

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM, ROOM C120
38705 GRAND AVENUE
NORTH BRANCH, MN 55056
SCHOOL BOARD WORK SESSION
MAY 22, 2025
5:30 PM**

AGENDA

I.	Call to Order	
II.	Roll Call	
III.	Pledge of Allegiance	
IV.	Superintendent's Report	2
V.	Work Session Topics	
	A. Proposed Revised Budget	14
	B. ELA Implementation	33
VI.	Adjournment	

Superintendent Update

May 22, 2025

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At the forefront of educational excellence



WHAT WE INTEND TO CREATE

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

OUR PURPOSE

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

Sharing Viking Talents



Mattias Bigbear brought his now famous hoop dancing skills to the Ed Center on Tuesday for a special performance for preschool and kindergarten students.

- Mattias wanted to come dance for the students here and was especially proud to show off his dancing to his former preschool and kindergarten teacher, Mrs. Johnson



Mission to Mars



5th grade students in Mrs. John and Mrs. Peters' classes are working on Mission to Mars STEM kits.

- Kits have kids apply math and science skills in exciting and innovative ways.
- Students designed a mission base, energy system, explored touch sensor technology, launched a communication satellite, designed a lander and conducted a variety of hands-on experiments.
- Part 2 will have students conducting experiments on Mars and planning for the return trip.

Hands-on Learning is AGmazing

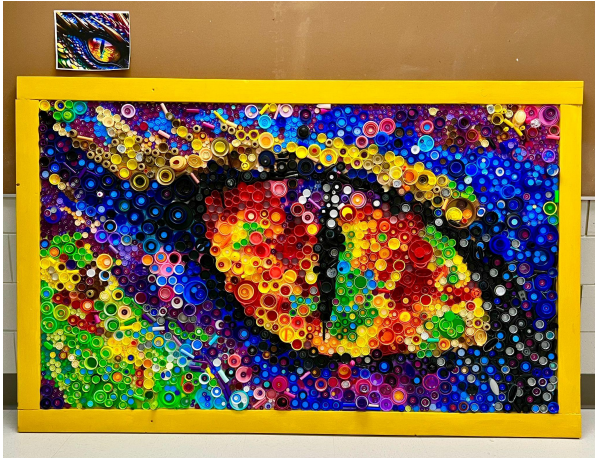


NBAMS students in AgMazing have been diving into animal science by incubating and hatching chicks in the classroom. This hands-on experience has sparked great discussions about animal care and sustainable agriculture.

- From monitoring temperature and humidity to handling the new chicks with care, students are gaining practical knowledge and a deeper appreciation for life sciences.
- These real-world learning moments go beyond the textbook and our students are rising to the challenge with curiosity and care!



Eye of the Dragon



Over 35 7th and 8th grade Art Club students and helpers just finished a HUGE project!

- It took THOUSANDS of plastic caps to fill this 4' by 8' framed board. This project is loosely based on a dragon's eye so it could incorporate the widest variety of colors possible.
- Students glued smaller caps inside of larger ones to create a great deal of depth, color variety, visual interest and balance.
- The caps come from a wide variety of sources and containers, including: pop bottles, condiments, Play Doh, markers, lotions, milk, spices, peanut butter, glue sticks, medicine vial lids from the ICU department at HCMC and even the nozzle of a garden hose.
- This project was truly a labor of love and the results are incredible!

The Win-Win of Partnerships



The automotive program has received a generous donation of a 2012 Ford Taurus from Anderson & Koch Ford!

- This contribution will provide students with valuable, hands-on learning opportunities in the field of automotive repair.
- We are so grateful to Anderson & Koch Ford for their support of our program and their commitment to student learning and career readiness.



Adaptive Bowlers to to State



Four high school adaptive bowlers qualified for the team competition and two middle schoolers qualified for the singles competition! They are:

Team competition:

- Ben Elliott (second from right, back row)
- LeeAnn Otterson (third from left, front row)
- Madelyn Phillips (second from left, front row)
- Noah Bodsberg (Left most front row)

Singles competition:

- Ian Gilkerson (Left most, back row)
- Danica Nelson (Second from left, back row)

The state competition was May 9. The team finished in 10th place, Ian in 19th, and Danica in 24th place in individual competition.

JROTC Annual Awards Ceremony



Academic Achievement – Recognizes cadets with outstanding classroom performance and GPA

Leadership Excellence – Awarded to cadets who demonstrated initiative, responsibility, and command presence

Community Service – Honors cadets with significant volunteer hours and civic engagement

Drill & Marksmanship Awards – Given for performance and precision in competitive team events

Physical Fitness – Recognizes cadets who meet or exceed military fitness standards

Citizenship & Conduct – Presented to cadets exemplifying respect, discipline, and dedication to JROTC values



Norse ALC MAAP Stars



Congratulations to Norse ALC students, Savannah Alger, Ada Stone, and Rae Dykhoff, for taking first place in the Community Service Project category at the MAAP STARS competition in Mankato last week.

- Besides winning the Community Service Project, all three students earned a Gold rating in Employment Interview, Savannah Alger earned a Silver rating in Public Speaking, and all three created Art for the Art Display category.



Vikings awarded over \$157,000 Scholarships*



We are incredibly proud of our outstanding students who have been awarded scholarships for academic achievements, leadership, and dedication.







