Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on May 21, 2019 at 7:00 p.m. in the Reed Intermediate School library.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila (absent)
D. Cruson, Secretary	R. Bienkowski (absent)
D. Leidlein (absent)	30 Staff
J. Vouros	50 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance
Item 2 – Profiles in Professionalism
Dr. Rodrigue recognized 13 staff members for their outstanding contributions to the Newtown schools. Those receiving the Profiles in Professionalism Award include Erin Ardino, executive secretary at Sandy Hook School, Robert Barricelli, parent volunteer at Middle Gate School, Lauren Connor, District Board Certified Behavior Analyst, Jenna Connors, lead teacher at Hawley School, Petrice DiVanno, teacher at Reed Intermediate School, Suzanne Hurley, library media specialist at Middle Gate School, Lisa Kilcourse, school counselor at Head O'Meadow School, Mark Pirozzoli, head custodian at Reed Intermediate School, Peg Ragaini, school-to-career counselor at Newtown High School, Betsy Rickert, behavior interventionist at Hawley School, Andrew San Angelo, library media specialist at Newtown Middle School, Kathy Swift, teacher at Newtown High School, and Carol Villodas, secretary at Newtown High School.

Item 3 – Consent Agenda
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the Newtown High School field trip, the resignation of Pia Ledina, the resignation for retirement of Dorothy Schmidt, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation
Item 5 – Reports
Chair report: Mrs. Ku is in the process of checking for the Board attendance at the July and August meetings with possible rescheduling of the dates. She also shared that Mrs. Harriman-Stites would be the Board representative on the director of teaching and learning interview committee and Mrs. Leidlein would be on the Reed principal search committee. Mr. Delia and Mrs. Harriman-Stites would be involved in the teacher negotiations in June.

Superintendent's Report: We are looking at two early learning programs. Staff and administrators will complete their observations of other districts to decide which program will be best for us. She hoped to get funding for training from a grant. The directors of pupil services and human resources reviewed staffing regarding special education and shifting of resources in the district. She has overseen the review of students with dyslexia and will report her findings in June. Confidentiality is another important component.

Mrs. Harriman-Stites asked if confidentiality training would be for all staff.
Dr. Rodrigue said Mrs. Petersen would be working with all staff on that.
Mrs. Ku asked if Curriculum and Instruction should review Fundations.

Dr. Rodrigue said it would once the visits are finalized.

Committee Reports:
Mr. Vouros said that Curriculum and Instruction met with literacy specialists who will present the grades 3 and 4 ELA reading and writing curricula.

Mrs. Harriman-Stites said that the Policy Committee moved on to the 9000 series which is Board related. One policy on Board member use of social networks will have to be further discussed at a Board meeting as they are not sure if it should be a policy.

Mr. Vouros said that he attended the applied science presentation at the high school the night before. The students presented their work with professionalism and passion and were able to choose the question they wanted to research. This is the forerunner of the Capstone Project.

Mrs. Ku also attended and said it was very enjoyable to see the students owning a project they picked and were supportive of each other.

High School Student Report:
Ms. Dubois reported that there were two weeks left for seniors. This week is all spirit week for seniors. The Unified leadership team went to Toronto where they had games against teams from Canada and other parts of the United States. The Unified theater production called "Breaking Barriers" was this past weekend. The senior dinner dance was held last week at the Ethan Allen Hotel and next week we will go to Six Flags. May 16 the Foreign Language Honor Society had their inductions.

Financial Report:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report for the month ending April 30, 2019. Mr. Cruson seconded.

Mrs. Vadas highlighted a few changes in the financial report.
Mr. Delia asked if we would be replacing the boiler at Reed before the end of the school year to which Mrs. Vadas said we would.

Mr. Clure asked if there was a pre-payment penalty for the Verkata cameras.
Dr. Rodrigue said we didn't get an answer yet but would have it at the next meeting.
Motion passes unanimously.

<u>Item 6 – Old Business</u>
Math Curriculum:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Math 5, math 5+ and Math 6 curriculums. Mr. Cruson seconded.

Mr. Delia was troubled by the ability grouping for grade 5 math. He feels the students are too young to be separated by ability.

Mr. Vouros questioned that if those students demonstrate they are ready then why would they not be allowed to do that.
Mr. Delia feels 5+ should be the curriculum and allow students to stretch their minds.
Mrs. Uberti thinks it's important that curriculum is based on common core standards. The 5+ does introduce some 6th grade content but very little. If there are students who demonstrate the ability to do more challenging material it can be offered to them. We have tried to make it not be

about tracking. She sees it as pathways of allowing the opportunity for students to engage deeper in the material. We are looking to provide a challenge to students who have already mastered material in the standard common core curriculum. We want all students to achieve at the highest level in math and we do everything we can to be sure all students have that opportunity.

Mrs. Ku said that has been a long conversation about math over the years. She would like to see the students offered opportunities to move. She feels we are in a great place.

Mrs. Harriman-Stites said the accelerated math is taught in the same classroom with the other students. She is comfortable with this but agrees with Mr. Delia's philosophy.

Mrs. Buckley, a teacher at Reed, stated she has a group of plus students. She has been teaching it for 7 years and it has changed dramatically. It does meet the needs of all students. Students in plus class see math in a different way and they can work at that level. She also doesn't feel students in regular math feel they are missing out on anything.
Vote: 5 ayes, 1 nay (Mr. Delia) Motion passes.

Second Read Grade 2 Social Studies Curriculum:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Grade 2 social studies curriculum. Mr. Cruson seconded.

Mrs. Harriman-Stites stated she really connected with the social studies curriculum.
Mr. Delia said it was phenomenal and thanked Mr. San Angelo for hard work that went into this curriculum.
Motion passes unanimously.

Item 7 – New Business
Grade 3 and 4 ELA Reading and Writing Curriculums:
Dr. Rodrigue said this was reviewed by the C & I Committee and she praised the staff for the work they've done in this concept-based curriculum.

The teachers spoke about the curricula which was written on a concept-based model. Units are based on Teacher's College reading and writing units. Language arts consultants and teachers representing the elementary schools looked at the units. Reading and writing units are taught simultaneously. Testing strategies are from NWEA and Smarter Balance models.

Mr. Delia thanked them for embedding the strategies and asked if grammar was included.
Mrs. McArthur said they are currently working on that which can be inserted into the curriculum.

Newtown Custodians and Maintenance Association Contract:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the ratified Custodians and Maintenance Association contract for the period July 1, 2019 through June 30, 2023. Mr. Cruson seconded. Motion passes unanimously.

Newtown Federation of Educational Personnel Contract:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the ratified Newtown Federation of Educational Personnel Contract for the period July 1, 2019 through June 30, 2023. Mr. Cruson seconded.

Mr. Delia thanked Dr. Rodrigue for her hard work on this and keeping him informed as a committee member
Motion passes unanimously.

Continuation of School Activity Fund Accounts:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the continuation of the student activities fund accounts. Mr. Cruson seconded.

Mrs. Vadas said that each year the Board approves this item. All accounts are in alignment with last years.

Mr. Delia asked if it was typical for the high school to have such a big account.
Mrs. Vadas said it was because they have many accounts which include sports and activities.
Mr. Delia questioned if these accounts were funded by us or the community.
Mrs. Vadas said all are part of clubs and activities.

Mr. Vouros inquired about the amount in the ten-year account with no activity.
Mrs. Vadas said it was a little over $100,000 and hasn't been used since she's been here.

Dr. Rodrigue said some accounts were higher over years left by classes and never utilized. We have to see who opened the account.

Mrs. Ku said she noticed quite a few online fund raising for sports teams. The policy indicates the Board should accept the money if it's crowd-sourced.
Mrs. Harriman-Stites said there is a lot of crowd sourcing through booster clubs which doesn't come under our policy.

Dr. Rodrigue said that two years ago they looked into who was monitoring some of these accounts. The boosters were separate from PTAs and the school. A lot changed at the high school level looking at those accounts.
Mrs. Harriman-Stites said the athletic department needs to be made aware of the crowd sourcing policy.

Motion passes unanimously.

Propane Fuel Contract:
MOTION: Mrs. Harriman-Stites moved that the Board of Education award the propane fuel contract to Hocon Gas based on their lowest bid price of $1.0759 per gallon for two years.
Mr. Cruson seconded.

Mrs. Vadas spoke about the bid process. Hocon met the criteria for the lowest responsible bidder which will be a savings for us.

Mr. Cruson asked the size of the tank at All-Star.
Mrs. Vadas said it was a 2,000 gallon tank. Hocon agreed to put in two 2,000 gallon tanks.
Mr. Cruson felt it was better to have two filling stations instead of one.

Mr. Clure asked if we should go to a three-year contract.
Mrs. Vadas said we have only contracted for two years.
Mr. Clure asked if we were installing a new station.
Mrs. Vadas stated that for now we would stay at Pecks Lane.

Dr. Rodrigue said the fluctuation in price is why they do the two years out.
Mrs. Harriman-Stites noted that Rick Spreyer the purchasing agent worked on this for us.
Motion passes unanimously.

First Read of Policies:
Mrs. Harriman-Stites said these were brought to the Board with the help of Anne Dalton.
Policy 5141 provides clarification on student health services.
Policy 5141.22 on communicable and infectious diseases also has a regulation.
Policy 5141.231/4118.234 on psychotropic drug use has been heavily edited and is a combination of the old and new policy.
Policy 5141.24 on students with HIV/ARC or aids is an adjustment of a current policy.
Mrs. Ku said this applies to students and staff.
Mrs. Harriman-Stites said this should be in the 4000 series also and would check on that.
Policy 5141.251 addresses special dietary needs. They worked on this to make sure we were meeting the accommodations and noted some adjustments.

Mrs. Ku noted that #13 on food allergy was removed.
Mrs. Harriman-Stites would check on that.

Enrollment Study:
Dr. Rodrigue stated that we are moving forward with the enrollment study which is in the budget. Peter Prowda will be doing the study. You won't see a low, medium and high projection. Instead, it will be a straight projection. He looks at growth in the labor force, housing, 9th grade retention, and birth information as well as the accuracy of previous projections. We put $2,000 in the budget. That was looking at enrollment by grade. We want him to break it down by schools also. We will utilize $950 form this year toward the cost. He has worked with many districts and has done a very good job. It will not encompass the October enrollment because it will take him longer to complete the study.

Mr. Vouros asked if he takes into account those families that are coming into pre-k or have three year olds.
Dr. Rodrigue said that is all part of the methodology.

Mrs. Ku asked if this study will provide more information than we currently have.
Dr. Rodrigue said it will be helpful in looking at programs to put in place. We want a clean fresh enrollment study.

Mr. Delia asked if it was worth going out that far.
Dr. Rodrigue said it was standard to go out 10 years.
Mrs. Ku said that five years is the most accurate.

Minutes of May 7, 2019:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of May 7, 2019. Mr. Delia seconded. Vote: 5 ayes, 1 abstained (Mr. Cruson) Motion passes.

Item 8 – Public Participation
MOTION: Mr. Vouros moved that the Board of Education go into executive session to discuss the Assistant Superintendent contract and invited Dr. Rodrigue and Suzanne D'Eramo.
Mr. Delia seconded. Motion passes unanimously.

Item 9 – Executive Session

MOTION: Mr. Vouros moved to adjourn. Mr. Delia seconded. Motion passes unanimously.

Item 10 – Adjournment
The meeting adjourned at 9:59 p.m.

Respectfully submitted:

_____
Daniel J. Cruson, Jr.
Secretary

All-Star Transportation

31 Pecks Lane
Newtown, CT 06470
(203) 304 – 9778
Fax: (203) 304 - 9776

Principal Approval: ✓

~~2019~~ 2020

NO BUS - SKI 93 TRIP

CHARTER BUS REQUEST

Person requesting: HARRISON Jr School: NHS

Class: SKI CLUB Date of trip: 1/31/20 – 2/2/20

Pickup time: 3PM AM / (PM) Destination: Rutland VT

Address of destination: DAYS INN RUTLAND / KILLINGTON RESORT

Leave time from destination: 4 AM / (PM) Snow/Rain date: N/A

Teacher in charge of trip: HARRISON

No. students: 40-45 No. staff: up to 4 No. parents (if applicable): 2 possibly

Do any students have special needs for transportation? Yes / (No)

If ***yes***, what is required? (wheel chair, harness, etc): _____

If multiple students have special needs requirements, please list: _____

_____

_____

Party responsible for payment: _____

Contact person: _____ Phone No.: _____

If additional space required for listing, please include separate page

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.

Middle Gate Elementary School
7 Cold Spring Road
Newtown, CT, 06470
May 8, 2019

Superintendent of Schools
3 Primrose Street
Newtown, CT 06470

Dear Dr. Rodrigue,

I am writing to inform you of my intention to retire at the end of this school year, effective June 30th. It has been an honor and a privilege to teach kindergarten at Middle Gate Elementary School for the past 15 years. I have enjoyed working with the children, their families, and the kind, caring, dedicated staff, teachers and principal at our school. Thank- you for all you do, along with our Board of Education, to provide our schools with the resources needed for our wonderful learning community. I will miss being a part of it. It has been a pleasure to help students learn and achieve. I am grateful to have been a part of the Middle Gate faculty and Newtown Public Schools.

Sincerely and respectfully,

Dorothy Schmidt

Dorothy Schmidt
Kindergarten Teacher

c.c. Mr. Chris Geissler, Principal

Middle Gate School

Correspondence Report
05/07/2018 – 05/20/2019

Date	Name	Subject
5/8/2019	Rebecca Mindenhall	Hawley 2019-2020 4th Grade class size
5/8/2019	Christine Foster	Projected Class Sizes at Hawley
5/9/2019	Christine Foster	Re: Projected Class Sizes at Hawley
5/10/2019	Erin Masotta	Class size for Hawley School 4th Grade 2019-20
5/13/19	Christine Foster	Thank you
5/16/19	Nancy Squarciafico	SHS and district information

NPS
Newtown Public Schools
Activity Accounts
Period Ending March 31, 2019

Hawley School
Acct# 729519990
Managed by: Secretary
Approved by: Principal
Current Balance: $7,335.84

Middle School
Acct# 729519974
Managed by: Secretary
Approved by: Principal
Current Balance: $82,428.57

Sandy Hook School
Acct# 729519931
Managed by: Secretary
Approved by: Principal
Current Balance: $10,014.73

High School
Acct# 729519624
Managed by: Secretary
Approved by: Principal
Current Balance: $444,477.82

Middle Gate School
Acct# 701053826
Managed by: Secretary
Approved by: Principal
Current Balance: $5,955.89

Custodial Account
Acct# 729516781
Managed by: Assistant Business Director
Approved by: Director of Business
Current Balance: $82,739.79

Head O'Meadow
Acct# 729519851
Managed by: Secretary
Approved by: Principal
Current Balance: $1,421.97

Continuing Education
Acct# 729519755
Managed by: Bookkeeper
Approved by: Director of Continuing Ed
Current Balance: $42,403.66

Reed Intermediate
Acct# 729519966
Managed by: Secretary
Approved by: Principal
Current Balance: $41,527.79

NEWTOWN MUNICIPAL CENTER
3 PRIMROSE STREET
NEWTOWN, CONNECTICUT 06470
TEL. (203) 270-6131 / FAX (203) 270-4205

www.newtown-ct.gov

RICK SPREYER

TOWN OF NEWTOWN
PURCHASING AGENT

TO: Ron Bienkowski, Director of Business
FROM: Rick Spreyer, Purchasing Agent
SUBJECT: Bid Recommendation
DATE: May 15, 2019

On April 26, 2019, the RFP for Propane & Auto fuel Dispensing Equipment was published. On May 10, 2019, bids for this project were submitted. There were five (5) bids submitted for this project.

Here is the list of each vendor that submitted bids and their bid amount:

Company	Address	PPG Year 1	PPG Year 2
Hocon Gas	6 Armstrong Rd, Shelton, CT 06484	$1.0759	1.0759
Mitchell	7 Federal Rd, Danbury, CT 06813	$1.125	$1.125
East River Energy	401 Soundview Rd, Guilford, CT 06437	$1.395	$1.395
Suburban Propane	240 Route 10, Whippany, NJ 07981	$1.55	$1.45
AmeriGas	460 Northgulf Rd, King of Prussia, PA 19406	$1.17	$1.15

After review of the bids, it was determined that Hocon Gas met the criteria for lowest responsible Bidder. They will be installing two 2,000 gallon propane tanks at All-Star Transportation, and will make a temporary pump trailer available should there be a need for propane during the transition of the existing tank to the new tanks. It is my recommendation that the bid be awarded to Hocon Gas.

Sincerely,

Rick Spreyer, Purchasing Agent

CC: Gino Faiella, Director of Operations

Propane Bid Review and Financial Analysis
May 10, 2019

Budgeted for 2019-20			
Provider	**Yr. 1 Per Gallon Cost**	**Budget Cost***	**Yr. 1 Budget Cost/Saving**
Mitchell	$1.3900	$236,787	$0
Hocon Gas	$1.0759	$183,280	$53,507
Mitchell	$1.1250	$191,644	$45,143
Amerigas	$1.1700	$199,310	$37,477
East River Energy	$1.3950	$237,638	-$852
Suburban Propane	$1.5500	$264,043	-$27,256

Provider	**Yr. 2 Per Gallon Cost**	**Budget Cost**
Hocon Gas	$1.0759	$183,280
Mitchell	$1.1250	$191,644
Amerigas	$1.1500	$195,903
East River Energy	$1.3950	$237,638
Suburban Propane	$1.4500	$247,008

*Budgeted costs based on the following criteria:
$1.39 x total gallons **170,350** total gallons = 2,970 gallons per vehicle (55 vehicles) 163,350 + 7,000 for athletic/field trips

Budget price for current year is $1.29 per gallon

NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
April 30, 2019

SUMMARY

This financial report for the month of April indicates that the Board of Education spent approximately $7.6M; $4.0M on salaries; $2.2M on employee benefits (includes our final deposit of $2.0M to the self-insurance fund), with the balance of $1.4M for all other objects.

Collectively, all accounts are in good shape moving forward, with plus and minus accounts consistent with the more recent financial reports. The overall balance of last month has declined due to the inclusion of the security system update approved at the last board meeting.

This amounted to an approximate $99,000 additional unbudgeted expenditure with $25,000 of this project charged to technology equipment (the amount included for replacement servers).

The Salary account balance has increased by approximately $31,000 primarily due to projected balance increases for tutors, homebound and substitute teachers. The Employee Benefits negative balance is projected to decline by approximately $12,000 due to reduced anticipated expenses for FICA, Medicare, Pension and unemployment.

The Professional Services account are now projecting an additional $20,000 balance due to a declining estimate for professional student services and professional development for staff.

Purchased Property Services expenses have increased due to continuing building repair needs. Certain emergency and safety issues needed to be addressed currently that couldn't be delayed to the next fiscal year.

Other Purchased Services expenses have increased by approximately $42,000 due to Contracted Services being completely spent along with some additional special education tuition needs.

For Supplies, with the assumption of spending all budgeted amounts for consumables, $41,000 less will be available as compared to last month. Within this category of accounts, electricity produced an additional $10,000 while an increase in the price of natural gas is expected to cost an additional $14,000.

Property, which was previously fully expended, is now depicting a $99,000 overage which results from the previously mentioned security improvement projects, along with a $6,600 expenditure for a pilot project at Middle Gate School comprised of classroom tables (an alternative system to standard desk seating).

Some additional expenditures which are being considered that are not included in this report are the following:

a)	Phonics program (Foundation) for Kindergarten	$18,128
b)	Phonics program (Foundation) for First grade	$22,672
c)	Replacement Ice Machine (Athletics) for safety	$ 7,000
d)	Replacement Mascot costume (Athletics)	$ 5,000
	Total Estimated	$52,800

The Finance/Facilities/CIP Subcommittee will be meeting on June 5th and will be reviewing additional expenditure considerations. The overall balance available will be recommended to be transferred to the Board of Education's Non-Lapsing account. The current Non-Lapsing balance is approximately $192,000 after the Ductless splits at Hawley and the Middle School and the Sandy Hook School lightening protection project are completed.

There has been no further information on the excess cost reimbursement, but we should know by the end of this month when the revenue is scheduled to arrive. The current estimate in the 'Offsetting Revenue' schedule is at 73.62%. Any reduction would be able to be covered with the expenditure balance currently available.

On the Revenue statement we have received additional tuition income, and overall, have exceeded our budgeted estimate.

Ron Bienkowski
Director of Business
May 15, 2019

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.

- Expense Category – further defines the type of expense by Object Code

- Expended 2017-18 – audited expenditures from the prior fiscal year (for comparison purposes)

- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.

- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.

- Current Transfers – identifies the recommended cross object codes for current month action. (None)

- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.

- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.

- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.

- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.

- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

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

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

Magnet Transportation Grant – provides reimbursement of $1,300 for local students attending approved Magnet school programs. The budgeted grant is $52,700 for this year.

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

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.

- High school fees for parking permits..

- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
	GENERAL FUND BUDGET									
100	**SALARIES**	$ 46,681,657	$ 48,352,266	$ (51,880)	$ 48,300,386	$ 35,339,207	$ 12,631,524	$ 329,655	$ 95,363	$ 234,292
200	**EMPLOYEE BENEFITS**	$ 11,604,603	$ 11,165,964	$ -	$ 11,165,964	$ 10,745,736	$ 1,250	$ 418,978	$ 438,043	$ (19,065)
300	**PROFESSIONAL SERVICES**	$ 860,328	$ 823,818	$ 8,670	$ 832,488	$ 575,201	$ 106,588	$ 150,699	$ 114,245	$ 36,454
400	**PURCHASED PROPERTY SERV.**	$ 1,876,912	$ 2,175,147	$ 5,550	$ 2,180,697	$ 1,948,212	$ 184,808	$ 47,678	$ 117,916	$ (70,238)
500	**OTHER PURCHASED SERVICES**	$ 8,922,509	$ 8,939,787	$ 33,984	$ 8,973,771	$ 7,393,411	$ 1,577,318	$ 3,042	$ 7,673	$ (4,631)
600	**SUPPLIES**	$ 3,501,034	$ 3,831,795	$ 3,676	$ 3,835,471	$ 2,962,459	$ 645,699	$ 227,313	$ 180,476	$ 46,837
700	**PROPERTY**	$ 556,785	$ 596,247	$ -	$ 596,247	$ 313,181	$ 172,663	$ 110,403	$ 209,552	$ (99,149)
800	**MISCELLANEOUS**	$ 60,808	$ 69,207	$ -	$ 69,207	$ 59,313	$ 2,138	$ 7,756	$ 2,000	$ 5,756
910	**SPECIAL ED CONTINGENCY**	$ -	$ 100,000	$ -	$ 100,000	$ -	$ -	$ 100,000	$ -	$ 100,000
	TOTAL GENERAL FUND BUDGET	$ 74,064,636	$ 76,054,231	$ -	$ 76,054,231	$ 59,336,720	$ 15,321,987	$ 1,395,524	$ 1,165,268	$ 230,256
900	**TRANSFER NON-LAPSING**	$ 276,038	$ -							
	GRAND TOTAL	$ 74,340,674	$ 76,054,231	$ -	$ 76,054,231	$ 59,336,720	$ 15,321,987	$ 1,395,524	$ 1,165,268	$ 230,256

(Audited)

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	**SALARIES**									
	Administrative Salaries	$ 3,589,381	$ 3,927,185	$ -	$ 3,927,185	$ 3,233,486	$ 682,541	$ 11,159	$ 13,412	$ (2,253)
	Teachers & Specialists Salaries	$ 30,286,831	$ 30,663,134	$ (30,000)	$ 30,633,134	$ 21,267,809	$ 9,373,008	$ (7,683)	$ (38,681)	$ 30,998
	Early Retirement	$ 32,000	$ 40,000	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ -
	Continuing Ed./Summer School	$ 88,754	$ 93,428	$ -	$ 93,428	$ 79,011	$ 9,900	$ 4,518	$ 1,500	$ 3,018
	Homebound & Tutors Salaries	$ 133,352	$ 218,868	$ -	$ 218,868	$ 111,829	$ 14,878	$ 92,161	$ 9,052	$ 83,109
	Certified Substitutes	$ 585,384	$ 665,815	$ (13,963)	$ 651,852	$ 508,364	$ 70,560	$ 72,928	$ 72,928	$ -
	Coaching/Activities	$ 580,835	$ 618,223	$ -	$ 618,223	$ 617,962	$ 4,326	$ (4,065)	$ (2,900)	$ (1,165)
	Staff & Program Development	$ 175,766	$ 224,173	$ (10,000)	$ 214,173	$ 128,113	$ 80,768	$ 5,292	$ 6,200	$ (908)
	CERTIFIED SALARIES	$ 35,472,303	$ 36,450,826	$ (53,963)	$ 36,396,863	$ 25,986,573	$ 10,235,980	$ 174,309	$ 61,511	$ 112,799
	Supervisors/Technology Salaries	$ 737,247	$ 920,240	$ -	$ 920,240	$ 732,007	$ 147,894	$ 40,339	$ 1,500	$ 38,839
	Clerical & Secretarial salaries	$ 2,175,395	$ 2,276,982	$ -	$ 2,276,982	$ 1,815,202	$ 450,492	$ 11,287	$ 6,600	$ 4,687
	Educational Assistants	$ 2,404,167	$ 2,538,989	$ 59,053	$ 2,598,042	$ 2,044,479	$ 546,128	$ 7,435	$ (746)	$ 8,181
	Nurses & Medical advisors	$ 734,835	$ 740,251	$ -	$ 740,251	$ 507,897	$ 215,399	$ 16,955	$ 12,333	$ 4,622
	Custodial & Maint Salaries	$ 3,034,637	$ 3,121,867	$ -	$ 3,121,867	$ 2,516,283	$ 597,358	$ 8,226	$ 3,500	$ 4,726
	Non Certified Adj & Bus Drivers salaries	$ 24,888	$ 68,670	$ (56,970)	$ 11,700	$ 8,108	$ 3,129	$ 462	$ -	$ 462
	Career/Job salaries	$ 84,244	$ 74,790	$ -	$ 74,790	$ 42,323	$ 52,942	$ (20,475)	$ (27,800)	$ 7,325
	Special Education Svcs Salaries	$ 1,084,834	$ 1,228,405	$ -	$ 1,228,405	$ 919,696	$ 262,743	$ 45,966	$ (5,824)	$ 51,790
	Attendance & Security Salaries	$ 570,324	$ 591,639	$ -	$ 591,639	$ 462,244	$ 118,457	$ 10,938	$ 3,744	$ 7,194
	Extra Work - Non-Cert	$ 91,741	$ 107,869	$ -	$ 107,869	$ 76,179	$ 1,000	$ 30,690	$ 14,000	$ 16,690
	Custodial & Maint. Overtime	$ 234,510	$ 199,738	$ -	$ 199,738	$ 194,548	$ -	$ 5,190	$ 25,000	$ (19,810)
	Civic activities/Park & Rec	$ 32,532	$ 32,000	$ -	$ 32,000	$ 33,667	$ -	$ (1,667)	$ 1,545	$ (3,212)
	NON-CERTIFIED SALARIES	$ 11,209,354	$ 11,901,440	$ 2,083	$ 11,903,523	$ 9,352,634	$ 2,395,543	$ 155,346	$ 33,852	$ 121,494
	SUBTOTAL SALARIES	**$ 46,681,657**	**$ 48,352,266**	**$ (51,880)**	**$ 48,300,386**	**$ 35,339,207**	**$ 12,631,524**	**$ 329,655**	**$ 95,363**	**$ 234,292**

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	**EMPLOYEE BENEFITS**									
	Medical & Dental Expenses	$ 8,829,256	$ 8,183,967	$ -	$ 8,183,967	$ 8,175,967	$ -	$ 8,000	$ 4,994	$ 3,006
	Life Insurance	$ 85,000	$ 87,134	$ -	$ 87,134	$ 77,530	$ -	$ 9,604	$ 7,160	$ 2,444
	FICA & Medicare	$ 1,454,800	$ 1,514,790	$ -	$ 1,514,790	$ 1,144,201	$ -	$ 370,589	$ 366,289	$ 4,300
	Pensions	$ 683,223	$ 775,643	$ -	$ 775,643	$ 778,311	$ 1,250	$ (3,918)	$ 30,400	$ (34,318)
	Unemployment & Employee Assist.	$ 53,823	$ 87,000	$ -	$ 87,000	$ 37,780	$ -	$ 49,220	$ 29,200	$ 20,020
	Workers Compensation	$ 498,501	$ 517,430	$ -	$ 517,430	$ 531,947	$ -	$ (14,517)	$ -	$ (14,517)
	SUBTOTAL EMPLOYEE BENEFITS	**$ 11,604,603**	**$ 11,165,964**	**$ -**	**$ 11,165,964**	**$ 10,745,736**	**$ 1,250**	**$ 418,978**	**$ 438,043**	**$ (19,065)**
300	**PROFESSIONAL SERVICES**									
	Professional Services	$ 665,344	$ 615,047	$ -	$ 615,047	$ 421,516	$ 81,666	$ 111,865	$ 95,402	$ 16,463
	Professional Educational Ser.	$ 194,984	$ 208,771	$ 8,670	$ 217,441	$ 153,685	$ 24,922	$ 38,834	$ 18,843	$ 19,991
	SUBTOTAL PROFESSIONAL SVCS	**$ 860,328**	**$ 823,818**	**$ 8,670**	**$ 832,488**	**$ 575,201**	**$ 106,588**	**$ 150,699**	**$ 114,245**	**$ 36,454**
400	**PURCHASED PROPERTY SVCS**									
	Buildings & Grounds Services	$ 707,757	$ 697,600	$ -	$ 697,600	$ 643,930	$ 40,759	$ 12,911	$ 12,000	$ 911
	Utility Services - Water & Sewer	$ 140,819	$ 137,650	$ -	$ 137,650	$ 106,986	$ 8,248	$ 22,416	$ 28,536	$ (6,120)
	Building, Site & Emergency Repairs	$ 490,220	$ 460,850	$ -	$ 460,850	$ 434,374	$ 64,020	$ (37,543)	$ 36,653	$ (74,196)
	Equipment Repairs	$ 248,481	$ 313,324	$ -	$ 313,324	$ 244,217	$ 27,725	$ 41,382	$ 37,000	$ 4,382
	Rentals - Building & Equipment	$ 265,862	$ 272,923	$ 5,550	$ 278,473	$ 250,592	$ 19,370	$ 8,511	$ 3,727	$ 4,785
	Building & Site Improvements	$ 23,773	$ 292,800	$ -	$ 292,800	$ 268,113	$ 24,687	$ (0)	$ -	$ (0)
	SUBTOTAL PUR. PROPERTY SER.	**$ 1,876,912**	**$ 2,175,147**	**$ 5,550**	**$ 2,180,697**	**$ 1,948,212**	**$ 184,808**	**$ 47,678**	**$ 117,916**	**$ (70,238)**

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	**OTHER PURCHASED SERVICES**									
	Contracted Services	$ 570,837	$ 621,207	$ 9,534	$ 630,741	$ 518,466	$ 98,952	$ 13,324	$ 13,324	$ -
	Transportation Services	$ 4,091,115	$ 4,341,927	$ (100,000)	$ 4,241,927	$ 3,220,514	$ 657,893	$ 363,520	$ 310,249	$ 53,271
	Insurance - Property & Liability	$ 410,691	$ 409,907	$ (5,550)	$ 404,357	$ 400,457	$ -	$ 3,900	$ -	$ 3,900
	Communications	$ 159,176	$ 156,649	$ -	$ 156,649	$ 119,859	$ 25,795	$ 10,994	$ 854	$ 10,140
	Printing Services	$ 27,387	$ 33,020	$ -	$ 33,020	$ 14,989	$ 16,268	$ 1,763	$ -	$ 1,763
	Tuition - Out of District	$ 3,454,767	$ 3,164,101	$ 130,000	$ 3,294,101	$ 2,945,504	$ 746,799	$ (398,202)	$ (323,954)	$ (74,248)
	Student Travel & Staff Mileage	$ 208,537	$ 212,976	$ -	$ 212,976	$ 173,623	$ 31,611	$ 7,742	$ 7,200	$ 542
	SUBTOTAL OTHER PURCHASED SI	**$ 8,922,509**	**$ 8,939,787**	**$ 33,984**	**$ 8,973,771**	**$ 7,393,411**	**$ 1,577,318**	**$ 3,042**	**$ 7,673**	**$ (4,631)**
600	**SUPPLIES**									
	Instructional & Library Supplies	$ 767,673	$ 835,997	$ 4,486	$ 840,483	$ 697,770	$ 129,039	$ 13,674	$ 13,674	$ -
	Software, Medical & Office Sup.	$ 140,088	$ 188,341	$ -	$ 188,341	$ 123,455	$ 48,294	$ 16,592	$ 16,592	$ -
	Plant Supplies	$ 404,991	$ 375,000	$ -	$ 375,000	$ 274,576	$ 93,171	$ 7,253	$ 6,000	$ 1,253
	Electric	$ 1,305,141	$ 1,498,260	$ -	$ 1,498,260	$ 1,132,981	$ 280,220	$ 85,059	$ 43,941	$ 41,118
	Propane & Natural Gas	$ 304,459	$ 430,300	$ -	$ 430,300	$ 342,816	$ 82,852	$ 4,632	$ (1,893)	$ 6,525
	Fuel Oil	$ 321,179	$ 108,860	$ -	$ 108,860	$ 61,915	$ -	$ 46,945	$ 46,945	$ -
	Fuel For Vehicles & Equip.	$ 231,624	$ 254,618	$ -	$ 254,618	$ 203,330	$ -	$ 51,288	$ 53,788	$ (2,500)
	Textbooks	$ 25,880	$ 140,419	$ (810)	$ 139,609	$ 125,613	$ 12,124	$ 1,872	$ 1,430	$ 442
	SUBTOTAL SUPPLIES	**$ 3,501,034**	**$ 3,831,795**	**$ 3,676**	**$ 3,835,471**	**$ 2,962,459**	**$ 645,699**	**$ 227,313**	**$ 180,476**	**$ 46,837**

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	**PROPERTY**									
	Capital Improvements (Sewers)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Technology Equipment	$ 547,585	$ 550,000	$ -	$ 550,000	$ 278,044	$ 166,997	$ 104,959	$ 104,959	$ -
	Other Equipment	$ 9,200	$ 46,247	$ -	$ 46,247	$ 35,137	$ 5,666	$ 5,444	$ 104,593	$ (99,149)
	SUBTOTAL PROPERTY	**$ 556,785**	**$ 596,247**	**$ -**	**$ 596,247**	**$ 313,181**	**$ 172,663**	**$ 110,403**	**$ 209,552**	**$ (99,149)**
800	**MISCELLANEOUS**									
	Memberships	$ 60,808	$ 69,207	$ -	$ 69,207	$ 59,313	$ 2,138	$ 7,756	$ 2,000	$ 5,756
	SUBTOTAL MISCELLANEOUS	**$ 60,808**	**$ 69,207**	**$ -**	**$ 69,207**	**$ 59,313**	**$ 2,138**	**$ 7,756**	**$ 2,000**	**$ 5,756**
910	**SPECIAL ED CONTINGENCY**	**$ -**	**$ 100,000**	**$ -**	**$ 100,000**	**$ -**	**$ -**	**$ 100,000**	**$ -**	**$ 100,000**
	TOTAL LOCAL BUDGET	**$ 74,064,636**	**$ 76,054,231**	**$ -**	**$ 76,054,231**	**$ 59,336,720**	**$ 15,321,987**	**$ 1,395,524**	**$ 1,165,268**	**$ 230,256**

(Audited)

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE

BOARD OF EDUCATION FEES & CHARGES - SERVICES	2018-19 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	$31,675	$36,206	($4,531)	114.30%
HIGH SCHOOL FEES FOR PARKING PERMITS	$20,000	$20,000	$0	100.00%
MISCELLANEOUS FEES	$5,000	$5,710	($710)	114.19%
TOTAL SCHOOL GENERATED FEES	$56,675	$61,915	($5,240)	109.25%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - April 30, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1st ESTIMATE	STATE ESTIMATE - 15-Apr	Feb RECEIVED	May ESTIMATED
100	**SALARIES**	$ (49,618)	$ -	$ (49,618)	$ (65,366)	$ (62,484)	$ (46,857)	$ (15,627)
200	**EMPLOYEE BENEFITS**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
300	**PROFESSIONAL SERVICES**	$ (56,105)	$ -	$ (56,105)	$ (13,141)	$ (7,590)	$ (5,692)	$ (1,898)
400	**PURCHASED PROPERTY SERV.**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**	$ (1,407,585)	$ -	$ (1,407,585)	$ (1,399,682)	$ (1,564,730)	$ (1,173,361)	$ (391,369)
600	**SUPPLIES**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
700	**PROPERTY**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**	$ -		$ -	$ -	$ -	$ -	$ -
	TOTAL GENERAL FUND BUDGET	$ (1,513,308)	$ -	$ (1,513,308)	$ (1,478,189)	$ (1,634,804)	$ (1,225,910)	$ (408,894)
100	**SALARIES**							
	Administrative Salaries	$ -		$ -		$ -		
	Teachers & Specialists Salaries	$ -		$ -		$ -		
	Early Retirement	$ -		$ -		$ -		
	Continuing Ed./Summer School	$ -		$ -		$ -		
	Homebound & Tutors Salaries	$ -		$ -		$ -		
	Certified Substitutes	$ -		$ -		$ -		
	Coaching/Activities	$ -		$ -		$ -		
	Staff & Program Development	$ -		$ -		$ -		
	CERTIFIED SALARIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Supervisors/Technology Salaries	$ -		$ -		$ -		
	Clerical & Secretarial salaries	$ -		$ -		$ -		
	Educational Assistants	$ (5,326)		$ (5,326)	$ (8,814)	$ (9,381)	$ (7,035)	$ (2,346)
	Nurses & Medical advisors	$ -		$ -		$ -		
	Custodial & Maint Salaries	$ -		$ -		$ -		
	Non Certified Salary Adjustment	$ -		$ -		$ -		
	Career/Job salaries	$ -		$ -		$ -		
	Special Education Svcs Salaries	$ (44,292)		$ (44,292)	$ (56,552)	$ (53,103)	$ (39,822)	$ (13,281)
	Attendance & Security Salaries	$ -		$ -		$ -		
	Extra Work - Non-Cert	$ -		$ -		$ -		
	Custodial & Maint. Overtime	$ -		$ -		$ -		
	Civic activities/Park & Rec	$ -		$ -		$ -		
	NON-CERTIFIED SALARIES	$ (49,618)	$ -	$ (49,618)	$ (65,366)	$ (62,484)	$ (46,857)	$ (15,627)
	SUBTOTAL SALARIES	**$ (49,618)**	**$ -**	**$ (49,618)**	**$ (65,366)**	**$ (62,484)**	**$ (46,857)**	**$ (15,627)**
200	**EMPLOYEE BENEFITS**							
	SUBTOTAL EMPLOYEE BENEFITS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

"FOR THE MONTH ENDING - April 30, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1st ESTIMATE	STATE ESTIMATE - 15-Apr	Feb RECEIVED	May ESTIMATED
300	**PROFESSIONAL SERVICES**							
	Professional Services	$ (56,105)		$ (56,105)	$ (13,141)	$ (7,590)	$ (5,692)	$ (1,898)
	Professional Educational Ser.	$ -		$ -		$ -		
	SUBTOTAL PROFESSIONAL SVCS	**$ (56,105)**	**$ -**	**$ (56,105)**	**$ (13,141)**	**$ (7,590)**	**$ (5,692)**	**$ (1,898)**
400	**PURCHASED PROPERTY SVCS**							
	SUBTOTAL PUR. PROPERTY SER.	**$ -**	**$ -**	**$ -**		**$ -**	**$ -**	**$ -**
500	**OTHER PURCHASED SERVICES**							
	Contracted Services	$ -		$ -		$ -		
	Transportation Services	$ (348,975)		$ (348,975)	$ (305,446)	$ (314,367)	$ (235,737)	$ (78,630)
	Insurance - Property & Liability	$ -		$ -		$ -		
	Communications	$ -		$ -		$ -		
	Printing Services	$ -		$ -		$ -		
	Tuition - Out of District	$ (1,058,610)		$ (1,058,610)	$ (1,094,236)	$ (1,250,363)	$ (937,624)	$ (312,739)
	Student Travel & Staff Mileage	$ -		$ -		$ -		
	SUBTOTAL OTHER PURCHASED SI	**$ (1,407,585)**	**$ -**	**$ (1,407,585)**	**$ (1,399,682)**	**$ (1,564,730)**	**$ (1,173,361)**	**$ (391,369)**
600	**SUPPLIES**							
	SUBTOTAL SUPPLIES	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
700	**PROPERTY**							
	SUBTOTAL PROPERTY	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
800	**MISCELLANEOUS**							
	Memberships							
	SUBTOTAL MISCELLANEOUS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	TOTAL LOCAL BUDGET	**$ (1,513,308)**	**$ -**	**$ (1,513,308)**	**$ (1,478,189)**	**$ (1,634,804)**	**$ (1,225,910)**	**$ (408,894)**
							75%	25%

Excess Cost and Agency placement Grants are budgeted at 75%. $ (1,513,308)

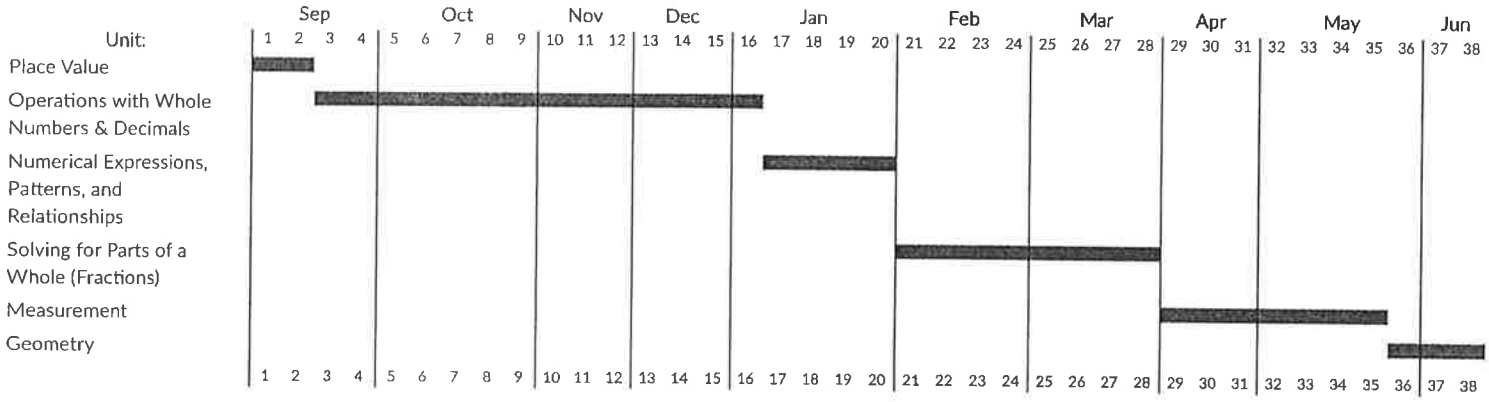
The May State estimate is at 73.62% on eligible expenditures for this year. $ (1,634,804)

Additional beyond budget $ 121,496

Newtown Public Schools
Math Grade 5

Reed Intermediate School > Grade 5 > Mathematics > Math Grade 5

Collaboration



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Newtown Public Schools
Math Grade 5

Place Value

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

SYSTEM

Concepts:
place value
number system

Generalizations / Enduring Understandings

The base ten system represents the relationship among numbers.

The base ten system applies symbolism to represent numbers within the base ten system.

An understanding of place value transfers to navigating the real world.

Guiding Questions

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

- What is a digit? (factual)
- What is a value? (factual)
- How can you write a fraction as a decimal? (factual)
- How can you represent a decimal or a fraction as part of a whole. (factual)
- How can you compare and order decimals? (factual)
- What patterns do place value relationships follow? (conceptual)
- How are fractions related to decimals and percents? (conceptual)
- How do decimals and fractions affect the decisions made in everyday life? (conceptual)
- What is the value of seeing the relationship between decimals, fractions and percents? (provocative)
- What is the benefit of using one form over another (decimal, fraction, percent)? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations in Base Ten

5.NBT.A. Understand the place value system.

- 5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- 5.NBT.A.3. Read, write, and compare decimals to thousandths.
- 5.NBT.A.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to ...

- understand the relationship of how digits in a multi-digit number relate to one another and their place value
- apply decimal understanding to place value and fractions
- compare and order decimals in multiple forms (standard, word and expanded)
- extend and identify patterns using decimals
- use the base ten numeration system to solve problems

Critical Content & Skills

What students must KNOW and be able to DO

Understand the place value system.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Represent decimals (tenths,hundredths, thousandths) as fractions.

Write decimals in standard, expanded and word form through thousandths.

Compare and order decimals through thousandths.

Vocabulary:
place value, decimal, decimal point, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, ‹, ›, =, compare/comparison, round, number system

Core Learning Activities

Understand the place value system.

- manipulating numbers using a place value map
- creating a place value map

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- modeling

Represent decimals (tenths,hundredths, thousandths) as fractions.

- modeling
- representing decimals using base ten blocks
- looking for patterns through use of decimal grid

Write decimals in standard, expanded and word form through thousandths.

- writing decimals in each form

Compare and order decimals through thousandths.

- organizing decimals into place-value chart

Assessments

Resources

Professional & Student

- enVision Math Topic 1 (all lessons)

- Adding and subtracting whole numbers and decimals.docx
- Modified Topic One Test.docx
- Unit 1 lessons 1-3.docx
- Unit 1 lessons 4-6.docx
- Topic 1

*1-1, 1-2, 1-3, 1-4: Our number system is based on groups of ten. In a multi-digit number a digit in ones place represents tens times what is would represent in the place immediately to its right and one-tenth to the place immediately to its left.
*1-5 Place value can be used to compare and order whole numbers and decimals.

Problem-Solving:
*1-6 Some problems can be solved by identifying elements that repeat in a predictable way.

- http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf
- IXL
- 5NBT Pretest.docx
- Assessment Pack

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 5

Reed Intermediate School > Grade 5 > Mathematics > Math Grade 5 > Week 3 - Week 16

Operations with Whole Numbers & Decimals

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

PROCESS

Concepts:
place value
Properties of Operations
compatible numbers
standard algorithm

Generalizations / Enduring Understandings

The use of compatible numbers to estimate solutions provides a viable strategy to check for reasonableness and accuracy.

Addition and subtraction of decimals and whole numbers follows the same process of breaking apart numbers using place value.

The use of the Properties of Operations and powers of 10 facilitate the process of computation.

An awareness of the relative size of a dividend, divisor and quotient in conjunction with a mathematical number sense facilitates the process of division.

Guiding Questions

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

- What are the standard procedures for adding and subtracting whole numbers and decimals? (factual)
- What are compatible numbers? (factual)
- What is the advantage of rounding numbers including decimals? (conceptual)
- How can estimation validate the reasonableness of sums,differences, products and quotients? (conceptual)
- What makes a rule become a property? (conceptual)
- Does using estimation aid you in the real world? (provocative)
- Is it advantageous to use mental math to add, subtract, multiply and/or divide? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations in Base Ten

5.NBT.A. Understand the place value system.

- 5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

- 5.NBT.A.4. Use place value understanding to round decimals to any place.

5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to ...

- use mental math and rounding to estimate sums and differences with decimals
- model and solve addition and subtraction of decimals
- multiply two-digit numbers by multiples of ten
- multiply two-digit by three-digit numbers
- estimate and divide by one-digit divisors
- understand that a zero represents a place holder within a quotient
- use patterns to divide
- estimate quotients
- divide by multiples of ten resulting in one-digit or two-digit quotients
- estimate the product and multiply decimals with powers of ten
- divide decimals by powers of ten
- divide by a whole number or by a decimal
- solve problems involving multi-steps
- solve problems by drawing a picture and writing an equation
- solve problems by testing for reasonableness
- solve problems involving missing or extraneous information

Critical Content & Skills

What students must KNOW and be able to DO

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Estimate decimals or whole numbers using rounding and/or compatible numbers.

Recognize our number system is based on the powers of ten.

Multiply and divide by powers of ten.

Gain an awareness of what happens when two decimals are either multiplied or divided.

Use the Properties of Operations to solve problems.

Vocabulary:
place value, decimal, decimal point, estimate, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, <, >, =, compare/comparison, round, Commutative, Associative, Identity and Zero Property of Multiplication, Properties of Operations, mental math, multiple, model, algorithm, compatible numbers, rounding, array, area model

Core Learning Activities

Perform operation with multi-digit whole numbers and with decimals to hundredths.

- solving problems using graph paper
- math games
- scavenger hunt
- modeling
- bar modeling
- using estimation
- checking answer for reasonableness
- performing standard multiplication algorithm

Estimate decimals or whole numbers using rounding and/or compatible numbers.

- estimating decimals or whole numbers using number lines
- estimating decimals or whole numbers using a multiplication chart

Recognize our number system is based on the powers of ten.

- using place-value flip-chart to recognize our number system is based on powers of ten

Multiply and divide by powers of ten.

- drawing a picture
- writing an equation
- bar modeling
- looking for and explaining patterns

Gain an awareness of what happens when two decimals are either multiplied or divided.

- modeling using grids

Use the Properties of Operations to solve problems.

- identifying the properties
- modeling the properties

Assessments

- Adding and subtracting whole numbers and decimals.docx
- Unit 2 lessons 1-3.docx
- Unit 2 lessons 4-6.docx
- Topic 2
- Topic 3
- Topic 4
- Topic 5
- Topic 6
- Topic 7

Resources

Professional & Student

*enVision Math Topics 2 - 7

*2-1 There is more that one way to do mental calculation. Techniques for doing addition or subtraction **calculations mentally** involve changing the numbers so the calculation is easy to do mentally.
*2-2 A number line can be used to round whole numbers and decimals by making is easy to see which **multiple** of 10, 100, etc., of 0.1, 0.01, etc., a number is closest to.
*2-3 There is more than one way to **estimate** a sum or difference. Some sequences of numbers or objects repeat or grow in predictable ways.
*2-4 **Models and algorithms** for adding or subtracting multi-digit decimals are just an extension of models and algorithms for adding and subtracting multi-digit whole numbers.
*2-5 & 2-6 Adding or subtracting multi-digit decimals is similar to adding or subtracting multi-digit whole numbers.
*3-1 The **properties of multiplication** can be used to simplify computation and to verify mental math and paper and pencil algorithm
*3-2, 3-3, 5-1 Basic math facts and place value patterns can be used to find products or quotients when one factor is a multiple of 10, 100 or 1, 000
*3-4, 3-5 The standard multiplication algorithm breaks the calculations into simpler calculations using place values starting with the ones, then the tens and so on.
*4-1 Basic facts and place value patterns can be used to divide multiples of ten, one hundred, and so forth by one-digit numbers.
*4-2, 5-2, 5-6, 5-7 There is more than one way to estimate a quotient. Substituting compatible numbers is an efficient technique for estimating quotients.

*4-3 Answers to problems should always be checked for reasonableness using either estimation or checking the answer against the question in the problem.
*4-4 & 4-5 The sharing interpretation of division and money can be used to model the standard algorithm.
*4-6 The standard division algorithm uses basic facts, place value and the relationship between multiplication and division along with estimation.
*5-3 An array/area model can be used to model the process for dividing whole numbers by two-digit divisors.
*5-4 Estimation and place value can help determine the placement of digits in the quotient.
*5-5 Some real-world quantities have a mathematical relationship; the value of one quantity can be found if you know the value of the other quantity.
*6-1 & 7-1 Patterns can be used to mentally multiply and divide decimals by 10, 100, and 1,000
*6-2 Rounding and compatible numbers can be used to estimate the product of a whole number and a decimal.
*6-3 The location of decimal points can sometimes be decided by reasoning of the relative size of the given numbers.
*6-4 & 6-5 Place value determines the placement of a decimal in a product
*6-6 The product of two decimals less than one is less than either factor
*7-2 Substituting compatible numbers can be used when estimating quotients for calculations with decimals dividends and divisors
*7-3 The location of decimal points in decimal division can sometimes be decided by reasoning about the relative size of the given numbers.
*7-4, 7-5 & 7-6 Place value determines the placement of a decimal in a quotient.

