



# School Board ELA Curriculum Update

May 22, 2025



# **Vision- What we intend to create**

*Inspire dreams, build integrity and  
instill hope in our students, our staff,  
our families and our communities.*



# Mission- Purpose of our work

*Partner with students, families and communities to challenge all students to achieve their **greatest potential** and become informed and engaged citizens.*



**District Goals**

**Superintendent and  
School Board Goals**

**Building, Program and  
Department Goals**

**Staff and  
Student  
Goals**



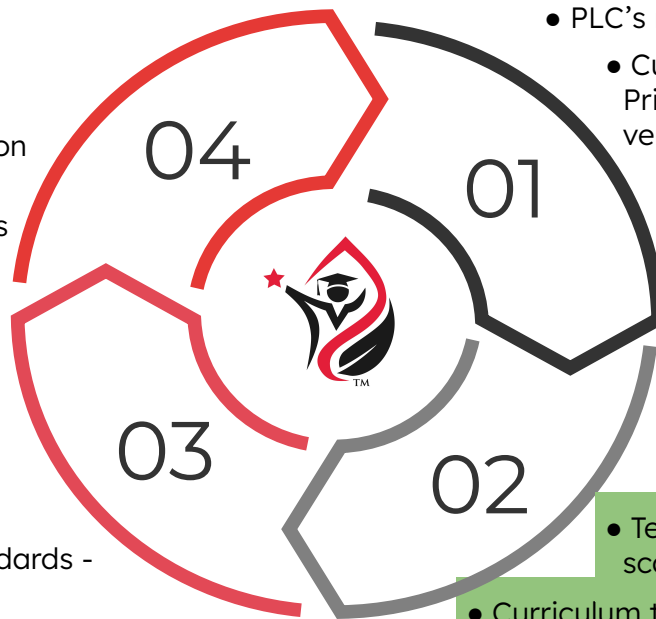
# Curriculum Revision Process

## Phase 4: Standard Work

- Ensuring Formative and Summative Assessments align with Priority Standards
- Instructional coaches provide classon support
- Monitor student achievement results adjust instruction and supports as needed

## Phase 3: Change Management

- Professional Development
- Ensuring Formative and Summative Assessments align with Priority Standards - Make needed adjustments
- Instructional coaches provide support
- Monitor student achievement results and adjust instruction and supports as needed



## Phase 1: Exploration

- PLC's review changes to the Standards
- Curriculum teams review and modify Priority Standards with horizontal and vertical alignment
- Create and/or refine proficiency scales for every priority standard
- Provide PD for PLC members

## Phase 2: Change Readiness

- Teachers embedding proficiency scales into aligned lessons daily
- Teaching students how to use proficiency scales to assess their own learning
- Curriculum teams begin the process of reviewing resources aligned with the Priority Standards - Pilots are an option
- Curriculum teams follow the resource selection process

# Elements of the Curriculum Review

[NBAPS School Board Policy 606](#)-Textbooks & Instructional Materials



The professional staff shall select materials that:

Support the goals and objectives of the education programs

consider the needs, age, and maturity of students

Are in the English language

Foster respect and appreciation for cultural diversity and varied opinion

Fit within the constraints of the school district budget

Permit grade-level instruction for students to read and study America's founding documents...

Do not censor or restrain instruction in American or Minnesota state history...

# The importance of the Science of Reading



## What is the Science of Reading?

- The Science of Reading is a vast body of research from various fields—cognitive science, developmental psychology, and education—on how children learn to read.

## Foundation in Research-Based Practices

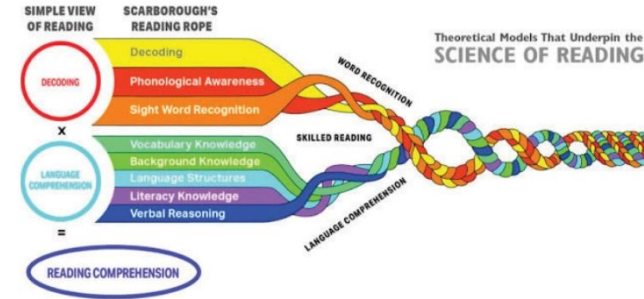
- Our implementation of the Science of Reading is grounded in research-based practices. We prioritize explicit/direct instruction in the foundational skills needed for reading—starting with phonemic awareness and phonics, then moving to fluency, vocabulary, and comprehension

## Professional Development and Teacher Training

- We are providing comprehensive professional development to empower teachers with a deep understanding of the Science of Reading. This has started with our younger primary and elementary staff, and now moving into the secondary level. - Language Essentials for Teachers of Reading and Spelling (LETRS) training