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2024-25 Budget Presentation



NORTH BRANCH
AREA PUBLIC SCHOOLS
Inspire Dreams, Build Integrity, Instill Hope

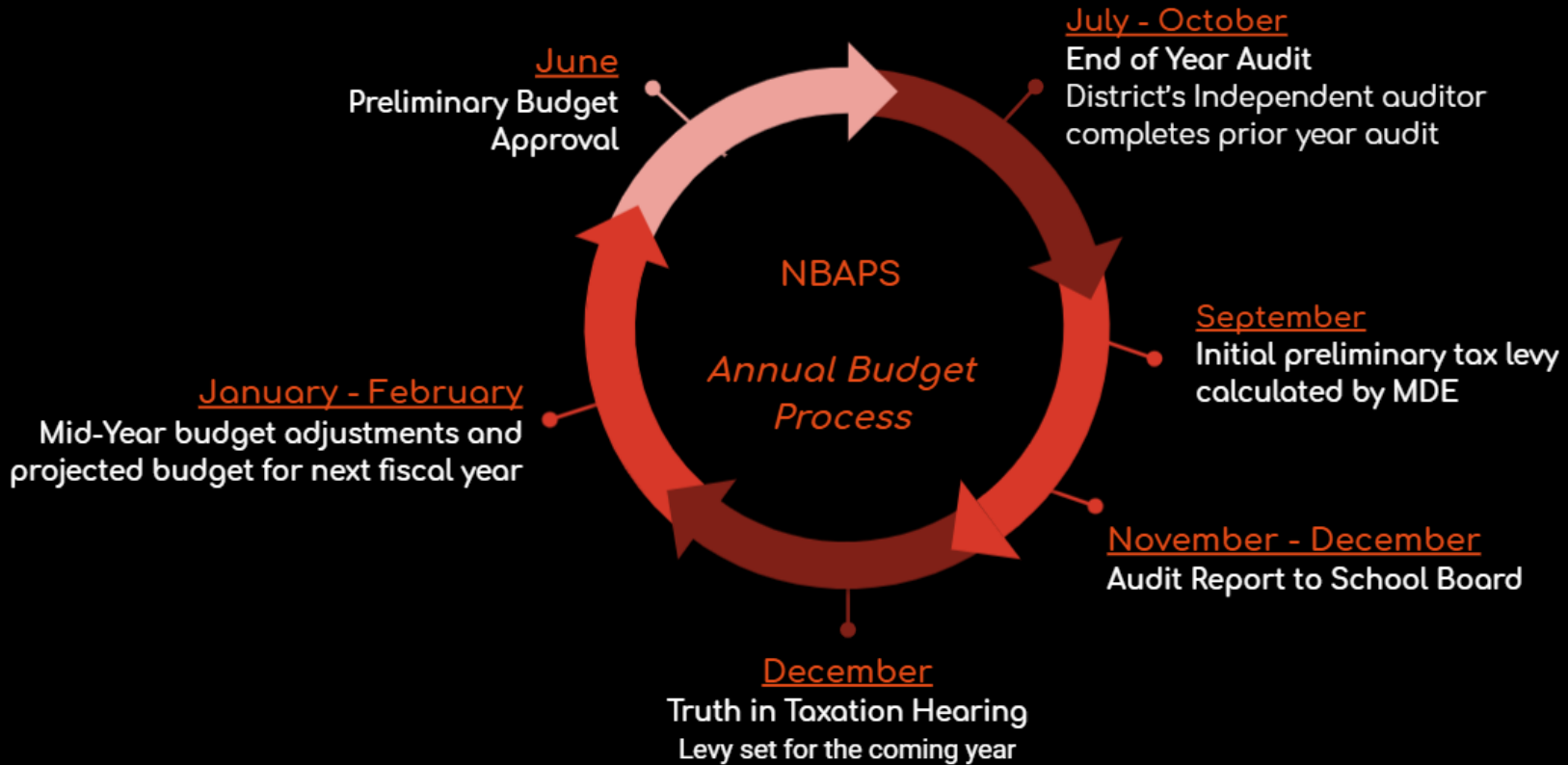
MAY 22, 2025

Todd Tetzlaff, Director of Finance and Human Resources

Overview

- Revised budget information for the current year (FY 25)
- Proposed budget for next year (FY 26)
- Purpose of the presentation is provide context regarding board action in June.

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Current Year – Revised Budget

The current year revised budget is based on actual revenue and expenditures through March and projections through June 30th. 17

Key Budget Drivers – FY25 Revisions

- Enrollment adjustments
- SPED cross subsidy changes
- Loss of pandemic-era federal funding
- Capital improvement costs and use of reserved fund balances

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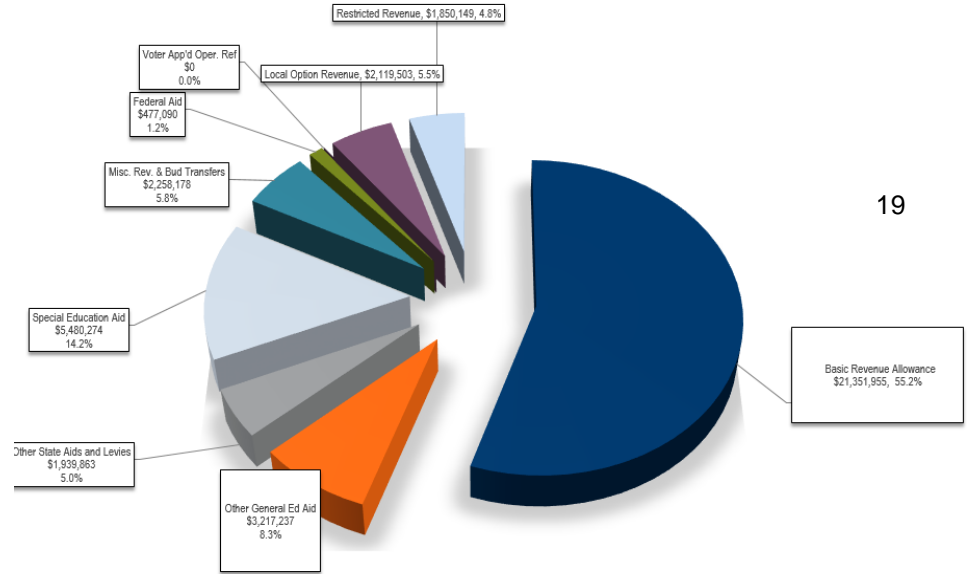
Current Year Revised Budget – Fund 01 General Fund Revenue

