

Southington Board of Education Meeting

Thursday, May 24, 2012 7:30 PM

William M. Strong Elementary School 820 Marion Avenue Plantsville, CT
06479

200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. BOARD RECOGNITIONS ~ PROFILES IN PROFESSIONALISM HONOREES 7:00 P.M.
Brian Goralski
2. CALL TO ORDER ~ 7:30 P.M.
3. PLEDGE OF ALLEGIANCE
4. APPROVAL OF MINUTES ~ MAY 10, 2012
5. COMMUNICATIONS
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
 - c. Communications from Student Representatives
6. COMMITTEE REPORTS
 - a. Curriculum and Instruction Meeting ~ May 14, 2012
7. OLD BUSINESS
 - a. Town Government Communications
 - b. Construction Update
8. NEW BUSINESS
 - a. Field Trip Approval
 - b. Curriculum Review ~ Language Arts K-5
 - c. Textbook Recommendations
 - d. Homework Policy ~ First Reading
 - e. AFSCME Contract
 - f. Reallocation / Adoption of 2012-2013 Operating Budget
 - g. Student Use of Personally Owned Technology - Advisory Report
 - h. Compensation for 2012-2013 Unaffiliated Employees (After Executive Session) ~ Discussion and Direction
 - i. Evaluation of Superintendent of Schools 2011-2012 (After Executive Session)
9. EXECUTIVE SESSION FOR UPSEU PARAPROFESSIONAL NEGOTIATIONS, COMPENSATION FOR 2012-2013 UNAFFILIATED EMPLOYEES AND EVALUATION OF THE SUPERINTENDENT OF SCHOOLS



SOUTHINGTON PUBLIC SCHOOLS

Press Release

Southington Public Schools

For release: April 27, 2012

Contact: (860) 628-3202

Dr. Joseph V. Erardi, Jr.

Superintendent of Schools

Southington Public Schools 2011-2012 Profiles in Professionalism Honorees

The following are the honorees for the 2011-2012 **Profiles in Professionalism** award who will be recognized at the Board of Education meeting to be held at 7:00 p.m. on Thursday, May 24, 2012 at William M. Strong Elementary School, 820 Marion Avenue, Plantsville, CT.

Jennifer Ackerman, Parent Volunteer/South End Elementary School/
John F. Kennedy Middle School

Wally Bailey, Volunteer, John F. Kennedy Middle School /
Joseph A. DePaolo Middle Schools

Nancy Chiero, Special Education Teacher, Southington High School
Lesley DeAngelo, Language Arts Secretary

David Germano, Assistant Principal, Southington High School
Jean Griglun, RN, Southington High School

Richard Hills, Paraprofessional, John F. Kennedy Middle School

Moira Myers, Special Education Teacher, Plantsville Elementary School

Christopher Palmieri, Assistant Principal, Joseph A. DePaolo Middle School

Brian Palmieri, Assistant Head Custodian, Southington High School

Nathan "Bo" Perry, Custodian, Reuben E. Thalberg Elementary School

Donna Rossignol, Paraprofessional, Flanders Elementary School

Lori-Jo Saucier, Software Support Specialist

Respectfully,

Dr. Joseph V. Erardi, Jr.
Superintendent of Schools

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

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PATRICIA A. QUEEN

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SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MAY 10, 2012

The regular meeting of the Southington Board of Education was held on Thursday, May 10, 2012 at 7:30 p.m. at Plantsville Elementary School in the Library/Media Center, 70 Church Street, Plantsville, Connecticut.

1. CALL TO ORDER

The regular meeting was called to order at 7:30 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent was Mrs. Terri Carmody.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations, and Dr. Perri Murdica, Senior Special Education Coordinator.

Student Representative present was Leon Peschel.

There were approximately 60 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

Mr. Leon Peschel led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in honor and memory of Mrs. Sylvia Elliott, Paraprofessional at Derynoski Elementary School for 31 years, who recently passed away.

3. APPROVAL OF MINUTES

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the minutes of the regular meeting of April 26, 2012.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the minutes of the special meeting of May 7, 2012.”

Motion carried unanimously by voice vote.

4. COMMUNICATIONS

a. Communications from Audience

Mr. Art Cyr, 103 Berlin Avenue, addressed the Board’s comments at the last Board of Education meeting regarding West Street development that he felt needed to be corrected. He noted that it was a big deal for those who live in the area, contrary to a comment made that it was not a big deal.

b. Communications from Board Members and Administration

Communication from the Board Members:

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to add two items to the Board of Education Executive Session agenda: AFSCME Contractual Negotiations and Student Matters.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Clark:

“Move Agenda Item 7.b “Appointment of Assistant Principal of Southington High School” to Agenda Item 4.d.”

Motion carried unanimously by voice vote.

Mrs. Johnson reported that on April 25 she was a guest reader at Derynoski School for their Guest Reader Day and was appreciative for the opportunity.

Mrs. Lombardi applauded all the Young Authors who read to the Board members on April 30 and gave kudos to all staff.

Mr. Goralski recognized Mr. Leon Peschel, Board of Education Student Representative, for making significant improvements to the Barnes Museum garden last weekend as part of his Eagle Scout project. Mr. Goralski announced that STEPS was having a big event on Tuesday, May 15 and Wednesday, May 16 (rain date May 17) from 9:15 a.m. – 1:15 p.m. by hosting Southington fifth graders in a Team Building/Asset Building Day. Mr. Goralski reported that he received a request from Southington High School for a Board of Education representative to attend the Southington High School Wall of Honor meeting on Wednesday, May 16 at 2:30 p.m. He asked Mrs. Queen to confirm with him if she would like to serve on that committee.

Communication from Administration:

Dr. Erardi discussed the following (*Attachment #1*):

1. Student Use Technology Advisory Committee – Update: Dr. Erardi reported that the Technology Advisory Committee will meet for the last time on Monday evening, May 14, 2012 and will bring a 2012-2013 pilot proposal to the Board of Education at their May 24 meeting.
2. Southington Education Foundation – Update: Dr. Erardi reported that the Southington Education Foundation will continue with gift giving on June 7, 2012 at 4:00 p.m. at South End Elementary School for another round of awards to teachers for classroom innovation.
3. Veterans Partnership Press Conference: Dr. Erardi pointed out that he gave all the Board members a plastic bracelet that represents the initiative for all students to participate in the Fisher House fundraiser. The Fisher House provides the opportunity for family members of a wounded Veteran to stay close to their loved one. On Monday, May 21, at 3:00 p.m. there will be a press conference of the school system's gift giving to the Veterans that will go to the Fisher House in Connecticut.
4. CECA Conference: Dr. Erardi reported that, through outstanding leadership of Karen Veilleux, Director of Technology, and Debbie Miller, Tech Analyst, they will be hosting the Connecticut Educators Computer Association Bring Your Own Device Workshop at Hawk's Landing, which is a statewide opportunity.
5. Southington High School FIRST Robotics: Dr. Erardi stated that he was proud of the FIRST Robotics Team and the volunteers and sponsors who have truly created lifelong memories and skills for the high school students. He noted that Mrs. Sandy Brino was representing the organization this evening to share their success story.

Mrs. Brino took the podium and explained that she and her husband had been mentors for FIRST Robotics Team 195 (Cyber Knights) for six years. She introduced Dale Powers, a 15-year veteran of Meriden's FIRST Robotics Team 228, who would also speak to the Board. She stated that they were presenting to the Board of Education at the suggestion of the Town Council who on April 9 generously donated \$500 to help the team get to St. Louis, Missouri for competition. Mrs. Brino explained the program to the Board members. She stated that FIRST was an acronym meaning For Inspiration and Recognition of Science and Technology. It was founded in 1989 by Dean Kamen. It is a varsity sport of the mind and is the only sport where all participants go professional. The teams are challenged to build and program a 120-pound robot to perform prescribed tasks against a field of competitors. Students learn from engineering and business professionals who volunteer their time and talents. Mrs. Brino explained the competition and that the Southington FIRST team won the Northeast Utilities Connecticut Regional for the second year in a row. In the last two years, they have won three of the four regionals in which they have competed. This team is putting Southington High School on the map. They recently placed seventh in their division of 100 robots at the Championship in St. Louis, Missouri where they competed against the best robotics teams from all over the world. There are 2,232 robotics teams in the world, 400 of these make it to championship and they are

divided into four divisions of 100. Southington ranked seventh, which is the top one percent. FIRST graduates from the Southington team attend universities such as Rensselaer Polytechnic Institute, Worcester Polytechnic Institute, Rochester Institute of Technology, Carnegie Mellon University, Cornell, and Massachusetts Institute of Technology. Each FIRST team is individually managed like its own business and is challenged to find their own funding, develop an organizational structure and business plan. This team needs to raise \$30,000 annually to keep the program running through fundraising and sponsorships. Many other teams are funded 100% by their Board of Education or a large corporate sponsor. Southington's FIRST team does not have the advantage of either and has been running for 15 years outside the Board of Education budget. She asked the Board to consider the benefits of the program and how investing in the program is a win-win. She asked the Board to make the FIRST program a line item in the school budget moving forward.

Mr. Dale Powers, Vice-President of Gus Robotics, Inc., a 501(c)(3) non-profit based out of Maloney High School in Meriden and FIRST Team 228, took the podium and explained that in 2008 they found it easier to raise their own money by becoming their own non-profit and getting their own tax code. They have worked side-by-side with the Meriden Board of Education to expand the program. The purpose of what they set out to do 15 years ago was to open up the schools to STEM (Science, Technology, Engineering and Math). They currently have two elementary schools, two middle schools and all three high schools involved in their program through the Meriden Board of Education's support. He noted that at MIT 49% of the incoming freshman came from FIRST teams last year. This year, a partnership was formed between Team GUS and the Cyber Knights. They have pooled their resources. He noted that 11 out of 42 teams from across Connecticut came down to Team 195's practice field and shared resources. He encouraged the Board members to support this program.

The students gave a demonstration using last year's robot. The robot was designed, manufactured, assembled, wired and programmed in six weeks by students. Student, Nick Tosta, was the spokesperson for the team and explained the demonstration along with a student's perspective of the team. He also explained and showed a video by FOX Connecticut News who came to their practice facility to do a story on the team after they won the Connecticut Regional.

On behalf of the Board of Education and high school administration, Dr. Erardi thanked all the adults who volunteer their personal and professional time to FIRST Robotics Team 195. He noted that many of the adults are doing this without a child in the program.

Mr. Goralski and Mrs. Notar-Francesco presented the seniors on the FIRST Robotics Team with plaques. Certificates of Excellence would be sent to the school for the remaining students involved. The senior Cyber Knight Champions are Charlie Altemus, Myles DiValentino, Brandon Duffany, Kyle Graham, Marc Hermann, Angela Lawrence, Cole Leether, Anna Terrill and Nick Tosta.

c. Communications from Student Board Representatives

Mr. Peschel reported the following:

- 1) The Senior Prom is Saturday, May 19.

- 2) The National Honor Society will be sponsoring a car wash fundraiser next week with a large portion of the proceeds to be donated to the Southington Cares Program.
- 3) The SHS Art Show will be held on May 14, 2012 with doors opening at 6:30 p.m.
- 4) The Academic Awards Night was held on Wednesday, May 9.
- 5) Scholarship Night will be held on Thursday, May 17.
- 6) Advance Placement Exams started on Monday, May 7. The pre-registration sessions took place in advance of the exam.
- 7) The Student Council is working on an initiative that offers new students to Southington High School, such as sophomores, juniors or seniors, the opportunity to meet each other to make sure that they are not behind and they start on the same foot as some of the other students who have more experience, time and knowledge of the school.

Mr. Goralski announced that Emily Socha was the incoming DECA North Atlantic Regional Vice President and a national representative from Southington High School.

d. Appointment of Assistant Principal of Southington High School (*formerly Agenda Item 7.b*)

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to appoint Richard J. Terino to the position of Assistant Principal at Southington High School effective July 1, 2012 with a starting salary of \$117,838.”

ROLL CALL VOTE: YES – Mrs. Lombardi, Mrs. Notar-Francesco, Mrs. Queen, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mr. Goralski. NO – Mr. Oshana. **Motion carried with seven votes in favor and one against.**

Mr. Terino took the podium and thanked the Board for their confidence and faith in him and appointing him assistant principal. He thanked Dr. Erardi, Dr. Semmel and Mrs. Smith for their support. He introduced his wife, Debbie, his brother-in-law, and sister-in-law.

Mr. Goralski called for a recess at 8:20 p.m.

The regular meeting reconvened at 8:35 p.m.

5. REPORT OF SUPERINTENDENT

a. Personnel Report

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to accept the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

6. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reminded the Board that the Town Council would be taking action on the 2012-2013 budget on Monday, May 14 at 7:00 p.m., with the current reallocation for the Board of Education standing at \$215,000.

b. Construction Update

Plantsville and South End Schools: Mr. Cox reported that the closeout reviews by the State School Facilities Unit continue and that he hoped to have these projects closed out by the end of the month.

North Center Government Center: Mr. Cox reported that the vintage windows are being prepared for removal, which will be a three to four week process. The interior walls are being taped and near completion.

DePaolo and Kennedy Middle Schools: Mr. Cox reported that the construction manager contract will formally be awarded by the Town Council this coming Monday, May 14. The architect short list of six candidates will be interviewed the week of May 21.

Mrs. Notar-Francesco questioned if the target date for the North Center move was still July 1, 2012. Mr. Cox replied that the move was slated for the first half of July.

c. Year End Report on 2011-2012 Superintendent's Goals

MOTION: by Mrs. Queen, seconded by Mrs. Notar-Francesco:

“Move that the Board of Education accept the Superintendent’s goals, as presented.”

Mrs. Queen stated that this was once again phenomenal work and addressed three areas. 1) She thanked Mrs. Smith for all her work on the Extended Day Kindergarten program. 2) She noted Dr. Erardi’s leadership on the passing of the Middle School Renovate-to-New Referendum and thanked the townspeople. 3) She addressed the ongoing high school reform work and the commitment and efforts of the teachers, department chairs and high school administration.

Mr. Goralski looked forward to using these goals as the starting point for the Board’s evaluation of the Superintendent at the next Board meeting.

ROLL CALL VOTE: YES – Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mr. Goralski. **Motion carried unanimously.**

d. 2012-2013 Operational Plan

Dr. Erardi reported that it was tenuous because of the action yet to take place by the Town Council on Monday, May 14. Since the Board meeting on April 26, there has been an additional four retirements. This does not play into the equation of the \$215,000 potential proposed reduction. They have presently reduced those who do not have a job next year to a half-time Kindergarten instructor and a half-time Family and Consumer Science teacher. The Family and Consumer Science teacher has less to do with budget and is about enrollment.

Mrs. Lombardi stated that this was wonderful news to maintain the current force and to keep the class sizes within their ranges.

Mrs. Clark wanted everyone to keep in mind the fact that 22 positions are gone and the history with the Board is that once a position is gone, it does not come back. She did not want people to think that there were no layoffs.

Mr. Goralski asked administration to provide information that would be valuable for the Board to share showing how many teachers they have this year and the scale of where they were (with no names) and to include next year's projection with those 15 teachers gone and the same paraprofessionals gone. He stated that the community has to be grateful that through retirements, transfers, promotions and resignations the positions cut are currently not resulting in layoffs except for the two half-time positions.

Mrs. Johnson stated that the Board would be interested in the impact of the reduction of 22 positions and how this would affect the children. She suspected that it would be quite detrimental.

Dr. Erardi stated that on May 24 he would present to the Board the ongoing document to give a sense of how many additional classes are now at the Board's maximum class size level, which is what Mrs. Johnson was referring to.

7. NEW BUSINESS

a. Policy #6154, Instructional Arrangements, Homework ~ 1st Reading

MOTION: by Mrs. Clark, seconded by Mrs. Notar-Francesco:

“Move to table Agenda Item 7.a until the May 24 Board meeting.”

ROLL CALL VOTE: YES – Mrs. Queen, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mr. Goralski. **Motion carried unanimously.**

Mrs. Lombardi asked how to raise a follow-up question to an instructional item that occurred several months ago. Mr. Goralski replied that anything related to that item now that it is tabled should be directed back to the Policy and Personnel Committee for review. This agenda item will come back to the Board for the first reading at the May 24 meeting. Mrs. Lombardi stated that there was discussion on the high school leveling and one of the follow-up questions

was to get a report from Dr. Semmel in terms of the look at how that transition went from four levels to three levels. They had not received that report.

Mrs. Smith pointed out that the Curriculum and Instruction Committee was meeting on May 14 at 10:00 a.m. at South End School. The agenda includes an update on the selection process at the high school. Dr. Semmel was not prepared to give an updated report on leveling and the status of leveling until the enrollment for next year's classes is completed. It has now been completed and Dr. Semmel will be providing the report, which will be shared with the Board.

- b. Appointment of Assistant Principal of Southington High School (*Moved to Agenda Item 4.d.*)**

- c. 2012-2015 Technology Plan**

Mrs. Veilleux explained that an updated Technology Plan is required by the State of Connecticut every three years to reflect and be in compliance with State and National Technology Education Goals. She gave a PowerPoint presentation (*Attachment #2*) addressing a vision statement, needs assessment, curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications, administrative needs, and State of Connecticut goals. She thanked the committee for the work that they had to do in a short amount of time.

Mrs. Johnson stated that on page 13 of the Technology Plan under Needs Assessment, it refers to Appendix D and there was no Appendix D attached. She asked Mrs. Veilleux to e-mail it to the Board.

Mrs. Johnson asked Mrs. Veilleux how she was going to differentiate professionals in what they are going to need for professional development according to their abilities. Mrs. Veilleux replied that the plan was to design two days that will have various levels of technology. There will be mini-workshops where the teachers, through self-assessment, can choose different tracts.

Mrs. Notar-Francesco noticed in the paperwork that for 2010-2011 the administrators received six hours of professional development (page 9) and asked if it should be six days. Mrs. Veilleux replied that she believed it was six hours. Mrs. Notar-Francesco noted that there was 19 hours for teachers. She asked with the two days being offered next year, how many hours would that equate for teachers. Mrs. Veilleux replied that it would be 12 hours. Mrs. Notar-Francesco questioned if that was enough time. She viewed the material that CREC was putting together and their professional development numbers are many more than what Southington was offering for professional development. Mrs. Veilleux replied that these were mandated days built-in to the calendar and the minimum that would be offered. She currently has training online available for teachers in which they offer CEUs and they can learn PowerSchool and get online training on the website. Afterschool workshops have been offered throughout the year regarding SmartBoards and document cameras that would be in addition to this, but would not be required for everyone. Mrs. Notar-Francesco asked what would be the right number for professional development hours. Mrs. Veilleux responded that they put in what they are requiring for all the teachers to attend.

Mrs. Notar-Francesco asked if there was a requirement by the state for professional development. Mrs. Smith responded that it was complex because the State of Connecticut requires for teacher certification to be continued in various units of study. She noted that the definition of teachers includes everyone under the category of Superintendent regarding technology. This the first time that Southington has dedicated two full days (50%) of mandated special education time to technology. This is a major undertaking for a school system that still does not have the infrastructure or the technology for everyone to have equal access. The overwhelming majority of K-12 teachers and administrators want more training on SmartBoards. The teachers asked for mini-presentations throughout those two days and then to go back to their rooms or grade-level teams to practice what they have learned. This is a beginning step for Southington. They also did not want to wait for three years to offer this kind of opportunity to the middle school teachers who in three years will have state-of-the-art everything. It will not be the perfect professional development plan, but based on survey results this is the plan they decided that they want to go forward with.

Mrs. Queen asked where Southington stands along the lines of equal access to technology across the district. Mrs. Veilleux replied that the elementary schools were in great shape with the exception of Derynoski School. Because of its size they have less technology. In 2005-2006, the high school received an infusion of dollars from the town bonding and that equipment is quite old now. They have been trying to fund the replacement plan and to go to a five-year plan instead of seven or eight years as they have been doing. They have funds in next year's budget set aside for that. She felt that it was very important going forward to keep those monies in the budget because they will start falling behind again. They need to refresh technology and five years is a long time compared to businesses that refresh every three years.

Dr. Erardi shared that the voices of the parents at Flanders, Derynoski and Kelley Schools are getting louder about the facility and technology divide created in the district. With the size of the high school, we could not play catch up and actually fell farther behind with a great majority of classes at the high school still without technology.

Mrs. Veilleux added that, through studying their BYOD (Bring Your Own Device) initiative, another focus of need is WiFi access in the buildings. With the size and layout of the high school and the amount of cinderblock, it is going to be costly. In the near future, that is another focus of the technology dollars.