## Curriculum Alignment and Resource Investment

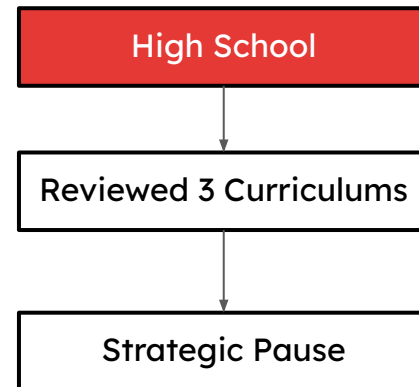
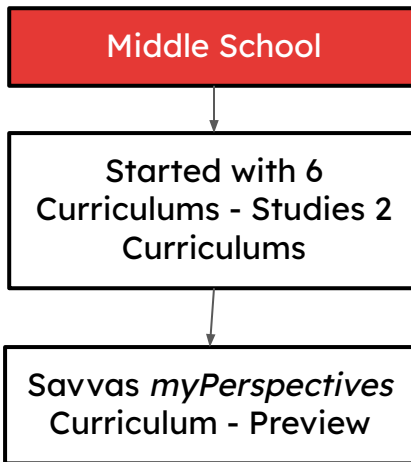
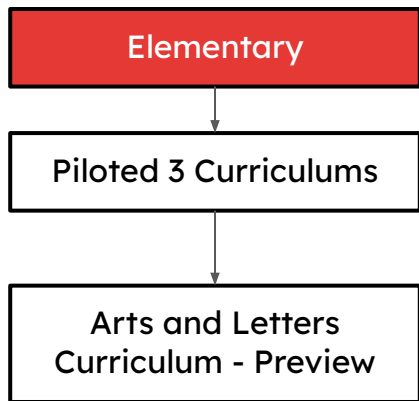
- Curriculum aligned with the Science of Reading framework strengthens students' learning by providing consistent, coherent instruction across grade levels. When professional development is aligned with this framework, educators are better equipped to implement effective strategies that directly support students' literacy growth and long-term reading success.



# Overview of the process

Curriculum Review Team: Comprehensive k-12 grade level teachers, special education teachers, English Language teacher, Instructional Coaches and Media and Technology leaders, SCRED staff and administrators.

Kick off June of 2024 followed by 5 after school district team meetings with building level working groups throughout the year.





# What you will see tonight

Elementary and Middle  
School small groups



Structure and alignment to the  
Science of Reading and  
elements of the curriculum  
review

Family Partnership

Small group discussion on the  
student experience

# Guiding Questions



What aspects of a curriculum do you believe are most critical in supporting student success?

Do the instructional materials both align with grade-level standards and remain engaging and accessible to all learners, regardless of background or ability?

Are there any concerns or priorities you believe the district should keep in mind when moving into the Change Management Phase of the curriculum review process?

The logo consists of the word "Arts" in a light blue, cursive script, positioned above the word "& letters" in a darker blue, serif font. A small "TM" trademark symbol is located at the bottom right of the word "letters".

Engaging and  
impactful for student  
learning

# Arts and Letters

## Resource Structure:

- 4 Modules

Each module includes:

- \*Topic
- \*Focused ARCS
- \*An Essential Question

## Lesson structure for students

- LAUNCH - Content Framing Questions
- LEARN - Read, Respond, Write
- LAND - Reflect on Learning

# Arts and Letters

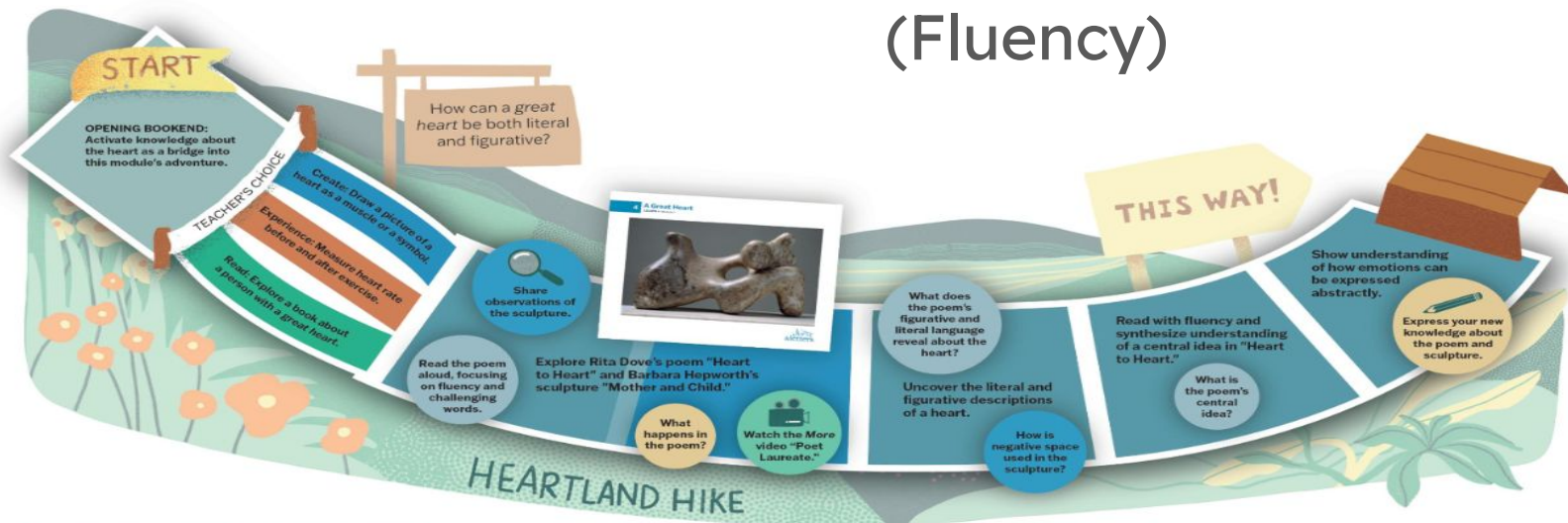
## Also included throughout lessons

- Student Learning Goals
- Tier 2 Vocabulary (High frequency, but sophisticated words - Ex: integration, equality)
- Language Supports
- Differentiation Supports
- Pause points for analyzing student progress and guiding next steps

Join us on a journey of knowledge as we peek into the daily lessons of an Arts & Letters™ module. In this module, students will explore what having a *great heart* means literally and figuratively.

