

In consideration of public health and open meeting requirements, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

**To view this meeting, the live stream link is: <https://bit.ly/2HI4uuR>
For public participation and to listen to the meeting, please call 1-646-558-8656
PIN 894 1286 5801#**

Board of Education Meeting
November 4, 2020

Changed to Entirely Virtual Meeting
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

REVISED AGENDA

- | | |
|--------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CONSENT AGENDA <ul style="list-style-type: none">• Minutes of October 20, 2020• Correspondence Report |
| Item 3 | **PUBLIC PARTICIPATION |
| Item 4 | REPORTS <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee Reports• Student Representative's Report |
| Item 5 | PRESENTATIONS <ul style="list-style-type: none">• First Read Grade 10 Algebra I Foundations II Curriculum• First Read Grade 11 Algebra I Foundations III Curriculum |
| Item 6 | OLD BUSINESS <ul style="list-style-type: none">• COVID-19 Update• Second Read and Possible Action on Grade 5 Language Arts Curriculum• Diversity Compliance Coordinator• Second Read and Possible Action on Policy 5145.42 Racial Harassment of Students |
| Item 7 | NEW BUSINESS <ul style="list-style-type: none">• Discussion and Possible Action on Staffing Needs/Adjustments• Discussion of Education Non-Lapsing Account Governance• First Read of Policy 4118.237/4218.237/5141.8 Face Masks/Coverings• Discussion and Possible Action on Communications Sub-Committee Newsletter |
| Item 8 | **PUBLIC PARTICIPATION |
| Item 9 | ADJOURNMENT |

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us*

**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

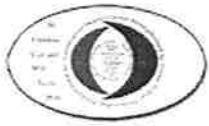
MOTION: Mr. Cruson moved to adjourn. Mrs. Leidlein seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:50 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



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	<input checked="" type="checkbox"/>	0	█																																													
Linear Inequalities	<input checked="" type="checkbox"/>	0										█																																				
Systems of Linear Equations	<input checked="" type="checkbox"/>	0													█																																	
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Relations and Functions	<input checked="" type="checkbox"/>	0																																				█										



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

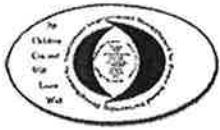
HSF-IF.B. Interpret functions that arise in applications in terms of the context.

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"> • Write the linear equation in standard form. • Write the linear equation in point-slope form. • Write the linear equation in slope-intercept form. • Model linear applications with an equation. • Interpret a linear application. 	
<p>Assessments</p> <p>Slope and Slope Intercept Form Quiz Summative: Other written assessments 5. Slope and Slope Intercept Form Quiz.pdf Review for Slope & Slope Intercept Form Quiz Formative: Other written assessments 4. Slope and Slope Intercept Quiz Review.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i> Kuta Infinite Algebra I; Infinite Pre-Algebra software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art</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

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



Atlas Version 9.6

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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

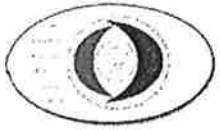
Interdisciplinary Connections

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"> Solve the system of inequalities by graphing <p>Write systems of inequalities to solve applied problems.</p> <ul style="list-style-type: none"> define variables write answers in the context of the problem 	<p>Warm Ups Systems of Linear Inequalities.pdf</p>
<p>Assessments</p> <p>Systems of Linear Inequalities Quiz Summative: Other written assessments Systems of Linear Inequalities Quiz Review.pdf Systems of Linear Inequalities Quiz.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i> Kuta Infinite Algebra I; Infinite Pre-Algebra software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Business Linear Programming.pdf</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>Summative: Other written assessments <u>Functions quiz.docx</u> Functions Quiz Review Formative: Other written assessments <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 & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Science <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]																																					
Fundamentals of Polynomials	0													[Shaded]																									
Factor	0													[Shaded]																									
Quadratics	0																													[Shaded]									



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](#)

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





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"> • Name polynomial based on the degree • Name polynomial based on the number of terms • Simplify and rewrite polynomial in standard form 	<p>0. Notes-Adding & Subtracting Polynomials Packet-Foundations.pdf Polynomial Naming and combining like terms warm up.pdf</p>
<p>Assessments</p> <p>3. polynomials quiz.pdf 3. polynomials quiz review.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i> Kuta Infinite Algebra I; Infinite Pre-Algebra; Infinite Algebra II software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</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 Cavaturo

Factor

Cavaturo, 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](#)

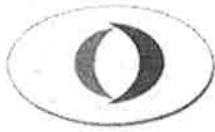
[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Science





