Dr. Christopher J. Delgado
Superintendent

Cheryl B. Blau
President
Claudia T. Heinrich
Vice President
Zach T. Rich
Secretary
Terri A. Weems
Treasurer
Mable S. Fox
Trustee
Angie F. Smith
Trustee
Donald Walker, Jr.
Trustee

REGULAR MEETING
OF THE BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile Rd.
Farmington, MI 48336
Tuesday, January 23, 2024
6:00 PM

AGENDA

I. **CALL TO ORDER**
   A. Roll Call
   B. Pledge of Allegiance
II. **ITEMS FROM THE PRESIDENT**
   A. Approval of the Agenda
   B. Announcements
III. **REPORT FROM THE STUDENT ROUND TABLE**
IV. **ITEMS FROM THE SECRETARY**
   A. Correspondence
V. **LEGISLATIVE UPDATE**
VI. **DISTRICT UPDATES**
   A. Superintendent's District Update
   B. Quarterly Dashboard - 2020 Bond Update
VII. **REPORTS FROM BOARD COMMITTEES**
   A. Communications and Community Engagement Committee
   B. Finance and Facilities Committee
   C. Policy/Board Governance Committee
VIII. **DISCUSSION ITEMS**
   A. K-5 Literacy Adoption (Reading and Writing)
   B. STEAM Academy Fire Alarm - BP#12
   C. Central Office Renovation - BP#13
   D. FHS Canopy
   E. 2023-24 First Budget Amendment
   F. Review of Recommended Policy Updates (November 2023) from Miller Johnson (Policy Service Provider) - First Reading
IX. **PUBLIC COMMENTS**
X. **ITEMS FROM THE TREASURER**

A. Expenditures

XI. **CONSENT AGENDA**

A. Approval of Minutes

1. December 19, 2023 Closed Session
2. January 9, 2024 Regular Meeting

B. Personnel Items

XII. **REPORTS FROM BOARD REPRESENTATIVES**

XIII. **ADJOURNMENT**

***PUBLIC COMMENTS** are intended to provide individuals an opportunity to address the Board of Education. In the interest of fairness, the Board requests each speaker to limit his or her comments to three (3) minutes.*

***ANY PERSON** with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at 248-489-3338 at least three (3) business days in advance of the meeting to request assistance.*

***ALL MEETINGS**, with the exception of closed sessions, are open to the public. Regular Board of Education meetings and most pre-meetings of the Board of Education are live-streamed on the District's YouTube Channel.*

The official minutes of the Board of Education are stored and available for inspection
in the Lewis Schulman Administration Building of the Farmington Public School District.

IV. ITEMS FROM THE SECRETARY.

The Board has received communications regarding international education rankings, revising AA History & AA Literature courses, MLK celebrations, missing attachments for Board agendas/meetings, and the StoryTeller program at STEAM.

The Board acknowledges communications and responds when appropriate. A list of correspondents can be found in the Board packet, accessible on the Farmington Public Schools' website.

III. ITEMS FROM THE SECRETARY

A. Correspondence.

Date	From	Topic
12/26/2023	E. Greenstein	Learning the right lesson from international education rankings
1/2/2024	B. Lubaway	Revising AA History & AA Literature Courses belongs to Curriculum Department
1/3/2024	B. Lubaway	Celebrate the Life and Legacy of Dr. Martin Luther King, Jr. with FPS Proclamation?
1/9/2024	B. Lubaway	Agenda for 1/9/23 missing explanatory attachments - again
1/18/2024	S. Brannon	Storyteller Program - STEAM
1/18/2024	C. Delgado	Re: Storyteller Program - STEAM

VI. DISTRICT UPDATES

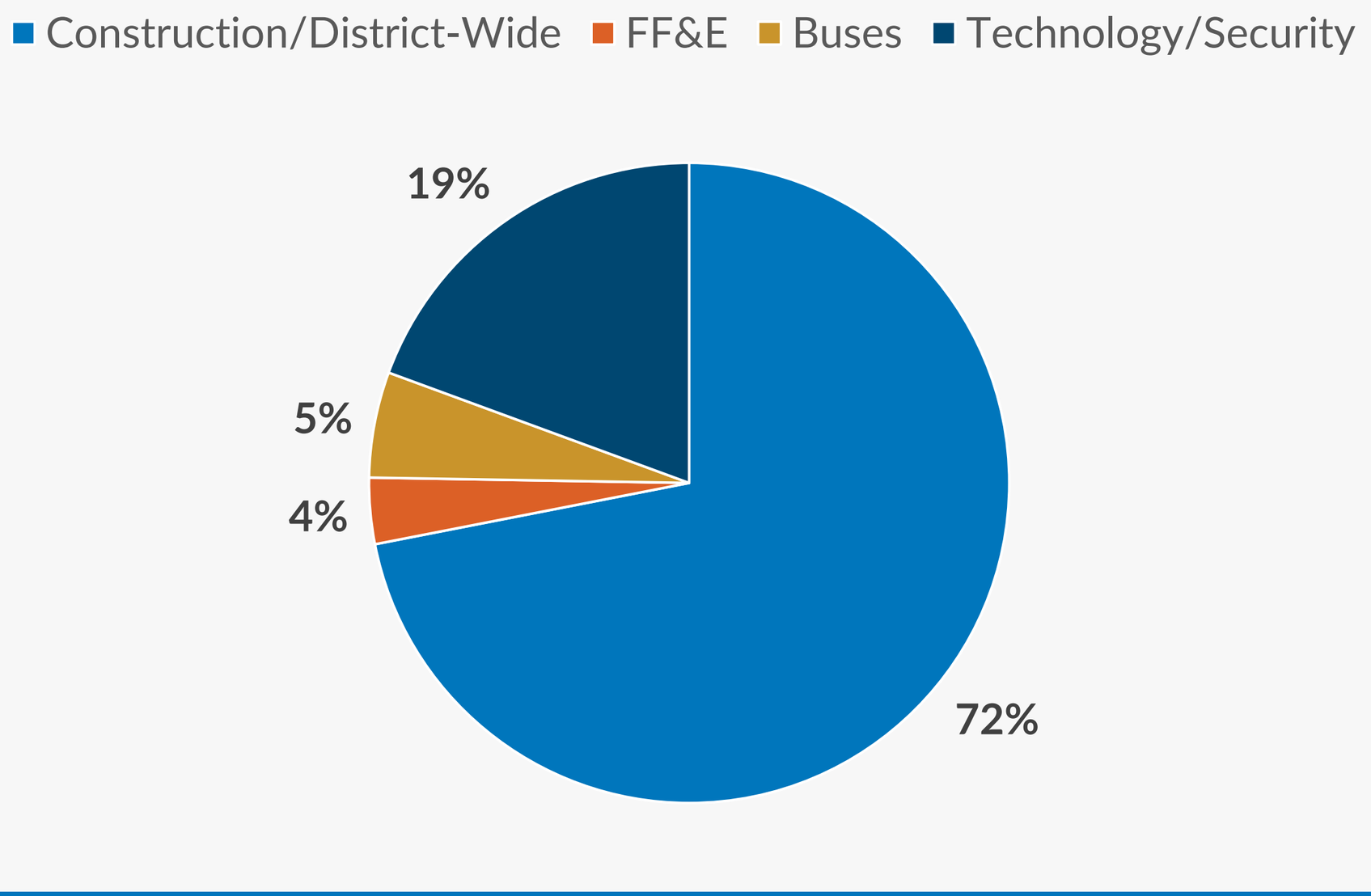
A. SUPERINTENDENT'S DISTRICT UPDATE.

Presenter: Chris Delgado, Superintendent

B. QUARTERLY DASHBOARD - 2020 BOND UPDATE.

Presenters: Chris Delgado, Superintendent; Scott Smith and Paul Wills, Plante Moran Realpoint

2020 Bond Allocation



Funding & Expenditures Summary (as of January 16, 2024)

$ 98,000,000	2020 Bond Program
$ 5,368,216	2018 Bond Proceed Allocation
$ 2,400,000	2020 Bond Earned Interest
$105,768,216	**Total Funding**

$105,768,216	Total Funding
$ 72,607,170	Commitments / Contracts to Date
$ 33,161,046	**Budget Remaining**

$ 64,153,013 Actual Costs Spent to Date (as of 1/16/24)

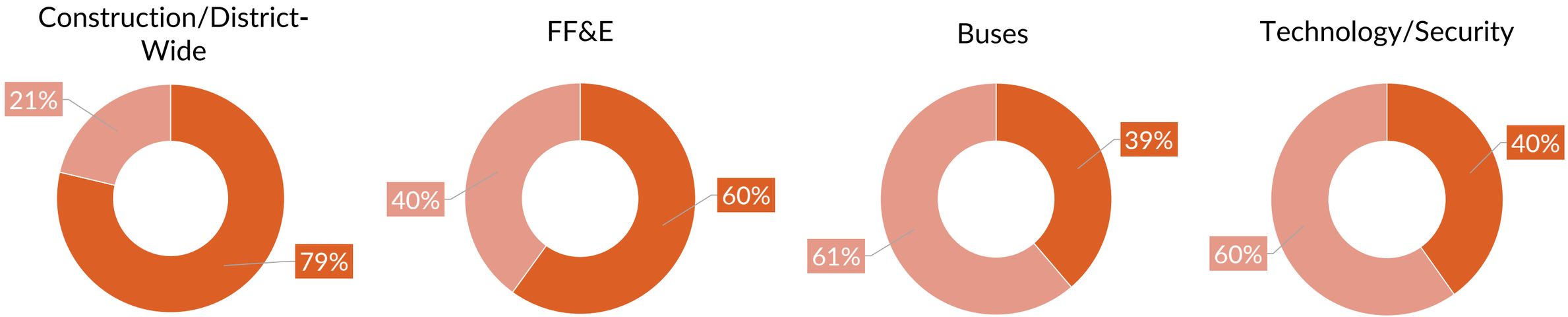
Farmington Public Schools | January 2024 Dashboard Report

Cost to Complete Through 1.17.2024

FUNDING ALLOCATION:	Budget	Commitments / Projected Commitments	Actuals Approved	Actual Cost To Complete	Forecasted Commitments	Reserve / Owner Contingency	Estimate At Completion	Forecasted Over/(Under)
Construction/District-Wide	$76,441,609	$60,161,830	$51,707,672	$8,454,157	$14,166,609	$2,113,171	$76,441,609	$0
FF&E	$3,740,000	$2,242,814	$2,242,814	$0	$1,497,186	$0	$3,740,000	$0
Buses	$5,500,000	$2,129,752	$2,129,752	$0	$3,370,248	$0	$5,500,000	$0
Technology/Security	$20,086,607	$8,072,774	$8,072,774	$0	$12,013,833	$0	$20,086,607	$0
OVERALL TOTALS:	**$105,768,216**	**$72,607,170**	**$64,153,013**	**$8,454,157**	**$31,047,876**	**$2,113,171**	**$105,768,216**	**$0**

All Owner costs are included through December 31, 2023. The budget of $105,768,216 consists of $98,000,000 from the 2020 Bond, $5,368,216 from the 2018 Bond, and $2,400,000 in earned interest from the 2020 Bond.

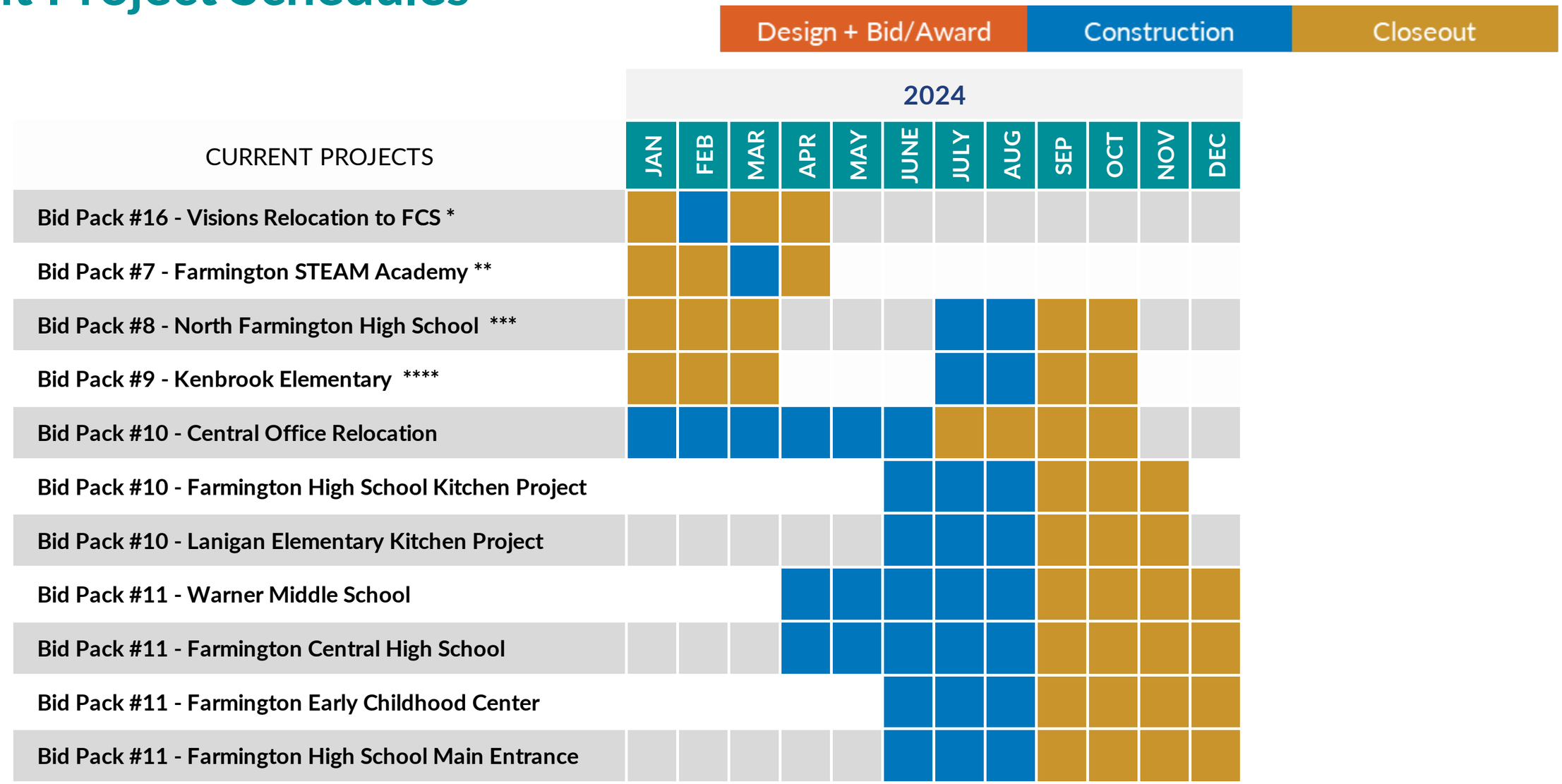
Committed Cost by Category Through 1.17.2024



plante moran REALPOINT

Farmington Public Schools | January 2024 Dashboard Report

Current Project Schedules



* Construction work represents installation and inspections of new emergency generator during mid-winter break

** Construction work represents installation and inspections of new emergency generator during spring break, pending availability of equipment

*** Construction work represents installation and inspections of new emergency generator + misc. improvements

**** Construction work represents installation and inspections of new emergency generator, pending availability of equipment

Visions Unlimited Relocation to FCS

Front Entrance w/ Landscaping

ADA Accessible Gym Exit

New East Parking Lot & Bus Drop-Off

New Playground Equipment

Visions Unlimited Relocation to FCS

Main Office Entrance

Main Office

West Corridor

East Corridor

Visions Unlimited Relocation to FCS

Cafeteria w/ New Furniture

Kitchen Updates

Cafeteria w/ New Furniture

Gymnasium Flooring & Basketball Hoops

Visions Unlimited Relocation to FCS

Classroom w/ New Furniture

Adaptive Restroom

Production Lab

Classroom w/ New Furniture

Upcoming Bond Projects

- **Farmington STEAM Academy Fire Alarm System Updates**
  - »Project to be recommended at January 2024 board meeting.
  - »Anticipated construction timeline is March 2024 – July 2024

- **Transportation**
  - »Highlights include parking lot upgrades and service bay expansion
  - »Project is currently in design with bid awards anticipated in August 2024
  - »Construction timeline has not been solidified but is planned for 2025

- **High School Scoreboards & Stadium Lighting Improvements (FHS & NFHS)**
  - »Highlights include replacement of existing scoreboards with new video boards as well as replacement of stadium lighting. Additional lighting is being considered for auxiliary fields at both schools.
  - »Project design will be kicking off this winter. Bid awards are anticipated in August 2024
  - »Construction timeline has not been solidified but is planned for Summer 2025.

VIII. DISCUSSION ITEMS

A. K-5 LITERACY ADOPTION (READING AND WRITING).
Presenter: Margaret Hendrickson, Director, Curriculum, Instruction and Assessment

B. STEAM ACADEMY FIRE ALARM - BP#12.
Presenter: Jon Barth, Director, Facilities Management and Transportation

C. CENTRAL OFFICE RENOVATION - BP#13.
Presenter: Jon Barth, Director, Facilities Management and Transportation

D. FHS CANOPY.
Presenter: Jon Barth, Director, Facilities Management and Transportation

E. 2023-24 FIRST BUDGET AMENDMENT.
Presenter: Jennifer Kaminski, Assistant Superintendent, Business Services

F. REVIEW OF RECOMMENDED POLICY UPDATES (NOVEMBER 2023) FROM MILLER JOHNSON (POLICY SERVICE PROVIDER) - FIRST READING.
Presenter: Donald Walker Jr., Chair, Policy/Board Governance Committee

K-5 ELA (Reading & Writing) PROGRAM ADOPTION PROPOSAL

Kathy Olenczuk
K–5 Literacy Coordinator

Farmington PUBLIC SCHOOLS

PROPOSAL

Adoption of the **Wit & Wisdom** curriculum to provide a framework for addressing the systematic instruction of the Michigan K–5 Reading, Writing and Language standards.

Farmington PUBLIC SCHOOLS

Documents to Review

- Wit & Wisdom Overview Document*
- Curriculum Evaluation Tool
- Sample Module – Grade 1*
- Sample Module – Grade 5*
- Annotated Lesson Plan – Grade 3*
- Photos from Preview Cycles
- Materials Quote – Year 1*

Farmington PUBLIC SCHOOLS

Rationale

- FPS K-5 Literacy Data
- Alignment with the Essential Literacy Practices for K-5 & Best Practice in the "Science of Reading"

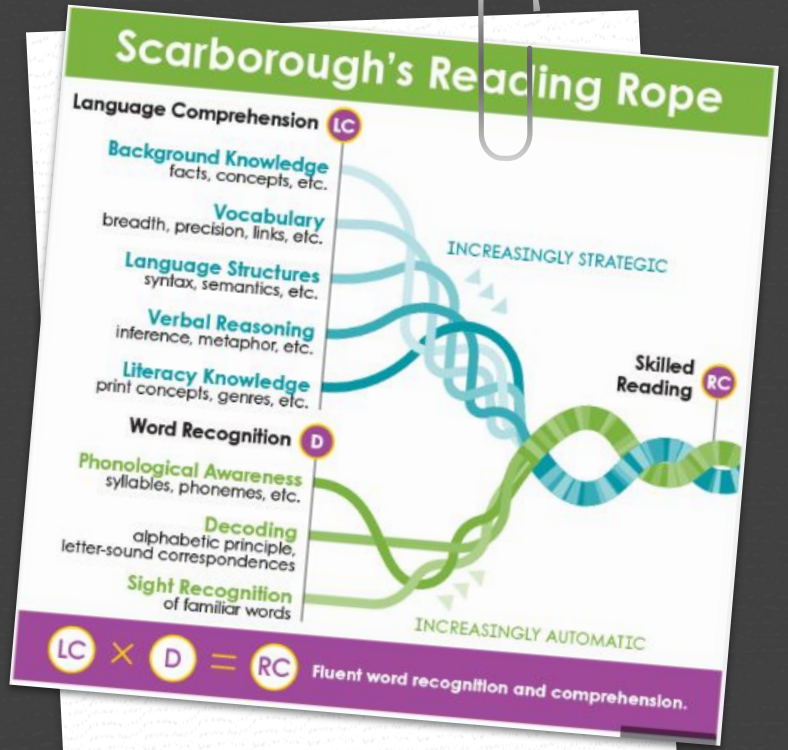
Farmington PUBLIC SCHOOLS

What are FOUNDATIONAL SKILLS?

Foundational Skills include:

- **Basic Print Concepts** – understanding how print works
- **Phonological Awareness** – words are made up of individual sounds and sound parts
- **Phonics** – knowledge of letter-sound relationships in written language
- **Fluency** – Application of above skills automatically and fluently in and out of context.

Slide from Last Year



Farmington PUBLIC SCHOOLS

We Previewed
Two High-Quality Resources
(both receiving high scores from EdReports)

Wit & Wisdom

EL Education

PREVIEW CYCLES

- 20+ K-5 Teachers
- Training Provided
- Module 1 Implementation
- Full Day Debrief
- Informal Previewing Opportunities for ALL Staff

WIT & WISDOM®

Farmington PUBLIC SCHOOLS

SHOUT OUT to the Teachers!

FOREST

Tiphany Vietor
Kindergarten

Stacey Mollison
First Grade

Tiffany Lee
Fifth Grade

HILLSIDE

Beth Tandeski
First Grade

Chelsey Chambers
Fifth Grade

FSA

Rebecca Kunselman
Second Grade

WOOD CREEK

Sunny Abbo
Second Grade

Melissa Cole
Fourth Grade

BEECHVIEW

Abby Denomy
Third Grade

Courtesy Stewart
Fourth Grade

LANIGAN

Angelina Lowe
Second Grade

Merari Gardner
Fifth Grade

GILL

Jordan Inwald
Early Five Kinders

Renee Decator
Third Grade

KENBROOK

Kelly Newell
Fifth Grade

Katelyn Riley
Kindergarten

LONGACRE

Tracey Vlahos
Second Grade

Doreen Swift
Fifth Grade

SHOUT OUT to the Teachers!

KENBROOK

Dave Hebert
Fifth Grade

Megan Matura
Fifth Grade

Jen Dixon
Kindergarten

Hannah Vickory
Kindergarten

LANIGAN

Vilma Mendoza
Second Grade

Jill Chafetz
Second Grade

Heather Harrington
Second Grade

Jen Nottenkamper
Second Grade

WOOD CREEK

Kim Zell
Second Grade

Katie Tomasaitis
Second Grade

Lauren Zaitouna
Fourth Grade

LONGACRE

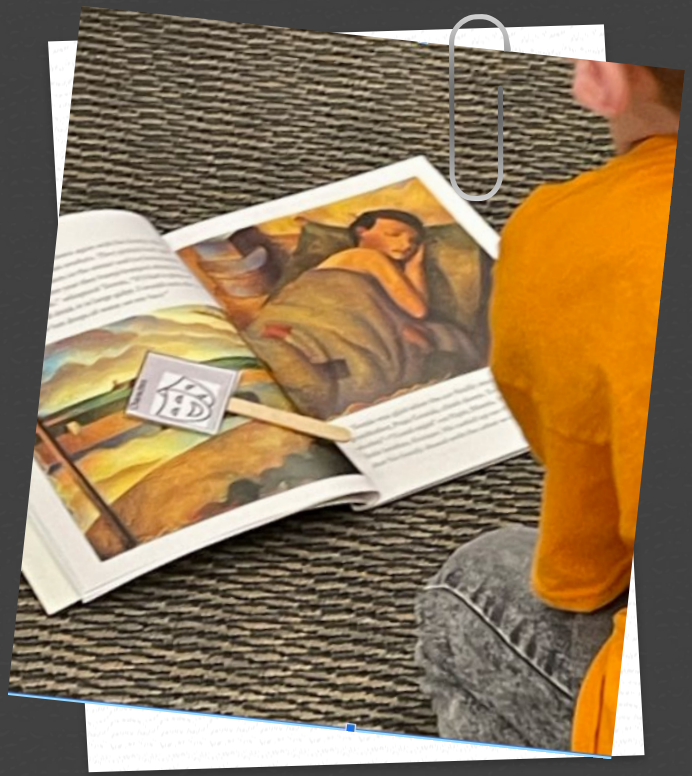
Colleen Brinker
Fifth Grade

BEECHVIEW

Misuk Drews
Third Grade

WIT & WISDOM
Highlights

1. Integrated not Isolated
2. Builds Knowledge While Developing Skills
3. High Quality; Diversified Text Sets
4. Equitable Access to Grade Level Text for ALL Students

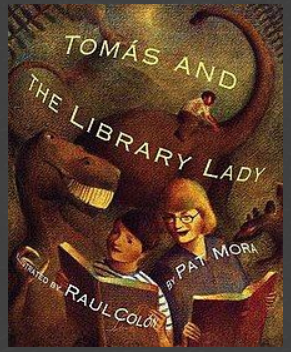


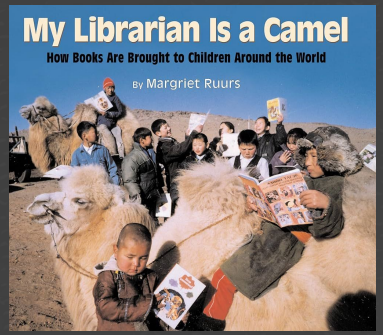
Farmington PUBLIC SCHOOLS

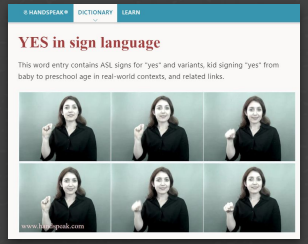
Wit & Wisdom Topics by Grade

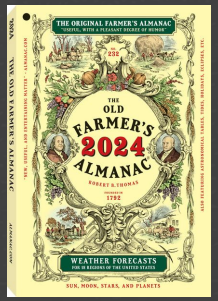
	Module 1	Module 2	Module 3	Module 4
K	***The Five Senses*** How do our senses help us learn? Informative Writing	***Once Upon a Farm*** What makes a good story? Narrative Writing	***America, Then and Now*** How has life in America changed over time? Informative Writing–Research	***The Continents*** What makes the world fascinating? Opinion Writing
1	***A World of Books*** How do books change lives around the world? Narrative Writing	***Creature Features*** What can we discover about animals' unique features? Informative Writing–Research	***Powerful Forces*** How do people respond to the powerful force of the wind? Narrative Writing	***Cinderella Stories*** Why do people around the world admire Cinderella? Opinion Writing
2	***A Season of Change*** How does change impact people and nature? Informative Writing	***The American West*** What was life like in the West for early Americans? Informative Writing	***Civil Rights Heroes*** How can people respond to injustice? Narrative Writing	***Good Eating*** How does food nourish us? Opinion Writing–Research
3	***The Sea*** Why do people explore the sea? Informative Writing	***Outer Space*** How do people learn about space? Opinion Writing	***A New Home*** How do stories help us understand immigrants' experiences? Narrative Writing	***Artists Make Art*** What is an artist? Informative Writing–Research
4	***A Great Heart*** What does it mean to have a great heart, literally and figuratively? Informative Writing	***Extreme Settings*** How does a challenging setting or physical environment change a person? Narrative Writing	***The Redcoats Are Coming!*** Why is it important to understand all sides of a story? Opinion Writing, Research	***Myth Making*** What can we learn from myths and stories? Informative Writing
5	***Cultures in Conflict*** How do cultural beliefs and values guide people? Informative Writing	***Word Play*** How and why do writers play with words? Narrative Writing	***A War Between Us*** How did the Civil War impact people? Opinion Writing	***Breaking Barriers*** How can sports influence individuals and societies? Informative Writing–Research

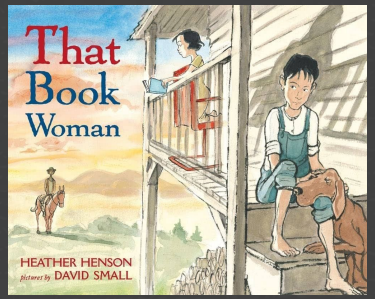
Grade 1 – Module 1
How do books change lives around the world?

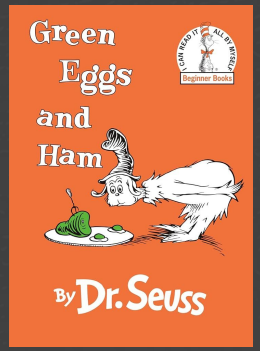


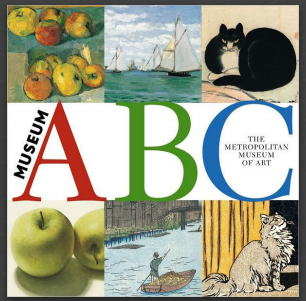








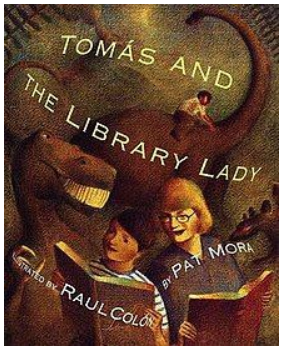
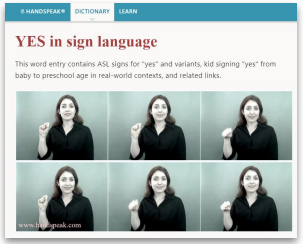


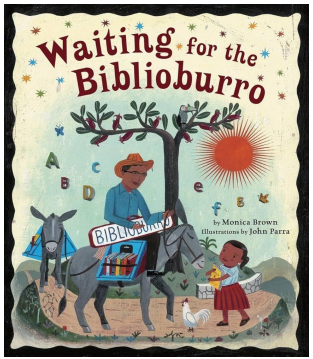


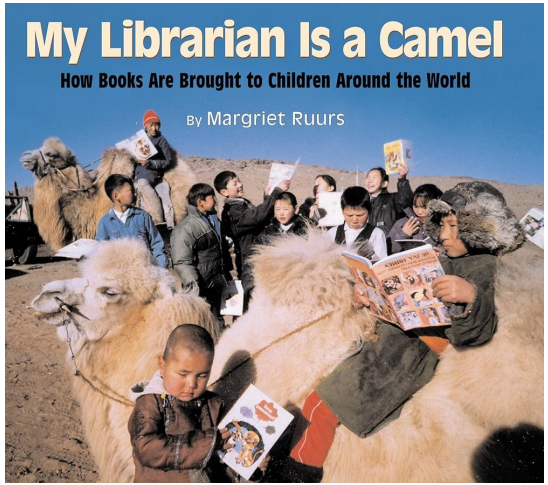
Grade 1; Module 1 – Essential Question:
How do books change lives around the world?