Essential Question:  
What does having a great heart mean?

## “Heart to Heart” (Fluency)



1 SPACE  
= 1 DAILY  
LESSON

LANGUAGE/ READING

HISTORY

SCIENCE

WRITING

VISUAL ART

Part 1

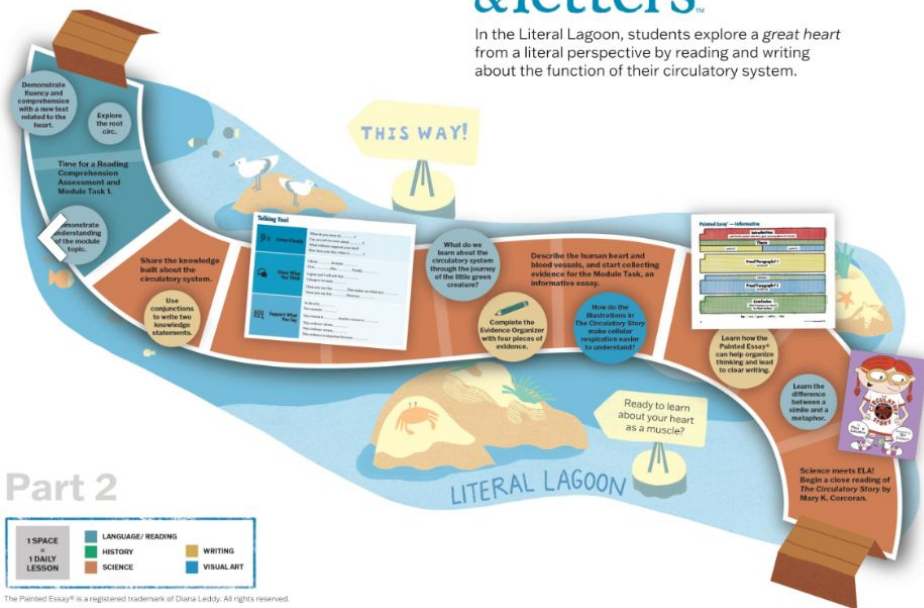
# The Circulatory System (Literal)

# The Legacy of Walter Dean Meyers (Figurative)



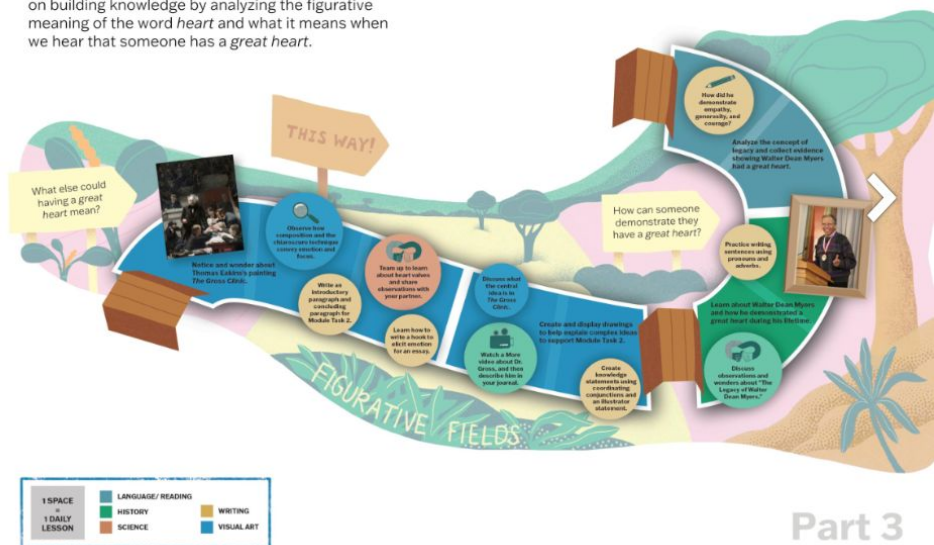
Arts & letters™

In the Literal Lagoon, students explore a *great heart* from a literal perspective by reading and writing about the function of their circulatory system.



Arts & letters™

During the next two weeks, students concentrate on building knowledge by analyzing the figurative meaning of the word *heart* and what it means when we hear that someone has a *great heart*.



Part 3



# Love That Dog (Poetry)

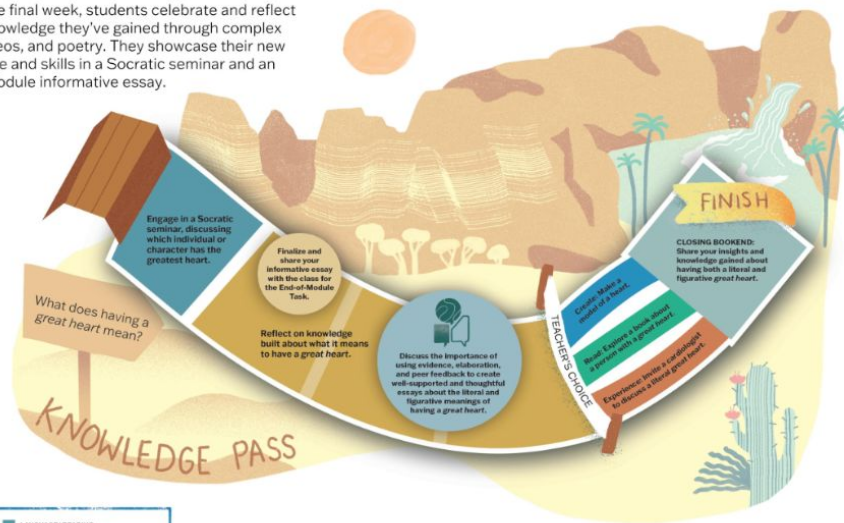


Part 4

# Module Finale (Reflection of Knowledge)

**Arts & letters**

During the final week, students celebrate and reflect on the knowledge they've gained through complex texts, videos, and poetry. They showcase their new knowledge and skills in a Socratic seminar and an end-of-module informative essay.



