

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

Minutes of the Board of Education meeting held virtually November 4, 2020 at 7:00 p.m.

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

Mrs. Ku called the virtual meeting to order at 7:02 p.m. and stated it was being recorded and live streamed.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of October 20, 2020 and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 - Reports

Chair Report: Mrs. Ku spoke about Covid in the community and wants to make sure we are aware of the current rise in rates in Newtown and surrounding towns. We need to make sure we're responding to the increase in the community or the schools will respond by closing down activities. She hoped the community and parents take time think about going to other locations outside of their homes and to voluntarily limit children's activities. It's a time for us as a Board to meet virtually when possible. We need to keep community levels of spread low and that we keep students in schools. We will be cancelling the Board retreat next week as we need to have that in person and also include Nick Caruso from CAFE which is not good to do at this time. She also asked to have our subcommittee meetings back to virtual but to have public access to our meetings. Sandy Roussas asked if our CIP/Finance/Facilities Committee would be willing to meet with the Board of Finance and Legislative Council Finance Sub-committee regarding our Non-lapsing Account. There needs to be some further clarity by the town attorney and a discussion on a joint policy.

Superintendent's Report: Dr. Rodrigue spoke about the positive staff development day on Election Day with Dr. Derrick Gay as the keynote speaker and antiracism workshops from the Connecticut Center for School Change which were all well-received. She will send a survey to staff regarding their thoughts on the day and how we will take our next steps. Our PEAC committee met last week on budget, communication, branding, partnership, and diversity and equity and will have another meeting next week. Our administrative team began talking about snow days to see how we will include them as in the past with some being able to be remote depending on if power is on, students having their devices, and child care. Details will be shared with the Board. The high school, district and Town, and the American Legion are working on a Veteran's Day program to be held at the Horse Guard. Lunch will be by high school culinary students. The updated staffing report was included with no resignations or retirements. One teacher was hired at Head O'Meadow School but there are no other open positions now. We hired 16 new employees and our diversity ratio is 12.5% identified as non-white. The October 1 enrollment of 4,085 students is now certified.

Mrs. Ku inquired about students being home schooled and if they will be coming back.

Dr. Rodrigue said if they come back it will have some impact but it's too early to predict anything until later in the year. It might be good to address in the budget.

#### Committee Reports:

Mr. Vouros reported on the Curriculum and Instruction Committee meeting. They brought the Algebra Foundations II and III to the Board tonight. Mrs. Uberti also spoke about the Chromebook distribution in the middle school to replace the ones they have and the NWEA administration with the testing window moved to March.

Mr. Cruson reported the Policy Committee met last Wednesday and discussed the racial harassment policy with proposed corrections and the face masks and covering policy which was brought to us by CAFE. They also discussed the personnel records policy and nepotism and husband and wife employment which were pushed off to another meeting.

The Communications Committee discussed the newsletter on equity and diversity. We started to outline the next newsletter on technology and how it's taught to students, how it's become engrained in the general curriculum used by teachers, and how technology deployment is managed in the district. They hope to bring it to the Board the second meeting in January.

Ms. Zukowski said she attended the Public Building and Site Commission meeting. There was a discussion about the decision points on what the architectural design for the Hawley project should be and that there are studies that show if you go with the minimum requirements the students don't learn as well. There needs to be adequate airflow and they are looking into going for the amount that would provide optimal learning.

Mr. Delia wasn't invited to this meeting and he asked Mrs. Ku to reach out to their chair to let him know, especially when they talk about the Hawley project.

Ms. Zukowski saw this meeting when she looked at the Town meetings for the week.

Mrs. Ku said it was requested that Board of Education members are represented at these meetings and would reach out again.

Mr. Delia appreciated Ms. Zukowski's notes and attending the meeting.

#### Student Representatives Report:

Mr. Jerfy reported no change in the school environment. Clubs are going well. Sanitation is still a priority. It's a busy time for seniors now with college deadlines.

Ms. Clure said there was a recent dedication of the Unified Lounge at the high school. Fall sports are coming to a close and field hockey and soccer will have championship games. The tryouts for winter sports is November 23. We can't have homecoming this year but next week is spirit week. The National Honor Society accepted 112 new members this year. The election was a popular topic this week with some students being able to vote. Students also volunteered at the poles for community service hours.

#### Item 5 – Presentations

Gene Hall, Newtown High School Math Department Chair, presented the Algebra 1 Foundations II and III Curricula.

Dr. Kim Longobucco, Newtown High School Principal, noted that the last three years this foundations curriculum was working toward the outcomes we were looking for. We are reducing the number of students in this curriculum, are putting them back in a more traditional math pathway, and are seeing great success. We looked at students their four years before high school to see if they needed to be in a program like this.

Mr. Vouros expected that she and her teachers looked back at tracking students before they get to ninth grade and that we are working on how we can better prepare them before they get in the high school.

Dr. Longobucco said they are looking at changing classes before they get to high school.

Mrs. Leidlein asked if when students return to Algebra I are they in a co-taught class.

Dr. Longobucco said they almost always go to classes co-taught and most are special education students.

Mrs. Leidlein asked if there was any tracking how these students do on the ACT or SAT and how they are prepared.

Dr. Longobucco said they did an in-depth PSAT look back and our low students did low on the tests. We put this foundations course into place so they could be more successful on the PSAT. Mrs. Leidlein asked if there was any correlation between this class and science courses and the impact on what ones they can take.

Dr. Longobucco said there is no direct correlation between them but students have access to different science courses according to their abilities.

#### Item 6 – New Business

##### COVID-19 Update:

Dr. Rodrigue said we had multiple Covid cases in our schools recently. Some students and adults had to quarantine. The elementary schools are doing well with no spread in those schools but it did impact Hawley with the principal and some staff guarantining. We continue to monitor the situation in schools, town and Fairfield County. She is posting the weekly reports based on State data from EdAdvance and shows the cases in a 14-day period. We are looking at 12 cases now. She reviews the report with her team and Donna Culbert.

Mrs. Ku asked if we have enough staffing to help with the contact tracing.

Dr. Rodrigue said we do right now. Anne Dalton, Nursing Supervisor, and the administrators and nurses help out. Donna Culbert makes the significant calls that have to be made and kudos to the parents who are providing information readily to the health director or administrators. She is hoping to get a letter out to parents before the holidays regarding travel and children home from college to make sure our students are safe.

##### Grade 5 Language Arts Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the Grade 5 Language Arts Curriculum. Mr. Cruson seconded. Motion passes unanimously.

##### Diversity Compliance Coordinator:

Dr. Rodrigue referred to the draft job description for this position. This is someone we want to have a relationship with students and staff and is not an administrator or a disciplinarian. This position will work with the Assistant Superintendent, committees, supporting the HR Director and recruitment efforts, and will be a diversity liaison. We would like to see it in the next phase of this year. This person would have to develop a strong connection with students and families in tandem with our administrative team. Ms. Zukowski gave a great piece of feedback in looking at this person in a role to developing policies and procedures. When we think of Title IX we have positions in the district now working with highly impacted families and identified groups and she sees this position in a similar way. First we have the policy piece and then she would take this to the PEAC committee and then determine how to advertise and decide if it would be full or part time.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5145.42 Racial Harassment of Students. Mr. Cruson seconded.

Mr. Cruson went over the additional changes the Policy Committee made.

Mr. Delia asked if we were creating a position through this policy and questioned if it was the right way to do this. What if this role doesn't get filled and we have a policy written around it.

Mr. Cruson said this isn't necessarily a position but it has a title because it could be filled by someone who has a position in the district.

Mrs. Leidlein agrees the position is a title, not a person. She would be interested to find out how this person would be categorized.

Dr. Rodrigue said it has not been categorized yet. If we expanded and need to look externally we would go through the right channels to fill it. Right now we are looking to an internal role for someone. In some cases we can use outside funding to help with positions.

Mrs. Leidlein asked if this was something where the Town would go in with us as a shared service.

Dr. Rodrigue said she thought of that but was not sure there was a need for that right now. It might be something to look at in the future as we explore it.

Mr. Delia was concerned about doing something we will regret in such an important policy.

Mrs. Ku said passing this policy there is a level of commitment from the Board to this position. There's many ways it could be funded and filled.

Mr. Delia said we are making sure this role as established Dr. Rodrigue will figure out the best avenue to fulfill the requirements of this role to best serve the community.

Ms. Zukowski asked to revise language in her recommend change for this policy.

MOTION Ms. Zukowski moved to change the language on page (a), item 2 from "when the educational 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" to "where incidents of a discriminatory nature occur within an educational environment that are so severe, pervasive or persistent that they interfere with or limit the ability of a student to participate in or benefit from the services, activities or privileges provided."

Mr. Cruson seconded.

Ms. Zukowski said this item tries to capture the concept that corporate America calls a hostile workplace, but a hostile workplace as compared to the educational environment. There are other non-specific types of harassment such as racist posters on a wall or sharing a racist joke that someone else happens to hear which is not harassment but still part of a hostile environment that impacts diverse workers. She would like these types of incidents included in this policy.

Mrs. Leidlein feels this is a policy that could potentially have legal implications or be used in a legal proceeding. She would feel more comfortable to have someone double check that we aren't putting something in that might be a catch 22 before we vote.

Dr. Rodrigue said this came from CAGE or Shipman. Normally we don't put anything forward unless it's been looked at.

Mr. Cruson said it came from CAGE.

Mrs. Leidlein feels more comfortable when we having a wording change looked at before voting. Mr. Cruson said this is important but he doesn't want us to continually question wording.

Ms. Zukowski thought having it reviewed by a third party like Shipman would be good. We want to get it right and make sure we cover what we want which is harassing conduct in a hostile workplace.

Mr. Cruson said it comes down to resolving the motion on the floor first to see if the Board doesn't agree with the wording and, if they agree, then it should be looked at by Shipman. Mrs. Ku was concerned that this changes the meaning of the policy and whether it's a useful change to the meaning.

Mr. Cruson suggested the Board decide on whether we think this wording should be in the policy and then have legal review it.

Dr. Rodrigue was concerned that the more we change and add we move away from the intention.

Mr. Vouros wanted to hear what Mrs. Harriman-Stites had to say about this.

Mrs. Ku said we could postpone this until the next meeting when we could get feedback.

Mr. Cruson said the Board may want the original wording and suggested the Board decide on that first.

Mrs. Leidlein suggested voting on the motion to amend the policy and then vote on the policy from there.

Vote on amendment: 1 aye, 5 nays (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mr. Vouros)  
Motion fails.

Vote on main motion to approve policy: Motion passes unanimously.

#### Item 7 – New Business

MOTION: Mr. Delia moved that the Board of Education approve the staffing needs/adjustments as presented. Mr. Cruson seconded.

Dr. Rodrigue spoke about the request for two positions. The .6 technology position has been needed all along and especially when the Covid issue began. It's a Digital Application Support Specialist for \$48,000 which will help the technology department do the work they aren't getting to. The other position is a 1.0 special education FLEX support teacher. Many special education students have had difficulty during the distance learning and this position is needed for additional support. She also added hours to a reading specialist position at Hawley with a need for support personnel. We have the funding for these positions. Moving these forward next year would impact the budget.

Mr. Delia asked if these should be put in with the additional expenses due to Covid.

Dr. Rodrigue said there are some constraints to that Covid relief fund. Because these are new positions there is possibly more money coming.

Mr. Delia said we also have the non-lapsing account but these are Covid related expenses.

Dr. Rodrigue said when the \$400,000 moved to capital non-recurring account we would not be using it for personnel, which is critical.

Mrs. Vadas said those funds were earmarked for PPE only. We have had a lot of turnover so we do having funding this year for those positions.

Ms. Zukowski said if there is something related to Covid it could be temporary and if we wanted the FLEX teacher in the budget. We have some money in our non-lapsing account and the question is if we could use that account rather than the budget. She said FLEX was not about special education.

Dr. Rodrigue stated that while this is Covid related, she feels it's going to go on more than one year. Looking at personnel and student needs it's more than Covid ended. Given the number of special education students, this was a position that the case managers took on when that person left. FLEX was regular education and special education program at the high school. SAIL is an in-house program and they are teaching the curriculum. FLEX is more of a support system for students.

Ms. Zukowski asked if the Digital Application Support Specialist would always be a .6 position. Dr. Rodrigue felt we can maintain a .6 position which is just what we need to give relief to the staff.

Ms. Zukowski asked if this could be reviewed in two years when Covid is over to see if we need these two positions.

Dr. Rodrigue said we always look at positions as to whether they are still needed.

Motion passes unanimously.

Education Non-lapsing Account Governance:

Mrs. Ku said the Town attorney had offered an opinion on the Legislative Council's authority on this account. We sent two questions to our attorney and she added another after that. The first was a question if the statute overrides the Charter and whether it indicates something different from the Town attorney's opinion. Our Board attorney wrestled with this issue. The Town has a Board of Finance, but the Legislative Council is the budget-making authority with respect to the Board of Education. It's the Town attorney's call to determine which body is authorized to make deposits in the non-lapsing account pursuant to Section 10-248a. The Town's governance structure doesn't fit neatly into the statute.

The second question is if the Legislative Council is the authority on the Education Non-Lapsing Account, do we have grounds to revisit the process that just occurred and ask the Legislative Council to consider our request and when would that have to be done.

Our attorney's answer was that given that the Board of Finance vote is no longer bindings, yes, we would have the ability to go back and ask the Legislative Council. There is no statutory deadline for making the deposit as long as it occurs within one year of the end of the prior fiscal year budget.

The third question is, is it the Town attorney's opinion that the Education Non-Lapsing Account should go through a process similar to Section 6-35 of our Town Charter and does that mean our contribution to the Education Non-Lapsing Account is similar to an appropriations process or the same?

She read the legal opinion as treating the Board of Education surplus funds as similar to a special appropriation but not exactly the same. The Town attorney also shared that with the Legislative Council.

Ms. Zukowski referred to question #2 and asked if we issue a request prior to coming up with a more unified approach or after we have a final set of policies.

Mrs. Ku said doing that is up to the Board. She would send it to the Legislative Council but was not sure how long it would take for them to come up with a policy, which is her recommendation.