Problem Solving:
*3-6 & 4-7 Information in a problem can often be shown using a diagram and used to solve the problem. Some problems can be solved by writing and completing a number sentence or equation.
*5-8 Some problems have data missing needed to find the answer and some problems have extra data not needed to solve the problem.
*2-7, 6-7 & 7-7 Some problems can be solved by first finding and solving a sub-problem and then using that answer to solve the original problem.

http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf

IXL

5NBT Pretest.docx

Assessment Pack

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
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Speaking and Listening

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Newtown Public Schools
Math Grade 5

Reed Intermediate School > Grade 5 > Mathematics > Math Grade 5 > Week 19 - Week 20

Numerical Expressions, Patterns, and Relationships

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

PATTERNS

Concepts:
variable(s)
Order of Operations
patterns

Generalizations / Enduring Understandings

Numerical expressions follow a specific pattern and relationship between two quantities.

Evaluating the structure of a numerical expression leads to identifying the numerical value through the use of Order of Operations.

Guiding Questions

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

- How can you translate words into expressions? (factual)
- How can you evaluate a numerical expression with more than one operation which may include brackets? (factual)
- How can you determine a rule and write an expression? (factual)
- How can you determine the relationship between two sequences? (conceptual)
- Why do you need an agreed upon order for which operations within an numerical expression are performed? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Operations & Algebraic Thinking

5.OA.A. Write and interpret numerical expressions.

- 5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

5.OA.B. Analyze patterns and relationships.

- 5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- evaluate expressions
- solve problems by using reasonableness
- use patterns to extend tables given a set of values
- identify the relationship between variables in a pattern or table
- apply Order of Operations

Critical Content & Skills

What students must KNOW and be able to DO

Write and interpret numerical expressions. (Order of Operations)

Evaluate expressions.

Write a rule given a pattern.

Vocabulary:
parentheses, brackets, braces, numerical expressions, algebraic expressions, variable, Order of Operations, corresponding terms, numerical expression, patterns, quantities

Core Learning Activities

Write and interpret numerical expressions. (order of operations)

- writing an expression using a variable
- simplify an expression using Order of Operations

Evaluate expressions.

- utilizing a table to evaluate expressions
- using patterns to extend tables

Write a rule given a pattern.

- writing a rule using a table
- creating a table using a rule

Assessments

- Operations and Algebraic Thinking.tst
- Unit 8 lessons 1-3.docx
- Unit 8 lessons 4-8.docx
- Topic 8

Resources

Professional & Student

*enVision Math Topic 8

*8-1 Mathematical phrases can be represented using a numerical expression.
*8-2 & 8-3 There is an agreed upon order for which operations within an numerical expression are preformed.
*8-4 & 8-5 Patterns can be used to identify a relationship between two quantities. The value of one quantity can be found if you know the value of the other quantity.
*8-6 Patterns that repeat in predictable ways may be used to identify relationships (extending tables).

Problem Solving:
*8-7 Solve problems by using reasoning & drawing conclusions using given information.

http://www.mrmaffesoli.com/index.html

http://www.insidemathematics.org/assets/common-core-math-tasks/hexagons%20in%20a%20row.pdf

IXL

Student Learning Expectation & 21st Century Skills

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Critical Thinking
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Written Performance

Interdisciplinary Connections

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Newtown Public Schools
Math Grade 5

Reed Intermediate School > Grade 5 > Mathematics > Math Grade 5 > Week 22 - Week 28

Solving for Parts of a Whole (Fractions)

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

VALUES/EQUALITIES

Concepts:
fractions
compatible numbers

Generalizations / Enduring Understandings

Good number sense aids recognizing the value of fractional parts.

There are different methods that can be used when solving for the value of a number less than one.

Fractions can be represented in different forms and maintain value.

The Fundamental Theorem of Arithmetic states that a number can be factored into prime factors in exactly one way regardless of the order of factors.

Each real number (whole numbers, integers and fractions) can be associated with a unique point on the number line.

Finding common denominators enables adding and subtracting of fractions.

Multiplying a whole number by a fraction involves division as well as multiplication.

Dividing a whole number by a fraction involves multiplying by a reciprocal and/or finding a common denominator.

Guiding Questions

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

- How can a number line be used to determine the nearest half or whole it is closest to? (factual)
- How can you estimate when one or more of the numerical representations is less than one? (factual)
- What are the variety of processes implemented when solving a fractional problem involving addition, subtraction, multiplication and division of fractions? (factual)
- Why are a variety of processes implemented when solving a fractional problem involving addition, subtraction, multiplication and division of fractions? (factual)
- How can you use number sense and benchmark fractions to estimate? (factual)
- How can two different fractional numbers represent the same unique point on a number line? (conceptual)
- Why when you multiply two fractions that are less than one the product is smaller than either fraction? (conceptual)
- Is using a compatible number ever better than rounding? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations—Fractions

5.NF.A. Use equivalent fractions as a strategy to add and subtract fractions.

- 5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- 5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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

- 5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- 5.NF.B.4a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
- 5.NF.B.4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.B.5. Interpret multiplication as scaling (resizing), by:
- 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.
- 5.NF.B.5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- 5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- 5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
- 5.NF.B.7b. Interpret division of a whole number by a unit fraction, and compute such quotients.
- 5.NF.B.7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- find the least common multiple to add and subtract fractions with unlike denominators
- find the greatest common factor to simplify fractions not in simplest form
- develop proficient methods and algorithms for adding and subtracting fractions
- illustrate and explain (using pictures and/or models) for estimation of fractional computations
- estimate, model and solve addition and subtraction of mixed numbers
- problem-solve by writing a picture and drawing an equation
- estimate,model and solve to multiply fractions
- solve multi-step problems
- divide fractions by non-zero whole numbers
- solve problems by drawing a picture and writing an equation

Critical Content & Skills

What students must KNOW and be able to DO

Use equivalent fractions as a strategy to add and subtract fractions.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Core Learning Activities

Use equivalent fractions as a strategy to add and subtract fractions.

- using fraction strips and tiles
- drawing fractional models
- using recipes

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Estimate sums, differences and products of fractions and mixed numbers.

Solve problems with fractions and mixed-numbers using all operations.

Vocabulary:
fraction, equivalent, addition/ add, sum, subtraction/subtract, models, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, mixed numbers, scaling, resizing, LCD, GCF, reciprocal, relative size, rounding, compatible numbers, improper fractions

- simplifying problems (cross-cancellation)

Estimate sums,differences and products of fractions and mixed numbers.

- using number lines
- utilizing benchmark fractions
- creating area models
- using compatible numbers and/or rounding to scale and/or resize

Solve problems with fractions and mixed-numbers using all operations.

- drawing pictures
- writing equations

Assessments

- Fraction Review Quiz.doc
- Multiplying Fractions nf4-5.tstrtf.rtf
- Unit 9 lessons 1-4.docx
- Topic 9
- Topic 10
- Topic 11

Resources

Professional & Student

*enVision topics 9-11

*9-2 & 11-2 A number line can be used to help with estimating if a fraction is closest to which whole number on a number line. Use a number line to estimate sums and differences of fractions. The relative size of the factors can be used to determine the relative size of the product.
*9-3, 9-4, 9-5, 9-6 The product of the denominator of two fractions is the common denominator of both.
*10-1 Sums and differences of mixed numbers can be estimated by rounding each mixed number to the nearest whole number.
*10-2 Models can be used to show different ways of adding and subtracting mixed numbers.
*10-3 & 10-4 One way to add or subtract mixed numbers is to use a number line and find common denominators. Sometimes whole numbers or fractions need to be renamed.
*10-5 There is more than one way to add and subtract mixed numbers.
*11-1 The product of a whole number and a fraction can be interpreted in certain ways. For example using repeated addition or division.
*11-3 Rounding and compatible numbers can be used to estimate the product of fractions or mixed numbers.
*11-4 & 11-5 When you multiply two fractions that are less than one the product is smaller than either fraction.
*11-6 One way to find the product of mixed numbers is to change the calculation to an equivalent one involving improper fractions
*11-8 A fraction describes the division of a whole into equal parts and can be interpreted in more than one way depending on the whole to be divided.
*11-9 A fraction, mixed number or decimal can be used to represent the quotient of whole numbers.
*11-10 & 11-11 One way to find a quotient of a whole number divided by a fraction is to multiply the whole number by the reciprocal of a fraction.

Problem Solving:
*9-1, 9-7 Mathematical explanations can be given using words, pictures, numbers and symbols. A good explanation should be correct, simple, complete and easily understood.
*10-6 & 11-12 Some problems can be solved by writing or completing a number sentence or equation.
*11-7 Some problems can be solved by first finding and solving a sub-problem(s) and then using that answer(s) to solve the original problem.

- http://www.insidemathematics.org/assets/common-core-math-tasks/cindy's%20cats.pdf
- http://www.insidemathematics.org/assets/common-core-math-tasks/fractions.pdf
- IXL

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Newtown Public Schools
Math Grade 5

Measurement

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

STRUCTURE

Concepts:
conversion
measurement
relative size

Generalizations / Enduring Understandings

Models with mathematics facilitates the use of structure to solve problems.

There is a structure to the organization of measurement that expedites the conversion of one unit to another.

Graphs are a representation of data that communicates values in a variety of ways.

Guiding Questions

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

- What are different strategies to find volume? (factual)
- How can three-dimensional shapes be represented and analyzed? (factual)
- How does a model help to represent the volume of a rectangular prism? (conceptual)
- How do different types of graphs represent the same data? (conceptual)
- How can a graph express everyday situations that involve time, distance, relationships and rate of change? (conceptual)
- Will knowing the volume of a solid help you in a real-life situation? (provocative)
- Can altering the graphic representation manipulate the interpretation of the data? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Measurement & Data

5.MD.A. Convert like measurement units within a given measurement system.

- 5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.MD.B. Represent and interpret data.

- 5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- 5.MD.C.3a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- 5.MD.C.3b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- 5.MD.C.5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- 5.MD.C.5b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- 5.MD.C.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

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.

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- 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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- recognize, convert and compare the relationship between metric units (measure length, mass and capacity)
- recognize, convert and compare the relationship between customary units (measure length, mass and capacity)
- develop and apply strategies and formulas for finding volume
- recognize that volume is additive and will apply to solve real world problems
- use models and formulas to find and discuss volume
- construct and interpret frequency tables, line plots, graphs and surveys
- write to explain solution of problem

Critical Content & Skills

What students must KNOW and be able to DO

Convert like measurement units within a given measurement system (customary and metric).

Understand concepts of volume and relate volume to multiplication and to addition.

Represent and interpret data.

Vocabulary:

conversion/convert, metric and customary measurement, relative size, liquid volume, cubic units, mass, capacity, weight, length, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L),milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), hour, minute, second, line plot, survey, outlier, volume, edge, frequency table, data, survey, sub-problem

Core Learning Activities

Convert like measurement units within a given measurement system (customary and metric).

- utilizing ruler and yard sticks
- utilizing different containers to represent volume
- apply multiplication and division skills to conversions
- reading and applying conversion tables

Understand concepts of volume and relate volume to multiplication and to addition.

- using 3-D shapes to determine volume
- modeling volume through the use of Unifex cubes
- manipulating irregular shapes to determine volume

Represent and interpret data.

- creating line plots
- interpreting data using line plots
- creating surveys
- collecting data

Assessments

- Grade 5 Measurement data testedit.docx
- Grade 5 Measurement data test.docx
- Topic 12
- Topic 13
- Topic 14

Resources

Professional & Student

*enVision topics 12-14

*12-1 & 12-2 **Volume** is a measure of the amount of space into a solid figure.
*12-3 The volume of some objects can be found by breaking apart the object into other objects in which the volume of each can be found.
*13-1, 13-2, 13-3, 13-4 **Convert** like measurement units within a given measurement system.
*13-5 and 13-6 Relationships exist that enable you to convert between units of capacity, weight or mass
*14-1 and 14-3 A **line plot** organizes data on a number line and is useful for showing how a set of data is distributed.
*14-2 and 14-4 Some questions can be answered using a **survey**.

Problem Solving:
*12-4 Some problems can be solved by using objects to act out the action in the problem and/or reasoning about conditions within the problem.
*13-7 Some problems can be solved by first finding and solving a **sub-problem** and then using that answer to solve the original problem.

- http://www.insidemathematics.org/assets/common-core-math-tasks/how%20many%20cubes.pdf
- IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 5

Geometry

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

SPATIAL RELATIONSHIPS

Concepts:
classification
coordinates

Generalizations / Enduring Understandings

An object's location in space can be expressed quantitatively.

Commonalities and attributes of objects and situations can be found and used to make generalizations about relationships.

Models with mathematics facilitates the use of structure to solve problems.

Guiding Questions

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

- What attributes classify polygons? (factual)
- How can angles be measured and classified? (factual)
- How do you read an ordered pair? (factual)
- What are the applications for geometry to architectural design? (factual)
- What attributes classify polygons? (conceptual)
- How could a coordinate grid be used in the real world? (conceptual)
- Why is the understanding of geometry the basis for engineering?(provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Operations & Algebraic Thinking

5.OA.B. Analyze patterns and relationships.

- 5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Geometry

5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points

in the context of the situation.

5.G.B. Classify two-dimensional figures into categories based on their properties.

- 5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- 5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- classify 2-Dimensional figures based on a hierarchy of properties
- understand that attributes belonging to a category of 2-dimensional figures also belong to all subcategories of that category
- identify and compare algebraic rules and patterns by graphing on a coordinate grid
- problem solve by making and testing generalizations
- problem solve by working backwards

Critical Content & Skills

What students must KNOW and be able to DO

Identify and classify two-dimensional figures into categories based on their properties.

Graph points on a coordinate plane to solve real world and mathematical problems.

Vocabulary:
Polygons, plane shapes, two-dimensional shapes, quadrilaterals, regular polygons, parallelograms, trapezoid, rhombus, parallel sides, equilateral triangle, isosceles triangle. scalene triangle, right triangle, acute triangle, obtuse triangle, coordinate grid, x-axis, y-axis, origin, ordered pair, coordinate system, x coordinate, y coordinate, commonalities, attributes, perpendicular lines

Core Learning Activities

Identify and classify two-dimensional figures into categories based on their properties.

- identifying polygons based on their attributes
- classifying polygons based on their attributes
- sorting polygons
- testing generalizations about polygons

Graph points on a coordinate plane to solve real world and mathematical problems.

- graphing points on a coordinate grid
- reading ordered pairs
- utilizing tables to create ordered pairs
- solving distance problems using a coordinate plane/grid

Assessments

- Measurement and Data Test.tst
- Classifying Plane Figures.docx
- Topic 15
- Topic 16

Resources

Professional & Student

*enVision topics 15 & 16

*15-1, 15-2, 15-3 Polygons can be describes by their sides and angles. Plane shapes have many properties that make them different from one another.
*15-4 & 15-5 Classify two-dimensional shapes into categories based on their properties.
*15-6 Commonalities and attributes of objects and situations can be found and used to make generalizations about relationships.
*16-1 The coordinate system is a scheme that uses two perpendicular lines interesting at zero to name the points in the plane.
*16-2,16-3, 16-4 Ordered pairs that satisfy the rule can be used to graph the data.

Topic 14

Problem-Solving:
*16-5 Some problems with the initial data point unknown can be solved by starting with the end result and reversing the steps and processes to work backwards to find the initial data.
*14-5 Mathematical explanations can be given using words, pictures, numbers and symbols. A good explanation should be correct, simple, complete and easy to understand.

http://www.insidemathematics.org/assets/common-core-math-tasks/granny's%20balloon%20trip.pdf

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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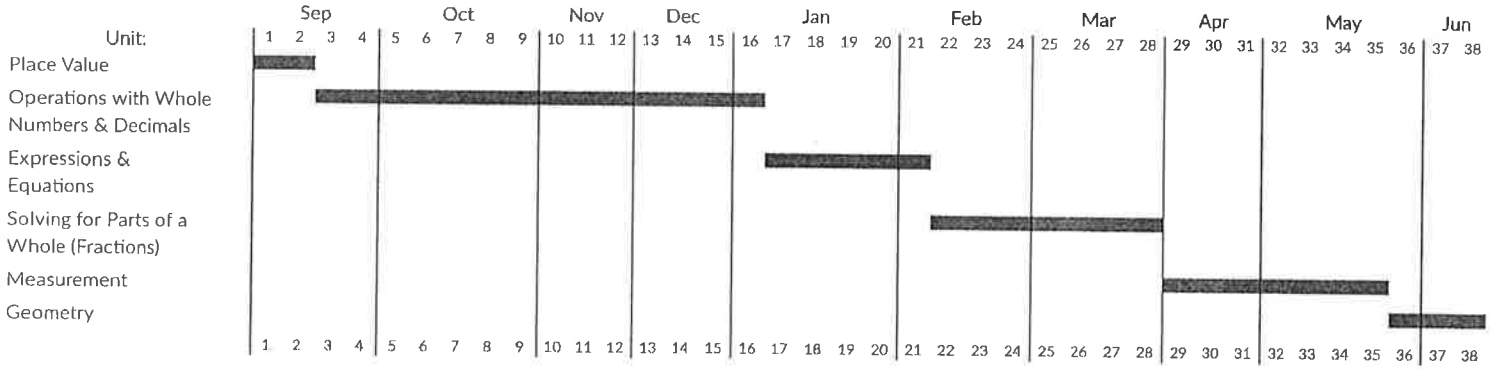
Newtown Public Schools
Math 5 +2018

Reed Intermediate School > Grade 5 > Mathematics > Math 5 +2018

Collaboration



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Newtown Public Schools
Math 5 +2018

Place Value

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

SYSTEM

Concepts:
place value
number system

Generalizations / Enduring Understandings

The base ten system represents the relationship among numbers.

An understanding of place value transfers to navigating the real world.

Exploring an alternate number system develops a deeper understanding of our base ten system.

Guiding Questions

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

- What is a digit? (factual)
- What is a value? (factual)
- How can you write a fraction as a decimal? (factual)
- How can you represent a decimal or a fraction as part of a whole. (factual)
- How can you compare and order decimals? (factual)
- What patterns do place value relationships follow? (conceptual)
- How are fractions related to decimals and percents? (conceptual)
- How do decimals and fractions affect the decisions made in everyday life? (conceptual)
- What is the value of seeing the relationship between decimals, fractions and percents? (provocative)
- What is the benefit of using one form over another (decimal, fraction, percent)? (provocative)
- Is the base ten number system easier to use than other number systems in the world? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations in Base Ten

5.NBT.A. Understand the place value system.

- 5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- 5.NBT.A.3. Read, write, and compare decimals to thousandths.
- 5.NBT.A.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to ...

- understand the relationship of how digits in a multi-digit number relate to one another and their place value
- apply decimal understanding to place value and fractions
- compare and order decimals in multiple forms (standard, word and expanded)
- extend and identify patterns using decimals
- use the base ten numeration system to solve problems

Critical Content & Skills

What students must KNOW and be able to DO

Understand the place value system.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Represent decimals (tenths,hundredths, thousandths) as fractions.

Write decimals in standard, expanded and word form through thousandths.

Compare and order decimals through thousandths.

Vocabulary:

place value, decimal, decimal point, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, ‹, ›, =, compare/comparison, round, number system

Core Learning Activities

Understand the place value system.

- manipulating numbers using a place value map
- creating a place value map

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- modeling

Represent decimals (tenths,hundredths, thousandths) as fractions.

- modeling
- representing decimals using base ten blocks
- looking for patterns through use of decimal grid

Write decimals in standard, expanded and word form through thousandths.

- writing decimals in each form

Compare and order decimals through thousandths.

- organizing decimals into place-value chart

Assessments

Resources

Professional & Student

- enVision Math Topic 1 (all lessons)

- Adding and subtracting whole numbers and decimals.docx
- Modified Topic One Test.docx
- Unit 1 lessons 1-3.docx
- Unit 1 lessons 4-6.docx
- Topic 1

*1-1, 1-2, 1-3, 1-4: Our number system is based on groups of ten. In a multi-digit number a digit in ones place represents tens times what is would represent in the place immediately to its right and one-tenth to the place immediately to its left.
*1-5 Place value can be used to compare and order whole numbers and decimals.

Problem-Solving:
*1-6 Some problems can be solved by identifying elements that repeat in a predictable way.

5+ Topic 1 Resources

- http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf
- IXL
- 5NBT Pretest.docx
- Assessment Pack

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math 5 +2018

Operations with Whole Numbers & Decimals

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

PROCESS

Concepts:
place value
Properties of Operations
compatible numbers
standard algorithm

Generalizations / Enduring Understandings

The use of compatible numbers to estimate solutions provides a viable strategy to check for reasonableness and accuracy.

Addition and subtraction of decimals and whole numbers follows the same process of breaking apart numbers using place value.

The use of the Properties of Operations and powers of 10 facilitate the process of computation.

An awareness of the relative size of a dividend, divisor and quotient in conjunction with a mathematical number sense facilitates the process of division.

Determine most efficient strategy to solve mathematical problems.

Justify conclusions, communicate them to others, and respond to arguments to deepen understanding.

Guiding Questions

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

- What are the standard procedures for adding and subtracting whole numbers and decimals? (factual)
- What are compatible numbers? (factual)
- What is the advantage of rounding numbers including decimals? (conceptual)
- How can estimation validate the reasonableness of sums,differences, products and quotients? (conceptual)
- What makes a rule become a property? (conceptual)
- How many numbers are there between any two ordinal numbers? (conceptual)
- Does using estimation aid you in the real world? (provocative)
- Is it advantageous to use mental math to add, subtract, multiply and/or divide? (provocative)
- When is it better to represent your remainder as a fraction, a decimal, or to round your answer? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations in Base Ten

5.NBT.A. Understand the place value system.

- 5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.A.4. Use place value understanding to round decimals to any place.

5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to ...

- use mental math and rounding to estimate sums and differences with decimals
- model and solve addition and subtraction of decimals
- multiply two-digit numbers by multiples of ten
- multiply two-digit by three-digit numbers
- estimate and divideby one-digit divisors
- understand that a zero represents a place holder within a quotient
- use patterns to divide
- estimate quotients
- divide by multiples of ten resulting in one-digit or two-digit quotients
- estimate the product and multiply decimals with powers of ten
- divide decimals by powers of ten
- divide by a whole number or by a decimal
- solve problems involving multi-steps
- solve problems by drawing a picture and writing an equation
- solve problems by testing for reasonableness
- solve problems involving missing or extraneous information

Critical Content & Skills

What students must KNOW and be able to DO

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Estimate decimals or whole numbers using rounding and/or compatible numbers.

Recognize our number system is based on the powers of ten.

Multiply and divide by powers of ten.

Gain an awareness of what happens when two decimals are either multiplied or divided.

Use the Properties of Operations to solve problems.

Core Learning Activities

Perform operation with multi-digit whole numbers and with decimals to hundredths.

- solving problems using graph paper
- math games
- scavenger hunt
- modeling
- bar modeling
- using estimation
- checking answer for reasonableness
- performing standard multiplication algorithm

Estimate decimals or whole numbers using rounding and/or compatible numbers.

- estimating decimals or whole numbers using number lines
- estimating decimals or whole numbers using a multiplication chart

Vocabulary:
place value, decimal, decimal point, estimate, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, <, >, =, compare/comparison, round, Commutative, Associative, Identity and Zero Property of Multiplication, Properties of Operations, mental math, multiple, model, algorithm, compatible numbers, rounding, array, area model

Recognize our number system is based on the powers of ten.

- using place-value flip-chart to recognize our number system is based on powers of ten

Multiply and divide by powers of ten.

- drawing a picture
- writing an equation
- bar modeling
- looking for and explaining patterns

Gain an awareness of what happens when two decimals are either multiplied or divided.

- modeling using grids

Use the Properties of Operations to solve problems.

- identify the properties
- modeling the properties

Assessments

- Adding and subtracting whole numbers and decimals.docx
- Unit 2 lessons 1-3.docx
- Unit 2 lessons 4-6.docx
- Topic 2
- Topic 3
- Topic 4
- Topic 5
- Topic 6
- Topic 7

Resources

Professional & Student

*enVision Math Topics 2 - 7

*2-1 There is more that one way to do mental calculation. Techniques for doing addition or subtraction calculations mentally involve changing the numbers so the calculation is easy to do mentally.
*2-2 A number line can be used to round whole numbers and decimals by making is easy to see which multiple of 10, 100, etc., of 0.1, 0.01, etc., a number is closest to.
*2-3 There is more than one way to estimate a sum or difference. Some sequences of numbers or objects repeat or grow in predictable ways.
*2-4 Models and algorithms for adding or subtracting multi-digit decimals are just an extension of models and algorithms for adding and subtracting multi-digit whole numbers.
*2-5 & 2-6 Adding or subtracting multi-digit decimals is similar to adding or subtracting multi-digit whole numbers.
*3-1 The properties of multiplication can be used to simplify computation and to verify mental math and paper and pencil algorithm
*3-2, 3-3, 5-1 Basic math facts and place value patterns can be used to find products or quotients when one factor is a multiple of 10, 100 or 1, 000
*3-4, 3-5 The standard multiplication algorithm breaks the calculations into simpler calculations using place values starting with the ones, then the tens and so on.
*4-1 Basic facts and place value patterns can be used to divide multiples of ten, one hundred, and so forth by one-digit numbers.
*4-2, 5-2, 5-6, 5-7 There is more than one way to estimate a quotient. Substituting compatible numbers is an efficient technique for estimating quotients.
*4-3 Answers to problems should always be checked for reasonableness using either estimation or checking the answer against the question in the problem.
*4-4 & 4-5 The sharing interpretation of division and money can be used to model the standard algorithm.
*4-6 The standard division algorithm uses basic facts, place value and the relationship between multiplication and division along with estimation.
*5-3 An array/area model can be used to model the process for dividing whole numbers by two-digit divisors.
*5-4 Estimation and place value can help determine the placement of digits in the quotient.
*5-5 Some real-world quantities have a mathematical relationship; the value of one quantity can be found if you know the value of the other quantity.
*6-1 & 7-1 Patterns can be used to mentally multiply and divide decimals by 10, 100, and 1,000

*6-2 Rounding and compatible numbers can be used to estimate the product of a whole number and a decimal.
*6-3 The location of decimal points can sometimes be decided by reasoning of the relative size of the given numbers.
*6-4 & 6-5 Place value determines the placement of a decimal in a product
*6-6 The product of two decimals less than one is less than either factor
*7-2 Substituting compatible numbers can be used when estimating quotients for calculations with decimals dividends and divisors
*7-3 The location of decimal points in decimal division can sometimes be decided by reasoning about the relative size of the given numbers.
*7-4, 7-5 & 7-6 Place value determines the placement of a decimal in a quotient.

Problem Solving:
*3-6 & 4-7 Information in a problem can often be shown using a diagram and used to solve the problem. Some problems can be solved by writing and completing a number sentence or equation.
*5-8 Some problems have data missing needed to find the answer and some problems have extra data not needed to solve the problem.
*2-7, 6-7 & 7-7 Some problems can be solved by first finding and solving a sub-problem and then using that answer to solve the original problem.

5+ Topic 2 Resources
5+ Topic 3 Resources
5+ Topic 4 Resources
5+ Topic 5 Resources
5+ Topic 6 Resources
5+ Topic 7 Resources
5NBT Pretest.docx
Assessment Pack
http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf
IXL

Student Learning Expectation & 21st Century Skills

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Critical Thinking
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Newtown Public Schools
Math 5 +2018

Reed Intermediate School > Grade 5 > Mathematics > Math 5 +2018 > Week 17 - Week 21

Expressions & Equations

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

BALANCE

Concepts:
numerical expressions
algebraic expressions
Properties of Operations
order of operations
inequalities
independent and dependent variables

Generalizations / Enduring Understandings

Solving linear equations and inequalities involves the inverse of operations.

A linear relationship is developed through the use of patterns and expressions.

Context gives meaning to the impact of the independent variable on the dependent variable.

Maintaining balance is the foundation of all algebraic reasoning.

Numerical patterns and relationships have structure and can be related to an algebraic expression.

Guiding Questions

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

- What are the Commutative, Distributive, Associative and Identity Properties? (factual)
- How do you use properties of operations to simplify expressions? (factual)
- What is an input/output table? (factual)
- How do you simplify an expression? (factual)
- What are the properties of inequalities? (factual)
- How can you write a number using exponents? (factual)
- How do you use the Distributive Property to evaluate expressions? (factual)
- How do you simplify an algebraic expression? (factual)
- How do you use the Distributive Property to identify equivalent expressions? (factual)
- How can you write an inequality to describe a situation? (factual)
- How can using an inverse operation solve an algebraic equation? (conceptual)
- What is the value of using exponential notation? (conceptual)
- How can you keep an equation balanced? (conceptual)
- What does it mean for one quantity to depend on another quantity? (conceptual)
- How can you use patterns to solve an equation? (conceptual)
- What is the real world application of understanding algebraic reasoning? (conceptual)
- What would be the result of not having the order of operations? (conceptual)
- What else in our world depends on balance? (provocative)
- What would be the result of not having the order of operations? (conceptual)
- Can time be a dependent variable? (provocative)
- What could be an independent variable? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

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.1. Write and evaluate numerical expressions involving whole-number exponents.
- 6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.
- 6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers.
- 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.
- 6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
- 6.EE.A.3. Apply the properties of operations to generate equivalent expressions.
- 6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

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.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables.

- 6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to ...

- use GCF, LCM and Distributive Property to compute fluently
- develop understanding of a whole-number exponent as shorthand for repeated multiplication of a number times itself
- extend understanding of order of operations to include exponents
- define what a variable is
- introduce and define coefficient and term
- read expressions aloud to explore the concept of quantities
- use Properties of Operations to simplify expressions, therefore producing equivalent expressions
- use properties of equality to solve algebraic equations
- write and solve inequalities
- identify dependent and independent variables
- recognize patterns within input/output tables

Critical Content & Skills

What students must KNOW and be able to DO

Apply and extend previous understandings of arithmetic to algebraic expressions.

Understand and apply the Distributive Property to evaluate expressions.

Write and evaluate exponents in a variety of ways.

Vocabulary:
numerical expressions, whole-number, exponents, algebraic expressions, term, product, factor, coefficient, formula, order of operations, equivalent, combine like terms, equivalent expressions, equation, inequality,substitution, solution, variable, Commutative, Distributive, Associative, Identity Property, Multiplication and Division Property of Equality

Core Learning Activities

Apply and extend previous understandings of arithmetic to algebraic expressions.

- evaluating expressions
- applying properties to simplify different algebraic expressions
- utilizing order of operations
- substituting a number for a variable
- writing equivalent expressions

Understand and apply the Distributive Property to evaluate expressions.

- modeling

Write and evaluate exponents in a variety of ways.

- utilizing place-value charts
- writing numbers in expanded form using exponents

Assessments

Topic 1

Resources

Professional & Student

*enVision Math topic 1 (Grade 6)

*1.1 Place values (10, 100, 1000, and so on) can be represented using **exponents**.
*1.2 The **commutative, associative and identity properties** can be applied to addition and multiplication for all sets of numbers.
*1.3 There is an **order in which operations** are carried out in a numerical expression.
*1.4 The **Distributive Property** is another property that can be use to help simplify expressions.
*1.5 Numerical expressions can be evaluated through an order of operations.
*1.6-1.8 Some mathematical phrases can be represented & simplified/solved using a **variable** in an algebraic expression.
*1.9 The **input output** table represents an algebraic relationship.
*1.10 You can simplify algebraic expressions by **combining like terms**.
*1.11 & 1.12 You can apply the Distributive and other properties of operations to write **equivalent expressions**.

Problem Solving:
Using an organized list or a table, looking for numerical patterns, drawing a picture or writing an equation are all problem solving strategies.
Some problems can be solved by reasoning about the conditions in the problems.

Math and Literature: "Clever Calculations" pp 6-7
Math and Literature: "Precise Patterns" pp 22-23
Math and Literature: "Made in America" pp 6-7

5+ 6th Grade Unit 1

http://www.insidemathematics.org/assets/common-core-math-tasks/boxes.pdf

http://www.insidemathematics.org/assets/common-core-math-tasks/gym.pdf

Passport_for_Around_the_World_order_of_operations (1).docx

Student Learning Expectation & 21st

Interdisciplinary Connections

Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math 5 +2018

Reed Intermediate School > Grade 5 > Mathematics > Math 5 +2018 > Week 22 - Week 28

Solving for Parts of a Whole (Fractions)

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

VALUES/EQUALITIES

Concepts:
fractions
compatible numbers

Generalizations / Enduring Understandings

Good number sense aids recognizing the value of fractional parts.

There are different methods that can be used when solving for the value of a number less than one.

Fractions can be represented in different forms and maintain value.

The Fundamental Theorem of Arithmetic states that a number can be factored into prime factors in exactly one way regardless of the order of factors.

Each real number (whole numbers, integers and fractions) can be associated with a unique point on the number line.

Finding common denominators enables adding and subtracting of fractions.

Multiplying a whole number by a fraction involves division as well as multiplication.

Dividing a whole number by a fraction involves multiplying by a reciprocal and/or finding a common denominator.

Fractions, decimals, or percentages can be used interchangeably to represent the identical part of a whole.

Percents can be greater than one hundred or less than one which allows for numbers to be used for different purposes.

Guiding Questions

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

- How can a number line be used to determine the nearest half or whole it is closest to? (factual)
- How can you estimate when one or more of the numerical representations is less than one? (factual)
- What are the variety of processes implemented when solving a fractional problem involving addition, subtraction, multiplication and division of fractions? (factual)
- How can you use number sense and benchmark fractions to estimate? (factual)
- Why are a variety of processes implemented when solving a fractional problem involving addition, subtraction, multiplication and division of fractions? (conceptual)
- How can two different fractional numbers represent the same unique point on a number line? (conceptual)
- Why when you multiply two fractions that are less than one the product is smaller than either fraction? (conceptual)
- Is using a compatible number ever better than rounding? (provocative)
- Is it better to solve a problem using fractions or decimals? (provocative)
- What factors help you strategically apply different division algorithms (an area model, multiplying by a reciprocal or finding a common denominator)? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations—Fractions

5.NF.A. Use equivalent fractions as a strategy to add and subtract fractions.

- 5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- 5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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

- 5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- 5.NF.B.4a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
- 5.NF.B.4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.B.5. Interpret multiplication as scaling (resizing), by:
- 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.
- 5.NF.B.5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- 5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- 5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
- 5.NF.B.7b. Interpret division of a whole number by a unit fraction, and compute such quotients.
- 5.NF.B.7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- find the least common multiple to add and subtract fractions with unlike denominators
- find the greatest common factor to simplify fractions not in simplest form
- develop proficient methods and algorithms for adding and subtracting fractions
- illustrate and explain (using pictures and/or models) for estimation of fractional computations
- estimate, model and solve addition and subtraction of mixed numbers
- problem-solve by writing a picture and drawing an equation
- estimate,model and solve to multiply fractions
- solve multi-step problems
- divide fractions by non-zero whole numbers
- solve problems by drawing a picture and writing an equation

Critical Content & Skills

What students must KNOW and be able to DO

Use equivalent fractions as a strategy to add and subtract fractions.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Estimate sums, differences and products of fractions and mixed numbers.

Solve problems with fractions and mixed-numbers using all operations.

Vocabulary:
fraction, equivalent, addition/ add, sum, subtraction/subtract, models, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, mixed numbers, scaling, resizing, LCD, GCF, reciprocal, relative size, rounding, compatible numbers, improper fractions

Core Learning Activities

Use equivalent fractions as a strategy to add and subtract fractions.

- using fraction strips and tiles
- drawing fractional models
- using recipes

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- simplifying problems (cross-cancellation)

Estimate sums,differences and products of fractions and mixed numbers.

- using number lines
- utilizing benchmark fractions
- creating area models
- using compatible numbers and/or rounding to scale and/or resize

Solve problems with fractions and mixed-numbers using all operations.

- drawing pictures
- writing equations

Assessments

- Fraction Review Quiz.doc
- Multiplying Fractions nf4-5.tstrtf.rtf
- Unit 9 lessons 1-4.docx
- Topic 9
- Topic 10
- Topic 11

Resources

Professional & Student

*enVision topics 9-11

*9-2 & 11-2 A number line can be used to help with estimating if a fraction is closest to which whole number on a number line. Use a number line to estimate sums and differences of fractions. The relative size of the factors can be used to determine the relative size of the product.
*9-3, 9-4, 9-5, 9-6 The product of the denominator of two fractions is the common denominator of both.
*10-1 Sums and differences of mixed numbers can be estimated by rounding each mixed number to the nearest whole number.
*10-2 Models can be used to show different ways of adding and subtracting mixed numbers.
*10-3 & 10-4 One way to add or subtract mixed numbers is to use a number line and find common denominators. Sometimes whole numbers or fractions need to be renamed.
*10-5 There is more than one way to add and subtract mixed numbers.
*11-1 The product of a whole number and a fraction can be interpreted in certain ways. For example using repeated addition or division.
*11-3 Rounding and compatible numbers can be used to estimate the product of fractions or mixed numbers.
*11-4 & 11-5 When you multiply two fractions that are less than one the product is smaller than either fraction.
*11-6 One way to find the product of mixed numbers is to change the calculation to an equivalent one involving improper fractions
*11-8 A fraction describes the division of a whole into equal parts and can be interpreted in more than one way depending on the whole to be divided.
*11-9 A fraction, mixed number or decimal can be used to represent the quotient of whole numbers.
*11-10 & 11-11 One way to find a quotient of a whole number divided by a fraction is to multiply the whole number by the reciprocal of a fraction.

Problem Solving:
*9-1, 9-7 Mathematical explanations can be given using words, pictures, numbers and symbols. A good explanation should be correct, simple, complete and easily understood.
*10-6 & 11-12 Some problems can be solved by writing or completing a number sentence or equation.
*11-7 Some problems can be solved by first finding and solving a sub-problem(s) and then using that answer(s) to solve the original problem.

5+ Topic 9 Resources

5+ Topic 10 Resources

5 + Topic 11 Resources

http://www.insidemathematics.org/assets/common-core-math-tasks/cindy's%20cats.pdf

http://www.insidemathematics.org/assets/common-core-math-tasks/fractions.pdf

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math 5 +2018

Reed Intermediate School > Grade 5 > Mathematics > Math 5 +2018 > Week 29 - Week 35

Measurement

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

STRUCTURE

Concepts:
conversion
measurement
relative size

Generalizations / Enduring Understandings

Models with mathematics facilitates the use of structure to solve problems.

There is a structure to the organization of measurement that expedites the conversion of one unit to another.

Graphs are a representation of data that communicate values in a variety of ways.

The volume of irregular solids can be calculated by strategically analyzing the volume of two or more rectangular prisms.

Guiding Questions

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

- What are the different strategies to find volume? (factual)
- How can three-dimensional shapes be represented and analyzed? (factual)
- How does a model help to represent the volume of a rectangular prism? (conceptual)
- How do different types of graphs represent the same data? (conceptual)
- How can a graph express everyday situations that involve time, distance, relationships and rate of change? (conceptual)
- How is the measure of volume related to the area of the base of a polygon? (conceptual)
- When can volume be expressed without using cubic units? (conceptual)
- How can you use an understanding of the volume of a solid to help you solve real-life problems? (provocative)
- Can altering the graphic representation of a data set manipulate the interpretation of the data? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Measurement & Data

5.MD.A. Convert like measurement units within a given measurement system.

- 5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.MD.B. Represent and interpret data.

- 5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- 5.MD.C.3a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- 5.MD.C.3b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- 5.MD.C.5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- 5.MD.C.5b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- 5.MD.C.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- recognize, convert and compare the relationship between metric units (measure length, mass and capacity)
- recognize, convert and compare the relationship between customary units (measure length, mass and capacity)
- develop and apply strategies and formulas for finding volume
- recognize that volume is additive and will apply to solve real world problems
- use models and formulas to find and discuss volume
- construct and interpret frequency tables, line plots, graphs and surveys
- write to explain solution of problem

Critical Content & Skills

What students must KNOW and be able to DO

Convert like measurement units within a given measurement system (customary and metric).

Understand concepts of volume and relate volume to multiplication and to addition.

Represent and interpret data.

Vocabulary:

conversion/convert, metric and customary measurement, relative size, liquid volume, cubic units, mass, capacity, weight, length, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L),milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), hour, minute, second, line plot, survey, outlier, volume, edge, frequency table, data, survey, sub-problem

Core Learning Activities

Convert like measurement units within a given measurement system (customary and metric).

- utilizing ruler and yard sticks
- utilizing different containers to represent volume
- apply multiplication and division skills to conversions
- reading and applying conversion tables

Understand concepts of volume and relate volume to multiplication and to addition.

- using 3-D shapes to determine volume
- modeling volume through the use of Unifex cubes
- manipulating irregular shapes to determine volume

Represent and interpret data.

- creating line plots
- interpreting data using line plots
- creating surveys
- collecting data

Assessments

- Grade 5 Measurement data testedit.docx
- Grade 5 Measurement data test.docx
- Topic 12
- Topic 13
- Topic 14

Resources

Professional & Student

*enVision topics 12-14

*12-1 & 12-2 Volume is a measure of the amount of space into a solid figure.
*12-3 The volume of some objects can be found by breaking apart the object into other objects in which the volume of each can be found.
*13-1, 13-2, 13-3, 13-4 **Convert** like measurement units within a given measurement system.
*13-5 and 13-6 Relationships exist that enable you to convert between units of **capacity, weight or mass**
*14-1 and 14-3 A **line plot** organizes data on a number line and is useful for showing how a set of data is distributed.
*14-2 and 14-4 Some questions can be answered using a **survey**.

Problem Solving:
*12-4 Some problems can be solved by using objects to act out the action in the problem and/or reasoning about conditions within the problem.
*13-7 Some problems can be solved by first finding and solving a **sub-problem** and then using that answer to solve the original problem.

- 5+ Topic 12 Resources
- 5+ Topic 13 Resources
- 5+ Topic 14 Resources
- http://www.insidemathematics.org/assets/common-core-math-tasks/how%20many%20cubes.pdf
- IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math 5 +2018

Geometry

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

SPATIAL RELATIONSHIPS

Concepts:
classification
coordinates

Generalizations / Enduring Understandings

An object's location in space can be expressed quantitatively.

Understanding that positive and negative numbers' values allows plotting points in all fours quadrants of a coordinate plane.

Commonalities and attributes of objects and situations can be found and used to make generalizations about relationships.

Analyzing the attributes of polygons allows you to construct arguments about how they are classified.

A function is a relationship between two variables in which there is only one y value for each x value.

Guiding Questions

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

- What attributes classify polygons? (factual)
- How can angles be measured and classified? (factual)
- How do you read an ordered pair? (factual)
- What are the applications for geometry to architectural design? (factual)
- What attributes classify polygons? (conceptual)
- How could a coordinate grid be used in the real world? (conceptual)
- What effect does a change in one value of a function have on the other? (conceptual)
- Why is the understanding of geometry the basis for engineering? (provocative)
- How can you classify polygons in a hierarchy based on their properties? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Operations & Algebraic Thinking

5.OA.B. Analyze patterns and relationships.

- 5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Geometry

5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points

in the context of the situation.

5.G.B. Classify two-dimensional figures into categories based on their properties.

- 5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- 5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- classify 2-Dimensional figures based on a hierarchy of properties
- understand that attributes belonging to a category of 2-dimensional figures also belong to all subcategories of that category
- identify and compare algebraic rules and patterns by graphing on a coordinate grid
- problem solve by making and testing generalizations
- problem solve by working backwards

Critical Content & Skills

What students must KNOW and be able to DO

Identify and classify two-dimensional figures into categories based on their properties.

Graph points on a coordinate plane to solve real world and mathematical problems.

Vocabulary:

Polygons, plane shapes, two-dimensional shapes, quadrilaterals, regular polygons, parallelograms, trapezoid, rhombus, parallel sides, equilateral triangle, isosceles triangle. scalene triangle, right triangle, acute triangle, obtuse triangle, coordinate grid, x-axis, y-axis, origin, ordered pair, coordinate system, x coordinate, y coordinate, commonalities, attributes, perpendicular lines

Core Learning Activities

Identify and classify two-dimensional figures into categories based on their properties.

- identifying polygons based on their attributes
- classifying polygons based on their attributes
- sorting polygons
- testing generalizations about polygons

Graph points on a coordinate plane to solve real world and mathematical problems.

- graphing points on a coordinate grid
- reading ordered pairs
- utilizing tables to create ordered pairs
- solving distance problems using a coordinate plane/grid

Assessments

- Measurement and Data Test.tst
- Classifying Plane Figures.docx
- Topic 15
- Topic 16

Topic 14

Resources

Professional & Student

*enVision topics 15 & 16

*15-1, 15-2, 15-3 Polygons can be describes by their sides and angles. Plane shapes have many properties that make them different from one another.
*15-4 & 15-5 Classify two-dimensional shapes into categories based on their properties.
*15-6 Commonalities and attributes of objects and situations can be found and used to make generalizations about relationships.
*16-1 The coordinate system is a scheme that uses two perpendicular lines interesting at zero to name the points in the plane.
*16-2,16-3, 16-4 Ordered pairs that satisfy the rule can be used to graph the data.

Problem-Solving:
*16-5 Some problems with the initial data point unknown can be solved by starting with the end result and reversing the steps and processes to work backwards to find the initial data.
*14-5 Mathematical explanations can be given using words, pictures, numbers and symbols. A good explanation should be correct, simple, complete and easy to understand.

5+ Topic 15 Resources

5+ Topic 16 Resources

http://www.insidemathematics.org/assets/common-core-math-tasks/granny's%20balloon%20trip.pdf

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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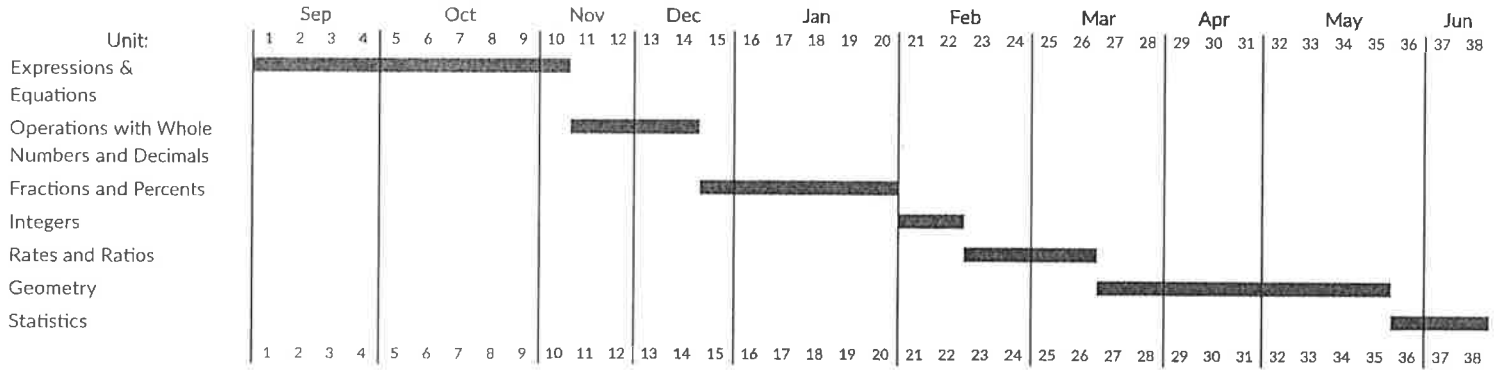
Newtown Public Schools
Math Grade 6

Reed Intermediate School > Grade 6 > Mathematics > Math Grade 6

Collaboration



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Newtown Public Schools
Math Grade 6

Reed Intermediate School > Grade 6 > Mathematics > Math Grade 6 > Week 1 - Week 10

Expressions & Equations

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

BALANCE

Concepts:
numerical expressions
algebraic expressions
Properties of Operations
order of operations
inequalities
independent and dependent variables

Generalizations / Enduring Understandings

Solving linear equations and inequalities involves the inverse of operations.

A linear relationship is developed through the use of patterns and expressions.

Context gives meaning to the impact of the independent variable on the dependent variable.

Maintaining balance is the foundation of all algebraic reasoning.

Numerical patterns and relationships have structure and can be related to an algebraic expression.

Guiding Questions

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

- What are the Commutative, Distributive, Associative and Identity Properties? (factual)
- How do you use properties of operations to simplify expressions? (factual)
- What is an input/output table? (factual)
- How do you simplify an expression? (factual)
- What are the properties of inequalities? (factual)
- How can you write a number using exponents? (factual)
- How do you use the Distributive Property to evaluate expressions? (factual)
- How do you simplify an algebraic expression? (factual)
- How do you use the Distributive Property to identify equivalent expressions? (factual)
- How can you write an inequality to describe a situation? (factual)
- How can using an inverse operation solve an algebraic equation? (conceptual)
- What is the value of using exponential notation? (conceptual)
- How can you keep an equation balanced? (conceptual)
- What does it mean for one quantity to depend on another quantity? (conceptual)
- How can you use patterns to solve an equation? (conceptual)
- What is the real world application of understanding algebraic reasoning? (conceptual)
- What would be the result of not having the order of operations? (conceptual)
- What else in our world depends on balance? (provocative)
- Can time be a dependent variable? (provocative)
- What could be an independent variable? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

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.1. Write and evaluate numerical expressions involving whole-number exponents.
- 6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.
- 6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers.
- 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.
- 6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
- 6.EE.A.3. Apply the properties of operations to generate equivalent expressions.
- 6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

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.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.

6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables.

- 6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to ...

- use GCF, LCM and Distributive Property to compute fluently
- develop understanding of a whole-number exponent as shorthand for repeated multiplication of a number times itself
- extend understanding of order of operations to include exponents
- define what a variable is
- introduce and define coefficient and term
- read expressions aloud to explore the concept of quantities
- use Properties of Operations to simplify expressions, therefore producing equivalent expressions
- use properties of equality to solve algebraic equations
- write and solve inequalities
- identify dependent and independent variables
- recognize patterns within input/output tables

Critical Content & Skills

What students must KNOW and be able to DO

Apply and extend previous understandings of arithmetic to algebraic expressions.

Understand and apply the Distributive Property to evaluate expressions.

Write and evaluate exponents in a variety of ways.

Reason about and solve one-variable equations and inequalities.

Represent and analyze quantitative relationships between dependent and independent variables.

Vocabulary:
numerical expressions, whole-number, exponents, algebraic expressions, term, product, factor, coefficient, formula, order of operations, equivalent, combine like terms, equivalent expressions, equation, inequality, input
output table, inverse relationship,independent & dependent variable, Addition, Subtraction, Multiplication and Division Property of Equality, substitution, solution, variable, reciprocal, Commutative, Distributive, Associative, Identity Property

Core Learning Activities

Apply and extend previous understandings of arithmetic to algebraic expressions.

- evaluating expressions
- applying properties to simplify different algebraic expressions
- utilizing order of operations
- substituting a number for a variable
- writing equivalent expressions

Understand and apply the Distributive Property to evaluate expressions.

- modeling

Write and evaluate exponents in a variety of ways.

- utilizing place-value charts
- writing numbers in expanded form using exponents

Reason about and solve one-variable equations and inequalities.

- using bar models
- applying properties of equality
- drawing pictures to model properties of equalities
- writing inequalities using one variable

Represent and analyze quantitative relationships between dependent and independent variables.

- highlighting and/or underlining variables
- using tables to find patterns

Assessments

- Topic 1
- Topic 2
- Topic 3

Resources

Professional & Student

*enVision Math topics 1, 2 & 3

*1.1 Place values (10, 100, 1000, and so on) can be represented using exponents.
*1.2 The commutative, associative and identity properties can be applied to addition and multiplication for all sets of numbers.
*1.3 There is an order in which operations are carried out in a numerical expression.
*1.4 The Distributive Property is another property that can be use to help simplify expressions.
*1.6-1.8 Some mathematical phrases can be represented & simplified/solved using a variable in an algebraic expression.
*1.9 The input output table represents an algebraic relationship.
*1.10 You can simplify algebraic expressions by combining like terms.
*1.11 & 1.12 You can apply the Distributive and other properties of operations to write equivalent expressions.
*2.1 An equation is true when both sides of the equation are equal.
*2.2 Use the properties of equality to balance equations.
*2.3, 2.5 & 2.6 Use inverse operations to solve simple equations.
*2.7 & 2.8 Inequalities compare two values or show that two values are not equal
*3.1 Variables can be used to represent two quantities that change in relationship to one another. The dependent variable changes in response to the independent variable.
*3.2 & 3.3 Patterns can sometimes help identify the relationship between quantities, and equation can be written describing the relationship.