Part 5





We are excited about the skills and knowledge that your student will build in *Arts & Letters*™ level 4 module 1. Read on to learn more—and for ideas about how you can support learning outside of school.

### What topic is my student studying?

*Arts & Letters* students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more. In level 4 module 1, *A Great Heart*, students examine the heart as both a literal muscle that sustains human life and a figurative center of emotions. They answer the module's Essential Question: What does having a great heart mean?

Support your student by asking questions like these about the topic:

- What do you think of when you hear the word *great*?
- What do you think of when you hear the word *heart*?

### What is my student reading?

*Arts & Letters* students read books, poems, and articles. They study art. They watch knowledge-building videos. Together, these resources build students' knowledge and literacy, including their understanding of different text genres. In level 4 module 1, students read and learn from these books:

- *The Circulatory Story*, Mary K. Corcoran and Jef Czekaj
- *Love That Dog*, Sharon Creech

Support your student by talking about books and reading together at home.

### What is my student writing?

In *Arts & Letters*, students write about what they are learning, and they build their skills by writing narratives, opinion essays, and informative essays. Each module focuses on one type of writing. In *A Great Heart*, students plan, organize, and write informative paragraphs and essays about what it means to have a great heart.

Support your student's writing by ensuring they have tools, technology, and opportunities to write. Make a list with your student of people who demonstrate the traits of greatheartedness through courage, generosity, or empathy. Ask your student to select one person to write a letter, email, or note to in which they tell that person how they show a great heart.

### What vocabulary is my student learning?

Learning more words enables students to read, write, and speak at higher levels and about different topics.

In this module, your student will study and use these words:

- |                      |                |
|----------------------|----------------|
| • blood vessel       | • figurative   |
| • circulate          | • generous     |
| • circulatory system | • greathearted |
| • coronary           | • healthy      |
| • courageous         | • heart        |
| • empathetic         | • literal      |

Engage your student in talking about and using these words and in exploring words more broadly. For example, discuss the meanings of new, unknown words with your student.

### What else can we do to continue learning outside of school?

If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the literacy activities above in that language.


Participate in an activity with your student that benefits the heart, such as planning and preparing a healthy meal or exercising.

Invite your student to share a time when they exhibited a great heart through courage, generosity, or empathy. Or have a mealtime where each family member takes a moment to share an example of another family member's greatheartedness.

# Multilingual Supports



## Prologue for Grade Levels K–8



### Prologue to Lesson 3

Essential Question | Why are books important?


#### OVERVIEW

##### Preview

Students explore what it means to visualize by listening to the poem "Story." As they discuss visualizing, students practice the Think-Pair-Share instructional routine. This work prepares students to talk about what is happening in "Story" in lesson 3.

##### Learning Goal

Describe what happens when a reader visualizes.


 **LEARNING TASK:** Explain what the person in the poem "Story" is visualizing.

##### Language Progress

In this lesson, students participate in the Think-Pair-Share instructional routine. Students frequently use this routine throughout the level 1 modules. By interacting with peers during the Think-Pair-Share routine, students develop their language skills.

To support students with beginning English proficiency, pair students who speak the same home language during the Think-Pair-Share routine and provide them with a visual image to accompany the prompt. To support students with intermediate English proficiency, instruct them during the Pair step of the Think-Pair-Share routine to prompt further conversation with their partner by asking a follow-up question, such as Why?

##### Vocabulary

library (n.)  
visualize (v.) 

##### Materials

###### TEACHER

- *The Library* (digital platform)
- "Story" (digital platform)
- Knowledge Card: *library*
- Visualization Images (*Prologue Reference Charts* appendix)

###### STUDENTS

- none

##### Preparation

- none

*Prologue* is a companion to *Arts & Letters*. It provides teachers with lessons taught before the core ELA lesson. Each *Prologue* lesson provides students with tailored scaffolds so they are prepared to engage with and master grade-level material. This proactive approach ensures that all students can fully participate in class with their peers.

*Prologue* provides teachers with the necessary tools and insights to deliver their lessons effectively. Each lesson includes an overview, key learning objectives, and planning guidance so teachers know exactly what to expect.

# Assessments

- **Formative Assessments:**
  - Listening and Reading Comprehension Assessments aligned to the Science of Reading
  - Module Tasks
    - Tasks build knowledge progressively, and give students multiple chances to practice and improve their writing skills.
  - End-of-Module (EOM) Task
    - Assess students' knowledge, craft (including writing, speaking, and research), and language skills.
- **Assessment Guide: Teacher resource**



Engaging and impactful  
for student learning

# Arts & Letters



## Recommended Selection:

- Alignment to the Science of Reading
  - Research and development on their new resource carries forward the structure and development in the Science of Reading.
- Instruction targets priority standards effectively.
- Supports the development of deeper reasoning and reflection.
- Students engage with the texts, topics, and activities.
- Learning tasks include activities designed to foster dynamic classroom discussions through student-led speaking and listening activities.
- Content supports knowledge in science, social studies, and the arts.
- A strong, comprehensive program

# Elementary Curriculum

Arts and Letters



Questions?



