increased programming mandates and will be further reduced by legislation and reductions of grants and other supports to local communities.
4. Safety, security and health standards will be supported.
5. Salaries and benefits will be based on commitments incurred through collective bargaining and other employment agreements.
6. Existing programs and services will be reviewed, evaluated, maintained or adjusted as the educational needs of students change.
7. Overall certified and classified staffing levels will be adjusted based on enrollment, programming, safety factors and facility considerations.
8. Policies, curriculum, and professional development will be reviewed and revised with the goal of eliminating institutional racism and bias that could promote barriers to student learning, create academic gaps, or conflict with the core values and beliefs of Newtown Public Schools.

DRAFT
PRIORITIES
2021-2022 BOARD OF EDUCATION BUDGET

1. Support funding for appropriate class sizes at all levels of instruction
2. Provide a funding plan that reassesses the changing needs in technology resulting from the pandemic, while also looking forward to the expansion and sustainability of technology with access and equity for all students
3. Update and support the five-year plan for the ongoing maintenance of buildings, grounds and vehicles
4. Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments and participate in regional services when they are beneficial to the district
5. Ensure adequate funding for mental health resources to meet student needs
6. Include adequate funding for special education to meet anticipated enrollment and needs, as well as maintain a contingency item in the budget based on a five year average difference to budget for unanticipated changes in enrollment or needs
7. Ensure consistency in the support for all extracurricular activities in the district
8. Support professional development and staffing that help to maintain a safe, inclusive, and equitable learning environment for all students
9. Support the development of academic pathways, instructional activities, extracurricular opportunities, and field experiences that support the needs of all students and that promote a richer awareness of culture and racial diversity
10. Ensure additional supports needed to address learning deficits and interruptions to student learning due to the COVID pandemic

Students

Nondiscrimination

Racial Harassment of Students

The Board of Education is committed to safeguarding the rights of all students within the school district to learn in an environment that is free from racial* discrimination, including harassment. The Board recognizes that racial harassment of students can originate from a person of the same or different race of the victim including peers, employees, Board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

Racial harassment of students consists of different treatment on the basis of race and is recognized in two different forms:

1. when the district's employees or agents, acting within the scope of official duties, treat a student differently than other students solely on the basis of race; or
2. when the education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided.

The Board also prohibits any retaliatory behavior against complainants or any witnesses. Any student who believes that he/she has been subject to racial harassment should report the alleged misconduct immediately so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged racial harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any racial harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools Diversity Compliance Coordinator, in collaboration with the Superintendent and District Administrative Team, is directed to support the development and implementation of specific procedures on reporting, investigating, and remedying allegations of racial harassment. Such procedures are to be consistent with any applicable provisions contained in the district's policy manual, collective bargaining agreements, the tenure laws as well as other federal and state laws on racial harassment. Training programs shall be established ~~for students and employees~~ to raise awareness of the issues surrounding racial harassment and to implement preventative measures to help reduce incidents of racial harassment. Through yearly staff and student development efforts, members of the school community will review district protocols in identifying and reporting instances of bullying and harassment, as well as the disciplinary measures when such behaviors occur.

~~A copy of this policy and its accompanying regulation is to be distributed to all personnel and students and posted in appropriate places.~~

***For the sake of simplicity and clarity, the term “race” shall be used throughout this discussion to refer to all forms of discrimination prohibited by Title VI – that is, race, color, and national origin.**

Students

Nondiscrimination

Racial Harassment of Students (continued)

Reporting Incidents of Bullying, Harassment, and Racism

Students and staff are expected to report any incidents of bullying, harassment, or racism that occur on school grounds, during after school activities, or during off campus school events. School personnel are required to follow appropriate protocols for handling issues brought forward, including reporting incidents to school administrators who are responsible for investigating incidents and employing appropriate disciplinary measures consistent with school policy. Students in grades K-12 are encouraged to reach out to trusted adults when they either witness or experience issues related to bullying, harassment, and racism. An Anonymous Alert app is available to students in grades 9-12 for students to report issues of concern confidentially.

False Reporting

Any person who knowingly files false charges against an employee or a student in an attempt to demean, harass, abuse, or embarrass that individual shall be subject to disciplinary action consistent with school policy and student disciplinary policies.

(cf. 0521 - Equal Opportunity - Nondiscrimination)

(cf. 4118.113/4218.113 - Harassment)

(cf. 5114 - Suspension/Expulsion/Due Process)

(cf. 5131 - Student Conduct)

(cf. 5131.2 - Assault)

(cf. 5131.21 - Terroristic Threats/Acts)

(cf. 5144 - Discipline)

(cf. 5145.5 - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

Legal Reference: Civil Rights Act of 1964, Title VI, 42 U.S.C. §2000 et seq. 34 CFR Part 1000

Policy adopted:

cps 7/00

**5145.42
Form #1**

_____**PUBLIC SCHOOLS**
_____, **Connecticut**

REPORT OF RACIAL HARASSMENT

This form is to be used by any employee or student who has either observed or been subject to racial harassment. To insure full investigation, it should be completed as accurately as possible. It is not, however, critical to be 100 percent precise. An investigation may require the complainant to be interviewed.

Date: _____

Please Print

Name of complainant making a charge of racial harassment: _____

Address _____ of _____ complainant:

Telephone Number: _____

Position or grade: _____

Names of individuals involved in the harassment and indicate whether they are students or employees: _____

Complainant's signature

Please see the _____ Board of Education's policy on Racial Harassment for more information on the topic. Present this Report to your most immediate supervisor not involved in the harassment.

Report Number

a

_____ PUBLIC SCHOOLS
_____, Connecticut

INVESTIGATIVE REPORT OF ALLEGED RACIAL HARASSMENT

Note: If additional space is needed, please attach separate sheets as referenced by report number.

Name of complainant: _____

School and/or Position: _____

Nature of complaint _____ Student _____ Employee

Specific complaint: _____

Date complaint filed: _____

Name(s) of Respondent _____ Date notified: _____

Respondent's answer _____ Agrees with the facts
_____ Disagrees with the facts

Explanation

Date complainant notified: _____

Complainant's response _____ Agrees with the facts
_____ Disagrees with the facts

Explanation

INVESTIGATIVE REPORT OF ALLEGED RACIAL HARASSMENT
(continued)

Complainant's Witnesses	
Name	Position

_____ Date Interviewed: _____
(name of witness)

_____ response:
(name of witness)

_____ Date Interviewed: _____
(name of witness)

_____ response:
(name of witness)

Respondent's Witnesses	
Name	Position

INVESTIGATIVE REPORT OF ALLEGED RACIAL HARASSMENT
(continued)

_____ Date Interviewed: _____
(name of witness)

_____ response:
(name of witness)

_____ Date Interviewed: _____
(name of witness)

_____ response:
(name of witness)

Other records/documents reviewed:

	Name of Document	Date Reviewed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Summary of Review of above records/documents:

Investigator's Summary:

Suggested Corrective Action:

Investigator's Signature Date

Students

Nondiscrimination

Racial Harassment of Students

A student can be subject to racial* harassment by a student, employee, Board member or any individual who foreseeably might come in contact with the student on school grounds or at school activities. The following are examples of incidents which might constitute racial harassment:

1. unwanted verbal comments, racial name calling, racial or ethnic slurs, slogans, graffiti;
2. school security treating black students more severely than white students;
3. intimidating actions such as cross-burning or painting swastikas; and
4. teacher repeatedly treating minority students in a racially derogatory manner.

Procedures

The Board of Education shall designate a Compliance Officer to carry out the district's responsibilities for redressing grievances pursuant to policy 5145.6, Student Grievance Procedures. In addition, the Board will designate a second individual for ensuring compliance with Title VI so that students who believe that they have been subjected to racial harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The Superintendent of Schools shall notify all students and employees of the name, office address and telephone number of both designees and of the grievance procedures that provide for prompt investigation and equitable resolution of student racial harassment complaints.

The Superintendent shall implement specific and continuing steps to notify students, parents, employees, and prospective students or employees that the school district does not discriminate on the basis of race in the educational programs or activities which it operates. Such notification shall include publication in: local newspapers; newspapers and magazines operated by the district or by student, alumnae, or alumni groups for or in connection with the district; and memoranda or other written communications distributed to every student and employee.

All reports of racial harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in the district's policy manual and collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the district's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of racial harassment:

Students

Nondiscrimination

Racial Harassment of Students

Procedures (continued)

Students who believe they have been subjected to racial harassment are to report the incident to the Diversity Compliance Coordinator or the second designee as described above. The Diversity Compliance Coordinator or designee shall notify the Building Principal and the Superintendent of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

Investigation of a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the victim shall speak with an individual of the same race. Complainants are to be notified of the outcome of the investigation.

Informal Complaints

In addition to notification to the Compliance Officer or the alternate designee as described above, students who believe they have been subjected to racial harassment may request that an informal meeting be held between themselves and the Building Principal or Superintendent. The student may also request a meeting with a counselor or administrator of the same race. Parents or guardians of the student shall be notified of their right to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

The Building Principal or Superintendent Diversity Compliance Coordinator will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her right to representation by counsel. Should the alleged harasser deny the allegations, the Building Principal or Superintendent Diversity Compliance Coordinator is to inform the complainant of the denial and request a formal written complaint to file with his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of the complaint shall accompany the Building Principal's or Superintendent's Diversity Compliance Coordinator's report with a recommendation for further action.

Should the harasser admit the allegations, the Building Principal or Superintendent Diversity Compliance Coordinator is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Building Principal or Superintendent Diversity Compliance Coordinator may impose further disciplinary action. Thereafter, the Building Principal or Superintendent Diversity Compliance Coordinator is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

Students

Nondiscrimination

Racial Harassment of Students

Informal Complaints (continued)

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of racial harassment is reported. The Building Principal or Superintendent Diversity Compliance Coordinator is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the Building Principal or Superintendent's Diversity Compliance Coordinator informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Building Principal or Superintendent Diversity Compliance Coordinator is to file a report with the next appropriate level in the complaint procedure. The report is to indicate the nature of the complaint, a description of what occurred when the Building Principal or Superintendent informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of racial harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Building Principal or Superintendent Diversity Compliance Coordinator originally consulted, who will then forward it to the next appropriate level of management, e.g., the Superintendent or the Board of Education, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable Building Principal or Superintendent Diversity Compliance Coordinator reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of racial misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent or the Board shall take immediate, appropriate and corrective action upon a determination of racial harassment. The Superintendent or the Board shall notify the complainant of any findings and action taken.

Students

Nondiscrimination

Racial Harassment of Students (continued)

Remedial Action

If the investigation reveals that racial harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, district policies and regulations and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal of an employee or suspension of a student.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual or collective bargaining agreements. If the investigation reveals that no racial harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of racial harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of harassment, victims will be periodically interviewed by the appropriate Building Principal or ~~Superintendent~~ Diversity Compliance Coordinator to ensure that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the district, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

Complaint Records

Upon written request, complainants should receive a copy of any resolution reports filed by the Building Principal or ~~Superintendent~~ Diversity Compliance Coordinator concerning his/her complaint. Upon substantiation, copies should also be filed with the student or employment records of both the complainant and the alleged harasser.

Investigation in the Absence of a Complaint

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any racial harassment.