Mrs. Lombardi noted that this plan was in response to a state and federal request and thanked Mrs. Veilleux for putting it together in a very short period of time. However, she did not know if this was the Board's plan and what they really want as they see the future. They have excellence in the district in many different ways, but there were some things that bring her to say that Southington was not excellent or good because they don't have access, don't have WiFi and they are going to assessments that are more and more computer-based. The age of the equipment is based on an eight-year cycle, which she thought was unheard of. She did some research on this and computers are at four years, laptops are at three years and servers are at five years. Once they go beyond this, the replacement costs are higher to replace this equipment. The school district would be paying for this in so many different ways. Potentially, a fourth grader today will be using that same PC in twelfth grade if there is an eight-year cycle. She stated that it was the Board's job to provide those resources. She asked the Board to take a look at this from

what they see as the need based on excellence. She noted that the robotics students were using high-level applications on computers that are not cheap and she was sure they were not eight-years old and these students are having a resource that other students are not having access to. She asked the Board to come together to create a plan of what they want, not what the state is asking them to do.

Dr. Erardi replied that for the second year in a row administration presented to the Board the technology piece of the Superintendent's budget of "untouchables." Despite the elimination of positions in a couple of different bargaining groups and because we are so far behind with our spending plan, if we are going to be effective with change at all, we have to look at the untouchable piece of technology with software and hardware, and we have to go forward. With that plan, we are beginning to maintain. The piece that Mrs. Lombardi is talking about is the part that is so difficult. We are \$2 million or \$3 million from where we should be. We are not in good shape, but we are in better shape than many towns in Connecticut. Dr. Erardi will bring to the Board what a three-to-four-year catch-up plan would look like. We know that we are in great shape with the middle schools, VoAg, South End and Plantsville schools due to our projects. We also know that in a number of our elementary classrooms, present middle school classrooms and too many high school classrooms our catch-up plan is antiquated before we get there. He will get back to the Board with a dollar update on how that could look in the immediate future.

Mr. Oshana asked if teachers were involved in the assessment and development plan in determining how they want to use technology. Mrs. Veilleux replied that they were. They have teachers on the committee and surveyed all certified staff to get their input. The Professional Development Committee is mostly comprised of teachers. Mr. Oshana noted that for the needs assessment 70% of teachers are less than proficient with iPads or tablets, 44% of teachers use technology daily and 66% seldom use or design their lessons with technology. When you look at those statistics as part of the assessment process was there any type of preparation for them to understand where some of the direction was going? Mrs. Veilleux replied that the assessment was twofold: 1) to see where we are in order to go forward; 2) where do they want to go and what areas would they like to incorporate, but need more instruction in. There are many teachers who felt comfortable enough to teach this to students and their peers. They will help in becoming "Train the Trainers."

Mr. Oshana questioned the BYOD (Bring Your Own Device) in terms of developing a course as students bring a laptop, iPad, or Smartphone to class. How would that happen because there are different ways of utilizing different pieces of equipment? In the same class you will have multiple devices such as an OS system, Android system, Microsoft system, etc. Mrs. Veilleux replied that the sub-committee has been studying that and watched some videos on how elementary students are using it. It does not seem to matter. Once they are on the Internet, students just go because it is intuitive to them. There would be challenges, but this will also be a great way to catch us up. For a high school classroom the students have iPods or Smartphones and they get them out in class and they are able to go to a website to research versus bringing in a cart of laptops, passing them out, with start-up time; you are losing instruction time just distributing the laptops. She pointed out that she visited a 5th grade classroom to do Career Day and she asked the students how many had cell phones and three-quarters of them raised their hands. She asked how many had iPod Touches because a cell phone might not be Internet capable and three-quarters of the hands went up.

Mrs. Queen thought that the students would share with each other as they work collaboratively. Mrs. Veilleux replied that was the intent. Mrs. Queen stated that we need for our students to be able to discern good information and bad, assess their sources when they are doing their research and even though we don't have the infrastructure that we want in the schools, at home many of these students are doing research on their own. She asked if teachers systematically were incorporating the need to gather information into every lesson. Mrs. Veilleux stated that the teachers were doing that and were doing a good job, but they need to get them the tools. There is software that they subscribe to called, "Opposing View Points." There are many different online databases that we are subscribing or have access to that we want students to go to first to look for their information.

Mrs. Johnson noted that on page 16 it addresses children with special learning needs. She was concerned with the middle of the second paragraph where it states, "*At present, there are few staff members in-district who have the expertise to meet the technology needs of those students who require the use of technology as part of their education.*" She asked why the teachers were not able to do that. Dr. Murdica replied that this was the current status and she could not comment about why it is where it is. She stated that what seems to be past practice is the knowledge of even the special education staff being able to use assistive technology without having to pay for outside consultants to come in to help them understand how to use it with the child and evaluate what the child needs. The plan moving forward is to absolutely develop the skills within our own staff even within evaluation measures. When she was a teacher at Derynoski, she was on an Assistive Technology Team and used to do assistive technology evaluations when there was training in the district at that time. It does not seem to have persisted; however, that is where they are moving. Right now, they don't have it; they need to build it and the technology days that Mrs. Smith addressed are going to include some of that training using facilitation from the staff members who do have it. Mrs. Johnson was happy that this was one of Mrs. Murdica's goals to provide this.

Mrs. Johnson noted on page 18, at the top, it addresses that all schools are part of a fiber backbone WAN and the last bullet states that all schools have limited WiFi access. She asked if that was correct. Mrs. Veilleux replied that all the schools have some WiFi. Plantsville and South End Schools are the only schools that have WiFi everywhere so they could be in any room in the building and have WiFi. In other schools, they just have hotspots so they put a wireless access point in certain areas. If you are in the high school principal's office you can get WiFi, but in a few rooms down the hall, they don't have it. It is something that they are planning for in the future and they need to spend the money to get those buildings with WiFi access.

Mrs. Johnson noted that on the same page it addresses the infrastructure wiring of the buildings, and Kelley and Flanders Schools are listed as adequate. She asked how they could have adequate infrastructure when the buildings are so old. Mrs. Veilleux replied that it is actually the data wiring that this bullet was addressing, so in those buildings they have data wiring that is capable of using the latest technologies throughout the building. At Kelley and Flanders Schools, there are six data drops in each classroom. At Derynoski, the high school and middle schools, there are two. If you want to add more than two computers in those buildings, you need to have a different piece of hardware to split the signal.

MOTION: by Mr. Derynoski, seconded by Mrs. Notar-Francesco:

“Move that the Board of Education adopt the 2012-2015 Educational Technology Plan.”

Mr. Goralski asked how PowerSchool in elementary schools worked with the Standards-based Report Card. Mrs. Veilleux replied that PowerSchool takes care of that component too so the elementary teachers will be logging in just like the high school teachers and they will have a grade book just like the high school teachers. They will fill out the standards and it will produce the report card. The report card will look as close to the same as it does right now.

ROLL CALL VOTE: YES – Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mr. Goralski. **Motion carried unanimously.**

d. Healthy Food Certification

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move that all food items offered for sale to students in schools will not meet state standards for the period of July 1, 2012 through June 30, 2013.”

Mr. Goralski explained that it was the not food or meals that don't meet the standards; it is the á la carte items that do not meet the standards, such as ice cream. We do encourage healthy eating and our health curriculum encourages healthy eating and this just allows our other entities to sell items.

Mrs. Notar-Francesco asked Mrs. DiNello how much grant money they are not getting because they are not meeting the certification. Mrs. DiNello replied that she had not done that recalculation in quite some time, but in previous years she believed it was between \$24,000-\$30,000; however, she will follow-up with the Board on Friday. Mr. Goralski asked her to include the amount of money raised in the DECA Store in her follow-up. Mrs. DiNello clarified that there has been many changes to the DECA program because of the Breakfast program now offered. One of the driving forces in not participating had a lot to do with the fundraising opportunities for the school store, but for now it is mainly the á la carte items that they need to be able to sell to help sustain the overall food service program in all of the buildings. It would impact the Corner Café and other fundraising opportunities that our students participate in.

Mrs. Clark asked if it impacted PTO fundraisers at all the schools and what they would be able to sell. Mrs. DiNello replied that, if they were to participate in this, any items that they sold at the schools in which students would transport back and forth had to meet the requirements of the Healthy Food Certification. If the PTOs were to sell tubs of cookie dough or Butter Braids, the parents would have to pick those up because students would not be able to take that home with them. Mrs. DiNello stated that, as much as they are going to market the healthy standards that are required as part of the reimbursable meal program next school year, this really has a lot to do with the á la carte items, such as pizza, bagels, ice cream, and muffin sales, that plummeted when we participated in that.

ROLL CALL VOTE: YES – Mr. Oshana, Mrs. Queen, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mr. Goralski. NO – Mrs. Notar-Francesco. **Motion carried with seven in favor and one against.**

8. EXECUTIVE SESSION FOR UPSEU PARAPROFESSIONAL NEGOTIATIONS, COMPENSATION FOR 2012-2013 UNAFFILIATED EMPLOYEES AND SUPERINTENDENT OF SCHOOLS, AND DISCUSSION OF LAND ACQUISITION FOR POTENTIAL BOARD OF EDUCATION PURCHASE.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to go into Executive Session, excluding the public and the press, for the purpose of UPSEU Paraprofessional Negotiations, Compensation for 2012-2013 Unaffiliated Employees and Superintendent of Schools, Discussion of Land Acquisition for Potential Board of Education Purchase, AFSCME Contractual Negotiations, and Student Matters, and upon conclusion reconvene to open session.”

Motion carried by voice vote.

The meeting adjourned at 9:35 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary
Southington Board of Education

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
MAY 10, 2012**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:45 p.m.

Members Present: Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mr. Zaya Oshana, and Mr. Brian Goralski.

Members Absent: Mrs. Terri Carmody.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Karen Smith, Assistant Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, and Mr. Frederick Cox, Director of Operations.

1. EXECUTIVE SESSION FOR DISCUSSION OF UPSEU PARAPROFESSIONAL NEGOTIATIONS, COMPENSAATION FOR 2012-2013 UNAFFILIATED EMPLOYEEES AND SUPERINTENDENT OF SCHOOLS, DISCUSSION OF LAND ACQUISITION FOR POTENTIAL BOARD OF EDUCATION PURCHASE.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to go into Executive Session, excluding the public and the press, for the purpose of UPSEU Paraprofessional Negotiations, Compensation for 2012-2013 Unaffiliated Employees and Superintendent of Schools, Discussion of Land Acquisition for Potential Board of Education Purchase, AFSCME Contractual Negotiations, and Student Matters, and upon conclusion reconvene to open session.”

Motion carried unanimously by voice vote.

Mr. Cox left the Executive Session at 9:53 pm.

Mrs. Smith and Mrs. DiNello left the Executive Session at 10:15 pm.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 10:40 p.m.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to add student expulsion 2011-2012-08 to the agenda.”

Motion carried unanimously by voice vote.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to expel student 2011-2012-08 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:42 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

Administration: Board of Education Update May 10, 2012

1. **Student Use Technology Advisory Committee – Update**
2. **SEF – Update** (Attachment #1)
3. **Veterans’ Partnership Press Conference**
 - a. **Monday, May 21 – 3PM**
4. **CECA Conference** (Attachment #2)
 - a. **Friday, May 18th**
5. **SHS First Robotics**

A handwritten signature in black ink, appearing to read "Joseph W. Edwards". The signature is written in a cursive style and is positioned to the right of the list of items.

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Hawks Landing Country Club
201 Pattonwood Dr., Southington, CT

KeyNote Speaker: Patrick Larkin

Panel Discussions

Round Table Discussions

"Digital citizenship is impossible until we help students live one life instead two. Right now they live two-a digitally unplugged life at school and digitally deluged life outside school. Having them bring their devices to school is a great first step in creating a reality-based environment for the discussion of digital citizenship." **Jason Ohler**

Registration at 11:30 - 12:00, Registration

12:00 buffet lunch

12:15 Keynote - Patrick Larkin

Panel discussion 1:15 to 2:15

Panel members:

Patrick Larkin: Principal Burlington High School, Burlington, MA

Barbara Haeffner: Supervisor of Instructional Technology, Meriden Public Schools

Mark Ambruso, Assistant Principal, Bacon Academy, Colechester

Scott Clayton: Assistant Principal, Newtown High School.

Michael DeMattia, Senior - New Canaan High School

Moderator: **Dr. Joseph Erardi:** Superintendent of Southington Public Schools

2:30 - 4:00 Round Table Discussions

4:00 - 5:00 Happy networking on the patio

Our target audience is Superintendents, Assistant Superintendents, IT Directors, Principals and board members that are actively involved in wanting to transform their schools into 21st Century classrooms.

Limited seating: 150 participants

Cost

\$50 members


\$60 event fee

\$75 fee and CECA Membership

CEUs .3

Southington Public Schools

Educational Technology Plan 2012-2015




Technology Plan



This update, required by the State Department of Education, ensures that we develop a plan that addresses:


- Professional Development
- Hardware/Software
- Infrastructure and Telecommunications
- Readiness for Online Assessments in 2013
- Aligned with National and State Technology Plan Goals

Vision Statement



All learners and educators within Southington Public Schools will have equal access to a current and comprehensive technological infrastructure to improve learning outcomes. Teachers will have access to data, content, resources, expertise, and learning experiences to provide more effective and relevant instruction for all learners. Technology will be used to assess learning at all levels of education utilizing data for continuous student improvement. Students will be prepared to be active, creative, knowledgeable, and ethical participants in our globally networked society through engaging and empowering experiences both inside and outside of school.


Needs Assessment



Through our needs assessment, we determined that teachers are proficient with Microsoft Word and Email and are able to communicate effectively using technology:

- Over ninety-four percent of teachers are proficient or on their way to proficiency with MS Word and Email
- Ninety-six percent of teachers are able to communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats


Needs Assessment



The district will need to continue to offer professional development in order to improve proficiency with newer technologies, and increase use of technology supported lesson plans:

- Seventy percent of teachers are less than proficient with iPad/Tablets or newer technologies
- Forty-four percent of teachers use technology daily in their instruction
- Sixty-six percent seldom or never design learning activities that require students to evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Needs Assessment



CURRICULUM INTEGRATION

- Curriculum is continuously being revised to align with state standards.
- Teacher integration through the use of computer centers, 21st Century tools, SmartBoards/document cameras/LCD projectors, and increased use of teacher websites.
- Students use technology to access information, perform research, solve problems and create presentations. This varies by grade level and can be course based or integrated throughout the curriculum.

Needs Assessment



PROFESSIONAL DEVELOPMENT

- The Professional Development Committee meets regularly to identify future needs based on observations and feedback.
- Workshops will integrate instructional technologies into the curriculum including WebQuests, teacher websites and other Internet based resources.
- The effectiveness of professional development is monitored by reviewing principal goals, student and teacher portfolios, year-end reports and evaluations.

Needs Assessment



EQUITABLE USE OF EDUCATIONAL TECHNOLOGY

- The district continues to levy funds to create a more equitable distribution of technology.
- New initiatives that would better serve each student's technology needs are continually evaluated.
- Through building projects and leasing, almost all of the elementary schools have a robust infusion of technology.
- Forty-six percent of middle school teachers rated their computer access at school for professional work as "Available with Effort" or "None" versus eleven percent at the elementary level.

Needs Assessment



INFRASTRUCTURE AND TELECOMMUNICATIONS

- All schools are part of a Fiber Optic Wide Area Network (WAN) which connects each school to the high school. The high school utilizes Connecticut Educators Network (CEN) connection for Internet access.

Needs Assessment



ADMINISTRATIVE NEEDS

- Electronic submission of attendance and grades* is in place with all schools using PowerSchool.
- Currently, excel spreadsheets are used to compare both external and internal student performance data. The district needs to move to an electronic database, such as Inform, for future data.
- Through the school website, parents are emailed newsletters, calendars, and important notices.
- School Messenger is used to send out phone alerts to parents.

*Elementary pilot in 2012

State of Connecticut Goals



Goal 1 ~ Engaging and Empowering Learning Experiences

All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Goal 2 ~ Assessment

At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Goal 3 ~ Connected Teaching and Learning

Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, and expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

Goal 4 ~ Infrastructure for Teaching and Learning

All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.

Goal 5 ~ Productivity and Efficiency

At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting May 14, 2012

Committee member, Mrs. Johnson, called the Curriculum and Instruction Committee meeting to order at 10:02 a.m.

Members Present: Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen

Members Absent: Mrs. Terri Carmody

Present from the Administration and Faculty: Mrs. Karen Smith, Assistant Superintendent of Schools; Ms. Dale Riedinger, Science and Math Coordinator

The committee reviewed and approved the proposed textbook purchases for the 2012-13 school year that are listed below. The prices that were presented at this meeting will be verified prior to submission to the Board of Education for approval.

Science

1. AP Environmental Science – presented by Dale Riedinger.
2. Visualizing Earth Science – presented by Dale Riedinger.
3. Campbell Essential Biology with Physiology – the committee requested that Ms. Riedinger review the five biology books that were not submitted for approval and that she also verify the readability status of the submitted text.
4. Modern Chemistry – presented by Dale Riedinger.

Math

1. Statistics In Your World – presented by Dale Riedinger.
2. Statistics ~ Modeling the World 3rd Edition – presented by Dale Riedinger.

English

1. The Norton Anthology English Literature: The Romantic Period (Volume D) – the committee questioned the durability of the text. The pages appeared to be fragile and they were concerned about the ‘life span’ with regular student use. Mrs. Smith stated that she would review the concern with Ms. Hackett and report back to the committee.
2. Jane Eyre – the text was approved by the committee but they questioned why there was a second author name included with that of Charlotte Bronte. Mrs. Smith stated that she would review the question with Ms. Hackett and report back to the committee.

Music

1. AP Music Theory – the committee requested that the administration check with Mr. Shaw to determine if this is a one or two-year course. The committee thought that the content within the text appeared to be for a two year program.

World Language

1. Ponti: Italiano Terzo Millennio – the committee had the following questions surrounding this text:
 - On the textbook form, page 3, the committee questioned the reason that Ms. Alexandru indicated the score of *2-to some extent*.
 - There was a concern about the durability of the text and whether or not it will be available in a hard cover.

Mrs. Smith will forward the questions to Ms. Alexandru and will get back to the committee.

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

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SOUTHINGTON, CT
06489

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OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Mrs. Smith stated that she will email the responses to the above questions as they are received. The committee agreed that all textbook recommendations should be presented to the full Board at the May 24, 2012 Board of Education Meeting.

Motion:

By Mrs. Queen, seconded by Mrs. Johnson

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Roll Call Vote: Mrs. Notar-Francesco, Mrs. Patricia Queen, Mrs. Patricia Johnson

Voted: Unanimously

Meeting was adjourned at 11:45 a.m.

Respectfully Submitted,



Karen L. Smith
Assistant Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 24, 2012

Decision Requested _____ Agenda Code 7 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

Alternative Strategies: N/A

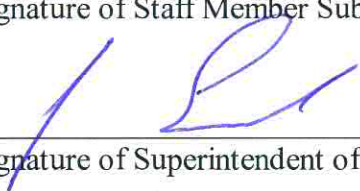
Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ X _____
Decision Requested _____

Board Meeting Date May 24, 2012
Agenda Code 7 b.

AGENDA REPORTING FORM

Agenda Topic: Construction Update

Summary of Issue: Phase II Construction and Renovation/Expansion of buildings are listed below with their current status.

Phase II Construction Projects:

Plantsville Elementary School – Renovation/Expansion: The building committee will meet soon to approve the final costs presented by the Construction Manager. Committee should vote project complete at that time.

South End Elementary School - New Construction: The building committee will meet soon to approve the final costs presented by the Construction Manager. Committee should vote project complete at that time.

North Center Government Complex – Renovation: Contractor is taping interior walls while the former school windows are being removed for appropriate disposal.

Kennedy & DePaolo Middle School - Renovation/Expansion: At their May 14th meeting the Town Council took action and hired the Newfield Construction Company as Construction Manager for both middle school projects.

Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

Cost (if applicable): \$15,825,000 – Plantsville \$16,860,000 – South End \$85,000,000 Middle Schools

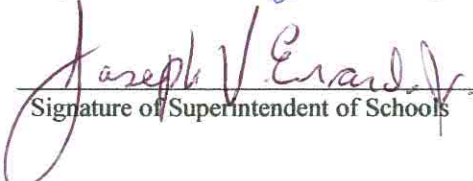
Funding Source: State & Local

Beginning Date of Program/Project: Varied **Ending Date of Program or Project:** Varied

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **Board Meeting Date** May 24, 2012

Decision Requested X **Agenda Code** 8 a

AGENDA REPORTING FORM

Agenda Topic: Field Trip Approval

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet is a field trip for the Southington High School Girls Volleyball Team to attend a tournament in Hyannis, Massachusetts.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

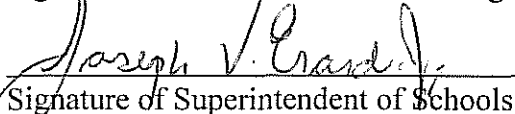
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the attached field trip as presented.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Field Trip Application

Southington Public Schools
Southington, Connecticut

APPLICATION FOR FIELD TRIP

Out-of-State/In-State/Overnight

Date: April 21, 2012

Out of State: Yes No

Overnight: Yes No

Southington High School Varsity Girls Volleyball Team Aug 31, 2012 - Sep 1, 2012
School Class/Group Date of Trip

Barnstable High School, Hyannis, Massachusetts
Complete name and address of destination

Miles Round Trip 360 Departure Time 3:00 p.m. Return Time 10:00 p.m.
of Students 14-16 # of Teacher/Chaperones 3 # of Buses 1

Itinerary See attached itinerary

Reasons for Field Trip Friendship Play Day vs. Various teams from Massachusetts

Has a definite appointment been made at the field trip destination? Yes No

Met with nurse to address student health needs: Yes No Date: _____

Nurse's Signature: _____ Date: _____

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
TOTAL Anticipated Cost of Trip	<u>\$4,026.00</u>	<u>Based on 14 students</u>
Board of Education Contribution	<u>\$0</u>	
Other	<u>(\$2,500.00)</u>	<u>Contribution from SHS Volleyball Boosters</u>
Fundraising Activity	<u>(\$0)</u>	<u>Any additional funds raised will go toward the trip decreasing the cost per student</u>
BALANCE	<u>\$1,526.00</u>	
Student Contribution		
Transportation	<u>\$0.00</u>	<u>14 Students @ \$0 ~ \$1,800 of Booster Club money used toward transportation costs.</u>
Entrance Fees, Room & Board	<u>\$1,526.00</u>	<u>14 Students @ \$109.00 ~ \$700 of Booster Club money used toward entrance fees, room, and board.</u>
TOTAL Cost of Trip to Each Student	<u>\$109.00</u>	

Teacher's Name: Richard Heitz, SHS Varsity Volleyball Coach Date: 4/21/12

Principal's Signature: Dr. Semmel (Signature on hard copy) Date: 5/1/12

Comments: _____

Karen L. Smith _____ Approved
Assistant Superintendent's Signature Date Not Approved

Board of Education Approval YES NO Date: _____

**Southington High School
Varsity Girls Volleyball Team**

**Barnstable High School ~ Hyannis, Massachusetts
August 31, 2012 – September 1, 2012**

Friendship Play Day

ITINERARY

August 31, 2012

- 3:00 pm Departure from Southington High School
- 6:00 pm Stop for dinner (approximately 1-hour)
- 8:00 pm Arrival in Hyannis at the Comfort Inn Cape Cod
- 10:00 pm Lights out

September 1, 2012

- 7:00 am Breakfast provided by the Booster Club at the Hotel
- 8:00 am Departure to Barnstable High School
- 9:00 am Event begins
- 6:00 pm Departure from Hyannis to Southington (box meal provided for dinner)
- 10:00 pm Arrival at Southington High School

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date May 24, 2012

Decision Requested X

Agenda Code 8 b

AGENDA REPORTING FORM

Agenda Topic: Curriculum Review ~ Language Arts K-5

Summary of Issue: The Board of Education Curriculum and Instruction Committee reviewed the revised Grades K-5 Language Arts Curriculum. The Curriculum Committee strongly endorses the approval of this curriculum. Included with this packet are sample units from the complete set. The complete set will be available for review at the meeting.

Background: The administration and literacy specialists worked to revise the Grades K-5 Language Arts Curriculum. This curriculum incorporates the latest Common Core State Standards that were approved for the State of Connecticut.

Alternative Strategies: N/A

Cost (if applicable): N/A

Funding Source: N/A

Beginning Date of Program or Project: 2011

Ending Date of Program or Project: Until next revision cycle

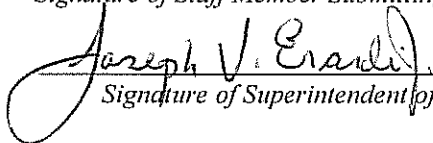
Recommendation or Comment: The Curriculum and Instruction Committee recommends that the Board of Education approve the revised, Grades K-5 Language Arts Curriculum.

Titles of Attachments:

1. Sample of Language Arts Units
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013

Grade 1

Month	Reading	Month	Writing
Sept	Unit 1: Readers Build Good Habits	Sept	Unit 1: Launching the Writing Workshop
Oct	Unit 2: Readers Use Strategies to Figure Out Words and Understand Their Stories	Oct	Unit 2: Small Moments: Writing a Personal Narrative
Nov/Dec	Unit 3: Readers Get to Know Characters in Their Books	Nov/Dec	Unit 3: Writing for Readers and the Craft of Revision: Making Writing Readable
Jan/Feb	Unit 4: Brave and Resourceful Readers Work Hard to Understand What They Are Reading	Jan/Feb	Unit 4: Authors as Mentors: The Craft of Story Writing
Mar	Unit 5: Nonfiction Reading: Reading to Become Experts and to Share Passions	Mar	Unit 5: Nonfiction Writing (How-To & All About Books)
Apr	Unit 6: Readers Get to Know the Characters In Their Books and Talk About Them With Others (Character Clubs)	Apr	Unit 6: Story Writing: Enhancing Your Story Writing
May	Unit 7: Readers Can Read About Science Topics to Become Experts	May	Unit 7: Expert Projects: Writing to Learn and Teach About Science
June	Unit 8: Finding Your Niche as a Reader Using Different Genres	June	Unit 8: Writing an Opinion

Understanding by Design Grade: 1 Unit: 6

Readers Get to Know the Characters in Their Books and Talk about Them with Others (Character Clubs)

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

1.2.35 Make connections, including text-to-text and text-to-self connections.

1.2.36 Make inferences to construct meaning.

Reading Standards for Literature 1 – Ask and answer questions about key details in a text.

Reading Standards for Literature 2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Reading Standards for Literature 3 – Describe characters, settings, and major events in a story, using key details.

Reading Standards for Literature 4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading Standards for Literature 6 – Identify who is telling the story at various points in a text.

Reading Standards for Literature 7 – Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards for Literature 9 – Compare and contrast the adventures and experiences of characters in stories.

Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension

(a, b, & c).

Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (a, b & c).

Speaking and Listening Standard 2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Speaking and Listening Standard 3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Understanding(s):

Students will understand that.....

In this unit teachers will rally students around a study of characters. Teachers will build up excitement about characters by having students participate in character clubs of their choosing. Conversations will revolve around predictable elements of stories. We want to help students raise the level the conversation by adding onto thoughts, asking for clarification and elaborating on other's thoughts.

Essential Question(s):

1. How do good readers “become” their characters?
2. How do good readers ask for clarification in conversation?
3. How do readers recognize the predictable elements of stories?

Knowledge:**Students will know.....**

- How readers react and pay attention to important parts to share with in their reading clubs.
- How readers pay attention to patterns to predict and understand characters.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

Skills:**Students will be able to.....****Unit Goal 1: Readers react and pay attention to important parts to share with in their reading clubs.**

- Readers learn how book clubs/partnerships work.
- Readers use post-its to mark parts they want to address in their reading clubs. (Parts where they have a strong reaction or where the characters are having strong feelings)
- Readers should be on the lookout for patterns and ask, “Why is this pattern happening?”
- Readers should notice facial expressions, body language and actions of the characters.
- Readers accumulate the text across pages so they are able to say, “The things I learned from the author about my character are _____”.
- Readers can use drama to “become” the character.
- Partners and clubs can divide up “roles” and take on different characters.

Unit Goal 2: Readers pay attention to patterns to predict and understand characters.

- Readers can stop after chunks of text and ask themselves, “What is going on with my character so far?”.
- As readers read additional books in a series they can ask, “How does this go with what I already know about this character?”.
- Readers formulate tentative theories by watching how people act in life as well as in books noticing especially how they react. (inference)
- Readers can sort through the information to decide what seems really important.
- Readers demonstrate understanding of the author’s purpose (central message) for writing a story.

CAPT/CMT Connections.....**Reading & Responding**

- **General Understanding**
- **Developing an interpretation**
- **Making Readers/ Text Connections**
- **Content and Structure**

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase reading stamina and level of difficulty
- To be determined in connection with writing
- Celebrations

Other Evidence:

- Conference notes
- Journals
- Running Records
- Benchmark assessments
- Level Text Assessments
- DRA
- Student response; written or oral
 - Turn and talk
 - Stop and jot
 - Sticky notes
 - Think marks

Differentiated Version of Task:

- Structure of workshop model demonstrates differentiation

Student Self-Assessments:

- Book Log – reflection
 - What did you learn?
 - How did you grow?
 - What will you take with you?
- Pick your best sticky notes

Stage 3 – Learning Plan

Refer to unit addendum

Read Alouds:

Ruby the Copycat by Peggy Rathmann

Poppleton by Cynthia Rylant

Curious George by Margret Rey

Franklin by Paulette Bourgeois

Arthur by Marc Brown

Henry and Mudge by Cynthia Rylant

Max and Ruby by Rosemary Wells

Froggy by Jonathan London

Fancy Nancy by Jane O'Connor

Skippy Jon Jones by Judy Schachner

Suggested Resources:

<http://tc.readingandwritingproject.com>

Conferring With Readers by Jennifer Serravallo and Gravity Goldberg

Teaching Reading in Small Groups by Jennifer Serravallo

Growing Readers by Kathy Collins

Assessment Suggestions:

Conference notes

Journals

Running Records

Benchmark assessments

Level Text Assessments

DRA

Student response; written or oral

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: 1 Unit: 4

Authors as Mentors: The Craft of Story Writing

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Reading and Responding 1.4

Communicating with Others 3.1,3.2

Applying English Language Conventions 4.1, 4.2, 4.3

Writing Standards 3 – *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*

Writing Standards 5 – *With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.*

Writing Standards 6 – *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.*

Writing Standards 8 – *With guidance and support from adults, recall information from experiences or father information from provided sources to answer a question.*

Speaking & Listening Standards 1 – *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (a & c)*

Speaking and Listening Standards 3 – *Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.*

Speaking and Listening Standards 4 – *Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*

Speaking and Listening Standards 6 – *Produce complete sentences when appropriate to task and situation.*

Understanding(s):

Students will understand that.....

In this unit of study, students will learn that they can write stories like those of the authors they admire. They will be inspired by authors who focus on personal narrative writing and they will want to emulate their writing techniques. Students will craft stories as in a mentor author's books; work with a new text structure; find writing mentors in all authors; and prepare for publication. Students will learn how to move from being accomplished tellers of stories to being accomplished writers of stories. Teachers will help students develop and plan the parts of their stories. Students will learn how to focus on themselves as the main character, stretch out problems and imagine creative solutions to their stories. Students will also revise and publish.

Essential Question(s):

1. How does an author craft his/her work?
2. How do writers work with new text structures?
3. How do writers find mentors in all authors?
4. What are the parts of a story?
5. How do writers choose their words to show detail?
6. How do writers move from being storytellers to storywriters?
7. How do writers use their imagination to create stories?
8. How do writers plan for problems and solutions in their stories?
9. What do writers do to prepare for publication?

Knowledge:**Students will know.....**

- How writers generate ideas, plan and draft.
- How writers choose words to show details.
- How writers craft in a chosen author's books.
- How writers work with a new text structure.
- How writers find writing mentors in all authors.
- How writers prepare for publication.

Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Content Vocabulary:

Mentor Text Dependent

Skills:**Students will be able to.....****Unit Goal 1: Writers Craft In a Chosen Author's Books**

- Writer discovers small moments, as an author might.
- Writer stretches small moments, as an author might.
- Writer studies an author's writing: writing with ellipses.
- Writer studies an author's writing: writing comeback lines. (repetitive phrase or words within the story, found in Lucy Calkins *Authors as Mentors* book)
- Writer studies an author's writing: using research details. (by observations found in Lucy Calkins *Authors as Mentors* book)

Unit Goal 2: Writers Work With a New Text Structure

- Writers notice a new text structure (a many moments story).
- Writers try a new text structure: writing a many moments story.
- Writers try a new text structure: writing a many moments story with details.

Unit Goal 3: Writers Find Writing Mentors In All Authors

- Writers study new authors as mentors.
- Writers emulate authors in ways that matter.
- Writers turn to authors for specific help.

Unit Goal 4: Generating Ideas, Planning and Drafting

- Writers have a beginning, middle and end to their story.
- Writers describe the setting.
- Writers develop the middle of their story.
- Writers have a clear problem and solution in their story.
- Writers base their characters on themselves or someone that they know.
- Writers write strong leads.
- Writers write strong endings.
- Writers use transitional words.

Unit Goal 5: Choosing Words to Show Details

- Writers use descriptive words.
- Writers use details to create mind pictures.

- Writers use comparisons to paint a picture with words.
- Writers use their voice when they write.
- Writers elaborate the inside (feelings, thoughts) and outside story (actions).
- Writers develop strong endings in which characters solve their problems.

Unit Goal 6: Revision and Publication

- Writers reread in order to revise.
- Writers choose their best story and make it better.
- Writers add anything they forgot and fix parts that don't sound quite right.
- Writing partners offer opinions in order to improve the readability of each other's pieces.
- Writers edit for publication.
- Writers write "About the Author" blurbs.
- Writers talk and read to an audience to celebrate.

Stage 2 – Assessment Evidence

Performance Task(s):

- Published piece reflective of the genre.

Other Evidence:

- Conference Notes
- Writing Folders
- Journals
- Published Pieces
- Daily Writing
- DAW
- Writing Continuum

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation.

Student Self-Assessments:

Partner Share & Whole Group Share: What did you learn about being a good writer?

Stage 3 – Learning Plan

Refer to Unit addendum

Mentor Texts:

Joshua's Night Whispers by Angela Johnson
A Letter to Amy by Ezra Jack Keats
Peter's Chair by Ezra Jack Keats
Shortcut by Donald Crews
The Snowy Day by Ezra Jack Keats
Owl Moon by Jane Yolen
I'll Fix Anthony by Judith Viorst
If You Give a Mouse a Cookie by Laura Numeroff
The Paperboy by Dav Pilky
Tarbeach by Faith Ringgold
Knuffle Bunny: A Cautionary Tale by Mo Willems
Lilly's Purple Plastic Purse by Kevin Henkes
Lilly's Chocolate Heart by Kevin Henkes
Max's Breakfast by Rosemary Wells
Pinky & Rex and the School Play by James Howe
Whistle for Willie by Ezra Jack Keats

Teacher Resources:

**Authors as Mentors* by Lucy Calkins
**Craft Lessons* by Ralph Fletcher & Joann Portalupi
The Nuts and Bolts of Teaching Writing by Lucy Calkins
The Conferring Handbook by Lucy Calkins
Resources for Primary Writing CD
First Grade Writing Curricular Calendars, Teachers College Reading and Writing Project
Kindergarten and Grade 1 Getting Ready to Write by Empowering Writers
How's It Going? by Carl Anderson
First Grade Writers by Stephanie Parsons
A Quick Guide to Reaching Struggling Writers by M. Colleen Cruz
The Art of Teaching Writing by Lucy Calkins
Power Point on Southington Schools website created by Rebecca Cronin
*main resources used for this unit

<http://tc.readingandwritingproject.com>

Assessments:

Conferencing Notes
Writing Continuum
Celebration Piece

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work/Conventions ~ Compendium Guide ~ Grade 1

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 1	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use commas in dates and to separate single words in a series 	See Grade 1 Word Work Pacing Guide	<p>Determine or clarify the meaning of unknown and multiple – meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 2	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names * 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use commas in dates and to separate single words in a series 	See Grade 1 Word Work Pacing Guide	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 3	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names * • Capitalize days and months 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use commas in dates and to separate single words in a series 	See Grade 1 Word Work Pacing Guide	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 4	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names * • Capitalize days and months • Capitalize holidays 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use commas in dates and to separate single words in a series 	<p>See Grade 1 Word Work Pacing Guide</p>	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 5	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names “ • Capitalize days and months • Capitalize holidays • Capitalize names of places \ 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use adjectives in writing • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use frequently occurring prepositions (i.e. during, beyond, toward • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use exclamation marks • Use commas in dates and to separate single words in a series 	<p>See Grade 1 Word Work Pacing Guide</p>	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (i.e colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) Identify real-life connections between words and their use (i.e. note place at home that are cozy) Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 6	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names “ • Capitalize days and months • Capitalize holidays • Capitalize names of places 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use adjectives in writing • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use exclamation marks • Use commas in dates and to separate single words in a series 	<p>See Grade 1 Word Work Pacing Guide</p>	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 7	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names “ • Capitalize days and months • Capitalize holidays • Capitalize names of places 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use adjectives in writing • Use simple, singular, and plural nouns (house/houses, girl/girls) • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use exclamation marks • Use apostrophes in contractions* • Use commas in dates and to separate single words in a series 	<p>See Grade 1 Word Work Pacing Guide</p>	<p>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 8-10	<ul style="list-style-type: none"> • Capitalize 1st word in a sentence • Capitalize “I” * • Capitalize people names “ • Capitalize days and months • Capitalize holidays • Capitalize names of places 	<ul style="list-style-type: none"> • Use capital and lowercase letters in writing • Use nouns and verbs in sentences • Use subject-verb agreement • Use adjectives in writing • Use simple, singular, and plural nouns (house/houses, girl/girls) • Use personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) • Use verbs to convey a sense of past, present and future • Use frequently occurring conjunctions (and, but, or, so, because) • Use determiners (i.e. articles, demonstratives) • Use frequently occurring prepositions (i.e. during, beyond, toward) • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Use periods in writing • Use a “?” at the end of a sentence • Use exclamation marks • Use apostrophes in contractions and possessive nouns* • Use commas in dates and to separate single words in a series 	<p>See Grade 1 Word Work Pacing Guide</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (i.e. look) and their inflectional forms (i.e. looks, looked, looking) <p>With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (i.e. a duck is a bird that swims) c. Identify real-life connections between words and their use (i.e. note place at home that are cozy) d. Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them or by acting out the meanings. <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (i.e. because).</p>

*Mastery is not expected according to CT Standards

**See State Frameworks – Handwriting – print legibly, e.g. size, spacing, formation, uppercase & lowercase

**Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013**

Grade 2

Month	Reading	Month	Writing
Sept	Unit 1: Take Charge of Reading!	Sept	Unit 1: Launching With Personal Narratives
Oct/Nov	Unit 2: Readers Practically Become the Characters	Oct	Unit 2: Authors as Mentors: Focusing on Craft
Dec/Jan	Unit 3: Readers Learn How to Read and Summarize Nonfiction Text	Nov/Dec	Unit 3: Writing and Revising Realistic Fiction
		Jan	Unit 4: Writing Persuasive Reviews; Writing to Persuade the Reader
Jan/Feb	Unit 4: Readers Become Experts About Series We Love: Series Reading Clubs	Feb	Unit 5: Write Gripping Stories With Meaning and Significance
Mar	Unit 5: Reading Non-Fiction in Book Clubs	Mar	Unit 6: Non-Fiction Writing: Writing to Teach About a Topic
Apr	Unit 6: Readers Read, Examine and Role-Play Fairy Tales, Folktales and Fables	Apr	Unit 7: Poetry: Learning About Expression and Form
Apr/May	Unit 7: Reading Non-Fiction To Become An Expert	May	Unit 8: Expert Projects: Writing to Learn and to Teach
June	Unit 8: Find Your Niche as a Reader	May/June	Unit 9: Fairy Tales: Creating Stories Incorporating Fairy Tale Elements

Understanding by Design Grade: 2 Unit: 3

Readers Learn How to Read and Summarize Nonfiction Text

Stage 1 – Desired Results

*Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project
Curricular Calendars & Units of Study*

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Standard 1- Reading and Responding

- 1.1 Student use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2- Exploring and Responding to Literature

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical context.

Reading Standards for Informational Text 1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading Standards for Informational Text 2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Reading Standards for Informational Text 4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Reading Standards for Informational Text 5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Reading Standards for Informational Text 6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Reading Standards for Informational Text 7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Standards for Informational Text 8 – Describe how reasons support specific points the author makes in a text.

Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b & c)

Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer and adults in small and larger groups. (a, b & c)

Speaking and Listening Standard 2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Speaking and Listening Standard 3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Understanding(s):

Students will understand that.....

Note: Before beginning this unit, you need to work with your class on creating a nonfiction library. Engage the class by helping you organize books by topics and having them create labels for bins. Books are not organized by level, but rather by topic. If you feel that you do not have an adequate supply of books

Essential Question(s):

1. What are the purposes of non-fiction text features?
2. How is nonfiction different from fiction?
3. How do readers synthesize their learning?

you can get books by making baskets across your grade and trading them. You can also visit your local and school library and ask families to donate books. Students still need to read from their just right fiction books as well.

This is the first of three nonfiction units. It is broken into five parts. The first part is teaching nonfiction features. In the second part of the unit students will use strategies for reading non-fiction books. In the third part, students will summarize and grow new thoughts about the information they have learned. The fourth part of this unit will focus on strategies to deal with tricky words. The final part, builds on the first three and provides students an opportunity to work in book clubs in a collaborative study.