# Middle School ELA Curriculum Update

myPerspectives - Savvas





myPerspectives<sup>®</sup>  
ENGLISH LANGUAGE ARTS











NEW EDITION



# Facing Adversity

## Essential Question

How do we overcome life's challenges?

WHOLE CLASS LEARNING	COMPARE		A More Accessible World	Write an Informational Essay	
HISTORICAL NONFICTION	 <b>Black Sunday: The Storm That Gave Us the Dust Bowl</b> <i>Erin Blakemore</i>	 <b>from Survival in the Storm: The Dust Bowl Diary of Grace Edwards</b> <i>Katelan Janke</i> <b>MEDIA CONNECTION:</b> <b>The Dust Bowl</b>	 <i>Lisa Christensen</i>	WRITING: PERFORMANCE TASK	
	HISTORICAL FICTION		INFORMATIONAL ARTICLE		
PEER-GROUP LEARNING	COMPARE	 <b>How This Son of Migrant Farm Workers Became an Astronaut</b> <i>José Hernández and Octavio Blanco</i>	 <b>A Work in Progress</b> <i>Aimee Mullins</i>	 <b>Simile: Willow and Ginkgo</b> <i>Eve Merriam</i> <b>Four Skinny Trees from The House on Mango Street</b> <i>Sandra Cisneros</i>	<b>Present an Informational Text</b>  SPEAKING AND LISTENING: PERFORMANCE TASK
SHORT STORY	INTERVIEW	ORAL HISTORY	POETRY • VIGNETTE		
INDEPENDENT LEARNING	 <b>The Girl Who Fell From the Sky</b> <i>Juliane Koepcke</i>	 <b>from Malala Yousafzai: Speech to United Nations Security Council</b> <i>Malala Yousafzai</i>	 <b>from The Story of My Life</b> <i>Helen Keller</i>	 <b>Rikki-tikki-tavi</b> <i>Rudyard Kipling</i>	<b>SHARE • LEARN • REFLECT</b>  SHARE INDEPENDENT LEARNING
PERSONAL NARRATIVE	PERSUASIVE SPEECH	AUTOBIOGRAPHY	SHORT STORY		
REFLECT AND RESPOND		PERFORMANCE-BASED ASSESSMENT			
GOALS • TEXTS • UNIT PROJECTS		<b>Informational Essay</b> You will write an informational essay in response to the Essential Question for the unit.			

# Goal Setting & Academic Vocabulary

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
deviate	1. Don't deviate from the route I gave you or you'll get lost!		viable, viaduct
LATIN ROOT: -via- "way"	2. She was making an important point, but she allowed herself to deviate into side issues.		

## Academic Vocabulary: Informational Text

Academic terms can help you read, write, and discuss with precision. Many of these words have roots, or key parts, that come from Latin and Greek.

**PRACTICE** Academic terms are used routinely in classrooms. Build your knowledge of these words by completing the chart.

1. **Review** each word, its root, and the mentor sentences.
2. **Determine** the meaning and usage of each word using the mentor sentences and a dictionary, if needed.
3. **List** at least two related words for each academic term. Then, challenge yourself to write a sentence that contains two of the academic terms.

LATIN ROOT: -ver- "turn"	1. States because people come from many different places.		
observation	2. The oceans are filled with a diversity of marine life.		
LATIN ROOT: -serv- "watch over"	1. Mastery of a skill requires more than observation; you have to do the activity yourself.		
	2. Any observation of the moon was impossible because it was such a cloudy night.		

ESSENTIAL QUESTION	Unit Introduction	Unit Reflection
I can read selections that reflect the experience of facing adversity and develop my own perspective.	1 2 3 4 5 ○ ○ ○ ○ ○	1 2 3 4 5 ○ ○ ○ ○ ○
READING	Unit Introduction	Unit Reflection
I can understand and use academic vocabulary words related to informational texts.	1 2 3 4 5 ○ ○ ○ ○ ○	1 2 3 4 5 ○ ○ ○ ○ ○
I can recognize elements of different genres, especially historical nonfiction and fiction, informational texts, and poetry.	1 2 3 4 5 ○ ○ ○ ○ ○	1 2 3 4 5 ○ ○ ○ ○ ○
I can read a selection of my choice independently and make	1 2 3 4 5 ○ ○ ○ ○ ○	1 2 3 4 5 ○ ○ ○ ○ ○

## Unit Goals

Throughout this unit you will deepen your perspective about facing adversity by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

**SET GOALS** Use a scale of 1 to 5 to rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.

informational presentation.	○ ○ ○ ○ ○	○ ○ ○ ○ ○
MY GOALS	Unit Introduction	Unit Reflection



# Black Sunday: The Storm That Gave Us the Dust Bowl

Erin Blakemore

## BACKGROUND

Since the mid-nineteenth century, farmers had been flocking to the Great Plains of the American Midwest, which offered large plots of land for raising crops and livestock. This migration changed the landscape of the region, replacing the native prairie grasses with plowed fields. In 1930, a severe drought hit this altered environment creating dust storms that raged for nearly a decade. This selection recounts one of the worst dust storms in the era known as the Dust Bowl.

^ An enormous dust storm descends on the town of Springfield, Colorado, during the Dust Bowl in the 1930s.