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

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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-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 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

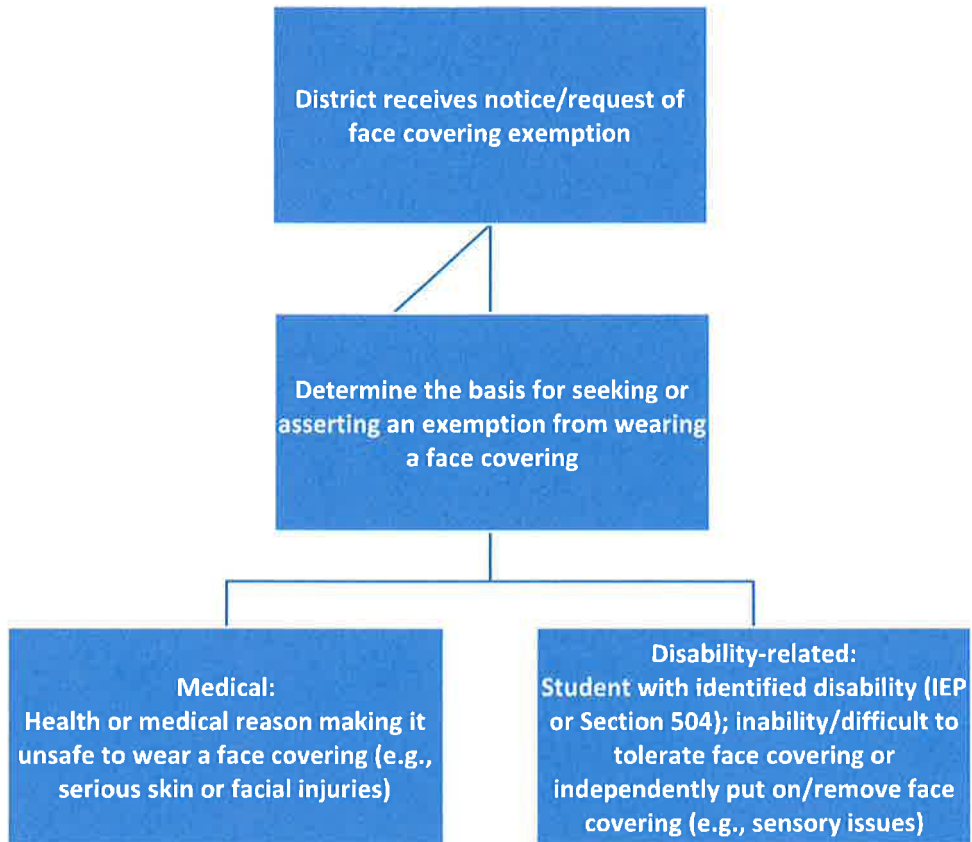
Face Masks/Coverings (continued)

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 EARLER 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:

*** 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.



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 > Week 1 -

Week 4

Week 4

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

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

Language Arts 5

English Language Arts 5

Reed Intermediate

School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 1 -

Week 4

Week 4

WRITING UNIT 1: Stop, Jot, and Write!

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Engagement

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

Bend I: Metacognition (2 Weeks)

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

Bend II: Annotation (2 Weeks)

4. Independent writers connect to text in meaningful ways.

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

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

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

6. Accuracy and relevance build strong responses to text.

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Writing

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

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

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

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

Speaking and Listening

Comprehension and Collaboration

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

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

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

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

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

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

Language

Conventions of Standard English

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

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

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

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

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

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

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

Knowledge of Language

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

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

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

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

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

Language Progressive Skills

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

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

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Self-monitor

Identify main ideas and details

Summarize: aloud and/or in writing

Annotate texts using symbols, sentence starters, anchor charts

Responding/Producing:

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

Critiquing Text:

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

Analyze responses for accuracy and relevance.

Identify exemplar responses.

Lens

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

Core Learning Activities

Bend I: Metacognition

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

Set up Routine writing: preparedness, expectations, materials.

Reflect using Jen Seravallo's Writing Inventory

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

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

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

Summarize main idea and key details of independent texts

using the Grade 5 Reading Response Rubric and "So what?" strategy, and "Somebody Wanted But So Then" strategy

Bend II Annotation

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

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

Write responses to text using a variety of strategies.

Close read text to ensure engagement and accuracy of response.