Ms. Zukowski said the Charter provides three types of appropriations. If this is similar to a special appropriation and there is no process for it in the Charter, would the Legislative Council treat it as that or as a special appropriation until the Charter is amended? She would have them ask the Town attorney.

Mrs. Ku stated that the Town attorney said this was not a special appropriation. It doesn't matter what the Charter says. The statute drives the Legislative Council to put money in the Education Non-Lapsing Account. We have to make the request.

Mrs. Leidlein was confused about how putting money passed in a referendum into a non-lapsing account is an appropriation.

Ms. Zukowski said we asked that question at a CIP meeting and the attorney said by the actual transfer of money into the Non-Lapsing Account it's deemed it an appropriation.

Mrs. Ku said the real question following up on #2 is asking the Legislative Council to deposit money into the account.

Mr. Cruson said regarding #2, he would bring this back to the Legislative Council and get them to act on it. His concern is there is a little bit of flux around what they can do. He feels like there needs to be some settling between the Legislative Council and the Board of Finance before we can safely resubmit our request and get the proper consideration.

Mr. Delia said the Board of Finance votes were split. They wrote a letter saying to take care of the Board of Education. If we need the money we should make that request respectfully in lieu of the fact the Board of Finance couldn't come to a decision.

Mrs. Ku said it was probably wise to wait until those discussions begin.

Mr. Delia feels we should just consider it and not take it off the table.

Mrs. Ku said if the Board of Finance is asking our subcommittee to meet with them she would like the full Board of Education to tell their subcommittee what we want. She would like to see the same principle with the Board of Finance that if the money is designated for a purpose that the Board of Education doesn't need to go back for approval. If not designated, we would be willing to go through the formal process to remove the money, although not required by statute.

Mr. Delia will try to get clarity on the process and understand what is expected and how it works.

Mr. Cruson said it was important that we are part of this and that they don't expect to dictate to us on how this will work. It needs to be an open and fair dialogue.

Mr. Delia feels everything should be brought back to the Board for a full discussion.

Mrs. Ku said the Town attorney's ruling has made the process more time consuming but has added more checks to the process.

First Read of Policy 4118.237/4218.237/5141.8 Face Masks/Coverings:

Mr. Cruson said this policy falls under personnel and students. We had a version from CAFE and Shipman but we preferred the Shipman version. Dr. Rodrigue also brought this to Donna Culbert who approved it. There is also a regulation attached.

Ms. Zukowski said masks with exhalation valves are not allowed and asked if we can make it more rigorous like in the re-entry plan document.

Mr. Cruson said we tried to keep it open because the research on masks is changing so we tried to keep it generic so it can be changed as needed appropriately and quickly.

Dr. Rodrigue stated that Donna Culbert has been very clear on that. Face coverings in general were needed so we didn't make a rigid criteria on which ones should be worn but did say they should be multi-layered.

Mrs. Ku verified that spectators at sporting events are required to wear a mask which was correct.

Ms. Zukowski referred to the optional paragraph which states athletes don't have to wear facemasks during the activity. Why is this just limited to athletes? What about the marching band, who are not considered athletes?

Dr. Rodrigue said we consider band is a classroom so the same face coverings would apply.

Mrs. Uberti said students can't wear a mask while playing instruments. There have been masks on the end of instruments in college bands but there is mixed research behind that. The best mitigation for band is space and being outdoors.

Ms. Zukowski asked if there should be language to address that in the policy.

Mrs. Uberti said sports are brought up because you have to call them out differently like the guidelines during PE classes.

Mr. Cruson said that would be a good question to send to our attorney and discuss at a policy meeting as to why athletes don't need them and how we might include the marching band.

Dr. Rodrigue said there are standard criteria around masks for the different groups. Wearing masks for athletics has gone back and forth at the State level.

Mr. Cruson wanted a legal opinion before there is any change to the policy.

District Highlights Newsletter:

MOTION: Mr. Delia moved that the Board of Education approve the Communications Sub-Committee Newsletter. Mr. Cruson seconded.

Mr. Cruson spoke about the newsletter on equity and diversity. There was a lot of passion from the staff that they spoke to on the subject and appreciated their conversations. This newsletter carries a lot of good information. This will go to parents, staff, and other Boards and groups in Town and on the website.

Mrs. Ku was happy to be able to share all of this with the community.

Ms. Zukowski was impressed with the courageousness of the district in owning up to mistakes that have been made and feels this reflects positively on who Dr. Rodrigue is.

Mrs. Ku said there are districts across the State using our resolution promoting equity and diversity. We should be very proud of that and glad it's in the newsletter.

Motion passes unanimously.

#### Item 8 – Public Participation

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

#### Item 9 – Adjournment

The meeting adjourned at 9:54 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary



**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 Egelson 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 CAFE Equity and Diversity Inclusion Committee met last week and provided a quiz on equity and diversity in the United States. The CAFE 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 to 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 loses 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:

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Daniel J. Cruson, Jr.  
Secretary

Correspondence Report  
10/20/2020 – 11/02/2020

Date	Name	Subject
10/20/20	Donna Norling	Curriculum and Instruction Subcommittee Minutes
10/20/20	Kiley Gottschalk	BOF 10-22-20 Agenda
10/20/20	Michelle Ku	Report Materials – Informational (for Superintendent and Chair reports)
10/20/20	Michelle Ku	Municipal Legal Opinion Regarding the Non-Lapsing Account
10/20/20	Michelle Ku	Fwd: Town's Initiative on Suicide Prevention
10/21/20	Michelle Ku	Education Non-Lapsing Account – Answers from Matt Ritter (Bd Attorney)
10/21/20	Michelle Ku	Fwd: Open Letter to Town Leaders – from Rebecca Carnes (Regarding Covid-19 Procedures)
10/28/20	Lorrie Rodrigue	Parent Update Tomorrow
10/29/20	Kathy June	BOE Mailing – November 4, 2020
10/29/20	Lorrie Rodrigue	Staff Professional Day, November 3: Keynote Address by Dr. Derrick Gay
11/02/20	Melissa Martucci Gomez	PTA President Middel Gate School Newtown CT



TO: Lorrie Rodrigue, Superintendent  
FROM: Suzanne D'Eramo, Director of Human Resources  
RE: Superintendent's Report – Certified Staffing Update for October 2020  
DATE: November 4, 2020

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OCTOBER 2020

**Retirements:**

None

**Resignations:**

None

**New Hires:**

HOM

Grade 1 – Jessica Neves

**Open Positions:**

None

**ADDITIONAL DISTRICT HIRING NOTES:**

Here is a recap of all non-certified and certified staff we have hired in the month of October:

Certified teachers = 1

Building subs = 1

Paraeducators/para sub = 12

Clerical staff = 2

Of the 16 newly hired employees, 2 indicate a diverse ethnicity or race other than white. This equates to a total of 12.5% broken down as follows:

Hispanic = 1

Black/African American = 1

## **Diversity Compliance Coordinator**

### **Newtown Public Schools**

The Diversity Compliance Coordinator would be responsible for overseeing the District's commitments to Diversity and Equity as outlined in the BOE Resolution, and to ensure practices, procedures, and policies are applied consistently across the Newtown Public School system. The Coordinator would act as liaison for students, families, staff, and leaders in the resolution of issues related to bullying, racism, harassment, and systemic inequities.

### **Essential Duties and Responsibilities**

The Diversity Compliance Coordinator will be responsible for...

- Providing students, families, staff and district leadership with support and guidance regarding effective resolution related to bullying, racism, and harassment.
- Working with school leaders in receiving and responding to students, families, and staff regarding internal and external complaints or allegations related to unlawful discrimination, harassment, bullying, and/or retaliation.
- Supporting school leaders and staff in the investigation of complaints and the consistent application of appropriate and timely disciplinary measures or appropriate resolutions.
- Compiling data for the Superintendent and the BOE regarding number of racial, discriminatory, bullying or harassment complaints and their resolutions.
- Participating in district committees, including PEAC, to offer insights relevant to diversity and equity.
- Assisting in the training and professional development for staff and school leaders in diversity and equity.
- Supporting the Human Resources Director in expanding recruitment efforts to increase minority applicants.
- Assisting the Assistant Superintendent in reviewing SEL curriculum, programmatic, and academic changes that promote diverse perspectives and voices.
- Working with outside agencies and organizations to provide relevant and current resources for staff and school leaders in managing and complying with appropriate practices related to diversity and equity.
- Supporting school and central office leaders in responding to federal and state agencies when complaints of discrimination, bullying, or retaliation are brought forward.

### **Knowledge and Skills**

The position requires a demonstrated understanding of and sensitivity to meeting the needs of individuals from diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds. A background in family counseling and therapy is preferable, with a strong commitment to supporting marginalized, minority, or trauma-impacted students, staff, and families. The individual should be able to communicate with others on confidential and sensitive issues, objectively investigate complaints of alleged discrimination, bullying, harassment and other violations in alignment with District policies and procedures, and work as an unbiased liaison between families and school personnel to make recommendations for timely resolution.

DRAFT

## **Staffing Adjustments**

### **Digital Application Support Specialist (.6) \$48,000**

The COVID-19 pandemic has caused Districts across the United States to reevaluate and adjust their method of delivering a Free Appropriate Public Education. The challenges of social distancing to mitigate the spread of the virus have forced staff to deliver instruction to students at a distance. We see this as a need that will not be short-lived but an enduring resource for students, staff, and leaders.

District staff worked diligently to author Newtown's Alternative Learning Plan (ALP), which embraced methods incorporating digital resources and tools to allow for the delivery of instruction by teachers reaching students whether on premise or at home and providing for continued learning. During remote learning under COVID-19 and following the return to school, devices have been offered to students and families across the district. Students and staff need digital tools and resources today more than ever, and the goal of ensuring a 1-1 across the district was necessary over the last seven months.

The Newtown Technology Department has worked diligently preparing devices for student and staff and provisioning software to complement instruction and learning during these times. However, there is a level of support needed by those staff now implementing these tools. Access to devices and software in our district is vital not only in support of education, but for many district operations. Each year more and more areas of Newtown Public Schools' operations rely on digital services. District operations include not only those to meet the business needs, but also those to meet the needs of security and safety.

The Technology Department already has a crucial role in integrating numerous technologies relied upon for such purposes, including the following:

- Business systems to manage accounts payable, human resources and to meet Federal and state filings.
- Facilities services such as HVAC, and solar energy generation and monitoring.
- Security systems that provide video surveillance, door locks, radios, and emergency notifications.
- Communication systems providing phones in the classroom, access to PA systems, parent communications and a web presence.

With the growth in and continued reliance on digital tools and resources, it is vital that we provide the support needed for staff and students to utilize these tools and applications effectively and efficiently. While COVID-19 highlighted the need for technology and digital

tools, the Technology Department had been experiencing the need for additional staffing support with the reliance on digital learning across K-12 classrooms.

**SPED FLEX Support Teacher (1.0 FTE)      \$65,000**

The COVID-19 pandemic has triggered significant changes for all students but particularly for our special education students. These changes include having to learn remotely from home, needing to keep a safe distance from peers and teachers, and wearing a mask. While all students have experienced disruption to their school routines, the students who are most impacted by such a disruption have been our special education students. Generally, one of the strategies that works best is keeping a structured routine. Despite our efforts to bring students back to school, many of our special education students are struggling with virtual learning and even in person instruction looks quite different than before.

Students are more stressed, levels of anxiety have increased, and both are negatively affecting student engagement, attention to and remaining on task, learning, and completing assignments, as well as an overall impact on grades. As a result, we are seeing students who need more support and teachers needing to spend more time working with students after school hours through Google Meets or in person. This has put a great deal more stress on teachers, especially as they need the dedicated time to work with individual students. This position will support SPED students to close the existing gaps that are evident.

This position was in place years back but phased out. However, now with the gaps evident due to COVID-19 and remote learning, there is new need for an additional staff member at the HS in SPED.

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# CPB Algebra 1 Foundations Part 2 and CPB Algebra 1 Foundations Part 2 Curricula

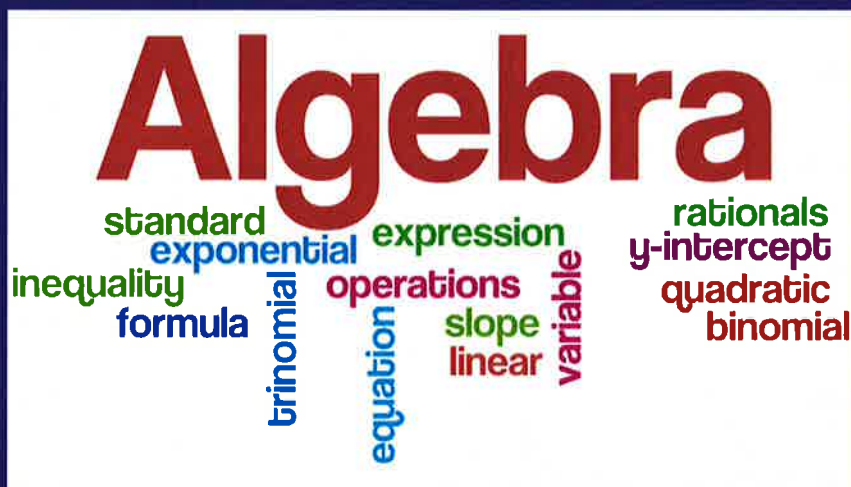
Eugene Hall  
Newtown High School  
Mathematics Department

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## CPB Algebra 1 Foundations Part 2 and Part 3

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## Class sizes

	17/18
CPB Algebra 1 Foundations Part 1	19
CPB Algebra 1 Foundations Part 2	
CPB Algebra 1 Foundations Part 3	

## Class sizes

	17/18	18/19
CPB Algebra 1 Foundations Part 1	19	22
CPB Algebra 1 Foundations Part 2		12
CPB Algebra 1 Foundations Part 3		

## CPB Algebra 1 Foundations Part 2

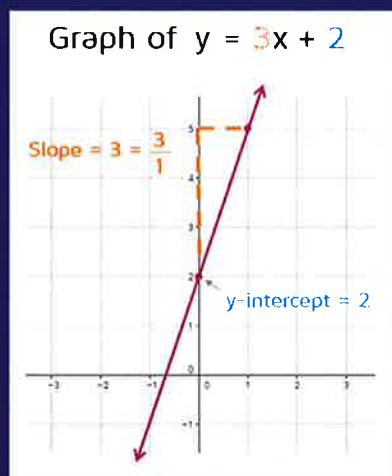
- Curriculum writers: Charlotte Cavaturo, Keristen Raccio, Danielle Dnes
- Part 2 was first offered in 2018/2019 school year
- Covers the first half of Algebra 1
- Co-taught with a math teacher and a special education teacher
- Para-professional supported per IEPs
- Math teacher supported as a duty

## CPB Algebra 1 Foundations Part 2

### Linear Functions

#### Lens: patterns

1. Graphing Lines
  - a. Slope
  - b. Intercepts
  - c. inequalities



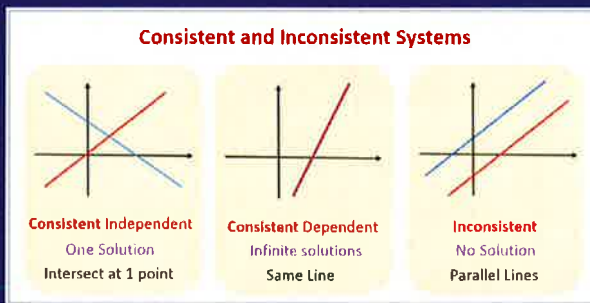


## CPB Algebra 1 Foundations Part 2

### Systems of Equations

#### Lens: Systems

1. Graphical Representation
  - a. Consistent
  - b. Inconsistent
  - c. Unique Solution
  - d. Graph



## CPB Algebra 1 Foundations Part 2

### Systems of Equations

#### Lens: Systems

2. Algebraic Representation
  - a. Consistent
  - b. Inconsistent
  - c. Unique Solution

#### Substitution Method

**Example** Solve the system.

$$3x + 2y = 11 \quad (1)$$

$$-x + y = 3 \quad (2)$$

**Solution**  $y = x + 3$

$$3x + 2(x + 3) = 11$$

$$3x + 2x + 6 = 11$$

$$5x = 5$$

$$x = 1$$

$$y = 1 + 3$$

$$y = 4$$

Solve (2) for  $y$ .