**plight** (PLYT) *n.* serious or harmful condition or situation

**ravaged** (RAV ihjd) *v.* destroyed or damaged badly

**widespread** (WYD sprehd) *adj.* occurring in many places

**unending** (uhn EHN dihg) *adj.* never stopping; constant

1 It seemed like an ordinary day at first. Like any other day, folks on the Great Plains were struggling to get by. People walked to church, swept up from the dust storm that had blown through the week before, perhaps discussed the Congressional hearings that had brought the **plight** of the region, which had been **ravaged** by drought and the economic effects of the Great Depression, to the attention of the rest of the nation.

2 But Black Sunday—April 14, 1935—was no ordinary day.

3 That afternoon, a gigantic cloud swept across the Great Plains. It was 1,000 miles long and blew at speeds up to 100 miles per hour. It was made of 300,000 tons of dust whipped from the ground of northern farmlands, where poor soil conservation techniques<sup>1</sup> had led to **widespread** erosion made worse by the **unending** drought.

1. **soil conservation techniques** methods that farmers can use to stop soil from being removed by natural forces.

## READ TO UNLOCK MEANING

1. First read the text for comprehension and enjoyment. Use the **Comprehension Check** question to support your first read.
2. Go back and respond to the Close-Read note.
3. Identify other details in the text you find interesting. Ask your own questions and draw your own conclusions.

## CLOSE READ

**ANNOTATE** In paragraph 6, mark details that describe the reactions of humans and animals.

**QUESTION** What effect do these details have?

**demoralized** (dih MAWR uh lyzd) *adj.* discouraged; defeated

**impooverished** (ihm POV uhr ihst) *adj.* extremely poor; miserable and exhausted

## COMPREHENSION CHECK

How did this period in time come to be known as the Dust Bowl?

4 Great Plains residents were used to dust, but they had never seen anything like this. One observer compared it to “the Red Sea closing in on the Israel children<sup>2</sup> . . . it got so dark that you couldn’t see your hand before your face, you couldn’t see anybody in the room.”

5 “You couldn’t see the street lights,” recalled Jim Williams, who watched the storm from his home in Dodge City, Kansas. “It rolled over and over and over and over and over when it came in,” another witness remembered, “and it was coal black; it was coal black, and it was terrible that afternoon. It was hot and dry.”

6 Humans weren’t the only ones **terrified** by the storm. Birds **fled** ahead of the cloud. **Confused** by the dark, chickens **started to go inside to roost**. Cows **ran in circles**.

7 Once the storm subsided, a simple spring day had become the worst day in recent memory. The “black blizzard” that swept across the plains states left a trail of devastation in its wake—leveled fields, crashed cars, reports of people who had been blinded or given pneumonia by the storm. Everything was covered in dust, which choked wells and killed cattle. “Black Sunday,” as the storm became known, was the death knell<sup>3</sup> for the poor farmers of Oklahoma and Texas. **Demoralized** and **impooverished**, thousands of so-called “Okies” cut their losses<sup>4</sup> and began the long migration to more favorable locations like California.

8 In Boise City, Oklahoma, an Associated Press reporter named Robert E. Geiger had weathered the storm with photographer Harry G. Eisenhard. “Three little words achingly familiar on a Western farmer’s tongue,” he wrote after the storm, “rule life in the dust bowl of the continent—if it rains.” Some speculate that Geiger meant to say, “dust belt,” a term he used to refer to the devastated region before and after Black Sunday.

9 Inadvertent or no, the term was picked up almost immediately. Geiger had given name to a phenomenon that would come to define the economic and social impacts of the Great Depression. But though Black Sunday and the Dust Bowl it helped name drew attention to the plight of the plains and turned soil conservation into a national priority, its effects were best summed up by a folk singer, not a reporter or politician. These are some of the lyrics to Woody Guthrie’s “Dust Storm Disaster,” which tells the story of the “deathlike black” cloud that enveloped America that day in 1935:

*It covered up our fences, it covered up our barns,  
It covered up our tractors in this wild and dusty storm.  
We loaded our jalopies and piled our families in,  
We rattled down that highway to never come back again.*


2. **the Red Sea closing in on the Israel children** According to the Bible, the Red Sea opened up for the escaping children of Israel and then closed in on the Egyptians who were chasing them. The term “children of Israel” refers to both adults and children.

# Writing

- Mentor/Model Text
- Writing Process
- Grammar & Vocabulary

**MENTOR/TEXT**  
INFORMATIONAL ESSAY  
MODEL  
**1825** As you read, notice that the author presents facts without offering opinions or arguments.

## Against the Odds



"If you have to ditch a commercial aircraft in the Hudson River," the news anchor joked, "this is the guy you want." That guy was Chesley Sullenberger. As a 28-year veteran of US Airways and a former Air Force fighter pilot, he had what it took to land his plane safely and save his passengers' lives.

On January 15, 2009, Sullenberger was the pilot on US Airways Flight 1549 from New York's LaGuardia Airport to Charlotte, North Carolina. Flight 1549 left the tarmac at 3:25 p.m. Sullenberger thought he was in for an average flight—a routine, everyday trip.

The flight was unremarkable for the first 90 seconds. Then something caught the eye of copilot Jeff Skiles. At 3,000 feet, he saw a flock of Canada geese headed toward the plane. Moments later the geese struck the fuselage, wings, and engine.