Problem Solving:

*1-13, 2-9 & 3-4 Using an organized list or a table, looking for numerical patterns, drawing a picture or writing an equation are all problem solving strategies. Some problems can be solved by reasoning about the conditions in the problems.

Math and Literature: "Clever Calculations" pp 6-7
Math and Literature: "Precise Patterns" pp 22-23
Math and Literature: "Made in America" pp 6-7
OMIT: lesson 1.5 (process of decimals taught later in the year)

http://www.insidemathematics.org/assets/common-core-math-tasks/boxes.pdf

http://www.insidemathematics.org/assets/common-core-math-tasks/gym.pdf

Passport_for_Around_the_World_order_of_operations (1).docx

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Operations with Whole Numbers and Decimals

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

PROCESS

Concepts:
round numbers
compatible numbers
place value
standard algorithm

Generalizations / Enduring Understandings

The use of compatible numbers and/or rounding to estimate solutions provides viable strategies to check for reasonableness and accuracy.

Solving for addition and subtraction of decimals and whole numbers follows the same process of decomposing numbers using place value.

An awareness of the relative size of the product or quotient in conjunction with a mathematical number sense facilitates the process of multiplication and division.

Guiding Questions

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

- How can you estimate with decimals? (factual)
- How can you add whole numbers and decimals? (factual)
- How can you multiply or divide whole numbers and decimals? (factual)
- What happens when you multiply two decimals that are less than one? (conceptual)
- Why does multiplication of decimals create a smaller product? (conceptual)
- What happens when you divide a decimal by a whole number? (conceptual)
- What is the relative size of a quotient when you divide a decimal by a decimal? (conceptual)
- Does a divisor need to be a whole number? (conceptual)
- Is there a benefit to using compatible numbers versus rounding? (provocative)
- When is it appropriate to estimate solutions involving decimals in the real world? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 6

The Number System

6. NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.

- 6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.
- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Expressions & Equations

6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.

- 6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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

- 6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will have the ability to...

- identify compatible whole numbers to estimate solutions to decimal problems
- round decimal numbers to estimate solutions
- fluently add, subtract, multiply and divide multi-digit decimals
- evaluate expressions and solve equations using decimals

Critical Content & Skills

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

Estimate decimals or whole numbers using rounding and/or compatible numbers.

Compute fluently with multi-digit numbers and decimals to the ten-thousandths.

Evaluate expressions and solve equations with decimals.

Vocabulary:
estimate, compatible numbers, quotient, standard algorithm, dividend, divisor, remainder, quotient, decimal, place value, product, sum, difference, expressions, evaluate, equations, inverse, sub-problem (hidden question)

Core Learning Activities

Estimate decimals or whole numbers using rounding and/or compatible numbers.

- modeling
- estimating decimals and whole numbers using rounding and/or compatible numbers

Compute fluently with multi-digit numbers and decimals to the ten-thousandths.

- using inverse operations
- applying standard algorithm for all operations (decimals and whole numbers)

Evaluate and solve expressions and equations with decimals.

- evaluating and solving expressions with decimals
- using inverse operations

Assessments

Resources

Professional & Student

Topic 4

Topic 5

*enVision Math Topics 4 - 5

*4-1 & 4-4 There is more than one way to **estimate** a sum or difference. Rounding and looking for **compatible numbers** are processes for finding the multiple of 10, 100 etc. or 0.1, .01 etc closest to a given number.
4-2 Standard addition and subtraction **algorithms** facilitate computation.
*4-3 & 5-7 Addition, subtraction and even division equations can be solved by using **inverse** operations.
*4-5 & 5-4 The standard multiplication algorithm and division algorithm involving decimals are extensions of the standard algorithm for multiplying and dividing whole numbers.
*5-1 There is more than one way to estimate a quotient. Substituting compatible numbers is an efficient technique for estimating quotients.
*5-2 & 5-3 Dividing with two-digit divisors is just an extension of the steps for dividing with one-digit divisors.
*5-5 Moving the decimal point the same number of places in both the **divisor** and the **dividend** signifies multiplying both by the same power of ten.
*5-6 **Evaluating expressions** with decimals can be solved by replacing the variable with a given decimal.
Problem-Solving:
*4-6 Recording information in a table can help you understand and solve some problems.
*5-8 Some problems can be solved by first finding and solving a **sub-problem (hidden question)** and then using that answer to solve the original problem.

Math and Literature: "Clever Calculations: pp 10-11

http://www.insidemathematics.org/assets/common-core-math-tasks/baseball%20players.pdf

http://www.insidemathematics.org/assets/common-core-math-tasks/rabbit%20costumes.pdf

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Fractions and Percents

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

TRANSFORMATION

Concepts:
fraction
reciprocal
percent

Generalizations / Enduring Understandings

Fractions, decimals or percentages can be transformed to represent the identical part of a whole.

There are different processes when solving problems containing fractions and/or mixed numbers.

Numbers can exhibit an inverse relationship to transform a division problem into a multiplication problem.

Percents can be greater than one hundred or less than one which allows for numbers to be used for different purposes.

Guiding Questions

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

- What ways can you find the GCF of a set of whole numbers? (factual)
- What ways can you find the LCM of two whole numbers? (factual)
- How can fractions be represented using a model? (factual)
- How do you find the quotient when dividing a whole number by a fraction, a fraction by a fraction, or a fraction by a mixed number? (factual)
- What are some of the methods we can use to check to see if an answer is reasonable? (conceptual)
- Is there more than one way to estimate the quotient of a mixed number? (conceptual)
- Are the strategies used to evaluate or solve an algebraic expression or equation involving fractions different than the strategies used with whole numbers? (conceptual)
- When can a percentage be over one hundred or less than one? (provocative)
- When is it appropriate to estimate solutions involving fractions in the real world? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 6

Ratios & Proportional Relationships

6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.

- 6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double

number line diagrams, or equations.

- 6.RP.A.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

The Number System

6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- 6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

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.

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

- 6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Expressions & Equations

6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.

- 6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to...

- identify the GCF and the LCM
- divide with fractions and mixed numbers
- solve algebraic expressions and equations using fractions
- determine the equivalent forms of fractions, decimals, and percents
- determine a percent of a number
- determine the percent of a whole

Critical Content & Skills

What students must KNOW and be able to DO

Find common factors and multiples of whole numbers.

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Understand the relationship between fractions, percents and decimals.

Core Learning Activities

Find common factors and multiples of whole numbers.

- utilizing prime factorization to determine GCF and LCM
- listing factors and/or multiples to determine GCF and LCM

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- modeling
- using reciprocals to divide fractions
- estimating quotients using rounding and/or compatible numbers
- solving real-world problems using visual fraction models

Solve real-world and mathematical problems based on percents.

Vocabulary:
quotient, fraction, mixed numbers, improper fraction, visual fraction model, reciprocal, standard algorithm, dividend, divisor, remainder, quotient, decimal, place value, product, sum, difference, greatest common factor (GCF), least common multiple (LCM), prime factorization, Distributive Property, compute, whole numbers, express, rounding, compatible numbers, evaluating expressions, inverse, equivalent, percent

- evaluating expressions that include decimals
- solving equations that include decimals

Understand the relationship between fractions, percents and decimals.

- estimating using compatible numbers
- modeling using grids and number lines
- using calculators
- converting between fractions, percents and decimals

Solve real-world and mathematical problems based on percents.

- estimating using compatible numbers
- determining what percent one number is of another
- determining the whole when given the percent and corresponding part

Assessments

- Topic 6
- Topic 11

Resources

Professional & Student

enVision topic 6 & Topic 11

*6.1 **Greatest Common Factor** is always the greatest number that divides evenly into each of two whole numbers.
*6.2 **Least Common Multiple** is the smallest common multiple of two or more numbers.
*6.3 & 6.5 When dividing by a fraction that is less than one, the **quotient** is greater than the **dividend.**
*6.4 & 6.6 Dividing by a fraction is the same am multiplying by its **reciprocal.**
*6.7 **Rounding** and **compatible numbers** can be used to estimate the quotient of mixed numbers.
*6.8 Rewrite the mixed numbers as **improper fractions** before rewriting the division expression as a multiplication expression using the reciprocal of the divisor.
*6.9 **Evaluating expressions** with fractions can be solved by replacing the variable with a given fraction.
*6.10 Equations with fractions and mixed numbers can be solved using properties of equality and **inverse** operations.
*11.1 A **percent** represents a part of one hundred.
*11.2 A part of a whole or a part of a set can be represented by a fraction, a decimal and a percent
*11.3 Percents greater than one hundred and less than one can be expressed in **equivalent** decimal and fraction forms.
*11.4 Compatible numbers can be used to estimate percents of numbers and to determine what percent one number is of another.
*11.5 The percent of a number can be found by changing the percent to a decimal and multiplying.
*11.6 The whole can be found when you are given a percent and a part.

Problem-Solving:
*11.7 Answers to problems should always be checked for reasonableness and this can be done in different ways.

Math and Literature; "Clever Calcualtions" pp10-11
Math and Literature: " Made In America' pp10-11

- http://www.insidemathematics.org/assets/common-core-math-tasks/baseball%20players.pdf
- http://www.insidemathematics.org/assets/common-core-math-tasks/rabbit%20costumes.pdf
- IXL

Student Learning Expectation & 21st

Interdisciplinary Connections

Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Integers

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

EXPRESSIONS

Concepts:
equalities
inequalities
absolute value
rational numbers

Generalizations / Enduring Understandings

Positive and negative numbers are used together to express quantities having opposite directions or values.

Rational numbers are the set of all numbers that include the subsets of natural numbers, whole numbers and integers.

Absolute value represents distance from zero.

Guiding Questions

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

- What are integers? (factual)
- What are rational numbers? (factual)
- How can you compare and order integers? (factual)
- What is absolute value? (factual)
- How can you compare rational numbers on a number line? (factual)
- How can you order rational numbers on a number line? (factual)
- What is the relationship between absolute value and integers? (conceptual)
- How can you use absolute value to compare positive and negative quantities in a real-world situation, such as how prices change? (conceptual)
- What does a negative integer on a weather report indicate? (conceptual)
- What does the distance from zero mean when using negative numbers? (conceptual)
- Why is absolute value always a positive number? (conceptual)
- Is zero ever a counting number? (provocative)
- What real-world situations would involve positive and negative numbers? (provocative)

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.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

- 6.NS.C.6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- 6.NS.C.7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- 6.NS.C.7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The students will have the ability to...

- compare and order integers
- identify the absolute value of both positive and negative numbers
- compare and order rational numbers
- use reasoning to solve problems

Critical Content & Skills

What students must KNOW and be able to DO

Apply and extend previous understandings of numbers to the system of integers and rational numbers.

Identify the absolute value of a number.

Vocabulary:

positive, negative, opposite, zero, integer, elevation, sea level, credits/debits, deposits, withdrawals, ascend/descend, opposite sign, zero, number line, positive, negative, double negative, integers, rational numbers, inequality, greater than, less than, equal to, temperature, positive and negative charge, absolute value/distance, counting numbers, magnitude/length, positive/negative quantities

Core Learning Activities

Apply and extend previous understandings of numbers to the system of integers and rational numbers.

- using number lines
- writing integers and rational numbers on a number line
- comparing and ordering integers and rational numbers

Identify the absolute value of a number.

- identifying the absolute value of integers and rational numbers

Assessments

Topic 7

Resources

Professional & Student

enVision Topic 7

*7.1 **Integers** are the **counting numbers**, their opposites and zero.
*7.2 & 7.5 Comparing and ordering integers and rational numbers
*7.3 **Absolute value** is used to define the distance from a number to zero
*7.4 **Rational numbers** can be associated with a unique point on a number line

Problem-Solving:

*7.6 Some problems can be solved be reasoning

Use teacher-created sets of "I have..., Who Has..." cards to have students practice solving problems involving comparing integers and rational numbers.

Have students develop a set of "I have...,Who Has..." cards using problems and models from class, internet sources, or other resources.

Math and Literature: "It's a Goal" pp. 20-21

- http://www.insidemathematics.org/assets/common-core-math-tasks/percent%20cards.pdf
- http://math-mania.pcsstn.com/resources/i-have-who-has-game-cards
- IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Reed Intermediate School > Grade 6 > Mathematics > Math Grade 6 > Week 23 - Week 26

Rates and Ratios

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

COMPARISONS

Concepts:
unit rate
ratios
linear relationship

Generalizations / Enduring Understandings

A ratio demonstrates a relationship between two quantities in which these quantities can be like or unlike.

A rate is a special type of ratio that compares two quantities with different units of measures. A unit rate is a special ratio in which comparison is to one unit. For example: 3 lbs. of cheese for $9.60 The unit rate would be 1 lb. for $3.20.

Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.

An awareness that ratio tables can demonstrate a linear relationship through data tables and graphing.

Use ratio and rate reasoning to solve real-world and mathematical problems.

Use ratio reasoning to convert measurement units.

Guiding Questions

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

- What is a mathematical way to compare quantities? (factual)
- How can you find equivalent ratios? (factual)
- What are ratios and how are they used in solving problems? (factual)
- How can a diagram help you solve a ratio problem? (conceptual)
- How can you use ratio tables to solve a proportion? (conceptual)
- How can you use tables and graphs to represent equivalent ratios? (conceptual)
- How are rates a special type of ratio? (conceptual)
- What distinguishes rates from ratios? (conceptual)
- Why are unit rates important? (provocative)
- Why is the United States the only major country not using the metric system? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 6

Ratios & Proportional Relationships

6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.

- 6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

- 6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.
- 6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 6.RP.A.3a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- 6.RP.A.3b. Solve unit rate problems including those involving unit pricing and constant speed.
- 6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Mathematical Practice

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- 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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to ...

- use a ratio as a comparison of any two quantities
- use a ratio as a comparison of part-to-whole or part-to-part
- use a unit rate to find an equivalent ratio with a denominator of 1
- use multiplicative recursive patterns
- use multiplicative relationships to extend an initial ratio to equivalent ratios
- recognize a linear relationship appears when the pairs are plotted on the coordinate plane
- use division to determine unit rate
- introduce percent as a special rate where a part is compared to a whole and the whole always has a value of 100
- solve problems using equivalent ratios
- expand ratio reasoning to units of measurement

Critical Content & Skills

What students must KNOW and be able to DO

Understand ratio concepts and use ratio reasoning to solve problems.

Understand a rate is a special ratio that compares two quantities with different units of measure.

Vocabulary:

ratio, relationship, quantities, unit rate, ratio relationship, table, coordinate plane, equivalent ratios, x-coordinate /x-axis, y-coordinate /y-axis, constant speed, unit pricing, proportion, part, whole, percent, quantity, fraction, metric units of measurement, customary units of measurement, models, plot, distance, rate, time

formula: d = r x t

Core Learning Activities

Understand ratio concepts and use ratio reasoning to solve problems.

- expressing ratios in 3 different ways
- identifying proportions using equivalent ratios
- modeling ratios using double number lines
- using ratio tables
- identifying part-to-part and part-to-whole ratios

Understand a rate is a special ratio that compares two quantities with different units of measure.

- utilizing rates to make comparisons
- determining units rates through the use of tables, diagrams, double number lines or equations
- using ratio reasoning to convert customary and metric measurement units
- solving real-world problems involving distance, rate, and time

Assessments

Resources

Professional & Student

- Topic 9
- Topic 10

enVision topic 9 and 10

*9-1 A ratio is a special relationship between two quantities where for every x unit of one quantity there are y units of another quantity.
*9-2 In a proportional relationship there are an infinite number of ratios equal to the simplest form.
*9-3 Ratio models can be used to reason about solutions to problems.
*9-4 Some proportion problems can be solved by generating equal ratios using multiplication or division.
*9-5 Equivalent ratios can be represented in a table or plotted on a coordinate plane
*10-1 A rate is a special ratio that compares two quantities with different units of measure. A unit rate is a rate that compares a quantity to one unit of another quantity.
*10-2 Rates are easily compared when each is expressed as a unit rate.
*10-3 & 10-4 Some proportions can be solved by finding and using the unit rate.
*10-5 A special proportional relationship involves distance(d), rate(r), and time(t).
*10-6 & 10-7 Measurement can be represented in equivalent ways using customary or metric units.

Problem-Solving:
*9-6 A picture can be used to show, understand and solve a problem
*10-8 Mathematical explanations can be given using words, pictures, numbers, or symbols.

Math and Literature: " Clever Calculations" pp. 22-23

- http://www.insidemathematics.org/assets/common-core-math-tasks/sewing.pdf
- http://www.insidemathematics.org/assets/common-core-math-tasks/snail%20pace.pdf
- http://www.insidemathematics.org/assets/common-core-math-tasks/truffles.pdf
- IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Geometry

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

SPATIAL RELATIONSHIPS

Concepts:
surface area
volume
classification
ordered pairs

Generalizations / Enduring Understandings

Ordered pairs can be represented on a coordinated plane.

Graphing coordinates identifies a linear relationship.

Area, surface area, and volume can be used to solve real-world and mathematical problems.

The measure of area is expressed as a product of length times width.

The measure of volume is expressed as a product of base-area times height.

Attributes of a shape determine its classification.

Guiding Questions

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

- How can different formulas be used to find different areas of various polygons? (factual)
- How can you graph a point on the coordinate plane? (factual)
- How can you use formulas to find the area of an irregular shape? (factual)
- How can you find the area of a polygon on the coordinate plane? (factual)
- How can you find the perimeter of a polygon on the coordinate plane?(factual)
- How can coordinate pairs be used to graph a linear equation? (factual)
- When is it applicable to find the area in real-world situations? (conceptual)
- Why would you use coordinates to find the area of a shape? (conceptual)
- Why do you use absolute value to find distance between two points on a coordinate plane? (conceptual)
- Why are area units expressed as square units? (conceptual)
- How are equations that can relate to real-world quantities graphed? (provocative)
- Can area be expressed without using square units? (provocative)
- Can volume be expressed without using cubic units? (provocative)
- What is the most efficient way to determine area of a shape? (provocative)

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.6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- 6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions & Equations

6.EE.C. Represent and analyze quantitative relationships between dependent and independent variables.

- 6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

Geometry

6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.

- 6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- 6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to...

- use ordered pairs to determine distance on a coordinate plane
- identify which quadrant the ordered pair will be located
- combine triangles to create rectangles
- partition quadrilaterals and polygons into all triangles or a combination of triangles and rectangles/squares
- conclude that the base and height of a right triangle are the length and width of a rectangle to discover the formula $A=1/2bh$

Critical Content & Skills

What students must KNOW and be able to DO

Identify and graph points with integer coordinates on the coordinate plane.

Solve real-world and mathematical problems involving area, surface area, and volume.

Vocabulary:

right triangle, triangle, quadrilaterals, polygons, area, compose, decompose, volume, right rectangular prism, base, width, height, length, coordinate plane, vertices, ordered pairs, nets, 3-dimensional figures, surface area, perpendicular number lines, absolute values, relationship, graph, formula, parallelogram, triangle, decomposing, irregular, polyhedron, solid figure, edge, face, base, perimeter

Core Learning Activities

Identify and graph points with integer coordinates on the coordinate plane.

- graphing points on a four quadrant coordinate plane
- calculating distance on a coordinate plane using absolute value
- graphing linear equations on a coordinate plane

Solve real-world and mathematical problems involving area, surface area, and volume.

- calculating area of regular polygons and special quadrilaterals
- using coordinate planes to calculate the area of polygons
- utilizing nets to represent 3-D shapes and to calculate surface area
- modeling volume using fractional edge lengths

Assessments

- Topic 8
- Topic 12
- Topic 13

Resources

Professional & Student

envision Math Topic 8, 12 and 13

*8-1 & 8-2 The **Coordinate Plane** is a model using two **perpendicular number lines** intersecting at zero to tell the location to points in the plane.
*8-3 & 8-4 The distance between two points in the coordinate plane with the same first coordinate or second coordinate is found by adding or subtracting the **absolute values** of the coordinates that are not the same.
*8-5 Graphs of **relationships** in the form of ax and $y = x + a$ *(a is a real number)* as straight lines. The graph of $y = ax$ passes through the origin. The graph of $y = x + a$ does not pass through the origin, unless $a = 0$
*8-6 **Graphs** of relationship in the form of $y = ax + b$ *(a and b are real numbers)* are straight lines. If b is not 0 they do not pass through the origin.
*12-1 The **area** of a figure is the amount of surface it covers, and area can be found using square units.
*12-2 The **formula** for area of a **parallelogram** is derived from the formula for area of a rectangle.
*12-3 The formula for area of a **triangle** is derived from the formula for area of a parallelogram.
*12-4 The area of some irregular shapes can be found by **decomposing** the shape into polygons for which formulas exist for finding area.
*12-5 & 12-6 The area of some learning **irregular** shapes can be found by decomposing the shape into polygons for which formulas exist for finding area.
*13.1 A **polyhedron** is a **three-dimensional** figure made of flat surfaces.
*13-2 Formulas for finding the area of polygons can be used to find the surface area of some solids.
*13-3 **Volume** is a measure of the amount of space inside a **solid figure**.
*13-4 The volume of rectangular prisms with fractional edge lengths can be determined in the same way as the volume of rectangular prisms with whole number **edge** lengths.

Problem-Solving:
*8-7 Some problems can be solved by first finding a problem and solving a sub-problem and then using that answer to solve the original problem.
*12-7 & 13-5 Some problems can be solved by using objects to act out the actions in the problem.

Math and Literature: " It's a goal" p 12
Math and Literature : " Made in America" pp 10-11
Math and Literature: " it's a Goal" pp 10-11

http://www.insidemathematics.org/assets/common-core-math-tasks/building%20blocks.pdf

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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Newtown Public Schools
Math Grade 6

Statistics

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

INTERPRETATION

Concepts:
measures of center
measures of variability
data distribution
data analysis
statistical question

Generalizations / Enduring Understandings

Statistical measures include measures of center and variability.

Data can be manipulated to influence an audience.

Obtaining and analyzing data leads to the answers of questions.

Data can be represented visually using tables, graphs and charts.

Guiding Questions

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

- What is a statistical question? (factual)
- How can you describe a data distribution? (factual)
- How can you make and use a frequency table? (factual)
- How can graphs be used to represent data and answer questions? (conceptual)
- What is the purpose of a box plot? (conceptual)
- How can you interpret the variability of data with one number? (conceptual)
- Which measure of center is most useful to describe a given situation? (conceptual)
- How does the spread of data lead to a generalization of the sample? (conceptual)
- How does the data dictate the type of visual representation used? (provocative)
- How can data be manipulated to influence an audience? (provocative)
- How can the design of your statistical question influence responses? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 6

Statistics & Probability

6.SP.A. Develop understanding of statistical variability.

- 6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- 6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- 6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.B. Summarize and describe distributions.

- 6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.B.5a. Reporting the number of observations.
- 6.SP.B.5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- 6.SP.B.5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will have the ability to...

- introduce and develop statistical reasoning
- determine the difference between a statistical and a non-statistical question
- develop conceptual understanding of the characteristics of a data set
- develop an understanding of outliers
- understand that median and mean are measures of center
- understand range as a measure of variation
- look at a set of data and estimate the measures of center
- recognize that a dot plot is a line plot
- recognize that a box plot is a box-and-whisker plot
- conceptually understand statistical interpretation, focusing on the context of data sets
- identify data that are outliers and understand how they affect the measures of central tendency

Critical Content & Skills

What students must KNOW and be able to DO

Develop understanding of statistical variability.

Summarize and describe distributions.

Vocabulary:

statistical question, non-statistical question, variability, data, center, mean, median, spread, range, interquartile range (IQR), mean absolute deviation (MAD), overall shape, measure of center, dot plot, histogram, box plot, number line, observations, data set, units of measurement, overall pattern, measures of center, measures of variability, data distribution, context of data collection, central tendency

Core Learning Activities

Develop understanding of statistical variability.

- determining whether a question is statistical
- describing data distribution
- utilizing centers of measure to describe data sets
- determining appropriate graph(s) to represent data

Summarize and describe distributions.

- using MAD (mean absolute deviation) and IQR (interquartile range) to measure variability of data
- determining appropriate measure of variability (MAD or IQR)
- utilizing measures to interpret real-world data (MAD or IQR)

Assessments

Resources

Professional & Student

Topic 14

enVision topic 14

* 14-1 Statistical questions anticipate various answers in the data. The question to be answered dictates how data is displayed.
*14-2 All data has a definite shape that can be described by its center spread and overall shape.
*14-3 & 14-4 Different measures can be used to describe the center of a numerical data set. Each measure is most appropriate depending upon the characteristics of the data.
*14-5 Each type of graph is most appropriate for certain kinds of data.
*14-6 Box plots are useful for plotting data over a number line. Box plots show the spread for each quarter of the data.
* 14-7 A measure of variability describes how the values in a data set vary using a single number.
*14-8 The best descriptor of the center of numerical data is determined by the nature of the data and the question to be answered. Organizing data makes it easier to find measures of central tendency.
* 14-9 A set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape.

Problem Solving

*14-10 Some problems can be solved by using reasoning first to arrive at what the answer might be. Through additional reasoning the correct answer can be found.

IXL

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading for Information
Explanatory Writing
Speaking and Listening

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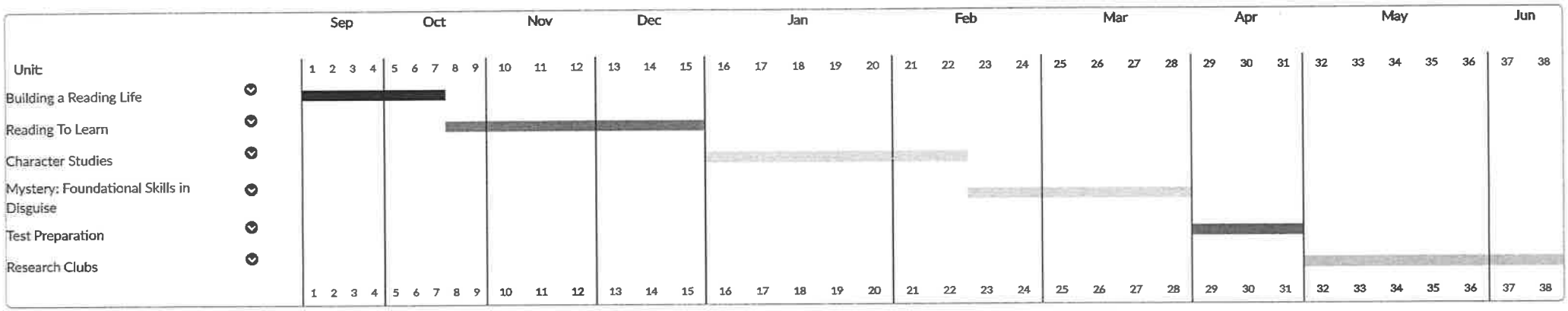
Newtown Public Schools
Reading Grade 3

District Elementary > Grade 3 > English Language Arts > Reading Grade 3

Collaboration



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Unit Planner: Building a Reading Life
Reading Grade 3

Thursday, April 11, 2019, 3:09PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 1 - Week 7

Last Updated: Thursday, February 28, 2019
by Patricia Vitarelli

Building a Reading Life

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Self Regulation

Reading Unit 1 Web (1).pdf

Generalizations / Enduring Understandings

Understanding Text

Cognitive engagement and attitude build reading comprehension.

Responding to Text

Stamina and Interdependent reading promote meaningful discussions.

Producing Text

Readers include text evidence from a mentor text to produce a written response.

Critiquing Text

Evaluation of text and self-reflection develop perseverance.

Conceptual Lens:

Self regulation and attitude strengthen a reader's relationship with texts.

Guiding Questions

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

Understanding Text

1. What is a within reach book? (F)
2. What is a prediction? (F)
3. What are the story elements of narrative text? (F)
4. How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing to me? (C)

Responding To Text

1. What is stamina? (F)
2. How can I make and live by reading goals, remembering what I know about within-reach books, reading often, and reading faster, stronger, longer? (C)
3. Do reading partnerships improve reading comprehension? (P)
4. How can I use my conversation with a partner (and the time I spend reading) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it? (C)

Producing Text

1. What are the components of a written response? (F)
2. How can a mentor text help me generate a written response? (C)
3. How do you support an idea in an open ended response? (C)

Critiquing Text

1. What is perseverance (grit)? (F)
2. What is self-reflection? (F)
3. How does self-reflection help one to persevere? (C)

Conceptual Lens:

1. What is self-regulation? (F)
2. What can I do to become a better reader? (C)
3. What is the difference between making the most of independent reading, and taking independent reading for granted?(C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details 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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the

author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018_(1).pdf

Critical Content & Skills

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

Critical Content:

Understanding Text

- key vocabulary (narrative, stamina, perseverance, prediction, context clues, within reach book, inference)
- story elements
- reading fluency

Responding to Text

- reader connections
- personal reflections
- partnership etiquette

Critiquing Text

- author's purpose
- sequence of events
- opinions and text support

Producing Text

- speaking and listening
- writing conventions
- writing techniques (text evidence)

See Skills Bookmark (Attached)
RL.3.1, RL.3.2, RL.3.4, RL.3.5
RF.3.3, RF.3.4
SL.3.1, SL.3.2, SL.3.3, SL.3.6
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6
tcoe_bookmarks_grade_3 (1).pdf

Core Learning Activities

1. Read within-reach books (Just Right).
2. Set and modify reading goals.
3. Track progress of reading (volume and stamina).
4. Develop partnerships.
5. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, visualizing, etc.).
6. Use word-solving strategies to support comprehension.

Assessments

Reading Grit Test
Formative: Self Assessment
G3B1_ReadingGritTest.pdf
Pre Assessment (optional)
Formative: Written Test
Abby Gets Her Shot
G3B1_PreAssessment.pdf
PreAssess_SampleResponses.pdf
Post Assessment (optional)
Summative: Written Test

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

The Yard Sale G3B1_PostAssessment.pdf PostAssess_SampleResponses.pdf **Running Records** **Formative: Other oral assessments** 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction. **Observation Assessments** **Formative: Other oral assessments** 1. Reading Logs 2. Conferring Notes 3. Teacher Observations Reading Unit 1 Postassessment Rubric.pdf Reading Unit 1 Preassessment Rubric.pdf PrePost Assessment TeacherInstructions.pdf	Building a Reading Life from Units of Study for Teaching Reading: Grade 3 The book is divided into three parts, or bends: *Making a Reading Life, Understanding the Story, Tackling More Challenging Texts*, with each part of the unit designed to strengthen foundational skills such as reading with fluency and stamina as well as monitoring for sense and recounting stories. Texts Used (fiction, non-fiction, on-line, media, etc...) Mentor Text: Stone Fox by John Reynolds Gardiner **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Student Resources** Texts Used(fiction, non-fiction, on-line, media, etc...) Any texts students read during this unit should be selected based on students' reading levels and personal choices. LearningProgression_NARR_G2_G3.pdf RUOS_G3B1_StoneFox_Minilessons (1).pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Reading To Learn
Reading Grade 3

Thursday, April 11, 2019, 3:11PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 8 - Week 15

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Reading To Learn

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Text Structure

Reading Unit 2 Web.pdf

Generalizations / Enduring Understandings

Understanding Text
Main idea and supporting details develop a summary of nonfiction text.

Responding to Text
Self Reflection and attitude expand comprehension and discussion.

Producing Text
Revision of main idea leads to interpretation of topic.

Critiquing Text
Point of view (1st person/3rd person) clarifies author's perspective on a topic.

Conceptual Lens
Text features and text structures impact the understanding of nonfiction text.

Guiding Questions

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

Understanding Text

1. What is a main idea? (F)
2. What are supporting details? (F)
3. How does understanding vocabulary help with reading comprehension? (C)

Responding to Text

1. Can attitude towards a topic affect your understanding of the topic? (P)
2. What does partnership etiquette look like? (F)
3. How do self-reflection and partnership discussions impact comprehension? (C)

Producing Text

1. How are main topic and main idea different? (F)
2. What strategies can I use to find the main idea of a text? (C)
3. How can I use what I know about main idea to determine supporting details? (C)

Critiquing Text

1. What are 1st and 3rd person? (F)
2. Why is it important to distinguish author's perspective from your own? (P)
3. What is genre? (F)
4. What are the different genres of nonfiction text? (F)

Conceptual Lens

1. How does the text structure adjust the way you approach text? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

RI.3.6. Distinguish their own point of view from that of the author of a 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.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing

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.3.7. Conduct short research projects that build knowledge about 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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.10. 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

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?

Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Understanding Text

- Main idea/supporting details
- Text features
- Genre (biography, narrative nonfiction, hybrid, expository)
- Reading comprehension
- Vocabulary (domain-specific vocabulary, genre, biography,

Core Learning Activities

1. Read nonfiction text.
2. Identify text structure (ie.,compare/contrast, cause and effect, sequential order, time line, etc.)
3. Determine main idea and supporting details of a nonfiction text.
4. Demonstrate understanding of topic/text through reflection andconversation.
5. Understand hybrid nonfiction.
6. Synthesize understanding of narrative nonfiction text (i.e., biography and books by Gail Gibbons, Joanna Cole, Seymour Simon, etc.)

narrative non-fiction, hybrid, expository, main idea/supporting details, text structures, cause-effect, sequence, compare/contrast, timeline **Responding to Text** • Partnership discussion behaviors • Meaning of personal reflections • Summarizing text • Boxes and Bullets **Producing Text** • Writing conventions • Note taking • Oral presentation protocols **Critiquing Text** • Meaning of opinion versus fact • Author's craft • Author's versus reader's perspectives **Skills Bookmark Attached** RI.3.1, RI.3.2, RI.3.3, RI.3.4,RI.3.5, RI.3.6, RI.3.7, RI.3.8 W.3.7, W.3.8,W.3.10 SL.3.4 L.3.6 tcoe_bookmarks_grade_3.pdf	
Assessments	Resources

Pre-Assessment (Optional) **Formative: Written Test** Start Your Engines: All About Motor Racing G3B2_PreAssessment (1).pdf **Post Assessment (Optional)** **Summative: Written Test** Thrills and Chills: Roller Coasters Are Not All the Same! G3B2_PostAssessment.pdf **Running Records** **Formative: Other oral assessments** Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction. **Observation Assessments** **Formative: Other oral assessments** 1. Reading Logs 2. Conferring Notes 3. Teacher Observations 4. Student Work G3B2_PostAssessRubric.pdf G3B2_PreAssessmentRubric.pdf PrePost Assessment TeacherInstructions.pdf	*Professional & Student* **Professional Resources:** Concept-Based Curriculum and Instruction for the Thinking ClassroomSecond Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning **Reading to Learn:Grasping Main Idea and Text Structuresfrom Units of Study for Teaching Reading: Grades 3** The book is divided into three parts, or bends:*Determining Importance in Expository Texts, Lifting the Level of Thinking about Expository Texts, Synthesizing and Growing Ideas in Narrative Nonfiction.* **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Charts to Support Nonfiction Reading** http://readingandwritingproject.com/public/themes/rwproject/resources/Content%20Support/reading/Charts_to_Support_Nonfiction_Reading.pdf **Texts Used** *Scholastic News* *readworks.org* *newsela* *Ladders* Mentor Text - Gorillas by Lori McManus (Excerpts from) Frogs and Toads by Bobbie Kalman (Excerpts from) The Story of Ruby Bridges by Robert Coles G3B2_ExpositoryTextSet.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Character Studies
Reading Grade 3

Thursday, April 11, 2019, 3:13PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 16 - Week 22

Last Updated: Tuesday, February 26, 2019 by Lina Silveira

Character Studies

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Characterization

G3 Character Studies.pdf

Generalizations / Enduring Understandings

Understanding Text

1. Character dialogue and actions reveal character traits.
2. Story elements shape and drive character motivations.

Responding to Text

1. Inferences build theories about characters.

Producing Text

1. Text evidence strengthens oral and written responses to text.
2. Self-reflections equip readers to establish reading goals.

Critiquing Text

1. Readers compare and contrast characters and lessons to develop opinions across texts.

Conceptual Lens:

1. Characterization and story elements impact the understanding of a character's journey.

Guiding Questions

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

Understanding Text:

1a. What are character traits? (F)
1b. What is the difference between a character trait and character feeling? (F)
1c. How do words/phrases help readers understand a character. (C)
2a. How does the setting affect the character's actions? (C)
2b. How do readers connect events in a story? What happens when they don't (C)
2c. What motivates characters to find a resolution to the problem? (C)

Responding to Text:

1. What is an inference? (F).
2. What is a theory? (F)
3. How do readers develop big ideas about characters? (C)

Producing Text:

1a. How does text evidence support a reader's written/oral response? (C)
1b. What is an important detail? (F)
1c. What makes a thorough written/oral response? (F)
2a. What is a self-reflection? (F)
2b. Why is it important to analyze your work? (C)
2c. How can goals help readers grow? (C)

Critiquing Text:

1. What is an opinion? (F)
2. How do the character's traits contribute to the

	story? (C) 3. What is the central message of the story? (C) 4. Can a reader learn from a character's lessons? (P) 5. How are the characters from one text similar or different from another text? (C) **Conceptual Lens:** 1. How do the characters' actions help move the plot along? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They come to understand other perspectives and cultures.

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

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.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Foundational Skills

Fluency
RF.3.4. 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.

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.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Critical Content:

Understanding Text:

- understand character, plot, setting
- identify major/minor events
- understand and explain how the character's actions contribute to major and minor events of the story
- understand the sequence of events in the story

Responding to Text:

- ask and answer questions
- locate information/details in text
- distinguish between one's own point of view and another's

Producing Text:

- refer to text for answer
- use vocabulary particular to genre when speaking and writing
- describe how each part builds upon earlier sections when discussing or writing about a story

Critiquing Text:

- explain how the central message is conveyed through key details
- recognize how illustrations contribute to a story
- able to compare/contrast
- recognize how a character remains the same or changes in different stories or books by the same author

(See Skills Bookmark Attached)
Common Core Bookmark

Core Learning Activities

1. Determine a character's traits based on their actions, thoughts, dialogue, and motivations.
2. Analyze how characters (main and secondary)change across a story using a story mountain.
3. Determine lesson(s) characters can teach the reader about his/her life.
4. Examine how the parts of the story go together.
5. Compare/contrast characters and lessons across books.

Assessments

PreAssessment (optional)
Formative: Written Test
The Bully and the Can Queen
PreAssessment - The Bully and the Can Queen.pdf
Post Assessment (optional)
Summative: Written Test
Jump
PostAssessment Jump.pdf
Pre & Post Character (optional)
Formative: Written Test
Julius The Baby of the World
PrePost Characters.pdf
Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Rubric.pdf
TeacherInstructions.pdf

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Character Studies- Units of Study for Teaching Reading: Grades 3.
The book is divided into three parts, or bends: *Getting to Know a Character as a Friend, Following a Character's Journey, and Comparing and Contrasting Characters Across Books*, with each part of the unit designed to help readers grow theories about characters and understand how story elements affect character growth in a fictional texts.

Texts Used (fiction, non-fiction, on-line, media, etc...)
Mentor Text: Because of Winn Dixie by Kate DiCamillo, Peter's Chair by Ezra Jack Keats, Make Way for Dyamonde Daniel by Nikki Grimes
Heinemann on-line resources:

1. copy paste address http://www.heinemann.com
2. login to your account
3. click my online resources
4. click Grade 3 Reading Units of Study

Student Resources
Texts Used(fiction, non-fiction, on-line, media, etc...)
Any texts students read during this unit should be selected based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

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Unit Planner: Mystery: Foundational Skills in Disguise Reading Grade 3

Thursday, April 11, 2019, 3:14PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 23 - Week 28

Last Updated: Monday, March 11, 2019 by Cynthia McArthur

Mystery: Foundational Skills in Disguise

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Inference

G3 Reading Mystery.pdf

Generalizations / Enduring Understandings

Understanding Text:

- Elements of the genre (clues, detectives, suspects, crimes, red herrings, culprits, evidence, side-kicks) shape a mystery.

Responding Text:

- Partnerships draw predictions and select strategies to solve mysteries.

Producing Text:

- Metacognition cultivates jots and conversations among reading partnerships.

Critiquing Text:

- Mystery reading skills transfer to *all* fiction reading.

Conceptual Lens

- Mysteries teach readers to infer.

Guiding Questions

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

Understanding Text:

1. What is a mystery? (F)
2. What are the elements of the mystery genre? (F)
3. How do main events contribute to plot? (C)

Responding Text:

1. How can readers stretch predictions? (C)
2. What are strategies that mystery readers use? (C)
3. What is a prediction? (F)

Producing Text:

1. What is metacognition? (F)
2. Can partnerships cultivate metacognition? (P)
3. How do jots support comprehension? (C)

Critiquing Text:

1. How can reading mysteries support comprehension of all fiction? (C)
2. What are fiction reading skills? (F)
3. What does transfer mean? (F)

Conceptual Lens:

1. How do mysteries teach readers to infer? (C)
2. What is an inference? (F)

	3. Can a reader understand a mystery without making an inference? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

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

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's

perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

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Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Critical Content:

Understanding Text:

- understand character, plot, setting
- identify major/minor events
- understand and explain how the character's actions contribute to main events and small details of the story
- understand the sequence of events and how they contribute to plot
- use vocabulary particular to the mystery genre when speaking or writing

Responding to Text:

- ask and answer questions
- locate information/details in text
- make predictions
- collaborate in partnerships

Producing Text:

- retell stories in sequential order
- engage in collaborative discussions

Critiquing Text:

- explain how the solution to the mystery is revealed through key details
- able to compare/contrast mysteries in a series
- able to transfer mystery reading skills to *all* fiction
- distinguish between literal and non literal language

(See Skills Bookmark Attached)
http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf

Core Learning Activities

1. Take part in solving a staged mystery.
2. Identify the genre and the structure of amystery text.
3. Track clues and wonder about suspects to infer the solution to the mystery.
4. Participate in partnerships/clubs to collaborate and clarify thinking about the mystery.
5. Transfer strategies for reading mysteries to all fiction reading.

Assessments

Pre Assessment (optional)
Formative: Written Test
Doodlebug & Dandelion: Mystery of the Bandits
RUOS_G3_Mystery_PreAssessment.pdf
Post Assessment (optional)
Summative: Written Test
The Case of the Missing Left Shoe
RUOS_G3_Mystery_PostAssessment.pdf
Running Record

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	**Mystery:Foundational Skills in Disguise Units of Study for Teaching Reading: Grades 3**. Mentor Texts: The Absent Author by Ron Roy & The Diamond Mystery by Martin Widmark **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Mystery: Foundational Skills in Disguise, Grade 3 RUOS_Grade3_Mystery_ReadAloudTextList_June2017.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections • Character Traits • Mindsets for Learning: optimism, persistence, empathy, flexibility, resilience • Life Skills: identify emotions & expected behaviors

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Unit Planner: Mystery: Foundational Skills in Disguise Reading Grade 3

Thursday, April 11, 2019, 3:16PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 23 - Week 28

Last Updated: Monday, March 11, 2019 by Cynthia McArthur

Mystery: Foundational Skills in Disguise

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

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G3 Reading Mystery.pdf

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Conceptual Lens

- Mysteries teach readers to infer.

Guiding Questions

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

Understanding Text:

1. What is a mystery? (F)
2. What are the elements of the mystery genre? (F)
3. How do main events contribute to plot? (C)

Responding Text:

1. How can readers stretch predictions? (C)
2. What are strategies that mystery readers use? (C)
3. What is a prediction? (F)

Producing Text:

1. What is metacognition? (F)
2. Can partnerships cultivate metacognition? (P)
3. How do jots support comprehension? (C)

Critiquing Text:

1. How can reading mysteries support comprehension of all fiction? (C)
2. What are fiction reading skills? (F)
3. What does transfer mean? (F)

Conceptual Lens:

1. How do mysteries teach readers to infer? (C)
2. What is an inference? (F)

	3. Can a reader understand a mystery without making an inference? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

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

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's

perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Critical Content:

Understanding Text:

- understand character, plot, setting
- identify major/minor events
- understand and explain how the character's actions contribute to main events and small details of the story
- understand the sequence of events and how they contribute to plot
- use vocabulary particular to the mystery genre when speaking or writing

Responding to Text:

- ask and answer questions
- locate information/details in text
- make predictions
- collaborate in partnerships

Producing Text:

- retell stories in sequential order
- engage in collaborative discussions

Critiquing Text:

- explain how the solution to the mystery is revealed through key details
- able to compare/contrast mysteries in a series
- able to transfer mystery reading skills to *all* fiction
- distinguish between literal and non literal language

(See Skills Bookmark Attached)
http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf

Core Learning Activities

1. Take part in solving a staged mystery.
2. Identify the genre and the structure of amystery text.
3. Track clues and wonder about suspects to infer the solution to the mystery.
4. Participate in partnerships/clubs to collaborate and clarify thinking about the mystery.
5. Transfer strategies for reading mysteries to all fiction reading.

Assessments

Pre Assessment (optional)
Formative: Written Test
Doodlebug & Dandelion: Mystery of the Bandits
RUOS_G3_Mystery_PreAssessment.pdf
Post Assessment (optional)
Summative: Written Test
The Case of the Missing Left Shoe
RUOS_G3_Mystery_PostAssessment.pdf
Running Record

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	**Mystery:Foundational Skills in Disguise Units of Study for Teaching Reading: Grades 3**. Mentor Texts: The Absent Author by Ron Roy & The Diamond Mystery by Martin Widmark **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Mystery: Foundational Skills in Disguise, Grade 3 RUOS_Grade3_Mystery_ReadAloudTextList_June2017.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections • Character Traits • Mindsets for Learning: optimism, persistence, empathy, flexibility, resilience • Life Skills: identify emotions & expected behaviors

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Unit Planner: Test Preparation
Reading Grade 3

Thursday, April 11, 2019, 3:17PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 29 - Week 31

Last Updated: Thursday, March 28, 2019 by Lina Silveira

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Confidence

*This unit is not a Concept-Based Unit. However, it is part of the 3rd grade curriculum calendar.

Generalizations / Enduring Understandings

Students will understand:

- **Literary Text**: central message, characters, vocabulary, literary technique
- **Informational Structure**: expository text, procedural text,
- **Poetry**: meaning, structure, word choice, perspective

Guiding Questions

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

- How can I help students draw on their repertoire of literary strategies and knowledge of literary structure in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of informational text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of argumentative text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I use assessment data to inform and support students in reading strategically, flexibly, and fluently across a variety of genres, focusing on the areas in which they need the most support?
- How can I support students as they read strategically, flexibly and fluently across a variety of genres, successfully answering multiple choice and open-ended questions in timed situations that mirror those they will encounter when taking the actual test?

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

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.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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.

RL.3.8. (Not applicable to literature)

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.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

RI.3.6. Distinguish their own point of view from that of the author of a 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.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.3.10. 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 2–3 text complexity band independently and proficiently.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Domain-Specific Vocabulary

- Excerpt
- Compare
- Similarities and Differences
- Main Idea
- Inference
- Cause and Effect
- Author's Intent
- Genre-- biography, poetry, literary, argumentative, functional informational, etc.
- Question stems
- Extended and Short Response
- Key Details

Core Learning Activities

Literary Structure

Whether engaging in close reading or a shared experience, or reading a passage on their own, readers of literature expect to pay attention to and infer about characters. Students need to be alert for what kind of people characters are:

- What do they want?
- Why do they feel certain ways about situations or other characters?
- What challenges do they face?
- How do they overcome these challenges?
- How do they change?
- What do they achieve?
- What lessons are learned?
- How does the ____ scene contribute to the overall story?
- Why did the author likely describe ____ as "...."?
- Which of the following best describes the way ____ was organized?

Predictable Questions Students Might See About Literary Texts:
For example, when students are asked about big ideas in texts, they might see questions such as:

- What is the central message of this text? (Third Grade)

When students are asked about characters, they might see questions such as:

- As ____(character) _____(is in a specific situation), how does she feel about _____(an upcoming action/event)? (Third Grade)

When students are asked about vocabulary in context, they might see questions such as:

- Why is ___(character) "swelling like a blowfish" (description that uses non literal language) in paragraph 39? Use two details from the story to support your response. (Third grade short response question)

For example, when students are asked about the literary technique that is used in the text, they might see questions such as:

- Paragraph 3 is most important to the plot of the story because it shows .... (Third Grade multiple

choice)

For example, when students are about text structure that is used in a paragraph(s) or in the whole of the text, they might see questions such as:

- Read these two sentences from paragraph 5: "Soil in a forest might be gritty, which means more sand." "Soil in a meadow might be smooth, which means more silt."
- Which of the following describes the relationship between these two sentences? (Third Grade)

Informational Structure

A Sampling of Predictable Questions on Informational Passages:

- What's the main idea of this part of the text? (Third Grade)

If students are asked about the literary technique that is used in the text, they might see questions such as:

- Think about the title in the section "Cullinan's Mission" is suited to what the section describes. Explain why the author choose the word mission in describing what Cullan is doing? (Third Grade)

When students are asked about text structure that is used in a paragraph(s) or in a whole text, they might see questions such as:

- Read the sentence from the article. "..." (paragraph 3). How does paragraph 7 support this sentence? (Third Grade)

Other Predictable Questions on Informational Passages

- What's the main idea of this part of the text? (Third Grade)

Poetry

A Sampling of Predictable Questions on Poetry:

- What are the first two stanzas of the poem mainly about? (Third Grade)

When students are asked about the literary technique that is used in a poem, they might see questions such as:

- How does the information in the fourth stanza show why the Queen does not stop pouring the cream? How does the author show how

	important the Queen is? (Third Grade) Day 3 Strategies for Answering Tricky Questions - Bookmark.pdf DOK Questions for Firework by Katie Perry.pdf DOK Questions for One Call Away .pdf Question Stems for Session 5.pdf Test Prep Unit - Grade 3 & 4.pdf
Assessments	Resources *Professional & Student* **Websites and Web-tools used** Videos of students working on test preparation: http//readingandwritingproject.com/resources/ela-materials/ela-testing- support-materials.html Texts Used(fiction, non-fiction, on-line, media, etc...) Texts from magazines such as Highlights, Cricket, Cobblestone, Read and Rise, StoryWorks, and Sports Illustrated for Kids **Common Core Reading Warm-Ups and Test Practice Grades 3** - Newmark Learning Poems PDF 2014 March Madness Poems.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Research Clubs
Reading Grade 3

Thursday, April 11, 2019, 3:18PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 32 - Week 38

Last Updated: Monday, February 11, 2019 by Patricia Vitarelli

Research Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Synthesis

Gr 3 Research Unit Web.pdf

Generalizations / Enduring Understandings

Students will understand that:

Understanding Text:

- Text structure organizes main ideas and supporting details in informational text.

Producing Text:

- Informational readers use notes to produce theories about their subject.

Responding to Text:

- Evidence-based theories lead to inferences.

Critiquing Text:

- Analysis of text illustrates similarities and differences in informational text.

Conceptual Lens:

- Synthesis of information produces solutions to real world problems.

Guiding Questions

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

Understanding Text

1. What are different text structures in informational text? (F)
2. How do the details of the text support the main idea? (C)
3. Why do authors choose certain text structures? (C)

Producing Text

1. What are the key details of a text? (F)
2. What helps readers understand as they are reading informational text? (F)
3. What are the different ways readers can take notes from a text? (C)

Responding to Text

1. What is an inference? (F)
2. What is a theory? (F)
3. Why do researchers study all the evidence of a topic? (C)

Critiquing Text

1. Is it necessary to research a topic using multiple sources? (P)
2. What details does the author include to support his or her point of view? (F)
3. How does researching similarities and differences help develop theories about a topic? (C)

Conceptual Lens

1. Can researching a topic lead to solving real-world problems? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

RI.3.6. Distinguish their own point of view from that of the author of a 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.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.3.10. 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 2–3 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.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

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

Understanding Text

- Form and ask questions
- Locate details in text
- Determine the main idea of an informational text
- Recount key details
- Understand key words
- Understand academic and content-specific vocabulary

Responding to Text

- Read closely
- Understand text features and how they relate to the text
- Explain new learning

Producing Text

- Describe relationships
- Note taking
- Compare and contrast the points made in two different texts

Critiquing Text

- Determine relevant information
- Identify points the author is trying to make

G3 Common Core Bookmark

Core Learning Activities

1. Establish research clubs and determine topics and subtopicsto be researched.
2. Examine and recognize various nonfiction text structures (i.e., compare/contrast, cause/effect, etc.) and text features (heading, subheading, captions, etc.).
3. Read nonfiction to determine main idea, topic sentence, andsupporting details.
4. Distinguish between the two text structures: cause/effect and problem/solution.
5. Ask questions across multiple sources to form theories about a topic.
6. Use research skills to solve a real-world problem (i.e., how to build a better zoo).