Substitute  $y = x + 3$  in (1).

Solve for  $x$ .

Substitute  $x = 1$  in  $y = x + 3$ .

Solution set:  $\{(1, 4)\}$

## CPB Algebra 1 Foundations Part 2

### Relations and Functions

Lens: relationships

#### 2. Function Notation

- a. input
- b. output
- c. domain and range

Using a Rule

$$f(x) = \boxed{x + 4}$$

↑  
input is x

← output is  
x + 4

For this function, the output is always 4 more than the input. So, for example,  $f(2) = 6$ .

## CPB Algebra 1 Foundations Part 3

- Curriculum writers: Charlotte Cavataro, Keristen Raccio, Danielle Dnes
- Part 3 was first offered in 2019/2020 school year
- Covers the second half of Algebra 1
- Co-taught with a math teacher and a special education teacher
- Para-professional supported per IEPs
- Math teacher supported as a duty

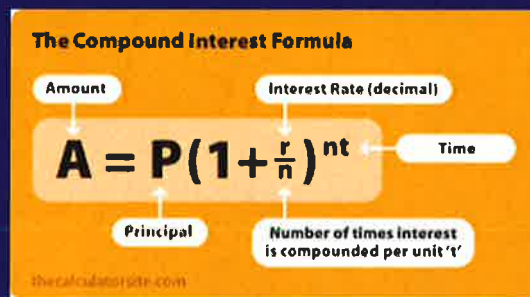
## CPB Algebra 1 Foundations Part 3

### Exponential Functions

Lens: patterns

#### 3. Applications

- compound interest
- growth
- decay



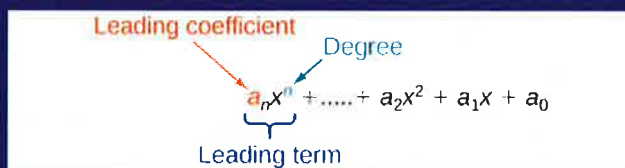
## CPB Algebra 1 Foundations Part 3

### Polynomials

Lens: relationships

#### 1. Fundamentals of Polynomials

- number of terms
- degree
- standard form



$$-2x + 7 \quad \text{1st degree (x is highest exponent)}$$

$$4x^2 - x + 6 \quad \text{2nd degree (x^2 is highest exponent)}$$

$$-2x^3 - 5x^2 + x + 3 \quad \text{3rd degree (x^3 is highest exponent)}$$

and so on...



**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

Oct 30

ENROLLMENT REPORT AS OF October 30, 2020

Current Monthly Enrollment

Cumulative Year-to-Date

Grade	<u>Oct (b)</u>			<u>Oct 30th</u>			<u>Sept 8th</u>			<u>Oct 30th</u>		
	<u>2020</u>	<u>Added</u>	<u>Left</u>	<u>2020</u>	<u>2020</u>	<u>Added</u>	<u>Left</u>	<u>2020</u>	<u>2020</u>	<u>Added</u>	<u>Left</u>	<u>2020</u>
K	246	2	0	248	248	2	2	248	248	2	2	248
1	245	2	1	246	246	2	2	246	246	2	2	246
2	270	3	0	273	269	5	1	273	269	5	1	273
3	269	0	0	269	271	1	3	269	271	1	3	269
4	263	0	1	262	265	0	3	262	265	0	3	262
Total Elementary	1,293	7	2	1,298	1,299	10	11	1,298	1,299	10	11	1,298
5	291	2	0	293	292	2	1	293	292	2	1	293
6	291	0	0	291	293	1	3	291	293	1	3	291
Total Intermediate	582	2	0	584	585	3	4	584	585	3	4	584
7	285	0	0	285	287	0	2	285	287	0	2	285
8	338	2	2	338	340	2	4	338	340	2	4	338
Total Middle	623	2	2	623	627	2	6	623	627	2	6	623
9	336	1	0	337	337	1	1	337	337	1	1	337
10	362	0	0	362	362	1	1	362	362	1	1	362
11	356	1	1	356	356	1	1	356	356	1	1	356
12	388	0	0	388	388	3	3	388	388	3	3	388
Total High	1,442	2	1	1,443	1,443	6	6	1,443	1,443	6	6	1,443
<u>Special Education</u>												
Pre-Kdg	60	2	1	61	52	14	5	61	52	14	5	61
Community Partnership	31	1	0	32	30	3	1	32	30	3	1	32
Out-of-Town	43	1	0	44	37	8	1	44	37	8	1	44
TOTAL K-12	4,074	17	6	4,085	4,073	46	34	4,085	4,073	46	34	4,085
	=====	===	===	=====	=====	===	===	=====	=====	===	===	=====

ENROLLMENT BY SCHOOL

Hawley	279	1	0	280	281	1	2	280	281	1	2	280
Sandy Hook	356	0	1	355	358	2	5	355	358	2	5	355
Middle Gate	371	3	1	373	371	4	2	373	371	4	2	373
Head O' Meadow	287	3	0	290	289	3	2	290	289	3	2	290
Total	1,293	7	2	1,298	1,299	10	11	1,298	1,299	10	11	1,298
Reed Intermediate	582	2	0	584	585	3	4	584	585	3	4	584
Middle School	623	2	2	623	627	2	6	623	627	2	6	623
High School	1,442	2	1	1,443	1,443	6	6	1,443	1,443	6	6	1,443
<u>Special Education</u>												
Pre-Kdg	60	2	1	61	52	14	5	61	52	14	5	61
Community Partnership	31	1	0	32	30	3	1	32	30	3	1	32
Out-of-Town	43	1	0	44	37	8	1	44	37	8	1	44
TOTAL K-12	4,074	17	6	4,085	4,073	46	34	4,085	4,073	46	34	4,085
	=====	===	===	=====	=====	===	===	=====	=====	===	===	=====

(b) = Beginning Of Month (10/1)

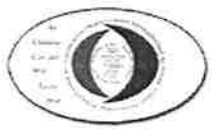
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**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

Oct 30

ELEMENTARY CLASS SIZES AS OF October 30, 2020

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL	check
Pre K		61				61	0
K	16	17	16	14			
	16	16	16	14			
	16	16	16	15			
		17	13	14			
			16				
<b>Total K</b>	<b>48</b>	<b>66</b>	<b>77</b>	<b>57</b>		<b>248</b>	0
1	19	16	18	16			
	20	16	18	15			
	19	18	18	17			
		17	19				
<b>Total 1</b>	<b>58</b>	<b>67</b>	<b>73</b>	<b>48</b>		<b>246</b>	0
2	15	16	17	20			
	15	17	16	19			
	15	19	17	18			
	16	18	16	19			
<b>Total 2</b>	<b>61</b>	<b>70</b>	<b>66</b>	<b>76</b>		<b>273</b>	0
3	20	18	18	18			
	20	20	18	21			
	21	20	18	20			
		19	18				
<b>Total 3</b>	<b>61</b>	<b>77</b>	<b>72</b>	<b>59</b>		<b>269</b>	0
4	16	19	20	17			
	18	18	23	16			
	18	19	20	17			
		19	22				
<b>Total 4</b>	<b>52</b>	<b>75</b>	<b>85</b>	<b>50</b>		<b>262</b>	0
<b>Total K-4</b>	<b>280</b>	<b>355</b>	<b>373</b>	<b>290</b>		<b>1,298</b>	0
<i>check</i>	0	0	0	0		0	



6 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	
Linear Functions	0	[Shaded bar covering lessons 1-12]										
Linear Inequalities	0	[Shaded bar covering lessons 11-16]										
Systems of Linear Equations	0	[Shaded bar covering lessons 16-27]										
Systems of Linear Inequalities	0	[Shaded bar covering lessons 27-32]										
Relations and Functions	0	[Shaded bar covering lessons 31-38]										



# Unit Planner: Linear Functions Algebra I Foundations II

Wednesday, October 28, 2020, 3:17PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I Foundations II > Week 1 - Week 11

Last Updated: Thursday, October 22, 2020  
by Charlotte Manos

## Linear Functions

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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*

Concept: Linear Functions

- slope
- intercepts
- linear inequalities
- two points

Lens: patterns

#### Generalizations / Enduring Understandings

##### Strand 1: Graphing

Concepts:

- slope
- intercepts
- linear inequalities

Generalization: Characteristics of linear equations and inequalities, including slope and intercepts, determine the graph of a linear function and inequality.

##### Strand 2: Writing

Concepts:

- two points
- slope

Generalization: Two points define a linear function. A point and a slope define a linear function.

#### Guiding Questions

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

##### Factual:

- What is slope? (S1)
- What is needed to graph a linear equation? (S1)
- What are the intercepts? (S1)
- What is a linear function? (S1/S2)
- What is the process of writing a linear equation given two points? (S2)
- What is the process of writing a linear equation given a point and a slope? (S2)

##### Conceptual:

- How do representations of linear functions differ? (S2)
- What is the significance of a linear function's slope and y-intercept? (S1/S2)

##### Provocative:

- How may linear functions effectively model real-world situations? (S1/S2)



Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Algebra**

**Creating Equations**

**HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

**Reasoning with Equations & Inequalities**

**HSA-REI.B. Solve equations and inequalities in one variable.**

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

**Mathematical Practice**

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

**CCSS: HS: Functions**

**Interpreting Functions**

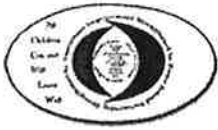
**HSF-IF.B. Interpret functions that arise in applications in terms of the context.**

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

**HSF-IF.C. Analyze functions using different representations.**

<ul style="list-style-type: none"> <li>• Write the linear equation in standard form.</li> <li>• Write the linear equation in point-slope form.</li> <li>• Write the linear equation in slope-intercept form.</li> <li>• Model linear applications with an equation.</li> <li>• Interpret a linear application.</li> </ul>	
<p><b>Assessments</b></p> <p><b>Slope and Slope Intercept Form Quiz</b>  <b>Summative: Other written assessments</b>  5. <a href="#">Slope and Slope Intercept Form Quiz.pdf</a>  <b>Review for Slope &amp; Slope Intercept Form Quiz</b>  <b>Formative: Other written assessments</b>  4. <a href="#">Slope and Slope Intercept Quiz Review.pdf</a></p>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i>  Kuta <a href="#">Infinite Algebra I</a>; <a href="#">Infinite Pre-Algebra</a> software paid through department  <a href="#">iXL</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a>  <a href="#">Critical Thinking</a>  <a href="#">Spoken Communication</a>  <a href="#">Written Performance</a></p>	<p><b>Interdisciplinary Connections</b></p> <p><b>Art</b></p>





# Unit Planner: Linear Inequalities

## Algebra I Foundations II

Wednesday, October 28, 2020, 3:19PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I Foundations II > Week 12 - Week 15

Last Updated: Thursday, October 22, 2020  
by Charlotte Manos

### Linear Inequalities

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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*

Concept: Linear Functions

- linear inequalities

Lens: patterns

#### Generalizations / Enduring Understandings

Strand 1: Inequalities

Concepts:

- boundary line
- solution set

Generalization: A boundary line determines the solution set of a linear inequality.

#### Guiding Questions

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

Factual:

- What is a boundary line?
- How is shading the correct side of a boundary line determined?

Conceptual:

- How many solutions does a linear inequality have and how does it differ from a linear equation?
- What is the relationship between the inequality symbol and the boundary line?

Provocative:

- Can linear inequalities effectively model real-world situations?

#### Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: Grade 6**

#### **The Number System**

**6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.**

6.NS.C.7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

## Expressions & Equations

### 6.EE.B. Reason about and solve one-variable equations and inequalities.

6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.8. Write an inequality of the form  $x > c$  or  $x \leq c$  or  $x$

## CCSS: Grade 7

---

## Expressions & Equations

### 7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4b. Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q$

## CCSS: HS: Algebra

### Creating Equations

#### HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

### Reasoning with Equations & Inequalities

#### HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

#### HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## CCSS: HS: Modeling

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### Mathematical Practice

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph Linear Inequalities

### Critical Content & Skills

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

Students will be able to:

Analyze the graph of a linear inequality

- Graph a linear inequality given standard form.
- Graph a linear inequality given slope-intercept form.
- Graph a linear inequality given point-slope form.
- Model linear applications with a graph.
- Write the linear inequality given a graph.