Knowledge:

Students will know.....

- How to identifying non-fiction text features
- Different strategies for choosing and reading non-fiction books.
- How readers have strategies to synthesize and grow ideas about non-fiction topics.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

Skills:

Students will be able to.....

Unit Goal 1: Identifying non-fiction text features (The length of this goal will vary depending on student needs, this should be a quick review)

- Nonfiction readers compare and contrast fiction and non-fiction books
- Nonfiction readers identify non-fiction text features and their purpose in non-fiction text.
- Table of contents (formulate questions)
- Glossary
- Labels
- Index
- Photographs, captions, diagrams and maps etc.

Unit Goal 2: Strategies for reading non-fiction books (Partner share should follow up on the teaching point)

- Nonfiction readers begin reading books by making a quick study of the text features to get an idea of how the text will go. They look at the text features to figure out what the page is going to teach.
- Nonfiction readers pause to collect their thoughts about what they're reading. They should pause and reflect at the end of each section asking "What have I learned so far?" and "What was this part about?" Tip: Use the headings to help figure out each section
- Nonfiction readers read with an explaining voice not a story voice. This voice explains or teaches new things.
- Nonfiction readers teach their partners new information. Partners ask questions like,

“What does that really mean?” and “Can you give me an example of that information?”

- Nonfiction readers train their minds to pick out the topic sentence. Nonfiction readers know that paragraphs have one special sentence that tells what the whole paragraph is about.

Unit Goal 3: Readers have strategies to synthesize and grow ideas about non-fiction topics

- Nonfiction readers activate prior knowledge of their topic by asking “What do I already know?” or “What do I think I know?” (Can use graphic organizer such as RAN, KWL or other graphic organizer.)
- Nonfiction readers keep track of new information and clear up misconceptions.
- Nonfiction readers push themselves to respond to the new information they are learning. We jot things like, “This makes me think... This makes me wonder....This is just like...This surprises me because....
- Nonfiction readers can summarize the big idea of a section by adding a heading/category when there isn't one. Readers read a couple of pages and ask “What were these pages all about?” and add a heading.... Or these pages taught me... and add a heading.
- Nonfiction readers pull the most important facts to summarize. Readers share these important facts with partners.
- Nonfiction readers ask “What more do I want to know about this topic?” Readers hunt elsewhere in the book, or pick up another book to find answer. Tip: Using the Table of Contents and index in a book can help us find answers.

Unit Goal 4: Nonfiction Readers Tackle Tricky Words In Their Books

- Nonfiction readers use the same strategies they used in fiction to figure out tricky words. We look around the room to use the charts and think about all the different ways we already know to figure these words out. We ask ourselves, “What word would sound right here? What kinds of words would make sense?”
- Nonfiction readers use all they know to figure out what a hard word means. We read a little further, check the pictures, check the glossary, check the text-bars on the page, or fit in

another word in place of the hard word and read on.

- Nonfiction readers try to pronounce tricky words part by part, then check the text features– pictures, captions, labels to help figure out what they mean. If we have tried every strategy and we are still unsure, we jot the word down and try to figure it out with our partners.

Unit Goal 5: Non-Fiction Reading Clubs (Create a club folder)

- Nonfiction readers establish good club habits. Club members take turns, speak clearly, listen with their eyes, ears, bodies, and come prepared etc.
- Club members plan the work that the club will do. Club members can use the headings or table of contents to decide what categories to read about. For example, a club studying mammals might decide they want to know about, “Where mammals live, what mammals eat, what makes mammals different from reptiles.”
- Club members collect information and jot questions and wonderings about their topic.
- Club members choose one post it to talk to club members about. When finished, club members choose another Post-it. You might chart some of the following prompts, I think....because, I agree because, I disagree because... Can you add on? etc.
- Club members grow an understanding of a topic by reading more than one book on the topic. Then, club members compare and contrast information they have collected. Some books give different details about a topic.
- Club member celebrate what they learned by making a poster, or a page of a big book.

CAPT/CMT Connections.....

Reading & Responding

- **General Understanding**
- **Developing an interpretation**
- **Making Readers/ Text Connections**
- **Content and Structure**

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase reading stamina and level of difficulty
- To be determined in connection with writing
- Celebrations

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation

Other Evidence:

- Conference notes
- Journals
- Running Records
- Benchmark assessments
- Level Text Assessments
- DRA
- Student response; written or oral
 - Turn and talk
 - Stop and jot
 - Sticky notes
 - Think marks

Student Self-Assessments:

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Read aloud is a time to develop comprehension strategies that may or may not be explicitly taught in this unit.

During this unit you will want to read non-fiction books on ONE topic. You want the students to practice synthesizing, build personal thoughts, make connections, activate prior knowledge, grow new ideas, and put their non-fiction reading skills into action

Read from a variety of non-fiction text. (books, magazine, question/answer books, newspaper etc.)

Intervention Toolkit – Primary (see Literacy Specialist)

Non-fiction convention notebook

RAN Chart

Kathy Collins *Reading for Real* - book talks as the first phase of cooperation.

<http://tc.readingandwritingproject.com>

Assessment Suggestions:

- Read aloud with turn and talk opportunity
- Conference notes
- Observation note
- Stop and jot
- Non-fiction convention notebook

Assessment Questions:

- How is non-fiction different from fiction?
- What is the most important thing you learned? Why?
- What do you know about the topic before you read?
- What new facts did you learn about this topic?
- How did you choose the book you read?
- What more do you want to know about this topic?
- Why is a (glossary, index, table of contents, headings, etc.) important to readers?

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: 2 Unit: 4

Persuasive Writing Reviews: Writing to Persuade the Readers

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Writing Process

Communicating with Others 3.1, 3.2

Applying English Language Conventions 4.1, 4.2, 4.3

- Plan, Draft, Revise, Edit, Publish/Present, Reflect

Writing Genres, Traits and Crafts

Communicating with Others 3.1, 3.2

Applying English Language Conventions 4.1, 4.2, 4.3

- Narrative 27, 28

Writing Standard 1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Writing Standard 5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Writing Standard 6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing Standard 7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).

Writing Standard 8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standard 6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Understanding(s):

Students will understand that.....

This unit will give students the power to use their writing to persuade others to believe what they believe. You can invite the students to think of the things they like or dislike. They will write many reviews and choose several to turn into persuasive letters. To kick off the unit, you will want to begin with giving the children a shared experience that invites reviews. One example would be reviewing their daily snack. You will want to create templates for students to use to record their information when doing a review.

YOU NEED TO COLLECT REVIEWS TO SHARE WITH YOUR CLASS!

**** Children will be asked to use an artifact to help them write their review or letter. Have the children bring them from home. If they do not have an artifact at home some suggestions would be to get a book from the library, print from the internet, or check then newspaper and ads.**

Essential Question(s):

1. What is a review?
2. How do writers persuade others to agree with what they believe?

Knowledge:

Students will know.....

- How to get started with reviews.
- How to make reviews more persuasive.
- How to get their reviews ready to share with the world.

Content Vocabulary:

- Mentor Text Dependent

Skills

Unit Goal 1: Writers Get Started with Reviews

- Writers study a variety of reviews and think, “What did this writer do that I might try?”
- Writers convey their opinion through a review.
Example: As a whole class have students choose a particular snack or toy and explain or list WHY they would choose it.
- Writers review not only things they like, but also things they don’t like.
- Writers think about who their audience is and anticipate what they would want to hear. Parents vs. other students
- Writers use comparisons to persuade readers.

Unit Goal 2: Writers Make Reviews More Persuasive: Adding Details and More Specific Language, and Using Mentor Text

- Writers give reasons that create a clearer idea and persuade readers to try or not try something.
- Writers use artifacts to spark a memory of the experience we had to add details. Menus, movie tickets, video game book, books.
- Writers research their artifacts and mark important information with a post-it. (price, name of an author, a picture, spelling or a person or place).
- Writers use their research to help the reader feel more connected and make the review more personal. (Adding specific details).
- Writers imagine themselves with the artifact and remember more reasons why we liked or didn’t like it. “What was it that really made this experience so great? Or so awful? “How can I show more about my experience?”

**By the end of this unit goal, students should write a book review and a review of an item of their choice

Unit Goal 3: Writers Get Their Reviews Ready to Share with the World

- Writers pick their best review to share with the class
- Writers revise by asking the following questions (each question is a mini-lesson)
 - “Do I have any details that do not support my idea?”
 - “What reason can I add to support my opinion?”
 - “Can I add more specific details to make a clearer picture?”
 - “How can I change my print so the reader pays special attention to what is really important?” (bold, italicized, underlining, exclamation points).
- Writers use their editing checklist as they reread their reviews.
- Writers fancy up their reviews with real photos, a rating system, catchy titles, etc.

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase writing stamina, quality, and volume
- To be determined in connection with reading
- Celebrations

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces
- Writing Continuum

Student Self-Assessments:

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Columbia unit of study

Second Grade Writers by: Stephanie Parsons Chapter 2 and Chapter 3

Reviews: internet, magazines, newspapers, commercials, etc.

Artifacts to support a review - for example if doing a review of a restaurant can print menu off the internet

<http://tc.readingandwritingproject.com>

Assessment Suggestions:

- Students reviews
- Writing Continuum

Assessment Questions:

- How do writers persuade a reader to think the way they want them too?
- What elements do writers use to write a review?
- How do writers revise their persuasive writing to be the best it can be?

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work ~ Compendium Guide ~ Grade 2

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 1	-Capitalize first letter in a sentence.	-Use correct logical word order	-Use periods, question marks, exclamation marks at the end of a sentence	-Spells 15 first grade no excuse words correctly -Sitton units 1-3	-Focus on words found in shared reading, read alouds and student's independent book
Unit 2	-Capitalize names and pronoun "I"	-Use correct pronoun choice	-Form contractions; use apostrophes	-Use spelling approximation for challenging words -Sitton units 4-6	-Focus on words found in shared reading, read alouds and student's independent book
Unit 3	-Capitalize proper nouns, days, and months	-Use nouns in sentences, e.g., singular, plural, common, proper, and possessive	-Form possessives; use apostrophes	-Basic short and long vowel words -Sitton units 7-9	-Focus on words found in shared reading, read alouds and student's independent book
Unit 4	-Capitalize first word of direct quote	-Proper pronoun order (ie: Karen and I/ Karen and me)	-Use quotation marks and commas in dialogue	-Recognize when words may be misspelled -Sitton units 10-12	-Focus on words found in shared reading, read alouds and student's independent book
Unit 5	-Capitalize the salutation and closing of a letter -Capitalize street name, city, and state	-Distinguish between complete and incomplete sentences	-Use commas after greeting and closing of a letter, in a date, between city and state	-Spell basic consonant blend and digraph patterns -Sitton units 13-15	-Focus on words found in shared reading, read alouds and student's independent book

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 6	-Capitalize titles of books	-Underline titles of books	-Use comma in a series	-Spell regular and common irregular plurals correctly -Sitton units 16-18	-Focus on words found in shared reading, read alouds and student's independent book
Unit 7	Capitalize names of holidays	-Use adjectives in sentences	-Review punctuation in direct quotes	-Spell common letter patterns -Sitton units 19-21	-Focus on words found in shared reading, read alouds and student's independent book
Unit 8	-Capitalize proper names/titles (ie: Mr. Mrs. Dr., etc)	-Use verbs in sentences	-Use periods in proper nouns/titles (ie; Mr., Mrs., St.,Dr., etc)	-Spell common irregular words -Sitton units 22-24	-Focus on words found in shared reading, read alouds and student's independent book
Unit 9	-Review all capitalization skills	-Combine simple sentences into compound sentences by using and, or, but -Use correct subject/verb agreement	-Use a comma in compound sentences	-Spells the 35 no excuse words correctly -Sitton units 25-27	-Focus on words found in shared reading, read alouds and student's independent book
Unit 10	-Review all capitalization skills	-Review all usage skills	-Review all punctuation skills	-Spells the 35 no excuse words correctly -Sitton review	-Focus on words found in shared reading, read alouds and student's independent book

**Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013**

Grade 3

Month	Reading	Month	Writing
Sept	Unit 1: Building a Reading Life	Sept	Unit 1: Building A Writing Life
Oct	Unit 2: Walking in a Character's Shoes	Oct	Unit 2: Developing Characters Through Our Own Experiences and Perspectives
Nov/Dec	Unit 3: Navigating Nonfiction	Nov/Dec	Unit 3: Writing Information Books with Authority and Voice
Jan/Feb	Unit 4: Lifting the Level of Thought in Series Book Clubs	Jan	Unit 4: Revising Our Writing: Enriching Our Craft
		Feb	Unit 5: Test Taking – Reading and Narrative Writing
Mar	Unit 5: Unlocking the Mystery Through Inference	Mar	Unit 6: Writing a Convincing Argument
Apr/May	Unit 6: Research Through Inquiry to Gather and Evaluate	Apr/May	Unit 7: Expert Projects in a Content Area: Writing to Share Our Expertise
May/June	Unit 7: Lessons Learned from Remarkable Lives	May/June	Unit 8: Writing to Find Our Poetic Voice

Understanding by Design Grade: 3 Unit: 4

Lifting the Level of Thought in Series Book Clubs

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goals:

Connecticut State Standards/Common Core State Standards

Reading: Students comprehend and respond in literal, critical, and evaluative ways to various texts in that are read, viewed and heard.

Standard 1: Reading and Responding:

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Standard 2: Exploring and Responding to Literature:

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.4 Students recognize that readers and authors are influence by individual, social, cultural, and historical contexts.

Grade Level Expectation Numbers:

- Before Reading # 19, 20, 21
- During Reading #22, 23, 24, 26, 28
- General Understanding #29, 31, 33
- Developing Interpretation #34, 35
- Making Reader/Text Connections
- Content and Structure #39
- Reading Reflection/Behaviors #43,44,45

Reading Standards for Literature 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Literature 3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Standards for Literature 4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Reading Standards for Literature 5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reading Standards for Literature 7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (a, b c, & d)

Speaking and Listening Standards 3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (a)

Language Standards 5 – Demonstrate understanding of word relationships and nuances in word meanings. (a, b & c)

Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Understanding(s):**Students will understand that...**

This unit will take advantage of readers' natural tendency to get hooked into reading series books. Children are naturally drawn to collecting things and this innate desire can be used to motivate the readers to collect or track their reading within a series. Reading series books will help to increase their volume. The students will need to read a minimum of 3-4 books in a series within the course of this unit and another 3-4 from a different series in the extension work of this unit. Reading within the series will push the readers to deeper comprehension by comparing and contrasting themes, settings, and plots of stories written by the same author about the same characters. In addition, it will provide an opportunity to raise the level of character work started in Unit 2, as they formulate ideas about the characters across a series. Teachers need to be cognizant of the text levels in which the students are reading. In reading levels J, K, L, and M teachers may spend more time teaching character's feelings, how they change, and what causes the change. In these levels, traits are usually stagnant across a single text and across the series. On the other hand, in level N, O, P, and Q, characters change in traits after learning important life lessons. If most of the class is reading within these levels, more time can be spent teaching character complexity and development.

Knowledge:**Students will know...**

- How readers will launch into series book clubs to engage and excite them into reading MORE.
- How to lift the level of comprehension by pushing readers to have meaningful conversations around characters, setting, plots and themes with their fellow club members.
- How to encourage readers to read second and third books within a series to revise theories, provide relevant textual evidence, and begin moving into interpretation.

Essential Question(s):

1. Will series book clubs engage our readers to read longer and stronger?
2. How will our discussions about characters, setting, theme and plot change as we follow different books in a series?
3. How will noticing author's craft and style help readers to become more familiar and comfortable as they move through a series?

Skills:**Students will be able to...****Unit Goal 1: Launching Book Clubs**

- Readers will be introduced to the format and function of a book club. (I.e. club name, folders) Also search the Heinemann website for book club video as a launching resource to share with your class.
- Readers will establish book club ground rules with all book club members giving input. (Example: Use the "two cents" method- where every student is given 2 coins to give their "two cents" in to the discussion).
- Reading club members need to set reading goals and deadlines so that all members are prepared to discuss the set amount of text at meetings (Example: read 2 chapters by meeting tomorrow and be prepared with 2 sticky notes). Club members must also reflect on the pacing of the assignment (Did that feel like the right amount of reading? Could we read more for next time?) Club members set new goals based on this discussion.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

Unit Goal 2: Teaching Book Clubs to Lift the Level of Inferring About Characters

- In a series, it's important not to just envision the main character, but to envision the secondary characters as well because those characters will reappear throughout the series.
- Readers keep track and envision the setting throughout the book. Readers should make mental images or sketch the setting and make revisions to these images as new details about the setting emerge.
- As readers get deeper into their books, they notice patterns in a character's actions or feelings. Readers push each other not just to name feelings about their characters but also to name a trait this character displays and support their thinking with details from the text. Some specific prompts teachers may use to help lead their readers to infer:
 - Pinky did this, this and this which let me know that he is feeling _____. (emotions)
 - When Pinky said _____ it made Rex feel _____.
 - What word (character trait) would best describe Pinky. Use evidence to support your thinking.
- Readers begin to study the relationship between characters. They notice the interaction between characters and how these interactions help them to deepen their understanding of the characters.
 - Pinky did _____ for Rex which lets me know that he is a _____ kind of person. (trait)
 - Both Pinky and Rex are friends who _____ or are people who _____.
- Readers track problems their characters face and how he/she deals with those problems. We might notice a new trait or revise our initial thoughts about this character.
 - At first I thought, but now I think...
 - Use the "Somebody Wanted But So..." as a way of tracking a characters problem and reactions.

Unit Goal 3: Reading Second and Third Books within a Series- Revising Theories, Providing Relevant Textual Evidence, and Moving Into Interpretation

- As readers read other books from the same series, they begin to look for patterns across multiple books. Clubs begin charting what changes across these books and what remains the same.

CAPT/CMT Connections.....

Reading and Responding

- **General Understanding**
- **Developing an interpretation**
- **Making Readers/ Text Connections**
- **Content and Structure**

- What's new in this book?
- What's the same about this character in both books?
- What's changed in this book?
- Readers compare how the plot (problem/resolution) is similar or different in multiple books in a series. Also, readers notice how the main character reacts to these different problems.
 - Use the "Somebody Wanted But So..." as a way of tracking a characters problem and reactions then use it compare from text to text.
- Readers use their prior knowledge about these familiar characters to notice patterns across multiple books in the series. They use this knowledge to make predictions about how characters react or solve a problem.
- Readers notice that a character acts a certain way over and over again, and that this repetition of behavior is often there to teach the reader a lesson.
 - What lesson does this character need to learn about life?
 - What is this book trying to teach me?
 - What important lesson does the author want me to learn?
- As readers develop theories about characters and plot, they will support these theories by citing or pointing out specific evidence in their books. Readers will reference their evidence during book club discussions and in written responses.
- Readers take notice of author's craft across the series. Awareness of writing style and craft techniques will help a reader become more familiar and comfortable as they move through a series.
- Readers begin to think like their familiar author noticing how the author begins each book in the series, make us care about characters, wraps up books, etc.
- Readers reflect across the series by debating which single book is the best in the series, which is more exciting, funny, and always supporting their thinking by explaining "why".

NOTE: As you move into the Test Taking Unit, students should continue in their series clubs or partnerships by starting to read books from another series.

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase writing stamina, quality, and volume
- Celebrations
- Published pieces reflective of the genre

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces

Student Self-Assessments:

Stage 3 – Learning Plan

Refer to unit addendum

****Recommended Text and Read Alouds:**

Before you begin this unit of study prepare your classroom library by organizing books by series. You should try to collect the first two books in a series and as many others as possible. Because the goal of this unit is to read books in clubs, you will need to accumulate multiple copies of books in the series. You will undoubtedly have some gaps in series. You may need to take a trip to the library or see if students would be willing to share some their own collections with classmates during this series. Whenever possible, it is important in series **N and above**, for the students to progress through the books in order. In these series, characters do change and the problems in the first books are often carried over to other books in the series.

Read Alouds for this unit should be from shorter text series collections, such as *Amelia Bedelia*, *Frog and Toad*, *Pinky and Rex*, *Miss Nelson*, or *Alexander* by *Judith Viorst*. You won't really be able to show what it means to read in a series until you are reading a second book in the series. Another thought is to select from a longer book in a series that you have already read aloud to them earlier in the year so that you begin this unit with a different book in a familiar series. Or you can decide to read a series of short stories such as *The Stories Julian Tells*.