SOURCES OF REVENUE:

Basic Revenue Allowance	\$21,315,055
Other General Education Aid	\$3,217,237
Voter Approved Operating Referendum	\$0
Local Optional Revenue	\$2,119,503
Special Education Aid	\$5,480,274
Other State Aids and Levies	\$1,939,863
Federal Aid	\$477,090
Miscellaneous Revenue	\$2,258,178
Budget Transfers	\$0
Adjustment to General Ledger	\$36,900
Capital Projects Revenue	\$974,390
Operating Capital Revenue	\$495,905
Safe Schools Revenue	\$97,869
LTFM Revenue	\$204,415
Medical Assistance/3rd Party Revenue	\$77,570
TOTAL REVENUE	\$38,694,248

North Branch Public School District

Fiscal Year 2024-25 General Fund Revenue

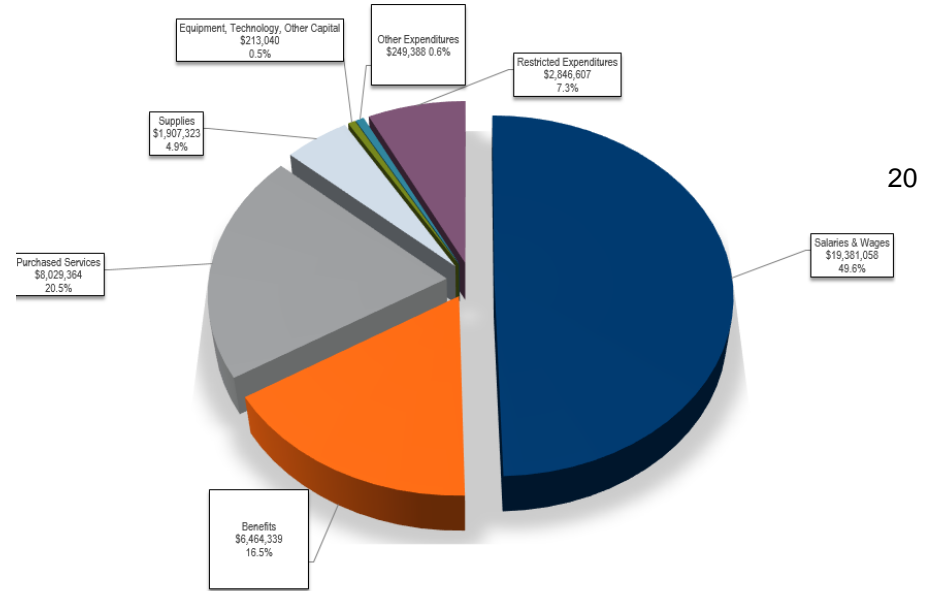


Current Year Revised Budget – Fund 01 General Fund Expenses

USES OF REVENUE:

Salaries & Wages	\$19,381,058
Benefits	\$6,464,339
Purchased Services	\$8,029,364
Supplies	\$1,907,323
Equipment, Technology, Other Capital	\$213,040
Debt Service	\$0
Other Expenditures	\$249,388
Transfers to Other Funds	\$0
Budget Additions	\$0
Budget Reductions	\$0
Capital Projects Expenditures	\$353,553
Operating Capital Expenditures	\$1,212,503
Safe Schools Expenditures	\$165,437
LTFM Expenditures	\$1,078,072
Medical Assistance/3rd Party Expenditures	\$37,042
TOTAL USES OF REVENUE	\$39,091,119

North Branch Public School District
Fiscal Year 2024-25 General Fund Expenditures



Current Year Revised Budget – All Funds Revenue

		Revenue		
		FY 25 Original	FY 25 Revised	Difference
Fund 01	General Fund	\$ 38,451,591.00	\$ 38,694,248.00	\$ 242,657.00
Fund 02	Food Service	\$ 1,559,614.00	\$ 2,087,064.00	\$ 527,450.00
Fund 04	Comm Ed	\$ 1,863,365.00	\$ 1,939,386.00	\$ 76,021.00
Fund 07	Debt Service	\$ 5,466,299.00	\$ 5,451,569.00	\$ (14,730.00)
Fund 20	Internal Svc	\$ 270,159.00	\$ 270,159.00	\$ -
Fund 45	Irrevocable Trust	\$ 199,779.00	\$ 199,779.00	\$ -
Fund 47	OPEB Debt Svc	\$ 407,601.00	\$ 407,601.00	\$ -
	All Revenue	\$ 48,218,408.00	\$ 49,049,806.00	\$ 831,398.00