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[0\\_graphing linear inequalities warm ups.docx](#)

[GraphingLinearInequalitiesInteractiveNotebookPages.pdf](#)

### Assessments

**Linear Inequalities Quiz**

**Summative: Other written assessments**

[Linear Inequalities Quiz \(40 pts\).pdf](#)

[Linear Inequalities Quiz Review.pdf](#)

### Resources

*Professional & Student*

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#) software paid through department

[iXL](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections

**Art**



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# Unit Planner: Systems of Linear Equations Algebra I Foundations II

Wednesday, October 28, 2020, 3:19PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I  
Foundations II > Week 16 - Week 26

Last Updated: Wednesday, October 21, 2020 by Kelly Murphy

## Systems of Linear Equations

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Systems of Equations

- Consistent
- Inconsistent
- Unique solution
- Graph

Lens: Systems

#### Generalizations / Enduring Understandings

##### Strand 1: Graphical Representation

Concepts:

- Consistent
- Inconsistent
- Unique solution
- Graph

Generalization:

A graph of a system of linear equations identifies a consistent, inconsistent, or unique solution.

##### Strand 2: Algebraic Representation

Concepts:

- Consistent
- Inconsistent
- Unique solution

Generalization:

A consistent, inconsistent, or a unique solution defines a system of linear equations by algebraic means.

#### Guiding Questions

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

Factual:

- How is the solution to a system defined? (S1/S2)
- How is a consistent solution represented on a graph? (S1)
- How is an inconsistent solution represented on a graph? (S1)
- How is a unique solution represented on a graph? (S1)
- How is a consistent solution represented algebraically? (S2)
- How is an inconsistent solution represented algebraically? (S2)
- How is a unique solution represented algebraically? (S2)

Conceptual:

- How can inconsistent solutions be determined by inspection? (S1/S2)
- How can consistent solutions be determined by inspection? (S1/S2)
- How can unique solutions be determined by inspection? (S1/S2)
- What is the difference between all real numbers and infinitely many solutions? (S1/S2)
- How do you know when to use which method when solving systems of linear equations? (S1/S2)

Provocative:

- Are systems of equations effectively applicable to everyday life?

**Standard(s)***Connecticut Core Standards / Content Standards***CCSS: Mathematics****CCSS: Grade 8****Expressions & Equations****8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations.**

8.EE.C.8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

8.EE.C.8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.

**CCSS: HS: Algebra****Creating Equations****HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

**Reasoning with Equations & Inequalities****HSA-REI.C. Solve systems of equations.**

HSA-REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HSA-REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

**Mathematical Practice**

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph systems of linear equations
- Solve systems of linear equations algebraically

### Critical Content & Skills

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

Students will be able to:

Use a graphing calculator to find intersections.

- Graph systems by hand and identify solutions.

Solve systems using appropriate methods.

- Solve the system of equation by
  - Graphing
  - Substitution
  - Elimination

Write systems of equations to solve applied problems.

- define variables
- write answers in the context of the problem

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[1. solve by graphing warm ups.pdf](#)

[2. Solving Systems by Graphing interactive notebook.pdf](#)

[4. SolvingSystemsofEquationsbySubstitutionFoldable.pdf](#)

[4. substitution warm ups.docx](#)

[5. special cases sub warm ups.docx](#)

[7. sub word probs warm ups.docx](#)

8.

[SolvingSystemsofEquationsbyEliminationInteractiveNotebookFoldable.pdf](#)

[8. systems elimination warm ups.docx](#)

[Systems of Equations INB.pdf](#)

[Solution Types Foldable.pdf](#)

[Solving systems interactive activity.pdf](#)

### Assessments

#### Systems of Equations Quizzes

##### Summative: Other written assessments

[3. 2019 solving systems of equations by graphing quiz.pdf](#)

[6. systems of equations by substitution quiz.pdf](#)

[9. elimination quiz.pdf](#)

##### Reviews for Systems of Equations Quizzes

##### Formative: Other written assessments

[3. 2019 solving systems of equations by graphing quiz review.pdf](#)

[6. substitution quiz review.pdf](#)

[9. solving systems of equations elimination quiz review.pdf](#)

### Resources

#### Professional & Student

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#) software paid through department

[iXL](#)



Student Learning Expectation &  
21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

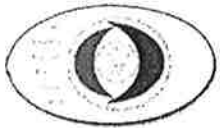
Interdisciplinary Connections

**Business-** Choosing a gym (optional)  
[choosing a gym scaffolded.docx](#)



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# Unit Planner: Systems of Linear Inequalities Algebra I Foundations II

Wednesday, October 28, 2020 1:15 PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I  
Foundations II > Week 27 - Week 30

Last Updated: Thursday, October 22, 2020  
by Charlotte Manos

## Systems of Linear Inequalities

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Systems of Linear Inequalities

- Solution region
- Graph

Lens: Systems

#### Generalizations / Enduring Understandings

Strand 1: Inequalities

Concepts:

- Solution region
- Graph

Generalization:

A graph of a system of linear inequalities identifies the solution region.

#### Guiding Questions

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

Factual:

- How is the solution to a system defined?
- How is a solution to a system of inequalities represented?

Conceptual:

- How is no solution within a system of inequalities represented?
- How can a system of inequalities whose solution will encompass the entire coordinate plane, be constructed?
- When is it more appropriate to use a system of equations versus inequalities?

Provocative:

- Which type of system, equations or inequalities, is more applicable to everyday life?

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: HS: Algebra**

## Creating Equations

### HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

## Reasoning with Equations & Inequalities

### HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## CCSS: HS: Modeling

### Mathematical Practice

**MP.**The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph systems of linear inequalities
- Solve systems of linear inequalities

## Critical Content & Skills

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

Students will be able to:

Solve systems using appropriate methods.

## Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[Solving Systems of Inequalities Foldable.pdf](#)

<ul style="list-style-type: none"> <li>Solve the system of inequalities by graphing</li> </ul> <p>Write systems of inequalities to solve applied problems.</p> <ul style="list-style-type: none"> <li>define variables</li> <li>write answers in the context of the problem</li> </ul>	<p><a href="#">Warm Ups Systems of Linear Inequalities.pdf</a></p>
<p><b>Assessments</b></p> <p><b>Systems of Linear Inequalities Quiz</b>  <b>Summative: Other written assessments</b>  <a href="#">Systems of Linear Inequalities Quiz Review.pdf</a>  <a href="#">Systems of Linear Inequalities Quiz.pdf</a></p>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i>  Kuta <a href="#">Infinite Algebra I</a>; <a href="#">Infinite Pre-Algebra</a> software paid through department  <a href="#">iXL</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a>  <a href="#">Critical Thinking</a>  <a href="#">Spoken Communication</a>  <a href="#">Written Performance</a></p>	<p><b>Interdisciplinary Connections</b></p> <p><b>Business</b>  <a href="#">Linear Programming.pdf</a></p>





# Unit Planner: Relations and Functions Algebra I Foundations II

Wednesday, October 28, 2020, 3:21PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I  
Foundations II > Week 31 - Week 38

Last Updated: Thursday, October 22, 2020  
by Charlotte Manos

## Relations and Functions

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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*

Concept: Functions

- paired data
- continuous
- discrete
- input
- output
- functions
- relations
- domain
- range

Lens: Relationships

#### Generalizations / Enduring Understandings

Strand 1: Relations

Concepts:

- relations
- functions
- paired data
- continuous
- discrete
- domain
- range

Generalization: Paired data creates a variety of continuous or discrete relations or functions. Domain and range describe the nature of a relation.

Strand 2: Function Notation

Concepts:

- input
- output
- domain
- range

#### Guiding Questions

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

Factual:

- What is a function? (S1)
- What is a relation? (S1)
- What is function notation? (S2)
- What is the domain/range of a relation? (S1)
- What is continuous/discrete? (S1)

Conceptual:

- How can we tell if a relationship is a function from multiple representations? (S1)
- Explain the difference between a relation and a function. (S1)
- How do the graphs of different functions vary? (S1)
- How are the input/outputs related to domain/range? (S2)
- How do you evaluate the output of a function given an input? (S2)
- How do you solve for the input of a function given

Generalization: Connect input/output to domain/range using the graph and equation of a function.

the output? (S2)

- When is a function not reliable in modeling some real-world situations? (S1/S2)

Provocative:

- Are functions reliable in modeling some real-world situations? (S1/S2)
- Are functions used to make predictions and are they reliable? (S1/S2)
- Are functions used to solve problems? When might a function not help solve a problem? (S1/S2)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Functions**

### **Interpreting Functions**

#### **HSF-IF.A. Understand the concept of a function and use function notation.**

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSF-IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

#### **HSF-IF.B. Interpret functions that arise in applications in terms of the context.**

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

### **Mathematical Practice**

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Interpret functions in applications
- Represent relations using different methods
- Identify domain/range
- Evaluate using function notation

### Critical Content & Skills

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

Students must be able to:

Interpret and state the domain/range

- Given a relation, identify the domain/range.

Evaluate functions in varied problem situations

- Given the equation, determine the domain and range.
- Given the graph, evaluate for a specific value.
- Given the domain/range within an application, interpret the domain/range in a sentence.

Model relations using different methods

- Represent a relation using a mapping diagram, table, ordered pairs, and graph.
- Given a relation, identify whether it is a function.
- Given a relation, identify whether it is representing discrete/continuous data.

Determine function values

- Using function notation, determine input/output values.

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activity for an interactive notebook.

Optional activity using pegboard to practice graphing lines and restricting domain.

Optional Is it a relation/Function activity including Domain and Range.

[Domain and Rnge Foldable.pdf](#)

[linear domain restrictions on Pegboard.pdf](#)

[1. Relation DR Blank.pdf](#)

[functions warm ups.docx](#)

### Assessments

**Functions Quiz**

### Resources

*Professional & Student*

<p><b>Summative: Other written assessments</b>  <u>Functions quiz.docx</u>  <b>Functions Quiz Review</b>  <b>Formative: Other written assessments</b>  <u>Functions quiz review.docx</u></p>	<p>Kuta <u>Infinite Algebra I</u>; <u>Infinite Pre-Algebra</u> software paid through department  <u>iXL</u></p>
<p>Student Learning Expectation &amp; 21st Century Skills  <u>Information Literacy</u>  <u>Critical Thinking</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<p>Interdisciplinary Connections  <b>Science</b>  <u>7. Activity 3.3.4 Hot Air Balloon.docx</u></p>







6 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
Exponential Functions	0	[Shaded bar from Sep 1 to Nov 12]																																					
Fundamentals of Polynomials	0	[Shaded bar from Dec 13 to Dec 16]																																					
Factor	0	[Shaded bar from Dec 16 to Mar 30]																																					
Quadratics	0	[Shaded bar from Apr 31 to Jun 38]																																					



# Unit Planner: Exponential Functions Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I  
Foundations III > Week 1 - Week 12

Last Updated: Today by Charlotte Cavataro

## Exponential Functions

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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*

Concept: Exponential Functions

- Exponential growth
- Exponential decay
- Compound interest
- Growth
- Decay
- Exponential expressions
- Properties of exponents

Lens: Patterns

#### Generalizations / Enduring Understandings

Strand 1: Properties

Concepts:

- Exponential expressions
- Properties of exponents

Generalization: Properties of exponents simplify exponential expressions.

Strand 2: Graphing

Concepts:

- Exponential growth
- Exponential decay

Generalization: Exponential functions model both growth and decay applications.

Strand 3: Applications

Concepts:

- Compound interest
- Growth

#### Guiding Questions

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

Factual:

- What do the parameters of exponential function represent on a graph? (S2)
- What operations are used to simplify exponential expressions? (S1)
- How are numbers less than one represented using exponents? (S1/S2)
- What are the keywords that signify an exponential growth/decay situation? (S3)
- What is the compound interest formula? (S3)
- What is a half-life? (S3)
- What field of science uses exponential growth or decay the most and in what applications? (S2/S3)

Conceptual:

- How does growth compare to decay on a graph? (S2)
- When and why does the order matter for properties of exponents when simplifying

- Decay

Generalization: Exponential function model real-world applications including compound interest, growth, decay.

exponential expressions? (S1)

- How is linear growth different from exponential growth? (S2/S3)

Provocative:

- Are there certain fields of science that benefit more than others from using exponential growth or decay? (S2/S3)
- Is exponential growth or decay important in sciences? Why or why not?(S2/S3)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Algebra**

### **Seeing Structure in Expressions**

#### **HSA-SSE.A. Interpret the structure of expressions.**

HSA-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.

#### **HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

HSA-SSE.B.3c. Use the properties of exponents to transform expressions for exponential functions.

### **Creating Equations**

#### **HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

**CCSS: HS: Functions**

### **Linear, Quadratic, and Exponential Models**

#### **HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

HSF-LE.A.1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

HSF-LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

#### **HSF-LE.B. Interpret expressions for functions in terms of the situation they model.**

HSF-LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.

### **Mathematical Practice**

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph exponential functions
- Model exponential applications
- Apply properties of exponents

### Critical Content & Skills

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

Students will be able to:

Graph and analyze exponential functions

- Graph exponential functions
- Identify parameters of given exponential function
- Write the exponential function given a graph

Model exponential applications both graphically and algebraically

- Given an application, write the exponential function and solve
- Represent the application on a coordinate plane and solve
- Define variables, write the answer in the context of the problem

Simplify exponential expressions

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[Exponent Rules Foldable book.pdf](#)

[Exponent Rules Warm Ups.pdf](#)

[Graphing Exponential Functions Warm Ups.pdf](#)

- Apply the properties of exponential expressions including
  - product of powers
  - power of a power
  - quotient of powers
  - zero exponents
  - negative exponents

**Assessments**

- [11. exp functions quiz.docx](#)
- [11. exp functions review.docx](#)

**Resources**

*Professional & Student*  
 Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite Algebra II](#) software paid through department  
[iXL](#)

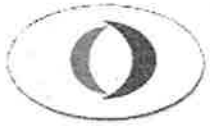
**Student Learning Expectation & 21st Century Skills**

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

**Interdisciplinary Connections**

- Science**
- Business**
- [10. Zombie Simulation Growth.docx](#)





6 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
Exponential Functions	0	[Shaded bar]																																					
Fundamentals of Polynomials	0	[Shaded bar]																																					
Factor	0	[Shaded bar]																																					
Quadratics	0	[Shaded bar]																																					



# Unit Planner: Fundamentals of Polynomials Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra  
I Foundations III > Week 13 - Week 15

Last Updated: Wednesday, October 21, 2020 by Megan Guarino

## Fundamentals of Polynomials

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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*

Concept: Polynomials

- Number of terms
- Degree
- Standard form

Lens: Relationships

#### Generalizations / Enduring Understandings

Strand 1: Fundamentals of polynomials

Concepts:

- Number of terms
- Degree
- Standard form

Generalization: Polynomial expressions can simplify to standard form.