Suggested Series Books by Levels

Level K

Frances
Frog and Toad
Little Bill
Andy Shane
Mercy Watson
Fluffy
M and M

Level L

Amelia Bedelia
Amanda and Oliver Pig
Minnie and Moo
Song Lee
Ready Freddy

Level M

Bailey School Kids
Cobble Street Cousins
Flat Stanley
Ivy and Bean
Judy Moody
Stink
Katie Kazoo Switcheroo
The Littles

Teacher Resource:

<http://tc.readingandwritingproject.com>

Level N

Herbie Jones
Amber Brown (N-O)
Ruby and the Booker Boys
The Zack Files
Franny K. Stein
Dragon Slayer's Academy (N-P)
Julian and Huey
Horrid Henry
Puppy Place

Level O

Ramona
Muggie Maggie
My Weird School Daze
Ralph S. Mouse
Mrs. Piggle-Wiggle
Jake Drake
Hank Zipzer
Mallory

Level P

David Mortimer Baxter
Time Warp Trio

Level Q

Judy Blume
Little House Series
Fudge-A-Mania
Main Street Series

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: 3 Unit: 6

Writing a Convincing Argument

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

3.2 Students prepare, publish and/or present work appropriate to audience, purpose, and task.

- Writing Process #28-32, 43 (persuasive)

4.1 Students use their knowledge of their language and culture to improve competency in English.

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

4.3 Students use standard English for composing and revising written text.

- Spelling #7, 8, 9
- Capitalization/Punctuation/Usage #10-26
- Handwriting #27

Writing Standards 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

Writing Standards 4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1-3 above).

Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing Standards 6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Writing Standards 8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Understanding(s):

Students will understand that.....

This unit should be considered an introduction to persuasive writing. It is meant to build the bridge between students' natural use of persuasive language and writing persuasive reviews. Teachers can excite students and build enthusiasm for persuasive writing by inviting the class to share all of their likes and dislikes, and asking students to name their reasons why. Students should have time to look over different types of reviews. Specifically, students will learn how to look at the things in their lives with a critical eye and take the stance of being a reviewer. Students critique books, foods, movies, video games, and other things from their lives to persuade others to try or avoid it. Students will craft their claims and collect specific evidence to elaborate and support these claims.

Essential Question(s):

1. How can writers live like reporters?
2. How do writers use craft to persuade readers?
3. How do writers develop and support an opinion?

Knowledge:**Students will know.....**

- How writers live like reporters and collect many entries.
- How writers gather support to write strong reviews.
- How writers persuade their readers' thinking by crafting words in a powerful way.
- How writers revise and edit.

Content Vocabulary:

Mentor Text Dependent

Skills:**Students will be able to.....****Unit Goal 1- Writers live like reporters and collect many entries (Gathering ideas)**

- Writers that want to write reviews of restaurants, books, video games, television shows, or movies collect reviews that other authors have written to read them over asking, "What has this writer done that I could do?"
- Writers write their opinions about the things and places they like in reviews to persuade others to try or do the same thing and provide reasons to back up that opinion by asking ourselves, "Why?" and adding the answer to that question.
- Writers are true to their thinking and realize that not all reviews are positive—sometimes they have to write negative reviews.

Unit Goal 2- Writers gather support to write strong reviews (supporting ideas)

- Writers take a stance/state an opinion on an idea, develop a clear statement, and elaborate with several examples. They use linking words and phrases like, 'I think ___ because ___, ___, and ___.' (Therefore, since, for example...)
- Writers use descriptive language to add thoughts, observations, or specific stories to support their stance in their review.
- Writers include comparisons to help the reader understand their stance/opinion.
- Writers include a conclusion statement to restate their stance.

Unit Goal 3- Writers persuade their readers' thinking by crafting words in a powerful way (drafting)

- Writers select one review to revise, edit, and publish.
- Writers become critics using persuasive language to elaborate on important parts of the subject.

Restaurant critics use:	Book and Movie Critics use:	Video Game critics use:
Décor	Character	Game graphics
Service	Setting	Sound effects
Taste	Plot	Ease of play
Texture		
Presentation		

- Writers use artifacts to add specific details to their review.
- Writers add small moments related to their subject by envisioning their experience and remembering more reasons why we liked or didn't like something.
- Writers consider their audience when writing their review.
- Writers persuade their audience by using sentences to make readers feel as if they are missing out on something important. ('If you don't ___, you are missing out on ___'.')

Unit Goal 4- Writers revise and edit

- Writers reread reviews to take away parts that do not support their claim; they ask, 'Do I have any details that don't support my idea?'
- Writers highlight important parts or ideas by using bold face type, underlining, italics, and exclamation points.
- Writers add more reasons or details to make their writing *more* persuasive by talking with a partner reviewing a similar subject.
- Writers use an editing checklist to edit for specific purposes.
- Writers publish and celebrate.

Stage 2 – Assessment Evidence**Performance Task(s):**

- Increase writing stamina, quality, and volume
- Celebrations
- Published pieces reflective of the genre

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces
- Writing Continuum

Student Self-Assessments:

- Self-reflections
- Editing checklists
- Partner conferences

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Mentor Texts/Read-aloud Books

- *Can I Have a Tyrannosaurus Rex, Dad? Can I? Please!* by Lois G. Grambling and Penny L. C. Hauffe
- *Should There Be Zoos? A Persuasive Text* by Tony Stead
- Magazines, newspapers, pamphlets
 - Adult reviews in *People, Us Weekly, Time*, etc.
 - Children reviews in *New Moon, Stone Soup*, etc.

Teacher Resources

- www.spaghettibookclub.org <http://tc.readingandwritingproject.com>
- Search reviews in Time for Kids

Assessment Suggestions

- Writing samples/Writing Continuum
- Conference notes

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work ~ Compendium Guide ~ Grade 3

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 1	First word in a sentence, I	Distinguish between complete and incomplete sentences; run-on sentences	Use periods, exclamation marks, and questions marks	Sitton Units 1-3 First 20 priority words (choose 20 not necessarily in order on list)	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 2	Proper Nouns	Nouns (singular, plural, common, proper)	Commas (date, letter greeting/closing)	Sitton Units 4-6 Next 20 priority words	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 3	Person's title	Verbs (past, present, linking, common, irregular)	Comma in a series	Sitton Units 7-9 Next 20 priority words	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 4		Adjectives (descriptive, comparative, superlative)	Comma in a city, state	Sitton Units 10-12 Next 20 priority words	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 5		Subject/Verb agreement	Period in an abbreviation or initials	Sitton Units 13-15 Next 20 priority words	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events

	Capitalization	Usage	Punctuation	Spelling / Phonological Awareness & Phonics	Vocabulary
Unit 6		Correct pronouns as subject (I/me, she/her)	Apostrophe for possession	Sitton Units 16-18	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 7	First word after a quotation mark	Consistent verb tense	Quotation marks in dialogue	Sitton Units 19-20	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 8		Appropriate homophone usage	Comma in compound sentence	Sitton Units 21-23	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 9		Paragraph Conventions (indentation, skip lines between paragraphs)		Sitton Units 24-26	Focus on words from content areas, read alouds, reading & writing unit vocabulary & current events
Unit 10	REVIEW BASED ON STUDENTS NEEDS	REVIEW BASED ON STUDENTS NEEDS	REVIEW BASED ON STUDENTS NEEDS	REVIEW BASED ON STUDENTS NEEDS	REVIEW BASED ON STUDENTS NEEDS

Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013

Grade 4

Month	Reading	Month	Writing
Sep	Unit 1: Building a Readers Life	Sep	Unit 1: Building a Writing Life by Raising the Quality of Personal Narrative/Memoirs
Oct	Unit 2: Developing Theories About Characters Through Inference and Analyzing	Oct	Unit 2: Realistic Fiction – Casting Believable Characters
Nov/Dec	Unit 3: Nonfiction: Increasing Our Knowledge Through Comparisons, Synthesis and Research	Nov/Dec	Unit 3: The Personal and Persuasive Essay: Boxes and Bullets and Argument Structures for Essay Writing
Jan	Unit 4: Reading and Inquiry in Content Areas	Jan	Unit 4: Information Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Books
Feb/Mar	Unit 5: Fantasy Book Clubs – Reacting and Responding to Character Challenges Throughout Their Adventure	Feb	Unit 5: Test Taking – How Does a Test Taker Take a Test in Reading and Writing
Mar/Apr	Unit 6: Reading as Researchers – Synthesizing, Analyzing and Exploring	Mar/Apr	Unit 6: Informational Writing: Reading, Research and Writing In Social Studies
May/June	Unit 7: How Social Issues Impact Character’s Lives and the World Around Them	May/June	Unit 7: Literary Essays

Understanding by Design Grade: 4 Unit: 3

Nonfiction: Increasing our Knowledge through Comparisons, Synthesis and Research

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Students comprehend and respond in literal, critical, and evaluative ways to various texts that are read, viewed and heard.

Standard 1-Reading and Responding

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

1.4 Students communicate with others to create interpretations of written, oral, and visual texts.

Standard 2-Exploring and Responding to Literature

Students read and respond to classical and contemporary texts from many cultures and literary periods.

2.1 Students recognize how literary devices and conventions engage the reader.

2.2 Students explore multiple responses to literature.

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Standard 3-Communicating with Others

Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.

3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.

3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Standard 4-Applying English Language Conventions

Students apply the conventions of standard English in oral, written and visual communication.

4.1 Students use knowledge of their language and culture to improve competency in English.

4.2 Students speak and write using standard language structures in diction appropriate to audience.

Reading Standards for Information Text 2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading Standards for Information Text 3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Reading Standards for Information Text 4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Reading Standards for Information Text 5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more units.

Reading Standards for Information Text 7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-to-one) in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (a)

Speaking and Listening Standards 3 – Identify the reasons and evidence a speaker provides to support particular points.

Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Understanding(s):**Students will understand that.....**

The purpose of this unit is for students to develop skills to determine importance, finding main idea and supporting details, and summarizing skills. Students will learn to increase their expertise through interpretation, research, and cross-text comparisons.

Essential Question(s):

1. How does the author teach us about a topic?
2. How can we read to learn more about a certain topic?
3. How do readers read across text, evaluate, organize, and determine important information?

Knowledge:**Students will know.....**

- How readers determine importance and synthesize in expository nonfiction.
- How readers navigate narrative and hybrid nonfiction texts.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

Skills:**Students will be able to.....**

Unit Goal 1: Readers determine importance and synthesize in expository nonfiction by using headings, subheadings, text features, and text structures.

- Nonfiction readers read with energy and with power. They rev up their minds for reading. They read the title and subtitles, look over chunks of the text and think. . (I think this book is mostly about...” and then it will also tell...”
- Readers hold onto what they are learning by reading a chunk of a text and then asking themselves, “What did I just read?” Then they can come up with summaries of the important details using signal words.
- As nonfiction readers learn new strategies to help them understand difficult text, they hold onto everything they have learned about nonfiction reading. They add these “tools” (text structure) for nonfiction to their toolbox and use them when needed.
- Readers of nonfiction books read books on a topic, and become experts on that topic. They teach others what they know about the topic by using the main idea and supporting details of the subject matter they learned about.
- Readers of nonfiction don’t memorize all the information they read, instead it helps to create larger categories to organize that information. As they are reading they sort the little bits of information under bigger points, creating a boxes-and-bullets outline that matches the text.
- Readers talk with a partner or group to let text change the reader’s mind and grow new ideas about the text. They ask themselves questions like, “Isn’t it weird how...” and “I wonder why...” and “Did you notice that....”

Unit Goal 2: Readers navigate narrative and hybrid nonfiction text.

- Readers read expository nonfiction and narrative nonfiction in very different ways. When readers know what kind of nonfiction book they are reading, they can decide how to read it.
- Readers use what they know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books.
- Narrative nonfiction readers keep in mind that narrative nonfiction texts are written to convey, not just facts, but ideas. The idea is what allows the storyteller to shape information, experience into something that fits together. Readers have to find the unifying idea behind the texts they read, to make coherence and find meaning out of what would otherwise be a string of events.

- Readers know that when they are reading and are trying to figure out what is important, they rely on knowing that many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. The path can help the readers determine what matters most in the story.
- Readers work hard to figure out what a tricky word means. One way the reader does this is by picturing in their mind on what is going on in that part of the story and to think about what would make sense.

CAPT/CMT Connections.....

- General Understanding
- Developing an interpretation
- Making Readers/ Text Connections
- Content and Structure

Stage 2 – Assessment Evidence

Performance Task(s):

- TBD – See Teachers College Website
<http://tc.readingandwritingproject.com>

Other Evidence:

- Conference notes
- Journals
- Running Records
- Benchmark assessments
- Level Text Assessments
- DRA
- Student response; written or oral
 - Turn and talk
 - Stop and jot
 - Sticky notes
 - Think marks

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation.

Student Self-Assessments:

- Book Log – reflection
 - What did you learn?
 - How did you grow?
 - What will you take with you?
- Pick your best sticky notes

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Read Aloud/Mentor Text/Student Resource options:

Science and Social Studies Supplemental Books

Time For Kids kit articles and/or on-line articles (www.timeforkids.com/news.asp)

<http://teacher.scholastic.com/scholasticnews>

www.pbs.org/newshour/extra

Magazines

www.zoobooks.com

Librarian/Media Center

<http://tc.readingandwritingproject.com>

Grolier.com

Units of Study for Teaching Reading: A Curriculum for the Reading Workshop Grades 3-5 by Lucy Calkins

Teachers College Curricular Calendar Units of Study

Assessment Options:

Post-its

Think marks of (main ideas and vocabulary)

Written journal response for essential questions-scored with rubric

Conferencing notes

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: 4 Unit: 4

Information Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Books

Stage 1 – Desired Results

Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project Curricular Calendars & Units of Study

Established Goal(s):

Connecticut State Standards/Common Core State Standards

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

3.2 Students prepare, publish, and/or present work appropriate to audience, purpose and task.

- Writing Process #20-28
- Writing Genres, Traits and Crafts Expository #34

4.1 Students use knowledge of their language and culture to improve competency in English.

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

4.3 Students use standard English for composing and revising written text.

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

Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing Standards 6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Standards 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Writing Standards 8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

Understanding(s):

Students will understand that.....

The purpose of this unit is for students to build on the researching and writing skills previously developed in Unit 3. This month students will use writing workshop to write and produce research reports, expressing their understanding of information. The fundamental thing to remember about informational writing is that the writer aims to teach readers about a topic. Another goal of this unit is to teach youngsters about qualities of good writing as these pertain to information texts. Students will learn that focus is as important in informational writing as it is in narrative writing. Students will progress, with experiences and instruction, from writing broad, generic topics towards being able to zoom in on more specific topics by organizing information into categories and subcategories.

*Note to teachers: Most of your students will still be drafting when you begin your revision lessons. Writers can incorporate the revision strategies you teach right away into their drafts. Remember that writers continually revise and don't wait until "revision week".

Essential Questions:

1. How do writers write longer about initial notes and observations to grow ideas about a topic in the content area?
2. What is the role of a writing partner in content area writing?
3. How do writers write a draft of their research?
4. How does a mentor text support writing?

Knowledge:**Students will know.....**

- How information writers explore topics then revise those topics with an eye toward greater focus.
- How writers gather a variety of information to support their non-fiction books.
- How writers draft the pages of books, starting with sections they are most excited to write.
- How writers of information study mentor authors and revise in predictable ways.
- Writers edit, publish, and celebrate their nonfiction writing.

Content Vocabulary:

Mentor Text Dependent

Skills:**Students will be able to.....****Unit Goal 1: Information writers explore topics then revise those topics with an eye toward greater focus**

- Writers of information books study published writing, imagining the books they will create and paying close attention to ways that published authors entice readers to learn about a topic. (Point out illustrations, interesting text features, grabber-leads, compelling anecdotes)
- Writers of information books grow potential topic ideas in our notebooks, thinking if I had to teach a course to the other kids in class, what would I teach? (Students should pick topics that they have some background knowledge about – not a new topic.)
- Writers of information books grow potential back of book blurbs, imagining how their books might go and why those books would interest readers.
- Writers of information books explore several possible topics and list interesting aspects about each topic in order to choose one they feel they could teach really well.
- Writers of information plan for how their books could go. One way they do this is by creating a Table of Contents.

Unit Goal 2: Writers gather a variety of information to support our non-fiction books

- Writers of Information sort information into categories and sub categories and collect this information in folders (Each category has folder/each sub category has a single sheet of paper within each)
- Writers of information use a repertoire of note taking strategies they have been taught in the Content Area Reading Unit, as a way to grow their thinking about a topic. (Bullet points of facts, writing long, running list of vocabulary, summaries)
- Writers of information make decisions about how much and what kind of research to conduct. They collect a variety of information from more than one source.
- Writers of information record not just facts, but ideas. (“This is important because...” and “This is connected to...”)

Unit Goal 3: Writers draft the pages of books, starting with sections they are most excited to write

- Writers of information rehearse for drafting by teaching all they know about his/her topic to a partner, by taking note about the places where they need to collect more information.

- Writers of information start by drafting pages they are most excited about, keeping in mind that they are setting up readers to become experts as well. (Students should be directed to begin drafting the body of their book first and then the introduction and conclusion)
- Writers of information organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details. (For struggling writers you might suggest they start their draft with more visual texts such as labeled diagrams with captions.)
- Writers of information make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and side-bar definitions.
- Writers of information work with partners to share sections of text and to ask each other, “Did I answer all your questions as a reader? Did I set you up to be an expert in this topic? Did I tell you enough in the beginning so that you could understand all of the parts at the end? Did you have any questions about specific ideas, parts, or words after reading the whole section?” (This would make a great anchor chart)

Unit Goal 4: Writers of information study mentor authors and revise in predictable ways

- Writers of information study mentor texts, taking note of all the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic.
- Writers of information include not only information, but some of our own thinking about the information. Information writers might return to our notebooks to grow ideas, drawing on thought prompts such as “This is important because...” and “This is connected to...” in order to say more.
- Writers of information stay on the lookout for places where we might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.
- Writers of information don’t just teach information with words, they use illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features.
- Writers of information zoom-in to study the structure of each sub-section. They make sure that the information is in the right section, checking that each detail fits with the subtopic. Writers also zoom in on paragraphs within each subsection, thinking about whether the information in each paragraph fits together.

- Writers of information revise the introduction of their information books thinking about how we will set up readers to become experts in the topic and how we can draw readers in right from the start.
- Writers of information revise the conclusion of their information by summing up the important information and leaving readers with some big ideas. (Can be a thesis statement with some examples)
- Writers of information use transition words to move from detail to detail and to connect subtopics to the main ideas.

Unit Goal 5: Writers edit, publish, and celebrate their nonfiction writing

- Writers of information edit by carefully checking that spelling and punctuation are accurate, so that readers can best learn the information. (Might use resources to check)
- Writers of information celebrate all their hard work by sharing the books they have created with others.