Assessments

Pre Assessment (optional)
Formative: Written Test
Dogs
PreAssessment - Dogs.pdf
Post Assessment (optional)
Summative: Written Test
Ice Cream
PostAssessment - Ice Cream.pdf
Observation Assessments
Formative: Other oral assessments
1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work

Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Rubric.pdf

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Research Clubs:Elephants, Penguins, and Frogs, Oh My! Units of Study for Teaching Reading Grade 3

The book is divided into three parts, or bends: *Researching A Topic, A Second Cycle of Research, and Synthesizing, Comparison, and Contrasting* with each part of the unit designed to strengthen research skills, synthesis, and learning to learn about a topic within and across topics.

Heinemann on-line resources:

1. copy paste address http://www.heinemann.com

TeacherInstructions.pdf	2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Texts Used** *Scholastic News* *readworks.org* *newsela* *Ladders* Mentor Texts - The Life Cycle of an Emperor Penguin by Bobbie Kalman and Robin Johnson; Penguins by Bobbie Kalman; The Penguin by Beatrice Fontanel
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Information Literacy • Critical Thinking • Spoken Communication • Written Performance	Interdisciplinary Connections See NGSS science units for other possible research topics.

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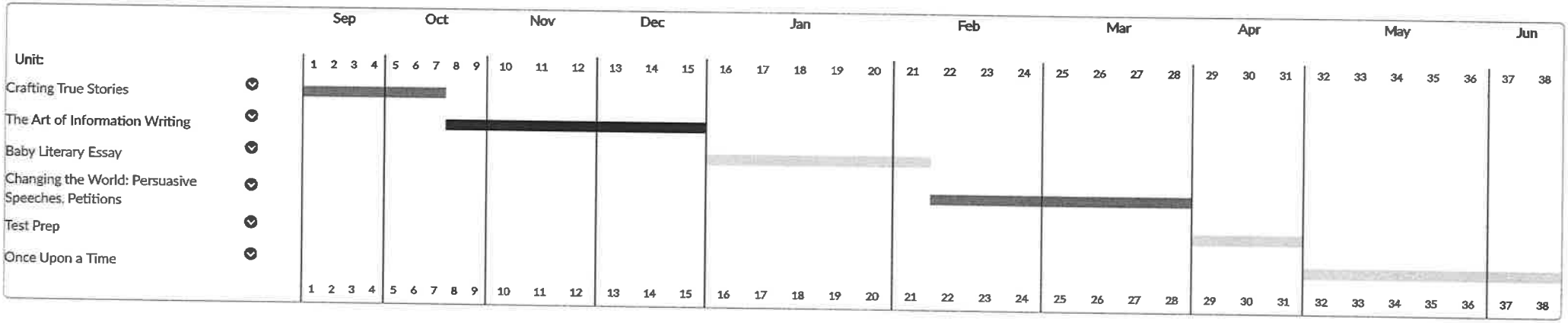
Newtown Public Schools
Writing Grade 3

District Elementary > Grade 3 > English Language Arts > Writing Grade 3

Collaboration



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Unit Planner: Crafting True Stories
Writing Grade 3

Thursday, April 11, 2019, 3:22PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 1 - Week 7

Last Updated: Wednesday, February 13, 2019 by Lina Silveira

Crafting True Stories

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Productivity

G3 Writing Unit 1 Web (1).pdf

Generalizations / Enduring Understandings

Understanding Text:

- Craft enhances narrative story elements.

Producing Text:

- Paragraph structure organizes ideas and leads to elaboration.

Responding to Text:

- Checklists and partner shares move drafts to publishing.

Critiquing Text:

- Reflection and revision improve clarity of a narrative story.

Conceptual Lens:

- Productivity generates volume and stamina as a writer.

Guiding Questions

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

Understanding Text:

1. What are narrative story elements? (F)
2. What is writer's craft? (F)
3. How do authors decide what craft to use in their writing? (P)

Producing Text:

1. What's the purpose of a writer's notebook? (C)
2. What is stamina? (F)
3. What tools help with independence and stamina? (C)
4. How do I use all I have learned about paragraphing, punctuation, and self-assessment to produce published texts? (C)

Responding To Text:

1. What is the purpose of checklists and partnerships? (C)
2. How can a partner help writers improve adraft? (C)
3. What are stages of the writing process? (F)

Critiquing Text:

1. How do mentor texts help strengthen narrative stories?(C)
2. What are conventions? (F)
3. Do writing conventions matter? (P)

Conceptual Lens:

	1. What is productivity? (F) 2. What is volume of writing?(F) 3. Do writing goals help writers stay on task? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

Writing

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

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

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.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.10. 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.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Language

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

L.3.2. 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.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

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

Critical Content:

Understanding Text:

- narrative tells a story
- who is telling the story

Producing Text:

- how to move from one event to another
- the characters' words to help explain what is happening in the story
- how to embed story elements in their narrative writing
- how to use dialogue within their story

Responding To Text:

Core Learning Activities

- Complete a narrative writing pre assessment: Best Personal Narrative.
- Personalize and establish a writer's notebook.
- *Follow the writing process:
  - Generating and collecting ideas
    - Collect ideas using a writer's notebook (people and places that matter).
  - Rehearsing ideas
    - Storytell in partnerships focusing on small moments/scenes.
    - Draft various leads for different stories.
  - Drafting
    - Develop the "heart of the story"/main event.
    - Craft dialogue, feelings,

- seek guidance from peers to help add language and ideas to writing

Critiquing Text:

- understand and use grammar and spelling conventions
- edit for word usage and word choice to help strengthen details
- revise sentences and/or paragraphs for clarity

See Skills Bookmark (Attached)
W.3.3, W.3.4, W.3.5, W.3.8, W.3.10
SL.3.1
L.3.3, L.3.3a,b
tcoe_bookmarks_grade_3.pdf

thoughts, actions, and word choice.
    - Study a mentor text to incorporate a "storytelling" voice.
- Revising
    - Organize stories in paragraphs by grouping related sentences.
    - Study a mentor text to experiment with author's craft in writing.
    - Work in partnerships to provide feedback about the draft.
    - Use checklist to determine areas to revise.
- Editing
    - With a partner or on your own,check final piece for third grade grammar and spellingconventions.
- Publishing
    - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Narrative Writing Pre Assessment
Formative: Narrative Writing Assignment
Gr3PrePostNarrativeAug2016.pdf
Final Draft
Summative: Narrative Writing Assignment
Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions.

Resources

Professional & Student
Professional texts
Units of Study in Opinion, Information and Narrative Writing, Unit 1 Crafting True Stories

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Mentor Text: Come On, Rain! by Karen Hesse (Scholastic) Trade book pack

Exemplars
Student exemplar writer's notebook: Rebecca's notebook entry (Online resources Ses1)
Student exemplar possible endings: Jill tries out several endings (Online resources Ses18)

Suggested Texts To Help Teach Qualities of Good Writing
Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)
"Mr. Entwhistle" from Hey World, Here I Am! by Jean Little (Corus)
Journey by Patricia MacLachlan (Random House)

Grade 3 Websites and Web-tools used
http://www.kidsstoriesonline.com/

	http://www.storytimeafrica.com/ http://www.readandwritewithrebecca.com/Mentor-Texts.html Texts Used(fiction, non-fiction, on-line, media, etc...) See list of suggested mentor text on the Teachers College Reading and Writing site. www.readingandwritingproject.com G3NarrStudentChecklist.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: The Art of Information Writing
Writing Grade 3

Thursday, April 11, 2019, 3:23PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 8 - Week 15

Last Updated: Monday, February 25, 2019 by Patricia Vitarelli

The Art of Information Writing

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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
Development/Organization
Writing Unit 2 - The Art of Information Writing.pdf

Generalizations / Enduring Understandings

Understanding Text

1. Mentor texts provide examples of word choice, vocabulary, and nonfiction text structure.

Producing Text

1. Structure and elaboration shape the development of information writing.
2. Transitions move paragraphs from one idea/topic to another.

Responding to Text

1. Checklists and reflection set up writers for publication.
2. Interdependence prepares writers for audience.

Critiquing Text

1. Resources supply writers with facts, ideas, and accuracy on a topic.

Conceptual Lens

1. Topic and subtopics lead to organization of informational writing.

Guiding Questions

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

Understanding Text

1. What are the different nonfiction text structures? (F)
2. What are the different nonfiction text features? (F)
3. How can a mentor text improve writing? (C)

Producing Text

1a. What strategies help develop informational writing? (C)
1b. What makes an independent writer? (P)
1c. How can I use my informational writing skills to teach others? (C)
2a. How can I make my writing more clear? (C)
2b. What are transition words? (F)
2c. What helps connect paragraphs? (C)

Responding Text

1a. What is a checklist? (F)
1b. How can checklists and reflection help writers? (C)
1c. Why is reflection important?(P)
2a. Who is an audience? (C)
2b. How can partnership work to improve writing? (C)
2c. What is interdependence? (F)

Critiquing Text

1. What is a resource? (F)
2. What is accuracy? (F)
3. What is the difference between a fact and an idea? (C)

	4. Why is using a resource important for informational writing? (C) **Conceptual Lens** 1. What is the difference between a topic and subtopic? (F) 2. Why are topics and subtopics important in information writing? (C) 3. What text features lead to an organized informational piece? (F)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

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.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.10. 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.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?

- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

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

Critical Content:

Understanding Text

- paragraph structure of informational writing
- the difference between facts and ideas
- key vocabulary (topic, subtopic, text features, structure, transitions, checklist, accuracy, cause/effect, pros/cons, compare/contrast, anecdote, vignette, stamina, audience, inquiry, topic-specific vocabulary)
- generate ideas

Producing Text

- the writing process
- grade-level appropriate grammar and writing conventions
- nonfiction writing techniques (elaboration, transitions, facts, text features, definitions, text structure, anecdotes, voice)

Responding To Text

- reader connections
- partnership etiquette
- meaning of self-reflection
- importance of independence
- the purpose of an audience

Critiquing Text

Core Learning Activities

- Complete an informationwriting pre assessment.
- *Follow the writing process:
  - Generating and collecting ideas
    - Generate a list of topics about which you are an expert.
- Drafting
  - Organize and reorganize piece using different information writing structures (cause/effect, problem/solution, pros/cons, compare/contrast, etc.).
  - Study mentor text for introductions, elaboration, organization techniques, and conclusions.
  - Incorporate text features to elaborate writing.
- Revising
  - Research topic for facts, details, and content specific vocabulary using print and digital sources.
  - Paraphrase information from resources about topic
  - Use checklist to get feedback and determine areas to revise.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

- how to analyze a mentor text
- how to utilize a resource to improve writing
- writers' voice vs. readers' voice

Words For This Unit and Two Tier Words:
Informational
Organize
Structure
Cohesion
Chronological
Cause/Effect
Problem/Solution
Pro/Con
Cite

See Skills Bookmark (Attached)
W.3.2.a, b, W.3.4, W.3.5, W.3.10
RI.3.1, RI.3.5, RI.3.7, RI.3.8
SL.3.1, SL.3.3, SL.3.6
L.3.2.e,f,g, L.3.6
tcoe_bookmarks_grade_3.pdf

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***

Final Drafts
Summative: Expository Essay
Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions.
Information Pre Assessment
Formative: Expository Essay
Provide students with an opportunity to independently, plan, edit and revise a piece.
Information Post Assessment
Summative: Expository Essay
Provide students with an opportunity to independently, plan, edit and revise a piece.
Post Info Checklist - Owls.pdf
Gr3PostInfoOwlsTeacherDirections.pdf
G3 Post Info Snowy Owls.pdf
G3 Post Info Owl Prowl.pdf
Gr3PreInfoDirections.pdf
G3InfoStudentChecklist.pdf
Article1InfoG3 - Dogs at Work.pdf
Article2Info - Dr. Dog.pdf

Resources

Professional & Student
Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

The Art of Information Writing - Units of Study in Opinion, Information, and Narrative Writing, Grade 3

Mentor Texts
Deadliest Animals by Melissa Stewart (National Geographic) Trade book pack
VIP Pass to a Pro Baseball Game Day by Clay Latimer (Sports Illustrated for Kids)

Information Texts
Cats vs. Dogs by Elizabeth Carney (National Geographic)
Fashion Design: The Art of Style by Jen Jones (Capstone)
Great Migrations: Amazing Animal Journeys by Laura Marsh (National Geographic)
Plants Bite Back! by Richard Platt (DK Publishing)
Tomatoes Grow on a Vine (How Fruits and Vegetables Grow) by Mari Schuh (Capstone) **Texts for Struggling Students**
Let's Talk Tae Kwon Do by Laine Falk (Scholastic)
Going to a Restaurant by Melinda Beth Radabaugh (Capstone)

Great Non-Fiction Writers (voice, zeal, wonder)
Rachel Carson, Clifford Geertz, John Muir

Heinemann on-line resources:

	1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Writing Units of Study INFO Checklist_G3.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 3 Science/Social Studies Curricula

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Unit Planner: Baby Literary Essay Writing Grade 3

Thursday, April 11, 2019, 3:25PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 16 - Week 21

Last Updated: Wednesday, February 13, 2019 by Lina Silveira

Baby Literary Essay

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Thesis

G3 Writing Unit 3 Web.pdf

Generalizations / Enduring Understandings

Understanding Text:

1. Close reading enhances the understanding of character traits, character change and lessons in text.

Producing Text:

1. A reader's opinion/claim is validated by the use of text evidence.

Responding to Text:

1. Partnerships and rehearsing drafts cultivate questioning about ideas.

Critiquing Text:

1. Analysis of character development uncovers theme/lessons in text.

Conceptual Lens:

1. Evidence and details from text strengthen a thesis.

Guiding Questions

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

Understanding Text:

1. What is close reading? (F)
2. Does close reading enhance the understanding of character? (P)
3. How are lessons in text revealed? (C)

Producing Text:

1. What is an opinion/claim? (F)
2. What does validate mean? (F)
3. How does a writer validate a claim? (C)

Responding to Text:

1. Why do writers develop partnerships? (C)
2. Why is questioning text important to writing about text? (C)
3. How does rehearsing drafts improve ideas (C)
4. What is rehearsing? (F)

Critiquing Text:

1. What is analysis? (F)
2. What is a theme/lesson? (F)
3. How does character development uncover theme/lesson? (C)

Conceptual Lens:

1. What is a thesis? (F)
2. How do evidence and details strengthen a thesis? (C)

	3. How do writers develop a thesis? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d. Provide a concluding statement or section.

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.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.10. 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.

Language

Conventions of Standard English

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

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1b. Form and use regular and irregular plural nouns.

L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1i. Produce simple, compound, and complex sentences.

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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2c. Use commas and quotation marks in dialogue.

L.3.2d. Form and use possessives.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

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

L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

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

L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?

- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

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

Understanding Text

- State an opinion about the topic
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing
- Understand writing purposes such as: writing to persuade, to inform, to entertain

Producing Text

- Organize thoughts and ideas
- Ask adults for help in revising or editing
- Revise sentences and/or paragraphs for clarity
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity
- Understand why you are writing
- Understand for whom you are writing
- Know how to organize information
- Understand how to sort information by categories
- Understand how to summarize information

Responding to Text

- Talk to a partner about your topic
- Understand for whom you are writing
- Know how to work together
- Seek guidance from peers to help add language and ideas to writing

Critiquing Text

- Know how to conclude different types of writings
- Provide a concluding statement or section

Core Learning Activities

- Complete an opinion writing pre assessment.
- *Follow the writing process:
  - Generate and collect ideas about character traits and themes in stories to develop a thesis/claim.
  - Orally rehearse ideas about character traits and themes.
- Drafting:
  - Develop multiple thesis statements about a character's traits, lessons, and/or changesfrom a mentor text.
  - Support thesis statements with evidence from an entire text.
  - Work in groups/clubs/partnerships around a shared text.
  - Develop essays that include an introduction, thesis statement, supporting evidence, and conclusion.
- Revising:
  - In partnerships, use checklist to reflect on, andanalyze essays.
  - Use transition words and phrases to lead into evidence.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

- Select appropriate writing topics
- Recognize the purpose for writing

Conceptual Lens
CCSS Bookmarks

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Continuum
Summative: Self Assessment
Students will self assess their work against expectations from the *Opinion Writing Continuum* and Opinion Checklist.
LearningProg_Opinion.pdf
Checklist_OP_G3.pdf

Resources

Professional & Student
Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Baby Literary Essay Edoc **Teachers College Reading and Writing Project Writing Curriculum Calendar**

Mentor Texts: *Those Shoes* by Maribeth Boets, *Mr. Lincoln's Way* by Patricia Polacco,

Text Handouts: *Spaghetti* by Cynthia Rylant, *Boar Out There* by Cynthia Rylant, *The Marble Champ* by Gary Soto, *Fly Away Home* by Eve Bunting *Birthday Box* by Jane Yolen

Text Handouts.pdf
W 3.4 Baby Literary Essay If...Then....pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

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Unit Planner: Changing the World: Persuasive Speeches, Petitions
Writing Grade 3

Thursday, April 11, 2019, 3:26PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 22 - Week 28

Last Updated: Thursday, March 28, 2019 by Lina Silveira

Changing the World: Persuasive Speeches, Petitions

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Persuasion

G3 Writing Unit 3 Web.pdf

Generalizations / Enduring Understandings

Understanding Text

Writers gather evidence to strengthen persuasive text.

Producing Text

Writers consider audience to convey a message with clarity.

Responding to Text

Using references to tackle a cause promotes activism.

Critiquing Text

Writers self-assess and evaluate the relevance of ideas to persuade others.

Conceptual Lens

Opinion pieces with text-based evidence persuade others to bring about change.

Guiding Questions

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

Understanding Text

What is evidence? (F)
What type of evidence strengthens a persuasive text? (F)
What makes a strong persuasive text? (C)

Producing Text

How can I draft and revise persuasive pieces to convince my audience? (C)
Does writing for a specific audience impact my argument? (P)
What is a message/claim/thesis? (F)

Responding to Text

What is activism? (F)
What are different types of references? (F)
How can I use references to promote activism? (C)

Critiquing Text

How can I reflect on my writing? (C)
What is a relevant detail? (F)
How do I determine between a relevant and irrelevant idea? (C)

Conceptual Lens

How can I work with a group to learn to incorporate text-based evidence into opinion pieces that aim to make a difference in the world? (C)
Can my message convince others to believe in a cause? (P)
How can I make my audience care about my cause? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1d. Provide a concluding statement or section.

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

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.3.7. Conduct short research projects that build knowledge about 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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.3.10. 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

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.

- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

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

Understanding Text

- Choose a topic
- State an opinion about the topic
- Know common organizational structures such as: cause/effect, chronological/sequential order, problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing
- Understand writing purposes such as: writing to persuade, to inform, to entertain

Producing Text

- Organize thoughts and ideas
- Ask adults for help in revising or editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity
- Understand why you are writing
- Understand for whom you are writing
- Know how to organize information
- Understand how to sort information by categories

Responding to Text

- Understand how to use reference materials such as: magazines, articles, search engines or databases

Critiquing Text

- Know how to conclude different types of writings
- Provide a concluding statement or section

Conceptual Lens

CCSS Bookmarks

Core Learning Activities

This unit may include persuasive speeches, letters, and petitions.

- Complete an opinion writing pre-assessment.
- *Follow the writing process:
  - Generate and collect ideas on topics or issues about which you know and feel strongly.
  - Develop a thesis to state your opinion.
  - Gather facts/details about your topic/issue.
  - Orally rehearse reasons/evidence to support your opinion/thesis, making sure to consider your audience.
- Drafting:
  - Develop multiple quick drafts in writer's notebook.
  - Develop essays that include an introduction which states a claim/thesis statement, reasons with examples,and a conclusion.
- Revising:
  - In partnerships, use checklist to reflect on, and analyze essays.
  - Revise introductions and conclusions in a way that makes your audience care.
  - Use transition words and phrases to connect opinion and reasons.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar, high frequency words, and spelling conventions.
- Publishing
  - Final draft may or may not be typed.
  - Optional presentation format may include speech, letter or essay.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

The teacher will observe and/or interview, researching

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn

especially to understand what the writer can do, and cannot yet do, and to understand the new work that a writer is attempting to do, and the challenges the writer is confronting. **Opinion Pre-Assessment** **Formative: Other written assessments** Provide students with an opportunity to independently, plan, edit and revise a piece. Pre Directions.pdf Student Checklist.pdf Goodbye Recess Article.pdf RecessAtRisk Article.pdf **Post On Demand** **Summative: Other written assessments** Provide students with an opportunity to independently, plan, edit and revise a piece. PostOpinionMusicDirections.pdf Student Checklist - music.pdf Gr 3 Rubrics Aug 2016 - Third Grade Opinion (1).pdf Post Opinion Music Articles.pdf	Erickson, Lois A. Lanning, and Rachel French **Designing a Concept-Based Curriculum for English Language Arts** by Lois Lanning ***Changing the World, Persuasive Speeches, Petitions, and Editorials Unit 3 Opinion*** **Mentor Texts** Teacher demonstration Texts from online resources/CDRom
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 3 Science/SocialStudies curriculum for topics.

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Unit Planner: Test Prep
Writing Grade 3

Thursday, April 11, 2019, 3:27PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 29 - Week 31

Last Updated: Wednesday, August 1, 2018
by Patricia Vitarelli

Test Prep

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Confidence

*This is not a concept based unit but part of the third grade curriculum map.

Generalizations / Enduring Understandings

Students will be able to:

- Write to a prompt efficiently and accurately
- Make a claim and support that claim with textual evidence
- Write essays in a variety of forms
- Draft, revise and edit essays quickly

Guiding Questions

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

1. How do I write an essay that is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

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.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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

W.3.3c. Use temporal words and phrases to signal event order.

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.3.10. 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.

Language

Conventions of Standard English

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

L.3.1. 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.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

A major goal of this unit will be to help students learn to read more demanding texts, more quickly, and then write in response to prompted questions. There is a large emphasis on writing from sources, and on teaching students not only to write quick responses with fluency, paragraphs, transitions and elaboration, but on using specific, detailed evidence from texts to support their answers.

Critical Content & Skills

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

- Editing & Revising
- Writing about reading (developing ideas, supporting them with evidence, and so on).
- Finding details to prove what they are trying to say
- Writing process

Core Learning Activities

Week 1: Introduction to Short Response Writing
Week 2: Studying and Practicing Extended Response Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model

Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:

Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.

Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.

Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!

Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.

Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon

See Attached Unit
Test Prep Unit Writing Grade 3.pdf
Test Prep_ Writing Menu.pdf
Punctuation Game.pdf

	Writing Menu Resources.pdf
Assessments	Resources *Professional & Student* **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 3** **Common Core Practice Writing to Texts Grade 3 -** Newmark Learning
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Once Upon a Time
Writing Grade 3

Thursday, April 11, 2019, 3:29PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 32 - Week 38

Last Updated: Monday, February 25, 2019 by Lina Silveira

Once Upon a Time

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Story Telling

G3 Writing Fairy Tales Web.pdf

Generalizations / Enduring Understandings

Understanding Text

- The structure of a fairy tale is composed of elements (power of three, repetition, magic, lesson/moral, word choice, motivation).

Producing Text

- Figurative Language, balanced with action and dialogue, strengthens voice in a fairy tale.

Responding to Text

- Writers reflect upon their processes and strategies to determine goals.

Critiquing Text

- Writers analyze mentor texts to create a version of a fairy tale.

Conceptual Lens

- Story telling with drama, action, and language captures the hearts and minds of the audience.

Guiding Questions

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

Understanding Text

- What is a fairy tale? (F)
- What are the elements of a fairy tale? (F)
- What is the purpose of a fairy tale? (C)

Producing Text

- What are the different types of figurative language? (F)
- How does figurative language enhance a fairy tale? (C)
- How does action and dialogue impact the arc of the story? (C)

Responding to Text

- How do writers determine goals? (C)
- Why are goals important? (C)
- What are writing processes and strategies? (F)

Critiquing Text

- Why is it important for writers to use mentor text? (C)
- What does analyze mean? (F)
- How does comparing different versions of fairy tales help writers develop an adapted fairy tale? (C)

Conceptual Lens

	• Does story telling capture the hearts and minds of an audience? (P) • What is drama? (F) • How can I write a fairy tale that captures the audience? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 3

Writing

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

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

W.3.3d. Provide a sense of closure.

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.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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.3.10. 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.

Language

Conventions of Standard English

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

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in

particular sentences.

L.3.1b. Form and use regular and irregular plural nouns.

L.3.1c. Use abstract nouns (e.g., childhood).

L.3.1d. Form and use regular and irregular verbs.

L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1h. Use coordinating and subordinating conjunctions.

L.3.1i. Produce simple, compound, and complex sentences.

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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2c. Use commas and quotation marks in dialogue.

L.3.2d. Form and use possessives.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

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

Understanding Text

- understand elements of a fairy tale
- understand who is telling the story
- understand what an adaptive fairy tale is
- understand the difference between a classic tale and adaptive tale

Producing Text

- incorporate voice and figurative language
- understand writing purposes such as to entertain
- know how to organize ideas

Responding to Text

- seek guidance from peers to help add language and ideas to writing

Critiquing Text

- analyze various traditional and adapted fairy tales
- identify elements to adapt
- revise for clarity

See Skills Bookmark (Attached)
W.3.3, W.3.4, W.3.5, SL.3.2, L.3.1, L.3.2
CCSS Bookmarks

Core Learning Activities

Study several versions of classic fairy tales to familiarize themselves with the story structure and characteristics of a fairy tale.

*Follow the writing process:

- Generating and collecting ideas
  - Retell a classic fairy tale to become a fairy tale writer.
  - Notice a story line.
- Rehearsing ideas
  - Choose a part of a classic fairy tale to adapt (character/events/motivations/setting).
  - Orally rehearse how the rest of the tale would go based on the adaptation.
  - Story-tell or act out scenes
- Drafting
  - Draft a version of an adapted fairy tale using a mentor text.
  - Tell the story in two or three scenes.
  - Write an ending that solves the character's problem.
  - Use narration to link your scenes together.
- Revising
  - Add small actions, gestures, and interactions into your scenes.
  - Balance narration, description, and dialogue.
  - Revise for language (figurative language).
  - Work in partnerships to provide feedback about the draft.
- Editing
  - With a partner or on your own, check final piece for specific vocabulary, sentence variety,third grade grammar and spelling conventions.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

	*Students will adapt one fairy tale and also produce other pieces that fit the structure of narrative writing (personal narrative, fantasy, memoir).
Assessments **Conferring** **Formative: Other oral assessments** In a writing conference, the teacher observes and/ or interviews, researching especially to understand what the writer can do, can almost do, and cannot yet do, and to understand the new work that a writer is attempting to do, as well as the challenges the writer is confronting. 1. The teacher approaches a conference, already recalling what he or she knows about the student as a writer. The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the writer is already engaged in doing. 2. The teacher may begin by saying to the writer what he or she has already noticed, asking the writer to say more about that or the teacher may begin by recalling the last conversation held with the writer. Or, the teacher may begin simply by asking the writer about his or her work as a writer. 3. The writer talks. The teacher uses gestures, follow-up questions, and active-listening to coax the writer to say more, to elaborate, and to provide examples.The teacher develops a tentative theory about the student as a writer and about the new work the student is doing and could be doing. Based on this, the teacher decides what he or she could complement and could teach the writer. 4. The teacher compliments the writer, making sure to name what the writer is doing well in such a way that the writer transfers that to other days, other writing pieces. 5. The teacher then sets the writer up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the writer the specific strategies he or she could use in order to make progress towards this new goal. The writer may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the writer of future follow-up work. **Final Drafts** **Summative: Narrative Writing Assignment** Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions. **Post On Demand** **Summative: Narrative Writing Assignment** Provide students with an opportunity to independently, plan, edit and revise a piece. Gr 3 Rubrics Aug 2016 - Third Grade Narrative (1).pdf Gr3Pre&PostNarrativeSept2017.pdf Narrative Checklist.pdf	Resources *Professional & Student* **Concept-Based Curriculum and Instruction for the Thinking Classroom** Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French **Designing a Concept-Based Curriculum for English Language Arts** by Lois Lanning ***Once Upon a Time: Adapting and Writing Fairy Tales - Unit 4 Narrative*** **Mentor Texts** *Prince Cinders* by Babette Cole *How to Write a Fairy Tale* by Cecilia Minden and Kate Roth Fairy Tales: *Little Red Riding Hood, The Three Billy Goats Gruff, Cinderella, The Three Little Pigs*, Goldilocks and the Three Bears, etc. Adapted Fairy Tales: *Cinder-elly, Cinder Ellen: A Wild Western Cinderella, CinderEdna, Cindy Ellen, The True Story of the Three Little Pigs, The Stinky Cheese Man and Other Fairly Stupid Tales, Ninja Red Riding Hood, The Three LIttle Fish adn the Big Bad Shark, The Three Little Wolves and the Big Bad Pig* Pioneer Valley Classic Fairy Tale Sets
Student Learning Expectation & 21st Century	Interdisciplinary Connections Habits of Mind: Perseverance, Determination, Bravery,

Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Courage, etc. Inter/Intra Relationships

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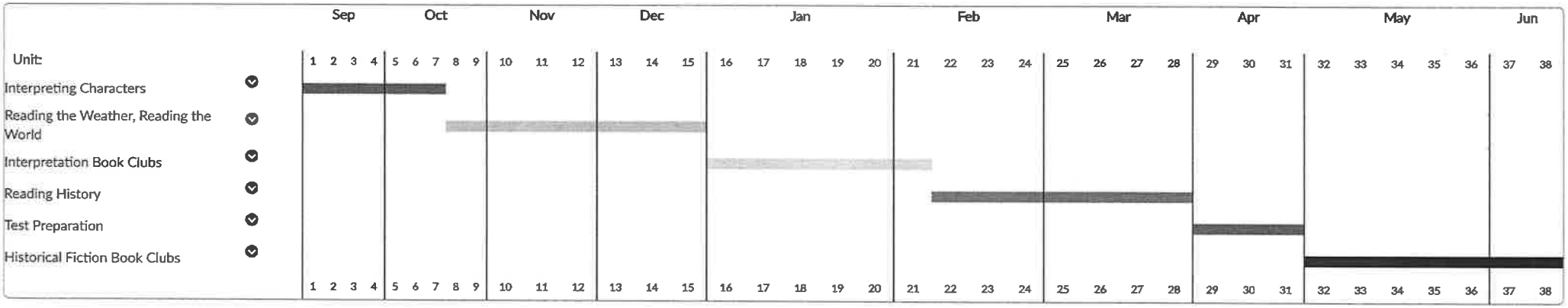
Newtown Public Schools
Reading Grade 4

District Elementary > Grade 4 > English Language Arts > Reading Grade 4

Collaboration



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Unit Planner: Interpreting Characters
Reading Grade 4

Thursday, April 11, 2019, 3:32PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 1 - Week 7

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Interpreting Characters

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Characterization

Web Unit 1 Reading Gr 4.docx

Generalizations / Enduring Understandings

Understanding:
Strategic readers pay attention to the actions, dialogue and point of view of the characters in order to make inferences about the characters in the text.

Responding:
Readers share solid ideas and perspectives about characters and books supported by text evidence.

Producing:
Readers think deeply about characters in a story as a result of the conflict authors create through word choice and voice.

Critiquing:
Readers grow ideas about a character by noticing author's craft; calling attention to the character's traits (feelings, obstacles and motivations).

Lens:
Characterization and story elements impact the understanding of a character's journey.

Guiding Questions

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

Understanding:

- What is an inference? (F)
- What clues do readers use to make inferences? (F)
- Why do inferences sometimes change? (C)
- Do all clues lead to the same inference? (P)
- What evidence led you to like or dislike the character? Why or Why not? (C)
- How do differences in characters' points of view make a story more interesting? (C)
- Why might the character act like this? (P)

Responding:

- What are character traits? (F)
- What are the traits of the main character in this story? (F)
- How does the evidence in the text support what you know about the main character? (C)
- Can a character trait be both good and bad? (P)
- What evidence does the author use to support the points being made in the text? (F)

Producing:

- What is the author's purpose in writing the story? (F)
- How can you use character traits in your writing to describe a character? (C)
- Do characters always change in a story? Cite evidence from different books? (F)
- Do all characters have to be believable? (P)
- Do you share the view of the author? Why or why not? (C)

	Critiquing: • How might characters change from the beginning to the end of the story? (C) • How do authors make characters more believable? (C) • How might the outcome of the story change if the characters had a different relationship? (P) • What are some of the obstacles that have been getting in the way? (F) • How do characters respond to obstacles? (C) • What caused you to think or believe that? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Range of Reading and Level of Text Complexity

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

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Fluency

RF.4.4. 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.

Writing

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English

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

L.4.1. 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.4.2. 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.4.3. 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.5. 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.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

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

Understanding Text:

- Summarize
- Make Inferences
- Identify Story Elements
- Identify and Describe a Character
- Set a Purpose for Reading
- Self-Monitor

Responding to Text:

- Examine the Events, Setting and Role of the Characters in a Story
- Analyze Details, Reasons and Events

Producing Text:

- Describe or Sequence Events in a Story
- Notice Patterns, Repetitions and Symbols

Critiquing Text:

- Determine Theme or Message
- Compare and Contrast the Point of View from Which Different Stories are Narrated

Core Learning Activities

1. Read within-reach books (Just Right).
2. Set and modify reading goals.
3. Track progress of reading (volume and stamina).
4. Develop partnerships.
5. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, visualizing, analyzing and synthesizing,etc.).
6. Analyze character traits to develop theories about characters.
7. Critique and defend ideas using evidence from the text.
8. Identify the theme of a text.

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

Assessments

Running Record
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Response
- Writing Portfolios
- Teacher Observations
- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Students Oral Responses
- One-on-one Conferring
- Evaluation of assigned work
- Teacher Observations

Pre/Post Unit Assessment (optional)
Summative: Written Test

See attached pre/post assessments.

PDF Pre Assessment Teacher Instructions.pdf
PDF G4B1_PreAssessment (1).pdf
PDF G4B1_PreAssess_SampleResponses.pdf
PDF G4B1_PreAssessmentRubric (1).pdf
G4B1_PostAssess_SampleResponses (1) (1) (1).pdf
PDF G4B1_PostAssessment (1).pdf
PDF G4B1_PostAssessRubric.pdf
PDF LP_NARR_G2_G4 (1).pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Interpreting Characters: The Heart of the Story from Units of Study for Teaching Reading, Grade 4 by Lucy Calkins and Kathleen Tolan
The book is divided into three parts or bends: *Establishing a Reading Life, Thinking Deeply About Characters, Building Interpretations.*

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Reading Units of Study**

TCRWP - Running Records Resource
http://readingandwritingproject.org/resources/assessments/running-records

Close Readings of Suggested Text:
The Tiger Rising by Kate DiCamillo
Storyworks Magazine by Scholastic
Texts Used(fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Folktales, myths, etc.
Suggested Poems
Above the Bright Blue Sky" by Albert Midlane
"A Light Exists in Spring" by Emily Dickinson
"All Things Bright and Beautiful" by Cecil Frances Alexander
"The Father's Vineyard" by Anonymous
"Ferry Me Across the Water" by Christina Rossetti
"The Story of Fidgety Philip" by Heinrich Hoffman
PDF Grade 4 Reading - Mentor Text List.pdf

Student Learning Expectation &

Interdisciplinary Connections

21st Century Skills	
Information Literacy Critical Thinking Spoken Communication Written Performance	

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Unit Planner: Reading the Weather, Reading the World
Reading Grade 4

Thursday, April 11, 2019 3:33PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 8 - Week 15

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Reading the Weather, Reading the World

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Structure

Unit 2 Reading Web (1).docx

Generalizations / Enduring Understandings

Understanding:
Strategic readers use key ideas and details and text features to draw conclusions and to determine author's purpose.

Responding:
Readers synthesize and analyze information from texts to construct a summary.

Producing:
Readers interpret word choice and author's voice across multiple sources.

Critiquing:
Readers evaluate sources and develop ideas/opinions by examining author's craft and techniques.

Lens:
Readers read closely to determine the main idea/details to determine the structure of the text.

Guiding Questions

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

Understanding:

- What is an informational text? (F)
- What is the author's purpose of the piece?(F)
- How is the text organized? (C)
- Which details of the text lead you to that conclusion? (C)
- How did the organization of the text help you to understand the topic? (C)

Responding:

- Why did the author introduce the text in this way? (C)
- How does the author support the idea that _____? (F)
- What is the main idea of the text? (F)
- Which statement from the passage best supports the idea that_____? (F)
- How did your research change your point of view about this topic? (P)

Producing:

- What is the writer's attitude toward the subject? (C)
- Cite evidence from different books. (F)
- What does the word/phrase ____ mean? (F)
- Why do you think the authors describe the events or experiences differently? (C)
- Why do you think the author used this

word/phrase ____ to describe ____? (P)

Critiquing:

- Where in the text does the Author use facts to support what he/she has written? (F)
- How can you determine if informational text is credible? (P)
- How can I apply what I know about reading literature to the job of reading literary nonfiction? (C)
- Compare the information from multiple sources. What are the similarities/differences in how the information is presented? (P)
- How can I authenticate and evaluate informational sources to determine its relevance and trustworthiness? (P)
- Who would value this information? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine the main idea of a text and explain how it is 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.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Foundational Skills

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

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.4.7. Conduct short research projects that 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.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

W.4.9. 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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development

of main ideas or themes.

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

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.5. 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.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

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

Understanding Text:

- Make Inferences
- Identify Text Features
- Know that Organizational Structures are used to Convey Information
- Set a Purpose for Reading
- Self-Monitor
- Identify Main Idea
- Determine Key Details

Responding to Text:

- Explain How the Main Idea is Supported by Key Details
- Use Key Details and the Main Idea to Summarize
- Able to Organize Thoughts to Focus on Topic

Producing Text:

- Analyze the Reasons and Evidence that the Author uses to Support the Points in a Text
- Know how to use Reference Materials
- Use Organizers or Thinking Maps to Move through the Research Project
- Understand how to Cite Sources

Critiquing Text:

- Know that some Information is written telling Causes and Effects of those Causes, Events, Ideas, or Concepts
- Know that some Information is written telling about Problems Caused by Ideas, Concepts, or Events, and the Solutions to those Problems
- Recognize which Details are Significant in the Text

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

tcoe_bookmarks_grade_4 (2).pdf

Core Learning Activities

1. Determine importance of nonfiction text based on the structure (i.e.,compare/contrast, cause and effect, sequential order, time line, etc.)
2. **Summarize topics utilizing key ideas and details.**
3. Locate and synthesize information about a topicacross multiple texts.
4. Determine credibility of sources.
5. Research and present key information about a topic.

Assessments

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Response
- Writing Portfolios
- Teacher Observations

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Running Records (See Unit 1 for Description)
- Students Oral Responses
- One-on-one Conferring
- Evaluation of assigned work
- Teacher Observations

Pre/Post Unit Assessment (optional)
Summative: Written Test

See Attached Pre/Post Assessements

G4B2_TeacherInstructions.pdf
G4B2_PreAssessment.pdf
G4B2_PreAssess_SampleResponses.pdf
G4B2_Rubric.pdf
G4B2_PostAssessment.pdf
G4B2_PostAssessRubric.pdf
G4B2_PostAssess_SampleResponses.pdf
LP_INFO_G2_G4.pdf

Reading the Weather, Reading the World from Units of Study for Teaching Reading, Grade 4: by Lucy Calkins, Emily Butler Smith, Mike Ochs
The book is divided into three parts or bends: *Learning from Texts, Launching a Whole-Class Research Project, Tackling a Second Research Project with More Agency and Power.*

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Reading Units of Study**

Suggested Texts:
National Geographic Kids - Everything Weather By Kathy Furgang

- Magazines including: Cobblestone, Scholastic News, Sports Illustrated for Kids, ASK, National Geographic for Kids, Discover Kids, and Time for Kids
- Texts Used (non-fiction, on-line, media, etc...)
- On the TCRWP website, we've included a leveled bibliography of informational and narrative nonfiction texts.
- Close Readings of Suggested Text:
- Wolves by Seymour Simon
- Face to Face with Wolves by Jim and Judy Brandenburg
- Hurricanes and Tornadoes by Gail Gibbons
- Non-Fictional text on the students levels.
- Discoveryeducation.com (streaming video)

Storyworks Magazine by Scholastic
Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Suggested Poems

- Readworks.com

Grade 4 Reading - Mentor Text List.pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See NGSS science units for other possible research topics.

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Unit Planner: Interpretation Book Clubs
Reading Grade 4

Thursday, April 11, 2019, 3:45PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 16 - Week 21

Last Updated: Monday, February 11, 2019 by Lina Silveira

Interpretation Book Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Theme

Interpretation Book Clubs Unit3Web.docx

Generalizations / Enduring Understandings

Understanding:
Reading Clubs Consider the Development of Characters Through Social Issues to Identify Author's Message.

Responding:
Reading Clubs Reflect on Character Emotions/Actions and Interpret the Theme.

Producing:
Reading Clubs Examine Author's Craft to Understand That Precise Words and Phrases Often Have Literal and Figurative Meanings.

Critiquing:
Reading Clubs Determine Theme by Analyzing Various Viewpoints Through Text Comparisons.

Lens:
Readers Use Interpretation Skills to Recognize Themes that Thread Through a Text or Across Many Texts.

Guiding Questions

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

Understanding:

- What is a theme? (F)
- Who is telling the story? (F)
- How has the author set up relationships to help show themes? (P)
- How do social issues change the development of characters from the beginning to the end to the story? (C)
- Do you agree/disagree with the message of the author? Why or why not? (P)
- What evidence does the author use to support the points being made in the text? (F)

Responding:

- How do a character's conflicts influence the message of a story? (C)
- How do characters respond to obstacles? (C)
- What caused you to think or believe _____? (C)
- Why might the character act like this? (C)
- How did the character's actions help determine/support the theme? (C)
- How do characters' choices help show themes? (C)

Producing:

- What is the author's purpose in writing the story? (F)
- What is the purpose of writing with figurative words or phrases? (F)
- What is the literal meaning of this sentence? (C)
- What strategies have you tried to help you figure out what this word means? (F)

	• How has the author used language to help show themes? (C) **Critiquing:** • What is a viewpoint? (F) • Can different viewpoints effect theme development? (P) • How can I read with the lens of looking for themes, learning to spot places in a text where the theme shines through? (C) • How can I look at how different authors approach the same theme? (C) • What is the theme of this text? (C) • How is this theme similar to other stories we have read? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

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

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the

grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Language

Conventions of Standard English

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

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Understanding Text:

- Notice Patterns, Repetitions and Symbols
- Author's Message/Theme
- Identify and Describe a Character
- Understand Figurative Language

Responding to Text:

- Interpret Character Feelings/Actions
- Reflections
- Analyze Details, Reasons and Events
- Collaborate

Producing Text:

- Understand Multiple Meanings of Words
- Examine Author's Craft
- Produce Oral Written Responses to Text

Critiquing Text:

- Determine Theme or Message
- Synthesizing Themes Across Texts

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (1).pdf

Core Learning Activities

1. Identify and discuss themes and lessons learned in familiar texts.
2. Compare and contrast themes across texts.
3. Analyze how different authors approach the same theme.

Fourth Grade Reading Unit 05 - 07 - Interpretation Text Sets.pdf

Assessments

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Responses
- Writing Portfolios
- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Student's Oral Responses
- One-on-One Conferring

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Interpretation Book Clubs - Teachers College Reading and Writing Project, Reading Curricular Calendar Gr 4, 2014-2015, E Doc

Heinemann on-line resources:

http://www.heinemann.com

• Group Conferring • Evaluation of Assigned Work • Teacher Observations **Running Record** **Formative: Other oral assessments** 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	1. **copy paste address** 2. **login to your account** 3. **click my online resources** 4. **click Grade 4 Reading Units of Study** TCRWP - Running Records Resource **http://readingandwritingproject.org/resources/assessments/running-records** **Close Readings of Suggested Texts:** **Because of Winn-Dixie** by Kate DiCamillo **Bud, Not Buddy** by Christopher Paul Curtis **Love That Dog** by Sharon Creech **"Stray" from Every Living Thing** by Cynthia Rylant **Bridge to Terabithia** by Katherine Paterson **Storyworks Magazine** by Scholastic Texts Used(fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. Conversations Grow Gr4.pdf G3B3_WhatShouldWeThink_CH.pdf Talk together Chart Gr4.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Reading History
Reading Grade 4

Thursday, April 11, 2019, 3:47PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 22 - Week 28

Last Updated: Monday, February 11, 2019 by Lina Silveira

Reading History

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Research

ReadingHistory Unit3Web (1).docx

Generalizations / Enduring Understandings

Understanding Text

Readers identify point of view, determine main idea and analyze text structure to research history.

Responding to Text

Through note-taking, readers paraphrase key text evidence to support multiple perspectives.

Producing

Readers examine word choice and author's voice across multiple sources.

Critiquing

Readers evaluate primary and secondary sources and develop ideas/opinions.

Lens:

Readers conduct research to build knowledge through investigation of different aspects of a topic.

Guiding Questions

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

Understanding Text

How is this text organized? (F)
What is the main idea? (F)
What are the details from the text to support your thinking? (C)
What is a Historian/Researcher? (F)
How does the text structure support the author's point of view? (P)

Responding to Text

Why do you think authors describe events/experiences differently? (C)
Compare the account two people are giving. What are the differences in how they tell the events? (F)
What evidence did one author include that another did not that is necessary to your research? (C)
From whose perspective is this piece written? (F)
Who would value this information? (P)

Producing

What is the author's attitude toward the topic? (C)
What does the word/phrase_____mean? (F)
Why do you think the authors described the events or experiences differently? (C)
Why do you think the author used this word/phrase_____ to describe_____? (P)

Critiquing

How did your research change your opinion about the topic? (P)
Why is it necessary to use multiple sources when researching? (P)
How do you determine if your sources are credible? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine the main idea of a text and explain how it is 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.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.4.9. Integrate information from two 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.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a. 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.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources,*

project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Understanding Text

- Determine which detail(s) are Key to the Text
- Draw Inferences
- Identify Main Idea and Subtopics
- Identify Text Structure to Understand How Information is Being Conveyed
- Name Point of View

Responding

- Paraphrasing
- Summarize Text
- Citing Specific Examples and Details
- Know the Difference Between Evidence and Reasons

Producing

- Synthesize the Information to Meet the Purpose for Writing or Speaking

Critiquing

- Compare/Contrast
- Difference Between Primary and Secondary Sources

tcoe_bookmarks_grade_4.pdf

Core Learning Activities

1. Identify nonfiction text structures in order to organize information.
2. Record information through note taking.
3. Synthesize information about one topic across several text formats.
4. Identify the perspective from which a text is written.
5. Identify the difference between primary and secondary sources.
6. Determine the big lesson learned from the past and how it is relevant to present day.

Assessments

Pre-assessment (optional)
Formative: Other written assessments
G4B3_PreAssessment.pdf
G4B3_TeacherInstructions.pdf
G4B3_PreAssess_SampleResponses.pdf
G4B3_Rubric.pdf
Post assessment (optional)
Summative: Other written assessments
G4B3_TeacherInstructions.pdf
G4B3_PostAssessment.pdf
G4B3_PostAssess_SampleResponses.pdf
G4B3_Rubric.pdf
Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Resources

Professional & Student

- **Concept-Based Curriculum for English Language Arts** by Lois A. Lanning
- **Concept-Based Curriculum and Instruction for the Thinking Classroom** Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French
- **Reading History-The American Revolution Units of Study for Teaching Reading: Grades 4** by Lucy Calkins, Janet Steinberg and Grace Chough
- **The Reading Strategies Book** by Jennifer Serravallo
- **Teaching Text Structures - A Key to Nonfiction Reading Success** by Sue Dymock and Tom Nicholson
- Google Drive Gr 4 Folder

	• Gr 4 Social Studies Curriculum LP_INFO_G3_G5.pdf G4B3_AnchorChart-1.pdf Heinemann Online Resources Grade_4_RUOS_MentorTextList.pdf Grade 4 Slideshow Lessons: Bringing History to Life
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Social Studies curriculum for other possible topics of research.

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Unit Planner: Test Preparation
Reading Grade 4

Thursday, April 11, 2019, 3:56PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 29 - Week 31

Last Updated: Thursday, March 14, 2019
by Cynthia McArthur

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

*This unit is not a Concept-Based Unit. However, it is part of the 4rd grade curriculum calendar.

Generalizations / Enduring Understandings

Students will understand:

- **Literary Text**: central message, characters, vocabulary, literary technique
- **Informational Structure**: expository text, procedural text
- **Opinion Text**: valid reasoning, sufficient evidence from text
- **Poetry**: meaning, structure, word choice, perspective

Guiding Questions

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

- How can I help students draw on their repertoire of literary strategies and knowledge of literary structure in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of informational text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of opinion text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I use assessment data to inform and support students in reading strategically, flexibly, and fluently across a variety of genres, focusing on the areas in which they need the most support?
- How can I support students as they read strategically, flexibly and fluently across a variety of genres, successfully answering multiple choice and open-ended questions in timed situations that mirror those they will encounter when taking the actual test?

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.4.1. Refer to details and examples in 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.4.2. Determine the main idea of a text and explain how it is 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.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what

happened and why, 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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.4.9. Integrate information from two 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.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Domain-Specific Vocabulary

- Excerpt
- Compare/Contrast
- Main Idea
- Inference
- Cause and Effect
- Author's Purpose
- Genre-- biography, poetry, literary, opinion, informational, etc.
- Question stems
- Extended and Short Response
- Key Details
- Theme

tcoe_bookmarks_grade_4 (1).pdf

Core Learning Activities

Unit 5 - Test Preparation

Week 1: Introduction to Short Response Reading/Writing
Week 2: Studying and Practicing Extended Response Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model
Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:
Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.
Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.
Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!
Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.
Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon
Gr 4 Test Prep.docx

Assessments

Resources

Professional & Student

- **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 4**
- **Nancy Boyle's Handout: Let's Get to the CORE of SBAC**
- **Common Core Writing to Texts- Newmark Learning Gr 4**
- **Countdown to the Common Core Gr 4 - McGraw-Hill**
- **Rehearsing for the Common Core Standards Gr 4 - Rally**
- **Writing checklists for all three genres**

ELA-Construct-Relevant-Vocabulary (1).pdf

	appendix-b-grade-level-tables.pdf Grade4ELA.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Historical Fiction Book Clubs
Reading Grade 4

Thursday, April 11, 2019, 3:48PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 32 - Week 38

Last Updated: Monday, February 11, 2019
by Patricia Vitarelli

Historical Fiction Book Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Interdependence

Copy_of_Unit_Web_-_G4_Historical_Book_Clubs (1).docx

Generalizations / Enduring Understandings

Understanding:
Readers notice that historical fiction shares common narrative story elements yet also includes it's own unique characteristics.

Responding:
Readers reflect to develop an understanding of characters through collaboration and discourse.

Producing:
Readers determine theme by analyzing text evidence.

Critiquing:
Readers notice that historical fiction represents an interdependence between facts of the time period and fiction.

Lens:
Readers of historical fiction synthesize the interdependence between facts of the time period and fiction.

Guiding Questions

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

Understanding:
What are the characteristics of historical fiction? (F)
What is a flashback/foreshadowing? (F)
How does the setting (physical/emotional), impact the characters/events? (C)
How do authors use symbolism and imagery to convey an idea? (P)
Why must I infer the thoughts, emotions, and struggles individuals endured during a specific time in history? (C)

Responding:
Do you think that the characters are looking at the event in the same way? Why might their focus be different? (C)
How do you read various view points with an open mind? (C)
What do the characters want/need and why? (F)
Who is telling the story? (F)

Producing:
What is the theme(s) of this text? (C)
What is a timeline? (F)
How does using a timeline help you to understand the text? (F)
How do you use the historical background information to interpret the text? (C)
How does an author use figurative language to convey ideas that are not easily contained in ordinary language? (C)

Critiquing:
How are similar themes developed across texts? (C)
How can I develop a deeper understanding of the characters and the setting by learning about a specific time period? (C)

	How and why do characters change across this historical fiction novel? (P) Why does the author choose to include certain facts and make other parts fictional? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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.