The number of terms and degree classify a polynomial.

#### Guiding Questions

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

Factual:

- How are polynomial expressions classified?
- What is the standard form of a polynomial expression?

Conceptual:

- How does the classification of the polynomial correspond to the degree of the function?
- How are operations used to put polynomials expressions into standard form?

Provocative:

- Can polynomials effectively be used in the real world?

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: HS: Algebra**

**Seeing Structure in Expressions**

**HSA-SSE.A. Interpret the structure of expressions.**

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

**HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

**Arithmetic with Polynomials & Rational Functions**

**HSA-APR.A. Perform arithmetic operations on polynomials.**

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

**Mathematical Practice**

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

Students will:

- Classify polynomials
- Simplify polynomials

**Critical Content & Skills**

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

**Core Learning Activities**

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.  
Optional foldable activities for an interactive notebook.



<p>Identify degree and number of terms to classify polynomials.</p> <ul style="list-style-type: none"> <li>• Name polynomial based on the degree</li> <li>• Name polynomial based on the number of terms</li> <li>• Simplify and rewrite polynomial in standard form</li> </ul>	<p><a href="#">0. Notes-Adding &amp; Subtracting Polynomials Packet-Foundations.pdf</a>  <a href="#">Polynomial Naming and combining like terms warm up.pdf</a></p>
<p>Assessments</p> <p><a href="#">3. polynomials quiz.pdf</a>  <a href="#">3. polynomials quiz review.pdf</a></p>	<p>Resources</p> <p><i>Professional &amp; Student</i>  Kuta <a href="#">Infinite Algebra I</a>; <a href="#">Infinite Pre-Algebra</a>; <a href="#">Infinite Algebra II</a> software paid through department  <a href="#">iXL</a></p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a>  <a href="#">Critical Thinking</a>  <a href="#">Spoken Communication</a>  <a href="#">Written Performance</a></p>	<p>Interdisciplinary Connections</p> <p>Determine where a polynomial can be used in various careers.</p>





# Unit Planner: Factor Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I  
Foundations III > Week 16 - Week 30

Last Updated: Today by Charlotte  
Cavataro

## Factor

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Factor

- Factor
- Algebraic Expressions
- Polynomial

Lens: Relationships

#### Generalizations / Enduring Understandings

Strand 1: Factor polynomials

Concepts:

- Factor
- Algebraic Expressions
- Polynomial

Generalization: Factor algebraic expressions to change the form of a polynomial.

#### Guiding Questions

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

Factual:

- What are the different methods of factoring?
- What is a greatest common factor?
- What is an unfactorable expression called?
- What are the special cases in factoring?

Conceptual:

- What indicates the most efficient method of factoring a polynomial expression?
- How are factoring and solving related?

Provocative:

- Can factoring be modeled in real world applications?

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: Grade 5**

#### **Number & Operations—Fractions**

**5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

5.NF.B.5a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

---

**CCSS: Grade 6****The Number System****6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.**

6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

**Expressions & Equations****6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.**

6.EE.A.2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

---

**CCSS: Grade 7****Expressions & Equations****7.EE.A. Use properties of operations to generate equivalent expressions.**

7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

---

**CCSS: HS: Algebra****Seeing Structure in Expressions****HSA-SSE.A. Interpret the structure of expressions.**

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

**HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

---

**CCSS: HS: Functions****Mathematical Practice**

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

Students will...

- Factor polynomials

### Critical Content & Skills

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

Students will be able to...

Factor polynomials

- Factor polynomials by
  - Greatest common factor
  - Grouping
- Factor quadratics by
  - Greatest common factor
  - the difference of perfect squares
  - perfect square trinomial
  - split the middle term/guess and check

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[GCF and Factor foldable.pdf](#)

[Factoring Warm ups.pdf](#)

[Multiply Binomial Foldable.pdf](#)

### Assessments

[4. Factor by GCF mini quiz.pdf](#)

[5. Factoring Trinomials Mini Quiz.pdf](#)

[6. Factoring Trinomials w GCF mini quiz.pdf](#)

### Resources

*Professional & Student*

[Kuta Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite](#)

[Algebra II](#) software paid through department

[iXL](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections

**Science**



Atlas Version 9.6

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# Unit Planner: Quadratics Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I  
Foundations III > Week 31 - Week 38

Last Updated: Today by Kelly  
Murphy

## Quadratics

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Quadratics

- Standard form
- Factor
- Vertex
- Axis of Symmetry
- Extrema
- Solution(s)
- Graphical representation
- Algebraic means

Lens: Relationships

#### Generalizations / Enduring Understandings

Strand 1: Graph quadratics

Concepts:

- intercepts
- vertex
- axis of symmetry
- extrema

Generalization: Intercepts, vertices, the axis of symmetry, and extrema construct quadratic graphs.

Strand 2: Solve quadratics

Concepts:

- Solution(s)
- Graphical representation
- Algebraic means

Generalization: Graphical and algebraic means determine the solution(s) to quadratic functions.

#### Guiding Questions

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

Factual:

- What are the different forms of a quadratic function? (S1)
- What methods are used to solve quadratic equations? (S2)
- What is the vertex? (S1)
- What are the intercepts? (S1)
- What is the axis of symmetry? (S1)
- How are solutions represented on a graph? (S3)

Conceptual:

- When are the different methods for solving quadratic equations used? (S2)
- How do the parameters of the quadratic affect the graph of the curve? (S1)
- How are factoring and solving related? (S2)

Provocative:

- Are quadratic functions an accurate way to model

Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: HS: Algebra**

---

**Seeing Structure in Expressions**

**HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

**Creating Equations**

**HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

**Reasoning with Equations & Inequalities**

**HSA-REI.B. Solve equations and inequalities in one variable.**

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CCSS: HS: Functions**

---

**Interpreting Functions**

**HSF-IF.C. Analyze functions using different representations.**

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

**Linear, Quadratic, and Exponential Models**

**HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

**CCSS: HS: Modeling**

---

**Mathematical Practice**

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Recognize and solve quadratics
- Graph quadratics

### Critical Content & Skills

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

Students will be able to:

Recognize and solve a quadratic function

- Solve quadratic functions by
  - graphing
  - factoring
  - quadratic formula
  - square roots

Analyze graphs of quadratic functions

- List critical information given a graph
- Graph given critical information
- Graph quadratic from standard form
- Graph quadratic from vertex form

### Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[Graphing in Standard and Vertex form Foldable Book.pdf](#)

[Solve by Quad Form Foldable.pdf](#)

[Solving Quadratics Warm ups.pdf](#)

### Assessments

**Other written assessments**

[7.1 Graphing Parabolas Quiz.pdf](#)

[6. Factoring Quiz modified.pdf](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Resources

*Professional & Student*

[Kuta Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite Algebra II](#) software paid through department [iXL](#)

### Interdisciplinary Connections

**Science**

**Business**

[Force of Gravity interacting w varying situations Word Prob.pdf](#)



Atlas Version 9.6



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><b>Domain Specific words- Words I need to sound smart about this</b> summary, summarize, just-right book, Five Finger Rule, genre</p> <p><b>Word Work</b> Roots: terra, geo Five Finger Rule <a href="#">WhatCanIWorkOnReader_Serravallo.pdf</a> <a href="#">Quickie Stickies</a> <a href="#">[Template] Geo and Terra</a> <a href="#">Somebody, Wanted, But, So, Then...</a> <a href="#">Vocab Lab Activities</a> <a href="#">Reading Log</a> <a href="#">How is an Independent Reader like a Gamer?</a></p>
<p>Assessments</p> <p><b>Reading Log</b></p> <p><b>Formative: Other written assessments</b> 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. <a href="#">reading-log.pdf</a></p> <p><b>Informal Engagement Survey</b></p> <p><b>Formative: Exhibition</b> 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. <a href="#">WhatCanIWorkOnReader_Serravallo.pdf</a></p> <p><b>Additional Baseline Assessments</b></p> <p><b>Formative: Other written assessments</b> Spelling Inventory NWEA <a href="#">Spelling Inventory</a></p> <p><b>Self-reflection</b></p> <p><b>Summative: Other oral assessments</b> Students will fill out a Google Form with questions pertaining to independence and goals. <a href="#">Copy of Independence/Engagement Reflection</a></p>	<p>Resources</p> <p><i>Professional &amp; Student</i></p> <p><b>Professional:</b></p> <ul style="list-style-type: none"> <li>• Teachers' College Readers' Workshop Agency Unit</li> <li>• <i>The Reading Strategies Book</i> by Jen Serravallo</li> <li>• Accelerated Reader (password provided by Literacy Center)</li> <li>• Scholastic Book Wizard</li> </ul> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>• Literacy Center Book Room and LMC for Novels</li> <li>• Reed LMC</li> <li>• Classroom Library</li> <li>• Destiny for searching and selecting texts (Reed LMC website)</li> <li>• Book Level Band Selection Checklist</li> </ul> <p><a href="#">Book Level Band Question Grade 5.docx</a> <a href="#">Scholastic Book Wizard</a></p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a> <a href="#">Critical Thinking</a> <a href="#">Spoken Communication</a> <a href="#">Written Performance</a></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, 1:18PM

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

### WRITING UNIT 1: Stop, Jot, and Write!

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

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

<b>Concept-Based Unit Development Graphic Organizer (Download)</b>	
<u>Unit Web Template (Optional)</u>	
<p>Concepts / Conceptual Lens  <i>Please attach your completed Unit Web Template here</i>  <b>Lens:</b> Engagement  <b>Concepts:</b> independent writers, close reading, self-monitoring, comprehension, response to text, meta-cognition, accuracy, relevance, engagement, text, annotation, conventions</p>	
<p>Generalizations / Enduring Understandings</p> <ol style="list-style-type: none"> <li>1. Active engagement and close reading develop meta-cognition.</li> <li>2. Annotations convey and track meta-cognition.</li> <li>3. Independent writers employ conventions to convey ideas clearly.</li> <li>4. Independent writers connect to text in meaningful ways.</li> <li>5. Self-monitoring and close reading lead to accuracy and relevance.</li> <li>6. Accuracy and relevance build strong responses to text.</li> </ol>	<p>Guiding Questions  <b>Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]</b>  <b><u>Bend I: Metacognition (2 Weeks)</u></b></p> <ol style="list-style-type: none"> <li>1. Active engagement and close reading develop meta-cognition.           <ul style="list-style-type: none"> <li>• What is meta-cognition? Close reading? (Factual)</li> <li>• What does active engagement look like? (Factual)</li> <li>• How do readers recognize their meta-cognition? (Conceptual)</li> </ul> </li> <li>2. Well-written annotations convey and track meta-cognition.           <ul style="list-style-type: none"> <li>• When do readers annotate/stop and jot? (Conceptual)</li> <li>• Are all text responses meaningful? (Provocative)</li> </ul> </li> <li>3. Independent writers employ conventions to convey ideas clearly.           <ul style="list-style-type: none"> <li>• What makes a complete sentence? (Factual)</li> <li>• What is the difference between a complete sentence and a fragment? Run-on? (Factual)</li> <li>• How do writers check for clarity and conventions? (Conceptual)</li> </ul> </li> </ol>

**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><b><u>Grammar/Mechanics</u></b> Set up grammar routines</p> <ul style="list-style-type: none"> <li>• non-negotiable chart</li> <li>• review sentence structure and parts of speech</li> <li>• sort words for parts of speech</li> <li>• go on Noun or Verb Hunts</li> <li>• edit stop and jots</li> <li>• find interesting sentences/words/phrases in independent reading books, then analyze how the author constructed them</li> </ul> <p><b><u>Domain-Specific Vocabulary</u></b> 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 <b>Reading Response</b> <b>Formative: Other written assessments</b> 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><b>Writing Prompt</b> <b>Formative: Narrative Writing Assignment</b> 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><b>IXL Diagnostic</b> <b>Formative: Standardized Test</b> <u>IXL Diagnostic.docx</u> <u>IXL.com</u></p> <p><b>Reading Response Reflection</b> <b>Summative: Other written assessments</b> 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 &amp; Student</i> <b>Professional:</b> <i>The Writing Strategies</i> Book by Jen Seravallo (Literacy Center) Teacher's College Writers' Workshop "If then" Unit (Literacy Center) <b>Mentor Texts:</b> "After the Error" by Jerry Spinelli (attached) Read Aloud (teacher selected)</p> <p><b>Lesson Support:</b> Stop and Jot Anchor Charts (teacher generated, sample attached) Annotations Systems (attached) IXL for Language Arts (<a href="http://www.ixl.com">www.ixl.com</a>, 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 &amp; 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, 10:04AM

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><b>High Yield, High Impact, Cross-Curricular Vocab:</b> infer, implicit, explicit, synonyms for common nouns, adjectives, and verbs, especially emotions, colors, size, quantity, etc...</p> <p><b>Word Work Focus</b> 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><b>What it says? What it means? T-chart</b> <b>Formative: Other written assessments</b> 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><b>Dramatic Read</b> <b>Summative: Other oral assessments</b> 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 &amp; Student</i></p> <p><b>Mentor Texts:</b> 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"> <li>• Shel Silverstein</li> <li>• Edgar Allen Poe</li> <li>• Jack Prelutsky</li> <li>• Walt Whitman</li> <li>• William Carlos Williams</li> <li>• Robert Frost</li> <li>• ee cummings</li> <li>• Paul Fleishman</li> </ul> <p><b>Professional:</b> <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><b>Student:</b> 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 &amp; 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 10, 2020, 12:54 PM