Current Year Revised Budget – All Funds Expenses

		Expenses		
		FY 25 Original	FY 25 Revised	Difference
Fund 01	General Fund	\$ 38,000,454.00	\$ 39,091,119.00	\$ 1,090,665.00
Fund 02	Food Service	\$ 1,668,763.00	\$ 1,808,589.00	\$ 139,826.00
Fund 04	Comm Ed	\$ 1,600,868.00	\$ 2,007,995.00	\$ 407,127.00
Fund 07	Debt Service	\$ 5,305,830.00	\$ 5,305,830.00	\$ ²² -
Fund 20	Internal Svc	\$ 185,000.00	\$ 185,000.00	\$ -
Fund 45	Irrevocable Trust	\$ 418,180.00	\$ 418,180.00	\$ -
Fund 47	OPEB Debt Svc	\$ 429,220.00	\$ 429,220.00	\$ -
	All Expenses	\$ 47,608,315.00	\$ 49,245,933.00	\$ 1,637,618.00

Next Year – Proposed Budget

- **Next year's proposed budget is based on our current understanding of legislative changes and projections based on prior years.** 23

2025 – 2026 Proposed Budget – All Funds Revenue

		Revenue		
		FY 25 Revised	FY 26 Proposed	Difference
Fund 01	General Fund	\$ 38,694,248.00	\$ 39,210,398.00	\$ 516,150.00
Fund 02	Food Service	\$ 2,087,064.00	\$ 2,120,064.00	\$ 33,000.00
Fund 04	Comm Ed	\$ 1,939,386.00	\$ 1,995,497.00	\$ 56,111.00
Fund 07	Debt Service	\$ 5,451,569.00	\$ 5,372,018.00	\$ (79,551.00) ²⁴
Fund 20	Internal Svc	\$ 270,159.00	\$ 275,500.00	\$ 5,341.00
Fund 45	Irrevocable Trust	\$ 199,779.00	\$ 179,850.00	\$ (19,929.00)
Fund 47	OPEB Debt Svc	\$ 407,601.00	\$ -	\$ (407,601.00)
	All Revenue	\$ 49,049,806.00	\$ 49,153,327.00	\$ 103,521.00

2025 – 2026 Proposed Budget – All Funds Expenses

		Expenses		
		FY 25 Revised	FY 26 Proposed	Difference
Fund 01	General Fund	\$ 39,091,119.00	\$ 39,938,496.00	\$ 847,377.00
Fund 02	Food Service	\$ 1,808,589.00	\$ 1,825,970.00	\$ 17,381.00
Fund 04	Comm Ed	\$ 2,007,995.00	\$ 2,040,095.00	\$ 32,100.00
Fund 07	Debt Service	\$ 5,305,830.00	\$ 5,305,830.00	\$ ²⁵ -
Fund 20	Internal Svc	\$ 185,000.00	\$ 241,235.00	\$ 56,235.00
Fund 45	Irrevocable Trust	\$ 418,180.00	\$ 327,000.00	\$ (91,180.00)
Fund 47	OPEB Debt Svc	\$ 429,220.00	\$ 429,220.00	\$ -
	All Expenses	\$ 49,245,933.00	\$ 50,107,846.00	\$ 861,913.00

Summary for 2024-25: Food Service (Fund 02)

- Breakfast and lunch is provided for all students across the state.
- A la carte items are available to students for purchase.
- The District is paying for milk for students who do not take a meal and choose to have a milk.
 - Total cost is projected at \$3,000 for the year and this cost is paid by the General fund, Fund 01, through an end of year fund transfer.
 - The School Board will be asked to decide if they wish to continue this practice for next year at the June meeting.
- We had a Food Service Review and Site Visit by MDE in April.

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Summary for 2024-25: Community Education (Fund 04)

School Age Care programming

- Registration for School Age Care continues to be strong. This is an important service to our new and returning families.
- Staffing levels are adjusted based on student enrollment and we have some current openings to serve our students this summer.

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Early Childhood programming

- Enrollment in our Parent Aware 4 Star Rated Early Childhood programming is very good, and we have capacity to welcome more families.
- Staffing levels are adjusted based on student enrollment and a parent educator position was added this year.

Debt Service - Bond Payments

Bond Series	Total Bond Amount	Bond Type	Final Maturity
2016A	1,770,000	Facility	2/1/2031
2017A	67,590,000	Gen Obligation	2/1/2043
2017B	2,260,000	OPEB	2/1/2025
2018A	6,385,000	Facility	2/1/2029

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Long Term Facilities Maintenance Ten Year Plan

- Plan must be adopted by the school board for submission to MDE to access funding through levy certification process
- LTFM revenue and expenditure plan and spreadsheets will be brought to the school board for approval at the June meeting and needs to be submitted to MDE prior to the end of July.
- Plan reflects Facility Bond, Series 2018A
- Beginning two years ago, the school board was also asked to levy an additional amount to be used by SCRED to maintain their facilities.

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Challenges and Opportunitites

- Challenges
 - Expenses are projected to increase more than our revenue
- Opportunities
 - Enrollment is a critical component of our financial projection
 - We did not have to define a budget cut target
 - Sustaining student programs and teaching staff
 - We continue to look for opportunities for grant funding and expanded partnerships
 - Recent bond rating calls, financial audits and program audits have all been favorable

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School Board Action in June

Board action will finalize budget assumptions that affect staffing, programming, and community investments

- Action to adopt the revised FY 25 budget
- Action to adopt the proposed FY 26 budget
- Action to approve LTFM budget for FY 26
- Action to approve student fees and meal prices for FY 26

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Questions?