RL.4.8. (Not applicable to literature)

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.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

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

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Understanding:

- Infer
- Identify details
- Give examples
- Summarize

Responding:

- Identify setting and time period
- Analyze character(s)

Producing:

- Determine Theme
- Create and analyze timelines
- Determine the meaning of words/phrases as they are used in a text

Critiquing:

- Interpret text
- Compare/contrast

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4.pdf

Core Learning Activities

1. Analyze the setting of an historical fiction text.
2. Identify an historical timeline and compare to the character's timeline within a text.
3. Determine, interpret, and support themes with evidence from the text.
4. Recognize the role of secondary characters.
5. Determine how a character's thoughts and behavior are shaped by the time in which they live.
6. Conclude that characters' perspectives can change and vary within the same historical time period.

Assessments

Pre Assessment (optional)
Formative: Written Test
G4B4_PreAssessment (1).pdf
G4B4_TeacherInstructions.pdf
G4B4_PreAssess_SampleResponses.pdf

Resources

Professional & Student

- **Concept-Based Curriculum for English Language Arts** by Lois A. Lanning
- **Concept-Based Curriculum and Instruction**

G4B4_Rubric (1).pdf
LP_NARR_G3_G5 (2).pdf
Post Assessment (optional)
Summative: Written Test
G4B4_TeacherInstructions.pdf
G4B4_PostAssessment.pdf
G4B4_PostAssess_SampleResponses.pdf
G4B4_Rubric (1).pdf
LP_NARR_G3_G5 (2).pdf
Progress Monitoring
Formative: Other written assessments
Reading Journals
Reading Logs
Student Written Responses
Teacher Observations
Anecdotal Notes
Progress Monitoring
Formative: Other oral assessments
Students' Oral Responses
1:1 Conferring
Teacher Observations

Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

- **Historical Fiction Clubs - Units of Stiudy for Teaching Reading Grade 4** by Lucy Calkins and Mary Ehrenworth

Heinemann on-line resources:

http://www.heinemann.com

- **copy paste address**
- **login to your account**
- **click my online resources**
- **click Grade 4 Reading Units of Study**

- **The Reading Strategies Book** by Jennifer Serravallo
- **Teaching Text Structures - A Key to Nonfiction Reading Success** by Sue Dymock and Tom Nicholson
- See Google Drive Gr 4 Folder

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See Social Studies curriculum for other possible topics of research.

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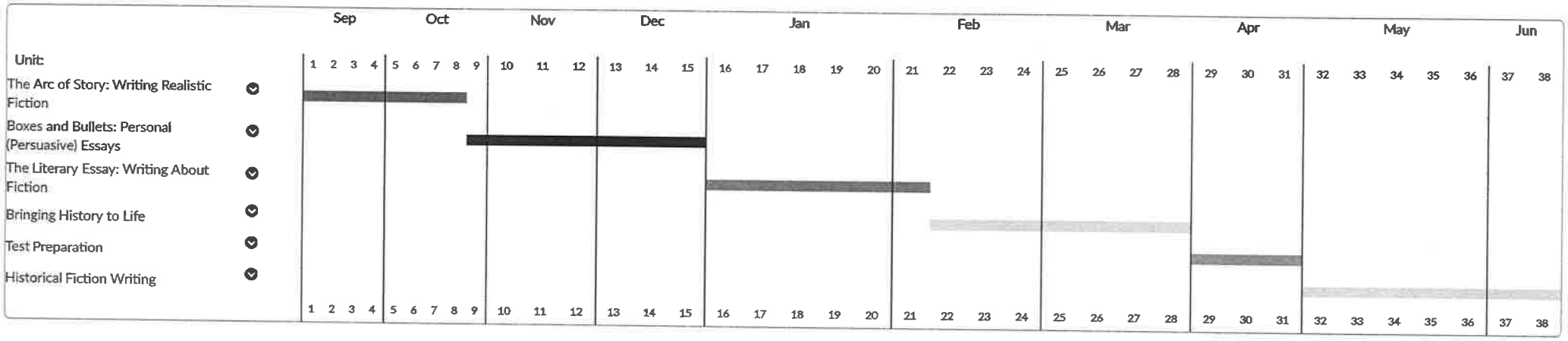
Newtown Public Schools
Writing Grade 4

Collaboration



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Unit Planner: The Arc of Story: Writing Realistic Fiction Writing Grade 4

Thursday, April 11, 2019, 3:59PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 1 - Week 8

Last Updated: Thursday, March 28, 2019 by Lina Silveira

The Arc of Story: Writing Realistic Fiction

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Story Elements

WEB_The Arc of Story_ Writing Realistic Fiction.docx

Generalizations / Enduring Understandings

Understanding:
Writers use story structure to show a clear and coherent development of characters, setting, problem, personal experience in a logical sequence of events.

Responding:
Writers use precise words, descriptive details, sensory and figurative language to elaborate key ideas and details in a story.

Producing:
Writers use the writing process to convey a story or series of events to the reader.

Critiquing:
Writers reflect on the development of characters and author's craft used in the story.

Lens:
Writers create a narrative by applying their knowledge of story elements.

Guiding Questions

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

Understanding

- What is a story arc? (F)
- How can I utilize my writer's notebook to plan possible story arcs and develop setting, plot and character? (C)
- Who will your story be about; where and when will it take place? (F)
- Who is narrating the story? (F)
- How can you organize your information to help you write your story? (F)
- What is the purpose of writing with figurative words or phrases? (P)

Responding

- What different types of figurative language can you utilize to express your ideas? (F)
- Does the word choice and/or figurative language make the story more interesting? (P)
- How can I do lots of large scale revision to explore ways in which I can improve my writing by using things like dialogue, setting, syntax, and literary devices to bring out my theme? (C)
- Is there information you need to include? Where will you add that information? (P)

Producing

- What problem will the character face? (F)
- What actions will the characters take in response to the events in the story? (C)
- What events lead up to your conclusion? (F)

- Have you completed your first draft? (F)
- Did you share with your audience what you intended to say? (F)
- Have you asked your partner/group to give you purposeful feedback? (F)
- Have you utilized your editing/proofreading checklists to improve you piece? (F)
- How can I draw on everything I have learned about fiction writing and about the writing process to plan and execute a story? (C)
- Do you think your reader will understand what you are trying to say? (P)

Critiquing

- How will the problem change the character? (F)
- Have you followed the rules of punctuation and grammar? (F)
- Are the characters in my story believable? (P)
- How can I draw on everything I know about narrative craft in order to help my readers get lost in my story? (C)
- Is there a more effective way you can begin/conclude your piece? (P)
- Does the elaboration in the story create a clear picture for the reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

Reading: Literature

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Writing

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

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e. 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.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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.4.10. 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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

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

L.4.1. 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.4.2. 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.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

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

Understanding Text:

- Set a Purpose for Writing
- Utilize Story Elements; Setting, Characters, Plot, Resolution/Conclusion
- Write in a Logical Sequential Manner
- Know Audience
- How to Sustain a Story Over Multiple Paragraphs (events)

Responding to Text:

- Utilize Sensory Details to Describe the Characters and Settings
- How to Move From One Event to Another
- Seek and Respond to Suggestions from Peers About What has Been Written

Producing Text:

- Use the Character's Words to Help Explain What is Happening in the Story

Core Learning Activities

- Complete a narrative writing pre assessment: Best Personal Narrative.
- Personalize and establish a writer's notebook.
- *Follow the writing process:
  - Generating and collecting ideas
    - Collect ideas using a writer's notebook.
    - Create ideas for stories from small moments.
    - Use a graphic organizer to plan a story
  - Drafting
    - Develop characters by creating their external/internal traits, motivations and struggles
    - Use the arc of the story to show development of characters, setting, problem, and personal experience in a logical sequence
    - Study a mentor text for setting techniques.
    - Write an effective lead and powerful ending.

- How to Choose Words so that Meaning is Clear
- Express the Events, Setting, and Role of the Character's in a Story
- Use Transitional Words to Move from the Beginning to the End of the Story

Critiquing Text:

- Self-Monitor to Maintain Focus Throughout the Piece
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

- Revising
  - Organize stories in paragraphs by grouping related sentences.
  - Study a mentor text to experiment with author's craft in writing.
  - Choose punctuation for effect.
  - Work in partnerships to provide feedback about the draft.
  - Use checklist to determine areas to revise.
- Editing
  - With a partner, or on your own,check final piece for fourth grade grammar and spelling conventions.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students should go through the writing process at least two times throughout the unit.

Assessments

Narrative Writing Pre/Post Assessment
Formative: Narrative Writing Assignment

G4RubricsAug2016
Progress Monitoring
Formative: Other written assessments

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklists
- Self-Assessments
- Peer Conference Notes

Student Narrative Checklist.pdf
Teacher Narrative Checklist.pdf
Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Narrative Student Directions Gr 4.pdf
Pre/Post Narrative Teacher Directions

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Arc of Story - Writing Realistic Fiction by Lucy Calkins and Colleen Cruz
Grade 4 Unit 1 Teachers College

E Doc - Unit 6 - The Craft of Fiction: Using Figurative Language, Symbolism and Point of View to Highlight Themes by Teacher's College Reading and Writing Project Curriculum Calendar 2013-2014

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Fireflies by Julie Brinkloe's

	Pecan Pie Baby by Jaqueline Woodson **Fox** by Margaret Wild and Ron Brooks **Storyworks Magazine** by Scholastic **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. **Suggested Poems** TBD G3B4_ST_BillyGoats.pdf Grade 4-Writing-Mentor Text List-June 2017.pdf Fourth Grade Writing Unit 06 - The Craft of Fiction (3).pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Boxes and Bullets: Personal (Persuasive) Essays
Writing Grade 4

Thursday, April 11, 2019, 4:00PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 9 - Week 15

Last Updated: Wednesday, February 13, 2019 by Patricia Vitarelli

Boxes and Bullets: Personal (Persuasive) Essays

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Structure

WEB Boxes and Bullets - PersonalPersuasive Essays (5).pdf

Generalizations / Enduring Understandings

Understanding:
Writers support their opinion, using the format of Boxes and Bullets, to develop a thesis statement.

Responding:
Writers express their point of view to persuade others by utilizing various writing techniques.

Producing:
Writers construct an essay, utilizing the writing process to initiate discourse and influence their audience.

Critiquing:
Writers examine the effectiveness of their evidence from sources to support their claim.

Lens: Writers create an organizational structure in which related ideas are grouped to support the writers' purpose.

Guiding Questions

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

Understanding

- What are boxes and bullets? (F)
- What is a thesis statement? (F)
- What is the difference between a fact and an opinion? (F)
- What is your piece about? (F)
- What is your opinion? (F)
- How will you support your opinion? (C)
- How can opinions change? (P)

Responding

- Do you think someone else might have a different point of view? (P)
- How is your point of view formed? (C)
- How do you read various viewpoints with an open mind? (P)
- What are your reasons for writing about this? (F)
- How do the words or phrases help move the reader logically between the opinion and reasons for the opinion? (C)

Producing

- What is the author's purpose in writing the essay? (F)
- What needs to happen to move from discussion to writing? (F)
- Does your conclusion restate your opinion? (F)
- How does conference feedback influence what you have written so far? (P)

- Is there always a need to revise? (P)
- Why is it necessary to revise thinking? (C)
- Who has a greater responsibility in managing bias, the reader or the writer? (P)

Critiquing

- What literary techniques do writers employ to persuade? (F)
- What evidence in the essay supports your claim? (F)
- How does reading many viewpoints support the formation of your opinion? (C)
- Why would an author want to manipulate a reader's perception? (P)
- How does an author's opinion affect meaning? (C)
- How is this information relevant to your claim? (P)
- How can I raise the level of my personal and persuasive essay writing? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

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.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.4.10. 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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

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

Understanding Text:

- Set a Purpose for Writing
- Utilize Boxes and Bullets Format for Organization of Thoughts and Ideas
- Write in a Logical Sequential Manner
- Know Audience
- How to Sustain Writing Over Multiple Paragraphs

Core Learning Activities

- Complete an opinion writing pre assessment.
- *Follow the writing process:
  - Generate and collect ideas to construct a class essay.
  - Gather entries into writer's notebooks.
- Drafting
  - Organize and reorganize piece using "boxes and bullets" to support writer's

- Difference Between Fact/Opinion

Responding to Text:

- Support a Point of View
- Support Reasons with Evidence (Facts/Details)
- Seek and Respond to Suggestions from Peers About What has Been Written
- Use Rules for Conversations
- How to Explain an Idea that Differs from Those Already Offered

Producing Text:

- How to Group Related Ideas
- Relate the Conclusion to the Opinion
- How to Choose Words so that Meaning is Clear
- Use Transitional Words to Link Opinion and Reasons
- How to Paraphrase from Various Sources

Critiquing Text:

- How to Edit and Revise
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details
- How to Choose Facts, Definitions, Quotes and Examples to Support Claim

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

purpose.
    - Support a point of view with athesis statement.
- Revising
    - Use introduction to state a thesis.
    - Support reasons with evidence.
    - Elaborate with facts and details.
    - Use checklist to reflect anddetermine areas to revise.
    - Use transition words and phrases to link opinion and reasons.
- Editing
    - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing
    - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Progress Monitoring
Formative: Other written assessments

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklists
- Self-Assessments
- Peer Conference Notes

Student Opinion Checklist.pdf
Teacher Opinion Checklist.pdf
Opinion Writing Pre Assessment
Summative: Written Test

- On Demand Assessment

Pre Opinion Teacher Directions.pdf
Teacher Opinion Checklist.pdf
Student Opinion Directions.pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Boxes and Bullets - Personal and Persuasive Essays by Lucy Calkins, Kelly Boland Hohne and Cory Gillette

Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Grade 4 Unit 2 Teachers College

G4OpinionExtreme1.pdf G4OpinionExtreme2.pdf **Opinion Writing Post Assessment** **Summative: Written Test** PostGr4Opinion.docx G4 Post Opinion Checklist - Technologies.docx cell_phone_revolution (1).pdf life_with_computers_cp (1).pdf G4RubricsAug2016	**Heinemann on-line resources:** **http://www.heinemann.com** 1. **copy paste address** 2. **login to your account** 3. **click my online resources** 4. **click Grade 4 Writing Units of Study** Close Readings of Suggested Text: **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. **Suggested Poems** TBD Mentor Text List 2017 Writing.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 4 Social Studies curriculum for optional topics.

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Unit Planner: The Literary Essay: Writing About Fiction Writing Grade 4

Thursday, April 11, 2019, 4:02PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 16 - Week 21

Last Updated: Thursday, March 28, 2019 by Lina Silveira

The Literary Essay: Writing About Fiction

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Critical Stance

Copy of Unit Web - G4 Literary Essay.docx

Generalizations / Enduring Understandings

Understanding

Writers analyze character development to compare/contrast themes across texts.

Responding

Writers synthesize texts to determine point of view and make connections.

Producing

Writers use text evidence to determine a thesis. Writers organize their thoughts through the writing process.

Critiquing

Writers justify their stance through interpretation of text evidence.

Lens: Writers support their claims using valid reasoning and relevant and sufficient evidence.

Guiding Questions

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

Understanding

- What is theme? (F)
- What is an inference? (F)
- Why do inferences sometimes change? (C)
- What is a thesis statement? (F)
- What is a critical stance? (F)
- What does this make me realize? (C)

Responding

- How does a writer determine who their audience will be? (F)
- What text evidence will you use to explain your ideas? (C)
- What issues or life topics does this connect to? (C)
- How can I explore ideas about literature that help me develop a thesis statement for an essay? (P)

Producing

- How will you organize your writing? (C)
- How do writers use text evidence to support their thesis/theory? (C)
- Is there enough text evidence to support a thesis/theory? (F)
- How can writers draft, revise and edit an essay that clearly supports their idea about a text? (P)
- What craft techniques can writers use to support

	their interpretation? (C) **Critiquing** • How do the actions of characters provoke discussion? (C) • How is this evidence relevant to your thesis/theory? (P) • What was the author's purpose for writing this text? (F) • How do writers develop more complex interpretations of the text? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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.4.1. Refer to details and examples in 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

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.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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.4.10. 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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language

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

L.4.1. 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.4.2. 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.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.4.5. 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.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

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Critical Content & Skills

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

Understanding Text:

- Draw Inferences
- Determine Theme
- Recognize Story Elements

Responding to Text:

- Compare/Contrast Points of View from Different Stories
- Make Connections (Text to Self, Text to Text, Text to World)
- Realize there are Various Perspectives on the Same Topic
- Reflect on the Points that an Author is Trying to Make

Core Learning Activities

*Follow the writing process:

- Generate and collect ideas
  - Closely read mentor text(s) to generate ideas about character traits, themes, and symbolism to develop a thesis/claim/critical stance.
- Drafting:
  - Support thesis statements with evidence from an entire text.
  - Work in groups/clubs/partnerships around a shared text.
  - Create drafts with collected evidence from text(s) (i.e., quotes, mini-stories, lists, etc.).
  - Develop essays that include an introduction, thesis statement, supporting evidence, and conclusion.

Producing Text:

- Recognize and Use Organizational Text Structures
- Apply Knowledge of Writing Conventions
- Know Words have Various Levels of Meaning
- Develop and Support Thesis/Theory with Relevant Evidence

Critiquing Text:

- Interpret
- Synthesize
- Recognize which Details are Significant in the Text
- Recognize the Purpose for Writing

tcoe_bookmarks_grade_4.pdf

- Revising:
  - In partnerships, use checklist to reflect on, and analyze essays.
  - Use transition words and phrases to lead into evidence.
- Editing:
  - Check for correct pronoun references and present tense.
  - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Progress Monitoring
Formative: Other written assessments
Writer's Notebooks
Conference Notes
Teacher Observations
Checklists
Self-Assessments
Peer Conference Notes

Resources

Professional & Student
Professional texts
The Literary Essay: Writing About Fiction by Lucy Calkins, Kathleen Tolan, and Alexandra Marron. From Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum

Writing Pathways, from Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum
Close Readings of Suggested Text
Fox by Margaret Wild and Ron Brooks

Students' independent books and short stories

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Fox by Margaret Wild and Ron Brooks
Eleven by Sandra Cisernos

	Marble Champ by Gary Soto from Baseball in April and Other Stories Fly Away Home by Eve Bunting The Other Side by Jacqueline Woodson Thank you, Ma'am by Langston Hughes Every Living Thing by Cynthia Rylant Gloria, Who Might Be My Best Friend and other stories by Ann Cameron Spaghetti by Cynthia Rylant **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. WUOS_Grade4_MentorTextList_June2017 (1).pdf G4B4_AnchorChart-1.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

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Unit Planner: Bringing History to Life
Writing Grade 4

Thursday, April 11, 2019, 4:04PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 22 - Week 28

Last Updated: Thursday, March 28, 2019
by Lina Silveira

Bringing History to Life

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Process

Unit_Web_-_G4_bringing_History_to_Life.docx

Generalizations / Enduring Understandings

Understanding

Writers analyze primary and secondary sources in order to plan, organize, and share research.

Responding

Writers paraphrase when compiling notes in order to categorize main ideas and details of research.

Producing

Writers teach their audience/readers through the use of domain specific vocabulary and elaboration.

Critiquing

Writers question and engage in meaningful discourse as they evaluate their work.

Lens: Writers use the writing process to summarize relevant information for their audience/readers to develop a deeper understanding of a topic.

Guiding Questions

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

Understanding

- How will you select your topic? (F)
- How do you know if your resources are credible? (P)
- How will you plan your piece? (C)
- How will you organize your research? (C)
- How do you use research to compose informational writing with a variety of text structures? (C)

Responding

- Does my research support my topic? (C)
- Which details will you use to make your writing stronger? (C)
- How will you keep track of the information that you have looked at and the information that you have used? (F)
- How can you say that using your own words? (C)

Producing

- What will your audience learn from your writing? (C)
- How can you compile research into an informative, well-structured information piece? (C)
- How can you use your new understandings from your research to enrich your writing? (C)
- Do quotes, questions, or exclamations add emphasis to writing? (C)
- How do you use precise language to convey your ideas? (F)

Critiquing

- Do you think someone else might have a different point of view? (F)
- How will you use feedback to improve your piece? (C)

	• Why is it necessary to revise thinking? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

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.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.4.7. Conduct short research projects that 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.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

W.4.9. 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.4.10. 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

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
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- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Understanding Text:

- Primary Source
- Secondary Source
- Organize

Responding to Text:

- Note Taking
- Paraphrase
- Evidence

Producing Text:

- Quote
- Micro Story
- Text Feature
- Teaching Voice

Critiquing Text:

- Analyse
- Discourse

Please see attached document (bookmarks) for critical content and

Core Learning Activities

Complete an information writing pre assessment.
*Follow the writing process:

- Generating and collecting topics
  - Generate a list of topics related to an historical area of research.
  - Research and take notes on topic
- Drafting
  - Choose a structure that matches information gathered on topic(i.e.,title page, table of contents, glossary, works cited, headings, etc.).
  - Plan and organize an introduction.
  - Add historical details such as dates, quotations, etc.
  - Generate life lesson(s) from the topic.
  - Incorporate text features to elaborate writing.
  - Cite sources.
- Revising
  - Research topic for facts, details, and content specific vocabulary using print and digital sources.
  - Paraphrase information from resources about topic.
  - Use sophisticated transition words and phrases to clarify and bring out the structure in your writing (i.e., furthermore, on the other hand, consequently, because of this, etc.).
  - Write a conclusion that wraps up your research.
  - Use checklist to determine areas to revise.
- Editing
  - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing

key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4.pdf

- Final draft may or may not be typed.

Assessments

Pre-Assessment Informational
Formative: Written Test

G4PreInfoTrash2.pdf
G4PreInfoTrash1
CL_INFO_G4.pdf
G4 Pre Info Checklist - Trash.docx
PREGr4InformDir.Checklist2016.docx

Post-Assessment
Summative: Written Test

get_some_rest_.pdf
G4RubricsAug2016
G4 Post Info Checklist - Trash (1).docx
PostGr4InfoDirectionsAug2015.docx
What Sleep Is and Why All Kids Need It.pdf

Progress Monitoring
Formative: Other written assessments
Writer's Notebooks
Conference Notes
Teacher Observations
Checklists
Self-Assessments
Peer Conference Notes
CL_WP_IL_INFO_G4.pdf
CL_INFO_G4.pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Bringing History to Life, *Units of Study in Opinion, Information, and Narrative Writing*by Lucy Calkins and Anna Gratz Cockerille

Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Grade 4 Unit 3 Teachers College

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

- See Google Drive Gr 4 Folder
- See Gr 4 Social Studies Curriculum

Close Readings of Suggested Text:

(See Other Suggested Resources on Attached Document Below)
Texts Used (fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Suggested Poems
TBD

Materials Used
Books
Adler, David. (2003). Heroes of the Revolution. New York: Holiday House.
Burt, Barbara. (2003). The Eve of the Revolution: The Colonial Adventures of Benjamin Wilcox. Washington, D.C.: National Geographic.
Fritz, Jean. (1976).What's the Big Idea, Ben Franklin? New York: Puffin Group. [See Reference in Unit]
Gregory, Josh. (2012). The Revolutionary War. New York: Scholastic. [Mentor Text]
Meltzer, Milton. The American Revolutionaries: A History in Their Own Words. [See Reference in Unit]
Penner, Lucile Rect. (2002). Liberty! How the Revolutionary War Began. New York: Random House. [See Reference in Unit]

	Websites http://americanhistory.about.com/od/revolutionarywar/Revolutionary_War.htm http://www.theamericanrevolution.org/ http://www.archives.gov/research/start/ http://www.earlyamerica.com/ http://www.historyplace.com/unitedstates/revolution/ http://www.let.rug.nl/usa/outlines/history-1994/the-road-to-independence/ http://www2.lhric.org/pocantico/revolution/revolution.htm http://www.loc.gov/teachers/classroommaterials/themes/colonial-america/ http://memory.loc.gov/ammem/collections/continental/timeline.html http://www.pbs.org/ktca/liberty/chronicle.html http://www.pbs.org/ktca/liberty/chronicle_timeline.html http://www.revolutionary-war-and-beyond.com/ http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm http://www.ushistory.org/ http://www.ushistory.org/declaration/revwartimeline.htm Search Engines kidrex.org askkids.com yahooligans.com, awesomelibrary.org onekey.com kids.gov americaslibrary.gov Videos [Note: Some videos contain mild violence. Teachers may want to pre-screen.] American Revolution: Schoolhouse Rock Series. http://www.schooltube.com/video/4446d008158a4c42b331/ The Folklorist: The Boston Massacre. http://vimeo.com/39497177 Freedom: A History of Us Series by Joy Hakim. http://www.pbs.org/wnet/historyofus/menu.html Shot Heard Round The World: Schoolhouse Rock Series. http://www.schooltube.com/video/66c69ce5b14549058b63/ WUOS_Grade4_MentorTextList_June2017.pdf G4B3_AnchorChart-2.pdf Grade 4 Slideshow Lessons: Bringing History to Life
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Use Grade 4 Social Studies content for research

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Unit Planner: Test Preparation
Writing Grade 4

Thursday, April 11, 2019, 4:05PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 29 - Week 31

Last Updated: Thursday, March 28, 2019
by Lina Silveira

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

*This is not a concept based unit but part of the 4th grade curriculum map.

Generalizations / Enduring Understandings

Students will be able to:

- Write to a prompt efficiently and accurately
- Make a claim and support that claim with textual evidence
- Write informative text to convey ideas and information clearly
- Write essays (brief writes) in a variety of forms
- Draft, revise and edit essays quickly

Guiding Questions

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

Essential Question(s)

How do I write an essay that is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

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

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.4.4. 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.)

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.4.10. 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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Gr 4 Test Prep

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

A major goal of this unit will be to help students learn to read more demanding texts, more quickly, and then write in response to prompted questions. There is a large emphasis on writing from sources, and on teaching students not only to write quick responses with fluency, paragraphs, transitions and elaboration, but on using specific, detailed evidence from texts to support their answers.

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Words of This Unit:

- Source
- Compare and Contrast

Core Learning Activities

Unit 5 - Test Preparation

Week 1: Introduction to Short Response Reading/Writing
Week 2: Studying and Practicing Extended Response

- Evaluate
- Prompt
- Cite
- Argument
- Analysis/Analyze
- Evidence
- Conventions
- Editing & Revising
- Writing about reading (developing ideas, supporting them with evidence, and so on).
- Finding details to prove what they are trying to say
- Writing process

tcoe_bookmarks_grade_4 (1).pdf

Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model
Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:
Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.
Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.
Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!
Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.
Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon

Gr 4 Test Prep.docx

Assessments

Resources

Professional & Student

- **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 4**
- **Nancy Boyle's Handout: Let's Get to the CORE of SBAC**
- **Common Core Writing to Texts- Newmark Learning Gr 4**
- **Countdown to the Common Core Gr 4 - McGraw-Hill**
- **Rehearsing for the Common Core Standards Gr 4 - Rally**
- **Writing checklists for all three genres**

ELA-Construct-Relevant-Vocabulary (1).pdf
appendix-b-grade-level-tables.pdf
Grade4ELA.pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

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Unit Planner: Historical Fiction Writing
Writing Grade 4

Thursday, April 11, 2019, 4:07PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 32 - Week 38

Last Updated: Tuesday, February 26, 2019 by Lina Silveira

Historical Fiction Writing

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- 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

Interdependence

Unit_Web_-_G4_Historical Writing.docx

Generalizations / Enduring Understandings

Understanding:
Writers of historical fiction combine common narrative story elements with facts.
Writers need to think carefully about how to introduce not only characters and events, but also to the place and time period.

Responding:
Writers develop historical characters by building on their knowledge of the culture, time, and social context of a specific time period.
Writers elaborate a piece by using key ideas and details with domain specific vocabulary.

Producing:
Writers create a historical fiction story based on research using the writing process.

Critiquing:
Writers interpret the authenticity of the development of characters and motivations used in the story.

Lens: Writers of historical fiction represent an interdependence between facts of the time period and fiction.

Guiding Questions

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

Understanding

- What is a fact? (F)
- How can I bring forth narrative techniques to bring forth meaning in my historical fiction stories?
- How can you utilize your writer's notebook to plan possible story arcs and develop setting, plot and characters in various time periods? (C)
- Who will your story be about; where and when will it take place? (F)
- Who is narrating the story? (F)
- How can you organize your information to help you write your story? (F)
- How might your story change with a different setting? (P)

Responding

- What is domain specific vocabulary? (F)
- How does the word choice and/or vocabulary make the story more accurate? (P)
- How can I use mentor texts to draft and revise my story using reading-writing connections to raise the level of my work?
- How can you elaborate your writing by using things like dialogue, setting, syntax, and literary devices to bring out your characters? (C)
- How do the key ideas and details enhance my story line? (C)
- What role does the culture, time, and social

context play in the development of your character/piece? (P)

Producing

- What sources will you use to gather information for your piece? (F)
- How will you keep track of the sources that you will use? (F)
- How will you organize your information? (F)
- What actions will the characters take in response to the historical events in the story? (C)
- What events lead up to your ending? (F)
- Have you asked your partner/group to give you purposeful feedback? (F)
- Have you utilized your editing/proofreading checklists and resources to improve you piece? (F)
- How can you draw on everything I have learned about historical fiction writing and about the writing process to plan and execute a story? (C)
- Is there information you need to include? Where will you add that information? (P)

Critiquing

- Have you considered sources that have different points of view? (F)
- Is your character reflective of the time period? (C)
- Are the characters in your story believable? (P)
- Is there a more effective way you can begin/conclude your piece? (P)
- Does the elaboration in the story create a clear picture for the reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 4

Writing

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

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e. 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.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.4.6. 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 one page in a single sitting.

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.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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.4.10. 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.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

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

L.4.1. 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.4.2. 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.4.3. 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.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

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

Understanding Text:

Core Learning Activities

Study several historical fiction mentor text to become familiar with the story structure and characteristics of a

- Set a Purpose for Writing
- Utilize Story Elements; Setting, Characters, Plot, Resolution/Conclusion
- Recognize and Use Organizational Structures: Chronological Order, Cause and Effect, etc
- How to Sustain a Story Over Multiple Paragraphs (events)

Responding to Text:

- Utilize Sensory Details to Describe the Characters and Settings
- Integrate Fact with Fiction
- How to Move From One Event to Another
- Seek and Respond to Suggestions from Peers About What has Been Written

Producing Text:

- Use the Character's Words to Help Explain What is Happening in the Story Pertinent to the Time Period
- How to Use Domain Specific Vocabulary
- Use Transitional Words to Move from the Beginning to the End of the Story

Critiquing Text:

- Self-Monitor to Maintain Focus Throughout the Piece
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (1).pdf

historical fiction.

*Follow the writing process (story arc):

- Generating and collecting ideas
  - Generate and collect ideas about various time periods throughout history.
  - Create a timeline of a period to organize events.
- Drafting
  - Use timeline to develop a seed idea focusing on plot.
  - Use setting to orient readers to the time period and to convey feelings surrounding an historical event.
  - Develop a challenge an historical character faces.
  - Develop characters through dialogue relevant to specific time-period and dialect.
  - Consider perspective and point of view.
  - Write an ending that resolves the character's problem or historical problem.
- Revising
  - Add small actions, gestures, and interactions into your scenes.
  - Use period specific vocabulary/historical terms (hearth, homestead, pinafore).
  - Revise for language (figurative language).
  - Notice how words, punctuation, and other structures help set the tone of the piece.
  - Work in partnerships to provide feedback about the draft.
- Editing
  - With a partner or on your own, check final piece for specific vocabulary, sentence variety, fourth grade grammar and spelling conventions.
  - Use checklist to edit piece.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students will develop an historical fiction piece or produce other pieces that fit the structure of narrative writing (personal narrative, fantasy, memoir).

Assessments

Post Narrative Writing Assessment
Summative: Written Test

G4RubricsAug2016

Progress Monitoring
Formative: Other written assessments

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklist
- Self-Assessments
- Peer-Conference Notes

Student_Narrative_Checklist.pdf
Teacher_Narrative_Checklist.pdf
PrePostGr4NarrativeAug2015.pdf
Narrative_Student_Directions_Gr_4.pdf

If...Then...Curriculum Grade 4 by Lucy Calkins and Teachers College

E Doc - Unit 6 - The Craft of Fiction: Using Figurative Language, Symbolism and Point of View to Highlight Themes by Teacher's College Reading and Writing Project Curriculum Calendar 2013-2014

Arc of Story - Writing Realistic Fiction by Lucy Calkins and Colleen Cruz
Grade 4 Unit 1 Teachers College

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Goin' Someplace Special by McKissack
The Other Side by Woodson
Freedom on the Menu: The Greensboro Sit-Ins by Weatherford
The Bat Boy and His Violin by Curtis
Storyworks Magazine by Scholastic
Texts Used (fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Suggested Poems
TBD
Fourth Grade Writing Unit 06 - The Craft of Fiction (3).pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See Grade 4 Historical Fiction reading unit.

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AGREEMENT BETWEEN

THE NEWTOWN BOARD OF EDUCATION

AND

NEWTOWN SCHOOLS
CUSTODIANS AND MAINTENANCE ASSOCIATION

LOCAL 3924, AFT, AFL-CIO

JULY 1, 2019 THROUGH JUNE 30, 2023

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AGREEMENT BETWEEN

THE NEWTOWN BOARD OF EDUCATION

AND
NEWTOWN SCHOOLS
CUSTODIANS AND MAINTENANCE ASSOCIATION

Article 1
Agreement

1.1 This agreement is made and entered into this 21st day of May, 2019 by and between the Newtown Board of Education (hereinafter referred to as the "Board") and the Newtown Schools Custodians and Maintenance Association, Local 3924, AFTCT, AFT, AFL-CIO (hereinafter referred to as the "Federation") for the period covered July 1, 2019 through June 30, 2023. Benefits herein apply to all employees working 30 hours or more per week.

Article 2
Board Rights

2.1 All rights, powers and authority which have been traditionally and legally vested in the Board shall continue to remain exclusively vested in the Board, unless specifically limited by the express provisions of this agreement, including, but not limited to, the following: right to establish and administer policies and procedures related to the services, education, training, operations; to direct and schedule the workforce; to hire, promote, transfer, layoff and recall employees to work; to reprimand, suspend, discharge, or otherwise discipline employees; to determine the number of employees, and duties to be performed; and otherwise generally to manage, attain and maintain full efficiency and optimum services.

Article 3
Recognition

3.1 The Board hereby recognizes the Federation as the exclusive bargaining representative of all full-time and part-time custodians, including supervisory custodians and maintenance personnel employed by the Board for 20 hours or more per week for purposes of bargaining collectively on wages, hours, and other conditions of employment.

Article 4
Payroll Deductions

4.1 The Board agrees to deduct from the pay of the employees covered by this agreement such dues as the Federation uniformly applies to its members, when and if said employees individually and voluntarily authorize the Board to do so in writing, and to transmit to the Federation all monies so deducted prior to the end of the month in which the deduction is made.

Prior to September 1 of each school year, the Federation shall give written notification to the Business Office of the amount of its dues.

Article 5
Work Schedule

5.1 The custodial/maintenance normal work shift/work day is eight hours for full-time employees, including a paid 30-minute lunch period. The standard work week is Monday through Friday, for all three shifts. The last day of the work week for the third shift carries over into Saturday. The principal and the Director of Facilities will determine part-time worker's schedules including the paid lunch period. No custodian or maintenance man may leave his/her school at any time without permission of his/her supervisor and/or his/her principal during his/her normally assigned work shift. No lunches or dinners will be provided by the Board of Education.

Article 6
Overtime

6.1 Employees shall be paid at the rate of one and one half times their normal hourly rate for all work performed over 8 hours in any one work day or over 40 hours in any calendar week. Employees shall be paid at the rate of two times their normal hourly rate for all work performed on Sundays and holidays, provided school is not in session.

6.2 Paid sick leave approved by the superintendent's office shall be considered as working time (hours) for the purpose of determining overtime eligibility. This sick leave must be paid from sick leave accumulated, or the yearly allowance as defined in Article 7.

6.3 Any employee who is out due to illness for more than three days in any one week is not eligible for overtime regardless of whether or not it was accumulated sick leave. The Board shall maintain the right to assign overtime on an as-needed basis. The head custodians shall maintain a list of overtime assignments from which overtime assignments will be filled on a volunteer rotating basis. If no volunteer exists for an assignment, it is understood that the principal has the authority to request overtime assignments from the Director of Facilities and with the consent of the Director of Facilities. Overtime assignment for maintenance personnel shall be done by the Director of Facilities. On a day when a custodian is absent, a total of three (3) hours of overtime shall be paid to the remaining custodians to complete each absent employee's duties. The three (3) hours of overtime shall not apply during weeks of school and summer vacations. In cases of prolonged absences of a custodian, the head custodian may request from the Director of Facilities additional overtime to fulfill the duties of the absent employee(s).

6.4 All employees who work the night shift shall receive a shift premium of $.75 for all hours worked on the night shift. The night shift shall be defined as all shifts that start after 10 p.m.

Article 7
Sick Leave

7.1 All employees working 30 hours or more per week shall be allowed 15 days sick leave each year, prorated for new hires, the day being defined in Article 5 herein. All employees working 20 or more hours but less than 30 hours per week, after they have worked in such capacity for the Board for at least one year, shall be allowed 4 days sick leave each year, the day being defined as their average length of workday. Employees shall be allowed to use two sick days per year for the care of a sick family member.

7.2 The unused portion of annual sick leave each year shall be allowed to accumulate until a maximum of 150 days is reached. The total annual leave is defined in paragraph 7.1.

7.3 Whenever an employee is absent from work as a result of a personal injury caused by an accident arising out of, and in the course of, his/her employment, he shall be paid his/her full salary (less the amount of any worker's compensation award made for temporary disability due to said injury) for a period of six months if medically warranted. During this six-month period, no part of such absence shall be charged to his/her annual or accumulated sick leave.

7.4 No period of absence or leave may extend beyond one year pursuant to the term of this agreement.

7.5 When the Board feels that there has been a pattern of abuse of sick leave, the following procedure shall be followed:

(1) A letter shall be sent to the President of the Federation notifying him/her of the name, times, and/or nature of the suspected abuse and requiring the President of the Federation to begin counseling the employee.

(2) If the Board feels there has been a second abuse of sick leave, and if 14 days have passed since the letter notifying the President of the Federation of the problem, the Board shall have the right to require the suspected employee to verify his/her use of sick leave with a statement or certificate from a physician.

(3) If there is a third suspected abuse of sick leave, the Board shall have the right to begin disciplinary action against the employee.

7.6 Absences bracketing holidays, i.e., occurring immediately before and immediately after a paid holiday, will cause such paid holiday to be also considered a "sick day" for purposes of accumulating leave.

7.7 An employee who has worked for the Board for at least ten (10) months prior to July 1, and who each year does not use any sick days for a one (1) year period between July 1 and June 30, shall earn one (1) floating holiday for the following contract year.

Article 8
Vacations

8.1 Vacation will be accrued annually at the following rates:

.84 days per month during the 1st year
1.25 days per month during the 5th to 9th year
1.66 days per month during the 10th to 19th year
2.08 days per month during the 20th year and thereafter

8.2 Years of service are determined on the anniversary date of employment. Vacation schedules must be approved by the Director of Facilities and the building principal 30 days in advance. Vacations shall be taken between July 1 and June 30 of each year, with never more than 10 consecutive days taken during the school year. No more than 10 days vacation may be carried over to the next year. Vacation time in excess of ten days not taken prior to June 30 each year will be lost. The Director of Facilities may authorize a carryover of up to 15 days in extraordinary circumstances.

Employees may also request permission from the supervisor to be advanced up to five days' vacation from the current fiscal year, if those days have not yet accrued during that fiscal year. Should the employee leave the employ of the Board of Education during a year in which vacation days have been advanced, the employee understands that those days will be deducted from the final pay.

Article 9
Insurance Benefits

9.1 The Board shall offer the current Anthem Lumenos High Deductible Health Plan (HDHP) as outlined and detailed in Appendix B, with a Health Savings Account (HSA) feature, with deductibles of $2000/$4000 ("HSA Plan"), whereby the deductibles shall be funded 50% by the Board (with pro-rated funding of the deductible for employees who are hired after commencement of the insurance plan year). In the first three years of the contract, July 1, 2019 through June 30, 2022 the Board shall deposit the full amount of its contribution into the employee's HSA prior to July 15th. Thereafter, the Board shall deposit one-half of its contribution into the employee's HSA prior to July 15th and the remaining one-half of its contribution prior to January 15th. The plan, including post-deductible prescription co-pays set forth in Appendix B shall apply.

Premium Cost Shares for this plan will be:

Year	Anthem Lumenos HSA HDHP
7/1/2019	16% premium co-payment
7/1/2020	17% premium co-payment
7/1/2021	18% premium co-payment
7/1/2022	18% premium co-payment

Once the deductibles are met the +he prescription coverage co-pays shall be as follows:

Generic/Brand-preferred/Brand non-preferred
$10/$30/$50 2x copay for mail order 90 Supply

The parties acknowledge that the Board's contribution toward the funding of the HSA Plan is not an element of the underlying insurance plan, but rather relates to the manner in which the deductible shall be funded for actively employed custodians/maintenance personnel. The Board shall have no obligation to fund any portion of the HSA deductible for retirees or other individuals upon their separation from employment.

Wellness Incentive: The HSA plan set forth in this Article shall include a wellness incentive program, designed to provide early diagnosis and appropriate information to patients so that they and their health care professionals can determine appropriate, timely courses of treatment as needed. The wellness program will include preventive physical examinations. If the employee and the employee's spouse (if applicable) complete one preventive physical examination during the term of the contract, the Board will make a one-time contribution into the employee's HSA, in the amount of five percent (5%) of the applicable deductible under the HSA plan. For the purposes of this paragraph, the measurement period for completing the physical examination will be the calendar year. The Board will make its additional five percent (5%) HSA contributions on or about the July 1st following completion of the calendar year during which the physical exams are completed.

A Health Reimbursement Account ("HRA") shall be made available for any employee who is precluded from participating in a Health Savings Account ("HSA") because the employee receives Medicare and/or veterans' benefits. The annual maximum reimbursement by the Board for employees' participation in the HRA shall not exceed the dollar amount of the Board's annual HSA contribution for employees enrolled in the HSA.

9.2 The Board reserves the right to study alternative health insurance plans with different carriers and to change insurance carriers on health insurance provided the following steps occur:

9.2.1 The plan suggested as an alternative must contain coverage and benefits and administration comparable to the plans presently in place at no additional cost to the employee, and such alternate plan must be subject to the rules and regulations of the State Insurance Commissioner's Office.

9.2.2 The Union shall have the opportunity to study the proposed plan for a period of 45 calendar days.

9.2.3 If at the end of the aforementioned 45 calendar days there is a disagreement between the parties on whether or not the plan offers the requisite coverage, benefits, portability, and administration, then the issue will be sent to a mutually selected arbitrator. If the parties are unable to agree on an arbitrator, the American Arbitration Association shall be required to appoint an arbitrator with expertise in the health insurance field in accordance with its rules and regulations. The decision of the arbitrator shall be binding on the parties. If the arbitrator rules that the Board's proposed alternate carrier meets the criteria outlined in this section and the Board changes carriers, the standards must be maintained during the life of the contract. The Federation shall retain the right to ask the arbitrator to reinstate the original carrier if the standards outlined are not maintained.

9.3 An election to cancel coverage or to reinstate coverage may be made during an open enrollment period for a minimum of 20 calendar days established annually by the Board in May or June of each year and shall be effective during the succeeding July 1 through June 30 period. In addition, the option to reinstate coverage may be made upon a qualified change in family status, such as marriages, divorce, birth of a child, spousal benefit coverage loss, death of the employee's spouse, or in the event the employee's spouse involuntarily loses his/her job and its attendant coverage. Evidence is not required when coverage is reinstated due to a life-style change

9.4 For all purposes under this Article, a dependent child shall be defined according to applicable law.

a. Currently as of the date of ratification it covers children up to, but not including, age 26. This definition may change during the course of the contract.

b. This includes the employee's dependent unmarried children who are incapable of self- sustaining employment by reason of mental or physical handicap; if this child is receiving Social Security disability payments, and is eligible for Medicare, and then Medicare shall be the primary insurer.

c. In the event of a question about a dependent receiving insurance coverage, the Board may require the employee to provide a certified copy of that portion of the employee's Federal Income Tax Return that lists dependents, or other legal documents showing the employee's legal responsibility to provide health insurance.

9.5 Excise Tax. If the total cost of a group health plan or plans offered under this Agreement triggers an excise tax under Internal Revenue Code Section 49801, or any other local, state of federal statute or regulation, the parties agree to open negotiations solely on insurance to address the impact of the tax.

9.6 Long-term disability will be available to employees who are functionally disabled after 26 weeks employment and are unable to perform their own job for the first two years of disability and following the first two years of disability, any other occupation or trade to which they are suited by reason of education or training, shall be eligible to receive a long-term disability benefit which shall be equal to 50% of their normal monthly straight time earnings at the time of their disablement less any payment for which they are eligible from Social Security and any other insurance or pension plan to which the Town has contributed. Employees shall be eligible for long-term disability benefits for the length of their disablement up to their normal retirement date. To be eligible for their disability benefit, an employee must have completed five years of continuous service with the Board and shall have exhausted all accumulated sick leave, vacation and personal time.

9.7 The Board shall pay the complete expense of group life insurance coverage for each employee working 30 hours or more at $50,000 per employee. The Board shall pay the complete expense of group life insurance coverage for each employee working 20 or more hours but less than 30 hours per week, who has worked for the Board at least one year, at $25,000 per employee.

9.8 Employees who retire after 30 years of service having attained age 62 will be able to maintain individual health insurance coverage at their expense until they become eligible for Medicare.

Article 10
Holidays

10.1 Custodians/maintenance workers working 30 hours per week or more shall be entitled to the following holidays plus two floaters with pay:

New Year's Day	Labor Day
Martin Luther King Day	Thanksgiving Day
President's Day	Day after Thanksgiving
Good Friday	½ day Christmas Eve
Memorial Day	Christmas Day
Independence Day	3 Floating Holidays

Custodian/maintenance workers working 20 hours per week or more but less than 30 hours per week, and who have worked at least one year for the Board, shall be entitled to the following two (2) holidays with pay:

Thanksgiving Day	Christmas Day

10.2 If one of these holidays falls on a day when school is session and the employee must work, he/she will be entitled to take one additional floating holiday in its place. All floating holidays must be approved by the building principal and the Director of Facilities.

10.3 Should a school building need to be open on a holiday, a custodian will be asked to be on duty if deemed necessary. No custodian shall be required to be on duty when any Board member or school administrator enters the building.

Article 11
Bereavement Leaves

11.1 Custodians or maintenance workers shall be granted leaves with full-pay for a period of five days following the death of an immediate member of his/her family. Immediate family members shall be defined as parents, step parents, foster parents, guardians, brothers, sisters, step brother, step sister, grandparents, in- laws (mother, father, sister, and brother), spouse, children or stepchildren.

Article 12
Personal Days

12.1 As many as three personal days per year, prorated for new hires, shall be granted upon reasonable notification and approval of the building head custodian and the principal. Personal days are not similar to vacation days in that they are intended to be used only for necessary personal business that is not suitable as sick leave or vacation.

Article 13
Jury Duty

13.1 Any custodian or maintenance employee working 20 hours or more per week who is called for jury duty shall receive the necessary leave to fulfill his/her legal obligations. This leave shall not be deducted from sick leave. The employee shall receive a rate of pay equal to the difference between his/her applicable salary and the jury duty salary. The employee called for jury duty shall notify the Director of Facilities in writing as soon as he/she has received either a notice from the court indicating that he/she has been selected for service on the jury panel, or notice to appear in court for service on the jury panel.

Article 14
Appointment of Acting Head Custodian

14.1 When the administration becomes aware of the extended absence of a head custodian or night supervisor, an acting head custodian or acting night supervisor shall be appointed within a 24-hour period to serve during the absence. The acting head custodian or night supervisor shall be paid the head custodian's or acting night supervisor's differential applicable at the school at which the work is performed. Said differential shall be paid for all hours that the acting head custodian or acting night supervisor assumes the duties of the head custodian or night supervisor. This temporary adjustment in compensation will be given during the temporary assignment only. Acting head custodians or acting night supervisors shall be appointed during any vacation period taken by the head custodian or night supervisor.

Article 15
Appointment of Acting Lead Maintenance

15.1 When administration becomes aware of the extended absence of a lead maintenance, an acting lead maintenance shall be appointed within a 24-hour period to serve during the absence. The acting lead maintenance shall be paid the lead maintenance differential applicable at the school at which the work is performed. Said differential shall be paid for all hours that the acting lead maintenance assumes the duties of the lead maintenance. This temporary adjustment in compensation will be given during the temporary assignment only and shall not be retroactive to the start of the lead maintenance's absence if administration was not aware of its extended nature at its start. Acting lead maintenance shall be appointed during any vacation period, or absence of the lead maintenance of fifteen working days or more.

Article 16
Civic Activities

16.1 Custodians who are asked to be on duty during civic activities will be covered by the benefit of this agreement.

Article 17
Pension Plan

17.1 Individual statements regarding the pension plan shall be provided annually to each participant. An annual statement of the condition of the pension plan as a whole will be available in the office of the Board of Education.

17.2 Participation in the Pension Plan is mandatory for all employees.

17.3 Employees hired on or after December 15, 2015 shall not be eligible to participate in the Town's Pension Plan. Rather, they shall participate in the Town's Defined Contribution Plan.

Article 18
Leave of Absence

18.1 Subject to the approval of the Board, an employee may be granted a leave of absence without pay or benefits for no more than one year upon written request for the following reasons:

(1) Health reasons upon written statement from a physician. Upon request, any employee taking such leave shall submit to an examination by a physician retained by the Board for the purpose of verifying the necessity of the leave. Such leave will be granted concurrently with FMLA.

(2) Personal reasons.

(3) For child rearing upon written notice to the Board at least 90 days prior to the commencement of the leave. The notice may be waived when health or emergency reasons necessitate. Such leave will be granted concurrently with FMLA.

18.2 The employee shall give the Board written notice of the termination of the leave at least 90 days prior to the anticipated return.

18.3 Upon voluntary termination of the leave, the employee shall receive the first vacant position for which he/she is qualified in his/her classification or a lesser one.

18.4 The employee shall be placed in the most appropriate assignment available, which means that the employee shall be returned to a position that is the same or nearly the same as the one he/she left if such a position is available

18.5 The Board's obligation to the employee ceases if the employee refuses to accept employment in the position(s) offered by the Board.

Article 19
Seniority

19.1 The seniority of an employee shall be defined as the employee's unbroken length of service with the Board in the position of custodian or maintenance worker since his/her last date of hire.

19.2 New employees shall be in a probationary status for a period of 180 days. The probationary period shall be extended up to an additional 90 days at the request of the Director of Facilities. Probationary employees may be terminated by the Board following a report from the trainer and the Director of Facilities, and such termination shall not be subject to the grievance procedure herein. During the probation period the probationary employee cannot be transferred to another building or be reassigned. Upon successful completion of the probationary period, the employee's seniority shall begin with his/her original date of employment.

19.3 Employee length of service shall be broken and length of seniority shall be lost as a result of the following:

a. voluntary quit;
b. discharge for just cause;
c. failure to report to work upon expiration of approved leave of absence;
d. failure to report to work without notification for three consecutive working days;
e. failure to report to work within five days when recalled from layoff after a written recall notice is presented at the employee's home of record; or
f. layoff for a period of two years, or for a period equal to the employee's seniority at the time of layoff, whichever is less.

19.4 In employee who transfers from a position covered by the agreement to a non-bargaining unit position shall retain his/her seniority, but shall not accumulate seniority. If the employee returns to the bargaining unit within a one-year period, he/she shall be credited with the seniority accumulated prior to leaving the bargaining unit.

19.5 When the Board determines that layoffs are necessary, employees with the least seniority by classification shall be laid off first. Employees shall be recalled by classification in the reverse order of layoff. The Board shall give three-month advance notice of layoff if an outside contract service is hired to replace any custodian or maintenance worker. If such replacement is of a temporary emergency nature and time is of the essence, any notification is sufficient.