Reed Intermediate

School > 2020-

2021 > Grade 5 >

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

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></p> <p><u>"Inspired By" Poetry Assessment Summative</u></p>	
<p>Student Learning Expectation &amp; 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>Reading-mentor texts</p> <p>Computer/Technology- using Google Drawings to illustrate poems</p> <p>Art-illustrating poems</p> <p>ELL and SPED teach strategies attached</p> <p><u>ELL/Teaching Strategies</u></p>

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

Friday, September 16, 2020, 12:51:11

Reed Intermediate  
School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts > 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"> <li>• sort vocabulary by part of speech, spelling, root words, syllables, etc...</li> <li>• use words in sentences, aloud and on paper</li> <li>• use thesaurus to find synonyms and antonyms</li> <li>• play with vocabulary ("Charades", "Headbands", "I Have. Who Has?", etc...)</li> <li>• 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</li> </ul> <p><b>Domain-Specific Vocabulary:</b> quest, mentor, hero, villain, side kick, theme, story arc, conflict, resolution, point of view, perspective, plot, setting (time, place, fantastic elements)</p> <p><b>High Yield/Transferable Greek and Latin Roots:</b> graph, scrip/scrib <a href="#">story arc withevents 001.pdf</a> <a href="#">Rising Action Planner.pdf</a> Theme Theme: Wizard of Oz <a href="#">Heroes Journey Video</a> <a href="#">[Template] Blank hero clock.docx</a> <a href="#">Reading Builds Character</a> <a href="#">Setting T-chart</a> <a href="#">What is Setting?</a> <a href="#">Flocabulary: The Importance of Setting</a></p>
<p>Assessments</p> <p><b>Close Reading</b></p> <p><b>Formative: Other written assessments</b></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><a href="#">Reading Response Rubric</a> <a href="#">Formative: Setting and Story Arc</a></p> <p><b>Close Reading (Theme/Quest)</b></p> <p><b>Formative: Other written assessments</b></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><a href="#">Reading Response Rubric</a> <a href="#">Formative: Theme and Quest</a></p> <p><b>Close Reading</b></p> <p><b>Summative: Other written assessments</b></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 &amp; Student</i></p> <p><b>Professional:</b> 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><b>Student/Mentor:</b> 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 <a href="#">Book Level Band Question Grade 5.docx</a> <a href="#">Paper Bag Princess Powerpoint</a> <a href="#">IXL</a> <a href="#">Brainpop</a></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>Student Learning Expectation &amp; 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>Writing--responding to text  Technology--Google Drawing "Reading Builds Character"  SEL- characters inner and outer demons and how they overcome, theme (life lessons)</p>

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

Friday, September 11, 2020, 12:52 PM

Reed Intermediate  
School > 2020-

2021 > Grade 5 >

English Language Arts > Language Last Updated: Friday, July 10, 2020 by Carla Tischio

Arts 5 > Week 13 -

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><b>Narrative Final Draft</b>  <b>Summative: Narrative Writing Assignment</b>  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>  <b>Narrative Prompt</b>  <b>Summative: Narrative Writing Assignment</b>  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>  <b>Craft Self-Reflection</b>  <b>Formative: Other written assessments</b>  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><b>Mentor Texts (Literacy Center):</b>  "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 &amp; 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><b>Special Education</b></p> <ul style="list-style-type: none"> <li>-Provide graphic organizers for students to support note-taking and gathering of information. T charts are especially helpful for creating "sides" to an argument.</li> <li>-Depending on IEP modifications and recommendations, scribes may be appropriate for some students.</li> </ul> <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"> <li>-Making sure your claim is supported by evidence</li> <li>-Using direct quotations to support your reasons -- finding the exact right quote.</li> <li>-Editing for readers -- ensuring that written work is not hindered by conventions.</li> </ul>
<p>Student Learning Expectation &amp; 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><b>Interdisciplinary Connections</b></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 Arts 5 > Week 21 -

Week 28

Last Updated: Friday, June 26, 2020 by Carla Tischio

### WRITING UNIT 4: What Do Ya' Know?

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:** 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><b>Summative: Personal Project</b>  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 &amp; 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  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, 12:44 PM

Reed Intermediate  
School > 2020-  
2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 29 -  
Week 36

Last Updated: Friday, June 26, 2020 by Carla Tischio

## 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"> <li>• How does research affect an opinion? (Conceptual)</li> <li>• If a writer's opinion changes, does the writer also change? (Provocative)</li> </ul> <p><b>Part II: Supporting Positions</b></p> <p>4. Synthesis improves accuracy and deepens relevance.</p> <ul style="list-style-type: none"> <li>• What is synthesis? (Factual)</li> <li>• How do readers research and synthesize different perspectives on a topic? (Conceptual)</li> <li>• Why is it important to use multiple sources? (Conceptual)</li> <li>• Should a researcher ignore evidence that does not support the opinion? Why?(Provocative)</li> </ul> <p>5. Critique of evidence for relevance and accuracy supports and develops opinion.</p> <ul style="list-style-type: none"> <li>• How is research conducted? (Factual)</li> <li>• How are resources chosen? (Conceptual)</li> <li>• How is evidence evaluated for relevance? (Conceptual)</li> <li>• How do readers quote accurately from a text? (Factual)</li> </ul>
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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"> <li>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</li> </ul> <p><b>Domain-Specific Vocabulary</b> critique, bias, summarize, credibility, opinion, background knowledge, point of view/position, fact</p> <p><b>High Yield Vocabulary Words</b> synthesize, analyze, accuracy, relevance, evidence,</p> <p><b>Affixes and Roots</b> ible, able, contra, counter, pro, con</p> <p><b>Reading Band Level Questions</b> <b>Fact vs Opinion T-chart</b> <b>Roots: Contra and Counter</b></p>
<p>Assessments <b>Practice Note-taking</b> <b>Formative: Other written assessments</b> Choose one of the practice notes to use as a formative assessment. <a href="#">note taking rubric.docx</a> <b>Fact vs. Opinion</b> <b>Formative: Other written assessments</b> On a T-chart, students will sort facts and opinions from a common article. (See attached) <a href="#">Fact vs Opinion T-chart</a> <b>Process Notes</b> <b>Summative: Other written assessments</b> Notes taken while researching the homework issue to be used as a summative assessment. See rubric attached. <a href="#">note taking rubric.docx</a> <b>AR Midpoint</b> <b>Formative: Standardized Test</b> Students should be half way to their independent reading goal.</p>	<p>Resources <i>Professional &amp; Student</i> <b>Professional:</b> Teachers' College Homework resources (attached) The Reading Strategies Book by Jen Saravallo Accelerated Reader</p> <p><b>Student/Mentor</b> NewsELA Brainpop.com IXL Storyworks "Take a Side" section</p> <p><a href="#">IXL.com</a> <a href="#">Brainpop</a></p>
<p>Student Learning Expectation &amp; 21st Century Skills <a href="#">Information Literacy</a> <a href="#">Critical Thinking</a> <a href="#">Spoken Communication</a> <a href="#">Written Performance</a></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

## 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 &amp; 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 &amp;quot;sides&amp;quot; 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>

## 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~~ unwelcomed treatment on the basis of race and is recognized in two different forms:

1. when conduct towards a student that is based on race has a negative impact on the well-being of the student, whether that conduct is performed by other students within an educational setting or by district employees or their agents when acting within the scope of their official duties; or ~~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 educational 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~~ promptly. The complainant shall not be discouraged from reporting an incident of alleged racial harassment. In the absence of a victim's complaint, the Board or any district staff member, 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.

## Students

### Nondiscrimination

#### Racial Harassment of Students (continued)

~~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.**

#### 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 a pp is available to students in grades 9-12 for students to report issues of concern confidentially.

A summary of all such incidents and their dates of resolutions shall be included in the annual report required as outlined in Policy 0523.

#### 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:

**R5145.42(a)**

## **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 followup 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:

\_\_\_\_\_ 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

\_\_\_\_\_ 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

\_\_\_\_\_  
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

## Personnel Certified/Non-Certified

### Students

#### Face Masks/Coverings

The Newtown Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff, and the community during the COVID-19 pandemic. As such, and in accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Board requires that all individuals entering a school building, a Newtown Public Schools (“District”) facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. ~~*{Optional: An appropriate face covering shall not include “neck gaitors,” bandanas or exhalation valve masks.}*~~ Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

~~*{Optional: All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.}*~~

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

**P4118.237(b)**  
**4218.237**  
**5141.8**

**Personnel Certified/Non-Certified**

**Students**

**Face Masks/Coverings (continued)**

**Legal References:**

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together, Connecticut State Department of Education, as amended by Addendums 1-11 (June 29, 2020 through August 31, 2020).

Adopted:

## Personnel Certified/Non-Certified

### Students

#### Face Masks/Coverings

In accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Newtown Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. ~~*{Optional: An appropriate face covering shall not include “neck-gaiters,” bandanas or exhalation valve masks.}*~~ Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

~~*{Optional: All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.}*~~

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or

## Personnel Certified/Non-Certified

### Students

#### Face Masks/Coverings (continued)

incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is in preschool; or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

**Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). In addition, for anyone suffering from any of these underlying conditions, the strong recommendation would be for that person to remain at home and engage in fully virtual learning due to their risk of developing severe complications if they did become infected with COVID-19. Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.**

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) **ONLY** under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

## Personnel Certified/Non-Certified

### Students

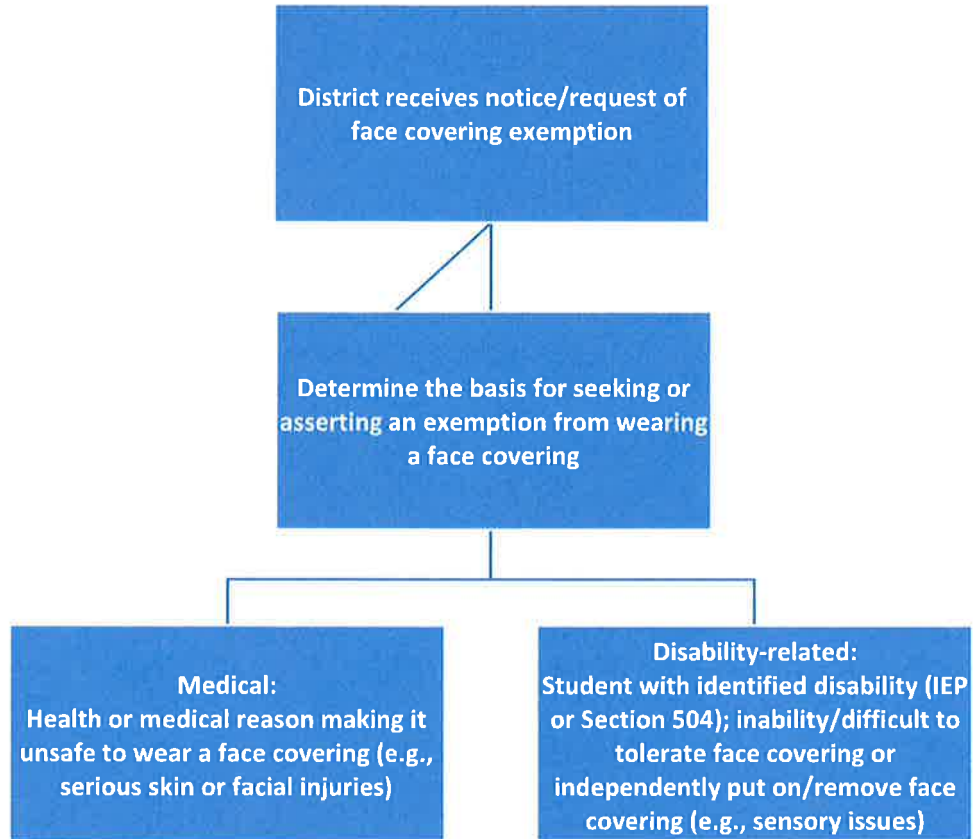
#### Face Masks/Coverings (continued)

If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

~~Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors are a minimum of 12 feet apart *[note: consult with local health department to determine whether more than 12 feet is required when indoors without masks]* or other District approved mitigating measures (such as physical barriers) have been implemented, and when individuals who are outdoors are a minimum of 6 feet apart. When practicable, school district personnel supervising students shall schedule mask breaks outdoors.~~

Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors or outdoors are a minimum of 6 feet apart whenever possible or other District approved mitigating measures (such as physical barriers) have been implemented. Additional protective measures would be implemented whenever possible, such measures include social distancing, physical barriers, increased ventilation, hand hygiene, cleaning and disinfection, and exclusion of ill individuals. When practicable, school personnel supervising students shall schedule face covering breaks outdoors.

## Decision-Making Tree - Face Covering Exemptions





**SAMPLE**

[Board of Education/School Letterhead]

FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

***COVID-19 is a highly contagious virus that spreads by respiratory droplets released when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.***

***The Connecticut State Department of Education and \_\_\_\_\_ Public Schools require ALL students, beginning in kindergarten, to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, \_\_\_\_\_ Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the \_\_\_\_\_ Public Schools require that any request for medical exemption be completed and submitted to \_\_\_\_\_, the [title] at \_\_\_\_\_ [email].***

***Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.***

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Address of Parent(s): \_\_\_\_\_

(if different from child)

Contact Information for Treating Physician

Name: \_\_\_\_\_

—

Address: \_\_\_\_\_

—

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

THE \_\_\_\_\_ PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE \_\_\_\_\_ PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, \_\_\_\_\_ [NAME OF STUDENT], WITH THE \_\_\_\_\_ PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLIER TIME BY

SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I  
ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE  
\_\_\_\_\_ PUBLIC SCHOOLS, WILL BE EDUCATION RECORDS UNDER FEDERAL  
EDUCATION RECORD LAWS (FERPA) AND MAY NOT BE PROTECTED BY THE  
HIPAA PRIVACY RULE. I ALSO UNDERSTAND THAT REFUSAL TO CONSENT TO  
THE EXCHANGE OF INFORMATION DESCRIBED ABOVE WILL NOT AFFECT  
ACCESS TO HEALTHCARE.