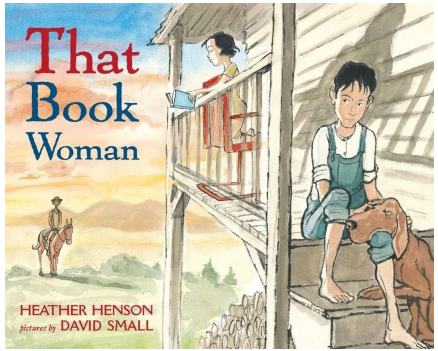
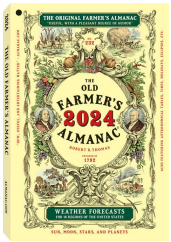
FOCUSING QUESTIONS	CONTENT QUESTIONS	CRAFT QUESTIONS

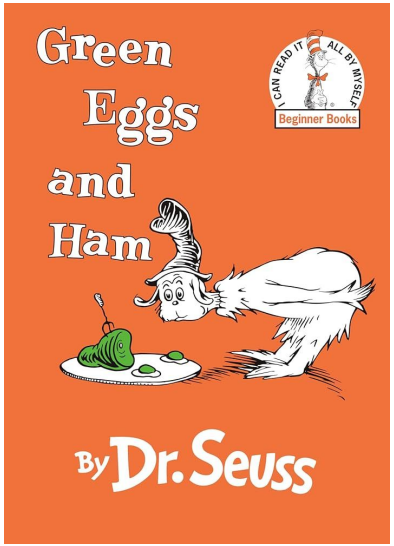
How do library books change life for Tomas?
 	
How does the Biblioburro change life for Ana?
 	
How do people around the world get books?
 	
How does the packhorse librarian change life for Cal?
 	
How can books change my life?
 	
How do books change lives around the world?
	WONDER-ORGANIZE-REVEAL-KNOW-DISTILL
	
	• What do I notice and wonder about each text?
	• What's happening in each text?
	• Deeper exploration of the following text elements:
	  ○ the main characters
	  ○ pictures and captions
	  ○ quotations
	  ○ character feelings
	  ○ which character is speaking
	• How does each text build knowledge of how books change lives?
	• How do books build my own knowledge?
	• What is the central message of the text?
		EXAMINE-EXPERIMENT-EXECUTE-EXCEL
		
		• Using sentence frames in speaking & writing
		• Using complete sentences in speaking & writing
		• Using proper nouns
		• Responding to what others say
		• Retelling events in sequence
		• Fluent Reading
		• Recognizing informal language
		• Using adjectives
		• Why is responding to what others say important?
		• Why is retelling events in sequence important?
		• Story elements in narrative text

FOCUSING QUESTION 1	CONTENT QUESTIONS Comprehension & Reading	CRAFT QUESTIONS Writing
How do library books change life for Tomas?   	WONDER • What do I notice and wonder about Tomas and the Library Lady? ORGANIZE • What's happening in Tomas and the Library Lady? REVEAL • What does a deeper exploration of the main character reveal in Tomas and the Library Lady? KNOW • How does Tomas and the Library Lady build our knowledge of how books change lives?	EXAMINE • Why is it important to use sentence frames in speaking and writing? EXPERIMENT • How does using sentence frames in speaking and writing work? EXECUTE • How do I use sentence frames in speaking and writing? EXCEL • How do I improve my writing using sentence frames?

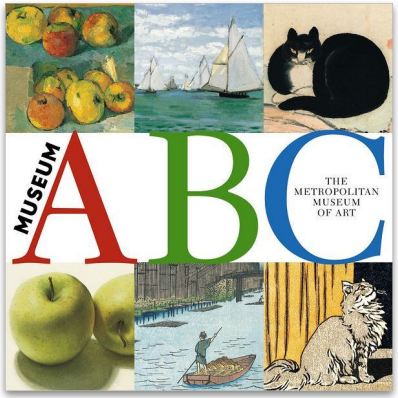
FOCUSING QUESTION 2	CONTENT QUESTIONS	CRAFT QUESTIONS
How does the Biblioburro change life for Ana?  CNN Heroes : Teachina kids to read from the back of a burro	WONDER • What do I notice and wonder about Waiting for the Biblioburro? ORGANIZE • What is happening in Waiting for the Biblioburro? REVEAL • What does a deeper exploration of the **main character** reveal in Waiting for the Biblioburro? KNOW • How does Waiting for the Biblioburro build my knowledge?	EXPERIMENT • How does **reading fluently** work? EXAMINE • Why is **writing complete sentences** important? EXPERIMENT & EXECUTE • How does writing complete sentences work? EXCEL • How do I improve my writing by using complete sentences?

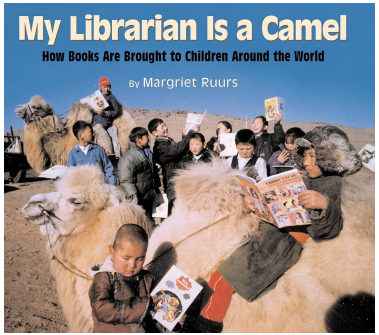
FOCUSING QUESTION 3	CONTENT QUESTIONS	CRAFT QUESTIONS
How do people around the world get books?  	WONDER • What do I notice and wonder about My Librarian is a Camel? ORGANIZE • What is happening in My Librarian is a Camel? REVEAL • What does a deeper exploration of **captions and pictures** reveal in My Librarian is a Camel? REVEAL • What does a deeper exploration of **quotations** reveal in My Librarian is a Camel?	EXAMINE • Why are **proper nouns** important? EXPERIMENT • How do proper nouns work? EXECUTE & EXCEL • How do I use proper nouns in my writing?

FOCUSING QUESTION 4	CONTENT QUESTIONS	CRAFT QUESTIONS
How does the packhorse librarian change life for Cal?  Pack Horse Librarians  	WONDER • What do I notice about That book Woman? ORGANIZE • What's happening in That Book Woman? REVEAL • What does a deeper exploration of the **main character's feelings** reveal in That Book Woman? KNOW • How does That Book Woman build our knowledge of how books can change lives?	EXAMINE • Why is **responding to what others say** important? EXPERIMENT • How does responding to what others say work? EXAMINE • What is **informal language**? EXECUTE • How do I use **adjectives** in my writing? • How do I improve using adjectives in my writing?

FOCUSING QUESTION 5	CONTENT QUESTIONS	CRAFT QUESTIONS
How can books change my life? 	WONDER • What do I notice and wonder about Green Eggs and Ham? ORGANIZE • What is happening in Green Eggs and Ham? REVEAL • What does a deeper exploration of **which character is speaking** reveal in Green Eggs and Ham? DISTILL • What is the **central message** of Green Eggs and Ham? KNOW • How can books build my knowledge?	EXAMINE • Why is **retelling events in sequence** important? EXPERIMENT • How does sequencing events work? EXECUTE • How do I sequence events in writing? EXCEL • How do I improve sequencing events in my writing?

FOCUSING QUESTION 6	CONTENT QUESTIONS	CRAFT QUESTIONS
How do books change lives around the world?	DISTILL • What is important about Museum ABC? KNOW • How does My Librarian is a Camel build my knowledge? KNOW • How do all the Module 1 texts build our knowledge of how books can change lives around the world?	EXAMINE & EXPERIMENT • Why is using **story elements** to write a narrative important? EXECUTE • How do I use story elements in a narrative? EXCEL • How can I **respond to what others are saying** in a Socratic Seminar?





Teacher Testimonials...

Angelina Lowe
Merari Gardner

NEXT STEPS

PURCHASE MATERIALS

Materials will be purchased this year and distributed to teachers prior to summer break.

PROFESSIONAL LEARNING

A comprehensive professional learning plan will be part of the implementation process and will include initial and ongoing training & coaching for teachers, coaches and administrators.

IMPLEMENTATION

Implementation will begin in the Fall of 2024.

THANK YOU!

#FPSSUCCESS!

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Farmington PUBLIC SCHOOLS

WIT & WISDOM®

GREAT MINDS®

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WIT & WISDOM®

More Meaningful English

From Great Minds®, the nonprofit that created *Eureka Math*, is an K–8 English curriculum that brings the rich content everyone loves into your classroom. *Wit & Wisdom®* helps you meet the expectations of the new standards while celebrating the world of knowledge with your students.

Books not Basals

With *Wit & Wisdom,* every text a student touches is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. All students read and discuss grade-level texts, with suggestions for support included at key moments throughout each lesson.

Builds Knowledge

Every module in each grade is focused on a topic that is essential for building background knowledge, vocabulary, and more. Whether students are learning about the four seasons, the American Revolution, or space exploration, they are exposed to works of literature, informational texts, and art of the highest quality. Essential topics strategically reoccur, empowering students understanding to deepen understanding of knowledge across Grades K–8.

Integrated not Isolated

Student practice of reading, writing, speaking, listening, and language based in the text. All strand of the standards is integrated throughout each module, using the following strategies:

- **Instructional routines** that empower students to tackle complex texts with increasing independence within and across grades.
- **Text-dependent questions** that guide students to deep understanding and establish a basis for use of evidence in oral and written communication.
- **Explicit writing instruction** that empower students to write essays, narratives, arguments, and informational pieces.
- **Text-based vocabulary** that provides the basis for morphology and word work.
- **Formative assessments** that inform teachers and students on progress toward knowledge and skill mastery.

Complete Solution

Student and teacher resources are offered in print and digital formats including, student workbooks, teacher editions, featured texts, professional development, and parent resources.

Learn more at WitWisdom.org.

"The texts are absolutely fabulous, almost as if they were taken from a bibliography of what the most educated parents read to their children."

David Liben

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WIT & WISDOM® | At a Glance

MATERIALS

Teacher Edition: Digital or print; includes Module Overviews, daily lessons, Volume of Reading lists, text complexity measures, rubrics, and sample student responses

Student Edition: Print only; includes student-facing graphic organizers, supplementary texts, and evidence guides

Assessment Pack: Print or downloadable from the digital Teacher Edition; includes student-facing assessment materials

Texts: Core texts and e-books essential to student work; supplementary texts

Parent Tip Sheets: Accessible in Student Edition and online; includes information on each module to support family engagement

PACING

Module 0: An introduction to *Wit & Wisdom* (six 50-minute lessons); one per grade band, K–2, 3–5, and 6–8

Modules 1–4: Four complete modules, or units of study, per academic year for Grades K–8

- 30–38 lessons per module
- One 90-minute lesson per day
  - 75-minute core lesson
  - 15-minute Deep Dive focused on vocabulary or style and conventions

LEARNING DESIGN

- Each module focuses on a topic that builds students' knowledge of the world and ideas.
- A compelling, transferable **Essential Question** guides students' learning in the module.
- A series of **Focusing Questions** direct learning for each arc of lessons and build sequential knowledge to answer the Essential Question in the End-of Module (EOM) Task.
- Students
  - build **content knowledge** through reading rich and diverse grade-level texts.
  - learn to convey information and express ideas through explicit instruction in the **craft** of writing, speaking, or presenting.
  - use journals to record and reflect on learning: **Response Journal** (Grades K–8), **Vocabulary Journal** (Grades 1–8), and **Knowledge Journal** (whole-class journal in Grade K and Grade 1).
  - complete the EOM Task to demonstrate their understanding of the module's content and the Essential Question and their ability to use craft skills taught in the module.

ASSESSMENTS

Standards Trackers (Grades K–1)
Checklists to monitor progress on reading standards

Question Sets (Grades 2–8)
Multiple-choice and selected-response items for each module

End-of-Module Task
(1 per module)

Focusing Question Tasks
(3–6 per module)

New-Read Assessments
(2–3 per module)

Socratic Seminars
(2+ per module)

Vocabulary Assessments
(2 per module)

Checks for Understanding
(1+ per lesson)

RESOURCES FOR PROFESSIONAL LEARNING

The **Implementation Guide** contains detailed information about each aspect of *Wit & Wisdom*.

Moving Forward with *Wit & Wisdom* offers a menu of professional learning activities.

A sequence of **in-person Professional Development** sessions supports educators' development at different phases of implementation. See offerings at greatminds.org/english/pd.

CORE LESSON STRUCTURE

Lessons have a consistent structure to support student learning.

1. **Welcome:** Students independently engage in a task to prepare for the lesson's learning.
2. **Launch:** The teacher introduces the lesson's Content Framing Question and Learning Goals.
3. **Learn:** With varied instructional routines and tasks, teachers support students in productive struggle to develop knowledge and skills to answer the Content Framing Question.
4. **Land:** Students reflect on their learning and answer a form of the Content Framing Question.
5. **Wrap:** The teacher directs closing activities and assigns homework. Homework often includes a fluency assignment, in which students practice reading a key text passage at home.

The **Prepare** section previews lesson learning and connects it with broader module goals. The **Analyze** section offers guidance on evaluating student success and determining next steps. Throughout, lessons also provide Teacher Notes and ideas for scaffolds, extensions, alternate activities, and differentiation.

READING

Wit & Wisdom equips students with a transferable process to closely read complex texts: the five **Content Stages** and related **Content Framing Questions**.

- **Wonder:** *What do I notice and wonder about this text?* Students first read (or listen to) a text with curiosity and attention and ask key questions about what they read.
- **Organize:** *What is happening in this text?* Students read to understand a text on a literal level.
- **Reveal:** *What does a deeper exploration of [text-specific element] reveal about the text?* Students delve deeper to explore a text-specific element, such as figurative language or text structure.
- **Distill:** *What is the essential meaning of this text?* Students synthesize their understanding of a text's elements to discern a profound, transferable central idea.
- **Know:** *How does this text build my knowledge of [module topic or related subtopic]?* Students synthesize the knowledge acquired through study of a text.

WRITING

Wit & Wisdom equips students with a transferable process to communicate ideas in writing or speaking: the four **Craft Stages** and related **Craft Questions**.

- **Examine:** *Why is [specific skill] important?* Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication.
- **Experiment:** *How does [specific skill] work?* Students practice and hone the target writing or speaking skill in a scaffolded task.
- **Execute:** *How do I use [specific skill] in [specific task]?* Students employ the skill in their own text-based writing or speaking.
- **Excel:** *How do I improve my use of [specific skill]?* Students revise and revisit their speaking or writing, cultivating mastery of the target skill.

Writing instruction includes studying of exemplars and using of models for writing types with mnemonics to help students organize their writing.

SPEAKING AND LISTENING

- The Craft Stages frame speaking and listening instruction.
- Students apply speaking and listening skills in Socratic Seminars—structured, text-based, academic conversations organized around a rigorous question that provokes new thinking.

FLUENCY

- Explicit fluency instruction and meaningful fluency practice occur across modules from Grades K through 8.
- In Grades 1–8, students practice fluency through homework passages taken from module texts to build fluency skills and deepen comprehension of those texts.

VISUAL ART

- Students apply the five Content Stages to guide their inquiry and analysis of visual art.
- Students engage with significant works of art, including paintings, illustrations, prints, sculptures, architecture, and photographs.

LANGUAGE

- In daily 15-minute Deep Dives, students focus on vocabulary or style and conventions skills connected to the core lesson.
- Vocabulary and language skill instruction is also integrated into core lessons.

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WIT & WISDOM
More Meaningful English

QUICK LINKS

EDUCATOR RESOURCES & SUPPORT

TEACHER RESOURCE PACK
witeng.link/resource_pack

This resource pack includes the Implementation Guide, Parent Tip Sheets, and Module 0 for each grade band (K–2, 3–5, 6–8).

WEBINAR LIBRARY
witeng.link/webinar-library

Explore a collection of on-demand webinars showcasing innovative K–8 English language arts practices central to *Wit & Wisdom.*

ONLINE COMMUNITIES
witeng.link/communities

Teachers are invited to join our online communities on social media (Facebook, Twitter, and Pinterest) to connect with other educators, exchange resources, discuss implementation best practices, and interact with curriculum writers.

WIT & WISDOM BLOG
witeng.link/blog

Get a glimpse inside the *Wit & Wisdom* classroom and learn implementation best practices directly from the writers of curriculum.

ART OF WIT & WISDOM
witeng.link/art

Help students engage in a careful analysis of art. This resource includes "The Art of *Wit & Wisdom* " slide show and sample visual art lessons.

LIVE WEBINARS
witeng.link/witintro

Join this free webinar session to learn more about what sets *Wit & Wisdom* apart from other ELA curricula, as well as what *Wit & Wisdom* resources are available to help you and your students get the most out of the curriculum.

PARENT TIP SHEETS
witeng.link/wwtips

Use *Wit & Wisdom* Tip Sheets to engage parents and caregivers in content and knowledge-rich conversations at home. This resource includes an overview of module content, a list of all texts, a list of additional books to read at home, sample questions and activities that extend thinking and learning.

PROFESSIONAL DEVELOPMENT

OVERVIEW
witeng.link/PD

Preview our range of Professional Development offerings (in-person and self-study). Our PD is designed to equip instructional leaders with the tools they need to support both new and continuing use of *Wit & Wisdom*.

PD SEQUENCE
witeng.link/pd-sequence

Check out the sequence of *Wit & Wisdom* PD, crafted to support and sustain successful implementation of the curriculum.

IMPLEMENTATION SUCCESS
witeng.link/implementation

"Moving Forward with *Wit & Wisdom*" is an on-demand, self-directed digital professional development resource that helps educators foster successful implementation.

WIT & WISDOM®

Module Topics

GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
K	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
1	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
2	A Season of Change	The American West	Civil Rights Heroes	Good Eating
3	The Sea	Outer Space	A New Home	Artists Make Art
4	A Great Heart	Extreme Settings	The Redcoats Are Coming!	Myth Making
5	Cultures in Conflict	Word Play	A War Between Us	Breaking Barriers
6	Resilience in the Great Depression	A Hero's Journey	Narrating the Unknown	Courage in Crisis
7	Identity in the Middle Ages	Americans All	Language and Power	Fever
8	The Poetics and Power of Storytelling	The Great War	What Is Love?	Teens as Change Agents

Each module builds students' knowledge on the topic by immersing students deeply in carefully sequenced texts that span content areas including science, history, visual art, literature, poetry, and music.

Language Arts History Science Geography

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Module Topics & EOM Task Writing Types

GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
K	**The Five Senses** Informative Writing	**Once Upon a Farm** Narrative Writing	**America, Then and Now** Informative Writing (Research)	**The Continents** Opinion Writing
1	**A World of Books** Narrative Writing	**Creature Features** Informative Writing (Research)	**Powerful Forces** Narrative Writing	**Cinderella Stories** Opinion Writing
2	**A Season of Change** Informative Writing	**The American West** Informative Writing	**Civil Rights Heroes** Narrative Writing	**Good Eating** Opinion Writing (Research)
3	**The Sea** Informative Writing	**Outer Space** Opinion Writing	**A New Home** Narrative Writing	**Artists Make Art** Informative Writing (Research)
4	**A Great Heart** Informative Writing	**Extreme Settings** Narrative Writing	**The Redcoats Are Coming!** Opinion Writing (Research)	**Myth Making** Informative Writing
5	**Cultures in Conflict** Informative Writing	**Word Play** Narrative Writing	**A War Between Us** Opinion Writing	**Breaking Barriers** Informative Writing (Research)
6	**Resilience in the Great Depression** Informative Writing	**A Hero's Journey** Narrative Writing	**Narrating the Unknown** Argument Writing	**Courage in Crisis** Informative Writing (Research)
7	**Identity in the Middle Ages** Narrative Writing	**Americans All** Informative Writing	**Language and Power** Argument Writing	**Fever** Informative Writing (Research)
8	**The Poetics and Power of Storytelling** Narrative Writing	**The Great War** Informative Writing	**What Is Love?** Argument Writing	**Teens as Change Agents** Informative Writing (Research)

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INSTRUCTIONAL ROUTINES

The routines in *Wit & Wisdom* require students to activate different ways of thinking in order to process a text, thereby building content knowledge, deepening understanding, and developing literacy skills. Instructional routines increase student engagement and provide practices to make students' thinking and learning visible. The following table outlines the purpose, grouping, and instructions for the routines that occur frequently in *Wit & Wisdom*.

Proven Instructional Routines	Description	Corresponding Research
Chalk Talk	A Chalk Talk is a silent conversation that helps students organize their thinking and fosters universal participation. It can serve as pre-work for Socratic Seminars.	https://www.sadlier.com/school/core-literacy/chalk-talk-thinking-routine-a-professional-development-series
Choral Reading	A Choral Reading is performed in unison as one voice. Students should "read as gazelles not elephants", being sure to hear the person beside them interpret the text with feeling and phrasing.	http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html
Echo Reading	Use an Echo Reading during an early read to support students in being able to read challenging words and phrasing.	Adler, Mortimer Jerome. How to Speak, How to Listen. Simon & Schuster, 1997.
Fishbowl	Use a Fishbowl to model or experiment with behaviors such as asking thoughtful questions, listening attentively, and sharing ideas.	http://www.readwritethink.org/classroom-resources/lesson-plans/give-them-hand-promoting-1078.html
Graffiti Wall	A Graffiti Wall can serve as a place to feature and explore concepts of a module, significant quotes, literary features, etc. It meets needs of visual learners and promotes collective learning/understanding through collaborative work on a task (e.g. answering a question, summarizing a text).	http://www.readwritethink.org/classroom-resources/lesson-plans/graffiti-wall-discussing-responding-208.html

INSTRUCTIONAL ROUTINES

Proven Instructional Routines	Description	Corresponding Research
Partner Reading	Partner Reading is a cooperative activity that encourages peer to-peer learning. It is a routine for fluency practice only when students have previously read the text.	http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html
Reader's Theater	In a Readers' Theatre activity, students practice fluency as they read from scripts, adding their own dramatic elements, such as expression and gestures, to their performances. Many scripts can be found online or in resource books. However, students may also develop their own scripts by adapting familiar texts.	http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
See-Think-Wonder	See-Think-Wonder encourages students to think carefully about a new text and stimulates their curiosity. It can focus students' exploration of a new module topic or text.	Beers, G. Kylene, and Robert E. Probst. Notice & Note: Strategies for Close Reading. Heinenmann, 2013. http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html
Think-Pair-Share	During a Think-Pair-Share, students reflect on a question/prompt, discuss their reflections with a partner, and then participate in a whole-class share-out.	http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html
Word Wall	A Word Wall supports students in tracking, using, and deepening understanding of vocabulary.	Beck, Isabel L., et al. Bringing Words to Life: Robust Vocabulary Instruction. 2nd ed, Guilford, 2013.

Additional Instructional Routines

Anchor Chart	Shared or Collaborative Writing
Boxes and Buttons	Sky Writing
Categorization	Story Stones
Gallery Walk	Tableau
Give One-Get One-Move ON	T-Chart
Grammar Safari	Value-Line Up
Graphic Organizer	Whip Around
Jigsaw	Wonder Chart
Link Up	Praise, Question, Suggestion
Literary Dominoes	Question Corners
Mix and Mingle	Quick Write
Quiz-Quiz-Trade	Outside-In

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Wit & Wisdom® is a comprehensive K–8 ELA curriculum that helps all learners, including English learners, celebrate the joy of reading and writing while empowering them to read complex texts.

SUPPORTING ENGLISH LEARNERS:

1. **Deliberate sequencing**. Texts and activities are purposefully sequenced to build students' (1) knowledge of module topics in literature, science, history/social studies, and the arts and (2) skills with reading, writing, listening, speaking, and viewing.

2. **Predictable structures**. The recurring Content Stages (that scaffold close reading) and Craft Stages (that scaffold the writing process) help students develop transferable habits of mind.

3. **Focus on vocabulary and syntax**. In the 15-minute Deep Dives that follow each core lesson, students study vocabulary and grammar in the context of the module texts.

4. **Content in multiple forms**. Students explore print, visuals (art, photographs, maps, videos, and more), and audio to access module concepts and information.

5. **Ongoing, sequential, explicit writing instruction**. Students learn to write and write to learn every day in Wit & Wisdom.

6. **Authentic opportunities for collaboration.** *Wit & Wisdom* includes daily opportunities for collaboration and explicitly teaches speaking and listening skills.

7. **Varied instructional routines and approaches**. Teachers use varied instructional routines, such as visual graphic organizers or collaborative Think–Pair–Share activities or creative Readers' Theater performances, to support students' content and skill building.

8. **Scaffolds, extensions, and suggestions for differentiation**. Lessons include frequent suggestions for scaffolding, extending, and differentiating instruction.

9. **Help for students to organize their thinking**. Individual consumable Student Editions and journals are set up for written responses and reflection.

10. **Student choice**. Students choose topics, processes, and products in the core lessons, and the Volume of Reading text lists offer options of additional texts at varied reading levels for students to continue to explore topics of interest.

To download *Wit & Wisdom* sample lessons and implement best practices for English learners, visit **greatminds.org/english**.

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Nighthawks, 1942
Edward Hopper, American, 1882–1967
Oil on canvas, The Art Institute of Chicago

BUILDING LITERACY THROUGH ART INQUIRY

THE ART OF *WIT & WISDOM*

The Power of Visual Art Instruction

Just as great literature provides rich content for inquiry and analysis, fine art offers powerful opportunities to cultivate literacy skills and build content knowledge.

Students who analyze fine art can hone their observing, writing, speaking, and listening skills—all without the hurdle of decoding written text.

Through repeated exposure and rigorous questioning, students deepen their knowledge while making connections to written text and other works of art.

Five Content Framing Questions

To help students approach and engage with new and challenging texts, including fine art, educators can use this flexible but predictable set of Content Framing Questions to structure inquiry.

Wonder
What do you notice and wonder about this work of art?

Organize
What is happening in this work of art?

Reveal
What does a deeper exploration of [specific element] reveal about this work of art?

Distill
What is the essential meaning of this work of art?

Know
How does this work of art build my knowledge of [specific topic]?

WIT & WISDOM®

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and art to build students' knowledge of topics in literature, history, science, and the arts.

Wit & Wisdom® is a K–8 English language arts curriculum created by Great Minds®—the creator of engageNY/*Eureka Math*™. The curriculum draws on the highest quality works of fiction, nonfiction,

Learn more ways to integrate art into your ELA classroom by exploring the Great Minds free resource The Art of *Wit & Wisdom*.

Introducing Great Minds *Affirm*

Introducing *Affirm*®, the *Eureka Math*® and *Wit & Wisdom*® digital assessment and practice tool, powered by Great Minds®. *Affirm* allows educators to seamlessly incorporate digital assessments into Great Minds curricula.

Affirm helps *Eureka Math* and *Wit & Wisdom* educators better meet the needs of their students, with instant scoring and reporting to help track student progress over time. The tool also provides students with extra practice and preparation for standardized assessments.

Product Overview

With *Affirm,* educators will have access to the following content and features:

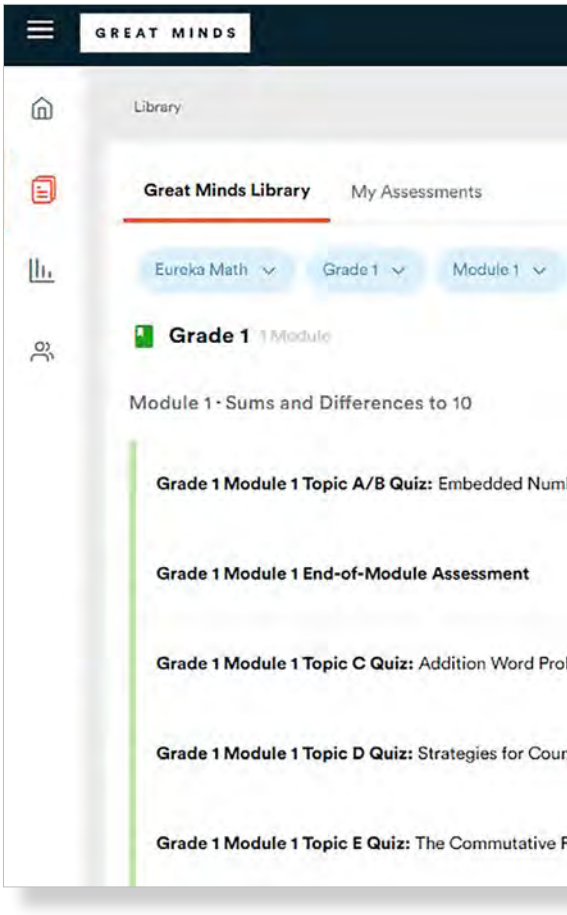
Eureka Math

- Affirm has more than 450 assessments for Grade 1 through Precalculus.
- Topic quizzes, Mid-Module, and End-of-Module Assessments are fully aligned with the *Eureka Math* assessments. Assessments are different from those in the print edition of the curriculum.
- Items cover Depth of Knowledge levels 1–3.
- 80 percent of items are auto scored.
- Teachers can customize existing assessments and build new ones by using the *Eureka Math* Item Bank.

Wit & Wisdom

- Affirm has more than 250 assessments for Grades 2 through 8.
- Multiple choice item sets are based on texts and content from *Wit & Wisdom* modules. Assessments are also available in PDF at greatminds.org.
- 100 percent of items are auto scored.

Affirm instantly generates reports for all assessments at the item, student, and class levels.



Learn More

To learn more about *Affirm,* Great Minds' digital assessment and practice tool, contact your account solutions manager or visit **greatminds.org/digital-assessment**.