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

Create a Stop and Jot Hall of Fame

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

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

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

Self-monitor for capitalization of titles, sentence beginnings,

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

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

Friday, September 10, 2020, 10:20AM

Reed Intermediate
School > 2020-
2021 > Grade 5 >
English Language
Arts > Language
Arts 5 > Week 5 -
Week 12

Last Updated: Monday, June 29, 2020 by Carla Tischio

READING UNIT 2: Say it Like You Mean It!

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Fluency

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

Part I Poetry (3 weeks)

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Reading: Literature

Key Ideas and Details

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

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

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

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

Craft and Structure

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

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

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

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

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

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

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

Speaking and Listening

Comprehension and Collaboration

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

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

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

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

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

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

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

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

Language

Conventions of Standard English

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

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

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

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

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

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

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

Knowledge of Language

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

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

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

Vocabulary Acquisition and Use

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

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

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

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

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

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

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

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

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

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

Language Progressive Skills

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

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

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

L.4.3b. Choose punctuation for effect.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

Read poetry and dramas with fluency and expression.

Utilize punctuation as a source of expression and deeper meaning.

Perform poems and short dramas.

Critical Content & Skills

What students must KNOW and be able to DO

Students must know and/or be able to:

Understand Text:

Recognize different types of poetry: i.e. narrative, haiku, cinquain, limerick, couplets, free verse, shape poem, etc...
Read with expression to deepen their understanding of content.

Infer meaning from literary devices and figurative language.

Recognize elements of drama and poetry.

Understand the elements of poetry and drama.

Infer author's purpose and meaning.

Visualize a text.

Respond to Text:

Create a mental picture based on descriptive language.

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

Produce Text:

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

Illustrate a poem.

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

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

Critique Text:

Analyze a text for its literary and poetic qualities.

Discuss poetry and drama.

Lens:

Core Learning Activities

Bend I: Poetry (3 weeks)

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

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

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

Read poems aloud, model fluency

Create anchor charts from class discussions about shared poems.

Analyze and annotate poems to determine:

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

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

Visualize and illustrate poems

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

Bend II: Drama (1 Week)

Perform self-selected texts for dramatic readings.

Summarize of dramas to establish explicit and implicit meaning.

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

Read and tell jokes for word emphasis and fluency.

Word Work Throughout Unit

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

Domain specific Vocab:

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

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

Unit Planner: WRITING UNIT 2: Short and Sweet (Concise Writing)
Language Arts 5

Friday, September 18, 2020, 12:57 PM

Reed Intermediate
School > 2020-
2021 > Grade 5 >
English Language
Arts > Language
Arts 5 > Week 5 -
Week 12

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

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 & 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 18, 2020, 12:51 PM

Reed Intermediate
School > 2020-
2021 > Grade 5 >

English Language Arts > Language Arts > Week 13 -

Week 20

READING UNIT 3: Over the Rainbow

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Close Reading

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

Part 1: Fantasy- Story Arc (3 Weeks)

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

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

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

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

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Reading: Literature

Key Ideas and Details

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

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

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

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

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

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

Craft and Structure

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

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

metaphors and similes.

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

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

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

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

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

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

Range of Reading and Level of Text Complexity

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

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

Language

Conventions of Standard English

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

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

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

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

Knowledge of Language

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

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

Vocabulary Acquisition and Use

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

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

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

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

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

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

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

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

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

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

In a fantasy narrative students will:

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

Critical Content & Skills

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

Students must know and/or be able to:

Understand Text:

Identify story elements/plot from arc.

Identify elements of fantasy.

Read closely to:

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

Respond to Text:

Identify places to respond to text meaningfully.

Compare how settings to real world.

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

Produce Text:

Annotate fantasy texts for character and theme.

Summarize events.

Critique Text:

Judge a text for its fantasy elements.

Lens:

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

Core Learning Activities

Part 1

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

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

Read aloud grade level narratives to:

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

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

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

Continue goal setting and independent reading routines

Watch setting videos

Setting T chart comparing fantasy settings to real world

Reading Builds Character Diagram

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

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

Part 2

Read aloud grade level narratives to:

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

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

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

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

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

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

Track heroes' journeys on Hero Clock

Word Work Throughout Unit

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

	<p>Vocab Journal, Daily Doodle etc.,)</p> <ul style="list-style-type: none"> • sort vocabulary by part of speech, spelling, root words, syllables, etc... • use words in sentences, aloud and on paper • use thesaurus to find synonyms and antonyms • play with vocabulary ("Charades", "Headbands", "I Have. Who Has?", etc...) • find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader <p>Domain-Specific Vocabulary: quest, mentor, hero, villain, side kick, theme, story arc, conflict, resolution, point of view, perspective, plot, setting (time, place, fantastic elements)</p> <p>High Yield/Transferable Greek and Latin Roots: graph, scrip/scrib story arc withevents 001.pdf Rising Action Planner.pdf Theme Theme: Wizard of Oz Heroes Journey Video [Template] Blank hero clock.docx Reading Builds Character Setting T-chart What is Setting? Flocabulary: The Importance of Setting</p>
<p>Assessments</p> <p>Close Reading</p> <p>Formative: Other written assessments</p> <p>Students will use one of their sticky notes to complete a Friday Download on Theme or Quest. State an opinion about the text that reveals deeper meaning. Close read the text for relevance and accuracy. Ideas should be supported with text evidence for accuracy and an explanation why the ideas are relevant.</p> <p>Reading Response Rubric Formative: Setting and Story Arc</p> <p>Close Reading (Theme/Quest)</p> <p>Formative: Other written assessments</p> <p>Students will complete a Friday Download on Theme or Quest. State an opinion about the text that reveals deeper meaning. State an opinion about the text that reveals deeper meaning. Close read the text for relevance and accuracy.. Ideas should be supported with text evidence for accuracy and an explanation why the ideas are relevant.</p> <p>Reading Response Rubric Formative: Theme and Quest</p> <p>Close Reading</p> <p>Summative: Other written assessments</p> <p>Students will use their sticky notes to complete a Friday Download on Theme, Character, Story Arc, and Quest. State an opinion about how two of those elements are related in your story. Close read the text for relevance and accuracy. Ideas should be supported with text evidence for</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>Professional:</p> <p>TCWRP books for detailed lessons (set in each classroom) <i>Reading Strategies Book</i> by Jen Serravallo for small group work (in each classroom) Accelerated Reader (login provided by Literacy Center)</p> <p>Student/Mentor:</p> <p>Picture Books: Paper Bag Princess, Bad Case of Stripes, Heckedy Peg, The True Story of the Three Little Pigs, Where the Wild Things Are IXL for Greek and Latin Roots Brainpop.com (log-in: reedlmc, password: reedlmc) Literacy Center for book selection Book Level Band Question Grade 5.docx Paper Bag Princess Powerpoint IXL Brainpop</p>

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

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

Friday, September 18, 2020, 12:02PM

Reed Intermediate
School > 2020-
2021 > Grade 5 >
English Language Arts > Language 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>Narrative Final Draft Summative: Narrative Writing Assignment This is a process piece. Teacher will assess and provide feedback using the Grade 5-6 Narrative Rubric throughout the writing of the piece. Grade will be based on the rubric that has been filled out along the way.</p> <p><u>Narrative Writing Rubric G5-6</u> Narrative Prompt Summative: Narrative Writing Assignment Students will write a narrative based on a small moment. They will choose a journal entry from the unit to polish or begin a new one using the techniques taught (IADD, explode the moment, etc...).</p> <p>This will be graded by the teacher using the 5-6 Narrative Rubric. Access to graphic organizers. <u>Narrative Writing Rubric G5-6</u> Craft Self-Reflection Formative: Other written assessments Students will fill out a reflection in a Google form to highlight the craft moves they used in their piece. This is not graded.</p>	<p>Newtown Grade 5-6 Narrative Rubric (attached) Brainpop (log-in: reedlmc, password: reedlmc) IXL (password provided by Literacy Center) Show, Don't Tell Video</p> <p>Mentor Texts (Literacy Center): "After the Error" by Jerry Spinelli <i>The Important Book</i> by Margaret Wise Brown (theme and significance) <i>Knuffle Bunny</i> by Mo Willems (firsts/turning points) <i>Up North in the Cabin</i> by Marsha Wilson Shall (special places) <i>All the Places to Love</i> by Patricia MacLachlan (special places) <i>True Story of the Three Little Pigs</i> by Jon Scieszka and Lane smith</p> <p><u>Brainpop</u> <u>IXL</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Reading-mentor texts Technology-graphics in published piece SEL-convey strong emotions and growth in personal narrative ELL and SPED Strategies Attached <u>ELL/Teaching Strategies</u></p>