***For the sake of simplicity and clarity, the term "race" shall be used throughout this discussion to refer to all forms of discrimination prohibited by Title VI -- that is, race, color, and national origin.**

Students

Nondiscrimination

Racial Harassment of Students (continued)

(cf. 0521 - Equal Opportunity - Nondiscrimination)

(cf. 4118.113/4218.113 - Harassment)

(cf. 5114 - Suspension/Expulsion/Due Process)

(cf. 5131 - Student Conduct)

(cf. 5131.2 - Assault)

(cf. 5131.21 - Terroristic Threats/Acts)

(cf. 5144 - Discipline)

(cf. 5145.5 - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

Legal Reference: Civil Rights Act of 1964, Title VI, 42 U.S.C. §2000 et seq. 34 CFR Part 1000

Regulation approved:

cps 7/00

_____ PUBLIC SCHOOLS
_____, Connecticut

Harassment Complaint Form

Name: _____

Date: _____ School: _____

Who was responsible for the harassment? _____

Describe the harassment: _____

(attach additional pages if necessary)

Date(s), time(s), and place (places) the harassment occurred: _____

Were there other individuals involved in the harassment? _____

If so, name the individual(s) and what their role was _____

Did anyone witness the harassment? _____ If so, name the witness(es) _____

What was your reaction to the harassment? _____

Describe any prior incidents _____

Signature of Complainant or Parents/Legal Guardian

copy: Student/Parents



7 Curriculum Developers

Unit:	Lessons	Sep					Oct				Nov			Dec				Jan				Feb				Mar					Apr			May				Jun																																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38																																						
READING UNIT 1: It's Like Riding a Bike	0	█																																																																											
WRITING UNIT 1: Stop, Jot, and Write!	0	█																																																																											
READING UNIT 2: Say it Like You Mean It!	0						█																																																																						
WRITING UNIT 2: Short and Sweet (Concise Writing)	0						█																																																																						
READING UNIT 3: Over the Rainbow	0													█																																																															
WRITING UNIT 3: Based on a True Story	0													█																																																															
READING UNIT 4: Trash and Treasure	0																					█																																																							
WRITING UNIT 4: What Do Ya' Know?	0																					█																																																							
READING UNIT 5: Just the Facts	0																													█																																															
WRITING UNIT 5: In My Opinion	0																													█																																															

Unit Planner: READING UNIT 1: It's Like Riding a Bike

Language Arts 5

Reed Intermediate
 School > 2020-
 2021 > Grade 5 >
 English Language
 Arts > Language
 Arts 5 > Week 1 -
 Week 4

Last Updated: Friday, July 10, 2020 by Carla Tischio

READING UNIT 1: It's Like Riding a Bike

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Independence

Concepts: independence, stamina, perseverance, routine, goals, preparation, self-monitoring, comprehension, reading response, accountability

Generalizations / Enduring Understandings

1. Setting goals and self-monitoring increases reading independence and comprehension.
2. Perseverance develops stamina over time.
3. Preparation and planning support effective routines.
4. Responding to text increases enjoyment and comprehension.
5. Self-monitoring and accountability builds independence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part 1 Goal Setting

1. Setting goals and self-monitoring increases reading independence and comprehension.

- How do readers set goals and begin to work deliberately towards those goals? (Factual)
- What is reading independence? (Factual)
- How do readers set goals and begin to work deliberately towards those goals? (Factual)
- How do readers self-monitor progress to improve independence? (Conceptual)

2. Perseverance develops stamina over time.

- What is stamina? (Factual)
- How can readers increase stamina? (Conceptual)

3. Preparation and planning support effective routines.

- How do readers make sure they are prepared? (Factual)
- How can being prepared support daily reading? (Conceptual)
- What are the benefits and disadvantages of daily reading? (Provocative)

Part 2 Accountability and Enjoyment

4. Responding to text increases enjoyment and comprehension.

- How do readers respond to text? (Factual)
- How can responding to text increase reading enjoyment and comprehension? (Conceptual)

5. Self-monitoring and accountability builds independence.

- What is accountability? (Factual)
- How do readers hold themselves accountable? (Factual)
- How can keeping a reading log support independence? (Conceptual)
- How is reading independence developed and maintained? (Conceptual)
- How is being an Independent Reader like being a Gamer? Athlete? Dancer? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Reading: Literature

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading: Foundational Skills

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- self-monitor their reading comprehension and volume
- read for enjoyment and information
- develop and independent reading life

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Set goals

Follow reading routines

Self-monitor comprehension, preparedness, and effort

Self-select and complete texts that appropriate to level, interest, stamina, and age

Respond to text with questions, predictions, theories, and connections

Respond/Produce Text:

Set a purpose for reading

Annotate

Read for recreation and information

Critique Text:

Self-select texts for appropriate level, content, and interest

Recommend books to peers

Discuss books

Lens

Independently select, monitor, and read books for enjoyment and learning.

5 quick things teachers can do to increase vocabulary awareness

Root Words Video

Core Learning Activities

Set goals:

- short term daily goals (i.e. 30 min, 25 pages)
- longer marking period (25-30 AR points first marking period)
- confer with students to check on progress

Set up and follow reading routines using:

- reading logs (all students first marking period)
 - electronic or paper
- daily independent reading
- establish personal pace (timed reading)
- anchor charts for student reference
- whole group discussion

Model self-monitoring using:

- Five Finger Rule
- Destiny
- peer/teacher recommendation -- pay attention to personal interest, genre, level, length, font, etc...
- "What Can I Work on as a Reader?" reading inventory
- checklist
- annotations on sticky notes during read aloud
- stop and jot
- reading timeline, and/or mapping your reading life, etc...

Model summarizing text during read aloud

- aloud and/or in writing
- turn and talk
- stop and jot
- "Quickie Stickies"
- "Somebody Wanted, But, So, Then"

Word Work Throughout Unit

- find interesting vocabulary through read aloud, mentor texts, and student-nomination
- set up Word Work routines (Dinner Plate Words, Vocab Journal, Daily Doodle, etc.,)
- sort vocabulary by part of speech, spelling, root words, syllables, etc...
- use words in sentences, aloud and on paper
- use thesaurus to find synonyms and antonyms
- play with vocabulary ("Charades", "Headbands", "I Have. Who Has?", etc...)

High yield - High Impact - cross-curricular words

independence, stamina, perseverance, routine, goals, preparation, self-monitoring, comprehension, annotation,

	<p>meta-cognition, relevance, accuracy, engagement, close reading</p> <p>Domain Specific words- Words I need to sound smart about this summary, summarize, just-right book, Five Finger Rule, genre</p> <p>Word Work Roots: terra, geo Five Finger Rule WhatCanIWorkOnReader_Serravallo.pdf Quickie Stickies [Template] Geo and Terra Somebody, Wanted, But, So, Then... Vocab Lab Activities Reading Log How is an Independent Reader like a Gamer?</p>
<p>Assessments</p> <p>Reading Log Formative: Other written assessments Mid-point of the unit, pull one reading log to use as a formative grade in lieu of a homework grade. This grade is the result of a conference with student in which they reflect with teacher guidance on their independent reading skills and behaviors. If students have reached the end of semester goal of 25 with consistent logging, they may be released to a virtual reading log at this time or it may be determined that they need to continue the daily log. reading-log.pdf</p> <p>Informal Engagement Survey Formative: Exhibition Teacher will scan the class two- three times during a single independent reading session to determine appropriate engagement (on task: reading, writing, sharing, prepared, quality/quantity of work). May be done on multiple days to ensure accuracy. WhatCanIWorkOnReader_Serravallo.pdf</p> <p>Additional Baseline Assessments Formative: Other written assessments Spelling Inventory NWEA Spelling Inventory Self-reflection Summative: Other oral assessments Students will fill out a Google Form with questions pertaining to independence and goals. Copy of Independence/Engagement Reflection</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional:</p> <ul style="list-style-type: none"> • Teachers' College Readers' Workshop Agency Unit • <i>The Reading Strategies Book</i> by Jen Serravallo • Accelerated Reader (password provided by Literacy Center) • Scholastic Book Wizard <p>Student</p> <ul style="list-style-type: none"> • Literacy Center Book Room and LMC for Novels • Reed LMC • Classroom Library • Destiny for searching and selecting texts (Reed LMC website) • Book Level Band Selection Checklist <p>Book Level Band Question Grade 5.docx Scholastic Book Wizard</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Language Arts--annotating texts, written and verbal summaries SEL--goal setting, Growth Mindset, and perseverance Information Literacy- book selection</p>

Unit Planner: WRITING UNIT 1: Stop, Jot, and Write!

Language Arts 5

Friday, September 18, 2020, 12:18PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 1 -

Week 4

Week 4

WRITING UNIT 1: Stop, Jot, and Write!

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Engagement

Concepts: independent writers, close reading, self-monitoring, comprehension, response to text, meta-cognition, accuracy, relevance, engagement, text, annotation, conventions

Generalizations / Enduring Understandings

1. Active engagement and close reading develop meta-cognition.
2. Annotations convey and track meta-cognition.
3. Independent writers employ conventions to convey ideas clearly.
4. Independent writers connect to text in meaningful ways.
5. Self-monitoring and close reading lead to accuracy and relevance.
6. Accuracy and relevance build strong responses to text.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Bend I: Metacognition (2 Weeks)

1. Active engagement and close reading develop meta-cognition.
 - What is meta-cognition? Close reading? (Factual)
 - What does active engagement look like? (Factual)
 - How do readers recognize their meta-cognition? (Conceptual)
2. Well-written annotations convey and track meta-cognition.
 - When do readers annotate/stop and jot? (Conceptual)
 - Are all text responses meaningful? (Provocative)
3. Independent writers employ conventions to convey ideas clearly.
 - What makes a complete sentence? (Factual)
 - What is the difference between a complete sentence and a fragment? Run-on? (Factual)
 - How do writers check for clarity and conventions? (Conceptual)

Bend II: Annotation (2 Weeks)

4. Independent writers connect to text in meaningful ways.

- How do readers use annotation/stop and jot to connect to text and demonstrate comprehension? (Conceptual)

5. Self-monitoring and close reading lead to accuracy and relevance.

- What are accuracy and relevance? (Factual)
- How do good writers self-monitor for accuracy and relevance? (Conceptual)

6. Accuracy and relevance build strong responses to text.

- How can close reading support annotations and responses? (Conceptual)
- How do readers "write long" or explain their thinking about a text? (Conceptual)
- Is all evidence relevant? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a. Use punctuation to separate items in a series.*

L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Progressive Skills

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- monitor their comprehension through relevant and accurate annotations
- develop annotations (write long) to show deeper understanding
- edit and revise written work

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Self-monitor

Identify main ideas and details

Summarize: aloud and/or in writing

Annotate texts using symbols, sentence starters, anchor charts

Responding/Producing:

Setting a purpose for writing using: anchor chart, stop and jot, turn and talk, and summarize.

Critiquing Text:

Make claims about texts and support them with text evidence and reasoning.

Analyze responses for accuracy and relevance.

Identify exemplar responses.

Lens

Engage deeply in texts in order to respond in meaningful ways.

Core Learning Activities

Bend I: Metacognition

Reading/Writing Life Timeline (students track their literacy progression since kindergarten on a timeline)

Set up Routine writing: preparedness, expectations, materials.

Reflect using Jen Seravallo's Writing Inventory

Self-monitor using: writing inventory, checklist, anchor charts, rubrics, goal setting etc...