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GREAT MINDS

Wit & Wisdom® Grades K–5 Reviewer Guide

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Criteria of Effective English Language Arts Programs *Wit & Wisdom*® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
1. Knowledge Texts and tasks **build students' knowledge** systematically and coherently.	✓	
2. Texts a. Texts are of **grade-appropriate complexity**. b. Students engage regularly with **varied text genres**. c. Students engage regularly with texts that are **authentic and exemplify quality**. d. Students engage regularly with texts that represent **diverse and multicultural perspectives**.	✓	
3. Reading Curricular materials align with the college- and career-readiness expectation for **close and repeated reading**.	✓	
4. Writing a. Curricular materials align with the college- and career-readiness focus on **informative/explanatory, opinion/argument, and narrative writing**. b. Curricular materials align with the college- and career-readiness focus on **writing craft, organization, and structure**. c. Curricular materials align with the college- and career-readiness shift to **writing to sources/using evidence**.	✓	
5. Inquiry Curricular materials align with the college- and career-readiness focus on **research and inquiry-based learning**.	✓	
6. Speaking and Listening a. Curricular materials align with the college- and career-readiness shift to **evidence-based discussions**. b. Curricular materials align with the college- and career-readiness focus on ongoing **opportunities for collaboration, speaking, and listening**.	✓	
7. Vocabulary Curricular materials align with the college- and career-readiness shift to **explicit vocabulary instruction** in content and academic vocabulary.	✓	
8. Style and Conventions Curricular materials align with the college- and career-readiness focus on **integrated and coherent language instruction**.	✓	
9. Reading Foundations a. Curricular materials systematically build early readers' skills in **print concepts, phonemic awareness, and phonics and word recognition (K–5)**. b. Curricular materials provide instruction and practice to build students' reading **fluency**.	✓	✓

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Criteria of Effective English Language Arts Programs *Wit & Wisdom*® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
10. Visual Art Curricular materials include **visual texts**.	✓	
11. Standards Alignment and Integration a. Curricular materials **align** with college- and career-readiness standards. b. Curricular materials **integrate** English language arts standards strands.	✓	
12. Differentiation a. Curricular materials promote **equity**. b. Curricular materials provide **scaffolds and instructional supports** for striving readers—those performing below grade level and English learners. c. Curricular materials provide **opportunities for extension** to meet the needs of all students, including above-grade-level advanced learners.	✓	
13. Assessment Curricular materials include **frequent and varied assessments** that provide information to guide teachers and students.	✓	
14. Organization and Usability a. Curricular content provides instruction for a **full academic year**. b. Curriculum is **purposefully sequenced and designed for ease of use**.	✓	

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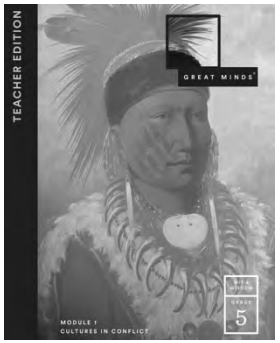
Criteria of Effective ELA Programs	Meets Criteria		Evidence from *Wit & Wisdom*
1. Knowledge	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Texts and tasks **build students' knowledge** systematically and coherently.	✓		We know that the more a student knows, the more that student can learn; a strong foundation of knowledge advantages students in terms of their literacy skills, vocabulary, and ability to learn from text. For these reasons, important topics and knowledge-building texts are the heart of *Wit & Wisdom*® instruction. Each grade of *Wit & Wisdom* includes four modules that together form a year of instruction. Each module focuses on an important topic. Students learn, develop, practice, and master literacy skills in the context of this topic. As the module titles below attest, *Wit & Wisdom* topics come from literature, history/social studies, science, and the arts. **Examples** *Wit & Wisdom* builds knowledge as shown in these examples: **Grade K Module 3: *America, Then and Now*** **Essential Question:** How has life in America changed over time? Through literature and informational texts, poetry, songs, videos, photographs, and paintings, students investigate the nature of change in America—including Benjamin Franklin's inventions and influence—and learn about how America has changed over time.  **Grade 5 Module 1: *Cultures in Conflict*** **Essential Question:** How do cultural beliefs and values guide people? Students explore the development of cultural values in context of one of America's most tumultuous and heartbreaking eras. They examine a novel (*Thunder Rolling in the Mountains*), speeches, maps, photographs, film clips, informational texts, Nez Perce stories, and a painting of Chief Joseph, a Nez Perce leader. Through the study of these complex texts, students build knowledge of westward expansion, Nez Perce culture, and the conflict between the Nez Perce and the U.S. government.		

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			Wit & Wisdom module topics from Grades K–5 include the following: Grade K Module 1: *The Five Senses* Grade K Module 2: *Once Upon a Farm* Grade K Module 3: *America, Then and Now* Grade K Module 4: *The Continents* Grade 1 Module 1: *A World of Books* Grade 1 Module 2: *Creature Features* Grade 1 Module 3: *Powerful Forces* Grade 1 Module 4: *Cinderella Stories* Grade 2 Module 1: *A Season of Change* Grade 2 Module 2: *The American West* Grade 2 Module 3: *Civil Rights Heroes* Grade 2 Module 4: *Good Eating* Grade 3 Module 1: *The Sea* Grade 3 Module 2: *Outer Space* Grade 3 Module 3: *A New Home* Grade 3 Module 4: *Artists Make Art* Grade 4 Module 1: *A Great Heart* Grade 4 Module 2: *Extreme Settings* Grade 4 Module 3: *The Redcoats Are Coming!* Grade 4 Module 4: *Myth Making* Grade 5 Module 1: *Cultures in Conflict* Grade 5 Module 2: *Word Play* Grade 5 Module 3: *A War Between Us* Grade 5 Module 4: *Breaking Barriers* **For More Detail** Read each module's Module Summary (in the Module Overview). In *Wit & Wisdom* digital, navigate to your module of choice. From the left side navigation bar, select Module Overview. Select Module Summary from the dropdown menu or use the search tool at the top left to search for *Module Summary*. *Wit & Wisdom* also provides Volume of Reading lists that recommend texts at varied levels, so students of all abilities can expand their knowledge of each module topic. The Volume of Reading list is Appendix D in each module. The Volume of Reading Reflection Questions appear in the print Student Edition and as a link in the introductory text to the Volume of Reading List in the digital Teacher Edition.
2. Texts	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
a. Texts are of **grade-appropriate complexity**.	✓		*Wit & Wisdom* texts exemplify the appropriate grade-level complexity outlined by college- and career-readiness standards. Students engage in productive struggle with complex texts, which prepares them for future reading demands across content areas and grades. *Wit & Wisdom* teacher–writers assessed all core texts for their quantitative and qualitative complexity, evaluating elements of meaning and purpose, structure, language, and knowledge demands. Teacher–writers chose texts both to meet qualitative guidelines for grade-appropriate complexity and to fall within recommended quantitative Lexile® ranges for each grade band. **For More Detail** See Appendix A in each module for a quantitative measure and qualitative analysis of each core text.
b. Students engage regularly with **varied text genres**.	✓		*Wit & Wisdom* texts include a variety and balance of text types as required by college- and career-readiness standards, including wide-ranging genres and a balance of literary and informational types. Texts include novels, stories, poems, myths, science fiction, historical fiction, literary nonfiction, informational texts, visual art, videos, audio, and multimedia. Every grade includes varied print and digital texts that cover topics from literature, history/social studies, science, and the arts.

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			Examples For example, in their study of the continents in Module 4, Grade K students listen to literary and informational texts and study maps, paintings, photographs, websites, songs, and videos. (See the Grade K Module 4 Texts list in the Module Overview.) In their study of the Nez Perce in Grade 5 Module 1, students read a work of historical fiction, a speech, informational accounts, and traditional stories. They view film clips, paintings, and photographs. See the Grade 5 Module 1 Texts list in the Module Overview. **For More Detail** For a list of each module's texts, see Texts in the Module Overview at the beginning of each module. In *Wit & Wisdom* digital, select Texts under the Module Overview or search for *Core Texts* to access the lists.
c. Students engage regularly with texts that are **authentic and exemplify quality**.	✓		The core texts in *Wit & Wisdom* are authentic, previously published texts worthy of close reading and study. Each text is an exceptional example of author's craft, rich vocabulary, unique and engaging syntax, and important knowledge-building content. *Wit & Wisdom* includes award-winning texts, recognized by such awards and honors as the Caldecott Medal, ALA Notable Book, Newbery Medal, National Book Award, along with many others. **Examples** *Wit & Wisdom* texts in Grades K–5 include works written by these esteemed authors: Aliki Margaret Wise Brown Sharon Creech Rita Dove Matt de la Peña Tomie dePaola Robert Frost Jean Craighead George Ezra Jack Keats Leo Lionni Arnold Lobel Bill Martin Jr. A. A. Milne Gary Paulsen Andrea Davis Pinkney Jerry Pinkney Patricia Polacco Pam Muñoz Ryan Cynthia Rylant Carl Sandburg Allen Say Dr. Seuss William Steig Chris Van Allsburg
d. Students engage regularly with texts that represent **diverse and multicultural perspectives**.	✓		*Wit & Wisdom* includes texts that represent people of varied ethnic groups, genders, ages, abilities, cultures, and religions. The curriculum represents the diverse nature of society, now and throughout history, including the everyday stories of different people from the United States and around the world. *Wit & Wisdom* teacher–writers created *Wit & Wisdom* with the goal of presenting texts that serve as mirrors and windows; students see themselves reflected in the program's texts, content, and ideas (mirrors) and gain insight into the experiences of others (windows). **Examples** Examples of Grades K–5 texts that represent diverse and multicultural perspectives include the following: Grade K Module 4: *The Continents* ▪ *The Story of Ferdinand,* Munro Leaf ▪ *Why Mosquitoes Buzz in People's Ears: A West African Tale,* Verna Aardema

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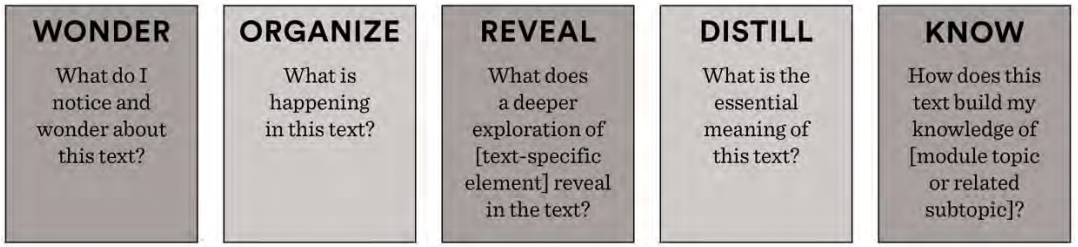
			Grade 1 Module 4: *Cinderella Stories* ▪ *Adelita,* Tomie dePaola ▪ *Cendrillon: A Caribbean Cinderella,* Robert D. San Souci ▪ *Glass Slipper, Gold Sandal: A Worldwide Cinderella,* Paul Fleischman ▪ *The Korean Cinderella,* Shirley Climo Grade 2 Module 3: *Civil Rights Heroes* ▪ *I Have a Dream,* Dr. Martin Luther King, Jr. ▪ *Ruby Bridges Goes to School: My True Story,* Ruby Bridges ▪ *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation,* Duncan Tonatiuh Grade 3 Module 3: *A New Home* ▪ *Coming to America: The Story of Immigration,* Betsy Maestro ▪ *Grandfather's Journey,* Allen Say ▪ *Family Pictures,* Carmen Lomas Garza ▪ *The Keeping Quilt,* Patricia Polacco Grade 4 Module 4: *Myth Making* ▪ *Pushing Up the Sky: Native American Plays for Children,* Joseph Bruchac ▪ *Understanding Greek Myths,* Natalie Hyde ▪ *Walk Two Moons,* Sharon Creech Grade 5 Module 1: *Cultures in Conflict* ▪ *Thunder Rolling in the Mountains,* Scott O'Dell and Elizabeth Hall ▪ "Lincoln Hall Speech," Chief Joseph ▪ "Coyote and the Monster Story" ▪ "How Beaver Stole Fire from the Pines"
3. Reading	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials align with the college- and career-readiness expectation for **close and repeated reading**.	✓		*Wit & Wisdom* texts, because of their quality and craft, are worthy of rereading and close reading. To support all students in reading complex texts, *Wit & Wisdom* uses a stage-based theory of reading to scaffold students' deepening comprehension and provide a focus for each rereading. Each *Wit & Wisdom* lesson focuses on one of five Content Stages for reading. Together, the Content Stages, and their aligned Content Framing Questions, move students from a literal understanding to deep comprehension by following a predictable, transferable process of critical thinking and questioning. 

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<table>
<tr><td></td><td></td><td></td><td>The Content Stage reading process is a foundation of Wit & Wisdom, one that students apply to all types of text—including literary, informational, and visual texts. The Content Stages develop in students the repeatable habits of mind that experienced readers use across all content areas to understand challenging new texts.

Examples
For examples, see this progression of Content Stages from Grade K Module 1:
Lesson 1—Wonder: What do I notice and wonder about My Five Senses?
Lesson 2—Organize: What is happening in My Five Senses?
Lesson 3—Reveal: What does a deeper exploration of words and pictures reveal in My Five Senses?
Lesson 4—Distill: What is the essential meaning of My Five Senses?
Lesson 5—Know: How does My Five Senses build my knowledge of the senses?

For More Detail
For the complete sequence of Content Stages and Content Framing Questions across all lessons in a module, see the Module Map (in the Module Overview). In Wit & Wisdom digital, select Module Map under the Module Overview or search for Module Map.</td></tr>
<tr><td>4. Writing</td><td>Yes</td><td>No</td><td>Wit & Wisdom Alignment and Program Examples</td></tr>
<tr><td>a. Curricular materials align with the college- and career-readiness focus on informative/explanatory, opinion/argument, and narrative writing.</td><td>✓</td><td></td><td>Wit & Wisdom students write every day, learning to write and writing to learn.

Writing tasks range from brief Quick Writes or Jot–Pair–Share responses to extended essays and research projects. Modules align with college- and career-readiness writing standards and teach the three writing types: informative/explanatory, opinion/argument, and narrative. Each module tailors writing instruction to one type of writing. At the module's end, students respond to the End-of-Module Task by using that form of writing. At each grade level, one module also features an extended research project.

<table>
<tr><th></th><th>Module 1</th><th>Module 2</th><th>Module 3</th><th>Module 4</th></tr>
<tr><td>K</td><td>Informative</td><td>Narrative</td><td>Informative (Research)</td><td>Opinion</td></tr>
<tr><td>1</td><td>Narrative</td><td>Informative (Research)</td><td>Narrative</td><td>Opinion</td></tr>
<tr><td>2</td><td>Informative</td><td>Informative</td><td>Narrative</td><td>Opinion (Research)</td></tr>
<tr><td>3</td><td>Informative</td><td>Opinion</td><td>Narrative</td><td>Informative (Research)</td></tr>
<tr><td>4</td><td>Informative</td><td>Narrative</td><td>Opinion (Research)</td><td>Informative</td></tr>
<tr><td>5</td><td>Informative</td><td>Narrative</td><td>Opinion</td><td>Informative (Research)</td></tr>
</table>

Examples
For examples of how Wit & Wisdom teaches narrative writing, see these Grade 2 Module 3 lessons:
Lessons 9–10, 14, 15, 18—Students explore authors' use of adjectives and adverbs to add detail.
Lessons 14–18—Students build understanding and practice with first-person narrative.
Lessons 19–23—Students learn the concept of an exploded moment as a narrative writing approach.
Lessons 25–26—Students practice writing narrative endings.
Lessons 30–33—Students craft an extended narrative response to the End-of-Module Task.</td></tr>
</table>

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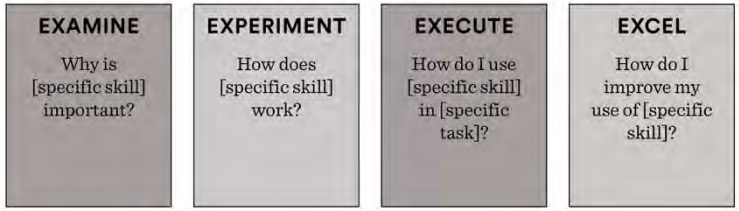
b. Curricular materials align with the college- and career-readiness focus on **writing craft, organization, and structure**.	✓		To meet rigorous writing standards, students must learn the underlying structures of the required types of writing. Students will not intuit these complex structures on their own: They need explicit writing instruction, which *Wit & Wisdom* provides through a repeated sequence of four Craft Stages. Just as the Content Stages unpack the complex, internal process of comprehension, the Craft Stages illuminate the writing process. Students examine an exemplar, then experiment with specific skills, and finally produce work demonstrating their mastery of the new form or skill. The four Craft Stages, and corresponding Craft Questions, drive the writing experience as students move through the writing process.  In the Examine Stage, students examine a written exemplar, often a module text, to discern the form's structure or learn a new skill. In the Experiment Stage, they practice the form or skill. In the Execute Stage, they draft a full piece of writing, using *Wit & Wisdom* writing models to guide organization and structure. Finally, in the Excel Stage, they edit and revise to improve their writing. **Examples** For examples of a writing Craft Stage progression, see these lessons in Grade 5 Module 1: Lesson 5—Examine: Why is a topic statement in an informative/explanatory paragraph important? Lesson 6—Experiment: How does a topic statement in an informative/explanatory paragraph work? Lesson 7—Execute: How do I use a topic statement in my informative/explanatory paragraph? Lesson 8—Excel: How can I strengthen my topic statement in my informative/explanatory paragraph? **For More Detail** For the complete sequence of Craft Stages in a module, see the module's Module Map (in the Module Overview). In *Wit & Wisdom* digital, select Module Map under the Module Overview.
c. Curricular materials align with the college- and career-readiness shift to **writing to sources/using evidence**.	✓		To write effectively, students must learn the craft of writing and build their knowledge of content. *Wit & Wisdom*'s Content–Craft–Create framework reflects this approach. All *Wit & Wisdom* writing tasks require students to use evidence to write about module topics and texts. Students use evidence organizers to collect evidence from their reading to use in text-based writing tasks. **Examples** For one Craft Stage sequence focused on using evidence to support ideas in an opinion, see Grade 3 Module 2: Lesson 19—Examine: Why is it important to support an opinion with reasons? Lesson 20—Experiment: How do supporting reasons work in opinion writing? Lesson 21—Execute: How do I use supporting reasons in an opinion paragraph? Lesson 22—Excel: How do I improve supporting reasons in an opinion paragraph?

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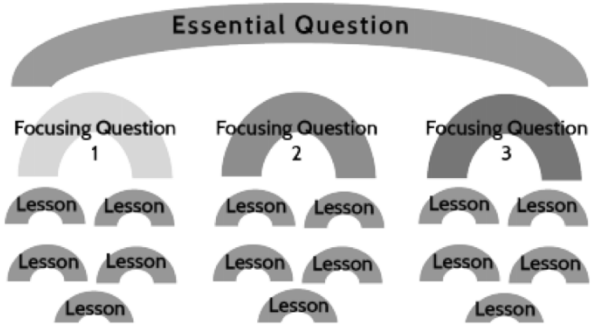
			For More Detail To see the prompts and Criteria for Success (and corresponding requirements for using textual evidence) for each formal module writing assessment, go to the Major Assessments section of the Module Overview in the front of each module. In *Wit & Wisdom* digital, search for *Major Assessments* to go straight to this section, and then use the links to each formal assessment.
5. Inquiry	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials align with the college- and career-readiness focus on **research and inquiry-based learning**.	✓		*Wit & Wisdom*'s structure promotes intellectual curiosity and inquiry. As shown in this graphic, each *Wit & Wisdom* module is organized by an Essential Question that guides students' learning and focuses their inquiry. Each Essential Question is an open-ended question about the module's topic that cannot ultimately be resolved with any single answer. 

	Module 1	Module 2	Module 3	Module 4
K	***The Five Senses*** How do our senses help us learn?	***Once Upon a Farm*** What makes a good story?	***America, Then and Now*** How has life in America changed over time?	***The Continents*** What makes the world fascinating?
1	***A World of Books*** How do books change lives around the world?	***Creature Features*** What can we discover about animals' unique features?	***Powerful Forces*** How do people respond to the powerful force of the wind?	***Cinderella Stories*** Why do people around the world admire Cinderella?
2	***A Season of Change*** How does change impact people and nature?	***The American West*** What was life like in the West for early Americans?	***Civil Rights Heroes*** How can people respond to injustice?	***Good Eating*** How does food nourish us?
3	***The Sea*** Why do people explore the sea?	***Outer Space*** How do people learn about space?	***A New Home*** How do stories help us understand immigrants' experiences?	***Artists Make Art*** What is an artist?
4	***A Great Heart*** What does it mean to have a great heart, literally and figuratively?	***Extreme Settings*** How does a challenging setting or physical environment change a person?	***The Redcoats Are Coming!*** Why is it important to understand all sides of a story?	***Myth Making*** What can we learn from myths and stories?
5	***Cultures in Conflict*** How do cultural beliefs and values guide people?	***Word Play*** How and why do writers play with words?	***A War Between Us*** How did the Civil War impact people?	***Breaking Barriers*** How can sports influence individuals and societies?

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			Examples As the Essential Question guides learning across the module, the Focusing Questions guide learning within arcs of lessons. By seeking the answers to each Focusing Question, students build the knowledge and skills needed to answer the Essential Question, as with these questions from Grade 1 Module 2: Essential Question: What can we discover about animals' unique features? Focusing Question 1: What lessons can we learn through stories about animals? Focusing Question 2: How did Jane Goodall make discoveries about animals? Focusing Question 3: How do sea horses use their unique features? Focusing Question 4: How do animals use the same feature in unique ways? Focusing Question 5: How do animals use their unique features in unexpected ways? Students' research into the content needed to answer each Focusing Question prepares them to answer the Essential Question through their responses to the End-of-Module Task, the culminating performance that ends each module. For examples of the organizing structure of Focusing Questions that guides student inquiry across each module, see each module's Module Map (in the Module Overview). In addition, at least one of the four modules in each grade includes an extended research project. In Grades K–5, these projects appear in the following modules: Grade K Module 3 Grade 1 Module 2 Grade 2 Module 4 Grade 3 Module 4 Grade 4 Module 3 Grade 5 Module 4
6. Speaking and Listening	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
a. Curricular materials align with the college- and career-readiness shift to **evidence-based discussions**.	✓		Each module includes two or more Socratic Seminars: structured, student-led group discussions that center on a thought-provoking question related to the module's content. Socratic Seminars give students a chance to apply speaking and listening skills to express and extend their content learning. **Examples** See these lessons for Socratic Seminars in Grades K–5 Module 1: GK M1 L16, L29 G1 M1 L21, L27, L32 G2 M1 L9, L19 G3 M1 L8, L17, L23, L28 G4 M1 L16, L26, L31 G5 M1 L12, L32 **For More Detail** See the Major Assessments (in the Module Overview) in each module for a summary of each Socratic Seminar. Or in *Wit & Wisdom* digital, search the term *Socratic Seminar* to find examples in a module.

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b. Curricular materials align with the college- and career-readiness focus on ongoing **opportunities for collaboration, speaking, and listening**.	✓		*Wit & Wisdom* gives students meaningful opportunities to speak, listen, and collaborate to meet learning goals: ▪ Grouping suggestions for each lesson activity recommend whether students should do the activity alone, in pairs, in small groups, or as a whole group. ▪ The Module Overview delineates speaking and listening goals, and lessons provide explicit instruction for attaining these goals. ▪ Recurring *Wit & Wisdom* instructional routines, such as Think–Pair–Share or Mix and Mingle, engage students in working together to deepen learning. **Example** For one example of speaking and listening instruction and practice in *Wit & Wisdom*, see Grade 1 Module 4 Lesson 22. Students review an Anchor Chart of speaking and listening skills. To reinforce the module speaking goal, "Speak to add relevant details," pairs share what they notice and wonder about a new text. **For More Detail** For a complete list and description of *Wit & Wisdom*'s instructional routines, see the Implementation Guide (http://witeng.link/IG), pages 96–109. To find examples of collaborative instructional routines in the digital Teacher Edition, search for key words such as *Think–Pair–Share* or *Jigsaw*.
7. Vocabulary	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials align with the college- and career-readiness shift to **explicit vocabulary instruction** in content and academic vocabulary.	✓		*Wit & Wisdom* teaches both academic and content-area vocabulary by using words from the module texts. Vocabulary Deep Dives (about 15 minilessons of 15 minutes each that appear at the end of lessons in each module) provide targeted instruction on vocabulary in the context of the lesson's texts and ideas. Vocabulary instruction in *Wit & Wisdom* is designed to achieve three key outcomes: deeper comprehension of complex texts, increased knowledge of words (with a focus on academic, content-area, and text-critical vocabulary) and word parts, and an expanded ability to determine the meanings of unknown words. **Examples** For just a few of many program examples, see these Deep Dives in Grade 3 Module 4: Lesson 1 Deep Dive—Examine Content Vocabulary: *inspiration* Lesson 2 Deep Dive—Use a Dictionary Lesson 5 Deep Dive—Explore Academic Vocabulary: *revelation* **For More Detail** To see more Vocabulary Deep Dives, go to each module's Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson. For a module vocabulary list, see Appendix B of each module.

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8. Style and Conventions	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials align with the college- and career-readiness focus on **integrated and coherent language instruction**.	✓		*Wit & Wisdom* teaches style and conventions (or grammar) skills explicitly, following a grade-level progression. All language instruction occurs in the context of the module's texts and topic and is integrated into reading and writing instead of being taught in isolation or as stand-alone drills. Style and Conventions Deep Dives (about 15 minilessons of 15 minutes each) provide targeted instruction on style and convention skills. With the same Craft Stages as in writing instruction, students learn how authors use language effectively and from those examples learn how to apply language skills in their own writing. **Examples** For just a few of many program examples, see these Deep Dives from Grade 3 Module 3: Lesson 8 Deep Dive—Examine Subject-Verb Agreement Lesson 10 Deep Dive—Execute Subject-Verb Agreement Lesson 14 Deep Dive—Excel with Subject-Verb Revision **For More Detail** For a list of target language standards in each module, see the Language subsection of the Focus Standards section in the Module Overview. To see more Style and Conventions Deep Dives, go to the Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson.
9. Reading Foundations	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
a. Curricular materials systematically build early readers' skills in **print concepts, phonemic awareness, and phonics and word recognition (K–5)**.		✓	*Wit & Wisdom* does not teach reading foundational skills or standards. To meet these expectations, schools can adopt ▪ Great Minds® *Wit & Wisdom* for core English language arts instruction across Grades K–8, ▪ Great Minds *Geodes*™ to support small-group instruction in Grades K–2, and ▪ a systematic, research-based phonics program, such as Wilson Language Training's Fundations®, for teaching foundational skills. About *Geodes*: Great Minds and Wilson Language Training collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. *Geodes* combine carefully selected words with highly engaging content to create an authentic reading experience, empowering students to apply decoding skills while building knowledge about important ideas. Grounded in the content of *Wit & Wisdom*, each module includes grade-appropriate books centered on an engaging subject.
b. Curricular materials provide instruction and practice to build students' reading **fluency**.	✓		*Wit & Wisdom* provides fluency instruction and practice. Because research shows that developing fluency can build students' comprehension, *Wit & Wisdom* continues its focus on fluency across all levels, Grades K–8. Each module includes fluency instruction, practice, and/or evaluation. Fluency homework uses passages from the module's texts so that students can build comprehension while improving fluency. Students engage in repeated readings of the passages, practicing for a listener at home. Students and their listeners evaluate the reading based on grade-level fluency criteria.

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			Examples For some examples of fluency instruction in *Wit & Wisdom*, see Grade 1 Module 1 Lesson 7 or Grade 4 Module 1 Lesson 21. For examples of fluency homework and practice, see the Fluency Handouts in the print Student Edition or as digital PDFs in each module. (See the Materials section of each lesson's Overview for links to lesson handouts.) For examples of fluency handouts/homework in Grades K–5 ▪ See G2 M1 L1 Handout 1A and Learn and Wrap sections of lesson. ▪ See G5 M1 L5 Handout 5C and Learn and Wrap sections of lesson.
10. Visual Art	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials include **visual texts**.	✓		Each *Wit & Wisdom* module features one or more works of visual art, including works from diverse artists and periods and varied forms—paintings, photographs, collages, works of architecture, and sculptures. These works connect to the module topic and build students' cultural knowledge and visual analysis skills. They also offer an entry point for English learners and other striving readers to explore module ideas, acquire knowledge, and engage in complex tasks. **Examples** These artists are among the many whose works are featured in *Wit & Wisdom*: Diego Rivera (GK M1) Pablo Picasso (GK M1) Albrecht Dürer (G1 M2) Henri Matisse (G1 M2) Maurice de Vlaminck (G2 M4) Wayne Thiebaud (G2 M4) Mary Cassatt (G3 M1) Katsushika Hokusai (G3 M1) Charles Demuth (G3 M4) Jackson Pollock (G3 M4) Frank Lloyd Wright (G4 M2) Salvador Dalí (G5 M2) René Magritte (G5 M2) For each module's visual art texts, see the Texts section in the Module Overview at the beginning of each module.
11. Standards Alignment and Integration	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
a. Curricular materials **align** with college- and career-readiness standards.	✓		*Wit & Wisdom* modules were designed to teach the module's texts and topics while helping students meet expectations for learning defined by college- and career-readiness standards. *Wit & Wisdom* teacher–writers identified Focus Standards for each module based on the specific demands of the module's topic and texts. *Wit & Wisdom* teaches standards in a clear progression, with each standard a focus of instruction and assessment in one or more modules. Each module has Focus, Supporting, and Continuing Standards. ▪ Focus Standards are explicitly taught in the module, practiced in multiple lessons, and assessed by one or more major module assessments. ▪ Supporting Standards are practiced in the module but not explicitly taught and assessed. ▪ Continuing Standards describe expectations that are foundational to all tasks and learning activities and thus are taught and practiced in all modules.

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			For More Detail Where can you see more details about *Wit & Wisdom*'s alignment with standards? ▪ To see detailed analyses of how each grade of *Wit & Wisdom* aligns with specific state standards, go to http://greatminds.org. From the Resources section, add the ELA Standards Alignment Studies to your dashboard. New states are continually being added. ▪ For a complete standards scope and sequence, see the Implementation Guide (http://witeng.link/IG), pages 77–87. ▪ For each grade-level module's standards list, see the Standards section (in the Module Overview). ▪ For lesson-level Learning Goals standards alignment, see the Module Map and each lesson's At a Glance section.
b. Curricular materials **integrate** English language arts standards strands.	✓		Instead of teaching strands of literacy in isolation, *Wit & Wisdom* integrates standards instruction in every lesson. Reading, writing, speaking, listening, and language instruction and practice are integrated, with every strand of the standards woven throughout each module to build content knowledge and skills. Each learning activity and assessment integrates multiple standards. When specific skills are the focus of a lesson, they are modeled, taught, or practiced in context of the texts and content students are learning; *Wit & Wisdom* does not teach skills in isolation. **Examples** For examples, see these *Wit & Wisdom* tasks that integrate reading, writing, speaking and listening, and language standards. ▪ Grade K Module 4 End-of-Module Task—After reading texts of different types to learn about brochures, students write an opinion piece for the End-of-Module Task, creating a travel brochure on one continent. They use the Opinion Sandwich writing model to structure their paragraphs and support their opinions with text details. In their writing they use proper sentence capitalization and punctuation. ▪ Grade 5 Module 1 End-of-Module Task—Students write an informative/explanatory essay in which they explain how Chief Joseph's speech conveys two important Nez Perce beliefs or values. They develop their ideas with specific evidence from the speech. They vary sentence styles, punctuate and capitalize titles correctly, and focus on transition to connect ideas within and between paragraphs. **For More Detail** See the Module Map and Major Assessments list (in the Module Overview) for standards alignment and integration in lesson instruction and formal assessments. Note how each lesson activity and each assessment incorporates standards from multiple strands—Reading: Literature; Reading: Informational Text; Writing; Speaking and Listening; and Language.