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

Monday, October 6, 2020, 2:43PM

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

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

READING UNIT 4: Trash and Treasure

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Accuracy

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

Part I: Identifying Text Structures and Text Features

1. Text features, text structures, and domain-specific vocabulary support comprehension.
 - What are text structures/features? (Factual)
 - How can text features/structures support comprehension of non-fiction text? (Conceptual)
 - How can text structures/features be used to access information quickly and accurately? (Conceptual)
 - How can text structures/features be used to facilitate organized notes? (Conceptual)
 - How can text features be used to identify and define domain-specific vocabulary? (Conceptual)
 - Does text structure have an effect on comprehension? (Provocative)
2. Close reading reveals author's purpose and builds comprehension in nonfiction text.
 - What is close reading? (Factual)
 - What is the purpose of reading non-fiction? (Factual)
 - How is close reading of non-fiction different from close reading of fiction? (Conceptual)

Part II: Analyzing Text

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

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

3. Perspective develops through exposure to multiple texts.

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

Part III: Research:

4. Research requires organization and focus.

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

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

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

6. Domain-specific vocabulary enhances summaries.

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Reading: Informational Text

Key Ideas and Details

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

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

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

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

the text.

Craft and Structure

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

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

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

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

Integration of Knowledge and Ideas

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

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

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

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

Range of Reading and Level of Text Complexity

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

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

Writing

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

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

Language

Vocabulary Acquisition and Use

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

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

Critical Content & Skills

What students must KNOW and be able to DO

Core Learning Activities

Part I: Text Features and Text Structures

Students must know and/or be able to:

Understand Text:

Identify text structures.

Identify text features.

Read closely to:

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

Respond to Text:

Analyze text for relevant places to respond to text meaningfully.

Compare how different authors write about the same topic.

Produce Text:

Annotate texts to track evidence.

Summarize text.

Identify main idea and supporting details.

Critique Text:

Analyze a text for accuracy.

Lens:

Research to build knowledge.

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

Part II: Analyzing Text

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

Part III: Research:

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

Word Work Throughout Unit

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

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

Domain-Specific Vocabulary:

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

High-yield Vocabulary

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

Roots/Affixes

phone, scrib/script, dict



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

phon



Word Map.docx



VocabularyGraphicOrganizerBasedonFrayerModel.pdf



Vocab Lab Activities



[Template] 3-2-1 Note

Assessments

Stop and Jot Embedded Into Read Aloud

Formative: Other written assessments

Stop and Jot Embedded Into Read Aloud

Initial Assessment

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

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

Boxes and Bullets

Formative: Other written assessments

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

Research Notes

Summative: Other written assessments

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



[note taking rubric.docx](#)

Resources

Professional & Student

Student (passwords provided by Literacy Center)

Storyworks

Destiny

Britannica online

World Geography and Culture Online

National Geographic Online

IXL: Text Structure

NewsELA

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

Teacher:

The Reading Strategies Book by Jen Saravalo

TCWRW Unit on Non-Fiction

Literacy Center for high-interest texts

Supports for Differentiated Instruction

ELL

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

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

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

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

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



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

Language Arts 5

Friday, September 18, 2020, 12:03PM

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

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

Friday, September 18, 2020, 12:54PM

Reed Intermediate
School > 2020-

2021 > Grade 5 >

English Language Arts > Language Arts 5 > Week 29 -

Week 36

Week 36

READING UNIT 5: Just the Facts

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Analysis

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

Part I: Establishing Opinions

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

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

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Reading: Informational Text

Key Ideas and Details

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

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

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

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

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

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

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

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

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

Integration of Knowledge and Ideas

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

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

question quickly or to solve a problem efficiently.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Range of Reading and Level of Text Complexity

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- debate with peers
- develop an opinion about an issue
- research and collect relevant evidence to support an opinion

Critical Content & Skills

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

Student must know and/or be able to:

Understand Text:

Read and comprehend non-fiction text

Summarize texts

Close read for accuracy and relevance

Read multiple texts on the same topic

Analyze varying points of view

Identify bias, their own and author's

Respond/Produce Text:

Organize and record bulleted notes

Form, develop, and support opinions

Quote accurately from texts

Critique Text:

Discern between relevant and irrelevant evidence

Lens:

Analyze texts to promote deeper understanding.

Test Prep- Academic Vocabulary

Core Learning Activities

Part I

Close read a variety of opinion articles.

Read *Storyworks* debate articles and fill out t-charts at the bottom.

Identify differing opinions aloud with peers.

Practice supporting both sides of an opinion through informal debate.

Model box and bullet note-taking.

Practice note-taking with shared articles.

Sort facts from opinions in a T-chart.

Confer with peers

Part II

Choose a position for an issue (i.e. Should teachers give homework?)

Read or view a variety of sources on the topic of homework

Take independent notes, gathering relevant and accurate evidence to best support a position (i.e. quotes, interesting facts, statistic, personal anecdote, visual, etc.)