Watch and takes notes on the "Ultimate Main Idea" song

Summarize main idea and key details of read aloud passages in pairs and share with class.

Summarize main idea and key details of independent texts using the Grade 5 Reading Response Rubric and "So what?" strategy, and "Somebody Wanted But So Then" strategy

Bend II Annotation

Model places where readers stop and jot during read aloud and create anchor chart

Annotate using a variety of systems like: symbols, words, short phrases, and/or sentence starters (i.e. "I notice...")

Write responses to text using a variety of strategies.

Close read text to ensure engagement and accuracy of response.

Model strategies for writing and strengthening responses (i.e. "So what?", "Somebody wanted, but so...", exemplar continuum)

Create a Stop and Jot Hall of Fame

Elaborate on stop and jots by writing long--"Friday Download"

Compare responses to others to identify the elements of an effective response.

Reflect and Identify where a response falls on a continuum of three or more responses.

Self-monitor for capitalization of titles, sentence beginnings,

	<p>and proper nouns. Identify subject and predicate to ensure completeness of sentences.</p> <p><u>Grammar/Mechanics</u> Set up grammar routines</p> <ul style="list-style-type: none"> • non-negotiable chart • review sentence structure and parts of speech • sort words for parts of speech • go on Noun or Verb Hunts • edit stop and jots • find interesting sentences/words/phrases in independent reading books, then analyze how the author constructed them <p><u>Domain-Specific Vocabulary</u> sentence, fragment, noun, verb, subject, predicate, end punctuation, capitals, run-on <u>Ultimate Main Idea Song</u> <u>Somebody, Wanted, But, So, Then...</u> <u>Friday Download</u> <u>So What?</u> <u>Quickie Stickies</u> <u>Stop and Jot Anchor Sample</u> <u>Non Negotiables.docx</u></p>
<p>Assessments Reading Response Formative: Other written assessments At the end of the second week of the unit, read aloud "After the Error" by Jerry Spinelli. While you're reading, set the purpose for reading by inviting students to use the anchor chart and/or any other strategies they've learned to briefly respond in complete sentences to the text on a sticky note. Use 1, 2, 3 Post-it Rubric to grade. <u>Reading Response Rubric</u> <u>After the Error by Jerry Spinelli</u></p> <p>Writing Prompt Formative: Narrative Writing Assignment Students respond to a prompt about a summer memory. <u>Beginning of the Year Writing Prompt</u> <u>Narrative Writing Rubric G5-6</u></p> <p>IXL Diagnostic Formative: Standardized Test <u>IXL Diagnostic.docx</u> <u>IXL.com</u></p> <p>Reading Response Reflection Summative: Other written assessments Students will self-assess a reading response using the Reading Response Rubric and by comparing it responses on a class created continuum. <u>Reading Response Rubric</u></p>	<p>Resources <i>Professional & Student</i> Professional: <i>The Writing Strategies Book</i> by Jen Seravallo (Literacy Center) Teacher's College Writers' Workshop "If then" Unit (Literacy Center) Mentor Texts: "After the Error" by Jerry Spinelli (attached) Read Aloud (teacher selected)</p> <p>Lesson Support: Stop and Jot Anchor Charts (teacher generated, sample attached) Annotations Systems (attached) IXL for Language Arts (www.ixl.com, Literacy Specialist will provide password) Brainpop.com for grammar videos (login--reedlmc, password--reedlmc)</p> <p><u>IXL.com</u> <u>After the Error by Jerry Spinelli</u> <u>Brainpop.com</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u></p>	<p>Interdisciplinary Connections Reading--all the writing in this unit is based on their work in reading. ELL and SPED strategies attached</p>

Unit Planner: READING UNIT 2: Say it Like You Mean It! Language Arts 5

Friday, September 19, 2020, 10:29AM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 5 -

Week 12

Week 12

READING UNIT 2: Say it Like You Mean It!

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Fluency

Concepts: fluency, descriptive language, author's purpose, inference, meaning, literary device, tone, mood, word choice, symbolism, visualization, punctuation, expression, comprehension, visualization

Generalizations / Enduring Understandings

1. Text elements reveal genre.
2. Fluency and expression convey comprehension and deepen meaning.
3. Literary devices imply deeper meaning.
4. Punctuation informs expression.
5. Authors' purpose dictates mood and tone.
6. Word choice expresses tone and mood.
7. Readers create deeper meaning through inference and visualization.
8. Symbolism reveals theme.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I Poetry (3 weeks)

1. Text elements reveal genre.
 - What are the elements of poetry? (Factual)
 - How is poetry similar to or different from other forms of writing? (Conceptual)
 - Is poetry a form of narrative or informative writing? (Provocative)
2. Fluency and expression convey comprehension and deepen meaning.
 - What is fluency? (Factual)
 - What is comprehension? (Factual)
 - How do readers monitor fluency and comprehension? (Conceptual)
3. a. What is an inference? (Factual)
3. b. What is meaning? (Factual)
3. c. Are comprehension and meaning the same? (Provocative)
3. d. How do readers close read literary devices reveal deeper meaning? (Conceptual)
4. a. How do readers use punctuation to improve expression? (Factual)
4. b. How can fluency improve comprehension?

- (Conceptual)
4. c. Does punctuation convey meaning? (Provocative)
5. a. How do readers discern author's purpose? (Conceptual)
5. b. Is it necessary to understand author's purpose to create meaning? (Provocative)
6. a. What are mood and tone? (Factual)
6. b. How does word choice convey mood and tone? (Conceptual)
7. a. What is visualization? (Factual)
7. b. How does visualization support comprehension? (Conceptual)
- Part II Drama (1 week)**
1. b. What are the elements of drama? (Factual)
1. c. How is drama similar to and different from other forms of narrative? (Conceptual)
2. c. Can stage directions imply deeper meaning? (Conceptual)
2. d. Does reading fluency impact enjoyment? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a. Use punctuation to separate items in a series.*

L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5a. Interpret figurative language, including similes and metaphors, in context.

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Progressive Skills

L.3.3a. Choose words and phrases for effect.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3a. Choose words and phrases to convey ideas precisely.*

L.4.3b. Choose punctuation for effect.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

Read poetry and dramas with fluency and expression.

Utilize punctuation as a source of expression and deeper meaning.

Perform poems and short dramas.

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Recognize different types of poetry: i.e. narrative, haiku, cinquain, limerick, couplets, free verse, shape poem, etc...

Read with expression to deepen their understanding of content.

Infer meaning from literary devices and figurative language.

Recognize elements of drama and poetry.

Understand the elements of poetry and drama.

Infer author's purpose and meaning.

Visualize a text.

Respond to Text:

Create a mental picture based on descriptive language.

Inform their expression by attending to punctuation, line breaks, rhythm, dialect and word choice, when reading orally.

Produce Text:

Apply an author's craft to an original piece of writing.

Illustrate a poem.

Analyze text to identify specific word choice that implies mood and tone.

Analyze text to identify mood and tone in a specific text.

Critique Text:

Analyze a text for its literary and poetic qualities.

Discuss poetry and drama.

Lens:

Core Learning Activities

Bend I: Poetry (3 weeks)

Select and read poems with expression orally in partnership and small group.

Students record readings on Flipgrid for peer and self-monitoring of fluency

Model highlight relevant characteristics (line breaks, punctuation, rhyming words, etc...)

Read poems aloud, model fluency

Create anchor charts from class discussions about shared poems.

Analyze and annotate poems to determine:

- meter and rhythm by counting and noting syllables.
- which words to emphasize
- rhyme scheme
- meaning of figurative language
- mood and tone

Model dialect and expression through teacher shared reading and read aloud.

Visualize and illustrate poems

Analyze meaning with "What it says, What it Means"

Bend II: Drama (1 Week)

Perform self-selected texts for dramatic readings.

Summarize of dramas to establish explicit and implicit meaning.

Engage in repeated readings for increased fluency and expression, taking on different roles, lines, and dialects.

Read and tell jokes for word emphasis and fluency.

Word Work Throughout Unit

- find interesting vocabulary through read aloud, mentor texts, and student-nomination
- set up Word Work routines (Dinner Plate Words , Vocab Journal, Daily Doodle, etc...)
- sort vocabulary by part of speech, spelling, root words, syllables, etc...
- use words in sentences, aloud and on paper
- use thesaurus to find synonyms and antonyms
- play with vocabulary ("Charades", "Headbands", "I Have, Who Has?", etc...)
- find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader

Domain specific Vocab:

literary device, simile, metaphor, alliteration, hyperbole, personification, dialect, stanza, narration, dialogue, visualize, word choice, voice, tone, mood, rhythm, rhyme, mental picture, symbolism, script, dialogue, scene, acts

	<p>High Yield, High Impact, Cross-Curricular Vocab: infer, implicit, explicit, synonyms for common nouns, adjectives, and verbs, especially emotions, colors, size, quantity, etc...</p> <p>Word Work Focus synonyms, antonyms, figurative language, literary devices <u>How to Read A Poem</u> <u>Elements of Poetry</u> <u>Elements of Drama</u> <u>What it Says, What it Means</u></p>
<p>Assessments</p> <p>What it says? What it means? T-chart Formative: Other written assessments Students will interpret a short poem for implicit and explicit meaning using a t-chart. On the left, students restate in their own words what the poem is about. On the right, they interpret the poem's inferred meaning. They should cite specific evidence to support their ideas. Complete answers will include a claim, domain-specific vocabulary, text evidence, and reasoning.</p> <p>Dramatic Read Summative: Other oral assessments Students will read an unfamiliar poem with expression, paying attention to punctuation, meter, rhyme/rhythm, and line breaks. This could be done on Flip Grid, etc or face-to-face. Suggestions: Joyful Noise, by Paul Fleischman- "Grasshoppers" Shel Silverstein's "Sara Silvia Cynthia Stout" Books housed in Literacy Center and classroom libraries <u>What it Says, What it Means</u></p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Mentor Texts: Lois Lowry's <i>Looking Back. Love that Dog and Hate that Cat</i> by Sharon Creech Various Poetry Anthologies Available in Literacy Center</p> <ul style="list-style-type: none"> • Shel Silverstein • Edgar Allen Poe • Jack Prelutsky • Walt Whitman • William Carlos Williams • Robert Frost • ee cummings • Paul Fleishman <p>Professional: <i>The Reading Strategies Book</i> by Jen Saravallo TCWRW Unit on Poetry (housed in Literacy Center) Accelerated Reader (password provided by Literacy Center) Storyworks Poetry Selections and Guided Practice (Password provided by Literacy Center) <i>The Reading Resource.net</i> for Fluency Instruction Activities and Support Scholastic Fluency Resources</p> <p>Student: Brainpop.com for general literacy support (log-in: reedlmc, password: reedlmc) IXL.com for literacy practice (password provided by Literacy Center) <u>Brainpop</u> <u>Storyworks</u> <u>Reading Resource.net</u> <u>IXL.com</u> <u>Scholastic Fluency Resources</u></p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Language Arts: annotating and summarizing text Performance Arts-performing plays and poems Visual Arts--illustrating text</p>

Unit Planner: WRITING UNIT 2: Short and Sweet (Concise Writing)

Language Arts 5

Friday, September 18, 2020, 12:24 PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts > Language Arts 5 > Week 5 -

Week 12

Week 12

WRITING UNIT 2: Short and Sweet (Concise Writing)