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12. Differentiation	Yes	No	*Wit & Wisdom* Alignment and Program Examples
a. Curricular materials promote **equity**.	✓		*Wit & Wisdom* reflects the Great Minds belief that *all* children deserve rich, engaging learning opportunities. With *Wit & Wisdom,* all students, regardless of reading ability, encounter and engage with the same complex texts. Instead of providing lower-level texts and lower learning expectations for some students, lessons support students who read below grade level. By engaging all students in shared learning with the same rigorous texts, *Wit & Wisdom* promotes equity. The program supports all students with instruction in content and vocabulary. *Wit & Wisdom* promotes different paths to the same shared learning goals. School–home connections can also support equity. *Wit & Wisdom* provides Parent Tip Sheets to involve families in students' learning. See the Parent Tip Sheets in the Student Edition (print) or as downloadable PDFs in the Teacher Resource Pack (digital).
b. Curricular materials provide **scaffolds and instructional supports** for striving readers—those performing below grade level and English learners.	✓		*Wit & Wisdom*'s learning design supports all students with deliberate sequencing, predictable structures, content in varied forms, scaffolds, a focus on vocabulary, and intentional instructional routines for learning. ▪ Text-dependent questions and Content Stages focus all students on key terms, phrases, and passages for rereading and repeated exploration to deepen comprehension. ▪ Varied texts, including visual, audio, and digital texts—as well as the program's focus on visual arts—offer text entry points for all students to explore module content and ideas. ▪ Alternative Activity, Scaffold, Differentiation, and Extension ideas are provided in each lesson. ▪ Suggestions for Scaffolds, such as sentence frames for writing or speaking, are embedded at the point of use. ▪ Explicit vocabulary and grammar instruction, including a focus on morphology, provides all students with a shared foundation to support deeper learning. ▪ Instruction integrates spoken and written English instruction with content-area knowledge building in literature, history/social studies, science, and the arts. ▪ Ongoing, sequential, explicit writing instruction is based on text exemplars that model key elements of craft. ▪ Partner work and routines like Think–Pair–Share include oral practice of written responses. **Examples** See Grade K Module 4 Lesson 9 to observe how a Wonder lesson scaffolds students' first experience with a new book. The following elements support students: ▪ The Think–Pair–Share routine gives students a chance to rehearse their thinking with a partner. ▪ A sentence frame, I notice _____, gives young learners a structure for sharing. ▪ The chance to question a text encourages curiosity. ▪ Recording students' questions validates their thinking and gives them a purpose for rereading. Grade 4 Module 3 Lesson 25 offers a reminder to scaffold the task of finding evidence for striving readers by providing page numbers or paragraphs for them to target in their search. Grade 5 Module 3 Lesson 4 includes frequent Scaffold notes to offer suggestions to support students with sentence frames or small group work. In addition, look for Alternate Activity, Scaffold, Differentiation, and Extension sections in each lesson across all grades and modules. To find examples quickly in the digital Teacher Edition, use the search tool on the top left of your screen, and search using the words *Extension* or *Differentiation* or *Scaffold*.

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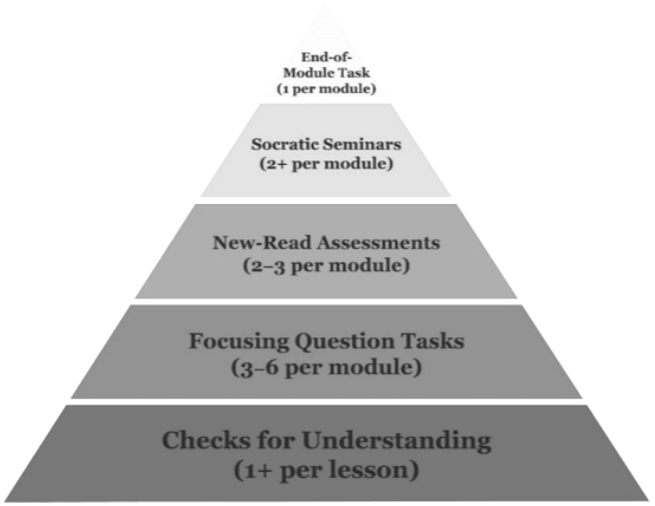
			For More Detail In addition, see Meeting Student Needs in the Implementation Guide (http://witeng.link/IG), pages 23–28.
c. Curricular materials provide **opportunities for extension** to meet the needs of all students, including above-grade-level advanced learners.	✓		With *Wit & Wisdom*'s rigor and emphasis on deep knowledge of high-interest topics, the curriculum meets the needs of advanced students. Additionally, teachers can ▪ take advantage of the numerous extension opportunities embedded in lessons; ▪ act on the embedded differentiation suggestions, which often suggest ways to increase challenge; and ▪ assign students additional challenging texts from the Volume of Reading list. **Examples** Here are two of the many examples of Extensions throughout *Wit & Wisdom*: ▪ Grade K Module 4 Lesson 34 includes an Extension suggestion that pairs can take turns sharing and engaging in peer review of their End-of-Module Task responses. ▪ Grade 4 Module 3 Lesson 25 offers an Extension idea in the final Learn section for a research topic and question that stems from the lesson's text.
13. Assessment	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
Curricular materials include **frequent and varied assessments** that provide information to guide teachers and students.	✓		In *Wit & Wisdom*, assessment occurs in every lesson; major assessments, which can be used for formative purposes, are embedded in every module. Assessments tie to module and lesson content and standards and build to a culminating performance task. All *Wit & Wisdom* modules provide the following assessments: ▪ Focusing Question Tasks—formative, performance-based tasks in which students synthesize evidence and knowledge they have gained during an arc of lessons and respond in a variety of writing, research, or presentation forms ▪ End-of-Module Tasks—summative, performance-based tasks in which students synthesize evidence and knowledge they have gained throughout a module and respond in a variety of writing, research, or presentation forms ▪ New-Read Assessments—selected- and constructed-response item sets that test students' ability to transfer reading and vocabulary skills to an unfamiliar text connected to the module's topic ▪ Socratic Seminars—formal, student-led discussions in which students synthesize and reflect on knowledge they have gained from an arc of instruction and apply speaking and listening skills ▪ Checks for Understanding—lesson-level assessments aligned with standards that offer a quick, informal check on student learning (Checks for Understanding take many forms, including Exit Tickets, graphic organizers, and Quick Writes.) ▪ Vocabulary Assessments—short-response checks to quickly test word knowledge students gain throughout the module 

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			Each module's Appendix C offers tools for teachers to evaluate student work, including sample responses, answer keys, and rubrics for writing and for speaking and listening. Additional assessment resources include Standards Trackers for Grades K–1 and Question Sets for Grades 2–8. Standards Trackers help teachers monitor student progress on the reading Focus Standards. Question Sets help teachers monitor students' reading comprehension and progress on targeted standards and help prepare students for standardized tests. **Examples** For examples, see the Major Assessments section of the Module Overview. In the digital Teacher Edition, the Major Assessments tables link to the assessments; to link out, select the up-arrow icon . In the print materials, the Assessment Pack contains New-Read Assessments, Focusing Question Tasks, and End-of-Module Task assessments. In Grade 4 Module 1, for example, major assessments can be found here: Focusing Question Task 1—Lesson 5, Assessment 5A Focusing Question Task 2—Lesson 17, Assessment 17A Focusing Question Task 3—Lesson 28, Assessment 28A New-Read Assessment 1—Lesson 14, Assessment 14A New-Read Assessment 2—Lesson 30, Assessment 30A End-of-Module Task—Lesson 32, Assessment 32A For lesson-level Checks for Understanding, look for the ✓ icon. This icon appears under Learning Goals in each lesson's At a Glance section and in each lesson. For *Wit & Wisdom* Question Sets and Standards Trackers, go to https://greatminds.org/resources and add these resources to your dashboard.
14. Organization and Usability	**Yes**	**No**	***Wit & Wisdom* Alignment and Program Examples**
a. Curricular content provides instruction for a **full academic year**.	✓		*Wit & Wisdom* includes four modules, Modules 1–4, at each grade level, as well as the introductory Module 0, for Grades K–2, 3–5, and 6–8. Grade-level modules have 30–38 lessons; Module 0 has 6 lessons. *Wit & Wisdom* provides approximately 145–150 days of classroom instruction, allowing educators to flexibly plan their instructional calendars while meeting local needs. Because the program includes 75-minute core daily lessons and 15-minute Deep Dives, schools with fewer than 90 minutes allotted daily to English language arts can extend lessons across multiple days. To support pacing, the Module Map in the Module Overview provides a basic pacing calendar for the module that includes each lesson's goals and texts. Each lesson includes time frame suggestions for each student activity; scaffolding may take additional time.

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			For More Detail See Mapping a Year of *Wit & Wisdom*, Implementation Guide (http://witeng.link/IG), pages 40–43. Preview Module 0, available as a downloadable PDF from Great Minds for Grades K–2 (http://witeng.link/M0-GK-G2) and Grades 3–5 (http://witeng.link/M0-G3-G5).
b. Curriculum is **purposefully sequenced and designed for ease of use**.	✓		In *Wit & Wisdom* modules, instruction and assessment are purposefully sequenced, designed to build to the culminating End-of-Module Task assessment in which students answer the module's Essential Question. Lessons are sequenced by the progression of Content and Craft Stages and grouped into arcs of lessons organized by Focusing Questions that help to answer the larger Essential Question. To see the structure of a module, go to each module's Module Map (in the Module Overview). For ease of use and to support implementation and student learning, all *Wit & Wisdom* lessons follow the same predictable structure: Welcome, Launch, Learn, Land, Wrap, and Deep Dive. The **Overview** section, with the lesson At a Glance and Prepare sections, previews the lesson and connects student learning with broader module goals. 1. **Welcome:** Students independently engage in a task to prepare for the lesson's learning. 2. **Launch:** The teacher introduces the lesson's Content Framing Question and Learning Goals. 3. **Learn:** With varied instructional routines and tasks, teachers support students in productive struggle with the module texts to develop knowledge and skills to answer the Content Framing Question. 4. **Land:** Students reflect on their learning and answer a form of the Content Framing Question. 5. **Wrap:** The teacher directs closing activities and assigns homework. Homework often includes a fluency assignment, in which students practice reading a key text passage at home. **Analyze** (after Land/Wrap) offers guidance on evaluating student success and determining next steps. The **Deep Dive** is a minilesson focusing on either a vocabulary skill or a style and conventions skill.

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WIT & WISDOM®

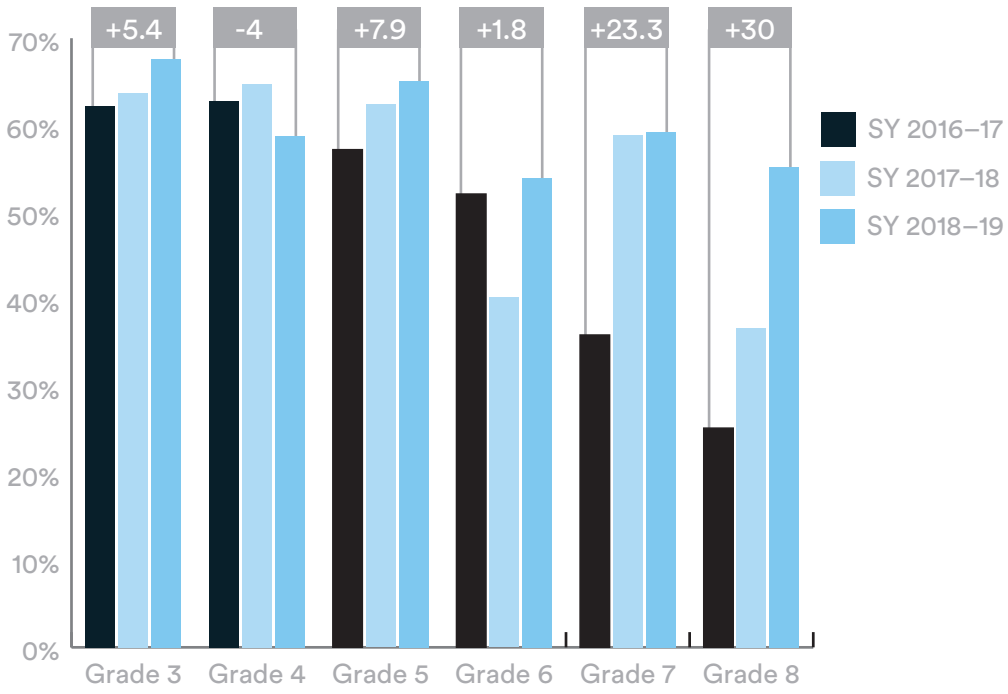
GREAT MINDS

MAD RIVER LOCAL SCHOOLS, RIVERSIDE, OHIO

Early Adopter Continues to Make Progress with *Wit & Wisdom®*

Mad River Local Schools was one of the first districts to adopt *Wit & Wisdom®*, the English language arts curriculum from Great Minds®. Now in its third year of implementation in all of its schools, Mad River continues to succeed with *Wit & Wisdom*. Proficiency scores on the Ohio state test continue to rise in all but one grade.

Percentage of students scoring proficient or above, Ohio's state test in ELA



District leaders cite three keys to their success: belief that all children can learn at high levels, strong support from colleagues inside and outside the district, and hard work.

"Everybody from the top down has to be committed to the proposition that, as Great Minds says, every child is capable of greatness—the belief that all kids can handle the challenging material and deserve it. And that when you begin to doubt, which is inevitable for classroom teachers, you want administrators and others reminding you that the students can do this," says Instructional Coach Becky Parker.

This story updates a previous article on Mad River, published in March 2019, featuring teacher voices. For more about Mad River's experience, read this CenterPoint article, coauthored by Amy Holbrook, Becky Parker, and Mandy Polen. Or watch this video.

DISTRICT PROFILE

1,600 students in Kindergarten through Grade 8

Adopted *Wit & Wisdom®* in School Year 2017–2018

Her colleague Mandy Polen adds: "For teachers, this work is a journey, a huge shift from how they previously taught. This and other knowledge-building curricula are challenging to implement. As educators, we need to acknowledge and be okay with that."

She quickly notes, "It's hard work worth doing."

Both instructional coaches underscore the value of having extensive support. Mad River benefited from having three Great Minds *Wit & Wisdom* summer associates in 2019: Polen, Parker, and Ashley Wittmer. (Summer associates deliver professional development during the summer, sharing their expertise, experiences, and best practices with fellow *Wit & Wisdom* teachers around the country.) That experience helped district educators offer deep professional development to their colleagues, including teachers of English learners and speech teachers, in the summer and fall.

EXTENSIVE PROFESSIONAL DEVELOPMENT

Key offerings focused on launching lessons, writing, and helping new and veteran teachers better understand the importance of having a language arts curriculum that explicitly builds student knowledge. Professional days throughout the school year help teachers customize lessons and deliberately help their students do more of the "heavy lifting" required to learn in class.

Some 30 student teachers also participated in Mad River's *Wit & Wisdom* training this year. "Ed schools aren't typically preparing graduates to teach this level of rigor," says Polen.

Grade 1 and Grade 2 teachers continue to focus on learning to use *Geodes*™, the Great Minds library of wonderfully rich books for budding readers that couple specific decoding strategies with content and vocabulary knowledge. "Before, students weren't really decoding words; they were memorizing the pictures. With *Geodes,* they can use the texts to practice decoding. It's a great bridge between *Wilson Fundations*®*,* a foundational reading program for Grades K through 3, and *Wit & Wisdom,*" says Parker.

Polen, Parker, and their colleagues also benefit from having supportive networks outside the district, especially on Twitter. "A lot of school districts are implementing *Wit & Wisdom* now," says Parker. "There are always implementation challenges, and all of us are using Twitter to connect with so many educators across the country."

Mad River educators are especially pleased that Cincinnati Public Schools and some schools in Cleveland are now using the curriculum. The educators praised Great Minds for promoting such connections and for the increased implementation support being provided. "We have to be in this together," Parker says.

NATALIE WEXLER PROFILES MAD RIVER

Natalie Wexler's recent book on literacy, *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It*, profiles the success educator Sarah Webb and her Mad River colleagues have had in using *Wit & Wisdom.* One excerpt describes the experience of a student named Matt.

> *"Matt was a sweet, blond kid from a military family who had been in a different school every year since kindergarten. At the beginning of the year, Matt's mother took Webb aside and confessed she was worried about his reading. He was one of those kids, Webb says, who thought he was 'in the dumb group.' But it turned out that Matt was keenly interested in everything the class was studying. During the 'great heart' module, Matt wrote an entire paragraph about Clara Barton—more than he'd ever written before—which he proudly read to his parents.*

He soon became a leader, participating eagerly in discussions. Webb found him delightful, and his mother said she'd never seen him so enthusiastic about school. At the end of the year, Matt wrote Webb a thank-you note telling her reading was 'not a struggle anymore.'

"How much of that, I ask her, was because of you as a teacher, and how much was because of the curriculum?

"'Some of it was me,' she admits. 'I love reading. But for him, it was also the exciting topics, the challenging books, being pushed to all this thinking. Instead of just, 'You're a level L.'"

Wexler notes that a transformation from a focus on comprehension skills and reading levels to content and knowledge from texts is gradually underway in schools nationwide.

She concludes: "And for the millions of kids across the country like Matt, who are only waiting for someone to actually teach them something in order to unlock their potential, it's about time."

GEODES®

GREAT MINDS

Knowledge-building books for our earliest readers

Great Minds® and Wilson Language Training have collaborated to create a new collection of accessible, knowledge-building books for emerging and developing readers. They are Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary knowledge, resulting in wonderfully rich books for budding readers.

Called *Geodes*®, these books combine carefully selected words with highly engaging topics to create an authentic reading experience, empowering students to apply decoding skills while building knowledge about important ideas.

Geodes, on the outside, appear too small and unassuming to contain the surprisingly rich and complex knowledge readers find inside. Rooted in the belief that children are capable of reading to learn while learning to read, *Geodes* are crafted with three foundational principles in mind.

GEODES ARE ACCESSIBLE

Designed to be highly readable for emerging and developing readers, each book is at least 80 percent decodable as aligned with the scope and sequence of Wilson Fundations®—a structured reading and spelling curriculum. However, *Geodes* work well with any systematic phonics program.

Geodes differ from the text types currently on the market. Traditional decodable texts aim to be approximately 95 percent decodable. This design often limits students' opportunities to develop knowledge and comprehension. Leveled texts are books broadly controlled without regard to a student's current phonetic knowledge, as aligned with a specific structured program. While leveled texts are controlled for elements such as length and sentence complexity, they do not promote the direct application of phonetic learning. In contrast to decodables and leveled texts, *Geodes* offer young readers reliable practice with phonetic concepts and sight words, while building their knowledge of the world.

GEODES ENGAGE READERS

Geodes honor the natural curiosity of children by providing authentic reading experiences. As students engage with compelling literary and informational books, they build good reading habits that will last a lifetime. A variety of genres and perspectives offer students a range of entry points into each topic and develop their curiosity and motivation. Beautiful illustrations and photographs enrich and expand on the text—which gradually integrates newly learned phonetic concepts, allowing sentences to retain a natural flow.

GEODES BUILD KNOWLEDGE

As they read *Geodes*, students travel around the world and through time, encountering real people and groups, a range of cultural practices and traditions, and examples of how humans interact with their environments. Grounded in the content of Wit & Wisdom®, the Great Minds English language arts curriculum, each module includes 16 grade-level-appropriate books on one engaging subject. Students experience the joy of building deep knowledge and vocabulary, connecting ideas across texts as they read books on science, history, and the arts. Taking seriously the responsibility to accurately represent people, places, and events, writers and artists thoroughly researched each book and consulted expert reviewers as needed.

Geodes are currently available for Levels 1 and 2, with 64 unique titles for reading practice at each level. Level K texts will be available for the 2020–2021 school year.

In addition to the texts, the *Geodes* library offers resources to enhance and extend student learning. Students can practice outside the classroom with My GeodesTM, take-home books printed in grayscale. The teacher resource, Inside *Geodes*TM, offers concrete suggestions for incorporating *Geodes* into existing literacy instruction.

Learn more at greatminds.org/geodes

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GEODES®

Illustration from *A Wish to Fly*
Geodes® Level 1 Module 2: *Creature Features*

WIT & WISDOM®

fundations®
Wilson Language Basics

GREAT MINDS™

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A New Approach to Early Literacy

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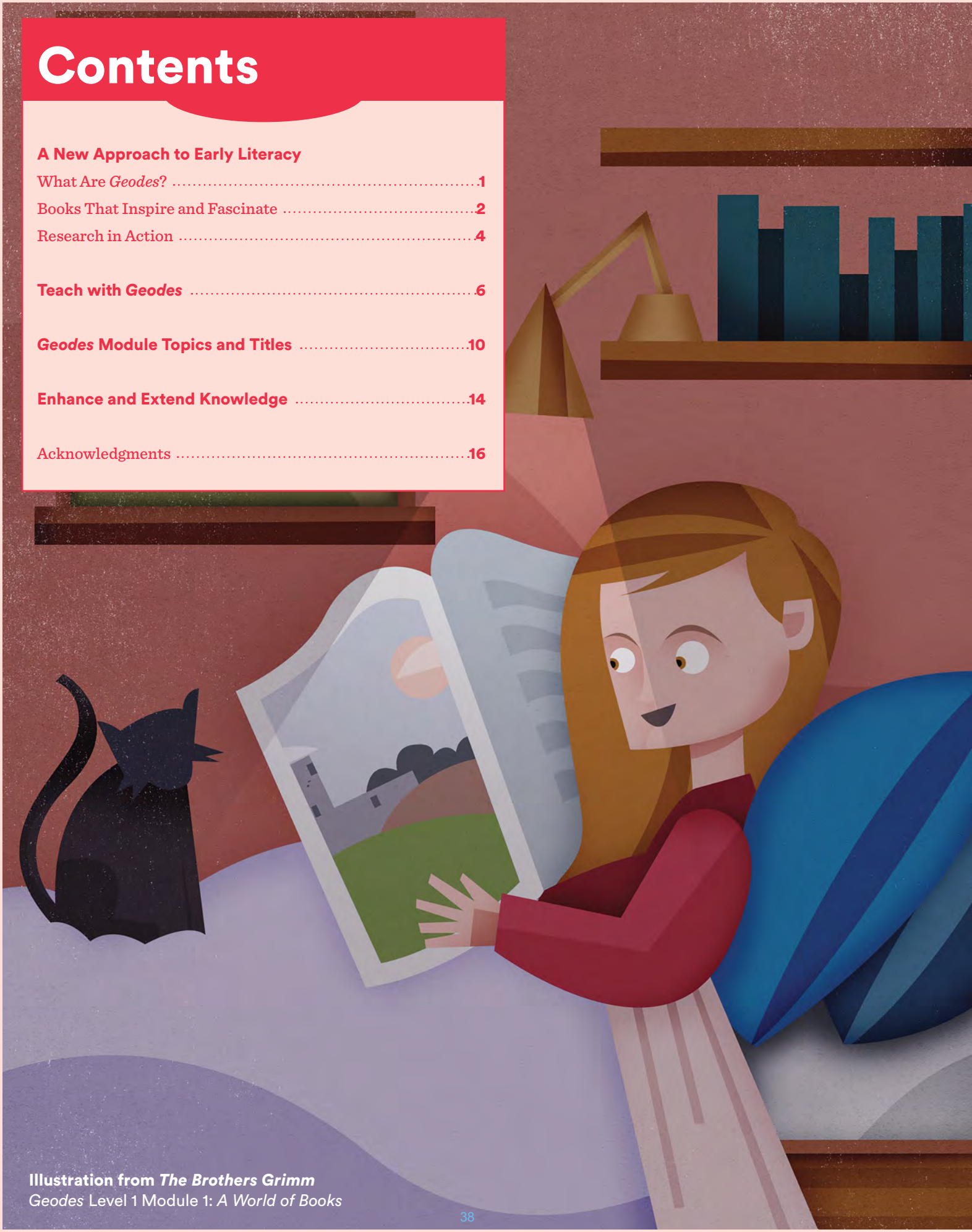


Illustration from *The Brothers Grimm*
Geodes Level 1 Module 1: *A World of Books*

A New Approach to Early Literacy

What Are *Geodes*?

Geodes® are accessible, knowledge-building books for emerging and developing readers. Each book in the collection is designed to cultivate a deep reading experience, enabling students to apply decoding skills while building knowledge about important topics in history, science, and the arts. The books are Readables, a new type of text that couples specific decoding strategies with content and vocabulary knowledge, resulting in wonderfully accessible yet rich books for budding readers.

Developed by Great Minds® and Wilson Language Training®, *Geodes* combine carefully selected language with highly engaging content. Phonetic concepts and sight words are gradually incorporated into the text, as sequenced in Fundations®, a structured reading and spelling program.

ACCESSIBILITY

Geodes are designed to be highly accessible for young and developing readers. The text in each book is at least 80 percent decodable, as aligned with the scope and sequence of Fundations® units.

KNOWLEDGE

Geodes build depth of knowledge by exploring connected topics across multiple books. They align with the content of *Wit & Wisdom*®, a K–8 English language arts curriculum from Great Minds. Each module of 16 books is built around a compelling subject.

ENGAGEMENT

The language and images in *Geodes* invite continued study. Talented authors and illustrators write and illustrate the unique books. Students engage with varied text structures and design formats.

Illustration from *Jerry Draws*
Geodes Level 1 Module 1 Set 3: Bringing Books to Life

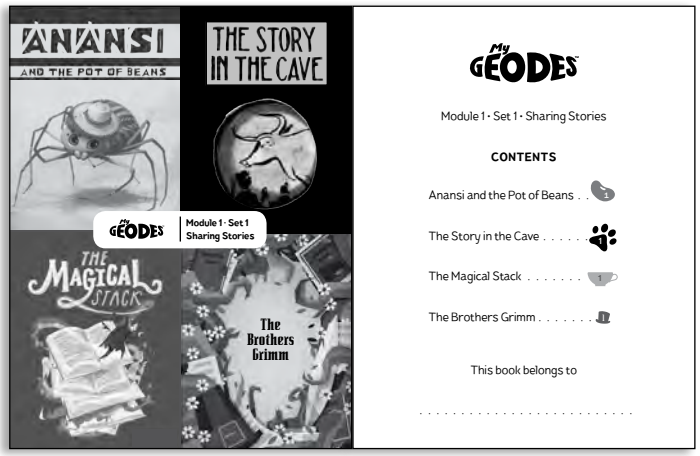
Illustration from *Road Trip*
Geodes Level 2 Module 1: *A Season of Change*

Books That Inspire and Fascinate

Unlike traditional decodables, which focus solely on the application of sound-spelling patterns, Readables allow students to practice language while building and extending knowledge and vocabulary.

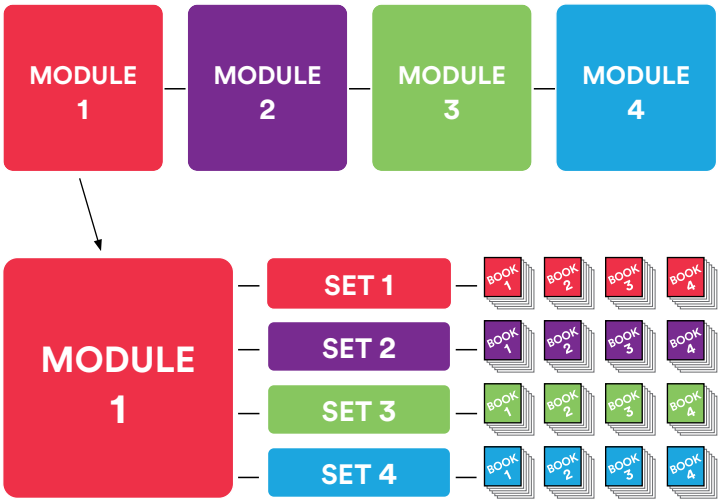
GEODES

- Each level contains 64 informational and literary texts organized into four modules.
- Each module has four sets of books. Sets include six full-color copies of each of the four books for classroom use and 20 gray scale copies.
- Books include decodable and recognizable words, including previously taught and newly taught phonetic concepts.
- Each module covers topics from many content areas to build rich knowledge and vocabulary.



MY GEODES TAKE HOME BOOKS

Four *My Geodes*™ books accompany every module. Each one is a bound collection of the four Readables that make up one text set. Students can use these texts, printed in gray scale, for extra fluency practice in school or at home.



GEODES CLASSROOM KIT

Each classroom kit includes the following:

- 64 unique books
- 6 copies of each title (384 total)
- 20 copies each of the 16 *My Geodes*™ sets (320 total)
- 1 *Inside Geodes*™ Teacher Resource
- 1 natural geode

INSIDE GEODES TEACHER RESOURCE

Inside Geodes, a teacher resource, includes a comprehensive introduction to the module's design and components. It provides suggestions for incorporating *Geodes* into the teacher's literacy instruction.

Research in Action

Geodes **help teachers put research-based best practices into action.**

RESEARCH SAYS

"Indeed, unconstrained skills such as vocabulary and comprehension develop before, during, and after constrained skills are mastered so there is no evidence to warrant instructional priority of constrained skills over unconstrained skills" (Paris 200).

"Unconstrained skills are particularly important for children's long-term literacy success (that is, success in outcomes measured after third grade)" (Snow and Matthews 59).

"Although there seems to be a consensus among reading educators that meaning is ultimately the most important knowledge a reader can have about the printed word, most reading curricula have postponed an emphasis on word meaning in favor of an extended period of emphasis on word pronunciation, whether by sight-word recognition or decoding" (Mesmer et al. 248).

STUDENTS NEED

In the early grades, students need instruction in constrained skills, such as letter naming, phonics, and concepts of print, as well as unconstrained skills, such as vocabulary and comprehension. Additional unconstrained skills include recognizing story structure, gaining topic-specific knowledge, and knowing how to seek new information. Postponing instruction in unconstrained skills could hinder rather than help students.

GEODES RESPOND

Geodes allow students to practice constrained and unconstrained skills in tandem, rather than decoding isolated from comprehension. Through reading *Geodes*, with teacher support students learn that the purpose of reading is not just to decode but to seek meaning and gain understanding.

Illustration from *Ride the Storm*
Geodes Level 1 Module 3: *Powerful Forces*

RESEARCH SAYS

"Comprehension requires both a broad vocabulary and factual knowledge" (Willingham).

"When students have more content knowledge before they read, their understanding is better during reading" (Arya et al. qtd. in Lupo et al. 435).

"Readings and activities should be designed to build on one another and create a coherent body of knowledge" (Liben and Liben 5).

"If 70% of word types are nondecodable singletons, with only 20% repeated two to five times, how are first graders expected to bootstrap letter-sound knowledge?" (Hiebert qtd. in Foorman et al. 191)

By learning words that appear frequently in a variety of texts, students are more likely to learn words from context as they read independently (Nagy et al.; Cunningham and Stanovich; Baker et al.; Beck et al.; Moats; Biemiller).

Evidence shows that three word features influence the speed with which student recognize and learn words: meaningfulness, frequency, and grapho-phonemic-morphemic structures (Laxon et al; Leslie and Calhoon; Martinet et al.).

STUDENTS NEED

Students must read books with rich content to build the knowledge necessary to make the connections that lead to comprehension. This new knowledge nurtures future comprehension.