Identify author's bias by analyzing bylines, credentials, bios, etc.

Quote accurately

Word Work Throughout Unit

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

	<p>Have. Who Has?", etc...)</p> <ul style="list-style-type: none"> find interesting sentences/words/phrases/punctuation in independent reading books, then analyze how the author constructed them and the effect they have on the reader <p><u>Domain-Specific Vocabulary</u> critique, bias, summarize, credibility, opinion, background knowledge, point of view/position, fact</p> <p><u>High Yield Vocabulary Words</u> synthesize, analyze, accuracy, relevance, evidence,</p> <p><u>Affixes and Roots</u> ible, able, contra, counter, pro, con</p> <p><u>Reading Band Level Questions</u> <u>Fact vs Opinion T-chart</u> <u>Roots: Contra and Counter</u></p>
<p>Assessments Practice Note-taking Formative: Other written assessments Choose one of the practice notes to use as a formative assessment. note taking rubric.docx Fact vs. Opinion Formative: Other written assessments On a T-chart, students will sort facts and opinions from a common article. (See attached) Fact vs Opinion T-chart Process Notes Summative: Other written assessments Notes taken while researching the homework issue to be used as a summative assessment. See rubric attached. note taking rubric.docx AR Midpoint Formative: Standardized Test Students should be half way to their independent reading goal.</p>	<p>Resources <i>Professional & Student</i> Professional: Teachers' College Homework resources (attached) The Reading Strategies Book by Jen Saravallo Accelerated Reader</p> <p>Student/Mentor NewsELA Brainpop.com IXL Storyworks "Take a Side" section</p> <p>IXL.com Brainpop</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections Social Studies: Current Issues explored Writing-note-taking</p>

Unit Planner: WRITING UNIT 5: In My Opinion Language Arts 5

Friday, September 18, 2020 12:55PM

Reed Intermediate
School > 2020-
2021 > Grade 5 >

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

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

WRITING UNIT 5: In My Opinion

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Relevance

Concepts: accuracy, opinion, fact, debate, point of view (bias), controversy, perspective, intent, audience, craft, technique, reason, organization

Generalizations / Enduring Understandings

1. Opinions imply perspective and bias.
2. Reasons explain facts to support opinions.
3. Controversy sparks debate.
4. Accuracy and relevance strengthen opinions.
5. Intent and audience impact organization, craft, and technique.
6. Point of view (bias) dictates relevance.

Guiding Questions

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

Part I: Establishing and Supporting Opinions

1. Opinions imply perspective and bias.

- What is a claim? Opinion?(Factual)
- How do writers determine when facts are relevant? (Conceptual)
- Is it possible to be unbiased? (Provocative)

2. Reasons explain facts to support opinions.

- How do writers study different perspectives on a controversial issue, take a stand, and then write an opinion--with reasons and examples--supporting a claim? (Conceptual)
- How do writers organize notes in a way that makes sense? (Conceptual)

Part II: Building Fact-based Opinion

3. Controversy sparks debate.

- What is debate? (Factual)
- What is controversy? (Factual)
- How do writers use debate to ~~the~~ inform audiences? (Conceptual)
- How do writers use debate to develop opinions? (Conceptual)

4. Accuracy and relevance strengthen opinions.

- How do writers choose relevant facts to support opinions? (Conceptual)
- How do writers check facts for accuracy? (Conceptual)

Part III A Letter to a Teacher

5. Intent and audience impact organization, craft, and technique.

- Which is more valuable during research, conviction or a flexible mindset? (Provocative)
- What are the parts of a letter? (Factual)
 - How do writers compose for a specific audience? (Conceptual)
 - How do writers organize their thoughts into paragraphs? (Conceptual)
 - How do writers use transitional words to show connections between ideas? (Conceptual)
 - What techniques do writers use to support opinions? (Factual)
 - What techniques do writers use to revise opinion writing? (Factual)
 - What is a preposition/prepositional phrase? (Factual)
 - How do prepositional phrases allow a writer to vary sentences? (Conceptual)
 - What is an interjection? (Factual)
 - How do authors decide when to use interjections? (Conceptual)

6. Bias dictates relevance.

- How does a student compose a letter for a future teacher taking into consideration the bias of both parties? (Conceptual)
- How does state and support opinions while maintaining the teacher-student relationship? (Conceptual)
- Is an opinion valuable even if it doesn't change anything or no one shares it? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 5

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

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

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

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

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

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

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

Range of Writing

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- research a debatable topic, analyzing both sides of the argument.
- participate in class debates on various issues.
- write an opinion letter on the topic of homework to their 6th grade teachers.