The 150 passengers felt a powerful thud against the airplane, followed by severe vibrations from the engine. One passenger said it sounded like sneakers thumping around in a dryer. There was a loud explosion. The cabin filled up with smoke. There was a horrible smell and then an eerie quiet: both engines were disabled.

Sullenberger made a Mayday radio call to air traffic control and calmly explained the situation. They discussed the options: The plane could either return to LaGuardia or land at Teterboro Airport in New Jersey.

Sullenberger knew the situation was too dire for the plane to stay in the air long enough for other plan to be successful. He had about 30 seconds to find an alternative. The pilot decided on a

## Write an Informational Essay

An **informational essay** is a brief work of nonfiction in which a writer educates readers about a topic.

### Assignment

Write an **informational essay** in which you respond to the following question:

**What does it mean to overcome adversity?**

Support your ideas with details from your reading, background knowledge, and personal observations. Use the elements of informational essays in your writing.

**Use Academic Vocabulary** Try to use one or more academic vocabulary words in your informational essay: *persevere, determination, diversity, observation.*

### ELEMENTS OF INFORMATIONAL ESSAYS

**Purpose:** to provide information and explanations about a topic

#### Characteristics

- a clear thesis statement, or central idea
- relevant supporting evidence, such as facts, examples, and quotations
- precise language and well-chosen transitions
- definitions of unfamiliar or technical terms
- a formal style and an objective point of view
- standard English conventions, including correct use of conjunctive adverbs

#### Structure

- an engaging introduction that previews the content of the essay
- a coherent and focused flow of ideas within and across paragraphs
- a strong conclusion that supports the information presented

# Planning and Prewriting

Before you draft, decide what you want to say and how you want to say it. Complete the activities to get started.

## Discover Your Topic: Freewrite

Keep your topic in mind as you write for 5-10 minutes without stopping.

- Don't worry about your spelling or grammar.
- When time is up, pause and reread what you wrote. Circle words and phrases that seem strong or interesting.
- Repeat the process several times. Write again using the strong ideas you marked.

**WRITE** What does it mean to overfly?

Using the Writer's Handbook

In this handbook

## Structure Ideas: Make a Plan

**A Collect Your Ideas** Review your freewriting and decide which ideas and details you want to include in your essay. Don't worry about the order yet.

**B Write a Thesis Statement** Write one sentence that expresses the central idea, or main point, of your essay.

**C Plan a Structure** Figure out what you want to say in each section of your essay so that your ideas build in a focused way.

**I. Introduction:** Consider how to blend your thesis statement into your introduction. This paragraph should preview the information your essay will discuss and show that your topic is interesting and important.

**II. Body Paragraphs:** Write a topic sentence for each paragraph and list the evidence you will use to support it. Think about transitions, formatting, and graphics you might include to guide readers and organize information.

**III. Conclusion:** Remind readers of your thesis, and leave them with a strong impression.

### THESIS STATEMENT

Your **thesis statement** should present your topic clearly. Begin by writing one key idea, avoiding any unnecessary words. As you draft and revise, you can clarify your thesis statement.

### STRUCTURE

A clear **structure**, or organization of ideas, strengthens the focus of your essay and helps readers follow your thinking. These two types of structures work well in informational writing:

- **Subtopic:** Break a topic into smaller, related subtopics and then give each subtopic a heading.
- **Cause-and-Effect:** Examine how a particular situation leads to another, which in turn leads to another.

# Drafting

Apply the planning work you've done and write a first draft. Start with your introduction, which should grab your reader's attention and hint at some of the information you will cover in your essay.

## Read Like a Writer

Reread the first few paragraphs of your draft. Find out what you want to find out next.

### MENTOR TEXT

from *The New York Times*  
 "If you're flying over the Hudson River, you'll see the towers of US Airways and a plane that is about to land his plane safely." On January 15, 2009, 1549 from New York City.

**WRITE** Write your example, presents

**STANDARDS**  
 Writing • Introduce a topic or text and state the main idea and purpose. • Establish

## Coherence and Craft

As you draft your essay, use transitions to create coherence. A **coherent** essay "holds together" within and across paragraphs. Use **transitions** to show how ideas are related and how they build on one another. There are two basic types of transitions:

- **Transitional words and phrases** create smooth connections between sentences and paragraphs, making your essay easy to follow.
- **Conjunctive adverbs** connect two independent clauses.

### SAMPLE TRANSITIONS

#### Relationship Between Ideas

time sequence  
 contrast  
 comparison  
 cause-and-effect  
 add information

### WRITE

Write a paragraph that shows the first transition. Consider the punctuation.

# Revising

Now that you have a first draft, revise it to be sure it conveys information as effectively as possible.

## Read Like a Writer

Review the revisions made to the Mentor Text. Then, answer the questions in the white boxes.

Why do you think the writer added this detail?

### MENTOR TEXT

from *The New York Times*  
 "The airplane was a day late and a dollar short. It was a smoke. There was then an eerie quiet. Sullenberger made like a calm: calm. The plane could e Airport in New Je

### WRITE

Write a paragraph that shows the first transition. Consider the punctuation.

### Peer Review Partner

When you review:

- Locate and evaluate the evidence.
- Review the body paragraphs.
- Do any statements support the thesis?
- Evaluate your partner's work and formal? Make suggestions for improvement.

Once your partner has finished, return the essay to the writer. Use the Revision Checklist to help you.

# Editing

Don't let errors distract readers from your ideas. Reread your draft and fix mistakes to create a finished informative work.