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Purpose and Audience

Concepts: purpose, audience, clarity, concise writing, relationship, voice, word choice, format, structure, nouns, verbs, adjectives, conjunctions, synonyms

Generalizations / Enduring Understandings

1. Audience and purpose dictate format, structure, and word choice.
2. Concise writing requires clarity.
3. Specific verb, noun, and adjective choices (synonyms) lead to clarity.
4. Word choice and sentence structure convey voice.
5. Conjunctions clarify relationships between two or more ideas.
6. Structure creates expectations for the audience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I: Email

1. Audience and purpose dictate format, structure, and word choice.

- What is audience? (Factual)
- What is purpose? (Factual)
- What is the structure of a paragraph? (Factual)
- What is the structure of an email? (Factual)
- What is the purpose of email? (Factual)
- How can email be used to convey messages to different types of audiences (i.e. friends, parents, teachers, etc.)? (Conceptual)

2. Concise writing requires clarity.

- What is concise writing? (Factual)
- What is clarity? (Factual)
- When would concise writing be most effective? (Conceptual)
- When might a writer be intentionally unclear? (Provocative)

3. Specific verb, noun, and adjective choices lead to clarity.

- What are specific nouns, verbs, and adjectives? (Factual)
- How do specific nouns, verbs and adjectives clarify meaning? (Conceptual)

4. Word choice and sentence structure convey voice.

- What is voice?(Factual)
- How sentence structure be varied? (Conceptual)
- How does word choice convey voice? (Conceptual)
- Can writing be effective without voice? (Provocative)

5. Conjunctions clarify relationships between two or more ideas.

- What is a conjunction? (Factual)
- How can conjunctions clarify the relationship between two ideas? (Conceptual)

Part 2: Poetry and Dramatic Scenes

1. Audience and purpose dictate format, structure, and word choice.(Continued)

- What is the structure of poetry? Drama? (Factual)
- What is the purpose of poetry? Drama? (Factual)
- How do audience and purpose influence format and word choice? (Conceptual)
- Why is it important to understand the audience? (Conceptual)
- How can dialogue move a scene along? (Conceptual)

3. Specific verb, noun, and adjective choices (synonyms) lead to clarity.

- How can an online thesaurus support word choice? (Factual)
- How can writers test out different word choices? (Conceptual)

4. Word choice and sentence structure convey voice.

- How does punctuation help convey meaning and voice? (Conceptual)
- How can a synonyms impact the voice of a piece? (Conceptual)

6. Structure creates expectations for the audience.

- What do audiences expect from poetry? Drama? (Factual)
- How can structure be manipulated within the expectations of the genre? (Conceptual)
- Is it important to meet the audience's expectations? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a. Use punctuation to separate items in a series.*

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context

clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5a. Interpret figurative language, including similes and metaphors, in context.

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Progressive Skills

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3a. Choose words and phrases to convey ideas precisely.*

L.4.3b. Choose punctuation for effect.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

Compose emails for specific purposes and audiences.

Compose poems using a clear word choice (nouns, verbs, adjectives).

Compose scenes using dialogue.

Discern between formats based on audience and purpose to tell the story.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students must know and/or be able to:

Understand Text:

Recognize different types of concise writing: i.e. poetry, drama, email, text, tweet, etc...

Analyze author's craft (format, word choice, and structure).

Identify parts of speech.

Respond to Text:

Rehearse ideas with peers.

Comment on peer work.

Produce Text:

Apply an author's craft to an original piece of writing.

Compose written pieces.

Utilize a variety of concise writing formats.

Convey ideas effectively and appropriately.

Critique Text:

Reflect on a self-written piece for its author's craft and conventions.

Revise a self-written text for clarity, brevity, and effectiveness.

Edit a self-written piece for conventions, with a focus on compound sentences with coordinating conjunctions.

Core Learning Activities

Part 1: Email (1 week: While the official unit lasts only a week, this is a skill that will be accessed and reinforced throughout the year.)

Craft emails, given a variety of scenarios (i.e. to parents regarding school day, to friend regarding play date, to teacher regarding grade, etc...)

Choose appropriate format given a variety of scenarios (email, text, etc...)

Reconstruct a communication limited to certain number of words or characters.

Rewrite a formal communication as an informal one. (vice versa)

Weekend emails to teacher

Email etiquette (using correct tone, punctuation, and language for audience and purpose)

*Emails to teacher to ask questions and problem solve (left book at home, no pencil, etc...)

Craft paragraphs using topic sentence, supporting details, and closing sentence)

Part 2: Poetry (3 weeks) and Drama (1 week)

Compose a variety of poems that may include: haiku, cinquain, shape, narrative, rhyming, etc...

Emulate mentor poems attending to format, rhyme scheme, meter, literary devices.

Repeated practice with literary devices (i.e. turn a metaphor

Lens:

Compose text with audience and purpose in mind.

into a simile, lift a line rewrite literary devices, alliterate using their names in a sentence)
Blackout Poetry (create poem and picture by blacking out words from pages that fell out of old books)
"Write a poem based on a scene from independent reading books.
Write short scenes utilizing dialogue to move the action.
Illustrate poems
"I am" Poem (attached)
Deconstruct poems to replace parts of speech. For example, in "The Red Wheelbarrow" the adjective "red" can be replaced with "crimson" or "shiny".
"Fishing for Figurative Language" (see attached)

Celebration suggestions:

Poetry Slam

Coffee House

Invite students to share their work in small or large groups.

Grammar/Mechanics

Continue grammar routines:

- non-negotiable chart
- focus literary devices, figurative language, synonyms, antonyms
- strong, specific nouns and verbs
- create word continuum to show degrees/shades of meaning (walk, stroll, skip, saunter)
- edit for precise language
- combine sentences to show relationship using coordinating conjunctions (FANBOYS).
- consult thesaurus and other resources for specific word choice, nouns, verbs, and adjectives.
- choose punctuation for effect.
- edit for complete sentences with appropriate capitalization and punctuation.

Domain specific:

literary device, simile, metaphor, alliteration, hyperbole, personification, dialect, stanza, narration, dialogue, visualize, word choice, voice, infer, implicit, explicit, tone, mood, rhythm, rhyme, mental picture, symbolism, script, dialogue, scene, acts, nouns, verbs, adjectives, conjunctions

High Yield, High Impact, Cross-Curricular Words:

synonyms for common nouns, adjectives, and verbs, especially emotions, colors, size, quantity, etc..

Blackout Poetry Samples

Elements of Poetry

Elements of Drama

Oreo Paragraph Rubric

Poetry Expo Flyer

I Am

synonym poems.jpg

[Template] Finding Figurative Language

Fishing For Figurative Language

Assessments

Resources

Poetry Assessment

Formative: Other written assessments

1. Students will write a poem based on a scene from the class read aloud, *Love that Dog* by Sharon Creech.
 2. Students will choose from a menu of required elements attached
 3. Poem should convey the mood and tone of the scene through word choice and figurative language
- Access to a thesaurus, word hippo, etc...

Read Aloud Poetry Assessment

Email Communication

Formative: Other written assessments

Students will respond to the scenario: Your reading log is due, but you forgot it at school. Explain to your teacher why it is incomplete.

1. Identify Audience
2. Compose email to communicate the problem to your teacher.
3. Use appropriate email format.

Email Assessment

"Inspired By" Poetry

Formative: Other written assessments

In *Love that Dog* by Sharon Creech, Jack writes poems that are "inspired" by famous poetry. Students will rewrite "The Red Wheelbarrow" by William Carlos Williams. They will write about the significance of an everyday object.

Students should

1. Replicate the form of the poem
2. Replace words in the poem with words that are the same part of speech
3. Convey mood and tone through word choice

Copy of "Inspired By" Poetry Assessment Formative

Poetry Assessment

Summative: Other written assessments

1. Students will write a poem based on a the Lois Lowry story, "1943" from the book titled *Looking Back*.
2. Students will choose from a menu of required elements attached

1943 can be accessed through Literacy Center

Access to a thesaurus, word hippo, etc...

Poetry Assessment

Email Communication

Summative: Other written assessments

Students will respond to the scenario: Your reading log is due, but you forgot it at school. Explain to your teacher why it is incomplete.

1. Identify Audience
2. Compose email to communicate the problem to your teacher.
3. Use appropriate email format.

Email Assessment

"Inspired By" Poetry Assessment

Summative: Other written assessments

In *Love that Dog* by Sharon Creech, Jack writes poems that are "inspired" by famous poetry. Students will rewrite "Love that Boy" by Walter Dean Meyers. They will write about a person they love

Students should

1. Replicate the form of the poem
2. Start with "Love that---"
3. Use repetition and rhyme similar to the way Jack did
4. Decide on a mood and tone and choose words to convey

Professional & Student

Professional Texts:

The Writing Strategies Book by Jen Seravallo (Literacy Center)

Teacher's College Writers' Workshop "If then" Unit (Literacy Center)

Lesson Support:

Above Attachments

Student Email Accounts

Word Hippo.com

Thesaurus .com

Conjunction Junction Video

Brainpop.com (log-in--reedlmc, password--reedlmc)

IXL.com (password provided by Literacy Center)

Mad Libs

Mentor Texts:

Lois Lowry's *Looking Back*. *Love that Dog* and *Hate that Cat* by Sharon Creech

Various Poetry Anthologies Available in Literacy Center

- Shel Silverstein
- Edgar Allen Poe
- Jack Prelutsky
- Walt Whitman
- William Carlos Williams
- Robert Frost
- ee cummings
- Paul Fleishman

Word Hippo

Conjunction Junction Video

Brainpop.com

Thesaurus.com

IXL

<p>the emotion you want readers to feel</p> <p><u>Copy of "Inspired By" Poetry Assessment Formative</u> <u>"Inspired By" Poetry Assessment Summative</u></p>	
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Reading-mentor texts Computer/Technology- using Google Drawings to illustrate poems Art-illustrating poems ELL and SPED teach strategies attached ELL/Teaching Strategies</p>

Unit Planner: READING UNIT 3: Over the Rainbow Language Arts 5

Friday, September 16, 2020, 12:51 PM

Reed Intermediate
School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 13 -

Week 20

Week 20

READING UNIT 3: Over the Rainbow

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Close Reading

Concepts: character, story arc, backstory, setting, theme, author's message, inference, interpretation, theory, fantasy, quest, conflict, resolution, plot, flashback

Generalizations / Enduring Understandings

1. Story arcs provide structure for narratives.
2. Close reading develops interpretation and inference.
3. Inference and interpretation develop a reader's text-based theories.
4. Setting impacts choices and possibilities for characters.
5. Author's message (theme) is revealed throughout the story arc/plot development.
6. The quest is both limited and supported by the boundaries of the setting.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part 1: Fantasy- Story Arc (3 Weeks)

1. Story arcs provide structure for narratives.
 - How are narratives built? (Factual)
 - What are the elements of fantasy? (Factual)
 - How do the story elements support each other?(Conceptual)
2. Close reading develops interpretation and inference.
 - What is close reading? (Factual)
 - How do readers use close reading to understand texts at deeper levels? (Conceptual)
3. Close reading develops interpretation and inference.
 - What is a theory? (Factual)
 - How does following the plot support the development of text-based theories? (Conceptual)
How do readers support an inference? (Conceptual)
 - How do readers interpret and extend their thinking to deepen understanding of the plot? (Conceptual)
4. Setting impacts choices and possibilities for characters.