NORTH BRANCH
AREA PUBLIC SCHOOLS
Inspire Dreams, Build Integrity, Instill Hope

MAY 22, 2025

Todd Tetzlaff, Director of Finance and Human Resources



School Board ELA³³ Curriculum Update

May 22, 2025



Vision- What we intend to create

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

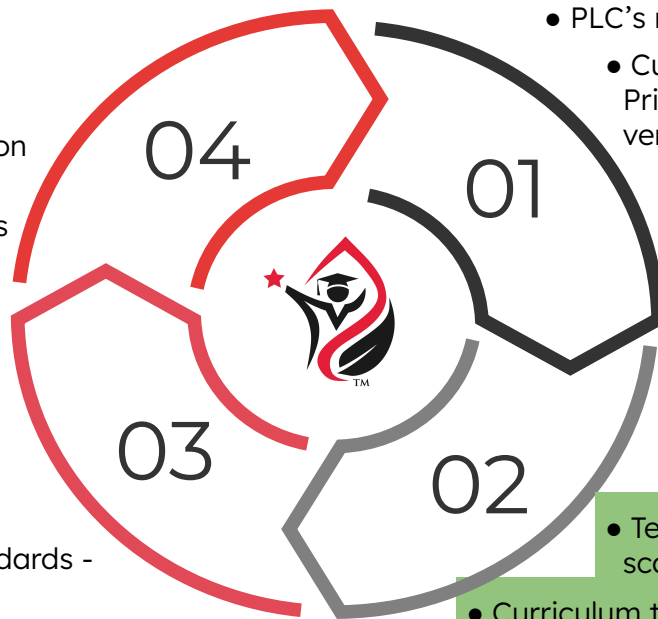


Mission- Purpose of our work

*Partner with students, families and communities to challenge all students³⁵ to achieve their **greatest potential** and become informed and engaged citizens.*



Curriculum Revision Process



Phase 4: Standard Work

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

Phase 3: Change Management

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

Phase 1: Exploration

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

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Phase 2: Change Readiness

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

Elements of the Curriculum Review

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



The professional staff shall select materials that:

Support the goals and objectives of the education programs

consider the needs, age, and maturity of students

Are in the English language

Foster respect and appreciation for cultural diversity and varied opinion

Fit within the constraints of the school district budget

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

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

The importance of the Science of Reading



What is the Science of Reading?

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

Foundation in Research-Based Practices

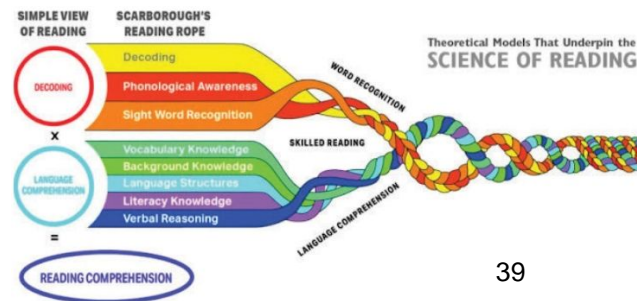
- Our implementation of the Science of Reading is grounded in research-based practices. We prioritize explicit/direct instruction in the foundational skills needed for reading—starting with phonemic awareness and phonics, then moving to fluency, vocabulary, and comprehension

Professional Development and Teacher Training

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

Curriculum Alignment and Resource Investment

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

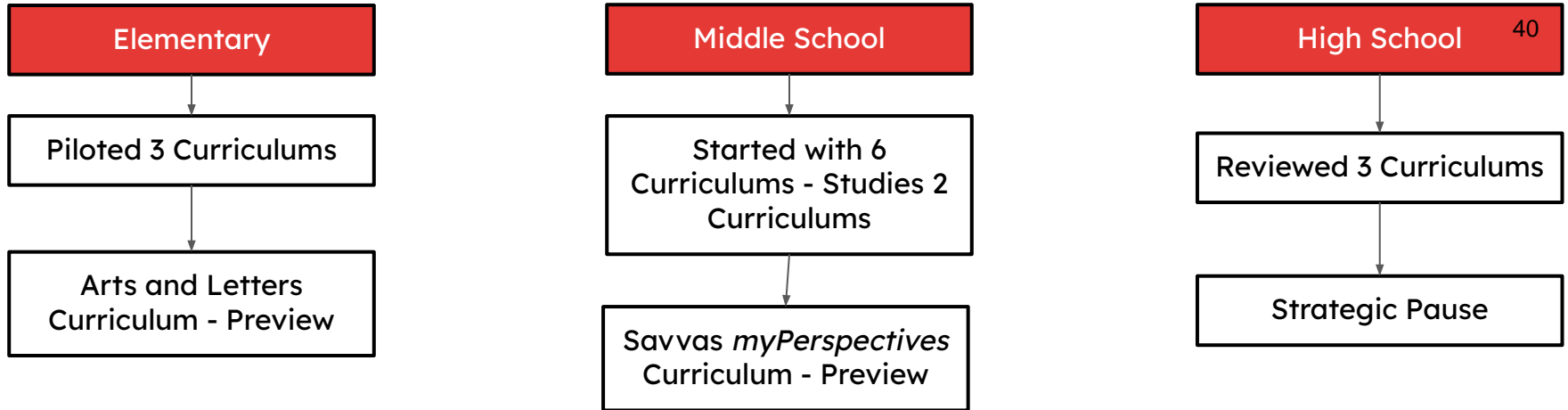




Overview of the process

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

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



What you will see tonight

Elementary and Middle School small groups



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

Family Partnership

Small group discussion on the student experience ⁴¹

Guiding Questions



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

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

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

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

Engaging and
impactful for student⁴³
learning

Arts and Letters

Resource Structure:

- 4 Modules

Each module includes:

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

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Lesson structure for students

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

Arts and Letters



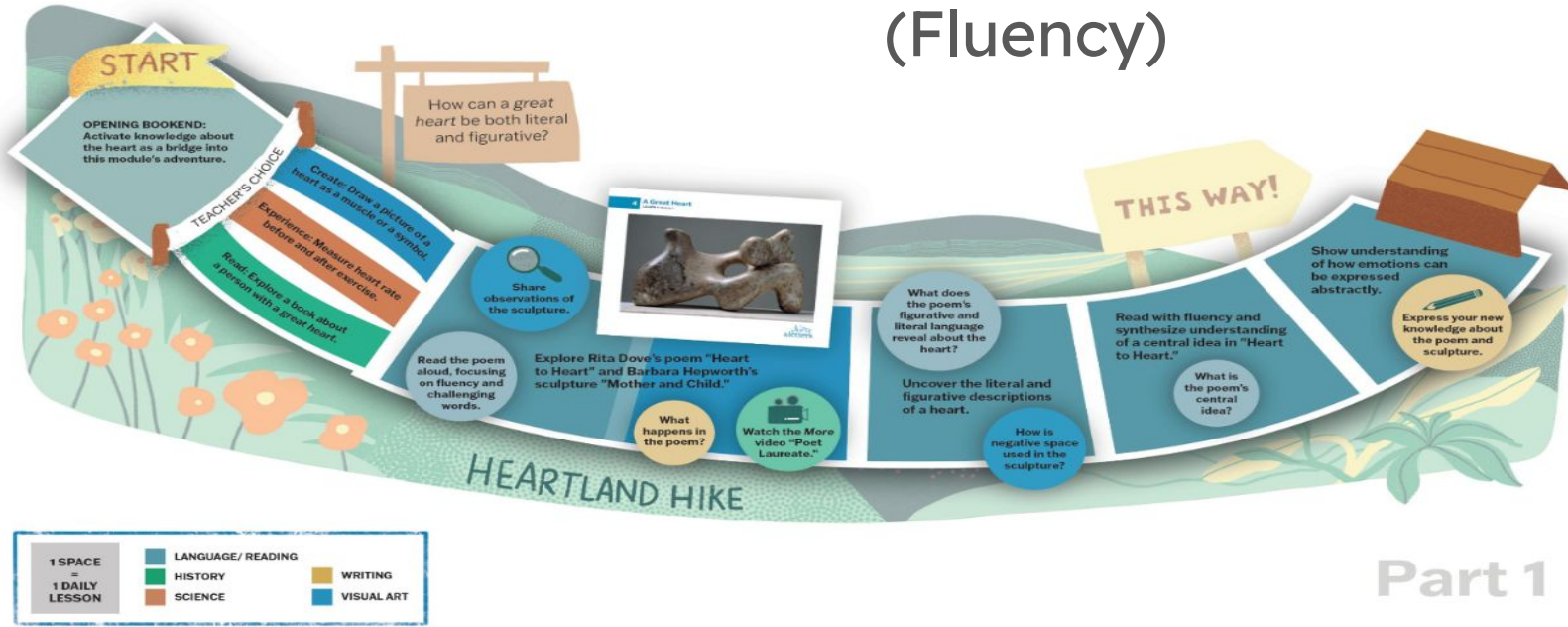
Also included throughout lessons

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

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

Essential Question:
What does having a great heart mean?

“Heart to Heart” (Fluency)



Part 1

The Circulatory System (Literal)

The Legacy of Walter Dean Meyers (Figurative)



Arts & letters

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

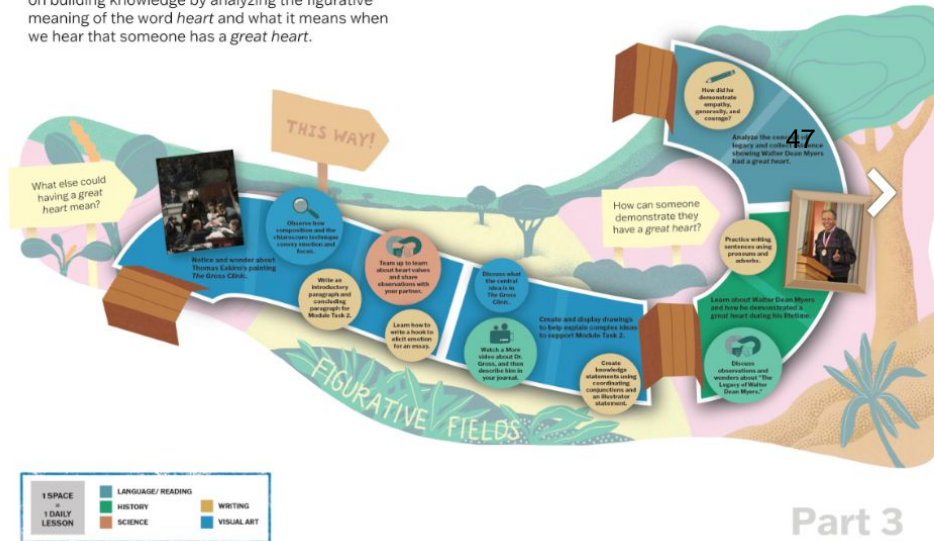
Arts & letters

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



Part 2

The Painted Essay® is a registered trademark of Diana Ledy. All rights reserved.