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase writing stamina, quality, and volume
- To be determined in connection with reading
- Celebrations

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces
- Writing Continuum

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation

Student Self-Assessments:

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Seymour Simon Books

DK Readers

Time For Kids

Magazines: *National Geographic, Natural History, Cobblestone, Archaeology.*

Under the Sea: Hidden World by C. Delafosse

Journey: Stories of Migration: Stories Of Migration by Cynthia Rylant

Breathing Life Into Essays by Lucy Calkins

Non-Fiction Craft Lessons by Ralph Fletcher

Empowering Writers, by Barbara Mariconda

<http://tc.readingandwritingproject.com>

Assessment Strategies:

Writing Continuum

Rubrics

Conference Notes

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work ~ Compendium Guide ~ Grade 4

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 1 – Sept/Oct	<ul style="list-style-type: none"> • “I” • Proper Nouns • Months • Days • Groups • Holidays 	<ul style="list-style-type: none"> • Verb tenses (progressive) Past, Present, Future • Complete sentences • Fragment • Redundancy of word & phrase • Chronological order 	<ul style="list-style-type: none"> • End marks • Periods • Question Marks • Commas – series, date, letter greeting and colon in a business letter 	Sitton Units 1, 2 3 (homophones, capitalization)	<ul style="list-style-type: none"> • Multiple meaning words • Homophones • Idiomatic expressions pg. 4 (B)
Unit 2 – Nov/Dec	<ul style="list-style-type: none"> • Titles • Abbreviations 	<ul style="list-style-type: none"> • Use single/plural agreement between nouns and modifiers ex. One child, two children • Awkward construction sentence combining 	<ul style="list-style-type: none"> • Abbreviations • Commas – closing in letter city, state 	Sitton Units 4, 5, 6 (homophones)	<ul style="list-style-type: none"> • Word choice • Prefixes/suffixes un – ly • Infer word meaning
Unit 3 – Dec/Jan	<ul style="list-style-type: none"> • Places • Capitalize important words in a title of a book or article 	<ul style="list-style-type: none"> • Indent paragraphs • Use italics, underlining o quotation marks for titles • Topic sentence 	<ul style="list-style-type: none"> • Comma after an introductory phrase 	Use of resources to find correct spelling Sitton Units 7, 8 9 (contractions, abbreviations, verb tense)	<ul style="list-style-type: none"> • Content area vocabulary • #13 in handbook pg. 52
Unit 4 - Feb	Review <ul style="list-style-type: none"> • I, proper nouns, months, days, groups, holidays • Titles • Abbreviations • Capitalize title of a book or article 	Review <ul style="list-style-type: none"> • Verb tense • Complete sentences • Fragments • Redundancy of word and phrase • Awkward construction • Sentence combining • Single/plural agreement between nouns & modifiers • Indent paragraphs • Use italics, underlining or quotation marks for titles • Topic sentences 	Review <ul style="list-style-type: none"> • End Marks • Periods • Question marks • Commas, series, date, letter greeting, closing and city & state and introductory phrase • Abbreviations 	Sitton Units 10, 11, 12 (homophones, usage, contractions, quotations, plurals)	Review <ul style="list-style-type: none"> • Units 1-3

Unit 5 - Mar	Review of previously learned skills	<ul style="list-style-type: none"> • Topic sentence • Supporting details • Indent paragraphs • Awkward construction • Redundancy or word & phrase 	Review Skills for CMT	Sitton Units 13, 14, 15, 16 (homophones, compounds, irregular spelling, subject/verb agreement, homographs, usage)	<ul style="list-style-type: none"> • Content area vocabulary
Unit 6 - Apr	Review of previously learned skills	<ul style="list-style-type: none"> • Transition words • Sentence combining • Expository text structure 	Review of previously learned skills according to class needs	Sitton Units 17, 18, 19, 20 (possessives, singular/plural nouns, antonyms, irregular verbs, prefixes/suffixes)	<ul style="list-style-type: none"> • Content area and unit vocabulary • Transition words
Unit 7 - May	Review of previously learned skills	<ul style="list-style-type: none"> • Topic sentence • Supporting details • Indent paragraphs • Redundancy of word/phrase • General/Specificity 	Review of previously learned skills according to class needs	Sitton Units 21, 22, 23, 24 (proper/plural nouns, compounds, irregular spellings, prefix/suffixes, antonyms)	<ul style="list-style-type: none"> • Content area and unit vocabulary
Unit 8 - June	Review of previously learned skills	<ul style="list-style-type: none"> • Awkward construction • Poetry text structure 	Review of previously learned skills according to class needs	Sitton Units 25, 26, 27, 28 (plurals, contractions, homophones, multiple meaning words, abbreviations, possessives)	<ul style="list-style-type: none"> • Poetry specific terminology

Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013

Grade 5

Month	Reading	Month	Writing
Sept	Unit 1: Taking Ownership of Our Reading Lives	Sept	Unit 1: Using Personal Essays to Convey Feelings and Thoughts on a Particular Subject
Oct	Unit 2: Developing Theories About Characters Through Inference and Analyzing	Oct	Unit 2: Writing Essays That Advance an Idea About a Piece of Literature
Nov	Unit 3: Nonfiction: Increasing our Knowledge Through Comparisons, Synthesis and Research	Nov	Unit 3: Science Based Writing to Explain and Teach a Topic
Dec/Jan	Unit 4: Nonfiction: Becoming an Expert in a Content Area of Science by Synthesizing Information and Point of View	Dec /Jan	Unit 4: Argument Essays to Support and Defend Opinions Based on Content Area Research
Feb	Unit 5: Test Taking	Feb	Unit 5: Test Taking
Feb/Mar	Unit 6: Tracking and Interpreting Social Issues	Mar/Apr	Unit 6: Memoir Writing with Power and Depth about a Life Topic
Mar/Apr	Unit 7: Exploring Time Periods through Literature	Apr/May	Unit 7: Historical Writing Based on Civic, Economic, and Geographic Implications
May/June	Unit 8: Exploring Unique Text Features of Poetry to Develop a Deeper Understanding	June	Unit 8: Using Poetic Craft to Convey Experiences, Thoughts, and Feelings

Understanding by Design Grade: 5 Unit: 7

Exploring Time Periods through Literature

Stage 1 – Desired Results

*Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project
Curricular Calendars & Units of Study*

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Readers become more complex as a result of their reading. Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

Reading and Responding 1.1, 1.2, 1.4

Exploring and Responding 2.2, 2.3, 2.4

- General Understanding #11, #12, #13, #14
- Developing An Interpretation 2.2, 2.3, 2.4
- Making Reader/Text Connections #23

Oral Language: Students will listen and speak to communicate ideas clearly.

Communicating With Others 3.2

- Listening /Speaking #1, #2, #3

Reading Standards for Literature 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards for Literature 2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Reading Standards for Literature 3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Reading Standards for Literature 4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Reading Standards for Literature 5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Reading Standards for Literature 6 – Describe how a narrator’s or speaker’s point of view influences how events are described.

Reading Standards for Literature 7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading Standards for Literature 9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Information 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards for Information 2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading Standards for Information 3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Reading Standards for Information 4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Reading Standards for Information 5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts).

Reading Standards for Information 6 – analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Reading Standards for Information 7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Reading Standards for Information 8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Reading Standards for Information 9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Information 10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. **(a-d)**

Understanding(s):**Students will understand that.....**

Readers will remember all they know about reading stories and tie the strategies to stories that take place in another setting and time. Readers will envision the world the characters inhabited and empathize with characters that are inherently different from themselves. They will learn how to raise burning questions in their book clubs about why history unfolds the way it does, how individual stories bear witness to suffering and courage and what lessons they can take from characters' experiences.

Essential Question(s):

1. What can we learn from past events?
2. How does a character's perspective of an event help us understand history?
3. How does the author's craft elicit strong emotions in us?

Knowledge:**Students will know.....**

- How readers tackle complex texts by utilizing all of their previously learned comprehension strategies as they monitor their understanding of the text and by engaging in deep book club discussions.
- How readers of historical fiction look beyond what's happening in their books to uncover the underlying ideas and themes, reconsidering and revising those ideas throughout their reading.
- How readers become more complex as a result of their reading.

Skills:**Students will be able to.....**

Unit Goal 1: Readers tackle complex texts by utilizing all of their previously learned comprehension strategies as they monitor their understanding of the text and by engaging in deep book club discussions.

- Readers pay attention to the setting of their historical fiction book, thinking about what the place looks like (physical details) and what it feels like (emotional atmosphere).
- Readers realize that in historical fiction, crucial information needs to be gathered quickly, right from the very first page of the text.
- Readers are aware that in historical fiction, the element of time is complex and sometimes the spotlight may be on events that have already occurred, either earlier in the story or even before the story began.
- Readers strive to understand a character by getting to know the character's personal timeline, as well as the historical timeline that winds in and out of the personal timeline.
- Readers think about how a character's behavior is shaped by what is happening in the world in which the character lives (the historical context), and they reflect on how different characters respond differently to different events.
- Readers notice when the action slows down in their stories, and they pay attention to the description in these parts to better imagine the time and place.

Unit Goal 2: Readers of historical fiction look beyond what's happening in their books to uncover the underlying ideas and themes, reconsidering and revising those ideas throughout their reading.

- Readers understand that the meaning of a text lies between the book and the reader, that what they bring to reading shapes their understanding, so their own responses and feelings about their texts are important.
- Readers pause at times to ponder what they have read and to let a bigger idea grow in their minds. When passages call out to them as being important, they read them extra attentively and let them nudge them to think.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

- Readers look for small details and objects from their stories that support their big ideas and lead them to related ideas as well.
- Readers develop their ideas about a text by wearing special glasses, or lenses, by determining as they read which ideas fit and which do not fit with their interpretation.
- Readers understand that complex books are about more than one idea and that reading them involves being open to a journey of thought, not just a single thought. Readers are thoughtful and keep open minds as they read, using their observations and conversations with book club members to broaden their understandings.

Unit Goal 3: Readers become more complex as a result of their reading.

- Readers try to see a story through the perspective of a character other than the main character, a character whose feelings and voice is not shown so clearly, in order to see and think about the story in a new way.
- Readers take their ideas and interpretation of a story through the process of drafting and revision.
- Readers look at who has power, what form the power takes, and how power changes within a story to find huge meaning in their books.
- Readers of historical fiction read nonfiction alongside their fiction books to spark new ideas.
- Readers compare and talk about ideas across texts, both fiction and nonfiction, looking at how each text develops a theme.
- Readers make allusions by comparing a story, character, detail, image, or theme to another story, character, detail, image, or theme that is familiar.
- Readers learn from the characters in their books, especially from the moments of choice the characters face. They think deeply about these choices and live differently because of them.

Stage 2 – Assessment Evidence

Performance Task(s):

- Final piece TBD

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation.

Other Evidence:

- Conference notes
- Journals
- Running Records
- Benchmark assessments
- Level Text Assessments
- DRA
- Student response; written or oral
 - Turn and talk
 - Stop and jot
 - Sticky notes
 - Think marks

Student Self-Assessments:

- Book Log – reflection
 - What did you learn?
 - How did you grow?
 - What will you take with you?
- Pick your best sticky notes

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Texts:

Number the Stars by Lois Lowry

The Watsons Go to Birmingham, 1963 by Christopher Paul Curtis

The Captive by Joyce Hansen

The Whipping Boy by Sid Fleischman and Peter Sis

Blood on The River by Elisa Carbone

Baseball Saved Us by Ken Mochizuki

The Yellow Star by Carmen Agra Deedy

Sadako and the Thousands Paper Cranes by Eleanor Coerr and Ronald Himler

The Story of Ruby Bridges by Robert Cole

The Freedom Summer by Deborah Wiles

Freedom on the Menu: The Greensboro Sits-In by Carole Boston Weatherford

Faithful Elephants by Yukio Tsuchiya and Ted Lewin

Encounter by Jane Yolen and David Shannon

The Babe and I by David A. Adler and Terry Widener

Lizzy Bright and The Buckminster Boy by Gary D. Schmidt

If You Lived When.../If You Lived in the Time of... books

Assessment Suggestions:

- Use read-aloud for scored open ended questions
- Sticky notes-stop n jot
- Journal Responses
- Conference notes
- Observation notes

Suggested Resource:

<http://tc.readingandwritingproject.com>

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: 5 Unit: 4

Argument Essays to Support and Defend Opinions Based on Content Area Research

Stage 1 – Desired Results

*Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project
Curricular Calendars & Units of Study*

Established Goal(s):

Connecticut State Standards/Common Core State Standards

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

3.2 Students prepare, publish, and/or present work appropriate to audience, purpose and task.

- Writing Process #20-28

- Writing Genres, Traits and Crafts Persuasive #37, Expository #34 and #36

4.1 Students use knowledge of their language and culture to improve competency in English.

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

4.3 Students use standard English for composing and revising written text.

*Writing Standards 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
(a, b, c & d)*

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

Writing Standards 5 – with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing Standards 6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Writing Standards 7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Writing Standards 8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

*Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
(b)*

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

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (b)

Speaking and Listening Standards 2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening Standards 4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Speaking and Listening Standards 6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Understanding(s):

Students will understand that.....

In this unit, writers will learn the skills of a researcher and an essayist. Specifically, they will retrieve informed opinions from within their reading and research on a topic, and they will craft these opinions into argument essays.

Essential Question(s):

1. How do writers use their research to develop different types of essays?
2. How do writers research and gather information about their topic?
3. How do writers examine sides to issues to develop claims that support opinion?

Knowledge:

Students will know.....

- How research essayists collect information and make notes.
- How to make notes while researchers examine the many sides of a topic.
- How research essayists search their notes for an arguable claim, and they build up their essay around this claim.
- How essayists develop and revise their paragraphs until they have a strong essay.

Content Vocabulary:

- Mentor Text Dependent

Skills:

Students will be able to.....

Unit Goal 1: Research essayists collect information and make notes.

- Essayists take research notes in precise, thoughtful ways because they expect to use these notes later when they begin drafting an essay on this topic. They record the most important information about a topic and also some of their questions and reactions to this information.
- Researchers' notes don't look the same even when they're making notes from the exact same texts. Researchers can make choices about whether they want to make sketch-notes or lists, timelines or webs, idea clusters or Post-it charts, tables or Venn Diagrams. When they make notes for future use, researchers make a choice about the most efficient and effective way to write their notes.
- Researchers discover while making notes that a specific note-making format often works best in a certain situation. For example, if the text is expository, it makes sense to use boxes and bullets to record it; if it is narrative, it makes more sense to make a timeline. If they are comparing and contrasting or listing pros and cons, they might make a T-Chart. If they are comparing three or more categories, they may make a table with three or more columns. Researchers make note-making efficient by choosing the best way to record a particular kind of information.
- Researchers' notes are short and to the point. While making notes, researchers try to paraphrase and shorten text, using their own words where they can. They don't lift extensively from the text, and where they do lift a quote, they make sure to use quotation marks and cite the source.
- Researchers' notes don't just record what the text says; they also contain their responses to this text. Researchers make sure to include their own ideas, feelings and questions alongside the information that they are recording. They do this because they know that when they use these notes to write essays, their **opinions** will be as important as the **information** they're gleaning from texts.
- Researchers treat their notes as valuable tools. They store and organize these notes efficiently, and they constantly revisit and categorize old notes as they add new ones. Researchers take care to keep notes in a folder or notebook from which they can easily access them.

Unit Goal 2: While making notes, research essayists examine the many sides of a topic.

- When researchers know a topic well enough (when they've read enough about it), they begin to see all of its sides. They can then ask, "Are there two ways to look at this topic?" (e.g. One way to look at snails is as pests that destroy crops. Another way to look at snails is as valuable food, rich in protein). In their notes, they can record and compare these faces, revisiting the text to collect examples for each face of their topic.

- One way to uncover two sides of a topic is to note that various authors may have different positions while writing about the same topic. Researchers ask questions such as “What is this author trying to make me feel about the topic? Why is the author trying to make me feel this?” In their notes, they note and compare the feelings that different texts evoke, and they list the craft choices or illustration details of each text that contribute to making them feel that way.
- Another way that researchers uncover the many faces of a topic is to think, “How might different groups of people see this topic? How are different groups of people affected by this topic?” For example, if the topic is * forests, the different groups associated with this topic could include: environmentalists, timber businessmen, carpenters, consumers, local residents and nesting animals. In their notes, they try to think and jot how each of these groups might see certain elements of this topic differently.
- Researchers consider the two faces of a topic and ask themselves, “What is MY stance, MY position on this?” They don’t just pick any stance to call their own; they look over their notes and all they’ve read about the topic. They find a stance with the most compelling reasons or evidence to believe in, and they list these reasons.

Unit Goal 3: Research essayists search their notes for an arguable claim, and they build up their essay around this claim.

- Once researchers have enough notes on a topic to compare and contrast its different faces and issues, they start to look at the bigger picture of the topic and ask, “What are some of the big issues and ideas that are important to write more about?” To do this, they first look through their notes to separate undisputed facts about the topic from arguable claims.
- Researchers find a strong arguable claim for their topic by looking across their notes to study the many faces of the topic recorded, or the different feelings that writers have tried to inspire for their topic, or the perspectives of different people on the topic. Researchers pick the most compelling of these and try to jot more arguments in its favor.
- Researchers look at the possible arguments about a topic and capture these in a claim or thesis statement. One way to write the thesis statement of an argument essay is to start by stating something that an opposite side might say but then add what they would like to argue instead. (e.g. Although some people believe...it may actually be argued that...)
- Once researchers know the argument that they want to forward, they look back at their notes to come up with a list of reasons or examples that may serve as evidence for their argument. They jot these down and elaborate on them to form different paragraphs for the essay.
- Research essayists also look at possible evidence to

support the opposite side's argument. They jot all evidence that may support the counterclaim, adding a transition, such as **nevertheless, but, however, or despite this**, to refute each argument. They do this to show that the evidence is inaccurate, incomplete, not representative of all situations, or deficient in some other way. In this way, essayists develop a paragraph or two in which they discredit the counterclaim.

Unit Goal 4: Research essayists develop and revise their paragraphs until they have a strong essay.

- Essayists revise the order in which they present the reader with information. They wonder what to put first, what to present next, and what to reveal at the end.
- Essayists sometimes paraphrase and cite portions from texts. When they do this, they sometimes use their own words to summarize a point in the book. At other times, they quote directly from the text, in which case they use quotation marks. In both cases, they make sure to cite the book and author that was referenced.
- Essayists write like an “insider” to a topic by using domain-specific vocabulary. They stay on the lookout for places where they might need to define vocabulary words that are connected to the topic. Writers keep in mind common ways that information writers teach important words, and they decide which way will be best for each word.
- Essayists sometimes insert an anecdote (narrative writing) into their essays to create a powerful impact on the reader by providing an example of something compelling about their topic.
- Essayists revise the introduction of their information books, thinking about how they can set readers up to be experts in the topic and how they can draw readers in right from the start.
- Essayists revise their concluding section, taking care to sum up the important information and to leave readers with some big ideas.

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase writing stamina, quality, and volume.
- To be determined in connection with reading celebrations.
- TBD – Common core assessments currently being developed.

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces
- Writing Continuum

Differentiated Version of Task:

Structure of workshop model demonstrates differentiation.

Student Self-Assessments:

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

A variety of informational books and articles on student-chosen topics

Internet articles

Teacher Resources:

<http://tc.readingandwritingproject.com>

Recommended Mentor Texts:

Sample argumentative essays

Assessment Strategies:

Writing Continuum

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work ~ Compendium Guide ~ Grade 5

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 1	Months; names of people, places, groups, days, holidays	Function of nouns, verbs, pronouns, adjectives, adverbs; topic sentence, supporting details, transition words; sentence fragments, sentence combining and awkward construction	End marks (4 types of sentences); commas in compound sentences; periods in abbreviations	Rebecca Sitton – Units 1 - 4	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 2	First word in dialogue	Use of new paragraph to change speakers in dialogue; run-on, on-and-on (3 or more sentences connected by “and”); prepositional phrases; comparatives/superlatives; good vs. well	Introduce commas with quotation marks; use of quotation marks	Units 5 - 8	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 3	Titles of people; names of organizations, nationalities, buildings, and historical events; opening and closing of letters	Extraneous material; redundancy of ideas, words and phrases; avoiding a shift in verb tense; subject/verb agreement	Apostrophe (review in contractions, introduce in possessives); hyphens in numbers and to join numbers	Units 9 - 12	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 4	Capitalization in titles (newspapers, books, TV shows, citing sources)	Chronological order and logical order; generality/specificity; adjective within sentence according to conventional patterns	Review comma (city/state, letter closing, series, date); introduce comma to separate introductory element, to set off the words yes and no, to tag off a question, and to indicate direct address	Units 13 - 19	Content area and unit specific vocabulary Refer to Rebecca Sitton units

	Capitalization	Usage	Punctuation	Spelling	Vocabulary
Unit 5	Review of skills for CMT	Review of skills for CMT	Review of skills for CMT	Units 20 - 23	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 6	Review of previously learned skills	Review of previously learned skills	Use underlining, quotation marks, or italics to indicate titles of work	Units 24 - 27	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 7	Review of previously learned skills	Tone; use of correlative conjunctions (either/or, neither/nor)	Use ellipses to show omitted words or a pause; use semi-colon between two independent clauses	Units 28 - 31	Content area and unit specific vocabulary Refer to Rebecca Sitton units
Unit 8	Review of previously learned skills	Review of previously learned skills	Review of previously learned skills	Units 32 - 35	Content area and unit specific vocabulary Refer to Rebecca Sitton units

Overview of the Year
Reading/Writing Curriculum Calendar
2012-2013

Grade K

Month	Reading	Month	Writing
Sept/Oct	Unit 1: Readers Build Good Habits	Sept/Oct	Unit 1: Launching Writers Workshop
Oct/Nov	Unit 2: Readers Read, Think and Talk About Emergent Story Books	Nov/Dec	Unit 2: Looking Closely: Observing, Labeling and Listing Like Scientists
Nov/Dec	Unit 3: Readers Use All Our Powers to Read Everything We Can	Jan/Feb	Unit 3: Writing for Readers: Using Pattern Books to Read, Write, and Teach
Jan - Mar	Unit 4: Readers Get to Know the Characters, Setting, Problem/Solution in Their Books and Talk About Them With Others	Mar/Apr	Unit 4: Small Moments: Personal Narrative Writing
Apr/May	Unit 5: Readers Learn Information About the World Through Nonfiction Books	May/June	Unit 5: Procedural Writing: How-To Books
May/June	Unit 6: Readers Read Across Genres and Prepare for Summer Reading		

Understanding by Design Grade: K Unit: 5

Readers Learn Information about the World through Nonfiction Books

Stage 1 – Desired Results

*Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project
Curricular Calendars & Units of Study*

Established Goal(s):

Connecticut State Standards/Common Core State Standards

Standard 1-Reading and Responding

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2-Exploring and Responding to Literature

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Reading Standards for Informational Text 1 – With prompting and support, ask and answer questions about key details in a text.

Reading Standards for Informational Text 2 – With prompting and support, identify the main topic and retell key details of a text.

Reading Standards for Informational Text 3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Standards for Informational Text 4 – With prompting and support, ask and answer questions about unknown words in a text.