- What strategies can I use when the setting is unfamiliar and hard to envision? (Conceptual)
- How can setting help or hinder characters? (Conceptual)
- Why do authors create hostile settings? (Provocative)

Part 2: Fantasy -Theme and Quest Structures (4 weeks)

5. Author's message (theme) is revealed throughout the story arc/plot development.

- What is a conflict? (Factual)
- What are multiple plot lines? (Factual)
- How do readers keep track of multiple plot lines? (Conceptual)
- How do readers know whose point of view is the story told from? (Factual)
- What is a theme? (Factual)
- How does the conflict resolution reveal theme? (Conceptual)
- What are the common themes of fantasy? i.e. Good triumphs over Evil. Heroes self-sacrifice for the greater good. (Factual)
- Who develops theme, the reader or the author? (Provocative)

6. The quest is both limited and supported by the boundaries of the setting.

- What is a quest? (Factual)
- In what ways does the setting impact the path of the quest? (Conceptual)
- What are the quest patterns that often occur in fantasy (Hero's Journey)? (Conceptual)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as

metaphors and similes.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5a. Interpret figurative language, including similes and metaphors, in context.

L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

In a fantasy narrative students will:

- Identify and support a theme.
- Describe and analyze the setting.
- Develop a theory about the impact of the setting on the plot.

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Identify story elements/plot from arc.

Identify elements of fantasy.

Read closely to:

- develop theories about setting
- determine theme and
- analyze quest

Respond to Text:

Identify places to respond to text meaningfully.

Compare how settings to real world.

Reflect on theme and how it relates to readers' lives.

Produce Text:

Annotate fantasy texts for character and theme.

Summarize events.

Critique Text:

Judge a text for its fantasy elements.

Lens:

Analyze plot and theme to deepen understanding and inform the reader's life.

Core Learning Activities

Part 1

View the *Wizard of Oz* to kick-off the unit and identify elements of fantasy/story arc.

Set-up routines for Book clubs and/or partnerships discussion to extend their thinking.

Read aloud grade level narratives to:

- model comprehension strategies
- create anchor charts
- reveal and chart story elements
- track changes in setting
- model annotating text
- summarize and discuss text
- stop and jot about plot elements, especially setting

Conduct small group comprehension strategies groups based on formative and summative assessment.

Confer with books clubs to monitor progress on story arc and setting skills

Continue goal setting and independent reading routines

Watch setting videos

Setting T chart comparing fantasy settings to real world

Reading Builds Character Diagram

Character info-graphic showcasing the complexity of the character through: backstory, internal and external conflicts, choices, dialogue, thoughts, etc...

Friday Download:write long to extend thinking from stop and jots

Part 2

Read aloud grade level narratives to:

- Identify the type of quest narrative: to rescue a captive/sacred object, to destroy a villain or dangerous object, to find the way out, to find information or self-discovery.
- Track multiple plot lines
- Read aloud "The Paperbag Princess" to model close reading for author's message (theme).
- Model annotating for theme

Conduct small group comprehension strategies groups based on formative and summative assessment.

Confer with books clubs to monitor progress on theme and quest skills

Review scenes from the *Wizard of Oz* to determine theme.

Friday Download:write long to extend thinking from stop and jots

Watch and take notes on "Hero's Journey" Video

Track heroes' journeys on Hero Clock

Word Work Throughout Unit

- find interesting vocabulary through read aloud, mentor texts, and student-nomination
- set up Word Work routines (Dinner Plate Words ,

	<p>Vocab Journal, Daily Doodle etc.,)</p> <ul style="list-style-type: none"> • sort vocabulary by part of speech, spelling, root words, syllables, etc... • use words in sentences, aloud and on paper • use thesaurus to find synonyms and antonyms • play with vocabulary ("Charades", "Headbands", "I Have. Who Has?", etc...) • find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader <p>Domain-Specific Vocabulary: quest, mentor, hero, villain, side kick, theme, story arc, conflict, resolution, point of view, perspective, plot, setting (time, place, fantastic elements)</p> <p>High Yield/Transferable Greek and Latin Roots: graph, scrip/scrib story arc withevents_001.pdf Rising Action Planner.pdf Theme Theme: Wizard of Oz Heroes Journey Video [Template] Blank hero clock.docx Reading Builds Character Setting T-chart What is Setting? Flocabulary: The Importance of Setting</p>
<p>Assessments</p> <p>Close Reading</p> <p>Formative: Other written assessments</p> <p>Students will use one of their sticky notes to complete a Friday Download on Theme or Quest. State an opinion about the text that reveals deeper meaning. Close read the text for relevance and accuracy. Ideas should be supported with text evidence for accuracy and an explanation why the ideas are relevant.</p> <p>Reading Response Rubric Formative: Setting and Story Arc</p> <p>Close Reading (Theme/Quest)</p> <p>Formative: Other written assessments</p> <p>Students will complete a Friday Download on Theme or Quest. State an opinion about the text that reveals deeper meaning. State an opinion about the text that reveals deeper meaning. Close read the text for relevance and accuracy.. Ideas should be supported with text evidence for accuracy and an explanation why the ideas are relevant.</p> <p>Reading Response Rubric Formative: Theme and Quest</p> <p>Close Reading</p> <p>Summative: Other written assessments</p> <p>Students will use their sticky notes to complete a Friday Download on Theme, Character, Story Arc, and Quest. State an opinion about how two of those elements are related in your story. Close read the text for relevance and accuracy. Ideas should be supported with text evidence for</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional:</p> <p>TCWRP books for detailed lessons (set in each classroom) <i>Reading Strategies Book</i> by Jen Serravallo for small group work (in each classroom) Accelerated Reader (login provided by Literacy Center)</p> <p>Student/Mentor:</p> <p>Picture Books: Paper Bag Princess, Bad Case of Stripes, Heckedy Peg, The True Story of the Three Little Pigs, Where the Wild Things Are IXL for Greek and Latin Roots Brainpop.com (log-in: reedlmc, password: reedlmc) Literacy Center for book selection Book Level Band Question Grade 5.docx Paper Bag Princess Powerpoint IXL Brainpop</p>

<p>accuracy and an explanation why the ideas are relevant.</p> <p><u>Reading Response Rubric</u> <u>Summative: Theme, Story Arc, Character, and Quest</u></p>	
<p><u>Student Learning Expectation & 21st Century Skills</u> <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p><u>Interdisciplinary Connections</u> <u>Writing--responding to text</u> <u>Technology--Google Drawing "Reading Builds Character"</u> <u>SEL- characters inner and outer demons and how they overcome, theme (life lessons)</u></p>

Unit Planner: WRITING UNIT 3: Based on a True Story Language Arts 5

Friday, September 10, 2020, 12:52PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 13 -

Week 20

Week 20

WRITING UNIT 3: Based on a True Story

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Craft

Concepts: voice, perspective, literary devices, writing process, draft, revision, word choice, dialogue, inner thinking, description, action, plot development, character, elaboration

Generalizations / Enduring Understandings

1. Multiple ideas provide choices and leads to stronger narratives.
2. The writing process strengthens through drafting, revision, and editing.
3. Description and literary devices enhance character and plot development.
4. Inner thinking, dialogue, and action reveal character.
5. Word choice conveys voice and perspective.
6. Personal change, revelation, and emotion reveal the narrative's importance.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part 1: Generating Narratives

1. Multiple ideas provide choices and leads to stronger narratives.

- What are strategies for generating ideas for narratives? (Conceptual)
- How do writers flash-draft a bunch of narrative entries, coming up with ideas by thinking about stories they have read, people they know, places they have been etc.? (Conceptual)
- How do writers identify important small moments in their lives? (Conceptual)
- How can using a mentor text improve writing?(Conceptual)
Why do authors generate several ideas before writing? (Provocative)

Part 2: Drafting, Revising and Rehearsing

2. The writing process strengthens through draft and revision.

- When do narrative writers paragraph? (Factual)
- How does a personal narrative differ from a narrative based on true events? (Conceptual)
- How do authors write a beginning that shows the setting and characters and gives clues as to what will happen later in the story? (Conceptual)

- How do authors write an ending that resolves the problem?(Conceptual)
- How do authors draft and revise narratives, deliberately using craft moves so as to bring out the internal story and forward their ideas? (Conceptual)
- How do authors connect the exposition to the climax and the climax to the resolution?(Conceptual)

3. Description and literary devices enhance character and plot development.

- What are elaboration techniques? (Factual)
- What is hyperbole? (Factual)
- How might authors embellish personal narrative with fictional details? (Conceptual)

4. Inner thinking, dialogue, and action reveal character.

- What is the purpose of inner thinking, dialogue and action in a narrative? (Factual)
- How do authors use inner thinking, actions and dialogue to reveal character? (Conceptual)

5. Word choice conveys voice and perspective.

- What is perspective? (Factual)
- How can word choice convey voice and perspective? (Conceptual)

6. Personal change, revelation, and emotion reveal the narrative's importance.

- How do authors reveal the importance of their narrative? (Conceptual)
- How do authors use craft to show the importance of a moment? (Conceptual)
- What makes a story interesting to readers? (Provocative)

Part 3: Editing and Publishing

2. The writing process strengthens through drafting, revision, and editing. (Continued)

- How might authors reflect on their writing using a checklist? (Conceptual)
- How are commas used in writing? (Factual)
- How is dialogue punctuated? (Factual)
- What is verb tense agreement? (Factual)
- How do writers ensure verb tense agreement? (Conceptual)
- Would an author use unconventional grammar/mechanics in a personal narrative? Why? (Provocative)

Standard(s)

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a. Use punctuation to separate items in a series.*

L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

Flash draft several personal narratives and choose one to take through the writing process.

Analyze mentor texts to emulate techniques and craft.

Reflect on their process and product.

Present their final draft to peers and teachers.

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

List possible seed ideas from their lives.

Identify important moments in their lives.

Respond/Produce:

Flash draft several personal narratives using graphic organizers like timelines and story arcs.

Choose, revise and edit one draft--adding an element of fiction or fantasy.

Employ a variety of elaboration techniques.

Revise drafts from first person memoir to third person narrative.

Present their final draft.

Critique Text:

Reflect on their process and product.

Comment on and complement the narrative attributes of others' writing.

Lens

Identify important moments and apply elaboration techniques to reveal its impact on the life of the writer.

Core Learning Activities

Part 1: Generating Narratives

Seed Ideas--list important small moments including: special person, special place, first and lasts/turning points, strong emotions, everyday events examined, etc...

Plot small moments on timeline--stretching out the important events moment to moment.

Introduce IADD (inner thought, action, dialogue, description) strategies and explode the moment.

Illustrate the power of slow motion using Barry Lane's "Explode the Moment"

Part 2: Drafting, Revising, and Rehearsing

Flash Draft a few narrative ideas in the first person.

Flash draft a few narrative ideas in the third person either from unused seed ideas or first person existing flash drafts.

Elaborate using: fictional details, literary devices, descriptive language and IADD.

Dissect mentor texts for literary devices.

Demonstrate "Show, Don't Tell" using attached video

Rehearse aloud with peers.

Retell someone else's story in the first person.

Retell a story by switching perspectives or narrators.

Decide on a story to tell and a perspective to tell it from and draft it using the craft techniques learned in the unit.