Critical Content & Skills

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

Students must know and/or be able to:

Understand Text:

Distinguish between fact and opinion

Read a variety of texts on controversial topics and understand both sides

Gather evidence

Recognize bias

Respond/Produce Text:

Practice an open mindset

Core Learning Activities

Part I: Establishing and Supporting Positions

- Define fact vs opinions-
 - Have students bring in sample advertisements to illustrate measurable facts from opinion-based claims use a T-chart sort them out.
 - Practice opinion vs. fact using mini debates in **Storyworks** magazine.
- Model note-taking using a boxes and bullets format with mini-articles from **Storyworks**.

Debate effectively. Take notes. Write an opinion statement. Organize thoughts into paragraphs
Employ a variety of elaboration techniques
flash draft opinion pieces on a number of debatable topics
Revise drafts from for bias, relevance, and accuracy
Consider audience
Present their final drafts

Critique Text:

Reflect on their process and product
Comment on and complement the narrative of others' writing

Lens

Identify an important controversial topic, develop an opinion using a variety of elaboration, and reveal its relevance to others.

- Practice note-taking with **Storyworks** mini debate articles.
- Read a **Storyworks** debate, then choose a side and the relevant facts to support the chosen opinion. Present findings to the opposing opinion holders. (Tik-Tok, Travel Sports, Bringing Food to Movies attached)
- Write letters to parents stating their opinion about a household rule first from parent point of view and from their perspective as well.
- Write letters to friends stating their opinion about relevant childhood issues like playing video games, making healthy choices, balancing school with extracurricular activities, etc.
- Respond to the Storyworks Infographic. Write a paragraph stating opinion based on questions and data given.

Part II: Building Fact-based Opinion

- Mini-debates around relevant childhood issues like blacktop vs. playscape, checkers vs. chess, cats vs. dogs, Ferris Acres vs. Holy Cow, My Place vs. Carminuccio's, etc.. Students identify their own bias and debate the opposite side.
- Model evaluating a website or magazine article (author's credentials, sponsors, sources, etc.)
- Hunt for transitional words in articles. Chart findings and define the purpose.
- Model and practice paragraph structure using the Oreo cookie organizer.
- Recognize and record author's craft for developing opinions using **Storyworks** articles (i.e. statistics, anecdotes, facts, expert quotes, etc.).

Part III: A Letter to a Teacher

- Label parts of a model letter.
- Chart personal bias vs. a teacher's possible bias regarding homework.
- Reference notes taken in reading class regarding the validity of homework.
- Decide on an opinion.
- Collect data to support one's opinion and sort into categories for paragraphing.
- Compose the letter using graphic organizer when necessary.
- Edit and revise for audience, relevance of facts, transitional words, and logical sequence.
 - Peer edit
 - Rehearse aloud
 - Reflect using Informational Rubric
 - Confer with teacher using Informational Rubric
- Publish and celebrate.

Grammar/Mechanics

Continue grammar routines:

- non-negotiable chart
- focus transitions, punctuating and capitalizing titles, quotes, citations
- strong, specific nouns and verbs
- edit for verb tense and comma usage
- Use interjections to vary sentence length where appropriate
- Create flexible sentences using prepositional phrases and other transitional words to denote text structure
- Consult thesaurus and other resources for specific word choice, nouns, verbs, and adjectives.
- Accountable for complete sentences with appropriate capitalization and punctuation.

Domain-Specific Vocabulary

audience, perspective, intent, conflicting, compose, contradict, accuracy, debate, bias, controversy, intent, claim, conviction, relevance

Oreo Paragraph Rubric

Fact vs Opinion Intro

[Template] TikTok Debate

Movie Snack Debate

[Template] Copy of Travel Sports Debate

Is Homework Good for Kids? article

NewsELA Homework Debate?

NewsELA Homework and Stress

TFK Homework Debate

Good Morning America; Kids on Homework

CBS News Homework Report

Assessments

Notes from Mini Debate

Formative: Other written assessments

Use one of the note-taking assignments as a formative assessment. Look for main ideas followed by relevant key details that support the opinion.

Letters to Parents

Formative: Other written assessments

Use the Letter to Parents as a formative assessment. Use the Newtown 5th Grade Informational Rubric to confer with students and inform your next teaching steps.

Process Piece: Letter to Teacher

Summative: Other written assessments

Students will write a letter to their sixth grade teacher regarding the validity of homework.