19.6 When the Board creates a new position or decides to fill a vacancy in an existing vacant position, it shall post notice on the district website and the school union bulletin boards, of its intent for a period of five working days. Vacant positions, once determined by the superintendent or his/her designee to fill, shall be posted within 10 working days. The Federation President shall be given a copy of all postings on the day they are posted.

19.7 During the five working day period following the posting of such notice, any qualified employee may apply, on-line on the district website, for promotion or transfer to such position. The principal at the school with the open position can reject any applicant for cause. For purposes of this provision, cause will include documented written warning poor attendance record, discipline, or unsatisfactory work habits and/or performance record. If, in the opinion of the Director of Facilities, two or more applicants are equally qualified and have the same relative training, performance record, and ability, the position will be assigned to the more senior employee.

19.8 The Director of Facilities will consider applications for promotion to head custodian or maintenance on the basis of the training, performance and ability of the applicants. If, in the opinion of the Director of Facilities, two or more applicants are qualified and have the same relative training, performance record, and ability, the position will be assigned to the more senior employee. If, in the opinion of the Director of Facilities, no applicant has the requisite, it may promote another employee or hire from the outside.

19.9 When situations arise which necessitate the involuntary transfer of a member of the unit, the Federation President shall be notified and the Director of Facilities, employee and the Federation shall discuss the situation prior to taking any action. Employees shall only be involuntarily transferred for just business cause, prior to any employee being transferred, the Director of Facilities shall substantiate the just cause to the Federation. An employee involuntarily transferred because of position elimination shall have the right to return to any position that becomes open in his/her former school or shift during the subsequent 24-month period.

Article 20
Discipline and Dismissal

20.1 Disciplinary action, including dismissal, shall only be for just cause.

20.2 All disciplinary actions outlined in 20.1 through 20.6 must be documented by the Director of Facilities and/or the building or district administrator with copies to the following personnel:

Employee being disciplined
Employee's immediate supervisor
Building Principal (for custodians)
Director of Human Resources

20.3 Disciplinary and dismissal procedure is as follows:

(1) first offense — verbal warning
(2) second offense — written warning
(3) third offense — dismissal or suspension for up to five days without pay

20.4 Any employee may be subject to immediate suspension or dismissal for serious offences provided, however, that the penalty dispensed (assessed) shall be commensurate with the offense for which it is given.

20.5 The Director of Facilities shall advise the Federation President, in writing, of all disciplinary action consisting of written warnings or more serious disciplinary actions, within five working days of its occurrence, specifying the reasons for the disciplinary action.

20.6 An employee shall have the right to grieve disciplinary action, including dismissal, under the provisions of the grievance procedure. Within five working days after it was imposed, such grievance must be filed by the employee, in writing, with the supervisor to whom the supervisor that administered the disciplinary action reports.

20.7 If an employee receives a verbal warning and no further violation for a period of three years occurs, the verbal warning may not be used for progressive discipline.

Article 21
Grievance Procedure

21.1 Definition:

A "grievance" is a claim based upon the interpretation, meaning, or application of any of the provisions of this agreement. A "grievant" is the person or persons making the claim. If, in the judgment of the President of the Federation, a grievance affects a group or class of members of the bargaining unit, the Federation may submit such grievance in writing to the supervisor directly, and the processing of such grievance will commence at Level Two. Such grievance shall not be processed to Level Three unless at least one individual aggrieved employee follows the procedures provided in Level Three. A "party in interest" is the person or persons making the claim and any person whom might be required to take action, or against whom action might be taken in order to resolve the claim.

21.2 Purpose:

The purpose of this procedure is to secure solutions, at the lowest possible administrative level, to any grievance that may from time-to-time arise. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure. Nothing herein contained shall be construed as limiting the right of any bargaining unit member having a grievance to discuss the matter informally with any appropriate member of the administration.

21.3 Level One — Immediate Supervisor:

Within 15 calendar days following the event or condition on which the grievance is based, a grievant with a grievance shall first discuss it with his/her principal or immediate supervisor (and a representative of the Federation if the grievant so desires) with the objective of resolving the matter informally. The immediate supervisor shall give the grievant a written response within five days.

21.4 Level Two — Director of Facilities:

In the event that the grievant is not satisfied with the disposition of the grievance at Level One, he/she may file a written grievance with the Director of Facilities within 10 days after the Level One meeting. Within five days after receipt of the written grievance, the Director of Facilities shall meet with the grievant (and a representative of the Federation if the grievant so desires) in an effort to resolve it.

21.5 Level Three —Superintendent of Schools:

In the event that the grievant is not satisfied with the disposition of the grievance at Level Two, he/she may file a grievance with the superintendent of schools or his designee within 10 days after the discussion at Level Two. Within five days after receipt of the written grievance, the superintendent or his designee shall meet with the grievant (and a representative of the Federation if the grievant so desires) in an effort to resolve it. The grievant shall be given a written response to the grievance signed by the superintendent or his designee within 10 days after the meeting.

21.6 Level Four — Board of Education:

In the event that the grievant is not satisfied with the disposition of the grievance at Level Three, he/she may submit the written grievance to the Board within 15 days after the meeting at Level Three. Within 10 days after receiving the written grievance, the Board shall meet with the grievant (and a representative of the Federation if the grievant so desires) for the purpose of resolving the grievance. The decision on the grievance at Level Four shall be rendered by the Board within 15 days after the meeting.

21.7 Level Five — Arbitration:

If a grievance is not settled at Levels One, Two, Three or Four, the Federation may submit the grievance to final and binding arbitration before an arbitrator selected in accordance with the voluntary Rules of Labor Arbitration of the American Arbitration Association, provided that such submission is made within 10 days after the decision was rendered, or should have been rendered, at Level Four. Such grievance may be arbitrated under the American Arbitration Association's expedited rules if the parties mutually agree to do so; such agreement not to be unreasonably withheld by either party. Guidelines for arbitration are as follows:

- The Federation shall be provided with a copy of each written answer to the employee's grievance.

- The arbitrator shall hear only one grievance at a time. The arbitrator shall have no authority to add to, subtract from, or modify the terms of the agreement. The fees and expenses of arbitration shall be borne equally by the parties.

- No reprisals of any kind shall be taken by either party or by any member of the administration against any participant(s) in the grievance procedure by reason of such participation.

- If the grievant does not file a grievance within the time limit set forth herein, such grievance shall be considered waived.

- If the grievant fails at any level to appeal a grievance to the next level within the specified time limits, the grievance shall be deemed waived. If the Board fails to comply in a timely manner at any level of grievance, the grievant then has the right to appeal his/her grievance to the next level.

- If any arbitration proceeding is held during work hours, the grievant, any witness(es) who actually testify, and, if the grievant is being represented by the Federation, one Federation representative will be excused for the hearing without loss of pay. If any meetings under the grievance procedure are held during work hours, the grievant and an Federation representative shall be excused to attend the meeting without loss of pay.

Article 22
Dues Authorization

22.1 The Board shall honor members' individually authorized deductions forms and shall make such deductions in the amounts certified by the union for union dues, or fees.

Article 23
Miscellaneous

23.1 Employees hired before July 1, 2015 shall receive longevity payments annually, taxed separately from their regular pay check, based on years of service in the first pay period after their anniversary date in accordance with the following schedule:

10 years of service but less than 15 years of service	$850
15 years of service but less than 20 years of service	$1,100
20 years of service or more	$1,350

Years of service shall be construed as the employee's length of service as defined in Article 19, paragraph 19.1. Employees hired on or after July 1, 2015 shall not be eligible for longevity payments.

23.2 When an employee is required to use his/her own vehicle in the course of his/her employment, he/she shall be reimbursed at the published IRS rate. The employee must maintain a log of all mileage he/she is seeking reimbursement for. In order to receive reimbursement, a copy of the mileage log must be submitted with the employee's request for reimbursement.

23.3 Custodial and maintenance employees shall be provided with essential uniform garments and replacement clothing as needed. Uniforms are mandatory and consist of trousers, summer and winter shirts, jackets, belts and work shoes. Each employee shall receive an annual shoe allowance in the amount of $150 to be used for reimbursement for purchase of a closed shoe that ties or closes by Velcro. This payment shall only be made upon the presentation of an original receipt showing the purchase of this type of footwear.

23.4 The principal is expected to be a contributing evaluator of head custodians in addition to the Director of Facilities.

23.5 The Union agrees to the 30-hour part-time language referred to in paragraphs 1.1, 3.1, 7.1, 9.6, 10.1 and 13.1 if part-time positions are kept to a maximum of four positions (discussion with, and approval by, the Union may increase that number), and if the person designated as floater is defined as an employee who fills in due to absences of a regular full-time employee.

23.6 Employees shall be paid biweekly, via direct deposit, in accordance with the standard pay periods from July through June. Pay stubs shall be delivered via email, provided, hard copies will be delivered to a limited number of employees those employees who do not have access to a computer.

23.7 The designation of personal and sick days on time sheets is binding, and cannot be changed after the next pay period for which the time sheet has been submitted.

Article 24
Federation Rights

24.1 The Board shall provide bulletin boards, for the Federation's sole use, in the custodians' break rooms in each school, and in the maintenance office.

24.2 Members of the Federation's Bargaining Team who attend negotiating session during work hours shall not suffer any loss in pay.

Article 25
Duration

25.1 The duration of this contract shall be four years beginning July 1, 2019 and shall continue and remain in full force and effect to and including June 30, 2023.

In witness whereof, the parties hereby have caused these present to be executed this __ day of May, 2019 by their proper officers, hereunto duly authorized.

THE NEWTOWN BOARD OF EDUCATION

By_____
Michelle Embree Ku, Chairperson

Date_____

NEWTOWN CUSTODIANS & MAINTENANCE ASSOCIATION

By_____
Wayne Ciaccia

Date_____

APPENDIX A
SALARY SCHEDULE
2,080 HOURS
JULY 1, 2019 to JUNE 30, 2023

Category/Step	2019-20	2020-21	2021-22	2022-23
Custodian	$25.08	$25.64	$26.22	$26.81
Night Supervisor/Lead Custodian	$26.69	$27.29	$27.90	$28.53
Head Custodian - Elementary	$29.38	$30.04	$30.72	$31.41
Head Custodian - MS/5-6	$31.25	$31.95	$32.67	$33.41
Head Custodian- High School	$32.44	$33.17	$33.92	$34.68
Maintenance	$31.08	$31.78	$32.50	$33.23
Maintenance*	$33.17	$33.92	$34.68	$35.46
Licensed Mechanic**	$34.95	$35.74	$36.54	$37.36
Crew Leader	$37.55	$38.39	$39.25	$40.13

* Those mechanics that are currently paid as Licensed Mechanics and do not hold such described license, shall be maintained at their current rate and shall only receive wage increases as agreed to above.

** The term Licensed Mechanic shall be defined as a member holding a valid Connecticut Plumbing, Electrical, or HVAC license.

APPENDIX B
Anthem Lumenos High Deductible Health Plan (HDHP)
Effective 7/1/2019 — 6/30/2023

Anthem

Lumenos HSA Plan Summary

The Lumenos® HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

Your Lumenos HSA Plan

First – Use your HSA to pay for covered services:

Health Savings Account

With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your annual deductible responsibility. Unused dollars can be saved or invested and accumulate through retirement.

Contributions to Your HSA

For 2019, contributions can be made to your HSA up to the following:
$3,500 individual coverage
$7,000 family coverage

Note: These limits apply to all combined contributions from any source including HSA dollars from incentives.

Earn More Money for Your Account

What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.

To receive funds earned through the Healthy Rewards program, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Earn Rewards

If you do this:	You can earn:
• Future Moms for participation and completion	Up to $200
• Online Wellness Toolkit participation	Up to $150
• ConditionCare participation and completion.	Up to $300

Some eligibility requirements apply. See page 2 for program descriptions.

Plus – To help you stay healthy, use:

Preventive Care

100% coverage for nationally recommended services. Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits.

Preventive Care

No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.

Then –

Your Bridge Responsibility

The Bridge is an amount you pay out of your pocket until you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal $0.

HSA dollars spent on covered services plus your Bridge responsibility add up to your annual deductible responsibility.

Health Account + Bridge = Deductible

Bridge

Your Bridge responsibility will vary.

Annual Deductible Responsibility
In Network and Out of Network Providers
$2,000 individual coverage
$4,000 family coverage

If Needed –

Traditional Health Coverage

Your Traditional Health Coverage begins after you have met your Bridge responsibility.

Traditional Health Coverage
After your bridge, the plan pays:
100% for in-network providers 80% for out-of-network providers

Additional Protection

For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost for covered services for the remainder of the plan year.

Annual Out-of-Pocket Maximum

In-Network Providers	Out-of-Network Providers
$ 3,000 individual coverage	$ 5,000 individual coverage
$ 6,000 family coverage	$10,000 family coverage

Your annual out-of-pocket maximum consists of funds you spend from your HSA, your Bridge responsibility and your coinsurance amounts.

If you have questions, please call toll-free 1-888-224-4896.

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Healthy Rewards Program

Your employer will provide you with additional health care dollars in your HSA for the following:

Future Moms: Individualized obstetric support for expectant high-risk and non-high-risk mothers. Members can earn up to a $200 Future Mom's incentive. This includes three milestones: $100 initial enrollment, $50 interim, and $50 postpartum; timing and rules apply.
Online Wellness Toolkit: Each adult family member can earn up to $150 each year. Members earn a $50 incentive at each 100, 200 and 300 point milestone. Your employees can quickly achieve their first milestone of 100 points by completing the Well-Being Assessment and setting up their Well-Being Plan.
Enroll In ConditionCare: (Incentive $100) **Disease** management for prevalent, high-cost conditions (asthma, diabetes, chronic obstructive pulmonary disease, coronary artery disease and heart failure). Each family member can get one incentive per year. In the first year and later years, members must stay qualified to enroll and earn incentives. Members who have more than one health problem will enroll in one combined program — not separate ones for each condition.
Graduate from ConditionCare: (Incentive $200) There's no limit to the number of family members that can graduate and earn the incentive. Each family member can earn one credit per year. In the first year and later years, members must stay qualified to enroll, graduate and earn incentives. Members who have more than one health problem will graduate from one combined program — not separate ones for each condition.

To receive funds earned through Healthy Rewards, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100%, are not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18; including preventive vision exams.

Screening Tests for vision, hearing, and lead exposure. Also includes pelvic exam, Pap test and contraceptive management for females who are age 18, or have been sexually active.

Immunizations:
Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer
H. Influenza type b
Polio
Measles, Mumps, Rubella (MMR)

Adult Preventive Care

Office Visits after age 18; including preventive vision exams.

Screening Tests for vision, hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:
Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-4896.

Summary of Covered Services (Continued)

Medical Care

Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- Physical, speech and occupational therapy and chiropractic services limited to a combined total of 50 visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum for in- and out-of-network services.

* For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy*)

Retail (30 day supply)	Mail Order (90 day supply)
$10 Tier 1 copayment	$ 10 Tier 1 copayment
$30 Tier 2 copayment	$ 60 Tier 2 copayment
$50 Tier 3 copayment	$100 Tier 3 copayment

* For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

If you have questions, please call toll-free 1-888-224-4896.

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This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.

Anthem.

In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc. Independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. ™ LUMENOS is a registered trademark.

If you have questions, please call toll-free 1-888-224-4896.

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AGREEMENT BETWEEN

NEWTOWN BOARD OF EDUCATION

AND

NEWTOWN FEDERATION OF EDUCATIONAL PERSONNEL LOCAL 3785, AFT-CT, AFT, AFL-CIO

JULY 1, 2019 - JUNE 30, 2023

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Since the use of dual-gender words (he or she, his or her) becomes cumbersome and difficult to read, the parties agree to use feminine pronouns throughout this agreement. The choice is strictly arbitrary and does not necessarily reflect the actual gender of any employee.

ARTICLE I - AGREEMENT

This agreement is made and is effective from July 1, 2019 to June 30, 2023 by and between the Newtown Board of Education (hereinafter referred to as the "Board") and the Newtown Federation of Educational Personnel (hereinafter referred to as the "Federation").

ARTICLE II - RECOGNITION

The Board recognizes the Federation as the exclusive bargaining representative for the technology staff and all permanent office and clerical employees employed in the local schools or the central office of the Newtown school system, excluding the Secretary to the Superintendent and the Resources Human Resources Coordinator for the purposes of bargaining collectively on wages, hours, and other conditions of employment.

ARTICLE III - BOARD RIGHTS

The Board reserves and retains, solely and exclusively, all its rights to manage the school system and its employees. The Federation agrees that the functions and rights of management belong solely to the Board, and that the Federation will not interfere with the Board's exercise of these rights and functions.

1. Enumerated Rights. The exclusive functions and rights of the Board include, but are not restricted to, the right to direct the operation of the public schools in the school system in all aspects; select and employ new personnel; manage the school system and the direction of its work force; determine, and from time to time re-determine, the number of Board personnel and the methods and materials to be employed; select and determine the qualifications of employees required to promote the efficient operation of the school system; distribute work to employees in accordance with the job content and job requirements determined, and from time-to-time re-determined by the Board; establish assignments for employees; transfer employees; determine the procedures for promotion of employees; create, enforce and, from time-to-time, change rules and regulations concerning discipline of employees; discipline, suspend, or discharge employees; and otherwise take such measures as the Board may determine to be necessary to promote the orderly, efficient and safe operation of the school system.

2. Unremunerated Rights. The listing of specific rights in subsection 1 of this section is not intended to be all-inclusive, restrictive, or a waiver of any rights of the Board not listed, which have not been expressly and specifically surrendered herein.

ARTICLE IV - EMPLOYEE RIGHTS

1. Nothing in this agreement shall be construed as abridging a right or benefit that the employees as a whole have heretofore enjoyed unless specifically superseded by a provision of this agreement.

2. All employees shall receive an annual performance review by their immediate supervisor.

3. Employees shall be paid the established IRS rate per mile as reimbursement for the use of his/her personal vehicle to perform his/her job. Mileage driven to and from home and work is not reimbursable.

ARTICLE V - WORK SCHEDULE

1. Workday

   a) The workday of all full-time personnel covered by this agreement shall be seven hours, exclusive of a lunch period without pay. Starting time, lunch period, and leaving time shall be established by the respective supervisor, subject to the approval of the Superintendent.

   b) Work schedules of part-time employees shall be determined by the supervisor, subject to the approval of the Superintendent.

   c) Employees shall be entitled to one paid in-service day annually with advance approval from their supervisor. Technical employees shall be offered appropriate training as needed annually.

2. Overtime

   a) Personnel who are requested by their supervisor to work beyond a 7-hour day, or a 35-hour week, shall be paid overtime on the following schedule:

Saturday:	time-and-a-half
Sunday:	double-time
Holiday:	double-time (when school is not in session)

   b) All employees who are called into work for evenings or weekends shall be guaranteed a minimum of two hours pay or the equivalent in compensation time.

3. School Workday

   Less than 8 hours - straight time
   More than 8 hours - time-and-one-half

   Personnel working less than 52 weeks who are required by the Superintendent to work

during a school recess shall be paid on a straight-time basis during the first week of recess worked in any school year, and on a time-and-a-half basis for any additional recess or part thereof which they are required to work.

4. Compensatory Time

By mutual agreement, compensatory time may be taken in lieu of overtime pay. Accrual of comp time shall be calculated at the overtime rate as defined in this agreement. Comp time must be used in the same fiscal year as it is earned. In the event that any comp time remains at the end of the fiscal year, it shall be paid out at the employee's regular rate. Accumulation of comp time shall be capped at 21 hours per fiscal year and paid at the end of the fiscal year.

5. Work Schedules

Forty-week employees' work year shall be 188 days. Forty-two week employees' work year shall be 198 days. Fifty-two week employees shall work the full calendar year.

Any employees covered by this agreement shall be given full consideration for any such newly designated or created positions for which the employee is, in the sole judgment of the Superintendent, qualified on the basis of ability, education, and experience.

6. School Closings

On days when school is closed by the Superintendent because of weather conditions, 52-week school office personnel may report to work, if the employee believes that it is safe to come to the school. Should these 52 week school office personnel not report to work, they must use a personal day, floating holiday, or vacation day, or they shall lose a day's pay, for each snow (weather) day they do not come in, unless the roads are declared closed, or they are directed not to come in by the Superintendent. Central Office personnel shall be expected to report to work, road conditions permitting, unless Central Office is closed.

7. Early Closings

Employees who work in schools shall be permitted to leave early during inclement weather conditions that are determined to be hazardous by the Superintendent or her designee after the last bus has arrived home with students.

8. Delayed Openings

On days when the Superintendent has declared a delayed opening, employees who are scheduled to report to work at or before the beginning of the school day, if conditions are hazardous, shall be allowed up to one hour from their normal start time to report to work without loss of pay. Employees shall make every reasonable effort to report to work as close to the start time as possible.

9. Probationary Period

All new employees are subject to a probationary period of 90 calendar days, which may be extended another 60 calendar days at the Superintendent's discretion. Probationary employees may be terminated by the Board or Superintendent, and such termination shall not be subject to the grievance procedure herein.

ARTICLE VI - SICK LEAVE

1. All employees covered by this contract working 52 weeks shall be allowed 18 sick leave days each year, cumulative to 150 days. Those employees working less than 52 weeks shall be allowed 15 sick leave days each year, cumulative to 120 days. Employees shall be entitled to use three (3) sick days each school year in the event of serious illness for the employee's spouse, child or parent. Sick leave will be prorated for new hires.

2. Whenever an employee is absent from school as a result of personal injury caused by an accident arising out of and in the course of her employment, she shall be paid her full salary (less the amount of any Workers' Compensation payment award made for the temporary disability due to said injury) for a period of such absence up to six months from the date of injury. The prorated portion of payment made by the Board of Education will be charged against the employee's sick leave.

3. Absences occurring immediately before and immediately after a paid holiday will cause such paid holiday to be also considered a "sick day" for purposes of accumulating leave.

ARTICLE VII - CHILDBEARING

Temporary disability, including maternity leave, shall be provided in accordance with state and federal laws. For child rearing leaves, see Article IX (5).

ARTICLE VIII - PERSONAL LEAVE

1. All 52-week employees covered by this agreement shall be entitled to five days of absence with pay each year for legal, religious, business, or family matters and employees working less than 52 weeks shall be entitled to three days. These leaves shall be pro-rated for new hires. Personal leaves shall not accumulate. Immediate family members shall be defined as parents, foster parents, guardians, brothers, sisters, mother-in-law, father-in-law, spouse, children, or stepchildren or grandchildren. Leaves of absence for these purposes shall be in addition to any sick leave accumulated. It is expressly agreed that such leaves are not to be for extension of vacation periods, recreation, or holidays. One of the above days may be designated as "private" when the employee involved is not acting inconsistently with these provisions but considers it inappropriate to communicate a specific reason under subsection 3 below.

2. Bereavement Leave

Employees covered by this agreement shall be granted leave with full pay for a period of up to a maximum of five days following a death in the household or immediate family. There will be a maximum of three days for grandparents and brothers-in-law or sisters-in-law. In special cases, allowance may be made by the Superintendent or her designee. For the purposes of this section, immediate family shall be defined as set forth in Article VIII, Section 1.

3. Notification of such leave shall be made in writing to the immediate supervisor at least 24 hours before taking such leave (except in the case of emergency), and the employee shall state the reason for taking such leave as set forth in subsection 1. Such leave shall be granted except in cases of extreme hardship or disability to the school system. An absence designated as "private" immediately before or after a vacation shall not be paid unless specific approval for such payment is given by the Superintendent or her designee.

ARTICLE IX - GENERAL LEAVE

1. Leaves of absence will, under normal circumstances, be granted by the Board of Education when such action is recommended by the Superintendent. Such leaves shall be without pay or benefits, and for duration to be agreed to by the Board. The period of leave shall not exceed one year unless the Superintendent and the Board agree that extenuating circumstances exist, and they approve an extension of the leave.

2. An employee who returns to work upon termination of any leave of absence over six months' duration shall be reinstated in her previous position, if available, or in an equivalent position for which she is qualified, if such a position is available, provided that such reinstatement does not require the Board to violate any other employee's rights under the law

3. At the discretion of the Board, other extended leaves not covered by this agreement, with or without salary, may be granted upon the recommendation of the Superintendent.

4. For leaves of absence other than those covered by any portion of this agreement, the rate of deduction shall be one day's pay of the employee's salary for each day of additional leave.

5. Leave for child rearing shall be unpaid and shall commence beginning from the date that medical disability due to childbirth ends or the date of adoption, and shall be subject to state and federal FMLA laws. The leave shall not be in excess of one calendar year unless the Superintendent and the Board agree that extenuating circumstances exist, and they approve an extension of the leave.

ARTICLE X - JURY DUTY

Any employee covered by this contract who is called for jury duty shall receive the necessary leave to fulfill this legal obligation. This leave shall not be deducted from sick leave. The employee shall receive a rate of pay equal to the difference between the applicable salary and the jury fee. The employee called for jury duty shall notify the Superintendent in writing as soon as the employee has received either (a) a notice from the court indicating that she has been selected for service on the jury panel, or (b) notice to appear in court for service on the jury panel.

ARTICLE XI - VACATIONS

For the purpose of this article, years of service shall mean an employee's total length of continuous service with the Board of Education based upon their anniversary date. Part time service will be converted to full time equivalent for determination of total length of service.

Vacation Compensation

Vacation compensation for 40 week to less than 52 week employees is to be paid at the beginning of summer recess. Payment for vacation time will be made on a pro-rated basis to employees at the time of termination, resignation, or retirement occurring prior to the summer recess..

Years of Service	Vacation
10	2 working days
20	5 working days

Vacations shall be earned on the accrual system. All employees covered by this agreement who work 52 weeks per year, shall receive any periodic increase in vacation time, e.g. from 10 days to 15 days, on their appropriate anniversary date. The increased vacation time will result in an increase in the monthly accrual rate.

Vacations shall be earned as follows:

Less than 1 year	½ day per month of service, not to exceed 5 days
At least 1 but less than 5 years	10 days accrued at the rate of .834 days per month
At least 5 but less than 10 years	15 days accrued at the rate of 1.25 days per month
10 or more years	20 days accrued at the rate of 1.67 days per month

Only vacation time that has been earned may be taken; advances or use of unearned vacation time will not be allowed. Vacation time carry over allowance is based upon eligible years of service and accrual rate. Vacation time not used according to the following schedule will be forfeited unless approval to carry over additional time has been granted by the Superintendent. No more than 20 earned vacation days will be paid out to employees at the time of termination, resignation, or retirement.

Employees may carry over up to the total amount of vacation days earned in the prior fiscal year, and no more than 5 additional carry over days.

Central office employees may take their vacations at any time during the year with the approval of their supervisor. For employees other than central office, earned vacations should be taken during the summer at a time approved by the appropriate supervisor.

ARTICLE XII - HOLIDAYS

All employees shall be granted the following paid holidays:

New Year's Day
Martin Luther King Day
President's Day
Good Friday
Memorial Day
Independence Day*
Labor Day
Thanksgiving Day
Day after Thanksgiving Day
Christmas Day
3 Floating Holidays (by mutual agreement)

* Independence Day is not a holiday for employees working fewer than 52 weeks.

If school is in session on any of the above holidays, an additional day off shall be available to the employee. This additional day off shall be scheduled by mutual agreement between the employee and her supervisor. All floating holidays must be used by the end of the employee's scheduled work year.

Employees shall receive the holidays that fall during their normal work period. If a holiday falls on a Saturday or Sunday, it will be observed on Friday or Monday at the discretion of the administration.

In years in which Christmas Eve is a scheduled workday, those employees who are scheduled to work that day, and actually work in the morning, shall receive a one-half holiday off with pay.

ARTICLE XIII - HEALTH, ACCIDENT AND LIFE INSURANCE

Health Insurance

The Board shall offer the current Anthem Lumenos High Deductible Health Plan (HDHP), with a Health Savings Account (HSA) feature, as outlined and detailed in Appendix B, with deductibles of $2,000/$4,000, whereby the deductibles shall be funded by the Board 50% (with pro-rated funding of the deductible for employees who are hired after commencement of the insurance plan year). In the first three years of the contract, July 1, 2019, through June 30, 2022, the Board shall deposit the full amount of its contribution into the employee's HSA prior to July 15th. Thereafter, the Board shall deposit one-half of its contribution into the employee's HSA prior to July 15th and the remaining one-half of its contribution prior to January 15th. The plan, including post-deductible prescription co-pays set forth in Appendix B shall apply. The premium

cost share for this Plan for covered employees will be:

Year	Anthem Lumenos HSA HDP
7/1/2019	16% premium co-payment
7/1/2020	17% premium co-payment
7/1/2021	18% premium co-payment
7/1/2022	18% premium co-payment

Once the deductibles are met the prescription coverage co-pays shall be as follows:

Generic/Brand-preferred/Brand non-preferred

$10/$30/$50 2x copay for mail order 90 Supply

The parties acknowledge that the Board's contribution toward the funding of the HSA Plan is not an element of the underlying insurance plan, but rather relates to the manner in which the deductible shall be funded for actively employed educational personnel. The Board shall have no obligation to fund any portion of the BSA deductible for retirees or other individuals upon their separation from employment.

Wellness Incentive: The HSA plan set forth in this Article shall include a wellness incentive program, designed to provide early diagnosis and appropriate information to patients so that they and their health care professionals can determine appropriate, timely courses of treatment as needed. The wellness program will include preventive physical examinations. If the employee and the employee's spouse (if applicable) complete one preventive physical examination during the term of the contract, the Board will make a one-time contribution into the employee's HSA, in the amount of five percent (5%) of the applicable deductible under the HSA plan. For the purposes of this paragraph, the measurement period for completing the physical examination will be the calendar year. The Board will make its additional five percent (5%) HSA contributions on or about the July 1st following completion of the calendar year during which the physical exams are completed.

A Health Reimbursement Account ("HRA") shall be made available for any employee who is precluded from participating in a Health Savings Account ("HSA") because the employee receives Medicare and/or veterans' benefits. The Board's annual contribution to the HRA account for employees shall be equal to the amount they contribute for the employees enrolled in the "HSA."

For all purposes under this article, a dependent child shall be defined according to applicable law.

a) Currently as of the date of ratification it covers children up to, but not including age 26. This definition may change during the course of the contract.

b) This includes employee's dependent unmarried children who are incapable of self-sustaining employment by reason of physical handicap; if this child is receiving Social Security disability payments, and is eligible for Medicare, then Medicare shall be the primary insurer.

Excise Tax. If the total cost of a group health plan or plans offered under this contract triggers an excise tax under Internal Revenue Code Section 4980I, or any other local, state or federal statute or regulation, the parties agree to open negotiations solely on insurance to address the impact of the tax.

In the event of a question about a dependent receiving insurance coverage, the Board may require the employee to provide a copy of that portion of the employee's Federal Income Tax Return, which lists dependents, or other legal documents showing the employee's legal responsibility to provide health insurance.

All unit employees are eligible for health insurance coverage when working 27.5 hours or more per week

The Board reserves the right to study alternative health insurance plans with different carriers and to change insurance carriers on health insurance provided the following steps occur:

1. The plan suggested as an alternative must contain coverage and benefits and administration comparable to the plans presently in place at no additional cost to the employee; and such alternate plan must be subject to the rules and regulations of the State Insurance Commissioner's Office. The Federation shall have an opportunity to study the proposed plan for a period of 45 calendar days.

2. If at the end of the aforementioned 45 calendar days there is a disagreement between the parties on whether or not the plan offers the requisite coverage, benefits, portability, and administration, then the issue will be sent to a mutually selected arbitrator. If the parties are unable to agree on an arbitrator, the American Arbitration Association shall be required to appoint an arbitrator with expertise in the health insurance field in accordance with its rules and regulations. The decision of the arbitrator shall be binding on the parties. If the arbitrator rules that, the Board's proposed alternate carrier meets the criteria previously outlined in this section and the Board changes carriers, the standards must be maintained during the life of the contract. The Federation shall retain the right to ask the arbitrator to reinstate the original carrier if the standards as outlined are not maintained.

The employee's option to cancel coverage or to reinstate coverage may be made during an open enrollment period, for a minimum of 20 calendar days, established annually by the Board in May or June. In addition, the option to reinstate coverage may be made upon a qualified change in family status, such as marriages, divorce, birth of a child, spousal benefit coverage loss, etc.

Accidental Death, Dismemberment and Life Insurance

All employees working 27.5 hours or more per week will have Accidental Death and Dismemberment and Life Insurance in the amount to $60,000.

Retiree Insurance

Eligible employees who retire after 25 years of qualified service having attained age 62 will be able to maintain individual health insurance coverage at their expense until they become eligible for Medicare. Eligible employees must be actively enrolled in the medical insurance program at the time of retirement and must have been enrolled in the medical insurance program for the complete fiscal year prior to retirement. A qualified year of service is one in which the employee worked 20 or more regularly scheduled hours for forty or more weeks in the year. Extra hours worked or hours worked as a substitute, intern, student, or temporary employee will not count towards years of service.

Long Term Disability

Long-term disability benefits will be available to employees who become functionally disabled. The following criteria must be met: the employee must have completed 5 years of continuous service with the Board of Education; the employee must have exhausted all accumulated sick leave, vacation and personal leave; and the long-term disability income will be available after the above criteria has been met and at least 26 weeks of disability and leave from work has occurred.

Subsequent to the 26 weeks of disability and the time that the employee has exhausted all paid leave, the employee will receive long-term disability income for the length of the period the employee is disabled, but no longer than the date of the employee's normal retirement date.

To receive the long-term disability payments, the employee must be unable to perform his/her job for the first two years of disability and subsequent to that first two years, must be unable to perform any other job to which he/she is suited by reason of education or training.

The long-term disability payments shall be equal to 50% of the employee's normal monthly straight time earnings at the start of the disability leave less any payment for which the employee is eligible from Social Security and any other insurance or pension plan to which the Town has contributed.

ARTICLE XIV - PENSION PLAN

Employees' participation in the Town Pension Plan is mandatory for all eligible employees hired prior to November 17, 2015. A copy of that plan will be available to each new employee. The plan shall be administered in accordance with the rules and regulations of the Town Pension Plan. Employees will be notified annually of pension status. Employees hired on or after November 17, 2015 shall only be eligible to participate in the Town's Defined Contribution Plan.

ARTICLE XV - POLICIES AND QUALIFICATION

a) This agreement is subject to all policies and job descriptions approved by the Board as relating to office personnel of Newtown Public Schools. In the event that the Board establishes new or revised positions within the bargaining unit, the parties will negotiate the salaries and/or differentials for such positions.

b) Reclassification Procedure

Any employee who thinks that a reclassification is in order shall first meet with her immediate supervisor and, if the employee so desires, the Federation President. The purpose of this meeting is to review the bargaining unit member's job duties and determine whether or not a move to a higher classification is in order.

After this initial meeting, the employee and the Federation President may petition the Director of Human Resources for a reclassification to a higher classified position. At such time that an employee makes a request for a reclassification, the Director of Human Resources shall so notify the Federation President. This meeting will occur within 10 working days of the petition. The employee must be able to show that the majority of her job duties fall into the job description of the higher classified position. The Director of Human Resources must render a decision within 10 working days of the meeting.

If the Director of Human Resources does not agree that a reclassification is in order, then the employee may appeal the Director of Human Resources' decision to a two-member panel consisting of the Superintendent and Federation president, or their designees. The Director of Human Resources and the employee shall be allowed to make a presentation to the panel in support of their positions, and the panel shall make its ruling within two weeks of hearing both presentations. This presentation must be scheduled within 10 workdays of the appeal. If the panel agrees that a reclassification is in order, then the reclassification will be ganted and will be effective on the date of the petition to the Director of Human Resources. If the panel does not agree, then the reclassification will be denied. A tie vote will mean that the panel does not agree. The final decision must be rendered within 10 days of the appeal meeting. All time limits referenced in this procedure may be waived by mutual agreement. The Federation President shall be notified in writing of all decisions to grant reclassifications.

ARTICLE XVI - VACANCIES AND TRANSFERS

Notices announcing any office staff vacancies will be posted on the district website for at least five working days. Interested, qualified candidates working under this agreement shall be given preference for any such opening.

1. Employees transferred because of decreased enrollment or program curtailment shall have the right to return to their original schools in the reverse order in which they transferred out, upon recall for openings. Such employees shall have priority in filling posted vacancies in their own schools.

2. It is recognized that an emergency transfer in case of illness, injury, or other emergency may be made by the Superintendent.

3. Employees must apply for any staff vacancies online on the district's website.

ARTICLE XVII - ECONOMIC LAY-OFFS

In the event of lay-offs due to economic conditions, the affected employee(s) shall be given a thirty (30) calendar day notice, the following process will be followed:

1. Whenever a position is eliminated or has the hours of work reduced, the affected employee in said position shall have the right to displace the least senior employee in the same classification with the same hours or less as long as the employee has the skills and the ability to perform the work.

2. The employee shall be notified of the position elimination or reduction by the Board or its agent through written notice sent to the employee's last address of record. A copy shall be sent to the Federation president. The notice should include the title of the position to be eliminated or reduced and the effective date. Employees are responsible for advising the Board of any change in address.

3. The employee affected by the elimination or reduction will have seven calendar days from mailing of the written notice to communicate in writing to the Board her desire to displace another employee. Copies shall be sent to the Federation president.

4. An employee will remain on a recall list for a period of one calendar year from her layoff. Recall shall be made via certified mail and shall be mailed to last address of record.

5. Recall will be by reverse seniority within the classification to positions which the employee has the skills and ability to perform the work. Employees shall be responsible for notifying the Board of any change in address. The employee shall have seven calendar days from mailing of the recall offer in which to accept the recall.

6. An employee will have one opportunity for recall. Failure to respond in writing within seven days, or rejection of any offer, will cause the employee to forfeit her recall right.

7. No new person may be employed within a classification until all eligible employees on lay-off have been offered the position.

ARTICLE XVIII - GRIEVANCE PROCEDURE

1. Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems, which may from time-to-time arise affecting the welfare

or working conditions of members of this unit. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate.

2. Definitions

a) As used in this agreement, the word "grievance" is hereby defined to mean any complaint that a specific provision of this agreement has been misapplied or misinterpreted by the Board or the Superintendent (or Superintendent's agent), or by an administrator acting in a supervisory capacity.

b) As used in this agreement, the word "grievant" is hereby defined to mean any person who files a grievance.

3. Time Limits

a) Since it is important that grievances or disputes be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing. "Days" as used in this Article will mean days when the school district is open for work.

b) Any grievance not presented for disposition within 20 days of the occurrence of the conditions giving rise thereto shall not thereafter be considered a grievance.

c) Failure by the grievant at any level to appeal a grievance to the next level within the specified time limit will be deemed acceptance of the decision rendered at that level.

4. Steps of the Grievance Procedure

a) First Step - Grievant and Immediate Supervisor - Informal
The grievant will discuss the matter with her immediate supervisor or principal, directly or through the Federation representative, with the objective of resolving the matter informally.

b) Second Step - Grievant and Immediate Supervisor - Formal
If the grievant is not satisfied with the outcome of the informal procedure and she desires to proceed further, she will present the grievance in writing to her principal or immediate supervisor within 20 days of the event giving rise to the grievance. The immediate supervisor will within 10 days answer the grievance in writing.

c) Third Step - Superintendent
If the grievance has not been adjusted satisfactorily in the Second Step, and the grievant desires to proceed further, such grievance will be submitted to the

Superintendent or her designee within 10 days after receipt of the grievance by the Superintendent or her designee.

d) Fourth Step - Board of Education
If the grievance has not been adjusted satisfactorily in the Third Step within 10 days after the Third Step discussion has terminated, or if no decision has been made within that time, and the grievant desires to proceed further, the grievance will be submitted to the Board after the aforementioned 10 days, but within 20 days after the Third Step discussion. The grievance will be heard by the Board no sooner than 15 days following submission to the Board, but not later than the first Board meeting following the expiration of the 15-day period. The decision of the Board will be rendered in writing within 15 days of the hearing.

e) Fifth Step - Arbitration
If the grievance is not settled at the Fourth Step, the Federation may submit the grievance to final and binding arbitration before an arbitrator selected in accordance with the voluntary Rules of Labor Arbitration of the American Arbitration Association, provided that such submission is made within 10 days after the decision was rendered or should have been rendered at Level Four, and provided further, such grievance may be arbitrated under the American Arbitration Association's expedited rules if the parties mutually agree to do so, such agreement is not to be unreasonably withheld by either party.

The arbitrator shall hear only one grievance at a time. The arbitrator shall have no authority to add to, subtract from, or modify the terms of this agreement. The fees and expenses of arbitration shall be borne equally by the parties.

No reprisals of any kind shall be taken by either party or any member of the administration against any participants in the grievance procedure by reason of such participation.

ARTICLE XIX-PLACEMENT ON SALARY SCHEDULE

When promoted from one classification to another, the employee shall receive the salary for the new classification, as provided in Appendix A attached.

ARTICLE XX-SENIORITY

Seniority shall be calculated and defined on two separate bases for application within the body of this agreement.

1. Classification seniority is defined as the employee's total length of continuous service in a job classification covered by this agreement. This clause will be used to determine seniority in the event of economic layoffs.

2. Seniority for eligibility of benefits is defined as the employee's total length of continuous

service with the Board. Specific credit for service, if applicable (part-time to full-time), shall be calculated by converting part-time yearly hours into full-time equivalence. This clause will be used to determine longevity, vacation benefits, etc.

ARTICLE XXI - SALARIES

1. All employees shall be paid in accordance with the Board's payroll schedule.

2. a) All employees are required to submit their time sheets in a timely fashion.

   b) Employees shall be paid bi-weekly, via direct deposit, in accordance with the standard pay periods. Confirmation of payment shall be sent by e-mail.

   c) The designation of personal and sick days on time sheets is binding, and cannot be changed after the fact, later than the next payroll period.

3. During their probationary period, new hires will earn 3% less than indicated on the Salary Schedule.

4. The 52-week salaries listed in Appendix A will be adjusted on a prorated basis in accordance with the employee's actual work schedule.

5. Longevity payments will be paid to eligible employees in the first pay period in the month following their anniversary date and shall be taxed separately from their regular pay. Longevity payments will not be paid on a prorated basis to employees who terminate employment prior to their anniversary date.

10 years of service, but less than 15 years of service	$ 700
15 years of service, but less than 20 years of service	$ 900
20 years of service or more	$1,100

6. General wage increase:

7/1/2019-	the Salary Schedule shall be increased by 2.25%
7/1/2020-	the Salary Schedule shall be increased by 2.25%
7/1/2021-	the Salary Schedule shall be increased by 2.25%
7/1/2022-	the Salary Schedule shall be increased by 2.25%

7. There are some employees that are compensated at a rate that is higher than the rates contained in Appendix A of the Collective Bargaining Agreement. Those employees shall receive the annual negotiated increases in salary applied to their existing rates. Whenever such employee vacates her position, the new employee hired into that position shall receive the rate as indicated in the contract. There is no implication that an employee at the base rate will move up to the higher rate. The Payroll Department has full records as to the actual pay rate of each employee.

ARTICLE XXII - DUES DEDUCTION

The Board shall honor members' individually authorized deductions forms and shall make such deductions in the amounts certified by the union for union dues, or fees.

ARTICLE XXIII - DURATION

This contract will be in force from July 1, 2019 to until June 30, 2023, or until a new contract is signed.

ARTICLE XXIV - SAVINGS CLAUSE

If any provision of this agreement is, or at any time shall be found contrary to law, then the provision shall not be applicable except to the extent permitted by law. The Board and the Federation shall jointly consider the effect of such a finding and determine what, if any, future action may be required. During this period, all other provisions shall continue in effect.

Newtown Board of Education

By:_____
Keith Alexander, Chairperson

_____
Date

Newtown Federation of Educational Personnel, Local #3785

By:_____
Carlen Gaines, President

_____
Date

APPENDIX A

STARTING SALARIES FOR NEW EMPLOYEES HIRED WITHIN THIS CONTRACT

52-WEEK POSITIONS (1,820 HOURS)

Classification	2019-20	2020-21	2021-22	2022-23
Clerk	22.46	22.97	23.49	24.02
Secretary	24.02	24.56	25.11	25.67
Executive Secretary	26.32	26.91	27.52	28.14
Central Office Secretary	25.29	25.86	26.44	27.03
Central Office Executive Secretary	27.61	28.23	28.87	29.52
Bookkeeper	24.53	25.08	25.64	26.22
Central Office Bookkeeper	24.82	25.38	25.95	26.53
Library Media Associate I	28.38	29.02	29.67	30.34
Library Media Associate 11	25.20	25.77	26.35	26.94
Technology:				
Network Specialist	35.74	36.54	37.36	38.20
Support Specialist	31.01	31.71	32.42	33.15
Support Technician	25.62	26.20	26.79	27.39
District Database Administrator	35.74	36.54	37.36	38.20
Database Specialist	31.01	31.71	32.42	33.15
Database Support Technician	25.62	26.20	26.79	27.39
Coordinators:				
Central Office Projects	27.81	28.44	29.08	29.73
Technology	27.81	28.44	29.08	29.73
NHS Data Base Coordinator	27.81	28.44	29.08	29.73
Accounting/Accounts Payable	27.81	28.44	29.08	29.73
Special Education Project & Reports Coordinator	27.81	28.44	29.08	29.73
Lead Payroll	31.12	31.82	32.54	33.27
Career (High School)	28.38	29.02	29.67	30.34
Accounting Accounts Payable	27.80	28.43	29.07	29.72
Accounting Benefits	29.00	29.65	30.32	31.00
Business Office Coordinator	29.00	29.65	30.32	31.00

New hires, during their probationary period, will earn 3% less than indicated on this schedule.

APPENDIX B

Anthem

Lumenos HSA Plan Summary

The Lumenos® HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

Your Lumenos HSA Plan

First – Use your HSA to pay for covered services:

Health Savings Account

With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your annual deductible responsibility. Unused dollars can be saved or invested and accumulate through retirement.

Contributions to Your HSA

For 2019, contributions can be made to your HSA up to the following:
$3,500 individual coverage
$7,000 family coverage

Note: These limits apply to all combined contributions from any source including HSA dollars from incentives.

Earn More Money for Your Account

What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.

To receive funds earned through the Healthy Rewards program, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Earn Rewards

If you do this:	You can earn:
• Future Moms for participation and completion	Up to $200
• Online Wellness Toolkit participation	Up to $150
• ConditionCare participation and completion.	Up to $300

Some eligibility requirements apply. See page 2 for program descriptions.

Plus – To help you stay healthy, use:

Preventive Care

100% coverage for nationally recommended services. Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits.

Preventive Care

No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.

Then –

Your Bridge Responsibility

The Bridge is an amount you pay out of your pocket until you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal $0.

HSA dollars spent on covered services plus your Bridge responsibility add up to your annual deductible responsibility.

Health Account + Bridge = Deductible

Bridge

Your Bridge responsibility will vary.

Annual Deductible Responsibility
In Network and Out of Network Providers
$2,000 individual coverage
$4,000 family coverage

If Needed –

Traditional Health Coverage

Your Traditional Health Coverage begins after you have met your Bridge responsibility.

Traditional Health Coverage
After your bridge, the plan pays:
100% for in-network providers 80% for out-of-network providers

Additional Protection

For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost for covered services for the remainder of the plan year.

Annual Out-of-Pocket Maximum

In-Network Providers	Out-of-Network Providers
$ 3,000 individual coverage	$ 5,000 individual coverage
$ 6,000 family coverage	$10,000 family coverage

Your annual out-of-pocket maximum consists of funds you spend from your HSA, your Bridge responsibility and your coinsurance amounts.

If you have questions, please call toll-free 1-888-224-4896.

Newtown
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Anthem.

Lumenos HSA Plan Summary

Healthy Rewards Program

Your employer will provide you with additional health care dollars in your HSA for the following:

Future Moms: Individualized obstetric support for expectant high-risk and non-high-risk mothers. Members can earn up to a $200 Future Mom's incentive. This includes three milestones: $100 initial enrollment, $50 interim, and $50 postpartum; timing and rules apply.
Online Wellness Toolkit: Each adult family member can earn up to $150 each year. Members earn a $50 incentive at each 100, 200 and 300 point milestone. Your employees can quickly achieve their first milestone of 100 points by completing the Well-Being Assessment and setting up their Well-Being Plan.
Enroll in ConditionCare: (incentive $100) **Disease** management for prevalent, high-cost conditions (asthma, diabetes, chronic obstructive pulmonary disease, coronary artery disease and heart failure). Each family member can get one incentive per year. In the first year and later years, members must stay qualified to enroll and earn incentives. Members who have more than one health problem will enroll in one combined program — not separate ones for each condition.
Graduate from ConditionCare: (Incentive $200) There's no limit to the number of family members that can graduate and earn the incentive. Each family member can earn one credit per year. In the first year and later years, members must stay qualified to enroll, graduate and earn incentives. Members who have more than one health problem will graduate from one combined program — not separate ones for each condition.

To receive funds earned through Healthy Rewards, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100%, are not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18; including preventive vision exams.

Screening Tests for vision, hearing, and lead exposure. Also includes pelvic exam, Pap test and contraceptive management for females who are age 18, or have been sexually active.

Immunizations:
Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer
H. Influenza type b
Polio
Measles, Mumps, Rubella (MMR)

Adult Preventive Care

Office Visits after age 18; including preventive vision exams.

Screening Tests for vision, hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:
Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-4896.

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Summary of Covered Services (Continued)

Medical Care
Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- Physical, speech and occupational therapy and chiropractic services limited to a combined total of 50 visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum for in- and out-of-network services.

* For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy*)

Retail (30 day supply)	Mail Order (90 day supply)
$10 Tier 1 copayment	$ 10 Tier 1 copayment
$30 Tier 2 copayment	$ 60 Tier 2 copayment
$50 Tier 3 copayment	$100 Tier 3 copayment

* For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

If you have questions, please call toll-free 1-888-224-4896.

Newtown
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Anthem.

Lumenos HSA Plan Summary

This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.

Anthem.

In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc. Independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. ® LUMENOS is a registered trademark.

If you have questions, please call toll-free 1-888-224-4896.

Newtown
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MEMORANDUM OF UNDERSTANDING

It is agreed between the Newtown Board of Education ("Board") and the Newtown Federation of Educational Personnel, Local 3785, AFT-CT, AFT, AFL-CIO ("Federation") that certain provisions need to be made and specified for persons hired into the Federation for the following described positions, or for persons already in the Federation who transfer into those positions. As these are bargaining unit positions, candidates that are awarded these positions shall receive all benefits contained in the collective bargaining agreement. However, as noted below, outside candidates awarded these positions shall not be entitled to protection of Article XVII Economic Lay-Offs.

The positions in question are those that have been created under the SERV (School Emergency Response to Violence) grant provided by the U.S. Department of Education. At this time there are two positions that are part of the Federation: a .6 Financial Assistant/Central Office Bookkeeper and a 1.0 Central Office Secretary, supporting the Grant Project Recovery Director and the Project Communication Coordinator.

Since the positions set out to be in the Federation are funded by the grant, at this time it is unknown how long these positions will continue. Should any one of the positions be eliminated at the end of the grant funding, the person in the position's employment with the Board shall be terminated. Being that these are grant funded temporary positions, upon termination, the individual shall not have any rights under Article XVII Economic Lay-Offs of the collective bargaining agreement. If any of the positions are awarded to bargaining unit members, the following shall occur upon the end of the grant period and the elimination of the positions:

a) If the individual whose position is ending has more seniority than the person who took their previous job, he/she may bump that person and return to the previous position. The employee bumped may proceed under the terms of the contract.

b) Alternatively, the individual whose position is ending may bump the person within the Federation with the lowest seniority, in the same or lesser category of job (based on rate of pay), provided the person bumping is qualified. The employee bumped may proceed under the terms of the contract.

Signed this 30th day of August, 2013

FOR THE BOARD

FOR THE FEDERATION

MEMORANDUM OF AGREEMENT

The Newtown Board of Education (the "Board") and the Newtown Federation of Educational Personnel, Local 3785, AFT-CT, AFT, AFL-CIO (the "Federation") agree as follows:

The Board and the Federation shall form a committee of four (4) members as determined by each party, for the purpose of updating Job Classifications and Job Descriptions to accurately describe the current duties and responsibilities of the positions. Such committee shall have their initial meeting on or before September 30, 2019. The committee shall complete their work on or before June 30, 2020.