\_\_\_\_\_  
\_\_\_\_\_  
PRINT NAME  
PARENT/GUARDIAN

DATE

\_\_\_\_\_  
SIGNATURE  
PARENT/GUARDIAN

The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the \_\_\_\_\_ Public Schools, care of [insert contact name] at [address].

The treating physician **MUST consult with school health supervisory personnel prior to completing this form.** The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at \_\_\_\_\_ Public Schools) is:

Medical Verification

Yes    No

       I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

       After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

- 
- 
- 

       After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

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**\* Documentation supporting the above diagnosis MUST be submitted to the \_\_\_\_\_  
Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

\_\_\_\_\_  
Signature of Treating Physician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Treating Physician

\_\_\_\_\_  
CT License No.

# District Highlights

Newtown Public Schools

“WHEREAS, we know that every student in our care has the right to an equitable educational experience - regardless of race, religion, ability, ethnicity, identity, socioeconomic status, or gender;”. This is the second statement in the Promoting Diversity & Equity Resolution that was adopted by the Board of Education on July 7th. While equity and diversity in the district has long been a priority for Dr. Rodrigue and the Board, when the issue took center stage nationwide the Board felt it was important to make an official Resolution to call out and reinforce our commitment to addressing issues related to student diversity.

In this newsletter we wanted to highlight what the staff and administration has done in the past, as well as what steps are being taken now and in the future to promote and improve equity and diversity. We also wanted to provide information related to professional development opportunities for our staff as they develop new and innovative ways to adapt and enrich their lessons and the associated materials for all of the students in the district. Finally we wanted to spotlight the work of one of our staff members who is promoting diversity through lessons he had been developing since late 2019.

So please join us in learning about the past, present and future of equity and diversity in Newtown Public Schools.

Daniel Cruson Jr. and Deborra Zukowski  
BoE Communications Subcommittee

**November 2020  
Vol 1 Issue 2**

## **Board of Education Communications Sub-Committee**

**Members:**

Daniel Cruson - Chair  
Deborra Zukowski

You can email the board at:

[newtownboe@newtown.k12.ct.us](mailto:newtownboe@newtown.k12.ct.us)



*At Our Core*

## **Promoting Diversity & Equity**

Resolution  
Newtown BOE – 7/7/20

### Promoting Diversity & Equity

WHEREAS, we believe that ALL students should be inspired to attain and apply the knowledge and skills and attributes that lead to personal success while becoming a contributing member of a dynamic global society;

WHEREAS, we know that every student in our care has the right to an equitable educational experience - regardless of race, religion, ability, ethnicity, identity, socioeconomic status, or gender;

WHEREAS, we agree that institutional racism and bias promote barriers to student learning, create academic gaps, and directly conflict with the core values and beliefs of Newtown Public Schools;

WHEREAS, we must vow to confront all incidents of inherent bias and racism in our schools and hold all individuals accountable for their actions;

WHEREAS, we value differences in others' beliefs, intellectual ideas, and backgrounds;

WHEREAS, we promote an appreciation of diverse cultures, groups, people, and perspectives;

WHEREAS, we celebrate the individual academic, social, and civic contributions of individuals within our school community;

WHEREAS, student, parent, staff, and community voices are integral in building a climate of trust, respect, and dignity while creating opportunities that minimize disparities in educational outcomes;

WHEREAS, we believe that continuous improvement requires the courage to change long-standing biases and institutional norms;

Now, therefore, the Newtown Board of Education RESOLVES to:

- \* support the development of academic pathways, instructional activities, extracurricular opportunities, and field experiences that promote a richer awareness of culture and racial diversity;
- \* review and monitor policies on diversity, inclusion, and equity;
- \* review curriculum in grades K-12 through the lens of multicultural and diverse perspectives;
- \* establish a clear protocol that records and reports incidents of racism occurring within the schools and holds all staff and students accountable for their actions;
- \* review and employ mechanisms (e.g., anonymous tips, trusted adults) to allow students and staff to share sensitive or confidential information that will help in the investigation of acts of bullying, harassment, and racism;
- \* continue to support best practices and social/emotional programs and resources to ensure that every student feels safe in a supportive environment;
- \* provide training for all staff aimed at maintaining a safe, inclusive, and equitable learning environment for all students, including students of color;
- \* support the Superintendent's initiatives in creating community conversations in diversity and equity that will lead to systemic improvements.

# **Diversity and Equity: A Framework for the Future**

By Dr. Lorrie Rodrigue

Amidst a global pandemic, the nation watched the untimely death of George Floyd. While questions regarding race and equity rose to the forefront of a national discourse, educators and leaders in Newtown were compelled to confront issues of discrimination and inequities within our own district and reimagine practices that would sustain a respectful learning environment for all students. Local narratives shared during community conversations pointed to harassment and bullying issues and called for the implementation of appropriate changes in policies and practices. The Board re-examined its commitment to ensure an inclusive, emotionally safe environment for all students through the creation of a resolution and the adoption of a new Diversity and Equity policy. As Superintendent, my goal was to develop a framework that would ensure a respectful and equitable learning environment – a framework informed by listening to student and parent concerns, reviewing current practices in relation to district core beliefs, supporting the expansion of our social-emotional program for students, and identifying staff professional development opportunities focused on diversity and equity.

## **Community Conversations**

In July, I engaged in conversations with students and families to unpack what some students, particularly students of color, had experienced in the past. Students shared stories of incidents involving racial harassment and other forms of bullying, as well as the perception that a lack of accountability became a barrier to the level of trust in finding appropriate resolutions. One student mentioned that she had been “uncomfortable” sharing concerns in the past since “nothing really changed.” Parents raised questions around policies and practices, and the need for a clearer understanding regarding the specific protocols for identifying, investigating, and responding to incidents of harassment or bullying.

These conversations were both courageous and challenging. They pushed district leaders to reflect on the current social-emotional landscape in each of our schools. While stories were highly personal to individual students and their families, the collective narrative encouraged leaders to begin to frame a stronger foundation for change and to review practices that would support a more inclusive school environment. Although the District had practices in place to help students deal effectively with harassment or bullying, it was timely to revisit expectations and their alignment with the District’s core values and beliefs, as well as the integration of deliberate measures to ensure student safety and emotional well-being.

## **From Policy to Practice: Creating a Safe and Equitable Learning Environment**

A perception shared by some families involved incidents of harassment that may have been witnessed by others who failed to intervene. After the BOE approved Promoting Diversity & Equity, a resolution that embraced a commitment to maintaining a safe and inclusive learning environment, we began to review current practices in student management and accountability. The resolution makes it clear that incidents of racism would be recorded and reported, and that school leaders would hold all members of the school community accountable. Working with our district administrative team, efforts will also include strengthening social-emotional learning (SEL) activities and teaching students to be advocates. A unit in the district’s Second Step program calls for students to become “upstanders,” encouraging students to stand up for others when they observe behaviors that conflict with values of respect, inclusivity, and tolerance.



Efforts to review and revise curriculum are equally integral to impacting positive change. During community conversations, students shared their feedback that learners, as active participants, should have a “voice” in the selection of texts taught in K-12 classrooms. The Board’s resolution addresses the need for a multicultural and diverse lens in the process of curriculum review and revision. While staff talked about the candid discussions they had with their students on the topic of racism elicited by novels such as To Kill A Mockingbird, students noted that works of fiction and non-fiction should be included that balance the image of marginalized groups, showing them not solely as victims in their communities but in more positive and successful social, political, and economic roles. The mechanism for reviewing curriculum currently occurs through staff committees and the Board’s C & I (Curriculum and Instruction) subcommittee. Soliciting input from students and assessing content so it is culturally responsive will be critical to supporting systemic change in the years ahead.

Policy 5145.42 Racial Harassment of Students and the development of Policy P0523 Equity and Diversity address the rights of all students to learn in an environment that is “free from discrimination”. While all students are encouraged to reach out to trusted adults when issues of harassment, racism, or bullying occur, the use of Anonymous Alerts at the secondary level encourages students to report issues of concern to administrators confidentially through a dedicated phone app. The district is also exploring the inclusion of a diversity compliance coordinator that will oversee incidents related to diversity and equity, and who would work with staff, leaders, and families to find positive solutions to all incidents brought forward.

Educators know that positive outcomes are more likely to occur when the learning environment provides for the development of social-emotional skills and community building. While district policies are meant to guide staff and leaders in ensuring behavioral expectations are met, our SEL program continues to support students in creating strong bonds with their peers. The Second Step program in grades K-8 empowers students to manage their emotions, build positive relationships, learn empathy, and deal with conflicts, including recognizing bullying. At the high school level, and through dedicated advisory periods, students are motivated to talk about issues, understand others’ points-of-view, confront inappropriate behaviors, and become positive advocates. Project Adventure’s Social-Emotional Learning programs at the secondary level also work to strengthen students’ skills in the development of social and emotional competencies, including leadership, communication skills, and a growth mindset approach. A growth mindset fosters students’ ability to learn social-emotional lessons in managing emotions, teamwork, and problem solving. Through many of the SEL activities, students learn to listen to and respect others’ ideas and perspectives.

Newtown school leaders will review and monitor practices and programs that are part of a sound framework. Providing staff with professional development in the areas of diversity and equity will help to strengthen their knowledge and skills for eliminating cultural, gender, racial and ethnic disparities. Working collaboratively and welcoming input from staff, students, and families is integral to change. Henry David Thoreau, famous writer and advocate of civil liberties, asked a powerful question, “Can a greater miracle take place than for us to look through each other’s eyes for an instant?” As a District, we know we have work to do, but our collaborative, empathetic spirit and genuine commitment to achieve a safer, inclusive, and respectful environment will be the earmarks of future success.

# Past Efforts

By Dan Cruson Jr.

Equity and diversity has taken many forms within curriculum and instruction of Newtown Public Schools. Everything from individual lessons within classes, to full courses, to extracurricular activities have been a part of offerings in the schools over the years. Among those, there have been lots of successes as well as a few stumbles.

One of the main courses that deals with diversity is "Conversations on Race" that Amy Deeb has been teaching for 15 years. The course is a 1 semester elective course for sophomores through seniors and looks at topics such as inequities within education, where do prejudices come from, and do the effects of slavery still exist today. It gives students a chance to learn about themselves and where their ideas and stereotypes come from by opening up conversations. As the course continues, they are asked to take a stance on a problem that they see within Newtown and develop a course of action to address it. This is an ever evolving curriculum that fills in some of the gaps in regular US history courses as well as looking at current issues, such as an increased focus on the Black Lives Matter movement. During a discussion with Ms. Deeb, she mentioned that she has seen enrollment increase in the class this year in response to the events of the past 6 months.

Another program that has been run off and on in the past has been an exchange program with different cities in Connecticut. The first was a partnership with Bassick High School in Bridgeport, which was a 4 day exchange program. The program began with students generating a list of preconceptions they had about the school that they would be going to. Then the students would spend time as a member of the opposite school and when they returned they would compare what they saw to that original list. Ms. Deeb shared that most students would walk away from the program saying they would rather go to the opposite school and that the preconceptions they had were stereotypes. A conversation would ensue in both schools about where those stereotypes come from and how do we break down the barriers created by them. While it was successful, it suffered first from moving from Bassick to Danbury, and second from frequent changes in staff. These factors resulted in a loss of rapport between the teachers at the two participating schools which was important to make the program run smoothly. However, the search is continuing for a new partner school and there is a possibility that the program will return in the future.

Conversations about equity and diversity aren't just confined to a couple of courses and programs, but have been brought into many of the regular classes that students take. Western Studies, which is a required 9th grade course, was recently revised and approved by the Board of Education in May of 2020. The biggest changes were the expansion from a 1 semester course to a full year and now includes a large unit on the Holocaust. This new unit covers the pyramid of hate, genocide and what hate can do to people. The course includes resources such as survivor testimonials and a viewing of Schindler's List.

"Public Health" is another class that has created a lens to look at equity and diversity through. Susan McConnell shared how the class looks at the lack of equity in public health in the US. This includes examples such as certain groups being left out of social services and people of color not living as long even when they have the same economic circumstances and level of education. The class gets into the stressors for people of color in a white world and how that impacts their health.

The World Language classes are a logical place to present diversity in different ways to students. The

classes are more than just conjugating verbs and learning new words, it is a chance to immerse students in the culture of the countries that the languages are spoken in. This includes the expectation that all students will study other cultures at some point as part of their summative assessments and is aligned from Level 1 through AP. When appropriate there is also an analysis of the different minority groups within those cultures, such as how the French celebrate African heritage because French is a major language in areas of Africa.

In regards to extracurricular activities, the NICE club has been a big part of bringing different diversity to students. The club strives to bring culture to students without them needing to travel. They sponsor programs such as the popular International Week at the High School and set up presentations from students and alumni that have had the opportunity to travel abroad (either for recreation or study). Ms. McConnell shared an example about a presentation done by students who had visited many different temples around the world and talked about their experiences at each.

The club has also been a big part of the exchange and travel programs that have run through the years, starting with China in 2010. China was followed by France, Spain, India and most recently Panama (which has been delayed due to the ongoing pandemic). These exchanges happen on a regular basis and communication has continued even after the trips, although connecting remotely has been challenging at times. While there have been hopes to continue programs through remote connection and even expand them to other students who did not attend the original exchange, things such as time difference and language barriers have made this challenging to realize in practice. However, the exchanges themselves have been extremely positive, both for the students who travel and the families that sponsor students that come here. Ms. McConnell shared that this past year there were a number of families that hosted that didn't have a direct connection to the High School. This is extremely positive and helpful as NICE is always looking for families to host students when they visit Newtown.

Bringing diversity and equity into the schools is clearly not a new idea and something that Newtown has worked on for a long time. Not everything that is piloted and tried ends up working out long term, but just trying is an important step forward. These are just a glimpse of some of the programs that exist currently and much more work is left to be done, which will be discussed in our next article.

*I would like to thank Amy Deeb, Timothy Dejulio, Kim Longobucco, Susan McConnell and Elizabeth Ward for taking time to sit down and talk with me for this article.*



# Curriculum & Instruction

By Daniel Cruson Jr.