Part 3: Editing and Publishing

Use a checklist to reflect and edit for:

- grade level conventions
- dialogue punctuation
- verb tense agreement
- comma usage
- practice editing skills on IXL.com
- watch relevant Brainpop.com videos to support

grammar and mechanics

Celebration Possibilities

- Publish--make a cover, title page and/or author's page, etc...(any format that is suitable for presentation).
- Celebrate by sharing with peers, teachers, and/or parents.
- Invite other classes for museum walk
- Practice and perform someone else's story from their perspective

Grammar/Mechanics

Continue grammar routines:

- non-negotiable chart
- focus verb tense agreement, comma usage, and punctuating dialogue
- strong, specific nouns and verbs
- edit for verb tense and comma usage
- Combine sentences to show relationship using coordinating conjunctions (FANBOYS).
- Consult thesaurus and other resources for specific word choice, nouns, verbs, and adjectives.
- Accountable for complete sentences with appropriate capitalization and punctuation.

Domain Specific Vocabulary

first person, third person, voice, perspective, literary devices, writing process, draft, revision, word choice, dialogue, inner thinking, description, action, important scenes, , comma usage, verb tense

[IADD Strategies.pptx](#)

[2017-2018 IADD Chart \(2\).docx](#)

[Narrative Leads](#)

[Barry Lane's Explode the Moment Video](#)

[Flash Draft Personal Narrative Checklist](#)

[Dialogue Chart.jpg](#)

[Show, Don't Tell Video](#)

[Figurative Language Chart](#)

[Editing Checklist.pdf](#)

Assessments

Flash Draft

Formative: Narrative Writing Assignment

Self-reflection. Choose one flash draft. Using a checklist students highlight evidence of the lessons taught (i.e. IADD, explode the moment, literary devices etc..)

[Personal Narrative Checklist](#)

Narrative Reflection Checklist

Formative: Other written assessments

Students reflect on final draft and show evidence of techniques learned in unit.

This does not need to go in grade book.

[Personal Narrative Checklist](#)

Resources

Professional & Student

Professional:

The Writing Strategies Book by Jen Seravallo (Literacy Center)

Teacher's College Writers' Workshop "Personal Narrative" Unit (Literacy Center)

Lesson-related:

Dialogue Chart (attached)

Barry Lane's "Explode the Moment" Video

Personal Narrative Checklist (attached)

Peer Editing Checklist (attached)

<p>Narrative Final Draft Summative: Narrative Writing Assignment This is a process piece. Teacher will assess and provide feedback using the Grade 5-6 Narrative Rubric throughout the writing of the piece. Grade will be based on the rubric that has been filled out along the way.</p> <p><u>Narrative Writing Rubric G5-6</u> Narrative Prompt Summative: Narrative Writing Assignment Students will write a narrative based on a small moment. They will choose a journal entry from the unit to polish or begin a new one using the techniques taught (IADD, explode the moment, etc...). This will be graded by the teacher using the 5-6 Narrative Rubric. Access to graphic organizers. <u>Narrative Writing Rubric G5-6</u> Craft Self-Reflection Formative: Other written assessments Students will fill out a reflection in a Google form to highlight the craft moves they used in their piece. This is not graded.</p>	<p>Newtown Grade 5-6 Narrative Rubric (attached) Brainpop (log-in: reedlmc, password: reedlmc) IXL (password provided by Literacy Center) Show, Don't Tell Video</p> <p>Mentor Texts (Literacy Center): "After the Error" by Jerry Spinelli <i>The Important Book</i> by Margaret Wise Brown (theme and significance) <i>Knuffle Bunny</i> by Mo Willems (firsts/turning points) <i>Up North in the Cabin</i> by Marsha Wilson Shall (special places) <i>All the Places to Love</i> by Patricia MacLachlan (special places) <i>True Story of the Three Little Pigs</i> by Jon Scieszka and Lane smith</p> <p><u>Brainpop</u> <u>IXL</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Reading-mentor texts Technology-graphics in published piece SEL-convey strong emotions and growth in personal narrative ELL and SPED Strategies Attached <u>ELL/Teaching Strategies</u></p>



Unit Planner: READING UNIT 4: Trash and Treasure Language Arts 5

Monday, October 5, 2020 2:41PM

Reed Intermediate School > 2020-2021 > Grade 5 > English Language Arts
> Language Arts 5 > Week 21 - Week 28

Last Updated: Monday, September 28, 2020 by Carla Tischio

READING UNIT 4: Trash and Treasure

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne; Wasley, Sara

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Accuracy

Concepts: text structures, text features, main idea, key details, perspective, summary, author's purpose, close reading, comprehension, domain-specific vocabulary, research

Generalizations / Enduring Understandings

1. Text features, text structures, and domain-specific vocabulary support comprehension.
2. Close reading reveals author's purpose and builds comprehension in nonfiction text.
3. Perspective develops through exposure to multiple texts.
4. Research requires organization and focus.
5. Summaries consist of main ideas supported by key details.
6. Domain-specific vocabulary enhances summaries.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I: Identifying Text Structures and Text Features

1. Text features, text structures, and domain-specific vocabulary support comprehension.

- What are text structures/features? (Factual)
- How can text features/structures support comprehension of non-fiction text? (Conceptual)
- How can text structures/features be used to access information quickly and accurately? (Conceptual)
- How can text structures/features be used to facilitate organized notes? (Conceptual)
- How can text features be used to identify and define domain-specific vocabulary? (Conceptual)
- Does text structure have an effect on comprehension? (Provocative)

2. Close reading reveals author's purpose and builds comprehension in nonfiction text.

- What is close reading? (Factual)
- What is the purpose of reading non-fiction? (Factual)
- How is close reading of non-fiction different from close reading of fiction? (Conceptual)

Part II: Analyzing Text

2. Close reading reveals author's purpose and builds comprehension in nonfiction text.

- What is author's purpose? (Factual)
- How do readers determine author's purpose? (Conceptual)

3. Perspective develops through exposure to multiple texts.

- How can reading multiple texts change one's perspective? (Conceptual)
- How can two reliable texts on the same topic contradict each other? (Provocative)
- What can a reader do if two texts contradict each other? (Factual)

Part III: Research:

4. Research requires organization and focus.

- What is research? (Factual)
- How are research topics chosen? (Conceptual)
- How is research organized? (Factual)
- How can organizing notes improve understanding? (Conceptual)
- How are relevant sources identified? (Factual)
- What strategies are used to focus research? (Conceptual)

5. Summaries consist of main ideas supported by key details.

- What is the purpose of note taking? (Factual)
- How can main idea and key details be identified and distinguished? (Conceptual)
- How can notes be used to compose an accurate summary? (Conceptual)

6. Domain-specific vocabulary enhances summaries.

- What is domain-specific vocabulary? (Factual)
- How does domain-specific vocabulary enhance summaries? (Conceptual)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize

the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- Identify interests
- Choose a topic to study and research
- Identify and choose appropriate text structures to help organize new information.
- Analyze texts to determine the most important information about a high-interest topic
- Discriminate and choose texts based on readability and interest
- Summarize a text
- Take notes

Critical Content & Skills

What students must KNOW and be able to DO

Core Learning Activities

Part I: Text Features and Text Structures

Students must know and/or be able to:

Understand Text:

Identify text structures.

Identify text features.

Read closely to:

- determine purpose of structure
- determine meaning of domain-specific vocabulary

Respond to Text:

Analyze text for relevant places to respond to text meaningfully.

Compare how different authors write about the same topic.

Produce Text:

Annotate texts to track evidence.

Summarize text.

Identify main idea and supporting details.

Critique Text:

Analyze a text for accuracy.

Lens:

Research to build knowledge.

- Read Storyworks non-fiction articles and analyze for text structure using organizers from publisher
- Take book walks/scavenger hunts to identify text features.
- Sort books by title into like text structure groups.
- Brainstorm topics that would fit best into each structure or multiple structures.
- Generate list of high interest topics.
- Use Destiny to create a Virtual Bookshelf.
- Chart how reading non-fiction "feels" different from reading fiction.
- Choose high-interest texts.

Part II: Analyzing Text

- Highlight main idea and key details as a precursor to note taking.
- Utilize Trash and Treasure: identify what is important and what is extra
- Practice note-taking
 - Boxes and Bullets
 - Timeline
 - Venn Diagram
 - T-chart
- Model paraphrase "fewest words without losing the meaning" (concise writing)
- Model using context clues and other features to determine the meaning of domain-specific vocabulary.
- Model using notes to summarize text with accuracy.

Part III: Research:

- Peruse a variety of resources: print, online, first hand (if applicable)
- Administer interest survey to narrow topic choice
- Take notes in formats appropriate to the topic and text structure for the purpose of creating an expert book
- Model close reading with shared text
- Model in small groups: boxes and bullets, timeline
- Citing sources

Word Work Throughout Unit

- Find interesting vocabulary through read aloud, mentor texts, and student-nomination
- Set up Word Work routines (Dinner Plate Words, Vocab Journal, Daily Doodle etc.,)
- Sort vocabulary by part of speech, spelling, root words, syllables, etc...
- Use words in sentences, aloud and on paper
- Use thesaurus to find synonyms and antonyms
- Play with vocabulary ("Charades", "Headbands", "I Have. Who Has?", etc.)

- Find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader

Domain-Specific Vocabulary:

text structures, text features, main idea, details, perspective, summary, author's purpose, close reading, comprehension, domain-specific vocabulary

High-yield Vocabulary

perspective, credible, close reading, theory, evidence, paraphrase, transitional words like: as a result, therefore, however, etc...

Roots/Affixes

phone, scrib/script, dict



[Template] [Template] #1 Dict, graph, scrib/script,

phon



Word Map.docx



VocabularyGraphicOrganizerBasedonFrayerModel.pdf



Vocab Lab Activities



[Template] 3-2-1 Note

Assessments

Stop and Jot Embedded Into Read Aloud

Formative: Other written assessments

Stop and Jot Embedded Into Read Aloud

Initial Assessment

During this assessment, children will be asked to stop and jot at specific places in a non-fiction read aloud, responding to the questions that address the main skills taught in this unit. Their responses will be used to assess their skill development and inform instructional moves for the unit.

For example: The teacher may read a passage and ask students to listen for key words to identify text structure, to summarize for main idea, etc...

Boxes and Bullets

Formative: Other written assessments

Given a new piece of text, students will identify main idea and key details in a boxes and bullets format.

Research Notes

Summative: Other written assessments

These notes are to be taken during the research phase of the high-interest nonfiction unit.



note taking rubric.docx

Resources

Professional & Student

Student (passwords provided by Literacy Center)

Storyworks

Destiny

Britannica online

World Geography and Culture Online

National Geographic Online

IXL: Text Structure

NewsELA

Brainpop.com (log-in: reedlmc, password: reedlmc)

Teacher:

The Reading Strategies Book by Jen Saravalo

TCWRW Unit on Non-Fiction

Literacy Center for high-interest texts

Supports for Differentiated Instruction

ELL

-Provide time for students to work collaboratively to study texts, form opinions, and frame arguments.

-Give students opportunities to rehearse their arguments orally before writing.

-Use class discussions and planning to form opinions and frame essays.

-Introduce texts to students to provide background knowledge and support students subsequent reading of or listening to texts.