NEWTOWN BOARD OF EDUCATION	NEWTOWN FEDERATION OF EDUCATIONAL PERSONNEL, AFT-CT, AFT, AFL-CIO
By:_____	By:_____
Date:_____	Date:_____

MEMORANDUM OF AGREEMENT

The Newtown Board of Education (the "Board") and the Newtown Federation of Educational Personnel, Local 3785, AFT-CT, AFT, AFL-CIO (the "Federation") agree as follows, notwithstanding any provision of the parties' 2019-23 collective bargaining agreement to the contrary:

1. Cheryl Arendt and Margaret Rocca will be grandfathered in their 50-week positions.

2. Cheryl Arendt and Margaret Rocca will not work during the weeks of Spring Break and the week between Christmas and New Year holidays.

3. Upon separation from employment by the Board for Cheryl Arendt and Margaret Rocca, respectively, the positions held by each of them shall become 52-week positions.

NEWTOWN BOARD OF EDUCATION

By:_____

Date:_____

NEWTOWN FEDERATION OF EDUCATIONAL PERSONNEL, AFT-CT, AFT, AFL-CIO

By:_____

Date:_____

Students

Student Health Services

The Board of Education recognizes its legal and moral responsibility to provide school health services which will promote, protect, and maintain the health of the students. Such school health services should therefore be an integral part of the total school program, and should assist each student to attain and maintain his/her optimum state of health so that he/she may benefit to the maximum degree from his/her educational experiences. To that end, the Board also employs the professional services of a School Medical Advisor and appropriate professional support services. The Superintendent or appointee shall manage these health services. Health services shall be directed toward detection, prevention, on-going monitoring of health problems and to provide emergency interventions.

Parents, however, have the primary and ultimate responsibility for the health of the student. The school health services program is founded on this premise, recognizing that the educational system has an obligation to assist parents, without fulfilling the responsibility for them, and to assist students to develop competence in dealing with health problems they will face during their school years and in the future.

The administration shall observe the requirements of State Law, as well as state and local health department regulations, and shall take such action as may be necessary for safeguarding the health of students and teachers in the schools. Specifically, the administration shall recommend that the Board of Education exclude from school within 30 calendar days of the first day of attendance, all newly entering and continuing students who do not present evidence of compliance with the required schedule of physical examinations unless exemption is given according to religious belief or medical advice. Students who are in violation of Board requirements for health assessments and immunizations ~~will~~ may be excluded from school after appropriate parental notice and warning through a certified correspondence protocol.

Each child shall be protected against poliomyelitis, measles, rubella, mumps, tetanus, pertussis, diphtheria, and hemophilus influenza-Type B, (Hib), hepatitis A, hepatitis B, varicella, pneumococcal disease, influenza, and meningococcal disease by vaccination or others, as required by law, before entering the ~~Wilton~~ Newtown Public Schools unless duly exempted on religious or medical grounds. A child shall receive a second immunization against measles unless duly exempted on religious or medical grounds.

(cf. 5125.11 - Health/Medical Records HIPAA)
(cf. 5142 - Student Safety)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.5 - Suicide Prevention)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6145.2 - Interscholastic/Intramural Athletics)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation

10-204a Required immunizations, as amended by PA 15-174 & PA 15-242

Students

Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-204c Immunity from liability

10-205 Appointment of school medical advisors.

10-206 Health assessments.

10-206a Free health assessments.

10-207 Duties of medical advisers, (as amended by P.A. 12-198)

10-208 Exemption from examination or treatment.

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public. (as amended by P.A. 03-211)

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

cps 6/04
cps 6/04
rev 4/09
rev 6/11
rev 5/12
rev 7/15

Students

Communicable/Infectious Diseases

The Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board will establish reasonable health requirements as prerequisites to admission or attendance including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the child presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act may apply. The parent/guardian or the school administration may made a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

~~The District will include as part of its emergency procedure plan a description of the actions to be taken by District personnel in case of pandemic flu outbreak or other catastrophe that disrupts District Operations.~~

(cf. 5111 - Admission)
(cf. 5141.3 - Health Assessments and Immunizations)
(cf. 6159 - Individualized Education Program)

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)

"Americans with Disabilities Act"

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Students

Communicable/Infectious Diseases

Legal Reference: Connecticut General Statutes (continued)

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

19a-221 Quarantine of certain persons.

19a-581-585 AIDS testing and medical information.

Policy adopted:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Recommended regulation.

Students

Communicable/Infectious Diseases

Exclusion Procedures

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

A. The nature of the disease.

B. Whether transmission may be controlled.

C. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.

D. As medical knowledge and circumstances may change rapidly, the school board administrator will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.

E. Where a student or student's parents object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

Medical Intervention

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the school population, a disease, flu, cold or childhood disease might negatively impact the infected student's health. Students with infectious diseases may be temporarily removed from school when that student is acutely ill.

Students

Communicable/Infectious Diseases (continued)

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

Confidentiality

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent.

2. Any person who secures a release of the confidential related information.

3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.

4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

> "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."
>
> A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

Students

Communicable/Infectious Diseases

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).

"Americans with Disabilities Act".

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Connecticut General Statutes

1015b Access of parent or guardian to student's records.

1019 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

1066b Regional educational service centers. Operation and management. Board.

1076(d)(15) Duties and powers of boards of education to provide special education programs and services.

10154a Professional communications between teacher or nurse and student.

10207 Duties of medical advisors.

10209 Records not to be public.

10210 Notice of disease to be given parent or guardian.

19a221 Quarantine of certain persons.

19a581585 AIDS testing and medical information.

Regulation approved:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

5141.22
Form

_____ PUBLIC SCHOOLS
HEALTH SERVICES

AUTHORIZATION FORM FOR RELEASE OF HIV RELATED INFORMATION

I hereby authorize the _____ Public Schools, acting through the Superintendent and the School Medical Advisor, to release confidential HIV related information, as defined in P.A. 89-246, concerning _____ for the purpose of protecting the student's health and safety, as well as that of other students and staff, to the following personnel:

_____1. School Nurse

_____2. School Principal

_____3. Student's Teacher(s)
List: A.
B.
C.

_____4. Paraprofessional(s)
List: A.
B.
C.

_____5. Director of Student Personnel Services

_____6. Other(s)
List: A.
B.
C.

This authorization shall be valid for

_____A. The student's stay at _____ School.

_____B. The current school year.

_____C. Other _____
(specify period)

I provide this authorization based on my responsibility to consent for the health care of _____, and I understand that such information shall be held confidential by the persons authorized here to receive such information, except otherwise provided by law.

_____
(Relationship to student)

5141.22
Appendix

_____ PUBLIC SCHOOLS
COMMON COMMUNICABLE DISEASES

DISEASE	EXCLUSION FROM SCHOOL POLICY
Chicken pox	6 days or until lesions are crusted
Conjunctivitis	Has received appropriate therapy for 24 hours and has permission from the physician to return to school
Elevated Temperature (100 degrees or over)	A full 24 hours after the child is afebrile (99.9 degrees or lower)
German Measles (Rubella)	7 days after onset of rash
Impetigo	Has received appropriate medically prescribed therapy for 24 hrs. and has permission from the physician to return to school
Hepatitis	Has physician's permission to return to school
Infectious Mononucleosis	No set time – only while illness lasts, has permission from physician to return to school
Measles	5 days after appearance of rash
Meningitis	No set time – only while illness lasts, has permission from physician to return to school
Mumps	Until swelling has subsided or not less than 9 days after onset of parotid swelling
Pediculosis	Until hair is clear – no appearance of live nits and has used prescribed shampoo or over-the-counter treatment, especially for the treatment of head lice
Ringworm of Scalp	None, if under proper treatment
Scabies	Has received appropriate medically prescribed treatment for 24 hrs. and has permission from physician to return to school
Streptococcal Infection	Has received appropriate therapy for 24 hours and has permission from physician to return to school
Fifth Disease	Excluding children from school is not recommended as a public health measure

Children excluded from school with any of the above health problems must be evaluated by the school nurse before returning to the classroom.

cps 9/03

Students/Personnel

Psychotropic Drug Use

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. For purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child use psychotropic drugs.

Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders and includes, but is not limited to stimulant medications and anti-depressants.

~~However, school health or mental health personnel, including school nurses or nurse practitioners, the District's Medical Advisor, school psychologists, school social workers, and school counselors *(note: The Board may also include other school personnel it has identified as the person responsible for communication with a parent or guardian about a child's need for medical evaluation*, *such as the district's director of special services/special education.)* may recommend that a student be evaluated by an appropriate medical practitioner.~~

The District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities or suspected disabilities provided in state and federal statutes that govern special education.

~~or~~

~~Communications between and among school health, mental health personnel and other school personnel pertaining to a child in possible need of a recommendation for a medical evaluation shall be accomplished through the District's established child study teams and/or the planning and placement team and its procedures, in conformity with state and federal special education statutes.~~

~~or~~

Procedures shall be established by the Superintendent of Schools or his/her designee (or Director of Special Education) delineating the manner in which school personnel and school health and mental health personnel shall communicate with each other regarding children who may need to be recommended for a medical evaluation. Such procedures shall also include how school health and mental health personnel should communicate the need for a medical evaluation to the child's parents/guardians. Such procedures shall be consistent with all mandatory and existing procedures and due process safeguards governing assessment and diagnosis.

Students/Personnel

Psychotropic Drug Use (continued)

Further, upon the consent of the student's parents or guardian, obtained, in writing, through the Planning and Placement Team process, school personnel may consult with the medical practitioner regarding such use.

In addition, the Planning and Placement Team (PPT) may recommend a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine either a child's eligibility for special education and related services, or educational needs for an individualized education program (IEP).

~~or~~

~~Nothing in this policy shall be construed to prohibit a Planning and Placement Team (PPT) from discussing with parents and/or guardians of a child the appropriateness of consultation with, or evaluation by, medical practitioners with the consent of the parents and/or guardians of a child.~~

The Board recognizes that the refusal of a parent or other person having control of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for the Department of Children and Families (DCF) to take such child into custody or for any court of competent jurisdiction to order that such child be taken into custody by the Department, unless such refusal causes such child to be neglected or abused, as defined in C.G.S. 46b-120.

~~The Superintendent of Schools or his/her designee shall promulgate this policy to district staff and parents/guardians of students annually and upon the registration of new students.~~

(cf. 5141.4 - Reporting of Child Abuse and Neglect

Legal Reference: Connecticut General Statutes
10-212b Policies prohibiting the recommendation of psychotropic drugs by school personnel. (as amended by PA 03-211)
46b-120. Definitions
1076a Definitions. (as amended by PA 00-48)
1076b State supervision of special education programs and services.
1076d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)
1076h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)
State Board of Education Regulations.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

Policy adopted:

Students

Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS

The District shall strive to protect the safety and health of children and youth in its care, as well as their families, District employees, and the general public. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immune deficiency syndrome (AIDS) poses no significant risk to others in school, day care, or school athletic settings.

~~Scientific studies show that the Human Immunodeficiency Virus (HIV), the virus which causes the acquired immune deficiency syndrome (AIDS) or ARC (AIDS Related Complex), is transmitted through sexual intercourse with an infected individual or through exposure to contaminated blood or needles. There is no evidence to support the notion that the HIV virus can be transmitted through ordinary school or household activities, e.g. coughing, sneezing, hugging, sharing of utensils or food, or shaking hands.~~

The anonymity of individuals with HIV infection or AIDS is protected by law. Moreover, individuals with HIV infection or AIDS are protected from discrimination by both federal and state laws. Neither attendance at school nor employment may be denied to an individual with HIV infection or AIDS. It is the policy of the District that no student or staff member with HIV infection or AIDS may be prohibited from attending school/employment unless there is an immediate risk of injury or harm to the individual or to others.

Because the diagnosis of HIV infection or AIDS is a confidential matter between the individual student or staff member and his or her physician, the District may be unaware of the diagnosis. Consequently, the Board of Education has adopted a policy of "universal precautions" which protects all students and staff from contact with blood and body fluids of others. These precautions are enumerated in the Bloodborne Pathogen policy.

(cf. - 4147.1/4247.1 Bloodborne Pathogens)

Legal Reference: Connecticut General Statutes
10-19b AIDS education

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services
10-154a Professional communications between teacher or nurse and student

Legal Reference (continuted):

10-207 Duties of medical advisors
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
19a-221 Quarantine of certain persons
19a-581-585 AIDS testing and medical information

Policy adopted:
cps 1/01
rev 5/03
rev 7/18

Students

Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS

The Newtown Board of Education adopts the following proticols for educating students known to have AIDS/HIV infection and for ensuring a safe and healthy school environment for all students.

1. A child with AIDS/HIV will be allowed to attend school in a(regular) classroom setting with the approval of the child's physician and will be considered eligible for all rights, privileges, and services provided by law and local Board of Education policy.

2. With the written permission of the parent/guardian, the school nurse will function as (a) the liaison with the child's physician and the school medical advisor, (b) the child's advocate in the school, and (c) the coordinator of services provided by other staff.

3. The school will respect the right to privacy of the child and maintain strict confidentiality of any records containing health information. Therefore knowledge that a child has AIDS/HIV will be confined to those persons authorized in writing by the parent/guardian and with a direct need to know. Those persons will be provided with appropriate information concerning the
4. child's needs and confidentiality requirements.

5. Based upon individual circumstances, special programming may be warranted. Special education will be provided if determined to be necessary by the PPT (planning and placement team).

6. Under certain circumstances a child with AIDS/HIV might pose a risk of transmission to others. If any such circumstances exist, the school medical advisor, in consultation with the school nurse and the child's physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student shall be educated in a location that will not place others at risk.

    a) A child with AIDS/HIV may be temporarily removed from the classroom until either an appropriate school program adjustment can be made, an appropriate alternative education program can be established, or the

medical advisor determines that the risk has abated and the child can return to the classroom.

b) Removal from the classroom will not be construed as the only response to reduce risk of transmission. The school district will be flexible in its response and attempt to use the least restrictive means to accommodate the child's needs.

R5141.24(b)

c) In any case of temporary removal of the student from the school setting, State regulations and local Board of Education policy regarding homebound instruction must apply.

d) The removal of a child with AIDS/HIV from normal school attendance will be reviewed by the school medical advisor and school nurse in consultation with the student's physician and guardian/guardian periodically to determine whether the condition precipitating the removal has changed.

7. A child with AIDS/HIV, as with any other immuno-deficient child, may need to be removed from the classroom for his/her protection when cases of measles or chicken pox are occurring in the school population. This decision will be made by the child's physician and parent/guardian in consultation with the school nurse and/or the school medical advisor.

8. Routine and standard procedures will be used to clean up after any child has an accident or injury at school. Universal precautions will be followed. All staff will be trained to use such procedures. Blood or other body fluids emanating from any child, including ones known to have a chronic infectious disease, should be treated cautiously. Gloves should be worn when cleaning up blood spills. These spills should be disinfected with either bleach or another disinfectant, and persons coming in contact with them should wash their hands afterwards. Blood soaked items should be placed in leak proof bags for washing or further disposition. Similar procedures are recommended for dealing with vomit sand fecal or urinary incontinence in any child. Hand washing after contact with a school child is not routinely recommended unless physical contact has been made with the child's blood or body fluids, including saliva. Staff who have had significant exposure to body fluids or blood shall be offered Hepatitis B vaccinations according to OSHA regulations.

9. Ongoing education about AIDS will be provided to all interested persons with the help offered by State and local health departments.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

The Board of Education (Board) believes that all students, through necessary accommodations, modifications or substitutions shall have the opportunity to participate fully in all school programs and activities. The Board is committed to making the necessary accommodations where required, based upon a written statement from a licensed health care professional, for all disabled students with special dietary needs.

~~OR~~

~~Schools participating in the United States Department of Agriculture (USDA) school nutrition programs are required to provide special diet modifications to students whose disability restricts their diet, and may choose to provide this service for other students with special diet modifications who are not considered to have disabilities under the law. This requirement is based upon federal law, regulations and USDA Policy Memorandums.~~

~~OR~~

~~The District will provide meal substitutions or modifications for children who are considered disabled under Section 504 of the "Rehabilitation Act of 1973 or the Individuals with Disabilities Act (IDEA) when the need is certified in writing by a licensed health care professional. (One permitted to write prescriptions). The school nurse, food service personnel and parent/guardian should communicate closely to implement meal plans.~~

~~OR~~

~~Students who require modified school lunch menus due to a disability, as defined by the Rehabilitation Act of 1973, or life threatening food allergies, are eligible for special accommodations. USDA regulations require a written statement from a licensed health care professional that includes:~~

- ~~The child's disability~~
- ~~An explanation of why the disability restricts the child's diet~~
- ~~The major life activity that is affected by the disability~~
- ~~The food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted~~

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

The Board recognizes the United States Department of Agriculture's Policy Memorandum, SP 59-2016, "Modifications to Accommodate Disabilities in the School Meal Programs," as well as the regulations governing the National School Lunch and Breakfast Program, require substitution or modifications in meals for children considered disabled under Section 504 or IDEA, whose disabilities restrict their diet, when the need is certified in writing by a licensed health care professional.

If special diet modifications are part of an Individualized Education Program (IEP), the school is required to comply with those modifications. An extra charge may not be added. The Board recognized that the medical statements allow the student's meal to be claimed for reimbursement even when it does not meet current food program requirements.

The Board, through its School Nutrition Program, shall make reasonable modifications to accommodate children with disabilities. The Board will provide a modified diet/meal to students with a disability or medical condition that limits a major life activity. Modifications will be made on a case-by-case basis when supported by a written statement from a licensed health care professional who is authorized to write prescriptions under state law. The school food service shall not modify any student's meal without clear, written documentation from a recognized medical authority on the appropriate district-supplied form(s).

~~The Superintendent of Schools or his/her designee shall develop procedures for notifying parents/guardians of the process for requesting meal modifications, and arrange for an impartial hearing process to resolve grievances related to requests for modifications based on a disability.~~

The Board is not required to make food substitutions for children with non-disabling conditions. The District may accommodate students without disabilities who are medically-certified as having a special medical or dietary need on a case-by-case basis. An example is food intolerances or allergies that do not cause life-threatening reactions. The decision must be based upon a written medical statement signed by a licensed health care professional who is authorized to write prescriptions under state law.

Optimum handling of special diet modifications of school meals requires communication between school food service managers, parents, students and medical authorities.

The Board is unable to accommodate special diets based on personal preferences or religious convictions. This is addressed by the food service program offering a variety of menu options daily in the form of choices.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

(cf. 5141 - Student Health Services)
(cf. 5141.21 - Administering Medication)
(cf. 5141.23 - Students with Special Health Care Needs)
(cf. 5141.25 - Food Allergy Management)
(cf. 5141.3 - Health Assessments)
(cf. 5145.4 - Nondiscrimination)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-212a Administrations of medications in schools.

10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198.

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)

Federal Legislation

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.

The Family Education Rights and Privacy Act of 1974 (FERPA)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

USDA Guidance SP59-2016- Modifications to Accommodate Disabilities in the School Meal Programs

USDA regulations at CFR 15b-Nondiscrimination on the Basis of handicap in Programs and Activities Receiving Federal Financial Assistance

Policy adopted: NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

The Newtown Board of Education (Board) shall implement the following guidelines with the goal of meeting the needs of students' with dietary disabilities. The United States Department of Agriculture's policy memorandum, SP 59-2016 published in September 2016 may be used for further clarification.

1. The Board believes that all students, through necessary modifications, accommodations, or substitutions shall have the opportunity to participate fully in all school programs and activities.

2. The District, in compliance with USDA Child Nutrition Division guidelines, will provide modifications, accommodations or substitute meals to students with disabilities based on the signed written statement/form from a licensed health care professional. This includes providing special meals, at no extra charge, to children with a disability when the disability restricts the child's diet.

3. The passage of the ADA Amendments Act indicates that most physical and mental impairments constitute a disability. Such impairment need not be life threatening. It is enough that it limit a major life activity. For example, digestion is an example of a bodily function that is a major life activity.

4. Determining whether a physical or mental impairment constitutes a disability must be determined on a case-by-case basis. The determination must be made without regard for whether mitigating measures may reduce the impact of the impairment.

5. Children with a disability may include the following situations. However, determination of a disability under 504 or IDEA is not the same as a physician's diagnosis of a severe medical condition that may require accommodation or modification.

    a. Children who may be handicapped for purposes of Section 504 of the Rehabilitation Act of 1973 because of their special dietary needs;
    b. Children eligible for special education under the Individuals with Disabilities Education Act (IDEA) who have special dietary needs; or
    c. Children with other special dietary needs.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

6. The school must have a written statement/form from a licensed health care professional, in order to provide any accommodations, modifications or substitutions. The use of Form #1, "Medical Statement for Children with Disabilities or Form #2, Medical Statement for Children without Disabilities" is to be used which provide the necessary information including:

    a. The nature of the student's disability
    b. The reasons why the disability prevents the student from eating the regular meal
    c. Foods to be omitted from the student's diet
    d. The specific diet prescription
    e. The substitutions needed

7. The completed form, signed by the parent/guardian and the recognized medical authority, diet order or prescription should be maintained in the school health file maintained by the school nurse.

8. The Connecticut State Department of Public Health defines a recognized medical authority authorized to sign these forms as a physician, physician assistant, doctor of osteopathy or advanced practice registered nurse (APRN). APRNs include nurse practitioners, clinical nurse specialists and certified nurse anesthetists who are licensed as APRNs.

9. While the completed form containing the diet order or prescription is maintained in the health file subject to FERPA, school food service staff that have a need to know may have access to the diet order information.

10. If special diet modifications are part of a student's IEP, the school is required to comply with those modifications at no additional charge to the families. The medical statement allows the student's meal to be claimed for reimbursement even when it does not meet food program requirements.

11. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with a disability. Students with special diet modifications should be allowed the maximum freedom possible within the constraints of their diet to choose from food available.

12. Some disabilities may require modifications to the food service provided at meal time.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

13. ~~A food allergy if certified as life threatening is considered a disability. Every effort must be made to assure that the food provided to these students does not contain any products causing the allergy or any product derived from it.~~

13. Meal service must maintain compliance with USDA Child Nutrition Division guidelines while accommodating each individual's request.

14. The school food authority may consider expense and efficiency in choosing an appropriate approach to accommodate a child's disability. The school food authority is not required to provide the specific substitution or other modification requested, but must offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program.

into all decisions.

15. When considering what is appropriate, the age and maturity of the child should factor

16. Meal modifications do not have to meet food program meal pattern requirements to be claimed for reimbursement if they are supported by a medical statement.

17. Parents/guardians must be notified of the process for requesting meal modifications to accommodate a child's disability. An impartial hearing process must be available to parents/guardians to resolve requests for modifications based on a disability.

18. The District is required to designate at least one person to coordinate compliance with disability requirements. The Superintendent has assigned such responsibility to the Section 504 Coordinator.

Regulation approved:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Peter M. Prowda
28 Old Mill Court
Simsbury CT 06070
(860) 716-7971
peteprowda@yahoo.com

PROPOSAL FOR NEWTOWN

I will provide to the Newtown business manager a **school-based enrollment** projection that will contain the following:

a. An analysis of district enrollment for the past 10 years and a projection until the year 2029 for grade levels K-4, 5-6, 7-8, 9-12 and PK-12;
b. an analysis for 4 elementary schools for the past 10 years and a projection until the year 2029;
c. a history of district enrollment since 1970;
d. births since 1980 with a projection to 2024;
e. a 10-year analysis of kindergarten enrollment;
f. an analysis of the kindergarten yield from the birth cohort;
g. a ten-year history of non-public enrollment of Newtown residents;
h. a history since 2008 of Newtown residents enrolled in other public schools and non-resident enrollment in Newtown schools;
i. contextual information such as projected town population 0-19, new home construction, estimated sales of existing housing, growth in the labor force, grade 9 retention (as appropriate), high school dropouts (as appropriate), and estimated migration of school-age children; and
j. an analysis of the accuracy of prior projections, if available.

The analysis will meet the Bureau of School Construction's requirements for an individual school projection of 8-years for all schools.

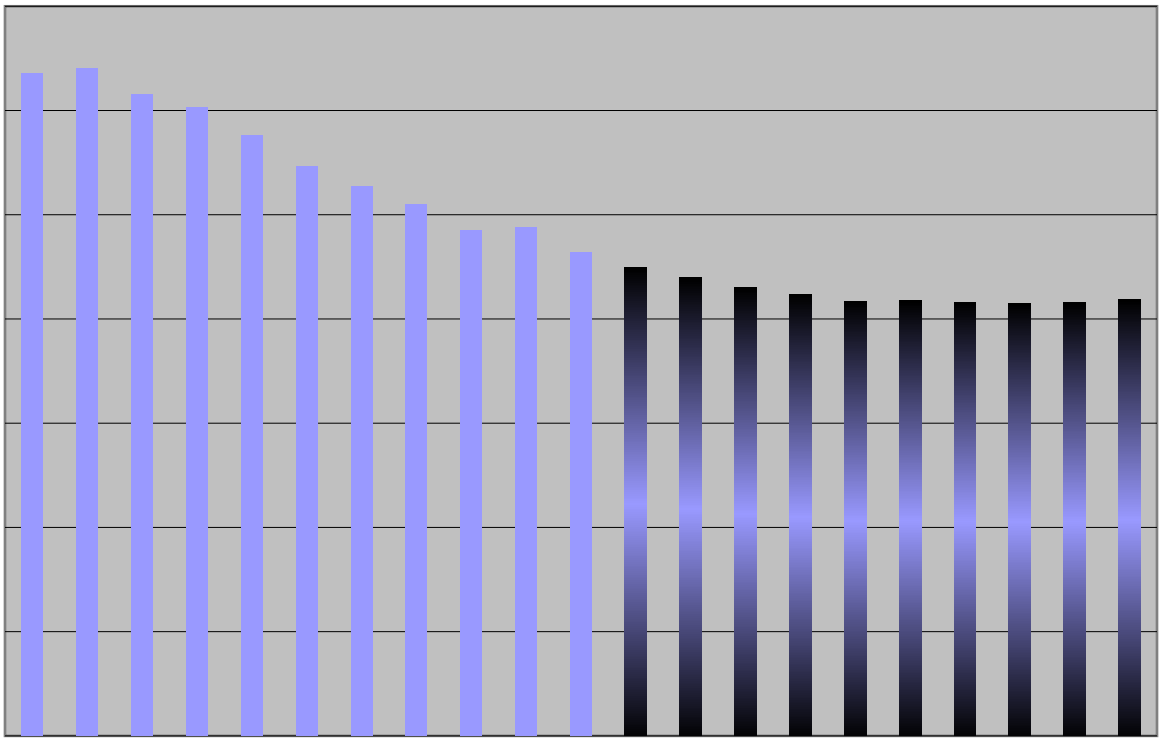
I will secure births from the State Department of Public Health by school attendance zone for 2004 to 2017.

The district will provide preliminary 2019 enrollment by grade and school.

The report will be delivered electronically. The report will be delivered at a mutually agreeable date, no sooner than 15 days after the receipt of birth and 2019 enrollment data. The proposal does not include a presentation. A PowerPoint presentation is an extra $300. My delivery of the presentation is billed at $175 per hour door-to-door from Simsbury. The cost is $2,950. This proposal is good through July 30, 2019.

Peter M. Prowda
5/16/2019

COLCHESTER PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2028



Peter M. Prowda, PhD
28 Old Mill Court
Simsbury, CT 06070
(860) 658-9919
peteprowda@yahoo.com

November 7, 2018

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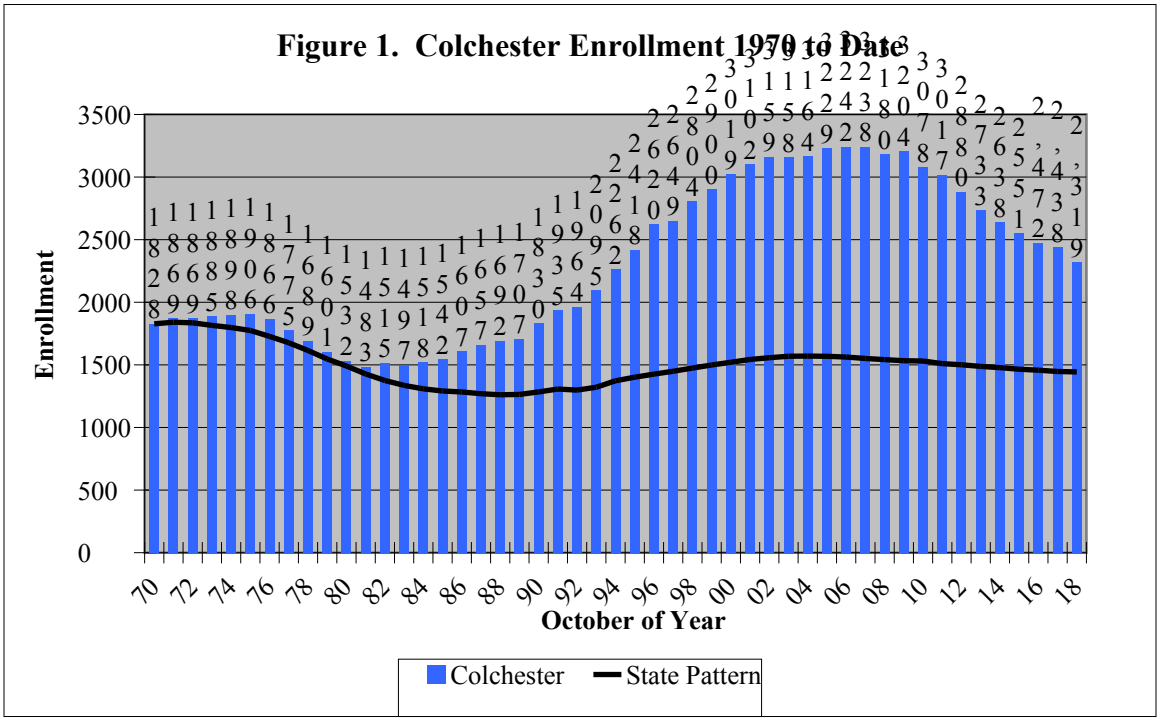
Introduction

This report presents a ten-year projection of enrollment for the Colchester Public Schools. It is based on students enrolled in Colchester schools, a PK-2, 3-5, 6-8 and 9-12 grade alignment. The report includes 49 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, employment, housing, high school dropouts, non-public enrollment, resident enrollment in other public schools, non-resident enrollment in Colchester schools and migration - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting, the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a critical and required step in planning for school facilities. The State of Connecticut requires eight-year school-based projections as a critical component of determining the size of the project for which reimbursement is eligible. This report is appropriate for that purpose for all of your schools. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

Perspective

Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Colchester from 1970 to date.



Enrollment in the Colchester Public Schools grew from 1,828 students in 1970 to 1,906 students in 1975. Between then and 1981, enrollment went on a brief decline that took it to 1,483 students. In those six years, enrollment declined by 423 students or 22.2 percent. Between 1981 and 2006 enrollment increased by 1,759 students. The 3,242 students enrolled in 2006 was the all-time peak and represented a huge 119 percent increase over the 1981 low. Enrollment then entered a second downward cycle. Between 2006 and 2018 enrollment declined by 923 students or 28.5 percent. The 2018 enrollment of 2,319 students is similar to that of 1994.

Colchester's enrollment pattern is only roughly similar to that of the state's public schools. Between its 1971 peak and 1988, Connecticut public school enrollment declined by 31.5 percent. State enrollment hit a secondary peak in 2004. It grew 24.5 percent between the 1988 low and 2004. State enrollment declined by a projected 8.1 percent between 2004 and 2018. The 1970 to 1975 growth in Colchester was steeper that the state's. The subsequent enrollment decline in Colchester was much shorter in length than the state's and less deep. Colchester's 1981 to 2006 growth period was much longer than the state's and very much greater in magnitude. Colchester's second cycle of decline has been shorter than the state's but more severe. Had Colchester followed the state pattern of enrollment, it would have had only 1,444 students enrolled in October of 2018 instead of your enrollment of 2,319.

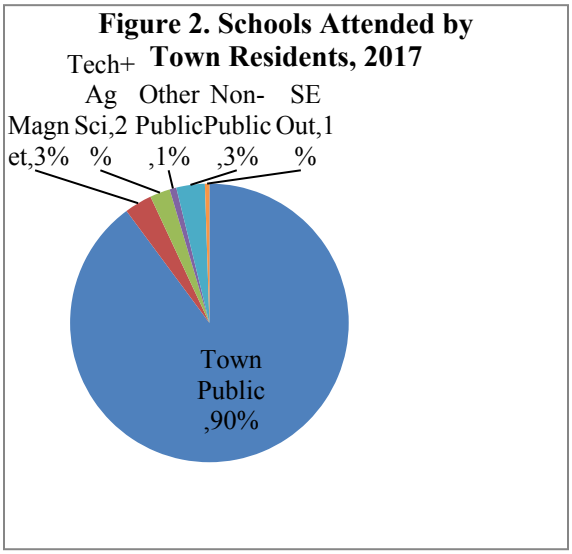
Current Enrollment

Table 1 and Figure 2 provide a picture of where Colchester residents attended school on October 1,2017, the latest data available. They show that 89.9 percent of Colchester's school-age residents attended the Colchester Public Schools in October of 2017. Eighty-nine school-age residents (3.3 percent) attended non-public schools in state at parents' expense. The number attending private schools out-of-state is not known. Additionally, the town paid for 14 students to attend a non-public special education program. Eighty-six school-age residents attended charter or magnet schools (3.2 percent). Sixty-three students attended a state technical high school or an agriculture science program (2.3 percent). Twenty-one students (0.8 percent) attended another public school, most in a special education program run by a Regional Service Center. There were 20 non-residents who attended the Colchester Public Schools in 2017. The projections in this report are based upon the 2,319 residents and non-residents who attend the Colchester Public Schools on October 1, 2018. This is equivalent to the 2,438 students reported last year under "Total Enrollment."

Table 1. 2017 Enrollment

	Number	Percent
Residents		
A. Colchester Public	2,418	89.9%
B. Magnet	86	3.2%
C. Tech+Ag Sci	63	2.3%
D. Other Public	21	0.8%
E. Non-Public	89	3.3%
F. Spec. Ed Out	14	*0.5%*
Total (A+B+C+D+E)	2,691	
G. Non-Residents	20	
Total Enrollment (A+G)	2,438	

Figure 2. Schools Attended by Town Residents, 2017



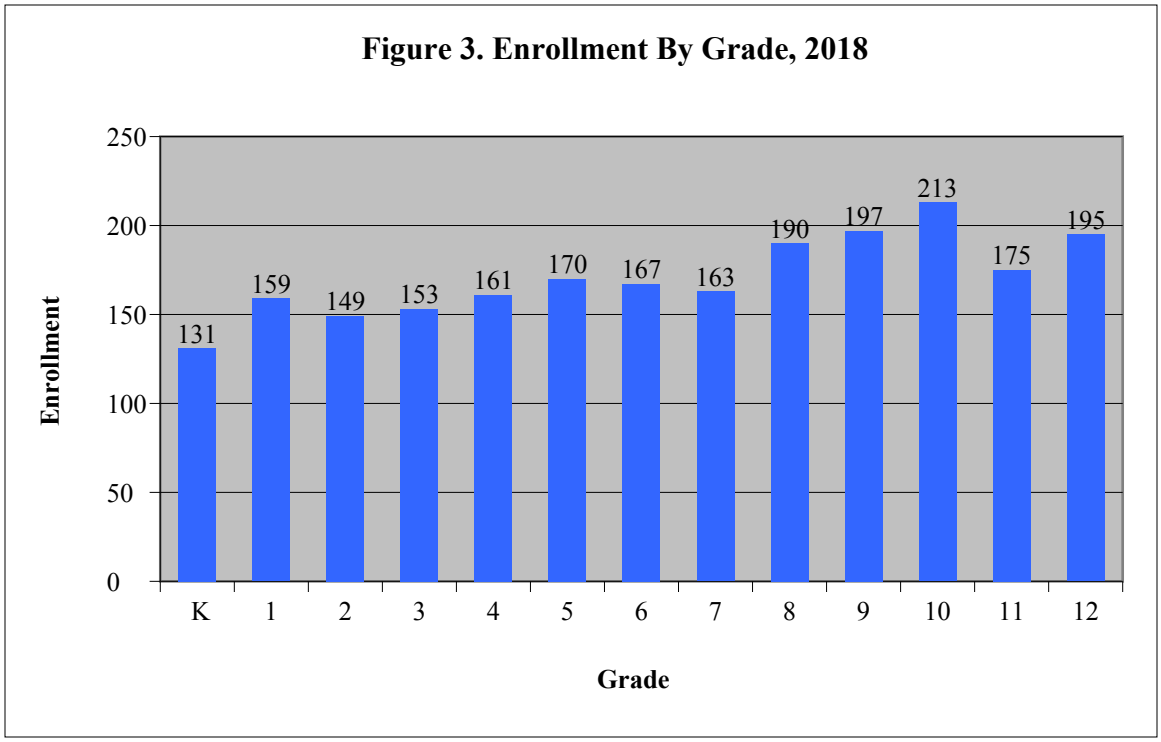


Figure 3 shows the October 1, 2018 enrollment of Colchester and Norwich students in the Colchester Public Schools. The children in pre-kindergarten programs are not shown. Grade 10 had the largest enrollment with 213 students. Grades 8, 9 and 12 had at least 190 students enrolled. Kindergarten was the smallest class with only 131 students. Grade 2 had 149 students enrolled and grade 3 had 153. This pattern usually points toward a future enrollment decline. If current conditions continue, this year's kindergarten class students will have 141 students when it enters grade 3 at the Jack Jackter School in 2021, 135 students when it enters grade 6 at the William J. Johnson Middle School in 2024 and 135 students when it enters grade 9 at Bacon Academy in 2027. All are significantly below the current enrollment in those grades. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.

Projection Method

The projections in this report were generated primarily using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendices A and B). For example, if the number of fourth graders this year is 173 and the number of third graders last year was 170, then the growth rate is 1.018. Growth rates above 1.000 indicate that students moved in, transferred from non-pubic schools or other public schools or were retained. Growth rates below 1.000 mean that students moved out, transferred to private or other public schools, dropped out, or were not promoted from the prior grade. For each grade I calculate four different averages of the year-to-year growth rates: a three-year average; a weighted three-year average; a five-year average and a weighted five-year average. I choose the average that seems to best fit the data. The average growth rate for a grade is applied to the prior year's enrollment from the prior grade. The projection builds grade by grade and year by year.

To project enrollment of students in Colchester schools, I utilized a three-year average of the annual growth rates. In grade 9, I adjusted the annual growth rates in 2016 to 2018 to reflect residents only. I then assumed 10 students from Norwich would be enrolled in grade 9 annually.

I broke kindergarten into five-year olds, six-year olds entering kindergarten for the first time and repeaters. With births returning to more normal levels, I used a three-year average of each component for all the years of the projection.

To extend the projections beyond four years, I needed to estimate births for the years 2017 to 2023. The Connecticut State Department of Public Health recorded 127 births to Colchester residents in 2015. That is the latest official count. The provisional count for 2016 is 161 births. I estimated there would be 145 births in 2017 from the number of in-state births through December and the average out-of-state births in 2015 and 2016, the latest data available. I estimated there would be 138 births in 2018 from the number of in-state births through August of 2018, expected number of in-state births from September to December based on the ratio of September to December births versus January to August births over the past five years and the average out-of-state births in 2015 and 2016. I used the Connecticut State Data Center's 2017 projections of women of child-bearing ages in 2015, 2020 and 2025 along with my estimate of the 2016 fertility rate for Colchester to estimate births in 2015, 2020 and 2025. I calculated annual growth rates for 2015 to 2020 and 2020 to 2025 and applied them to the moving two-year averages of births starting in 2017 and 2018 to estimate births through 2023. That resulted in an average of 144 births annually in the 2019 to 2023 period.

Enrollment data from 2008 to 2017 were taken from files provided by the Connecticut State Department of Education. Note that current district-level data on the Department's website may include special education students educated outside of the district and exclude students in a Detention Center. These are recent changes to the way the Department reports enrollment data. Projections require consistency. The data I have chosen for this analysis **exclude** special education students educated outside of the district and may **include** students in a Detention Center. Enrollment data can change daily until an audited final file is closed. This process can take up to two years. Thus, it is possible that the enrollment data in this report could differ slightly from data in earlier reports and that may have been reported by your Board of Education to the public. The Colchester central office provided enrollments in 2018. Births from 1980 to 2018 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.

Total Enrollment

Table 2 and Figure 4 present the observed total enrollment in Colchester schools from 2008 to 2018 and projected enrollment through 2028. Detailed grade-by-grade data may be found in Appendices A and B. Total enrollment in Colchester fell from 3,180 students in 2008 to 2,319 students in in 2018. Enrollment plummeted by 861 students or 27.1 percent between 2008 and 2018. I project that public-school enrollment statewide will have declined 6.5 percent in that period.

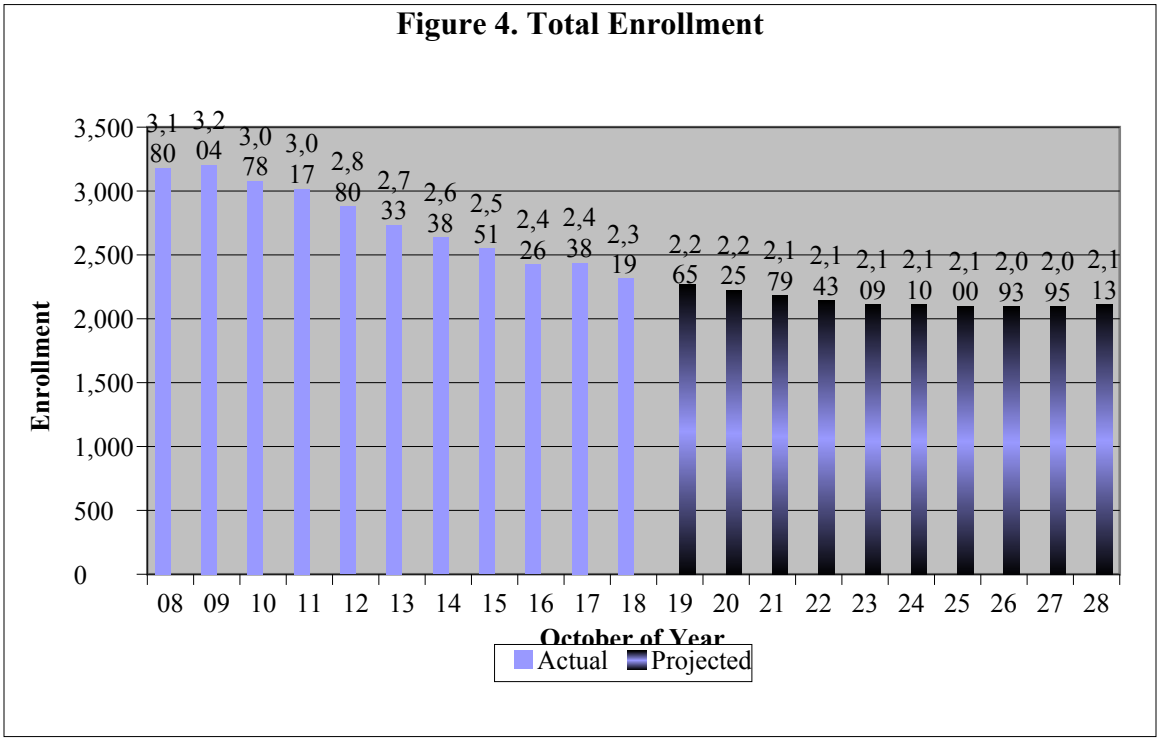
Table 2. Total Enrollment

Year	Students	Percent Change
2008	3,180	
2009	3,204	0.8%
2010	3,078	-3.9%
2011	3,017	-2.0%
2012	2,880	-4.5%
2013	2,733	-5.1%
2014	2,638	-3.5%
2015	2,551	-3.3%
2016	2,426	-4.9%
2017	2,438	0.5%
2018	2,319	-4.9%
2019	2,265	-2.3%
2020	2,225	-1.8%
2021	2,179	-2.1%
2022	2,143	-1.7%
2023	2,109	-1.6%
2024	2,110	0.0%
2025	2,100	-0.5%
2026	2,093	-0.3%
2027	2,095	0.1%
2028	2,113	0.9%

Between 2007 and 2017, the latest data available, the enrollment loss of 24.7 percent in Colchester was in the largest among similar (DRG D) towns in the area. Rocky Hill gained 3.6 percent. The losses in Cromwell (-1.4 percent), Wethersfield (-6.2 percent), East Hampton (-10.1 percent), Newington (-10.9 percent), Berlin (-15.0 percent), East Lyme (-15.3 percent), Clinton (-16.2 percent) and Old Saybrook (-21.9 percent) were all smaller than Colchester's loss.

I project that the enrollment decline will continue through 2026 and then level off. Next year, I anticipate that total enrollment will decrease by about 45 students as your senior class of 195 students' exits and a kindergarten class projected to be 140 students enters. I anticipate that enrollment will fall below 2,200 students in 2021. The last time total enrollment was below that figure was 1992. By the year 2028, enrollment could be about 2,110 students. The projected 10-year loss would be about 205 students or nine percent. In the state's public schools, I am projecting a 7.4 percent decline between 2018 and 2028. Total enrollment in Colchester could average close to 2,140 students over the ten-year projection period compared to an average total enrollment of 2,728 students over the past ten years.

Figure 4. Total Enrollment



Colchester Elementary School Enrollment

Table 3 and Figure 5 present actual enrollment at the Colchester Elementary School in 2008 to 2018 and projected enrollment to 2028. The school was constructed in 2006. Prior to that, students in grades K-3 were educated at the Jack Jackter School. In 2006, a pre-kindergarten program was added and grade 3 was kept at Jackter. Enrollment by grade may be found in Appendix A. Enrollment in grades PK-2 declined from 739 students in 2008 to 503 students in 2016 and then rebounded to 535 students in 2018. The 10-year loss of 204 students represented 27.6 percent of the enrollment in 2008. I project that public-school enrollment statewide in grades K-2 will have declined 11.3 percent in that period.

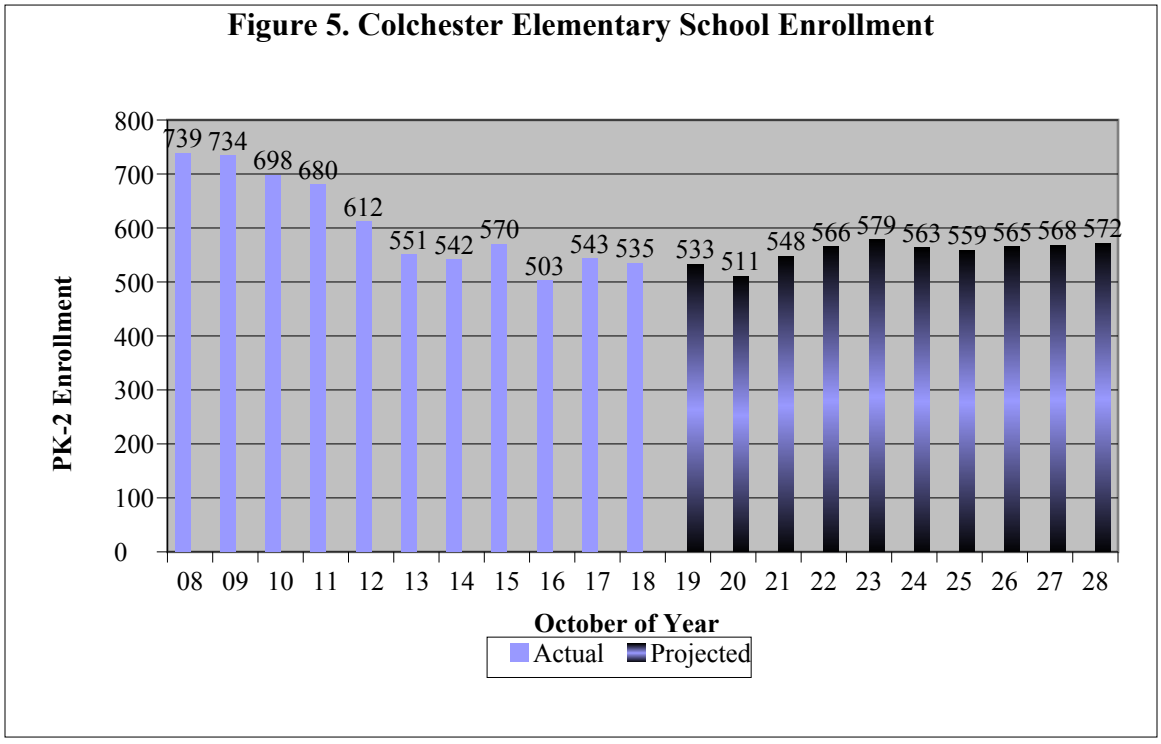
I expect that enrollment will meander downward through 2020 and then recover. Next year, I anticipate that enrollment will be about the same as this year. The low should come in 2020 at about 510 students. By 2028, I project that PK-2 enrollment at the Colchester Elementary School could be close to 570 students. This would be about 40 students more than 2018, a gain of almost seven percent. In grades K-in the state's public schools, I am projecting a 2.7 percent enrollment decline. Over the ten-year projection period, I believe enrollment in grades PK-2 will average about 560 students compared to the average of 597 students observed over the past ten years.

These figures include the children in your pre-kindergarten program. Program enrollment ranged from 53 children in 2016 to 96 children in 2018. My projection model keeps pre-kindergarten enrollment at 96 children for the next ten years.

Table 3. Colchester Elementary School Enrollment

Year	Student	Percent Change
2008	739	
2009	734	-0.7%
2010	698	-4.9%
2011	680	-2.6%
2012	612	-10.0%
2013	551	-10.0%
2014	542	-1.6%
2015	570	5.2%
2016	503	-11.8%
2017	543	8.0%
2018	535	-1.5%
2019	533	-0.4%
2020	511	-4.1%
2021	548	7.2%
2022	566	3.3%
2023	579	2.3%
2024	563	-2.8%
2025	559	-0.7%
2026	565	1.1%
2027	568	0.5%
2028	572	0.7%

Figure 5. Colchester Elementary School Enrollment



Jack Jackter School Enrollment

Prior to 2006, Jack Jackter School was the district's elementary school housing students in grades K-3. With the construction of Colchester Elementary School in 2006, the Jack Jackter School became an intermediate school and enrolled students in grades 3-5.

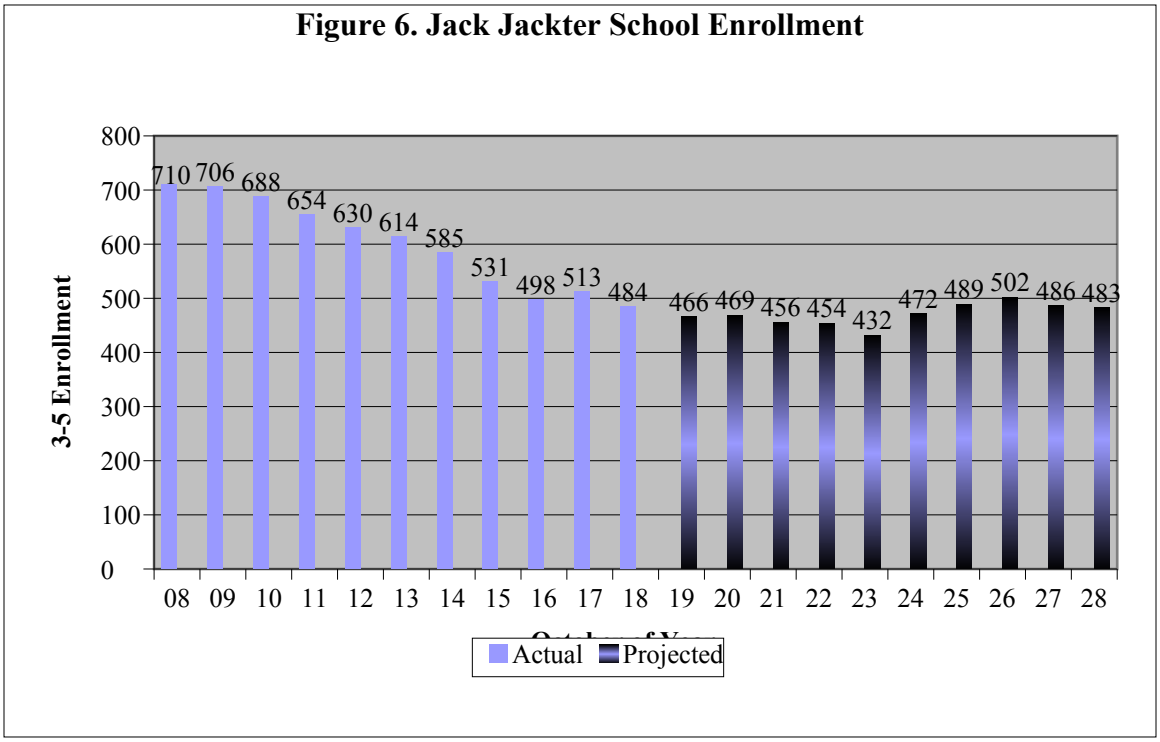
Table 4 and Figure 6 present actual enrollment at the Jack Jackter School from 2008 to 2018 and projected enrollment to 2028. Enrollment by grade may be found in Appendix A. Enrollment at the school fell irregularly from 710 students in 2008 to 484 students in 2018. Between 2008 and 2018 enrollment declined by 226 students or 31.8 percent. I project that enrollment in grades 3-5 will have declined 7.1 percent in that period in the state's public schools.