Reading Standards for Informational Text 7 – With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Reading Standards for Informational Text 9 – With prompting and support, identify basic similarities in and differences between two texts on the same topic

Reading Standards for Informational Text 10 – Actively engage in group reading activities with purpose and understanding.

Speaking and Listening Standards 1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Language Standards 6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Understanding(s):**Students will understand that.....**

Introducing nonfiction reading is a great way to tap into a Kindergartner's natural curiosity and fascination with the world. Nonfiction reading is a life skill and requires different reading strategies than reading fiction. The skills that are important to reading nonfiction are skills that carry into all learning and are skills that help with the majority of the reading they will do in older grades and as adults.

Essential Question(s):

1. How can I learn information about the world from a book by using the words and pictures to help me?
2. How am I reading nonfiction books differently from fiction books?

Knowledge:**Students will know.....**

- How readers use the words and pictures in books to learn information about the world.
- How readers read nonfiction books differently from fiction books.

Level Specific Vocabulary:

- Syntax
- Learning from bands
- Context
- Content
- Multiple meanings

Skills:**Students will be able to.....****Unit Goal 1: Readers Use the Words and Pictures in Books to Learn Information About the World.**

- Readers use the title of their book like a sign that tells you where you are going on your trip (main idea).
- Readers look at nonfiction books like spies who study the pictures and imagine the sounds they might hear if they were inside the pictures.
- Readers remember all their superpowers to figure out tricky words.
- Readers connect their new learning with what they already know about the topic.

Unit Goal 2: Readers Read Nonfiction Books Differently From Fiction Books

- Readers activate background knowledge.
- Readers ask themselves, "What might I learn from this book?"
- Readers think, "What might this word mean?" when they come across tricky words in nonfiction books.
- Readers think, "Are there any clues in the picture that will help me figure out this tricky part?"
- Readers reread nonfiction books to better understand all the parts of their book.
- Readers reread nonfiction books to help us read smoother and stronger.
- Readers use the table of contents to quickly find information they want to learn about.

CAPT/CMT Connections.....**Reading & Responding**

- **General Understanding**
- **Developing an interpretation**
- **Making Readers/ Text Connections**
- **Content and Structure**

Stage 2 – Assessment Evidence

Performance Task(s):

- TBD

Differentiated Version of Task:

- Structure of workshop model demonstrates differentiation.

Other Evidence:

- Conference notes
- Journals
- Running Records
- Benchmark assessments
- Level Text Assessments
- DRA
- Student response; written or oral
 - Turn and talk
 - Stop and jot
 - Sticky notes
 - Think marks

Student Self-Assessments:

- Book Log – reflection
 - What did you learn?
 - How did you grow?
 - What will you take with you?
- Pick your best sticky notes

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Science Read Alouds:

What's the Weather Today? by Allan Fowler
What is Weather? by Cathleen Bartholomew
Who Cares About the Weather by Melvin Berger
What is Matter by Lisa Trumbauer
Plants by Gale Philips & Allison Kahn Goedecke
It Could Still Be a Tree by Allen Fowler
The Mystery of Magnets by Melvin Berger
Sink or Float? by Lisa Trumbauer
How Scientists Observe by Marie Mulcahy
Sort it Out by Kari Jenson
The Mystery Seeds by Christopher Raymond
All Kinds of Animals by Megan K. Wasp
How Do We Measure? by Ann Murphy
I Learn With My Senses by Christopher Raymond
See, Hear, Touch, Taste, Smell by Melvin Berger
Is it Alive? by Marcia S Freeman
Design It! Build it! by Susan Ring
Natural and Manmade Materials

Social Studies Read Alouds:

Community, Family, Holidays

<http://tc.readingandwritingproject.com>

Assessment Suggestions:

Concepts About Print
Letter ID and Letter sound
Phonological Awareness Assessment
High Frequency Words
Running Records/Short Stack
Anecdotal notes
Observations and oral responses during Read Alouds
Observations during Turn and Talk
DRA Assessment

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Understanding by Design Grade: K Unit: 2

Looking Closely: Observing, Labeling and Listing Like Scientists Stage 1 – Desired Results

*Unit Understandings, Knowledge and Skills taken from Teachers College Reading and Writing Project
Curricular Calendars & Units of Study*

Established Goal(s):

Connecticut State Standard/Common Core State Standard

Applying English Language Conventions 4.3.1, 4.3.5, 4.3.10, 4.3.11, 4.3.13, 4.3.14, 4.3.15, 4.3.16, 4.3.18

Writing Standard 2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing Standard 5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

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

Understanding(s):

Students will understand that.....

In this unit children will learn how to write like a scientist. They will observe, collect and study bits of their world. Then they will be given the opportunity to draw, label and write about their items. This unit is where you would integrate your science unit of sorting and classifying, and properties of matter.

Knowledge:

Students will know.....

- How to write like scientists.
- How to write more! Elaboration, writing sentences, adding details and information.
- How scientists think, make connections, predict, have ideas, compare and contrast – just as writers do!
- (Optional) How to revise, edit and celebrate what they've learned.

Essential Questions:

1. How do writers write like scientists?
2. How do writers add details to their writing?

Skills:

Students will be able to.....

Unit Goal 1: Writing Like Scientists

- Science writers look at things differently they stop and jot down thoughts and observations using words and details to capture every detail.
- Science writers draw careful observations and add labels.
- Science writers look closely and draw and write exactly what they see.
- Science writers stretch out words slowly and write down as many sounds as they can.
- Science writers plan what they want to teach the reader and how their book will go.
- Science writers use their just right reading books to write just right science books.

Content Vocabulary:

- Mentor Text Dependent
- Shared & Interactive Lessons

Unit Goal 2: Writing More! Elaboration, Writing Sentences, Adding Details and Information

- Science writers look again and again to add more details to our pictures and words.
- Science writers write in a pattern, saying similar things on every page.
- Science writers use lots of “fancy” words to talk to each other (*content vocabulary*).
- Science writers use charts, books, and other words we see around the room to make their words more precise and exact.
- Science writers use other authors’ books to get ideas to put into their own writing.

Unit Goal 3: Scientists think, make connections, predict, generate ideas, compare and contrast— And so do writers!

- Science writers record what they see and add information based on what they know.
- Science writers collect lots of stuff and try to figure out how to sort things into piles that go together, then draw and write to teach people about the “piles”.
- Science writers ask “Why?” to push themselves to think.
- Science writers make predictions based on their observations.
- Science writers look closely to notice what the same is and what is different.
- Science writers use charts and word walls to spell words.
- Science writers compare what they are writing about to something they are already familiar with.

Unit Goal 4 (Optional): Revising, Editing and Celebrating What We Learned

- Science writers take the last few days to look back over what they’ve written and think, “How can I make this good work into terrific work?” (Revise means to “re-see”)
- Science writers don’t just put books away, they reread looking at labels, pictures, and words.
- Science writers are the boss of their own writing.
- Science writers make sure readers can read their writing.
- Science writers fancy up their writing.

Stage 2 – Assessment Evidence

Performance Task(s):

- Increase writing stamina, quality, and volume
- To be determined in connection with reading
- Celebrations

Differentiated Version of Task:

- Structure of workshop model demonstrates differentiation

Other Evidence:

- Conference notes
- Journals
- DAW
- Daily writing
- Published pieces
- Writing Continuum

Student Self-Assessments:

.

Stage 3 – Learning Plan

Refer to unit addendum

Suggested Unit Resources:

Big Books:

Properties of Materials

What is Matter? By Lisa Trumbauer

Sink or Float By Lisa Trumbauer

How Scientists Observe by Marie Mulcahy

The Listening Walk by Aiki

One Small Square by Donald Silver

⇒ Make a small square out of construction paper and give students a magnifying glass to make observations outside

⇒ Give students a zip lock bag to collect objects to study back in the classroom

Look Book by Tana Hoban

Look Closer by Brian Wildsmith

The Other Way to Listen by Byrd Baylor

Power Point:

Getting Started With Writing Workshop by Rebecca Cronin (*Southington Public Schools Home Page-District Documents*)

<http://tc.readingandwritingproject.com>

Assessment Suggestions:

Conferencing notes

Drawing/Writing samples

The Narrative Continuum

<http://readingandwritingproject.com/resources/assessments/writing-assessments.html>

Assessment Questions:

Did you add more details to your picture?

Did you re-read what you wrote to see if it makes sense?

Did you use the alphabet chart and word wall to help you write words?

TECHNOLOGY RESOURCES:

TECHNOLOGY RESOURCES:

Word Work/Conventions ~ Compendium Guide ~ Grade K

	Capitalization	Usage	Punctuation	High Frequency Words	Spelling	Vocabulary
Unit 1 (Sept. /Oct.)	Write first name Pronoun "I"	Concepts About Print	Period/Exclamation Point/Question Mark (teacher model)	High Frequency Words List A-5/25		Partner Turn and Talk Left to Right Return sweep Spaces Upper/lower case Beginning sound Title Author Illustrator Anchor Chart Word Wall High Frequency Words
Unit 2 (Oct./Nov.)	Use capital letters to begin sentences (teacher model)	Concepts About Print Labeling Spacing (teacher model) Onset and Rime ("at", "an" family)	Period/Exclamation Point/Question Mark (teacher model)	High Frequency Words List A-10/25	Stretching Initial Sounds	Fiction/Nonfiction Character Setting Retelling Text Sequence Connections (across books, personal, to world) Opinions Book Talk Picture Walk

	Capitalization	Usage	Punctuation	High Frequency Words	Spelling	Vocabulary
Unit 3 (Nov./Dec.)	Proper Nouns Name, Pronoun “I”	Uses pictures and letters to describe an idea or event Uses letters in writing-beginning phonemes Onset and Rime (et, en)	Period/Exclamation Point/Question Mark (teacher model)	High Frequency Words List A-15/25	Stretching Ending Sounds	Toolbox (all vocabulary associated with Toolbox) <ul style="list-style-type: none"> • look at the pictures • look at beginning letter • get your mouth ready • slide through the word & look at all the sounds • stretch out the word • does it make sense? • does it look right? • does it sound right? • go back and reread (try again)
Unit 4 (Jan-March)	Pronoun “I” Use capital letters to begin sentences Proper Nouns First and last names	Onset and Rime (it, ig) Word endings (ed, ing, s) (teacher model)	Period (student usage) Exclamation Point/Question Mark (teacher model)	High Frequency Words List A-20/25		Retelling Reflection Toolbox Vocabulary Envision Strategies Prediction

	Capitalization	Usage	Punctuation	High Frequency Words	Spelling	Vocabulary
Unit 5 (Apr./May)	Pronoun "I" Use capital letters to begin sentences Proper Nouns First and last names	Uses letters in writing Ending phonemes Onset and Rime (ot, og) Word endings (ed, ing, s) (student usage)	Period/Exclamation Point/Question Mark (student usage)	High Frequency Words List A-25/25		Retelling Reflection Toolbox Vocabulary Sequencing
Unit 6 (May/June)	Pronoun "I" Use capital letters to begin sentences Proper Nouns First and last names	Short vowels in CVC words Onset and Rime (ut, un, ug)	Period/ Exclamation Point/ Question Mark (student usage)	High Frequency Words List A-25/25 Some words from List B		Retelling Reflection Toolbox Vocabulary Sequencing Character Setting Problem Beg. Mid. end Solution Questioning/wondering

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **Board Meeting Date** May 24, 2012

Decision Requested X **Agenda Code** 8 c

AGENDA REPORTING FORM

Agenda Topic: Textbook Recommendations

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2011-2012 and 2012-2013 school years to purchase new/replacement textbooks. The texts contained in the attached listing are proposed for adoption. The Board of Education's Curriculum and Instruction sub-committee reviewed these requests at their May 14, 2012 meeting. The Board will be asked to approve the proposed textbooks at the May 24, 2012 meeting.

Background: New textbooks have traditionally been ordered in the spring for the coming year and approval from the Board of Education is required. Sample copies of the proposed texts will be available for review at the Board meeting.

Alternative Strategies: The Board may reject the textbook recommendations.

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Budget (11-12 & 12-13)

Beginning Date of Program or Project: March 2012


Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the textbooks that are endorsed by the Curriculum and Instruction Committee.

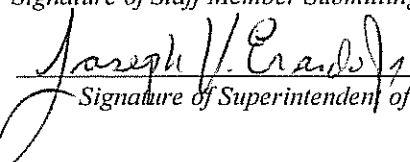
Titles of Attachments:

1. List of Recommended Textbooks and Supporting Forms

mp\Board\5.24.12,Textbook Recommendations..doc



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

***Signatures are on file
for all the attached
forms.**

New Texts

ENGLISH
Jane Eyre

Southington Public Schools
Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/5/12

1. Curriculum Committee or department submitting change: English

2. Grade levels and high school course(s) in which text will be used: 12th grade British Literature II CCP

3. Proposed Text

a. <i>Title</i>	<u>Jane Eyre</u>
b. <i>Author(s) full name(s)</i>	<u>Charlotte Bronte</u>
c. <i>Publisher (name and location)</i>	<u>Everbind</u>
d. <i>Copyright Date</i>	<u>2012</u>

4. Cost of recommended text: \$12.00 each (\$360.00 total)

5. Amount Budgeted: \$900.00

6. Number of student copies to be purchased: 30

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Jane Eyre is a title selected as a text exemplar for the Common Core State Standards for English Language Arts. The book exemplifies the literature of the Victorian Period, which is one of the three major units of British Literature II.

Department or Committee Members: English Department, grade 12

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

It was not necessary to evaluate other textbooks. This is a novel that will be added to a collection of novels that are already part of the curriculum.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

Jane Eyre is an appropriate novel to use for the Victorian Period. It gives a female perspective of one of the major periods of British Literature. No other book was reviewed because this novel is the best choice for the unit.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: Since Jane Eyre is a novel, teaching aids come from another source or are developed by the teacher.

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The novel, while being set in Victorian England, addresses class and gender roles.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Jane Eyre
 Author(s): Charlotte Bronte
 Copyright: 2012 Publisher: Everbind
 Class: British Literature II Grade(s): 12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The novel addresses class and gender roles and issues of Victorian England.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	No
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	No
	Does the author build on the students' prior knowledge within the chapter subsections?	No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	No
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	No

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	No
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	No

Teacher comments on *Pre-reading* aids: Since Jane Eyre is a novel, all pre-reading aids would be provided by the teacher.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Sometimes
	Will the main idea be obvious and easy for students to understand?	Sometimes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Sometimes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Sometimes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Sometimes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	No
	Do charts, pictures, and other graphics support the main ideas?	No
	Are there special appendices to provide students with additional reference materials?	No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	No
	Is the presentation of main ideas and details consistent in each chapter?	No
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Sometimes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	No
	Is the presentation of main ideas and details consistent in each chapter?	No
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Sometimes
Vocabulary Development	Are important words/concepts highlighted in the text?	No
	Are important words/concepts clearly defined or explained within the reading?	No
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	No
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	No

Teacher comments on *Active Reading* components of text: The novel does not highlight particular vocabulary or present informational text to coincide with the fiction. Main ideas of chapters are presented thoroughly. Students use critical thinking skills to draw conclusions about the text.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	No
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	No
	Do the end-of-chapter questions correlate with the chapter objectives?	No
	Do the questions at the end of the chapter encourage higher order thinking skills?	No
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	No

Teacher comments on *Post-Reading* components of text: The novel does not contain questions or summaries.

New Texts

ENGLISH

**The Norton Anthology English
Literature: The Romantic Period
(Volume D)**

Southington Public Schools
Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/5/12

1. Curriculum Committee or department submitting change: English
2. Grade levels and high school course(s) in which text will be used: British Literature II CCP, Grade 12
3. Proposed Text
 - a. *Title* The Norton Anthology English Literature: The Romantic Period (Vol D)
 - b. *Author(s) full name(s)* Stephen Greenblatt, General Editor
 - c. *Publisher (name and location)* W.W. Norton & Company, New York
 - d. *Copyright Date* 2012
4. Cost of recommended text: \$34.00 (\$1,020.00 total) or \$52.50 each for the 3 Volume set (\$1,575.00 total)
5. Amount Budgeted: These anthologies were not listed in the budget because it is an elective, and we did not know if the course would run. As it turns out, 30 students have signed up for the course.
6. Number of student copies to be purchased: 30
7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*
8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

British Lit II is a course being revised this year. One of the units for British Literature II is the Romantic Period. The bulk of this unit consists of poetry and the department does not currently have a book of poetry from the time period. The Norton Anthology contains an appropriate selection of all the poets covered in the unit. The Norton anthology was used in earlier years; however, our collection has not been updated in over twenty years. We no longer have enough texts for a full class. We need to replace the text with the newest edition.

Department or Committee Members: English Department

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

The alternative to the anthology would be individual books of each major poet's works. Some of these books are very costly considering the amount of poetry printed. Rather than review individual texts of six major poets' works, the Norton Anthology is a much better choice due to the vast selection from the Romantic Period. It contains the necessary poems, background information, and context for the unit while individual books do not. The Norton Anthology is now in its ninth edition which has been revised to contain thorough and helpful introductory material, thoughtful annotations, and complete texts wherever possible.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: Since the text covers a specific period in British history and literature, the selections are limited to that era.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: The Norton Anthology English Literature: The Romantic Period (Volume D)
 Author(s): Stephen Greenblatt, General Editor
 Copyright: 2012 Publisher: W.W Norton & Company
 Class: British Literature II Grade(s): 12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Sometimes

Teacher comments on *Text Content*: The content of the text appropriately covers the period of literature being studied. It definitely deals with gender issues, but since it covers a specific period of British history and literature, ethnic representation is limited.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Sometimes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: Each section is prefaced with a lot of the necessary information needed to understand the context of the literature. Since the anthology focuses primarily on the literature selections, it does not contain stated objectives or discussion questions, but there are in-depth descriptions of the period, the authors, and the context.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Sometimes
	Will the main idea be obvious and easy for students to understand?	Sometimes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Sometimes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Sometimes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Sometimes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Sometimes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Sometimes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: Terms are defined in footnotes under the reading selections.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	No
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	No
	Do the end-of-chapter questions correlate with the chapter objectives?	No
	Do the questions at the end of the chapter encourage higher order thinking skills?	No
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	No

Teacher comments on *Post-Reading* components of text: Since it is a literature text, there are no questions or summaries of the chapters.

New Texts

SCIENCE

Visualizing Earth Science

Southington Public Schools
Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 3/27/12

1. Curriculum Committee or department submitting change: Science Department

2. Grade levels and high school course(s) in which text will be used: 9th grade Earth Science Honors

3. Proposed Text

- a. *Title* Visualizing Earth Science
- b. *Author(s) full name(s)* Zeeya Merali and Brian J. Skinner
- c. *Publisher (name and location)* John Wiley and Sons
- d. *Copyright Date* 2009

4. Cost of recommended text: \$96.08 hardbound copy and ebook

5. Amount Budgeted: \$12,000

6. Number of student copies to be purchased: 160

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

A new honors Earth Science course has been created and the proposed text was chosen because many great quality features that the book provides including: online resources, self-tests at the end of each chapter, and well-designed figures and diagrams. The examination copy is soft covered, but will be hardbound by Permabound.

Department or Committee Members: Troy Schinkel Chris Conant Len Fredericks Allison Gamzon
Judy Dunn Andrea DiPaola

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Earth Science Pearson/Prentice Hall 2012 Earth Brooks/Cole 2011 Earth Science and the Environment Brooks/Cole 2011 Earth Science Pearson 2011 The Blue Planet John Wiley and Sons

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

The organization and text size of the book is appealing to students of Earth Science. The book covers essential earth science topics and uses appropriate pictures and diagrams to support learning. There is also a wealth of teacher online resources.
--

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

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- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

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EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Objectives are clearly established in the front of each chapter and are carried through to the chapter summary and the post chapter questions.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The type size, photos, diagrams, and organization of the text is conducive to student learning.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The text provides online resources, which include chapter PowerPoint's, test banks, photo gallery, and virtual tours.

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The textbook provides both sides of the global warming issue, which allows students to have the opportunity to form their own opinion about the topic.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Visualizing Earth Science
 Author(s): Zeeya Merali and Brian J. Skinner
 Copyright: 2009 Publisher: John Wiley and Sons
 Class: Earth Science Honors Grade(s): 9th

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The text was chosen because of its connection to the Earth Science curriculum.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: Objectives are listed in the front of each chapter and titles of the sections present clear transitions from one related topic to the next.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: Paragraphs within each chapter present the content in a clear manner with highlighted key terms and definitions.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: Summaries of each chapter section are clearly established at the end of the chapter. Questions are connected to the objectives from the front of the chapter.