Students must read new words multiple times in multiple contexts to build recognition and understanding. This practice helps students build their decoding skills and word knowledge.

Students need to develop a meaningful, rich vocabulary to support comprehension.

GEODES RESPOND

Each *Geodes* module focuses on one topic, such as *A World of Books*, with four text sets expanding on that topic. This module design supports students in building content knowledge. Students use their new knowledge to boost their comprehension of the next book in the set.

The majority of *Geodes* are 80 percent* decodable or higher. Most nondecodable words in each book were selected to support the content knowledge.

Geodes incorporate a set of 10 to 13 carefully selected Recurring Content Words throughout the books in each module. These Recurring Content Words bolster students' background knowledge and ensure that students have multiple opportunities to read these words in context.

* While the majority of *Geodes* are 80 percent decodable or above, Read Along books include a higher number of words that students may not yet know how to read. In Modules 1–3, 1 out of each 16 books is a Read Along. Students with very low decoding skills may listen without attempting to track so they can focus on the meaning of the text.

RESEARCH SAYS

"One important implication for practice is that educators should be alert to the possibility that first-grade students of today might be facing more demands than ever in core reading program exposure. If our findings are borne out in further studies, educators might make a concerted effort to supplement core reading programs with additional texts that provide considerable repetition of word meanings, sight words, and core orthographic patterns (in meaningful contexts)" (Fitzgerald et al. 25).

Students may better anticipate what an unknown word might be if they can read previous words. Furthermore, students might better anticipate a word if they have an understanding of a passage. Their comprehension helps them to anticipate an upcoming word (Wood et al.).

STUDENTS NEED

To read a book successfully, students need a range of text-based supports. Reading books that include repeated words and practice with sight words and learned phonetic concepts can improve students' decoding and comprehension.

GEODES RESPOND

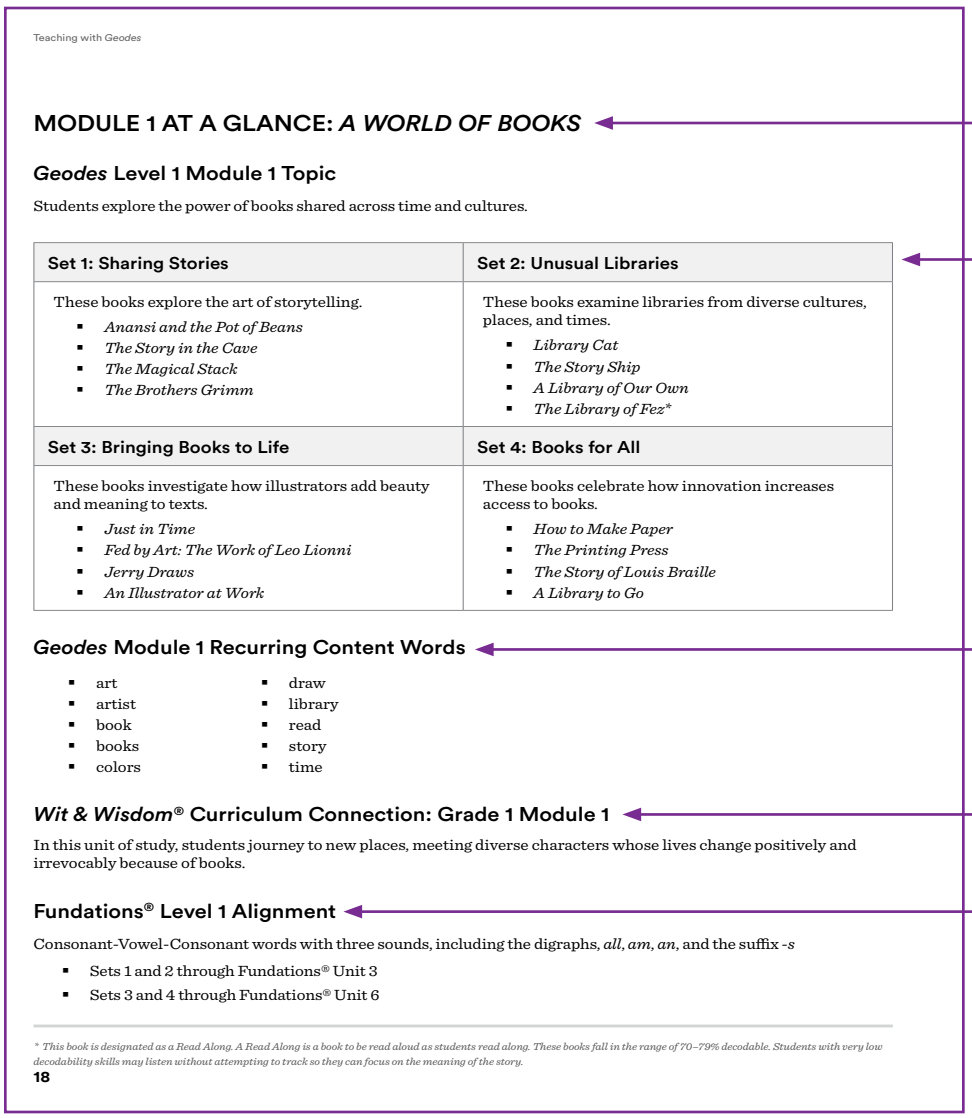
Geodes are designed to support students' decoding. When possible, nondecodable words are surrounded by clusters of decodable words to ease students' cognitive load and increase accessibility. Additionally, when possible, nondecodable words are placed near the end of sentences.

Sentence and line lengths are carefully planned to help students build reading stamina. Average sentence length increases gradually over the four modules, and line breaks are strategically constructed to be fluency friendly. Line breaks in early modules were determined based on grouping words for meaning as well as where readers would naturally pause. In later modules students begin to read paragraphs without the line-break scaffold.

Teach with *Geodes*

ANNOTATED MODULE OVERVIEW

Geodes help educators reach a range of learners, including English learners and students with IEPs. Through thoughtfully selected content, engaging visual art, and explicit support of vocabulary development, students read to learn while learning to read.



Teaching with *Geodes*

MODULE 1 AT A GLANCE: *A WORLD OF BOOKS*

Geodes Level 1 Module 1 Topic

Students explore the power of books shared across time and cultures.

Set 1: Sharing Stories	Set 2: Unusual Libraries
These books explore the art of storytelling. ▪ *Anansi and the Pot of Beans* ▪ *The Story in the Cave* ▪ *The Magical Stack* ▪ *The Brothers Grimm*	These books examine libraries from diverse cultures, places, and times. ▪ *Library Cat* ▪ *The Story Ship* ▪ *A Library of Our Own* ▪ *The Library of Fez**
Set 3: Bringing Books to Life	**Set 4: Books for All**
These books investigate how illustrators add beauty and meaning to texts. ▪ *Just in Time* ▪ *Fed by Art: The Work of Leo Lionni* ▪ *Jerry Draws* ▪ *An Illustrator at Work*	These books celebrate how innovation increases access to books. ▪ *How to Make Paper* ▪ *The Printing Press* ▪ *The Story of Louis Braille* ▪ *A Library to Go*

Geodes Module 1 Recurring Content Words

- art
- artist
- book
- books
- colors
- draw
- library
- read
- story
- time

Wit & Wisdom® Curriculum Connection: Grade 1 Module 1

In this unit of study, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books.

Fundations® Level 1 Alignment

Consonant-Vowel-Consonant words with three sounds, including the digraphs, *all*, *am*, *an*, and the suffix *-s*

- Sets 1 and 2 through Fundations® Unit 3
- Sets 3 and 4 through Fundations® Unit 6

** This book is designated as a Read Along. A Read Along is a book to be read aloud as students read along. These books fall in the range of 70–79% decodable. Students with very low decodability skills may listen without attempting to track so they can focus on the meaning of the story.*

18

Names the overarching topic for books across the module

Summarizes the topic of the set and lists the associated book titles

Lists the content-based words that repeat throughout the module

Provides a link to correlating *Wit & Wisdom* lessons and content

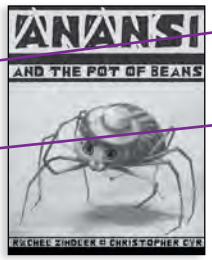
Highlights the phonetic focus of the texts and the connection to the Fundations® scope and sequence

BOOK NOTES

Each book has an accompanying Book Note that offers flexible teaching opportunities through a scannable, consistent structure that helps all students access the same text and extend their learning. Each Book Note was designed with the following features.

Anansi and the Pot of Beans

ANANSI AND THE POT OF BEANS



Wit & Wisdom*® Grade 1 Module 1: *A World of Books
Set 1: Sharing Stories, Book 1
Literary

Fundations® Focus Concept: CVC Words
80% Decodable at Fundations® Level 1, Unit 3
81% Decodable with Recurring Content Words

Book Summary

Anansi, a mischievous spider of West African folktales, agrees to help his Nana in her garden in exchange for a delicious pot of beans. Unable to wait for the beans to cook, Anansi leaves his work to steal a taste, using his hat as a bowl. Hearing Nana, he throws his hat on top of his head and races out the door. In the end, the trick is on Anansi when the hot beans burn off his hair.

Teacher Note

Consider modeling how to read the names of the main characters, Anansi and Nana. Students may benefit from practice with these names.

World Connection

There is evidence that this trickster tale originated in Ghana, a country in western Africa.

Anansi and the Pot of Beans

Fundations® Alignment

Fundations® Decodable Words through Level 1, Unit 3

ack	dig	job	pat	up
back	had	lick	pit	whip
big	hat	lot	pot	wish
but	hid	mad	such	yes
check	him	mmmmm	sun	yum
cup	hot	nap	that	
dab	if	not	this	
dash	in	OK	tick	
did	it	on	tock	

Fundations® Trick Words through Level 1, Unit 3

a	have	into	one	was
and	he	is	she	you
for	his	my	the	
from	I	of	to	

Words Not Yet Decodable in Fundations® through Level 1, Unit 3

Anansi	grass	like	put	trick
beans	hair	love	ran	tried
cook	just	Nana	said	want
end	left	off	seeds	will
gone	legs	plant	took	

Shows alignment with *Wit & Wisdom* module

- **Shows alignment with Fundations® scope and sequence**
- **Indicates newly learned phonetic concepts and elements integrated into text**
- **Lists decodability percentages**

Summarizes book and key ideas

- **Offers suggestions to boost student accessibility or reading experience**
- **Presents custom information related to book to support understanding of new content**

Connects information in the book to knowledge about the world

Supports planning by listing Fundations® Decodable Words, Fundations® Trick Words, and words not yet decodable in each book as aligned with Fundations® scope and sequence

Anansi and the Pot of Beans

Recurring Content Words Routine	Additional Vocabulary Practice
One of the words you will see in this book is ***story***. ▪ This word is ***story***. ▪ Read it with me: ***story***. ▪ In this book, the storyteller tells a **story** about Anansi. ▪ ***Story***. ▪ Read it with me: ***story***. Other Recurring Content Words: time	Let's talk about another word in this book. ▪ This word is ***trick***. ▪ Read it with me: ***trick***. ▪ In this book, the word ***trick*** is a verb that means "to fool someone." It can also be a noun that means "a joke or prank." ▪ Anansi tries to **trick** Nana (pp. 10–12). ▪ ***Trick***. ▪ Read it with me: ***trick***. Additional Vocabulary: beans, cook, hair, plant, seeds

Builds vocabulary through consistent routines and specifies suggested words for practice

Comprehension Discussion Guide

General

- Who are the characters in this book?
- What is the setting?
- What is the problem?
- What is the resolution?

Specific

- What type of creature is Anansi?
  - *Anansi is a spider.*
- What does it mean for something to be "from back in time"?
  - *It means something happened a long time ago.*
- How does Anansi try to trick Nana?
  - *Anansi tries to trick Nana by hiding the beans in his hat.*
- Why is Nana angry?
  - *Nana is angry because Anansi tastes the beans before he finishes his job in the garden.*
- Why is the trick on Anansi?
  - *Anansi thinks he can trick Nana and eat the beans. In the end, he hurts himself, and Nana finds out.*

Measures comprehension through general questions that correspond to genre as well as questions specific to each text. Specific discussion questions provide possible responses to monitor student understanding.

Deepens learning through discussion and illuminates rich content knowledge conveyed by the images

Anansi and the Pot of Beans

Image Discussion Guide

Possible Opening Questions

- What do you notice about the images? What do you wonder?
- What can you learn from the images? How do the images build your knowledge?

Page	Things to Notice	More to Discuss
3	*There is a house on this page.*	This is a traditional house design made from mud, thatch, and grass.
5	*Nana has a lot of dots on her head.*	These dots are eyes. Most species of spiders have eight eyes.
8	*It looks like we are above Anansi.*	Perspective is how things are seen from a particular angle or point of view. This point of view allows the reader to see what is inside the pot.
14	*A group of children is listening to the story.*	Storytellers pass down tales from one generation to the next.

Integrates opportunities to practice with fluency, vocabulary, language, and style and conventions, as well as text features and structure

Teachable Moments

Fluency | Reading Italics

Books use italics, or slanted print, to draw attention to certain words. Fluent readers often change their voices or expression when they read words in italics. There are examples of italicized text in both the book and the teaser on the back cover.

Read italicized sentences, adding the intended emphasis for fluency. Repeat the reading with students joining in, and then release them to read with a partner.

Text Structure | Identifying the Narrator

A narrator tells a story. Sometimes the narrator is a character in the story, but not always.

Ask: "Who is telling the story in *Anansi and the Pot of Beans*?"

Encourage students to return to the book to support their thinking with details.

Creates opportunities to record learning and boost writing fluency through a variety of responses, including dictating, drawing, or writing

Response Journal Ideas

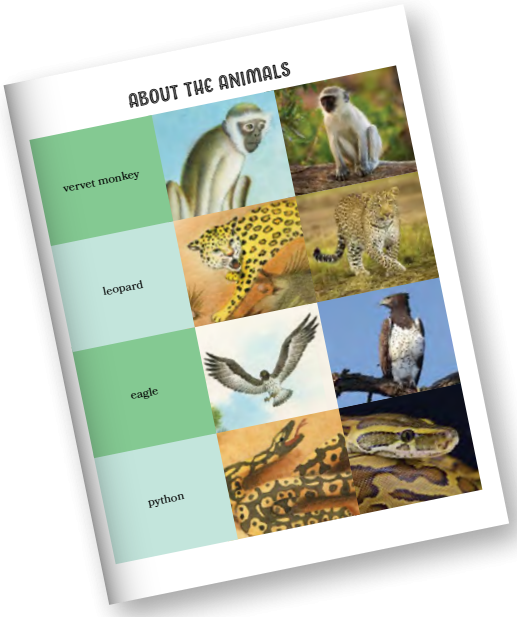
- Write about something in this book that surprised you.
- Use details to describe the main character.

BOOK FEATURES

Geodes engage students before, during, and after reading. The books support student application of decoding and word recognition skills, build knowledge, and promote independent reading.

The Teaser on the back cover offers a preview of the book and highlights an excerpt from the text, and features a question to develop student curiosity.

The More section is a short, informational selection that extends and enhances the information in *Geodes*. Designed to be read aloud by a caregiver or teacher, this section provides opportunities for further exploration and conversation.



***Geodes* include a variety of text features to support comprehension and expand on ideas in the text. Features such as headings, diagrams, and captions support students as they read.**

Some books include a special reference feature on the last page of the text, which is designed to broaden student learning.

Geodes Module Topics and Titles

Geodes module topics are based on the content of *Wit & Wisdom* modules. In each module, books are grouped into four text sets. The content of each set focuses on a smaller strand of the larger module topic. This learning design supports students as they progress through each set.

LEVEL 1 MODULE 1: A WORLD OF BOOKS

Set 1 **Sharing Stories** CVC Words*	**Set 2** **Unusual Libraries** Consonant Digraphs (*wh, ch, sh, th, ck*)*	**Set 3** **Bringing Books to Life** Bonus Letters (*ff, ll, ss, zz*)*	**Set 4** **Books for All** Glued Sounds (*all, am, an*), Suffix –*s**
Anansi and the Pot of Beans	*Library Cat*	*Just in Time*	*How to Make Paper*
The Story in the Cave	*The Story Ship*	*Fed by Art: The Work of Leo Lionni*	*The Printing Press*
The Magical Stack	*A Library of Our Own*	*Jerry Draws*	*The Story of Louis Braille*
The Brothers Grimm	*The Library of Fez*	*An Illustrator at Work*	*A Library to Go*

LEVEL 1 MODULE 2: CREATURE FEATURES

Set 1 **Creature Code** Glued Sounds (*ng, nk*)*	**Set 2** **Safety First** Consonant Blends*	**Set 3** **Curious Creatures** Consonant Blends Digraph Blends*	**Set 4** **Rabbits and Hares, Oh My!** Suffix –*s**
Vervet Monkey Alarm	*Super Spiny Mouse*	*Small Wonders*	*Rabbit or Hare?*
Smell Tells	*The Crab and the Urchin*	*A Wish to Fly*	*Draw a Rabbit*
Bee Waggle	*Thorny Devil*	*One Look*	*The Hares and the Frogs*
Elephant Talk	*Stick with Us*	*Slug Study*	*Young Hare*

Illustration from *One Sign at a Time*
Geodes Level 1 Module 4: *Cinderella Stories*

LEVEL 1 MODULE 3: POWERFUL FORCES

Set 1 **Wind and Earth** Suffix *-ed**	**Set 2** **Blown Away** Suffix *-ing**	**Set 3** **Catching the Wind** Vowel-Consonant-E; Single Syllable Words*	**Set 4** **The Mighty Wind** Suffix *-s**
Seed Scatter	*Soaring*	*Wind Giants*	*Measure the Wind*
In Motion	*Kite Messengers*	*Towers of Nashtifan*	*The Great Storm of Galveston*
Crafted by the Wind	*Full Sail Ahead: A Viking Story*	*Fire at the Mill*	*The Dust Bowl*
A Growing Wind	*The Wright Brothers*	*Mondrian*	*Ride the Storm*

LEVEL 1 MODULE 4: CINDERELLA STORIES

Set 1 **France** Compound Words*	**Set 2** **Egypt** Multisyllabic Words with Two Closed Syllables*	**Set 3** **Ireland** Multisyllabic Words with Closed V-E Syllables*	**Set 4** **Russia** Suffixes (*-s, -ed, ing,* and *-es*)*
Cinderella	*The King and the Sandal*	*Billy Beg and His Bull*	*Cinderella on Stage*
Old Tale, New Twist	*One Sign at a Time*	*Book of Kells*	*A Musical Life: The Work of Sergei Prokofiev*
World Traveler: Eiffel Tower	*World Traveler: The Sphinx*	*World Traveler: Hook Lighthouse*	*World Traveler: St. Basil's Cathedral*
First Steps	*Shoes Tell a Tale*	*Castles*	*All the World's a Stage*

*Geodes® *are published by Great Minds® in association with Wilson Language Training, publisher of Fundations®. Texts are aligned with the Fundations® scope and sequence.*

Illustration from *Born to Fly*
Geodes Level 2 Module 1: *A Season of Change*

LEVEL 2 MODULE 1: A SEASON OF CHANGE

Set 1 **Get Ready: Fall** Glued Sounds (*all, am, an, ng, nk*)*	**Set 2** **Winter's Chill** Closed Syllable Exceptions; Suffixes (*-s, -es, -ed, -ing, -er, -est*)*	**Set 3** **Spring to Life** Multisyllabic and Compound Words with Two Closed Syllables*	**Set 4** **Summer Sun** Suffixes (*-able, -en, -ful, -ish, -less, -ment, -ness*); Prefixes (*dis-, mis-, non-, trans-, un-*)*
Seed Stash	*Winters USA*	*Spring Fever*	*Road Trip*
Cranberry Crop	*Arctic Caterpillar*	*Sap to Syrup*	*Bathers*
Leaves	*The Evergreen Tale*	*Finch Study*	*Nature's Thermometer*
Born to Fly	*Daytime Darkness*	*Blossom*	*Summer Snow*

LEVEL 2 MODULE 2: THE AMERICAN WEST

Set 1 **Looking West** V-E Syllables and Exception; Suffix *-ive**	**Set 2** **Go West!** Open Syllable; Vowel *Y**	**Set 3** **Mountains Majestic** Suffixes (*-ly, -ty, -y*)*	**Set 4** **Mavericks of the West** R-Controlled Syllable (*ar, or, er, ir, ur*)*
The West Is ...	*Wagon Tracks*	*Eagle Eye*	*Wagons and Yokes*
The Lakota and the Buffalo	*Pony Express*	*Among the Sierra Nevada*	*Horizons*
Mesa Village	*East Meets West*	*More Than Gold*	*Esther Hobart Morris*
Nez Percé: The People	*We Must Try*	*The Legend of El Capitan: A Miwok Story*	*Walking with the President*

LEVEL 2 MODULE 3: CIVIL RIGHTS HEROES

Set 1 **Right to Learn** Double Vowel Syllable (*ai, ay, ee, ea, ey*)*	**Set 2** **Extraordinary** Double Vowel Syllable (*ai, ay, ee, ea, ey*)*	**Set 3** **Uniting Communities** Double Vowel Syllable (*oi, oy, oa, oe, ow* /ō/)*	**Set 4** **I Voted** Double Vowel Syllable (*oi, oy, oa, oe, ow* /ō/)*
Brown v. Board of Education	*Sampson's Disguise*	*Just Like Jane*	*A Vote Is a Voice*
And the Winner Is ...	*Robinson and Rickey*	*Gordon Parks*	*Expanding the Right to Vote*
Bring a Chair	*Zaha Hadid*	*We Will Ride*	*Susan Adds Her Name*
Free to Move	*Stop. Wait. Start.*	*The Paralympics*	*My Freedom Story*

LEVEL 2 MODULE 4: GOOD EATING

Set 1 **Food to Fuel** Double Vowel Syllable (*ou* /ou/, *ow*)	**Set 2** **Power Up** Double Vowel Syllable (*oo, ou, ue, ew*)	**Set 3** **Farm to Table** Double Vowel Syllable (*au, aw*)	**Set 4** **Celebrating with Food** Consonant -*le* Syllable*
The Inside Scoop	*Sick at Sea*	*Garden Study*	*Mooncakes*
Stomach vs. Tongue	*Bone Builder*	*Milk to Mozzarella*	*Lūʻau*
How Do You Chew?	*Space Menu*	*Thank You, Mr. Peanut Man*	*Matzo Meal*
Body of Water	*Please Pass the Bugs*	*Rice Staircase*	*Cakes*

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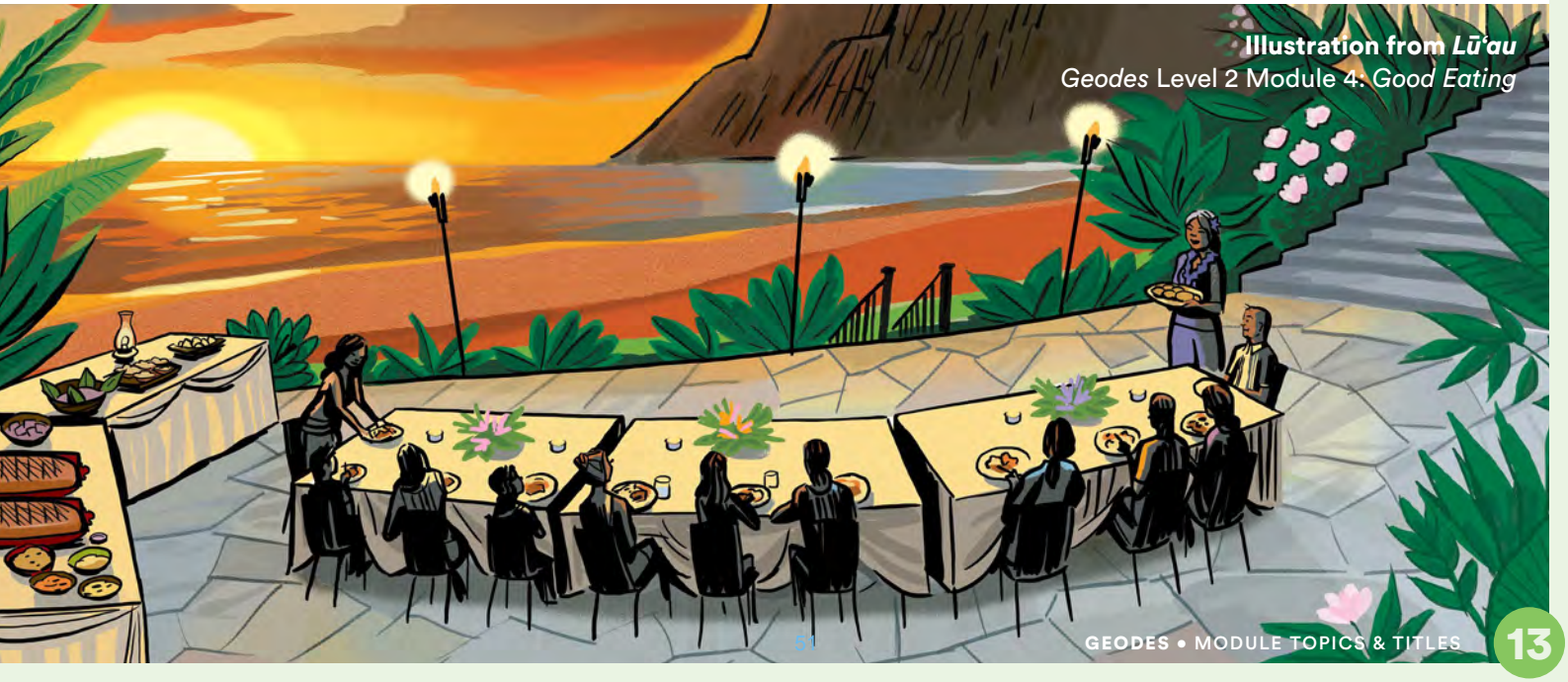

Illustration from *Lūʻau*
Geodes Level 2 Module 4: *Good Eating*

Enhance and Extend Knowledge

Readables offer options for enriching students' learning experiences beyond decoding practice. Students intrigued by a particular *Geodes* topic can extend their learning through books with related content at the library.

GEODES FLASH CARDS

Geodes flash cards help students practice Recurring Content Words as they are introduced in each module. Each word is matched with a visual cue to help students better understand the meaning of the word.

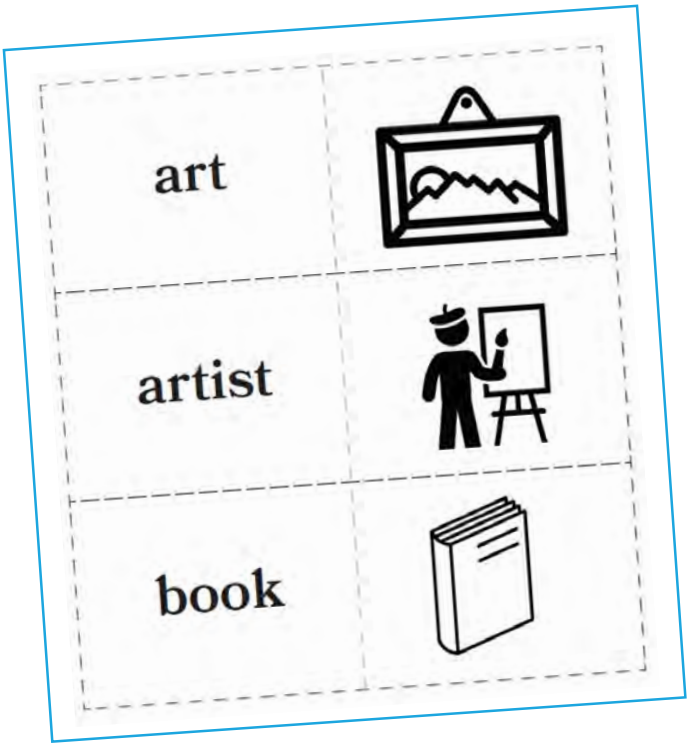

Illustration from *And the Winner Is...*
Geodes Level 2 Module 3: *Civil Rights Heroes*

FAMILY TIP SHEETS

Geodes Family Tip Sheets are designed to engage parents and caregivers in the books and spark knowledge-rich conversations at home. Family Tip Sheets include an overview of module content, a list of all the texts students read in the module, sample questions to ask, and Fundations® Focus Concepts.

GEODES

Family Tip Sheet

MODULE 1: *A WORLD OF BOOKS*

Students read *Geodes* to practice their independent reading skills. Although your student may not be able to read all the words in each book yet, encourage your student to read as much as possible. These books build knowledge of topics in science, history, and the arts.

In this module, students explore the power of books shared across time and cultures.

OUR CLASS WILL READ THESE BOOKS

Set 1: Sharing Stories

These books explore the art of storytelling.

- *Anansi and the Pot of Beans*
- *The Story in the Cave*
- *The Magical Stack*
- *The Brothers Grimm*

Set 2: Unusual Libraries

These books examine libraries from diverse cultures, places, and times.

- *Library Cat*
- *The Story Ship*
- *A Library of Our Own*
- *The Library of Fez*

Set 3: Bringing Books to Life

These books investigate how illustrators add beauty and meaning to texts.

- *Just in Time*
- *Fed by Art: The Work of Leo Lionni*
- *Jerry Draws*
- *An Illustrator at Work*

Set 4: Books for All

These books celebrate how innovation increases access to books.

- *How to Make Paper*
- *The Printing Press*
- *The Story of Louis Braille*
- *A Library to Go*

CONSIDER ASKING THESE QUESTIONS AT HOME

- What is something in this book that surprised you?
- What is something new you learned from this book?
- After reading this book, what would you like to learn more about?
- Point to your favorite illustration or photograph. Why is it your favorite?

THESE FUNDATIONS® FOCUS CONCEPTS APPEAR IN THE BOOKS

Consonant-Vowel-Consonant words with three sounds, including digraphs (*wh, ch, sh, th, ck*), *all, am, an, and* suffix *-s*. Examples include *all, big, cat, Dan, had, not, tell, when, will, wish.*

THESE FUNDATIONS® TRICK WORDS APPEAR IN THE BOOKS

a, and, are, as, be, by, do, does, for, from, has, have, he, here, his, I, into, is, me, my, of, one, or, said, she, the, there, they, to, was, we, were, what, when, where, who, you, your

To learn more about *Geodes*, please visit the Great Minds® website: greatminds.org.
To learn more about Fundations®, please visit the Wilson Language Training website: wilsonlanguage.com/fundations.