I believe that future enrollment in grades 3-5 at the Jack Jackter School will drift downward and then recover. Next year I anticipate a loss of about 20 students. I expect an enrollment low of close to 430 students in 2023. I expect enrollment could be about 480 students in 2028. Over the ten-years from 2018 to 2028, I project no net change in enrollment. Over the ten-year projection period, I believe enrollment in grades 3-5 will average about 470 students compared to the average of 590 students observed over the past ten years. In the state's public schools, I project that enrollment in grades 3-5 will decline by 9.4 percent between 2018 and 2028.

Table 4. Jack Jackter School Enrollment

Year	Student	Change
2008	710	
2009	706	-0.6%
2010	688	-2.5%
2011	654	-4.9%
2012	630	-3.7%
2013	614	-2.5%
2014	585	-4.7%
2015	531	-9.2%
2016	498	-6.2%
2017	513	3.0%
2018	484	-5.7%
2019	466	-3.7%
2020	469	0.6%
2021	456	-2.8%
2022	454	-0.4%
2023	432	-4.8%
2024	472	9.3%
2025	489	3.6%
2026	502	2.7%
2027	486	-3.2%
2028	483	-0.6%

Figure 6. Jack Jackter School Enrollment



William J. Johnson Middle School Enrollment

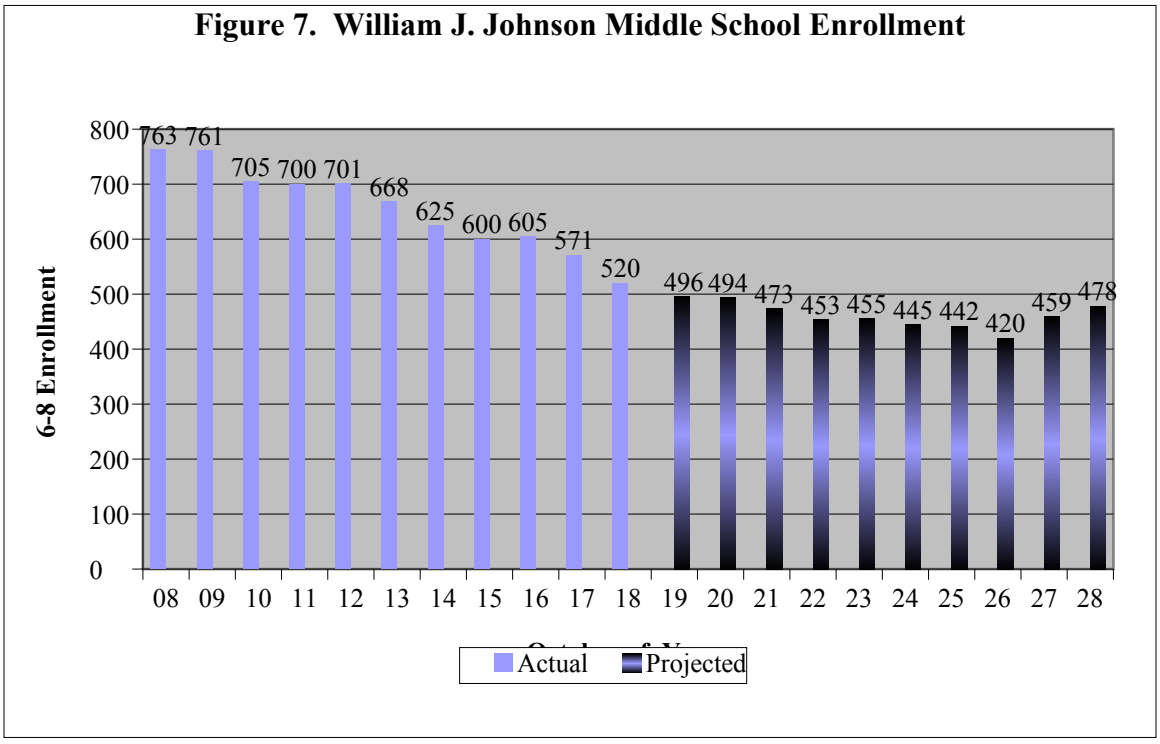
Table 5 and Figure 7 present actual enrollment in grades 6-8 in 2008 2018 and projected enrollment at the William J. Johnson Middle School to 2028. Enrollment by grade may be found in Appendix B. The school's enrollment fell from 763 students in 2008 to 520 in 2018. That was a loss of 243 students or 31.8 percent. The last time enrollment in these grades was that low was 1995. I project that public-school enrollment in Connecticut will have fallen 6.4 percent in those grades in those 10 years.

I expect that enrollment at the William J. Johnson Middle School will drift irregularly downward for the next eight years. All the students who will attend these grades over the next ten years school have already been born. Next year I anticipate that enrollment in grades 6-8 will decline by about 25 students. This year's grade 8 of 190 students will exit and a grade 6 class projected to be 165 students will enter. I expect the enrollment low will come in 2026 at about 420 students. At the projection's end, I believe enrollment could be close to 480 students. Over the ten-years, I project a net decline of about 40 students or almost eight percent. Over the ten-year projection period, believe enrollment in grades 6-8 at the Middle School will average about 460 students compared to the average of 646 students in grades 6-8 observed over the past ten years. In the state's public schools, I project that enrollment in grades 6-8 will decline by 8.1 percent in the next ten years.

Table 5. William J. Johnson Middle School Enrollment

Year	Grades 6-8	Change
2008	763	
2009	761	-0.3%
2010	705	-7.4%
2011	700	-0.7%
2012	701	0.1%
2013	668	-4.7%
2014	625	-6.4%
2015	600	-4.0%
2016	605	0.8%
2017	571	-5.6%
2018	520	-8.9%
2019	496	-4.6%
2020	494	-0.4%
2021	473	-4.3%
2022	453	-4.2%
2023	455	0.4%
2024	445	-2.2%
2025	442	-0.7%
2026	420	-5.0%
2027	459	9.3%
2028	478	4.1%

Figure 7. William J. Johnson Middle School Enrollment



Bacon Academy Enrollment

Grade 9 is the first opportunity to attend state technical high schools and agriculture science and technology centers. In October 2017, the latest data available, 84.9 percent of Colchester residents enrolled in grade 9 were enrolled in the district. Twelve students (5.0 percent) were enrolled in non-public schools in state. Seventeen 9th graders (7.1 percent) were enrolled in a technical high school or an agriculture science program. There were three 9th grade students (1.3 percent) enrolled in an area magnet school and one in another public school. The town paid for three students to attend a non-public special education facility.

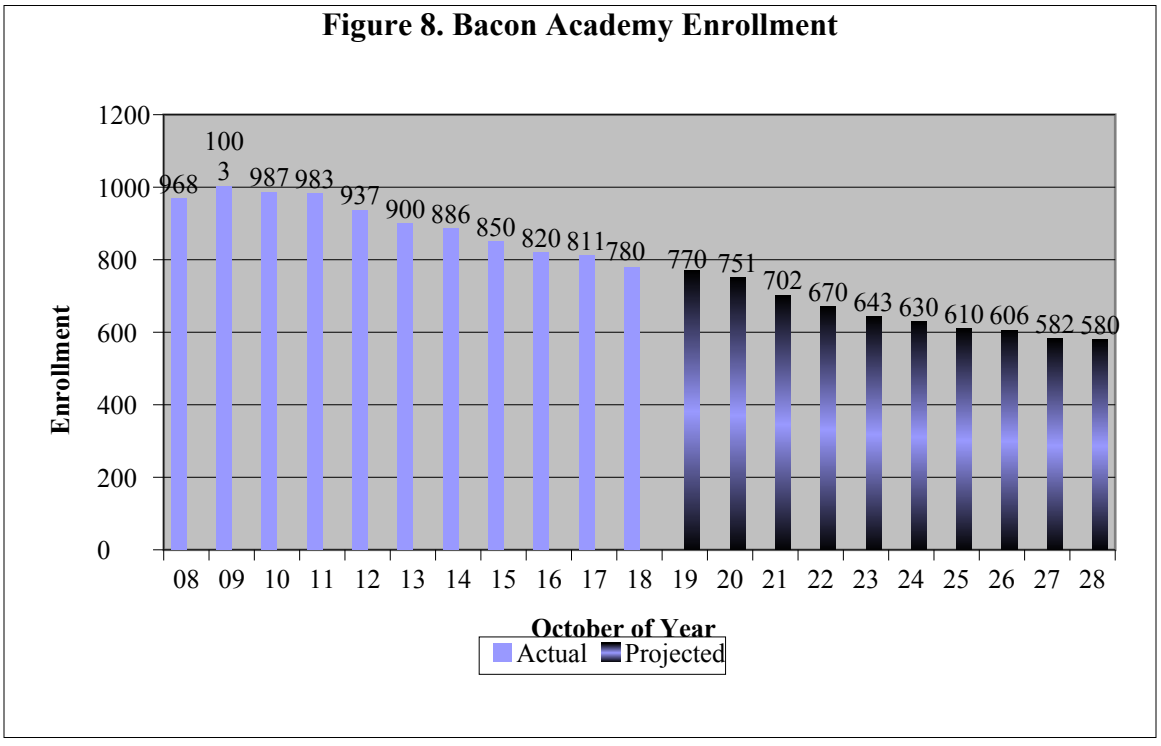
Table 6. Bacon Academy Enrollment

Year	Student	Percent Change
2008	968	
2009	1,003	3.6%
2010	987	-1.6%
2011	983	-0.4%
2012	937	-4.7%
2013	900	-3.9%
2014	886	-1.6%
2015	850	-4.1%
2016	820	-3.5%
2017	811	-1.1%
2018	780	-3.8%
2019	770	-1.3%
2020	751	-2.5%
2021	702	-6.5%
2022	670	-4.6%
2023	643	-4.0%
2024	630	-2.0%
2025	610	-3.2%
2026	606	-0.7%
2027	582	-4.0%
2028	580	-0.3%

Table 6 and Figure 8 present enrollment at the Bacon Academy. Grade-by-grade enrollment may be found in Appendix B. Enrollment grew from 968 students in 2008 to a peak of 1,003 students in 2010. That ended a 25-year period of enrollment growth. By 2018, enrollment was down to 780 students. Between 2008 and 2018, grade 9-12 enrollment decreased by 188 students or 19.4 percent. I project that statewide public-school enrollment in grades 9-12 will have fallen 4.9 percent in that ten-year period.

I expect that next year's enrollment at Bacon Academy will be 10 students less than this year. I expect enrollment will fall below 700 students in 2022. I anticipate an enrollment of about 580 students at projection's end. The last time enrollment was near that level was 1997. The 2028 count would be about 200 students, 26 percent below the October 2018 count. Statewide, I have projected a 9.3 percent decline in public school grade 9-12 enrollment between 2018 and 2028. I believe enrollment at the high school will average about 655 students over the next ten years compared to the average of 896 students observed over the past ten years.

Figure 8. Bacon Academy Enrollment



Factors Affecting the Projection

The primary reasons for elementary enrollment change lie in the births and yield from the birth cohort. Figure 9 presents the actual births from 1980 to 2015, and provisional and estimated births from 2016 to 2023. Births ranged from a high of 245 in 1990 to a low of 111 in 2013. There were 127 births recorded in 2015. That is the latest official count. The provisional counts are 161 births in 2016 and 145 births in 2017. From in-state births through August, I estimate there will be 138 births in calendar year 2018. From 2000 to 2008, there was an average of 188 births annually. In the five years from 2009 to 2013, this fall's kindergarten through 4th graders, births averaged 141. Births in the 2014 through 2018 period also will average close to 141. The projection in years 2024 to 2028 assumes an average of 144 births annually between 2019 and 2023. This was based on the Connecticut State Data Center's 2017 projection of Colchester women of child-bearing ages and my estimate of 2016 fertility in Colchester.

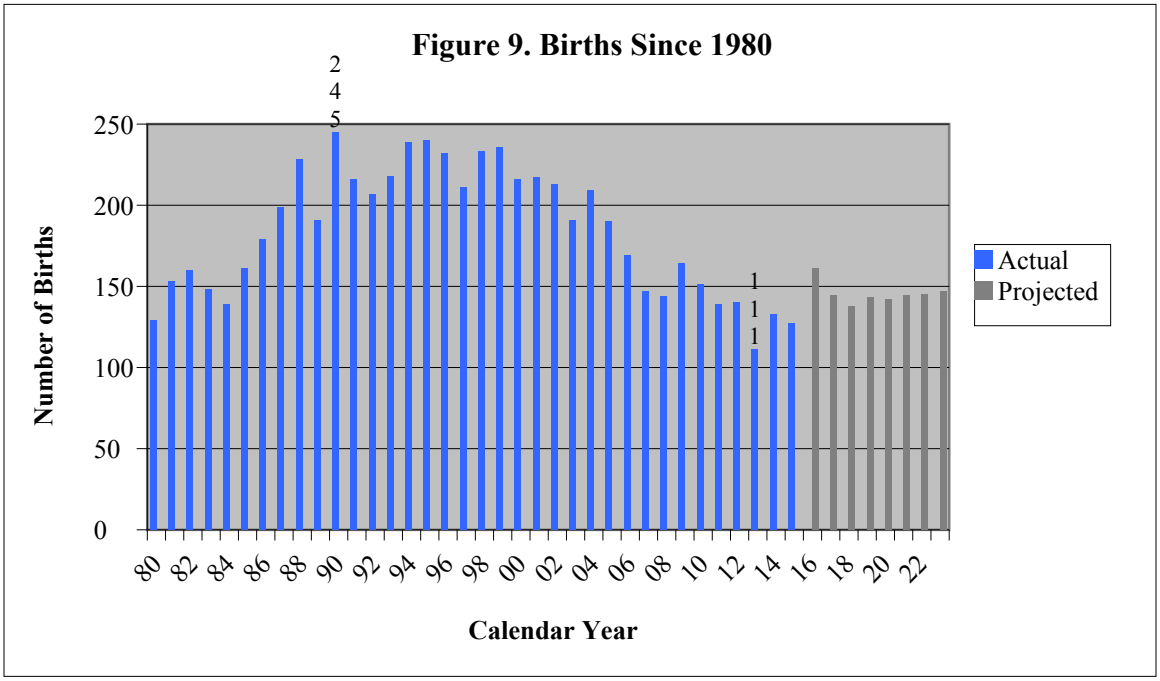
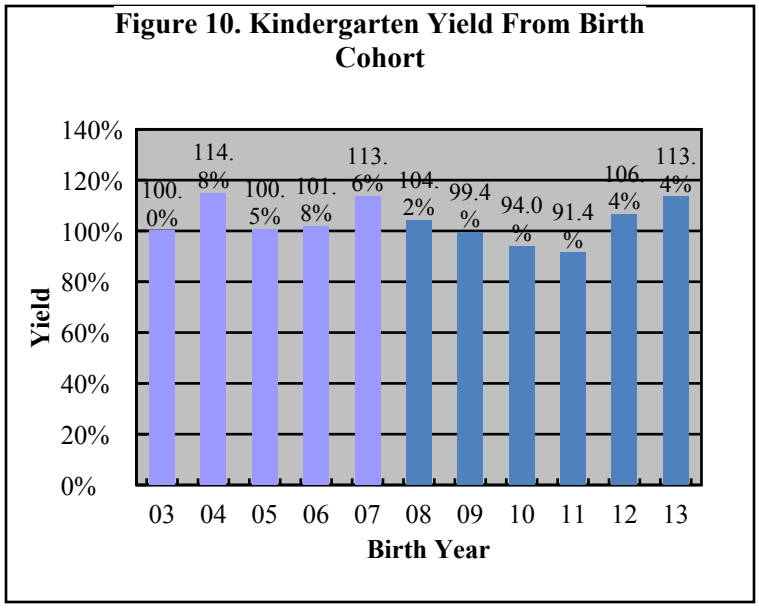


Figure 10 depicts the kindergarten yield five and six years after the birth year from 2003 to 2013 for Colchester residents attending kindergarten in the Colchester Public Schools. The dark blue indicates the birth cohorts affected by full-day kindergarten, which started in 2013. There were 140 births in 2012 and 134 children enrolled in Colchester kindergarten at age five in 2017 and an additional 15 who first enrolled in kindergarten at age six in 2018. That was a yield of 106 percent. The yield from the birth cohort ranged from a low 91 percent in 2011 to a high of 115 percent in 2004. The estimated yield in 2013 was 113



percent. That yield is an estimate because we will not know the number of students that will first enter as six-year olds until October, 2019. Yields above 100 percent generally mean that parents who give birth elsewhere move into town before their child enters kindergarten. In the three-year look-back period of the projection, the yield was 104 percent.

Table 7 gives a history of enrollment in kindergarten since 2008 and relates the components of kindergarten enrollment back to the appropriate birth cohort. Retention is tied to the prior year's kindergarten enrollment. With births returning to more normal levels, I estimated kindergarten enrollment using the three-year average growth of retentions, and yields from births five and six years ago. Thus, I estimated kindergarten from 92.6 percent of births five years ago, 10.7 percent of births six years ago, and 3.9 percent of current kindergarten students retained.

Table 7. Analysis of Kindergarten Enrollment

Year	Birth Year	Births	K	Retained From Prior Year	Non-Retained: Born 5-Years Prior Colchester Resident	Non-Retained: Born 5-Years Prior Non-Resident	Non-Retained: Born 6 Years Prior	Percent Retained	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
2008	2003	191	202	4	172	0	26	1.8%	90.1%	12.2%	100.0%
2009	2004	209	237	3	215	0	19	1.5%	102.9%	9.9%	114.8%
2010	2005	190	202	5	172	0	25	2.1%	90.5%	12.0%	100.5%
2011	2006	169	180	6	155	0	19	3.0%	91.7%	10.0%	101.8%
2012	2007	147	170	5	148	0	17	2.8%	100.7%	10.1%	113.6%
2013	2008	144	158	6	133	0	19	3.5%	92.4%	12.9%	104.2%
2014	2009	164	162	2	143	0	17	1.3%	87.2%	11.8%	99.4%
2015	2010	151	147	1	125	0	20	0.6%	82.8%	12.2%	94.0%
2016	2011	139	138	8	113	0	17	5.4%	81.3%	11.3%	91.4%
2017	2012	140	155	7	134	0	14	5.1%	95.7%	10.1%	106.4%
2018	2013	111	131	2	114	0	15	1.3%	102.7%	10.7%	*113.4%*
3-Year Average								**3.9%**	**92.6%**	**10.7%**	**103.7%**
Weighted 3-Year Average								3.2%	96.8%	10.6%	107.4%
5-Year Average								2.6%	89.2%	11.2%	100.9%
Weighted 5-Year Average								3.0%	92.9%	10.9%	103.6%

The correlation between births and kindergarten enrollment five-year later was a moderate to high 0.88 over the 1985 to 2018 period. If this relationship were used to predict kindergarten enrollment, the estimate would had been off by an average of 11 children annually over the past ten years. The cohort survival method, even with my breakout into five-year olds, six-year old delayed entrants and children retained, cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

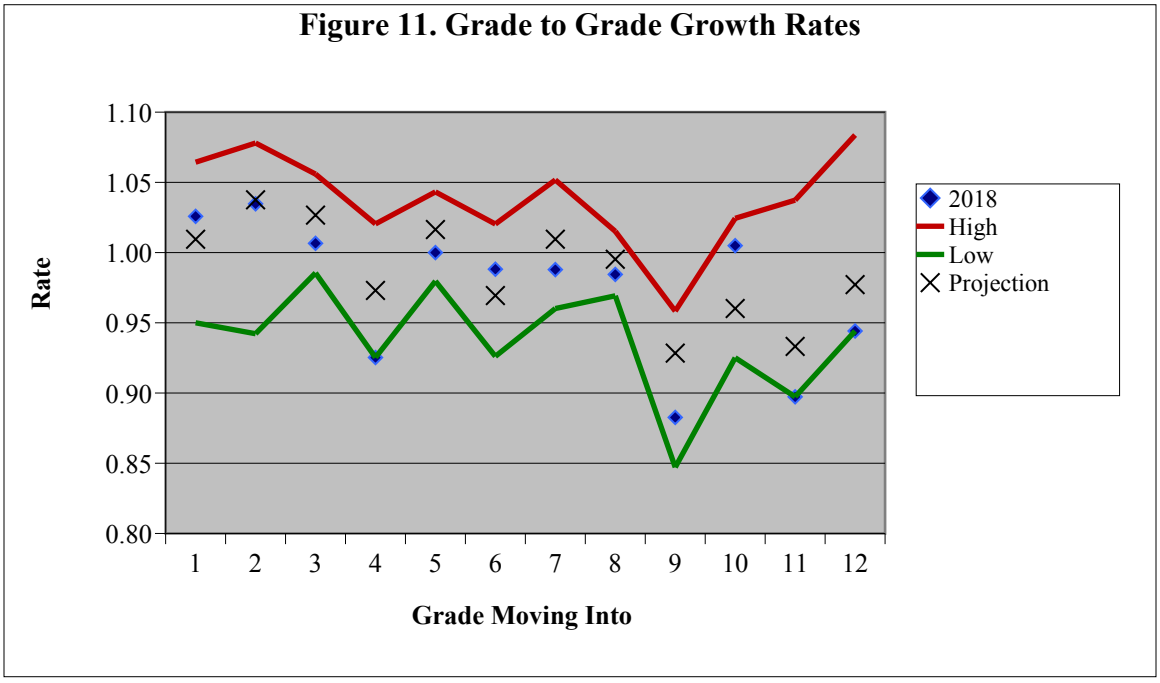
In the three-year look-back period of the kindergarten projection, births ranged from 111 to 140. The kindergarten classes of 2019 and 2020 will be based, in great part, on 133 births in 2014 and 127 births in 2015. The three-year averages seem appropriate. Births will increase starting in 2016 and be above the range in the three-year look-back period. This may result in a slight over-estimation of kindergarten enrollment starting in 2021.

The "Connecticut Early Childhood Report on Changing the Kindergarten Date," mandated by Public Act 14-39, recommended that the start date for kindergarten be moved back to October 1st phased in one month increments over the course of three years. It further recommended the elimination of the section of C.G.S Sec. 10-184 which allows parents the option of not enrolling their age-eligible child. Funds for the implementation have not yet been made available by the General Assembly. Unless the state's fiscal situation changes for the better or a court intervenes, I do not believe this common sense change will be implemented. Once implemented, the changes will very slightly decrease the size of your kindergarten class for three years and increase your pre-kindergarten enrollment. This change is not built into this projection, but will be built into future projections once the implementation date is set.

Figure 11 gives a perspective of the grade-to-grade growth rates for resident students attending the Colchester schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on a three-year average of the observed grade-to-grade growth.

Most model growth rates were in the middle of the ten-year range. Most model growth rates are close to the 2018 rates. Grades 11 and 12 appear to be the exceptions. The 2018 rates set ten-year lows in grades 4, 11 and 12. Five of the eight elementary growth rates are above 1.000, indicating that children are moving into the Colchester schools. The model growth rates in grades 2-12 averaged 0.984. That was slightly lower than last year's projection. The comparable rate for 2018 was a low 0.969. The 20-year median of those annual grade-to-grade rates was 0.992

Figure 11. Grade to Grade Growth Rates



Context of the Projection

The cohort-survival method typically needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past few years and whether they are likely to change.

To assist in this endeavor, this report examines several factors that could affect enrollment: town population; women of child-bearing age; the labor force; new home construction; sales of existing homes; high school dropout rate; non-public enrollment; non-resident enrollment in Colchester schools; resident enrollment in other public schools and student migration.

Figure 12 presents the US Census Bureau estimate of Colchester population growth between 2010 and 2017. The estimate is based, in part, on relative housing growth within New London County. In that period, the population is estimated to have declined by 17 people. Colchester's population loss of 0.11 percent ranked it 58^{tht} in the state. In contrast, New London County fell by 1.56 percent, the state grew by 0.22 percent and communities with similar economic and need characteristics (DRG D) grew by 0.25 percent.

Figure 12. Estimated Population Growth, 2010 to 2017

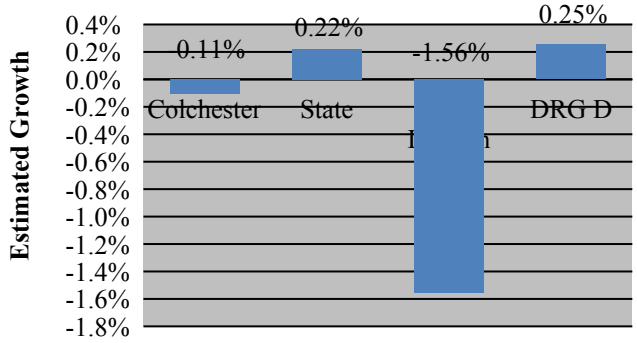


Figure 13 presents the Connecticut State Data Center's 2017 population projections for Colchester residents 0-19 years of age in the years 2015, 2020 and 2025. They projected that the population ages 0-4 would decline very slightly between 2015 and 2020 and then increase between 2020 and 2025. They also projected the population ages 5-9 would fall from 954 children in 2015 to 824 in 2020 and 790 in 2025. They projected that number of children ages 10-14 would decline sharply from 1,234 in 2015 to 1,011 in 2020 and 876 in 2025. The number of youth ages 15-19 was projected to decline from 1,265 in 2015 to 1,136 in 2020 to 915 in 2025. This independent projection forecasts a steeper decline than the projection in this report.

Figure 13. Projected Colchester Population Ages 0-19

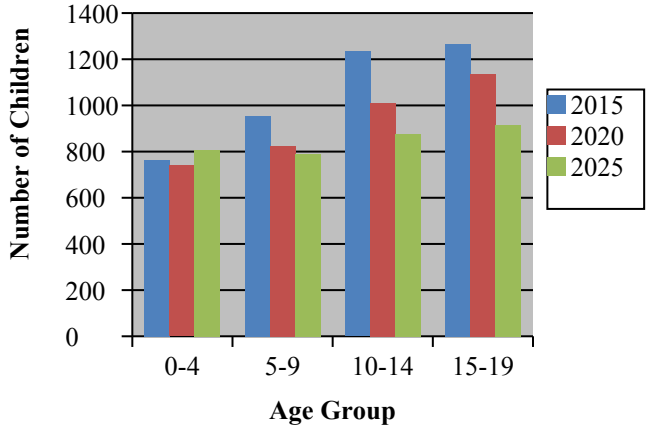


Figure 14 presents the Connecticut State Data Center's new projection of the number of women of child-bearing age in Colchester from 2015 to 2025. There were 127 births to Colchester residents in 2015 and I estimate there will be 142 in 2020. In communities like yours, 30-34 year-old women have the highest rate of births. The Center projected that the number of women in that group would grow from 368 in 2015 to 443 in 2020 and 464 in 2025. The second highest birth rate in communities like Colchester is women ages 25-29. The Center projected that the number in that age range would grow from 405 in 2015 to 434 in 2020 and 464 in 2020. They also projected a decline in women ages 35-44 and 15-24.

Figure 14. Colchester Women of Child-Bearing Age

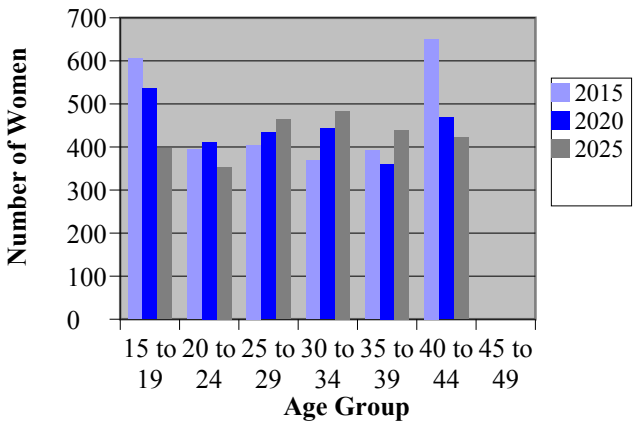


Figure 15 examines the number of people in the labor market from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older who were working or actively were seeking employment. The Colchester labor force decreased between 2010 and 2013 and then rebounded. Between 2010 and 2017, the net increase was 1.3 percent. This was better than the state (+0.4 percent) and New London County (-3.5 percent). Colchester's 2017 unemployment rate of 3.8 percent was down 4.1 percentage points from the 2010 high. It is better than the state rate of 4.7 percent and the New London County rate of 4.5 percent.

Figure 15. Recent Changes in the Labor Force

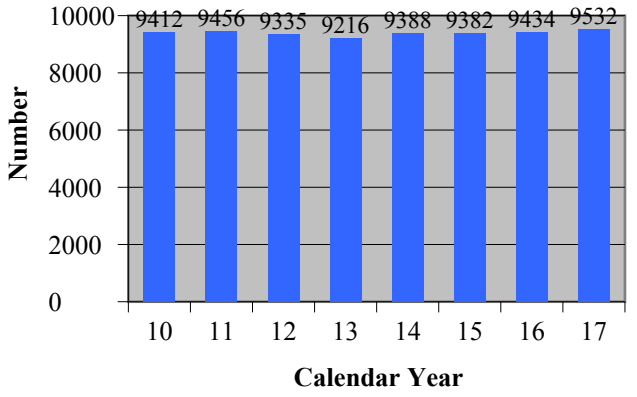


Figure 16 presents the net new housing permits issued from 2007 to 2017 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units permitted in Colchester ranged from a low of 18 in 2011 to a high of 63 in 2016. There were 34 permits issued in 2017. Twenty-three of these permits were for single-family homes. In the three-year look-back period for this projection, there was an average of 42 net new housing permits issued.

Figure 16. Net New Housing Units

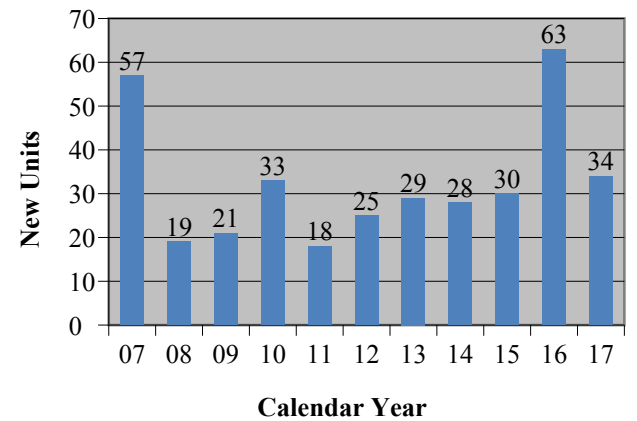


Figure 17 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time a new house is authorized and it is sold. The estimated number of sales of existing homes ranged from a low of 121 in 2011 to a high of 248 in 2007. There were 235 sales of existing homes in 2017. In the three-year look-back period of the projection, there was an average of 213 sales annually. Sales through September are on track to approach 250 in 2018.

Figure 17. Sales of Existing Homes

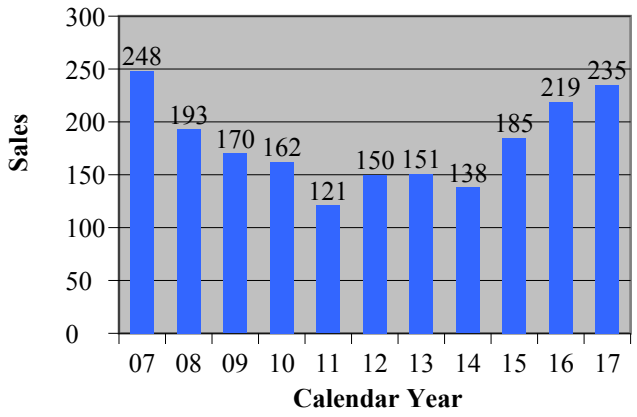


Figure 18 shows the annual percentage of dropouts from grades 9-12 for the 2007-08 to 2017-18 school years. The data were provided by the Connecticut State Department of Education and the Colchester central office. Dropouts are students who left school early, left to enroll in a GED program, transfer to post-secondary education prior to graduation or moved but not known to be continuing. The high school dropout rate ranged from a low of 0.3 percent in 2008-09 to 0.9 percent in the 2009-2010 school year. The rate in 2017-18 was 0.6 percent. Over the past three years a total of 12 students dropped out. In the three-year look-back period for the projection, the average rate was a low 0.5 percent.

Figure 18. Annual High School Dropout Rate

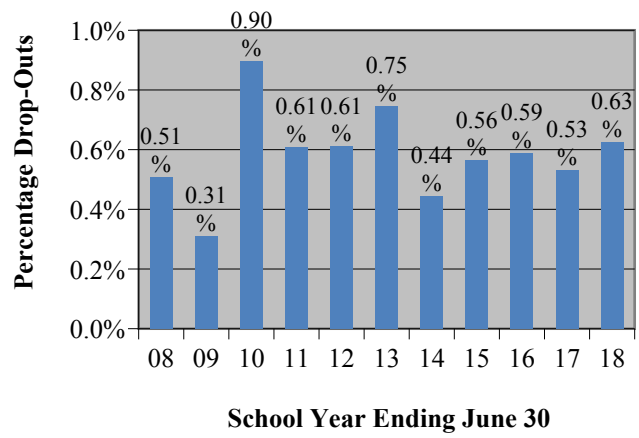


Figure 19 presents the non-public enrollment over the past ten years for students from the town of Colchester. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 177 students in 2008 to a low of 98 students in 2016. There were 103 students enrolled in 2017, the latest data available. In the past ten years, enrollment in the non-public schools declined by 52 students or 34 percent. The 2017 non-public enrollment represented 3.9 percent of all students from Colchester. Ten years ago the figure was 4.4 percent. I project that non-public enrollment from Colchester will be about 100 students in 2018.

Figure 19. Non-Public School Enrollment

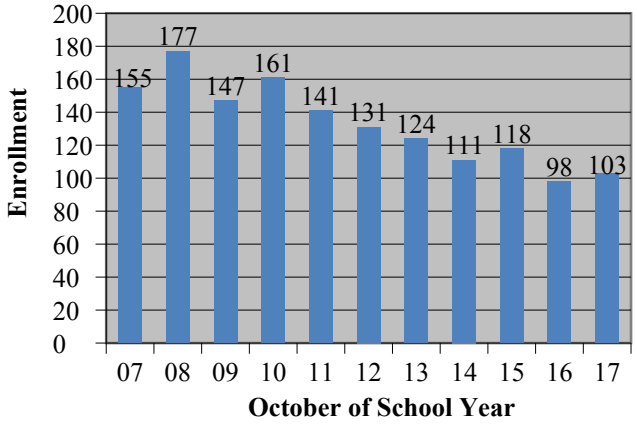


Figure 20 presents the enrollment of Colchester residents in other public schools in Connecticut from 2007 to 2017. The number educated out-of-district rose from 53 in 2007 to 198 in 2016 and then fell to 170 in 2017. The number enrolled in magnet or charter schools rose from four students in 2007 to 118 in 2016 and then fell to 86 in 2017. In 2017, 90 students attended a magnet or charter school, 18 attended the agriculture science program at Lyman Memorial High, 45 attended a State Technical High School, and 17 attended a special education program run by a RESC or another public-school district.

Figure 20. Residents Enrolled in Other Public Schools

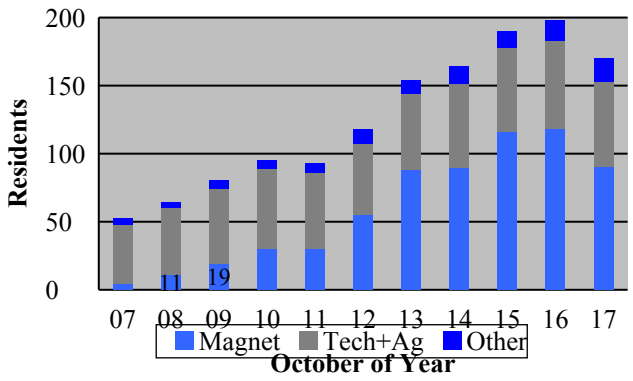


Figure 21 presents the number of non-residents residents who attended Colchester schools. The Open Choice program started with eight students enrolled in high school in 2016. The number grew to 26 in 2018. Choice students represented 1.2 percent of the Colchester enrollment in 2018. The projection assumes 10 Norwich residents will enroll in Colchester grade 9 annually. That figure will increase the percentage enrollment to 1.8 percent by 2022.

Figure 21. Open Choice Enrollment in Colchester Public Schools

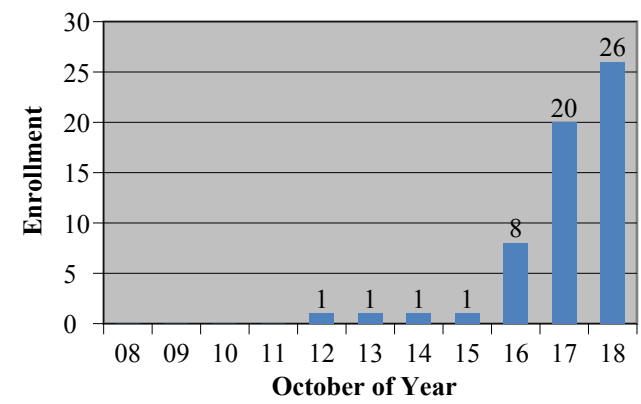
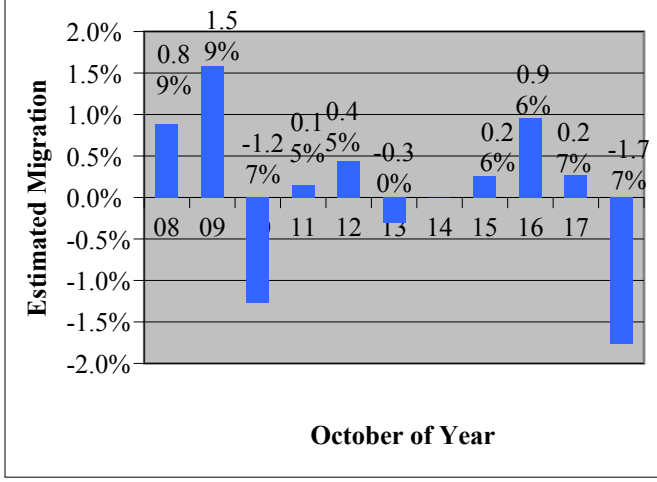


Figure 22 presents the estimated migration of students from Colchester. The rate is adjusted for Colchester residents attending other public schools and non-residents in Colchester schools. Estimated migration ranged from a low of -1.8 percent in 2018 to a high of +1.6 percent in 2009. The data behind these figures may be found in Appendices A and B. In the three-year look-back period of the projection, there was an average migration of -0.18 percent. This three-year rate has been lower only five times in the past 31 years. The median over the past 25 years was +0.34 percent

Figure 22. Estimated Student Migration

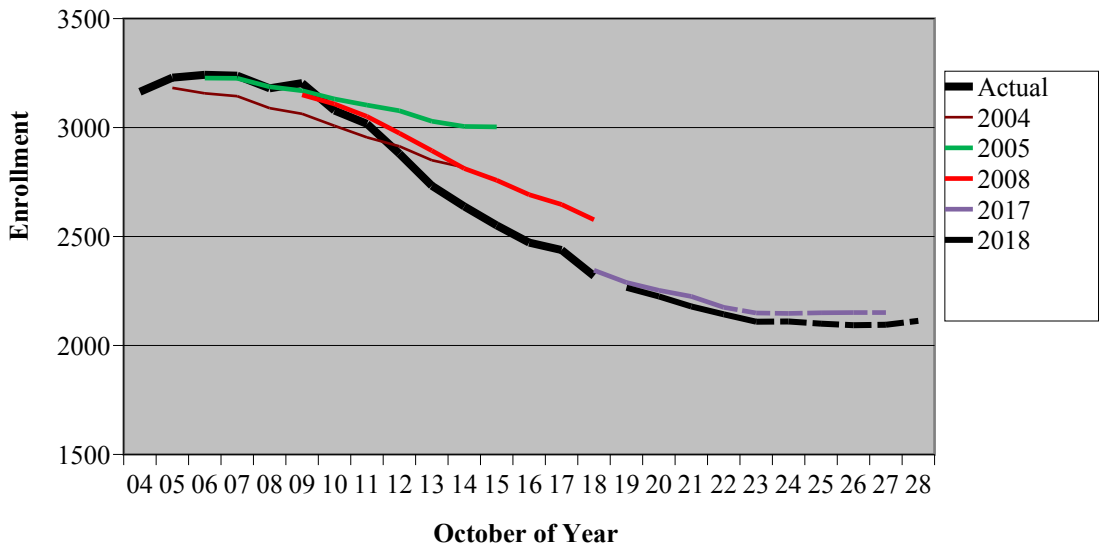


Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. One way to know if that assumption is valid is to examine how past projections have fared. Figure 24 presents the enrollment projections that I have run for Colchester since 2004. Last year's projection over-estimated 2018 enrollment by 26 students or 1.1 percent. The three enrollment projections that I did between 2004 and 2016 had one-year error rates that averaged 1.2 percent. The three projections done between 2004 and 2012 had an average five-year error rate of 4.0 percent, which is 0.8 percent annualized.

Last year's projection is running 1.1 percent high. In that analysis, I projected that K-2 enrollment would be 526 students in 2018. The actual enrollment of 535 was nine students more than projected. The projection was low by 1.7 percent. I also projected that enrollment in grades 3-5 would be 505 students in 2018. The actual enrollment of 484 was 21 students less than projected. The projection was high by 4.3 percent. I projected that this year's enrollment at William J. Johnson Middle School would be 522 students. The actual enrollment of 520 was two students less than projected. The projection was high by 0.4 percent. I projected that this fall's high school enrollment would be 792 students. The actual enrollment of 780 was 12 students less than projected. The projection was high by 1.5 percent. The 2017 projection kept pre-kindergarten enrollment at 92 children. There were 96 enrolled in 2018.

Figure 23. Prior Projections of Enrollment



In my work I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. I analyzed the eight-year accuracy of the district projections from across the state that I ran in 2008. I found for the 67 district-level projections that I ran in 2008 the median projection was 5.5 high in predicting 2012 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 8.6 percent. That error was less than five percent in 46 percent of the projections and more than 15 percent in 15percent of the projections. Among the 87 elementary projections run, the median projection was 9.5 percent high (1.1 percent annually). Among the 70 middle school projections run, the median projection was 8.2 percent high (1.0 percent annually). Among the 72 high school projections run, the median projection was 3.1 percent high (0.4 percent per year). This illustrates what an economic downturn can do to projections run with the cohort-survival method.

Summary

I project that total enrollment will decrease about nine percent, going from 2,319 students in 2018 to about 2,110 students in 2028. I project that Colchester Elementary School enrollment will move upward from 535 in 2018 to about 570 students in 2028. This would be about a 40-student gain, a growth of almost seven percent. I expect the Jack Jackter School enrollment will decline slightly from 484 students in 2018 to about 455 students in 2021 and then return to the 2018 level by 2028. I believe that future enrollment at the William J. Johnson Middle School could fall from 520 students in 2018 to about 480 students at the end of the projection. The net decline between 2018 and 2028 could be about 40 students or eight percent. The peak enrollment at Bacon Academy was 1003 students in 2010. Between 2018 and 2028, enrollment at the Academy could fall from 780 students to about 580 students. That would represent a loss of about 200 students, a decline of 25-26 percent.

This report is projecting a slight increase in the lower grades and a decline in enrollment in the upper grades. It is critical to remember that a projection is just a moving forward of recent trends. Is the forecast realistic? In the five years from 2009 to 2013 (this fall's kindergarten through 4th graders) births averaged 141. Births in the 2014 through 2018 period also will average 141. My model assumes that births in 2019 to 2023 will increase from the past couple of years and average 144. I used a 3.7 percent growth between birth and eventual kindergarten enrollment. The median over the past 15 years was a 1.8 percent growth. (That included years when full-day kindergarten was not offered.) The average of the grade-to grade growth rates across grades 2-12 that I used to grow future enrollment was 0.984. These projection multipliers averaged a very low 0.969 in 2018; the median over the last 20 years was 0.992. Taking these three key factors into consideration, I believe the projection is realistic.

These projections are based upon several other assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day; 11 percent of parents will delay their child's kindergarten entry until age 6; ten Norwich children will enroll in grade 9 annually, retention policies will not change; no expansion of enrollment in area magnets and no change in the dropout rate. The projection assumes a student migration of -0.18 percent; a very slight decline in non-public school enrollment; 42 new housing units will be constructed annually; an average of 213 sales of existing homes and a slight increase in the labor force.

It is important to remember that the cohort survival method relies on observed data from the recent past. Its key assumption is that those conditions will persist. It does not try to predict when the economic conditions might change. We cannot know today how long these conditions will continue. This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Colchester and then make adjustments as necessary.

Appendix A. Colchester Enrollment Projected by Grade to 2028: Primary and Intermediate Grades

School Year	Birth Year	Births[1]	K	1	2	3	4	5	PK	Total PK-2	Total 3-5
2008-09	2003	191	202	225	236	244	220	246	76	739	710
2009-10	2004	209	237	215	212	238	246	222	70	734	706
2010-11	2005	190	202	228	207	214	233	241	61	698	688
2011-12	2006	169	180	197	223	204	214	236	80	680	654
2012-13	2007	147	170	171	195	222	198	210	76	612	630
2013-14	2008	144	158	164	170	196	220	198	59	551	614
2014-15	2009	164	162	161	160	168	200	217	59	542	585
2015-16	2010	151	147	171	161	163	165	203	91	570	531
2016-17	2011	139	138	141	171	170	162	166	53	503	498
2017-18	2012	140	155	144	152	174	170	169	92	543	513
2018-19	2013	111	131	159	149	153	161	170	96	535	484
Projected											
2019-20	2014	133	140	132	165	153	149	164	96	533	466
2020-21	2015	127	137	141	137	169	149	151	96	511	469
2021-22	2016	161	168	138	146	141	164	151	96	548	456
2022-23	2017	145	157	170	143	150	137	167	96	566	454
2023-24	2018	138	149	158	176	147	146	139	96	579	432
2024-25	2019	143	153	150	164	181	143	148	96	563	472
2025-26	2020	142	153	154	156	168	176	145	96	559	489
2026-27	2021	145	155	154	160	160	163	179	96	565	502
2027-28	2022	145	156	156	160	164	156	166	96	568	486
2028-29	2023	147	157	157	162	164	160	159	96	572	483

Projection Growth Rates[2]		1.009	1.038	1.027	0.973	1.016	
Annual Resident Growth Rates							
							Migration
2009	1.134	1.064	0.942	1.008	1.008	1.009	1.59%
2010	1.063	0.962	0.963	1.009	0.979	0.980	-1.27%
2011	1.065	0.975	0.978	0.986	1.000	1.013	0.15%
2012	1.156	0.950	0.990	0.996	0.971	0.981	0.45%
2013	1.097	0.965	0.994	1.005	0.991	1.000	-0.30%
2014	0.988	1.019	0.976	0.988	1.020	0.986	0.00%
2015	0.974	1.056	1.000	1.019	0.982	1.015	0.26%
2016	0.993	0.959	1.000	1.056	0.994	1.006	0.96%
2017	1.107	1.043	1.078	1.018	1.000	1.043	0.27%
2018	1.180	1.026	1.035	1.007	0.925	1.000	-1.77%
3-Year Ave	1.093	**1.009**	**1.038**	**1.027**	**0.973**	**1.016**	
Weighted 3-Year Ave	1.125	1.021	1.043	1.018	0.962	1.015	
5-Year Ave.	1.048	1.021	1.018	1.017	0.984	1.010	
Weighted 5-Year Ave	1.083	1.021	1.031	1.020	0.973	1.014	

[1] 2016 births from Colchester are provisional from the State Department of Public Health. The 2017 births were based on In-state births through December. The 2018 births were based upon in-state births through August. Births in 2019-2023 Based on Connecticut State Data Center's 2017 projection of Colchester women of child-bearing ages and my estimate of 2016 fertility rates in similar (DRG B) communities.

[2] Kindergarten based on three-year averages of estimated yield from births five- and six-years ago and retention. Grade 9 enrollments based upon three-year averages of the annual resident growth rates plus 10 students from Norwich in grade 9.

[3] Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with an

adjustment for residents out and non-residents in.

Appendix B. Colchester Enrollment Projected by Grade to 2028: Middle and High School Grades

School Year	6	7	8	9	10	11	12	6-8 Total	9-12 Total	District Total
2008-09	232	267	264	241	241	245	241	763	968	3,180
2009-10	251	244	266	253	242	250	258	761	1,003	3,204
2010-11	220	241	244	245	250	239	253	705	987	3,078
2011-12	234	224	242	228	247	249	259	700	983	3,017
2012-13	229	245	227	205	221	248	263	701	937	2,880
2013-14	197	230	241	205	208	224	263	668	900	2,733
2014-15	198	195	232	226	210	213	237	625	886	2,638
2015-16	213	198	189	202	219	204	225	600	850	2,551
2016-17	188	216	201	187	199	220	214	605	820	2,426
2017-18	165	193	213	203	185	197	226	571	811	2,438
2018-19	167	163	190	197	213	175	195	520	780	2,319
Projected										
2019-20	165	169	162	186	196	209	179	496	770	2,265
2020-21	159	167	168	160	185	192	214	494	751	2,225
2021-22	146	161	166	166	159	181	196	473	702	2,179
2022-23	146	147	160	164	165	156	185	453	670	2,143
2023-24	162	147	146	159	163	162	159	455	643	2,109
2024-25	135	164	146	146	158	160	166	445	630	2,110
2025-26	143	136	163	146	145	155	164	442	610	2,100
2026-27	141	144	135	161	145	142	158	420	606	2,093
2027-28	174	142	143	135	160	142	145	459	582	2,095
2028-29	161	176	141	143	135	157	145	478	580	2,113
Projection Growth Rates	0.969	1.010	0.995	0.928	0.996	0.980	1.022			
Annual Growth Rates[1]										**Estimated Migration[2]**
2009	1.020	1.052	0.996	0.958	1.004	1.037	1.053			1.59%
2010	0.991	0.960	1.000	0.921	0.988	0.988	1.012			-1.27%
2011	0.971	1.018	1.004	0.934	1.008	0.996	1.084			0.15%
2012	0.970	1.047	1.013	0.847	0.969	1.004	1.056			0.45%
2013	0.938	1.004	0.984	0.903	1.015	1.014	1.060			-0.30%
2014	1.000	0.990	1.009	0.938	1.024	1.024	1.058			0.00%
2015	0.982	1.000	0.969	0.871	0.969	0.971	1.056			0.26%
2016	0.926	1.014	1.015	*0.952*	*0.950*	1.005	1.049			0.96%
2017	0.994	1.027	0.986	*0.950*	0.989	0.990	1.027			0.27%
2018	0.988	0.988	0.984	*0.883*	1.049	0.946	0.990			-1.77%
3-Year Average	**0.969**	**1.010**	**0.995**	**0.928**	**0.996**	**0.980**	**1.022**			
Weighted 3-Yr	0.980	1.005	0.990	0.917	1.013	0.970	1.012			
5-Year Average	0.978	1.004	0.993	0.919	0.996	0.987	1.036			
Weighted 5-Yr	0.977	1.005	0.991	0.917	1.001	0.978	1.025			

[1] Annual growth rates in grades 9 and 10 in 2016 adjusted for start of Open Choice program.
[2] Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with adjustments for residents out and non-residents in.