New Texts

SCIENCE

**Campbell Essential Biology with
Physiology, 4th Edition**

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 03/13/2012

1. Curriculum Committee or department submitting change: SHS-Science
2. Grade levels and high school course(s) in which text will be used: grade 9 + 10 Honors Biology
3. Proposed Text
 - a. *Title* Campbell Essential Biology with Physiology 4th ed.
 - b. *Author(s) full name(s)* Eric J. Simon, Jane B. Reece, Jean L. Dickey
 - c. *Publisher (name and location)* Pearson Benjamin Cummings San Francisco, CA
 - d. *Copyright Date* 2013
4. Cost of recommended text: \$117.97 with 6 years of eText
5. Amount Budgeted: \$12,000
6. Number of student copies to be purchased: 160
7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

New course offering

Department or Committee Members: D. Destefano, D. DeBoer, B. Gawitt, S. Mossy, M. Mroczka, M. Terray, R. Royko, S. Hodges

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Biology Life on Earth 9th ed. Pearson Benjamin Cummings 2011
 Biology Concepts and Applications 8th ed. Brooks/Cole CENGAGE 2011
 Biology 11th ed. McGraw Hill 2013
 Biology 9th ed. McGraw Hill 2011
 Biology Science for Life with Physiology 3rd ed. Pearson Benjamin Cummings

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This book is organized for self-paced, engaged reading. Topics are well-delineated into sections with numerous diagrams of life processes created with emphasis on key points within the diagram. Illustrations exceed all other texts evaluated in terms of attention grabbing and applicability to the reading. Each chapter is supplemented with three enrichment articles embedded in the text on topics high school students frequently show curiosity about in class such as physiology connections to athletic performance and the cause and evolution of lactose intolerance, just to name two.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Skill building exercises are not provided within the chapters, but numerous specifically aligned skill building activities are provided in the appendix of web-based links to student media.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Illustrations and organization are particular strengths of this text.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Support materials are provided in printed and DVD form including an editable test bank and fully editable PowerPoint presentations of guided notes for each chapter's topics.

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Diagrams are balanced to evenly reflect positively and negatively (in the case of genetic disorders and health problems) across racial, ethnic and gender lines.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Campbell Essential Biology with Physiology 4th ed.
 Author(s): Eric J. Simon, Jane B. Reece, Jean L. Dickey
 Copyright: 2012 Publisher: Pearson Benjamin Cummings
 Class: Honors Biology Grade(s): 9, 10

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	No
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: Chapters do not begin with a list of objectives, but there is a list of topics and a "schema activator" reading section to elicit curiosity about and preview each chapter's topic.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: The appendix provides some written reference material such as an extensive glossary, but most additional material is provided through the links to web-based media including video and animated enrichment of chapter concepts.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: Within chapter checkpoint questions are numerous and include cues following each reading section to pause and use the checkpoint. Answers are provided to allow self-evaluation by readers. End of chapter questions are varied in format and cognitive level and also include answers (in an appendix) for self assessment. Each chapter's reading concludes with a controversial or stimulating topic relevant to the material of the chapter that lends itself to small group and class discussion and evaluative writing.

New Texts

SCIENCE
Environmental Science for AP

Southington Public Schools
Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: March 27, 2012

1. Curriculum Committee or department submitting change: Science

2. Grade levels and high school course(s) in which text will be used: 11-12

3. Proposed Text

- a. *Title* Environmental Science for AP
- b. *Author(s) full name(s)* Andrew Friedland, Rick Relyea & David Courard-Hauri
- c. *Publisher (name and location)* W.H. Freeman and Company, New York, N.Y.
- d. *Copyright Date* 2012

4. Cost of recommended text: \$123.00 includes 6 years of eBooks (can get 8 years for additional cost)

5. Amount Budgeted: \$6000

6. Number of student copies to be purchased: 25

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The official College Board website has a List Serve that provides a forum for AP teachers to discuss or share experiences from around the country. Many of the AP Environmental Science teachers have mentioned that the Friedland book is favored over many other publishers. The rationale behind their choices is highly due to the layout and readability of the text as it offers material in a clear and concise manner without drowning in the details that College Board is steering away for the upcoming 2012-2013 year.

Department or Committee Members: Dave DeStefano and Allison Gamzon

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

1. Environmental Science: A Global Concern, McGraw-Hill, 2007
2. Environmental Science: A Study of Interrelationships, Glencoe, 2006
3. Living in the Environment, Brooks/Cole, 2012
4. Principles of Environmental Science: Inquiry & Applications, McGraw-Hill, 2008
5. Environmental Science: Your World Your Turn, Pearson, 2011

II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

The selected book aligns with the new standards from College Board. Throughout the book there are references to each of the themes that are outlined by College Board. Additionally, the end-of-the-chapter assessment contains questions that are similar in style with AP Exam questions. The layout and readability of the text as it offers material in a clear and concise manner without drowning in the details that College Board is steering away for the upcoming 2012-2013 year.

III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Higher-order skills are fostered at the conclusion of the chapter.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Access to the e-book will help prolong the lifespan of the textbook.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The student workbooks are lab books that foster student inquiry

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The book does a great job of exposing issues that plague many third world countries. Additionally, students are encouraged to develop solutions that would benefit many different countries. Students will be encouraged to embrace practices that these countries manage.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Environmental Science for AP
 Author(s): Friedland, Relyea & Courard-Hauri
 Copyright: 2012 Publisher: W.H. Freeman and Company/BFW
 Class: APES Grade(s): 11-12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: Excellent

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Sometimes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Sometimes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: Each chapter begins with a case-study that exposes real-world problems.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: Pictures are appropriate and help engage students.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Sometimes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: A strength of the book!!

New Texts

SCIENCE
Modern Chemistry

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 3/27/2012

1. Curriculum Committee or department submitting change: SHS Science Department

2. Grade levels and high school course(s) in which text will be used: Honors Chemistry

3. Proposed Text

a. <i>Title</i>	<u>Modern Chemistry</u>
b. <i>Author(s) full name(s)</i>	<u>Raymond Davis, Regina Frey, Mickey Sarquis, Jerry Sarquis</u>
c. <i>Publisher (name and location)</i>	<u>Holt, McDougall</u>
d. <i>Copyright Date</i>	<u>2012</u>

4. Cost of recommended text: \$87.45 with 7 years of eBook

5. Amount Budgeted: \$12,000

6. Number of student copies to be purchased: 95

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Honors chemistry is a new level for advanced students beginning in the Fall of 2012. This text challenges the students, presents the topics in an organized manner and has numerous ancillaries.

Department or Committee Members: SHS Chemistry department

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Chemistry, The Molecular Nature of Matter and Change, McGraw Hill, Silberberg
 Chemistry, McGraw Hill Julia Burdge
 Chemistry Principles and Reactions. Brooks/Cole, Masterton, Hurley, Neth

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

Modern Chemistry's topics follow the objectives of our chemistry curriculum in the sequence which allows the student to learn simpler concepts first and then build on that knowledge. The sequence of topics was not appropriate in the other texts. Our choice is a text for a first chemistry course and several of the texts were college level or AP level. The readabilities were too high in the other texts as well.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The text correlates well to the goals and objectives of the Honors Chemistry course. The text presents the material clearly, has many charts and graphs for interpretation and has numerous practice problems. The text includes applications of chemistry to everyday life.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The text is suitable for high school with a hard binding and readable text size. The book is well organized for student learning.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The teaching aids including a problem solving workbook, section quizzes, study guides, chapter tests, excerpts for reading in the content area, labs, summative and formative assessments transparencies and CD-rom are included.

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The content of the text reflects all sensitive areas fairly.

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Modern Chemistry
 Author(s): Raymond Davis, Regina Frey, Mickey Sarquis, Jerry Sarquis
 Copyright: 2012 Publisher: Holt McDougall
 Class: Honors Chemistry Grade(s): 11

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The text covers the objectives of the honors chemistry curriculum. The content flows logically from simple to complex so students can build on their knowledge. The information is up to date and the content treats sensitive areas fairly.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: The text activates prior knowledge, and guides the students through the chapter as they read.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: To guide their reading, the text includes headings and objectives to illustrate the main ideas. While actively reading, vocabulary is bolded, with a nearby definition to aid them in their comprehension. All these aspects help to organize their thoughts and increase comprehension.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: This text includes all types of questioning to help the students comprehend the material including questions within the chapter, higher order thinking end-of-chapter questions and questions that promote group discussion.

New Texts

WORLD LANGUAGE
Ponti: Italiano terzo millennio

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/4/12

1. Curriculum Committee or department submitting change: Foreign Language
2. Grade levels and high school course(s) in which text will be used: AP Italian
3. Proposed Text

a. <i>Title</i>	<u>Ponti: Italiano terzo millennio</u>
b. <i>Author(s) full name(s)</i>	<u>Elissa Tognozzi & Guisepe Cavatorta</u>
c. <i>Publisher (name and location)</i>	<u>Holt McDougal</u>
d. <i>Copyright Date</i>	<u>2013 (original 2004)</u>
4. Cost of recommended text: \$103.25
5. Amount Budgeted: \$1,100
6. Number of student copies to be purchased: 10
7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*
8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

PONTI: ITALIANO TERZO MILLENNIO provides an up-to-date look at modern Italy, with a renewed focus on helping the AP student bridge the gap from the previous 3 years of Italian instruction. With its innovative integration of cultural content and technology, this textbook encourages students to expand on chapter themes through web-based exploration and activities. Taking a strong communicative approach, the book's wealth of contextualized exercises and activities make it well suited to current teaching methodologies, and its emphasis on spoken and written communication ensures that students express themselves with confidence. Students will also have the chance to explore modern Italy with a cinematic eye through the inclusion of five exciting short films by Italian filmmakers.

Department or Committee Members: Adina Alexandru, Tina Riccio

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Da capo, Holt McDougal, 2011
Percorsi - In viaggio, Pearson, 2012

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This textbook is a theme-based program ideal for the new AP Italian course. It emphasizes contemporary culture by presenting situations, activities, and readings that portray a realistic picture of modern Italy and its relationship to the world. It promotes mastery of grammar concepts and uses English explanations of specific grammar structures to facilitate individual study.

Students are also encouraged to interact with others to improve language proficiency. The "Internet Café" activities immerse students in Italian culture and preview each chapter's thematic focus. Numerous open-pair and group activities reinforce chapter topics while fostering communication and personal expression.

Cultural and literary readings reflect both past eras and contemporary sources. Pre- and post-reading exercises, as well as a guided approach to writing, support students' efforts to fully comprehend the content.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

the textbook is a strong instructional support for AP courses

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Ponti: italiano terzo millennio
 Author(s): Tognozzi, Cavatorta
 Copyright: 2013 Publisher: Holt McDougal
 Class: 1013 Grade(s): 12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: _____

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: _____

Replacement Texts

MATH
Statistics ~ Modeling the World 3rd
Edition

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/19/12

1. Curriculum Committee or department submitting change: Mathematics

2. Grade levels and high school course(s) in which text will be used: AP Statistics Grades 11-12

3. Proposed Text

a. <i>Title</i>	Statistics - Modeling the World 3rd edition
b. <i>Author(s) full name(s)</i>	Paul Velleman, Richard DeVeaux, David Bock
c. <i>Publisher (name and location)</i>	Addison Wesley
d. <i>Copyright Date</i>	2010

4. Cost of recommended text: \$102.97

5. Amount Budgeted: \$4,118.8 (with shipping)

6. Number of student copies to be purchased: 40

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Current textbook copyright is 1999 and it does not contain the content necessary for students to be successful on the AP test. This book accurately reflects the updated changes to the AP test since then and it aligns very well with our current curriculum.

Department or Committee Members: Robert Lasbury, Marci Johnson

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

The Practice of Statistics 4th Edition - Copyright 2010 - Yates, Moore, and Starnes

Introduction to Statistics and Data - Copyright 2011 - Peck, Olsen, Devore

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This book was selected because of the depth of its content, the amount of additional student/teacher resources, and the ease at which students will be able to read.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

No

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The objectives and content of this textbook are directly aligned with the AP Statistics curriculum.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Compared to others of its kind, this textbook was deemed the easiest for students to read.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Current textbook has very little teacher resources. This text has an extensive amount resources from which teachers may choose. (ex. power points, Calculator Applications, Podcasts, test generator, AP test prep questions). Also, the textbook suggests alternative teaching strategies that can be used for certain lessons.

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Stats: Modeling the World 3rd edition
 Author(s): Paul Velleman, Richard DeVeaux, David Bock
 Copyright: 2010 Publisher: Addison Wesley
 Class: Advanced Placement Statistics Grade(s): 11-12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The content of this textbook is closely aligned with our current UbD units.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Sometimes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Sometimes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	N/A
	Do titles of sections within the chapter indicate the main idea of each section?	N/A
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	N/A

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Sometimes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	N/A
	Are signal words provided to indicate how ideas in the section are related to one another?	N/A
	Is the presentation of main ideas and details consistent in each chapter?	N/A
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	N/A
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: There are "Just Checking" boxes throughout the chapters giving students the ability to check their understanding while reading.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: Each chapter contains a box stating summaries of what they have learned, terms, and skills.

Replacement Texts

MATH
Stats In Your World

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/20/12

1. Curriculum Committee or department submitting change: Mathematics

2. Grade levels and high school course(s) in which text will be used: Probability and Statistics (CP) Grade 12

3. Proposed Text

a. <i>Title</i>	<u>Stats in Your World</u>
b. <i>Author(s) full name(s)</i>	<u>David Bock, Thomas Mariano</u>
c. <i>Publisher (name and location)</i>	<u>Pearson/Addison Wesley</u>
d. <i>Copyright Date</i>	<u>2012</u>

4. Cost of recommended text: \$100.97

5. Amount Budgeted: \$7,067.90 (with shipping)

6. Number of student copies to be purchased: 70

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

The current available text for this course is extremely outdated (Copyright 1997). The new text is richer in content, provides numerous up to date real-world applications, and is connected to student's daily lives.

Department or Committee Members: Robert Lasbury, Marci Johnson, Pat Havanec

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Statistics through Applications - 2nd Edition 2009 Stames, Moore, Yates

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This book was closely aligned with our current UbD units and addresses the upcoming changes of the Common Core State Standards.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The objectives and content of this textbook are directly aligned with our Probability and Statistics curriculum.

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Currently, the instructors of this course generate all supplemental activities on their own. There are no additional resources. The new text has a variety of resources from which to choose. (ex. Test generator, Calculator applications, worked out solutions guide, power points, online support)

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Stats in Your World
 Author(s): David Bock, Thomas Mariano
 Copyright: 2012 Publisher: Pearson - Addison Wesley
 Class: Probability and Statistics Grade(s): 12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The text reflects the content of our current UbD units.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Sometimes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Sometimes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	N/A
	Do titles of sections within the chapter indicate the main idea of each section?	N/A
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	N/A

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Sometimes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	N/A
	Are signal words provided to indicate how ideas in the section are related to one another?	N/A
	Is the presentation of main ideas and details consistent in each chapter?	N/A
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	N/A
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: There are "Just Checking" boxes throughout the chapters giving students the ability to check their understanding while reading.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: Each chapter contains a box stating summaries of what they have learned, terms, and skills.

Replacement Texts

MUSIC
AP Music Theory

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: 4/23/12

1. Curriculum Committee or department submitting change: SHS Music Department

2. Grade levels and high school course(s) in which text will be used: AP Music Theory, Grades 9-12

3. Proposed Text

a. <i>Title</i>	Tonal Harmony With An Introduction To Twentieth-Century Music
b. <i>Author(s) full name(s)</i>	Stefan Kostka and Dorothy Payne
c. <i>Publisher (name and location)</i>	McGraw-Hill Higher Education, 1221 Avenue of the Americas, New York, NY
d. <i>Copyright Date</i>	2012

4. Cost of recommended text: \$166.22

5. Amount Budgeted: _____

6. Number of student copies to be purchased: 22

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Presently, we do not have enough textbooks for students signed up for AP Music Theory. The edition we own is no longer available and the new 7th edition will be printed in June 2012.

Department or Committee Members: SHS Music Department ~ Jeff Shaw, Instructional Leader; Alison Zirpolo, AP Teacher

Approvals:

Department Chair Signature

Principal Signature

THE EVALUATION

- V. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

This is a replacement of a previously approved textbook (2006).

- VI. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This is the next available printed edition (7th) of this approved textbook.

- VII. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- VIII. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CDs, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Tonal Harmony With An Introduction To Twentieth-Century Music
 Author(s): Stefan Kostka and Dorothy Payne
 Copyright: 2012 Publisher: McGraw-Hill Higher Education
 Class: AP Music Theory Grade(s): 0-12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: _____

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Are there special appendices to provide students with additional reference materials?	Yes
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: _____

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: _____

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 24, 2012

Decision Requested X Agenda Code 8 e.

AGENDA REPORTING FORM

Agenda Topic: July 1, 2011 – June 30, 2014 Southington Custodial, Maintenance, Secretarial and Food Service Employees Union (AFSCME) / Local 1303 of Council #4 and the Southington Board of Education Agreement

Summary of Issue: The Southington Custodial, Maintenance, Secretarial and Food Service Employees Union, Local 1303 of Council #4, American Federation of State, County, and Municipal Employees, AFL-CIO (AFSCME) and the Southington Board of Education have been negotiating a contract for a three (3) year agreement beginning July 1, 2011 through June 30, 2014. The AFSCME contract will be sent to Board members via e-mail prior to May 22, 2012.

Background: N/A

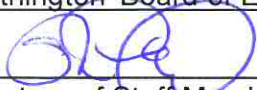
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

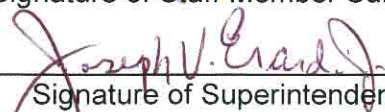
Beginning Date of Program or Project: July 1, 2011

Ending Date of Program or Project: June 30, 2014

Recommendation or Comment: Recommend approving the tentative agreement between the Southington Custodial, Maintenance, Secretarial and Food Service Union (AFSCME, Local 1303 of Council #4) and the Southington Board of Education.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:
1. _____
2. _____

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 24, 2012

Decision Requested X Agenda Code 8 f.

AGENDA REPORTING FORM

Agenda Topic: Reallocation / Adoption of 2012-2013 Operating Budget

Summary of Issue: The Town Council adopted the Board of Education budget on May 14, 2012 for the 2012-2013 school year.

Background: Administration will provide their recommended reallocation cut list to the Board under separate cover.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 1, 2012

Ending Date of Program or Project: June 30, 2013

Recommendation or Comment: Recommend that the Board of Education adopt the 2012-2013 Operating Budget.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. _____
2. _____

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 24, 2012

Decision Requested x Agenda Code 8 E.

AGENDA REPORTING FORM

Agenda Topic: Student Use of Personally Owned Technology ~ Advisory Report

Summary of Issue: The Advisory Committee will share its findings with the Board of Education on the use of hardware and software for teaching and learning.

Background: N/A

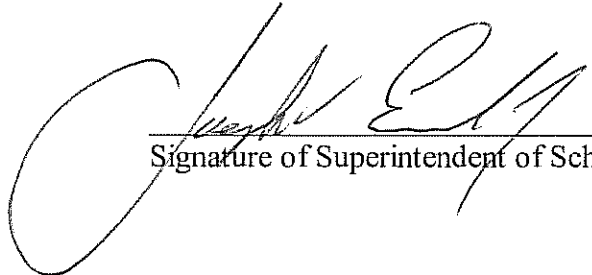
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: August 2012

Ending Date of Program or Project: First Semester of the 2012-2013 School Year

Recommendation or Comment: The Board of Education endorses the work of the Advisory Committee.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 24, 2012

Decision Requested _____ Agenda Code 8 h.

AGENDA REPORTING FORM

Agenda Topic: Compensation for 2012-2013 Unaffiliated Employees (After Executive Session) ~ Discussion and Direction

Summary of Issue: The Board of Education will direct administration on how to move forward with Unaffiliated Employees Compensation for 2012-2013.

Background: N/A

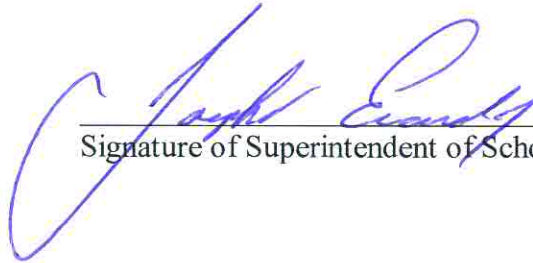
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 1, 2012

Ending Date of Program or Project: June 30, 2013

Recommendation or Comment: _____



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 24, 2012

Decision Requested _____ Agenda Code 8 i.

AGENDA REPORTING FORM

Agenda Topic: Evaluation of Superintendent of Schools 2011-2012 (After Executive Session)

Summary of Issue: The Southington Board of Education annually reviews the Superintendent of Schools contract.

Background: N/A

Alternative Strategies: N/A

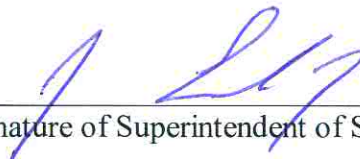
Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 1, 2011

Ending Date of Program or Project: June 30, 2012

Recommendation or Comment: For discussion purposes.

Signature of Staff Member Submitting Report



Signature of Superintendent of Schools