## Read Like a Writer

Look at how the writer of the Mentor Text edited an early draft. Then, follow the directions in the white boxes.

### MENTOR TEXT

from *Against the Odds*  
 Sullenberger knew the situation was too dire for the plane to stay in the air long enough for either plan to be successful; he had about 30 seconds to find an **alternative**. The pilot decided on a radical move: He'd ditch the plane in the Hudson River—despite the fact that passenger jets are not built to land on water.... Sullenberger lowered the plane's nose in a gradual glide toward the river. **The** plane managed to clear the George Washington Bridge and, against the odds, land safely on the surface of the Hudson.

Fix the comma splice.

The writer fixed a spelling error.

The writer fixed a run-on sentence.

Find and correct a spelling error.

**CRITICAL THINKING**

## Focus on Sentences

**Run-Ons and Splices** A **run-on sentence** is a sentence in which two or more independent clauses (complete sentences) are connected with incorrect or missing punctuation. A **comma splice** is a run-on in which a comma incorrectly joins independent clauses. One way to fix run-ons and splices is to create complex sentences. Turn one of the independent clauses into a dependent clause by adding a subordinating conjunction. Then, connect the dependent clause to the independent clause.

**Run-On:** The pilot is a hero he saved the passengers.

**Splice:** The pilot is a hero, he saved the passengers.

**Corrected as a Complex Sentence:** The pilot is a hero because he saved the passengers.

**PRACTICE** Correct each run-on or comma splice by creating a complex sentence with a subordinating conjunction.

1. Some people are afraid of flying air travel is very safe.

**EDITING TIP**  
 Subordinating conjunctions include the words because, although, and until. They begin subordinate, or dependent, clauses that cannot stand alone as sentences. Instead, you



## Parent Resources for Grades K-12

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## Parents' Corner

Your Go-To Spot for Savvas Realize® Resources



### Access the Savvas Realize® Parent User Guide

We've prepared this User Guide to help you more easily navigate the Savvas Realize digital platform. Realize is where students go to access digital assignments, activities, and lessons from their Savvas interactive course. The Savvas Realize® Parent User Guide is available in the following languages:

- ✓ [English](#)
- ✓ [Spanish](#)
- ✓ [Simplified Chinese](#)

# Middle School Curriculum Update

myPerspectives



## Questions?

# Aligning Special Education ELA with Science of Reading and MTSS

## Vision:

- Students with disabilities will receive intensive, supplemental instruction that builds on—not replaces—their access to general education.

## System Shifts:

- Moving from isolated pull-out interventions to a layered support system.
- Collaborative restructuring of schedules and staffing to allow access to core plus supplemental instruction.
- Purchase of materials for intensive decoding needs based on Orton-Gillingham structured literacy



# Intervention Materials Purchase and Implementation Plan

## Intervention Materials Review:

- Used the Hexagon Tool to evaluate evidence, usability, need, and fit of four Orton-Gillingham-based structured literacy programs.
- Engaged teachers across all sites in vendor presentations, ratings, and feedback.

## Implementation Plan to Include:

- Training on materials
- Student placement based on data (in progress)
- Schedule adjustments
- Support for students in general education
- Ongoing learning and coaching for instructional practices

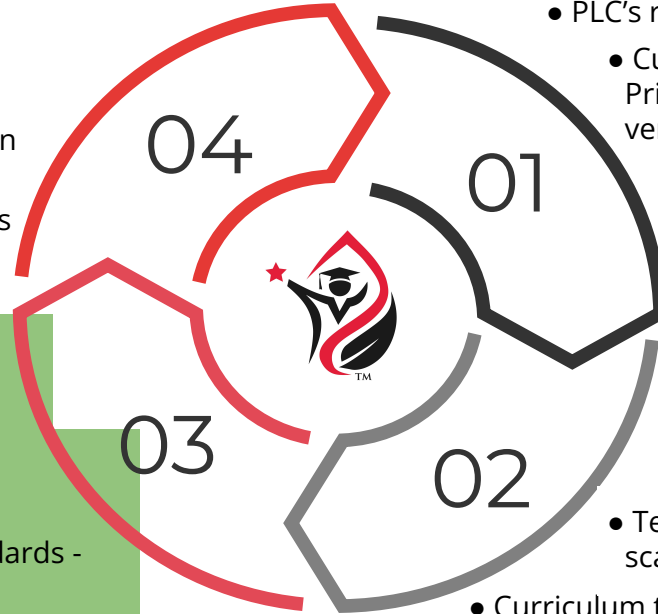
# Curriculum Revision Process

## Phase 4: Standard Work

- Ensuring Formative and Summative Assessments align with Priority Standards
- Instructional coaches provide classon support
- Monitor student achievement results adjust instruction and supports as needed

## Phase 3: Change Management

- Professional Development
- Ensuring Formative and Summative Assessments align with Priority Standards - Make needed adjustments
- Instructional coaches provide support
- Monitor student achievement results and adjust instruction and supports as needed



## Phase 1: Exploration

- PLC's review changes to the Standards
- Curriculum teams review and modify Priority Standards with horizontal and vertical alignment
- Create and/or refine proficiency scales for every priority standard
- Provide PD for PLC members

## Phase 2: Change Readiness

- Teachers embedding proficiency scales into aligned lessons daily
- Teaching students how to use proficiency scales to assess their own learning
- Curriculum teams begin the process of reviewing resources aligned with the Priority Standards - Pilots are an option
- Curriculum teams follow the resource selection process



**Thank you**