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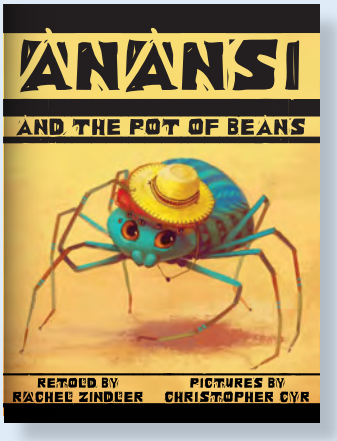
ANANSI
AND THE POT OF BEANS
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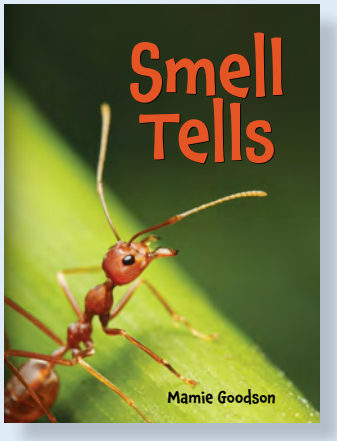
RACHEL ZINDLER
PICTURES BY
CHRISTOPHER CYR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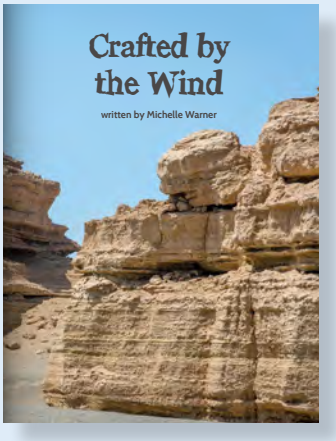
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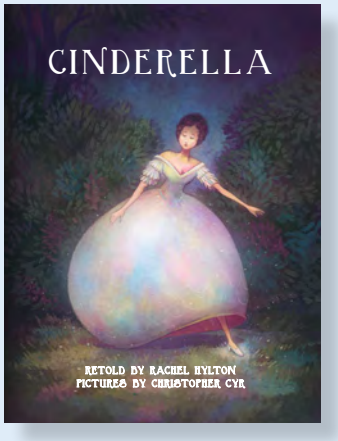
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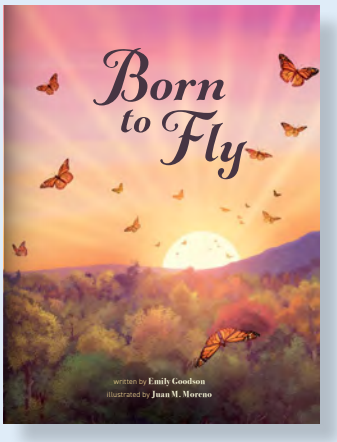
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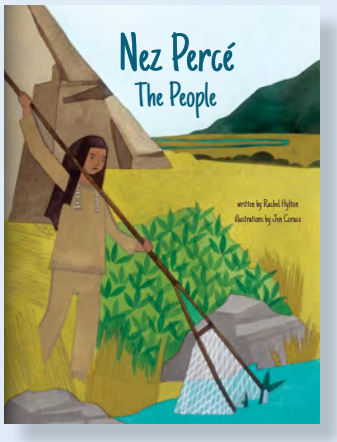
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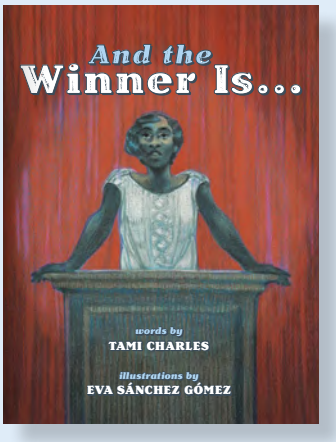
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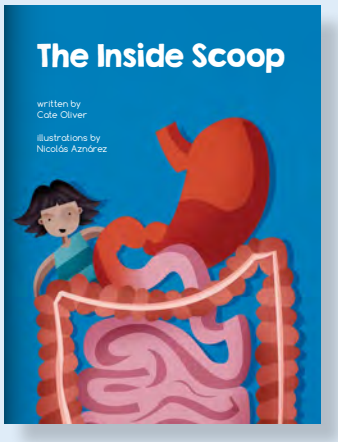
TAMI CHARLES
illustrations by
EVA SÁNCHEZ GÓMEZ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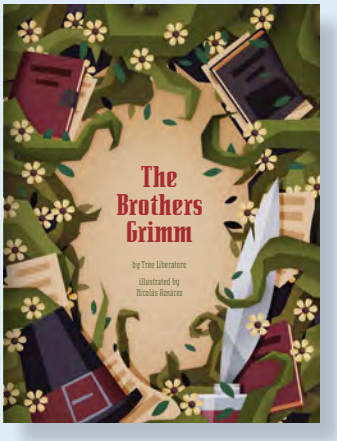
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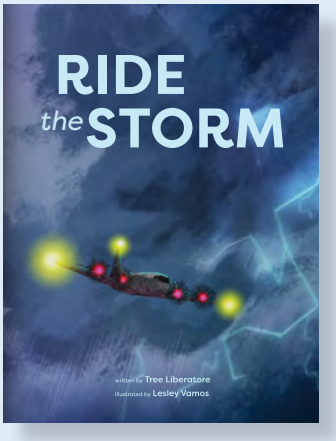
Catherine Schmidt
Christopher Cyr
Bee Waggle


RIDE
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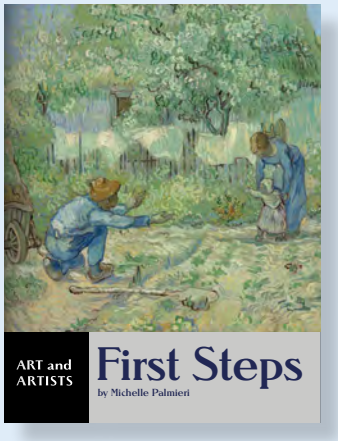
ART and
ARTISTS
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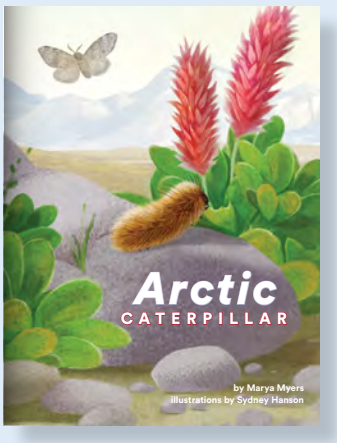
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CATERPILLAR
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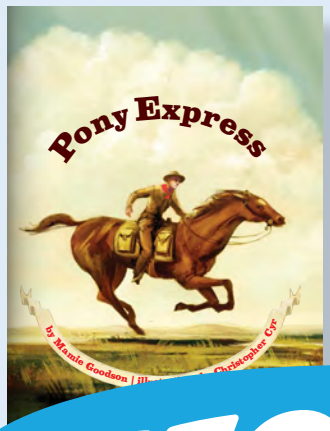
illustrations by Sydney Hanson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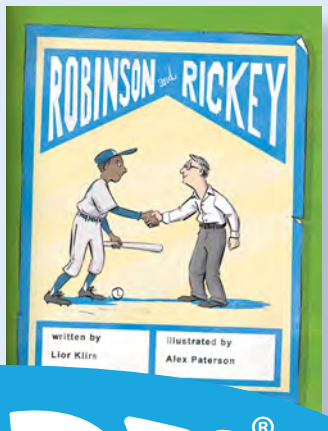
ROBINSON and RICKEY
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Lior Kilrs
Illustrated by
Alex Paterson

SICK
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SEA
by Mary Winn Heider
illustrated by John Joven

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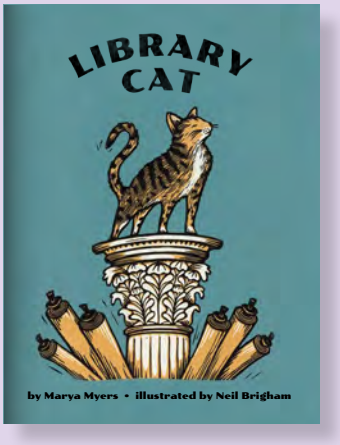
LIBRARY CAT
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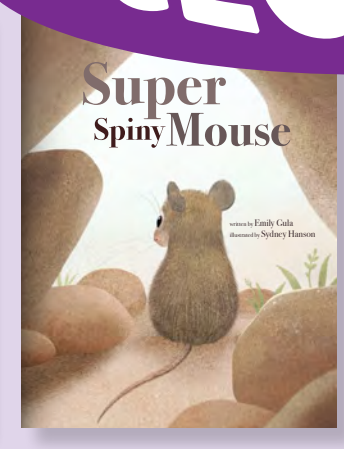
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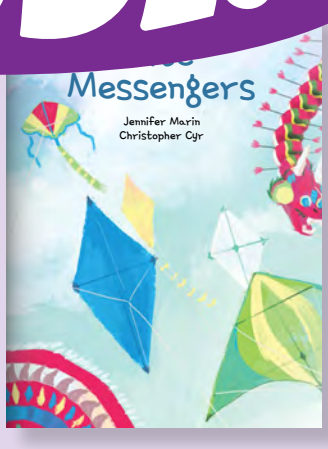
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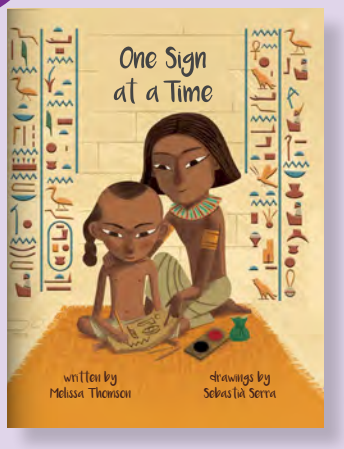
Christopher Cyr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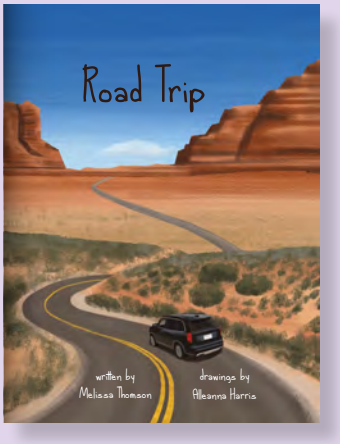
drawings by Sebastia Serra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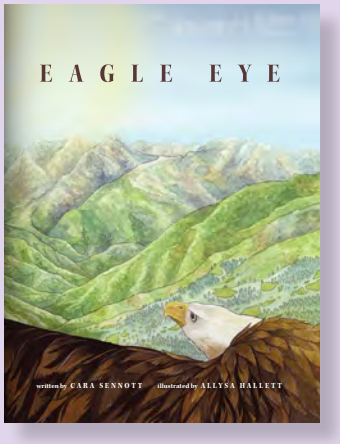
drawings by Alleanna Harris


EAGLE EYE
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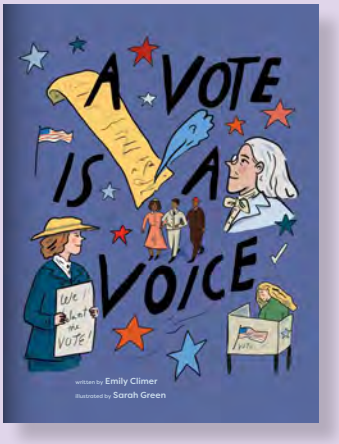
illustrated by ALLYSA HALLETT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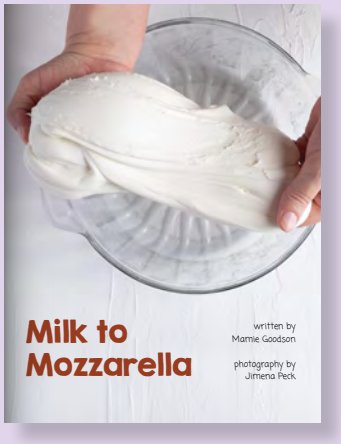
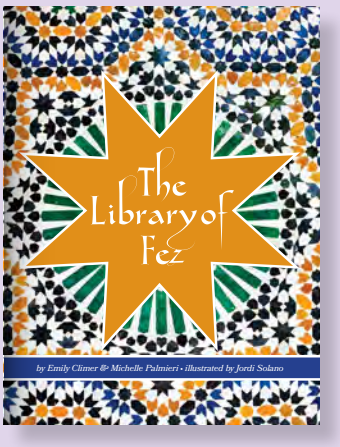
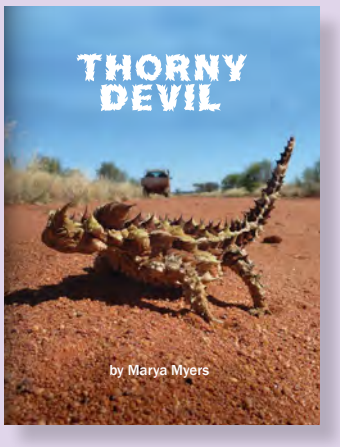
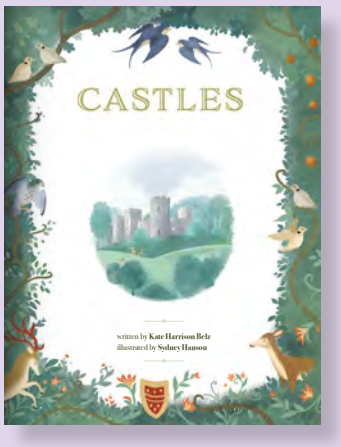

Milk to Mozzarella
written by Mamie Goodson
photography by Jimena Peck


The Library of Fez
by Emily Climer & Michelle Palmieri • illustrated by Jordi Solano


THORNY DEVIL
by Marya Myers

THE GREAT STORM OF GALVESTON
BY LIOR KLIRS
ILLUSTRATED BY A. RICHARD ALLEN


CASTLES
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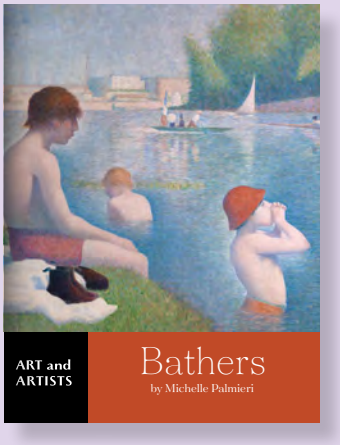
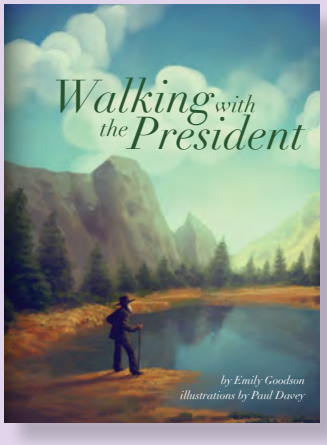
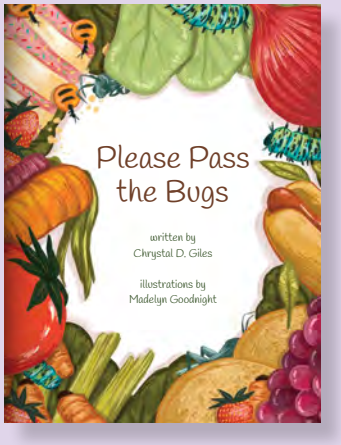
illustrated by Sydney Hanson


ART and ARTISTS
Bathers
by Michelle Palmieri


Walking with the President
by Emily Goodson
illustrations by Paul Davey


Please Pass the Bugs
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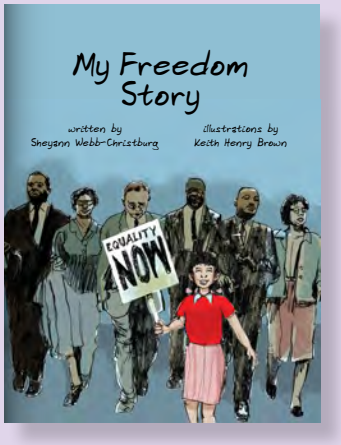
illustrations by Madelyn Goodnight


My Freedom Story
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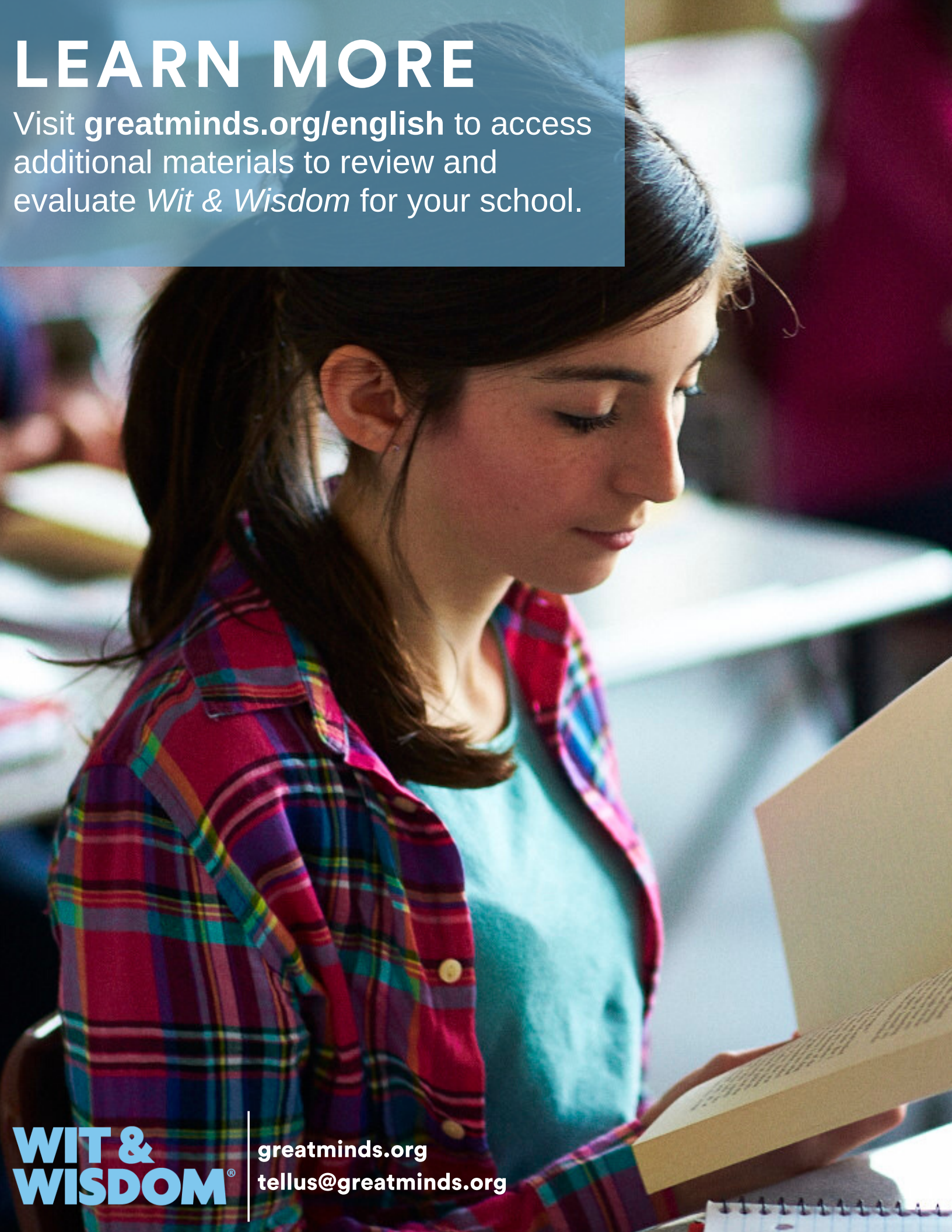
illustrations by Keith Henry Brown
EQUALITY NOW



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THE MISSION

*Identify a high quality instructional resource that aligns with the high expectations of the **Michigan K-5 standards for English Language Arts**, the **Essential Instructional Practices for Literacy**, and the **FPS Mission & Vision**. The adopted HQIM will support teachers in providing equitable and innovative learning experiences through **positioning** and **authentic tasks** that promote our **Profile of a Lifelong Learner.***

*The following criteria were developed with the above mission in mind, with the added goal of selecting an ELA resource that promotes growing students' general knowledge of the world so they have a trove of knowledge to reference when they read, write, and present.

1: ACCESS TO GRADE LEVEL COMPLEX TEXT THROUGH CLOSE READING

• Curriculum includes regular communal practice for all students with high-quality, grade-level complex texts that anchor each unit. In K-2, interactive read-alouds that are two to three years above what children are able to read themselves are a staple. Read-alouds are interactive with specific instructional goals.
• Curriculum provides repeated encounters with challenging, content-rich complex text to allow students to grapple with high-quality, text-specific questions and build their understanding.
• Culminating assignments reflect what is essential for students to learn from the text(s), including the information contained within them; offer practice using more sophisticated vocabulary; and address several grade-level (or above) standards.
• Participation strategies and discussion are intentionally embedded within each close reading lesson to keep students actively engaged in the text.

2: INTENTIONAL INSTRUCTION OF ACADEMIC VOCABULARY

• Curriculum includes intentional vocabulary instruction and practice with academic and domain-specific words found in complex text and related to the topic of study.
• Words chosen for extended study in context are generally 1) essential to understanding, 2) more abstract, 3) part of a semantic word family (words related by meaning or concept), and 4) likely to appear in other complex texts students will read.
• Curriculum revisits newly learned words and phrases in multiple contexts, including encouraging students to use them in their discussions and speaking and writing activities.

3: INTENTIONAL USE OF TEXT SETS TO BUILD KNOWLEDGE ABOUT TOPICS

• Curriculum is intentionally designed to give students grounding in a diverse range of topics in history, social studies, science, the arts, and literature by providing enough time (at least two to three weeks) to explore topics to allow for knowledge and vocabulary growth.
• Curriculum provides a series of conceptually coherent text sets organized around topics of study, with less-complex texts supporting access to more-complex texts to build knowledge.
• Curriculum expects students to regularly engage in a volume of choice reading related to the topics being studied. The curriculum includes scaffolds and structures, including lightweight student accountability (e.g., book talks, journals) to foster productive use of the reading time.
• Texts provide opportunities for teaching text structures (for example, sequence, comparison, contrast, and cause/effect)and text features to support comprehension and careful reading of narrative and informational text.

4: DISCOURSE AROUND TEXTS IS AN INTEGRAL PART OF LESSONS

• The curriculum provides guidance on engaging learners in productive and sustained academic discussions through thought-provoking questions that develop both a literal and deep understanding of the texts and content being studied, including cultivating students' abstract reasoning and analytical thinking. When students answer questions, they are consistently required to provide evidence for their responses.
• Collaboration and peer-to-peer discussion is part and parcel of the curriculum, which establishes a relevance for the learning and seeks to build a community that processes, understands, and interprets content together.
• Explicit instruction of speaking & listening skills is intentionally embedded throughout lessons, with regular opportunities for students to practice and reflect on these skills.

5: INTEGRATED WRITING INSTRUCTION

• Curriculum includes frequent writing opportunities that are evidence-based and anchored in the content students are studying to extend and solidify their learning. Writing also includes regular use of short, focused research projects with teacher support appropriate to the grade level, again anchored in the assigned content.
• Curriculum includes integrated and connected writing assignments that vary in purpose, audience, length and duration, and address all three text types including narrative, informational and opinion writing.
• Curriculum includes explicit instruction in the fundamentals of writing, including sentence construction and the planning, drafting, and writing of paragraphs and essays, as well as grammar and usage instruction in the context of students' writing. This includes explicit instruction on how to convey knowledge through specific text genres and features.

6: SUPPORTING ALL STUDENTS

• Curriculum provides the means to ensure all students work with and can meet grade-level standards. The curriculum provides both the systematic guidance and resources required for building in time and support for students reading below grade level, and/or students learning English, so that they can access the text and learn alongside peers.
• Curriculum includes strong representation of authors and illustrators of color in the texts children read, abundant opportunities to read how people from a range of historically underrepresented social groups have contributed to knowledge, and guidance on how to implement the curriculum in a manner that promotes equity and elevates student assets.
• Curriculum provides a range of supports designed to address results from informal and more formal assessments (gathered from observations, assignments, and test questions), and promotes timely and concrete feedback to students.

7: TEACHER USABILITY

• Curriculum is purposeful in its design, including many regular, predictable instructional routines that teachers and students can rely on from the moment the new program is enacted.

• Curriculum is designed not only to advance student learning but also to help educators understand the "why" of included approaches and components. It incorporates explanations to support teachers in effective implementation). Examples might include:
  ○ Explanations of how program elements facilitate student learning;
  ○ Sample student responses;
  ○ Tips for effective feedback;
  ○ Models of exemplary practice; and
  ○ Discussions of why suggested pedagogical moves are useful.

• Teacher-facing materials are clear and concrete about what program elements are essential for the core instruction and which are "nice to have" additional dimensions.
• Curriculum includes embedded formative and summative assessments that provide teachers with the information they need to scaffold & differentiate as needed to effectively support all students.
• The daily amount of time required aligns the FPS recommended ELA instructional minutes (135-150 minutes).
• The amount of required teacher planning and preparation is feasible.
• The digital resources and tools that are provided support and enrich the teaching and learning experience.
• Curriculum includes resources to support school-to-home communication with caregivers.

8. POSITIONING

We craft learning environments that position each and every learner to be engaged in a way that they are invited into the learning, their thoughts are valued and they know they are confident and competent to do the learning.

• Participation structures and strategies are purposefully embedded in the design of lessons
• Ideas and perspectives are shared (made visible) and honored by and between students.
• Students have regular opportunities to reflect on and show their learning in various ways.

9. AUTHENTIC TASKS

We design authentic learning opportunities that provide each and every learner the opportunity to learn higher-level thinking and problem solving skills as well as knowledge of the world and people alongside their own passions and interests.

• Learning is connected to real-world (current and historical) problems, contexts, perspectives, or phenomena.
• Tasks and the thinking students are doing are representative of the subject area (or discipline).
• Students' ideas, experiences, passions, and interests fuel the learning.

10. FPS LEARNER PROFILE

Compassionate Community Member FPS learners are compassionate community members who welcome the unique contribution of each individual, value the strength and power of community, and participate to create a positive and authentic impact in the community—personal, local, and global.
Resilient Problem Solver FPS learners are resilient problem solvers who are empowered to persevere in their quest for solutions to problems and/or questions. Learners consider multiple perspectives, solicit and respond to feedback, identify the best solution for the situation, and navigate their own problem-solving pathway.
Empowered Collaborator FPS learners give their best efforts while engaging in a productive exchange of ideas in working toward a common goal. Learners provide and receive respectful feedback, contribute their talents, thoughts, and opinions while respecting those of others, and develop effective ways of working together.
Strategic Communicator FPS learners are able to use communication as a way to build understanding and form relationships. Learners are active listeners, consider the needs of their audience, and use a variety of methods to express ideas effectively. Learners are open to others' perspectives and ideas as they engage in civil discourse.
Self-Actualizer FPS learners are in control of their educational pathway and their future. Learners set and strive toward goals based on self-awareness of strengths, interests, talents, and opportunities for growth. Using a growth mindset, they demonstrate self-compassion and self-acceptance as they become lifelong learners.

Plante Moran Realpoint
3000 Town Center, Suite 100
Southfield, MI 48075
Tel: 248.223.3500 | Fax: 248.223.3150
pmrealpoint.com

January 23, 2024

Mr. Jon Barth, Director of Facilities Management & Transportation
Farmington Public Schools
32500 Shiawassee St.
Farmington, MI 48336

RE: 2020 Bond - Contract Award Recommendation for Construction Bids
Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update

Dear Mr. Barth:

This letter transmits an update from Plante Moran Realpoint (PMR) as it relates to the assignment to assist and advise Farmington Public Schools (FPS) in its selection of a Prime Contractor for the 2020 Bond Project listed above. This update represents the mutual efforts of PMR, Wakely Associates, Peter Basso & Associates, McCarthy & Smith and FPS administration and staff (Project Team) to present a framework in order to identify, evaluate and recommend a Prime Contractor for this Project.

A review of the existing fire alarm system was conducted during the Summer of 2023 during Bid Pack #7 work and it was determined that an update to the system was appropriate and needed. Utilizing Owner Contingency funds, a budget was established for this project and design work was completed. The scope of work includes removal of the existing 7000 Series fire alarm system (including signaling and initiation devices). New devices will connect to an existing 901 Series fire alarm panel. The updated system will be addressable with voice evacuation and visual devices.

On December 7, 2023, an advertisement for bids was posted to the required State of Michigan website. In addition, the advertisement was posted to the District's website as well as a local newspaper. Construction Documents and Specifications were formally issued and made available to interested bidders via web-based portals.

Relative to Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update, four (4) bid proposals were received and publicly opened on January 11, 2024. During the next several days, bid proposals were reviewed to determine the scope, schedule, budget, and other financial implications. An interview was held with the recommended bidder and was attended by various members of the Project Team.

Upon completion of the interviews, and after subsequent clarifications and discussions, the Project Team is recommending the firm listed in McCarthy & Smith's Award Recommendation Letter for Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update for contract award.

Including hard construction of $279,211.00 and construction contingency of $27,921.00, this Project award recommendation equals $307,132.00.

For the Prime Contractor, the cost for the Work will be detailed in AIA Contract A132 – 2019 Standard Form of Agreement between Owner and Contractor, as modified pending final review and approval of terms by district legal counsel.

The recommendation for this Project is within the overall 2020 bond budget and will not alter bond dollars currently allocated to future projects. The recommendation for this bid package is over budget and the overage will be funded with available bid savings accumulated from prior award of Bid Packages 1 thru 11.

The work is planned to start on 2nd shift in Spring 2024 and will transition to 1st shift during the summer recess. All work will be completed prior to the start of the 2024-2025 school year.

The Project Team is available at the Board's convenience to answer any questions regarding bidding, the proposals, interview process, or the recommendation of the Project Team.

Sincerely,

PLANTE MORAN REALPOINT

Scott Smith, LEED AP
Vice President

Paul R. Wills, AIA, LEED AP
Partner

Copy: Jennifer Kaminski – Farmington Public Schools
File

Enclosures:

- McCarthy & Smith, Inc. - Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update dated January 23, 2024

BID PACK #12: FARMINGTON STEAM ACADEMY FIRE ALARM SYSTEM UPDATE - COST SUMMARY

	Hard Construction		
Building	**Budget**	**Actual**	**Variance**
Farmington STEAM Academy	$ 250,000	$ 279,211	$ (29,211)
Totals	**$ 250,000**	**$ 279,211**	**$ (29,211)**

	Construction Contingency (10%)		
Building	**Budget**	**Actual**	**Variance**
Farmington STEAM Academy	$ 25,000	$ 27,921	$ (2,921)
Totals	**$ 25,000**	**$ 27,921**	**$ (2,921)**

	Total Project Costs		
Building	**Budget**	**Actual**	**Variance**
Farmington STEAM Academy	$ 275,000	$ 307,132	$ (32,132)
Totals	**$ 275,000**	**$ 307,132**	**$ (32,132)**

McCarthy & Smith, Inc.
Construction Services

January 23, 2024

Mr. Jon Barth
Director of Facilities Management and Transportation
Farmington Public Schools
32500 Shiawassee Street
Farmington, Michigan 48336

RE: 2020 Bond Issue
Bid Package #12 Farmington STEAM Academy Fire Alarm System Update

SUBJ: Contract Award Recommendation

Mr. Barth,

On Thursday, January 11, 2024, at 10:00 AM, sealed bids were received and publicly opened for the work pertaining to the above referenced project. In attendance at the bid opening were representatives from Farmington Public Schools, Plante Moran Realpoint, Wakely Associates, McCarthy & Smith, Inc., and interested Bidders. Bids were opened, recorded, and tabulated.