Note-taking Rubric.docx

Resources

Professional & Student

Professional Texts:

The Research-Based Argument Essay by Lucy Calkins, Mary Ehrenworth, and Annie Taranto. From *Units of Study in Opinion, Information, and Narrative Writing*.

TCRWP Reading Unit of Study Four (in binder): Nonfiction Research Projects- Teaching Students to Navigate Complex Informational Text Sets with Critical Analytical Lenses

Student Texts:

Storyworks magazine

Homework Debate Links (attached)

Brainpop.com

IXL.com

Anchor Chart- Questions Readers Can Ask to Analyze Arguments

Anchor Chart- How to Research an Issue Deeply

Anchor Chart- Pushing Ourselves to Find Different

Questions About an Issue

Anchor Chart- Ways Complex Nonfiction Texts Get Hard

Informational Reading Learning Progression

Debate Protocol

How to Prepare to Make an Argument

	<p><u>Argument Writers Work Towards Goals</u> <u>Does the Evidence Support the Claim? practice</u> <u>Informational Reading Skills Rubric</u> <u>WritersUseArgumentTechniques (1).pdf</u></p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p><u>Interdisciplinary Connections</u> This writing unit is integrated with nonfiction reading, particularly reading complex nonfiction texts.</p> <p><u>Supports for Differentiated Instruction</u> ELL -Provide time for students to work collaboratively to study texts, form opinions, and frame arguments. -Give students opportunities to rehearse their arguments orally before writing. -Use class discussions and planning to form opinions and frame essays. -Introduce texts to students to provide background knowledge and support students subsequent reading of or listening to texts.</p> <p><u>Special Education</u> -Provide graphic organizers for students to support note-taking and gathering of information. T charts are especially helpful for creating &quot;sides&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-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 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

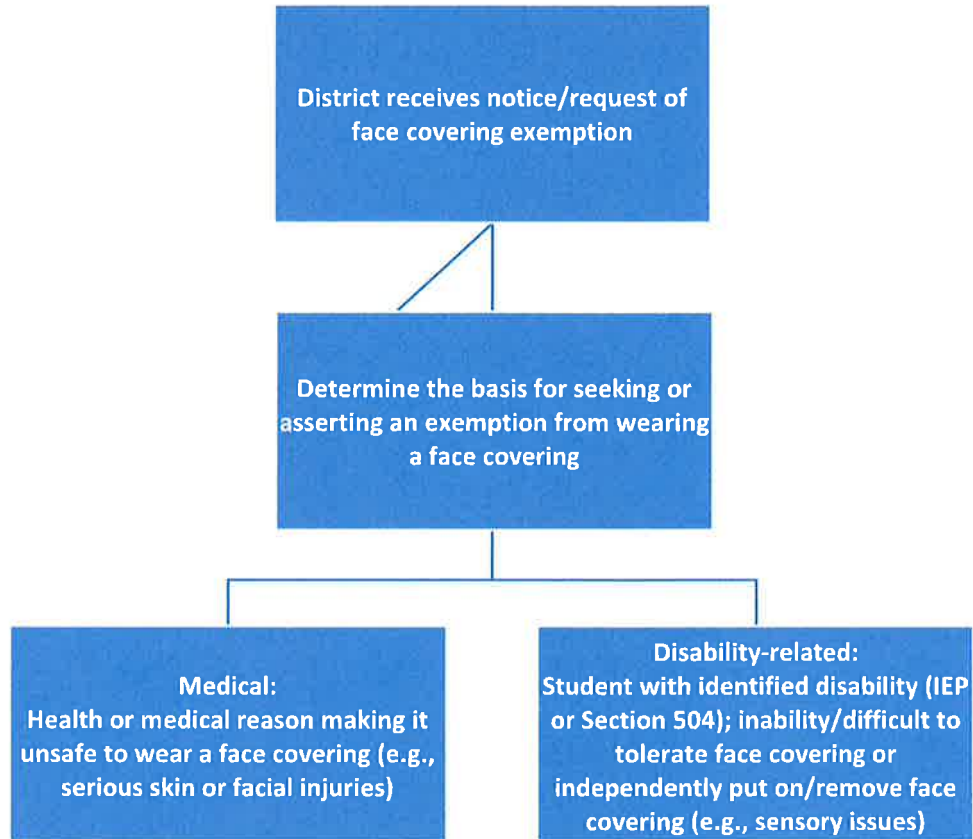
Face Masks/Coverings (continued)

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 EARLER 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:

*** 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.