	<p>Special Education</p> <ul style="list-style-type: none"> -Provide graphic organizers for students to support note-taking and gathering of information. T charts are especially helpful for creating "sides" to an argument. -Depending on IEP modifications and recommendations, scribes may be appropriate for some students. <p>Read Aloud -- Could be used as a modification for ELLs, students with IEPs, or students who are reading below grade level, in order to give them access to the texts in the text set.</p> <p>Predictable Strategy Groups Include:</p> <ul style="list-style-type: none"> -Making sure your claim is supported by evidence -Using direct quotations to support your reasons -- finding the exact right quote. -Editing for readers -- ensuring that written work is not hindered by conventions.
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p><u>Writing:</u> Informational Book about a topic of choice connected to interests.</p> <p>Possibly science and social studies, depending on topic selection.</p>



Unit Planner: WRITING UNIT 4: What Do Ya' Know?

Language Arts 5

Friday, September 10, 2020, 12:00PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Last Updated: Friday, June 26, 2020 by Carla Tischio

Arts > Language

Arts 5 > Week 21 -

Week 28

WRITING UNIT 4: What Do Ya' Know?

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

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Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Research

Concepts: paragraph, elaboration, relationships, citation, audience, structure, source, transitional words, topic choice, reflection

Generalizations / Enduring Understandings

1. Text structure conveys informational relationships.
2. Transitional words support text structure.
3. Drafting provide opportunities to strengthen structure.
4. Elaboration engages the audience through interesting paragraphs.
5. Topic choice engages and supports writers throughout their research.
6. Reflection strengthens writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I: Organize Information and Plan an Expert Book

1. Text structure conveys informational relationships.

- How are paragraphs organized? (Factual)
- How do writers use text structure to show relationships in writing? (Conceptual)
- What are headings and subheadings? (Factual)

2. Transitional words support text structure.

- What is an expert book? (Factual)
- How is an expert book planned out?(Conceptual)
- What transitional words and phrases do writers use to show the relationships between types of information? (Factual)
- How do writers decide which non-fiction text structures to use? (Conceptual)
- How do authors choose topics and persevere through research? (Conceptual)
- Can text structure choices change the meaning of the text? (Provocative)
- Does the author need to be interested in their topic in order to write an interesting piece?(Provocative)

Part II: Draft in Ways that Teach Others

3. Drafting provide opportunities to strengthen structure.

- What are the elements of an effective introduction? (Factual)
- How do boxes and bullets relate to paragraphing? (Factual)
- What are the elements of an effective conclusion? (Factual)
- How can notes be used to draft an expert book? (Conceptual)
- How do writers use graphic organizers when drafting? (Conceptual)

4. Elaboration engages the audience through interesting paragraphs.

- What are different elaboration techniques?(Factual)
 - interesting of surprising fact
 - expert quote
 - anecdote
 - statistics
- How do writers write for a specific audience? (Conceptual)
- Whose engagement matters more--audience or author? (Provocative)

Part III: Revise, Format, and Edit to Best Teach Readers

5. Reflection strengthens writing.

- What do writers look for when editing? (Factual)
- How do writers use punctuation to help clarify an idea? (Factual)
- How do structure, development, and word choice work together to strengthen writing? (Conceptual)
- What effect does using or not using domain-specific vocabulary have on a research paper? (Provocative)
- How do writer keep track of their sources for their audience? (Factual)
- How do researchers decide if a source supports their ideas? (Conceptual)
- Who benefits when writers cite their sources? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically;

include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- compose expert book including: introduction, body paragraphs, conclusion, and graphics
- organize bulleted notes into relevant categories

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and be able to:

Understand Text:

Write an introduction that engages the audience
 Read and comprehend multiple non-fiction text about the same topic
 Synthesize information from a variety of texts
 Identify relevant facts
 Define domain-specific vocabulary

Responding/Producing:

Organize facts into notes
 Organize notes into paragraphs
 Develop subtopics with facts, domain-specific vocabulary, and elaboration techniques
 Choose and apply appropriate text structures
 Write a conclusion that effectively summarizes new learning and relays importance
 Revise and edit for accuracy and clarity

Critiquing Text:

Reflect on their process and product
 Comment on and complement the attributes of others' writing
 Present their final draft

Lens

- Identify topics of interest, become an expert, and teach others.

Core Learning Activities

Part I: Pre-writing

Paragraph Writing Lesson such as Oreo Cookie
 Use anchor charts to guide text structure choice
 Mini-writes: write for five minutes on a topic with which you are an expert. How many transitional words/phrases can you use effectively in your piece.
 Use a graphic organizer to plan out several possible research topics, using headings and subheadings.
 Peer and teacher conferences
 List possible topics of interest to them.
 Identify topic of choice.

Part II: Draft

Mini-lessons on elaboration techniques (golden bricks)
 Barry Lane's "Explode the Moment" on YouTube
 Apply elaboration technique to mini-writes
 Draft expert book one component at a time
 Model elaboration techniques and transitional words
 Mine texts for domain-specific vocabulary that engages and educates your reader
 Peer and teacher conferences
 Elaboration techniques (Golden Bricks):

- facts
- examples
- anecdotes
- lists
- comparisons
- important terms
- definitions
- descriptions
- statistics

Part III: Revise, Format, and Edit

Read expert book to a peer several times:

- listening for missing punctuation
- listening for domain-specific vocabulary
- listening for clarity--organization and word choice

Whisper read article

Conference with teacher

Use mentor text to model elaboration techniques

Peer and teacher conferences

Use IXL.com and Brainpop.com to support editing and grammar

Part IV: Citing Sources

Use paper and/or digital graphic organizers to format list citations (no MLA necessary)

Grammar/Mechanics

Continue grammar routines:

- non-negotiable chart
- focus transitions, punctuating and capitalizing titles, quotes, citations
- strong, specific nouns and verbs
- edit for verb tense and comma usage
- Combine sentences to show relationship using coordinating conjunctions (FANBOYS).
- Consult thesaurus and other resources for specific word choice, nouns, verbs, and adjectives.
- Accountable for complete sentences with appropriate capitalization and punctuation.

Domain-specific Vocabulary

transitional words and phrases, introduction, conclusion, body paragraphs, headings, topic, subtopic, quote, text structure, anecdote

High Yield Vocabulary

statistics, expertise, audience, credibility, relationships, research, domain-specific vocabulary, plagiarism

Strengthening Paragraphs

Intro Oreo Paragraph

Paragraphslikeoreos.ppt

Assessments

Mini-Write

Formative: Other written assessments

Select one of your mini-writes to grade as a formative assessment.

Writing Conference

Formative: Other oral assessments

Formative: DOK 3 Strategic Thinking: Writing Conference

Guide to a Writing Conference

Reflection

Formative: Other written assessments

Students will reflect on the concepts taught in the unit through a Google Form.

Expert Book Process Piece

Resources

Professional & Student

Professional Texts

The Writing Strategies Book by Jen Saravallo (Literacy Center)

If...Then... Curriculum by Lucy Calkins, from *Units of Study for Opinion, Information and Narrative Writing*(Literacy Center)

Mentor Texts/Anchor Charts:

Variety of articles from *Storyworks* (teacher selected)

Writers Aim Toward Goals (Attached)

Writers Use Informational Techniques (Attached)

Lesson Support:

IXL (password provided by Literacy Center)

<p>Summative: Personal Project Students write an expert book based on background knowledge and some research. The finished piece should contain: glossary, table of contents, graphics, captions, skills outlined on the 5-6 Informative/Explanatory Rubric.</p> <p><u>Copy of Informative-Explanatory Writing Rubric G5-6</u></p>	<p>Storyworks (password provided by Storyworks) Brainpop (Log-in: reedlmc, password: reedlmc) <u>WritersAimTowardInfoGoals (1).pdf</u> <u>WritersUseInfoTechniques (1).pdf</u> <u>Storyworks Magazine</u> <u>Brainpop</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Reading non-fiction texts for research purposes. Researching topics related to Science and Social Studies. Technology--adding graphics, charts and diagrams to writing ELL and SPED teaching strategies attached.</p> <p><u>ELL/Teaching Strategies</u></p>

Unit Planner: READING UNIT 5: Just the Facts Language Arts 5

Friday, September 16, 2020, 12:49 PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 29 -

Week 36

Week 36

READING UNIT 5: Just the Facts

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Analysis

Concepts: critique, bias, evidence, credibility, accuracy, relevance, opinion, background knowledge, point of view/position, fact, synthesis, flexibility

Generalizations / Enduring Understandings

1. Facts support opinions.
2. Background knowledge impacts point of view/position and bias.
3. Bias impedes flexibility.
4. Flexibility promotes synthesis.
5. Synthesis improves accuracy and deepens relevance.
6. Critique of evidence for relevance and accuracy supports and develops opinions.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I: Establishing Opinions

1. Facts support opinions.
 - What is an opinion? (Factual)
 - What is a fact? (Factual)
 - How do readers discern between facts and opinions? (Conceptual)
 - How do readers organize facts and opinions in a way that will make sense? (Factual)
2. Background knowledge impacts point of view/position and bias.
 - What is bias? (Factual)
 - Where do opinions come from and how do readers develop them? (Factual)
 - How does background knowledge impact point of view and bias? (Conceptual)
 - How do readers recognize bias in themselves and in texts? (Conceptual)
 - How does bias affect reading comprehension? (Conceptual)
3. Flexibility promotes synthesis.
 - How can flexibility strengthen opinions?

	<p>(Conceptual)</p> <ul style="list-style-type: none"> • How does research affect an opinion? (Conceptual) • If a writer's opinion changes, does the writer also change? (Provocative) <p>Part II: Supporting Positions</p> <p>4. Synthesis improves accuracy and deepens relevance.</p> <ul style="list-style-type: none"> • What is synthesis? (Factual) • How do readers research and synthesize different perspectives on a topic? (Conceptual) • Why is it important to use multiple sources? (Conceptual) • Should a researcher ignore evidence that does not support the opinion? Why?(Provocative) <p>5. Critique of evidence for relevance and accuracy supports and develops opinion.</p> <ul style="list-style-type: none"> • How is research conducted? (Factual) • How are resources chosen? (Conceptual) • How is evidence evaluated for relevance? (Conceptual) • How do readers quote accurately from a text? (Factual)
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Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a

question quickly or to solve a problem efficiently.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- debate with peers
- develop an opinion about an issue
- research and collect relevant evidence to support an opinion

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Student must know and/or be able to:

Understand Text:

Read and comprehend non-fiction text

Summarize texts

Close read for accuracy and relevance

Read multiple texts on the same topic

Analyze varying points of view

Identify bias, their own and author's

Respond/Produce Text:

Organize and record bulleted notes

Form, develop, and support opinions

Quote accurately from texts

Critique Text:

Discern between relevant and irrelevant evidence

Lens:

Analyze texts to promote deeper understanding.

Test Prep- Academic Vocabulary

Core Learning Activities

Part I

Close read a variety of opinion articles.

Read *Storyworks* debate articles and fill out t-charts at the bottom.

Identify differing opinions aloud with peers.

Practice supporting both sides of an opinion through informal debate.

Model box and bullet note-taking.

Practice note-taking with shared articles.

Sort facts from opinions in a T-chart.

Confer with peers

Part II

Choose a position for an issue (i.e. Should teachers give homework?)

Read or view a variety of sources on the topic of homework

Take independent notes, gathering relevant and accurate evidence to best support a position (i.e quotes, interesting facts, statistic, personal anecdote, visual, etc.)