The project team has conducted a post bid interview with the following low, qualified Bidder, for the bid division of work. During the post bid interview, the project team reviewed the Contractor's qualifications, scope of work, project schedule, manpower requirements, and specified materials. Based upon the project team's review of the proposals and bidders, we propose the following company to Farmington Public Schools for contract award:

Bid Division 143: Electrical

Advance Contracting and Electrical Services, Inc.
Mr. Ryan Howard
4055 South Dye Road
Swartz Creek, MI 48473

Base Bid	$	275,900.00
PLM Bond (Selective Insurance Company of America)	$	3,311.00
Total	**$**	**279,211.00**

TOTAL AWARD RECOMMENDATION AMOUNT: $ 279,211.00

The Bid Summary and Bid Tabulation are included in this package.

I trust the above recommendations meet with the approval of the administration and the Board of Education. McCarthy & Smith, Inc. representatives will be in attendance at the January 23, 2024, and February 6, 2024, Board of Education meetings to address any concerns.

Please contact me with any questions.

Sincerely,

McCarthy & Smith, Inc.
Construction Services

Aaron A. Phillips

Aaron A. Phillips
Project Director
McCarthy & Smith, Inc.

CC: Paul Wills, Plante Moran CRESA
Scott Smith, Plante Moran CRESA
Brian Smilnak, Wakely Associates
Bill McCarthy, McCarthy & Smith, Inc.

Farmington Public Schools - 2020 Bond Issue
Bid Package #12 Farmington STEAM Academy Fire Alarm System Upgrade
January 23, 2024

Bid Award Summary

Bid Division / Description		Apparent Low Bidder	BASE BID			SUMMARY ITEMS			
			BASE BID	PLM Bond	Total Base Bid	Total Award Recommendation	Number of Bidders	Low	High
143	Electrical	Advance Contracting and Electrical Services, Inc.	$275,900.00	$3,311.00	$279,211.00	**$279,211.00**	4	$275,900.00	$599,706.00
		TOTALS	**$275,900.00**	**$3,311.00**	**$279,211.00**	**$279,211.00**	**4**	**$275,900.00**	**$599,706.00**

BUDGET SUMMARY	
TOTAL AWARD RECOMMENDATION	$279,211.00

Job #1242-23: Farmington Public Schools BP#12 - Farmington STEAM Academy

Prepared by McCarthy & Smith, Inc. - 24317 Indoplex Circle, Farmington Hills, MI 48335, United States of America

Bid Package Lead: Aaron Phillips (aphillips@mccarthysmith.com)

Project Location: Farmington, MI, United States of America

BD 143: Electrical

Generated January 11, 2024

Base Bid

	Advance Contracting And Electrical Service Submitted by Kevin Potter **$279,211** Original Proposal, January 11, 2024			Great Lakes Power & Lighting, Inc. Submitted by Alan Thueme **$347,000** Original Proposal, January 11, 2024			Shoreview Electric Co. Submitted by Cindy Jones **$437,000** Original Proposal, January 11, 2024			J. Ranck Electric, Inc. Submitted by Adam Ranck **$605,653** Original Proposal, January 11, 2024		
	Unit	Unit Cost	Total Cost	Unit	Unit Cost	Total Cost	Unit	Unit Cost	Total Cost	Unit	Unit Cost	Total Cost
LINE ITEMS			**$279,211**			**$347,000**			**$437,000**			**$605,653**
Lump Sum Bid for Electrical			$275,900			$343,000			$432,000			$599,706
Cost for Performance and Labor & Material Payment Bonds, to be added to the Base Bid			$3,311			$4,000			$5,000			$5,947
INCLUSIONS												
FOLLOWING DOCUMENTS MUST BE UPLOADED WITH BID												
Bidder has uploaded the Bid Security in the amount of five (5%) percent (Bid Bond or Certified Check)		YES			YES			YES			YES	
Bidder has signed and uploaded the Familial Disclosure Affidavit Form		YES			YES			YES			YES	
Bidder has signed and uploaded the Iran Linked Business Affidavit Form		YES			YES			YES			YES	
Bidder has signed and uploaded the Criminal Background Check Affidavit Form		YES			YES			YES			YES	
Base Bid Total			**$279,211**			**$347,000**			**$437,000**			**$605,653**

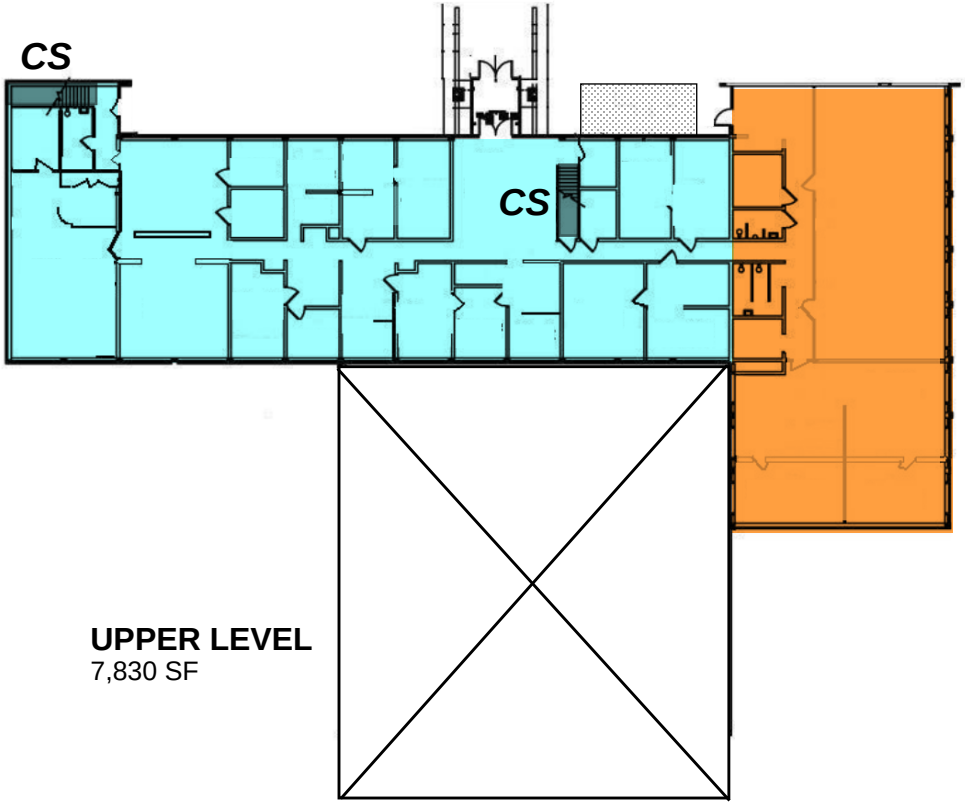
Central Office Renovation

Wakley Associates Inc

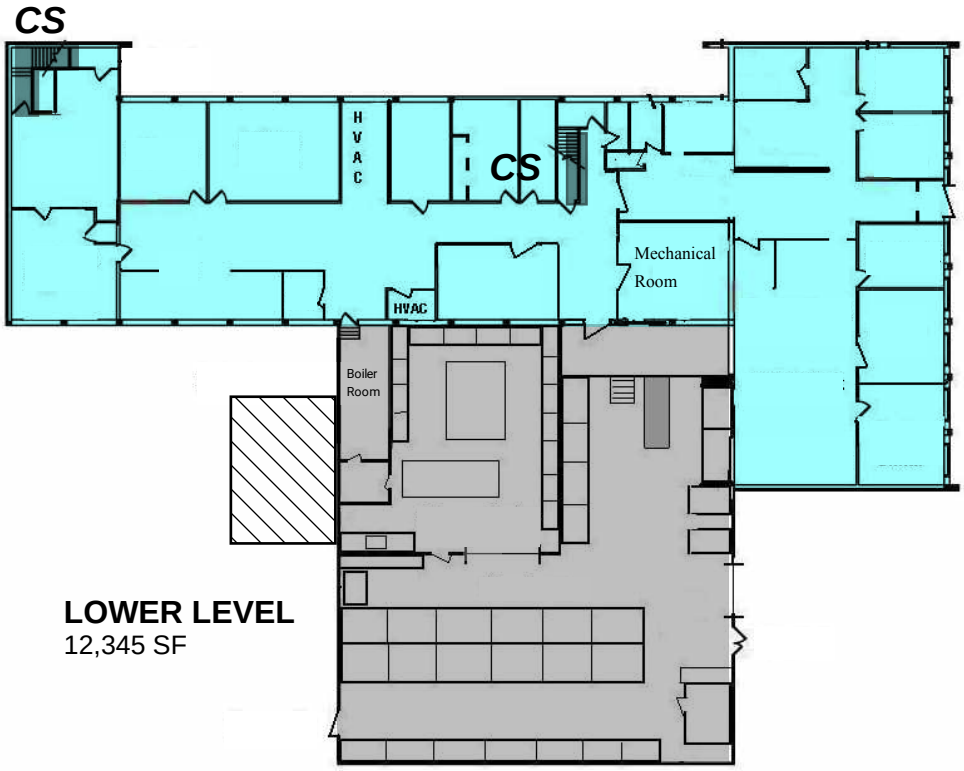
McCarthy and Smith

Plante Moran Realpoint

January 2024



UPPER LEVEL
7,830 SF



LOWER LEVEL
12,345 SF

NEW WORK LEGEND

Convert to Semi-Conditioned Storage Space. (Reprogram and replace controls as need to set existing mechanical equipment to heating only. Remove existing interior door and windows. Minimal power and lighting work for code compliance.)

Convert to Conditioned Storage Space. (Remove non-structural walls. Patch existing lay-in ceiling. Provide new PTAC Mechanical units to provide heating and cooling.)

No New Work

CS **Close Existing Stairwells** (Required to bypass new elevator code requirement)

New Concrete Loading Platform

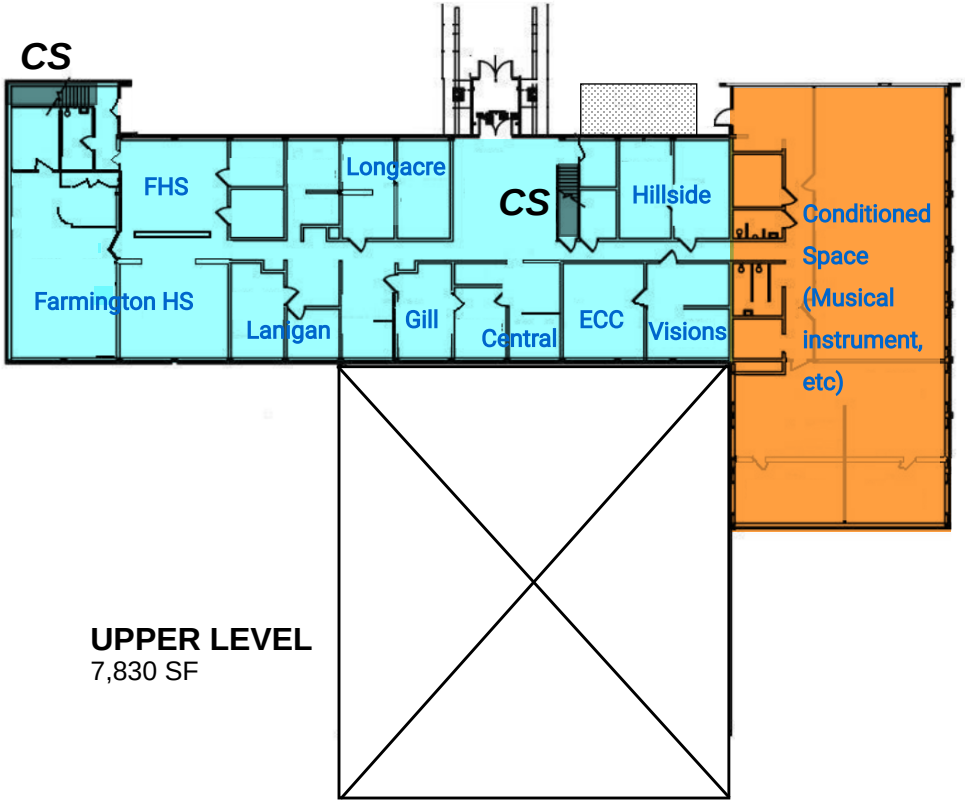
Remove Existing Chiller/Cooling Tower

WAKELY ASSOCIATES, INC./
ARCHITECTS
30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
FX: 586.573.0822
www.wakelyaia.com

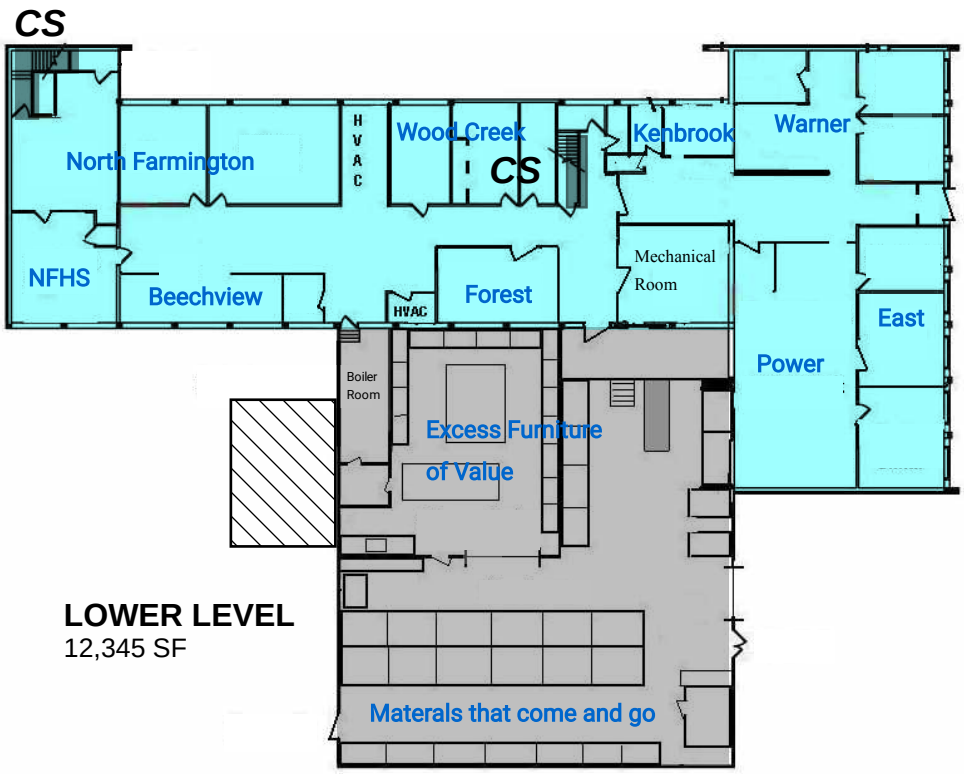
FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-1.1



UPPER LEVEL
7,830 SF



LOWER LEVEL
12,345 SF

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SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
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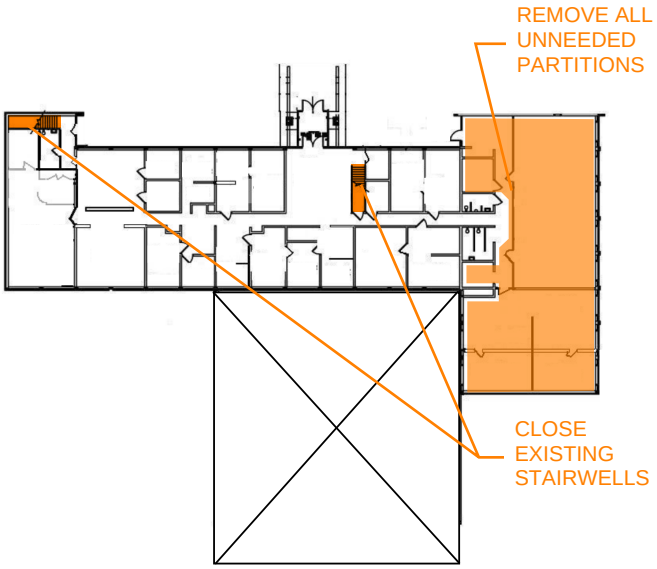


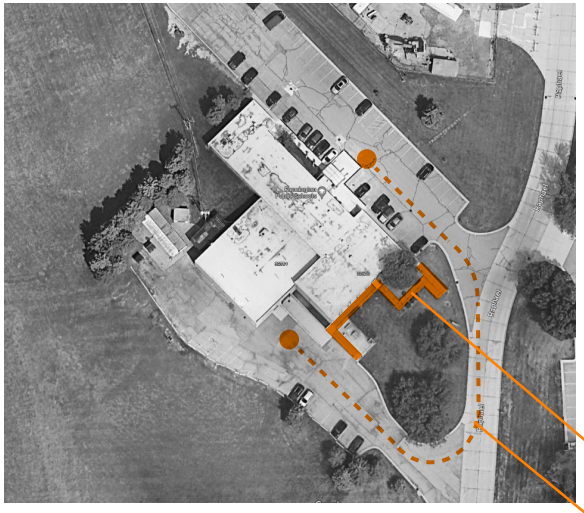
UPPER LEVEL - 7,830 SF

LOWER LEVEL - 12,345 SF

PROPOSED SCOPE

Converting the current administration building partially condition storage would alleviate the much of the required mechanical updates the building requires to function as an office building with public access. Removing all glazing (glass) the within 10'-0" of the ground with solid insulated panels would increase the buildings efficiency, privacy, and security. Removing interior finishes and partitions would increase the buildings storage capacity.

The current administration building 20,175 S.F. Each floor exceeds 3,000 S.F. triggering the requirement for an elevator between floors if the floors in business buildings.If the floors are separated from pedestrian access the need for an elevator is eliminated. Refer to excerpt of MBS Section 1104 on this page.



SECTION 1104 ACCESSIBLE ROUTE

1104.2 Within a site. At least one *accessible route* shall connect *accessible* buildings, *accessible* facilities, *accessible* elements and *accessible* spaces that are on the same *site*.

Exceptions:

1. An *accessible route* is not required between *accessible* buildings, *accessible* facilities, *accessible* elements and *accessible* spaces that have, as the only means of access between them, a vehicular way not providing for pedestrian access.

...omitted...

1104.3 Connected spaces. When a building or portion of a building is required to be *accessible*, at least one *accessible route* shall be provided to each portion of the building, to *accessible* building entrances connecting *accessible* pedestrian walkways and to the *public way*.

Exceptions:

1. *Stories* and *mezzanines* exempted by Section 1104.4.

...omitted...

1104.3.1 Employee work areas. *Common use circulation paths* within *employee work areas* shall be *accessible routes*.

Exceptions:

...omitted...

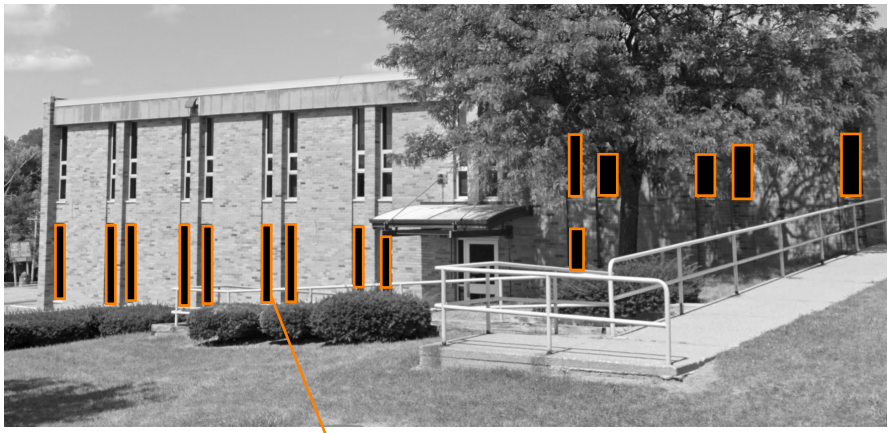
3. *Common use circulation paths*, located within exterior *employee work areas* that are fully exposed to the weather, shall not be required to be *accessible routes*.

WAKELY ASSOCIATES, INC./ ARCHITECTS
30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
FX: 586.573.0822
www.wakelyaia.com

FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

SCALE: NTS

DRAWN BY:	PROJECT NO.:
NJL	201879
APPROVED BY:	REFERENCE SHEET:
BJS	--
DATE:	SHEET NO.:
1/2/24	SK-1.2



EAST ELEVATION

REPLACE GLASS WITHIN 10'-0" OF GROUND LEVEL WITH SOLID PANELS

NORTH ELEVATION

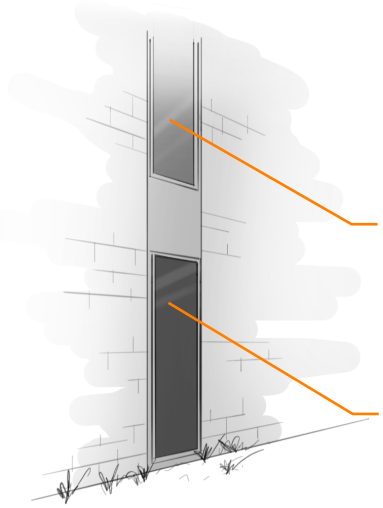
NEW ELEVATED DELIVERY PLATFORM

REPLACE GLASS WITHIN 10'-0" OF GROUND LEVEL WITH SOLID PANELS

SOUTH ELEVATION

REPLACE GLASS WITHIN 10'-0" OF GROUND LEVEL WITH SOLID PANELS

NEW DISTRICT BRANDING AND SIGNAGE



EXISTING UPPER GLASS TO REMAIN, APPLY TINTED FILM TO MATCH APPEARENCE OF PANEL BELOW

DUE TO UPKEEP AND SECURITY COSTS, LOWER LEVEL GLASS TO BE REPLACED BY HI-GLOSS COMPOSITE PANEL TO MIMIC SHADE AND REFLECIVENESS OF GLASS ABOVE

WINDOW REPLACEMENT DETAIL

WAKELY ASSOCIATES, INC./
ARCHITECTS
30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
FX: 586.573.0822
www.wakelyaia.com

FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

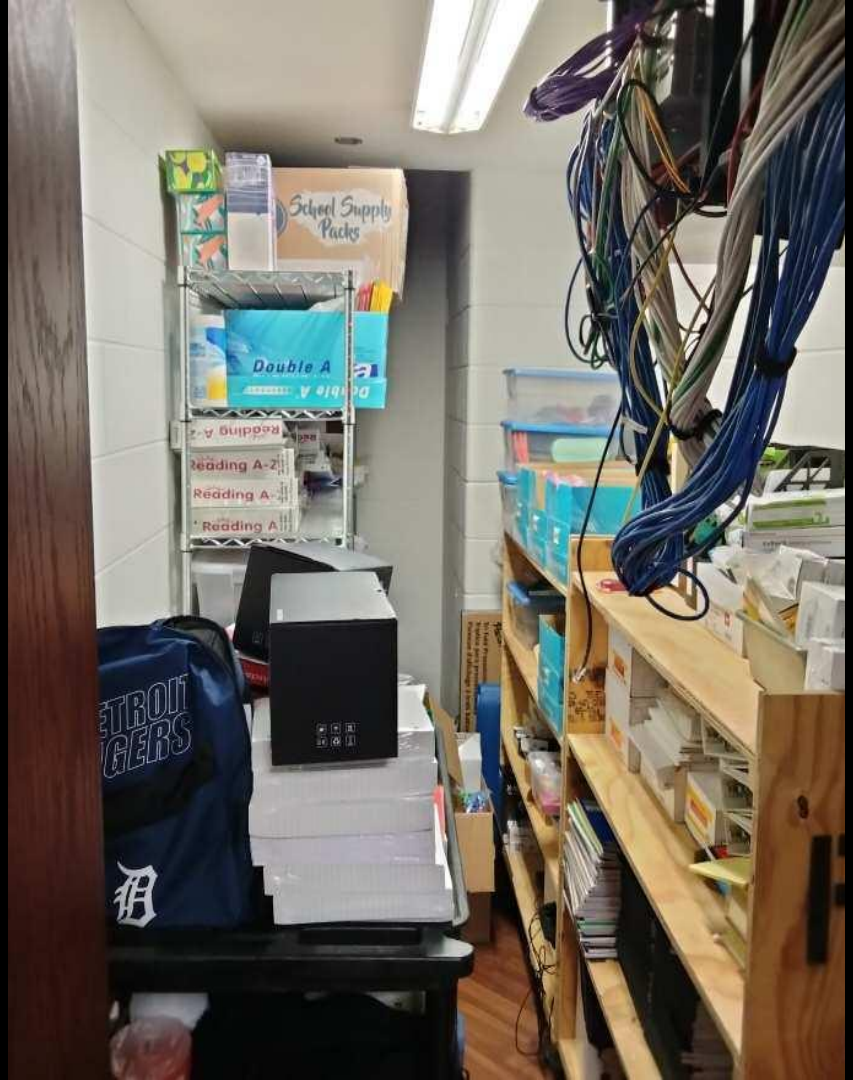
SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-2

Building Storage

FPS
111
FPS
96
Armstrong
CEILING & WALL SOLUTIONS

XEROX
Xerox Pastel Colors
SHRED
LEARNING
EDGE
Hillside Elementary School
Pink Paper
Pink Paper
LETTERMARK
LETTERMARK
LETTERMARK
LETTERMARK
4-1 GALLON PLASTIC BOTTLES
PACIFIC BLUE
26495


School Supply Packs
Double A
Reading A-Z
Reading A-Z
Reading A-Z

211A
BOISE

Semi-Trailer Storage

Irwin Seating Compa
For Commercial Use Only
Irwin Seating Compa

FPS

THIS SIDE UP

Semi-Trailer Storage Costs

Unit Number	Trailer Size	Storage Location
3501	35' Foot	Facilities Management 29350 10 Mile, Farmington, MI
4016	40' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
8031	53' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
4811	48' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
5304	53' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390

Five semi-trailers are currently being rented at $350 per trailer, per month

$1,750 per month or $21,000 per year

Facilities Storage

national dairy
PRO

Tarkett
Tandus | Centiva

Central Office Renovation

Things to Consider

1. The building is centrally located (which is perfect for a warehouse that would service the entire district).
2. It gives new life to a building that was destined for demolition, much like Farmington Community School that is now our new Visions Unlimited.
3. That a new roof was put on during our last bond.
4. That it would free up space in our schools and at our maintenance building.
5. That it eliminates current and future storage costs.

Central Office Renovation

Things to Consider

6. That most school districts will never have the opportunity to repurpose a building into a 21,000 square foot warehouse.
7. That the cost to build a comparable warehouse structure exceeds $3,000,000 (current cost estimate from McCarthy and Smith).
8. That the cost to tear down central office exceeds $500,000 due to it acting as a retaining wall, while the 2 acre property is valued at less than $200,000 and is zoned R-1 residential (meaning that the building could not be used as a commercial property).
9. That the bond team reduced the initial estimate of $800,000 (plus contingencies) down to less than $600,000 (plus contingencies) by redesigning interior spaces.

Shiawasee Park
QUESTIONS?
Farmington
Public Schools

McCarthy & Smith, Inc.
Construction Services

January 18, 2024

Mrs. Jennifer Kaminski
Assistant Superintendent for Business Services
Farmington Public Schools
32500 Shiawassee Street
Farmington, Michigan 48336

RE: 2020 Bond Issue
FPS BP #11A - BD 107 Steel Rebid

SUBJ: Rebid of Alternate #3 – Farmington High School (Steel Bid Category Only)

Dear Mrs. Kaminski,

On Tuesday, October 10, 2023, sealed bids were received and publicly opened for the work associated with Bid Package #11 and subsequently awarded at the November 21, 2023 Board of Education meeting.

It was noted during Post Bid Interviews and preparing for the Award Recommendation Package that the apparent low contractor, Wolverine Steel (Bid Division 107 Steel), did *not* submit a bid cost for Alternate #3. Thus, as part of the Award Recommendation for Bid Package #11, the Base Bid contract *was* awarded to Wolverine Steel, but Alternate #3 for this Bid Division was *not* awarded. Upon further review of the steel scope associated with this alternate, it became necessary to bid this work out.

The rebid of FPS BP #11, Bid Division 107 Steel, Alternate #3 only, is currently being rebid with bids due on January 30, 2024. Once bids are received, the same process for an award recommendation will take place. The cost of this component of Alternate #3 will be funded through the previously approved Construction Contingency ($724,236) for the project and incorporated within the $7,966,591 previously approved by the Board of Education on November 21, 2023.

A summary of the award recommendation for Bid Pack #11 is noted below for reference.

McCarthy & Smith, Inc.
Construction Services

BID PACK #11: RENOVATIONS TO WARNER / FCHS / FECC / FHS - COST SUMMARY

	Hard Construction		
Building	Budget	Actual *	Variance
Warner Middle School	$ 2,764,550	$ 3,765,311	$ (1,000,761)
BP #10A Generator (Warner)	$ -	$ 74,515	$ (74,515)
Farmington Central High School	$ 2,861,892	$ 2,392,614	$ 469,278
BP #10A Generator (FCHS)	$ -	$ 67,205	$ (67,205)
Farmington Early Childhood Center	$ 597,908	$ 686,977	$ (89,069)
Farmington High School (Alternate #3) **	$ 250,000	$ 202,733	$ 47,267
BP #10A Generator (Tranportation)	$ 53,000	$ 53,000	$ -
Totals	$ 6,527,350	$ 7,242,355	$ (715,005)

	Construction Contingency (10%)		
Building	Budget	Actual	Variance
All Buildings	$ 652,735	$ 724,236	$ (71,501)
Totals	$ 652,735	$ 724,236	$ (71,501)

	Total Project Costs		
Building	Budget	Actual	Variance
All Buildings	$ 7,180,085	$ 7,966,591	$ (786,506)
Totals	$ 7,180,085	$ 7,966,591	$ (786,506)

The original Bid Tabulation for FPS BP #11, BD 107 Steel is included in this letter for reference.

Please contact me with any questions.

Sincerely,

Aaron A. Phillips

Aaron A. Phillips
Project Director
McCarthy & Smith, Inc.