Part 3



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

What topic is my student studying?

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

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

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

What is my student reading?

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

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

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

What is my student writing?

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

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

What vocabulary is my student learning?

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

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

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

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

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

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

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

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

Multilingual Supports



Prologue for Grade Levels K–8

Prologue is a companion to *Arts & Letters*. It provides teachers with lessons taught before the core ELA lesson. Each *Prologue* lesson provides 50 students with tailored scaffolds so they are prepared to engage with and master grade-level material. This proactive approach ensures that all students can fully participate in class with their peers.

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



Prologue to Lesson 3

Essential Question | Why are books important?

OVERVIEW

Preview

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

Learning Goal

Describe what happens when a reader visualizes.

📍 **LEARNING TASK:** Explain what the person in the poem “Story” is visualizing.

Language Progress

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

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

Vocabulary

library (n.)

visualize (v.) 📖

Materials

TEACHER

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

STUDENTS

- none

Preparation

- none

Assessments

- Formative Assessments:
 - Listening and Reading Comprehension Assessments aligned to the Science of Reading
 - Module Tasks
 - Tasks build knowledge progressively, and give students multiple chances to practice and improve their writing skills. ⁵¹
 - End-of-Module (EOM) Task
 - Assess students' knowledge, craft (including writing, speaking, and research), and language skills.

- Assessment Guide: Teacher resource



Engaging and impactful
for student learning

Arts & Letters



Recommended Selection:

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

Elementary Curriculum

Arts and Letters



Questions?



Middle School ELA Curriculum⁵ Update

myPerspectives - Savvas



myPerspectives
ENGLISH LANGUAGE ARTS

NEW EDITION

Facing Adversity

Essential Question

How do we overcome life's challenges?

WHOLE-CLASS LEARNING

COMPARE



Black Sunday: The Storm That Gave Us the Dust Bowl
Erin Blakemore

HISTORICAL NONFICTION



from Survival in the Storm: The Dust Bowl Diary of Grace Edwards
Katelan Janke

HISTORICAL FICTION



A More Accessible World
Lisa Christensen

INFORMATIONAL ARTICLE

Write an Informational Essay

WRITING: PERFORMANCE TASK

PEER-GROUP LEARNING

COMPARE



The Circuit
Francisco Jiménez

SHORT STORY



How This Son of Migrant Farm Workers Became an Astronaut
José Hernández and Octavio Blanco

INTERVIEW



A Work in Progress
Aimee Mullins

ORAL HISTORY



Simile: Willow and Ginkgo
Eve Merriam

Four Skinny Trees from The House on Mango Street
Sandra Cisneros

POETRY • VIGNETTE

Present an Informational Text

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SPEAKING AND LISTENING: PERFORMANCE TASK

INDEPENDENT LEARNING



The Girl Who Fell From the Sky
Juliane Koepcke

PERSONAL NARRATIVE



from Malala Yousafzai: Speech to United Nations Security Council
Malala Yousafzai

PERSUASIVE SPEECH



from The Story of My Life
Helen Keller

AUTOBIOGRAPHY



Rikki-tikki-tavi
Rudyard Kipling

SHORT STORY

SHARE • LEARN • REFLECT

SHARE INDEPENDENT LEARNING

REFLECT AND RESPOND

GOALS • TEXTS • UNIT PROJECTS

PERFORMANCE-BASED ASSESSMENT

Informational Essay

You will write an informational essay in response to the Essential Question for the unit.

Black Sunday: The Storm That Gave Us the Dust Bowl

Erin Blakemore

BACKGROUND

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

- 1 It seemed like an ordinary day at first. Like any other day, folks on the Great Plains were struggling to get by. People walked to church, swept up from the dust storm that had blown through the week before, perhaps discussed the Congressional hearings that had brought the **plight** of the region, which had been **ravaged** by drought and the economic effects of the Great Depression, to the attention of the rest of the nation.
- 2 But Black Sunday—April 14, 1935—was no ordinary day.
- 3 That afternoon, a gigantic cloud swept across the Great Plains. It was 1,000 miles long and blew at speeds up to 100 miles per hour. It was made of 300,000 tons of dust whipped from the ground of northern farmlands, where poor soil conservation techniques¹ had led to **widespread** erosion made worse by the **unending** drought.

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

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

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

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

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

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

READ TO UNLOCK MEANING

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

CLOSE READ

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

QUESTION What effect do these details have?

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

impoverished (ihm POV uhr ihshd) *adj.* extremely poor; miserable and exhausted

COMPREHENSION CHECK

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

4 Great Plains residents were used to dust, but they had never seen anything like this. One observer compared it to “the Red Sea closing in on the Israel children² . . . it got so dark that you couldn’t see your hand before your face, you couldn’t see anybody in the room.”

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

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

7 Once the storm subsided, a simple spring day had become the worst day in recent memory. The “black blizzard” that swept across the plains states left a trail of devastation in its wake—leveled fields, crashed cars, reports of people who had been blinded or given pneumonia by the storm. Everything was covered in dust, which choked wells and killed cattle. “Black Sunday,” as the storm became known, was the death knell³ for the poor farmers of Oklahoma and Texas. **Demoralized** and **impoverished**, thousands of so-called “Okies” cut their losses⁴ and began the long migration to more favorable locations like California.