Identify author's bias by analyzing bylines, credentials, bios, etc.

Quote accurately

Word Work Throughout Unit

- find interesting vocabulary through read aloud, mentor texts, and student-nomination
- set up Word Work routines (Dinner Plate Words , Vocab Journal, Daily Doodle etc.,)
- sort vocabulary by part of speech, spelling, root words, syllables, etc...
- use words in sentences, aloud and on paper
- use thesaurus to find synonyms and antonyms
- play with vocabulary ("Charades", "Headbands", "I

	<p>Have. Who Has?", etc...)</p> <ul style="list-style-type: none"> find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader <p>Domain-Specific Vocabulary critique, bias, summarize, credibility, opinion, background knowledge, point of view/position, fact</p> <p>High Yield Vocabulary Words synthesize, analyze, accuracy, relevance, evidence,</p> <p>Affixes and Roots ible, able, contra, counter, pro, con</p> <p>Reading Band Level Questions <u>Fact vs Opinion T-chart</u> <u>Roots: Contra and Counter</u></p>
<p>Assessments Practice Note-taking Formative: Other written assessments Choose one of the practice notes to use as a formative assessment. <u>note taking rubric.docx</u> Fact vs. Opinion Formative: Other written assessments On a T-chart, students will sort facts and opinions from a common article. (See attached) <u>Fact vs Opinion T-chart</u> Process Notes Summative: Other written assessments Notes taken while researching the homework issue to be used as a summative assessment. See rubric attached. <u>note taking rubric.docx</u> AR Midpoint Formative: Standardized Test Students should be half way to their independent reading goal.</p>	<p>Resources <i>Professional & Student</i> Professional: Teachers' College Homework resources (attached) The Reading Strategies Book by Jen Saravallo Accelerated Reader</p> <p>Student/Mentor NewsELA Brainpop.com IXL Storyworks "Take a Side" section</p> <p><u>IXL.com</u> <u>Brainpop</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Social Studies: Current Issues explored Writing-note-taking</p>

Unit Planner: WRITING UNIT 5: In My Opinion Language Arts 5

Friday, September 18, 2020, 12:55PM

Reed Intermediate
School > 2020-
2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 29 -
Week 36

Last Updated: Friday, July 10, 2020 by Carla Tischio

WRITING UNIT 5: In My Opinion

Adams, Meredith; Kennedy, Margaret; Kohn, Pamela; McMahon, Jacqueline; Tischio, Carla; Uberti, Anne

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Relevance

Concepts: accuracy, opinion, fact, debate, point of view (bias), controversy, perspective, intent, audience, craft, technique, reason, organization

Generalizations / Enduring Understandings

1. Opinions imply perspective and bias.
2. Reasons explain facts to support opinions.
3. Controversy sparks debate.
4. Accuracy and relevance strengthen opinions.
5. Intent and audience impact organization, craft, and technique.
6. Point of view (bias) dictates relevance.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Part I: Establishing and Supporting Opinions

1. Opinions imply perspective and bias.

- What is a claim? Opinion?(Factual)
- How do writers determine when facts are relevant? (Conceptual)
- Is it possible to be unbiased? (Provocative)

2. Reasons explain facts to support opinions.

- How do writers study different perspectives on a controversial issue, take a stand, and then write an opinion--with reasons and examples--supporting a claim? (Conceptual)
- How do writers organize notes in a way that makes sense? (Conceptual)

Part II: Building Fact-based Opinion

3. Controversy sparks debate.

- What is debate? (Factual)
- What is controversy? (Factual)
- How do writers use debate to the-inform audiences? (Conceptual)
- How do writers use debate to develop opinions? (Conceptual)

4. Accuracy and relevance strengthen opinions.

- How do writers choose relevant facts to support opinions? (Conceptual)
- How do writers check facts for accuracy? (Conceptual)

Part III A Letter to a Teacher

5. Intent and audience impact organization, craft, and technique.

- Which is more valuable during research, conviction or a flexible mindset? (Provocative)
- What are the parts of a letter? (Factual)
 - How do writers compose for a specific audience? (Conceptual)
 - How do writers organize their thoughts into paragraphs? (Conceptual)
 - How do writers use transitional words to show connections between ideas? (Conceptual)
 - What techniques do writers use to support opinions? (Factual)
 - What techniques do writers use to revise opinion writing? (Factual)
 - What is a preposition/prepositional phrase? (Factual)
 - How do prepositional phrases allow a writer to vary sentences? (Conceptual)
 - What is an interjection? (Factual)
 - How do authors decide when to use interjections? (Conceptual)

6. Bias dictates relevance.

- How does a student compose a letter for a future teacher taking into consideration the bias of both parties? (Conceptual)
- How does state and support opinions while maintaining the teacher-student relationship? (Conceptual)
- Is an opinion valuable even if it doesn't change anything or no one shares it? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy In History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- research a debatable topic, analyzing both sides of the argument.
- participate in class debates on various issues.
- write an opinion letter on the topic of homework to their 6th grade teachers.

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Distinguish between fact and opinion

Read a variety of texts on controversial topics and understand both sides

Gather evidence

Recognize bias

Respond/Produce Text:

Practice an open mindset

Core Learning Activities

Part I: Establishing and Supporting Positions

- Define fact vs opinions-
 - Have students bring in sample advertisements to illustrate measurable facts from opinion-based claims use a T-chart sort them out.
 - Practice opinion vs. fact using mini debates in *Storyworks* magazine.
- Model note-taking using a boxes and bullets format with mini-articles from *Storyworks*.

Debate effectively. Take notes. Write an opinion statement. Organize thoughts into paragraphs
Employ a variety of elaboration techniques
flash draft opinion pieces on a number of debatable topics
Revise drafts from for bias, relevance, and accuracy
Consider audience
Present their final drafts

Critique Text:

Reflect on their process and product
Comment on and complement the narrative of others' writing

Lens

Identify an important controversial topic, develop an opinion using a variety of elaboration, and reveal its relevance to others.

- Practice note-taking with **Storyworks** mini debate articles.
- Read a **Storyworks** debate, then choose a side and the relevant facts to support the chosen opinion. Present findings to the opposing opinion holders. (Tik-Tok, Travel Sports, Bringing Food to Movies attached)
- Write letters to parents stating their opinion about a household rule first from parent point of view and from their perspective as well.
- Write letters to friends stating their opinion about relevant childhood issues like playing video games, making healthy choices, balancing school with extracurricular activities, etc.
- Respond to the Storyworks Infographic. Write a paragraph stating opinion based on questions and data given.

Part II: Building Fact-based Opinion

- Mini-debates around relevant childhood issues like blacktop vs. playscape, checkers vs. chess, cats vs. dogs, Ferris Acres vs. Holy Cow, My Place vs. Carminuccio's, etc.. Students identify their own bias and debate the opposite side.
- Model evaluating a website or magazine article (author's credentials, sponsors, sources, etc.)
- Hunt for transitional words in articles. Chart findings and define the purpose.
- Model and practice paragraph structure using the Oreo cookie organizer.
- Recognize and record author's craft for developing opinions using **Storyworks** articles (i.e. statistics, anecdotes, facts, expert quotes, etc.).

Part III: A Letter to a Teacher

- Label parts of a model letter.
- Chart personal bias vs. a teacher's possible bias regarding homework.
- Reference notes taken in reading class regarding the validity of homework.
- Decide on an opinion.
- Collect data to support one's opinion and sort into categories for paragraphing.
- Compose the letter using graphic organizer when necessary.
- Edit and revise for audience, relevance of facts, transitional words, and logical sequence.
 - Peer edit
 - Rehearse aloud
 - Reflect using Informational Rubric
 - Confer with teacher using Informational Rubric
- Publish and celebrate.

Grammar/Mechanics

Continue grammar routines:

- non-negotiable chart
- focus transitions, punctuating and capitalizing titles, quotes, citations
- strong, specific nouns and verbs
- edit for verb tense and comma usage
- Use interjections to vary sentence length where appropriate
- Create flexible sentences using prepositional phrases and other transitional words to denote text structure
- Consult thesaurus and other resources for specific word choice, nouns, verbs, and adjectives.
- Accountable for complete sentences with appropriate capitalization and punctuation.

Domain-Specific Vocabulary

audience, perspective, intent, conflicting, compose, contradict, accuracy, debate, bias, controversy, intent, claim, conviction, relevance

Oreo Paragraph Rubric

Fact vs Opinion Intro

[Template] TikTok Debate

Movie Snack Debate

[Template] Copy of Travel Sports Debate

Is Homework Good for Kids? article

NewsELA Homework Debate?

NewsELA Homework and Stress

TFK Homework Debate

Good Morning America: Kids on Homework

CBS News Homework Report

Assessments

Notes from Mini Debate

Formative: Other written assessments

Use one of the note-taking assignments as a formative assessment. Look for main ideas followed by relevant key details that support the opinion.

Letters to Parents

Formative: Other written assessments

Use the Letter to Parents as a formative assessment. Use the Newtown 5th Grade Informational Rubric to confer with students and inform your next teaching steps.

Process Piece: Letter to Teacher

Summative: Other written assessments

Students will write a letter to their sixth grade teacher regarding the validity of homework.

Note-taking Rubric.docx

Resources

Professional & Student

Professional Texts:

The Research-Based Argument Essay by Lucy Calkins, Mary Ehrenworth, and Annie Taranto. From *Units of Study in Opinion, Information, and Narrative Writing*.
TCRWP Reading Unit of Study Four (in binder): Nonfiction Research Projects- Teaching Students to Navigate Complex Informational Text Sets with Critical Analytical Lenses

Student Texts:

Storyworks magazine

Homework Debate Links (attached)

Brainpop.com

IXL.com

Anchor Chart- Questions Readers Can Ask to Analyze Arguments

Anchor Chart- How to Research an Issue Deeply

Anchor Chart- Pushing Ourselves to Find Different

Questions About an Issue

Anchor Chart- Ways Complex Nonfiction Texts Get Hard

Informational Reading Learning Progression

Debate Protocol

How to Prepare to Make an Argument

	<p><u>Argument Writers Work Towards Goals</u> <u>Does the Evidence Support the Claim? practice</u> <u>Informational Reading Skills Rubric</u> <u>WritersUseArgumentTechniques (1).pdf</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p><u>Interdisciplinary Connections</u> This writing unit is integrated with nonfiction reading, particularly reading complex nonfiction texts.</p> <p><u>Supports for Differentiated Instruction</u> ELL -Provide time for students to work collaboratively to study texts, form opinions, and frame arguments. -Give students opportunities to rehearse their arguments orally before writing. -Use class discussions and planning to form opinions and frame essays. -Introduce texts to students to provide background knowledge and support students subsequent reading of or listening to texts.</p> <p><u>Special Education</u> -Provide graphic organizers for students to support note-taking and gathering of information. T charts are especially helpful for creating “sides” to an argument. -Depending on IEP modifications and recommendations, scribes may be appropriate for some students. Read Aloud – Could be used as a modification for ELLs, students with IEPs, or students who are reading below grade level, in order to give them access to the texts in the text set.</p> <p><u>Predictable Strategy Groups Include:</u> -Making sure your claim is supported by evidence -Using direct quotations to support your reasons -- finding the exact right quote. -Editing for readers – ensuring that written work is not hindered by conventions.</p>