CC: File
Jon Barth & Jennifer Kaminski, Farmington Public Schools
Scott Smith, Plante Moran Realpoint

Job #1193-23: Farmington Public Schools BP#11 - Renovations to Various Schools

Prepared by McCarthy & Smith, Inc. - 24317 Indoplex Circle, Farmington Hills, MI 48335, United States of America

Bid Package Lead: Aaron Phillips (aphillips@mccarthysmith.com)

Project Location: Farmington Hill, MI 48335, United States of America

BD 107: Steel

Generated October 10, 2023

Leveled Bid

Base Bid

	Wolverine Steel Erectors, Inc. Submitted by Pamela Ray			Judd Industrial Contracting, Inc. Submitted by Mark Moceri		
	$50,227			**$169,857**		
	$50,227			$169,857		
	Original Proposal, October 10, 2023			Original Proposal, October 10, 2023		
	Unit	Unit Cost	Total Cost	Unit	Unit Cost	Total Cost
LINE ITEMS			**$50,227**			**$169,857**
Lump Sum Bid for Structural Steel			$49,716			$164,910
Cost for Performance and Labor & Material Payment Bonds, to be added to the Base Bid			$511			$4,947
ALTERNATES						
Alternate #3 at Farmington High School (including PLM Bond)						$19,055
ALTERNATE 2:						
INCLUSIONS						
FOLLOWING DOCUMENTS MUST BE UPLOADED WITH BID						
Bidder has uploaded the Bid Security in the amount of five (5%) percent (Bid Bond or Certified Check)		YES			YES	
Bidder has signed and uploaded the Familial Disclosure Affidavit Form		YES			YES	
Bidder has signed and uploaded the Iran Linked Business Affidavit Form		YES			YES	
Bidder has signed and uploaded the Criminal Background Check Affidavit Form		YES			YES	
Leveled Bid Total			**$50,227**			**$169,857**
AFFILIATIONS						
The Bidder is a Woman Owned Business		NO			NO	
The Bidder is a Minority Designated Business		NO			NO	
The Bidder is a Union Business		YES			YES	
The Bidder is a Non-Union Business		NO			NO	
Other Affiliations		NO			NO	

1st Budget Amendment and Future Considerations

January 23, 2024

What has happened since July 1, 2023?

- Foundation Allowance increase of $458 per pupil
- Increased At-Risk (31A) Funding
- Special Education foundation funding (100%) in addition to 28% reimbursement
- Enrollment increase projection of 100 students occurred
- Interest revenue increase due to rising interest rates

What has happened since July 1, 2023?

- New Categorical for Transportation
- Additional MPSERS Offset Revenue
- Mental Health and Safety/Security funding

Effect on FPS revenues for 2023-24

- **Local Revenue**
  - Interest revenue increase of $400,000
- **State Revenues**
  - Increase in MPSERS Offset Revenue - $600,000
  - New funding for Transportation - $700,000
  - An increase in Special Education funds - $500,000
  - Additional MPSERS UAAL revenues of $2.0 million – also increases cost
  - An increase in 31A At-Risk Funding of $1.7 million – also increases cost

Effect on FPS revenues for 2023-24

- **State Revenues**
  - Increase in 31aa Mental Health and Safety/Security funding of $2.0 million – also increases cost
  - An increase in other state categorical payments, on a net basis, and state grants of $300,000
- **Federal Revenue**
  - Increase in federal grant funds on a net basis - $546,000
  - ESSER funds need to be spent by 9/30/24

Effect on FPS revenues for 2023-24

- **Interdistrict Revenue**
  - Increase in PA-18 funding from Oakland Schools - $276,000
- **Transfers & Other Transactions**
  - Increase in indirect cost transfer from the Nutrition Services Fund - $102,000

Expenditure Changes for 2023-24

- Revised Salary and Benefit numbers based on actual staffing in place
- Increase in Federal Grant Expenditures of approximately $546,000
- Increase in State Grant Expenditures of approximately $4.6 million – At Risk 31A, Mental Health and Safety/Security, Other State Grants
- Increased staffing for math intervention – Elementary level

Expenditure Changes for 2023-24

- Increased staffing for additional special education classrooms and student support services
- Increased staffing for auditorium support at both high schools
- Increase in the per pupil building allocation – building level supply budgets
- Increase in instructional materials for music, physical education, art and textbook adoptions

Expenditure Changes for 2023-24

- Decrease in Intergovernmental payments due to less special education students attending center programs in other districts
- All other lines reviewed and adjusted based upon current known factors

General Fund Amended Budget for 2023-24

Revenues	$180,237,000
Expenditures	$180,112,000
Rev > Exp	$125,000

Other Funds Amended for 2023-24

- Special Revenue Fund - Nutrition Services Program
- Internal Service Fund - Benefit Stabilization

Other Funds Amended for 2023-24

- Capital Projects Funds
  - Building & Site 2018
  - Building & Site 2023

Future Unknowns

- State Funding
  - Foundation Allowance increase?
  - Social Emotional Learning (SEL) funds?
  - Safety/Security funds?
  - Restricted or Unrestricted funds?
- Enrollment Projections
- Federal and State Economies
  - January 12th Revenue Estimating Conference

Next Steps and Future Considerations

- Continued evaluation of instructional priorities
- Strategic Planning Committees
- Develop budget parameters and assumptions for 2024-25
- Forecasts for 2025-26 and 2026-27
- Expiring ESSER funds – impact on future budgets
- Governor’s Budget – February

FARMINGTON PUBLIC SCHOOLS
MEMORANDUM

TO: Board of Education

FROM: Jennifer F. Kaminski, Assistant Superintendent for Business Services

SUBJECT: 2023/24 1st Budget Amendment

DATE: January 23, 2024

Please find attached the 2023/24 first budget amendment. The General, Special Revenue - Nutrition Services Program, Capital Projects (Building and Site – 2018), Capital Projects (Building & Site -2023) and the Internal Service (Benefit Stabilization) Funds have been revised to reflect the impact of last year's audit, contractual pay rates, staffing levels, student counts, and other known and revised budget factors. The Debt Service Fund, Special Revenue – Student Activities and Capital Projects (Building & Site -2020) have not changed and are not included.

Overall total General Fund revenues are estimated to increase by approximately $9.1 million. The majority of our funding is derived from the per pupil foundation allocation from the State, however there are other revenue changes that contribute to the net increase in revenue.

This net increase includes:

Local Revenue:

- ✔ An increase of $400,000 in interest revenue to do rising interest rates.

State Revenue:

- ✔ An increase in the State's portion of the Unfunded Actuarial Accrued Liability (UAAL or section 147c – currently estimated at 16.89%) in the amount of $2.0 million. This categorical is a flow through. This means that Farmington receives payment through the monthly School Aid status report and then Farmington is subsequently billed by MPSERS for the same amount. The District is required to charge the respective percentages on all wages through the payroll process, however, the revenue and subsequent remittance to MPSERS is based upon last year's overall payroll cost.
- ✔ An increase in MPSERS Offset revenues of $600,000.
- ✔ An increase in 31A At-Risk funds of $1.7 million.
- ✔ An increase in 31aa grant funding of $2.0 million for Mental Health and Safety and Security
- ✔ An increase in transportation funding (new categorical) of $700,000.
- ✔ An increase in special education funds of $500,000 due to full funding of the foundation allowance for special education students.
- ✔ An increase in other state categorical payments and state grants, on a net basis, of $300,000.

Interdistrict Revenue:

- ✔ An increase of $276,000 in PA-18 funding for one-time funds allocated from Oakland Schools.

Federal Revenue:

- ✔ An increase in federal grant funds of $546,000 based upon updated grants and known information. Expenditures are always budgeted to equal revenues and therefore have no effect on the fund balance.

Transfers and Other Transactions:

- ✔ An increase in transfers & other transactions of $102,000 for indirect costs from the Nutrition Services Fund.

Total expenditures are budgeted to increase by approximately $9.5 million due to a number of factors.

Expenditure revised estimates include:

- ✔ The revised salary and benefit numbers based on actual staffing in place, current contractual obligations and increased retirement costs due to additional 147c UAAL revenue ($2.0 million) received in the current year, which increased expenditures.
- ✔ Federal grant expenditures (federal) are $546,000 higher than originally budgeted. Grants are budgeted as the awards are received. This increase will have no effect on fund balance as expenditures are always budgeted to equal revenues. The majority of these dollars are budgeted in the Added Needs, Pupil Services and Instructional Staff Services functional categories.
- ✔ State grant expenditures are $4.6 million higher than originally budgeted to reflect the increase in 31A At-Risk funds, 31aa Mental Health and Safety funds and other state grants. Similar to federal grants, restricted state grant funds are budgeted for expenditures to equal revenues and therefore have no effect on fund balance.
- ✔ Increased staffing for math intervention/support at the elementary level.
- ✔ Increased staffing for additional special education classrooms and student support services.
- ✔ Increased staffing for auditorium support at both high schools.
- ✔ An increase in the per pupil building allocation resulting in increased building budgets.
- ✔ An increase for instructional materials for current year textbook adoptions.
- ✔ A decrease in intergovernmental payments due to less special education students attending county center programs in other districts.
- ✔ All other lines have been reviewed and adjusted based upon revised expenditure levels for current known factors.

The attached spreadsheet shows from a functional level (which is the presentation required by the State of Michigan) the specific differences between the revenue and expenditures from the original budget to the amended budget.

Every expenditure line on the attached statement for the General Fund shows activity. Several functions are highlighted to explain a few of the larger changes.

- Instruction, Added Needs and Pupil Services reflects current staffing in place as well as adjustments to align to current grant funding and shows a net increase mainly due to additional grant funding received for mental health, additional supports at the instructional level and an increase in special education classrooms and special education supports.
- Instructional Staff Services reflect the current staffing in place as well as adjustments to align to current grant funding.
- Transportation increased to reflect current staffing in place as well as increased contracted transportation costs and license fees.

- Central Services increased to reflect actual staffing in place as well as increased costs for technology services and record scanning.
- Athletics decreased to reflect current known staffing in place.
- Other Support Services increased to reflect actual staffing in place.
- Community Services has increased to reflect current staffing in place as well as adjustments to align to current grant funding.
- Intergovernmental payments have decreased based upon revised estimates of tuition to send our students to center programs within Oakland County.
- Building and Site Improvements has increased to align to current grant funding for safety and security.

The net result in the General Fund is an increase in estimated fund balance of approximately $125,000 versus the originally budgeted increase of approximately $525,000, bringing the fund balance to 20.6% of expenditures. This is due to the increase in revenue of approximately $9.1 million and an increase in expenditures of approximately $9.5 million.

The revised budget for the Special Revenue Fund - Nutrition Services Program reflects an adjustment for revised costs in staffing and retirement similar to the general fund. Federal revenue was increased to reflect current funding and grant opportunities available for supply chain shortages. State revenue was increased significantly to reflect the state providing funding for all students to have free breakfast and lunch during the school year. Local revenue has decreased significantly as meals are paid through state funds in the current year. Expenditures increased by approximately $2,345,000 to reflect higher food costs, current contractual obligations for staff in place, the purchase of two new refrigerated food delivery trucks as well as additional capital projects occurring in the current year.

The revised budget for the Capital Projects Fund – Building & Site – 2018 reflects final interest revenue earned and final expenditures made for bond projects that were completed in July 2023.

The revised budget for the Capital Projects Fund – Building & Site – 2023 reflects estimated expenditures for ongoing bond projects.

The Internal Service (Benefit Stabilization) Fund has been revised to reflect the current estimate of the benefit costs based upon the plans selected by employees. The revenue budgeted for in this fund is made up of charges to the General Fund and Nutrition Services Fund for the district's net benefit cost, employees' 20-30% cost sharing contributions, cobra payments for former employees or their dependents and prescription rebates received from Blue Cross and Blue Care Network. The expenditure budget has been revised to reflect current claims costs presented for payment and premiums paid. We will review and revise this estimate for the second amendment if needed.

Thanks go to Kim Pincheck and Karla Swanson for their work on this amendment. If you have any questions, please feel free to contact me.

Bulletin 1022 Format

FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 GENERAL FUND BUDGET
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	**REVENUE**				
2					
3	Local	$ 50,451,124	$ 50,849,911	$ 398,787	0.79%
4	Interdistrict	12,232,697	12,540,667	307,970	2.52%
5	State	95,608,387	103,395,216	7,786,829	8.14%
6	Federal	12,627,561	13,173,339	545,778	4.32%
7	Transfers & Other Transactions	176,127	277,994	101,867	57.84%
8					
9	**TOTAL REVENUE**	171,095,896	180,237,127	9,141,231	5.34%
10	**EXPENDITURES**				
11					
12	Instruction	71,558,913	75,305,687	3,746,774	5.24%
13	Added Needs	28,836,034	29,654,401	818,367	2.84%
14	Adult Education	211,362	280,637	69,275	32.78%
15	Pupil Services	18,088,302	21,356,259	3,267,957	18.07%
16	Instructional Staff Services	9,790,307	10,519,370	729,063	7.45%
17	General Administration	1,267,121	1,262,337	(4,784)	-0.38%
18	School Administration	7,631,300	7,597,706	(33,594)	-0.44%
19	Business	1,644,770	1,593,150	(51,620)	-3.14%
20	Maintenance & Operations	13,049,945	12,985,308	(64,637)	-0.50%
21	Transportation	7,297,833	7,445,178	147,345	2.02%
22	Central Services	4,731,646	4,950,019	218,373	4.62%
23	Athletics *	2,335,200	2,129,623	(205,577)	-8.80%
24	Other Support Services	74,500	222,122	147,622	198.15%
24	Community Services	2,038,494	2,273,332	234,838	11.52%
25	Intergovernmental Payments	1,115,270	798,382	(316,888)	-28.41%
27	Building and Site Improvements	-	838,882	838,882	100.00%
26	Transfers & Other Transactions	900,000	900,000	-	0.00%
27	**TOTAL EXPENDITURES**	170,570,997	180,112,393	9,541,396	5.59%
28	**EXCESS REVENUE OVER EXPENDITURES**	$ 524,899	$ 124,734	$ (400,165)	

* Athletics expenditures total $2,422,173 as a portion of the budget is contained in other functions.

Bulletin 1022 Format

FARMINGTON PUBLIC SCHOOLS
2023-24 SPECIAL REVENUE (NUTRITION SERVICES) FUND BUDGET
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	**REVENUE**				
2					
3	Local	$ 1,565,723	$ 442,298	$ (1,123,425)	-71.75%
4	State	159,066	2,638,447	2,479,381	1558.71%
5	Federal	2,029,497	2,331,030	301,533	14.86%
6	Transfers & Other Transactions	77,341	77,341	-	0.00%
7					
8	**TOTAL REVENUE**	3,831,627	5,489,116	1,657,489	43.26%
9					
10	**EXPENDITURES**				
11					
12	Nutrition Services	4,353,036	6,697,767	2,344,731	53.86%
13					
14	**TOTAL EXPENDITURES**	4,353,036	6,697,767	2,344,731	53.86%
15					
16	**EXCESS EXPENDITURES OVER REVENUE**	$ (521,409)	$ (1,208,651)	$ (687,242)	

Bulletin 1022 Format

FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 CAPITAL PROJECTS (BUILDING & SITE - 2018) FUND
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	**REVENUE**				
2					
3	Local	$ 0	$ 9,324	$ 9,324	100.00%
4	Transfers & Other Transactions	-	-	-	-
5					
6	**TOTAL REVENUE**	0	9,324	9,324	100.00%
7					
8	**EXPENDITURES**				
9					
10	Capital Projects Expenditures	0	137,332	137,332	100.00%
11	Transfers & Other Transactions	-	-	-	-
12					
13	**TOTAL EXPENDITURES**	0	137,332	137,332	100.00%
14					
15	**EXCESS REVENUE OVER EXPENDITURES**	$ 0	$ (128,008)	$ (128,008)	

Bulletin 1022 Format

FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 CAPITAL PROJECTS (BUILDING & SITE - 2023) FUND
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	**REVENUE**				
2					
3	Local	$ 1,500,000	$ 1,500,000	$ -	0.00%
4	Transfers & Other Transactions	-	-	-	-
5					
6	**TOTAL REVENUE**	1,500,000	1,500,000	-	0.00%
7					
8	**EXPENDITURES**				
9					
10	Capital Projects Expenditures	5,000,000	10,000,000	5,000,000	100.00%
11	Transfers & Other Transactions	-	-	-	-
12					
13	**TOTAL EXPENDITURES**	5,000,000	10,000,000	5,000,000	100.00%
14					
15	**EXCESS REVENUE OVER EXPENDITURES**	$ (3,500,000)	$ (8,500,000)	$ (5,000,000)	

Bulletin 1022 Format

FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 INTERNAL SERVICE (BENEFIT STABILIZATION) FUND BUDGET
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	**REVENUE**				
2					
3	Local	17,215,843	$ 17,231,207	$ 15,364	0.09%
4	Transfers & Other Transactions	-	-	-	-
5					
6	**TOTAL REVENUE**	17,215,843	17,231,207	15,364	0.09%
7					
8	**EXPENDITURES**				
9					
10	Benefit Stabilization	17,215,843	17,330,178	114,335	0.66%
11					
12	**TOTAL EXPENDITURES**	17,215,843	17,330,178	114,335	0.66%
13					
14	**EXCESS REVENUE OVER EXPENDITURES**	$ -	$ (98,971)	$ (98,971)	

X. ITEMS FROM THE TREASURER

A. EXPENDITURES.

MOTION: I move that the Board of Education approve the expenditures as outlined in the expenditure printout dated January 23, 2024, as follows:

General Fund	$ 15,304,619
General Fund - Athletics	115,329
Debt Fund	-
Capital Projects – Technology and Other Projects	-
Capital Projects – 2018 Bond Fund	-
Capital Projects – 2020 Bond Fund	860,250
Capital Projects – 2023 Bond Fund	200,524
Nutrition Services Fund	600,517
Benefit Stabilization Fund	1,798,464
TOTAL	**$ 18,879,703**

FARMINGTON PUBLIC SCHOOL DISTRICT

BOARD REPORT - January 23, 2024

GENERAL FUND	$	15,304,619
GENERAL FUND - ATHLETICS		115,329
CAPITAL PROJECTS - 2020 BOND FUND		860,250
CAPITAL PROJECTS - 2023 BOND FUND		200,524
NUTRITION SERVICES FUND		600,517
BENEFIT STABILIZATION FUND		1,798,464
TOTAL	***$***	***18,879,703***

FARMINGTON PUBLIC SCHOOL DISTRICT

BOARD REPORT - January 23, 2024

12/12/23	Accounts Payable	179,551.08
12/15/23	Payroll	1,968,850.28
12/15/23	Accounts Payable	145,852.80
12/19/23	Accounts Payable	309,216.66
12/22/23	Accounts Payable	150,543.01
12/27/23	Accounts Payable	476,962.76
12/29/23	Payroll	1,991,229.36
01/12/24	Accounts Payable	83,051.24
01/12/24	Payroll	1,857,006.80
	WIRE TRANSFERS/ACH WITHDRAWALS	**8,142,354.52**
	TOTAL GENERAL FUND	***15,304,618.51***
12/12/23	Accounts Payable	2,439.00
12/15/23	Payroll	12,945.20
12/15/23	Accounts Payable	845.00
12/19/23	Accounts Payable	77.28
12/22/23	Accounts Payable	6,596.76
12/27/23	Accounts Payable	5,435.44
12/29/23	Payroll	11,849.54
01/12/24	Accounts Payable	15,459.00
01/12/24	Payroll	59,681.83
	TOTAL GENERAL FUND - ATHLETICS	***115,329.05***
12/12/23	Accounts Payable	297,130.62
12/15/23	Accounts Payable	233,040.28
12/19/23	Accounts Payable	32,155.15
12/22/23	Accounts Payable	215,407.83
12/27/23	Accounts Payable	50,071.18
01/12/24	Accounts Payable	32,445.00
	TOTAL 2020 CAPITAL PROJECT FUND	**860,250.06**
12/12/23	Accounts Payable	187,633.91
12/27/23	Accounts Payable	12,889.80
	TOTAL 2023 CAPITAL PROJECT FUND	**200,523.71**
12/12/23	Accounts Payable	254,660.02

FARMINGTON PUBLIC SCHOOL DISTRICT

BOARD REPORT - January 23, 2024

12/15/23	Accounts Payable	2,307.40
12/15/23	Payroll	109,389.04
12/19/23	Accounts Payable	13,527.26
12/22/23	Accounts Payable	3,039.52
12/27/23	Accounts Payable	64,208.19
12/29/23	Payroll	94,588.18
01/12/24	Accounts Payable	7,957.75
01/12/24	Payroll	50,839.60
	TOTAL NUTRITION SERVICES FUND	***600,516.96***
12/19/23	Accounts Payable	8,835.85
12/27/23	Accounts Payable	60,818.63
	WIRE TRANSFERS/ACH WITHDRAWALS	**1,728,809.46**
	TOTAL BENEFIT STABILIZATION FUND	***1,798,463.94***

FARMINGTON PUBLIC SCHOOL DISTRICT

BOARD REPORT - January 23, 2024

WIRE TRANSFERS/ACH WITHDRAWALS

12/08/23	5th 3rd	Consumers Energy (NOV 23)	13,268.94
12/12/23	5th 3rd	Consumers Energy (NOV 23)	19,490.91
12/12/23	5th 3rd	STATE OF MICHIGAN ORS (12/01/2023) DC & PHF	155,801.64
12/12/23	5th 3rd	STATE OF MICHIGAN ORS (12/01/2023) NC	1,143,121.37
12/13/23	5th 3rd	Section 125 Navia Health (12/11/2023)	8,207.38
12/15/23	PNC BANK	EDUSTAFF Sub Payroll (12/15/2023)	257,540.04
12/15/23	5th 3rd	MISDU (12/15/2023)	1,888.50
12/15/23	JP Morgan Chase	OMNI Group 403B (12/15/2023)	92,922.41
12/15/23	JP Morgan Chase	TSA-Equitable 457 (12/15/2023)	11,293.00
12/15/23	The Bank of New York	TSA-Valic 457 (12/15/2023)	13,798.68
12/18/23	5th 3rd	Federal Withholding Tax (12/15/2023)	700,400.00
12/18/23	5th 3rd	Michigan Withholding Tax (12/15/2023)	105,900.00
12/20/23	5th 3rd	MiSEC (OCT)	129,510.47
12/20/23	5th 3rd	Section 125 Navia Health (12/18/2023)	7,301.85
12/26/23	5th 3rd	WRC (NOV 2023)	2,999.19
12/28/23	5th 3rd	Section 125 Navia Health (12/26/2023)	8,113.37
12/28/23	5th 3rd	STATE OF MI ORS UAAL RATE (DEC 23)	1,341,061.15
12/28/23	5th 3rd	STATE OF MICHIGAN ORS (12/15/2023) DC & PHF	152,407.00
12/28/23	5th 3rd	STATE OF MICHIGAN ORS (12/15/2023) NC	1,137,753.75
12/29/23	PNC BANK	EDUSTAFF Sub Payroll (12/29/2023)	237,754.02
12/29/23	5th 3rd	MISDU (12/29/2023)	1,888.50
12/29/23	JP Morgan Chase	OMNI Group 403B (12/29/2023)	88,595.52
12/29/23	JP Morgan Chase	TSA-Equitable 457 (12/29/2023)	11,293.00
12/29/23	The Bank of New York	TSA-Valic 457 (12/29/2023)	13,798.68
01/02/24	5th 3rd	Federal Withholding Tax (12/29/2023)	699,000.00
01/02/24	5th 3rd	Michigan Withholding Tax (12/29/2023)	106,000.00
01/04/24	5th 3rd	Section 125 Navia Health (01/02/2024)	5,611.73
01/05/24	Bank of Montreal	Accounts Payable P-Cards (December 2023)	155,062.27
01/08/24	5th 3rd	Consumers Energy (DEC 23)	23,277.65
01/09/24	5th 3rd	STATE OF MICHIGAN ORS (12/29/2023) DC & PHF	147,602.70
01/09/24	5th 3rd	STATE OF MICHIGAN ORS (12/29/2023) NC	1,142,850.61
01/09/24	5th 3rd	WRC (DEC 2023)	4,331.69
01/10/24	5th 3rd	Section 125 Navia Health (01/08/2024)	11,332.64
01/10/24	5th 3rd	Section 125 Navia Health (01/08/2024)	742.00
01/11/24	5th 3rd	Consumers Energy (DEC 23)	20,938.86
01/11/24	5th 3rd	Michigan Sales Tax	10.28
01/12/24	PNC BANK	EDUSTAFF Sub Payroll (01/12/2024)	32,248.60
01/12/24	5th 3rd	MISDU (01/12/2024)	2,036.55
01/12/24	JP Morgan Chase	OMNI Group 403B (01/12/2024)	108,840.89
01/12/24	JP Morgan Chase	TSA-Equitable 457 (01/12/2024)	12,560.00
01/12/24	The Bank of New York	TSA-Valic 457 (01/12/2024)	13,798.68
		TOTAL	8,142,354.52

FARMINGTON PUBLIC SCHOOL DISTRICT

BOARD REPORT - January 23, 2024

BENEFIT STABILIZATION WIRE TRANSFERS/ACH WITHDRAWALS

DATE	VENDOR	PURPOSE	AMOUNT
12/12/23	JP Morgan Chase	Blue Care Network Weekly (12/12/2023)	56,377.87
12/14/23	JP Morgan Chase	Blue Care Network Weekly (12/14/2023)	148,771.05
12/14/23	COMERICA	Blue Cross Blue Shield of Michigan Weekly (12/13/2023)	314,559.60
12/21/23	COMERICA	Blue Cross Blue Shield of Michigan Weekly (12/18/2023)	227,991.59
12/28/23	JP Morgan Chase	Blue Care Network Weekly (12/26/2023)	144,064.08
12/28/23	COMERICA	Blue Cross Blue Shield of Michigan Weekly (12/25/2023)	266,320.52
01/04/24	JP Morgan Chase	Blue Care Network Weekly (01/02/2024)	29,197.83
01/04/24	COMERICA	Blue Cross Blue Shield of Michigan Weekly (01/01/2024)	122,224.15
01/11/24	JP Morgan Chase	Blue Care Network Monthly JAN 2024	25,476.73
01/11/24	JP Morgan Chase	Blue Care Network Weekly (01/09/2024)	119,912.37
01/11/24	COMERICA	Blue Cross Blue Shield of Michigan Weekly (01/08/2024)	221,743.57
01/11/24	PNC Bank	ADN DENTAL (DECEMBER 2024)	52,170.10
		TOTAL	**$ 1,728,809.46**

XI. CONSENT AGENDA. I move that the Board of Education approve the January 23, 2024, Consent Agenda as follows:

A. Approval of Minutes
   1. December 19, 2024 Closed Session
   2. January 9, 2024, Regular Meeting
   3. January 20, 2024, Board Retreat

B. Personnel Items

REGULAR MEETING
OF THE FARMINGTON BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile
Farmington, Michigan
January 9, 2024

President Blau called the meeting to order at 6:00 p.m.

ROLL CALL:

Present: Cheryl B. Blau, President
Claudia T. Heinrich, Vice President
Zach T. Rich, Secretary
Terri A. Weems, Treasurer
Donald Walker, Jr., Trustee

Absent: Mable S. Fox, Trustee
Angie F. Smith, Trustee

Also Present: Chris Delgado, Superintendent; Kelly Coffin, Brad Paddock, and Jennifer Kaminski, Assistant Superintendents; Diane Bauman and Margaret Hendrickson, Directors; staff and community members.

1. **PLEDGE OF ALLEGIANCE.** The Board led the pledge.

2. **APPROVAL OF THE AGENDA.** It was moved by Rich and supported by Walker to approve the agenda for the regular Board of Education meeting on Tuesday, January 9, 2024, as presented.

VOICE VOTE:
Ayes: Heinrich, Rich, Walker, Weems, Blau
Nays: None

MOTION UNANIMOUSLY APPROVED.

3. **ANNOUNCEMENTS.** Board President Blau shared that board meetings are held in public for the purpose of full transparency; they are NOT public meetings and also shared the Board Agreements. The community was welcomed back from the holiday break for the second semester. Work has begun on reimagining the high school experience along with various other items scheduled for future Board attention.

4. **CORRESPONDENCE.** Board Secretary Zach Rich provided a report on correspondence received during this period. Correspondence is acknowledged and a response provided when

appropriate. A list of correspondents and topics is available in the Board packet on the Farmington Public Schools website.

5. LEGISLATIVE UPDATE. Secretary Rich reported that no updates were available due to the recent legislative holiday break.

6. SUPERINTENDENT'S DISTRICT UPDATE.
Presenter: Chris Delgado, Superintendent

Dr. Delgado spoke on 2023 IB graduate recognition, upcoming final exams for FPS high school students, and Board of Education recognition month.

7. ADMINISTRATIVE INTRODUCTION - POWER MIDDLE SCHOOL PRINCIPAL.
Presenter: Brad Paddock, Assistant Superintendent, Talent Development

Mr. Paddock described the interview process and presented Mrs. Middleton's background. Mrs. Middleton shared a few brief comments.

8. PUBLIC COMMENTS. Public comments were shared. No action was taken.

9. RECOMMENDATION FOR APPROVAL - POWER MIDDLE SCHOOL PRINCIPAL.
Presenter: Brad Paddock, Assistant Superintendent, Talent Development

MOTION: It was moved by Heinrich and supported by Walker that the Board of Education approve the administrative recommendation of hire for Mrs. Jodie Middleton to become the next Principal of Power Middle School.

ROLL CALL VOTE: **Ayes:** Heinrich, Rich, Walker, Weems, Blau
Nays: None

MOTION PASSED 5-0.

10. CONSENT AGENDA. It was moved by Heinrich and supported by Weems that the Board of Education approve the January 9, 2024, Consent Agenda as follows:

A. Approval of Minutes
1. December 19, 2023, Special Meeting/Closed Session
2. December 19, 2023, Regular Meeting

VOICE VOTE: **Ayes:** Heinrich, Rich, Walker, Weems, Blau
Nays: None

MOTION UNANIMOUSLY APPROVED.

11. REPORTS FROM BOARD REPRESENTATIVES. NONE.

12. ADJOURNMENT. The Board of Education's January 9, 2024, regular meeting adjourned at 6:25 p.m.

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Zach T. Rich
Farmington Board of Education
Board Secretary

JANUARY 2024 BOARD NOTES			
New hires	**Position**	**Building**	**Effective Date**
New hires	**Position**	**Building**	**Effective Date**
Jones, Sunny	Teacher	Hillside/Farmington STEAM/Remote	1/8/2024
McNamara, Christie	Teacher	Warner Middle and Farmington High (Remote)	1/8/2024
Woodall, Deborah	Noon Aide	Forest Elementary School	1/8/2024
Hougard, Jaime	Teacher	Gill Elementary School	1/9/2024
Torrent Lee, Rubye	Cook	East Middle School	1/10/2024
Saxe, Matthew	Teacher	East Middle School	1/16/2024
Middleton, Jodie	Principal	Power Middle School	1/24/2024