Curriculum and instruction is a cornerstone of the student experience by driving what the teachers present and how the students learn material throughout their school career. After exploring the past efforts within the district (as outlined in my previous article), I had a chance to sit down with Anne Uberti, Assistant Superintendent, Dr. Frank Purcaro, Director of Teaching and Learning, Dr. Kathy Gombos, Principal of Sandy Hook School, and Dr. Matt Correia, Principal of Reed Intermediate School, for a conversation on equity and diversity through the lens of curriculum and instruction. I opened the discussion by asking what we are doing to improve equity and diversity in our curriculum and the first thing that Dr. Gombos said was that we had to “take a serious look at everything we do.” She elaborated to say that we have to make sure that we are not missing opportunities to teach students about diversity, racism, equality and justice. Our Social Emotional Learning program (SEL) is wonderful and covers topics like kindness, empathy and being an advocate. However it doesn’t go the next step, for instance in literature it doesn’t identify groups or characters and open the discussion about what makes them diverse. We need to be looking for these missed opportunities to tackle tough social issues.

Dr. Purcaro picked up the conversation there by mentioning that we need to look for the opportunities to integrate discussions on diversity and equity in the larger curriculum. He mentioned that Social Studies throughout the K-12 curriculum is where topics and themes can be most easily integrated. There are already a lot of topics discussed on the 7-12 levels but there may be more opportunities to be found in the K-6 curriculum. He then brought up that the process of looking for these opportunities had begun in the Social Studies curriculum committee during the spring but it got delayed due to COVID-19 and the audit was recently renewed for the K-6 curricula.

In agreement with Dr. Purcaro, Mrs. Uberti elaborated saying that the 7-12 curriculum has a wide range of courses that provide the opportunity for students to view our world through a variety of different lenses and sources in both Social Studies and Language Arts. However, looking over the whole of K-12 curriculum, coverage is very uneven and there is room to flesh out the topics in an age appropriate way for younger students.

Cultural awareness was an area of improvement that Dr. Correia mentioned he had been thinking about lately. He feels that it is important to teach students that people come from different cultures and that this is what shapes who they are and what is important to them. Helping them to respect these cultural differences cultivates the empathy needed when interacting with other people. He called out the 5th and 6th grade curricula that is being presented to the board this year as having great pieces of literature that will help students connect to cultures and become culturally aware.

At this point the conversation went in a bit of a different direction as Dr. Gombos pointed out that there needs to be a focus on the adults that are teaching the curricula. She pointed out that the activities of the summer and fall have shown that a lot of us aren’t comfortable with these topics ourselves and it makes it hard to teach them to students. It creates a desire to skim over the tough conversations as we want to be kind and not hurt anyone. Dr. Correia added that educators want to always protect their students and agreed that leads to the desire to skip topics just because they could be hard or sensitive. However, teachers need to embrace these topics instead of skipping them. Both agreed that this is where professional development enters and all four acknowledged that they were thankful for the opportunities that were available and provided by the district because the staff were very interested in taking advantage of them. Ms. Zukowski takes a deeper dive into Professional Development opportunities being provided

in our next article.

Student voice was the last big point mentioned by Mrs. Uberti during our conversation. She talked about an advisory group consisting of students she was in the process of forming and was planning to meet with two to three times this year. This group would consider a variety of topics, one of which would be equity and diversity in the curriculum. The focus would be on receiving feedback and incorporating it into the ongoing curricular redesign. She shared that there has been work done internally on how to frame the discussion of these topics to foster a productive and age appropriate conversation for the full K-12 population. Once the process is tested and running fully she mentioned that it would be nice to be able to revisit topics and see how the student perspective is changing over time.

By the end of the call it was clear that everyone agreed that there is work to be done and that it would take time and commitment to accomplish all of this work properly. But all clearly had ideas on where the starting points were and how we move forward to close up some of the gaps and best serve a diverse set of needs among the students. That work would require support from all levels of the district, from students, to teachers, to administration, and even the board. However, the needed support is there and everyone is excited to play their part in the ongoing work required.

## **Professional Development**

By Deborra Zukowski

The Board of Education's "Promoting Equity & Diversity" resolution asserts, in part, that "continuous improvement requires the courage to change long-standing biases and institutional norms" and resolves that the district will "provide training for all staff aimed at maintaining a safe, inclusive, and equitable learning environment for all students, including students of color." There are two distinct aspects to such development programs, Social Emotional Learning (SEL) and classroom instruction. Together they will help ensure continuous improvement in racial and multicultural inclusiveness - in how the curriculum is taught and in the readiness of students to learn.

### *Social Emotional Learning*

The district has a SEL effort that focuses on five attributes of emotional health: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Lessons are provided to all Newtown students through the Second Step (K-8), Project Adventure (5-12), and Project Empower (9,10) programs. In addition to the existing instruction, the district will be adding activities that help students understand and embrace their self-identity and learn about implicit bias, in an age-appropriate manner.

The district is also planning to expand SEL training to educators and staff, to help them better learn about how to communicate effectively and responsively with students from diverse backgrounds. Some district educators are participating in a field test for a Second Step program dedicated to equity and diversity. These educators are exploring how their own social emotional understandings might impact their connections with their students. Do they hear their students' authentic voices? Do they recognize how their own lives' perspectives are the same as or different from their students? Can they read their students' facial expressions to discern how their students hear them? District educators will also participate in other SEL-based training to help address their concerns about inadvertently saying the wrong thing, or being misinterpreted. This training aims to help them more confidently engage their students in multicultural conversation.

Finally, as opportunities arise educators will be encouraged to take on-going SEL seminars related to equity and diversity both internally and externally. To date, sixteen educators and staff participated in a three-session seminar entitled, “How Do You Become an Antiracist When You Don’t Know How to Talk About Race.” These seminars were provided by the non-profit Connecticut Center for School Change. The center’s page related to equity and diversity can be found at: <https://ctschoolechange.org/services/social-justice-equity/>.

### *Classroom Practices*

Professional training related to the classroom focuses on making the instruction of the curriculum more inclusive for every student present. The goals include: making the classroom a more welcoming space, ensuring that instructional activities and materials represent diverse people and cultures whenever possible, and engaging students in conversations that span the diversity inherent in the subject matter.

Currently, there are examples of each of the three goals. In elementary schools, some students see pictures of people who look like them in their classrooms. Also, they can choose a paper that matches the tone of their own skin, rather than just white, medium brown, and black, when constructing a person. In Reed, when learning about US nutritional guidelines, students also see posters of nutritional guides from other countries with different diets. These posters become a part of the conversation. In the middle school, students engage in a conversation about racial and cultural awareness because staff took the initiative and worked together to respond to student behavior that was considered racially and ethnically insensitive. (See "A Closer Look" for more detail.) In the high school, students who take “Conversations on Race” start the course with a set of activities that focus on helping them see others based on who they are rather than what they are, and so better understand the perspectives and experiences (their own and others) that may underlie some of the threads within a conversation.

While some great examples exist throughout the district, the district can do better. As a first step for developing professional training modules, the district will look within to find even more examples with the goal of leveraging and expanding such curriculum-based practices throughout the grade. The district will also expand professional development to ensure that there is continuity of instructional ideas and practices related to diversity across grades and schools.

### *Current Status*

## **DID YOU KNOW?**

Dr. Derrick Gay is a Diversity and Inclusion Strategist who consults with organizations, both domestically and abroad, Over the past 23 years, he has partnered with over 500 organizations across numerous sectors to deepen D&I capacity; enhance inclusion and engagement; attract, hire, and retain the best talent; and design strategy to maximize business and education goals.



While there have already been some opportunities for professional training related to equity and diversity, district-wide professional development formally launched with the Equity and Diversity Professional Development Day on November 3. Dr. Derrick Gay (see: <http://www.derrickgay.com/>) set the tone for the day with a keynote address. Dr. Gay is a well-regarded consultant in diversity and inclusiveness, with clients running the gamut from Sesame Street to the Columbia Business School. He has given two TEDx talks (available on his “about” page), has been featured in a wide array of media outlets including the New York Times, and is a Forbes contributor.

These professional development efforts are an integral part of the district's Diversity and Equity Framework. As the district continues to implement all aspects of the framework, there may be changes to or expansions of the professional development goals mentioned earlier. Through such continuous refinement long-standing biases that may be present within classroom instruction can be confronted and addressed, leading to a safe, inclusive, and equitable learning environment for all students.

*Special thanks to Anne Uberti, Assistant Superintendent of Newtown Public Schools; Deborah Lubin, kindergarten teacher; Michelle Y. Failla, Reed 5/6 Health teacher and District K-12 Health/PE Coordinator; Ann Deeb, Newtown High School Teacher; and Katherine Abrego, Newtown High School Spanish teacher. This article would not have been possible without their sharing of knowledge, experiences, and enthusiasm.*

## **A Closer Look** with Andrew SanAngelo, Newtown Middle School Library Media Specialist

By Deborra Zukowski

### **Please give a brief history of your time with the Newtown Public School District.**

I have had a long history in the Newtown Public School District as I am starting my 22nd year as a teacher at Newtown Middle School. For the first 19 years of my teaching career, I taught 7th and 8th grade students social studies by having the students think about the significance of historical events, their societal impact, their ramifications, and how they are connected to our present-day lives. For the last three years, I have been teaching as the Library Media Specialist in the middle school.



### **What motivated you to develop lessons related to equity and diversity?**

Equity and diversity lessons have always been a part of my social studies classes and the department's curriculum. During my first year as the library media specialist, I became aware that some of the students had written some insensitive comments in each other's yearbooks. When I discovered that the nature of the comments were hateful, racist, and anti-semitic, I wanted to transform this ugly incident into a teachable moment for the students of the middle school.

### **When and how did you go about developing your lesson proposal?**

After talking to the middle school's administration and recording the actual comments that the students wrote, I visited Shari Oliver who is one of the middle school's social studies department coordinators. Mrs. Oliver is a trusted friend and colleague who I knew could have a frank conversation about developing a lesson or lessons that could address some of these disconcerting racial issues that the middle school was experiencing as evidenced in the yearbook. Mrs. Oliver and I unequivocally decided that as a school we should address these types of issues, and approached our administrators with the idea of creating lesson plans that could be delivered to the entire student body.

**What did you plan/hope that students would learn in your proposed lesson?**

When I thought about the students' comments in greater detail, I came to the realization that the students who wrote those comments were not racists: however, they were ill-informed and ignorant of the hate that they were spreading. Oftentimes, when students engage in negative behavior toward each other, students use excuses like, "we were only joking around," or "we are really friends." This type of response is unacceptable since the comments were particularly ugly and hurtful. I started to develop this lesson with the understanding that all students needed to be aware of the power that words have, and that racial and insensitive comments can carry an enormous weight. Once I decided on the focus of the lesson, it became a necessity to discover the right materials to engage students. Throughout the summer, I researched possible ideas to use in this upcoming lesson. I participated in a workshop for library media specialists at the Library of Congress and one of the presentations suggested using children's picture books to assist with teaching educational content. So I talked to their staff about finding the most appropriate book for this future lesson. As the 2019 school year began, I had not found an appropriate book to incorporate into this awareness lesson. Assistant Principal Jim Ross sent out an invitation to join Newtown Middle School's Safe School Climate Committee, and I joined so that I could share some ideas about this developing lesson with that committee. During those committee meetings, Mrs. Oliver mentioned the Anti-Defamation League and its Pyramid of Hate. After researching the Pyramid of Hate I decided to include it in the lesson that was beginning to take shape. Eventually, I stumbled upon a book of poems by Irene Latham & Charles Waters titled Can I Touch Your Hair? and with this discovery, I developed a lesson that contained two parts. One part would focus on using the Pyramid of Hate and the quotes from the middle school students in the yearbook, and the other would use Can I Touch Your Hair? as its main component.

**What material/instruction was included in the approved lessons? What were the reasons given for any material/instruction removed from your original proposal?**

Upon completion of the written lesson plan, Shari and I met with our administrators to discuss next steps and decided to share the lesson with staff during a professional development meeting. During the professional development, I shared the awareness lesson which was well received by the staff. There were a few concerns that the material may be a little challenging to 7th-grade students, but overall the staff believed that the lesson should be taught to our students. Eventually, before the lesson was to be taught to students the Superintendent of Schools should be consulted. It was upon this discussion that the quoted racially charged comments of the middle school students should not be used in the lesson so I was only to teach the lesson using the book Can I Touch Your Hair? I had connected with the Connecticut State Library and I was able to secure a text set of the books for use in the classes. In the meantime, I had spoken to and arranged a school visit by one of the authors of the book, Charles Waters. This visit was to take place in early April, so that meant that I had to teach the awareness lesson to all of the students before his visit.

**When and to whom was the instruction provided?**

By the end of February, I had talked to two teachers willing to implement the awareness lesson with me for their students. One taught in the 8th grade, and the other one in the 7th grade. As the lessons were being taught, I could get a sense of appreciation from some of the students who were making connections to the sensitive material being discussed. We received feedback from the students after each lesson, and some adjustments were made to the lesson.

**Did the school closure in March impact your ability to continue with the lessons and if so, why?**

Unfortunately, when the March closure occurred, the Awareness lessons did not continue. This type of lesson did not lend itself to be conducted over the newly developing distance learning platform.



**How did students respond to the instruction and resources provided, and could you tell if the lesson impacted them? If so, how?**

The teachers were able to start some of the classroom discussions by expressing some personal situations that were similar to the stories mentioned in the book, Can I Touch Your Hair? Some of the students were shaking their heads to the different scenarios that were being described in the book, and some of those students were willing to share some of their personal experiences that were similar to the book. Privately, one student thanked the teacher for teaching the lesson.

**Did the student responses influence future instruction of the lesson?**

The student responses that we were receiving only strengthened the fact that we needed to teach this lesson to the remainder of the middle school students, and its future students as well.

**Are there improvements to the overall lesson that you hope to develop?**

A lesson is never really complete. There are always tweaks and revisions that can be completed, but overall, the part about the awareness lesson that uses Can I Touch Your Hair? is fairly well developed. I would like to pursue the other part of the lesson that contains the yearbook quotes and the Pyramid of Hate as students would benefit from this material as well. In the awareness lesson, we used a quote from Martin Luther King, Jr. "People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other." The ultimate goal of this lesson is to have students develop a sense of awareness of our differences within our society so that we can embrace those differences and learn from each other. We can not and should not be afraid of our differences.