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

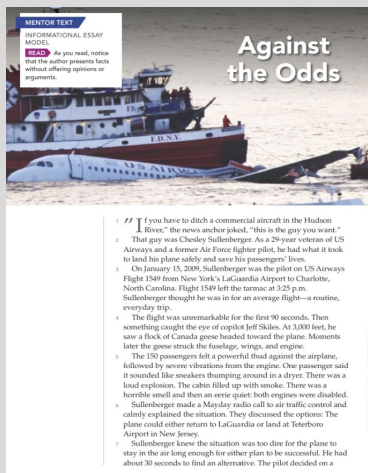
9 Inadvertent or no, the term was picked up almost immediately. Geiger had given name to a phenomenon that would come to define the economic and social impacts of the Great Depression. But though Black Sunday and the Dust Bowl it helped name drew attention to the plight of the plains and turned soil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

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

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

Writing

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



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

Against the Odds

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

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

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

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

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

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

Write an Informational Essay

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

Assignment

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

What does it mean to overcome adversity?

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

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

ELEMENTS OF INFORMATIONAL ESSAYS

Purpose: to provide information and explanations about a topic

Characteristics

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

Structure

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

Planning and Prewriting

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

Discover Your Topic: Freewrite

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

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

WRITE What does it mean to overreact?

Using the Writer's Handbook

In this handbook

Structure Ideas: Make a Plan

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

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

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

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

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

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

THESIS STATEMENT

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

STRUCTURE

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

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

Drafting

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

Read Like a Writer

Reread the first few paragraphs of your draft to make sure you want to find out more about your topic.

MENTOR TEXT

from *The Airplane That Almost Didn't Fly*
 That is how the pilot of US Airways managed to land his plane safely on January 15, 2009, 1549 from New York City.

WRITE

Write your own example of a thesis statement.

STANDARDS

Writing • Introduce a topic and state the main idea and purpose. • Establish

Coherence and Craft

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

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

SAMPLE TRANSITIONS

Relationship Between Ideas

time sequence

contrast

comparison

cause-and-effect

add information

WRITE

Write a paragraph that shows the first transition. Consider how to use punctuation.

Revising

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

Read Like a Writer

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

Why do you think the writer added this detail?

MENTOR TEXT

from *The Airplane That Almost Didn't Fly*
 The pilot of US Airways managed to land his plane safely on January 15, 2009, 1549 from New York City.

WRITE

Write a paragraph that shows the first transition. Consider how to use punctuation.

Peer Review Partner

When you review:

- Locate and evaluate the main idea and purpose.
- Review the body paragraphs to see if they support the main idea and purpose.
- Do any statements or details seem redundant or unnecessary?
- Evaluate your partner's writing and provide feedback.

Once your partner has finished, use the Revision Checklist to make your own revisions.

Editing

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

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Read Like a Writer

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

MENTOR TEXT

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

Fix the comma splice.

The writer fixed a spelling error.

The writer fixed a run-on sentence.

Find and correct a spelling error.

Focus on Sentences

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

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

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

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

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

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

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

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Parents' Corner

Your Go-To Spot for Savvas Realize® Resources



Access the Savvas Realize® Parent User Guide

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

- ✓ English
- ✓ Spanish
- ✓ Simplified Chinese

Middle School Curriculum Update

myPerspectives



Questions?

Aligning Special Education ELA with Science of Reading and MTSS

Vision:

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

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System Shifts:

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

Intervention Materials Purchase and Implementation Plan

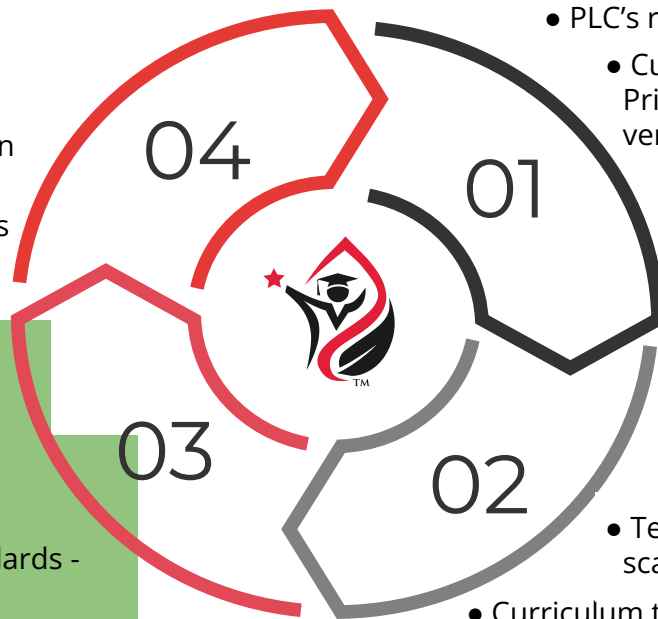
Intervention Materials Review:

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

Implementation Plan to Include:

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

Curriculum Revision Process



Phase 4: Standard Work

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

Phase 3: Change Management

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

Phase 1: Exploration

- PLC's review changes to the Standards
- Curriculum teams review and modify Priority Standards with horizontal and vertical alignment

- Create and/or refine proficiency scales for every priority standard
 - Provide PD for PLC members

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Phase 2: Change Readiness

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



Thank you